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I. Introduction

The LEAD2 workshops on “Diversified education and academic leadership” took place on October 15 and 16, 2021, in the Portuguese capital Lisbon and was hosted by NOVA University in Lisbon and in Guangxi Normal University in Guilin, China. The event consists of two main parts. The first part of the event was the LEAD2 partners’ meeting, which attempted to track the project’s progress and aimed to discuss on-going practices and programs. The partners’ meeting took place in Lisbon on October 15, 2021.

During the second day of the event (October 16, 2021), two main activities were organized. The first one was a synchronous offline and online seminar between NOVA University in Lisbon and Guangxi Normal University in Guilin titled ‘Contemporary cultural transformation and the development of university academic leadership’. The seminar covered diversified education and academic leadership and discussions concerning innovations and the new challenges of higher education and academic leadership in terms of digitalization in moments of crisis.

The second activity on October 16 occurred in Lisbon and was a workshop on virtual internationalization. For quality assurance purposes, the participants filled out surveys to evaluate various aspects of the event. The survey consisted of closed-ended and open-ended

questions. While some of these questions served to evaluate specific sections and the general quality of the event, others aimed to evaluate how participants benefited from the event.

II. Results

This section of the report is mainly divided into three parts. The first part 2.1 presents a description of the respondents’ demographic characteristics, the second part 2.2 shows their responses to the closed-ended questions, and the final part 2.3 explores their responses to the open-ended questions.

2. 1. Sociodemographic characteristics

The participants’ demographics are described in this section in terms of their gender (question 1), their position in their institution (question 2), their country (question 3), and the institution where they work (question 4). During the first day of the event, 14 participants voluntarily filled out the evaluation survey, and during the second day of the event, 41 participants filled out the evaluation forms.

Gender

In total, 43 participants participated in the surveys. Of those 43, 32 were females, and 11 were males. Participants of the LEAD2 partners’ meeting included females (n=11) and men (n=5). Among them, two members participated online. As to the LEAD2 seminars, 32 female and 11 male respondents participated in the survey. As to the virtual internationalization workshop, 11 female and 3 male participants filled out the survey forms.

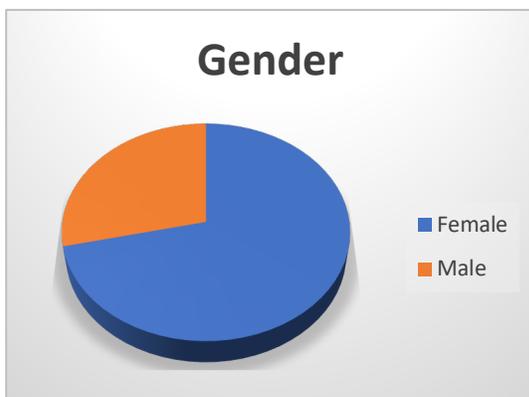


Figure 1. Gender distribution: LEAD2 Partners’ meeting

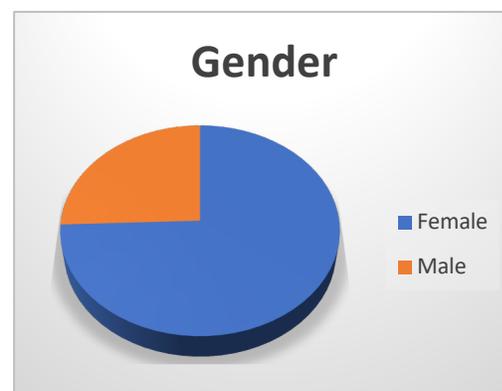


Figure 2. Gender distribution: synchronized seminar

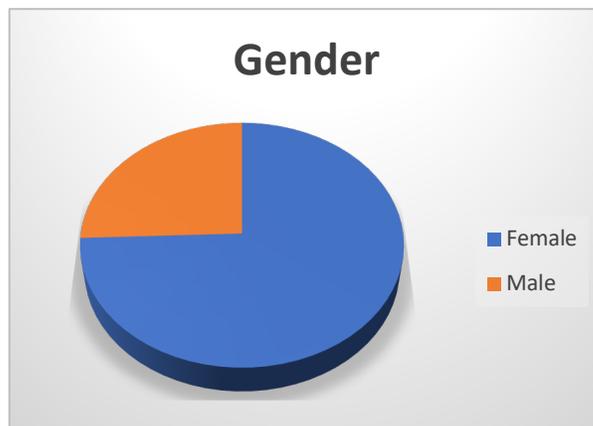


Figure 3. Gender Distribution: virtual internationalization workshop

Position

In terms of positions, six respondents reported holding managerial positions during the event, twenty respondents claimed to occupy middle level or young level roles such as teachers, researchers, in some cases students (n=9). and a few participants did not specify their role (n=8).

Country

Concerning the countries of origin, most of the participants were of Chinese Origin (n=29), while the rest were of Turkish (n=4) and European (n=10) origins. During the first day of the event, most of the respondents were European (n=10), and the rest were Turkish (n=2) and Chinese (n=2). During the first part of the second day (synchronized seminar), most of the participants were Chinese (n=29), while the rest were Europeans (n=8) and Turkish (n=4). During the second part of the second day of the event, the figures were similar to the LEAD2 partners meeting with most of the respondents being European (n=8), and the rest being Turkish (n=4) and Chinese (n=2).

Institution

In general, the survey respondents came from 11 different institutions. From the LEAD2 partners' meeting, respondents came from 5 different institutions: 3 respondents hold positions at Middle East Technical University, 4 at NOVA University Lisbon, 1 at Silesian University of

Technology, 3 at University of Vienna, and 5 at Vrije Universiteit Brussel. Responses of participants in the synchronous online and offline seminar came from 11 different institutions including the previously mentioned ones in addition to Beijing Normal University (n=6), China University of Geosciences (n=2), Guangxi Normal University (n=3), Huazhong Agricultural University (n=4), National Academy of Education Administration (n=4), and Tianjin University (n=3).

2.2. Close ended questions

Close ended questions constituted the majority of the questions in the evaluation form. Namely, questions 5, 6, 7, 8, 9, 10, 12, 13, and 14 were close ended. Those questions tested the respondents' evaluations of the overall quality and their satisfaction with both the content and the organization of the activities of the event. Questions evaluating the LEAD2 partners' meeting were questions 5, 6, and 7. In all the close ended questions, a higher number (1 to 5) implies a higher evaluation of a given dimension. As mentioned, the event included three key activities. The LEAD2 partners' meeting, the synchronized offline and online seminar, and the virtual internationalization workshop. The first activity in the event was the LEAD2 partners' meeting. The quality of that meeting was evaluated through questions 5, 6, and 7 of the evaluation form.

2.2.1. Evaluation of the LEAD2 partners' meeting

2.2.1.1. Overall quality

Evaluating the overall quality of the first activity was question 5, through which participants were asked to rate five statements concerning ideas and knowledge sharing, the time available for questions and interactions, the effect of the session on improving one's knowledge, opportunities to learn from other partners, and the overall quality of the activity. According to the responses to this question, the majority (71.4%) of the participants rated the overall quality of the meeting as 5, and a small number gave a rating of 4 (28.6%). The respondents' perspectives on the quality of the LEAD2 partners' meeting are shown in Figure 4 below. In general, participants were highly satisfied with the activity. Responses for all five components of question 5 were analyzed and the demonstrated a high level of satisfaction with almost all responses being higher than 4. Results showed high mean scores for all components (M = 4.64, SD = 0.47 for idea and knowledge sharing, M = 4.57, SD = 0.61 for the time for questions

and discussions, $M = 4.42$, $SD = 0.49$ for the effect of the session on improving the participants' knowledge, $M = 4.71$, $SD = 0.43$ for the perceived opportunities to learn from other partners, and $M = 4.71$, $SD = 0.45$ for the overall quality of the meeting).

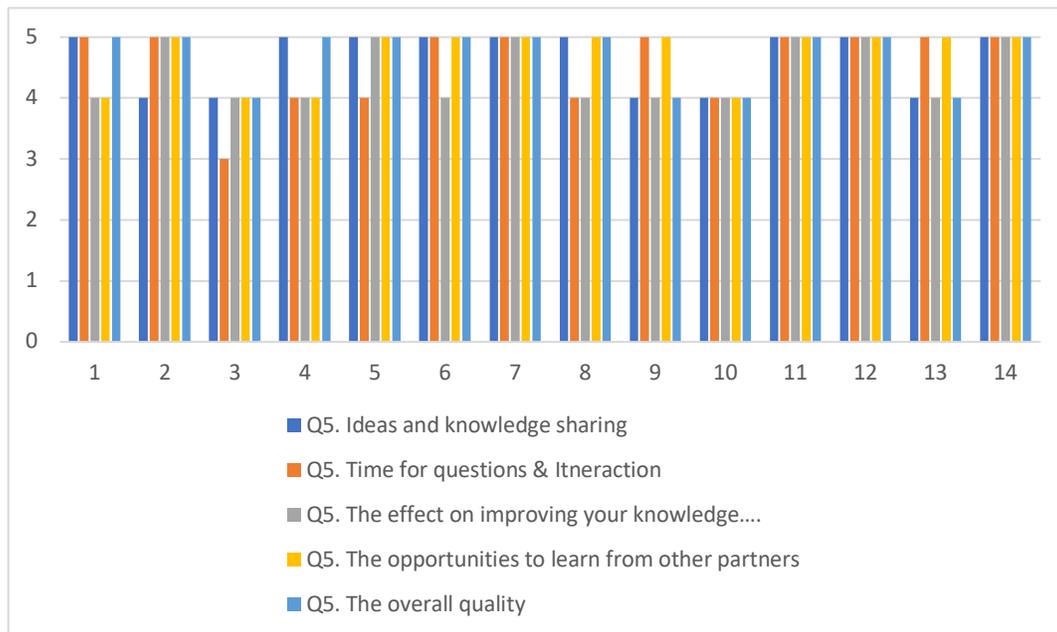


Figure 4. Overall evaluation of the LEAD2 partners' meeting (Question 5)

2.2.1.2. Satisfaction with the organization and the content of the meeting

Respondents were also asked whether the partners' meeting was satisfactory in regard to organizational and content aspects (questions 6 and 7). Results demonstrate a high score for the mean for both questions with $M = 4.93$, $SD = 0.26$ for satisfaction with organization of the meeting and $M = 4.79$, $SD = 0.57$ for satisfaction with the content of the meeting. According to those results, and those related to question 5, the participants are considered to be highly satisfied with the LEAD2 Partners' meeting.

Table 1. Descriptive Statistics of questions 6 and 7

	N	Mean	Std. Deviation
Q6. Satisfaction with the organizational aspects....	14	4.93	.267
Q7. Satisfaction with the content aspects....	14	4.79	.579
Valid N (listwise)	14		

2.2.2. Evaluation of the synchronized offline & online seminar

Regarding the synchronized offline and online seminar which was attended by participants both in NOVA University in Lisbon and Guangxi Normal University in Guilin was evaluated through three close ended questions (questions 8, 9, and 10).

2.2.2.1. Quality of the synchronized offline and online seminar

In order to evaluate the overall quality of the synchronized seminar, the respondents had to provide a rating on the following aspects of the seminar: the knowledge sharing, the significance of the schedule and the joint synchronous offline and online session, the opportunity to learn from Chinese and European speakers and experts, the participants' appreciation of, and their view on the overall quality of the session. Respondents showed high levels of accord with the statements of question 8 with all answers averaging more than 4 over 5. Specifically, average scores were 4.34 on the knowledge sharing statement (M = 4.34, SD = 0.64). Similar figures were observed in rating the significance of the schedule and the joint synchronous session (M = 4.34, SD = 0.75). Participants' levels of satisfaction also proved high in regard to whether the session provided them with the opportunity to learn from Chinese and European speakers and experts (M = 4.41, SD = 0.73). In addition, the respondents indicated a high level of appreciation towards the synchronized session (M = 4.3, SD = 0.74), and answers also showed a high overall quality of the seminar (M = 4.32, SD = 0.6).

Table 2. Quality of synchronized offline and online seminar

	Q8. Knowledge sharing...	Q8. Significance of the schedule....	Q8. Opportunities to learn	Q8. Appreciation of the synchronous online & offline session	Q8. Overall quality
Mean	4.34	4.34	4.41	4.30	4.33
Std. Deviation	.656	.762	.741	.758	.616

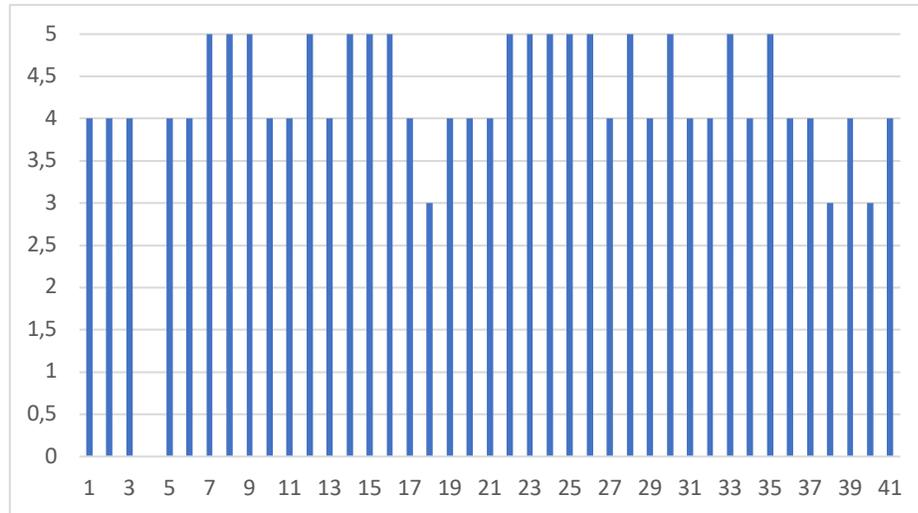


Figure 5. Overall quality of the synchronized seminar

2.2.2.2. Satisfaction with the content of the synchronized seminar

Evaluating the content of the offline and online seminar, the participants were asked to rate five key statements related to the activity. Specifically, participants ranked the level of satisfaction with the quality of content of the Chinese speakers, the quality of content of the European speakers, the clarity of the presentation and speeches, the knowledge participants gained from the presentations and speeches, and the effect of the seminar on the participants knowledge of academic leadership and university governance.

Concerning the first component, more than half (53.7%) of the respondents rated the Chinese speakers with 5, whereas 46.3% of them rated the speakers with 4 (M = 4.54, SD = 0.5). As seen in figure 6. Below, similar figures are observed with participants rating the quality and content of the European speakers with two respondents rating this component with 2 (4.9%), one respondent provided a rating of 3, 56.1% rating it with 5, and 36.6% as 4 (M = 4.44, SD = 0.77).

statements in question 10. Specifically, they were asked to provide their satisfaction with the technical quality of the synchronized session, the clarity and quality of the simultaneous interpretation, and the general quality of the organization of the session. Descriptive statistics demonstrate high levels of satisfaction among participants regarding the technical quality of the seminar (M = 4.12, SD = 0.51), the clarity and quality of simultaneous interpretation (M = 4.22, SD = 0.759), and the general organizational aspect of the seminar (M = 4.51, SD = 0.675) as shown in Table 3 below. On average, female participants reported less satisfaction with this aspect of the seminar with 72% (8) of male participants as opposed to 53% (16) female participants rating it with 5. The percentages are 40% (12) of female participants and 27% (3) of male participants rating it with 4, whereas one female participant rated it with 3.

Table 3. Satisfaction with organizational aspects of the seminar

	N	Mean	Std Deviation
Q10. Technical quality...	41	4.12	.510
Q10. Clearness and quality of simultaneous interpretation	41	4.22	.759
Q10. General organization	41	4.51	.675

2.2.3. Evaluation of the workshop on virtual internationalization

The third and last activity in the event was a workshop on virtual internationalization and this occurred on October 16 in Lisbon. Similar to the first two event activities, this activity was evaluated on three aspects, the perceived overall quality, satisfaction with the content aspect, and satisfaction with the organizational aspect.

2.2.3.1. Overall quality of the virtual internationalization workshop

In order to evaluate the quality of the virtual internationalization workshop, respondents evaluated five statements regarding this activity. The statements, similar to those used to evaluate the first activity, are ideas and knowledge sharing, time for questions and interactions, the effect on improving your knowledge about virtual internationalization, the opportunity to

learn from other partners, and the overall quality of the workshop. Overall, as shown in Table 4 below, the average ratings of all these statements are above 4 which indicates a high level of satisfaction. It is important to note that the second statement ‘time for questions and interactions’ had the lowest mean evaluation score ($M = 4.21$, $SD = 1.311$) which might indicate a slightly lower level of satisfaction with this statement.

Table 4. Overall quality of the virtual internationalization workshop

	N	Mean	Std Deviation
Q12 Ideas and knowledge sharing	14	4.64	.497
Q12 Time for questions and interactions	14	4.21	1.311
Q12 The effect on improving your knowledge	14	4.64	.497
Q12 The opportunities to learn from other partners	14	4.79	.426
Q12 The overall quality	14	4.64	.497

The perceived overall quality of the virtual internationalization workshop was relatively high with scores ranging from 4 to 5. On average, male participants reported higher levels of satisfaction regarding the overall quality of the workshop than female participants. The levels of overall satisfaction with the virtual internationalization workshop in terms of gender are shown in Figure 7 below.

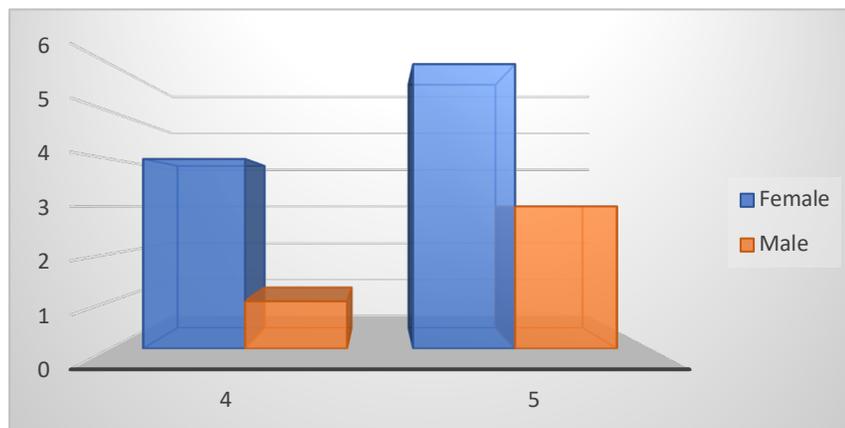


Figure 7. Overall quality of the virtual internationalization workshop by gender

2.2.3.2. Satisfaction with the organizational aspect of the workshop

As mentioned, participants were asked to evaluate the organizational aspect of the virtual internationalization workshop. The responses reflected positive attitudes towards this aspect of the workshop with all ratings ranging between 4 and 5 ($M = 4.79$, $SD = 0.426$). All male participants as opposed to 70% of women rated this segment with 5 which point to a higher satisfaction with male then with female participants with the organization of the workshop. The gender distribution is shown below in Figure 8.

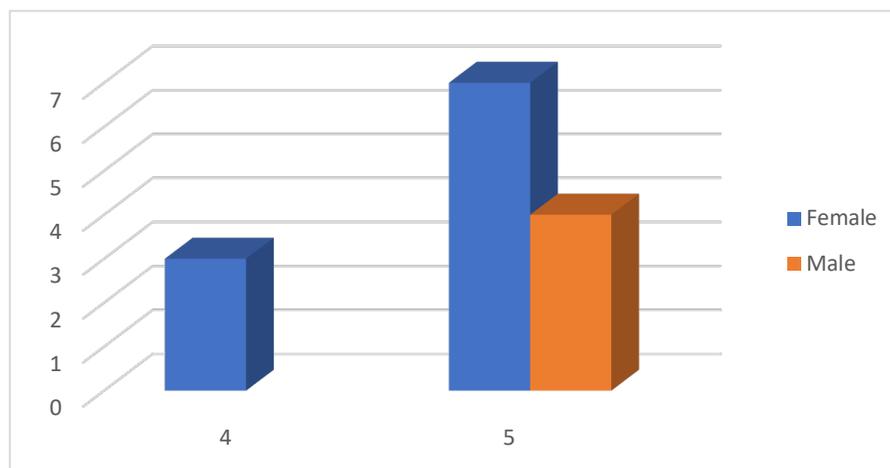


Figure 8. Evaluating the organizational aspect of the virtual internationalization workshop

2.2.3.3. Satisfaction with the content aspect of the workshop

In addition to rating the organization, the participants were asked to rate the content of the virtual internationalization workshop. In parallel to the previous aspect, responses indicate that participants were highly satisfied with this aspect of the workshop with all the ratings ranging between 4 and 5. Also in this section, all male participants as opposed to 70% of women rated this segment with 5. It should be noted that there was a higher satisfaction with male then with female participants with the organization of the workshop. The participants' satisfaction with the content of the workshop is shown below in Figure 9.

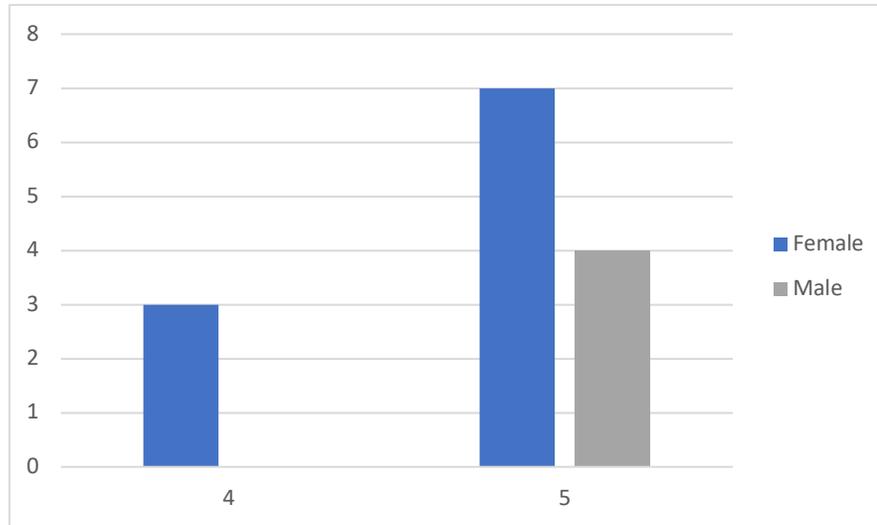


Figure 9. Evaluating the content aspect of the virtual internationalization workshop

2.3. Open-ended questions

This event aimed to help its attendants to improve their knowledge and skills in several areas. In order to achieve deeper understanding of the effects and quality of the meeting, workshop and seminar, participants answered two open ended questions. The first one aimed to get detailed comments and evaluations of the synchronous offline & online workshop. Respondents were also asked to suggest steps that could improve the session. The second questions concerned the entire event. here, participants were asked to provide additional comments regarding all the activities of the event occurring between October 15 and 16. They were also asked to provide suggestions which they think would have helped improve the quality of the sessions.

2.3.1. Comments and remarks regarding the synchronized seminar

In this section, some of the participants' answers to an open-ended question are included. The eleventh question in the evaluation form aimed to further evaluate the quality of the synchronized seminar. In total, 12 participants out of 41 who participated in the synchronized seminar (29%) answered the question 'Please share any additional comments or remarks regarding the seminar activities during the LEAD2 synchronized offline & online seminar; you can also share your ideas about how the sessions could have been improved if needed'.

Many themes emerged from the answers to this question. In some cases, comments were criticizing some aspects of the seminar. For instance, some participants highlighted the insufficient time for interactions and discussions between segments of the seminar.

Similarly, another participant highlighted the importance of having Q&A sessions in between the seminar segments:

“I hope there will be more time for discussions to deepen interactions and understanding.” (Female Postdoc Researcher)

*“I am sure it would be hard to manage them (being online & offline at the same time), but I'd prefer to have a few minutes for discussion after each presentation”.
(Female Assistant Professor)*

Lastly, some comments on the synchronized seminar expressed their gratitude and satisfaction for participating in the seminar:

“Thank you very much for your great effort in arranging this conference” (Female HR Learning Specialist).

“Thank you all. It is a great honor to participate in this conference” (Female Graduate Student).

“It is a very good learning opportunity” (Male Assistant Researcher).

2.3.2. Comments and remarks regarding the activities of the entire event

In order to gain a deep understanding of the quality and the effect of the activities of the event, the last question of the evaluation form (question 15) asked the participants to provide any comments regarding the event and whether it can be improved. Only one participant out of fourteen answered this question. Among other ideas, the participant called for more time for discussions as well as a more active role in the activities:

“Generally good. Thanks for information. I have some remarks though. I would like to have more time for asking questions and discuss more about the topics. But generally good discussions. Many thanks!” (Female Researcher).

III. Conclusion

The event activities reflected positive reactions from the attendees. Responses to both the close-ended and open-ended questions provided an ample amount of insight into the quality and effect of the event. The close-ended responses reflected a fairly high level of participant satisfaction towards the LEAD2 partners' meeting, the synchronized seminar, and the virtual internationalization workshop. For all of the close ended questions, the average responses were above 4 on a scale of 1 to 5. In some cases, lower scores for the technical quality of the organization aspect of the seminar and for the clearness and the quality of simultaneous interpretation indicate a lower level of satisfaction with the synchronous seminar than other event activities. This is paralleled by a few responses to the first open ended question some of which suggested improving the organizational, collaborative, and communication aspects. Others pinpointed some problems in clarity and organization of some presentations. One main theme observed in several responses was the limited time for discussions as a few preferred to have more interactions & Q&A sessions.

In general, participants reported to be satisfied with the event activities, with a few minor suggestions for improvement. According to both types of administered questions, the attendees greatly benefited from the activities. Furthermore, there is room for improvement as the participants provided helpful remarks in the open-ended questions that can help improve future LEAD2 activities.