



Lead2

季刊

JOURNAL

ISSUE 6 | AUGUST 2021



Co-funded by the
Erasmus+ Programme
of the European Union

VRIJE UNIVERSITEIT BRUSSEL
AND LEAD2 PARTNERS

LEAD2 PARTNERS





Lead2 JOURNAL
季刊

VOLUME 1 ISSUE 6 AUGUST 2021

LEADING TOGETHER, LEADING TOMORROW



LEAD2 Journal Vol. 1 Issue 6
August 2021

© 2021 VUBPRESS
VUBPRESS is an imprint of ASP nv
(Academic and Scientific Publishers)

Keizerslaan 34
1000 Brussels

Tel. +32 (0)2 289 26 56
Fax +32 (0)2 289 26 59

Email: info@aspeditions.be
www.vubpress.be

ISBN 978 94 6117 227 3
Legal deposit D/2021/11.161/140

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Meet the Team - LEAD2 PARTNERS | 合作伙伴团队介绍



PROF. DR. CARLA NUNES

Dean of NOVA National School of Public Health, Universidade Nova de Lisboa

Prof. dr. Carla Nunes is a Full Professor in Statistics with a PhD in Spatiotemporal Stochastic Processes (Environmental Engineering) and a Master Degree in Geo-resources, at Instituto Superior Técnico (2003 and 1998). Her background is in Mathematics/Statistical Sciences (Faculdade de Ciências e Tecnologia, Universidade Nova de Lisboa). Extensive experience and skills in academic activities: in addition to scientific articles (more than 100), she has authored about 100 papers in Congresses and other national and international scientific meetings. Additionally, she coordinates(ed)/participates(ed) in more than 20 research projects in the public health area sponsored by different national and international entities (European commission, National Foundation for Research - FCT, Gulbenkian, private companies, local authorities, etc.), in areas including public health indicators, infectious diseases and spatiotemporal analyses. She was also the scientific tutor of near 50 master thesis and 10 PhD Thesis. She collaborates with two working groups at the General Directorate of Health, one about the National Health Strategic Plan and the other in the area of Tuberculosis. Statistics expert at INFARMED (National Authority of Medicines and Health Products, I.P.).

Recent academic executive positions: Deputy Dean of ENSP (2011- 2014), Vice-president of Scientific Council of ENSP (2007-2010 and 2016-2019), Coordinator of Public Health PhD Programmes at ENSP (since 2016), Coordination of Statistics and Epidemiology group at ENSP (since 2016). Main international partnerships: Lancaster University, UK (2014/2015 - visiting researcher) and University of São Paulo, with some joint ongoing projects.

葡萄牙新里斯本大学国家公共卫生学院院长

Carla Nunes是统计学全职教授，拥有里斯本大学高级技术研究所时间-空间随机过程（环境工程）的博士学位和地理资源的硕士学位（2003年和1998年），其专业背景是数学/统计科学（新里斯本大学科学和技术学院）。Carla Nunes教授有丰富的学术活动经验和技能：除了发表科技论文之外（超过100篇），她还为各类大会和其他国内与国际的科学会议撰写了约100篇论文。此外，她协调/参与了20多个由不同国家和国际实体（欧盟委员会、国家研究基金会-FCT、Gulbenkian、私营公司、地方当局等）赞助的公共卫生领域的研究项目，研究领域包括公共卫生指标、传染病和时空分析。她还担任了近50篇硕士论文和10篇博士论文的导师。她与卫生总局的两个工作组合作，一个负责国家卫生战略计划，另一个专门负责结核病领域，她还在INFARMED（国家药品和保健品管理局，I.P.）担任统计专家。

她近期的学术管理职位包括：ENSP副院长（2011-2014），ENSP科学委员会副主席（2007-2010和2016-2019），ENSP公共卫生博士项目协调员（自2016年起），协调ENSP统计和流行病学团队（自2016年起）。主要的国际合作包括：英国兰卡斯特大学（2014/2015 访问学者），并与圣保罗大学有一些正在进行的联合项目。

DR. MARCIN GÓRSKI

Director of Project Management Centre, Silesian University of Technology

Dr Marcin Górski is an Active researcher and lecturer, Assistant Professor at the Faculty of Civil Engineering. CEEPUS projects coordinator. Author and co-author of over 120 research papers, monographs, handbooks, etc. Co-author of two-tier Structural Engineering studies in English program and Practical Placement program at Faculty of CEng.

Formerly LLP Erasmus/Erasmus + and academic exchange coordinator, participant/fellow in Tempus, Leonardo da Vinci, FP6 international projects, lecturer in Asia-Link project, coordinator of FP7 IAPP INSYSM project, WP leader in H2020 REMINE project. Till 2016 responsible for full degree studies recruitment of first Chinese students to the SUT Faculty of Civil Engineering, tutor of Chinese students at CEng Faculty.

In 2009-2011 professor at Universidade da Beira Interior, Covilha, Portugal. Visiting professor at Universidad Tecnológica de Bolívar, Cartagena, Colombia also in Portugal, Spain, Denmark, UK and Turkey. Connected with China since 1990, when joined Polish Chinese Friendship Association.



波兰西里西亚工业大学项目管理中心主任

Marcin Górski博士是一名活跃的科研人员和讲师，土木工程学院助理教授，CEEPUS项目协调员，120多篇研究论文、专著、手册等的作者和合著者。土木工程学院双层结构工程研究的英语课程和实习课程的共同创办者。

曾任LLP Erasmus/Erasmus+和学术交流协调员，Tempus, Leonardo da Vinci, FP6国际项目的参与者/研究员，Asia-Link项目讲师，FP7 IAPP INSYSM项目协调员，H2020 REMINE项目的WP负责人。直至2016年，负责SUT土木工程学院首批中国学生的全学位招生工作，土木工程学院中国学生导师。

2009-2011年在葡萄牙科维良的贝拉内政大学担任教授。在哥伦比亚卡塔赫纳的玻利瓦尔理工大学担任客座教授，还在葡萄牙、西班牙、丹麦、英国和土耳其任职。自1990年加入波兰中国友好协会以来，与中国的大学建立了联系。他是LEAD2项目西里西亚工业大学的联络负责人。



ZHU BAOJIANG

Vice President and Secretary of Inspection Commission, National Academy of Education Administration

Zhu Baojiang was appointed as NAEA Vice President and Secretary of Inspection Commission in January 2017. Previously, he had been working at the Department of Personnel in the Chinese Ministry of Education for more than 20 years, respectively as directors of the University Leaders Development Unit, Personnel Administration Unit, and University Faculty and Experts Unit etc. He also took a short period of work placement in Laiwu Education Bureau in Shandong Province from 1992 to 1993 and Nankai University in 1997. Zhu Baojiang graduated from Fudan University in China in 1992. He got his Master degree in Economics and Public Policy from Korea Development Institute (KDI) in 2005.

中国国家教育行政学院党委副书记、纪委书记

朱保江于2017年1月起担任国家教育行政学院党委副书记、纪委书记。此前，他曾在中国教育部人事司工作20多年，曾任教师与专家处、人事处、高校领导干部处处长。期间，曾于1992-1993年挂职山东省莱芜市教育局，1997年挂职南开大学。朱保江1992年毕业于复旦大学，2005年在韩国开发研究院（KDI）获得经济与公共政策硕士学位。朱保江是LEAD2项目的主要专家之一。



DR. JAN CORNELIS

Former Vice-Rector International Relations, Vrije Universiteit Brussel

Jan Cornelis is Emeritus Professor with part-time research appointment at VUB. He studied electromechanical engineering and obtained a PhD in the field of biomedical engineering. He coordinates the IRIS research group on computer vision, image processing. He has been HoD Electronics and Informatics (ETRO), Vice-rector R&D, coordinator Technology Transfer and Vice-rector International Policy at VUB, Deputy Head of Cabinet of the Minister of Innovation, Co-founder of the BI3 and Qbic incubation funds, board member at IMEC and VIB. He is a consultant professor at NPU-Xi'an and visiting professor at UO-Cuba. He received the Friendship State Award - PR China, 2015.

比利时布鲁塞尔自由大学VUB主管国际关系前副校长

Jan Cornelis目前是VUB从事兼职研究的名誉教授，主修机电工程，并在生物医学工程领域获得博士学位。他负责协调IRIS计算机视觉和图像处理研究小组的工作。曾在VUB担任电子和信息学系（ETRO）主任、研发副校长、技术转让协调员和国际政策副校长，创新部长办公室副主任，BI3和Qbic孵化基金联合创始人，IMEC和VIB董事会成员。他是西安西北工业大学的顾问教授和古巴圣地亚哥东方大学的客座教授，并获得了中国政府“友谊奖”（2015年）。Jan Cornelis教授是LEAD2项目的主要专家之一。

Professor, Beijing Normal University

Wang Lu is a Professor at the Institute of International and Comparative Education, Beijing Normal University. She currently serves as the director of the Research Center on European Education. She obtained her PhD in Education at the University of Sussex U.K. and subsequently worked as a research officer at the Institute of Development Studies, University of Sussex. Her main research areas include comparative education, British education, education policy and administration, educational evaluation and inspection, basic and higher education. She has published a number of books such as Comparative Studies on Educational Inspection and Evaluation Systems (People's Education Press), Two Decades of Basic Education in Rural China: Transitions and Challenges for Development (Springer), Balance and Excellence: Education Equity and Quality (Shandong Education Press), etc. She also has published over 70 articles on various national (CSSCI) and international (SSCI) academic journals. She has been leading various key research projects funded by the China National Foundation on Social Sciences, MOE and local foundations as well as research projects sponsored by the British Academy, British Council, Save the Children, as well as key research projects funded by the Chinese national-level organizations. Her research work on educational evaluation and inspection has won the first-class reward from the national research society. She has been working as an international and national consultant for the World Bank, UNESCO and DFID on basic education projects in China.



PROF. DR. WANG LU

中国北京师范大学教授

王璐是北京师范大学国际与比较教育研究所教授，现任北师大欧洲教育研究中心主任。她在英国苏塞克斯大学获得教育学博士学位，之后在苏塞克斯大学发展研究院任研究员。她的主要研究领域包括比较教育、英国教育、教育政策和管理、教育督导与评价、基础教育和高等教育。她出版了一些书籍，如《教育督导与评价制度比较研究》（人民教育出版社）、《中国农村基础教育发展20年：变迁与挑战》（Springer）、《均衡与优质：教育公平与质量》（山东教育出版社）等。她还在多种国内（CSSCI）和国际（SSCI）学术期刊上发表文章70余篇，先后主持国家社科基金、教育部和地方基金会资助的多项重点科研项目，英国学术委员会、英国文化委员会、英国儿童救助会资助的研究项目，以及由中国国家级机构资助的重点研究项目。在教育督导与评价方面的研究工作获得了中国教育学会教育督导分会教育督导研究成果一等奖。她还担任世界银行、联合国教科文组织和英国海外发展部在中国的基础教育项目的国际和国家顾问。王璐教授是LEAD2项目的主要专家之一。



PROF. DR. QIN ZEYU

Associate professor of the Department of Education, Guangxi Normal University

Prof. dr. QIN Zeyu has a PhD in Pedagogy. He is a supervisor for MA students and associate professor of the Department of Education of Guangxi Normal University. He graduated from Central China Normal University. As a member of the Committee of Experts on National Unity and Progress Education under the Committee of Basic Education and Teaching Guidance in Guangxi Zhuang Autonomous Region, his academic study mainly focuses on the basic theories of education, technological philosophy and National education. Qin has been the Principle Investigator on the Project of Undergraduate Students Education of the National Social Science Fund. He has published more than 20 papers on CSSCI and other Chinese core journals such as e-Education Research, Journal of the Chinese Society of Education, China Audio-Visual Education, Modern Educational Technology, etc.

广西师范大学教育学部副教授

覃泽宇是广西师范大学教育学部副教授，教育学博士，硕士生导师。他毕业于华中师范大学教育学院，主要研究教育基本理论、技术哲学、民族教育。他是广西壮族自治区基础教育教学指导委员会“民族团结进步教育指导专委会”委员。他主持在研国家社科基金教育学青年课题1项，在《电化教育研究》《中国教育学刊》《中国电化教育》《现代教育技术》等CSSCI期刊和中文核心期刊发表论文20余篇。他是LEAD2项目广西师范大学的核心成员之一。

PROF. DR. LIU LIUSHENG

Vice director of Higher Education and Regional Development Research Institute, Yunnan Normal University

Liu Liusheng is a senior lecturer, adjunct professor, and vice director at Higher Education and Regional Development Research Institute, Yunnan Normal University, China. He holds a PhD degree in Education Science and a Master degree in Educational Principle. His main research area is the interactive relation between higher education and regional development, the assessment and optimization of higher education structure, etc.

中国云南师范大学高等教育与区域发展研究院副院长

刘六生，云南师范大学高等教育与区域发展研究院副院长，高级讲师，副教授，拥有教育科学博士学位和教育学原理硕士学位。主要研究领域为高等教育与区域发展的互动关系、高等教育结构的评估与优化等。他是LEAD2项目云南师范大学的联络负责人。





PROF. DR. PETER BECKER

Professor, Head of the Doctoral Programme in Historical and Cultural Studies, University of Vienna

Peter Becker studied History, Sociology and Art History at the University of Graz. He then worked as a research assistant at the Max Planck Institute for History, Göttingen, and at the German Historical Institute in Washington, DC. He habilitated at the University of Göttingen in 2000. As Professor of Central European History at the European University Institute in Florence (1997-2005), he developed a new research project on the cultural history of administration. Between 2005 and 2009, he represented the Chair of Modern History and Contemporary History at the University of Linz. Since 2014, he is a Professor of Austrian History in the 19th and 20th Centuries at the Institute of History at the University of Vienna. He is currently Head of the Doctoral Programme in Historical and Cultural Studies.

奥地利维也纳大学教授，历史和文化研究博士项目负责人

Peter Becker在格拉茨大学主修历史、社会学和艺术史，然后在哥廷根的马克斯-普朗克历史研究所和华盛顿的德国历史研究所担任研究助理，于2000年在哥廷根大学任职。作为佛罗伦萨欧洲大学研究所的中欧历史教授（1997-2005），他开发了一个关于行政管理文化史的新研究项目。在2005年至2009年间，担任林茨大学现代史和当代史主席。自2014年起，他担任维也纳大学历史研究所19和20世纪奥地利历史方向的教授，目前是历史和文化研究博士项目负责人。Peter Becker教授是LEAD2项目的主要专家之一。

Deputy Director of International Office, Tongji University

Ms. YAN Aihua is Deputy Director of International Office and Assistant Dean of Sino-French Institute of Engineering and Management of Tongji University.

She obtained her Bachelor and Master degrees from Shanghai International Studies University (SISU). Supported by French and Canadian Ministries of Foreign Affairs, she was trained in Paris, La Rochelle and Quebec.

She has rich experience in international educational cooperative projects and was invited by AUF (Agency Universitaire de la Francophonie) as expert of projects or speaker of symposiums.

同济大学外事办副主任

严爱华现担任同济大学外事办公室副主任，及中法工程和管理学院院长助理。

她在上海外国语大学（SISU）获得了学士和硕士学位，并在法国和加拿大外交部的支持下在巴黎、拉罗谢尔和魁北克接受了培训。

她在国际教育合作项目方面经验丰富，并应AUF（国际高校法语联合会）的邀请担任项目专家和多次研讨会的发言人。她是LEAD2项目同济大学的联络负责人。

YAN AIHUA



DR. İBRAHİM YORGUN

Director of International Relations Office, Middle East Technical University

Dr. Ibrahim Yorgun has been working as the Director of the International Relations Office at Middle East Technical University. Mr. Yorgun holds PhD in History with an analytical study of American influence on the socio-cultural life of Turkey during the 50s, which received the best PhD thesis of the year award at METU. Dr. Yorgun has M.Sc in European Studies and B.A in Foreign Language Education fields and certificate from the University of Sussex, Hastings, UK respectively. Dr. Yorgun has published a book on US influence on Turks' life and has several academic journals and presentations concerning Turco-American relations including education and philanthropy. Ibrahim Yorgun has also worked as an external evaluator for European projects in School and Adult Education in the Turkish National Agency since 2006 as well as participated in the development of applications of ECHE (Erasmus Charter for Higher Education) within the European Commission Directorate-General for Education and Culture Working Group in last three years. Dr. Yorgun has vast experience in mobility programs, project development cycle in educational projects and execution, short-term academic programs, budgeting and financial control.

土耳其中东科技大学国际关系办公室主任

Ibrahim Yorgun博士现任中东科技大学国际关系办公室主任。他对美国在50年代对土耳其其社会文化生活的影 响进行分析研究，并获得了历史学博士学位，博士论文获得中东科技大学年度最佳博士论文奖。Yorgun博士拥有METU欧洲研究硕士学位和外语教育领域的学士学位，以及英国黑斯廷斯苏塞克斯大学的证书。他曾出版过一本关于美国对土耳其人生活的影响的书，并在一些学术期刊上发表过关于土美关系的文章，包括教育和慈善事业。自2006年以来，Ibrahim Yorgun还在土耳其国家机构担任学校和成人教育方面的欧洲项目的外部评估员，并在过去三年中参与了欧盟委员会教育和文化工作组总局的ECHE（伊拉斯谟高等教育宪章）的应用开发。在流动项目、教育项目的项目开发周期和执行、短期学术项目、预算编制和财务控制方面经验丰富。他是LEAD2项目中东科技大学的联络负责人。

PROF. DR. CHU ZUWANG

Professor of Higher Education Research Institute and doctoral supervisor, China University of Geosciences (Wuhan)

CHU ZUWANG is a Professor of Higher Education Research Institute and doctoral supervisor at China University of Geosciences (Wuhan). Professor Chu is Council Member of China Association of Higher Education, Council Member of Chinese Society of Educational Development Strategy, and Voting Member of NASPA (Student Affairs Administrators in Higher Education). His academic interests and expertise are primarily in areas of higher education administration and student affairs administration. Since 2000, Professor Chu has published more than 60 papers, 3 academic treatise translated works. And Professor Chu has visited various renowned universities in the U.S., Russia, Canada, France, Australia, Germany Jordan and etc.

中国地质大学（武汉）高等教育研究所教授、博士生导师

储祖旺是中国地质大学（武汉）高等教育研究所教授，博士生导师，中国高等教育学会理事、中国教育发展战略学会理事、美国学生人事管理者协会（NASPA）具有投票权的会员。他的主要研究方向为高等教育管理与学生事务管理。自2000年以来，储教授公开发表论文60余篇，出版专著、译著3部；访问过美国、俄罗斯、加拿大、法国、澳大利亚、德国、约旦等国的知名大学。储教授是LEAD2项目中国地质大学（武汉）的负责人。



BRIEFING | 简讯

LEADING TOGETHER, LEADING TOMORROW

LEAD2 MOOCs | LEAD2 慕课

LEAD2 MOOC SERIES (THE 5TH EDITION OF SAL AND THE 2ND EDITION OF YAL) ON UNIVERSITY GOVERNANCE AND LEADERSHIP DEVELOPMENT CLOSED ON 18 JULY 2021

LEAD2 MOOC Series on university governance and leadership development addressed to senior-level academic leaders and young leaders attracted learners from different academic institutions in the world. The MOOC for Leadership Development for Young Academic Leaders (YAL) has an enrollment of about 1440 learners, and the MOOC on University Governance and Academic Leadership for senior leaders (SAL) has attracted over 450 participants. The two MOOC courses have been finished in July 2021. The new editions will be re-launched in October 2021.

NEW MOOC ON UNIVERSITY GOVERNANCE AND ACADEMIC LEADERSHIP FOR MIDDLE LEVEL LEADERS

Due to the radical changes and complexities within academic institutions, leadership development addressed to academic leaders, especially those in "junior or middle-leadership" positions has become more important. This new series of MOOC aims to help mid-level academic leaders to better understand key issues on university governance and provide them with leadership development opportunities to keep their skills up-to-date as well as to equip them with essential competencies to deal with the complexities and challenges in the new higher education contexts.

The new series of MOOC on Academic Leadership Development for Mid-Level Leaders will be launched in October 2021.

NEW EDITIONS OF THE LEAD2 MOOC FOR CHINESE LEARNERS ARE NOW OPEN FOR REGISTRATION

Apart from the Canvas platform, the LEAD2 project offers MOOCs on university governance and academic leadership development on the WangyiYun Platform in China. The MOOCs on this platform is fully consistent with the content offered on the Canvas platform. It is useful for Chinese participants to join the MOOCs more conveniently.

The 3rd edition of the LEAD2 MOOC for senior academic leaders and the 2nd edition of the LEAD2 MOOC for young academic leaders are now open for registrations. Details are as below:

| | SAL | YAL | MAL |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 大学治理和学术领导力 | 青年学术领导者领导力提升 | 中层学术领导者领导力提升 |
| Canvas English | Learners can self-enrol in the course: 1) URL: https://canvas.instructure.com/enroll/H6M8EX 2) or sign up at https://canvas.instructure.com/register and use the following join code: H6M8EX | Learners can self-enrol in the course: 1) URL: https://canvas.instructure.com/enroll/NTHM6Y 2) or sign up at https://canvas.instructure.com/register and use the following join code: NTHM6Y | Learners can self-enrol in the course: 1) https://canvas.instructure.com/enroll/9AAMEY 2) or sign up at https://canvas.instructure.com/register and use the following join code: 9AAMEY |
| Canvas Chinese | 1)通过 URL https://canvas.instructure.com/enroll/ADMNKX 自行注册课程。2)也可以先在 https://canvas.instructure.com/register 报名, 然后再使用 ADMNKX 参加代码加入课程。 | 1) 通过URL https://canvas.instructure.com/enroll/AKATLE 自行注册课程。2) 也可以先在 https://canvas.instructure.com/register 报名, 然后再使用 AKATLE 参加代码加入课程。 | 1)通过 URL https://canvas.instructure.com/enroll/MH4GWN 自行注册课程。2)也可以先在 https://canvas.instructure.com/register 报名, 然后再使用 MH4GWN 参加代码加入课程。 |
| Netease Course | https://study.163.com/course/introduction/1211844803.htm | https://study.163.com/course/introduction/1211841804.htm | |
| Bilibili | https://www.bilibili.com/video/BV1tk4y1U7mY | https://www.bilibili.com/video/BV11B4y1A7zi | |

LEAD2 Workshops | LEAD2 研讨会

LEAD2 WEBINAR ON INTERNATIONALIZATION OF HIGHER EDUCATION AND PLATFORM OF COOPERATION NETWORKS TOOK PLACE ON 28 JUNE 2021

Organized by VUB in cooperation with two LEAD2 partners METU and YNNU, the event attracted about 70 participants coming from the LEAD2 partner universities, LEAD2 MOOC learners and interested audiences. The webinar was highly appreciated by the participants and deepened the discussions on internationalisation and cooperation networks. The participants have also exchanged insights and examples, especially regarding virtual internationalisation. The full video of the workshop and presentation material can be found on the LEAD2 website and the LEAD2 Youtube channel: <https://www.youtube.com/channel/UCBNesXXCPaonDMLOFidzYVQ/videos>

LEAD2 “高等教育国际化与合作网络平台”网络研讨会于2021年6月28日举办

此次活动由VUB与LEAD2项目合作伙伴METU和YNNU合作举办, 吸引了来自LEAD2项目合作大学、LEAD2慕课学习者和对该主题感兴趣的听众约70人参加。此次网络研讨会得到了与会者的高度评价, 并加深了对国际化和合作网络的探讨。与会者还特别就虚拟国际化交流了见解与案例。研讨会的完整视频和演示材料已上传至LEAD2网站和LEAD2 Youtube频道: <https://www.youtube.com/channel/UCBNesXXCPaonDMLOFidzYVQ/videos>

THE CHINESE PARTNERS' MEETING WAS SUCCESSFULLY HELD ON 3-5 JUNE 2021

The event organized by CUG successfully took place on 3-5 June 2021 in Wuhan, China. About 30 participants from Chinese partner institutions joined the event. The meeting focused on project implementation progress, dissemination strategies, and the discussions about the establishment of the EU-China University Leadership Center, and LEAD2 policy recommendations for university governance and academic leadership capacity building. The upcoming event co-organized by GXNU, VUB & NOVA will take place in Guilin (China) and Lisbon (Portugal) in October 2021.

中国合作伙伴会议于2021年6月3日至5日成功举行

本次活动由CUG组织，于2021年6月3日至5日在中国武汉成功举办。来自中方合作机构的约30名代表参加了此次活动。会议主要围绕项目实施进展、宣传策略、建立中欧大学领导力中心以及LEAD2对大学治理和学术领导能力建设的政策建议进行探讨。项目的下一场活动由GXNU、VUB和NOVA共同举办，将于2021年10月在桂林（中国）和里斯本（葡萄牙）举行。

LEAD2 Online Knowledge Base | LEAD2在线知识库

LEAD2 ONLINE KNOWLEDGE BASE (OKB) NEW UPDATES & SOCIAL MEDIA DISSEMINATION

The LEAD2 Online Knowledge Base' (OKB) archive contains a total of 903 documents of which 267 are in Chinese and 616 are in English. The archive highlights journal articles (463), LEAD2 journal papers (11) and other related files, photos and videos. In addition to the regular website visitors, currently, the OKB has more than 290 registered users on the platform. Registration provides access for users to read or download the full texts of the documents on the OKB.

The LEAD2 social media platforms are also utilized to disseminate information related to the project. During the second quarter of 2021, the project's Facebook page has gained 110 likes and 113 followers of whom 57 come from Asia, 23 from Europe, 17 from Africa, and 16 from South America. With regard to gender, the majority of the followers are male (64%) while females are 35%. Since January 2021, the highest recorded organic reach by each post was 63. LEAD2 Twitter regularly posts project news, which interacts with its followers and other social media participants. During the second quarter of 2021, the project's Twitter account has 51 followers.

LEAD2在线知识库 (OKB) 与社交媒体传播

LEAD2在线知识库 (OKB) 档案库中共包含903份文档，其中267份为中文，616份为英文。档案库中强调了期刊文章 (463篇)、LEAD2期刊论文 (11篇) 以及其他相关文件、照片和视频。除了普通的网站访问者外，目前OKB平台上有超过290位注册用户。注册用户可以在OKB上阅读或下载文档全文。

LEAD2社交媒体平台也被用来传播项目相关信息。2021年第二季度，项目的FACEBOOK账户获得了110个赞和113位关注者，其中57人来自亚洲，23人来自欧洲，17人来自非洲，16人来自南美。就性别而言，大多数关注者是男性 (64%)，35%的关注者为女性。自2021年1月以来，每个帖子的自然覆盖最高记录为63。LEAD2推特账号定期发布项目新闻，与账号关注者和其他社交媒体参与者进行互动。在2021年第二季度，项目的推特账户有51位关注者。

LEAD2 Research | LEAD2专题研究

Under the scope of the LEAD2 project, we have finalized the submission process of 3 special issues to international journals. The final issues include the full papers as well as the editorial papers which provide background information on the issues. Each article in the special issues was reviewed by at least two international reviewers. After the reviewer's comments, guest editors have also added editorial comments for the final revision phase. As the last step, all the authors did the final check according to a checklist provided by guest editors. This checklist was based on the author's guidelines for each journal.

These special issues overall highlight the governance structures of universities and their transformation in European and Chinese universities with the rapid development of internationalization. The contributions also provide an important and timely contribution to the existing literature on enhancing awareness of university governance systems in European and Chinese universities from a comparative perspective as well as expanding academic and educational leadership in European and Chinese higher education systems.

In addition, the LEAD2 editorial team has started the process of a new special issue that will be published in the journal- Research in Educational Administration and Leadership (REAL). The main focus of this issue is to understand the different aspects of transformation in European and Chinese HEIs involving organizational, societal and digital aspects as well as the perspectives, roles and challenges of academic leaders during uncertain times. Taken together, the LEAD2 Special Issues offer unique studies as well as collaborative and comparative studies from an international perspective.

Below is the current situation of the Special Issues:

1. The first special issue has been submitted to the Chinese Education and Society (CES). The issue is entitled "Teacher leadership in universities" and consists of 4 papers. This Special Issue is accepted by the journal and it is in the finalisation phase being prepared for publication.
2. The second one has been submitted to the European Journal of Education (EJE). The issue is entitled "University governance under the context of internationalization" and comprises 6 articles. The full special issue with 6 articles is under the final review by the chief editors and in the process of preparing for the final decision and publication procedures.
3. The third one has been submitted to Asia -Europe Journal (AEJ). The issue is entitled "Comparative perspectives and cases in academic leadership and governance in European and Chinese Higher Education" and includes 6 papers. The full special issue with 6 articles is under the final review by the chief editors and in the process of preparing for the final decision.
4. The fourth issue proposal has been accepted by the Research in Educational Administration and Leadership (REAL). Currently, 6 abstracts have been accepted and are in the process of preparing the full versions of the articles.

在LEAD2项目框架下，我们已经完成了3本国际期刊特刊的提交程序。特刊最终包括论文全文以及能提供特刊背景信息的编辑文章。特刊中的每篇文章都经过至少两名国际审稿人的审阅。在审稿人的意见之后，客座编辑还为最终的修订阶段添加了编辑意见。最后，所有作者都根据客座编辑提供的清单进行了最终核查。该清单是根据每个期刊的作者指南制定的。

这些特刊总体上突出了欧洲和中国的大学治理结构及其随着国际化的快速发展而发生的转变。这些文章为现有文献提供了重要而及时的贡献，即从比较的角度加强了对欧洲和中国大学治理体系的认知，以及扩大了欧洲和中国高等教育体系的学术和教育领导力。

此外，LEAD2编辑团队已经开始着手在《教育管理与发展研究》(REAL)期刊上发表新的特刊。这一期的重点是了解欧洲和中国高等教育机构转型的不同方面，包括组织、社会和数字化方面，以及在不确定时期学术领导者的观点、角色和挑战。总的来说，LEAD2特刊提供了独特的研究，以及从国际角度进行的合作和比较研究。

以下是特刊目前的进展情况：

1. 第一期特刊已提交给《中国教育与社会》(CES)，本期题为“大学中的教师领导力”，由4篇论文组成。该特刊现已被期刊接受，目前正处于准备出版的最后阶段。
2. 第二期特刊已提交给《欧洲教育杂志》(EJE)，本期题为“国际化背景下的大学治理”，由6篇文章组成。包含6篇文章的完整特刊正由期刊主编终审中，并在准备终审决定和出版程序。
3. 第三期特刊已提交给《亚欧期刊》(AEJ)，本期题为“欧洲和中国高等教育中的学术领导力和治理：比较视角与案例研究”，由6篇文章组成。包含6篇文章的完整特刊正由期刊主编终审中，并准备做出最终决定。
4. 第四期特刊提案已被《教育管理与发展研究》(REAL)接受。目前已有6篇摘要被接受，正在准备论文全文。

THE PROCESS AND EFFECTS OF STRATEGIC CHANGE DURING THE TRANSFORMATIVE DEVELOPMENT OF CHINA UNIVERSITY OF GEOSCIENCES AMID MARKETIZATION

市场化过程中的中国地质大学转型发展的战略变革历程与成效

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Abstract:

The reform and opening up, implemented in China since the 1970s, has prompted the deepening of marketization. Profound changes have taken place regarding the relationship among China University of Geosciences (CUG), government competent authorities and the market, amid deepening marketization. Faced with evolving internal and external environment, by eyeing on optimizing discipline structure and upgrading discipline level, CUG has launched strategic change. And thus it has successfully moved towards the second development curve, transforming itself from a single-discipline geological college into a multidisciplinary university with geological discipline as its dominant feature and a university of multidisciplinary coordinated development.

摘要:

20世纪70年代, 中国实行了改革开放, 市场化进程不断深入。中国地质大学(CUG)与行业、政府主管部门、市场之间的关系发生了深刻变化。在面对内外部环境的变化时, 学校通过战略变革, 围绕学科结构优化与学科水平提升, 实现了学校学科竞争力水平的提高, 成功迈向第二发展曲线, 由单科性地质学院转向了以地质学科为优势特色、多学科协调发展的多科性大学。

Keywords: the Second Curve; Marketization; Transformation; Strategic change

关键词: 第二曲线; 市场化; 大学转型; 战略变革

Changes are an integral part of organizational life. The occurrence and the continual management of Organizational changes could impose crucial and even decisive impacts on the survival and development of the organization. As a subsystem of the social system, universities are also undergoing a series of changes and development to ensure their contribution and social relevance. Strategic Changes in universities are distinctive of a host of complexities, owing to the loosely coupled organizational structure, unique academic culture, differences among stakeholders and so on. Therefore, analysis of the execution and management of strategic changes in universities could be of great significance. In-depth research on the connotation, elements, aim, function and mode of university strategic changes have been conducted by previous scholars with many theoretical insights generated. Whereas, with strategic changes either kicking into gear or being in full swing in various universities in the globe, there has been a dearth of literature examining those taking place in Chinese universities against the context of deepened marketization in China.

This study takes Chinese industry-featured universities as the research object, with Chinese Universities of Geosciences (CUG) selected as the case of focus. On one hand, the birth of CUG represents a timely response to demands of national economic development, and cultivating talents in the geological exploration industry is of both urgency and great value. Therefore, CUG is distinctive of industry-featured demands since its inception. On the other, through effective strategic changes, CUG has successfully transformed itself from a single-discipline geological university to a multidisciplinary one with geological disciplines as its dominant characteristics and multi-disciplinary coordinated development. This study conducts a detailed analysis of the internal and external environment faced by CUG at various stages of transformative development, into objectives identified and main measures adopted for strategic change. By doing that, a summary of the experience and effects along the way of CUG's transformative development is presented, in an effort to enrich the theoretical research on university strategic change and generate a valuable reference for strategic changes in other universities.

变革是组织生活中不可或缺的一部分。组织变革方式以及对变革的管理, 将影响甚至决定组织的存续与发展。大学也在经历一系列变革与发展, 以保证其贡献和社会相关性。但大学的变革面临诸多特殊性与复杂性, 例如其松散耦合的组织结构, 独特的学术文化, 以及利益相关者间的分歧等等。因此, 对大学变革的推进与管理展开研究至关重要。在理论上, 有许多学者从学校变革的内涵、要素、目的、作用、实现方式等进行了深入研究。在实践中, 世界上许多国家的大学也都采取了各式的变革方式, 它们或是正在变革或已实现发展。然而, 对于中国情境下的大学战略变革研究目前较少。在中国市场化进程不断深入的情况下, 对中国大学的战略变革进行深入研究具有重要意义。

本研究以中国行业特色大学为研究对象。具体而言, 本研究选取 CUG 作为本研究的案例, 考虑到 CUG 的诞生是源于新中国的经济建设对地质勘探行业人才的需求, 因此学校自建校之初就具有浓厚的行业特色大学特征。另一方面也考虑到学校成功实现了由单科性地质院校向以地质学科为优势特色、多学科协调发展的多科性大学的转型。本研究通过详细分析 CUG 战略变革各历史阶段面临的内外环境, 所确立的战略变革目标, 以及主要的战略变革举措, 总结其战略变革经验成效, 旨在丰富对大学战略变革的理论研究, 并为其他学校转型发展中的战略变革提供一定参考借鉴。

1. Analysis of 4 Stages of CUG's Transformative Development

CUG, founded in 1952, used to be an industry-featured university under the administration of the Ministry of Land and Resources before the reform of the higher education system. In order to meet the urgent demands for large-scale economic construction of the People's Republic of China, the newly-established CUG from the very beginning, a single-discipline talent cultivation system with geological-exploration-related subjects as the core was formed. It received support in students internships and scientific research from enterprises in the geological industry under the administration of the ministry of geology and mineralogy. The employment of graduates were all allocated by the Ministry of Geology and Mineral Resources. It was known as one of the national key universities wielding high-level impacts in the field of geological exploration research.

In 1978, China decided to carry out reform and opening up. In the process of the gradual government deregulation and marketization of universities, through strategic change, CUG successfully realized transforming itself from being a single-discipline geological university with geological disciplines as the main feature to a multidisciplinary one with integrated development of multiple disciplines. It has undergone a 4-stage process of transformative development:

1.1 The Recovery Development of the 1st Curve Period of the CUG:1978-1985

The first stage of CUG's transformative development was under the influence of evolving external environment. The end of the Cultural Revolution in 1976 and the shift of national focus to socialist modernization in 1978 created a stable external environment for CUG's recovery development. In addition, the resumption of the enrollment system of higher education in 1977, which had been suspended for 10 years, and the growing demand for high-level professionals have brought new development opportunities to the CUG.

In the face of the new situation, CUG identified its objectives of strategic change timely. It actively launched programs of rebuild and restoration. By taking teaching as the core, integrating teaching and scientific research, CUG spared no efforts in finding solutions for teaching reform and improving the quality of education. After the optimization of school-running conditions, in 1983, CUG put forward the strategic goal of growing itself into a geology-distinctive socialist university of Chinese characteristics that is "modern, open and international", with prestige both at home and abroad.

CUG adopted a series of measures for the launch of strategic changes. First, in terms of discipline structure, in addition to restoring original majors of geosciences, science and engineering, CUG successively built 3 departments, including the department of computer, economic management engineering and basic courses. And it newly set up 8 specialities of strong market demand. In terms of discipline level improvement, reforms were carried out in terms of personnel training, scientific research and international cooperation. To be more specific, faculty and students participated in the pilot program that integrates teaching, research and production. Meanwhile, the graduate education system was optimized and the graduate enrollment was gradually scaled up. With respect to international cooperation, the scope of international exchanges and cooperation was expanded, establishing ties with various countries and regions such as the United Kingdom, the United States, the Federal Republic of Germany and other countries and regions.

Through stable development, CUG realized an initial transformation as a single-discipline university of science and technology, with discipline levels restored and promoted. However, during the early stage of adapting itself to the market-oriented economy, CUG failed to gain insights into the market economy. There, the strategic change of CUG at this stage could not fully meet the demands of market-oriented economy development.

1.2 The Budding Stage of the 2nd Curve of CUG: 1985-2000

With the deepening of the marketization of China's reform and opening up, by considering series of internal and external factors, CUG initiated its strategic change from the original single-discipline university to the multidisciplinary university with its discipline feature in earth sciences, of integrated development of a string of disciplines.

During the budding stage of the 2nd Curve of CUG, its strategic change was subject to a series of new external and internal factors. Firstly, in terms of the external environment, the newly emerged market-oriented mechanism was a challenge for CUG. On one hand, the government gradually granted universities greater autonomy, with the sources of funding for running schools expanded. At the same time, the system of graduates' independent job-seeking was gradually established by the government. Universities began to participate in the competition of enrollment market and employment market; on the other hand, the market demand for geological talents was getting saturated. A narrow discipline structure could hardly meet new demands in the geological industry for talents equipped with extensive knowledge and comprehensive capacity.

1. 中国地质大学转型发展的四个阶段分析

中国地质大学始建于1952年，是一所在高等教育体制改革前由中国国土资源部管理的行业特色型大学。建校之初，为了满足大规模经济建设的迫切需求，学校形成了以地质勘探类学科专业为主的单科性人才培养体系。学生实习和科学研究均由国家地质矿产部主管的、地质行业单位给予支持。毕业生由地质矿产部统一分配，是一所在国内地质勘探研究领域具有高水平影响力的全国重点高校。

1978年，中国决定实行改革开放。在政府逐步放松大学管制与市场化的过程中，中国地质大学通过战略变革成功实现了由单科性地质院校向以地质学科为优势特色、多学科协调发展的多科性大学的转型。其变革历程大致经历了四个阶段。

1.1 中国地质大学的第一曲线恢复性发展阶段：1978-1985年

第一阶段CUG的战略变革受到外部环境变化的重要影响。1976年文化大革命的结束和1978年国家工作重点转移到社会主义现代化建设上的举措，为学校恢复发展创造了稳定的外部环境。1977年中断十年的高等教育招生制度的恢复和对专业性高水平人才需求的增多也给学校带来了新机遇。

面临变化的外部环境，学校及时确立了战略变革目标。积极开始了恢复办学工作，以教学为主，将教学和科研紧密结合，着重解决教学改革和提高教育质量的问题。在办学条件大大改善后，1983年，学校提出了建设成在国内外享有一定声誉的“现代型、开放型、国际型”的中国式社会主义地质学府的战略目标。

中国地质大学在此阶段采取了系列有效的变革措施：在学科结构方面，除了恢复原有的以地学理工科为主的专业外，还相继新建了计算机、经济管理工程、基础课部3个系（部），增设了8个市场需求旺盛的专业；在学科水平提升方面，积极围绕人才培养、科学研究和国际合作进行改革。例如，组织师生开展教学、科研、生产三结合联合体试点工作；完善研究生教育体系，逐步扩大研究生招生规模；将国际交流合作范围拓展至英国、美国、联邦德国等。

经过稳定发展，学校初步改变了单一地质类理工科学院的局面，恢复并提升了学校的学科水平。然而，在适应市场经济发展的初期，CUG对市场经济的特征缺乏深刻洞察，学校战略变革措施未能有效满足市场经济发展的需求。

1.2 中国地质大学的第二曲线萌芽阶段：1985-2000年

伴随改革开放的市场化进程不断加深，学校结合自身发展实际情况，开始了战略变革，即由单科性高校向以地质学科为优势特色、多学科协调发展的多科性大学转型发展。

第二曲线萌芽阶段中，CUG战略变革受到若干内外部因素影响。第一，刚刚兴起的市场化外部环境带给学校巨大的冲击。一方面，国家逐步赋予大学更多的办学自主权，大学扩大了办学经费来源渠道。同时，国家逐步建立毕业生自主择业制度。大学开始参与招生、就业市场的竞争；另一方面，市场对于地质行业人才的需求趋于饱和。专业过细的学生培养已不适应地质工作对知识面较宽、综合能力强的人才需求。

In terms of internal difficulties, first of all, CUG's school-running concepts were distinctive of the mindset of planning economy, and therefore there was a lack of understanding of how to build a high-level university in the context of marketization; second, in lack of competitive human resources, CUG was confronted with problems of aging faculty team and lack of attraction for talents. Third, the discipline structure of CUG failed to meet the demands of social-economic development demands, leading to difficulties in finding employment among high-level geological talents, a goal that CUG has been committed to.

In 1987, the strategic goal of CUG was identified, which is to build a comprehensive university of geosciences catering to the overall social development, as well as a modern, open and international university in earth sciences. In 1991, the 2-step university development plan for the next 10 years was proposed by the president. (See Table 1).

第二, 学校遭遇内部发展困境。一是办学思想仍是计划经济思想占主导地位, 缺乏对在市场化环境中建设高水平大学规律的了解。二是学校缺乏核心人力资源, 存在师资队伍老龄、人才断层的问题。三是学校的学科专业结构与当时的社会发展需求不相适应, 学校一直以来致力于培养的高水平地质科技人才难以实现良好就业。面临新的内外环境, 1987年, CUG明确了战略目标: 建成一所面向全社会的、综合性的地质大学; 一所现代型、开放型和国际型的地质大学。1991年, 再次提出学校未来十年分为两步走的发展规划(见表1)。

TABLE 1 Strategic Goals of CUG's Development Plan 1991-2000 | 中国地质大学1991-2000年发展规划战略目标

1st Step: 1991-1995. Deepening reform, optimizing structure, enhancing overall capacity, improving school running model with geoscience-oriented science and engineering disciplines as the main part, and coordinated development of science, engineering, culture and management, so as to pave the way for next 5-year development:

第一步: 1991-1995年, 深化改革、优化结构、增强实力, 完善以地质类理工科为主, 兼有文管学科的综合性地质大学的办学模式, 为后五年继续发展打好基础;

2nd Step: 1995-2000. Striving for appropriate disciplinary structure, optimized conditions, improved capacities and coordinated development among various departments, and enhanced comprehensive advantages, achieving a big step towards a modern open and international comprehensive university.

第二步: 1995-2000年, 学校结构合理, 条件优化, 实力增强, 水平提高, 各方面关系协调理顺, 综合优势更为突出, 在建设现代型、开放型、国际型综合性地质大学方面大大迈进一步。

Under the guidance of the 2-step strategic goal, one on hand, the advantages of key geological disciplines were further consolidated. Applied disciplines were vigorously developed, new disciplines were established and discipline structure was optimized. On the other hand, reforms were carried out in aspects of faculty team, talents training, scientific research, internal governance and so on, striving to improve the level of discipline construction and governance ability of CUG. For example, the faculty structure was optimized by providing funds for in-service teachers to obtain master and PhD degrees, sending teachers to go abroad for further studies, making executive decisions to evaluate and grant senior positions to outstanding young and middle-aged teachers, and attracting high-level talents according to the needs of discipline construction and professional adjustment. Also, it stressed both undergraduate and graduate students, with multiple education levels established, including night university, correspondence education and so on. And practice-based teaching was strengthened. Moreover, the transformation of scientific and technological achievements was actively promoted and service provision to the society was strengthened. On top of that, institutional reform was carried out by advocating the principle of simplification and efficiency.

在两步走的战略目标指导下, CUG一方面进一步巩固和提高地质类重点学科的优势, 大力发展应用学科, 充实和完善新建学科, 优化学科结构。另一方面, 积极在师资队伍、人才培养、科学研究、内部治理等方面进行改革, 着力提高学校学科建设水平和治理能力。例如, 通过资助在职教师攻读硕士、博士学位, 破格评审优秀中青年教师高级职务等举措, 优化师资结构; 本科生、研究生培养并重, 兼顾夜大、函授等多种教育层次, 强化实践教学; 积极推进科技成果转化, 强化科研服务社会; 按照精简高效的原则进行机构改革。

经过初步的战略变革, 学校基本形成以地学为主要特色、理工文管相结合的学科专业体系。人才培养模式呈现多元化趋势, 科学研究与社会服务进一步对接社会发展需求。

After undergoing the initial phase of strategic change, CUG has set up a discipline and speciality system with geoscience as the main feature, science and engineering discipline as the backbone and coordinated development among multiple disciplines of science, engineering, culture and management. The talent training mode is more diversified, and the scientific research and social services further meet the needs of social development.

与此同时, 该发展阶段也存在一定问题。首先, 在内外条件的制约下, CUG师资队伍中博士学历师资比重较低, 学历结构有待优化; 且引进师资比重较低, 多为本校师资。另外, 由于当时办学条件有限, 学科结构调整较为缓慢, 新专业建设投入不足。

At the same time, there existed some problems at this stage. Firstly, under the constraints of internal and external conditions, the proportion of doctoral teachers in CUG teachers was low; and the proportion of introduced teachers was low, with most of the faculties being CUG graduates. In addition, due to the limited school running conditions at that time, the adjustment of discipline structure was relatively slow, and there was a lack of investment in developing new disciplines and majors.

1.3 中国地质大学的第二曲线发展阶段: 2001-2018年

1.3 The Second Curve Development Stage of CUG: 2001-2018

Entering the 21st century, China has experienced intensified marketization. In 2000, CUG has become one of the universities directly under the Ministry of Education. In 2006, the Ministry of Education and the Ministry of Land and Resources entered into a collaborative agreement on jointly promoting the development of CUG, with new chapters of opportunities and challenges opened up in its future prospect.

进入21世纪, 中国的市场化进程加剧。2000年, 学校成为教育部直属高校之一。2006年, 学校改为由教育部和国土资源部共建, 二者共同支持学校的发展。学校再次面临新的发展机遇与挑战。

At this stage, the internal and external influencing factors are stated as follows, firstly, the increasing autonomy of universities and the deepening of market-oriented reform have intensified the competition. The Outline of National Medium-and-Long Term Education Reform and Development Plan (2010-2020) (2010) and the Work Plan for Streamlining Administration, Delegating Power and Improving Regulation while Transforming Government Functions(2015)and other documents have been successively issued, marking continuous government efforts in clarifying and enhancing the autonomy of universities. This meant that other colleges and universities could set up geological specialities, which gave rise to ever more fierce competition amid universities in China. Besides, the deepened market-oriented reform has triggered ever more fierce competition in the recruitment market, employment market and high-level faculty introduction for universities in China.

在此阶段, CUG推进变革过程中的内外影响因素包括: 第一, 高校办学自主权不断增加与市场化改革的不断深入使竞争加剧。政府相继出台了《国家中长期教育改革和发展规划纲要(2010-2020)》(2010)和《2015年推进简政放权放管结合转变政府职能工作方案》等(2015), 高校的办学自主权不断扩大。这意味着其他高校都可以开办地质专业, 学校的同行竞争环境更为激烈。另外, 市场化改革的不断深入使高校的招生市场、就业市场和高水平教师的引进竞争日益激烈。

Second, the rapid popularization of higher education has brought opportunities and challenges to university development. Universities could get more tuition income and increase funding through enrollment. The expansion of the scale of students would drive the increase of specialities, which would then bring new growth drivers to the construction of disciplines and specialities. On the other hand, the diversified educational needs required universities to provide necessary conditions for school running and cultivate higher-quality talents.

Third, clear school-running requirements were put forward by the government, which is education quality enhancement and running a university that satisfies all. Since 2001, China has issued a series of documents to improve the quality of higher education, such as "Undergraduate Teaching Quality and Teaching Reform Project in Universities" (2011) and so on. At the same time, the government promulgated a series of professional standards and evaluation standards, which put forward clear and accurate requirements for school running, with great pressure felt and reform impetus unleashed among universities.

Faced with the new situation and new requirements, CUG appropriately identified its long-term mid-term and immediate goal for strategic change. In 2004, CUG initially identified its phased goal as "building a First-Class University in earth sciences with coordinated multidisciplinary development" and the long-term goal of "building a world-class university in geosciences"; in 2011, it further refined the goal into a "three-step" development strategy. The 1st-step (2020) is to achieve the phased strategic goal of basically growing into a First-Class University in earth sciences as well as a high-level university of coordinated multidisciplinary development. And the 2nd-step (2021-2030) is to become a well-known research university at home and abroad. And its 3rd-step (2031-2052) is to basically realize the long-term strategic goal of developing itself into a world-class university in the field of geosciences.

In 2015, further elaboration was made in its phased goals and tasks of the "three-step" development strategy, and the main measures adopted were as follows. Firstly, it strengthened the organization and leadership of discipline construction and built a dynamic layered and classified management system. As for the traditional advantageous disciplines of geosciences, CUG has been giving key financial support to encourage them to pursue expansive growth and strengthen the discipline advantages by aiming at the frontier of the discipline. With respect to non-geological disciplines, the strategic planning groups for fostering characteristic engineering and characteristic liberal arts development were established successively, by eyeing the national strategic demands and the industry and regional development. Researches on internal and external disciplines were actively carried out so as to improve the construction level of engineering, liberal arts and basic disciplines.

Moreover, it further clarified the ideas and measures for each discipline and speciality construction. Under the guidance of the development strategic objectives of CUG, by 2014, the discipline construction concept of reinforcing characteristics, entering into the mainstream, striving for transformation, and of building a mutually supportive and coordinated development disciplinary ecosystem has been formed. The "five-in-one" discipline construction mode of coordinating talent team construction, discipline research, platform construction, talent training and international cooperation and exchange has been established. Under the guidance of the above general construction ideas, five-year development plans of each discipline and speciality were formulated, with construction measures refined.

Besides, CUG introduced a competition mechanism and optimize discipline structure. In implementing the three-step development strategy, CUG prioritized tasks of urgency and significance by carrying out discipline self-evaluation in 2013. Disciplines were either suspended or restructured based on evaluation results. And efforts were made to optimize discipline deployment and establish a new discipline construction and management mechanism featured with the integration of competitive discipline evaluation and the increase of both input and rewards, in the pursuit of higher quality in discipline and professional construction.

Fourthly, CUG implemented the strategy of strengthening the university with talents and university internationalization and strived to improve the faculty team level. CUG began to vigorously implement the strategy of strengthening the university with talents in 2009. At the same time, the faculty competition mechanism was introduced, intensifying the classified evaluation and performance management of faculties, optimizing the ability-and-contribution-oriented scientific research evaluation mechanism. Moreover, the salary level of faculties was raised several times. Faculties were also encouraged to study abroad, striving to enhance the internationalization level of faculties. In 2012, International University Consortium in Earth Sciences (IUCES) was founded. The setting up of such a long-term, sustainable and stable cooperation mechanism promoted joint sci-technical research on major issues in the field of geosciences, and established a joint training mechanism for students, further expanding the international vision of collaborative innovation among universities.

Fifthly, CUG Promoted the rule of law and improve the governance structure. 2015 witnessed the release of The Constitution of CUG for the first time. And CUG implemented the governance structure featured with leadership from the Party Committee, university affairs governance by the President, academic affairs governance by professors and implementing democratic participation. And rules and regulations of CUG were revised and perfected under the guidance of the constitution.

第二, 迅速推进的高等教育大众化给学校带来了发展机遇与挑战。学校可以通过招生获得更多的学费收入。学生规模的扩大也会促使专业增加, 从而给学校的学科专业建设带来新的增长点。但同时, 多样化的教育需求要求学校提供必要的办学条件, 培养更高质量的人才。

第三, 提高教育教学质量、办人民满意的大学给学校提出了明确的要求和改进的方向。自2001年以来, 中国政府围绕提升高等教育质量出台了系列文件, 实施了“高等学校本科教学质量与教学改革工程”(2011)。政府也主导颁布了一系列专业标准和评价标准, 对学校办学提出了明确、精确要求, 给学校带来了巨大的压力和改革动力。

面对新环境与新要求, CUG适时确立了长期、中期与近期的发展目标。2004年, 学校初步明确了“建设地球科学一流、多学科协调发展的高水平大学”阶段性办学目标和“建设地球科学领域世界一流大学”长远办学目标。2011年, 进一步细化为“三步走”发展战略目标: 第一步, 到2020年, 基本建成地球科学一流、多学科协调发展的高水平大学; 第二步, 到2030年, 基本建成国内外知名的研究型大学; 第三步, 到2052年(建校100周年), 基本实现地球科学领域世界一流大学的长远战略目标。2015年, CUG进一步深化“三步走”发展战略阶段目标与任务, 主要战略举措如下: 首先, 加强学科建设的组织领导, 构建多层次动态管理体系。对于地质科学类传统优势学科, 学校一直给予资金重点支持, 鼓励其瞄准学科前沿进行拓展, 强化学科优势。对于非地质类学科, 学校聚焦国家战略需求, 围绕行业和区域发展, 相继成立了特色工科和特色文科发展战略规划小组, 积极开展校内外学科调研, 相互促进, 以提升工科、文科和基础学科的建设水平。其次, 进一步明确各学科专业建设思路与举措。2014年, 学校形成了强特色、入主流、某跨越, 建设相互支撑、协调发展的学科生态系统学科建设理念, 统筹人才队伍建设、学科研究、平台建设、人才培养和国际合作与交流“五位一体”的学科建设模式。各学科专业在上述总体建设思路的指导下, 制定各学科专业的五年发展规划, 细化建设举措。另外, 引入竞争机制, 优化学科结构。为了实现在三步走发展战略, 学校坚持有所为、有所不为的原则, 于2013年开展学科自评工作, 并根据评估结果对学科进行动态调整。形成竞争性学科评价与投入激励相结合的建设管理新机制, 着力提高学科专业的建设质量。

第四, 实施人才强校战略和国际化战略, 着力提高师资队伍水平。2009年, 学校开始大力实施人才强校战略, 加大国内外人才的引进力度, 同时引入教师竞争机制, 强化对教师队伍的分类评价和绩效管理, 完善以能力和贡献为导向的科研评价机制, 并多次提高教师待遇, 积极鼓励教师出国留学, 着力提升教师国际化水平。2012年, 学校发起成立地球科学国际大学联盟(IUCES), 通过构建长期、持续、稳定的合作机制, 推动开展有关地球科学重大问题的联合科技攻关, 建立联合培养学生机制, 进一步拓展了学校开展协同创新的国际视野。

第五, 推进依法治校, 完善治理结构。2015年, 学校首次发布《中国地质大学(武汉)章程》, 健全和规范了党委领导、校长负责、教授治学、民主管理、社会参与的治理结构, 并以《章程》为指引, 修改完善学校各项规章制度。

Sixthly, CUG built a new campus and broke new grounds in optimizing school running conditions. In order to support CUG's transformative development, it started to build a new campus in 2011 and the construction was completed in 2019. The new campus covers a construction area of 573,400 square meters, accommodating more than 10,000 students from 5 colleges and 2 national scientific research platforms, with complete teaching, scientific research and social service functions and living conditions available. The construction and operation of the new campus effectively support the transformative development and improvement in the innovation ability of CUG.

After nearly 18 years of reform and development, 2018 witnessed CUG's achieving of its first goal ahead of schedule, meaning that its discipline ecosystem, featured with traditionally outstanding advantageous disciplines and mutually supportive multi-disciplines, has preliminarily taken shape, with its core competitiveness continuously and effectively enhanced. But there existed problems that couldn't be ignored in this process. The strategic change at that stage was less than desirable due to an inadequate understanding of the laws of university running, with a string of new disciplines and specialities being established through fragmented input of resources. However, in 2013, CUG's readjustment of discipline construction effectively prevented the disorderly expansion of disciplines to a certain extent.

1.4 The Second Curve Growth Stage of CUG: from 2018 to Now

In 2018, CUG evolved into the stage of fulfilling its second-step development goal ahead of schedule. At this stage, new changes at home and abroad brought new opportunities and challenges to its prospect of development. First, the high-quality-oriented development in China generated high demand for innovative and outstanding talents. Thus, it is vital for Chinese universities to play a fundamental and core role in this process of development so as to realize their lofty historical mission. Second, for contemporary Chinese universities, serving the development strategy of national ecological civilization construction and seeking the harmonious coexistence of mankind and nature represent their responsibility of the time and value pursuit. Third, the competition among universities has been intensified as a result of the "Double First-Class" construction program implemented by the Chinese government and the gradually perfected market economic system. It is a strategic measure for Chinese universities to promote the reform of their education mode and governance system to adapt to the competitive landscape. Fourth, the accelerated evolution of a new round of sci-tech revolution and industrial change prompt universities to think about how to embed new technologies into the research of earth science, and seeking a new role of leading the development of the industry instead of supporting the development of the industry.

In such a context, CUG further refined its 3-step development goals. After 21 months of in-depth research, extensive discussion, brainstorming, consensus building and collective decision-making, the Strategic Plan of Building a World-renowned Research University in Earth Sciences a Beautiful China & a Habitable Earth: Towards 2030 was formulated and released by the end of 2019. Taking "building a beautiful China and a habitable earth" as the strategic theme of its future reform and development not only reflects CUG's advantages in earth sciences but also reflects its value pursuit of "promoting the harmonious coexistence of mankind and nature". The plan specified the goal of its development in the next 10 years: to build an internationally well-known research university in the field of Earth Sciences by 2030. The main indicators of running the university will be up to or be close to the level of world-renowned research universities. And earth sciences will be positioned at the forefront in the world, with various disciplines competing to improve quality and reaching the First-Class range. Moreover, a competitive and influential faculty team is to be organized. And it is to become a university with an outstanding education, scientific researches, culture and management, entering the rank of "world-class university" as a whole.

The plan further specified 4 action principles, 5 strategic priorities and a strategic guarantee, presenting the blueprint for the high-quality development of the university in the next decade, providing a reform roadmap in aspects of talent, philosophy, technology and methodologies. What's more, it provides strategic thought guidance for CUG's organizations at all levels, disciplines, specialities and staff. At present, the 14th Five-Year Development Plan of CUG is being further formulated under the guidance of the overall plan for deeper comprehensive reform and high-quality development of CUG.

2. Achievements of Strategic Change amid CUG's Transformation Development

Through more than 40 years of transformative development, 3 major trends of sound development are displayed: its vision has been shifted from being domestic-oriented to outward-looking, and the awareness of competition has been greatly enhanced among all faculties. Second, the focus of constructing disciplines and specialities has been shifted from increasing the number of degree programs and expanding student enrollment scale to striving for connotative construction and high-quality development. Third, the goal of development level has been transformed from emphasizing the output index of quantity to highlighting high-level faculties and improving education and teaching quality. The specific fruits of the strategic change are as follows:

第六, 建设新校区, 破解办学条件短缺等。为了办学条件能够支持转型发展的需要, 2011年学校着手建设新校区, 2019年竣工。新校区总建筑面积57.34万平方米, 能容纳5个学院和2个国家科研平台等机构、10000余名学生入住, 具备完整的教学、科研和社会服务功能和生活条件, 有力保障了学校的转型发展。

经过近18年的改革发展, 学校于2018年提前实现了第一步的办学目标, 这意味着学校注重传统优势学科突出、相互支撑的学科生态系统初步形成, 核心竞争力持续增强。然而, 在此过程中也存在不容忽视的问题, 由于对办学规律缺乏深刻了解, 新增了一批学科与专业, 资源投入较为分散, 制约了战略转型发展。不过, 在2013年CUG对于学科建设的反思与调整在一定程度上遏制了学科的无序扩张。

1.4 中国地质大学的第二曲线成长阶段: 2018年至今

2018年, 学校提前进入了第二步发展目标建设阶段。国内外发展形势的新变化给学校带来了新的机遇与挑战: 第一, 中国的高质量经济发展对于创新和卓越人才的渴望与以往相比更强烈。中国大学必须能在这一发展进程中发挥基础和核心作用。第二, 服务国家生态文明建设发展战略、谋求人类与自然和谐共生是当代中国大学的时代责任与价值追求。第三, 中国政府实施的“双一流”建设项目和日趋完善的市场经济体制加剧了大学间的竞争。中国大学推动其教育模式与治理体系变革是适应竞争的战略举措。第四, 新一轮科技革命和产业变革的加速演进使学校不得不思考如何将新技术嵌入到地球科学领域的研究中去, 由支撑服务行业发展转向引领行业发展。

在此背景下, CUG进一步细化了三步走发展目标的内容。历经21个月的深入调研、广泛讨论、集思广益、凝聚共识、集体决策, 于2019年底形成了《美丽中国宜居地球: 迈向2030——地球科学领域国际知名研究型大学建设战略规划》。《规划》具有鲜明的战略主题。将“建设美丽中国、宜居地球”作为学校未来改革发展的战略主题, 既体现出学校地球科学特色优势, 又体现出学校“促进人与自然和谐共生”的价值追求。《规划》明确了学校未来十年的奋斗目标: 到2030年, 建成地球科学领域国际知名研究型大学。主要办学指标达到或接近国际知名研究型大学水平; 地球科学位居世界前列, 各学科竞进提质、争创一流; 汇聚具有竞争力和影响力的师资队伍; 成为一所教育卓越、学术卓越、文化卓越、管理卓越的大学, 整体进入“世界一流大学”建设行列。《规划》进一步构建了4项行动原则、5项战略重点与战略保障措施, 为学校未来十年高质量发展勾勒了蓝图, 为“建设美丽中国、宜居地球”提供人才、思想、技术和方法支持明确了改革路线图, 为学校各级机构、各个学科专业和教职工提供了战略思想引领。目前, 学校在总体规划之下正在进一步编制十四五发展规划, 以此推动学校更深化的综合改革与高质量发展。

2. 中国地质大学的战略变革成效

通过40多年的持续变革, 学校呈现出三个良好的发展态势: 一是发展视野已从国内转向国际, 竞争意识已在全体教师中大为增强; 二是学科专业建设已从争取学位点数量、扩大招生规模等外延拓展转向内涵建设、高质量发展; 三是发展水平目标已从强调数量的产出转向强调高水平师资队伍建设与教育教学质量提高。具体变革成效表现在以下方面:

The discipline structure of CUG has transformed from previously being geology-oriented single-discipline to one of the multiple disciplines coordinated development earth science as its main feature. Before 1985, disciplines and specialties were mainly limited in geology, with only 4 first-level doctoral programs and 5 first-level master programs, judged by current classification standards. After 35 years of development, through scale expansion and adjustment, it has 16 first-level doctoral programs (including 4 doctoral programs in Humanities and Social Sciences), 34 first-level master programs covering 8 categories of science, engineering, economics, management, education, law, literature and art, 15 post-doctoral mobile stations, and 10 professional master degrees of engineering, MBA, MPA and so forth. The number of students has increased from 4,340 in September 1985 (including 515 graduate students and 54 doctoral students) to 30,239 by the end of 2020 (including 18,080 undergraduate students, 9,302 master's students, 1,916 doctoral students and 941 international students).

The domestically leading discipline of earth sciences in CUG has transformed into a characteristic leading discipline, reaching a globally advanced level, and other newly-built disciplines have gradually evolved into the top ranking of 1% in the globe. Traditional dominant disciplines, such as geology, geological resources and geological engineering, ranked first in all previous national discipline evaluations. Newly-built disciplines enjoyed a sound momentum of development, and a well-coordinated discipline system has been initially established. As of July 2021, discipline fields of Geoscience, engineering, environmental ecology, materials science, chemistry, computer science and social science of CUG has entered the top 1% of ESI, with rankings continuously improved. Among them, geoscience and engineering have entered the top 1% and geoscience has ranked the 14th in the world.

The structure of the faculty team of CUG is constantly optimized. In 1985, less than 10% of faculties had master's degrees or above, and 79% of full-time faculty had doctor's degrees as of 2020. The introduction and training system of high-level talents and the evaluation system has been continuously improved, and a team of high-level, international and multidisciplinary academic leaders and young academic backbones have been preliminarily organized, among which 5 were selected as Clarivate (formerly Thomson Reuters) "highly-cited scientists", 9 were selected as Elsevier "highly-cited scholars", and 61 were selected as ESI highly-cited authors.

CUG has transformed from a university providing talent training and social service only to the geological prospecting industry to one catering to all sectors of society and global institutions. At present, the "3 integration" talent training mode of "interdisciplinary and professional integration, teaching and research practice integration, innovation and entrepreneurship education and professional education integration" has preliminarily shaped up. On the basis of maintaining close contact with the geological exploration industry, CUG not only supports the development of Hubei Province of China but also actively caters to the whole country, vigorously promoting the cooperation of government, industry, education and research, and actively supporting industrial, regional and local economic and social development. The training quality of international students in CUG has been greatly improved, with their employment competitiveness continuously enhanced. The field of employment involves domestic and foreign universities, world-famous enterprises, overseas government agencies, etc. The number of CUG students studying abroad and looking for jobs is also increasing.

The management system featured with centralization of power in the 1980s in CUG has evolved into an internal governance system with the coordinated operation and clearly defined responsibilities, rights and interests. Through several reforms, a modern university system with Chinese characteristics in line with the actual condition of CUG has been preliminarily established. The governance system of "leadership from the Party Committee, university affairs governance by the President, academic affairs governance by professors and implementing democratic participation" has been continuously improved; teachers, students and other stakeholders have played an ever critical role in the decision-making of major affairs of CUG; the democratic participation mechanism represented by Teachers' Congress, Students' Congress, Council and Alumni Association has been optimized; the rights and responsibilities of the university-school two-tier governance system have been more clearly specified, unleashing greater vitality for school running.

3. Experience of Strategic Change amid CUG's Transformation Development

CUG has been adept at grasping the opportunity of change. In the face of critical opportunities for change, it is vital that studies were conducted for an accurate understanding of social development trends and modern university development rules. To do that, university leaders shall play a leading role in conducting an in-depth investigation and studies as well as in organizing faculties for deliberation and communication, with a focus on strategic demands occurred in industrial and economic and social development, and on national strategy and discipline development trends, as well as on 3 pairs of relationship, including the relationship between teaching and scientific research, dominant disciplines and other newly-built ones, as well as between priorities and general issues. Therefore, it is significant to gather the wisdom of the staff, seek consensus so as to generate strategic decisions and specific implementation measures, improve the strategic management ability of governance, and promote strategic change amid university development.

CUG由单一地质类学科结构转变为以地球科学为主要特色、多学科协调发展的学科结构。1985年前,学校主要是地质类学科专业,只有相当于现在分类的4个一级学科博士点和5个一级硕士点。经过35年的发展,到2020年底,学校已有16个一级学科博士点(其中含人文社会科学4个博士点),涵盖理学、工学、经济学、管理学等8个门类的34个一级学科硕士点,15个博士后科研流动站,有工程硕士、MBA、MPA等10个专业学位授予权;在校学生规模由1985年9月份的4340人(其中硕士生515人,博士生54人)发展到2020年底的30239人(本科生18080人,硕士生9302人,博士生1916人,国际学生941人)。

CUG学科水平由单一地球科学类国内先进转变为特色优势学科进入世界先进水平、其他新建学科也逐步进入国际排名1%。传统的优势学科如地质学、地质资源与地质工程在国家历次学科评估中均排名第一;新建学科发展势头良好,相互协调的学科体系初步建成。截止2021年7月,我校已有地球科学、工程学、环境生态学、材料科学、化学、计算机科学、社会科学7个学科领域进入了ESI前1%,且排名持续提升,其中地球科学、工程学进入前1%,地球科学排名全球第14位。

CUG师资队伍结构不断优化。1985年,具有硕士学位以上的教师不足10%,2020年,具有博士学位的专任教师已达79%。高水平人才引进与培养体系、评价体系不断健全,一批具有高水平、国际化、多学科融合的学科带头人、青年学术骨干初步形成。入选科睿唯安(原汤森路透)“高被引科学家”5人、爱思唯尔“高被引学者”9人,入选ESI高被引论文作者61人。

CUG从面向地质勘探行业单一的培养人才与社会服务转变为面向全社会、全球机构提供毕业生与社会服务。目前,学校“跨学科专业交叉融合、教学与科研实践融合、创新创业教育与专业教育融合”的人才培养模式初步形成;在保持与地质勘探行业紧密联系的基础上,立足所在省份,面向全国,大力推进政产学研合作,积极服务行业、区域和地方经济社会发展。来华留学生培养质量得到较大提高,就业竞争力不断增强,就业领域涉及国内外高校、世界知名企业、海外政府机构等。本校学生到国外求学、求职的数量也不断增多。

CUG从20世纪80年代权力集中化的管理体系初步转变为运作协调、责权利明晰的内部治理体系。通过多次改革,具有中国特色、符合校情实际的现代大学制度初步建成。党委领导、校长治校、教授治学、民主参与的治理体系不断完善;师生等利益相关者在学校重大事务决策中的作用有效发挥,以教代会、学代会、理事会、校友会为代表的民主参与机制更加健全;校院两级权责更加明晰,办学活力得到有效激发。

3. 中国地质大学转型发展的战略变革经验

善于把握变革时机。在面临变革的关键时机,应加强研究,准确把握社会发展趋势和现代大学发展规律。高层领导要带头深入调查研究,组织师生员工建言献策,重点研究行业与经济社会发展的战略需求点,国家战略和学科发展趋势,教学与科研、优势学科与其它新建学科以及突出重点与兼顾一般的关系等,集中教职工的智慧,达成共识,形成战略决策和具体实施措施,提高治校的战略管理能力,推动学校发展的战略变革。

CUG has stressed and promoted the establishment of a clear common vision and the formation of a shared value system. In the process of strategic change, it is essential that universities shall follow the law of higher education and the law of talent growth, take "people's satisfaction" as the value criteria for running a university, reckon the "pursuit of excellence" as the ideal pursuit of running a university, regard adhering to First-Class standards with international vision as the basic principle of promoting the reform and development of itself and develop a shared vision, mission and values through continuous exploration. A clear common vision, mission and values can effectively improve the leadership and organizational effectiveness of the university, facilitating the formation of consensus, and better promoting the strategic change of universities.

Moreover, CUG consolidates the strategic planning system and strengthen strategic process management. While stressing the formulation of the development plan, the strategic process management should also be strengthened, with emphasis attached to the implementation of the decomposition indicators and tasks of the overall development plan. Based on the development plan of each unit, implementation performance will be regarded as an important reference for increased investment from the university. Meanwhile, the faculty evaluation in each phase of appointment should be strengthened, linking personal income with post responsibility and work performance. The above measures prove to be effective in enhancing the supervision on the implementation of the university development planning system.

Last but not least, CUG clearly specifies the roles of leaders at all levels. High-level leaders of universities shall be "never content with the status quo and never evade changes". They shall strive to become the planners, practitioners and driving force of the transformative development of universities by overcoming the fear of difficulties, emancipate their minds, get rid of stereotypes and behavioural inertia. And Middle-level leaders should be motivated and creative in their work and support the development of teachers so as promote integrated development with them. At the same time, middle-level leaders shall formulate strategic plans that are in line with the actual situation of the school and department development, in accordance with strategic goals developed by high-level leaders. Moreover, they should integrate internal resources and strengths, identify development orientation, focus on strategic targets, so as to seek excellence after thorough consideration.

Conclusion

With the continuous advancement of China's marketization process, like other industry-featured universities, CUG has taken various measures timely and appropriately in the process of transformative development to adapt to the development of the market economy. After more than 4-decades of development, CUG has successfully transformed itself from a single-discipline geological university to a multidisciplinary one with geological disciplines as its dominant characteristics and multi-disciplinary coordinated development. CUG has defined and refined its development objectives by a comprehensive examination of the internal and external environment. On such a basis, the strategic objective system is gradually established and discipline structure constantly improved in CUG with useful experience accumulated. Meanwhile, problems exposed and lessons learned in each stage of its strategic change are valuable assets. By looking ahead, in conducting further transformative development, firstly, university leaders should constantly improve their strategic management capability and reinforce their strategic execution. At the same time, grassroots level organizations, such as colleges, shall be further empowered in an effort to mobilize the initiative of all-staff participation in strategic change and strengthen their ability in facilitating strategic change. In addition, input-output analysis is essential to ensure the efficiency of resources allocation and application.

建立清晰的共同愿景，形成价值体系。在战略变革的过程中，应遵循高等教育规律和人才成长规律，把“人民满意”作为办学的价值尺度，把“追求卓越”作为办学的理想追求，把立足国际视野、坚持一流标准作为推进学校改革发展的基本原则，不断探索，形成具有自身特色的共同愿景、使命与价值观。清晰的共同愿景、使命与价值观能有力地提高学校的领导组织效能，促进形成共识，更好地推动学校战略变革。

构建战略规划体系，强化战略过程管理。在高度重视发展规划的编制的同时，强化战略过程管理。明确推进学校总体规划各项分解指标和任务的落实。将各单位发展规划的执行情况与发展绩效作为学校加强投入力度的重要依据。同时，加强对教职员工的聘期考核工作，优进拙退，将个人的收入与岗位责任、工作绩效挂钩，以此加大对学校发展规划体系的执行状况督查督办的工作力度。

明确各层领导者的角色。高层领导应克服“安于现状不想改”的惰性，战胜畏难情绪，解放思想，努力成为学校转型发展的谋划者、实践者、推动者。中层领导者则要具有工作自觉性、创造性，并给教师群体发展的支持量，与教师形成融合。同时，根据学校高层领导者制定的战略目标，制定符合院系发展的战略规划，对学院内部资源和力量进行整合，明确发展定位，聚焦战略重点，有选择地追求卓越。

结论

随着中国市场化进程不断推进，与其他的行业特色型大学一样，CUG在改革发展过程中，为了适应市场经济发展，及时采取各项措施，历经40多年，实现了由单科性高校向以地质学科为优势特色、多学科协调发展的多科性大学的转型发展。在此过程中，CUG始终充分审视内外环境，明确其发展目标，并逐步构建战略目标体系、完善学科专业体系，积累了有益经验。然而，从目前来看，其战略变革的各阶段也分别暴露出了一定问题。展望未来，进一步转型发展中，首先，校领导应当不断提高自身战略管理能力以及提升战略执行力；同时，应进一步赋权于各学院等基层组织，调动全员参与变革的主动性，提高基层变革能力；另外，大学应当加强投入产出分析，确保资源使用效率。

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LEAD2 COMMUNITY

LEAD2 MOOCs ON UNIVERSITY GOVERNANCE AND ACADEMIC LEADERSHIP (SERIES FOR SAL AND YAL)

LEAD2 大学治理和学术领导力系列慕课(SAL和YAL系列)

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

This report provides an overview of the LEAD2 MOOCs offered from March 2021 to July 2021. In March 2021, two MOOCs (English and Chinese version) were launched: the fifth edition of the MOOC course on University Governance and Academic Leadership (SAL) with 446 learners enrolled and the second edition of the course on Leadership Development for Young Academic Leaders (YAL) with 1438 learners enrolled. In addition to the video lectures and course activities, the MOOC participants also completed surveys about their experience within the course. Therefore, this report presents a set of general results of the survey responses, named: demographic characteristics, effectiveness, acceptance, and transformational leadership style.

LEAD2 MOOCs: demographic characteristics, effectiveness, acceptance, and transformational leadership style

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

Demographic characteristics

Figure 1. shows some demographic characteristics of the survey respondents. In both MOOCs, regarding gender, 68% of them are male and 32% female. Regarding the age of the respondents, 46% of senior leaders are between 30 and 40 years old followed by 37% over 40 years old. 60% of young leaders are under 30 years old followed by 27% between 30 and 40 years old. Regarding the educational level of the respondents, 50% of senior leaders have a PhD or equivalent and 50% remaining either bachelor or master's degree. 47% of young leaders on the other hand have completed a bachelor's degree followed by 43% a master's degree and 9% a PhD or equivalent.

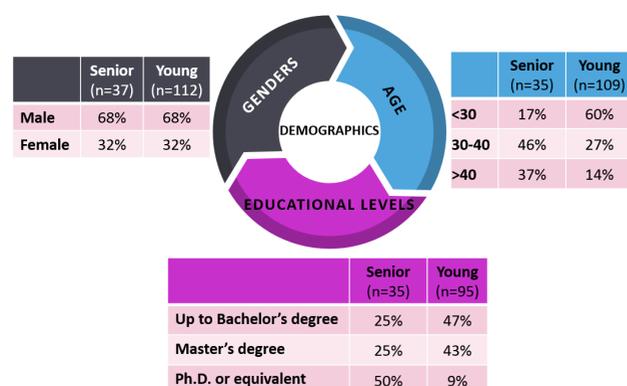


Figure 1. Demographic characteristics of the survey respondents.

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, 课程侧重于与大学治理和学术领导力相关的关键问题、知识和策略。慕课对所有人开放, 无论其国家、机构或学术职位如何, 都可以参加该慕课。

本报告概述了2021年3月至2021年7月期间LEAD2慕课的总体情况。2021年3月, 两门慕课课程中英文版均上线: 第五季大学治理与学术领导力(SAL)慕课, 注册人数为446人; 第二季青年学术领导者领导力发展(YAL)慕课, 注册人数为1438人。除了视频讲座和课程活动外, MOOC参与者还完成了关于他们在课程中的体验的问卷调查。因此, 本报告呈现了一组问卷调查结果, 分别包括: 个人背景信息、有效性、接受度和变革型领导风格。

LEAD2 慕课: 个人背景信息、有效性、接受度和变革型领导风格

通过对“大学治理与学术领导力慕课”(以下简称“高层学术领导力发展SAL慕课”)和“青年学术领导力发展慕课”(以下简称“YAL慕课”)两门课程问卷调查, 我们得出以下研究结果。

个人背景信息

图1展示了问卷调查参与者的一些个人背景信息。从两门慕课的总体情况来看, 就性别而言, 68%的人是男性, 32%的人是女性。从受访者的年龄来看, SAL慕课中有46%的人年龄在30至40岁之间, 37%的人年龄在40岁以上。YAL慕课中有60%的人年龄在30岁以下, 27%的人年龄在30至40岁之间。至于受访者的教育水平, SAL慕课中有50%的人拥有博士学位或同等学历, 其余50%的人拥有学士或硕士学位。另一方面, YAL慕课中有47%的人拥有学士学位, 43%的人拥有硕士学位, 9%的人拥有博士学位或同等学历。

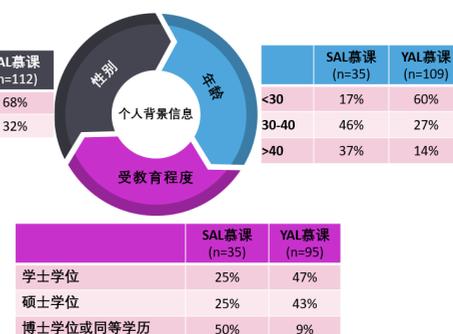


图1. 问卷参与者个人背景信息

1. Effectiveness after taking the LEAD2 MOOC

Figure 2. shows the perceived effectiveness of respondents after taking the LEAD2 MOOC in terms of the following components: overall satisfaction (OS), online learning effectiveness (OLE) and boosting (BS). Respondents rated each component on a scale from 1 to 5. The scores presented are the average in each component from both MOOCs. In general terms, there is high effectiveness of both courses (average scores from 4.2 to 4.6). However, the best-rated component by both, senior and young leaders is online learning effectiveness (4.6 and 4.3 respectively) followed by boosting (4.5 and 4.3 respectively), and then overall satisfaction (4.3 and 4.2 respectively). It suggests that participants enjoy, learn, and recommend the course (OLE). Furthermore, they think the course challenge and stimulate them (BS). Likewise, they feel satisfied and achieving their goals (OS).

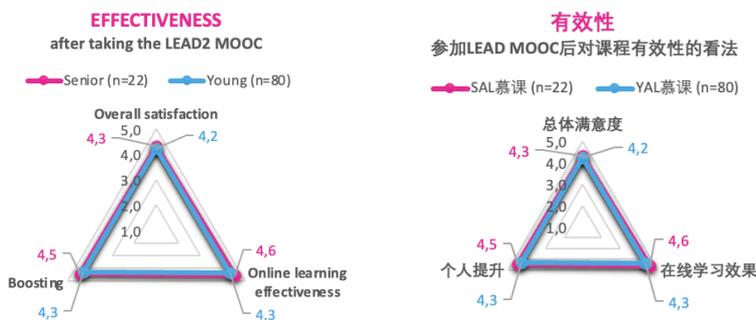


Figure 2. Effectiveness after taking the LEAD2 MOOC.

图2.参加LEAD2 MOOC后对课程有效性的看法

2. Motivations to participate in leadership development through LEAD2 MOOC

Figure 3. depicts respondents' motivations to participate in leadership development through LEAD2 MOOCs. The following components are considered: practical enhancement (PE), occupational promotion (OP), external expectations (EE), and social contact (SC). Respondents rated each component on a scale from 1 to 5. The scores presented are the average in each component from both MOOCs. Practical enhancement is the main motivation from both senior and young leaders (4.6 and 4.3 respectively). It suggests reasons for taking the course such as adapting to a new leadership style, increase competence, achieve accountability, and work for the institution. Further, occupational promotion is another important motivation (average score of 4.3 for both MOOCs). It includes motivations such as getting better qualifications in leadership, higher job status, a better job, and preparing for their career/job. Additionally, social contact is rated third in the list of motivations from both MOOCs (4.3 for YAL and 4.0 for SAL respectively). Particularly, to learn with other leaders and academic staff, make more friends with the same interest, exchange their social relationships and ideas about leadership. The last motivation is external expectations from both MOOCs (3.1 and 3.6 respectively). It includes others encouragement, participation, or telling about what to do or to meet institutional requirements.

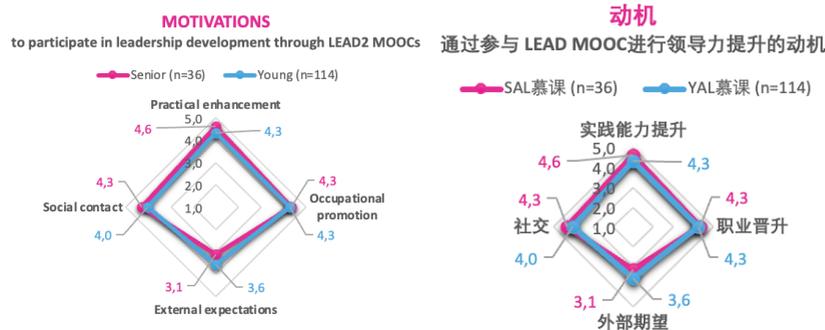


Figure 3. Motivations to participate in leadership development through LEAD MOOC.

图3. 通过参与LEAD MOOC进行领导力提升的动机

1. 参加LEAD2 MOOC后对课程有效性的看法

图2展示了问卷参与者在参加LEAD2 MOOC后对慕课课程有效性的看法,包括以下几个方面:总体满意度(OS)、在线学习效果(OLE)和个人提升(BS)。问卷参与者对每个部分的评分从1分到5分不等,图中所显示的分是两门慕课各部分的平均分。总的来说,这两门课程的效果都很好(平均分为4.2和4.6)。然而,这两门慕课中评价最好的部分是在线学习效果(平均分分别为4.6和4.3),其次是个人提升(平均分为4.5和4.3),然后是整体满意度(平均分为4.3和4.2)。这表明参与者喜欢学习并推荐该课程(OLE)。此外,他们认为慕课课程具有挑战性和启发性(BS)。同样地,他们对课程感到满意并实现了各自的目标(OS)。

2. 通过参与LEAD2 MOOC进行领导力提升的动机

图3展示了问卷参与者通过参与LEAD2 MOOCs进行领导力提升的动机。我们考虑了以下方面:实践能力提升(PE)、职业晋升(OP)、外部期望(EE)和社交(SC)。问卷参与者对每个部分的评分从1分到5分不等,图中所显示的分是两门慕课中各部分的平均分。提升实践能力是SAL与YAL慕课参与者的主要动机(分别为4.6分和4.3分),这表明了参与者参加课程的原因,比如适应新的领导风格、提高领导能力、实现领导责任制以及更好地为机构工作等。此外,职业晋升是另一个重要的动机(在两门慕课中平均分均为4.3),包括获得更好的领导资格、更高的职位、更好的工作以及为他们的职业/工作做准备等。此外,社交在两门慕课参与者的动机列表中排名第三(YAL为4.3分, SAL为4.0分),尤其是与其他领导者和学术人员一起学习、结交更多志同道合的朋友、交换各自的社会关系和交流关于领导力的想法。参与这两门慕课的最后一个动机是外部期望(分别为3.1分和3.6分),包括受他人的鼓励或参与的影响、被告知该怎么做或满足所在机构的要求。

3. 对领导力发展MOOC的接受程度

图4展示了问卷参与者在感知有用性、感知易用性和使用行为意向方面对领导力发展慕课的接受程度。问卷参与者对每个部分的评分从1分到5分不等,图中所显示的分是两门慕课中各部分的平均分。总的来说,受访者对领导力发展慕课的接受程度和未来使用意愿都很高。他们认为MOOC是有用的(分别为4.5分和4.3分),这意味着他们认为该课程可以提高他们的工作效率、提升他们的工作表现并使工作更容易进行。同样地,他们认为MOOC是易于使用的(分别为4.3分和4.2分),包括易于使用、易于学习和易于熟练操作。同样,他们也有未来使用该慕课的行为意向(分别为4.5分和3.4分),例如将来打算使用、出于如自我发展等各种目的使用,以及在当前课程结束后使用该慕课。

3. Acceptance of the MOOC on leadership development

Figure 4. shows the respondents acceptance of the MOOC on leadership development in terms of perceived usefulness, perceived ease of use, and behavioural intention to use. Respondents rated each component on a scale from 1 to 5. The scores presented are the average in each component from both MOOCs. In general terms, there is a high acceptance and intention to use a MOOC on leadership development in the future. They perceive the MOOC as useful (4.5 and 4.3 respectively). Meaning they think that the course can increase their job productivity, improve their job performance, and make it easier to work. Similarly, they perceive ease of use in the MOOCs (4.3 and 4.2 respectively). It includes easy to use, learn and be skilful at using it. Likewise, they have behavioural intention to use them (4.5 and 3.4 respectively). For instance, intention to use the MOOC in the future, and for various purposes such as self-development, and after the current course.

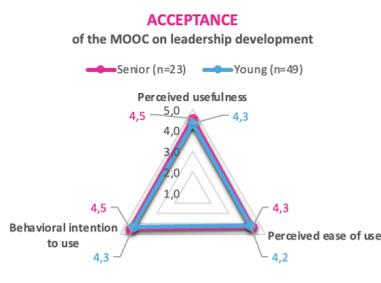


Figure 4. Acceptance of the MOOC on leadership development.

4. Transformational leadership style in educational settings with colleagues, followers, or students

Figure 5. shows a set of components of transformational leadership style that respondents reflect on while practising leadership in their educational settings with their colleagues, followers, or students. The following components are included: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Respondents rated each component on a scale from 1 to 5. The scores presented are the average in each component from both MOOCs. There are no big differences between senior and young leaders within the components and they are highly rated in general. However, inspirational motivation and intellectual stimulation have the highest rate for both groups of participants (4.4 and 4.2 respectively). Inspirational motivation includes talking optimistically and enthusiastically about the future and what needs to be accomplished, as well as developing a team attitude and spirit among staff members and expressing confidence about the goals to be achieved. Intellectual stimulation includes re-examining critical assumptions, suggesting new ways/different angles of looking at problems, as well as different perspectives when solving them. Individualized consideration (4.4 and 4.1 respectively) includes spending time teaching and coaching, treating followers/others as individuals rather than just as a member of a group, considering an individual as having different needs, abilities, and aspirations from others, and helping followers/others to develop their strengths. Idealized influence (4.3 and 4.1 respectively) includes to instil pride in others for being associated with them, display a sense of power and confidence, go beyond self-interest for the good of the group, specify the importance of having a strong sense of purpose, to consider the moral and ethical consequences of decisions, and to emphasize the importance of having a collective sense.

4. 教育环境中与同事、追随者或学生相处过程中采取的变革型领导风格

图5展示了问卷参与者在教育环境中与同事、追随者或学生进行领导力实践时认为的变革型领导风格的组成部分,其中包括:理想化影响、励志激励、智力启发和个性化考虑。问卷参与者对每个部分的评分从1分到5分不等,图中所显示的分数是两门慕课中各部分的平均分。在这些组成部分中,SAL慕课和YAL慕课之间没有较大差异,总体上对他们的评价都很高。其中励志激励和智力启发在两门课程的参与者中所占比例最高(分别为4.4和4.2)。励志激励包括乐观和热情地谈论未来和需要完成的事情、在员工中培养团队态度和精神、表达对要实现的目标的信心。智力启发包括重新审视关键假设、提出看待问题的新方法/不同角度以及解决问题时的不同视角。个性化考虑(分别为4.4和4.1)包括花时间进行教学和辅导,将追随者/其他人作为个体而不是作为群体的一员来对待,将个人视为与他人有不同需求、能力和愿望的人,并帮助追随者/其他人发展自己的长处。理想化的影响(分别为4.3和4.1)包括给别人灌输与他们相关的自豪感,展现出力量感和自信,团队利益高于自身利益,明确指出拥有强烈的目标感的重要性,考虑决策的道德和伦理后果,并强调拥有集体意识的重要性。

TRANSFORMATIONAL LEADERSHIP STYLE in educational settings with colleagues, followers or students

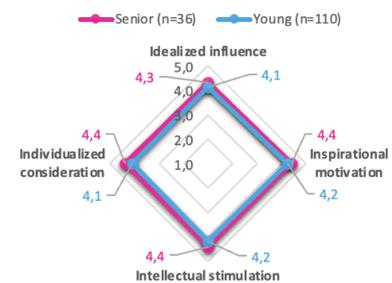


Figure 5. Transformational leadership style in educational settings with colleagues, followers, or students.

变革型领导风格 教育环境中与同事、追随者或学生相处过程中采取的变革型领导风格

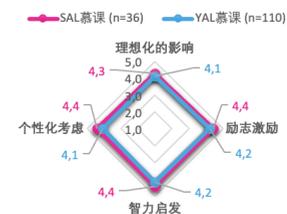


图5. 教育环境中与同事、追随者或学生相处过程中采取的变革型领导风格



INTERNATIONALISATION OF HIGHER EDUCATION AND PLATFORMS OF COOPERATION NETWORKS

“高等教育国际化和合作网络平台”讨论论坛

The LEAD2 project combines blended training and learning through the Online Knowledge Base, MOOCs, workshops, reports and publications and other activities. As part of the LEAD2 project deliverables, the LEAD2 workshops aim to build up a platform where academic professionals from Chinese and European partner universities can exchange their abundant experience and best practices in the context of university governance and academic leadership. Thanks to the collaboration within this academic cohort, a series of LEAD2 MOOC courses have also been designed and offered to worldwide learners, regardless of their country, institution or academic position. With the objective of enhancing the knowledge, skills, competencies and networking opportunities of academic professionals, the LEAD2 MOOC series is available in both English and Chinese on various platforms such as Canvas, NetEase and Bilibili. Over two years of accumulation, the LEAD2 MOOC series has attracted more than 6,000 learners from across the globe and have cultivated a highly interactive, diversified and engaging community with academic knowledge and practical experience focusing on university governance and academic leadership.

International cooperation has always been a critical topic within the framework of the LEAD2 project. The past year with the global health crisis has proven that we are now living in a highly globalised and connected world. Internationalisation is no more a choice but a key to enhancing institutional development, particularly in the higher education context. Moreover, the advancement of digital technology further bolsters the process, allowing educational resources and talents to mobilise virtually worldwide. Therefore, it is relevant and timely to discuss what we have learned so far about the internationalisation of higher education and platforms of cooperation networks and what we can envision for the future. Against this backdrop, the LEAD2 Project Team convened an online workshop with LEAD2 partners and LEAD2 MOOC learners on 28 June 2021 to address this topic.

Here below are some interesting perspectives brought up by keynote speakers during the workshop discussions.

LEAD2项目通过在线知识库、线上慕课、研讨会、报告和出版物以及其他活动将混合式培训和学习结合起来。作为LEAD2项目成果的一部分，LEAD2研讨会旨在建立一个平台，让来自中国和欧洲伙伴大学的学术研究人员能够交流他们在大学治理和学术领导力方面的丰富经验和最佳实践。在这一学术团队的精诚合作下，LEAD2系列慕课成功开发出来，并免费提供给全世界的学习者，不限他们所在的国家、机构或他们的学术地位。该LEAD2系列慕课中英文版本均已在Canvas、网易云课堂和哔哩哔哩等多个平台上线，旨在提高学术研究人员知识、技能、能力和社交机会。经过两年的积累，LEAD2系列慕课已经吸引了来自全球各地的6000多名学习者，并培养了一个高度互动、多元化和具有学术知识和实践经验的关注大学治理和学术领导力的社群。

国际合作一直是LEAD2项目框架内的一个重要议题。过去一年的全球卫生危机已经证明，我们现在生活在一个高度全球化和相互关联的世界中。国际化不再是一种选择，而是促进机构发展的关键，特别是在高等教育这一领域。此外，数字技术的发展进一步推动了这一进程，使教育资源和人才几乎可以在全世界范围内流动起来。因此，讨论我们迄今为止在高等教育国际化和合作网络平台方面所学到的知识以及我们对未来的展望既是相关的，也是及时的。在此背景下，LEAD2项目组于2021年6月28日与LEAD2项目合作伙伴和LEAD2慕课学员共同召开了一次在线研讨会，讨论这一话题。

以下是核心主讲人在研讨会讨论中提出的一些有趣的观点。

ARE THERE NEW MODELS FOR INTERNATIONALISATION IN THE DIGITAL AGE?

国际化在数字时代下是否有新的模式？

We should introduce global components into the curriculum, and we should improve intercultural understanding in the virtual setting for the students and academics. The common characteristics of online course providers are that they have the capacity to go beyond national boundaries. They are able to provide education for different age groups beyond the formal programs. And they are able to collaborate with big, huge universities and companies across the globe in order to develop their content, delivery methods and assessment methods.

我们应该在课程中引入全球性元素，在虚拟环境中提高学生和学者的跨文化理解能力。在线课程提供方的共同特点是，他们有超越国界的能力。他们能够在正式课程之外为不同年龄组的学员提供教育。而且，他们能够与全球各地的大型大学和公司合作，以开发他们的内容、教育方法和评估手段。

We should focus on the purpose, the why and not neglect digital transformation strategy when talking about internationalisation and vice versa.

我们在谈论国际化的时候，应该把重点放在目的、原因上，同时也不要忽视数字化转型战略，反之亦然。

Virtual internationalisation requires certain skills, competencies and attitude changes. And at the core of these, digitalisation, collaboration and openness are three core skills that we need to develop in both academics and learners.

实现虚拟国际化需要具备某些技能与能力，同时还要有态度上的改变。而在这些核心中，数字化能力、协作能力和开放性精神是我们需要在学术界和学员中培养的三种核心技能。

Providing easy access to technology to university students and staff has an essential role in the improvement of education. This was proved by the Covid-19, as we all see, the importance of IT for internationalisation. Easy access to technology and the internet helps students to be linked with international students and universities around the world.

为大学生和大学教职员工提供利用科技的渠道对于改善教育具有重要作用。新冠疫情证明了这一点，就像我们都观察到的，信息技术对国际化至关重要。搭建使用技术和互联网的快速通道有助于学生与国际学生以及世界各地的大学建立联系。

We work with students on-site and online in the educational curriculum. So this first example is one case about our work in internationalisation in the digital age. The second example is about our international conferences. We organise a lot of international conferences every year, so we welcome a lot of international participants from different nationalities. Last year, we still organised quite a lot of international conferences, and very luckily, we had very unexpected results, that we had more international participants.

我们在教育课程实践中既有线上课程，也有线下课程。这是我们在数字化时代下国际化方面的一个案例。第二个例子有关我们的国际会议。我们每年都会组织很多的国际会议，当然也会迎接很多来自不同国家的国际参与者。去年，我们仍然成功组织了许多的国际会议。非常幸运的是，我们有令人意外的收获，那就是我们有更多的国际参与者。

WHAT WILL BE THE NEW FORMAT FOR COOPERATION NETWORKS AND PLATFORMS?

合作网络和平台会有哪些新形式？

As for the cooperation objectives, we should aim to form a joint research and innovation community in higher education by integrating the advantageous resources of relevant universities, research institutions and the local governments in China and Europe. We should closely integrate the development strategies of higher education and social needs of both sides, establish a joint research and innovation system and mechanism, while promoting and integrating the trio factors, Talent- Research-Service and produce high-end results that meet the social needs of both sides.

在合作目标方面，我们应通过整合中欧相关大学、研究机构和地方政府的优势资源，形成高等教育的联合研究与创新共同体。紧密结合双方在高等教育领域的发展战略和社会需求，建立联合研究与创新体系机制，促进和整合“人才-研究-服务”三要素，产生符合双方社会需求的高端成果。

We have seen a lot of virtual conferences, whole day Zoom conferences, and I think we are beginning to see the limitations to those. They are fine for content-based presentations, but we miss the social side, the informal conversations and the informal networking, which consolidate a lot of new initiatives. I remember when I used to go to physical conferences that new projects ideas would arise around coffee in the lobby because you were meeting people, you had heard a keynote, you had gone up to talk to them and so on. So I think what we might see is immersive environments to get that feeling of that presence online. I do not like to use the term “virtual”, and I never did even when it first came out because of what it confers of not being real. Immersive environments will be something that we can see emerging.

我们已经经历了很多线上会议，一整天的ZOOM会议，我认为我们开始看到了这些会议的局限性。它们对于分享基于内容的演讲来说是很好，但是在社交这方面却有所欠缺。而这些非正式的交流和非正式的社交对巩固新合作倡议十分重要。我记得当我在过去参加线下会议时，新项目的想法往往是在大厅的咖啡桌旁产生，因为你可以见到人，与刚做主题演讲的演讲者交流等等。所以我认为我们可能需要的是沉浸式的环境，能够在线获得那种线下交流的感觉。我不喜欢使用“虚拟”这个词，甚至在它刚出现的时候我也不喜欢，因为它有不真实的意思。而沉浸式的环境或许是我们可以关注的新事物。

We will actually witness more and more governmental collaboration to facilitate virtual internationalisation or exchange of content in the virtual space. The agreements may cover full virtual internationalisation or virtual mobility while students are registered into a home institution. They will be able to travel, get some degrees, some courses virtually, and these courses will be recognised.

我们实际上将会看到越来越多的政府间合作，促进虚拟国际化或在虚拟空间的内容方面的交流。这些协议可能覆盖虚拟国际化或虚拟流动性的方方面面，而学生只需在本国机构中注册。他们将能够在网上旅行、获得学位，同时上一些网课，而这些课程也将被认可。

Before the COVID hit, the EU was already starting to adjust the system to what we call a paperless system: the ERASMUS Without Paper system (EWP). So, we are already expecting a new world without paper. But now, with the COVID hit, we are ready to move to this paperless system. Thanks to EU and EWP, we adjusted and started using and moving all our partnership agreements to the EWP system. So, we are now making an agreement with a Belgian University or a German or a French University through the EWP system. And we communicate although our systems are different. The EWP is somewhat helping us to talk or to merge despite our system differences.

在受到新冠疫情影响之前，欧盟已经开始将操作系统调整为我们所说的无纸化系统：伊拉斯谟无纸化系统（EWP）。我们在那时已经期待建设一个没有纸张的新世界。但现在，随着新冠疫情的冲击，我们已经准备好向这个无纸化系统转变。多亏了欧盟和EWP，我们进行了调整，并开始将我们所有的合作协议转移到EWP系统。现在，我们通过EWP系统与比利时大学或德国或法国大学签订协议。尽管我们的系统不同，但我们仍然可以沟通。EWP在某种程度上帮助了我们进行对话或合作。

WHAT WILL BE THE NEW SCENARIOS FOR ACADEMIC LEADERSHIP?

在学术领导力方面又会有哪些新情况？

There is no single platform at the moment that can serve all purposes or all our needs. Thus, we will be searching for a new practical model in the future.

目前，没有哪一个单独的平台可以实现所有功能或实现我们的全部需求。因此，我们需要在未来寻找一个新的实践模式。

When we have these large multi-stakeholder projects, leadership needs to get everybody involved. Everybody has a role to play, and it is a question of building shared meaning and purpose around the initiative in question, and that could take time. And there are usually multiple perspectives, so to avoid that, (we should) go through a process of creating shared meaning. We have also got the environmental impact. Digitalisation has its own environmental impact, but maybe the carbon footprint of physical mobility is higher. And I think this is what we are going to see in the future. Universities and organisations will be doing that calculation of carbon footprint advantages and disadvantages.

当我们处理这些大规模的有多利益相关者的项目时，领导者需要让每个人都能够参与进来。每个人都要发挥作用，这需要围绕有关倡议建立共享意义和目标，而这可能需要时间。通常都会多种看待问题的视角，为了避免这种情况，（我们应该）有一个创造共享意义的过程。同时，我们还要考虑对环境的影响。数字化自身也有对环境的影响，但物理位移或许会有更高的碳足迹。我认为这就是我们在未来要研究的。大学和组织要考量并计算碳足迹方面的优势和劣势。

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

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

<https://youtu.be/yWp1bOuOwk>



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

To establish open and accountable universities to retain core values, and in order to meet that target, we need strong leadership. We have been working on the LEAD and LEAD2 projects for several years, and we have formed a very good LEAD community. So, for our academic leaders, what should we do to confront the challenges? My suggestion is to boost our communication, strengthen our cooperation. We can do something for the future of education in terms of internationalisation, so maybe there's a need to establish an academic leaders consortium. Why is that? Because academic leaders (at different levels at the university) are the rational community. They can lead and rebuild the trust of the core values of the mainstream. This is of significant importance for academic leaders to think about the future and think about internationalisation in the digital era, especially in a pandemic or post-pandemic time.

为了建立开放和负责的大学，保留大学的核心价值，我们需要强有力的领导。我们通过在LEAD和LEAD2项目的这几年工作形成了一个非常好的LEAD社群。那么，我们的学术领导者应该如何面对挑战呢？我的建议是促进我们的沟通，加强我们的合作。我们可以在国际化方面为教育的未来做一些事情，或许我们有必要建立一个学术领导者联盟。为什么这么说呢？因为（大学的不同层次的）学术领导者是理性的群体。他们可以领导并重建对主流核心价值观的信任。这对于学术领导者思考未来，思考数字时代下的国际化，尤其是在疫情期间或后疫情时代都具有重要意义。

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

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

<https://padlet.com/lead2padlet/mainwall>



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

GLOSSARY

术语表

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

蓝色字体来自文献
红色字体来自LEAD2季刊

B

Boards of directors | **董事会**

A governing body that is responsible for corporate development and strategic management. 一个负责公司发展和战略管理的管理机构。

Yukhanayev, A., Nguyen, T., Demirbas, D., & Galvin, P. (2015). International Integration and Corporate Governance Practices in Russia. In B. Christiansen (Ed.), *Handbook of Research on Global Business Opportunities* (pp. 239-267). IGI Global.

C

Collaborative online international learning (COIL) | **在线国际合作学习**

Approach for developing collaborative learning/teaching, between two or more institutions, in which teachers and students from different geographical regions agree to study a given subject/topic, usually adopting a common/foreign language. 发展合作学习/教学的方法, 在两个或更多的机构之间, 来自不同地理区域的教师和学生同意研究一个特定的科目/主题, 通常采用一种共同/外国语言。

Furtado-Guimarães, F. & Finaidi, K. R. (2020). Intercultural Education: Challenges and Opportunities in a Brazilian University. In M. E. Gómez-Parrá & Abril, C. A. H. (Eds.) *Handbook of Research on Bilingual and Intercultural Education* (pp.201-224). IGI Global.

Corporate Governance | **企业管治**

This is the distribution of resources, rights, and responsibilities among different participants in the corporation and description of the rules and procedures governing decision making on corporate affairs. 这是企业中不同参与者之间的资源、权利和责任的分配, 以及对企业事务决策的规则和程序的描述。

Owolabi, T. O. S. (2021). Interfacing Communication and ICTs in a Divisionalised Structure: Effects on Good Governance. In M. Khosrow-Pour, D.B.A. (Ed.) *Encyclopedia of Organizational Knowledge, Administration, and Technology* (pp. 697-714). IGI Global.

D

Digitalization | **数字化**

is the process by which companies reorganize their work methods and strategies to obtain greater benefits thanks to the implementation of new technologies. 是指公司重新组织其工作方法和战略的过程, 以获得更大的利益, 这得益于新技术的实施。

Botella-Carrubi, D., & Tudela-Torras, M. (2020). Talent Revolution: New Challenges in People Management. In M. Galindo-Martín, M. Mendez-Picazo, & M. Castaño-Martínez (Ed.), *Analyzing the Relationship Between Innovation, Value Creation, and Entrepreneurship* (pp. 247-267). IGI Global.

Digitization | **数字转化**

is the process of converting data or information into a digital format, usually from analog format. 是将数据或信息转换为数字格式的过程, 通常是从模拟格式。

Buenger, A. W. (2008). Digital Convergence and Cybersecurity Policy. In G. Garson, & M. Khosrow-Pour, D.B.A. (Eds.), *Handbook of Research on Public Information Technology* (pp. 395-405). IGI Global.

Disruption | **中断**

this type of disruption is the change that happens when innovative digital technologies and business models influence the value proposition of subsisting goods and services. 这种类型的中断是创新的数字技术和商业模式影响现有商品和服务的价值主张时发生的变化。

Burton, S. L. (2021). Technological, Digital Disruption in the Age of Artificial Intelligence: A New Paradigm for Leadership. In L. Byrd (Eds.), *Cultivating Entrepreneurial Changemakers Through Digital Media Education* (pp. 1-35). IGI Global.

Digital Age | **数字时代**

the period of the introduction of the personal computer with subsequent technology in providing the ability to transfer information freely and quickly in human history characterized by the shift from traditional industry. Expanded to include online and social media, the industrial revolution is brought through industrialization into an economy based on information computerization.

在人类历史上, 以传统工业的转变为特征的个人电脑与后续技术提供自由和快速传输信息的能力的引入时期。后扩大到包括在线和社交媒体, 通过工业化带入基于信息计算机化的经济, 进行工业革命。

Huda, M., Hehsan, A., Basuki, S., Rismayadi, B., Jasmi, K. A., Basiron, B., & Mustari, M. I. (2020). Empowering Technology Use to Promote Virtual Violence Prevention in Higher Education Context. In I. Management Association (Ed.), *Developing Safer Online Environments for Children: Tools and Policies for Combating Cyber Aggression* (pp. 314-338). IGI Global.

Digital Divide | **数字鸿沟**

It refers to any inequalities between groups or countries measured in terms of access to, use of, or knowledge of Information and Communication Technologies (ICT). Digital divide inside any country refers to inequalities mainly among individuals and households. Some researchers suggest that digital divide is not only about gap in access and connectivity to ICTs only but extends into political and cultural realm of any society. 它指的是在获取、使用或了解信息和通信技术 (ICT) 方面衡量的群体或国家之间的任何不平等。任何国家的数字鸿沟主要指的是个人和家庭之间的不平等。一些研究人员认为, 数字鸿沟不仅是指信息和通信技术获取和连接方面的差距, 而且还延伸到任何社会的政治和文化领域。

Dasgupta, S. S. (2019). Cyber Capability Framework: A Tool to Evaluate ICT for Development Projects. In M. Cruz-Cunha, I. Miranda, & P. Gonçalves (Eds.), *Handbook of Research on ICTs for Human-Centered Healthcare and Social Care Services* (pp. 399-406). IGI Global.

Digital Revolution | **数字革命**

has often been referred to as the third industrial revolution and implies the change from analog mechanical and electronic technology to digital technology, occurring since the 1980s throughout the present day. The digital revolution is both a manifestation and result of the emergence of information communication technologies, and thus, inaugurates the Information Age. This revolution entails mass production and widespread use of digital logic circuits and its derived technologies—that is, the computer, digital cellular phone, and fax machines. The important technological, social, economic, and political consequences brought about explain its revolution-like nature. 通常被称为第三次工业革命, 意味着从模拟机械和电子技术到数字技术的变化, 自20世纪80年代以来直到今天一直在发生。数字革命既是信息通信技术出现的表现, 也是其结果, 因此, 开启了信息时代。这场革命需要大规模生产和广泛使用数字逻辑电路及其衍生技术, 即计算机、数字移动电话和传真机。所带来的重要技术、社会、经济和政治后果解释了它的革命性质。

Leocadia, D. R. (2018). The Use of Social Media by Local Governments: Benefits, Challenges, and Recent Experiences. In S. Chhabra (Eds.), *Handbook of Research on Civic Engagement and Social Change in Contemporary Society* (pp. 294-310). IGI Global.

Digital transformation | **数字化转型**

beyond digitalization; a much broader adoption of digital technology and cultural change; business transformation enabled by digitalization; about solving a problem or providing a new approach to customers. 超越数字化; 更广泛地采用数字技术和文化变革; 由数字化促成的业务转型; 关于解决一个问题或为客户提供一个新方法。

Musari, K., & Zaroni, Z. (2021). Reverse Logistics in the Age of Digital Transformation for Circular Economy and Halal Logistics Through the Leadership of Asia. In P. Ordóñez de Pablos, X. Zhang, & M. Almunawar (Eds.), *Handbook of Research on Disruptive Innovation and Digital Transformation in Asia* (pp. 83-103). IGI Global.

Digital Transformation (Corporate) | **数字化转型 (公司)**

The process of designing and re-designing business models, operational processes, and organizational structure of a company to pursue the opportunities and meet the challenges of digital economy. 设计和重新设计公司的商业模式、运营流程和组织结构的过程, 以追求数字经济的机遇和迎接挑战。

Korovkin, V. (2021). Chief Digital Officers and Their Roles, Agendas, and Competencies. In M. Khosrow-Pour, D.B.A. (Eds.), *Encyclopedia of Organizational Knowledge, Administration, and Technology* (pp. 1929-1940). IGI Global.

E

E-Democracy | **电子民主**

This is the most difficult to generate and sustain feature of e-government. It refers to activities that increase citizen involvement including virtual town meeting, open meeting, cyber campaigns, feedback polls, public surveys, and community forums such as e-voting. 这是电子政务中最难产生和维持的特征。它指的是增加公民参与的活动, 包括虚拟城镇会议、公开会议、网络运动、反馈投票、公共调查和社区论坛, 如电子投票。

Kardaras, D. K., & Papathanassiou, E. A. (2008). An Exploratory Study of the E-Government Services in Greece. In G. Garson, & M. Khosrow-Pour, D.B.A. (Ed.), *Handbook of Research on Public Information Technology* (pp. 162-174). IGI Global.

E-Governance | **电子政务**

stage of e-government that inculcates digital democracy, online citizen participation, and online public discussion along with the aspects of online public service delivery. 灌输数字民主、在线公民参与和在线公共讨论, 以及提供在线公共服务方面的电子政务的阶段。

Holzer, M., & Manoharan, A. (2009). E-Governance and Quality of Life: Associating Municipal E-Governance with Quality of Life Worldwide. In C. Reddick (Ed.), *Handbook of Research on Strategies for Local E-Government Adoption and Implementation: Comparative Studies* (pp. 408-418). IGI Global.

E-Government | **电子政府**

this term can be defined as the use of ICTs to deliver government services more effectively and efficiently to citizens and businesses. It is the application of ICT in government operations, achieving public ends by digital means. 这个术语可以被定义为使用信息和通信技术, 更有效和高效地向公民和企业提供政府服务。它是信息和通信技术在政府运作中的应用, 通过数字手段实现公共目的。

Aldemir, C., & Sen, E. (2021). A Model Proposal for Local Governments to Increase Citizen Involvement in the Age of Information Society and E-Government Crowdsourcing. In C. BABAÖGLÜ, E. AKMAN, & O. KULAC (Ed.), *Handbook of Research on Global Challenges for Improving Public Services and Government Operations* (pp. 172-190). IGI Global.

Entrepreneurship education | **创业教育**

stage of e-government that inculcates digital democracy, online citizen participation, and online public discussion along with the aspects of online public service delivery. 灌输数字民主、在线公民参与和在线公共讨论, 以及提供在线公共服务方面的电子政务的阶段。

Holzer, M., & Manoharan, A. (2009). E-Governance and Quality of Life: Associating Municipal E-Governance with Quality of Life Worldwide. In C. Reddick (Ed.), *Handbook of Research on Strategies for Local E-Government Adoption and Implementation: Comparative Studies* (pp. 408-418). IGI Global.

G

Globalisation | **全球化**

In the context of education, the term globalisation encompasses the activities of education providers in extending their service delivery to other countries, which may include hosting international students as well as encouraging domestic students to study in other countries. Globalisation may also encompass the expansion of course curricula to incorporate issues of global significance and the development of intercultural competencies. 在教育方面, 全球化一词包含了教育提供者将其服务扩展到其他国家, 这可能包括接待国际学生以及鼓励国内学生到其他国家学习。全球化还包括扩大课程设置, 纳入具有全球意义的问题和发展跨文化能力。

Nerlich, S. (2016). Counting Outward Mobility: The Data Sources and their Constraints. In Velliariis, D. M. & D. Coleman-George (Eds.), *Handbook of Research on Study Abroad Programs and Outbound Mobility* (pp.40-65). IGI Global.

ICT | **信息通信技术**

it stands for Information and Communication technologies (ICT) states technologies that provide

it stands for Information and Communication technologies (ICT) states technologies that provide access to information through telecommunications. It is similar to Information Technology (IT) but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums.

它代表了信息和通信技术 (ICT) 指出通过电信提供信息的技术。它与信息技术 (IT) 相似, 但主要侧重于通信技术。这包括互联网、无线网络、手机和其他通信媒介。

Aldemir, C., & Şen, E. (2021). A Model Proposal for Local Governments to Increase Citizen Involvement in the Age of Information Society and E-Government: Crowdsourcing. In C. BABAOĞLU, E. AKMAN, & O. KULUÇ (Eds.), Handbook of Research on Global Challenges for Improving Public Services and Government Operations (pp. 172-190). IGI Global.

Information Dissemination | 信息传播

this refers to as an active distribution and the spreading of information of all kinds to the users or those audiences that deserve it.

这指的是将各种信息积极地分配和传播给用户或那些需要它的受众。

Tella, A., Quairdi, F., Sunday Segun Bamidele., & Ajiboye, O. O. (2020). Resource Sharing: Vehicle for Effective Library Information Dissemination and Services in The Digital Age. In A. Tella (Ed.), Handbook of Research on Digital Devices for Inclusivity and Engagement in Libraries (pp. 70-92). IGI Global.

Inspirational motivation | 鼓舞性激励

An inducement that increases follower's cognitive and behavioral patterns to accept challenging tasks and achieve desirable results.

一种诱因, 可以增加追随者的认知和行为模式, 以接受具有挑战性的任务并取得理想的结果。

Atiku, S. O., Anane-Simon, R. (2020). Leadership and Innovative Approaches in Higher Education. In N. Baporikar & M. Sony (Eds.), Quality Management Principles and Policies in Higher Education (pp.83-100). IGI Global.

Intercultural understanding | 跨文化理解

The capacity to value one's own culture and be aware, respectful, and curious of other cultures.

重视自己的文化, 并对其他文化有所了解、尊重和好奇的能力。

Beek, A. E. (2019). An Integral Analysis of International Mindedness. In V. B. Clarke (Ed.), Integral Theory and Transdisciplinary Action Research in Education (pp.65-86). IGI Global.

International cooperation | 国际合作

a universal mode of interaction between two or more countries based on sharing research results, production, commerce, protection of investments, and industrial know-how.

两个或多个国家之间在分享研究成果、生产、商业、保护投资和工业知识的基础上进行互动的一种普遍模式。

Pasko, O., Stauriskaya, N., Gryznov, A. & Zakharchenko, A. (2019). History of International Collaboration on the Exploration and Development of the Arctic. In V. Erokhin, Gao, T. & Zhang, X. (Eds.), Handbook of Research on International Collaboration, Economic Development, and Sustainability in the Arctic (pp.1-23). IGI Global.

Internationalization of Higher Education | 高等教育国际化

a process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education. Specific activities involve international branch campuses, cross-border education delivery, programs for international students, English-medium programs, and degrees, etc.

将国际、跨文化或全球层面纳入中学后教育的目的、功能或交付的过程。具体活动涉及国际分校、跨境教育交付、国际学生项目、英语授课项目和学位等。

Yang, W., & Jing, X. (2021). Chinese Graduate Students at a Canadian University: Their Academic Challenges and Coping Strategies. In V. Tavares (Ed.), Multidisciplinary Perspectives on International Student Experience in Canadian Higher Education (pp. 120-136). IGI Global.

IT Alignment | IT调整

Fit between organization/strategy and IT/IS capabilities. 组织/战略与IT/IS能力之间的配合。

Daidj, N. (2019). Strategic and Business-IT Alignment Under Digital Transformation: Towards New Insights? In K. Mezghani, & W. Aloulou (Eds.), Business Transformations in the Era of Digitalization (pp. 93-105). IGI Global.

Market economy | 市场经济

an economic system where prices and distribution of resources are determined with respect to demand and supply of market participants. Individual property rights as well as freedom of economic choices are distinct aspects of a market economy.

一个经济体系, 其价格和资源分配由市场参与者的需求和供应决定。个人产权以及经济选择的自由是市场经济的独特方面。

Asadov, A. (2021). Financial Scams Through Ponzi Schemes: The Case of CIS Countries. In A. Rafay (Ed.), Handbook of Research on Theory and Practice of Financial Crimes. (pp.271-292). IGI Global.

Marketization of universities | 大学市场化

a process of intense marketing activities being performed by an academic entity, mainly focused on research results promotion but also to advertise the academic entity itself.

一个学术实体正在进行的密集营销活动的过程, 主要集中在研究结果的推广, 但也是为了宣传学术实体本身。

Kusio, T. (2020). The Role and Importance of Innovations for Higher Education. In V. Babic & Z. Nedelko (Eds.), Handbook of Research on Enhancing Innovation in Higher Education Institutions. (pp. 97-117). IGI Global.

Online learning effectiveness | 在线学习的有效性

The degree to which learning outcomes have been achieved or that learning is effective. The quality principle that assures that learning outcomes online are at least equivalent to learning outcomes in other delivery modes.

学习成果的实现程度或学习的有效性。保证在线学习成果至少与其他授课模式的学习成果相当的质量原则。

Blicker, L. (2009). Evaluating Quality in the Online Classroom. In P. Rogers, G. A. Berg, J. Boettcher, C. Howard, L. Justice & K. Schenk (Eds.), Encyclopedia of Distance Learning. (pp. 965-973). IGI Global.

Physical mobility | 实际流动

Refers to the physical exchange of school staff and/or students between two or more educational institutions; it may last a week or several months, and offer opportunities for job shadowing, research, and/or training.

指学校工作人员和/或学生在两个或多个教育机构之间的实际交流; 它可能持续一周或几个月, 并提供工作实习、研究和/或培训的机会。

Nizzolino, S. (2021). Teacher Networking, Professional Development, and Motivation Within EU Platforms and the Erasmus Plus Program. Teacher Networking Dynamics in the Knowledge Society. In J. Zhao (Ed.), Collaborative Convergence and Virtual Teamwork for Organizational Transformation (pp. 195-218). IGI Global.

Professional training | 专业培训

The development of human resources through training promotes job quality, efficiency, and effectiveness and at the same time motivates employees to make a formal commitment to growing with the institution and being more productive.

通过培训开发人力资源, 促进工作质量、效率和效益, 同时激励员工做出正式承诺, 与机构一起成长, 提高生产力。

Segret, J. A. L., Garcia, M. C. (2009). The Management of the Human Resources and the Quality of the Services. In T. Torres-Coronas, M. Arias-Oliva (Eds.), Encyclopedia of Human Resources Information Systems: Challenges in e-HRM (2 Volumes) (pp.632-639). IGI Global.

Shared understanding | 共同的理解

A new knowledge creation influenced by participation and collaboration and achieved by exchanging individual knowing for group knowing, thus changing from individual perspectives to a joint perspective that emerges from collective contributions. Shared understanding is individual and collective ownership of a new perspective accepted by the group.

一种受参与和协作影响的新的知识创造, 通过将个人的认识换成群体的认识来实现, 从而从个人的观点转变为从集体贡献中产生的联合观点。共同理解是个人和集体对群体接受的新观点的所有权。

Stein, D., Wanstret, C. & Glazer, H. R. (2011). Knowledge Building Online: The Promise and the Process. In V. Wang (Ed.), Encyclopedia of Information Communication Technologies and Adult Education Integration (pp. 985-998). IGI Global.

Strategic changes | 战略变化

Modifications and adjustments in the strategy based on feedbacks from previous strategic decisions and from learning processes within the firm.

根据以往战略决策的反馈和公司内部的学习过程, 对战略进行修改和调整。

Suarez, D. V. (2016). Innovative Strategies, Feedbacks, Learning, and Change. In L. Al-Hakim, X. Wu, A. Koronios & Y. Shou (Eds.), Handbook of Research on Driving Competitive Advantage through Sustainable, Lean, and Disruptive Innovation (pp. 111-119). IGI Global.

Strategic Fit | 战略契合

aligning strategy, technology, organization, and people with the needs of the business environment.

使战略、技术、组织和人员与商业环境的需求保持一致。

Kidd, P. T. (2012). Social Networking Technologies as a Strategic Tool for the Development of Sustainable Production and Consumption: Applications to Foster the Agility Needed to Adapt Business Models in Response to the Challenges Posed by Climate Change. In M. Cruz-Cunha, P. Gonçalves, N. Lopes, E. Miranda, & G. Putnik (Eds.), Handbook of Research on Business Social Networking: Organizational, Managerial, and Technological Dimensions (pp. 509-522). IGI Global.

Strategic planning | 战略规划

A continuous process to produce the orientation derived from strategic thinking. It is usually done with expressive contribution of various organizational factors, as information technology tools, tactic integration as financial, logistics, operations, and human resources management processes.

一个持续的过程, 以产生来自战略思考的方向。它通常是在各种组织因素的作用下完成的, 如信息技术工具、战术整合、财务、物流、运营和人力资源管理过程。

Jamil, G., Furbino, L., Santos, L., Alves, M., Santiago, R. & Loyola, S. (2013). A Design Framework for a Market Intelligence System for Healthcare Sector: A Support Decision Tool in an Emergent Economy. In M. M. Cruz-Cunha, I. M. Miranda & P. Gonçalves (Eds.), Handbook of Research on ICTs and Management Systems for Improving Efficiency in Healthcare and Social Care (pp.289-305). IGI Global.

Transformative change (development) | 改革性变化 (发展)

occurs in the context of faculty/professional development, learning that leads to deep changes in beliefs and attitudes about teaching and learning.

发生在教师/专业发展的背景下, 学习带来关于教学和学习的信念和态度的深刻变化。

Read, M. F., Morel, G. M., Butcher, T., Jensen, A.E. & Lang, J.M. (2019). Developing TPACK Understanding Through Experiential Faculty Development. In Margaret L. Niess, H. Gilow-Wiles, & Charoula Angeli. Handbook of Research on TPACK in the Digital Age (pp. 47-68). 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.

它指的是一个人与他人接触的过程, 并创造一种联系, 提高领导者和追随者的动机和道德水平。拥有变革型领导力的领导者会关注追随者的需求, 并激励他们充分发挥自己的潜力。

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

Virtual internationalization | 虚拟国际化

at the national, sector, and institutional levels is defined as the process of introducing an international, intercultural, or global dimension into the delivery, purpose or functions of higher education with the help of information and communications technology (ICT).

在国家、部门和机构层面被定义为借助信息和通信技术 (ICT) 将国际、跨文化或全球层面引入高等教育的交付、目的或功能的过程。

Bruhn, E. (2017). Towards A Framework For Virtual Internationalization. International Journal of e-learning and distance education, Vol. 32, No. 1.

Virtual mobility | 虚拟流动

The term can be understood as a physical international experience being complemented or substituted by a virtual component. While with virtual transnational education, a whole program moves abroad, virtual mobility can be applied to essentially any curriculum, be it online distance education or on-campus delivery.

这个术语可以理解为实现国际经验被虚拟部分所补充或替代。虽然在虚拟跨国教育中, 整个项目移到了国外, 但虚拟流动基本上可以适用于任何课程, 无论是在线远程教育还是校内授课。

Bruhn, E. (2017). Towards A Framework For Virtual Internationalization. International Journal of e-learning and distance education, Vol. 32, No. 1.

GLOSSARY
术语表



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