

INTERNATIONAL

Fulbright Program Adapts to Obama Administration's Priorities

Projects deepen U.S. ties to key regions of the world and champion significance of community colleges

By Beth McMurtrie

THE FULBRIGHT Program, run by the U.S. Department of State, has always straddled the worlds of academe and public policy. Tailored to enhance both the international interests of the United States and the scholarship it supports, the program is sending 1,551 students and 1,250 scholars abroad this academic year.

Now, with a new administration in place, the State Department is reviewing the disciplines and areas of the world on which it wishes to focus, with an eye toward putting President Obama's stamp on the program.

In an interview with *The Chronicle*, Alina L. Romanowski, the new deputy assistant secretary for academic programs at the department's Bureau of Educational and Cultural Affairs, said both Mr. Obama and Secretary of State Hillary Clinton have sent clear signals that education exchange is a crucial aspect of the U.S. international agenda.

Although the administration is still discussing new projects, Ms. Romanowski said, "for us working here a long time, we were reassured that Fulbright will continue to grow."

Certainly Fulbright, established in 1946, remains the government's flagship international exchange program. It is financed jointly by the United States—which spent nearly \$235-million on it this year—and partner governments abroad. Mr. Obama has requested an increase to nearly \$254-million for the 2010 fiscal year.

Ms. Romanowski said recent efforts designed to focus on issues of interest to the United States will continue to be supported. They include the International Fulbright Science and Technology award, through which 40 international students pursue doctoral studies in the United States. She said Secretary Clinton would like to place particular emphasis on studies of such global issues as food security and climate change.

Another popular program is the Fulbright-mtvU Fellowships, which explore the link between music and culture.

"Cultural diplomacy is very much an active part of the tool kit of smart power," she said, referring to the idea that governments need to use softer methods, such as cultural connections, in addition to military and economic might to solve international problems.

Fulbright officials have also worked to diversify the program's pool of applicants and host institutions. Among the goals is to draw in more community-college administrators and faculty members. The number of people applying to the scholars program from community colleges rose 19 percent this year, to 68. While that total is still small compared with the overall pool, Ms. Romanowski said, Fulbright will continue to reach out to those institutions. She noted that both Mr. Obama and Mrs. Clinton have championed the importance of community colleges.

"When we go out and the secretary talks about the expanding role of education and collaboration between us and other countries," Ms. Romanowski said, "community colleges are a part of that discussion."

One country in which that sector of American higher education is having a notable impact is Russia. This year three community-college Fulbright scholars will teach or conduct research in Russia. And next spring a high-level delegation of American community-college representatives will travel to Russia to meet with university and government officials. They will discuss ways in which Russia could adapt aspects of the community-college model in making its higher-education system more responsive to economic needs.

The United States is building up its Fulbright partnerships in other countries as well. The size of the program with India doubled this year. Exchanges with Indonesia, another country of strategic importance, are also growing. So are the programs in Turkey and China. The State Department is driving much of this growth by asking partner countries to begin sharing the cost, or to increase their contributions, to the bilateral fellowships.

"A lot of these countries are in a position economically to look at ways to strengthen their own education community," Ms. Romanowski said. "And Fulbright is both prestigious and important to their countries. So if they're going to increase scholarships, why not do it under the Fulbright?"

Countries Sending Most Fulbright Students to U.S., 2009-10

Home country	Number of students
Germany	196
Pakistan*	149
Chile	71
Russia	64
Indonesia	62
Turkey	53
Spain	46
Columbia	43
Ukraine	43
Japan	33
Italy	32
Brazil	31
Mexico	29
South Africa	29
Iraq	27
Vietnam	27
Netherlands	26
Afghanistan	25
Norway	25
Ecuador	24
Belgium	22
Greece	22
India	22
Austria	21
France	21
Israel	21

* Financed in partnership with the U.S. Agency for International Development.

Note: The number of Fulbright grants available in each country is determined by the funds provided by that country and the United States.

SOURCES: INSTITUTE OF INTERNATIONAL EDUCATION; AMERICA-MIDEAST EDUCATIONAL AND TRAINING SERVICES (AMIDEAST); LASPAU; ACADEMIC AND PROFESSIONAL PROGRAMS FOR THE AMERICAS

Fulbright administrators are also working to broaden participation within the United States. Among other things, they want to help dismantle the institutional barriers that discourage scholars from even applying. On some campuses, tenure-and-promotion policies do not look kindly on international fellowships. Elsewhere administrators might not see the value of allowing a scholar to work abroad for a year.

The Council for International Exchange of Scholars, which manages the Fulbright scholars programs, has created a Web site (http://www.cies.org/college_admin) for administrators that includes research showing the long-lasting impact that Fulbright participation can have on a campus.

Ms. Romanowski said she hoped to get the word out that Fulbrights can be much shorter in duration than a full academic

year, for those administrators or scholars unable to get away for a longer period of time.

The State Department would also like to see more colleges take advantage of smaller programs, such as the Occasional Lecture Program, in which foreign Fulbright scholars at American colleges can accept guest-lecture requests from other colleges. Ms. Romanowski called it “one of the best-kept secrets of the Fulbright Program.”

She also expects Fulbrights to increase in appeal as more awards are developed to focus on increasingly important issues including climate change, food security, and public health.

Following are three Fulbright profiles: of the community-college project in Russia, of the expanded program in India, and of a college that has effectively used the Occasional Lecture Program.

Fulbright Taps Community-College Expertise to Build Ties in Russia

Top U.S. Producers of Fulbright Scholars, by Type of Institution, 2009-10

Research institutions	Number of awards	Bachelor's institutions	Number of awards
Michigan State U.	7	St. Olaf College	3
U. of Michigan at Ann Arbor	7	Calvin College	2
U. of Oregon	7	Colby College	2
New York U.	6	Knox College	2
Pennsylvania State U. at University Park	6	Pennsylvania State U.-Berks	2
U. of Texas at Austin	6	Pomona College	2
U. of Washington	6	U.S. Air Force Academy	2
U. of Connecticut	5	Vassar College	2
U. of Illinois at Urbana-Champaign	5	Williams College	2
Arizona State U. at Tempe	4		
Brigham Young U.	4	Community colleges	Number of awards
George Washington U.	4	Cabrillo College	1
Iowa State U.	4	Camden County College	1
New Mexico State U. at Las Cruces	4	Century College	1
Northern Arizona U.	4	College of Southern Idaho	1
U. of Arizona	4	LaGuardia Community College of the City U. of New York	1
U. of Georgia	4	Fresno City College	1
U. of Iowa	4	Haskell Indian Nations U.	1
U. of Maryland at College Park	4	Hudson Valley Community College	1
U. of Missouri at Columbia	4	North Harris Montgomery Community College District	1
U. of Pittsburgh main campus	4	Portland Community College	1
U. of San Francisco	4	Santa Fe Community College	1
Master's institutions	Number of awards	Spokane Falls Community College	1
Bloomsburg U. of Pennsylvania	3	Nassau Community College	1
California State U. at Los Angeles	5	Trident Technical College	1
Humboldt State U.	3	U. of New Mexico-Valencia	1
Ithaca College	3		
William Paterson U.	3		
Sam Houston State U.	3		
U. of Minnesota at Duluth	3		

NOTE: The list includes confirmed recipients as of October 8.

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION



PHOTO BY JAMES HILL

Louis Pinkett, an adjunct professor of English at Camden County College, is teaching a class on American film and writing at Russia's Pyatigorsk State Linguistic U. this year.

By Beth McMurtrie

THIS ACADEMIC year, the Fulbright Program has given three of its Community College Faculty Awards to American scholars to teach or do research in Russia.

Next spring a group of community-college administrators will travel to Moscow as part of a new Fulbright project to discuss work-force development, adult education, and other issues central to their missions.

These two programs, while distinct, represent one way in which Fulbright is developing strategic partnerships abroad. In this case, community-college representatives and U.S. government officials are working together to share information with Russia as it reforms its vocational education system.

Russian leaders are interested in what community colleges can teach them about forming partnerships with local industry, tailoring programs to economic needs, and strengthening teaching.

These conversations began last year, when a high-level community-college delegation spent several days in Moscow and nearby cities talking to administrators, faculty members, and students at a handful of institutions.

Russian academics were curious about the American model, says Joe D. May, president of the Louisiana Community & Technical College system, who was part of that delegation.

the development of academic programs, are novel concepts in Russia, he says: “There are processes that aren’t being used and haven’t been used that we may be able to help with.”

While his Fulbright was designed independently of the higher-level meetings between American and Russian administrators, Mr. Donnelly says he hopes his research can aid them in future discussions.

Meanwhile, Mr. Pinkett encourages his fellow community-college professors to apply for Fulbright fellowships or otherwise get involved in teaching abroad.

“In this sometimes difficult world, friends are important,” he writes in a follow-up e-mail message. “Russia and the U.S. have many common needs, which are sometimes forgotten in government-level relations and the politicking involved. ... I value the contribution I am able to make.”

Fulbright in India Expands and Pushes Research in New Directions



PHOTOGRAPH BY GURINDER OSAN

John Atchley is a Fulbright scholar in India, studying a new 3,332-mile highway system. The country, he says, is “in the midst of a huge highway-development scheme that rivals the building of highways in America post-World War II.”

By Shailaja Neelakantan

NEW DELHI

LAST SUMMER John Atchley was working for the New York City Department of Environmental Protection and writing his application for a Fulbright scholarship to study India’s water crisis when a serendipitous discovery of *The Power Broker* caused him to rethink his plans.

Reading Robert A. Caro’s book about the legendary urban planner Robert Moses and the building of New York, including its highway system, Mr. Atchley saw parallels to modern-day India.

The country, he says, is “in the midst of a huge highway-development scheme that rivals the building of highways in America post-World War II.”

Mr. Atchley, a 2006 English-literature graduate from Bates College, had long been interested in infrastructure projects and had spent a semester in India in 2004. His revelation sparked a completely new grant proposal—one that focused on the transformation of India’s roadways. This year he will study the Golden Quadrilateral, a 3,332-mile highway project that connects more than 30 of India’s largest cities. The project is almost complete.

A decade ago, an American college graduate interested in India might have researched Indian literature or studied its social systems. But Mr. Atchley represents a new kind of Fulbrighter here, a scholar doing research on what Fulbright administrators call “new India” fields.

Countries and Territories Sending the Most Fulbright Scholars to U.S., 2009-10

Home country	Number of scholars	Home country	Number of scholars
China	44	Greece	6
Russia	32	Hungary	6
India	29	Italy	6
Taiwan	25	Kazakhstan	6
Argentina	21	Netherlands	6
Japan	21	Nigeria	6
South Korea	21	Thailand	6
Czech Republic	20	Georgia	5
Belgium	13	New Zealand	5
Ukraine	13	Romania	5
Britain	11	Uzbekistan	5
France	11	Armenia	4
Israel	11	Cameroon	4
Morocco	11	Canada	4
Egypt	10	Ireland	4
Norway	10	Jordan	4
Mexico	9	Kyrgyzstan	4
Pakistan	9	Moldova	4
Brazil	7	Nepal	4
Finland	7	Portugal	4
Poland	7	Slovenia	4
Turkey	7	Sri Lanka	4
Vietnam	7	Sweden	4
Australia	6	West Bank	4
Bulgaria	6		

Note: The number of Fulbright grants available in each country is determined by the funds provided by that country and the United States. The list includes confirmed recipients as of October 6.

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION

“American students are able to take many more India-related courses on U.S. campuses now than before, and you can see that translate into the kinds of research Fulbright scholars in India are doing,” said Adam Grotzky, executive director of the United States-India Educational Foundation. They are “all different from the traditional Fulbrights built around social sciences and humanities, though there are those too.”

For five years now, Fulbright administrators have asked the Fulbright committee in the United States to recruit scholars to India in fields such as agricultural sciences, public administration, environment, energy, law and civic engagement, and governance and democracy.

“The board wants to have a diversity of scholars across disciplines focusing on issues of contemporary importance not just to India but also to the U.S.,” said Mr. Grotzky.

Research topics are not the only things that have changed. Beginning this year, India is jointly financing the program with the United States, with each country contributing \$2.3- million. Many of the recipients are now called Fulbright-Nehru scholars, after India's first prime minister, Jawaharlal Nehru.

The infusion of new money has allowed for an 80-percent increase in fellowships over last year.

Mr. Atchley's research is focused on the Delhi-Kolkata (formerly Calcutta) leg of the highways project. Relying on archival research and interviews with local stake holders, policy makers, and government officials, Mr. Atchley hopes to assess the impact the project is having on the public and to gain insight into the ability of the world's largest democracy to modernize its infrastructure.

"There is a lot of talk out there about competition between India and China, and everyone thinks China has more robust growth because it has an authoritarian government and is able to implement unhindered by democracy," Mr. Atchley said. He wants "to show there is an effective way to build large-scale infrastructure that also serves a socioeconomic agenda in a democracy."

Since his arrival here on August 15, India's Independence Day, Mr. Atchley has been doing groundwork in New Delhi. But he already feels like he's watching history unfold.

"I have a powerful sense of being connected to a system that is connected to millions of people, the spiderweb of infrastructure reaching across the continent. It is fantastic," he says. "And a bit eerie."

U. of La Verne Welcomes the World, One Fulbright Lecturer at a Time



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Jack W. Meek, a professor at the U. of La Verne, video-chats with Marcos A. Pedlowski, a Brazilian scholar with whom he did a study of community participation in municipal planning. They met through Mr. Pedlowski's participation in a Fulbright visiting-lecturer program.

By Karin Fischer

IN RECENT years, the University of La Verne has played host to a musician from South Africa, a criminologist from Iraq, and a sports-medicine expert from the Czech Republic, all courtesy of the Fulbright Occasional Lecturer Program.

The visitors, who were already in the United States on Fulbright grants, spent just a few days on the campus, near Los Angeles. But their impact has been outsized, administrators and faculty members say.

"They expand the vision of our students and faculty," says Alfred P. Clark, La Verne's associate vice president for academic affairs.

Each year about a quarter of all Fulbright scholars in the United States participate in the guest-lecture program, speaking at more than 300 campuses.

Still, the program, which covers scholars' travel costs, is underused, to the chagrin of Fulbright officials, who say it is a great way for colleges to foster deeper international collaborations.

That is the case at La Verne, which is visited by at least one Fulbright guest lecturer a year. Philip Hofer, director of international and study-abroad services, says the private university often

invites scholars from countries prominent in the news or those whose work dovetails with campus programming. In 2006, for example, Fathia Hasain Al-Joumaily, the Iraqi criminologist, spoke about crime and punishment in the post-Saddam Hussein era. This year La Verne plans campuswide activities and events focused on immigration and hopes to invite an expert on the issue.

Friendship and Serendipity

It was more serendipity than advance planning, however, that led to one of the most substantive relationships to grow out of the program. Marcos A. Pedlowski, an associate professor of human sciences at Northern Fluminense State University, in Rio de Janeiro, spent a week at La Verne in 2005, where he spoke with students and community groups about climate change and its impact on Brazilians and North Americans alike.

Mr. Pedlowski, who struck up a friendship with Jack W. Meek after giving a lecture in Mr. Meek's public-administration class, invited him to visit the Brazilian institution. Two years later, Mr. Meek spent a semester at North Fluminense State through a Brazilian-government fellowship for foreign professors.

Mr. Meek, whose work focuses on civic engagement, and Mr. Pedlowski collaborated on a project examining the perspectives of Brazilian citizens and government officials on community participation in municipal planning. They plan to publish a paper on their research soon, Mr. Meek says.

La Verne and North Fluminense State, along with Fairfield University, Mr. Pedlowski's Fulbright host institution, also jointly applied for a four-year, \$100,000 grant from the U.S. Department of Education's Fund for the Improvement for Postsecondary Education for student and faculty exchanges.

Through the grant, now in its second year, eight Brazilian students will study at La Verne, while eight from the Los Angeles campus will go to North Fluminense State. Those numbers are significant to La Verne, which typically sends just 40 of its 1,700 undergraduates abroad, Mr. Hofer says. Several faculty members have traveled to Brazil as well.

The guest-lecturer program has also encouraged La Verne to sponsor a Fulbright scholar. The university hosted a professor from Leiden University, in the Netherlands, in 2007, and has applied for and was granted funds to receive a scholar from an Islamic country, Mr. Clark says.

Faculty members and administrators say they now have greater ambitions for international work, thanks, in part, to the guest-scholar program. "It shows us what is possible," Mr. Meek says.