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Internal Evaluation report

Nr. 2

The LEAD2 first series of workshop in Beijing, China

June 23-29, 2019

LEAD2 project partners

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I. Introduction

The LEAD2 first series of workshops took place in Beijing and was hosted by National Academy of Education Administration (NAEA) between 23-29 June 2019. In order to evaluate the quality of the conference and workshops, participants were invited to fill in the evaluation forms for every two days during the conference, which included closed and open-ended questions. Through utilizing a five-point scale, close-ended and open-ended questions queried participants' level of agreements on the overall quality of the events and each specific section as well as the contribution to the knowledge, the opportunities to learn from other participants and expectations met. Furthermore, data analysis has been set up: descriptive statistics (mean, standard deviations, and frequencies) have been calculated for the close-ended questions, while the qualitative approach has been applied for the open-ended questions.

To that end, the report presents the results of this evaluation as follow: session 2.1 presents the demographic characteristics of the respondents, session 2.2 performs an assessment based on close-ended questions, session 2.3 carries out an evaluation based on open-ended questions.

This evaluation survey and the evaluation report is part of the internal quality assurance (WP3) of the LEAD2 project.

II. Results

In the following sections, participants' responses are comparatively presented for each day under two main sections of results for the close-ended and open-ended questions.

2.1. Demographic Characteristics of the Respondents

Since this report presents the evaluation results for five days of the conference and workshops, the demographic characteristics of the participants are also explained for every (two) day separately. On the first day of the meetings, 46 attendees completed and submitted the evaluation forms. Of the participants, 29 of them were female, while 15 of them were male. Participants predominantly have Chinese origin ($n = 37$) while the rest composed of Europeans ($n = 5$), Turkish ($n=3$), and Australia ($n=1$). Regarding participants' positions/functions, a vast majority of attendees have roles with administrative function including Dean, Vice Dean, Chancellor, etc. ($n=26$). Sixteen of the respondents reported that they are professors, lecturers, and researchers. Three of the participants are at the highest level of academic leadership (President, Vice President). Concerning the second day and the third day of the conference and workshops, in total 28 participants completed and submitted the evaluation form ($n = 28$). In terms of gender, a balanced composition was observed with the presence of 18 females and 10 males. Of these participants, the great majority was Chinese ($n =22$) while there were 4 Europeans and 4 participants with different countries of origin, including Turkey. Regarding the position hold, 12 participants reported holding positions without administrative function.

On the last two days of the conference and workshops, 32 participants filled in the evaluation form. Amongst them, the majority of them were male (n = 24). Of the respondents, 2 of them have European origin, and the rest composed of Chinese (n= 30). Concerning the position held, 6 of them have positions without administrative function while the rest of them have positions with administrative functions including vice presidents and directors.

2.2. Results for the close-ended questions

The evaluation form used to collect data for each day composed of three common closed-ended and two common open-ended questions. The closed-ended ones participants' evaluations about the overall quality of the event organized on the respective days (24th June, 25th & 26th June, and 27th & 28th June), and the extent to which the events enriched their knowledge on university governance and academic leadership as well as fulfill their expectations. The evaluation form used on the first day also included one additional question that assesses the overall quality of each specific session organized. For all closed-ended questions, the higher scores received implied the higher quality perceived by the participants. While interpreting the figures presented below, the differences in the number of respondents should be taken into consideration.

2.2.1. General evaluation for five days of the conference and workshops

A comprehensive evaluation for five days of the conference and workshops is complemented by four components: facilitation, knowledge sharing, meeting participants' expectation, networking time, overall organization, time for question, and overall quality. In general, a substantial majority of attendees expressed high satisfaction with the conference and workshops in all categories. Besides, female participants tend to have higher satisfaction with the quality of the workshop than male attendees.

The participants' perspectives about the general quality of the LEAD2 conference for the first day (24th June) are presented in figure 1 and figure 2.

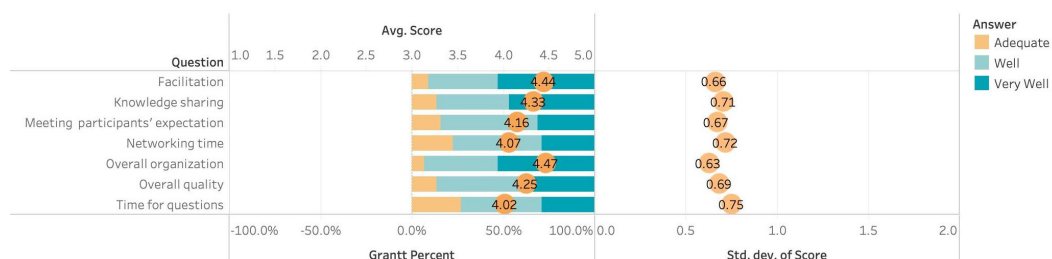


Figure 1. General quality for day 1 (24th June)

As illustrated in figure 1, a substantial majority of attendees expressed high satisfaction for the first day of the conference in all categories. The mean score computed for each category were very close to each other and greater than 4, suggesting that participants found the overall quality of facilitation, knowledge sharing, meeting expectations, networking time, times for questions, and overall quality very high. Even though all mean scores were interpreted as positive, the mean scores computed for the quality of overall organization ($M=4.47$, $SD=0.63$) and facilitation ($M=4.44$, $SD=0.66$) were relatively higher than that calculated for the other categories. The results also reveal that female participants tend to have higher satisfaction than male attendees during the first day of the conference (figure 2).

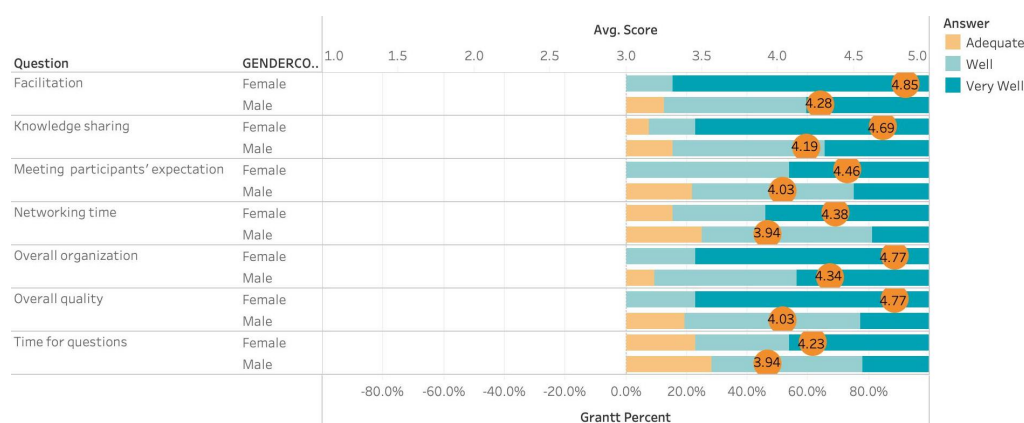


Figure 2. General quality for day 1 (24th June) by gender

The overall quality for day 2 & day 3 of the conference and workshops (25th June & 26th June) perceived by participants is illustrated in figure 3. Among the participants, 50 % rated the quality as 'well', and 26.9 % of participants rated the quality as 'very well', which indicated their satisfaction with the quality of the conference and workshops. Accordingly, the mean scores for each category were between 3.8 and 4.2. The most highly rated category was facilitation ($M=4.2$, $SD=0.7$). Regarding how the workshops have met attendees' expectation, the rated score was 3.8 ($M=3.8$, $SD=0.8$).

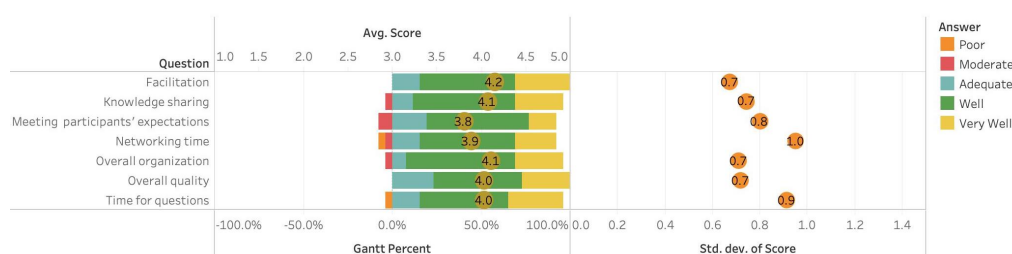


Figure 3. General quality for day 2 & 3 (25th & 26th June)

Regarding the participants' evaluation of the quality of the workshops by gender, the findings show that female attendees reported an average score of 3.8 and male attendees reported an average score of 4.2 (figure 4).

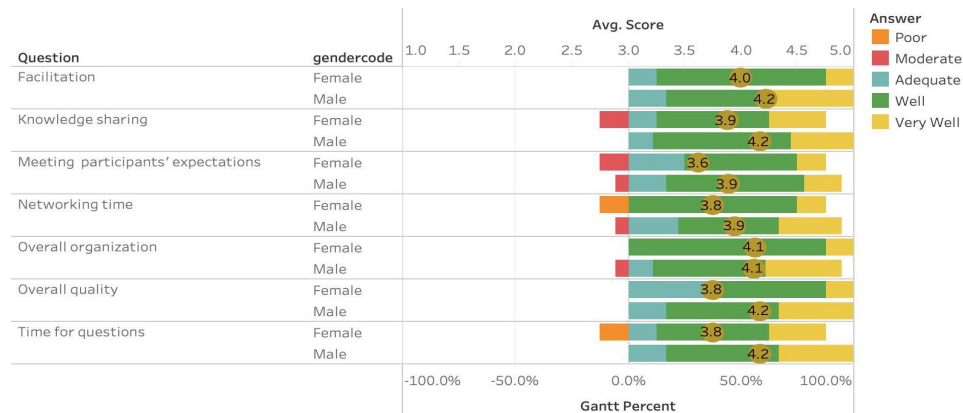


Figure 4. General quality for day 2 & 3 (25th & 26th June) by gender

Concerning the general quality for the last two days of the conference and workshops (26th June & 27th June), the statistical results provided evidences that the events on these days mostly met attendees' satisfaction (figure 5). Precisely, on the scale of 1 to 5 (poor to very well), most of the answers have a modal value and median of 4 or 5. Accordingly, the computed mean scores for all categories during the second and the third day of the conference were remarkably higher than 4, which means that participants were highly satisfied with the aspect of improving knowledge, organization, facilitation and so on. Consistent with the results for the first day of the workshops, participants expressed the highest satisfaction with the facilitation (M=4.42, SD=0.56). The attendees also reported a mean score for "networking time" (M=4.29, SD=0.53) and "time for questions" (M=4.29, SD=0.53).



Figure 5. General quality for day 4&5 (27th & 28th June)

Concerning participants' satisfaction by gender, the findings reveal that female respondents tend to feel more satisfied with the quality of facilitation, knowledge sharing,

meeting expectation, time for questions, and overall quality than male attendees which is consistent with the results for the first day. Regarding the quality of overall organization, female participants reported a mean score of 4.14 and male participants reported a mean score of 4.38 (figure 6).

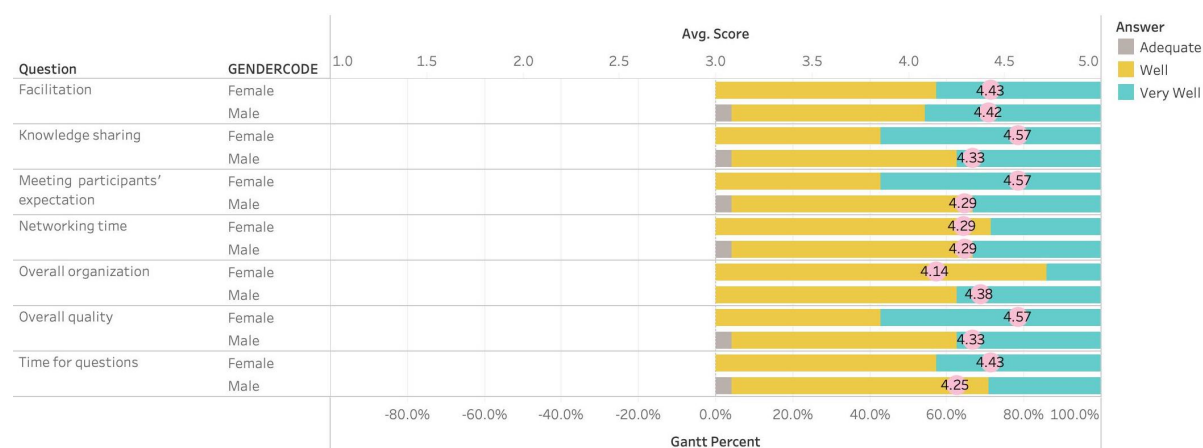


Figure 6. General quality for day 4&5 (27th & 28th June) by gender

2.2.2. Evaluation of the specific sessions

During five days of the conference and workshops, different activities were partially organized including the keynote speeches and workshops, discussion sessions, opening and reporting sessions, Quiz sessions, and consortium meetings (for partner universities only). Each session has specific goals to achieve. Hence, apart from evaluating the overall quality, participants were asked to assess the quality of each session in every (two) day of the workshops.

2.2.2.1. Keynote speeches

Speeches at the workshop, followed by collaborative discussions addressed the critical issues concerning university governance and academic leadership from an international perspective including how can universities enhance academic reputation, how can universities improve macro-management, and current trends toward internationalization. Regarding the participants' evaluation about these sessions, frequency analysis indicated that for all category (including overall quality, knowledge enhancement, practical significance of the contents) the most frequently selected options are “well” and “very well”, suggesting high satisfaction amongst the participants.

a. Overall quality

Participants were asked to evaluate the overall quality of keynote speeches during the five-day workshops. As shown in figure 2, the highest option of “well” and “very well” are the

most frequently selected one for all keynote speech sessions. No participant rated the sessions as “poor” in term of overall quality. Besides, the keynote speeches at Renmin University and Peking University were evaluated with the highest quality.

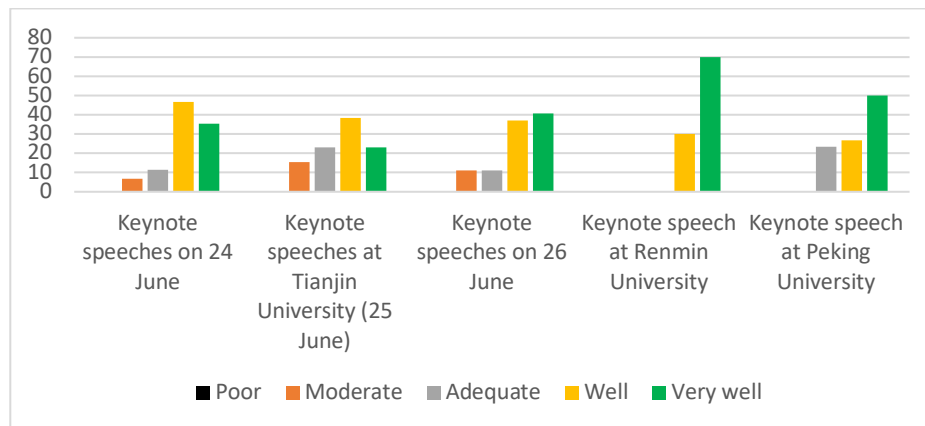


Figure 7. Overall quality

b. Knowledge enhancement

Participants were asked to what extent they believed the conference and workshops contributed to improving their knowledge and skills on university governance and academic leadership, as displayed in figure 8.

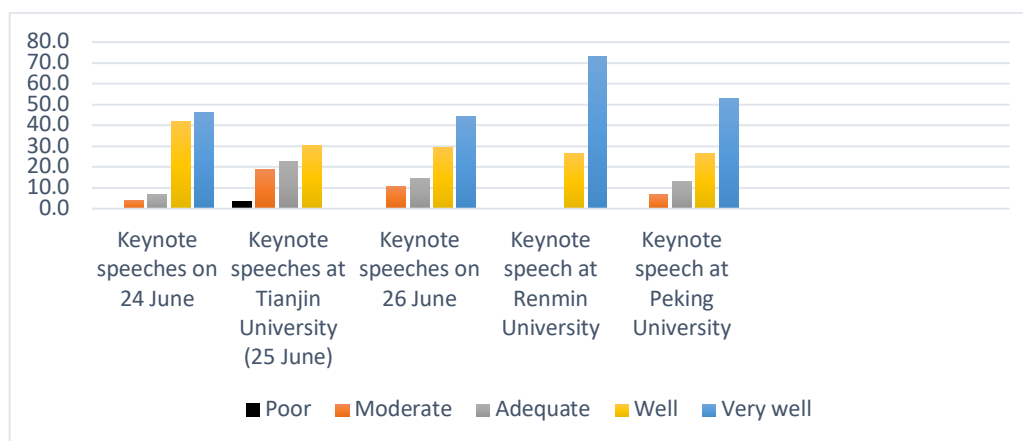


Figure 8. Knowledge enhancement

It is significant from the frequency figure, a substantial majority of attendees expressed a high level of knowledge enhancement. For all keynote speech sessions, the most frequently selected options are between “adequate” and “very well”. For the first day, 42.2 % of attendees reported “well” and 46.7 % of attendees reported “very well”. For the second day, 23.1 % of attendees reported “adequate” and 30.8 % of attendees reported “well”. For the third day, 29.6 % of attendees reported “well” and 44.4 % of attendees reported “very well”. For the fourth

day at Renmin University, 26.7 % of attendees reported “well” and 73.3 % of attendees reported “very well”. For the fourth day at Peking University, 26.7 % of attendees reported “well” and 53.3 % of attendees reported “very well”.

c. Practical significance and applicability of the contents to different contexts

In term of the practical significance and applicability of the contents to different contexts, the results indicated the quality of all sessions (figure 9). Consistent with the results for knowledge enhancement, the findings generally reveal that the most highly rated sessions for practical significance and applicability of the contents were for keynote speeches at Renmin University and Peking University. For the first day, 48.9 % of attendees reported “well” and 40 % of attendees reported “very well”. For the third day, 40.7 % of attendees reported “well” and 37 % of attendees reported “well”. For the fourth day at Renmin University, 33.3 % of attendees reported “well” and 63.3 % of attendees reported “very well”. For the fourth day at Peking University, 30 % of attendees reported “well” and 50 % of attendees reported “very well”.

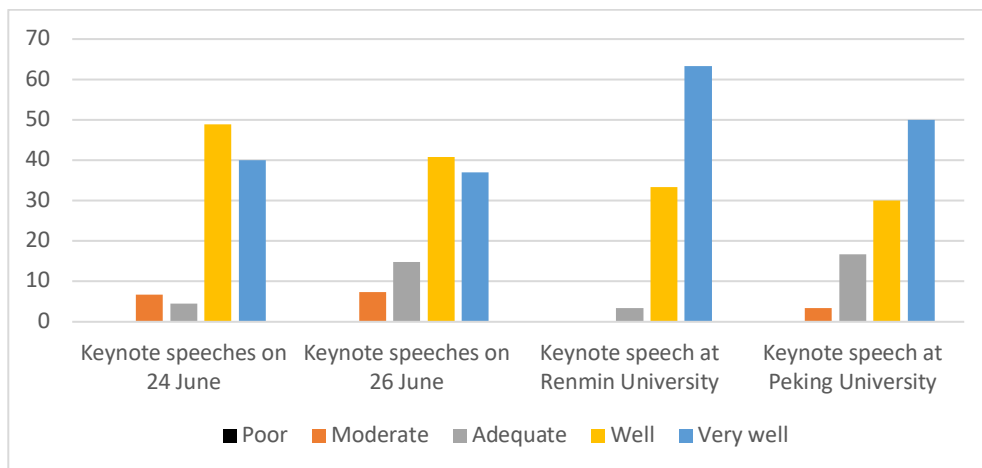


Figure 9. Practical significance and applicability of the contents to different contexts

d. Engagement of the participants

Survey participants were asked to assess the engagement of the participants during the five-day workshops. As indicated in figure 10, most of the participants responded that those keynote speeches offered a great opportunity to engage participants from different universities. For the first day, 66.7 % of attendees reported “well” and 36.4 % of attendees reported “very well”. For the second day, 23.1 % of attendees reported “adequate” and 26.9 % of attendees reported “well”. For the third day, 37 % of attendees reported “well” and 37 % of attendees reported “very well”. For the fourth day at Renmin University, 30 % of attendees reported “well” and 66.7 % of attendees reported “very well”. For the fourth day at Peking University, 40 % of attendees reported “well” and 43.3 % of attendees reported “very well”.

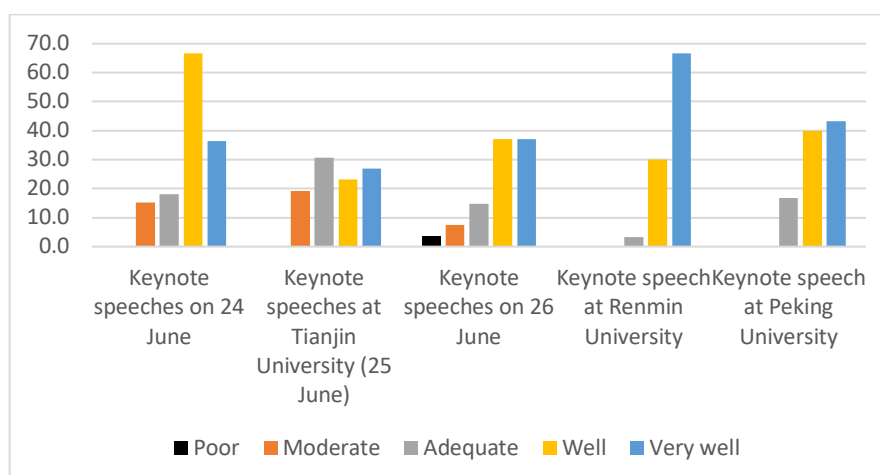


Figure 10. Engagement of the participants

2.2.2.2. Workshops and (Structured) Discussion sessions

Workshops and structured discussions were organized during the LEAD2 first series of workshops in which several issues were tackled including HEI governance structures, roles and required competencies of academic leaders at different levels. Seven different workshops and discussion sessions were organized during the five-day meetings. The quality of these sessions was measured based on participants' evaluation on three categories including overall quality, knowledge enhancement, engagement of the participants and opportunities to learn from other participants. In general, the findings indicated high satisfaction perceived by attendees.

a. Overall quality

Participants were asked to evaluate the overall quality of all workshops and discussion sessions. As shown in figure 11, the most frequently selected options are “well” and “very well”, indicating the high quality of the meetings. For the workshops on 24th June, for instance, 62.2 % attendees reported “well” and 22.2 % of attendees reported “very well”. For the discussion session on 24th June, 55.6 % of attendees reported “well” and 28.9 % of attendees reported “very well”. For the discussion session at Tianjin University, 53.8 % of attendees reported “well” and 26.9 % of attendees reported “very well”. For the discussion session on 26th June, 42.3 % of attendees reported “well” and 38.5 % of attendees reported “very well”. For the discussion session at Peking University, 40 % of attendees reported “well” and 50 % of attendees reported “very well”. For the discussion session on 28th June, 45.2 % of attendees reported “well” and 45.2 % of attendees reported “very well”. All of the participants selected “well” and “very well” options for the discussion session at Renmin University, suggesting a highest satisfaction on the overall quality.

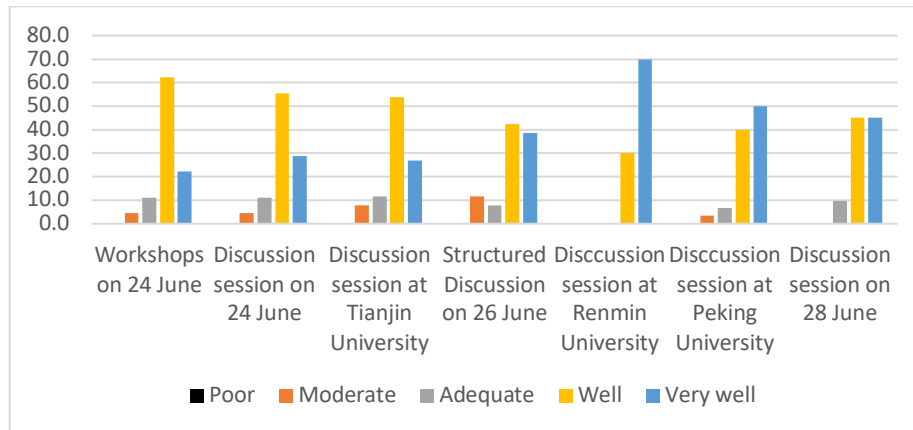


Figure 11. Overall quality

b. Knowledge enhancement

Concerning the knowledge improvement, attendees were asked to what extent they believed the meetings provided them with new insights into university governance and academic leadership, as displayed in figure 12.

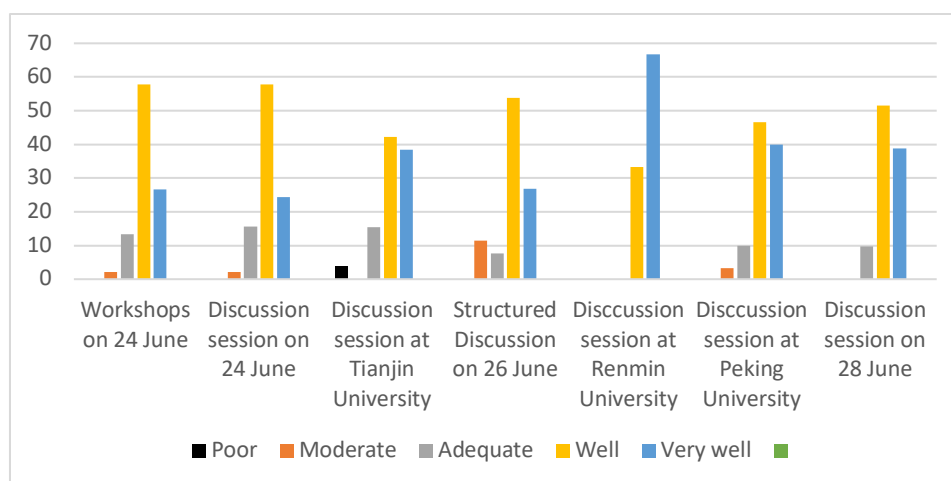


Figure 12. Knowledge enhancement

Significantly, a vast majority of participants predominantly selected the “well” and “very well” options indicating high satisfaction on the knowledge improvement. For the workshops on 24th June, 57.8 % of attendees reported “well” and 26.7 % of attendees reported “very well”. For the discussion session on 24th June, 57.8 % attendees reported “well” and 24.4 % of attendees reported “very well”. For the discussion session at Tianjin University, 42.3 % of attendees reported “well” and 38.5 % of attendees reported “very well”. For the structured discussion on 26th June, 53.8 % of attendees reported “well” and 26.9 % of attendees reported “very well”. For the discussion session at Renmin University, 33.3 % of attendees reported “well” and 66.7 % of attendees reported “very well”. For the discussion session on 28th June,

51.6 % of attendees reported “well” and 38.7 % of attendees reported “very well”. All of the participants selected “well” and “very well” options for the discussion session at Renmin University (33.3 % and 66.7 % respectively), suggesting a highest satisfaction on the overall quality.

c. Engagement of the participants

Regarding the participants’ evaluation about the opportunities to engage participants during the five-day conference and workshops, frequency analysis (figure 13) illustrated the high quality of engagement of attendees. Precisely, the findings indicated that for all session, the most frequently selected options are “well”, “very well” and “adequate”. For the workshops on 24th June, 60 % of attendees reported “well”, 22.2 % of attendees reported “very well” and 15.6 % attendees reported “adequate”. For the discussion session on 24th June, 55.6 % of attendees reported “well”, 31.1 % of attendees reported “very well” and 11.1 % reported “adequate”. For the discussion session at Tianjin University, 53.8 % of attendees reported “well”, 19.2 % of attendees reported “very well”, and 23.1 % attendees reported “adequate”. For the structured discussion on 26th June, 46.2 % of attendees reported “well”, 42.3 % of attendees reported “very well”, and 3.8 % of attendees reported “adequate”. For the discussion session at Renmin University, 30 % attendees reported “well” and 66.7 % of attendees reported “very well”, and 3.3 % of attendees reported “adequate”. For the discussion session at Peking University, 40 % of attendees reported “well” and 43.3 % of attendees reported “very well”, and 13.3 % of attendees reported “adequate”. For the discussion session on 28th June, 48.4 % of attendees reported “well” and 38.7 % of attendees reported “very well”, and 12.9 % of attendees reported “adequate”.

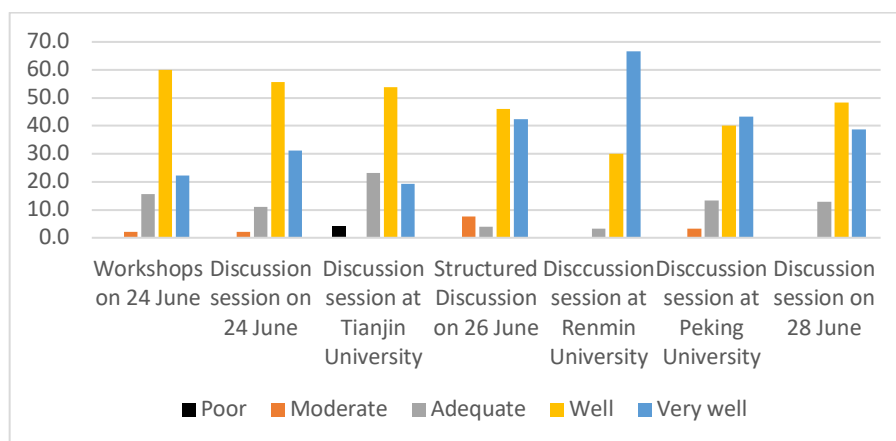


Figure 13. Engagement of the participants

d. The opportunities to learn from other participants

Participants were asked to evaluate the degree to which they can learn from other partners. The frequency figure 14 illustrates attendees’ perception about the opportunities to

learn from each other during the workshops and discussion sessions. The respondents reported that the meetings provided them with a great opportunity to learn from other participants from different institutions. All of these sessions were predominantly evaluated with the “well” and “very well” options, which is considered as the sign of high agreement perceived for each session. For the workshops on 24th June, 62.2 % of attendees reported “well” and 22.2 % of attendees reported “very well”. For the discussion session on 24th June, 62.2 % attendees reported “well” and 26.7 % of attendees reported “very well”. For the discussion session at Tianjin University, 53.8 % of attendees reported “well” and 30.8 % of attendees reported “very well”. For the structured discussion on 26th June, 50 % of attendees reported “well” and 34.6 % of attendees reported “very well”. For the discussion session at Renmin University, 23.3 % of attendees reported “well” and 73.3 % of attendees reported “very well”. For the discussion session at Peking University, 46.7 % of attendees reported “well” and 43.3 % of attendees reported “very well”. For the discussion session on 28th June, 54.8 % of attendees reported “well” and 35.5 % of attendees reported “very well”.

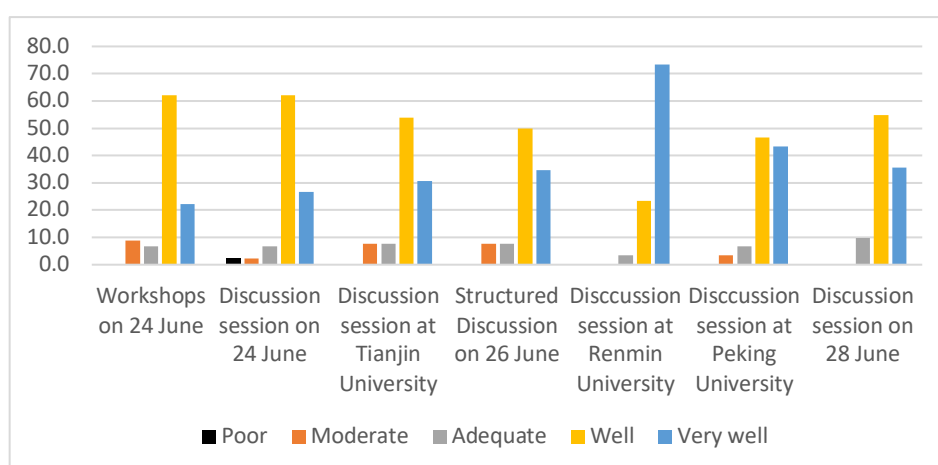


Figure 14. The opportunities to learn from other participants

2.2.2.3. Opening session, reporting sessions, and Quiz sessions

The opening session, reporting sessions, and Quiz sessions were the other vital forms which have been adopted during the training. Participants were asked to assess the quality of these meeting sessions based on three main categories including overall quality, knowledge enhancement, and practical significance of the contents. In general, attendees evaluated these sessions with high quality.

a. Overall quality

The participants' perspectives about the general quality of the opening & plenary sessions, and Quiz sessions for five days of the conference and workshops are illustrated in figure 15.

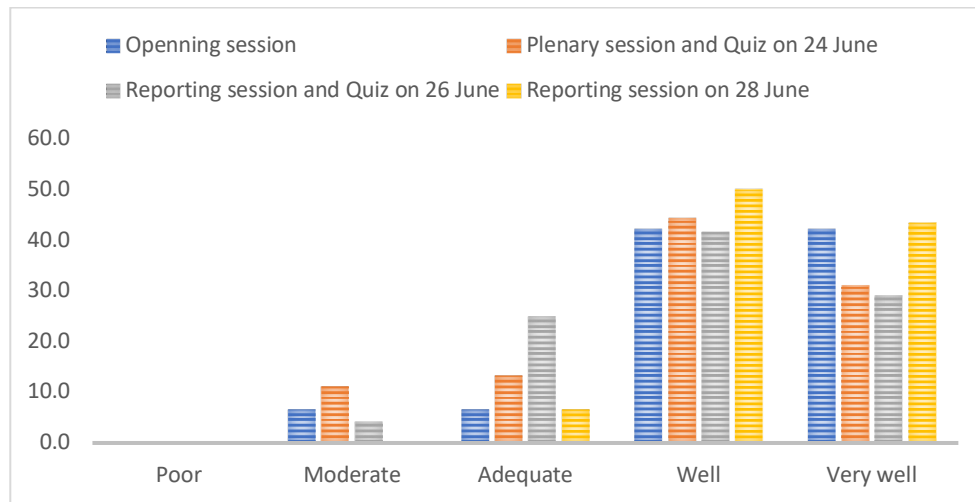


Figure 15. Overall quality

As shown in the frequency figure, a substantial majority of respondents expressed high satisfaction with these meeting sessions. Notably, the two highest options of “well” and “very well” are the most frequent choices for all sessions. For the opening session, 42.2 % of attendees reported “well”, 42.2 % of attendees reported “very well” and 6.7 % of attendees reported “adequate”. For the plenary session and Quiz session on 24th June, 44.4 % of attendees reported “well”, 31.1 % of attendees reported “very well”, and 13.3 % of attendees reported “adequate”. For the plenary session and Quiz session on 26th June, 41.7 % of attendees reported “well”, 29.2 % of attendees reported “very well”, and 25 % of attendees reported “adequate”. For the reporting session on 28th June, 50 % of attendees reported “well” and 43.3 % of attendees reported “very well”, and 6.7 % of attendees reported “adequate”.

b. Knowledge enhancement

Concerning knowledge improvement, attendees were asked the extent to which they believed the reporting sessions and quiz provided them with new insight into the objectives of the LEAD2 and learning results from the training. The results are displayed in figure 16. Significantly, the majority of the participants agreed that the reporting sessions and quiz have a profound effect on improving their knowledge and skills regarding university governance and academic leadership. Amongst different reporting sessions, the most highly rated one was the plenary session on the last day of the conference. Precisely, for the plenary session and Quiz session on 24th June, 44 % of attendees reported “well”, 31.1 % of attendees reported “very well”, and 15.6 % of attendees reported “adequate”. For the plenary session and Quiz

session on 26th June, 34.8 % of attendees reported “well”, 30.4 % of attendees reported “very well”, and 26.1 % of attendees reported “adequate”. For the reporting session on 28th June, 54.8 % of attendees reported “well” and 35.5 % of attendees reported “very well”, and 9.7 % of attendees reported “adequate”.

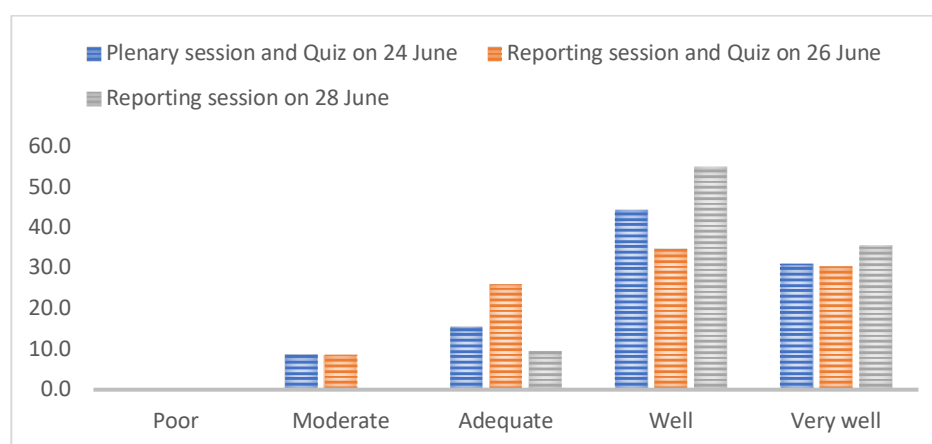


Figure 16. Knowledge enhancement

c. Practical significance of the content

Regarding the attendees’ evaluations about the practical significance of the content provided by reporting sessions and quiz, the result of this question is very positive. On the scale of poor to very well, all the answers have a modal value and median of 4 or 5, which mean that most of the participants were highly satisfied with the aspect of practical significance of the content. Consistent with the results for knowledge enhancement, the reporting session on the last day of the conference had the greatest contribution to the significance of the content. Specifically, for the plenary session and Quiz session on 24th June, 44.4 % of attendees reported “well”, 28.9 % of attendees reported “very well”, and 20 % of attendees reported “adequate”. For the plenary session and Quiz session on 26th June, 41.7 % of attendees reported “well”, 29.2 % of attendees reported “very well”, and 12.5 % of attendees reported “adequate”. For the reporting session on 28th June, 50 % of attendees reported “well”, 43.3 % of attendees reported “very well”, and 6.7 % of attendees reported “adequate”.

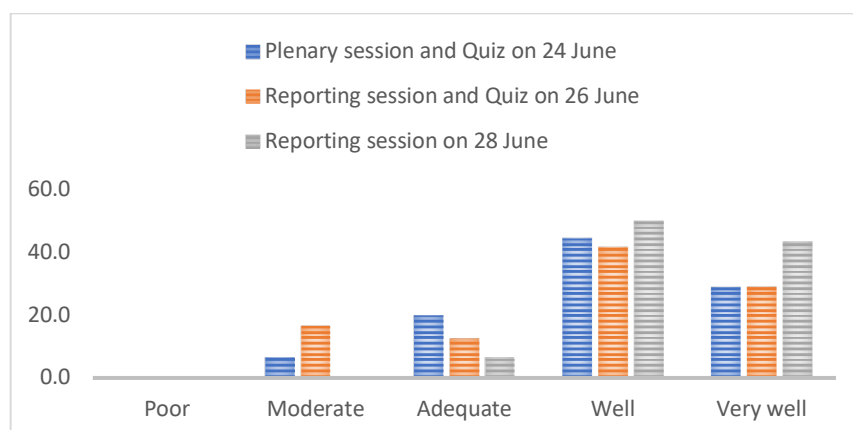


Figure 16. Practical significance of the content

2.2.2.4. Consortium meetings

Two partner meetings were organized during the five days of the workshops (on 24th and 26th June) and only for representatives of partner universities). Quality of these meetings was evaluated based on attendees' perspectives about the general quality, knowledge enhancement, and the opportunities to learn from other participants.

a. Overall quality

Participants' evaluation of the general quality of the partner meeting is indicated in figure 17. The findings reveal that a majority of respondents expressed high satisfaction with these meetings. Precisely, the two options "well", "very well" and "adequate" are the most frequent choices selected by attendees. For the consortium meeting on 24th June, 63.6 % of respondents reported "well", 27.3 % of respondents reported "very well", and 9.1 % of respondents reported "adequate". For the consortium meeting on 26th June, 66.7 % of respondents reported "well", 20 % of respondents reported "very well", and 6.7 % of respondents reported "adequate".

b. Knowledge improvement

Concerning the knowledge enhancement during the consortium meetings, the partner members have largely reported that through the partner meetings, they gained more knowledge about the project work plan, their roles in the project and activities (figure 18). For the consortium meeting on 24th June, 72.7 % of respondents reported "well", 9.1 % of respondents reported "very well", and 18.2 % of respondents reported "adequate". For the consortium meeting on 26th June, 60 % of respondents reported "well", 20 % of respondents reported "very well", and 13.3 % of respondents reported "adequate".

c. The opportunities to learn from other partners

Opportunity to learn from each other was one of the primary objectives of the consortium meeting. To evaluate the extent to which this goal is achieved, participants were asked to assess the degree to which they can learn from other participants. The frequency figure 19 illustrates the high quality of this aspect, which is consistent with previous results. For the

consortium meeting on 24th June, 72.7 % of respondents reported “well”, 18.2 % of respondents reported “very well”. For the consortium meeting on 26th June, 46.7 % of respondents reported “well”, 26.7 % of respondents reported “very well”.

To conclude, the statistical results indicate the high quality of all session in different aspects during the five-day conference and workshops. In other words, the LEAD2 first series of workshops were productive and fruitful in general as it significantly contributed to enhancing participants’ knowledge regarding university governance and academic leadership, and also to create an opportunity to engage participants and learn from each other.

2.3. Results for the open-ended questions

Each evaluation form included two open-ended questions that ask participants’ comments and suggestions about different aspects of the conference. On the first day, participants were asked to provide their comments about the seminar organized and make suggestions, recommendations for the activity improvement. The comments generally clustered around the positive effects of the preparatory and partners meetings. Specifically, the seminar for the first day was perceived as well-organized and intensive preparation with a clear structure, excellent planning and rich contents. Especially, participants shared high satisfaction with interpretation as it contributed to enhance mutual understanding. The other comments were generally in the form of suggestions for the meetings. In order to improve the quality of keynote speech and workshop sessions, spending more time for discussion, receiving summary for the interactive session, including the workshop topics in the program, a distinction between courses for university governance and training for leaders were recommended. Furthermore, some specific suggestions relating to the workshop topics were made including inviting the responsible persons from research office, education office, planning office to take part in the workshop, or more distinction among the mid-level, top-level and the potential leadership level can be clarified when learning middle-level management; in this way, the differences or specific characteristics of mid-level leaders can be specified.

In the evaluation form administered on the second day and the third day, participants were asked to comment on the second and third day’s activities and make suggestions to enhance the conference quality and future collaboration. Respondents mainly indicated the positive quality of the keynote speeches and workshops on these days as good, or perfect, which is in line with quantitative results. Two participants commented that the programme on 25 June was too packed and the visit and lecture at the Sino-German Technical college was more suitable for professional colleges.

On the last two days of the conference, participants were again asked to comment on the seminar of these days and make suggestions regarding the current and future cooperation

between institutions on university governance and academic leadership. One respondent made recommendations about report reflection. Precisely, he commented/suggested that it would be good if each participant has a reflection report during the last day of the conference. Concerning the topic governance structure, several respondents suggested to present an overview and set up a specific discussion area for this theme in order to enhance mutual understanding between European and Chinese attendees. Besides, including a possibility for each participant to share their own experiences toward the content of each session was also recommended. Regarding organization, two participants suggested having some (more) time to rest during noon break.

2.4. Lessons learned and recommendations for future activities

The evaluation results generally illustrate the high quality of the five-day workshops in Beijing. Some positive aspects/ practices were added based on the evaluation findings:

- Organization: Good organization with relevant and useful activities.
- Facilitation: the five day workshops were evaluated as well facilitated. Especially for the interpretation, the workshops successfully overcame the challenge of language barrier, enhanced mutual understanding between attendees.
- Keynote speeches: all keynote speech sessions were accompanied by valuable and updated information on university governance and academic leadership. The effect of knowledge enhancement, engagement of participants, and the practical significance of the contents were evaluated with high quality.
- Discussion sessions: discussion sessions were conducted in an interactive way. Attendees had opportunities to share their knowledges and learn from other participants. The major objective of knowledge and skill sharing was achieved.
- Reporting sessions: aimed to summarize daily activities. According to participants, this session significantly strengthened knowledge they have learnt during the day.
- Quiz sessions: these sessions are effective as they have not only contributed to consolidate knowledge gained but also engage participants effectively.

Apart from successful experience learned, several issues/weaker points along with recommendations for enhancements were acknowledged.

Sessions	Detailed workshop evaluations/comments	Suggestions/ Recommendations
<i>Keynote speeches</i>	- Participants suggested to have an overview of the topic, relevant papers to read before joining the workshops.	- A short description of each keynote speech topics, accompanied by learning objectives, relevant publications are recommended to be

	<ul style="list-style-type: none"> - Participants recommended to have case studies, successful stories and examples of new concept. - Some participants suggested to have specific topics for particular target groups (eg. high-level leaders, middle-level leaders, low-level leaders) 	<p>published on the LEAD2 project before the workshops.</p> <ul style="list-style-type: none"> - Several case studies on university governance and academic leadership should be included in the further workshops. - Target groups should be considered when choosing the keynote speech topics.
Discussion sessions	<ul style="list-style-type: none"> - In some sessions there was a lack of discussion time. - Participants wish to have time to share personal experience, challenges and problems they are facing within their institutions. 	<ul style="list-style-type: none"> - Provide sufficient time for discussion and interactive sessions.
Consortium meetings	<ul style="list-style-type: none"> - Several participants reported the effect on improving knowledge as “adequate” and moderate”. <p>=> Organizers did acknowledge the issue and organized an extra meeting at 8 pm on 26th June. This meeting was not reflected in the evaluation report but in the meeting minutes.</p>	<ul style="list-style-type: none"> - Sufficient time for consortium meetings would be appropriate.
Networking time	<p>The evaluation results reveal that a minority of the participants reported “networking time” and time for questions as “moderate” and “adequate”</p>	<ul style="list-style-type: none"> - Recommend to organize a social event (a Gala dinner for example) to engage participants.

III. Conclusion

Taken together, the high overall mean scores reported by participants showed that the LEAD2 first series of workshops organized at NAEA between 23-29 June 2019 was remarkable satisfactory in terms of its overall quality, contribution to the knowledge, the degree of fulfilling the expectations, and specific sessions. Responses given to the open-ended questions also indicated quite parallel results with the quantitative evaluations by yielding the results of improved knowledge and understanding and opportunities provided for exchange and collaboration. The suggestions given for enhancing the quality of the conference and strengthening future collaboration between institutions were mainly about providing more time for the discussion sessions, specifying keynote speech topics, or creating more opportunities to share experience in order to improve the engagement of the partners. Besides, creating more opportunities for networking activities is another recommendation for future workshops.



The evaluation survey and internal quality evaluation report serve as a means for internal monitoring of the quality for the implementation of the project; especially the comments and recommendations from the participants are essential elements for taking into consideration for further improvement. These measures are crucial for ensuring proper quality implementation and enhancing the impact of the project.