



广西师范大学  
GUANGXI NORMAL UNIVERSITY



广西师范大学教育学部  
FACULTY OF EDUCATION · GXNU

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# 第二届文化与共生教育国际会议 暨欧盟伊拉斯谟加 LEAD2 项目研讨会

The 2nd Culture and Symbiosis Education International Conference  
*and*  
The European Erasmus+ LEAD2 Project Seminar

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主办单位：广西师范大学教育学部

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### 分论坛二 欧盟伊拉斯谟加 LEAD2 项目研讨会专场

主持人 布鲁塞尔自由大学教授 朱 畅  
同济大学外事办公室副主任 严爱华  
广西师范大学副教授 熊西蓓

时间：2021年10月16日 15:30-18:00

地点：桂山华星七星厅 葡萄牙里斯本大学

主题：当代文化转型与大学学术领导力发展

发言人：同济大学 副校长 教授	娄永琪
维也纳大学	Lucas Zinner
中东科技大学 教授	Yasar Kondakci
华中农业大学 教授	胡 瑞
葡萄牙新里斯本大学	Nuno Boavida
广西师范大学	凡文吉
国家教育行政学院 副教授	陈 正

### **Sub-forum II : The European Erasmus + LEAD2 Project Seminar**

**Host: Prof. Zhu Chang, Free University of Brussels**

**Yan Aihua, Deputy Director of the Foreign Affairs Office of Tongji University**

**A/Prof . Xiong Xibei, Guangxi Normal University**

**Time: October.16th 2021 3:30pm-6:00pm**

**Place: Qixing Hall, Guishan Huaxing Hotel, Guilin Universidade de Lisboa**

**Topic: The Transformation of Contemporary Culture and the Development of Academic Leadership in Universities**

**Speaker: Prof. Lou Yongqi, Tongji University, Vice-president**

**Dr. Lucas Zinner, University of Vienna**

**Prof. Yasar Kondakci, Middle East Technical University**

**Prof. Hu Rui, Huazhong Agricultural University**

**Dr. Nuno Boavida, Universidade NOVA de Lisboa**

**Dr. Fan Wenji, Guangxi Normal University**

**A/Prof. Chen Zheng**

同济大学副校长、教授 娄永琪  
Prof. Lou Yongqi, Tongji University

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国家教育行政学院副教授 陈正  
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Concluding remarks

## 1. 同济大学副校长 娄永琪教授 基于社区营造的大学知识溢出与区域创新

同济大学娄永琪教授做了题为“基于社区营造的大学知识溢出与区域创新”的报告。首先，娄教授介绍了同济大学的历史以及发展情况，并分享了数字转型模型。他指出随着社会需求的变化，高质量发展、创新驱动以及可持续发展成为了关键词。其次，娄教授着重分享



了同济大学的相关项目以及 AI+、Design+、小猴科技、气膜版火眼实验室、共享厨房等具体案例。通过这些案例，他认为社区应与城市、校园进行相应的整合，如此才能刺激新经济发展。而实现这种模式，我们应该着眼长远、看到未来，在后疫情时代更要着眼可持续性发展，思考未来需要做什么以及可以做什么的问题。最后，娄教授表示，同济大学的项目是一个模范，我们要主动去改变社会。

### **1.Prof. Lou Yongqi, Tongji University, Vice-president Creating Community-based Knowledge Spillover and Regional Innovation**

Prof. Lou Yongqi from Tongji University gave a report entitled "University Knowledge Spillover and Regional Innovation Based on Community Construction". First, he introduced the history and development of Tongji University. Then, he shared the digital transformation model. Prof. Lou Yongqi said that with the change in social needs, high-quality development, innovation-driven and sustainable development became hot keywords. He also introduced relevant projects of Tongji University and specific cases such as AI+, Design+, Xiaohou Technology, Air Film Fire Eye Laboratory, and shared kitchen. Through these cases, he proposed that the community should be connected and integrated with the city and campus to stimulate the development of the new economy. He believed if we want to realize this model, we should look at the long-term and see the future. In the post-epidemic era, we must focus more on sustainability. Universities and communities should cooperate with each other to think about what need to be done and what can be done in the future. At last, Prof. Lou Yongqi said that Tongji University project is a model, and we must take the initiative to change society.

## 2. 维也纳大学博士 Lucas Zinner 领导力与数字化

维也纳大学的 Lucas Zinner 博士做了题为“领导力与数字化”的报告。Lucas Zinner 博士首先谈到数字化和数字转型的区别以及数字化在日常生活中的重要性，认为在新冠肺炎疫情大流行期间，数字技术的应用改变了我们的教学方式和学习体验。其次，他强调在数字化变革中，领导力是关键性因素，它能制定和传达愿景、提供变革的动力，因此必须要对领导力进行管理。随后，Lucas Zinner 博士分享了维也纳大学与奥地利大学通过建立战略联盟来推进数字化转型的案例。最后，他谈到领导风格和领导方式有助于数字化转型，并认为数字化转型已经到来，其能帮助大学变得更加高效、创新和国际化。



## 2. Dr. Lucas Zinner, University of Vienna Leadership and Digitalisation

Dr. Lucas Zinner from the University of Vienna gave a report entitled "Leadership and Digitalization". First, Dr. Lucas Zinner talked about the difference between digital and digital transformation, importance of digital in daily life. During the COVID-19 pandemic, the application of digital technology has changed our teaching methods and learning experiences. Second, he emphasized during digital transformation, leadership is a key factor to formulate and convey the vision, providing the impetus for the change. So it is necessary to manage the leadership. Good management can promote digital transformation. Leadership in the digital age requires courage, communication and participation. Second, Dr. Lucas Zinner shared the case of strategic alliance established between the University of Vienna and Austrian University to promote digital transformation. At last, he talked about leadership styles that contribute to digital transformation. He believed that digital transformation has arrived, this transformation can help universities become more efficient, innovative and international.

### 3. 中东科技大学 Yasar Kondakci 教授 混乱时期的学术领导力

中东科技大学 Yasar Kondakci 教授做了题为“混乱时期的学术领导力”的报告。报告指出，在十九世纪七十年代，人口结构、技术、政治压力的不断变化以及新自由主义运动对学术文化产生影响，导致高等教育的变革与混乱。Yasar Kondakci 教授通过举例，说明跨文化的新治理模式已出现在各个国家的大学转型中，并认为该趋势同样涉及到



土耳其的大学，甚至导致身份危机，陷入文化变革与维持稳定的两难境地。同时，他还论述了文化视角在学术领导力研究中的重要性，以及在学术环境中文化管理面临的挑战。Yasar Kondakci 教授认为，建立变革型领导能力是应对高校变革的一种方式，这种领导能力具有理想化影响力、动机鼓舞、智力激励、个性化考虑等优势，其在应对文化变革的过程中要采用共同领导、建立信任等方式。最后，Yasar Kondakci 总结道，变革大学首先要变革管理规则，成功的关键需要新的思维模式以及超越当前秩序的思考。

### 3.Prof. Yasar Kondakci, Middle East Technical University Academic Leadership in Times of Disruption

Prof. Yasar Kondakci, dean of the Institute of Sociology of Middle East Technical University, gave a report on "Academic Leadership in Times of Disruption". He introduced that in the 1970s, changing of demography, technology, political pressures, and movements of Neo-liberal in public finance, had an impact on academic culture, leading to change and rapid disruptions in higher education. Then Prof. Yasar Kondakci used examples to explain the emergence of cross-cultural for new modes of governance in the transformation of universities in various countries, which has also involved Turkish universities, even leading to identity crises and dilemmas of cultural change and stability. He also discussed the importance of cultural perspectives in academic leadership and challenges of cultural management in the academic environment. He argued that building transformational leadership capacity which has is one way to response the change of universities, This kind of leadership capacity has advantages of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Besides, shared leader, building trust should be used in coping with cultural change. In the end, Prof. Yasar Kondakci concluded that

transform a university begins with change of management rules, and the key to success is new mind set and thinking beyond the current order.

#### 4. 华中农业大学教授 胡瑞 我国中层学术带头人失衡的影响因素

华中农业大学胡瑞教授作了题为“我国中层学术带头人失衡的影响因素”的报告。胡教授介绍了中层学术带头人的定义以及职责，由此提出中层学术带头人出现的两种不平衡现象。一是中层学术带头人在教学和研究方面的不平衡。而造成“重研究轻教学”的原因主要包括政府强烈支持大学研究，且研究成果是当前大学排名的主要评价标准。



二是中层学术带头人在管理与研究工作之间的不平衡。造成这种现象的主要原因包括个人的职业影响、个人特征的影响、双重角色造成的冲突以及中层学术带头人的评价体系的缺失。她提到，在打破传统的“五唯”（论文、职称、职业资格、学位文凭、奖项）的背景下，中层学术带头人将受到怎样的影响，以及如何打破传统的对于中层学术带头人的评价标准，引发大家的深刻思考。

#### **4.Prof. Hu Rui, Huazhong Agricultural University Factors Impacting the Imbalance of Middle-level Academic Leaders in China**

Prof. Hu Rui from Huazhong Agricultural University delivered a report entitled "Factors Impacting the Imbalance of Middle-level Academic Leaders in China". First of all, Prof. Hu introduced definition and responsibility of Middle-level Academic Leaders, and then proposed two kinds of imbalance of middle-level academic leaders. The first imbalance is between teaching and research of Middle-level Academic Leaders, which was caused by the strongly support of university research form the government, and the main evaluation criterion in the ranking of Chinese universities is research outcome. The second imbalance is between the managerial work and research of Middle-level Academic Leaders, which was caused by the influence of individual career pursuit and personal characteristics, conflicts caused by dual roles and the lack of the evaluation system for Middle-level Academic Leaders. In the end, Prof. Hu raised an open discussion: In the context of breaking the traditional “five pursue” (publication, title,

professional qualification, degrees and diplomas, awards), how will Middle-level Academic Leaders be affected, and how to break the traditional standards for Middle-level Academic Leaders. This kind of questions triggered deep thoughts.

## 5. 葡萄牙新里斯本大学博士 Nuno Boavida 决策过程和创新指标在学院中的作用

葡萄牙新里斯本大学博士 Nuno Boavida 做了题为“决策过程和创新指标在学院中的作用”的报告。报告内容分为三部分，分别是决策过程、调研的结果和结论。首先，Nuno Boavida 博士简述了决策过程涉及的主要概念。其次，介绍了决策过程模型，认为存在理性分析、政治行为分析、情绪或



直觉性分析三种决策模型，并进一步展示了细分后的 6 种决策模型。接着，就其中的“垃圾桶式”和“蒙混过关式”两种决策模型进行了着重介绍。在此基础上，Nuno Boavida 博士分享了相关调研结果，指出学者和企业决策者的理性决策方式几乎一样。最后，他强调，简单的量化存在许多问题，大规模的标准化模式对工作质量、科研传统和人才培养质量带来损失，也会破坏大学的多样性，导致大学的商业化。

## 5. Dr. Nuno Boavida, Universidade NOVA de Lisboa Decision Making Processes and the Role of Innovation Indicators in the Academy

Dr. Nuno Boavida from Universidade NOVA de Lisboa gave a report entitled " Decision Making Processes and the Role of Innovation Indicators in the Academy ". The report was divided into three parts: the decision-making process, the results and conclusions of the research. First, he described main concepts of the decision-making process. Second, he introduced the decision-making process model: rational analysis model, political behavior model, emotional or intuitive model, and 6 subdivided decision-making models. Afterwards, Dr. Nuno mainly introduced the "trash can-style decision-making method" and the "decision-making method of getting confused." Third, Dr. Nuno shared the results of the research: the rational decision-making methods between academic and business decision-makers are almost the same. Dr. Nuno emphasized that there are many problems in simple quantification, large-scale of standardization



model has brought losses to the quality of work ,talent fostering and scientific research traditions, destroyed the diversity of universities, and leaded the commercialization of universities.

## 6. 广西师范大学 凡文吉

### 行政逻辑下高校内涵式发展的阻滞与消解——基于 G 省 11 所地方本科公立高校的调查

广西师范大学凡文吉博士做了题为“行政逻辑下高校内涵式发展的阻滞与消解——基于 G 省 11 所地方本科公立高校的调查”的报告。报告分为四部分：一是高校内涵式发展及其行政逻辑。二是压力型管理对高校组织的嵌入。三是压力型管理对高校内涵式发展的阻滞表征、压力型管理对高校内涵式发展有积极和消极的影响。四是压力型



管理的消解方法。凡文吉博士首先介绍了报告的相关概念，指出高校内涵式发展是一种集约式创新发展。行政逻辑是科层制管理逻辑，学术劳动力市场中市场逻辑逐渐被行政逻辑所吸收。当谈到压力型管理对高校组织的嵌入时，特别提到行政逻辑将教师的注意力集中在行政指令导向的学术生产中。至于压力型管理对高校内涵式发展的阻滞表征及其带来的影响，他认为高校内涵式发展已经不适用压力型管理，具体表现在：在科研方面，高校科研评价沦为纯粹的刚性指标考核；在教学方面，教学变成了教师异化的负担；在人才培养方面，人才指标逐渐弱化，科研工作占上风；压力型管理对社会服务产生了功利化影响。最后，凡文吉博士提出压力型管理的消解方法：一是政府行政权力与高校权力自上而下和自下而上的结合。二是高校权力运转的自上而下和自下而上相结合。三是高校内部各主体的二次赋权增能。

## 6.Fan Wenji, Guangxi Normal University

### Obstruction and Resolution of Connotative Development of Colleges and Universities Under Administrative Logic ——Based on the Survey of 11 Local Undergraduate Public Universities in G Province

Dr. Fan Wenji from Guangxi Normal University, gave a report entitled "The Obstruction and Dissolution of the Connotative Development of Colleges and Universities under Administrative Logic: Based on a Survey of 11 Local Undergraduate Public Universities in G Province ". The content of Dr. Fan's report was divided into four parts. The first part was the connotative development of universities and its administrative logic. The connotative development of

universities is a kind of intensive and innovative development. The administrative logic is the bureaucratic management logic. The market logic in the academic labor market is gradually absorbed by the administrative logic. The second part was the embedding of pressure management into university organizations. Administrative logic focuses teachers' attention on academic production oriented by administrative instructions. The third part was the representation of the retardation of the pressure-based management on the connotative development of universities. The pressure-based management has both positive and negative impact on the connotative development of universities. With the connotative development of universities, pressure-based management is no longer applicable. In terms of scientific research, the performance of scientific research in universities is a purely rigid indicator; In terms of teaching, teaching becomes the burden of teacher alienation. In terms of talent training, talent indicators are gradually weakening, and scientific research still prevails; In terms of social services, it has had a utilitarian impact on social services. In the end, Dr. Fan proposed the elimination of pressure management: 1. The top-down and bottom-up combination of government administrative power and university power. 2. The combination of the top-down and bottom-up of the power operation of universities. 3. The secondary empowerment of the subjects within the universities.

## 7. 国家教育行政学院副教授 陈正 总结发言



国家教育行政学院副教授陈正就分论坛二的各项报告进行了总结发言。首先，他概括总结了分论坛二中六位老师的报告内容。其次，从“学术领导力”的背景出发，阐述了自己关于学术领导力的认识与想法。他认为，学术领导力的发展有赖于知识型组织的可视化、大学治理方式的变革、大学和学术共同体的社会责任要求，并强调当今学术领导力不仅仅是一种学术研究，更是一种社会责任、科学责任。最后，他指出，学术领导力作为一种组织行为需要通过组织成员的共同努力实现学术目标，大学学术领导力的核心特征可以概括为专业的影响力、个人与组织的双重性、学术领导力的多维体现。其中，学术领导力的多维体现主要表现为教学、科研探索、整合学术、应用学术四个维度。

## 7.National Academy of Education Administration, A/Prof. Chen Zheng Concluding remarks

The concluding speech of Chen Zheng, associate professor of the National Academy of Educational Administration, mainly focused on three aspects. First, he briefly summarized the contents of six reports in the sub-forum II. Second, Prof. Chen proceeded from the background of "academic leadership". He believed that the development of academic leadership depends on the visualization of knowledge-based organizations, the transformation of university governance, and the social responsibility requirements of universities and academic communities. Today's academic leadership is not only a kind of academic research, but also a kind of social responsibility and scientific responsibility. Finally, Prof. Chen emphasized that academic leadership is an organizational behavior which requires joint efforts of academic organization members to achieve academic goals. Core characteristics of university academic leadership can be summarized in three aspects: professional influence, duality of individuals and organizations, and multidimensional manifestation of academic leadership. Among them, multi-dimensional manifestation of academic leadership is mainly manifested in four dimensions: teaching, scientific research exploration, integrated academic, and applied academic.