Applying for a
FULBRIGHT GRANT
2012-2013
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Brown and the Fulbright Program

Brown has enjoyed a great deal of success with the Fulbright program. In recent years, we have consistently placed in the top 10 Fulbright producing research institutions sending students to close to a hundred countries. Brown Fulbrighters across the globe have pursued research in fields ranging from neuroscience to ethnomusicology and taught students in settings ranging from elementary schools to adult teacher training institutes. Brown’s unique curriculum encourages independence, risk taking, and global awareness, Brown undergraduates are naturally attracted to the program and they make outstanding Fulbright candidates. Anyone with an interest in learning or teaching who wants to get to know another country well, should consider applying for a Fulbright grant. We invite you to learn more about the Fulbright and the process of applying by reading this booklet.

CAMPUS DEADLINE

Monday, August 27, 2012
The Fulbright Program

The Fulbright Program is the U.S. Government’s premier cultural exchange program, enabling students to conduct research, study, or teach in one of over 140 countries around the world. Congress created the Fulbright Program in 1946 to increase mutual understanding between the people of the United States and the people of other countries.

Eligibility Requirements

- Applicants must be U.S. citizens or be in the process of becoming U.S. citizens at the time of application.
- Preference is given to applicants who have received most of their undergraduate education in the United States.
- Applicants must hold a bachelor’s degree or the equivalent by the beginning date of the grant.
- Applicants must have sufficient proficiency in the written and spoken language of the host country to carry out the proposed project/study. This is particularly important for applicants in the humanities and social sciences. Each country indicates its specific linguistic requirements in the Individual Country Summaries on the Fulbright website.

Types of Grants

The U.S. Student Fulbright Program offers the following grants:

Please Note: Applicants may only submit one application a year, so you must choose between the English Teaching Assistantship and the full grant.

Full Grants for Study/Research

Full Grants for Study/Research allow student grantees to conduct individually designed projects, which may include independent library/archival, laboratory or field research, and/or university coursework in all subject areas, including classes in a music conservatory or art school. Through these activities, grantees meet and work with people of the host country, share daily life as well as professional and creative insights, and learn with them. The Research/Study Grants are available in over 140 countries. Participating countries are listed on the Fulbright website.

Grants for English Teaching Assistantships

Grants for English Teaching Assistantships allow grantees to teach English conversation and American literature/culture in university, high school, or elementary classrooms. In some countries, Fulbright grantees are invited to pursue a “side project,” which can be an independent research or study project, including language study. Check the Fulbright website for the most current list of countries offering Teaching Assistantship Awards.
Submission Details

All applicants must submit a complete application by

**August 27, 2012 (Campus Deadline)**

We require ONE copy of the following:

- The complete application (do NOT submit electronically to Fulbright at this time)
  - To print the application for submission to the Fellowship Office go to the “Final Steps” page and select “Print Preview” this will allow you to print the entire application **once it is complete**, but before it has been submitted electronically.
  - You can also save a PDF of the application and submit it to us as an email attachment.

- Statement of Grant Purpose (can be in WORD)
- Personal Statement (can be in WORD)
- Language Evaluation Form - *(required for many countries where English is not the official language and/or English is not commonly spoken.)*
- Official Brown University Transcript and if applicable, transcripts from other institutions you have attended (domestically and abroad)
  - Brown Transcripts can be ordered through the Registrar’s Office located at J. Walter Wilson, 3rd floor, or you can access the online form [here](#).

  **Please note:** When ordering transcripts for Fulbright, please have them addressed to Linda Sutherland, Brown Fellowship Office, Campus Box 1828. The transcript will be sent directly to Linda at the Fellowship office.

- Three letters of recommendation. Provide your referees with the Brown Request for a reference form, which you can access [here](#). *(The same person can write a letter of recommendation and the language evaluation.)* Please ask recommenders to address the letters to Linda Dunleavy, Associate Dean of the College for Fellowships. The letters can be submitted by the recommender electronically to Linda_Sutherland@Brown.edu or sent in a sealed envelope to the address below.

- Letter of affiliation from your host country (not required for ETA applicants)
  **Letters of affiliation (with applicable English translations) are uploaded by the applicant into the online application.** A copy of this letter must also be sent to Linda_Sutherland@Brown.edu in time for the internal deadline.

All applications and materials must be sent electronically to Linda_Sutherland@Brown.edu or hand delivered to the address below.

**Linda Sutherland**
Program Coordinator, Fellowships
Brown University
1 Prospect Street, Box 1828
Providence, RI 02912
Email: Linda_Sutherland@brown.edu
Timetable

April through June/July:

Learn as much about the award as possible. The Fulbright website will have all the details for the 2013-2014 Fulbright Program posted after May 1. Use this resource to research countries and possible affiliations—both institutions and individuals. Attend the Fulbright Festival, as well as our getting starting workshops in April. Consult with Dean Linda Dunleavy about your ideas; she holds open hours for fellowships on Tuesday afternoons from 2-4pm and general open hours on Friday afternoons from 1-4pm in UHall, Room 213. Talk to potential recommenders and advisors about your ideas and ask them for suggestions. Ask your three recommenders for their summer contact information. You can begin to secure a contact in the host country by sending inquiries to potential contacts explaining who you are and what you are interested in doing. See #5 in the Important Steps and the Application’s Key Elements section for more information.

June/July through August:

Work on your Project Proposal and Personal Statement. Submit drafts of your Project Proposal and Personal Statement to your faculty mentor and/or the fellowship proctor in our office for review and feedback. If you are on campus over the summer, attend the proposal writing workshops. Plan/expect to produce multiple drafts of your proposal and autobiographical essay. Previous winning applicants report revising these documents between 5-12 times. Begin the process early enough to leave time for multiple revisions. The writing in these texts must be clear and strong. If you are applying to a country that requires a language evaluation, contact a Brown language instructor to complete this report for you. See #6 in the Important Steps and the Application’s Key Elements section for more information.

Make final revisions to your essays and finalize the application forms. Give copies of your application, especially the essays, to your recommenders along with the fellowship office’s guidelines for letters of recommendation.

August 27:

Campus deadline. All materials are due on this date. For details on how to prepare for this deadline, and materials to submit please see “Deadline and Submission Details.” DO NOT submit your application electronically at this time. Remind your recommenders that your letters of recommendation are due by this date.

Mid September/Early-October:

Interviews with Brown’s Fulbright Committee: last minute revisions. After submitting your application, you will receive a note from our office with instructions for your interview. This will be a conversation with one member of Brown’s Fulbright committee about your application, and the interviewer may provide you with his or her own advice following the conversation. After the interviews, the campus committee will meet as a group to discuss the applications. You and your interviewer will communicate again to discuss additional feedback provided by the committee. Armed with the advice from your interviewer and the committee, you will revise your application if necessary.

Mid-Late October:

National Deadline to submit online applications: October 15. After making revisions, submit the application online. Also, remember to submit a copy of the final application to our office by that date. Letters of recommendation must be submitted online through the online application system.

Early February:

First-round screening results announced by the Institute of International Education. Candidates will learn if they have been recommended to the host country.
Late March-May:

*Awards are offered by Fulbright.* Each country/regional program has its own schedule, so the final results trickle in from the middle to the later part of the spring semester.

**Before Applying**

If you are considering applying for a Fulbright grant and would like to learn more about the program please see the following resources below.

- Attend the Fulbright Festival/Information Session on April 12 @ Petteruti Lounge from 4-6pm
- Attend the Fulbright Getting Started Workshops
  - April 18 – Hunter Auditorium – 6-8pm
  - May 2 – Wilson, 101 – 6-8pm
- Attend Fulbright Essay Writing Workshops – July, August and September – exact dates TBA
- Browse the Fulbright website at [http://us.fulbrightonline.org/home.html](http://us.fulbrightonline.org/home.html)
- Meet with the Fulbright Program Advisor, Dean Linda Dunleavy
- Stop by University Hall, Suite 213 to read sample winning Fulbright proposals and personal statements.
- Consult with your professors and advisors about ideas for a possible project or study plan.

**Other things to consider before applying:**

**Will you be on campus during the spring and/or summer to prepare your application?** If you will not be at Brown during the spring or summer, try to take care of as many details as possible before you leave campus, including meeting with potential recommenders and talking with Dean Linda Dunleavy about your plans.

**Will you be on campus during the fall for campus interviews and deadlines?** If not, you will need to make arrangements to return to Brown for an interview with Brown’s Fulbright committee. Keep in mind that no matter how much work you do in the spring and summer, there are always last minute details to complete at the time of the campus deadline and interviews. If you will be away from campus during the fall, please speak with Dean Linda Dunleavy.

**Are you able to meet deadlines and complete applications on time?** There are numerous deadlines in the Fulbright process--campus deadlines, national deadlines, etc. You must make sure your own materials and letters of recommendation are in by the campus deadline. If a recommender cannot meet the campus deadline, you should ask another person to write the letter.

**Do you have the time and energy to commit to the application process?** Applying for a Fulbright takes considerable time and effort. Many students who have gone through the process of applying have compared it to taking a course. Planning ahead and factoring in the time necessary to produce a competitive application is the key to success.

**Do you know what you want to study overseas and why?** A key part of the Fulbright application is the importance of your project and your need to be in the host country to conduct it.

**Are you generally interested in the host country and will you immerse yourself in the culture?** It is important that you have genuine enthusiasm for the host country and are curious and open to learning about the people and the culture. Fulbright is first and foremost an inter-cultural exchange program and not solely an academic scholarship.
Do you know faculty members and advisors well enough to ask them for references and for advice on essays and programs of study? Fulbright requires three academic references and, for non-English speaking countries, a language evaluation. (The same person can write a letter of recommendation and the language evaluation.)

Can you make contacts overseas? It is important that you have at least one contact abroad if you are applying for a research grant. The Fulbright committees want assurance that you will have the support and guidance you need to carry out your proposed project.

Are you committed to the Fulbright? The Fulbright scholarship is a nationally competitive prestigious award. While it makes sense to apply for a few other opportunities, you should be sure that you want the Fulbright if you apply. Before you apply, consider whether or not the Fulbright is the best opportunity for you.

Important Steps and the Application’s Key Elements

1. DETERMINE THE COUNTRY AND FIELD OF YOUR PROPOSED PROJECT

Read the Country Summaries on the Fulbright website for the country/countries in which you are interested paying particular attention to the language requirements, fields of study, time period of the grant (not all countries follow the standard U.S. academic schedule), and degree level preferences. For Teaching Assistantship awards, consider whether or not a side-project is allowed, what types of students/school you would work with, and where Teaching Assistants are generally posted.

If you are open to a few different countries, you might consult the Competition Statistics in the Resources for Applicants section of the Fulbright U.S. Student Program site to inform your decision about where to apply. Keep in mind that these statistics are available to all candidates; everyone else has access to the same information and may be inclined to make the same types of choices.

2. CONSTRUCT YOUR PROPOSED PROJECT OR STUDY

This is the heart of the Fulbright application and the part of the application that requires the most thought and effort. Be prepared to spend considerable time on the project proposal. There are two types of project proposals one for English Teaching Assistantships and one for Research Proposals. The project proposal for the ETA is one page single spaced and addresses why you want to teach in the country you’ve selected, what you hope to get out of the experience, and what you have to bring to the experience. The project proposal for the research project will address what, where, how, when, why and with whom you want to study, conduct research, and/or teach.

Before beginning to write the project proposal think carefully about exactly how and where you want to spend your Fulbright year. Do you want to take classes in Cairo? Join a laboratory project in Edinburgh? Observe social service delivery in action in Osaka, or attend a conservatory in Salzburg? Do you want to teach English in Korea, India, or Spain? Do you want to translate poetry in China or write a screenplay in Prague? Then consider whether you have the background, training, and/or experience to do what you’d like to do and where you’d like to do it. Select the country and the project based on your qualifications as well as your interests.

Just about any field can be covered by Fulbright, but your preparation to conduct research or study in a certain field must be realistic. Many students devise research projects that are continuations of their senior thesis work or extensions of work for seminars or laboratory research. Conversely, the Fulbright Grant might give you the opportunity to pursue a line of inquiry not represented by prior academic work, but for which you are nonetheless well prepared. A recent pre-med biology concentrator spent his Fulbright year doing archaeology without much of that subject on his transcript. He had, however, spent three summers participating in archaeological digs and was knowledgeable about archaeology.

Read about your chosen field and where work in that field can best be carried out. For instance, imagine you want to go to Kenya to study animal husbandry among the Masai. Can you identify specific resources you will need? Do you know where they are located? Who are the scholars in the country researching this subject? Successful Fulbright proposals are site specific.
Begin to structure your research project by choosing a research goal. What is the point of the research you are contemplating? Will you resolve society’s knottiest problems with your year of research? Probably not. Does your project have to contribute to the common good? Not necessarily; your own edification through reading Icelandic sagas or studying the oral transmission of Wolof folklore is a fine goal in itself. But you do need to identify a goal.

Your project statement will be strengthened if you include a timetable for your research. What do you hope to accomplish in Tunis during the first three months? The second three months? And so on. As indicated on the application form, Fulbright wants to know that you have planned your project carefully; a timetable is one indication of your project’s feasibility.

Get input from faculty members on the definition, structure, and scope of your project. Faculty regularly apply for grants for their own research, and they can be valuable sources of support during the application process. See appendixes 1&2 for tips on writing the project proposals for a research grant and for the ETA.

3. WRITE THE PERSONAL STATEMENT

This essay is an intellectual autobiography designed to show the committee something about you, your background, and your reasons for wanting to participate in the Fulbright program. Where did you grow up and what was your family and community like? What challenges have you faced? What advantages have you had and how have you used them or not used them? What formed your interest in Mongolia? What made you want to pursue the field of international development? Why does medieval art matter so much to you? Give the committee a picture of yourself—your background and the kind of contribution you will make toward cultural exchange. What do you hope to gain from this cultural exchange, and what do you hope to give in return? See appendix 3 for tips on writing the personal statement.

As a criterion for selection, Fulbright emphasizes the candidate’s engagement in the host country, so be sure to discuss how you will become involved in addition to the specific work of the project. The personal statement is one place where you can give the committee a picture of yourself as a person and how you might participate in communities while in the host country.

Feedback on essays is available from the Fellowship Proctor & Writing Associates at the Writing Center.

If you would like to schedule an appointment with a Writing Associate, please go to the following link http://www.brown.edu/Student_Services/Writing_Center/appointments/ and follow the instructions for scheduling appointments. If you would like to schedule an appointment with a fellowship proctor, please contact Linda Sutherland at Linda_Sutherland@brown.edu

4. OBTAIN THREE STRONG LETTERS OF RECOMMENDATION

Carefully consider which three people to ask for the required letters of recommendation. For research projects letters should be written by people, ideally Brown faculty, who can comment directly on your project—on its overall significance, its scope, its worthiness for funding, and your particular suitability to carry it out. If you are applying for an English Teaching Assistantship, make sure your recommenders can address your abilities or potential abilities as a teacher. Note that there is a specific recommendation form for the English Teaching Assistantship awards that asks references to comment on the applicant’s teaching ability and potential.

Your recommenders must write letters that are addressed directly to the Fulbright committee and that speak directly to the project and the Fulbright application. Our office will not accept letters from dossier services. Provide your referees with the Brown Request for a reference form, which you can access here.

5. PROCURE A CONTACT LETTER

For research project proposals, you must establish contact with an expert in your proposed field in the country/city to which you wish to go. This is not as hard to do as it may seem. Faculty members at Brown are excellent sources of information about just who these experts might be, and they will often suggest that you write Professor So-and-So using their names to break the ice. In such a letter or email, you will need to explain your project briefly and ask if they can be of help to you. Usually, the contact person will write back a short welcoming letter saying something like: “Your project is interesting and I would be glad to advise you on it. Come see me when you get to ____.” If this exchange happens via email, you would then need to ask the person to send or fax a signed copy on his or her institution’s letterhead. This letter
need only be a welcoming gesture rather than an actual recommendation. Having such a welcoming letter in your application can tip the selection process in your favor and, in some cases, be decisive.

6. HAVE A LANGUAGE PROFESSOR AT BROWN CONDUCT YOUR LANGUAGE EVALUATION

If applying to a country whose native language is not English, you must submit a language evaluation report for the language of the country you plan to visit. Make arrangements in advance for a Brown professor (ideally) to conduct an interview with you and to prepare the language report. You can ask someone who has been your language professor here, or you can ask a faculty member in the appropriate language department to meet with you for this purpose.

Dean of the College Resources

- Fulbright Festival- April 12 @ Petteruti Lounge, Stephen Robert ’62 Campus Center – 4-6pm
- Getting started workshops:
  - April 18 (Hunter Auditorium) 6-8p.m.
  - May 2 (Wilson, Room 101) 6-8p.m.
- “Applying for a Fulbright “ Guide
- Guidelines for recommendations in consultation with Dean Dunleavy
- Brainstorming projects and countries with Dean Dunleavy
- Binders with previous winning proposals and personal statements for you to browse by country
- Essay writing workshops
- Feedback on essays from the Fellowship Proctor & Associates at the Writing Center
  - If you would like to schedule an appointment with a Writing Associate, please go to the following link http://www.brown.edu/Student_Services/Writing_Center/appointments/ and follow the instructions for scheduling appointments. If you would like to schedule an appointment with a fellowship proctor, please contact Linda Sutherland at Linda_Sutherland@brown.edu
- Committee interview and feedback on the application.

Consultations with Dean Dunleavy are available during her Fellowship Open Hours from 2-4 p.m. on Tuesdays throughout the summer and in the fall. She also sees students in the summer by appointment. Additionally, she holds general open hours from 1-4p.m. on Fridays during the academic year.

In addition to the support of the Dean of the College Office, be sure to have a faculty mentor work with you on your application. This would ideally be one of the professors you will ask for a letter of recommendation.
Q & A’s

WHAT IS FULBRIGHT REALLY LOOKING FOR?
Fulbright is looking for interesting, strong, well-structured projects and mature students with the ability to carry them out. The student should be prepared academically and linguistically to undertake the project in the time allotted and with the resources available. Moreover, Fulbright is looking for open-minded students who will make a contribution to and learn from their interactions with the host country.

DO I NEED EXTREMELY HIGH GRADES TO GET A FULBRIGHT?
Not necessarily. Your grades should be good, but you do not need a straight-A average. The only exception is the Fulbright to the United Kingdom, which is similar to the Rhodes and Marshall scholarships. Keep in mind that, in addition to the U.K., there are many parts of the world where English is spoken and where you can pursue a rewarding Fulbright project.

CAN I APPLY TO MORE THAN ONE COUNTRY?
No, you can only apply to one country. Fulbright places a strong emphasis on cultural immersion and expects its grantees to live and work in one host country for the duration of the grant.

CAN I APPLY AFTER I GRADUATE?
Yes. The Fulbright Program does not have age limits for participants, but certain programs prefer applicants within certain age ranges. Applicants need not be enrolled to apply. After graduating, you can apply through Brown or as an “at large” candidate. Our office is happy to work with alumni who graduated in May of the year in which they are applying. For example, students graduating in May of 2012 are welcome to apply through Brown in the fall 2012 application cycle.

I STUDIED ABROAD IN THE COUNTRY TO WHICH I WANT TO APPLY. WILL THAT HURT MY CHANCES?
No. Study abroad does not make you less desirable as a candidate. In fact, it might be an advantage as you may have a lead in terms of establishing contacts. However, if you spent a significant amount of time--several years--living in the country to which you want to apply, this could jeopardize your chances of winning a Fulbright.

IS THERE AN ADVANTAGE OR DISADVANTAGE TO APPLYING AT LARGE THROUGH BROWN?
There is no advantage or disadvantage according to the Fulbright program. The difference between applying through Brown and applying “At Large” is the deadline. “At Large” candidates have a later deadline. On the other hand, applying through Brown gives candidates a chance to receive feedback from the Brown committee review process. The Dean of the College Office regrets that it cannot advise students or provide feedback on application drafts for students who apply “At Large” because of the volume of students applying through the institution and the competing scheduling demands.

HOW DO BROWN STUDENTS TYPICALLY PERFORM IN THE FULBRIGHT COMPETITION?
Brown students normally perform extremely well. Brown typically places in the top tier of Fulbright-producing research institutions and consistently outperforms its peer institutions in the competition for graduating seniors and recent graduates.

CAN I SEE AN EXAMPLE OF A SUCCESSFUL FULBRIGHT PROJECT?
Yes. In University Hall, Suite 213 we have binders of winning applications from the past. You may see them anytime between 8:30 a.m.-5:00 p.m. M-F (until 4pm during the summer). The binders with winning applications cannot be removed from University Hall.
CAN I GET HELP WITH MY APPLICATION AND MY ESSAYS OVER THE SUMMER?

Yes. The Dean of the College Office is open during the summer to answer your questions and support your application efforts. You can come to our office to review previous winner’s application essays. Contact Linda Sutherland to address general questions. Dean Linda Dunleavy is also available to discuss your application. And the Fellowship Office’s Fellowship Proctor is available this summer to work with you on drafts of your essays. We hold Fulbright essay writing workshops over the summer as well.
Application Checklist

Campus Deadline: Monday, August 27, 2012

☐ The complete application - ✓

☐ Statement of Grant Purpose - ✓

☐ Personal Statement - ✓

☐ Official Brown University Transcript and if applicable, transcripts from other institutions you have attended (domestically and abroad) - ✓

☐ Language Form(s) – (Consult the Country Summary) *

☐ Three letters of recommendation. Please have letters addressed to Linda Dunleavy, Associate Dean of the College for Fellowships. - ✓


- FORM 9B: ETA Reference Forms (3):

☐ Letter of affiliation from your host country – (Consult the Country Summary) *

Required of all applicants ✓

May be required (Consult the Country Summary) *

Note: Language Forms are only required for countries where English is not the official language and/or English is not commonly spoken; and Only students applying for Independent Research Projects need to provide a letter of affiliation from the host country.
Appendix:

I. Tips on writing the project proposal for a research grant.
II. Tips on writing the project proposal for the ETA.
III. Tips on writing the personal statement.
IV. Brown Request for Reference
TIPS FOR WRITING A FULBRIGHT RESEARCH PROJECT PROPOSAL (2PAGES)

The Research Grant

The project proposal is the most important part of the Fulbright application. For research grant proposals, you need to cover the basic information about your project—the what, where, when, how, and why—emphasizing its specificity and feasibility. Since you need to include a great deal of information, much of it technical and discipline—specific, in a two page essay, the biggest challenge is clarity. (For the English Teaching Assistantship proposal, you need to discuss your interest in teaching, your experience as a teacher (or coach, mentor, TA, tutor, etc), and your ideas about how you will approach teaching in the context of the ETA for which you are applying. Note that there is a separate Tips Sheet for writing a Fulbright ETA project proposal essay. The following suggestions are intended to help you produce a clear, well-organized, and compelling proposal.

Successful proposals require many drafts and revisions. Because the Fulbright committee will be composed of a wide range of people from different academic and professional backgrounds, it is important that your project be understandable to different types of readers. Assume a general academic audience. You may want to show it to several readers; your academic advisers as well as people outside of your field. Also, keep in mind that the Fulbright committee places a great deal of emphasis on the feasibility of your project. As a result, in this essay you will need to do your best to convince the committee not only that the project can be completed in one year, but that you have the necessary skills, organization, and contacts/support to complete it.

PREWRITING: Before you begin your essay, start by answering the following questions.

**What:**
What are you planning to do? What is the background of the question you’ll ask or the topic you’ll investigate? What are your goals, both general and specific?

**Where:**
Where will you be conducting the project? What sort of place is it? What are conditions like there?

**When:**
When will you start and end the project? Does it go through stages? What is your time line? When will you move to different stages?

**Who:**
Who is involved in the project, besides yourself? With whom will you be affiliated? With whom will you be studying? With whom will you be working?

**How:**
What skills will the project require? What methods will you use? What skills or experiences do you already have that will allow you to complete the project? What skills do you need? Who (if there are others involved) will do what? Are there any challenges you anticipate? How do you hope to address them? How will you engage with the host country in addition to the project itself (hobbies, other interests, language?)

**Why:**
What is the motive for your project? Why are you doing this? What do you hope to accomplish? Is there more than one motive (personal, professional, global, community-oriented)? What are the consequences or intended outcomes of your project? How will it make a contribution to the field or to people’s lives, to you and to the host country?
Once you have written our some answers to these questions, you will have the raw material you need to write the proposal. You can then figure out the best way to organize your answers into a coherent and convincing proposal.

There is no single “right” way to organize the who/what/where/why/how information. As long as you present it in a way that is both specific and clear to a non-expert reader, you can organize it any way you would like. In general, the following outline often works well for Fulbright proposals although this is by no means the best or only way to organize the proposal. It is presented here as a way to help you get started. Ultimately, you should be able to find ways to adapt it to fit your own unique voice and project.

A. Begin with a first paragraph that gives some sense of the central problem or issue you wish to address (this is the what of your proposal). Then, try to conclude this first paragraph with a short statement of what you specifically propose to do about this issue or problem (i.e., state the big picture, then present your intervention or contribution).

B. Next, try to provide some sort of background into the history or current status of the issue/problem, either on a local or global scale – or both (this is often where students can identify the where and/or why of the project).

C. Now that you’ve been given a sense of your project and its context, you can then provide an account of your specific plan itself – what, specifically will you be doing, who will you be working with and what will they do, how will you go about doing what you need to do, and so on. In other words, this will be where all the nitty-gritty specifics will come in (the timeline, affiliation information, methods). This will become the body of the proposal and, because this is where the details come in, this is the point where a proposal can get too technical and confusing. When writing this section, you might want to work closely with your academic adviser and the writing tutor to try to strike a balance between specificity and clarity as you delve into the more technical aspects of your proposal. Again, try to get a wide range of people to read this as it will help you bring more clarity and focus to your description.

*Note: The section on what you will actually be doing should begin no later than the second or third paragraph of the essay.

D. Once you have discussed the timeline, methods, and details of the project, you’ll want to discuss the skills or experiences that will enable you to accomplish it in the time and conditions described. Your goal is to provide enough specific information about your experiences and qualifications to convince the committee that you can complete this project successfully. This is where you might want to address your language skills (if need be) and/or how you will handle language difficulties if they exist (will you learn the language? use translators?) or address how you will handle any cultural issues/challenges. You do not necessarily have to be fluent in the language of the host county to apply for a grant, but you should account for the steps you will take to deal with language issues if language barriers are present.

E. Finally, conclude by providing an account of both the short-term and long-term goals of the projects. What will be accomplished at the end of the project? How will the completion of your project contribute to your future goals? How will they contribute to your host country? To your field of study/focus?
TIPS FOR WRITING A FULBRIGHT ETA PROJECT PROPOSAL (2PAGES)

Teaching Assistantship

Project proposals for teaching assistantship grants are different than project proposals for research Fulbright grants. Here, instead of providing a specific research proposal, your teaching project proposal should address your interest in teaching: your past experiences and skills as a teacher; your reasons for wanting to participate in the specific teaching assistant program you have chosen; any particular projects, activities, or methods you hope to employ in the classroom during the year; and your interest in the country you have selected. In addition, if the particular program encourages you to have a side project, spend a paragraph or two describing it.

Note: Each teaching assistant program is different. In some places, students have a lot of freedom to plan their own lessons; in other places, they are discouraged from doing so and must work within a strict curriculum. Some students will be teaching in rural schools, others in urban schools; some will be teaching in universities, others will teach high school, elementary school and so on. The Fulbright website provides a specific description of each country program. Before you start writing, make sure you review the description of the program carefully – the specific nature of the individual country’s program will help determine the way you approach your proposal.

Prewriting: Once you have thoroughly researched the program to which you are applying, begin by making a series of lists of ideas and experiences that address the following questions:

• What are your reasons for wanting to teach in another country?
• Why have you selected this particular country?
• What experiences have you had as a teacher, coach, mentor, camp counselor (any teaching or teaching-like experience you have had) and what did you learn from them?
• Are there any particular teaching methods in these roles that have or have not worked well?
• In addition to teach what other activities might you want to engage in to interact more with the people, place, and culture in which you’ll be working?

In addition to brainstorming ideas about yourself and your own goals and motives, research the country to which you are applying. More than simply making a case for wanting to teach, you need to make a case for why you want to live and work in the particular country you have chosen. Knowing something about its history, language, art and political situation will help you write more convincingly and specifically about the kinds of questions and issues you want to learn more about while you are there. This research can also help you formulate your side project.

Writing: Once you have brainstormed some ideas to address the central components of the teaching proposal, you are ready to begin writing. The biggest challenge is specificity. Keep in mind the classic piece of writing advice – “Show, don’t tell.” Instead of saying you have a passion for teaching, discuss a specific example from your life when you taught others, noting specifically what sorts of lessons you learned and how you might apply them in the context of the Fulbright program. Remember that “teaching experience” does not necessarily mean time you have spent at the head of a traditional classroom. Teaching experience can be drawn from work you have done as a tutor, a writing fellow, a volunteer, or a project leader. In the end, any experience you have had that you feel has provided you with the skills you think will translate well into the classroom are worth discussing here. These experiences will say much more about you than any
sentence that simply lists your qualities (I love teaching, I am patient and full of energy, etc.) Strive always to show your skills and your interest, rather than tell the committee about them.

The following is a general outline that might help you organize your thoughts. This method of organization is not a fixed blueprint as every proposal will be different. You should also feel free to play with the order here and mix these topics up. Be flexible, and be sure to review the sample teaching assistantship proposals available in the Fellowship office. These will give you a good sense of how other students have approached the teaching proposal.

A. One way to open the teaching proposal is to discuss your interest in teaching. Find an anecdote or specific example from your own life that illustrates your interest in and commitment to teaching. In choosing this anecdote, try to find a moment that sets a strong frame for the essay as a whole- illustrating, not just your interest in teaching, but some of your skills and goals. You could also open the teaching proposal project with an anecdote that illustrates how much you learned from a previous experience living and working abroad and/or from learning or being immersed in a foreign language.

B. Following this, you might discuss your particular interest in teaching in the country you have chosen. Again, the more specific you can be about your reasons for choosing Indonesia, Korea, Norway, France, etc. the better, and this is where doing a little research into the country can be useful. In discussing your interest, avoid controversial topics that might be sensitive to the committees in your host country. Remember, these programs are designed to foster cultural exchange, so strive to be both informed and respectful in discussing your interest in living and working in the country you have selected.

C. Next, you can move on to a discussion of the specific teaching program for which you are applying. Are there particular methods, projects, or activities you would like to use that might benefit this particular group of students – keeping in mind their age, grade level, conditions/policy of the school, etc? What do you hope to achieve, both with the students and with your own goals? Be as specific as possible, and make sure your plans fit within the program description. You don’t want to talk about your plan to introduce music-based lessons in a program with a set curriculum. Likewise, you want to take more of a leadership/creative role in programs that have a more open format.

D. Following this (or perhaps interwoven with it), you need to provide a clear and specific account of the skills and experiences you will bring to the classroom. How will you be able to accomplish the goals and plans you described for your Fulbright year? This is where you need to convince the committee that you are both willing and able to do the job you are applying to do!

E. Side project (only applicable in some countries): After discussing your experience and plans for the classroom, teaching assistant applicants can also provide a brief description (1 or 2 paragraphs) of a side project that you will conduct in addition to your teaching. The side project can be to study the language of the country where you will be teaching. If language study is your side project, you need to discuss how you will pursue it keeping in mind that your exact placement in the country will not be determined until after the award is granted. The side project can also be artistic, cultural, or scientific; it can involve volunteer work, or engagement in a strong hobby. The most important thing to remember about the side project is that it must not interfere with your teaching duties. For the teaching assistant proposals, your emphasis must always be on the teaching, not the side project.

F. Whether the country to which you are applying encourages a side project or not, because of Fulbright emphasis on cultural exchange, it is very important to consider how you will engage with the community of the host country outside of the classroom, so ask yourself about your interests and commitments here (cooking, music, soccer, film) and consider how you might pursue those in the host country.
TIPS FOR WRITING A FULBRIGHT PERSONAL STATEMENT (1 PAGE)

The Fulbright website provides the following description of the personal statement:

*This statement should be a narrative giving a picture of yourself as an individual. It should deal with your personal history, family background, influences on your intellectual development, the educational and cultural opportunities (or lack of them) to which you have been exposed, and the ways in which these experiences have affected you. Also include your special interests and abilities, career paths, and life goals, etc. It should not be a recording of facts already listed on the application or an elaboration of your statement of proposed study.*

The Fulbright personal statement is an opportunity for you to share with the committee information about yourself that is not available in other parts of the application. In it you can provide the committee with a sense of your personality and your interests. It is ideal if the personal statement for the Fulbright application compliments the proposal in some way, i.e. if the proposal is to conduct a research project, you might discuss in the personal statement the origin and development of your interest in that field of research. Because personal statements are personal and because the accompanying projects will vary, there is no one format or approach that will work well for every application. Some chose to write an intellectual autobiography highlighting the key moments in their academic development. Others discuss their passion for travel, the topic of their proposal, or the host country detailing the origins of this interest and how it evolved. Many students give an overview of significant experiences and reflections while some students tell one particular story as an example of a large point about who they are. For an overview of various approaches, you might read some personal statement essays available in the Dean of the College office, UH 213.

*Keep in mind that engagement with the community in the host county is an important criteria in selection as the primary purpose of the Fulbright Program is to encourage mutual understanding between people from the U.S. and people from other countries.*

Your application should indicate how you expect to become involved in the local community either through volunteer work, extra-curricular activities, and/or simply pursuing a hobby - sports, music, cooking, etc - in the host country. The personal statement is the best place to include this information.

**PREWRITING:** One of the best ways to begin writing your Fulbright personal statements is to make a list of your past experiences (these can be personal, academic, extracurricular), including any significant insights or experiences that relate to your interest in international exchange, the host country in which you hope to do your work, or the specific project or area of study you plan to pursue. Your goal in this personal statement is to give the committee a sense of who you are and how you became interested in applying for this particular project in the context of an international exchange.

Writing a personal statement is an exercise in self-reflection. To write a good statement, you will first need to think about your accomplishments and past experiences. Although you will not be able to talk about everything on your list, the free writing process will help you sort through your experiences and eventually narrow your focus down to two or three central issues or experiences you can use to frame and anchor your essay.

Some questions that might be helpful to consider as you draft your lists include:

- What are you interested in? What problems or questions intrigue you? How did you become interested in these issues?
- What sorts of things have you done outside of the classroom? What have you learned from your extracurricular or work experiences and how have those experiences contributed to your growth?

- Have you had to overcome any unusual obstacles or hardships (for example, economic, familial, or physical) in your life? If so, what were these obstacles and how did you face them?

- What might be unique, special, or distinctive about our life story or past experiences?

You are encouraged to work with the writing tutor even at this early stage. Often, talking over your experiences and reviewing your initial lists with someone else can be a great way to narrow your focus and determine what you really want to discuss in your personal statement?

**Writing:** Strong personal statements take a long time to write. It is important to understand that the writing process requires many drafts, revisions, and false starts. The following are some general rules and suggestions for writing a Fulbright personal statement. Not all statements follow this outline, but this offers a good framework for getting started.

**Opening:** The opening paragraph is the most important part of your statement, and it will likely be one of the hardest parts for you to write. Ultimately, your goal is to open your essay with an example or anecdote that grabs the readers’ attention right away while providing a solid frame for your essay as a whole.

**Body:** Once you have set the stage for your personal narrative, you want to continue your essay in a way that allows you to present more specific details than build on the framework you have established. The rule of thumb here is to try to use concrete examples to illustrate your points. “Show, don’t tell.” Rather than simply telling the committee “I am curious,” “I love science,” “I am patient and dependable,” etc., consider using one or two anecdotes that can help you focus and bring specificity to your discussion. At the same time, watch out not to overload your essay with too many examples. Be selective.

**Conclusion:** For the Fulbright, the last one or two paragraphs of the body of the essay can address your future goals and how your work/experiences as a Fulbright scholar fit into your future plans. Your personal statement should not repeat information already represented in your proposal; thus, you should not conclude your personal statement by making an argument for why you need a Fulbright to conduct your study. Instead, you should discuss more generally how your Fulbright year relates to your future goals and aspirations. The scholarship committees want to award Fulbrights to people who will use their Fulbright experiences as bridges from where they are now to where they are going.

**Some things to Avoid:**

1. Students have a tendency to either be too general and rely on abstractions or clichéd phrases when describing their experiences and interests. Consider the following:
   - I have a passion for neuroscience….
   - Ever since I was a child, I have wanted to devote myself to…
   - I truly believe in the value of opening myself to new cultures and experiences…
   - I care deeply about issues facing developing nations…
There is nothing wrong with the ideas and sentiments behind these statements, but they are very general and do not tell the committee anything specific about you, your specific interests, skills, and motivation. Show your passion for neuroscience through the experiences you’ve had and the skills you’ve developed, show them you believe in the value of being open-minded through a specific example, show them that you care about issues facing developing nations by talking about your experiences helping to develop new irrigation techniques in El Salvador one summer, etc. The more specific and concrete you can be about illustrating your interests the better.

2. Avoid lists! Students also have a tendency to treat the personal statement like a narrative version of their resume, listing events, activities, and accomplishments one after the other. Remember, you do not have to be comprehensive here. Your goal is to provide the committee with a snapshot of one part of yourself that connects to why you want to pursue this particular Fulbright in that particular country.
Fulbright Scholarship 2012-2013

Brown Request for Reference

Campus Submission Deadline: August 27, 2012

Instructions for Applicants

When applying for the Fulbright scholarship, you must submit three letters of reference to the Brown Fulbright Committee by August 27, 2012. Please give your referees “The Information for Referees” instructions which begin on the second page of this document.

To make the process easier for your referees and to ensure that you receive the strongest letters possible, give your referees these instructions at least one month in advance and ideally at least 2 to 3 weeks before the end of the semester.

For the internal Brown deadline, provide your referees with the appropriate forms (see below) and remind them to submit their recommendations to our office by the brown Fulbright Deadline of August 27, 2012. You should NOT register your referees through the Fulbright online system for the Brown campus deadline. If you have any questions about the choice of referees, consult with Dean Linda Dunleavy.

The Online Application System

The Fulbright application is online and requires letters of recommendation to be submitted electronically. Once you register your referees on the online application, you will not be able to change your recommenders should you decide or should Brown’s committee suggest that you do so. In addition, if your referees submit their letters online, they will not be able to make any changes to their letters for the national deadlines. Therefore, we advise you to wait until after the Brown committee review process to register your referees on your online Fulbright application. Rather, ask your referees to submit their letters to our office either in hard copy or as email attachments. Provide them with this document, which explains the process of writing a letter of support for your application for these awards.

Appropriate Forms

If you are applying for the Research/Study grant your referees will complete (Form 9A-cover sheet)

If you are applying for the English Teaching Assistantship grant your referees will complete: (Form 9B – cover sheet and form)

To access these forms go to http://www.brown.edu/academics/college/fellowships/. The forms are listed on the Fellowships @Brown home page under related files.

For the national deadline, letters of recommendation must be submitted electronically through the online system; this can and should occur after the internal review process. Once you have listed your referees online, you will not be able to change them, so be certain in your selection. Registering your references online triggers the system to send an email request for a reference to them.
Fulbright Scholarship 2012-2013

Information for Referees

Campus Submission Deadline: August 27, 2012
National Committee Deadline: October 15, 2012

IMPORTANT INFORMATION:
There are two different types of Fulbright grants and two different recommendation forms corresponding to these two grant types. To learn more about the types of forms to complete see “Campus deadline for references below.”

Please note that you will need to submit your letter of reference twice. First to Brown Fulbright Committee in late August, and then to the national screening committee in mid-October.

Two types of Fulbrights: Research/Study grants and English Teaching Assistantships

1. **Research/Study grants** allow student grantees to conduct individually designed projects, which may include independent library/archival, laboratory or field research, and/or university coursework in any subject area, including classes in a music conservatory or art school.

2. **English Teaching Assistantships**, which are available in about 25 countries, allow grantees to teach English language and American culture in university, high school, or elementary classrooms. ETA assignments vary from elementary schools in rural parts of the host country to university teaching in major cities. In some countries, grantees are invited to pursue a “side project,” which can be an independent study project, including language study.

Campus review

The Fulbright U.S. student program requires a campus committee review of all enrolled student applicants. The Brown Fulbright Committee reads applications, conducts interviews with candidates, and prepares a campus committee evaluation report that is included with each student’s application.

Campus deadline for references

Letters of recommendation are required for the campus review so be sure to you send your recommendations as follows by August 27, 2012.

- **For the Research/Study grants recommendation: (Form 9A) (cover sheet)** – To access form 9A click [here](http://www.brown.edu/academics/college/fellowships/). Complete Form 9A (Reference Cover Sheet) and attach it to your letter of reference. Letters of support for Research/Study grants are open-ended and should speak to the merits of the student and the project itself. Please address letters of reference to: Linda Dunleavy, Chair, Brown Fulbright Committee. You can also access this form on the fellowship website at [http://www.brown.edu/academics/college/fellowships/](http://www.brown.edu/academics/college/fellowships/) located under related files.

- **For the English Teaching Assistantships grant recommendation: (Form 9B) (cover sheet and form)**
  - Complete Form 9B (Cover sheet and Form) To access the cover sheet click [here](http://www.brown.edu/academics/college/fellowships/). To access the form click [here](http://www.brown.edu/academics/college/fellowships/). We recommend that you save this form so that you can cut and paste your responses into the
online form once it becomes available. You can also access these documents on the fellowship website at http://www.brown.edu/academics/college/fellowships/ located under related files.

Send your recommendations by **August 27, 2012** as an email attachment to Linda_Sutherland@brown.edu or you can mail them to the following address: Linda Sutherland, Brown University, Office of the Dean of the College, Fellowships, University Hall, 1 Prospect Street, Box 1828. Providence, RI 02912.

**National deadline for references – October 15, 2012**

Please note that once the internal review is completed at Brown, the student will register you as a referee and you will receive an email from the Embark online application system with instructions and log-in information to access the forms on the web site directly. **You will need to re-enter or cut and paste your responses from the form you used for the Campus deadline into the form on the ONLINE APPLICATION SYSTEM for the October 15, 2012 National deadline.** You can upload or prepare your letter or form online, save it, and return to it to update or revise it. And you can print from the online system. When you have the final version of the letter or completed form, you can hit “submit.” **Once you submit your letter/form, you cannot make any changes to it unless you contact the system administrators directly.**

**National Deadline Troubleshooting**

If you do find that you need to make changes after submitting your letter online, you must, write to support@embark.com and ask them to “unsubmit” your letter. You may then make the changes and upload the new letter into the system. If you **misplace or delete the email Embark sent,** please email support@embark.com to have them resend that information. Include the name of the student in your email.

If you have any questions or difficulties concerning the letter, its submission to Brown’s committee, or the online application system, contact Linda Sutherland, the Fellowship Program Coordinator.
Email: Linda_Sutherland@brown.edu or phone 401 863-2538.

**Tips for Writing Letters of Recommendation for Fulbright Scholarships**

The Fulbright Scholarship competition is extremely competitive, and letters of recommendation play an important role in a student’s application. The most helpful letters address not only the applicant’s abilities and intellectual promise, but his or her potential to carry out the proposed project or teaching assignment. The recommender should know the candidate well, be able to assess the validity of the proposed project, and be able to testify to one or more specific experiences of achievement by the candidate.

Faculty who serve on the Brown Fulbright committee find it most helpful when referees provide details or examples to support any claims made. Discussing the significance of the proposed project and the candidate’s personal suitability to the project and the Fulbright experience of cultural exchange is also encouraged. Unless a student is first in a class, it is often not helpful to give a class ranking. However, if a student could be said to be the best or among the best in some particular way (the most insightful or imaginative in 15 years, for example), please do say this and follow up with a brief explanation.

If you feel that you cannot write an unequivocally supportive recommendation for the student, please decline to write a letter at all. Also, if you do not know the student well enough to write a detailed letter, or if you do not have the time to write a detailed letter, please decline. Students should give you information about the type of Fulbright for which they are applying—Research or Study grant or an English Teaching Assistantship Grant—as well as drafts of their project
proposal and personal statement. They should also have outlined, and preferably discussed with you, why they are applying for the scholarship and what they would like you to remember about them when you write your letter.

**For Research/Study Grants**

Letters of recommendation that attest to the value of the proposed project and/or course of study and that offer detailed information about the student’s intellectual abilities and potential to carry out the project are most valuable to the committee. Please comment on any of the following that are appropriate:

- Feasibility and significance of the applicant’s proposed project
- Ability of the applicant to carry out the project in the allotted time
- Candidate’s intellectual and personal qualities and how these would serve him or her in terms of the project and the experience of living and working abroad
- Linguistic preparation for the proposed plan (The application includes a language evaluation form, so you do not need to comment fully on this point.)
- Candidate’s ability to adapt to a different cultural environment
- In the arts, the candidate’s talent and potential for growth

**For English Language Assistantship Grants**

For candidates applying for the Teaching Assistantship grants, you must complete a recommendation form in which you comment on very specific skills and qualities of the applicant, including his or her ability to communicate information, adapt to a foreign culture, and take initiative. (Most ETA programs do not require familiarity with the language of the host country initially.)

**Letter writing assistance**

Linda Dunleavy, Associate Dean of the College for Fellowships, is happy to comment on drafts of fellowship letters; her contact information is below. You can also find guidance about letters of recommendation on our fellowships website under “Information and Resources” at [http://www.brown.edu/college/fellowships](http://www.brown.edu/college/fellowships).

**Thank you for supporting this student’s candidacy for the Fulbright Scholarship. If we may be of any assistance, please don’t hesitate to ask.**

Linda Dunleavy
Associate Dean of the College for Fellowships
Dean of the College Office
Brown University
Box 1828, UH 213
Email: Linda_Dunleavy@brown.edu

Linda Sutherland
Program Coordinator, Fellowships
Telephone: 401 863-2538
Email: Linda_Sutherland@brown.edu

**United States Postal Service Address**

Brown University
Fellowships Office
Office of the Dean of the College
Box 1828, UH 213
Providence, RI 02912

**FedEx/UPS/DHL Deliveries**

Brown University
Fellowships Office
Office of the Dean of the College
1 Prospect Street/UH 213
Providence, RI 02912

**Good Luck! Have Fun!**
Office of the Dean of the College
Brown University
Providence, Rhode Island