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Evaluation of the LEAP Workshop, U.S. Portion, Sept, 2019

Introduction

The Ohio State University (OSU), long-time partner of Aligarh Muslim University (AMU), partnered to offer the Leadership for Academicians Programme of India, or "LEAP," to 26 faculty members of nine different universities in India¹. The program entails professional development for high performance faculty members expecting to take leadership roles at their universities and become leaders in their fields. This report focuses on the U.S.-based portion of the programming which was a workshop in at the Ohio State University in Columbus Ohio, September 8-15, 2019. The brief report which follows summarizes our evaluation of the participant learning (under "Learning Effectiveness"), response to subject matter (under "Workshop Topics"), their aspirations (under "Participant Aspirations"), and their overall satisfaction with the course (under "Participant Satisfaction"). The appendices provide the survey data this report is based upon. We also recorded comments shared verbally on the last day of the workshop which referenced certain speakers or topics and incorporated those into our calculations for the top speakers (Figure 1). The schedule in its entirety can be referenced in Appendix D.

Learning Effectiveness

An important goal of the LEAP workshop was to challenge the participants with in-depth analyses of leadership topics. The participants found the workshop challenging and the majority claimed they either "learned a lot" or "a great deal" (see: Appendix A, Learning Effectiveness). None of the respondents to the survey reported that the workshop was not challenging or that they didn't learn. The feedback we collected on speaker presentations (complete quotes from the survey, Appendix A) indicated that faculty were interested in learning more about the topics in context. For example, field visits were requested, and one of the participants explicitly requested that "specific situational issues of US universities be discussed and how those issues were resolved." We agree that additional contextual information and concrete examples would enhance the learning next time we offer the workshop. When we plan our next workshop we will incorporate more of those aspects.

1 The universities which sent faculty members were the following: 1. Aligarh Muslim University, Aligarh
2. Anna University, Tiruchirapalli
3. Annamalai University, Tamil Nadu
4. Babasaheb Bhimrao Ambedkar University, Lucknow
5. Banaras Hindu University, Varanasi
6. Bharthidasan University, Tiruchirapalli
7. Jamia Millia Islamia, New Delhi
8. Shri Guru Gobind Singhji Institute of Engineering and Technology, Nanded
9. University of Allahabad, Allahabad

Some of the participants gave specific feedback on the learning aspect of the workshop in their surveys (additional comments can be read in Appendix C):

"The speakers were great but I have a suggestion: if you already have research we can access on line to prepare ahead of time, then the speaker could focus mostly on what problems they faced in that research. That is what we would really learn from because that will show differences between here and India." - Vinod Kumar Mishra, Professor, Dept. of Genetics and plant Breeding, BHU, Varanasi, Uttar Pradesh

"The distinct curricular aspects of functional learning vs. experiential learning and interpersonal skill development, from the Fisher College of Business presentations." Subuhi Khan, Professor, Dept. of Mathematics, AMU, Aligarh

"I have a few ideas of things I would like to implement at my university: a development of office on international affairs to deal with issues related to international students, and the requirements of different communities. . . collaborating with industry." Subuhi Khan, Professor, Dept. of Mathematics, AMU, Aligarh

"The presentation by Professor Monica Cox on the topic "Preparing Future STEM Faculty to Become Stewards of Their Disciplines". Highlight: 1). Generating new knowledge and defending knowledge claims against challenges and criticism. 2). Conserving the most important ideas and findings that are a legacy of past and current work.3). Transforming knowledge that has been generated and conserved by teaching well to a variety of audiences, including those outside formal classrooms." Subuhi Khan, Professor, Dept. of Mathematics, AMU, Aligarh

"one sentence I would like to share is from David Weinberg: 'taking pride in what your department accomplishes'" Syed Ibrahim Rizvi, Professor, Dept of Biochemistry, University of Allahabad, Uttar Pradesh

"I realized that spectroscopy is a good instrument to consider. . . an excellent tool for monographic xray." Khurshid Alam, Professor, Dept. of Biochemistry, J.N. Medical College, AMU

"The presentation of Prof. Wendy Smooth on Women Empowerment stood out among all due to the outstanding communication skills and the lucid content. However, there were few other talks which were impressive another talk by Prof. Nahar also revealed the power and grit required to serve the humanity while Prof. Pradhan provided very crucial information that leads to apt diagnosis of various types of cancerous growths." - Qudisia Tahseen, Professor, Dept. of Zoology, AMU, Aligarh

"We learned how to manage an institution, to recruit faculty, to enhance funding, to promote international outreach. . . about space research and its relation to the development of society. The most important update was agriculture modernization with artificial intelligence. We familiarized ourselves with the campus and infrastructure and

enjoyed our stay at Ohio State University." - Sartaj Tabassum, Professor, Department of Chemistry, Aligarh Muslim University

Workshop Topics

The selection of topics received overall positive ratings. Multiple participants expressed enthusiasm for three of the talks in particular: "Developing transformational leadership among organizations: Making the case for emotional intelligence, crucial conversations, and interpersonal communication competencies," presented by Mr. Sherwani; cutting edge technology in agriculture, presented by Professor Shearer; and Vice Provost Latz's presentation on "University Leadership and the Rise of Global Cities." They were the top three presentations of the workshop in terms of the number of comments in the surveys and in the final sharing session (see a sample of their comments in Fig. 1). There were also many comments about the presentations on:

- women's impact on political systems (Smooth),
- how to innovate learning and instructional technology (Hofherr),
- how to chair a department (Weinberg).
- the critical role of soil and sustainable soil practices in our food systems (Rafiq Islam).

Additional comments can be read in Appendix A, "Learning Effectiveness," and to some extent in Appendix C, "Participant Satisfaction." Participants also expressed appreciation for topics of student support and especially stress management and mental health (Saia and Sharma), how to develop STEM faculty as a chair of a department (Cox), the importance of space research for society (Horack), how to prepare STEM faculty to be effective educators (Irving), academic leadership as humanitarian work (Nahar), and "Rewards and Pitfalls of Interdisciplinary Scientific Programs" (Pradhan). See Appendix B, Schedule, for full list of speakers and topics.

Figure 1. Sample Comments on Top Speakers and Topics

Speakers	Comment 1	Comment 2	Comment 3
Shariq I. Sherwani, MS, MBA, MACPR, MA, Doctoral Candidate, Ohio University, Scripps College of Communication, School of Communication Studies.	". . . elaborated the details of leadership qualities and what needs to be done."	"To develop transformational leadership. . . we have to develop emotional intelligence and crucial conversation."	"effective communication"
Scott A. Shearer, Chair, Dept of Food, Agricultural and Biological Engineering	"The most important update was agriculture modernization with artificial intelligence."	"Precision Agriculture"	"Agriculture technology"

<p>Gil Lutz, Vice Provost for Global Strategies and International Affairs</p>	<p>“...development of office on international affairs to deal with issues related to international students, and the requirements of different communities” [an idea she shared for implementation upon return to India]</p>	<p>"University Leadership and the rise of Global Cities" [cited as one of the best parts of the workshop]</p>	<p>“[I learned] “how to... promote international outreach”</p>
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Participant Aspirations

The faculty members participating in the program were seeking a professional development opportunity that would develop their academic leadership skills while also contributing raising their university's profile. The vast majority of them states this explicitly in the survey (Appendix B) while also specifying interests such as “best practices,” seeking a better understanding of “leadership qualities,” and learning the most current development in university research and leadership. Exactly half of the participants (13) expressed their aspiration to become a university president. The rest cited a variety of positions or leadership qualities that they hope to obtain (Appendix B). Seventeen of the participants stated their intention to collaborate with faculty members at OSU and possibly other universities after the workshop was done. Many of them shared information about faculty members they had contact with or had identified for potential projects (Appendix B).

Participant Satisfaction

Half of participants (13 out of the 26) reported that they were “extremely satisfied” with the workshop and the remaining 12 responses indicated that they were “moderately satisfied” (Figure 2). Overall the workshop met their expectations either moderately well, very well, or extremely well, with 8 respondents stating “extremely well.” They especially appreciated the content of the lectures (Appendix D), the ideas discussed in conversation, and the hospitality they received. As one participant expressed it, “a wide variety of topics of relevance” facilitated the workshop learning. The main dissatisfaction was the lack of time set aside to meet with peers at Ohio State University. Participants wanted more opportunities to discuss potential areas of collaboration with colleagues. There were some critiques of particular lectures which they didn’t find relevant or appropriate. See above, under "Learning Effectiveness" for detailed information on their ratings of the topics and speakers. See appendix C “Participant Satisfaction” for more comments.

Figure 2. Overall Satisfaction Rating



Conclusion

The LEAP organizers conclude that we achieved our goals of transformative professional development for the participants of the program. We define “transformative professional development” in terms of positive outcomes in faculty learning, aspirations, and career planning. It is clear from the ratings and comments that the participants found the lecture topics engaging and that they went away from the workshop with new ideas and a new knowledge base regarding what it means to be a leader in the academic context. Their intentions to collaborate with faculty at OSU and other institutions also satisfy one of the primary purposes of the LEAP project, which is to foster teamwork and cross-disciplinary achievements in research. We believe that these shifts in mentality, and the focus on specific career-enhancing skills abilities and aspirations, will allow these faculty members to increase their impact on the research eco-system of India, both individually and on collective bases.