

Building Bridges Through Diaspora Exchange

Impact Evaluation of the Greek Diaspora Fellowship Program



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Photo Credits

Submitted by Fellow Theodora Skipiteres, Pratt Institute, New York City, United States; hosted by Marina Kotzamani, University of the Peloponnese. Photo shows a scene from a multimedia performance titled Who Is Yannis Xenakis? (Cover)

Submitted by Host Theodore Ganetsos, West Attica University, who hosted Fellow Elias Sideras, University of the Witwatersrand, Johannesburg, South Africa. Photo shows Professors Ganetsos and Sideras conducting an interview about the GDFP fellowship. (Interior Cover)

Submitted by Fellow Konstantinos Karathanasis, University of Oklahoma, United States; hosted by Areti Andreopoulou, National and Kapodistrian University of Athens. Photo shows Aulos Performer Callum Armstrong and composer Konstantinos Karathanasis at the premiere of "Gorgons' Cry," performed by the National and Kapodistrian University of Athens Department of Music at the July concert in Nymphs' Hill, Athens, Greece. (p. 10)

Submitted by Fellow Ioannis Sanidas, Roswell Park Comprehensive Cancer Center and State University of New York, United States; hosted by Professor Georgios Sourvinos at the University of Crete. Photo shows the Fellow and Host with students from the University of Crete in the Virology Lab. (p. 12)

Fellow Ioanna Kakoulli, University of California, Los Angeles, United States, with Host Nikolaos Zacharias, University of the Peloponnese, on a lunch break. Their fellowship project was titled "The Chemistry and Structure of Color in Archaeological Vitreous and Ceramic Materials." (p. 16)

Submitted by Host Antonios Anastasopoulos, University of Crete, who hosted Roxani Margariti, Emory University, Georgia, United States. Photo shows participants of the Red Sea Project X Conference in Rethymno, Greece, July 6-9, 2022. The conference was co-organized by Emory University, the University of Crete, and the Institute for Mediterranean Studies–FORTH, and was the focus of the GDFP Fellowship. (p. 19)

Executive Summary

“Extroversion, especially in connection with the USA Greek scientific diaspora, is valuable for Greek universities [...] The academic community in the USA is keen to create bridges with their peers in Greece.” – Host

The Greek Diaspora Fellowship Program (GDFF), funded by the Stavros Niarchos Foundation (SNF) and administered by the Institute of International Education (IIE), facilitated short-term fellowships focused on collaborative projects between Greek-born diaspora academics (*Fellows*) and Greek higher education institutions (*host institutions*). The Fulbright Foundation in Greece supported outreach, and Greek and diaspora faculty (*Hosts* and *Fellows*) collaborated to submit project proposals designed to strengthen the institutional capacity of Greek institutions. Selecting Greek-born academics who were already committed to supporting higher education in Greece contributed to the overarching goal of the GDFF to provide opportunities to strengthen institutional capacity and build sustained partnerships between Greek institutions and diaspora academics and their home institutions. IIE’s Research, Evaluation, and Learning unit (REL) conducted ongoing program monitoring and evaluation as well as a final impact evaluation. This impact report summarizes five years of program evaluation findings, focusing on three key areas:

Strengthening Institutional Capacity

The GDFF strengthened capacities of Greek higher education institutions by providing opportunities to improve curriculum offerings, research practices, and student and faculty mentorship.

Sustained Impact

The GDFF resulted in sustained collaborations between diaspora academics and Greek higher education institutions, with lasting impact on institutions, students, Hosts, and Fellows.

Program Implementation

Best practices in diaspora exchange programming allowed Hosts and Fellows to tailor projects to their individual strengths and needs, leading to impactful outcomes for Greek institutions.

The GDFF funded more than 200 individual capacity-strengthening projects through 119 fellowships at 25 Greek institutions. Projects increased institutional capacities for research, curriculum development, student exchange, and mentorship opportunities for students and faculty.

From January to December 2017, the pilot program administered collaborative projects between 49 diaspora Fellows and Hosts at 17 Greek institutions. After Hosts reported significant improvements in institutional capacity, the SNF funded an additional 70 projects beginning in the fall of 2019. Triangulating reports from Hosts and Fellows, REL found that the average fellowship produced one to two new research products, one to two new curricula, and mentorship for 20+ host institution students and faculty. Institutions reported improved reputations with the international academic community, increased student engagement in research and mentoring, at least €1.6M in new funding, and increased departmental and institutional support for, and allocations toward, curriculum development and research.

Hosts and Fellows collaborated after the fellowships ended. They produced new research products, applied for and won new funding, developed joint curricula and exchange opportunities for students, and formalized linkages between their institutions.

As of September 2022, 96% of Hosts and Fellows were still in contact, and four out five (80%) were engaged in a collaborative project together. Fellows expanded student networks through ongoing mentorship and advising, and institutions developed at least 16 new institutional linkages as a result of the GDFF. Greek institutions leveraged these new partnerships to develop joint coursework, exchange opportunities, mentorship, and research.

The GDFF implemented diaspora fellowship best practices within a challenging international context. Hosts and Fellows cited the program’s administrative effectiveness as the foundation for their strong project outcomes.

Despite a long pause to program operations from the spring 2020 until fall of 2021 and other challenges caused by COVID-19, fellowship projects were eventually carried out with great success. Nearly all Hosts and Fellows said they were able to meet the expectations they had for their fellowship activities. Participants especially appreciated the program’s strong support and flexibility, which allowed them to focus on their projects and customize their work to match their unique strengths and needs. Many saw the GDFF as a model for future diaspora exchange programs.

Introduction



“The question is, why not consider first high-caliber professors who have additional motivation to bring something back?” – Student Mentee

From 2017 to 2022, the Greek Diaspora Fellowship Program (GDFF) offered fellowships to Greek-born diaspora academics from the United States, Canada, the United Kingdom, and Australia to collaborate with faculty at Greek higher education institutions on capacity-strengthening projects. The program was sponsored by the Stavros Niarchos Foundation (SNF) and implemented by the Institute of International Education (IIE). IIE's Research, Evaluation and Learning unit (REL) conducted ongoing monitoring and evaluation of the program. This impact report summarizes five years of program activities and the long-term outcomes of the GDFF on Greek institutions, their faculty, and their students.

Program Overview

The GDFF was a scholar exchange program for Greek universities (*host institutions*) to host Greek-born diaspora academics (*Fellows*) to collaborate with Greek faculty (*Hosts*) on capacity-strengthening projects in the areas of research, curriculum development, and mentorship. Fellowships ranged from 14 to 90 days. From 2017 until 2022, the GDFF funded more than 200 such capacity building projects through 119 fellowships at 25 Greek institutions.

The GDFF operated in two phases: a pilot program from January to December 2017, and a renewal program funded in 2019 that ended in September 2022. Due to COVID-19, the renewal phase was paused for more than a year, from the spring of 2020 until the fall of 2021. Fellowship projects that had been delayed due to the pause were completed between the winter of 2021 and the fall of 2022.

Typical fellowships involved one Fellow and one Host, but the program took a flexible approach, offering multi-institutional and cohort fellowships for several projects. Multi-institutional fellowships involved one Fellow working with two host institutions, and cohort fellowships involved two Fellows at one institution. Eighteen Fellows who participated in the GDFF pilot phase returned to their host institutions during the renewal phase (alumni fellowships).

The program involved many stakeholders, including an advisory council that reviewed proposals and selected Fellows; the Fulbright Foundation in Greece, which conducted outreach activities on behalf of the GDFF; host institution faculty, who collaborated with Hosts and Fellows on projects or attended trainings conducted by Fellows; students who took courses from, or were mentored by, Fellows; and IIE program administrators.

Reading This Report

Alumni refers to a Fellow who participated in both the pilot and the renewal phases of the GDFF, returning to the same host institution. Each fellowship is counted separately, but the Fellows and Hosts as individuals are deduplicated.

Cohort refers to a fellowship that included two Fellows working with one host institution.

Fellow refers to a Greek-born diaspora academic.

Fellowship refers to unique fellowship awards. At least one Host and Fellow are included in each fellowship, although some fellowships involved more than one Fellow or more than one Host.

Host refers to the lead faculty member from the host university who was the Fellow's primary point of contact and with whom the Fellow applied for the fellowship.

Host institution refers to the Greek higher education institution that participated in the fellowship.

Multi-institution refers to fellowships in which one Fellow collaborated with two Greek host institutions.

Participant refers to individuals from whom program data was collected, including Hosts, Fellows, and host institution faculty and students.

Quotes have been lightly edited for readability.

Evaluation Methodology

This report marks the end of the GDFP. After five years of monitoring and evaluation by REL documenting the achievement of immediate goals and intermediate outcomes, this report explores the long-term impact of the program. Using a mixed methods approach, REL collected and analyzed quantitative and qualitative data. The evaluation included input from all stakeholders: Hosts, Fellows, host institution students and faculty, advisory council members, and IIE's program administrators. The evaluation focused on 4 thematic lines of inquiry:

- **Sustained collaborations** – How did the fellowships produce growing and lasting collaborations?
- **Institutional linkages** – How did Hosts and Fellows work together to strengthen and formalize relationships between their institutions?
- **Professional networks** – What professional networks did the GDFP foster? How did Fellows and Hosts leverage these networks to collaborate or innovate around Greek higher education?
- **Impacts on Greek institutions** – How did the fellowships and post-fellowship collaboration impact Greek higher education institutions?

Please see Appendix B for more details about the evaluation methodology.

Data Collection

This report builds on the findings of the 2017 pilot phase impact evaluation, adding new findings from the renewal program monitoring and impact evaluation.

Pre-Post Surveys. During the pilot and renewal phases of the GDFP, REL administered pre- and post-program surveys to Hosts and Fellows. Responses from Hosts and Fellows were triangulated. Please see Appendix B for more details.

2017 Impact Survey. Three months after the pilot program ended, REL administered an impact survey to identify sustained outcomes. Responses were collected from both Hosts and Fellows. Please see Appendix B for more details.

In-Person and Virtual Interviews and Focus Groups. In 2017 and 2022, REL visited Greece to collect in-person data. The 2017 visit included interviews and focus groups with 20 Hosts who worked with Fellows, 9 host institution students whom Fellows taught or mentored, a virtual interview with one member of IIE's administrative team, and virtual interviews with two members of the advisory council. In May 2022, REL visited four host institutions in Athens and Crete to interview 2 Fellows, 11 Hosts, 24 host institution faculty and students, and 2 advisory council members. See Appendix B for more details.

2022 Impact & Alumni Survey. In October 2022, REL surveyed Hosts and Fellows who had completed their fellowships at least three months prior, or had participated in alumni fellowships. With some Host-Fellow pairs remaining in contact since 2017, the survey sought to identify the long-term impact of the GDFP. Host and Fellow responses were triangulated, as well as responses from the post-program surveys. Please see Appendix B for more details.

Theory of Change

Opportunities for Greek Diaspora Fellows and Greek higher education institutions to collaborate on educational projects leads to higher education transformation, capacity building, innovative research production, and curriculum development.

Immediate Goals

Short-term exchanges allow for capacity-strengthening projects. Fellows and Hosts improve their skills, gain knowledge, and increase or improve curricula, research, and mentoring opportunities.

Intermediate Outcomes

Host institutions apply knowledge to continue to build institutional capacity. Hosts and Fellows continue to collaborate on projects. Hosts, Fellows, and host institution students and faculty expand their professional networks.

Long-Term Impact

Institutional capacity-strengthening projects lead to improved policies and practices and more institutional support for research, curriculum development, and pedagogy. Expanded networks benefit Hosts, Fellows, and host institution students and faculty. Fellows' home and host institutions develop formal or informal linkages.

Limitations

REL worked with the GDFP program team to consistently collect robust data throughout the pilot and renewal phases. However, several limitations should be taken into consideration regarding the reported findings.

- The number of responses received from pilot-only participants (two) was deemed inadequate to be representative of the outcomes for this group. To address this limitation, the REL team relied on the comprehensive evaluation of the GDFP pilot phase that IIE conducted in 2017.
- GDFP Hosts and Fellows arranged the interviews and focus groups with host institution students and faculty. Those participants, therefore, represented a convenience sample, and no further data was collected from them. Quantitative data about student and faculty outcomes were collected from Hosts.
- While evaluation methods sought to triangulate data between Hosts and Fellows, utilizing instruments that maximized validity, the findings in this report cannot be attributed solely to the GDFP. Some Fellows were already engaged in active collaborations at the time of their participation in the GDFP, and many projects leveraged additional funding from other sources. However, this evaluation sought to understand the GDFP's contributions through structured diaspora engagement and funding.

Over the course of the
GDFP...



755+

Students and Faculty
Taught, Trained, or
Mentored



126+

Research Products



42

Curricula and
Exchanges
Developed, Modified,
or Implemented



50

Academic Journal
Articles Published



10

Books and Book
Chapters Published



32

Research-related
Workshops and
Conference
Presentations

Strengthening Institutional Capacity

The GDFP built the capacities of Greek higher education institutions by increasing curriculum offerings, research production, and mentorship.

Collaborative
Research

Curriculum and
Exchange Opportunity
Development

Teaching, Training,
and Mentoring
Students and
Faculty

Months or years after the fellowship ended, host institutions were able to identify lasting changes from the Fellow's visit, including increased technical skills, increased student and international interest in working with their departments, and improved institutional attitudes toward, and support for, international research collaborations, curriculum and exchange development, and mentorship.

Of the fellowships represented in this report, 43% incorporated a curriculum development component. GDFP Hosts and Fellows worked together to develop 39 curricula that met institutional needs. By being in-country, Fellows were able to assess these needs. For example, one Fellow decided to create an entirely new course after realizing her art students' need for practical professional skills.

"One of the students said to me, 'Professor Kapon, I want to ask you something. I don't know if it's okay to ask ...' In my mind, I'm thinking it's either politics or sex, so what is it? Her question was, 'Somebody wants to buy my work. What should I do now?'" – Fellow

Building on curriculum offering developments, Fellows also reported the development of three new exchange opportunities developed since renewal grantees returned home, including visits to the Fellow's home institution for courses like *Conflict and Co-existence*, developed as a result of the GDFP.

"[The exchange will] extend the GDFP project to the students in many Greek cities through some in-person classes in four cities and several online classes throughout the year, through the collaboration of the University of Wisconsin and the University of Thessaloniki, and under the approval of the Ministry of Education in Greece." – Fellow

Some of the most concrete GDFP results were the over 100 research products published or presented. GDFP research projects developed institutional research capacity in myriad ways. Some student mentees used Fellows' research projects as the foundations of their theses, with one institution reporting 17 undergraduate, graduate, and post-graduate dissertations based on GDFP-related research. See Appendix C for a selected list of GDFP research products.

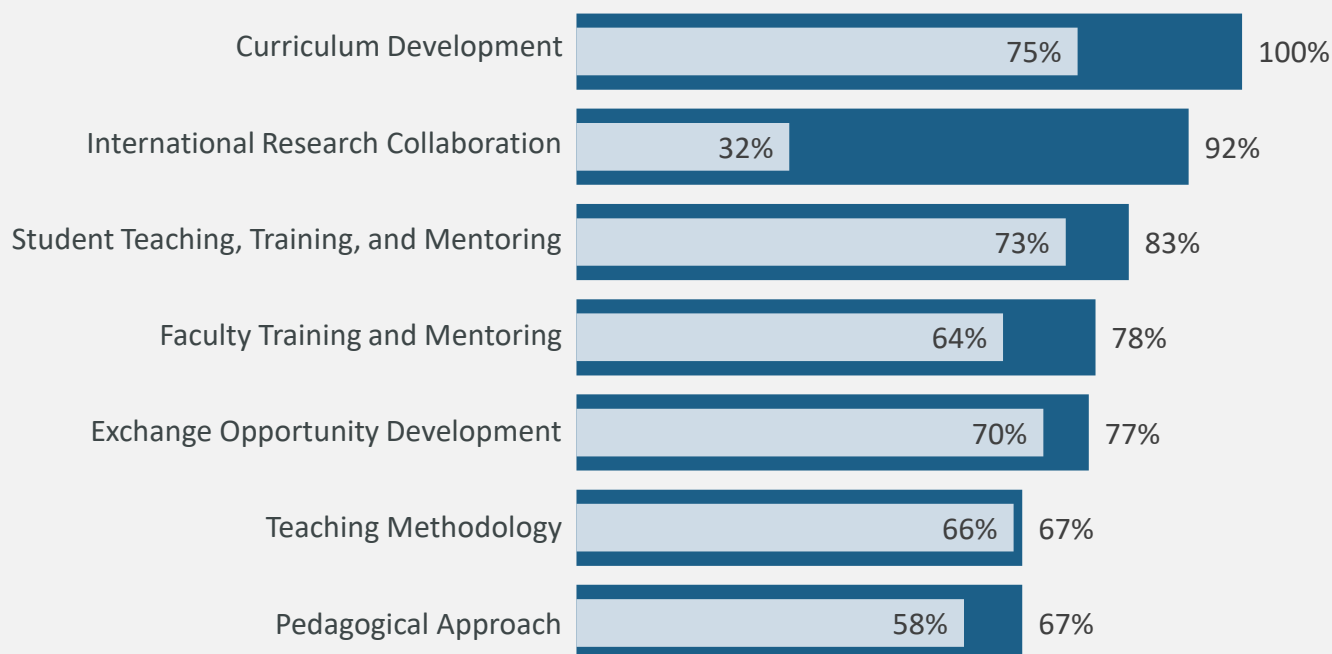
Finally, Fellows touched the lives of hundreds of students and faculty through teaching, training, and mentoring. Three out of five respondents represented in this report (75%) taught or mentored as part of their fellowship, improving post-graduation outcomes and student engagement in research activities. The impact of this work is explored in more depth on page nine.



Hosts Developed and Applied Skills that Built Institutional Capacity

Hosts saw gains across all skill areas and reported opportunities to apply what they learned from the Fellow in the months and years after the fellowship ended.

Hosts **Gained** and **Applied** Skills in Curriculum Development, International Research Collaboration, and Student and Faculty Teaching and Mentoring



All Hosts engaged in curriculum development experienced major skills growth. Three out of four (75%) had an opportunity to use curriculum development skills after the GDFP, a higher rate of skill gain and application than in any other skill area. This pointed to the GDFP's effectiveness in developing institutional curriculum development capacity. One advisory council member believed that curriculum development projects were best suited for long-term impact on Greek institutions because they fit well with the scope of the GDFP. More detail about the impacts of various project types can be found on page 21, "Differentiators of High-Impact Fellowships."

Fellows were just as likely to learn from their Greek counterparts. Among Fellows engaged in curriculum development as part of their projects, 87% gained related skills, and 86% of those Fellows were able to use their new skills when they returned home. International collaborative research skills were also highly developed. 83% of Fellows who conducted research as part of the GDFP gained new research skills, and 70% used those new skills since the end of their fellowship. Among Fellows engaged in teaching, 70% gained new teaching skills, and 86% of those Fellows found ways to use these new skills when they returned home.

"The department made extensive changes to its curriculum this year and in this respect, sessions with [the Fellow] were particularly helpful. We incorporated major suggestions she made into the revising work. Two important suggestions were [...] to develop foundation courses for first-year students, to ensure that they would have a common background we could rely on [...] and] to introduce drawing classes from the first year into the curriculum and to make it mandatory." – Host

"I have changed the pedagogy in my classes to include a more integrated learning/mentoring plan and have adopted a more rigorous approach in supporting international exchange experiences for my students (mainly in academic institutions in Greece and Cyprus)." – Fellow



GDFP Hosts and Fellows Invigorated Academic Activity at Greek Institutions

Hosts who invited GDFP Fellows to their institutions were motivated to improve the quality of their academic offerings, research expertise, and instructional pedagogies. Hosts identified the need to elevate the perceived value of these activities to win the support and interest of their colleagues and students. Among project types, curriculum development saw the most significant jump in institutional valuation.

Already somewhat highly regarded, international collaborative research activities enjoyed the most significant institutional funding allocation boost, with nearly two out of every three Hosts reporting an increase for this type of work in their departmental finances.

Regardless of perception or buy-in, Hosts at all institutions were able to make lasting changes in institutional processes and practices. All Hosts engaged with research fellowships improved departmental processes for developing and managing international collaborative research projects. In addition, 86% improved research methodologies at their institution.

Among Host-Fellow pairs whose fellowship activities included teaching, 88% implemented improved instructional practices within their departments. Institutions that developed exchange opportunities used the GDFP to improve exchange development processes.

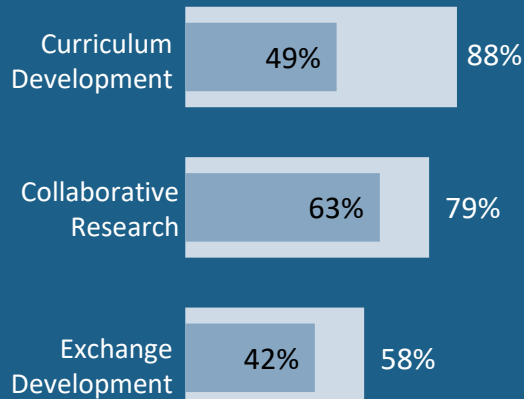
Nearly all Hosts reported improving or increasing the number and quality of international research collaborations, course offerings, exchange opportunities, or mentorship opportunities for students and faculty.

"The established research methodology in our institution will be the foundation to build up new collaborations with other national and international laboratories, such as the University of Nuremberg-Erlangen (FAU), as well as the University of Manchester. Joint research works with some faculties of these institutions are under discussion." – Host

"With this project and the data that was generated, we are better situated to support a permanent curricular revision, as well as to seek funding together and beyond. We also developed good synergy to continue collaborating." – Host

"The Department of Computer Science at University of Crete has now a new research area in its graduate program related to the GDFP. In July 2022, [in] the context of a formal evaluation process of the Institute of Computer Science/FORTH, the international evaluation committee did provide strong positive feedback on the research that we have developed based on the activity that started with the GDFP." – Host

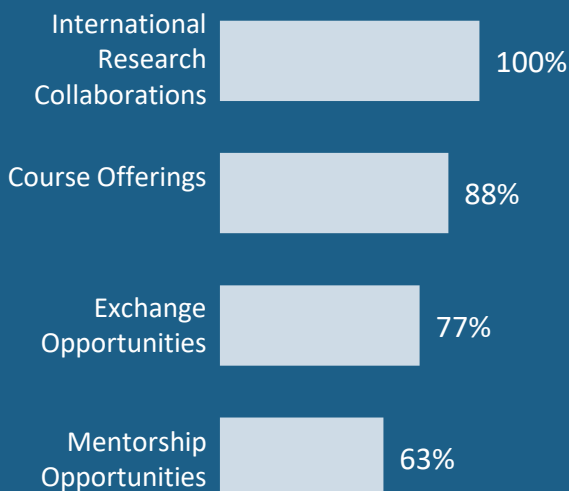
Greek Institutions Improved Institutional Attitudes and Increased Allocations Toward...




"We have been expanding and flourishing in pursuing international collaboration opportunities with more vigor." – Host

"It was a very constructive initiative since it connected me with a Greek colleague abroad in the same discipline who shared with me the same ideas and outcomes for the students. We were able to discuss the same problems we are faced with in our discipline and to exchange ideas that can benefit the students, the curricula and our own research work. Without the GDFP we would not have been able to do so." – Host

Greek Institutions Increased the Number and Quality of...



A photograph of two men standing outdoors in front of green foliage. The man on the left has a beard and glasses, wearing a dark shirt. The man on the right has glasses and is wearing a grey t-shirt. They are both smiling at the camera.

GDFP Fellow Mentorship Increased Student Engagement

After the GDFP Fellowships Ended, Greek Institutions Saw Continued and New Student Engagement in...

95%

Student Mentorship
Opportunities

89%

Curriculum
Offerings

84%

Exchange
Opportunities

84%

Research

Mentorship was a driving force behind some of the most desirable GDFP outcomes. 79% of Hosts said Fellows expanded students' networks. Hosts also leveraged Fellows' projects to create new opportunities for students. One institution created 25 student internships and 4 lab rotations based on GDFP Fellows' research. Students also emphatically expressed gratitude for Fellows' involvement in their academic lives. Fellows served on student dissertation committees, wrote recommendations for graduate programs, and helped students find jobs in their fields. Students understood the caliber of GDFP Fellows and took advantage of the opportunities offered.

"More students and postdoctoral researchers have joined the research activities related to the focus of the GDFP; Moreover, an increased number of colleagues in the departments with which I am affiliated [...] developed research interests in that area." – Host

In addition to Fellows' networks and expertise, students also highlighted the value of the Fellows' Greek backgrounds. One student explained:

"He's easier to relate to. You know, the fact that this guy grew up two streets from me and look at him now. Probably I can be the same. We had to go through the same classes, study in the same buildings, deal with the same teachers, so it all kind of builds up to a better understanding, for sure. If I work with him, this guy knows other people that are significant and great at their work. This is a great opportunity." – Student Mentee

Structured collaboration with the Greek diaspora gave students an opportunity to recognize what capacity already existed in their institutions, as well as opportunities to build on that capacity. One student mentee, interviewed in Greece during a visit home from his studies in the U.S., described his possible future trajectory:

"He [the Fellow] made me feel like coming back to [work in] Greece actually. There is this desire to come back and try to do something, and then I see that the resources exist. I would say, for this, Stavros made me consider coming back [to Greece]. He's one of the biggest factors." – Student Mentee



The GDFP Elevated the Global Reputations of Greek Institutions

Five out of six Hosts (83%) engaged in research fellowships believed that the GDFP improved the reputation of their institution in the international academic community. Another 78% believed the GDFP elevated their reputation within Greece. Hosts reported specific, high-impact activities conducted with Fellows as making this impact, such as participating in or hosting conferences and submitting winning proposals in innovative research areas.

This increase in international reputation led to new opportunities for Greek institutions. Several Hosts reported increased interest from international students in studying at their institutions, evidenced by a rise in applications through programs like Erasmus and Fulbright. Others reported leveraging new international connections to prepare collaborative research proposals.

More broadly, Hosts cited the opportunities the GDFP gave them to work with academics from abroad. It is clear from the strong outcomes in Fellow skill building and the development of institutional linkages with Fellow home institutions that this increase in reputation yielded results. Please see the section “Sustained Impact” for more information about institutional linkages.



The GDFP Led to more than €1.68M in New Funding for Greek Institutions

Hosts and Fellows cited new opportunities to apply for and win funding for continued research and exchange as one of the most significant outcomes of the GDFP for their institution. 36% of Hosts reported applying for or acquiring new funding as a result of the GDFP, and two institutions reported increased funding as the most significant outcome of their participation in the GDFP.

One alumni Host-Fellow pair reported total funding related to GDFP research at more than €1.68M. This was a significant return on investment.

Hosts submitted applications to or won funding from a variety of sources, including Erasmus+, Marie Skłodowska-Curie Actions, the European Research Council, and the European Union Frontier and Horizon grants.

“The international conference that the University of Crete organized together with Emory University and the Institute for Mediterranean Studies of the Foundation for Research and Technology-Hellas in 2022 put it on the map of specialists in Red Sea research worldwide. It allowed the students who worked for it as assistants to become acquainted with a new – for them – research area, Red Sea studies. Currently, we are working together with Prof. Margariti towards the publication of an edited volume containing revised and expanded versions of the conference papers and seeking other forms of further collaboration.” – Host

“[We are] in the process of applying for funding for a research project on digital arts at the invitation of a professor who was present at the Xenakis conference and saw the Skipitares production. [We are in] discussion with Polish partners of the Academy of Arts in developing an Erasmus collaboration between 4 institutions. [We are] in the process of developing two new Erasmus exchanges in France and the Czech Republic, respectively. [We have provided a] letter of support to a prospective Fulbright applicant who wishes to visit our department to develop a production on Greek drama.” – Host

“Through the Fellow, I have had contact with a colleague in the United Kingdom in order to apply jointly for funding.” – Host

“I have used the knowledge gained to begin work to set up successive artistic visits and residences funded by a variety of programs.” – Host

“[Our most significant change has been] collaborations in proposal writing for funding from national or international funding organizations.” – Host



Reciprocal Exchange for Host Institution Students Compounded the Value of Research Fellowships

The GDFP gave Hosts and Fellows an opportunity to engage students in research. Many Fellows and Greek saw potential for student exchanges to their home institutions to expand on the benefits of the GDFP research and mentorship.

As an example of the benefits of reciprocal exchange opportunities for Greek students, a student at one institution won an Erasmus+ grant to visit the Fellow at his home institution. Building on the mentorship relationship with the Fellow, the student traveled to the United States, met students and faculty at the Fellow's home institution, observed in the lab, and was trained on the equipment and technical skills in which the lab specialized.

Although the exchange period was brief, the experience had an immense impact on the student's technical skills and maturation as a researcher. The student explained that the experience allowed her to gain practical experience with traveling to the United States, to witness the workplace culture of a U.S. lab, and the ability to cite the experience on her CV. This combined experience boosted her competitive advantage for other funding proposals now that she is a Ph.D. candidate at the University of Crete.

"She [the Host] managed to get us an Erasmus+ grant, which is for internships, not study. But Erasmus+ funding is mainly for Europe, so the money that you get to travel to the United States is the same amount as you would get to travel to Europe. So, you cannot spend more than 10 days in the United States with that money that they give you for living for a month in a European country. It was very hard for me to go and spend even this little time there. But I did for the experience. It was a completely different experience from what I have witnessed here. I even saw some of them disagree with each other, which is something I've never witnessed before. I mean, they were making points on points on points, just to end up with a solution to something. It was very nice for me to see something like how people collaborate. And it was all different people, from different discipline areas as well. One was a doctor; another one was a biologist. Someone was a chemist. And different cultures. There were people from China, from the United States, from Spain [...] Even for this short time, it was worth it." – Student Mentee

Sustained Impact

The GDFP enabled sustainable collaborations between diaspora scholars and Greek higher education institutions. There were significant findings in three main areas:

Sustained Connections

Impactful Networks

Institutional Linkages

Ranging from three months to more than five years since the completion of their first fellowship, the long-term outcomes of the program demonstrated the staying power of the connections and initiatives Hosts and Fellows forged through the GDFP.

One of the most significant findings was Fellows' impact on Host and host institution student and faculty networks. 83% of Hosts reported that Fellows' visits strengthened their existing network, and 79% said that Fellows grew students' networks, as well. Alumni had a special impact on networks, with 70% of Hosts reporting that a Fellow's return to the host institution grew the networks development of students and faculty. Fellows, students, and Hosts all benefitted from these expanded networks.

"[The GDFP] allowed me to recruit very strong post-doctoral fellows from Greece. One of these post-docs obtained a faculty position at another university in Greece."

– Fellow

The opportunity to work with Greek institutions and students elevated Fellows' opinions of Greek academic capacity and drove interest in developing institutional linkages. Six Greek institutions formalized new linkages with Fellows' home institutions, and 10 others developed informal linkages with Fellows' home institutions. Hosts and Fellows identified a shared cultural perspective, mutually beneficial projects, and in-person work as the combined factors that forged lasting connections between Fellows' home and host institutions.

"Traditional funding streams are limited to scientific goals. Having the sponsorship from GDFP with the goal of building and enhancing linkages with Greek institutions provides great benefits to both United States-based and Greek entities."

– Fellow

The volume of new connections made through the GDFP was staggering. Months and even years after their fellowships, Hosts and Fellows were still in touch with at least one to two connections made through the GDFP, and some reported strong connections with dozens of people they met through the program. Hosts and Fellows also continued to collaborate on projects like jointly-authored books, such as "An Introduction to Nonlinear Waves" (P.G. Kevrekidis, D.J. Frantzeskakis, R. Carretero). Relationships remained intact regardless of whether the individuals continued to pursue common professional projects.

"Emory University and the University of Crete jointly organized – together with the Institute for Mediterranean Studies of the Foundation for Research and Technology-Hellas – the international conference Red Sea Project X (Rethymno, Greece, July 6-9, 2022). Prof. Margariti and myself are in contact with [about] 50 scholars about publishing their papers in the volume. This is why I rate these relationships as [strong]. The volume will be edited by Prof. Margariti and myself. I am currently applying for funding in Greece for a collaborative research project that involves two colleagues from two Greek universities."

– Host

As a Result of the
GDFP...



1,584+

New Network
Connections

46



New and Continued
Research
Collaborations

28



New and Continued
Mentorships with
Students and
Faculty

16



Greek Institutions
with New
Institutional
Linkages

10



New and Continued
Curriculum and
Exchange
Collaborations



The GDFP Supported the Expansion of Host, Fellow, and Student Networks

With an average of over 100 new connections per fellowship, the GDFP met participants' expectations for networking. 98% said they were able to participate in networking activities in alignment with their expectations. See the section on "Program Implementation" for more details about participant experience with networking and professional development.



Hosts and Fellows Maintained Ongoing Collaborations Months and Years After Fellowships Ended

The GDFP sought to instigate partnerships that would lead to long-standing and productive collaborations. Hosts and Fellows with a mentoring or research element to their fellowship were most likely to be in frequent communication with each other. Continued collaboration on research projects was the most common, with 46 pairs reporting continued collaboration on research after the GDFP. Findings from participant interviews suggest that this may be due to greater opportunities for funding for research. For one Host-Fellow pair who participated exclusively in a 2017 fellowship, the GDFP led to an ongoing engagement that has resulted in exchange opportunities for Greek students and new investment from U.S. companies for a biomechanics laboratory at the Greek institution.

Research fellowships were less likely to result in ongoing collaboration if new funding was not acquired. When comparing mentoring relationships to research collaborations, mentoring was more likely to be sustained long-term, albeit at a lower level of intensity, while research collaborations resulted in more involved connections with a higher chance of lapsing in the absence of project funding.

GDFP participants expanded the scope of their collaborations beyond their fellowship projects in mentoring, research, and curriculum development. Some institutions began funding exchange and residency opportunities for students and faculty from the partner institution, resulting in increased institutional allocations. Many described plans for new research, curricular, and formalized programmatic opportunities.

"During my GDFP, I have expanded my network with faculty members of other Greek Universities (for example, the Medical School of the University of Thessaly). I developed strong collaborations that led to joint research projects and an exchange of scientific personnel." – Fellow

The GDFP Resulted in 84 Ongoing and On-and-Off Collaborations in...

Mentoring	57%	43%
Research	64%	32%
Curriculum and Exchange	38%	38%

"We continued working on supervising students. Greek students came to the USA and I have now a part-time position at the host institution, where I have started building a biomechanics laboratory mostly on donations from companies that I have excellent relationships in the USA." – Fellow

"We started discussions about future collaboration between faculty for research and or student exchanges." – Host

"Roswell Park Cancer Center is willing to offer post-doctoral fellowships to students from the University of Crete and to host visiting students, researchers, or faculty members." – Fellow

"This was my second GDFP at [National Technical University of Athens] and during the first visit we developed a [Memorandum of Understanding]. Since then, we developed specific action plans that resulted in delivering online lectures to each other students and included potential for additional mobility." – Alumni Fellow



Linked Institutions Offered Students and Faculty New Exchange, Mentoring, and Funding Opportunities

Formal and informal linkages between Greek host institutions and the Fellows' home institutions resulted in dozens of high-impact opportunities for students and faculty.

"[Our most significant change was] the development of a shared [Master of Science] course on Quantum Physics/Quantum Information." – Host

"[Our most significant change was] formal collaboration with Macquarie University and ties with the Australian academic community in humanities." – Host

"We developed a draft memorandum of understanding between [the Institute of Transportation Studies] at UC Berkeley and the host institution to create opportunities for short-term exchange visits of PhD students and postdoctoral researchers from [the National Technical University of Athens Laboratory of Transportation Engineering]." – Fellow



Fellows and Hosts Continued to Develop Potential Linkages

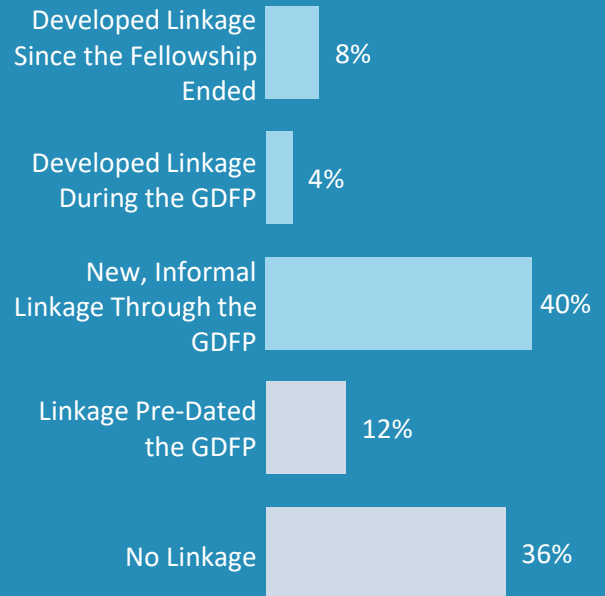
Many Hosts and Fellows had promising plans to develop a formal linkage between their institutions that have not yet come to fruition. Among participants who had finished the GDFP in the past 3 months, one in three (34%) were in the process of developing a formal linkage between the host institution and the Fellow's home institution.

"Our two institutions were not connected at all before this fellowship. Since then, we have begun to consider participating in each other's projects." – Fellow

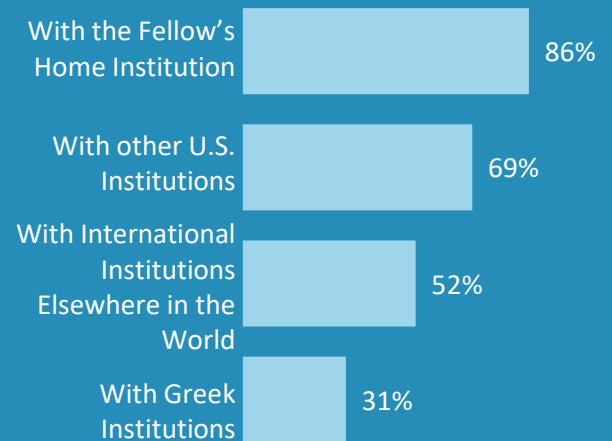
"[Machine Learning (ML)] is a newly emerging field and there are not many relevant studies in the literature. This collaboration has enabled me to pursue this new line of research and keep working with the students in the host institution, in the hope of establishing a sustainable collaboration on the use of these new ML techniques." – Fellow

"[Our institutions] now plan to establish a more formal link, by introducing shared postgraduate courses." – Host

GDFP Led to 13 Newly Linked Pairs of Institutions



93% of Greek Host Institutions were More Likely to Pursue New Institutional Linkages Because of the GDFP





Alumni Fellowships Were More Likely to Result in Institutional Linkages, Deeper and More Numerous Connections, and More Significant Impact on Institutional Capacity

Alumni fellowships multiplied the impact of the GDGP. All alumni Hosts said that the Fellow's return supported the development of desired institutional linkages, with 56% citing the return as highly impactful for linkage development. None of the alumni Hosts or Fellows had a linkage with the host institution prior to the GDGP, and they were nearly twice as likely to have developed a formal linkage as other Host-Fellow pairs (17% among alumni compared to 9% among non-alumni).

"Thanks to GDGP, the Fellow from University of Houston visited [Athens University of Economics and Business] and there was a close research collaboration on several new topics, expanding the existing linkage."

– Alumni Host with a Formalized Linkage

Hosts and Fellows who participated in both of the GDGP phases reported five times the average number of connections compared to those who participated in only one phase. Alumni pairs also reported the highest average strength of relationships with their new connections, including other researchers and new students.

"We have published a paper in a high-impact statistical journal. We are now working a new research project for a journal article. I have started research projects with researchers abroad. Some ideas discussed with Prof Markatou have been the basis for new research collaborations and a new Ph.D. student. We have also discussed for hiring jointly a PhD, given that sufficient funding can be reserved." – Alumni Host

According to Hosts, the opportunity for the Fellow to return to the host institution was a key factor in increasing the impact of research (84%) and teaching (81%) fellowships. Both Hosts and Fellows highlighted specific benefits of the alumni fellowship, such as conducting a new phase of a research project or returning as a guest lecturer already oriented to the Greek classroom.

One alumni Fellow developed a course during the first GDGP visit in 2017 that was implemented as a foundational prerequisite for all graduate and undergraduate students. During the return visit in 2022, the Fellow co-taught the course with a junior faculty member. Not only was the Fellows' teaching impactful for the students, but it also became a critical professional development opportunity for the faculty member. The Fellow's initial project had a lasting impact on the host institution, and her subsequent return built on those effects.

"The course that I'm teaching is actually the result of this collaboration with Annetta, when she came in 2017 [...] She developed a course that gives them some tools, in terms of professional career. She called that course – if I remember correctly – "Survival/Life After Master in Fine Arts." So, then she left, and when I returned from New York to Athens, [the Host] called me, and he asked me if I'm interested to teach a course. At that time, I didn't know that Annetta taught it. That brought me here for the past four years that I've taught this course. And when Annetta came for the second time, she wanted to see how this course is taught. So, she did an academic audit – it was not like an academic audit, because we were sort of teaching it together. So, I learned a lot because she has far more experience than me, and I saw how good she was with the students. She helped me so much to understand a different way of approaching, methodologically, the work of the students." – Faculty Mentee

Program Implementation

By continuously adapting program and evaluation implementation, the GDFP developed successful strategies for supporting programmatic success. This section documents those strategies.

Challenges

Best Practices

Opportunities

Building on expertise gained through administration of other diaspora exchange programs and the pilot phase of the GDFP, IIE implemented best practices to navigate unique challenges with the implementation of the renewal program during the COVID-19 pandemic.

“The COVID situation initially disrupted our plans, but the program adapted quickly and allowed us to perform most of our planned events.” – Fellow

The smooth administration of the GDFP was a highlight for many participants. Hosts and Fellows reported a strong sense of clarity about each other’s roles and the project activities, 93% reported having adequate resources, and 75% said that they had adequate time for project activities. All participants reported that their working styles, skillsets, and personalities supported the partnership.

“The fellowship was very well thought-out; it gave me enough funds and a certain flexibility so that I could move through the community of the University easily and confidently. There was never any tension about money or supplies. In a country like Greece, where universities are poorly funded, I was able to create projects with ease and without awkwardness. This is priceless.” – Fellow

The GDFP met participants’ expectations for professional development and developing institutional linkages. 98% said they were able to complete activities in alignment with their expectations, and 93% had been able to engage in institutional linkage development the way they had hoped to. All said that the opportunity aligned with their professional development goals.

“GDFP helped me to strengthen my collaboration with the University of Crete. I have already scheduled an additional visit to Crete in 2023, outside the GDFP, to continue the research projects we have launched. In addition, GDFP helped me reconnect with Professor Ilias Mylonis (University of Thessaly). Dr. Mylonis is planning to visit my lab in Roswell Park in 2023 to get training in chromatin regulation technology as part of his Sabbatical program with the Medical School at the University of Thessaly.” – Fellow

With the help of the advisory council, the Fulbright Foundation in Greece, and faculty and administrators at Greek institutions, the GDFP was able to widely broadcast the fellowship opportunity to a strong network of Greek and Greek-born academics. Please see Appendix A for more details about the institutions and regions that hosted Fellows.



119

Fellowships Funded,
Including 18 Alumni
Fellowships



25

Greek Institutions
Engaged

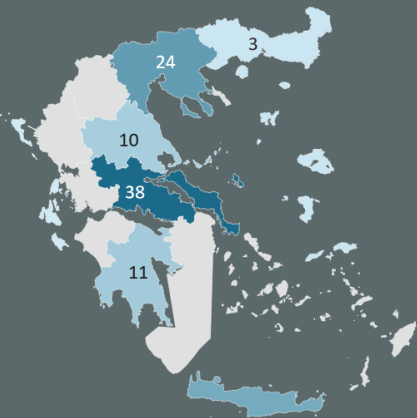


98%

Satisfied with GDFP
Administration

10

Greek Regions
Engaged





Challenges

Hosts and Fellows reported few of the traditional challenges expected from an exchange program involving capacity-strengthening projects. Most participants received adequate support from colleagues and students, and only 5% reported a mismatch in expectations about grant activities. Just 13% of participants experienced problems related to inadequate technical skills and knowledge. Given the capacity-strengthening goals of the GDFP, it is likely a positive sign that fellowships engaged with challenges in this area.

Logistical challenges posed the most significant barrier, with 11% of participants identifying issues such as time differences or misalignment of academic calendars that challenged their continued collaboration after the fellowship ended. In general, the difficulty of coordinating exchanges among participants who were on two different academic calendars cannot be overstated. It was a difficulty that permeated administration of the program at every stage, from the application deadline to the Fellows' visit dates to arranging meetings with mentees after the fellowship ended. However, participants took these challenges in stride as they continued their work together. As one Fellow explained, "I will participate remotely (in the middle of the night from LA) in the final review of two graduates in October."



COVID-19

During the renewal phase of the program, the most significant challenge was navigating the long pause due to COVID-19 and the subsequent challenges of arranging travel and project activities during a global health crisis. Just a few months after renewal phase fellowships were awarded in the fall of 2019, the program was placed on hiatus from the spring of 2020 until the fall of 2021. With nearly all the renewal phase fellowships delayed for over a year, IIE was able to effectively communicate with Hosts and Fellows throughout the upheaval of the pandemic. All Fellows were eventually able to travel to Greece as part of the GDFP, although some visits were shortened or adjusted to include a virtual component.

Due to the small sample size, COVID-19 could not be shown conclusively to have affected institutional linkages or continued collaboration on research, curriculum development, or mentoring. Qualitative findings related to COVID-19 shone a light on the resilient view participants had about the pandemic and their appreciation of the program's communication and support.

"Distance, time difference, and the mere fact that we were not able to meet in person did not allow us to implement most of the actions that were promised in the initial proposal, apart from the seminar itself and mentoring. Nevertheless, our persistence (the Fellow and myself) with the support of my department allowed us to make the most of this very difficult situation and offer benefits to students that would not have been possible otherwise." – Host

"My fellowship was impacted by the first lockdown of COVID-19, and my in-person visit was cut short. However, we continued our collaboration remotely since. More recently we have been discussing future in-person meetings and exchange of students. Even with all the disruptions and not-so-ideal situation created by the pandemic, the GDFP provided a unique opportunity to connect with Greek institutions and colleagues in Greece and to strengthen existing collaborations and develop new international partnerships and a strong network." – Fellow

"Since the end of the fellowship, the fellow and I have been discussing about a potential visit to Crete and Gavdos, a university excavation, but have not had the chance to realize it yet, because of covid related restrictions to international travel and archaeological research. Nevertheless, we are hopeful that now that the pandemic seems to be subsiding that the fellow will be able to come to Crete and we can engage in research activities." – Host

"[The Fellow's] return helped to consolidate the initial gains with respect to finalizing the fMRI protocols and filling in any gaps in the analysis and interpretation of the data. It would have been useful, had it occurred sooner (as was planned initially, but was delayed due to the COVID-19 pandemic). In any case, it was very useful even at this point." – Host



Differentiators of High-Impact Fellowships

The GDFP developed a strong understanding of factors influencing project success. The first step to supporting successful collaborations was to identify proposals that set the Hosts and Fellows up for success. One Advisory Council member described how his thinking evolved after reviewing the many high-quality applications the GDFP received.

“I learned not to be impressed by big names. In the beginning, I was looking for recognizable applicants who had published a lot or had a stellar CV. It became important for me to see that the two applicants together had thought of involving as many Greek students as possible. It is easy for scientists of high caliber to produce an application that is perfect but would be an opportunity for the two people, the Fellow and the Host, to isolate themselves and do just wonderful research. That would have left the students on the side, and I gradually grew to appreciate the fact that some applications clearly involved the students.” – Advisory Council Member

Another factor was the focus of the fellowship project. Project types tended to have better outcomes in different areas. For impact on students, Fellows’ teaching and mentoring changed the trajectories of dozens of students’ careers, from informing their thesis topics to making successful proposals for their own grant funding. Research projects were most likely to receive additional funding. Since lack of funding was the ubiquitous culprit for institutions wishing to build on their partnerships, this seems to have been a key differentiator in the development of institutional linkages.

Project types offered different value to Hosts and Fellows depending on their academic discipline. For fellowships in STEM departments, research was the cornerstone of good projects, providing Fellows a forum for mentoring students in the lab as well as drawing prestige and funding to the host institution. For fellowships in arts and humanities, teaching and curriculum development had the furthest-reaching impacts. Courses gave students an entrée to mentoring relationships with Fellows, and curriculum development projects invigorated host institution faculty and ensured positive impact on the quality of students’ educations for years to come.

“I understand the focal areas (such as health sciences), but please consider the support that these already have. It is fundamental research in numerous areas that are suffering, especially in connections of Greek academics in these fields to the Diaspora.” – Fellow



Best Practice: Allow for Flexibility

Hosts and Fellows frequently mentioned the value of IIE's flexible approach to managing the grants. IIE administered several different types of fellowships, designed to give Hosts and Fellows maximum flexibility to customize the Fellowship to be the most impactful. Some Fellows worked with more than one institution, some institutions hosted more than one Fellow at a time, and some Fellows applied for supplemental funds to address project needs such as hosting workshops or developing knowledge products.

This flexibility was key to the program's response to the onset of the COVID-19 pandemic. It is also a key reason for many of the positive outcomes of the program. Because the program allowed for such wide variability of activities, Hosts and Fellows could customize the fellowship to their unique skills and needs rather than the standardized metrics of a grant.



Best Practice: Diversify Fellowship Selection

In addition to considering the cogence of proposals and the alignment of projects with program goals, it is important to select a healthy variety of fellowships. Factors include participant gender, academic discipline, project type, and the size and geographic location of the Greek host institution. Selecting diverse fellowships requires effective recruitment of diverse candidates as well as a strong consensus of selection criteria. Many participants expressed the importance of hosting female Fellows. Also, during the GDFP, no institutions in Western Greece, Epirus, Mount Athos, Western Macedonia, or the South Aegean participated in the GDFP. Future iterations of the program could reach universities in these regions through targeted recruitment.



Best Practice: Encourage Pre-Exchange Meetings Between Hosts and Fellows

Adequate communication during the application process led to strong proposals, but continued communication leading up to the Fellow's visit was critical for successful fellowship projects. In both the GDFP pilot and renewal, Hosts and Fellows voiced the value of creating a detailed plan and schedule prior to the visit. They noted that while it was important to remain flexible, proper communication prior to departure resulted in shorter transition periods and more efficient use of the Fellow's time during the visit. IIE strongly encouraged these meetings, likely contributing to participants' strong sense of clarity about project activities.

"I think that the best part of the program was the flexibility to plan the visit and the freedom to schedule our research/mentorship activities to fit our needs. The financial support allowed us to focus on our research while all logistics including transportation, hotels, etc., were taken care of. I had a great experience building this collaboration and I think that a large part of it has to do with the GDFP program being very well designed." – Fellow

"The extra budget for technical support and material was very helpful and gave me the chance to give extra printed educational material to the students which was really important through these difficult financial times in Greece." – Fellow

"Support smaller universities outside the main metropolitan areas of Greece, on the periphery of Greece."

– Advisory Council Member

"Something that I think is important to stress is that [the Fellow was] a woman, and there are not many women professors in the school. She gave some very important advice that are not very common inside the Greek universities. Like, when you talk, you shouldn't really apologize. So, she kind of made approaches sort of gender-based, and I think that was important."

– Host Institution Faculty

"[I would] advise to plan the visit before, so that everyone involved is prepared for face-to-face cooperation." – Host

"Attempt a focused project with anticipated short-term results/impact. Select a colleague who is collaborative." – Host



Best Practice: Build on Existing Networks

Council members, IIE administrators, Hosts, and Fellows all identified the existing connections between Greeks and the Diaspora as a special asset of the Greek academic community. When describing their motivation for participating in GDFP, many referenced the Greek spirit of giving back. Diaspora Fellows wished to return to Greece to support Greek academics, and Hosts wished to do whatever they could for the Greek higher education system and their students. Many faculty in host institutions took it upon themselves to convince colleagues to make applications to the GDFP. This was the case at the University of Crete, one of the universities that hosted the most GDFP Fellows.

With the support of the Fulbright Foundation in Greece and editorials published by members of the advisory council, the program was immensely successful in generating awareness about the fellowship opportunity to eligible applicants. Hosts and Fellows heard about the program through professional newsletters, posts on Facebook by friends, and Greek colleagues they already knew.

This demonstrated a unique asset of the existing Greek Diaspora network: it was already quite strong. The GDFP gave Greek Diaspora academics a way to bring their personal connection to Greece into the professional sphere. One Host described the application process with the Fellow, a friend of many years with whom she had never worked professionally. They discovered the opportunity during the Greek summer holidays and were only able to contact each other because of their existing friendship. As the IIE program director explained, less recruitment was required than in other Diaspora programs. This can be attributed to the strong social connections that already exist between Greeks and the diaspora.



Best Practice: Invest in Alumni Fellowships to Compound Impact

Alumni fellowships produced strong results for Greek academic networks, sustained institutional capacity strengthening, and institutional linkages. Hosts and Fellows identified alumni fellowships as an investment that compounded the impacts of the initial grants.

“You have only things to gain by having a strong Diaspora, as long as you have a good connection with that Diaspora. Utilizing the Greek academic Diaspora is something that we never did systematically. So, the program is pioneered in many different ways. It paves the way for the future, for new legislation [that was introduced] a couple of days ago. Part of this new legislation is to create as many bridges as possible between the Greek Diaspora and the Greek universities. So, what your funding bodies could do is think of the possibility of the next step and trying to fund these new bridges.” – Host

“I think there needs to be a robust, continuous program of the GDFP format. Such programs may have a real impact on Greek and diaspora research. I believe that there should be a continuous opportunity to attract researchers of Greek origin – this would really be a great achievement of this program.” – Host

“Through the GDFP, I had the opportunity to get into touch and have fruitful discussions with other academics within the same research field, with whom I have co-authored two research papers. Also, we are planning to prepare a multi-site collaborative research proposal that will be submitted for funding in the beginning of 2023.” – Host

“[The GDFP] is an excellent opportunity to upgrade research and teaching within Greek higher education institutions. The first visit was very fruitful and exciting; the option of having a follow-up is visit critical in consolidating the skills and protocols established initially.” – Host

Opportunity: Invest in Hosts and Host Institution Students as Well as Fellows

Consistently, participants voiced ideas for creating a sense of parity among Hosts, Fellows, and students and faculty at the host institution. Fellows sought ways to engage students through research assistant positions. Diaspora Fellows were also acutely aware of resource disparities between themselves and their Greek counterparts. Although Hosts' spirits were unequivocally hospitable and generous, Fellows voiced concern not only for the wellbeing of their colleagues but also the potential impact a sense of inequity could have on their partnerships. Fellows and students also stressed the significant contribution Hosts made by leading the institution's reception of Fellows, connecting Fellows with colleagues and students, and carrying on the collaborative projects once the fellowships ended. In practical terms, Fellows and Hosts wanted to pay students as research assistants or fund student visits to the Fellow's home institution, and Fellows and students wanted Hosts to be paid a stipend or funded for a reciprocal exchange.

Participants also identified the opportunity to more formally recognize and leverage the contributions of individuals who went above and beyond in their support of the program, including Advisory Council members and faculty at Greek institutions who tirelessly recruited and supported their colleagues in submitting and managing GDFP proposals. The Greek spirit of giving back was persistently evident and acknowledging these critical contributions could support programmatic impact.

Opportunity: Publicize GDFP Outcomes to Support Institution Buy-In, Prestige, and Future Funding Proposals

Due to the long pause of the GDFP during the onset of the COVID-19 pandemic, there was a long gap in outcomes reporting. This had the effect of leaving many stakeholders unaware of how impactful the fellowships were. In an interview at one of the most-involved host institutions, an administrator expressed that he had not known that faculty at his institution were so active with the GDFP. He explained the value a report to the institutions would have provided in terms of highlighting faculty productivity and supporting applications for other funding. Reporting on the program's effectiveness could support other programmatic outcomes such as building Greek institutions' reputations and increasing support and funding allocations for international collaborative research partnerships, curriculum development, and student and faculty teaching and mentoring.

"It would have been great if such collaboration could have a follow-up allowing faculty or/and students to visit the Fellow's institution." – Host

"Run it as it is, plus support the opportunity for a reverse exchange visit, i.e. support a visit from the original Host to the institute of the original Fellow." – Host

"GDFP builds bridges between institutions. In my opinion, in addition to the faculty visiting program, GDFP can start supporting a student exchange program. This will add an extra layer that will strengthen the collaboration between institutions." – Host

"My colleagues, who worked so hard to collaborate with me, are seriously underpaid by the University. The lighting designer, who is a filmmaker in his own right, was struggling over buying himself lunch one day. If there is a way to set aside a small amount of money, a stipend, for the collaborating faculty, that would make this experience close to perfect! I would be happy if it came from my allowance." – Fellow

"The production of a short booklet comprised of a brief overview of work initiated/completed by GDFP Fellows during their fellowship would mark an important reference for Fellows, allowing us to get a sense of the overall fellowship accomplishments and goals, as well as constitute an effective marketing tool for future dissemination for this kind of program." – Fellow

Conclusion

By enabling Diaspora-born scholars to engage in collaborative and creative capacity strengthening projects with Greek institutions, the GDFP facilitated sustainable connections and strengthened academic capacity.

GDFP Provided High-Impact Fellowships to Strengthen Greek Institutions' Capacity for International Research Collaboration, Curriculum Development, and Mentoring and Teaching.

Hosts and Fellows worked together to strengthen the capacity of Greek institutions, transforming processes and practices in their departments, elevating institutional reputations, and winning support for their activities from funders and administrators. They produced over 100 research products and developing more than 40 course and program curricula, and mentored or taught over 750 students and faculty. They continued to collaborate after the project, with dozens of research products, mentoring relationships, and new curriculum and exchange opportunities, implemented or in development at the time of this report.

"Even though the pandemic limited interaction between current students and the Fellow to long-distance communication, students who took part in the seminar overwhelmingly rated their experience as extremely positive. Most students still keep occasional contact with the Fellow and at least 4 of them have contacted her to serve as an external reader to their Master's theses. With the new collaborative research project that the Fellow is organizing with her colleague from my department, I expect that more students will be able to take advantage of the research and mentoring potential that this fellowship opened up for our students." – Host

GDFP Fostered over 1500 New Connections, 16 Institutional Linkages, and at Least 84 Ongoing Collaborative Projects.

The GDFP enabled sustainable collaborations between Diaspora scholars and Greek higher education institutions and fostered new collaborations. Fellows expanded the networks of their host institution colleagues and students and forged meaningful and productive connections of their own. Many entrenched these partnerships in formalized institutional linkages by building on their continued collaborative work together. The 18 alumni fellowships funded by the GDFP compounded the impact Fellows were able to have on their host institutions' networks and linkages.

"I have established firm connections with the Thessaloniki group, while I had no collaborations with any Greek institution for 16 years when I had left Greece for the United States. My main takeaway from my GDFP visit is the high scientific standards of Greek research groups and the ability of Greek students to conduct research at a high level. As a result, I would like to enhance this collaboration by applying for a joint research grant in the near future." – Fellow

The Program Leveraged the Strength of the Greek Diaspora and IIE's Expertise in Diaspora Fellowships to Deliver Impactful Fellowships Amid a Challenging International Context. The GDFP is a Template for Future Diaspora Programs.

The strength of fellowship outcomes despite the uncertainty COVID-19 created for the GDFP is a credit to participants and program administrators alike. Through flexible and responsive support, thoughtful preparation, timely communication, and reliance on the natural strengths of the Diaspora network, the GDFP delivered a smooth grant experience for Hosts and Fellows. With interest from higher education leaders in Greece and burgeoning opportunities to connect with the Greek Diaspora, especially in the United States, the program might serve as a model for future Diaspora exchange opportunities.

"The program is pioneered in many different ways. It paves the way for the future, for new legislation [that was introduced] a couple of days ago. Part of this new legislation is to create as many bridges as possible between the Greek Diaspora and the Greek universities. So, what your funding bodies could do is think of the possibility of the next step and trying to fund these new bridges." - Host

Appendix A. Program Details

Project Timeline

- **Pilot:** January 2017–December 2017
- **Renewal:** October 2020 – September 2022
- **COVID-19 Pause:** March 2020 – October 2021

Host Institution Details

Institution	Alumni	Total Fellowships Hosted
Agricultural University of Athens		2
Alexander TEI of Thessaloniki		1
Aristotle University of Thessaloniki	1	25
Athens School of Fine Arts	1	2
Athens University of Economics and Business	2	6
Democritus University of Thrace		3
Harokopio University		1
Ionian University	1	2
National and Kapodistrian University of Athens	3	13
National Technical University of Athens	1	10
Panteion University		2
Technical University of Crete		3
The American College of Greece		1
The American College of Thessaloniki		1
University of Crete	4	17
University of Ioannina	1	1
University of Macedonia		2
University of Patras	2	8
University of Piraeus		1
University of the Aegean		4
University of the Peloponnese		3
University of Thessaly	2	12
University of West Attica		1

The first fellowship visits to Greece began in early 2017, so some participants in the program were in contact with their host institution for as many as five years prior to this report. However, due to the gap between the pilot and renewal phases of the GDFP and the pause during the renewal because of COVID-19, the GDFP was actively operating for a total of about 2.5 years:

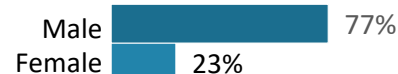
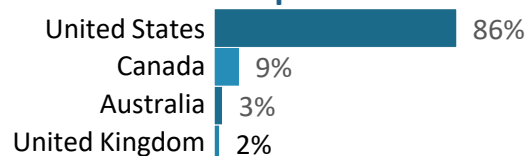
- January –December 2017
- October 2019 – March 2020
- October 2021–September 2022.

Because individual fellowships were scheduled on a rolling timeline, data about timelines is reported according to whether the Host-Fellow pair participated in the GDFP pilot, renewal, or both.

The program reached 25 Greek institutions, including 23 public institutions. Although most institutions were in Athens, Aristotle University of Thessaloniki and the University of Crete hosted the most fellowships.

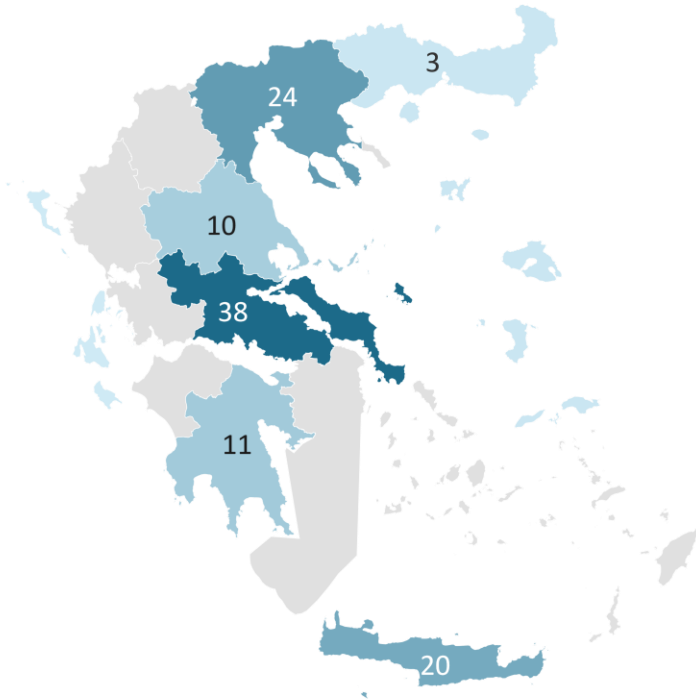
The program had strong diversity among Host and Fellow participants. The pilot program accepted applications from the United States and Canada, and eligibility was expanded to Australia and the United Kingdom during the renewal period. The program also sought to ensure gender diversity among both Hosts and Fellows.

Characteristics of GDFP Participants



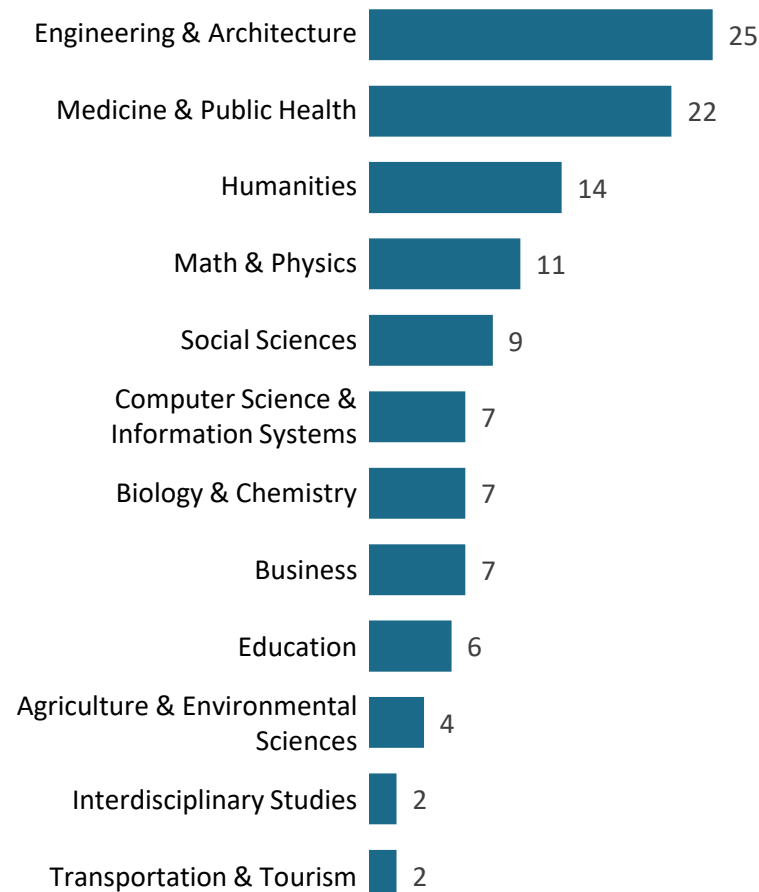
Appendix A. Program Details

Geographic Distribution of Fellowships



Region	Fellowships Hosted
Central Greece & Attica	38
Central Macedonia	24
Crete	20
Peloponnese	11
Thessalia	10
North Aegean	3
Eastern Macedonia and Thrace	3
Ionian Islands	2

Academic Disciplines



Fellows provided capacity building for institutions across Greece. Participating institutions represented about two-thirds of Greek regions. Following the general population distribution of the country, the GDFP reached 10 of 15 Greek regions. Most Fellows visited institutions in Central Macedonia (43) Attica (38), and Crete (20), as well as the Peloponnese (11), Thessalia (10), Central Greece (10), the North Aegean (3), Eastern Macedonia and Thrace (3), and the Ionian Islands (2).

An asset of the program was the diversity of academic disciplines represented. Most applications came from the fields of engineering, medicine, and the Humanities. Participants highlighted the value of the opportunity being open to Greek Diaspora academics in any field. Different academic disciplines benefited in different ways from the collaborations. The opportunity also gave faculty at Greek institutions a reason to collaborate across departments, as Hosts supported their colleagues in other departments in making applications to the program.

Appendix A. Program Details Continued

Examples of Greek Diaspora Fellowship Project Titles

Learning Sciences and Teachers' Technological Pedagogical Content Knowledge

Greek Language Education in Toronto: Challenges and Priorities after the Pandemic

Ethnoreligious Conflict and Populism: Emotive Political Response in the Rohingya Conflict

Novel Workflow Concept for Enhanced Detectability and Characterization of Earthquakes

Employing Social Network Analysis to Examine the Social Participation of Students Identified as Having Special Educational Needs and Disabilities

Prediction of Obesity in Early and Late Childhood Based on Growth Trajectory During Infancy

A Greece-US Partnership to Promote Research and Student Exchange in the Field of International and European Studies

Collaborative Research in Biological and Physics Processes Specific to Modeling and Measuring DNA Damage From Therapeutic Radiation

Anglo-American Modernist Poetry and the Classics: Curriculum Co-development, Collaborative Research and Graduate Student Mentoring in Editing, Annotating and Digitizing Archived Materials

Curriculum in Electroacoustic Music Composition and Interactive Performance Techniques

Investigating the Gut Microbial Diversity of Aegean Sea Fish

Graduate Student Teaching/Mentoring on the State-of-the-art Genome Editing Technology (CRISPR/Cas9)

Science, Psychology, Aristotle University and Harvard U, Fostering Clinical Neuroscience Training and Research Through fMRI Experiments

Collaborative Research on the Effects of Greek Depression on Privately Held Firms

Emergent Form: Performance Driven Form-finding Strategies in Architecture

Collaborative Research in Connected and Autonomous Vehicles: Grow Research Capacity and Mentor Undergraduate and Graduate Students in Transportation Engineering

Collaborative Research in Solid State Physics

Trauma Transformation through Forgiveness Education

Narrative Medicine and Cinematic Arts in Medical Education Curricula

Collaborative Research on the Reception of Platonism by Christian scholars in Byzantium and Curriculum co-development for the new Postgraduate Program in History of Philosophy

Collaborative Research and Mentoring Graduate Students in Supernova Time-Domain Astrophysics

Research, Graduate Student Teaching and Curriculum Development in Ethnic/Separatist Conflicts

Collaborative Research on Improved Algorithms for Unmanned Aerial Systems (UASs) Data Analysis in Aerial Photogrammetry and Earth Surveying Applications

Collaborative Research in English Speaking and Greek Speaking College Students With Dyslexia Through Eye Tracking Procedures

Training English Faculty in Enhancing Student Language Skills Through the Application of "X-Word Grammar" and Introducing "X-Word Grammar" in Various College Services and English Courses

Curriculum Development for a Joint "MSc in Digital Marketing & Social Media"

Identification of Fig Virome in Greek Germplasm Employing High Throughput Sequencing and Bioinformatics Analysis

Collaborative Research in Developing New Induced Earthquake Detection and Analysis Methods for Characterisation of the Subsurface, Using Seismic Array Techniques; Graduate Student Teaching and Mentoring in Geophysics and Seismology

Developing Economic Evaluation and Decision Analysis Methods Capacity and Establishing Foundations for a Diabetes Policy Model in Greece

Collaborative Research in Algae for Production of Biofuels and Bioproducts

Collaborative Research on Olive Fly Genomics. Teaching Genomic Sciences and Functional Analysis at Master's Program at the Department of Biochemistry and Biotechnology. Curriculum Development for Graduate Students. Research Infrastructure Development on Synthetic Biology.

Appendix B. Evaluation Methodology

This appendix summarizes the evaluation methodology for the GDFP.

Evaluation Overview

The goals of the program monitoring and evaluation activities for the GDFP were to:

- Evaluate the achievement of GDFP’s overarching goal and activities;
- Assess the expected outcomes and impacts of the GDFP on the Greek higher education institutions and the Greek Diaspora Fellows; and
- Assess program implementation and identify lessons learned from the program to guide future programming related to academic exchange between the Greek Diaspora and Greek higher education institutions.

The theory of change that underlay the monitoring and evaluation framework was that the GDFP provided opportunities for Greek Diaspora Fellows and Greek higher education institutions to engage in capacity building projects through curriculum development, research, and student and faculty teaching, training, and mentoring and that this would ultimately lead to sustained innovations and connections in Greek higher education.

Data Collection

Surveys

This mixed methods summative evaluation synthesizes findings from ongoing monitoring and evaluation of the pilot and renewal phases of the GDFP, the three-month impact evaluation of the pilot program, and new findings from the 2022 final impact evaluation.

Pre-Post Surveys. Throughout the pilot and renewal programs, REL administered pre-program and post-program surveys to Hosts and Fellows. Fellows typically responded at a higher rate than Hosts. Renewal phase response rates were improved by making responses to the surveys required, so that 94% of Fellows responding to the post-program survey.

Survey of Hosts and Fellows	Response Rate
2017 Pre-Departure Survey	83%
2017 Post-Fellowship Survey	82%
Renewal Phase Pre-Departure Survey	87%
Renewal Phase Post-Fellowship Survey	86%

2018 Impact Survey. In February 2018, REL administered a three-month impact survey to identify sustained effects of the GDFP on host institutions, Hosts, and Fellows. Hosts and Fellows in 40 out of 49 fellowships were eligible to receive this survey, and two-thirds of eligible participants (67%) responded.

2022 Impact & Alumni Survey. In October 2022, REL administered a survey of Hosts and Fellows who completed their fellowships at least three months prior or had participated in alumni fellowships to identify the long-term impact of the GDFP. In addition to collecting data about intermediate and long-term impacts on Hosts and Fellows who participated exclusively in the renewal phase of the program, the survey collected additional details about alumni fellowships including the impact of the return visit on projects, networks, and institutional linkages. 112 Hosts and Fellows participated in the renewal phase of the program, and 59% responded to the survey. Responses represented 42 unique fellowships, which was 60% of all renewal phase fellowships. The distribution of respondents was proportional to the program population in terms of alumni grants, gender, Greek institution, and the Fellow’s home country. 83% of participating Greek institutions were represented.

Qualitative Data Collection

Program Impact Interviews and Focus Groups. As part of both the 2018 and 2022 impact studies, REL conducted visits to Greece to collect qualitative data in-person. For the 2018 impact report, REL visited Greece in December 2017 to conduct interviews and focus groups with 29 host institution faculty and students who had collaborated with or been taught or mentored by the Fellow. REL also conducted virtual interviews with two Fellows for this study. In May 2022, REL visited four Greek host institutions in Central Greece and Crete to interview two Fellows, 11 Hosts, and twenty-four host institution faculty and students as part of the final impact evaluation. Participants represented diversity in institution size and geography, frequency of institutional participation in GDFP, academic discipline, special grant types, and the Host or Fellow’s gender. Interview protocols were developed to complement the research themes of the 2022 Impact & Alumni Survey.

Appendix B. Evaluation Methodology

This appendix summarizes the evaluation methodology for the GDFP.

Data Analysis

A mixed-methods approach was used to provide a comprehensive picture of the long-term impacts of the GDFP. Quantitative data was analyzed using statistical software SPSS. Statistically significant differences have been reported at $p < .05$. Qualitative data was analyzed for cross-cutting themes as well as unique perspectives.

Limitations

REL worked with GDFP program team to consistently collect robust data throughout the pilot and renewal phases of the program. However, several limitations should be taken into consideration regarding the findings reported.

- The 2022 Alumni & Impact Survey was originally designed to include participants who exclusively participated in the pilot phase of the program. However, the number of responses received from pilot-only participants (2) was deemed inadequate to be representative of the outcomes for this group. To address this limitation, the REL team relied on the comprehensive evaluation of the GDFP pilot phase conducted in 2017. Qualitative data from these respondents was incorporated where possible to provide a view of the potential long-term impacts for one-time participants in the program.
- GDFP Hosts and Fellows arranged the interviews and focus groups with host institution students and faculty. Participants, therefore, represented a convenience sample, and no further data was collected from them. Quantitative data about student and faculty outcomes were collected from Hosts.
- While evaluation methods sought to triangulate data between Hosts and Fellows and utilize instruments that maximized validity, findings in this report cannot be attributed solely to the GDFP. Some Fellows were already engaged in active collaborations at the time of participation in the GDFP, and many projects leveraged additional funding from other sources. The evaluation sought to understand the contribution the GDFP made through structured Diaspora engagement as well as funding.

Appendix C. Selected Publications, Projects and Curricula

Products are listed in alphabetical order. Products are the result of GDFP fellowships, whether they are the work of Fellows, Hosts, or host institution students or faculty.

- Anagnostopoulos, A., Koustas, S., & Kovacevic, I. (2022). Students' perceptions of personal branding in Greece: Impacts on career achievement aspirations. In M. Mihic, S. Jednak, & G. Savic (Eds.), *Proceedings of the XVIII international symposium symorg 2022* (pp. 272–273). Houghton Mifflin Harcourt.
- Anagnostou, E., Steiris, G., & Arabatzis, G. (Eds.). (2022). Special issue "Conversion in debates in Hellenistic philosophy and early Christianity." *Religions*, 13. ISSN: 2077–1444.
- Andreou, G., Tsela, V., Cheimariou, S., Baldimtsi, E., Baseki, V., & Vaiouli, P. (2022, October). Rapid automatized naming (RAN) and reading fluency in developmental dyslexia: An eye-tracking study. 2022 8th conference "Language disorders in Greek" (LDG8), Thessaloniki, Greece. <https://ldg8.itl.auth.gr/en/8th-conference-languagedisorders-in-greek-ldg8-en/>.
- Cui, Y., Zhang, H. (2021). Educational neuroscience training for teachers' technological pedagogical content knowledge construction. *Frontiers in Psychology*, 12: 792723. DOI: 10.3389/fpsyg.2021.792723.
- Depountis, N. (2022). Investigation of soil – geosynthetic interfaces through large scale shear tests [Paper presentation].
- Drosopoulos, G. A. & Stavroulakis, G. E. (2022, October 17–19). Nonlinear mechanics for composite heterogenous structures. Geological society of Greece 16th international congress conference 2022, our earth, our home, Patras, Greece. CRC Press. gsg2022.gr.
- Drosopoulos, G. A. & Stavroulakis, G. E. (2021). Data-driven computational homogenization using neural networks: FE2–NN application on damaged masonry. *Journal on Computing and Cultural Heritage*, 14(1), 1–19. <https://doi.org/10.1145/3423154>.
- Drosopoulos, G. A., Foutsizi, G., Gogos, C., Stavroulakis, G. E., & Antoniadis, N. (2022, August 24–27). Optimal design of graphene reinforced nanocomposite laminates through multi-objective optimization. 13th HSTAM international congress on mechanics, Patras, Greece. ISSN/E-ISSN:/2944-9359. ISBN/978-960-530-181-1.
- Giatsis, G., Tilp, M., Hatzimanouil, D., Dieckmann, C., & Stergiou, N. (2021). Beach volleyball spike arm swing techniques of Olympics and world championship winners (1996–2019) reveal gender differences. *International Journal of Sports Science & Coaching*, 17(2), 174795412110241. DOI: 10.1177/17479541211024151.
- Jeawon, Y., Drosopoulos, G. A., Foutsitzi, G., Adali, S. (2021). Optimization and analysis of frequencies of multi-scale graphene/fibre reinforced nanocomposite laminates with non-uniform distributions of reinforcements. *Engineering Structures*, 228, 111525. ISSN 0141-0296. <https://doi.org/10.1016/j.engstruct.2020.111525>.
- Katsaveli, K., Efthymiou, E., Gavridou, S. (2022). Case study of a tall building in Greece: Performance-based seismic design and assessment of composite coupling beams. In F. M. Mazzolani, D. Dubina, & A. Stratan (Eds.), *Proceedings of the 10th international conference on behaviour of steel structures in seismic areas. STESSA 2022. Lecture notes in civil engineering*, 262. Springer, Cham. https://doi.org/10.1007/978-3-031-03811-2_49.
- Karathanasis, K. (2022). Gorgons' Cry for Pydna Aulos and Live Electronics [Musical score].

Appendix C. Selected Publications, Projects and Curricula Continued

- Karakis, I. (2022). An online, interactive, self-paced, case-based clinical neurophysiology curriculum for neurology residents. American Academy of Neurology (AAN) conference 2022, Seattle, United States. Karakis.pdf (emory.edu).
- Laoutides, C. (2021). Ethnoreligious conflict and populism: Emotive political response in the Rohingya conflict. *Religions*, 12(10), 816. <https://doi.org/10.3390/rel12100816>.
- Markatou, M., Karlis, D., & Ding, Y. (2021). Distance-based statistical inference. *Annual Review of Statistics and Its Application*, 8(1), 301–327.
- Milionis, J., Kalavasis, A., Fotakis, D., & Ioannidis, S. (2022). Differentially private regression with unbounded covariates. *Proceedings of the 25th international conference on artificial intelligence and statistics, Proceedings of Machine Learning Research*, 151, 3242–3273.
- Otieno, F., Airo, M., Njoroge, E. G., Erasmus, R., Ganetsos, T., Quandt, A., Wamwangi, D., & Billing, D. G. (2019). Effect of implantation of Sm⁺ ions into RF sputtered ZnO thin film. *AIP Advances*, 9(4). <https://doi.org/10.1063/1.5093586>.
- Sotirakis, H., Stergiou, N., Patikas, D. A., Hatzitaki, V. (2022). Age induced modifications in the persistency of voluntary sway when actively tracking the complex motion of a visual target. *Neuroscience Letters*, 738, 135398. DOI: 10.1016/j.neulet.2020.135398.
- Sotirakis, H., Patikas, D., Stergiou, N., Hatzitaki, V. (2020). Swaying to the complex motion of a visual target affects postural sway variability. *Gait Posture*, 77, 125–131. DOI: 10.1016/j.gaitpost.2020.01.026.
- Sotirakis, H., Patikas, D. A., Papaxanthis, C., Hatzitaki, V. (2022). Resilience of visually guided weight shifting to a proprioceptive perturbation depends on the complexity of the guidance stimulus. *Gait Posture*, 95, 22–29. DOI: 10.1016/j.gaitpost.2022.03.018.
- Stavroulakis, G. E, Drosopoulos, G. A., & Muradova, A. (2022, May 6–9). Data-driven, data-based and artificial intelligence methods in computational mechanics [Conference presentation]. CESARE’22 3rd coordinating engineering for sustainability and resilience conference 2022, Irbid, Jordan. ISSN: 2788-6204.
- Steiris, G. (2021, June 6–8). The Platonic element in the Medieval Islamic idea of the City, National and Kapodistrian University of Athens [Conference presentation]. The reception of Plato from late antiquity to the Middle Ages conference 2021, Athens, Greece. evanagno.wixsite.com.
- Stergiou, N. (2020). *Biomechanics and gait analysis*. Academic Press.
- Stergiou, N. (2019). *Advice for the novice investigator: Examples taken from movement sciences*. CRC Press.
- Stergiou, N. (2019). Variability in life can facilitate learning to live together. In N. Stergiou (Ed.), *Learning to live together: Promoting social harmony* (pp. 65–69). Springer. DOI: 10.1007/978-3-319-90659-1_8.