



Fulbright Scholar Program:

Increasing "mutual understanding between the people of the United States and the people of other countries."

Scholar Liaison Handbook



www.cies.org

Fulbright Scholar Program

The Fulbright Program, the U.S. government's flagship program in international educational exchange, was proposed to the U.S. Congress in 1945 by then freshman Senator J. William Fulbright of Arkansas. In the aftermath of World War II, Senator Fulbright viewed the proposed program as a much-needed vehicle for promoting "mutual understanding between the people of the United States and the people of other countries of the world." His vision was approved by Congress and the program signed into law by President Truman in 1946.

Council For International Exchange Of Scholars (CIES)

For more than 60 years, the Council for International Exchange of Scholars (CIES) has helped administer the Fulbright Scholar Program, the U.S. government's flagship academic exchange effort, on behalf of the United States Department of State, Bureau of Educational and Cultural Affairs. Founded in 1947, CIES is a private organization. It is a division of the Institute of International Education (IIE).

Enjoy a unique opportunity to establish lasting relationships with faculty members at universities abroad and to build upon current efforts to internationalize campuses and surrounding communities.



Administered by the Council for International Exchange of Scholars, a division of the Institute of International Education. For more information, contact us at scholars@iie.org or **202-686-4000**, or visit www.cies.org.

For more information, visit www.iie.org.



BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

EXCHANGE PROGRAMS

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 eca.state.gov/fulbright.

Fulbright

SCHOLAR PROGRAM

Scholar Liaison Handbook



Table of Contents

ii Introduction

[iii Senator J. William Fulbright](#)

[vi Foreword](#)

[vii Welcome Message | Maria Crummett](#)

2 Program Information

[3 An Introduction to the Fulbright Program](#)

[4 Fulbright Scholar Program Facts](#)

[6 Benefits of the Fulbright Scholar Program](#)

[8 U.S. Scholar Program Case Studies](#)

11 Scholar Liaison Network

[12 The Role of Scholar Liaisons](#)

[16 Training](#)

[17 Resources](#)

[18 Campus Spotlight](#)

[19 Scholar Liaison Case Studies](#)

27 Self-Assessment for Universities and Colleges Regarding Support for Fulbright Programs

30 International Education Administrators Program (IEA)

[31 About IEA](#)

[33 IEA Case Studies](#)

35 Fulbright Visiting Scholar Program

[36 Hosting a Visiting Scholar](#)

[38 Examples of Scholar-in-Residence Proposals \(S-I-R\)](#)

[39 Applying to Host a Fulbright Outreach Lecturer \(OLF\)](#)

41 Suggestions on Applying for an Award

[42 Searching For Awards](#)

[44 Application Process](#)

[46 Tips for Submitting a Competitive Application](#)

48 Engaging Your Returned Scholars: Alumni Involvement

51 Fulbright Ambassador Program

[52 About the Program](#)

[54 Program Logistics](#)

[55 Ambassador Case Studies](#)

56 Fulbright Program in Brief

[57 Administration and Funding of the Fulbright Scholar Program](#)

[58 Fulbright Programs Overview](#)

Scholar Liaison Handbook

Introduction

Fulbright

SCHOLAR PROGRAM



J. William Fulbright
(1905-1995)

J. William Fulbright was a prominent and gifted American statesman of the 20th century. His unequalled contribution to international affairs and his tenure as the longest serving chairman of the Senate Foreign Relations Committee distinguished his political career of over 30 years in the United States Congress. He had profound influence on America's foreign policy, and his vision for mutual understanding shaped the extraordinary exchange program bearing his name.

“Educational exchange can turn nations into people, contributing as no other form of communication can to the humanizing of international relations.”

J. WILLIAM FULBRIGHT
U.S. Senator and
American Statesman

Walter Lippman

Wrote of J. William Fulbright in 1963:

“The role he plays in Washington is an indispensable role. There is no one else who is so powerful and also so wise, and if there were any question of removing him from public life, it would be a national calamity.”

With the support of the United States government and through binational partnerships with foreign governments, the Fulbright Scholarship Program sponsors U.S. and foreign participants for exchanges in all areas of endeavor, including the sciences, business, academe, public service, government and the arts, and continues to increase mutual understanding between the people of the United States and the people of other countries.

His legislation establishing the Fulbright Program passed the Senate by unanimous consent in 1946 and drew strength from the United States' national commitment to develop post-war leadership and engage constructively with the community of nations. The first participants in the Fulbright Program went overseas in 1948, funded by war reparations and foreign loan repayments to the United States. This program has had extraordinary impact around the world. There have been more than 325,000 Fulbright students, scholars and teachers; many have made significant contributions within their countries, including the United States, as well as to the overall goal of advancing mutual understanding.

J. William Fulbright was born on April 9, 1905, in Sumner, Missouri. He was educated at the University of Arkansas, where he earned a B.A. degree in political science in 1925. He then attended Oxford University, where he received an M.A. degree and was transformed by his international experience.



J. William Fulbright's legislation establishing the Fulbright Program passed the Senate by unanimous consent in 1946 and drew strength from the United States' national commitment to develop post-war leadership and engage constructively with the community of nations.

When Fulbright returned to the United States, he studied law at The George Washington University in Washington, D.C. During the 1930s, he served in the U.S. Justice Department and was an instructor at The George Washington University Law School. In 1936, he returned to Arkansas where he was a lecturer in law and, from 1939 to 1941, president of the University of Arkansas, at the time the youngest university president in the country.

He ran for political office in 1942 and was elected to the U.S. House of Representatives; he entered Congress in January 1943 and was appointed to the Foreign Affairs Committee. In September of that year, the House adopted the Fulbright Resolution, supporting an international peacekeeping mechanism encouraging United States participation in what became the United Nations. His leadership on this issue brought national attention to Congressman Fulbright.

In November 1944, he was elected to the U.S. Senate and served there from 1945 through 1974, becoming one of the most influential and best-known members of the Senate. In 1949, Senator Fulbright became a member of the Senate Foreign Relations Committee. From 1959 to 1974, he served as chairman of the committee.

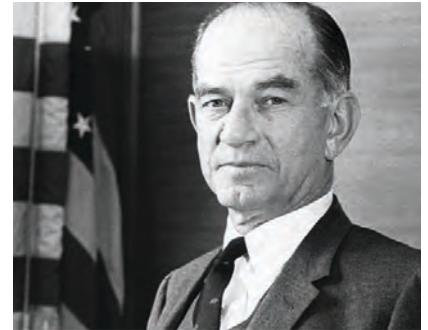
His Senate career was marked by notable instances of principled dissent. In 1954, he was the only senator to vote against an appropriation for the Permanent Subcommittee on Investigations, which was chaired by Senator Joseph R. McCarthy, and, in 1961, he lodged serious objections to President Kennedy in advance of the Bay of Pigs invasion. However, Senator Fulbright also worked to build national consensus. For instance, he supported creating a national center for the arts, and his initial legislation led to the founding of the Kennedy Center for the Performing Arts.

He was particularly in the spotlight as a powerful voice in the turbulent Vietnam War era, when he chaired the Senate hearings on U.S. policy and the conduct of the war. In 1963, Walter Lippman wrote of Fulbright: "The role he plays in Washington is an indispensable role. There is no one else who is so powerful and also so wise, and if there were any question of removing him from public life, it would be a national calamity."

After serving five consecutive terms in the U.S. Senate, Senator Fulbright was defeated in Arkansas' 1974 Democratic primary. He then served as counsel to the Washington law firm of Hogan & Hartson and remained active in support of the Fulbright Program. He received numerous awards from governments, universities and educational organizations around the world for his efforts on behalf of education and international understanding. In 1993, he was presented the Presidential Medal of Freedom by President Clinton.

Senator Fulbright was married to Elizabeth Williams Fulbright for more than fifty years, from 1932 until her death in 1986. They had two daughters: Roberta Fulbright Foote and Elizabeth Fulbright Winnacker. Senator Fulbright married Harriet Mayor in 1990.

On February 9, 1995, Senator J. William Fulbright died in Washington, D.C., at the age of 89.



Foreword

Materials for Fulbright Scholar Liaisons:

We offer a special section for Scholar Liaisons on our website at www.cies.org/on-campus which has a variety of additional resources for you, including:

- A PowerPoint presentation so you can conduct your own campus workshop
- A list of designated Campus Representatives around the country
- The IIE/CIES workshop and conference schedule

Welcome to the Fulbright family! You are part of a vital network of representatives at colleges and universities across the country that directly supports the flagship academic exchange program for the United States. Your role is essential to the Fulbright Scholar Program's success. As the primary source of information about the program on your campus, you are also in a position to identify Fulbright candidates and assist them in applying for grants. In addition, you can help your institution apply to host a Fulbright Visiting Scholar or Outreach Lecturer. We at the Institute of International Education's Council for International Exchange of Scholars (CIES) stand ready to help you in any way we can. Our outreach team will work directly with you to provide information, promotional materials and other assistance you may need. We hope this handbook will assist you as you prepare to offer guidance to your colleagues on Fulbright Scholar grants. If you have questions or need additional information, please do not hesitate to contact us at outreach@iie.org or **202.686.6242**.



As the primary source of information about the program on your campus, you are also in a position to identify Fulbright candidates and assist them in applying for grants.

Welcome

Dear Scholar Liaison,

Greetings! As a former Fulbright Scholar Liaison, I am absolutely delighted to welcome you to the Fulbright family and most importantly, to thank you for the extraordinary work that you do promoting Fulbright opportunities on your campus. Your hands-on, proactive approach to working with faculty, staff, and administrators on the Fulbright Scholar Program is perhaps the most important means to provide a consistent and strong message about Fulbright. Your willingness to talk in both formal and informal settings about the program can make all the difference in whether or not a scholar takes that first step in applying for a Fulbright. From my own experience as a Scholar Liaison, I know that faculty greatly appreciate and value the ability to talk with a colleague that has direct experience with Fulbright. There is no substitute for your work!

Your messaging about the Fulbright Scholar Program could not be more timely. With increasing emphasis on campus internationalization and global engagement, the Fulbright Scholar Program is the ‘gold standard’ for implementing an internationalization strategy that will reap enormous benefits not just for the individual scholar but also for the campus as a whole. We can’t underestimate the value of a Fulbright grant to meet any number of internationalization goals such as engaging students in the classroom, promoting education abroad, implementing curricular enhancements, and developing new international partnerships for research, teaching, and exchange. And this is only the beginning! With opportunities for administrators and visiting scholars, Fulbright is at the forefront of developing and deepening campus internationalization.

And you couldn’t have a better team in place to support your work. Consider the outreach team at IIE/CIES as part of your team in promoting Fulbright. Reach out to them for any questions on the program and take advantage of the array of resources provided in this handbook.

I look forward to working with you and to having the opportunity to meet you to thank you for your efforts on behalf of the Fulbright Scholar Program.

MARÍA DE LOS ÁNGELES CRUMMETT, PH.D.

*Executive Director, CIES
Deputy Vice President, Scholar Exchanges
Institute of International Education (IIE)*



MARÍA DE LOS ÁNGELES CRUMMETT, PH.D.

*Executive Director, CIES
Deputy Vice President, Scholar Exchanges
Institute of International Education (IIE)*

“With increasing emphasis on campus internationalization and global engagement, the Fulbright Scholar Program is the ‘gold standard’ for implementing an internationalization strategy that will reap enormous benefits not just for the individual scholar but also for the campus as a whole.”



Section **2**

Fulbright Scholar Program Information

“The Fulbright Program aims to bring a little more knowledge, a little more reason, and a little more compassion into world affairs and thereby to increase the chance that nations will learn at last to live in peace and friendship.”

J. WILLIAM FULBRIGHT

An Introduction to the Fulbright 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 more than 325,000 participants—chosen for their leadership potential—with the opportunity to observe each other’s political, economic and cultural institutions, to exchange ideas and to embark on joint ventures of importance to the general welfare of the world’s inhabitants.

The Fulbright Program was established in 1946 under legislation introduced by former Senator J. William Fulbright of Arkansas. The Fulbright Program is sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs. Currently, the program operates in approximately 155 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. Foreign governments, through their bi-national commissions or foundations, also contribute directly to the Fulbright Program. Under a cooperative agreement with the Department of State, the Council for International Exchange of Scholars (CIES) assists in the administration of the Fulbright Scholar Program for faculty and professionals. CIES is a division of the Institute of International Education (IIE).



The Fulbright Program has provided more than 325,000 participants with the opportunity to observe each other’s political, economic and cultural institutions, to exchange ideas, and to embark on joint ventures of importance to the general welfare of the world’s inhabitants.



Fulbright Scholar Program Facts

Program Snapshot:

- Approximately 8,000 Fulbright grants are awarded each year to scholars, students, teachers, artists, writers, and professionals.
- Approximately 900 foreign Fulbright scholars and 1,200 U.S. Fulbright scholars receive awards to lecture and/or conduct research each year.
- Fulbright alumni are recipients of 53 Nobel Prizes, 78 Pulitzer Prizes, 28 MacArthur Foundation Awards, and 16 U.S. Presidential Medals of Freedom.



Core Fulbright U.S. Scholar Program

The Fulbright U.S. Scholar Program provides awards through an annual competition to more than 800 U.S. scholars and professionals to lecture and/or conduct research at institutions in more than 125 countries in a wide variety of academic disciplines. Program duration ranges from a semester to an academic year.

International Education Administrators Program

The International Education Administrators (IEA) seminars help U.S. international education professionals and senior higher education officials create empowering connections with the societal, cultural and higher education systems of other countries. Grantees have the opportunity to learn about the host country's education system as well as establish networks of U.S. and international colleagues.

Fulbright Visiting Scholar Program

The Fulbright Visiting Scholar Program provides awards to approximately 900 foreign scholars from over 150 countries to conduct postdoctoral research at U.S. institutions from an academic semester to an academic year.

Fulbright Scholar-in-Residence Program

The Fulbright Scholar-in-Residence Program (S-I-R) enables U.S. colleges and universities to host foreign academics to lecture on a wide range of subject fields for a semester or academic year.

Outreach Lecturing Fund

The Outreach Lecturing Fund (OLF) provides funding for campuses to host Fulbright Visiting Scholars, who are already in the United States, for short-term speaking engagements. Special consideration is given to campuses that have not previously participated in the Fulbright Scholar Program.

Fulbright Faculty Development Programs

The Fulbright Faculty Development Programs include the Fulbright Visiting Scholar Program for Iraq and the Fulbright Junior Faculty Development Programs for Lebanon and the Palestinian Territories, which are designed to bring junior scholars to U.S. host institutions for faculty development, mentoring and cultural exchange activities.

Fulbright Arctic Initiative

The Fulbright Arctic Initiative will create a network to stimulate international scientific collaboration on arctic issues while increasing mutual understanding between people of the United States and the people of other countries. Using a collaborative model to translate theory into practice, participating scholars, professionals and applied researchers will address public-policy research questions relevant to arctic nations' shared challenges.

Fulbright NEXUS Program

The Fulbright NEXUS Program brings together junior scholars, professionals and mid-career applied researchers from the U.S. and Western Hemisphere nations for a series of seminar meetings and an exchange experience.

For more detailed descriptions of these programs, and to search all Fulbright programs, visit www.cies.org/programs.



Benefits

Fulbright Scholar Successes:

A number of Fulbright Visiting Scholars have risen to leadership positions throughout the world. These include:

- **Boutros Boutros Ghali**
*United Nations
General Secretary, Egypt*

- **Han Seung-Soo**
*President, United Nations
General Assembly, Korea*

- **Włodzimierz Cimoszewicz**
Prime Minister, Poland

- **Ingvar Carlsson**
Prime Minister, Sweden

- **Andreas Papandreou**
Prime Minister, Greece

- **Alejandro Toledo**
President, Peru

- **Fernando Cardoso**
President, Brazil

- **John Atta Mills**
President, Ghana

- **Sebastián Piñera**
President, Chile

A significant hindrance to participation in the Fulbright Scholar Program over the last decade was the inability of the program to fully match salaries and benefits. Given that many academics do not teach full time and many married faculty have two-income households, it is sometimes difficult for faculty to afford participation. If institutions can provide some supplemental income or continue benefits while a scholar and perhaps the scholar's family is abroad on a Fulbright grant, faculty may be more willing to spend a few months or an entire academic year overseas. When proposing methods that your institution can use to encourage faculty participation, it may also be helpful to let administrators know what stipends and benefits are currently available to Fulbright Scholars. These vary from country to country. You may familiarize yourself with the stipends and benefits of a particular country by checking the Benefits Table, which can be found in the Catalog of Awards available at catalog.cies.org.

Benefits to Fulbright Scholars

Since its establishment more than 60 years ago, the Fulbright Scholar Program has served as an excellent vehicle for faculty development and inspiration. For both U.S. and visiting scholars, the program:

- Provides a unique opportunity to gain a new perspective on how a discipline is perceived and taught in another country.
- Allows faculty to develop skills teaching courses from a comparative perspective.
- Fosters intellectual rejuvenation and acts as a catalyst for scholarly activity.
- Inspires changes in research paths.
- Leads to scholarly publications, paper presentations, artwork and creative performances.
- Allows grantees to develop international contacts and participate in collaborative research.
- Strengthens or develops language skills.
- Provides personal satisfaction of instituting new ideas and programs at both home and host institutions.
- Encourages collaborative relationships between Fulbrighters and scholars, laboratories and institutions from other nations.
- Increases the international visibility of participating scholars and their work.
- Provides the opportunity to immerse oneself in another culture.

Benefits to Home/Host Institutions

As student populations at U.S. colleges and universities, and American society as a whole, become more diverse, institutions of higher education need to adapt to the increased demand for a more internationalized and multicultural curriculum. The Fulbright Scholar Program provides an excellent, well-established means of addressing these needs. The program:

- Provides students with access to the international expertise and scholarly perspectives of foreign academics and professionals as well as returning scholars.
- Introduces faculty and students to new teaching methods.
- Provides institutions with excellent resources for making campuses and communities more international.
- Affords institutions a means of addressing the multicultural needs of their student bodies. Institutions that cannot hire additional full-time faculty can offer their students access to lectures, courses and programs targeting particular cultures, world areas or disciplines.
- Aids students and faculty wanting to study or conduct research abroad. A significant number of Fulbrighters say that during and after their grants, they assist in advising students and colleagues who want to go abroad.
- Results in the development of exchange programs for the home and host institution's faculty and students.
- Encourages foreign students and faculty to come to the United States for study and research.

Why Participate in the Fulbright Scholar Program?

The role of the Fulbright Scholar Program as an instrument of public diplomacy and international service has been recognized from its inception and has served as the rationale for continued federal funding. By providing students and communities with access to foreign scholars, faculty and professionals with international experience and insights, the program helps foster mutual understanding between nations and people. The program:

- Encourages international partnership between academic and professional institutions.
- Challenges stereotypes about the United States and other countries and cultures.
- Strengthens international competence by providing the cultural sensitivity and increased language skills needed to successfully engage in international relations.
- Enhances economic competitiveness by sharing the international skills and knowledge necessary to participate in global economic affairs.
- Increases global understanding through outreach programs utilizing foreign scholars or returned Fulbrighters.



Benefits by the Numbers:

The Fulbright Scholar Program provides institutions with excellent resources for making campuses and communities more international. Of those surveyed:

73% of Fulbright Alumni have incorporated aspects of their Fulbright experiences into courses.

64% of Fulbright Alumni have broadened the international aspects of their teaching and research.

51% of Fulbright Alumni have become more involved with colleagues from other countries.

U.S. Scholar Case Studies

Before my Fulbright grant, we had not traveled much, besides trips to nearby Canada. So our view of the world was through a rather narrow window. Living and teaching in China for a year changed our point of view and (to use a popular Chinese phrase) “broadened our horizons” about 8,000 miles worth! For myself, I saw my discipline, country, and teaching methodology in an entirely different light. My Fulbright year made me want to go home and strenuously advocate for all the facets of our educational system that we are so fortunate to have — freedom of speech, respect for innovation and creativity, and faculty initiative and empowerment.

Amy Werbel
11-12, China

Fulbright gave me a unique chance to consider and reevaluate my own culture and its impact in the world in a different context. In the US I teach world literature, but this is the first time I have had the opportunity to teach English and American literature, and African American literature and music (for which there is HUGE enthusiasm here). It has been a fascinating experience and really helped me to better understand the impact of English and American culture on the world - for example, realizing how much impact Enlightenment ideals and the development of democratic thought is having (or not having) now in Central Asia. I also have learned a great deal about Central Asia, and had a chance to reevaluate how I think about this area of the world, and to question many of the assumptions I have had about what is, for example, progress, happiness, success, etc. Our American experience of dealing with colonialism, Europeanization, racial difference has been experienced very differently here, and it is a society we can learn from as well as teach. Certainly for my son, who spent 5th grade here, it is unforgettable. I don't even know quite how it will shape his life, but I am sure he will never be quite the same.

Anna Oldfield
10-11, Kazakhstan

It was indeed a transformative experience for me. I didn't expect this, but I found that teaching abroad gave me more self-confidence as an academic, and since I returned I find myself taking on new responsibilities at my home institution. Furthermore, the time the Fulbright allowed me to dedicate to research has enabled me to rethink perspectives on microfinance and development in general. Having studied microfinance off and on for 20 years, I was feeling like I had exhausted the topic, but now I see myriad new areas for investigation that I had not anticipated. Meanwhile, working in the field always grants one the opportunity to develop one's own skills on data gathering methods, analysis, and interpersonal relations. Finally, a surprisingly gratifying aspect of the Fulbright experience was maintaining a blog, in which I focused my efforts on relating my experiences and my preliminary findings to a non-academic audience. Although it's the publications that my home institution values most, I think for me personally the blog is my proudest achievement so far, along with the class I taught and the colleagues and friends I made there.

Dwight Haase
12-13, Palestinian Territories

This has been an amazing half-year for me. Intellectually, it has been incredibly invigorating and has allowed me to make significant progress in my writing. Personally, although I have previously spent time in Israel I continue to learn about alternative ways of “being in the world,” and our stay through the war in Gaza and now the elections has been mind-opening. For my children, though, who we have enrolled for the year in Hebrew public schools, this has been an incredibly transformative year that is also coming with its share of (I hope productive) challenges.

Michael Satlow
12-13, Israel

This experience has transformed my view of the Middle East. This is a far more diverse region than I ever knew with very diverse people and perspectives. The experience has also opened my eyes to the opportunities for cinematic storytelling around the world. One of the more interesting experiences was watching the film, *The Light in Her Eyes*, with a Jordanian and Syrian audience at the Rainbow Theater in Amman. Americans made the documentary about a woman who teaches the Qur'an to girls in Syria before the recent civil war. The discussion afterwards was very interesting, as many Syrians and others from the region thanked the filmmaker for showing a very truthful representation of this part of the world, one that they felt rarely gets seen. Even then, there was some controversy over some of the scenes in the film. But I felt that experience represented my own journey of learning the nuances of the diversity of this region in issues related to politics, religion, gender, dress, etc. I plan to have the director bring this film to my campus. I think it is one of the best ways I could represent what I have learned here. Previously, I had no knowledge or interest in cinema from the Middle East. This experience has reawakened my passion for the power of the camera to show us the way other people live, see, love, struggle, and change. I'd like to do what I can to promote Middle Eastern films in the US, in my city, and on my campus. There is so much to learn, and this experience just showed me the tip of the iceberg. I hope to be able to explore more over the years to come.

Michael Smith
12-13, Jordan

The chance to apply for a Fulbright struck me as a chance to reinvigorate myself as an artist and a teacher. My previous experience teaching abroad had changed me by showing me a different culture, but also by showing me how unique American culture was....While my professional life has been restarted by the chance to read, teach advanced courses in my discipline, I also found myself changed personally. By immersing myself in a new culture, in a country that I had visited briefly a few years before, I found new strength in myself to meet challenges and new sense of self-confidence. Merely navigating public transportation gave me confidence that I have brought back with me and I feel confident in asking for more help at my job, and more responsibility. I rediscovered my sense of adventure, and I remembered how to relax. Being flexible and open is key to succeeding at a Fulbright, but this is also key anywhere. Going to Bosnia and Herzegovina without any expectations meant I was open to learning. I wandered the city of Mostar, and the country with my eyes open, and a camera in hand. I enjoyed recording my adventures on a blog and social media, more for a way to understand my own experience....The chance to both teach at a very simple level, and to have time to study and investigate a new culture meant that I was once again a student. Things there were as new and fresh to me as I hope the subject of my classes was to my students....And while, as a child of an immigrant, I had some awareness of the challenges faced by an immigrant, I now have a deeper awareness of the difficulties many of my own students face.

Amy Gilley
13-14, Bosnia and Herzegovina

Ross Stewart
11-12, Kenya

I am very grateful for my Fulbright experience. My wife and I have had previous overseas experiences but none in Africa. Kenya was a new country for us and it gave us the opportunity to make a start in understanding and appreciating Kenya and its role in East Africa...This was a chance for us to learn about how higher education can help build capacity and add to human flourishing in Kenya. The personal stories of students I taught and their families' desire and sacrifice to provide educational opportunities were inspiring and challenging...The relationships that developed with students, staff and faculty enriched our experience...Living in Kenya was a transformative experience. To live beyond our comfort zone, broaden our knowledge of Kenya and the Horn of Africa, and to be challenged to see other ways of assessing the quality of one's life was challenging and enriching.

U.S. Scholar Case Studies

The most significant experiences from Fulbright relate to both research and teaching. While in Chile, I have conducted interviews with many policy makers, government officials, and scholars in attempting to understand differences in economic policy choices under left governments not only in Chile but elsewhere in Latin America. I have also interviewed officials in Argentina and Uruguay to supplement my findings. I also presented ideas from my research in a seminar that generated rich and helpful discussion that will greatly improve my project. My fieldwork has led to discoveries that never would have been possible if I had not participated in the Fulbright program.

Additionally, I have had the opportunity to interact with faculty members at the Catholic University in Santiago that is nurturing opportunities for future projects. I am excited by the research projects that I plan to engage in with scholars in Chile that Fulbright has helped to spawn. In fact, I have several possible projects with different Chilean scholars that not only should produce useful findings but will also help to spearhead better relations between the U.S. and Chile which would not have been possible without the support of Fulbright. From a personal standpoint, I have also made many new friends — both graduate students and faculty — who I have shared and traded ideas with and socialized with that has made the Fulbright experience all the more special.

Moreover, my teaching experience has helped to promote and develop critical thinking skills among graduate students that I hope will enable them to advance in the program and ultimately impart such ideas to future students.

Glen Biglaiser
12-13, Chile

I would characterize this experience and its benefits as involving stepping in and stepping back. My wife and I immersed ourselves in a new culture and a new city, took our time to get to know people that I met professionally or that we met informally.

I was able to experience a different educational environment. This was important, in terms of skills development— enhancing my ability to share thoughts and aspirations with people from very different backgrounds and to discover the international aspects of humor, to honor people's differences and discover all of our similarities. This also involved stepping back from our normal routines, adopting a different pace, opening up more time and mental capacity to look at old challenges in new ways. We return to the U.S. filled with many rich experiences to share friends and colleagues based on our interaction and friendships with Spanish people, as well as our experiences with the U.S. consulate. We also return with fresh eyes that will enable us to look at our places, our habits, our institutions, our laws and policies, and our lives in new ways.

This is the recipe for being able to introduce creative new ideas and approaches to all of the things we do. In addition, I return home with many new colleagues and friends. One of the first things I will do is arrange for Skype capability at my office in order to be able to advance those relationships and undertake more extensive research. This will be immensely more feasible because of the relationships that I have built during the time of my Fulbright grant. Finally, Spain is no longer just a concept to me. It is a place filled with people, flora, and fauna that are very much like those in the U.S., and weather very similar to that which we experience in Northern California. We see it now in parallels and differences, struggles and successes, rather than as a position on a map.

Steven Weissman
13-14, Spain

I am thrilled when a colleague says she will change her teaching technique after watching me; or I get a text from a student now in Jakarta or Kalimantan crediting my talk on how to take a job interview for getting them the job; or a public service employee mentions changing a procedure based on my lecture.

Thomas Weeks
11-12, Indonesia



The Scholar Liaison Network

Section **3**

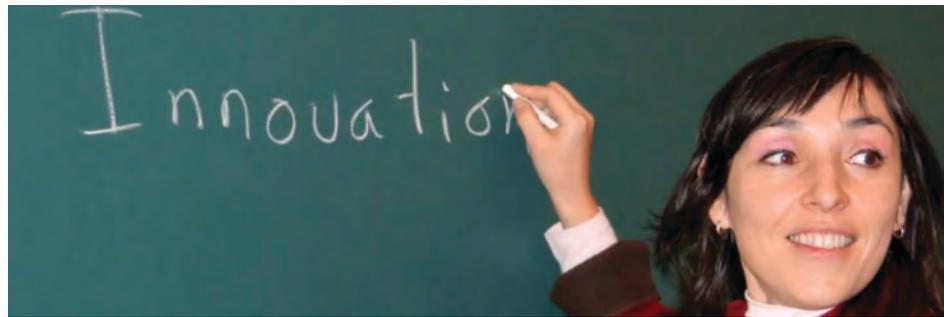
The Fulbright Scholar Liaison Network is a community of higher education administrators and faculty at campuses across the United States. They work in every type of accredited institution of higher education, including research universities, liberal arts colleges, community colleges, Asian American and Native American Pacific Islander Serving Institutions, Historically Black Colleges and Universities, and Hispanic Serving Institutions.

The Role of Scholar Liaisons

About the Network:

The main purpose of this network is to facilitate increased participation in the Fulbright Scholar Program via institutional level support and peer-to-peer engagement. The role of a Scholar Liaison centers on five main activities:

- P**romote Fulbright Scholar Programs
- E**ducate faculty & administrators about opportunities
- E**ncourage candidates
- R**ecognize returned Fulbright grantees
- S**upport the development of Fulbright-friendly institutional policies



The Fulbright Scholar Liaison Network is a community of higher education administrators and faculty at campuses across the United States. They work in every type of accredited institution of higher education, including research universities, liberal arts colleges, community colleges, Asian American and Native American Pacific Islander Serving Institutions, Historically Black Colleges and Universities, and Hispanic Serving Institutions. Participation in the Scholar Liaison Network includes a wide range of higher education administrators. In 2013, senior-level administrators constituted the largest type of administrator represented within the Scholar Liaison Network at 26%, with officers and coordinators averaging 9% to the total network.

Promoting the Fulbright Scholar Program

Fulbright Scholar Liaisons are integral to the success of the Fulbright Scholar Program. They play a vital role in promoting the program by sharing information, establishing themselves as the point person for inquiries and in understanding the value of the Fulbright Scholar Program as a means for faculty development.

Promoting the Fulbright Scholar Program is a primary objective of the Fulbright Scholar Liaison. The following are suggestions for promoting the Fulbright Scholar Program on your campus:

- Make sure that faculty and staff know that you are the Scholar Liaison for the Fulbright Scholar Program.
- Familiarize yourself with the CIES Website at www.cies.org, so that you can more confidently direct potential applicants to the Web for the program information and application materials they need.
- Host your own campus workshop using the PowerPoint presentation available at www.cies.org.
- Identify faculty and staff that may be interested in lecturing or conducting research abroad and discuss grant opportunities with them.
- Ask your institution's Fulbright alumni to write or give lectures about their experiences abroad for other faculty.

- Use the faculty/staff newsletter to highlight the Fulbright Scholar Program, the current competition, as well as grantees and alumni from your institution.
- Discuss grant opportunities, benefits of participation and ways to encourage institutional support with department chairs, deans and your institution's president.
- Distribute Fulbright flyers to faculty and post flyers in prominent locations.

Educate Faculty & Administrators About Opportunities

As the main point of contact for the Fulbright Scholar Program on campus, Scholar Liaisons are asked to be familiar with and share as much information as possible with their faculty and administrators. Scholar Liaisons are encouraged to:

- Identify Fulbright alumni on campus and use them as resources in sharing the Fulbright experience
- Invite locally affiliated Fulbright Visiting Scholars to speak on campus through the Outreach Lecturing Fund
- Publicize area Fulbright events and activities in campus-wide newsletters and announcements
- Work with returned scholars to publish articles about their experience and the impact it has had on the campus

Encourage Candidates

An obstacle that faculty face in applying for the Fulbright Scholar Program is uncertainty in terms of what opportunities are available to them within the program. Scholar Liaisons are encouraged to:

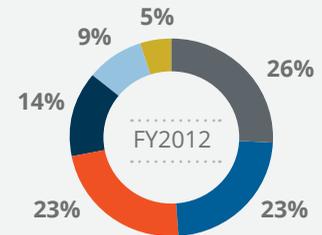
- Use Fulbright alumni on campus to identify and select candidates for the program
- Form review committees for applicants interested in applying to provide feedback on project statements
- Work with the local chapter of the Fulbright Association to host networking events
- Suggest faculty consider the Fulbright Scholar Program as a sabbatical activity

Recognize Returned Fulbright Grantees

Many Fulbright Scholars who have returned from their grant are energized and eager to discuss their Fulbright experiences. They can be excellent resources in encouraging colleagues to consider Fulbright opportunities for themselves and serve as concrete examples of how your institution has supported faculty development and international educational exchange:

- Acknowledge returned Fulbright Scholars at an international recognition coffee hour, luncheon or reception
- Publish names of grant winners in campus newsletters & newspapers

Scholar Liaisons by Academic Title



“The Fulbright experience has enabled me to be an effective spokesperson for the Fulbright Program and has provided personal experiences which allow me a deeper ability to promote international experiences in general. I have spoken to many about my experiences and encouraged many students and others to incorporate study abroad into their education. As a development professional, I’ve used my experiences to provide a more impassioned approach to raising funds for international study experiences.”

SUSAN CONSTANTINE

Director, Corporate and Foundation Relations, Agnes Scott College, Decatur, Georgia

Faculty participation in the Fulbright Scholar Program will only occur if institutions visibly support the program.

- Interview returned Fulbright Scholars for campus publications
- Send letters of congratulations to grantees signed by the President, Vice President or Dean

Support the Development of Fulbright-Friendly Institutional Policies

If the resources and opportunities offered by the Fulbright Scholar Program are utilized, U.S. colleges and universities can reap significant benefits. Faculty participation will only occur, however, if institutions visibly support the program. Department chairs, deans and senior administrators must be convinced of the value of the program, and they must then let their faculty know that they believe in the importance of international educational exchange and provide incentives for faculty involvement in the Fulbright Program. Scholar Liaisons are encouraged to:

- State how Fulbright demonstrates an institution’s commitment to faculty development and international programs.
- Make faculty exchange part of the campus strategic plan.
- Acknowledge overseas experience with merit salary review and tenure decisions.
- Recognize faculty grantees as well as Visiting Scholars on campus. Faculty should perceive that the administration understands how distinguished an honor it is to receive such a highly competitive grant.
- Develop an institutional philosophy supporting international involvement, whether it is through the Fulbright Program, other academic exchange programs or other initiatives.
- Proclaim a commitment to faculty involvement in international exchanges in the campus strategic plan or mission statement and the faculty manual.
- Permit sabbaticals to be used for Fulbright assignments.
- Top-off grants for Fulbright recipients on a case-by-case basis or universally.
- Continue to provide important benefits, such as health insurance and retirement contributions, to faculty receiving Fulbright grants.
- Articulate the value of overseas experience by establishing performance expectations that include such experiences and adjusting merit salary review criteria to acknowledge international activity.
- Include international expectations in the tenure and promotion process and reward such activities.
- Continue the tenure clock for junior faculty on Fulbright grants.
- Encourage faculty to develop courses, seminars and programs using their international experiences.
- Bring returning faculty directly into institutional efforts at internationalizing the campus by appointing them to curriculum committees, international task forces or advisory councils.
- Urge Fulbrighters to share their experiences in campus and community lecture series and symposiums and through local media.
- Encourage academic departments to submit Fulbright Outreach Lecturing Fund or Fulbright Scholar-in-Residence proposals.

Recruitment and Maintenance

In June 2013, the Scholar Liaison Network became an opt-in community, where institutions were required to express continued interest in participation in the Program.

At the start of every competition, an analysis is conducted to identify institutions that are not currently represented within the network of Scholar Liaisons. As institutions are identified, an initial email is sent to the Vice President of Academic Affairs of an institution requesting that they appoint a Scholar Liaison.

After the initial round of emails are sent, and updates are completed within the Scholar Liaison database, a second stage of analysis and outreach is done to college presidents of institutions who have yet to appoint a Scholar Liaison. This outreach is done annually and is continually managed throughout the year.

As Scholar Liaisons are added to the database, emails are sent monthly to ensure that the most up-to-date program information is shared with as wide an audience as possible. Updates to the Scholar Liaison Network occur throughout the year and participation in the program is assessed monthly.

An analysis conducted in October 2010 indicated that there is an 18% overlap between Fulbright Scholar Liaisons and Fulbright Program Advisors. This overlap consists primarily of the Scholar Liaisons who work in International/Global/Study Abroad. Due to the difference in nature of the audiences for these respective programs, the focus of joint outreach efforts should center on the development of institutional policies to encourage both faculty and student participation in Fulbright programs.



The Scholar Liaison Network is an opt-in community; its success relies on institutions providing IIE/CIES with current and accurate information for their campus. If you are no longer the Fulbright Scholar Liaison, please let us know who the new representative is as soon as possible.



Training

About the Training Workshop:

At this workshop you will:

- Explore how you can increase the number of Fulbrighters from your institution
- Become informed about new Fulbright Scholar Program innovations and updates
- Learn ways to promote the Program on your campus
- Discover how you can help faculty shape a competitive application
- Learn about the assistance and materials IIE/CIES provides to Scholar Liaisons
- Receive a kit of promotional materials to use on your campus
- Meet and exchange ideas with other Scholar Liaisons
- Speak with CIES staff members about specific Fulbright opportunities for your faculty and institution

Registration is free for the all-day workshop and breakfast and lunch are provided.



IIE/CIES hosts up to four Scholar Liaison Workshops per year, including one in Washington, D.C. each February. These trainings are the most comprehensive presentation available on Fulbright Scholar Program opportunities for faculty and professionals.

Scholar Liaison Workshops are one-day workshops that give a complete overview of all the Fulbright Scholar awards sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs.

During the workshops, program staff present highlights and updates for the current award competition. Scholar Liaisons meet senior program staff and are introduced to the Fulbright Scholar Program PowerPoint, with the goal that after the workshop, Scholar Liaisons will be adequately trained to give this same PowerPoint presentation on their campuses.

Scholar Liaisons also spend significant time discussing strategies in promoting the Fulbright Scholar Program on their campus, as well as best practices in creating a Fulbright-friendly culture and administration at their institution.

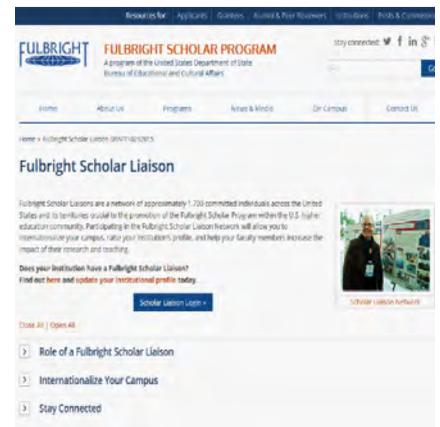
IIE/CIES looks forward to hosting you at the next Scholar Liaison Workshop! We are here as a resource for you; the answers to your questions about the Fulbright Scholar Program are just an e-mail or phone call away.

For program staff contact information, visit www.cies.org/contact-us.

Resources

CIES has a website for Scholar Liaisons to assist in the promotion of the Fulbright Scholar Program with their faculty and administrators. Visit <http://www.cies.org/on-campus> to:

- View a list of U.S. scholars to use as resources for invitation letters, campus review committees and advisory boards, as well as for more information about the Fulbright experience: www.cies.org/fulbright-scholars
- Search a list of visiting scholars to invite to your campus for the Fulbright Outreach Lecturing Fund. Updated in October, the list can be searched by geographic location, home country and academic discipline: www.cies.org/fulbright-scholars
- Download flyers, PowerPoint presentations, and other useful publications from the Scholar Liaison Toolkit: www.cies.org/virtual-toolkit
- Search for and contact other Scholar Liaisons by using the Scholar Liaison listings which are available by state and institution: www.cies.org/campus-representative-network
- Follow Fulbright on social media to connect and collaborate with prospective Fulbright applicants, grantees, hosts, and other stakeholders and to learn more about the program in a more informal setting. See the social media directory on the [inside back cover](#) of this handbook for more information.



Familiarize yourself with the CIES Website at www.cies.org, so that you can more confidently direct potential applicants to the Web for the program information and application materials they need.

Campus Spotlight

“The Office of International Programs, the Center for Faculty Innovation, and the Office of Diversity at James Madison University work together to provide faculty necessary support for enhancing their career goals in research, teaching, and service. This collaborative approach sends a powerful message about university support for the Fulbright Program.”

EDWARD J. BRANTMEIER

*Assistant Director,
Center for Faculty Innovation,
James Madison University,
Harrisonburg, Virginia*

While CIES works to train Scholar Liaisons to promote the Fulbright Scholar Program on their campus, we also learn many of our best tips from Scholar Liaisons themselves. Around the country, many institutions are setting an example by providing innovative programming to promoting the Fulbright Scholar Program with administrators and faculty.

Here are some examples of the impressive work Scholar Liaisons have completed recently.

Promote

The University of California at Davis, a Top Producing institution, has an impressive website highlighting the Fulbright Program and Davis's participation in it. The website easily directs faculty to information on how to apply for the Program, visiting Fulbrighter profiles, and upcoming campus Fulbright events.

Educate

A Scholar Liaison at Morehead State University arranged for a visiting scholar from China to present on Chinese religion and philosophy through the Outreach Lecturing Fund. The visit was an ideal opportunity for faculty to learn about the Program and see its impact in action.

Encourage

Signs of encouragement from university administration to faculty can be helpful in creating a culture in which faculty feel comfortable applying for the Program. At Seattle University, the provost sends a letter of congratulations to all Fulbright recipients.

Recognize

The Texas A&M University-Central Texas had its first Fulbright Scholar return to campus. The Scholar was able to highlight his achievement in a presentation on his experience for faculty and staff at the university.

Support

At James Madison University, interoffice collaboration on Fulbright promotion efforts sends a message to faculty that the university as a whole supports the Program. The Office of International Programs, Center for Faculty Innovation and Office of Diversity work together to host events that celebrate Fulbright and coach faculty in their applications.

Scholar Liaison Case Studies



Attending a Fulbright Scholar Scholar Liaison Workshop

I am not sure whether it was dumb luck or divine intervention, but when I first requested and was granted permission to attend the Scholar Liaison workshop in Washington, D.C., I fell ill just before the date. The next workshop was in Malibu, California, and wouldn't you just know it, but our campus was undergoing assessment and scheduled for our visit from NASAD. And so, I had little choice but to ask if I could attend the next workshop in San Juan, Puerto Rico—in November!

Of course, the sunshine was bright and the breeze delightful, but it was not until I was in that room with 30 other campus reps did everything really light up. I came to the workshop as a new campus rep, trying to glean as much as I could from other reps, other institutions who had robust, developed programs so that I could bring back to FIT what our campus so richly deserves —

a platform from which to encourage and support the amazing faculty who have so much to offer through a program like Fulbright.

I was not disappointed. Athena Fulay and Andy Riess expertly led the program, both delivering clear and explicit explanations of programs and resources, complete with humorous anecdotes, courtesy of Andy. The other attendees could not have been more collegial or more generous.

I learned a great deal about so many different ways in which Fulbright opportunities can be fostered on a campus, and am happy to report that we have a growing Fulbright community at FIT in NYC.

Melanie Reim

Associate Professor, Chairperson of the MFA in Illustration and faculty in the Illustration programs at the Fashion Institute of Technology in New York City

Scholar Liaison Case Studies



Hosting a Campus Visit in Oregon

Faculty may wonder how to be successful when seeking a Fulbright to teach or do research overseas. Over the years a number of proposals have started as we discuss areas of expertise, countries of interest, and language abilities. Faculty usually walk away with a “to-do” list and renewed enthusiasm for their project. Sometimes they come back with questions or drafts to read.

For many of the past ten years, however, PSU has hosted Fulbright senior program officers from the Council for International Exchange of Scholars (CIES) as they present the range of programs and, sometimes, meet with our faculty one-on-one. CIES officers visit our sister institutions in Oregon and Washington, giving colleagues at UW, OSU,

UO, and many others, the same opportunity. Working with counterparts at those institutions, we share expenses and schedules for our CIES experts. Sometimes campus visits include a panel of Fulbright Alumni from our institution. It’s a great way to get faculty talking about their experiences and begin mentoring future Fulbrighters.

Hosting a program officer is an excellent way for Scholar Liaisons to learn more about Fulbright programs, too, sometimes over lunch or a cup of coffee. If your institution hasn’t hosted a session in recent years, I recommend it highly.

Debra Clemans
Office of International Affairs,
Portland State University



Hosting Statewide Visits in Iowa

The state of Iowa has three public universities that are part of the Board of Regents system — the University of Iowa, Iowa State University and the University of Northern Iowa. A few years ago, Fulbright Faculty Scholar Liaisons began to collaborate in their Fulbright promotion efforts in order to be more effective and to save costs. In March of 2011, we invited Athena Mison Fulay, Manager of Outreach and Communications at CIES, to come and visit all three institutions. On March 22, she presented at the University of Iowa, on March 23 at the University of Northern Iowa, and on March 24 at Iowa State University. Daily activities at each institution included a faculty workshop, an administrator workshop, an alumni meeting, a senior

international officer meeting, individual faculty member meetings, reception(s), and student workshops. The faculty workshops were very well attended, with up to 50 faculty members per workshop. Cost sharing made the visit cost effective. Thus, the three Regent institutions are planning similar events for November 2014. Some of the lessons learned are: the need for early planning as Washington, D.C. representative's schedules are set far in advance, the benefits of inviting faculty from local community colleges and other smaller institutions, and the advantage of having the Provost's office publicize the event. It is also a good idea to offer appetizers and refreshments if your budget allows. Good luck to everyone!

Dr. Nadia Korobova

Executive Director for International Education, Upper Iowa University

(formerly, Associate Director of International Students and Scholars, University of Northern Iowa)

Fulbright

SCHOLAR PROGRAM

Scholar Liaison Case Studies

Working with Texas A&M University Administrators

Linda Edwards

*Director of Community Outreach, Public Partnership
and Outreach at Texas A&M University*

Each year Texas A&M hosts a Fulbright Scholar Workshop in February to announce the opening of the new Fulbright competition and call for proposals giving an overview of Fulbright opportunities. As the campus Scholar Liaison, I have worked with our Dean of Faculties and a former Fulbright Ambassador to provide context for my presentation. Dr. Charles Johnson, who was Dean of the College of Liberal Arts when he went to Japan on an International Education Administrators Fulbright program presents from the faculty point of view with the idea that even a busy Dean can find time for a Fulbright experience. He explains the goals he set and shares the outcomes he achieved as a result. I present the new opportunities for the year and how to get started with the application process. Taking workshop attendees on a tour of the website is an essential part of my session. The Dean of Faculty presents how to prepare from the University perspective and how to plan financially in the event the faculty member is selected as a Fulbright Scholar. The Dean also sends out the announcements about the workshops and this makes for a more successful number of attendees.



In years past I have hosted a Fulbright Scholar panel at the end of each workshop to provide an on-the-ground Fulbright scholar perspective. For the past two years, we have hosted a Fulbright Scholar Reception honoring Fulbright Scholars: Past, Present and Future, sponsored by our Provost and Executive Vice President for Academic Affairs who welcomes participants and encourages faculty to apply. Past and current Fulbright Scholars are designated by “Honored Guest” name tags sporting a ribbon to set them apart from others invited to attend. This designation also identifies them as someone who is willing to talk to our new potential scholars in a networking atmosphere.

This year, I was asked by faculty members from two branch campuses to provide access to the workshop through TTVN videoconferencing. We have a new Law school and this was the first time they had received information about the Fulbright program. Another outcome of the video conferencing session is that a permanent high quality video was provided for faculty who could not attend the workshop that day. These key administrators and programs are important in providing support and encouragement to faculty who want to apply.

Lessons Learned

In the past I have used Fulbright personnel from the home office to present our workshops. This works great if they are available when you need them, but I quickly learned that a lot of Scholar Liaisons had the same idea. The first year I was on my own, was the first time I really had to learn about becoming a Fulbright Scholar. The most important thing I learned was to know the Fulbright website. I began by investigating all the grant opportunities available. I visited country sites, world area sites and become very familiar with searching the Catalogue of Awards. I attended Webinars to learn more and if I couldn't attend on the day they were offered, I listened in to the archived webinars making a list of questions. I watched videos created by Fulbright Scholars and read blogs and reports from the website. Now when I work with potential Fulbright Scholars one-on-one, I usually do it by telephone using the website. Faculty members are excited and surprised at all the resources available.

I also learned not to be afraid to ask questions. Many times over the past eleven years I have contacted Athena Fulay to ask questions. I have never been disappointed.

Scholar Liaison Case Studies

Serving as a Site Host for a Scholar Liaison Workshop

Melissa Teetzel

Sponsored Programs Officer at Pepperdine University

Hosting a Fulbright Scholar Liaison Workshop provides a great opportunity for your institution to deepen its knowledge of the Fulbright Scholar Program. Pepperdine had the opportunity to serve as a site host for the April 2012 Fulbright Scholar Liaison Workshop.

How does serving as a site host work?

Earlier in the year, CIES reached out in search of a site on the West Coast. We gladly agreed and CIES publicized the offering and disseminated all the information to potential attendees. Meanwhile, as the site host, we coordinated with CIES regarding facilities and accommodations.

What is your institution responsible for?

As the site hosts, we were essentially responsible for identifying a space on campus for the workshop, arranging for breakfast and lunch, and providing information on local accommodations to attendees. CIES staff set the agenda, delivered the presentations, brought the materials, and covered the expenses. Athena Fulay and Andy Riess traveled to the workshop and made it a pleasure to partner with them in this offering. A couple of months prior to the workshop we coordinated with Athena Fulay and CIES staff regarding possible meeting locations and about possible restaurants for the reception that would be held the evening prior.



Malibu happens to be a lovely place to gather in April. Ultimately, for the reception we spent the evening at Geoffrey's, a restaurant that overlooks the ocean, with other Scholar Liaisons, Fulbright alumni who live in the Greater Los Angeles area, and current Fulbrighters whose host institutions were in the Los Angeles area. Then, for the workshop the following day, we gathered at our undergraduate college's Center for Communication and Business and were joined by campuses representatives who had traveled from as far as Fairbanks, Alaska, and Cambridge, Massachusetts.

What material did the Scholar Liaison Workshop cover?

Andy Riess and Athena Fulay accomplished the two primary objectives of the workshop—to acquaint participants with the details of the Fulbright Scholar Program and to facilitate a discussion about best practices for promoting the program and increasing participation among faculty. We appreciated hearing the case studies of how other campus incentivized participation by meeting the needs that faculty experience. We continue to refer to policies other schools have adopted regarding how Fulbright interacts with tenure, release time, health benefits, and compensation when we share with deans and other stakeholders at our

institution. Particularly helpful to the policy conversation is the conversation about how Fulbright brings institutional benefits beyond those that are simply experienced by the grantee. In the afternoon, attendees shared best practices at their own institutions as well.

Why should your institution do it if offered the opportunity?

In all, serving as a site host was a positive experience and one that has set us on the path of making concerted efforts to educate faculty about the Fulbright Scholar Program. We recommend letting your senior administrators know that you are hosting and to explore the possibility of inviting them to the session on promoting the Fulbright Scholar Program when Athena and Andy covered the ways institutions support and acknowledge recipients. Take the opportunity to invite your faculty to the general session on the Fulbright Scholar Program, as this was a great perk of serving as the host.

Scholar Liaison Case Studies

Alumni Contributions at Appalachian State University



In 2002-2003 I had a Research/Teaching Fulbright at Egerton University in Njoro, Kenya, where I taught classes in American and postcolonial literatures, literary theory, and Women's Studies. That experience has helped to shape my career from the time I returned to the United States. First, in 2003, I became the university's "Diversity Scholar" to try to ensure that Plymouth State University in New Hampshire, where I was working at the time, incorporated a greater awareness of diversity and global issues into its curriculum and hiring and recruiting practices. When I moved to Appalachian State University in North Carolina, I was asked to teach classes in World Literature (as opposed to British and American literatures). Next, I was asked to teach a class called "International Experience," one that substitutes for an international experience. Then, when Appalachian started a new Global Studies degree program, I was asked to join

it and essentially retool myself as a Global Studies faculty member. As a result of this move into a new area, I have been asked to give presentations on Global Studies as a form of interdisciplinary study in Kenya (in Fall 2011 I returned to Egerton to teach for a semester), Taiwan, China, UK, Canada, and several universities in the US.

In terms of promoting the Fulbright on campus, I have written nearly a dozen letters of support for faculty applying for Fulbrights. I constantly encourage my colleagues to apply. Sometimes I meet with them to discuss the application process. I emphasize the impact that my Fulbright has had on my teaching, research, and scholarship. In 2006 I was appointed a co-chair of the Fulbright Committee here at Appalachian, where I co-host visiting CIES representatives who then promote Fulbright to the campus community.

Jeanne Dubino

Professor of English and Global Studies at Appalachian State University



Section **4**

Self-Assessment Questions for Universities and Colleges

Regarding Support for Fulbright Programs

Dr. Charles A. Johnson
Fulbright Ambassador
Senior Associate Vice President for Research and Professor of Political Science
Texas A&M University
(February 2012)

For additional information contact Dr. Charles A. Johnson:
cjohnson@tamu.edu or (979) 845-8585

Encouragement

What does the institution do to encourage faculty, departmental, and college engagement with Fulbright Programs?

- Who is the designated Fulbright Scholar Liaison? How is that individual and office supported? Does the Scholar Liaison routinely interact with deans, department chairs, faculty, and students to promote Fulbright Programs?
- Do deans, department chairs, faculty, international program administrators, and students know about Fulbright Programs — Fulbright Scholar Program, Visiting Scholar, Scholar-in-Residence, International Education Administrators, etc.? How are they kept informed?
- Is there an easily found web presence on the institutional website providing Fulbright information and contacts?
- Is there an association of Fulbright Scholars on campus? How does it advance interest in Fulbright Programs?
- Are there offices or mentors on campus who provide advice in the application process for faculty wishing to explore Fulbright Programs? How is their availability made known to those interested in Fulbright Programs?
- Is internationalization a priority for deans and department chairs? Are resources provided at the university, college, and department levels for international activities, including Fulbright Programs?
- Are faculty members encouraged to seek Fulbright Scholar awards and engage with Fulbright Programs?

Recognition and Advancement of International Programs

What does the institution do to recognize Fulbright Scholar awardees and to integrate awardees into institutional programs?

- Does a Fulbright Scholar awardee receive a letter from the president, provost, and dean upon receipt of his or her award? Who drafts the letter? Do department chairs and deans receive letters of appreciation for their support?
- Is there recognition of the awardee upon his or her return to campus?
- Are Fulbright Scholars featured in institutional publications, webpages, newsletters, development materials, etc.?
- Are Fulbright Scholars asked to contribute to curricular development initiatives relating to international programs?
- Are Fulbright Scholars involved with development or fundraising efforts seeking philanthropic support for international activities?

Supporting Awards

What does the institution do to support faculty who receive Fulbright Scholar Awards and their departments and colleges?

- Do institutional policies outline what faculty might expect or request in support of Fulbright Scholar awards? Are there precedents on campus for institutional support?
- Can a Fulbright Scholar expect or request “top-up” funding to supplement the Fulbright award stipend?
- Will a Fulbright Scholar’s institutional benefits package be continued — health, retirement, sick leave, etc.? Will the benefits extend to family members?
- Can sabbatical leaves be used in association with Fulbright Awards? Is there flexibility in the sabbatical leave deadlines to accommodate Fulbright Award announcements?
- Does the institution provide a one-time grant for general expenses not reimbursed by Fulbright or the host institution?
- Are there mechanisms or sources of funding to cover replacement teaching and other responsibilities for departing Fulbright Scholar awardees?
- Are there provisions for allowing, or is there a willingness to allow, spouses or partners working at the institution to accompany a Fulbright Scholar to the host institution and to return to his or her position if they work at the institution?
- What benefits accrue to departments and colleges that support engagement in Fulbright Programs?
- Does support for and engagement with Fulbright Programs enhance department chair and decanal reviews?

Follow-up Support for Awardees and Their Department or College

What does the institution do to support faculty and their department or college upon their return to the institution?

- Are there institutional policies outlining the benefits of faculty receiving major competitive awards such as a Fulbright Scholar Award?
- Does receipt of a Fulbright Scholar Award enhance a faculty member’s annual review? His or her merit award? Consideration for promotion and/or tenure? What mechanisms are in place to assure these considerations?
- Are there programs and support to encourage continued collaborations between the Fulbright Scholar awardee and his or her host institution? Study abroad opportunities? International speaker funds? New course or curriculum development?
- Are department chairs and deans or departments and colleges rewarded for encouraging and supporting Fulbright Scholar awardees?



International Education Administrators Program

Section **5**

The Fulbright International Education Administrators (IEA) Program enables U.S. grantees to establish lasting connections within the social, cultural and education systems of other countries.

About IEA

The International Education Administrators (IEA) seminars help U.S. international education professionals and senior higher education officials create empowering connections with the societal, cultural and higher education systems of other countries. Grantees have the opportunity to learn about the host country's education system as well as establish networks of U.S. and international colleagues. Grantees return with enhanced ability to serve and encourage international students and prospective study abroad students.

Application Deadlines:

• **AUGUST 1**
India

• **NOVEMBER 1**
Japan and Korea

• **FEBRUARY 1**
France and Germany

Visit our website for a more comprehensive list of deadlines:

 www.cies.org



CHARLES JOHNSON
Texas A&M University,
College Station, Texas

“I applied to the Fulbright IEA Program in Japan because I wanted to learn more about higher education in a Fulbright program that would provide extended contact with the people, programs, and culture of Japan. The experience exceeded my expectations, providing a new level of understanding that informed our growing academic programs in Asian studies at Texas A&M University.”

My Fulbright IEA experience in Japan ranks among my most useful, engaging, and impactful activities as an academic dean.”



Fulbright International Education Administrators Program

Through two-week seminars, the Fulbright International Education Administrators (IEA) Program enables U.S. grantees to establish lasting connections within the social, cultural and education systems of other countries. Selected administrators have the opportunity to gain in-depth knowledge about the host country's higher education system and return home with new perspectives on the need to internationalize U.S. campuses and insights into how it can be done. The Fulbright IEA Seminars are open to experienced international education administrators and senior administrators responsible for enhancing the international dimensions of their institutions. A Ph.D. is not required.

India:

- Up to 10 awards available for 2 weeks in March
- Applicants must have at least 5 years of experience
- Applicants without prior professional connections to India and whose home institutions do not have established partnerships with Indian institutions will be given priority.
- Application Deadline: August 1

Germany:

- Up to 20 awards available for 2 weeks in October
- Applicants must have at least 3 years of experience and preference is given to those with supervisory responsibility who have been at their current institutions for at least 1 year
- Open to experienced administrators in international exchanges, foreign admissions, study abroad, international education, career services, alumni affairs and development/fundraising.
- Application Deadline: February 1

Visit our website for a more comprehensive list of deadlines:



www.cies.org

Japan:

- Up to 10 awards available for 2 weeks in June
- Applicants must have at least 5 years of experience
- Preference is given to applicants who have not had significant professional visits to Japan in the last 5 years and who indicate an institutional interest in increasing the number of Japanese students on their campus
- Application Deadline: November 1

Korea:

- Up to 8 awards available for 2 weeks in June
- Applicants must have at least 5 years of experience
- Preference is given to applicants who have not had significant professional visits to Korea in the past 5 years
- Application Deadline: November 1

France:

- Up to 12 awards available for 2 weeks in October
- Applicants must have at least 5 years of experience
- Applicants must be senior-level university administrators (deans, vice presidents, provosts and presidents)
- Application Deadline: February 1

IEA Case Study: Seoul, South Korea

What a difference a two-week IEA makes! It was just two months ago that I arrived in Seoul, S. Korea, where I met up with my fellow international education colleagues from around the USA. We were anxious to see everything we could, since we had been well-prepared with many articles and pre-reading orientation materials about our host country. Little did I know how much these colleagues, as well as the Fulbright Korean colleagues, would come to mean to me — and how much I would learn from them, professionally and personally.

To me, having the opportunity just to apply for the Fulbright application felt like an honor in itself. Therefore, I cannot express how happy I was to find out that I was chosen for this program. The International Education Administrators (IEA) Seminar was a great Fulbright option for me, given the program's purpose, goals, focus, and length of time.

I did not want to attend just any of the IEA programs though; I wanted specifically to apply to the South Korea IEA. This is because over the past decade at Rice University, the Korean student population has quadrupled, and our research collaborations have expanded significantly. We have hosted international delegations from S. Korea, and I have enjoyed learning about the many outstanding and diverse Korean institutions of higher education. I felt I needed to learn more about the country, the Korean people, their education system, and some of the underlying cultural contexts behind them.



Applying for the U.S-Korea IEA would be an avenue where I would seek to:

1. Learn how I could better meet the needs of our growing Korean student and scholar population,
2. Expand collaborations on my campus with Korean colleagues and universities, and
3. Find feasible partnerships, so that our Rice students would be interested in traveling to S. Korea for study, internships, or other educational pursuits. Since I returned six weeks ago, I have been pleasantly surprised by the many opportunities to disseminate the great things about this program through reports, articles, presentation proposal approvals, and meetings. I truly enjoy describing the outstanding hospitality, kindness and professionalism of the Korean colleagues we met. If you are considering applying for a Fulbright grant, I would do so only if you:
 - Aspire to grow professionally
 - Have specific reasons to increase your understanding of the host country
 - Plan to share your new-found cultural understandings widely, and as quickly as possible upon return
 - Can articulate how the purpose of the specific Fulbright program matches your professional needs, so that you can put to use the experiences you gain with others upon return
 - Want to give back to (and through) Fulbright by spreading the news about the wonderful program that it is
 - Seek to expand collaborations, understanding, connections and bi-national mobility with your host country, its people, and the professional colleagues that you meet
 - Desire experiences that will change you in a positive way, creating memories you will never forget! Thank you, Fulbright!

Adria L. Baker, Ed.D.

*Associate Vice Provost for International Education
at Rice University*

IEA Case Study: Scholar Liaison Crossover

I have been a Fulbright Scholar Liaison at the University of Arizona since 2011. During that time, my work has been focused on communicating the various opportunities offered through the Fulbright Scholar Program to faculty and scholars on campus and assisting them through the application process. There are several ways you can learn about the options offered through the Fulbright Scholar Program. Attending one of the Scholar Liaison trainings provides an opportunity to meet the CIES staff, meet other Scholar Liaisons, and learn more about the program in detail. This was immensely helpful and provides a good foundational knowledge on the Fulbright Scholar Program.

Another opportunity is to participate in one of the International Education Administrator (IEA) Seminars. My participation in one of the IEA Seminars provided me the opportunity to experience a Fulbright program first-hand. This resulted in a deeper understanding of the Fulbright Scholar Program and enhanced my ability to assist faculty interested in Fulbright opportunities. I can now speak from personal experience about the application process and have often referred to my experience in one-on-one advising sessions with faculty. I have also presented on the IEA Seminars to other administrators on my campus and within professional organizations such as NAFSA: Association of International Educators and the Association of International Education Administrators (AIEA).

I encourage all Scholar Liaisons to consider participating in an IEA Seminar. It provides a valuable cultural experience as well as deeper insight into the Fulbright Scholar Programs. It also makes you a more credible resource for faculty on your campus who will seek your guidance and assistance through this process.

Dale LaFleur

*Director of Institutional Relations in the
Office of Global Initiatives at the University of Arizona*

“My participation in one of the IEA Seminars provided me the opportunity to experience a Fulbright program first-hand.... I can now speak from personal experience about the application process and have often referred to my experience in one-on-one advising sessions with faculty.”





Fulbright Visiting Scholar Program

Section **6**

Each year some 900 visiting scholars come to the United States under Fulbright auspices.

Hosting a Visiting Scholar



There are several ways to host a Fulbright Visiting Scholar at your institution. The Fulbright Visiting Scholar Program, which includes Scholar-in-Residence (S-I-R) and Outreach Lecturing Fund (OLF), allows you to arrange for Fulbright Visiting Scholars to lecture or conduct research on your campus for either short- or long-term visits.

Most scholars apply through the worldwide program by submitting applications to the Fulbright Commission or, in countries without one, the Public Affairs Section of the U.S. Embassy in their home country. Scholars may contact the appropriate agency in advance in order to ascertain application deadlines and procedures. If your institution would like to host a particular scholar, we suggest that you are in touch with the scholar during the application process. You may suggest that the scholar indicate your institution as their preferred host affiliate. Appropriate faculty at your institution must provide a letter of invitation to support the scholar's application.

If your institution wishes to host a scholar but does not have a specific individual in mind, you are encouraged to work with your colleagues, neighboring institutions, foreign graduate students, recently returned U.S. Fulbright Scholars, or scholarly/professional associations to determine which scholar (in your discipline or country of interest) to invite.

Another approach is to have your institution submit a proposal to request a scholar to lecture on your campus through the Fulbright Scholar-in-Residence Program or to host a visiting scholar for a short, two- or three-day campus visit through the Fulbright Outreach Lecturing Fund.

Arrangements for Placing Visiting Scholars or Confirming Affiliations:

Administrative Officials at host institutions are asked to confirm the placement of Fulbright Visiting Scholars through the Institutional Reply Form. In some cases, Administrative Officials are part of the central administration; in others, they may be in the dean's office of the college or school. On occasion, the Fulbright Scholar Liaison for the U.S. program and the designated Administrative Official may be one and the same. In those instances in which the Scholar Liaison has responsibility for confirming affiliation of foreign scholars, the following applies.

CIES sends separate memorandums describing procedures and expectations to potential faculty associates and designated administrative officials along with information on the visiting scholar when it proposes an affiliation. An institutional reply form providing data on the scholar and the project, the length of the proposed visit and the amount of the grant is also included. When an institution agrees to host a Fulbright Visiting Scholar, the administrative official signs and returns this form to CIES.

When CIES requests an affiliation at your institution, it is important that you:

- Determine whether visiting scholar privileges (for example, use of library and research facilities, office or workspace and consultation with faculty) may be granted without the payment of fees.
- Consult with the faculty/staff to determine an appropriate department and faculty associate for the scholar, an appropriate starting date and upcoming meetings of professional associations in the scholar's discipline.
- Provide the name and address of a person whom the scholar may contact for information about housing in the local area.

Applying to Host a Fulbright Scholar-in-Residence

The S-I-R Program has an annual deadline in October. Application and proposal guidelines are available at www.cies.org/sir.

Institutions should also be aware of the following features of the S-I-R Program:

- Preference is given to proposals in the arts, humanities and social sciences, although other fields focusing on international issues will be considered.
- Lecturers in the natural sciences are not normally supported under this program, unless their approach to the subject is policy-oriented rather than focused strictly on scientific research.
- Preference is given to proposals from institutions that would not otherwise have the opportunity to host foreign scholars and to non-research institutions devoted primarily to undergraduate education.
- Liberal arts colleges, community colleges and institutions that serve large minority student populations or have student bodies that are generally underrepresented in international exchange programs are especially encouraged to apply.
- Institutions may suggest specific scholars or have CIES recruit scholars in the requested discipline or world area.
- Most grantees are academics who teach in universities abroad. However, professionals in the media, government and fine arts have also been highly successful participants.

Involving Resident Scholars in Campus Activities:

Institutions are encouraged to develop programs that involve the resident scholar in a variety of campus activities that can strengthen the international resources and programs of the institution as a whole. Examples include:

- Teaching regular courses from a comparative or foreign-area perspective.
- Teaching or serving as a resource person 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 and upgrading existing course materials.

Examples of S-I-R Proposals



The primary focus of the Fulbright Scholar-in-Residence Program is to strengthen the host institution's international perspective and broaden institutional cooperation.

Examples of proposals that were funded under the worldwide Scholar-in-Residence (S-I-R) Program illustrate the typical range of institutions and activities for which the program is designed as well as the variety of topics and academic fields addressed. These examples also illustrate geographic distribution in terms of scholars' home countries and locations of host institutions (for example, consortia).

University of the Incarnate Word is a Hispanic-serving institution in San Antonio, Texas. Most UIW undergraduates are "first-generation" college students with little international exposure. While UIW has experienced a growth in the Asian-American students on campus, there has not been a corresponding increase in courses that address these changes. The University requested a scholar from India as their SIR, who brought an international perspective to the teaching of world and American history courses, and was involved in many aspects of university life from curriculum development to student advising.

City College of San Francisco, a community college in California, hosted a scholar from the Philippines who assisted in establishing a Certificate in Philippine Language Program— the first of its kind in the United States. In addition to teaching responsibilities, the SIR facilitated a series of speaking engagements and professional development sessions related to her expertise in Philippine language, literature and feminist issues in Philippine culture and society.

Southern University and A&M College, the largest historically black university system in the nation, hosted an SIR from Armenia to enhance its international business curriculum. The scholar taught economics and business courses and conducted seminars focusing on transition economies in Central and Eastern Europe and Central Asia. The SIR also participated in a variety of outreach activities in the local chamber of commerce and Rotary Club.

Roanoke College, a small, private liberal arts college located in Salem, Virginia, hosted a scholar in the field of history from Morocco who taught courses on North African and Middle Eastern history and culture, developed faculty expertise on the Middle East, and contributed to the college's goals for global awareness as well as enhanced its emphasis on teaching non-Western cultures.

Naugatuck Valley Community College hosted a scholar from the Dominican Republic to teach courses on ceramics and Caribbean arts and culture. Naugatuck Valley welcomed the scholar with a reception and gave him opportunities to speak with a variety of student and faculty groups. He also attended holiday gatherings and performed a salsa dance at an All College Meeting. The scholar engaged with the surrounding community by attending a local art conference and organizing a ceramic art display at a local museum. He developed new courses for the college and brought community, regional and state recognition to the institution. Naugatuck Valley is currently collaborating with another regional community college to host another Fulbright Scholar-in-Residence, in creative writing.

Applying to Host a Fulbright Outreach Lecturer

The Outreach Lecturing Fund (OLF) provides funding for campuses to host Fulbright Visiting Scholars, who are already in the United States, for short-term speaking engagements. Special consideration is given to campuses that have not previously participated in the Fulbright Scholar Program. Each October, CIES publishes the Fulbright Scholar List of grantees currently conducting research or lecturing in the United States at www.cies.org/fulbright-scholars. The directory assists campuses in identifying Fulbright Scholars available under the Outreach Lecturing Fund.



The OLF is a travel grant that facilitates short term (two to six days) campus visits by scholars to:

- Give department or campus-wide lectures to students or faculty (or both);
- Hold lectures in classrooms where the scholar can make a contribution to their discipline or country/regional understanding;
- Meet with faculty to allow for an exchange of ideas;
- Have informal gatherings with students and faculty;
- Meet with community organizations, professional, cultural or religious groups, K-12 schools and school districts that have a special interest in international relations.

Responsibilities of Institutions and Organizations Hosting Outreach Lecturers

Institutions wishing to invite a Fulbright Scholar for an Outreach Lecturing Fund visit should develop a comprehensive plan of activities and arrangements to share with the scholar well in advance of the proposed visit. Additionally, institutions are required to return a completed workshop invitation template to OLF Staff.

Host institutions are expected to cover local transportation, lodging accommodations, and meals for the scholar.

It is important to inform the scholar, prior to arrival, about the support the host institution will provide. Institutions are to provide the scholar with a formal letter of invitation as part of their application. If an institution wishes to offer a scholar an honorarium for the guest lecture, the scholar must request a letter of approval from CIES ahead of time in order to accept the funds.



To learn more about the Fulbright Outreach Lecturing Fund, email:

 olf@iie.org

Eligibility

The focus of the OLF is to engage with institutions that are underrepresented within the Fulbright Program. If your institution is outside the scope of these targeted institutions, OLF awards may still be granted if a visit to a second institution is included to one of the following types of institutions:

- Minority Serving Institutions (Asian American Native American Pacific Islander Serving Institutions AANAPISI, Alaska Native and Native Hawaiian Serving Institutions ANNHI, Historically Black Colleges and Universities HBCU, Hispanic Serving Institutions HSI, Tribal Colleges and Universities TCU, and Predominately Black Institutions PBI)
- Community Colleges
- Small Liberal Arts Colleges
- Geographically underrepresented institutions (many institutions in the Mountain States, Midwest, and South are considered geographically underrepresented)

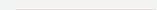
OLF Case Study

I was invited to visit Universidad Sagrado Corazon in San Juan Puerto Rico as part of the Fulbright Outreach Lecturing Fund Program in February 2014. The institutions were interested in me sharing my expertise and experiences with community art-based practice working with NGOs in countries including Vanuatu and Colombia. In turn, I was very keen to find out more about the community-based work being done by various groups in San Juan using the arts as a platform for education and empowerment.

Don Hunter (part-time faculty at SPSU), my husband and collaborator, also presented and shared in this enriching experience with students, staff and their families and friends. During the days we spent in San Juan with faculty and students we began conversations around future projects we could participate in, in discovering similarities in

our respective island geographies and colonial histories. Visiting a university outside of the US reinforced the importance of valuing cultural exchange and to continually question our own system of beliefs.

I was impressed by high level of engagement and enthusiasm of students and the caliber of teaching in what is defined as minority serving institution. Additionally, their hospitality was outstanding. I thoroughly recommend the OLF as an invaluable opportunity for both scholar and hosting institution as a means to share ideas and provide platforms for the future.


Anna Terry

*Fulbright Scholar-in-Residence and Lecturer in
New Media Arts at Southern Polytechnic State University*



Suggestions on Applying for an Award

The following advice was collected from former Fulbright grantees, review committees and CIES staff. We hope it assists you in locating the award that is right for you and in preparing a competitive and successful application.

Searching for Awards

Application Deadlines:

• **AUGUST 1**

Applications for Core Fulbright U.S. Scholar Program and Distinguished Chairs Program

Applications for Fulbright International Education Administrators Program (India and Taiwan)

• **NOVEMBER 1**

Applications for Fulbright International Education Administrators Program (Japan and Korea)

• **JANUARY 15**

Applications for a select number of Fulbright Postdoctoral Scholar Awards

• **FEBRUARY 1**

Applications for Fulbright International Education Administrators Program (France and Germany)

• **FEBRUARY 15**

Applications for Fulbright Arctic Initiative (U.S. Scholars)

• **ROLLING**

Applications for the Fulbright Outreach Lecturing Fund

Visit our website for a more comprehensive list of deadlines:

 www.cies.org

Application Materials

Each February, CIES releases an online Catalog of Awards describing the grants for the next award cycle. The Catalog contains information on all of the awards offered in the current competition by world area and then by country. Each country entry includes descriptions of the individual awards and grant periods and the contact information for the appropriate CIES staff. (A listing of CIES staff and the regions for which they are responsible can also be found on the CIES Website at www.cies.org/us-scholar-programs.)

Grant benefit information is provided in the Catalog. Application Guidelines are also available on the website, providing comprehensive information on completing the application submission. Resources include specific application form instructions, tips on crafting a project statement, project statement samples, review criteria information and much more.

Additional award postings and a listing of awards with extended deadlines can also be found online. Please encourage faculty to visit the CIES website for award and recruitment updates.

Application Deadlines

Applications must be submitted by the deadline date. If the deadline falls on a weekend, the applications must be received by the following Monday. Major deadlines can be waived only under special circumstances. If deadlines have passed, applicants should consult the CIES website to determine availability of awards and then contact CIES staff to discuss prospects for submitting a late application.

For a complete listing of review criteria, please visit our website at www.cies.org/review-criteria.



Requesting Information

The following advice was collected from former Fulbright grantees, review committees and CIES staff. We hope it assists you in locating the award that is right for you and in preparing a competitive and successful application. If at any time during the application process you have questions, please contact the CIES program officer for the country in which you are interested at www.cies.org/us-scholar-programs.

Finding an Award of Interest

About the Catalog: Crafted using information supplied by American embassies, Fulbright commissions and offices in each of the countries represented, the catalog is the authoritative source for available grants. The catalog also features contact information for Washington, D.C.-based program staff.

Searching by Location: There are two ways to search the catalog by geography. The first, WORLD AREA, allows you to view all the offerings for each country within any of six world regions. The second, COUNTRY or PROGRAM, locates and displays grant opportunities within a given program of the more than 125 participating countries. *Please note: If the country search function is used, the World Area function is automatically superseded.*

Searching by Category: You may also search grant opportunities by categories of award types. These types range from the Core program (including chairs, regional awards, and early career opportunities) to awards with special requirements and deadlines, including the Fulbright International Education Administrators seminars.

Searching by Activity: Awards can also be located by activity— all of which are based on combinations of teaching, teaching and research, or pure research options.

Searching by Discipline: If you are looking for the discipline with which you normally identify your work, many awards are grouped together. If you do not find an award of interest, use the All Disciplines category at the top of the drop-down. (Many countries now include at least one All Disciplines award to meet the needs of scholars with particular interest in a specific country.)

Searching by Ph.D. Requirements: The catalog offers a search by degree requirement. Approximately one-fifth of awards do not require a Ph.D. or terminal degree.

Early Career Awards: Some awards have been designated as “open to early career.” In general terms, this does NOT mean that such awards are closed to more experienced scholars. Instead, the designation helps scholars who have recently completed their Ph.D.s to more easily search for suitable awards.

Fulbright Scholar Programs:

Core Fulbright Scholar Program

The core Fulbright Scholar Program sends 800 U.S. faculty and professionals abroad each year. Grantees lecture and conduct research in a wide variety of academic and professional fields.

Fulbright NEXUS Regional Scholar Program

The program provides a platform for program participants to engage in collaborative thinking, analysis, problem-solving and multi-disciplinary research. The emphasis will be placed on climate change adaptation strategies and public policy focused research ventures that examine strategies to cope with climate variability. Up to 20 individuals from the Western Hemisphere region will engage in team-based research.

Fulbright Arctic Initiative

The Fulbright Arctic Initiative will create a network to stimulate international scientific collaboration on Arctic issues while increasing mutual understanding between people of the United States and the people of other countries. Using a collaborative model to translate theory into practice, participating scholars, professionals and applied researchers will address public-policy research questions relevant to Arctic nations' shared challenges.

Application Process



Preliminary Steps

Plan ahead. Producing a strong application takes time, and peer review and final selection are based solely on your application and accompanying materials.

Use campus resources. Speak to your Fulbright Scholar Liaison or colleagues who are program alumni to discuss programs and application support from your institution. A listing of recent U.S. Scholars is available at www.cies.org/fulbright-scholars. If you do not know who your representative is, please contact us at 202.686.4000 or outreach@jie.org.

Talk to CIES. If you have questions regarding general issues or specific awards, attend a CIES campus workshop or contact the CIES program officer responsible for the country in which you are interested at www.cies.org/us-scholar-programs.

Do your homework. Acquire basic information on the country to which you plan to apply so that your project statement will indicate a basic working knowledge of the host country or institution.

Try to establish contacts abroad. Some awards require invitations. For more information, visit www.cies.org/letters-invitation-developing-contacts-abroad.

Points to Consider

Before you apply for a Fulbright award, there are some important issues you should consider.

Sabbatical or Leave of Absence? Consult with your institution about the procedure for requesting a leave of absence or taking a sabbatical in concurrence with a Fulbright award. Try to get some commitment, financial or otherwise, from your institution. Some colleges and universities will top off the difference if there is a gap between the salary of the grantee at the U.S. institution and the Fulbright stipend, while others may be able to continue fringe benefits for those on leave.

Outside Funding, Consulting and Sabbatical Leave Pay: Income from other sources may be used concurrently with Fulbright support, but deductions may be made when outside funds duplicate benefits (such as travel) provided by the Fulbright grant. For clarification, discuss your situation with a CIES program officer. Grantees may, under some circumstances, accept fees or remuneration for consulting work done during the award period, but the scholar should clear this with the Fulbright representative in the country where the award is located.

Financial Implications: Read the benefits summary for the country or award in which you are interested to determine if benefits are sufficient for your needs. Keep in mind, as well, that Fulbright awards are subject to U.S. taxes.



Health Insurance and Other Benefits: Will your institution continue to provide health, retirement and other benefits in your absence? If your health benefits will be discontinued during your time abroad, will the Fulbright benefits provide you with the coverage you need? Grantees are urged to continue coverage under their private health insurance or obtain additional insurance to cover pre-existing conditions, medical costs that exceed the limit of the Accident and Sickness Program for Exchanges (ASPE) or conditions specifically excluded (for example, eyeglasses, routine dental care). In some countries, Fulbrighters are covered by national health plans, but these plans do not cover subsequent treatment in the United States. Grantees who drop their own coverage may encounter difficulties when they return, or they may have developed new conditions that would then be listed as preexisting and thus be excluded by the reinstated policy.

Making Contacts Abroad and Determining Affiliations: Some country programs or specific awards require that an invitation from the host country, university or department be submitted with your application. If you are uncertain as to whether an invitation is required for the award in which you are interested, check the award description carefully and contact the appropriate CIES program officer if you still have questions.

If an invitation is required or you must determine your own affiliation, we suggest the following steps:

- Consult with fellow faculty, including Fulbright alumni, who have traveled to the country in which you are interested or who may know colleagues abroad who work in your field.
- Talk to visiting faculty and students on your campus. You may also want to consult the most recent Directory of Fulbright Visiting Scholars, which is available online at www.cies.org/fulbright-scholars.
- Where an affiliation is identified in the award listing, write directly to the host institution asking for information on its programs and faculty.
- Use online resources to search for information about the country, its educational system and its universities. In a number of cases, we have provided Web addresses for possible host institutions in the award and country descriptions.
- Contact the international division of your professional organization.
- Consult with the appropriate CIES program officer for names and addresses of potential contacts in the host country.

Tips for Submitting a Competitive Application



CIES' Website includes an online Catalog of Awards, which details all awards available in a given academic year and an online application. To view the catalog visit: catalog.cies.org.

If after reading the application instructions, you still have difficulty with the online application please contact fsponline@jie.org.

When completing your application, focus on the following four questions reviewers ask when evaluating applications:

Why Fulbright and why this particular place?

- Emphasize key points (for example, what you want to do, why it is important that you do it, how you plan to do it, etc.) in the first paragraphs of the project statement. Grab the reviewer's attention quickly, and clearly outline your proposed activity.
- In research proposals, explain what you plan to do, how you plan to do it (methodology), why the research is important and why you need to be in the host country to accomplish your goals.

What professional skills and experience will you bring to the host institution and country?

- Make sure that your qualifications and expertise match those found in the award description.
- Write a clear and complete project statement that introduces you professionally to your colleagues here and abroad.
- Express convincingly and succinctly your background, credentials and what you can bring to the program. Do not assume that your suitability is self-evident or that requirements for successfully completing the proposed project will be understood by reviewers.
- In lecturing proposals, include sample syllabi and show how the sample syllabi relate to the proposed teaching plan in your project statement and the needs of the host institution outlined in the award description.
- For lecturing or lecturing/research awards, give as much evidence as possible of your teaching abilities. If the emphasis at your institution is on teaching rather than research or you have a heavy teaching load, state that in your proposal.
- Choose references who can cogently comment on your strengths and suitability for the grant. Be sure to arrange for references early in the process and indicate the deadline by which letters must be submitted. Your application will not be considered complete until all required reference letters/reports have arrived.

What will be the outcome of your grant and its impact on hosts, your home institution and you?

- Emphasize how your proposed activity will help your host institution, scholars in your field, your home institution and yourself.
- Address ways in which you will use your experience when you return, such as internationalizing your campus or participating in related follow-up activities.

How adaptable are you? How well will you deal with challenging situations?

- Demonstrate your cultural sensitivity and flexibility by indicating whether you have been involved in international activities, hosted foreign visitors, have a record of service to your institution or community or have experience abroad.
- Indicate your ability to meet any language requirements. Can you lecture or conduct research in a language other than English if required? If you will be conducting research, will you need a translator?

Have you followed the application guidelines and Step-by-Step instructions available on the CIES website?

- Carefully read the Application Requirements and Guidelines before filling out the application form.
- Keep your proposal simple and straightforward, avoiding excessive jargon so that an educated reader from another academic discipline can understand it.
- Treat the application as a whole with all parts reinforcing the case being made in the project statement. Use the project statement to make the parts of the application interact, referring to the items in the curriculum vitae, the research bibliography or the course syllabi in a way that will enable reviewers to find the key pieces of information that you want to get across.
- Include only the information requested. Do not exceed page limits or include extraneous material that may divert the reviewers' attention.
- Review your application package carefully and submit it to CIES by the deadline date.

There is no “formula” for a successful grant. Each individual’s application should be about the candidate, how the grant time will be spent, and what outcomes can be reasonably expected. What is successful for one applicant may not be effective for another applicant.



Engaging Your Returned Scholars: Alumni Involvement

Fulbright alumni are part of a unique community that has crossed cultural and geographic boundaries to share their knowledge with the world. Chances are that you have several Fulbright alumni on your campus who are interested in remaining connected to the program and increasing the impact of their experience by sharing what they've learned with others.

To help you provide them with suggested activities, we have listed a number of ways in which alumni are currently involved with the Fulbright Scholar Program.

Engaging Your Returned Scholars

Alumni are an excellent resource for you in your recruitment efforts. Their firsthand experience with Fulbright brings the scholar program to life for potential applicants. Ask them to help you educate your campus about the personal and professional rewards of becoming a Fulbright Scholar.

Peer Review

Some Fulbright alumni remain connected to the program by serving on CIES peer review committees. Using their academic or professional expertise and the perspective gained from having already participated in the program, they are able to assist Fulbright in the review of applications and recommendations of qualified U.S. applicants for grant selection.

Those interested in serving on a committee are encouraged to read the peer review committee membership policies available at www.cies.org/program/peer-review. Contact peer review at peerreview@iie.org for more information.

Program Advocacy

Former scholars often participate in program advocacy by writing to Congress to encourage continued support of the program and by giving presentations at local institutions to educate their peers about the many personal and professional advantages of becoming a Fulbright Scholar.

Scholar Stories

Another way for alumni to educate others about the program and in particular about the projects grantees undertake is by sharing their story with us. Visit www.cies.org/fulbright-scholar-stories to read our online collection of scholar success stories that illustrate the remarkable accomplishments of Fulbright Scholars around the world.

We encourage alumni to contact us directly so that we may feature their stories and photographs on the Web and in other publicity materials like our annual report, flyers and newsletters. If you or a former grantee on your campus have a story you would like to share, please contact CIES by e-mailing outreach@iie.org.

International Exchange Alumni

International Exchange Alumni is a prestigious, web-based community for alumni of exchange programs supported by the U.S. government. Members can use International Exchange Alumni to network with other exchange program alumni; find grants, job opportunities, and other career resources; and stay informed with alumni news and events. To register, visit www.alumni.state.gov.



The Fulbright Association currently has approximately 6,000 individual members, about two-thirds of whom are life members. Approximately 174 institutional members, including colleges, universities and international educational organizations throughout the country, also support the Fulbright Association. Over 60 local affiliate chapters host more than 200 programs for visiting Fulbrighters and alumni throughout the country each year.

Fulbright Association

Encourage your returned scholars to engage with the Fulbright Association. The Fulbright Association continues the Fulbright Program international exchange experience by promoting opportunities for lifelong learning, collaborative networking and service at home and abroad for alumni, supporters and friends of the Fulbright program. Fulbright Association members form the active constituency helping to promote and preserve Fulbright exchanges to ensure that they continue to benefit future generations. The Fulbright Association currently has approximately 6,000 individual members, about two-thirds of whom are life members. Approximately 174 institutional members, including colleges, universities and international educational organizations throughout the country, also support the Fulbright Association. Over 60 local affiliate chapters host more than 200 programs for visiting Fulbrighters and alumni throughout the country each year. For more information, please visit www.fulbright.org.

Fulbright Ambassador Program

Returned scholars may be interested in giving back to the Fulbright Scholar Program by becoming an Alumni Ambassador. We recognize the passion Fulbright Scholars bring to their work and the tremendous difference they've made in American academia. As a result, we are expanding our outreach efforts to the higher education community across the United States by engaging Fulbright Scholar alumni in our outreach. Alumni Ambassadors serve as official representatives of the Fulbright Scholar program at the events for which they are selected. For more information, please visit www.cies.org/alumni-ambassadors.





Fulbright Ambassador Program

Section **9**

The Institute of International Education recognizes the passion Fulbright Scholars bring to their work and the tremendous difference they've made in American academia. As a result, we are expanding our outreach efforts to the higher education community across the United States by engaging Fulbright Scholar alumni in our outreach. Alumni Ambassadors serve as official representatives of the Fulbright Scholar Program at the events for which they are selected.

About the Program

Nominations:

Alumni Ambassadors are nominated to serve by:

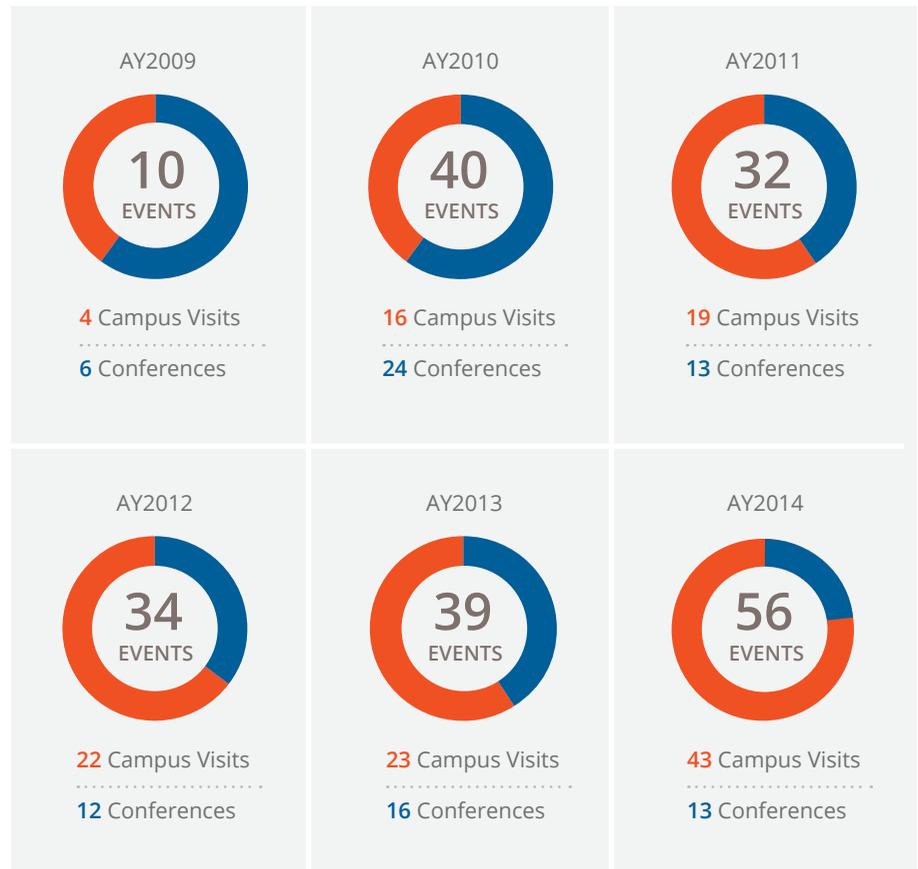
- Program staff referral
- Scholar Liaison referral
- Current Alumni Ambassadors referral
- Commission and post referral
- Returned grantees who have expressed an interest in participating in the program

Special attention is made to ensure a diverse representation of gender, academic discipline, rank, and institution within each group. Cohorts of Ambassadors have targeted outreach priorities relevant to their specific background and Fulbright experiences. The first cohort of Ambassadors represented the Fulbright family experience, the second cohort expanded to include representatives from the Fulbright Specialist Program, the third cohort focused on administrator opportunities within the program and the fourth cohort expansion incorporated STEM and TEFL field academics.



In an effort to share the Fulbright Scholar experience with a wider audience, IIE/CIES launched a new outreach initiative in the spring of 2009 that was designed to capture and present the experiences of a select group of grantees through the Fulbright Ambassador Program. The first year of the Fulbright Ambassador Program succeeded in extending the scope and range of potential applicants reached in the 2010 recruitment cycle. With the immediate addition of six major academic and professional conferences and four visits to campuses, the inaugural group of Alumni Ambassadors was able to share their personal experiences with specialized audiences across the United States. Since that first year, the program has continued to grow in range and depth of outreach to targeted audiences across all academic disciplines and types of higher education institutions.

Summary of Ambassador Events 2009-2013:



Training

Alumni Ambassadors are invited to attend an orientation session to learn more about the Ambassador Program before committing to the two-year appointment. Working closely with IIE/CIES staff, Ambassadors are trained to conduct standardized presentations which focus on their individual Fulbright experience and how their grant has helped and shaped their academic careers. Presentations include an informational section designed to direct inquirers to program staff and the respective program websites.

Trainings take place in cities with IIE regional offices, CIES, and/or in conjunction with an existing campus visit/conference.

A strategic planning and orientation meeting occurred in Washington, D.C. at the Spring Fulbright Scholar Liaison Workshop in March 2009. Given the launch of the Core Fulbright Scholar Program competition, February is the ideal time for Ambassador Orientations to take place.

Midterm meetings are conducted throughout the year and have taken place in Denver in June 2009, in Houston in March 2011, San Juan, Puerto Rico in November 2012, and Chicago in July 2014.

Service

Ambassadors travel a minimum of two times a year on behalf of the Fulbright Scholar Program, with the busiest seasons expected to be in the fall and spring. Ambassadors are given a set honorarium of \$500 per event. For approved events, travel, lodging and registration costs are reimbursable expenses.

Ambassadors are requested to serve two-year appointments. Upon consultation with IIE/CIES, Ambassadors are eligible to extend their service past their initial two-year agreement. Those who do not meet satisfactory requirements will not receive approval for events and may not be invited to return to the program.

IIE/CIES recommends that initial events/presentations be scheduled at the Ambassador's home institution to generate support and interest from their local institution.

Ambassadors may also serve as strategic advisors on the development of various outreach projects, including advertising, the creation of promotional materials and publications.

Depending on funding and scheduling, Ambassadors may suggest attending discipline- or region-specific events anywhere within the United States.

The Fulbright Ambassador Program is funded by the Institute of International Education's Fulbright Legacy Fund.

Upon completion of an approved event, Ambassadors complete an evaluation form which starts the honorarium and reimbursement process.



“After we finished and as I was leaving the room, I heard one attendee say to another, ‘I think I can do this. I want a Fulbright!’ That for me really captured what it is that we as Ambassadors work to do.”

CHARLES SASAKI

*Dean of Arts and Sciences,
Kapi'olani Community College,
Honolulu, HI*

Program Logistics

Tips for Hosting a Successful Ambassador Presentation (Best practices for hosting institutions):

- Plan in advance to advertise the event around campus
- Choose an Ambassador that will connect with your faculty
- Communicate with the Ambassador in advance about expectations for the visit, including timing and content of events
- Let Ambassadors know your recommendations for lodging and transportation in advance

Best Practices for Ambassadors in Scheduling Events

The Ambassador Program runs through the successful partnership of Outreach staff and Alumni Ambassadors. Ambassadors play a central role in ensuring that events are scheduled and executed and that reimbursements for eligible expenses are processed in a timely and efficient manner. The following are suggestions for planning your next Ambassador event:

- Notify the Outreach team of your scheduled presentation by including email confirmation from your host of the date of your event
- Book your travel through HRG as soon as the dates of your trip are confirmed
- Check to see if your hotel reservation falls within the government per diem for the location; if it does not, please provide the Outreach team with a note explaining that you were unable to find lodging within per diem
- Discuss promotion efforts with your campus contact and/or Outreach team
- Tailor your presentation to address the particular campus you are visiting
- Save all of your travel and lodging receipts; remember that food is not a reimbursable expense



Case Studies: Ambassadors on the Road

I recently led a presentation at a meeting of the Washington State Board for Community and Technical Colleges which went particularly well. I had been selected for a one-hour workshop; my presentation focused on helping early- to mid-career faculty of color to identify a suitable Fulbright program for them. My presentations are really designed to get attendees excited about Fulbright and to help them to feel that this award is within their reach. At the workshop, the crowd was interested and engaged — some I knew from my decade of work in Washington and everyone was interested in Fulbright. Most had heard about Fulbright but few knew many details. I handed out the nice CIES flyers which are provided to us and drew from my PowerPoint slides. There were good questions after every slide. After we finished and as I was leaving the room, I heard one attendee say to another, “I think I can do this. I want a Fulbright!” That for me really captured what it is that we as Ambassadors work to do.

Charles Sasaki

*Dean of Arts and Sciences,
Kapi’olani Community College, Honolulu, HI*

My several Ambassador outreach events have all been enjoyable, but if I were pressed to identify a favorite, it would be the trip to two universities in South Dakota. Neither school had hosted a Fulbright outreach visit before, but the faculty and staff were committed to internationalizing their respective campuses. I could see right away that even just a little bit of information and a small dose of inspiration would go a very long way to engaging these scholars in the Fulbright mission. Based on correspondence after the event, that’s exactly what happened. In addition to the rewarding experience of the outreach visit itself, a tour of one of the largest academic collections of musical instruments in the U.S. and time in the Badlands and at Pine Ridge were enriching added bonuses.

Lucy Quacinella

Attorney-at-Law

One of my favorite Ambassador events of 2013 was my visit to Fort Lewis College in Durango, CO. Fort Lewis has a long and complex history — it began in 1891 as an Indian boarding school — and it continues to be a unique place today (it’s also located in one of the most beautiful spots I’ve ever seen). As a public liberal arts college, Fort Lewis serves a diverse student body, including international students and students who have never traveled more than half a day’s drive from their homes. The college also has a new dean and provost, who are actively encouraging their faculty to apply for fellowships like the Fulbright Scholars awards. As a result it seemed that my visit was both well-supported and well-publicized. My host planned a day of “rolling” conversations about the Fulbright programs. I gave a version of my presentation but also went back and forth between slides as new people came into the room and other questions came up. It may sound hectic but this format actually made for a lively, informal, wide-ranging discussion about Fulbright fellowships that lasted more than two and a half hours. I was sorry to leave; it was a wonderful visit.

Dawn Odell

*Assistant Professor of Art History,
Lewis and Clark College, Portland, OR*





Fulbright Program In Brief

Section **10**

The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government and is designed to increase mutual understanding between the people of the United States and the people of other countries. The Fulbright Program has provided more than 325,000 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.

Administration and Funding of the Fulbright Scholar Program

Since the establishment of the Program, roughly 50,000 Fulbright Visiting Scholars have conducted research or taught in U.S. universities, and more than 45,000 Fulbright U.S. Scholars have engaged in similar activities abroad. The Fulbright Program awards approximately 900 grants to visiting scholars each year. Currently, the Fulbright Program operates in over 155 countries worldwide.

Program History

The Fulbright Program was established in 1946 under legislation introduced by then-Senator J. William Fulbright of Arkansas. The Fulbright Program is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs.

Approximately 325,400 "Fulbrighters," 122,800 from the United States and 202,600 from other countries, have participated in the Program since its inception more than sixty years ago. The Fulbright Program awards approximately 8,000 grants annually.

Currently, the Fulbright Program operates in over 155 countries worldwide.

Program Funding

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, corporations and foundations in foreign countries and in the United States also provide direct and indirect support.

The Congressional appropriation for the Fulbright Program in fiscal year 2013 was \$242.8 million. Foreign governments, through binational commissions or foundations abroad, contributed approximately \$80 million directly to the Program in fiscal year 2012.

Program Administration

The Bureau of Educational and Cultural Affairs administers the Program under policy guidelines established by the J. William Fulbright Foreign Scholarship Board (FSB) with the assistance of binational commissions and foundations in 50 countries, U.S. embassies in more than 100 other countries and cooperating agencies in the United States.



Since the establishment of the Program, roughly 50,000 Fulbright Visiting Scholars have conducted research or taught in U.S. universities, and more than 45,000 Fulbright U.S. Scholars have engaged in similar activities abroad.

The Fulbright Program awards grants to U.S. citizens and nationals of other countries for a variety of educational activities, primarily university teaching, advanced research, graduate study and teaching in elementary and secondary schools. Below is a list of organizations in the United States that assist the United States Department of State, Bureau of Educational and Cultural Affairs in administering various aspects of the Fulbright Program.

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

Binational commissions and foundations develop priorities for the program, including the numbers and categories of grants. In a country without a commission or foundation, the **Public Affairs Section of the U.S. Embassy** develops and supervises the Fulbright Program. Currently, 50 commissions are active, most of which are funded jointly by the United States and the respective government. Each commission or foundation has a board, composed of Americans and citizens of the participating nation. Fulbright programs are administered with the assistance of cooperating agencies. Foreign citizens interested in the Fulbright Program should contact the Fulbright commission or foundation in their home country or, where no commission exists, the Public Affairs Section of the U.S. Embassy.

The Institute of International Education (IIE), an independent not-for-profit founded in 1919, is among the world's largest and most experienced international education and training organizations. IIE's mission is to advance international education and access to education worldwide, which it accomplishes by managing scholarships, training, exchange and leadership programs; conducting research and facilitating policy dialogue on global higher education; and protecting scholarship around the world.

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 Scholars are assisted by CIES.



Fulbright Programs Overview

The term “Fulbright Program” encompasses a variety of exchange programs. For further information visit eca.state.gov/fulbright.

Fulbright Scholar Programs

The Core Fulbright U.S. Scholar Program sends American scholars, professionals and artists to approximately 125 countries, where they lecture and/or conduct research in a wide variety of academic and professional fields

The International Education Administrators Program (IEA) helps U.S. international education professionals and senior higher education officials create empowering connections with the societal, cultural and higher education systems of other countries. Grantees have the opportunity to learn about the host country’s education system as well as establish networks of U.S. and international colleagues.

The Fulbright NEXUS Program is a network of junior scholars, professionals and mid-career applied researchers from the United States and other Western Hemisphere nations participating in a collaboration that includes multi-disciplinary, team-based research, a series of three seminar meetings and a Fulbright exchange experience.

The Fulbright Arctic Initiative is an interdisciplinary collaborative research initiative focused on the Arctic region. The initiative supports a team of scholars and researchers from the Arctic Council member countries to research and assess the image of change in the Arctic and engage in collaborative thinking, analysis, and problem solving.

The Core Fulbright Visiting Scholar Program provides grants to foreign scholars from over 150 countries to lecture and/or conduct postdoctoral research at U.S. institutions for an academic semester to a full academic year.

The Fulbright Scholar-in-Residence (S-I-R) Program enables U.S. colleges and universities to host foreign academics to lecture on a wide range of subject fields for a semester or academic year. Preference is given to institutions developing an international agenda and/or serving a minority audience, including Historically Black Colleges and Universities, Hispanic Serving Institutions, Asian American and Native American Pacific Islander Serving Institutions, American Indian and Alaskan Native Serving Institutions (including Tribal Colleges), small liberal arts colleges, and community colleges.

The Fulbright Faculty Development Programs include the Fulbright Visiting Scholar Program for Iraq and the Fulbright Junior Faculty Development Programs for Lebanon and the Palestinian Territories, which are designed to bring junior scholars to U.S. host institutions for faculty development, mentoring and cultural exchange activities.

The Outreach Lecturing Fund (OLF) provides funding for campuses to host Fulbright Visiting Scholars, who are already in the United States, for short-term speaking engagements. Special consideration is given to campuses that have not previously participated in the Fulbright Scholar Program.

Fulbright Student Programs

The Fulbright U.S. Student Program offers fellowships for U.S. graduating college seniors, graduate students, young professionals and artists to study, research or teach abroad for one academic year. The Fulbright U.S. Student Program includes the Fulbright-Clinton Public Policy Fellowship, the Fulbright-mtvU Fellowship, and the Fulbright-National Geographic Digital Storytelling Fellowship.

The Fulbright English Teaching Assistantships (ETA) Program, an element of the Fulbright U.S. Student Program, places U.S. students as English teaching assistants in schools or universities overseas, thus improving foreign students' English language abilities and knowledge of the United States while enhancing their own language skills and knowledge of the host country. ETAs may also pursue individual study/research plans in addition to their teaching responsibilities.

The Fulbright Foreign Student Program enables graduate students, young professionals and artists from abroad to study, research or teach in the United States for one year or longer. The Fulbright Foreign Student Program includes the International Fulbright Science and Technology Award, which supports doctoral study at leading U.S. institutions in science, technology, engineering or related fields for outstanding foreign students.

The Fulbright Foreign Language Teaching Assistant (FLTA) Program, a component of the Fulbright Foreign Student Program, provides young teachers of English as a Foreign Language the opportunity to refine their teaching skills and broaden their knowledge of American culture and customs while strengthening the instruction of foreign languages at colleges and universities in the United States.

Other Fulbright Programs

The Distinguished Fulbright Awards in Teaching Program sends U.S. teachers abroad and brings international teachers to the United States for a semester to pursue individual projects, conduct research, and lead master classes or seminars. The program is open to teachers from the U.S. and selected countries in multiple world regions.

The Hubert H. Humphrey Fellowship Program brings outstanding mid-career professionals from countries in states of development or transition to the United States for highly tailored programs of non-degree, graduate study and professional development. Fellowships are awarded in a range of public policy and social science related fields.

A portion of the Fulbright Program is a Congressional appropriation to the United States Department of Education for the **Fulbright-Hays Program**. These grants are awarded to individual U.S. K-14 pre-teachers, teachers and administrators, pre-doctoral students and postdoctoral faculty, as well as to U.S. institutions and organizations. Funding supports research and training efforts overseas, which focus on non-Western foreign languages and area studies.

Connect with the Fulbright Scholar Program through Social Media

The Fulbright Scholar Program has an official presence on many social networks. These official social media sites offer prospective Fulbright applicants, grantees, hosts, and other stakeholders places to collaborate, discuss and learn about the program in a more informal setting.



Fulbright Scholar Program on Twitter:
twitter.com/FulbrightSchlrs



Official Fulbright Facebook Page:
facebook.com/Fulbright



Fulbright Program on Google+ :
plus.google.com/111585226276527305578



Fulbright Scholar Program on Youtube:
youtube.com/user/FulbrightScholar1



Fulbright Programs on Vimeo:
vimeo.com/fulbright

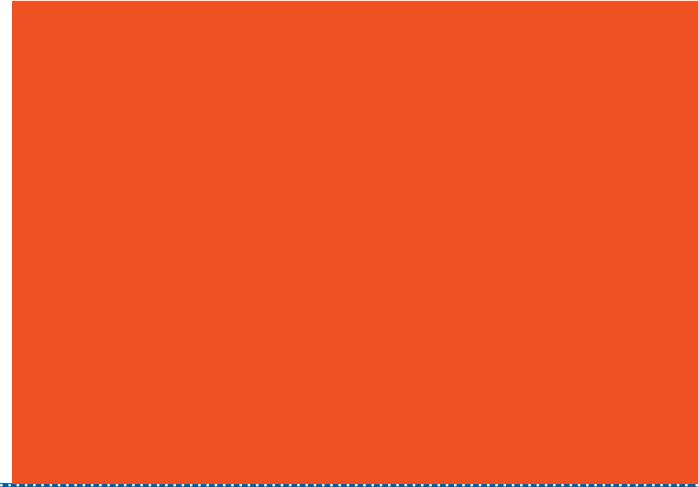


Fulbright U.S. Scholar Program Blog:
cies.org/blog-posts



Fulbright Program Group on LinkedIn®:
linkedin.com/groups?gid=3709849





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 eca.state.gov/fulbright.

The Fulbright Scholar Program is administered by the Council for International Exchange of Scholars, a division of the Institute of International Education. For more information, contact us at scholars@iie.org or 202-686-4000, or visit www.cies.org.

