

Fulbright Scholar  
Program

2011-2012  
Scholar-in-  
Residence

Guidelines and  
Application

# ADMINISTRATION AND FUNDING OF THE FULBRIGHT SCHOLAR PROGRAM

The flagship international educational exchange program sponsored by the U.S. Government, widely known as the Fulbright Program, is designed to increase mutual understanding between the people of the United States and the people of other countries. With this goal as a starting point, the Fulbright Program has provided approximately 294,000 participants—chosen for their academic merit and leadership potential—with the opportunity to study, teach and conduct research, exchange ideas and contribute to finding solutions to shared international concerns.

The Fulbright Program was established in 1946 under legislation introduced by then Senator J. William Fulbright of Arkansas. The Fulbright Program is administered by the Bureau of Educational and Cultural Affairs of the United States Department of State.

Since the establishment of the Program, nearly 47,600 Fulbright Visiting Scholars have conducted research or taught in U.S. universities, and approximately 46,000 Fulbright U.S. Scholars have engaged in similar activities abroad. The Fulbright Program awards approximately 800 grants to Visiting Scholars each year. Currently, the Fulbright Scholar Program operates in over 130 countries worldwide. The primary source of funding for the Fulbright Program is an annual appropriation made by the United States Congress to the Department of State. Participating governments and host institutions in foreign countries and in the United States also contribute financially through cost sharing and indirect support, such as salary supplements, tuition waivers and university housing.

The J. William Fulbright Foreign Scholarship Board (FSB), composed of 12 educational and public leaders appointed by the President of the United States, formulates policy for the administration of the program, establishes criteria for the selection of candidates and approves candidates nominated for awards.

The United States Department of State, Bureau of Educational and Cultural Affairs develops policies to assure fulfillment of the purposes of the Program and administers it with the assistance of binational educational commissions and foundations in 50 countries that have executive agreements with the United States for continuing exchange programs, United States Embassies in 100 other countries and a number of cooperating agencies in the United States.

Binational commissions and foundations propose the annual program plan for exchanges, in consultation with participating universities and organizations in the host country. They also screen, interview and recommend to the FSB qualified candidates for student and faculty grants under their exchange programs. In a country without a commission or foundation, the Public Affairs Section of the U.S. Embassy develops the program and supervises it locally.

The Council for International Exchange of Scholars (CIES), under a cooperative agreement with the Department of State, administers the Fulbright Scholar Program for faculty and professionals. CIES is a division of the Institute of International Education (IIE) and has close working relationships with the major disciplinary bodies in the humanities, social sciences and natural sciences. During the terms of their grants in the United States, Fulbright lecturers and researchers are assisted by CIES.



# **Fulbright Scholar Program**

## **SCHOLAR-IN-RESIDENCE PROPOSALS 2011–2012 Guidelines and Application**



THE FULBRIGHT SCHOLAR PROGRAM

is a program of the United States Department of State  
Bureau of Educational and Cultural Affairs

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# FULBRIGHT SCHOLAR-IN-RESIDENCE PROGRAM

*The goal of the Fulbright Program is to increase mutual understanding between the people of the United States and the people of other countries through educational and cultural exchange. The Fulbright Scholar-in-Residence (SIR) Program complements other Fulbright Programs for students, teachers and researchers.*

## Overview and Purpose

The objective of the Fulbright Scholar-in-Residence (SIR) Program is to bring scholars and professionals from abroad to U.S. colleges and universities to significantly internationalize *host institution campuses and curricula*. **Preference is given to institutions that have infrequently hosted Visiting Scholars and serve student populations underrepresented in international exchange programs, and/or to colleges and universities that are Minority Serving Institutions. Such institutions include: small liberal arts colleges, community colleges, Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribal Colleges and Universities, and other Minority Serving Institutions.** Under the Fulbright Scholar-in-Residence Program, accredited U.S. institutions of higher education submit proposals to the Council for International Exchange of Scholars (CIES) to request Scholars for one or both terms of the academic year. Scholars teach and consult in area studies programs, interdisciplinary programs that focus on global issues or courses *where participation of a foreign Scholar can provide a cross-cultural or international perspective.*

When applying for an SIR award, institutions should develop a program of activities describing how they will integrate a Scholar-in-Residence in a variety of campus and community activities aimed at strengthening the international resources and programs of their institution and the community.

The proposed plan of activities must primarily include *undergraduate* teaching activities such as:

- Teaching regular courses from a comparative

or foreign area perspective

- Teaching or serving as a resource in interdisciplinary courses or professional programs that focus on international issues
- Participating in special seminars or colloquia that would benefit from the Scholar's expertise
- Assisting in developing new courses or programs
- Assisting in upgrading existing course materials

The plan *must* include other campus and community activities such as:

- Serving as a resource for faculty and students
- Participating in campus and community life
- Speaking at civic organizations
- Working with schools and school districts

In their proposal, institutions describe how they intend to share the Visiting Scholar with neighboring institutions or consortia and involve the Scholar in community activities and professional organizations. Proposals *must* include plans for community outreach activities and opportunities for close interaction of the Scholar-in-Residence with students, faculty, staff and people outside of the campus.

*The Scholar-in-Residence Program is generally limited to requests for Scholars in the humanities and social sciences.* While the majority of previous Scholars have been in fields such as history, political science, business, economics, literature, language and the arts, there are many other disciplines that have been funded and will be considered. Examples of other fields that have been funded are education, law, architecture, urban studies, intercultural studies, environmental studies, women's studies and journalism. The important consideration,

especially when requesting Scholars in disciplines such as business and the natural sciences, is how the Scholar will add an international perspective to courses in their field, other programs on campus and community activities.

Institutions can name a specific Scholar or request that CIES coordinate with Fulbright Commissions and Public Affairs Sections of U.S. Embassies abroad to recruit a scholar in the particular field they would like to develop. When naming a scholar, it is important to note that preference is given to scholars who have not had extensive experience in the United States.

For the Visiting Scholar, the Fulbright grant includes a monthly stipend and travel to and from the United States, plus an allowance for up to two dependents. Host institutions usually supplement the Fulbright maintenance stipend and/or assist with other professional expenses through in-kind contributions. It is expected that institutions structure their SIR programs to allow the foreign Scholars the opportunity to devote some time to their own professional interests as they carry out their teaching and other responsibilities.

## Examples of SIR Programs

The following are examples of proposals that were recently funded under the Fulbright Scholar-in-Residence Program illustrating the typical range of institutions and activities for which the program is designed, as well as the variety of topics and academic fields represented. Also, they illustrate geographic distribution in terms of Scholars' home countries and location of host institutions. Proposals are accepted from individual institutions, as well as jointly from two or more institutions, including consortia. There are two samples of recent SIR awarded institutional proposals for your reference at: [http://www.cies.org/sir/prop\\_samples.htm](http://www.cies.org/sir/prop_samples.htm)

1. Established in 1905, **Miles College** is a private Historically Black College enrolling 1800 students. Miles College hosted a Scholar from India in the 2007-08 school year. They sought an SIR to explore policy implications of global change and to advise their ongoing interdisciplinary

initiatives to internationalize their curriculum. The Scholar team taught in the Freshman Interdisciplinary Seminar, a course that is central to the undergraduate life at Miles. Through this freshman course, he reached a wide range of students by lecturing in International Relations and Public Administration. The Scholar also worked with the faculty to develop a course titled "Public Policy in the Age of Globalization." Additionally, the Scholar participated in Miles' outreach program with local public schools in Birmingham.

2. Established in 1991, **Heartland Community College (HCC)** is part of the Illinois public community college system. The 4,708 students currently enrolled in HCC represent a predominantly white student body. Hence, one of the college's goals was to "promote appreciation of human diversity and commonality" through courses with an international component and by hosting international visitors. HCC requested a particular scholar from China. The SIR taught international business courses and visited a variety of classes as a guest speaker. He participated in various administrative committees aimed at diversifying the campus. In addition, by hosting an SIR, HCC formalized an avenue for the exchange of faculty and students between the college and China.

3. **Texas A&M University at Kingsville (TAMUK)**, which is part of the Texas A&M University System, is a Hispanic-Serving Institution. TAMUK requested a Scholar from Australia by name who taught two political science courses which addressed ways the recent Australia-U.S. Free Trade Agreement impacted the United States and Texas in particular. The SIR was a featured speaker in the Conner Museum Lecture Series, a widely attended community focused lecture series organized by the regionally known Conner Museum. In addition, he performed various outreach activities among local civic, educational and nonprofit organizations.

4. A Native American institution, **Tohono O'odham Community College (TOCC)** serves the residents of the Tohono O'odham Nation and anyone seeking to continue their higher education. TOCC requested a scholar from Mexico by name who shares the O'odham heritage and is a widely known

expert in the Tohono O’odham language. The SIR contributed to the stabilization and revitalization of the Tohono O’odham language and cultural attributes on both sides of the international border. He developed pedagogical materials, taught about the Tohono O’odham language and cultural heritage and developed a collection of stories, legends and narratives. In addition, the Scholar participated in extensive outreach activities at various departments at the University of Arizona, the Tucson Indian Center and the Bureau of Indian Affairs Santa Rosa Boarding School. This SIR award represents the first formalized exchange in the history of the Tohono O’odham Nation.

5. **Beloit College:** Founded in 1846, **Beloit College** is Wisconsin’s first institution of higher learning and enrolls 1,250 full time students. This college requested a specific scholar from Ireland, during the 2007-2008 school year, with expertise in geography, cultural studies, and community engagement. In the fall, the scholar co-taught an interdisciplinary course on the history and future of local housing and worked with related student projects in the spring. Additionally, the scholar assisted with faculty development through a series of workshops and was active in the community. The Scholar gave presentations at local public libraries, and the Beloit Rotary Club

6. **Norfolk State University (NSU) and Tidewater Community College (TCC)** submitted a joint proposal for a scholar to teach African literature and Swahili and to initiate a joint African Studies Program. Both institutions are situated in southeastern Virginia. NSU, with an enrollment of 7,000 students, is the largest Historically Black University in Virginia, and TCC, with 33,000 students, is the second largest community college in the state’s community college system. Since both institutions recognized the need for the internationalization of their respective campuses, they wanted to begin developing a joint program in area studies and foreign languages. The SIR taught Swahili with a cultural training component. In addition, the two institutions arranged to interview the SIR on the local higher education cable channel, which reaches over 425,000 homes in the

area, to maximize the community’s exposure to the scholar.

## Instructions for Proposal

The proposal for the Fulbright Scholar-in-Residence Program should be succinct and focused. Begin with the Institutional Proposal Summary Cover Sheet and Table of Contents. (Forms can be found at the back of these guidelines or downloaded from the CIES Web site at [www.cies.org](http://www.cies.org).) Follow with a proposal narrative that: (1) describes your institution’s goals for developing or strengthening its international curriculum and (2) provides a clear idea of how the experience of hosting a Scholar-in-Residence will help achieve these goals.

The proposal narrative **should be prepared as a Word document, not exceeding 15 double-spaced, one-sided, pages (or 20 pages for joint proposals)** as follows:

### Part I. Institutional Profile (not to exceed three pages)

This section is used to help reviewers determine if the institution is among those that will receive priority in this program. Institutions that *do not frequently have the opportunity for contact with Visiting Scholars and/or serve minority populations or students underrepresented in international exchange programs will receive priority*. Also, this section is used abroad to help recruit Scholars and to determine relative suitability of prospective Scholar candidates.

Address all items in the following order and label your responses:

#### A. Provide brief information about your institution.

- Size and characteristics of the student body and faculty
- Location
- Mission
- Scope of academic offerings
- Community resources

**B. Describe your institution's current and previous experience with international or area studies programs.**

- Courses, seminars and workshops, including foreign languages taught at the institution
- Foreign study programs for students
- Visits by foreign faculty for research or lecturing, including any previous participation in the Fulbright Scholar-in-Residence Program
- Foreign students
- Cultural events and programs

**C. Short- and long-term goals and objectives.**

Describe the international programs that will be enhanced by the participation of the proposed Visiting Scholar. Clearly state your institution's short- and long-term goals (one to five years and six to 10 years respectively) in terms of developing, expanding or strengthening international programs or area studies. CIES recognizes that these goals will vary, depending on the size of the institution and its experience in international studies.

Altogether, parts II-IV should not exceed 12 double-spaced, one-sided, pages using font size 11. The overall purpose of this section is to demonstrate the quality of the program you propose and the degree to which it meets the needs your institution.

## Part II. Proposed Program for Scholar

**A. Oversight.** Briefly describe the structure within the institution for planning, overseeing and assessing the residency. Indicate the names, disciplines, departments and responsibilities of key personnel. For example: assign one person to oversee the program; hold regular meetings with the Scholar, faculty members and administrators; and help organize the Scholar's schedule for teaching and other professional and community activities. Generally, this is the person who corresponds with CIES and is the individual listed as the "principal contact for academic arrangements" (item #6 of The Institutional

Proposal Cover Sheet). Do *not* submit this person's curricula vitae.

**B. Academic Program of Scholar.** Describe the rationale behind your request for a Scholar from the specified country or region and the academic program your institution has designed for the Scholar. Indicate how you will involve the Scholar in a variety of academic roles and activities, and how the Scholar will help your institution reach the goals and objectives described in Part I of your proposal. *It is very important that undergraduate teaching be central to the residency and that opportunities for the broadest possible contact with students and faculty be provided.* It is important to note that the Scholar-in-Residence should play a role beyond offering a course or two in one department or providing assistance when a faculty member is on sabbatical leave.

Scholars-in-Residence normally teach one or two courses per term, either alone, with another faculty member or as part of a team. They also lecture or serve as a resource in other courses and departments where an international perspective is desired, including continuing education and extension courses.

In your proposal, describe the courses and/or seminars that the Visiting Scholar will teach. List the course title, hours that classes meet per week and anticipated enrollment. Indicate whether the courses are for undergraduate or graduate students and *describe their international perspective.* Succinctly address how the Scholar's academic and cultural expertise will impact each course.

In your plan, it is important to allow time at the beginning of the Scholar's term or year to prepare for the courses. Recognize that the scholar's usual teaching load and course organization in his or her country may be quite different from what is expected at your institution. Also, provide time at the beginning of the term for the Scholar to learn about your campus and community. Take care not to overload the Visiting Scholar with teaching responsibilities so that he or she may have adequate time to participate in other Scholar-in-Residence Program activities.

CIES recognizes that some institutions may not have flexibility in determining what courses will be offered in the future, because of scheduling and curriculum limitations. In such cases, the proposal may address this issue and provide creative solutions for integrating the Scholar into the curriculum. For example, the proposal might describe how the content of the courses will benefit from the Scholar's expertise and focus on international issues. Also indicate how the courses will differ from those usually taught.

Proposals may also involve a Scholar-in-Residence with a department's administrative structure or institution as a whole. For example, you may include the Scholar in committee meetings as a means for interacting with faculty members with similar interests and for learning about programs and procedures that might be of interest to the Scholar's home institution. Also, you may propose that the Visiting Scholar advise on new courses and curriculum development in their field that may expand internationally-oriented programs on campus.

**C. Plans for Other Campus Activities.** Develop a program that describes in specific terms how your institution will involve the Scholar in a variety of campus activities. Indicate what arrangements you will make for the Scholar's participation in cultural and social events and activities sponsored by clubs and alumni groups. Also, describe what opportunities the Scholar will have to learn about life in the United States from other professors, administrators and students from all areas of your institution, and how the Scholar will teach members of the campus about his or her country and culture. It is important to include letters from other members of the institution to this effect in the attachment section of your proposal.

**D. Community Outreach.** Involvement in the community is a very important aspect of the Fulbright Scholar-in-Residence Program. Participating in community events and activities will provide the Scholar with the opportunity to serve as a valuable resource for community organizations. It will also enrich the Scholar's stay in the United States by providing the means to establish

contacts and friendships with other people in the community and to learn more about American society.

Outline specific plans for involving the Scholar in programs sponsored by community groups such as service clubs, elementary and secondary schools, fraternal and ethnic organizations, cultural institutions, religious groups, business and professional organizations, international councils and clubs, local media, local government offices and the chamber of commerce. It is also important to include letters from representatives of such organizations indicating their interest in hosting the Scholar in the attachment section of your proposal.

**E. Professional Enrichment.** Indicate ways that you will provide time for the Scholar to pursue his or her own research interests, especially if adequate library facilities are not available nearby and for the Scholar to become familiar with the status of his or her discipline through regional or national disciplinary association meetings. Also, include any arrangements you can make to have faculty members attend academic events with the Scholar to introduce him or her to prospective contacts.

**F. Sustainability.** Describe the long-term impact you expect the Scholar's activities to have on your institution and how your institution will sustain this impact after the Scholar has returned home. Some examples of long-term impact include:

- Creating a new course that will be added to the curriculum
- Developing a new international or area studies program
- Collaborating with the Scholar to expand the international expertise of the faculty
- Initiating an exchange program with the Scholar's home institution

**G. Duration of Grant Period.** An institution may request a Scholar for one term (no less than three months) or for the academic year, beginning no earlier than August or September of the U.S. academic year, depending on the requesting

institution's program and financial resources, the availability of the Scholar and other factors. The preferred dates must fall within the 2010–11 academic year. Institutions may request a Scholar for the full academic year plus a summer term but must supply special justification and be aware that 12-month funding is rare.

Institutions may wish to include a two-week period prior to the beginning of classes to allow for settling in and class preparation.

### Part III. The Scholar

Although many institutions applying under the program request a specific individual to fill the Scholar-in-Residence position, naming a Scholar *is not required and does not affect the review of proposals*. However, procedures for this part of the proposal are somewhat different, depending on whether the Scholar is named or not.

**A. Naming a Scholar.** If you are naming a Scholar, be specific about the reasons for selecting that particular individual. Relate the Scholar's qualifications to the proposed activities you described earlier.

Complete the Information on Named Scholar Form (page iv) and include a curriculum vitae in the attachments to the proposal. Also, provide two letters of reference. If references are not available, provide the names of two other persons who could be contacted for references by the Fulbright Commissions or the Public Affairs Sections of U.S. Embassies abroad.

In your proposal, address these questions:

- Are the proposed Scholar's academic credentials and standing appropriate for the proposed courses and other educational activities? For example: (in some countries, faculty with advanced standing are not required to have a Ph.D., so that will be taken into consideration).
- Are the proposed Scholar's English language skills proficient enough for lecturing in English and to allow for participation in

discussions with a broad range of students and in community events?

Realizing that a named Scholar may not be available or approved, it is a good idea to include at least one alternate Scholar in case your first choice cannot, for whatever reason, accept the invitation. If you do not have an alternate in mind, you may request open recruitment in the event that the named individual is not available. If your institution is only interested in hosting the named Scholar, and is not willing to host anyone else, then CIES recommends that you do not apply for an SIR award.

**Preference is given to scholars who have not taught, studied, conducted research, or worked in the United States for an extended period of time within the past five years, as the program seeks to provide the opportunity for Scholars who have not had recent experience in the United States. Preference will be given to candidates who have not previously received Fulbright grants.**

*Foreign citizens desiring to hold or holding permanent residence in the United States are not eligible for Fulbright awards.* Fulbright grantees enter the United States on an exchange visitor (J-1) visa under a United States Department of State program, which requires them to return to their home countries for a minimum of two

years at the end of the grant period before they can re-apply to re-enter the United States for other than tourism purposes.

**B. Requesting Recruitment of a Scholar.** CIES works with Fulbright Commissions or U.S. Embassies abroad to recruit Scholars for institutions that do not name one. If this is the case for your institution, list one or two countries in the same geographic region from where you wish candidates to be recruited for your award, and provide a rationale for each country. Appendix B lists all possible countries by geographic region.

To facilitate the recruitment process, it is important that you also include a detailed description of the course(s) the prospective Scholar will teach, other academic duties you will ask the Scholar to undertake and the qualifications your institution

requires of the recruited Scholar. Indicate the discipline(s) or field(s) of expertise, theoretical orientation (if applicable), and issues about which you wish the Scholar to be particularly knowledgeable. For the Scholar's individual qualifications, outline the acceptable academic degree level and years of teaching experience your institution seeks in a candidate. Relate this information directly to your Proposed Program for Scholar. Include justification as to why a Scholar with the qualifications you require would be a good match for the program you are proposing.

Though proposals that do not name Scholars are accepted, please note that some difficulties can arise from requesting the recruitment of a Scholar. It takes time to recruit a Scholar, so institutions may not be able to plan their programs with certainty. The time required in recruiting a Scholar, in a few cases, may result in CIES requesting that your institution defer its proposed start date until a suitable Scholar can be found. **If your institution is contemplating submitting a proposal without naming a Scholar, CIES encourages you to discuss your plans with SIR program staff.**

Institutions that do not have a specific Scholar in mind are welcome to recruit on their own by contacting area studies centers and departments that have strong connections with the appropriate countries or areas. U.S. Scholars who have taught or conducted research in these countries are also a good source of information.

## Part IV. Grant Benefits and Cost Sharing

The United States Department of State's Bureau of Educational and Cultural Affairs, through the Fulbright Scholar Program, provides Scholars a modest monthly stipend ranging from \$2,500 to \$2,900 (depending on the cost of living in the city where the Scholar will reside), as well as the following: round-trip international travel, an excess-baggage allowance, basic accident and sickness coverage, a settling-in allowance, a small professional allowance for books, services and professional travel within the United States, and a dependent allowance for up to two qualifying

dependents. For full academic-year awards, the grant also provides round-trip travel for one qualifying dependent.

All Fulbright funds are paid directly to the Scholar, not to the U.S. institution.

Institutions are expected to contribute to the cost of hosting the Visiting Scholar through a wide range of possibilities, including a salary supplement and/or in-kind contributions, which we encourage you to consider offering. In deciding how much salary supplement and/or cost-sharing to propose, take into account what faculty of similar rank earn at your institution. Ideally, the Fulbright stipend plus the salary supplement and/or in-kind support that your institution provides will enable the Scholar to maintain a standard of living equivalent to that of his or her U.S. peers.

Securing appropriate housing for the Scholar ahead of time will enable him or her to begin his or her grant activity right away. Therefore, many institutions provide on-campus housing as part of their contribution. If your institution cannot do so, then you must help the Scholar make housing arrangements. Depending on the location of the campus, you may want to make arrangements for the use of a car (although you may want to determine the issue of liability before making a commitment to provide a car for the Scholar). Funds that CIES offers for Scholars to deliver lectures at other campuses are limited; therefore, it is a good idea to include funds for participating in other professional activities in your cost-sharing contributions. Also, you may wish to consider including English-language classes or tutorial services for the Visiting Scholar's dependents, depending on their English language skills.

Since the United States Department of State provides accident and sickness coverage for Scholars only, and not their dependents, your institution may wish to provide supplemental health plan coverage for the Scholar's accompanying dependents.

Institutions are expected to provide other amenities such as office space, library access, supplies, research and secretarial assistance, computer time

and other facilities normally provided to faculty. Therefore, **do not list the value of these items in the proposal**, as they are considered an essential part of the lecturing activity.

Decide on your institution's cost-sharing and/or salary supplement commitment before submitting your proposal. Note that the proposal cover sheet requires a signature from an individual authorized to make a financial commitment on behalf of the institution. This is normally the president, vice president, dean or director of the institutional grants office. Since the SIR grant is made to the Scholar rather than to the institution, the grant document the Scholar receives will indicate the amount of institutional support as well as the amount of Fulbright funding he or she will receive. Together, these constitute the agreement the Scholar makes with CIES and the institution.

In evaluating this part of the proposal, the review committee will look beyond the dollar amount of the salary supplement and instead will consider the *effort* of the institution to obtain support and its *capacity* to provide support. The committee will evaluate whether the institution has considered in-kind contributions (such as housing or transportation) in addition to, or instead of, a salary supplement. Finally, in making its determination, the committee will take into account the entire package of cost-sharing, salary supplement, the Fulbright grant and other contributions, in the context of ensuring that the Scholar will have an appropriate standard of living within the community where he or she will reside.

## Part V. Attachments

In the final part of the proposal, include the following attachments:

- For *institutions naming a Scholar*, the completed Information on Requested Scholar Form, a curriculum vitae and two letters of reference.
- For *all institutions*, letters of support from administrators of the applicant institution(s).
- For *all institutions*, letters of interest in

sharing the Scholar with other departments, institutions, consortia members, community/civic organizations and schools/school districts; and

- For *all institutions*, sample syllabi or course outlines.

In some cases, institutions may wish to send a few photocopied pages from a college or university publication, if pertinent. *Please, do not include voluminous supporting documentation, such as catalogs or boilerplate institutional information. These will not be forwarded to the CIES review committee.*

CIES will notify all institutions in January whether or not their proposals have been recommended to the United States Department of State and the J. William Fulbright Foreign Scholarship Board. CIES will provide notification of final approval and funding in March or April.

# FREQUENTLY ASKED QUESTIONS ABOUT SCHOLAR-IN-RESIDENCE PROPOSALS

*Q: My institution is not a Minority Serving Institution, Small Liberal Arts College or Community College. Are we eligible to apply for an SIR award?*

A: Yes, all accredited U.S. institutions of higher education are eligible to apply to the program. The primary objective of the Scholar-in-Residence Program is to bring scholars and professionals from abroad to campuses that do not often host visiting scholars, and serve students underrepresented in international exchange programs and/or to institutions serving minority students—institutions that traditionally do not have the opportunity to expand the contact of American students and faculty with people from other cultures. It is this objective that distinguishes the SIR program from the traditional Fulbright Visiting Scholar Program.

*Q: My institution is a Minority Serving Institution that already has strong international ties. Are we eligible to apply for an SIR award?*

A: Yes, the Scholar-in-Residence competition does not exclude institutions with existing international programs or those that have other opportunities to host visiting scholars, but these types of institutions need to demonstrate clearly how the proposed SIR will significantly enhance or expand any existing international program, serve the students and the campus, and benefit the surrounding community.

*Q: My institution enrolls a large proportion of minority students. Will we be given priority status under the SIR program?*

A: In addition to giving priority to Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribal Colleges and Universities (TCUs), the SIR Program gives priority to other Minority Serving Institutions whose composite student enrollment is at least 50 percent

racial and/or ethnic minority.

*Q: My institution does not have much experience writing and submitting proposals. Should we even consider submitting a proposal for a Fulbright SIR award?*

A: Yes, colleges and universities with less experience in writing proposals are encouraged to apply for the SIR program and a number do so each year. The CIES Senior Program Officer who administers the SIR program is available to provide guidance and feedback on draft proposals that are submitted to CIES at least two weeks before the application deadline. The SIR program welcomes first-time applicants and encourages all applicants to discuss their proposals with the CIES Senior Program Officer.

*Q: What are the criteria for selecting institutions for the SIR award?*

A: There are two principal factors reviewers consider; (1) the benefits of the proposed program to the institution and (2) the quality of the program proposed, including: the academic and community outreach activities, plans for other campus activities, professional enrichment opportunities for the scholar and the sustainable impact of the SIR's presence. Proposals that closely follow the Guidelines for Scholar-in-Residence Proposals tend to be the strongest and therefore more likely to be recommended for an SIR award.

*Q: What are the reviewers looking for in the section on "Community resources" under "Information about the institution?"*

A: This section should indicate what educational and cultural organizations, activities and events in the community might be attractive to a Scholar-in-Residence. These should be resources where the

# FREQUENTLY ASKED QUESTIONS ABOUT SCHOLAR-IN-RESIDENCE PROPOSALS *CONTINUED*

scholar can learn from the community and where the community can learn from the scholar as well.

*Q: What are the reviewers looking for in the section on “professional enrichment?”*

A: In writing SIR proposals, it is important for institutions to consider what opportunities they can provide for their SIR’s professional development while they are on the SIR Program. Many institutions offer the opportunity to attend a professional conference, introductions to colleagues in the same discipline at other institutions, access to research facilities, etc.

*Q: What kind of outreach activities should we include in our proposal?*

A: The SIR reviewers look for letters from civic and religious community organizations, schools and school districts and other groups and organizations expressing an interest in hosting the SIR for substantive public speaking engagements and other outreach activities. It is very important that proposals include a few such letters.

*Q: Our institution proposes to bring a scholar who is not in the humanities or social sciences. Is it appropriate for us to apply for an SIR award?*

A: Yes. Reviewers assess whether the topic is approached as an international or public policy issue and whether it has the potential to engage the entire campus. Institutions seeking purely scientific exchanges are strongly discouraged from applying for the Scholar-in-Residence Program. All proposals must include a compelling argument for the impact of the SIR on the campus and community. This is especially true for proposals outside of the usual SIR Program disciplines. In the past, a number of proposals outside the social sciences and

humanities have been funded.

*Q: Our institution seeks to bring a scholar to teach foreign language. Is it appropriate for us to apply for an SIR award?*

A: Scholars should not be requested to teach at the beginning level of any language unless it is an uncommonly taught language and will be continued with U.S. faculty after the Fulbright support.

*Q: Is preference given to proposals that name scholars instead of requesting recruitment of one?*

A: No. The Guidelines for Scholar-in-Residence Proposals state that it is not necessary and notes that most U.S. Embassies and Fulbright Commissions abroad are quite willing to identify candidates.

*Q: My institution would like to apply for an SIR award and name someone who was recently in the U.S. on a Fulbright Scholar award. Is this acceptable?*

A: Preference is given to scholars who have not had opportunities to teach, study or conduct research in the United States for an extended period within the past five years. If you request a scholar with such recent experience in the United States, the proposal must give special justification. The review committee may recommend the proposal on the condition that a different scholar be identified for the award. Alumni of the Fulbright Visiting Scholar Program can only participate on the SIR Program if their previous Fulbright Scholar Grant was at least five years ago and if they have not already had more than one long-term Fulbright award, as there is a restriction limiting the number awards any one person can have per lifetime.

*Q: My institution seeks to host someone who has limited English language skills. Is this acceptable?*

# FREQUENTLY ASKED QUESTIONS ABOUT SCHOLAR-IN-RESIDENCE PROPOSALS *CONTINUED*

A: The scholar must be able to lecture in English. The scholar's proficiency in English must be good enough to allow him or her to successfully perform their teaching duties and speak at community events. Please consider these factors when naming a scholar.

*Q: My institution has limited resources. Will our proposal be accepted if we do not offer any salary supplement or in-kind support?*

A: Financial contributions are evaluated on the basis of the institution's capacity to contribute. Housing or other in-kind contributions of substantial benefit to the scholar may be appropriate substitutes for a salary supplement.

*Q: Our institution is interested in hosting a professional from another country, is this appropriate?*

A: The SIR Guidelines encourage institutions to consider not only academics, but professionals in the media, government and from other fields as well, provided they have necessary teaching experience. In the past, a number of professionals and artists have successfully participated on the SIR Program.

*Q: Our institution benefited so much from the SIR Program last year. May we apply to host again?*

A: Yes, although preference is given to institutions that have not recently had a Fulbright Scholar-in-Residence.

*Q: Can an institution apply to host more than one scholar at a time?*

A: Yes. A few institutions submit more than one proposal, under the annual competition. However, only one proposal from the institution will be funded in order to benefit as many institutions as possible in the program and in light of the small number of awards available.

*Q: Which is the most important goal of the program: to serve the institution or to serve the scholar?*

A: For SIR, service to the institution is the most important goal. Other Fulbright Programs support scholars who are selected to pursue their own research and lecturing interests. The Scholar-in-Residence program is the one part of the postdoctoral Fulbright Visiting Program that directly addresses the needs and interests of U.S. institutions.

# APPLICATION PROCESS / CALENDAR

October 15, 2010	Proposal due at CIES by close of business
December 2010	CIES external committee reviews proposals
January 2011	CIES notifies applicants of review outcome
January-February 2011	Department of State and the J. William Fulbright Foreign Scholarship Board review recommended proposals. CIES confirms institutional funding
January-April 2011	Fulbright Commissions or Public Affairs Sections of U.S. Embassies abroad recruit and/or review prospective scholars.
MARCH 2011 ONWARD	CIES ISSUES GRANT PACKETS TO SCHOLARS

## Pre-Submission Inquiries

CIES strongly encourages all institutions interested in applying for an SIR award to contact the SIR program staff listed below for advice before preparing and submitting proposals:

**Alma Ford**

**Program Officer**

**Telephone: 202.686. 6252**

**E-mail: SIRapps@cies.iie.org**

**Sara Smothers**

**Program Associate**

**Telephone: 202.686.6253**

**E-mail: SIRapps@cies.iie.org**

The SIR program officer is available to provide feedback on draft proposals if requested to do so at least two weeks before the deadline.

## Submitting the Proposal/Deadline

To apply for the Fulbright Scholar-in-Residence Program, interested institutions must submit one original proposal by close of business on **Thursday, October 15, 2010** by mail to the program officer listed above (see inside front cover for mailing address). The Proposal Table of Content Form serves as a checklist of required materials. An application includes each of the items listed in the table of

content, collated in the same order as the listing, on 8.5" x 11" paper. *Do not staple or put materials in binders.* Submit only the items requested; unsolicited materials will not be included in the review.

## CIES Committee Review

CIES convenes an external review committee that evaluates Fulbright Scholar-in-Residence Program proposals. In reviewing the institutional proposals, the committee looks at several factors. The most important factors are: (1) the proposed program of academic activities for the scholar, (2) the benefits the Scholar will provide to the host institution, (3) community outreach activities and (4) professional enrichment opportunities for the Scholar. Although important, other factors such as the scholar's qualifications and cost-sharing, are given less weight in reaching the overall assessment of the proposal.

As previously stated, the main objective of the Fulbright Scholar-in-Residence Program is to provide U.S. institutions that do not often host visiting scholars the opportunity to participate in the Fulbright Program and to help such institutions internationalize their academic programs, campuses and local communities as well as institutions serving minority students and students underrepresented in international exchange. Therefore, the SIR review committee will give preference to primarily undergraduate institutions with limited resources, such as small liberal arts colleges, minority serving institutions and community colleges.

The committee will also take into account program priorities, including: (1) the need for broad distribution of grantee opportunities among countries in different world areas and (2) the need for broad distribution of opportunities for institutions across the United States. Preference is given to institutions that have not recently hosted a scholar through the Fulbright Scholar-in-Residence Program (a list of previous recipients is included in Appendix A). While more than one proposal may be submitted by the same institution, the committee will not recommend more than one proposal from any one institution. Although program priorities are taken into consideration when the committee conducts its review, only the best proposals will be recommended for funding.

Some weaknesses in the proposals that committee members have frequently noted in the past are listed below. This list may help you in critiquing your own draft proposal.

#### **Common Weaknesses Cited by Review Committee Members**

- The various sections of the proposal have not been integrated into a unified piece. The description of the institution and its international activities is too detailed and the academic program plan too general.
- The department's commitment is clear, but it is not clear how the impact of the scholar will be institutionalized or what the real commitment of the institution as a whole will be in the long run.
- The degree to which the proposed program will be integrated into institutional objectives is phrased well in theory, but not clearly integrated into the academic program plan.
- While the proposal includes a program of courses and activities for the Scholar, there is no explanation of why a Scholar was requested from the specified country(ies) nor an indication of how the Scholar will have a sustainable impact on internationalizing particular courses, the campus and the community.

- Although the academic program seems solid, there is no indication of how the institution will build on the Scholar's contribution once he or she leaves.
- Plans for professional enrichment are not well defined and do not include visits to nearby academic centers or libraries with resources in the scholar's discipline.
- Quality of plans for community outreach is pro forma, general and relatively unexplored. There are no letters of support from community organizations.
- There are no letters of support from administrators of the applicant institution(s).
- Cost-sharing from the institution is not sufficient.

## **Recommendations**

The review committee selects the strongest proposals and recommends them to the Department of State and to the appropriate Fulbright Commissions or U.S. Embassies abroad. In some cases, CIES will notify institutions that the review committee has recommended changes in their proposals. Such changes may involve proposed cost-sharing or course load, or that the Scholar be shared with other institutions. Once such issues are resolved, the next steps in the process will be undertaken. In the case of named Scholars, the Fulbright Commission or U.S. Embassy abroad will review the requested Scholar's credentials and confirm his or her availability and eligibility for the award.

If your institution does not name a Scholar, the Fulbright Commission or U.S. Embassy will attempt to recruit candidates for your award. When they have identified prospective candidates, CIES will forward their papers to you for selection. Occasionally, the review committee may recommend an institution, but not the Scholar who has been identified by that institution. In such case, the institution will have the option of identifying another scholar or working through CIES to coordinate recruitment of a suitable scholar.

## Board Selection

The presidentially appointed J. William Fulbright Foreign Scholarship Board (FSB) is ultimately responsible for the approval of each proposal and the final selection of all grantees. Therefore, the FSB reviews all recommended proposals to ensure that they meet SIR eligibility requirements and are consistent with Fulbright Program objectives.

## IF YOUR PROPOSAL IS CONFIRMED

When SIR grants are confirmed, institutions must begin working with the incoming scholar on his stay.

Immediately upon confirmation, your institution should send the Scholar information about your institution such as its history, size, hierarchal structure of its department, and student body. Also, inform your scholar about the city and region in which he or she will reside including: Climate and temperature; cost of living; transportation; recreational opportunities; and schools (for scholars bringing children). Also, notify the scholar of professional meetings scheduled during his or her residency.

Remember, universities in most countries function differently from their U.S. counterparts. So your institution should help the scholar prepare for his lecturing by presenting course outlines and textbooks. Feel free to encourage the scholar to suggest texts and other materials for his or her courses.

**It is important to note that the institution is responsible for assisting the Scholar-in-Residence in finding suitable housing near public transportation or within walking distance of the campus.** Many Scholars may not be able to drive or be able to afford a car so it is important that they not be isolated from the campus. Arrange housing, or at least temporary accommodations, before the scholar arrives. If the Scholar's family will accompany him or her, plan to assist with such family needs as enrolling children in school and enrolling their spouse in English language classes.

When the scholar arrives, it is important that you formally brief him or her on your institution, the community and the educational system in the United States. Orient the scholar to U.S. student attitudes and expectations, as well as to common teaching

policies and grading systems at your institution. Designate specific individuals at your institution to help the scholar and offer advice throughout his or her residency. If any problems concerning the scholar's program arise during the residency, do not hesitate to contact CIES program staff.

It is not necessary for the host institution to issue the Scholar's DS-2019 form for use in obtaining an Exchange Visitor (J-1) visa. CIES will issue this form.

Finally, we encourage you to send any media coverage, highlights, photographs and other materials to CIES for use in promoting the SIR Program. You can contact RiShawn Biddle, Public Relations Officer, at [rbiddle@cies.iie.org](mailto:rbiddle@cies.iie.org) or by phone at (202) 686-7868. You are also invited to visit [www.CIES.org](http://www.CIES.org) to subscribe to *The Fulbright Scholar News*, the program's official newsletter and submit videos for **Exploring Fulbright**, the program's video channel.

## Fulbright Occasional Lecturer Fund

Scholars who receive awards under the Fulbright Scholar-in-Residence Program are also eligible to participate in the Fulbright Occasional Lecturer Fund (OLF). This program is open to all Fulbright Scholars (including researchers) whose grants are administered by CIES. It provides visiting scholars with modest travel awards for brief visits to other campuses to lecture, meet with faculty and students and speak to schools and community groups. Scholars are eligible to receive one OLF travel award to a majority-serving institution and second award to minority-serving institutions.

Any institution can participate in this program by inviting Fulbright Visiting Scholars who are currently in the United States to visit and provide lectures on campus. CIES publishes a *Fulbright Visiting Scholars List* each fall to assist institutions in identifying suitable scholars. This directory is also available online at [www.cies.org](http://www.cies.org). For more information, contact the Occasional Lecturer Program, Council for International Exchange of Scholars, 3007 Tilden Street, NW, Suite 5L, Washington, DC 20008-3009 (telephone: 202.686.6235; e-mail: [OLP@CIES.IIE.ORG](mailto:OLP@CIES.IIE.ORG)).

## Appendix A

# 2005–2008 FULBRIGHT SCHOLAR-IN-RESIDENCE PROGRAM HOST INSTITUTIONS AND COUNTRIES

### 2007-2008

Institution	Country Area
Beloit College	Ireland
Birmingham Southern College	Argentina
Boise State University	Ireland
California State Polytechnic University Pomona	South Africa
Carl Albert State College	China
Chattahoochee Tech College	Italy
* Clayton State University and Georgia Southwestern State University and Consortium	Thailand
Cleveland State University	Egypt
* Creighton University and Metro Community College	Azerbaijan
* CUNY Bronx Community College and San Jose State University	Austria
Daytona Beach Community College	South Africa
Fayetteville State University	Cameroon
Georgia College and State University	Czech Republic
* Georgia Southwestern State University and Clayton State University and Consortium	New Zealand
Huston Tilotson University	Peru
Indiana State University	Paraguay
Indiana University-Purdue University, Indianapolis	Uganda
Indiana University–South Bend	Israel
Lake Superior College	Czech Republic
Lehigh University	Egypt
Manhattanville College	Brazil
McLennan Community College	Czech Republic
Metropolitan University	Brazil
Miles College	India
Norfolk State University	Tunisia
Northern Michigan University	China
Northwest College	Vietnam
Regis College	Colombia
Richland Community College	Russia
Roanoke College	India
State University of New York - Purchase	China
Tennessee State University	China
* University of Arizona and Pima Community College	Sri Lanka
University of Detroit Mercy	Kenya
University of Idaho	Morocco

*\*Joint Institutional Proposals*

## 2007-2008 (continued)

### Institution

University of La Verne  
University of Minnesota–Twin Cities  
University of Montevallo  
University of North Carolina - Pembroke  
University of Scranton  
University of St. Thomas  
University of Texas - El Paso  
Utah State University  
Western Michigan University  
Wheaton College  
Winston-Salem University State University

### Country Area

the Netherlands  
Nepal  
China  
South Africa  
Mexico  
Ireland  
Chile  
Turkey  
Indonesia  
Botswana  
Nigeria

*\*Joint Institutional Proposals*

## 2006-2007

Institution	Country Area
Alma College, MI	Turkey
Bard College, NY	Kenya
Carleton College and St. Olaf College, MN	Japan
Central Missouri State University, MO	Germany
College of Mount St. Joseph,	Iraq
College of San Mateo, CA	Japan
CUNY—LaGuardia Community College, NY	Benin
Delaware State University, DE	Honduras
Dickinson College, PA	Iraq
El Camino Community College, CA	Pakistan
Elon University, NC	Ghana
*Florida Atlantic University and Broward Community College, FL	Poland
Fresno City College, CA	Poland
*George Mason University and Northern Virginia Community College-Sterling, VA	Rwanda
Georgia Perimeter and Gainesville Colleges, GA	France
Georgia State University, GA	South Africa
Guilford College, NC	China
Hofstra University, NY	Uruguay
Holyoke Community College, MA	Argentina
Illinois Central College, IL	Cameroon
Illinois Wesleyan University, IL	Russia
Kennesaw State University, GA	Kenya
Maricopa County Community College District, CA	Morocco
Minnesota State Community and Technical College, MN	Ireland
Missouri Southern State University, MO	Brazil
∞Monmouth University, NJ	West Bank & Israel
Montgomery County Community College, PA	Brazil
Ocean County College, NJ	Egypt
Otero Junior College, CO	Iraq
Penn State University-Harrisburg, PA	Israel
Santa Fe Community College, FL	China
*Shelton State Community College and University of Alabama-Tuscaloosa, AL	India
Shenandoah University, VA	India

*\*Joint Institutional Proposals*

*∞ Special Dual SIR award*

## 2006-2007 (continued)

### Institution

\* St. Ambrose University and Black Hawk College, IO  
St. Lawrence University, NY  
St. Xavier University, IL  
SUNY Ulster County Community College, NY  
SUNY-College at Geneseo, NY  
SUNY-College at Oswego, NY  
Texas Southern University, TX  
Union College, NY  
United States Naval Academy, MD  
University of New Mexico, NM  
University of Findlay, OH  
University of North Alabama, AL  
Virginia Commonwealth University, VA  
William Jewell College, MO

### Country Area

Slovak Republic  
India  
Egypt  
United Kingdom  
China  
India  
Nigeria  
Indonesia  
India  
Mexico  
Haiti  
Tunisia  
Egypt  
Morocco

*\*Joint Institutional Proposals*

## 2005-2006

Institution	Country Area
Alfred University, NY	Egypt
Bowling Green State University, OH	Tunisia
Bucknell University, PA	West Bank
Chatham College, PA	India
Cheyney University of Pennsylvania, PA	Cameroon
Christian Brothers University, TN	Uganda
Daemon College, NY	Mexico
∞Earlham College, IN	Israel and West Bank
Endicott College, MA	Czech Republic
Fairfield University, CT	Brazil
Finlandia University, MI	Finland
Hawaii Pacific University, HI	Czech Republic
Heartland Community College, IL	China
Lafayette College, PA	Indonesia
Lasell College, MA	Colombia
LeMoyne-Owen College, TN	Nigeria
Loras College, IA	Slovak Republic
Manchester College, IN	Colombia
North Central College, IL	Tunisia
Oglethorpe University, GA	Poland
Queensborough Community College, NY	China
Rainy River Community College, MN	Morocco
Rutgers University, NJ	the Netherlands
Sewanee—The University of the South, TN	Egypt
Southern Maine Community College, ME	Russia
Texas A&M University—Kingsville, TX	Australia
Tohono O’odham Community College, AZ	Mexico
Trident Technical College, SC	Cameroon
Trinity College, CT	India
University of North Carolina at Charlotte, NC	Hungary
University of Alaska-Matanuska Susitna College, AK	Uruguay
University of Michigan, MI	the Netherlands
University of Wisconsin—Green Bay, WI	Jordan
Virginia State University, VA	Kenya
Washington and Lee University, VA	Jordan

∞ *Special Dual SIR award*

# Appendix B

## REGIONS/COUNTRIES PARTICIPATING IN THE FULBRIGHT SCHOLAR-IN-RESIDENCE PROGRAM

### AFRICA, SUB-SAHARAN

Angola	Mauritius
Benin	Mozambique
Botswana	Namibia
Burkina Faso	Niger
Cameroon	Nigeria
Chad	Rwanda
Cote d'Ivoire	Senegal
Democratic Republic of Congo	Sierra Leone
Ethiopia	South Africa
Ghana	Swaziland
Guinea	Tanzania
Kenya	Togo
Madagascar	Uganda
Malawi	Zambia
Mali	Zimbabwe

### EUROPE AND EURASIA

Albania	Kosovo
Andorra	Latvia
Armenia	Lithuania
Austria	Macedonia
Azerbaijan	Malta
Belarus	Moldova
Belgium/Luxembourg	Montenegro
Bosnia-Herzegovina	Netherlands
Bulgaria	Norway
Croatia	Poland
Cyprus	Portugal
Czech Republic	Romania
Denmark	Russian Federation
Estonia	Serbia
Finland	Slovak Republic
France	Slovenia
Georgia	Spain
Germany	Sweden
Greece	Switzerland
Hungary	Turkey
Iceland	Ukraine
Ireland	United Kingdom
Italy	

### EAST ASIA AND THE PACIFIC

Australia	New Zealand
Brunei	Philippines
Cambodia	Singapore
China	South Korea
Hong Kong	South Pacific
Indonesia	Taiwan
Japan	Thailand
Laos	Timor-Leste
Malaysia	Vietnam
Mongolia	

### MIDDLE EAST AND NORTH AFRICA

Algeria	Oman
Bahrain	Palestinian Territories
Egypt	Qatar
Israel	Saudi Arabia
Jordan	Tunisia
Kuwait	United Arab Emirates
Lebanon	Yemen
Morocco	

### SOUTH AND CENTRAL ASIA

Afghanistan	Pakistan
Bangladesh	Sri Lanka
India	Tajikistan
Kazakhstan	Turkmenistan
Kyrgyz Republic	Uzbekistan
Nepal	

### WESTERN HEMISPHERE

Argentina	Haiti
Barbados	Honduras
Bolivia	Jamaica
Brazil	Mexico
Canada	Nicaragua
Chile	Panama
Colombia	Paraguay
Costa Rica	Peru
Dominican Republic	Trinidad/Tobago
Ecuador	Uruguay
El Salvador	Venezuela
Guatemala	

*Note:* Geographical listings in this publication are a matter of administrative convenience and are not intended to imply a United States government position on the legal status of the areas listed.

# INSTITUTIONAL PROPOSAL SUMMARY COVER SHEET

## FULBRIGHT SCHOLAR-IN-RESIDENCE PROGRAM, 2011-2012

Proposals are due by close of business on October 15, 2010.

In addition to submitting your proposal by regular mail, we encourage you to also send an electronic copy to SIRapps@cies.iie.org.

If your institution is designated as a Minority Serving Institution, check the box that applies:

- Historically Black College or University    
 Hispanic-Serving Institution    
 Tribal College or University  
 Other Minority Serving Institution\*

1. U.S. institution and responsible administrative official: *(The responsible administrative official is the person who will confirm the institutional support and authorize the scholar's affiliation if an SIR grant is awarded to the institution. For joint proposals, provide this information for each institution.)*

Name of Institution \_\_\_\_\_

*Responsible Administrative Official*  
Name and Position (indicate Dr./Mr./Ms. etc.) \_\_\_\_\_

Office/Department \_\_\_\_\_

Address/City/State \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_

By my signature, I confirm the institutional support and authorize the submission of this proposal.

Signature \_\_\_\_\_ Date \_\_\_\_\_

If this is a joint proposal, provide the following information for the second institution.

Name of Institution \_\_\_\_\_

*Responsible Administrative Official*  
Name and Position (indicate Dr./Mr./Ms. etc.) \_\_\_\_\_

Office/Department \_\_\_\_\_

Address/City/State \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_

By my signature, I confirm the institutional support and authorize the submission of this proposal.

Signature \_\_\_\_\_ Date \_\_\_\_\_

2. Nearest commercial airport \_\_\_\_\_

3. Proposed project dates (must fall within 2010-11 academic year, but may begin two weeks before the start of the term) \_\_\_\_\_

Academic term start date: From:     /     /     (mo/day/year) to:     /     /     (mo/day/year)

4. Financial support: List total support the institution proposes to provide scholar.
- a. \$ \_\_\_\_\_ Salary supplement for the duration of affiliation period listed above
- b. \$ \_\_\_\_\_ In-kind support (housing, meals, car, travel to professional meetings, etc. List each item and estimate the value. Do not include office, library access, secretarial support, computer, books or medical insurance.)

5. Institution's approximate salary ranges

Professor \$ \_\_\_\_\_ Associate professor \$ \_\_\_\_\_ Assistant professor \$ \_\_\_\_\_ Instructor \$ \_\_\_\_\_

\* An institution whose composite student enrollment is at least 50% racial and/or ethnic minority

6. Principal contact for academic arrangements:

Name and Position (indicate Dr./Mr./Ms.) \_\_\_\_\_

Department/School/College \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail Address \_\_\_\_\_

If this is a joint proposal, provide the following information for the second institution.

Principal contact for academic arrangements:

Name and Position (indicate Dr./Mr./Ms.) \_\_\_\_\_

Department/School/College \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail Address \_\_\_\_\_

7. Scholar Information (Complete one column only.)

If Scholar Is Named:

List the scholar(s) in order of priority, whom you would like to name for this proposal, their academic disciplines, and country of nationality:

Name \_\_\_\_\_

Discipline \_\_\_\_\_

Country \_\_\_\_\_

Name \_\_\_\_\_

Discipline \_\_\_\_\_

Country \_\_\_\_\_

If Scholar Is To Be Recruited:

List up to two countries within ONE geographic region (see list of eligible countries and world regions in Appendix B) in order of priority:

1. \_\_\_\_\_

2. \_\_\_\_\_

Preferred academic discipline/field in order of priority:

1. \_\_\_\_\_

2. \_\_\_\_\_

8. List any previous Fulbright Scholar-in-Residence Program awards your institution has received since 2002,

Year of previous SIR award \_\_\_\_\_ Scholar's country of citizenship \_\_\_\_\_

Year of previous SIR award \_\_\_\_\_ Scholar's country of citizenship \_\_\_\_\_

9. In the space below or on a separate page, write a 50-word summary of your proposal for use by Fulbright review committee and agencies abroad:

# PROPOSAL TABLE OF CONTENTS

## Fulbright Scholar-in-Residence Program, 2011-2012

	Pages
Part I Institutional Profile (Not to exceed three, double-spaced pages using font size 11 for institutions applying alone or five, double-spaced pages for joint proposals)	
A. Information About Institution .....	_____
B. Institution’s current and previous experience with international or area studies programs.....	_____
Part II-IV <i>(Not to exceed 12, double-spaced pages using font size 11 for institutions applying alone or 18, double-spaced pages for joint proposals)</i>	
Part II Proposed Program	
(A) Oversight .....	_____
(B) Academic Program of Scholar.....	_____
(C) Plans for Other Campus Activities .....	_____
(D) Community Outreach .....	_____
(E) Professional Enrichment.....	_____
(F) Sustainability.....	_____
(G) Duration of Grant.....	_____
Part III The Scholar .....	_____
Part IV Grant Benefits and Cost-Sharing.....	_____
Part V Attachments.....	_____
(A) For institutions naming scholars, attach completed Information on Requested Scholar for each scholar (primary and alternate/s) and include curriculum vitae for each scholar .....	_____
(B) Letters of interest in sharing the scholar from other departments, institutions, consortium members (if applicable) and community organizations.....	_____
(C) Sample syllabi or course outlines .....	_____

# INFORMATION ON NAMED SCHOLAR

Name and title (*indicate Dr./Mr./Ms.*) \_\_\_\_\_

Gender: Male \_\_\_\_\_ Female \_\_\_\_\_ Marital status: Single \_\_\_\_\_ Married \_\_\_\_\_

Position title \_\_\_\_\_

Department and/or division \_\_\_\_\_ Telephone \_\_\_\_\_

Institution \_\_\_\_\_ City \_\_\_\_\_

Home address \_\_\_\_\_ Telephone \_\_\_\_\_

City and Country \_\_\_\_\_ E-mail \_\_\_\_\_

Place of birth (*city and country*) \_\_\_\_\_

Date of birth (*month/day/year*) \_\_\_\_\_

Country of citizenship (*and/or permanent residence*) \_\_\_\_\_

Number of dependents who will probably accompany scholar \_\_\_\_\_

Academic and professional qualifications (*include highest degree and attach curriculum vitae, if available*)

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If the candidate previously taught, studied or undertook research in the United States, please give dates, institutions and purpose.

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If scholar was a Fulbright lecturer or research grantee, please indicate year and host institution.

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English language competency: Limited \_\_\_\_\_ Good \_\_\_\_\_ Fluent \_\_\_\_\_

Is the candidate available for this appointment, if selected? Yes \_\_\_\_\_ No \_\_\_\_\_

Please indicate how your institution knows this scholar. Additional comments welcome:

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## United States Department of State



The Fulbright Program, sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, is the U.S. Government's flagship international exchange program and is supported by the people of the United States and partner countries around the world. For more information, visit [fulbright.state.gov](http://fulbright.state.gov).

The Fulbright Scholar Program is administered by CIES. CIES is a division of the Institute of International Education.  
[scholars@cies.iie.org](mailto:scholars@cies.iie.org) 202.686.4000 [www.cies.org](http://www.cies.org)