
BEFORE WE GET STARTED ...

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FULBRIGHT



CRAFTING A COMPETITIVE PROJECT STATEMENT

Today's Host:
David Adams
Senior Program Officer
Outreach & Public Affairs
dadams@iie.org

TODAY'S WEBINAR: WHAT TO EXPECT

- **A brief overview of the Fulbright Scholar Program**
- **Advice about preparing a strong project statement**
- **An opportunity to ask questions! Type any question into the question module on your screen. We will do our best to answer as many questions as possible at the end of the presentation.**
- **If there's time, a guided tour of the new CIES Website, www.cies.org**

Senator J. William Fulbright (1905-1995)



“In the long course of history, having people who understand your thought is much greater security than another submarine.”

General Facts About the Fulbright Scholar Program

- **Established in 1946**
- **Sends U.S. academics and professionals overseas**
- **Brings scholars and professionals from abroad to the U.S.**
- **Sponsored by U.S. Department of State's Bureau of Educational and Cultural Affairs**
- **Administered by the Council for International Exchange of Scholars (CIES)**

The “Core” Fulbright Program

- **Over 800 awards each year for U.S. applicants**
- **Teaching, Research, Teaching and Research combinations**
- **Lengths vary from 3 to 12 months**
- **Types vary: discipline specific awards and All Discipline awards**
- **Awards based on requests from host country and institutions in each country**



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Eligibility Requirements

- **U.S. citizenship**
- **A Ph.D. or equivalent professional/terminal degree in your field**
- **For professionals and artists outside academia, recognized professional standing and substantial accomplishments**
- **Teaching experience as required by award**
- **Limits apply to prior Fulbright Scholar grantees**

THE PROJECT STATEMENT

- **Project statement is a key part of a successful application package**
- **Take it seriously**
 - **Content is important**
 - **So is the style of presentation**
 - **Neat**
 - **Clear communication; well-written sentences**
 - **Tone – (e.g., be careful using “I”)**

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- **Three “Cs” rule**
 - **Complete**
 - **Clear**
 - **Compelling**
 - **Do your homework: research host country and institution and award particulars**
 - **Tell the reviewers why you seek the experience and in this particular place**
 - **For Teaching/Research awards, amount of attention in proposal to respective activities should match award description**

The Teaching Project Statement: What's the purpose of it anyway?

- **Self-introduction to the reviewers.**
- **Think of it as a written job interview or an opportunity or to provide answers to the questions reviewers will have about you. For example:**
 - **Why you are interested in a Fulbright and why in this particular place?**
 - **What professional experiences and skills do you offer a host institution and host country?**
 - **What do you hope to gain from the experience, i.e., the lasting impact on you?**
 - **How adaptable are you? How well will you deal with challenging situations?**

TEACHING AWARDS

Describe

- **What you propose to teach**
- **What related courses you have taught**
- **How you will adapt the material and teaching style**
 - **To students' English language skills**
 - **To a different culture and academic setting**
- **Why you are suited to this award**
- **Draw attention to relevant expertise and experience (not just academic)**
- **Show evidence of flexibility and adaptability**
- **Why you want the experience of teaching in this particular country**

RESEARCH AWARDS

EXPLAIN or DESCRIBE

- **What you will do – in detail**
- **How you will do the research i.e., the methodology**
- **What is the key theme (or themes) of the research**
- **Why this research is needed**
 - **What new knowledge or new interpretation will it provide?**
 - **How will it contribute to the host country & the U.S. and to the discipline?**
- **Why it must be done in this country**
- **How will you handle, if applicable, conducting research in a foreign language in which you are not fluent**
- **How will the results/findings be disseminated**

ESSENTIAL

- **Project statement must explain**
 - What the applicant proposes to do**
 - How it will be done**
 - Why it is important to do it**
 - Why the applicant wants to do it**

SOME CAUTIONS

- **Limit discussion of project background; use bibliography instead**
- **Know that collaborative projects are more compelling**
- **Compatibility with the culture and politics of the host country**
- **Scope of work and grant period requested are in sync**

“WHY/BECAUSE” TOOL

- **Critique your project statement objectively**
- **Anticipate the “why” a reviewer might ask**
- **Supply the “because”**
- **Examples of errors – Applicant proposes**
 - **To do work in a particular facility, but no explanation for this provided**
 - **To do interviews but provides no explanation of who the interviewees will be, why they are chosen and does not give any sense of the reach protocol or the questionnaire**
 - **To use of a particular body of materials but does not explain the relation of this resource to the project**

WHAT REVIEWERS EVALUATE

- **Background to do the project**
- **Innovative project and methodology**
- **Feasibility**
 - **Can this kind of work be done in the host country?**
 - **Do the scope of work and the grant period requested match?**
 - **Language skills or a plan for assistance**
- **Collaboration with host country scholars**
- **Value to discipline, scholar, host country and institution**
- **Demonstrated need to be in country for project**
- **Dissemination plans**

EXAMPLES OF ORGANIZATION OF A TEACHING PROJECT STATEMENT

EXAMPLE ONE

- **Contributing to Host Institution/Professional Aspirations**
- **Relevant Personal and Professional Experiences**
- **Teaching and Administrative Experiences**
- **What I Propose to Teach**
- **Adapting My Materials and Presentations to Chinese Culture & Language**
- **Impact of a Fulbright on My Teaching and Professional Work**

EXAMPLE TWO

- **Begins with why the particular country interests him**
- **Discusses relevant background & experiences**
- **Briefly describes courses that he might teach and then talks about his pedagogical strategies**
- **Provides a paragraph summary of the major aspects of the proposed courses**
- **Proposes approaches to teaching his courses from what he has learned from others that have taught in the country**

EXAMPLE OF ORGANIZING A RESEARCH PROJECT STATEMENT

Opening paragraph – “I propose to spend ten months in (place) conducting research for a book tentatively titled...”

Second paragraph presents the background – One of the most striking cultural phenomena in (place) in recent years has been....”

Third paragraph – “Two decades after the rise of the new ...documentary, it is time to take stock of past achievements and current trends. ... (briefly reviews the literature)

Fourth paragraph – “Following an exploration of both classic and current documentary theories and their implications for ... documentarists, my project will address the following four clusters of issues that have surfaced rather prominently in ... documentaries produces over the past two decades....”

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- **Fifth paragraph – For this project I intend to spend ten months in ... (Then proceeds to lay out how the time will be spent and where)**
 - **Sixth paragraph – “My previous scholarship has focused on...Although I am a relative newcomer to the scene of documentary research...I successfully organized an host an international workshop on....**
 - **Seventh paragraph – Describes anticipated benefits to her work and to her host institution colleagues.**



FROM WINNING PROJECT STATEMENTS



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GREAT OPENING PARAGRAPHS

- **Personal Reflection**
- **Relation of a potential Fulbright experience to professional life**
- **Focus on your interest**

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- **Why (country)? The passage of more than thirty years has not dimmed the many pleasant memories of my childhood adventure to (country). The year was 1977. Spurred on by my father's longstanding interest in (country), my parents, older sister and I boarded what seemed to me at the time like an impossibly large plane for an unbelievably long journey. I was all of 11 years old. We were on a modest, group bus excursion designed for foreign tourists. What I remember most – and most fondly – are the people of (country). Americans were not common visitors in those days so we created a bit of a stir when we were outside the main tourist sites.**

.....

In applying for Fulbright support to spend a year teaching and learning in (country). I hope to knit together several aspects of my life—my abilities as a teacher who integrates research and teaching in a liberal arts environment, my skills at program development honed through being department chair and member of the leadership team for our new science facilities, and especially as co-advisor to my institution’s semester program in (country) that has been on-going since 1986. I am anxious to spend time in (country) learning and collaborating with fellow professors and college leaders on our mutual educational missions. (Country) is in a phase of rapid transition demographically, socially and in its educational needs and goals making this an exciting time to visit as a faculty member and in particular as a faculty member who guides students from my institution on projects in (country). Finally, I hope to reconnect with former colleagues in (country) with research expertise in my fields of physiology and by traveling to a number of institutions for seminars and departmental visits.



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The number of blind persons in (country) in 2000 was estimated to be 18.7 million with an expected increase to 24.1 million in 2010, and to 31.6 million in 2020 Education and rehabilitation programs have grown over the years to meet these individuals' needs. For example, in 2004 the National Initiative for the Blind, a joint venture between (country) was established to teach mothers of children with visual impairment the basics skills of Braille so they can provide early intervention to their children to improve their literacy and computer skills. ...

The Fulbright Scholar Program would enable me to build on my knowledge by using the expertise I have gained over the years. Teaming with (county) faculty to move a vision education program forward is a challenge I welcome at this point in my career. More importantly, a global perspective of the lives of people with visual impairment will increase my repertoire of techniques and strategies these individuals use for independent functioning. The question is “what can I learn from *n faculty and individuals with visual impairments to improve my teaching and research activities in the United States?”**

Leading to.....



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Due to my 29 years of experience in the education and rehabilitation of people with visual impairments, with 19 years of the 29 years spent in the personnel preparation of vision professionals, I am in a unique position to assist in a university's program development and delivery efforts focusing on this area. Of the 19 years of university teaching experience, 15 of those years were spent offering course work via distance education methods. These methods included traveling to satellite campuses to offer face-to-face courses on weekends, as well as offering course work via interactive television and the Internet.



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Weaving Together Background, Context and Proposed Activity

The U.N. estimates that 2.6 billion people worldwide lack access to adequate sanitation; the Millennium Development Goal is to cut that number in half by 2015 (United Nations, 2005). Sanitation in developed countries is the standard against which developing sanitation is compared, but the practices in developed countries are energy- and resource-intensive and do not focus on resource recovery. Typical centralized sanitation practices transferred from developed to developing countries often fail. Thus, a paradigm shift in sanitation practices is necessary for sustainable sanitation in both developing and developed areas.

Decentralized sanitation, originally viewed as a temporary measure until sewer could be emplaced, has become an accepted treatment method in developed countries; the U.S. Environmental Protection Agency recently released its program strategy for decentralized treatment systems. In the U.S., about 25% of the population and one third of new construction is served by decentralized systems. During the past 5 years, I have worked on projects in this area funded for almost three million dollars (details in cv). Water pollution is the largest environmental problem in *, which provides an ideal setting in which to study the impacts of centralized and decentralized sanitation practices in *****

.....

I have an established collaboration with * from the Department of Environmental Science, Faculty of Science, *** We have already collaborated on a project to develop an annamox culture that anaerobically oxidizes ammonia for nitrogen removal from wastewater.... His extensive network of contacts will optimize my time in *** by providing ready-made avenues for me to contribute my knowledge of environmental science and engineering to several *** universities and for me to learn as much as possible about the *** approaches to nutrient removal and decentralized sanitation.**

During the proposed visit, we will investigate the application of the annamox process to remove nitrogen in domestic wastewater. ...This process is called annamox (for anaerobic ammonium oxidation). The conventional approach to remove nitrogenous pollution in wastewater involves the aerobic biological oxidation (nitrification) of NH₄ ...However, this process typically requires Separate reactors for the two processes, nitrifying bacteria are relatively slow growing, and the denitrification process requires carbon that is not always available ... These probes allow detection of the anaerobic ammonium oxidizing bacteria by techniques such as fluorescent in situ hybridization (FISH). In FISH, microscopic visualization of specific microbes occurs in relatively intact samples, which allows insight into the spatial distribution of . . .Work at the host institution thus provides an opportunity for me to work on a very cutting edge microbial process with a waste stream very different in nature from the waste I typically see.

For More Information ...

- **Explore Fulbright via the Catalog of Awards at http://www.cies.org/us_scholars/us_awards/index.html**
- **Be sure to sign up for our e-newsletter [The Fulbright Scholar News](#) by writing outreach@cies.iie.org.**
- **For more information, contact David Adams at dadams@@cies.iie.org or 202-686-4021, OR contact program staff listed at www.CIES.org.**



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Q&A

Note: I will to answer as many questions as I can during today's broadcast. If I do not get to your question, please send me an email at dadams@iie.org or visit our staff listing at www.cies.org and contact a program officer directly.

THANK YOU FOR YOUR TIME TODAY

- **Fulbright Scholar Webinars are held each Wednesday at 2 PM Eastern (through July 2009), and include World Region Workshops and Application Workshops.**
- **Visit www.cies.org for the schedule of future Webinars and a schedule of Campus Workshop.**

