



# 2017 Final Evaluation

Greek Diaspora Fellowship Program

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Research & Impact

# ABOUT THE PROGRAM

The Greek Diaspora Fellowship Program (GDFP) is a scholar exchange program for Greek universities to host a Greek-born scholar in the areas of collaborative research, curriculum co-development, or graduate student teaching and mentoring. GDFP is funded by a grant from the Stavros Niarchos Foundation (SNF) to the Institute of International Education (IIE) in collaboration with the Fulbright Foundation in Greece. With this grant, IIE supported 49 fellowships over two selection cycles that created collaborative, mutually beneficial engagements between Greek and North American academics and universities.<sup>1</sup>

## Program Goals

The overarching goal of GDFP is to facilitate equitable, effective, and mutually beneficial international higher education engagements between scholars in Greece and Greek academics in Canada and the United States. To accomplish this goal, GDFP proposes the following activities:

- ❖ Provide U.S. and Canadian Greek-born diaspora scholars with funding and a structure to collaborate in Greece with colleagues at higher education institutions
- ❖ Support Greek diaspora scholars and Greek higher education institutions to pursue capacity-building education projects for curriculum co-development, research collaboration, and graduate student training and mentoring
- ❖ Ensure that projects are proposed and driven as a joint effort from both faculty in Greece and the Greek-born scholars,

based on equitable, effective, and mutually beneficial engagement

- ❖ These activities will in turn lead to the long-term goal of project engagement between U.S.- or Canada-based Greek diaspora academics and higher education institutions in Greece that may lead to institutional linkages and innovations to address education transformation and sustainability issues.

## Program Outreach

The Fulbright Foundation in Greece conducted outreach activities to educate potential host institutions about GDFP. It notified them of the opening and closing of Fellowship competitions, and prepared them for receiving the Fellow upon acceptance.

## Advisory Council

A core component of the GDFP is the [Advisory Council](#) of thought-leaders at U.S., Canadian and Greek universities that leverage the energetic and growing movement of Greek diasporic academic engagements and reflect the vision and needs of the Greek higher education community. The GDFP Advisory Council determines both the strategic visioning related to thematic areas and the final approval of submitted projects. Council members include: Anastassios (Tassos) Anastassiadis, Effie K. Basdra, Katherine Fleming, Harris Pastides, Dimitri A. Sotiropoulos, Stamatias Vokos, Artemis A. Zenetou (Ex Officio).

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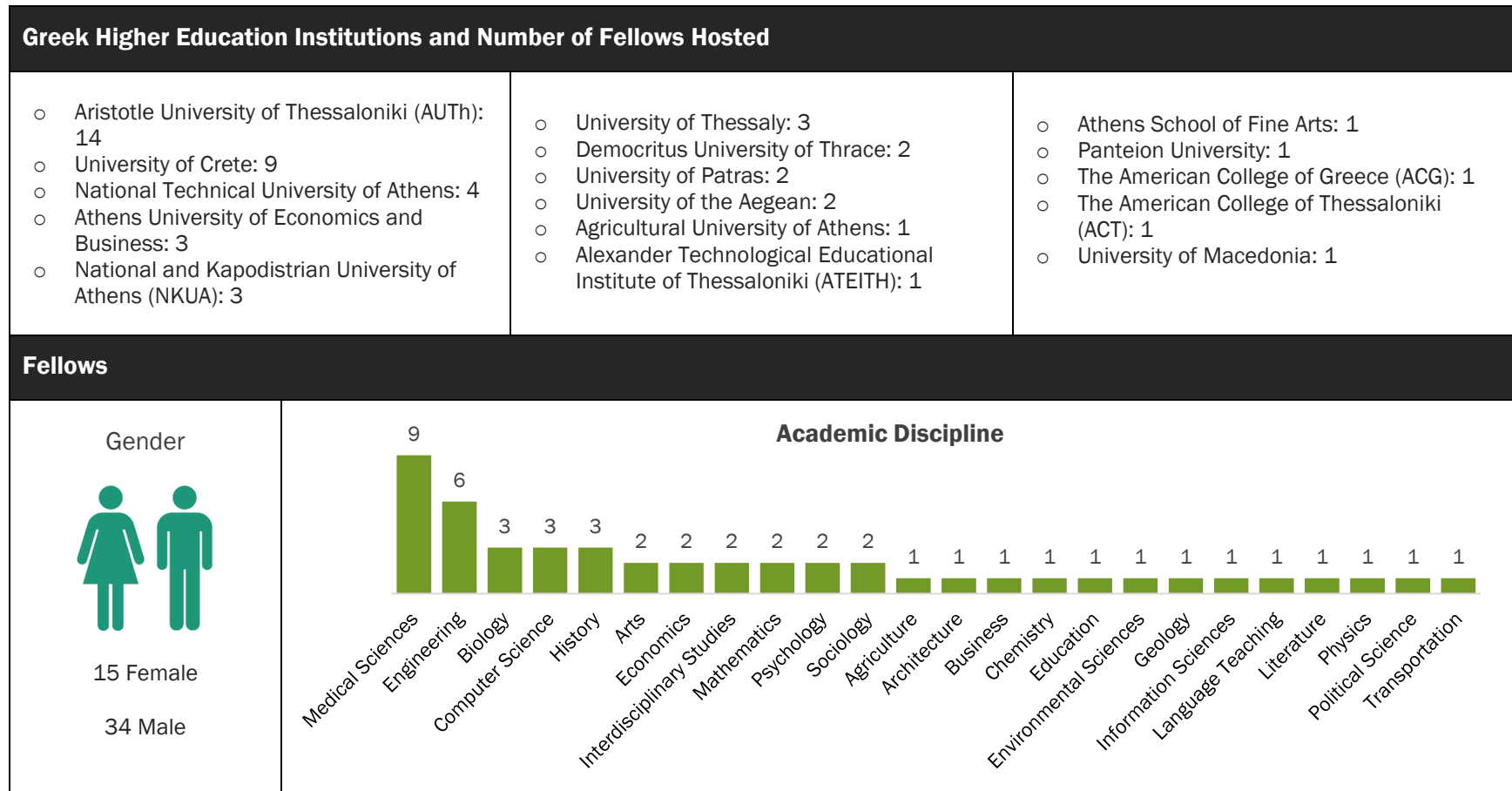
<sup>1</sup> <https://www.iie.org/Programs/Greek-Diaspora-Fellowship-Program>

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# Participating Host Institutions and Fellows

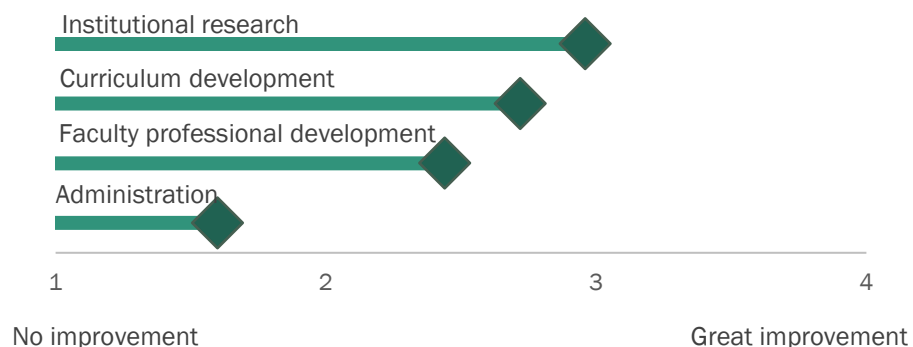
With the Greek Diaspora Fellowship (GDFP) grant, IIE supported 49 Fellowships over two selection cycles (January 2017 to December 2017) that created collaborative, mutually beneficial engagements between Greek and North American academics and universities.



## Overall Impact on Greek Host Institutions

GDFP affected host institutions—Greek higher education universities—at the departmental level, but in some instances, project collaborations between Fellows and Host Collaborators influenced institute-wide practices and improvements. Interdisciplinary research engagement and new curricula sparked most of these impacts.

**88% of Host Collaborators saw an improvement in their research practices from their interaction with the Fellow.**



**76% of Host Collaborators believe that their perspective on collaborating with other scholars has grown. Hosts indicated possessing greater knowledge about how to collaborate with other academics if they felt that their Fellow’s discipline was relevant to their institutional needs.**



Host Collaborators indicated that institutional change was more likely to occur if their Fellow’s background was also relevant to the institution’s needs. This was primarily true for instances in which Fellows’ research expertise was highly valued and not present at the host institution, setting the stage for the development of new teaching modules, and for students and faculty members to be taught or mentored in a new research topic.

“I am working in a different field but I benefitted from the Fellow’s presence; I can use his method in my field. There is knowledge transfer.” — Host Faculty

In these instances, immediate outcomes were seen shortly after the Fellowship through evidence of joint academic research publications and the continued mentorship of students at the host university. Most research collaborations were interdisciplinary in nature, and as such, encouraged the expansion of academic networks and the acquisition of knowledge.

“We have greater networks because of the joint publications that we worked on. A lot of universities and departments are involved.” — Host Collaborator

Among positive impacts, the one area in which Hosts voiced concerns was around the realities of bureaucratic processes that prevented them from making changes beyond the departmental level. Research funding is especially scarce, limiting the ability for research projects to continue being supported, yet Hosts argued—this is the very reason GDFP must remain available.

## Overall Impact on Fellows

93% of Fellows derived great personal value from the program by learning new ways to approach their research and developing curricula that is relevant to the Greek higher education system. Of all the professional impacts, Fellows felt most strongly about how their GDFP experience stimulated fresh ideas for research, demonstrating how the program was mutually beneficial for both Fellows and their respective Hosts.

“I **learned** a lot. I never thought I would, but they fed me **new ways** of presenting my craft.” — Fellow

Fellows treasured the opportunity to contribute to their home country’s economic development, especially given the economic realities.

“It was the **most incredible experience**. To go back after all these years, and **contribute something**.” — Fellow

Most important, Fellows were more motivated upon receiving their grant because they felt that GDFP gave their academic work a sense of validation.

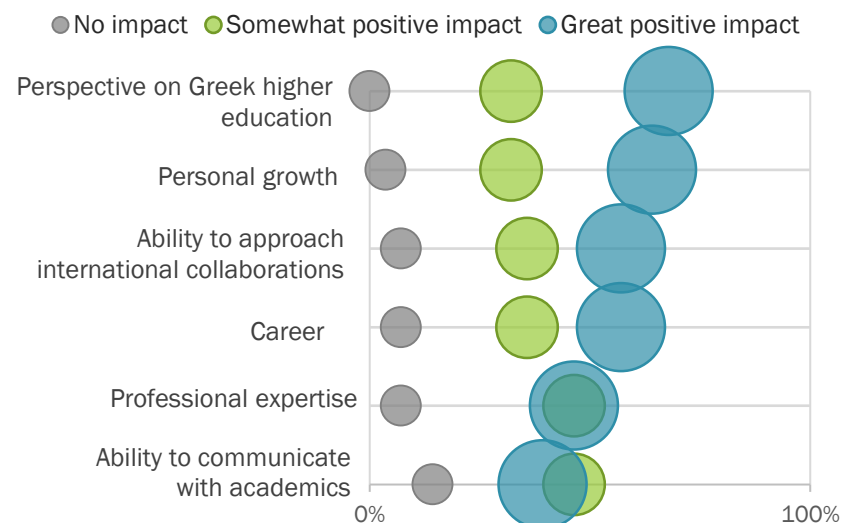
“It **sanctioned** and gave our research **value**—that **motivates** me.” — Fellow

Several of the Fellows had pre-existing relationships with their Hosts prior to GDFP. Consequently, the Fellowship was an opportunity to formalize this collaboration and provide structured means to identify objectives and specific deliverables.

**93% of Fellows believe their perspective on collaborating with Greek scholars has grown. Fellows learned most about the capacity of Greek higher education institutions. Fellows who gained the most knowledge in this area were more likely to be mentoring their host students post-GDFP.**



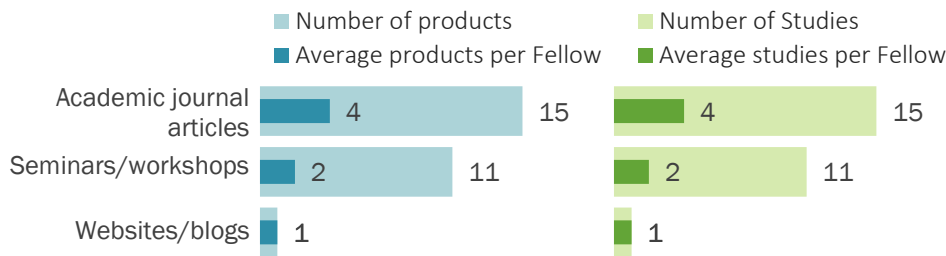
**68% of Fellows’ perspectives on Greek higher education have grown tremendously.**



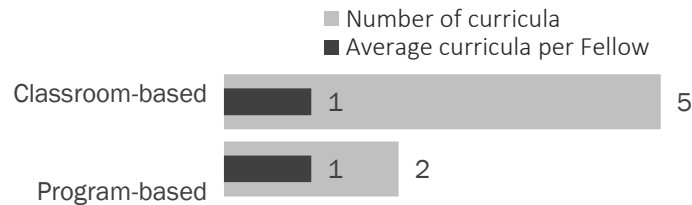
*\*When examining the above outcomes, no significant differences were found between female and male Fellows.*

# Fellowship Outcomes

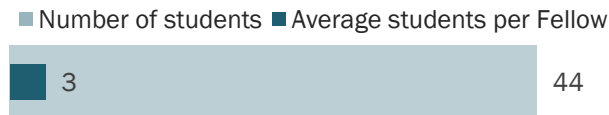
Since the exchange, 27 GDFP-related research products have been published or shared. Each Fellow, on average, published 4 journal articles.



7 curricula\* have been developed. Each Fellow produced, on average, 1 curriculum.



44 students have been mentored or taught. Each Fellow mentored, on average, 3 students.



89% of the Fellows have continued to collaborate with their Host Collaborator. 46% have started new research (8 Fellows) or curriculum-based projects (1 Fellow) that were not initially part of their Fellowship.

## Collaborative Research

Many research collaborations have led to the production of academic journal articles, conference presentations, seminars, and workshops. These projects varied greatly in thematic areas, ranging from the development of computational tools for surgical planning to examining social networks of Jewish Holocaust survivors.

## Curriculum Review and Development

Curriculum development centered on the modification of existing coursework. Since developing a new course for a program requires more time and stages of approval, Fellows focused on adding new modules or updating lecture materials. The curricula for some courses have been formally approved by host institutions and are currently being implemented as part of existing programs; examples of course content include neurophysiology, imperial history, and digital marketing.

## Teaching and Mentorships

Fellows personally inspired host students and piqued their interest in innovative research topics. As such, 83% of GDFP Fellows have continued to mentor their students either through research supervision or informal guidance for professional development.

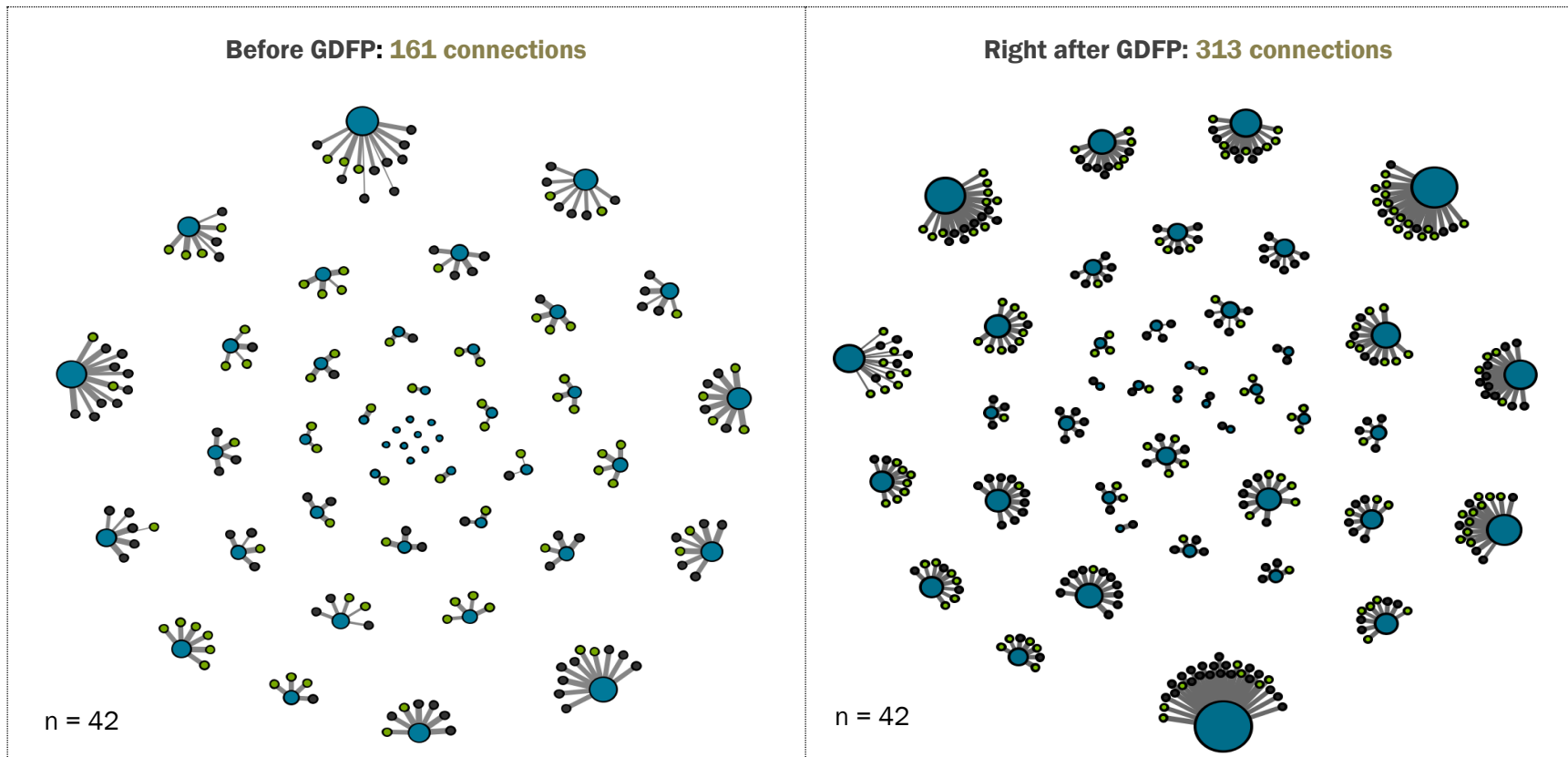
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\*Classroom-based curricula focuses on identifying lecture materials, content, and appropriate textbooks to be used for a single course.

\*Degree or Program-based curricula focuses on identifying which courses will be necessary for a specialized degree.

# Network Development

**Fellows** significantly expanded their networks during the exchange with network development taking place not only at the **Greek institutions** but at **other colleges** in Greece or in **the region** as well. Fellows viewed their contacts not as acquaintances but as solid professional ties, and they continue to speak to their connections several times a year. Finally, an average Fellowship visit was 38 days, but Fellows who had a comparatively longer visit at their host institution had the highest number of total connections three months post-exchange.

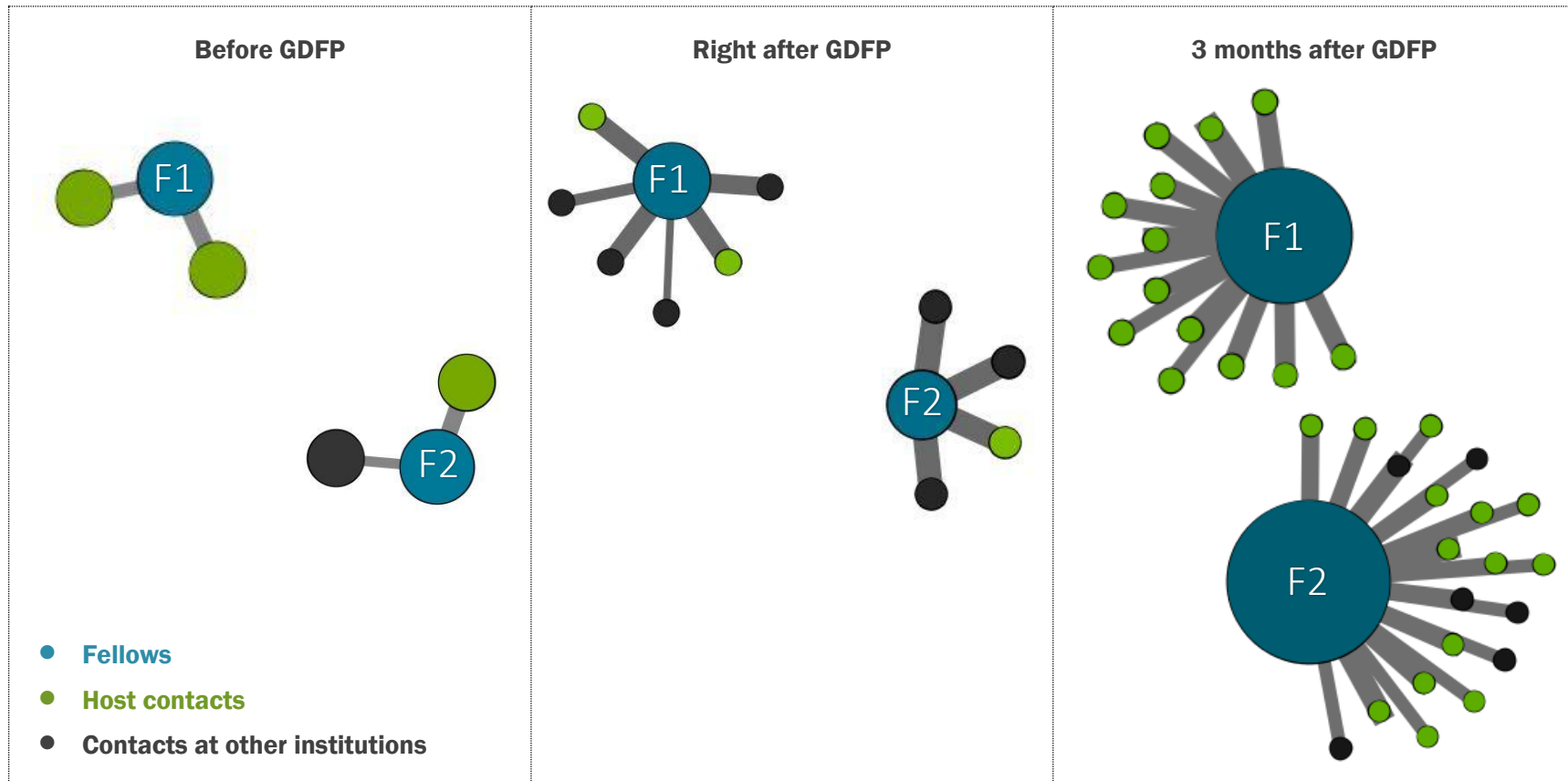


- **Fellows**
- **Host Contacts**
- **Contacts at Other institutions**

*\*Size of each **node** denotes number of connections per **Fellow***

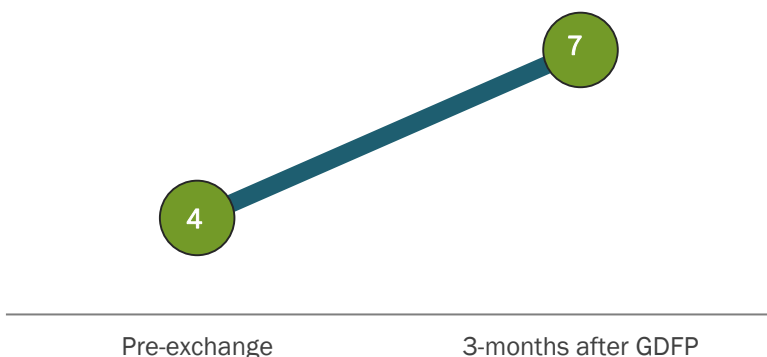


In a more detailed analysis, **Fellows** were shown to not only expand their networks after GDFP but also strengthen their connections with their **host institution** three months after the exchange. F1 and F2 (depicted in the following figure) are examples of two Fellows that began the program with very few connections, most of whom were from their **respective host institutions**. After the exchange, however, the Fellows developed new connections, including **contacts at other institutions**. In addition, their prior connections with the host institutions strengthened after the program. Fellows viewed their contacts as acquaintances when they first began their trip but now speak to them several times every few months to exchange professional advice and information.



The expansion of Fellows' networks beyond the duration of the program speaks to the sustained impact that GDFP has had on its beneficiaries.<sup>2</sup>

**The average number of local Greek contacts per Fellow was significantly higher three months post-exchange.**



Interestingly, Fellows with a greater number of contacts three months' post-exchange were more likely to feel they were exposed to new forms of experimentation and entrepreneurship. They were also more likely to report that the exchange increased their appreciation for knowledge development as well as knowledge application. This may be because their research networks were quite diverse and interdisciplinary, allowing for knowledge-sharing across various departments and institutions.

<sup>2</sup> Cohen's effect size value ( $d = .88$ ) suggests high practical significance. <https://researchrundowns.com/quantitative-methods/effect-size/>

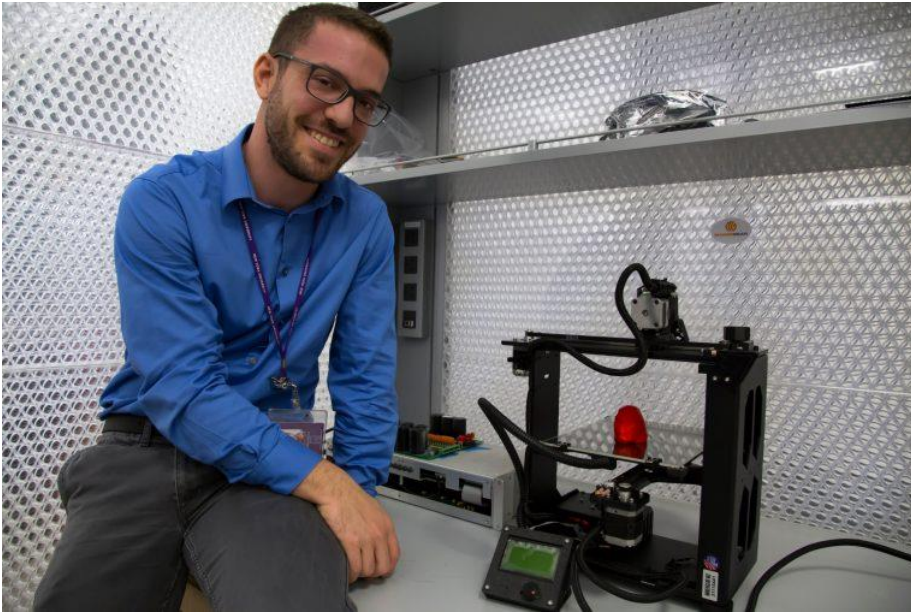
“The opportunity to interact with **multiple academics** and **enrich my knowledge** was excellent. This could lead to a **joint** research network.” – Fellow

Further, although certain Fellows made few contacts and only at their host institution, they had the strongest relationship with their ties. They were more likely to be communicating with their contacts on a weekly basis and considered their ties to be substantive and mutually fruitful relationships. Other Fellows were less able to invest their time into a single collaboration; as a result of the multi-faceted nature of their projects, they were working across many departments and strived to build relationships with several academics. As emphasized earlier, Fellows had greater connections if their length of stay at the host institution was longer (average stay was 38 days).

In contrast to Fellows' networks, Host Collaborators did not indicate a greater number of professional networks in the United States after GDFP. Network development, however, is unlikely to occur immediately post-exchange. Network expansion at the host institution is somewhat dependent upon the Fellows, as Fellows must build networks that connect their host contacts with their home institution colleagues; this demands more time for post-GDFP collaborations to materialize. Fortunately, Host Collaborators are cognizant of this limitation. Some are even proactively exploring the means to visit their Fellow's home institution with the intention of creating academic networks and continuing their engagement.

“I will have a part of my sabbatical in **her university**, in her department, so I can **meet people**.” – Host Collaborator

## Case Studies of Greek Institutions



Five institutions were selected in Thessaloniki and Athens for site visits in December 2017. Several factors were taken into consideration in selecting these institutions to ensure representation and diversity by institution type, gender of Fellow, Fellow's field of study, and whether the Fellow was currently on-site or was an alum of GDFP (to capture both long-term impact and monitor short-term achievements).

### **What are Host Collaborators and faculty saying?**

Hosts viewed the Fellow's background expertise as the most decisive factor for institutional impacts. They were, however, skeptical of the sustainability of their collaborations, given their financial limitations for continued visits. Despite the bureaucratic struggles, they remain positive. Hosts are planning personal visits to their Fellow's institution and are seeking similar grants to fund their research projects. Although publications have emerged and curricula have been revised, further concrete impacts will demand more time.

### **What are students at host institutions saying?**

Students experienced an immediate impact from their positive interactions with the Fellow. They explored new research topics or applied new resources in their coursework. Some continue to receive mentorship from the GDFP Fellow.

### **What are Fellows saying?**

Fellows experienced the greatest impact on their professional networks because they had the opportunity to work across multiple departments. Most important, though, Fellows felt that GDFP validated their work, encouraging them to continue collaborating.

### **What are the Greek Advisory Council Members saying?**

While Advisory Council Members could not speak to institutional impacts, they voiced the value of sustaining pre-existing collaborations as well as supporting new collaborations. However, this depends on how program goals are prioritized—is GDFP intended to forge deeper connections between academics in the United States and Greece or is it intended to build capacity at Greek institutions through new themes in research and curricula?

Institution: Aristotle University of Thessaloniki (AUTH)  
Host Field of Study: Electrical and Computer Engineering  
Fellow Field of Study: Electrical and Computer Engineering  
Fellowship Length: May 2017 – June 2017

The Fellow's background knowledge in electrical engineering was a complementary fit to the ongoing research efforts at AUTH. Through projects that focus on security issues in engineering, the host faculty and students came to understand their potential and the research capacity of their institution.



The Fellow and the Host had met prior to GDFP but were unable to initiate any formal collaboration due to limited funding for visits, or time-zone differences. As such, the Fellow's physical presence made a noticeable difference to the Host. They could work together in a research lab and apply their theoretical ideas into practice. Faculty became cognizant of the fact that they did not need lavish lab equipment to conduct their research.

“We don't need special equipment to do the work. So, it was an excellent opportunity.” – Host Collaborator

The Fellow's expertise played a key role in advancing the knowledge base of security systems at the department. It was previously never taught, and host faculty mentioned that they have had difficulty attracting outside lecturers because of financial constraints. Students are typically seeking innovative topics for their graduate research, and such exposure allows the space and freedom for experimentation with new ideas; those of which, that may or may not retrieve government funding.

“It is a hot topic and was introduced to the students. They can help us open new horizons...Hiring faculty here is impossible because of the financial problems.” – Host Collaborator

Students were even more enthusiastic about their exchange with the Fellow as they were exposed to the topic of cybersecurity. They exclaimed how the Fellow's lectures were interesting with humorous Youtube videos, challenging them to connect every day mundane principles to convoluted theories.

“We were inspired, especially because he was Greek, like us. We became motivated to work harder.” – Host Student

Overall, faculty at AUTH were pleasantly surprised to learn of the GDFP award. They expressed how difficult it is to acquire research grants, since Greece is typically competing with more advanced institutions from other European nations. While those EU grant schemes focus on European collaborations, GDFP promotes institutional partnerships between universities in Greece and the United States – an opportunity AUTH views as a distinct advantage of the program.

Institution: National and Kapodistrian University of Athens (NKUA)

Host Field of Study: Physics

Fellow Field of Study: Mathematics

Fellowship Length: February 2017 – March 2017

Combining their specialized expertise in mathematics and physics, the Fellow and Host at NKUA set out to answer fundamental research questions about rogue waves.<sup>3</sup> Through engaging seminars and applied experiments, the Fellow strengthened not only the research capacity at the university but also the networks across various academic departments.

The pre-existing relationship between the Fellow and the Host Collaborator helped to set the pace of their Fellowship objectives; however, it was the in-person interactions the Host found most fruitful. The visit was instrumental in providing the Fellow the feasibility to connect with other academics in the field, within and outside the university. The Host indicated how they have co-authored papers with the Fellow; some of which of the papers were joint research publications drafted with other departments of the institution or other Greek higher education institutions.

Faculty members voiced that the collaboration granted them a different perspective for their work. One member mentioned how the Fellow's mathematical expertise was useful in conducting systematic numerical work on his predictions regarding nonlinear differential equations.

Regarding teaching, students admired the Fellow and were ecstatic to receive his mentorship. The Fellow provided specific examples of experiment results to demonstrate complex theories during his lectures.

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<sup>3</sup> <https://www.scientificamerican.com/article/rogue-waves-ocean-energy-forecasting/>: Unusually large-amplitude waves that appear unexpectedly in the open ocean.

His seminars and overall presentation style left a strong impression on faculty and students.

“I was very **impressed** by the way he **presented** his **research results**. They were not just mathematical constructions. There was **verification** for his theories.” — Host Faculty



Nine-months post-exchange, the Fellow continues to collaborate with NKUA, illustrating how GDFP not only fostered his existing relationships and helped to form new connections, but stimulated the path for sustained research activity.

“**Colleagues from other departments** and other universities knew that the Fellow was here, so they were **motivated** to come **work together**.”

— Host Collaborator

Institution: Alexander Technological Educational Institute of Thessaloniki (ATEITH)

Host Field of Study: Computing Systems, Security, & Networks

Fellow Field of Study: Computer Science

Fellowship Period: December 2017

The GDFP Fellow at ATEITH exposed faculty and students to new topics in security systems and is contributing to interdisciplinary research, combining block chain<sup>4</sup> principles to the Internet of Things.<sup>5</sup> As a public technical institute of the Greek higher education system, and given the economic crisis, the institute has limited opportunities to receive research funds and acquire recognition. The highly relevant and cutting-edge research collaboration at ATEITH demonstrates the crucial value of ensuring diversity in institutions when awarding GDFP Fellowships.



Since no faculty members at the institute were teaching about blockchain, the Host expressed how the Fellow's background expertise was vital to their collaboration.

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<sup>4</sup> <https://www.techopedia.com/definition/30246/blockchain>: Blockchain is a critical part of the bitcoin peer-to-peer payment system. The bitcoin system works using a blockchain ledger to record transactions.

As a new component of their graduate program, the Fellow's teaching materials and presentation content will be embedded in existing course curricula.

"It's a **brand-new, emerging topic** for us, but also for the world. This will benefit not just me, but **future students.**" Host Collaborator

Interestingly, though block chain issues are fresh subjects in the tech world, both the Host and Fellow were most enthusiastic about the personal impacts that GDFP will have on the students; they felt that student mentorship would have an enduring impact on the institution, and more widely, the Greek higher education community. As a female with a computer science background, the Fellow also aimed to address the low female enrollment issue in the department.

"When we talk about teaching, you try to **educate the new generation** that will **follow up.**" Host Collaborator

Despite their ambitious outlook on Fellowship outcomes, however, the Host and Fellow were also cognizant of the challenges that they expect in maintaining their collaboration. They remarked that upon completion, follow-up visits will be necessary, and existing funding opportunities to support their research are insufficient. Yet, for that very reason, the Host felt that the GDFP Fellowship is necessary for academics that would never have had the chance to explore state-of-the-art research topics.

<sup>5</sup> <https://www.techopedia.com/definition/28247/internet-of-things-iot>: The internet of things (IoT) is a computing concept that describes the idea of everyday physical objects being connected to the internet Internet and being able to identify themselves to other devices.

Institution: American College of Thessaloniki (ACT)  
Host Field of Study: Humanities and Social Sciences Fellow  
Field of Study: English Language  
Fellowship Period: April 2017–June 2017

At ACT, the GDFP Fellow introduced X-word grammar<sup>6</sup> to faculty and students. Exposure to this English learning tool has had compelling impacts beyond the institutional level, reaching Greek language schools and meeting the immediate demands of the community.

As an alum of the college, the Fellow was quite familiar with the challenges facing the organization. ACT is a private institution accredited in the United States, and thus, all courses are instructed in English. Although this encourages international enrollment, English is the second language for most students, often acting as a barrier to their college studies.

As an experienced member of the Teachers of English to Speakers of Other Languages (TESOL)<sup>7</sup> international community, the Fellow recognized this gap. Through seminars, she instructed students with X-word grammar, and taught faculty members how to incorporate this tool into their curricula.

As a result of its visual application and creative analogies, the tool and its relevance to departmental concerns impressed faculty. Among students, the interactive nature of X-word grammar activities stirred greater engagement, and as such, faculty were inspired to deviate from their traditional pedagogical practices. They shared this invaluable resource with other teachers in the community, and changed their course modules and program curricula to adopt the new tool.

<sup>6</sup> <http://www.xwordgrammar.com>: An editing tool that can help students improve their writing and reading at all levels of English.

“We finally now have a **teaching tool** to blend into our **TOEFL<sup>8</sup> certificate program** for English teachers.” — Host Faculty



Students attested that X-word grammar was methodical and had practical utility but that a long-term impact is more likely to occur if follow-up trainings on the tool are delivered.

“She reminded us how **important language** is and what messages can be conveyed through language ... the **power of language**—it starts with grammar.” — Host Student

<sup>7</sup> TESOL is the largest professional organization for teachers of English as a second or foreign language.

<sup>8</sup> Test of English as a Foreign Language (TOEFL)

Institution: American College of Greece (ACG)  
Host Field of Study: Music Composition and Technology  
Fellow Field of Study: Computer Science  
Fellowship Length: December 2017

At ACG, the Fellow demonstrated the creative intersection between human-computer interaction and experimental music. Through lectures and curriculum development, he strove to introduce the various ways in which technology can compose modern-day music and sounds.

The Host Collaborator expressed that receiving the GDFP award validated their pre-existing collaboration with the Fellow. It also encouraged the Fellow to start a local network of computing in the arts while in Athens and to teach a seminar at the Music Library of the Megaron Concert Hall.



“The fact that it is formalized and prompted to discuss all these issues is incredibly valuable.”  
— Host Collaborator

As the largest private college in Greece, ACG has encountered issues with low enrollment; primarily due to the financial stress experienced among Greek families. Consequently, fewer students are participating in arts-related programs such as music computation. The Host Collaborator discussed how learning about the ways in which American institutions are addressing similar challenges regarding enrollment can provide perspective.

“Before we do anything in the music computation department, we need to grow the student body.”— Host Collaborator

Other host faculty members echoed similar concerns about enrollment but remarked that the Fellow’s presence has brought attention to their department—especially during a time when music and the arts are undervalued. Further, as employability is a priority for college students in Greece, faculty believe that their interdisciplinary collaboration illustrates that music computation can be embedded with technical skills relevant to the job market. Senior administration at ACG have recognized that the department can provide practical coursework, thereby increasing demand among students.

“You broaden students’ skillsets by bringing a discipline that has a more formalized career progression.” — Host Faculty

Above all, the GDFP Fellowship is intended to cultivate the student-exchange partnership between ACG and the College of Charleston. Host faculty voiced that expanding their international student body will increase their institutional funding because international students do not require financial aid. This, in turn, will enable more aid to be available to Greek students that are desperately struggling to overcome economic barriers to higher education.



## Conclusions and Best Practices

The Greek Diaspora Fellowship Program has gone beyond shifting the perspectives of its participating Fellows. It has fostered viable networks between academic leaders and institutions that have led to innovative research, pedagogy, and curricula.

The following best practices emerged from the evaluation data, and echo the study team's own reflections.

### **Best Practice: Ensure institutional fit between Fellow and Host Institution**

Findings revealed that certain matches had a higher likelihood for sustained collaboration if the Fellow's expertise is greatly relevant to the Greek institution's strategic objectives. Similar programming in the future should consider institutional needs of each college and appropriately match the Fellow based on their professional background.

### **Best Practice: Ensure diversity among Fellowships**

Institutional impacts were observed at all institutions and among all Fellowships, regardless of institution type or fields of expertise. It is crucial to maintain diversity in applicant selection.

### **Best Practice: Encourage pre-exchange meetings between the Host and Fellow to create a schedule and outline objectives.**

Several Host Collaborators and Fellows voiced the value in creating a detailed plan and schedule prior to their visit. They noted that while it is important to remain flexible, visits would be most productive if pre-exchange meetings took place among all participating Fellows. Proper communication prior to departure may result in shorter transition periods, allowing for greater efficiency and more time to be spent on project activities.

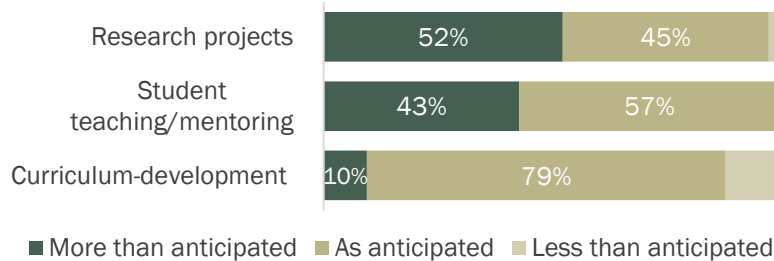


# APPENDIX I: Program Implementation

## Activity Involvement

Nearly all Fellows engaged in collaborative research (91%) or the teaching and mentoring of students/faculty (93%), while roughly half (48%) engaged in curriculum review and development.

**52% of Fellows engaged in research activities much more than they had anticipated.**



Of the 42 Fellows surveyed post-GDFP, 67% accomplished all their proposed activities, and 31% are still working on their GDFP activities. Activities were incomplete primarily due to time constraints. Some activities require at least six months to demonstrate viable impacts. Fellows specifically noted that they are still drafting research publications, working on qualitative data collection, and seeking approval for their curricula. Some Fellows voiced that having a detailed plan and schedule of their activities prior to the visit was essential. In addition, 98% of the Hosts found their Fellow’s professional experience and skillset to be highly relevant to their institution’s activities.

## Administration

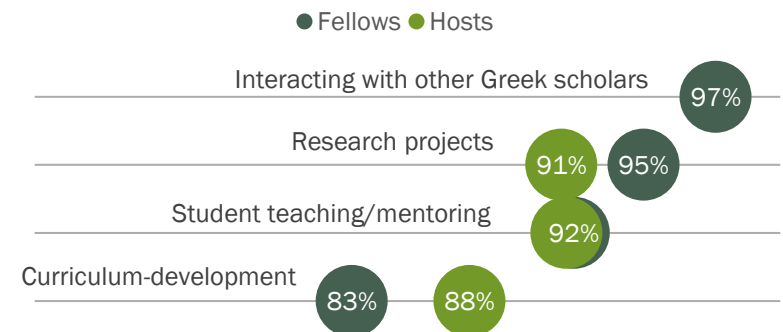
**90% of Host Collaborators agreed that the program helped their institution accomplish what it had initially intended.**

All Fellows felt that they received the proper guidance and support from IIE to be adequately prepared for the program. All Fellows also felt that the preparation information they received was useful. 10% of the Fellows, however, believed that the funding was not sufficient for their visit. They specifically expressed that the daily per diem allowance was low.

All but one Host believed that they received the proper guidance and support from IIE and felt that the prepared information they received was useful. Advisory Council Members expressed that the program was implemented with great adeptness and flexibility.

“IIE executed with **great efficiency** and **quality**. Niarchos got what they paid for, perhaps even more.” — Advisory Council Member, United States

**91% of Hosts found their research projects to be most gratifying.**



## APPENDIX II: Methodology

**Evaluation Framework.** By selecting Greek-born academics into the GDFP who are already committed to supporting higher education issues in their country, the overarching goal of the Greek Diaspora Program is to provide opportunities for capacity-building and sustained educational exchange and engagement between institutions in Greece and academics in North America. The theory of change that underlies our monitoring and evaluation framework is the hypothesis that the GDFP provides opportunities for Greek Diaspora Fellows and Greek higher education institutions to collaborate on educational projects that lead to higher education transformation, capacity-building, and innovative research production, and curriculum-development. The goals of the monitoring and evaluation (M&E) activities for the GDFP were:

- (1) *To evaluate the achievement of the GDFP overarching goals and activities;*
- (2) *To assess the expected outcomes and impacts of the GDFP on the Greek Fellows, the Greek higher education institutions, and the North American higher education institutions;*
- (3) *To assess program implementation and identify lessons learned for the program to guide potential future programming related to fellowships between the Greek Diaspora and the continent.*

A mixed-methods approach was used to yield both quantitative and qualitative data. M&E activities were carried out between December 2016 and February 2018, and data was gathered from the following sources through various channels.

Data Source	Data Collection Tool(s)	Timeline	Definition
Host Collaborators	Pre-Departure survey, Post-Exchange survey, Three-Month Impact survey, in-person interviews	December 2016–January 2018	34 Pre-Departure, 38 Post-Exchange, and 25 Impact surveys; Fellows’ primary point of contact at the host institution.
Host faculty	Focus groups	December 2017	20 colleagues of Host Collaborators that worked with the Fellow
Host students	Focus groups and interviews	December 2017	9 students that were taught or mentored at the Fellow’s host institution
Fellows	Pre-Departure survey, Post-Exchange survey, Three-Month Impact survey, in-person and virtual interviews	December 2016–January 2018	28 (at least) Greek-born scholars traveling to Greece for the Fellowship
Program staff	Virtual interviews	January–February 2018	1 member of the Institute of International Education’s programming and client engagement team
Advisory Council	Virtual interviews	February 2018	2 members of the GDFP Advisory Council Board

Host Collaborators	
Survey Type	Response Rates
Pre-Departure	34/48 <sup>9</sup> = 71%
Post-Exchange	38/49 = 78%
Three-Month Impact	25/40 <sup>10</sup> = 63%

Fellows	
Survey Type	Response Rates
Pre-Departure	45/48 = 94%
Post-Exchange	42/49 = 86%
Three-Month Impact	28/40 = 70%

**Analysis.** IIE analyzed all quantitative data with statistical software SPSS to conduct paired-sample t-tests, correlations, analysis of variance, and chi-square goodness-of-fit tests to determine how factors such as gender influenced Fellowship outcomes. Open source software Gephi was used to conduct social network analysis to determine the extent to which Fellow and Host Collaborator networks expanded and strengthened over time. Proportional density was calculated by dividing the number of connections by the sample size, and multiplying by 10. Contacts listed for social network analysis that did not have an affiliation listed (i.e., Host versus other institution) were automatically coded as host institution for the purposes of remaining conservative in analysis. Only statistically significant<sup>11</sup> findings at least  $p < .05$  are included in the report. Qualitative data from interviews and focus groups was coded in software MaxQDA for crosscutting themes. Quotes have been modified for clarity.

**Limitations.** Program findings are based on three-month impact surveys, thus limiting the study team on drawing adequate conclusions about long-term impacts such as the creation and strengthening of institutional linkages. Further, not all Fellows or Host Collaborators completed the three-month survey. It is critical to bear in mind that although substantive organizational results may not have been reported, they may come to fruition in the future.

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<sup>9</sup> 48 instead of 49 surveys sent out, as 1 Fellow unexpectedly traveled early.

<sup>10</sup> Only 40 of the 49 Fellows were eligible to receive the Three3-Month Impact Survey survey

<sup>11</sup> The likelihood that a relationship between two or more variables is caused by something other than random chance.

## **PHOTOS:**

Cover Photo: Agricultural University of Athens—Host, Polydefkis Hatzopoulos (Dec 2016)

Page 11: Aristotle University of Thessalonik—Fellow, Michail Maniatakos (Dec 2016)

Page 12: Aristotle University of Thessaloniki—Host, Alkis Hatzopoulos and students (Dec 2017)

Page 13: National Kapodistrian University of Athens—Host, Dimitrios Frantzeskakis and student (Dec 2017)

Page 14: Alexander Technological Educational Institute of Thessaloniki (ATEITH) —Fellow, Foteini Baldimtsi (May, 2017)

Page 15: American College of Thessaloniki—Host, Eleni Godi and faculty (Dec 2017)

Page 16: American College of Greece—Fellow, Bill Manaris (Dec 2017)

Page 17: American College of Thessaloniki—Fellow, Effie Cochran (Dec 2016)