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2010

J. WILLIAM FULBRIGHT COMMISSION  
IN THE CZECH REPUBLIC

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## Czech Fulbright

Over the course of the last 18 years, the Fulbright Program has become the best-known and most broadly acknowledged international scholarship program in the Czech Republic. Its history, however, goes well back to 1945 when Senator J. William Fulbright proposed the program to the U.S. Congress. His vision to promote "mutual understanding between the people of the United States and the people of other countries of the world" by means of international educational exchanges was approved by Congress and the program was signed into law by President Truman in 1946. It has become the most successful and sustainable international exchange program ever. The program offers a number of grant opportunities to U.S. citizens and nationals of other countries for a variety of educational activities: primarily university lecturing, advanced research, graduate study and teaching in elementary and secondary schools.

The Program operates in over 155 countries, including 50 countries with bi-national Fulbright Commissions and Foundations. More than 300,000 "Fulbrighters" have participated in the Program since its inception over sixty years ago. The Fulbright Program awards approximately 8,000 new grants annually.

Czech citizens have had the possibility to fully participate in the Fulbright Program only since the political turnover in 1989. Based on the agreement between Czechoslovakia and the United States of America in 1991, the newly established J. William Fulbright Commission has been administering the Fulbright Program ever since. After the original ten-year agreement expired in 2001, a new agreement was signed in 2002.

The bi-national **Board of Directors** oversees and approves the ongoing program activities as well as the financing of the Fulbright Commission. The Board approves new programs and the selection of grantees, appoints selection committees for individual Fulbright programs, sets the priority fields, and handles other matters as needed. The Czech Republic's Minister of Education appoints Czech Board members, whereas U.S. Board members are appointed by the U.S. Ambassador to the Czech Republic. The U.S. Ambassador and the Czech Minister of Education are honorary chairs.

The U.S. and Czech governments share the Fulbright Program funding, fully meeting the obligations defined by the agreement concerning the Fulbright Commission.

The Commission includes the **Educational Advising Center**, which is affiliated with EducationUSA - a US government-based network that promotes higher education in the United States and abroad. The Center offers comprehensive and up-to-date information for students who wish to study in the United States, including admission information, various scholarship listings and information about the various types of tests required by U.S. universities.

## Goals of the Fulbright Commission

The unique role of the Fulbright Program, as an outstanding tool of public diplomacy and international service, has been broadly recognized since its inception. With this major role in mind, the Fulbright Commission's goals are:

- to promote intercultural and interethnic understanding through mutual exchanges of students, scholars, and other professionals;
- to support outstanding individuals in the Czech Republic who will contribute to developing their own field, to establishing international partnerships, and to building a strong civil society;
- to bring leading U.S. scholars, students and educators to the Czech Republic, to introduce new methods of teaching and conducting research to help enrich the home academic and educational milieu;
- to foster exceptional Czech scholars and professionals whose projects will promote Czech culture in the U.S.;
- to increase expertise in fields in which lecturing is provided and/or research is conducted in both countries;
- to identify new fields in which mutual cooperation is desirable to further enhance that particular field;
- to extend activities by establishing cost sharing programs with participating institutions;
- to make the programs broadly known and recognized among Czech academia and the general public;
- to provide information about study and research possibilities in the U.S.;
- to serve as an information center about study and research possibilities in the Czech Republic for U.S. universities, students, and academics.

## Fulbright Awards in 2010

The Fulbright awards are intended for students, scholars, and professionals.

Students:

- **Fulbright Scholarship for Graduate Studies**
- **Fulbright Science and Technology Ph.D. Scholarship**
- **The Fulbright-Masaryk Scholarship** (junior category)
- **Fulbright-Hays Doctoral Dissertation Research Abroad Program**

Scholars:

- **Fulbright Scholarship for Research and Lecturing**
- **The Fulbright-Masaryk Scholarship** (senior category)
- **The Proshek-Fulbright Scholarship in Medical Sciences**
- **Study of the United States Institutes**
- **The Scholar-in-Residence Program**
- **Fulbright Specialist Program**

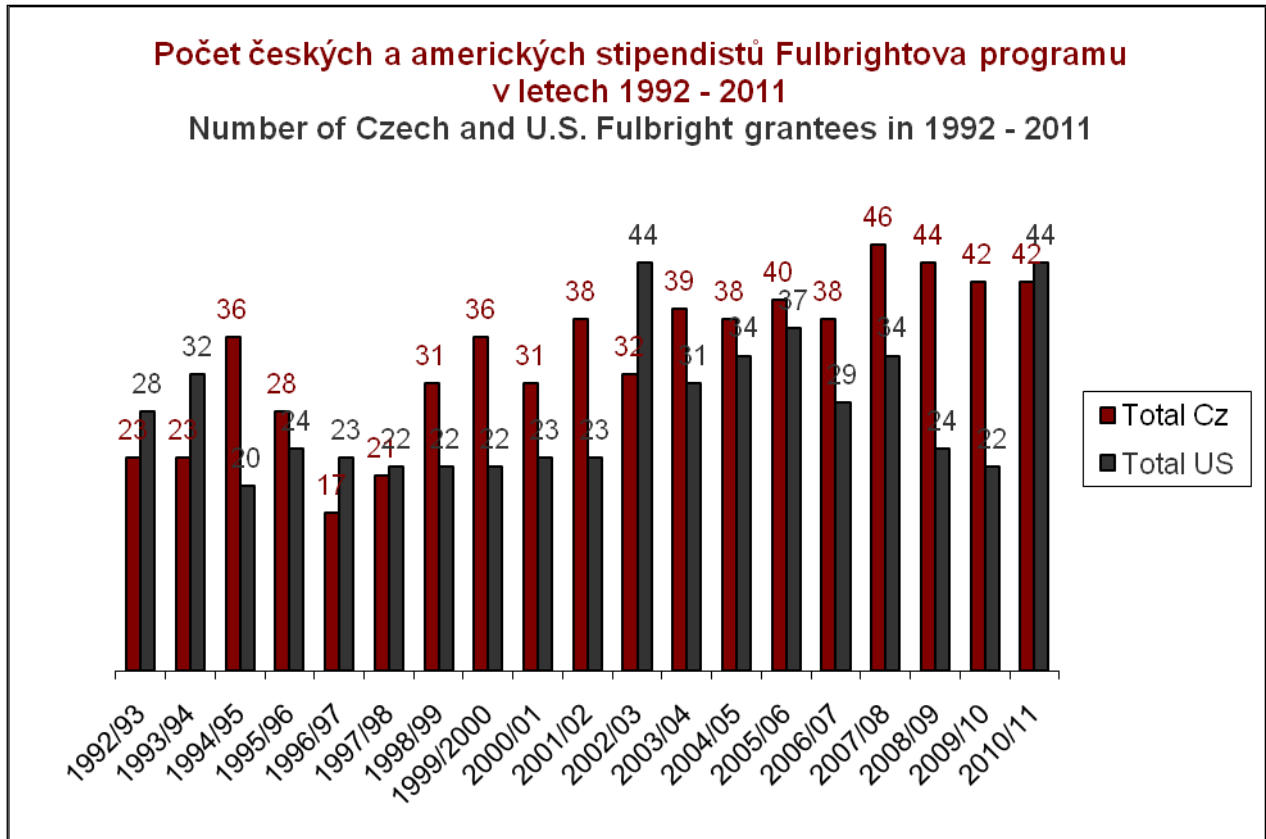
Professionals:

- **The Fulbright-Masaryk Scholarship** (NGO category)
- **Fulbright High School Teacher Exchange Program**
- **Hubert Humphrey Fellowship Program**
- **Fulbright-Hays Seminar**
- **Fulbright-Schuman Program**

The Fulbright Program is open to all fields be it Liberal Arts or Hard Sciences (except for MBA and Clinical Medicine). Proposals in American Studies and Central European studies are welcome as well as proposals studying intercultural or interdisciplinary aspects. The academic quality of proposals is decisive for obtaining the award. Preference may be given to those without prior U.S. experience, provided the overall quality of submitted projects is comparable.

The Commission and specialists in relevant fields review applications for all programs. Applications for awards in the Fulbright Scholar Program, Fulbright-Masaryk Program, and Proshek-Fulbright Program are subject to a peer-review process (using experts from universities, research institutions, and foreign experts). For each program, a selection committee appointed by the Board interviews the candidates. The Board, taking into account the recommendations of the selection committee, availability of funds, and other program requirements, announces the final nomination of Fulbright grantees in the Czech Republic. The J. William Fulbright Foreign Scholarships Board, nominated by the U.S. President and located in Washington, DC, is the final institution approving all Fulbright grants.

From the academic year 1992/93 to the academic year 2010/11, the Fulbright Commission has supported 645 Czech grantees (including 109 Fulbright-Masaryk grantees, 22 Fulbright-Proshek grantees and 3 Fulbright-Schuman grantees) and 538 U.S. grantees (including 60 Fulbright Specialists). Additionally, the Commission provided 209 travel grants (mostly for students). The following chart describes the distribution of grants through the years (it does not include travel grants).



## Fulbright Student Scholarship for Graduate Studies

Czech and U.S. graduate students can apply for pre-doctoral, one-year fellowships for studies at U.S. or Czech universities, respectively. Successful applicants are required to have an outstanding university record and to submit high-quality, well-conceived projects.

Czech students can enroll in Master's or Ph.D. programs, or they may enroll in non-degree programs at U.S. universities. They may also come as visiting research students at the invitation of a U.S. scholar, to conduct their own individualized research.

Usually, U.S. students pursue individualized research projects in the Czech Republic under the leadership of a Czech scholar. Students are affiliated with a Czech university or another type of a Czech academic institution. Frequently, their projects deal with some aspects of Czech history, culture, economics, politics, or other relevant subjects.

In the U.S., the scholarship is co-administered by the Institute of International Education (IIE) based in New York.

The **annual deadline** for Czech students to apply for the Student Scholarship Program is **September 1** for the following academic year. The applications are submitted **electronically**, and are available on the Fulbright Commission web page.

In the academic year 2010/2011, 10 Czech students and 11 American students obtained Fulbright awards. All the Czech students pursued their own research projects at a U.S. university as visiting research students (three projects were in social sciences and humanities, three were in professional and educational studies, and four were in the sciences). U.S. student grantees projects were quite diverse. Two student projects addressed some issues of recent Czech history; one project specialized in plant mycorrhizae, and the last one dealt with the famous Czech composer Leoš Janáček. The remaining seven U.S. students served as teaching assistants hosted by Czech secondary schools, who beforehand had expressed their interest in having a native speaker in order to enrich their English language courses. The interest of secondary schools was enormous and far exceeded the possibilities of the Fulbright Commission. The specifics of the individual awards are described in the tables.

### Czech Students 2010/11

Name	Degree from	Project Title	Affiliation	Major
Jan Hajný	Brno University of Technology, Ing. 2008	VRS*, Cryptography and Computer Science	University of Minnesota, Minneapolis, MN	Computer Science
Petra Hiršová	Faculty of Medicine, Charles University, Mgr. 2008	VRS, Liver Syndrome - Cholestasis	Yale University, New Haven, CT	Medical Sciences
Josef Musil	Faculty of Architecture, Czech Technical University, Ing. Arch. 2010	VRS, Computer Aided Design, Generative Architecture, Building Information Modeling, Parametric Design	University of Pennsylvania, Philadelphia, PA	Architecture
Eva Nováková	Faculty of Science, University of South Bohemia, Mgr. 2008	VRS, Symbiotic Association between Insects and Bacteria	Yale University, New Haven, CT	Biological Sciences

Name	Degree from	Project Title	Affiliation	Major
<b>Marie Popovová</b>	University of Economics, Ing., 2008	VRS, International Economic Relations – International Migration/Temporary Migration /Circular Migration	Georgetown University, Washington, D.C.	International Relations
<b>Emil Rufer</b>	Faculty of Law, Charles University, Ph.D. 2007; Faculty of Law, Charles University, Mgr. 2001	VRS, Legal Aspects of EU External Relations	Fordham University, New York, NY	Law
<b>Kamil Šebesta</b>	Faculty of Law, Charles University, JUDr. 2005 ESMA Prague, MBA 2003	VRS, Sexual Harassment – Comparative Study of Legal Regulations in the U.S.A.	School of Law, Nova Southeastern University, Fort Lauderdale – Davie, FL	Law
<b>Irena Šimová</b>	Faculty of Science, Charles University, Mgr. 2006	VRS, Macroecology – the Global Species Richness and Energy Patterns	University of Arizona, Tucson, AZ	Biological Sciences
<b>Martina Vaníková</b>	Faculty of Arts, Charles University, Mgr. 2008	VRS, The Latin Verbal System and Verbal Prefixes	Cornell University, Ithaca, NY	Linguistics
<b>Kateřina Vráblíková</b>	Faculty of Social Studies, Masaryk University, Mgr. 2008	VRS, Political Behavior and Social Movement Studies	University of California, Irvine, CA	Political Science

\*VRS Visiting Research Student

### U.S. Students 2010/2011

Name	Degree from	Project Title	Affiliation	Major
<b>Andrew Burgard</b>	University of London, M.Mus., 2005	Leoš Janáček and the Place of Moravia in Czech National Identity	Institute of Musicology, Faculty of Arts, Masaryk University, Brno	Musicology
<b>Mark Keck-Szajbel</b>	Eberhardt-Karls Universität, Tübingen, Germany, M.A. 2007	The Borders of Friendship: Cross-Cultural Exchange and Travel in East Central Europe	Institute of Contemporary History, AS CR, Prague	History (Modern)
<b>John Robertson</b>	University of North Carolina, M. A. 2009	Stoking the Fires of Revolution: Habsburg Labor Mobilization in Ostrava - Karviná, 1914-1921	Department of History, Faculty of Arts, University of Ostrava, Ostrava	History (Modern)
<b>Jesse Sadowsky</b>	Michigan State University, M.S. 2010	Ericoid Mycorrhizae as a Model System for Plant-Soil-Microbe Feedbacks	Institute of Botany, AS CR, Průhonice	Biological Sciences

Name	Degree from	Project Title	Affiliation	Major
<b>Teaching Assistants</b>				
<b>Alexander Bednar</b>	Nebraska Wesleyan University, B.S. 2010	Teaching assistantship	Masaryk Secondary Agricultural School, Silesian Grammar School, Opava	Teaching English as a Foreign Language
<b>Amy Ebersole</b>	San Diego State University, B.A. 2010	Teaching assistantship	Secondary School of Musical Instruments and Furniture, Hradec Králové	Teaching English as a Foreign Language
<b>Matthew Greene</b>	University of Vermont , B.A. 2010	Teaching assistantship	Secondary Public Health School, Havlíčkův Brod	Teaching English as a Foreign Language
<b>Jaclyn Jirak</b>	Luther College, B.A. 2010	Teaching assistantship	Secondary Pedagogical School; Secondary Public Health School, Odry	Teaching English as a Foreign Language
<b>Sujin Kim</b>	Ithaca College, B.A. 2009	Teaching assistantship	Grammar School; Secondary Industrial School, Ostrov	Teaching English as a Foreign Language
<b>JoEllen Koester</b>	Seattle University, B.A. 2010	Teaching assistantship	Olga Havlová Grammar School, Ostrava	Teaching English as a Foreign Language
<b>Rachel Nusbaum</b>	New York University, B.A. 2009	Teaching assistantship	Grammar and Vocational School; Secondary School of Information Technologies, Frýdek-Místek	Teaching English as a Foreign Language

While U.S. students state in their final reports quite often that their life would have been easier and probably more enjoyable if they had been better prepared in Czech language, they highly value their overall experiences. Alison Golinski, conducting research at the Faculty of Science of Charles University praised the fact that she had *“the opportunity to attend and present my research at two national and one international scientific conference, where I networked with other European scientists”*. Also Bradley Moore researching at the Institute of Czech History of the Faculty of Arts at Charles University states that *“My experience in the Czech Republic has been invaluable for professional growth. The knowledge I have gained about Czech history is completely unique. I look forward to being able to share this new knowledge about Czech history with both colleagues and students. Research conducted in the Czech Republic will be used for my PhD dissertation thesis, which will be publically available. Additionally, results will be presented in a variety of forums over the coming years.”*

In spite of the fact that English teaching assistants affiliated with secondary schools at many different places in the Czech Republic must overcome many challenges they find their mission very rewarding. They are enthusiastic about their tasks, they are innovative and creative. Belinda Peres who taught at the Grammar School in Lipník nad Bečvou in 2009/10 was really impressed by her students: *“I did have some problems with the Czech school system, but one thing I really appreciated about my school was the relationships the students had with each other and with me and their other teachers. My school has only one class per grade and most of the students have known each other since they were very small children. They get along with each other beautifully, and are friends with each other and seem to generally like*

*each other. This is a tremendous contrast to the social aspect of American high schools where cliques seem to reign. It was honestly really pleasant to observe such social harmony among a group of teenagers.” Teaching assistants do not hesitate to get involved in a local community in order to better learn about life in the Czech Republic. Jonathan White teaching at the Grammar School in Prachatice in 2009/10 recalls: “I have provided extra instruction for students who were interested outside of school hours. I have also provided help with English to other teachers in the school and English instruction and practice to other members of the community on a regular basis. In cooperation with my fiancée, I attempted to assist the local summer school of early music with its festival planning. I was also able to significantly improve my Czech, both with regular formal lessons from a Grammar School teacher and with constant informal practice.” Sometime, comments of U.S. grantees are less flattering though: “The biggest adjustment for me has been adjusting to life in a small town and to the xenophobia or maybe just coldness of the Czechs.”*

For Czech student grantee in the U.S., studying at a U.S. university is very inspirational and promises long-term professional contacts. Radim Hladík studying at the Department of Sociology at Columbia University in 2009/10 hopes that *“In terms of teaching I may replicate some of the course designs I have experienced regarding materials used (specific articles), the mode of instruction (brief student presentations and moderated class discussion, online course websites), and the evaluation techniques (requirement of regular written student responses). I have gained some valuable contacts and friendships among both the graduate student body and the faculty. In the future, I expect these contacts to be maintained.”* Marek Dospěk specializing in archeology at New York University in 2009/10 expects his professional relations to continue: *“My supervisor is very much interested in my research and actually proposed to become a member of my Ph.D. committee. He is also interested in developing long-term cooperation as our objectives and source materials are in a close relation.”*

In particular law students praise the quality of teaching law in comparison to Czech law faculties. For example Jaroslav Šuchman, student at the Columbia University Law School in 2009/10 states: *“My time at Columbia Law can be characterized by extreme intensiveness of study, absolute lack of time to do anything but school even on the evenings and weekends, and constant dilemma between doing more schoolwork or taking part in a cultural or social activity - especially hard in NYC. Quality of in class interaction and student-professor communication in and outside of class is incomparable to the one I remember from my time at the Charles University Law Faculty. While there intensive teacher-student contact was the exception, at CLS it is the rule.”* Hopefully, these law students will bring back what they miss at Czech universities - like Jan Lasák studying Columbia University Law School in 2009/10: *“I have already prepared two new courses that I will introduce at the Masaryk University once I come back. Besides [these], I will be co-teaching another two courses dealing with corporations in which, hopefully, I will be allowed to deal with some of the concepts and theories that I gained at the CLS.”*

Living in the U.S. and hand-first experience often re-shape and re-focus interests of Czech students. Klára Čechová pursuing a water erosion project at Purdue University in 2009/10 states that *“The enrichment seminar motivated me to do some community service or establish a[n] NGO or participate somehow in the community life.”* Radim Hladík believes that *“The experience at Columbia has strengthened my commitment to academic career as well as my confidence in pursuing it.”* Jiří Kadeřábek studying music at Columbia University has concluded that *“Due to the extraordinary cultural diversity in New York I became strongly aware of my own cultural roots and background, which is absolutely unique and unexpected experience for me.”*

## Fulbright Science and Technology Ph.D. Scholarship

The Fulbright Science and Technology Scholarship is a new scholarship, first announced in 2006. Czech graduate students can apply for three-year fellowships for doctoral studies in science and technology at U.S. universities. Successful applicants are required to have an outstanding university record and submit high-quality, well-conceived projects. Students without recent U.S. experience are given preference.

In the U.S., the scholarship is co-administered by the Institute of International Education (IIE) based in New York.

The **annual deadline** for Czech students to apply for the Science and Technology Ph.D. Scholarship Program is **June 1** for the following academic year. However, potential applicants must register for the application (the deadline for registration is announced each year). The applications are submitted **electronically** and are available on the Fulbright Commission web page. The final selection of nominated grantees from individual countries is decided in the U.S.

In the academic year 2010/2011, nobody was selected to participate in the program.

## Fulbright Scholar Awards for Research and Lecturing

Individual Fulbright grants are available for Czech and U.S. scholars to conduct research or lecture in the U.S. or Czech Republic, respectively. The grantees are successful university teachers and researchers who hold a Ph.D. degree (or, in arts and biomedicine, have comparable professional degree or experience). Czech applicants must have an invitation from the institution in the U.S. where they would like to work prior to applying for a grant. Grants range from three to ten months.

The **annual deadline** for applying for the Scholar Award Program is **October 1**.

In the U.S., the Council for International Exchange of Scholars (CIES) in Washington, DC administers the Fulbright Scholar Program.

In the academic year 2010/2011, 8 Czech scholars and 10 U.S. scholars participated in the program. Two Czech scholars conducted research in natural and technical sciences and five scholars pursued projects in humanities and social sciences. One scholar lectured on Czech language and literature. From among the U.S. scholars, three conducted research – two in Czech history, and the third in mathematics. The U.S. lecturers focused on a wide range of fields covering American literature, communication, law, political science, psychology, and geology. U.S. scholars were affiliated with major Czech universities in Prague and Brno. Individual awards are described in the tables.

### Czech Scholars 2010/2011

Name	Current Position	Major	Project Title	Affiliation	Duration (Months)
<b>Ondřej Beran</b>	Postdoctoral Fellow, Center for Theoretical Study, Charles University, Prague	Philosophy	The Private, Misunderstanding and Gender	Department of Philosophy, Pennsylvania State University, University Park, PA	3
<b>Iva Dyková</b>	Senior Scientist, Department of Protistology, Biology Center, Academy of Sciences, České Budějovice	Biological Sciences	Myxosporean Parasites of Spotted Seatrout, Cynoscion nebulos	Department of Biology, College of Charleston, Charleston, SC	3
<b>Eva Feigerlová</b>	Hospital Doctor, Paediatric Endocrinology, University of Paul Sabatier, Toulouse, France	Medical Sciences	GH-induced GHR Signaling: Role of Intracellular GHR Tyrosines	Department of Pediatrics, Oregon Health and Science University, Portland, OR	10
<b>Martin Hais</b>	Research Assistant, Department of Ecosystem Biology, Faculty of Science, University of South Bohemia, České Budějovice	Environmental Sciences	Monitoring of Forest Disturbance Using Remote Sensing	Department of Forest Ecosystems and Society, Oregon State University, Corvallis, OR	6

Name	Current Position	Major	Project Title	Affiliation	Duration (Months)
<b>Petr Hermann</b>	Associate Professor, Department of Inorganic Chemistry, Faculty of Science, Charles University, Prague	Chemistry	Synthesis of Bifunctional Ligands for MRI Contrast Agents	Chemistry Department, University of California, Berkeley, CA	10
<b>Michal Pěchouček</b>	Associate Professor, Department of Cybernetics, Faculty of Electrical Engineering, Czech Technical University, Prague	Computer Science	Planning of Coordinated Actions in Partially Accessible and Resource Bounded Environment	Department of Computer Science, University of Southern California, Los Angeles, CA	3
<b>Jiří Schlaghamerský</b>	Assistant Professor, Department of Botany and Zoology, Faculty of Science, Masaryk University, Brno	Biological Sciences	Impact of Earthworm Invasion on Enchytraeids in Forests	Department of Forest Resources, University of Minnesota, St. Paul, MN	7
<b>Filip Šroubek</b>	Research Fellow, Institute of Information Theory and Automation, Academy of Sciences, Prague	Computer Science	Framework for Building More Descriptive Prior Knowledge	Department of Electrical Engineering, University of California, Santa Cruz, CA	8

### U.S. Scholars 2010/2011

Name	Current Position	Major	Project Title	Affiliation	Duration (Months)
<i>Researchers</i>					
<b>Neil Anderson</b>	Associate Professor, College of Food, Agriculture, and Natural Resource Sciences, University of Minnesota, Saint Paul, MN	Environmental Sciences	Is Aggressive Behavior of Reed Canarygrass Caused by Differences in Morphologic & Genetic Variability?	Faculty of Science, University of South Bohemia, České Budějovice	4
<b>Petr Janata</b>	Associate Professor, Department of Psychology, University of California, Davis, CA	Psychology	Advanced Analyses of Music-related Human Brain Functions	Institute of Computer Science, Academy of Sciences, Prague	9
<i>Lecturers</i>					
<b>Bruce Dvorak</b>	Professor, Department of Civil Engineering, University of Nebraska, Lincoln, NE	Engineering	Evolving Water Quality and Environmental Engineering Education to Address Global Environmental Challenges	Faculty of Environmental Technology, VŠCHT, Prague	3
<b>Dmitri Maslov</b>	Professor, Department of Biology, University of California, Riverside, CA	Biological Sciences	Strengthening Collaboration Ties with the University of Southern Bohemia	Faculty of Science, University of South Bohemia, České Budějovice	4

Name	Current Position	Major	Project Title	Affiliation	Duration (Months)
<b>John Matthews</b>	Professor, Department of English, Boston University, Boston, MA	American Literature	Teaching American Studies	Department of American Literature and Studies, Charles University, Prague	9
<b>Lynn Silverman</b>	Professor, College of Art, Department of Photography, Maryland Institute, Baltimore, MD	Photography	Image and Context: Contemporary Photographic Practice	Faculty of Art and Design, J.E.Purkyně University, Ústí nad Labem	8
<b>John Sumser</b>	Professor, Department of Communication Studies, California State University, Turlock, CA	Communications	Media and Social Narratives	Faculty of Social Sciences, Charles University, Prague	4
<b>Donald Walker</b>	Professor, Department of Biology and Wildlife, University of Alaska - Fairbanks, AK	Biological Sciences	An International Approach to Vegetation Description, Classification and Analysis	Department of Botany and Zoology, Masaryk University, Brno	4
<b>Distinguished Chair</b>					
<b>Richard Finnegan</b>	Professor and Chair, Department of Political Science, Stonehill College, Easton, MA	Political Science	Courses on American Foreign Policy and European Politics	Faculty of Social Studies, Masaryk University, Brno	4
<b>Alexander Vaszonyi</b>	Professor, Department of Human Development and Family Studies, Auburn University, Auburn, AL	Psychology	Adolescent Development in Context: The case of Czech Youth	Faculty of Social Studies, Masaryk University, Brno	4

For U.S. scholars who pursue topics in Czech history, a longer period of uninterrupted stay in the Czech Republic is indispensable. Prof. Cathleen Giustino conducting research at the Institute of Art History of the Czech Academy of Sciences in 2009/10 accounts: *“I had the opportunity to explore extensively a variety of archival and library holdings throughout the Czech Republic, to visit numerous castles and manors relevant to my research and, very importantly, to identify and pursue less obvious research avenues, some of which have revealed very important and unknown findings about Czech cultural policy and wider European and world history. These research materials will serve me brilliantly as I proceed with the writing of my book and also when I teach, especially in my courses on material culture, public history, and the politics of architecture, design, and display.”* Frequently, this type of research yields a long-term cooperation with Czech counterparts. Prof. Benjamin Frommer conducting research at the Institute of Contemporary History the Czech Academy of Sciences in 2009/10 plans a joint graduate workshop of Czech and American students to be held in Prague in May 2011. He says about the event: *“The topic will be ‘Competing and Conflicting Memories’ and will seek to compare the experiences and knowledge of Czech and American PhD students.”*

Experience of U.S. scholars who lecture in the Czech Republic may differ according to the field or place where they teach. Prof. David McCuan who taught political science at the Faculty of Social Studies of Masaryk University in Brno in 2009/10 recalls: *“My relationships with my Departmental colleagues were fantastic – warm, inviting, inclusive, and very interesting from an intellectual point of view. My colleagues here are much more conservative in their politics than what I am used to at my home*

*institution. I knew this ahead of time and used the many social and professional occasions of our interactions to test and examine my own research and assumptions about international politics and security. This made the experience and interactions with colleagues a rich, rewarding time.”*

U.S. law professors often find more differences among U.S. and Czech universities than professors in other fields. Prof. Craig Beles lecturing law at the Faculty of Law at Masaryk University in Brno in 2009/2010 points out concisely in his report: *“Class participation and the Socratic method of teaching are just now gaining a foothold in Czech law faculties. The students are used to being lectured and are not required to do the amount of reading preparation that I am used to from my students. Therefore, it is not easy to get them to participate in class discussion. Student attendance and attention levels start to deteriorate after the initial “thrill” of having a native English speaking professor started to wear off. Additionally, Czech students do not pay anything to go to a public law school so they do not have the financial investment that U.S. students do. And finally, there is little or no competition amongst the students for grade points or class rank. The students seem to be used to a more adversary relationship with their professors, plus they are at that age where they crave their friends and independence. Additionally, they all have a healthy dislike for the prospect of working 80 hours per week. They want a more balanced life than their hard-working parents experienced. Who can blame them? Most of their parents lived under Soviet rule and their grandparents lived under Nazi domination. On that last point, cheating seems fairly rampant, but maybe not more so than at most U.S. undergraduate schools.”*

Many Fulbright professors agree upon the fact that Czech students have not been trained in academic writing. Prof. Randall Roorda who taught American literature at the Faculty of Arts of Masaryk University in Brno emphasizes: *“Graduation requirements seem to entail extended stints of writing—theses at both BA and MA levels—for which students have been scarcely prepared or rehearsed, as though after a season of fielding ground balls, they were sent up to bat in a championship game.”* He is also critical of the lack of cooperation among university departments: *“Departments here are discrete with a vengeance, as everyone knows, such that hardly anything interdisciplinary appears to go on, even between areas which seem cognate and adjacent. There is the usual near-absolute split between English language/literature and English pedagogy, the latter consigned to the Faculty of Education and ignored or condescended to by the Faculty of Philosophy—not much different from what we see in the States.”*

Most U.S. scholar grantees value both professional and personal outcomes of their Fulbright award as Prof. Allan Fenigstein who taught psychology at Charles University in 2009/10 puts it: *“This experience has allowed me to broaden my appreciation for teaching psychology, and has increased my respect for the value of psychological understanding. I came to a new and different culture, expecting that psychological principles established in the West, based on Western populations, would run into serious challenges in other parts of the world. Instead, what I found was a remarkable degree of acceptance and agreement, reinforcing the universalist assumption that people all over the world, although unique in important ways, are surprisingly similar in their thinking, their feelings, their values and their aspirations. Numerous interactions with colleagues have reinforced that perspective. It has greatly increased my hopes for international understanding.”*

Experience of Czech scholars in the U.S. mirrors what they miss at Czech universities. Dr. Jiří Hutečka conducting research at Boston University appreciates: *“General smoothness of the administrative process (it took much less time to get something done, even if the amount of paperwork itself seems to be the same everywhere on the planet Earth) – our local university administrators should have a study trip or two to see it’s actually possible; efforts invested into the institution as a community, in terms of campus life, sports, etc.”* Dr. Tomáš Karásek pursuing research in political science at Columbia University says:

*“What I found most impressive was the level of professionalism exhibited in all facets of academic life, from the design of academic programs through teaching and research to administrative work. To watch the positive impact of these ‘standard operational procedures’ in action was a great comparison to seemingly never-ending improvisation in the Czech Republic. I also admired the reach of external contacts which the university possesses, especially those with the alumni. These provide a basis not only for financial contributions but also for the whole spectrum of extra-curricular lectures and seminars which regularly take place and which, admittedly, were more important source of information and inspiration for me during the stay than normal lectures.”* Dr. Kateřina Prajznerová researching and teaching at the University of Tennessee – Chattanooga praises yet another aspect of the academic milieu at U.S. universities worth transferring here: *“I was inspired by the concern of the English Department chair, secretary and teachers for their students’ overall well-being—the chair was open to students’ stopping by at any time, and I noticed that orientation, advising, offering student awards, and other forms of assuring student success is taken much more seriously at UTC. In addition, teaching performance and student evaluations are considered important elements in assessing each teacher’s career development.”*

In addition to enhancing their own theoretical background, a very important outcome of a Fulbright scholarship is re-shaping or enriching courses which Czech scholars teach at home. Dr. Karásek states that *“During my stay, I became aware of and used in my research the concept of strategic culture which I did not use before. Besides using it in my publications, I plan to design a course on this topic which I will incorporate into my teaching portfolio at the Faculty of Social Sciences, Charles University. The Department of International Relations plans to open a new M.A. program in International Security Studies in English since the academic year 2011/2012, and such a course would become a logical component of it.”* Dr. David Skalický who taught Czech language and literature at the University of Kansas summarizes his plans as follows: *“Since I know American students - their expectations, knowledge, interests etc. - much better than before, I can hardly imagine that I would teach foreign students in the Czech Republic the same way as I had before I left for the U.S. In particular, the curriculum of the class “Totalitarianism and Literature in Central Europe” focused on Czech literature in broader cultural as well as historical context of Central Europe, was a great inspiration for me. I consider organizing a similar course for foreign students at the University of South Bohemia.”*

Thanks to their Fulbright grant, most Czech scholars establish long-term ties with their U.S. counterparts. For instance, Dr. Milan Janda who stayed at Harvard University in 2009/10 relishes: *“I have developed several close collaborative projects during my stay in US, in which we certainly continue after my return to Czech Republic. Together with my Harvard collaborator we already received three-year EU funding to follow up on our research supported originally by Fulbright. With my colleagues in US, we are currently preparing several joint proposals (NSF, National Geographic grant, EU collaborative funding) to further develop our joint projects and enable exchange of our undergraduate and graduate students between US and Czech Republic.”*

## Fulbright-Masaryk Scholarship Program

The Fulbright-Masaryk scholarship has become a well-known and broadly acknowledged complement of the Fulbright Program in the Czech Republic. Launched on the occasion of the 150<sup>th</sup> anniversary of Tomáš Garrigue Masaryk's birthday (March 7, 2000), the scholarship aims to build upon the significant legacy of this statesman. The Fulbright-Masaryk scholarship not only acknowledges the legacy of the first Czechoslovak President in the political sense, but also emphasizes his active public involvement by awarding scholars who, apart from their scientific careers, are active participants of the academic life of their institutions, and active citizens in their communities. The program aims to:

- facilitate research stays in the U.S. for individuals whose scientific and personal potential promises a successful professional career and involvement in public life;
- provide for the opportunity to cooperate with U.S. colleagues and to become acquainted with various aspects of practical life in the U.S.;
- help the next research generation acquaint themselves with the advantages of internationalized scientific work, thus contributing to the implementation of this goal upon their return to the Czech Republic;
- enable Czech participants of the program (apart from the research itself) to participate in university programs in the fields of education management, science management, public administration, community services, etc.

In the academic years 2000/2001 – 2002/2003, the program was fully funded by a grant of the Czech Ministry of Education provided within the framework of the program, KONTAKT. In 2003, the Fulbright Commission succeeded in receiving a new grant within the same program to continue the Fulbright-Masaryk Scholarship for five more consecutive years through 2008. In 2008, the Ministry of Education decided to support this program by a direct allocation, which should continue for the next five years.

Successful applicants are acknowledged researchers and/or university teachers (both senior and junior, i.e. before they obtain their Ph.D. degree) who participate actively in academic and community life. As with the Fulbright Scholar Program, they have to establish contacts with their host institution in the U.S. prior to applying for a grant.

As of the academic year 2007/2008, the scholarship has also been offered to NGO professionals (NGO category). This additional component of the Fulbright-Masaryk Program has been funded by a special grant provided by the U.S. Embassy in Prague, the Central and Eastern European Trust Fund and the Fulbright Commission.

The **annual deadline** for applying for the Fulbright-Masaryk Scholarship Program is **December 1**.

Fifteen grantees were selected to participate in the program in 2010/2011: 12 grantees came from academia and 3 from the non-profit sector. Grants represent a wide array of fields ranging from American history to medical sciences to political science to art history (see the table).

### Fulbright-Masaryk Scholars 2010/2011

Name	Current Position	Major	Project Title	Affiliation	Duration (months)
<b>Miroslava Čechová</b>	Ph.D. student, Music Faculty, Academy of Performing Arts, Prague	Arts	Research of Fundamental Creative Principles of Nonverbal Theatre on the Basis of Cultural Background	Department of Performing Arts, American University, Washington, DC	7
<b>Jaroslav Fiala</b>	Ph.D. student, Institute of World History, Faculty of Arts, Charles University, Prague	American History	The U.S. and the Cuban Revolution in the Late 20th Century	Department of History, Florida International University, Miami, FL	7
<b>Tomáš Herben</b>	Research Scientist, Professor, Institute of Botany, Academy of Sciences of the Czech Republic, Prague; Department of Botany, Faculty of Science, Charles University, Prague	Biological Sciences	From Plant Traits to Community Structure	Department of Ecology and Evolutionary Biology, University of Michigan, MI	8
<b>Ondřej Klimeš</b>	Ph.D. student, Institute of Far East, Faculty of Arts, Charles University, Prague	Chinese Studies	Cultural and Political History of Uyghurs	Department of Central Eurasian Studies, Indiana University, IN	9
<b>Martina Konečná</b>	Ph.D. student, Department of Zoology, Faculty of Science, University of South Bohemia, České Budějovice	Anthropology	Environmental Relationship between Social Status and Stress Hormones	Department of Human Evolutionary Biology, Harvard University, MA	10
<b>Jan Polák</b>	Post-doc Researcher, Sports Medicine Department, 3rd Faculty of Medicine, Charles University, Prague	Medical Sciences	Effect of Intermittent Hypoxia on Adipose Tissue Function	Division of Medicine, Johns Hopkins University, Baltimore, MD	10
<b>Barbora Příhodová</b>	Ph.D. student, Department of Theatre Studies, Faculty of Arts, Masaryk University, Brno	Theater	Mirror(ing) in the Work of the Scenographer Josef Svoboda	Department of Theatre, Ohio State University, OH	4
<b>Olga Sixtová</b>	Curator, Jewish Museum in Prague	Jewish Studies	Rare Hebrew Books from the Czech Lands and Related Places in the Library of the Jewish Theological Seminary	Jewish Theological Seminary, New York, NY	3
<b>Hubert Smekal</b>	Assistant Professor, Department of International Relations and European Studies, Faculty of Social Studies,	Law	Judicialization of International Politics	School of Law, University of California, Berkeley, CA	6

	Masaryk University, Brno				
<b>Tomáš Šmíd</b>	Assistant Professor, Department of Political Science, Faculty of Social Studies, Masaryk University, Brno	Political Science	The Dynamic of Armed Conflicts in the Caucasus and the Resulting Threats for International Security: Organized Crime, Terrorism, Illegal Migration, Weakening of the States' Power	SAIS, Johns Hopkins University, Washington, DC	6
<b>Josef Záruba Pfeffermann</b>	Assistant Professor, Institute of History of Fine Arts, Faculty of Arts, Charles University, Prague	Art History	Classroom Europe, Research on the European Identity	Department of History, University of Florida, Gainesville, FL	5
<b>Vojtěch Zeisek</b>	Ph.D. student, Department of Botany, Faculty of Science, Charles University, Prague	Biological Sciences	Phylogeny and Evolution of Life Forms of Genus Valeriana in Paramo (Andes)	Herbarium, University of Missouri – St. Louis, MO	4
<b>NGO category</b>					
<b>Kristýna Ciprová</b>	Program Coordinator, Gender Studies o.p.s., Prague	Gender Studies	Focused on Diversity	Gay & Lesbian Center, Los Angeles, CA	3
<b>Dana Kořínková</b>	Lawyer, QUIP - Association for a Change, Prague	Law	Quality of Life of People with Disabilities in Civil Society of 21st Century	National Disability Rights Network, Washington, D.C.	3
<b>Marek Švehla</b>	Deputy Editor-in-Chief, Respekt Weekly, Prague	Journalism	Cooperation between Media and NGO's in Combating Corruption	Government Accountability Project, Washington, DC	4

Academic benefits for participants in the Fulbright-Masaryk Program are priceless. In particular, this is true about junior grantees who are at the beginning of their professional careers and for whom this is a formative experience. Ms. Kristýna Hřčková pursuing research in biology at John Carroll University in 2009/10 states: *"I appreciated the way my host professor was conducting his students and lab. I really liked presentations and talks given by American professors and students as well. We (in CR) don't have such a good training in presenting our work."* Ms. Martina Knápková specializing in film noir at the University of California – Berkeley in 2009/2010 is convinced that *"Prof. Bader was the best host any Fulbrighter can wish for. She was very friendly and helped me not only with my research but also with getting settled, which was more than I could hope for. I was even able to attend her seminars as a guest, which was a priceless opportunity to witness the American approach to teaching and a big inspiration for the courses I am teaching at my home university."* Mr. Václav Sebera researching in wood processing technologies at the Oregon State University found inspiration in many aspects of academic life of his host institution: *"First, I have experienced a true team cooperation. Second, I have noticed that there are many various kinds of research work and at my home department there is just one of many 'schools of thinking in my field'. And what I liked the most here was the 'interdisciplinary look' at the problem, which mostly results from very diverse backgrounds of the department staff. It offers a lot of new ideas, unique looks, multi-spectral solutions of the problems. Generally, my home department is on a very similar level as my host institution, if we look at the knowledge level. If we look at scientific equipment and the*

education, i.e. lesson content, requirements, we can see a lot of differences. An American student is usually (at least at my host department) required to think about the matter even without deep studying of the problem, i.e. beforehand. Moreover a student is kept busy during the whole term. Last but not least, what I like about my American colleagues is their enthusiasm to work and a very positive attitude to all around." Ivana Okleštková pursuing Chinese studies at Columbia University in 2009/2010 developed a new interest in China's environmental policy and policy towards illegal migrants as a result of meeting with other scholars and participating in seminars covering these issues. She plans to start a new course on Chinese foreign policy and use updated materials obtained at the Columbia library in her other courses: "I realized that the devotion to professionalism in U.S. academic environment shifted my perception of how academic mechanisms work and should ideally work in the Czech Republic. During my stay in the U.S., I became a Head of Asia Program at the Association for International Affairs (on top of acting as a China analyst). Through this position I can channel some of my experience, knowledge and contacts I was able to establish during my stay at Columbia University." Ms. Klára Kalibová who spent the first part of her Fulbright-Masaryk grant for non-profits at the University of Michigan compares critically law studies at Czech and U.S. universities: "Academic discussions were very enriching and way beyond the situation at Czech universities where discussions as a regular scholarly tool are not only [not] supported but also hardly ever welcomed. Also clinical learning is supported just occasionally and is not included in law students' mandatory curriculum."

Senior Fulbright-Masaryk scholars benefit from their stay in the U.S. as well – be it strengthening ties with their U.S. hosts or obtaining new knowledge and materials for their own teaching at home. Dr. Jan Balon affiliated with the Department of Sociology at the University of Evanston in 2009/10 plans to definitely continue his relationship with his host institution: "My supervisor plans to come to Prague in 2010 and he will help me with my publication activity in English – I intend to rewrite and translate two chapters from my monograph and submit them to American academic journals in 2010." Prof. David Lukáš specializing in nanotechnologies during his Fulbright stay at Clemson University in 2009/10 says: "I will refine my courses of Polymer Physics based on information from two courses that I have attended at Clemson University. I will prepare a course on 'Tissue Engineering' according to the course that I have attended at the School of Bioengineering at Clemson University." Another scholar, Dr. Karel Pančocha dealing with substance abuse at the Wright State University anticipates that "The curriculum of the classes I teach will be substantially adapted due to my newly acquired experience in research methodology. Two new methodology courses will be offered to PhD students at our department. I would like to continue working on collaborative research with my host institution even after the end of my stay. We are planning to invite faculty from my host institution to teach at the Masaryk University."

In addition to "recharged academic batteries", many scholars value also other "non-academic" aspects of their stay in the U.S. Dr. Pančocha was impressed by a close cooperation of his host institution (Clemson University) and the local community: "I have developed interest in community research activities concerning drug and alcohol prevention, substance abuse intervention and treatment programs, and vocational rehabilitation of individuals with disabilities, i.e. research that is closely connected to immediate community service and application. In the programs administered by my host institution intervention at a community level has always been supported by research activities. The research then evaluates the success of the given intervention and provides suggestions for changes in the community services." Mr. Jan Eliáš conducting research in engineering at the Northwestern University in 2009/10 was amazed by the attitude of American citizens to government social benefits: "People here hesitate to take any support, especially in comparison to Czech Republic (and possibly Europe)." He also observed that "people in Evanston are more open and helpful than neighbors in Brno. For example I like the way

*how they show their preferred political direction (car stickers, garden boards). These and other points changed my view to my country and hopefully also pushed me to take more civic responsibility.”*

The non-profit sector is traditionally very well developed in the United States and thus Czech NGO representatives can learn a lot there. As Ms. Klára Kalibová who was affiliated with the Anti-Defamation League in New York in 2009/2010 says: *“Experience and situation of the American NGO’s is incomparable to that in the Czech Republic. I may only wish the philanthropy to be developed in the future.”* She also praises the pro-active approach most Americans have: *“Generally speaking there was not a problem which cannot be solved or at least tried to be solved. This attitude was not only the attitude to me as a visiting scholar but was applied universally towards all students.”* Ms. Blažena Hušková working with the Québec/Labrador Foundation in 2009/2010 was very satisfied with what she did in the U.S.: *“I had an opportunity to visit several national parks, national heritage areas and national preserves and within the nature conservation part I focused mostly on visitor management, visitor experience and heritage interpretation. I also learned a lot about partnerships between National Park Service and non-profits. Within place-based education component I focused a lot on cooperation between schools and local farmers – so called Farm to School program is very popular in Vermont.”* Ms. Kristýna Fantová affiliated with the Mercy Corps found out that her area of interest – evaluations – is a much unexplored area in the Czech NGO sector. She adds: *“There is a lot to learn for Czech NGOs. My US experience confirmed and enhanced my engagement in this field.”*

## The Proshek-Fulbright Scholarship

The Proshek-Fulbright Scholarship allows grantees to participate in research, observation, and teaching at the University of Minnesota Medical School (UMMS). The Scholarship was established by the estate of Mrs. Gabriela Proshek to honor her late husband, Dr. Charles E. Proshek, a distinguished physician in Minneapolis, Minnesota, and a former Honorary Consul of Czechoslovakia.

The **annual deadline** for applying for the Proshek-Fulbright Scholarship Program is **February 1**.

No grantees were nominated for the academic year 2010/11 because of some temporary financial limitations of the Proshek Fund. Its activities should be resumed in the academic year 2011/12.

## Study of the United States Institutes

Study of the United States Institutes (SUSI) are six-week academic programs held for multinational groups of university faculty from abroad. These institutes are held at university campuses throughout the United States. Grants are awarded to those whose teaching and scholarly research embrace some component of U.S. culture, politics, or history: such as the study of American Literature, the U.S. Constitution, U.S. Political System, and U.S. Foreign Policy. Each institute includes an intensive academic seminar and an integrated study tour. The U.S. government funds the institutes. The ultimate purpose of SUSIs is to strengthen curricula and improve teaching about the United States in educational institutions abroad.

Two grantees participated in SUSI in 2010 (see the table).

### Study of the United States Institutes 2010

Name	Current Position	SUSI Title	Affiliation
<b>Libor Frank</b>	Head of Department, Security and Defense Studies, University of Defense, Brno	U.S. National Security Policy	University of Delaware, Newark, DE
<b>David Václavík</b>	Head, Department for the Study of Religions, Faculty of Arts, Masaryk University, Brno	Religious Pluralism	University of California, Santa Barbara, CA

## The Scholar-in-Residence Program

The Scholar-in Residence Program, which brings scholars and professionals from other countries to U.S. colleges and universities, is aimed at helping to initiate or broaden international programs or curricula at institutions that rarely have the opportunity to host visiting scholars. Thus the program expands the contact of American students and faculty with people of other cultures. The primary activity for awardees of this award is lecturing. Under this program, interested U.S. institutions submit proposals to CIES to invite scholars for one or both terms of the academic year. Fourteen scholars have participated in the program from the Czech Republic since its introduction there in 1997.

In 2010/2011, the Czech Republic received one highly specific request for a candidate in the Scholar-In-Residence Program. Nobody was indentified to apply for that position.

Mr. Ondřej Částek who lectured on business at the Mount Wachusett Community College in 2009/10 found his stay there very inspiring: *“I will consider more emphasis on some topics covered at MWCC and not covered or covered briefly at ESF MU (home institution). There will be most likely established a long-term cooperation between the host institution and the home institution, which will probably include also institutions visited under the OLP grant.”*

## Fulbright Specialist Program

The Fulbright Specialist Program, launched in 2001 by the U.S. State Department, sends U.S. academic experts to overseas university institutions for two to six weeks in response to requests from the institutions mediated by Fulbright Commissions (or U.S. Embassies in countries where Commissions are non-existent). It is designed as a shorter-term complement to the traditional Fulbright Scholar Program. The Specialist Program's advantage is that it can respond flexibly to the needs of inviting institutions. It can also include those scholars who otherwise would not be able to participate in a regular one- or two-semester Fulbright Program because of their workload in domestic institutions.

Activities of specialists usually include: lecturing at a host university, assisting in developing and/or assessing academic curricula and educational materials, participating or leading seminars or workshops, assisting local university administrators and instructors in faculty development, conducting teacher training programs at the tertiary level, or conducting needs assessments and other programmatic research. So far, requests have been accepted and academic experts have been recruited from the following fields: anthropology/archeology, business administration, communications and journalism, economics, education, environmental science, information technology, law, library science, peace and resolution studies, political science/public administration, public/global health, sociology and social work, urban planning, and U.S. studies (which includes such subjects as art, art history, dance, economics, government, history, literature, music, popular culture, theater).

Universities can apply for scholars throughout the whole year; there is no particular deadline for submitting the applications for the Fulbright Specialist Program. Thus, the program is much more flexible in meeting the needs of host institutions than a regular Fulbright Scholar Program for which preparation takes more than a year. Application forms are available on the Commission home page. Upon receiving a request, the Commission reviews it, and if approved, sends it for further processing to its counterpart institution in the U.S. - the Council for International Exchange of Scholars (CIES). CIES maintains and develops a general registry of potential program participants in the eligible fields.

While the U.S. government is the primary source of funding for the program, host institutions are expected to provide lodging, meals and in-country travel allowance.

In 2010, six scholars visited the Czech Republic within the Fulbright Specialist Program (see the table). The Fulbright Commission received more requests for Fulbright Specialists whose visits should take place in 2011.

## Fulbright Specialists, 2010

Name	Current Position	Affiliation	Date 2010	Field
<b>David Conn</b>	Berry College, GA	University of South Bohemia, Faculty of Science, České Budějovice	May 8 – June 17	Environmental Science
<b>Deborah Edwards</b>	University of Texas, TX	Czech University of Life Sciences	June 1 – July 10	Public Administration
<b>Frank Hole</b>	Yale University, CT	Masaryk University, Faculty of Philosophy, Brno	March 19- April 12	Archaeology
<b>Katerina Lewinbuk</b>	DePaul University, IL	Charles University, Faculty of Law, Prague	October 9 – November 11	Law
<b>Terry Schwartz</b>	Arts and Communication Magnet Academy, OR	Academy of Performing Arts, Prague	June 13 – June 30	U.S. Studies - Dance
<b>Bradley Thayer</b>	Defense and Strategic Studies, VA	Masaryk University, Faculty of Social Studies, Brno	March 7 – March 20	Political Science

Fulbright specialists bring expertise and contacts badly missing at Czech universities. They represent a different teaching style which stimulates critical thinking among students. Simultaneously, specialists themselves benefit from participation in the program by learning about different cultures and establishing new partnerships. The following quotes from final reports document convincingly positive outcomes of the program:

Prof. Lewinbuk: *“The feedback from students and faculty was incredibly positive. I introduced Czech students to lawyerly thinking in the US and other common law jurisdictions; taught a substantive course on US Business Law & legal system; engaged in various professional discussions and debates with the Czech faculty & students and discussed various cooperation initiatives between our institutions.”*

Prof. Conn: *“We currently have concrete plans for continued collaboration, which will result in even more success. I believe that my most valuable contribution was to convey a more comprehensive and integrated approach to studying parasitic organisms in natural host populations, as an integral part of a full curriculum in environmental science education and research. This global perspective was conveyed in the areas of environmental health related to both human diseases and wildlife/fishery diseases.”*

Ms. Swartz: *“I tailored the choreography and techniques taught to meet the students’ levels and covered as much material over the 18 days as they could absorb. I own an extensive DVD library and took a diverse choreographic journal to share both with teachers and students (I contributed several DVD’s to the Host’s dance library. I granted permission to recreate my choreography for the benefit of Czech students and choreographed a final showcase for the students. This experience reinforced my innate feelings as to what teaching really means and what constitutes accomplishment. I was gratified to contribute to people who fully appreciated the learning and one-to-one personal exchange. Although I cannot speak Czech, we fully understood each other through the language of dance. I am extremely grateful for this experience and I loved representing my country in this regard.”*

Prof. Thayer: *“I learned a great deal about how the Czechs view the importance of the alliance with the United States and NATO; the concerns that Czech academics and students possess about the relationship with the U.S.; the academic interests of the Department’s faculty members; the research and educational interests of the graduate and undergraduate students.*

*I am working on several projects with the faculty which we expect will result in additional research.”*

Many Fulbright specialists extend their activities beyond their lecturing at universities. For example, Prof. Edwards was very pleased with her cooperation with Czech non-profits: *“I believe that my most valuable contribution was providing ideas and guidance to the staff and Board at Neziskovky.cz about*

*ways to strengthen leadership and fundraising in the nonprofit sector in the Czech Republic. In addition I made contributions connecting various Czech groups to one another to discuss issues of mutual concern regarding social entrepreneurship.”*

## The Fulbright High School Teacher Exchange Program

The Fulbright High School Teacher Exchange Program provides opportunities for qualified educators from the Czech Republic and the U.S. to participate in direct exchanges of positions for a full school year. Successful applicants must have at least three years of teaching experience, an excellent knowledge of English, and an accreditation in the subject they would like to teach. Most frequently, the English language is the subject taught by American teachers in the Czech Republic because any other subject would usually require bilingual (Czech, English) instruction at a Czech school.

Program participants live and work in the cultures of their host countries, an experience which has benefits for the teachers, their schools, and their communities. Usually, it is an enriching and rewarding experience but it could also be demanding and challenging. Maturity, flexibility, adaptability, and creativity are necessary traits in successful Fulbright teachers.

The **annual deadline** for applying for the High School Teacher Exchange Program is **November 1**.

The U.S. cooperating agency is the Fulbright Teacher Exchange Branch, Office of Global Educational Programs, Bureau of Educational and Cultural Affairs, U.S. Department of State.

In 2010/2011, three exchanges took place (see the table for more details).

### Czech/U.S. High School Teachers 2010/2011

Czech Participant U.S. Participant	Czech Host School	Subjects	U.S. Host School
Soňa Koňářiková Calan Gibney	Masarykovo gymnázium a Jazyková škola s právem jazykové zkoušky, Vsetín	Physical Education and Biology	Aspen High School, Aspen, CO
Kateřina Kubešová Emily Dykstra	Gymnázium Pierra de Coubertina, Tábor	English	Cavelero Mid High School, Everett, WA
Jaroslava Vašíňová Brock Dishop	Gymnázium Olomouc - Hejčín	Mathematics, English	Napoleon Area Schools, Napoleon, OH

Czech teachers may feel overwhelmed by many new responsibilities and requirements they are supposed to meet at their host school. Ms. Dana Mikesková teaching at Garden City High School in Garden City, KS in 2009/2010 recalls: *“The course load was quite heavy at the beginning. First three and a half months it was quite demanding having four preps and having to learn all of the Reading indicators I was expected to teach for the Kansas reading assessment. The challenge for me has been to accommodate all of the many needs of the students. I not only teach students 9-12 grade in the same class, but they speak four different languages as well. One big adjustment for me has been meeting parents of my students due to behavior problems. I have already spent 6 hours with parents this semester discussing how to help their children succeed in my classroom. Professionally, my speaking skills have improved. I have many ideas for reading and writing that I plan on taking back and implementing at our school, and I want to develop new elective reading/writing courses. I have learned to appreciate the value of students who are allowed to think freely and express themselves.”*

Generally, U.S. teachers find their teaching in the Czech Republic very enjoyable. The major challenge for them may be the Czech language, particularly at smaller places where only a few people are able to communicate in English. Ms. Sidni Musick teaching at the Secondary Vocational Electrotechnical School in Frenštát pod Radhoštěm in 2009/2010 talks about her experience very enthusiastically: *“Teaching here is a fantastic experience. It truly is the ultimate opportunity and one that makes me feel humble. The students are great, eager to learn, and willing to try and meet my expectations. My English colleagues are wonderful and have presented me with the best of the students in the school.*

*I have been to birthday celebrations with other colleagues, to the homes of the English teachers, and successfully completed the first term marks on the computer and in the official grade book.*

*I have been to local and regional festivals. The teachers and students let me know what is happening in the town and area.*

*Thank you so much for giving me this validation of my teaching and career. I have rediscovered what it means to teach, to share, to enjoy the students and classroom. I feel energized and ready for new challenges. I am approaching the lessons with new ideas and fresh eyes. For the first time in many years, I am having fun teaching. After I return to the US, I will always keep this happy spot in my heart and when the times are tough, I will be able to go to this very special place in the Czech Republic. What a perfect match this has been for me. This is a dream of a lifetime and indeed I have wanted to do this for almost twenty years. I always thought that living and working in another country would be a curious and fascinating experience. It is all that and so much more. I am happier that I have been for quite a few years, I feel better, I am eating healthier, and I have even lost weight! I am not sure that I ever want to go back home because I am enjoying it so much here and there is so much more to learn and experience.”*

## The Hubert Humphrey Fellowship Program

The Hubert H. Humphrey Fellowship Program brings accomplished professionals at a midpoint in their careers for a ten-month study at a U.S. university and to engage in other related professional experiences. Fellowships are granted competitively in the following fields: agricultural development/agricultural economics, communication/journalism, drug abuse education, prevention and treatment, economic development, educational planning and administration, finance and banking, HIV/AIDS policy and prevention, human resource management, law and human rights, natural resources and environmental management, nonproliferation studies, public health policy and management, public policy analysis and public administration, public health policy and management, teaching of English as a foreign language, technology policy and management, trafficking of persons, prevention of trafficking in persons and policy, urban and regional planning. Successful applicants must demonstrate a potential for professional development and leadership skills. Currently, 15 major U.S. universities participate in the program; grantees are placed there according to their field of professional interest.

The **annual deadline** for applying for the Hubert Humphrey Fellowship Program is **October 1**; the final selection of nominated grantees from individual countries is done in the U.S.

One Humphrey Fellowship was awarded in 2010/2011 (see the table).

### Humphrey Fellowship Program Participants 2010/2011

Name	Current Position	Field of study	Affiliation
<b>Roman Gabrhelík</b>	Researcher, Lecturer, 1st Faculty of Medicine, Charles University, Prague	Addictology/Substance Abuse, Public Health	Johns Hopkins University, Baltimore, MA

It is very rewarding for the Fulbright Commission to learn about achievements of its nominees. The nomination of Mr. Jaroslav Valůch, who was studying the use of social media in the U.S. in 2009/10 turned out to be particularly successful. He got in contact with an Ushahidi platform and applied it in mapping most disaster places and their needs during the Haiti earthquake. The team Mr. Valůch was part of received a prestigious Knight Batten Award.

## The Fulbright-Hays Seminar

Supported by funding from the U.S. Department of Education, the Czech and Hungarian Fulbright Commissions organized a Fulbright-Hays seminar in summer 2010. The Fulbright-Hays Seminars Abroad Program provides opportunities for U.S. educators and administrators with responsibilities for curriculum development in fields related to humanities, languages, and area studies. Seminars are designed to provide a broad introductory cultural orientation to a particular country or region to educators with little or no experience in the region for the purpose of curriculum development and enhancement.

The seminar in the Czech Republic and Hungary was six weeks long. It started with an orientation of the participants at Rutgers University in New Brunswick, then the participants from all over the United States spent three weeks in Budapest, Hungary, one week in Brno and two final weeks in Prague. The program of the seminar offered a mixture of lectures, visits to schools, museums, historical monuments, and to various cultural events. Although the program was based in three towns, it included trips to other sights within Hungary, Moravia and Bohemia.

As previously when organizing a seminar, the Fulbright Commission cooperated successfully with Masaryk University which took care of preparing the program in Brno and with Nicolas Maslowski from Collegium Minor who was in charge of the program in Prague. After the seminar ended, all participants were required to create projects concerning their experience from the region they visited. As the reporting website shows, the interest in Hungary and Czech Republic among the students and other audience in the US is very high and most of the participants have been successful ambassadors of the cultures they visited during the summer seminar.

### Fulbright-Hays Seminar Participants 2010

Applicant Name	Position Title	Institution	Location
Godfrey, Diane	6th Grade Social Studies Teacher	Pueblo Middle School	Chandler, AZ
Werlin, Michele L.	Second Grade Teacher	Farmland Elementary School	Rockville, MD
Loren, Rodney C.	Music Educator	Marcy Elementary School	Menomonee Falls, WI
Klancke, Carridy H.	Literacy Coordinator/ Kindergarten Teacher	Prairie Hills Elementary	Thornton, CO
Guderyon, Lori L.	ESL/Bilingual Resource Teacher	Lake View Elementary School	Madison, WI
Bingel, Karen L.	Sixth grade teacher	Negaunee Middle School	Negaunee, MI
Magee-Koski, Karen L.	3rd/4th grade classroom Teacher	Lab School for Creative Learning	Fort Collins, CO
Banh, Huong	English as a New Language	Orrington Elementary School	Evanston, IL
Gregory, Rita M.	Teacher	Booth Free School	Roxbury, CT
Aadland, Gail I.	First Grade Teacher	Rapid City Area Schools - Corral Drive Elementary School	Rapid City, SD
Danian, Noelle B.	English Teacher	DC Bilingual Public Charter School	Washington, DC
Herrera, Elisa C.	6th grade Teacher	Paideia School	Atlanta, GA
Quinn, Amy L.	Media Specialist	Lincoln Elementary School for the Arts	Anoka, MN
Murchison, Jean P.	Library and Media Specialist	Raleigh-Bartlett Meadows	Memphis, TN

		Elementary	
<b>Kates, Beverly S.</b>	Teacher of the Gifted	Central Bucks School District - Linden and Cold Spring and Linden Elementary Schools	Doylestown, PA
<b>Metzler, Jennifer G.</b>	ESL Teacher	Ft. Lowell Elementary School	Tuscon, AZ

## Fulbright-Schuman Scholarship

The Fulbright-Schuman program focuses on research and/or post-graduate study on European Union affairs or U.S.-EU relations at an accredited American university or independent research center. This program is open to citizens of all 27 EU member states. Administered by the Commission for Educational Exchange between the United States, Belgium and Luxembourg, it is jointly financed by the U.S. State Department and the Directorate-General for Education and Culture of the European Commission.

The Fulbright Commission participated in recruiting and nominating Czech candidates for 2010/2011. All three nominated candidates succeeded at final selection in Brussels (see the table). The Czech Commission welcomes that the Fulbright-Schuman program added an opportunity for applicants working in international departments of universities (two of the three nominees represent international departments of Masaryk and Charles universities).

### Fulbright-Schuman Grantees 2010/2011

Name	Current Position	Major	Project Title	Affiliation	Duration (months)
<b>Eva Kubešová</b>	Public Administration Official, Ministry of the Environment of the Czech Republic, Prague; Ph.D. student, Faculty of Arts, Palacký University	Political Science	EU-US relations and administration of Barack Obama. The analysis of the expectations and developments in environmental policies after January 2009	Center for Transatlantic Relations, SAIS, Johns Hopkins University, DC	6
<b>Jitka Štěpničková</b>	Executive Director, Office of International Relations, Faculty of Arts, Charles University	Educational Administration	EU Prague - Unique exchange program	Uni. Miami-Coral Gables, FL; SUNY New Paltz, NY	4
<b>Martin Vašek</b>	Program Officer, International Programs Coordinator, Office of International Studies, Masaryk University; Ph.D. student, Faculty of Science, Masaryk University	Educational Administration	Beyond Brno's horizons	University of Tennessee, Chattanooga, TN	2

## EducationUSA Advising Center

The Advising Center of the Fulbright Commission is the premier in-country location for young people interested in studying in the USA. It is committed to assisting all prospective students in fulfilling their educational plans of gaining educational experience in the United States.

### EducationUSA Network

The Fulbright Advising Center belongs to the official information network EducationUSA, coordinated and supported by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. The mission of the Center is to provide unbiased, accurate, comprehensive and current information on a whole range of educational opportunities in the United States. It does not endorse or rank any particular college, university, company, organization or service.

### Our services

Services of the Center are available to all prospective students regardless of age, nationality or planned level of study. All provided services are free of charge.

Individual one-on-one counseling is the core activity of the Center. The Educational Advisor guides candidates through the selection of a school, the application preparation or the pre-departure orientation. Clients can receive personal advising within regular office hours or during individual appointments that can be set even outside of the office hours' schedule. Besides personal visits, advising services can be provided by phone, e-mail, Skype or ICQ as well.

The Center also offers group advising sessions in the form of regular seminars that are usually held on Thursday afternoons. Seminars cover all steps to the U.S. University. The first session in the monthly schedule provides introductory overview, following seminars deal with financial issues and scholarships, preparation for a successful application, language and admission tests. The Center also organizes sessions on special topics like fields of study, selective admission schools, essay writing or sport scholarships. These seminars depend on the season and availability of guest speakers, which are usually representatives or students from U.S. schools.

One of the most popular services of the Center is its library service. The unique library contains books on admission, financial aid, U.S. higher education, colleges and universities directories and study programs, scholarship catalogues, and guides and manuals for prospective students. Visitors can also borrow materials for admission tests preparation.

### Outreach activities

Many students interested in study in the U.S. live outside of Prague so the Center's services are not easily accessible for them. That is the reason why the Advising Center emphasizes outreach to these distant regions. The Center always tries to work with local partners like schools, information centers, libraries, and other appropriate organizations.

Year 2010 was really rich for such events. In March 2010, the Advising Center organized a very successful U.S. Higher Education Fair for students during the EducationUSA Regional Conference. The event with 50

represented U.S. schools and organizations like College Board or ACT was attended by nearly 400 visitors.

Center's interns – both Czech and U.S. students of American colleges – presented their experience to young people during several visits at Czech secondary schools and Youth Information Centers (ICN) in May and June 2010.

Fall outreach season started with the presentation in Euro Direct Information Center in the town of Most in October and was followed by the first ever participation at the Gaudeamus Fair in Brno in the beginning of November. The Gaudeamus with 30,000 visitors is the largest college fair for secondary school students in the Czech Republic.

The Center celebrated the International Education Week with the traditional "Study in America" information campaign that took place in Olomouc, Brno and Prague. The program of the events included presentations about the Fulbright program as well as discussions with recent Fulbright alumni and College Fair prepared in cooperation with Council of International Schools (CIS).

The Educational Advisor takes the opportunity of having Fulbright English Teaching Assistants at Czech secondary schools and offers presentation on educational opportunities in the U.S. to students at these schools. In fall 2010, such presentations were arranged at ETA host schools in Silesia and Northern Moravia (Ostrava, Opava, Frýdek-Místek).

Outreach includes Czech universities too. During the year of 2010, the Center provided information sessions at Charles University, University of South Bohemia, University of Economics and Czech Technical University.

### **Promotion and public relations**

The year 2010 was marked by growing importance of the Fulbright Facebook page. The number of fans was growing significantly and reached more than 500 in the end of the year. A new Facebook page for the Fulbright Advising Center was also founded. The Fulbright page covers topics relating to the Fulbright program and graduate study. The new advising page concentrates on secondary school students and college level study. The Fulbright Advising Center's page reached 355 fans by the end of 2010.

Although not as popular as the Facebook page, YouTube channel of the Center is also a relatively new tool used for promotion. The channel recorded 5,000 views by the end of the year.

The Center also keeps distributing information through more traditional media like the Fulbright Newsletter or email list Study-X.

### **Cooperation with Czech schools**

Also in 2010, the Fulbright Commission and its Advising Center assisted the National Agency for European Educational Programs (NAEP) with pre-NAFSA preparation and operation of the Czech booth at the NAFSA National Conference & Expo in the United States.

### **Cooperation with U.S. schools**

The Advising Center serves as an in-country contact point for representatives of U.S. colleges and universities, answers inquiries on credential evaluation, institutional accreditation, student recruitment and possible linkages with Czech institutions of higher education.

The major event of the advising year was the EducationUSA Triennial Regional Workshop held in Prague from March 21 to 25, 2010. The event co-organized by the Fulbright Advising Center gathered 200 European advisors and representatives of U.S. colleges, universities and educational organizations.

Educational Advisor also represented Europe at the first-ever EducationUSA Forum in Washington, DC in June 2010. EducationUSA Forum is the initiative of the U.S. Department of State. The purpose of this event was to help U.S. higher educational institutions gain comprehensive updates on trends in international recruitment and admission without travelling abroad.

Several representatives of U.S. schools also visited the Center during the year and presented at group advising sessions. Czech students could meet with officers from University of South Florida or Berklee College of Music for example.

### Statistics

Walk-in visitors	Phone inquiries	E-mail inquiries	Outreach	Web visitors	E-mail list members	Newsletter subscribers	Facebook fans
721	850	508	1350	45,725	1,382	1075	526

## Fulbright Year 2010

A regular Fulbright year follows a cycle of recruitments and selections of new grantees and events for current Czech and U.S. grantees. It also means the planning of the next cycles, advertising, outreach activities (seminars and presentations at Czech universities), visiting current U.S. grantees at places of their affiliation in the Czech Republic, and maintaining contacts with Czech grantees in the U.S.

The Fulbright Commission pays particular attention to preparing Czech grantees for their stay abroad, and U.S. grantees for their stay here. Apart from communicating with grantees immediately after they receive the award about their host institutions, travel, visa procedure, housing, and other important details, the Commission organizes special events – a pre-departure seminar for Czech grantees and an introductory orientation workshop for U.S. grantees.

The **pre-departure seminar for Czech grantees** was held in the Fulbright Commission office on June 14, 2010. Its program included all the issues related to a grantee's departure (terms and conditions of accepting a grant, financial conditions, visa, travel) and provided some practical advice on studying and living in the U.S. Grantees familiarized themselves with the terms and conditions under which their grant was provided and they signed their Fulbright Grant Authorization documents that specified financial conditions of their grant. The FC invited a few recent Czech Fulbright alumni to the seminar because they always prove to be the best source of information for departing fellows. New Fulbright scholars met with Viktor Černý (Fulbright-Masaryk Scholar, 2008/09), Adam Hradílek (Fulbright-Masaryk Scholar, 2008/09), Pavel Jelínek (Fulbright Scholar, 2008/09), Jan Jireš (Fulbright-Masaryk Scholar, 2008/09), and Klára Kalibová (Fulbright-Masaryk Scholar in NGO category, 2009/10). New Fulbright students discussed their concerns and expectations with Ema Hrešanová (Fulbright Student, 2008/09), and Zuzana Uhde (Fulbright Student, 2008/09).

The **opening orientation for 2010/11 U.S. grantees** was held in Prague during the week of September 13-17, 2010. As in previous years, the beautiful historical setting of the Villa Lanna, one of the facilities of the Academy of Sciences of the Czech Republic, hosted the event. The main objectives of the orientation were to prepare U.S. grantees for their stay in the Czech Republic and to familiarize them with some highlights of Czech history, politics, economy, education, culture, etc. Therefore, lectures, meetings, discussions, and cultural events were included in the program. Apart from a number of Fulbright alumni, two U.S. Fulbright alumni enriched the program with their experience with living in the Czech Republic. A talk on Czech education, given by Dr. Ripková, was found extremely important by attendees. Fulbright alumni Dr. Jan Balon from the Institute of Sociological studies at Charles University, Dr. Tomáš Karásek from the Faculty of Social Sciences at Charles University, and Dr. Michal Kejak from the Center for Economic Research and Graduate Education discussed current political and social challenges in the Czech Republic. Fulbright alumnus Dr. Michal Kopeček, researcher at the Institute of Contemporary History of the Czech Academy of Sciences offered a very insightful introduction into Czech history. Fulbright alumnus Dr. Michal Rataj and Ms. Miřenka Čechová, 2010/11 Fulbright-Masaryk grantee (both from the Academy of Performing Arts) talked about some aspects of Czech culture with a special focus on Czech music and alternative Czech theater. Ms. Ela Krejčová, Czech Fulbright Scholar-in-Residence alumna, provided a condensed course on Czech language. Also, three roundtable discussions were organized to bring scholars, students, teachers and teaching assistants as well as their Czech counterparts together in separate groups. In this way, grantees have a possibility to establish their first personal professional contacts to foster discussion about academic life in the Czech Republic, ways of lecturing at universities, ways of conducting research, and other relevant methods. All the new grantees participated in a special tour through Prague guided by the Commission's representatives Jakub Tesař and Andrea Semancová.

The tour started in an Artě Store, where its owner Karen Feldman drew the attention of grantees to some aspects of Czech applied art. The tour continued to major libraries and other places in Prague, important both for practical and academic life. During their visit to the U.S. Embassy, grantees learned about the Embassy's activities and about important consular and security issues related to their stay in the Czech Republic. One of the orientation's high points was a traditional reception hosted by the U.S. Charge d'Affaires to the Czech Republic in the residence of the U.S. Ambassador. Grantees found it very valuable because they had a possibility to meet their Czech hosts, Czech Fulbright alumni, and other people involved in the Fulbright Program. An event such as this helps substantially in establishing new contacts and reconnecting with old ones. A visit to a theater or a concert is never left out of the orientation program. In 2010, the group saw the famous opera Don Giovanni by Amadeus Mozart at the Estates Theater (where the opera was premiered in 1787). All the grantees agreed that the opera was a highlight of the orientation program.

The orientation for all the new U.S. grantees was preceded by a **special orientation for new U.S. high school teachers and English teaching assistants** hosted by Ms. Zuzana Stiborková, a Czech high school teacher alumna, and the deputy director of the secondary grammar school Nad Alejí in Prague on August 30, 2010. U.S. teachers start their Fulbright mission in the Czech Republic earlier than the rest of grantees because of the date of the beginning of the school year (usually September 1). Therefore, the Fulbright Commission decided to organize this separate event to help U.S. teacher grantees settle in and familiarize themselves with basic differences between the Czech and U.S. educational systems. A few Czech alumni (high school teachers) participated in the session. This format has proved to be very helpful, and has significantly eased the transition of U.S. teachers into the Czech high school system.

The Commission's staff maintains contact with current U.S. grantees during their stay in the Czech Republic, and assists in solving any problems that may emerge. Commission members discuss any issues that arise on an individual basis. Additionally, the staff organizes more formal events at which the grantees may discuss their projects and more general problems related to their stay in the Czech Republic. To facilitate such events, the Commission holds a meeting in both the middle of the first semester, and a conference roughly during the middle of grantees' stays.

A regular **mid-year conference for 2009/10 U.S. grantees** held in Velké Bílovice on January 31-February 3, 2010 enabled U.S. grantees to become mutually acquainted with their projects, and most importantly to establish more long-term personal connections. U.S. grantees always value the networking opportunities available to them. The Czech and Slovak Fulbright Commissions organize this event jointly since it is mutually advantageous and beneficial for the grantees. At the event there is enough time for socializing and discussing common interests and problems. Velké Bílovice, with its wonderful hotel facility, rich history and many interesting places in the neighborhood, offered the ideal settings for the meeting. During the conference, grantees presented their projects, i.e. research and/or lecturing and teaching at Czech and Slovak universities and high schools. The grantees also talked about their general experience living in each of the two countries. Czech and Slovak administrators of the Fulbright Program are always eager to hear grantees' opinions on various facets of university or high school life and on the functioning of the Fulbright Program. The Fulbright Commission learns from these presentations and strives to apply grantees' recommendations into the program management. The program at Velké Bílovice included an orientation for new grantees who had just arrived to lecture during the spring semester. All the grantees made trips to the local folklore museum at Velké Bílovice, and the Templar Wine Cellars from medieval ages in Čejkovice. Representatives of the U.S. Embassy in Prague, Mr. David Gainer, Cultural Affairs officer and a Czech Fulbright Commission Board member, and Ms. Markéta

Kolářová, Cultural Specialist, and Mr. Chris Scharf, Public Affairs Officer of the U.S. Embassy in Slovakia and a Slovak Commission Board member, and his wife, joined the conference.

At the **mid-term meeting**, held right after the Thanksgiving holiday on November 26, 2010, the grantees discussed their plans, ideas, and their first experiences and achievements in studying and lecturing in the Czech Republic. They also collectively addressed problems that may have emerged. The discussion on the Commission premises was followed by a festive Thanksgiving-like dinner. Prof. Vladimír Papoušek and Mr. Jeremy Druker, both members of the Board, and their families, joined the event.

The **Berlin Seminar**, organized each year by the German Fulbright Commission offers another networking opportunity for U.S. grantees. The seminar brings together not only U.S. grantees in Germany, but also many U.S. grantees in other European countries. Numerous opportunities for networking, and many specialized workshops complemented by a rich cultural program, make this seminar very attractive. The Czech Fulbright Commission always supports the participation of a few of its U.S. grantees in such events. In 2010, the seminar was held March 21-25.

Apart from events organized for all current U.S. grantees, many grantees were asked to participate individually in a number of other events according to their specialization. Such opportunities helped them gain new professional contacts in the Czech Republic. It also helped the Fulbright Commission promote the name and mission of the Fulbright Program.

**Fulbright scholars** lectured on a number of occasions:

- Prof. Craig Beles, lecturer at the Faculty of Law of Masaryk University, was invited to give a presentation at Charles University Faculty of Law in Prague to the Czech Society of International Law. He spoke on the “Differences between U.S. and Continental European Arbitration Procedures.” He also addressed the European Law Student Association while there. He was invited to judge the International Willem Vis Commercial Arbitration Moot in Vienna.
- Prof. Laurence Cooper, lecturer at the Faculty of Arts of Charles University spoke to local audiences at Masaryk University in Brno, where he led a special session of a graduate seminar in British political philosophy; at Hradec Kralove University in Hradec Kralove, where he gave a lecture on eros in Plato and Nietzsche; and at Charles University in Prague, where he delivered a lecture, “Vaclav Havel, Meet Alexis de Tocqueville.” He also recorded an interview about various aspects of American higher education for use by Czech students who are seeking to study in the United States. This was under the auspices of a project sponsored by the ministry of education.
- Prof. Allan Fenigstein, lecturer at the Faculty of Arts of Charles University gave two guest lectures at the University of New York in Prague and a lecture at Masaryk University in Brno.
- Prof. Benjamin Frommer conducting research at the Institute of Contemporary History was invited to talk on a number of occasions (American Center in Prague: “The Cold War: An American Perspective 20 Years after 1989”; International School of Prague: a class of high school students; Institute for the Study of Totalitarian Regimes: Teacher training seminars – “Teaching East-Central European history in the United States” and “Postwar retribution”; CERGE-EI: a lecture to an international group of European Erasmus students and American undergraduates on study abroad; Masaryk Institute: “Edvard Beneš and postwar retribution“.)
- Prof. Stanley Finney, lecturer at the Faculty of Science of Charles University chaired the International Commission on Stratigraphy workshop while here.
- Prof. Frank Hall conducting research at the Institute of Mathematics gave four invited talks, at the following places: Technical University in Prague, Institute of Mathematics of the Hungarian Academy

of Sciences in Budapest, Institute of Computer Science of the Academy of Sciences of the Czech Republic, and the Institute of Mathematics of Academy of Sciences of the Czech Republic.

- Prof. David McCuan, lecturer at the Faculty of Social Studies at Masaryk University in Brno gave several guest lectures at Masaryk University while there. He also gave two lectures at Charles University's Department of American Studies. In addition, he presented a talk on the 2010 U.S. Midterm Elections at the U.S. Embassy's American Center in Prague.
- Prof. Bruce Dvorak, lecturer at the Institute of Chemical Technology in Prague gave two guest presentations on the impact of agricultural water use on water supply at the Faculty of Science of Charles University in Prague and at the Faculty of Science of University of South Bohemia in České Budějovice.
- Prof. Alexander Vazsonyi was invited to chair a paper session of an international conference Cyberspace 2010, an annual research meeting with about 150 attendees from all over Europe organized by the Faculties of Law and Social Studies at Masaryk University in Brno.

The Fulbright Commission continued **promoting the Fulbright High School Teacher Exchange Program**. In cooperation with the U.S. Embassy in Prague and the Institute of Sociology of the Czech Academy of Sciences it organized a seminar for high school educators addressing the collaboration of schools and parents. The seminar held on June 3, 2010 was opened by Mr. Marilyn Wyatt, Fulbright Commission Board Chair, who talked about the role and functioning of school boards at U.S. and international schools. Ms. Milena Kmočová, 2006/07 Fulbright High School Teacher Exchange alumna, discussed her experience with cooperation of a high school and parents during her assignment in the U.S. The seminar attracted the attention of numerous principals and teachers at Czech primary and secondary schools.

## Czech Fulbright Alumni

The Fulbright Commission maintains a database of its alumni and keeps track of the professional development of its former grantees. It cooperates with alumni on an informal basis by asking them to assist in reviewing projects of current applicants, to participate in selection committees, to take part in orientations for new Czech and U.S. grantees, to help in developing contacts between the Fulbright Commission and Czech universities and academic institutions, to promote the Fulbright Program, etc.

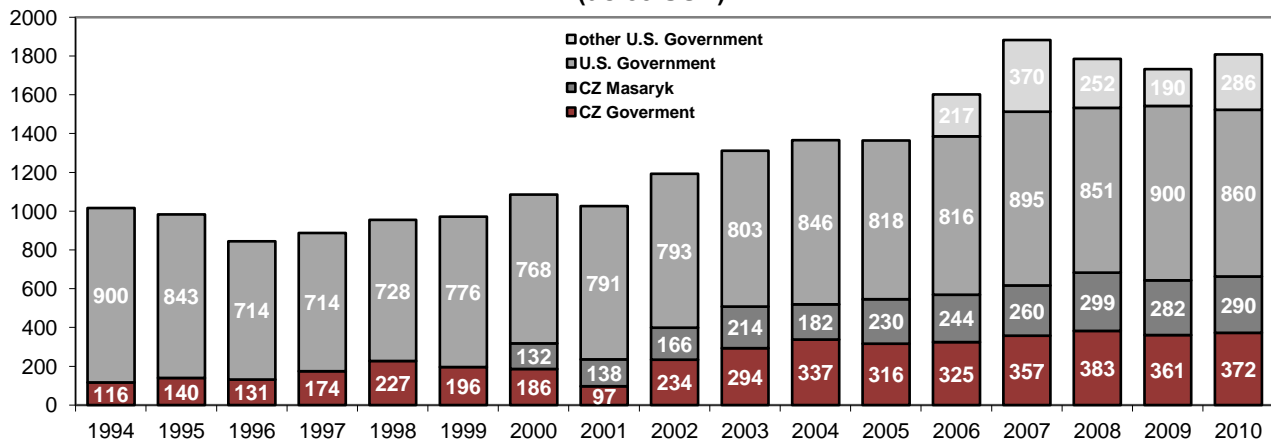
Czech Fulbright alumni formalized their status by establishing an association in 1996. After some years of stagnation, the Fulbright Commission took the initiative and now organizes the Association events on a regular basis.

Through a list-serve for alumni, the FC informs alumni about new funding possibilities, seminars, workshops, cultural and other events, in which individual Fulbright alumni or current grantees participate and which may be of interest to other alumni. Thus, the list-serve enables the Commission to address its alumni more efficiently.

## 2010 Funding

The primary source of funding for the Fulbright program worldwide is an annual appropriation made by the U.S. Congress to the State Department. Participating governments and host institutions in many countries and in the U.S. also contribute financially through cost sharing, as well as by indirect support, such as salary supplements, tuition waivers, university housing, and other benefits. This is also true of the Czech Republic as can be seen from the table listing other financial and in-kind contributions. In the Czech Republic, allocations from both governments remain the main source of financing. The Czech Ministry of Education continued to entirely fund the Fulbright-Masaryk Program.

**Czech and U.S. Governments' contribution into the Fulbright Program  
1994-2010 (thousands USD)**  
**Příspěvek české a americké vlády do Fulbrightova programu 1994-2010  
(tisíce USD)**



### Review of financial sources (in USD) in 2010

U.S. government contribution	859.600
Other U.S. government and other financial and in-kind contributions	285.995
Education USA	16.500
Tuition for SUSI	40.500
Scholars in Residence Program	0
Fulbright Senior Specialist Program	41.382
Fulbright-Hays Program	88.163
SAP Workshop	99.450
Czech government contribution	372.017
Fulbright-Masaryk Award (Czech Ministry of Education)	290.391
Other sources (CEE, MU Brno)	38.800
<b>Subtotal</b>	<b>1.846.803</b>

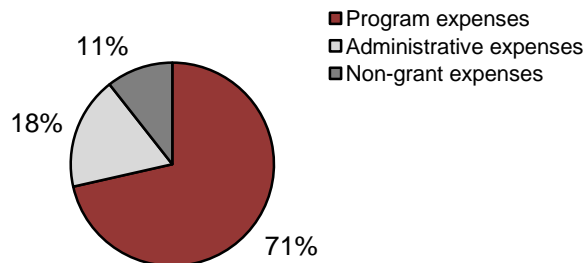
### Other financial and in-kind contributions (not or partially included in the Commission's accounting)

Proshek-Fulbright Program	0
Fulbright Science and Technology Grant	60.570
Humphrey Program	71.000
Fulbright-Schuman Program	39.000
Tuition waivers for US students (approx.)	47.500
Tuition waivers for Czech students (approx.)	17.200
<b>Subtotal</b>	<b>235.270</b>

**Total**

**2.083.100**

**Expenses 2010 (USD):**



1. All program expenses for grantees	1.683.516
2. Administrative expenses	422.645
3. Non-grant expenses*	249.845

\* non-grant expenses cover:

- operation of the Advising Center
- Education USA projects
- in-country orientation for the U.S. grantees
- departure orientation for the Czech grantees
- inter-country travel for U.S. grantees

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