



OUTCOME ASSESSMENT OF THE VISITING FULBRIGHT SCHOLAR PROGRAM

Prepared by:

SRI International
Center for Science,
Technology and Economic
Development
1100 Wilson Boulevard
Arlington, VA 22209

Prepared for:

U.S. Department of State
Bureau of Educational and Cultural Affairs
Office of Policy and Evaluation
301 4th Street, S.W.
Washington, D.C. 20547



June 2005

The Fulbright Program

The Fulbright Educational Exchange Program was established in 1946 under legislation introduced by the late Senator J. William Fulbright of Arkansas. According to its enabling legislation, the Fulbright Program is designed “to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations, and the contributions being made toward a peaceful and more fruitful life for people throughout the world; to promote international cooperation for educational and cultural advancement; and thus to assist in the development of friendly, sympathetic, and peaceful relations between the United States and other countries of the world.”

To meet these goals, the Fulbright Program has provided more than 285,000 participants from more than 150 countries with the opportunity to teach, conduct research, study, live, work abroad and exchange ideas in another political, economic, and cultural context. Currently the Fulbright Program awards approximately 6,000 new grants each year. All Fulbright grantees are selected through merit-based, open competition. Fulbrighters are selected on the basis of academic and professional excellence and leadership potential, plus an ability to share ideas with people in diverse cultures.

The Bureau of Educational and Cultural Affairs (ECA) of the United States Department of State directs the administration of the Fulbright Program under policy guidelines established by the J. William Fulbright Foreign Scholarship Board. The Board is an independent body appointed by the President of the United States. The Board’s duties involve the formulation of policies, procedures, and selection criteria that assure fulfillment of the purposes of the program. In 51 countries that have executive agreements with the United States, a bi-national Fulbright Commission or Foundation plans and supervises the program locally. In other countries, these functions are handled by the public affairs section of the U.S. Embassy.

Today’s Fulbright Program is carried out under the statutory authority established by the Mutual Educational and Cultural Exchange Act of 1961 (The Fulbright-Hays Act). Appropriations by the United States Congress are the primary source of funds for the Fulbright Program. Foreign governments and private organizations, including host institutions, also contribute through cost-sharing and indirect support, such as salary supplements, tuition waivers, university housing, and the like. Total Fulbright Program funding in fiscal year 2003 amounted to over \$250 million, of which 42% comes from non-U.S. government sources. Program funding consists of Congressional appropriations (\$132 million to the Department of State, \$13 million to the Department of Education), foreign government support (\$32 million), U.S. private sector support (\$57 million), and foreign private contributions and support (\$17 million).

The Fulbright Program includes a number of specialized exchange programs. Chief among them are the Fulbright Scholar Program for post-doctoral U.S. and foreign scholars and professionals to lecture and conduct research at foreign host universities and other institutions; and the Fulbright Student Program for U.S. and foreign students at the post-baccalaureate level to study and conduct research abroad.

FOREWORD

About The Study

This study was conducted for the Office of Policy and Evaluation, Bureau of Education and Cultural Affairs, U.S. Department of State. The SRI Project Team consisted of Catherine Ailes, Susan Russell, Jongwon Park, Robert Carr, H.R. Coward, Mary Hancock, John Mathieson, and Esther K. Hicks.

Acknowledgements

The SRI Project Team wishes to thank all those who gave their time and thought to providing the information required to conduct this study. Special thanks go to the Fulbright alumni who volunteered their time to participate in the survey, the individual interviews, and the focus groups.

We would also like to thank the Fulbright Commission Directors, U.S. Embassy Public Affairs Officers and their staff, whose valuable assistance was fundamental to finding Fulbright alumni contact information and organizing interviews and focus groups with Fulbright alumni during the site visits.

Our thanks go to the Fulbright Program sponsors from the U.S. Department of State's Bureau of Educational and Cultural Affairs, especially the Office of Academic Exchange Programs, and Karen Aschaffenburg in the Office of Policy and Evaluation for her valuable assistance and input during the reporting process. Our thanks also go to the representatives from the Council for International Exchange of Scholars (CIES) for providing insights into the program and database information about Fulbright alumni.

Finally, the SRI Project Team would like to thank the following SRI staff members for their assistance in contact information searches, survey administration, and the preparation of the tables, design, internal layout, editing, and formatting of this report: Dani Abba, John Benskin, Roland Bardon, Prudence Brown, Robin Skulrak and Lori Thurgood.

OUTCOME ASSESSMENT OF THE VISITING FULBRIGHT SCHOLAR PROGRAM

Table of Contents

EXECUTIVE SUMMARY	i
I. INTRODUCTION TO THE PROGRAM AND THE EVALUATION	1
A. Program Description – The Visiting Fulbright Scholar Program	1
B. Evaluation Methodology	2
Interviews and Focus Groups	3
Survey Administration	3
Survey Results	5
C. Characteristics of Program Participant Respondents	7
General Grantee Characteristics	7
Education and Employment Characteristics	10
Host Institutions	12
II. EVALUATION RESULTS – ASSESSMENT AND FINDINGS	14
Advancing Mutual Understanding	14
A. Educational/Professional and Cultural Learning	20
Professional Activities During the Grant	20
Social, Community, and Media Activities During the Grant	22
New Knowledge Gained About the United States	24
What Scholars Found Most Surprising About the United States	25
B. Effects on Behavior	26
Scholars’ Perceptions of Their Contributions to Host Institutions	27
Effect on Careers	28
Professional Works Stemming from the Grant	30
Changes in Scholars’ Professional Activities as a Result of the Grant	31
Scholars’ Perceptions of How Their Home Institution/Country Benefited	32
Media and Community Activities in which Grant Experiences Were Shared	32
C. Linkages, Ties, and Institutional Change	33
Continuing Collaboration and Contacts	34
Participation in International Activities and Professional Exchanges	36
D. Multiplier Effect	37
Accompaniment by Family Members	37
Activities of Family Members Who Accompanied the Scholar During the Grant	38
Family Members’ Post-Grant Activities	40
E. Administrative Issues	42
How Scholars First Learned About the Program	42
Reasons for Applying for a Visiting Fulbright Scholar Grant	43
Experience in the United States Prior to the Grant	44
Perceptions of Preparedness for Living and Conducting Grant Activities in the United States	45
Grant Duration and Optimal Duration	46
Attitudes About the Grant	47
Difficulties Encountered	49
Ideas for Fulbright Program-Sponsored Alumni Activities and Opportunities	50
F. Conclusions	51

List of Tables and Figures

TABLES

I-1.	Survey Population, Sample, and Response Rate.....	6
I-2.	Profile of Visiting Fulbright Scholars, 1980-2001.....	9
I-3.	Education and Employment Profile of Visiting Fulbright Scholars, 1980-2001	11
II-1.	Professional Activities of Visiting Fulbright Scholars During the Grant	21
II-2.	Community and Social Activities of Visiting Fulbright Scholars During the Grant	23
II-3.	Extent of New Knowledge Gained About the United States by Visiting Fulbright Scholars During the Grant	25
II-4.	Effect of the Fulbright Experience on Visiting Fulbright Scholars' Professional Lives.....	29
II-5.	Overall Effect of the Grant on Visiting Fulbright Scholars' Careers.....	29
II-6.	Professional Works Produced by Visiting Fulbright Scholars that Incorporated Knowledge, Information, Materials, or Data Obtained During the Grant.....	30
II-7.	Changes in Visiting Fulbright Scholars' Professional Activities as a Result of the Grant	31
II-8.	Media or Community Activities in which Visiting Fulbright Scholars Shared Their Fulbright Experience with Others in Their Home Country	33
II-9.	Continuing Collaboration by Visiting Fulbright Scholars with U.S. Colleagues Since Completing the Grant	34
II-10.	Types of Continuing Contact with Individuals from the United States by Visiting Fulbright Scholars	35
II-11.	Visiting Fulbright Scholars' Contacts with Individuals from the United States Since Completing the Grant	35
II-12.	Participation in International Activities by Visiting Fulbright Scholars Since Completing the Grant	36
II-13.	Activities of Visiting Fulbright Scholars' Spouses While Accompanying Scholars on the Grant	39
II-14.	Activities of Visiting Fulbright Scholars' Children While Accompanying Scholars on the Grant.....	40
II-15.	Involvement of Visiting Fulbright Scholars' Spouses in International Activities as a Result of Accompanying Scholars on the Grant	41
II-16.	Involvement of Visiting Fulbright Scholars' Children in International Activities as a Result of Accompanying Scholars on the Grant	41
II-17.	How Visiting Fulbright Scholars First Learned About the Program	43
II-18.	Reasons for Applying for a Visiting Fulbright Scholar Grant	44
II-19.	Visiting Fulbright Scholars' Prior Experience in the United States	45
II-20.	Visiting Fulbright Scholars' Perceptions of Their Preparedness for the Fulbright Scholar Grant, by Whether They Had Previously Lived in or Visited the United States.....	46
II-21.	Visiting Fulbright Scholars' Attitudes about Their Grant Experiences	48

FIGURES

I-1.	Visiting Fulbright Scholars' Host Institution.....	12
I-2.	Percentage of Visiting Fulbright Scholars Who Selected vs. Were Assigned their Host Institutions, by Primary Field/Discipline.....	13
II-1.	Visiting Fulbright Scholars' Perceptions of the Worth of Activities Sponsored by the Fulbright Program ..	24
II-2.	Percentage of Visiting Fulbright Scholars Accompanied on the Grant by One or More Family Members, by Grant Duration	38
II-3.	Mean Duration (in Months) of Visiting Fulbright Scholar Grants, by Time Period of Grant.....	47

APPENDICES

Appendix A:	U.S. and Visiting Fulbright Scholar Experiences	54
Appendix B:	Visiting Fulbright Scholar Program Survey Topline Results.....	64
Appendix C:	Selected Answers to Open Ended Questions	80
Appendix D:	Data Tables	85



Outcome Assessment of the Visiting Fulbright Scholar Program

Executive Summary

June 2005

The Office of Policy and Evaluation of the Bureau of Educational and Cultural Affairs of the U.S. Department of State contracted with SRI International to conduct a series of assessments of outcomes and impacts of various specialized exchange programs under the overall umbrella of the Fulbright Educational Exchange Program, the U.S. government's flagship international educational program.

The objective of the Outcome Assessment of the Visiting Fulbright Scholar Program is to document the contribution of the "Fulbright experience" to the professional and personal lives of Program alumni and to demonstrate—in quantitative and qualitative terms—the Program's effectiveness in achieving its legislative goal of fostering mutual understanding between the people of the United States and the people of other countries.

Overall Assessment

"The Fulbright experience is a great experience. I feel very proud of it. I wish the events that are occurring lately on the international scene will not effect the relationships between the American and Moroccan peoples, and that the differences and diversity in culture and religion can be regarded as enriching to both of them."
(Moroccan Fulbright Scholar)

"I personally think the Fulbright program is even more needed today than ever to provide educators and scholars with opportunities for developing an unbiased and differentiated approach to the history and culture of the US from firsthand experience."
(German Fulbright Scholar)

The Visiting Fulbright Scholar Program is resoundingly meeting its legislative mandate of increasing mutual understanding between the people of the United States and the people of other countries. Visiting Scholars who participated in the Program between 1980 and 2001 give ringing endorsements to the Program. The Fulbright experience is a life-changing one; above and beyond the professional development opportunities the Program affords, the impact is evident in the cultural learning, understanding, and appreciation of American values and institutions the Scholars report, in subsequent changes in how they conduct their personal and professional lives, in the development of lasting international ties and relationships, and in the institutional changes they introduce once they return home that they specifically attribute to participation in the Program.

The effects Visiting Fulbright Scholars experience reach far beyond the individual Scholars themselves. The Program also has powerful and diverse impacts on the scholars' families, colleagues at home and host institutions, students, and friends. It is just this multiplier effect that makes the Program such a powerful and important tool of public diplomacy.

Program Description

The Visiting Fulbright Scholar Program provides grants and support to overseas scholars to conduct research, lecture, or pursue combined research and lecturing in the United States. The predominant share of grants to Visiting Scholars, about 85%, is for conducting research rather than for lecturing or combined lecturing/research. The Fulbright experience is intended to benefit the Scholar and the home institution, as well as the host U.S. institution. In order to share information and build mutual understanding, Visiting Fulbright Scholars are often expected to speak to academic and community groups about their home countries' history and culture and about their research.

Awards are made through a merit-based, open competition. Scholars apply for a grant in their home country, either through bi-national Fulbright commissions and foundations that exist in 51 countries or through U.S. Embassies. More than 40,000 Visiting Fulbright Scholars have conducted research or taught in the United States since the establishment of the Program in 1946. Approximately 800 grants are awarded to Visiting Scholars each year.

The Program is administered in the United States by the U.S. Department of State's Bureau of Educational and Cultural Affairs. The Council for International Exchange of Scholars (CIES), a private organization that facilitates international exchange in higher education, assists in the administration of the Visiting Fulbright Scholar Program under a cooperative agreement with the Bureau of Educational and Cultural Affairs.

Program Goal

The principal legislative goal of the Visiting Fulbright Scholar Program is to increase mutual understanding between the people of the United States and the people of other countries. The Bureau of Educational and Cultural Affairs has operationalized this broad goal is through four distinct indicators:

- **Satisfaction:** Overall satisfaction with grant conditions and with opportunities to study, conduct research, and develop interactions with a diverse set of American colleagues and friends.
- **Educational/professional and cultural learning:** Personal and professional interactions and activities at the host institution;

participation in social, community, and enrichment activities; and learning about the U.S. culture and society.

- **Effects on behavior:** Personal and professional enhancement/attainment; professional contributions (products, resources, knowledge) to home or host institution; and using and sharing new knowledge/skills.
- **Linkages, ties, and institutional changes:** Development and maintenance of personal, professional, and institutional linkages and ties; and participation in activities designed to foster international cooperation and/or educational exchange.

Evaluation Methodology

More than 100 countries around the world are represented in the Visiting Fulbright Scholar Program. From these, 16 countries were selected by the Department of State for inclusion in the study, based upon geographic representation, political salience, longevity of the Program, and type of program administration (Commission versus non-Commission): Argentina, Brazil, Bulgaria, Brazil, Germany, Ghana, India, Israel, Japan, Jordan, Korea, Morocco, the Netherlands, Nigeria, Poland, Sri Lanka, and Ukraine. The assessment was further limited to Scholars who were awarded grants between 1980 and 2001.

The SRI assessment team held a series of initial interviews with Fulbright Program sponsors in the United States from the Office of Academic Exchange Programs in the U.S. Department of State's Bureau of Educational and Cultural Affairs and with key representatives from CIES in an attempt to understand the complexities of the Visiting Scholar Program. These interviews with program administrators in the United States were followed by a series of in-depth interviews with program administrators, focus groups and individual interviews with alumni in nine of the 16 study countries. These perspectives were used to inform the design of a single questionnaire for Visiting Scholar alumni from all countries. Concurrent with site visit interviews and focus groups, an extensive search effort was undertaken to locate valid current e-mail or postal addresses for 4,876 alumni listed in the grantee records maintained by CIES who hailed from the countries in the sample and who had participated in the 1980-2001 timeframe. Data were collected between April and August 2003. Ultimately, SRI obtained potentially valid e-mail or postal addresses for 3,324 of these alumni. By the time the survey was closed out, 1,894 valid completed questionnaires had been received, or a 57% response rate.

The findings of this assessment are based primarily on the quantitative results of the survey, but they are supplemented by qualitative information obtained in open-ended questions in the survey as well as through individual interviews and focus groups.

Visiting Fulbright Scholar Program Outcome Assessment

Country	Population	Sample	Responses	Response Rate
Argentina	165	104	80	77%
Brazil	416	333	157	47%
Bulgaria	150	114	55	48%
Germany	540	308	176	57%
Ghana	111	81	25	31%
India	629	465	203	44%
Israel	343	211	151	72%
Japan	686	543	324	60%
Jordan	156	66	45	68%
Korea	261	203	101	50%
Morocco	193	155	94	61%
Netherlands	344	232	174	75%
Nigeria	235	16	11	69%
Poland	410	333	187	56%
Sri Lanka	80	63	31	49%
Ukraine	157	97	73	75%
Unidentified			7	
Total	4876	3324	1894	57%

Study Findings

There is no question that the Fulbright Scholar experience is a positive one for the participants, that they are able to make profound professional advances during their grant year and afterwards, and that these developments have widespread impacts on the Scholars' students, colleagues, host institutions, countries, and the state of international scholarship. Perhaps the most important thing is the remarkable strength and longevity of the friendships and professional relationships that are formed during the grant.

Satisfaction

- The Scholars were overwhelming satisfied with the professional opportunities afforded by their grants.
 - 96% felt that their host institution was a good match with their needs and interests;
 - 98% were satisfied with the opportunities they had to do research;
 - 93% reported positively about the opportunities for collaboration as part of the grant.
- The Scholars felt welcomed and accepted by the students and faculty at their host institutions (95%) and felt that they received sufficient professional support from faculty and staff at their host institutions (93%).

I was very satisfied during my stay at the United States, I was welcomed in my host institution, the people I met were very nice, generous, hospitable and collaborative. The goal of the Fulbright program, “mutual understanding” between the people of the United States and the people of other countries, is noble, amazing. (Jordanian Fulbright Scholar)

My trip to the United States through the Fulbright Program has been one of the greatest experiences in my life. (Argentinean Fulbright Scholar)

**Educational/
Professional and
Cultural Learning**

Scholars participated in many diverse types of learning activities during their grants.

- On a professional level, grantees conducted research on their own (79%) or with others (64%); participated in conferences and seminars (75%); carried out library/archival/ laboratory research (70%); wrote articles, papers, or books (70%); and worked with U.S. students and faculty on a variety of collaborative projects and committees.
- On a more personal level, Scholars visited Americans in their homes (90%), watched/listened to local media (90%), participated in cultural events (80%), and gave lessons and talks about their home countries’ culture and society (49%).
- Almost all Scholars reported having gained new knowledge about the American culture (99%), educational system (98%), political system (96%), or economy (94%). Almost all (99%) agreed at least somewhat that their experiences gave them a deeper understanding of the United States in general.

I experienced for myself how helpful and open-hearted Americans are. I also understood how much time and effort many Americans spend on community life and different kinds of charity. All this broke a stereotype I had had about Americans’ individualism.... (Ukrainian Fulbright Scholar)

Teaching at an American University made me fundamentally rethink the cultural/ideological blue-prints that had up to then determined my views of American culture, academic life, politics etc. But my 'external' perspective also proved to be a great stimulus for my American students as it forced them to reposition themselves and understand that there are differing views that might be worthwhile considering. (German Fulbright Scholar)

<p>Effects on Behavior</p>	<ul style="list-style-type: none"> • Participation in the Visiting Fulbright Scholar Program had very positive effects on Scholars’ professional lives, contributing to greater insight into their fields (99%), their subsequent professional publications and works (98%), and enhanced professional credentials (98%). • Almost all Scholars reported having changed their professional activities in some way as a result of the grant. For example, they used knowledge and skills learned during their Fulbright experiences in their courses (82%), broadened the international aspects of their teaching and research in general (64%), and became more of a resource for their colleagues with regard to knowledge and skills learned (64%). • Scholars reported a variety of concrete ways in which these changes in their personal, professional, and institutional behaviors and attitudes have had direct benefits on both their host institution while in the United States as well as their home institution after completing their grants.
<p><i>The Fulbright program enabled me to conduct research in the area of entrepreneurship which is of great importance to my home country’s economy. (Nigerian Fulbright Scholar)</i></p> <p><i>I created a rural leadership program in Brazil similar to the ones I visited in the US. (Brazilian Fulbright Scholar)</i></p> <p><i>I organized scholarly workshops which proved that future academic cooperation with my country’s institutions can be as valuable for U.S. institutions as it is for us. (Polish Fulbright Scholar)</i></p> <p><i>I think that my interactions with very prestigious researchers as well as learning a state of the art technique that I am now applying routinely in my laboratory have been key players in my home institution's development. (Argentinean Fulbright Scholar)</i></p> <p><i>The Fulbright grant played a crucial role in giving me professional self-confidence. I am now editor-in-chief of an international journal. (Moroccan Fulbright Scholar)</i></p>	
<p>Linkages, Ties, and Institutional Change</p>	<p>One of the most important outcomes of the Program is the lasting relationships and linkages that are forged during the experience.</p> <ul style="list-style-type: none"> • Almost all Visiting Scholars (95%) reported having had continuing contact with people they met in the United States during their grants, and remarkably, almost all have continued to collaborate with colleagues from the United States, with more than a third describing this continuing collaboration as significant in scale.

- Impressively, six out of ten Scholars have been visited in their home country by individuals they met in the United States, and a nearly equal percentage has revisited the United States.
- In addition to the high percentages of Visiting Fulbright Scholars who have had continued contact with individuals from the United States, the numbers of individuals with whom they have had continuing contact are also impressive; 42% of Scholars reported having continuing contact with five or more U.S. colleagues since completing their grants.
- As another effect of the grant, many Scholars (66%) reported having become much more involved in activities that foster international cooperation since their Fulbright experiences.

My experience allowed me to organize and train several teams of student-researchers who have, over the past decade, entered into what used to be a fledgling U.S. Studies field. It also fostered the acquisition of bibliography and research material, and allowed improved face-to-face contacts whereby U.S. colleagues considered the possibility and usefulness of coming to Argentina and sharing the insights and expertise. (Argentinean Fulbright Scholar)

I made quite a few American friends during my stay as a Fulbright grantee and some of the friendships still last nearly 20 years later...these personal relationships are the ultimate basis for mutual understanding and peace between the countries and peoples of the world. The (Fulbright) Program's biggest contribution has been that it has created a great number of friends to America and Americans throughout the world. (Japanese Fulbright Scholar)

My Fulbright experience was a tentative exploration of the world beyond the frontiers I was familiar with at that point of time. Since then I have, with greater confidence, interacted with academics in US colleges and universities and have also been engaged in the exchange of scholarship by setting up an international network of like-minded scholars in pursuit of common goals (MELUS, India Chapter). In addition, I have made frequent trips to the US to lecture on different aspects of Indian literature and culture. This helps to bridge the distance between the two countries, awakening them to the fact that no man is an alien and no country strange. (Indian Fulbright Scholar)

Conclusions

“The Fulbright Program is one of the most valuable programs of its kind that I am aware of. I hope it continues – forever!” (German Fulbright Scholar)

The Visiting Fulbright Scholar Program plays a vital role for the United States and for its partner countries. The professional and personal experiences of grantees and their families broaden and deepen mutual understanding and create a global community of friends and colleagues that ultimately serve in the interests of world peace.

Professional learning is advanced by the activities of Scholars both during and after their grants. Personal and professional behaviors and goals are changed. Important and lasting relationships and linkages between individuals and institutions are established. All of these results are multiplied by the participation of the Scholars’ families in the experience.

As with the U.S. Scholar component of the Fulbright Program, the Visiting Scholar Program has received an extremely high level of endorsement from its participants. They believe, as do their U.S. counterparts, that the Program reaches far beyond the individual grantees themselves. It greatly benefits their colleagues at home and in the United States, their students, their home and host institutions, their families, and their friends, not only during the time of the grant but for many years thereafter. Both the quantitative and qualitative findings of this assessment provide many powerful examples of the ways in which the Fulbright Program promotes mutual understanding between the people of the United States and other countries, thereby increasing U.S. engagement with the world.

I. INTRODUCTION TO THE PROGRAM AND THE EVALUATION

A. Program Description – The Visiting Fulbright Scholar Program

The Visiting Fulbright Scholar Program provides grants and support to overseas scholars to conduct research, lecture, or pursue combined research and lecturing in the United States. The Fulbright experience is intended to benefit the scholar and his home institution, but it is also supposed to be of benefit to the host U.S. institution. Consequently, in addition to conducting research or teaching, Fulbright scholars are often expected to speak to academic and community groups about their home countries' history and culture and about their research. Awards are made through a merit-based, open competition. Scholars apply for grants in their home countries, either through bi-national Fulbright Commissions and Foundations that exist in 51 countries or through U.S. Embassies.

More than 40,000 visiting Fulbright scholars have conducted research or taught in the United States since the establishment of the Program in 1946. Approximately 800 grants are awarded to visiting scholars each year. The primary source of funding for the Program is an annual appropriation made by the U.S. Congress to the Department of State. Additional support comes from participating governments and private organizations in foreign countries. In fiscal year 2002, the U.S. Congress appropriated \$119 million to the Program and foreign governments contributed an estimated additional \$28 million.

The Program is administered in the United States by the U.S. Department of State's Bureau of Educational and Cultural Affairs. The Council for International Exchange of Scholars (CIES), a private organization that facilitates international exchange in higher education, assists in the administration of the Visiting Fulbright Scholar Program under a cooperative agreement with the Bureau of Educational and Cultural Affairs.

To obtain grants, applicants to the Fulbright Scholar Program must meet high standards. They must hold a doctoral degree or have equivalent experience in their fields as well as have demonstrated outstanding professional qualifications and accomplishments. They must submit detailed proposals for research or lecturing, which are reviewed in terms of their contribution to the development of knowledge in the applicant's field and the feasibility of the proposed activity in terms of resources and time allocations. Applicants must demonstrate a level of proficiency in English appropriate to the lecturing or research project to be carried out. Preference is given to those without recent experience in the United States.

Applications are first reviewed by multidisciplinary peer review committees convened by the Fulbright Program's administering agency in the applicant's home country. Lists of recommended candidates are then forwarded to the Department of State. The Fulbright Foreign Scholarship Board is responsible for final review and official selection of Fulbright scholars.

Most scholars make their own arrangements for affiliation with a U.S. University or research institution, and include a letter of invitation from the prospective host institution as part of their application. For some world areas, CIES arranges or confirms affiliation with an appropriate U.S. institution, often on the basis of two or three institutions suggested by the applicant.

B. Evaluation Methodology

The overall study was organized around the principal legislative goal of the Visiting Fulbright Scholar Program, which is to increase mutual understanding between the people of the United States and the people of other countries. This broad goal is operationalized by four distinct indicators:

- **Satisfaction:** Overall satisfaction with grant conditions and with opportunities to study, conduct research, and develop interactions with a diverse set of American colleagues and friends.
- **Educational/professional and cultural learning:** Personal and professional interactions and activities at the host institution; participation in social, community, and enrichment activities; and learning about the U.S. culture and society.
- **Effects on behavior:** Personal and professional enhancement/attainment; professional contributions (products, resources, knowledge) to home or host institution; and using and sharing new knowledge/skills.
- **Linkages, ties, and institutional changes:** Development and maintenance of personal, professional, and institutional linkages and ties; and participation in activities designed to foster international cooperation and/or educational exchange.

In addition, the assessment obtained data to explore **multiplier effects** through the activities of accompanying family members while in the United States and after their return to their home countries.

More than 100 countries around the world are represented in the Visiting Fulbright Scholar Program. From these, a sample of 16 countries was selected by the Department of State as the focus of the study. In selecting countries for the study, the Department of State used the following criteria:

- the countries have foreign policy salience;
- the countries have large numbers of visiting scholars within the time frame of the study (1980-2001);
- the countries have visiting scholar alumni in a mix of disciplines;
- the countries have Fulbright Alumni Associations or relatively up-to-date databases that might facilitate locating alumni.

Additional criteria were that both Commission and non-Commission administered Programs be included and that the countries chosen represent all seven of the world regions.

Countries selected for inclusion were the following:

- | | |
|--------------------------------|-----------------------------------|
| • <i>Africa</i> | • <i>Near East</i> |
| Ghana | Jordan |
| Nigeria | Israel |
| | Morocco |
| • <i>East Asia and Pacific</i> | • <i>Newly Independent States</i> |
| Japan | Ukraine |
| Korea | |

- **Europe**
 - Bulgaria
 - Germany
 - Netherlands
 - Poland
- **South Asia**
 - India
 - Sri Lanka
- **Western Hemisphere**
 - Argentina
 - Brazil

Interviews and Focus Groups

A series of initial interviews was held with Fulbright Program sponsors in the United States from the Office of Academic Exchange Programs in the U.S. Department of State's Bureau of Educational and Cultural Affairs, which is the principal administrator of the Fulbright Program. Additional interviews were conducted with representatives of CIES.

Initial interviews with Program administrators in the United States were followed by a series of in-depth interviews and focus groups with Program administrators and alumni in nine countries – Japan, the Netherlands, Poland, Morocco, Ukraine, India, Sri Lanka, Argentina, and Brazil – selected to represent a diversity of geographic regions, as well as to optimize travel schedules with availability of Commission and Embassy staff in the respective countries. Alumni interviewees and focus group participants in each of these countries provided perspectives on a range of factors important for the assessment: reasons scholars apply for a Fulbright grant; professional and personal activities they engaged in during the grant; subsequent outputs and outcomes of the grant, such as publications and professional works; continuing contacts with colleagues from the United States; new international activities initiated; and increased international understanding and engagement. These perspectives were used to help in the design of a questionnaire for collecting data from Visiting Fulbright Scholar Program alumni from all 16 countries included in the sample. The stories and vignettes told by these former grantees were also used to highlight and expand upon the more quantitative findings from the survey itself. A copy of the survey questionnaire, annotated with the percentages of respondents who gave each response, is provided in Appendix B.

Survey Administration

Concurrent with site visit interviews and focus groups, an extensive search effort was undertaken to locate valid current e-mail or postal addresses for alumni in the 16 study countries from the 1980 to 2001 period. Ultimately, SRI obtained potentially valid e-mail or postal addresses for 3,324 alumni of the 4,876 total grantees from these countries in the 1980-2001 timeframe who were listed in grantee records maintained by CIES (68%).

CIES provided directories of visiting Fulbright scholars in electronic file format for the period between 1990 and 2000 and in hard-copy format for the period between 1980 and 1989. However, the directory of 1982-1983 academic year alumni was missing and visiting scholars from that year could not be included in the study. SRI combined the list of visiting scholars from the electronic and hard-copy directories by manually entering the data from hard-copy directories. Hardcopy directories usually contained only minimal information about each grantee, while electronic files provided more detailed information which generally made it somewhat easier to locate or verify the grantee's e-mail address.

For each country, SRI obtained the list of scholars maintained by bi-national Commissions and Embassy Posts, and compared them to the CIES list. The initial expectation was that these two

lists would be nearly identical, but in reality they differed considerably. There were multiple reasons for the discrepancy. Many bi-national Commissions had created ad-hoc programs whose participants were treated as Fulbright scholars by the Commission but not by CIES. In some cases, Commission directories included scholars who did not actually receive a Fulbright grant but were finalists who would serve as substitutes if another individual declined the grant. The quality and accuracy of the Commission lists varied greatly from country to country. In one extreme case, SRI received a copy of a list of grantees recorded in handwriting.

In order to locate scholars, SRI conducted e-mail searches, first using Google and various other Internet search engines, and experimenting with various combinations of key words. Researchers were carefully trained on the procedures for e-mail search and were instructed to verify the names of scholars with at least one qualifier, such as field of study or organizational affiliation in their home countries. To the extent possible, in those countries where the Internet is widely used, albeit not in English, SRI hired on-the-ground assistants to conduct e-mail searches using local languages and local search engines.

SRI decided to take advantage of advances in information technology and utilize web survey techniques. SRI employed the same approach used successfully during the earlier assessment of the U.S. Fulbright Scholar Program. Even though some of the countries selected for this study had low Internet penetration, after a careful assessment of local conditions in consultation with officials of bi-national Commissions and Embassy Posts, SRI concluded that a web survey approach was a viable option. Most Fulbright scholars were affiliated with institutions of higher education, which are more likely to have adopted Internet technology even in developing countries.

For countries in which a majority of scholars do not have easy access to the Internet, the web survey was complemented by traditional paper survey questionnaires. SRI hired on-the-ground assistants who performed contact information searches and postal survey administration in the following countries: Brazil, Bulgaria, Ghana, India, Japan, Morocco, and Sri Lanka. Due to the idiosyncrasies in individual countries regarding the degree of Internet penetration, reliability of the governmental postal service, and the personal preferences of some scholars, various formats of survey questionnaires were used.

For the individuals for whom potentially valid e-mail addresses were available, the first step in the data collection process was to e-mail a notification of the survey and its purpose to each sample member. Each person was given the option of completing the questionnaire online or in hard-copy format. The vast majority of the respondents elected to complete the questionnaire online, and these respondents were sent the Web address for accessing the survey. The remaining respondents were sent or faxed hard copies of the questionnaire. Reminders to complete the survey were sent at roughly 3-week intervals. For individuals for whom only postal addresses were available, hard copies of the questionnaire, along with a cover letter describing the purpose of the survey and a return-addressed, pre-stamped envelope, were mailed with in-country assistance from graduate students or other individuals identified by the Commissions or Embassies.

Many challenges needed to be overcome in the survey administration. The greatest challenge was determining how to define the study population – finding out who the legitimate “visiting Fulbright scholars” were and locating them. The lists of Fulbright grantees SRI received from CIES and bi-national Commissions were not always identical. Ultimately, it was decided to use the CIES lists of grantees as representing the “definitive” survey population, as these were the names that had received the official approval of the J. William Fulbright Foreign Scholarship Board. It was not possible to verify the contact information found from Internet search engines, although every attempt was made to improve the reliability of the contact information. Romanization of many non-English

names was not consistent, which made it extremely hard to verify many individuals' identities. In addition, combining postal surveys and web surveys created enormous logistical difficulties for survey administration. However, this process helped to increase the response rate by providing more options for respondents.

Survey Results

Data were collected between April and August 2003. By the time the survey was closed out, 1,894 valid completed questionnaires had been received, representing 57% of the 3,324 scholars contacted. It seems likely that a sizeable percentage of non-respondents never actually received a request to complete the survey due to incorrect addresses, but there is no way of estimating the actual extent to which this may have occurred. Table I-1 shows initial population, survey sample size, and responses by country.

In most countries, SRI was able to obtain a response rate on the order of 50% or more of the grantees located. In several countries, the response rate was particularly satisfying, with Argentina at 77%, the Netherlands and Ukraine at 75% each, and Israel at 72%. In some other countries, efforts to find former grantees encountered problems. In the case of Nigeria, for example, efforts to locate former grantees were abandoned once events within the country made such efforts all but impossible (a university strike which meant that many academics had left the country, as well as the convening of new presidential elections). In Ghana, an in-country assistant made fairly extensive efforts to actually visit the key universities with which grantees are associated, but even with such efforts, the response rate was only 31%. India is a very large and diverse country geographically, and also has a very large number of former grantees. Despite regionalization of the in-country efforts to locate former grantees, the response rate did not exceed 44%; nevertheless, some 203 former grantees did complete the survey, the largest number in absolute terms for any country other than Japan.

The findings from the survey are not necessarily representative of the Visiting Fulbright Scholar Program overall. First, and most importantly, due to the large number of countries from which grantees have come over the years of the Program, the study needed to be narrowed to a more workable number of countries from which former grantees could be located. While the Department of State used a broad set of criteria in selecting countries for inclusion in the study, there is no way of knowing whether grantees from the non-selected countries would have provided similar or different responses to the survey. Secondly, in most countries the study focused on grantees for whom viable e-mail addresses could be located; there is no way to know how these respondents may have differed from grantees who do not normally make use of e-mail or for whom no viable e-mail address could be located. Finally, it is impossible to know the extent to which non-respondents may have differed from those who responded. Nevertheless, with completed questionnaires from nearly 2,000 former grantees (1,447 responses in electronic form and 447 in paper form) reflected in the survey results, it seems reasonable to conclude that the survey provides a useful overview of experiences and opinions across the countries covered.

Table I-1
Survey Population, Sample & Response Rate

Country	Population	Final Sample (Contacted)	Total Usable Responses	% Total Responses Per Contact
Argentina	165	104	80	77%
Brazil	416	333	157	47%
Bulgaria	150	114	55	48%
Germany	540	308	176	57%
Ghana	111	81	25	31%
India	629	465	203	44%
Israel	343	211	151	72%
Japan	686	543	324	60%
Jordan	156	66	45	68%
Korea	261	203	101	50%
Morocco	193	155	94	61%
Netherlands	344	232	174	75%
Nigeria	235	16	11	69%
Poland	410	333	187	56%
Sri Lanka	80	63	31	49%
Ukraine	157	97	73	75%
Unidentified			7	
Total	4876	3324	1894	57%

The survey has resulted in a rich, detailed database that permits analysis of visiting Fulbright scholar activities, outputs, and impacts by a large set of variables such as time period of the grant, grant duration, country, type of employing institution, and state or city location of the scholars' host institution in the United States. For this report, the principal analysis variables were:

- duration of the grant (1-4 months, 5-8 months, 9-12 months, and more than 12 months);
- time period (1980-1985, 1986-1990, 1991-1995, and 1996-2001 academic years);¹
- scholar's primary field (physical and life sciences and engineering, arts and humanities, and social sciences);
- scholar's gender.

In the remaining chapters of this report, tabular results for any given survey question are presented to illustrate the overall results for the Program as a whole. However, results broken out by one or more of the analysis variables (typically the variable or variables that show the most interesting group differences) are described in the text accompanying the overall tabular results. A complete set of tables with survey responses broken out by all four analysis variables is provided in Appendix C.

¹Time periods used in the survey analysis differ from those used in the sampling plan because greater differences were observed between the time-period cohorts used in the analysis.

Quotations from scholars' open-ended comments, along with comments made by participants in the on-site interviews and focus groups, are provided to illustrate points made in the quantitative findings. Quotations have been edited for greater fluency in English.

C. Characteristics of Program Participant Respondents

General Grantee Characteristics

The distribution of survey responses by the visiting scholars' field of study, duration of the grant, time period of the grant, age at time of the grant, number of Fulbright Scholar grants received, and gender is shown in Table I-2. Grants were relatively evenly distributed across major fields, with slightly more in the social sciences (38%) and in the physical and life sciences and engineering (36%) than in the arts and humanities (26%). Three-fourths of the grantees (75%) were men, but this percentage has consistently declined over the two decades covered in the study, from 81% in 1980-1985 to 76% in 1986-1990, 70% in 1991-1995, and 68% in 1996-2001.

The largest percentage of grants was of 9-12 months in duration (44%); 21% were 1-4 months long, 23% were 5-8 months, and 11% were more than 12 months. The mean duration was 9.6 months.

The survey results provide for a consistent assessment of grantees over time. Survey respondents were relatively evenly divided among the four time periods covered by the study, with about a fourth from the 1980-1985 period (25%), a fifth from the 1986-1990 period (21%), a fourth from the 1991-1995 period (24%), and a somewhat higher percentage (29%) from the most recent 1996-2001 period. (However, the more recent period also includes six rather than the five academic years in the preceding periods. This would account for the larger percentage of respondents falling in the 1996-2001 time frame.)

The vast majority of scholars (80%) were between 30 and 49 years of age at the time of their grants. Only 10% of survey respondents reported having received more than one Fulbright Scholar grant.

A number of interesting interactions among these grant/grantee characteristics can be drawn. These interactions offer implications for Program management, particularly in terms of possible targeting.

- **Grant duration:** Younger grantees tended to have longer stays in the United States. Those with grants longer than 12 months tended to be younger than average – 32% were under 30 and 57% between 30 and 39, compared to an overall 12% share of grantees under 30 and 46% between 30 and 39. Those with grants of 4 months or less, on the other hand, tended to be older than average, with 12% 50 to 59 years of age and 2% 60 or older, compared to an overall 8% share of grantees in the 50 to 59 age bracket and 1% in the over 60 age bracket.
- **Time period:** The duration of grants has declined over time. The most recent grants (1996-2001) were more likely than earlier grants to be of 1-4 months duration (29% vs. 13%-22% for the three earlier time periods). Grants of more than 12 months duration have consistently declined over the period covered by the study, representing 22% of those in 1980-1985, 15% of those in 1986-1990, 9% of those in 1991-1995, and 2% of those in 1996-2001.

- **Field of study:** Grantees in the arts and humanities were more likely than those in other fields to have received more than one Fulbright Scholar grant: 16% had received two or more grants, compared to 10% of grantees in the social sciences and 5% in the physical and life sciences and engineering. Grantees in the physical and life sciences and engineering were more likely than those in other fields both to have had grants of 4 months or less duration (25%, compared to 20% in arts and humanities and 18% in social sciences) and to have had grants of more than 12 months duration (16%, compared to 8% in social sciences and 7% in arts and humanities).
- **Gender:** Scholars in the physical and life sciences and engineering were more likely to be male (40% vs. 26%), whereas scholars in the arts and humanities were more likely to be female (35% vs. 23%).

Table I-2
Profile of Visiting Fulbright Scholars, 1980-2001

	<u>Percent of All Respondents</u>
Grantee's Primary Field/Discipline	
Physical and life sciences and engineering ¹	36
Social sciences ²	38
Arts and humanities ³	26
Duration of Grant	
1-4 months	21
5-8 months	23
9-12 months	44
More than 12 months	11
Time Period of Grant	
1980-1985	25
1986-1990	21
1991-1995	24
1996-2001	29
Age at Time of Grant	
Under 30	12
30 to 39	46
40 to 49	34
50 to 59	8
60 or older	1
Total Number of Fulbright Scholar Grants Received	
One	90
Two or more	10
Gender	
Male	75
Female	25

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Education and Employment Characteristics

In line with the goals and focus of the Program, grantees displayed a high degree of educational attainment, and they were/are predominantly employed in educational and research institutions, placing them in opinion leader roles. Table I-3 shows various education and employment characteristics of visiting Fulbright scholars who responded to the survey, both at the time of the grant and at the time of the survey. More than nine out of ten grantees (92%) had advanced (doctorate or master's) degrees at the time of the grant. Three-fourths (76%) had a doctorate or terminal professional degree at the time of the grant and this proportion rose to nearly nine in ten (89%) at the time of the survey. Almost all (91%) were employed in academia when they applied for the grant, and of those still employed at the time of the survey, 88% remained in academia.

Over half of the scholars were employed in higher educational institutions in which teaching and research are equally important, both at the time of the grant (55%) and currently (54%); a fourth were employed in higher educational institutions with primarily a research focus (25% both at the time of the grant and currently); and approximately one in ten were employed in a higher educational institution with primarily a teaching focus (11% at the time of the grant and 9% currently).

Depending on their primary field of study, the education and employment profiles of scholars offer some interesting variations. Scholars in the physical and life sciences and engineering tended to have higher levels of education than did scholars from other fields, both at the time of the grant and at the time of the survey: nine out of ten (89%) grantees in the physical and life sciences and engineering, compared to 73% in the social sciences and 67% in the arts and humanities, had doctoral or other terminal professional degrees at the time of the grant. Similarly, 96% of grantees in the physical and life sciences and engineering, compared to 88% in the social sciences and 82% in arts and humanities, had doctoral or other terminal professional degrees at the time of the survey.

Table I-3

Education and Employment Profile of Visiting Fulbright Scholars, 1980-2001

	<u>Percent of All Respondents</u>
Highest Level of Education at Time of Grant	
Doctorate or terminal professional degree or equivalent	76
Master's degree (including M.B.A.) or equivalent	16
Some graduate work without a degree	3
Undergraduate degree or equivalent	3
Other	2
Employment Status at Time of Grant	
Employed 30 or more hours per week	81
Employed less than 30 hours per week	9
Student	7
Temporarily unemployed	< 1
Retired	0
Other	3
Employment Sector at Time of Grant (if employed)	
Higher education institution in which teaching and research are equally important	55
Higher education institution with primarily a research focus	25
Higher education institution with primarily a teaching focus	11
Government agency or public sector organization	4
Private for-profit organization	1
Private not-for-profit organization	1
Other employer or self-employed	2
Current Highest Level of Education	
Doctorate or terminal professional degree or equivalent	89
Master's degree (including M.B.A.) or equivalent	7
Some graduate work without a degree	1
Undergraduate degree or equivalent	1
Other	2
Current Employment Status	
Employed 30 or more hours per week	81
Employed less than 30 hours per week	8
Student	< 1
Temporarily unemployed	1
Retired	6
Other	4
Current Employment Sector (if currently employed)	
Higher education institution in which teaching and research are equally important	54
Higher education institution with primarily a research focus	25
Higher education institution with primarily a teaching focus	9
Government agency or public sector organization	5
Private for-profit organization	3
Private not-for-profit organization	2
Other employer or self-employed	3

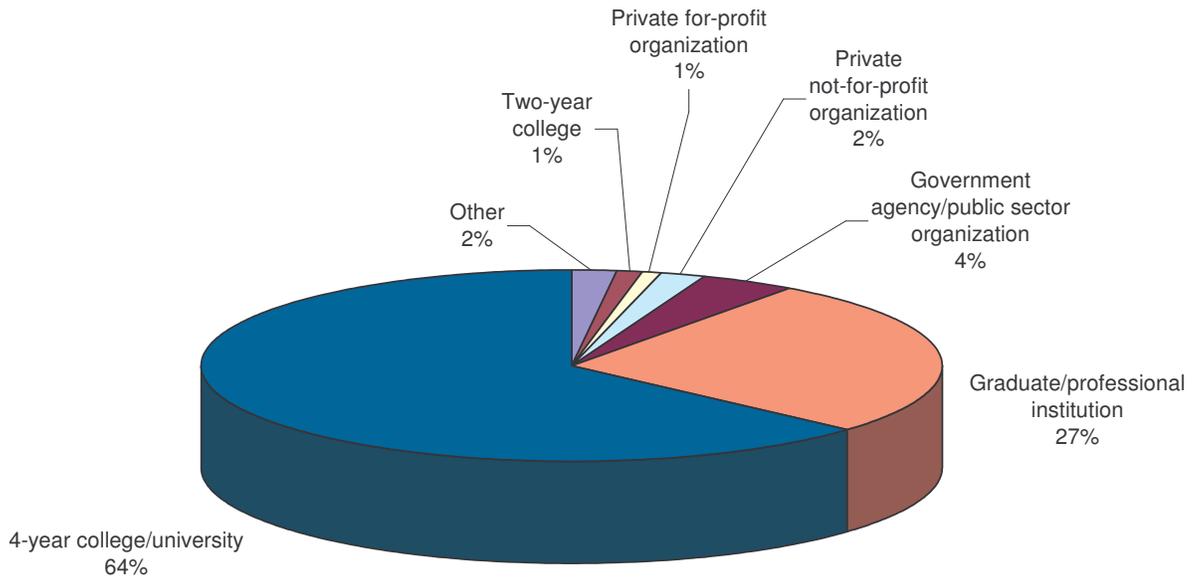
Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Host Institutions

The host institutions for the vast majority of visiting Fulbright scholars (91%) were institutions of higher education (see Figure I-1). Four-year colleges or universities were the hosts of 64% of the grantees, followed by graduate or professional institutions with no undergraduate courses, which were the hosts of 27% of grantees. There was little difference in the composition of host institutions by the duration of the grant, time period of the grant, or grantee's gender. However, grantees in the physical and life sciences and engineering were significantly more likely to be hosted by government agencies or public sector organizations than were grantees in the arts and humanities and grantees in the social sciences (7%, vs. 3% and 2%, respectively).

Figure I-1

Visiting Fulbright Scholars' Host Institution

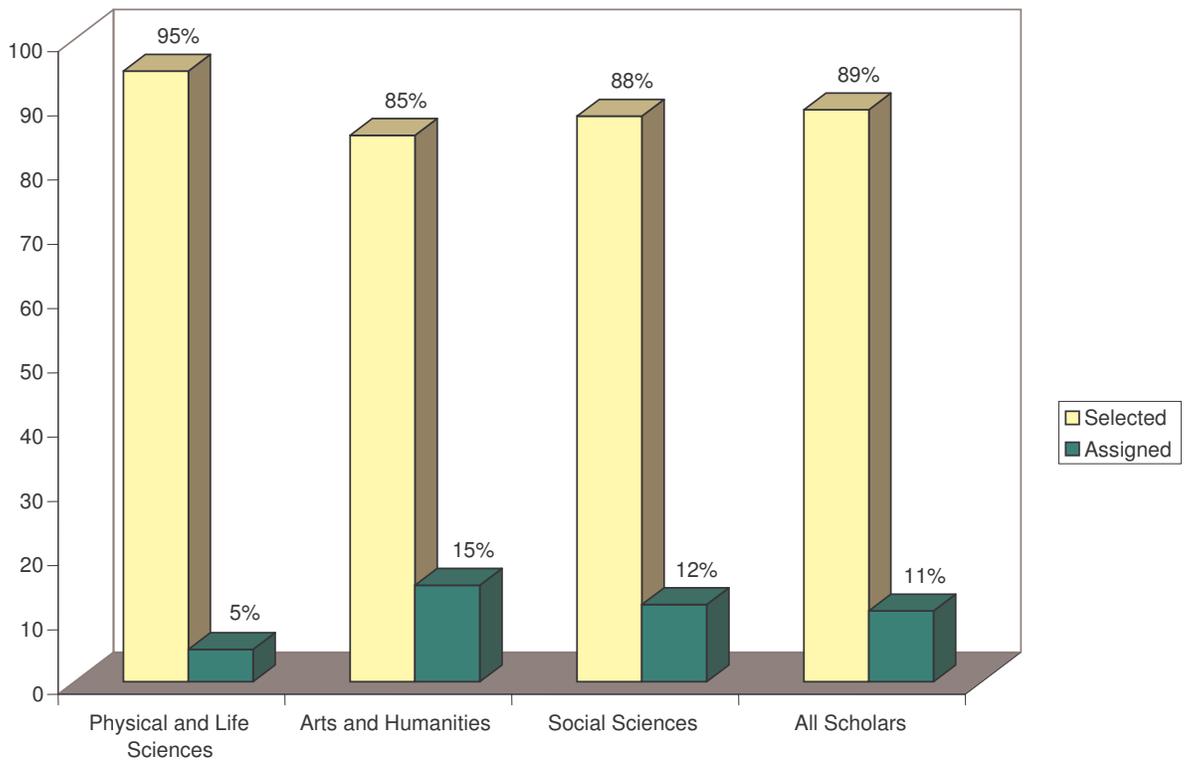


Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Deeply rooted in the American system of values is the idea that freedom of choice enhances outcomes and fulfillment. Most grantees chose their host institution. As shown in Figure I-2, 89% of all scholars selected their host institution, whereas only about 11% were assigned their host. The percentages who selected their host institution were highest for scholars in the physical and life sciences and engineering (95%), and lowest for those in the arts and humanities (85%). As noted previously, CIES arranges for or confirms affiliation with an appropriate U.S. institution, particularly for scholars from some world regions, but these arrangements are often made on the basis of suggestions made by the scholar.

Figure I-2

Percentage of Visiting Fulbright Scholars Who Selected vs. Were Assigned Their Host Institutions, by Primary Field/Discipline



Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

II. EVALUATION RESULTS – ASSESSMENT AND FINDINGS

“The rapprochement of people is only possible when differences of culture and outlook are respected and appreciated rather than feared or condemned, when the common bond of human dignity is recognized as the essential bond for a peaceful world.”²

Senator J. William Fulbright

Advancing Mutual Understanding

The overarching objective of the Fulbright Program is to increase mutual understanding. Mutual understanding is gained through personal and professional contacts, and through the sharing of information and viewpoints. It is also gained through the experience of living, studying, or working in another society. To achieve this end, the Fulbright Program supports international exchanges and a series of bi-national, regional and international collaborative initiatives.

The main body of this assessment is devoted to analyzing the results of the Visiting Fulbright Scholar Program according to three categories of outcomes related to mutual understanding: (1) educational/professional and cultural learning, (2) effects on behaviors, and (3) linkages, ties, and institutional changes. It is important to place these outcomes into some perspective within the overall nature of the quest to advance mutual understanding.

An individual’s outlook is shaped by a variety of influences, including family upbringing, formal education, social environment, peer interactions, and personal and professional experiences. One’s outlook can be narrowed or broadened by any of these influences. The fundamental tenet underpinning the Fulbright Program philosophy is that experience-based living, learning, and working broadens one’s perspective and deepens one’s grasp of the dynamics and motivations of a different culture.

Has the Visiting Fulbright Scholar Program played a material role in increasing mutual understanding? One can respond to this question at four levels. First, the Program did in fact afford the visiting scholars the opportunity to teach or conduct research in the United States. Therefore, if the tenet holds that the experience itself leads to mutual understanding, and this relationship has been confirmed by many similar programs, then at this level the Visiting Fulbright Scholar Program is achieving its objective.

Second, one can argue that positive experiences yield better results than negative events, because affinity is associated with greater understanding. Visiting Fulbright scholars had overwhelmingly positive impressions of their grants. One hundred percent agreed at least somewhat (98% agreed) that all in all, they found their Fulbright experiences to be valuable. Additionally, 98-99% agreed at least somewhat they are proud to have been a Fulbright Scholar (97% agreed). Three-fourths (74%) agreed at least somewhat that their Fulbright was a life-changing experience.

Third, the results of the Program can be measured according to outcomes in learning, behaviors, and linkages that represent key components of mutual understanding. Obtaining

² Senator J. William Fulbright, from remarks upon receiving the *Athinai International Prize* from the Onassis Foundation in Athens, Greece, April 1989.

information on these indicators represented a major goal of the Visiting Scholar Survey; as described below in this assessment, results in each of these areas have been positive and significant.

Fourth, mutual understanding can be derived from factors that relate to but cannot necessarily be captured by the professional opportunities, positive experiences and outcomes noted above. These additional factors are associated with the Fulbright “experience,” and provide insights into how this experience changed scholars’ lives. Scholars cited a variety of ways in which they believe their Fulbright experiences led to increased mutual understanding between the people of the United States and those of other countries. Most of their comments illustrate the following major themes:

- immersion in American society for both scholars and their families, dispelling many pre-conceived notions;
- development of long-lasting friendships on both a personal and professional level;
- sharing of information and experiences about their home countries with Americans;
- sharing of American cultural, social, and political viewpoints with colleagues and students from their home institutions.

These themes illustrate dimensions of understanding that cannot be captured easily by survey questions alone. Examples of some of the many comments made by scholars that exemplify these points are provided below. Here, as elsewhere in this report, quotes from the survey responses have been slightly edited to improve the fluency in English. The examples provide personal commentaries that demonstrate ways in which greater understanding was derived from the Fulbright experience.

Immersion in American society for both scholars and their families, dispelling many preconceived notions

Living abroad and immersing oneself in a foreign culture and working environment is like “walking in someone else’s shoes,” in that one is forced by daily events to take another’s perspective. This process provides a comprehension of U.S. systems, procedures, and values, but also helps dispel many misperceptions about Americans and the American way of life.

“It is extremely simple. Just the fact of living among Americans, talking and exchanging ideas and experiences, leads to the understanding that things can be viewed and approached differently than what one is used to in one's own country. No approach or point of view has to be necessarily better or worse than the other; it is simply different...I find myself being more open minded and able to judge things from different angles. This increased my understanding of American ways.” (Argentinean Fulbright Scholar)

“I have always been interested in knowing and understanding different societies and cultures. Though a lot of information is available through the print and visual media, actually visiting the place, meeting and interacting with people, observing the society and its way of life, and understanding nuances really helps in understanding people. I got this opportunity through the Fulbright Program.” (Indian Fulbright Scholar)

“Living in America not as a visitor, but as a member of American society, opened for me a new horizon in understanding of other people. That experience was very special and unique.” (Ukrainian Fulbright Scholar)

[The experience helped] ...“By enabling me to live in the United States for a prolonged period and thus making me take part in the daily lives of Americans, both professionally and socially. . . By broadening my perspective on both my own country and the United States, by making me experience the differences and similarities ‘from the inside’ and on a daily basis.” (Netherlands Fulbright Scholar)

The development of long-lasting friendships on both a personal and professional level

Friendships represent a key force in one's life experience, and significantly shape one's professional career as well as one's perspectives and viewpoints. Even short-term relationships can trigger transformations of attitudes and bring about career changes. Lasting friendships support on-going communication and mutually beneficial interactions.

"I made quite a few American friends during my stay as a Fulbright grantee and some of the friendships still last nearly 20 years later. I believe that these personal relationships are the ultimate basis for mutual understanding and peace between the countries and peoples of the world. I think the Program's biggest contribution has been that it has created a great number of friends to America and Americans throughout the world." (Japanese Fulbright Scholar)

"During my Fulbright grant, I had the opportunity to get to know many people from America. Many of them are my friends even now. Almost every week we talk by e-mail about many things that are happening in the world. The contact among people is the richest contribution of the Fulbright Program." (Brazilian Fulbright Scholar)

"I made many professional friends in the United States during the scholarship period and continued collaborating with them when I was back home. My wife and children also made many friends during our stay. We have kept interacting with those friends and have visited each other, both in the United States and in the Netherlands. The stay in the United States has greatly enhanced our appreciation for the American people and the standard of science in the United States, and it has fostered friendly relationships within and outside academia." (Netherlands Fulbright Scholar)

The sharing of information and experiences about their home countries with Americans

Understanding between individuals or nations begins with information exchange. At both the personal and professional levels, communication about one's background and experiences builds bonds of common knowledge, friendship, and empathy. These bonds eventually grow into increasingly deep levels of mutual understanding.

“My family and I used every opportunity to speak to Americans at length (from on campus as well as outside) about the culture and customs of my country. On most occasions, this helped to clear up many misconceptions and eliminate many stereotypes about India.” (Indian Fulbright Scholar)

“During my stay in the United States, I lived in an international community (International House) that gave me a chance to meet people from all over the world and share my specific experiences with them (and the other way around). This unique and friendly environment can be found only in the United States and nowhere else. Since then I have become actively involved in international exchange programs at my home university, trying to create a truly international atmosphere.” (Polish Fulbright Scholar)

“It helped me to learn to understand the American ‘way-of-life’ and to question things that I had learned and accepted as normal. In exchange, I could give my contacts (friends, colleagues, peers) a better understanding of life in Germany and help to ‘tear down’ stereotypes (e.g. about World War II and customs).” (German Fulbright Scholar)

“Teaching at an American university made me fundamentally rethink the cultural/ideological blue-prints that had up to then determined my views of American culture, academic life, politics, etc. But my ‘external’ perspective also proved to be a great stimulus for my American students as it forced them to reposition themselves and understand that there are differing views that might be worthwhile considering.” (German Fulbright Scholar)

The sharing of American cultural, social, and political viewpoints with colleagues and students from their home institutions

As with learning a language, knowledge and understanding are best retained and enhanced when used as frequently as possible, and the desire to share one's experiences and perspectives gained with compatriots is deeply engrained in human behavior. In addition, describing and interpreting viewpoints to one's colleagues and students amplifies the multiplier effect of exchange programs.

"I experienced for myself how friendly, helpful and open-hearted Americans are. I also understood how much time and effort many Americans spend on community life and different kinds of charity. All this broke a stereotype I had had about Americans' individualism. I report about these impressions and my experience in all my presentations. Certainly I also talk about the energy, optimism and efficiency of Americans, but it is rather well known." (Ukrainian Fulbright Scholar)

"I shared my knowledge of Ukraine with Americans and, in particular, American students. Now, I share my knowledge of America with Ukrainians - as a writer, a journalist, an editor, and a lecturer. I believe it helps to subvert stereotypes and increase mutual understanding." (Ukrainian Fulbright Scholar)

"My first grant was during the Communist era but shortly before 1989. My experience in the United States made me a more active participant in the events of 1989 and gave me a sense of direction which I was also able to communicate to friends and colleagues." (Bulgarian Fulbright Scholar)

"While in the United States, I met a U.S. veteran who had kept a Japanese flag he had obtained during the Pacific War. He gave it to me and asked me to make much use of it in educating Japanese youths. Since then, the flag has had a significant role both in the community and in my teaching of U.S.-Japan relations through English education." (Japanese Fulbright Scholar)

"Honestly, my Fulbright grant might not have had any impact on the American people's understanding of my country. But it certainly has had a great impact on my students' and colleagues' understanding of the United States. My experiences as a Fulbright Scholar have enhanced my lectures (in fact, I won the Best Teacher Award at our university) and administrative capabilities. From my experience as a Fulbright Scholar, I have become genuine pro-American and propagated positive attitudes toward the United States." (Korean Fulbright Scholar)

These statements furnish personal accounts of how visiting scholars' lives were affected by their participation in the Fulbright Program in ways directly related to the goals of the Program. The grantees and their families lived and worked in American society, learning first hand U.S. structures, systems, culture, and values. They established personal relationships and friendships, some permanent, which serve to strengthen understanding both during the grant period and through lifelong communication. They shared their own experiences and perspectives from their home countries with Americans, thus augmenting U.S. understanding of foreign nations. In addition, once they returned

home, they imparted the knowledge they had gained about the United States to their fellow citizens. These four sets of activities characterize major building blocks for developing mutual understanding.

Experiences similar to those described by individual scholars were in all likelihood replicated among a large number of grantees. However, this qualitative evidence needs to be supplemented by quantitative measures on the results of the Visiting Scholar Program. The following sections focus on the extent to which key goals were met.

A. Educational/Professional and Cultural Learning

The scope and focus of the Visiting Fulbright Scholar Program revolve around learning. In this context, “learning” can be divided into two categories. **Professional learning** is the gained knowledge associated with one’s academic and professional pursuits. Grantees come to the United States to conduct research, teach, and participate in other related academic activities. As can be seen from the survey results in the following section, grantees were obviously active in these areas.

In addition to academic/professional pursuits, it is hoped that “extracurricular” **cultural learning** about the United States and its people will take place through social and cultural interactions of scholars and their families. The outcomes of the Program in this area can be assessed according to several parameters – the extent to which scholars participated in social or community activities during the grant period, what they learned about the United States during their stay, and how they developed a better understanding of both the United States and their home country.

Professional Activities During the Grant

The most important reasons cited by scholars for their decision to apply for their first Fulbright Scholar grants related to their professional goals (opportunity to collaborate with U.S. researchers, opportunity to learn new knowledge/skills, and professional development and advancement – Table II-18). Accordingly, scholars placed a high priority on learning-related activities. Survey results indicate that grantees carried out a full range of professional pursuits associated with learning – research, writing, acquiring new skills, attending and organizing conferences, teaching, advising students, and participating in faculty committees.

I advised the Vice President of the college concerning teaching students from Japan and sending American students to Japan. (Japanese Fulbright Scholar)

I interviewed women in the various artistic disciplines in places ranging from large cities to isolated hamlets in rural states. (Israeli Fulbright Scholar)

I engaged in active lecturing on Balkan history and current affairs, for the general public and as a visiting lecturer at other U.S. universities. (Bulgarian Fulbright Scholar)

Table II-1 shows the types of professional activities engaged in by visiting Fulbright scholars during their grants. The most common activity among scholars was conducting research on their own, reported by 79% of grantees, followed by participating in professional conferences and seminars, reported by 75%. Other relatively common activities were library, archival, or laboratory research; writing or editing articles, papers, books, or creative works; and collaborating on research with U.S. faculty and students.

Table II-1

Professional Activities of Visiting Fulbright Scholars During the Grant	
	<u>Percent of All Respondents</u>
Conducting research on their own	79
Participating in professional conferences, seminars, etc.	75
Library/archival/laboratory research	70
Writing/editing articles, papers, books, or creative works	70
Collaborating on research with U.S. faculty/students	64
Lecturing/teaching at the host institution	37
Improving one's computer skills	28
Lecturing/teaching at places other than the host institution	28
Advising students	26
Participation in faculty committees	14
Working on/completing master's thesis/doctoral dissertation	11
Organizing conferences, seminars, workshops	9
Paid or unpaid consulting for individuals/organizations other than the host institution(s)	9
Participating in creative or performing arts	5
Other professional activities	3

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

The nature of professional activities varied to a certain extent according to the technical fields of the scholars. Grantees in the arts and humanities and social sciences were significantly more likely to conduct research on their own than were grantees in the physical and life sciences and engineering (87% and 85%, respectively, vs. 68%), whereas grantees in the physical and life sciences and engineering were significantly more likely to collaborate on research with U.S. faculty or students than were grantees in the arts and humanities or social sciences (88% vs. 50% and 51%, respectively). Grantees in the arts and humanities and social sciences were also significantly more likely than those in the physical and life sciences and engineering to lecture or teach at the host institution (42% and 41%, respectively, vs. 27%) or to lecture or teach at places other than the host institution (36% and 32%, respectively, vs. 16%). Grantees in the physical and life sciences and engineering were more likely to spend time improving their computer skills than were grantees in the arts and humanities or social sciences (33% vs. 24% and 25%, respectively).

There were relatively few differences among types of professional activities engaged in during the grant by grantee's gender. Women were more likely than men to participate in professional conferences or seminars (79% vs. 75%); conduct library, archival, or laboratory research (80% vs. 67%); spend time improving their computer skills (34% vs. 26%); and work on or complete their master's thesis or doctoral dissertation (14% vs. 10%). Men were more likely than women to collaborate on research with U.S. faculty or students (66% vs. 60%) and advise students (27% vs. 22%).

The survey results show that over the course of the Program, scholarly initiatives gradually increased in application among grantees. This suggests that the professional focus of grantees has sharpened over time. There were consistent increases among scholars from the earliest to the most recent time periods in the percentages who reported the following types of activities during their grants:

- writing or editing articles, papers, books, or creative works (rising from 63% among 1980-1985 grantees to 74% among those from 1996-2001);

- conducting library, archival, or laboratory research (rising from 61% among 1980-1985 grantees to 75% among those from 1996-2001);
- collaborating on research with U.S. faculty and students (rising from 56% among 1980-1985 grantees to 69% among those from 1996-2001).

In summary, the scholars clearly engaged in the range of academic and professional activities that motivated them to apply for their grants. When these efforts are connected to other factors (e.g., the value grantees placed on the Program and experience, the use of knowledge and skills acquired, the continued participation and support of host institutions, etc.), one can conclude that the Visiting Fulbright Scholar Program yielded substantial gains in professional learning.

Social, Community, and Media Activities During the Grant

The Visiting Fulbright Scholar Program seeks to instill in grantees learning beyond that associated with their professional activities. This form of cultural learning involves gaining an understanding of the U.S. people and their customs, systems, and values. Cultural learning takes place through personal interactions with colleagues and friends, and participation in social, community, and media activities.

I carved pumpkins for Halloween and visited the street famous for its Halloween decorations as well as went to a Hindu temple celebrating Diwali on the same day!
(Indian Fulbright Scholar)

I acted as a Pastor in an African-American church which had faculty and students as members. (Ghanaian Fulbright Scholar)

Grantees, most of whom received grants for the purpose of conducting research, clearly took advantage of opportunities to engage in cultural learning pursuits. Virtually all visiting Fulbright scholars (99%) engaged in media, community, and/or social activities (see Table II-2). Nine in ten (90%) visited Americans in their homes, read local newspapers, and watched local television news. Two-thirds or more attended concerts, plays, or other cultural events (80%), listened to local radio stations (72%), participated in social activities (69%), or traveled for a weekend or longer with one or more Americans (65%).

Grantees not only participated in activities and events in which they obtained information and perspectives, but also actively took part in sharing their home countries' experiences and viewpoints. About half (49%) gave talks about their country's culture, and about a fourth (24%) gave lessons or demonstrations of specific aspects of their country's culture, such as language, dance, or cooking. Close to six in ten (59%) had formal or informal interactions with other Fulbright scholars.

Scholars from 1980-1985, the earliest time period of this study, were more likely to have visited Americans in their homes (94% vs. 88%, 91%, and 88% from the three more recent time periods), but were significantly less likely to have participated in social activities in general (63% vs. 71%, 72%, and 71% from the three more recent time periods). This change reflects a greater emphasis in recent years among Fulbright Program coordinators to provide group activities for grantees. During the most recent grant period, scholars were significantly more likely to have had formal or informal interaction with other Fulbright scholars than were those from the earlier periods (65% vs. 55%-58% for the earlier periods). Over half of all visiting Fulbright scholars (56%) reported that they participated in activities sponsored by the Fulbright Program, such as attending the

Visiting Fulbright Scholar Conference or participating in cultural outings or field trips, while in the United States on their grant. As shown in Figure II-1, virtually all scholars (99%) considered such activities at least somewhat worthwhile and three-fourths (74%) considered them very worthwhile.

Table II-2

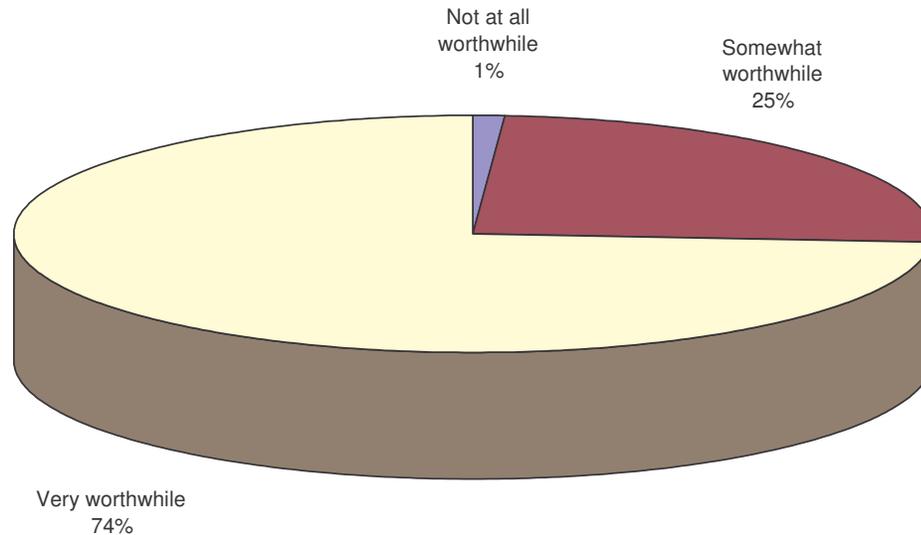
Community and Social Activities of Visiting Fulbright Scholars During the Grant	
	<u>Percent of All Respondents</u>
Visited Americans in their homes	90
Read local newspapers	90
Watched local television news	90
Attended concerts, plays, or other cultural events	80
Listened to local radio stations	72
Participated in social activities (other than sports)	69
Traveled for a weekend or longer with one or more Americans	65
Had formal or informal interaction with other Fulbright Scholars	59
Gave talks about one's country's culture	49
Participated in sports	29
Gave lessons/demonstrations of specific aspects of one's country's culture (language, dance, cooking, etc.)	24
Other activities	7
At least one of the above	>99

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Women were more likely than men to have attended concerts, plays, or other cultural events (87% vs. 78%), to have had formal or informal interaction with other Fulbright scholars (66% vs. 58%), to have given talks about their country's culture (53% vs. 46%), and to have given lessons or demonstrations of specific aspects of their country's culture (29% vs. 22%). Men were more likely than women to have participated in sports (32% vs. 22%).

Figure II-1

Visiting Fulbright Scholars' Perceptions of the Worth of Activities Sponsored by the Fulbright Program



Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

New Knowledge Gained About the United States

Fundamental to the goals of the Fulbright Program is the objective of imparting to grantees (and to their home countries through the grantees and their families) information and knowledge about the United States. The survey results strongly indicate that this objective has been met successfully. The vast majority of scholars reported having gained new knowledge about the United States during their grant (see Table II-3). More than nine in ten gained at least some new knowledge about the American culture or way of life (99%), the American educational system (98%), the American political system (95%), America's treatment of minorities (94%), and the American economy (94%). Consistent with the goals of the Program, the area in which scholars most frequently reported having gained new knowledge about the United States was the American culture or way of life; two-thirds (67%) described the extent of this new knowledge as "a great deal."

Table II-3

	Percent of All Respondents				Mean Rating*
	Little or None	Some	A Moderate Amount	A Great Deal	
	The American culture or way of life	1	7	25	
The American educational system	2	11	30	57	3.42
The American political system	4	19	42	34	3.06
Americans' treatment of minorities	6	20	43	31	2.98
The American economy	6	26	43	25	2.87
The United States' political relations with one's country	18	27	37	19	2.57

*Items were rated on a 4-point scale, with 1=not at all, 2=somewhat, 3=quite a bit, and 4=a great deal. The midpoint is 2.5.

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

As one might expect, increased learning came with longer grant duration. In all knowledge areas other than knowledge gained about the American educational system (in which there was no appreciable difference), scholars with grants 9 months or longer reported having learned more about the United States than those with grants of shorter duration. Scholars from the earliest time period of the study (1980-1985) tended to report having learned more about the American culture or way of life, the American political system, and the United States' political relations with other countries than did scholars from later periods. Scholars in the arts and humanities tended to report having learned more about the American culture or way of life and educational system than did scholars in other fields, while scholars in the social sciences tended to report having learned more about the American political system, the economy, and U.S. political relations with other countries than did scholars in other fields. Women, more than men, reported gaining knowledge about the American culture or way of life and Americans' treatment of minorities.

When asked to report whether they disagreed or agreed, almost all (99%) agreed at least somewhat that their Fulbright experiences gave them a deeper understanding of the United States (81% agreed and 18% agreed somewhat). Most (93%) also agreed at least somewhat that their Fulbright experiences heightened their awareness of social and cultural diversity among different nations (64% agreed). Three-fourths (75%) agreed at least somewhat that they developed a better understanding of their own country's society and culture after seeing it through the eyes of their U.S. colleagues and students.

What Scholars Found Most Surprising About the United States

Misconceptions cloud mutual understanding. In view of its history and currently salient role in the global system, the United States is subject to substantial interest and scrutiny throughout the world. For better or worse, foreigners harbor many misconceptions about the United States, its people, economy, culture, and political system.

In order to encourage greater understanding about U.S. society, the Fulbright Program offers grantees the opportunity to learn about the United States first hand. In this way, grantees are able to form their own conclusions and then communicate what they have learned to their fellow citizens

upon their return home. In order to gauge the nature and extent of this learning, survey respondents were asked to describe the most surprising thing they learned about the United States during their experiences as Fulbright scholars. Comments generally related to one or more of several, sometimes contradictory, themes:

- **The friendliness, openness, and hospitality of the American people.** Scholars found Americans to be personally warm, open-minded, generous, supportive, and easy to befriend.
- **The cultural and ethnic diversity of the American people, and their tolerance and respect for foreigners.** Respondents were struck by the multicultural nature of American society, in which a diverse mix of races and ethnic groups lives and interacts in an environment of tolerance and richly diverse traditions.
- **The American people's ignorance of and lack of interest in the outside world.** Many grantees noted that they were surprised at Americans' low levels of knowledge about the rest of the world, and their introverted attitudes and lack of interest in other nations.
- **The social and economic inequality between the rich and the poor.** In view of U.S. wealth and abundance, certain scholars were saddened at the gaps they encountered in living standards between the "haves" and the "have-nots." These inequalities, often seen in neighborhoods near their host institutions, contributed to unexpectedly high rates of poverty and crime.
- **The high standards, efficiency, and work ethic of Americans, particularly in academia.** Scholars were impressed with the positive, "can do" mentality of Americans. The culture of commitment and dedication led to higher than expected standards and levels of efficiency, and the attitude that even ambitious goals can be achieved.
- **The vastness, diversity, and beauty of the natural environment.** As one might expect, scholars afforded themselves the opportunity to travel around the United States. As a result, many were truly impressed with the sheer size of the nation as well as the richness and diversity of U.S. plains, forests, lakes, deserts, and other natural wonders.

On balance, grantees saw great strengths in the American people, their attitudes, and their institutions. At the same time, scholars noted that the United States does face challenges in addressing poverty and inequity and in introducing a more international perspective and outlook. A select number of comments received from grantees in each of the areas noted above are presented in Appendix D. As with the other comments quoted throughout this report, there were so many insightful comments that selection of these relative few was quite arbitrary.

B. Effects on Behavior

In addition to providing advances in learning, all academic exchange programs seek certain behavioral changes on the part of participants. Especially important is utilization of the knowledge that has been gained over the course of the Program. In the case of the Visiting Fulbright Scholar

Program, results include contributions made by scholars to their host institution, effects of the Program on grantees' careers, professional works that emanated from their grants, changes in professional activities, and eventual contributions made to home-country institutions and constituencies.

Scholars' Perceptions of Their Contributions to Host Institutions

According to grantees, the Fulbright Program provided the means for them to contribute both professionally and culturally to their host institutions. Scholars were asked to describe their most valuable contribution to their colleagues and students at their host institutions in the United States. By their own accounts, grantees felt that they provided value to their host institutions, whether through research, lecturing, or simply adding their national perspectives to formal and informal dialogue.

Commonly mentioned professional themes included research contributions (new methods, new perspectives on their field or discipline, new research data or materials), the establishment of new exchange programs or other collaborations between the U.S. institution and their home country, formal and informal interactions with U.S. students, and new inventions, discoveries, creations, publications, or other professional works. In addition, many of the comments related to ways in which scholars believe they increased their U.S. colleagues' and students' awareness and understanding of their home country. Some personal vignettes regarding these contributions are presented in the following box.

Contributions to Increased Awareness of Their Home Countries

Visiting scholars often viewed themselves as personal ambassadors, representing their nations to students and colleagues at their host institutions. They expressed the view that raising levels of understanding about their home countries constituted one of their most significant contributions.

“I changed many misconceptions about Arabs...helped in explaining the educational systems of the Middle East...promoting a better appreciation of Islam...explaining the Arabs’ point of view concerning the Arab-Israeli conflict.” (Jordanian Fulbright Scholar)

“A number of U.S. people told me that our contacts helped them to eliminate their fear of the USSR that has existed since Cold War times, that they began understanding our distant culture better, that they don’t take their blessings for granted. Some of them expressed a desire to visit Ukraine.” (Ukrainian Fulbright Scholar)

“As I indicated above, I think many of my friends in the U.S. did not have, prior to my arrival, a particularly good understanding of (or even thought much about) the inspirational role of America in the thinking of large sectors (the majority) of Polish society. I hope I made it clear and put a human face on the country behind the iron curtain, which did not choose to be there. I also hope I convinced my American friends that we can contribute positively if given a chance.” (Polish Fulbright Scholar)

“I had the chance to explain a lot of our own culture. The real gap between Americans and Europeans or at least the Dutch is every time greater than expected on first sight. This is not to be pessimistic, not at all, but it is just to emphasize the importance of personal relations and experience abroad.” (Netherlands Fulbright Scholar)

“They learned a lot about Brazil; it was funny to teach people that we did not have Indians nor snakes walking across the streets of Sao Paulo... also to talk about our fruits and vegetables, our politics at that time of high inflation, or our cars that were very simple compared with that state – Michigan.” (Brazilian Fulbright Scholar)

“Those who had not visited Nigeria or indeed Africa before were thoroughly informed of the country. Some shared African dishes prepared in the Department of Food & Nutrition.” (Nigerian Fulbright Scholar)

Effect on Careers

The Visiting Fulbright Scholar Program imparts the opportunity to gain knowledge and professional contacts, both of which can play a positive role in career advancement. In addition, the Program is prestigious, thus raising grantees’ standing among peers, potential employers and funders, and leadership groups.

Participation in the Visiting Scholar Program was perceived as having very positive effects on scholars' professional lives (see Table II-4). Nearly all scholars (99%) reported that their Fulbright

experiences had contributed at least somewhat to greater insight into their field, their subsequent professional publications or works, and enhanced professional credentials. Moreover, six in ten or more reported that the Fulbright experience had contributed to each of these “a great deal” (69%, 66%, and 60%, respectively). Scholars with grants of longer duration were more likely to report greater impacts on their professional lives than were scholars with shorter grants.

Table II-4

Effect of the Fulbright Experience on Visiting Fulbright Scholars' Professional Lives					
	Percent of All Respondents				Mean Rating*
	Not at All	Some-what	A Moderate Amount	A Great Deal	
Contributed to greater insight into one's field	1	7	23	69	3.60
Contributed to one's subsequent professional publications or works	2	9	24	66	3.54
Enhanced one's professional credentials	2	9	30	60	3.48
Altered one's career	17	21	29	33	2.77

*Items were rated on a 4-point scale, with 1=not at all, 2=somewhat, 3=quite a bit, and 4=a great deal. The midpoint is 2.5.

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Very few scholars (about 2%) reported a negative overall effect of the grant on their career (see Table II-5). The vast majority (94%) said that it had helped their career at least somewhat and 61% said that it had helped their career “a lot.” As with the effect of the grant on their professional lives, scholars with grants of longer duration tended to think that the grants had helped their career more than scholars with grants of shorter duration. Scholars in the arts and humanities also tended to think that the grant had helped their career more than scholars from other fields. Women were more likely than men to report that the grant had helped their career “a lot” (66% vs. 60%).

Table II-5

Overall Effect of the Grant on Visiting Fulbright Scholars' Careers	
	Percent of All Respondents
Hurt a lot	1
Hurt somewhat	1
No effect	4
Helped somewhat	33
Helped a lot	61

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Professional Works Stemming from the Grant

According to grantees, substantial professional outputs have been generated or supported by the Fulbright Program. Virtually all visiting scholars (>99%) have produced professional works that incorporated knowledge, information, materials, or data obtained during their grant (see Table II-6).

Articles in refereed journals or edited volumes were the most common type of professional work, reported by 82% of scholars, followed closely by papers or presentations at scholarly or professional meetings, reported by 81%.

I co-edited an important report which subsequently had a wide international circulation and immensely impacted the international community of electric power system researchers. (Bulgarian Fulbright Scholar)

As a result of my research during the Fulbright grant, I published an article in a well-respected U.S. journal. I think this enhanced the reputation of my university. As I teach in a woman's university, I hope my students are getting inspired by my activity. (Brazilian Fulbright Scholar)

The diversity of professional works stemming from Fulbright grants is also impressive – they include radio and television programs, music recitals, art exhibits, educational simulation games, literary essays, scientific databases, and patents.

Table II-6

Professional Works Produced by Visiting Fulbright Scholars that Incorporated Knowledge, Information, Materials, or Data Obtained During the Grant	
	Percent of All Respondents
Articles in refereed journals or edited volumes	82
Papers or presentations at scholarly or professional meetings	81
Books or monographs	46
Articles in non-refereed journals or volumes	43
Articles in newspapers or magazines	25
Works in creative or performing arts	4
Other professional works	8
At least one of the above	>99

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

As one might expect, scholars with grants of longer duration were more likely to produce professional works. For example, 76% of scholars with grants 4 months or less in duration produced articles in refereed journals or edited volumes, compared to over 80% of those with longer grants. Scholars in the physical and life sciences and engineering were more likely to have produced articles in refereed journals or edited volumes than were scholars in other fields (90%, compared to 79% for arts and humanities and 78% for social sciences). On the other hand, scholars in the arts and humanities and social sciences were more likely than those in the physical and life sciences and engineering to have produced books or monographs (60%, 57%, and 31%, respectively), articles in non-refereed journals or volumes (52%, 49%, and 26%, respectively), and articles in newspapers and magazines (33%, 33%, and 12%, respectively). Not surprisingly, because they have had more time as Fulbright alumni, scholars from the 1980-1985 time period were more likely to have produced books

or monographs than were those from 1996-2001 (55% compared to 35%). Males were more likely than females to report having produced articles in refereed journals or edited volumes (83% compared to 79%), while females were more likely than males to report having produced papers or presentations at scholarly or professional meetings (86% compared to 79%), articles in newspapers or magazines (29% compared to 24%), and works of creative or performing art (7% compared to 3%).

Changes in Scholars' Professional Activities as a Result of the Grant

The Fulbright Program has exerted a profound impact on grantees' professional endeavors. Almost all visiting scholars (98%) reported that they have changed their professional activities in some way as a result of the grant (see Table II-7). For example, 82% have used knowledge and skills learned during their Fulbright experience in their courses, 64% have broadened the international aspects of their teaching and research in general, 64% have become more of a resource for their colleagues with regard to knowledge and skills learned during their Fulbright experiences, and 50% have developed or helped develop a new course or curriculum based on aspects of their Fulbright experiences.

Table II-7

Changes in Visiting Fulbright Scholars' Professional Activities as a Result of the Grant	
	Percent of All Respondents
Used knowledge/skills learned during Fulbright experience in courses	82
Became more of a resource for colleagues with regard to knowledge/skills learned during Fulbright experience	64
Broadened international aspects of one's teaching/research in general	64
Developed/helped develop a new course or curriculum based on aspects of Fulbright experience	50
Became more involved with colleagues from other countries	44
Changed one's career to become more focused on international issues	23
Became more involved in political/social/economic issues in one's home country	19
Became more involved with U.S. students in one's home country	18
Other	4
At least one of the above	98

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

In general, arts and humanities scholars were the most likely to report changes, and physical and life sciences and engineering scholars were the least likely. For example, 88% of scholars in the arts and humanities and 82% of scholars in the social sciences used knowledge or skills learned during their Fulbright experiences in their courses, compared to 79% of those in the physical and life sciences and engineering. Similarly, 67% of arts and humanities scholars and 69% of social science scholars, compared to 57% of scholars in the physical and life sciences and engineering, reported that they had broadened the international aspects of their teaching or research in general.

I created a cognitive linguistics/poetics center at my university in Ukraine in collaboration with my colleague from another Ukrainian university, also a Fulbright alumna. (Ukrainian Fulbright Scholar)

I initiated an official student exchange program between my host institution and my home university by which 2-3 students are mutually exchanged every year. (German Fulbright Scholar)

I became a specialist In Brazilian Indian culture and Native American culture through my experience with Pueblo Indian culture in New Mexico. (Brazilian Fulbright Scholar)

My attitude is changed. Now, after my Fulbright Scholar grant, I think students are friends. My teaching is more friendly oriented. (Indian Fulbright Scholar)

Scholars' Perceptions of How Their Home Institution/Country Benefited

Visiting scholars reported a wide variety of ways in which they believe their home institution and/or country benefited from their experiences as a Fulbright scholar. The following general themes emerged:

- scholars became more of a resource to their colleagues because of the increased knowledge and expertise gained during the grant;
- scholars developed a new course or curriculum or changed their teaching methods and style of interacting with students based on observations made in the United States;
- scholars became more effective on a professional level through strengthened personal characteristics gained during the grant (confidence, leadership ability, organization, efficiency, management skills);
- scholars produced new publications or other professional works based on the Fulbright grant;
- scholars introduced new research topics or methods at their home institutions based on things learned during the grant;
- scholars helped their institutions, colleagues, or students become involved in collaborations or professional exchanges with U.S. colleagues and students.

Media and Community Activities in which Grant Experiences Were Shared

In addition to professional works that spread the knowledge, information, and insights gained during the Fulbright grant, media and community activities are also a means by which former visiting Fulbright scholars share their Fulbright experiences with others in their home countries or elsewhere. Almost all (94%) visiting Fulbright scholars shared their Fulbright experience with others through some form of community or media activity (see Table II-8). The most common way was through conversations with friends and/or colleagues, reported by 90% of all scholars. Close to half (45%) gave presentations about their Fulbright experiences at schools or other community/civic organizations in their home countries. About a fourth (22%) gave interviews with media (newspapers, TV, etc.) in their home countries.

Special lectures on Americanism, mainly to dispel the myths and misconceptions about American life and culture – focused on pluralism, traditionalism, liberalism, and a borderless world. (Indian Fulbright Scholar)

Contribution of articles to monthly and weekly magazines to make comments on U.S. foreign policies. (Japanese Fulbright Scholar)

Translating into Arabic some English articles introducing some American magazines and books. (Moroccan Fulbright Scholar)

I have hung a huge photo of Senator Fulbright in my university office. Visitors often ask about him, which leads to some publicity for the Fulbright Scholarship. (Indian Fulbright Scholar)

Scholars in the arts and humanities were more likely to have shared their Fulbright experiences with others in their home countries than were those in the physical and life sciences and engineering (98% compared to 92%). There were no appreciable differences between males and females.

Table II-8

Media or Community Activities in which Visiting Fulbright Scholars Shared Their Fulbright Experience with Others in Their Home Country	
	Percent of All Respondents
Conversations with friends/colleagues	90
Presentations at schools or other community/civic organizations in one's home country	45
Interviews with media (newspaper, TV, etc.) in one's home country	22
Demonstrations of American customs (e.g., cooking, dancing, sports, etc.)	13
Other activities	4
At least one of the above	94

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

The Fulbright experience has exerted a material impact on the behaviors of grantees – in support of the goals set forth for the Program. According to both personal statements and answers to structured questions in the survey, scholars have drawn heavily on the professional knowledge they have gained. In addition, according to their own statements, a large number have become on-going “cultural interpreters” to explain U.S. society, conditions, and practices to their students, colleagues, and other audiences in their home countries.

C. Linkages, Ties, and Institutional Change

Both the U.S. Fulbright Scholar Program and the Visiting Fulbright Scholar Program involve exchanges of individuals. It is hoped that through the Program and experience, these scholars will establish collegial relationships and friendships with their peers and others, with ensuing contacts and collaboration providing an on-going channel of communication and understanding. In addition, since these individuals conduct their activities at host institutions, and most often come from and return to similar institutions once the grant period is over, the Program also offers the potential for increased *institutional* linkages and changes.

More than 10 of my U.S. colleagues visited Poland and conducted research there. Two of them worked with me for more than a year. We obtained several grants from the National Science Foundation and the National Geographic Society totaling more than \$1.5 million for joint studies in Poland that benefit both U.S. and Polish institutions. I hosted two U.S. Fulbright students (and a third one will arrive in Poland this year). (Polish Fulbright Scholar)

The contact with American colleagues established during my Fulbright year has helped me institutionalize numerous exchanges with scholars and institutions.
(German Fulbright Scholar)

I brought back from the U.S. techniques and expertise that were not available at the time in my institution. I retained contacts with many U.S. researchers, which indirectly supports basic research in my country. I think that attitudes regarding the way research should be organized and how students should be treated were absorbed by me in the United States and through myself and others like me influence Israeli universities in a profound way. (Israeli Fulbright Scholar)

These linkages and ties represent another set of indicators of Program results. To measure these results, scholars were asked to comment on their continuing collaboration and contacts and their participation in international activities and exchanges.

Continuing Collaboration and Contacts

The Program has generated a strong set of collaborative linkages. Nine in ten visiting Fulbright scholars (91%) have continued to collaborate with colleagues from the United States since completing their grant. Twenty-six percent described such continuing collaboration as “a little,” 30% as “a moderate amount,” and 35% as “a great deal” (see Table II-9). A remarkable 92% of scholars from 1980-1985 reported that they have continued to collaborate with U.S. colleagues, and 37% of them described that collaboration as “a great deal.” Those whose grants were longer than 12 months in duration were significantly more likely to describe their continuing collaboration with U.S. colleagues as “a great deal” than were those with grants of shorter durations. Continuing collaboration was particularly prevalent among scholars in the physical and life sciences and engineering, 93% of whom reported such collaboration compared to 90% of those in the arts and humanities and 89% of those in the social sciences. There were no appreciable differences between men and women.

Table II-9

Continuing Collaboration by Visiting Fulbright Scholars with U.S. Colleagues Since Completing the Grant	
	Percent of All Respondents
Not at all	9
A little	26
A moderate amount	30
A great deal	35

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Almost all visiting Fulbright scholars (95%) reported having had contact with someone they met in the United States since completing their grant (see Table II-10). Impressively, six out of ten scholars (59%) have been visited in their home country by individuals they met in the United States, and almost that percentage (58%) has revisited the United States. Those with grants longer than 12 months were more likely than those with shorter grants both to have been visited in their home country by people they met in the United States (66% compared to a range of 53-62% for shorter grants) and to have revisited people in the United States (78% compared to a range of 40-52%). Many scholars (61%) have also had continuing contact by means of attendance at professional

conferences, workshops, or other events. Not surprisingly, the use of regular mail to stay in touch declined during the study period – mail was used by 78% of 1980-1985 scholars but only 58% of 1996-2001 scholars, while the use of e-mail increased from 63% of 1980-1985 scholars to 97% of 1996-2001 scholars.

Table II-10

Types of Continuing Contact with Individuals from the United States by Visiting Fulbright Scholars

	<u>Percent of All Respondents</u>
E-mail	82
Attendance at professional conferences, workshops, or other events	61
They visited the scholar in his home country	59
Regular mail	58
The scholar visited them in the United States	52
Telephone	45
The scholar did not stay in touch with anyone	5

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

In addition to the high percentages of visiting Fulbright scholars who have had continuing contact with individuals from the United States, the numbers of individuals with whom they have maintained contact are also impressive (see Table II-11). Forty-two percent reported having had continuing contact with more than five U.S. colleagues since completing the grant, and 33% reported having had continuing contact with more than five social friends and acquaintances. Thirteen percent had continuing contact with more than five U.S. students they met during their grant, and the same percentage had continuing contact with more than five colleagues from countries other than the United States that they met during their grant.

Table II-11

Visiting Fulbright Scholars' Contacts with Individuals from the United States Since Completing the Grant

	<u>Percent</u>			
	<u>None</u>	<u>1 or 2</u>	<u>3 to 5</u>	<u>More than 5</u>
U.S. colleagues	2	26	30	42
Colleagues from other countries	28	40	19	13
U.S. students	39	31	17	13
Other contacts (social friends, acquaintances, etc.)	12	27	28	33

Note: 95% of visiting Fulbright scholars reported having had some contact with people they met in the United States since completing their grant.

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Women were more likely than men to have had continuing contact with more than five U.S. students they met during their grant (17% compared to 12%), but otherwise there were no appreciable differences between males and females in the amount of continuing contact.

Participation in International Activities and Professional Exchanges

The vast majority of visiting Fulbright scholars (90%) have participated in international activities since completing their grant. For example, 66% have participated in non-Fulbright conferences or organizations that work to foster international cooperation; 57% have sent students from their home country to attend school in the United States; 55% have helped to foster other international exchanges of faculty, professionals, or students; and 52% have brought U.S. faculty or other professionals to work in their home country (see Table II-12).

In my present position as vice chancellor of the university, I brought a stronger international orientation to the overall university policy, particularly with respect to our hiring policy for both students and faculty. (Netherlands Fulbright Scholar)

It brought out the challenges facing American women in their politics. In several discussions and conferences at home after my Fulbright work, it became clear that women need to pool their ideas and expertise to gain appropriate levels of representation in their respective countries. Further joint perspectives on the role of women in international and national development became possible through some collaborative work. (Indian Fulbright Scholar)

This participation in international activities since completing the grant is in evidence even among relatively recent scholars: 88% of scholars from 1996-2001 have participated in at least one type of international activity, with over half (51%) having already sent students from their home country to attend school in the United States.

Table II-12

Participation in International Activities by Visiting Fulbright Scholars Since Completing the Grant	
	Percent of All Respondents
Participated in non-Fulbright conferences or organizations that work to foster international cooperation	66
Sent students from the scholar's home country to attend school in the United States	57
Helped to foster other international exchanges of faculty, professionals, or students	55
Brought U.S. faculty or other professionals to work in the scholar's home country	52
Sent faculty or other professionals from the scholar's home country to work in the United States	49
Participated in other (non-Fulbright) international exchange program	40
Became involved with the Fulbright Commission/Alumni Association in the scholar's home country	31
Brought U.S. students to attend school in the scholar's home country	22
Served on a Fulbright selection or review committee	20
At least one of the above	90

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Scholars in the social sciences and arts and humanities were more likely than those in the physical and life sciences and engineering to have participated in some sort of international activity or professional exchange since completing the grant (93% and 92%, respectively, compared to 85%). Men were more likely than women to have sent faculty or other professionals from their home country to work in the United States (52% compared to 43%).

Overall, the Visiting Fulbright Scholar Program has succeeded in forging a set of personal and institutional linkages. Grantees maintain a strong degree of continuing collaboration with their U.S. counterparts, and most maintain regular contact with friends and colleagues in the United States.

In addition, the experience has influenced scholars to engage in a host of international activities, thus extending the reach and impact of the Fulbright Program.

D. Multiplier Effect

It allowed me to live in the United States for three years. Nothing compares to that in terms of building bridges between people from different nations. My children spoke English rather than Hebrew when we left the United States. To this day they remember fondly this time in their lives, and all of us share our experiences with the people with whom we interact. I think that we have all been impressed with certain characteristics of U.S. society which we are trying to convey to people we meet. Above all, democracy and respect for the law. (Israeli Fulbright Scholar)

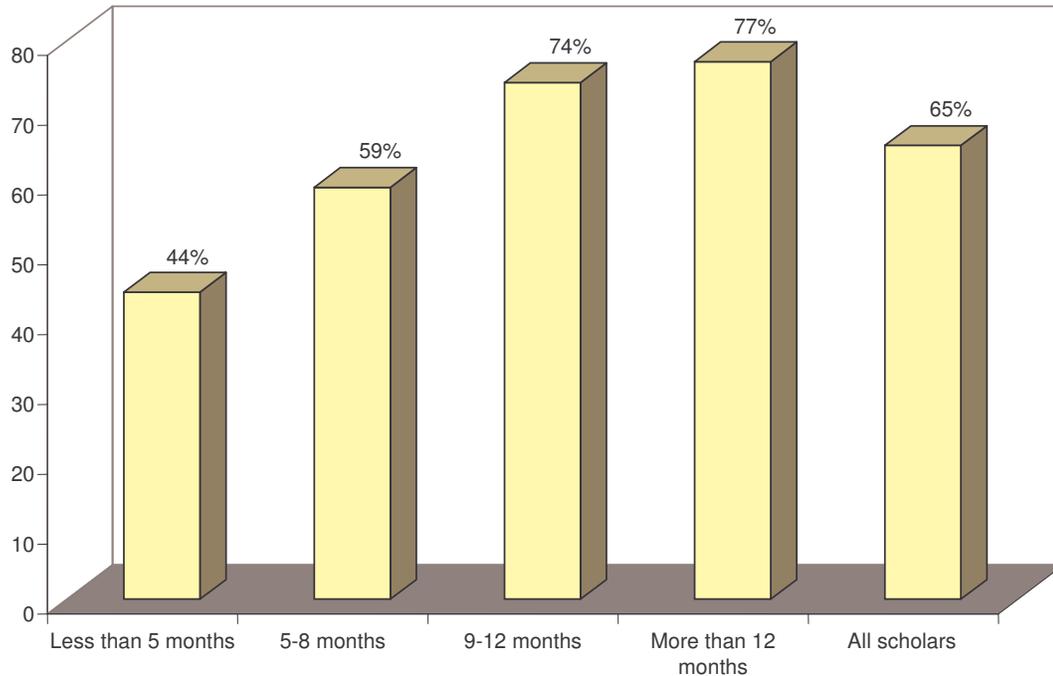
The effects of the Visiting Fulbright Scholar Program are not limited to the individual scholars who participate. The experience can have profound impacts on their family members as well. The effects of the Program are further amplified by the individuals and institutions benefited by the increased knowledge and understanding transmitted by scholars and their families both during and after the grant.

Accompaniment by Family Members

As with the U.S. Fulbright Scholar Program, the Visiting Fulbright Scholar Program is often a family experience. About two-thirds of the scholars (65%) were accompanied by one or more family members (see Figure II-2). There was relatively little difference in percentages of scholars who were accompanied by family members in terms of time period of the grant or primary field of study. However, the longer the grant, the more likely were scholars to have been accompanied by family members; this varied from 44% of those whose grants were 4 months or less to 77% of those whose grants were more than 12 months. Men were more likely to have been accompanied by family members than were women (69% compared to 51%). Of those accompanied by family members, 88% brought along spouses, 72% brought one or more children under the age of 18, and 8% brought other family members.

Figure II-2

Percentage of Visiting Fulbright Scholars Accompanied on the Grant by One or More Family Members, by Grant Duration



Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Activities of Family Members Who Accompanied the Scholar During the Grant

Nine in ten spouses who accompanied scholars on their grants participated in one or more activities during their stay in the United States that were likely to help promote increased understanding between the people of the United States and the people of their home country (see Table II-13). Over half (57%) studied English. A third or more gave lessons or demonstrations of specific aspects of their home country's culture (39%), gave talks about their home country's culture (35%), or took courses or attended school other than to learn English (33%).

My spouse informed herself about the American school system, talked to principals and teachers, visited schools. (German Fulbright Scholar)

My spouse worked as an intern at CNN in Atlanta. (German Fulbright Scholar)

My spouse did volunteer work at a law office for immigration law. (Netherlands Fulbright Scholar)

My wife took a very active role in the International Center at the university. She took part in panel discussions devoted to varied lifestyles pursued by women of different

countries. She was also interviewed on the local radio and spoke on the current political and social changes in Poland in the late 80s and early 90s. (Polish Fulbright Scholar)

For most of these activities, the longer the grant duration, the higher the percentage of spouses who participated.

Table II-13

Activities of Visiting Fulbright Scholars' Spouses While Accompanying Scholars on the Grant

	<u>Percent of All Respondents</u>
Studied English	57
Gave lessons/demonstrations of specific aspects of their home country's culture (language, dance, cooking, etc.)	39
Gave talks about their home country's culture	35
Took courses/attended school (other than to learn English)	33
Played sports	19
Other similar activities	10
At least one of the above	90

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table II-14 shows the activities of children under age 18 who accompanied visiting Fulbright scholars.

Especially my son, then 6 years old when he visited the U.S., acquired a keen interest in things American and easily mixed with U.S. kids. (Indian Fulbright Scholar)

My son gained valuable hands-on experience going to pre-school, learning English the natural way, and seeing this great country with his own young eyes. (Polish Fulbright Scholar)

My 8-year-old son gave a talk about Morocco at one of his friend's school. He also did a small lecture in French for the class. (Moroccan Fulbright Scholar)

More than three-fourths of these children (77%) took courses or attended school (other than to learn English), two-thirds (66%) studied English, and over half (54%) played sports. One in five gave talks about their home country's culture (20%) or gave lessons or demonstrations of specific aspects of their home country's culture, such as language, dance, or cooking (18%).

Table II-14

Activities of Visiting Fulbright Scholars' Children While Accompanying Scholars on the Grant	
	<u>Percent of All Respondents</u>
Took courses/attended school (other than to learn English)	77
Studied English	66
Played sports	54
Gave talks about the home country's culture	20
Gave lessons/demonstrations of specific aspects of the home country's culture (language, dance, cooking, etc.)	18
Other similar activities	4
At least one of the above	94

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Family Members' Post-Grant Activities

Not only have scholars themselves been highly active in international activities and exchanges since completing their grants, but they also reported a high level of international involvement on the part of spouses and children who accompanied them.

Besides myself, my sons liked very much the American experience they had. One of them returned several times to attend congresses as well as to conduct research at NIH in Washington. This means that the range of my Fulbright experience extended far beyond my own personal and professional interests, and I am grateful for that.
(Brazilian Fulbright Scholar)

Of the scholars whose spouses accompanied them, 91% reported the spouse's involvement in at least some form of international activity since the time of the grant (see Table II-15). Most common was an increased interest in international affairs, reported by 60% of scholars. Nearly half of the scholars (46%) reported that their spouses had made a return visit to the United States. Four in ten (39%) said their spouses had spoken about their U.S. experiences at schools or community or civic organizations in their home countries. Nearly one-fourth of the spouses (23%) had participated in other kinds of international educational or cultural exchange programs.

Spouses of female grantees were more likely than those of male grantees to have worked on projects related to the United States (32% vs. 13%); written papers, articles, or books about their U.S. experiences (19% vs. 7%); provided interviews to the media about their U.S. experiences (14% vs. 3%); and personally received a Fulbright Scholar or Student grant (14% vs. 2%). Spouses of male grantees were more likely than spouses of female grantees to have become more interested in international affairs (62% compared to 46%).

Table II-15

Involvement of Visiting Fulbright Scholars' Spouses in International Activities as a Result of Accompanying Scholars on the Grant

	<u>Percent of All Respondents</u>
Became more interested in international affairs	60
Made return visits to the United States	46
Spoke about U.S. experiences at schools or community or civic organizations in the scholar's home country	39
Participated in other kinds of international educational or cultural exchange programs	23
Worked on projects related to the United States	15
Wrote papers, articles, or books about U.S. experiences	8
Provided interviews about U.S. experiences to the media in the scholar's home country	5
Attended a university in the United States	4
Personally received a Fulbright Scholar or Student grant	4
Other similar activities	2
At least one of the above	91

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Similar increases in international activities were reported among children who had accompanied scholars (see Table II-16). Of the scholars who were accompanied on their grants by one or more children under the age of 18, 91% reported that the children had been involved in at least some form of international activity since the time of the grant. As with spouses, most common was an increased interest in international affairs, reported by 67% of the scholars. Just over half (52%) reported that the children had made return visits to the United States. Four in ten (41%) of the children had spoken about their U.S. experiences at schools or community or civic organizations. Nearly one-third (32%) had participated in other kinds of international educational or cultural exchange programs. One in six (16%) had subsequently attended a university in the United States. There were no appreciable differences among these activities by children of male and female grantees.

Table II-16

Involvement of Visiting Fulbright Scholars' Children in International Activities as a Result of Accompanying Scholars on the Grant

	<u>Percent of All Respondents</u>
Became more interested in international affairs	67
Made return visits to the United States	52
Spoke about U.S. experiences at schools or community or civic organizations in the scholar's home country	41
Participated in other kinds of international educational or cultural exchange programs	32
Attended a university in the United States	16
Worked on projects related to the United States	15
Wrote papers, articles, or books about U.S. experiences	9
Provided interviews about U.S. experiences to the media in the scholar's home country	3
Personally received a Fulbright Scholar or Student grant	1
Other similar activities	2
At least one of the above	91

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Personal Examples of Family Experiences and Impacts

A number of scholars cited long-term effects of their grants on family members. These examples confirm how family participation reinforces and extends the impacts of the Fulbright Program.

“The stay in the United States was a very stimulating professional experience for me and enriched the lives of my wife and children. We became world citizens as a result of our stay in the United States. We have kept a love for the country and its people ever since.” (Netherlands Fulbright Scholar)

“The time I and my family spent in the U.S. under Fulbright was an incredibly enriching experience. For me, it’s very important that these benefits are not limited to my professional life, but include also some understanding of people and the society. I find it especially relevant for my children, for whom people speaking different languages, coming from different places, and looking differently, are no longer different.” (Netherlands Fulbright Scholar)

The outcomes of programs are typically measured in terms of the activities and impacts of direct participants. The goal of achieving greater mutual understanding sought by the Fulbright Program is strongly supported and augmented by the participation of scholars’ families. Not only does a common family experience reinforce the cultural knowledge gained, but spouses and children themselves become agents of change. Both quantitative and qualitative information indicates that the Visiting Fulbright Scholar Program contributed to family members becoming “world citizens” and to the establishment of grantee family linkages and ties to the United States.

E. Administrative Issues

The Visiting Fulbright Scholar Program has been in operation for many years, and its administrative structures and processes have evolved over time. Several questions were posed to scholars to provide information and guidance on administrative matters. These issues include the means by which grantees learned about the Program, their motivation for applying, their preparedness, problems they encountered, and suggestions for new activities.

How Scholars First Learned About the Program

Grantees were first informed about the Visiting Fulbright Scholar Program through a variety of means. The most common way was from colleagues or friends in the grantee’s home country, reported by 45% of survey respondents (see Table II-17), followed by posters or other announcements (21%), and newspaper articles or advertisements (14%). A small number of scholars world-wide reported that they first learned about the Program from their fathers, mothers, or other relatives who were former Fulbrighters.

Table II-17

How Visiting Fulbright Scholars First Learned About the Program	
	Percent of All Respondents
Colleague/friend in the scholar's country	45
Poster/announcement	21
Newspaper article or advertisement	14
Colleague/friend in the United States	8
Professional organization	5
Other	9

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Reasons for Applying for a Visiting Fulbright Scholar Grant

The primary motivations of visiting scholars for applying for Fulbright grants were professional in nature. However, the desire to gain a U.S. and international perspective also played a role. Most scholars had very specific professional research objectives in applying for their grant. The most highly ranked reason for applying, rated as very important by 82% of grantees, was having the opportunity to collaborate with specific researchers, work in specific research facilities, obtain access to specific resources/data, or conduct on-site research in a specific location (see Table II-18). Less specific professional goals that ranked high among reasons for applying were the opportunity to learn new knowledge/skills and the desire for professional advancement/development, rated as very important by 75% and 74% of scholars, respectively.

As a scholar/academic as well as a professional vocalist and Indian-English poet, I was very eager to foster Indo-U.S. cultural ties as an avenue of global peace in a conflict-ridden world. (Indian Fulbright Scholar)

The Fulbright Fellowship was one of very few possibilities for a long-term sabbatical in the West during the period of the Cold War. (Polish Fulbright Scholar)

Learning and experiencing American diversity. (Korean Fulbright Scholar)

The opportunity to share my expertise with students and colleagues, and to build bridges that connect cultures and strengthen ideals. (Nigerian Fulbright Scholar)

I think that first-hand experience gained by actually being some place is the most important way to learn about and accept differences in cultures and ways of looking at things. (Indian Fulbright Scholar)

Opportunity to teach about Africa. (Ghanaian Fulbright Scholar)

The desire to gain an international perspective was the fourth highest ranked reason for applying, rated as very important by 63% of scholars (and somewhat important by an additional 28%). Visiting scholars whose grant duration was more than 12 months were significantly more likely than others to rate the desire to gain an international perspective as very important (70% vs. 63% for all groups combined), while visiting scholars whose grant duration was 4 months or less

were significantly more likely than others to rate the desire to share their own culture and institutions with people in the United States as very important (40% vs. 29% for all groups combined). Women were more likely than men to rate the desire to share their culture and institutions with people in the United States as very important (34% compared to 26%).

Relatively few survey respondents rated encouragement from colleagues or institutions in the United States, favorable reports from colleagues who had prior Fulbright Scholar experiences, or encouragement from their home institution as very important in their decision to apply for a grant (28%, 22%, and 20%, respectively). These findings suggest an opportunity for the Fulbright Scholar Program: look for ways to increase institutional and alumni involvement in promoting the Program to faculty and students.

Table II-18

	Percent			Mean Rating*
	Not important/ Not applicable	Somewhat Important	Very Important	
Opportunity to collaborate with specific researchers, work in specific research facilities, obtain access to specific resources/data, or conduct on-site research in a specific location	4	14	82	2.77
Opportunity to learn new knowledge/skills	4	21	75	2.71
Professional advancement/development	5	21	74	2.69
Desire to gain an international perspective	9	28	63	2.55
Opportunity to pursue scholarly work with few or no interruptions	14	25	61	2.47
Desire to obtain access to resources available only in the United States	17	32	51	2.35
Desire to share one's knowledge and expertise with colleagues and students in the United States	12	41	47	2.35
Prestige of a Fulbright grant	13	40	47	2.33
Desire to learn first hand about the U.S. culture and people	14	40	46	2.32
Desire to share one's culture and institutions with people in the United States	20	51	29	2.08
Opportunity for travel in the United States	27	48	25	1.98
Desire to improve one's English language competence	35	37	28	1.93
Encouragement from colleague(s)/institution(s) in the United States	37	35	28	1.91
Favorable reports from colleague(s) who had prior Fulbright Scholar experiences	44	33	22	1.78
Encouragement from the home institution	44	36	20	1.76
Opportunity to work again with former professors, students, or colleagues	56	20	24	1.68
Opportunity for family member(s) to experience living in the United States	53	30	17	1.65
Continue/expand work started during an earlier visit to the United States	60	17	23	1.63
Family connections in the United States	85	11	4	1.19

*Items were rated on a 3-point scale, with 1=not important/not applicable, 2=somewhat important, and 3=very important. The midpoint is 2.0.

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Experience in the United States Prior to the Grant

Many visiting Fulbright scholars had either lived in or visited the United States prior to their grants (see Table II-19). About a fourth (26%) had lived in the United States prior to the grant, and almost six in ten of these scholars (59%) had lived in the United States for more than 12 months. Another 42% had visited the United States, generally for less than 6 months (94% of the scholars who had visited).

Table II-19

Visiting Fulbright Scholars' Prior Experience in the United States				
	Percentage Who Had Each Experience	Percent		
		Length of the Experience for Respondents Who Had Each Experience		
		Less than 6 Months	6 to 12 Months	More than 12 Months
Lived in the United States	26	19	22	59
Attended a U.S. college or university as a student	20	8	14	78
Taught or lectured at a U.S. college or university	12	45	20	35
Conducted research in the United States	30	37	24	38
Visited the United States but did not live there	42	94	3	3
Collaborated with U.S. researchers from one's home country	36	28	17	54

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Of those scholars who had lived in the United States, over half (52%) had attended a U.S. college or university as a student, almost two-thirds (64%) had conducted research in the United States, and about a fourth (27%) had taught or lectured at a U.S. college or university (see Figure II-3).³ Of those who had visited the United States but had not lived here, 6% had attended a U.S. college or university, 8% had taught or lectured at a U.S. college or university, and 23% had conducted research. Of those who had neither lived in nor visited the United States, 36% had previously collaborated with U.S. researchers while in their home countries.

Perceptions of Preparedness for Living and Conducting Grant Activities in the United States

In general, grantees felt that they were sufficiently prepared both to live in the United States and to undertake their professional activities. About half of all scholars (49%) reported that they felt well prepared and another 43% reported that they felt somewhat prepared for living in the United States when they began their grant (see Table II-20). About two-thirds of scholars (67%) reported that they felt well prepared and another 29% reported that they felt somewhat prepared for conducting their grant-related activities when they began their grant.

³ Scholars may have done more than one of these activities while living in the United States; survey respondents were asked to check all that apply.

Of the scholars who had previously lived in the United States, 74% reported that they felt well prepared for living in here when they began their grant. In contrast, 47% of those who had visited but not lived in the United States and 27% of those who had neither visited nor lived in the United States felt well prepared. Those who had previously lived in the United States were also, but to a lesser extent, more likely to have felt well prepared for conducting their grant-related activities (77% compared to 65% of those who had visited but not lived here and 60% of those who had neither lived nor visited here).

Table II-20

Visiting Fulbright Scholars' Perceptions of Their Preparedness for the Fulbright Scholar Grant, by Whether They Had Previously Lived in or Visited the United States

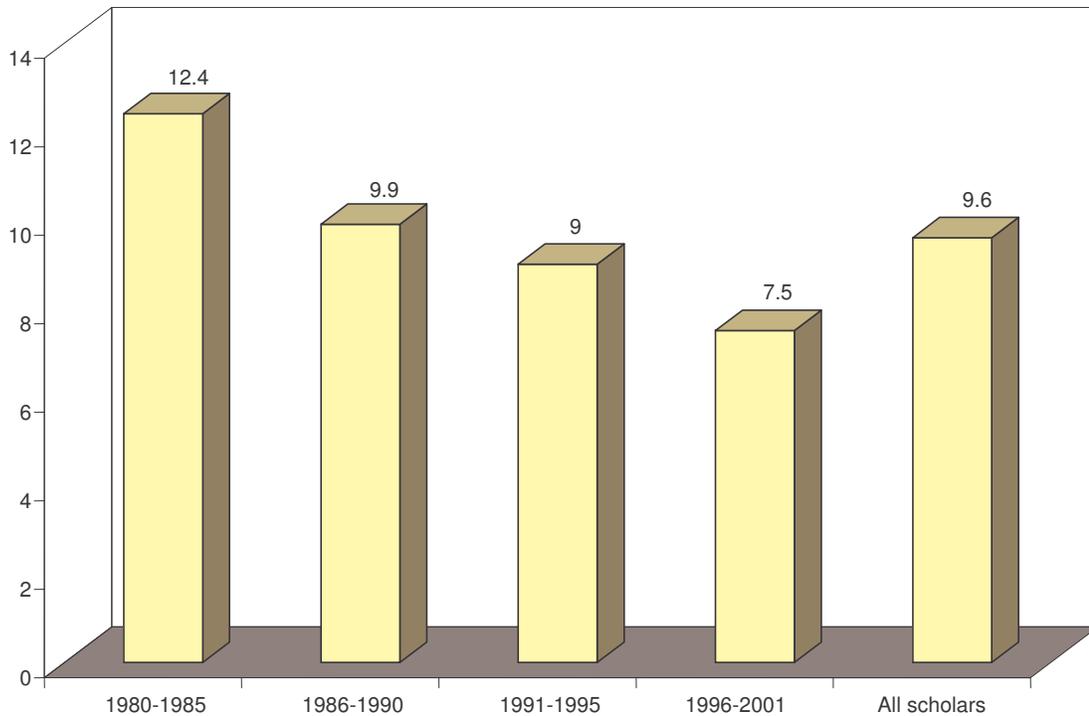
	Percent			
	Lived in the U.S.	Visited But Not Lived in the U.S.	Neither	All Respondents
Preparedness for living in the United States				
Not at all prepared	3	7	16	8
Somewhat prepared	23	49	57	43
Well prepared	74	44	27	49
Preparedness for conducting grant-related activities				
Not at all prepared	2	3	7	4
Somewhat prepared	21	32	34	29
Well prepared	77	65	60	67

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Grant Duration and Optimal Duration

The mean duration of the Visiting Fulbright Scholar Grants was 9.6 months (see Figure II-3). Grant duration has been steadily declining, from a mean of 12.4 months in the 1980-1985 period to 7.5 months in the 1996-2001 period. The mean duration of grants in the physical and life sciences and engineering (10.5 months) was higher than grants in the social sciences (9.1 months) or arts and humanities (8.8 months). Men tended to have somewhat longer grants than women, with an average grant duration of 9.8 months compared to 9.0 months for women.

Survey respondents noted that they would have benefited from an increase in the length of the grant period. The mean “optimal” duration for a grant reported by scholars was 14.0 months. Regardless of the actual length, scholars appear to have wished their grant to be about 4 to 5 months longer than it was: the reported optimal mean duration was 6.7 months for those with grants less than 5 months, 10.7 months for those with 5- to 8-month grants, 15.9 months for those with 9- to 12-month grants, and 27.6 months for those with grants longer than 12 months. Scholars in the physical and life sciences and engineering reported the longest optimal mean grant duration – 15.5 months, compared to 13.4 months for those in the social sciences and 13.0 months for those in the arts and humanities. Men reported a longer optimal mean grant duration than did women (14.3 months, compared to 13.3 months). This suggests that grant administrators should consider the possibility of making adjustments in grant duration based on the fields of grantees.

Figure II-3**Mean Duration (in Months) of Visiting Fulbright Scholar Grants,
by Time Period of Grant**

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Attitudes About the Grant

Participation in the Visiting Fulbright Scholar Program is deemed a positive experience by the vast majority of grantees. The vast majority of scholars reported positive attitudes about their grant experiences (see Table II-21). For instance, 90% or more agreed at least somewhat that:

- they were satisfied with the opportunities they had to do research (98%);
- their host institution was a good match with their needs and interests (96%);
- they generally felt welcomed and accepted by students and faculty at their host institution (95%);
- they were notified of the award in time to prepare adequately for departure (93%);
- they received sufficient professional support from the faculty and staff at their host institution (93%);
- they were satisfied with the opportunities they had for collaboration (93%).

Table II-21

	Percent of All Respondents				Mean Rating*
	Disagree		Agree		
	Disagree	Somewhat	Somewhat	Agree	
I was satisfied with the opportunities I had to do research.	1	1	11	87	3.85
My host institution was a good match with my needs and interests.	1	3	15	81	3.77
I generally felt welcomed and accepted by students and faculty at my Fulbright host institution.	1	3	14	81	3.76
I felt that I was notified of the award in time to prepare adequately for departure.	2	4	14	79	3.71
I received sufficient information on the logistics of traveling to the United States.	2	4	17	76	3.68
I received sufficient professional support from the faculty/professional staff at my host institution.	2	5	20	73	3.64
I was satisfied with the opportunities I had for collaboration.	2	6	23	70	3.60
I received sufficient administrative support from the faculty/professional staff at my host institution.	4	7	21	68	3.53
People at my host institution invited me to their social activities.	6	6	22	67	3.50
My home institution (in my home country) was supportive of my Fulbright grant.	7	5	19	68	3.49
I met people from all over the world.	4	8	29	59	3.44
I was satisfied with the amount of the stipend.	5	8	23	63	3.43
I experienced relatively few difficulties in finding adequate living quarters.	11	9	17	63	3.33
When I first arrived in the United States to begin my grant, someone greeted me and helped me settle in.	17	6	14	63	3.23
I found that many Americans were interested in learning about my country.	8	20	43	28	2.92
The differences between my country's culture and American culture were greater than I expected.	34	25	24	17	2.23
I spent much of my free time with friends/family from my country.	36	23	25	16	2.20

*Items were rated on a 4-point scale with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Positive attitudes were recorded for other aspects of the Fulbright experience. Over eight in ten agreed at least somewhat that they received adequate administrative support at their host institution; that people at their host institution invited them to their social activities; that their home institution (in their home country) was supportive of their Fulbright grant; that they met people from all over the world; that they were satisfied with the amount of the stipend; and that they experienced relatively few difficulties in finding adequate living quarters.

There were some variations in the extent to which scholars were satisfied with aspects of their grant experiences by gender, grant duration, and field. For example:

- females tended to be more satisfied than males with the amount of the stipend, but males tended to be more satisfied than females with most other aspects of their grant experiences;
- scholars whose grant duration was 4 months or less tended to be more satisfied with the amount of the stipend than were scholars whose grant duration was longer;
- scholars whose grant duration was 9 months or longer tended to be more in agreement that they met people from all over the world than were scholars whose grant duration was 8 months or less;
- scholars in the physical and life sciences and engineering tended to be more satisfied with their opportunities for collaboration than were scholars in other fields;
- scholars in the physical and life sciences and engineering tended to be more in agreement that they met people from all over the world than were scholars in other fields.

In summary, a significant majority of scholars voiced positive views regarding both the professional and personal aspects of the Fulbright experience. Very few respondents expressed negative attitudes toward any of the key areas identified.

Difficulties Encountered

As would be expected in any exchange program, some grantees experienced problems they had not anticipated. The survey questionnaire included an open-ended question asking scholars to briefly describe any unexpected difficulties during their grant (such as problems with the U.S. bureaucracy, insurance or legal problems, and so forth). About half of the respondents said that they had no particular problems to report. One scholar said, "I have nothing but good things to say about my experiences. This was the most exciting time in my professional career and I loved every minute of it."

However, a number of respondents (about a fourth) did have unexpected difficulties to report. The difficulties mentioned most frequently related to personal rather than professional matters: difficulty obtaining adequate health insurance coverage for family members, difficulty getting a drivers license, banking problems, problems getting social security numbers, confusion over tax forms, problems in getting appropriate placement for their children in U.S. schools, problems with transportation, visa difficulties, etc.

It was a culture shock. I had to learn everything, like a newborn baby... Phone calls were a problem, buying a rail pass was a problem, using a bank machine was a problem, rules on the bus, etc. I think it took me 3 months to adjust. (Polish Fulbright Scholar)

It took me at least 3 trips to the Social Security Administration to obtain a social security number. (Sri Lankan Fulbright Scholar)

I got my first stipend after two months and I had to live in San Diego without a dollar! (Ukrainian Fulbright Scholar)

Several mentioned that they had obtained additional funding from their home institution or their institution in the United States in order to extend their stay by several months but had difficulties getting visa extensions. A number complained that the stipend was inadequate for the cost of living in the location of their host institution or that the stipend checks had not arrived in a timely fashion. Fulbright Program sponsors and administrators are aware that a number of grantees experienced such difficulties and have developed a handbook for visiting Fulbright scholars called *Living in the United States* that provides practical information and useful tips to help grantees make the adjustment.

Ideas for Fulbright Program-Sponsored Alumni Activities and Opportunities

Many visiting scholars made suggestions regarding Fulbright alumni activities they would find valuable. The most frequently mentioned suggestion was to have seminars, conferences, and other meetings for grantees to talk about their professional experiences and achievements and to share their thoughts and information. Some scholars suggested that these meetings be held on a regional basis, and others suggested inviting former Fulbrighters from countries other than their home countries as well as from the United States. Several suggested that such conferences should focus on current world issues and address ways in which former grantees can influence and improve relations between nations. A number of respondents from countries which already hold annual meetings or other get-togethers of former Fulbright grantees expressed their appreciation of these activities.

Other suggestions for Fulbright Program-sponsored alumni activities and opportunities included:

- generate programs to support the continuity of collaborations developed during the grant;
- establish a formal lecture program for Fulbright alumni to give presentations at home-country universities;
- sponsor celebrations of U.S. festivities;
- provide funding for alumni to revisit the host institution to renew contacts and share recent professional advances;
- develop an e-mail list server for alumni to network and share experiences.

Overall, scholars reported that they had a highly positive experience under the Fulbright grant. Most were adequately prepared for living and working in the United States, and were satisfied with the logistical information and support they received. Because most people moving to and living in a foreign country are unfamiliar with local logistical matters and usually require cultural adjustment, it is not uncommon for them to experience some difficulties as they become settled. The survey results indicate no significant administrative problems in the Program.

F. Conclusions

The overall conclusion of this assessment of the Visiting Fulbright Scholar Program is that there is strong quantitative and qualitative evidence showing that the Program is meeting its legislative mandate of increasing mutual understanding between the people of the United States and the people of other countries. Scholars believe their Fulbright experiences have furthered these goals through: immersion in American society for both scholars and their families, dispelling many preconceived notions; the development of long-lasting friendships on both a personal and professional level; the sharing of information and experiences about their home countries with Americans; and the sharing of American cultural, social, and political viewpoints with colleagues and students from their home institutions.

- **Grant activities lead to cultural and professional learning about both the United States and the home country.**

Scholars participate in many diverse types of activities during their grants. On a professional level, they conduct research; participate in conferences and seminars; conduct library/archival/laboratory research; write articles, papers, and books; and work with U.S. students and faculty on a variety of collaborative projects and committees. On a more personal level, they visit Americans in their homes; watch/listen to local media; participate in cultural events; and give lessons and talks about their home countries' culture and society. Almost all scholars reported having gained new knowledge about the American culture, educational system, political system, or economy, and almost all agreed that their experiences gave them a deeper understanding of the United States.

- **Fulbright experiences lead to long-term impacts on scholars' personal, professional, and institutional behaviors and activities.**

Participation in the Visiting Fulbright Scholar Program had very positive effects on scholars' professional lives, contributing to greater insight into their field, to their subsequent professional publications and works, and to enhanced professional credentials. Almost all scholars reported having changed their professional activities as a result of their grants. Examples include using knowledge and skills learned in their courses, broadening the international aspects of their teaching and research, and becoming more of a resource for their colleagues with regard to knowledge and skills learned. Scholars also reported a variety of concrete ways in which these changes in their personal, professional, and institutional behaviors and attitudes have had direct benefits for both their host institution in the United States and for their home institution after completion of the grant.

- **Scholars build linkages and long-term relationships with host institutions and foreign colleagues.**

Almost all visiting scholars reported having had post-grant contact with individuals they met in the United States, and remarkably, almost all have continued to collaborate with colleagues from the United States since completing their grants. Impressively, six out of ten scholars have been visited in their home countries by individuals they met in the United States, and almost that same percentage has revisited the United States. Over 40% of respondents reported having had continuing contact with five or more U.S. colleagues since completing their grants. As another effect of the grant, scholars stated that they have become much more involved in international activities since their Fulbright experiences.

- **Through the multiplier effect, new knowledge and perspectives are gained and shared not only by the scholars but also by their families, generating impacts both during their grants and for many years thereafter.**

The Visiting Fulbright Scholar experience is often a family experience. While in the United States, grantees' spouses and children took courses/attended school, gave lessons/demonstrations/talks about their home country's culture (language, dance, cooking, etc.), played sports, and otherwise interacted with American colleagues and friends. After returning to their home countries, spouses and children of grantees spoke about their U.S. experiences at schools or community or civic organizations in their home countries, participated in other kinds of international educational or cultural exchange programs, and maintained involvement with the United States and the international community in general. Over half of the children and close to half of spouses who accompanied scholars on their grants have made return visits to the United States. In this sense, the effects of the grants extended far beyond the scholars and their own professional colleagues, students, and friends to encompass a much broader community of individuals, both in the United States and in the scholars' home countries.

APPENDICES

Appendix A

U.S. and Visiting Fulbright Scholar Experiences

Appendix B

**Visiting Fulbright Scholar Program Survey
Topline Results**

Appendix C

Selected Answers to Open Ended Questions

Appendix D

**Visiting Fulbright Scholar Program
Data Tables**

APPENDIX A

U.S. and Visiting Fulbright Scholar Experiences

Introduction

SRI conducted an earlier outcome assessment of the U.S. Fulbright Scholars Program using a similar methodology to that used in the Visiting Fulbright Scholar Program study. The questionnaire used in the Visiting Fulbright Scholar survey was deliberately designed to include a certain number of questions and response categories that were identical to some in the U.S. Scholar survey. The experiences of U.S. and Visiting Fulbright Scholars displayed a number of similarities, and so certain common threads of results may be of interest to reviewers.

The U.S. and Visiting Scholars Programs have many differences, and so formal comparisons of the two programs would require considerable analysis to account for these variances. For example, about 85% of U.S. scholars have been engaged in teaching, whereas about 85% of Visiting Scholars have been conducting research. In addition, U.S. scholars were placed in a large number of foreign countries, whereas all visiting scholars came to the United States. One notable difference in assessment methodology was that the survey conducted of U.S. Fulbright scholars was based on a stratified random sample of all grantees within the study timeframe (1976-1998 academic years) rather than focusing on selected countries, as was the case in the Visiting Fulbright Scholar Program study. It was necessary to limit the number of countries included in the visiting scholar study because it would have been an enormous undertaking to try to locate program alumni from the 140 countries from which Scholars have come.

For the U.S. scholar study, by the time the survey was closed out, 801 valid completed questionnaires had been received, or 80% of the 1,004 scholars for whom valid e-mail addresses had been obtained. Survey responses were then weighted by three stratification variables to represent the total U.S. alumni population. The visiting scholar study did not achieve the response rate of the earlier U.S. scholar study, but the 57% overall response rate across 16 countries worldwide is very respectable and, as with the U.S. scholar study, is itself an indication of the high regard alumni have for the Fulbright Program.

Looking first at the overall impact, virtually all visiting as well as U.S. scholars (98 to 100%) agreed at least somewhat that they found their Fulbright experiences to be valuable, they are proud to have been Fulbright scholars, and their Fulbright experiences gave them a deeper understanding of the host country (Table 1). U.S. scholars were somewhat more likely than visiting scholars to agree or agree somewhat that their Fulbright experiences heightened their awareness of social and cultural diversity among different nations (97% vs. 93%). U.S. scholars were considerably more likely than visiting scholars to agree that they developed a better understanding of their own country's society and culture after seeing it through the eyes of their host country colleagues and students (91% compared to 75%).

Table 1

	Percent who "Agree" or "Agree Somewhat"	
	Visiting Scholars	U.S. Scholars
All in all, I found my Fulbright experiences to be valuable.	100	100
I am proud to have been a Fulbright Scholar.	98 *	100 **
My Fulbright experiences gave me a deeper understanding of my host country.	98 *	100 **
I would like to obtain another Fulbright grant.	94	97
My Fulbright experiences heightened my awareness of social and cultural diversity among different nations.	93 *	97 **
My Fulbright experiences led to a professional expertise I otherwise would not have developed.	91 **	88 *
I developed a better understanding of my own country's society and culture after seeing it through the eyes of my host country colleagues and students.	75 *	91 **

¹Items were rated on a 4-point scale, with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree.

*This group's percentage is lower than the other at a statistically significant level ($p < .05$).

**This group's percentage is higher than the other at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003, and U.S. Fulbright Scholar Program Survey, 2001.

Table 2 compares visiting and U.S. Fulbright scholar grantees by selected characteristics. Visiting scholars tended to be in the physical and life sciences and engineering more frequently than their U.S. counterparts (36% compared to 22%), and less frequently in the social sciences (38% compared to 42%) and arts and humanities (26% compared to 36%). Fewer visiting scholars had received more than one Fulbright grant than had U.S. scholars (10% compared to 35%). Women were slightly better represented among visiting scholars than among their U.S. counterparts (25% compared to 21%).

Host institutions of visiting scholars consisted of higher educational institutions more often than those of their U.S. counterparts (92% vs. 81%), while they consisted of government agencies or other public sector organizations less often (4% vs. 13%). The mean duration of visiting scholar grants was considerably longer than it was for U.S. scholar grants (9.6 months vs. 6.5 months). Nine in ten of both visiting scholars and U.S. scholars were employed in academia at the time of the grant (92% vs. 94%), while only 87% of visiting scholars were employed in academia at the time of the survey compared to 96% of U.S. scholars. The latter may reflect the fact that individuals employed in academia tend to be easier to locate in the U.S. than those employed in other sectors.

Table 2

Visiting and U.S. Fulbright Scholars, by Selected Grantee Characteristics			
	Visiting Scholars		U.S. Scholars
Grantee's Primary Field/Discipline			
Physical and life sciences and engineering	36%	**	22% *
Social sciences ²	38%	*	42% **
Arts and humanities ³	26%	*	36% **
Total Number of Fulbright Scholar Grants Received			
One	90%	**	65% *
Two or more	10%	*	35% **
Sex			
Male	75%	*	79% **
Female	25%	**	21% *
Host Institutions			
Higher educational institution	92%	**	81% *
Private not-for-profit organization	1%		3%
Private for-profit organization	2%		1%
Government agency or public sector organization	4%	*	13% **
Other	2%		2%
Other Characteristics			
Mean duration of grant	9.6 months	**	6.5 months *
Employed in academia at time of grant	92%		94%
Employed in academia at time of survey	87%		96%

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than the other at a statistically significant level ($p < .05$).

**This group's percentage is higher than the other at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003, and U.S. Fulbright Scholar Program Survey, 2001.

Educational/Professional and Cultural Learning

The professional activities of visiting and U.S. Fulbright scholars during their grants were relatively similar (see Table 3). The principal differences relate to the fact that the U.S. Fulbright Scholar Program, particularly in recent years, has tended to emphasize grants for lecturing or teaching at the host institution, while the Visiting Fulbright Scholar Program, from its inception, has focused on grants for research. Thus, for example, 78% of U.S. scholars reported lecturing/teaching at the host institution, compared with 37% of their visiting scholar colleagues. Similarly, 49% of U.S. scholars reported advising students, an activity closely associated with teaching, compared with 26% of their visiting scholar colleagues. On the other hand, visiting scholars, most of whom had predominantly research grants, were far more likely than their U.S. colleagues to have collaborated on research with colleagues at the host institution (64% compared with 37% of U.S. Scholars). U.S.

scholars were more likely than visiting scholars to have conducted paid or unpaid consulting for individuals/organizations other than their host institutions while on their grant (27% vs. 9%), probably reflecting the fact that the U.S. scholar survey population included scholars who had gone to any of 140 countries around the world, many of which are less developed and have a greater demand for such consulting services than would be found in the United States itself.

Table 3

Professional Activities of Visiting and U.S. Fulbright Scholars during the Grant		
	Percent	
	Visiting Scholars	U.S. Scholars
Conducting research on their own	79	75
Participating in professional conferences, seminars, etc.	75 **	67 *
Writing/editing articles, papers, books, or creative works	70 **	63 *
Collaborating on research with colleagues/students at the host institution	64 **	37 *
Lecturing/teaching at the host institution	37 *	78 **
Advising students	26 *	49 **
Participation in faculty committees	14	15
Organizing conferences, seminars, workshops	9 *	18 **
Paid or unpaid consulting for individuals/organizations other than the host institution(s)	9 *	27 **
Participating in creative or performing arts	5	6
Other professional activities	3 **	15 *

*This group's percentage is lower than the other at a statistically significant level ($p < .05$).

**This group's percentage is higher than the other at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003, and U.S. Fulbright Scholar Program Survey, 2001.

Effects on Behaviors

Visiting Fulbright scholars were more likely than U.S. Fulbright scholars to report that their grant had “a great deal” of effect on various aspects of their professional lives (see Table 4). For example, two-thirds or more of visiting scholars reported that the grant had contributed to greater insight into their field (69%) and contributed to their subsequent professional publications or works (66%), whereas less than half of U.S. scholars said the grant had “a great deal” of effect on these aspects of their professional lives (45% and 46%, respectively). This, too, may be a reflection of the greater emphasis on lecturing among U.S. scholars, as well as the fact that the mean duration of U.S. scholars’ grants was considerably less than that of visiting scholars.

Table 4

The Effect of the Fulbright Experience on Visiting and U.S. Fulbright Scholars' Professional Lives

	Percent Who Reported Effect was "a great"	
	Visiting Scholars	U.S. Scholars
Contributed to greater insight into their field	69 **	45 *
Contributed to their subsequent professional publications or works	66 **	46 *
Enhanced their professional credentials	60 **	51 *
Altered their career	33 **	26 *

¹Items were rated on a 4-point scale, with 1=not at all, 2=somewhat, 3=quite a bit, and 4=a great deal.

*This group's percentage is lower than the other at a statistically significant level ($p < .05$).

**This group's percentage is higher than the other at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003, and U.S. Fulbright Scholar Program Survey, 2001.

While both Visiting Scholars and U.S. Scholars were very likely to report a positive overall effect of the grant on their career (94% and 89%, respectively), Visiting Scholars were more likely than U.S. Scholars to report that the grant had helped their career "a lot" (61% compared with 43%) (see Table 5).

Table 5

Overall Effect of the Grant on Visiting and U.S. Fulbright Scholars Careers

	Percent	
	Visiting Scholars	U.S. Scholars
Hurt a lot	1 **	0 *
Hurt somewhat	1	2
No effect	4 *	9 **
Helped somewhat	33 *	46 **
Helped a lot	61 **	43 *

*This group's percentage is lower than the other at a statistically significant level ($p < .05$).

**This group's percentage is higher than the other at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003, and U.S. Fulbright Scholar Program Survey, 2001.

Both visiting and U.S. Fulbright scholars produced a broad range of professional works that incorporate knowledge, information, materials, or data obtained during their grant (see Table 6). A greater percentage of visiting scholars than U.S. scholars reported having produced articles in refereed journals or edited volumes, papers or presentations at scholarly or professional meetings, and books or monographs. This may also be due to the fact that over two-thirds of U.S. scholars (69%) had lecturing rather than research grants, whereas most of the visiting scholars focused primarily on

research during their grant. A greater percentage of U.S. scholars than visiting scholars produced articles in newspapers or magazines and works in creative or performing arts.

Table 6

Professional Works Produced by Visiting and U.S. Fulbright Scholars that Incorporate Knowledge, Information, Materials or Data Obtained during the Grant

	Percent	
	Visiting Scholars	U.S. Scholars
Articles in refereed journals or edited volumes	82 **	71 *
Papers or presentations at scholarly or professional meetings	81 **	76 *
Books or monographs	46 **	39 *
Articles in non-refereed journals or volumes	43	45
Articles in newspapers or magazines	25 *	35 **
Works in creative or performing arts	4 *	9 **

*This group's percentage is lower than the other at a statistically significant level ($p < .05$).

**This group's percentage is higher than the other at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003, and U.S. Fulbright Scholar Program Survey, 2001.

In keeping with the objectives of the program, nearly two-thirds of both visiting and U.S. Fulbright scholars (64%) reported having broadened the international aspects of their teaching or research in general as a result of the grant (see Table 7). However, 50% of visiting scholars compared to 29% of U.S. scholars reported having developed or helped develop a new course or curriculum based on aspects of their Fulbright experience. U.S. scholars, on the other hand, were somewhat more likely than their visiting scholar counterparts to have become more involved with colleagues from other countries as a result of their grant (51% compared to 44%).

Table 7

Changes in Visiting and U.S. Fulbright Scholars' Professional Activities as a Result of the Grant

	Percent	
	Visiting Scholars	U.S. Scholars
Broadened the international aspects of their teaching/research in general	64	64
Developed/helped develop a new course or curriculum based on aspects of their Fulbright experiences	50 **	29 *
Became more involved with colleagues from other countries	44 *	51 **
Became more involved with U.S./foreign students in their home country	18 *	43 **

*This group's percentage is lower than the other at a statistically significant level ($p < .05$).

**This group's percentage is higher than the other at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003, and U.S. Fulbright Scholar Program Survey, 2001.

Linkages, Ties, and Institutional Changes

Almost all visiting and U.S. Fulbright scholars had at least some continued contact with individuals from the host country following their grant (see Table 8). Only 5% of visiting scholars

and 3% of U.S. scholars reported that they did not stay in touch with anyone. E-mail was the most common means of staying in contact, reported by 82% of visiting scholars and 71% of U.S. scholars. U.S. scholars were more likely than visiting scholars to have been visited by people from the host country (64% compared to 59%), as well as to have revisited the host country themselves (59% compared to 52%).

Table 8

Types of Continued Contact by Visiting and U.S. Fulbright Scholars with Individuals from the Host Country

	Percent	
	Visiting Scholars	U.S. Scholars
E-mail	82 **	71 *
Attendance at professional conferences, workshops, or other events	61 **	52
They visited the Scholar in his home country	59 *	64 **
Regular mail	58 *	77 **
The Scholar revisited the host country	52 *	59 **
Telephone	45	43
Scholar did not stay in touch with anyone	5	3

*This group's percentage is lower than the other at a statistically significant level ($p < .05$).

**This group's percentage is higher than the other at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003, and U.S. Fulbright Scholar Program Survey, 2001.

Visiting scholars were considerably more likely than their U.S. colleagues to have continued to collaborate with colleagues from the host country (see Table 9). Thirty-five percent of visiting scholars compared to 19% of U.S. scholars described such continuing collaboration as “a great deal”. Only 9% of visiting scholars but 23% of U.S. scholars reported that they had not continued to collaborate with host country colleagues at all. This difference again may be due in part to the fact that most visiting scholars had research grants while many U.S. scholars had lecture grants.

Table 9

The Extent to which Visiting and U.S. Fulbright Scholars have Continued to Collaborate with Host Country Colleagues

	Percent	
	Visiting Scholars	U.S. Scholars
Not at all	9 *	23 **
A little	26 *	34 **
A moderate amount	30 **	24 *
A great deal	35 **	19 *

*This group's percentage is lower than the other at a statistically significant level ($p < .05$).

**This group's percentage is higher than the other at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003, and U.S. Fulbright Scholar Program Survey, 2001.

Administrative Issues

Visiting scholars were more likely to have had experience in the United States prior to their grant than were U.S. scholars to have had prior experience in their host country (see Table 10). About a fourth of visiting scholars (26%) had lived in and another 42% had visited the United States prior to their grant, whereas 27% of U.S. scholars had lived in and 36% had visited their host country. However, in both cases, the numbers with prior experience in the host country are larger than one might expect, and suggest a possible opportunity for the Fulbright Program: put more emphasis on selecting applicants with no prior experience in the host country in order to maximize the numbers of grantees who get exposure to a culture and people not previously experienced first-hand.

Table 10

Visiting and U.S. Fulbright Scholars' Prior Experience in the Host Country		
	Percent	
	Visiting Scholars	U.S. Scholars
Lived in the host country	26	27
Visited the host country but did not live there	42 **	36 *
Neither	32 *	38 **

*This group's percentage is lower than the other at a statistically significant level ($p < .05$).

**This group's percentage is higher than the other at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003, and U.S. Fulbright Scholar Program Survey, 2001.

Visiting scholars were more likely than their U.S. counterparts to have very specific professional research objectives in applying for their grant (see Table 11). The opportunity to collaborate with specific researchers, work in specific research facilities, obtain access to specific resources/data, or conduct on-site research in a specific location was the most highly rated reason for applying among visiting scholars, rated as very important by 82% compared to 48% of U.S. scholars. The desire to gain an international perspective was rated similarly by both visiting and U.S. scholars, about six in ten of whom said it was very important in their reasons for applying (63% and 60%). However, a greater percentage of U.S. scholars than visiting Scholars rated the desire to learn firsthand about a different culture and people as very important (66% vs. 46%). Perhaps the fact that nearly eight in ten visiting scholars (79%) had lived in or visited the United States prior to their grant is a partial explanation. Visiting and U.S. Scholars did not differ appreciably in their rating of the desire to share their own culture and institutions with people in another country, which was rated as very important by 29% and 31% of visiting and U.S. scholars, respectively.

Table 11

Visiting and U.S. Fulbright Scholars' Reasons for Applying for a Grant

	Percent Reporting Reason was "Very Important"	
	Visiting Scholars	U.S. Scholars
Opportunity to collaborate with specific researchers, work in specific research facilities, obtain access to specific resources/data, or conduct on-site research in a specific location	82 **	48 *
Desire to gain an international perspective	63 **	60 *
Desire to share their knowledge and expertise with colleagues and students in another country	47 *	54 **
Desire to learn first hand about a different culture and people	46 *	66 **
Desire to share their own culture and institutions with people in another country	29	31
Opportunity for travel abroad	25 *	41 **
Encouragement from colleague(s)/institution(s) in their host country	28	28
Favorable reports from colleague(s) who had prior Fulbright Scholar experiences	22 **	18 *
Encouragement from their home institutions	20 **	10 *
Opportunity to work again with former professors, students or colleagues	24 **	16 *

¹Items were rated on a 3-point scale, with 1=not important/not applicable, 2=somewhat important, and 3=very important.

*This group's percentage is lower than the other at a statistically significant level ($p < .05$).

**This group's percentage is higher than the other at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003, and U.S. Fulbright Scholar Program Survey, 2001.

On the whole, visiting Fulbright scholars tended to be slightly more positive about their grant experiences than their U.S. colleagues, although roughly eight in ten or more of both visiting and U.S. scholars were at least somewhat in agreement with various statements reflecting satisfaction with grant conditions (see Table 12). A greater percentage of visiting than U.S. scholars agreed or agreed somewhat with the following: they were satisfied with the opportunities to do research (98%), they felt that they were notified of the award in time to prepare adequately for departure (94%), they received sufficient information on the logistics of traveling to their host country (92%), they received sufficient professional support from the faculty and professional staff at their host institution (93%), they received sufficient administrative support from the faculty and professional staff at their host institution (89%), and they were satisfied with the amount of the stipend (86%). Most of these differences, however, were in the range of nine in ten visiting scholars agreeing or agreeing somewhat with such statements compared with eight in ten of their U.S. colleagues.

Table 12

Visiting and U.S. Fulbright Scholars' Attitudes about their Grant Experience

	Percent who "Agree" or "Agree Somewhat"	
	Visiting Scholars	US. Scholars
I was satisfied with the opportunities I had to do research.	98 **	90 *
I generally felt welcomed and accepted by students and faculty at my Fulbright host institution.	96	96
I felt that I was notified of the award in time to prepare adequately for departure.	94 **	86 *
I received sufficient information on the logistics of traveling to my host country.	92 **	82 *
I received sufficient professional support from the faculty/professional staff at my host institution.	93 **	82 *
I was satisfied with the opportunities I had for collaboration.	92	84
I received sufficient administrative support from the faculty/professional staff at my host institution.	89 **	79 *
My home institution (in my home country) was supportive of my Fulbright grant.	89	90
I was satisfied with the amount of the stipend.	86 **	78 *

¹Items were rated on a 4-point scale with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree.

*This group's percentage is lower than the other at a statistically significant level ($p < .05$).

**This group's percentage is higher than the other at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003, and U.S. Fulbright Scholar Program Survey, 2001.

Conclusions

Overall, the visiting and U.S. scholars were uniform in their positive attitudes toward their Fulbright experiences. Virtually all respondents found their experiences to be valuable, and all but a few stated that they had gained a better understanding of their host country. Commonly held perceptions are evident in most categories of attitudes and activities. Most differences that appeared between U.S. and visiting scholars can be traced to the orientations and backgrounds of each group. For example, visiting scholars tended to focus more on research activities, whereas U.S. scholars were more heavily involved in teaching activities, and this difference can lead to varying experiences. In addition, a considerably larger share of visiting scholars had visited the United States prior to their grants than U.S. scholars had previously traveled to their respective host countries. Nevertheless, both groups are consistent in providing evidence that the goals of the Fulbright Program are being met.

APPENDIX B

Visiting Fulbright Scholar Program Survey

Topline Results

Section A: Introduction

1. What kind(s) of Fulbright grants have you received? *PLEASE CIRCLE ALL THAT APPLY (Number of respondents: 1880)*

- Fulbright Scholar grant(s) **95%**
- Fulbright Student grant(s) **5**
- Not sure which kind **3**

NOTE: If you are not sure which kind of Fulbright grant(s) you have received, for the purpose of this survey, please assume you received a Fulbright Scholar grant.

2. In what year did you receive your **first** Fulbright Scholar grant? *(Number of respondents: 1824)*

- Before 1986..... **25%**
- 1986 to 1990 **21**
- 1991 to 1995 **24**
- 1996 to 2003 **29**

3. In total, how many Fulbright Scholar grants have you received? *(Number of respondents: 1771)*
(Please do not count renewals, extensions, or serial grants as separate grants.)

- One..... **90%**
- More than one **10**

4. **Your Prior Experience in the United States:**

A. Before your first Fulbright Scholar grant, which of the following, if any, had you done?

PLEASE CIRCLE YOUR RESPONSES IN SECTION A (Number of respondents: 1859)

B. For each that you had done, how long did you do it?

PLEASE CIRCLE YOUR RESPONSES IN SECTION B (Number of respondents: 218-701)

Prior experience in the United States:	A. Had Done This:		B. If Yes, for How Long:		
	Yes	No	Less than 6 Months	6 to 12 Months	6 to 12 Months
a. Lived in the United States	26%	74%	19%	22%	59%
b. Attended a U.S. college or university as a student	20	80	8	14	78
c. Taught or lectured at a U.S. college or university	12	88	45	20	35
d. Conducted research in the United States	30	70	37	24	38
e. Visited the United States but did not live there	42	58	94	3	3
f. Collaborated with U.S. researchers while I was in my home country	36	64	28	17	54

5. How did you first hear about the Fulbright Program? *PLEASE CIRCLE ONE NUMBER (Number of respondents: 1760)*

- Newspaper article or advertisement..... **14%**
- Poster/announcement **21**
- Colleague/friend in my country **44**
- Colleague/friend in the United States **8**
- Professional..... **5**
- University..... **3**
- Other (*please specify below*)..... **5**

6. At the time you applied for your first Fulbright Scholar grant, how many other funding sources were there in your country for scholars in your field to study, teach, or conduct research in the United States?

PLEASE CIRCLE ONE CATEGORY (Number of respondents: 1453)

None other than the Fulbright Program 21%	One or Two Others 55	Three or More Others 24
-----------------------------------------------------	--------------------------------	-----------------------------------

7. At the time you applied for your first Fulbright Scholar grant, how many funding sources were there in your country for scholars in your field to study, teach, or conduct research in countries other than the United States? *PLEASE CIRCLE ONE CATEGORY (Number of respondents: 1398)*

None 10%	One or Two 39	Three or More 52
--------------------	-------------------------	----------------------------

8. All in all, how well prepared for each of the following do you think you were prior to departure for your **first** Fulbright Scholar grant? *PLEASE CIRCLE ONE NUMBER IN EACH ROW (Number of respondents: 1869-1871)*

	Not at All Prepared	Somewhat Prepared	Well Prepared
a. Living in the United States	8%	43%	49%
b. Conducting your grant-related activities in the United States	4	29	67

Section B: Applying for Your First Fulbright Scholar Grant

9. How important was each of the following in your decision to apply for your **first** Fulbright Scholar grant?

PLEASE CIRCLE ONE NUMBER IN EACH ROW (Number of respondents: 1826-1871)

	Not Important/ Not Applicable	Somewhat Important	Very Important
a. Desire to gain an international perspective	9%	28%	63%
b. Desire to learn firsthand about the U.S. culture and people	14	40	46
c. Opportunity to collaborate with specific researchers, work in specific research facilities, obtain access to specific resources/data, or conduct on-site research in a specific location	4	14	82
d. Desire to obtain access to resources available only in the United States	17	32	51
e. Opportunity to work again with former professors, students, or colleagues	56	20	24
f. Desire to share your knowledge and expertise with colleagues and students in the United States	12	41	47
g. Desire to share your culture and institutions with people in the United States	20	51	29
h. Encouragement from your home institution	44	36	20
i. Encouragement from colleague(s)/institution(s) in the United States	37	35	28
j. Favorable reports from colleague(s) who had prior Fulbright Scholar experiences	44	33	22
k. Opportunity for travel in the United States	27	48	25
l. Opportunity to pursue your scholarly work with few or no interruptions	14	25	61
m. Opportunity to learn new knowledge/skills	4	21	75
n. Prestige of a Fulbright grant	13	40	47
o. Professional advancement/development	5	21	74
p. Continue/expand work started during an earlier visit to the United States	60	17	23
q. Improve your English language competence	35	37	28
r. Family connections in the United States	85	11	4
s. Opportunity for family member(s) to experience living in the United States	53	30	17

10. When you applied for your **first** Fulbright Scholar grant, did you select your host institution, or were you assigned to an institution? *PLEASE CIRCLE ONE NUMBER (Number of respondents: 1873)*

- I selected the institution 89%
- I was assigned to an institution 11

Section C: Experiences During Your First Fulbright Scholar Grant

11. Which one of the following best describes your host institution during your **first** Fulbright Scholar grant? *PLEASE CIRCLE ONE NUMBER (Number of respondents: 1864)*

- Two-year college or technical institute **1%**
- Four-year college or university **64**
- Graduate/professional institution (no undergraduate courses)..... **27**
- Government agency or public sector organization..... **4**
- Private not-for-profit organization (not a college or university)..... **2**
- Private for-profit organization **1**
- Other (*please specify below*) **2**

12. Which of the following professional activities did you do during your **first** Fulbright Scholar grant? *PLEASE CIRCLE ALL THAT APPLY (Number of respondents: 1884)*

- Conducted research on my own **79%**
- Collaborated on research with U.S. faculty/students **64**
- Wrote/edited articles, papers, books, or creative works..... **70**
- Did library/archival/laboratory research **70**
- Participated in creative or performing arts..... **5**
- Worked on/completed my master’s thesis/doctoral dissertation..... **11**
- Lectured/taught at the host institution..... **37**
- Lectured/taught at place(s) other than the host institution **28**
- Advised students **26**
- Consulted (paid or unpaid) for individuals/organizations other than the host institution..... **9**
- Participated in professional conferences, seminars, etc. **75**
- Organized conferences, seminars, workshops **9**
- Participated in faculty committees **14**
- Improved my computer skills **28**
- Other professional activities (*please specify below*) **3**

13. Which of the following kinds of social or community activities did you engage in during your **first** Fulbright Scholar grant? *PLEASE CIRCLE ALL THAT APPLY (Number of respondents: 1880)*

Attended concerts, plays, or other cultural events	80%
Traveled for a weekend or longer with one or more Americans.....	65
Visited Americans in their homes.....	90
Participated in sports.....	29
Participated in social activities (other than sports)	69
Read local newspapers.....	90
Listened to local radio stations.....	72
Watched local television news.....	90
Had formal or informal interaction with other Fulbright Scholar(s).....	59
Gave talks about my country's culture	49
Gave lessons/demonstrations of specific aspects of my country's culture (language, dance, cooking, etc.).....	24
Other activities (<i>please specify below</i>).....	7
None of the above	< 1

14. Which of the following describe your living arrangements during your **first** Fulbright Scholar grant? *PLEASE CIRCLE ALL THAT APPLY (Number of respondents: 1865)*

By myself or with roommates in a house or apartment	52%
In a dormitory/facility that primarily housed students.....	14
With other member(s) of my family	45
With one or more Americans	12
With one or more non-Americans who were not members of my family.....	7
Other living arrangement (<i>please specify below</i>).....	2

15. During your **first** Fulbright Scholar grant, did you participate in any activities sponsored by the Fulbright Program, such as attending the Visiting Fulbright Scholar Conference or participating in Enrichment Activities (cultural outings, field trips, etc.)? (*Number of respondents: 1802 and 978*)

<i>PLEASE CIRCLE ONE NUMBER</i>		<i>PLEASE CIRCLE ONE NUMBER</i>		
Yes	56% →	Overall, how worthwhile were these experiences?	Not at all worthwhile	1%
No.....	44		Somewhat worthwhile	25
			Very worthwhile.....	74

16. During your **first** Fulbright Scholar grant, how much interaction did you usually have with faculty or students during the course of a regular workday? *PLEASE CIRCLE ONE NUMBER (Number of respondents: 1851)*

None	Less than an hour	1 to 2 hours	More than 2 hours
2%	18	32	48

17. Please indicate how much you disagree or agree with each of the following statements about your personal experiences during your **first** Fulbright Scholar grant.

PLEASE CIRCLE ONE NUMBER IN EACH ROW (Number of respondents:1746-1864)

REGARDING YOUR FIRST FULBRIGHT SCHOLAR GRANT:	Disagree		Agree	
	Disagree	Somewhat	Somewhat	Agree
a. My home institution (in my country) was supportive of my Fulbright grant.	7%	5%	19%	68%
b. I felt that I was notified of the award in time to prepare adequately for departure.	2	4	14	79
c. I received sufficient information on the logistics of traveling to the United States.	2	4	17	76
d. When I first arrived in the United States to begin my grant, someone greeted me and helped me settle in.	17	6	14	63
e. I experienced relatively few difficulties in finding adequate living quarters.	11	9	17	63
f. I generally felt welcomed and accepted by students and faculty at my Fulbright host institution.	1	3	14	81
g. People at my host institution invited me to their social activities.	6	6	22	67
h. I was satisfied with the opportunities I had to do research.	1	1	11	87
i. I was satisfied with the opportunities I had for collaboration.	2	6	23	70
j. I was satisfied with the amount of the stipend.	5	8	23	63
k. I received sufficient administrative support from my host institution.	4	7	21	68
l. I received sufficient professional support from the faculty/professional staff at my host institution.	2	5	20	73
m. My host institution was a good match with my needs and interests.	1	3	15	81
n. The differences between my country's culture and American culture were greater than I expected.	34	25	24	17
o. I met people from all over the world.	4	8	29	59
p. I found that many Americans were interested in learning about my country.	8	20	43	28
q. I spent much of my free time with friends/family from my country.	36	23	25	16

If you had any unexpected difficulties during your grant (for example, problems with the U.S. bureaucracy, insurance or legal problems, and so on), please describe them briefly here.

18. During your **first** Fulbright Scholar grant, how much did you learn about each of the following aspects of the United States? *PLEASE CIRCLE ONE NUMBER IN EACH ROW (Number of respondents: 1849-1872)*

	Little or Nothing	Some	A Moderate Amount	A Great Deal
a. The American culture or way of life	1%	7%	25%	67%
b. The American political system	4	19	42	34
c. Americans' treatment of minorities	6	20	43	31
d. The United States' political relations with your country	18	27	37	19
e. The American educational system	2	11	30	57
f. The American economy	6	26	43	25

19. What was the duration (in months) of your **first** Fulbright Scholar grant? *(Number of respondents: 1854)*

- Less than 5 months..... **21%**
- 5 to 8 months..... **23**
- 9 to 12 months..... **44**
- More than 12 months **11**

20. In your opinion, what would have been the **optimal** (best) duration of your **first** Fulbright Scholar grant? *(Number of respondents: 1821)*

- Less than 5 months..... **6%**
- 5 to 8 months..... **15**
- 9 to 12 months..... **49**
- More than 12 months **30**

Section D: Contacts and Experiences After Your First Fulbright Scholar Grant

21. To what extent, if at all, have you collaborated with colleagues from the United States since you completed your **first** Fulbright Scholar grant? *PLEASE CIRCLE ONE NUMBER (Number of respondents: 1877)*

Not at All	Some	A Moderate Amount	A Great Deal
9%	26	30	35

22. Since you completed your **first** Fulbright Scholar grant, have you had contact (in person or by e-mail, phone, letter, etc.) with anyone you met while on your grant in the United States? *PLEASE CIRCLE ONE NUMBER (Number of respondents: 1883)*

Yes	No
95%	5

IF NO, PLEASE SKIP TO QUESTION 26

23. Of those you met while on your first Fulbright Scholar grant, how many individuals in each group listed below have you had contact with at least once since you completed that grant? *PLEASE CIRCLE ONE NUMBER IN EACH ROW (Number of respondents: 1619-1763)*

HAVE HAD CONTACT WITH THESE INDIVIDUALS SINCE I COMPLETED MY FIRST FULBRIGHT SCHOLAR GRANT:	None	1 to 2	3 to 5	More than 5
a. U.S. colleagues	2%	26%	30%	42%
b. Colleagues from other countries	28	40	19	13
c. U.S. students	39	31	17	13
d. Other contacts (social friends, acquaintances, etc.)	12	27	28	33

24. Since you completed your **first** Fulbright Scholar grant, in what ways have you had contact with individuals you met while on your grant in the United States? *PLEASE CIRCLE ALL THAT APPLY (Number of respondents: 1786)*

Telephone.....	45%
E-mail.....	82
Regular mail.....	58
I have attended professional conferences, seminars, or other events with them.....	61
They have visited me in my home country	59
I have visited them in the United States.....	52

25. Since you completed your **first** Fulbright Scholar grant, have you participated in any other (non-Fulbright) international exchange programs? *PLEASE CIRCLE ONE NUMBER (Number of respondents: 1857)*

Yes	No
40%	60

26. Since you completed your **first** Fulbright Scholar grant, have you participated in any non-Fulbright conferences or organizations that work to foster international cooperation?

PLEASE CIRCLE ONE NUMBER (Number of respondents: 1866)

Yes	No
66%	34

27. Which of the following, if any, have you done since you returned home from your **first** Fulbright Scholar grant? *PLEASE CIRCLE ALL THAT APPLY (Number of respondents: 1874)*

Helped to bring U.S. faculty or other professionals to work in my country	52%
Helped to bring U.S. students to attend school in my country	22
Helped to send faculty or other professionals in my country to work in the United States	49
Helped to send students in my country to attend school in the United States.....	57
Helped to foster other international exchanges of faculty, professionals, or students	55
Became involved with the Fulbright Commission/Alumni Association in my country	31
Served on a Fulbright selection or review committee in my country	20
None of the above	10

28. Which of the following kinds of professional works have you produced or contributed to that used knowledge, information, materials, or data obtained during your *first* Fulbright Scholar grant?

PLEASE CIRCLE ALL THAT APPLY (Number of respondents: 1859)

Articles in refereed journals or edited volumes	82%
Articles in non-refereed journals or volumes.....	43
Books or monographs	46
Papers or presentations at scholarly or professional meetings.....	81
Works in creative or performing arts	4
Articles in newspapers or magazines	25
Other professional works (<i>please describe briefly below</i>).....	8
None of the above	< 1

29. Which of the following changes have you made in your professional activities as a result of your **first** Fulbright Scholar grant? *PLEASE CIRCLE ALL THAT APPLY (Number of respondents: 1868)*

Developed/helped develop a new course or curriculum based on aspects of my Fulbright experiences	50%
Used knowledge/skills learned during my Fulbright experiences in my courses	82
Became more of a resource for my colleagues with regard to knowledge/skills learned during my Fulbright experiences.....	64
Changed my career to become more focused on international issues.....	23
Broadened the international aspects of my teaching/research in general.....	64
Became more involved with U.S. students in my country	18
Became more involved with colleagues from other countries	44

Became more involved in political/social/economic issues in my country	19
Other (please specify below)	4
None of the above	2

30. In which of the following social, media, or community activities have you shared with others in your country things you learned about the United States during your **first** Fulbright Scholar grant?
PLEASE CIRCLE ALL THAT APPLY (Number of respondents: 1858)

Interviews with media (newspapers, TV, etc.) in my country	22%
Presentations at schools or other community/civic organizations in my country	45
Conversations with friends/colleagues.....	90
Demonstrations of American customs (for example, cooking, dancing, sports, etc.)	13
Other activities (please specify below)	4
None of the above	6

Section E: Opinions About Your Fulbright Grant(s)

Note: The following questions relate to all of your Fulbright grants.

31. Please indicate how much you disagree or agree with each of the following statements about your Fulbright grant(s) in general. **PLEASE CIRCLE ONE NUMBER IN EACH ROW (Number of respondents: 1665-1870)**

	Disagree	Disagree Somewhat	Agree Somewhat	Agree
a. All in all, I found my Fulbright experiences to be valuable.	< 1%	< 1%	2%	98%
b. My Fulbright experiences gave me a deeper understanding of the United States.	1	1	18	81
c. My Fulbright experiences heightened my awareness of social and cultural diversity among different nations.	3	4	29	64
d. My Fulbright experiences led to a professional expertise I otherwise would not have developed.	3	6	25	66
e. My Fulbright was a life-changing experience for me.	11	15	33	41
f. I developed a better understanding of my own country's society and culture after seeing it through the eyes of my U.S. colleagues and students.	11	14	37	38
g. My Fulbright experience enabled me to become more effective in influencing change in my home institution.	14	15	40	31
h. My Fulbright experience enabled me to become more effective in influencing change in my country in general.	26	23	32	19
i. I am proud to have been a Fulbright Scholar.	1	1	11	87

j. The Fulbright Program is widely known among academics in my country.	2	5	24	69
k. A Fulbright award is considered prestigious by my colleagues in my country.	2	4	20	74
l. A Fulbright award is a good thing to have on one's resume/personal vitae.	1	1	16	82
m. I would like to obtain another Fulbright grant.	4	2	10	83

32. For each of the following, to what extent have your Fulbright experiences affected your professional life? *PLEASE CIRCLE ONE NUMBER IN EACH ROW (Number of respondents: 1790-1857)*

	Not at All	Somewhat	A Moderate Amount	A Great Deal
a. Altered my career	17%	21%	29%	33%
b. Contributed to greater insight into my field	1	7	23	69
c. Contributed to my subsequent professional publications or works	2	9	24	66
d. Enhanced my professional credentials	2	9	30	60

33. Overall, to what extent have your Fulbright experiences hurt or helped your career? *PLEASE CIRCLE ONE NUMBER (Number of respondents: 1862)*

Hurt a lot	Hurt somewhat	No effect	Helped somewhat	Helped a lot
1%	1	4	33	61

Section F: Your Family's Fulbright Experiences

34. Did any family members accompany you on any of your Fulbright grants? *(Number of respondents: 1865 and 691)*

PLEASE CIRCLE ONE NUMBER

PLEASE CIRCLE ALL THAT APPLY

Yes	65% →	Who?	Spouse/partner	88%
No	35		Child/children under age 18	72
if "no," please skip to question 38			Other family members	8

35. Which of the following, if any, did members of your family do while accompanying you on your Fulbright grants? *PLEASE CIRCLE ALL THAT APPLY IN EACH COLUMN*

	Spouse/ Partner	Children Under Age 18	Other Family Members
<i>Number of respondents</i>	544	459	27
Studied English	57%	66%	44%
Took courses/attended school (other than to learn English)	33	77	41
Played sports	19	54	19
Gave talks about your country's culture	35	20	19
Gave lessons/demonstrations of specific aspects of your country's culture (language, dance, cooking, etc.)	39	18	7

Other similar activities (<i>please describe below</i>)	10	4	19
None of the above	10	6	19

36. Which of the following, if any, did members of your family do after they returned home from accompanying you on your Fulbright grants? *PLEASE CIRCLE ALL THAT APPLY IN EACH COLUMN*

	Spouse/ Partner	Children Under Age 18	Other Family Members
<i>Number of respondents</i>	551	429	29
Made return visits to the United States	46%	52%	34%
Attended a university in the United States	4	16	14
Spoke about their U.S. experiences at schools or community or civic organizations in your home country	39	41	34
Provided interviews about their U.S. experiences to the media in your home country	5	3	0
Wrote papers, articles, or books about their U.S. experiences	8	9	0
Worked on projects related to the United States	15	15	17
Became more interested in international affairs	60	67	48
Participated in other kinds of international educational or cultural exchange programs	23	32	21
Personally received a Fulbright Scholar or Student grant	4	1	7
Other similar activities (<i>please describe below</i>)	2	2	7
None of the above	9	9	7

Section G: Background Information

37. A. What was the highest level of formal education that you had completed when you applied for your **first** Fulbright Scholar grant? *PLEASE CIRCLE ONE NUMBER IN COLUMN A (Number of respondents: 1853)*
 B. What is highest level of formal education that you have completed now?

PLEASE CIRCLE ONE NUMBER IN COLUMN B (Number of respondents: 1542)

	Your Highest Level of Formal Education:	
	A. When You Applied for Your First Fulbright Scholar Grant	B. Now
Undergraduate degree or equivalent	3%	1%
Some graduate work without a degree	3	1
Master's degree (including M.B.A.) or equivalent	16	7
Doctorate or terminal professional degree or equivalent	74	82
Other (<i>please specify below</i>)	5	9

38. In what year did you receive your highest degree? (*Number of respondents: 1808*)

Before 1980.....	27%
1980 to 1989	34
1990 or later	39

39. A. What was your employment status when you applied for your **first** Fulbright Scholar grant?

PLEASE CIRCLE ONE NUMBER IN COLUMN A (Number of respondents: 1870)

B. What is your employment status now? *PLEASE CIRCLE ONE NUMBER IN COLUMN B (Number of respondents: 1778)*

	Your Employment Status:	
	A. When You Applied for Your First Fulbright Scholar Grant	B. Now
Employed 30 or more hours per week	81%	81%
Employed less than 30 hours per week	9	8
Student	7	< 1
Temporarily unemployed	< 1	1
Retired	0	6
Other	3	4

40. (If employed then or now:)

A. Where were you employed when you applied for your **first** Fulbright Scholar grant?

PLEASE CIRCLE ONE NUMBER IN COLUMN A (Number of respondents: 1709)

B. Where are you employed now? *PLEASE CIRCLE ONE NUMBER IN COLUMN B (Number of respondents: 1652)*

	Where Employed:	
	A. When You Applied for Your First Fulbright Scholar Grant	B. Now
Higher education institution with primarily a research focus	25%	25%
Higher education institution with primarily a teaching focus	11	9
Higher education institution in which teaching and research are equally important	55	54
Private not-for-profit organization	1	2
Private for-profit organization	1	3
Government agency or public sector organization	4	5
Other (<i>please specify below</i>)	2	3

41. A. What was your age when you applied for your **first** Fulbright Scholar grant?

PLEASE CIRCLE ONE NUMBER IN COLUMN A (Number of respondents: 1874)

B. What is your age now?

PLEASE CIRCLE ONE NUMBER IN COLUMN B (Number of respondents: 1810)

	Your Age:	
	A. When You Applied for Your First Fulbright Scholar Grant	B. Now
Under 30	12%	1%
30 to 39	46	9
40 to 49	34	32
50 to 59	8	38
60 to 69	1	17
70 or older	0	3

42. What is your sex: *PLEASE CIRCLE ONE NUMBER (Number of respondents: 1835)*

Male	Female
75%	25

43. Country of origin: *(Number of respondents: 1862)*

Argentina.....	5
Brazil.....	8
Bulgaria.....	3
Germany.....	9
Ghana	1
India	11
Israel.....	8
Japan	17
Jordan.....	2
Korea.....	5
Morocco	5
Netherlands	9
Nigeria.....	1
Poland	10
Sri Lanka.....	2
Ukraine.....	4

44. Field of Study: (*Number of respondents: 1822*)

Physical/Life Sciences and Engineering	36%
Arts and Humanities	26
Social Sciences.....	38

APPENDIX C: Visiting Fulbright Scholar Outcome Assessment

Selected Answers to Open Ended Questions

44. The broad goal and legislative mandate of the Fulbright Program is to “increase mutual understanding between the people of the United States and the people of other countries....” What are one or two of the most important ways in which your Fulbright grant(s) have contributed to that broad goal, either during the grant(s) themselves or since you completed them?

Argentinean Fulbright Scholar: *The U.S. is a place that is very visible in the media, both from my country or from other countries, and seeing the ways in which the media image and the reality agree or disagree is one of the important benefits of our visit. I was favourably impressed by the reception we got. People were helpful and friendly with me and my family, and this made us appreciate the country and wish to understand it.*

Netherlands Fulbright Scholar: *Communication between scientists and teachers and peoples of all countries is highly effective for mutual understanding of their cultures. The Fulbright fellowships are extremely important, especially in present days where there is among youngsters lack of knowledge between cultural differences among countries. Education for all people is the most stabilizing factor to get and keep peace on earth. War is often initiated due to lack of mutual understanding that leads to radicalization and cultural dominance*

Israeli Fulbright Scholar: *The program enables the mixing of talent from all over the world with that in the US, making labs interdisciplinary and international. The Fulbright scholar status enhanced my prestige and believability as a spokesperson for international cooperation.*

Japanese Fulbright Scholar: *It creates a better understanding of people and culture of the United States and Japan. Of course the grant is primarily used for educational and research purposes, but the grant also includes generous support for family members, so in addition to the scholars/students themselves, their families can learn a lot from their stay. The entire family can be future ambassadors.*

Polish Fulbright Scholar: *For someone reared in a communist society, it has opened my eyes to the virtues of democracy and the benefits of free market. Following the Fulbright grant, I had the chance to practice law in the U.S. which allowed me to learn unique skills which I have utilized marvelously in my home country after it moved to the free market, democratic system.*

South Korean Fulbright Scholar: *With the opportunity of Fulbright grant, I deepened my knowledge of the American way of thinking in law and jurisprudence and the American system of university education. During my research and participation in some seminar*

courses, I exchanged views and ideas with American professors and students from the perspective of Korean scholar.

Ukrainian Fulbright Scholar: I have learned to understand, respect, and even love the US and the people living in that country; I wish to spread my knowledge of that country among my compatriots. I have learned to understand my country and the people living in it better and to love them more.

45. What do you feel was the most valuable contribution that you made to your colleagues/students at your host institution in the United States?

German Fulbright Scholar: Towards the end of my grant year, I organized a tour for a concert choir group of 50+ students and 3 professors to tour GB, France, Germany and Austria. For many of the students it was the first time they'd ever left the States.

Ghana Fulbright Scholar: I facilitated linkage of the host institution and my institution. Since my visit, 3 professors, a computer expert and 2 students of host institutions have conducted research in Ghana with my institute as host institution.

Indian Fulbright Scholar: I could explain the positive aspects of Indian culture. I could explain the rationale behind many of our rich customs and traditions and its creative impact on the society. I could also explain the moral philosophy of Mahatma Gandhi and its relevance for the present world.

Jordanian Fulbright Scholar: I have established joint projects to be developed for the mutual benefits of the US and the Arabic region, including a project to develop packages for developing thinking skill.

Moroccan Fulbright Scholar: I was able to show my colleagues that scientists from my home country are able to solve scientific problems in a short period of time if they are given the means to do so. I showed them also that cultural differences are not an obstacle for collaboration and mutual understanding and that there are human values shared by everybody irrespective of the origin and the country.

Nigerian Fulbright Scholar: My various presentations may have brought some new perspectives and insights to aspects of African Studies. The informal conversations and exchanges of ideas have ways of cross-fertilizing the knowledge of participants.

Polish Fulbright Scholar: More than ten of my US colleagues visited Poland and conducted research there. Two of them worked with me for more than one year. Without my Fulbright grant this would never have happened. We obtained several grants from the National Science Foundation and the National Geographic Society for joint studies in Poland that benefits both the US and Polish institutions. I hosted two US Fulbright students (a third one will arrive to Poland this year).

46. In what way(s), if at all, do you think your home institution/country benefited from your experience as a Fulbright Scholar?

Argentinean Fulbright Scholar: *It benefited through the improvement of teaching and research methods; stronger links with the US scientific community; access to resources (library, grants, visiting scholars) through multilateral scientific collaborations and exchange programs.*

Brazilian Fulbright Scholar: *I became a leader in my field of study. I implemented a masters program in business in my institution and now I'm a pro-rector at an institution with 42,000 students (the 5th biggest higher education institution in the country).*

Brazilian Fulbright Scholar: *My experience and knowledge about American universities was important in shaping my view of what can be changed in Brazil. I was Dean of Research and Graduate Studies at the University of Brasilia and this experience was very important.*

Indian Fulbright Scholar: *I completed a substantial amount of collaborative research which has been well received internationally. This has enhanced the reputation and prestige of my home institution and led, in part, to tangible collaboration and monetary benefits.*

Japanese Fulbright Scholar: *After returning to Japan I published three important books and twenty articles. They were either directly or indirectly the product of my intense research during the Fulbright years.*

Jordanian Fulbright Scholar: *I became more capable in introducing new alternatives and ideas. After I returned, I was appointed a Dean of Students at my University for 6 years. I introduced and applied many new ideas built upon what I experienced in the US.*

Polish Fulbright Scholar: *As a Director of the Institute of Sociology at the Catholic University of Lublin, I have worked for the transformation of the program and institutional regulations following the patterns I have seen in the United States.*

South Korean Fulbright Scholar: *I was able to found a new department of linguistics and a research institute for language and information by modeling after the department and the research institute at the host university.*

47. What was the most surprising thing you learned about the United States during your experience as a Fulbright Scholar?

Bulgarian Fulbright Scholar: *I was surprised by the honesty, idealism and naiveté of the Americans.*

Ghana Fulbright Scholar: *It surprised me how much more intertwined our different histories were, and therefore, how well our futures are linked together.*

Israeli Fulbright Scholar: *The level of efficiency. The ability to exercise one's potential to its full. The surprising degree of acceptance I found in the country based on my professional skills and personality, despite being a foreigner.*

Jordanian Fulbright Scholar: *It is a fact that opposites can live together under the rule of law and religious freedom. Safe neighborhoods as well as totally dangerous neighborhoods exist in the same town or city. Human rights—where as a US citizen or resident, you can sue anybody if your rights are being violated.*

Korean Fulbright Scholar: *I was most impressed by the fact that students expressed their ideas freely and actively in class and the professors encouraged students to participate in discussion.*

Netherlands Fulbright Scholar: *Certain political ideologies, such as libertarianism, were not just textbook possibilities: there are actually quite a lot of Americans who sincerely believe it. The other thing I found surprising was the differences between the various regions in the USA (East-West; North-South, etc.)*

Nigerian Fulbright Scholar: *The most surprising thing I learned was the relative openness and warmth with which I was received by my host institution and the surrounding communities. This was surprising because it completely ran counter to the warnings I received from colleagues in Nigeria about the degree of racial discrimination in the United States. Although I did experience racism, to some degree, it was not as bad as I was led to expect.*

Polish Fulbright Scholar: *Ability of American people to work in a team; friendly approach of people toward us (even policemen and judges); engagement of people in non-government organizations; free access to museums in Washington DC; possibility of participating in seminars in the Smithsonian Institution; and the beauty of nature (grand Canyon, Death Valley).*

Ukrainian Fulbright Scholar: *For all I had known about the United States, some things struck me most of all: the linguistic and cultural diversity of the country, its multi-ethnic composition, tolerance and respect to foreigners.*

APPENDIX D

Visiting Fulbright Scholar Program Data Tables

Table A-1
Profile of Visiting Fulbright Scholars,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Grantee's Primary Field/Discipline					
Physical and life sciences and engineering ¹	42 **	23 *	35	54 **	36
Social sciences ²	33 *	46 **	39	28 *	38
Arts and humanities ³	25	31 **	26	18 *	26
Duration of Grant					
1-4 months	100	0	0	0	21
5-8 months	0	100	0	0	23
9-12 months	0	0	100	0	44
More than 12 months	0	0	0	100	11
Time Period of Grant					
1980-1985	15 *	21 *	26	47 **	25
1986-1990	22	19	20	27 **	21
1991-1995	23	28	25	20	24
1996-2001	40 **	32	29	6 *	29
Age at Time of Grant					
Under 30	6 *	8 *	11	32 **	12
30 to 39	42	37 *	50 **	57 **	46
40 to 49	38	43 **	33	10 *	34
50 to 59	12 **	11 **	5 *	1 *	8
60 or older	2 **	1	< 1 *	0 *	1
Total Number of Fulbright Scholar Grants Received					
One	89	92	92 **	81 *	90
Two or more	11	8	8 *	20 **	10
Sex					
Male	73	75	81 **	72	75
Female	27	25	19 *	28	25

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food science, technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, religion, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-2
Education and Employment Profile of Visiting Fulbright Scholars,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Highest Level of Education at Time of Grant					
Doctorate or terminal professional degree or equivalent	80	77	75	71	76
Master's degree (including M.B.A.) or equivalent	14	15	16	21	16
Some graduate work without a degree	3	3	2	2	3
Undergraduate degree or equivalent	1 *	< 1 *	4 **	5	3
Other	3	4	2	1	2
Employment Status at Time of Grant					
Employed 30 or more hours per week	82	85 **	82	66 *	81
Employed less than 30 hours per week	12 **	10	7 *	8	9
Student	1 *	2 *	8	23 **	7
Temporarily unemployed	< 1	< 1	< 1	1	< 1
Retired	0	0	0	0	0
Other	5	2	2	1	3
Employment Sector at Time of Grant (if employed)					
Higher education institution in which teaching and research are equally important	56	56	55	48	55
Higher education institution with primarily a research focus	23	22	27	30	25
Higher education institution with primarily a teaching focus	15 **	14	8 *	12	11
Government agency or public sector organization	4	4	4	6	4
Private not-for-profit organization	< 1 *	2 **	1	1	1
Private for-profit organization	0 *	< 1 *	2 **	1	1
Other employer or self-employed	2	2	2	1	2
Current Highest Level of Education					
Doctorate or terminal professional degree or equivalent	88	90	89	88	89
Master's degree (including M.B.A.) or equivalent	9	6	6	8	7
Some graduate work without a degree	1	1	1	1	1
Undergraduate degree or equivalent	1	0 *	2 **	1	1
Other	2	4	2	2	2
Current Employment Status					
Employed 30 or more hours per week	75 *	82	82	86 **	81
Employed less than 30 hours per week	11 **	7	7	6	8
Student	0 *	1	1	0 *	< 1
Temporarily unemployed	1	1	1	1	1
Retired	8	7	5	3 *	6
Other	6	3	4	3	4
Current Employment Sector (if currently employed)					
Higher education institution in which teaching and research are equally important	55	56	53	51	54
Higher education institution with primarily a research focus	23	22	27	26	25
Higher education institution with primarily a teaching focus	10	12 **	7 *	7	9
Government agency or public sector organization	5	5	4	7	5
Private for-profit organization	2	1 *	4	4	3
Private not-for-profit organization	1	2	2	2	2
Other employer or self-employed	4	3	3	3	3

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-3
How Visiting Fulbright Scholars First Learned About the Program,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Colleague/friend in the Scholar's country	36 *	46	47	47	45
Poster/announcement	25	17 *	22	20	21
Newspaper article or advertisement	16	13	13	16	14
Colleague/friend in the United States	13 **	11 **	6 *	4 *	8
Professional organization	4	4	5	7	5
Other	6	10	10	7	9

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-4
Reasons for Applying for a Fulbright Scholar Grant,
by Duration of Grant

	Mean Rating ¹				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Opportunity to collaborate with specific researchers, work in specific research facilities, obtain access to specific resources/data, or conduct on-site research in a specific location	2.80	2.76	2.78	2.76	2.77
Opportunity to learn new knowledge/skills	2.66 *	2.63 *	2.74 **	2.88 **	2.71
Professional advancement/development	2.64	2.63 *	2.72	2.83 **	2.69
Desire to gain an international perspective	2.49	2.52	2.57	2.64 **	2.55
Opportunity to pursue their scholarly work with few or no interruptions	2.44	2.48	2.47	2.51	2.47
Desire to share their knowledge and expertise with colleagues and students in the United States	2.49 **	2.46 **	2.28 *	2.16 *	2.35
Desire to obtain access to resources available only in the United States	2.32	2.37	2.34	2.36	2.35
Prestige of a Fulbright grant	2.33	2.31	2.35	2.32	2.33
Desire to learn first hand about the U.S. culture and people	2.29	2.33	2.33	2.36	2.32
Desire to share their culture and institutions with people in the United States	2.21 **	2.15 **	2.03 *	1.92 *	2.08
Opportunity for travel in the United States	1.95	1.96	2.00	2.00	1.98
Desire to improve their English language competence	1.79 *	1.86 *	2.01 **	2.01	1.93
Encouragement from colleague(s)/institution(s) in the United States	2.01 **	2.01 **	1.82 *	1.87	1.91
Favorable reports from colleague(s) who had prior Fulbright Scholar experiences	1.80	1.75	1.81	1.73	1.78
Encouragement from their home institution	1.72	1.72	1.80	1.81	1.76
Opportunity to work again with former professors, students or colleagues	1.95 **	1.72	1.57 *	1.50 *	1.68
Opportunity for family member(s) to experience living in the United States	1.42 *	1.63	1.77 **	1.67	1.65
Continue/expand work started during an earlier visit to the United States	1.71 **	1.73 **	1.57 *	1.48 *	1.63
Family connections in the United States	1.15 *	1.23	1.18	1.24	1.19

¹Items were rated on a 3-point scale, with 1=not important/not applicable, 2=somewhat important, and 3=very important. The midpoint is 2.0.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-5
Visiting Fulbright Scholars' Host Institutions,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Four year college or university	63	64	65	61	64
Graduate/professional institution (no undergraduate courses)	26	28	27	31	27
Government agency or public sector organization	5	3	4	2	4
Private not-for-profit organization (not a college or university)	2	2	2	1	2
Private for-profit organization	1	1	< 1 *	1	1
Two year college or technical institute	1	< 1	< 1	2	1
Other	2	2	2	1	2

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-6
Professional Activities of Visiting Fulbright Scholars during the Grant,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Conducting research on their own	68 *	83 **	83 **	75	79
Participating in professional conferences, seminars, etc.	64 *	77	81 **	77	75
Library/archival/laboratory research	69	74 **	72	60 *	70
Writing/editing articles, papers, books, or creative works	57 *	72	73 **	73	70
Collaborating on research with U.S. faculty/students	67	60	63	67	64
Lecturing/teaching at the host institution	40	41 **	35	30 *	37
Improving their computer skills	22 *	27	30 **	30	28
Lecturing/teaching at places other than the host institution	28	34 **	26	23	28
Advising students	27	26	24	31	26
Participation in faculty committees	13	14	15	13	14
Working on/completing their master's thesis/doctoral dissertation	8 *	10	10	23 **	11
Organizing conferences, seminars, workshops	9	10	9	10	9
Paid or unpaid consulting for individuals/organizations other than the host institution(s)	7	9	11 **	7	9
Participating in creative or performing arts	5	6	5	4	5
Other professional activities	3	3	2	3	3

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-7
Community and Social Activities of Visiting Fulbright Scholars during the Grant,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Watched local television news	88	87 *	91 **	92	90
Read local newspapers	89	89	91	91	90
Visited Americans in their homes	84 *	92	92	95 **	90
Attended concerts, plays, or other cultural events	70 *	82	82	90 **	80
Listened to local radio stations	67 *	72	73	80 **	72
Participated in social activities (other than sports)	59 *	70	73 **	76 **	69
Traveled for a weekend or longer with one or more Americans	60 *	62	66	75 **	65
Had formal or informal interaction with other Fulbright Scholars	46 *	59	66 **	64	59
Gave talks about their country's culture	46	52	47	53	49
Participated in sports	23 *	27	33 **	38 **	29
Gave lessons/demonstrations of specific aspects of their country's culture (language, dance, cooking, etc.)	21	23	24	29	24
Other activities	8	9	6	8	7
At least one of the above	100	100	>99	>99	>99

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-8
Visiting Fulbright Scholars' Accompaniment
by Members of their Family while on the Grant,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Spouse/partner	88	86	89	91	88
Child/children under age 18	59 *	77	72	80 **	72
Other family members	9	6	9	6	8

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-9
Fulbright Visiting Scholars' Spouse's Activities
while Accompanying them on the Grant,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Studied English	33 *	48 *	62 **	67 **	57
Gave lessons/demonstrations of specific aspects of their home country's culture (language, dance, cooking, etc.)	28	41	40	41	39
Gave talks about their home country's culture	31	36	34	36	35
Took courses/attended school (other than to learn English)	9 *	31	37 **	42	33
Played sports	19	23	17	21	19
Other similar activities	7	14	10	7	10
At least one of the above	67 *	91	93 **	93	90

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-10
Fulbright Visiting Scholars' Children's Activities
while Accompanying them on the Grant,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Took courses/attended school (other than to learn English)	43 *	78	81 **	83	77
Studied English	45 *	70	67	68	66
Played sports	57	59	52	53	54
Gave talks about their home country's culture	16	21	23	14	20
Gave lessons/demonstrations of specific aspects of their home country's culture (language, dance, cooking, etc.)	9 *	20	19	16	18
Other similar activities	2	7	4	4	4
At least one of the above	80 *	99 **	96	91	94

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-11
Visiting Fulbright Scholars' Attitudes About Their Grant Experiences,
by Duration of Grant

	Mean Rating ¹				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
I was satisfied with the opportunities I had to do research.	3.86	3.85	3.84	3.89	3.85
My host institution was a good match with my needs and interests.	3.82 **	3.74	3.74	3.82	3.77
I generally felt welcomed and accepted by students and faculty at my Fulbright host institution.	3.81 **	3.75	3.72 *	3.81	3.76
I felt that I was notified of the award in time to prepare adequately for departure.	3.76	3.72	3.70	3.65	3.71
I received sufficient information on the logistics of traveling to the United States.	3.75 **	3.69	3.66	3.61	3.68
I received sufficient professional support from the faculty/professional staff at my host institution.	3.71 **	3.63	3.58 *	3.75 **	3.64
I was satisfied with the opportunities I had for collaboration.	3.64	3.58	3.55 *	3.78 **	3.60
I received sufficient administrative support from the faculty/professional staff at my host institution.	3.62 **	3.50	3.49	3.55	3.53
People at my host institution invited me to their social activities.	3.47	3.51	3.49	3.56	3.50
My home institution (in my home country) was supportive of my Fulbright grant.	3.46	3.43	3.54	3.49	3.49
I met people from all over the world.	3.28 *	3.31 *	3.50 **	3.72 **	3.44
I was satisfied with the amount of the stipend.	3.60 **	3.48	3.36 *	3.35	3.43
I experienced relatively few difficulties in finding adequate living quarters.	3.44 **	3.30	3.30	3.35	3.33
When I first arrived in the United States to begin my grant, someone greeted me and helped me settle in.	3.35 **	3.23	3.16 *	3.23	3.23
I found that many Americans were interested in learning about my country.	2.89	2.93	2.88	3.08 **	2.92
The differences between my country's culture and American culture were greater than I expected.	2.24	2.14 *	2.26	2.28	2.23
I spent much of my free time with friends/family from my country.	1.94 *	2.07 *	2.35 **	2.25	2.20

¹Items were rated on a 4-point scale with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-12
Professional Works Produced by Visiting Fulbright Scholars that Incorporated Knowledge, Information, Materials, or Data Obtained during the Grant by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Articles in refereed journals or edited volumes	76 *	82	85 **	85	82
Papers or presentations at scholarly or professional meetings	75 *	83	83	84	81
Books or monographs	38 *	48	48	52	46
Articles in non-refereed journals or volumes	37 *	44	45	46	43
Articles in newspapers or magazines	24	28	24	30	25
Works in creative or performing arts	2	5	3	5	4
Other professional works	11 **	6 *	9	7	8
At least one of the above	99	100 **	>99	98	>99

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-13
Media or Community Activities in which Visiting Fulbright Scholars Shared their Fulbright Experience with Others in their Home Country, by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Conversations with friends/colleagues	90	90	90	89	90
Presentations at schools or other community/civic organizations in their home country	41	49	44	48	45
Interviews with media (newspaper, TV, etc.) in their home country	23	23	23	17 *	22
Demonstrations of American customs (e.g., cooking, dancing, sports, etc.)	12	10 *	15	20 **	13
Other activities (please specify below)	4	3	4	4	4
At least one of the above	94	94	95	94	94

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-14
Continued Collaboration by Visiting Fulbright Scholars
with U.S. Colleagues Since Completing the Grant,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Not at all	10	10	9	7	9
A little	27	23	27	21	26
A moderate amount	29	31	30	26	30
A great deal	35	36	33	46 **	35

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-15
Types of Continued Contact by Visiting Fulbright Scholars
with Individuals from the United States,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
E-mail	79	83	84	81	82
Attendance at professional conferences, workshops, or other events	56 *	60	63	70 **	61
They visited the Scholar in his home country	53 *	62	58	66 **	59
Regular mail	53	59	57	64 **	58
The Scholar visited them in the United States	40 *	52	51	78 **	52
Telephone	39 *	48	44	60 **	45
Scholar did not stay in touch with anyone	7 **	7	4	0 *	5

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-16
Participation in International Activities by Visiting Fulbright Scholars since Completing the Grant, by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Participate in non-Fulbright conferences or organizations that work to foster international cooperation	67	70 **	65	63	66
Sent students from the Scholar's home country to attend school in the United States	61	62 **	53 *	56	57
Helped to foster other international exchanges of faculty, professionals, or students	50 *	59	55	57	55
Brought U.S. faculty or other professionals to work in the Scholar's home country	54	57 **	47 *	58	52
Sent faculty or other professionals from the Scholar's home country to work in the United States	50	50	48	51	49
Participated in other (non-Fulbright) international exchange program	46 **	43	36 *	40	40
Became involved with the Fulbright Commission/Alumni Association in the Scholar's home country	27	38 **	29	31	31
Brought U.S. students to attend school in the Scholar's home country	24	23	19 *	24	22
Served on a Fulbright selection or review committee	19	23	20	19	20
At least one of the above	91	93	89	90	90

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-17
Fulbright Visiting Scholars' Spouse's Involvement in International Activities as a result of Accompanying them on the Grant, by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Became more interested in international affairs	50	62	64	55	60
Made return visits to the United States	44	49	40 *	59 **	46
Spoke about their U.S. experiences at schools or community or civic organizations in the Scholar's home country	42	38	37	42	39
Participated in other kinds of international educational or cultural exchange programs	29	20	22	28	23
Worked on projects related to the United States	18	10 *	15	22	15
Wrote papers, articles, or books about their U.S. experiences	10	4 *	8	12	8
Provided interviews about their U.S. experiences to the media in the Scholar's home country	8	3	4	6	5
Personally received a Fulbright Scholar or Student grant	8	4	2 *	6	4
Attended a university in the United States	3	4	4	7	4
Other similar activities	2	4	1	1	2
At least one of the above	87	95	89	92	91

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-18
Fulbright Visiting Scholars' Children's Involvement in International Activities
as a Result of Accompanying them on the Grant,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Became more interested in international affairs	50 *	74	69	63	67
Made return visits to the United States	50	54	49	57	52
Spoke about their U.S. experiences at schools or community or civic organizations in the Scholar's home country	40	45	42	36	41
Participated in other kinds of international educational or cultural exchange programs	19 *	41	31	34	32
Attended a university in the United States	12	21	16	13	16
Worked on projects related to the United States	14	19	16	6 *	15
Wrote papers, articles, or books about their U.S. experiences	0 *	9	10	9	9
Provided interviews about their U.S. experiences to the media in the Scholar's home country	2	4	3	1	3
Personally received a Fulbright Scholar or Student grant	0 *	3	2	0 *	2
Other similar activities	0 *	1	0 *	4	1
At least one of the above	83	98 **	90	91	91

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-19
Changes in Visiting Fulbright Scholars' Professional Activities as a Result of the Grant,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Used knowledge/skills learned during their Fulbright experiences in their courses	80	83	82	86	82
Became more of a resource for their colleagues with regard to knowledge/skills learned during their Fulbright experiences	59 *	64	66	72 **	64
Broadened the international aspects of their teaching/research in general	62	68	62	70 **	64
Developed/helped develop a new course or curriculum based on aspects of their Fulbright experiences	46	51	52	48	50
Became more involved with colleagues from other countries	44	44	41 *	58 **	44
Changed their career to become more focused on international issues	16 *	26	24	26	23
Became more involved in political/social/economic issues in their home country	15 *	20	19	22	19
Became more involved with U.S. students in their home country	18	19	16	20	18
Other	5	4	4	2 *	4
At least one of the above	98	98	98	98	98

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-20
Visiting Fulbright Scholars' Perceptions of the Fulbright Experience in General,
by Duration of Grant

	Mean Rating ¹				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
All in all, I found my Fulbright experiences to be valuable.	3.97	3.98	3.98	3.98	3.98
I am proud to have been a Fulbright scholar.	3.85	3.86	3.85	3.85	3.85
A Fulbright award is a good thing to have on one's resume/personal vita.	3.76	3.79	3.82	3.81	3.80
My Fulbright experiences gave me a deeper understanding of the United States.	3.67 *	3.78	3.82 **	3.89 **	3.79
I would like to obtain another Fulbright grant.	3.80 **	3.70	3.73	3.64	3.73
A Fulbright award is considered prestigious by my colleagues in my country.	3.63	3.65	3.71 **	3.65	3.67
The Fulbright Program is widely known among academics in my country.	3.53 *	3.62	3.63	3.63	3.61
My Fulbright experiences heightened my awareness of social and cultural diversity among different nations.	3.39 *	3.52	3.58 **	3.65 **	3.54
My Fulbright experiences led to a professional expertise I otherwise would not have developed.	3.40 *	3.51	3.58	3.70 **	3.54
My Fulbright was a life-changing experience for me.	2.71 *	2.95	3.13 **	3.44 **	3.04
I developed a better understanding of my own country's society and culture after seeing it through the eyes of my U.S. colleagues and students.	2.79 *	3.07	3.04	3.28 **	3.02
My Fulbright experience enabled me to become more effective in influencing change in my home institution.	2.76 *	2.80	2.93	3.11 **	2.89
My Fulbright experience enable me to become more effective in influencing change in my country in general.	2.37	2.32 *	2.46	2.63 **	2.43

¹Items were rated on a 4-point scale, with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-21
Effect of the Fulbright Experience on Visiting Fulbright Scholars' Professional Lives,
by Duration of Grant

	Mean Rating ¹				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Contributed to greater insight into their field	3.51 *	3.53 *	3.63	3.79 **	3.60
Contributed to their subsequent professional publications or works	3.38 *	3.48 *	3.61 **	3.70 **	3.54
Enhanced their professional credentials	3.39 *	3.40 *	3.52 **	3.64 **	3.48
Altered their career	2.44 *	2.62 *	2.87 **	3.28 **	2.77

¹Items were rated on a 4-point scale, with 1=not at all, 2=somewhat, 3=quite a bit, and 4=a great deal. The midpoint is 2.5.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-22
Overall Effect of the Grant on Visiting Fulbright Scholars' Careers,
by Duration of Grant

	Percent				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
Hurt a lot	1	< 1	1	1	1
Hurt somewhat	1	1	1	< 1	1
No effect	9 **	6	2 *	1 *	4
Helped somewhat	43 **	35	30	17 *	33
Helped a lot	47 *	58	65 **	80 **	61

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table A-23
Extent of New Knowledge Gained about the United States
by Visiting Fulbright Scholars during their Grants
by Duration of Grant

	Mean Rating ¹				
	4 Months or Less	5 to 8 Months	9 to 12 Months	More than 12 Months	All Scholars
The American culture or way of life	3.44 *	3.54	3.63 **	3.74 **	3.58
The American educational system	3.35	3.40	3.45	3.49	3.42
The American political system	2.90 *	3.00	3.12 **	3.26 **	3.06
Americans' treatment of minorities	2.76 *	2.95	3.04 **	3.18 **	2.98
The American economy	2.68 *	2.81	2.93 **	3.09 **	2.87
The United States' political relations with their countries	2.38 *	2.49	2.63 **	2.82 **	2.57

¹Items were rated on a 4-point scale, with 1=not at all, 2=somewhat, 3=quite a bit, and 4=a great deal. The midpoint is 2.5.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-1
Profile of Visiting Fulbright Scholars,
by Time Period of Grant

	Percent				All Scholars
	1980-1985	1986-1990	1991-1995	1996-2001	
Grantee's Primary Field/Discipline					
Physical and life sciences and engineering ¹	36	36	34	40 **	36
Social sciences ²	36	42	39	34 *	38
Arts and humanities ³	28	22	27	27	26
Duration of Grant					
1-4 months	13 *	22	20	29 **	21
5-8 months	20 *	20	26	25	23
9-12 months	46	42	44	43	44
More than 12 months	22 **	15 **	9	2 *	11
Time Period of Grant					
1980-1985	100	0	0	0	25
1986-1990	0	100	0	0	21
1991-1995	0	0	100	0	24
1996-2001	0	0	0	100	29
Age at Time of Grant					
Under 30	22 **	7 *	9 *	9 *	12
30 to 39	50 **	50	41 *	44	46
40 to 49	25 *	34	41 **	35	34
50 to 59	4 *	7	9	10 **	8
60 or older	0 *	1	< 1	2 **	1
Total Number of Fulbright Scholar Grants Received					
One	76 *	92	96 **	97 **	90
Two or more	24 **	8	4 *	3 *	10
Sex					
Male	83 **	80 **	71	68 *	75
Female	17 *	20 *	29	32 **	25

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-2
Education and Employment Profile of Visiting Fulbright Scholars,
by Time Period of Grant

	Percent				All Scholars
	1980-1985	1986-1990	1991-1995	1996-2001	
Highest Level of Education at Time of Grant					
Doctorate or terminal professional degree or equivalent	69 *	76	80	80 **	76
Master's degree (including M.B.A.) or equivalent	22 **	17	13	13 *	16
Some graduate work without a degree	2	2	3	3	3
Undergraduate degree or equivalent	4 **	2	2	2	3
Other	2	3	2	3	2
Employment Status at Time of Grant					
Employed 30 or more hours per week	79	80	82	80	81
Employed less than 30 hours per week	9	11	8	9	9
Student	8	5 *	7	7	7
Temporarily unemployed	1	1	< 1	0 *	< 1
Retired	0	0	0	0	0
Other	3	3	2	4	3
Employment Sector at Time of Grant (if employed)					
Higher education institution in which teaching and research are equally important	55	61 **	53	53	55
Higher education institution with primarily a research focus	26	23	29	25	25
Higher education institution with primarily a teaching focus	11	8 *	11	15 **	11
Government agency or public sector organization	4	5	2 *	4	4
Private for-profit organization	2	1	1	1	1
Private not-for-profit organization	1	1	1	1	1
Other employer or self-employed	2	2	2	2	2
Current Highest Level of Education					
Doctorate or terminal professional degree or equivalent	86 *	89	91	89	89
Master's degree (including M.B.A.) or equivalent	10	7	5 *	7	7
Some graduate work without a degree	1	1	1	1	1
Undergraduate degree or equivalent	2 **	< 1	1	< 1	1
Other	1	3	2	2	2
Current Employment Status					
Employed 30 or more hours per week	71 *	80	85 **	86 **	81
Employed less than 30 hours per week	8	9	7	8	8
Student	0 *	0 *	1	1	< 1
Temporarily unemployed	1	1	< 1	< 1	1
Retired	15 **	5	3 *	< 1 *	6
Other	5	5	3	5	4
Current Employment Sector (if currently employed)					
Higher education institution in which teaching and research are equally important	54	59 **	49 *	53	54
Higher education institution with primarily a research focus	24	24	27	25	25
Higher education institution with primarily a teaching focus	9	7	9	10	9
Government agency or public sector organization	5	5	5	4	5
Private for-profit organization	3	1 *	4	3	3
Private not-for-profit organization	2	1	2	2	2
Other employer or self-employed	3	3	5	3	3

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-3
How Visiting Fulbright Scholars First Learned About the Program,
by Time Period of Grant

	Percent				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
Colleague/friend in the Scholar's country	49	41	42	48	45
Poster/announcement	17 *	26 **	22	21	21
Newspaper article or advertisement	11	12	18 **	13	14
Colleague/friend in the United States	7	9	7	9	8
Professional organization	7 **	5	4	3 *	5
Other	9	9	9	8	9

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-4
Reasons for Applying for a Fulbright Scholar Grant,
by Time Period of Grant

	Mean Rating ¹				All Scholars
	1980-1985	1986-1990	1991-1995	1996-2001	
Opportunity to collaborate with specific researchers, work in specific research facilities, obtain access to specific resources/data, or conduct on-site research in a specific location	2.68 *	2.76	2.82 **	2.83 **	2.77
Opportunity to learn new knowledge/skills	2.68	2.67	2.74	2.75 **	2.71
Professional advancement/development	2.68	2.67	2.7	2.72	2.69
Desire to gain an international perspective	2.52	2.58	2.57	2.54	2.55
Opportunity to pursue their scholarly work with few or no interruptions	2.44	2.43	2.48	2.51	2.47
Desire to obtain access to resources available only in the United States	2.27 *	2.32	2.38	2.39	2.35
Desire to share their knowledge and expertise with colleagues and students in the United States	2.24 *	2.36	2.42 **	2.37	2.35
Prestige of a Fulbright grant	2.23 *	2.30	2.33	2.45 **	2.33
Desire to learn first hand about the U.S. culture and people	2.35	2.33	2.34	2.27	2.32
Desire to share their culture and institutions with people in the United States	2.04	2.09	2.08	2.12	2.08
Opportunity for travel in the United States	2.02	1.98	1.99	1.95	1.98
Desire to improve their English language competence	1.96	1.90	1.90	1.96	1.93
Encouragement from colleague(s)/institution(s) in the United States	1.89	1.89	1.91	1.92	1.91
Favorable reports from colleague(s) who had prior Fulbright Scholar experiences	1.77	1.79	1.76	1.82	1.78
Encouragement from their home institution	1.79	1.77	1.75	1.72	1.76
Opportunity to work again with former professors, students or colleagues	1.60 *	1.66	1.66	1.78 **	1.68
Opportunity for family member(s) to experience living in the United States	1.61	1.69	1.65	1.66	1.65
Continue/expand work started during an earlier visit to the United States	1.57	1.60	1.60	1.70 **	1.63
Family connections in the United States	1.19	1.17	1.22	1.17	1.19

¹Items were rated on a 3-point scale, with 1=not important/not applicable, 2=somewhat important, and 3=very important. The midpoint is 2.0.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-5
Visiting Fulbright Scholars' Host Institutions,
by Time Period of Grant

	Percent				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
Four year college or university	64	60	67	66	64
Graduate/professional institution (no undergraduate courses)	28	31	25	25	27
Government agency or public sector organization	3	4	5	4	4
Private not-for-profit organization (not a college or university)	3	2	1	1	2
Private for-profit organization	< 1	1	< 1	1	1
Two year college or technical institute	1	1	1	< 1	1
Other	1	2	2	2	2

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-6
Professional Activities of Visiting Fulbright Scholars during the Grant,
by Time Period of Grant

	Percent				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
Conducting research on their own	74 *	78	82	80	79
Participating in professional conferences, seminars, etc.	70 *	76	78	77	75
Writing/editing articles, papers, books, or creative works	63 *	66	72	74 **	70
Library/archival/laboratory research	61 *	70	73	75 **	70
Collaborating on research with U.S. faculty/students	56 *	66	65	69 **	64
Lecturing/teaching at the host institution	37	37	36	36	37
Lecturing/teaching at places other than the host institution	26	25	29	29	28
Improving their computer skills	18 *	28	34 **	29	28
Advising students	26	24	26	27	26
Participation in faculty committees	14	16	14	14	14
Working on/completing their master's thesis/doctoral dissertation	14 **	8 *	10	12	11
Paid or unpaid consulting for individuals/organizations other than the host institution(s)	9	9	8	10	9
Organizing conferences, seminars, workshops	9	12	9	8	9
Participating in creative or performing arts	4	3	7	6	5
Other professional activities	3	3	2 *	3	3

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-7
Community and Social Activities of Visiting Fulbright Scholars during the Grant,
by Time Period of Grant

	Percent				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
Visited Americans in their homes	94 **	88	91	88	90
Read local newspapers	91	92	90	89	90
Watched local television news	88	92 **	89	89	90
Attended concerts, plays, or other cultural events	82	80	78	80	80
Listened to local radio stations	69	72	72	74	72
Participated in social activities (other than sports)	63 *	71	72	71	69
Traveled for a weekend or longer with one or more Americans	67	64	69	60 *	65
Had formal or informal interaction with other Fulbright Scholars	57	58	55 *	65 **	59
Gave talks about their country's culture	46	51	49	49	49
Participated in sports	27	26	34 **	31	29
Gave lessons/demonstrations of specific aspects of their country's culture (language, dance, cooking, etc.)	22	22	27	25	24
Other activities	8	6	6	8	7
At least one of the above	>99	100	100	>99	>99

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-8
Visiting Fulbright Scholars' Accompaniment
by Members of their Family while on the Grant,
by Time Period of Grant

	Percent				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
Spouse/partner	94 **	93 **	83 *	86	88
Child/children under age 18	75	76	72	67	72
Other family members	3 *	5	14 **	7	8

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-9
Fulbright Visiting Scholars' Spouse's Activities
while Accompanying them on the Grant,
by Time Period of Grant

	Percent				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
Studied English	64 **	59	55	50	57
Gave lessons/demonstrations of specific aspects of their home country's culture (language, dance, cooking, etc.)	40	39	44	35	39
Gave talks about their home country's culture	33	36	35	33	35
Took courses/attended school (other than to learn English)	38	33	30	32	33
Played sports	16	15	21	25	19
Other similar activities	11	10	6	10	10
At least one of the above	94 **	91	88	85	90

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-10
Fulbright Visiting Scholar's Children's Activities
while Accompanying them on the Grant,
by Time Period of Grant

	Percent				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
Took courses/attended school (other than to learn English)	79	80	77	69	77
Studied English	69	65	68	61	66
Played sports	47	54	64 **	52	54
Gave talks about their home country's culture	14 *	19	25	26	20
Gave lessons/demonstrations of specific aspects of their home country's culture (language, dance, cooking, etc.)	14	19	19	23	18
Other similar activities	6	3	5	4	4
At least one of the above	94	97	92	94	94

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-11
Visiting Fulbright Scholars' Attitudes About Their Grant Experiences,
by Time Period of Grant

	Mean Rating ¹				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
I was satisfied with the opportunities I had to do research.	3.82	3.84	3.89 **	3.85	3.85
My host institution was a good match with my needs and interests.	3.74	3.77	3.79	3.79	3.77
I generally felt welcomed and accepted by students and faculty at my Fulbright host institution.	3.75	3.77	3.76	3.75	3.76
I felt that I was notified of the award in time to prepare adequately for departure.	3.62 *	3.72	3.74	3.75	3.71
I received sufficient information on the logistics of traveling to the United States.	3.61 *	3.67	3.69	3.74 **	3.68
I received sufficient professional support from the faculty/professional staff at my host institution.	3.63	3.62	3.63	3.67	3.64
I was satisfied with the opportunities I had for collaboration.	3.64	3.53 *	3.62	3.61	3.60
I received sufficient administrative support from the faculty/professional staff at my host institution.	3.49	3.51	3.57	3.54	3.53
People at my host institution invited me to their social activities.	3.54	3.48	3.49	3.47	3.50
My home institution (in my home country) was supportive of my Fulbright grant.	3.55	3.60 **	3.47	3.39 *	3.49
I met people from all over the world.	3.47	3.41	3.40	3.43	3.44
I was satisfied with the amount of the stipend.	3.38	3.49	3.50	3.39	3.43
I experienced relatively few difficulties in finding adequate living quarters.	3.36	3.38	3.41	3.19 *	3.33
When I first arrived in the United States to begin my grant, someone greeted me and helped me settle in.	3.22	3.29	3.29	3.14 *	3.23
I found that many Americans were interested in learning about my country.	2.96	2.92	2.94	2.86	2.92
The differences between my country's culture and American culture were greater than I expected.	2.31	2.33	2.20	2.13 *	2.23
I spent much of my free time with friends/family from my country.	2.15	2.26	2.21	2.16	2.20

¹Items were rated on a 4-point scale with 1-disagree, 2-disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-12
Professional Works Produced by Visiting Fulbright Scholars that Incorporated
Knowledge, Information, Materials, or Data Obtained during the Grant
by Time Period of Grant

	Percent				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
Articles in refereed journals or edited volumes	82	83	83	81	82
Papers or presentations at scholarly or professional meetings	79	81	83	82	81
Books or monographs	55 **	47	50	35 *	46
Articles in non-refereed journals or volumes	49 **	43	42	38 *	43
Articles in newspapers or magazines	28	22	28	22 *	25
Works in creative or performing arts	5	2	5	3	4
Other professional works	8	7	8	9	8
At least one of the above	99	100 **	>99	99	>99

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-13
Media or Community Activities in which Visiting Fulbright Scholars
Shared their Fulbright Experience with Others in their Home Country,
by Time Period of Grant

	Percent				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
Conversations with friends/colleagues	89	88	91	92 **	90
Presentations at schools or other community/civic organizations in their home country	46	41	47	43	45
Interviews with media (newspaper, TV, etc.) in their home country	19	21	26 **	21	22
Demonstrations of American customs (e.g., cooking, dancing, sports, etc.)	13	14	13	14	13
Other activities (please specify below)	4	4	4	4	4
At least one of the above	94	94	94	96 **	94

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-14
Continued Collaboration by Visiting Fulbright Scholars
with U.S. Colleagues Since Completing the Grant,
by Time Period of Grant

	Percent				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
Not at all	8	10	12 **	8	9
A little	26	29	23	25	26
A moderate amount	28	26	31	33	30
A great deal	37	36	34	35	35

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-15
Types of Continued Contact by Visiting Fulbright Scholars
with Individuals from the United States,
by Time Period of Grant

	Percent				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
E-mail	63 *	74 *	91 **	97 **	82
Attendance at professional conferences, workshops, or other events	68 **	67 **	60	53 *	61
They visited the Scholar in his home country	73 **	62	56	48 *	59
Regular mail	78 **	65 **	51 *	40 *	58
The Scholar visited them in the United States	68 **	59 **	50	36 *	52
Telephone	50 **	46	48	40 *	45
Scholar did not stay in touch with anyone	5	6	5	3 *	5

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-16
Participation in International Activities by Visiting Fulbright Scholars since Completing the Grant,
by Time Period of Grant

	Percent				All Scholars
	1980-1985	1986-1990	1991-1995	1996-2001	
Participate in non-Fulbright conferences or organizations that work to foster international cooperation	69	65	68	62 *	66
Sent students from the Scholar's home country to attend school in the United States	62 **	60	56	51 *	57
Helped to foster other international exchanges of faculty, professionals, or students	59 **	58	54	51 *	55
Brought U.S. faculty or other professionals to work in the Scholar's home country	58 **	57 **	50	45 *	52
Sent faculty or other professionals from the Scholar's home country to work in the United States	56 **	53	50	41 *	49
Participated in other (non-Fulbright) international exchange program	47 **	43	42	29 *	40
Became involved with the Fulbright Commission/Alumni Association in the Scholar's home country	31	32	29	31	31
Brought U.S. students to attend school in the Scholar's home country	29 **	23	19	15 *	22
Served on a Fulbright selection or review committee	22	16 *	23	19	20
At least one of the above	91	92	90	88 *	90

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-17
Fulbright Visiting Scholars' Spouse's Involvement in International Activities
as a Result of Accompanying them on the Grant,
by Time Period of Grant

	Percent				All Scholars
	1980-1985	1986-1990	1991-1995	1996-2001	
Became more interested in international affairs	58	62	66	56	60
Made return visits to the United States	51	52	44	31 *	46
Spoke about their U.S. experiences at schools or community or civic organizations in the Scholar's home country	33 *	45	39	42	39
Participated in other kinds of international educational or cultural exchange programs	25	28	26	14 *	23
Worked on projects related to the United States	13	17	15	17	15
Wrote papers, articles, or books about their U.S. experiences	11	5	9	5	8
Provided interviews about their U.S. experiences to the media in the Scholar's home country	6	2 *	4	5	5
Personally received a Fulbright Scholar or Student grant	2	3	5	4	4
Attended a university in the United States	5	4	3	3	4
Other similar activities	4	0 *	0 *	3	2
At least one of the above	89	92	93	89	91

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-18
Fulbright Visiting Scholars' Children's Involvement in International Activities
as a result of Accompanying them on the Grant,
by Time Period of Grant

	Percent				All Scholars
	1980-1985	1986-1990	1991-1995	1996-2001	
Became more interested in international affairs	67	69	70	62	67
Made return visits to the United States	64 **	60 **	52	24 *	52
Spoke about their U.S. experiences at schools or community or civic organizations in the Scholar's home country	34 *	37	54 **	46	41
Participated in other kinds of international educational or cultural exchange programs	42 **	34	29	19 *	32
Attended a university in the United States	24 **	15	16	6 *	16
Worked on projects related to the United States	17	15	14	13	15
Wrote papers, articles, or books about their U.S. experiences	7	8	9	10	9
Provided interviews about their U.S. experiences to the media in the Scholar's home country	3	2	4	2	3
Personally received a Fulbright Scholar or Student grant	3	0 *	0 *	1	1
Other similar activities	3	1	0 *	2	2
At least one of the above	91	94	94	84 *	91

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-19
Changes in Visiting Fulbright Scholars' Professional Activities as a Result of the Grant,
by Time Period of Grant

	Percent				All Scholars
	1980-1985	1986-1990	1991-1995	1996-2001	
Used knowledge/skills learned during their Fulbright experiences in their courses	82	84	81	83	82
Became more of a resource for their colleagues with regard to knowledge/skills learned during their Fulbright experiences	63	61	65	67	64
Broadened the international aspects of their teaching/research in general	64	68	63	62	64
Developed/helped develop a new course or curriculum based on aspects of their Fulbright experiences	48	48	52	51	50
Became more involved with colleagues from other countries	52 **	50 **	40 *	37 *	44
Changed their career to become more focused on international issues	24	24	24	21	23
Became more involved in political/social/economic issues in their home country	19	18	17	20	19
Became more involved with U.S. students in their home country	22 **	18	15	15	18
Other	4	4	4	4	4
At least one of the above	98	98	98	98	98

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-20
Visiting Fulbright Scholars' Perceptions of the Fulbright Experience in General,
by Time Period of Grant

	Mean Rating ¹				All Scholars
	1980-1985	1986-1990	1991-1995	1996-2001	
All in all, I found my Fulbright experiences to be valuable.	3.97	3.98	3.98	3.98	3.98
I am proud to have been a Fulbright scholar.	3.80 *	3.80 *	3.88	3.92 **	3.85
A Fulbright award is a good thing to have on one's resume/personal vita.	3.76	3.81	3.80	3.84 **	3.80
My Fulbright experiences gave me a deeper understanding of the United States.	3.83 **	3.76	3.78	3.77	3.79
I would like to obtain another Fulbright grant.	3.60 *	3.68	3.73	3.85 **	3.73
A Fulbright award is considered prestigious by my colleagues in my country.	3.63	3.68	3.64	3.73 **	3.67
The Fulbright Program is widely known among academics in my country.	3.59	3.62	3.62	3.59	3.61
My Fulbright experiences heightened my awareness of social and cultural diversity among different nations.	3.58	3.55	3.54	3.48 *	3.54
My Fulbright experiences led to a professional expertise I otherwise would not have developed.	3.61 **	3.51	3.54	3.50	3.54
My Fulbright was a life-changing experience for me.	3.10	3.03	3.03	2.98	3.04
I developed a better understanding of my own country's society and culture after seeing it through the eyes of my U.S. colleagues and students.	3.16 **	3.02	2.97	2.94 *	3.02
My Fulbright experience enabled me to become more effective in influencing change in my home institution.	2.94	2.86	2.82	2.92	2.89
My Fulbright experience enable me to become more effective in influencing change in my country in general.	2.42	2.46	2.40	2.44	2.43

¹Items were rated on a 4-point scale, with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-21
Effect of the Fulbright Experience on Visiting Fulbright Scholars' Professional Lives,
by Time Period of Grant

	Mean Rating ¹				All Scholars
	1980-1985	1986-1990	1991-1995	1996-2001	
Contributed to greater insight into their field	3.61	3.60	3.59	3.60	3.60
Contributed to their subsequent professional publications or works	3.52	3.54	3.56	3.57	3.54
Enhanced their professional credentials	3.46	3.45	3.47	3.53	3.48
Altered their career	2.86 **	2.71	2.72	2.75	2.77

¹Items were rated on a 4-point scale, with 1=not at all, 2=somewhat, 3=quite a bit, and 4=a great deal. The midpoint is 2.5.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-22
Overall Effect of the Grant on Visiting Fulbright Scholars' Careers,
by Time Period of Grant

	Percent				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
Hurt a lot	1	1	1	1	1
Hurt somewhat	1	1	< 1	1	1
No effect	3	7 **	4	4	4
Helped somewhat	33	31	34	33	33
Helped a lot	62	61	61	62	61

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table B-23
Extent of New Knowledge Gained about the United States
by Visiting Fulbright Scholars during their Grants
by Time Period of Grant

	Mean Rating ¹				
	1980-1985	1986-1990	1991-1995	1996-2001	All Scholars
The American culture or way of life	3.64 **	3.58	3.58	3.52 *	3.58
The American educational system	3.42	3.44	3.46	3.38	3.42
The American political system	3.15 **	3.09	3.04	2.97 *	3.06
Americans' treatment of minorities	3.00	3.01	2.99	2.91 *	2.98
The American economy	2.86	2.85	2.95 **	2.81	2.87
The United States' political relations with their countries	2.70 **	2.61	2.50	2.45 *	2.57

¹Items were rated on a 4-point scale, with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-1
Profile of Visiting Fulbright Scholars,
by Field of Study

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Grantee's Primary Field/Discipline				
Physical and life sciences and engineering ¹	100	0	0	36
Social sciences ²	0	100	0	38
Arts and humanities ³	0	0	100	26
Duration of Grant				
1-4 months	25 **	18 *	20	21
5-8 months	15 *	28 **	28 **	23
9-12 months	44	45	45	44
More than 12 months	16 **	8 *	7 *	11
Time Period of Grant				
1980-1985	25	24	27	25
1986-1990	20	23	18	21
1991-1995	23	26	25	24
1996-2001	32	27	30	29
Age at Time of Grant				
Under 30	12	10	9	12
30 to 39	54 **	40 *	45	46
40 to 49	29 *	40 **	34	34
50 to 59	5 *	9	11 **	8
60 or older	1	1	1	1
Total Number of Fulbright Scholar Grants Received				
One	95 **	90	84 *	90
Two or more	5 *	10	16 **	10
Sex				
Male	82 **	74	66 *	75
Female	18 *	26	34 **	25

1 Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

2 Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

3 Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

**Table C-2
Education and Employment Profile of Visiting Fulbright Scholars,
by Field of Study**

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Highest Level of Education at Time of Grant				
Doctorate or terminal professional degree or equivalent	89 **	73 *	67 *	76
Master's degree (including M.B.A.) or equivalent	6 *	20 **	24 **	16
Some graduate work without a degree	1 *	3	2	3
Undergraduate degree or equivalent	1 *	2	4 **	3
Other	3	2	2	2
Employment Status at Time of Grant				
Employed 30 or more hours per week	83	85 **	75 *	81
Employed less than 30 hours per week	4 *	9	16 **	9
Student	11 **	4 *	3 *	7
Temporarily unemployed	< 1	< 1	1	< 1
Retired	0	0	0	0
Other	2	2	5 **	3
Employment Sector at Time of Grant (if employed)				
Higher education institution in which teaching and research are equally important	50 *	57	59	55
Higher education institution with primarily a research focus	34 **	23 *	18 *	25
Higher education institution with primarily a teaching focus	8 *	13	15 **	11
Government agency or public sector organization	5	4	2 *	4
Private for-profit organization	< 1*	1	2	1
Private not-for-profit organization	1	1	2	1
Other employer or self-employed	2	1	3	2
Current Highest Level of Education				
Doctorate or terminal professional degree or equivalent	96 **	88	82 *	89
Master's degree (including M.B.A.) or equivalent	1 *	8	12 **	7
Some graduate work without a degree	< 1*	1	1	1
Undergraduate degree or equivalent	< 1*	1	2	1
Other	3	1	2	2
Current Employment Status				
Employed 30 or more hours per week	88 **	82	70 *	81
Employed less than 30 hours per week	5 *	7	15 **	8
Student	< 1	< 1	1	< 1
Temporarily unemployed	< 1	1	< 1	1
Retired	4 *	6	7	6
Other	3	4	6	4
Current Employment Sector (if currently employed)				
Higher education institution in which teaching and research are equally important	46 *	58 **	59 **	54
Higher education institution with primarily a research focus	33 **	22 *	19 *	25
Higher education institution with primarily a teaching focus	6 *	10	12 **	9
Government agency or public sector organization	7 **	5	2 *	5
Private for-profit organization	3	2	2	3
Private not-for-profit organization	3	2	1 *	2
Other employer or self-employed	3	2 *	5	3

1 Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

2 Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

3 Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-3
How Visiting Fulbright Scholars First Learned About the Program,
by Field of Study

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Colleague/friend in the Scholar's country	37 *	48 **	51 **	45
Poster/announcement	26 **	20	17 *	21
Newspaper article or advertisement	16 **	14	10 *	14
Colleague/friend in the United States	8	7	11	8
Professional organization	5	4	4	5
Other	9	8	10	9

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-4
Reasons for Applying for a Fulbright Scholar Grant,
by Field of Study

	Mean Rating ¹			
	Physical and Life Sciences and Engineering ²	Social Sciences ³	Arts and Humanities ⁴	All Scholars
Opportunity to collaborate with specific researchers, work in specific research facilities, obtain access to specific resources/data, or conduct on-site research in a specific location	2.88 **	2.73 *	2.72 *	2.77
Opportunity to learn new knowledge/skills	2.84 **	2.65 *	2.63 *	2.71
Professional advancement/development	2.77 **	2.66	2.64 *	2.69
Desire to gain an international perspective	2.56	2.54	2.53	2.55
Opportunity to pursue their scholarly work with few or no interruptions	2.39 *	2.49	2.59 **	2.47
Desire to share their knowledge and expertise with colleagues and students in the United States	2.34	2.37	2.39	2.35
Desire to obtain access to resources available only in the United States	2.15 *	2.40 **	2.56 **	2.35
Prestige of a Fulbright grant	2.37	2.33	2.32	2.33
Desire to learn first hand about the U.S. culture and people	2.25 *	2.28	2.45 **	2.32
Desire to share their culture and institutions with people in the United States	2.05	2.07	2.15 **	2.08
Opportunity for travel in the United States	1.97	1.92 *	2.07 **	1.98
Desire to improve their English language competence	1.93	1.92	1.92	1.93
Encouragement from colleague(s)/institution(s) in the United States	1.92	1.88	1.97	1.91
Favorable reports from colleague(s) who had prior Fulbright Scholar experiences	1.70 *	1.78	1.92 **	1.78
Encouragement from their home institution	1.80	1.75	1.75	1.76
Opportunity to work again with former professors, students or colleagues	1.69	1.71	1.65	1.68
Opportunity for family member(s) to experience living in the United States	1.69	1.61	1.68	1.65
Continue/expand work started during an earlier visit to the United States	1.59	1.65	1.70 **	1.63
Family connections in the United States	1.18	1.18	1.22	1.19

¹Items were rated on a 3-point scale, with 1=not important/not applicable, 2=somewhat important, and 3=very important. The midpoint is 2.0.

² Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

³ Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

⁴ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-5
Visiting Fulbright Scholars' Host Institutions,
by Field of Study

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Four year college or university	61	63	69 **	64
Graduate/professional institution (no undergraduate courses)	26	30	24	27
Government agency or public sector organization	7 **	2 *	3 *	4
Private not-for-profit organization (not a college or university)	2	2	1	2
Private for-profit organization	1	1	< 1	1
Two year college or technical institute	1	< 1	1	1
Other	2	2	2	2

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-6
Professional Activities of Visiting Fulbright Scholars during the Grant,
by Field of Study

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Conducting research on their own	68 *	85 **	87 **	79
Participating in professional conferences, seminars, etc.	75	80 **	71 *	75
Library/archival/laboratory research	62 *	73 **	79 **	70
Writing/editing articles, papers, books, or creative works	71	69	69	70
Collaborating on research with U.S. faculty/students	88 **	51 *	50 *	64
Lecturing/teaching at the host institution	27 *	41 **	42 **	37
Improving their computer skills	33 **	25 *	24 *	28
Lecturing/teaching at places other than the host institution	16 *	32 **	36 **	28
Advising students	25	26	26	26
Participation in faculty committees	10 *	17 **	14	14
Working on/completing their mater's thesis/doctoral dissertation	6 *	14 **	11	11
Organizing conferences, seminars, workshops	7 *	11 **	9	9
Paid or unpaid consulting for individuals/organizations other than the host institution(s)	6 *	9	13 **	9
Participating in creative or performing arts	2 *	4	9 **	5
Other professional activities	2	3	3	3

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

**Table C-7
Community and Social Activities of Visiting Fulbright Scholars during the Grant,
by Field of Study**

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Visited Americans in their homes	89	91	92	90
Read local newspapers	87 *	92 **	91	90
Watched local television news	89	91	88	90
Attended concerts, plays, or other cultural events	75 *	83	84 **	80
Listened to local radio stations	75 **	68 *	72	72
Participated in social activities (other than sports)	70	67	71	69
Traveled for a weekend or longer with one or more Americans	65	63	67	65
Had formal or informal interaction with other Fulbright Scholars	51 *	64 **	64 **	59
Gave talks about their country's culture	35 *	57 **	55 **	49
Participated in sports	33 **	26 *	27	29
Gave lessons/demonstrations of specific aspects of their country's culture (language, dance, cooking, etc.)	18 *	24	29 **	24
Other activities	5 *	7	9 **	7
At least one of the above	>99	100	>99	>99

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

**Table C-8
Visiting Fulbright Scholars' Accompaniment
by Members of their Family while on the Grant,
by Field of Study**

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Spouse/partner	89	92 **	83 *	88
Child/children under age 18	73	74	71	72
Other family members	11	6	8	8

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

**Table C-9
Fulbright Visiting Scholars' Spouse's Activities
while Accompanying them on the Grant,
by Field of Study**

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Studied English	49 *	63 **	54	57
Gave lessons/demonstrations of specific aspects of their home country's culture (language, dance, cooking, etc.)	38	40	37	39
Gave talks about their home country's culture	32	35	36	35
Took courses/attended school (other than to learn English)	28	36	34	33
Played sports	14	22	18	19
Other similar activities	10	8	12	10
At least one of the above	86	92	92	90

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

**Table C-10
Fulbright Visiting Scholars' Children's Activities
while Accompanying them on the Grant,
by Field of Study**

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Took courses/attended school (other than to learn English)	76	76	80	77
Studied English	64	65	69	66
Played sports	46 *	60 **	53	54
Gave talks about their home country's culture	20	24	17	20
Gave lessons/demonstrations of specific aspects of their home country's culture (language, dance, cooking, etc.)	12 *	22	19	18
Other similar activities	5	5	3	4
At least one of the above	92	94	97	94

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-11
Visiting Fulbright Scholars' Attitudes About Their Grant Experiences,
by Field of Study

	Mean Rating ¹			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
I was satisfied with the opportunities I had to do research.	3.87	3.82	3.85	3.85
My host institution was a good match with my needs and interests.	3.87 **	3.72 *	3.71 *	3.77
I generally felt welcomed and accepted by students and faculty at my Fulbright host institution.	3.84 **	3.72 *	3.68 *	3.76
I felt that I was notified of the award in time to prepare adequately for departure.	3.77 **	3.67 *	3.73	3.71
I received sufficient information on the logistics of traveling to the United States.	3.74 **	3.63 *	3.68	3.68
I received sufficient professional support from the faculty/professional staff at my host institution.	3.78 **	3.53 *	3.59	3.64
I was satisfied with the opportunities I had for collaboration.	3.78 **	3.48 *	3.50 *	3.60
I received sufficient administrative support from the faculty/professional staff at my host institution.	3.64 **	3.43 *	3.52	3.53
People at my host institution invited me to their social activities.	3.61 **	3.44 *	3.43	3.50
My home institution (in my home country) was supportive of my Fulbright grant.	3.53	3.50	3.44	3.49
I met people from all over the world.	3.56 **	3.35 *	3.37 *	3.44
I was satisfied with the amount of the stipend.	3.47	3.37 *	3.52 **	3.43
I experienced relatively few difficulties in finding adequate living quarters.	3.37	3.29	3.33	3.33
When I first arrived in the United States to begin my grant, someone greeted me and helped me settle in.	3.33 **	3.12 *	3.24	3.23
I found that many Americans were interested in learning about my country.	2.97	2.88	2.92	2.92
The differences between my country's culture and American culture were greater than I expected.	2.21	2.23	2.25	2.23
I spent much of my free time with friends/family from my country.	2.30 **	2.15	2.15	2.20

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

¹ Items were rated on a 4-point scale with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-12
Professional Works Produced by Visiting Fulbright Scholars that Incorporated Knowledge, Information, Materials, or Data Obtained during the Grant by Field of Study

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Articles in refereed journals or edited volumes	90 **	78 *	79	82
Papers or presentations at scholarly or professional meetings	79	83	82	81
Books or monographs	26 *	57 **	60 **	46
Articles in non-refereed journals or volumes	31 *	49 **	52 **	43
Articles in newspapers or magazines	12 *	33 **	33 **	25
Works in creative or performing arts	1 *	2 *	10 **	4
Other professional works	6 *	9	11 **	8
At least one of the above	>99	>99	>99	>99

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-13
Media or Community Activities in which Visiting Fulbright Scholars Shared their Fulbright Experience with Others in their Home Country, by Field of Study

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Conversations with friends/colleagues	89	87 *	94 **	90
Presentations at schools or other community/civic organizations in their home country	31 *	53 **	52 **	45
Interviews with media (newspaper, TV, etc.) in their home country	12 *	29 **	27 **	22
Demonstrations of American customs (e.g., cooking, dancing, sports, etc.)	15	12	13	13
Other activities (please specify below)	3	4	5	4
At least one of the above	92 *	94	98 **	94

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-14
Continued Collaboration by Visiting Fulbright Scholars
with U.S. Colleagues Since Completing the Grant,
by Field of Study

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Not at all	7 *	11	10	9
A little	23	28	25	26
A moderate amount	25 *	32	33	30
A great deal	45 **	29 *	32	35

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-15
Types of Continued Contact by Visiting Fulbright Scholars
with Individuals from the United States,
by Field of Study

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
E-mail	87 **	80	78 *	82
Attendance at professional conferences, workshops, or other events	66 **	63	52 *	61
They visited the Scholar in his home country	57	61	59	59
Regular mail	51 *	58	64 **	58
The Scholar visited them in the United States	55	51	48	52
Telephone	49 **	43	43	45
Scholar did not stay in touch with anyone	5	5	4	5

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-16
Participation in International Activities by Visiting Fulbright Scholars
since Completing the Grant,
by Field of Study

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Participate in non-Fulbright conferences or organizations that work to foster international cooperation	58 *	70 **	72 **	66
Sent students from the Scholar's home country to attend school in the United States	52 *	61 **	59	57
Helped to foster other international exchanges of faculty, professionals, or students	48 *	59 **	58	55
Brought U.S. faculty or other professionals to work in the Scholar's home country	42 *	60 **	54	52
Sent faculty or other professionals from the Scholar's home country to work in the United States	50	49	51	49
Participated in other (non-Fulbright) international exchange program	35 *	42	46 **	40
Became involved with the Fulbright Commission/Alumni Association in the Scholar's home country	19 *	36 **	36 **	31
Brought U.S. students to attend school in the Scholar's home country	12 *	26 **	28 **	22
Served on a Fulbright selection or review committee	9 *	25 **	29 **	20
At least one of the above	85 *	93 **	92	90

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-17
Fulbright Visiting Scholars' Spouse's Involvement in International Activities
as a Result of Accompanying them on the Grant,
by Field of Study

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Became more interested in international affairs	54	65 **	58	60
Made return visits to the United States	48	44	44	46
Spoke about their U.S. experiences at schools or community or civic organizations in the Scholar's home country	39	37	42	39
Participated in other kinds of international educational or cultural exchange programs	21	25	21	23
Worked on projects related to the United States	14	12	21 **	15
Wrote papers, articles, or books about their U.S. experiences	4 *	10	11	8
Provided interviews about their U.S. experiences to the media in the Scholar's home country	3	5	5	5
Personally received a Fulbright Scholar or Student grant	2	5	4	4
Attended a university in the United States	3	4	6	4
Other similar activities	0 *	2	4	2
At least one of the above	91	90	92	91

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-18
Fulbright Visiting Scholars' Children's Involvement in International Activities
as a Result of Accompanying them on the Grant,
by Field of Study

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Became more interested in international affairs	56 *	72	69	67
Made return visits to the United States	50	52	50	52
Spoke about their U.S. experiences at schools or community or civic organizations in the Scholar's home country	48	38	42	41
Participated in other kinds of international educational or cultural exchange programs	24 *	34	34	32
Attended a university in the United States	17	16	15	16
Worked on projects related to the United States	13	18	12	15
Wrote papers, articles, or books about their U.S. experiences	4 *	12	9	9
Provided interviews about their U.S. experiences to the media in the Scholar's home country	2	3	4	3
Personally received a Fulbright Scholar or Student grant	1	1	2	1
Other similar activities	0 *	2	3	2
At least one of the above	91	91	90	91

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-19
Changes in Visiting Fulbright Scholars' Professional Activities as a Result of the Grant,
by Field of Study

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Used knowledge/skills learned during their Fulbright experiences in their courses	79 *	82	88 **	82
Became more of a resource for their colleagues with regard to knowledge/skills learned during their Fulbright experiences	64	64	66	64
Broadened the international aspects of their teaching/research in general	57 *	69 **	67	64
Developed/helped develop a new course or curriculum based on aspects of their Fulbright experiences	41 *	52	57 **	50
Became more involved with colleagues from other countries	45	46	41	44
Changed their career to become more focused on international issues	19 *	26 **	22	23
Became more involved in political/social/economic issues in their home country	10 *	25 **	20	19
Became more involved with U.S. students in their home country	8 *	20 **	25 **	18
Other	2 *	4	6 **	4
At least one of the above	98	98	99	98

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-20
Visiting Fulbright Scholars' Perceptions of the Fulbright Experience in General,
by Field of Study

	Mean Rating ¹			
	Physical and Life Sciences and Engineering ²	Social Sciences ³	Arts and Humanities ⁴	All Scholars
All in all, I found my Fulbright experiences to be valuable.	3.98	3.97	3.99 **	3.98
I am proud to have been a Fulbright scholar.	3.85	3.83	3.88	3.85
A Fulbright award is a good thing to have on one's resume/personal vita.	3.78	3.78	3.86 **	3.80
My Fulbright experiences gave me a deeper understanding of the United States.	3.73 *	3.78	3.85 **	3.79
I would like to obtain another Fulbright grant.	3.71	3.71	3.83 **	3.73
A Fulbright award is considered prestigious by my colleagues in my country.	3.61 *	3.67	3.77 **	3.67
The Fulbright Program is widely known among academics in my country.	3.48 *	3.63	3.76 **	3.61
My Fulbright experiences heightened my awareness of social and cultural diversity among different nations.	3.46 *	3.53	3.63 **	3.54
My Fulbright experiences led to a professional expertise I otherwise would not have developed.	3.53	3.51	3.63 **	3.54
My Fulbright was a life-changing experience for me.	2.99	2.98	3.15 **	3.04
I developed a better understanding of my own country's society and culture after seeing it through the eyes of my U.S. colleagues and students.	2.90 *	3.04	3.17 **	3.02
My Fulbright experience enabled me to become more effective in influencing change in my home institution.	2.89	2.82 *	3.00 **	2.89
My Fulbright experience enable me to become more effective in influencing change in my country in general.	2.29 *	2.50 **	2.53 **	2.43

¹Items were rated on a 4-point scale, with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

² Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

³ Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

⁴ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-21
Effect of the Fulbright Experience on Visiting Fulbright Scholars' Professional Lives,
by Field of Study

	Mean Rating ¹			
	Physical and Life Sciences and Engineering ²	Social Sciences ³	Arts and Humanities ⁴	All Scholars
Contributed to greater insight into their field	3.57	3.57	3.69 **	3.60
Contributed to their subsequent professional publications or works	3.52	3.54	3.61 **	3.54
Enhanced their professional credentials	3.50	3.47	3.46	3.48
Altered their career	2.85 **	2.66 *	2.78	2.77

¹Items were rated on a 4-point scale, with 1=not at all, 2=somewhat, 3=quite a bit, and 4=a great deal. The midpoint is 2.5.

² Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

³ Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

⁴ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-22
Overall Effect of the Grant on Visiting Fulbright Scholars' Careers,
by Field of Study

	Percent			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
Hurt a lot	1	1	< 1 *	1
Hurt somewhat	1	< 1	1	1
No effect	4	4	4	4
Helped somewhat	35	34	28 *	33
Helped a lot	59	60	66 **	61

¹ Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

² Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

³ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table C-23
Extent of New Knowledge Gained about the United States
by Visiting Fulbright Scholars during their Grants
by Field of Study

	Mean Rating ¹			
	Physical and Life Sciences and Engineering ¹	Social Sciences ²	Arts and Humanities ³	All Scholars
The American culture or way of life	3.54	3.56	3.65 **	3.58
The American educational system	3.41	3.39	3.48 **	3.42
The American political system	3.00 *	3.16 **	2.99 *	3.06
Americans' treatment of minorities	2.89 *	3.01	3.03	2.98
The American economy	2.83	3.02 **	2.70 *	2.87
The United States' political relations with their countries	2.51	2.67 **	2.50	2.57

¹Items were rated on a 4-point scale, with 1=not at all, 2=somewhat, 3=quite a bit, and 4=a great deal. The midpoint is 2.5.

² Includes: agriculture, animal science, astronomy, biological sciences, chemistry, computer science, engineering, environmental sciences, food technology, geology, mathematics, medical sciences, and physics.

³ Includes: anthropology, business administration, city/urban planning, economics, education, geography, law, library science, linguistics, physical education, political science, psychology, public administration, social work, sociology, and TEFL/applied linguistics.

⁴ Includes: American history, American literature, American studies, architecture, archeology, area studies, art, art history, classics, communications, creative writing, English, history (non-U.S.), journalism, language and literature (non-U.S.), music, musicology, philosophy, religious studies, and theater arts.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-1
Profile of Visiting Fulbright Scholars,
by Sex

	Percent		
	Male	Female	All Scholars
Grantee's Primary Field/Discipline			
Physical and life sciences and engineering ¹	40 **	26 *	36
Social sciences ²	38	39	38
Arts and humanities ³	23 *	35 **	26
Duration of Grant			
1-4 months	21	22	21
5-8 months	22	25	23
9-12 months	45	45	44
More than 12 months	12 **	8 *	11
Time Period of Grant			
1980-1985	28 **	17 *	25
1986-1990	22 **	17 *	21
1991-1995	23 *	28 **	24
1996-2001	27 *	38 **	29
Age at Time of Grant			
Under 30	11	12	12
30 to 39	47	44	46
40 to 49	33	35	34
50 to 59	7	8	8
60 or older	1	<1	1
Total Number of Fulbright Scholar Grants Received			
One	89	92	90
Two or more	11	8	10
Sex			
Male	100	0	75
Female	0	100	25

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

**Table D-2
Education and Employment Profile of Visiting Fulbright Scholars, 1980-2001**

	Percent		
	Male	Female	All Scholars
Highest Level of Education at Time of Grant			
Doctorate or terminal professional degree or equivalent	77	73	76
Master's degree (including M.B.A.) or equivalent	15	19 **	16
Some graduate work without a degree	2	3	3
Undergraduate degree or equivalent	3	2	3
Other	3	2	2
Employment Status at Time of Grant			
Employed 30 or more hours per week	82 **	76 *	81
Employed less than 30 hours per week	8 *	11	9
Student	7	7	7
Temporarily unemployed	< 1	1	< 1
Retired	0	0	0
Other	2 *	5 **	3
Employment Sector at Time of Grant (if employed)			
Higher education institution in which teaching and research are equally important	56	54	55
Higher education institution with primarily a research focus	26	23	25
Higher education institution with primarily a teaching focus	11	14	11
Government agency or public sector organization	4	4	4
Private for-profit organization	1	1	1
Private not-for-profit organization	1	1	1
Other employer or self-employed	2 *	4 **	2
Current Highest Level of Education			
Doctorate or terminal professional degree or equivalent	89	88	89
Master's degree (including M.B.A.) or equivalent	7	8	7
Some graduate work without a degree	1	1	1
Undergraduate degree or equivalent	1	1	1
Other	2	2	2
Current Employment Status			
Employed 30 or more hours per week	82 **	78 *	81
Employed less than 30 hours per week	7	10	8
Student	< 1	1	< 1
Temporarily unemployed	1	1	1
Retired	6 **	4 *	6
Other	3 *	7 **	4
Current Employment Sector (if currently employed)			
Higher education institution in which teaching and research are equally important	53	56	54
Higher education institution with primarily a research focus	26	21 *	25
Higher education institution with primarily a teaching focus	8	10	9
Government agency or public sector organization	5	4	5
Private for-profit organization	3	2	3
Private not-for-profit organization	2	2	2
Other employer or self-employed	3 *	5 **	3

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-3
How Visiting Fulbright Scholars First Learned About the Program,
by Sex

	Percent		
	Male	Female	All Scholars
Colleague/friend in the Scholar's country	44	44	45
Poster/announcement	23 **	18 *	21
Newspaper article or advertisement	13	16	14
Colleague/friend in the United States	9	8	8
Professional organization	4	5	5
Other	9	11	9

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-4
Reasons for Applying for a Fulbright Scholar Grant,
by Sex

	Mean Rating ¹		
	Male	Female	All Scholars
Opportunity to collaborate with specific researchers, work in specific research facilities, obtain access to specific resources/data, or conduct on-site research in a specific location	2.78	2.78	2.77
Opportunity to learn new knowledge/skills	2.69 *	2.78 *	2.71
Professional advancement/development	2.66 *	2.78 *	2.69
Desire to gain an international perspective	2.54	2.57	2.55
Opportunity to pursue their scholarly work with few or no interruptions	2.46	2.54 **	2.47
Desire to share their knowledge and expertise with colleagues and students in the United States	2.35	2.36	2.35
Desire to obtain access to resources available only in the United States	2.30 *	2.49 **	2.35
Prestige of a Fulbright grant	2.32	2.36	2.33
Desire to learn first hand about the U.S. culture and people	2.32	2.31	2.32
Desire to share their culture and institutions with people in the United States	2.05 *	2.16 **	2.08
Opportunity for travel in the United States	1.97	1.99	1.98
Desire to improve their English language competence	1.93	1.92	1.93
Encouragement from colleague(s)/institution(s) in the United States	1.91	1.91	1.91
Favorable reports from colleague(s) who had prior Fulbright Scholar experiences	1.79	1.76	1.78
Encouragement from their home institution	1.74	1.83 **	1.76
Opportunity to work again with former professors, students or colleagues	1.69	1.64	1.68
Opportunity for family member(s) to experience living in the United States	1.70 **	1.49 *	1.65
Continue/expand work started during an earlier visit to the United States	1.62	1.63	1.63
Family connections in the United States	1.19	1.16	1.19

¹Items were rated on a 3-point scale, with 1=not important/not applicable, 2=somewhat important, and 3=very important. The midpoint is 2.0.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-5
Visiting Fulbright Scholars' Host Institutions,
by Sex

	Percent		
	Male	Female	All Scholars
Four year college or university	63	68 **	64
Graduate/professional institution (no undergraduate courses)	28	25	27
Government agency or public sector organization	4	3	4
Private not-for-profit organization (not a college or university)	2 **	1	2
Private for-profit organization	1	1	1
Two year college or technical institute	1	0 *	1
Other	2	3	2

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-6
Professional Activities of Visiting Fulbright Scholars during the Grant,
by Sex

	Percent		
	Male	Female	All Scholars
Conducting research on their own	78	80	79
Participating in professional conferences, seminars, etc.	75	79 **	75
Library/archival/laboratory research	67 *	80 **	70
Writing/editing articles, papers, books, or creative works	70	67	70
Collaborating on research with U.S. faculty/students	66 **	60	64
Lecturing/teaching at the host institution	37	36	37
Improving their computer skills	26 *	34 **	28
Lecturing/teaching at places other than the host institution	27	29	28
Advising students	27 **	22 *	26
Participation in faculty committees	13	17	14
Working on/completing their mater's thesis/doctoral dissertation	10 *	14 **	11
Organizing conferences, seminars, workshops	9	10	9
Paid or unpaid consulting for individuals/organizations other than the host institution(s)	9	11	9
Participating in creative or performing arts	4 *	7 **	5
Other professional activities	2	4	3

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-7
Community and Social Activities of Visiting Fulbright Scholars during the Grant,
by Sex

	Percent		
	Male	Female	All Scholars
Watched local television news	89	91	90
Read local newspapers	90	89	90
Visited Americans in their homes	91	90	90
Attended concerts, plays, or other cultural events	78 *	87 **	80
Listened to local radio stations	71	74	72
Participated in social activities (other than sports)	68	72	69
Traveled for a weekend or longer with one or more Americans	65	66	65
Had formal or informal interaction with other Fulbright Scholars	58 *	66 **	59
Gave talks about their country's culture	46 *	53 **	49
Participated in sports	32 **	22 *	29
Gave lessons/demonstrations of specific aspects of their country's culture (language, dance, cooking, etc.)	22 *	29 **	24
Other activities	6 *	11 **	7
At least one of the above	>99	>99	>99

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-8
Visiting Fulbright Scholars' Accompaniment
by Members of their Family while on the Grant,
by Sex

	Percent		
	Male	Female	All Scholars
Spouse/partner	95 **	62 *	88
Child/children under age 18	73	70	72
Other family members	6 *	14 **	8

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-9
Fulbright Visiting Scholars' Spouse's Activities
while Accompanying them on the Grant,
by Sex

	Percent		
	Male	Female	All Scholars
Studied English	60 **	33 *	57
Gave lessons/demonstrations of specific aspects of their home country's culture (language, dance, cooking, etc.)	41 **	23 *	39
Gave talks about their home country's culture	35	35	35
Took courses/attended school (other than to learn English)	34	26	33
Played sports	18	26	19
Other similar activities	9 *	20 **	10
At least one of the above	90	88	90

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-10
Fulbright Visiting Scholars' Children's Activities
while Accompanying them on the Grant,
by Sex

	Percent		
	Male	Female	All Scholars
Took courses/attended school (other than to learn English)	75	85 **	77
Studied English	67	58	66
Played sports	54	51	54
Gave talks about their home country's culture	20	23	20
Gave lessons/demonstrations of specific aspects of their home country's culture (language, dance, cooking, etc.)	17	20	18
Other similar activities	4	5	4
At least one of the above	93 *	100 **	94

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-11
Visiting Fulbright Scholars' Attitudes About Their Grant Experiences,
by Sex

	Mean Rating ¹		
	Male	Female	All Scholars
I was satisfied with the opportunities I had to do research.	3.86	3.85	3.85
My host institution was a good match with my needs and interests.	3.79 **	3.71 *	3.77
I generally felt welcomed and accepted by students and faculty at my Fulbright host institution.	3.79 **	3.66 *	3.76
I felt that I was notified of the award in time to prepare adequately for departure.	3.70	3.73	3.71
I received sufficient information on the logistics of traveling to the United States.	3.69	3.66	3.68
I received sufficient professional support from the faculty/professional staff at my host institution.	3.66 **	3.58	3.64
I was satisfied with the opportunities I had for collaboration.	3.64 **	3.51 *	3.60
I received sufficient administrative support from the faculty/professional staff at my host institution.	3.56 **	3.46	3.53
People at my host institution invited me to their social activities.	3.53 **	3.40 *	3.50
My home institution (in my home country) was supportive of my Fulbright grant.	3.51	3.43	3.49
I met people from all over the world.	3.44	3.43	3.44
I was satisfied with the amount of the stipend.	3.39 *	3.53 **	3.43
I experienced relatively few difficulties in finding adequate living quarters.	3.36	3.27	3.33
When I first arrived in the United States to begin my grant, someone greeted me and helped me settle in.	3.29 **	3.07 *	3.23
I found that many Americans were interested in learning about my country.	2.91	2.91	2.92
The differences between my country's culture and American culture were greater than I expected.	2.25	2.19	2.23
I spent much of my free time with friends/family from my country.	2.25 **	2.04 *	2.20

¹Items were rated on a 4-point scale with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-12
Professional Works Produced by Visiting Fulbright Scholars that Incorporated Knowledge, Information, Materials, or Data Obtained during the Grant by Sex

	Percent		
	Male	Female	All Scholars
Articles in refereed journals or edited volumes	83 **	79 *	82
Papers or presentations at scholarly or professional meetings	79 *	86 **	81
Books or monographs	46	46	46
Articles in non-refereed journals or volumes	44	42	43
Articles in newspapers or magazines	24	29 **	25
Works in creative or performing arts	3 *	7 **	4
Other professional works	7 *	12 **	8
At least one of the above	99	>99	>99

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-13
Media or Community Activities in which Visiting Fulbright Scholars Shared their Fulbright Experience with Others in their Home Country, by Sex

	Percent		
	Male	Female	All Scholars
Conversations with friends/colleagues	90	91	90
Presentations at schools or other community/civic organizations in their home country	46	42	45
Interviews with media (newspaper, TV, etc.) in their home country	21	23	22
Demonstrations of American customs (e.g., cooking, dancing, sports, etc.)	13	15	13
Other activities (please specify below)	3	5	4
At least one of the above	94	95	94

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-14
Continued Collaboration by Visiting Fulbright Scholars
with U.S. Colleagues Since Completing the Grant,
by Sex

	Percent		
	Male	Female	All Scholars
Not at all	9	11	9
A little	25	26	26
A moderate amount	30	29	30
A great deal	36	34	35

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-15
Types of Continued Contact by Visiting Fulbright Scholars
with Individuals from the United States,
by Sex

	Percent		
	Male	Female	All Scholars
E-mail	81 *	86 **	82
Attendance at professional conferences, workshops, or other events	62	60	61
They visited the Scholar in his home country	60	57	59
Regular mail	59 **	53 *	58
The Scholar visited them in the United States	53 **	49	52
Telephone	45	45	45
Scholar did not stay in touch with anyone	5	6	5

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-16
Participation in International Activities by Visiting Fulbright Scholars since Completing the Grant, by Sex

	Percent		
	Male	Female	All Scholars
Participate in non-Fulbright conferences or organizations that work to foster international cooperation	66	69	66
Sent students from the Scholar's home country to attend school in the United States	58	54	57
Helped to foster other international exchanges of faculty, professionals, or students	55	54	55
Brought U.S. faculty or other professionals to work in the Scholar's home country	53	48	52
Sent faculty or other professionals from the Scholar's home country to work in the United States	52 **	43 *	49
Participated in other (non-Fulbright) international exchange program	41	38	40
Became involved with the Fulbright Commission/Alumni Association in the Scholar's home country	30	34	31
Brought U.S. students to attend school in the Scholar's home country	22	20	22
Served on a Fulbright selection or review committee	21	19	20
At least one of the above	91	90	90

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-17
Fulbright Visiting Scholars' Spouse's Involvement in International Activities as a Result of Accompanying them on the Grant, by Sex

	Percent		
	Male	Female	All Scholars
Became more interested in international affairs	62 **	46 *	60
Made return visits to the United States	45	43	46
Spoke about their U.S. experiences at schools or community or civic organizations in the Scholar's home country	40	32	39
Participated in other kinds of international educational or cultural exchange programs	22	26	23
Worked on projects related to the United States	13 *	32 **	15
Wrote papers, articles, or books about their U.S. experiences	7 *	19 **	8
Provided interviews about their U.S. experiences to the media in the Scholar's home country	3 *	14 **	5
Attended a university in the United States	4	7	4
Personally received a Fulbright Scholar or Student grant	2 *	14 **	4
Other similar activities	1	7	2
At least one of the above	91	86	91

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-18
Fulbright Visiting Scholars' Children's Involvement in
International Activities as a Result of Accompanying them on the Grant,
by Sex

	Percent		
	Male	Female	All Scholars
Became more interested in international affairs	66	71	67
Made return visits to the United States	51	49	52
Spoke about their U.S. experiences at schools or community or civic organizations in the Scholar's home country	39	49	41
Participated in other kinds of international educational or cultural exchange programs	31	34	32
Attended a university in the United States	14	22	16
Worked on projects related to the United States	13	21	15
Wrote papers, articles, or books about their U.S. experiences	9	9	9
Provided interviews about their U.S. experiences to the media in the Scholar's home country	3	2	3
Personally received a Fulbright Scholar or Student grant	1	2	1
Other similar activities	2	1	2
At least one of the above	91	91	91

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-19
Changes in Visiting Fulbright Scholars' Professional Activities as a Result of the Grant,
by Sex

	Percent		
	Male	Female	All Scholars
Used knowledge/skills learned during their Fulbright experiences in their courses	82	83	82
Became more of a resource for their colleagues with regard to knowledge/skills learned during their Fulbright experiences	64	66	64
Broadened the international aspects of their teaching/research in general	64	64	64
Developed/helped develop a new course or curriculum based on aspects of their Fulbright experiences	49	51	50
Became more involved with colleagues from other countries	44	45	44
Changed their career to become more focused on international issues	22	24	23
Became more involved in political/social/economic issues in their home country	18	20	19
Became more involved with U.S. students in their home country	18	16	18
Other	3 *	7 **	4
At least one of the above	98	98	98

*This group's percentage is lower than that of all other groups combined at a statistically significant level ($p < .05$).

**This group's percentage is higher than that of all other groups combined at a statistically significant level ($p < .05$).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-20
Visiting Fulbright Scholars' Perceptions of the Fulbright Experience in General, by Sex

	Mean Rating ¹		
	Male	Female	All Scholars
All in all, I found my Fulbright experiences to be valuable.	3.98	3.98	3.98
I am proud to have been a Fulbright scholar.	3.84	3.87	3.85
A Fulbright award is a good thing to have on one's resume/personal vita.	3.78 *	3.85 **	3.80
My Fulbright experiences gave me a deeper understanding of the United States.	3.78	3.78	3.79
I would like to obtain another Fulbright grant.	3.72	3.75	3.73
A Fulbright award is considered prestigious by my colleagues in my country.	3.65	3.69	3.67
The Fulbright Program is widely known among academics in my country.	3.61	3.59	3.61
My Fulbright experiences heightened my awareness of social and cultural diversity among different nations.	3.52	3.56	3.54
My Fulbright experiences led to a professional expertise I otherwise would not have developed.	3.52 *	3.60 **	3.54
My Fulbright was a life-changing experience for me.	3.02	3.10	3.04
I developed a better understanding of my own country's society and culture after seeing it through the eyes of my U.S. colleagues and students.	3.02	3.02	3.02
My Fulbright experience enabled me to become more effective in influencing change in my home institution.	2.87	2.90	2.89
My Fulbright experience enable me to become more effective in influencing change in my country in general.	2.41	2.46	2.43

¹Items were rated on a 4-point scale, with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-21
Effect of the Fulbright Experience on Visiting Fulbright Scholars' Professional Lives, by Sex

	Mean Rating ¹		
	Male	Female	All Scholars
Contributed to greater insight into their field	3.58	3.65	3.60
Contributed to their subsequent professional publications or works	3.52 *	3.61 **	3.54
Enhanced their professional credentials	3.44 *	3.56 **	3.48
Altered their career	2.73 *	2.89 **	2.77

¹Items were rated on a 4-point scale, with 1=not at all, 2=somewhat, 3=quite a bit, and 4=a great deal. The midpoint is 2.5.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-22
Overall Effect of the Grant on Visiting Fulbright Scholars' Careers,
by Sex

	Percent		
	Male	Female	All Scholars
Hurt a lot	1	1	1
Hurt somewhat	1	1	1
No effect	5	3	4
Helped somewhat	34 **	29 *	33
Helped a lot	60 *	66 **	61

*This group's percentage is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's percentage is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.

Table D-23
Extent of New Knowledge Gained about the United States
by Visiting Fulbright Scholars during their Grants
by Sex

	Mean Rating ¹		
	Male	Female	All Scholars
The American culture or way of life	3.55 *	3.64 **	3.58
The American educational system	3.42	3.44	3.42
The American political system	3.06	3.07	3.06
Americans' treatment of minorities	2.93 *	3.07 **	2.98
The American economy	2.89	2.80	2.87
The United States' political relations with their countries	2.56	2.56	2.57

¹Items were rated on a 4-point scale, with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

*This group's mean rating is lower than that of all other groups combined at a statistically significant level (p<.05).

**This group's mean rating is higher than that of all other groups combined at a statistically significant level (p<.05).

Source: SRI International, Visiting Fulbright Scholar Program Survey, 2003.