Welcome Survey Report

LEAD2 MOOC: University Governance and Academic Leadership (HE)
Edition 4: October 2020 - February 2021

PROJECT

Enhancing Academic Leadership and Governance of Chinese and European Universities in the Context of Innovation and Internationalization (LEAD2)
Ref N° 598874-EPP-1-2018-BE-EPPKA2-CBHE-JP

This report is part of project deliverables of WP2 (D2.1 Improvement and implementation of MOOCs) and part of WP3 (D3.2, internal quality assurance reports)

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Report time
March 2021

Table of contents

1. Introduction

The LEAD2 MOOC is part of the LEAD2 project which aims to enhance knowledge, skills, and competencies regarding University Governance and Academic Leadership. This course is an output of the LEAD2 Project. The MOOC is open for all people regardless of their countries, institutions, or academic positions, focusing on European and Chinese university governance and academic leadership. The MOOC has two versions on the Canvas Learning Management System (LMS), one in English and one in Chinese. Therefore, people can enroll in either version. In October 2020, the fourth edition of the MOOC was launched with 354 participants enrolled. Within this context, participants of the course are encouraged to complete the LEAD2 MOOC Welcome Survey at the beginning of the course to know their background, previous experiences, and expectations of the MOOC. The survey is a 20 items questionnaire of around 15 minutes long in which 66 people from both versions voluntarily participated. A summary of the analyzed variables is presented in Figure 1. to provide an overview of the categories covered in the instrument and guide the reader to know the structure in the presentation of the results. The report consists of two main sections. The first section of this report describes the survey results in terms of socio-demographic variables, previous experiences, and expectations of the participants related to the MOOC, as well as the associations that were statistically significant between the socio-demographic variables and the remaining variables. The second section provides the conclusions derived from the analysis of the results to rise new scenarios, lines of action and research questions.
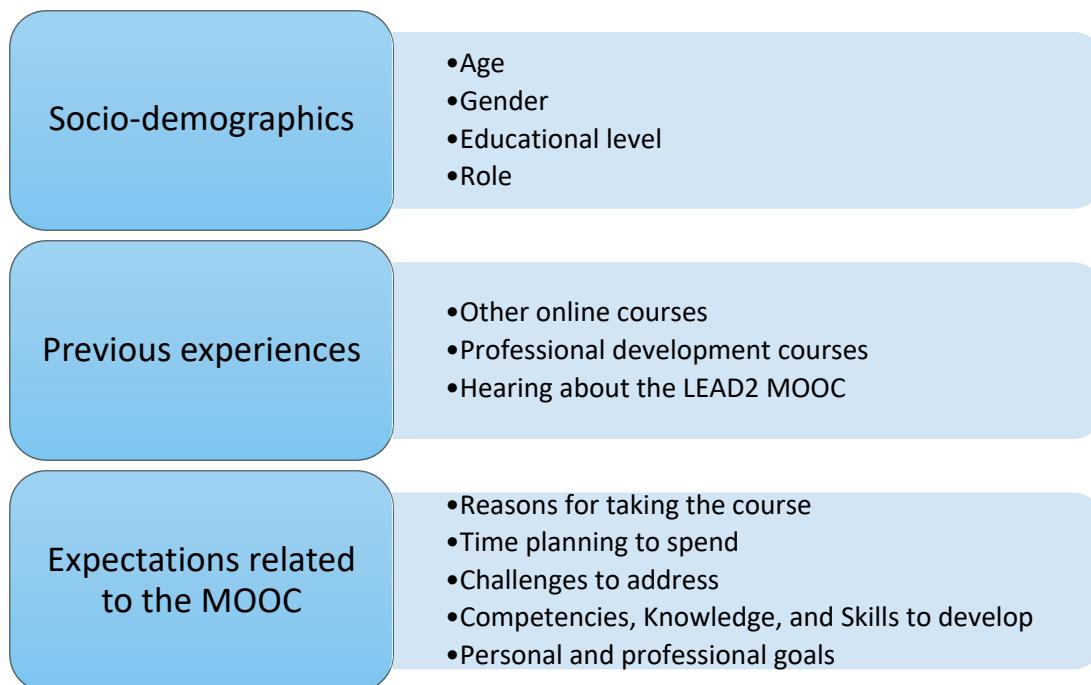
Figure 1. Categories and variables of the LEAD2 MOOC Welcome Survey.

2. Results

This section of the report presents the information gathered with the LEAD2 MOOC Welcome Survey about the background (Socio-demographics), previous experiences, and respondents' expectations. Sub-section 2.1 presents the socio-demographic characteristics of the participants in terms of their gender, age, educational level, and role. Sub-section 2.2 presents the previous experiences of the participants with other online courses, professional development courses, and how they heard about the MOOC. Sub-section 2.3 presents the participants' expectations in terms of their reasons for taking the course, the time they plan to spend, challenges to address, and the set of Competencies, Knowledge, and Skills to develop, and expectations to meet personal and professional goals. Sub-section 2.4 presents the associations that were statistically significant between the socio-demographic variables and the remaining variables.

2.1. Socio-demographics

2.1.1. Gender, age, educational level, and role

Figure 2. shows the set of sociodemographic characteristics of the participants named: gender, age, educational level, and role.
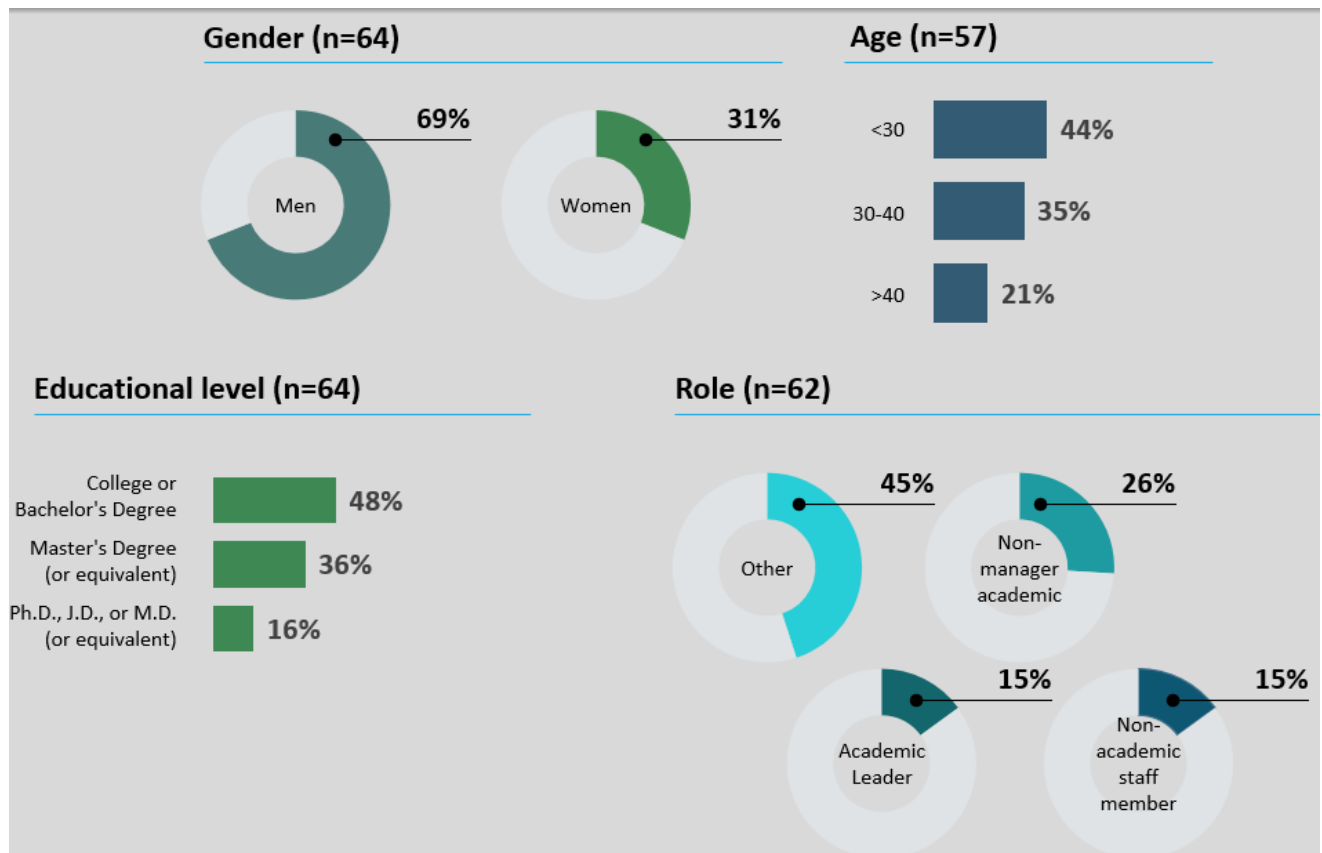

Figure 2. gender, age, educational level, and role.

In this regard, 69% of the participants are male and 31% are female. As for the age, 44% of them are below 30 years old, another 35% are between 30 and 40 years old, and the remaining 21% are over 40 years old. Participants were also asked about their highest educational level. In this sense, most of the participants reached College or bachelor's degree (48%), followed by 36% of the participants with master's degree (or equivalent), and 16% with Ph.D., J.D., or M.D. (or equivalent).

2.2. Previous experiences

Below is the set of variables related to previous experiences of the participant regarding other online courses, professional development courses, and how they heard about the LEAD2 MOOC.

2.2.1. Other online courses

Concerning previous experiences, survey participants were asked where they have taken an online course before. Figure 3. shows Canvas Network as the most popular platform among the options (55%), followed by Coursera (47%), Future-Learn (29%), other (23%) and EdX (15%). Interestingly, 6% of participants reported that they had never taken an online course and 6% have taken an Udacity course.

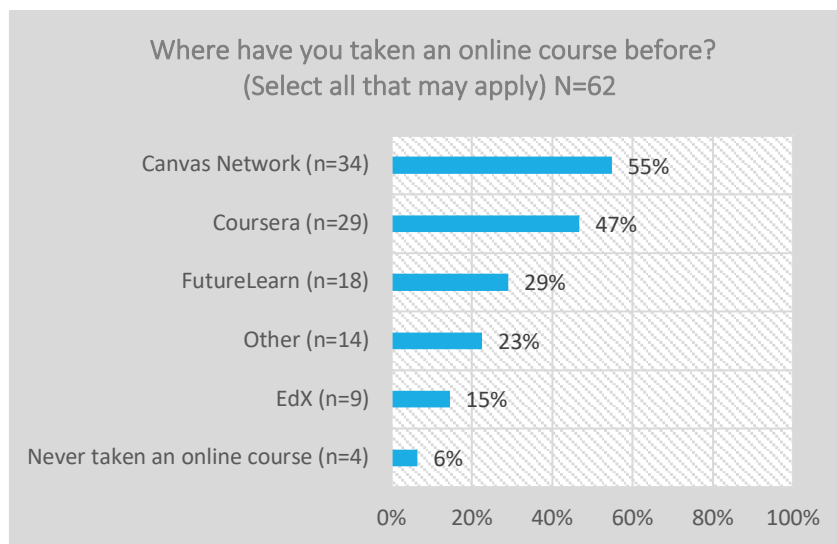*Figure 3. Places where respondents have taken online courses before.*

2.2.2. Professional development courses

Similarly, participants were asked about their previous participation in any professional development training and/or course about academic leadership and university governance. In this sense, Figure 4. shows that most people (64%) reported not having participated while 36% of people have participated.

Have you participated in any professional development training and/or course about academic leadership and university governance before? N=61

- Yes (n=22)
- No (n=39)

36%

64%

Figure 4. Previous experiences with professional development course.

2.2.3. Hearing about the LEAD2 MOOC

Finally, among the variables related to previous experiences, participants were also asked about how they heard about the LEAD2 MOOC. In this regard, Figure 5. shows that survey participants reported knowing about the MOOC mainly from a web search (47%), followed by the options of through a social media site (e.g. Facebook) (37%), from a friend/colleague/professor (23%), through a newsletter/website of the university (15%), other (10%), because their institution is a LEAD/LEAD2

partner (8%), and other (6%).

How did you hear about this MOOC? (select all that apply) N=62

From a web search (n=29)	47%
Through a social media site (e.g. facebook, WeChat) (n=23)	37%
From a friend/colleague/professor (n=14)	23%
Through a newsletter/website of the university (n=9)	15%
My institution is a LEAD partner (n=5)	8%
Other (n=4)	6%
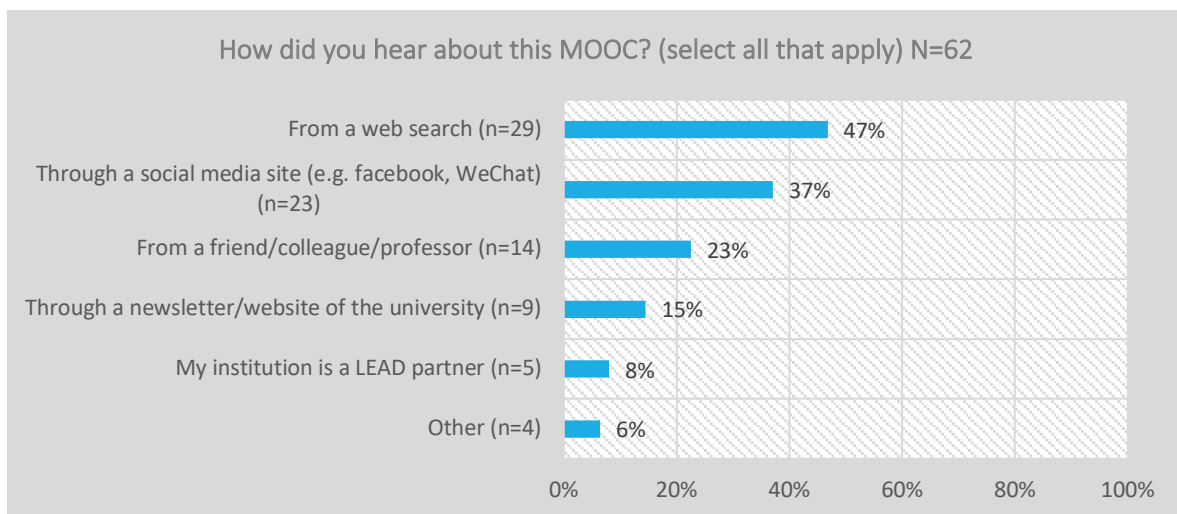
Figure 5. How participant hear about the LEAD2 MOOC.

2.3. Expectations related to the MOOC

Below is the set of variables related to the participants' expectations regarding the MOOC. Specifically, the reasons for taking the course, time planning to spend, challenges to address, set of competencies, knowledge, skills to gain, and expectations to meet personal and professional goals.

2.3.1. Reasons for taking the course

Participants were asked about the reasons for taking the LEAD2 MOOC. Details on this can be seen in Figure 6. More than 60% of survey participants report that they want to gain new or broaden existing academic leadership skills (65%) and personally enjoy learning about university governance and academic leadership (61%), wanting to better understand the practices and decisions of academic leaders in their institution (53%), and to receive different practical ideas that can be applied in their context (53%). Furthermore, around 40% of the participants chose the following reasons: learning the current approaches and trends in higher education governance through MOOC is convenient for them (42%), they hope to find networking opportunities for further research and educational collaborations (41%), they believe the certificate awarded will help me to have a managerial position in a university (38%), they want to learn more about university governance and academic leadership practices in China and/or in Europe (36%), and they hope to connect with the top scholars and/or academic leaders from across different nations (33%). Finally, 24% want to gain deeper insight into the Chinese and/or European higher education structure and governance, and 3% have other reasons.
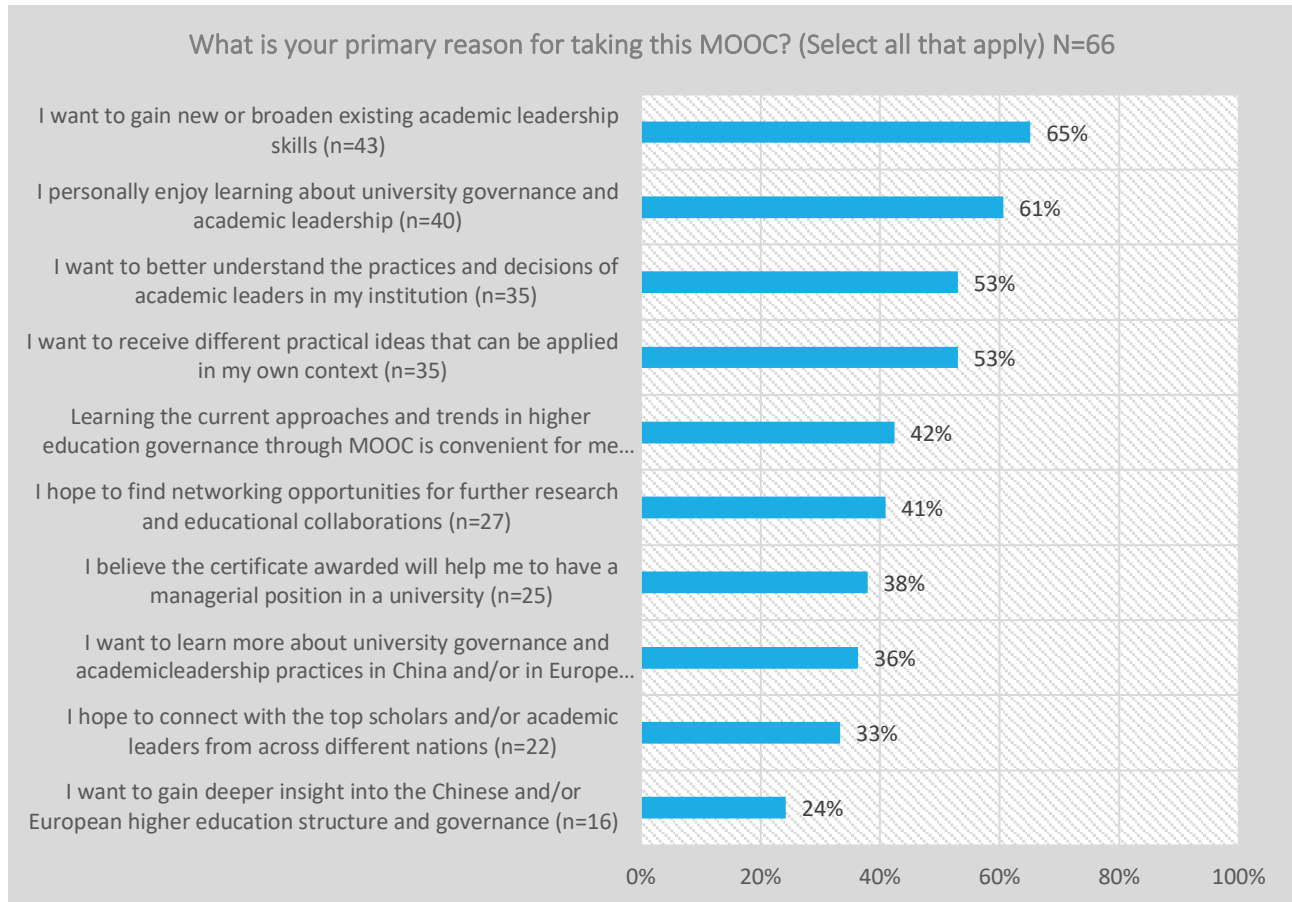
What is your primary reason for taking this MOOC? (Select all that apply) N=66

- I want to gain new or broaden existing academic leadership skills (n=43) — 65%
- I personally enjoy learning about university governance and academic leadership (n=40) — 61%
- I want to better understand the practices and decisions of academic leaders in my institution (n=35) — 53%
- I want to receive different practical ideas that can be applied in my own context (n=35) — 53%
- Learning the current approaches and trends in higher education governance through MOOC is convenient for me… — 42%
- I hope to find networking opportunities for further research and educational collaborations (n=27) — 41%
- I believe the certificate awarded will help me to have a managerial position in a university (n=25) — 38%
- I want to learn more about university governance and academicleadership practices in China and/or in Europe… — 36%
- I hope to connect with the top scholars and/or academic leaders from across different nations (n=22) — 33%
- I want to gain deeper insight into the Chinese and/or European higher education structure and governance (n=16) — 24%

Figure 6. Reasons for taking the LEAD2 MOOC.

2.3.2. Time planning to spend

In the expectation category, students were also asked about the number of hours per week they planned to spend on the course. In this sense, Figure 7. shows a similar distribution along with the response options. However, more frequently (36%), participants reported that they planned to spend between 2 and 4 hours a week. Then, more than 6 hours (28%), less than two hours (19%), and between 4 and 6 hours (17%).
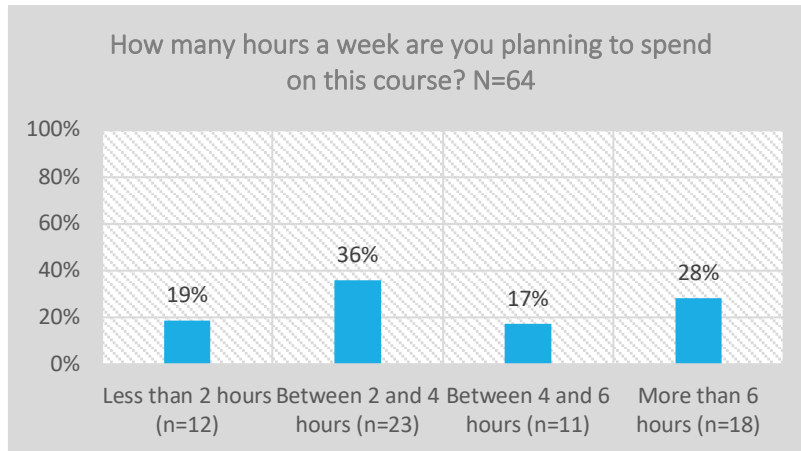
Figure 7. Planned number of hours a week to spend.

2.3.3. Challenges to address

Within the same category, participants were asked to what extent they expect the MOOC will be helpful to address a given challenge. Particularly, students rated each challenge from 1 (not at all helpful) to 5 (extremely helpful). Therefore, Figure 8. shows the average of the scores received in each rated challenge. In general terms, participants had high expectations in this regard among all the challenges. However, the highest average can be observed in the challenge of academic leadership for internationalization (4,16), followed by changing academic leadership skills and knowledge (4,13), research and innovation capacity of the university (4,02), globalization and internationalization (4,02), changing university governance structures (3,98), and competition for resources (3,97).
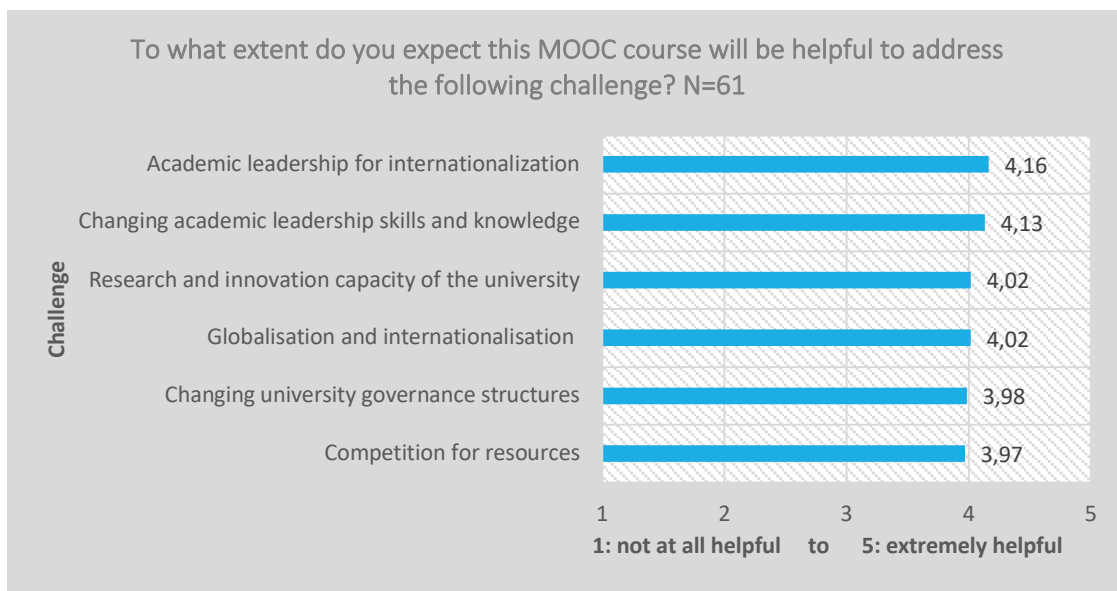

Figure 8. Average of expectations on how helpful the MOOC will be to address a given challenge.

Similarly, Table 1. and Figure 9. shows the same tendency but zooming into the distributions of percentages among the response options (1: not at all helpful, 2: slightly helpful, 3: moderately helpful, 4: very helpful, 5:

extremely helpful). In this sense, the highest percentages are concentrated in the response option "4: very helpful" with an average of 42% followed by "5: extremely helpful" with an average of 35%.

Table 1. Percentage of expectations on how helpful the MOOC will be to address a given challenge.

| Challenges	Response options				
	1: not at all helpful	2: slightly helpful	3: moderately helpful	4: very helpful	5: extremely helpful
Globalisation and internationalisation	2%	5%	18%	41%	34%
Changing academic leadership skills and knowledge	0%	5%	16%	39%	39%
Changing university governance structures	0%	7%	21%	39%	33%
Competition for resources	0%	7%	18%	47%	28%
Research and innovation capacity of the university	0%	8%	14%	46%	32%
Academic leadership for internationalization	0%	7%	11%	41%	41%
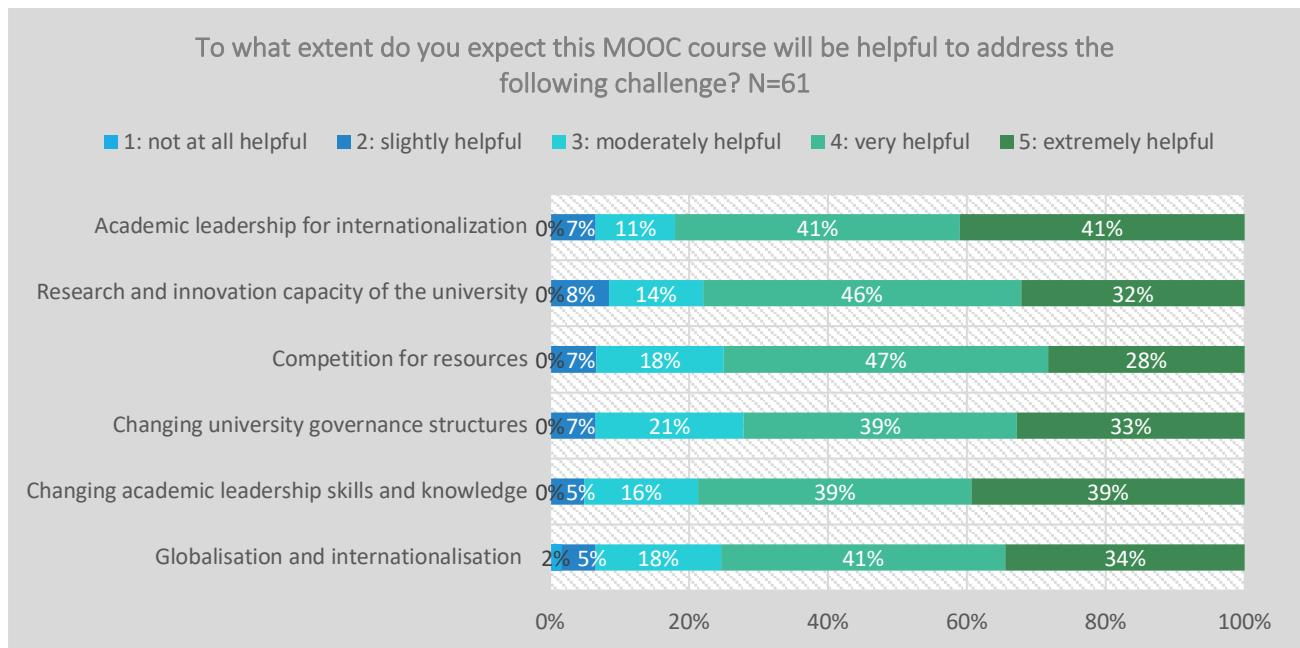
Figure 9. Percentage of expectations on how helpful the MOOC will be to address a given challenge.

2.3.4. Competencies, Knowledge, and Skills to develop

The last variable related to the participants' expectations regarding the MOOC is the set of competencies, knowledge, and skills (CKS) they want to develop. In this sense, Figure 10. shows that participants expect an understanding of different leadership approaches in university governance (70%), followed by developing academic leadership skills (69%), understanding about current challenges for higher education (64%), Knowledge about university governance structures (59%), and grasp of university governance structures in Europe and/or China (46%).
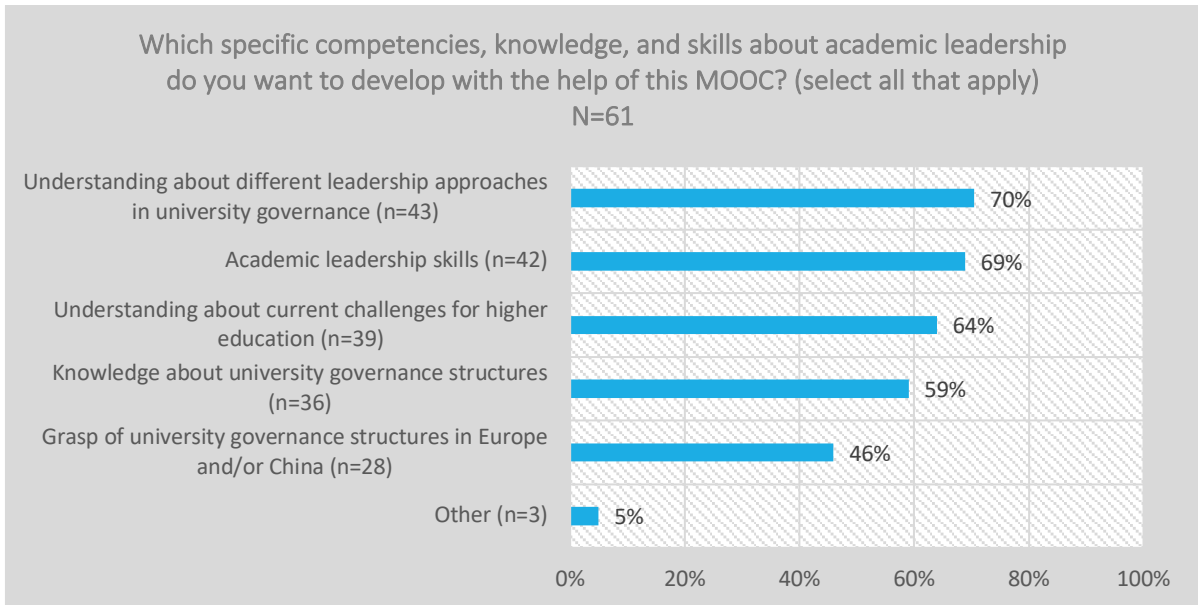
Which specific competencies, knowledge, and skills about academic leadership do you want to develop with the help of this MOOC? (select all that apply) N=61

- Understanding about different leadership approaches in university governance (n=43): 70%
- Academic leadership skills (n=42): 69%
- Understanding about current challenges for higher education (n=39): 64%
- Knowledge about university governance structures (n=36): 59%
- Grasp of university governance structures in Europe and/or China (n=28): 46%
- Other (n=3): 5%

Figure 10. Specific competencies, knowledge, and skills to gain about academic leadership.

2.3.5. Expectations to meet personal and professional goals

To gain deeper insights into the motivation for taking the course, participants were asked to share how the MOOC help them meet their personal and professional goals. Comments were variate; However, three main expectations are consistent through the answers.

First, some participants think that the MOOC course will help them to perform better in their current academic roles. They find the course a valuable source to connect with what they are doing in their jobs. Following, some examples of these thoughts:

> *"I am a University lecturer and I want to deepen my knowledge in this area. This course will enhance my leadership skills and help me to advance my career."*

> *"Currently, I am at the directorate position in school and I do have a vision of taking my institute at a higher level."*

> *"As an IT BA, I'd like to understand the practices and decisions of academic leaders in different Higher Ed institutions so that I can help prepare better business requirements to automate business processes in my institution."*

> *"As part of the Local Administrative Council of our University, the knowledge that I will gain from this course will be very significant in terms of actively involving myself in the management of the affairs of the University. As for personal goals, well, this course will give me a deeper and wider perspective regarding governance in an academic setting."*

"I have been teaching for several years. Now, I would like to develop additional skills that would help me improve my career."

Second, some participants think that the course will help them gain a better future position, job, or career in an academic context. They would like to apply the course input in their future path career. Following, some examples of these thoughts are presented:

"In my dream, I would like to be an assistant lecture and promote to a lecturer. for now, will need to gain some knowledge about this."

"I am a student-teacher now. I want to teach full-time in a higher education institution after my studies. I want to learn better how things work out in a university system. I am willing to take a leadership role with my teaching duties."

"Recently, I completed a graduate program and I'm hoping to be given a middle-level management position."

"it will help to boost my confidence and set me on my future career in teaching."

"It will help me understand better about high education settings because I am planning to apply for a job in a university."

Third, some participants believe that the course will enhance or gain the necessary skill to be a leader. Following, some examples of beliefs are presented:

"I believe that this course will provide a lot of management skills and strategies; key points to understand the leaders in the organization and describe the current trends on how to apply effective governance."

"This course will enhance my leadership skill and also will help in my career to become a young leader who will lead the future world being a part of mankind."

"I am working in a public university and heading towards management roles soon and so this course will help me to develop my professional goal."

"This course would help me improve and hone my leadership skills that are best situated with globalization. We all know that governing structures are highly differentiated throughout the world."

2.4. Associations between Socio-demographics and Expectations

To determine the probability that the analyzed variables are associated, and due to the nature of the data (categorical variables), a Chi-square test was implemented. After obtaining all the possible contingency tables

(crosstabs) between the socio-demographic variables and the remaining variables (previous experiences and expectations), statistically significant associations (below ,05) were found between the variables presented in Table 2. Named: Age & Reasons for taking the course, Role & Challenges to address, and Educational Level & Competencies, Knowledge, and Skills to develop. The following sub-sections present the details for each of the associations

<div align="center">Table 2. Associations between Socio-demographics and Expectations.</div>

	Expectations related to the MOOC	Socio-demographics		
		Age	Role	Educational Level
Reasons for taking the course	*I want to learn more about university governance and academic leadership practices in China and/or in Europe*	,008*		
Challenges to address	*Changing university governance structures*		,035*	
	Competition for resources		,032*	
Competencies, Knowledge, and Skills to develop	*Knowledge about university governance structures*			,041*
Notes: *p <.05				

2.4.1. Associations between Age & Reasons for taking the MOOC

The associations between Age and reasons for taking the MOOC are depicted in Table 3. It is most likely that participants over 40 years old take the course because they want to learn more about university governance and academic leadership practices in China and/or in Europe. Therefore, more likely that participants with less than 40 years old do not take the course for the same reason.

<div align="center">Table 3. Reasons for taking the MOOC grouped by age</div>

What is your primary reason for taking this MOOC?	Answer option	How old are you?		
		<30	30-40	>40
I want to learn more about university governance and academic leadership practices in China and/or in Europe	No	19	14	3
		76,0%	70,0%	25,0%
	Yes	6	6	9
		24,0%	30,0%	75,0%

2.4.2. Associations between Role & Challenges to address

The associations between role and challenges to address can be seen in Table. 4. It is most likely that participants with roles as non-managers academic and Academic Leaders expect the MOOC to be extremely helpful to address challenges such as changing university governance structures and competition for resources. Similarly, it is most likely that participants with other roles or roles as non-academic staff member expect the MOOC to be Very helpful to address the same two challenges.

Table 4. Reasons for taking the MOOC grouped by academic role

To what extent do you expect this MOOC course will be helpful to address the following challenge?	Answer option	What is your current role in your institution?			
		Other	Non-manager academic	Non-academic staff member	Academic Leader
Changing university governance structures	Slightly helpful	0	1	2	1
		0,0%	6,3%	22,2%	11,1%
	Moderately helpful	4	5	1	3
		14,8%	31,3%	11,1%	33,3%
	Very helpful	14	3	6	1
		51,9%	18,8%	66,7%	11,1%
	Extremely helpful	9	7	0	4
		33,3%	43,8%	0,0%	44,4%
Competition for resources	Slightly helpful	1	1	2	0
		3,7%	6,3%	25,0%	0,0%
	Moderately helpful	4	5	0	2
		14,8%	31,3%	0,0%	22,2%
	Very helpful	16	3	6	3
		59,3%	18,8%	75,0%	33,3%
	Extremely helpful	6	7	0	4
		22,2%	43,8%	0,0%	44,4%

2.4.3. Associations between Educational Level & Competencies, knowledge, and skills to develop

The associations between the educational level and competencies, knowledge, and skills to develop are presented in table 5. It is more likely to find participants with a master's degree (or equivalent) wanting to develop Knowledge about university governance structures.

Table 5. Competencies, knowledge, and skills to develop grouped by educational attainment level

Which specific competencies, knowledge, and skills about academic leadership do you want to develop with the help of this MOOC?	Answer option	What is your highest level of education?		
		Up to graduate school	Master's Degree (or equivalent)	Ph.D., J.D., or M.D. (or equivalent)
Knowledge about university governance structures	No	16	4	5
		53,3%	19,0%	50,0%
	Yes	14	17	5
		46,7%	81,0%	50,0%

3. Conclusions

This section provides the conclusions derived from the analysis of the results aiming to rise new scenarios, lines of action and research questions. The conclusions are made based on the participants' expectations about the MOOC and its associations with some sociodemographic characteristics.

Regarding the reasons for taking the course, descriptive statistics show that 79% of the partings are below 40 years old. Similarly, the Chi-square analysis also reveals significant associations between age and these reasons for taking or not the course. For instance, it is more likely participants with less than 40 years old not taking the course because they want to learn more about university governance and academic leadership practices in China and/or in Europe. This might suggest reviewing the needs of the participants of these age

range in terms of the reasons they consider enrolling in the course. For instance, qualitative information sheet light into other reasons for taking the course that could be considered for this age range: to perform better in their current academic roles and to connect with what they are doing in their jobs.

Regarding the extent that participants expect the MOOC will be helpful to address a given challenge. Participants were asked to what extent they expect the MOOC will be helpful to address a given challenge. Particularly, students rated each challenge from 1 (not at all helpful) to 5 (extremely helpful). Descriptive statistics show the average of the scores received in each rated challenge. In general terms, participants had high expectations in this regard among all the challenges. However, the lowest average can be observed in the challenges of changing university governance structures and competition for resources. Similarly, the Chi-square analysis also shows that it is most likely that participants with other roles or roles as non-academic staff member expect the MOOC to be Very helpful to address the same two challenges. This could suggest revising what other roles participants which can fit with expectations of the MOOC will be helpful to address the challenges of changing university governance structures and competition for resources.

As for the specific competencies, knowledge, and skills, participants want to develop through the MOOC, descriptive statistics show that 59% of the participants expect to develop knowledge about university governance structures. Considering the Chi-square analysis, it very likely that theses percentage is represented mostly by the participants with a master's degree (or equivalent). This could suggest exploring what competencies, knowledge, and skills, are more attractive to develop by the participants with college or bachelor's degree and PhD, J.D., or M.D.