INTRODUCTION

Fulbright in Numbers

- **380,000+** Fulbrights awarded since 1946
- **800** U.S. Scholar grants annually
- **160** Participants countries
- **37** Heads of State or Government
- **59** Nobel Laureates
- **84** Pulitzer Prize recipients
- **71** MacArthur Fellows
- **16** Presidential Medal of Freedom recipients
The Fulbright Program

- Established 1946 to expand and strengthen the relationships between the people of the United States and citizens of the rest of the world
- Sponsored by U.S. Department of State’s Bureau of Educational and Cultural Affairs and administered by the Institute of International Education’s Council for International Exchange of Scholars (CIES)
Diversity and Inclusion

Fulbright strives to ensure that it reflects the diversity of U.S. society and societies abroad. We encourage the involvement of people from traditionally underrepresented audiences in all our grants, programs and other initiatives.

Opportunities are open to people regardless of their race, color, national origin, sex, age, religion, geographic location, socioeconomic status, disability, sexual orientation or gender identity.
Eligibility for U.S. Scholar Programs

- U.S. citizenship
- Degree as required by award
  - Ph.D. or other terminal degree may be required
  - Many awards are open to applicants with a Master’s and professional or academic experience
  - Recent Master’s degree recipients and undergraduate degree holders are eligible for the Fulbright U.S. Student Program
- Open to professionals and artists outside academia with recognized standing and substantial accomplishments
- Teaching experience as required by award
- Candidates who have served in the U.S. Armed Forces are encouraged to apply
- New policies on previous Fulbright Scholar grants and waiting periods between grants
Fulbright U.S. Scholar Program

- Supports teaching and/or research for two to 12 months
- Programs active in +130 countries
- For faculty, administrators and professionals
- Open to all disciplines
- Apply to specific award with proposed project
- Application deadline: September 16th*
- Variety of host institutions

*May vary by award

Percentage of U.S. Scholar Activity 2018-2019

- Teaching: 41%
- Teaching/Research: 39%
- Research: 20%

Grant activity type: Teaching, Teaching/Research, Research
Administrator Seminars

International Education Administrator Seminars (IEA)
- India – Aug. 1
- Taiwan - Sept. 16
- Japan, Korea- Nov. 1
- France, Germany- Feb. 3

Russia Community College Administrators Seminar
- Oct. 15
Fulbright Public Policy Fellowship

- Opportunities for early and mid-career professionals and practitioners to Peru, Burma, Cote D'Ivoire, Ukraine

- Placed in a host country Ministry in a range of public policy areas. Affiliations with host ministries recommended and negotiated by U.S. Embassy

- Undertake an independent research project that focuses on a public policy-related issue

- Applicant profile: Graduate degree in a field applicable to public policy and 3-5 years of relevant full-time work experience

- Grant length: 4-9 months

- Application deadline: September 16
• **Fulbright Arctic Initiative**
  - Collaborative research opportunity that brings together a network of scholars, professionals and applied researchers to research Arctic issues

• **Fulbright Specialist Program**
  - Short term program that promotes linkages between U.S. scholars and professionals and their counterparts at host institutions overseas
  - Rolling application deadline
  - Once accepted, you are on the roster for up to 5 years

• **Fulbright Distinguished Awards in Teaching Program**
  - Deadline is **May 6, 2019**
  - Principally for primary- and secondary-level educators

• **Fulbright-Hays Awards**
  - Faculty research, group projects and seminars in designated social sciences and humanities fields
  - **2019 Summer Seminars are now open! Due March 27, 2019**
    - The Taiwan program is geared for postsecondary faculty
Selecting the Right Award

- Match your expertise, experience and proposal to the award description
- Regional experience and language ability
- Discipline preferences listed in the award
- Relevance of the project to the country; why will host country benefit from your project?
- Career level - early career, postdoctoral, mid-level, Distinguished Chair
A Fulbright that Works for You

- **Flex option**
  - Available in approximately 63 countries and 2 world areas
  - Allows multiple visits over two years

- **Awards throughout your career:**
  - Postdoctoral awards
  - Early Career
  - Distinguished Chair

- **Multi-country awards**
- **Global Scholar Award**

- Home university affiliation is not required. Applications from artists and professionals, independent and emeriti scholars are welcomed!
According to IIE, the most successful applicants communicate with the IIE (listed on the grant description page) at least once before submitting their applications.

- Do NOT wait until July to contact IIE
Questions about LMU’s Policies

• If interested in applying for 2020-2021, please meet with your dean and/or department chair as soon as possible
  • The average preparation time for a Fulbright (nationally) is 2-4 years

• ONIF is working with Dr. Roberta Espinoza, Vice Provost of Global-Local Initiatives, to develop campus-wide policies for faculty intending to pursue a Fulbright
  • For now, please begin the conversation with your dean and chair
  • We also encourage you to reach out to past LMU Fulbrighters
  • You can also direct any specific questions to fellowships@lmu.edu
Application Components

- Application Form
- Project Statement
- Curriculum Vitae or Resume
- Letters of Reference
- Additional components, depending on award
  - Course Outlines or Syllabi (for teaching awards)
  - Select Bibliography (for research awards)
  - Language Proficiency Report
  - Letter of Invitation
  - Supplemental materials for applicants in the Arts, Architecture, Writing and Journalism
Project Statement

- Your opportunity to lay out your proposed **project specifics** in as much detail as possible
- Why Fulbright and why this country/institution/organizations?
- Focus on what you plan to **do**; the specific courses you plan to teach/the methods and goals of your research
- Outcomes from the grant - impact on hosts, home institution and you
- How adaptable are you? How well will you deal with challenging situations?
Affiliations and Invitations

Host Institution:
- If a host is identified, it will be found under Location in the Catalog.
- When a host is not identified, there are several resources to help find an affiliation:
  - International office on your campus.
  - U.S. and Visiting Fulbright Scholar Directory.
  - Review award description for suggested hosts or resources.

Letter of Invitation:
- Non-binding expression of interest from proposed host abroad.
- Should come from person with whom you will be collaborating.
- Should be on host institution letterhead.
Submitting a Competitive Application

- Address the Fulbright goal of promoting mutual understanding
- Why you are interested in a Fulbright and why in your proposed host country
- Professional expertise and skills you can offer; benefits to the host institution and host country; exchange of knowledge and experience
- Cultural diplomacy; demonstrated flexibility, adaptability
- Outcomes, impact, and multiplier effect
  - for your professional development, home campus, students, field at large; for your host institution
  - future collaborations; linkages: personal, professional, institutional; plans for sustaining relationships
  - internationalizing campus and curriculum
Application Resources

- Fulbright Scholar Program website and Catalog of Awards
- Apply
  - Application and Application Instructions
  - Application Guidelines, Project Statement Guidance and Samples
- Learn
  - Webinars
  - The Fulbright Scholar Blog
- Connect
  - MyFulbright
# U.S. Scholar Program

## Review Process and Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPT. 16</td>
<td>Application deadline</td>
</tr>
<tr>
<td>SEPT.</td>
<td>Program staff conduct technical reviews for completeness</td>
</tr>
<tr>
<td>OCT. - NOV.</td>
<td>U.S. peer review</td>
</tr>
<tr>
<td>DEC.</td>
<td>Applicants notified of status - Recommended applications are sent to</td>
</tr>
<tr>
<td></td>
<td>host countries and to the J. William Fulbright Foreign Scholarship</td>
</tr>
<tr>
<td></td>
<td>Board</td>
</tr>
<tr>
<td>JAN. - APR.</td>
<td>Grantees notified of final approvals</td>
</tr>
<tr>
<td>MAY - onward</td>
<td>Grantees prepare for grants</td>
</tr>
</tbody>
</table>
Stay Connected to the Fulbright Scholar Program

- Join MyFulbright at cies2.org
- Visit our website to learn more about the Fulbright U.S. Scholar Program
- Refer your colleagues

The Fulbright Program
@FulbrightPrgrm
@the_fulbright_program
Loyola Marymount University
Office of National & International Fellowships
Cassidy Alvarado, Director of ONIF
Leavey Suite I | 1 LMU Drive | LA, CA 90045
T 310.338.3792 | cassidy.alvarado@lmu.edu

LMU Faculty Fulbrighter Directory
Leveraging actionable science to combat IUU fishing in the Pacific

Demian A. Willette, Ph.D.
Loyola Marymount University (California, USA)
2017-2018 Fulbright Global Scholar Program
A 90-sec video
Details of my grant

Type: Global Scholar Award
  – 1 month in 3 countries (2 regions)

Countries: Ecuador (Western Hemisphere) and the Philippines & Thailand (East Asia and the Pacific)

Flex: Award split into three 1-month trips over 2 summers

Activity: Teaching and Research
Deciding where to apply

Why Global Scholar Flex?

My proposed project focused on fisheries, testing a novel tool in the locations where I felt it could be feasibly deployed and useful.

• US Federal Regulation: Seafood Import Monitoring Program rolled out the year I was applying – 2016 – and would impact countries I selected.

• I wrote a paper making a case that SIMP could be successful if a) used best available tech and b) built local compliance capacity.
Applying

How long did it take to plan and submit my application?

- ~2.5 months
- My earliest draft (a 1-pager) was May 20th
- I submitted July 30th

- I did most of the writing over the summer with numerous revisions

- I immediately sought collaborators/hosts (1 new in Ecuador; had links in Thailand and the Philippines*)

- I also shared with two colleagues who received different Fulbright awards and asked for their feedback (lead to one big change in country choice)
Challenges while applying

What challenges did you encounter while applying?

- Fulbright supported travel, accommodations and living expenses, but $750 for ‘books’ was not enough to cover research – Applied for $5K Seaver College research grant

- Lots of steps in process, including course syllabus, detailed budget, multiple letters of rec (US & host institutes), and health physical – Make a checklist!

- Paint a clear picture of you being successful during your trip (collaborate!), why you are the right person for this award, and how you will build from this experience.
## Structure of project

<table>
<thead>
<tr>
<th>Week 1 (May 15-19)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival to Philippines</td>
<td>NFRDI orientation, set-up</td>
<td>Data research at NFRDI – fisheries policy</td>
<td>Visit to fishing port – Assess sampling logistics</td>
<td>Data research at NFRDI – Fisheries policy; prep for course</td>
<td></td>
</tr>
</tbody>
</table>

| Week 2 May 22-26 | Program tailoring to PH’s unique fishery system | Program tailoring to PH’s unique fishery system | Program tailoring to PH’s unique fishery system | Data gathering meetings with NFRDI/stakeholders | Data gathering meetings with NFRDI/stakeholders |

| Week 3 (May 29-June 2) | AM – Field sampling training PM – eDNA training | AM – Lecture course on IUU fishing/genetic tools PM – eDNA training | AM – Lecture course on IUU fishing/genetic tools PM – Bioinformatics | AM – Lecture course on IUU fishing/genetic tools PM – Bioinformatics |

| Week 4 (June 5-9) | AM – Lecture course PM – eDNA mentoring | AM – Lecture course PM – eDNA mentoring | AM – Lecture course PM – eDNA mentoring | AM – Lecture course PM – eDNA mentoring |

| Week 5 (June 12-16) | AM – eDNA research PM – eDNA mentoring/ Data analysis | AM – eDNA research PM – eDNA mentoring/ Data analysis | Outreach – 1-day project workshop with universities/stakeholder | AM – eDNA research PM – eDNA mentoring/ Data analysis |

| Week 6 June 19-23 | Public seminar on IUU fishing project (location To be determined) | Outreach – 1-day project workshop with universities/stakeholder | Preparation for outreach | Public seminar on IUU fishing project (location to be determined) |

| Week June (26-30) | Writing of project findings | Writing of project findings | Writing of project findings | Report of findings & discussion of next steps with NFRDI/stakeholders | Report of findings & discussion of next steps with NFRDI/stakeholders |

- **Project logistics/preparation**
- **Field travel**
- **Teaching/mentoring/training**
- **Research/data analysis**
- **Outreach/public talks**
- **Meeting/report of finding**
Structure of project

Field sampling in Ecuador

Lab training in Philippines

2-week lecture series on Fisheries policy & science
Acknowledgements

Gabriela Navarrete
Dr. Luis Dominguez & CADS
Collaborators in Philippines
Decanato de Investigación
U.S. Fulbright Global Award
Ecuador and Philippines Fulbright Commissions
LMU Seaver College of Science & Engineering

CIBE
Ecuador INP
Zack Gold, UCLA

2017 Workshop Participants
Thank you for listening!
How to identify fish using genetics

All fish cells contain DNA.

A molecular genetic method called DNA barcoding allows us to target a specific, highly conservative region of the DNA and use this information for identification.
Identification of fish with DNA barcoding

DNA barcoding has been used for over a decade to aid in the identification of fish in markets and restaurants, and with declining sequencing and software costs, has become increasingly accessible worldwide.

<table>
<thead>
<tr>
<th>Country</th>
<th>Sampling year (sampling periods)</th>
<th>n</th>
<th>Mislabeling (%)</th>
<th>Sample source</th>
<th>Taxon surveyed</th>
<th>Reference</th>
</tr>
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<tbody>
<tr>
<td>Canada and United States</td>
<td>NR</td>
<td>91</td>
<td>25</td>
<td>R, FM</td>
<td>diverse</td>
<td>Wong &amp; Hanner 2008</td>
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<tr>
<td>Canada</td>
<td>2012-2013 (1)</td>
<td>293</td>
<td>23</td>
<td>NR</td>
<td>diverse</td>
<td>Naaum &amp; Hanner 2015</td>
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<tr>
<td>Europe</td>
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<td>1,563</td>
<td>5</td>
<td>S, FM</td>
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<td>4</td>
<td>R, S, FM</td>
<td>diverse</td>
<td>Bénard-Capelle et al. 2015</td>
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<td>156</td>
<td>25</td>
<td>R, S</td>
<td>cod, haddock</td>
<td>Miller &amp; Mariani 2010</td>
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<td>Ireland</td>
<td>2011 (1)</td>
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<td>15</td>
<td>R, S</td>
<td>cod</td>
<td>Mariani et al. 2014</td>
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<tr>
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<td>NR</td>
<td>45</td>
<td>77</td>
<td>FM</td>
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<td>Philippines</td>
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<td>14</td>
<td>79</td>
<td>S, FM</td>
<td>sardine, tuna, dory</td>
<td>Maralit et al. 2013</td>
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<tr>
<td>United States</td>
<td>2014 (1)</td>
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<td>R, S</td>
<td>diverse</td>
<td>Khaksar et al. 2015</td>
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<tr>
<td>United States</td>
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<td>22</td>
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<td>FM</td>
<td>red snapper</td>
<td>Marko et al. 2004</td>
</tr>
<tr>
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<td>this study</td>
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<tr>
<td>United States</td>
<td>2014 (1)</td>
<td>14</td>
<td>42</td>
<td>S</td>
<td>diverse</td>
<td>this study</td>
</tr>
</tbody>
</table>

*Abbreviation: NR, data not reported or specifically stated in the study.

bAbbreviations: R, restaurant; FM, fish market or fishmonger; S, supermarket.
DNA barcoding is a powerful tool

From 2012-2015, a survey of Los Angeles sushi restaurants found **47% of sampled fish were mislabeled.**
- ‘Bait and Switch’ → sold cheaper fish as expensive fish.
- Mistaken identity of fish by kitchen staff or by supplier.

DNA barcoding is a powerful tool at the end of the supply chain, but can we apply this technology to the source? How can we get DNA from many fish at one time?

Willette *et al.* 2017
Environmental DNA (eDNA)

DNA is found throughout environments, aquatic and terrestrial. eDNA is the collection of this DNA left behind by organisms as they move through their world (Kelly et al. 2014).

These may include shed cells, in metabolic waste, damaged tissue, or even whole bacterial cells.
Combining eDNA method + AIS tracking

AIS-based monitoring

eDNA screening
Fulbright Specialist Program Indonesia

Karie Huchting, Ph.D.
Associate Professor, School of Education
Associate Director, Doctoral Program in Educational Leadership for Social Justice
A BIG THANK YOU TO...

- David Sapp & Brian Leung, SOE Fulbright Specialists
- Csilla Samay, OISS & Indonesian Cultural Adviser
- Provost Poon, Indonesian Travel Adviser
- Jennifer Masunaga and LMU Librarians, Publishing Experts
- Becky Stephenson, SOE Qualitative Expert
Fulbright Specialist Directory
The Fulbright Specialist Program

What is the Fulbright Specialist Program?

The Fulbright Specialist Program, part of the larger Fulbright Program, was established in 2001 by the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA). The program pairs highly qualified U.S. academics and professionals with host institutions abroad to share their expertise, strengthen institutional linkages, hone their skills, gain international experience, and learn about other cultures while building capacity at their overseas host institutions.

Specialists, who represent a wide range of professional and academic disciplines, are competitively selected to join the Fulbright Specialist Roster based on their knowledge, skill sets, and ability to make a significant contribution to projects overseas. Those individuals that have been approved to join the Fulbright Specialist Roster are then eligible to be matched with approved projects designed by foreign host institutions from over 150 countries and other...
Specialist Application Process

For U.S. academics and professionals to become eligible to serve as a Fulbright Specialist, they must first be approved to join the Fulbright Specialist Roster. In order to join the Roster, interested candidates submit a full application (including CV and two letters of reference) via the online portal. Applications are accepted on a rolling basis throughout the year.

Upon receipt of an application, World Learning conducts a review of the candidate’s full dossier to ensure that they meet all eligibility requirements. All eligible applicants are then reviewed by a Peer Review Panel, consisting of three panelists of the same general field as the applicant who have demonstrated professional experience and have been chosen for their knowledge and expertise.

Peer Review Panels evaluate applications to join the Fulbright Specialist Program every eight
Evaluation Criteria

Peer Review Panels assess candidates based upon the following areas:

- **Professional Qualifications**
  - Quality and breadth of the candidate’s academic, professional or artistic excellence, as evidenced by professional standing and other achievements listed in the applicant’s dossier.
  - Demonstrated capacity for leadership within their field.
- **Suitability for Specialist Grant Activity**
  - Alignment of candidate’s background and skills with their objectives for the program outlined in the candidate’s application essays.
  - Feasibility of the candidate to successfully engage in eligible grant activities.
  - Quality of the References given on behalf of the Applicant.
- **Cross-Cultural Communication Skills and Adaptability**
  - Quality of their previous international/intercultural experience.
  - If the candidate possesses no international experience, demonstration of dynamism and flexibility necessary for active involvement in a host culture.
- **Overall Benefit to Stakeholders**
  - Applicant’s potential to contribute to a host institution abroad.
  - Applicant's potential benefit to their home institution/organization in the United States.
  - Potential for advancement of knowledge in the applicant’s field of study.
- **Personal Qualities**
  - Applicant possesses the professionalism, temperament, and adaptability to successfully complete a project designed by a host institution abroad and to serve as a cultural ambassador for the United States.
Greetings,

You are receiving this email today because you are currently on the Fulbright Specialist Roster. As a service to you, World Learning periodically highlights a variety of open projects that are available to be matched with an individual on the Fulbright Specialist Roster.

To view more information and express your interest in serving as the Fulbright Specialist for any of the below open projects, log into the Fulbright Specialist Portal and click on the “Open Projects” tab.

Please note that projects are added to the Portal on a rolling basis throughout the year, so we strongly encourage you to routinely visit the Portal to view the latest available projects. For further instructions on how to access the Portal and information on eligibility criteria, please reference the end of this email.

We hope you will consider expressing your interest in serving as the Fulbright Specialist for one of these projects!
Open Projects by Discipline

Agriculture

- P001487 - Providing Support to Extension and Advisory Services, Ahmadu Bello University, Nigeria

American (U.S.) Studies

- P002645 - Developing an American Studies Program at the IUK, International University of Kyrgyzstan, Kyrgyz Republic

Archeology

- P002765 - Digital Humanities and Early Modern Historical Research, Vilnius University, Lithuania

Communications and Journalism

- P001722 - Influence of Media and Discourse on Culture, Hangzhou Dianzi University, China
• Government policy to have everyone speak English by the time they are done with K-12 school
• Work with 15 faculty members in English Language Education Department
  • Teaching teachers English to teach in local schools
  • Most faculty have MA degrees and not much research training
• These faculty are required to publish in Scopus Indexed Journals
Project Expectations

“I'm not sure if this is going to be a lecture. But, what I picture in my mind is that you would give us a book or two that we can read prior to classes. So, we can have a discussion going on during the class, which I think it will be good for us. We commonly have 2 credits for each session which is around 100 minutes and 15-20 minutes break. We are quite flexible with the time arrangement actually. It'd be nice if we have hands-on experiences whenever necessary.”
Project was opened up to other scholars visiting/studying in Indonesia
Over 9 countries represented!
BATIK
The creation

According to Casparis, based on interpretation of the inscription dated in 824 AD and Sri Kahalunan inscription in 842 AD, the founder of Borobudur temple is Samaratungga who ruled in 782-812 AD of the period of Sailendra Dynasty. It was built to glorify Mahayana Buddhism.

According to Dumay, Borobudur temple was established in 5 phases of construction:

- Phase I: ± 780 AD
- Phase II dan III: ± 792 AD
- Phase IV: ± 824 AD
- Phase V: ± 833 AD
Final Thoughts...

- It is totally doable and worth it!!
- Apply now and then pick when is best for you in the next 5 years
- Seek cultural training ahead of time
- Consider staying at a hotel – access to food, laundry, taxis

- Happy to chat more! Email: Karen.Huchting@lmu.edu
Fulbright Specialist Program
Indonesia

Karie Huchting, Ph.D.
Karen.Huchting@lmu.edu
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