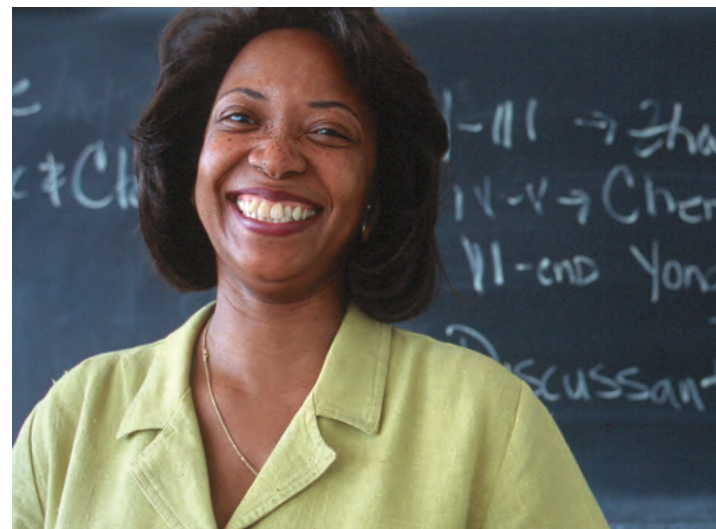


Fulbright Scholar Liaison Handbook

Fulbright Scholar Program



FULBRIGHT





Program Fast Facts

Competition Opens: February

Application Deadline: September 15

IEA Seminar Deadlines: Throughout the year

Award Activities: Teaching, Research, Professional Projects, and International Education Administrator Seminars

Awards Available: 800

Award Length: Administrators: 10–14 days;
Scholars: 2–12 months

 /fulbright

 @Fulbrightprgrm

 @the_Fulbright_program

 /the-fulbright-program

Contact Information

Phone: **202.686.4000**
Email: **outreach@iie.org**

Website: **cies.org**



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Julie Taylor, Ph.D.

Director of Academic Relations for Fulbright Programs
Institute of International Education

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Welcome

JULIE TAYLOR, PH.D.
*Director of Academic Relations
for Fulbright Programs
Institute of International Education*

If you have questions or need additional information, please do not hesitate to contact us at outreach@iie.org or **202.686.4000**.

Greetings and 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 educational 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 in a position to identify Fulbright candidates and assist them in applying for awards. You may also choose to promote policies that support faculty in taking a Fulbright, or, provide information to awardees who are negotiating leave and financial support issues. At a time when many universities seek to internationalize their campuses and promote global engagement, you can help by encouraging your institution to engage parts of the Fulbright Program that bring international scholars to U.S. institutions, such as the Foreign Language Teaching Assistant Program, the Visiting Scholar and Scholar-in-Residence Programs, and the Outreach Lecturing Fund Program. We at the Institute of International Education 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 awards.

Thank you for all the hard work that you do on behalf of the Fulbright Scholar Program and for your dedication to promoting international engagement and mutual understanding. We look forward to working together with you to grow the program and strengthen its impact on campuses across the United States.

We at the Institute of International Education 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.

Program Overview

THE FULBRIGHT PROGRAM

The Fulbright Program, the U.S. government's flagship program in international educational and cultural 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 was signed into law in 1946. Since then, the Fulbright Program has provided over 390,000 participants from around the world with the opportunity to forge strong personal and professional connections, observe each other's institutions, exchange ideas, and embark on joint ventures. Fulbright alumni have gone on to receive 60 Nobel Prizes, 86 Pulitzer Prizes, 75 MacArthur Foundation Awards, and 16 U.S. Presidential Medals of Freedom.

Headed by the U.S. State Department's Bureau of Educational and Cultural Affairs, in partnership with over 160 participating countries, the Fulbright Program brings Visiting Scholars and students to the United States and sends U.S. Scholars and students abroad. The primary source of funding for the Fulbright Program is an annual appropriation made by the United States Congress to the State Department, as well as contributions by participating governments to their country's binational Fulbright commission or foundation. Fulbright Commissions are active in 50 countries, while in countries without a commission or foundation, the Public Affairs Section of the U.S. Embassy develops and supervises the Fulbright Program. 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.



Since its inception
in 1946, more than

390,000

FULBRIGHTERS

have participated
from over

160

COUNTRIES

Annually, the Fulbright Program
awards approximately

8,000

FELLOWSHIPS

Fulbright alumni include:



37

Heads of State
or Government



60

Nobel Prize
Laureates



75

MacArthur
Foundation Fellows



86

Pulitzer Prize
Recipients



16

U.S. Presidential
Medal of Freedom
Recipients



THE MISSION OF THE FULBRIGHT PROGRAM

The Fulbright Scholar Program serves as an instrument of public diplomacy and international service. By providing communities, students, and scholars with access to foreign experts—both scholarly and professional—with international experience and insights, the program helps foster mutual understanding between nations and people.



Wendy Perry, Fulbright U.S. Scholar to Morocco

THE PROGRAM:

- builds a network of scholars around the world and promotes collaborative research.
- encourages international partnership between academic and professional institutions.
- 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 U.S. and foreign alumni.

"We are committed to the Fulbright Program's goals of creating lasting professional and personal connections by sending accomplished U.S. students, scholars, and professionals of all backgrounds to study, research, or teach in communities throughout the world."

MARIE ROYCE

*Assistant Secretary of State
Educational and Cultural Affairs*

THE FULBRIGHT SCHOLAR PROGRAM

The Fulbright Scholar Program offers passionate and accomplished faculty, administrators, artists, journalists, lawyers, and other professionals from all backgrounds an unparalleled opportunity to study, teach, or conduct research and projects abroad. Approximately 900 foreign Fulbright Scholars and 800 Fulbright U.S. Scholars receive awards to lecture and/or conduct research each year. 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. Information about connecting your campus with a foreign Fulbright scholar is located within this handbook.

Approximately 900 foreign Fulbright Scholars and 800 Fulbright U.S. Scholars receive awards to lecture and/or conduct research each year.

THE INSTITUTE OF INTERNATIONAL EDUCATION

The Institute of International Education, 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. For many years the Council for International Exchange of Scholars (CIES) assisted the Department of State in administering the Fulbright Scholar Program. Today, the Scholar program is administered by IIE, while CIES is an advisory board composed of scholars and senior academic leaders who provide guidance to IIE and the Department of State. IIE staff work directly with Scholar Liaisons in furthering the goals of the Fulbright Scholar Program on their campus. IIE retains cooperative agreements with the U.S. Department of State's Bureau of Educational and Cultural Affairs for administering both the Fulbright Student and Fulbright Scholar Programs.



Website: iie.org

Why Participate in the Fulbright Scholar Program?



Cath Kleier, Fulbright U.S. Scholar to New Zealand

BENEFITS TO PARTICIPANTS

Since its establishment more than 70 years ago, the Fulbright Scholar Program has served as an excellent vehicle for faculty development and inspiration. The benefits of participating in the program accrue to scholars throughout their careers. For both U.S. and Visiting Scholars, the program:

- allows grantees to develop international contacts and participate in collaborative research.
- provides a unique opportunity to gain a new perspective on how a discipline is perceived and taught in another country.
- leads to scholarly publications, paper presentations, artwork and creative performances.
- 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.
- strengthens or develops language skills.
- provides personal satisfaction by 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 and one's family in another culture.

BENEFITS TO INSTITUTIONS

The benefits of the Fulbright Scholar Program extend to universities and colleges as well. Scholars gain considerable experience with cross-cultural communications which informs their teaching and student engagement upon return. While abroad, scholars can represent their home institutions by reaching out to local alumni and raising awareness of their home institutions with foreign scholars and students. They may establish formal or informal exchange relationships. And, Fulbright Scholars are key to internationalizing their campuses upon return because they foster greater peer and student interest in global engagement. Scholar alumni inspire their colleagues and students to pursue Fulbright, advise them on applications, and write letters of support.



Fulbright Visiting Scholar Program



HOSTING A FULBRIGHT VISITING SCHOLAR

Each year some 900 Visiting Scholars come to the United States under the Fulbright Program. The Fulbright Visiting Scholar Program, which includes the Outreach Lecturing Fund (OLF) and Scholar-in-Residence (S-I-R) Program, 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 to 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 to ascertain application deadlines and procedures. If your institution would like to host a specific scholar, we suggest that you stay 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. More information can be found in the Virtual Toolkit (cies.org/virtual-toolkit).

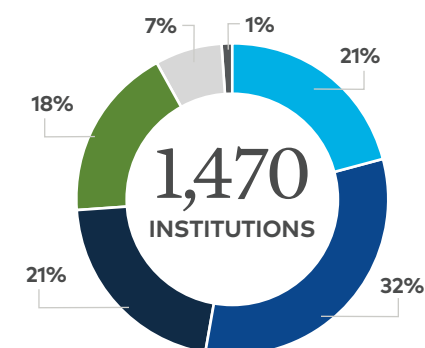
If your institution wishes to host a scholar but does not have a specific individual in mind, you are encouraged to work with your colleagues, neighboring institutions, foreign graduate students, recently returned Fulbright U.S. Scholars, or scholarly/professional associations to determine which scholar (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. More information can be found online and on the flyers in this handbook.

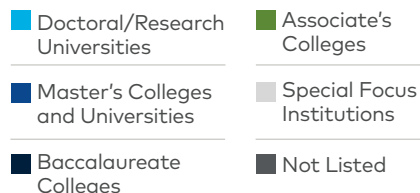
The Fulbright Visiting Scholar Program, which includes the **Outreach Lecturing Fund** and **Scholar-in-Residence**, allows you to arrange for Fulbright Visiting Scholars to lecture or conduct research on your campus for either short- or long-term visits.

Scholar Liaison Network

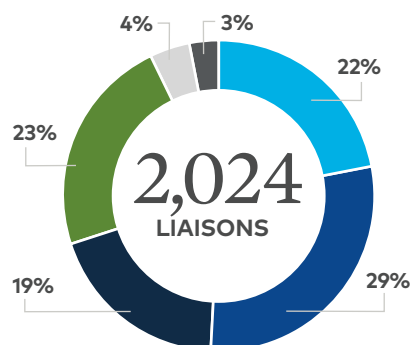
SCHOLAR LIAISON INSTITUTIONS BY CARNEGIE CLASSIFICATION (2019)



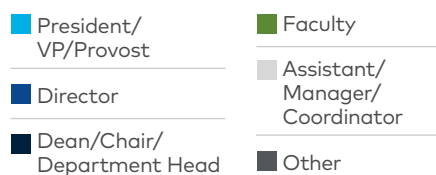
Institution Type



SCHOLAR LIAISONS BY ACADEMIC TITLE (2019)



Title



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.



ROLE OF A SCHOLAR LIAISON

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 helping administrators and their peers understand the value of the Fulbright Scholar Program as a means for faculty development and campus internationalization. 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:

ESTABLISH A FULBRIGHT PRESENCE ON CAMPUS

- Ensure that faculty, senior administrators, and staff know that you are the Scholar Liaison for the Fulbright Scholar Program. You may add the designation to your email signature and business card. See the brand guidelines to download the logo. (cies.org/document/guidelines-brand-identity-0)
- Host your own campus workshop using the PowerPoint presentation available in the Virtual Toolkit.
- Ensure that information about the Fulbright Program is listed correctly on university websites and that the links are working.
- If your campus has a designated Fulbright Program Advisor (FPA), meet with them to learn about the Fulbright Student application process on your campus. Learning the differences between the Scholar and Student application processes can prevent potential confusion. You can also partner with the FPA to promote Fulbright on campus.
- If your institution maintains a list of prestigious external fellowships for faculty, ensure that Fulbright is included.

BECOME A RESOURCE FOR PROGRAM INFORMATION

- Familiarize yourself with the Fulbright Scholar Program by reading through the Scholar website at cies.org, so that you can more confidently direct potential applicants to the Web for the program information and application materials they need.
- Understand the complexities of the Catalog of Awards. Each February, the Fulbright Scholar Program competition opens with a new Catalog of Awards for the U.S. Scholar Program. With more than 400 unique award opportunities in over 135 countries, the catalog can be overwhelming for those viewing it for the first time. You will find comprehensive information on the awards offered for the following academic year. Each award description is unique and includes information about award activity, stipend and award benefit information, as well as the contact information for the appropriate program staff. The catalog can be filtered according to discipline, career level, location, award activity, length, degree requirement, language requirement and letter of invitation requirement.

Promoting the Fulbright Scholar Program is a primary objective of the Fulbright Scholar Liaison.





RECRUIT POTENTIAL PARTICIPANTS

- Identify faculty and staff who may be interested in lecturing or conducting research abroad and discuss award opportunities with them.
- Ensure that the office promoting fellowship and grant opportunities for scholars on your campus is announcing Fulbright opportunities and circulating the link to the Catalog of Awards.

EMPOWER AND SUPPORT FULBRIGHT AWARDEES IN LEAVE AND BENEFITS DISCUSSIONS WITH ADMINISTRATORS

- Familiarize yourself with sabbatical and leave policies on your campus including past precedents for extending benefits and providing remunerative support to former recipients of Fulbright awards and other fellowships.
- Provide suggestions to awardees for navigating relevant leave and pay negotiations. We provide additional guidance on leave and pay conversations in the handbook (see pages 14–19).
- Discuss with department chairs and/or senior leadership the faculty development and institutional benefits of engagement with the Fulbright Program to encourage greater support for awardees. IIE can also assist with conducting a workshop for department chairs.

FOSTER A FULBRIGHT CULTURE ON YOUR CAMPUS

- Identify Fulbright alumni on campus—they can serve as a resource and help recruit faculty. Ask alumni to highlight their experiences by giving lectures to other faculty, writing stories for campus outlets, or writing stories for Fulbright blogs and social media. To propose stories to Fulbright, please contact outreach@iie.org.
- Encourage celebrations of Fulbright awardees and alumni on your campus. This handbook provides examples of what other universities have done.
- Bring Fulbright to your campus by helping your institution apply to invite foreign scholars through the Foreign Language Teaching Assistant (FLTA), Scholar-in-Residence, Visiting Scholar, and Outreach Lecturing Fund Programs.

ATTEND A TRAINING WORKSHOP

IIE hosts up to four Scholar Liaison Workshops per year, including one in Washington, D.C. These trainings are the most comprehensive presentations 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. During the workshops staff highlight changes and important information about the current award competition. Scholar Liaisons meet senior program staff and are introduced to the Fulbright Scholar Program PowerPoint presentation, with the goal that after the workshop, Scholar Liaisons will be adequately trained to give this same presentation on their campuses.

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

IIE 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 email or phone call away.

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





VIRTUAL TOOLKIT

The Virtual Toolkit contains flyers, PowerPoint presentations, workshop invitation templates and other useful publications that can be downloaded. If you have any questions about the Virtual Toolkit or would like to have Fulbright Program staff visit your campus to present on opportunities, please email outreach@iie.org.

Visit the "On Campus" tab and the links below to:

- View a list of U.S. Scholar alumni to use as resources for invitation letters, campus review committees and advisory boards, as well as for more information about the Fulbright experience.
- Search the list of Visiting Scholars to invite to your campus through the Fulbright Outreach Lecturing Fund. Updated in October, the list can be searched by geographic location, home country and academic discipline.
- Search for and contact other Scholar Liaisons by using the Scholar Liaison Network directory which can be searched by state and institution.
- Follow Fulbright on social media to connect and collaborate with prospective Fulbright applicants, awardees, hosts, and other stakeholders and to learn more about the program in a more informal setting. See the social media directory inside the handbook's front cover of for more information.

RESOURCES FOR LIAISONS

On the Scholar Program website (cies.org) there are webpages and a Virtual Toolkit dedicated to helping Scholar Liaisons promote the Fulbright Scholar Program on their campuses.

SUGGESTIONS FOR NAVIGATING LEAVE AND SUPPORT ISSUES

Suggestions for Helping Applicants, Awardees, and Institutions Navigate Leave and Support Issues

The Fulbright U.S. Scholar Program's success is highly dependent upon support from U.S. colleges and universities. They provide the leave, salary support, and benefits that awardees often need to take a Fulbright award. Because the Fulbright Program wants to maintain this critical support, we encourage applicants to inform their department or university about their application at the time of submission. Doing so helps institutions with course planning and provides ample time for them to investigate how the institution could benefit from a faculty member's participation in the program. Informing institutions at the time of application is not, however, a requirement and many applicants choose to wait until they know whether their application is successful.

Yet, once a Fulbright award has been granted, awardees need to begin conversations with institutional leaders to receive permission for leave and discuss the possibility of additional financial support and the extension of benefits. Questions may also arise pertaining to how a scholar's performance will be reviewed during the award period and how tenure clocks and promotion may be impacted. For some contract faculty (those on limited period contracts such as lecturers and term faculty), participating in Fulbright may fall outside of the stipulations in their contract and they will need to ask for an exception. A liaison can be a very helpful resource in these sensitive negotiations. Below is some information that may be helpful to you in this role.

Award Type

Administrators are often confused about the Fulbright funding mechanism. Fulbright awards are fellowships, not grants. Stipends are paid directly to the award recipient. Therefore, Fulbright awards do not cover overhead expenses (also called "indirects"). They are not typically routed through universities because the university is not the award recipient. If your university requires confirmation on the award type and overhead rate, please contact outreach@iie.org and we will send a formal confirmation letter on behalf of the awardee.

Research Leave

Awardees need to receive official permission to leave the university during the award period. In many cases, the award is used in conjunction with a sabbatical and sabbatical leave policies are typically set by the provost and found in the faculty handbook (often located on the provost or dean of faculty webpages). In most cases sabbatical policies provide full salary for a semester, but they may allow for half salary for the year, especially when external funding has been obtained (i.e., a grant or fellowship). Since there is little consistency in sabbatical policies from institution to institution, we highly recommend that liaisons familiarize themselves with their university policy.

At some institutions, scholars may technically qualify for sabbatical but there are fewer sabbatical slots than there are scholars qualified for sabbatical. In these cases, a competition may be held, and a committee or senior administrator will decide who receives sabbatical that year. Liaisons at universities or colleges employing this system can help Fulbright awardees by lobbying for inclusion of a selection criteria based on receiving external funding or a prestigious award, and then ensuring that Fulbright is considered, or listed as, a prestigious award.

Non-sabbatical leave policies and practices (i.e., research leave, junior faculty leave, leave without pay) are even more variable. At some institutions they are determined by a set university policy found in the faculty handbook, at others by a school or department policy, while in some cases they do not fall under a clear policy at all but are granted based on past precedent or even the whims of administrators. We wish we had better news.

Liaisons can play a critical role by knowing the existing policies, how they vary across campus, and by learning about past precedents when scholars have received leaves for Fulbright or other fellowships.

Should you find that university or college officials are resistant to granting leave to a Fulbright awardee, please reach out to the scholar program at outreach@iie.org as early as possible to discuss various options for encouraging officials to reconsider. Leaders of the Fulbright U.S. Scholar Program can reach out to senior university officials on behalf of scholars facing this dilemma.



Liaisons can play a critical role by knowing the existing policies, how they vary across campus, and by learning about past precedents when scholars have received leaves for Fulbright or other fellowships.



Awardees should ask how their leave will impact their tenure clock and their annual review. Ideally, earning a Fulbright would count toward tenure and promotion.

Teaching Replacement

In most cases institutions cover the cost of teaching replacement when a scholar leaves on a Fulbright award, or, they cancel the scholar's courses. Occasionally an institution may demand that a scholar pay for hiring an adjunct professor to cover their teaching obligations. If this occurs, liaisons can suggest compromise options:

- The awardee may request that their teaching obligations be redistributed so that they teach the courses that would be missed in other semesters/quarters or over the summer.
- The scholar can offer to conduct additional service during the award period or afterwards (see examples under Benefits to Universities) instead of teaching.
- The scholar and home institution should recognize that the more obligations a scholar has to their home institution while on a Fulbright, the less time the scholar has to be truly immersed in the culture, resulting in diminished benefits to both the scholar and the home institution.

Tenure Clocks and Reviews

Awardees should ask how their leave will impact their tenure clock and their annual review. Tenure-track scholars will want to confirm whether the leave will stop the tenure clock and defer the date they are expected to come up for tenure. In most cases it does not because the scholar is engaged in scholarly activity.

As for annual performance reviews, awardees should ask how their performance will be judged during the period of the award. School/University administrators often do not think of this issue when they grant scholars leave, which can cause problems later. When awardees take a leave without pay, their performance is not typically reviewed, and standards of review are not an issue. For tenure-line faculty (i.e., tenure-track or tenured) receiving a fellowship can positively impact a performance review, or at the very least, does not detract from the review since the awardee is engaged in the scholarly activity for which they were hired. When problems arise, they most frequently impact contract faculty. Except for limited-contract research faculty, performance evaluations for scholars with term contracts are normally based on teaching only. Check to see how your institution intends to deal with situations where performance is judged on teaching, which the scholar will not be doing. We do not want to discourage contract faculty from applying. Many institutions do not have an issue with contract faculty taking a Fulbright award. That said, to be cautious it is helpful for liaisons to inform contract faculty of potential challenges.

Financial Support and Benefits

Fulbright stipends are typically less than salary replacement and most Fulbright scholar grantees report receiving some form of remunerative support during the award period as well as continued benefits. By remunerative support, we are referring specifically to salary coverage for the faculty member in the form of sabbatical pay or salary supplements ("top-ups" or "back fill") in which the university adds to the stipend amount provided by the award. In the best scenario, the university offers to make the salary "whole" by covering the portion that is not covered by the Fulbright stipend. In other cases, the amount of coverage varies. Many schools only offer to make the salary "whole" in cases where the external funding is above a certain percentage of a faculty member's salary. Again, while sabbatical pay is typically detailed in a campus-wide policy, salary top-ups for other types of leave often are not.

It is recommended for awardees to receive guarantees of benefits and remunerative support in writing.

By talking to faculty who previously received Fulbright awards or other fellowships and understanding past precedent, a liaison can be an invaluable resource for future awardees as they navigate salary negotiations for the period of their leave. The best place to start for these discussions is typically with a department chair or associate dean of faculty within a school. At the university-level, provosts and deans of faculty may also provide salary contributions when faculty receive prestigious fellowships. Hence, another reason why it is important to ensure that your institution perceives, or formally lists, Fulbright as a prestigious award. Should your institution be resistant to listing Fulbright as a prestigious award, please contact the Fulbright Scholar Program at outreach@iie.org and a member of our leadership will reach out to university officials to discuss the merits of the award.

In cases where the scholar's only option is leave without pay, they should still try to negotiate for the continuation of benefits. If benefits are not forthcoming, the awardee may want to see if they can continue their medical coverage through COBRA.

Adjunct Faculty

Adjunct faculty are welcome to apply for Fulbright awards. Those who receive Fulbright awards often seek to use them to gain better professional opportunities. Adjuncts are rarely extended benefits or job protection by their home institution when they receive a Fulbright award. The head of faculty affairs or the Provost's office may be the best sources of information on the subject. If adjuncts are unionized, we suggest checking with the union to see if any benefits or protections can be offered.

It is recommended for awardees to receive guarantees of benefits and remunerative support in writing.

Adjuncts are rarely extended benefits or job protection by their home institution when they receive a Fulbright award.



The faculty member will want to be assured that their position will be there when they return and should clarify whether the time away (even if taken as unpaid leave) will count as time on the contract or will extend the period of the contract.

Contract Faculty

Contract faculty—whether on long- or short-term contracts—are highly encouraged to apply for Fulbright, yet their ability to take the award varies across institutions and even across schools on the same campus. Several issues need to be resolved before the award is accepted. First, the ability to take a fellowship that involves time off campus is rarely stipulated in their contract. Hence, an exception must be made for them to do so because it will alter the terms of their contract. This negotiation takes place between the faculty member and the department and school that hired them and is not typically determined at the university-level. The faculty member will want to be assured that their position will be there when they return and should clarify whether the time away (even if taken as unpaid leave) will count as time on the contract or will extend the period of the contract. Because contract faculty are often hired to teach, the course coverage costs are typically higher than for tenure-line faculty with smaller teaching loads, causing some universities to balk at requests for leave, even if the leave is unpaid. Talking points in the teaching replacement section above may help convince administrators that a leave of absence will be manageable.

Deadlines for Requesting Leaves

To maintain some semblance of order over the chaos of course scheduling, many universities, schools, and departments have instituted deadlines by which faculty must request, or receive permission for, sabbatical or leave. In many cases, these deadlines are not part of a formal policy and instead constitute a preferred practice for which there are many exceptions. Fulbright award notifications are announced from January to May, depending on the country, often occurring after a deadline for leave requests has passed. For this reason, we suggest that scholars inform their chairs/deans of pending applications since the deadline is less likely to be enforced if senior administrators know in advance. Liaisons can support awardees in these negotiations by knowing about past precedents and exceptions to the deadline. Former Fulbrighters and senior scholars are often excellent sources of this information. Should you find that a department, school, or institution is resistant to making an exception, please contact the Fulbright U.S. Scholar Program at outreach@iie.org and a member of our leadership will reach out to the institution on the scholar's behalf.



WHY FULBRIGHT MATTERS TO YOUR INSTITUTION

As mentioned, college/university support for faculty on Fulbright awards is critical to the program's success and liaisons can play a critical role in explaining the wide-ranging benefits of engagement with Fulbright.

- **First, supporting scholars on Fulbright awards is an investment that pays professional development dividends throughout a scholar's career.** Scholars often become co-authors with scholars they meet in their host country and they engage the networks of those scholars, further expanding their professional and publishing networks. They invite scholars from their host institution to their home institution, or to engage in conferences and panels, and these invitations are often reciprocated. Scholars have set up formal and informal exchange programs with their host institutions, even exchanging Ph.D. students and postdoctoral students to provide specialized training. Being a Fulbright Scholar is a mark of distinction that enhances a scholar's reputation and places them within networks of other distinguished alumni through both the U.S.-based Fulbright Association and the alumni associations of their host country. The Fulbright Program and Fulbright alumni associations all work to promote the accomplishments of Fulbright Scholars.

- **Second, Fulbright awards bring benefits and prestige to scholars' home institutions.** Fulbright Scholars represent their colleges and universities abroad and in so doing can facilitate cooperative agreements and exchanges that benefit their home institutions. While abroad, Fulbrighters can help recruit

foreign student applicants to their home institutions, establish formal exchange agreements, and conduct outreach to university alumni in the host country. Program participants often become active proponents of the program upon return, increasing Fulbright engagement. They encourage faculty peers and students to apply to the program, and often serve as application reviewers and recommendation writers. Top-producing institutions of Fulbright awardees are celebrated each year in *The Chronicle for Higher Education* and receive recognition from U.S. State Department leadership for their contributions to the Fulbright Program, thus serving to promote the school as an institution of distinction that encourages international engagement.

- **Finally, institutions can internationalize their campuses by engaging other Fulbright Programs.** They can agree to host a foreign scholar through the Fulbright Visiting Scholar Program. Institutions that lack a strong international component or serve minority populations can apply for the Fulbright Scholar-in-Residence Program and bring a foreign scholar to teach on their campus. Through the Outreach Lecturing Fund, campuses can host a Fulbright Visiting Scholar for a short-term speaking engagement. Or, if they want to expand their foreign language offerings, institutions can bring a Fulbright Foreign Language Teaching Assistant to their campus. We encourage liaisons to highlight these broader benefits of the program and avenues of institutional engagement when encouraging officials on their campus to maintain and strengthen their support of the Fulbright Scholar Program.



SELF-ASSESSMENT QUESTIONS FOR CAMPUSES REGARDING SUPPORT FOR FULBRIGHT PROGRAMS

Courtesy of Dr. Charles A. Johnson, emeritus Fulbright U.S. Scholar Alumni Ambassador

Senior Associate Vice President for Research and Professor Emeritus of Political Science, Texas A&M University

Encouragement

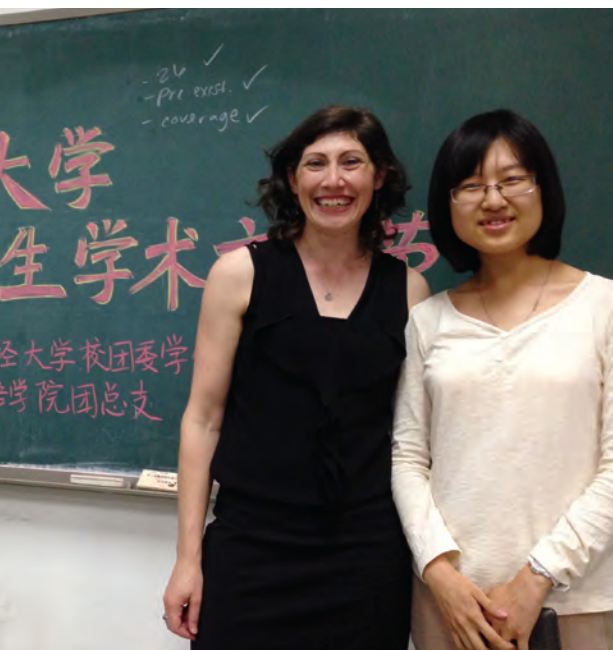
What does the institution do to encourage faculty, departmental, and college engagement with Fulbright Programs?

- 1
 - Who is the designated Fulbright Liaison?
 - How is that individual and office supported?
 - Does the campus representative routinely interact with deans, department chairs, faculty, and students to promote Fulbright Programs?
- 2
 - Do deans, department chairs, faculty, international program administrators, and students know about Fulbright Programs—Fulbright Scholar Program, Visiting Scholar, Specialist, Scholar-in Residence, International Education Administrators, etc.?
 - How are they kept informed?
- 3
 - Is there an easily found web presence on the institutional website providing Fulbright information and contacts?
- 4
 - Is there an association of Fulbright Scholars on campus?
 - How does it advance interest in Fulbright Programs?
- 5
 - 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?
- 6
 - 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?
- 7
 - Are faculty members encouraged to seek Fulbright Scholar awards and engage with Fulbright Programs?

Supporting Awards

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

- 8
 - Do institutional policies outline what faculty might expect or request in support of Fulbright Scholar awards?
 - Are there precedents on campus for institutional support?
- 9
 - Can a Fulbright Scholar expect or request “top-up” funding to supplement the Fulbright award stipend?
- 10
 - Will a Fulbright Scholar's institutional benefits package be continued- health, retirement, sick leave, etc.?
 - Will the benefits extend to family members?
- 11
 - Can sabbatical leaves be used in association with Fulbright Awards?
 - Is there flexibility in the sabbatical leave deadlines to accommodate Fulbright Award announcements?
- 12
 - Does the institution provide a one-time grant for general expenses not reimbursed by Fulbright or the host institution?
- 13
 - Are there mechanisms or sources of funding to cover replacement teaching and other responsibilities for departing Fulbright Scholar awardees?
- 14
 - 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?
- 15
 - What benefits accrue to departments and colleges that support engagement in Fulbright Programs?
- 16
 - 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?

- 17** • Are there institutional policies outlining the benefits of faculty receiving major competitive awards such as a Fulbright Scholar Award?

- 18** • 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?

- 19** • 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?

- 20** • Are department chairs and deans or departments and colleges rewarded for encouraging and supporting Fulbright Scholar awardees?

Recognition and Advancement of International Programs

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

- 21** • 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?

- 22** • Is there recognition of the awardee upon his or her return to campus?

- 23** • Are Fulbright Scholars featured in institutional publications, webpages, newsletters, development materials, etc.?

- 24** • Are Fulbright Scholars asked to contribute to curricular development initiatives relating to international programs?

- 25** • Are Fulbright Scholars involved with development or fund-raising efforts seeking philanthropic support for international activities?



SCHOLAR LIAISON CASE STUDIES

"FULBRIGHT DAY"

Brigham Young University, Provo

KRISTEN KELLAMS, J.D.

*Research Development Specialist
College of Family, Home,
and Social Sciences
Fulbright Scholar Liaison
Brigham Young University, Provo*

"From the start, I sat down with faculty to discuss where they might go on a Fulbright. I also created a newsletter to raise awareness of Fulbright opportunities and webinars."

When I started at BYU in 2015, I met with faculty in my college about what types of external grant funding they were most interested in. Many of them expressed interest in the Fulbright Scholar Program. Before I became a Scholar Liaison, there wasn't anyone who helped coordinate Fulbright scholar efforts. Faculty would occasionally talk to another faculty member who had been on a Fulbright, but otherwise there weren't a lot of resources on campus. To better support them, I attended a training out in D.C. for new Fulbright Scholar Liaisons where I learned about the various Fulbright Programs and how to familiarize my faculty with the program. That fall, I held an on-campus event with a panel of our BYU Fulbrighters leading a discussion on the benefits of the program and how to apply. From the start, I sat down with faculty to discuss where they might go on a Fulbright. I also created a newsletter to raise awareness of Fulbright opportunities and webinars. I gathered successful past proposals and letters of invitation from our successful faculty and with their permission, shared that with prospective applicants, and worked one on one with applicants to strengthen their applications.

In 2016 and 2017, I worked with our university-level faculty support center to host a "Fulbright Day." Two Fulbright staff members from IIE and student alumni ambassadors came to our campus for the event. A Fulbright representative from IIE spoke about opportunities for students and a separate session was held for faculty. After this presentation a panel of former Fulbright BYU faculty answered more institution-specific questions. I also hosted Alumni Ambassadors from other institutions to come and discuss the Fulbright Scholar Program with our faculty.

In 2018 we hosted two "Fulbright Days," where an IIE outreach specialist visited campus and presented on both Fulbright Student and Scholar programs. After this event, I became the Fulbright Program Advisor for the student program and began to advertise the Student Program as well as the Scholar Program.

To celebrate those faculty and students who receive Fulbright awards, we share their award information with our community through our campus newspaper and Public Relations office so that they can be recognized across campus.

CREATING A FULBRIGHT CULTURE ON CAMPUS

Metropolitan State University

MAYTHEE JENSEN KANTAR

Professor

School of Communication,

Writing and the Arts

Fulbright Scholar Liaison

Metropolitan State University

"Led by a Fulbright Scholar Liaison we have an expanded campus team that includes past award winners."

Our Fulbright campus program has been faculty driven for 30 years and has produced 23 Fulbright award winners. We emphasize three key elements: Information, Integration and Inspiration. Led by a Fulbright Scholar Liaison we have an expanded campus team that includes past award winners, several of whom have served as peer reviewers for Fulbright upon their return.

Information 360

While "Fulbright" has name recognition, the first step for us has been information in all directions: faculty (both full-time and part-time), staff and administrators. We focus on the Scholar, Specialist, OLF and IEA programs. Examples of our activities include:

- More than a dozen hour-long faculty led campus information sessions, advertised throughout the university by our Center for Faculty Development, held February–March when the new award catalog is published
- One-on-one meetings offered by our Scholar Liaison(s) to help identify the best award choice and provide assistance with the application
- Help for applicants who have specific concerns about getting a letter of invitation, living abroad with school-age children, health insurance, language ability, taking leave when not on sabbatical, and staying connected to their department while abroad
- Fall and spring campus teaching conferences featuring a table with Fulbright information and flyers with emails of our campus Fulbright team
- Scholar Liaisons who meet every year with the President and Provost to discuss Fulbright Programs and encourage their support for applications and award winners

Integration

- Work with the faculty union, administrators and individual faculty to incorporate Fulbright activities into faculty professional development plans and tenure and promotion documents
- Share Fulbright information at new faculty orientation
- Help departments select, apply for and host scholars through the OLF program
- Receive administration support for receptions when departments host Visiting Scholar presentations on campus
- Receive administration support for regular faculty participation in Fulbright Scholar Institutional Workshops

Inspiration

- Provide a forum for returning Fulbright Scholars to share their experiences through presentations on campus
- Encourage university publications to feature stories on Fulbright Award Winners
- Provide recognition for returning award winners through our Institute for Community Engagement and Scholarship
- Maintain a published list of Fulbright award winners and Visiting Scholars
- Take pride in our Fulbright Award History!



PROMOTING FULBRIGHT ENGAGEMENT

University of California, Davis

JENNIE KONSELLA-NORENE

Assistant Director

Global Professional Programs

Administrative Director

Mandela Washington Fellowship

Global Affairs

University of California, Davis

"The Fulbright Scholar Liaison team at UC Davis is committed to increasing Fulbright participation and promoting Fulbright engagement on campus in a variety of ways."

The Fulbright Program continues to be an integral part of UC Davis' and Global Affairs' efforts to strengthen and enhance our international leadership, education, and research collaborations. The Fulbright Scholar Liaison team at UC Davis is committed to increasing Fulbright participation and promoting Fulbright engagement on campus in a variety of ways.

Campus Events

UC Davis holds an annual Humphrey Fellow—Fulbright Student and Scholar Reception to celebrate the fellows, students and scholars who help make UC Davis the global campus that it is.

Our UC Davis Fulbright Scholars are then a part of our annual International Connections Reception that involves a larger community of internationally engaged faculty, staff, and scholars. The reception highlights the breadth of internationally oriented activities within Global Affairs and connects scholars from various world regions.

We also bring Fulbright Scholars and Returned Peace Corps Volunteers together for events to increase the visibility of these programs and further develop these important networks.

Partnerships

UC Davis partners with the Bay Area Fulbright Scholar Enrichment Program to plan and promote local events, many of which are located in the Bay Area, allowing UC Davis Scholars the opportunity to network with others beyond our campus.

Campus Workshops

Every year UC Davis invites a Fulbright Program representative to provide a workshop for faculty interested in pursuing Fulbright awards abroad. Our campus liaisons also provide support with the application process and guide faculty through the award catalog.

Fulbright Stories

We engage with our Fulbright community and continually look for ways to promote their stories of impact, working closely with our communications team to highlight some of the amazing collaborations that have resulted from UC Davis connections with the Fulbright Program and to amplify the experiences of our Fulbrighters.

Fulbright Foreign Scholarship Board

In 2017, UC Davis hosted the Fulbright Foreign Scholarship Board (FFSB) for their fall board meeting. The meeting took place during International Education Week, so we combined the visit with our Humphrey Fellow—Fulbright Student and Scholar Reception as a wonderful way to showcase the Fulbright Program on our campus.

THE UNTAPPED POTENTIAL OF COMMUNITY COLLEGE FACULTY

Northern Virginia Community College

STACEY BUSTILLOS

Associate Director

*Office of International Education
and Sponsored Programs*

Northern Virginia Community College

"In many ways the community college professor has much to offer and benefit from a Fulbright experience: many of them just don't know it yet."

After spending seven years as Northern Virginia Community College's (NOVA) Fulbright campus liaison and with previous experience as a Fulbright Program Officer, I am convinced that community college faculty are prime candidates for a Fulbright scholar experience. What they are lacking in research and publishing they make up for with their experience in the classroom. Without the pressures of tenure and research, the community college faculty's number one focus is teaching. They are constantly challenged in their methodology given the diversity of their classes. In a single class, students may range from 18–45 in age, represent both full- and part-time students, and English may not be the first language for half of the class. To be effective educators, the community college professor is constantly finding ways to adapt, accommodate and utilize all of these factors in their teaching. In many ways the community college professor has much to offer and benefit from a Fulbright experience: many of them just don't know it yet.

In recent years, NOVA has consistently ranked as one of the leading producers of Fulbrights among community colleges, which speaks to the quality of our faculty and to the support from our administration. This administrative support is not always the case at community colleges, and therefore makes the Fulbright Liaison's job all the more important. There is definite interest among our faculty to travel abroad, but they also face challenges when they consider applying for a Fulbright. Although not encumbered by the university tenure career track, the community college faculty member is annually contracted which makes it tricky to take leave and sabbaticals are not widely available or encouraged. Many prospective applicants also find their lack of international connections weakens their ability to attain key invitation letters required for many of the awards. With a little guidance and support, I have seen our faculty compete with their university colleagues and be selected for Fulbright awards. The time abroad not only invigorates them personally and professionally but also brings an international perspective back to NOVA which has had a ripple effect on our students, faculty and the administration. There is an untapped potential among community college faculty and with a little support and encouragement, as Fulbright Liaisons, we can play a part in increasing the international capacity at our colleges.



INSPIRING ADMINISTRATORS AND FACULTY TO APPLY FOR FULBRIGHT

**Indiana University – Purdue University,
Indianapolis**

LESLIE A. BOZEMAN, Ph.D.
*Director of Curriculum Internationalization
Indiana University – Purdue University,
Indianapolis*

"Participating in a scholar
liaison workshop added
another layer to my
knowledge of the Fulbright
U.S. Scholar Program."

I've been a Scholar Liaison for three years, and in this time, I've had several experiences that have helped me gain the knowledge and skills I need for this role. All of those experiences center around engagement with Institute of International Education staff and processes. The first, and one of the most impactful, is that I served as a reviewer for the International Education Administrators Seminar to Korea. Reading applications, crafting my review, engaging in conversations with other reviewers and the IIE team helped me to gain knowledge and insight that I could share with applicants for the IEA and other awards. Letting applicants know that I served as a reviewer helps to build the trust with faculty, staff, and administrators that is necessary to encourage and guide them through the application process.

Participating in a scholar liaison workshop added another layer to my knowledge of the Fulbright U.S. Scholar Program. The workshop was the first opportunity I had to be exposed to the breadth of Fulbright Programs and to discuss the programs and the liaison experience with others in the role. It was also a great opportunity to engage with the Fulbright team at IIE and get to know them better.

Lastly, I've hosted IIE representatives on campus to provide information sessions and one-on-one consultations. Doing this provided multiple benefits for the IUPUI community. In addition to our faculty and staff being able to engage with an expert well-versed in the scope and logistics of Fulbright offerings, the first time I hosted an IIE representative at IUPUI served as a catalyst for our campus to host a reception that engaged alumni and brought together former and aspiring Fulbrighters from a variety of student and scholar programs. During the reception, we showcased a Scholar alum's work and experience in Kinshasa, Democratic Republic of the Congo. This scholar was able to highlight how he overcame the challenge of obtaining a letter of invitation. He also spoke about the lasting benefits of the Scholar program and how being able to conduct research through Fulbright led to receiving other fellowships. The visit and reception also served an opportunity to announce the creation of Indiana's newly formed Fulbright Alumni Association and encourage alum to join.

As a Fulbright-Hays and IEA recipient, Fulbright has been an important part of my own professional and personal development. It has been an honor for me to promote Fulbright Programs and rewarding to see campus colleagues receive awards, have valuable experiences abroad, and integrate what they learned into their own professional and personal lives.

HOSTING A FULBRIGHT SCHOLAR WORKSHOP

Siena College

SALLY J. SOUTHWICK

Director of Grants and

Sponsored Research

Siena College

"Working closely with IIE from early on was essential to making the workshop possible."

In October 2018 Siena College hosted a Fulbright workshop for faculty from liberal arts colleges in the Albany, NY area, which was successful because of several factors. Planning for the event began months earlier with conversations between Siena's grants office and Center for International Programs, both of which work extensively with faculty. We readily identified a need for and interest in faculty development related to both Fulbright exchange opportunities and mentoring students for Fulbright research and teaching awards. The IIE outreach office was receptive to and supportive of this dual theme for a workshop and tremendously helpful to us as we identified potential dates and content.

Because we wanted to make the workshop as directly relevant to faculty as possible, we included a faculty member with extensive international experience early in our planning and decided to include peer mentoring throughout the day's agenda. In addition to the informative presentations by Aferdita Krasniqi from Fulbright Scholar's Europe/Eurasia team, we created two panel sessions. The first was a faculty panel that included two Siena faculty members who have received Fulbright awards and a Fulbright alumni ambassador from nearby Keene State College. The second was a panel of former students who had been Fulbright English Teaching Assistants. Both of these sessions gave the workshop attendees the opportunity to hear directly from colleagues with Fulbright experience, which resulted in lively conversations. Attendees were able to ask questions and to get a clear sense of the whole process from the application stage through the award and life abroad.

The workshop was also successful because of broader collaborations. Colleagues at Union College assisted with promoting the event to faculty on four campuses, coordinating logistics, and ensuring the day ran smoothly. Working closely with IIE from early on was essential to making the workshop possible. We were fortunate that Ms. Krasniqi could come up from IIE's office in New York City. She was engaging and well received by the faculty participants, and we hope to be able to host her again for another Fulbright day.



A CONCERTED EFFORT: COMBINING CAMPUS STRENGTHS TO PROMOTE THE FULBRIGHT SCHOLAR PROGRAM

Iowa State University

SANDRA NORVELL

Research Development Coordinator

Fulbright Scholar Liaison

Iowa State University

"I can say with all certainty that the success that we have seen at Iowa State University is due to our concerted efforts to educate, encourage and support our faculty throughout the entire process."

At Iowa State University (ISU), we have a strong institutional commitment to providing faculty with professional development opportunities and this ethos has extended toward our focused efforts to increase faculty applications to the Fulbright Scholars Program. Starting in 2008, we noticed a drop off in proposal submissions and we put our minds toward how best to counteract what appeared to be trend. We decided that a "more is more" approach would be best.

Over the past decade, we have established a very successful approach to encourage our faculty to participate in the program.

- Led by the Fulbright Scholar Liaisons in Iowa's three Regents Universities and the ISU Office of the Senior Vice President and Provost (SVPP), 2011 saw the start of annual, co-sponsored statewide visits by members of the national office. We host a variety of events on our campus now including workshops for general program information and Q+A, one-on-one, private faculty advising sessions with visiting Fulbright representatives, and dinners and luncheons with department chairs and administrators allowing time for more in-depth conversations.
- In 2012, we added both a university Fulbright Program web page and a "Lunch and Learn" series to the mix. The webpage now offers faculty quick links to campus-level administrative personnel able to answer questions ranging from the application process to the institutional support available to awardees. The monthly Lunch and Learn series, created with extensive support from The Iowa Chapter of the Fulbright Association and ISU Fulbright alumni, gave returning faculty a casual forum to discuss their international experiences and field questions.
- In fall 2014, we initiated an annual homecoming reception for our returning awardees, their department chairs and invited guests. This event recognizes our faculty for having received this very prestigious award. All ISU Fulbright alumni and current visiting international scholars and graduate student are also invited, which has led to new friendships and an informal support network for our international visitors.
- In 2015, we began to distribute information about the Fulbright Scholar Program information directly to faculty via an e-newsletter. These publications highlight open opportunities and any announced changes, upcoming webinars, submission deadlines, and campus-level proposal development support.
- Through all of this, we have also hosted a Fulbright Ambassador, co-sponsored an international Visiting Scholar through the Outreach Lecturing Fund, attended a Fulbright Scholar Liaison Workshop and run department-level workshops. Each one of these have enriched our campus community and provided valuable information for future applicants.
- In 2018, Iowa State University had the honor of being included on the list of Top Producing Fulbright U.S. Scholars Institutions.

In reviewing our institution's history with the Fulbright Program, we have noticed an important factor that is always in play. Faculty need time to plan for a Fulbright application and award to prepare for their departure from both campus and country. Their planning includes promotion and tenure timelines consideration as well as family commitments. Faculty also need time to establish international contacts at future hosting institutions. This required time means that there is often a two-year development period between initially interesting a faculty member in the Fulbright Program and their applying.

A FULBRIGHT CAMPUS LIAISON'S REFLECTIONS

University of South Florida

DARLENE DEMARIE, Ph.D.

Associate Professor

College of Education

Fulbright Scholar Liaison

University of South Florida

"When I assist faculty, I think about each person as I search for suitable awards. All faculty members' expertise differs, and they come from different disciplines."

When the University of South Florida asked me to serve as their Campus Liaison for faculty Fulbright Scholar grants in 2014, I was excited. After returning from my own Fulbright Award to South Africa (2007-2009), I called myself the "Self-Appointed Fulbright Cheerleader." Indeed, Fulbright changed my life! I wanted others to have this experience and to create a university community that reflected Senator Fulbright's vision.

Working with faculty for the past five years cemented my commitment to Fulbright. Each year, I attend at least one Fulbright Scholar Liaison Training workshop, bring someone from IIE to campus, and work with faculty to locate the best award for someone with their expertise. I have told people that my Fulbright work is like putting together a giant picture puzzle; an activity I loved to do as a child.

When I assist faculty, I think about each person as I search for suitable awards. All faculty members' expertise differs, and they come from different disciplines. They serve in positions that emphasize teaching, research, or both, so it is important to understand their profile and interests and how that matches the award descriptions.

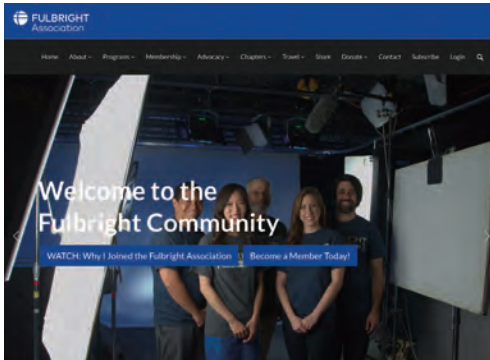
The Fulbright awards change every year. That's why I always listen to webinars that showcase new awards in February. Then I attend the Fulbright Scholar Liaison Training, which takes place in multiple locations around the United States. This year, I went to Puerto Rico at the end of February. It was one of the best trainings I ever attended. I always listen for awards for faculty on my campus. Perfect matches increase the probability of their success.

I am also working to build a Fulbright culture on my campus. Every September/October the University of South Florida (USF World) and the Mid-Florida Chapter of the Fulbright Association co-sponsor a USF Fulbright Welcome Reception. We recognize not only the incoming Fulbright Scholars/Students and returning Fulbright Faculty/Students, but also all Fulbright Faculty/Student applicants during the previous year. All Fulbright Alumni from our region are invited as well as international guests of the featured country of the keynote speaker. Everyone is invited to present posters during the first hour of the reception. The program for the evening features a description of the Mid-Florida Chapter and all events for the year that will be funded by the Mid-Florida Chapter's grant from the U.S. State Department.

This role comes with some unexpected twists. Last year, I was helping a faculty member search for a suitable award. When I entered the discipline "education," the first award that appeared emphasized the disciplines of either education or psychology. As those are the two areas in which I have expertise, I immediately worked to locate a partner institution. In early February I received notice that I will be a Fulbright Scholar in Budapest, Hungary for the fall of 2019! Being a Fulbrighter is a lifetime commitment. Our work is needed more now than ever!



RESOURCES FOR ALUMNI ENGAGEMENT



FULBRIGHT ASSOCIATION

The Fulbright Association extends the Fulbright international exchange into a lifelong experience for U.S. alumni. It connects alumni and friends of the Fulbright Program through lifelong learning, collaborative networking, and service projects at home and abroad. All alumni are encouraged to become members and check with the local association chapter for events in their communities. All Fulbright Alumni also receive a lifetime Fulbright email address.

For more information, visit fulbright.org.



DIGITAL BADGES

The Fulbright Program has created digital badges for alumni and institutions to use to display their participation in the program.

Alumni can request an appropriate badge for their Fulbright cohort year by visiting basno.com/issuers/fulbrightprograms.



ALUMNI AMBASSADORS

The Fulbright U.S. Scholar Alumni Ambassador Program is designed to enhance the Fulbright U.S. Scholar Program's visibility nationwide and expand the diversity of future applicant pools. Fulbright Alumni Ambassadors serve as representatives, recruiters, and spokespersons by sharing their experiences with potential candidates at campus presentations and conferences, writing articles, assisting with digital outreach and social media efforts, and participating in recruitment webinars. Fulbright Alumni Ambassadors come from an array of backgrounds, geographic locations, disciplines, and institutions. They have participated in the Fulbright U.S. Scholar Program in all world regions and through all types of grant activities. Cohorts are selected every two years.

For more information, visit cies.org/alumni-ambassadors.

REFERRAL INITIATIVE

Fulbright Scholar alumni are uniquely positioned to understand the Fulbright mission of increasing mutual understanding between the people of the United States and people of other countries. We value your recommendations of peers who may be interested in participating in the program.

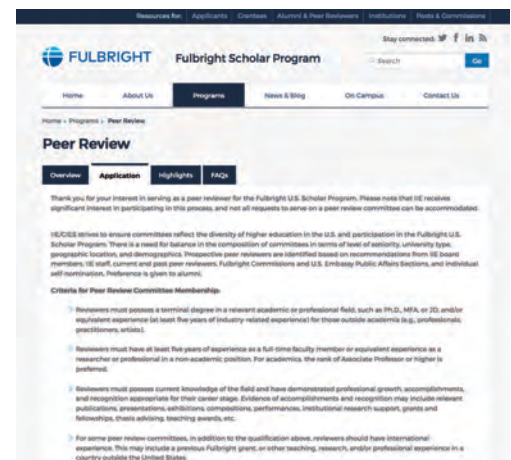
Please submit your referrals online at cies.org/connect-with-fulbright.



PARTICIPATION IN PEER REVIEW COMMITTEES

The peer review process, a hallmark of the Fulbright U.S. Scholar program, ensures that applicants are evaluated on academic, scholarly, and professional criteria. IIE coordinates this screening of Fulbright U.S. Scholar applications for the Fulbright Scholar Program. Applications recommended following the peer review process are then considered by the host country, the Fulbright Foreign Scholarship Board (FFSB), and the U.S. Department of State (Bureau of Education and Cultural Affairs). Fulbright alumni interested in continuing their engagement with the program may apply to serve on a peer review committee. To recognize the time and commitment from each reviewer, IIE will provide a letter of acknowledgement to administrators (or employer) following each review cycle.

For more information about serving on a Fulbright U.S. Scholar Peer Review Committee, please visit cies.org/program/peer-review?qt-program=2 or contact peerreview@iie.org.



FULBRIGHTER

Fulbrighter is the free, exclusive online networking platform where you can connect, network, engage and collaborate with the global community of current Fulbrighters and program alumni.

To connect with other Fulbrighters and introduce or find collaborative projects, visit fulbrighternetwork.com.





FULBRIGHT U.S. SCHOLAR PROGRAM COMPETITION CYCLE

These are important dates in the competition and suggested activities for both applicants and liaisons throughout the cycle.

	FOR APPLICANTS	FOR LIAISONS
February Competition opens	• Competition launches with a new Catalog of Awards: awards.cies.org • Attend a webinar about new award opportunities and register for regional or discipline webinars listed in the Webinar Schedule: cies.org/event-type/webinar-schedule	• Promote Fulbright opportunities on campus • Ensure your contact information is accurate on the Liaison page and included in your email signature cies.org/scholar-liaison-network • Collaborate with your campus Fulbright Program Adviser (Fulbright Student Program) • Contact IIE to host Fulbright staff or Alumni Ambassador for a spring Fulbright campus presentation
March Select the right award	• Consider suitable award opportunities and narrow down options • Email or schedule a call with program staff at IIE • Notify your institution of your interest in applying for a Fulbright to learn of leave and salary policies	• Send a message to faculty eligible for sabbatical encouraging them to apply • Register to attend a Liaison Training (four held throughout the year)
April Secure a letter of invitation	• If a letter of invitation is required or strongly preferred, seek out potential collaborators or hosts to gauge interest. This will also inform your project proposal in terms of grant activity, impact and outcomes. (See Letter of invitation guidance: cies.org/letters-invitation-developing-contacts-abroad)	
May Writing the project statement	• Draft the Project Statement cies.org/us-scholar-project-statement • Consult the Review Criteria and other application resources at cies.org • Identify two recommenders (See guidance: cies.org/recommendations)	

	FOR APPLICANTS	FOR LIAISONS
June–August Finalizing the application	• Share project statement with colleagues for feedback, edit as necessary • Share project statement with recommenders; seek recommendations • Final touches to application; include portfolio (where applicable) cies.org/portfolio • Attend an Application Walkthrough-Virtual Advising webinar	• Contact IIE to host Fulbright staff or Alumni Ambassador for a fall semester Fulbright presentation
September Application submission	• Ensure letters of recommendation have been submitted • Submit application no later than the deadline, September 15	
October–November	• U.S. Peer Review of applications	• Check the updated Fulbright Scholar Directory and apply to host an OLF guest lecture during International Education Week in November
December	• Applicants are notified by email whether their application has been recommended for further consideration in the host country.	
December–May	• Public Affairs Sections of U.S. Embassies (Posts) or binational Fulbright Commissions overseas review recommended applications and nominate candidates for selection.	• Apply to host an OLF guest lecture in the spring semester
January–May	• All recommended candidates are forwarded to the Fulbright Foreign Scholarship Board (FFSB) for approval. • IIE/CIES notifies candidates whether they have been selected to receive a Fulbright award.	• Fulbright Top Producing Institutions announced at AIEA Conference and published online
June–onwards	• Grantees prepare for grants. For some countries, attending a pre-departure orientation may be required.	



The following are examples of campuses promoting and celebrating success with the program. If you are interested in sharing about Fulbright on your campus, feel free to contact us or refer to these pages and the following case studies. You may also find our Social Media Guidelines in the Virtual Toolkit on our website ([cies.org](https://www.cies.org)) and included in the flyers at the front of the handbook's printed version.

Fulbright Week at Appalachian State University

University of Hawaii, Manoa Named a Fulbright Top Producer

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Penn State University Named a Fulbright U.S. Scholar Top Producer

Penn State

For the State Contact Us Skip to Content

STUDENTS BUSINESS & INDUSTRY ALUMNI VETERANS & MEMBERS FACULTY & STAFF CAMPUSES COLLEGE

Wednesday, March 11, 2020

PENN STATE NEWS

HOME RESEARCH ACADEMICS IMPACT CAMPUS LIFE ATHLETICS ADMINISTRATION ARTS AND ENTERTAINMENT

Penn State No. 1 US producer of faculty Fulbright Scholars for 2019-20

University also comes in among top-producing institutions for student awardees

Facebook Twitter LinkedIn YouTube Instagram



Penn State has been recognized as the top U.S. producer of faculty Fulbright Scholars for 2019-20 by the U.S. Department of State's Bureau of Educational and Cultural Affairs. In addition, the University is listed as a top producer of student Fulbright recipients. **IMAGE: PENN STATE**

February 10, 2020

UNIVERSITY PARK, Pa. — Penn State has been recognized as the top U.S. producer of faculty Fulbright Scholars by the U.S. Department of State's Bureau of Educational and Cultural Affairs. Thirteen Penn State faculty received Fulbright Program awards for 2019-20, according to The Chronicle of Higher Education, who published the annual list of the top-producing institutions on Feb. 9.

In addition, the University is listed as a top producer of student Fulbright recipients, tied for No. 40 with 10 Penn State students receiving Fulbright awards in 2019-20.

The Fulbright Program is the U.S. government's flagship international educational exchange program.

"Having the most Fulbright U.S. Scholars among doctoral institutions is an honor for Penn State," said Nick Jones, executive vice president and provost of the University. "I congratulate these 13 scholars for their achievements, which showcase Penn State's exemplary faculty and their commitment to impactful research and teaching."

Penn State's Faculty Fulbright Scholars for 2019-20 are:

- Lee Ann Banaszak, professor of political science, and women's, gender, and sexuality studies, College of the Liberal Arts; host country: Australia.
- Lara Fowler, Penn State Law and Institutes of Energy and the Environment; host country: Sweden.
- Russell Frank, associate professor of journalism, College of Communications; host institutions: Aristotle University in Thessaloniki, Greece.
- Elizabeth Kadetsky, associate professor, creative writing, College of the Liberal Arts; host country: India.
- Cristin Millett, professor of art, College of Arts and Architecture; host country: Australia.

Fulbright Week at University of Arizona

THE UNIVERSITY OF ARIZONA

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Global Study Abroad International Student Services International Faculty & Scholars US Passports International Admissions Micro-Campuses Partnership Network

FULBRIGHT WEEK 2019

Mon, 04/01/2019 - 8:00am to Fri, 04/05/2019 - 5:00pm



Fulbright Week at the University of Arizona

UA Global, the UA Honors College, and the UA Graduate College have joined efforts to plan a week full of events acknowledging past Fulbright and Fulbright ways recipients, hosting workshops, information sessions and open houses, and informing faculty, undergraduate and graduate students about the opportunities available through the Fulbright and Fulbright Ways Programs. All faculty, staff and students are welcome to participate in any of the Fulbright week sessions held during the week of April 1-5, 2019.

Wednesday, April 3

9:00 AM - 10:30 AM **July Session Fulbright Scholar Program** (Student Union, Student Union)

A Fulbright representative from the Institute of International Education will provide an overview of the Fulbright Scholar Program and the various awards available for faculty, professionals, and administrators, including application tips. Confidential email to be sent.

Please RSVP by Wednesday, March 27, by emailing David Hensel at davidhensel@uofa.arizona.edu.

2:30 PM - 3:00 PM **Fulbright Scholar Program One-on-One Advising** (University Services Building, Room 2002)

A Fulbright representative from the Institute of International Education will provide one-on-one advising with potential Fulbright scholar applicants. Each session is scheduled for 30 minutes. To sign up for a 30-minute time slot, call Mary Ann Ding at (520) 621-1900. Please provide your requested and/or desired dates of interest when you sign up.

Thursday, April 4

9:00 AM - 11:00 AM **Fulbright U.S. Student Program One-on-One Advising** (Student Union, Student Union)

A Fulbright representative from the Institute of International Education will provide one-on-one advising with potential Fulbright student applicants. To sign up for a session, email David Hensel at davidhensel@uofa.arizona.edu.

11:00 AM - 1:00 PM **Fulbright Hays Doctoral Dissertation Research Award (DDRA) Program Advising Session** (University Services Building, Room 2002)

Stacey Haysworth Smith, Assistant Director of the Office of Fulbright & Community Engagement in the UA Graduate College, will answer potential doctoral student questions on the DDRA application process. To sign up for a session, email Stacey Haysworth Smith at stacey@uofa.arizona.edu.

1:00 PM - 1:30 PM **Info Session: Fulbright U.S. Student Program** (Student Union, Student Union)

A Fulbright representative from the Institute of International Education will present on the U.S. Fulbright Student Program and the various awards available for students, including application tips. Lunch to follow.

Please RSVP by Wednesday, March 27, by emailing David Hensel at davidhensel@uofa.arizona.edu.

2:00 PM - 3:00 PM **More Fulbright U.S. Student Program One-on-One Advising Sessions** (Student Union, Student Union)

A Fulbright representative from the Institute of International Education will provide one-on-one advising with potential Fulbright U.S. Student Program applicants. To sign up for a session, email David Hensel at davidhensel@uofa.arizona.edu.

Friday, April 5

9:00 AM - 11:00 AM **Fulbright Programs Open House with the Institute of International Education** (University Services Building, Room 1202)

Drop by to meet with the various U.S. Fulbright program administrators on campus and the representative from the Institute of International Education to ask any questions you may have about the U.S. Fulbright Student and Scholar programs.

11:30 AM - 1:00 PM **Fulbright Luncheon** (Student Union, Student Union)

This event is still in the planning stages. The RSVP link will be posted here at the end of February 2019.

Saturday, April 6

8:30 AM - 1:00 PM **Fulbright Scholar Program One-on-One Advising Sessions with the UA Fulbright Scholar Liaisons** (University Services Building, Room 2002)

The UA Fulbright Scholar Liaisons in UA Global will provide one-on-one advising with potential Fulbright Scholar applicants. Each session is scheduled for 30 minutes. To sign up for a 30-minute time slot, call Mary Ann Ding at (520) 621-1900. Please provide your requested and/or desired dates of interest when you sign up.



PROMOTING FULBRIGHT SUCCESSSES ON CAMPUS AND BEYOND

Fulbright Week at The Ohio State University

The screenshot shows the website of The Ohio State University Office of International Affairs. The header includes the university logo and navigation links. The main content area is titled "FULBRIGHT WEEK AT OHIO STATE" and features a "Fulbright Week" section with a photo of a group of people. Below this, there is a "Fulbright and Fulbright-Hays Reception" section with a photo of a group of people. The page also includes a "PRESIDENT DRAKE HOSTS 12TH ANNUAL FULBRIGHT AND FULBRIGHT-HAYS RECEPTION" section with a photo of a group of people. The footer contains navigation links for International Affairs, Centers, Events, Resources, and Contact.

College of Charleston Named a Fulbright Top Producer

The screenshot shows the website of The College of Charleston. The header includes the college logo and navigation links. The main content area is titled "College Named Top Producer of Fulbright Scholars, Students" and features a photo of a building. Below this, there is a "Fulbright and Fulbright-Hays Reception" section with a photo of a group of people. The page also includes a "PRESIDENT DRAKE HOSTS 12TH ANNUAL FULBRIGHT AND FULBRIGHT-HAYS RECEPTION" section with a photo of a group of people. The footer contains navigation links for International Affairs, Centers, Events, Resources, and Contact.

Become a Fulbright Scholar from Columbia College of Chicago



THURSDAY, APRIL 4, 2019

A BECOME FULBRIGHT SCHOLAR

Fulbright Scholar Program
Meet former Fulbrighters and learn how to become one. This **Fulbright Scholars Information Workshop** is presented by Fulbright Program Liaison **Elita Letvinia** who came from Peru as a 1990-91 Fulbright Scholar to the United States.

Join the current and former full-time and part-time Columbia faculty, staff and administrators who are among the 125,000 U.S. citizens chosen for their academic merit and leadership potential to study, teach, consult and research in 155 countries under the Fulbright auspices.

Columbia College Chicago ranks as a top-producing Fulbright Scholar Institution recognized by the Institute of International Education in the *Chronicle of Higher Education* in 2013.

To learn more about the diverse Fulbright programs, including eligibility and application tips, please join us.

You can also visit cies.org or contact scholars@cie.org.

12:00–2:30 pm

**600 S. Michigan Ave
Room 401**

Columbia Global Education
College of Chicago

Appendix

EXAMPLES OF CAMPUS POLICIES

POLICY ON UNPAID NON-MEDICAL LEAVES

Colorado College

(As of June 2018)

In order to accommodate individual needs that its sabbatical program is not designed to meet, Colorado College allows faculty members to apply for unpaid leaves that can range in length from a single Block to two years. An unpaid leave may be arranged through consultation with the department concerned and with the Dean as detailed below.

With the exception of leaves of absences to be funded by external grants, applications for planned unpaid leaves are due in the Dean's Office early in the fall of the academic year preceding the year in which the leave is to be taken. Applications must be accompanied by a statement from the department chair that describes the effect of the leave on the department and provides the chair's judgment regarding the need for a replacement.

In the event the leave of absence will be funded by an external grant, the faculty member discusses the opportunity and the notification timeline with his or her department chair in advance of grant submission. As part of the internal approval process for external research grants, the department chair will provide the Dean with a statement that describes the effect of the potential leave on the department and the chair's anticipated plan of action once funding is announced, and that outlines whether augmented funding will be needed to secure a year-long visitor on a short timetable. Once notification of external funding has been announced, the chair submits an updated statement to the Dean's Office, and if needed, a request for a one-year visitor, within three weeks. One-year visitor appointments are not guaranteed. If a faculty member takes an unpaid non-medical leave of absence for a portion of the academic year, his or her academic year salary will be adjusted. The total number of days in the contract period (inclusive of all weekends, holidays, Winter Break, Half Block, etc.) minus the total number of days that the faculty member will be on the leave gives the total number of days the faculty member is working for Colorado College. The total number of days working for Colorado College divided by the total number of days in the contract period gives the fraction of salary paid for that academic year.

Faculty members on unpaid leaves of absence for scholarly purposes will receive support from the College for certain fringe benefits for up to one year. A leave for scholarly purposes is one that permits the faculty member to grow intellectually with the purpose of bringing those new experiences back to enhance their teaching, research or service at Colorado College. The Dean in consultation with the appropriate divisional executive committee will determine if a proposed leave meets these criteria.



Faculty on unpaid leaves for scholarly purposes are expected to return to the college for at least one full academic year after such a leave concludes. It is expected that such leaves will happen rarely over the course of any particular faculty member's career at the College.

During unpaid leaves of absences for scholarly purposes the faculty member may be paid a non-benefitted stipend from another entity. During such leaves the College will continue to pay its portion of the employee and his/her family's medical coverage premium for up to one year. In addition, the College will continue to pay its portion of the employee's, but not the family's, dental coverage for up to one year. Faculty may use COBRA to pay for their usual Dental and Vision benefits. Existing balances in a Flexible Spending Account may be used. Faculty may elect to fully fund a Flexible Spending Account before their leave begins. Although a faculty member may make retirement contributions to individual after-tax retirement vehicles directly with TIAA-CREF, the College will make no contribution on their behalf to the faculty member's 403b retirement plan or Emeriti plan F. Tuition assistance benefits will continue for the remainder of a semester that had been approved.

Faculty on unpaid leaves of absence for other than scholarly purposes are responsible for making their own arrangements for continuing fringe benefit coverage and ordinarily will be expected to pay the full cost of such coverage. In the absence of special arrangements, Colorado College insurance benefits will terminate at the beginning of the leave, or at the end of the first month of leave, if paid through a monthly premium.

For detailed information on how each fringe benefit offered by the College is affected by an unpaid leave of absence, please consult Human Resources.

Full-year unpaid leaves may count toward eligibility for tenure or sabbatical leave only with the Dean's prior approval. Such approval requires evidence that the requested leave would benefit the College by enhancing the faculty member's professional development.

If untenured faculty receive a full-year leave (paid or unpaid) or a half-year leave (paid or unpaid) in addition to a paid post-third-year review sabbatical, the tenure clock pauses for one year unless that individual petitions the Dean that the clock not be paused. Untenured faculty will not be disadvantaged by such non-standard leaves in the tenure review.

In all cases, faculty who take an unpaid non-medical leave of absence will be eligible to receive cost-of-living and merit increases in their base salary, if such increases are supported by the salary model and if, upon review, an increase to the faculty member's salary is recommended.

Appendix

EXAMPLES OF CAMPUS POLICIES

RECOMMENDATIONS AND FUTURE DIRECTIONS OF THE FULBRIGHT SCHOLAR PROGRAM

The Ohio State University

(As of 2018)

EXECUTIVE SUMMARY

The Fulbright Program is one of the most widely recognized and prestigious international exchange programs in the world. At Ohio State, the Office of International Affairs (OIA) facilitates the Fulbright Scholar Program, which offers professional exchange awards for faculty, staff and administrators. According to *The Chronicle of Higher Education*, Ohio State was ranked second in the nation as a top producer of Fulbright U.S. Scholars for the 2016-2017 academic year. The program directly contributes to Ohio State's Strategic Internationalization Goals.

In 2016, OIA partnered with the Office of Institutional Research and Planning to assess the Fulbright Scholar Program. The university-wide impact study focused on professional exchanges; the study did not focus on student awards.

The objectives of the study were to:

1. Assess the impact and outcomes of the Fulbright Scholar Program on recipients' teaching, research and service
2. Document the impact of the Fulbright Scholar Program on building international partnerships and professional development of program alumni
3. Examine campus climate toward the Fulbright Scholar Program
4. Identify future directions for supporting and increasing the impact of the program

The responses of Fulbright awardees suggest that the program is a transformative experience resulting in significant impact on teaching, research and service. Awardees apply their experiences to integrate global and cultural content into new courses and to enrich existing ones. They capitalize on opportunities gained through the program to publish new research, develop new research topics, and seek grant funding. Fulbright Scholars also maintain strong collaborative relationships with colleagues from their host countries.

Despite the overwhelmingly positive impacts reported, respondents indicate a suboptimal campus climate toward the program. Specific shortcomings include but are not limited to: disparities in how the Fulbright is valued across units, a lack of positive recognition and support within departments, and roadblocks to taking leave.

Based on a thematic review of findings, the following strategies are recommended:

1. Continue to promote Fulbright Scholar Program opportunities across the university
2. Hold Q&A sessions within departments/units to assist in clarifying to unit heads as well as to faculty/staff the opportunities and benefits of participation in the program
3. Articulate a process by which Fulbright Scholars have grant award and project outcomes incorporated into faculty annual reports and reviews for Tenure and Promotion
4. Develop a university-wide policy that details consistent approaches across departments in terms of Fulbright awards, faculty leave, sabbatical and/or special assignment appointments

The Office of International Affairs is now sharing impact study findings and implementing these recommendations with the goal of greater awareness of the value the Fulbright Scholar Program, and of establishment of uniform knowledge, policies and practices across the university that are supportive to applicants and recipients of this highly prestigious award.

RECOMMENDATIONS AND FUTURE DIRECTION

Results of our study captured many of the ways in which the Fulbright Scholar Program positively impacts individual grantees as well as contributes to positive institution-wide culture surrounding Ohio State's internationalization goals and their intended benefits. However, there are clear challenges that have been indicated as well. Based on these challenges, we offer the following recommendations:

Continue to promote the Fulbright Scholar Program opportunities campus wide

- Share report details to contribute to and support a positive climate for Fulbright awards
- Target gaps of knowledge across the university and emphasize how Fulbright benefits and strategically fits into individual colleges' internationalization goals
- Continue to offer Fulbright application development support for applicants
- Share resources on Fulbright application process, assistance and programs broadly including the regional campuses

Appendix

RECOMMENDATIONS AND FUTURE DIRECTIONS

(CONTINUED)

The Ohio State University

Hold Q&A sessions within departments/units to assist in clarifying to unit heads as well as to faculty/staff the opportunities and benefits of participation in the Fulbright Scholar Program

- Clarify the competitive nature of the program and the application process
- Attend college-wide or departmental meetings, which may reach a broader audience than an optional Q&A session, perhaps targeting those units with historically less representation
- Attend Council of Deans meeting (university-wide) and/or school/college leadership meetings to share information on Fulbright impact, programs and processes

Articulate a process through which Fulbright Scholars may have their grant award and project outcomes incorporated into faculty annual reports and reviews for Tenure and Promotion

- Ensure that departments recognize how Fulbright experiences fit into departmental goals for teaching, research and service
- Provide examples to department heads and P&T committees as to how Fulbright experiences contribute to individual long-term career goals and accomplishments, productive research partnerships and opportunities that increase likelihood of achieving Ohio State's goal of a strengthened and broader global reach

Develop a university-wide policy statement that details consistent approaches across departments in terms of Fulbright awards, faculty leave, sabbatical, and/or special assignment appointments

- Convene campus-wide stakeholder/administrators meeting to begin discussions on mechanisms to financially support departments when faculty have been awarded Fulbright
- Office of International Affairs (OIA) should document and clarify how Fulbright awards have been handled across different departments within one or two calendar years
- Continue to encourage Fulbright applicants to work with OIA prior to submission in order to track how leave is handled across departments
- Recommend that colleges or departments cover financial costs associated with adjunct hires to offset instructional gaps for Fulbright leaves
- Consider Ohio State Office of Research support for adjunct support to departments

EXAMPLES OF CAMPUS POLICIES

POLICY ON FULBRIGHT AND OTHER SCHOLARLY AWARDS

Grand Valley State University

(As of January 2016)

Grand Valley State University strongly supports the U.S. government's Fulbright Programs in international education that provide merit-based competitive grants to open opportunities abroad in teaching and research. Tenured and tenure track faculty members are especially encouraged to apply to the program.

A Fulbright grant provides a per diem stipend which can be used for travel and housing in the host country, but generally does not fully cover a person's expenses. To assist Fulbright grant recipients, Grand Valley State University will pay the difference between the grant amount and the tenured and tenure track faculty member's base salary, minus adjunct replacement costs. Although faculty members will be on leave from the University, they will continue to receive full benefits and earn credit toward tenure or promotion for the time period covered by the grant.

Nevertheless, faculty members are encouraged to combine a Fulbright grant with a sabbatical leave whenever possible, understanding that different criteria exist for each award. If a Fulbright grant is not sought in conjunction with a sabbatical, the faculty member must ensure that the grant award will not be made for the year prior to a sabbatical, nor the year immediately following a sabbatical. Other than those restrictions, the acceptance of a Fulbright grant will not affect the faculty member's eligibility timetable for future sabbaticals.

Grand Valley State University recognizes other competitive scholarly awards that are, like the Fulbright, widely recognized and highly respected and will try to make similar kinds of accommodations for them. A partial listing of such fellowships follows:

- Andrew W. Mellon
- John Simon Guggenheim
- Rhodes Scholarship
- Frederick Burkhardt
- Woodrow Wilson International Center
- National Endowment for the Arts
- National Science Foundation
- National Endowment for the Humanities
- American Association of University Women International



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