GUIDELINES FOR A RESEARCH OR PROGRAM AND CURRICULUM DEVELOPMENT PROJECT

**Background:** Introduce the research topic. Place the project in academic or professional context by referring to major works by others on the subject.

**Objectives:** Clearly define the aims of the project.

**Methodology:** Describe the project. Explain the approach, methods and plan you will use (for example, interviews, library or archival research, or laboratory experiments). Indicate whether the proposed research is quantitative or qualitative.

**Significance:** Explain the importance of the project for the field, your home country and your own professional development. Indicate what effect you expect the opportunity to have on your teaching or professional work in your home country. (For example: new approaches to curriculum planning, student advising or pedagogy; expanding knowledge in the field through collaboration with U.S. colleagues). Describe briefly the expected impact of your participation on your home institution, community or professional field.

**Evaluation and Dissemination:** Describe plans for assessment and distribution of research results in your home country and elsewhere.

**Justification for Residence in the United States for the Proposed Project:** Indicate why it is necessary to conduct the research onsite in the United States.

**Duration:** Explain how the project can be completed within the time period proposed.

**English Proficiency:** Describe your schooling in English, use of English and competence level in speaking, reading and writing.

**Other:** If applicable, indicate the quantity, format and transportation requirements for any botanical, zoological or mineral samples that you will need to bring to the United States for analysis.

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GUIDELINES FOR A TEACHING PROPOSAL

**Teaching Experience:** Describe the range of courses you have taught, including the teaching methods used. Indicate your involvement, if any, in curriculum planning, thesis guidance and administrative responsibilities. Explain how your experience will be relevant to your proposed teaching in the United States.
**Proposed Teaching:** Explain what you propose to teach in the United States.

**English Proficiency:** Describe your schooling in English, use of English and level of competence in lecturing and speaking, reading and writing.

**Expected Outcomes:** Indicate what effect you expect the opportunity to have on your teaching or professional work in your home country (for example, new approaches to curriculum planning, student advising or pedagogy; expanding knowledge in the field through collaboration with U.S. colleagues). Describe briefly the expected impact of your participation on your home institution, community or professional field.

**ADDITIONAL CONTENT RECOMMENDATIONS**

In addition to following the format carefully, the following advice has been passed on from former Fulbright Scholars, review committees and CIES staff that can assist you in preparing a more competitive and ultimately successful Fulbright application.

- Submit a clear and complete project statement that introduces you professionally to your colleagues in the United States. The best applications are those that reflect the applicant’s purpose and intent.
- Make sure that your qualifications and expertise match the objectives in your project statement. You should be able to show that you are qualified to accomplish what you are proposing to do.
- Emphasize how your project will benefit the host institution or other scholars in your field both in your country and in the United States. Address in your project statement the ways in which you will use the experience upon your return. What is the likely impact of your experience abroad?  How will you use what you learned upon your return, professionally and personally?
- Discuss any preparatory steps you have taken or will take before starting your grant. For example, if you plan to bring samples of plants, chemicals, human tissue, etc., indicate that you have discussed your plans with the U.S. Embassy and your prospective host, if known, in order to determine what clearance and approval processes are needed.
- Connect your past experience to what you are preparing to do if you receive an award. Explain the project’s significance and its importance to the field. Focus on what can be reasonably accomplished during the period of the grant.
- Do not assume that your suitability for the project is self-evident. Your standing in your field may not be well known to reviewers. You need to make a case for yourself based on your past experience and current scholarly endeavors. Explain the significance of your project in language that will be understood by reviewers from outside your field.
• Do not stress only how a Fulbright grant will benefit you or your career. Remember that the program is intended to foster mutual understanding between cultures and nations.
• Be specific in describing your previous work and in laying out the nature of your proposed Fulbright activity. A frequent failing in applications is that the proposal is underdeveloped or too imprecise to give reviewers a clear sense of the endeavor.

STYLE RECOMMENDATIONS

• Express what you can bring to the program clearly and succinctly. Think of the basic questions that need to be answered: Why should I apply for a Fulbright award to come to the United States? If selected, what will I do and how will I do it? What preparations have I made to complete the project? What can I contribute to the Fulbright Program? What will the results of my participation be? Include only the most pertinent information in forming your responses so as not to exceed the page restrictions. At the same time, you should avoid writing a proposal so brief that it will be difficult for the reviewer to understand the project.
• Emphasize key points in the first paragraph of the proposal. Reviewers examine many Fulbright applications, and having to search for the main points of the proposed activity is not helpful. You should grab the reviewer’s attention quickly and state clearly what you want to do, why it is important and how you will do it. You should use the rest of the proposal to support your statements in the opening paragraphs.
• Pay attention to style in your proposal. You may want to use the first person, but you should avoid flooding your proposal with “I’s” or referring to yourself in the third person.
• Keep your proposal simple and straightforward so that an educated reader from another discipline can understand it.

THE CURRICULUM VITAE

The curriculum vitae describes academic credentials and demonstrates a record of scholarly achievements (document should not exceed six pages). When composing a curriculum vitae, it is important to include:

• Education (universities attended, degrees earned and dates received)
• Professional positions held
• Courses taught and other services provided to students and the home institution
• Publications (provide full citations and list them starting with the most recent)

• Other professional activities, such as workshops, seminars and consultations

• Membership and activities in professional associations

• Professional honors, awards and fellowships

• Community service

The application asks for similar information, but provides limited space for answers. In the curriculum vitae, you should expand upon these topics to present more completely your accomplishments.

**Note:** Copies of diplomas are not required.

**SUPPLEMENTAL MATERIALS**

**Letters of Invitation**

- Letters of invitation should be typed on institutional letterhead and signed. Scanned copies should be attached to page nine of the online application.
- Invitations do not ensure selection for an award.
- If an invitation arrives after the application deadline, contact the Fulbright organization in your home country to arrange for its late submission.

**Bibliography**

For research proposals, provide a list of one to three pages of references relevant to the proposed research. Required for research and teaching/research applicants.

**Course Syllabi**

For teaching proposals, provide up to 10 pages of sample syllabi for courses you propose to teach or have taught. Required for teaching and teaching/research applicants.

**REFERENCE REPORTS**

Candid, frank reference reports or letters of reference help reviewers place your research or teaching proposal within your home institution’s current conditions and plans for growth. References also provide evidence of your
reputation within your discipline. The Reference Report Form in the application packet suggests qualifications that your referees should address.

- You must submit three references. Do not submit more than three references.
- Please provide your referees a copy of your project statement.
- References should be from people qualified to evaluate your professional work; the abilities you bring to the proposed project; your ability to adapt to another country and culture; and the merits of the project itself.
- References can come from your home institution, but at least one of the references should be from a colleague in your field outside your home institution.
- If you have recently moved to a new home institution, one of the reference letters should be from your previous institution.
- Choose your referees carefully and contact them early. The letters of recommendation need to accompany the application as it could otherwise be weakened by an insufficient number of references.
- Do not ask someone for a letter of reference unless the person is well acquainted with your qualifications. A pro forma letter from a well-known scholar, a contact abroad or a prominent government official will carry less weight than a realistic assessment of your abilities from someone who knows you and your work well.
- References must be written in or translated into English.
- Reference letters should be submitted through the online application system. Consult the Fulbright organization in your country of application whether alternative means of submission are acceptable.
- It is your responsibility to ensure that reference reports are submitted by the deadline.