Lead2

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VRIJE UNIVERSITEIT BRUSSEL
AND LEAD2 PARTNERS

LEAD2 PARTNERS

LEADING TOGETHER, LEADING TOMORROW

What are the most important competencies of academic leaders facing the COVID-19 pandemic?

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PROF. DR. IVAN SVETLIK, FORMER RECTOR

University of Ljubljana

Ivan Svetlik, is a professor of human resources at the University of Ljubljana, Slovenia. He was preparing his PhD at Warick University and Arbetslivescentrum in Stockholm. He was rector of the University of Ljubljana (2013 – 2017), minister of labour, family and social affairs of Slovenia (2008-2012). He was involved in the country's labour market, social security, education and training reforms and in consulting in these fields in the Balkan countries. He collaborated with EU agencies, such as CEDEFOP and ETF. As a rector, he established close cooperation with some European and Asian universities and university associations. His main research topics and interests are: work, employment, education, human resources, social security, quality of life. He published over 400 articles, book chapters and books. He was recently involved in an international Knowledge Alliance project Integrating Entrepreneurship and Work Experiences in Higher Education, and chairs the Platform for Benchmarking and Cooperation in Higher Education and Research composed of Western Balkan universities and ministries. His last publication is a book chapter titled Between Academic Self-Governance and State Control: The Case of the University of Ljubljana, published by IGI Global in: Chang Zhu and Zayim-Kurtay, M., eds.: University Governance and Academic Leadership in the EU and China.

卢布尔雅那大学前校长

Ivan Svetlik是斯洛文尼亚卢布尔雅那大学人力资源领域的教授；曾在沃里克大学和斯德哥尔摩的职业生活研究中心获得博士学位。曾任卢布尔雅那大学校长（2013–2017），斯洛文尼亚劳工、家庭和社会事务部长（2008-2012），参与了该国的劳动力市场、社会保障、教育和培训改革，并为巴尔干国家提供这些领域的咨询工作。他曾与CEDEFOP和ETF等欧盟机构进行合作；在校长任期内，他带领卢布尔雅那大学与欧洲和亚洲的一些大学以及大学协会建立了密切合作关系。他的主要研究方向为工作、就业、教育、人力资源、社会保障、生活质量。Ivan教授发表了400多项期刊文章、书籍章节和专著。他最近参与了一个将创业精神和工作经验整合到高等教育中的国际知识联盟项目，并主持了由西巴尔干大学和部委合办的高等教育与研究的基准和合作平台。他最新发表的是标题为"在学术自治与国家控制之间：以卢布尔雅那大学为例"的书籍章节，刊载于由IGI Global出版，Chang Zhu和Zayim-Kurtay主编的《欧盟和中国的大学治理和学术领导力》一书。

PROF. DR. MELITA KOVAČEVIĆ, FORMER VICE RECTOR

Zagreb University

Prof. dr. Melita Kovačević is former vice rector of Zagreb University. Prof. Kovačević initiated the establishment of a joint program on the master level Middle European Interdisciplinary Master Program in Cognitive Science on the level of the University of Zagreb. Prof. Kovačević has been involved in Higher Education reform at the university, national and European level. She has been a member of numerous national and EU bodies, working groups as well as she organized and participated in related activities. Prof. Kovačević has worked in a multitude of European and American universities as a researcher, senior scholar or invited lecturer. Her main research interests are cognitive psychology, psycholinguistics, neurolinguistics, cognitive neuroscience and language pathology.

萨格勒布大学前副校长

Melita Kovačević教授是萨格勒布大学前副校长，并发起成立了萨格勒布大学中欧跨学科认知科学硕士班联合项目。Kovačević教授一直参与本国与欧洲层面的高等教育大学改革，是许多国家和欧盟机构、工作组的成员，并组织和参与了相关活动。她曾在欧美多所大学担任研究员、高级学者或特邀讲师，主要研究方向为认知心理学、心理语言学、神经语言学、认知神经科学和语言病理学。

ANTHONY ANTOINE, EXECUTIVE DIRECTOR OF THE INSTITUTE FOR EUROPEAN STUDIES (IES)

Vrije Universiteit Brussel

Anthony Antoine has been the Executive Director of the Institute for European Studies (IES) at the Vrije Universiteit Brussel (VUB) since 2002 and Deputy Director of the United Nations University Institute on Comparative Regional Integration Studies (UNU-CRIS) since 2016. He is a member of the VUB University Council and a member of the audit committee of the Erasmus University College Brussels. He is familiar with university structures and has expertise in executive management in both the private and the public sector. Anthony holds a degree in Political Science and studied at the Vrije Universiteit Brussel, the University of Central Lancashire (Preston, UK) and the Université Libre de Bruxelles.

布鲁塞尔自由大学

Anthony Antoine先生自2002年以来一直担任布鲁塞尔自由大学（VUB）欧洲研究所（IES）的执行主任，自2016年起担任联合国大学比较区域一体化研究所(UNU-CRIS)副主任。他是VUB大学理事会成员和布鲁塞尔伊拉斯谟大学学院审计委员会成员，熟悉大学结构，并在私营和公共部门的行政管理方面具有专长。Anthony持有政治学学位，曾就读于布鲁塞尔自由大学、中央兰开夏大学(英国普雷斯顿)和法语布鲁塞尔自由大学。

PROF. DR. LIU BAOCUN

Beijing Normal University

Liu Baocun is a Professor of comparative education and the director of the Institute of International and Comparative Education (IICE) at Beijing Normal University. He is also the director of the National Center for Comparative Education at Beijing Normal University and Director of the National Center for International Education at Beijing Normal University. He serves as president of Comparative Education Society of Asia (CESA), president of China Comparative Education (CCES), Board Member of World Council of Comparative Education Societies (WCCES), Board Member of Chinese Society of Education, Board Member of Chinese Society of Education Development Strategy, Supervisory Board Member of China Foreign Intelligence Introduction Society, co-editor of the International and Comparative Education.

北京师范大学国际与比较教育研究院（IICE）院长

刘宝存，北京师范大学比较教育学教授、北师大国际与比较教育研究院（IICE）院长，北师大比较教育研究中心主任，北师大国际教育研究中心主任，兼任亚洲比较教育学会（CESA）会长，中国教育学会比较教育分会（CCES）理事长，世界比较教育学会联合会（WCCES）理事会成员，中国教育学会理事会理事，中国教育发展战略学会理事会常务理事，中国高等教育学会引进国外智力工作分会监事会成员，《比较教育研究》副主编。

PROF. DR. JOHN TAYLOR

Centre for Higher Education Research and Evaluation, Department of Educational Research, Lancaster University
John Taylor is a Professor of Higher Education, Lancaster University. After nearly 25 years of experience as a manager in higher education, he is now active in teaching and research on matters relating to policy and management in higher education. His main research interests relate to organisation and strategy in higher education; the management of research (including the assessment of quality in research and new forms of doctoral study); internationalisation (especially issues of governance and management); resource management in higher education (including human resource management); and the history of higher education. He has wide experience in the organization of postgraduate and professional development programmes.

英国兰卡斯特大学教育研究系高等教育研究与评估中心教授
John Taylor是兰卡斯特大学高等教育学教授，他拥有近25年的高等教育管理经验，现积极从事与高等教育政策和管理有关的教学和研究工作。他的主要研究方向为高等教育的组织和战略；科研管理（包括研究质量评估和新形式的博士研究）；国际化（尤其是治理和管理问题）；高等教育资源管理（包括人力资源管理）；高等教育史。John Taylor教授在筹办研究生及专业发展课程方面有丰富的经验。

DR. LUCAS ZINNER

University of Vienna
For more than 20 years Lucas Zinner is dedicated to research and research policy and is currently Head of the Research Services and Career Development Department of the University of Vienna. After conducting research in Mathematics and working in the Austrian Science Foundation, he returned to the University of Vienna in 2004 and help to establish the Research Services and Technology Transfer Department. Since 2007 he has been in charge of setting up the university-wide Centre for Doctoral Studies. Lucas is involved in many international projects related to the Research – Education – Innovation triangle such as the EUCHINADOC project. He is actively participating in international conferences and was invited speaker, e.g. at the University Business Forum 2013, the 2013 Meeting of the Council of Deans and Directors of Graduate Research in Australia, at EUA-CDE and UKCGE in 2015 or PraxisUnico in 2016. Moreover, Lucas was delegated by the Austrian Ministry to the ERA Working Group on Innovative Doctoral Training of the European Commission, and - linking theory and practice - he has experiences in acting as a facilitator and trainer in workshops for PhD supervisors. As coordinator of the EU funded LLP Project PRIDE dealing with the professionalization of staff supporting doctoral education at higher education institutions Lucas prepared the basis to establish the international PRIDE Network Association for Professionals in Doctoral Education and is currently acting as its president.

维也纳大学科研与职业发展处主任
20多年来，Lucas Zinner一直致力于科研与研究政策，目前是维也纳大学科研和职业发展处主任。在进行数学科研并在奥地利科学基金会工作后，他于2004年回到维也纳大学，并帮助建立了科研服务和技术转让部门。2007年以来，Lucas一直负责建立整个大学范围内的博士研究中心。他参与了许多诸如EUCHINADOC项目的与"研究-教育-创新"三角有关的国际项目，积极参与国际会议，并受邀演讲，如2013年大学商业论坛、2013年澳大利亚研究生科研院长及主任理事会会议、2015年EUA-CDE和UKCGE，2016年PraxisUnico会议。此外，Lucas还被奥地利政府委派为欧洲委员会时代创新博士培训工作小组成员，并将理论与实践相结合，在博士生导师的研讨会中担任主持人和培训师。作为欧盟资助的LLP项目PRIDE的协调人，该项目负责高等教育机构辅助博士教育的工作人员的专业化，Lucas为建立博士教育专业人员国际PRIDE网络协会奠定了基础，目前担任该协会主席。

PROF. DR. MIGUEL PINA E CUNHA

Universidade Nova de Lisboa
Miguel Pina e Cunha is a Professor of Organization Studies. He received his PhD from Tilburg University. His research has been published in journals such as the Academy of Management Review, Applied Psychology: An International Review, Human Relations, Journal of Applied Behavioral Science, Journal of Management Studies, Organization, and Organization Studies, among others. He published or edited several books, including "Organizational Improvisation" (co-edited with K. Kamoche and J.V. Cunha, Routledge, 2002), "Creating balance? International perspectives on the work-life integration of professionals" (co-edited with S. Kaiser, M.J. Ringlstetter, D.R. Eikhof, Springer, 2011) and "The virtues of leadership: Contemporary challenge for global managers" (with A. Rego and S. Clegg, Oxford University Press, 2012).
He teaches Organizational Behavior, Leadership and Change Management, and Positive Organization Theory at Nova and collaborates with the Angola Business School. He received teaching awards as the best professor in the undergraduate and MBA programs. He served as academic director of the undergraduate program at Nova, academic director of The Lisbon MBA, and as Associate Dean for graduate programs. He presently heads the school's Faculty Council.

葡萄牙新里斯本大学教授
Miguel Pina e Cunha是组织研究方面的教授，在蒂尔堡大学获得博士学位。他的研究成果发表在《管理评论学会》、《应用心理学:国际评论》、《人际关系》、《应用行为科学杂志》、《管理研究杂志》、《组织》、《组织研究》等期刊上。Miguel Pina e Cunha教授出版、主编了几本书，包括"组织即兴创作"（与K. Kamoche和J.V. Cunha合著，劳特里奇出版社，2002）、"创造平衡?专业人员的工作-生活融合的国际视角"（与S.Kaiser，M.J.Ringlstetter, D.R.Eikhof合著，施普林格出版社，2011)和"领导的美德:全球经理人的当代挑战"（与A.Rego和S.Clegg合著，牛津大学出版社，2012)。
Pina e Cunha教授在葡萄牙新里斯本大学讲授组织行为学、领导力和变革管理以及积极组织理论，并与安哥拉商学院合作，他曾获得本科和MBA项目课程的最佳教授教学奖，曾担任葡萄牙新里斯本大学本科项目的学术主任，里斯本MBA项目的学术主任，以及研究生项目副院长，目前是学校教职工委员会的负责人。

PROF. DR. YAŞAR KONDAKÇI

Middle East Technical University (METU)
Dr. Yasar Kondakci is Professor in Educational Administration and Planning at The Middle East Technical University, Ankara Turkey. Prof. Dr. Kondakci gained his PhD degree at Ghent University, Belgium in the field of Management and Organization. His research focuses on higher education, educational change, and social justice in education. Dr. Kondakci is a section editor of the Research in Educational Administration and Leadership (REAL) journal. He served as a council member of the European Educational Research Association between 2008-2009. He is still on the administrative board of the Turkish Educational Administration Research and Development Association (EARDA). Prof. Dr. Yasar Kondakci is currently the Dean at the Graduate School of Social Sciences at METU.

中东科技大学社会科学研究生院院长
Yasar Kondakci博士是来自土耳其安卡拉的中东科技大学教育管理与规划教授，他在比利时根特大学获得管理与组织领域的博士学位，主要研究方向为高等教育、教育变革和教育中的社会公正。Kondakci博士是《教育管理与领导力研究》（REAL）杂志的栏目主编。他在2008年至2009年期间担任欧洲教育研究协会理事会成员，目前是土耳其教育管理研究与发展协会（EARDA）行政委员会成员，METU社会科学研究生院院长。

PROF. DR. FREDERIK D'HULSTER

University of Applied Sciences of West Flanders

Prof. Dr. Frederik D'hulster received the degree of industrial engineer in mechanical engineering from the Katholieke Hogeschool in Ostend, Belgium, in 1996, and the M.Sc. Degree in mechanical engineering from the Katholieke Universiteit Leuven, Belgium, in 1998. In 2005 he received the PhD Degree in engineering sciences from the Katholieke Universiteit Leuven with his research results on the optimization platform for switched reluctance motors. From 2005 – 2009, he was a full professor and program coordinator of the Industrial Design Engineering department of the University of Applied Sciences of West Flanders (HOWEST) in Kortrijk, Belgium. He was also a project leader in different Erasmus+ Programmes. One of these projects "A multidisciplinary approach to product innovation" aimed at developing new methodologies for multidisciplinary education and research. With this concept, he won the Design Management Europe Award. Since 2009 he became the vice-rector of the University of Applied Sciences of West Flanders, responsible for the education programs, curriculum development, applied research and internationalization. He realized different strategic partnerships with academic partners in Europe and worldwide. In China, he built a partnership with the Zhejiang Gongshang University, Zhejiang Chinese Medical University and the SIVA De Tao Masters Academy.

西弗兰德斯应用科学大学教授

Frederik D 'hulster教授于1996年在比利时奥斯坦德天主教大学学院获得机械工程工业工程师学位，并于1998年在比利时天主教鲁汶大学获得机械工程硕士学位。2005年，他凭借开关磁阻电机优化平台上取得的研究成果获得天主教鲁汶大学工程科学博士学位。2005年至2009年，他在比利时科尔特里克的西弗兰德斯应用科学大学(HOWEST)工业设计工程系担任全职教授和项目协调员。他也是多项Erasmus+项目负责人，凭借其中旨在为多学科教育和研究开发新方法的"产品创新的多学科方法"项目理念，他获得了欧洲设计管理奖。2009年起他担任西法兰德斯应用科学大学副校长，负责教育项目、课程开发、应用研究和国际化，与欧洲和全球的学术合作伙伴实现了多样的战略合作伙伴关系。在中国，与浙江工商大学，浙江中医大学和上海视觉艺术学院(SIVA) - 德稻教育建立了合作关系。

PROF. DR. VINAYAGUM CHINAPAH

Stockholm University

Vinayagum Chinapah (Sweden and Mauritius) is a Professor, Chairholder and former Director of the Institute of International Education (IIE), Department of Education, Stockholm University, Sweden (2009-2017). He joined IIE in 1976 and served in different professional and research capacities from a lecturer up to the latest position as Full Professor and Director. He had a Master's Degree in Pedagogy with Honors at Charles University, Prague (1977) and a PhD in International and Comparative Education at Stockholm University (1983). Professor Chinapah served at UNESCO Headquarters in Paris as Director of the Joint UNESCO-UNICEF Inter-agency Program on Monitoring the Quality of Education and Learning Achievement which covered some 80 countries worldwide during the period (1992-2006). He also served for one year as UNESCO Regional Educational Adviser for the Arab States, UNESCO Regional Office, Beirut, Lebanon (2007-2008) before returning to lead IIE in January 2009. He has published extensively and has carried out research, training, and consultancies for several UN agencies (UNESCO, UNICEF, UNDP, FAO); International agencies (The World Bank, OECD); bilateral agencies (SIDA, Finnish CIMO, CIDA, Commonwealth Secretariat) and several governments and their institutions in some 120 countries worldwide over the past 45 years. Professor Chinapah has supervised and co-supervised some 60 PhD successful students and some 450 successful MA students since 1981.

斯德哥尔摩大学教授

Vinayagum Chinapah教授（瑞典和毛里求斯）是瑞典斯德哥尔摩大学教育系国际教育研究所（IIE）主席和前任主任（2009-2017）；他于1976年加入IIE，并曾承担从讲师至教授及主任的多种行政及研究职务。他于布拉格查尔斯大学以优异成绩获得教育学硕士学位(1977)，并于1983年在斯德哥尔摩大学获得国际和比较教育学博士学位。Chinapah教授曾在巴黎联合国教科文组织总部担任教科文组织-联合国儿童基金会监测教育质量和学习成果的跨部门联合项目主任，该项目在1992-2006年期间覆盖了全球80多个国家。他还曾在联合国教科文组织驻黎巴嫩贝鲁特区域办事处担任过一年的阿拉伯国家区域教育顾问（2007-2008），于2009年1月回到IIE工作。他发表了大量的文章等著作，并在过去的45年中，为几个联合国机构（联合国教科文组织，联合国儿童基金会，联合国开发计划署，联合国粮农组织）、国际机构（世界银行，经合组织）、双边机构(SIDA，芬兰CIMO, CIDA，英联邦秘书处)以及遍布全球120多个国家/地区的一些政府及其机构提供了研究、培训和咨询服务。自1981年以来，Chinapah教授已指导和共同指导了约60名博士研究生和450名硕士研究生。

PROF. DR. JIANG HONGCHI, DEPUTY DIRECTOR OF THE INSTITUTE OF HIGHER EDUCATION AND DEPUTY DIRECTOR OF THE DEVELOPMENT PLANNING, CHINA UNIVERSITY OF GEOSCIENCES (WUHAN)

China University of Geosciences (Wuhan)

Jiang Hongchi, Professor of China University of Geosciences (Wuhan), Master's Tutor, Doctor of Education, Postdoctoral Fellow of University of Missouri, Kansas City. He is also the deputy director of the Institute of Higher Education and the deputy director of the Development Planning Department of China University of Geosciences (Wuhan). The research field is comparative higher education, higher education management and educational culture. Since the beginning of his educational research, he has published more than 60 papers in educational journals at home and abroad, presided over more than 20 national, provincial and ministerial research projects, published 3 monographs, and participated in writing several books.

中国地质大学（武汉）高等教育研究所副所长、发展规划处副处长

蒋洪池，中国地质大学（武汉）教授，硕士生导师，教育学博士，美国密苏里大学堪萨斯城分校博士后。兼任中国地质大学（武汉）高等教育研究所副所长、发展规划处副处长。主要从事比较教育学的教学与研究工作，研究方向为比较高等教育、高等教育管理和教育文化学。自涉足教育研究领域以来，在国内外教育类核心期刊发表论文60余篇，主持国家级、省部级科研项目20多项，出版专著3部，参与撰写著作多部。

PROF. DR. MA HUANLING

Guangxi Normal University

Prof. MA Huanling now works at Guangxi Normal University. He is also a member of the administrative committee of the China Education Legislation Institute and China Education Policy and Legislation Research Institute. He gained his doctoral degree from the School of Public Administration, East China Normal University, majoring in Education Economics and Management. He was once visiting scholar at Illinois State University and the University of Wisconsin in the US. He has published 4 books and over 60 academic articles. He is also the editor-in-chief of 10 textbooks. Since 2007, he has taken responsibility for 15 national and provincial research programs.

广西师范大学教授

马焕灵教授现就职于广西师范大学，中国教育法制研究会、中国教育政策与法律研究会成员，于华东师范大学公共管理学院获得博士学位，主修教育经济与管理，曾是美国伊利诺伊州立大学和美国威斯康星大学访问学者。马教授发表学术论文60余篇，著作4部，主编教材10部。2007年以来主持国家级和省部级课题15项。

BRIEFING|简讯

LEADING TOGETHER, LEADING TOMORROW

LEAD2 MOOCs | LEAD2 慕课

LEAD2 MOOC Series on university governance and leadership development for academics at different levels awards certificates and welcomes new registrations for new editions

The LEAD2 MOOC Series is part of the LEAD2 project, of which one of the main aims is to enhance knowledge and competences regarding University Governance and Academic Leadership. The MOOCs is open for all participants regardless of their countries, institutions, or academic positions.

The fourth edition of LEAD2 MOOC on University Governance and Academic Leadership and the first edition of LEAD2 MOOC on Leadership Development for Young Academic Leaders are successfully completed from October 2020 to February 2021. In total, the two series of MOOCs attracted over 2000 participants.

The fifth edition of LEAD2 MOOC on University Governance and Academic Leadership and the second edition of LEAD2 MOOC on Leadership Development for Young Academic Leaders are open for registration (Edition March-June 2021). The links of the LEAD2 MOOC Series are as follows:

面向各级学者的"大学治理与领导力发展"LEAD2 MOOC系列课程已颁发结业证书，新一季MOOC开放报名

LEAD2 MOOC 系列课程是LEAD2项目的一部分，旨在增强相关人员有关大学治理和学术领导力的知识和能力。课程对所有人开放，无论其国家、机构或学术职位如何，都可以参加该慕课。

LEAD2 MOOC的大学治理与学术领导力慕课第四季和青年学术领导力发展慕课第一季已于2020年10月至2021年2月顺利完结。这两个系列的慕课共吸引了2000多名参与者。

LEAD2 MOOC大学治理与学术领导力第五季和青年学术领导力发展第二季现已开放注册（课程时间：2021年3月 - 6月）。 LEAD2 MOOC系列课程链接如下：

LEAD2 MOOC fifth edition on University Governance and Academic Leadership
LEAD2 MOOC大学治理与学术领导力第五季

- **English version (Canvas):** https://www.canvas.net/browse/vub/courses/university-governance-and-academic-leadership
- **Chinese version (Canvas):** https://www.canvas.net/browse/vub/vub-zh/courses/university-governance-academic-leadership-chinese
- **Chinese version (NetEase):** https://study.163.com/course/introduction/1211129806.htm

LEAD2 MOOC second edition on Leadership Development for Young Academic Leaders
LEAD2 MOOC 青年学术领导力发展第二季

- **English version (Canvas):** https://www.canvas.net/browse/vub/courses/leadership-development
- **Chinese version (Canvas):** https://www.canvas.net/browse/vub/vub-zh/courses/leadership-development
- **Chinese version (NetEase):** https://study.163.com/course/introduction/1210797807.htm

LEAD2 Webinars | LEAD2研讨会

Webinar and online workshop on Inclusive and Diversified Leadership and Webinar on Internationalisation of University of Applied Sciences

The Webinar and online workshop on Inclusive and Diversified Leadership took place on 25 November 2020. This insightful event focused on the discussions of inclusive and diversified academic leadership regarding conceptions and competence development. In addition, research on academic leadership and leadership development was also presented and discussed. The event was enriched by European and Chinese experts in academic leadership and ensured deep exchange and sharing among all participants.

The Webinar on Internationalisation of the University of Applied Sciences took place on 6 January 2021. The event featured experience sharing by two European experts in the field of internationalization of colleges. Over 100 middle-level Chinese university leaders and administrators participated in this event.

"包容性与多元化领导力"网络在线研讨会和"应用科技大学国际化"网络研讨会

包容性和多元化领导力网络在线研讨会于2020年11月25日举办。这一有见地的活动集中讨论了包容性和多元化的学术领导力的概念和能力提升。此外，对学术领导力和领导力发展的研究也进行了介绍和讨论。此次活动由欧洲和中国的学术领导专家共同参与，确保了与会者之间的深入交流和分享。

应用科技大学国际化网络研讨会于2021年1月6日举办。此次活动由两位欧洲高校的国际化方面的专家分享经验，100多名中国高校的中层领导和管理人员参加了此次活动。

The first Online Workshop for LEAD2 MOOC participants successfully took place on 12th January 2021

Organized by the LEAD2 team, the webinar on university governance and academic leadership in times of global uncertainty successfully took place on 12th January 2021. About 60 participants, including active learners and alumni of the LEAD2 MOOCs, attended the event. Two keynote speeches focusing on university governance and academic leadership in a pandemic age were presented by two active LEAD2 MOOC learners. In addition, two structured discussions were organized. Participants discussed several critical issues, such as challenges universities have been facing during the pandemic and practical strategies to overcome these obstacles. Many participants expressed high satisfaction with this session because of its usefulness and effectiveness.

Two upcoming webinars for MOOC learners and alumni will be organized in April and June 2021.

首届面向LEAD2 MOOC参与者的在线研讨会于2021年1月12日成功举办

由LEAD2团队筹办的"全球不确定时期下的大学治理和学术领导力"网络研讨会于2021年1月12日成功举行。约60名参与者参加了此次活动,其中包括LEAD2慕课在线学员和毕业学员。两位活跃的LEAD2慕课学员就"疫情时代下的大学治理和学术领导力"进行了两场主题演讲。此外,研讨会还组织了两次结构化讨论,引导与会者讨论了若干重要问题,如大学在疫情期间面临的挑战以及克服这些障碍的实用策略。许多与会者对本次会议表示非常满意,高度赞扬本次研讨会的实用性和有效性。

2021年4月和6月还将有两场专为慕课学员和毕业学员组织的在线研讨会,敬请期待。

LEAD2 Online Knowledge Base | LEAD2 在线知识库

LEAD2 Online Knowledge Base (OKB) benefits a wide range of users

The Online Knowledge Base is an online learning, sharing and research tool that provides users with a rich online knowledge base that incorporates various resources and literature on university governance and academic leadership and facilitates learning and sharing of stakeholders on these topics. In the last few months (November 2020 to February 2021), about 1000 materials, including academic papers and videos, have been updated. The platform has a growing userbase. There are currently 65 users who registered on the website of which 21.7 % are new visitors, and 78.3 % are returning visitors. Users came from different countries in the world. Concerning page views, there were a total of 580 pageviews in this period. 56 users visited the website directly via the web browser. 11 users were redirected to the website via www.lead2-project.eu, and 4 users visited the site via a search engine.
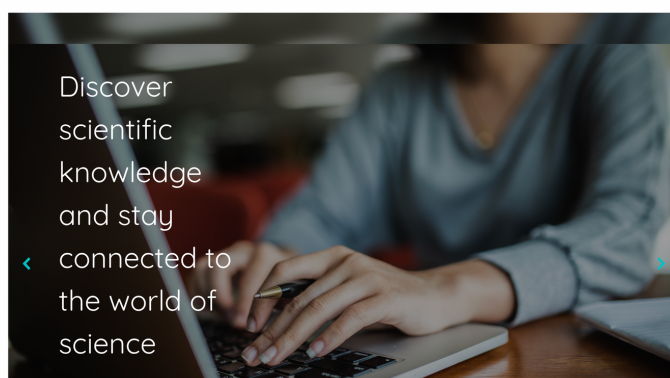
众多用户受益于LEAD2在线知识库(OKB)

LEAD2在线知识库是一个在线学习、分享和科研工具。它整合了有关大学治理和学术领导力的各种资源和文献,促进了利益相关者在这些课题上的学习与分享。在最近几个月中(2020年11月到2021年2月),该平台上传了约1000份资料,如学术论文和视频等。该网站用户数量不断增长,目前有65名注册用户,其中新增访客为21.7%,回访者为78.3%,且用户来自世界各地。关于网站浏览量,本季度共有580次浏览。56名用户通过网络浏览器直接访问本网站,11名用户通过www.lead2-project.eu网址重定向到网站,4名用户通过搜索引擎访问本网站。

LEAD2 Research | LEAD2 专题研究

International Publications-Special issues

In order to enhance the understanding of academic leadership and university governance among European and Chinese universities based on scientific research, the LEAD2 project partners and members have dedicated themselves to a wide range of scientific research. These studies will be published in 4 accepted special issues in high indexed and peer-reviewed international journals. The studies centred on the themes of "Comparative perspectives and cases in academic leadership and governance", "Exploring the different level academic leadership from a diverse and international perspective", "University governance under the context of internationalization", and "Teacher leadership in universities".

In addition, the 5th Special Issue on the theme of transformation in Higher Education in uncertain times will be launched. This issue will also include papers focusing on the impact of COVID-19 in European and Chinese higher education. This upcoming issue will be published in the journal- Research in Educational Administration and Leadership (REAL). This journal has a focus on the significant analysis of policy, theory, and methodology related to educational administration and leadership and publishes articles focusing on the issues in all educational settings.

国际出版物-特刊

为了加深欧洲和中国大学在科研基础上对学术领导力和大学治理的理解,LEAD2项目的合作伙伴和成员致力于广泛的科学研究。这些研究将被4个高索引和经由同行评议的国际期刊的特刊接受并发表。这些研究围绕"学术领导力和治理的比较视角与案例"、"从多元化、国际化的视角探索不同层次的学术领导力"、"国际化背景下的大学治理"、"大学教师领导力"等主题展开。

此外,以"不确定时期高等教育转型"为主题的第五期特刊也将推出,本期还将包括聚焦COVID-19对欧洲和中国高等教育的影响的论文。本期特刊将由期刊-教育管理和领导力研究(REAL)发表。该期刊关注与教育管理和领导力相关的政策、理论和方法的重要分析,并发表针对各种教育背景下的研究文章。

IN THE SPOTLIGHT 焦点

ACADEMIC LEADERSHIP & GOVERNANCE
DURING UNCERTAIN TIMES

不确定时期中的学术领导力与学术治理

Professor Gerard A. Postiglione is a veteran in the field of education, with over 40 years of experience in educational research and administration as well as teaching. His areas of specialization include, among others, educational reform and development, building research universities and access and equity in higher education. He has occupied various positions across the globe and led and contributed to several projects, publications, and conferences in the field of education. Hence, it is not a surprise that he has 20 books and 150 articles under his belt in addition to various prestigious awards and fellowships.

We had the pleasure of interviewing Professor Postiglione and discussing the impact of uncertain times on academic leadership and governance with him:

Gerard A. Postiglione教授是教育领域的资深人士，在教育研究、行政管理和教学方面拥有40多年的经验。他的专业领域包括教育改革与发展，建设研究型大学和高等教育进入与公平。他曾在全球各地担任过各种职务，领导并促成教育领域的多个项目、出版物和会议。因此，除了得到过许多赫赫有名的奖项和学术奖金之外，他还出版过20本著作和150篇文章也就不足为奇了。

我们很高兴有幸采访到了Postiglione教授，并与他讨论不确定时期对学术领导力和学术治理的影响：

1. Tell us about your leadership role at your university either currently or in the past.

I am currently an emeritus professor as well as an honorary professor at the faculty of education at the University of Hong Kong. I am also the coordinator of the Consortium for Higher Education Research in Asia (CHERA). Nonetheless, I have held various leadership roles at the University of Hong Kong in the past. For instance, I have been the Associate Dean for Research and the Head of the Division of Policy, Administration and Social Science in the Faculty of Education at the University of Hong Kong, in addition to numerous other committee headships in the university.

请告诉我们您目前或过去在大学中所担任的领导角色。

我目前是香港大学教育学院的名誉教授同时也是荣誉退休教授。我还是亚洲高等教育研究联盟（CHERA）的协调人。不过，过去我还在香港大学担任过各种领导职务。例如，我曾担任香港大学教育学院的研究副院长，政策、行政和社会科学系主任。此外我还担任过大学许多其他委员会主席。

2. What are the uncertainties and challenges that you experience over the course of your work?

As academics, we are always challenged with producing valuable work which includes academic research, book and journal publications, teaching plans and curricula, knowledge exchange with the community, papers for international academic conferences, various web-based communications, engagement with global knowledge, innovative problem-solving methods, research grant applications, as well as opportunities to mentor younger colleagues, assessments and specialized consultations. And those challenges have to be balanced with the challenges of family and community as well as the day-to-day challenges which arise, such as driving through traffic jams. Thus, I believe the main challenges of academics, particularly in our field, concerns maintaining a balance among all the demands that are placed on us today.

您在工作过程中遇到的不确定性和挑战是什么？

作为学者，我们始终面临着生产有价值成果的挑战，这些成果包括学术研究、书籍和期刊出版物、教学计划和课程、与社区的知识交流、国际学术会议的论文、各种基于网络的交流、全球知识的参与，创新性问题解决方法、研究资助申请以及指导青年同事的机会、评估和专业咨询。这些挑战必须与来自家庭和社区的挑战以及日常出现的挑战，诸如在拥堵的马路上驾驶，相平衡。因此，我认为学者们面临的主要挑战，尤其是在我们领域，是如何平衡当今社会对我们提出的所有要求。

" ... Those challenges have to be balanced with the challenges of family and communities as well as the day-to-day challenges which arise, such as driving through traffic jams."

"...这些挑战必须与来自家庭和社区的挑战以及诸如在拥堵的马路上驾驶这种日常出现的挑战相平衡。"

3. Can you share with us an example of a specific uncertainty or challenge that you have encountered?

Most recently, and in the context of higher education in China, one of the most interesting challenges that I have observed is the reform of China's provincial universities, specifically their attempts the reform application-oriented bachelor degrees. This is related to the shift in China's educational system from elite to mass education which led to its rapid expansion across the provinces to meet the existing demand, particularly in graduate employment. Graduates of the provincial colleges and universities, many of whom are the first in their family to go to higher education, have to compete to find employment. They pay for their education while deferring their earnings while they are still at university. Hence, it's essential that these graduates get a quality education that is relevant to the labour market. The mission of higher education has come to include improving students' abilities to develop soft skills like communication, problem-solving, creativity, etc. Thus, the demands are quite formidable in a situation in which you need teachers who are credentialed and have experience teaching in universities and can also produce useful research products. Additionally, one of the major challenges for university governance is to build relationships with industrial enterprises. I found quite a bit of progress in two of China's western provinces (Gansu and Yunnan) where one of the ways for establishing this relationship with enterprises is the representation of members of these industries on the university councils or committees which deal with the curriculum as well as building relations for student internships.

4. How did you make decisions during uncertain times? And what would you say is the best decision you have made in an uncertain situation?

Within the University of Hong Kong, there were times when I had to make decisions regarding, for example, the key research areas for the future in our faculty. The best decision-making method to confer widely with specialists and colleagues before designing a solution to a problem. Good decisions require time and energy. Evidence-based research helps to improve policies and practices.

5. What are the strengths and weaknesses of your university that you haven't recognized before uncertain times?

The main strength of my university is its academically free environments for teaching and research. It is also important to deepen knowledge exchange by engaging with innovative business and industrial enterprises in other parts of the country as part of the Greater Bay Initiative.

6. How does your university deal with global challenges?

We address global challenges by remaining competitive and cooperative with counterparts in addressing climate change, pandemics, global poverty, income inequality, and other world challenges. We take advantage of our positioning in Asia and as a part of the People's Republic of China. We have to continually calibrate–to balance and take advantage of our engagement with universities and enterprise in our region and the rest of the world. We continue to attract top-notch scholars and scientists from all over the world. We have been through many transitions. When Hong Kong was a colony, the most academic staff came from the UK and other commonwealth countries, and then our recruitment patterns shifted to academics from the Chinese mainland who earned their doctorates overseas, then our recruitment expanded to over 20 countries. Indeed, our university recruitment has helped to maintain a contingent of productive international scholars and scientists.

7.In your view, how has COVID-19 affected the field of higher education?

This is a very important question. Hong Kong's universities had the valuable experience long before Covid-19 with the SARS epidemic in 2003. When the Covid-19 pandemic occurred, the greatest challenge was to maintain the quality of instructional delivery. The University of Hong Kong had to

您能与我们分享您遇到的特定不确定性或挑战的例子吗？

最近，在中国高等教育中我观察到的最有趣的挑战之一就是中国省级大学的改革，特别是他们对应用型学士学位进行改革的尝试。这与中国的教育系统从精英教育向大众教育的转型有关，这种转变导致教育在各省快速扩张来满足现有需求，特别是毕业生就业这方面的需求。省级院校和大学的毕业生（其中许多人是家庭中第一个接受高等教育的人）必须竞争才能找到工作。他们在上大学时会为自己的学业付费，同时还会延缓他们开始收入的时间。因此，让这些毕业生接受与劳动力市场相关的高质量教育至关重要。高等教育的任务已经包括提高学生的能力，以发展诸如沟通、解决问题、创造力等软技能。因此，大学急需有资质、具有教学经验、并且还可以产出有意义的科研成果的老师。此外，大学治理的主要挑战之一是与工业企业建立关系。我发现中国的两个西部省份（甘肃和云南）取得了相当大的进步。在这些省份中，与企业建立这种关系的一种方式是企业作为行业代表成员参与大学理事会或委员会，负责课程开发，同时为学生建立实习渠道。

在不确定的时期，您是如何做出决策的？在不确定的情况下，您做的最好的决策是什么？

在香港大学内，有些时候我不得不做出决策。例如，关于我们学院未来的关键研究领域。在设计有关问题的解决方案之前，与专家和同事广泛协商是最佳决策方法。好的决定需要时间和精力。循证研究有助于改善政策和实践。

在不确定的时期之前，您未意识到大学具有的优势和劣势是什么？

我们大学的主要优势是其教学和研究的学术自由环境。作为大湾区倡议的一部分，通过与国家其他地区的创新企业和工业企业合作来加深知识交流也很重要。

您的大学是如何应对全球性挑战的？

我们在应对气候变化、流行病、全球贫困、收入不平等以及其他世界挑战方面与相关方保持竞争与合作，从而来应对全球性挑战。我们也会利用我们位于亚洲以及中华人民共和国中这样的地理优势。我们必须不断进行调整，以平衡并受益于我们与本地区以及世界其他地区的大学和企业之间的合作。我们继续吸引来自世界各地的顶尖学者和科学家。我们经历了许多转型。当香港是一个殖民地时，大多数学术人员都来自英国和其他英联邦国家，而后我们的招聘转向了来自中国大陆并获得海外博士学位的学者，之后又扩大到了20多个国家。的确，我们的大学招聘帮助维持了一支有生产力的国际学者和科学家队伍。

您认为COVID-19全球疫情如何影响高等教育领域？

这是一个非常重要的问题。香港的大学于2003年SARS流行时就积攒了宝贵的经验，这是远远早于在Covid-19的。当Covid-19大流行时，我们最大

sustain course offerings for 30,000 students from 100 jurisdictions. It had to manage pressing issues of online access in many parts of the world. It had to respond to basic issues of internet penetration, especially when asking students to view and download quite large files of course materials. As in most major universities, only a small proportion of academic staff had run online courses. Those few professors who had created a MOOC were better placed, but they were a minority. Most professors had experience conducting face-to-face classes supported by a website that stored course materials, videos and PPTs, offered a chat room, and enabled assignments to be submitted. The virus led to a rapid uptick in professors engaging fully in online education, either grudgingly or enthusiastically. Indications are that class attendance is the same for online as for face-to-face courses. However, teaching online requires more planning and follow-up. To support professors taking their classes online, the University of Hong Kong ran an ongoing series of webinars to hone the skills for online teaching. It also offered on-demand troubleshooting services for professors facing technical difficulties, with in-house experts reachable first through WhatsApp and then through Zoom. It made 2-3 minute videos covering an array of basic issues. It sent out bulk emails to all teachers on a regular basis to keep them abreast of the developments. To support students engaging more fully with online learning than ever before, it again issued regular bulk emails and maintained email accounts through which students could receive real-time responses to issues and concerns. Maintaining good lines of communication has been essential throughout the crisis. Many professors and students reported an increase in participation through Zoom tutorials, one of a small number of positives to emerge from the switch online. Trust matters because teachers have to trust that students are actually online beyond the electronic indication that they are attending, though parallel issues also arise in face-to-face teaching. With the worldwide cancellation of academic conferences, keynotes, and other overseas meetings, blocks of work time were reallocated. Staff meetings were conducted online. Academics and students saved commuting time but working at home in Hong Kong is a different matter, as most local students share small accommodations without a separate study space. For this reason, universities kept libraries and learning commons open throughout the emergency, advising entering students on health and hygiene protocols. Fresh engagement with teaching and learning has taken place in this most unusual academic year. A platform for dialogue about new ways forward for teaching and learning now exists on many campuses, and senior managers have the opportunity to work with that.

8. In your opinion, what are the lessons learned from the COVID-19 experience?

See above. There will be future pandemics. Universities everywhere need to cooperate in order to better address future pandemics, climate change, inequality, growing poverty and so on.

的挑战是保持教学质量。香港大学必须持续为100个司法管辖区的3万名学生提供课程，必须管理世界许多地方面临的急迫的线上访问问题，必须解决有关互联网覆盖率的基础性问题，尤其是当学生需要查看和下载相当大的课程资料文件时。与大多数大学一样，只有一小部分学术人员开设了在线课程。那些之前就创建过慕课的教授应对会更自如，但是只占少数。大多数教授都有通过网站进行面对面授课的经验，在网站上存储课程资料、视频和PPT，开设聊天室，并让学生提交作业。新冠疫情使得积极全职从事在线教育的教授人数迅速增加。迹象表明，在线教学与面授课程的出勤率是相同的。但是，在线教学需要更多的计划和后续措施。为了支持教授在线上课，香港大学举办了一系列在线研讨会，以提高教师在线教学的技能。港大还为面临技术难题的教授提供按需的故障排除服务，首先通过WhatsApp，然后通过Zoom与内部专家联系。港大还制作了2-3分钟的视频，涵盖了一系列基本问题，定期向所有教师发送电子邮件，帮助他们及时了解事态发展。为了支持学生比以往任何时候都能更充分地参与在线学习，港大再次发布了常规的批量电子邮件并保持电子邮件帐户畅通。通过这些帐户，学生可以收到对问题和疑虑的实时回复。在整个危机中，保持良好的沟通至关重要。许多教授和学生报告说，通过Zoom参与课程的人数有所增加，这是切换到在线教育中看到的少数积极因素之一。信任也很重要，当电子信息显示学生在上课时，教师还必须相信学生实际上是在线的，不过在面对面的教学中也会出现类似的问题。随着全球范围内学术会议、主题演讲和其他海外会议的取消，工作时间也被重新分配了。员工会议在线进行，学术人员和学生节省了通勤时间，但在在家工作在香港却是另一回事，因为大多数本地学生在没有单独学习空间的情况下共享小宿舍。因此，在紧急情况下，大学应保持图书馆和学习共享空间的开放，并建议学生按照健康和卫生规程进入。在这个最不寻常的学年里，教学与学习有了新的参与方式。现在，在许多校园中都有一个对话平台，以探讨新的教学方法，高层管理人员有机会通过该平台展开工作。

您认为从新冠全球疫情的经验中学到了什么？

正如上面我说的。未来还会有流行病，各地的大学都需要合作，以便更好地应对未来的流行病、气候变化、不平等、贫困加剧等问题。

UNIVERSITY LEADERSHIP SKIILS FOR THE CREATION OF "ENDEMIC" OPPORTUNITIES UNDER COVID-19 PANDEMIC: A SHORT JOURNEY OF THE WORD CRISIS IN HISTORY

在COVID-19新冠疫情中创造"地方性"机会的大学领导能力：在历史中简要回顾"危机"一词

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Abstract:

Nowadays, the word crisis is used in different meanings than its original one in history. However, its current use particularly for the pandemic has close connections with its past meaning. In either case, the crisis indicates some procedures towards a solution that require a set of leadership skills. In the education sector, these skills could be more complex than the others. When universities are concerned, due to their sophisticated structures, these institutions need efficient and effective leaders who would be responsive to the crisis situations and be creative to meet the challenges brought by the pandemic. On finding solutions to the issues, the university leader is expected to mentor, guide and encourage the staff as well as the institutions to be able to realize authentic research and innovation which would create sui generis results and opportunities for the good of all.

如今，危机一词的使用含义与其历史上的原始含义有所不同。尽管如此，该词现在的使用，特别是在全球疫情中的使用，与其过去的含义有着密切的联系。无论哪种情况，危机都指向一些解决方案的程序，其中需要一套领导技能。在教育部门，这些技能可能比其他技能更复杂。当大学受到关注时，由于其复杂的结构，这些机构需要有效且高效率的领导者，他们应对危机局势做出反应并具有创造性，以应对疫情带来的挑战。在找到解决问题的办法时，大学领导应指导和鼓励教职员工以及各机构实现真正的研究和创新，从而为各方面的利益创造特殊的成果和机会。

Keywords: pandemic, Covid-19, leadership in education, crisis, crisis management, higher education

关键词：全球疫情；Covid-19疫情；教育领导力；危机；危机管理；高等教育

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MOOCs and Webinars on University Governance and Academic Leadership in Times of Global Uncertainty
慕课与全球不确定时期下的大学治理和学术领导力网络研讨会

1. Introduction

The LEAD2 MOOCs are part of the LEAD2 project which aims to enhance knowledge, skills, and competencies regarding University Governance and Academic Leadership. These MOOC courses are one of the deliverables of the LEAD2 project. They focus on European and Chinese university governance and academic leadership and are open to all people regardless of their countries, institutions, or academic positions.

This report covers the LEAD2 MOOCs offered from October 2020 to February 2021. In October 2020, two MOOCs were launched: the fourth edition of the MOOC course on University Governance and Academic Leadership with 360 learners enrolled and the first edition of the course on Leadership Development for Young Academic Leaders with 1791 learners enrolled. In addition to the video lectures and course activities, the MOOC participants also completed surveys and polls from the MOOCs and webinars that seek to generate a community of practice and learning on practical topics of leadership and governance. Therefore, this report presents findings from the participants' surveys. The first part of this report describes the findings from the LEAD2 MOOCs surveys in terms of demographic characteristics, overall satisfaction, perceived effectiveness, perception of knowledge and skills developed, and the acceptance of the MOOCs for leadership development.

From October 2020 to February 2021, the LEAD2 project organized three webinars. Among these webinars, two of them were surveyed through participants' polls regarding the perceived quality and satisfaction. The second part of this report presents the findings from the two polls, one from the LEAD2 Webinar Online Workshop: Inclusive and Diversified leadership and one from the LEAD2 MOOC Online Workshop University Governance and Academic Leadership in Times of Global Uncertainty.

1. LEAD2 MOOCs: participation, satisfaction, and effectiveness

The following findings were obtained from the surveys of the two courses, the MOOC on University Governance and Academic Leadership (from now on "the Senior MOOC") and the MOOC on Leadership Development for Young Academic Leaders (from now on "the Young MOOC").

1.1. Demographic characteristics

Figure 1. shows some demographic characteristics of the survey respondents. More than 60% of them were male in both MOOCs (78% in the Senior MOOC and 68% in the Young MOOC). About 50% of respondents in the Senior MOOC were between 30-40 years old and in the Young MOOC, 51% were less than 30 years old. While in the Senior MOOC the majority of the participants have a master's degree or higher (49% with a master's degree and 17% with a Ph.D. degree), in the Young MOOC the majority of the participants (60%) have bachelor's degree and 31% with Master's degree.
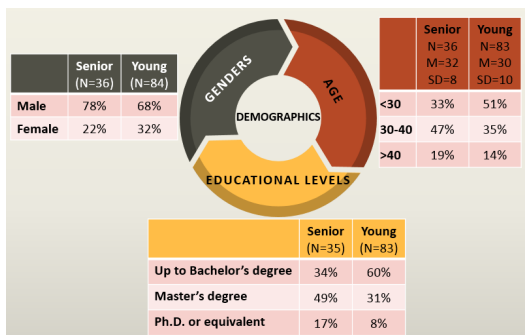
1. 引言

LEAD2慕课是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，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。慕课对所有人开放，无论其国家、机构或学术职位如何，都可以参加该慕课。

本报告针对2020年10月至2021年2月期间的LEAD2慕课课程。2020年10月，第四季大学治理和学术领导力慕课与第一季青年学术领导力发展慕课正式上线，分别有360人和1791人报名学习。除了视频讲座和课程活动外，慕课参与者还完成了来自慕课和网络研讨会的调查和投票，以期形成一个关于领导力和治理的实践和学习的社区。因此，本报告展示了参与者调查问卷的调查结果。报告的第一部分呈现了LEAD2慕课调查问卷的分析结果，包括问卷参与者背景信息、总体满意度、感知有效性，对所提升的知识和技能的感知以及对领导力发展慕课的接受程度。

2020年10月至2021年2月，LEAD2项目组筹办了三场网络研讨会，其中有两场网络研讨会邀请参与者对研讨会的质量和满意度进行了调查。本报告的第二部分介绍了两项调查的结果，一项来自"包容性与多元化领导力"为主题的LEAD2网络在线研讨会，另一项来自"全球不确定时期下的大学治理和学术领导力"为主题的LEAD2慕课在线研讨会。

1. LEAD2 慕课：参与度、满意度、有效性

通过对"大学治理与学术领导力慕课"(以下称"高层学术领导力发展SAL慕课")和"青年学术领导力发展慕课"(以下称"YAL慕课")两门课程的调查，我们得出以下研究结果。

1.1 参与者个人背景信息

图1展示了慕课参加者中参与问卷调查的人的相关背景信息。在这两个慕课课程中，男性的比例均超过60%(其中SAL慕课为78%，YAL慕课为68%)。约50%的SAL慕课受访者年龄在30至40岁之间，在YAL慕课中有51%的受访者年龄不到30岁。在SAL慕课中，硕士及以上学位的参与者占大多数(硕士占49%，博士占17%)，而在YAL慕课中，约60%的大多数参与者拥有学士学位，31%的参与者拥有硕士学位。
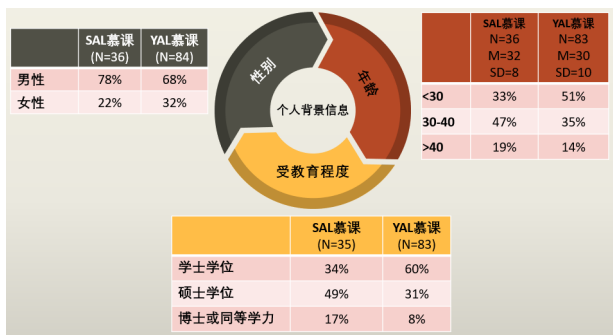

Figure 1. Demographic characteristics of the survey respondents.

图1. 问卷参与者个人背景信息

1.2. Overall satisfaction

Figure 2. shows the overall satisfaction of the MOOC courses by the participants. On average, 90% of participants from both MOOCs either agree or strongly agree that they felt satisfied with the overall experience with MOOC use to learn university governance and academic leadership. Similarly, 84% either agree or strongly agree that they achieved their goals after finishing this course.
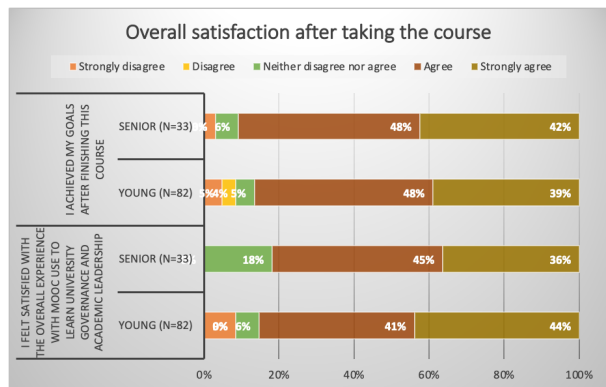

Figure 2. Overall satisfaction after taking the course.

1.3. Perceived effectiveness

Figure 3 shows the perceived effectiveness of MOOC courses. In general terms, there is a high positive perception from both MOOCS in this regard. The results show that the highest overall perception of effectiveness is in the Senior MOOC. For instance, 67% of the participants from this MOOC agree that course assignments were interesting and stimulating, compared to 45% in the Young MOOC. Similarly, 61% in the Senior MOOC compared to 40% in the Young MOOC agree that they have enjoyed taking the course. Likewise, 52% in the Senior MOOC compared to 43% in the Young MOOC agree that the course was up to date with developments in the field. Also, 52% in the Senior MOOC compared to 48% in the Young MOOC strongly agree that they would recommend the course to friends/colleagues. Regarding the participants' perceived learning effect, both groups were satisfied. For example, 55% in the Young MOOC compared to 48% in the Senior MOOC strongly agree that they have learned a lot in this course.
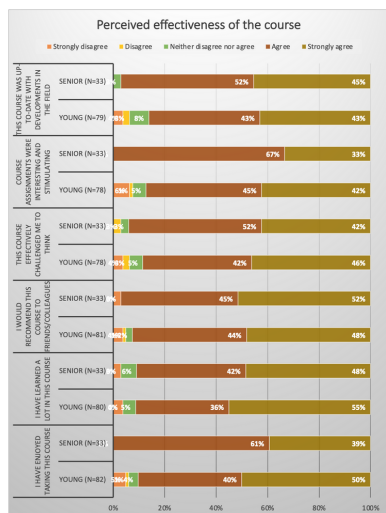

Figure 3. Perceived effectiveness of the course.

1.4. Perception of knowledge and skills developed

Figure 4. depicts the perception of knowledge and skills developed after the MOOC course.

Regarding perceived knowledge gained, it is important to highlight that the highest percentages are in the Young MOOC. For instance, 59% of the participants from it strongly agree that they gained more understanding of the challenges academic leaders are facing, 56% of the participants strongly agree they gained knowledge of different leadership approaches in university governance. In general, participants from both MOOCs reported positive knowledge and skills development. For example, 53% in the Senior MOOC and 45% in the Young MOOC agree that they had more understanding of university structures in Europe and China. Similarly, 55% in the Senior MOOC and 44% in the Young MOOC agree that they had a better understanding of old and new challenges for higher education in different contexts. Likewise, 55% in the senior MOOC, and 39% in the Young MOOC, agree that they gained knowledge on university governance and academic leadership.

1.2 总体满意度

图2展示了参与者对MOOC课程的总体满意度。平均而言，两个慕课中有90％的参与者对使用MOOC学习大学治理和学术领导力的整体体验表示满意或非常满意。同样，84%的参与者同意或非常同意他们在学完课程后实现了自己的目标。
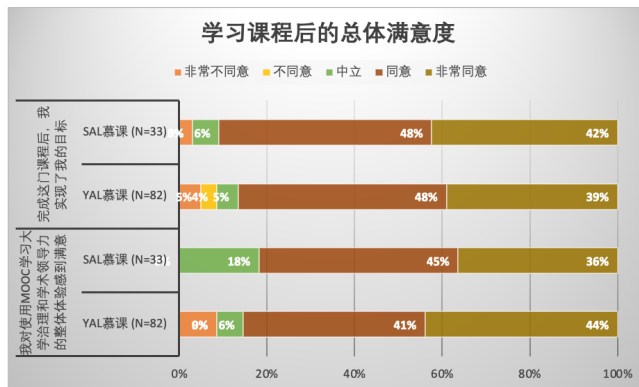
图2. 参加课程后的总体满意度

1.3 对慕课有效性的看法

图3展示了对慕课课程有效性的看法。总的来说，两个慕课在这方面都有很高的正面评价。调查结果表明，对SAL慕课的总体有效性感知程度最高。例如，该慕课中67%的参与者认为课程作业有趣且具有启发性，而YAL慕课中这一比例为45%。同样，61%的SAL慕课学员认为他们喜欢上这门课程，而在YAL慕课学员中这一比例为40%。类似的，52%的SAL慕课学员认为课程紧跟该领域的发展，而在YAL慕课学员中这一比例为43%。此外，52%的SAL慕课学员表示他们会向朋友/同事推荐这门课程，而在YAL慕课学员中这一比例为48%。关于对参与者学习效果的看法，两组慕课受访者都感到满意。例如，55%的YAL慕课学员认为他们从这门课程中学到了很多，而在SAL慕课学员中这一比例为48%。
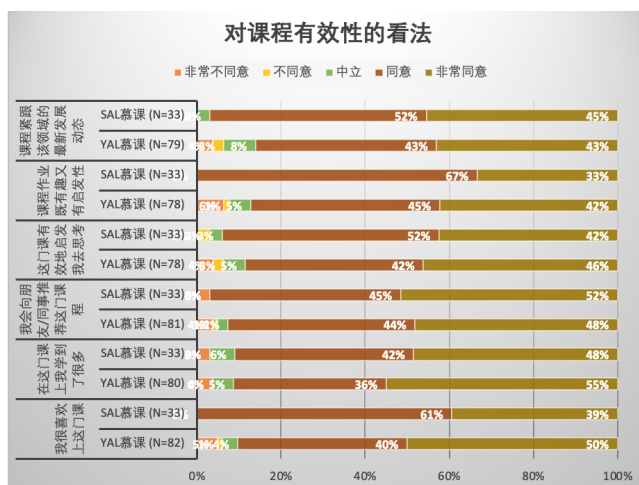
图3. 对课程有效性的看法

1.4 对知识和技能的提高的影响

图4展示了学习慕课课程之后对知识和技能的提高的影响。

关于对所获得知识的看法，值得一提的是YAL慕课所占比例最高。例如，59%的受访者强烈认为他们对大学领导者面临的挑战有了更多的了解，56%的受访者强烈认为他们了解了大学治理中不同领导方法的知识。总体而言，两门慕课的参与者都对知识和技能的提高持积极态度。例如，53％的SAL慕课学员和45%的YAL慕课学员认为他们对欧洲和中国的大学结构有了更多的了解。同样的，55%的SAL慕课学员和44%的YAL慕课学员认为他们对不同背景下高等教育面临的新旧挑战有了更好的理解；55%的SAL慕课学员和39%的YAL慕课学员认为他们获得了有关大学治理和学术领导力的知识。
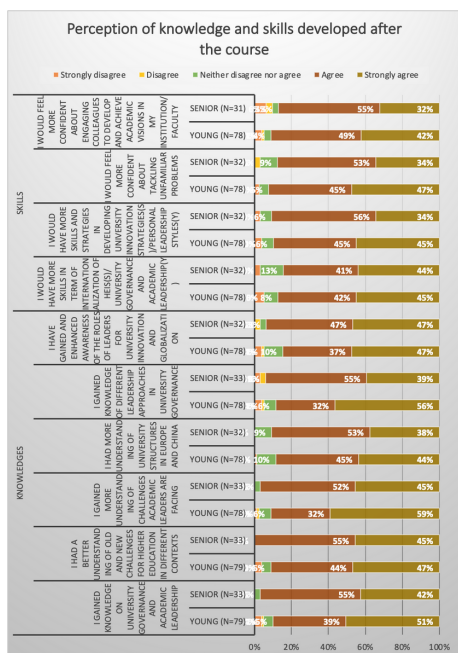
Figure 4. Perception of knowledge and skills developed.

图4. 对知识和技能的提高的影响

Regarding perceived skills developed, the first highest percentages can be found in the Senior MOOC compared to the Young MOOC. With 56% in the first and 45% in the latter, they agree that they would have more skills and strategies in developing university innovation strategies. In addition, 55% of participants in the first compared to the 49% in the latter agree they would feel more confident about engaging colleagues to develop and achieve academic visions in their institution or faculty. Similarly, 53% in the first, compared to 45% in the latter, agree they would feel more confident about tackling unfamiliar problems.

就所提升的技能而言，与YAL慕课相比，SAL慕课所占比例最高。56%的YAL慕课学员和45%的SAL慕课学员认为在制定大学创新战略时，他们会有更多的技能和策略。此外，55%的YAL慕课学员认为他们更有信心与同事合作，在所在机构或学院发展和实现学术愿景，而SAL慕课学员中这一比例为49%。同样，53%的YAL慕课受访者认为，他们将对解决不熟悉的问题更有信心，而SAL慕课受访者中这一比例为45%。

1.5. Acceptance of the MOOC on leadership development

According to Fred Davis' Technology Acceptance Model (TAM), Perceived Usefulness and Perceived Ease of Use drive over drive usage or, what is before it, behavioural intention to use. In short, Perceived Usefulness is the degree of utility, and Ease of Use the degree of effort to use the system/technology. These two variables lead to acceptance and future use of a technological system such as a MOOC.
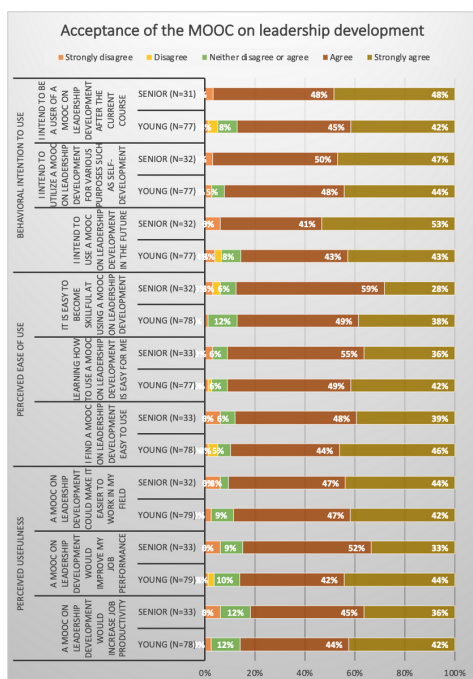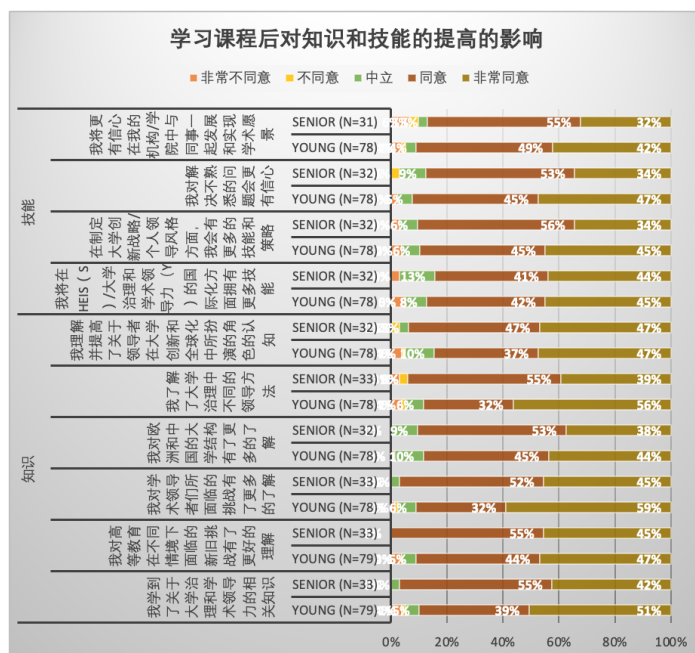
1.5 对领导力发展慕课的接受程度

根据Fred Davis的技术接受模型(TAM)，感知有用性和感知易用性促进了使用，或者在此之前，增强了使用的行为意向。简而言之，感知有用性是其实用性的程度，易用性是使用系统/技术的难易程度。这两个变量影响了人们对MOOC等技术系统的接受程度和未来的使用程度。

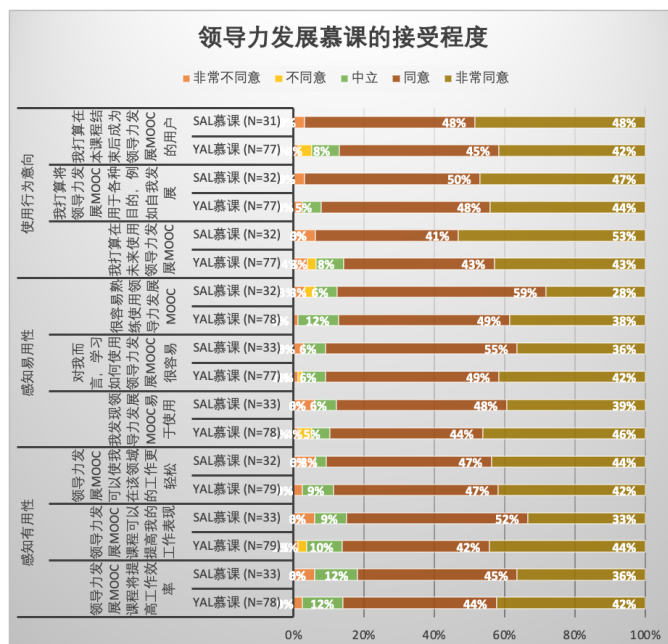Figure 5. Acceptance of the MOOC on leadership development.

图 5.领导力发展慕课的接受程度

Figure 5. shows the participants' acceptance of both MOOCs. In general terms, it can be seen a good acceptance as well as intention to use a MOOC on leadership development in the future. Regarding Perceived Usefulness, there are no major differences between the two MOOCs. However, 52% of the participants from the Senior MOOC, compared to 42% from the Young MOOC, agree that a MOOC on leadership development would improve their job performance. Regarding Perceived Ease of Use, the perceptions are similar from one MOOC to another with most of the people thinking the MOOCs as easy to use. However, 59% of the participants from the Senior MOOC, compared to 49% from the Young MOOC, agree that it is easy to become skilful at using a MOOC on leadership development. Similarly, 55% of the participants from the Senior MOOC, compared to 49% from the Young MOOC, agree that learning how to use a MOOC on leadership development is easy for them. As for Behavioral Intention to Use, there are no major differences between the two MOOCs. Nevertheless, 53% of participants in the Senior MOOC strongly agree that they intend to use a MOOC on leadership development in the future while the same intention in the Young MOOC is 43%.

In summary, there is a high acceptance and intention to use a MOOC on leadership development in the future from participates of both MOOCS but with a slightly major acceptance and intention from the Senior MOOC participants.

2. LEAD2 Webinars: perceived quality and satisfaction

As part of the LEAD2 project, the LEAD2 team organizes a series of events to generate a community of practice and learning on practical topics of leadership and governance. On the 25th of November, 2020 took place the LEAD2 Webinar Online Workshop: Inclusive and Diversified leadership. More recently, on the 12th of January 2021, took place the LEAD2 MOOC Online Workshop University Governance and Academic Leadership in Times of Global Uncertainty. The following findings were obtained from the polls of these two webinars.

2..1. LEAD2 Webinar Online Workshop: Inclusive and Diversified leadership

The LEAD2 Webinar Online Workshop: Inclusive and Diversified leadership included in its program three sessions as follows: Diversified academic leadership: meaning and competence development; Inclusive academic leadership: meaning and competence development; and Research on academic leadership and leadership development. It concluded successfully and had the participation of the LEAD2 community, alumni, and staff from partner universities such as the University of LJUBLJANA, Middle East Technical University, Beijing Normal University, Tongji University, and the University of Zagreb. After the event concluded, a poll was sent to the participants to know about their experience during the event. A total of 30 people participated in this poll and gave insights on the overall quality of the content of the webinar, the organization, knowledge presentation and sharing, and interactions and discussion during the webinar, and the importance of the webinar. These insights are presented below:

2.1.1. Overall quality of the content of the Webinar

Figure 6 shows the overall quality of the content of the Webinar. 73% of the participants rate the quality with 5 stars, 23% with 4 stars, and 4% with 3 stars.

图5展示了参与者对两门慕课的接受程度。总的来说，我们可以看到人们很好地接纳了慕课，并且打算在未来将慕课用于领导力发展方面。在感知有用性方面，两门慕课并没有太大的区别。然而，52%的SAL慕课参与者认为领导力发展慕课课程将提升他们的工作绩效，而YAL慕课参与者中这一比例为42%。关于感知易用性，大家对两门慕课的看法是相似的，大多数人都认为慕课易于使用。然而，59%的SAL慕课参与者认为熟练使用关于领导力发展的慕课课程是很容易的，而YAL慕课参与者的这一比例为49%。同样，55%的SAL慕课学员认为对他们来说学习如何利用慕课来发展领导力是件容易的事，而YAL慕课学员的这一比例为49%。至于使用的行为意向，两个慕课之间并没有太大的区别。然而，53%的SAL慕课参与者强烈表示他们打算在未来使用领导力发展慕课，而在YAL慕课学员中，有43%打算这样做。

综上所述，两门慕课的参与者都高度认同并有意在未来将MOOC用于领导力发展，其中SAL慕课参与者的接受度和意愿略高。

2. LEAD2网络研讨会:对活动质量和满意度的看法

作为LEAD2项目的一部分，LEAD2团队筹办了一系列活动，以期形成一个关于领导力和治理的实践和学习的社群。2020年11月25日举办了LEAD2网络研讨会:包容性与多元化领导力。最近，在2021年1月12日，举办了"在全球不确定时期下的大学治理和学术领导力"LEAD2慕课网络研讨会。以下是这两个网络研讨会的问卷调查结果。

2.1. LEAD2网络研讨会: 包容性与多元化领导力

LEAD2网络研讨会：包容性与多元化领导力，包括以下三个部分：多元化学术领导力：内涵与能力培养；包容性学术领导力：内涵与能力发展；学术领导力和领导力发展研究。网络研讨会圆满结束，来自LEAD2社群的成员、校友以及卢布雅那大学、中东科技大学、北京师范大学、同济大学和萨格勒布大学等合作大学的工作人员参加了会议。活动结束后，项目团队向与会者发送了一份调查问卷，以了解他们在活动期间的体验。共有30人参加了此次调查，并就网络研讨会的整体内容质量、组织方式、知识的呈现和分享、网络研讨会期间的互动和讨论以及网络研讨会的重要性发表了见解，部分见解分享如下。

2.1.1. 网络研讨会内容的整体质量

图6展示了本次网络研讨会内容的整体质量，其中73%的参与者对内容质量的评价为5星，23%评价为4星，4%评价为3星。

Figure 6. Overall quality of the content of the Webinar.

图6. 网络研讨会内容的整体质量.

2.1.2. Organization – Knowledge presentation and sharing - Interactions and discussion

Figure. 7 shows the perceptions about the organization, the knowledge presentation and sharing, and the interactions and discussion during the webinar. The organization was considered very well by 73% of the participants, knowledge presentation and sharing were considered very well by 80% of the participants, and Interactions and discussion were considered well by 47% and very well by 43% of the participants.
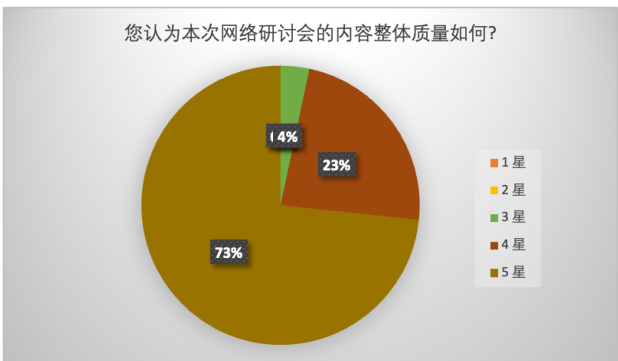
2.1.2. 会议组织方式--知识展示与分享--互动与讨论

图7展示了与会者对会议组织、知识呈现和共享，以及网络研讨会期间的互动和讨论的看法。73%的参与者认为会议组织得非常好，80%的参与者对知识的呈现和分享的评价很好，47%的参与者认为互动和讨论环节很好，43%的参与者认为其非常好。
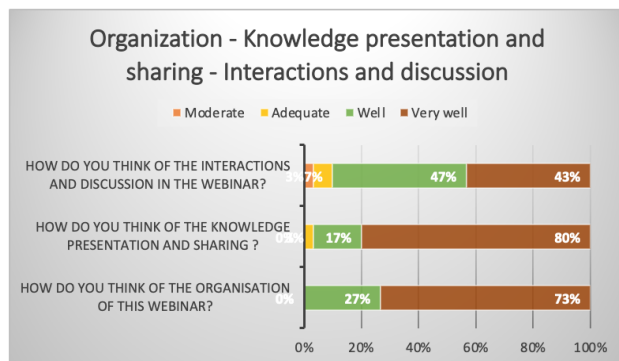
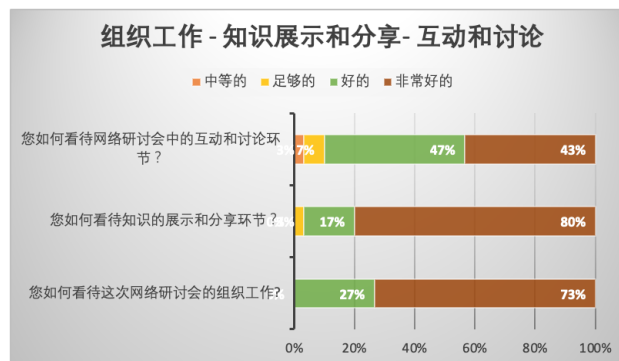Figure 7. Organization - Knowledge presentation and sharing - Interactions and discussion in the Webinar.

图 7.网络研讨会中的组织工作—知识展示和分享—互动和讨论

2.1.3. Importance of the webinar

Figure 8 shows the importance of the webinar for the participants. Particularly, 87% of the participants think that the webinar is important for enhancing academic networking, 7% think the webinar has enhanced mutual understanding from European and Chinese stakeholders, 3% think the webinar is useful for learning and sharing knowledge, and another 3% think that the webinar has enhanced their knowledge on academic leadership.
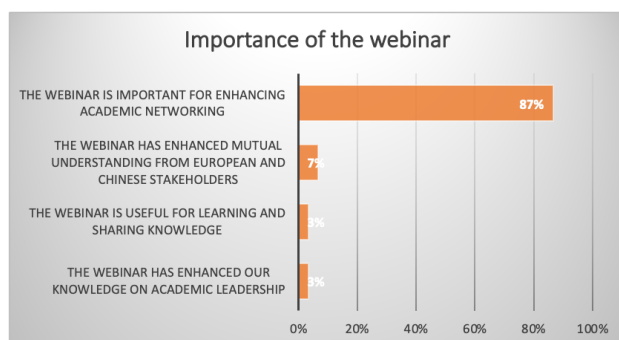
2.1.3. 网络研讨会的重要性

图8展示了本次网络研讨会对与会者的重要性。特别是，87%的参与者认为网络研讨会对加强学术网络至关重要，7%的参与者认为本次网络研讨会增进了中欧利益相关方的相互了解，3%的参与者认为网络研讨会对于学习和共享知识很有帮助，另有3%的参与者认为网络研讨会增加了他们在学术领导力方面的知识。

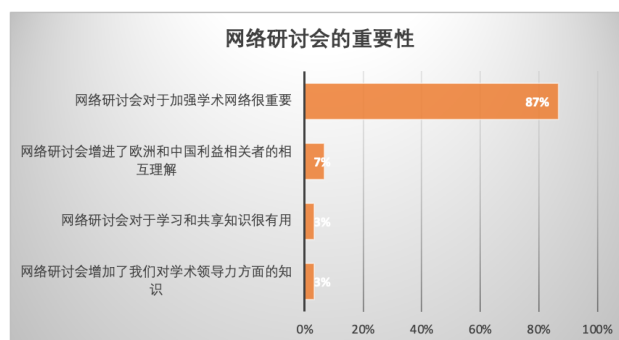

Figure 8. Importance of the webinar.

图 8.网络研讨会的重要性

2.2. LEAD2 MOOC Online Workshop University Governance and Academic Leadership in Times of Global Uncertainty

The LEAD2 MOOC Online Workshop University Governance and Academic Leadership in Times of Global Uncertainty included in its program two as follows: First, university Governance in a Time of Pandemic. The keynote speech of the session was on the University Governance in a Time of Pandemic: the case of pedagogical continuity at Université Alassane Ouattara in Côte d'Ivoire. Second, Academic Leadership in a Pandemic Age. The keynote speech of the session was on How to convert Covid Pandemic into an "Endemic" opportunity in a university setting. It is important to highlight that both keynote speakers were learners of the LEAD2 MOOCs. After the event concluded, a poll was sent to the participants to know about their experience during the webinar. A total of 44 people participated in this poll and gave insights on Which LEAD2 MOOC course they have participated in, their perceptions about the workshop/webinar, and their intention to participate in the next LEAD2 Online Workshop. These insights are presented below.

2.2. LEAD2慕课"全球不确定时期下的大学治理和学术领导力"网络研讨会

LEAD2慕课"全球不确定时期下的大学治理和学术领导力"网络研讨会包括以下内容：第一，疫情时期的大学治理。会议的主题演讲是关于疫情时期的大学治理：以科特迪瓦的阿拉萨内·瓦塔拉大学在教学上的连续性为例。第二，疫情时期的学术领导力。会议的主题演讲是如何在大学环境中将新冠疫情转化为"地方性"发展机会。需要强调的是，两位主讲人都是LEAD2慕课的学员。活动结束后，主办方向参与者发送了调查问卷，以了解他们在网络研讨会期间的体验。共有44人参加了此次调查，并就他们参加过的LEAD2慕课课程、他们对研讨会/网络研讨会的看法以及他们打算参加下一个LEAD2网络研讨会的意向给出了自己的见解，部分见解分享如下。

2.2.1. Participation in a LEAD2 MOOC

Figure. 9 shows if attendants of the event have participated in a LEAD2 MOOC. Interestingly, 45% of them have participated in both, the LEAD2 MOOC on Leadership Development for Young Academic Leaders and the LEAD2 MOOC on University Governance and Academic Leadership. 32% participated in LEAD2 MOOC on University Governance and Academic Leadership. 14% have participated in the LEAD2 MOOC on Leadership Development for Young Academic Leaders.

2.2.1. LEAD2慕课参与情况

图9显示了本次活动的参加者是否参加过LEAD2慕课。有趣的是，45%的人都参加过LEAD2慕课中的青年学术领导力发展慕课和大学治理与学术领导力慕课。32%的人参加过LEAD2慕课中的大学治理和学术领导力慕课。14%的人参加过LEAD2慕课中的青年学术领导力发展慕课。
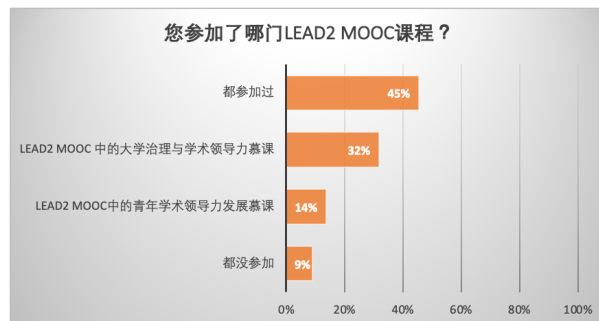
Figure 9. Participation in a LEAD 2 MOOC.

图 9. LEAD2慕课参与情况

2.2.2. Perceptions about the workshop/webinar

Figure 10. shows the perceptions about the workshop/webinar. Overall, there is a very good perception of the event. For instance, quality and organization were ranked on average of 78% with 5 stars. The quality of the keynote speakers of both sessions was ranked on average of 67% with 5 stars. Similarly, the quality of the structured discussion sessions was ranked on average of 68% with 5 stars.

2.2.2. 对研讨会/网络研讨会的看法

图10显示了与会者对于研讨会/网络研讨会的看法。总的来说，大家对这个活动有很好的评价。例如，78%的与会者对质量和组织工作的评价是5星，67%的与会者对两位主题演讲嘉宾的发言质量评价为5星，68%的参与者对结构化讨论的质量评价为5星。
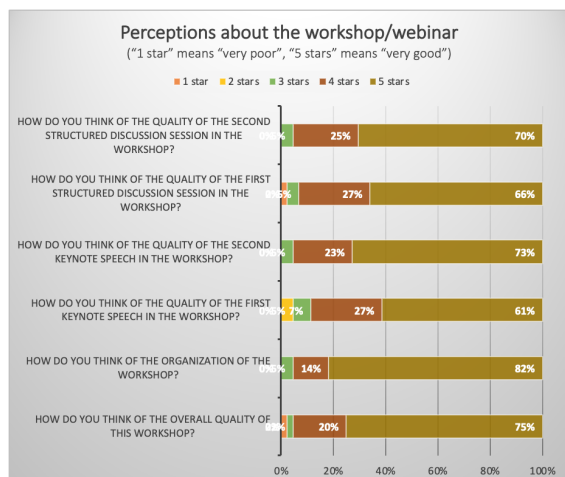
Figure 10. Perceptions about the workshop/webinar.
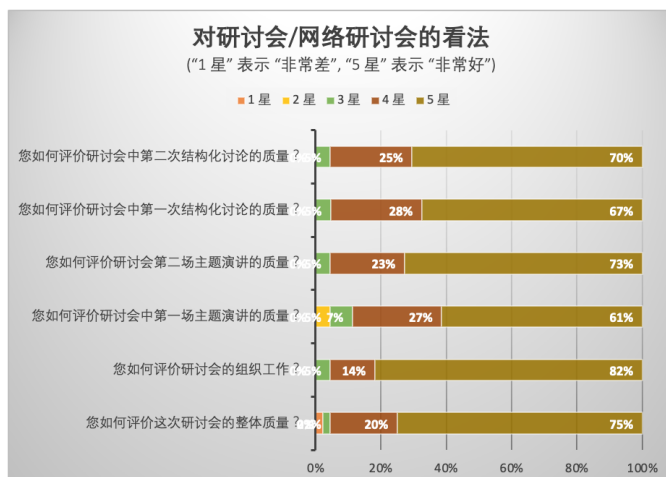
图 10. 对研讨会/网络研讨会的看法

2.2.3. Intention to participate in the next LEAD2 Online Workshops

Figure 11. shows the intention of the attendants to participate in the next LEAD2 Online Workshops. 98% of them answered that they do intend to participate.

2.2.3. 参加下一场LEAD2网络研讨会的意愿

图11展示了与会者参加下一场LEAD2网络研讨会的意愿。98%的参与者回答说他们打算参加下一次研讨会。

Figure 11. Intention to participate in the next LEAD2 Online Workshop.

图 11. 参加下一场LEAD2网络研讨会的意愿.

FORUM

UNIVERSITY GOVERNANCE AND ACADEMIC LEADERSHIP IN TIMES OF GLOBAL UNCERTAINTY
"全球不确定时期下的大学治理和学术领导力"讨论论坛

The LEAD2 project combines blended training and learning through the online knowledge base, MOOCs, workshops, reports and publications. As part of the LEAD2 project deliverables, the LEAD2 MOOC series aims to enhance knowledge, skills, competences and networking opportunities r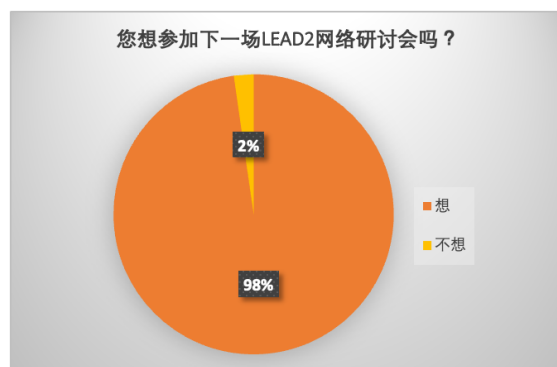egarding European and Chinese University Governance and Academic Leadership. Being available to everyone, regardless of the participant's country, institution or academic position, the LEAD2 MOOC series are offered in both English and Chinese on Canvas and NetEase and have already attracted nearly 4,000 learners from across the globe. The two MOOC courses, namely University Governance and Academic Leadership and Leadership Development for Young Academic Leaders, have cultivated a highly interactive, diversified and engaging community with academic knowledge and professional experience focusing on university governance and academic leadership around the world.

On 12 January 2021, given that the current edition of both MOOCs was approaching the end, the LEAD2 project team organized an online workshop dedicated to LEAD2 MOOC learners in order to facilitate exchanges and consolidate the solidarity of the LEAD2 MOOC community against the backdrop of the global pandemic. The topic of the workshop was University Governance and Academic Leadership in Times of Global Uncertainty.

Here we share a glimpse of some interesting testimonies during the online workshop live interactions.

LEAD2项目通过在线知识库、慕课、研讨会、报告和出版物将混合式培训与学习结合在一起。作为LEAD2项目成果的一部分，LEAD2慕课系列旨在增加有关中国与欧洲大学治理和学术领导力相关的知识、技能、能力和社交机会。LEAD2慕课系列不限参与者的国家、机构或学术地位，并向所有人开放。该慕课系列在Canvas和网易云课堂两个平台上有英语和中文两种语言可供选择，至今已经吸引了近4000名来自全球各地的学习者。该慕课系列包含两门课程，分别是大学治理和学术领导力以及青年学术领导力发展。这两门慕课培养了一个兼具学术知识与专业经验的互动、多元且进取的社群，专注于世界各地的大学治理和学术领导力。

2021年1月12日，鉴于本期两个慕课即将进入尾声，LEAD2项目团队专为LEAD2慕课学习者组织了一个在线研讨会，促进LEAD2慕课社群在全球疫情肆虐的背景下保持交流对话，巩固社群团结。研讨会的主题是全球不确定时期下的大学治理和学术领导力。

以下是网络研讨会现场互动期间大家分享的一些有趣的见证。

WHAT ARE THE CHALLENGES FACING HIGHER EDUCATION INSTITUTIONS AGAINST THE BACKDROP OF THE GLOBAL PANDEMIC?
在全球疫情大流行的背景下，高等教育机构面临哪些挑战？

"For example, there has been a significant drop in the enrollment of students in higher education in my country, even in secondary education."

"例如，我国高等教育的学生入学率大大下降，甚至初高中也面临着这个情况。"

"Lack of risk and pandemic management strategies causing the closure of all the classes until now, even no online courses can be delivered yet since last February."

"由于缺乏管理疫情及相关风险的策略，所有班级到目前为止都处于停课状态。自去年2月以来，甚至都没有在线课程可供学习。"

"The readiness of the students and the educators themselves if we are going toward online learning. Does everybody have a stable internet connection? Does everybody know how to use the same educational platform?"

"如果我们要进行在线学习，学生和教育工作者是否已做好准备？每个人都有稳定的互联网连接吗？大家都知道如何使用同一教育平台吗？"

"It (the pandemic) was a kind of force for us to go fully online. Some crucial points that are being neglected are that teachers are not trained in teaching online, and course books are not written for online classes."

"疫情某种程度上让我们不得不进行全面的在线教育。但是有一些很关键的点在操作过程中常常被忽略，就是教师没有接受过在线教学的培训，教材也不是为在线课程而编写的课本。"

"In our school, we have been doing online learning and also platform learning. We have been seeing that many students have been missing their classes and there is no way for a teacher to keep them in class. Since many of them either don't have an internet connection or their parents aren't helping to check."

"我们学校一直进行在线学习以及平台学习。但是我们发现许多学生一直缺席，老师也没有办法让他们继续上课。因为他们中许多人没有互联网连接，或者他们的父母也没有帮忙检查（他们的学习情况）。"

WHAT DO YOU THINK THAT ACADEMIC LEADERS, TEACHERS AND ADMINISTRATORS NEED TO DO DIFFERENTLY FROM BEFORE?
您认为学术领导者、教师和行政人员需要做哪些与以往有所不同的工作？

"It may be helpful for educators to rethink their approach to formative and summative assessments for online distance learning. For formative assessments, I favour low stakes assessments, where students are not afraid to make mistakes. If they are not afraid to make mistakes, that decreases academic dishonesty. For example, instead of graded quizzes, students can submit collaborative works on specific topics."

"对于教育工作者来说，重新思考他们在远程学习环境中的形成性和总结性评估方法可能会有所帮助。对于形成性评估，我倾向于低风险评估，在这种情况下，学生不怕犯错误。如果他们不怕犯错误，那将减少学术上的不诚实。例如，学生可以提交有关特定课题的协作作业，而不是进行有分数的测验。"

"Perhaps one of the questions that universities want to ask is what will happen to the physical facilities inside the campus if students are transitioning to remote online learning. For example, we have this big gym inside one big campus, but nobody is using it. It's not income-generating, but it's still associated with operational costs."

"也许大学要思考的问题之一是，如果学生逐步过渡到远程学习，那校园内部的物理设施将要如何处理。例如，我们校园内有一个大型体育馆，但是现在没有人使用它。它没法产生收入，但却仍需要运营成本。"

"It's important for educators to be able to encourage students and help improve their skills in distance/online learning."

"Face to face is not replaceable. In our college, in order to reduce social contacts due to epidemic but to ensure some level of students' social connections, each college batch come-to-school on one specific day a week to decrease the risk of covid infections."

"面对面（的上课方式）是不可替代的。我们大学在疫情期间为了减少社交，同时还要确保一定程度上的学生社会联系，每所大学都会在一周特定的某一天上学，以减少共同感染的风险。"

"对于教育工作者而言，能够鼓励学生并帮助他们适应远程/在线学习环境很重要。"

WHAT ARE THE CONTINUOUS EFFECTS AND IMPACTS ON THE FUTURE WAY OF WORKING AND GOVERNANCE OF HIGHER EDUCATION INSTITUTIONS?
疫情将对高等教育机构未来的工作和治理方式带来哪些持续影响？

"Teachers and lecturers must learn how to deal with online and digital resources."
"老师和讲师必须学习如何处理线上资源和数字资源。"

"The challenges in the digital age have been amplified by the pandemic but not caused by it. Recent research has shown that those universities that did have a sophisticated well-thought-out digital education strategy and leadership were actually in a better position to face the challenges in the pandemic."

"数字时代需要面临的挑战被疫情放大了，但它并不是由疫情引起的。最近的研究表明，那些拥有完善的、经过深思熟虑的数字教育策略和领导力的大学实际上能更好地面对疫情带来的挑战。"

"There should be a phase of unlearning and relearning addressing the digital world's representations and mindsets of higher education and digital education. We also need to think about purpose and values, think about the people and pedagogy. Finally, we need to take actions to implement forms of leadership appropriate to the purposes and context, foster a culture of change and organizational learning and develop leadership capacity."

"应该有一个去学习化和重新学习的阶段，来思考数字世界中的高等教育和数字教育的表现形式和运作心态。我们还需要考虑目的和价值观，考虑人和教学法。最后，我们需要采取行动，实施适合于目的和环境的领导形式，形成变革文化，培养组织学习能力，并发展领导力。"

"Some studies suggest that there will be greater differentiation - some universities may decide to drop the online, others will develop it. The big question is whether this is done for strategic reasons or simply a reaction to a poor experience (for teachers and students) during the pandemic."

"一些研究表明，（大学间的）差异会扩大：一些大学可能决定放弃线上教育，而另一些大学则会将其继续发展下去。最大的问题是，做出这样的选择是出于战略原因，抑或仅仅是基于疫情期间（老师和学生）所遭受的糟糕经历而做出的反应。"

If you feel inspired and want to learn more from the workshop, you are welcome to revive the experience with us on our YouTube channel at the following webpage:

如果您受到启发并想从研讨会中了解更多信息，欢迎您点击我们YouTube频道的视频链接，重新观看此次研讨会内容：

HTTPS://WWW.YOUTUBE.COM/WATCH?V=CRGKA67UHAQ

If you feel like contributing to the discussion and exchanging your ideas with peers, the LEAD2 Padlet of our Online Knowledge Base is the right place to go. Here is the link:

如果您想参与讨论并与同行交流您的想法，那么我们在线知识库中的LEAD2 Padlet平台是您的不二之选。详情请见：

HTTPS://PADLET.COM/LEAD2PADLET/MAINWALL

If you want to follow our LEAD2 MOOCs, please join us on Canvas or NetEase at the links below. The new editions on Canvas are open from 8 March 2021.

如果您想学习我们的LEAD2慕课，请点击以下链接在Canvas或网易云课堂平台上完成注册。 Canvas平台上的新一期课程将于2021年3月8日正式开放。

University Governance and Academic Leadership (5th edition)

大学治理和学术领导力（第五期）

- HTTPS://WWW.CANVAS.NET/BROWSE/VUB/COURSES/UNIVERSITY-GOVERNANCE-AND-ACADEMIC-LEADERSHIP

- HTTPS://WWW.CANVAS.NET/BROWSE/VUB/VUB-ZH/COURSES/UNIVERSITY-GOVERNANCE-ACADEMIC-LEADERSHIP-CHINESE

- HTTPS://STUDY.163.COM/COURSE/INTRODUCTION/1211129806.HTM?SHARE=2&SHAREID=480000002226475

Leadership Development for Young Academic Leaders (2nd edition)

青年学术领导力发展（第二期）

- HTTPS://WWW.CANVAS.NET/BROWSE/VUB/COURSES/LEADERSHIP-DEVELOPMENT

- HTTPS://WWW.CANVAS.NET/BROWSE/VUB/VUB-ZH/COURSES/LEADERSHIP-DEVELOPMENT

- HTTPS://STUDY.163.COM/COURSE/INTRODUCTION/1210797807.HTM?SHARE=2&SHAREID=480000002226475

GLOSSARY
术语表

Words in blue appear in the LEAD2 journal
Words in red are in the literature

红色术语来自LEAD2季刊
蓝色术语来自文献

C

Challenge | 挑战

This refers to an obstacle, stumbling block besetting a particular course of action or behaviour. It is anything that poses a threat to the attainment of a given goal.

这是指阻碍特定行动或行为的障碍、绊脚石。这是对实现既定目标构成威胁的任何事情。

Afolabi, O. S., & Idowu, H. A. (2020). African Universities Quality management Challenges and Higher Education Agenda. In Sony, M., Karingada, K. T., & Baporikar, N. (Ed.), Quality Management Implementation in Higher Education: Practices, Models, and Case Studies (pp. 257-279). IGI Global.

Communication | 沟通

A process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.

通过共同的符号、标志或行为系统在个人之间交换信息的过程。

Retrieved from: https://www.merriam-webster.com/dictionary/communication

COVID-19 Pandemic | COVID-19新冠疫情

It is a disease associated with a mild to severe respiratory failure that can be transmitted from one person to another by contact with infected materials and respiratory droplets.

这是一种与轻度至重度呼吸衰竭相关的疾病，可以通过与感染的物质和呼吸道飞沫接触而从一个人传播到另一个人。

Dzingirai, M., Chagwesha, M., & Mudzurandende, F. (2021). Challenges and Opportunities From COVID-19 vis-à-vis Informal Cross-Border Women Entrepreneurs Scenario in Zimbabwe. In Baporikar, N. (Ed.), Handbook of Research on Sustaining SMEs and Entrepreneurial Innovation in the Post-COVID-19 Era (pp. 40-59). IGI Global.

Contingency Planning | 应急计划

A management process that analyses disaster risks and establishes arrangements in advance to enable timely, effective and appropriate responses (ISDR, 2009).

一种管理过程，可以分析灾难风险并事先确定安排，以进行及时、有效和适宜的响应（ISDR，2009年）。

Miranda-Ackerman, M. A., Colin-Chávez, C., Espitia-Moreno, I. C., Ruiz-Morales, B., & Arredondo-Soto, K. C. (2020). Managing Risk in Global Food Supply Chains: Improving Food Security and Sustainability. In Garcia-Alcaraz, J. L., Jamil, G. L., Avelar-Sosa, L., & Briones Peñalver, A. J. (Ed.), Handbook of Research on Industrial Applications for Improved Supply Chain Performance (pp. 299-324). IGI Global.

Creativity | 创造力

Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.

创造力被定义为倾向于产生或认识想法、替代方案或可能性的趋势，这些可能有助于解决问题，与他人交流以及娱乐自己与他人。

Baporikar, N. (2017). Student-Faculty Joint Research as a Strategic Alliance for Knowledge Co-Creation in Academia. In Rozenes, S., & Cohen, Y. (Eds.), Handbook of Research on Strategic Alliances and Value Co-Creation in the Service Industry (pp. 325-341). IGI Global.

Crisis | 危机

A situation or time that is extremely dangerous or difficult. This complexity in its meaning and use is often lead to confusion and in most cases and it is intermixed with the word challenge, which would mean something that is difficult and that tests someone's ability of determination.

非常危险或困难的情况或时期。这种含义和使用上的复杂性通常会导致混乱，并且在大多数情况下，它与"挑战"一词混在一起，这意味着某些事情很困难并且会测试某人的决断能力。

Retrieved from https://dictionary.cambridge.org/dictionary/english/crisis

Crisis management | 危机管理

The application of strategies designed to help an organization, or community, deal with a sudden and significant negative event.

旨在帮助组织或社区应对突发重大负面事件的策略。

Basham, R. (2018). Information Science and Technology in Crisis Response and Management. In Khosrow-Pour, D.B.A., M. (Eds.), Encyclopedia of Information Science and Technology, Fourth Edition (pp. 1407-1418). IGI Global.

D

Decision making | 决策

In addition to generating potentially effective solutions to problems, weighing the pros and cons of each possibility and deciding on the best solution, this is the ability to make good decisions in general. Moreover, it is the ability to come up with a potentially effective plan that requires coping with ambiguity and exercising sound judgement even when working under pressure and dealing with potential risks.

除了生成可能有效的问题解决方案，权衡每种可能性的利弊和确定最佳解决方案外，这通常是制定良好决策的能力。此外，即使在压力下工作和应对潜在风险的情况下，要想出一个可能有效的计划，就必须应对歧义并做出明智的判断。

Bar-On, R. (2019). Finding Star Performer Leaders: The Secret to Running Successful Organizations. In Normore, A., Javidi, M., & Long, L. (Eds.), Handbook of Research on Strategic Communication, Leadership, and Conflict Management in Modern Organizations (pp. 221-236).

Digital Repositories | 数字资料库

Mechanisms responsible for storing, describing, preserving, managing and distributing any kind of digital material.

指负责存储、描述、保存、管理和分发任何种类的数字资料的机制。

Alexopoulos, A. D., Solomou, G. D., Koutsomitropoulos, D. A., & Papatheodorou, T. (2011). Enhancing Digital Repositories with Learning Object Metadata. In Lazarinis, F., Green, S., & Pearson, E. (Ed.), Handbook of Research on E-Learning Standards and Interoperability: Frameworks and Issues (pp. 246-263). IGI Global.

Digital Services | 数字服务

A term that refers to the electronic transfer of information including data and content across numerous platforms and devices like web or mobile.

指通过多种平台和设备（例如网络或移动设备）以电子方式传输包括数据和内容在内的信息。

Saleem, M., Hameed, W. U., Anwer, B., Niaz, S. A., Bibi, S., & Razzaq, S. (2021). Challenges to Libraries During a Health Crisis and a Way Forward to Deal With These Challenges. In Holland, B. (Ed.), Handbook of Research on Library Response to the COVID-19 Pandemic (pp. 248-265). IGI Global.

E

E-Government | 数字政务
Electronic Government | 电子政务

Government services between citizens and their governments, local, state, or federal, that are only available online.

指公民与他们的政府（地方、州或联邦）之间的政府服务只能在线获得。

Hamilton, R., & Brown, D. (2016). Disaster Management and Continuity Planning in Libraries: Changes since the Year 2000. In Decker, E. N., & Townes, J. A. (Ed.), Handbook of Research on Disaster Management and Contingency Planning in Modern Libraries (pp. 1-24). IGI Global.

Emergency Operations Plan | 紧急操作计划

An emergency management plan is a course of action developed to mitigate the damage of potential events that could endanger an organization's ability to function. Such a plan should include measures that provide for the safety of personnel and, if possible, property and facilities.

紧急管理计划是制定的行动方针，旨在减轻可能危害组织功能的潜在事件的危害。此类计划应包括为人员安全以及可能为财产和设施提供安全的措施。

Traynor-Nilsen, P. A. (2019). Ethical Leadership in Troubling Times: Creating a Safe School Emergency Operations Plan (EOP). In Keough, P. D. (Eds.), Ethical Problem-Solving and Decision-Making for Positive and Conclusive Outcomes (pp. 140-160). IGI Global.

Empathy | 同理心

The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner.

理解、意识到、敏感并替代性地体验过去或现在另一个人的感受、想法和经验而没有客观明确地进行充分交流的感受、想法和经验的行为。

Retrieved from https://www.merriam-webster.com/dictionary/empathy

F

Flexibility | 灵活性

The ability to adapt to changes.

指适应变化的能力。

V. Minucciani, & N. Saglar Onay (2020). Well-Being and Home Environments. IGI Global

H

Health Crisis | 健康危机

Difficult health circumstances for human which effects from a specific place to the more communities and geographic areas.

人类的艰难健康状况从一个特定的地方影响到更多的社区和地理区域。

Saleem, M., Hameed, W. U., Anwer, B., Niaz, S. A., Bibi, S., & Razzaq, S. (2021). Challenges to Libraries During a Health Crisis and a Way Forward to Deal With These Challenges. In Holland, B. (Ed.), Handbook of Research on Library Response to the COVID-19 Pandemic (pp. 248-265). IGI Global.

L

Lockdown | 封锁

A lockdown is a requirement for people to stay where they are, usually due to specific risks to themselves or others if they can move freely. The term "stay-at-home" or "shelter-in-place" is often used for lockdowns that affect an area, rather than specific locations.

封锁是指要求人们呆在原处，通常是由于他们自己或他人可以自由移动而带来的特定风险。术语"居家隔离"或"就地避难所"通常用于影响某个地区而不是特定位置的封锁。

Huque, S. M., Aziza, T., & Farzana, T. (2021). Contemporary Perspectives on Entrepreneurial Challenges and Innovation in Education: A Study on Pandemic Situation in Bangladesh. In Baporikar, N. (Ed.), Handbook of Research on Sustaining SMEs and Entrepreneurial Innovation in the Post-COVID-19 Era (pp. 79-105). IGI Global.

Library Services in Lockdown ｜ 封锁中的图书馆服务

Remote services offered to library users by libraries as normal access to libraries have been denied because of lockdown restrictions.

由于封锁限制，图书馆向图书馆用户提供的作为对图书馆的正常访问的远程服务被拒绝。

Browne, N. (2021). The IHS Library and Its Response to the COVID-19 Pandemic. In Holland, B. (Eds.), Handbook of Research on Library Response to the COVID-19 Pandemic (pp. 298-320). IGI Global.

M

Mentor ｜ 导师

Someone who teaches or gives help and advice to a less experienced person. In teachers' professional development, a supporting and guiding person who helps to raise competencies and trying new educational approaches.

教给经验不足的人或向其提供帮助和建议的人。在教师的专业发展中，是一个支持和指导的人，可以帮助他们提高能力并尝试新的教育方法。

Kralj, L. (2021). Mentoring Teams as a Model of Supporting Distance Teaching: The Croatian Example. In Panconesi, G., & Guida, M. (Eds.), Handbook of Research on Teaching With Virtual Environments and AI (pp. 86-118). IGI Global.

O

Off-Campus Access ｜ 校外访问

Accessing information resources outside of the area of land that contains the main buildings of a university or college.

在包含大学或学院主要建筑物的土地范围之外访问信息资源。

Chigwada, J. P. (2021). Opportunities and Challenges Offered by the Effects of the COVID-19 Pandemic on Academic Libraries. In Holland, B. (Eds.), Handbook of Research on Library Response to the COVID-19 Pandemic (pp. 342-357). IGI Global.

Online Teaching and Learning ｜ 在线教学

Faculty-delivered instruction via the Internet or distance learning.

由教师通过互联网或远程学习提供的指导。

Matuga, J. M., Wooldridge, D., & Poirier, S. (2012). Assuring Quality in Online Course Delivery. In Wang, V. X. (Ed.), Encyclopedia of E-Leadership, Counseling and Training (pp. 423-436). IGI Global.

Open Educational Resources ｜ 开放式教育资源

The term accepted by the international higher education community through UNESCO to refer to such projects as MIT's OpenCourseWare, Rice University's Connexions Project, and other resources created electronically and made available worldwide for no cost.

通过联合国教科文组织，国际高等教育界公认的术语，其指的是诸如麻省理工学院（MIT）的OpenCourseWare，莱斯大学的Connexions项目以及其他以电子方式创建并免费在全球范围内可用资源的项目。

Johnstone, S. M. (2009). Advancing the Effective Use of Technology in Higher Education. In Rogers, P. L., Berg, G. A., Boettcher, J. V., Howard, C., Justice, L., & Schenk, K. D. (Eds.), Encyclopedia of Distance Learning, Second Edition (pp. 62-65). IGI Global.

P

Post-pandemic ｜ 后疫情

It does not mean the complete removal of Government imposed lockdown. Rather, it states the situation where manpower adapts to the existing environment.

这并不意味着完全取消政府施加的封锁。相反，它指出了人力适应现有环境的情况。

Sudha, S., & Singh, A. (2021). Competency Framework for Managing Manpower Post-Pandemic. In Baporikar, N. (Ed.), Handbook of Research on Sustaining SMEs and Entrepreneurial Innovation in the Post-COVID-19 Era (pp. 60-78). IGI Global.

R

Research ｜ 研究

A search for knowledge, it is also as a scientific and systematic search for information on a specific problem that contribute to new or existing knowledge.

对知识的探求，它也是对有关有助于新知识或现有知识的特定问题的信息的科学而系统的探求。

Oladapo, Y. O. (2018). Open Access to Knowledge and Challenges in Digital Libraries. In Tella, A., & Kwanya, T. (Eds.), Handbook of Research on Managing Intellectual Property in Digital Libraries (pp. 260-291). IGI Global.

Resilience ｜ 复原力

It is the ability to recover easily or to adapt to change and adversity.

这是一种容易恢复或适应变化和逆境的能力。

Cró, M. D., Andreucci, L., Pinho, A. M., & Pereira, A. (2013). Resilience and Psychomotricity in Preschool Education: A Study with Children that are Socially, Culturally, and Economically Disadvantaged. In Cruz-Cunha, M. M., Miranda, I. M., & Gonçalves, P. (Ed.), Handbook of Research on ICTs for Human-Centered Healthcare and Social Care Services (pp. 366-378).

S

Social Distance ｜ 社交距离

It is also called physical distancing which means keeping a safe space between yourself and other people who are not from your household to avoid the spread of diseases.

也称为身体距离，这意味着您与其他非您家庭成员之间应保持安全的空间，以避免疾病传播。

Chigwada, J. P. (2021). Opportunities and Challenges Offered by the Effects of the COVID-19 Pandemic on Academic Libraries. In Holland, B. (Eds.), Handbook of Research on Library Response to the COVID-19 Pandemic (pp. 342-357). IGI Global.

Spanish flu ｜ 西班牙流感

An influenza that is caused by a subtype (H1N1) of an orthomyxovirus (species Influenza A virus of the genus Influenzavirus A) and that was responsible for about 500,000 deaths in the U.S. in the influenza pandemic of 1918–1919.

由正粘病毒（甲类流感病毒的甲型流感病毒）的亚型（H1N1）引起的流感，在1918-1919年的流感疫情中，造成了美国约500,000人的死亡。

Retrieved from https://www.merriam-webster.com/medical/Spanish%20flu

T

Teamwork ｜ 团队合作

A work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole.

由几位员工完成的工作，每个员工都做一部分，但所有的工作都将个人的突出性服从于整体效率。

Retrieved from https://www.merriam-webster.com/dictionary/teamwork

Teleworking ｜ 远程办公

Using information and communications technologies to perform work away from the traditional worksite typically used by the organization.

指通常由组织使用信息和通信技术来执行远离传统工作场所进行工作。

Olvera-Lobo, M. D., Castro-Prieto, R. M., Quero-Gervilla, E., Muñoz-Martin, R., Muñoz-Raya, E., Murillo-Melero, M., Robinson, B., & Senso-Ruiz, J. A. (2008). Collaborative Work Training in Higher Education. In Putnik, G. D., & Cruz-Cunha, M. M. (Ed.), Encyclopedia of Networked and Virtual Organizations (pp. 261-268). IGI Global.

U

Uncertainty ｜ 不确定性

The fact of not being known precisely, nor fixed, confident, assured or clearly determined. In other words, it refers to something hesitant, unknown, unstable or likely to change.

没有被准确、固定、自信、放心或明确确定的事实。换句话说，它指的是犹豫，未知、不稳定或可能改变的事物。

Gonzalez-Prida, V., Bonilla, J. Z., Chandia, C. N., & Guillén, A. (2021). Risk and Uncertainty on Technology and Science Under Bayes and Popper's Statements View. In González-Prida, V., & Carnero, M. (Ed.), Advanced Models and Tools for Effective Decision Making Under Uncertainty and Risk Contexts (pp. 199-212). IGI Global.

University leader ｜ 大学领导

The one who is expected to be responsive to the pandemic and who does not to run away from the uncertainty, responsibility, determination, decision-making and the crisis itself.

应该对疫情做出反应，并且不逃避不确定性、责任感、决心、决策和危机本身的人。

Yorgun, I. (2021). University Leadership Skills for The Creation of "Endemic" Opportunities Under Covid-19 Pandemic: A Short Journey of The Word Crisis in History. The LEAD2 Journal, 1(5), 1-20.

V

Virtual Labor Market ｜ 虚拟劳动力市场

This concept enables job seekers to provide their resumes against the different vacancies announced by the organizations at a particular e-platform.

此概念使求职者能够针对组织在特定电子平台上宣公布的不同职位空缺提供他们的简历。

Sudha, S., & Singh, A. (2021). Competency Framework for Managing Manpower Post-Pandemic. In Baporikar, N. (Ed.), Handbook of Research on Sustaining SMEs and Entrepreneurial Innovation in the Post-COVID-19 Era (pp. 60-78). IGI Global.

Virtual Service ｜ 虚拟服务

Electronic Information services provided electronically. These include access to data bases, e-reference services through email and social media platforms (Whatsapp, Twitter, and Facebook), e-training, electronic document delivery, and technical assistance.

以电子方式提供的电子信息服务。其中包括访问数据库，通过电子邮件和社交媒体平台（Whatsapp，Twitter和Facebook）提供电子参考服务、电子培训、电子文档传递和技术援助。

Nalumaga, R. E., & Byamugisha, H. M. (2021). COVID-19 Pandemic and Virtual Information Services: Experiences of Frontline Librarians and Users in Makerere University Library, Kampala, Uganda. In Holland, B. (Ed.), Handbook of Research on Library Response to the COVID-19 Pandemic (pp. 94-114). IGI Global.

W

Webinar ｜ 网络研讨会

A live online educational presentation during which participating viewers can submit questions and comments.

在线实时教育演示，参与的观众可以在其中提出问题和给出评论。

Retrieved from https://www.merriam-webster.com/dictionary/webinar

Workshop ｜ 研讨会

A usually brief intensive educational program for a relatively small group of people that focuses especially on techniques and skills in a particular field.

通常是针对少数人群并聚焦特定领域的技法和技能的简短强化教育计划。

Retrieved from https://www.merriam-webster.com/dictionary/workshop

Z

Zoom ｜ ZOOM视频会议软件

A web-based meeting platform designed to allow communication with video and audio.

基于网络的会议平台，旨在允许与视频和音频进行通信。

Howard, B. B., & Ilyashenko, N. (2021). Challenging Traditional Programs for Providing International Educational Opportunities in Higher Education. In Keengwe, J. (Ed.), Handbook of Research on Innovations in Non-Traditional Educational Practices (pp. 287-310). IGI Global.

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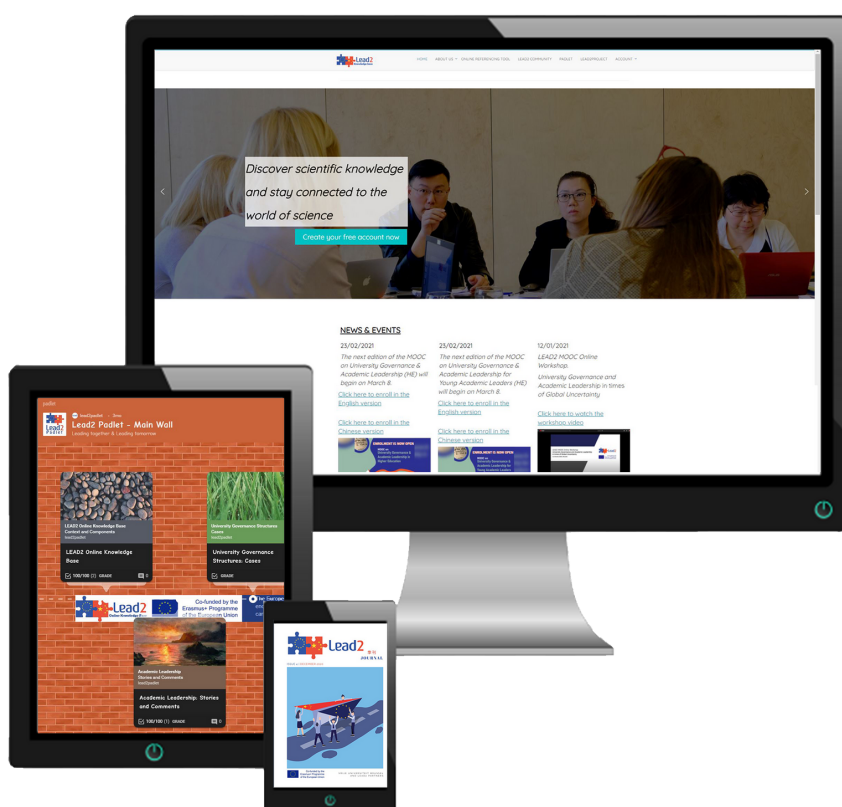
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Online Referencing Tool

Padlet

Lead2 Journal