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LEAD2 PARTNERS



























LEADING TOGETHER, LEADING TOMORROW



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04

MEET THE TEAM -LEAD2 EXPERTS

LEAD2专家成员介绍

Curious to find out about the expert members 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!

10

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

15

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。 07

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。

14

LEAD2 PAPER

LEAD2论文

"Understanding Virtual Internationalisation: Perspectives from academic members in higher education"

《理解虚拟国际化:高等教育中学术成员的视角》

20

FORUM 论坛

ad recent

Read recent discussions about academic leadership in the new context of internationalisation.

阅读最近关于国际化新背景下的学术 领导力的讨论。

CEMBER 2022 | VOLUME 1 | ISSUE 10

22

LEAD ACADEMIC NETWORK

LEAD联盟 (LEAD学术网络)

What is the next move for the LEAD2 Project? Come to learn about LEAD Academic Network.

LEAD2项目的下一步行动是什么?来了解一下LEAD联盟(LEAD学术网络)。

26

LEAD2 KEY FIGURES

LEAD2重要数据

Get to know LEAD2 key figures and learn LEAD2 impacts at a glance.

了解LEAD2的重要数字,从而快速了解 LEAD2的影响力。 23

LEAD2 TESTIMONIALS

LEAD2成员感言

How LEAD2 participants feel after joining the LEAD2 project? Here are their testimonials.

加入LEAD2项目后,LEAD2参与者的感 受如何?这里是他们的感言。

28

GLOSSARY

术语表

Learn specific academic terms that appeared in this issue.

学习本期出现的具体学术术语。



Meet the Team - LEAD2 Experts LEAD2专家成员介绍



PROF. DR. JAN DANCKAERT

Rector, Vrije Universiteit Brussel

Prof. dr. Jan Danckaert is currently the rector of VUB. He has been a Professor of Science and (Bio-)Engineering since 2005 and was Vice-Rector for Education and Student Affairs under the previous Rector. He obtained a PhD on the subject of nonlinear optics. His current research interests go towards nonlinear dynamics in physics, photonics, metamaterials, neural networks and systems biology. Currently, he is head of the Applied Physics research group at VUB (APHY). He was the (co-)advisor of more than 10 successful PhDs over the last 5 years.

扬-丹卡尔特(Jan Danckaert)教授目前担任VUB的校长。他从2005年起担任科学和(生物)工程学教授,并在前任校长领导下 担任主管教育和学生事务的副校长。他获得了在非线性光学领域的博士学位。他目前的研究兴趣是物理学中的非线性动力学领域、光子学、超材料、神经网络和系统生物学。目前,他是VUB(APHY)应用物理研究小组的负责人。在过去的5年中,他是10多个优秀博士生的(共同)导师。

PROF. DR. HANG WU

Former Executive Vice President, Tongii University

Prof. Dr. WU Jiang, Professor at the College of Architecture and Urban Planning, Tongji University, Former Executive Vice President of Tongji University. He is now serving as Dean of the Institute of Environment for Sustainable Development (IESD) of Tongji University, Director of the Elaborated Urban Governance Research Institute of Tongji University, Chief Editor of Architecture Asia, Vice President of Urban Planning Society of China (UPSC), President of Urban Planning Society of Shanghai (UPSS), Vice President of the Architectural Society of Shanghai China (ASSC). Due to his contribution to the Architecture and Urban Planning of China, he was elected the Academician of the Royal Academy of Architecture France (Academie d'Architecture) in 2015. His research fields include the history and theory of architecture, urban heritage conservation and urban regeneration. He has published over 10 books and obtained nearly 20 national-level and provincial-level awards.



伍江,同济大学建筑与城市规划学院教授、博导。同济大学原常务副校长、同济大学联合国环境与可持续发展学院院长、超大城市精细化治理(国际)研究院院长,法国建筑科学院院士,《亚洲建筑》(英文)主编,中国城市规划学会副理事长,上海市城市规划学会理事长,上海市建筑学会副理事长。长期从事城市建筑历史、历史文化遗产保护和城市更新问题研究,已出版专著10余部,获省部级以上奖励近20项。

PROF. DR. NADINE ENGELS

Vice-Rector, Vrije Universiteit Brussel

Prof. dr. Nadine Engels is a professor at the Multidisciplinary Institute for Teacher Training (MILO). She is currently the Vice-Rector for Education and Student Affairs, Vrije Universiteit Brussel. Because of her research expertise and her many years of experience as a teacher training coordinator, she has a great affinity with education files. As an education expert, she has been working with departments of the Vice Rectorate for Education and Student Affairs for a long time, including in the educational professionalisation trajectory for starting teachers. Nadine Engels has extensive board experience, including as department chair, vice dean of the Faculty of Psychology and Educational Sciences and as chair of MILO.

纳丁-恩格斯(Nadine Engels)目前是多学科教师培训学院(MILO)的教授。她目前也是布鲁塞尔自由大学主管教育和学生事务的副校长。由于她的研究 专长和多年担任教师培训协调人的经验,她对教育档案相关领域有着很深的感情。作为一名教育专家,她长期以来一直效力于教育和学生事务副校长办公 室的各部门,其中也包括了初任教师的教育职业化轨迹等领域。纳丁-恩格斯有丰富的董事会经验,包括担任系主任、心理学和教育科学学院的副院长以及 MILO的主席。

ASSOC, PROF. DR. IIN YAN

Associate Professor, Executive Director, Renmin University of China

Yan Jin is the Executive Director of the Center for European Studies at Renmin University of China, Key Research Base for Humanities and Social Sciences of the Ministry of Education, the Executive Director of the China-Europe Humanities Exchange Research Center, and the Executive Director of the Chinese European Society. She was the Vice Dean of the School of International Relations of Renmin University of China. She received her undergraduate, master and doctoral degrees in law from the Department of International Politics of Renmin University of China in 1990, 1993 and 2003, respectively. She received a doctoral scholarship from the German Academic Exchange Service (DAAD) for her doctoral studies at the Free University of Berlin, Germany, from 1998 to 2000, and was seconded by the Ministry of Education from 2004 to 2008, working as a researcher at the Education Department of the Chinese Embassy in Germany (Berlin). In 2001-2002, 2018, 2022, she was a visiting scholar at the Leipzig University and the Vrije Universiteit Brussel respectively. Her main research areas are the theory and practice of European integration, Sino-European humanistic exchanges, German politics and diplomacy, etc.



<u>副教授, 中欧人文交流研究中心执行主任, 中国人民大学</u> 闫瑾,教育部人文社会科学重点研究基地中国人民大学欧洲问题研究中心执行主任,中欧人文交流研究中心执行主任,中国欧洲学会常务理事。曾任中国 人民大学国际关系学院副院长。1990年、1993年和2003年在中国人民大学国际政治系分别获得法学本科、硕士和博士学位,1998-2000年获得德意志学术 交流中心(DAAD)博士奖学金,在德国柏林自由大学进行博士学习,2004-2008年由教育部借调,在中国驻德国大使馆(柏林)教育处从事调研工作。 2001-2002、2018、2022年分别在德国莱比锡大学、比利时布鲁塞尔自由大学做访问学者。主要研究领域为欧洲一体化理论与实践、中欧人文交流、德国 政治与外交等。



PROF. DR. ANNA CHROBOK

Directorof College of Studies, Silesian University of Technology
Prof. Dr. Anna Chrobok: professor, PhD, DSc in technical science, Silesian University of Technology SUT; from 2019 Director of College of Studies (SUT), from 2013-2017 Head of Department of Chemical Organic Technology and Petrochemistry (SUT), from 2016-2019 Vice-Dean for Science and International Cooperation, Faculty of Chemistry (SUT). Co-author of over 120 articles from JRC list and 30 patents, supervisor of 8 finished doctoral thesis, focused on the design, characterization and application of functional ionic liquids in the sustainable, green processes for fine chemicals production (https://chrobokgroup.com). Experienced in managing the education process at the University, and significantly improving the quality and attractiveness of education.



四里四亚权本人子研究子院院长 安娜-乔波克(Anna Chrobok):系西里西亚科技大学(SUT)的教授、博士、技术科学的科学博士;2019年起任研究学院院长(SUT),2013-2017年期 间任化学有机技术和石油化学系主任(SUT),2016-2019年任化学学院科学和国际合作副院长(SUT)。联合其他研究人员共同发表了120多篇RC名单上 的文章和30项专利,指导了8篇已完成的博士论文,专注于功能性离子液体在精细化学品生产的可持续绿色工艺中的设计、表征和应用 (<u>https://chrobokgroup.com</u>)。在管理大学的教育过程方面经验丰富,并且大大改善和提升了其大学的教育的质量和吸引力。



DR. WEIMIN CHE

Minister-Counsellor. China Mission to the EU

Since 23 September 2018, Dr. CHE Weimin is the Minister-Counselor of Education & Culture Office, Mission of the People's Republic of China to the European Union. Before arriving to Brussels, Dr. CHE was the Deputy Director-General of China Service Center for Scholarly Exchange(CSCSE). In 1994 to 1998, he worked as Vice Consul in Chinese Consulate-General in

Mr. CHE holds a PhD in International Studies from University of Technology Sydney and an MED in International and Comparative Education from University of Hull in UK. In September 2018, he was awarded an honorary doctorate title by University of Hull.

中华人民共和国驻欧盟使团公使衔参

自2018年9月23日起,车伟民先生担任中华人民共和国驻欧盟使团教育文化处公使衔参赞。 在来到布鲁塞尔之前,车伟民先生是中国留学服务中心的副主 任。1994年至1998年,他在中国驻温哥华总领馆担任副领事。

至 年先生拥有悉尼科技大学的国际研究博士学位和英国赫尔大学的国际和比较教育硕士学位。2018年9月,他被赫尔大学授予荣誉博士称号。

THOMAS ESTERMANN

Director, Governance, Funding and Public Policy Development, European University Association Thomas Estermann is Director for Governance, Funding and Public Policy Development with responsibilities for

EUA's work aimed at strengthening universities' autonomy, governance, management and their financial sustainability. Before joining EUA in 2007, Thomas Estermann was Deputy Head of Strategic Development and Deputy University Director at the University of Music and Performing Arts, Vienna, a member of the universities' senate and involved in several reforms in higher education in Austria. Before entering the University in 1997, he pursued a career as a lawyer. Thomas is member of several European and national committees, expert groups, editorial boards, advisory groups and contributes on a regular basis to higher education management programmes and national higher education reform processes. He has published on the topic of university funding, governance and management. He holds a Master's degree in law from the University of Vienna.



欧洲大学协会治理、资金和公共政策发展部主任

扶马斯·埃斯特曼(Thomas Estermann)担任治理、资金和公共政策发展部主任,负责帮助欧洲大学协会(EUA)加强大学自主权、治理、管理和财政可持续性等方面的工作。在2007年加入EUA之前,托马斯·埃斯特曼是维也纳音乐与表演艺术大学的战略发展部副主任和大学副校长,是大学评议会的成员,并参与了奥地利高等教育的多项改革。在1997年进入大学之前,他从事的是律师工作。托马斯是多个欧洲和国家委员会、专家组、编辑委员会和咨询小组的 成员,并一直为高等教育管理计划和国家高等教育改革进程做出贡献。他曾发表过关于大学资金、治理和管理方面的文章,并拥有维也纳大学的法学硕士 学位。



DR. YARONG LIU

Director of the Center for Cadre Education Research of the National Academy of Educational Administration

Yarong Liu, Researcher, graduated from the School of Education Management of Beijing Normal University with doctoral degree. She is currently the director of the Center for Cadre Education Research of the National Academy of Educational Administration. Her professional research interests are education economics and management. She has published 8 books and more than 40 papers. She has participated in and presided projects including National Education Planning for general subject at national level, Philosophy of Social Science projects in Beijing and other 5 relevant programs, the "University and College Two-Level Management System Reform Program Design" commissioned by Nanjing Information Engineering University and other universities, and the "School Improvement and Quality Improvement" project in Qingzhou City, Shandong Province. She is also the Deputy Secretary General of the Curriculum Alliance of Applied Universities. Since 2013, she has paid attention to the methodology of action learning. During her tenure as the director of the teaching and research department, she organized enterprise experts to come to the institute to have trainings on guidance technology and coaching technology. She organized and designed a number of guidance courses which were also promoted to primary, secondary schools and universities on the use of the relevant methods.

国家教育行政学院干部教育研究中心主任

国家教育门政子院下部教育研究中心工作 刘亚荣,研究员,毕业于北京师范大学教育管理学院,博士学位。现任国家教育行政学院干部教育研究中心主任。专业研究方向是教育经济与管理。发表著作8部,论文40余篇。参与与主持全国教育规划国家级一般课题、北京市哲社课题等项目6项、南京信息工程大学等高校委托的"校院两级管理体制改革方案设计",山东省青州市"学校改进与质量提升"项目。应用型高校课程联盟副秘书长。2013年以来关注行动学习方法论,任教研部门主任期间,组织企业专家来院培训引导技术和教练技术,组织设计多门引导课程。向中小学和高校推广使用相关方法。





PROF. DR. WEI SHEN

Associate Pro Vice-Chancellor for International Relations, Deakin University

Professor SHEN Wei is the Associate Pro Vice-Chancellor (International Relations) at Deakin University in Melbourne, Australia since September 2017, and holds the Jean Monnet Chair in EU - China relations awarded by the European Commission. Prior to Deakin, he was the Director of Confucius Institute and Professor of International Business at Lancaster University (UK) and Associate Dean for China and Professor of International Affairs at ESSCA School of Management (France). He is also the founding Co-Chair of Alliance of Chinese and European Business Schools (ACE), Vice-President of EU-Asia Centre, Special Dean's Advisor for Beijing Jiaotong University School of Economics and Management and Research Professor at ESSCA EU-Asia Institute. He is an elected Fellow of the Royal Society of Arts (RSA) and the Royal Geographical Society (RGS) and has been an invited professor at Sciences Po de Paris, Institut des Hautes Etudes Européennes (Strasbourg), Antwerp Management School and several leading Chinese universities. Wei received PhD in Human Geography from Loughborough University (UK), LLM from Stockholms Universitet, European Master in Law and Economics and MA in Urban Management from Erasmus Universiteit Rotterdam.

油肯大学国际关系事条协理副校长

证片人子国内大家争为的注册权。 沈伟教授自2017年9月起担任澳大利亚墨尔本迪肯大学国际关系事务协理副校长,是欧盟"让·莫内"中欧关系讲席教授。在加入迪肯大学之前,他曾任英 国兰卡斯特大学孔子学院院长和国际商务教授,以及法国ESSCA管理学院中国事务副院长和国际事务教授。他还是中欧商校联盟(ACE)联合创办人与联席 主席、欧盟-亚洲中心副主席、北京交通大学经济管理学院院长顾问和ESSCA欧亚研究所教授。 沈伟教授是英国皇家艺术学会(RSA)和英国皇家地理学会 (RGS)会员,并曾在巴黎政治学院、欧洲高等研究所(斯特拉斯堡)、安特卫普管理学院和几所中国顶尖大学担任特邀教授。沈伟教授在英国拉夫堡大 学获得人文地理学博士学位,在斯德哥尔摩大学获得法学硕士学位,在鹿特丹伊拉斯谟大学获得欧洲法律和经济学硕士学位以及城市管理硕士学位。

PROF. DR. TÜLIN GENÇÖZ

Vice-Rector, Middle East Technical University

Prof. Dr. Tülin Gençöz is a professor of clinical psychology at Middle East Technical University. Her research interests include the psychoanalytic approach to clinical problems; antecedent, concomitant, and maintaining factors of psychopathology; personality characteristics, and information processing approaches in clinical psychology. Prof. Gençöz has published more than 100 articles and the number of citations these papers received exceeds 1900, with an h-index of 24. Prof. Gençöz was the head of the METU Psychology Department between 2011 and 2016; between 2016 and 2019 she was the director of the METU Graduate School of Social Sciences. From 2019 onward, she has been the Vice-Rector of METU.



中东科技大学副校长

图林-根彻兹(Tülin Gençöz)目前担任中东技术大学的临床心理学教授。她的研究兴趣包括临床问题的精神分析方法;精神病理学的前因、心理病理学的 维持因素;人格特征以及临床心理学的信息处理方法。根彻兹教授已经发表了超过100篇文章,这些论文的引用次数超过1900次,h指数为24。2011年至 2016年,根彻兹教授担任METU心理学系主任;2016年至2019年,则担任METU社会科学研究生院的院长。从2019年起,她开始担任METU的副校长。



PROF. DR. RAQUEL VAZ-PINTO

Researcher and Guest Assistant Professor, NOVA University of Lisbon

Researcher of the Portuguese Institute for International Relations (IPRI) from NOVA University, where she is also Guest Assistant Professor at the Faculty for Social and Human Sciences and teaches the course of Asian Studies and History of International Relations.

She is a consultant of the Board of Trustees of the Calouste Gulbenkian Foundation. Raquel Vaz-Pinto was President of the Portuguese Political Science and Association from 2012 to 2016 and author of several books and articles. Her research interests are: Chinese Foreign Policy and Strategy; the USA and the Indo-Pacific; Europe and the World, and Leadership and Strategy. Raquel Vaz-Pinto is a resident international affairs analyst at SIC Television and TSF radio.

里斯本新大学大学研究员和客座助理教授

拉奎尔-瓦斯-平托(Raquel VAZ-PINTO)目前是NOVA大学葡萄牙国际关系研究所(IPRI)的研究员,也是社会和人文科学学院的客座助理教授,教授亚洲 研究和国际关系中课程

她也是卡洛斯特·古尔班基安基金会董事会的顾问。拉奎尔·瓦斯·平托在2012年至2016年担任葡萄牙政治科学和协会主席,并撰写了多部书籍和文章。她的 研究兴趣是中国的外交政策和战略;美国和印太地区;欧洲和世界以及领导力和战略。拉奎尔·瓦兹·平托还是SIC电视台和TSF电台的常驻国际事务分析员。

PROF. DR. YANG MAOQING

Dean of the College of Teacher Education and Vice President of the Department of Education, Guangxi Normal University

Yang Maoqing, PhD, is a professor and doctoral supervisor. He is currently the Dean of the College of Teacher Education and Vice Director of the Department of Education of Guangxi Normal University, and a senior visiting scholar of the University of Western Ontario, Canada; he is also the Vice President of Guangxi Institute of Basic Education, the Vice President of ASEAN Education Research Institute of Guangxi Normal University, and the Vice Chairman of the Professional Committee of Pedagogy of Guangxi Society of Education, and has presided over more than 20 projects at the provincial and ministerial levels; he has published two solo books in the Commercial Press, and more than 40 papers in academic journals such as Education Research and Beijing International Review of Education.



广西师范大学教师教育学院院长兼教育学部副部长

杨茂庆,博士,教授,博士生导师。现为广西师范大学教师教育学院院长兼教育学部副部长,加拿大西安大略大学高级访问学者;兼任广西基础教育研究院副院长,广西师范大学东盟教育研究院副院长,广西教育学会教育学专业委员会副理事长,主持完成省部级以上项目20余项;在商务印书馆等出版独著2本,在《教育研究》、《Beijing International Review of Education》等学术期刊发表论文40余篇。



BRIEFING |简讯

LEAD2 Project: Concluding Events and Dissemination of Deliverables

LEAD2项目总结与成果推广

LEAD2 Final Conference | LEAD2项目结项大会

LEAD2 FINAL CONFERENCE AND ACADEMIC LEADERS' FORUM SUCCESSFULLY LEAD2项目结项大会和学术领导者论坛于2022年11月 TOOK PLACE IN BRUSSELS AND ONLINE ON 28-29 NOVEMBER 2022

The LEAD2 Final Conference and Academic Leaders' Forum took place on 28-29 November at Vrije Universiteit Brussel and online. In total, 92 participants joined the event physically, and over 170 participants joined the event online.

The main content of the first day included keynote speeches on the transformation of leadership's role and university governance, three Academic Leaders Forum Parallel sessions with leaders from different levels and a committee meeting of the LEAD Academic Network.

The second day of the conference focused on the path of LEAD2 on Academic Leadership linking research and practice. In the morning session, three clusters were organized for disseminating LEAD2 research results, LEAD2 MOOCs and Blended Training programs, and LEAD2 workshops and webinars. The dissemination sessions were followed by the declaration of the establishment of the LEAD Academic Network. The concluding session highlighted the prospects for EU-China cooperation in higher education and the contribution of the LEAD network on Academic Leadership Development. In addition to the dissemination sessions, a real case-sharing session was organised in the afternoon featuring the experience of the Brussels School of Governance at VUB.

More details of the program and photos of the event can be found here:

https://www.lead2-project.eu/node/255 https://www.lead2-project.eu/node/256

28-29日在布鲁塞尔及线上成功举行

LEAD2项目结项大会和学术领导者论坛于11月28日至 29日在比利时布鲁塞尔自由大学和线上同步进行。 共计92人到场参加本次活动, 170余人在线参与了本 次大会。

大会第一天的主要内容包括有关领导角色转变和大学 治理的主题演讲, 三个由来自不同领导层级的学术领 导者参加的学术领导者平行论坛,以及LEAD联盟 (LEAD学术网络)的委员会会议。

第二天的会议聚焦于LEAD2项目在学术领导力方面研 究与实践的发展路径。在上午的成果推广会议中重点 推出了三个模块,分别推广LEAD2研究成果、LEAD2 慕课和混合式培训项目,以及LEAD2工作坊和网络研 讨会的成果。在成果推广环节之后,大会宣布成立 LEAD联盟 (LEAD学术网络)。大会总结环节强调了 中欧高等教育合作的前景以及LEAD联盟(LEAD学术 网络)对学术领导力发展的贡献。除了成果推广环节 外、下午还组织了真实案例分享会与与会者分享VUB 布鲁塞尔治理学院的发展经验。

更多项目信息和活动照片可以在这里找到:

https://www.lead2-project.eu/node/252







LEAD2 Experts in front of the LEAD2 Photo Booth

LEAD2 FINAL DISSEMINATION CONFERENCE AND ACADEMIC LEADERS' FORUM TOOK PLACE IN BEIJING AND ONLINE ON 10-11 DECEMBER 2022

The LEAD2 Final Dissemination Conference and Academic Leadership Forum among Chinese partners, co-organised by NAEA and VUB, successfully took place at the National Academy of Education Administration (NAEA) in Beijing and online on 10-11 December 2022. There were 167 participants from LEAD2 project partners and other higher education institutions attended the event.

LEAD2项目结项成果推广大会和学术领导者论坛于 2022年12月10-11日在北京和线上举行

2022年12月10-11日,由国家教育行政学院(NAEA) 和VUB共同举办的LEAD2项目结项成果推广大会暨中 国合作伙伴间的学术领导力论坛在北京国家教育行政 学院和线上成功举行。167名来自LEAD2项目伙伴机 构的人员及其他高校的代表参加了此次活动。



Prof. dr. Yu Jingtian (Vice President of NAEA) and Minister Counsellor Che Weimin from China Mission to the EU delivered the opening and welcome speeches. Vice President YU highlighted that the LEAD2 project has been rooted in a global perspective and has significantly facilitated cooperation among Chinese and European universities. Minister Counsellor Che called for attention to the strategies of Chinese universities and European universities regarding cooperation and university alliances.

In total, 12 keynote speeches were presented at this conference. In addition, three parallel forums for academic leaders took place focusing on the perceptions of academic leadership. Furthermore, interactive workshops were organised on the topic of Academic Leadership in the Digital Era.

At the concluding session, Assoc. Prof. dr. Yan Jin (Renmin University of China), Prof. Shen Wei (Deakin University), Prof. Zhu Chang (VUB) and Dr. Jing Meiying (NAEA) highlighted the achievements of the LEAD2 project, its contributions to the EU-China cooperation in higher education, and its sustainable cooperation and strategies for further collaboration.

DISSEMINATION OF LEAD2 PROJECT RESULTS

During the last four years, the LEAD2 project has enhanced knowledge and skills on university governance and academic leadership for all participants; enriched mutual understanding and cooperation among European and Chinese universities; disseminated the LEAD2 project to audiences and promoted the project accompanied by main objectives, target groups, deliverables to a variety of stakeholders including partner and non-partner universities.

Highlights of project deliverables can be viewed here:

https://www1.lead2-knowledge-base.eu/deliverables/

于京天副教授(NAEA副院长)和中国驻欧盟使团的车 伟民公使衔参赞分别致开幕词和欢迎词。于院长强调 LEAD2项目扎根全球视野,极大地促进了中欧大学之间 的合作。车公参呼吁大家关注中国大学和欧洲大学在合 作和大学联盟方面的战略。

在本次大会中共有12个主旨演讲。此外,还举行了三个平行的学术领导者论坛来重点讨论对学术领导力的认知和看法。大会还组织了以数字时代的学术领导力为主题的互动研讨会。

在大会总结部分,闫瑾副教授(中国人民大学)、沈伟教授(迪肯大学)、朱畅教授(VUB)和井美莹副研究员(NAEA)重点介绍了LEAD2项目的成果、对中欧高等教育合作的贡献,以及可持续合作和进一步合作的策略。

https://www.lead2-project.eu/node/276

LEAD2项目成果的推广

在过去的四年里,LEAD2项目提高了所有参与者在大学治理和学术领导力方面的知识和技能,加深了欧洲和中国大学之间的相互了解和合作,向受众宣传了LEAD2项目,并向包括合作伙伴和非合作伙伴大学在内的各利益相关者推广了项目的主要目标、目标群体和可交付成果。

项目成果的主要内容可在此查看:

https://www.lead2-project.eu/node/279

LEAD2 Online Knowledge Base| LEAD2在线知识库

LEAD2 ONLINE KNOWLEDGE BASE: A FREE AND OPEN ONLINE SHARING PLATFORM

The LEAD2 Online Knowledge Base serves as an online and sharing platform that stores various resources and literature on the topics of academic leadership and university governance. Additionally, it includes the LEAD2 project deliverables, including workshop material, training course material, publications, and videos. Those resources and materials are structurally organized and categorized into different source types. Moreover, there are several virtual chat rooms created for academic leaders and staff at different levels who can join for community interactions, share experiences, and widen their academic networks and professional communities.

The LEAD2 Online Knowledge Base consists of three main components, including the LEAD2 Knowledge Library, the LEAD2 Referencing Tool, and the LEAD2 Padlet & LEAD2 Community. More details of the Online Knowledge Base can be found here:

LEAD2在线知识库:一个免费开放的在线共享平台

LEAD2在线知识库作为一个在线共享平台,提供了有关学术领导力和大学治理主题的各种资源和文献。此外,它还包括LEAD2项目的成果,包括研讨会材料、培训项目课程材料、出版物和视频等。这些资源和材料在平台中被组织和分类为不同的来源类型。此外,平台还有为不同层级的学术领导者和学术人员创建的在线聊天室,他们可以加入聊天室进行社群互动,分享经验,并拓宽他们的学术人脉网络和专业社群。

LEAD2在线知识库由三个主要部分组成,包括LEAD2知识库、LEAD2检索工具、LEAD2 PADLET和LEAD2社区。关于在线知识库的更多信息可以在这里找到:

https://www1.lead2-knowledge-base.eu/

LEAD2 MOOCs | LEAD2 慕课

LEAD2 MOOCS: LEADERSHIP DEVELOPMENT FOR ACADEMIC LEADERS IN DIFFERENT LEVELS

The LEAD2 project offers MOOC courses related to university governance and academic leadership. There are three MOOC courses which are free of charge and are available in both English and Chinese on various online learning platforms, such as Canvas, NetEase and Bilibili. Core topics of the MOOCs include the governance features of higher education institutions in diverse contexts, leadership theories, and academic leadership practices in higher education, challenges, and innovative strategies of academic leadership for academic members and leaders at different levels. Participants are also able to learn and develop leadership based on related theories, practices, sharing of experiences in different contexts.

LEAD2慕课:不同层级的学术领导者的领导力提升

LEAD2项目提供与大学治理和学术领导力相关的慕课课程。共有三门慕课课程在各种在线学习平台(如CANVAS、网易云课堂和BILIBILI)上免费提供英文和中文两种版本。慕课的核心议题包括不同背景下的高等教育机构的治理特征、领导力理论和高等教育中的学术领导力实践、挑战,以及不同层级的学术成员和领导者的学术领导力创新策略。学员们还可以根据相关理论、实践、不同背景下的经验分享来学习和发展领导力。



The LEAD2 Project has completed 26 MOOC editions during 2019-2022 on leadership development for academic leaders at different levels. These MOOC courses remain open and available to the public for interested participants. More details of the three MOOC courses can be found here:

https://www.lead2-project.eu/node/262

LEAD2项目在2019-2022年期间已经完成了26期关于不 同层级的学术领导者领导力发展的慕课版本。这些慕课 课程仍然面向所有感兴趣的参与者开放。 关于这三门 慕课课程的更多细节可以查阅以下链接:

https://www.lead2-project.eu/node/275





LEAD2 Online Workshop for LEAD2 MOOC participants



LEAD2 MOOC 1

LEAD2 MOOC 2

LEAD2 MOOC 3

LEAD2 Research | LEAD2专题研究

With a focus on enhancing Academic leadership and University governance of European and Chinese universities, the LEAD2 project has published four special issues in highly indexed and peer-reviewed international journals: Chinese Education and Society (CES), European Journal of Education (EJE), Journal of Research in Educational Administration and Leadership (REAL) and Asia Europe Journal (AEJO). In these special issue publications, in total 21 research articles and four editorial papers have been published. These papers highlight the transformation and changes in university governance and have broadened our perspectives through academic research on university governance in the global and international contexts. The research papers have also addressed other emerging issues worthy of attention, for example, in the field of educational leadership. The research articles in the four Special Issues have offered collaborative and comparative studies from an international perspective.

More details of the Special Issues can be found here:

着眼于加强欧洲和中国大学的学术领导力和大学治 理,LEAD2项目已在高索引的同行评审国际期刊上发 表了四期特刊,分别是:《中国教育与社会》 (CES)、《欧洲教育期刊》(EJE)、《教育管理与 领导研究力期刊》(REAL)和《亚欧期刊》 (AEIO)。在这些特刊出版物中, 共发表了21篇研究 论文和4篇编者论文。这些论文强调了大学治理的转 型变化,并通过对全球和国际背景下大学治理的学术 研究拓宽了我们的视野。这些研究论文还探讨了如教 育领导力等领域值得关注的新问题。这四期特刊中的 研究论文从国际角度提供了合作和比较研究视角。 关于特刊的更多信息可以查阅以下链接:

https://www1.lead2-knowledge-base.eu/lead2special-issues/

LEAD Academic Network | LEAD 联盟

The LEAD Academic Network is an international and interdisciplinary platform which has been established on 29 November 2022, building on the results of two EU-funded projects, the LEAD and LEAD2 projects. This Network aims to collaborate among academics and academic leaders to support the development of academic leadership, create a community for sharing experiences and link research with academic leadership practices. The mission of the LEAD Academic Network is to become a major networked community, a centre of excellence in academic leadership research and practices, and a source of innovative best practices. The main activities of the LEAD Academic Network include research, training and academic leadership development and sharing, disseminating, networking and community services.

More details of the LEAD Academic Network can be found here.



LEAD联盟(LEAD学术网络)是一个国际性的跨学科平台。建 立在欧盟资助的两个项目--LEAD和LEAD2项目的成果基础上, 联盟于2022年11月29日成立。该联盟旨在通过学者和学术领 导者之间的合作,支持学术领导力的发展,创建一个分享经验 的社区,并将研究与学术领导力实践联系起来。

LEAD联盟(LEAD学术网络)的使命是成为一个关于学术领导 力发展的核心联盟, 成为学术领导力研究和实践的卓越中心, 并成为一个最佳创新实践的来源。LEAD联盟(LEAD学术网 络)的主要活动包括研究、培训和学术领导力发展以及分享、 推广、搭建学术网络和社群服务。

关于LEAD联盟的更多信息可以查阅这个链接。



First Committee Meeting on LEAD Academic Network



IN THE SPOTLIGHT 焦点

GLOBAL CHANGES IN UNIVERSITY GOVERNANCE
AND LEADERSHIP FOR STEERING
THE INSTITUTIONAL TRANSFORMATION

大学治理的全球变化和引导机构转型的领导力



Anthony ANTOINE

Anthony Antoine is the Executive Director of the Brussels School of Governance at VUB and is the coordinator of the UNU-CRIS Campus in Brussels. He is a member of the Council of the Free University of Brussels and the Audit Committee of the Institute of Erasmus University in Brussels. He focuses on the organizational structure and executive management of private and public universities.

安东尼·安托万(Anthony Antoine)

安东尼·安托万是VUB布鲁塞尔治理学院的执行主任,也是联合国大学布鲁塞尔校区的项目组织人。他还是布鲁塞尔自由大学理事会和布鲁塞尔伊拉斯谟大学研究所审计委员会的成员之一。他专注于私立和公立大学的组织结构以及行政管理。

"Governance is not only about structures and politics, as we mostly try to emphasize and theorize, but it is also about people or should I say, especially about people."

"治理不仅与结构和政策有关,虽然我们通常 试图强调和理论化(这两点),但它还与人有 关,或者我应该说,尤其与人有关。"

How has university governance evolved over time?

There are four big global evolutions in the development of university governance that we can identify in the past century. Up to about the first half of the previous century, we witnessed traditional, mostly private, or at least self-supporting universities worldwide. With the democratization of higher education on the one hand, and the development of socialist and communist regimes on the other hand, publicly funded universities emerged worldwide, which led to new types of governance, increasing the role of governments and the university's dependency on public funding. And then, since the 1980s, we could observe a shift back to privatization, with a decrease in public funding. In China, the further boom of higher education over the past years and the subsequent university restoration led to the same effect. Redistributing finances to a growing number of universities and/or selecting top universities, which often goes at the decrement of funds for others, showed a quest for funds that were not there before. The result in both parts of the world is the same, a competition for limited resources, which, in terms of university governance, led to the development of the academic entrepreneur. University leaders need more competencies than merely academic ones. A final phase can be witnessed since the development of the Internet and the fast evolution of communication technology. It led to bigger competition worldwide and a fight for talent, be it students or staff.

随着时间的推移,大学治理是如何演变的?

在过去的一个世纪里,我们可以发现大学治理的发展经历了四次全球性大演变。直到上个世纪的上半叶,在世界范围内我们还可以看到一些传统的,大部分是私立的,或者至少是自给自足的大学。而后,随着高等教育的民主化及社会主义和共产主义政权的发展,公立大学在世界范围内出现。这引领出了新的治理类型,提高了政府的作用以及大学对公共资金的依赖性。随后,从20世纪80年代开始,我们可以观察到向私有化的回归,公共资金也随之减少。而在彼时的中国,过去几年高等教育的进一步繁荣和随后大学的恢复也导致了同样的效果。资金被重新分配给数量越来越多的大学,抑或是被分配到顶尖大学,而这往往是以减少对其他大学的结果都是一样的,从无学领导人需要具备更多的方式,而不仅仅是学术能力。互联网的发展和通信技术的快速更迭引领我们进入最后一个阶段,这也导致全球范围内更激烈的竞争以及对人才的争夺,无论是学生还是教职员工皆是如此。

How do you perceive the impact of COVID-19 on university governance?

Not that Covid-19 brought us new things, but it accelerated a number of evolutions that were already in the making and made us realize our dependency on scarce resources worldwide.

When I was first at the LEAD meeting in Brussels in 2016, we talked about the digital age and how our children and especially grandchildren, were born in an age of ultra-connectiveness, and how this is a challenge for so-called old-style universities and their teachers.



Yet, Covid sped up this digitalization of all universities and higher education institutions. Within the span of just a few months, we all learned to use Zoom, Microsoft Teams, and video chats. We also learned to work from places other than the ones that we normally worked at. And for many of us, this is now the new normal.

Digitalization and fast-changing technology remain relevant as key markers for university governance change. The globalized society and its interconnectedness are also very relevant. And we still witness the growth of university internationalization worldwide with evergrowing networks and programs. We can take Eutopia and the European University networks as an example. Over the past years, it grew in size and scope, more and more under governmental pressure. These networks will be relevant in European and international bids for programs and projects, and they will remain a contributing factor to university governance change.

您如何看待新冠疫情对大学治理的影响?

与其说新冠疫情给我们带来了新的东西,不如说它加速了一些已经 在酝酿中的演变,并且在世界范围内让我们意识到我们对稀缺资源 的依赖性。

当我2016年第一次参加在布鲁塞尔举行的LEAD会议时,我们谈到了数字化时代,我们的孩子和孙辈是如何出生在一个极为互联共通的时代,以及这对所谓的旧式大学及其教师是如何造成挑战的。

然而,新冠疫情加快了所有大学和高等教育机构的这种数字化进程。在短短几个月的时间里,我们都学会了使用Zoom、Microsoft Teams和视频聊天。我们还学会了在我们通常工作地点之外的其他地点工作。这对我们许多人来说已经是新常态了。

数字化和快速变化的技术仍然是大学治理变革的关键标志。全球化社会及其内部联系也非常重要。我们仍然见证着全球范围内大学国际化的发展,机构网络和项目不断增长。以Eutopia和欧洲大学网络为例,在过去的几年里,它的规模和范围不断扩大,越来越受到政府的影响。这些机构网络将在欧洲乃至国际项目投标中发挥作用,并将继续成为大学治理变革的重要因素。

In your view, how has this evolution of university governance impacted the career of academic leaders?

Rectors, vice-rectors, deans, all of them need superpowers. As they not only need to be at the top of their class when it comes to research and teaching, but they also need to be top managers, top CFOs, top CEOs, and top CIOs, preferably with top-notch marketing and communication skills. Over the past two decades, we've seen the rise of the academic entrepreneur, who needs to seek new ways of financing and managing resources. By way of example, our university issued bonds to get the necessary resources and with success. Yet issuing bonds is probably not something you had in mind when you started your academic careers in biology, chemistry, history, architecture, nanotechnology, etc. This regular and financial framework will, however, continue to pressure university structures to professionalize and include more and more experts and expert communities to help govern university.

在您看来,大学治理的这种演变对学术领导者的职业生涯有何影响?

校长、副校长、院长,他们都需要超能力。因为他们不仅需要在研究 和教学方面名列前茅,还需要成为顶级经理、顶级首席财务官、顶级 首席执行官和顶级首席信息官,最好还能拥有一流的营销和沟通技能。在过去的二十年里,我们看到了学术企业家的崛起,他们需要寻求新的融资和资源管理方式。举例来说,我校就以发行债券来获得必要的资源,并取得了成功。然而,发行债券可能并不是你在生物、化学、历史、建筑或纳米技术等领域开始学术生涯时会想到的事。这种常规化和财务化的框架将继续迫使大学结构变得专业化,并继续吸纳越来越多的专家和专家群体来帮助管理大学。

What other major changes have you observed in university governance in recent years?

University leadership is changing to encompass the latest management insights. In order to defend themselves against the scarcity of resources and to enable universities to face the challenges of this new century jointly, international networks emerged in Europe, instigated by the EU, in the form of Universities. The latter Furopean. professionalizing and structuring themselves to become independent entities that will be future key players in the acquisition of projects and funding. In our Eutopia network, we are fully developing the necessary governance structures to this end. Eutopia grew and now consists of a total of 256,000 students and 45,500 staff members. It's one of those networks that arose to be ready for the challenges of the future and is looking at alternative ways of teaching in an interconnected world.

And then, specialized schools are alone or in network with others, focusing on interdisciplinary issues. None of the 17 UN Sustainable Development Goals can be attained through research in one specific field. This is why universities transform. Either through dismantling the barriers between disciplines through mergers of faculties into larger and multifaceted entities or through setting up problem-based or issue-based schools, colleges, institutes or centres that focus on one particular issue from a multidisciplinary angle. Our Brussels Schools of Governance is a case in point. We focus on four different key transversal topics and deliberately limit ourselves to that.

近年来, 您在大学治理方面还观察到哪些重大变化?

大学领导层正在发生改变以实践最新的管理学洞见。为了避免大学遭受资源匮乏带来的困扰,并使大学能够共同面对新世纪的挑战,在欧盟的推动下,欧洲范围内发展出了以欧洲大学为形式的国际机构网络。这些网络不断在进行专业化和结构化以成为独立的实体,并将成为未来竞争项目和资金的关键参与者。在我们的Eutopia网络中,我们足以此为目的全力建立必要的治理结构。 Eutopia经过不断发展壮大,现在共有25.6万名学生和4.55万名教职员工。Eutopia是那些为迎接着来来挑战而建立的网络之一,并且正在探寻一个在互联互通的世界中教学的其他替代方式。

此外,专业化的学校自身或与其他学校组成的机构网络,也都在专注跨学科的问题。联合国17个可持续发展目标中没有任何一个可以通过研究某个特定领域来实现。这就是为什么大学要进行转型。要么通过将各学院合并为更大、更多方面的实体来消除学科之间的障碍,或者通过建立以(解决)问题为导向的学校、学院、研究所或中心,从多学科的是专注于一个特定的问题。我们的布鲁塞尔管理学院就是一个很典型的例子。我们专注于四个不同的核心横向主题,并有意将自己限制在这个范围内。



What other factors do you think will influence university governance in the near future? And how can universities react to that?

Let us not be blind to the changing environment. We live in the political and economic reality that surrounds us, and that political and economic reality is changing fast. Because of external circumstances, all European countries and a lot of others worldwide are facing high inflation that leads to higher prices and lower subsidies. So the austerity programs that have been menacing public universities worldwide since the 1980s are thus not over. And we are likely to see a further race for talents and financial means in the years to come.

The political environment in Europe is also changing. While we were all cheering for European integration ten years ago, we are now seeing signs of disintegration and upheaval of nationalism. So this inward-looking trend may also affect academia, with programs becoming less inclusive or international. If globalization is one of the key triggers for university governance change, changing the nature of that globalization will also affect the universities.

Initiatives such as the European University Networks that thrive on inclusiveness or mutual understanding go against this nationalistic flow. And so do these initiatives, such as LEAD and LEAD2. Universities have an academic mission and can explain politics. And hopefully, they can influence politicians to make informed decisions. Our mission is to do research and to convey the findings of that research through teaching and public information.

您认为还有哪些因素会在不久的将来影响大学的治理?大学又该如何应对?

我们对不断变化的环境视而不见。我们的生活被政治和经济现实所围绕着,而且这些政治和经济现实正在迅速变化着。由于外部环境的原因,所有欧洲国家和世界上许多其他国家都面临着高通货膨胀的问题,价格上涨,补贴减少。因此,自20世纪80年代以来一直威胁着全球公立大学的紧缩计划还没有结束。在未来的几年里,我们很可能会看到对人才和金融手段的进一步竞争。

欧洲的政治环境也在发生变化,虽然10年前我们都在为欧洲一体化欢呼,但现在我们看到了欧洲解体的迹象和民族主义的抬头。因此,这种内趋性也可能会影响到学术界,使各个项目变得不那么具有包容性或国际化。如果全球化是大学治理变革的关键触发因素之一,那么改变这种全球化的性质也会影响到大学。

像欧洲大学网络(European University Networks)等基于包容或相互理解而蓬勃发展的倡议,正是与这种民族主义抗衡。像LEAD和LEAD2这样的项目也是如此。大学肩负着学术使命,而且可以解释政治。希望它们能影响政治家从而使他们做出明智的决定。我们的任务是做研究,并通过教学和公共信息等途径来传达研究结果。





Thomas Estermann

Thomas Estermann is Director for Governance, Funding and Public Policy Development at the European University Association. Before joining EUA in 2007, Thomas Estermann was Deputy Head of Strategic Development and Deputy University Director at the University of Music and Performing Arts in Vienna, a member of the universities' senate and was involved in several reforms in higher education in Austria. Thomas is member of several European and national committees, expert groups, editorial boards, advisory groups. He contributes on a regular basis to higher education management programmes and national higher education reform processes. He has publications on the topic of university funding, governance and management.

托马斯·埃斯特曼 (Thomas Estermann)

托马斯·埃斯特曼(Thomas Estermann)是欧洲大学协会的治理、筹资和公共政策发展部主任。在2007年加入欧洲大学协会之前,托马斯·埃斯特曼是维也纳音乐与表演艺术大学战略发展部副主任和大学副校长,是大学评议会成员,并参与了奥地利高等教育的多项改革。托马斯是多个欧洲和国家委员会、专家小组、编辑委员会和咨询小组的成员。他定期为高等教育管理项目和国家高等教育改革进程做出贡献。他在大学经费、治理和管理方面发表过文章。

What do university leaders consider as the main drivers and priority areas for their institutional transformation?

According to our research, the top 3 drivers for institutional transformation are the national revised strategy for higher education, changes in national legislation, European or international trends and financial pressures. Most of them are external pressures that push institutions to look at the transformation agenda.

Regarding the priority areas, improving efficiency, effectiveness and value for money has become the top priority for institutional transformation. Further developing the societal mission of the institution and enhancing equity, diversity and social inclusion are also two other priorities pursued by institutions in their transformation agenda.



在您看来,大学领导者认为其机构转型的主要驱动力和优先领域是 什么?

根据我们的研究,机构转型的前三大驱动力是国家修订的高等教育 战略、国家立法、欧洲或国际趋势的变化以及财政压力。其中大部 分是外部压力,这促使院校不得不关注转型议程。

从优先领域看,提高效率、效益和金钱价值已成为机构转型的重中之重。进一步发展机构的社会使命,增强公平、多样性和社会包容则是各机构在转型议程中追求的另外两个优先事项。

Who is considered to be formally part of the institutional leadership team?

Rectors and Vice-Rectors are universally considered part of the formal leadership team, followed by Deans, Heads of Administration, and Chief Operating Officers. Heads of the University Senate Committees are least often considered to be included in the formal leadership team. But the situation varies with countries. In Poland, leadership is considered more in an academic way. However, in Nordic countries, leadership is more diversified and inclusive.

哪些人一般会被认为是大学机构领导层的正式成员?

校长和副校长普遍被认为是正式领导团队的一部分,其次是院长、 行政主管和首席运营官。大学参议委员会的负责人则很少被认为是 正式领导团队的一员。但这种情况因国家而异。在波兰,人们更多 地从学术角度看待领导层。然而,在北欧国家,领导层则更具多元 化和包容性。

What do you consider as necessary skills for successful higher education leaders?

On the top of the list are communication, openmindedness and conflict-resolution skills. Then you have other important skills such as integrity, active listening and empathy. There's a whole set of skills that, in my opinion, indicates to a certain degree the fact that a university leader today is not only someone from whom people expect to do things or to be very proactive, but he also needs to understand the very complex environments and needs to be open and listening. That is something quite interesting.

您认为成功的高等教育领导者必须具备哪些技能?

排在首位的是沟通、思想开放以及能够解决冲突的技能。此后,还有一些其他的重要技能,诸如正直诚信、积极倾听和具有同理心。在我看来,这一整套技能在一定程度上表明了这样一个事实,即如今大学领导者不仅是人们期望能做事情或提前做出行动的人,而且他还需要能够解读非常复杂的环境,保持开放和倾听。这是相当有趣的事情。



How are the leadership development programs supported?

They are mostly supported through institutional funding. So it's the institutions that either set up programs through their own resources or pay for the communities to participate in such leadership development programs. Then you have self-funding. Those are individuals who think that leadership development programs will bring added value to themselves and for their future careers. So they are willing to invest in such a program. Some systems provide national funding at the system level. And at the European level, only 10% of funds were devoted to capacity-building and support for leadership development programs. So we have a very clear conclusion that you have on the one hand, huge expectations from policymakers at the national and European levels. We know that leadership and leadership development play an important role in achieving goals and aims. However, at the same time, very little support has been devoted to doing something about that. This is certainly something that we would like to make a very strong message to the community and policymakers, that we need much more investment in leadership development programs. I think LEAD and LEAD2 are very good examples.

大学领导力发展项目是如何得到支持的?

它们大多是通过机构资金得到支持的。要么是机构通过自己的资源设立项目,抑或是资助相关社群,让他们参与这样的领导力发展项目。当然还有一些自费参加领导力发展项目的人。这些人认为领导力发展项目将为他们自己和他们有上的职业生涯带来附加价值,所以他们愿意在这样的项目上投资。有些体系是在系统层面提供国家资金。而在欧洲层面,只有10%的资金被投入到能力建设和支持领导力发展项目。因此,我们有一个非常明确的结论,即一方面,我们面临来自国和领导力的发展在实现目标的巨大期望。我们知道,要的力和领导力的发展在实现目标的方面发挥着十分重的的大和很少。因此,我们希望向社会和政策制定者为出一个非常强烈的信号,即我们需要对领导力发展项目进行更多的投资。我认为LEAD和LEAD2就是非常好的例子。

"Apart from an outlook on the strategic development of universities, leaders need to deal with the crisis and lead through crisis."

"大学领导者不但要对大学发展战略进行规划,还需要应对危机,并在危机中发挥领导作用。"





UNDERSTANDING VIRTUAL INTERNATIONALISATION: PERSPECTIVES FROM ACADEMIC MEMBERS IN HIGHER EDUCATION

理解虚拟国际化:高等教育中学术成员的视角

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Abstract:

From the beginning of the 21st century, the rapid development of information and communication technology (ICT) provided new possibilities for internationalization for higher education institutions. In addition, after the outbreak of the COVID-19 pandemic, the digitalization process of higher education has accelerated worldwide. Taken together, the inclusion of a virtual dimension in internationalisation actions has gained momentum in academic practices. Thus, different definitions of virtual internationalization and multifaceted possibilities for internationalisation practices in the digital age have been exerted. Under the pressure of the same challenges, higher education institutions in various contexts face the need for a better understanding of those aspects theoretically and practically from the perspectives of academic members. In response to this need, the current study aims to explore the perceptions of 46 academic members from 12 universities, under which the conceptualization of virtual internationalisation and the new possibilities for internationalisation in the digital age were emphasized.

The results demonstrate that academic members widely interpret virtual internationalisation with different dimensions rather than a systematic definition. In addition, the findings provided several insights into understanding the new possibilities for internationalisation in the digital age. The results of this study can 关键词:虚拟国际化;数字时代;高等教育机构; serve as a stepping stone for social inclusion to expand the 社会包容; 学术成员 possibilities for virtual internationalization.

摘要:

自21世纪初以来,信息和通信技术(ICT)的快速 发展为高等教育机构的国际化提供了新的可能性。 此外,在COVID-19疫情爆发后,高等教育的数字 化进程在全球范围内加速发展。综合来看,在国际 化行动中融入虚拟维度在学术实践中得到了发展。 因此,虚拟国际化的不同定义和数字时代下的国际 化实践的多方面可能性已经被发掘出来。在同样的 挑战压力下,不同背景下的高等教育机构都面临着 从学术成员的角度从理论和实践上更好地理解这些 方面的需要。为了满足这一需求, 本研究旨在探索 来自12所大学的46名学术成员的看法,在此基础 上强调虚拟国际化的概念化和在数字时代下国际化 的新可能性。

研究结果表明, 学术成员对虚拟国际化的解释具有 不同的维度, 而不是一个系统的定义。此外, 研究 结果为理解数字时代中国际化的新可能性提供了若 干视角。本研究的结果为社会包容性的视角做了铺 垫,为理解虚拟国际化提供了更多可能性。

Keywords: Virtual Internationalisation; Digital Age; Higher Education Institutions; Social **Inclusion**; Academic Members







中文版

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LEAD2 FINAL DISSEMINATION CONFERENCE AND ACADEMIC LEADERS FORUM DISSEMINATION REPORT

LEAD2结项大会和学术领导力论坛 成果分享报告

Brussels & Online, 28-29 November 2022 Beijing & Online, 10-11 December 2022

Conference Introduction

Organized by VUB and LEAD2 partners, the LEAD2 Final Conference and Academic Leaders' Forum took place successfully in Brussels and online on November 28-29, 2022. The second conference among Chinese partners was co-organised by NAEA and VUB. It successfully took place at the National Academy of Education Administration (NAEA) in Beijing and online on 10-11 December 2022. The aim of the conference was to share the results of the LEAD2 Project and to discuss how the project has contributed to the academic community. Additionally, the event included expert panel sessions for academic leaders, LEAD2 dissemination events, and the establishment of the LEAD Academic Network.

The participants were coming from Vrije Universiteit Brussel, University of Vienna, NOVA University, Middle East Technical University, Silesian University of Technology, University of Ljubljana, University of Zagreb, KU Leuven, European University Association, Tongji University, Yunnan Normal University, Guangxi Normal University, China University of Geosciences (Wuhan), National Academy of Education Administration, Beijing Normal University and China Mission to the EU who attended the conference physically and other Chinese partners and participants who joined online. In total, 92 participants joined the event physically, and over 170 participants joined the event online on 28-29 November 2022. There were 167 participants from LEAD2 Project partner institutions and other universities who attended the conference on 10-11 December 2022.

Three main themes were addressed at the LEAD2 final conference. The first theme was about the Perceptions of Academic Leadership among Senior, Mid-Level and Junior Academic Leaders. The second theme focused on Academic leadership in the digital era and in the context of transformation. The third theme comprised LEAD2 results dissemination and the establishment of the LEAD Academic Network.

Regarding the participating stakeholders, the main target groups are LEAD2 partners composed of young, middle-level, and senior academic leaders. Besides, external participants from other higher education institutions also participated in the conference and benefitted from the results of the conference. In addition, other LEAD2 community members and interested audiences also benefitted from the dissemination of the project results through the project newsletters, website news and project reports, etc. In this way, the impacts of the conference are maximized.

大会介绍

在VUB与LEAD2合作伙伴的组织下,LEAD2结项大会与学术领导者论坛于2022年11月28-29日在布鲁塞尔和线上成功举行。由国家教育行政学院和布鲁塞尔自由大学VUB共同举办的中国合作伙伴间学术领导力论坛于2022年12月10-11日在北京国家教育行政学院成功举行,并在线上同步进行。会议的目的是分享LEAD2项目的成果,并讨论该项目对学术界的贡献。此外,此次活动还包括学术领导者的专题研讨会、LEAD2成果分享活动以及LEAD学术网络的建立。

与会者来自布鲁塞尔自由大学VUB、维也纳大学、新里斯本大学、中东科技大学、西里西亚理工大学、卢布尔雅那大学、萨格勒布大学、鲁汶大学、欧洲大学协会、同济大学、云南师范大学、广西师范大学、中国地质大学(双)、国家教育行政学院、北京师范大学和中国驻欧盟代表团,其他中国合作伙伴和与会者线上参加。总共有92人线下参加了大会,同时超过170人在线参加了11月28-29号的大会。此外,来自LEAD2项目伙伴机构和其他高校的167名代表参加了12月10-11号的大会活动。

LEAD2结项大会主要关于三个主题。第一个主题是关于高级、中级和青年学术领导人对学术领导的看法。第二个主题关注数字时代和转型背景下的学术领导力。第三个主题包括LEAD2成果的宣传和LEAD学术网络的建立。

关于与会的利益相关者,主要目标群体是由青年、中层和高层学术领导者组成的LEAD2合作伙伴。此外,来自其他高等教育机构的外部参与者也参加了会议,并从会议的成果中获得收获。此外,其他LEAD2社区成员和感兴趣的受众也通过项目通讯、网站新闻和项目报告等方式受益于项目成果的宣传。通过这种方式,会议的影响得到了最大化。



Regarding the dissemination methodology, the conference had a 关于成果分享途径,由于疫情限制,会议采用 blended approach due to covid restrictions. The conference was held 了混合式方法。会议同时在线下和线上举行。 both physically and online. In addition, the LEAD2 website and social 此外,受众也通过LEAD2网站和各社交媒体渠 media channels were additional methods to update the audience on the 道获取会议情况。总的来说,会议包括平行小 conference. Overall, the conference included parallel panel sessions, 组会议、主旨演讲、论坛、小组讨论、同行学 keynote speeches, forums, group discussions, peer learning, team- 习、团队建设活动等。 building activities, etc.

Final Conference & Dissemination of Results

1. Dissemination to participants joining the conference

As the primary stakeholders for the conference, g2 physical participants 作为会议的主要利益相关者,来自欧洲和中国 and over 170 online participants joined the conference on 28-29 大学的92名线下参与者和170多名线上参与者 November and 167 Chinese participants joined the conference on 10-11 参加了11月28-29号的大会以及中国合作大学 December from European and Chinese universities directly benefitted 和其他高校的167名与会者参加了12月10-11号 from the conference results. During the two days of the conference, 的大会; 这些参会者直接受益于会议成果。在 various forms of knowledge-sharing and exchange sessions were 两天的会议中,采取了各种形式的知识分享和 adopted, including keynote speeches, group discussions, reflections, and 交流会,包括主题演讲、小组讨论、反思和同 peer learning. In this light, attendees had opportunities to enrich their 行学习。鉴于此,与会者有机会丰富他们在大 knowledge and skills on university governance and academic leadership, 学管理和学术领导方面的知识和技能,分享实 share practical experiences, and broaden their academic networks.

Keynote speeches and Panel Sessions

The conference started with the welcoming and opening words of Prof. 大会在布鲁塞尔自由大学校长Jan Danckaert教 Dr. Jan Danckaert. Rector of the VUB, and Hou Huijun, President of NAEA. 授和国家教育行政学院常务副院长侯慧君的欢 Rector Prof. Danckart stressed the importance of competence 迎和开幕词中开始,校长Danckart教授强调了 development of academic leadership and cooperation among universities 学术领导能力发展和大学间合作的重要性,如 such as the European university alliances.

Prof. Dr. Jan Cornelis, the former Vice-Rector of the VUB, focused on the 布鲁塞尔自由大学前副校长Jan Cornelis教授博 research and capacity-building path of the LEAD and LEAD2 saga in a 士着重介绍了LEAD和LEAD2在不断变化的世界 changing world. This was followed by a series of keynote speeches, panel 中的研究和能力建设路径。随后是一系列的主 sessions and interactive workshops on topics such as the role of 题演讲、专家组论坛和互动研讨会,主题包括 academic leaders in promoting innovations and the importance of 学术领导者在促进创新方面的作用,以及理解 understanding and managing resistance to change. Specifically, two 和管理变革阻力的重要性。具体来说,组织了 keynote speeches and one 'expert panel' and three 'parallel academic 两个主旨演讲和1场 "专家小组" 以及3个 forums' were organised, followed by interactive sessions. As shared by the participants, the presentations and forum sessions were fruitful as 如与会者所分享的那样,演讲和论坛会议取得 they addressed the critical issues focusing on (1) the perception of 了丰硕的成果,因为它们涉及的关键问题集中 Academic Leadership among Senior, Mid-Level, and Junior Academic 在: (1)高层、中层和青年学术领导者对学术 Leaders, (2) Academic leadership in the digital era and the context of 领导力的看法, (2) 数字时代和转型背景下的 transformation, and (3) the rationale and strategies of the LEAD Academic 学术领导力,以及(3) LEAD学术网络的理性 Network.

The first keynote speech was presented by Thomas Estermann, Director 第一场主题演讲是由欧洲大学协会的治理、资 for Governance, Funding and Public Policy Development from European 金和公共政策发展主任Thomas Estermann发 University Association. Thomas Estermann highlighted the leadership's 表的。Thomas Estermann强调了领导层在机 role in institutional transformation. Afterwards, the second keynote 构转型中的作用。随后, VUB布鲁塞尔治理学 speech was given by Anthony Antonine, Executive Director of Brussels 院的执行主任Anthony Antonine就大学治理的 School of Governance at VUB, on the global changes in university 全球变化发表了第二场主题演讲。与会者强 governance. Highlighted by the participants, these sessions provided 调,这些会议提供了在不断变化的高等教育背 insights into the importance and practices of leadership development in 景下领导力发展的重要性和实践的洞察力。 the changing HE context.

结项大会与项目成果宣传

1. 对参加大会人员的宣传

践经验, 并拓宽他们的学术网络。

主旨演讲与专题研讨

欧洲大学联盟。

"平行学术论坛",然后进行了互动会议。正 和战略。



In addition, at the Final Dissemination Conference and Academic 除此之外,在12月10-11号举办的结项成果分 Leadership Forum that took place on 10-11 December, keynote speeches 享大会与学术领导者论坛中的主旨演讲也发 also played an important role. During the two days, 12 keynote speeches 挥了重要作用。在两天的时间内,共发表了 were presented. These presentations focused on key issues such as (1) 12场主旨演讲。这些演讲集中在一些关键问 disciplinary development and university change, (2) challenges and 题上,如(1)学科发展和大学变革,(2) governance transformation in the digital age. (3) research on the role of 数字时代的挑战和治理转型, (3)大学院长 university deans and other academic leaders, (4) the structure and 和其他学术领导者的角色研究, (4) 大学教 functioning of academic leadership of university teachers, and (5) global 师学术领导力的结构和功能,以及(5)不确 trends in social innovation education under uncertainty.

The keynote speeches were followed by the academic leaders' expert 主旨发言后,学术领导者专家小组会议就国 panel session on academic leadership in the new context of internationalisation, moderated by Prof. Jan Cornelis.

The panellists included Prof. Dr. João Amaro De Matos (Vice Rector, 专家组成员包括João Amaro De Matos教授 Universidade NOVA De Lisboa), Prof. Dr. Tülin Gençöz (Vice Rector, Middle East Technical), Anthony Antoine (VUB), Thomas Estermann (European University Association), and Prof. Dr. Liu Baocun (Beijing Normal University).

Three parallel sessions took place with esteemed academic leaders of 来自不同大学和机构的不同级别(青年、中 different levels (Junior, Middle-level and Senior-level) from various 层和高层)的学术领导者们举行了三场平行 universities and institutions. The parallel sessions began with a peer-topeer introduction, allowing the panellists to get to know each other and 成员相互认识,并分享他们在学术领导方面 share their experiences and perspectives on academic leadership. This 的经验和观点。随后,讨论了论坛成员从自 was followed by a discussion on the panellists' perceptions of academic 己的角色出发对学术领导力的看法,以及他 leadership from their own roles and their expectations of academic leadership from other levels of academic leaders. The panellists discussed the challenges and opportunities of leading in the digital era and the need to be agile and adaptive in order to meet the changing needs of students and faculty. They also discussed the importance of collaboration and communication between different levels of academic leaders and the need to create a culture of trust and respect. The panellists also discussed the role of academic leaders in times of crisis and transformation and the need for leaders to be able to respond quickly and effectively to changing circumstances. They discussed the importance of creating a supportive environment for faculty and students and the need to be open to new ideas and approaches. Perspectives and experiences of academic leadership were shared among all three groups in the reporting session. The facilitators (Anthony Antoine, Prof. Yasar Kondakci, and Dr. Rita Falcao) of each forum summarized and reported for each forum.

At the conference that took place on 10-11 December, the Chinese 在12月10-11号举办的大会上,中国与会者们 participants conducted parallel forums with the aim of improving the 进行了分层次平行研讨,目的是提高不同层 knowledge and skills of academic leaders and academic staff at different 次的学术领导和学术人员的知识和技能。平 levels, which focused on (1) academic leadership from the perspective of their own role and (2) perceptions and expectations of the role of academic leaders at other levels. In these forums, experience sharing is an 力的看法和期望。在这些论坛中,经验分享 important medium for academic leaders to learn.

The parallel forums and the reporting session not only enhanced 平行论坛和报告会不仅提高了个人在学术领 knowledge and skills in academic leadership for individuals but also 导力方面的知识和技能,也促进了欧洲和中 advanced mutual understanding and cooperation among European and 国高校之间的相互了解和合作。 Chinese HEIs.

定性下社会创新教育的全球趋势。

际化新背景下的学术领导力进行了讨论,会 议由Jan Cornelis教授主持。

(新里斯本大学副校长)、Tülin Gençöz教授 (中东科技大学副校长)、Anthony Antoine (VUB)、Thomas Estermann(欧洲大学协 会)和刘宝存教授(北京师范大学)。

论坛。平行论坛首先进行了同行介绍,论坛 们对其他层次学术领导力的期望。论坛成员 讨论了在数字时代领导的挑战和机遇, 以及 为了满足学生和教师不断变化的需求,需要 灵活和适应的问题。他们还讨论了不同层次 的学术领导之间的合作与沟通的重要性,以 及创造一种信任和尊重的文化的必要性。论 坛成员还讨论了学术领导者在危机和转型时 期的作用,以及领导者需要能够快速有效地 应对不断变化的环境。他们讨论了为教师和 学生创造一个支持性环境的重要性, 以及对 新想法和方法持开放态度的必要性。在报告 会上,三个论坛都分享了学术领导的观点和 经验。每个论坛的主持人(Anthony Antoine、Yasar Kondakci教授和Rita Falcao 博士)对每个论坛进行了总结和报告。

行研讨的重点包括: (1) 从自己的角色角度 看学术领导力; (2)对其他层面的学术领导 是学术领导者学习的重要媒介。



On 29th November, the conference started with a plenary session on the dissemination of project results. During the conference, over 10 testimonial videos and 18 LEAD2 expert-sharing videos were shown to the participants.

The project results sharing session was divided into three clusters, each focusing on an important aspect of the LEAD2 project. The first cluster, chaired by Asso. Prof. Dr. Merve Zayim Kurtay (METU) focused on LEAD2 research, the LEAD2 journal, and LEAD2 online knowledge base. This included a LEAD2 Research overview and research presentation by Prof. Chang Zhu and Dr. Aysun Caliskan, as well as highlights from the LEAD2 journal and a short video on the unique open sources of the LEAD2 Online Knowledge Base. The second cluster, chaired by Dr. Szymon Ogonowski (Silesian University of Technology), focused on LEAD2 MOOCs and blended training.

This included an overview of the open MOOCs for academic leaders by Dr. Ibrahim Yorgun, as well as an expert presentation by Prof. Dr. Melita Kovacevic on the topic of 'A Decade of new challenges for universities and how leadership should respond'. Three representatives from the LEAD2 YAL blended training shared their personal journeys about the YAL training: WU Xiao (NAEA), Sevgi Kaya-Kaşıkçı (METU), and Lyu Dongve (TJU).

The third cluster, chaired by Dr. Angela Meyer (University of Vienna) focused on the LEAD2 workshops, seminars, fora and webinars. This included an overview and highlights of the LEAD2 workshops, as well as an expert presentation on 'Diversity and Inclusive leadership' by Prof. Dr. Ivan Svetlik, Former Rector of the University of Ljubljana. The participants were highly impressed with the remarkable achievements and produced deliverables of the LEAD2 project.

The workshops on topics related to academic leadership in the digital era were organised in five groups on 11 December. All participants indicated that the workshop discussions on academic leadership in the digital age helped them gain an in-depth understanding of this topic.

The conference presented the mission and objectives of the LEAD Academic Network, a Network of academics and academic leaders. This session was chaired by Prof. Jing Meiying (NAEA) and Prof. Yasar Kondakci (METU). In their speeches, Dr. YU Jingtian (Vice President, NAEA) and Prof. Dr. Jan CORNELIS, (former Vice-Rector, VUB) highlighted the importance of international cooperation in higher education and they also emphasized the importance of the LEAD network in facilitating such cooperation on the research and practices of academic leadership.

The closing session on 29th November focused on looking forward and the prospects for EU-China cooperation in higher education and on Academic Leadership. The session was chaired by Prof. Dr. Chang ZHU (VUB). This session featured three prominent speakers: Dr. Weimin Che (Minister Counsellor for Education, Mission of China to the European Union); Prof. Dr. Lou Yongqi (Vice President, Tongji University) and Prof. Dr. Nadine Engels (Vice Rector, VUB). The speeches in this session provided a comprehensive overview of the importance of developing a strong network of universities and academic leaders in order to promote innovation and collaboration.

11月29号的大会重点为关于项目成果分享的专题会议。会议期间,向与会者播放了10余个项目人员见证视频和18个LEAD2专家分享视频

项目成果专题会议分为三个板块,每个板块集中讨论了LEAD2项目的一个重要方面。第一板块,由Merve Zayim Kurtay副教授(METU)重点介绍了LEAD2研究、LEAD2期刊和LEAD2在线知识库。其中包括LEAD2研究概述、及朱畅教授和Aysun Caliskan博士的研究报告,以及LEAD2期刊的亮点和关于LEAD2在线知识库独特的开放资源的简短视频。第二板块由Szymon Ogonowski博士(西里西亚科技大学)主持,主要展示了LEAD2慕课与混合式培训。

这包括Ibrahim Yorgun博士对学术领导者的开放式慕课的概述,以及Melita Kovacevic教授以"大学新挑战的十年以及领导力应该如何应对"为主题的演讲。来自LEAD2 YAL混合培训的三位代表分享了他们关于YAL培训的个人历程。伍肖(NAEA)、Sevgi Kaya-Kaşıkçı(METU)和吕东烨(TJU)。

第三板块由Angela Meyer博士(维也纳大学)主持,重点是LEAD2研讨会、讨论会、论坛和网络研讨会。这包括LEAD2研讨会的概述和亮点,以及卢布尔雅那大学前校长Ivan Svetlik教授博士关于 "多样性和包容性领导 "的专家演讲。与会者对LEAD2项目所取得的显著成就和成果印象深刻。

12月11号的大会关于数字时代学术领导力的相关议题的研讨会分五个小组进行。所有参与者都表示,关于数字时代的学术领导力的研讨会讨论帮助他们深入了解了这个话题。

大会专门介绍了LEAD学术网络的使命与目标,这是一个由学者和学术领导者组成的网络。这场会议由井美莹主任(NAEA)和Yasar Kondakci教授(METU)主持。于京天博士(国教院副院长)和Jan CORNELIS教授(VUB前副校长)在发言中强调了高等教育国际合作的重要性,他们还强调了LEAD网络在促进这种学术领导力研究与实践方面合作的重要性。

11月29号布鲁塞尔大会的闭幕式着重讨论了欧盟与中国在高等教育领域的合作前景和学术领导力问题。会议由朱畅教授(VUB)主持。这场会议的三位发言人包括中国驻欧盟代表团教育公使衔参赞车伟民先生、娄永琪教授(同济大学副校长)和Nadine Engels教授(VUB副校长)。本次会议的发言全面介绍了发展强大的大学和学术领导者网络以促进创新和合作的重要性。



At the closing session on 11 December 2022, four experts delivered speeches regarding the achievements of the project and its contributions to the EU-China cooperation in higher education.

Dissemination to other interested audiences

The project dissemination planning not only focused on the participants attending the conference but also other stakeholders who are interested in the conference, including academic leaders and staff in partner or non-partner universities and external audiences. To that end, promotion activities were implemented before, during, and after the events. Concerning the promotion before the events, news accompanied by flyers of the conference was published on the project website and social media, including the project's Facebook page, LinkedIn, and Twitter. At the same time, each partner institution posted the news on its institutional web pages.

During the conference, representative photos and videos of LEAD2 MOOCs, training, conferences and workshops were shared in the conference rooms and on social media. After the event, the conference program, PowerPoint presentations, photos, and other materials were updated online and through social media to engage remote audiences.

在12月11号的大会闭幕环节,四位专家就项目所取得的成就及其对中欧高等教育合作的贡献发表了讲话。

对感兴趣受众的成果分享

项目成果分享规划不仅关注参加会议的人员,还关注对会议感兴趣的其他利益相关者,包括合作伙伴或非合作伙伴大学的学术领导和学术人员,以及其他受众。为此,在会前、会中和会后都开展了推广介绍活动。关于活动前的宣传,项目网站和社交媒体(包括项目的Facebook页面、微信、LinkedIn和Twitter)上发布了有关会议的新闻和简报。同时,各合作机构在其机构网页上发布了新闻。

会议期间,在会议室和社交媒体上都分享了 LEAD2慕课、培训、会议和研讨会的代表性照 片 和 视 频 。 活 动 结 束 后 , 会 议 议 程 、 PowerPoint演示文稿、照片和其他材料都在 网上和通过社交媒体更新,以分享给其他远程 受众。

Conclusion

The LEAD2 Final Conference has achieved its goals of highlighting the importance of academic leadership development as well as sharing the project results and deliverables with interested stakeholders. The event provided an important opportunity to reflect on the outcomes of the LEAD2 project and to share experiences and insights in leading change in higher education. Moreover, the event was a great opportunity to network with colleagues from Europe and China.

It was clear from the discussions that there is a strong need for further networking and leadership development opportunities, and all stakeholders can benefit from the deliverables of the LEAD2 project. The establishment of the LEAD Academic Network will be an important platform for academics, scholars, researchers, and practitioners interested in exchanging ideas, sharing experiences, accessing resources, and enhancing knowledge on academic leadership and university governance. This will be an important sustainable platform for all stakeholders to continue cooperation built on the results of the LEAD2 project.

Read <u>here</u> the full dissemination report of the LEAD2 Final Conference and Academic Leaders' Forum of 28-29 November 2022

请点击<u>此处</u>阅读完整版2022年11月28-29日LEAD2结项大会暨 学术领导者论坛宣传报告

Read <u>here</u> the full dissemination report of the LEAD2 Final Dissemination Conference and Academic Leaders forum of 10-11 December 2022

请点击<u>此处</u>阅读完整版2022年12月10-11日LEAD2结项成果分享大会暨学术领导者论坛宣传报告

结论

LEAD2结项大会实现了其强调学术领导力发展的重要性,以及与感兴趣的利益相关者分享项目成果和交付物的目标。此次活动为回顾LEAD2项目的成果以及分享领导高等教育变革的经验和见解提供了一个重要机会。此外,这次活动也是一个与来自欧洲和中国的同事建立联系的好机会。

从大会的互动中可以看出,人们非常需要进一步的交流和领导力发展机会,所有的利益相关者都可以从LEAD2项目的成果中受益。LEAD学术网络的建立将成为有兴趣交流思想、分享经验、获取资源、提高学术领导力和大学治理知识的学者、研究人员和从业人员的重要平台。这将成为所有利益相关者在LEAD2项目成果的基础上继续合作的重要可持续平台。







ACADEMIC LEADERSHIP IN THE NEW CONTEXT OF INTERNATIONALISATION

"国际化新背景下的学术领导力"讨论论坛

The LEAD2 project brings together university leaders and academics from around the globe to exchange their abundant experience and best practices in university governance and academic leadership development. After four years of implementation, the project has achieved various deliverables, such as the LEAD2 Online Knowledge Base, LEAD2 MOOC series, LEAD2 workshops, LEAD2 reports and publications. Built on these deliverables, the LEAD2 project succeeded in building up an online knowledge-sharing centre where relevant research outputs and project reports can be easily accessed, constructing a leadership development space where academic leaders can receive leadership training and share their innovative solutions to daily problems, and create an international professional cohort where junior academic leaders can acquire knowledge from and share new insights with senior and middle-level academic leaders. Through the collaboration within this academic cohort, the LEAD2 project has fostered a highly interactive, diversified and engaging community with theoretical knowledge and practical experience focusing on university governance and academic leadership.

During the past 4 years, the project participants have discussed many topics related to academic leadership development in the framework of the LEAD2 project, including gender balance, position, country-relevant leadership practices and leading change paradigm within institutions. The international perspectives the LEAD2 experts and participants brought up have led to a more comprehensive and deepening understanding of academic leadership. Meanwhile, it demonstrated vividly how international cooperation and exchanges are essential for academic leaders in this globalised world. However, due to the COVID-19 pandemic, the internationalisation process of higher education institutions has been severely impacted. How to lead the internationalisation of higher education institutions in the post-pandemic time has become more relevant than ever. With the aim to propel further investigation and empower academics in this field, the LEAD2 project has organised a panel discussion with senior leaders at its final conference in Brussels on 29 November 2022. Six LEAD2 experts and partners from Europe and China have addressed academic leadership in the new context of internationalisation. Here below are some inspiring perspectives of the expert members during the discussions.

LEAD2项目将全球各地的大学领导者和学者聚集在一起,促使他们交流在大学治理和学术领导力发展方面的丰富经验和最佳做法。经过四年的充施,该项目已经取得了多种成果,如LEAD2在知识库、LEAD2 聚课系列、LEAD2 研讨出版物。在这些成果的基础上上EAD2项目成功地建立了一个在线知识共享的是是不少心,相关的研究成果和项目报告更为使获取;中心,相关的研究成果和项目报告领导的创新解明并分享他们对日团,常问题的创新解识并分享他们对日对,青年获取知识决方案;创建高层和中层学术群组内的合作,LEAD2项目培养了一个高度互动的、多元化的、具有理论知识和实践经验的、专注于大学治理和学术领导力的社群。

在过去的4年中,项目参与者在LEAD2项目的框架内讨论了许多与学术领导力发展相关的话题,包括与性别平衡、职位、国别相关的领导力专家力力及领导机构内的变革范式。LEAD2项目专家力力支育所提出的国际视角,使我们对学术领导力方,它生动地展示了之个全球化的世界里,由于新冠疫情肆击。进行的工程,由于新冠疫情,如在已经变得比处领域的探计并增加,上EAD2项目于2022年11月29日在布鲁塞、约号等人,上EAD2项目于2022年11月29日在布鲁塞坛。付的结项会议中组织了一次高层领导合作伙伴专家的活动和中国的六位LEAD2专家和合作伙伴专家的活动和中国的六位LEAD2专方力。以下是专家加州中提出的一些富有启发的观点。

STATEMENTS ABOUT THE NEW AMBITIONS AND PLANS FOR INTERNATIONALISATION

国际化的新目标和新计划

Internationalisation & Sustainability: We live in the era of globalization which requires more communication and cooperation rather than containment. The trend of globalisation is irreversible. The destinies of all countries in the world have become closely linked to each other, forming a community of shared future for mankind. Meanwhile, we are also living in an era full of imprecedented challenges and uncertainty. In particular, since the beginning of 2020, the COVID-19 pandemic has seriously impacted human physical and mental health, safety, production, life and international cooperation and has accelerated the crisis of human survival. In the face of so many sustainable challenges and uncertainty, colleges and universities have a key and unshrinkable role in deepening the development of the world. They should make full use of teaching, research, social services, international exchanges and other functions of the university to promote the sustainable development of the future. We suggest that now every university should join hands to look further to and build a shared and better sustainable future through the form of cooperation, innovation and exchange.

国际化与可持续性:我们生活在全球化的时代,需要更多的交流和合作,而不是遏制。全球化的趋势是不可逆转的。世界上所有国家的命运已经紧密联系在一起,形成了一个共同未来的人类命运共同体。同时,我们也生活在一个充满了前所未有的挑战和不确定性的时代。特别是2020年初以来,COVID-19疫情严重影响了人类的身心健康、安全、生产、生活和国际合作,加速了人类的生存危机。面对如此多的可持续发展的挑战和不确定性,高校对世界的深度发展有着关键的、不可缩减的作用。它们应该充分利用大学的教学、研究、社会服务、国际交流等功能,促进未来的可持续发展。我们建议,现在每所大学都应该携起手来,通过合作、创新和交流的形式,进一步展望和建设一个共同的、更好的可持续发展的未来。

Internationalisation & Digital Influence: In the recent past, we have developed a lot of non-degree awarding programs online. For example, at the university level, we have developed a program of entrepreneurship called Entrepreneurship for All. It's free. And for the first week after we launched the program, we had 1,500 people enrolled, 80% were not from Portuguese schools. So that's internationalization. How we use actually the tools that we have learned how to use during the Covid crisis, it's a whole transformational program inside the university.

国际化和数字影响力:最近,我们在网上开发了很多非学位授予项目。例如,在大学层面,我们开发了一个名为"全民创业"的创业项目。它是免费的。在我们推出这个项目的第一周,就有1500人报名参加,其中80%的学员都不是来自葡萄牙学校的学生。所以这就是国际化。我们如何确实地使用我们在新冠疫情期间所学到的工具。这选及到大学内部的一个整体性变革。

Internationalisation & Quality Assurance: Universities seem to have a two-way relationship with society. The larger transformations in society and the world affect universities inevitably. And universities also have considerable transformative capacity on society and the world. For example, Turkey has a unique location which provides certain leverages for international influences. With these benefits, universities, university students, and especially international students, have been considered both as an end and a tool for further policies. Currently, increasing the quantity



of higher education has been a key objective in Turkey. As a result of this increase in quantity, the necessity of maintaining the quality of education has been prioritized. Lately, the Council of Higher Education has initiated a project named Academic Mobility Project in order to increase the mobility of faculty members among universities and to bring the students together with faculty members from different universities. This encounter with academics who had overseas experiences in international studies will raise awareness of the advantages of international experience for both students and junior academicians, and motivate both the university administration and students to participate in exchange programs like Erasmus. Thus, this mobility will be the strength of internationalization by creating a domino effect. We believe that the educational and cultural experience exchange with international students and staff coming from different countries will gradually create more friendly and close, as well as productive relations when they go back to their home countries. I would also like to emphasize that embedding internationalization into culture as an important component seems to be very crucial. Otherwise, there's a threat of internationalization turning into a tool for economic interest.

国际化与质量保障:大学与社会似乎存在一种双向关系。社会和世界的大变革不可避免地影响到大学。而大学对社会和世界也有相当大的改造能力。例如,土耳其地理位置独特,为其拓展国际影响力提供了一定的助力。由于这些优势,大学、大学生,特别是国际大学生,被视作未来政策的目的和手段。目前,增加高等教育的数量已经成为土耳其的一个关键目标。由于数量的增加,保持教育质量的必要性被放在了首位。最近,土耳其高等教育委员会启动了一个名为 "学术流动项目"的项目,以增加大学间教师的流动性,并使学生与来自不同大学的教师走到一起。这种与具有国际研究经验的学者的接触将提高学生和青年学者对国际经验优势的认识,并激励大学行政部门和学生参与伊拉斯谟等交流项目。从而,这种流动性将通过创造一种多米诺骨牌效应成为高校国际化的力量。我们相信,与来自不同国家的国际学生和工作人员的教育和文化经验交流,将使学生在回到自己国家时逐渐建立更多友好、密切、并具有创造力的关系。我还想强调的是,将国际化作为一个重要的组成部分嵌入到文化中是非常关键的。否则,国际化就有可能变成一个经济利益的工具。

IF UNIVERSITY SHOULD STRIVE FOR AUTONOMY FOR INTERNATIONALISATION PRACTICES?

大学是否应该为国际化实践争取自主权?

We can see from our work over the last 15 years that there is not always a transition towards more autonomy for universities. Several factors influence the independent decision-making capacity of universities. You might have the formal capacity to decide on your strategies, your research subjects, and the partnerships that you engage. But, on the other hand, you have many steering tools by governments that also restrict, to a certain extent, the independent capacities of universities. The funding defines a lot of where universities can go. At the European level, lots of funding has been driven in a certain direction and at different system levels. This really has a strong impact on what institutions actually can do in the end. So, in the last 15 years, some systems or institutions might have gained more independence formally. But in reality, there are still a lot of driving factors such as funding and other steering tools like performance contracts etc.

我们从过去15年的工作中可以看到,大学并不总是向拥有更多的自主权过渡。有几个因素影响着大学的独立决策能力。大学可能有正式的能力来决定其战略、研究课题、以及所参与的伙伴关系。但是,另一方面,政府有很多指导工具,在一定程度上限制了大学的独立能力。资金在很大程度上决定了大学的前进方向。在欧洲层面,大量资金已经被投入到不同的系统层面的某一方向中。这对机构最终能做什么确实有很大资。所以我想说,在过去的15年里,一些系统或机构可能在形式上获得了更多的独立性。但在现实中,它们仍然面临很多驱动因素,如资金和绩效合同等其他指导工具。

Indeed, policies, be at the European level or national level, do influence the way in which universities act. The incentives or the policies that are being created do have a very big influence on what is happening on the floor.

事实上,无论是欧洲层面还是国家层面的政策都会影响到大学的行动方式。现行激励措施或政策确实对正在发生的事情有很大的影响。

Universities have been independent knowledge centres with larger social, cultural, and political atmospheres at multiple levels. Academia should stick to academia and do research together.

大学一直是独立的知识中心,具有更广的、社会的、文化的和政治的多层次 氛围。学术界应该坚持学术,一起做研究。

Our policies have changed in the past, particularly in Europe. Before, there have been higher education policies trying to support internationalization, such as science diplomacy. Recently, we've seen a rise in attention towards university activities for other policies. For example, at the European level, you may have heard the term 'Europe Strategic Autonomy'. So that is not the cooperation to solve global challenges. Instead, it requires Europe to be at the forefront of certain developments. So those policies have a strong influence on how universities internationalize, how they get supported, or how they get restricted. The European University Alliance is a completely new format of cooperation. Different institutions are working together towards a common strategy. And that's something completely different and poses new leadership challenges for international cooperation among universities.

我们的政策在过去已经发生了变化,欧洲尤为如此。以前,高等教育政策一直试图支持如科学外交等的国际化实践。最近,我们观察到,越来越多对大学活动的关注都牵涉到了其他政策。例如,在欧洲层面,你可能听说过"欧洲战略自主"这个词。这并不是解决全球性挑战的合作,而是要求欧洲站在某些发展的最前沿。所以,这些政策对大学如何进行国际化、如何得到支持或如何受到限制有很大的影响。欧洲大学联盟是一种全新的合作形式。不同的机构需要为一个共同战略进行合作。这与以往的合作完全不同,并对大学间的国际合作提出了新的领导力方面的挑战。

WHAT ARE THE MOST IMPORTANT VALUES FOR YOUR UNIVERSITY TO ATTRACT INTERNATIONAL STUDENTS?

您所在大学在吸引国际学生方面最看重的价值是什么?

What we are looking for from the students to come here is quality. We try to get the best students, and that's where we select all. The criterion is quality. The best student is not necessarily the one that has all 'A's behind him/her, but is the one that is socially aware of what's going on.

我们看重的是来学校这里的学生的质量。我们想要获得最好的学生,这也是我们可以进行挑选的地方。我们的衡量标准是质量。最好的学生不一定是拥有全科"优秀"的人,而是具有社会感知能力的人。

Brussels is a cosmopolitan city, and this is one of the basic ambitions at our campus to reflect this cosmopolitan nature. I think it's this cross-fertilization that we cherish as a value. Meanwhile, I think it's important that we have a fraction of students coming from developing countries so that we can deepen our understanding of these cultures.

布鲁塞尔是一个国际大都市,反映这种国际化的性质也因此成为了我们校园的基本目标之一。我认为,我们要珍惜的正是这种交叉融合的价值。同时,我认为重要的是,我们需要有一部分来自发展中国家的学生,这样可以使我们加深对这些文化的理解。

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/255

Overall we're trying to maximize the social impact of university by doing research, teaching and educating. So we tried to recruit students with capabilities and competences to actually study throughout our programs to complete their education. Internationalisation is obviously a policy of social inclusion and cultural diversity, while providing better jobs for young people in school and helping them meet the needs of social organizations after school. We aim to provide the competences that allow students to graduate with the capacities of adjustment flexibility and intellectual capacity to adapt to this new world of transformation.

总的来说,我们希望通过研究、教学和教育,使大学的社会影响最大化。因此,我们试图招募有能力和实力的学生来我们学校项目中学习并完成他们的学业。国际化显然是一项兼具社会包容性和文化多样性的政策,为在校的年轻人提供更好的工作,同时帮助他们满足毕业后要从事的社会组织的需求。我们的目标是培养学生能力,使学生在毕业时具有灵活调整能力和知识储备,以适应这个转型的新世界。

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



LEAD ACADEMIC NETWORK

LEAD联盟 (LEAD学术网络)

MISSION

The LEAD Academic Network is an international and interdisciplinary platform of collaboration among academics and academic leaders for discussing and shared learning of theories, research and practices of academic leadership and university governance. The Network aims to support the advancement of academic leadership through research-based knowledge and networked learning, and to create a community with shared interests of producing and disseminating academic leadership knowledge and experiences, and linking research to academic leadership practices.

The LEAD Academic Network is established building on the results of two EU-funded projects, the LEAD and LEAD2 projects.

The mission of the LEAD Academic Network is to become a major networked community and a center of excellence in academic leadership research and a source of innovative best practices.

CORE STRATEGIES & MAIN ACTIVITIES

The mission of the LEAD Academic Network will be achieved by the following strategic priorities:

- Academic networking. Strengthening partnerships among LEAD Academic Network members, including institutional and individual members.
- Profiling & identity. Addressing academic leadership at all levels, from young researchers up to high level university academic leaders.
- Research-based capacity building. Promoting research on academic leadership, university governance and connecting research with practices.
- Networked learning. Communicating, disseminating, and sharing research
 findings, real case experiences, and good practices in academic
 leadership; identifying and analyzing different university visions, road
 maps, governance approaches and context dependent differences as well
 as common challenges, interests, joint objectives and best practices.

The main activities of the LEAD Academic Network include:

- Pillar 1 Research
- Pillar 2 Training and academic leadership development
- Pillar 3 Sharing, disseminating, networking and community services

使命

LEAD联盟(LEAD学术网络)是一个国际性的跨学科合作平台,供学者和学术领导者探讨和分享有关学术领导力和大学治理的理论、研究和实践。该联盟旨在通过以研究为基础的知识和社群学习来促进学术领导力的提升,并建立一个利益共同体联盟,以产出和传播学术领导力的知识和经验,并将研究与学术领导力的实践联系起来。

LEAD联盟(LEAD学术网络)是在由欧盟资助的两个项目(LEAD和LEAD2项目)成果基础上建立的。LEAD联盟(LEAD学术网络)的使命是成为一个关于学术领导力发展的核心联盟,成为学术领导力研究的卓越中心和最佳创新实践的来源。

核心战略和主要活动

LEAD联盟(LEAD学术网络)的使命将通过以下战略重点来实现:

- 学术联盟:加强LEAD联盟成员之间的伙伴关系,包括机构和个人成员。
- 剖析与认同:解决各层级的学术领导力问题, 从青年研究人员一直到高层大学学术领导者。
- 基于研究的能力建设:促进对学术领导力、大学治理的研究,并将研究成果与实践相结合。
- 社群交流学习:交流、传播和分享学术领导力方面的研究成果、真实案例的经验以及优秀的实践;识别和分析不同的大学愿景、蓝图、治理方法和与环境相关的差异,以及共同的挑战、利益、联合目标和最佳实践。

LEAD联盟(LEAD学术网络)的主要活动包括:

- 核心1 研究
- 核心2 培训和学术领导力发展
- 核心3 分享、传播、搭建学术网络和社群服务





For more information and how to join the LEAD Academic Network, please click on <u>this</u> <u>link</u> or scan the QR code.

欲了解更多信息以及如何加入LEAD联盟(LEAD学术网络),请点击<u>此链接</u>或扫描二维码。





KEY MESSAGES FROM LEAD2 PARTICIPANTS

LEAD2成员感言



Fatima ALI
PhD Researcher
Vriie Universiteit Brussel

The LEAD2 Blended Training course was sent to me by the Head of our department, and I had no idea what was expecting me when I signed in for it.'Am I an academic leader?' I was confused at the start about what was going on. But every week, I was able to attend the training, and it became a lot clearer that leadership does not necessarily have to start at the top. You don't need to be a rector, and you don't need to be a professor, but it can even start with having better relationships with your peers and giving everybody the room to evolve. So this has been a great opportunity, and I'm very happy to be involved with the LEAD2 Project.

LEAD2混合培训课程是由我们系主任介绍给我的,当我报名参加时,我并不知道我应该期待什么。我当时想,"我是一个学术领导吗?"我对所发生的事情感到不知所措。但是,每周我都能参加相关的培训,这让我更加清楚地认识到,领导力不一定要从高层开始。你不需要成为校长,也不需要成为教授,但它可以是先从你与你的同事有更好的关系开始,给每个人发展的空间。因此,这是一个很好的机会,我很高兴能参与LEAD2项目。



Rita FALCAODirector of International Relation office
NOVA University Lisbon

Thave been involved in both LEAD and LEAD2 projects, and it has been an exciting opportunity to learn a lot from European and Chinese partners about Academic Leadership. It was great to get to know so many Chinese universities. Not just the LEAD partners but also the networked universities; and what I think is truly different in the LEAD2 Project is that although it is about Academic Leadership, we had the opportunities to bring together leaders of different levels, so senior, mid-levels and also juniors. This is really special as it promotes the development of the different people involved.

我全程参与了LEAD和LEAD2项目,并一直认为这是个令人兴奋的机会,从中可以了解到很多欧洲和中国合作伙伴的学术领导力。很高兴能了解到这么多的中国大学。我认为LEAD2项目的真正不同之处在于,尽管它是关于学术领导力的项目,但我们有机会将不同级别的领导人聚集在一起,如高层、中层和基层的领导人。这真的很特别,因为它使不同的参与人员都得到了发展。



Could you say in 2-3 sentences how do you feel after joining the LEAD2 project?

您能用2-3句话说说您参加LEAD2项目后的感受吗?



Thomas Estermann
Director Governance, Funding and Public Policy
Development, European University Association

It is a great pleasure to be in this LEAD2 project again for the final events, as I already participated in the first event in 2016 of the LEAD project. It is such an important topic to talk about AL and governance because this is one of the key topics of how universities affect the future. Academic Leadership and university governance are the key success effects and also what we, the European University Association, look into. It is of great importance that many people, not only leaders from universities but also outside stakeholders, are aware of this. I hope that there are many more projects like this to support leadership development. It will help the institution's transformations.

我很高兴能再次参加到LEAD2项目里,特别是其最后的总结大会,因为我已经参加了2016年LEAD项目的第一次大会。谈论学术领导力和大学治理是一个非常重要的话题,因为这是大学如何影响未来的关键话题之一。学术领导力和大学治理是大学成功的关键因素,这也是我们欧洲大学协会所关注的议题。现有许多大学的领导,以及外部的一些利益相关者都能意识到这一点,这是非常重要的。我希望有更多这样的项目来支持领导力发展,因为这将有助于机构的转型。



Lucas ZINNERDirector, Research Services and Career
Development, University of Vienna

Both LEAD and LEAD2 broadened my perspectives of academic leadership and its spectrum. The significant added value of the LEAD and LEAD2 was linking research on AL to practices, translating what we know from scientific research into training.

LEAD和LEAD2拓宽了我对学术领导力的理解和视野。LEAD和LEAD2项目的最大附加值是将学术领导力的研究和实践联系起来,将我们从科学研究中了解到的东西落实为培训实践。





Yasar KONCAKCI

Middle East Technical University

The LEAD2 project helped me to internationalize professional development and international engagement and become aware of diversity. The LEAD2 project helped me to learn a lot about theory research and practices on University Governance and Academic Leadership. This input is going to help build collaboration and further research on these themes.

LEAD2项目帮助我实现了职业发展的国际化和国际参与,并促进了我对多样性的认知。LEAD2项目帮助我学习了很多关于大学治理和学术领导力的理论研究和实践。这些收获将有助于对这些主题建立进一步的合作和研究。



Anthony ANTOINE

Governance, Vrije Universiteit Brussel

After seven years of LEAD and LEAD2, I've learnt a lot about how university works and structures. I gained an understanding of our Chinese partners, the thing that I did not know. For example, how are Chinese HE systems structured and organized. The mutual understanding between our partners is a good thing. I am happy to participate in this project and had a chance to contribute to the success of the project, even though just a relatively small part.

经过7年的LEAD和LEAD2项目的参与,我学到了很多关于大学运作和大学结构的知识。我对我们的中国合作伙伴有了更多的了解,这些都是我之前不知道的事情。比如说,中国的高等教育系统是如何构建和组织的。我们的合作伙伴之间能够相互理解是一件好事。我很高兴能参与这个项目,并有机会为项目的成功做出贡献,哪怕只是微不足道的一些贡献。



Li LI

Assistant to the President and Director of the International Office, Shanghai Sanda University

The LEAD2 program has allowed me to meet more like-minded people, which will give us more opportunities to collaborate in research and even internationally. Also, the LEAD2 program has given us a good channel to understand and get to know European education. The interest of our students in studying and exchanging in overseas higher education institutions has become very broad.

LEAD2项目让我结识到更多志同道合的朋友,让我们在科研上甚至是国际上的合作都会有更多的机会。同时LEAD2项目也给我们提供了一个很好的渠道来了解和认识欧洲的教育,我们学校的学生对于在海外学校学习和交流的兴趣也变得非常广泛。



Baocun LIU

Beijing Normal University

After I participated in the LEAD2 program, under the influence of Professor Chang Zhu, I felt we were more like a big family. In this family, whether it's the participating institutions, teachers/professors, or students, all of them have achieved and grown, and all of them are looking forward to our future exchanges and cooperation. No matter it is the relationship between countries, between universities, or even between our whole education systems, we are pushing forward through every small step, including each of us, and we are all making our own little contribution in this process. With everyone's contribution, I think these may become a force to push society forward.

我参加LEAD2项目之后,在朱畅教授的影响之下,我感觉我们更像是一个大家庭。在这个家庭当中,不管是参加的是院校还是老师抑或是学生,都有所成就,有所成长,也都对我们未来的交流和合作充满了期待。不管是国家之间的关系,还是大学之间的关系,甚至是我们整个教育,都是我们通过一件件小事往前推动,包括我们每一个人,我们都在做出自己那一点点的贡献。有了大家的贡献,我想这些贡献聚集在一起,可能就会成为推动社会往前进步的一个力量。



Rui HU Professor

Huazhong Agricultural University

I am feeling lucky because I have a sense of gain from the LEAD2 project, which is an international perspective, an internationally interactional and expansive academic circle. By establishing this solid contact (between Chinese and European universities), I have learned about different cultural backgrounds, and this connection (between Chinese and European universities) is likely to be stable and consolidated (in the future), even throughout our academic careers. I think this is a very important achievement. And the leadership I learned from it, or the sense of achievement I gained from it, can be applied to my own work in the future.

我是感到幸运的,因为从LEAD2项目中我有种获得感,它是一种国际视野,一种国际交往拓展学术圈。LEAD2项目通过建立这种中欧之间稳固的往来,让我们了解到不同的文化背景,而且这种(中欧之间的)联系未来也有可能是稳定巩固的,甚至在我们的学术生涯当中都会一直维持下去。我觉得这个是一个非常重要的收获。而且从中学习到得这种领导力也好,或者是我这种获得感也好,未来都可以应用到自己的工作当中。





Weijia YAO
Program Manager
Tongji University

After participating in the LEAD2 program, my biggest impression was that the quality of the LEAD2 MOOC course was very high, and I have learned much useful knowledge from it. Secondly, all the teachers and professors of LEAD2 are very professional, and they patiently gave us a lot of knowledge, validation and guidance in terms of leadership. This knowledge and guidance have given me a direction for the implementation of practices at the management level. These are what I am particularly grateful for.

在参加完LEAD2项目后,给我最大的感受便是LEAD2项目的慕课质量非常高,我能从中学习到很多很有用的知识。第二便是LEAD2所有的老师和教授都非常专业,会耐心地给我们很多对知识上的验证,还有各种指导。这些知识和指导为我在学院管理层面上对于具体实践的实施给与了方向。这是我是特别感谢的。



Sevgi Kaya KASIKCI PhD Researcher Middle East Technical University

The LEAD2 Project helped me understand what leadership means, and now, I see that leadership is not about the position but something you need to be ready for as a future academician. And I understand the theory of leadership and can link it to the practice.

LEAD2项目帮助我理解了什么是领导力,此刻我所看到的领导力并不是一种职位,而是作为一个未来的学者所需要具备的素质。我也对领导力的理论有了更多的了解,可以把它与实践联系起来。



Yuting ZHANG
Lecturer, College of Education, Yunnan
Technology and Business University

First of all, I am very grateful and thankful. I have always felt very fortunate to be part of the LEAD2 program because it was introduced to me by my professor, and the LEAD2 program has given me a lot to gain both on an intellectual level and in terms of my own career development and capacity building. I also met a lot of warm professors in the program who didn't stop interacting with me because I was a student. I was very sincere and proactive about the LEAD2 program, and it made me feel happy and warm to have academic exchanges with the teachers.

首先我非常感恩和感谢。我一直都觉得我很有幸能够参与LEAD2项目,因为这是我老师介绍给我的项目,LEAD2项目让我在不管是知识层面上,还是自身的职业发展和能力提升上都有很多的收获。在这个项目中我也遇到很多很温暖的老师,他们也不会因为我是以一个学生的身份而不与我交流。对于LEAD2项目,我是怀着很真诚的、很主动的态度去学习,去和老师们进行学术交流,这让我感到开心和温暖。



Aihua YANDeputy Director of International Office
Tongji University

First of all, I think LEAD2 is a new model of multilateral and international cooperation. Secondly, I feel that the international cooperation of LEAD2 is very deep. In the past, the international collaborations I have come across were often general, but with LEAD2, a broad and deep exchange with like-minded people can be developed. In LEAD2, everyone can find a suitable place in the program and find interlocutors with similar roles. This is the uniqueness of this project I want to mention. I also hope that LEAD2 can have more influence beyond this project. In the future, all the Chinese and European partner institutions will take the initiative to develop new sparks for international cooperation, making our cooperation and connection deeper and deeper.

首先我觉得LEAD2是一个新的多边国际合作的模式。第二个是我感觉LEAD2项目的这种国际的合作是非常深入的。以往我所接触的国际合作往往是泛泛之交的合作,但是LEAD2项目的话,能够慢慢地形成与志同道合者的一个广泛而深入地交流。在LEAD2项目里,每个人都能够找到合适的位置,同时在这个位置上能找到角色相似的对话者,这便是我想说的LEAD2项目它的与众不同的深度。我还希望LEAD2不会就此固化在这个项目上,未来中欧的各个合作机构都能发挥其主观能动性,在国际合作之间再碰撞出新的火花,使得我们之间的合作和连结越来越深



Zuwang CHUProfessor, Institute of Higher Education,
China University of Geosciences (Wuhan)

The first thing I feel about the LEAD2 project is the broadening of my horizons; the LEAD2 allowed us to mutually enhance our understanding and awareness of the differences in higher education between European countries and China. The second is that I have met a group of excellent Chinese and foreign academic partners, which is very helpful for my future professional development. The third is that by studying and researching through the LEAD2 program, I have improved my own working performance and thus have the opportunity to influence the change and development of the university indirectly.

我对于LEAD2项目的感受第一个就是开阔视野。LEAD2项目使我们相互增强了对欧洲和中国高等教育之间差异性的了解和认识。第二个就是结识了一批优秀的中外学术合作伙伴,这对我自己未来的专业发展有很好的帮助。第三个就是通过在LEAD2项目里进行学习和研究,推动自身工作水平的提高,从而也有机会间接影响学校的改革与发展。



LEAD2 KEY FIGURES AT A GLANCE

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原创学术研究文章



LEAD2 Workshops 38

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LEAD2 KEY FIGURES AT A GLANCE

LEAD2重要数据一览



1 ∩ LEAD2 Journal issues

LEAD2季刊



Countries

国家



Higher Education Institutions

高等教育机构



57,585

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LEAD2社群成员



LEAD2 Online Knowledge Base

LEAD2在线知识库



LEAD Academic Network

LEAD联盟 (LEAD学术网络)



Multiple bilateral and multilateral institutional partnerships

多个双边及多边机构合作



GLOSSARY 术语表

Α

Academic Entrepreneurship 学术创业

is the establishment of new spinoff companies by university faculty.

是指大学教职员工建立新的衍生公司。

Hayter, C.S., Lubynsky, R. & Maroulis, S. Who is the academic entrepreneur? The role of graduate students in the development of university spinoffs. J Technol Transf 42. 1237–1264 (2017). https://doi.org/10.1007/s10961-016-9470-y

Academic Leadership

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指的

分支。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 队合作等职能。

Kıral, E., & Başaran, R. (2019). Academic Leadership. In Vo Career Construction in Education (pp. 238-257). IGI Global.



Collaborative Online International Learning (COIL)

Collaborative online international learning (COIL) refers to a type of educational program or course that involves students from different countries or regions collaborating and working together online. COIL programs are designed to provide students with an opportunity to learn about different cultures and ways of life, as well as to develop cross-cultural communication and teamwork skills.

在线国际协作学习(COIL)是指一种教育项目或课程,涉及 来自不同国家或地区的学生在线合作和工作。COIL项目旨在 为学生提供一个学习不同文化和生活方式的机会,以及发展 跨文化交流和团队合作技能。

Appiah-Kubi, P., & Annan, E. (2020). A review of a collaborative or international learning. International Journal of Engineering Pedagogy, 10(1)

Credit Transfer

学分转换

在线国际

协作学习

Credit transfer refers to the process of transferring academic credits earned at one institution to another institution. Credit transfer is often used by students who have completed coursework at one institution and wish to apply those credits towards a degree program at another institution.

学分转换是指将在一个机构获得的学术学分转移到另一个机构的过程。学分转换常被那些在一个机构完成课业并希望将

这些学分用于另一个机构的学位课程的学生所使用。 Junor, S. & Usher, A. (2008). Student Mobility & Credit Transfer. A National and Global Survey. Educational Policy Institute (NJp).

Cross-cultural Collaborative Learning

协作学习

Cross-cultural collaborative learning (CCCL) refers to a type of educational approach that involves students from different cultural backgrounds working together and learning from one another. CCCL can be an effective way to promote cultural understanding and awareness, as well as to develop important skills such as communication, problem-solving, and teamwork.

跨文化协作学习(CCCL)是指一种教育方法,来自不同文化 背景的学生一起工作并相互学习。跨文化协作学习可以成为促进文化理解和认知的有效方式,也可以发展重要的技能, 如沟通、解决问题和团队合作。

Gyasi, J. F., Zheng, L., & Long, M. (2021). Reflecting on the Past to Shape the Future: A Systematic Review on Cross-Cultural Collaborative Learning from 2011 to 2020. Sustainability, 13(24), 13890.

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

Cross-cultural Communication | 跨文化交流

Cross-cultural communication refers to the process of exchanging, negotiating, and mediating messages between individuals or groups from different cultural backgrounds. It is an important aspect of communication in today's increasingly globalized and diverse world, and can be a key factor in building and maintaining successful relationships and collaborations.

跨文化交流是指来自不同文化背景的个人或群体之间交流、 协商和调解信息的过程。在当今日益全球化和多元化的世界中,它是沟通的一个重要方面,可以成为建立和维持成功关 系和合作的关键因素。

Chen, S. J., Hsu, C., & Caropreso, E. (2005, October). Cross-cultural collaborative online learning. When the west meets the east. In E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education (pp. 1931-1941). Association for the Advancement of Computing in Education (AACE).

Cultural Awareness 文化意识

Self-examination and in-depth exploration of one's own cultural and professional background. This process involves the recognition of one's biases. prejudices, and assumptions about individuals who are different

对自身文化和专业背景的自我审视和深入探索。 这个过程涉 及承认自己同个体的偏见、成见和假设。

Campinha-Bacote J. (2002). The Process of Cultural Competence in the Delivery of Healthcare Services: a model of care. Journal of transcultural nursing official journal of the Transcultural Nursing Society, 13(3), 181-201. https://doi.org/10.1177/10459602013003003

Cultural Identity

文化认同

Cultural identity refers to the characteristics and experiences that define a person's sense of belonging to a particular culture or cultural group. It is shaped by a variety of factors, including a person's ancestry, ethnicity, race, religion, language, customs, traditions, and values.

文化认同是指界定一个人对某一特定文化或文化群体的归属

y, J. S. (2001). Ethnic identity, psychology o Social & Behavioral Sciences. 4821-4824

Cultural Intelligence

Cultural intelligence (CQ) refers to an individual's ability to adapt and effectively function in different cultural contexts. It is a combination of cognitive, emotional, and behavioral skills that enable individuals to effectively navigate and understand cultural differences, and to effectively communicate and work with people from different cultural

文化智能(CQ)是指个人在不同文化背景下适应和有效运作的能力。它是认知、情感和行为技能的组合,使个人能够有 效地驾驭和理解文化差异,并与来自不同文化背景的人进行

有效沟通和合作。 Panigabutra-Roberts. A. (2013). Diversity and sensitivity in the workplace understanding Asian Pacific American staff. In Workplace Culture in Academic Libraries (pp. 125-144). Chandos Publishing.

D

数字化治理 Digital Governance

Governance in electronic environment that comprises functions, processes, practices, and actions through digital means.

电子环境下的治理,包括通过数字手段实现的功能、流程、

xe践和行动。 Kestl. M. Syvajärvi. A. & Stenvall. J. (2009). E-HRM in competence recognition and management. In Encyclopedia of Human Resources Information Systems: Challenges in e-HRM (pp. 293-300). (Gl Global.

数字化领导力 Digital Leadership

Digital leadership as a long-term perspective that leverages available resources to improve and implement anticipating changes organizations' culture aims at a common digital

蓝色字体来自文献 红色字体来自LEAD2季刊

competence based on which future concepts can be applied and developed.

数字化领导力作为一种长期的视角,利用现有的资源来改善 和实施预测组织文化内的变化,旨在建立一种共同的数字化 能力,在此基础上可以应用和发展未来的概念。

Arnold, M. (2021). Leading Digital Change and the Management of Hybridity in Social Work Organizations. In Handbook of Research on Policies, Protocols, and Practices for Social Work in the Digital World (pp. 55-73). IGI Global.

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

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。 Magni, D. Orlando, B. 8. Del Gliudice, M. (2021). Exploiting digital skills in hip education: a case study analysis. In IT and the Development of Digital S and Competences in Education (pp. 1-20). IG (Global.

- [Distance Learning

Distance learning is a type of educational program or course that allows students to study and complete coursework remotely, without the need to be physically present on campus. Distance learning can be a convenient and flexible option for students who may have busy schedules, who may not be able to attend traditional on-campus programs due to geographic or other constraints, or who may prefer the independence and self-paced nature of online study.

远程学习是一种教育计划或课程,允许学生远程学习和完成 课程作业,而无需亲自到校。对于那些日程安排繁忙的学生来说,远程学习可以是一个方便和灵活的选择,他们可能由 于地理或其他方面的限制而无法参加传统的校园课程,或者 他们可能更喜欢在线学习的独立性和自定进度的特质。



EUTOPIA EUTOPIA

is an ambitious alliance of 10 like-minded universities ready to reinvent themselves: the Babeş-Bolyai University in Cluj-Napoca (Romania), the Vrije Universiteit Brussels (Belgium), the Ca'Foscari University of Europe (Italy), CY Cergy Paris Université (France), the Technische Universität Dresden (Germany), the University of Gothenburg (Sweden), the University of Ljubljana (Slovenia), the NOVA University Lisbon (Portugal), the University of Pompeu Fabra (Spain) and the University of Warwick (United Kingdom). Together, these 10 pioneers join forces to build a university alliance of

是一个由10所志同道合准备重塑自我的大学组成的雄心勃勃 的联盟,分别是位于克卢日-纳波卡的巴比什-博雅依大学 (罗马尼亚)、布鲁塞尔自由大学(比利时)、威尼斯大学 (意大利)、CY塞尔吉-巴黎大学(法国)、德累斯顿工业 大学(德国)、哥德堡大学(瑞典)、卢布尔雅那大学(斯洛文尼亚)、新里斯本大学(葡萄牙)、庞培法布拉大学 (西班牙)和华威大学(英国)。这10个先驱者一起联手打 造一个面向未来的大学联盟。



Intercultural Communication | 文化间交流

Intercultural communication is the process of exchanging, negotiating, and mediating messages between individuals or groups from different cultural backgrounds. It is an important aspect of communication in today's increasingly globalized and diverse world, and can be a key factor in building and maintaining successful relationships and collaborations.



文化间交流是来自不同文化背景的个人或群体之间交流、协 商和调解信息的过程。在当今日益全球化和多样化的世界 中,它是沟通的一个重要方面,可以成为建立和维持成功关 系和合作的一个关键因素。

Nyiri, P. D., & Breidenbach, J. C. (2015). Intercultural of anthropological perspective. In International Encycloped Behavioral Sciences (Second Edition) (pp. 357-361). Elsevier

Internationalization

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

Leadership

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

是一个人影响他人以实现共同目标的过程。领导力的核心是 影响个人或团体的行为,并引导他们实现目标。

Kiral, E., & Başaran, R. (2019). Academic Leadership. In Voc Career Construction in Education (pp. 238-257). IGI Global.

1

Lifelong Learning

终身学习

Lifelong learning refers to the ongoing process of learning and acquiring new knowledge, skills, and competencies throughout one's life. It is based on the idea that learning is a continuous and ongoing process, and that individuals have the ability to learn and grow at any age.

终身学习是指在人的一生中不断学习和获得新的知识、技能 和能力的过程。它所依据的理念是: 学习是一个持续不断的 过程,个人在任何年龄都有能力学习和成长。

G. (2001). Lifelong learning and its support with new monal encyclopedia of social and behavioral sciences, 13(41), 1-7.

M

大规模在线开放 Massive Online Open Courses (MOOCs) 课程(慕课)

Massive Online Open Courses (MOOCs) are online courses that are designed to be accessible to a large number of students over the internet. MOOCs are typically offered by universities or other educational institutions, and are often available for free or at a low cost.

大规模在线开放课程(慕课)是旨在通过互联网向大量学生 开放的在线课程。慕课通常由大学或其他教育机构提供,而 且通常是免费或低价提供。

Learning Environments

collaborative learning Multidimensional environments are educational or learning environments that involve multiple dimensions or aspects of learning and collaboration. These environments may be physical or virtual, and may involve a variety of technologies, resources, and pedagogical approaches.

多维协作学习环境是指涉及学习和协作的多个层面或方面的 教育或学习环境。这些环境可能是物理的或虚拟的,可能涉 及各种技术、资源和教学方法。

Caballé, S., Xhafa, F., & Barolli, L. (2010). Using mobile devices collaborative learning. Mobile information systems, 6(1), 27-47.

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.



Open Educational Resources | 开放教育资源

Open Educational Resources (OER) are educational materials that are openly licensed and freely available for use, reuse, modification, and distribution. OER can include a wide range of materials, such as textbooks, lectures, videos, simulations, and other resources that are used in education.

开放教育资源(OER)是指公开许可并可免费使用、重复使 用、修改和分发的教育材料。OER可以包括广泛的材料,如 教科书、讲座、视频、仿真以及其他用于教育的资源。

Wiley, D., Bliss, T. J., & McEwen, M. (2014). Open ex of the literature. Handbook of research on eductechnology, 781-789.



Sustainable

Development Goals

可持续发展目标

A set of 17 goals (with accompanying targets and indicators) set by the United Nations as a global agenda for 2016 to 2030; they address current global challenges and although each goal aims at a particular issue they are interconnected and applicable to any place on Earth; areas covered by the SDGs include poverty, hunger, health, education, gender equality, water and sanitation, affordable and clean energy, jobs and economic growth, innovation and infrastructure, inequalities, sustainable cities and communities, responsible production consumption, climate action, life below water and on land, peace and justice, and partnerships for sustainability.

联合国为2016年至2030年全球议程制定的一套17个目标(附 有相应的具体目标和指标);它们解决当前的全球挑战,尽 管每个目标针对一个特定的问题,但它们是相互关联的,适 国等作目が打列一个特定的问题,但它们定相互关联的,是 用于地球上的任何地方;可持续发展目标涵盖的领域包括贫 困、饥饿、健康、教育、性别平等、水和卫生设施、负担街 起的清洁能源、就业和经济增长、创新和基础设施、不平 等、可持续城市和社区、负责任的生产和消费、气候行动、 水下和土地上的生命、和平与正义,及可持续性伙伴关系。

Nagy, A. J., & Marinova, D. (2019). Leave No One Behind, Not Even the Animals mplications for the New Meat Alternatives. In Environmental, Health, and Business Opportunities in the New Meat Alternatives Market (pp. 297-318). IG

Transformational Learning 变革性学习

Transformational learning is a type of learning that involves significant changes in an individual's beliefs, values, attitudes. and behaviors Transformational learning can be a powerful and transformative process, as it involves not just acquiring new knowledge and skills, but also fundamentally changing the way that individuals understand and perceive the world around them.

变革性学习是一种涉及个人的态度、信仰、价值观和行为发 生重大变化的学习类型。变革性学习可以是一个强大的、变

革性的过程。因为它不仅涉及获得新的知识和技能,而且还 从根本上改变了个人理解和感知周围世界的方式。

Clark, M. C. (1993). Transformational learn continuing education, 1993(57), 47-56.



University Governance

A mechanism for promoting the development of universities by stakeholders' establishment of the university system and the improvement of the overall quality of students. The construction of the university system in China should aim at not only the enhancement of the students' ideology, but also the cultivation of students' inner thoughts centered on the spirit of academic freedom.

通过利益相关者建立大学制度和提高学生综合素质来促进大 学发展的机制。中国的大学制度建设不仅要以提高学生的思 想素质为目标, 更要着眼于以学术自由精神为中心的学生内 心思想的培养。

Jiang, C., Li, M., & Luo, Y. (2019). The Counselor System Under the Perspective of Chinese University Governance. In University Governance and Academic Leadership in the EU and China (pp. 52-67). [Gl Global.



Virtual internationalization is a term used to describe the process of adapting software or a website to support multiple languages and locales. This involves designing and developing the software or website in a way that allows it to easily display text, dates, numbers, and other

information in a variety of languages and formats. 虚拟国际化是一个术语,用来描述通过软件或网站以支持多 语言和地区的过程。这涉及到设计和开发软件或网站的方式,使其能够轻松地以各种语言和格式显示文本、日期、数

Blight, D., Davis, D., & Olsen, A. (2002). The internationalisation of higher education. In Higher education through open and distance learning (pp. 35-51). Routledge.

Virtual Leadership

虚拟领导力

Virtual leadership refers to the ability to effectively lead and manage a team or organization remotely, typically through the use of technology such as videoconferencing, collaboration software, and online communication tools.

虑拟领导力是指有效地远程领导和管理团队或组织的能力 通常是通过使用视频会议、协作软件和在线交流工具等技

Pullan, P. (2016). Virtual leadership. ITnow, 58(3), 58-59

Virtual Transnational Education (VTE)

虚拟跨国教育

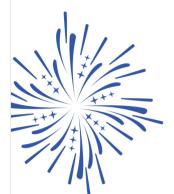
Virtual transnational education, also known as crossborder or international distance education, refers to educational programs and courses that are delivered online or through other virtual means, and are made available to students in multiple countries. These programs and courses may be offered by institutions located in one country, but are made available to students in other countries through the use of technology such as the internet, videoconferencing, and

online learning platforms. 虚拟跨国教育,也被称为跨境或国际远程教育,是指在网上 或通过其他虚拟方式提供的教育项目和课程,并提供给多个 国家的学生。这些项目和课程可能由位于一个国家/地区的机 构提供,但通过使用互联网、视频会议和在线学习平台等技 术向其他国家/地区的学生提供。

GLOSSARY







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And this is not the end!





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