Welcome Survey Report

LEAD2 MOOC: Leadership Development for Young Academic Leaders (HE)
Edition 1: October 2020 - February 2021

PROJECT

Enhancing Academic Leadership and Governance of Chinese and European
Universities in the Context of Innovation and Internationalization (LEAD2)
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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)

Elaborated by:

David Castro Garcia
Dinh Ngoc Bich Khuyen

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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 first edition of the MOOC was launched with 1341 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 290 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 that can be derived from the analysis of the results to rise new scenarios, lines of action and research questions.

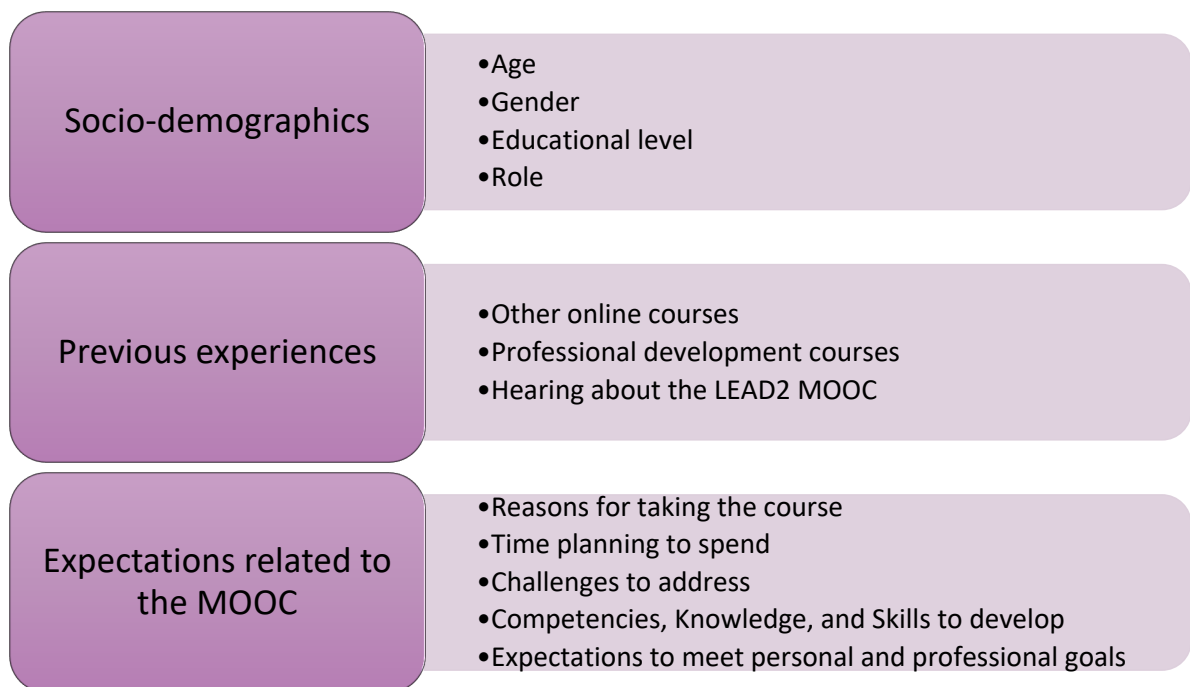| Socio-demographics	•Age •Gender •Educational level •Role
Previous experiences	•Other online courses •Professional development courses •Hearing about the LEAD2 MOOC
Expectations related to the MOOC	•Reasons for taking the course •Time planning to spend •Challenges to address •Competencies, Knowledge, and Skills to develop •Expectations to meet personal and professional goals

Figure 1. Categories and variables of the LEAD2 MOOC Welcome Survey.

2. Results

This section of the report will present 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 expectation 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.
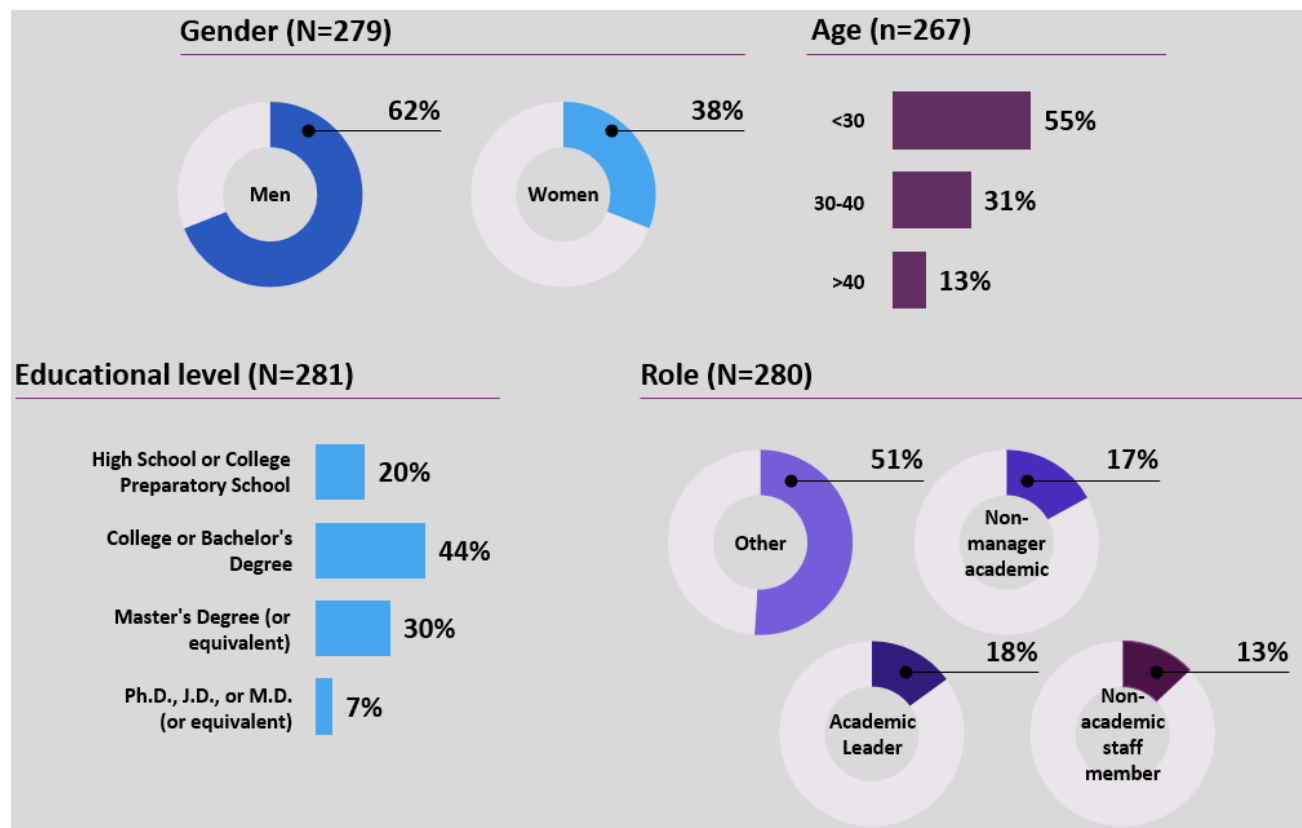

Figure 2. gender, age, educational level, and academic role.

In this regard, 62% of the participants are male and 38% are female. As for the age, 55% of them are below 30 years old, 31% are between 30 and 40 years old, and the remaining 13% are over 40 years old. Participants were also asked about their highest educational level. In this sense, 44% of the participants reached College or bachelor's degree, followed by 30% of the participants with master's degree (or equivalent), 20% with High school or College preparatory school, and 7% 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

Related to 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 (61%), followed by Coursera (35%), Future-Learn (23%), other (18%), EdX (17%), at school (16%). Interestingly, 11% of participants reported that they had never taken an online course and 7% have taken an Udacity course.

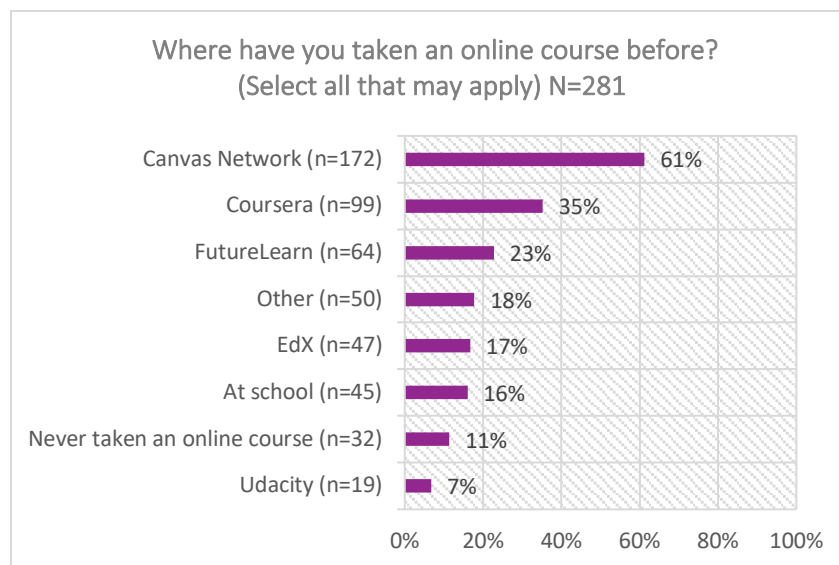*Figure 3. Places where respondents have taken online courses before.*

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=278

- Yes (n=95) — 34%
- No (n=183) — 66%

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=281

- From a web search (n=114) — 41%
- Through a social media site (e.g. facebook, WeChat)… — 39%
- From a friend/colleague/professor (n=64) — 23%
- Through a newsletter/website of the university (n=36) — 13%
- Other (n=24) — 9%
- My institution is a LEAD partner (n=14) — 5%
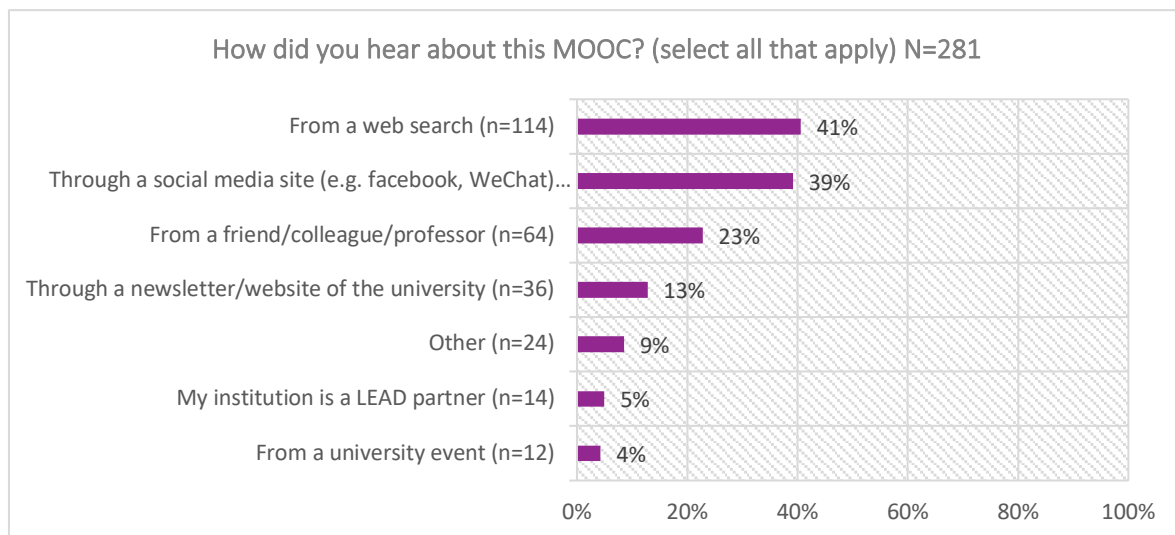- From a university event (n=12) — 4%

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, and 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.
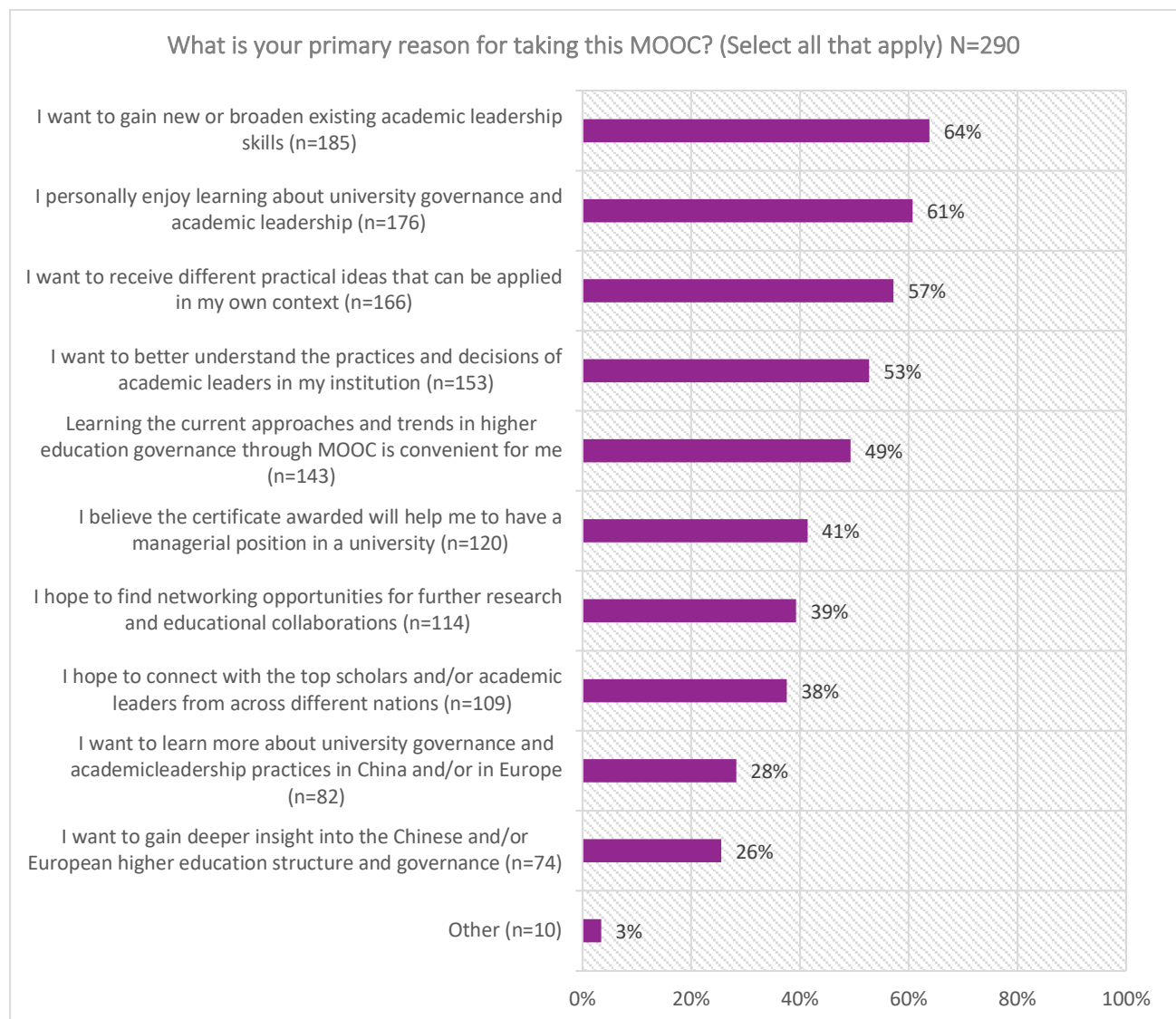

Figure 6. Reasons for taking the LEAD2 MOOC.

More than 60% of survey participants report that they want to gain new or broaden existing academic leadership skills (64%) and personally enjoy learning about university governance and academic leadership

(61%). They also want to receive different practical ideas that can be applied in their context (53%), to better understand the practices and decisions of academic leaders in their institution (53%), and learning the current approaches and trends in higher education governance through MOOC is convenient for them (42%). Furthermore, around 40% of the participants chose the following reasons: They believe the certificate awarded will help me to have a managerial position in a university (41%), they hope to find networking opportunities for further research and educational collaborations (39%), and they hope to connect with the top scholars and/or academic leaders from across different nations (38%). Finally, they want to learn more about university governance and academic leadership practices in China and/or in Europe (28%), they want to gain deeper insight into the Chinese and/or European higher education structure and governance (26%), and 3% have other reasons.

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, 36% of the participants reported that they planned to spend between 2 and 4 hours a week. Then, 28% less than two hours, 20 % more than 6 hours, and 19% between 4 and 6 hours.
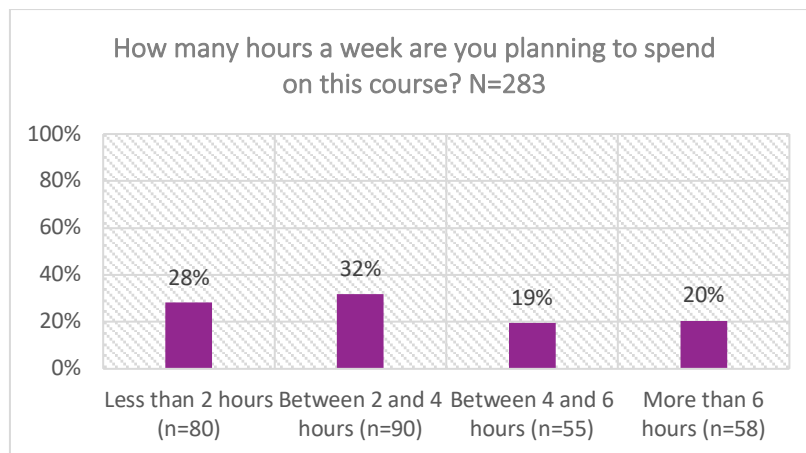

Figure 7. Planned number of hours a week to spend.

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 changing academic leadership skills and knowledge (4,11) followed by academic leadership for internationalization (4,03), globalization and internationalization (3,95), research and innovation capacity of the university (3,95), changing university governance structures (3,86), and competition for resources (3,86).
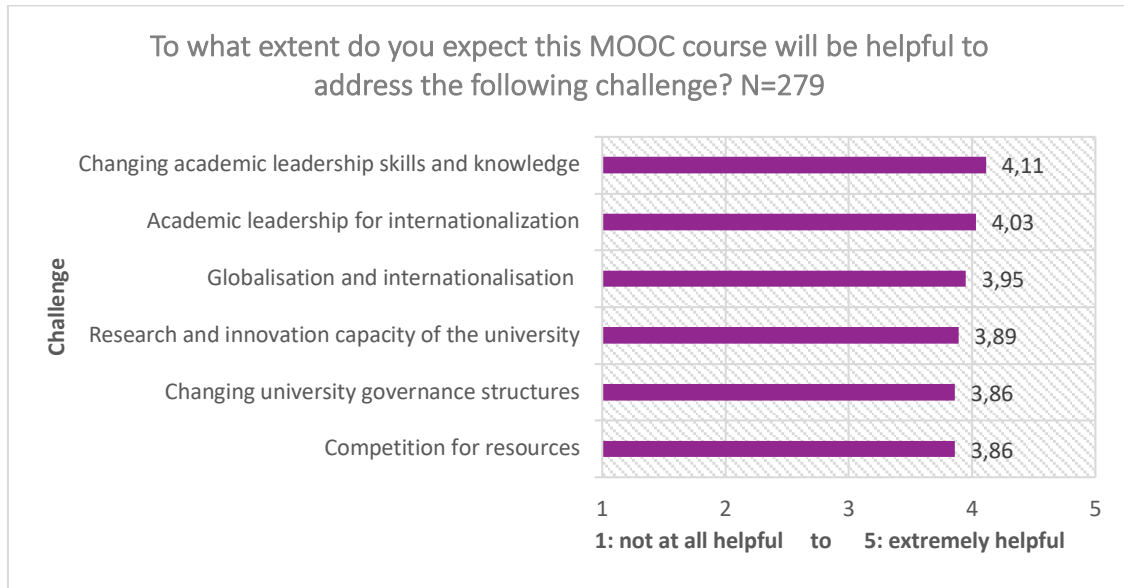
Figure 8. Average of expectations on how helpful the MOOC will be to address a given challenge.

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 48% followed by "5: extremely helpful" with an average of 28%.

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	1%	6%	16%	49%	27%
Changing academic leadership skills and knowledge	1%	5%	11%	49%	34%
Changing university governance structures	1%	6%	22%	45%	25%
Competition for resources	2%	6%	21%	47%	24%
Research and innovation capacity of the university	0%	8%	19%	48%	24%
Academic leadership for internationalization	0%	6%	15%	47%	31%

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 to develop academic leadership skills (78%), followed by an understanding of current challenges for higher education (68%), understanding of different leadership approaches in university governance (64%), knowledge about university governance structures (54%), and grasp of university governance structures in Europe and/or China (32%).

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

2.3.5. Expectations to meet personal and professional goals
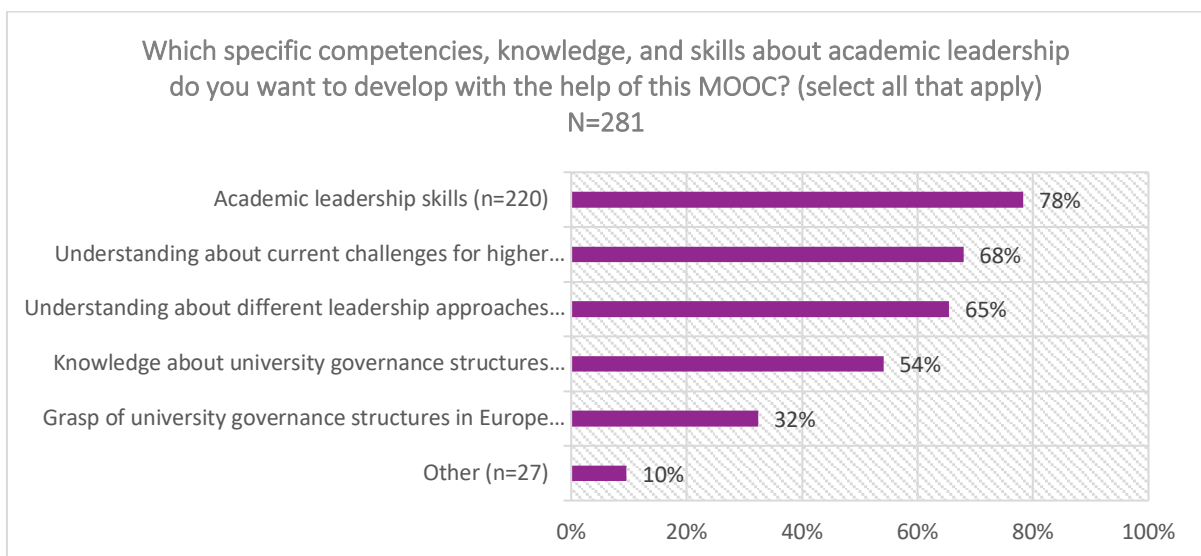
To gain deeper insights into the motivation for taking the course, participants were asked to share how the MOOC will help them meet their personal and professional goals. Comments were variate; However, three main expectations are consistent through the answers named: to perform better in their current academic roles, to gain a better future position, job, or career in an academic context, and to enhance or gain the necessary skill to be a leader.

First, some participants think that the curse 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 in order to work or inspire others. Following, some examples of these thoughts:

> *"As a teacher I want to benefit from the plethora of information to help guide my young learners to be leaders. this skill goes in tune with the requirements of 21st-century goals."*

> *"As a practical Journalist and advocate who is particularly concern about the many challenges that the educational system of my country (Liberia) is faced with, this course will help me gain more knowledge on how to constructively engaged responsible bodies and individuals concern with the improvement of the sector."*

> *"As an academic faculty, I want to make education free for everyone. That is why I require more students who are willing to provide their service to become a future leader. That is why I want to learn the basics of leadership so that I can be a better leader and help future leaders by guiding them."*

> *"As I am looking forward to developing my society, I must learn how to become a leader, I want to inspire my colleagues to improve their skills."*

Second, some participants think that the course will help them to 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:

> *"And this course might help me or will open opportunities and doors for decent careers awaiting, leading to a better near future."*

> *"I am always interested in improving my professional development, taking this course will add a lot to my career."*

> *"I believe that Coursera and the course offered to the students will help people like me to grow and get independent by earning a good job soon."*

> *"I also hope that this course will add to my skills and help me in meeting my career goals."*

"It will help me both. For personal level, it will enable me to acquire necessary competencies that will prepare me for the future leadership positions."

"It will help me to get a good job or others."

"The materials in this course will help do a better job in my career. And will add much more new knowledge to my professional life."

"This way I may get a chance to have a position in an international university."

"This course will indicate on my CV that I am committed to learning and I possess leadership knowledge and skills required for certain academic positions."

"With the ability and knowledge, I'll get from this course, I am truly sure that it'll help me to gain my higher education and the career that I aim."

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:

"Currently completed master's degree program in social sciences, I want to enhance and to gain new skills and knowledge about academic leadership because it really matches with my field of study."

"It can help me to gain knowledge and ideas to further enhance my experiences in my chosen field of endeavor."

"It will enhance my leadership skills and the certificate will boost my resume."

"The way in which this course will help me to meet my personal goals are it will enhance my knowledge as a leader , foster development in the areas where I'm weak and help me to become a better teacher in the classroom."

"This course will help me enhance my leadership skills and guide me use my leadership qualities as a teacher and supervisor to grow academically and professionally."

"... Working as higher education administration and professor in same community funding non-profit organization I would like to gain more knowledge and enhance my career in the field of higher education sector."

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

Table 2. *Statistically significant associations between Socio-demographics and Expectations.*

Expectations related to the MOOC		Socio-demographics		
		Gender	Age	Role
Reasons for taking the course	I want to gain new or broaden existing academic leadership skills.	,016*		
	I hope to connect with the top scholars and/or academic leaders from across different nations.		,033*	
Competencies, Knowledge, and Skills to develop	Academic leadership skills.	,017*		
	Grasp of university governance structures in Europe and/or China		,022*	
	Knowledge about university governance structures			,004*
Personal and professional goals	Have you participated in any professional development training and/or course about academic leadership and university governance before?			,016*
Notes: *p <.05				

2.4.1. Associations between gender & reasons for taking the MOOC

The associations between gender and reasons are depicted in Table 3. In general terms, both genders most probably will choose the course because they want to gain new or broaden existing academic leadership skills. However, it is more likely that the female gender chooses the course because of that reason.

Table 3. *Reasons for taking the MOOC grouped by gender*

What is your primary reason for taking this MOOC?	Answer option	What is your gender?	
		Male	Female
I want to gain new or broaden existing academic leadership skills	No	73	29
		42,0%	27,6%
	Yes	101	76
		58,0%	72,4%

2.4.2. Associations between gender & competencies, knowledge, and skills to develop

The associations between gender and competencies, knowledge, and skills to develop are depicted in Table 4. In general terms, both genders want to develop Academic leadership skills; however, the results show that female respondents reported a higher level of intention to develop this skill.

Table 4. *Odds ratio between Gender and Competencies, knowledge, and skills to develop.*

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 gender?	
		Male	Female
Academic leadership skills	No	48	16
		27,6%	15,2%
	Yes	126	89
		72,4%	84,8%

2.4.3. Associations between age & reasons for taking the MOOC

The associations between age and reasons for taking the MOOC are depicted in Table 5. It seems probable that all the different age range do not enroll on the course because they hope to connect with the top scholars and/or academic leaders from across different nations. However, it is more likely that this happens within participants under 30 years old, followed by those over 40 years old, and lastly by participant between 30 and 40 years old.

Table 5. Reasons for taking the MOOC grouped by age

What is your primary reason for taking this MOOC?	Answer option	How old are you?		
		<30	30-40	>40
I hope to connect with the top scholars and/or academic leaders from across different nations	No	101	43	23
		68,2%	51,2%	65,7%
	Yes	47	41	12
		31,8%	48,8%	34,3%

2.4.4. Associations between age & competencies, knowledge, and skills to develop

The associations between age and competencies, knowledge, and skills to develop are depicted in Table 6. It seems probable that all the different age range do not want to develop grasp of university governance structures in Europe and/or China. However, it is more likely that this happens within participants under 30 years old, followed by those over 40 years old, and lastly by participant between 30 and 40 years old.

Table 6. Competencies, knowledge, and skills to develop grouped by age

Which specific competencies, knowledge, and skills about academic leadership do you want to develop with the help of this MOOC?	Answer option	How old are you?		
		<30	30-40	>40
Grasp of university governance structures in Europe and/or China	No	109	47	24
		73,6%	56,0%	68,6%
	Yes	39	37	11
		26,4%	44,0%	31,4%

2.4.5. Associations between academic role & competencies, knowledge, and skills to develop

The associations between role and competencies, knowledge, and skills to develop are depicted in Table 7. It seems probable that all the defined roles want to develop knowledge about university governance structures.

Table 7. Competencies, knowledge, and skills to develop grouped by academic role

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 current role in your institution?			
		Other	Non-manager academic	Non-academic staff member	Academic Leader
Knowledge about university governance structures	No	79	13	13	25
		54,9%	27,1%	35,1%	49,0%
	Yes	65	35	24	26
		45,1%	72,9%	64,9%	51,0%

However, it is more likely that this happens within participants with a Non-manager academic role, followed by those with a Non-academic staff member role, and lastly by participants with an Academic Leadership role.

Interestingly, it seems probable that participants with other roles than the defined do not want to develop this specific competency, knowledge, or skill.

2.4.6. Associations between academic role & expectations to meet personal and professional goals

The associations between role and expectations to meet personal and professional goals are depicted in Table 8. It seems probable that all the defined roles have not participated in any professional development training and/or course about academic leadership and university governance before. This is more likely within participants with a Non-manager academic role, followed by those with a Non-academic staff member role, and lastly within participants with other roles than the defined. Interestingly, it seems probable that participants with Academic Leadership roles have this experience before.

Table 8. Expectations to meet personal and professional goals grouped by academic role

Expectations to meet personal and professional goals	Answer option	What is your current role in your institution?			
		Other	Non-manager academic	Non-academic staff member	Academic Leader
Have you participated in any professional development training and/or course about academic leadership and university governance before?	No	94	37	25	24
		66,7%	77,1%	69,4%	49,0%
	Yes	47	11	11	25
		33,3%	22,9%	30,6%	51,0%

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 expectations of the participants about the MOOC and its associations with some sociodemographic characteristics.

Regarding the reasons for taking the course, descriptive statistics showed that more than 60% of survey participants reported that they want to gain new or broaden existing academic leadership skills and because they personally enjoy learning about university governance and academic leadership. Similarly, the Chi-square analysis also reveals significant associations between gender and these reasons, particularly for female participants. It is more likely that the female gender chooses the course because of it. This might suggest the adoption of a gender perspective that meets the main demands of each gender.

Regarding the extent that participants 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 high 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 changing academic leadership skills and knowledge, followed by academic leadership for internationalization.

As for the specific competencies, knowledge, and skills, participants want to develop through the MOOC, descriptive statistics show that most of the participants expect to develop academic leadership skills. Similarly,

the Chi-square analysis also reveals significant associations between gender and this specific skill. On the other hand, the Chi-square analysis also reveals significant associations between the role performed by patricians and the willingness to develop knowledge about university governance structures. Particularly, by participants with a Non-manager academic role.