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## **LEAD2 online workshops**

**25 November 2020**

### **Dissemination Report**

**(WP: 4)**

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Contributors	Khuyen Dinh Zhao Cheng
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The LEAD2 project is a Capacity Building in Higher Education project supported by the Erasmus+ programme. The LEAD2 project aims to enhance the capacity building of higher education institutions in governance and academic leadership and implement innovative training & knowledge sharing of academic leaders and potential academic leaders on university governance and leadership. The project is a partnership of 6 European partners and 6 Chinese partners focusing on university governance and academic leadership capacity building.

## I. INTRODUCTION

COVID-19 pandemic force has greatly affected the physical contacts of all the educational institutes across the globe. But we cannot stop our learning and sharing our knowledge. In this context, the online workshop on diversified and inclusive leadership was co-organized by VUB, Tongji University, GXNU on 25 November 2020 bringing together participants from LEAD2 partner universities and interested audiences. In total, about 70 participants attended the event. This report outlines the dissemination activities of the LEAD2 online workshop. The main purposes of the outreach include: (1) enhance knowledge and skills on university governance and academic leadership for participants; (2) disseminate the LEAD2 project to audiences and engage participants; (3) promote the project accompanied by main objectives, target groups, deliverables to a variety of stakeholders including partner and non-partner universities.

Regarding contents to be disseminated, three main themes were focused and addressed in this online workshop. The first two themes focused on inclusive and diversified leadership in a HE context while the third theme covered the topic of research on academic leadership and leadership development.

Concerning stakeholders, the main target group was participants who attended the workshops on Zoom. Besides, external audiences including MOOC participants were invited to join a live stream of the workshop via the LEAD2 YouTube channel. By doing so, the impacts of the workshops would be maximized.

With regard to the workshop dissemination methodology, two forms of workshop training were adopted including keynote speech and structured discussion. In addition, using the project website and social media were additional methods to reach remote audiences who are interested in the event.

## II. DISSEMINATION RESULTS

### *1. Dissemination to participants joining the workshops*

As a primary stakeholder for the workshops, around 70 participants from both Chinese and European universities directly benefitted from the workshop results. During the virtual workshop, three keynote speeches, two discussion sessions accompanied by mentimeter participation, feedback and reflection were organized. In this light, attendees had opportunities to enrich knowledge and skills on university governance and academic leadership, share practical experiences as well as broaden academic social network.

#### *1.1. Keynote speeches*

Keynote speeches played essential roles in the workshops of which the main objectives were to equip participants with basic and updated pieces of knowledge on University Governance and Academic Leadership. In addition, presentations provided by keynote speakers were a good start for

the interactive panel discussions among participants. To that end, three keynote speeches were presented followed by interactive sessions (Q&A). These three presentations addressed the critical issues focusing on (1) inclusive leadership, (2) diversified leadership, and (3) research on academic leadership and leadership development.

With regard to the first theme on diversified leadership, a very first keynote speech presented by Prof. dr. Ivan Svetlik, University of Ljubljana bringing an overview of diversified leadership and related dimensions including demographic characteristics, socio-economic background. The presentation successfully provided participants with new insights into diversified leadership including definition and reasons for developing diversified leadership. As shared by the attendants, this informative presentation was practical and useful as they enabled academic leaders to broaden their knowledge on the chosen topic. The presentation additionally provided participants specific information to generate ideas of enhancing diversified leadership in the HE settings such as developing institutional pro-diversity culture, establishing diversity offices.

Concerning the second theme on inclusive leadership, Prof. Dr. Vinayagum Chinapah, Stockholm University, gave a keynote speech on inclusive Academic Leadership- Meaning and Competence Development: European Perspectives. This keynote speech successfully deepened participants' understanding of how inclusive academic leadership was contextualized, the role and importance of the sustainable development goals (SDGs) as well as the new possibilities for inclusive academic leadership in the new century. In addition, major challenges and opportunities for inclusive academic leadership in higher education, what universities can do to strengthen inclusive academic leadership were also discussed.

The third theme on research on academic leadership and leadership development was addressed by Prof. John Taylor, Lancaster University. The presentation equipped participants with new insights into how leadership development is crucial to HE, common principles before/during/after leadership development, critical issues regarding academic leadership and leadership development including appointing procedures, career development, financial rewards, etc. Highlighted by participants, knowledge obtained in this presentation was very useful for them to enhance leadership skills and competencies as well as apply what they have learnt into practice.

### *1.2. Structured discussions*

Consistent with keynote speeches, two structured discussions were organised, aiming at improving knowledge, skills for academic leaders at different levels. Generally, these sessions created an opportunity for both Chinese academic leaders and European academic leaders to exchange knowledge, share practical experiences, and learn from each other. In this light, different themes regarding diversified and inclusive academic leadership were discussed and interactively brainstormed among participants.

The first structured discussion focusing on diversified leadership was organized in an interactive way: the panelist, which involve five professors and leaders at different levels from partner universities, led this session. Attendees actively discussed three questions (1) which are your arguments for and which against diversified AL? (2) Could you present examples of good DAL practice? (3) what kind of DAL is appropriate for universities that have big number of students from non-native cultures?

Afterward, the summaries and insights were briefly presented by four discussants. Highlighted by participants, this session was fruitful and informative. In addition, commonalities and differences regarding DAL between European and Chinese institutions were found. This discussion results were considered as unique value, thanks to LEAD2 project. Moreover, attendants also shared that suggestions and recommendations to enhance DAL were valuable for the improvement of university governance in their institutions.

The second structured discussion addressing the issue of inclusive academic leadership was led by the panelist of five professors. Under this theme, several case studies were presented including NOVA, GXNU, SUT. The discussion was productive as it enabled participants to share their own perspectives on inclusive academic leadership accompanied by practical examples in specific institutions. Furthermore, attendees had opportunities to enrich their practical understanding of how to enhance inclusive academic leadership in different academic contexts. In addition, comparisons of inclusive leadership between the Chinese contexts and European contexts were elaborated. Not surprisingly, a great number of the participants expressed high satisfaction with this session because of its usefulness and effectiveness.

In overall, all participants stated that the structured discussions have generally enhanced interpersonal and leadership competencies such as communication, management, and presentation skills. Moreover, the discussion results contributed by European and Chinese participants were highlighted as one of the most prominent achievements of the workshop.

### *1.3. Feedback and reflection*

Apart from main activities, feedback and reflections were reported as very useful and productive as it offered opportunities for participants for testing their knowledge gained, for getting to know each other better as well as sharing what they have learnt. The poll results reveal that 100% of the participants felt (very) satisfied with the organization of this webinar. 96% of the participants rated the general quality of this webinar with four or five stars.

## *2. Dissemination to interested audiences*

The initial dissemination planning not only focused on the participants attending the workshop but also other stakeholders who are interested into this event including MOOC participants and external audiences. To that end, a live stream of the workshop was simultaneously organized using the LEAD2 YouTube Channel. In addition, workshop programs, PowerPoint presentations, photos, and other workshops materials were updated on the project website to engage remote audiences.

### *2.1. A livestream of the workshop*

In order to disseminate the workshops to as many audiences as possible, the project organizer implemented a live stream of the event using the project YouTube Channel. Interested audience had opportunity to follow the workshop and also interact to each other using live chat function in YouTube. Reflected by some participants, the livestreaming activity was interesting and informative. With this positive result, it was recommended to have more livestreaming sessions in upcoming LEAD2 workshops in order to meet the needs of interested audiences.

## *2.2. Updating website and social media (Facebook, Twitter, YouTube, Bili Bili and WeChat)*

Concerning to the promotion for the online workshop, invitation accompanied by registration links were published on the project website, Facebook page, Twitter, YouTube channel, Bili Bili. At the same time, an announcement regarding the events was posted on the MOOC platform and WeChat groups.

As part of dissemination efforts, programs accompanied by presentations, photos, and related materials were updated daily on the websites and other social media channels before and during the online workshop. Several attendees shared that it is highly impressive and appreciated for this updating made by the project organizers.

After the workshop, a thank-you email with a full video link of the workshop was sent to both participants from partner universities and external audiences. By doing this, interested audiences who could not join the workshop can still follow this activity by watching the video.

## **III. CONCLUSION**

In the context of global pandemic, the online workshop on diversified and inclusive leadership organized by the LEAD2 project not only enhanced knowledge and skills on academic leadership for individuals but also advanced mutual understanding and cooperation among HEIs from Europe and China. The workshop results were successfully disseminated to a variety of stakeholders.



**Inclusive Academic Leadership- Meaning and Competence Development: European and Chinese Perspectives**  
 包容性学术领导力-欧洲与中国视角下的含义及能力培养  
**LEAD2 Webinar & Workshop**  
 25<sup>th</sup> November, 2020

Professor Dr. Vinayagam Chinapah  
 Department of Education, Stockholm University, SWEDEN  
 Email: [vinayagam.chinapah@edu.su.se](mailto:vinayagam.chinapah@edu.su.se)  
 website: [www.edu.su.se](http://www.edu.su.se)

**Contextualizing Inclusive Academic Leadership (IAL) for Universities**  
 大学视阈下的包容性学术领导力  
*Role and Importance of the Sustainable Development Goals (SDGs)*  
 可持续发展目标的角色及重要意义



**包容性学术领导力建构的中国方案**  
**Chinese Approach to the Construction of Inclusive Academic Leadership**  
 马焕灵  
 Ma Huanling  
 广西师范大学 Guangxi Normal University 2020.11.25.



What are the three keywords that can best describe diversified academic leadership? 请用三个关键词形容多元化学术领导力



What are the three keywords that can best describe inclusive academic leadership? 请用三个关键词形容包容性学术领导力

