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METU



LEADING TOGETHER, LEADING TOMORROW



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PROF. DR. TENG JUN



Professor and Associate Dean of the Institute of International and Comparative Education at Beijing Normal University. She is a member of the Executive Committee of the world comparative education societies, Assistant Secretary-General of Comparative Education Society for Asia, and Secretary-General of the Chinese Comparative Education Society. Jun is also a former Adjunct associate professor in the Faculty of education and Columbia University, and a short-term consultant to the World Bank Global Education Partnership. Prof. Dr. Teng Jun has long been engaged in comparative education research. Her main research areas include international organization education policy, 21st-century core literacy, global competence, global education governance, international education, and development education. She has maintained close exchanges and cooperation with UNESCO, the World Bank, the United States, Finland, and other countries. She has led and participated in more than 20 national and provincial projects and published more than 80 papers in peer-reviewed journals such as Education Research and International and Comparative Education Review; as well as in newspapers such as China Education Daily and Guangming Daily. Her doctoral thesis, titled The Discourse Evolution of UNESCO's Education Policy, was nominated for the 2012 National Outstanding Doctoral Thesis. Her latest monograph, Preparing to Work in International Organization, was published by Shanghai Education Press in 2018.

滕璐 北京师范大学国际与比较教育研究院教授、副院长，世界比较教育学会联合会大会执委会委员，亚洲比较教育学会助理秘书长，中国教育学会比较教育分会秘书长，曾任美国哥伦比亚大学师范学院兼职副教授，世界银行全球教育合作伙伴短期顾问，长期从事比较教育研究，主要研究领域包括国际组织教育政策、21世纪核心素养、全球胜任力、全球教育治理、国际教育和发展教育。与联合国教科文组织、世界银行、美国、芬兰等国家和国际组织保持密切交流与合作，先后主持和参与了国家级、省部级课题20多项，并在《教育研究》、《比较教育研究》等CSSCI杂志及《中国教育报》、《人民教育》等报刊杂志上发表论文80余篇。博士论文《联合国教科文组织教育政策的话语演变》获2012年度全国百篇优秀博士论文提名，最新专著《国际组织需要什么样的人》由上海教育出版社近期出版。

PROF. DR. YE BEIBEI



Prof. Dr. Beibei Ye, professor, doctoral supervisor, vice-minister of the Education Department of Guangxi Normal University and vice president of Guangxi Institute of Basic Education. She was selected as the first batch of thousands of young and middle-aged backbone teachers of institutions of higher learning in Guangxi development scheme, the first batch of "national culture plan" in Guangxi and the region culture program specialist. She also served as the supervisor of the second phase of Guangxi gardener project in the 21st century, the director of the National Mathematics Education Research Association and the National Elementary Education Academic Committee, and the secretary-general of the Guangxi Mathematics Education Research Association. She is engaged in the research of curriculum and teaching theory. In the past three years, she has published more than 20 papers, co-authored two books, and presided over and participated in several national, provincial, and department level research projects. She won the first in Guangxi education teaching achievement prize, the first prize in Guangxi teachers education curriculum teaching skills contest, the third prize in Guilin's fourth social science outstanding achievement award, and the first prize of Guangxi universities education technology application contest.

叶蓓蓓，教授，博士，博士生导师，广西师范大学教育学部副部长兼任广西基础教育研究院副院长。入选首批广西高等学校千名中青年骨干教师培育计划，首批广西“国培计划”和“区培计划”专家，广西21世纪园丁工程第二期导师，全国数学教育研究会理事，全国初等教育学术委员会理事，广西数学教育研究会秘书长。从事课程与教学论方向研究，近3年发表论文20余篇，合著专著2部，主持并参与多项国家级、省级、厅级科研项目。曾获首届广西基础教育教学成果特等奖、广西首届高等学校教师教育课程教学技能大赛一等奖，桂林市第四次社会科学优秀成果三等奖，首届广西高校教育技术应用大赛一等奖等等。

PROF. DR. ELVIRA FORTUNATO



Prof. Fortunato is Vice-Rector at the NOVA University and Director of the Materials Research Center (CENIMAT) of the Associated Laboratory i3N, the Institute of Nanostructures, Nanomodeling, and Nano fabrication. Fortunato pioneered European research on transparent electronics, namely thin-film transistors based on oxide semiconductors, demonstrating that oxide materials may be used as true semiconductors. She is a co-inventor of the paper electronics concept worldwide: Paper-e®. In 2008, she won an Advanced Grant from the European Research Council (ERC) for the project "Invisible" and in 2018 received the second ERC grant with the amount of €3.5 million for the project named "Multifunctional Digital Materials Platform for Smart Integrated Applications | DIGISMART". Her research team is exploring novel active properties in advanced and sustainable multifunctional materials (including oxides), as well as novel electronic-active materials (including alternative deposition methods). The main objective is the development of eco-friendly technologies and devices to be used and exploited in electronic circuits made of stable amorphous semiconductors that can serve large area smart flexible and conformable surface electronics. She is an elected member of the Academy of Engineering (2008), the European Academy of Sciences (2016), the Lisbon Academy of Sciences (2017), and the Academia Europaea (2019). She is part of the Board of Trustees of the Luso-American Development Foundation (2014). Since 2016, she is one of the members of the Group of Chief Scientific Advisors from the European Commission. Since 2019, she is coordinating, at NOVA University the SPEAR project, a European platform for supporting and implementing plans for gender equality in academia and research.

Fortunato教授是新里斯本大学的副校长，i3N 实验室材料研究中心（CENIMAT）主任和纳米结构、纳米建模和纳米制造学院院长。Fortunato教授率先在欧洲进行了透明电子学研究，即基于氧化物半导体的薄膜晶体管，证明了氧化物材料可以用作真正的半导体。她是全球造纸电子概念的共同发明者：Paper-e®。2008年，她因“隐形”项目而获得了欧洲研究委员会（ERC）高级研究人员基金，并于2018年获得了名为“用于智能集成应用的多功能数字材料平台 | DIGISMART”的第二次ERC拨款，金额为350万欧元。她的研究团队正在探索先进且可持续的多功能材料（包括氧化物）以及新型电子活性材料（包括替代沉积方法）。主要目标是开发在稳定的非晶半导体制成的电子电路中使用和开发的环保技术和设备，这些半导体可以为大面积智能柔性表面电子设备提供服务。她是工程院（2008），欧洲科学院（2016），里斯本科学院（2017）和欧洲学术研究院（2019）的当选成员。她是葡萄牙人发展基金会（2014）的董事会成员。自2016年以来，她是欧盟委员会首席科学顾问小组的成员之一。自2019年以来，她在新里斯本大学SPEAR项目中协调了一个欧洲平台，以支持和实施学术界和研究界的性别平等计划。

PROF. DR. YU XUEMEI



Professor, doctoral supervisor, and Director of the International Office of Tongji University. In 2004, she got her Ph.D. degree in intercultural communication and educational science from Technische Universität Berlin (TU Berlin). In 2007, granted by Alexander von Humboldt Foundation, she started her research work in the TU Berlin as AvH Research Fellow, in the field of cultivation of learning ability and behavior ability of human being in an intercultural context. She was listed in Shanghai Pujiang Talent Plan, awarded to outstanding young teachers in colleges and universities in Shanghai and Excellent administrative staff of the Training Institutions for overseas students sponsored by the Ministry of Education. She has an extensive trajectory in international exchange and cooperation as Project Officer in the Department of International Cooperation and Exchange of the Ministry of Education, as Director of the Deutschkolleg of Tongji University, and as Dean of the International Education College of Tongji University. In 2014, she was the Director of the International Office of Tongji University, heading henceforth the overall affairs of international exchange and cooperation. Besides, she has been pursuing research for the last 15 years in intercultural communication and psychology, author of four academic books published by Iudicium Press in Germany, and several articles in China and abroad. As National Second-class Psychological Counsellor, she translated from the German language into Chinese and published two psychological monographs: My Psychosis, My Bicycle, and I. The Self-Organization of Madness, and Circular Asking. Systemic Therapy in Case Studies: A Textbook. She is also a Member of the Standing Committee of the Shanghai Municipal Committee of the CPPCC, Councillor of Shanghai Public Diplomacy Association, Member of Shanghai Sun Yat-sen Cultural Exchange Association, and Evaluation Expert of "University Rankings by Internationalization".

于雪梅，女，教授，博士，博士生导师，同济大学外事办公室主任。2004年毕业于德国柏林工业大学人文科学系，获得哲学博士学位，主攻跨文化交流学和教育学。2007年获得德国亚历山大·洪堡基金会资助，作为洪堡学者在德国柏林工业大学从事科研工作，研究跨文化背景下的人的学习能力和行为能力的培养。曾入选上海市浦江人才计划，被评为上海高校优秀青年教师，教育部出国留学人员培训部先进管理工作者。多年来从事国际合作与交流工作，曾任教育部国际合作与交流司欧洲处项目官员、同济大学留德预备部主任、出国培训学院院长，2014年4月起至今任同济大学外事办公室主任，全面负责同济大学的对外交流与合作。近15年来从事跨文化交流学和心理学研究。在德国Iudicium出版社出版了四部学术专著/编著，在国内外发表相关学术论文数十篇。作为国家二级心理咨询师，译有心理学专著《循环提问——系统式治疗案例教程》等。于教授现任上海市政协常委、上海公共外交协会理事、上海中山文化交流协会会员、“大学国际化水平排名”评价专家。

MS. HOU HUIJUN



Executive Vice President of the National Academy of Education Administration. She is a native of Dehui, Jilin Province. She earned her master's degree in Marxist Theory and Ideological Politics Education at Peking University. Hou Huijun is a senior research fellow, the Party Secretary, and Executive Vice President of the National Academy of Education Administration (NAEA). Her research field is ideological politics education. She has written and published one monograph, participated in the compilation of one textbook, presided over and completed four provincial/ministerial-level research projects, and published more than 20 academic papers in China Higher Education, China Education Daily, Journal of Central University of Finance & Economics, and Journal of National Academy of Education Administration.

侯慧君，研究员，吉林德惠人，毕业于北京大学马克思主义理论与思想政治教育专业，获法学硕士学位，现任国家教育行政学院党委书记、常务副院长。专业研究方向为思想政治教育，出版专著1部，参编教材1部，主持并完成省部级课题4项，在《中国高等教育》、《中国教育报》、《中央财经大学学报》、《国家教育行政学院学报》、《政工研究动态》等刊物上发表学术论文20余篇。

PROF. DR. GAYE TEKSÖZ



Gaye Teksöz is a professor at the Middle East Technical University (METU) - Ankara /Turkey. She got her BS, MS, and Ph.D. from the METU Environmental Engineering Department and is currently giving lectures and supervising research in the Faculty of Education. Her areas of interest are Environmental Science, Environmental Education, Education for Sustainable Development, and Climate Change Education. Since February 2018, she is a part of METU administration as Advisor to the President (Dean of Students).

Gaye Teksöz是土耳其安卡拉中东科技大学（METU）的教授，她在METU环境工程系获得了学士、硕士和博士学位，目前在教育学院授课和指导研究。她的研究领域是环境科学、环境教育、可持续发展教育和气候变化教育。自2018年2月起，她以校长顾问（负责学生事务）的职能参与METU的行政管理。

PROF. DR. PANG LAN



Professor Pang Lan has obtained her Ph.D. in Educational Sciences. She is a former deputy director of the Academic Affairs Department of China University of Geosciences at Wuhan, and she is currently the secretary of the Party Committee of the School of Physical Education. She has rich experience in university teaching management and has excellent organizing capabilities. She has been long engaged in studies in fields of higher education management and university teaching. She has published more than 20 academic papers, co-authored 2 monographs, presided over and participated in more than 10 national, provincial, and department-level scientific research projects. Moreover, she has won first prize for teaching achievements in Hubei Province twice and second prize for that achievement as well. From October 2004 to October 2005, she was a visiting scholar at the University of Warsaw, Poland. From March to June 2015, she was a visiting scholar at the University of Alberta, Canada.

庞岚，女，研究员，教育学博士，硕士生导师，曾任中国地质大学（武汉）教务处处副处长，现任体育学院党委书记。具有丰富的大学教学管理经验和组织能力；长期从事高等教育管理、大学教学领域研究。公开发表学术论文20多篇，合著专著2部，主持、参与国家级、省级、厅级科研项目10多项，曾获湖北省教学成果一等奖2次，二等奖1次等。2004年10月至2005年10月在波兰华沙大学做访问学者；2015年3月至6月在加拿大阿尔伯塔大学做访问学者。

Joanna Polańska (ORCID 0000-0001-8004-9864) is a Professor of Biocybernetics at the Faculty of Automatic Control, Electronics, and Computer Science, and member of the Committee of Biocybernetics and Biomedical Engineering of the Polish Academy of Sciences (2016-2020). She obtained her Ph.D. in Technical Sciences (1996, The Silesian University of Technology, Gliwice, PL) and DSc in Biocybernetics and Biomedical Engineering (2008, IBIB PAN, Warsaw, PL). She holds Polish Titular Professorship since 2015. She was awarded a scholarship at W.M.Keck Center for Computational Biology, Houston, USA (1996-1997), and got a postdoc IT position at Baylor College of Medicine, Houston, USA (2001-2002). She has also made a research visit to the Department of Statistics, Rice University (2003). Her professional career includes academic training at the Maria Skłodowska-Curie Oncology Centre in Gliwice, PL (2008), and the Medical University of Gdansk, PL (2013). She leads the Upper Silesian Centre for Computational Science and Engineering (since 2013). She was the Vice Dean for Scientific Research and International Cooperation (2008-2016), and she is a Dean of the Faculty of Automatic Control, Electronics, and Computer Science at the Silesian University of Technology, Gliwice, now. She is the head of Ph.D. studies since 2011 and leads the Department of Data Science and Engineering since 2015.

PROF. DR. JOANNA POLAŃSKA



Professor Polańska is an expert in data science, focusing mainly on the development and application of novel data analysis algorithms in medicine and biology. Her expertise covers, among the others, the application of the mathematical modeling into the epidemiology and risk assessment of type 1 diabetes mellitus (the long-term research done in the cooperation with the Medical University of Silesia, Katowice). Medical image analysis is professor Polańska's second research interest, concentrating mostly on the automated systems for the segmentation of the tumor and its internal structure.

Professor Polanska is an active member of many international multidisciplinary consortia, she co-authored more than 450 papers in this number over 200 publications indexed in WoS/Scopus, 25 scientific papers published since 2013 are in top 10% of the most important journals according to these databases. Her articles were cited more than 1,900 times (excluding self-citations). She was/is a supervisor of 19 doctoral theses and a member of the 58 Ph.D. advisory boards. For her scientific achievements, she obtained the Silesian Scientific Reward in Life Sciences (2017), Reward of the Head of Maria Skłodowska-Curie Oncology Institute in Warsaw (2013), and multiple first-class awards from Rector of the Silesian University of Technology.

Joanna Polańska (ORCID 0000-0001-8004-9864) 是西里西亚工业大学自动控制、电子和计算机科学学院的生物控制论教授，并且是波兰科学院生物控制论和生物医学工程委员会的成员(2016-2020)。她获得了技术科学博士学位(1996年，西里西亚工业大学，格利维茨，波兰)和生物控制论和生物医学工程硕士(2008年，波兰科学院生物计算机与生物医学研究所，华沙，波兰)。自2015年起，她担任波兰特聘教授。她获得了美国休斯敦W.M.Keck计算生物学研究中心的奖学金(1996-1997)，并在美国休斯敦贝勒医学院获得IT博士后职位(2001-2002)，在莱斯大学统计系访学(2003年)。她的职业生涯包括在波兰格利维茨的Maria Skłodowska-Curie肿瘤学中心(2008)以及波兰格罗兹尼克医科大学(2013)的学术培训。她自2013年起领导上部西里西亚计算科学与工程中心。她曾担任科学研究和国际合作副院长(2008-2016)，现在是格利维茨西里西亚工业大学自动控制、电子和计算机科学学院的院长。自2011年以来她是博士学位研究的负责人，从2015年开始领导数据科学与工程。

Polańska教授是数据科学专家，主要致力于医学和生物学领域新型数据分析算法的开发和应用。她的专长包括数学模型在1型糖尿病流行病学和风险评估中的应用(与西里西亚医学大学合作开展的长期研究)。医学图像分析是Polańska教授的第二研究兴趣，主要致力于自动系统进行肿瘤及其内部结构的分割。

Polanska教授是许多国际跨学科联盟的活跃成员，她参与撰写了450多篇论文，其中200多篇论文被WoS/Scopus收录，2013年以来25篇科学论文发表在这些数据库中排名前10%的重要期刊中。她的文章被引用了1,900多次(不包括自我引用)。她是19篇博士论文的导师，58个博士顾问委员会成员。由于她的科学成就，她获得了西里西亚生命科学奖(2017)，华沙Maria Skłodowska-Curie肿瘤研究所所长奖励(2013)以及多项一流的西里西亚工业大学校长奖励。

Li Tianfeng, female, born in January 1963, ethnic Han, is currently the director of Graduate Work Department of Yunnan Normal University, a professor and doctoral supervisor at the department of Education. She has served as the dean of the School of Education Science and Management of Yunnan Normal University, the deputy director of the Academic Affairs Office, the head of the School of Teacher Education, and the director and executive deputy secretary-general of the Office of Teacher Education Alliance of Higher Education in Yunnan Province. She is also a member of the 2nd Ethnic Education Experts Committee of the department of Education, a national certified professional expert of higher education, director of the Yunnan Higher Education Steering Committee, a member of the Education Branch of the sixth and seventh Chinese Education Association, a member of the Educational Policy Professional Committee of the Chinese Educational Development Strategy Society, a member of the Academic Committee of the Yunnan Provincial Education Society, and an advisory member of the Yunnan Private Education Development Expert Committee. She mainly engaged in the study of pedagogy principles, education history and teacher education.

PROF. DR. LI TIANFENG



李天凤教授主持国家哲学社会科学基金项目1项、教育部民族教育中心委托项目1项，云南省哲学社会科学基金项目2项、云南省教育厅重大教育规划和专项课题4项；出版学术专著4部、主编教材10部；在国内学术期刊上发表论文40余篇。获国家、省、厅级奖励13项(其中参与获国家级教学成果奖1项、省级教学成果奖2项；获省哲社三等奖2项、省教育厅和校级奖励8项)。获全国第二届教育硕士优秀教师、云南省“云岭优秀女职工”、云南师范大学教学名师称号。

李天凤，女，1963年1月生，汉族，现为云南师范大学研究生工作部部长，教育学部教授，博士生导师。历任云南师范大学教育科学与管理学院院长、教务处处副处长、教师教育学院负责人、云南省高等学校教师教育联盟办公室主任兼常务副秘书长。兼任教育部全国第二民族教育专家委员会委员、全国高等学校教师教育类专业认证专家、云南省高等学校教育类专业指导委员会主任委员、中国教育学会教育学会第六、七届理事、中国教育发展战略学会教育政策专业委员会理事、云南省教育学会学术委员会委员、云南省民办教育发展专家委员会咨询委员等。主要从事教育学原理、教育史、教师教育等专业方向研究。是国家级一流本科专业建设点“教育学”专业负责人，教育部云南省新入职高校教师国培示范项目首席专家、云南省研究生优质课程建设项目《教育学原理》公共课负责人。

She is the person in charge of "Education" at the national first-class undergraduate professional construction site, the chief expert of the national training demonstration project of the newly recruited university teachers in Yunnan Province of the Ministry of Education, and the person in charge of the public course of "Principles of Education" of the postgraduate quality curriculum construction project in Yunnan Province. She hosted one project of National Philosophy and Social Science Fund, one project entrusted by the National Education Center of the Ministry of Education, two projects of Yunnan Philosophy and Social Science Fund and four major education planning and special topics of the Yunnan Provincial Department of Education; she published four academic monographs and oversaw 10 textbooks; she published more than 40 papers in domestic academic journals. She won 13 national, provincial and department level awards (including one national teaching achievement award, two provincial teaching achievement awards; two provincial philosophical society third prizes, eight provincial education department and school level awards). She also won the title of the second national outstanding teachers of master of education, Yunnan Province "Yunling outstanding female staff", Yunnan Normal University outstanding teacher and other titles.

PROF. DR. CAROLINE PAUWELS



Prof. Pauwels is the rector of VUB since Sep. 2016. Prof. dr. Caroline Pauwels studied philosophy and communication sciences, and is a member of the communication sciences department since 1989, that she presided over for the last years. She was promoted in 1995 with a dissertation on the audiovisual policy of the European Union. From 2000 to 2016, rector Pauwels directed the research center SMIT, which specializes in information and communication technologies, and that became part of iMinds (now IMEC) in 2004. Within iMinds, rector Pauwels was head of the Digital Society Department that unites research groups from the universities of Ghent, Leuven, and Brussels. From 2012 to 2014, the University of Ghent awarded her the Francqui Chair. Besides, she was/is a member of several boards of directors, functioned as government commissioner for the VRT, and is a member of the Royal Flemish Academy of Belgium for Science and the Arts.

Pauwels教授自2016年9月起担任VUB的校长。Caroline Pauwels教授的学术背景是哲学和传媒学，自1989年以来一直担任传媒学系教授，并担任了传媒学系主任。她在1995年发表了有关欧盟视听政策的论文，并对此进行了宣传。从2000年到2016年，Pauwels校长领导着SMIT研究中心，该中心专门研究信息和通信技术，并于2004年成为iMinds（现为IMEC）的一部分。Pauwels校长是数字社会部的负责人，该部门联合了来自根特、鲁汶和布鲁塞尔大学的研究小组。从2012年到2014年，根特大学授予她Francqui主席。此外，她还是多个董事会的成员，担任VRT的政府委员代表，并且是比利时皇家佛兰芒科学与艺术学院的成员。

Prof. dr. Regina Hitzemberger is the Vice-Rector for Infrastructure at the University of Vienna and Professor for Aerosol and Cluster Physics. She has been part of the leadership team at her university. As a Vice-Rector, she covers key areas for the functioning of a complex research university and includes property and building planning, health and safety issues, data protection, library affairs, and university sports, as well as personnel matters of temporary scientific staff and general university staff. As a Professor of Physics, her research focus is on the physical and optical properties of atmospheric aerosols, cloud condensation nuclei, direct and indirect radiative effects of atmospheric aerosols and radiative transfer through (Exo)planetary atmospheres. She is author and co-author of more than 100 publications and numerous conference papers. Her academic leadership activities have been manifold during her academic career. Including the supervision of Ph.D. students and the establishment of an internationally visible research group. Furthermore, she is also involved in the international academic community, e.g. as a member of the American Association for Aerosol Research AAAR, as a reviewer for funding agencies such as the National Science Foundation (USA) or the European Research Council, or as a co-chair of international conferences, e.g. on Carbonaceous Particles in the Atmosphere. From her perspective, leadership means taking on responsibility and support for young academics; therefore, she has participated in the university-wide mentoring program for women at the University of Vienna. In 2019, she received the award medal from Eötvös Loránd University in recognition of her achievements in the field of atmospheric research and for her long-standing leadership qualities at various university levels as well as for her skills to advance the existing and fine cooperation between Eötvös University and the University of Vienna in teaching and research. Before she was appointed Vice-Rector in 2015, she was Vice Dean of the Faculty of Physics at the University of Vienna from 2006 to 2011. Prof. Hitzemberger has conducted several types of research stays in the United States and Japan.

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Regina Hitzemberger是维也纳大学基础设施副校长兼气溶胶和团簇物理学教授。她一直是大学领导层的成员。作为副校长，她的职责涵盖了复杂研究型大学运作的关键领域，包括财务和建筑规划、健康和安全问题、数据保护、图书馆事务和大学体育以及临时科学人员和大学工作人员的人事事务。作为物理学教授，她的研究重点是大气气溶胶的物理和光学特性，云凝结核，大气气溶胶的直接和间接辐射效应以及通过（外）行星大气的辐射传递。她是100多种出版物和众多会议论文的作者或合著者。在她的学术生涯中，她的学术领导活动非常丰富。包括博士生的监督学生并建立国际知名的研究小组。此外，她还参与国际学术界，例如作为美国气溶胶研究协会AAAR的成员，美国国家科学基金会（National Science Foundation, USA）、欧洲研究理事会（European Research Council）等资助机构的审稿人，或国际会议的联席主席，例如大气中的碳质颗粒国际会议。在她看来，领导意味着对年轻学者承担责任并提供支持；因此，她参加了维也纳大学全校范围的女性指导计划。她在2019年获得了匈牙利罗兰大学的奖章，以表彰她在大气研究领域的成就和她在各个大学级别的长期领导才能以及她促进罗兰大学与维也纳大学之间的在教学和研究方面的现有良好合作的技能。在2015年被任命为副校长之前，她曾于2006年至2011年担任维也纳大学物理学院副院长。Hitzemberger教授多次作为访问学者在美国和日本开展研究。

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PROF. DR. BERIT EIKA



Prof. dr. Berit Eika is the Pro-Rector of Aarhus University with special responsibility for the field of education. She took over as Pro-Rector in 2014 and is among other things busy preparing students for the future job market and promoting the coherent education system. As a Pro-Rector, she focuses on ensuring quality in the university's education. At the same time, Berit Eika is the chair of the university's interdisciplinary education committee. For more than 20 years, Berit Eika has worked with educational and educational policy assignments. Among other things, she acted as head of the first Danish university center for medical education at Aarhus University and later as vice dean of the university's Faculty of Health. Berit Eika is a professor of medical pedagogy. As a professor, she has been an advisor to the universities of Lund, Tromsø, Bergen and Oslo as well as at the Karolinska Institute.

Berit Eika教授是奥尔胡斯大学的副校长，主要负责教学事务。她于2014年开始担任Pro-Rector副校长职务。其工作重点包括培养学生为未来的就业市场做好准备，并推动一个培养学生为就业市场做好准备的协调的教育体系。作为副校长，她致力于确保大学的教育质量。同时，Berit Eika是大学跨学科教育委员会的主席。Berit Eika从事教育和教育政策工作已有20多年。她曾在奥尔胡斯大学担任丹麦第一个大学医学教育中心主任，后来又担任该大学医学院副院长。Berit Eika是医学教育学教授。作为教授，她曾担任隆德大学，特罗姆瑟大学，卑尔根大学，奥斯陆大学以及卡罗林斯卡学院的顾问。

PROF. DR. REGINA HITZENBERGER



Briefing | 简讯



The third edition of LEAD2 MOOC | LEAD2 慕课第三季

The third edition of LEAD2 MOOC (March-July 2020) attracts over 700 participants

The third edition of LEAD2 MOOCs ends in July 2020. Currently, the MOOC has attracted 730 participants from different countries. The course covered key topics on university governance and academic leadership accompanied by interactive discussions, assignments, and tests. Participants who successfully pass all 4 modules of the course, are awarded certificates. Participants in the current MOOC have experienced very active participation and interactions in different discussion forums and sharing their learning experiences.

If you are interested in enhancing university governance and leadership skills, this MOOC course is the right choice for you!

<https://www.canvas.net/browse/vub/courses/university-governance-and-academic-leadership>

LEAD2 慕课第三季 (2020年3月至7月) 吸引了700多名参与者

LEAD2慕课第三季于2020年7月结束。目前该慕课已经吸引了来自不同国家的730名参与者。该课程涵盖了有关大学治理和学术领导力的关键主题，并进行了互动式讨论，作业和测试。成功通过该课程所有四个模块的学员将获得证书。慕课参与者非常积极地参加各种讨论论坛并分享他们的学习经验。如果您有兴趣提高关于大学治理和学术领导技能，该慕课课程是您的正确选择！

<https://www.canvas.net/browse/vub/vub-zh/courses/university-governance-academic-leadership-chinese>



LEAD2 Online Knowledge Base (OKB): a tool for learning and research

Designed by the LEAD2 project, OKB is an open online sharing platform that provides a rich online knowledge base that incorporates various resources and literature on the topics of university governance and academic leadership and facilitates learning and sharing of stakeholders on these topics.

It focuses on the EU and Chinese higher education contexts, and in the meantime, it also provides literature and resources on these topics globally. Currently, more than 1000 objects and resources are available on the online knowledge base categorized by types of resources or languages. The online knowledge base will be continuously updated to provide the users with the latest studies and learning resources on university governance and academic leadership. The short guidelines to use this platform can be found in the previous journal issue or check out the online knowledge base for more details:

<http://www1.lead2-knowledge-base.eu/>

LEAD2在线知识库 (OKB) : 交流学习和研究的工具

LEAD2在线知识库由LEAD2项目设计，是一个开放的在线共享平台，它提供了一个丰富的在线知识库，其中包含了有关大学治理和学术领导力主题的各种资源和文献，并促进所有使用者在这些主题上的学习和共享。

在线知识库着眼于欧盟和中国的高等教育背景，与此同时，也提供在全球范围内有关这些主题的文献和资源。目前在线知识库提供了1000多种按类型或语言分类的学习和共享资料。该在线知识库将不断更新，以便为所有使用者提供有关大学管理和学术领导力的最新研究和知识分享。关于在线知识库的简短指南可以在上一期刊中找到，也可以查看在线知识库以获取更多详细信息：

<http://www1.lead2-knowledge-base.eu/>

LEAD2 Research: International Publications-Special issues

Focusing on the themes of Academic Leadership (AL) and Governance among Chinese and European Universities under the context of innovation and internationalization, the LEAD2 project partners are actively conducting research in various higher education contexts. The research output will be aimed for 4 Special Issues published in international journals.

The Special Issues will present insights on similar and different viewpoints as well as knowledge gaps in European and Chinese Higher Education contexts. Moreover, the research papers will highlight comparative perspectives in AL and governance, academic leaders in diverse contexts, transformation in university governance structures, and teacher leadership. In order to address these key issues, the LEAD2 project partners have dedicated to implementing the studies which will result in over 30 articles dealing with varied and interrelated issues on university governance and academic leadership in the contexts of European and Chinese higher education.

LEAD2专题研究: 国际出版物-特刊

以在创新和国际化的背景下加强中欧大学的学术领导和治理为主题，LEAD2项目合作单位正积极开展深入研究。研究成果将在国际刊物以四个专题特刊发表。这四个专题特刊将对欧洲和中国高等教育机构在治理和学术领导力方面的相似和不同点进行分析并提出见解。研究成果将关注在学术领导力和大学治理方面的比较观点，在不同背景下的学术领导力，大学治理结构的转变以及教师领导力等议题。LEAD2项目合作伙伴正积极开展研究。四个专题特刊将共发表30余篇学术论文。

1. The first special issue entitled "Comparative perspectives and cases in academic leadership and governance in European and Chinese Higher Education" will be published by Asia -Europe Journal.
2. The second one entitled "Conceptualizing teacher leadership in Chinese Higher Education Institutions" will be published by Chinese Education and Society.
3. The third one entitled "University governance structure and its transformation in Europe and China" will be published by the European Journal of Education.
4. The fourth one entitled "Exploring Academic leadership from a diverse perspective" will be published by Higher Education Quarterly.

1. 第一个专题论文特刊名为“中欧高等教育在学术领导力和治理方面的比较观点和案例”，将由《Asia -Europe Journal》期刊出版。
2. 第二个专题论文特刊题为“探索中国高等院校教师领导能力”，将由《Chinese Education and Society》(《中国教育与社会》)期刊出版。
3. 第三个专题论文特刊题为“欧洲和中国的大学治理结构及其转型”的论文将由《European Journal of Education》期刊出版。
4. 第四个专题论文特刊题为“从多元化的视角探索学术领导力”将由《Higher Education Quarterly》期刊出版。

IN THE SPOTLIGHT 焦点

WOMEN IN ACADEMIA: EUROPEAN AND CHINESE PERSPECTIVES

学术界女性：欧洲和中国视角



Prof. dr. Melita Kovacevic,
University of Zagreb

Melita Kovacevic is a Full Professor at the Department of Speech and Language Pathology, University of Zagreb. She was Vice-Rector for Research and Technology from 2006 to 2014. She was EUA-CDE (European University Association Council for Doctoral Education) Steering Committee member (2009-2016) and Chair (2011-2016). She is a Vice-Chair of the PRIDE association (Association of Professionals in Doctoral Education). Melita Kovacevic has been a member of different national and European bodies related to higher education. She holds the position of a European expert for higher education. Melita Kovacevic contributes largely to the debate on various topics in higher education in Europe and beyond. She participated in a number of different international activities related to doctoral education, research capacity, academic leadership, and quality assurance in the European Union, South-East Europe, China, Central Asia, and Africa.

Melita Kovacevic 萨格勒布大学教授

Melita Kovacevic 是萨格勒布大学语言病理学系教授。她在2006-2014年期间担任萨格勒布大学负责研究和技术事务的副校长，曾任欧洲大学协会博士教育理事会（EUA-CDE）指导委员会成员（2009-2016）和主席（2011-2016）。她是欧洲高等教育专家，PRIDE协会（博士教育专业协会）副主席，也是不同国家和欧洲高等教育机构的成员。Melita Kovacevic在欧洲及其他地区有关高等教育各个主题的研讨中做出了重要贡献，她在欧盟、东南欧、中国、中亚和非洲参加了一些与博士教育、研究能力、学术领导力和质量保证有关的国际学术活动。

What is the most rewarding part of leading people?

I think that leaders are put into a position to create something new. Of course, they need to have a clear vision, and they have to know how to read people and situations. However, what I would say is really challenging and rewarding is that leading people have this very rare possibility, first to develop something new, to be creative, to have open hands. At the same time, they have to motivate others to join them because teamwork is always how a leader will achieve what they say is their vision. Leader's team members have to know that they were heard. This is the only way leaders can accomplish their goals, if they have followers who are supporting their leadership voluntarily.

领导者最有价值的部分是什么？

我认为领导者被赋予了开创新事物的机会。当然，他们需要有一个清晰的愿景，并且必须知道如何解读人和情境。然而我认为真正具有挑战性和回报性的是领导者拥有非常杰出和罕见的能力，来开发新事务、有创造性、并且具有开放性思维。与此同时，他们必须激励其他人加入他们，因为团队成员必须知道他们的诉求被领导者听取。只有当追随者自愿支持他们的领导时，领导者才能实现目标。

If you could go back in time, what piece of leadership advice that you know now would you give yourself when you had your first leadership role?

I think that any leader is put in a position where they have their first time taking on a leadership role. Of course, it's a stressful moment, regardless of the experience that a person has. It's important for those who are put in such a position to be very good listeners and to try to prepare themselves in advance, knowing their audience, who are the counterparts, and to treat them with a lot of respect. Then, if this kind of communication is set up, it will help them to be more successful in their role. Although a good leader must know what to ignore, a leader also must be a person who knows to listen opinions of others and to accept advice. For some leaders this is not an easy task. And if not, it can easily bring them to a failure.

如果可以回到过去，回到您第一次担任领导职位的时候，您会根据自己现有的知识储备和实践经验，对那时的自己提出什么样的作为领导者的建议？

我认为任何一个领导者都会有初次担任领导职务的时候，无论这人有着怎样的经历，这都是一个有压力的时刻。对于那些处在这样一个位置上的人来说，做一个好的倾听者是很重要的，要努力提前做好准备，了解他们的下属，并尊重他们。如果建立起这种沟通方式，将有助于他们成功担任领导职务。虽然一个好的领导者必须知道应该忽略什么，但他也必须是一个懂得听取他人意见并接受建议的人。对于某些领导者来说，这并非易事。如果没有这样做，则他们很容易成为失败的领导者。

What top 3 skills do you think a leader needs to have, and what's the best way to build them?

There are many skills that a leader needs to have, and it's very hard to choose only 3. But one skill or feature that I would say that a leader needs is to be a visionary. A leader needs to be brave because he or she needs to do something that no one has done before or to do it differently. Leaders have to be wise, respectful, and take other people around them into account. Visionary leader has to be able to see the potential for change, and at the same time to have skills to lead others. Some people could have a vision, but they do not know how to lead people, and vice versa. On one side, a visionary leader has to be ready to take some risks in order to follow his or her own vision, but on the other side, he or she must behave responsibly when putting a vision into action.



"...academia in particular, needs to identify the barriers women are facing and reasons these are resistant to change, female academics need to take an active role in this change."

What advice do you have for women pursuing (academic) leadership positions?

Society must acknowledge the possible negative effects of women leaders not being present in academia, effects that could go far beyond the institutions themselves, affecting the scope of performed research, knowledge, and society in general. As women, we have to be fully aware of that as well. We should not underestimate our role. I'd prefer not to give any advice, but considering my own experience and my female colleagues, I believe that any woman who is considering a leadership position needs to set her own goals. Additionally, she must be aware of her strengths and weaknesses, we all have them, to work on her skills, to strengthen ties with other colleagues, to be a part of active networks, to believe in herself, and to act like a leader. It's also important to work together, on the same level and with the same attitude with her male colleagues. We need a balanced academic environment.

您认为领导者最需要具备的三种技能是什么？培养这些能力最好的方式是什么？

领导者需要具备很多技能，很难只选择三种。但我认为领导者需要的一项技能或特点是需要有远见卓识。领导者需要勇敢，因为他或她需要做一些以前没有人做过的事情，或者做得与众不同。领导者必须明智，尊重他人，并考虑到周围的人。有远见的领导者必须具有预见变革的潜力，同时具备领导他人的能力。有些人可能有远见，但他们不知道如何领导别人，反之亦然。一方面，有远见的领导者为了遵循自己的愿景就必须准备好承担一定风险，另一方面，他或她必须在将愿景付诸行动时采取负责任的行为。



In your view what are the main strategies that can help women achieve a more prominent role in their organizations?

Society in general, and academia in particular, needs to identify the barriers women are facing and reasons these are resistant to change, female academics need to take an active role in this change. It is not an easy task. It requires additional engagement and continuity. It is very important to work on the self, including self-confidence, self-discovery, developing skills, at the same time networking could be beneficial as well. It could be very valuable to learn from past experiences and to build upon that to achieve goals. As much as it is always very relevant to be introspective, flexibility, and proactive behaviour in the academic environment could contribute significantly to a change on a personal and collective level.

您认为有哪些策略、方法可以帮助女性在她们的各自的单位中表现更好并发挥更突出的作用？

整个社会，尤其是学术界，需要认识到女性面临的障碍以及阻碍变革的原因，女性学者需要在这一变革中发挥积极作用。这不是一件容易的事，它需要更多的参与和连续性。自我培养是非常重要的，包括自信、自我发现、发展技能，建立人际关系网络也很有益处。从过去的经验中学习并以此为基础实现目标是非常有价值的。在学术环境中，自省、灵活和积极主动总是非常重要的，它可以为个人和集体层面的改变做出重大贡献。

"...学术界尤其需要明确女性面临的障碍以及阻碍变革的原因，女性学者需要在变革中发挥积极作用。"

您对追求(学术)领导职位的女性有什么建议？

社会必须认识到学术界中没有女性领导者参与可能产生的负面影响，这些影响可能远远超出所在单位本身，会影响已开展的研究和知识，乃至整个社会。作为女性，我们也必须充分意识到这一点，我们不应低估自己的作用。我不想给出任何建议，但考虑到我自己和女同事们的经验，我认为任何考虑担任领导职位的女性都需要设定自己的目标。此外，她必须意识到自己的长处和短处，我们都有长处和短处，努力提高自己的技能，加强与其他同事的联系，成为活跃的人际网络的一部分，相信自己并像领导者那样行事。同样重要的是，与男同事一起工作时保持同等水平和相同的态度。我们需要一个平衡的学术环境。



Prof. dr. Beibei Ye - Guangxi Normal University

Prof. Dr. Beibei Ye, doctoral supervisor, vice-minister of the Education Department of Guangxi Normal University and vice president of Guangxi Institute of Basic Education. She was selected as the first batch of thousands of young and middle-aged backbone teachers of institutions of higher learning in Guangxi development scheme, the first batch of "national culture plan" in Guangxi and the region culture program specialist. She also served as the supervisor of the second phase of Guangxi gardener project in the 21st century, the director of the National Mathematics Education Research Association and the National Elementary Education Academic Committee, and the secretary-general of the Guangxi Mathematics Education Research Association. She is engaged in the research of curriculum and teaching theory. In the past three years, she has published more than 20 papers, co-authored two books, and presided over and participated in several national, provincial, and department level research projects. She won the first in Guangxi education teaching achievement prize, the first prize in Guangxi teachers education curriculum teaching skills contest, the third prize in Guilin's fourth social science outstanding achievement award, and the first prize of Guangxi universities education technology application contest.

叶蓓蓓，教授，博士，博士生导师，广西师范大学教育学部副部长兼任广西基础教育研究院副院长。入选首批广西高等学校千名中青年骨干教师培育计划，首批广西“国培计划”和“区培计划”专家，广西21世纪园丁工程第二期导师，全国数学教育研究会理事，全国初等教育学学术委员会理事，广西数学教育研究会秘书长。从事课程与教学论方向研究，近3年发表论文20余篇，合著专著2部，主持并参与多项国家级、省级、厅级科研项目。曾获首届广西基础教育教学成果特等奖、广西首届高等学校教师教育课程教学技能大赛一等奖，桂林市第四次社会科学优秀成果三等奖，首届广西高校教育技术应用大赛一等奖等等。

What is the most rewarding part of leading people?

As a leader, I think the most valuable thing is that I can look at pedagogy from a more macro perspective. At the same time, I can expand my academic circle and build a research team to promote scientific cooperation and academic development of discipline and university. In the leadership practice and leadership process, the most exciting and valuable part is that leaders can build an ideal interpersonal relationship in their field. This network should highlight everyone's strengths and avoid their weaknesses as much as possible to encourage team members to complete tasks better. Because in the practice of leadership, leaders need to deal with many people and inspire all the people in the team to develop their strengths. Therefore, as a leader it is necessary to discover everyone's strengths, build a better working relationship, create a more harmonious team atmosphere and maximize the team's advantages. Besides, in the process of leadership, leaders must have a broad pattern and clear thinking, and continuously reflect and adjust promptly during the process of research and leadership.

您认为领导者最有价值的部分是什么？在领导实践中最有价值的部分是什么？

作为领导者，我认为最有价值的是可以从更加宏观的层面来看教育学，同时也可以扩大自己的学术圈子并组建研究团队，促进科研合作及所在学科和大学的学术发展。在领导实践和领导过程中，最有趣和有价值的部分是领导者可以在自己所属的领域里搭建非常理想的人际关系，这种关系网要尽可能突出每一个人的优势并规避不足之处，促使团队成员更好地完成任务。因为在领导实践中，领导者需要与很多人打交道，激发团队中所有的人发挥自己的特长，所以作为领导者要去发现每个人的闪光点，搭建一个更好的工作关系网络，营造更和谐的团队氛围，将团队优势最大化。此外，在领导实践的过程中，领导者要格局宽广，思路清晰，并在研究和领导的过程中不断反思，及时调整。

What top 3 skills do you think a leader needs to have, and what's the best way to build them?

I think the three skills that leaders need most are communication, coordination, and organization. Leaders need to be able to communicate with different types of people, be able to coordinate interpersonal relationships among different people, and also need to have the organizational ability to bring people together. In my opinion, the most effective way to cultivate these abilities is to combine theory with practice. To be specific, people who are willing to be leaders and accept the training and grow into leaders should be put into management positions while learning theoretical knowledge related to leadership. For example, to train a leader, you can first let them practice in basic leadership positions and arrange management positions from low to high according to the step-by-step rise method. It is like playing a game, passing through the ranks continuously. Exercise these three skills in the process, then their leadership ability will gradually improve.

在您看来，领导者最需要具备的3种能力是什么？

培养这三种能力最行之有效的方式是什么？我认为领导者最需要具备的三种能力分别是沟通能力、协调能力和组织能力。领导者需要能够与不同类型的人沟通，能够协调不同的人之间的人际关系，还需要具备组织能力将人们凝聚在一起。在我看来培养这三种能力最行之有效的方法是理论结合实践，让乐于做领导者和愿意接受培养成长成为领导者的人，在学习领导力相关理论知识的同时，将他们安排在管理岗位上进行锻炼。比如说培养一个领导者，可以先让他在基础领导岗位进行锻炼，按照阶梯式上升的方式，由低到高地安排管理岗位，就像打游戏一样持续地通关晋级，在这个不断达到阶段目标的过程中锻炼这三种技能，那么他或她的领导能力也会逐步提高。

If you could go back in time, what piece of leadership advice that you know now would you give yourself when you had your first leadership role?

The first time I had a leadership position was as an administrator in a teacher training project with about 50 people. Now, I would like to tell myself that I should have paid more attention to the relationship between people, not just the management of transactional work, or work distribution, progress, or degree of completion. In fact, leadership is an art of relationship building, whether it is in the East or the West, it is of great concern. When I was young, I paid more attention to the progress and completion of the work, simply dividing the work for everyone, and urging the progress and results of the work. I did not pay enough attention to the people involved in the project. In fact, the advancement and progress are of course important, but it is particularly vital to divide the work according to the characteristics of each person, give play to the advantages of each team member, complete the task more harmoniously and efficiently, and build a better relationship throughout the process. Now I do communicate more with them, coordinate, and highlight the advantages of the team.

如果可以回到过去，回到您第一次担任领导职位的时候，您会根据自己现有的知识储备和实践经验，对那时的自己提出怎样的关于领导的建议呢？

第一次做领导者是在一个约有50人的教师培训项目中，任职行政管理岗位。现在想告诉当时的自己，应该更关注人与人之间的关系，而不仅仅重视事务性工作的管理，或是关注工作的推进方式、进度和完成度等。其实领导是一门关系的艺术，无论是在东方还是西方都是备受关注的。年轻时候的我更关注工作的进度和完成度，简单地给大家分工，督促工作进展和结果，对项目中的人的关注不够。其实事务的推进固然重要，但在推进的过程中按照每个人的特质进行分工，发挥团队成员各自的优势，更加和谐、高效地完成工作，并在此过程中构建更好的关系尤为重要。现在的我可能会跟他们做更多的沟通，进行协调，更突出团队的优势。



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

Effective leadership training and development can be discussed from both, the perspective of the trainer and the learner. In addition to course learning, practice and communication, the trainer should be set up in the training itself. This kind of hybrid leadership training is more effective. Participants can have time to study and think, verify and consolidate through practice, test the effects of training, and even reflect on the theory from practice, putting forward suggestions to optimize the course content and focus. For example, in the LEAD2 project, there will be some opportunities to focus on discussion and build a platform to share people's thoughts on leadership. At the same time, project participants will return to their posts to practice. Therefore, such leadership training and development are effective. Learners can improve their academic leadership through planned communication platforms. Two factors contribute to the effective training and development of academic leadership: a platform for academic exchange, and a platform for administrative experience exchange. Among them, the academic exchange platform is ranked first. For example, the LEAD2 project not only allows me to meet more leaders and peers in related fields, but everyone can also express their academic opinions. In the process, I can share some of my opinions as an academic leader. The project is also divided into different leadership levels, where you can think and exchange administrative experience at different levels. The establishment of these two types of communication platforms is essential for leadership training and development.

您认为什么样的领导力的培训和发展是有效的？

有效的领导力的培训和发展可以从培训者和学习者两个角度进行论述。培训者方面：除了课程学习外，培训里应该设置实践和交流的环节，这种混合型的领导力培训才是比较有效的。学员能够有时间进行学习和思考，在实践中验证和巩固，能够真正检验培训效果，甚至能从实践反观理论，提出优化课程学习内容和侧重点的建议。比如LEAD2项目中有一些集中研讨的机会，搭建平台来分享大家对领导力的思考，同时项目参与者会返回到自己的岗位上实践，所以这样的领导力的培训和发展是有效的。学习者方面：学习者可以依托有规划性的交流平台提升学术领导力。促成学术领导力的有效培训和发展因素有两个：一个是学术交流的平台，一个是行政经验交流平台。其中，学术的交流平台是排在第一位的。比如LEAD2项目不仅让我结识更多相关领域的领导者和同伴，大家还可以发表自己的学术观点，在这个过程中能促进我作为学术领导者的一些思考。项目中还分为不同的领导层级，可以在不同的层级里面去思考和交流行政经验。这两种类型的交流平台的搭建对领导力的培训和发展至关重要。

What do you think are the main challenges (if any) that females may face in their (academic) leadership roles?

In fact, we will find that the ratio of men and women in leadership positions is not balanced. There are more male leaders than female leaders. So the big challenge for female leaders is how women should communicate with men. I think this is also an art. Women should think about how to integrate into the male-dominated communication circle, overcome some communication difficulties, and spend more time and energy than men to make men accept female leaders. Another challenge comes from the family. Women may spend more time and energy taking care of their children and family after work than men do. Therefore, it is difficult for women to devote more time to work than men do. The gender gap and society's widespread recognition of women's need to juggle family and work have added to the pressure on women to take on leadership roles.

"My advice to women who are already in leadership positions is to be clear about your goals..."

女性在担任领导职务时可能会面临哪些挑战和困难？

其实我们会发现在领导岗位中男女比例并不平衡，男性领导多于女性领导，所以女性领导者面临的比较大的挑战就是女性应该如何与男性沟通。我觉得这也是一门艺术，女性要思考自己要用什么样的方式融入男性为主的沟通圈，要克服一些沟通的困难，要付出比男性更多的时间和精力让男性接受女性的领导者。还有一个挑战来自家庭方面，女性相比于男性，可能在工作之余要花更多的时间和精力去照顾子女和家庭，所以女性在工作中，尤其是领导岗位上的时间总投入是很难比男性更多的。性别差异和社会中对女性要兼顾家庭和工作的普遍认知，使得女性担任领导职务压力倍增。

“我对已经担任领导职务的女性的建议是明确自己的目标……”

What advice do you have for women pursuing (academic) leadership positions?

For women who want leadership positions and are seeking leadership positions, make it clear that working in a university can be difficult in balancing life and work. Female academic leaders should first ensure their academic abilities and academic achievements, and then seek the development of administrative positions on this basis. Secondly, the goals must be clear, priorities set, and trade-offs must be made. If you want to be an academic leader, you will inevitably sacrifice your time with your family, thus placing more time and energy on research and networking, focusing on academia and leadership.

My advice to women who are already in leadership positions is to be clear about your goals and whether you want to continue to pursue higher leadership positions. If you have reached your expected goal and no longer desire to be promoted, you can develop more interpersonal relationships on the premise of effectively completing your work. You can focus on your work and scientific research while considering all aspects. But if you want to continue your promotion, you still must invest more time and energy in your work, continue to work hard and make sacrifices. So, no matter what level we are in, women must be well positioned and clarify their needs.

对于想要担任领导职务、正在寻求领导岗位的女性，您有什么建议？对于正在担任领导职务的女性，您有什么建议？

对于想要担任领导职务、正在寻求领导岗位的女性，要明确在高校工作其实很难区分生活和工作。女性学术领导者首先应确保自己的学术能力和学术成果，然后以此为基础寻求行政职位的发展。其次，必须目标清晰，分清主次并做出取舍。想成为一个学术领导者，难免牺牲与家人相处的时间，从而置换出更多的时间和精力投身科研和经营人脉关系网，聚焦学术和领导两个关键词上。对于已经担任领导职务的女性，我的建议是要明确自己的目标，是否想继续追求更高的领导职位。如果所在领导职位已经到达了预期目标，不再渴望晋升，就可以在高效完成本职工作的前提下拓展更多的人脉关系，专注于本职工作和科研的同时兼顾各个方面。但是如果继续想继续晋升，依然要投入更多的时间精力在工作上，继续努力并做出取舍。所以无论我们在哪一个层级，女性都必须要做好定位，明确自己的需求。

A PORTRAIT ANALYSIS OF THE ACADEMIC LEADERSHIP OF FEMALE RESEARCHERS IN CHINESE UNIVERSITIES

中国大学女性研究者学术领导力的画像分析

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Abstract:

With the increasing number of women researchers in Chinese universities, more and more women become academic leaders. Their academic leadership becomes an important driving force to promote the reform and development of universities. Through data mining and analyzing the performance factors of their academic leadership, this paper will form the portrait of their academic leadership and explain the factors that construct their academic leadership and promote their individual cognitive and group identity. It requires revealing individual value, optimizing the structure of the academic organization, and builds a female academic culture during the dynamic process of specializing female researchers in universities, so as to form and develop the academic leadership of women researchers by achieving individual and collective goals.

摘要：中国大学女性研究者群体越来越大，其中成为学术领军人物的数量也呈上升趋势。大学女性研究者学术领导力成为了推进大学变革与发展的重要驱动力。通过中国大学女性研究者学术领导力的表现因素等进行数据挖掘与分析，该论文将形成女性研究者学术领导力的画像，凝练出我国大学女性研究者学术领导力的构建与提升女性研究者个体认知与群体认同。这就需要在大学女性研究者专业化的动态过程中彰显个体价值、优化学术组织结构、营造女性群体学术文化，使大学女性研究者的学术领导力在个体、群体价值与组织目标实现中形成和发展。

Keywords: Chinese university; female researchers; academic leadership; portrait analysis

关键词：中国大学；女性研究者；学术领导力；画像分析

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A GLIMPSE OF MOOC ONLINE PARTICIPATION LEAD2 MOOC EDITION MARCH-JULY 2020

MOOC在线参与情况浅析 LEAD2 MOOC - 2020年3-7月版本

The LEAD2 MOOC is part of the LEAD2 project that aims to enhance knowledge, skills, and competences regarding University Governance and Academic Leadership. Since 2019 the MOOC has had several editions and two versions, one in English and the other in Chinese. The third edition was launched in March 2020 and has attracted a total of over 1000 learners. As part of the work plan, an intervention was included in this edition to improve the activity of the online learners and to improve the success rate. Therefore, the main aim of this report is to describe the intervention and to present the activity of the learners in the MOOC, especially regarding the learners' weekly online activity and learners' activity in the module sections.

As an important part of the intervention, a weekly personalized intervention was administered since the 7th week of the MOOC course to increase the retention and improve students' success rate in the MOOC. From the 7th week until the 10th week, all students received a personalized progress report while randomized students continue receiving similar feedback from the 11th week onwards.

LEAD2 MOOC是LEAD2项目的一部分，该项目旨在增强有关大学治理和学术领导力的知识、技能和能力。自2019年发布以来，LEAD2 MOOC每年运行两次并提供中英文两个版本。本次慕课为2020年3月发布的第三季慕课，吸引了1000多名参与者。作为慕课工作计划的一部分，课程团队对本季慕课进行了干预以提高在线学习者的参与积极性和课程通过率。因此，本报告的主要目的为介绍干预措施并展示慕课参与者的活动情况，尤其是关于参与者每周的在线活动和在各模块的活动情况。

作为重要的干预措施，从MOOC课程的第7周开始，课程团队每周进行一次个性化干预以提高学习者留存率与课程通过率。从第7周到第10周，所有学员都收到了一份个性化的进度报告，并且从第11周开始，随机抽取的学习者继续收到类似的反馈。

Figure 1. Learners' weekly online activity by the average page views and participation (N=959)

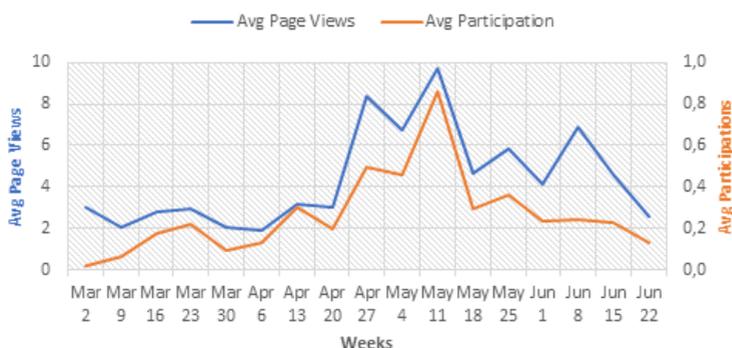


图1. 通过平均页面浏览量和参与程度体现的学习者每周在线活动情况 (N=959)

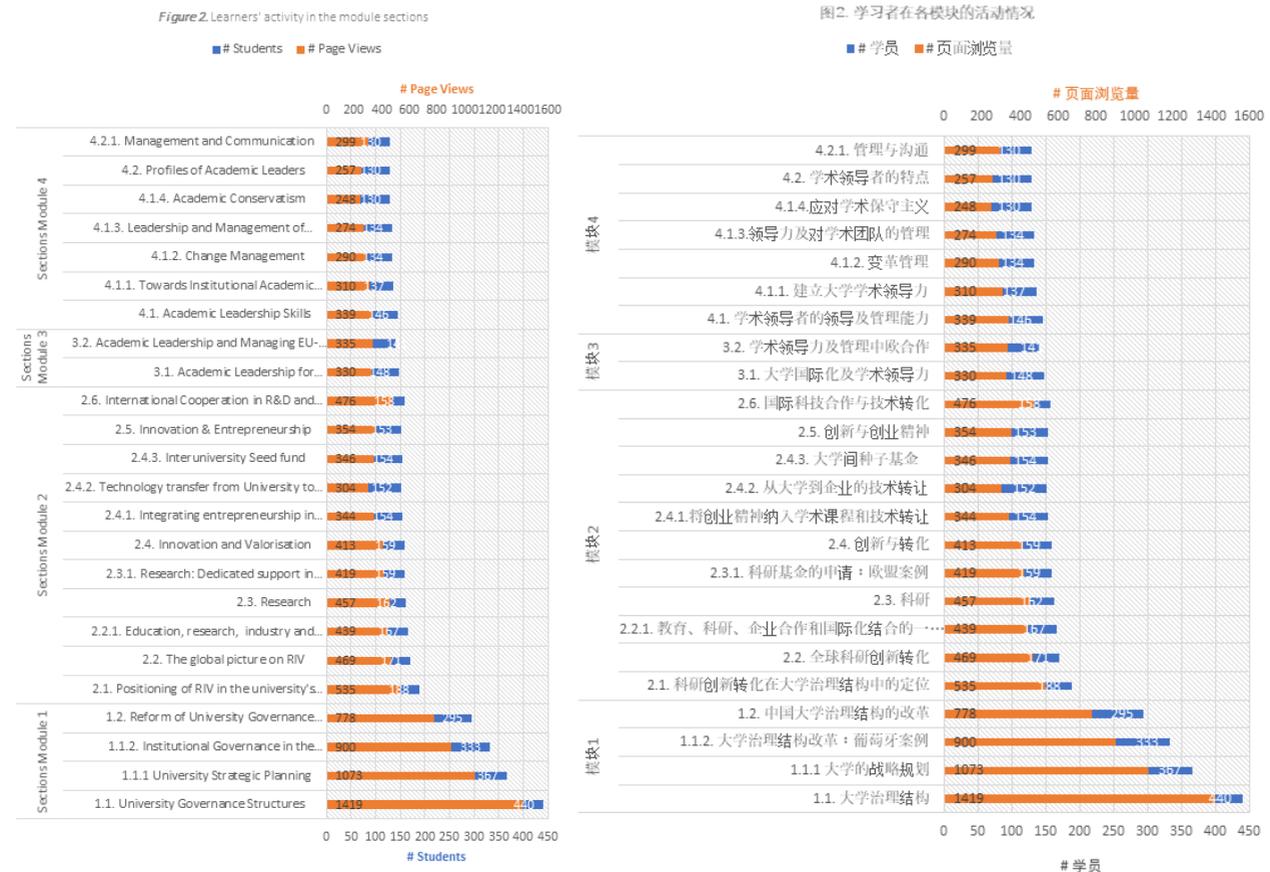


Figure 1 shows the learners' weekly online activity, by average page views and average participation from the first week until the 17th week of the course. Both the page views and participations show similar behavior across the weeks. A dramatic increase in page views and student activity can be seen between weeks 8 and 12, and then gradually decreases until the 18th week. Figure 2 shows the learners' activity in the module sections by the number of learners and the number of page views. Compared to other modules, the learning analytics shows that module 1 has the highest learners' activity and page views with an average of 1043 and 359 respectively. However, despite the relatively lower number of page views and the number of students in modules 2 and 4, they remain steady with an average of 362 and 150, respectively.

图1通过慕课学习者在课程第1-17周的平均页面浏览量和平均参与程度展示了学习者每周在线活动情况。页面浏览量和参与度在数周内都表现出类似的行为。在第8-12周，页面浏览量和学生活动量显著增加，然后逐渐下降，直至第18周。图2按学习者数量和页面浏览量展示了各模块中学习者的活动情况。与其他模块相比，学习分析显示模块1的页面浏览量和学习者数量最高，分别为1043和359。然而，尽管模块2和模块4的页面浏览量和学习者人数相对较少，但总体保持稳定状态，分别为362和150。

Although a cause-effect relationship cannot be established, the analysis of the results suggests that the intervention seems to have an impact on learners' participation activity and page views in the MOOC. The decrease of an average page view and page activity from week 11th onwards could be attributed to the randomization of students who did not receive the intervention.

尽管无法建立因果关系，但对结果的分析表明，这种干预似乎对学习者在MOOC中的参与活动和页面浏览量有影响。从第11周开始，平均页面浏览量和活动的减少可能归因于未接受干预的学习者的随机性。



This short report provides a glimpse of MOOC online participation through learning analytics. MOOC online participation using learning analytics has become an important research topic which can provide rich information and deep analysis regarding the participation in MOOCs. This is beneficial for designers and MOOC providers to further improve their course design and enhance their offer and learning experiences of MOOC participants.

The LEAD2 MOOCs are engaging in a wide range of research related to online learning analytics and the impact of MOOCs on learner's competences. We look forward to more participation from MOOC learners and an increasingly improved MOOC design that enhances the learning experiences of online learners.

这篇简短的报告通过学习分析简要介绍了MOOC在线参与情况。基于学习分析的MOOC在线参与已经成为一个重要的研究课题，它可以提供有关MOOC参与的丰富信息和深入分析。这有助于设计者和MOOC提供者进一步改进课程设计，提高MOOC参与者的学习体验。

LEAD2 MOOC正在进行与在线学习分析以及MOOC对学习者的能力影响的广泛研究，我们期待更多MOOC学习者的积极参与，并将不断改善MOOC的设计以增强在线学习者的学习体验。



DISCUSSION FORUM ON GENDER & ACADEMIC LEADERSHIP

“性别与学术领导力”讨论论坛

The LEAD2 MOOC is part of the LEAD2 project, which aims to enhance knowledge, skills, and competences regarding European and Chinese University Governance and Academic Leadership. The LEAD2 project combines blended training and learning through workshops, peer learning, and MOOCs. The new edition of the MOOC is currently underway and was launched on March 2, 2020 and runs until July 12, 2020.

As this issue of the LEAD2 Journal focuses on gender and academic leadership, the participants took part in exploring, sharing, and discussing their experiences, views, and practices related to this topic. The discussion took place in the Forum section of the current LEAD2 MOOC and allowed the participants to share and compare the experiences and challenges women in leadership face. Here is what they had to say on the topic.

LEAD2 MOOC是LEAD2项目的一部分，旨在增强欧洲和中国大学治理和学术领导方面的知识、技能和能力。LEAD2项目通过研讨会、同伴学习和MOOC将混合式培训与学习相结合。新版本的MOOC正在进行中，其开放时间是从2020年3月2日到2020年7月12日。

由于本期LEAD2季刊关注的是性别和学术领导力，参与者参与探索、分享和讨论了他们在该主题上的经验、观点和实践。本次讨论是在目前LEAD2 MOOC的第五模块的“论坛”进行的，参加者可以分享、讨论和比较女性在领导领域的经验和面临的挑战。我们一起来听取一下他们对这个话题的看法。

GENDER AND ACADEMIC LEADERSHIP

性别与学术领导力

The gender gap in leadership continues to be a perplexing conundrum despite increased female representation in the workforce. Several studies report that women make up less than 20 percent of the top ranks of academia, are less likely to be promoted, and earn less than their male counterparts of the same rank in some contexts. In addition to a significant proportion of leadership potential and contributions being unrealized, the lack of gender diversity also represents a loss in productivity, quality, and performance for organizations.

尽管当今职场中的女性比例有所增加，但领导层方面的性别差异仍是一个令人困惑的议题。有几项研究报告显示女性在学术界顶层的占比不到20%，且升职的可能性较低，在某些情况下收入也低于同等级别的男性。缺乏性别多样性不仅导致很大一部分领导潜力和贡献无法实现，还意味着组织在成果、质量和绩效方面的不足。

What is the current situation of gender balance among your university or institution leaders?

您所在的大学或机构中的领导者性别平衡现状如何？

"In our university, we are treated fairly, regardless of who you are and your gender. I'm proud to say that we are open to all genders and individuals because the university believes the product matters more than gender. We offer equal opportunity to all!" (participant from Asia)

“在我们学校，无论你是谁、性别是什么，都受到公平地对待。我可以自豪地说，我们对所有性别和个人都是开放的态度，因为大学相信产出比性别更重要。我们为所有人提供平等的机会！”（来自亚洲的参与者）

"With regards to the current state of gender equality in our university, I can say that women do enjoy the same privilege as men do as far as employment is concerned. There are no discriminatory behaviors intended among women so as long as they meet the minimum requirement for the position. In terms of minimizing gender biases, part of the institutional policy that we follow is the nomination scheme wherein once a viable position is vacated, the management takes also in consideration nomination from the middle managers such as the deans from the faculty. So technically, regardless of whether it is a 'he' or a 'she', an employee may rise the ranks based on qualification and performance. (Participant from Europe)

“关于我们学校性别平等的现状，我可以这样说，在就业方面女性确实和男性享有同样的优待。只要女性满足需要达到的职位最低要求，就不会有歧视行为。在最大程度地减少性别偏见方面，我们遵循的部分制度政策是一旦一个可行的职位空缺，管理层还会考虑来自院长等中层管理人员的提名，以及教职员工的投票。因此，从技术上讲，无论是“他”还是“她”，员工都可以基于资历和表现而晋升。”（来自欧洲的参与者）

"Our University has equal treatment in terms of gender. However, some places, especially in rural areas, there are still differences between men and women." (participant from Asia)

“我们大学在性别上是平等的，但是，在一些地方，特别是在农村，男孩和女孩之间仍然存在差异。”（来自亚洲的参与者）

"My university is becoming more balanced in terms of gender. Although there are still more men in leadership roles, there are more and more women getting that position. Therefore, I hope that very soon there will be a real balance between men and women." (Participant from Europe)

我的大学在性别方面正变得越来越均衡，尽管男性担任较多的领导职务，但越来越多的女性获得了领导职位。因此，我希望在不久的将来男女之间将实现真正的平衡。”（来自欧洲的参与者）

"It is more oriented towards the males rather than females as most senior professors in the institution have been males. The female to male ratio is 1:4 in general." (participant from Asia)

“由于机构中大多数资深教授都是男性，所以机构更注重男性而不是女性。总体而言，女性与男性的比例更接近1:4。”（来自亚洲的参与者）

"Our university has a good balance of women and respects their rights and in response, there are women in leadership roles." (participant from Asia)

“我们大学的女性人员占比很均衡，大学尊重她们的权利，因此也有女性担任领导角色。”（来自亚洲的参与者）



Within your university or institution, how women are getting promoted? Are there difficulties for women to get promoted? Which difficulties are there?

您所在的大学或机构中，女性是如何晋升的？女性升职有困难吗？有哪些困难？

"There is no limitation regarding promotion, where the process is the same irrespective of the gender role, every academic staff needs to fulfil criteria at their respective positions to obtain the promoted postings. The difficulty most academics face is filling in the forms to request for promotions." (participant from Asia)

"晋升不受限制，不论性别角色如何，晋升过程都是一样的。每一位学术人员都需要在各自的岗位上达到标准，才能获得晋升。大多数学者面临的困难是满足晋升的条件。" (来自亚洲的参与者)

"As far as promotion is concerned, there are no inequalities that were noted in my university as it is also unlawful on the grounds of discrimination against women. So the university provides equal opportunity for both gender in terms of promotion, as long as they meet the standard requirement needed by the position." (Participant from Europe)

"就晋升而言，在我的大学里没有发现不平等的现象，因为歧视妇女也是非法的。所以大学为男女提供平等的晋升机会，只要他们符合职位的要求。" (来自欧洲的参与者)

"I think years ago, female students at university faced a challenge to get promoted. Some had higher credentials and still earned a reduced wage. Luckily the situation nowadays is very different, and many University branches ensure that men and women are equal." (participant from Asia)

"我想几年前，女大学生面临着晋升的挑战。有些人的资历较高，但工资仍然较低。幸运的是，现在的情况已经大不一样了，许多大学都保证男女平等。" (来自亚洲的参与者)

"Women are getting promoted based on their performance in their respective departments. There are no difficulties for women to get promoted in our institution because performance matters when it comes to promotion." (participant from Asia)

"女性升职是基于她们在各自部门的表现。在我们机构中女性获得晋升没有什么困难，因为在晋升方面，个人的业绩表现很重要。" (来自亚洲的参与者)

"I believe that years ago women had real problems getting promoted as a member of the university. Some of them were asking for better qualifications or receiving a lower salary. Fortunately, nowadays the situation is very different. Women are treated equally and there are governing bodies of the university that ensure equality between men and women." (Participant from Europe)

"我认为多年前女性在大学中获得晋升确实存在困难。他们中的一些人被要求需要更好的资历或者被给予更低的薪水。幸运的是，现在的情况已经大不一样了。女性受到平等对待，大学有管理机构来保证男女平等。" (来自欧洲的参与者)



In your opinion, what are some challenges women in leadership roles face?

在您看来，担任领导职务的女性面临哪些挑战？

"Regarding the challenges, some institutions are still reluctant to embrace gender equality due to unresolved issues with regard to women. Common problems a woman may encounter is the feeling of being underrated as they are being paid less, not complimented for the effort that is being shown, being thought that they are being slight at work for minor mistakes." (Participant from Europe)

"关于挑战，一些机构仍然不愿接受性别平等，因为关于女性的问题尚未解决。女性可能会遇到的常见问题是，当她们的工资少了，她们会觉得自己被低估了，没有因为付出的努力而受到赞扬，她们会觉得自己因为一些小错误而被轻视了。" (来自欧洲的参与者)

"They can do all things like men, but the reason behind it is the narrow thinking of the male dominant society, which considers women to be less capable." (participant from Asia)

"她们可以像男人一样做所有的事情，但背后的原因是男性占主导地位的社会狭隘的想法认为女性能力较差。" (来自亚洲的参与者)

"I think the most challenging situation women face regarding leadership roles is that some men do not take them seriously. Therefore, they underestimate their value and merits. I find this situation really unfair and I hope this behavior stops as soon as possible." (Participant from Europe)

"我认为女性在领导角色方面面临的最大挑战是一些男性不把她当回事。因此，她们低估了自己的价值和优点。我觉得这种情况真的很不公平，我希望这种行为能尽快停止。" (来自欧洲的参与者)

"The main challenge for me is the ability to shift from one branch to another especially for those who have family and children." (participant from Asia)

"对我来说，最大的挑战是如何(将精力和重心)从一个方面转移到另一个方面，尤其是对那些有家庭和孩子的人。" (来自亚洲的参与者)

What are your recommendations for your university/ institution to reduce the gender gap in academic leadership?

您对您所在大学/机构在减少学术领导的性别差距方面有什么建议？

"Try to have an unbiased panel of lecturers and staff that work towards the same goal as the university irrespective of the gender and age barrier. Implement assessment booklets and guidelines for all staff to follow a universal protocol inside the university." (participant from Asia)

"试着建立一个公正的讲师和工作人员小组，不考虑性别和年龄障碍，为大学的共同目标而努力。执行评估手册和指导方针，以使所有员工遵守大学内的通用协议。" (来自亚洲的参与者)

"They should seek to have an impartial team of lecturers and staff working for the university's common aim, irrespective of class and age barriers. Implementation of appraisal booklets and instructions for all workers to follow common university policy." (participant from Asia)

"他们应该寻求拥有一支公正的教师和工作人员队伍，为大学的共同目标而工作，而不考虑阶级和年龄的障碍。执行评估手册，并指导所有员工遵守大学的共同政策。" (来自亚洲的参与者)

"I believe they are doing a good job. Taking into consideration the ratio of men and women that are promoted and analyzing the success of both of them as professors and as researchers, there could be some issues to take into account. Also, it would be great to support the best faculty members from both genders." (Participant from Europe)

"我相信他们做得很好。考虑到男性和女性的晋升比例并分析他们作为教授和研究人员的成功，可能是需要考虑的一些问题。同时，支持两种性别中最好的教师也将是一件很好的事情。" (来自欧洲的参与者)

"Equality in all aspects to assure that there's no bias. Equal rights, obligations, and promotion mostly to women." (participant from Asia)

"各方面都要平等，以确保没有偏见。保证女性拥有平等的权利、义务和晋升机会。" (来自亚洲的参与者)

"They should give equal rights in terms of benefits and working conditions and the working environment." (participant from Asia)

"他们应该在福利、工作条件和环境方面享有平等的权利。" (来自亚洲的参与者)

This interesting LEAD2 MOOC Forum sparked interest and discussion among the participants and raised awareness on the topic of gender and academic leadership. The participants raised interesting points about the issue and shared the realities, experiences, and practices in their countries. If you have something interesting to say on the topic, join the discussion. You can post and share your ideas and reflections on our LEAD2 PADLET Chat Rooms.



Chat room for senior leaders
大学高层领导聊天室



Chat room for junior leaders
青年学术领导聊天室



这个有意义的LEAD2 MOOC论坛激起了参与者的兴趣和讨论，提高了对性别和学术领导力这一话题的认识。参与者就这个问题提出了有趣的观点，并分享了各自国家的现状、经验和实践。如果您对这个问题有什么有趣的看法，请加入讨论。您可以在我们的LEAD2 Padlet聊天室上发表并分享您的想法与思考。

GLOSSARY

术语表

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

蓝色字体来自LEAD2季刊
红色字体来自文献

A

Agentic Woman | 代理女性

Women who have agentic traits competence and dominance rather than communal traits like interdependence and cooperation with others.

具有代理特征能力和主导地位而不是像相互依赖和同他人合作那样的共同特征的女性。

Aktepe, S. O. (2020). Gender Inequality in Work Organizations: What HRM Practices Mean for Gender Inequality. In Tan, B. U. (Eds.), *Macro and Micro-Level Issues Surrounding Women in the Workforce: Emerging Research and Opportunities* (pp. 1-36). IGI Global.

B

Backlash Effect | 反冲效果

Is defined as social and economic repercussions for disconfirming with the prescriptive stereotype. It is common in a workplace environment, for instance, when women are ignored by the organization when their behaviors and styles are not associated with masculinity. In order to overcome that barrier and to be fit for managerial positions, they behave in an agentic way (i.e., not communal but dominative). However, since agentic women are viewed as socially deficient, they become the subject of another discrimination and face another barrier (i.e., backlash).

其定义为与规定性刻板印象相矛盾的社和经济影响。在工作场所环境中比较常见，女性的行为方式与男性气质不相关的，组织就会忽略它们。为了克服这一障碍并适合担任管理职务，他们以代理方式行事（即，不是公共的，而是主导支配性的）。但是，由于代理女性被视为缺乏社会地位，因此她们成为另一种被歧视的对象，并面临着另一道障碍。

Aktepe, S. O. (2020). Gender Inequality in Work Organizations: What HRM Practices Mean for Gender Inequality. In Tan, B. U. (Eds.), *Macro and Micro-Level Issues Surrounding Women in the Workforce: Emerging Research and Opportunities* (pp. 1-36). IGI Global.

Rudman, L. A., & Phelan, J. E. (2008). Backlash effects for disconfirming gender stereotypes in organizations. *Research in organizational behavior*, 28, 61-79.

C

China National Knowledge Infrastructure (CNKI) | 中国知识资源总库 (CNKI)

It is a key national information construction project under the lead of Tsinghua University and has built a comprehensive China Integrated Knowledge Resources System, including journals, doctoral dissertations, masters' theses, proceedings, newspapers, yearbooks, statistical yearbooks, ebooks, patents, standards and so on.

这是清华大学牵头的一项国家重点信息建设项目，并已建立了一套完善的中国综合知识资源系统，包括期刊，博士学位论文，硕士学位论文，会议记录，报纸，年鉴，统计资料年鉴，电子书，专利，标准等。

Zhou, X., Li, Y., Yuan, L., Ma, G., Tan, X., Zhang, K., Gong, L., & Jia, B. (2020). Learning Path Recommendation Method Based on Knowledge Map. In Ordoñez de Pablos, P., Zhang, X., & Chui, K. (Eds.), *Handbook of Research on Managerial Practices and Disruptive Innovation in Asia* (pp. 171-184). IGI Global.

D

Data mining | 数据挖掘

It is the discovery of structures and patterns in large and complex data sets. There are two aspects to data mining: model building and pattern detection. Model building in data mining is very similar to

statistical modeling, although new problems arise because of the large sizes of the data sets and the fact that data mining is often secondary data analysis. Pattern detection seeks anomalies or small local structures in data, with the vast mass of the data being irrelevant. Indeed, one view of many large-scale data mining activities is that they primarily constitute filtering and data reduction. Although some subdisciplines of statistics have examined special cases of this problem, the bulk of the work on pattern detection to date has been computational, with an emphasis on algorithms.

发现大型和复杂数据集的结构和模式。数据挖掘有两个方面：模型构建和模式检测。数据挖掘中的模型构建与统计建模非常相似，尽管由于数据集的大小以及数据挖掘通常是辅助数据分析这一事实而出现了新问题。模式检测在数据中寻找异常或小的局部结构，而与大量数据无关。实际上，许多大规模数据挖掘活动的一种观点是，它们主要构成过滤和数据缩减。尽管某些统计子学科研究了此问题的特殊情况，但迄今为止，有关模式检测的大部分工作都是计算性的，重点是算法。

Hand, D. J., & Adams, N. M. (2014). *Data Mining*. Wiley StatsRef: Statistics Reference Online, 1-7.

F

Feminism | 女权主义

Any political movement to work to end the oppression of women. There is, however, no single definition of feminism as theories run the gamut from liberal feminism that emphasizes the need for equal opportunities for women within society, to radical feminism, influenced by Marxism which seeks an end or transformation of institutions and social structures that collude in the oppression of women.

任何旨在结束对女性的压迫的政治运动。然而，对女权主义没有一个单一的定义，因为理论的范围已从自由女权主义（强调女性在社会中享有平等机会的需要）到激进女权主义，受马克思主义的影响，后者寻求终结或转变合谋压迫女性的体制和社会结构。

Irving, C. J., & English, L. M. (2011). Women, Information and Communication Technologies, and Lifelong Learning. In Wang, V. X. (Ed.), *Encyclopedia of Information Communication Technologies and Adult Education Integration* (pp. 360-376). IGI Global.

G

Gender Division of Labor | 性别分工

Division of jobs and responsibilities based on gender without considering individual abilities or interests or aptitudes of men and women.

基于性别的工作和责任分工，不考虑个人的能力或男女的兴趣或才能。

Thasniya K. T. (2020). Gender Bias in School Education. In Kuruvilla, M., & George, I. (Eds.), *Handbook of Research on New Dimensions of Gender Mainstreaming and Women Empowerment* (pp. 54-70). IGI Global.

Gender Equality | 性别平等

It is not necessarily meaning that women and men are the same however it is aiming to exterminate any and all reasons for them to be treated unequally just because of their gender.

这不一定意味着男女相同，但是其目的是消除任何及所有原因，即仅由于性别，就不平等地对待她们。

Aytekin, G. K. (2019). Importance of Women Employment in Economy: The Case of Turkey. In Doğru, Ç. (Eds.), *Handbook of Research on Contemporary Approaches in Management and Organizational Strategy* (pp. 188-206). IGI Global.

Gender Equity | 性别公正

It involves fairness, equivalent treatment and opportunities, equivalent economic advancement, empowerment, and respect for ability, aspiration, and advancement without the limitations often imposed within imbalanced power domains.

它涉及公平，同等的待遇和机会，同等的经济进步，授权和对能力，志向和提升的尊重，而不受制于不平衡的权力领域。

Stewart, T., Throne, R., & Evans, L. A. (2020). A Critical Review of Gender Parity and Voice Disposition Among Executive Women in Higher Education Leadership. In Berg, G. A., & Venis, L. (Eds.), *Accessibility and Diversity in the 21st Century University* (pp. 99-114). IGI Global.

Gender Stereotypes | 性别刻板印象

Represent over-simple generalizations of the gender attributes, differences, and roles of women and men, which seldom reveal accurate information. When individuals express gender assumptions by default to others regardless of evidence to the contrary, they are perpetuating gender stereotyping. The most common female stereotypic role is that of a loving wife and mother, while the male one projects the husband as the financial provider of the family. These kinds of stereotypes are dangerous as they can negatively affect personal and professional growth.

代表对性别属性，差异和男女角色的过于简单的概括，很少揭示准确的信息。当个体默认地对他人表达性别假设而不论有相反的证据时，他们便会持续存在性别刻板印象。女性最典型的陈规定型角色是有爱的妻子和母亲，而男性则以丈夫为家庭的经济提供者。这些刻板印象很危险，因为它们会对个人和职业成长产生负面影响。

Ionescu, A. (2013). Cyber Identity: Our Alter-Ego?. In Luppicini, R. (Eds.), *Handbook of Research on Technoself: Identity in a Technological Society* (pp. 189-203). IGI Global.

Glass Ceiling | 玻璃天花板

It is the invisible barrier (glass) through which women can see elite positions but cannot reach them ('ceiling'). The artificial barriers based on attitudinal or organizational or socio-cultural bias prevent qualified women from advancing upward in their organization into managerial positions.

这是一种看不见的屏障（玻璃），女性可以通过该屏障看到精英位置，但无法到达精英位置（“天花板”）。基于态度或组织或社会文化偏见的人为障碍阻碍了合格的妇女在组织中晋升为管理职位。

George, I., & Kuruvilla, M. (2020). Conceptualizing Gender Mainstreaming and Women Empowerment in the 21st Century. In Kuruvilla, M., & George, I. (Eds.), *Handbook of Research on New Dimensions of Gender Mainstreaming and Women Empowerment* (pp. 1-21). IGI Global.

Glass Cliff | 玻璃悬崖

A metaphor used to refer to the problematic organizational circumstances, or crises at which women are appointed to the leadership positions that suggest women's leadership is thought to be problematic and risky.

一个隐喻，用来指代有问题的组织环境，或指称女性担任领导职务的危机，这些暗示女性领导力被认为是有问题和冒险的。

Aktepe, S. O. (2020). Gender Inequality in Work Organizations: What HRM Practices Mean for Gender Inequality. In Tan, B. U. (Eds.), *Macro and Micro-Level Issues Surrounding Women in the Workforce: Emerging Research and Opportunities* (pp. 1-36). IGI Global.

Glass Escalator | 玻璃自动扶梯

It can be considered as an opposite of glass ceiling. While glass ceiling does not permit people to go higher levels of the organizational hierarchy, "glass escalation" helps people to move up the ladders of the organization. Most of the examples of glass escalation effect is related with men performing in women dominated job environments.

可以认为与玻璃天花板相反。尽管玻璃天花板不允许人们进入组织层次结构的更高级别，但是“玻璃升级”可以帮助人们提升组织的阶梯。玻璃升级效应的大多数例子都与男性在女性主导的工作环境中的表现有关。

Kılıçaslan-Gökoglu, S., & Öztürk, E. B. (2020). End of Occupational Segregation in the Nursing Profession: What Has Changed for Female Nurses? In Tan, B. U. (Ed.), *Macro and Micro-Level Issues Surrounding Women in the Workforce: Emerging Research and Opportunities* (pp. 262-284). IGI Global.

Group identity | 群体认同

It refers to a person's sense of belonging to a particular group. At its core, the concept describes social influence within a group. This influence may be based on some social category or on interpersonal interaction among group members.

指一个人对特定群体的归属感。该概念的核心是描述群体内部的社会影响力。这种影响可能基于某种社会类别，也可能基于群体成员之间的人际互动。

IRResearchNet. (2020). Group identity.

H

Horizontal Segregation | 横向隔离

Different genders are associated with types of work and industries. For example, in mining industry we don't see female workers or there are a few male midwives.

不同的性别与工作 and 行业类型相关。例如，在采矿业中，我们看不到女性工人，也没有几个男性助产士。

Kılıçaslan-Gökoglu, S., & Öztürk, E. B. (2020). End of Occupational Segregation in the Nursing Profession: What Has Changed for Female Nurses? In Tan, B. U. (Ed.), *Macro and Micro-Level Issues Surrounding Women in the Workforce: Emerging Research and Opportunities* (pp. 262-284). IGI Global.

I

Individual Cognitive Skills | 个人认知技能

The mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment. There are six major categories of cognitive processes, starting from the simplest to the most complex: knowledge, comprehension, application, analysis, synthesis, and evaluation.

认知的心理过程，包括意识，知觉，推理和判断等方面。从最简单到最复杂的认知过程共有六大类：知识，理解，应用，分析，综合和评估。

Zhigalov, Boris A. et al. "Curriculum Reform Due to Project-Based Learning Methodology Implementation in Teaching an ESP Course to Russian University Natural Science Students." *Handbook of Research on Curriculum Reform Initiatives in English Education*, edited by Christopher Denman and Rahma Al-Mahrooqi. IGI Global, 2019. pp. 250-269.

Intersectionality | 交叉性

It refers to the complex and cumulative ways in which different forms of discrimination (such as racism, sexism, and classism) combine, overlap, and intersect in the experiences of marginalized people or groups. In feminist theory, the term as coined by Kimberle Crenshaw is related to triple oppression.

它是指在边缘化人群或群体的经历中，不同形式的歧视（例如种族主义，性别歧视和阶级主义）组合，重叠和相交的复杂且累积的方式。在女权主义理论中，金伯勒·克伦肖（Kimberle Crenshaw）创造的术语与三重压迫有关。

Nazneen A., (2020). The Question of Gender Equality: A Feminist Perspective. In Kuruvilla, M., & George, I. (Eds.), *Handbook of Research on New Dimensions of Gender Mainstreaming and Women Empowerment* (pp. 22-35). IGI Global.

L

Leaky Pipelines | 渗漏管道

It refers to the phenomenon of leakage or reduction of the presence of women in the workplace, according to access to greater responsibilities within companies.

根据在公司内部承担更大责任的情况，它是指渗漏或减少工作场所中女性人数的现象。

Corchuelo Martinez-Azúa, B., & del Horno García, A. (2020). Innovative Contribution of Women in Spanish Companies. In Dantas, J. G., & Carvalho, L. C. (Eds.), *Handbook of Research on Approaches to Alternative Entrepreneurship Opportunities* (pp. 410-431). IGI Global.

O

Outline of the National Medium- and Long-Term Educational Reform and Development Plan (2010-2020) | 《国家中长期教育改革和发展计划（2010-2020年）》 纲要

The rationale of this policy is that China is at a key stage for reform and development, as progress is being made in economic, political, cultural and social development as well as in promoting ecological civilization. However, China is also experiencing pressure from its vast population, limited natural resources, the environment, and changes to its recent pattern of economic growth. In order to meet these challenges, it is seen as a necessity to introduce a broad reform of the educational system.

该政策的理由是，随着经济，政治，文化的进步，中国正处于改革与发展的关键阶段社会发展以及促进生态文明。但是，中国也面临着来自庞大人口，有限自然资源，环境以及近期经济增长方式变化的压力。为了应对这些挑战，有必要对教育制度进行广泛的改革。

UNESCO. (2010, July). *Outline of China's National Plan for Medium and Long-term Education Reform and Development (2010-2020)*. Beijing.

P

Patriarchy | 父权制

It is a term used in feminism to describe the system of gender-based hierarchy in society which assigns most power to men, and assigns higher value to men, maleness, and "masculine traits". Feminism recognizes most of human society as patriarchal.

女权主义中使用的一个术语，用于描述社会中基于性别的等级制体系，该体系将最大的权力分配给男人，并赋予男人更高的价值，男性和“男性特征”。女权主义认为人类社会的大多数是男权的。

Politek, N. (2020). Identifiable Challenges as Global Complexities: Globalization, Gender Violence, and Statelessness. In Boskovic, M. S. (Eds.), *Globalization and its Impact on Violence Against Vulnerable Groups* (pp. 52-74). IGI Global.

R

Resilience | 韧性

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. (Eds.), *Handbook of Research on ICTs for Human-Centered Healthcare and Social Care Services* (pp. 366-378). IGI Global.

S

Strategic Gender Needs (SGNs) | 战略性别需求 (SGN)

These are long-term needs related to the relative position or status of women to men in society. Strategic interests/needs include changes in the gender division of labor, equal wages and women's control over their own bodies, legal awareness, an end to gender based violence, etc.

这些是与妇女在社会中相对于男性的相对位置或地位有关的长期需求。战略利益/需要包括性别分工的变化，同工同酬和妇女对自己身体的控制，法律意识，消除基于性别的暴力等。

George, I., & Kuruvilla, M. (2020). Conceptualizing Gender Mainstreaming and Women Empowerment in the 21st Century. In Kuruvilla, M., & George, I. (Eds.), *Handbook of Research on New Dimensions of Gender Mainstreaming and Women Empowerment* (pp. 1-21). IGI Global.

T

Think Manage-Think Male | 思考管理型思维男性

The dominant image of successful leaders in an organization is typically strongly sex-typed male.

组织中成功领导者的主要形象通常是强烈的性别型男性。

Seo, G., & Huang, W. D. (2017). Social Perceptions, Gender Roles, and Female Leadership: A Theoretical Grounding for Understanding the Underrepresentation of Women in Top-Level Management. In Wang, V. X. (Ed.), *Encyclopedia of Strategic Leadership and Management* (pp. 619-630). IGI Global.

Tokenism | 象征主义

It is providing some rights to a minority group for show. Occupational sex segregation studies supported by feminist movements are highlighting this concept. But in nursing profession neither women nor men are token. Although men are few in nursing, they are not chosen for just to say that they exist, instead they are highly encouraged to choose the nursing profession because they are needed.

它为少数群体提供了一些演出的权利。女权运动支持的职业性别隔离研究突出了这一概念。但是在护理行业，无论男女，都不是象征。尽管男人很少从事护理工作，但他们并不是仅仅因为说自己存在而被选中，而是因为他们而受到强烈鼓励，他们选择了护理专业。

Seo, G., & Huang, W. D. (2017). Social Perceptions, Gender Roles, and Female Leadership. In Wang, V. X. (Ed.), *Encyclopedia of Strategic Leadership and Management* (pp. 619-630). IGI Global.

V

Vertical Segregation | 纵向隔离

The situation when people do not get jobs above a particular rank in their jobs because of their especially sexes.

人们由于性别而没有获得高于其特定职位的工作的情况。

Akansel, I. (2020). The Relationship Between Old Institutional Economics (OIE) and Feminist Economics: An Essay on Veblen and Feminist Economics. In Akansel, I. (Eds.), *Examining the Relationship Between Economics and Philosophy* (pp. 1-26). IGI Global.

GLOSSARY
术语表

New MOOC on Leadership Development for Young Academic Leaders

青年学术领导力新慕课

Good news! The LEAD2 project is developing a new MOOC for young academic leaders.

好消息！LEAD2项目正在为青年学术领导创建新的慕课。



University Governance and Academic Leadership are becoming significant in promoting higher education and enhancing university development. It is something that young academic leaders should not miss since they play a crucial role in transforming teaching and research in higher education leading to significant changes in education. This MOOC aims to help young academic leaders to better understand key issues on University governance and academic leadership and support them in becoming a new generation of academic leaders with multiple competencies in the new higher education context.

The MOOC course includes six modules. Module 1 introduces basic concepts regarding university governance and academic leadership in the higher education setting. Module 2 (Governance Structure features) introduces different university structures. The module also gives some cases of universities introduced by experienced academic leaders. Module 3 discusses different academic leadership theories and styles accompanied by unique characteristics and attributes. Module 4 brings specific strategies and techniques to develop the required leadership skills and competencies for young academic leaders. Module 5 helps MOOC learners to know some practical challenges young leaders are facing and strategies to overcome these obstacles. Learners completing the five modules will be qualified to get a certificate in Module 6.

大学治理和学术领导力对于促进高等教育和大学发展具有重要意义。青年学术人员和领导者不应该错过这样的提升机遇，因为他们在改变高等教育的教学和研究，引领教育产生重大改变方面起着至关重要的作用。该慕课旨在帮助青年学术领导更好地了解有关大学治理和学术领导力的关键问题，并支持他们成为在新高等教育背景下具有多种能力的新一代学术领导者。

慕课课程包括六个模块。模块一介绍了有关高等教育环境中大学治理和学术领导力的基本概念。模块二（治理结构特征）对不同的大学结构进行了介绍。该模块还提供了一些由经验丰富的学术领导者介绍的大学案例。模块三对不同的学术领导理论和风格进行了讨论，及其独特的特征和属性。模块四引入了特定的策略和技巧，以发展青年学术领导者所需的领导技能和能力。模块五则帮助慕课学习者了解青年领导者面临的一些实际挑战以及克服这些障碍的策略。完成五个模块的学习者将有资格在模块六中获得证书。

The new MOOC on Leadership Development for Young Academic Leaders will be available from 5 October 2020.

Do not miss this opportunity, stay tuned by following the LEAD2 news!

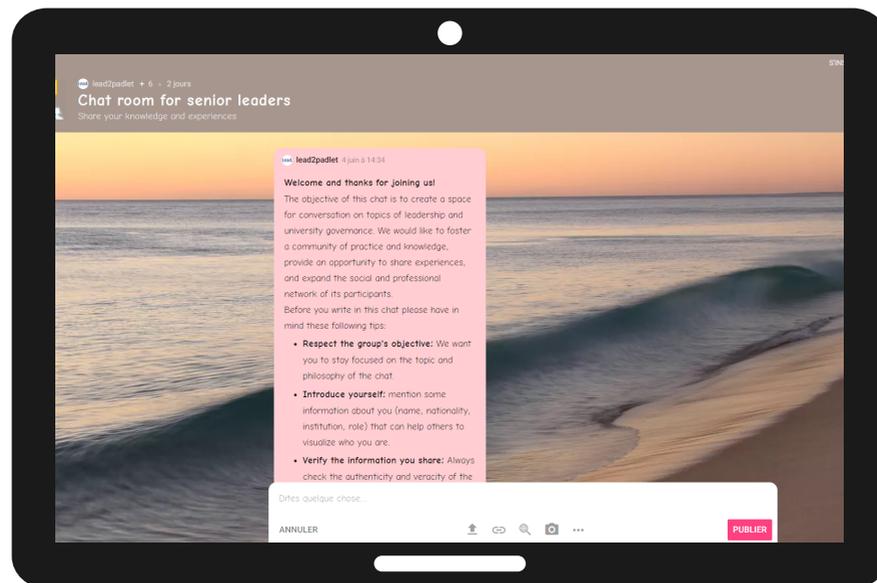
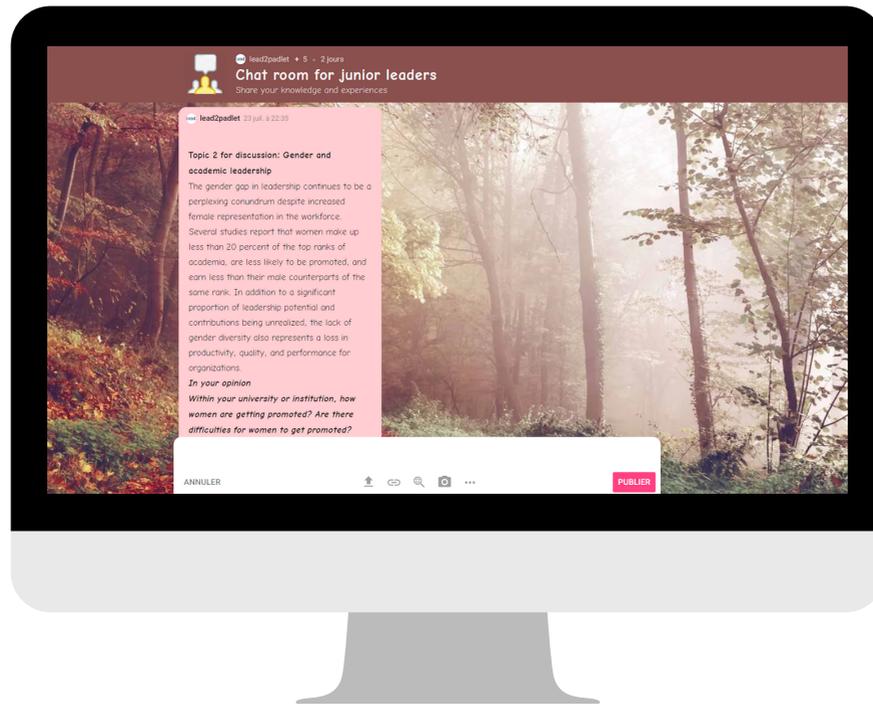
新的青年学术领导力发展慕课将于2020年10月5日起正式发布。

大家不要错过这个机会，请持续关注LEAD2新闻！

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