Fulbright Grants for Students: Notes for Faculty Members
Updated May 2008

INTRODUCTION
Fulbright grants for university study and research—or teaching—abroad are among the most prestigious and generous national scholarships available to recent graduates of U.S. universities and colleges.

The goal of the Fulbright program is to promote mutual understanding among nations through educational and cultural exchange while serving as a catalyst for long-term leadership development. Complete information is available on Fulbright’s excellent Web site: http://www.fulbrightonline.org/us/home.php.

With 11 Fulbright grant recipients since the year 2000, UW-Eau Claire has had more successful Fulbright applicants than any other UW-System Master’s level institution.

The following is intended to help faculty members identify suitable students and mentor them through the application process.

WHO SHOULD APPLY?
Applicants for Fulbright study and research grants must compete with the best and brightest students nationwide. Students who apply should therefore number among the outstanding majors and minors in your program. Ideally, they should rank in the top 5% of all your students in intellect, academic performance in their major/minor area, maturity, independence, ability to carry out a research project, and long-term professional goals.

Students applying for an English Teaching Assistantship should in general rank in the top 10% in the same categories. In some countries, the ETA is as competitive as the study/research grant.

Note: Weaknesses in one area, such as GPA, may sometimes be compensated for by special strengths in others.

THE APPLICATION PROCESS
Please note: Students should ideally begin working on their applications during the spring semester of their junior year. They must have a complete application in to the Center for International Education by October 1.

There are four stages to the application process:

- **Stage 1: Campus Review.** By October 1 of their senior year, students submit an application to our campus Fulbright Committee, which interviews the applicants, rates their applications, and forwards them to the Institute for International Education in New York by the third week of October.
• **Stage 2: National Screening Committee (NSC) Review.** Specialists in various fields and area studies meet in November and December to review applications and recommend candidates for further consideration.

• **Stage 3: Host Country Review.** Applications of recommended candidates are transmitted to the supervising agencies abroad for further review, particularly as to placement at foreign universities.

• **Stage 4: Final selection for Fulbright Grants is made by the J. William Fulbright Foreign Scholarship Board (FSB),** taking into account the recommendations of the NSC, availability of funds, approval of the supervising agencies abroad, and other program requirements. Grant offers are typically made between April and June.

**KEY APPLICATION COMPONENTS**

A. **STATEMENT OF PROPOSED STUDY AND RESEARCH**
The most important part of the application is the two-page STATEMENT OF PROPOSED STUDY OR RESEARCH. Every applicant for a Fulbright grant must propose an educational project to be carried out during their Fulbright year. In most countries, graduating seniors must be based at a university and should propose a specific and fairly sophisticated research project, of a scope limited enough to be completed while pursuing 9 months of full-or-part-time university study.

Recent finalists/awardees have proposed: “The Impact of Migration on the Lives of Sending Women in Veracuz, Mexico” (women’s studies, Mexico); “Oral Proficiency Development in Language-based Study Abroad” (linguistics, Germany) ”Language Preservation in an Expanding EU” (linguistics, Austria); "19th Century German Emigration from Lippe-Detmold to Wisconsin" (history, Germany); "The Last Glacial Maximum in New Zealand" (geology, New Zealand.)

Applicants for teaching grants typically propose pedagogical projects that can be pursued in their assigned schools, or community-based projects that will enhance the cultural exchange component of their grant year. Recent teaching finalists/awardees have proposed: “Mathematical Attitudes and Multiple Intelligences (Spain); “English Workshops as Community Development Tools” (Indonesia); Introducing Early Language Learners to Accent Variation” (Belgium). "E-mail Pals as an Interactive English Teaching Tool" (South Korea), “Teaching Culture and Language through Art” (Indonesia).

**Important:**
- Students should propose study & research projects within their major or minor areas of study.
- Students should already have studied and/or employed the research methodologies required by their proposed projects.
- Course work relevant to the project is a plus.
- Course work or research that will be undertaken senior year can be included in the application.
- The project description must be well-conceived and written in clear, concise English.
• This is the part of the application where evaluators learn how applicants think.

B. PERSONAL STATEMENT
Nearly as important as the Statement of Proposed Study or Research is the PERSONAL STATEMENT, an intellectual biography on one single-spaced page. Like the Statement of Proposed Study, it must be the best writing that the student is capable of producing. It needs to be interesting, memorable, serious, and convincing. It should show, among other things, how the student has come to be interested in their field of proposed study. It should also set the student's educational, career, and life goals in the context of international understanding and/or service to others.

C. LETTER OF AFFILIATION
Students applying for study and research grants should obtain a LETTER OF AFFILIATION from a faculty member in their proposed project area at the university they wish to attend. The letter need not offer material support (although that would be welcome). But it should comment favorably on the student's proposed project and promise professional guidance and advice. The country summary on the Fulbright Web site many give additional tips on making contacts in the host country.

D. LETTERS OF REFERENCE
Students need THREE LETTERS OF REFERENCE. For a study/research grant, the three references should be from faculty members, preferably in the student’s major/minor area. For teaching assistant applications, two faculty references from the student’s major area and one reference from a faculty member who can comment directly on the student’s teaching ability is helpful.

The references need to be concrete in addressing why the student is a good candidate for a Fulbright scholarship and should specifically support the student’s Statement of Proposed Study. The student should provide a draft of the Statement to the faculty member when requesting the reference. A handout, “Writing a Strong Fulbright Grant Reference”, is available from Cheryl Lochner-Wright, lochnecb@uwec.edu.

Fulbright strongly prefers that the reference forms be completed online. If the referee is completing the form online, s/he must still print out a completed copy of the reference, sign the cover sheet and the reference, and put it in a sealed envelope so that the student can submit it with the hard copy of the application.

If it is not possible for a referee to complete the form online, the student needs to provide the referee with the form and instructions, available at: http://us.fulbrightonline.org/documents/fulbright_references-1.doc. Letters must be written on the referee’s letterhead, accompanied by the Reference Cover Sheet (Word DOC), to be accepted.

E. FOREIGN LANGUAGE REPORT
If students are studying in a language other than English, they may need one FOREIGN LANGUAGE REPORT. This varies by country. The Foreign Language Report should be done
by a university faculty member in that language. Again, Fulbright strongly prefers that the Language Report be completed on-line. If the referee is completing the form on-line, s/he must still print out a completed copy of the Report, sign it, and put it in a sealed envelope so that the student can submit it with the hard copy of the application.

If the language evaluator is not able to complete the electronic form, the student should download a copy of the Foreign Language Report (PDF), print the form, with included instructions, and give it to the evaluator along with a project summary statement and Form 8A. Instructions for completing Language Report are at:

**ROLES FOR THE ADVISING FACULTY MEMBER**

Faculty members should:

- Identify and encourage potential applicants
- Direct students to Cheryl Lochner-Wright, Campus Fulbright Adviser, for help and advice on the application process
- Guide students in developing and researching a project idea
- Help students in making a connection with a foreign colleague and institution
- Assist in editing the Personal Statement and Statement of Proposed Study, usually more than once
- Write a letter of reference for the student (see D., above)
- Help the student to prepare for the campus Fulbright interview

**MORE INFORMATION**

- Students and faculty advisers can find a wealth of information at http://us.fulbrightonline.org/home.html. The “Thinking of Applying” and “How to Apply” sections are particularly relevant.

- For more information on the campus process, please contact Cheryl Lochner-Wright, Campus Fulbright Adviser, Center for International Education, 111 Schofield Hall, lochnecb@uwec.edu; 836-441

- Informal mentoring is also available from the following members of the Campus Fulbright Committee:
  - Dr. Maria DaCosta, Economics, dacostmn@uwec.edu
  - Dr. Helaine Minkus, Geography and Anthropology, minkushk@uwec.edu
  - Dr. Jefford Vahlbusch, Foreign Languages, vahlbjb@uwec.edu