



A Program of the U.S. Department of State



CAMPUS COMMITTEE INFORMATION (ETA)

OVERVIEW OF THE FULBRIGHT U.S. STUDENT PROGRAM

The Fulbright U.S. Student Program, sponsored by U.S. Department of State's Bureau of Educational and Cultural Affairs and administered by the Institution of International Education (IIE), provides grants for individually designed study/research projects or for English Teaching Assistant opportunities. The program facilitates cultural exchange through direct interaction on an individual basis in the classroom, field, home, and in routine tasks, allowing the grantee to gain an appreciation of others' viewpoints and beliefs, the way they do things, and the way they think. The primary goal is to promote mutual understanding between the people of the U.S. and other countries.

PURPOSE OF THE CAMPUS INTERVIEW

The purpose of the campus interview process is to evaluate the applicant and their application materials, to give constructive criticism to the applicant to assist with final revisions prior to the National Deadline and to provide comments for the National Screening Committee through the Campus Committee Evaluation (CCE) Form. Additionally, it should help to determine whether an applicant is equipped to cope with living in the host country and whether the applicant is adequately prepared to carry out the proposed project.

FULBRIGHT SELECTION CRITERIA

IIE recommends that members of Campus Committees review the selection criteria listed in conjunction with the Sample Interview Questions and the appropriate country summaries on the website before interviewing an applicant to familiarize themselves with the requirements for the country involved.

Academic or Professional Qualifications

A candidate's academic and/or professional qualifications and achievement, especially in the field of grant study, is of significant importance. The project should be an accurate reflection of the Fulbright Program's mission and of the candidate's personal and professional goals. The Statement of Grant Purpose should demonstrate a clearly developed project, a feasible timeline, and a host country-specific methodological or teaching plan. Transcripts, references, research activities, strength of affiliation letter, and publications are all helpful in evaluating qualifications.

Candidates should be compared only against their peers; graduating seniors or young professionals and their proposals are not judged on the same basis as those preparing for a Ph.D. Any dramatic change in a candidate's grades should be discussed with the applicant and explained on the CCE Form, if possible.

Candidates for English Teaching Assistantships should provide rationale for wanting to teach English in the host country they have chosen. All ETA candidates must outline a Community Engagement proposal which demonstrates their knowledge and commitment to the host community. Some countries also require that ETA candidates put forward a supplemental academic project – please refer to the country description for more information. Applicants must demonstrate the ability to express oneself competently, clearly and distinctly in English, orally and in writing. Past teaching/tutoring and other relevant experience may also be taken into consideration. For most countries, extensive teaching experience and/or an advanced degree in TESOL may be considered less desirable in the context of this program's design.

Personal Suitability

Candidates should exhibit adaptability, motivation, flexibility, excellent communication skills, leadership capabilities, and general ability to deal with unfamiliar situations. References, extracurricular activities, and work experience may indicate their range of interest and general curiosity and interest in interacting with those from different countries and backgrounds. The interests and potential of candidates who have not been able to participate in extracurricular activities because of physical disability or the need to work should be weighed more heavily than actual participation.

Foreign Experience

Applicants with extensive in-country experience, outside of vacations, undergraduate study abroad, or military service, should be held to a higher standard and should be able to clearly articulate how the previous in-country experience prepared them for this proposed project.

Applicants who have not had the opportunity to travel abroad are not at a disadvantage. If their proposed project is of the same caliber as applicants with extensive experience, they should be given priority.

All other factors being equal, veterans and active duty military personnel are given preference.

Diversity

The primary aim of the Fulbright Program is to promote mutual understanding and to introduce all segments of U.S. society to communities worldwide. Applicants from all academic and personal backgrounds are encouraged to apply.

Re-Application

Unsuccessful candidates, or those who withdrew from former competitions or declined awards, may reapply and be judged anew provided they continue to meet eligibility requirements and submit a completely new application.

REASONS FOR NOT ENDORSING

There is no cap on the number of students one institution may endorse; however, the Campus Committee has the option to Not Endorse should the candidate clearly not be eligible for a Fulbright Grant, not be qualified for the grant, or if the Campus Committee have serious concerns about the personal or academic preparedness of an applicant.

Not Endorsed applications are reviewed by staff in New York prior to the National Screening Period. It is important, therefore, that the Campus Committee be especially candid and thorough in commenting upon candidates whom they do not endorse.

CAMPUS SPECIFIC INFORMATION:

For more information, visit:

eca.state.gov/Fulbright