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EXCELLENCE IN TEACH- ING AND TEACHING SABBATICAL OUTCOME EVALUATION

EXCELLENCE IN TEACHING AND TEACHING SABBATICAL OUTCOME EVALUATION

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SUMMARY OF THE EVALUATION

The *Teaching Sabbatical* programme, following the *Excellence in Teaching* programme (1999-2013), aims to contribute to a quality enhancement of Swedish tertiary education on undergraduate level through international experience. By enabling teachers at Swedish universities to spend a semester abroad to engage in educational activities at highly qualified host universities, the programme wants to contribute to renewal, both concerning content and structure, of Swedish higher education on the individual, departmental, university and national levels, as well as establishing new international collaborations.

Teaching Sabbatical is a unique mobility programme not only within the framework of the activities of STINT, but also within the Swedish higher education system as a whole due to its focus on teaching rather than research. The programme was initially developed to fund full term stays exclusively at American liberal arts colleges, but since 2011 a broader set of universities in the United States, Singapore, Hong Kong, the United Arab Emirates and Japan participate as hosts in the programme. Teaching Sabbatical is the oldest continuous programme in STINT's portfolio. Between 2000 and 2015, the programme has enabled 130 grantees to spend one semester abroad, of which 91 were stays at liberal arts colleges and 39 at traditional universities.

The main purpose of the evaluation has been to address the outcomes of Teaching Sabbatical on higher education in Sweden as well as its contribution to international cooperation. Several complementary data collection methods and sources have been used to address the evaluation questions, including a survey to and interviews with former grantees, interviews with representatives of host and home universities and a literature review.

In general, representatives of the **home universities** have a very positive view on the programme. However, their experiences of how capable their university organizations are of absorbing the grantees' enhanced competences and skills vary greatly. Some universities have made the programme into a piece in their overall strategy and battery of programmes and opportunities for further training of teachers, whereas some universities make very little efforts of this kind and handle the programme and the grantees as a mere one among many. Still, it generally seems that the universities have gradually improved their routines for handling the programme and for selecting grantees over the years. This is good, seeing that representatives of the universities are unanimous in their assessment that a lot of responsibility for securing the success of the programme lies with the absorptive capacity, structures and efforts on behalf of departments, faculties, and central university leadership.

The **host universities** experience of the programme varies, although in general there is recognition of the win-win situation that can potentially arise within a programme like this. Positive remarks include widened perspectives and valuable external influences as well as and the secondary effects of engaging staff at the host department in international collaboration, in turn provoking self-reflection and self-evaluation. Important prerequisites for making full use of the potential of international exchanges lies in the match between expectations as well as between competences and skills of the grantees, the needs of the host departments, and the ambitions of both parts for the Teaching Sabbatical.

The **former grantees** of Teaching Sabbatical by large consider the programme, as a whole, a valuable experience. There is a strong sense among the grantees that the stay abroad was characterised by a mutual learning between the host university/department and themselves. Almost 9 out of 10 respondents in the survey to former grantees state that their participation in the programme has provided them with a deeper knowledge about new teaching methods and strengthened their own teaching capabilities. The abroad stay has given insights into other educational traditions that they to a very large extent are able to relate to the situation at their home university in Sweden. The individual learning outcomes furthermore appear to be stable over time, despite changes to the programme and its expansion beyond liberal arts colleges.

Most common changes include shorter teaching sessions, more frequent examinations using different techniques, increased connection to real life issues and, to a lesser extent, a complete transformation of course content and syllabus. A majority of the respondents also have at least some form of contact with the host university today, mainly in the form of joint research collaboration.

Several barriers have been identified for the grantees to apply and disseminate the knowledge obtained. To summarise, the grantees to a large degree state that they took the opportunity to speak about the experiences from their stay abroad, but without commitment on the issue from management and with mixed interest among colleagues. Changes have come about in courses within their own department, but very few respondents indicate that they have had any direct impact on the development of courses or way of teaching at departments other than their own, although experiences acquired abroad have been transferred to such forums.

It is clear from the analysis that the role of the programme most of all is *enabling*: The programme itself cannot produce the desired effects, only the grantees, the host institutions, and the home institutions can. While it seems to depend on the individuals to make good effects happen within this programme, the programme itself is very supportive of the individuals and creates good conditions. Also, it can be concluded that the majority of positive results on individual level testifies to a proper and favourable selection of grantees within the programme, which give evidence to the aptness of the programme structure and design. One main issue for the programme to address will therefore be the possibility to expand the number of grantees, while at the same time maintaining a high level of motivated and highly qualified candidates. The ability of Swedish universities to nominate proper candidates through increased communication measures about the programme and its benefits throughout its departments will be critical for further expansion of the programme.

From the evaluation it lies beyond all doubt that there are far-reaching behavioural effects of the programme on individual level, and that the likewise proven behavioural changes mean that the impacts on individual level also have a great potential of translating into impacts on departmental, university and national level. However, if the programme's effect on individual level shall be aggregated to institutional and system level, the proper structures must be in place to facilitate this. According to the grantees, there is a need for a cultural change at Swedish universities and departments, to enable truly positive effects of the Teaching Sabbatical programme. The programme should demand and follow-up on dissemination activities of home universities and departments to a greater extent. Any major changes to the programme in general, however, cannot be motivated seeing that the current implementation is highly appreciated by all involved actors, and are able to clearly facilitate the development of Swedish tertiary education.

1. INTRODUCTION TO THE EVALUATION

The Swedish Foundation for International Cooperation in Research and Higher Education, STINT, acts on mission from the Swedish government to internationalise Swedish higher education and research through a number of funding programmes. *Teaching Sabbatical*, sequel to the *Excellence in Teaching* programme (1999-2013), has the aim to contribute to the internationalisation of Swedish tertiary education on undergraduate level. By enabling teachers at Swedish universities to spend a semester abroad to engage in educational activities at highly qualified host universities, STINT wants to contribute to renewal, both concerning content and structure, of Swedish higher education on the individual, departmental, university and national levels, and to contribute to establishing new international collaborations.

Excellence in Teaching/Teaching Sabbatical (henceforth Teaching Sabbatical) was initially, in the late nineties, developed to fund full term stays exclusively at American liberal arts colleges, but since 2011 a broader set of universities in the United States, Singapore, Hong Kong, the United Arab Emirates and Japan participate as hosts in the programme, which has reduced the number of grantees at liberal arts colleges but increased the breadth of the potential exchanges. Teaching Sabbatical is the oldest continuous programme in STINT's portfolio. Between 2000 and 2015, the programme has enabled 130 grantees to spend one semester abroad, of which 91 were stays at liberal arts colleges and 39 at traditional universities.

Because its focus lies on teaching rather than research, Teaching Sabbatical is a unique mobility programme not only within the framework of the activities of STINT but also within the Swedish higher education system as a whole. This unique attention to enabling international exchanges for university teachers, in turn, poses certain challenges both to programme development and evaluation, because benchmarking with the help of other programmes with similar target groups, but with focus on research, has a limited relevance. This, in combination with the expansion of the programme and its increased popularity in terms of nominated teachers at Swedish universities, caused STINT to commission an outcome evaluation of the programme. The purpose of the evaluation is threefold: Evaluation of the effects of the programme on higher education in Sweden at individual, departmental, university and national level; assessment of the ability of the programme to create international cooperation between Swedish and foreign universities as well as the overall implementation of the programme; and to provide input for development of the programme.

The evaluation has been carried out by Ramböll Management Consulting AB and Olof Hallonsten, senior researcher at Lund University, between June 2015 and March 2016. The analytical framework and methods for data collection are presented in chapter 2. In chapters 3-5 the views of the home and host universities, and those of the grantees are presented, followed by a synthesis and discussion in chapter 6. In chapter 7, recommendations for development of the programme are presented.

2. ANALYTICAL FRAMEWORK

2.1 Questions addressed by the evaluation

The main purpose of the evaluation is to address the outcomes of Teaching Sabbatical on higher education in Sweden as well as its contribution to international cooperation. More specifically, the following questions have been at the focus of the evaluation:

- What are the outcomes of the programme in terms of its impact on higher education in Sweden at individual, institutional, university and national level?
- To what degree and in what way(s) has the programme contributed to the forming of international cooperation between home and host universities/departments?
- How has the decision to go beyond Liberal Arts colleges to include universities also outside of the US affected the outcome and implementation of the programme?
- How is the programme perceived by involved universities/departments?
- Given the ambition to expand the programme, how can the nomination and selection process be developed in order to identify more candidates without a compromise on quality?
- What, if any, types of changes to the programme are brought forward by the host and home universities/departments and the grantees? Is there a need for any specific measures to meet existent barriers?
- What expectations, wishes or demands are there for an eventual alumni network for former grantees of the programme?

2.2 Methods for data collection

In order to answer the above listed questions, several complementary data collection methods and sources have been used. In short, the evaluation is based on the following empirical sources:

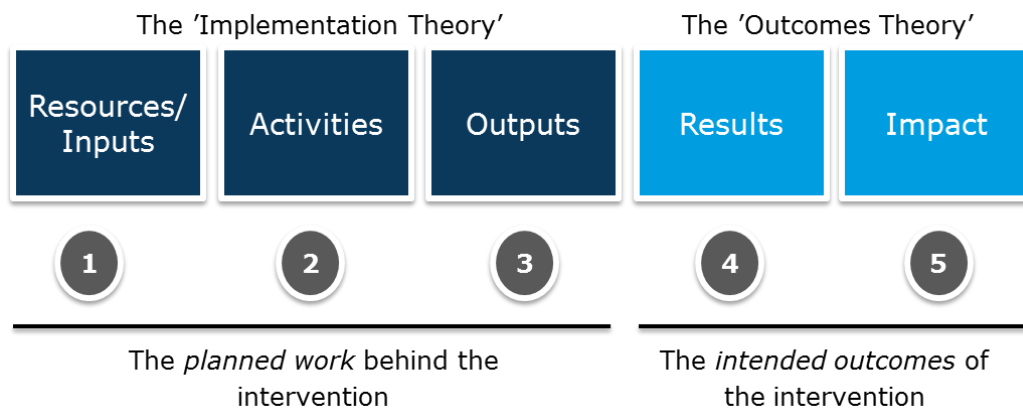
- **Survey to former grantees:** A survey was sent out to a sample of 118 former grantees of Teaching Sabbatical from the years 2000-2014. The 2015 grantees, at the time participating in the programme, were not included in the sample as a majority of questions concerned the application of knowledge. The responses were collected between October and November 2015. A total of 90 completed surveys were collected, resulting in a response rate of 76 per cent which is considered a satisfactory result and makes the survey material comprehensive and solid.
- **Interviews with representatives of host and home universities and grantees:** 21 interviews were performed with representatives of six host universities in Singapore and the United States. The interviews were done face to face at the host universities by representatives from STINT. 7 telephone interviews were performed with a sample of representatives from home universities in Sweden with prior knowledge and experience of the programme. 8 telephone interviews were performed with former grantees of Teaching Sabbatical in order to complement the results of the survey (above). The sample criteria for interviews with the grantees was to obtain a variety of respondents from larger and smaller home universities, research fields and when/where the grantee had done their sabbatical.
- **Literature review and programme documentation:** Earlier evaluations of the programme and relevant programme documentation were provided by STINT to serve as background material for the evaluation. In addition, a literature review on mobility programmes, their underlying logic and expected outcomes was undertaken to guide the evaluation, including both data collection and analysis.
- **Presentation and workshop:** The initial results of the evaluation were presented and discussed at a workshop with former and future grantees as well as university/department representatives on the 3rd of February 2016 at STINT.

2.3 Guiding principles of the evaluation

In order to properly evaluate a programme we must have a clear understanding of **what** the programme wants to achieve (results), for **whom** (target population), **how** (resources, activities and outputs), and **why** (overall desired impact). In cases of programmes that are difficult to evaluate, this is typically because they are poorly articulated and that the steps needed to reach the long-term outcome often are unclear. The components used to describe these logical steps are called the *Theory of Change (ToC)*, which is the term used in this evaluation although it is equivalent to other evaluation approaches such as *theory-based*, *theory-driven*, *theory-oriented*, *intervention theory*, *programme theory* and *programme logic* evaluations. The essence of a *ToC* evaluation is the logic linking of an organisation's actual doings to the goals it intends to achieve.

To illustrate how these come together in the *ToC*, a useful distinction can be made between the *planned work* associated with a programme and the *intended outcomes* of the planned work.¹ *Planned work* includes **Resources** (sometimes referred to as inputs such as human, financial, organisational), **Activities** (what the programme does with the resources) and **Outputs** (the direct products of the programme). The *intended outcomes* of the planned work include **Results** (the specific changes in programme participants' behaviour, knowledge, skills) and **Impact** (the fundamental intended change occurring in organisations as a result of programme activities).

As illustrated below, the distinction between implementation and outcome underlines that the organisation has direct influence over the planned work, whereas the organisation has no direct control over the intended outcomes.



In the following chapters the implementation and outcomes theory of Teaching Sabbatical is summarised. The evaluation as a whole focuses on both of these aspects, with emphasis on the outcomes of the programme.

2.4 Implementation of the programme

One fundamental principle for the evaluation of the programme is the basic acknowledgement that although the actions of the grantees themselves much determine the outcome of the programme, they are at the same time governed by factors relating to the organisation and implementation of the programme and the structures at the home and host universities. *Implementation theory* includes the resources, activities and outputs of the programme, i.e. areas of the *ToC* that STINT to a large extent are able to control.

Important aspects of the implementation theory of the programme contains the following resources and activities: (i) the target group for the programme and the terms and conditions of the grant; (ii) the selection of host universities and the terms of the cooperation with these; (iii) the process for nominating candidates for the grant at Swedish universities; (iv) the process of selecting grantees internally at STINT; (v) the preparatory activities before the visit and the tasks and expectations of the grantees, and (vi) the structures at home universities to secure positive

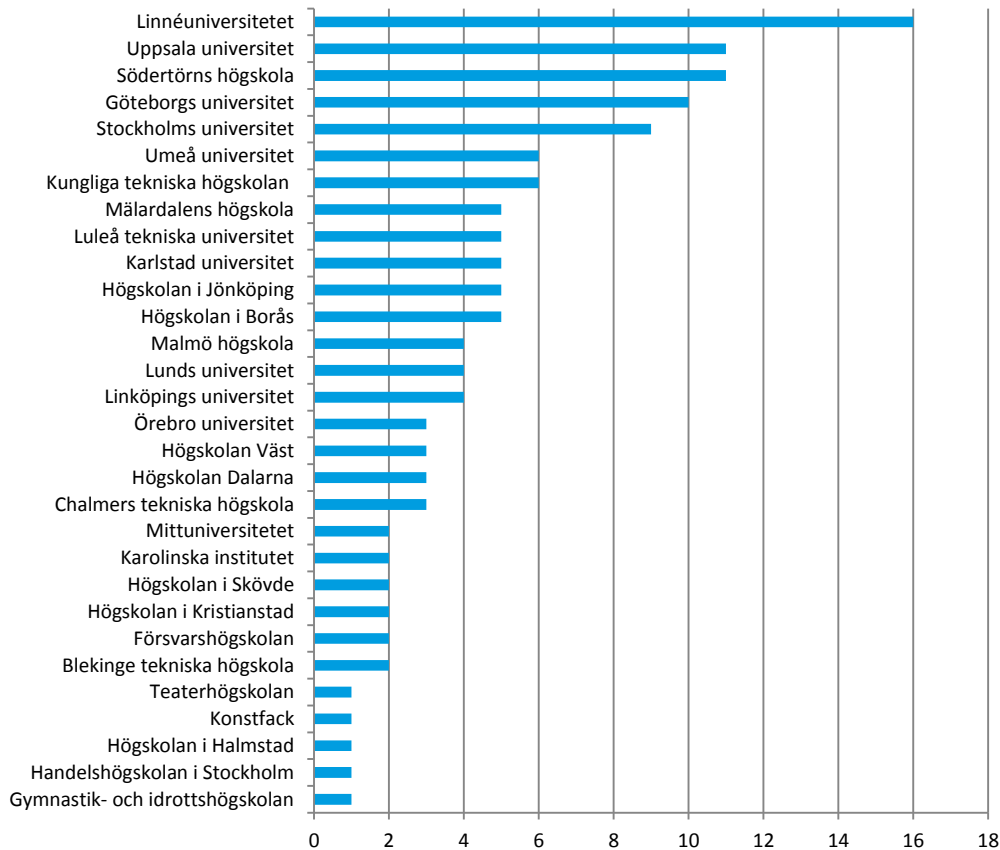
¹ The distinction is inspired by Kellogg Foundation, 2004.

effects upon the return of grantees. STINT has various degrees of direct influence on all these parts of the implementation theory. Furthermore, the evaluation must consider the effects of major changes within the programme since its launch, including a new financial policy in 2006 concerning funding for the grantees, and the decision to broaden the programme beyond liberal arts colleges in 2011 – these changes are assumed to have an impact on how the involved universities and grantees view the programme and thus, by extension, for the outcome of the programme in a broad sense.

2.4.1 Output of the programme

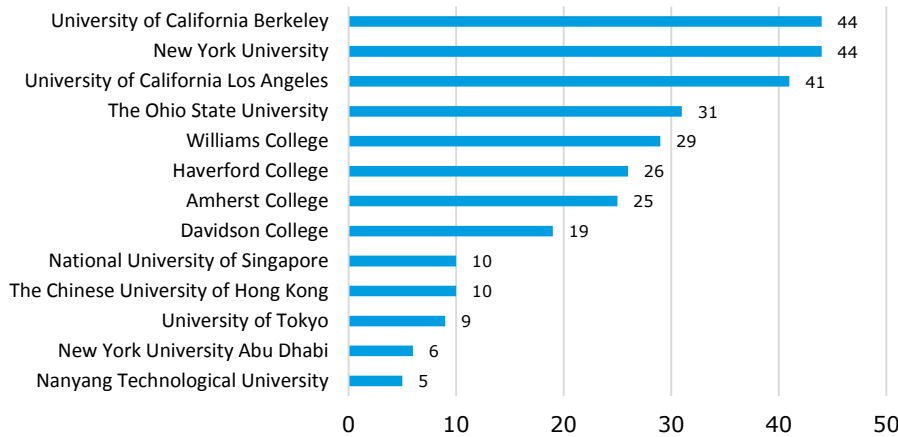
Following the implementation of activities described above, the output of the programme is defined as individuals that receive a Teaching Sabbatical grant and completes an abroad stay. Including the fall 2015, 130 scholars have received the opportunity to spend one semester abroad through the programme, whereof 91 stays have been at liberal arts colleges in the United States, and 39 at traditional universities in in the United States, Singapore, Hong Kong, the United Arab Emirates and Japan. As seen in figure 1, the grantees within the programme in 2000-2015 are quite unevenly distributed over Swedish universities. This has partly to do with the fact that the programme until 2006 only was open for smaller Swedish universities.

Figure 1 Grantees within the programme divided by home university, 2000-2015



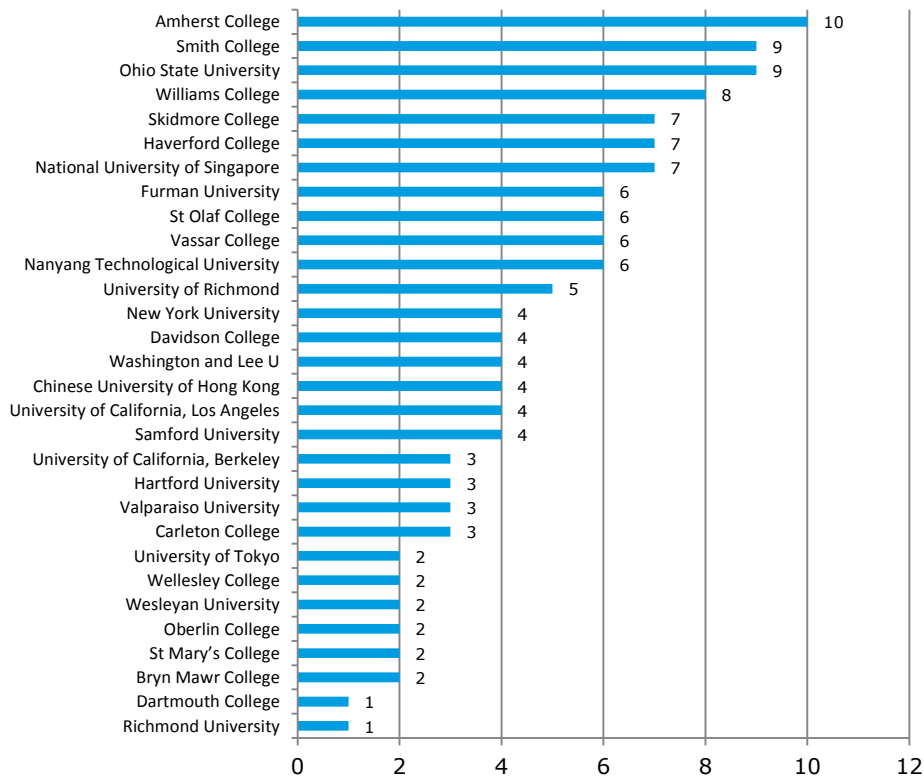
Some host universities are more popular than other. Most popular are the universities and colleges in the United States. Figure 2 below reflects how each nominee indicated where they were interested in going in 2014. Some nominees selected all possible partner universities and other only one. The total number of nominees 2014 was 49.

Figure 2 Preferred host universities as selected by nominees in 2014, several options available



The preferred host universities of the nominees, as illustrated above, only indicate the result for one single year. Looking instead on the distribution of grantees per host university for the whole programme period (2000-2015), we see distinct concentration towards American liberal arts colleges, which is expected given the prior focus of the programme.

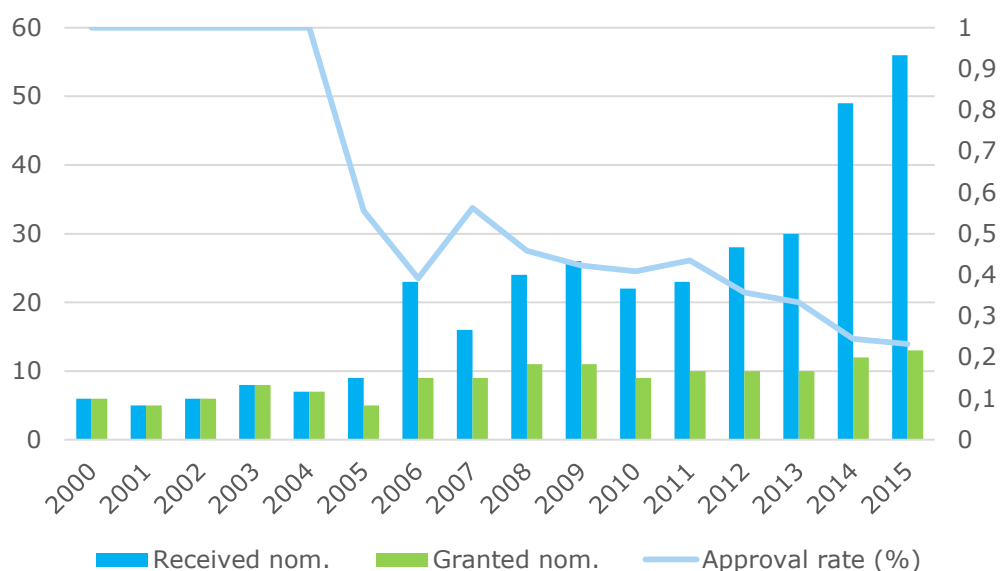
Figure 3 Number of grantees per host university, 2000-2015



One important aspect of all mobility programmes is the level of acceptance rate, because it conveys fundamental information about the match between demand among potential grantees and the supply of opportunities. Too high an acceptance rate would suggest oversaturation, too low an acceptance rate suggests that the programme is not optimally structured. Although no exact figure can be given that represents the most suitable level of acceptance rate for a programme of this type, the acceptance rate should typically reflect a balance between the merits of receiving a grant and safeguarding a motivation to apply for attracting candidates of high quality. Initially, the involved universities could nominate one candidate each to the programme, explaining the 100 per cent acceptance rate 2000-2005. In 2006 the programme was broadened to involve all Swedish universities and in 2013 the possibility for the seven largest universities to nominate

three candidates each was introduced (the other are allowed to nominate two candidates). More favourable funding mechanisms of the programme were also introduced in 2006 and in 2011 the programme introduced new aspects to the selection phase. Taken together, the number of annual nominations to the programme has increased while the number of annual grants has remained relatively stable, resulting in a gradually lower acceptance rate.

Figure 4 Received and granted nominations to the programme (left axis) and approval rate (right axis), 2000-2015



2.5 Intended outcomes of the programme

Focus above laid on implementation. In the following, the discussion turns to *what* the aims of the programme are, and *why*. One fundamental purpose of Teaching Sabbatical is to contribute to the internationalisation of Swedish teaching faculty.

The programme gives teachers at Swedish universities the opportunity to gain international experience of various kinds that is relevant to their professional role as teachers in higher education. With the programme, STINT aims to contribute to renewal of Swedish higher education and to the creation of new international collaborations and networks. The overall desired outcome could be summarized as the development of the capacity of teachers at Swedish universities both as concerns the content and the structure of education, partly initiated as an answer to the vast expansion of higher education in Sweden and the previous lack of a regular teacher-oriented programme for internationalisation.²

In order to evaluate the programme, however, a firm and comprehensive understanding is needed not only of the motives behind the programme and what it wants to achieve, but also the logic of its intended outcomes. In addition, a broad but nuanced understanding of the concept of internationalisation of higher education and research is also necessary. Both are provided in the next section, where the conceptual framework for the evaluation is detailed as a basis for the remainder of this report.

2.5.1 The intervention logic behind mobility programmes

In current discourse and debate over the state of higher education and academic research, especially in Sweden, *internationalisation* is predominantly treated as an inherently positive thing, and it is in many cases seen as a completely natural ingredient of organizational visions, strategies and goals.³ Internationalisation is partly seen as a goal in itself, but most of all as a vehicle for

² Mehrens, P. (2007). *STINT Programme for Excellence in Teaching 2000-2006. A follow-up report.*

³ The four largest Swedish universities, Lund University, Uppsala University, the University of Gothenburg and Stockholm University, all mention internationalisation in the very first paragraphs of their strategic plans and similar documents. The Swedish government mentions internationalisation as one of the key goals of its research and higher education policies.

general quality enhancement. In reality, the process of accomplishing internationalisation of national systems for higher education and research, just as in the private sector and civil society at large, is by default referred to the grass root level. It is individual ambition, in combination with small-scale initiatives at universities and purposeful funding programmes by third-party actors such as private or public foundations and interest organizations that achieves internationalisation. This is done through micro-level and momentary mobility of individuals that combines and aggregates to macro-level and long-term internationalisation of universities and whole higher education systems.

Swedish research and higher education policy has an international character, and not least the discursive level of policymaking has long been dominated by an emphasis on the need for openness towards the world and the crucial importance of exchanges of people (students and professionals) and ideas (results and practices) across borders.⁴ Especially Swedish universities come under frequent attack for their alleged lack of openness to influences from the international stage, not least their closed career systems, which are sometimes even characterized as “academic inbreeding” and a threat to quality.⁵ This is a challenge and a problem in need of consideration and active response, because although the exact nature of the alleged positive correlation and causalities between international exchange and quality improvement in research and higher education is difficult to prove (see below), there is an unambiguous logic to any knowledge-intensive organization that demands a certain level of (international) mobility and exchange: Excellence cannot be built with non-excellent elements, but has to be obtained from those environments and institutional contexts where it grows, or through those individuals that have a documented track record of participating in this growth. This might mean attracting the best minds (students, professionals), or seeking to emulate the practices of the most excellent organizations, or simply importing ideas and widened perspectives with inspiration from successful role models. On a most fundamental level, hence, internationalisation can rightfully be viewed as a vehicle for quality enhancement, but it is important to grasp its complexity.

Given globalization and the growth of an international labour market in knowledge-intensive areas, the issue today is not whether university leadership and national higher education policymakers should look beyond national borders for skilled staff and for opportunities of advancement of skills and competences of incumbent personnel, but rather how; with emphasis on what; and if eyes should be set on specific countries and regions.⁶ It is clear though that individual mobility is a key driver of internationalisation and thus quality enhancement in a general sense not least because it is intimately coupled with the transfer of tacit knowledge, which has been proven immensely important in any knowledge-intensive professional work,⁷ and also possible to stimulate through targeted programmes and efforts (such as Teaching Sabbatical)

The concrete effects of individual mobility in the higher education sector can be conceptualized through a threefold categorization of individual (teacher), institutional (university) and system (national) levels. These three are interconnected and the degrees to which they can be measured and proven vary. For the individual herself, in a personal sense, the positive effects of mobility and widened perspectives by new experiences are unquestionable in their logic, but the effects of such personal enhancement of skills and competences for the organizations and institutional settings where individuals work and act are more doubtful. Especially in knowledge-intensive meritocratic professions such as research and education, personal skill and competence may very well remain by individuals if not organizations are prepared to absorb and make use of them, and are

⁴ Edqvist O (2008), “Internationalisera svensk forskning!”, i *Forska Lagom och vara världs bäst*, red Mats Benner och Sverker Sörlin, SNS Förlag.

⁵ See, e.g., Bienenstock A, Schwaag Serger S, Benner M and A Lidgard (2014). *Utbildning, forskning, samverkan: Vad kan svenska universitet lära av Stanford och Berkeley?* Rapport, SNS Utbildningskommission.

⁶ Hazelkorn E (2011) *Rankings and the Reshaping of Higher Education*. Palgrave Macmillan; Wildavsky B (2010) *The Great Brain Race: How Global Universities are Reshaping the World*. Princeton University Press.

⁷ Winter S (1987) “Knowledge and competence as strategic assets”, in DJ Teece (ed), *The competitive challenge: Strategies for industrial innovation and renewal*, pp. 159–84 (Cambridge: Ballinger); K Goffin & U Koners 2011, “Tacit Knowledge, Lessons Learnt, and New Product Development”, *Journal of Product Innovation Management* 28(2): 300-318.

ready to make an effort (with some unavoidable transaction costs) to open up to new views and new practices that may, at first, seem alien or even detrimental to established organizational practice and culture.⁸ Moreover, in these sectors the loyalty of individuals towards their employer organizations are generally less stable and less obvious relative to other professions – in universities, individuals may well prioritize their own personal career and the development of skills and merits of other individuals in their personal networks (coworkers, collaborators, students) higher than the competence enhancement of their employer organization.⁹

The proven effects of mobility on individual level, in a general sense, are expectably significant. A 2003 study of postdoctoral abroad stays categorizes the positive impacts for individuals in *competence effects*, i.e. concrete and specific skills and competences obtained; *network effects*, i.e. new contacts and entrance on new arenas; *personal effects*, i.e. self-consciousness and self-appreciation; and *merits*, i.e. formal qualifications that can go into a C.V.¹⁰ There is some shortage of comprehensive studies of the effects of mobility on individuals, most of all because data is typically country-specific and nationally oriented studies hence difficult to compare. But an ample questionnaire-study of individual mobility of researchers, with over 16,000 respondents in 16 countries (including Sweden), has proven the *competence effects* to be the most obvious, and the study indicates that in the case of research skill and competence, mobility is almost in itself quality-enhancing.¹¹ Also network effects are clearly proven by this study as well as the 2003 study on postdocs mentioned above. It is difficult to evaluate the degree to which these results are transferable directly to the case at hand, where emphasis lies on teaching rather than research, but given the professional overlap between the two, effect studies of researcher mobility have some basic relevance also for the issue of evaluating positive effects of temporary mobility of teachers.

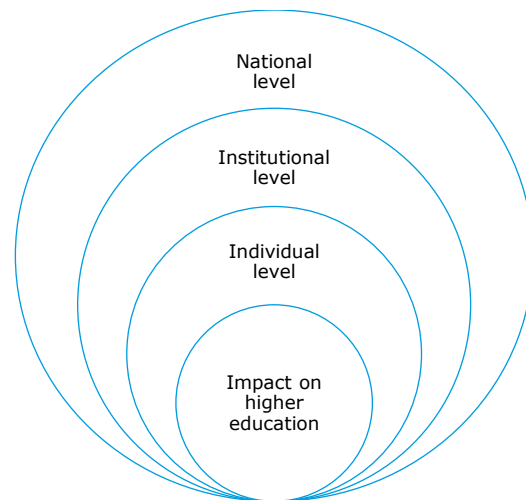
When it comes to the effects of individual mobility on their employer organizations, i.e. the universities, the discursive framework for current research and higher education policy is important: As noted above, there is a general belief in internationalisation as a vehicle for quality enhancement in policy documents and strategy plans on university level as well as in national Swedish policymaking. In the most fundamental sense, a university is nothing but the collection of individual teachers, researchers and students that research, teach and learn within its institutional frameworks. Put differently, any activity at a university must be carried out by individual professors, lecturers, researchers and students in collaboration. It is the skills, competences and experiences of these individuals that combines and aggregates to university education and research. Consequently, in figure 5, the three aforementioned levels of effects (individual, institutional, national) are arranged conceptually as interdependent but hierarchical: institutional (university) effects of mobility of individuals are seen as an aggregation of the effects for individuals: competence effects, network effects, personal effects and merit/qualification are all seen as possibly (and hopefully) spilling over to the immediate institutional environment of the individual and causing a general enhancement of competence and skills, as well as, crucially, a broadening of experiences and the connection of institutional arrangements to new networks.

⁸ Scott WR (2001) *Institutions and Organizations*. 2nd ed. Sage.

⁹ Krücken G and F Meier (2006) "Turning the University into an Organizational Actor." In Drori GS, Meyer JW and H Hwang (eds) *Globalization and Organization*. Oxford University Press.

¹⁰ Melin G (2003) "Effekter av postdoktorala utlandsvistelser." Working paper 2003-29, SISTER

¹¹ Franzoni, Chiara, Giuseppe Scellati och Paula Stephan (2013). The mover's advantage: the superior performance of migrant scientists. Kommande artikel i *Economic Letters*; Fernandez-Zubieta, Ana, Aldo Geuna och Cornelia Lawson (2012). Researchers' mobility and its impact on scientific productivity. Artikel presenterad på DRUID-konferensen i Köpenhamn 19-21 juni.

Figure 5: Hierarchical conceptualization of effects on different levels

Logically, then, since the institutional level (universities) is part of a greater context (a national higher education system), the same conceptualization of aggregation of effects on institutional level to the national level is possible, and depicted in the figure. Importantly, recent studies of these complex interactions also emphasise individual mobility and exchange,¹² although it is clear that there is no automatic causal relationship between mobility and quality/excellence either in research or in teaching. The role of the individual in the process of enhancing quality by the means of (temporary) mobility and the competence effects, network effects, personal effects, and merits that it supposedly brings to the individual, should not be underestimated. But neither should the role of carefully planned and executed efforts, like programmes and schemes, incentivising (temporary) mobility and enhancement of skills and competences through (temporary) mobility.

¹² Jacobsson S, Perez Vico E, & Hellsmark H (2014), "The many ways of academic researchers: How is science made useful?" *Science and Public Policy* 41: 641–657. Jacobsson S & Perez Vico E (2010), "Towards a systemic framework for capturing and explaining the effects of academic R&D", *Technology Analysis and Strategic Management* 22(7): 765-787.

3. THE VIEW OF THE HOME UNIVERSITIES

Seven phone interviews were conducted with representatives from the home universities of the grantees. These persons had different amounts of experience with the programme and with handling grants, and also occupied slightly different positions in their university's organization. All interviewees have handled Teaching Sabbatical for at least two years, and some also have experience dating back to the time of the Excellence in Teaching programme. While some of the interviewees are only responsible for the practical handling of the programme and the grantees, some have also been involved in the evaluation of applications and the selection of candidates to nominate. The absolute majority have a very positive general view on the programme, but their experiences of how capable their university organizations are of absorbing and making use of the grantees' enhanced competences and skills after their return from an Teaching Sabbatical grant period vary greatly. The connection between on one hand the procedure for nominating and selecting grantees, and on the other hand the ability and interest of university organizations to systematically benefit from the programme, should be noted.

3.1 Procedure and internal selection

A common procedure among the universities represented in the sample is that the heads of departments are invited to nominate candidates for the programme, and that a central grant office or similar unit at the university handles the application procedure. Most common is that some kind of internal peer review group (sometimes involving also grant officers) and the university rector makes an evaluation and a selection, which is formally decided by the rector and then submitted to STINT. In some cases, the faculties are also involved, and it is common for the universities to have certain quotas for how many each faculty can nominate. The degree to which the interviewees regard their university's central leadership, and the deans and heads of departments, as involved and devoted to the programme and to promoting it among teachers and incorporate it into university strategy for long-term development, varies and correlates also with their view on the preparedness and interest on behalf of leadership to make use of the programme and the experiences of their grantees. Some universities have made the programme into a piece in their overall strategy and battery of programmes and opportunities for further training of teachers, whereas some universities make very little efforts of this kind and handle the programme and the grantees as a mere one among many. This difference is also reflected in the general level of awareness about the programme and the opportunities it offers, among teachers at the various universities.

3.1.1 Commitment from university organizations has improved, but varies greatly

Generally, it seems from the interviews that the universities have gradually improved their routines for handling the programme and for selecting grantees, over the years. In many cases, internal criteria for applications have been defined as a part of a harmonization between the handling of the programme and the overall internationalisation efforts at the universities. There are exceptional cases here; for example the Linnaeus University has made a purposeful effort to secure the transparency of the process and the selection criteria so as to incorporate the Teaching Sabbatical programme into their internationalisation strategy and also, in practice, make use of its potential and implement it in the university's long-term plans. Interestingly, as seen in figure 1 above, this correlates with a very high share of grantees among the universities. But there are also examples of the opposite, where the programme still passes largely under the radar at the university and the interviewee perceives the general awareness of the programme among university teachers as low. There is room for improvement, and the positive experiences of former grantees (see below), given that these are used and communicated in the organization, is considered by many interviewees as a key advertisement for the programme.

3.1.2 Selection bias on basis of grantees' personal life circumstances

It should be noted in this context that the specificities of the programme may create some difficulties for selecting candidates, in an organizational and social sense, and therefore also shrink the pool of possible candidates significantly. The formal criteria for eligibility are such that too

often, teachers who come in question have families and a partner with a career of her/his own, and an abroad stay of half a year is often times not possible to arrange under those circumstances. While this can be seen as a partial hindrance to broad success of the programme and also, possibly, lead to a negative recruitment bias, it is important to remember that it also creates a natural selection at an early stage (prior to the application procedure) which in turn lowers inefficiency of the processes – a common trouble in most funding programmes in the university system is an overwhelming flood of applications and an unnaturally low acceptance rate. This is less of a problem in the case of Teaching Sabbatical, exactly because of the early 'natural selection' of candidates on basis of social/family status.

3.1.3 Commitment of university organization and leadership matters

Clear is that larger universities (quite naturally) have a greater pool of potential applicants than smaller universities, and the representatives of these larger universities therefore typically view the interest and the ability of the university to select good candidates as greater than those of the smaller universities. But there are exceptions, and these seem to have mostly to do with the degree to which the university in question promotes the programme internally and encourages teachers to apply through various channels. There is also a cumulative effect, in other words the (also quite natural) effect that universities with several former grantees, that also have positive experiences that the university is able to absorb and make use of, and show interest in on different organizational levels (see below), also note a greater interest among teachers and thus also more nominations. To some extent, the interest and ability to nominate good candidates also falls back on local leadership at the departments.

3.1.4 Expanding the number of nominees would have a varied effect

Generally, the interviewees experience a slowly but steadily growing interest in the programme over the past several years that has to do with several of the above mentioned trends. At some point, the interest will rise to a level where it would be good, in the views of some interviewees, to expand the programme and let universities nominate more candidates. However, all universities do not fill their quotas for the number of nominations to the programme, why such an expansion would have quite varied results. The main issue probably lies outside the structure of the programme as such and rather connects to cultural aspects relating to the role of teaching in Sweden, the perceived impact on one's career and the knowledge about the programme among potential grantees.

3.2 Thoughts on the motivation for the programme, and its aptness

In its short description of the programme in the annual report of STINT, it is said that "the foundation wants to contribute to a renewal of higher education and the creation of new networks", with great weight given to the preparatory work of the grantees' home departments, and the active work of their universities to adopt the experiences of the homecoming teachers in different ways.

3.2.1 Swedish higher education is in need of internationalisation

The university representatives are fairly unanimous in their assessment that Swedish higher education is in need of increased international influences, and that the programme is a very good tool for this, although perhaps not enough. "All universities need influences from abroad, including mine," says one of the interviewees. Another adds that while research is "by definition international", education is a much more local and national affair and not many universities in Sweden have really worked purposefully with internationalisation of education. Generally, in the view of several of the interviewees, Sweden has not managed to keep up with international developments, and the programme is therefore very important not least as a means to "gather intelligence" and get outside influences to better structure the future higher education in Sweden and meet the changing demands. One of the interviewees notes that funding programmes aiming at teachers are unusual in Swedish context – most programmes are tailored for the research side of academic work and therefore, this interviewee states, the programme is a "very good" addition to the toolbox of universities in their work to develop their educational activities. The unanimously shared view of the interviewees is that for the individual teachers, almost without exception, the

experience is very positive and enhances their teaching skills and competences significantly. The following section will therefore have some emphasis on the more specific issue of evaluating the extent to which universities are able to absorb and make use of these positive individual experiences.

3.3 Absorptive capacity and effects

The strategy document for STINT, dated 2014, states that the Teaching Sabbatical programme is supposed to not only “develop individual competences” but “to even greater degree departmental capability of delivering qualified higher education” and “contribute to creating new bilateral collaborations between the concerned Swedish and foreign universities”. This formulation points out a clear responsibility of the departments of grantees, and their universities, to absorb and make good use of the experiences, skills and competences gained by individual teachers during their abroad stays, well in line also with the framework for analysis as established in chapter 3, that internationalisation on university and system (national) level is an aggregation of gains and effects from several exchanges on individual level.

3.3.1 University organizations have great responsibility for enabling positive effects

Consequently, the interviewee representatives of the universities are unanimous in their assessment that a lot of responsibility for securing the success of the programme lies with the absorptive capacity, structures and efforts on behalf of departments, faculties, and central university leadership. Some of the interviewees also identify the proper absorption and use of experiences of the grantees as the “great challenge” associated with the programme. The variety, in this regard, among the universities represented by the interviewees is also great. Some interviewees make the sober reflection that although in principle and according to stated ambitions and strategy of the university there should be systematic work to incorporate the experiences of homecoming grantees in educational activities, most often it falls on the individual grantee to see to that this happens. Others mention different organizational units and procedures that have been put in place specifically for the purpose, and that grantees are usually invited to take part in meetings and other work in relation to long-term quality assurance of the educational activities, on departmental, faculty and central university level. Others yet lay the whole responsibility on the deans and the heads of department, stating that development and efforts to enhance the quality of educational activities should be made at the level of educational programmes and courses, where they make sense and can have concrete impact.

One interviewee is keen on pointing out that the “less ambitious but adequate and appropriate” seminars/colloquia held by returning grantees at their home department, which has been systematically implemented, is a key channel for making use of the experiences of grantees, since this is the proper format for the kind of sharing of experiences and continuous work to implement new ideas in teaching. A similar seminar activity, systematically implemented but on the level of central university administration and strategic development, has been in place for some years at one of the other universities, but unfortunately the seminars are not well attended. One important opinion voiced is that it seems that teachers with prior experience of leadership on the teaching side, as director of studies or in course and programme planning, have greater opportunities to promote the absorption and use of their experiences in wider circles at the departments and faculties, something that suggests that the structures and absorptive capacities are in place but need to be activated by people in leading positions or with such functions.

3.3.2 Absorptive capacity is generally regarded as insufficient

Interestingly, there is some correlation to note in the interview results between on one hand preparedness and integration of the selection procedure in university strategy and concrete internationalisation work (see section 2.5), and on the other hand the ability and devotion of various levels of the university organizations to make good use of the experiences and skills of returning grantees in this work. Somewhat surprisingly, given the variety with which the experiences of the grantees are systematically absorbed and put to use in the university organizations, the worries that this is not properly attended to are unanimously shared by the interviewees.

The question is then of course whose responsibility this primarily is – and all the interviewees agree that this responsibility should be shared between grantees and their departments, faculties and universities. As part of this, therefore, interviewees have suggested that a clearly articulated beforehand expectation that grantees share their experiences upon returning is an important part of structures for absorptive capacity, but this expectation is not always there, even though it is a central aspect of STINT's nomination and selection procedure leading to the grant. Some interviewees even speak of active resistance towards change, which is an expectable feature of any (large) organization, and that has to do with institutional inertia. Such inertia breeds at university departments almost by default, and can in the normal case only be countered by active measures. In some cases, it seems the day-to-day operations of teaching at departments are overshadowing all possibilities of new influences and impulses from e.g. returning grantees. According to two interviewees, there is a strong and dangerous tendency that department heads or directors of studies greet returning grantees simply with a list of teaching duties for the coming semester, which testifies to the suspicion among several interviewees that the teaching load at many departments is heavy enough to perhaps not allow much extraordinary activities – returning grantees are awaited and very much welcome home but not primarily because of their new and exciting experiences, competences and viewpoints, but rather simply to relieve the teaching staff of some of their burden.

3.3.3 Practical issues are pressing

Although the interviewees are fairly unanimous in their views that the departments and faculties have long advance notice of the temporary loss of a teacher, they all also note that there have been difficulties in replacing the teachers during their absence, and also some discontent among heads of departments and directors of studies regarding the extra 'burden' of finding temporary substitute teachers. In a qualitative sense, there is also a classic dilemma built into this: The teachers that are eligible and qualified for an abroad stay within the programme, and that furthermore show interest and ambition to go abroad for their professional development, are not seldom those teachers that are also very popular and regarded as especially good and valuable for their departments, which may make the trouble of temporary replacement both seem more burdensome and be more difficult in a practical way. In the words of one interviewee, a certain level of "generosity" on behalf of heads of departments, towards teachers with ambitions of international experience, is beneficial. There is a need for a change of cultures – today, "a lot depends on the teachers themselves" which is not an optimal situation. Two of the interviewees voice the opinion that STINT could be more specific in their demands regarding structures for absorptive capacity and deliberate work to make use of the experiences of grantees upon their return.

3.3.4 Many signs of small scale positive effects

Based on the above, it can be noted that although the assessment of concrete, traceable and recordable, effects for the home departments, faculties and universities is a difficult task, there is no shortage of examples of positive effects of the Teaching Sabbatical programme. The seven interviewees mention very positive effects and secondary effects that however are largely dependent on individuals and also some coincidence, such as the eventual promotion of one alumnus of the Excellence in Teaching programme to the position of vice rector with responsibility for internationalisation, and who was able to initiate and carry out some systematic work at the university partly with the help of other teachers who had been grantees within the programme. The representative of this university speaks of many smaller activities that directly or indirectly emanate from the Teaching Sabbatical programme and that, taken together, have enhanced the internationalisation efforts of the university. But also on smaller scale, there are several examples of teachers who have implemented far-reaching and successful changes to their own teaching, and on rare occasions also expanded these changes to the courses and programmes of her colleagues, with alleged good results. Thus, also the fulfilment of the potential on individual level, although it seems to place too much responsibility on the grantees themselves and perhaps too little on the structures for absorption, leads to positive and demonstrable results. This is a major finding of the interviews with university representatives.

3.4 Suggested improvements

It is clear that the Teaching Sabbatical programme has the potential of reaching beyond ordinary exchange or sabbatical programmes where individuals are free but also left alone to shape their abroad stay themselves and also secure experiences and the utilization of their experiences of their own. The Teaching Sabbatical programme is tailored for connecting Swedish universities and their educational activities to international networks and to import international experiences through individual exchanges, and the issue of whether universities are able to make use of this potential seems to be largely a question of effort locally.

3.4.1 General satisfaction with the programme

On a concrete level, from the perspective of the home universities, interviewees seem to be rather content with how the programme is set up. Especially the recent years' expansion of universities and countries is viewed as a positive development that offers new opportunities. Suggestions for improvements of the programme regard concrete measures such as enabling revisits and not least organising meetings and conferences with grantees after their abroad stays. Also an extension of the period from the call is issued to the deadline was asked for by interviewees. Another suggestion of improvement, that has direct relevance for the issue of negative selection bias (above), is to enable that the abroad stay is split into several smaller periods, which could possibly enable also those with difficulties of bringing partner and family with them abroad, to apply and go. On the other hand, another interviewee is very keen on pointing out that in order to reap real benefits of the abroad stay, time periods should not be shortened.

4. THE VIEW OF THE HOST UNIVERSITIES

21 representatives of the foreign host universities, a mix of hosts of grantees, administrators/coordinators for this and other exchange programmes, and deans/heads of department, were interviewed. Their experience with the programme varied considerably, as did the nature and extent of their responses, which made the results and the analysis somewhat asymmetrical but nonetheless fruitful and informative.

4.1 Motives behind participation, and effects on short and long term

Most interviewees emphasise that there is a need for international exchange in their home departments, their universities, and their higher education systems in general, and that they recognize the win-win situation that can potentially arise within a programme like this. The exchange, which is mutual and where the interviewees are keen on both highlighting benefits for their own university and department and for the grantees they have received, involve cultural exchange as well as very concrete trade of skills and competence, as well as several things in between. Some emphasis is laid on the differences between Swedish and North American/Asian education and academic systems (see also below), and the advantages of bridging such distances as part of a continuous improvement of educational activities and broadening of experiences, as well as necessary internationalisation in a globalized world.

The fact that the programme gives the department/university access to free labour is also mentioned by some interviewees as a very concrete reason for participating, and in those very rare cases of negative experiences (see next section), this is taken as alleviation. The potential for secondary effects in the realm of research is also highlighted as one additional reason for participating in the programme, which can be interpreted in different ways, either as a testimony to the closer and stronger link between education and research in other parts of the world, and the view on these two key academic missions as much more integrated at the universities and in the countries in question, or as an exponent of a subordination of the status of (and interest in) education under research which is a topical and current phenomenon globally.

4.1.1 Some reports of overwhelmingly positive effects

In the most favourable reports of the interviewees, the positive remarks on widened perspectives and valuable external influences are quite overwhelming. Getting access to the experiences and knowledge of the visiting grantees is generally viewed as very positive, and the secondary effects of engaging staff at the host department in international collaboration, and also provoking self-reflection and self-evaluation as part of the introduction of an external person into the ranks of the departments, are also mentioned as positive. "We learn from the fellows", says one interviewee. Another speaks favourably about the exposure to "international influences" that the programme and hosting a grantee provides, both for the teaching staff at the department, and especially for the students.

4.1.2 Individual cases differ greatly

In one case, the fellow was used for the specific task of evaluating and mapping the curriculum within the subject, which seems to have been a good experience for both the host department, who got access to "a fresh pair of eyes", and the grantee in question, who got a comprehensive view of the educational activities of the department and of the practices of teaching in East Asia. In some cases, when there has been a good match between the specific competences of the grantee and the demand or need at the host department, clear benefits in very concrete terms for the education activities are highlighted by interviewees. This extends also beyond subject-specific knowledge and competence, and to social and pedagogical skills and personal chemistry. In these cases, several long-term collaborations have been established, most of all in research and on a personal level, but also occasionally in terms of continuous exchange in the area of education. Thus while differences in culture and practices may be inhibitory for the forging of relationships that last longer and go deeper than the scope of a Teaching Sabbatical, it seems personal chemistry can make up for this and produce truly valuable relationships on both personal and professional level. It seems the closer connection between education and research in other

countries, and the naturally international character of research networks makes it favourable to somehow connect the stay of the grantee to a research collaboration of some sort, in order to increase likelihood that networks remain in place and lead to further contacts and collaborations in the future.

4.2 Prerequisites for favourable outcomes, and suggestions of improvements

The interviewees had many important insights to share regarding what the prerequisites are for making full use of the potential of international exchanges in the shape of hosting a Swedish teacher for a five-month period. One fundamental aspect, which was also subject to a positive change recently, is that grantees now can indicate where they want to go as part of the application, which makes the matchmaking of grantees and host departments/universities easier. Another important factor for success argues many interviewees, is that the stay is planned carefully and that contacts are established beforehand, so that expectations on both sides are harmonized and the potential barriers for integration are lowered as early as possible.

4.2.1 Personal factors matter to a great extent

As mentioned above, the personality of the grantees seems to matter a lot, and also the match between expectations as well as between competences and skills of the grantees, the needs of the host departments, and the ambitions of both parts for the Teaching Sabbatical. "The right person can make a real impact and also learn a lot", says one interviewee. Some grantees are described as natural additions to the teaching staff, as someone that they "did not mind having around" and whose ideas and thoughts were beneficial for the department. But other interviewees complain that cultural differences create difficulties and that the "quality" of teachers from Sweden may not always meet expectations. In one case, an interviewee concludes that while such an unequal situation surely means an opportunity for the grantee to learn a lot, "the students come first, not the STINT fellows", in which case the grantee will not be involved in teaching to the degree that was perhaps foreseen.

There are some obvious and very specific potential threats to favourable outcomes; one has to do with differences in education systems which may make it difficult for the grantees to at all gain something, because the first phase of getting to know the new place and the new system may be too long. Also, key people at the host department may be overworked and not have the time to do the proper introduction and mentoring. Much of this depends on the grantees themselves, and on the preparatory work done.

5. THE VIEW OF THE GRANTEES

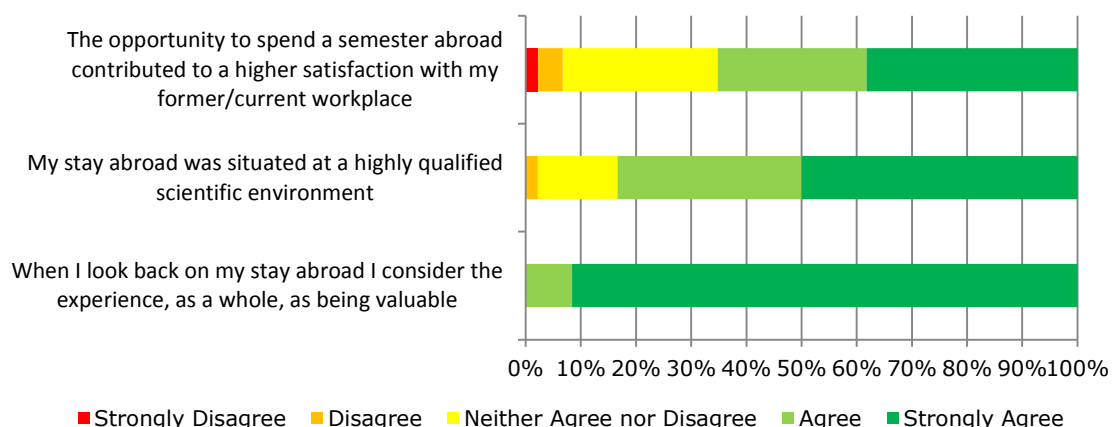
A survey was sent out to former grantees of Teaching Sabbatical in order to capture their views on the outcomes from participating in the programme. In total, 90 completed surveys were collected, resulting in a response rate of 76 per cent, which is considered a relatively good and completely satisfactory turnout. The respondents were asked to mark to what degree a number of statements coincided with their own view on a 5-scale ranging from Strongly Disagree to Strongly Agree. An additional 8 interviews were carried out with former grantees in order to gain deeper understanding of results of the survey.

The survey was structured in line with the so-called four-level evaluation model, initially developed by Donald Kirkpatrick. The model, often used in evaluations of training programmes or courses, categorizes outcomes stemming from participants gaining new forms of knowledge based on a specific intervention.¹³ The four levels in the model consist of **Reaction** (the reaction to the programme and its implementation), **Learning** (what has been learned in the programme), **Behaviour** (changed behaviour among participants) and **Results** (to what degree the predetermined outcomes for the programme have been met). The levels are best viewed as a categorization scheme rather than determining casual relationships between each level in a Theory of Change. The view of the grantees based on the survey and subsequent interviews are presented below.

5.1 The grantee's general view of the programme

When looking back at the time spent abroad, all grantees responding to the survey consider Teaching Sabbatical, as a whole, a valuable experience, and an overwhelming majority are very appreciative of the programme and the quality of the host universities and departments. For the absolute most part, the abroad stay has contributed to a higher satisfaction among the grantees with their former/current workplace, providing insight to the importance for the home universities/departments in facilitating participation in mobility programmes for key staff, and contributing to the discussion about the incentives for management to nominate valuable personnel to the programme.

Figure 6 The grantees' overall view of the Programme

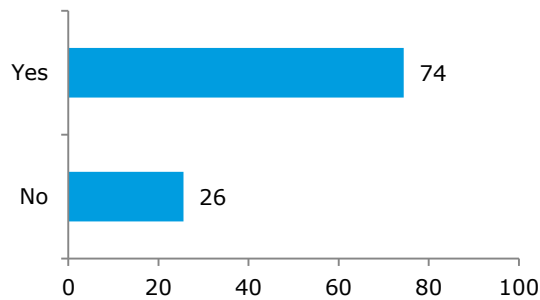


Although the overall view of the host universities and departments by the grantees was positive, roughly a third of the respondents regard the host departments as having only had a minor focus on the grantees personal development during their visit, viewing them mostly as a qualified extra teaching resource available free-of-charge. Naturally, the host departments' motive for participating in the programme is not primarily set on developing the skill-set of teaching staff at Swe-

¹³ Kirkpatrick, D.L (1976). Evaluation of Training. In R. L. Craig (Ed.), *Training and development handbook*. New York: McGraw-Hill; Kirkpatrick, D.L., & Kirkpatrick, J.D. (1994). *Evaluating Training Programmes*, Berrett-Koehler Publishers; Kirkpatrick, D.L., & Kirkpatrick, J.D. (2005). *Transferring Learning to Behavior*, Berrett-Koehler Publishers; Kirkpatrick, D.L., & Kirkpatrick, J.D. (2007). *Implementing the Four Levels*, Berrett-Koehler Publishers

dish universities, but rather includes benefits for their own university and department. This is not to say that there cannot be a win-win situation between the home and host university, but that it is important to have appropriate expectations on participation in the programme from the outset. On this note, there is a strong sense among the respondents that the stay abroad was characterised by a mutual learning between the host university/department and the grantees.

Figure 7 Is it your understanding that your stay abroad was characterised by a mutual learning between the host university/department and yourself? (%)



In summary, the grantees are overall very satisfied with the programme and believe it has been a valuable experience both for them and for the host university/department. In the following, focus will be shifted to the question of *why* participation in Teaching Sabbatical is considered by the grantees to be a valuable experience.

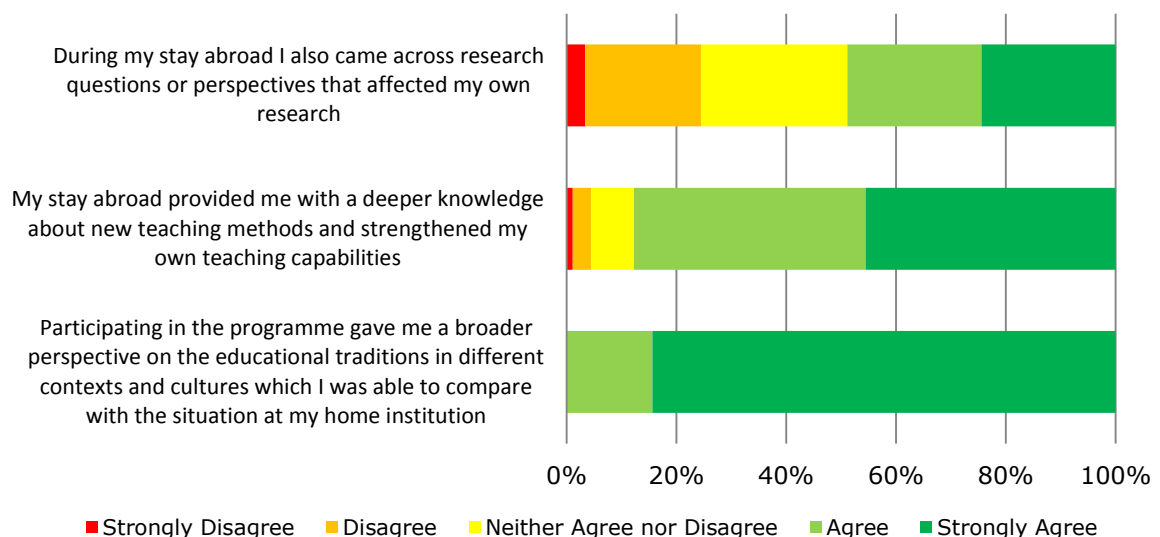
5.2 Learning outcomes

At this stage of the evaluation, the focus lies solely on the learning outcomes from participating in the programme and not if/how the grantees have later applied newly gained skills, methods or insights in their own work, manifested through a change in behaviour.

Almost 9 out of 10 respondents state that their participation in the programme has provided them with a deeper knowledge about new teaching methods and strengthened their own teaching capabilities. The abroad stay has given insights into other educational traditions that they to a very large extent are able to relate to the situation at their home university in Sweden.

Although not a specific aim of the programme, a positive side effect is that almost half of the respondents state that they came across scientific perspectives during their stay abroad that affected their own research. In the latter stages of this evaluation, we will see that these research-oriented perspectives make up an important basis for continued cooperation between the home and host universities.

Figure 8 Individual learning outcomes of the programme



One interesting aspect of the survey results shown in figure 8 is that the share of respondents that strongly agree with the statement that the stay abroad contributed to broader perspectives of educational traditions is twice as high as the share that strongly agree with the statement that it strengthened their own teaching capabilities. This difference in nuance is perhaps of mere semantic importance, noting that the respondents are very positive on both aspects, but might indicate the degree of which the new knowledge is viewed as possible to apply in the grantees' own teaching. Broadened perspectives might, in contrast to strengthened teaching capabilities, be seen as a softer or more general learning with less practical utility.

5.2.1 The individual learning outcomes of the programme appear to be stable over time

In order to analyse whether the views of the grantees have changed over time relating to learning outcomes, the respondents were divided into three groups for the years 2000-2004 (n=16), 2005-2009 (n=29) and 2010-2014 (n=45). The number of respondents has naturally grown due to the expansion of the programme, making the former cohorts smaller and more affected by individual answers in the survey. However, when analysing the survey responses on the question whether the stay abroad has provided the grantees with a deeper knowledge about new teaching methods and strengthened their own teaching capabilities, we cannot see any significant differences between the cohorts. In other words, the individual learning outcomes appear to be stable over time despite changes to the programme and its expansion beyond liberal arts colleges.

5.2.2 Teaching responsibilities at host universities may affect learning outcomes

An important prerequisite for grantees acquiring new knowledge and skills and the first step in the outcome theory of the programme is to be given the opportunity to learn from colleagues at a host university/department. According to the respondents, 60 per cent were given responsibility for one or several courses during their stay abroad, while roughly 40 per cent participated in co-teaching and/or observations. In the 2006 STINT follow-up report of Excellence in Teaching, nearly 60 per cent of former STINT grantees had been involved in various forms of co-teaching or team-teaching and approximately 20 per cent had conducted a course of their own. Grantees being responsible for a course can naturally also be involved in co-teaching and observations but the share of respondents being responsible for their own course appears to have increased quite dramatically over the years.

At a first glance, increased levels of involvement in the form of full course commitment at the host universities are assumed to be something positive for the grantees. However, one argument put forward by several respondents is that co-teaching is to prefer over responsibility for your own course, although this option is not always up to the grantees themselves to decide. The rationale behind the argument is that it is through reoccurring input from colleagues that new learning behaviour and techniques are acquired, which might not take place if grantees are responsible for their own course.

"Too much of my time abroad may, in hindsight, have been devoted to delivering a good course there. I wish I had been more involved in other teachers work"

At the same time, all grantees, regardless of responsibility of a course or not, view the stay abroad as something that provided them with insights on new perspectives of educational traditions in different context, and almost all gained a deeper knowledge about new teaching methods, thereby strengthening their own teaching capabilities. This was also stated in the previous follow-up report of Excellence in teaching where STINT grantees regularly expressed strong satisfaction with both co-teaching, team-teaching, and a full course commitment.

The ability of the host university/department and the grantee to agree on the most suitable level of teaching involvement is therefore to regard as effective concerning learning outcomes. Despite this, a common view from respondents is that co-teaching and also observations are essential parts in developing the grantees teaching capabilities more so than solely being responsible for your own course.

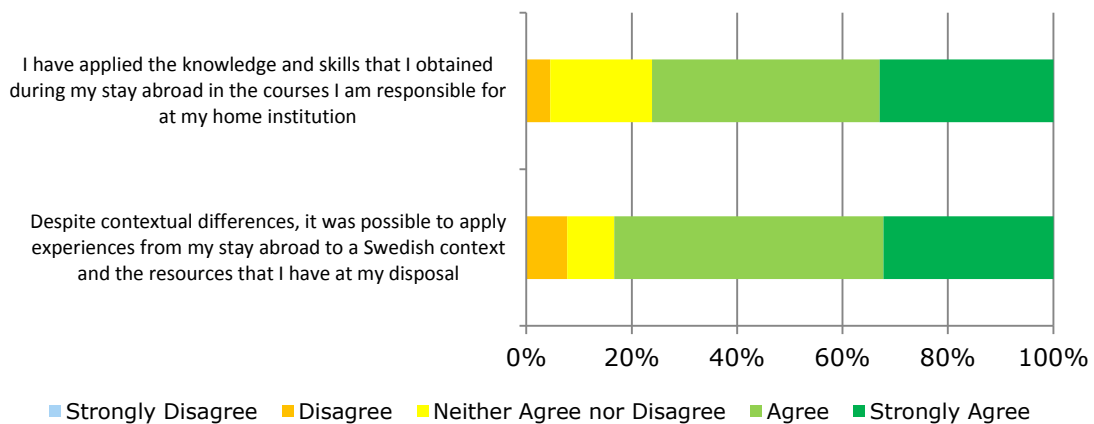
5.3 The application of knowledge and change of behaviour

It is not until the grantees apply the knowledge specifically obtained from the stay abroad that we can start discussing outcomes or effects of the programme. The most important indicator for determining the application of knowledge is a change in behaviour. If the grantees do not in any way change the way they conduct their teaching, the scope of outcomes are limited. A change in behaviour can in turn take many forms and be suppressed or oppressed by external factors, outside the direct control of the programme. How the grantees have applied the knowledge obtained is discussed further in the following sections.

5.3.1 Several examples of individual changes in behaviour

Approximately 8 out of 10 respondents either agree or strongly agree with the statement that the programme contributed to a personal maturity that affected their own teaching. However, spending a semester abroad at a new research environment with new colleagues in most cases will have a positive effect on an individual’s self-confidence, social skills and independence. Such personal characteristics definitely influences the ways in which one conduct their teaching, in one way or the other, but are not necessarily connected to the framework of the programme as such. The newly gained confidence must be combined with insights and knowledge obtained during the stay abroad. The respondents clearly indicate that this is the case, with 76 percent either agreeing or strongly agreeing with the statement that they have applied the knowledge and skills obtained in their own courses at their home university. Furthermore, despite obvious differences in available resources, which will be further discussed later, the respondents overall regard it as possible to apply experiences from the stay abroad to a Swedish context and the resources they have at their disposal.

Figure 9 Applying the knowledge obtained



Applying the knowledge obtained can take many forms, ranging from including parts of the experiences from abroad to changing the way courses are planned, structured and implemented, sometimes occurring as a result of increased confidence and personal maturity.

"It increased my self-confidence and made me trust myself and what I do when teaching, which has led to me experimenting with new, modern, better, scientifically proven, teaching methods. Without the stay at this American college, I would just have continued to do what I had done already for many years (and everyone else had been doing for years), lecturing and not considering better alternatives."

In the section below, examples on the ways in which course content and form has been affected by the grantees stay abroad are described, serving as input for determining the outcome of the programme on an individual level.

5.3.2 Several examples of course renewal at departmental level

The ideal situation when evaluating programmes is to measure outputs in relation to predetermined targets. Such targets are however missing for Teaching Sabbatical. One must therefore further discuss the result of the survey, where almost half of the respondents agree with the

statement that the education given at their home university/department has been renewed as a result of the impulses from their stay abroad. Firstly, it is quite difficult to determine whether these results are above or below expectations. Secondly, it is difficult to establish the level of "renewal" and how far from the individual that this impact reaches. Therefore, in order to get a sense of the type and scope of this impact, the respondents were asked to describe concrete examples of how the stay abroad influenced the content and form of the education at their home university/department. Two thirds of the respondents gave detailed accounts on this open question of the survey, providing us with a fairly good overall view of the scope of the outcomes.

The way in which teaching is conducted by the grantees at their home universities/departments are said to have changed (for the better) due to the participation in Teaching Sabbatical. Furthermore, an aggregated analysis points to a number of reoccurring themes in the responses given by the grantees. Most common changes include shorter teaching sessions, more frequent examinations using different techniques, increased connection to real life issues and, to a lesser extent, a complete transformation of course content and syllabus. Typical answers include the following.

"I have fully revised the content (lecture content, lecture material and tutorials) of around 50% of the course content for which I am examiner at my home department as a result of my stay abroad"

"I have made lectures shorter and more frequent. I have also tried a variety of methods of examination"

"I introduced more hand-in assignments and strive for a more continuous evaluation and examination of the courses"

At the same time, it is to some extent believed to be difficult to reflect on experiences gained from the programme and to point at a specific change of behaviour as a result of these experiences, although a great share of respondents as indicated above are able to do such a connection.

"The knowledge gained is not of the kind that can easily be measured and immediately "applied". It was the opportunity to reflect and compare, rather than to adopt new methods that was the biggest gain. I think differently, have a broader repertoire when planning new courses and in my everyday practice as teacher"

"I think there are a lot of smaller things that I have changed due to my stay abroad that I'm not aware of but that have affected my work"

Above, the discussion has been on the grantees applying the knowledge obtained within the programme. In the next section we focus on the broader dissemination effects within the grantees' home university and department.

5.4 Dissemination of knowledge within the home university organization

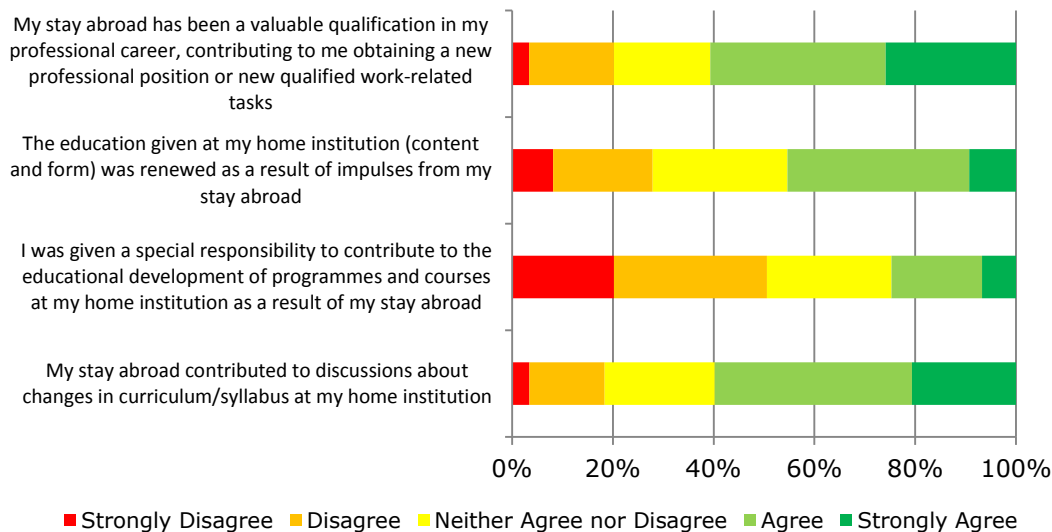
As noted above, 45 percent of the respondents either agrees or strongly agrees with the statement that the education given at their home university/department has been renewed as a result from impulses from the stay abroad, while 60 percent agreed or strongly agreed with the statement that the stay abroad contributed to discussions about changes in curriculum/Syllabus at their home department. In some cases, such discussions have become formalised, but it is not believed to be representative of a larger share of the grantees.

"Our central educational units have started short courses (workshops) on pedagogy/teaching skills - ideas that came (at least in part) from my overseas experiences"

One interesting aspects when studying the survey results is how a renewal of education and forms of teaching comes about. About a quarter of the respondents state that they were given any special responsibility to contribute to the educational development at their home university/department as a result from participating in the programme. At the same time, over half of the

respondents say that participation in the programme meant a valuable qualification in the grantees professional career with new roles and duties at their home universities/departments. Consequently, one must conclude, the participation in the programme has been a valuable qualification for new roles and duties, however not always connected to the development of teaching and pedagogy at the home university/department to a large extent. A great share of respondents were involved in matters concerning teaching at the university/department even before the stay abroad, being one factor providing them with the scholarship in the first place.

Figure 10 Applying the knowledge obtained



One main outcome of the programme has been the contribution to discussions about developing teaching at the home universities/departments. Provided below are examples of reoccurring themes provided by the respondents on the renewal of education and teaching based on experiences acquired within the programme.

"I used my knowledge first in classroom then at an international level as a strategist to my university. I manage to create 1. A double degree programme 2. International master courses and 3. Apply and get accredit for an international doctoral programing collaboration with universities and departments abroad. Everything I did in that work reflect directly to my Stint-scholar experiences"

"I was entrusted to develop a one year master's programme taught in English"

"At my dept. we have given longer courses (15 credits ones, instead of normally 7, 5 ones) when we started our 2 year master's programme"

"We changed two main things in our engineering education 1) we increased our training in presentations, group projects and report writing 2) we take more responsibility for the students' development and give more clear and precise feedback. Some of these steps were implemented in introduction and thesis courses; others have become part of how we perform in general"

However, which is the focus of the discussion below, the grantees put forward several facilitating and hindering factors for the dissemination of knowledge on departmental but also university or national level.

5.5 Facilitating and hindering factors for applying and transferring knowledge

The grantees' influence on colleagues at their home university/department is on the one hand dependent on the personality of the individual grantee and their motivation for, in one way or the other, transferring the knowledge obtained. On the other hand, structures for facilitating the sharing of the grantees' newly acquired knowledge at department or university level are crucial

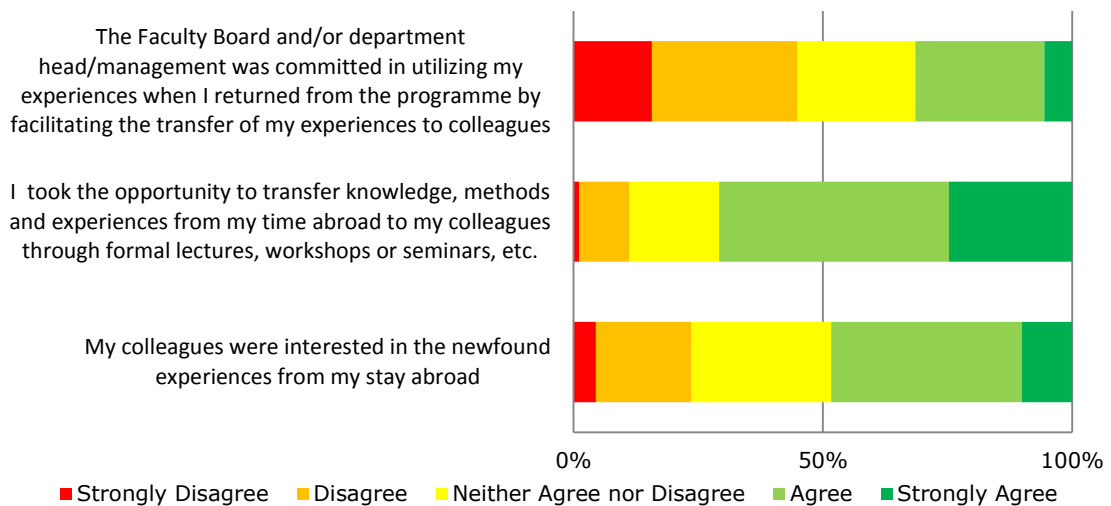
for avoiding a situation where the greater impacts of the programme are solely dependent on the motivation of the individual grantee.

Over 70 percent of the respondents state that they took the opportunity to transfer knowledge and experiences to colleagues through formal lectures, workshops or seminars. However, only half of the respondents agree with the statement that their colleagues were interested in the newfound experiences from their stay abroad. At the same time, it is difficult to assess the impact one has on other colleagues and to what degree they were affected by, for example, a seminar provided by the grantee after returning from the stay abroad.

"Many of my colleagues often still refer to the seminar I gave when coming back from my stay abroad. I can't say how this has affected them, but it surely has had an impact"

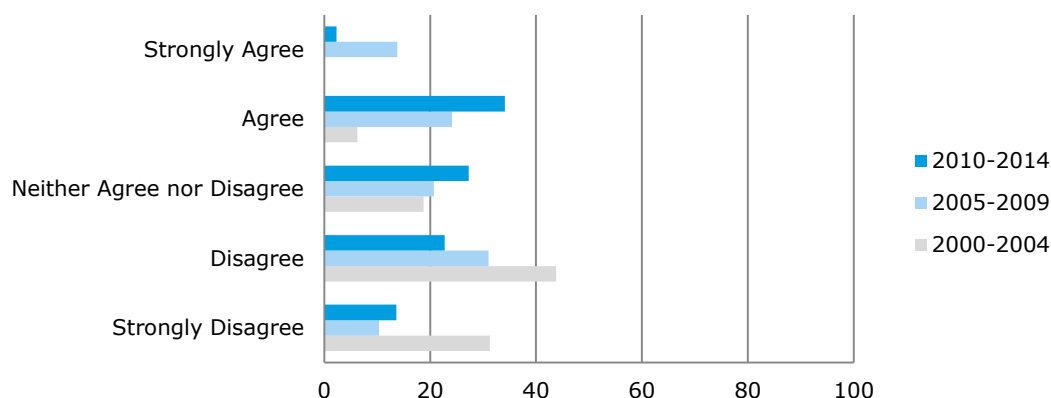
At faculty level, a majority of the respondents did not experience a commitment in facilitating the transfer of the grantees experiences to colleagues. To summarise, the grantees to a large degree took the opportunity to speak about the experiences from their stay abroad, but without commitment on the issue from management and with mixed interest among colleagues.

Figure 11 The view on supporting structures at the home university/department



In order to see whether the views of the grantees have changed during the years relating to faculty involvement, the respondents were divided into three groups for the years 2000-2004 (n=16), 2005-2009 (n=29) and 2010-2014 (n=45). With regards to variations in sample size, we can see a clear shift over the years towards a feeling that the faculty board and management are more committed today in utilising the experiences from the grantees stay abroad, than what was the case in the first five years of the programme. This is interesting not least because the commitment in terms of funding from home universities/departments was greater before 2006, when participants were given a paid sabbatical.

Figure 12 The Faculty Board and/or department head/management was committed in utilising my experiences when I returned from the programme by facilitating the transfer of my experiences to colleagues



The above analysis does not give the whole picture on the contextual factors facilitating or hindering the dissemination of knowledge or the ability of the individual grantees to apply what has been learned during the stay abroad. The respondents were therefore asked to reflect on what, if any, barriers or facilitating factors they experienced when applying and/or disseminate knowledge. Almost all respondents gave detailed answers to the question. The overarching views of the respondents concerning barriers and facilitating factors are presented below, followed by a discussion on contextual issues concerning the development of teaching in Sweden.

5.5.1 Several barriers for applying and transferring knowledge

The three main and overarching barriers put forward by the grantees for transferring knowledge is of a low interest among colleagues, a system that does not favour change and the absence of formal structures for making use of the experiences acquired abroad. Although these barriers are severe, one should keep in mind the above listed changes that still managed to be accomplished through individual drive and motivation.

"At the departmental level I was able to do changes, but I had to do everything myself. It is hard to get other teachers to adopt changes. Several changes have disappeared when other people were supposed to do the work"

"I took my experiences as far as I could to improve both my university and others I have visited, but where there is no interest at all to improve education it is very difficult"

"My problem was that my home department didn't give me the possibility to disseminate my experience by information. The department looked upon it as a personal experience without interest to the department in general"

"The major hurdle is the fact that change is dependent on me as an individual, I would like to see a structural support system on university level that could analyse and make use of the individual experiences"

One respondent summarises the general view given by the grantees when pointing to the underlying factors believed to be behind the general low levels of interest among colleagues.

"My home department showed little interest in my experiences. This is, among other factors, due to a general conservatism and disinterest in undergraduate education compared with research. This, in turn, is connected to the lack of funds, where the resources for trying something new are scarce. The interest in my experiences are therefore of less value"

As stated in prior evaluations of the programme,¹⁴ being the only grantee at a department makes it difficult to discuss the insights gained through the programme and working for a change of attitude of teaching. When there is no formal or structured support from management, the possibility to make an actual change is viewed as solely up to the motivation of the individual grantee.

¹⁴ Ernst & Young (2011). Revisions PM. Sammanfattande noteringar från granskningen av verksamhetsåret 2011. STINT

5.5.2 Personal motivation the main facilitating factor

The respondents were more interested in describing the barriers for applying the knowledge obtained rather than its facilitating factors. When analysing the responses in the survey, some themes could however be identified. On the one hand, the view is that there is a substantial flexibility in the Swedish system for teachers to design and decide over their own courses. However, as one respondent notes *"Courses are ""owned"" by people, which means that perspectives from others are not always welcome"*, making any dissemination of knowledge more of a challenge.

The low levels of interest stated above are furthermore not valid for all respondents; about half of the respondents agreed or strongly agreed in the statement that colleagues were interested in their newfound experiences.

The main facilitating factor behind creating actual outcome of the programme beyond the individual grantee appears to be the personal motivation of the grantees themselves to make changes in how the teaching or form of a course is set up. The role of STINT and the home universities to nominate and select applicants with such personal traits and motivations are therefore of utmost importance. On this matter, the home universities and STINT seems to have managed very well in nominating and granting the "right" candidates. However, a few respondents would like to see STINT being tougher on the home universities in creating routines for making use of the experience of the grantees. The reports that are delivered to STINT after the grantees return to their home university are not believed to facilitate any concrete actions by the home universities.

5.5.3 Structural and contextual issues, a strong motivational factor for the programme

In general, a sad story on the state of teaching at undergraduate programmes in Sweden are portrayed by the respondents, dominated by scarce resources, low interest for new ideas from colleagues and management staff and a system that does not encourage change. When comparing educational systems between Sweden and primarily USA, the discussion often evolves beyond the scope of evaluating a single mobility programme. It is however important to be aware of the contextual factors in which the programme is set and implemented.

As noted earlier, over 80 percent of the respondents either agreed or strongly agreed with the statement that it despite contextual differences was possible to apply experiences from the stay abroad to a Swedish context and the resources that they have at their disposal. This does not relate to implementing Liberal Arts programmes in Sweden, but rather to apply techniques and methods of teaching to a Swedish context.

"The Swedish system of education is different from the American in many ways, including the organization of courses, the recruitment of students, and the emphasis on academic advising. Still, it is possible to let models from the American college inspire you"

Some structural issues are hard to disregard when it comes to transferring teaching styles between not at least host universities in the USA and home universities in Sweden. Compared to the US, the classes at Swedish universities are larger, the hours devoted to teaching and course development between semesters are more limited and there are less funding for activities. A number of respondents also highlight that American universities recruit from fairly homogeneous economic and social groups, which no longer is the case in Sweden, creating greater pedagogical demands on the teachers in Sweden.

"There was a high level of interest from colleagues (both my own department and other departments) to hear about different ideas and experiences - but organisational structures and lack of funding sometimes create difficult barriers for implementation"

"The big problem today at Swedish universities is that only about 20-30% of the ""Studentpengen"" is used for teaching. Time for academic discussions between students and teacher has almost disappeared the last 15 years"

Although Swedish teachers according to some respondents experience a high level of flexibility designing courses, as stated above, the time frame and administrative burdens of implementing

a new course, which from a quality perspective could be seen as something good, is believed by some to hamper development of course content and form.

"In my Swedish university, there is at least an 18-month gap between an idea for the course and the course being given - and substantial documentation to produce and numerous committees to pass through before it becomes reality. This acts as a strong incentive for faculty to just keep doing the same old things and works against renewal and innovation in teaching"

5.6 Dissemination beyond the home department

More than 60 per cent of the respondents indicate that experiences acquired abroad have been transferred to departments other than their own, other universities or national forums. However, this is not to say that it has led to changes in behaviour for the recipients of such knowledge. In previous evaluations of the programme, the impact on colleagues outside the grantees own departments were considered as low.¹⁵ The core questions to be asked in light of this are what we mean by impact and what is reasonable to expect. Is it placed upon the grantees to share the experiences from the programme in forums outside their own home departments or is it expected from them to also provide input on pedagogy matters at university level? Is it reasonable to expect impact defined as a changed behaviour among colleagues at other universities or development of national policies on higher education?

STINT emphasises the sharing of knowledge and experiences, meaning that the grantees should participate in formal and informal discussions within and outside their home departments. From this viewpoint, it is quite positive that more than 60 percent of the respondents have engaged in such activities outside of their own department. However, at large universities with several thousands of teaching staff, the changes will be gradual. In order to obtain a better understanding of how the grantees has interacted with colleagues outside their own departments based on the experiences of the programme, they were asked to describe and exemplify the forms of such interaction.

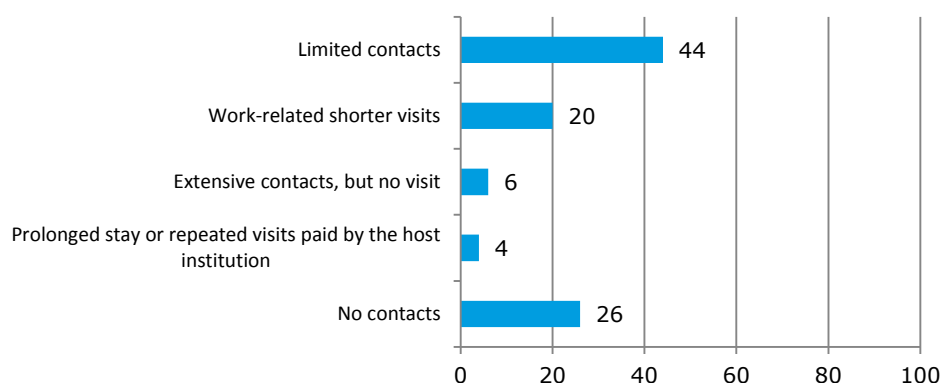
A great deal of respondents describes how experiences from the programme have been presented at cross-faculty meetings, conferences and other forums within and outside their own university. In a number of cases the experiences from participation has resulted in articles, book chapters and petitions in newspapers for public debate on teaching and education. The forms in which experiences from the programme are shared are mainly part of a wider debate on the state of higher education in Sweden. Few examples are given on input from the grantees being provided to central bodies responsible for the development of teaching at the universities. Very few respondents indicate that they have had any direct impact on the development of courses or way of teaching at departments other than their own. Furthermore, as noted in previous sections, without working structures for how to absorb the knowledge from grantees even at departmental level, the reach of the experiences will naturally be limited.

¹⁵ Ernst & Young (2011). Revisions PM. Sammanfattande noteringar från granskningen av verksamhetsåret 2011. STINT

5.7 Strengthened international cooperation and networks

One aim of the programme is to contribute to international cooperation between teaching staff at Swedish and foreign universities. Although such cooperation can take many forms, a majority of the respondents say that they at least have some form of contact with the host university today.

Figure 13 What type of contact do you have with the host university today? (Several options possible)



The purpose of the established contacts differ quite substantially when asked about this in the open question of the survey. Regarding the purpose of the cooperation, joint research collaboration is a common response, including joint applications for research funding, writing scientific papers and joint doctoral students. Seeing that the visits are not research oriented by nature, the results are somewhat surprising. Although some form of contacts seems to be more of a social character, there are several examples of formal collaboration between the host and home universities and reoccurring visits through guest lectures as a result of the programme with the focus on teaching.

"Teaching classes, development of course content, returning to the host university first as a winter study professor, then as a full year visiting professor"

"My home department and my hosting US University have organised two courses for American and Swedish students, one in the US, one in Sweden"

"Ideas about a departmental exchange of visiting professors, hopefully to be put into place next fall. Also ongoing discussions about course content and research projects (however no joint applications, more on the level of collegial exchange of services)"

"Starting a mutual student exchange, discussing curriculum issues and teacher exchange. Participating in research conferences/seminars organised by the universities (both in Sweden and abroad)"

On a positive note, over 40 percent of the respondents say that contacts obtained within the programme have been passed on to other colleagues at their home department. By doing so, the links and form of collaboration between the host and home universities become stronger and less dependent on the individual grantees. On the question whether the programme has contributed to international cooperation between teaching staff at Swedish and foreign universities, the answers provided by the grantees clearly indicate that this is the case.

5.7.1 The grantees have positive views on participating in an alumni-network

The grantees are highly appreciative of prior meetings within the programme that have been organised by STINT. The meetings are viewed as an appropriate forum to discuss issues relating to teaching with other researchers from different disciplines sharing the same experiences.

Almost 80 percent of the respondents would consider it interesting to participate in an alumni network with former participants in the programme. The form of activities that would suit the respondents the best can be summarised as annual meetings and seminars, workshops or conferences.

"Teaching workshops to learn what other grantees a) did during their stay b) do at their home departments, and c) like to do in the future. Some sort of recurring activity to keep contact and learn what every new generation sent out is doing"

To engage high-profile keynote speakers and opportunities for networking are underlined by several respondents. Also some form of digital platform or online network for exchange of ideas is mentioned. Such networks could be general for all alumni or be divided by host universities in order to support future participants. One central prerequisite for the alumni-network would be for STINT to facilitate the meetings. It is not believed that someone else would take this responsibility.

To formalise the grantee's relationship with each other through an alumni network are also believed to strengthen the attractiveness of the programme and possibly its impact on education policy. To communicate the combined view of the grantees in how to further develop the higher education system in Sweden would constitute an effective way to draw attention to the matter.

5.8 The grantees input on future development of the programme

Based on the survey responses, it can be concluded that the grantees have a generally very positive view on the structure and implementation of the programme. An analysis of the survey responses that divide them into cohorts to achieve a time distribution, as in section 5.2.1 above, reveals no significant changes in the views of the programme and its outcome among the grantees. In the material, both survey and interviews, a number of views reoccur regarding the implementation of the programme, often enough to be of significance for the evaluation.

5.8.1 Improvements of support structures and absorptive capacity

The views of the grantees regarding structures for absorptive capacity at their home universities largely mirror the results of chapter 3, in that there is significant variety in the actual support structures at departmental, faculty or university level. Grantees testify of a varying but generally low degree of commitment to the programme among leadership at these different levels of the universities, and see room for improvement in the formal requirements of the programme regarding university commitment: These are currently viewed as mostly concerned with compliance with the terms and conditions of the programme and not so much the implementation of structures for absorption of experiences and aggregation of individual internationalisation effects to organizational level. There is a need for a "cultural change" in the view of teaching at many universities, so that the benefits of internationalisation can be acknowledged and the positive effects of this programme and other purposeful actions can be realized. Grantees view the potential role of STINT as important here: A stricter follow-up of initiatives, at least on the level of the grantees' home departments, is asked for explicitly by among the grantees. But also the role of university leadership on various levels is emphasised in the material. There, grantees mention very concrete measures as desirable, such as inviting the input of returning grantees within the programme in strategic work on the education side as well as practical course planning.

5.8.2 Broadened set of possible host universities?

While more than 8 out of 10 grantees view their host university as a highly qualified scientific environment, giving credit to STINT for the selection of exceptionally qualified universities both in research and in teaching, several also note that Swedish higher education has changed dramatically since the programmes inception, with significantly smaller resources and an increasingly diverse student body. Against this background, some grantees put forward the view that it would be useful for teachers to spend their sabbatical at universities abroad that face similar challenges but that have succeeded in meeting them. At the same time, with the move away from strictly engaging liberal arts colleges within the programme the difference between the host universities has changed, making it more difficult to find a generic model for how the sabbatical should be organized. With regards to the results of the survey, we cannot however see any differences in the perceived learning outcomes and the grantee's view on the engagement or quality of host universities. This can be viewed as an indicator for the success of the broadened set of possibilities of host universities to choose from within the programme which probably could be further widened.

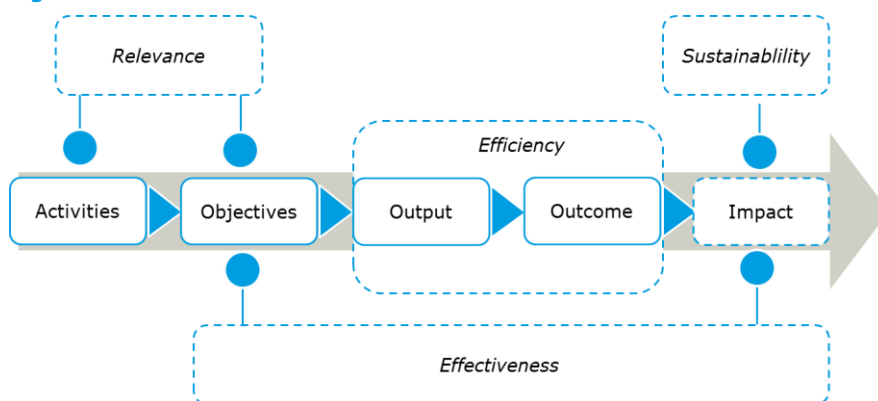
6. SYNTHESIS AND DISCUSSION

Prior evaluations and follow-up reports conclude that the programme has had a more profound impact for each individual participating teacher than it has had for participating Swedish universities. Even though this concurs with the findings of our evaluation, it should also be noted that an opposite conclusion would defy logic and thus be impossible: It is difficult to envision a counterfactual scenario where a programme of this kind would have had a greater impact on the participating universities than the individual grantees. Our view is that all expectable outcomes from the programme start with the individual. As established as part of the conceptual framework for the evaluation (chapter 2), development on university or system level is expectably an aggregation of developments on individual level. With regard to the former, statements made on limited effects of the programme must be compared with some form of baseline or target, i.e. what is expected from the programme.

The main purpose of the programme has been to contribute to the development of Swedish undergraduate education through spending a semester abroad. In a most rudimentary sense, this means that as long as some grantees introduce into their educational activities some international influences gained during their stay abroad, the purpose of the programme has been met. In order for the evaluation to be useful, therefore, a different set of questions must be asked, or in other words, the following more detailed evaluation criteria must be applied.

- **Relevance:** *The extent to which the activity is suited to the needs, priorities and policies of the target group, recipient and donor*
- **Effectiveness:** *The extent to which an activity attains its objectives*
- **Efficiency:** *A measure of the inputs in relation to the outputs*
- **Impact:** *Positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended*
- **Sustainability:** *The extent to which the benefits of an activity are likely to continue after the project funding has been withdrawn*

Figure 14 Evaluation criteria



6.1 The relevance of the programme

The relevance of the programme concerns the extent to which it is suited to the needs, priorities and policies of the target group, recipient and donor. On the part of needs of the target group, this should be viewed in light of the alleged declining funds and status of education and teaching as compared to research within the Swedish higher education system over the past 15 years, which creates a greater demand for funding programmes and other specific initiatives focused on the educational mission of university professionals. Due to the general view that there are limited means for teaching development at Swedish HEIs, combined with the fact that the programme is unique not only within the framework of STINT, but within Swedish higher education as a whole due to its focus on teaching rather than research, the programme clearly meets a need of the

target group, at individual, institutional and system level. Furthermore, the increased attractiveness of the programme in terms of a growing number of nominations speaks to the relevance of the programme also at departmental and university level.

6.2 The impact of the programme

The main topic of this evaluation is, quite naturally, to determine the outcome of the programme in terms of its impact on higher education in Sweden. On basis of the evaluation task as specified in chapter 1, and the conceptual framework and study design as outlined in chapter 2, the evaluation of effects is conceptually and empirically divided into the four interrelated (and hierarchically ordered) levels; *individual*, *departmental*, *university* and *national*. Impact is understood as changes produced by the programme (intervention) either directly or indirectly, and the same type of impact can have a different degree of directness on different levels.

6.2.1 Expectable impact on the four levels, and their interrelations

As established in the conceptual framework in chapter 2, there is a natural hierarchy between impact on the four levels *individual*, *institutional*, *university* and *national*. In the most basic sense, the fundamental organizational prerequisites of universities and academic professional work make the individual level the most central one, because in short, universities are collections of individual teachers, researchers and students whose fundamentally individual acts of teaching, research and learning add up to the curricula, research profiles and student demographics of university departments and faculties. But also in a practical sense, on basis of the fundamental characteristics of the Teaching Sabbatical funding programme, a prime focus lies on the individual: The programme is specifically tailored to give individual teachers the opportunity of gaining international experience through an abroad stay. Any impacts of the programme are therefore expected to occur as a result of individual learning and the transmission and aggregation of individual experiences to the other three levels.

6.2.2 Individual impacts

As noted in chapter 5, an overwhelming majority of the respondents to the survey regard their participation in the Teaching Sabbatical programme as favourable for their teaching capabilities, including deepened and widened knowledge about methods for teaching that stem from new insights gained abroad. It is interesting to note the slight apparent discrepancy between broadened perspectives and strengthened teaching capabilities; although perhaps a mere semantic difference, it suggests that some important effects of the programme on individual level are on the side of the vague and difficult to measure. But regardless of this, the very positive responses to the survey on the point of individual experiences should not be underestimated but taken as proven positive impact. Nothing in the material suggests that there has been any change, over time, on this area.

When it comes to behavioural changes, which have been established in chapters 2 and 5 as the only certain indicator of application of new knowledge and skills on individual level, there is also an overwhelming majority of respondents claiming that they have experienced a personal maturation of their professional role as teachers, which includes practical changes in behaviour such as directly applying knowledge and skills earned abroad in teaching at their home department/university. To summarize, it lies beyond all doubt that there are far-reaching positive effects of the programme on individual level, and that the likewise proven behavioural changes mean that the impacts on individual level also have a great potential of translating into impacts on departmental, university and national level (see below). It deserves also to be noted again that, although it falls outside the aims and purposes of the programme, close to a majority of the respondents of the survey report positive effects of the sabbatical for their research activities.

6.2.3 Departmental effects

The survey responses show with great clarity that in many cases, educational programmes and courses at grantees' home departments have been renewed and enhanced as a direct result of the teacher's participation in the Teaching Sabbatical programme. Although it is difficult to assess if these enhancements are above or below expectations, and likewise difficult to establish what renewal and enhancement really means, there are many practical examples in the material that

suggest an overall positive outcome: Profound revisions of course content, changes in lecture formats and examination forms, intensification of the connection between curricula and real life issues, are all impacts that emerge in the material as significant. Besides this, several respondents talk of more indirect changes that are difficult to measure but that, in their view, are nonetheless significant.

As regards the aim of the programme to contribute to international cooperation, a majority of the respondents to the survey and the interviews state that they have enduring contacts with people at their former host department, including research collaboration, joint doctoral students, recurring visits and exchanges (including guest lectures), and joint courses. A great part of these collaborations and contacts have been relayed to colleagues at the home departments.

On the side of formal absorption of experiences through the involvement of ex-grantees in course development work and strategic planning, examples of this are also visible in the material.

6.2.4 University and system-level effects

A majority of the respondents to the survey claim that their experiences and improved skills have been transferred beyond their own departments, to other parts of their university, to other universities, or to national forums. While this does not prove any behavioural changes in these wider contexts, it is a positive result because it testifies to the capacity and potential of those aggregation effects that bind together the four levels of impact discussed above and in chapter 2. But also on a more concrete level, there are signs in the material that internationalisation has occurred on departmental, university and to some extent system level as a result of the individual exchanges.

6.3 The effectiveness and efficiency of the programme

The effects detailed and discussed above need to be put in proper context and comparison with the aims of the programme to make sense in an evaluation, so that the *effectiveness* (the extent to which objectives are attained) and *efficiency* (output in relation to input) of the programme can be assessed.

6.3.1 The need for a cultural change

The follow-up report by Patrick Mehrens, dated 2007, notes that a drawback of the programme is the lack of structural preconditions at home universities to systematically absorb and make use of the experiences gained by their teachers that have participated in the programme. This is a general theme in the analyses of chapters 3 and 5 above, and a key factor for the evaluation of the efficiency and effectiveness of the programme: If effects on individual level shall be aggregated to institutional and system level, the proper structures must be in place to facilitate this. Many respondents to the survey (chapter 5) as well as the interviews (chapters 3 and 5) emphasise that there is a need for a cultural changes at Swedish universities and departments, to enable truly positive effects of the Teaching Sabbatical programme. While some universities and departments have come farther than others in this, it is clear that much work remains on this side to make the programme truly efficient and effective. Important to note is that STINT has a role to play here, both in a direct sense, setting up clearer requirements for the home departments and universities (see chapter 7), but also simply by continuing the programme: Although cultural changes at universities and departments is a long-term process compared to the direct effects of the programme, it is an effect that programme can make distinct contribution to by an aggregation of the direct, short-term effects. There is also a positive feedback mechanism in this for the programme itself, because it will enhance the possibilities that it makes a difference locally. Some of the representatives of the home universities make the sober reflection that although in principle and according to stated ambitions and strategy of the university there should be systematic work to incorporate the experiences of homecoming grantees in educational activities, most often it falls on the individual grantee to see to that this happens. Others mention different organizational units and procedures that have been put in place specifically for the purpose, and that grantees are usually invited to take part in meetings and other work in relation to long-term quality assurance of the educational activities, on departmental, faculty and central university level.

6.3.2 Nomination and selection

The home universities are allowed to nominate two or three candidates (depending on their size) for the programme, and it is evident that the ambition among most of the participating Swedish universities has been to choose candidates with a strong dedication to teaching. While STINT puts great emphasis on involving university leadership at Swedish universities and colleges to use and utilize the returning teachers experience to develop and renew education in Sweden, it is clear that the main driver of the dissemination of knowledge is the personal motivation among the returning grantees. Based on the survey, credit is due to STINT and the home universities to nominate and grant scholars with great personal motivation for working on the development of teaching. As for the nominating procedure as such, this seems generally apt. The internal nominating process at the universities makes sure that those applications that reach STINT satisfy the preconditions of (1) a devoted and ambitious candidate, (2) proven capacity of the candidate within teaching in general as well as for making good use of the abroad stay, and (3) fulfilment of practical requirements (personal ability to go on leave, and capacity for the university to grant leave of absence and replace the teacher temporarily). Correlation between high level of commitment from university and high share of grantees is logical: If the programme is made more visible and more actively promoted it should lead to greater participation. University leadership, therefore, has an important role to play.

6.3.3 Individual performance and structural prerequisites

Quite clearly, a general implication of the analysis in chapters 3-5 and the preceding sections of this chapter is that the transfer of experiences gained by individuals during their stays abroad is dependent on individual capabilities and motivation for transferral, and on structures for absorptive capacity at departmental and university level. It would seem, in spite of what was said above about the need for a cultural change in many departments/universities that the awareness and ambition at departments have increased over the time that the programme has been in place. But the barriers are still strong, and individuals are largely left alone in making use of their experiences upon return home. The many positive testimonies in the interviews, and the largely positive results in the survey, are thus attributable more to individual performance than to institutional or system-level capacity.

6.4 Sustainability of impacts

The sustainability of impacts concerns the extent to which the benefits of the programme are likely to continue after the project funding has been withdrawn, i.e. after participation in Teaching Sabbatical. Analysing the answers in the survey from grantees participating in the early rounds of the programme clearly indicates that the knowledge obtained resulted in a changed behaviour that affect their teaching to this day. The sustainability of outcomes however seems very much depends on practical aspects (workload etc.) at the home institutions when returning from the stay abroad, and on personal aspects. It is hard to generalize because it seems the absorption depends too much on whether it is possible at all to change a rather rigid education system, but participation in the programme has in a clear majority of cases been a profound and deeply rewarding experience. Naturally, the impressions and insights gained from the programme diminish over time if not translated into a change in behaviour, which it to a large extent has. The fact that a large share of the grantees can point to individual aspects on how participation in the programme has affected the ways in which they conduct their teaching today is a distinct indicator for the sustainability of the impacts generated by the programme.

6.5 Concluding discussion

Based on the above, it can be noted that although the assessment of concrete, traceable and recordable, effects for the home departments, faculties and universities is a difficult task, there is no shortage of examples of positive effects of the Teaching Sabbatical programme. The fulfilment however seems to place too much responsibility on the grantees themselves and perhaps too little on the structures for absorption.

Related to this, it is also clear from the above and from the analyses in chapters 3-5 that the role of the programme most of all is *enabling*: The programme itself cannot produce the desired ef-

fects, only the grantees, the host institutions, and the home institutions can. It is a highly complex process; it is difficult to generalize on absorptive capacity and on preconditions for favourable outcomes from the abroad stays, especially given (1) the great variety of host universities (Asia, USA, some liberal arts colleges) and (2) the varieties in how exactly educational activities at Swedish universities are organized, a variety that runs across institutions, subjects/ fields/ faculties, and also have grown bigger after the reform on organization of Swedish universities of 2010 which abolished much of the previous predictability and conformity. While, hence, it must be established that positive effects are highly dependent on individual performance within the programme, this does not at all eradicate either the relevance of the programme or its goal fulfilment: Seen in a wider perspective, and based not least on the fact that the survey and the interviews have given predominantly positive results, the programme is a success. While it seems to depend on the individuals to make good effects happen within this programme, the programme itself is very supportive of the individuals and creates good conditions. Also, it can be concluded that the majority of positive results on individual level testifies to a proper and favourable selection of grantees within the programme, which testifies to the aptness of the programme structure and design. In other words, the main result of this evaluation is undeniably positive, but in an indirect rather than direct sense: The programme can't make a difference in itself, only individuals can, and thus much depends on the individuals that participate. On the other hand, STINT is evidently very good at choosing good candidates and providing them with good conditions, which shows by the many good results of the interviews of both the home institutions and the host institutions, and which is a very good result as such.

7. RECOMMENDATIONS ON THE FUTURE DEVELOPMENT OF THE PROGRAMME

In this final chapter of the evaluation, the recommendations on the future development of the programme are presented. With regards to the below listed recommendations, it is important to underline that the current implementation of the programme is highly appreciated by all involved actors. The current set-up involves highly qualified host universities and is clearly capable of identifying and engaging highly motivated grantees. No major changes to the programme would therefore be motivated. Still, a number of potential changes to the programme have been identified in the evaluation.

- **Expanding the number of grantees is dependent on the nomination activities of home universities:** Given the ambition to expand the programme, a crucial question becomes how the nomination and selection process can be developed in order to identify more candidates without risking compromising the overall quality of the programme. The question by itself concerns several different aspects. The number of received nominations has increased profoundly since 2006 due to developments of the nomination and selection process. Still, all universities do not fill their quotas for nominations and the number of grantees participating in the programme has been stable. Consequently, given the outcomes presented in this evaluation, the programme is evidently very good at choosing good candidates but has troubles in expanding this pool of strong candidates. Reasonably, there are plentiful of possible candidates within the Swedish university system that would be a great fit for the programme. At the same time we can detect a significant difference in the ways the home universities communicate the opportunity of the programme at department level and thus affecting the possibility to nominate motivated and qualified grantees. Nominations for the programme in many cases come from institutions where former grantees of the programme are situated. Safeguarding a larger set of quality nominations in the long run might require firstly the home universities to broaden its nomination process to departments with no prior grantees and secondly to communicate the positive results provided in this evaluation.
- **Further develop the aim and purpose of the programme:** It is important to note that the scope of the programme is limited in a national context, and that its uniqueness also makes it relatively weak as a factor for communicating its possible gains compared to traditional research-oriented postdoc programmes. From this outset, a more comprehensive articulation of the purposes of the programme, its rationale, and its overall goal on the long term needs to be developed as well as the expectations of actors involved in the programme. This is needed in light of the confusion around the detailed aims and scope of purposes of the programme among representatives of home universities. It if furthermore needed to set a valid baseline for future evaluations of the programme.
- **Safeguard aspects of co-teaching during the time abroad:** According to the survey, 60 per cent of the respondents were given responsibility for one or several courses during their stay abroad. In the 2006 STINT follow-up report of Excellence in Teaching, although not an identical sample, approximately 20 per cent had conducted a course of their own. The share of grantees being responsible for their own course thus appears to have increased quite dramatically over the years. At the same time, a common view among grantees is that co-teaching forms an essential part in developing teaching capabilities more so than solely being responsible for your own course. Therefore, there might be a need for STINT to safeguard that co-teaching and some elements of observations are provided at all host universities and departments during the grantees stay abroad.
- **Demand and follow-up on dissemination activities of home universities and departments:** Following from the above recommendation, if STINT would be clearer in demanding a plan from the home universities on how they will work to make use of the experiences of the grantees once they return, this would be positive from many respects: the grantee would not

be left alone to accomplish change at their home department/university, as well as it would establish legitimacy and credibility around the grantee and her/his experiences. The statements provided in the nomination process and final reports of the grantees are not sufficient and are in some cases viewed more as a formality than an actual requirement from STINT.

- **Facilitate the sustainability of programme outcomes:** Two suggestions can be made to facilitate the dissemination of knowledge from returning grantees. Firstly, STINT or preferably the home universities could organise funding so that returning grantees can have a small share of their ordinary job paid devoted to dissemination activities. This would entail earmarked time for making use of experiences acquired abroad and are believed to have several positive effects: (1) There would be clearer incentives for the grantee and the home university/department to implement experiences; (2) It would be easier for the university to plan carefully how to make use of the grantee; and (3) The ability to engage in dissemination activities for returning grantees while catching up on the workload build up during their stay abroad would benefit from such an extension. Secondly, the final report provided by the returning grantees could be complemented by a formal requirement for the home universities to describe how they have facilitated the dissemination of knowledge, preferably one year after participation in the programme.

APPENDIX 1 – SURVEY RESPONSES OF GRANTEES

What, if any, barriers or facilitating factors did you experience in applying the knowledge/methods/tools you obtained abroad in your own teaching at your home institution?

"Barriers: -self centred swedish culture (centrism) - Sweden has pretty much has ""closed campus"" after office hours and dosent engage in the community. - Reluctance to ""change"" among teaching staff Facilitating factos: - Swedish curiculla stimulates to try new methods with students. - the overall freedom as a teacher to design courses etc."

"Courses are ""owned"" by people which means thatperspectives from others are not always welcome."

"I was given basically full freedom to teach ""my own"" courses the way I saw fit, there is however a deep rooted hostility in mathematics in general to adopt new teaching techniques. Thus, it is virtually impossible to generally implement a more liberal artsy and student centered way of teaching math since the reluctance especially among the more senior faculty is vast."

"The knowledge gained is not of the kind that can easily be measured and immediately ""applied"". It was the opportunity to relfect and compare, rather than to adopt new methods, that was the biggest gain. I Think differently, have a broader reper-toire when planning new Courses and in my everyday practice as teacher"

"The Swedish system of education is different from the American in many ways, including the organization of courses, the re-cruitment of students, and the emphasis on academic advising. Still, it is possible to let models from the American college inspire you. The high value given to Liberal Arts is one such factor. The expectation that students should actively contribute to their own education is another. They should not be treated as ""customers"", but as students. Involvement in the surrounding community is an ideal in American college education that is less present in Swedish academic life."

A combination of lack of interest from staff and the fact that I teach large classes (120 students) at undergraduate level.

allocated time for development and changes

Barriers: uninterested colleagues, they worked mostly on developing and promoting their own ideas. Facilitating: Gotland University had already taken on the mission to be a Swedish Liberal Education College and I was part of the management as deputy vice-chancellor.

Being alone with special experiences is always a problem. Not so easy to share ethese experinces.

conservatism

Conservatism - hard to introduce changes. At the departemental level I was able to do changes, but I had to do everything myself. It is hard to get other teachers to adopt changes. Several changes have disappeared when other peaple were suppose to do the work. But it has been easy to engage other teachers to be willing to be nominated to the Stint stipend.

Courses in Sweden are more concentrated in time with less teaching hours

Differences in organization of the university is a major problem. We had much more freedom as teachers in the US + a respect as teachers and professionals that I don't feel that we have to the same extent here. The administation is more of a burden in Sweden and also more restrictngn when it comes to new pedagogical initiatives.

Disinterest and conservative attitutes to teaching. Little interest in development and discussions of changing the content of courses. This having been said, it is not true of all groupings within the department. Some have been interested. The main barrier I think is the stress load all teachers at the home instutituion work under, and a climate where a hopelessness regarding change within the groups who might be interested prevails.

Entirely structural, i.e. relating to funding and the set-up of the organisation. There was a high level of interest from colleagues (both my own department and other departments) to hear about different ideas an experiences - but organisational structures and lack of funding sometimes create difficult barriers for implementation.

Everyday routines home are much stronger than this short time influence on a small group from the university visiting US

Facilitating: have been assigned to put together and propose a liberal arts program at my home institution. Barriers: the financial situation of my home university makes any increase in class room hours, or smaller students groups (for seminars or tutorials) impossible,

Financial barriers, the Bologna model for programs, undergraduate studies as organised by single disciplines

General barriers towards change. Trying to implement actions around flipped classroom.

General disinterest.

Hinder: Bristande intresse bland kolleger. Ekonomiska begränsningar. Hjälpande faktorer: Möjligheten att presentera erfarenheter vid pedagogiska konferenser. Stort intresse bland vissa kolleger.

I am advocating for changes to our first year course based on my experience. It is too soon to say if this will be accepted as there are some teachers resistant to any change. However, I have support of my prefekt in this, so eventually it should happen.

Lack of interest by the department in the STINT and in pedagogical development in general.

Lack of interests, lack of time

Min heminstitution visade ringa eller inget intresse för mina erfarenheter. 1) Det beror bl.a. på en allmän konservatism och ointresse för grundutbildningen. 2) Det beror även på att ett allmänt fokus finns på att utveckla och expandera forskningen, medan det inte finns något större intresse för att utveckla grundutbildningen. Ointresset för att utveckla grundutbildningen är vidare kopplat till resursbrist, det finns inga pengar för att göra något nytt och även därför är mina erfarenheter av mindre värde. Det som tagits upp under punkt två är rimligt och föga förvånande medan det som tas upp under punkt ett är mindre imponerande.

My problem was that my home institution didn't give me the possibility to disseminate my experience by information. The institution looked upon it as a personal experience without interest to the institution in general.

My uninteresting colleagues

No barriers concerning teaching was experienced. I stayed in a liberal art college in the US, which I found very interesting. At home, as soon as I talked about electives for the students it was met with - no, no impossible.

No barriers, except for the general ones that imply convincing colleges to accept change or listen to changes.

No barriers.

No interest or understanding at all

No real interest to make changes. Thinks it works the way it is.

None, I have, together with close colleagues, changed some courses, based on my experiences from my semester abroad. Overall, the interest from my department wasn't that high, it's been specific persons being interested. I think mostly it depends on the fact that teaching is not highly valued at my department, but there are changes to come!

None, except that the student body is much bigger at LNU, making it troublesome to use some methods requiring smaller number of students.

Nothing special to report

Own time pressure Others' time pressure

People are simply not very interested

Skillnader i resurser, det skulle vara svårt/omöjligt att genomföra motsvarande kurs i Sverige pga. att den skulle bli alldeles för dyr (särskilt med tanke på att det var ganska få studenter i den kurs jag undervisade i i USA)

Some reluctance to accept that very good teaching practices can be learned from foreign universities. Also a reluctance to alter previous structures within the collegiate group.

Teaching methods were very similar. The organization of courses and the programs of the students were almost incompatible. Also, colleagues had little interest in my experiences. The department saw my stay as part of my personal development.

The available resources, I visited a institution that considered 25 students a large class - that would mean >60 at my home institution!

The barriers have been too low interest from the head of the department and the faculty, respectively, to improve teaching and undergraduate programs.

The barriers were/are financial. What separates a good Swedish university from a good US university is resources, not pedagogy. Also, US universities recruit from fairly homogeneous economic and social groups. Swedish universities are much more ethnically and economically diverse.

The educational system as a whole does not work for a liberal arts direction, though within specific courses (especially at the advanced level) the barrier is not insuperable.

The financial situation of Swedish universities. In the USA the students have to pay a lot of money each term, which opens more opportunities to offer additional events, like off-class events, field trips, longer excursions abroad as part of the education.

The huge difference in the skills and abilities of the students back home.

The major hurdle is the fact that change is dependent on me as an individual, I would like to see a structural support system on university level that could analyze and make use of the individual experiences.

The prevailing notion in Sweden of higher education as a state-run operation difficult to promote as profiled programmes for certain students.

The principle barrier is professional trust. In the American university where I worked staff were assumed to have the professional knowledge to design and implement a course in their academic area. This meant that new and highly relevant courses could be brought on track very quickly. In my Swedish institution, there is at least an 18-month gap between an idea for the course and the course being given - and substantial documentation to produce and numerous committees to pass through before it becomes reality. This acts as a strong incentive for faculty to just keep doing the same old things and works against renewal and innovation in teaching.

The response at my home uni was unfortunately zero so it was impossible to create any interest. At that time, development of pedagogy was not on the department/faculty/uni agenda. But in recent years pedagogy has been brought in from the cold and a new university pedagogy centre has been established. This centre makes up the infrastructure for spreading ideas and experiences over the uni which will facilitate for present and future Stint candidates.

The STINT program need more awareness on ALL levels to have an impact, it is not enough with one facilitating boss. My placement at the host university was not made thoroughly enough to render maximum output

The study abroad facilitated the discussions with colleagues which is really helpful to implement changes. Most of the methods/tools are possible to use here but there is a limited time to implement all of them directly.

The Swedish education system is so structurally different from the American education system. It is hard to apply the liberal arts thinking about broad knowledge when you work with quite fixed study programs (fixed programs and liberal arts not easily compatible). But you can still apply elements of it.

The Swedish higher education system is fundamentally different from the US system, and very heavily regulated in ways that make it extremely difficult to apply the insights I gained. I have also noticed that Swedish students are less prepared than US liberal arts students are to connect their academic knowledge to real life social issues outside the university, or at least that was my experience from giving a course on Adam Smith's economic and moral theory first at a US liberal arts college and then at my Swedish home university. I much prefer the American attitude here. The whole Swedish and perhaps European system is much more one-sidedly focused on preparing students for future research careers.

The teachers lack any time to think about teaching development. The main advantage of the STINT stay was a possibility to reflect on teaching - without the day-to-day stress.

The teaching methods at my institution abroad were, to a large extent, quite conventional in comparison to methods at my institution at home.

The time the teacher could devote to promote the learning of each individual student at my hosting institution is not available at my home institution.

The total indifference towards education at my home university.

There is a distinct conservatism in all systems, and this is also the case of the Swedish system

There is always a problem to introduce Liberal Arts Education at our Faculty. However, two particular courses from outside the science faculty are today mandatory in all programs at our faculty (which might be considered to be a small change in attitudes).

There wasn't a plan for how to integrate my experiences in educational practice. The reason why this was done anyway was that I

personally took initiative to start a course that I had designed during my stay abroad. I had the opportunity to do so because I was the coordinator of education at the department. But my home university and department were not all that interested in what I had learned.

Too much of my time abroad may, in hindsight, have been devoted to delivering a good course there. I wish I had been more involved in other teachers work including course planning and student counseling.

Too much red-tape. Closed-mindedness.

Very different educational cultures are the main barrier.

Vi har färre undervisningstimmar per kurs och mindre tid för kursutveckling mellan terminerna än man har i USA. Det innebär att man lätt kör på med samma kurs och upplägg år efter år - eftersom man inte hinner göra någon genomgripande förändring och utveckling. Vi har diversifierade studentgrupper vilket ställer större krav på läraren som pedagog i Sverige. Till exempel åldersstrukturen och erfarenheterna varierar stort mellan studenter på samma kurs. Det är en utmaning att hantera. Det faktum att vi inte läser kurser parallellt gör att tempot på kurserna under terminen också varierar - vet inte vad som är bättre men det är annorlunda. Våra studenter arbetar mer och kommer bara till undervisning som är obligatorisk - vilket gör administrationen av kurserna tung - man måste ständigt föra protokoll på närvaro och ge restuppgifter...

Work load and time constraints for all teaching personell means that one needs to focus primarily at what is going on at the moment and at a very local level. This is also true for myself, so I try to implement changes at a local level and also try to make an impact through the informal and formal channels that I have at the department. Small, but continous Changes, I Believe. One other constraint is that teaching is not prioritized and that discourse about internationalisation does not have a natural platform (it is not well understood either).

Zero interest. The majority consensus is that there is no point comparing since so much more is possible in the US due to high tuition revenue. Furthermore, not only do others tire of hearing how much better it is elsewhere, it is depressing for us STINT-scholars to confirm it.

If possible, please describe how your stay abroad influenced the content and form of the education at your home institution or in other departments of the university or on a national level

- Friare upplägg av masterkurser med individuellt paperskrivande istället för hemskrivningar. - Uppvärdering av betydelsen av sociala faktorer vid mötet med studenterna: introduktionsveckor, studiebesök, sociala evenemang, etc.

"Lacking the fundamental structural principles for working with a high level of direct student-teacher interaction, we need to put more effort on designing robust courses that can work well even without ""automatic"" individual student-teacher interaction."

"More senior teachers in ""active learning"" sessions with student (not only junior teachers...) ""Honor code"" discussion and implementation in our programs Highlighting of research integration and scientific thinking in our program plans of running more courses in parallel"

"Much more variety in the teaching methods. Plus some ""entertainment"" as additional component of lectures = Infotainment."

1. My stay abroad has increased my self confidence in my own teaching situation. 2. I don't think that my stay abroad has influenced the content and form of the education in a broader sence

Actually, I dont think my experience was able to influence that much....

After I arrived to Sweden we started a new study program and my experiences were applied there. Especially the idea that a mixture of people and experiences among the students contributes to the education, bith from an social and democratic levle, but also from an academic point of view.

As pro-dean of education I have impact and influenced the borad on matters of student activating pedagogics. On national level to a lesser degree.

at my dept. we have given longer courses (15 credits ones, instead of normally 7, 5 ones) when we started our 2 year masters program

Content: I have fully revised the content (lecture content, lecture material and tutorials) of around 50% of the course content for which I am examiner at my home inst as a result of my stay aborad I have also initiated MSc thesis projects in subject areas with which I became acquainted through my stay abroad

Development of new courses and more efforts on international contacts.

Fewer and shorter lectures. More responsibility for the students. Feed-back, writing papers. At the university they had a department called University center for the advancement in teaching which has had a great impact on my way of thinking about teaching. Their way of giving help to teachers has been used and discussed at my department. I think there are a lot of smaller things that I have changed due to my stay abroad, that I'm not aware of but that have affected my work.

I definitely came to expect more from my students but also developed better methods for creating a teaching structure that supported those goals. My home institution has not been greatly affected.

I got a chair in a central committee

I have been working more explicit with community based knowledge production as a source for knowledge to be used in an academic context. I have also work towards developing the department's educational profile, with a basis in the focus on connections between academia, civil society and social change.

I have made lectures shorter and more frequent. I have also tried a variety of methods of examination. Last but not least, my English skills have improved.

I have tried to implement the model for course syllabi in order to make the course plans and descriptions more of a tool for both students and professors. I have also experimented, together with my colleagues, with new models for seminars in which students are more active.

I haven't seen much of that influence yet unfortunately, although I'm sure there are things going on in different parts of the country.

I introduced more hand-in assignments and strive for a more continuous evaluation and examination of the courses.

I pick one example: TA's was very frequently used at the college i visited. I have adopted this and now I frequently use TA's in the lab courses I teach at my uni. I hope to extend this to research as well for students in year 3-5.

I recorded most of my lectures and stored them on the internet to free more classroom-time for seminars. I started to use the enormous amount of historical documents and classical source-texts, maps and photos that are easily available on the internet, in my teaching. I introduced quizzes and mid-term (mid-course) assignments to keep the students more alert and busy

I started a course that I had designed abroad.

I took my experiences as far as I could to improve both my university and others I have visited, but where there is no interest at all to improve education it is very difficult.

I use parts of the teaching material I developed. I have influenced other teachers at my department to apply.

I used my knowledge first in classroom then at an international level as a strategist to my university. I manage to create 1. a double degree program 2. international mastercourses and 3. Apply and get accredit for a international doctoral program in collaboration with universities and institutions abroad, Everything I did in that work reflect directly to my Stint-scholar experiences.

I vissa fall ökades andelen muntliga och skriftliga uppgifter i undervisningen. Jag intog ett friare förhållningssätt till undervisningsuppgiften. Jag ökade insatserna för att få studenter att välja bredare utbildningsgångar. Jag deltog i arbetet med att skapa bildningsprogram vid det egna och vid andra lärosäten.

I was entrusted to develop a one year master's programme taught in English.

In many ways. We enhanced the development on course designs. More active student participation, more examination, more tasks. We tried to change the views and to engage the students in the organisation. We have now many more students employed within the department. Sorry, but this is also something I have elaborated in articles and on conferences. It feels a bit silly to reply in a small text box.

In some courses, I entirely gave up lecturing. Instead the students had to teach themselves and one another under my supervision and mentorship. Results were good and the students approved of the new teaching form.

Inte alls.

It has had no effect at my home institute except my own teaching

It has mainly influenced my own way of thinking and doing things. Have spoken about LA at some national and international

conferences.

It has not influenced the content and form of the education offered in my department.

It increased my self-confidence and made me trust myself and what I do when teaching, which has led to me experimenting with new, modern, better, scientifically proven, teaching methods. Without the stay at this American college, I would just have continued to do what I had done already for many years (and everyone else had been doing for years), lecturing and not considering better alternatives.

It stimulated teachers to use more teaching methods which increased the study results of the students

It was easier to implement courses in English, which I strongly promoted. My American supervisor has been visiting my Swedish department 4 times (once financed by STINT) which has led to several influences both in teaching and research.

Little to no influence. My own subject includes two former STINT-scholars, who have successfully argued to teach classes in parallel, similar to the US-system.

My home department and my hosting US university have organised two courses for American and Swedish students, one in the US, one in Sweden

Många av min kollegor refererat fortfarande tillbaka till det seminarium jag höll efter hemkomsten. Jag kan inte säga på vilket sätt det har påverkat dem - men att det har påverkat.

New collaborative course w host uni application of a pedagogical philosophy from host country to Swedish educational program

New courses and new methods in lecture room, using seminars more frequently.

New web-based techniques

No concrete changes yet.

No significant influence I am afraid.

Our central educational units have started short courses (workshops) on pedagogy/teaching skills - ideas that came (at least in part) from my overseas experiences. At my home institution we have 'experimented' with new kinds of seminars for students (particularly on international programmes), also influenced by my experiences.

Positive influx of pedagogic ideas from the exchange

Problem was that my institution at that time had moved from being a training school to an academic department, with less interest in liberal education than before.

Progression concerning knowledge has been thought through, and my impression is that skills have become more important.

See earlier answer-I am attempting to change our 1st year course based on my experience abroad

Shorter but more classes focusing more specific topics (one at a time)

The forms of teaching have changed in the sense that the focus of my teaching has changed from content focus to learning focus. It has also led to more variation in teaching methods, which in part have to do with the new experiences from my own teaching abroad, and also from time away from home to reflect and rethink my professional values.

There was an attempt to construct an entirely new program based on the Liberal Arts ideal. Unfortunately, this fell through and influence since then has been very indirect.

Very little influence

We changed two main things in our engineering education: ? we increased our training in presentations, group projects and report writing. ? We work with creating a more professional culture in engineering ? we take more responsibility for the students development and give more clear and precise feedback. Some of these steps were implemented in introduction and thesis courses, others have become part of how we perform in general.

We have a different mandate at my home institution, but within our given structure I was able to implement and communicate new pedagogical forms and practices.

We're a group of former STINT scholars at my university, discussing how to introduce an LA programme at our university. We have received some support from one of the departments, and the work is in progress, although we can't yet be sure that there

will be results.

What is the main purpose with the contacts with your former colleagues at the host institution? (ex. Joint application for external research projects, development of course content, etc.)

"To see how initiated course development evolved, and to get more than a "one shot" sample of the teaching environment."

Application for research funding. Writing scientific papers together. New input in courses.

Conference invitations.

Friendships. However, I hope to revisit the host institution at some time later. That I haven't done so yet is a question of time and resources.

guest lecture

I did a follow up on my man study from the STINT-term. It was very good to have the chance to discuss issues that I had been thinking of during the years, and also to discuss issues that I had met in my efforts to develop my own department's work.

Ideas about a departmental exchange of visiting professors, hopefully to be put into place next fall. Also ongoing discussions about course content and research projects (however no joint applications, more on the level of collegial exchange of services).

Joint doctoral students, research collaboration, external reviewer

Joint research conferences. Joint educational activities - course.

Joint research projects

Joint research, research applications, writing scientific papers. have also been invited to offer classes after the STINT stay.

Just visiting

Networking and inspiration within teaching and alumni-oriented things. Social Hopefully, research collaborations in future.

On Conferences, and on Writing a paper. Probably in the future visits and some co-work.

Research (one project financed by RJ, including one researcher from the US), teaching (the organising of two joint courses)

Research and educational cooperation

Research seminar

Research, conference participation

Shared research Projects between environments

Social In regards to mathematics teaching

Social, research, inspiration

Starting mutual student exchange, discussing curriculum issues and teacher exchange. Participating in research conferences/seminars organised by the universities (both in Sweden and abroad).

Teaching classes, development of course content, returning to the host institution first as a winter study professor, then as a full year visiting professor.

We exchange students and guests from the US college have visited my home university

Final question, other remarks regarding the effects of your participation in the program that has not been brought up in the questions above?

"Den typ av undervisning och utbildning som finns på s.k. "liberal arts college" är av en sådan art att knappast kan föras över till svenska förhållanden. Liberal arts handlar enbart om grundutbildning, medan de svenska universiteten (och även högskolorna, tror jag) är inriktade på grundutbildning och forskning, fast betoningen ligger alltid på värdet av forskning och värdet av satsningar på grundutbildning faller bort. Det är vidare en resursfråga: god utbildning förutsätter tät kontakt mellan lärare och studerande, och detta är en central del av liberal arts-modellen, och resurser för något sådant finns inte i Sverige. Lärdomar av att tillbringa en termin vid ett liberal art-universitet var 1) hur man på ett bra sätt kan arbeta med grundutbildning, men också 2) vad

som krävs för det. 3) Ytterligare en lärdom är vilken dramatisk skillnad det kan vara mellan svensk och amerikansk grundutbildning."

"Det har betytt mycket för mig personligen. Det var jätteroligt både att träffa lärare/forskare på den mottagande institutionen men också att få träffa många som arbetade inom andra ämnen (via olika aktiviteter, bl.a. workshops och lunchföreläsningar). Likaså att få vara i en miljö som jag upplevde som mer sammanhängande (allt samlat inom ett avgränsat geografiskt område, endast campusundervisning etc.) än min egen högskola. Jag uppskattade även deras omsorg om sina studenter (mentorer, kontinuerlig uppföljning av studieresultat med studenterna etc.), och att de involverade studenterna i undervisningen (och betalade dem för det) - i "min" kurs hjälpte en student som läst kursen tidigare till med att rätta studenternas hemarbeten. Andra exempel var att äldre studenter hjälpte yngre med bl.a. matte, skrivande och att hålla anföranden"

"I had the opportunity to rent a house, and had a great time also outside work, which was very positive. I still have contact with my neighbour, the "girls at the gym" and the professor from whom I rented the house. Overall my experience was very positive and I would go again if I got the opportunity. The semester abroad made me grow as a person and it also showed me that I could easily teach at an American university. I chose to co-teach to learn more, which was very good. It gave a lot both to me and the co-teacher, and the students were very pleased. I ended my semester by having the center for advancement in teaching, together with the students in my course, evaluate my teaching skills, which was a bit scary first off, but gave me valuable feedback and a document showing my skills as a teacher."

"I left mathematics a couple of years after my STINT visit in US and studied medicine. I am now a physician at Linköping university hospital and besides working clinically I also teach medicine in a "problem based learning" way. The STINT scholarship has not been wasted, I have merely changed subject!"

"Overall, a fantastic program that will influence higher education in Sweden in the long run. Sweden would need more of this kind of "teaching" stimulating funding/programs to increase the status and value of teaching and pedagogy."

"The big problem today at Swedish universities is that only about 20-30% of the "studentpengen" is used for teaching. Time for academic discussions between students and teacher has almost disappeared the last 15 years. Such discussions are very important for high teaching quality and common within "liberal arts" teaching."

* If the contacts and the agreements between host institutions and STINT were more transparent it would be easier for the STINTonians to adjust. ? The program could benefit from having a more clearly expressed rationale, a more consistently formulated aim. * STINT would benefit from evaluating their own role in relation to the STINTonians. The report cannot, for obvious reasons, include the critical comments that is needed to improve the program.

Best program ever for Sweden as a relatively closed county/market in relation to higher education (and I do mean education wise), I am deeply grateful for my experiences, Thank you STINT!

Det har varit otroligt värdefullt för mig - det har stärkt mitt självförtroende och min sociala kompetens samt fått mig att arbeta mer för internationaliseringsfrågor på mitt lärosäte.

During the STINT Fellowship, new contacts and ideas are developed. However, these ties would be strengthened by two STINT reforms: 1. A schedule for re-visiting the previous host institution. Previous fellows could be offered a second stay at the same host-institution. 2. And/Or an extended first stay up to a 1 year. this would leave time for not only establishing new Contacts at host-institution, but also developing cooperation with faculty members.

Establishing a social network in another country (outside the university) and sharing a new lifestyle. Have only lived longer periods in Sweden and Tunisia before (to a certain extent also Nigeria and Egypt), so this was really interesting to see how society works.

I am on the whole very satisfied with my stay and grateful for having had this opportunity. It has been a very enriching professional experience. That my Swedish institution has been uninterested in benefitting from my experience is really not my fault.

I am very grateful for the generous stipend offered by STINT, which gave me time to reflect on my teaching and insight into a different and highly qualified institution of higher education (college). I may have encouraged another colleague to apply for a scholarship. In general my experiences may have contributed to extending and enhancing our department's international network.

I am VERY grateful that I have got the opportunity to take part in this program. It was a very valuable experience for both my teaching and research activities as well as in general! THANK YOU!

I cannot say how much I appreciated the experience that the STINT Fellowship gave me. A number of years ago, I left the department I worked at when awarded the fellowship, and several colleagues at my new department have expressed interest in the

programme. One went so far as to begin the application process, but never completed it when she realised her profile did not match that of any of the host institutions. This is regrettable, as she is now Director of Studies and the department as a whole would have benefitted from her having had a sojourn such as mine.

I gained new friends for life. Both professionally and privately.

I have been engaged in the internalisation work at my university in a new way.

I have now retired but the programme was a very important stepstone in my career and personal development.

I highly recommend co-teaching instead of teaching a course yourself.

I think it is a pity that the university I went to is not a part of the STINT-programme anymore. The focus on excellent US universities was to my opinion a very good choice. Just saying.

I think the programme was extremely valuable for my personal development as a university teacher, and I hope to eventually take part in the creation of a liberal arts programme of some sort at my Swedish home university.

It is important that the host institution allows you to fully participate in all faculty related matters

It was a great opportunity for the whole family ?

It was fun!

Me and my wife are extremely grateful for having had the opportunity for a one semester sabbatical abroad. I believe that we have been growing as human beings from, among others, the different cultural ways of living in USA.

My participation in the programme was truly a transformative experience, which has benefitted me personally, as well as higher education in Sweden, albeit not perhaps in a very concrete way such as changes to course plans etc. Thank you!

My participation strengthened me as a teacher, but also as a researcher. I have a better self-image and a stronger belief in my own abilities, which has also translated into the ability to obtain a research grant in strong competition (RJ), and a strongly increased ambition to publish research internationally. After all, I want to be able to keep communicating with my former colleagues at my host University, among others. I think, had I been more aware of what I only learned after my visit, I could have profited more from the opportunity to create contacts. I think it would be beneficial to be able to go back to the host institution for, say, a month after, say, a few years to reconnect more formally.

My positive experience depends on the friendly and helpful teachers and other people I met at the college. From the first day they treated me as one of them, with trust and respect.

Possibility to develop and deepen the knowledge of teaching in liberal arts in a new scholarship.

see earlier answer. The instrumental perspective - that Swedish teachers import perspectives from US is very immature. There are competence lacking at STINT about what is actually possible to achieve in programmes like this. You need to connect to educational researcher who can guide you in this area of what is possible to do at university level in Sweden. Ex. The two STINT programs Teaching Excellence etc. In the first - teachers, in the second - PhDs . STINT are treating the programs similarly but the competence and possibilities to make something out of it in US and Sweden are huge! Once again - STINT do not know the culture of higher education in depth enough!

The fact that an organization such as STINT sponsors these teaching sabbaticals does not go unnoticed. Even though the sabbatical clearly benefited me more than my host-uni colleagues, the fact that I was there and curious and cooperative and willing to work AND fully sponsored by STINT made quite the impression on people, who assumed that Sweden values education and research. This, in my opinion, is just not true, since teachers are provided little or no opportunity for research, and there is little to no integrity in the educational system. However, the more STINT-scholars who return to Sweden with this comparative perspective, the greater the chances are that real changes can be brought about.

The hosting colleges must be prepared and willing to take on a STINT-candidate, to integrate the candidate into faculty, to help facilitate the stay, not the least if the candidate bring her or his family. I was a bit unlucky with all this. But..the stay turned out to be great in general terms. Fantastic students, an invaluable experience to have had a whole course of my own etc.

The opportunity to spend a term abroad was a life-changing event for myself and my family, and I am very grateful--

The personal growth, Sweden is internationally a quite specific environment. I have become more competitive due to my stay in U.S.!

The program is excellent, but the face of Swedish higher education has changed drastically since its inception. We now have smaller resources and an increasingly diverse student body. It would be useful if scholars were sent to universities that face similar challenges, rather than to affluent, elite universities (as pleasant as it is to visit such institutions).

The stay, was one of the best time in my whole Life - both from a professional perspective and from a personal more existential perspective. I also learned a lot from the meeting with the ambitious and warm students...

There is a need to ensure that sending institutions really value and make good use of the candidate they choose to send away when he/she returns.

This STINT program is a fantastic opportunity for the individual!

Understanding US College education better has been very good when dealing with international students, including doctoral students.

Very good that one can bring one's family. Good personal/family experience.