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VRIJE UNIVERSITEIT BRUSSEL
AND LEAD2 PARTNERS



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季刊

VOLUME 1 ISSUE 4 DECEMBER 2020

LEAD2 PARTNERS



METU



**TEAM MEMBERS OF THE LEAD2 MOOC ON
LEADERSHIP DEVELOPMENT FOR YOUNG ACADEMIC LEADERS**



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Meet the Partners' Team | 合作伙伴团队介绍



DR. XIAOXIAO QU

National Academy of Education Administration

Dr. Xiaoxiao QU is an Associate Researcher at the Department of School Management of National Academy of Education Administration (NAEA). She gained her doctoral degree from Peking University, majoring in Education Economics and Management. She was a visiting scholar at University of Michigan in 2010, sponsored by China Scholarship Council (CSC). Her research mainly focuses on higher education institution management and reform, private education, organizational sociology, etc. She gets involved in several national and provincial research programs and has published 9 academic articles.

国家教育行政学院

屈潇潇博士是国家教育行政学院学校管理教研部副研究员。她毕业于北京大学，获得教育经济与管理学博士学位。2010年，她获得了中国国家留学基金委员会（CSC）的奖学金资助，作为访问学者在密歇根大学进行研究。她的研究主要集中于高等教育机构的管理与改革、私立教育、组织社会学等课题。她参与了多个国家级和省级研究项目，并发表了9篇学术论文。

University of Vienna

Dr. Angela Meyer has a background in Social Sciences and is working at the Research Services and Career Development Unit of the University of Vienna. Prior to that, she has been involved as a researcher and partly as coordinator in several international projects and coordination actions under the EU research framework programme and other funding programmes with an independent research organization. These activities have mainly focused on governance issues related to sustainable development and multi-stakeholder cooperation. She has moreover served as a consultant for the EU Commission in the field of international research cooperation.

维也纳大学

Angela Meyer博士具有社会学研究背景，现于维也纳大学研究服务和职业发展部工作。在此之前，她曾与一个独立研究组织合作，并以研究员及部分项目协调人的身份参与了多个欧盟研究框架计划及其他资助计划下的国际项目和协调行动。这些活动主要致力于研究与可持续发展和多方利益相关者合作有关的治理问题。此外，她还曾任欧盟委员会在国际研究合作领域的顾问。



DR. ANGELA MEYER

Tongji University



DR. YAN WANG

Dr. Yan WANG, Associate Professor of Higher Education Institute of Tongji University, Deputy Director of Development and Planning Division of Tongji University. She is mainly responsible for Tongji's educational decision-making research, comprehensive reform and strategic planning. Her main research domains are institutional research, university governance, and engineering education. She has published more than 20 papers in above domains. She has chaired the National Education Planning Project, the Humanities and Social Science Fund Project of the Ministry of Education, the Shanghai Educational Scientific Research Project, the Quality Engineering Project of the Ministry of Education, the Science and Technology Commission Project of the Ministry of Education, and the Shanghai High Education Association Project. The research results have won the Second Prize of the Fourth National Educational Research Achievement of Educational Planning, the First Prize of Shanghai Educational Research Achievement, and the Second Prize of Shanghai High Education Association Achievement.

同济大学

王雁博士是同济大学高等教育研究所副教授，兼同济大学发展规划部副部长。她主要负责同济大学的教育决策研究、全面改革和战略规划。她的主要研究领域是机构研究、大学治理和工程教育。她在上述领域发表了20多篇论文。她曾主持国家级教育规划项目、教育部人文社会科学基金项目、上海教育科研项目、教育部质量工程项目、教育部科学技术委员会项目以及上海市高等教育学会项目。她的研究成果曾获得第四届全国教育科学研究优秀成果二等奖、上海市教育科学研究优秀成果一等奖以及上海市高等教育学会成果二等奖。

Vrije Universiteit Brussel

Professor dr. De Donder has been working for 13 years at VUB, teaching courses about civil participation, community development, research methodology and other subjects. She has also been part of several research projects about social inclusion and participation of prisoners and older people. In 2020, she has won the VUB's award for the best supervisor for which she was nominated by her Ph.D. students. She also functioned as head of Department of Educational Sciences for one year.

布鲁塞尔自由大学

De Donder教授已经在布鲁塞尔自由大学工作13年，讲授有关公民参与、社区发展、科学研究方法及一些其他学科内容。她是一些旨在研究囚犯和老年人的社会融入与社会参与的研究项目的成员。2020年，她被其指导的博士生们提名并荣获布鲁塞尔自由大学最佳导师奖。她曾任教育学系主任一年。



PROF. DR. LIESBETH DE DONDER



DR. MENGQI ZHANG

Beijing Normal University

Phd in education, assistant professor of the Institute of International and Comparative Education at Beijing Normal University. Her research focuses mainly on comparative education, education policy and governance, higher education and cross-border education, with an emphasis on comparison of Sino-French education. Leader of 2 research project for young researchers, participant of several national and international research projects and published more than twenty articles, one monograph and several co-authored books.

北京师范大学

张梦琦，教育学博士，北京师范大学国际与比较教育研究所讲师。主要研究方向为比较教育、教育政策与治理、高等教育与跨境教育，重点研究中法教育比较。主持青年研究人员研究项目2项，参与多项国内外研究项目，发表文章和专著二十余篇，合著多部。主持青年研究人员研究项目2项，参与多项国内外研究项目，发表文章二十余篇，出版专著1部，合著多部。

Silesian University of Technology

Dr Anna Waligóra has a PhD in Social Sciences. She is researcher and lecturing professor of SUT's Institute of Education and Communication Research, specialized in: didactics, pedagogy, teaching process, pedeutology and teaching with IT technologies. She is also an Erasmus+ Program Coordinator, responsible for the international students exchange at the Institute of Education and Communication Research. Anna was the leader of 4 scientific projects for young researchers, participant of several scientific projects and COST Action "Industry and Society 4.0 - Smart technologies as determinants of transformation". She was the leader of The International Visegrad Fund Small Grant, as well as the leader of the two Central European Exchange Programs for University Studies CEEPUS: DT - School - Design Thinking and learning by doing as the effective tools for science and business in 2018, and Third International Interdisciplinary Summer School - Project Potential Building in Interdisciplinary International Research Teams in 2019. She is Deputy director of the largest educational projects realized at SUT: POWER 3.5/II Silesian University of Technology as the Modern European Technology University. Anna is a participant in the Erasmus+ KA2 Project: LEAD 2 Enhancing Academic Leadership and Governance of Chinese and European Universities in the Context of Innovation and Internalization. She was also a participant in the leaders' team responsible for the project European Universities EPP-EUR-UNIV-2020 The European University for Responsible Consumption and Production. She is an author of 3 monographies and over 40 papers.

西里西亚工业大学

Anna Waligóra博士拥有社会学博士学位。她是西里西亚工业大学（SUT）教育与传播研究所的研究员兼讲师。她的研究集中于教学法、教育学、教学过程、教师职业研究以及利用信息技术辅助下的教学。她还是欧盟伊拉斯谟加计划协调员，在教育与传播研究所负责国际学生交流事宜。Anna不但是四个面向年轻研究员的科研项目的负责人，同时也参与了一些其他科研项目，以及COST行动“工业与社会4.0--智能技术作为变革的决定因素”。她曾主管维谢格拉德基金会的小额资助项目，并带头负责中欧大学研究交流计划CEEPUS下的两项交流项目，分别是：2018年的“设计思维项目班--设计思维和边做边学作为科学和商业活动的有效工具”，以及2019年的“第三届国际跨学科暑期学校--跨学科国际研究团队中的项目潜力建设”。她是SUT已实现的最大教育项目的副主任：作为现代欧洲科技大学的西里西亚工业大学POWER 3.5 / II项目。她参与了欧盟伊拉斯谟加计划关键行动计划2下的项目：LEAD 2加强中欧大学在创新和国际化的背景下的学术领导力和大学治理。她还是欧洲大学项目下EPP-EUR-UNIV-2020建立负责任消费与生产的欧洲大学的领导团队的一员。她出版了3本专刊并发表了40多篇论文。

DR. ANNA WALIGÓRA



Danish School of Education, Aarhus University



DR. JIE GAO

Dr. Jie Gao is Post Doc Researcher at Centre for Higher Education Futures of Danish School of Education, Aarhus University. Jie Gao has participated as researcher in the following CHEF projects: 'An Anthropology of Soft Diplomacy: Higher Education in Sino-Danish Partnerships' and 'Universities in the Knowledge Economy (UNIKE)' and she is CHEF's representative in a project led by Marijk van der Wende (Utrecht University), 'The New Silk Road: Implications for higher education and research cooperation between China and Europe'. In her PhD research within the UNIKE project, she took an 'anthropology of policy' approach to investigate Sino-foreign partnerships in higher education through a study focused on the Sino-Danish Center for Education and Research (SDC) in Beijing.

奥胡斯大学丹麦教育学院

高洁博士是奥胡斯大学丹麦教育学院高等教育未来中心（CHEF）的博士后研究员。她曾以研究员的身份参与了以下CHEF的项目：“软外交人类学：中丹合作伙伴关系中的高等教育”和“知识经济中的大学（UNIKE）”。她还代表CHEF参加由乌得勒支大学Marijk van der Wende教授领导的项目：“新丝绸之路：对中欧高等教育和研究合作的启示”。在UNIKE项目框架下，她在博士论文中采用“政策人类学”的方法，对北京中丹教育与研究中心（SDC）进行案例分析，探究了高等教育中的中外合作伙伴关系。

DR. WEI WU

Yunnan Normal University

Dr. Wei WU has obtained her PhD of Education from the Chinese University of Hong Kong, current lecturer in Yunnan Normal University. Her research focus is mainly on rural education policy, teacher education and education equity. Participating in several national research program, and hosting the program of HKSAR Educational Practice of Volunteer Organization in Rural China. Teaching the courses like Educational Research Methods and Introduction of Academic Writing.

云南师范大学

吴蔚博士现任云南师范大学教育科学与管理学院教育学讲师；她获得香港中文大学教育学博士。研究及关注领域为农村教育政策、教师教育及教育公平。曾参与多项国家级课题，承担并完成香港特别行政区政府课题项目《支教组织在中国农村中的教育实践》，擅长将质性研究方法运用于教育实证调研。承担课程有《教育研究方法》、《科研论文撰写入门》、《教师职业道德规范》等。





DR. MERVE ZAYIM-KURTAY

Middle East Technical University

Dr. Merve Zayim-Kurtay is an assistant professor in Educational Administration and Planning at Middle East Technical University and currently the vice chair of the Department of Educational Sciences. Dr. Merve Zayim-Kurtay received her M.S and Ph.D. in Educational Administration and Planning at Middle East Technical University. She completed her postdoctoral studies at Vrije Universiteit Brussel and worked as a full-time researcher in an Erasmus+ project on university governance and academic leadership. She has several papers and an edited book on university governance and academic leadership within the higher education contexts of Europe, China, and Turkey. Other research interests of Dr. Merve Zayim-Kurtay include organizational change, educational change, change-related attitudes and emotions, and organizational trust.

中东科技大学

Merve Zayim-Kurtay博士是中东科技大学教育行政与规划专业的助理教授，目前也是教育学系的副主任。Merve Zayim-Kurtay博士在中东科技大学获得了教育行政与规划专业的硕士学位与博士学位。而后，她在布鲁塞尔自由大学（Vrije Universiteit Brussel）完成了博士后的研究，并在一个关于大学治理和学术领导力研究的欧盟伊拉斯谟项目中担任全职研究员。她发表了几篇关于欧洲、中国及土耳其高等教育视域下的大学治理与学术领导力的论文并参编了一本论文集。Merve Zayim-Kurtay博士的其他研究兴趣包括组织变革、教育变革、与变革相关的态度与情感以及组织信任。

Universidade Nova de Lisboa

Dr. Rita Costa is Head of International Affairs at the Rectorate of NOVA University Lisbon. From May 2018 until May 2019, Head of the International Development Unit of NOVA, part of the Strategic Development Unit of NOVA. From 2014 until May 2018, Head of Research Support Unit of NOVA, with responsibilities in Research Management, Funding and Research Talent Development. From 2001 until 2013 was Head of the e-learning office of Universidade do Porto, with responsibilities in the development and implementation of the institutional strategy for Learning Technologies. She is invited Professor in the field of e-learning and educational project management since 2004. She obtained her PhD in Digital Media (2013) in the field of e-learning, learning outcomes and assessment of learning; MSc in Multimedia Technology in the field of e-learning and reusable learning objects. Both research works focused on Engineering Education.

新里斯本大学

Rita Costa博士是新里斯本大学的国际事务主任。2018年5月至2019年5月，她担任新里斯本大学战略发展处的国际发展部主任。2014年至2018年5月，她担任新里斯本大学研究支持部主管，负责研究项目管理以及资金和研究人才发展。2001年至2013年，她担任波尔图大学在线学习办公室主任，负责制定和实施有关学习技术的机构战略。自2004年以来，她是在线学习和教育项目管理领域的特邀教师。她是多媒体技术硕士，主攻在线学习和可复用学习对象课题，并于2013年获得了数字媒体博士学位，主要进行在线学习、学习成果及学习评估领域方面的研究。这两项研究工作都集中于工程教育这一课题领域。



DR. RITA COSTA



DR. WENJI FAN

Guangxi Normal University

Dr. Wenji Fan, Ph.D. in Education, National Public Jointly Trained Doctor of Hunan Normal University and University of Calgary, Canada. Lecturer, Master Instructor, Director of the International Office, Faculty of Education of Guangxi Normal University. His main research interests are education economics, education management and higher education. He is currently a council member of the Young and Middle-Education Theory Workers Branch of the Chinese Education Society and the deputy secretary-general of the Education Management Committee of the Guangxi Education Society. In recent years, he has published many academic papers, participated in the compilation of 1 book, presided over one of the key Class A projects funded by the "13th Five-Year Plan" of Guangxi Education Science, and one key project of Guangxi Higher Education Undergraduate Teaching Reform Project, participating in 3 international research project (EU Erasmus+ INCLUTE and LEAD2 project, US KDP Institute ISTL project).

广西师范大学

凡吉博士是广西师范大学教育学部国际部主任。他获得教育学博士，曾是湖南师范大学、加拿大卡尔加里大学国家公派联合培养博士；现担任广西师范大学教育学部讲师，硕士生导师。主要研究方向为教育经济学、教育管理、高等教育学。现任中国教育学会中青年教育理论工作者分会理事，广西教育学会教育管理专业委员会副秘书长。近年来，发表学术论文多篇，参编著作1本，主持广西教育科学“十三五”规划资助经费重点A类项目1项，广西高等教育本科教学改革工程重点项目1项，参与3项国际在研项目（欧盟伊拉斯谟加INCLUTE及LEAD2项目、美国KDP学会ISTL项目）。

XING GAO

China University of Geosciences

Phd candidate in education economy and management, researcher and lecturer of school of Foreign Languages of China University of Geosciences at Wuhan, specialized in: university governance, doctoral education and comparative education. Leader of 1 scientific project and participant of 8 scientific projects in fields of language, culture and education of different levels, published 1 textbook and translated work, Council member of the Hubei Translation Association of China.

中国地质大学

高幸是中国地质大学（武汉）教育经济与管理方向在读博士，也是中国地质大学（武汉）外国语学院的研究者与讲师；研究方向：大学治理，博士教育与比较教育；主持1项科研项目，参与8项各级别语言、文化与教育领域科研项目；出版1部教材与1部译著；中国湖北省翻译协会会员。



BRIEFING | 简讯

LEADING TOGETHER, LEADING TOMORROW

LEAD2 MOOCs | LEAD2 慕课

- **New MOOC on Leadership Development for Young Academic Leaders now released**

Higher education institutions have undergone radical changes and have been faced with increasing sources of pressure over the past decades. Hence, enhancing capacities for academic leaders, especially young leaders is crucial.

The MOOC on Leadership Development for Young Academic Leaders is a free online course addressed to young and potential leaders working in academic institutions. The course aims to help young academic leaders to better understand key issues on university governance and academic leadership and support them to become a new generation of academic leaders with multiple competencies in the new higher education context. More specifically, the course guides learners to go from contemporary, inclusive theories of university governance and academic leadership to practical strategies in order to enhance their knowledge, skills and competencies. Kickstart the e-learning journey with the link below:

<https://www.canvas.net/browse/vub/courses/leadership-development>

- **The fourth edition of LEAD2 MOOC (Sep 2020-Jan. 2021) now open for registration**

The LEAD2 MOOC is part of LEAD2 project of which the main aim is to enhance knowledge and skills regarding University Governance and Academic Leadership. The MOOC is open for all participants regardless of their countries, institutions, or academic positions. The fourth edition of MOOC is now open for registration.

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

- **Wangyiyun MOOC: MOOC on a new learning platform for Chinese learners**

Apart from the two current versions of LEAD2 MOOCs (English and Chinese), a MOOC on a new online platform to learn University Governance and Academic Leadership (Wangyiyun MOOC) was developed and published in July 2020. The MOOC is launched on this new online platform (also called NetEase) as it is a friendly and convenient platform for Chinese learners. Find the link for registration on the right side.

- **网易云课堂：面向中国学习者的学习平台**

除了当前两个版本的LEAD2 慕课（英语和中文）外，项目还在一个新的在线平台开设了慕课来帮助学习大学治理和学术领导力相关内容（网易云课堂）。此平台慕课已于2020年7月发布，是面向中国学习者的友好便捷的学习平台。注册链接见右图下方。

- **针对青年学术领导者领导力发展的新版慕课现已发布**

在过去的几十年中，高等教育机构发生了翻天覆地的变化，所面临的压力与日俱增。因此，提高学术领导者的能力，特别是年轻领导者的能力至关重要。

该青年学术领导力发展的慕课是面向在学术机构中工作的年轻及潜在领导者的免费在线课程。该课程旨在帮助年轻的学术领导者更好地理解有关大学治理和学术领导力的关键问题，并帮助他们成为在新的高等教育背景下具有多种能力的新一代学术领导者。更具体地说，本课程将从当代的、包容性的大学治理和学术领导力理论以及实用策略应用两个方面指导学习者，以增强他们的知识、技能和能力。点击下方链接开启在线学习之旅：

- **LEAD2 慕课第四季（2020年9月至2021年1月）现已开放注册**

LEAD2 慕课是LEAD2项目的一部分，其主要目的是增强有关大学治理和学术领导力的知识和技能。本慕课对所有人开放，不限国家、机构或学术职位。慕课第四季现已开放注册。

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



<https://study.163.com/course/introduction/1210126003.htm>

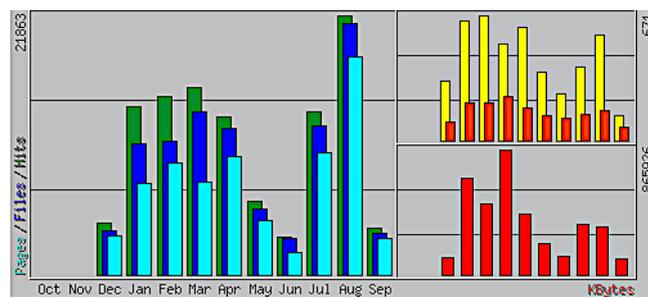
LEAD2 Online Knowledge Base | LEAD2 在线知识库

LEAD2 Online Knowledge Base (OKB) attracts high number of visits

The Online Knowledge Base, Networks and Referencing Tool is the platform which 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. Additionally, the LEAD2 project deliverables including research output, reports, media, publications, proceedings, good practices and examples were accessible in a clear and structured way.

During the last 10 months, there were 4463 visits. The total number of pages that a user visits after landing on the initial page is 76375. The total number of files that have been requested (downloaded) is 97790. The total number of requests that were made to the site during the last 10 months period is 111435.

Month	Summary by Month									
	Daily Avg				Monthly Totals					
	Hits	Files	Pages	Visits	Sites	K-Bytes	Visits	Pages	Files	Hits
Sep 2020	358	322	275	12	69	107644	136	3034	3548	3947
Aug 2020	705	683	591	18	161	334803	565	18325	21183	21863
Jul 2020	443	404	330	12	143	351881	392	10241	12533	13762
Jun 2020	105	102	63	8	123	128099	252	1903	3069	3173
May 2020	198	177	147	11	131	214816	369	4563	5512	6150
Apr 2020	441	410	332	20	172	417095	604	9984	12312	13255
Mar 2020	509	443	251	16	237	865926	517	7799	13737	15796
Feb 2020	516	386	325	23	199	492530	671	9446	11221	14991
Jan 2020	455	355	249	20	202	670617	642	7743	11009	14132
Dec 2019	181	152	136	13	101	119539	315	3277	3666	4366
Totals						3702950	4463	76315	97790	111435



LEAD2 在线知识库 (OKB) 吸引了大量访问

LEAD2在线知识库、关系网和参考工具是一个内容丰富的在线知识库平台。该平台整合了有关大学治理和学术领导力的各种资源和文献，并促进利益相关者针对这些课题进行学习和分享。此外，LEAD2的项目成果如研究成果、报告、媒体资源、出版物、大会议程、良好实践与范例均以清晰且有条理的方式呈现在此平台上。

在过去的10个月中，该平台浏览量达4463次。用户登陆到初始页面后访问的页面总数为76375。请求（下载）的文件总数为97790。最近10个月内向网站提出的请求总数为111435。

LEAD2 Research | LEAD2 专题研究

International Publications-Special issues

In order to address the key issues in academic leadership and university governance in Chinese and European Higher Education Institutions, LEAD 2 project has collected 32 articles dealing with varied and interrelated and coherent issues on Europe and China Higher Education. Those articles shed considerable light on the understanding and awareness of university governance and academic leadership under the context of internationalization in European and Chinese universities. They further broaden the comparative perspectives in AL and governance, academic leaders in diverse context, transformation in university governance structures and teacher leadership. Moreover, these articles are methodologically diverse in which qualitative, quantitative and mixed approaches are used together. Equally important, some papers examine the recent changes because of COVID 19 in addition to other elements of internationalization. Taken together, these contributions illuminate the complexities and challenges facing contemporary HEIs in their attempt to address the multiple and often conflicting demands in Europe and China. Thus, these papers are put together in 4 Special Issues for high-impact indexed and peer-reviewed international journals. Below is the current progress of the Special Issues:

1. The first special issue including 8 papers entitled "Comparative perspectives and cases in academic leadership and governance in European and Chinese Higher Education" has been accepted by Asia -Europe Journal (AEJ). AEJ welcomes quality academic papers and policy discussions on common challenges facing Asia and Europe. It is indexed in SSCI, Scopus and SCImago and published by Springer.
2. The second one comprising of 11 articles entitled "University governance structure and its transformation in Europe and China" has been accepted by European Journal of Education (EJE). EJE presents high quality, recent research and policy analysis with a primary focus on Europe, placed in an international perspective. It is indexed in SSCI and published by Wiley.
3. The third one with 7 articles entitled "Exploring academic leadership from a diverse perspective" has been accepted by Higher Education Quarterly (HEQ). HEQ publishes international articles concerned with policy, strategic management and ideas in higher education. It is indexed in Scopus and Web of Science and published by Wiley.
4. The fourth one consisting of 6 papers entitled "Teacher leadership in universities" has been accepted by Chinese Education and Society (CES). CES publishes empirical research on education policies and practices within China's changing society. It is indexed in Scopus and published by Taylor and Francis.

国际出版物-特刊

为了研究中欧高等教育机构在学术领导力和大学治理方面存在的 key 问题，LEAD 2项目收集了32篇有关中欧高等教育不同侧面却又相互关联的论文。这些论文为理解认知国际背景下的欧洲和中国大学中的大学治理和学术领导力提供了相当大的启发。它们从比较的视野进一步拓宽了有关学术领导力与大学治理、不同背景下的学术领导者、大学治理结构的转变以及教师领导力的研究。此外，这些论文从研究方法上看也较为多元，兼具定性研究、定量研究及混合研究方法。同样重要的是，除了就国际化的因素展开讨论，一些论文还研究了由COVID 19引起的新变化。这些论文共同阐释了欧洲和中国当代高校在尝试解决具有多重性且互相冲突的需求方面所要面临的难题与挑战。这些论文被整合至四个专题特刊中，并将由高影响力的同行评审的索引国际期刊出版。以下是各专题特刊目前的进展情况：

1. 第一个专题特刊共有8篇论文，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”，已被《Asia-Europe Journal》期刊(AEJ)接受。AEJ发表有关亚洲和欧洲所面临的共同挑战的高质量学术论文和政策讨论。它被SSCI、Scopus和SCImago收录索引，并由Springer出版。
2. 第二个专题特刊共有11篇论文，特刊名为“欧洲和中国大学治理结构及其转型”，已被《European Journal of Education》期刊(EJE)接受。EJE发表高质量的新研究与政策分析，主要关注国际视野下的欧洲。它被SSCI收录索引，并由Wiley出版。
3. 第三个专题特刊共有7篇论文，特刊名为“从多元化的视角探索学术领导力”，已被《Higher Education Quarterly》期刊(HEQ)接受。HEQ发表有关高等教育政策、战略管理和思想的国际文章。它被Scopus和Web of Science收录索引，并由Wiley出版。
4. 第四个专题特刊共有6篇论文，特刊名为“大学教师领导力”，已被《中国教育与社会》期刊(CES)接受。CES发表有关中国社会发展过程中的教育政策和实践的实证研究。它被Scopus收录索引，并由Taylor和Francis出版。

IN THE SPOTLIGHT 焦点

YOUNG ACADEMIC LEADERS: LEADERSHIP STYLES, CHALLENGES & DEVELOPMENT STRATEGIES

青年学术领导者：领导风格、挑战与发展策略



Prof. Liesbeth De Donder, Vrije Universiteit Brussel

Liesbeth De Donder has been working at Vrije Universiteit Brussels (VUB) for 13 years teaching courses about civil participation, community development, research methodology and supervising master's and Ph.D. students. She has also been part of several research projects about social inclusion and participation of prisoners and older people, which are her two main areas of interest when it comes to research. She has previously functioned as the head of the Department of Educational Science at VUB, been a member of the Board of the faculty of Educational Sciences and Psychology and currently represents her faculty at the University's Research Council. Recently, De Donder has won the VUB's award for the best supervisor in the year of 2020, for which she was nominated by her Ph.D. students. In this article, De Donder shares the leadership styles, challenges as well as development strategies that she applies as a young academic leader.

Liesbeth De Donder教授, 布鲁塞尔自由大学

Liesbeth De Donder在布鲁塞尔自由大学(VUB)工作了十三年, 讲授有关公民参与、社区发展、研究方法的课程, 并指导硕士和博士生。她还参与了几个有关囚犯和老年人的社会包容与参与的研究项目, 这是她研究的两个主要领域。她曾担任VUB教育学系主任一职, 也曾任教育学与心理学学院委员会成员, 并作为学院代表参与大学研究理事会。最近, De Donder被其博士生们提名推举赢得了VUB的2020年最佳导师奖。在本文中, De Donde分享了她作为青年学术领导者所采用的领导风格、面临的挑战以及发展策略。

What are your responsibilities as a/an (young) academic leader?

As a supervisor, my role includes operational tasks, such as helping and guiding my Ph.D. students on how to develop a research design, conduct the data collection, write research articles, etc. However, for me, my role also includes other tasks, like widening my students' horizons and making them consider other perspectives and angles of the topic in question. Ph.D. students usually come with specific questions regarding their research as they are focused on what they are doing, and my task is to help them develop their thinking by widening their perspectives and letting them think about other ideas, options and possibilities. Therefore, it is when they say "ah, I didn't look at it that way" when I am satisfied. My role also includes giving them the freedom and independence to choose their own trajectory and establish their own network.

Besides, being a professor, I have different responsibilities, in addition to teaching through which I contribute to my faculty and the university as a whole. For instance, I was the head of the Department of Education Sciences at VUB and I have also been on the faculty board and a member of the University Research Council. Additionally, I am currently part of a Think Tank consisting of two members of each faculty in the university working on coming up with a vision for the future of the education at the university and how it will look like in 20 years from now.

作为一名(青年)学术领导者的职责是什么?

作为导师, 我的职责包括执行性任务, 例如帮助和指导我的博士生们, 指导学生们如何进行研究设计、数据收集以及撰写研究论文等。但是, 对我来说, 我的职责还包括其他任务, 例如拓宽学生的视野并让他们考虑该问题主题的其他观点和角度。博士生们专注于正在做的研究时, 他们通常会对研究提出一些具体的问题, 而我的任务是通过扩大视野并让他们思考其他想法、选择和可能性来帮助他们拓展思维。因此, 当他们说“啊, 我没那样想过”我会感到比较满足。我的角色还包括给予他们自由和独立的权利, 以选择他们自己的轨道并建立自己的学术网络。

此外, 作为一名教授, 我除了通过教学可以为学院和大学整体做出一些贡献之外, 我还承担着其他职责。例如, 我曾担任VUB教育学系主任, 也曾担任学院委员会成员和大学研究理事会成员。此外, 目前, 我是一个智库的成员, 该智库由大学中每个系的两名成员组成, 并致力于提出关于大学教育的未来以及大学教育未来20年的愿景。

You have recently won the VUB award for the best supervisor. Tell us more about it and why you think you deserved this award.

The VUB award for the best supervisor is given annually to a supervisor from the university who is nominated for this award by his/her Ph.D. students. Based on students' nominations, which are an explanation of why this professor deserves the award, a jury then selects the winner of the award. If you ask me about the reason I won the award for this year, then it's because my students are really stubborn and know how to write good applications (laughs). Last year, my students nominated me for the same award and I won second place. Nonetheless, clearly, they were not satisfied with the results, so they nominated me again this year and apparently put more effort into why I was worthy of this award to make me win. However, in my perspective, I also knew why I didn't win the award last year. During last year's ceremony in which the winner was announced, it attracted my attention that one of the reasons this winner deserved the award was because she had a structured plan for supervising her Ph.D. students, this is something that I wasn't doing up until last year as I had a more informal coaching style which didn't set a specific schedule for meetings with the students, for instance, but rather meetings were dependent on students' needs. Thus, one of the things that I started doing is to have a more organized plan for supervising my Ph.D. students. Hence, I began to have regular meetings with all of my students in which we gather up and discuss several issues related to work and academia in general. It is important to note, however, that my plan for supervision is never rigid, as the purpose of this plan is to add more structure to our workflow, not to limit students' autonomy or freedom, which some favor over thorough guidance in their work.

您最近获得了VUB最佳导师奖。请您谈谈有关获得这个奖项更多的信息，以及为什么您认为您获得该奖项。

VUB最佳导师奖是颁发给每年由导师的博士生们推举的大学导师，基于学生的推举。这就解释了该教授为什么应获得该奖项，然后由陪审团选择该奖项的获奖者。如果您问我今年获得该奖项的原因，那是因为我的学生确实很执着，并且知道如何写出好的申请（此处有笑声）。去年，我的学生推举了我同样的奖项，我获得了第二名。但是，很显然，他们对结果并不满意，所以他们今年再次推举了我，并且显然加大了努力说明为什么我值得获得该奖项，让我获胜。但是，以我的观点，我也知道为什么我去年没有获得该奖项。在去年宣布获奖者颁奖典礼上，引起我注意的是，这位获奖者获得奖项原因之一是因为她制定了监督博士生的结构化计划，这是我直到去年才开始做的事情，因为我的非正式辅导风格更强。例如我并没有为学生制定具体的时间表，但是会议取决于学生的需求。因此，我开始做的一件事就是制定一个更有条理的计划来监督我的博士生们。因此，我开始与所有博士生定期开会，我们聚会并讨论与工作学术界有关的若干问题。但是，重要的是要注意，我的监督计划从来都不是一成不变的，因为这个计划的目的是在我们的工作流程中增加更多的组织性，而不是限制学生的自主性或自由性，这是一些博士生不愿其工作被完全指导的原因。



What do you think are the pros and cons of your leadership style?

There are some difficulties which arise from applying such a style, including the fact that it is time-consuming. As each Ph.D. student has his/her own plan, I have to coach and follow-up with every one of them on a different basis, the thing that requires a lot of time. Similarly, as I mentioned, since I put a lot of emphasis on building a community and the development of this community, this also takes time. We plan to implement fun activities through which we get to enjoy our time and also strengthen our bond as a team; however, it is not always easy to implement such activities, especially with the big workload that we all have. Hence, although investing in team building is definitely worthwhile and one of the biggest pros for such a style, it still comes with the disadvantage of requiring extra time. In addition to building a cohesive team where there is social and peer support, another advantage of my style is the result of cooperation among the team members which raises the overall quality of our work, whether in terms of the research articles that are written or any other work outputs. Additionally, I believe that my style enables my students to enjoy a great degree of autonomy in their work; I never set the direction for them, but rather give the freedom to choose their path, whether in getting specific expertise, building their own network, etc. The final end of such a style is that I see content Ph.D. students. In my ten years of supervision, despite having some difficult moments, no one of my students has ever given up and they all have eventually succeeded in obtaining their Ph.D.

您认为您的领导风格的利弊是什么？

采用这样的风格会带来一些困难，比如，很耗时。作为每个博士生有自己的计划，我必须在不同的基础上指导和跟进每个人，这需要很多时间。同样，正如我提到的那样，由于我非常重视构建团体和这个团体发展，因此这也需要时间。我们计划实施一些有趣的活动，让我们度过快乐的时光，并加强我们作为团队的纽带；但是，实施这样的活动并不总是那么容易，尤其是在我们所有人都有很大工作量的情况下。因此，尽管投入于团队建设绝对是值得的，并且是这种风格的最大优点之一，但它仍然具有需要额外时间的缺点。除了建立一个有社会和同伴支持的有凝聚力的团队之外，我的风格的另一个优势是团队成员之间合作的结果，无论是书面研究论文还是任何其他方面的工作成果，这都提高了我们工作的整体质量。另外，我相信我的风格使我的学生在工作享有很大的自主权。我从不为他们设定方向，而是给他们自由选择道路的机会，无论是获得特定专业知识，还是建立自己的网络等。这种风格的最终目的是让我看到心满意足的博士生们。在我的十年指导经历中，尽管遇到了一些困难，但我的学生中没有一个人放弃过，他们最终都成功取得了他们的博士学位。

"...not only do they learn to be self-reliant and reflective but also responsible; I don't lead the path for them but help them lead their own."

How would you describe your leadership style?

It is quite difficult to put a word on it. However, first, I would say very coaching and flexible in the sense that this coaching style is not fixed but rather is adapted to meet my students' varying needs. For instance, I have around ten Ph.D. students, and I am aware that I need to approach them differently starting from the frequency of our meetings to the jokes that I tell to each one of them. I also believe that group work is important and try to create this community environment among my students. Therefore, with my students, it is not me alone who is leading the whole group and coaching them. Instead, we work as a cohesive group in which they also coach and support each other, making sure that they get peer support, which is vital for their progress and cooperation. I also reject the traditional idea of leadership where a leader is perceived as a person on the top of a hierarchy, as I prefer to be one who is standing and working among the researchers (I also prefer the word researcher than student in referring to them). Thus, my aim is always to create a research community where we all work together and support each other, and as I happen to be the one with more experience in research, I do my best to transfer that know-how for them to help them grow and develop. Additionally, I never aim to command my students what to do or give them ready answers but to ask them questions that can help them find the answers themselves. In this way, not only do they learn to be self-reliant and reflective but also responsible; I don't lead the path for them but help them lead their own.

"...他们不仅学会自立和反思，同时也变得具有责任感。我不是为他们领路，而是帮助他们自己领自己的路。"

您如何形容您的领导风格？

一句话很难说。但是，首先，我要说的是我非常具有指导性而且比较灵活，因为这种指导风格不是固定的，可以适应我的学生不断变化的需求。例如，我有大约十个博士生，我知道从会议的频率到讲给每个人的笑话，我需要以不同的方式对待他们。我也相信小组合作很重要，并尝试与我的学生一起创造这种团体环境。因此，与我的学生，不是我在独自领导整个团队并指导他们。相反，我们是一个团结的团队，他们在团队中也互相指导和相互支持，以确保他们得到同伴的支持，这对于他们的进步与合作至关重要。我也拒绝接受传统的领导观念，即领导者被视为一个处于最高层的人，因为我更愿意成为在研究者中与他们一起工作的人（比起“学生”，我也更倾向于用“研究者”称呼他们）。因此，我的目标始终是创建一个我们共同合作并互相支持的研究团体，而当我碰巧是一个拥有更多研究经验的人时，我会尽我所能为他们提供专业知识帮助他们成长和发展。此外，我从来不控制学生做什么或给他们准备好的答案，而是问他们可以帮助他们自己找到答案的问题。这样，他们不仅学会自立和反思，同时也变得具有责任感。我不是为他们领路，而是帮助他们自己领自己的路。

What are the challenges that you face as a young academic leader?

One of the challenges that I faced at the beginning of my career as a supervisor was the little coaching provided to supervisors. Back then, I attended a training week on teaching that was given to new professors, but we didn't have something like that for supervisors with regard to how to coach, apply for funding, start a research group, and other tasks that are not related to teaching. They have recently started, however, giving training at our university for starting professors on supervising, which must be helpful, but since this was not the case for me, I had to figure out the "how-to" for such tasks myself. Thus, for me, the beginning was actually the hardest.

Another challenge that I face is funding; to do more projects, you need to apply for more funding. Consequently, you get immersed in this constant search for money to be able to start or sustain your projects. This was also a big challenge at the beginning of my career, as funding was required for starting my research group. Thus, at that point, it wasn't leading the group that was challenging, but it was having a group to lead in the first place. Currently, applying for funding is still a time-consuming process that takes from the time that I plan to dedicate for supervision.

Additionally, the administrative work associated with the research projects yet poses another challenge for me. This includes handling Ph.D. students' applications, bills, and other paperwork that all have to be done by the professor him/herself. This also takes a lot of my time and deprives me of the chance to give more time and effort to supervision and research. And as I mentioned, you have to figure this out yourself as no one will guide or coach you on how to be a supervisor, the thing that I still miss, as I believe leaders need to be coached as well.

"I felt that I needed a coach myself. Thus, I started reaching out to other researchers and research groups in other faculties and universities...Sometimes, also, talking with friends who are in a similar situation might help."

What are the strategies that you apply for dealing with these challenges?

About two years ago, I felt that I needed a coach myself. Thus, I started reaching out to other researchers and research groups in other faculties and universities. My purpose was to benefit from their experience and try to learn from the way they are functioning in their groups. For example, to retain my Ph.D. students who just leave the group once their study is done, I wanted to hire more postdoctoral researchers in my team, which is also beneficial for the continuity of the research group. However, this is a big challenge due to financial issues. Therefore, I wanted to learn from other groups who have different structures from mine with more postdoctoral researchers on board to be able to do this myself. Now I do contact such groups asking about their group structures and the way they manage it to be able to craft our own plan for doing something similar with our team.

Sometimes, also, talking with friends who are in a similar situation might help. I have a good friend whose job is similar to mine and is currently working in the United Kingdom. At least, once a year, I like to go there for a week, which can be both a way for learning about how research groups function in the UK and also for relaxing, sharing stresses as well as having fun. Hence, I like not just to reach out to people in other faculties and universities but also those abroad. For handling team-related issues, such as lack of motivation, we have started to organize meetings where we gather up to talk about our feelings towards work, quality of work, work-life balance, and the things we want to change, etc., but not operational aspects, such as research articles. We did this for the first time in March-May this year, and following the positive feedback that we got from the team members, we are going to hold it once a year. In addition to this, we yearly plan team days in which we rent a place and spend the day together and discuss issues related to the progress and future of the whole team and what the members want to achieve with their group. This is also crucial for consolidating the team bond and community feeling among the group members.

作为一名青年学术领导者，您都会面临哪些挑战？

在我担任导师的职业生涯开始时面临的挑战之一是为导师提供的培训很少。当时，我参加了一项针对新教授的为期一周的教学培训，但是对于导师来说，我们在指导，申请经费，成立研究小组以及其他与教学无关的工作方面没有类似的培训。但是，他们最近开始在我们的大学进行针对新教授指导学生的培训，这很有帮助。但是由于我的情况并非如此，因此我不得不自己弄清楚这些任务的“方法”。因此，对我而言，起步阶段实际上是最艰难的。

我面临的另一个挑战是经费；要进行更多的项目，你就需要申请更多的资金。因此，你会全身心投入在不断寻找经费，从而能够启动或维持你的项目。这也是我职业生涯初期的一个巨大挑战，因为成立我的研究小组需要经费。因此，在这一点上，带来挑战的并不是领导和领导团队，而是首先要有团队可以领导。目前，申请经费仍然是一个耗时的过程，花掉了我计划专门用于学生指导的时间。

此外，与研究项目相关的行政工作对我来说还构成了另一个挑战。这包括处理博士学生的申请，账单和其他文书工作都必须由教授本人完成。这也花费了我很多时间，并且使我失去了更多的时间和精力进行指导和研究的机会。而且，正如我提到的那样，我们必须自己弄清楚这一点，因为我相信，没人会辅导或指导你如何成为导师，这是我仍然觉得有必要的，因为我相信领导者也需要接受培训辅导。

“我觉得我自己需要一名辅导员。因此，我开始接触其他学院和大学中的其他研究人员和研究小组……有时，与处于类似情况的朋友交谈可能也会有所帮助。”

您采用哪些策略应对这些挑战？

大约两年前，我觉得我自己需要一名辅导员。因此，我开始接触其他学院和大学中的其他研究人员和研究小组。我的目的是从他们的经验中受益，并尝试学习他们团队的运作方式。例如，如何雇用毕业的博士生们，我想在我的团队中雇用更多的博士后研究人员，这也对研究小组的连续性有益。但是，由于财务问题，这是一个巨大的挑战。因此，我想向其他研究小组学习，他们有更多的博士后研究人员，我想了解自己如何能够完成这项工作。现在，我确实联系了这样的研究小组，询问他们的研究组组织结构及其管理方式，以便能够制定我们自己的计划，并与我们团队开展类似的工作。

有时，与处于类似情况的朋友交谈可能也会有所帮助。我有一个好朋友，他的工作与我类似，目前在英国工作。我喜欢去那里呆一个星期，至少每年一次，这既可以用来自了解研究小组在英国的运作方式，又可以除了娱乐以外，也用来放松，互相“诉苦”。因此，我不仅喜欢与其他学院和大学的人接触，而且也喜欢与国外的人接触。为了应对团队中的挑战，例如缺乏动力，我们已经开始开会，开会讨论我们对工作的感受，工作质量，工作与生活的平衡以及我们想要改变的事情等，但不是操作性内容，例如研究论文。我们是在今年3月至5月首次召开这样的会议。在获得团队成员的积极反馈后，我们会每年组织一次。除此之外，我们还计划了每年的团队日，在该日我们要租一个地方并一起度过一天，并讨论与整个团队的进步和未来以及成员希望在团队中取得的成就有关的问题。这对于巩固团队成员之间的团队联系和团体感情也至关重要。

Do you think female academic leaders face challenges that are specific to women?

Although there are several pro-women mechanisms in academia, such as offering incentives for hiring women (in the past), I believe, there are still some challenges. For instance, there are many women working at VUB, certainly in the social and human sciences.

Nevertheless, at the moment in general they often occupy the lower levels of academia. Therefore, it is not just about whether women are present in academia or not, but also about where they are present and what contributions they are making. In other words, it is about the quality rather than the quantity as there are many women working in academia, but they still, generally, occupy less important positions compared to men. Although our chancellor is a woman who is a great example, and there are many notable exceptions in general we see that the higher we go up in ranking, the fewer women we find. There is progress to be made.

What is an effective leader in your opinion?

When I hear the word effective, what comes to my mind is a leader that can get the work done. In my case, this means that I have to help my students do the requirements of their Ph.D. to be able to get the degree. This is both true and important. Nonetheless, an effective leader should also give importance to the quality of what is being done, not just the work outputs but also students' whole Ph.D. journey. Hence, for me, it is vital that students succeed and finish their Ph.D., but I also care about the meaning of that Ph.D. and its contribution to the society. Similarly, I care about how my students are doing on their way towards this Ph.D. by making sure that they are feeling good and satisfied with their work. Therefore, in my perspective, the effectiveness of the leaders should not only have quantitative measurements or indicators in terms of the numbers of students or research papers, etc., but also qualitative indicators that pay attention to other crucial factors.

您是否认为女性学术领导者面临着特定的挑战？

我认为，尽管学术界有多种支持女性的机制，例如在过去提供激励措施以聘用女性，但我认为，仍然存在一些挑战。例如，我们有很多女性在VUB工作，尤其是在社会和人文学科。但是，目前总体来说她们经常在学术届担任较低的职位。因此，这不仅关乎女性是否在学术界存在，而且关乎她们在何处以及她们正在做什么样的贡献。换句话说，这是关于质量而不是数量的，因为许多女性在学术界工作。但与男性相比，她们通常还是没有担任那么重要的职位。虽然我们的校长是一位女性，她是一个特别棒的例子。但总体上讲，很明显有很多例外，我们可以看到级别越往上，我们能看到的女性领导就越少。这方面还有提升空间。

您认为什么是有效的领导者？

当我听到有效这个词时，我想到的是可以完成工作的领导者。就我而言，这意味着我必须帮助我的学生达到博士学位的要求才能获得学位。这一点既正确又重要。尽管如此，有效的领导者也应该重视工作质量，不仅要重视工作成果，还要重视学生的整体博士求学旅程。因此，对我来说，让学生取得成功并完成博士学位至关重要，但我也很关心博士学位的含义，及其对社会的贡献。同样，我也很关心我的学生在攻读博士学位期间的表现，确保他们对工作感觉良好并满意。因此，在我看来，领导者的效能不仅应根据学生的表现或研究论文的数量等进行定量衡量或作为指标，而且还应考虑其他关键因素的定性指标。



Do you participate in the strategic planning of your institution?

The VUB Education 2040 Plan is an example of my participation in planning a vision for the future of the education of the university. The purpose of this plan is to think about how education will be in 20 years from now, which addresses the university's goals in education and also makes us rethink about the whole concept of education and teaching and if it will be the same in 2040. However, I also participate in the official strategic planning of the university which takes place every three years. This is done in two levels as, first, there is the planning at the faculty level and then at the university level. The last planning I took part in was quite participatory as we had several meetings in which we discussed a variety of topics related to education, and professors had the choice to participate in the topics they felt they could contribute to the most. Thus, we are involved in the development of the planning at the faculty level, but not the strategic planning for the whole university. However, sometimes I also wonder about the realization of such planning, which I think it would be good if we are informed about it and kept abreast of its result.

您是否参与您机构的战略规划？

VUB 2040年教育计划就是我参与规划大学教育未来愿景的一个例子。该计划的目的是考虑从现在起20年后的教育状况，将提出大学的教育目标，并使我们重新思考整个教育和教学概念，以及2040年是否会保持不变。我还参加了每三年进行一次的大学战略规划。这项工作分为两个级别，首先是在院系级别制定计划，然后在大学级别制定计划。我参加的最近一次规划非常具有参与性，因为我们召开了几次会议，讨论了与教育有关的各种主题，教授可以选择参加他们认为可以为之做出最大的贡献的主题。因此，我们参与了院系级别规划的制定，而没有参与整个大学的战略规划。但是，有时我也想知道这种规划的实现。我认为，如果我们了解这一规划并及时了解其结果，那样会更好。

EXPLORING YOUNG LEVEL ACADEMIC LEADERSHIP

探索青年学术领导力

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Abstract:

Higher education institutions around the world have been experiencing pressures resulting in substantial changes. In this transformative era, successful functioning of the universities and maintaining their competitive advantage highly relies on the institutional level governance and the capacities of academic leaders at all levels. Despite some studies in senior and middle-level academic leadership, there is still scarcity of research on the young level academic leaders. Young level academic leaders are those who play a decisive role in both practices of department and research group running and teaching and research to promote the development of a new turn of higher education. They also constitute an important part of academic leaders as they have excelled competencies in welcoming change, inspiring, being receptive to feedback and setting stretch goals. However, they struggle to lead teaching programmes, course coordination and research projects in an era of ever-increasing impact of neo-liberalism in a more competitive environment. Therefore, this paper is intended to fill the gap to study the concepts, competencies and challenges of young academic leadership. As a concept paper, this study can offer us insights into understanding the concept of young academic leaders who possess a range of competencies and specific challenges. Moreover, it can serve as a stepping-stone for designing the leadership framework used in academic leadership development programs.

世界各地的高等教育机构一直在承受着压力，并引发了巨大的变化。在这个变革的时代，大学的成功运作和其竞争优势的维持在很大程度上取决于机构层面的治理和各级学术领导者的能力。尽管已有一些针对高层和中层学术领导者的研究，但对于青年学术领导者的研究仍然很少。青年学术领导者在部门和研究小组的运作以及教学和研究工作中起决定性作用，并促进高等教育发生新转变。他们也是学术领导者的重要组成部分，在迎接变革、激励、接受反馈和制定弹性目标方面具有卓越的能力。然而，在新自由主义的影响与日俱增的时代里，在竞争日益激烈的环境中，他们却艰难地领导着教学计划、课程协调和研究项目。因此，本文旨在填补有关青年学术领导力概念、能力和挑战的研究空白。作为概念性文章，这项研究可以让我们更好地了解具有各种能力及需面对特定挑战的青年学术领导者的概念。此外，它也可以作为设计领导力框架的基石，用于学术领导力发展项目中。

Keywords: Young level academic leaders, concepts, competencies, challenges, strategies, leadership development

关键词：青年学术领导者；概念；能力；挑战；策略；领导力发展

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LEAD2 MOOC 3rd edition attracted large number of participants (3rd edition Feb.-August 2020)

第三季LEAD2慕课吸引了众多参与者 (第三季 2020年2月-8月)

1. Introduction

The LEAD2 MOOC is part of the LEAD2 project which aims to enhance knowledge, skills, and competences regarding University Governance and Academic Leadership. This course is one of the deliverables of the LEAD2 project. The MOOC is open for all people regardless of their countries, institutions, or academic positions, focusing on European and Chinese university governance and academic leadership. Each edition of the MOOC has two versions, one in English and one in Chinese. From February to August 2020, the third edition of the MOOC was launched with 939 learners enrolled. Compared with the previous editions, the number of learners was double increased. Within this context, learners participated in surveys to know their background, and evaluate their experience regarding the course.

Apart from demographic characteristics, this report consists of two main parts: perceived expectations regarding the LEAD2 MOOC (session 3) and perceived effectiveness of the course (Session 4, session 5). Learners were asked to share their expectations before taking the MOOC and learning experience after finishing the course.

2. Demographic characteristics

The following characteristics were identified in a sample of 259 people who participated in a survey of the course. Figure 1. shows that 38% of them were below 30 years old, another 38% were between 30 and 40 years old, and the remaining 24% were over 40 years old. The average age was 34 years old and the standard deviation was 10. 60% of the participants were male and 40% were female. Most of the participants reached a master's degree (or equivalent) (41%), followed by 37% of the participants reached up to graduate school, 20% with Ph.D., J.D., or M.D. (or equivalent).

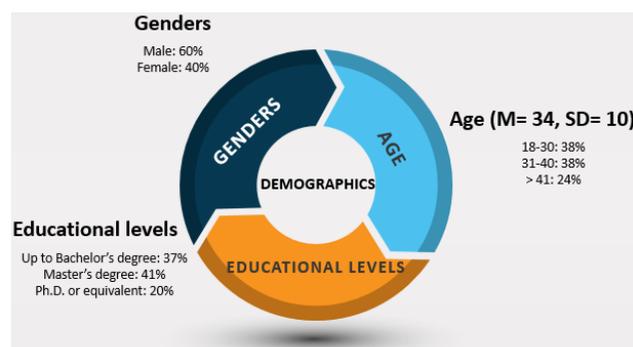


Figure 1. Demographic information of sample participants

1. 引言

LEAD2 MOOC是LEAD2项目的一部分，该项目旨在增强有关大学治理和学术领导力的知识、技能和能力。本课程是LEAD2项目的成果之一。MOOC对所有人开放，无论其国家、机构或学术职位如何，都可以参加该慕课。该课程侧重于与大学治理和学术领导力相关的关键问题、知识和策略。MOOC每一季都有两个版本，一个是英文版本，一个是中文版本。2020年2月至8月，第3季MOOC上线，共有939名学员报名。与前几季相比，学员数量增加了一倍。在此背景下学习者参与了本调查，以便我们了解他们的背景，并评估他们对课程的体验。

除了参与者个人背景信息外，本报告还包括两个主要部分：对LEAD2 MOOC的期望（第3部分）和对课程有效性的看法（第4部分、第5部分）。学习者在参加MOOC之前会分享他们的期望，并在课程学习结束后分享学习体验。

2. 个人背景信息

在参与课程调查的259人的样本中发现了以下特征。图1显示38%的参与者年龄在30岁以下，30-40岁的占38%，40岁以上的占24%。平均年龄为34岁，标准差为10。60%的参与者是男性，40%是女性。大多数参与者获得了硕士学位（或同等学历）（41%），37%的参与者达到了学士学位，20%的参与者获得了博士、法学博士或医学博士学位（或同等学历）。

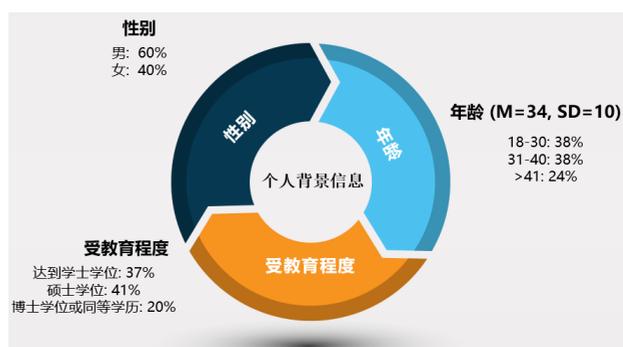


图1. 参与者样本的个人背景信息

3. Perceived expectations regarding the LEAD2 MOOC

Below is the set of variables related to the participants' expectations regarding the MOOC. Specifically, the perceived motivation for taking the course, the perceived expectations in addressing challenges of academic leadership, and the perceived expectations of enhancing knowledge and skills.

3.1. Perceived motivation for taking the LEAD2 MOOC

Participants were asked about the reasons for taking the LEAD2 MOOC. Details on this can be seen in Figure 2. More than 60% of survey participants report

3. 对LEAD2 MOOC的期待

以下是慕课参与者对MOOC的有关期待。具体来说，包括参加慕课课程的动机、应对学术领导挑战的预期以及期待提高的知识和技能。

3.1 参加LEAD2 MOOC的动机

慕课参与者被问及参加LEAD2 MOOC的原因。有关详细信息，请参见图2。超过60%的调查参与者表示，他们希望获得新的或扩大现有的学术领导技

that they want to gain new or broaden existing academic leadership skills (68%) and personally enjoy learning about university governance and academic leadership (63%), wanting to better understand the practices and decisions of academic leaders in their institution (60%), and to receive different practical ideas that can be applied in their context (59%). Similarly, 50% of participants reported that learning the current approaches and trends in higher education governance through MOOC is convenient for them. Furthermore, around 40% of the participants chose the following reasons: they believe the certificate awarded will help me to have a managerial position in a university (43%), they hope to connect with the top scholars and/or academic leaders from across different nations (43%), they hope to find networking opportunities for further research and educational collaborations (42%), they want to learn more about university governance and academic leadership practices in China and/or in Europe (39%). Finally, 32% want to gain deeper insight into the Chinese and/or European higher education structure and governance, and 3% have other reasons.

能 (68%)，个人喜欢学习有关大学治理和学术领导的知识 (63%)，约有60%的参与者表示希望更好地了解其所在机构的学术领导者的做法和决定 (60%)，并了解可以在其背景下应用的不同实践思想 (59%)。同样，50%的参与者表示，通过MOOC学习当前的高等教育治理方法和趋势对他们来说很方便。此外，大约40%的参与者选择以下原因：他们相信所获得的证书将帮助自己在大学中更好地担任领导职务 (43%)，他们希望与来自不同国家的顶尖学者和/或学术领导者保持联系 (43%)，希望找到进一步研究和教育合作的机会 (42%)，希望更多地了解中国和/或欧洲的大学治理和学术领导实践 (39%)。最后，32%的参与者希望对中国和/或欧洲的高等教育结构和治理有更深入的了解，3%的人选择其他原因。

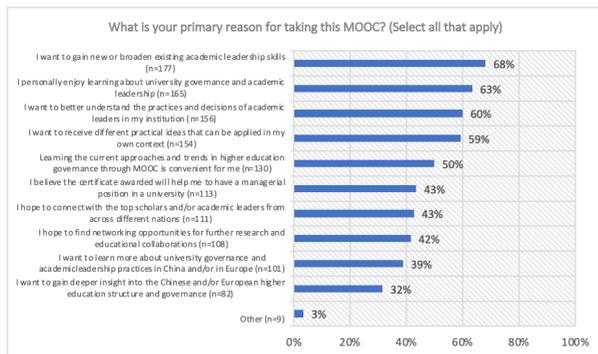


Figure 2. Reasons for taking the MOOC course

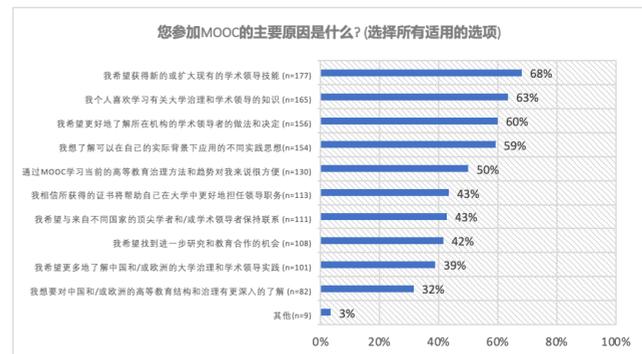


图2. 参加MOOC课程的原因

3.2. Perceived expectations in addressing challenges of academic leadership

3.2 应对学术领导挑战的预期学习效果

Within the same category, participants were asked to what extent they expect the MOOC will be helpful to address a given challenge. Particularly, students rated each challenge from 1 (not at all helpful) to 5 (extremely helpful). Figure 3. shows the average of the scores received in each rated challenge. In general terms, participants had high expectations in this regard among all the challenges. The highest average can be observed in the challenge of academic leadership for internationalization (4.24), followed by changing academic leadership skills and knowledge (4.21), research and innovation capacity of the university (4.20), globalization and internationalization (4.16), changing university governance structures (4.03), and competition for resources (3.92).

慕课参与者被问及他们希望该MOOC在多大程度上有助于他们应对面临的挑战。参与者对每项挑战从1（根本没有帮助）到5（非常有帮助）进行记分。图3展示了每项挑战获得的平均分数。总体而言，参与者对所有列出的挑战都有很高期待。其中关于国际化方面的学术领导面临的挑战最高（4.24），其次是改变学术领导技能和知识方面（4.21），大学的研究和创新能力（4.20），全球化和国际化（4.16），不断变化的大学治理结构和（4.03）和资源竞争（3.92）。

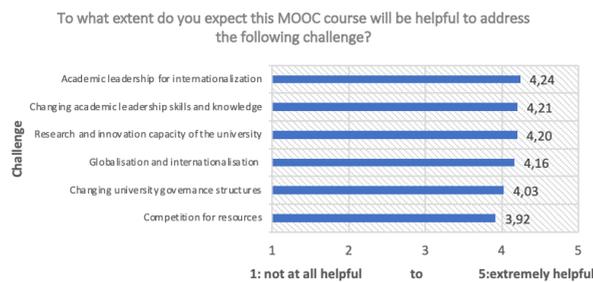


Figure 3. Challenges to address

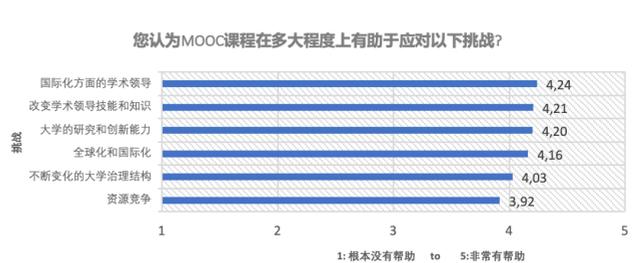


图3. 面临的挑战

3.3. Perceived expectations of enhancing knowledge and skills

The last variable related to the participants' expectations regarding the MOOC is the set of competencies, knowledge, and skills (CKS) they want to develop. In this sense, Figure 4. shows that participants expect to develop primarily academic leadership skills (84%), followed by understanding about different leadership approaches in university (74%), knowledge about university governance structures (70%), understanding about current challenges for higher education (67%), and grasp of university governance structures in Europe and/or China (43%).

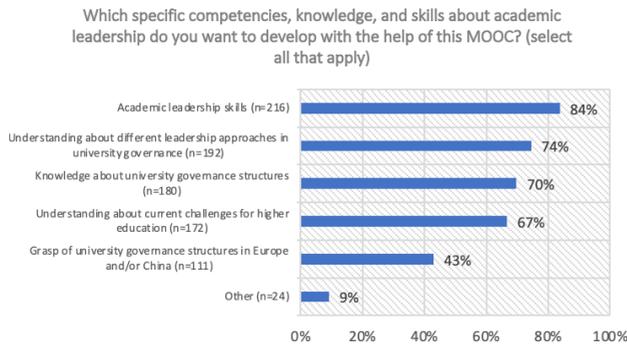


Figure 4. Specific competencies, knowledge, and skills to gain about academic leadership

4. Perceived effectiveness of the LEAD2 MOOC

The following characteristics were identified in a sample of 127 people who participated in a survey of the course. Particularly, regarding the overall rating of the course, perceived impact of the course materials and activities, and perceived impact of the course design.

4.1. General satisfaction

Figure 5. shows the general satisfaction of the course by the participants. 59% of the participants rate the course with 5 stars, 33% of the participant rate the course with 4 stars, 7% with 3 starts, and the remaining 2% with 2 stars.



Figure 5. Overall rating of the course

4.2. Perceived impact of the course materials and activities

Figure 6. shows the level of agreement about the positive impact of the course materials and activities on the learning experience. In general terms, it can be observed that most of the participants agree or strongly agree that the materials and activities of the course have a positive impact on the learning experience.

3.3 对提高知识和技能的预期学习效果

在该慕课的期待中，慕课参与者被问及他们期待发展的一系列能力、知识和技能（CKS）。图4显示了参与者的期望，其中主要包括发展学术领导技能（84%），其次是理解大学治理中的不同领导方法（74%），有关大学治理结构的知识（70%），了解当前高等教育面临的挑战（70%），了解当前高等教育面临的挑战（67%），掌握欧洲和/或中国的大学治理结构（43%）。

您想借助此MOOC培养哪些学术领导能力、知识和技能？(选择所有适用的选项)

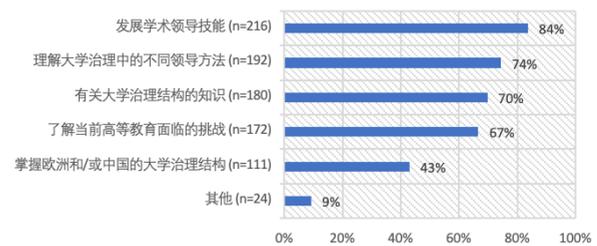


图4. 提升学术领导力的有关能力、知识和技能

4. 对LEAD2 MOOC有效性的看法

在参与课程调查的127人的样本中发现了以下特征。特别是关于课程的整体评分、课程材料和活动的影响以及课程设计的影响。

4.1 总体满意程度

图5展示了参与者对课程的总体满意度。其中59%的参与者对课程的评价为5星，33%的参与者对课程的评价为4星，7%的评价为3星，2%的评价为2星。

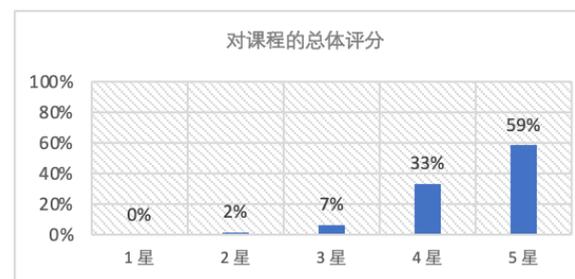


图5. 对课程的总体评分

4.2 课程材料和学习活动的作用

图6展示了参与者关于课程材料和学习活动对学习体验的积极作用的认同程度。总的来说，大多数学员对课程的材料和学习活动对学习体验有积极的影响表示赞同或非常赞同。

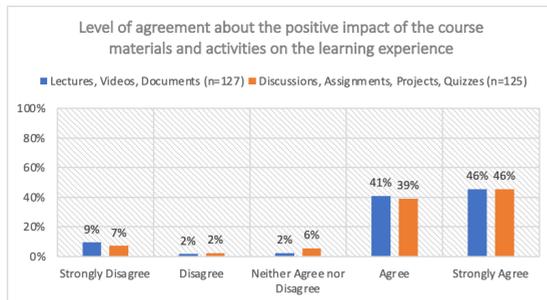


Figure 6. Level of agreement about the positive impact of the course materials and activities on the learning experience.

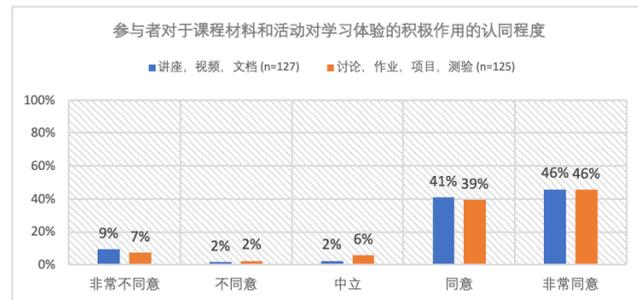


图6. 参与者对于课程材料和活动对学习体验的积极作用的认同程度

4.3. Perceived impact of the course design

Figure 7. shows the level of perceived usefulness of MOOC design elements. It can be highlighted that the sum of the levels "very useful" and "extremely useful" range between 79% and 87%. For instance, 87% agreed on reading materials, 85% videos, 80% assignments, 79% experience sharing, and 76% discussion forums.

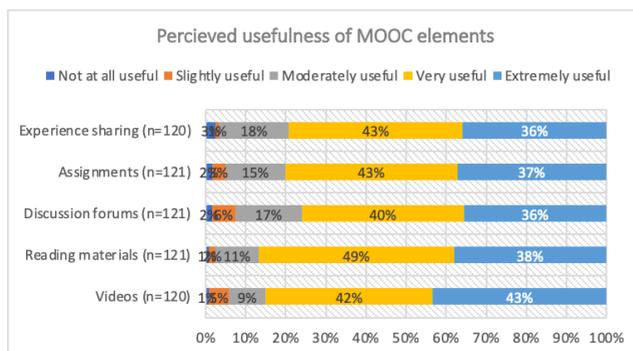


Figure 7. Perceived usefulness of MOOC elements

4.3 课程设计的作

图7展现了组成MOOC的各设计模块的有用程度。值得注意的是，“很有用”和“非常有用”的总和在79%到87%之间。例如，87%的参与者认为阅读材料是很/非常有用的，85%的参与者认为视频是很/非常有用的，80%的参与者认为作业是很/非常有用的，79%和76%的参与者认为经验分享和讨论论坛是很/非常有用的。

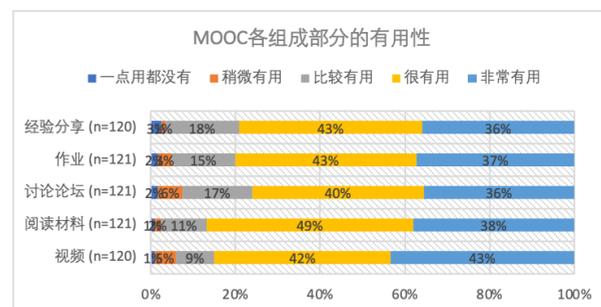


图7. MOOC各组成部分的有用性

5. Feedback from MOOC participants

In general, the MOOC participants reported the usefulness of the MOOC on leadership development and that the content of the course has a positive impact on specific aspects. For example, on the perception about the use of MOOCs, the usefulness and ease of use in MOOCs on leadership development, and the perception of knowledge and skills developed. Further, participants reported that there was a positive experience in the participants. Although there are aspects to improve such as participation in course activities, different sources showed that participants agree that the materials and activities of the course have a positive impact on their learning experience.

5. MOOC参与者的反馈

总体而言，MOOC参与者反映了该MOOC在领导力发展方面的作用，并且表示该课程的内容对特定学习领域产生了积极的影响。例如，对MOOC使用的看法，MOOC在领导力发展方面的有用性和易用性，以及对学术领导知识和技能发展的看法。此外，参与者表示他们在学习中有积极的体验。虽然诸如课程活动参与等方面有需要改进之处，但反馈调查显示，参与者对课程材料和活动对他们的学习体验有积极影响表示认同。

6. The 4th edition of LEAD2 MOOC and the New MOOC on Leadership Development for Young Academic Leaders welcome your participation

The 4th edition of the LEAD2 MOOC and the new MOOC on Young Academic Leadership Development start from 5th October 2020. The open MOOCs are available for free registration:

6. LEAD2 MOOC 第四季以及面向青年学术领导者的领导力发展新MOOC，欢迎您的参与

第四季“LEAD2 MOOC”和“青年学术领导力发展新MOOC”于2020年10月5日发布。MOOC现在可以通过以下链接免费注册：

- <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://www.canvas.net/browse/vub/courses/leadership-development>



DISCUSSION FORUM ON YOUNG ACADEMIC LEADERSHIP

“青年学术领导力”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. Following the success of the three series of MOOCs launched previously, the new MOOC on Leadership Development for Young Academic Leaders was released in September 2020 and will run until January 2021.

Being available to everyone, regardless of the participant's country, institution or academic position, this MOOC is offered in both English and Chinese. Since its launch on Canvas and NetEase, it has already attracted over 900 learners from across the globe. With a special focus on the development of young academic leadership, this course brought up a heated discussion among participants on their perceptions about university governance and academic leadership. Meanwhile, it also impelled the participants to reflect on the motivations and methods for young academic leaders to participate in university governance practices and processes. Here below is a fleeting glimpse of their shared opinions and experiences on these subjects.

LEAD2 慕课是LEAD2项目的一部分，该项目旨在增强欧洲和中国大学治理和学术领导力方面的知识、技能和能力。LEAD2项目通过研讨会、同伴学习和慕课的方式将混合式培训与学习结合在一起。继前三个系列慕课取得成功，有关“青年学术领导者的领导力提升”的慕课已于2020年9月发布，并将开放至2021年1月。

该慕课有英文和中文两种语言可供选择，并向所有人开放，不限参与者的国家、机构或学术地位。自从该慕课在Canvas和网易云课堂上线以来，已经吸引了来自全球各地的900多名学习者。本次课程特别关注青年学术领导力的发展，并在参与者间就他们对大学治理和学术领导力的看法引起了热烈的讨论。同时，它也促进了参与者反思青年学术领导者参与大学治理实践和过程的动机及方法。下面是他们针对这些话题所分享的一些观点和经验。

WHAT ARE YOUR PERCEPTIONS ABOUT UNIVERSITY GOVERNANCE AND ACADEMIC LEADERSHIP?

您对大学治理和学术领导力有什么看法？

“University governance and academic leadership always demand a better understanding of its implications and necessary importance not just for those who are in the academe but also especially to students and other stakeholders. Governance and leadership play a crucial role in providing an effective and efficient learning environment for all.”

“大学治理和学术领导力需要对其所能产生的影响和重要性有更加深刻的理解。这一点不仅对学术界的人适用，同时也特别适用于学生群体和其他利益相关者。治理和领导力在为所有人提供有效且高效的学习环境方面发挥着至关重要的作用。”

“For me, academic governance pertains to the management of the activities in the university and that includes all the responsibilities attached to it. Academic leadership is the competence required to handle and manage situations in the university.”

“对我而言，学术治理与大学活动的管理紧密相连，这其中包括所有与之相关的责任。学术领导力是处理和管理大学各种情况所需的能力。”

“University governance focuses on how the university will be governed, its resources, the structure, and how the mission will be delivered to the people it serves by instituting policies and programs for the university. Academic leadership focuses on the academic aspect of the university. It concerns the curriculum development, curricular program implementation and its compliance with the requirements set forth by the regulating body. The quality assurance, program alignment, coaching of teachers are among the functions of the academic leader.”

“大学治理的重点在于如何通过制定大学的政策和项目对大学及其资源结构进行管理，并将其使命传达给所服务的人们。学术领导力则主要关注大学的学术方面，它涉及课程开发、课程项目的实施及其是否符合监管机构提出的要求。而学术领导者则主要负责保证质量、调整项目及教师培养方面的工作。”

“University governance and academic leadership play a really important role to lead the quality of teaching and learning. The university governance and academic leadership create a vision for the team's future as same as learners' future. Likewise, they want their team to be successful and help develop and grow their skills.”

“大学治理和学术领导力在领导教学质量方面发挥着非常重要的作用。它能为团队和学习者的未来创造愿景。同时，它也希望团队成员取得成功，并帮助他们提高相关技能。”

“(…) My own perception is that the question of leadership in academic governance is very important to enhance the HE Institutions. Consequently, a training to empower the university leaders and decision makers – as stakeholders – is a necessity currently in this context of disruption and needs of leaders (prior from university) to overcome the challenges of society at this time and future.”

“(…) 我个人认为，学术治理中的领导力问题对于促进高等教育机构发展至关重要。因此，在这样充满动荡并急需领导者（尤其是大学领导者）的大环境下，有必要将大学领导者和决策者作为利益相关者进行培训，来应对当前和未来社会中存在的挑战。”

WHAT CAN BE THE MOTIVATION FOR THE YOUNG ACADEMIC LEADERS TO PARTICIPATE IN UNIVERSITY GOVERNANCE PRACTICES AND PROCESSES?

青年学术领导者参与大学治理实践和过程的动机是什么？

“A better understanding. Knowing how institutions and universities work and operate, will help academic leaders plan in meeting the needs of their own disciplines and stewardship. On a rather personal note, one main motivation that I have is for personal growth. I would like to be able to do more than what I am able to do right now, and an understanding of university governance will help me better qualify myself for rigorous responsibilities.”

“一份更好的理解。了解机构和大学的工作和运行方式将有助于学术领导者制定计划，以满足其自身学科和管理上的需求。从个人角度来说，我的一个主要动机是追求个人成长。我希望有能力做比现在更多的事情。对大学治理的理解也有助于让我更能够承担起严格的责任。”

"It helps them to understand the dynamics of the governance in a university. It enables them to develop competencies that are necessary for the governance of the university. For example, by understanding the dynamics in the governance, young academic leaders can have the opportunity to develop cognitive and affective aspects that prepares them for the position. It also helps them to understand the necessary skills, competencies and values that they will be needing when they assume the responsibility."

"它帮助他们了解大学治理的动态。它使他们能够提高大学治理所需的能力。例如，通过了解治理动态，青年学术领导者将有机会在认知和情感方面获得提升，从而更好地适应其职责。它还可以帮助他们理解肩负责任时所需的必要技能、能力和价值观。"

"I think that the motivation of these academic leaders isn't only being a role model for those who look up to them but also being able to see results in what they do and the satisfaction they get out of that. Their job is to ensure that the proper changes are implemented in or certain aspects are kept the same while remaining neutral with the people who look up to them and considering their opinion while doing so. They are what will inspire the youth to go out and come up with something revolutionary. They are the inspiration."

"我认为这些学术领导者（参与大学治理实践）的动机不仅是要成为仰望他们的人的榜样，同时也希望能够看到自己所做工作得到的结果并从中获得满足感。他们的工作是确保能够在某些方面进行适当的调整，或者在某些方面维持原样，同时能够对其仰望者保持中立并正视他们的意见。他们能够激励青年人走出来，并提出一些富于革命性的东西。他们是灵感。"

"Engaging in challenging work, having opportunities for growth and exercising autonomy are important motivating factors for potential leaders, alongside the desire to contribute to the sector more generally."

"从事具有挑战性的工作、拥有成长的机会，并能行使自主权是激发有潜力的领导者的重要因素。有潜力的领导者也希望能够为行业做出贡献。"

"(They can be) the opportunity to develop competency, get engaged in all work and to be part of the team, to be able to contribute to the university governance by sharing knowledge and skills to plan and develop the whole institution to grow better."

"（它们可以）是提高能力、参与所有工作并成为团队一员的机会，也可以是通过分享知识和技能来促进整个机构的规划和发展，从而为大学治理做出贡献。"

HOW ACADEMIC LEADERS CAN BE INVOLVED (DIRECTLY OR INDIRECTLY) IN UNIVERSITY GOVERNANCE PROCESSES AND PRACTICES?

学术领导者如何才能（直接或间接）参与大学治理流程和实践？

"Academic leaders can be involved in university governance by understanding the responsibilities inherent in their functions, by instituting programs/ projects/activities that are relevant and by being contributory to the attainment of vision, mission, goals and objectives of the university."

"学术领导者可以通过了解其职能中固有的职责、制定相关的计划/项目/活动并为实现大学的愿景、使命、目标和宗旨做出贡献，从而参与大学治理。"

"Academic leaders can be involved in programs such as STEM and do fundraisers in order to help their schools work towards a goal they are trying to achieve. Whether that be a new student's room, where the students can communicate and better themselves by studying, or a renovation that needs to be done to the school. Also getting involved in many clubs as possible: sports, environmental, robotics, etc. There they will have a chance to not only to use their skills and motivate but also to improve them through trial and error."

"学术领导者可以参与诸如STEM之类的项目并参与筹资类型的活动，来帮助他们的学校朝着他们要实现的目标前进。这可以是建立一个能让学生交流和通过学习提升自我的新的学生空间，或是对学校进行翻新。同时他们也可以尽可能地参与许多俱乐部，诸如体育、环境、机器人等等。在那里，他们将不仅有机会运用自己的技能，而且还可以通过反复试验来提高他们的水平。"

"In the central academic governance, the university strategic plan must be elaborated by an inclusive approach. It means that the decisions makers are representatives of students, administrative leaders, teachers' leaders, exchanging about the new challenges and the best approach to plan and apply an academic strategy in order to reach excellence and high performance. This direct integration of these academic leaders in the university governance process allows them to participate in the application of the new directives and motivate the different stakeholders (students, teachers, administrative worker etc.) to be engaged in this process."

"在核心学术治理中，必须以包容性的方式制定大学战略计划。这意味着决策者是学生、行政领导和教师领导的代表。他们针对新的挑战以及规划和应用学术策略的最佳方式进行交流，来实现对高质量和卓越的追求。大学治理过程中对这些学术领导者进行的直接整合将让他们能够参与新条例的实施，并激发不同的利益相关者（学生、教师、行政工作者等）参与这一过程。"

This interesting LEAD2 MOOC Forum discussion is still being updated and enriched every day with inputs and observations from participants around the world. If you would like to follow or contribute to the discussion as well, don't hesitate to join us on Canvas or NetEase with the following links:

这个有趣的LEAD2慕课论坛每天都在更新和丰富，收集来自世界各地的参与者的观点和见闻。如果您也想关注论坛讨论最新情况或为讨论做出贡献，请您通过以下链接在Canvas平台或网易云课堂平台加入我们：

CANVAS: [HTTPS://WWW.CANVAS.NET/BROWSE/VUB/COURSES/LEADERSHIP-DEVELOPMENT](https://www.canvas.net/browse/vub/courses/leadership-development)

网易云课堂: [HTTPS://STUDY.163.COM/COURSE/INTRODUCTION/1210797807.HTM](https://study.163.com/course/introduction/1210797807.htm)

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

Academic Governance | 学术治理

Encompasses governance of the teaching and learning activities and research activities of universities. Therefore, academic governance relates to governance of academic bodies/institutions and scholarship.

包括大学教学活动和研究活动的治理。因此，学术治理与学术机构和学术研究的治理有关。

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

Academic Leader | 学术领导者

The one who has a broad vision in the academic field and the power to initiate the necessary change by implementing it in an academic institution.

在学术领域具有广阔视野并有权通过在学术机构中实施变革来发起必要变革的人。

Kiral, E. & Başaran, R. (2019). Academic Leadership. In *Vocational Identity and Career Construction in Education* (pp. 239-257). IGI Global.

Academic Leadership | 学术领导力

Name given to leadership in an academic setting or organization as a special subdivision of overall leadership. Academic leadership is a leadership that includes such roles as creating vision and mission based on science and research data for the organization, setting up creative ideas, doing and providing teamwork in an academic institution.

该名称是指在学术环境或组织的整体领导力中作为特殊细分而被赋予的领导力。学术领导力是一种包括基于组织的科学研究和数据来创建愿景和使命，树立创意，在学术机构中进行和提供团队合作等角色的领导力。

Kiral, E. & Başaran, R. (2019). Academic Leadership. In *Vocational Identity and Career Construction in Education* (pp. 239-257). IGI Global.

Authentic Leadership | 真实型领导力

Concern for other's points of view, espoused by respecting each individual's— beliefs, values and way of life within workplace conversations (Bolman & Gallos, 2011).

一种关注他人的观点的领导力，尤其是在工作场所对话中尊重每个人的信念、价值观和生活方式 (Bolman & Gallos, 2011年)。

Neimann, T. D. & Steilson, U. M. (2017). Emergence of Spiritual Leadership: Creating Internal Ownership and Empowerment in Complex Organizations. In Wang, V. X. (Ed.). *Encyclopedia of Strategic Leadership and Management* (pp. 194-206). IGI Global.

C

Capability | 能力

It describes the level of talent, gift or capacity required to differentiate high performers from those who are average and deliver innovations under testing, uncertain and constantly shifting human and technical situations 'capability' is more linked to younger academic leadership with having the talent and capacity necessary to operate successfully with others to achieve continuous improvement and innovation with a focus of consensus.

它表示用来区分高绩效者与普通人才的才能、才华或能力水平，并提供正在测试中的创新、不确定和不断变化的人力和技术状况所需的人才。“能力”与拥有才华以及与其他人成功运作以达成共识的持续改进和创新所必需的能力的青年学术领导者息息相关。

Scott, G., Coaters, H., & Anderson, M. (2008). Learning Leaders in Times of Change. *Academic Leadership Capabilities for Australian Higher Education*. Sydney: University of Western Sydney, Australian Council for Educational Research.

Capacity-building projects | 能力建设项目

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

在“Erasmus+高等教育能力建设项目”的背景下，这些项目是基于多边伙伴关系的跨国合作项目，主要是计划内的高等教育机构(HEI)与合格伙伴国家之间的跨国合作项目。非学术伙伴也可以参与进来，以加强与社会和商业的联系，并增强项目的系统性影响。这些项目通过有组织的合作、经验和良好实践的交流以及个人流动性、能力建设项目来追求若干目的与目标。

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

Charismatic Leadership | 魅力型领导力

The charismatic leader is sensitive to the members and the environment and leads the followers to the virtuous path with his strategic vision, articulation and unconventional behaviour.

具有个人魅力的领导者对成员和环境敏感，并以其战略眼光，表达能力和非常规行为将追随者带入良性道路。

Tandon, S. K. (2012). A 'Novel' Approach to the Moral Dimension of Leadership. In Wankel, C., & Stachowicz-Stanusch, A. (Eds.). *Handbook of Research on Teaching Ethics in Business and Management Education* (pp. 289-309). IGI Global.

Collaborative Leadership | 协作式领导力

It involves a style of leadership that provides opportunities for leaders to practice inclusion by openly soliciting and acknowledging the input and involvement of all members in a manner that empowers all members of the team. This form of leadership fosters open communication and on-going learning.

它涉及一种通过公开征求和认可所有成员的投入和参与以增强团队所有成员的能力的领导风格，为领导者提供了实践包容的机会。这种领导形式可促进开放式沟通和持续学习。

Daniel, B., & Boyington Wall, A. (2009). Technology Enhanced Collaborative Leadership Development. In Salmons, J., & Wilson, L. (Eds.). *Handbook of Research on Electronic Collaboration and Organizational Synergy* (pp. 725-740). IGI Global.

Corporate Governance | 企业管治

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

通常被描述为组织的合规框架，也被认为是大学治理的关键组成部分。与其他组织一样，公立大学的企业管治主要关注问责制和保证以及组织资源的保护。

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

D

Dictatorial Leadership | 独裁型领导力

The leadership style that is characterized by abusively using power, monopolizing decision making, and being dismissive of alternative opinions.

这种领导风格的特征是滥用权力，垄断决策，不顾其他意见。

Jing, X. (2019). Servant Leadership and Job Satisfaction: A Qualitative Study in the Chinese Healthcare Context. In Mughal, Y. H., & Kamal, S. (Eds.). *Servant Leadership Styles and Strategic Decision Making* (pp. 106-130). IGI Global.

Distributed Leadership | 分布式领导力

Distributed leadership is a characteristic that the collective have rather than solely the individual, it is a collective action where the total is notably more than the sum of its parts; the distributed perspective of leadership practice takes shape in the interactions of people and their situation, instead of the individual leader's actions, an approach in alignment with the systems perspective. These leadership behaviours energize individuals to innovate and explore new ideas.

分布式领导力的一个特征是集体拥有而不是仅由个人拥有，它是一种集体行动，其总数明显大于其各个部分的总和。领导实践的分布式视角是在人与人之间的互动中形成的，不是单个领导者的行为，而是一种与系统视角相一致的方法。这些领导行为激发了人们创新和探索新思想的能力。

Martins, A., Martins, I., & Pereira, O. P. (2017). Feedback and Feedforward Dynamics: Nexus of Organizational Learning and Leadership Self-Efficacy. In Wang, V. X. (Ed.). *Encyclopedia of Strategic Leadership and Management* (pp. 207-232). IGI Global.

F

Formal Leadership Program | 正式领导力计划

An intentional collection of leadership experiences that are integrated into an overall experience designed with the purpose of developing or enhancing leadership skills, knowledge, and capacity.

有意收集的领导力经验，被整合到旨在发展或增强领导力技能、知识和能力的总体经验中。

DeMark, J., & Van Wingerden, C. (2017). Strategically Preparing the Next Generation for Leading in a World of Social Change. In Wang, V. X. (Ed.). *Encyclopedia of Strategic Leadership and Management* (pp. 1719-1744). IGI Global.

G

Governance Structures | 治理结构

These are the structures that detail a company's corporate or organizational governance model, including the organs of which it is composed, their composition, the representation assumed by the shareholders and stakeholders and the practices and rules that guide their behaviour.

这些结构详细描述公司团体或组织治理模型，包括其组成机构组成，股东和利益相关者的代表以及指导其行为的惯例和规则。

Camison, C. (2020). A Theoretical Framework for the Analysis of the Relationship Between Family Firms and Competitiveness. In Camison, C., & González, T. (Eds.). *Competitiveness, Organizational Management, and Governance in Family Firms* (pp. 1-44). IGI Global.

Informal Leadership | 非正式领导力

When individuals take on leadership responsibilities without having formal leadership titles within higher education.

指在高等教育中当个人承担领导职责而没有正式的领导职务。

Palahicky, S. (2020). *Innovative Leadership: The Higher Educational Context*. In Palahicky, S. (Eds.), *Enhancing Learning Design for Innovative Teaching in Higher Education* (pp. 183-206). IGI Global.

Internationalization | 国际化

It is how far universities are able to cooperate with others to cover a broad range of knowledge represented by number of partnerships in European and global networks; number of projects in European framework programs; percentage of foreign teachers and researchers; percentage of Master's and PhD courses taught in English; percentage of students enrolled in international mobility programs (incoming); percentage of students enrolled in international mobility programs (outgoing); percentage of joint Master's and PhD programs with international institutions.

这是大学能够与其他大学合作以涵盖以欧洲和全球网络中的大量伙伴关系为代表的广泛知识的程度；欧洲框架计划中的项目数量；外国教师和研究人员的百分比；以英语授课的硕士和博士学位课程的百分比；参加国际流动性计划的学生百分比（进站）；参加国际流动性计划的学生百分比（出站）；与国际机构合作的硕士和博士学位课程的百分比。

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

IT Governance Structures | IT治理结构

Are part of the IT governance mechanisms that involve structural (formal) devices and mechanisms for connecting and enabling horizontal, or liaison, contacts between business, and IT decision-making functions. It includes clearly defined roles and responsibilities and diverse IT/business committees like the IT steering committee.

是IT治理机制的一部分，涉及结构（正式）设备和机制，用于连接和启用业务与IT决策功能之间的横向联系（联络）。它包括明确定义的角色和职责以及各种IT/业务委员会，例如IT指导委员会。

Nfuka, E. N., & Rusu, L. (2009). *IT Governance in the Public Sector in a Developing Country*. In Weerakkody, V., Jansen, M., & Duveedi, Y. K. (Eds.), *Handbook of Research on ICT-Enabled Transformational Government: A Global Perspective* (pp. 452-486). IGI Global.

Leader | 领导者

The person who leads or influences the group. The leader influences the group more than the group influences him, interacts with the group, prompts and directs them towards the goal.

领导或影响团队的人。领导者对小组的影响大于小组对他的影响，与小组互动，提示并引导他们迈向目标。

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

Leadership development | 领导力发展

A continuous, systemic process designed to expand the capacities and awareness of individuals, groups, and organizations to meet shared goals and objectives.

一个连续的系统性过程，旨在扩大个人、团体和组织的能力和意识，以实现共同的目标。

Allen, S. J., & Roberts, D. C. (2011). *Our response to the question: Next steps in clarifying the language of leadership learning*. *Journal of Leadership Studies*, 5(2), 65-70.

Leading by Dialogue | 以对话领导

The idea that story-telling and productive conversational dialogue is demonstrated through the concept of mutual respect, active listening and at times deferring to the opinions of others.

通过相互尊重，积极倾听以及时而遵从他人的意见这一概念，可以证明讲故事和进行富有成效的对话。

Neimann, T. D., & Stetson, U. M. (2017). *Emergence of Spiritual Leadership: Creating Internal Ownership and Empowerment in Complex Organizations*. In Wang, V. X. (Ed.), *Encyclopedia of Strategic Leadership and Management* (pp. 194-206). IGI Global.

Leadership | 领导力

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

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

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

Leadership Self-Efficacy | 自我效能感

This term is considered as a value judgment on the quality of an individual's performance whilst carrying out actions in given situations. An individual's past performance influences self-efficacy. It is a key strategic element in achieving high levels of performance and the essential ingredient for structured organizational learning. This can be regarded as a capacity to share complex knowledge and therefore self-efficacy may well provide useful information on how people can share tacit knowledge.

此术语被视为对在特定情况下执行动作时个人表现质量的价值判断。个人过去的表现会影响自我效能感。这是实现高水平绩效的关键战略要素，也是结构化组织学习的基本要素。这可以被认为是共享复杂知识的能力，因此自我效能感很可能提供有关人们如何共享默然知识的有用信息。

Martins, A., & Martins, I. (2019). *Shared Leadership and Team Performance: The Role of Emotions and Trust*. In Wang, V. X. (Ed.), *Handbook of Research on Transdisciplinary Knowledge Generation* (pp. 311-325). IGI Global.

Managerial Leadership | 管理领导力

A Leadership that sets organizational goals, does needs analysis, sets achievable priorities including, planning, budgeting, implementing and evaluating organizational performance.

制定组织目标，进行需求分析，确定可实现的优先级的领导力，包括计划，预算，实施和评估组织绩效。

Tandoh, K. A., & Ebe-Arthur, J. E. (2018). *Effective Educational Leadership in the Digital Age: An Examination of Professional Qualities and Best Practices*. In Keengwe, J. (Ed.), *Handbook of Research on Digital Content, Mobile Learning, and Technology Integration Models in Teacher Education* (pp. 244-265). IGI Global.

Neoliberalism | 新自由主义

is the 20th-century resurgence of 19th-century ideas associated with laissez-faire economic liberalism and free market capitalism. It is generally associated with policies of economic liberalization including privatization, deregulation, globalization, free trade, austerity, and reductions in government spending in order to increase the role of the private sector in the economy and society; however, the defining features of neoliberalism in both thought and practice have been the subject of substantial scholarly debate. Neoliberalism constituted a

paradigm shift away from the post-war Keynesian consensus which had lasted from 1945 to 1980.

是20世纪与自由放任的经济自由主义和自由市场资本主义有关观念的复兴。它通常与经济自由化政策有关，包括私有化，放松管制，全球化，自由贸易，紧缩政策和减少政府支出，以增强私营部门在经济和社会中的作用；但是，新自由主义在思想和实践中的定义特征一直是学术界争论的主题。新自由主义是对战后凯恩斯主义共识（从1945年持续到1980年）的一种转变。

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

Participatory/Democratic Leadership | 参与式/民主式领导力

Participatory leaders allow their followers some input into the decision-making process and often delegate some decision making to their followers.

参与式领导者允许其跟随者参与决策过程，并经常将一些决策权下放给跟随者。

Lewis, J. K. (2018). *Change Leadership Styles and Behaviors in Academic Libraries*. In Khosrow-Pour, D.B.A., M. (Eds.), *Encyclopedia of Information Science and Technology, Fourth Edition* (pp. 5194-5203). IGI Global.

Servant Leadership | 服务型领导力

Servant leadership is a leadership philosophy in which the main goal of the leader is to serve the followers. The need to serve is more important to a servant leader than the need for power. A servant leader feels a moral responsibility to bring success to the subordinates, the organization, the customers and other stakeholders.

服务型领导是一种领导理念，其中领导者的主要目标是为跟随者服务。服务的需求对服务型领导者而言比权力的需求更为重要。服务型领导者有道德责任，要为下属，组织，客户和其他利益相关者带来成功。

Jit, R., Bharti, A., Sharma, U., & Rajeev, P. V. (2020). *Servant Leadership and Organizational Discipline: A Qualitative Study*. In Doğru, C. (Ed.), *Leadership Styles, Innovation, and Social Entrepreneurship in the Era of Digitalization* (pp. 134-163). IGI Global.

Shared Leadership | 共享领导力

Group-oriented, applied in organizations that are team-based structures as these have replaced hierarchical structures. It is multi-dimensional, impacting on the practice of shared leadership as a whole (joint completion of tasks, mutual skill development, decentralized interaction among personnel, and emotional support).

它面向小组，应用于基于团队的组织，因为这些组织已取代了层次结构。它是多维的，影响了整个共享领导的实践（共同完成任务，相互技能发展，人员之间分散的互动以及情感支持）。

Martins, A., & Martins, I. (2019). *Shared Leadership and Team Performance: The Role of Emotions and Trust*. In Wang, V. X. (Ed.), *Handbook of Research on Transdisciplinary Knowledge Generation* (pp. 311-325). IGI Global.

Spiritual Leadership | 精神领导

A servant posturing leadership strategy that sustains worker performance by genuine respect, empowering natural inclinations in others, cooperation, cooperative consensus-based democratic decision making and facilitating cooperative dialogue (Greenleaf, 2002).

一种服务式的领导策略，通过真诚的尊重，增强他人的自然倾向，合作，基于合作共识的民主决策和促进合作对话来维持员工绩效（Greenleaf, 2002）。

Neimann, T. D., & Stetson, U. M. (2017). *Emergence of Spiritual Leadership: Creating Internal Ownership and Empowerment in Complex Organizations*. In Wang, V. X. (Ed.), *Encyclopedia of Strategic Leadership and Management* (pp. 194-206). IGI Global.

T

Transactional Leadership | 交易型领导力

Originally defined as a hierarchical type of leadership wherein through an exchange relationship between leader and followers, followers are expected to receive rewards for their loyalty to the leader. More recent descriptions of transactional leadership roles within an organization have been expanded to include actions including attending to operations efficiency, evaluating proposals, facilitating conflicts, attending to day-to-day performance, focusing on results, problem-solving, and influencing lower-level decisions.

最初被定义为一种等级化的领导，其中领导者与追随者之间的交流关系可以使追随者从领导者那里获得忠诚度的奖励。对组织中的交易领导角色的最新描述已扩展到包括行动，包括关注运营效率，评估提案，促进冲突，关注日常绩效，关注结果，解决问题以及影响下层决定。

Litz, D. R. (2021). Transformational Teacher Leadership: A Global Perspective. In Khosrow-Pour D.B.A., M. (Eds.), Handbook of Research on Modern Educational Technologies, Applications, and Management (pp. 521-536). IGI Global.

Transformational Leadership | 变革型领导力

It refers to the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. Leaders who possess transformational leadership pay attention to the needs of followers and motivate them to reach their fullest potential.

它是指一个人与他人互动并建立联系的过程，该过程提高了领导者和追随者的动机和道德水平。具有变革型领导能力的领导者会关注追随者的需求，并激励他们发挥最大的潜力。

Wang, V. X., & Russo, M. R. (2014). Higher Education Leadership: Issues Concerning Theory and Practices. In Mukerji, S., & Tripathi, P. (Eds.), Handbook of Research on Transnational Higher Education (pp. 190-206). IGI Global.

U

University Governance | 大学治理

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

大学解决组织问题的方式，由谁决定何时何地以及机构变革的能力。它关注大学的价值，其资源分配体系，其使命和宗旨，其权威和等级模式以及与外部合作伙伴的关系。它可以分为内部和外部治理。

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

V

Value Centred Leadership | 以价值为中心的领导力

Value Centred Leadership is based on three primary values of mastering whatever you do to the highest standards, chemistry with associates, and delivering to enhance the community.

以价值为中心的领导力基于以下三个主要价值观：掌握您对最高标准所做的一切，与同事保持吸引力以及实现改善团体的目的。

Tandon, S. K. (2012). A "Novel" Approach to the Moral Dimension of Leadership. In Wankel, C., & Stachowicz-Stanusch, A. (Eds.), Handbook of Research on Teaching Ethics in Business and Management Education (pp. 289-309). IGI Global.

Y

Young level academic leaders | 青年学术领导者

Young level academic leaders refer to academic talents who perform or take up leadership roles spontaneously and organically with or without a mandate, who have distributed leadership properties evolving from within a networking group in the changing organizational context of universities. They are emerging leaders among professors, lecturers, researchers, PhD candidates, master students, etc. who perform and lead academic groups, in order to work within a group or academic organization, motivate others, facilitate the development of a new turn of higher education (Caliskan & Zhu, 2020, in progress).

青年学术领导者指自发地或有机地执行或担任领导职务的有学术才能的人员，不管他们是否有领导职务。他们在大学组织环境不断变化的情况下，在学术团体里发挥分布型领导才能。他们是在包括教授，讲师，研究人员，博士生，硕士生等学术团队里的新兴的领导者，以执行和引领相关学术团队，以便在小组或学术组织中工作，激励他人，促进高等教育的新发展 (Caliskan & Zhu, 2020, in progress).

GLOSSARY

术语表

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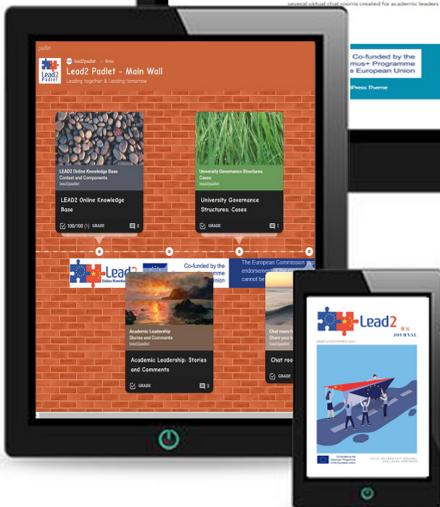
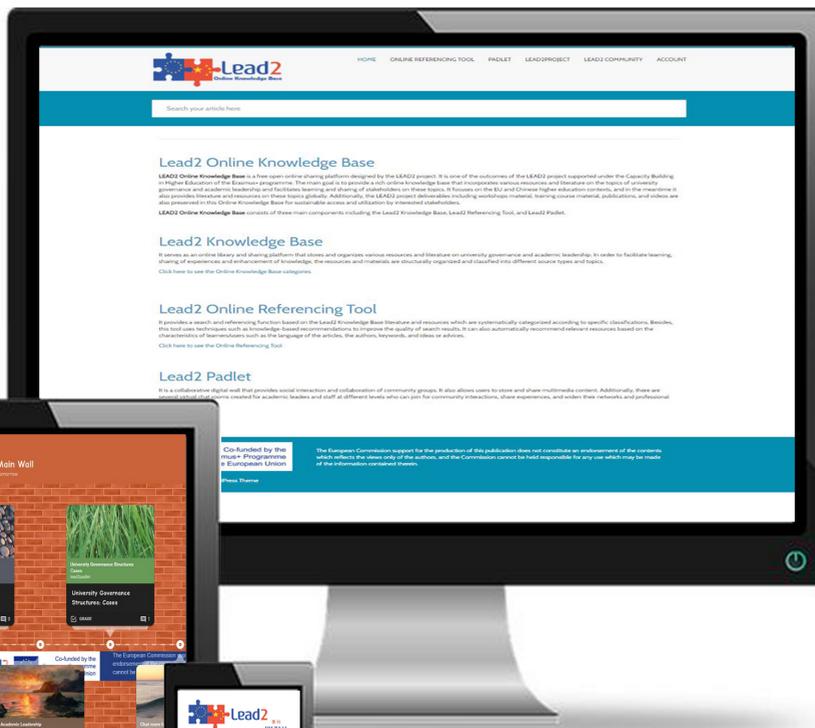
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