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LEAD2 PARTNERS



LEADING TOGETHER, LEADING TOMORROW



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contents 目录

AUGUST 2022 | VOLUME 1 | ISSUE 9

03

MEET THE TEAM - LEAD2 MEMBERS

LEAD2成员和参与者介绍

Curious to find out about the team members and participants of the LEAD2 project? Come meet the team!

是否想了解LEAD2项目的成员和参与人员团队？快来认识LEAD2成员和参与者！

09

IN THE SPOTLIGHT

焦点

Hear from experts in the field on topics of academic leadership and university governance.

与专家探讨有关学术领导力和大学治理的话题

13

REPORTS

报告

This is where we publish news, trends, and analysis related to the LEAD2 project and its activities.

我们在这里发布有关LEAD2项目和相关活动的新闻、趋势和分析报告。

06

BRIEFING

简讯

This is where we publish updates and news about the LEAD2 project and associated activities.

我们会在这里发布有关LEAD2的最新动态和新闻。

12

LEAD2 PAPER

LEAD2论文

"Academic leadership development: an exploratory study on the impacts at the institutional level based on an ERASMUS+ capacity building project"

《学术领导力发展：基于一个Erasmus+能力建设项目对机构层面影响的探索性研究》

18

FORUM AND GLOSSARY

论坛和术语表

Read testimonials, opinions, and feedback from the LEAD and LEAD2 project.

阅读LEAD和LEAD2项目中的经验分享、意见和反馈。

Meet the Team - LEAD2 MEMBERS | LEAD2成员和参与者介绍



DR. FLORENCE VILLESÈCHE

Associate Professor, Copenhagen Business School

Florence Villesèche is Associate Professor in the Department of Management, Politics and Philosophy and Academic Director of the Business in Society platform for Diversity and Difference at Copenhagen Business School. Her main research interests are gender and diversity, identity, networks, leadership, and the corporate elite. Her published works include books and book chapters on diversity, identity and networks such as the Routledge Companion to Organizational Diversity Methods and contributions to recognised outlets such as Human Relations, Work, Employment and Society, European Management Review, Personnel Review, ephemeraand Equality, Diversity & Inclusion.

哥本哈根商学院副教授

Florence Villesèche 是哥本哈根商学院管理、政治和哲学系的副教授，也是多元化和差异的社会商业平台的学术主任。她的主要研究兴趣涉及性别和多样性、身份认同、社交网络、领导力和企业精英。她发表的作品包括有关多样性、身份认同和社交网络的书籍与章节，例如 Routledge Companion to Organizational Diversity Methods，并向对公开发表的刊物投稿，例如 Human Relations, Work, Employment and Society, European Management Review, Personnel Review, ephemeraand Equality, Diversity & Inclusion。

DR. SUNA CHRISTENSEN

Management and organisational consultant, University of Copenhagen

Dr. Suna Christensen is an anthropologist and did her PhD on Danish colonization of education in Greenland, a former Danish colony. At a cultural level, she compared educational models among Greenlandic reindeer hunters and modern western education. This showed a great difference in perceptions i.e., of children and growth which impacted the organization of educational processes. With a deep interest in higher education and scholarship, she works as a management consultant at Copenhagen University.

哥本哈根大学管理和组织顾问

Suna Christensen 博士是一位人类学家，她的博士论文是关于丹麦在前殖民地格陵兰岛的教育殖民化。在文化层面上，她比较了格陵兰驯鹿猎人的教育模式和现代西方教育模式。这表明两者在观念上的巨大差异，即对儿童和成长的想法影响了对教育过程的组织安排。

她对高等教育和学术研究有着浓厚的兴趣，目前在哥本哈根大学担任管理顾问。



DR. SZYMON OGONOWSKI

Assistant professor, Silesian University of Technology

Dr. Szymon Ogonowski graduated from the Silesian University of Technology (SUT) in 2005 and obtained MSc in automatic control. During his studies, he also gained his knowledge at Université de Valenciennes et du Hainaut-Cambrésis, France for a period of two trimesters. He completed his PhD dissertation entitled "Model identification and control structure design for heating systems in small buildings" at SUT in 2011. His current position is Assistant Professor at SUT.

His main scientific interest concerns hierarchical control of dynamical systems, indirect measurement and predictive monitoring of machines with a special focus on mineral processing and energy sector applications, including solutions for Industry 4.0. He is experienced in R&D projects and has a high record of academia-industry collaboration, including commercialization of research results. Currently, he is also part of the SUT team in Erasmus+ and H2020 projects focused on the development of the European University Alliance EURECA-PRO.

西里西亚工业大学助理教授

Szymon Ogonowski 博士2005年毕业于西里西亚工业大学（SUT）并获得自动控制硕士学位。在此期间，他还在法国 Valenciennes et du Hainaut-Cambrésis 大学学习了两个学期。2011年，他在SUT完成了题为“小型建筑供热系统的模型识别和控制结构设计”的博士论文。他目前是SUT的助理教授。

他的主要科研兴趣涉及动力系统的分层控制，机器的间接测量和预测监测，特别关注矿物加工和能源领域的应用，包括工业4.0的解决方案。他在研发项目方面经验丰富，在产学研合作方面有大量记录，包括研究成果的商业化。目前，他也是SUT团队在Erasmus+和H2020项目中的一员，专注于欧洲大学联盟EURECA-PRO的发展。

DR. ZHONGCHAO YANG

Deputy director and associate researcher, National Academy of Education Administration

Dr. Zhongchao Yang graduated from Peking University and worked as a visiting scholar at the University of California, Santa Barbara for one year (2013-2014). His research field was college student affairs management and student development. He has published many papers in The Chinese Journal of Sociology, Social, Educational Research, Higher Education Research and other journals. He presided over the National Social Science Funds (Education) of China and the Beijing Educational Science Funds. His researches have won the National Award for Outstanding Achievements in Educational Scientific research, the excellent doctoral thesis of China Higher Education Association and other awards.

国家教育行政学院教务部副主任、副研究员

杨中超博士毕业于北京大学，并在美国加州大学圣塔芭芭拉分校（University of California, Santa Barbara）做访问学者一年（2013-2014年）。主要从事高校学生事务管理与学生发展研究。在《社会》《教育研究》《高等教育研究》等期刊发表论文多篇，出版专著1部。主持国家社科基金教育青年项目、北京市教育科学规划项目等。研究成果曾获全国教育科学研究优秀成果奖、中国高教学会优秀博士论文等奖励。





DALIR BARKHODA

Ph.D. candidate, Friedrich-Alexander-Universität Erlangen-Nuremberg

Dalir Barkhoda is currently a Ph.D. candidate in sociology at Friedrich-Alexander-Universität Erlangen-Nuremberg, Germany. He works as a research assistant with Prof. Susan Wright at Aarhus University, and also as a research assistant at the Department of anthropology at Durham University, in the UK (again with Prof. Wright). In his PhD thesis, he is studying the process of gender transformation in the Northern part of Syria, known as Rojava. His work with Prof. Wright is focused on rural and tribal Iran in the 1970s.

埃尔朗根-纽伦堡大学博士候选人

Dalir目前是德国埃尔朗根-纽伦堡大学的社会学博士生，他在奥胡斯大学担任Susan Wright教授的研究助理，也在英国杜伦大学人类学系担任研究助理（同样是与Susan Wright教授合作）。

在他的博士论文中，他正在研究叙利亚北部地区（罗贾瓦）的性别转变过程。他与Wright教授的合作工作重点是1970年代的伊朗农村和部落地区。

DR. WEIJIA YAO

Administrator of the Liaison Office of Confucius Institutes, Tongji University

Dr. Weijia Yao is an Administrator of the Liaison Office of Confucius Institutes at Tongji University. After receiving her Ph.D. in Chinese Language and Philology from Nanjing University in 2011, she entered Tongji University and began to engage in research and teaching international Chinese language education. She was delegated to the Confucius Institute of Oberlin University by NOCFL from 2012 to 2015 and got the first prize in The International Chinese Language Teaching Case Competition in 2014. She served as the director of MTC SOL in Tongji University from 2015 to 2019.

同济大学孔子学院办公室项目管理

姚伟嘉博士现任同济大学孔子学院办公室负责项目管理。2011年获得南京大学汉语言文学专业博士学位后，她进入同济大学开始从事国际中文教育的研究与教学工作。2012-2015年，受国家汉办委派赴日本樱美林大学孔子学院担任外派教师。2014年，获国家汉办主办的“国际汉语教学优秀课例大赛”一等奖。2015-2019年担任同济大学汉语国际教育专业学位点教学主任。



DR. ZHEJUN LIU

Associate professor, Tongji University

Dr. Zhejun LIU is currently working as an associate professor and a digital media designer in the College of Design and Innovation, Tongji University. He is also the founder and head of the Digital Animation and Entertainment Lab and the Immersive Simulation Lab. His teaching, research and creation mainly involve 3D animation, 3D interaction design, game design, virtual reality, simulation and so forth. He led his students for digital media creation works that have won international and domestic awards.

同济大学副教授

柳喆俊现任同济大学设计创意学院副教授、硕士生导师、数字媒体设计师，并任数字动画与数字娱乐实验室以及沉浸式体感仿真实验室的创办人与负责人。他的教学、科研与创作主要涉及三维动画、三维交互软件设计、游戏设计、虚拟现实与虚拟仿真等领域，带领学生完成的数字媒体类作品曾在国内外竞赛中屡获奖项。



DARA MELNYK

PhD candidate, Maastricht University

Dara Melnyk is a consultant in strategy and execution in higher education. She has extensive experience in consulting higher education institutions and university alliances, policy work, as well as designing and leading training programs for university professionals. Dara's professional history includes leading a team of researchers and analysts as the Head of the Research Group at Skolkovo Education Development Centre, School of Management Skolkovo (Moscow), and curating the MA in Experimental Higher Education at the School of Advanced Studies, University of Tyumen. In 2022, she co-founded Higher Ed Transformation Consulting.

Dara's expertise is in bringing change to "tough cases"—state-funded higher education institutions. She has worked with 50+ universities, and delivered 100+ lectures and consultations for senior university leaders. Dara has also co-developed several breakthrough projects, such as the University Transformation Simulator and University Transformation Challenge (the Wharton-QS Reimagine Education Gold Award in the Hybrid Learning category), and Master of Arts in Experimental Higher Education.

Dara has a BA from The National University of Ostroh Academy (Ukraine), an MA from St. Petersburg State University (Russia), a Certificate in International Higher Education from Boston College, and is currently working on a PhD thesis at Maastricht University.

马斯特里赫特大学博士候选人

Dara Melnyk是高等教育战略和执行方面的顾问。她在为高等教育机构和大学联盟提供咨询、政策工作以及为大学专业人员设计和领导培训项目方面有丰富的经验。Dara的职业经历包括作为斯科尔科沃管理学院（莫斯科）斯科尔科沃教育发展中心研究小组的负责人，领导科研人员和分析师团队，并在秋明大学高级研究院策划实验性高等教育的硕士课程。2022年，她作为共同创始人创办了高等教育转型咨询公司。

Dara的专长是对“棘手的案例”——国家资助的高等教育机构进行变革。她曾与50多所大学合作，并为大学高层领导提供了100多场讲座和咨询。Dara还共同开发了几个突破性项目，如大学转型模拟器和大学转型挑战（Wharton-QS Reimagine Education竞赛混合学习类别金奖），以及实验性高等教育文学硕士。

Dara拥有奥斯特罗国立大学（乌克兰）的学士学位，圣彼得堡国立大学（俄罗斯）的硕士学位，波士顿学院的国际高等教育证书，目前正在马斯特里赫特大学攻读博士学位。





PETER BREGENDAHL

Management and organisational consultant, University of Copenhagen

Peter Bregendahl is a management and organisational consultant from the HR department at the University of Copenhagen. He has a background as an organisational psychologist (Cand. psych) and some years of experience as a management consultant in the private sector. For more than a decade he has specialised in training researchers in leading research. Leading themselves, their field and (if relevant) PhDs and postdocs.

To be able to lead yourself, you must know yourself, which is why we use personality profiles at the University of Copenhagen to help research leaders to get an insight into their personality traits, their strengths and weaknesses as well as their motivators and derailers. Knowing oneself is also a prerequisite to leading others.

Certainly, to help academic leaders to become comfortable with their roles and responsibilities, we must train managerial skills and certain legal frameworks. We also provide basic knowledge about the overall structure of the university.

We found that researchers can be surprisingly helpless in navigating the university they have been part of for many years. But what we see is that the most important obstacle researchers must overcome to become leaders, is to face the fact that others depend on their acceptance of the roles and responsibilities as leaders.

哥本哈根大学管理和组织顾问

Peter Bregendahl是哥本哈根大学人力资源部的管理和组织顾问。他拥有组织心理学家（Cand.psych）的背景以及在私营部门担任管理顾问的多年经验。十多年来，他专注于培训研究人员进行领导力相关研究，即领导自己、所在的领域以及博士和博士后（如果相关的话）。

为了能够领导自己，每个人必须了解自己，这就是为什么我们在哥本哈根大学使用人格特点来帮助研究领导者深入了解他们的个人特征、优势和劣势以及激励因素和阻碍因素。了解自己也是领导他人的前提条件。

当然，为了帮助学术领导者们适应他们的角色和职责，必须培训管理技能和一定的法律框架。其培训项目还提供关于大学整体结构的基本知识。其培训项目发现，研究人员在他们已经加入多年的大学里，可能会出乎意料地无能为力。研究人员要想成为领导者，必须克服的最重要的障碍就是要面对这样一个事实：他人依靠于他们接受作为领导者的角色和责任的程度。

YUAN GAO

Assistant engineer, National Academy of Education Administration

Gao Yuan, from the National Academy of Education Administration, assistant engineer. Graduated from China University of Mining and Technology-Beijing in 2020 with a master's degree in Engineering. He has joined and completed the LEAD2 Young Academic Leadership Training program in 2021 and acted as LEAD2 Young Academic Leadership Training program group facilitator in 2022.

国家教育行政学院助理工程师

高源，来自于国家教育行政学院，助理工程师。2020年毕业于中国矿业大学（北京），获得工学硕士学位。2021他参与并完成了LEAD2青年学术领导力的培训项目，是LEAD2学术领导力培训项目的受益者；并于2022年担任了LEAD2青年学术领导力的培训项目的小组协调员。



ANNA MARIA HUEMER

Learning and Development Specialist, University of Vienna

Anna Huemer is a Human Resource Expert specialising in the Psychology of Education and Labor, with comprehensive Project Management Knowledge, expertise in Learning & Development Management, Training and Education Design as well as experience in Recruiting and Talent Acquisition with a focus on EMEA.

She has over 15 years of working experience in an area related to Human Resource Management, Recruiting and Knowledge Management in CEE. Proven track record of designing, planning and implementing Learning and Development and knowledge management/knowledge retention-related initiatives for middle-size and multinational companies, including organization-wide implementation of programs and events involving knowledge sharing. Ability to monitor the effectiveness of implementation and identify improvements. Good understanding of quality management system principles and practices. Experience in working with multicultural and multidisciplinary teams. Proven ability to conduct effective interviews and facilitate meetings with multi-level stakeholders, including technical and subject matter experts. She is currently a Learning and Development Specialist at the University of Vienna.



维也纳大学学习和发展专家

Anna Huemer是专注于教育和劳动心理学的人力资源专家，具有全面的项目管理、学习和发展管理、培训和教育设计方面的专业知识，在欧洲、中东和非洲地区的招聘和人才引进方面有丰富经验。

她在中欧和东欧地区的人力资源管理、招聘和知识管理相关领域有15年以上的工作经验。在为中等规模跨国公司设计、规划和实施学习与发展以及知识管理/知识保留相关举措方面有良好的表现，包括在全组织范围内实施涉及知识共享的计划和活动。她能够监测实施的有效性并确定改进措施，对质量管理体系的原则和实践有良好的理解，有与多文化和多学科团队合作的经验，并有能力进行有效的访谈，促成包括技术和学科专家在内的多级利益相关者的会议。

DR. YANJUN HONG

Associate Professor, Shihezi University

YanJun HONG, Ph.D. in Education, graduated from East China Normal University. She is currently an associate professor and the supervisor of the master's students in Teacher College, Shihezi University. She is also the chairman of the professional committee of mathematics education in the elementary school of Xinjiang BINGTUAN. Now she is a visiting scholar at the Danish School of Education, Aarhus University. Her research fields are mainly in Curriculum and Instruction, History of Mathematics and Mathematics Education, and Teacher Professional Development.

石河子大学副教授

洪燕君，华东师范大学教育学博士，石河子大学师范学院副教授，石河子大学硕士研究生导师，新疆兵团小学数学教学专业委员会理事长，奥胡斯大学丹麦教育学院访问学者，主要从事课程与教学论、数学史与数学教育、教师专业发展的研究。



BRIEFING | 简讯

LEADING TOGETHER, LEADING TOMORROW

LEAD2 Workshops and Training Programs | LEAD2研讨会及培训班

LEAD2 YOUNG ACADEMIC LEADERSHIP BLENDED TRAINING 2022 SPRING EDITION SUCCESSFULLY COMPLETED ON 26 MAY 2022

The LEAD2 Young Academic Leadership (YAL) Blended Training 2022 Spring Edition took place from 28 March to 26 May 2022. This YAL training has attracted 120 participants from over 20 Higher Education Institutions from over 10 countries in Europe, Asia and Africa. After the online training modules, the F2F & online exchange sessions and the Graduation ceremony successfully took place on 26 May 2022 at the partner Middle East Technical University in Ankara, Turkey. At the Graduation ceremony, successful participants were awarded their Completion Certificates, and the excellent participants were awarded distinguished Certificates for 'Excellent participants', 'Excellent Group Leaders', 'Excellent Group Speakers', 'Excellent Group Note-Takers' and 'Excellent Group Facilitators'. Seven participant representatives shared their stories and experiences of the YAL training at the Graduation Ceremony. Through the various editions of LEAD2 blended training, the LEAD2 Networking on Academic Leadership Development has been tremendously enhanced and appreciated by all participants.

The program and photos of the event can be found [here](#).



The Graduation Ceremony of LEAD2 Young Academic Blended Training 2022 Spring Edition

LEAD2青年学术领导者混合式培训2022年春季班于2022年5月26日顺利结业

LEAD2青年学术领导者（YAL）混合式培训2022年春季班于2022年3月28日至5月26日举行。本次YAL培训吸引了来自欧洲、亚洲和非洲10多个国家的20多所高等教育机构的120名参与者。继在线培训模块后，线下和线上的交流会和结业仪式于2022年5月26日在土耳其安卡拉的合作伙伴中东科技大学成功举行。在结业仪式上，成功结业的参与者被授予结业证书，表现优异的参与者被授予“优秀学员”、“优秀组长”、“优秀小组发言人”、“优秀小组记录员”和“优秀小组协调人”等证书。七位学员代表在结业仪式上分享了他们在YAL培训中的心得和经验。通过各届培训班的成功举行，LEAD2学术领导力发展网络得到了极大的提升，并得到了所有参与者的赞赏。

本次活动的具体安排与照片可在[此处](#)查看。



The Graduation Ceremony of LEAD2 Young Academic Blended Training 2022 Summer Edition

LEAD2 YOUNG ACADEMIC LEADERSHIP BLENDED TRAINING 2022 SUMMER EDITION SUCCESSFULLY COMPLETED ON 12 JULY 2022

The LEAD2 Young Academic Leadership (YAL) Blended Training 2022 Summer Edition took place from 23 May to 12 July 2022. This YAL training has attracted 91 participants from over 15 Higher Education Institutions from different parts of China. The Graduation ceremony successfully took place online on 12 July 2022. At the Graduation ceremony, successful participants were awarded with their Completion Certificates and the excellent participants were awarded with distinguished Certificates for 'Excellent participants', 'Excellent Group Leaders', 'Excellent Group Speakers', 'Excellent Group Note-Takers' and 'Excellent Group Facilitators'. Six participant representatives shared their experiences of the YAL training, their reflections and perceived impact of the training on their academic leadership development. Through the exchange of experiences, the participants have broadened their views on academic leadership in higher education and beyond. The YAL training has demonstrated a wide range of impact on participants' personal academic development, cross-institutional and international cooperation on academic networking and academic leadership development.

The program and photos of the event can be found [here](#).

LEAD2青年学术领导者混合式培训2022年夏季班于2022年7月12日顺利结业

LEAD2青年学术领导者（YAL）混合式培训2022年夏季班于2022年5月23日至7月12日举行。本次青年学术领导者培训吸引了来自中国不同地区超过15所高等教育机构的91名参与者。该培训班的结业仪式于2022年7月12日在线上成功举行。在结业仪式上，成功结业的参与者被授予结业证书，表现优异的参与者被授予“优秀学员”、“优秀组长”、“优秀小组发言人”、“优秀小组记录员”和“优秀小组协调人”的证书。六位学员代表分享了他们在YAL培训中的经验、反思以及培训对其学术领导力发展的影响。通过经验交流，学员们拓宽了对高等教育及其他领域学术领导力的看法。YAL培训对学员的个人学术发展、学术网络的跨机构和国际合作以及学术领导力提升产生了广泛的影响。

本次活动的具体安排与照片可在[此处](#)查看。



LEAD2 Blended Networking & Workshop in Copenhagen

LEAD2学术领导力发展混合式学术网络交流与研讨会于2022年6月24日在哥本哈根举行

LEAD2 项目合作伙伴奥胡斯大学和项目协调单位布鲁塞尔自由大学于2022年6月24日在丹麦哥本哈根成功组织了 LEAD2学术领导力发展混合式学术网络交流和研讨会。来自欧洲合作大学的20多名大学领导者和工作人员参加了本次会议和线下面对面研讨会，其他来自欧洲和中国大学的项目成员通过ZOOM在线参加了本次会议。奥胡斯大学丹麦教育学院的 SUSAN WRIGHT 教授致辞欢迎了所有参与本次活动的参与者。本次会议的主要内容包括：关于多元化领导力特征的主题演讲，网络与合作领导力的主题演讲，关于合作研究项目的研讨会，以及领导年轻研究人员并带领团队走向卓越。本次活动一方面加强了参与者对丹麦学术领导力相关问题和趋势的了解，另一方面也加强了所有 LEAD2 合作伙伴与哥本哈根商学院和哥本哈根大学等其他高等教育机构之间的联系与合作。本次研讨会的具体安排与相关文档可在此[处查看](#)。

LEAD2 PARTNERS NAEA AND METU JOINTLY ORGANIZED THE INTERNATIONAL STAFF TRAINING

Over the years, the LEAD2 project not only provided universities with opportunities to enhance leadership capacity for leaders and staff in international affairs but also created a chance for duo international collaboration among partner institutions on research, teaching, and governance. From 30 May to 3 June 2022, two partners NAEA and METU successfully organised the joined International Staff Training. METU Vice president and the LEAD2 Project Coordinator gave opening speeches and welcomed all the training participants. The joint International Staff Training attracted over 120 participants from HEIs in Asia, Europe and Middle East. The themes of the training focused on internationalisation, international cooperation and the importance of networking and academic leadership for international staff members. More about the workshops can be consulted [here](#).

JOIN THE LEAD2 MOOC SERIES ON ACADEMIC LEADERSHIP DEVELOPMENT

The LEAD2 MOOC series is developed for anyone who wishes to pursue a career in higher education and become important players in higher education governance and leadership. Core topics include governance characteristics of higher education institutions, leadership theories and practices in higher education, challenges and innovative strategies of academic leadership for academics at different levels. Participants can learn and develop leadership competencies based on related theories, practices, and relevant experience sharing. Three different series of the LEAD2 MOOCs (LEAD2 MOOCs Series 1, 2 and 3) are designed to be followed sequentially, but they can also serve as separate courses. The LEAD2 MOOCs were launched in 2019 and have already attracted over 7300 participants all over the world. The MOOCs are open for registration at any time. Don't miss the opportunity. More details of three MOOC courses can be found [here](#).

LEAD2 BLENDED NETWORKING & WORKSHOP IN ACADEMIC LEADERSHIP DEVELOPMENT, 24 JUNE 2022 COPENHAGEN

LEAD2 project partner Aarhus University and coordinator Vrije Universiteit Brussel have successfully organised the LEAD2 Blended Networking & Workshop in Academic Leadership Development on 24 June 2022 in Copenhagen, Denmark. About twenty university leaders and staff from European partner universities attended this meeting and workshops F2F, and other project members from the European and Chinese universities attended online via ZOOM. Prof. Susan Wright, Danish School of Education, Aarhus University, welcomed all participants to the workshops. The main content of the meeting included keynote speeches on Diversified leadership profiles, Networking and Collaborative Leadership, workshops on collaborative research projects, and Leading young researchers and bringing excellence to teams. This event has, on the one hand, enhanced the participants' understanding of academic leadership-related issues and trends in Denmark, and on the other hand, has strengthened the networking and collaboration of all LEAD2 partners and other higher education institutions such as Copenhagen Business School and Copenhagen University. The program and related documents of the workshops can be read [here](#).

LEAD2项目合作单位NAEA和METU联合组织国际事务专业人员培训

多年来，LEAD2项目不仅为大学提供了提高国际事务领导和专业人士的领导能力的机会，也为合作机构在研究、教学和治理方面的双国际合作创造了机会。2022年5月30日至6月3日，LEAD2项目合作伙伴NAEA和METU成功联合举办了国际事务专业人士培训。METU副校长和LEAD2项目协人致开幕词，并对所有培训参与者表示欢迎。此次国际事务专业人士联合培训吸引了来自亚洲、欧洲和中东地区高等教育机构的120多名参与者。培训的主题集中在国际化、国际合作以及网络和学术领导力对国际员的重要性。关于此次研讨会的更多信息，可在此[查看](#)。

加入LEAD2学术领导力提升系列慕课

LEAD2系列慕课是为希望从事高等教育事业并在教育治理和领导力领域的积极参与的人开发的慕课培训课程。慕课的核心议题包括高等教育机构的治理特征、高等教育的领导力理论和实践、不同领导层级的学术领导者面临的挑战和创新战略等。参与者可以在相关理论、实践和经验分享的基础上学习和发展领导能力。LEAD2慕课（LEAD2慕课系列1、2和3）有三个系列的慕课培训课程，建议学习者可以按顺序依次学习，但学习者也可以独立地任意选择自己感兴趣的一门慕课课程来学习。LEAD2慕课自2019年推出以来，已经吸引了世界各地的7300多名参与者。慕课可以随时注册学习，请不要错过机会。三门慕课课程的更多信息可在此[查看](#)。

MOOC 1: ACADEMIC LEADERSHIP DEVELOPMENT

START DATE: 28 March 2022

Perspectives: Governance features of higher education institutions

Experience: Leadership theories and practices in higher education

Networking: Membership of the Lead2 Community

Why take this course?

- COMPLETELY FREE
- 3 MONTHS
- SELF-PACED
- PROFESSIONAL NETWORKING OPPORTUNITIES
- DIGITAL CERTIFICATE

Register now!

Are you interested in LEAD2 MOOC 2 and LEAD2 MOOC 3? Click the button below:

<https://www.lead2-project.eu/node/12>

MOOC 2: ACADEMIC LEADERSHIP DEVELOPMENT

START DATE: 28 March 2022

Perspectives: Advanced knowledge on the roles and attributes of academic leaders

Experience: Testimonials from world-class academic leaders

Networking: Membership of the Lead2 Community

Main Lecturers:

- Prof. Dr. Jan Cornelis
- Dr. Lucas Zinner
- Prof. Yagar Kondakci
- Prof. Dr. Po-YANG
- Dr. Marcin Gorski

Register now!

Are you interested in LEAD2 MOOC 1 and LEAD2 MOOC 3? Click the button below:

<https://www.lead2-project.eu/node/12>

MOOC 3: ACADEMIC LEADERSHIP DEVELOPMENT

START DATE: 28 March 2022

Perspectives: University Governance Structures

Experience: Comprehensive Academic Leadership skills development

Networking: Hands-on experience shared from eminent experts and practitioners

Main Lecturers:

- Prof. Dr. Jan Cornelis
- Mr. Anthony ANTOINE
- Prof. dr. Melita Kovacevic
- Prof. Dr. Jiang Wu
- Prof. Dr. John Taylor

Register now!

Are you interested in LEAD2 MOOC 1 and LEAD2 MOOC 2? Click the button below:

<https://www.lead2-project.eu/node/12>

LEAD2 Special Issues | LEAD2特刊

LEAD 2 project has successfully published two special issues in high indexed and peer-reviewed international journals: Chinese Education and Society (CES), European Journal of Education (EJE). As the third issue, Asia Europe Journal (AEJO) accepted the papers, and they are in the final phase of publishing. For each Special Issue, there are original research articles and one editorial paper. In the summer of 2022, the LEAD2 editorial team finalized the review process for the fourth special issue in Research in Educational Administration and Leadership (REAL). There are 6 selected papers. 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. This Special Issue is planned to be published in September 2022.

Taken together, the studies in the LEAD2 Special Issue publications enhanced our understanding of the transformation (changes) in university governance and broaden our perspectives through academic research on university governance in global and international cases. They also addressed emerging issues worthy of attention in the field of academic leadership. Additionally, these publications offer collaborative and comparative studies from an international perspective.

More details and links to the Special Issue papers can be found on the LEAD2 project [website](https://www.lead2-project.eu).

LEAD2项目已经成功地在高被引的同行评议的国际期刊上发表了两期特刊，分别是：《中国教育与社会》(CES)和《欧洲教育期刊》(EJE)。第三期特刊《亚欧期刊》(AEJO)也已经接受了投稿的论文，目前正处于最后的阶段。每期特刊都有原创的研究文章和一篇编者论文。2022年夏天，LEAD2责任编辑团队已经完成了《教育管理与领导力研究》(REAL)第四期特刊的审核工作，共有6篇论文入选。本期特刊的主要聚焦于了解欧洲和中国高等院校转型的不同方面，涉及组织、社会和数字化方面，以及学术领导者在不确定时期的观点、扮演的角色和面临的挑战。该特刊计划于2022年9月出版。

总的来说，LEAD2特刊中的研究增强了我们对大学治理转型(变革)的理解，并通过对全球和国际案例中的大学治理的学术研究拓宽了我们的视野，特刊中还讨论了学术领导力领域值得关注的新问题。此外，特刊出版物还从国际角度进行了合作和比较研究。

更多信息和特刊论文链接可以在LEAD2项目[网站](https://www.lead2-project.eu)上查看。

**LEAD2
COMMUNITY**
JOIN US & CREATE YOUR
FREE ACCOUNT



- GET ANSWERS**
to your questions related to academic leadership and university governance in Higher Education.
- LEARN FROM**
experts in the field and share your experiences.
- SHARE IDEAS**
and resources across school and countries.

IN THE SPOTLIGHT 焦点
INTERNATIONAL EXCHANGES OF UNIVERSITIES
IN THE “ERA OF FRAGILITY”
“脆弱时代”的 大学国际交流



Dr. YU Jingtian

Vice President, National Academy of Education Administration (NAEA)

Dr. Yu Jingtian has been with National Academy of Education Administration (NAEA) since 1997, when he graduated from Beijing Normal University with a Ph.D. degree in preschool education. He became vice president of the National Academy of Education Administration in April 2017, overseeing training, teaching, and research affairs. His previous positions at NAEA include director of Training, director of Strategic Planning etc. In the past years, he has been engaged in the training of educational administrators and managers at all levels in China. He was a visiting researcher at King's College London in 2005. His research interests focus on leadership development, cadres training and education policies.

于京天博士

国家教育行政学院 (NAEA) 副院长

于京天博士自1997年于北京师范大学获得学前教育博士学位后，一直在国家教育行政学院工作。他于2017年4月成为国家教育行政学院副院长，负责监督培训、教学和研究事务。他之前在国家教育行政学院的职务包括培训部主任、战略规划部主任等。在过去的几年里，他一直从事中国各级教育行政人员和管理员的培训工作。2005年，他曾在伦敦国王学院担任访问研究员。他的研究领域集中在领导力发展、干部培训和教育政策方面。

How do you perceive the international collaborative environment in which universities find themselves today?

How do we define this day and age you and I are living in? What kind of label should we put on it? Some from the perspective of technology say it is the information age; some based on the forms of the industry say it is the age of the fourth industrial revolution; still, others view it from the point of economic activities and say it is the age of globalization, and then there are those who say it is the age of multipolarity from a political standpoint. In my opinion, from the perspective of the overarching interests of mankind, the present era is one of “fragility”, where barbarism is hidden in the guise of civilization and danger lurks beneath the appearance of prosperity.

The fragility of this era is related to the advancement of technology and the proliferation of information. The internet is a hub of people from across the globe, fraught with emotional expressions, amplifying the disconnect across demographics, accentuating the mistrust and hostility between countries, and leaving the world more anxious and fragmented. Online sentiment wields tremendous power, and opinion can be contagious and potentially sway government decisions. And yet some politicians deliberately take advantage of the internet to inflame public sentiment for their own gain. One of the consequences of this is that it exacerbates social rifts, worsens international relations and makes the world more fragile.

Over the past two years, the Covid pandemic has filled the world with more disagreement, fear, grievance and anxiety, all of which can be highly destructive emotions. We must acknowledge that today is a fragile time, a time of insidious danger.

您如何看待如今大学所处的国际合作环境？

当今时代是一个什么样的时代？应该给它赋予一个什么样的标签？有人从技术的角度说这是个信息时代，有人从工业形态的角度说，这是第四次工业革命时代，有人从经济活动的角度说，这是全球化时代，有人从政治的角度说，这是多极化时代。这些说法都有道理。我觉得，从人类整体利益的角度看，当今时代是一个“脆弱”的时代，是一个在文明的外表下潜藏着野蛮，在安全的外表下潜伏着危险的时代。

这个时代的脆弱与技术的发达和信息泛滥有关。网络媒体上聚集着海量的人群，而充斥其间的情绪化表达加剧了社会中不同人群之间的撕裂，也加剧了不同国家之间的猜疑和敌意，使这个世界显得更加焦虑，更加碎片化。网络舆论的力量是巨大的，网络上情绪化的舆论是可以传染的，甚至可以左右政府的决策。而有些政治家还故意利用网络来煽动民众的情绪，达到自己的目的，这样做的后果之一一是加剧了社会的撕裂，恶化了国际关系，使世界变得更加脆弱。

这两年，突如其来新冠疫情让世界产生了更多的分歧、恐惧、怨气和焦虑，这些情绪都是极具破坏力的。我们必须承认，今天的时代是一个脆弱的时代，一个潜伏着危险的时代。

How should universities contribute to world peace and development in the face of such a fragile context?

We should enhance humanity's kindness and wisdom. Only if human beings exhibit more kindness and wisdom can the world become a more resilient and safer place. While all people living in this era have a responsibility, those influential organizations, groups and individuals in this world shoulder an even greater role, including governments, businesses and cultural and educational institutions. Among them, educational institutions, especially universities, should play a fundamental, pivotal and strategic role.

Universities have traditionally been the pinnacle of civilization and reason, thus should take the initiative to assume more social and international responsibilities, and there should be more international exchanges between universities. This is the calling for universities in response to this fragile era we live in.

在这样脆弱的时代背景下，大学应如何促进世界的和平与发展？

我们需要提升人类自身的仁慈之心与智慧水平。只有人类多一份仁慈与智慧，世界才会变得坚韧与安全。非但生活在这个时代的所有人都有责任，这个世界上有影响力的组织、团体和个人，包括政府、企业和文化教育机构等，都扮演更大的角色。其中，教育机构特别是大学应该对人类自身素质的提升发挥基础性、先导性、战略性的作用。

大学是人类文化和理性的高地，大学应该主动承担更多的社会责任和国际责任，大学之间应该多一些国际交流。这是我们所处的这个时代对大学的呼唤。

What responsibility should universities take in promoting international exchange?

First, the university is the pinnacle of culture, a force for upward and virtue-oriented mobility, and it is one of the university's duties to inherit, study and develop human culture and promote intercultural exchanges. The greatness of the university lies, first of all, in her lofty realm and her mission to promote the progress of humanity. The fundamental mission of the university is to cultivate outstanding talents, and through them promote the progress of society, and even the progress of human civilization. The university has a wide range of disciplines, introduces different cultures, and creates a relaxed atmosphere that embraces the individuality and innovation of students, as well as scholars with different perspectives and personalities. As a result, people with different positions and cultural backgrounds can be able to communicate freely within and among universities.

Second, the university is a tower of reason that represents an incessant quest for the ultimate truth, and it is the inherent style of the university to seek to understand and transform the world objectively and rationally. Universities must undertake scientific research. And the basic requirement of scientific research is rationality and objectivity—there is no place for hustling, arrogance or prejudice. In today's world, because of the advancement of information technology, the international exchange takes place with a much broader scope and higher frequency than ever before. But the quality of exchange is debatable, and the process can be fraught with suspicion, misunderstanding, and even hostility. Compared with the

complexities of the reality of society, the ivory tower can be a place of relative peace and quiet that transcends conventional values and ideas, with objectivity and fairness relatively intact, so it is easier for communication universities to achieve mutual understanding.

大学在促进国际交流方面应该承担什么样的责任？

第一，大学是文化的高地，是一种向上向善的力量，传承、研究并发展人类文化，促进不同文化间的交流，是大学的本职工作之一。大学之大，首先在于她的境界高远，以促进人类进步为己任。大学最基本的使命是培养优秀的人才，通过优秀的人才去推动社会的进步，乃至推动人类文明的进步。大学要培养优秀的人才，就需要设置众多的学科，介绍不同的文化，营造宽松的氛围，包容学生的个性和创新，包容和接纳不同观点和个性的学者。因此，在大学之中和大学之间，不同立场、不同文化背景的人应该都可以好好交流，好好说话。

第二，大学是理性的高地，是一种求真求实的力量，以客观、理性的态度去认识世界、改造世界是大学的风格。大学要做科研，科研的基本要求是理性客观，科研拒绝忽悠，拒绝傲慢，拒绝偏见。当今世界，由于信息技术的进步，国际之间的交流比以往任何时期都更广泛而迅速，但是，交流的质量有待商榷，过程中也会伴有猜疑、误解甚至是敌意。与复杂的社会现实相比，象牙塔里的大学相对安静超脱，跨越传统价值与认知，客观性与公正性相对较高，因此大学之间的交流比较容易做到相互理解。

What challenges does the University face in terms of international cooperation?

Judging by the reality of international exchanges among universities, it should be said that there is a good foundation. But there remains room for improvement in both breadth and depth. At present, exchanges between Chinese and European universities are primarily carried out in the form of joint training of students, a few visiting scholars from the Chinese side, and sometimes international conferences or academic forums are organized jointly by some institutions. At the level of university administrators, exchanges between the two sides have achieved some success. In the decade or so before the pandemic, the National Academy of Education Administration (NAEA) had organized multiple groups of university leaders to carry out extended in-depth visits, exchange programs and study tours in Europe, America and beyond, and the Chinese parties learned a great deal from the experience. Another highlight is the China-EU LEAD and LEAD2 project which has been running for six years. Under the LEAD project and LEAD2 project, academic leaders from universities in China and multiple European countries engaged in joint study tours and seminars, as well as joint publications. As part of LEAD2 project, the NAEA also organized a joint program for university administrators from China and Europe with great success. But in general these efforts have unfortunately been rare.

In our view, there are two issues of greater prominence in the international exchanges between Chinese and European universities. Firstly, the high-level exchange is rare. The exchange between high-level experts and scholars as well as university

administrators is limited, and insufficient in both frequency and duration. Secondly, the process has not been adequately interactive. It is either one-directional opening or preaching that lacks meaningful dialogue; or unilateral brain-picking by the Chinese side, while their European counterparts end up with still inadequate observations and understanding of Chinese universities and Chinese culture.

大学在国际合作方面面临着怎样的挑战？

从大学国际交流的现实来看，大学之间的国际交流有一定的基础。但无论广度还是深度，还有较大的提升空间。目前中国大学与欧洲大学之间，主要交流方式是联合培养学生、中方派出少数访问学者；有时候，一些机构也会联合举办国际会议或学术论坛等。在大学管理者层面，双方交流取得了一定成绩。在疫情之前的十几年中，国家教育行政学院曾组织多批大学领导赴欧洲和美洲等地开展较长时间的深度考察、交流、学习，中方收获十分明显。还有一个亮点，就是连续6年的中欧LEAD项目和LEAD2项目。LEAD项目和LEAD2项目组织了中国和欧洲多个国家的高校学术领导者一起考察、一起研讨、共同发表。作为LEAD2项目的一部分，国家教育行政学院还组织了中欧高校管理者联合研修班，这对于促进多方交流，起到了很好的作用。但总的来说这种项目太少了。

我们认为，中欧大学国际交流存在的比较突出的问题有两个：一是高端交流少。高水平专家学者以及大学管理者之间的交流有限，频率和时长都不足。二是交流的互动性不够。有些交流常常是双方自说自话，缺乏深度沟通；有些时候，主要是中方在单向地学习、取经，而反过来欧洲大学对中国大学和中国文化的观察和了解不够。

In your view, what should be done to strengthen international exchange and cooperation between universities in the post-COVID era?

Regarding this, we have two humble ideas:

Firstly, more students should be encouraged to venture beyond the border to study at universities in Europe or China. This is the foundation. International understanding lies fundamentally in cultural understanding, with a focus on people-to-people connections. It is a good idea that the EU is seeking to establish a number of European universities. The free movement of students between universities across the EU will both help facilitate learning and stimulate innovation, foster mutual understanding between countries, enhance the identity of European residents and the integration of European cultures. It may not be logistically feasible for Chinese and European universities to communicate as closely as European universities, but the two sides share great similarities, and more students should be encouraged to visit or study abroad.

Secondly, a mechanism for in-depth exchanges between scholars and administrators of Chinese and European universities shall be established. International communication between universities needs to focus on the dialogue between scholars and between administrators. When individuals in these roles are able to communicate freely, the exchanges between universities will naturally follow. It is worth noting that the exchange of ideas and culture is a slow process. It requires time and for one to be present to observe, feel and take it all in, as well as face-to-face in-depth communication. As for the specifics, is it possible to organize joint research groups to address the major concerns of the international community? Recently, the WHO invited 26 experts from around the world to launch renewed efforts to trace the origin of the Covid-19 virus. This practice may also prove inspiring for universities. We hope that in the future, universities in Europe and China will uncover a new path of exchange and collaboration.

"There has never been a time when it is more imperative than today for universities to strengthen international exchanges."

“在今天这样一个脆弱的时代，大学比以往任何时候都更加需要加强国际交流。”

您认为疫情之后应该如何加强大学之间的国际交流与合作？

关于这一点，我们有两个设想：

第一，应鼓励更多学生走出国门，到欧洲或到中国的大学学习与交流。这是基础。国际之间的理解根本上在于文化理解，重点在民心相通。现在欧盟正在建立若干欧洲大学，这是个好主意。学生在欧盟的大学之间自由流动，不仅有利于博采众长，激发创新，而且可以有力地促进国家之间的相互理解，促进欧洲居民的身份认同，促进欧洲文化的融合。中欧大学之间虽然不可能像欧洲大学那样密切，但双方存在着很大的互补性，应该鼓励更多的学生出国访学或留学。

第二，中欧大学的学者之间、管理者之间需要建立深度交流机制。大学之间的国际交流，需要把学者之间的交流以及管理者之间的交流作为重点。他们之间交流顺畅了，大学之间的交流自然就会开辟新的局面。思想的沟通、文化的交流是个慢功夫，需要时间，需要置身于现场进行自然的观察、感受和体会，也需要进行面对面的思想沟通和碰撞。

Do you have any other views or opinions on the relationship between universities and international cooperation?

There has never been a time when it is more imperative than today for universities to strengthen international exchanges, with the fate of humanity at stake, because it is the duty of universities, and because humanity seems to have no better option. We all need to be more aligned on the basis of goodwill and reason. And this is the unassailable mission of universities.

关于大学与国际合作的关系，您是否还有其他看法或观点？

在今天这样一个脆弱的时代，大学比以往任何时候都更加需要加强国际交流，因为这事关人类的命运，因为这是大学的责任，因为人类似乎没有其他更好的选择。人类需要在善意和理性的基础上凝聚更多共识。对此，大学责无旁贷。



ACADEMIC LEADERSHIP DEVELOPMENT: AN EXPLORATORY STUDY ON THE IMPACTS AT THE INSTITUTIONAL LEVEL BASED ON AN ERASMUS+ CAPACITY-BUILDING PROJECT

学术领导力发展：
基于一个ERASMUS+能力建设项目对机构层面影响的探索性研究

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Abstract:

This study examines the impacts of the higher education (HE) academic leadership development program at the institutional level based on an Erasmus+ capacity building project. The project involved academic leadership training in over 3 years through workshops and training programs. After two years of project implementation, the mid-term impact was assessed through surveys and semi-structured interviews. Among the participants who have joined the project program for more than 12 months, 92 participants voluntarily took part in the online survey. Of those, 21 participants were involved in the semi-structured interviews. A mixed-methods approach was exploited to answer the research questions. The findings indicated positive impacts of the program on different aspects including cross-institutional networking, collaboration, partnership, HE-related policy development and practices. The study provides empirical evidence of how the academic leadership development program contributes to helping academic institutions broaden their connection and partnership in order to achieve the institutional goals of development and innovation. The research findings are useful for policymakers, university administrators and related stakeholders. Furthermore, the approaches of academic leadership development program exploited in the current study can be applied widely in different contexts.

摘要:

本研究探讨了基于伊拉斯谟+能力建设项目的高等教育学术领导力发展项目在机构层面的影响。该项目通过研讨会与培训项目等在3年内进行学术领导力培训与提升。项目实施两年后，通过调查与半结构性访谈对中期影响进行了评估。在加入项目计划超过12个月的参与者中，有92人自愿参加了在线调查。其中21名参与者参与了半结构性访谈。我们采用了混合方法来回答研究问题。研究结果表明，该项目在包括跨机构网络、合作、伙伴关系、高等教育相关政策的制定与实践等不同方面产生了积极影响。该研究在说明学术领导力发展项目如何有助于帮助学术机构扩大其联系和伙伴关系以实现发展与创新的机构目标方面提供了经验证据。研究结果有助于政策制定者、大学管理者与相关的利益相关者。此外，本研究中所探讨的学术领导力发展项目的方法可以在不同的背景下广泛运用。

Keywords: Academic Leadership Development, Higher Education, Impact at institutional Level, Capacity Building

关键词: 学术领导力发展; 高等教育; 机构层面的影响; 能力建设

Implications of this Study:

The current research is among scarce studies examining the impacts of the academic leadership development program at the institutional level. By providing deep insights into how the higher education (HE) academic leadership development program influences institution collaboration, partnership and policy development, our study drew attention to the importance and potential of developing an international academic leadership development program which aims at enhancing capacities for academics and leaders individually and equally promoting collaboration and partnership among participating institutions. Our findings also highlighted the importance of developing and strengthening a sustainable network to promote mutual understanding among partners and beyond in order to achieve shared goals and visions.

研究意义:

此研究是关于学术领导力发展项目在机构层面影响方面的少数研究之一。通过对高等教育学术领导力发展项目如何影响机构合作、伙伴关系与政策发展的深入了解，我们的研究提请注意发展国际学术领导力发展项目的重要性和潜力。该项目旨在提高学者与领导者的个人能力，并同样促进参与机构之间的合作与伙伴关系。我们的研究结果还强调了发展和加强可持续网络的重要性，以促进合作伙伴之间以及其他方面的相互理解，从而实现共同的目标与愿景。



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LEAD2 YOUNG ACADEMIC LEADERSHIP DEVELOPMENT BLENDED TRAINING SPRING AND SUMMER EDITIONS 2022: MOTIVATION, SATISFACTION AND IMPACT

LEAD2青年学术领导力发展 2022年春季与夏季混合式培训： 动机、满意度与影响

LEAD2 Young Academic Leadership Development Blended Training Spring and Summer Editions 2022

2022年春夏两期LEAD2青年学术领导 力混合培训项目

The LEAD2 Young Academic Leader (YAL) blended training program is jointly organized by the 12 LEAD2 project partners. The blended training program includes online lecture sessions, MOOC learning, F2F exchange and peer learning sessions. The LEAD2 Young Academic Leadership Training program aims to enhance the leadership competencies of academic members and leaders through key topics such as knowledge & insights about leadership theories and leadership styles in higher education; moreover, it focuses on bringing together academic leadership experiences from stakeholders in different higher education settings. The main themes include the conceptualization of academic leadership, the digital transformation of higher education, leadership theories and styles, academic leadership practices in higher education, challenges of young academic leaders, and innovative strategies and growth paths, as well as peer coaching & networking-based academic leadership development. The training program focuses on the connections between key theories and academic leadership practices. Special emphasis is given to the sharing of experiences and academic leadership development through peer learning and improvement.

The first YAL Blended training program (YAL Autumn 2021 Class) was organized from 4 October 2021 to 17 December 2021 (the report can be found [here](#)). The 2nd YAL Blended training program successfully took place from 28 March 2022 to 26 May 2022, aiming at Young Academic Leaders in European and Chinese higher education institutions (YAL Spring 2022 Class). There were 115 registered training participants. Following the success of the two blended training classes, the 3rd YAL Blended training took place from 23 May to 12 July 2022 with 92 participants who joined the training program (YAL Summer 2022 Class).

In order to evaluate the quality of the training, participants were invited to fill in the evaluation forms and to complete a self-reflection feedback report after they finished the training programs. The following report presents perception of the participants in the two latest YAL Blended training programs regarding their motivation, satisfaction and perceived impact of the training. Among the registered participants, 30 participants from the YAL Spring 2022 Class and 34 participants from the YAL Summer 2022 Class submitted the survey and the self-reflection feedback report. The survey consisted of closed and open-ended questions.

Profiles of the YAL Training Participants

In total, 207 academic leaders and staff participated in the two YAL blended training programs (Table 1). Among the participants in the Spring Training program 2022, 38.5% were male and 61.5% were female. The age

LEAD2青年学术领导者 (YAL) 混合培训项目是由12个LEAD2项目合作伙伴共同组织的。该混合培训项目包括在线讲座课程、MOOC学习、以及F2F交流和同行学习课程。LEAD2青年学术领导力培训项目旨在通过对高等教育中领导力理论和领导风格的知识与见解等关键议题来提高学术成员和领导者的领导能力；此外，它还注重汇集不同高等教育环境中利益相关者的学术领导经验。主要议题包括学术领导力的概念化、高等教育的数字化转型、领导力理论和风格、高等教育中的学术领导力实践、青年学术领导者的挑战、创新战略和成长路径，以及基于同行辅导和网络的学术领导力发展。培训项目的重点是关键理论和学术领导力实践之间的联系。特别强调的是通过同行学习和相互提高，分享经验和学术领导力发展。

第一期YAL混合培训项目 (YAL 2021秋季班) 于2021年10月4日至2021年12月17日举办 (相关报告请在此查看)。第二期YAL混合培训项目于2022年3月28日至5月26日成功举办，目标是欧洲和中国高等教育机构的青年学术领导者 (YAL 2022年春季班)，共有115名注册培训学员。继两期混合培训班的成功举办之后，第三届YAL混合培训于2022年5月23日至7月12日举行，有92名学员参加了培训项目 (YAL 2022年夏季班)。

为了评估培训质量，参与者被邀请填写评估表，并在完成培训项目后完成一份自我反思反馈报告。以下报告介绍了最近两次YAL混合式培训项目的参与者对其培训动机、满意度和感知影响的看法。在注册学员中，来自YAL2022春季班的30名学员和来自YAL2022夏季班的34名学员提交了调查和自我反思反馈报告。该调查包括封闭式和开放式问题。

YAL培训参与者的概况

总共有207名学术领导者和工作人员参加了这两个YAL混合培训项目 (表1)。在2022年春季培训项目的参与者中，38.5%为男性，

distribution of these participants ranged from 22 to 54 (M=33.37, SD=6.99). Concerning their academic leadership roles, 86.3% of the training participants were junior academic leaders, and 13.7% were middle-level academic leaders.

As for the participants in the YAL Summer 2022 Class, 43.5% were male and 56.5% were female. The age distribution of the participants ranged from 23 to 58 (M=36.89, SD=6.71). Concerning their academic leadership roles, 50% of the participants were junior academic leaders, 47.8% were at the middle-level and 2.2% of the participant who were senior level leaders.

61.5%为女性。这些参与者的年龄分布从22到54岁不等 (M=33.37, SD=6.99)。关于他们的学术领导角色, 86.3%的培训学员是青年学术领导者, 13.7%是中层学术领导者。

在YAL2022年夏季班的学员中, 43.5%为男性, 56.5%则为女性。学员的年龄分布在23至58岁之间 (M=36.89, SD=6.71)。关于他们的学术领导角色, 50%的参与者是青年学术领导者, 47.8%是中层学术领导者, 2.2%的参与者是高层学术领导者。

Table 1. Profile of the YAL Training participants | 表1. YAL培训参与者情况

	N 人数	Male(%) 男 (%)	Female(%) 女 (%)	Age M(SD) 平均年龄 (标准差)	Academic leadership roles (%) ¹ 学术领导角色 (%)		
					Junior level leaders 青年领导者	Middle level leaders 中层领导者	Senior level leaders 高层领导者
YAL Spring 2022 Class YAL 2022春季班	115	38.5	61.5	33.37 (6.99)	86.3	13.7	0
YAL Summer2022 Class YAL 2022夏季班	92	43.5	56.5	36.89 (6.71)	50	47.8	2.2

¹ **Young academic leaders** include (young) professors, lecturers, researchers, and graduate learners who do not have formal leadership positions or don't possess power and authority equivalent to a senior or middle-level leader.

青年学术领导者包括青年教授、讲师、研究人员和研究生学习者, 他们没有正式的领导职位, 或不具备相当于高层或中层领导者的职位权力和权威。

Middle academic leaders are subject department or faculty heads, special educators, spiritual leaders, etc. or educators who possess outstanding skills that would aid in the advancement of their co-teachers/researchers, or faculty leaders who are between the top or central-level leaders and the basic level academic leaders and members.

中层学术领导者是指学科系主任、具有领导职位的教育者或相关的领导, 或拥有杰出技能的教育工作者, 他们将有助于其合作教师/研究人员的进步, 或介于高层或中央级领导与基层学术领导者和成员之间的学院领导。

Senior academic leaders refer to people who hold executive leadership positions (e.g., rectors, vice-rectors) at the central units of the universities or senior professors who are seen as role models.

高层学术领导者是指在大学高层担任行政领导职务的学术领导者 (如校长、副校长) 或被视为领头人的资深教授。

Demographic information of the survey respondents

As can be seen in Figure 1, among the participants who completed the survey, 59% were female. Concerning age, 57.81% of the participants who joined the survey were between 20-29 years old, 28.13% were between 30-39 years old, and 14.06% were more than 40 years old.

WHAT IS YOUR GENDER? N=64

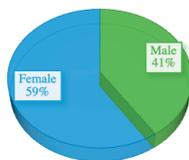


Figure 1. Gender

HOW OLD ARE YOU? N=64

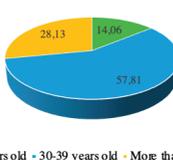


Figure 2. Age

调查对象的基本信息

从图1可以看出, 在完成调查的参与者中, 59%是女性。关于参与者年龄, 57.81%的调查参与者在20-29岁之间, 28.13%在30-39岁之间, 14.06%则在40岁以上。

What is your academic role? 您的学术职位是? N=64

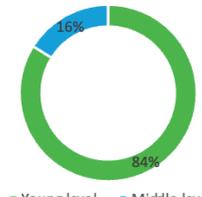


Figure 3. Academic leadership role



图3. 学术领导角色

Regarding their current academic leadership roles (Figure 3), 84% of the respondents are junior academic leaders and 16% of them are middle-level academic leaders.

关于他们目前的学术领导角色1 (图3), 84%的受访者是青年学术领导者, 16%是中层学术领导者。

YAL Participants' Motivation, Satisfaction and Perceived impact of the YAL Training

Motivation to join the YAL Blended Training

At the start of the training, participants filled in their motivations to join the training program through the registration forms of the LEAD2 training program. The participants mentioned a variety of motivations. Among these, there were three main motivations identified: to gain and enhance academic leadership knowledge

YAL参与者的动机、满意度以及对YAL培训的感知影响

参加YAL混合培训的动机

在培训开始时, 参与者通过LEAD2培训项目的注册表填写了他们参加培训项目的动机。学员们提到了多种的动机。其中, 有三个主要动机: 获得并提高学术领导力的知识和技能, 发展自己的职业路径, 以及提高学术能

and skills, to develop own career pathway, and to improve academic competencies to be better prepared for the future. Below some statements that illustrate these motivations.

I wish to sharpen my academic and professional leadership skills through this training program, including developing innovative research ideas, setting up research teams, providing teamwork, building global research connections, organizing international forums and communications, and extending influences. (31, female)

我希望通过这个培训项目磨练我的学术和专业领导能力，包括发展创新的研究理念、建立研究团队、提供团队合作、建立全球研究联系、组织国际论坛和交流、扩大影响等。(31, 女)

Enhancing leadership skills and efficient communication with my students and colleagues. (40, female)

提高领导能力，与我的学生和同事高效沟通。(40, 女)

力，为未来做好准备。下面是一些说明这些动机的陈述。

Improve the perception and understanding of academic leadership; enhance competence for future studies & research; Be able to accommodate future trends (25, male)

提高对学术领导力的认识和理解；提高对未来学习和研究的能力；能够适应未来的发展趋势。(25, 男)

To promote and strengthen teamwork widely while improving my own academic research. (42, female)

广泛促进和加强团队合作，同时提高我自己的学术研究水平。(42, 女)

Satisfaction with the YAL Blended Training

Satisfaction with the training programs perceived by participants was inquired from four main components: overall experience, perceived learning advancement, whether the participants recommend the Blended training to friends/ colleagues, and whether the interactive content contributed to the learning gains. As for the overall experience, participants were asked to what extent they were satisfied with the Blended training course. As shown in Figure 4, the findings revealed that most of the survey participants were extremely and very satisfied with the training programs. To be more specific, 89% of the respondents reported "very satisfied" or "extremely satisfied" with the overall experience, while 9% of the participants reported, "satisfied". Only 2% of the attendees reported "somewhat satisfied" with the overall experience and no participant reported "dissatisfied" or "extremely dissatisfied".

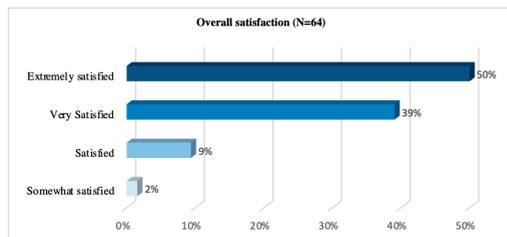


Figure 4. Overall satisfaction with the Blended Training programs

Regarding the learning experience, most of the participants reported that they have learned a lot in the YAL blended training programs. As shown in Figure 5, the most frequent responses were "strongly agree" and "very agree" (47% and 42% respectively). 9% reported "agree", and 2% reported "somewhat agree". No participants reported "disagree" or "extremely disagree".

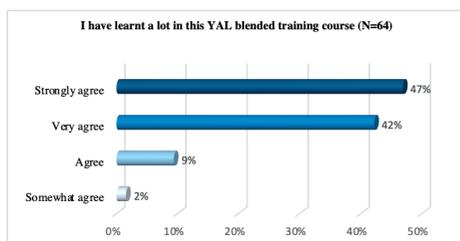


Figure 5. I have learned a lot in this YAL blended training program

Participants were asked whether they would recommend this YAL training program to their friends/ colleagues (Figure 6). The results indicated that the highest option of "strongly agree" is the most frequently selected (53%), followed by the option "very agree" (34%). 11% of the participants reported "agree" to recommend the training program to their friends/ colleagues. And 2% of the participants selected the "somewhat agree". No participants reported "disagree" or "extremely disagree".

对YAL混合培训的满意度

学员对培训项目的满意度主要从四个方面进行调查：整体体验、感受到的学习进步、学员是否向朋友/同事推荐该混合式培训，以及互动内容对学习收获的贡献。关于整体体验，参与者被问及对混合式培训课程的满意程度。如图4所示，调查结果显示，大多数调查参与者对培训项目特别满意和非常满意。更具体地说，89%的受访者对整体体验表示“非常满意”或“特别满意”，而9%的参与者表示“满意”。只有2%的参与者对整体体验表示“有点满意”。没有参与者表示“不满意”或“非常不满意”。

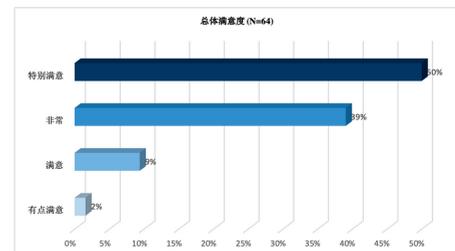


图4. 混合式培训总体满意度

关于学习经验，大多数参与者表示他们在YAL混合培训项目中学到了很多。如图5所示，最常见的回答是“强烈同意”和“非常同意”（分别为47%和42%）。9%表示“同意”，2%“有点同意”。没有参与者表示“不同意”或“非常不同意”。

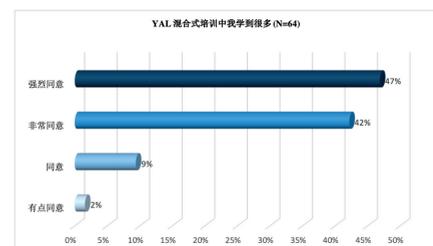


图5. YAL混合式培训中我学到很多 (N=64)

参与者被问及是否会向他们的朋友/同事推荐这个YAL培训项目(图6)。结果显示，最高选项“强烈同意”选择最高(53%)，其次是“非常同意”(34%)。11%的参与者表示“同意”向他们的朋友/同事推荐该培训项目。2%的参与者选择“有点同意”。没有参与者表示“不同意”或“非常不同意”。

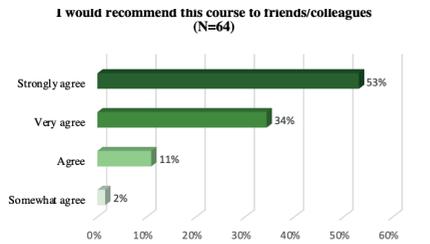


Figure 6. I have learned a lot in this YAL blended training program

Regarding the contribution of the interactive content towards the learning gain, the large majority of the participants reported that the interactive content of this YAL blended training contributed towards their learning gain. 53% reported "strongly agree" and 38% reported "very agree". 8% reported "agree" while 2% reported "somewhat agree". No participants reported "disagree" or "extremely disagree".

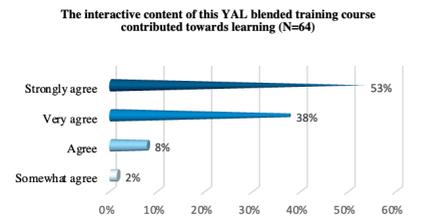


Figure 7. Interactive content contributed towards the learning gain

Consistent with the frequency analysis, the descriptive analysis indicated that a majority of the participants reported highly satisfied with the training programs. As shown in Table 1, based on the Likert scale of 1-6, the mean scores were high as the satisfaction perceived for each scale item had the means ranged between $M=5.34$ ($SD=.71$) and $M=5.42$ ($SD=.70$).

Table 2. Mean and standard deviations for satisfaction with the blended training programs

表2. 对混合式培训项目满意度的平均值和标准差

Specific Items	具体项目	M 平均值	SD 标准差
Overall experience			
	总体经验	5.38	.72
Achieved goals obtained after the training course			
	实现了培训课程后获得的目标	5.34	.71
Recommend the course to friends/ colleagues			
	向朋友/同事推荐该课程	5.39	.74
Interactive content contributed towards learning			
	互动内容有助于学习	5.42	.70

Participants were asked about their satisfaction with the training program in the open questions as well as in their self-reflection feedback reports. The satisfaction included aspects such as the 'blended training format', 'the interactive nature of the blended training', 'the rich content and the exchanges among the experts and participants. Some answers that illustrate these perspectives are shown below.

I would like to express my sincere gratitude to all the experts and speakers of this training program for their excellent lectures, and to the project coordinator and her team for their careful organization, for organizing the online training with high quality across geographical and time differences, and for ensuring a high level of participation and interactivity, which provides a good example for building academic networks in the post-epidemic era, and many of the course designs and tools will be used in my future teaching organization and academic exchanges. (the exchanges among the experts and participants) (38, female)

衷心感谢本次培训项目的所有专家和主讲人的精彩授课，感谢项目协调人及其团队的精心组织，跨越地域和时间差异，高质量地组织了在线培训，保证了高度的参与性和互动性，为后疫情时代的学术网络建设提供了良好的范例，许多课程设计和工具将在我今后的教学组织和学术交流中使用。（专家和学员之间的交流）（38，女）

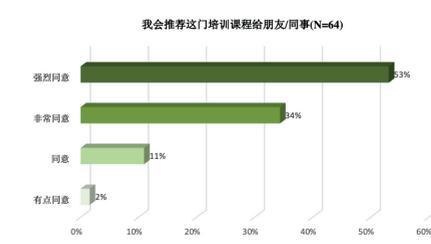


图 6. YAL 混合式培训中我学到很多 (N=64)

关于互动内容对学习收获的贡献，大多数参与者表示，YAL混合培训的互动内容对他们的学习收获有贡献。53%的参与者表示“非常同意”，38%表示“非常同意”。8%表示“同意”，2%表示“有点同意”。没有参与者表示“不同意”或“非常不同意”。

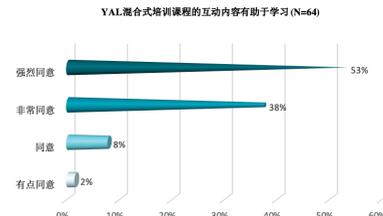


图 7. YAL混合式培训课程的互动内容有助于学习

与频率分析相一致，描述性分析表明，大多数参与者对培训项目表示高度满意。如表1所示，基于1-6的李克特量表，每个量表项目的平均分都很高，因为每个量表项目的满意度都在 $M=5.34$ ($SD=.71$) 和 $M=5.42$ ($SD=.70$) 之间。

在开放性问题以及自我反思反馈报告中，学员被问及对培训项目的满意度。满意度包括“混合培训形式”、“混合培训的互动性”、“丰富的内容以及专家和学员之间的交流”等方面。以下是说明这些观点的一些陈述。

The training program has a variety of formats, both online real-time interactive courses and MOOC platform learning after class. In addition to the expert lectures, each module has a half-hour group discussion and debriefing session, and there are also exploration and practice sessions in training, with different members serving as group leaders, speakers and note-takers in turn. These approaches fully motivate the participants and enhance the actual effect of learning. (Blended training format) (39, female)

培训项目形式多样,既有在线实时互动课程,也有课后MOOC平台学习。除专家授课外,每个模块都有半小时的小组讨论和汇报环节,培训中还有探索和实践环节,由不同成员轮流担任小组长、发言人和记录员。这些方式充分调动了学员的积极性,增强了学习的实际效果。(混合式培训形式)(39,女)

This leadership training covers a wide range of contents and involves in-depth aspects. It uses simple language, vivid classroom atmosphere and wonderful leadership training case analysis. This training let me experience the latest management knowledge and leadership concepts from different angles, further broaden my vision, sublimate my soul, and comprehensively update and improve my understanding of the ideas, concepts and leadership thinking mode. (The rich content) (33, male)

这次领导力培训涵盖的内容很广,涉及的方面也很深入。它用简洁的语言,生动的课堂气氛,精彩的领导力培训案例分析。这次培训让我从不同角度感受到了最新的管理知识和领导理念,进一步开阔了视野,升华了灵魂,全面更新和提高了我对思想、理念和领导思维模式的认识。(内容丰富)(33岁,男)

Perceived impact of the YAL Blended Training

Participants were asked to report their perceived impact on them after the training program. The perceived impact includes for example 'increased knowledge and understanding of academic leadership', 'enhanced competencies', 'broadened vision' and 'strengthened academic networks'. Some example answers were illustrated as shown below.

In this training I have learned a lot of various content related to academic leadership: leadership styles, leadership theories and their practices, digitalization, virtual internationalization, coaching and networking, competences and challenges of young researchers as academic leaders of future and many other aspects. (Increased knowledge and understanding of academic leadership) (40, female)

在这次培训中,我学到了很多与学术领导力有关的各种内容:领导风格、领导力理论及其实践、数字化、虚拟国际化、教练和网络、青年研究人员作为未来学术领导的能力和的挑战以及其他许多方面。(增加对学术领导力的认识和理解)(40,女)

My biggest impression of this LEAD2 training is that it is a very good platform. With this platform, we can get to know young scholars from different countries, different schools and different majors, which is very rare and very valuable. As scientific researchers, most of us usually focus on our own fields, our own research and teaching, and most of the people we come into contact within work and life are our peers and students. Through this training, our academic networks are broadened. (Strengthened academic networks) (30, female)

我对这次LEAD2培训最大的印象是,它是一个非常好的平台。通过这个平台,我们可以认识来自不同国家、不同学校、不同专业的青年学者,这非常难得,也非常有价值。作为科研人员,我们大多数人通常只关注自己的领域,自己的研究和教学,在工作和生活中接触到的大多数人都我们的同行和学生。通过这种培训,我们的学术网络得到了拓展。(加强学术网络)(30岁,女性)

Conclusion

The combination of different sources of information to evaluate the participants' experience in training suggests that the participants were highly satisfied with the YAL Blended training programs and the feeling of achieving their goals after completing the training programs. Participants expressed a varied set of reflections and lessons learned in terms of enhanced theories, practices, knowledge, and skills/competencies. The participants expressed that the training programs were interesting and stimulating and they enjoyed taking the training program. Additionally, the training programs had positive impacts on their professional practices as perceived by the participants. To be more specific, the knowledge, skills, and competencies developed from the YAL training enabled the participants to be more prepared to tackle ongoing challenges of university governance and academic leadership such as implementing active learning methodologies, changing their teaching practices, and applying leadership styles as well as influence on the ability to establish professional networks, build relations across sectors or engage effectively in interdisciplinary groups.

In every group discussion and communication, the members' diverse ideas generated dazzling sparks, which enabled me to learn a lot of new views and ideas and generated new thinking for me. (The interactive nature of the blended training) (24, male)

在每次小组讨论和交流中,成员们不同的想法产生了耀眼的火花,使我学到了很多新的观点和想法,为我产生了新的思考。(混合式培训的互动性)(24,男)

In addition to lecture learning sessions, participants are also broken up into groups. During or after the lectures, each group has ample opportunities to share their learning based on relevant theory, practice and experience in the field. The speaker of each lecture has always well-prepared targeted discussion questions to lead the group to in-depth discussions. (The interactive nature of the blended training) (38, female)

除了讲座学习环节,学员还被分成若干小组。在讲座中或讲座后,每个小组都有充分的机会根据相关理论、实践和现场经验来分享他们的学习成果。每个讲座的主讲人总是精心准备了有针对性的讨论问题,引导小组进行深入讨论。(混合式培训的互动性)(38岁,女性)

对YAL混合式培训影响的看法

参与者被要求报告培训项目后对他们的感知影响。所感知的影响包括例如“增加对学术领导力的知识和理解”、“提高能力”、“拓宽视野”和“加强学术网络”。一些陈述举例如下:

In the context of increasing openness and diversity and individualized needs, the scope of academic leadership has also become broader, from university leaders, department heads, program leaders to student mentors, all of whom need to be versatile with a broad vision, long-term perspective, innovative thinking and pragmatic abilities. (Broadened vision) (38, female)

在日益开放和多元化以及个性化需求的背景下,学术领导力的范围也变得更加广泛,从校领导、系主任、项目负责人到学生导师,都需要具备宽广的视野、长远的眼光、创新的思维和务实能力的全才。(开阔视野)(38岁,女性)

In one of the sessions, we teamed up with each other, playing the roles of tutor and tutee, asking questions about our own situation and listening to the opinions of our peers. This role-based interaction allowed me to think about the challenges of academic leadership and the possibility of flexibility in different situations, both as a speaker (tutor) and a listener (tutee). (Enhanced competencies) (38, female)

在其中一个环节中,我们互相组队,扮演指导和被指导的角色,就自己的情况提问,听取同行的意见。这种基于角色的互动让我思考了学术领导力的挑战,以及在不同情况下灵活运用可能性,既是发言者(指导),也是倾听者(被指导)。(增强能力)(38岁,女性)

结论

结合不同的信息来源来评估学员的培训体验,表明学员对YAL混合式培训项目和完成培训项目后实现目标的感受非常满意。学员们在理论、实践、知识和技能/能力的提高方面表达了不同的反思和经验教训。学员们表示,培训项目很有趣,充满新鲜感,他们很喜欢参加该培训项目。此外,学员们认为培训项目对他们的专业实践产生了积极影响。更具体地说,从YAL培训中得到的知识、技能和能力使学员们能够更好地应对大学管理和学术领导的持续挑战,如实施主动学习方法、改变教学实践、应用领导风格以及影响建立专业网络、建立跨部门关系或有效参与跨学科小组的能力。



ACADEMIC LEADERSHIP IN COLLABORATIVE RESEARCH PROJECTS

“合作研究项目中的学术领导力”讨论论坛

The LEAD2 project aims to build a platform where academic professionals and relevant practitioners from all over the world can freely exchange their abundant experience and best practices in university governance and academic leadership. Within this project, a series of LEAD2 MOOC courses have been designed and offered to worldwide learners, regardless of their country, institution, or academic position, available for free in both English and Chinese on various platforms such as Canvas, NetEase and Bilibili. Over years of accumulation, the LEAD2 MOOC series has attracted more than 7,300 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. In addition to the MOOC courses, LEAD2 has carried out comprehensively blended training and mutual learning through the realization of workshops, seminars, webinars, reports, publications, training programs and an Online Knowledge Base in order to enhance the knowledge, skills, competencies and networking opportunities of academic members and leaders.

The COVID-19 pandemic has proven to us the importance of collaborative research projects in resolving common problems and responding to the urgent and complex needs of society. However, how to manage those collaborative research projects? What are the skills required for relevant management in the academic context? These questions are still worth further discussion. Under this context, the LEAD2 project has organized one workshop on Academic Networking and Collaborative Leadership at the Danish School of Education at Aarhus University in Copenhagen, Denmark, convening around 30 LEAD2 experts and professionals from project partner universities, MOOC course participants and training program participants. Here below are some interesting perspectives popping up during the discussions.

LEAD2项目旨在建立一个平台，让来自世界各地的学术专家和相关从业人员能够自由地交流他们在大学治理和学术领导方面的丰富经验和最佳实践。在这个项目中，我们设计了一系列的LEAD2 MOOC课程，并提供给世界各地的学习者，无论他们的国家、机构或学术地位如何，都可以在Canvas、网易和Bilibili等不同平台上免费获得中英文版本的课程资源。经过多年的积累，LEAD2 MOOC系列课程已经吸引了来自全球各地的7300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社群，重点关注大学治理和学术领导力。除了MOOC课程，LEAD2还通过组织研讨会、报告、出版物、培训项目和在线知识库，全面开展混合式培训和相互学习，以提高学者和学术领导者的知识、技能、能力和交流机会。

新冠疫情向我们证明了合作研究项目在解决人类共同问题和应对社会日趋紧急复杂的需求方面的重要性。然而，如何管理这些合作研究项目？在学术背景下，所需的相关管理技能有哪些？这些问题仍然值得进一步讨论。在此背景下，LEAD2项目在丹麦哥本哈根的奥胡斯大学的丹麦教育学院组织了一次关于学术网络和合作领导力的研讨会，召集了约30位来自项目合作大学的LEAD2专家和专业人士、MOOC课程参与者和培训项目参与者。以下是讨论中出现的一些观点的分享。

WHAT ARE THE BENEFITS OF COLLABORATIVE RESEARCH PROJECTS?

合作研究项目的益处是什么？

Collaborative research projects can improve the capacity of the system and contribute to the training of scholars, as the variety of skills required by the complexity of research problems are usually not possessed by one individual.

合作研究项目可以提高系统的能力，并有助于学者的培训，因为研究问题的复杂性所需要的各种技能通常不是一个人可以拥有的。

Collaborative research projects can bring information and visibility to the university. As a result of organizational networking, individuals will have more opportunities to benefit through the aggregation of resources.

合作研究项目可以为大学带来信息和知名度。作为组织社交的结果，个人将有更多的机会通过资源的聚集而获益。

At the institutional level, collaborative research can facilitate data collection and also bring different perspectives to look at the same issues.

在机构层面，合作研究可以促进数据的收集，并带来看待同一问题的不同视角。

Long-term collaboration can lead to a really big impact. Teaching for collaboration in competition is one of the most critical skills we need in the 21st century. International collaboration is sometimes another way to avoid institutional limitations and constraints.

长期的合作可以带来真正大的影响。在竞争中进行协作的教学是我们在21世纪需要的最关键的技能之一。国际合作有时是避免机构限制和约束的另一种方式。

You can find collaborative support and constructive criticism from a good collaborative project. And the capacities of the others can compensate for the lack of knowledge of a researcher in a particular field. This extension of knowledge and skills is truly important.

你可以从一个好的合作项目中找到合作支持和建设性的批评。而其他人的能力可以弥补一个研究者在某一领域知识的不足。这种知识和技能的扩展确实很重要。

Collaborative research projects can bring in other contexts, that may elaborate your own perspectives. And at an organizational level, it is important to have synergies among group members and different groups.

合作研究项目可以带来其他背景，这可能会让你的观点更全面。而在组织层面上，小组成员和不同小组之间的协同作用是很重要的。

If we work under the same collaborative research project, the research context is similar at the individual level. So there can be a lot of collaboration, and researchers often feel more supported and motivated. The outcomes will thus become very beneficial.

如果我们在同一个合作研究项目下工作，研究背景在个人层面上是相似的。因此可以产生很多合作机会，研究人员也会感受到更多的支持和动力。研究成果会变得非常有益。

WHAT IS THE COST OF COLLABORATIVE RESEARCH PROJECTS?

合作研究项目的代价是什么？

When we are trying to achieve consensus during the collaboration, we are actually losing all these individualistic power and elements.

当我们试图在合作中达成共识时，我们其实正在失去所有带有个人主义色彩的权力和元素。

Sometimes the collaborative research projects will slow down your own research pace. For example, you can't finish the task on your schedule if you are alone. However, if you collaborate with others, you need to wait for your partners' results, which may be very slow and make you feel stressed sometimes.

有时，合作研究项目会拖累你自己的研究步伐。例如，如果你独自一人，你可以按自己的计划完成任务。但是，如果你与他人合作，你需要等待伙伴们的结果，这可能非常缓慢，有时会让你感到压力。

International collaborative research projects are often costly and time-consuming. And it is necessary to have somebody to take the accountability to explain the benefits and outcomes of this project and how the benefits yield the costs.

国际合作研究项目往往成本高、耗时长。因此有必要有人负责解释这个项目的好处和成果，以及好处为什么比代价更大。

Because of the differences in cultural background, sometimes it can be challenging to understand what different people are saying. Sometimes, it is hard to reach compromised solutions just because we have different educational backgrounds. And conflicts may emerge in this way.

由于文化背景的不同，有时要理解不同人说的话是有难度的。有时，仅仅因为我们有不同的教育背景，就很难达成妥协的解决方案。而冲突也可能以这种方式出现。

WHAT IS THE ROLE OF LEADERSHIP IN UPLIFTING COLLABORATIVE RESEARCH PROJECTS?

领导者在促进合作研究项目方面有哪些作用？

We need to have clear objectives before we start collaboration and find ways to judge whether the collaboration is going in the right way. For example, before collaboration, the potential partners should know what resources they have and what resources they expect from their partners, what they are going to give and what they are going to achieve.

在开始合作之前，我们需要有明确的目标，并找到判断合作是否在正确方向上进行的方法。例如，在合作之前，潜在的合作伙伴应该知道他们有什么资源，他们希望从合作伙伴那里得到什么资源，他们要付出什么，他们要实现什么。

Leaders have to smooth out the differences between people. They have to understand the differences in approaches themselves and try to seek some compromise and a way forward. Otherwise, there can be a real risk of the whole project falling apart.

领导人必须平衡人们之间的差异。他们必须自己了解解决问题方式上的差异，并努力寻求一些妥协和前进的道路。否则，就会有整个项目崩溃的风险。

One of the responsibilities of leadership in terms of the collaborative research project is actually setting the time scales and the target dates for doing things. In doing so, they need to be sensitive to the extension of time within teamwork.

Leaders need to prevent conflicts. And one of the ways to do this is to set a dynamic direction. This direction can be decided together and can be changed if you agree. But there is always a direction to help you prioritize and distribute your tasks and prevent potential conflicts.

领导者需要防止冲突。而做到这一点的方法之一就是设定一个动态的方向。这个方向可以一起决定，如果大家同意，可以改变。但总有一个方向可以帮助人们确定任务的优先次序和分配，防止潜在的冲突。

To build up the trust amongst self-managed teams, you need to build it up into different responsibilities combined with resources. It is the leader's role to establish a framework with a clear vision and set up strategies to achieve the goals.

为了在自我管理的团队中建立起信任，你需要建立不同的责任并将其与资源相结合。领导者的作用是建立一个有明确愿景的框架，并制定战略来实现目标。

在合作研究项目中，领导层的责任之一是确定做事的时间尺度和目标日期。在这样做的时候，他们需要意识到团队工作可能需要更多的时间。

WHAT ARE THE ESSENTIAL LEADERSHIP SKILLS FOR LEADING COLLABORATIVE RESEARCH PROJECTS?

领导合作研究项目的基本领导技能是什么？

Leaders should be able to clear the barriers away and keep the strength of the teams to achieve the goals. In this sense, leaders act as facilitators.

领导者应该能够清除障碍，保持团队的力量以实现目标。从这个意义上说，领导者扮演着促进者的角色。

Relational skill is an important leadership quality as well. Leaders need to be able to sense whether their group members are going in the right direction. Coaching skills to discover people's advantages in this regard is also very valuable.

关系技能也是一种重要的领导素质。领导者需要能够感觉到他们的小组成员是否在朝着正确的方向发展。从这一角度来说，能够发现人们优势的培训技能也非常有价值。

Leaders need to be sensitive to the different requirements of individuals within the group and try to blend all these together and hold them together.

If you feel inspired and want to learn more from the workshop, you are welcome to visit our project website:

如果您受到启发并想从研讨会中了解更多信息，欢迎您查阅我们的项目网站：

<https://www.lead2-project.eu/node/242>



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

Leaders need to prevent domination among the group and should be able to facilitate sharing of information in proper directions. They should also be able to create kinds of relations that can foster a sense of belonging.

领导者需要防止群体中的支配行为，并应能促进信息在适当的方向上的共享。他们还应该能够创造各种关系，以促进归属感。

Communication skill is very important for leaders to nurture dialogue with their colleagues. This dialogue can further mobilize the colleagues to execute tasks with higher motivation.

沟通技巧对于领导者培养与同事的对话是非常重要的。这种对话可以进一步调动同事的积极性，使他们更积极地执行任务。

领导者需要意识到小组内个人的不同要求，并努力将所有这些要求融合在一起，并支持它们的发展。

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

如果您想参与讨论并与同行交流您的想法，那么我们的在线知识库中的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

A

Academic Leadership | 学术领导力

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

在学术环境或组织中的领导力，是整体领导力的一个特殊细分。学术领导力是一种领导力，包括根据科学和研究数据为组织构建愿景和使命，建立创造性的想法、开展和提供团队合作等作用。

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

Academic Transformation | 学术转型

Innovative academic models that are in close alignment with the demand of changing economy and society.

紧贴经济社会变化需求的创新学术模式。

Qian, Y. (2019). Technology-enabled innovation for academic transformation in higher education. In Technology leadership for innovation in higher education (pp. 132-164). IGI Global.

B

Blended Learning | 混合式学习

Variable construct describes approaches to teaching and learning that integrate, in a significant and meaningful way, more than one technique for delivering instruction. Widely associated with combinations of face-to-face and e-learning teaching methods, blended learning may also refer to other mixtures (e.g., individual and group instruction; self-paced instruction and lecture method).

描述教学方法的可变结构，以一种重要且有意义的方式整合了不止一种教学技术。混合学习广泛地与面对面和电子学习的教学方法结合在一起，也可以指其他混合学习方式（例如，个人和小组教学；自定进度教学和授课方法）。

Cano, E., & Ion, G. (2014). Curriculum development through a competency-based approach in higher education. In Handbook of Research on Transnational Higher Education (pp. 79-95). IGI Global.

C

Canvas | Canvas

A web-based platform used by students and educators to access and manage course materials for online and face-to-face classes.

一个学生和教育工作者的访问和管理线上以及线下课程材料的网络平台。

Tanase, M. F., & Hammack, S. (2021). The Challenges and Benefits of Online Instruction: Navigating the Rough Waters of Teaching College Classes During the COVID-19 Pandemic. In Handbook of Research on the Global Empowerment of Educators and Student Learning Through Action Research (pp. 121-143). IGI Global.

Capacity-building | 能力建设

it is defined as developing and strengthening skills and competencies, not only at an individual level but also at institutional and systemic level. It maximized the ownership and included behavioral change and ability to adapt to changes and participation.

它被定义为发展和加强技能和能力，不仅是在个人层面，而且在机构和系统层面。它最大限度地发挥了主人翁精神，包括行为改变以及适应变化和参与其中的能力。

de Porras, M., Haller, L., & Alexander, S. (2021). Training Strategies for Organic Agriculture as a Pathway to Achieve the SDGs. In Handbook of Research on Environmental Education Strategies for Addressing Climate Change and Sustainability (pp. 200-221). IGI Global.

Change Management | 变革管理

The approaches, techniques, and procedures that support or assist employees in an organization to make change to reach the organization goals.

支持或帮助组织中的员工进行变革以实现组织目标的方法、技术和程序。

Shalikh, M., & Shen, L. (2020). Critical Success Factors in Enterprise Resource Planning Implementation. In Business Management and Communication Perspectives in Industry 4.0 (pp. 188-208). IGI Global.

Cross-institutional collaboration | 跨机构合作

Project that involves more than one institution of higher education.

涉及一个以上的高等教育机构参与的项目。

Fortune, D., Horst, P., Kessler, M. A., Tackett, M. E., & Pennington, L. K. (2021). Using Virtual Book Clubs to elevate discussion and diverse voices. In Handbook of Research on Teaching Diverse Youth Literature to Pre-Service Professionals (pp. 318-338). IGI Global.

Comparative analysis | 比较分析

Comparing two contextual results for the same case study.

对同一案例研究比较两个不同背景下的结果。

Rohrbacher, C., & McKee, J. (2019). Asynchronous Electronic Feedback for Faculty Peer Review: Formative Feedback That Makes a Difference. In Handbook of Research on Faculty Development for Digital Teaching and Learning (pp. 160-180). IGI Global.

Collaborative network | 协作网络

A group of people with complementary skills who work together with a shared vision to achieve shared goals.

一群技能互补的人带着共同的愿景一起工作以实现共同的目标。

Norris, S. E. (2021). High Quality Online Programs: The Role of Leadership and Teamwork to Support Student-Centered Graduate Education. In Research Anthology on Preparing School Administrators to Lead Quality Education Programs (pp. 1552-1570). IGI Global.

Collective leadership | 集体领导

it is the result of building collaborative capacity through intense individual and group work. Relationships are privileged and complex problems faced, in the pursuit of learning and discovering what can be achieved together.

这是通过密切的个人和团队工作建立协作能力的结果。在追求学习和发现可以共同实现的目标的过程中，各种人际关系是独特且复杂的问题。

Docherty, K. (2021). Exploring Collective Leadership and Co-Production: An Empirical Study. In Processual Perspectives on the Co-Production Turn in Public Sector Organizations (pp. 130-155). IGI Global.

Collaborative Research Approach | 协作研究方法

A research approach that uses the strengths of both researchers and community-based practitioners to increase the quality of the research process and the impact of the research outcomes.

一种利用研究人员和社区从业人员的优势来提高研究过程质量和研究成果影响的研究方法。

MacDonald, C., Stodet, E. J., Casimiro, L., & Weaver, L. (2008). A Collaborative Approach for Online Dementia Care Training. In Encyclopedia of Healthcare Information Systems (pp. 224-230). IGI Global.

Cultural change | 文化变迁

cultural change and use the following definition: Changes in ideas, norms, and behaviors of a group of people (or changes in the contents or themes of their products reflecting such changes), over time, typically on the scale of decades or centuries.

文化变迁使用以下定义：随着时间的推移，一群人的观念、规范和行为的变化（或反映此类变化的产品内容或主题的变化），通常以数十年或几个世纪为时间尺度。

Varnum MEW, Grossmann I. (2017). Cultural Change: The How and the Why. Perspectives on Psychological Science.12(6)956-972. doi:10.1177/1745691617699971

D

Digital Transformation | 数字化转型

Set of mainly technological, cultural, organizational, social, creative and managerial changes associated with digital technology applications, in all aspects of human society.

在人类社会的各个方面，与数字技术应用相关的主要的技术、文化、组织、社会、创意和管理的变革。

Magnit, D., Orlando, B., & Del Giudice, M. (2021). Exploring digital skills in higher education: a case study analysis. In IT and the Development of Digital Skills and Competences in Education (pp. 1-20). IGI Global.

Distributed leadership | 分布式领导

Distributed leadership consists of self-leadership at the individual level, shared leadership at the team level, functional leadership at the multitask system level, and instrumental, global, and strategic leadership at the executive levels.

分布式领导包括个人层面的自我领导，团队层面的共享领导，多团队系统层面的职能领导，以及执行层面的工具性、全球性和战略性领导。

Turner, J. R., Thurlow, N., & Rivera, B. (2020). The Flow System: Practitioner Tools for Navigating Complexity. In Cases on Performance Improvement Innovation (pp. 248-273). IGI Global.

E

Educational Technologies | 教育技术

Digital/Technological tools designed and created to be integrated in the teaching and learning process; they aim to enhance learning, better engage learners, and help instructors and students to achieve the desired educational objectives in an innovative/digital manner.

设计和创建的数字/技术工具可集成到教学和学习过程中；旨在加强学习，更好地吸引学习者，并帮助教师和学生以创新和数字化的方式实现预期的教育目标。

Oikonomou, V. L., & Patsala, P. (2021). The Integration of Educational Technologies in Foreign Language Education: Teacher Practices and Attitudes in Greece. In IT and the Development of Digital Skills and Competences in Education (pp. 253-275). IGI Global.

F

Fourth Industrial Revolution | 第四次工业革命

Industrial revolution driven by cyber-physical systems involving entirely new capabilities for people and machines. Represents new ways to embed technology in society, and induces new ways of working and thinking for human and corporate matters. Used as synonym for Digital Transformation.

由网络物理系统驱动的工业革命，涉及人和机器的新一代能力。代表了将技术嵌入社会的新方法，并诱发了人类和企业事务的新工作与思维方式。也用作数字转型的同义词。

Janssens, J. (2021). It's All About Creating Customer Value: Activating Engagement Through CRM-Driven Projects. In Insights, Innovation, and Analytics for Optimal Customer Engagement (pp. 226-256). IGI Global.

G

Global Community | 全球社区

A term that represents the fact that, via the Internet, we can be connected to others across the globe and feel we are part of a collective community.

这个词代表这样一个事实，即通过互联网我们可以与全球各地的其他人联系在一起，并感觉我们是集体社区的一部分。

King, K. P. (2012). Social media as positive disruption in education, e-learning and b-learning. In Handbook of research on business social networking: organizational, managerial, and technological dimensions (pp. 434-452). IGI Global.

Globalization | 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，全球化一词包括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 Handbook of research on study abroad programs and outbound mobility (pp. 40-65). IGI Global.

Globalization Changes | 全球化变化

The multidimensional changes in global economic, social and natural systems resulting from greater and more immediate human and corporate interactivity and interconnectedness.

全球经济、社会和自然系统的多维变化，源于人类和企业更多、更直接的互动和相互联系。

Edwards, M. G., Webb, D. A., Chappell, S., Kirkham, N., & Gentile, M. C. (2015). Voicing possibilities: A performative approach to the theory and practice of ethics in a globalised world. In *Handbook of research on business ethics and corporate responsibilities* (pp. 249-275). IGI Global.

H

Human Capital (HC) | 人力资本 (HC)

Human capital refers to the individual-based knowledge, skills, and abilities associated with formal leadership roles.

人力资本是指与正式领导角色相关的基于个人的知识、技能和能力。

Day, D. V. (2000). Leadership development: A review in context. *The leadership quarterly*, 11(4), 581-613.

I

Information age | 信息时代

An age in society where ICT is regularly and widely used to generate, disseminate and receive information.

在社会中，信息和通信技术被常规和广泛地用于生成、传播和接收信息的时代。

Omariba, A. (2021). Technology-Enhanced Classroom to Enhance Critical Thinking Skills: Teachers' Perspectives. In *Research Anthology on Developing Critical Thinking Skills in Students* (pp. 488-506). IGI Global.

Information technology | 信息技术

IT (information technology) is a term that encompasses all forms of technology used to create, store, exchange, and use information in its various forms (business data, voice conversations, still images, motion pictures, multimedia presentations, and other forms, including those not yet conceived).

IT (信息技术)是一个术语，涵盖用于创建、存储、交换和使用各种形式的信息的所有技术形式(商业数据、语音对话、静态图像、动态图片、多媒体演示及其他形式，包括尚未想到的形式)。

Vachirajani, T., Rao, L., & Rao, H. R. (2014). Using Information Technology to Spread Awareness about Communicable Diseases. In *Handbook of Research on Adult and Community Health Education: Tools, Trends, and Methodologies* (pp. 216-232). 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., Stauraskaya, N., Gryaznov, A., & Zakharchenko, A. (2019). History of international collaboration on the exploration and development of the Arctic. In *Handbook of Research on International Collaboration, Economic Development, and Sustainability in the Arctic* (pp. 1-23). IGI Global.

Internationalization | 国际化

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

是指大学在多大程度上能够与他人合作，具体表现为：欧洲和全球网络中的伙伴关系数量；欧洲框架计划中的项目数量；外籍教师和研究人员的百分比；用英语授课的硕士和博士课程的百分比；参加国际流动项目的学生百分比(入境)；参加国际流动项目的学生百分比(出境)；与国际机构联合开办的硕士和博士课程的百分比。

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

Institutional collaboration | 机构合作

Initiatives or arrangements of various kinds between two or more organisations working to accomplish specific goals in distance education that have institutional commitment.

两个或多个组织之间的各种举措或安排，旨在实现具有机构承诺的远程教育的特定目标。

Marrett, C. (2009). Experiences in Collaboration in Distance Education from the Caribbean. Looking Beyond Electronic. In *E-Collaboration: Concepts, Methodologies, Tools, and Applications* (pp. 778-797). IGI Global.

K

Knowledge base | 知识库

A knowledge base is a specialized database with a collection of data, information, and knowledge within an organization that can be used for problem solving, decision making, project management, or other business-related activities.

知识库是一个专门的数据库，其中包含组织内的数据、信息和知识，可用于解决问题、决策、项目管理或其他业务相关活动。

Zhang, Z. J. (2010). Social software for customer knowledge management. In *Social Computing: Concepts, Methodologies, Tools, and Applications* (pp. 1246-1258). IGI Global.

Knowledge Production | 知识生产

A result of predominantly scientific activity - from philosophy to information science. Knowledge is a source of reliable information on reality and provides skills to use it. Knowledge can be not only scientific but also social and cultural. Science, education and learning (institutions, practices, policies) as well as their contexts determine the knowledge production.

主要是科学活动的结果--从哲学到信息科学。知识是关于现实的可靠信息的来源，并提供使用它的技能。知识不仅可以是科学的，也可以是社会和文化。科学、教育和学习(机构、实践、政策)以及它们的背景决定了知识生产。

Zacher, L. W. (2015). Modeling knowledge society. In *Encyclopedia of Information Science and Technology, Third Edition* (pp. 7192-7201). IGI Global.

L

Leadership | 领导力

Leadership is the collective phenomenon that is distributed or shared among different people, potentially fluid and constructed interaction

领导力是一种集体现象，在不同的人之间分布或分享，可能是流动的和构建的互动。

Denis, J. L., Langley, A., & Sergi, V. (2012). Leadership in the plural. *Academy of Management Annals*, 6(1), 211-283.

Leadership Development | 领导力发展

it is defined as expanding the collective capacity of organizational members to engage effectively in leadership roles and processes.

扩大组织成员有效参与领导角色和过程的集体能力。

Day, D. V. (2000). Leadership development: A review in context. *The leadership quarterly*, 11(4), 581-613.

M

MOOC | 慕课

provides open access without charge to an online course of study over the Web to a very large number of people. MOOCs provide learning and assessment materials, videos, readings and interactive features for users like forums that help build a community for the students and professors. 向大量用户免费提供在线学习课程。慕课为用户提供学习和评估材料、视频、阅读资料和互动功能，比如帮助学生和教授建立社区的论坛。

Luebecke, M., Javet, F., & Scopranovic, S. (2016). MOOCs: A Three Dimensions Analysis of Impact in Higher Education. In *Handbook of Research on Learning Outcomes and Opportunities in the Digital Age* (pp. 703-720). IGI Global.

N

Networking | 网络化

Interaction activities among network actors (individual and collective actors such as, companies, organizations) based on a set of inter-organizational relationships built and developed through relationships, ties and links between actors who

formally and informally cooperate with each other, in order to acquire and share information, knowledge, resources, learning opportunities and value creation at a personal and entrepreneurial level.

社交网络参与者(个人和集体参与者，如公司、组织)之间的交互活动，其基础是通过行为者之间的关系、纽带和联系建立和发展的一套组织间关系，这些行为者之间有正式和非正式的合作，以获得和分享信息、知识、资源、学习机会和在个人和企业层面的创造价值。

Cornelis, J. P. H. (2019). "Research and Innovation" as an Integral Part of Strategic University Governance: The Case of VUB-A Subtle Power

Networked Community | 网络化社区

it is actually physical communities that are supported by an online network. In networked community, online interaction through communication technologies is considered to be a means of sustaining local community life.

实际上是由在线网络支持的物理社区。在网络社区中，通过通信技术进行在线互动被认为是维持社区生活的一种手段。

Park, S. B., & Hwang, H. S. (2009). Reconfiguration of Communities in Cyberspace. In *E-Collaboration: Concepts, Methodologies, Tools, and Applications* (pp. 1589-1597). IGI Global.

O

Organizational networks | 组织网络

Set of organizations that are jointly available to explore business opportunities through the launching of virtual organizations/enterprises.

通过启动虚拟组织/企业共同探索商机的组织。

Simões, D., & Soares, A. L. (2008). Knowledge Communities and Interorganizational Networks. In *Encyclopedia of Networked and Virtual Organizations* (pp. 777-782). IGI Global.

P

Partnership | 伙伴关系

An on-going collaboration between organisations to achieve one or more of the following: share resources; share risks; achieve efficiency; coordinate service delivery; encourage organizational learning or address tricky issues.

组织之间的持续合作，以实现以下一个或多个目标：共享资源；分担风险；实现效率；协调服务提供；鼓励组织学习或解决棘手的问题。

Cotterill, S. (2009). Local e-government partnerships. In *Handbook of Research on Strategies for Local E-Government Adoption and Implementation: Comparative Studies* (pp. 105-121). IGI Global.

Policy development | 政策制定

An individual or group/teams of individuals who create and produce a policy for an institution or organization.

为一个机构或组织创建和制定政策的个人或小组/团队。

Sasso, M. T., & Ross, D. B. (2020). Academic entitlement and the K-20 system: The importance of implementing policies to better the education system. In *Strategic Leadership in PK-12 settings* (pp. 110-132). IGI Global.

S

Social Capital | 社会资本

Social capital refers to building networked relationships among individuals that enhance cooperation and resource exchange in creating organizational value.

社会资本指的是在个人之间建立网络关系，加强合作和资源交换以创造组织价值。

Day, D. V. (2000). Leadership development: A review in context. *The leadership quarterly*, 11(4), 581-613.

V

Virtual internationalization | 虚拟国际化

Virtual internationalization 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).

国家、部门和机构层面的虚拟国际化被定义为在信息和通信技术(ICT)的帮助下，将国际的、跨文化的或全球性的维度整合进高等教育的提供、目的或功能中的过程。

Bruhn, E. (2016). Towards a framework for virtual internationalization. In *European Distance and E-Learning Network (EDEN) Conference Proceedings* (No. 2, pp. 1-9). European Distance and E-Learning Network.



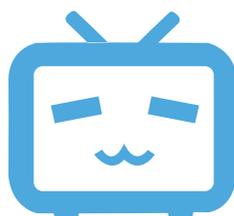
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