

## Pakistan to US – Faculty Training & Exchange Program Post-Program Survey Summary

*When referring to averages, 1 = best/most desirable response, 5 = worst/least desirable response*

Twelve of the fourteen total participants responded to the Pakistan to US Faculty Training & Exchange Program survey that was distributed after their program ended. The mentorship program, as a whole, was given high remarks by all participants. The program proved to be highly informative, as participants gave an average of 1.17. Participants' research skills were also positively impacted by the mentorship program. Respondents indicated, with an average of 1.58, that their mentorship helped them develop their research capabilities.

Almost all participants noted that they felt either “extremely confident” or “very confident” passing on training they received to other instructors and/or other students. It can be assumed that the knowledge gained from this program will extend beyond the participants. As seen in these quotes, scholars have already made plans to spread their new ideas:

*“I will introduce new courses at my university which I have decided with my supervisor.”*

*“This program was really informative and beneficial not only for me but my whole institution. It provided me with teaching methodologies and innovative research dimensions.”*

The relationships forged during the Pakistani scholars' time in the US show promise to continue. Prior to the start of their exchanges, many scholars indicated that they did not know their mentors very well (3.63 average). However, by the end of the program, almost all of the participants would be “extremely comfortable” (1.09 average) contacting the US scholar in the future for academic-related reasons. One scholar noted the following:

*“We will always warmly welcome USA scholars in Pakistan and Punjab University and would like to share our experiences, ideas and research with them.”*

Additionally, almost all Pakistani participants noted that they exchanged contact information with at least 5-15 other scholars during their programs.

The main critiques provided by respondents suggested an increase in the duration of these programs, as well as scheduling the exchange during the regular, academic semester. Participants indicated that the six-week time period is limiting and that exposure to more than one state is necessary to fully understand culture in the US.

Nevertheless, responses were overwhelmingly positive. Many respondents noted that the program not only benefited their research and course development capabilities, but their training helped them more personally, as well. One participant's takeaways were “positivity and discipline,” and another wrote that they learned “hard work on a daily basis.” A third participant discussed several soft skills gained during their time in the US:

*“I learned something apart from academics that will really help in my administrative job, that is communication and language skill and flexible attitude.”*

When asked if they would attend another AIPS-sponsored program, all twelve respondents indicated that their attendance would be “extremely likely.” Eleven of the twelve respondents expressed that they were “extremely satisfied” with the program. One participant was able to summarize the impact of their mentorship:

*“This program helped me in my professional development and improved my teaching, service, and research responsibilities.”*

As exemplified by this quote, the Junior Faculty Training and Exchange program educated Pakistani scholars in various ways. Scholars gained access to experts in their fields and most have been in contact with them since the conclusion of their program.

*These comments best reflect the original content from the participants’ surveys. However, due to variances in English language proficiency, grammatical errors and compilation purposes, direct responses have been paraphrased and/or edited for readability. Whenever possible, direct quotations were used and will be marked by quotation marks.*