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Internal Evaluation report

Nr. 3

**The LEAD2 second series of workshops in Gliwice and Vienna
October 24-29, 2019**

LEAD2 project partners

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I. INTRODUCTION

The LEAD2 second series of workshops took place in Gliwice (Poland) and Vienna (Austria) between 24-29 October 2019. The workshops were hosted by Silesian University of Technology (SUT) and University of Vienna (UniVie). 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 the four-day conference and workshops, the demographic characteristics of the participants are also explained for every two days separately. On the first two days of the meetings, 23 attendees completed and submitted the evaluation forms. Of the participants, 61% of the respondents were female, while 39% of them were male (figure 1). Participants predominantly have Chinese origin ($n = 16$) while the rest composed of Europeans ($n = 5$) and Turkish ($n=2$). Regarding participants' positions/functions (figure 2), a vast majority of attendees do not have roles with administrative function including professors, lecturers, and researchers (56% of total). 35% of the respondents reported that they are Dean, Vice Dean, Director, etc. 9% of the participants are at the highest level of academic leadership (President, Vice President).

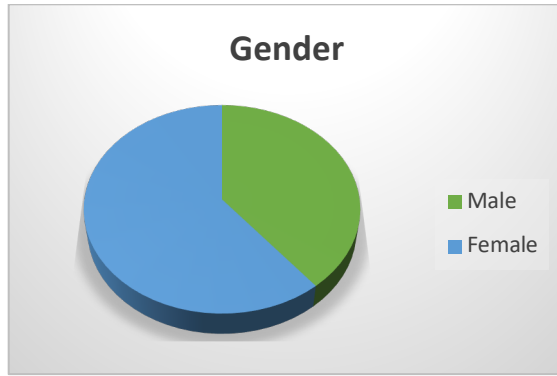


Figure 1. Gender(workshops on 24th-25th Oct)

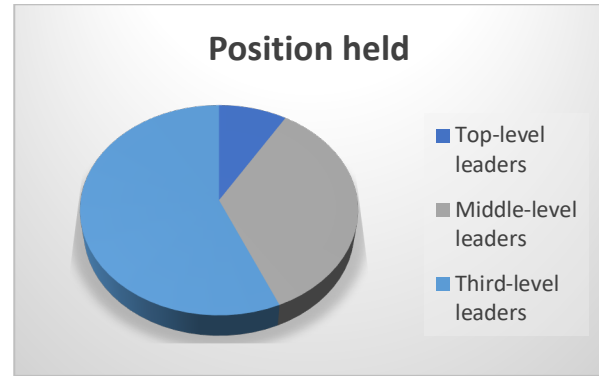


Figure 2. Position held (workshops on 24th-25th Oct)

On the last two days of the conference and workshops, in total 20 participants completed and submitted the evaluation form (n = 20). In terms of gender (figure 3), a balanced composition was observed with the presence of 11 females (55% of total) and 9 males (45% of total). Of these participants, the great majority was Chinese (n =15) while there were 5 Europeans. Regarding the position held, 65% of the participants reported holding positions without administrative function. Details are in figure 4.

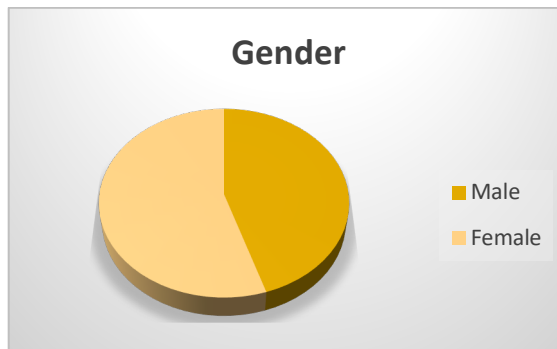


Figure 3. Gender(workshops on 28th-29th Oct)

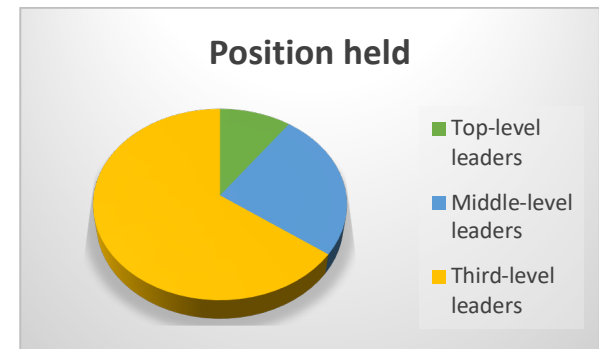


Figure 4. Position held (workshops on 28th-29th Oct)

2.2. Results for the close-ended questions

The evaluation form used to collect data for each day composed of closed-ended questions and two common open-ended questions. The closed-ended questions reflect participants' evaluation about the overall and specific quality of the events organized on the respective days (24th & 25th October, and 28th & 29th October), 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 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 the four-day workshops

A comprehensive evaluation for the four days of the conference and workshops is complemented by seven components: overall quality, overall organization, knowledge sharing, facilitation, networking time, meeting participants' expectation, and time for question. 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 two days (24th and 25th October) are depicted in figure 1 and figure 2.

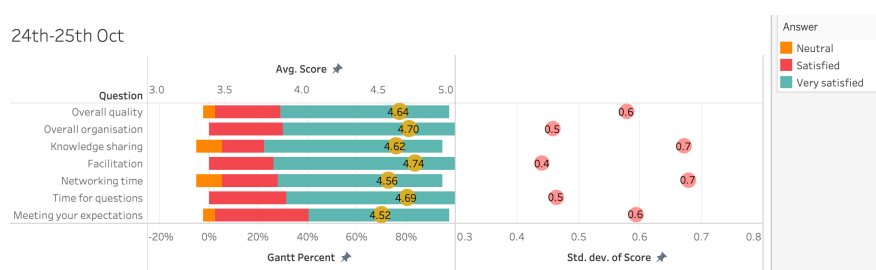


Figure 1. Quality for day 1 and day 2 (24th and 25th October 2019)

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 facilitation (M=4.74, SD=0.4) and overall organization (M=4.70, SD=0.5) 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).

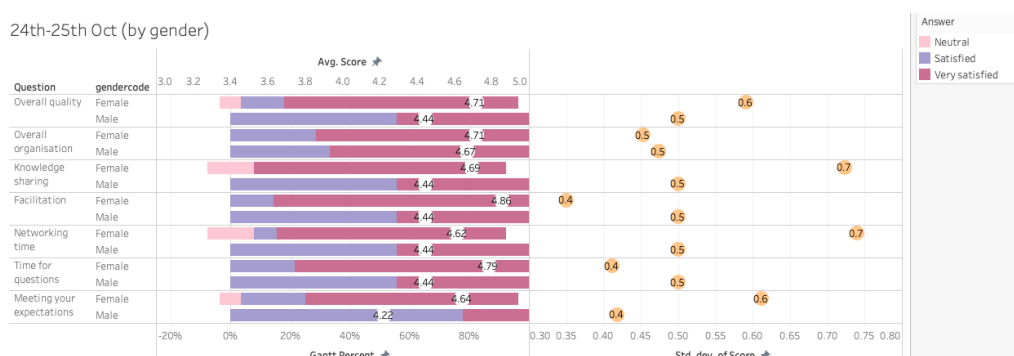


Figure 2. Quality for day 1 and day 2 by gender (24th and 25th October 2019)

The overall quality for day 3 & day 4 of the conference and workshops (28th Oct & 29th Oct) perceived by participants is illustrated in figure 3. The statistical results provided evidences that the events on these days mostly met attendees' satisfaction. Precisely, on the scale of 1 to 5 (very dissatisfied to very satisfied), 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 4.5, which means that participants were highly satisfied with the aspect of improving knowledge, organization, facilitation and so on. Of those, participants expressed the highest satisfaction with the meeting expectation (M=4.87, SD=0.34). Regarding the quality of overall organization, the rated score was 4.82 (M=0.82, SD=0.38).

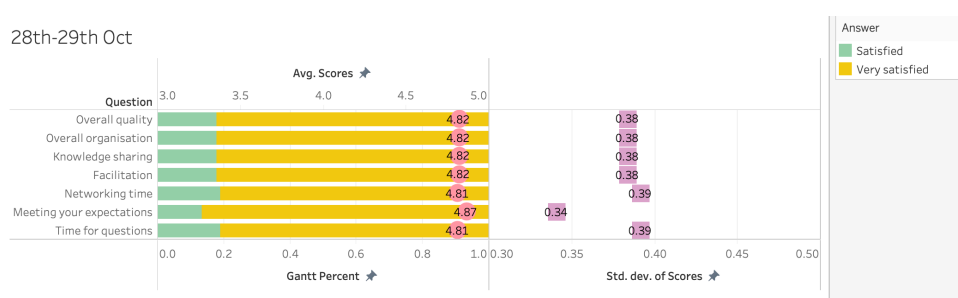


Figure 3. Quality for day 3 and day 4 (28th and 29th October 2019)

Concerning participants' satisfaction by gender, the findings reveal that female respondents tend to feel more satisfied with all categories. The results are consistent with the previous findings. Details are depicted in figure 4.

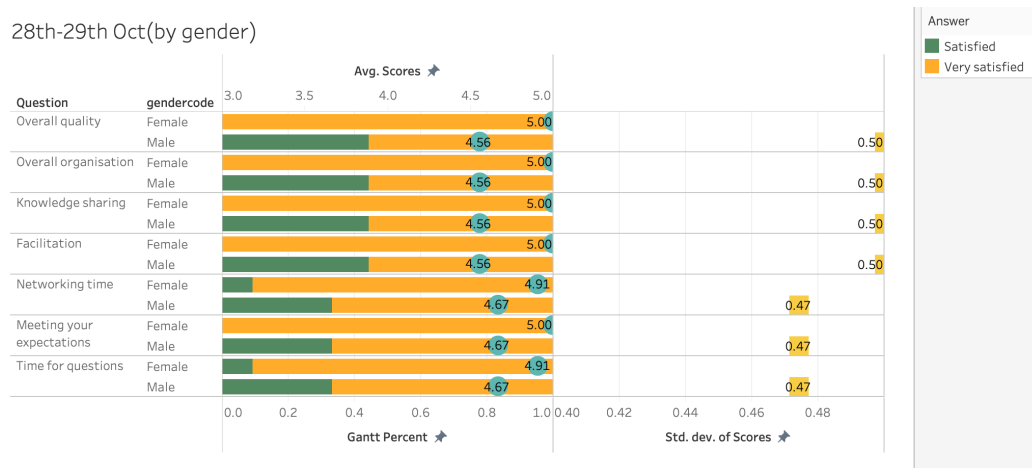


Figure 4. Quality for day 3 and day 4 by gender (28th and 29th October 2019)

2.2.2. Evaluation of the specific sessions

During the four-day workshops, different activities were partially organized including two opening ceremonies (in Gliwice and in Vienna respectively), keynote speeches and parallel

workshops, discussion sessions, a Quiz session, 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 days of the workshops.

2.2.2.1. Opening sessions

The participants' perspectives about the general quality of the opening & plenary sessions for four days of the conference and workshops are illustrated in figure 5.

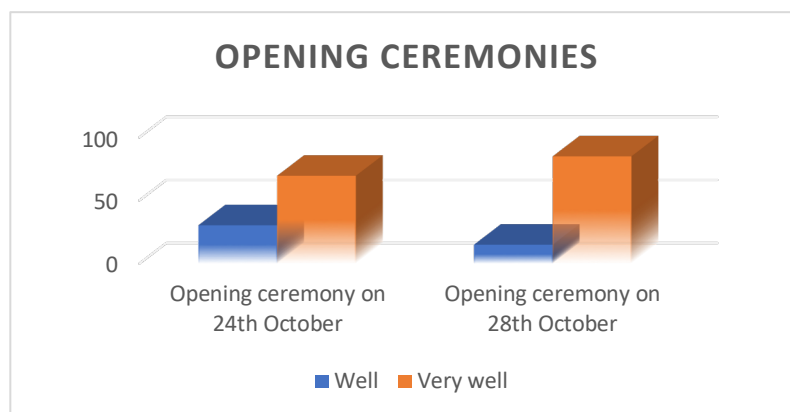


Figure 5. Quality of the opening sessions

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 in Gliwice, 30.4 % of attendees reported “well”, 69.6 % of attendees reported “very well”. Regarding the opening ceremony in Vienna, 15 % of attendees reported “well”, 85 % of attendees reported “very well”. None of the respondents reported “poor”, “moderate”, or “adequate”.

2.2.2.2. 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. Three keynote speech sessions were organized on 24th October, 28th October and 29th October respectively. 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 among the participants.

a. Overall quality

Participants were asked to evaluate the overall quality of keynote speeches during the four-day workshops. As shown in figure 6, the highest option of “well” and “very well” are the most frequently selected one for all keynote speech sessions. None of the participants rated the sessions as “poor” or “moderate” in term of overall quality. Besides, the keynote speeches on 29th October in Vienna were evaluated with the highest quality.

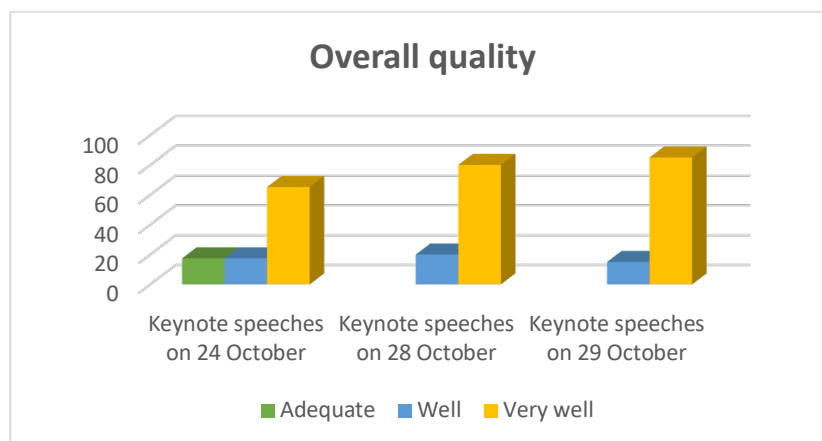


Figure 6. Overall quality

It is significant from the frequency figure that for the first day, 17.4 % of the attendees reported “adequate”, 17.4% of the respondents reported “well”, and 46.7 % of the attendees reported “very well”. Regarding the second day of the workshops, 20 % of the attendees reported “well” and 80% of the respondents reported “very well”. For the fourth day of the conference, 15 % of attendees reported “well” and 85 % of attendees reported “very well”.

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 7.

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”. Regarding the keynote speech sessions on 24th October, 13 % of attendees reported “adequate”, 34.8% of them reported “well” and 52.2 % of attendees reported “very well”. For the second day of the workshops, 20% of attendees reported “well” and 80% of the respondents reported “very well”. For the fourth day, 15% of attendees reported “well” and 85% of attendees reported “very well”.

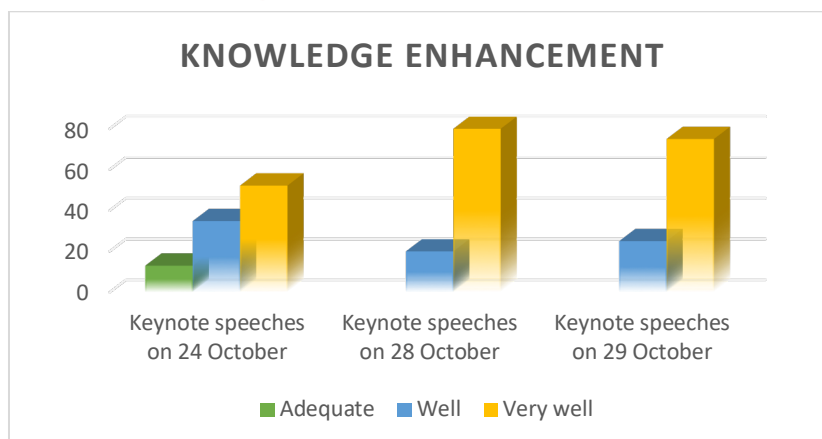


Figure 7. Knowledge enhancement

c. Engagement of the participants

Survey participants were asked to assess the engagement of the participants during the five-day workshops. As indicated in figure 8, most of the participants responded that those keynote speeches offered a great opportunity to engage participants from different universities. For the first day, 13% of the attendees reported “adequate”, 26.1% of the respondents reported “well” and 52.2% of the attendees reported “very well”. For the second day, 20% of the attendees reported “well” and 80% of attendees reported “very well”. For the fourth day, 5% of attendees reported “adequate”, 25% of the attendees reported “well” and 70% of attendees reported “very well”. None of the participants reported the quality of the keynote speeches on engagement aspect as “poor” or “moderate”.

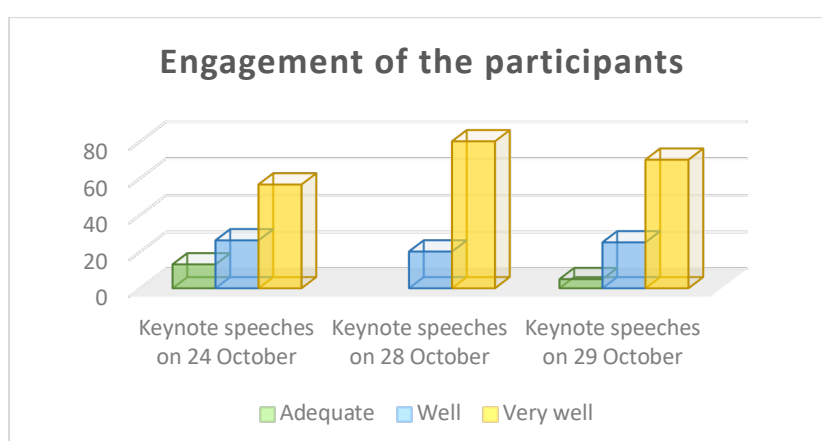


Figure 8. Engagement of the participants

2.2.2.3. Parallel and panel workshops

Four parallel and panel workshops were organized during the LEAD2 second series of workshops in which several issues were tackled including comparative research of university governance, academic rankings & university governance, and governance of doctoral education. The quality of these sessions was measured based on participants' evaluation on three categories including overall quality, knowledge enhancement, and engagement of the 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. As shown in figure 9, the most frequently selected options are “well” and “very well”, indicating the high quality of the meetings. Of those, the workshop on 28th October was rated with highest overall quality perceived by participants. Details are as below.

For the workshops on 24th October, for instance, 17.4 % of the attendees reported “adequate”, 34.8% of the respondents reported “well” and 47.8 % of the reported “very well”. Regarding the workshops on 25th October, 4.3 % of the attendees reported “moderate”, 13% of the attendees reported “adequate”, 26.1% of the respondents reported “well” and 56.5 % of attendees reported “very well”. For the parallel workshops on 28th October, 5 % of attendees reported “adequate” or “well” and 90% of the attendees reported “very well”. For the workshops on 29th October, 15% of the attendees reported “well” and 85% of the attendees reported “very well”.

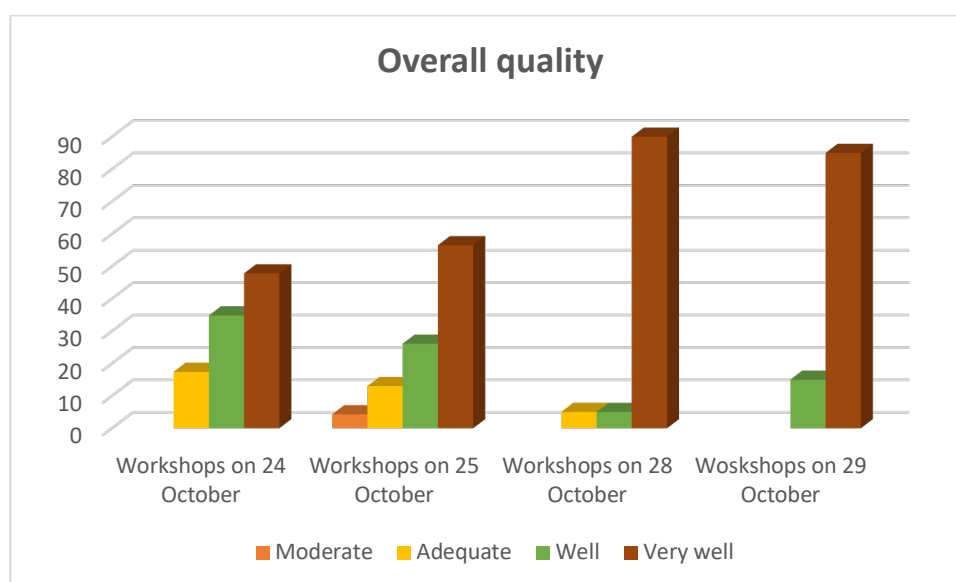


Figure 9. Overall quality

b. Knowledge enhancement

Concerning the knowledge improvement, attendees were asked to what extent they believed the workshops provided them with new insights into university governance and academic leadership, as displayed in figure 10. 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 October, 13% of the attendees reported “moderate”, 4.3% of them reported “adequate”, 30.4% of the respondents reported “well” and 52.2% of the attendees reported “very well”. Regarding the workshops on 25th October, 4.3% of the attendees reported “moderate”, 13% of them reported “adequate”, 26.1% the attendees reported “well” and 56.5% of the attendees reported “very well”. Concerning the workshops on 28th October, 5% of them reported “adequate”, 15% the attendees reported “well” and 80% of attendees reported “very well”. For the structured workshops on 29th October, 20% of the attendees reported “well” and 80% of attendees reported “very well”.

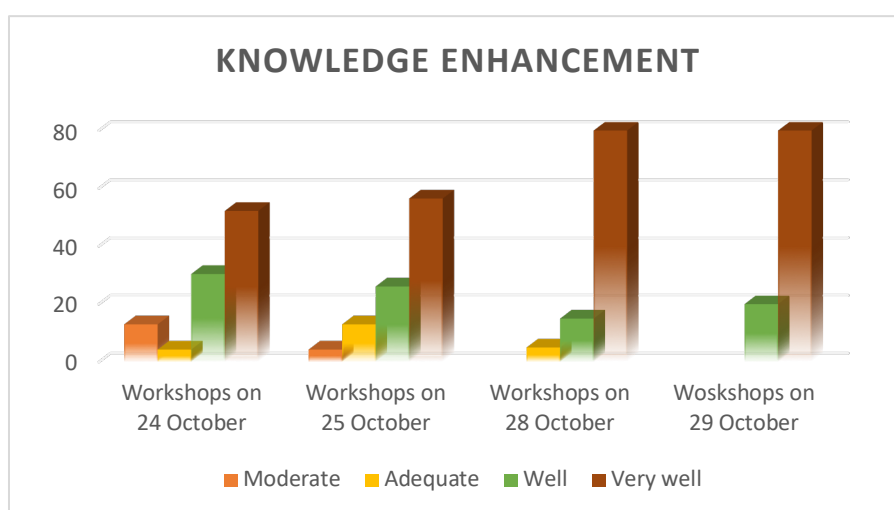


Figure 10. Knowledge enhancement

c. Engagement of the participants

Regarding the participants’ evaluation about the opportunities to engage participants during the four-day conference and workshops, frequency analysis (figure 11) 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 October, 26.1% of the attendees reported “adequate”, 21.7% of the attendees reported “well”, 52.2% of the attendees reported “well”. Regarding the workshops on 25th October, 4.3% of the attendees reported “moderate”, 17.4% of the respondents reported “adequate”, 34.8% of the attendees reported “well”, and 43.5% of the attendees reported “very well”. With regard to

to workshops on 28th October, 8.7% of the respondents reported either “moderate” or “adequate”, 39.1% of the attendees reported “well”, and 43.5% of the attendees reported “very well”. For the workshops on 29th October, 20% of attendees reported “well”, 80% of attendees reported “very well”.

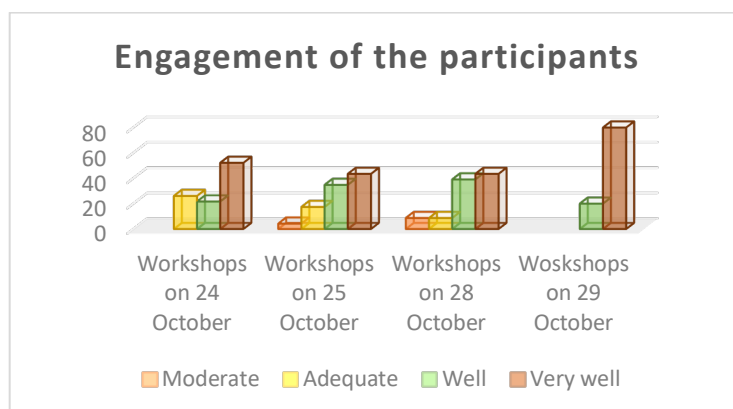


Figure 11. Engagement of the participants

2.2.2.4. Discussion sessions

The discussion sessions were the other vital forms which have been adopted during the training. Participants were asked to assess the quality of these sessions based on four main categories including overall quality, knowledge enhancement, engagement of the participants, and opportunities to learn from each other. In general, attendees evaluated these sessions with high quality.

a. Overall quality

As shown in the frequency figure, a substantial majority of respondents expressed high satisfaction with these discussion sessions. Notably, the two highest options of “well” and “very well” are the most frequent choices for all sessions. For the discussion sessions on 24th October, 8.7% of the attendees reported “adequate”, 30.4% of the attendees reported “well”, and 60.9 % of the attendees reported “very well”. Concerning the discussion sessions on 25th October, 13% of the attendees reported “adequate”, 34.8% of the attendees reported “well”, and 52.2% of the attendees reported “very well”. Regarding the discussion sessions on 28th October, 20% of attendees reported “well”, 80% of attendees reported “very well”. For the discussion sessions on 29th October, 15% of attendees reported “well” and 85% of attendees reported “very well”.

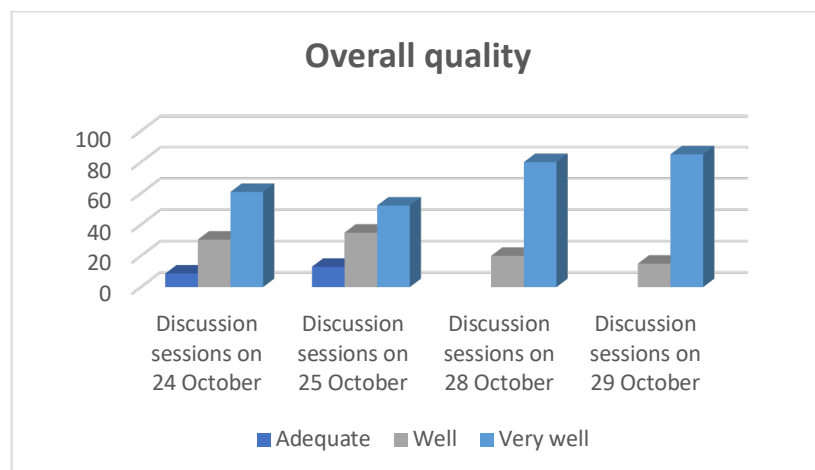


Figure 12. Overall quality

b. Knowledge enhancement

Concerning knowledge improvement, attendees were asked the extent to which they believed the discussion sessions provided them with new insight into the objectives of the LEAD2 and learning results from the training. The results are displayed in figure 13. Significantly, the majority of the participants agreed that the discussion sessions 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 discussion session on 28th October. Precisely, for the discussion sessions on 24th October, 21.7% of the attendees reported either “adequate” or “well”, 56.5% of the attendees reported “very well”. As for the discussion sessions on 25th October, 4.3% of attendees reported “moderate”, 8.7% of the attendees reported “adequate”, 30.4% of the attendees reported “well”, 56.5% of attendees reported “very well”. Regarding the discussion sessions on 28th October, 15% of attendees reported “well” and 85% of attendees reported “very well”. For the discussion sessions on 29th October, 20% of attendees reported “well”, 80% of attendees reported “very well”.

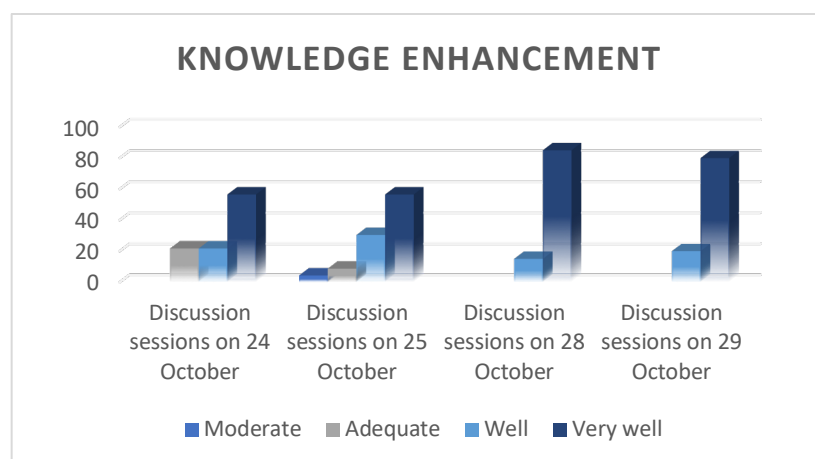


Figure 13. Knowledge enhancement

c. Engagement of the participants

Regarding the participants' evaluation about the opportunities to engage participants provided by the discussion sessions, frequency analysis (figure 14) illustrated the high quality of engagement of attendees. Specifically, the findings indicated that for all discussion session, the most frequently selected options are “well”, “very well” and “adequate”. For the discussion sessions on 24th October, 52.2% of attendees reported “very well”, 26.1% of attendees reported “well”, 17.4% attendees reported “adequate”, and 4.3% attendees reported “moderate”. For the discussion sessions on 25th October, more than 50% of the attendees reported “very well”, 26% of attendees reported “well”, about 17% of the attendees reported “adequate”, and 4.3% of the attendees reported “moderate”. For the discussion sessions on 28th October, 10% of the attendees reported “adequate”, 15% of the attendees reported “well”, and 75% of the attendees reported “very well”. For the discussion sessions on 29th October 20% of the attendees reported “well” and 80% of the attendees reported “very well”

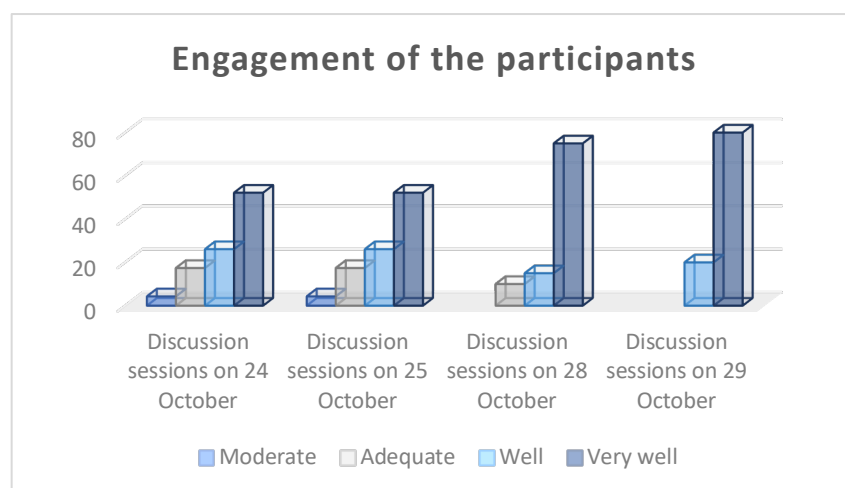


Figure 14. Engagement of the participants

d. Opportunities to learn

Regarding the attendees' evaluations about the opportunities to learn from other partners provided by the discussion sessions, 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 third day of the conference had the greatest contribution to the significance of the content. Specifically, for the discussion sessions on 24th October, 30.4% of the attendees reported “well”, about 52% of attendees reported “very well”, 8.7% of the attendees reported either “adequate” or “moderate”. Regarding the discussion sessions on 25th October, 34.8% of the attendees reported “well”, 52.2% of the attendees reported “very well”, and 13% of the attendees reported “adequate”. For the discussion sessions on 28th October, 25% of the

attendees reported “well” and 75% of the attendees reported “very well”. For the discussion sessions on 29th October , 25% of the attendees reported “well” and 75% of the attendees reported “Very well”.



Figure 15. The opportunities to learn from other participants

2.2.2.5. Consortium meetings

Two partner meetings were organized during the four days of the workshops (on 24th October and 29th October). These meetings were for representatives of partner universities. As the meeting on 24th October was informally organized (details are in the meeting minutes), we only evaluate the quality of the meeting on 29th October. Accordingly, the quality of the consortium meeting was evaluated based on attendees’ perspectives about the general quality, knowledge enhancement, and the opportunities to learn from other participants.

Regarding overall quality, 15% of the respondents reported “well”, 85% of the respondents reported “very well”. Concerning knowledge enhancement, 25% of the respondents reported “well”, 75% of the respondents reported “very well”. As for opportunities to learn from other partners, 15% of the respondents reported “well”, 85% of the respondents reported “very well”.

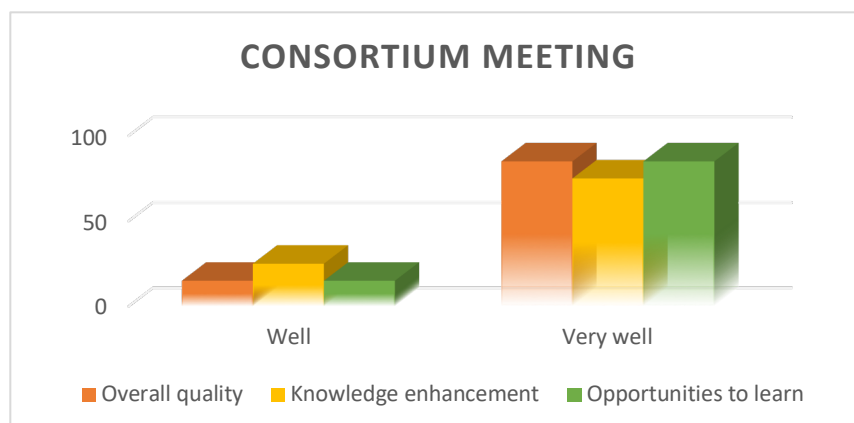


Figure 11. Quality of the consortium meeting

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 and the second 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 seminars for the first two days was generally perceived as well-organized and fruitful. Participants also 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 speeches, receiving the themes or subjects to discuss before the conference, good preparation from keynote speakers are recommended. Regarding research activities, some participants recommended to have more comparative studies on university governance and academic leadership. In the same line, the difference in cultural backgrounds regarding governance in China and Europe should be taken into account. Furthermore, several participants suggested to have more experts on university governance and academic leaderships in the upcoming events. Concerning organisation, one participant noted that the internet was not adequately supplied in Gliwice.

In the evaluation form administered in the last two days of the workshops, 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. One participant noted that *"The workshops were very good. The discussion is wonderful, and the theme design is attractive"*. Another respondent highlighted that *"Organizers and participants have researched or implemented this aspect, and the seminar has been more fruitful"*.

III. CONCLUSION

Taken together, the high overall mean scores reported by participants showed that the LEAD2 second series of workshops organized Gliwice and Vienna between 24-29 October 2019 was 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 specifying keynote



speech topics, having more comparative studies, involving more experts on university governance and academic leadership. 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.