

**Impact study of the United Board Fellows Program:
Perspectives of the heads of the Fellows' home institutions**

United Board for Christian Higher Education in Asia

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Executive Summary

1. **Background.** The United Board Fellows Program strengthens universities and colleges in Asia by preparing mid-career faculty and administrators for leadership in their home institutions. Since its inception in 2002, it has supported 110 Fellows from 45 institutions in 10 countries.
2. **Purpose of evaluation.** Three external evaluations of the experiences of Fellows, mentors and coordinators have been conducted since 2002 to gauge the program's effectiveness and identify means to increase its impact. The present external evaluation sought the views of the home institutions' leaders both on the program and its impact on Fellows and their institutions.
3. **Methodology and sampling.** The evaluation questionnaire was designed to elicit both quantitative and qualitative data as respondents were asked to rate their level of satisfaction with the program and describe its impact. To allow sufficient time to observe the impact, only Fellows in the first two classes (2002-04 and 2004-06) who completed the program were included, i.e., 52 fellows from 32 institutions. 24 institutions (38 Fellows) responded, yielding a 75% response rate.
4. **Summary of findings.** An overwhelming majority of the respondents found the program very useful or useful. The recurrent theme was exposure to best practices in the international context. Specifically, the positive ratings were, in order of ranking, leadership development, innovations in teaching, learning the latest trends in their field networking, and development of the institution as a whole.. Suggestions for improvement included (a) program operation, e.g. fine-tuning the communication between different parties, (b) expanding the content, and (c) follow-up activities to consolidate the impact. The table below summarizes their ratings by theme.

<i>Usefulness of Program in</i>	<i>Rating (in %) (Total N=24)</i>				
	<i>Very useful</i>	<i>Useful</i>	<i>Slightly useful</i>	<i>Not useful</i>	<i>No opinion</i>
Q1 General	83	13	4	0	0
Q2 Leadership development	58	38	4	0	0
Q3 Teaching innovations	50	42	4	0	4
Q4 Learning latest trend in discipline	46	29	21	0	4
Q5 Developing networks	54	29	8	4	4
Q6 Dev of institution as a whole	46	46	8	0	0
Q7 Additional aspect (Optional. N=14)	71	29	0	0	0

Note: In Q5 the total is smaller than 100% due to rounding.

Major findings by theme

5. **The usefulness of the program to the institutions in general.** Responses to this question were positive and often enthusiastic. At the individual level, Fellows gained new skills and broadened their horizons. They observed foreign practices and interacted with scholars. Knowledge of this kind would usually not be available in formal

education. At the institutional level, Fellows translated their expertise into institutional strength at levels that ranged from departmental work to institutional strategic planning.

6. **The usefulness of the program in leadership development.** This emerged as the main strength of the program. Fellows acquired new ideas in management, mentorship and benchmarking of academic programs. The experience increased their confidence, motivation and decision-making ability. Some respondents pointed out that some of their personnel in leadership positions had had no training in management. The program helped professionalize their management skills. Most of the respondents provided examples on the change the program had made on their Fellows and institutions. However, two reported limited impact on their institutions in this aspect.

7. **The usefulness of the program in enhancing the teaching innovations and effectiveness of the Fellows.** The recurrent theme here was learning new teaching approaches. The key terms reported were: reflective practice, transformative approach, participatory approach, interactive/discussion-based teaching, and team teaching.

8. **The usefulness of the program in learning the latest trends in the field.** Many respondents found the program very useful/useful through seminar attendance, observation of teaching, meeting with mentors and access to rich online and printed library resources. Fellows learnt new research possibilities and updated their curriculum. However, four respondents held a different view, as they felt the absence of a master's program or a mentor in Fellows' fields in the host institutions limited opportunities for exposure to new trends.

9. **The usefulness of the program in developing new networks.** Most of the respondents found the program very useful/useful in developing networks through activities like seminars. Fellows put the new networks to good use afterwards, e.g., signing a memorandum of understanding with their host institution, designing study abroad programs, and inviting overseas scholars to attend activities in their home institutions.

10. **The usefulness of the program in the development of the home institution as a whole.** There was a general consensus among the respondents that the exposure through the program prepared potential leaders with skills, vision and an open mind for future development at the institutional level. The extent of the impact varied. Many respondents reported the impressive difference the program had made on their institutions, while a few others appeared less enthusiastic.

11. **Impact on an additional aspect (optional).** Fourteen respondents (58%) answered this question. The aspects reported were: Exposure (4 respondents); leadership/academic improvement/good practices (4 respondents); enhancing Christian values (3 respondents); funding and facilitation (2 respondents) and English proficiency (1 respondent).

12. **Three aspects of the program that each respondent was most satisfied with.** The main aspects and their frequency of appearance in the responses are as follows.

- Leadership development (17),

- Program design, e.g., mix of Asian and western universities, mentorship, etc. (16),
- Networking (8),
- Academic/professional/personal improvement (7),
- International exposure (6),
- New teaching approaches (5).

13. **Three suggestions for improvement from each respondent.** The main aspects and their frequency of appearance in the responses to this question are as follows:

- Program operation, e.g., better communication between different parties, more choice regarding host institutions, more flexibility in eligibility and time-frame, etc. (25),
- Follow-up work, e.g., consolidating program impact through alumni outreach, etc. (18),
- Program content, e.g., more focus on leadership, adding other content such as mediation skills, etc. (7).

14. **The involvement of heads of home institutions.** Almost all of the respondents reported their involvement before, during and after their Fellows' placements by discussing with them their preparation and potential contribution to their institutions.

15. **The impact of the program on Fellows' career path.** About two-thirds (68%, N=26) of the 38 Fellows had been either promoted or assigned new responsibilities since completing the program. It is not always clear if a different position means a promotion as job titles vary in different systems. The following is an estimate of the program's impact on Fellows' career development and is not meant to be conclusive. Eleven (29%) of the Fellows appeared to have had a promotion, e.g., from Professor to President of institution. Fifteen (39%) had been appointed to new positions of responsibility, e.g., from deputy head of a university department to officer at the (national) council of ministers, which could be either a horizontal transfer or promotion. In seven cases (18%) no change was reported. Two Fellows (5%) had relocated to Australia and the United States, respectively. In 3 cases (8%) no data was reported. (These percentages add up to 99% due to rounding.)

16. **Recommendations.** The recommendations take into consideration three factors: the respondents' feedback, feasibility and the fact that some of the suggestions may have been addressed in ongoing program improvement since 2006. It is recommended that

- (i) The current program objectives, structure and content should be maintained, with fine-tuning where appropriate;
- (ii) Resources permitting, the Fellows Program should strengthen the sustainability of the program's impact by, e.g., setting up an online communication platform, publishing an alumni newsletter and/or organizing alumni conferences at periodic intervals for ongoing networking and exchange;
- (iii) Communication should be strengthened to ensure a shared understanding between the different parties regarding expectations, and

- (iv) Communication should also be strengthened in the beginning of the program when Fellows who are unfamiliar with the western world may need more guidance.

Main Report

(1) Background

1.1 The United Board Fellows Program is a leadership development program for mid-level faculty and administrators from Asian universities and colleges. Its goals are to strengthen institutional leadership and to develop sustainable networks among scholars and higher education institutions in Asia. Specifically, the program provides opportunities for Fellows to:

- Learn about leadership styles, organizational structure and educational management;
- Interact with host university faculty and administrators;
- Learn alternative pedagogical styles to enrich their own teaching methods;
- Learn the latest trends in their fields by auditing classes and meeting academics in the same field;
- Teach an occasional class and present guest lectures; and
- Develop new perspectives and form networks.

1.2 Over the course of two years, Fellows spend four months each at two host universities, one in Asia and one in the United States. The program also convenes a summer leadership seminar in Asia at the end of each academic year, i.e., two seminars in total, for Fellows to share their learning with each other and to network through presentations and small group and plenary sessions. Since its inception in 2002, the program has supported 110 Fellows from 45 institutions in 10 countries in Asia. It is currently recruiting its fifth class of Fellows for 2010-12.

(2) Purpose of evaluation

2.1 In order to ensure the quality and effectiveness of the program, the United Board has conducted three external evaluations since 2002, based on the experiences of the Fellows, mentors and coordinators, respectively. The present external evaluation solicited the leaders of the Fellows' home institutions for their perspectives on the program and its impact on Fellows and their institutions. This report will be presented to United Board trustees and staff, current and potential donors, and the respondents as well as others who are interested in the development of the Fellows Program.

(3) Methodology

3.1 *Evaluation instrument.* The evaluation sought multiple types of information, including scaleable ratings, narrative answers, simple yes/no answers, and factual personnel records. To this end, a 12-item questionnaire was employed to elicit both quantitative and qualitative data.

The first seven items were designed to measure the respondents' ratings of the usefulness of the program and invite explanation of their ratings. This combination of scalable rating and open-ended questions generates a profile of program satisfaction while

avoiding the constraints of preset categories. These questions attempt to measure the usefulness of the program's main objectives as follows:

- The program as a whole,
- Leadership development,
- Enhancing teaching innovations and effectiveness,
- Learning the latest trends in Fellows' fields of study,
- Developing new networks,
- Development of Fellows' home institution as a whole, and
- An additional aspect that has not been captured in the preceding questions, the answer to which is optional.

The next two questions were open-ended, inviting respondents to identify three aspects of the program they were most satisfied with and three areas that could be improved in future. The following question sought yes/no answers on the heads' involvement. To gauge the impact on career paths, respondents were asked to compare each Fellow's position when joining the program and at present. The final question solicited additional comments. (The evaluation instrument is attached in [Appendix I](#).) The instrument had been presented to United Board staff for comments and piloted with three institutions before being sent to the full sample. The support of UB staff is much appreciated.

3.2 *Anonymity.* The questionnaire functioned as an interview except that it was conducted by email rather than face-to-face. As it was necessary to write the names of the Fellows in the question on career paths, the evaluator knew the identity of each respondent. However, the anonymity of the respondents as well as their Fellows is honored in this report.

3.3 *Sampling.* To allow sufficient time to observe the program impact, only Fellows in the first two classes (2002-04 and 2004-06) who completed the program were included, i.e., a total of 52 Fellows from 32 institutions in eight countries. (One Fellow had not completed the program. If he had been included, there would have been 53 Fellows from 33 institutions in nine countries.) Of 32 institutions, 24 responded (comprising 38 fellows), yielding a 75% response rate. The respondents provided detailed answers reflecting careful prior thinking. Many of them (14 of 24) answered the optional Question 7, addressing an additional aspect of their choice. The respondents' contribution to this study is gratefully acknowledged.

3.4 *Reporting.* In general, the responses are catalogued according to the themes set in the questionnaire. Where there was overlap, they are grouped into the closest categories in meaning. Following the analysis under each theme, the responses to the open-ended questions are quoted except in cases of obvious repetition, with minor editing to language but not content. These quotations preserve the authenticity of the respondents' diverse narratives and provide detailed substance for reference.

(4) Summary of findings

4.1 An overwhelming majority of the respondents indicated that the program was very useful or useful to their institutions and Fellows. The theme that came up repeatedly

was exposure to best practices in the international context, which they found invaluable. Specifically, their positive rating was in the order of leadership development, innovations in teaching, building networks, the development of the home institution as a whole and, to a lesser extent, learning the latest trends in their field of study. Their tone was generally appreciative of the opportunities the United Board provided for their Fellows. To the question (Q9) that asked about room for improvement, they made suggestions regarding (a) program operation, e.g. fine-tuning the communication between Fellows, heads of home institutions, coordinators and mentors, and United Board, (b) expanding the program content, and (c) follow-up activities to consolidate the gains from the program. In addition, the data from two respondents suggested that their Fellows' less-than-enthusiastic work attitude had curtailed the program impact on their institutions. The table below summarizes their views on the usefulness of the program. The sections that follow it provide detailed analysis of findings by theme.

<i>Usefulness of Program in</i>	<i>Rating (in %) (Total N=24)</i>				
	<i>Very useful</i>	<i>Useful</i>	<i>Slightly useful</i>	<i>Not useful</i>	<i>No opinion</i>
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Q7 Additional aspect (Optional. N=14)	71	29	0	0	0

Note: In Q5 the total is smaller than 100% due to rounding.

(5) The usefulness of the program to the institutions in general

5.1 The respondents' satisfaction with the program was overwhelming, as 83% (N=20) perceived it to be very useful and 13% (N=3) useful.

5.2 Their comments in the open-ended part of this question were positive and in many cases enthusiastic. They found the program very useful/useful at two levels. At the individual level, Fellows gained new skills and broadened their horizons in different university and cultural settings. They observed practices different from those at home, interacted with scholars and recharged themselves as mid-career professionals. Knowledge of this kind would usually not be available in formal education. Examples were provided on how they subsequently put this new knowledge and experience to good use at their home institutions. At the institutional level, Fellows were able to translate individual expertise into institutional strength at levels that ranged from departmental work to institutional strategic planning.

5.3 Some examples on gains at the individual level are as follows.

- “It was an excellent experience for our faculty, an opportunity to experience higher education administration in another country and culture and to interact with scholars at home and abroad.”
- “... exposure to various levels of administration at the host universities... to observe teaching methodology in a vastly different environment. These types of experience can only expand the knowledge base of Fellows.”
- “The kinds of skills and experiences obtained in joining this program are very useful and unique and are not usually obtained in formal education.”
- “It is experiential learning in different aspects such as culture, education, society, people, etc.”
- “Fellows show good team work and are eager to develop themselves personally (continuing education).”
- “Fellows surely changed their cognition, attitudes and working styles after their escaping from busy life at home and living abroad for a semester, a year... Their change had a great impact on their surroundings.”
- “(The Fellow had a technician background in Information Technology) and his training in the academic and administrative processes in the host college has a specific impact on his administrative position as Director of Campus Information System at his home institution.”

5.4 Some examples on gains at the institutional level are as follows.

- “UB fellows have been excellent human resources... One fellow has been recruited to work at the council of ministers. This is a loss for us, but a resource for our country. The two here have moved to positions of responsibility in our university.”
- “It prepared two prospective leaders who filled up vacant leadership positions when they returned. The program has helped to develop new leaders.”
- “With the training experiences under the UB Fellows Program, the Fellows’ leadership skills have been sharpened and horizons broadened, and they are now serving the university even better in their new positions.”
- “Fellows ... have changed their mindsets on returning from the program. E.g., they saw the importance of offering students pre-training orientations, and devised an orientation program in our college. Another example is that their work becomes more strategically oriented, focusing on a long-term goal rather than a yearly one as they had done before. The evidence of this is that they have produced a logical framework for planning their work emphasizing coherent changes that the College has to make for further development.”
- “The knowledge, skills and experience acquired would be shared with others in the university who have no opportunity to attend the program. Changes in university policy, administration and management often originated from Fellows’ comparative reflections, follow-ups and reports to the university board.”
- “At the institutional level they have brought in new ideas related to efficient management, contributing to an improved organizational culture. At the personal level they have become more informed indicative of high leadership potential and an ability to lead.”

- “The College has been able to enhance its international linkages through one of the UB Fellows, particularly with (name of a college in the U.S.), including the signing of a Memorandum of Understanding with that college.”
- “Developing academic leadership and enlarging the Christian spirit of education.”
- “... enhance the University’s academic achievement and management capacity in the direction of integrating into the regional and international higher education system.”

5.5 However, one respondent (4%, N=1) had reservations in this aspect. He remarked that although the program was useful to Fellows and their home departments, its impact on his university was rather limited. He added that the small number of Fellows also made it hard to assess its overall impact on his university as a whole.

(6) The usefulness of the program in leadership development

6.1 58% (N=14) found the program very useful and 38% (N=9) useful in this aspect, and 4% (N=1) found it slightly useful.

6.2 Leadership development was a recurrent theme here and throughout the questionnaire. In general, during their placements in host universities Fellows acquired new ideas in management practices, mentorship and benchmarking of academic programs and later applied them to their local context. This experience increased their confidence, motivation and decision-making ability, thus preparing them for leadership roles. Some respondents pointed out that personnel at their institutions had been appointed to positions of responsibility due to their academic strength but had had no prior training in management; participation in this program helped professionalize their management abilities. While most of the respondents provided examples of the positive influence the program had on Fellows and their institutions, two respondents had reservations. One commented that despite their new confidence some Fellows “might not have a proper understanding as to where their leadership was required and in what manner.” Another was concerned about a difference in focus between “higher education management” and “leadership development” per se. In the absence of further information we do not know what precisely this concern was.

6.3 Examples of how Fellows have benefited in leadership development in a general sense are as follows.

- “These Fellows have been exposed to practice of their counterpart departments/schools/offices of one Asian and one American institution. These first-hand experiences and discussions at the two seminars they attended enabled them to observe, learn and share their understanding of leadership, which prepared them for leadership practice back at (home institution).”
- “Significant changes are being observed with regard to increased motivational levels, self efficacy and decision-making initiatives. Their role to empower others through a very professional approach is important to be mentioned here.”

- "... observed the management in other institutions and found the shortcomings and advantage of our management in order to bring about change in our institution in future."

6.4 Examples of professionalizing Fellows' management abilities are:

- "Before attending the program, these Fellows were lecturers and appointed as deans without any professional training in managerial and leadership skills due to their hard-working style, high responsibility in fulfilling their duties and representation of potential capacities in leadership to the university rector/president. During the program they tried their best to take advantage of their placement to observe, interview, learn, take notes, reflect and collect their initiatives before going home. After the program, they gradually developed their critical leadership skills in our local context."
- "It is common at our university that most of the leaders hold both teaching and administrative positions. In fact, all the leaders at different units at our university are from senior lecturers that are masters of knowledge in their field but apprentices in management without comprehensive understanding and knowledge of leadership skills. They are learning leadership skills by doing. As a result, breakthrough or development strategy hardly occurs. This flaw, to some extent, hinders our university's progress and reduces our effectiveness in pursuing our long-term strategic plans... Therefore the Fellows Program has been very useful in leadership development for our university. The interaction between the Fellow and the mentor to develop a specific leadership training program is very effective and applicable given the consideration of the Fellow's background, academic field and administrative position."

6.5 Examples of promotion/appointment to positions of responsibility.

- "Most of them have been promoted to very responsible positions."
- "The institution has developed a pool of better trained human resource that can be tapped for immediate and long-term needs in the administrative organization. The program has been very useful because the Fellows who have been appointed to certain leadership responsibilities can contextually transfer their learning from the fellowship to their home units and institution in general."
- "All the program participants on return have been assigned positions as heads of their subject-areas, and they have been very efficient in those positions. For example, they see the importance of collegiality in staff development and try to create a 'community of practice' within their department. Another example is that they have persuaded college leaders to introduce new courses (Academic Writing, American Studies, Critical Thinking) into the college's curriculum."
- "On returning (name of Fellow) took up responsibility as head of the Department of English Literature and actively participated in departmental programs. She has now been appointed as a member of the Board of Studies of (name of another college). (Name of another Fellow) has also assumed charge as Head of the undergraduate program in the Department of Fine Arts."
- "To illustrate this, let me mention the career path of (name of Fellow) since participating in the program. She became the chair of the Department of Law

from 2006 to 2008 and was instrumental in establishing the School of Law in 2008. In 2009 she became the Director of the Personnel Office.”

- “The Fellow has been assigned to be program coordinator and has been very efficient.”
- “Alumni from the Fellows Program took initiatives in organizing programs on campus that benefit other faculty members.”

6.6 In two cases there was reservation.

- “The program has given confidence to the teachers to take up responsibilities, but in some cases the teacher may not have a proper understanding as to where his/her leadership is required and in what manner.”
- “The program was more relevant to learn higher education management, not much on leadership development.”

(7) The usefulness of the program in enhancing the teaching innovations and effectiveness of the Fellows

7.1 50% (N=12) and 42% (N=10) of respondents found the program very useful or useful, and 4% (N=1) found it slightly useful. Another 4% (N=1) could not comment in this regard as the respondent did not directly supervise teaching at his university.

7.2 The recurrent theme from the respondents was learning new teaching approaches. The terms used included: reflective practice, transformative approach, participatory approach, interactive/discussion-based teaching, and team teaching. Examples are:

- “Fellows have good opportunities to audit classes and talk to the professors teaching the courses. In this way Fellows observe the textbooks used, and content and methodology of teaching. After coming back they have, after careful planning, enriched their teaching in both content and methodology. New courses are also developed here at our university.”
- “The ability to bring about a change in teaching approaches is indicative. They have attempted to bring in more reflective practices and transformative approaches as learned in their overseas experience.”
- “The program has helped them to use different teaching methodologies instead of the ‘banking method’ that is widely used in (name of country).”
- “They have grown in their use of the participatory approach in teaching... and have made their classes more interactive and discussion based.”
- “Our Fellows were able to study the curricula of the institutions they visited. They observed different teaching techniques as well as student work. They were able to compare these to our practices and to identify practices that could be transferred to our context. (Name of Fellow), in particular, said that he learned more techniques regarding teaching about theater and applies those techniques to his classes here.”
- “The phrase ‘synergy effect’ describes the result of being in the Fellows Program. In 2008, (name of Fellow) hosted the Graduate Students International Forum, wherein students were encouraged to present a paper. She is currently the adviser to the Legal Aid to International Spouses in (country).”

- One respondent who had subsequently become a college president wished she had attended more activities. She stated. “I attended only some classes in the host institution. I wish I could join more academic events.”

(8) The usefulness of the program in learning the latest trends in the field

8.1 46% (N=11) found the program very useful, 29% (N=7) useful and 21% (N=5) slightly useful in this aspect. One respondent (4%) gave no opinion as he did not directly supervise the Fellows’ research.

8.2 Many respondents found the program very useful/useful through seminar attendance, observation of teaching, meeting with professors in their field and access to rich online and printed library resources. They became aware of new research possibilities, updated their curriculum or made suggestions for library acquisition in their home institutions. Some respondents provided examples on how program participation had enhanced Fellows’ work in their field. On the other hand, four respondents indicated a different view. To one of them “learning the latest trends in the field” was not a focus of the program. In two instances respondents noted there was not a master’s program or a mentor in the Fellow’s field in the host institution. In yet another instance the Fellow’s new knowledge had limited application at home because the collegial spirit of the new practice was not in line with the hierarchical nature of the home institution.

8.3 Examples illustrating the usefulness of the program in this aspect in general are as follows.

- “The program has opened up scope for application in curriculum design and teaching approaches, enhanced technology integration and interdisciplinary approaches to teaching. Besides strengthening their skills in communication, teamwork, planning, decision making and information and communication technology.”
- “Fellows had the chance to get involved in and know research projects done at host universities. They could also meet professors in areas of their research. In addition, the host universities usually have on-line journals and more access to information on academic innovation.”
- “There is a greater awareness of the possibilities available in their respective fields of knowledge.”
- “The Fellows have continually developed their research skills and shared with younger academic staff and students. Some of them have been granted research fund by external sponsors.”
- “The Fellow has developed updated course syllabi on leadership and corporate social responsibility.”
- “Benchmarking opportunities, enlargement of knowledge domain, the recasting of teaching vision and mission.”

8.4 Specific examples are as follows.

- “During his time in the U.S., (name of a Fellow) was able to study the regulations and documents, as well as collect the most important rulings regarding soil

contamination in the U.S. He was able to compare them with his previous study done in Germany. (Name of another Fellow) has since joining the program published several papers on various topics such as gender equality, child surname study, parent-child relations legal study, marriage/divorce laws and the international trend, etc. ”

- “Some of the Fellows had an opportunity to observe their counterparts where such observations would be much more limited in our country. For example, a Fellow had the opportunity to observe the latest trends in music development and music teaching methodology. This opportunity would be extremely limited in our country with so few music programs at the university level, particularly those with a focus on western music. ”
- “Both Fellows were assigned to departments specific to their disciplines or interests. They were invited to lectures, student presentations, seminars and laboratories. They were able to take some subjects that they hadn't taken in their own formal studies before, so the fellowship enabled them to retool.”

8.5 Some Fellows' experience was less positive due to the following reasons.

- “Since one of the colleges where the scholars were placed did not have any Master's Program, it was not possible to know the latest trends in the Fellow's field of study.”
- “Not every UB fellow had a matching person in their field of study in the host institution.”
- “The program prepared Fellows for leadership roles in administration, but there was no focus on learning the latest trends in the Fellow's field of study.”
- “Although the program participants have assimilated many useful ideas from the program, they stop at translating those ideas into macro-changes (i.e., changes in the way they plan their work strategically and introduction of new courses), they have paid little attention to disseminating these ideas to others despite their establishment of the 'community of practice' within the department. This is because of the hierarchical bureaucracy inherent in our system, which hinders their pro-active role.”

(9) The usefulness of the program in developing new networks

9.1 54% (N=13) found the program very useful and 29% (N=7) found it useful. 8% (N=2) and 4% (N=1) found it slightly useful and not useful, respectively. 4% (N=1) had no opinion as the respondent had no idea of the extent the Fellow's network had grown.

9.2 Like leadership development, respondents expressed satisfaction with network development opportunities in response to this question as well as elsewhere in the questionnaire. An overwhelming majority of the respondents found the program very useful/useful in developing new networks. Activities like seminars and placement for a semester in a host institution were conducive to it. Fellows put the new networks to good use afterwards. Examples included signing a memorandum of understanding with their host institution, designing study abroad programs, and inviting overseas scholars to attend activities in the Fellows' home institutions. Some Fellows were involved in the

Asian Christian Faculty Fellowship (ACFF), which is a separate United Board project. The networks developed during the program facilitated their involvement in establishing ACFF.

9.3 Examples of the positive comments in general are:

- “The relationships formed have proved to be both enriching and useful.”
- “This is perhaps the most useful aspect of the program. Every Fellow has kept in touch with their individual hosts and, on occasions, has discussed possible collaborations between our two institutions.”
- “Their semester-long placement not only helped them get familiar with the unit they worked with, but also gave them opportunities to find out the common strengths and interests of the host university and our university. As a result, links have been established between the two or relations deepened. Seminars also served as an avenue for Fellows to get to know each other and build connections.”
- “Since coming back from study, the Fellows have introduced new colleagues and professors to the university, opened new relationships and maintained them. The university has welcomed all of them and signed new MOUs to promote the collaboration in the future.”
- “The opportunity to meet, discuss and share experience among Fellows will help them develop and strengthen the network of Asian university leaders, to develop a high quality higher education system in Asia. A mechanism to keep active communication among UB Fellows after the program should be established to maintain the effective exchange on topics on leadership and administration.”
- “The linkages established have been helpful in carrying forward their respective disciplines and also the relationship between institutions. It was an opportunity to network with UB scholars in our country and abroad.”
- “The UB Fellows have initiated new cooperation with the local government as well as with some Asian universities.”
- “The UB alumni have an e-group that informs them of seminars, updates or ongoing programs that they can join. Both Fellows are updated on UB activities, but they have limited time to participate in these activities.”

9.4 Examples on the program’s impact on specific initiatives are:

- “We have initiated the process of a memorandum of understanding for a student or faculty exchange/study program between the host institution and us. We are positive that these two institutions will work collaboratively in study abroad programs in future.”
- “It helped to enhance the international linkages for the College including the signing of a memorandum of understanding with the host institution.”
- “During her term as Chair of the Department of Law, (name of Fellow) established the network of law department alumni. She also established the law student summer internship and law school mentor program. She was able to host the job development program for all administrators on campus by using her network to invite speakers and experts on various relevant topics.”
- “Asian Christian Faculty Fellowship (ACFF) has been formed as a sequel to the Fellows Program and created contacts with many individuals and institutions for

possible collaborative programs.” (Note: The ACFF was a separate UB project that resulted in the establishment of ACFF groups in a few countries. It is possible that some UB Fellows took an active role in forming ACFF, but they were not identified in their role as UB Fellows to organize the ACFF in their country, and the membership was open to all Christian faculty.)

9.5 However, in one case the networking appeared not to have benefited the home institution.

- “They haven’t done anything in this regard.”

(10) The usefulness of the program in the development of the host institution as a whole

10.1 46% (N=11) found the program very useful, and another 46% (N=11) found it useful, in this aspect. 8% (N=2) found it slightly useful.

10.2 Respondents were not limited to a preset theme in their response to this question, so the answers reflected spontaneity about the impact of the program on their institutions as a whole. There was a general consensus among the respondents that the exposure provided by the program prepared potential leaders with skills, vision and an open mind for future development at the institutional level. But the extent of the impact varied. Many respondents reported the impressive difference the program had made on their institutions, while a few others appeared less enthusiastic. Examples of the impact in general and by theme are as follows.

10.3 General:

- “Give more insight, broaden horizon and enrich perspective from UB Fellows to the home institution.”
- “UBFP participants are able to give a lot of ideas, input and contribution for the development of their home university.”
- “The objectives of the Fellows Program are truly laudable ... in a sense those who were awarded the fellowship became better persons and leaders which transcended into helping the institution develop its quality of governance.”
- “This program has been very useful in preparing our future leaders with visions and open mindedness through interactions and learning experiences in international settings.”
- “A new group of well-trained staff with good academic and leadership knowledge and a strong enthusiasm to participate in all activities of the university has brought a fresh atmosphere to the university, motivating it to do something to change the old style of working and teaching, although this group is not large.”
- “The opportunity to be involved in a wide range of activities helped the Fellow to obtain insight into how to strategically develop the leadership and administration of his institution. Although so far we only have a Fellow, it is obvious that after the program, he has improved considerably in (1) Capacity of defining the university’s mission and helping staff develop a shared understanding of it, (2) Capacity to seek support in the institution and/or from international institutions in

terms of finance, human resource, technology, etc., (3) Knowing how to develop talented staff, especially young lecturers, by providing them opportunities to improve their qualifications and professional knowledge, and (4) Knowing how to make things work and cope with emerging problems...”

- “The program helps the participants to foster administrative skills and broaden international vision but more importantly, it stimulates them to think about their mission as educators. The experiences must have influenced their work as teachers and administrators.”
- “The UB Fellows have transformed their individual talent, competence, and experience into institutional strength. Current university leaders are going to give opportunities to them for further involvement at university level.”
- “Administrators and Deans with clearer international visions have contributed to the internationalized development of the university in terms of management, teaching and research.”
- “The program has brought new ideas and experiences that have helped the institution to strengthen the administration, and professionalize and reform financial practices, assessment and appraisal systems and organizational skills. Stronger networks has been built through video conferencing and hosting United Board Leadership Seminar. These efforts have enabled us to adopt the best practices across the world in educational administration and management.”
- “They contribute to the development of our university and enable those who completed the program to be part of leading the effects toward educational reform.”
- “It is a very successful faculty development program.”
- “It has helped our university in bridging the leadership gap. It is rather unfortunate that we missed sending participants to three programs.”

10.4 Theme: networking

- “Building leadership and academic networks.”
- “It helped to enhance the networking among some faculty, and the international linkages of the College including the signing of a Memorandum of Understanding with (name of host institution).”

10.5 Theme: pedagogy

- “The participating Fellows have shared their experiences with their colleagues and adopted certain new teaching techniques. On some occasions, they’ve also brought back textbooks and other useful teaching materials.”
- “They contribute to the more learner-centered and future looking vision of the college.”

10.6 Theme: strategic development

- “(Name of a Fellow) has made a big contribution to the concept of branding in our institution. (Name of another Fellow) played a major role in preparing the institution’s Self Study Report for National Re-accreditation.”

10.7 Theme: limited use

- “The Fellow exhibited benefit/skill learned only through syllabi development.”
- “The number of Fellows we have sent abroad was quite small... To a certain extent, the program helped developed the Fellows’ home department but its impact to the whole university was less visible.”

(11) Program impact on an additional aspect

11.1 Respondents were given the option to evaluate an aspect of the program not covered in the preceding questions. Fourteen (58%) of the respondents answered this question, with 71% (N=10) indicating they found the program very useful and 29% (N=4) useful in the aspect of their choice. Some of their answers highlighted the aspects important to them but which the preceding questions had not captured. Others emphasized an aspect already mentioned, illustrating its significance to them. Four respondents found the exposure very useful/useful for their Fellows to learn about another university and build networks. Another four identified leadership/academic improvement/dissemination of good practices as worthy of additional comment. Three highlighted the importance of an enhanced understanding of Christian values in higher education. Two appreciated the generous funding and caring support during the placement, which would normally be too costly for them. One institution found it very useful in raising the Fellow’s English proficiency.

11.2 Exposure:

- “Just seeing another way of administration, teaching or leadership broadens our capacity for change.”
- “If you know a country, an institution or a person face to face, you will have a deeper understanding and impression.”
- “Exposure to new educational practices.”
- “Fellows are appreciative of the opportunity to develop professionally at a foreign institution. This type of faculty development would be extremely costly and perhaps, out of reach for institutions such as ours.”

11.3 Leadership/academic improvement/dissemination of good practices:

- “The program has helped the institutions to develop the respective department in professionalizing and improving their expertise.”
- “Fellows combine professional, academic and leadership knowledge and skills to organize all activities in their departments more successfully and help their staff in professional development seminars.”
- “Fellows adopt the good practices acquired during their overseas training.”
- “With a period of two years, this program provided ample opportunities for the Fellows to learn and experience leadership practices abroad, make use of resources and network internationally.”

11.4 Enhancing Christian values:

- “UBFP has enhanced the participants to strengthen the implementation of Christian values at their home university.”

- “Most of the UB fellows are also involved in congregational service in their churches and many other social organizations. By doing this, they are strengthening the role of our university in the community.”
- “The Fellows were able to contribute in the preparation of a Vision Document of the College in the light of their understanding of Christian institutions in Asia and in the U.S.”

11.5 Funding and facilitation:

- “The funding for the fellows has been very generous. The facilitation and follow-up work has been very good and caring.”

11.6 English proficiency:

- “The program provided the Fellows an opportunity to improve their English.”

(12) Aspects of the program that the respondents were most satisfied with

12.1 Each respondent was invited to name three aspects. In a few instances more than three aspects were suggested, thus the frequency of reference was 74 rather than 72 (24 respondents x 3 suggestions). The aspects in order of frequency of reference in the responses are as follows.

<i>Aspect</i>	<i>No. of counts</i>
1. Leadership development	17
2. Program design (no. of counts in brackets below) <ul style="list-style-type: none"> • Mix of Asian and western universities (6 counts) • Mentorship (3) • Flexibility in Fellows’ own planning and freedom to explore and study any aspect of their choice (2), and one (1) each of the following: <ul style="list-style-type: none"> • Overall program design • Responsibility in a given task (project management) • Initiatives for proposing and developing new ideas. • Time-frame • Auditing classes 	16
3. Networking	8
4. Academic/professional/personal improvement <ul style="list-style-type: none"> • Academic improvement (5 counts) • Professional/personal improvement (2 counts) 	7
5. International exposure	6
6. New teaching approaches	5
7. Learning best practices and benchmarking	4
8. Enhanced Christian values in education	3
9. Generous financial support (including sponsoring short-term seminars, study tours, workshops, and conferences)	3

10. Hospitality of host institutions	2
11. Miscellaneous. One each count of the following: <ul style="list-style-type: none"> • Facilities and infrastructure • The enthusiasm and confidence displayed by Fellows upon their return directly reflects the intrinsic value of this program • Contribute to the development of a more focused approach to work within the college 	3

(13) Areas that need improvement

13.1 Each respondent was invited to suggest three ways in which the program might be improved. Six respondents suggested less than three aspects each. Therefore the total number of counts was 65, rather than 72 (24 respondents x 3 suggestions). Numerous suggestions could be grouped under the theme “program operation,” reflecting calls for fine-tuning in operations and more attention to individual institutions’ or Fellows’ needs. The next main theme was “follow-up initiatives to consolidate the benefits of the program.” The aspects and their frequency of appearance in the responses are tabulated below.

<i>Aspect</i>	<i>No. of counts</i>
Program operation (no. of counts in brackets below)	25
<u>Preparation</u> <ul style="list-style-type: none"> • More structured preparation, e.g., shared academic/research expectations between both sides, more discussion with UB on choice of host institution and placement schedule, better planning through prior discussion with mentors, coordinators and mentors to submit plan to UB for comments in advance, more guidance to be given to Fellows at program start (7) 	
<u>Suitability of host institutions</u> <ul style="list-style-type: none"> • Appropriate host institution, e.g., should be research university, and should have matching expertise for Fellows (2) • More opportunities for Fellows during placement, e.g., host institution should harness Fellows’ expertise, Fellows to be given opportunity to do some teaching, e.g., a short course, or take part in courses or research, during the placement (3) 	
<u>Arrangements</u> <ul style="list-style-type: none"> • More helpful to have experience in one host institution for a longer duration instead of two institutions, or one semester alone in one institution so as to benefit more scholars (1) • Separating the program duration into two years makes related curriculum arrangement for faculty members difficult (1) 	

- More flexibility in time arrangement, e.g., shorter time periods so that Fellows are not away from their home institutions for an extended period of time (3)

Selection of Fellows

- Allow a more diverse group including support staff and more junior staff, or elderly university leaders for one to three month-study tours (2)
- Increase the number of Fellows to 2 or 3, instead of one as at present (2)
- Good candidates may not be able to attend due to the constraint of human resources at the university (1)

Logistics

- Make sure a Fellow is properly fetched from and sent off at the airport (1)
- Continue the practice of giving the contact info of current fellow assigned to a host institution to the next one assigned there so the latter can benefit from experience of the former (1)

Feedback from head of institution

- Heads of the institutions may be asked to send periodic feedback based on discussions with Fellows on how the knowledge and skills acquired might benefit the home institution (1)

<p>Follow-up work</p> <p><u>Strengthening alumni work</u></p> <ul style="list-style-type: none"> • Follow-up activities, e.g., post-program seminars, publication of Fellows’ papers, a case study clearing house for best practices facilitated by Fellows, a newsletter to promote information sharing (15) • A report from Fellows at end of program with a strategic plan (may be in phases for long-term projects) on the best practices to be implemented at their home institution (1) <p><u>Dissemination</u></p> <ul style="list-style-type: none"> • UB to give financial support to organize a post-program seminar at home institutions for Fellows to disseminate what they have gained from the placements (1) • Annually, the training contents to be sent to the home institutions after program so that other faculty can access these valuable resources as well (1) 	18
<p>Program content</p> <ul style="list-style-type: none"> • More on leadership development, e.g., develop training-the-trainers component (3) • Add negotiation and mediation skills (1) • Add public speaking skills (1) • Include language educational management, IT application and quality assurance (1) • Emphasize hands-on skills (1) 	7
<p>Networking</p> <ul style="list-style-type: none"> • Strengthen networking among fellows, e.g., more conferences for them (2) • UB to guide networking (1) • More emphasis on networking between home institution and others (1) 	4
<p>Fellows’ obligations to home institution</p> <ul style="list-style-type: none"> • One respondent suggested that <ul style="list-style-type: none"> (a) Fellows need to be reminded they receive training in order to facilitate their home institution, and they should undertake responsibilities and work assigned to them without hesitation. (b) UB should enquire with them periodically regarding the contributions they make to the 	4

<p style="text-align: center;">institution.</p> <p style="text-align: center;">(c) Institution should utilize the services of Fellows as and when required.</p> <ul style="list-style-type: none"> • The program beneficiary should be encouraged to accept administrative positions. (1) 	
<p>Miscellaneous</p> <ul style="list-style-type: none"> • Increase stipend, including more funding for books and documents (3) • Sponsor the host university to co-organize workshops and seminars (1) • Line of reporting: As Fellows are recommended by heads of institutions, it would be very useful if their reports are submitted through these heads to UB. This would help the heads to ensure that Fellows’ ideas, activities and expectations are properly placed in the context of their institution. (1) • Dormitories should be better equipped, e.g., heating system should be in good working condition (1) • Bridging institutional cultures and competencies through Fellows (1) 	7

(14) The involvement of heads of home institutions

14.1 Almost all of the respondents reported their continuous involvement before, during and after their Fellows’ participation in the program through discussions about their preparation and subsequent contribution to their institutions. The few exceptions were due to the respondents not being in the relevant position at the time or not having a chance to discuss with the Fellows.

<i>Heads’ involvement in the program</i>	<i>Yes</i>	<i>No</i>	<i>Other</i>
	(in %)		
Before the program	75	21	4
During the program	88	13	0
After the program	92	4	4

Note: The total for the item “during the program” exceeds 100% due to rounding.

(15) The impact of the program on the fellows’ career path

15.1 About two-thirds (68%, N=26) of the 38 Fellows had been either promoted or assigned new responsibilities since completing the program. At times it is not clear if a different position means a promotion as job titles vary in different systems. Or a retitling exercise may have resulted in a new title for the same position; for example, a lecturer may have become an assistant professor in title while remaining at the same rank in the institutional structure. The analysis in this section gives an estimate of the impact of the

program on Fellows' career development, but is not meant to be conclusive. Eleven (29%) of the Fellows appeared to have had a promotion, e.g., from professor to president, assistant professor to professor, etc. There were 15 cases (39%) of appointment to positions of increased responsibility, e.g., from deputy head of department in the university to officer at the (national) council of ministers, reader of a department to dean of self-financed programs, or professor to chair of department, which could be either horizontal transfers or promotions. In 7 cases (18%) no change was reported. Two fellows (5%) had relocated, of them one to Australia for doctoral studies and another to the United States. In 3 cases (8%) no data was reported. (These percentages add up to 99% due to rounding.)

15.2 It is hard to establish a direct correlation between program participation and Fellows' career paths. However, the remarks given by numerous respondents suggested a significant influence of the program in this regard. Change was identified in the aspects of advancement in leadership skills, academic knowledge, confidence and creativity. Some examples of remarks that suggest a significant impact of the program on Fellows' career development are as follows.

- “The program has enabled her to become a leading scholar in her academic field in (name of university).”
- “Both Fellows have shown significant improvement in both their professional development and leadership skills.”
- “The program experiences are very helpful. Now he is ... shouldering more responsibilities.”
- “Emerged as a confident, professional and skillful person in both administration and scholarship. Developed adequate competency in relating and articulating key concepts, ideas and processes related to quality as a member of the steering committee for the National Assessment and Accreditation Council (NAAC) at (name of university).”
- “Large impacts are visible in strategic leadership in skillful management of people and human resource development, besides enhanced competency and professionalism in both general and academic administration.”
- “(Name of Fellow) has made very good use of the contacts she has made through the program and helped in the signing of an MoU with one of her host institutions, contributed in preparing a Vision Document for the College in the light of her exposure to practices in her institutions, and has developed confidence to take up responsibilities.”
- “Changing the styles of working, implementing measures more creatively.”
- “Changed him into forming himself as a patient and less aggressive leader.”
- “Spurred him on to creating more networks with the Greater Mekong region.”

15.3 In one case, however, the contribution of personal enhancement to institutional service had been limited.

- “Contributed to preparing a Vision Document for the College from his experience of practices in his host institutions; inclined to take up only those responsibilities that he chooses; has not shown commitment and involvement in responsibilities even after accepting them.”

The tables below show different career paths of the Fellows.

15.4 Promotion (29%, N=11)

<i>Position when joining Fellows Program</i>	<i>Current position</i>
Professor	President
Director of library & Assistant to President	Vice President
Assistant Professor	Associate Professor
Senior Lecturer	Associate Professor
Lecturer	Assistant Professor
Lecturer	Senior Lecturer
Deputy Dean of Architecture	Dean of Architecture
Section Chief, Office of International Cooperation and Exchanges	Assistant Director, Office of International Cooperation and Exchanges
Lecturer	Professor & Assistant Director of Center for Education Beyond Curriculum under Total Quality Management System of the university
Associate Professor	Director of Personnel Office
Reader; Coordinator of Student Services	Dean of Student Services (resigned last year for medical reasons)

15.5 Appointment to positions of responsibility (39%, N=15)

<i>Position when joining Fellows Program</i>	<i>Current position</i>
Vice Rector for Development & Cooperation	Vice Rector for Academic Affairs
Head of Bureau for Cooperation and Institutional Development	Head of International Relations Office & Head of department
Deputy Director of Department	Officer at council of ministers
Reader	Dean of self-financed programs
Professor	Chair of Department
Associate Professor	Associate Professor & Head of Program Committee
Lecturer & Deputy Director of Research Office	Deputy Director of Research Office & Director of Graduate Programs
Lecturer & Head of Center	Head of Department
Lecturer	Head of student orientation program
Secretary General & Associate Professor of Law	Legal Consultant
Coordinator of M.Sc. program in Psychology, Director of Tourism, & Pastor	Finance Officer of University, Director of Psychology, Director of University

	Library, Coordinator of Cultural Activities, and Project Manager of Infrastructure Development
Teacher & Research supervisor to Graduate/Postgraduate students	Research guide for doctoral research
Faculty member of Department	Chair of Department
College Instructor of Department	Chair of Department
Associate Professor	Acting Principal of College Elementary School

15.6 No change (18%, N=7)

<i>Position when joining Fellows Program</i>	<i>Current position</i>
Director for Instruction	Director for Instruction
Director of Department	Director of Department
Chair of Department	Chair of Department
Assistant Professor	Assistant Professor
Lecturer	Lecturer
Lecturer	Lecturer
Jesuit Representative	Jesuit Representative

15.7 Others (13%, N=5)

<i>Position when joining Fellows Program</i>	<i>Current status</i>
Deputy Dean of Faculty	Ph.D. student in Australia
Lecturer	Relocated to U.S.
Reader	No info provided
Chair of Department	No info provided
Lecturer	No info provided

(16) Additional comments

16.1 Eight respondents (33%) accepted the last question's (Q12) invitation that "any additional comments are most welcome." Seven of them basically reiterated their espousal of the program and added suggestions for improvement. The eighth one called our attention to possible tension where the Fellow(s) and his/her/their institutional leader(s) had differential expectations. This tension, sometimes expressed in subtlety, is also noted in a few other instances in the responses. Below are the respondents' additional comments.

- "The Fellows are able to take up challenges, initiate projects, improve in outlook, develop global awareness and emerge as professionally confident personalities."
- "The linkages established with international academic institutions have opened up horizons for the college and also for the individual faculty. The faculty members who have had this exposure always return with innovative ideas for their

respective departments and for the college, some of which they have been able to implement. Our partnership with United Board has helped our college undertake innovative projects and has opened up the faculty and the college to international higher education.”

- “I salute the dedicated service of United Board which gives a splendid opportunity of capacity building to the teaching community of developing Asian nations. This program has not only broadened our knowledge and experience, but also boosted our dedication and commitment to our home institution.”
- “The program has successfully helped the educators in Asia to develop professionally and establish meaningful network for the public interests. The United Board has indeed helped higher education institutions in Asia to change and become better. One of the changes that I’d like to see is to allow UB Fellows to select better-known universities for their residency studies. Some of our UB Fellows did not receive the anticipated outcome because the host institutions did not have adequate resources for the Fellows to flourish.”
- “We hope that this program will keep on running to empower faculty members of universities in Asia.”
- “We hope that United Board will continue this program in the future as it contributes positively to our future leader preparation program.”
- “It is perhaps necessary to find ways of avoiding/minimizing the gap between what the Teacher Fellow assumes to be his/her role and what the institution finds as the best that he/she is suited for.”
- “The evaluation of the impact of the program in terms of the participants’ career paths may not be very applicable to our national context because of the current bureaucracy here.”

(17) Recommendations

17.1 The findings of the study suggest that the program has met its goals of strengthening institutional leadership and developing sustainable networks among scholars and higher education institutions in Asia. The respondents were generally pleased with the program design, namely, international exposure, a focus on leadership development, mix of Asian and Western institutions, flexibility in the Fellows’ study plan, mentorship, etc. On the other hand, they suggested ways in way the program could be strengthened. Most of these suggestions derived from their Fellows’ experience in the placements; a few appeared to reflect internal institutional dynamics. Some suggestions contradicted each other, e.g., one respondent found the existing timeframe of semester-long placement useful while another preferred shorter periods to accommodate their colleagues who could not be away from their institution for an extended period of time. Such incongruity is natural where there are diverse institutional and national contexts.

17.2 The recommendations below take into consideration three factors: the respondents’ feedback, feasibility and the fact that some of the suggestions for improvement may have already been addressed in ongoing program improvement since 2006. It is recommended that

- i. The current program objectives, structure and content should be maintained, with fine-tuning where appropriate;
- ii. Resource permitting, the Fellows Program should strengthen the sustainability of the program's impact by, e.g., (a) setting up an online platform for ongoing alumni networking and exchange, or support a home institution to take the lead in this endeavor; (b) publishing an alumni newsletter which serves as a forum to publish Fellows' works, disseminate information and strengthen ties; and/or (c) organizing an alumni conference at regular intervals, e.g., every three or five years, etc.
- iii. Communication should be strengthened to ensure a shared understanding between the Fellows Program office, the home institutions and the host institutions on expectations in study plan and choice of host institutions.
- iv. Communication should also be strengthened especially in the beginning where Fellows who are unfamiliar with the western world may need more guidance in traveling to and settling down in the host country.

(18) Limitations of the study

18.1 The study is a small-scale one seeking the perspectives of the respondents on program outcomes. The measurable answers summarize the respondents' extent of satisfaction with the program, but do not claim complex statistical significance as in large-scale quantitative surveys.

18.2 The small number of institutions from each country renders it difficult to establish cross-national patterns in the impact of the program on the institutions.

18.3 Similarly, while there may be differential values attached to the program between, for example, large universities and smaller colleges, this pattern did not emerge in the study.

18.4 Some of the phenomena reported in an impact study that takes the time lag factor into consideration may be passé. For example, some of the phenomena mentioned may have ceased in the course of ongoing program amendments.

Appendix I Evaluation instrument

Outcomes Survey of United Board Fellows Program Questionnaire

Name of institution: _____

(1) **Overall.** Please rate (with a ✓) the usefulness of the Fellows Program to your institution and your fellows **in general.**

Very useful Useful Slightly useful Not useful No opinion

Please explain your rating (i.e., why the Program has been very useful, useful, slightly useful, or not useful to your institution and fellows) **in general.**

(2) Please rate (with a ✓) the usefulness of the Fellows Program in **leadership development** (e.g., as head of department, academic dean, dean of students, or similar other positions) of the fellows from your institution.

Very useful Useful Slightly useful Not useful No opinion

Please explain your rating (i.e., why the Program has been very useful, useful, slightly useful, or not useful) in this aspect.

(3) Please rate (with a ✓) the usefulness of the Fellows Program in **enhancing the teaching innovations and effectiveness** of the fellows from your institution.

Very useful Useful Slightly useful Not useful No opinion

Please explain your rating (i.e., why the Program has been very useful, useful, slightly useful, or not useful) in this aspect.

(4) Please rate (with a ✓) the usefulness of the Fellows Program in helping the fellows from your institution in **learning the latest trends in their field of study.**

Very useful Useful Slightly useful Not useful No opinion

Please explain your rating (i.e., why the Program has been very useful, useful, slightly useful, or not useful) in this aspect.

(5) Please rate (with a ✓) the usefulness of the Fellows Program in helping the fellows of your institution in **developing new networks**.

Very useful Useful Slightly useful Not useful No opinion

Please explain your rating (i.e., why the Program has been very useful, useful, slightly useful, or not useful) in this aspect.

(6) Please rate (with a ✓) the usefulness of the Fellows Program in the **development of your institution as a whole**.

Very useful Useful Slightly useful Not useful No opinion

Please explain your rating (i.e., why the Program has been very useful, useful, slightly useful, or not useful) in this aspect.

(7) Please rate (with a ✓) the usefulness of aspect(s) of the Fellows Program, if any, in addition to those listed above. (Optional)

Aspect of the Fellows Program: _____

Very useful Useful Slightly useful Not useful No opinion

Please explain your rating (i.e., why the Program has been very useful, useful, slightly useful, or not useful) in this aspect.

(8) Please name **three aspects** of the Fellows Program that you are most satisfied with.

- a. _____
- b. _____
- c. _____

(9) Please suggest **three ways** in which the Fellows Program can be improved in future.

- a. _____
- b. _____
- c. _____

(10) Please provide information on **your involvement** in the Fellows Program.

a. Before the fellow began participation in the Fellows Program placements, did you discuss with him/her his/her potential leadership roles at your institution and how the Program activities would help prepare for these roles?

Yes No (Please check with a ✓ as appropriate.)

b. During the fellow's participation in the Program, did you maintain contact with him/her regarding his/her experiences and activities?

Yes No (Please check with a ✓ as appropriate.)

c. After the fellow's return to your institution, did you discuss with him/her the ideas, perspectives and skills gained during the Program, and ways that these might make a difference in his/her responsibilities at your institution?

Yes No (Please check with a ✓ as appropriate.)

(11) Please provide information on the **career path of each fellow** of your institution since his/her participation in the Fellows Program.

2002-04

<i>Name of fellow</i>	<i>Position when joining Fellows Program</i>	<i>Current position</i>	<i>Remarks on the impact of the Program on him/her</i>
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2004-06

<i>Name of fellow</i>	<i>Position when joining Fellows Program</i>	<i>Current position</i>	<i>Remarks on the impact of the Program on him/her</i>
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(12) Any additional comments are most welcome.

End of Questionnaire

Thank you very much for your participation!