



TEXAS TECH
UNIVERSITY.

Celebrating

Fulbright's 75th Anniversary





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Institutional Statement on Fulbright 75th Anniversary

The Office of International Affairs (OIA) at Texas Tech University along with university units working with TTU Fulbrighters—Offices of the Provost, Research and Innovation, Prestigious External Student Awards, and Graduate and Postdoctoral Fellowships—proudly join the worldwide celebration of Fulbright's 75th Anniversary.

Since 1957, one hundred and sixty-four (164) TTU faculty and admin/staff as well as fifty-five (55) students across diverse disciplines have served as Fulbright Scholars and Fellows worldwide (68 countries.) Our TTU Fulbright alumni represent the highest values of Texas Tech commitment to educating and empowering a diverse student body, enabling innovative research and creative activities, and transforming lives and communities through strategic outreach and engaged scholarships. As cultural ambassadors, TTU Fulbrighters embrace the program's mission to advance mutual understanding across countries and cultures, facilitate learning and knowledge development and exchange across diverse backgrounds, and build a worldwide community while contributing to the lives of diverse populations.

As Texas Tech University continues to build a solid foundation to support internationalization, cultural understanding and the development of global scholars, we are excited to share with you this celebratory booklet that highlights the impact of Fulbright at TTU as well as institutional support, resources, and initiatives.



Dr. Sukant Misra
Vice Provost
for International Affairs



Dr. Richard Porter
International Student
& Scholar Services



Ximena Fuentes-Montiel
International Sponsored
Students Programs



Dr. Elizabeth Trejos-Castillo
TTU Fulbright Liaison



Dr. Jorge Salazar-Bravo
TTU Fulbright Liaison



TEXAS TECH UNIVERSITY
Office of International Affairs



TEXAS TECH UNIVERSITY
Office of Research
& Innovation



TEXAS TECH UNIVERSITY
Office of Graduate &
Postdoctoral Fellowships



TEXAS TECH UNIVERSITY
Office of the Provost



TEXAS TECH UNIVERSITY
Prestigious External
Student Awards

Texas Tech University

Fulbright Program Brief History

Seventy-five years ago, in 1946, the Fulbright Program was approved under legislation introduced by Senator J. William Fulbright (Arkansas-1945-1974). Senator Fulbright chaired the Senate Committee on Foreign Relations for fifteen years (1959-1974)—historically the longest period served by any chair of the Foreign Relations committee in the USA.

Senator Fulbright envisioned creating a program of educational grants for professionals (e.g., teachers, faculty, practitioners, etc) and students to advance mutual worldwide understanding (particularly post I and II World Wars) by promoting the exchange of knowledge, skills, and people across countries. The Fulbright Program has been sponsored by the Bureau of Educational and Cultural Affairs and the United States Department of State since it was established in 1946.

The USA Congress commissioned the development of the Bureau of Educational and Cultural Affairs (ECA) to oversee the Fulbright program funds and operations in coordination with national and foreign sponsors (e.g., governments, embassies, host institutions, foundations, corporations, etc).

Annually, the Fulbright program grants about 8,000 fellowships and scholarships to US and foreign scholars and students and currently includes over 160 countries. Since its inauguration, the Fulbright program has awarded approximately 370,000 fellowships/scholarships worldwide and it is considered one of the most prestigious international awards for professionals and students.

Fulbright alumni comprise distinguished scholars and professionals around the world including but not limited to 60 Nobel Prize awardees, 88 Pulitzer Prize recipients, and 37 former or current presidents and heads of state or governments.

For more information about the Fulbright program, visit Fulbright Program website: <https://eca.state.gov/fulbright>

Resources for Fulbright Applicants

Texas Tech Fulbright Scholars

Each year the Fulbright Program awards approximately 1,200 U.S. scholar awards, in addition to several hundred teachers and professionals. Over the years many TTU faculty, researchers, and staff have received awards. Information/external links for TTU faculty, staff and researchers that wish to apply for one of these Fulbright awards are provided below.

Applying for a Fulbright Award: TTU faculty at all ranks (e.g., assistant, associate, full professor) across disciplines are eligible and encouraged to apply for a Fulbright award.

For detailed information on available awards per country/region visit the **Fulbright U.S. Catalog of Awards** at: <https://awards.cies.org/>.

Applications are submitted by the applicant directly through the **Council for International Exchange of Scholars (CIES)-Fulbright Website** at: <https://cies.org/us-scholar-awards#overview>

All prospective applicants need to register to create an account to submit the application documents at: <https://apply.iie.org/apply/?sr=e5b13eb7-a88b-4068-bcbe-9f5390cbca03>

Applicants are strongly encouraged to create the account and start populating information in the application site at least 3 months before they submit the application. Ample time is needed to get familiarized with the layout of the site and organized with the documentation needed

Detailed instructions about how to submit your Fulbright application can be accessed at: <https://test-fulbright-d8.pantheonsite.io/sites/default/files/documents/us-scholar-iea-application-instructions-2020.pdf>

Deadline: The Fulbright program competition opens in February every year and the applications are due on September 15th.

Visit the Fulbright website at: <https://cies.org/> for additional information.

Required Application Materials

- *Project Statement (max 5 pages)*
- *CV/Resume (max 6 pages; max 8 pages for Distinguished Scholar awards)*
- *Letters of Recommendation: 2 letters*
- *Short Essays: four essay questions; see <https://cies.org/us-scholar-short-essays>*
- *Bibliography. Required for Research and Teaching/Research awards (max 3 pages)*
- *Syllabi/course outlines. Required for Teaching and Teaching/Research awards only (max 10 pages)*
- *Letter of Invitation from host institution*
- *Language proficiency; if required or recommended by award description*
- *Digital Portfolio. For applicants in the creative/performing arts and journalism (max 10 images, 15 pages in length and/ or 30 minutes of audiovisual files)*

Visit: <https://cies.org/sites/default/files/2021-02/Application%20Checklist%202022-23.pdf> to access Fulbright eligibility and application checklist.

Developmental Leave: This award requires a faculty development leave (FDL). An expedited FDL procedure will be used when faculty receive one of the targeted external awards that is recognized by AAU/CMUP/THECB and is supported by internal incentives. This procedure is described here: <https://www.depts.ttu.edu/research/award-ops/downloads/FinalExFDLprocedure.pdf>

TTU Internal Procedures for Prospective Applicants: Deans and Chairs, or the faculty themselves, should inform the Office of the Provost and the Office of Research & Innovation of faculty who intend to apply, and their prospective timeline for completing the project

Please note that if a faculty or administrator receives a Fulbright award several arrangements need to be made and resources need to be allocated in advance to cover for the grantee's absence; and thus, it is important to inform your department/college about your application plans ahead of time.

Prospective applicants also need to notify [Dr. Abigail Swingen](#), Associate Vice President in the Office of Research & Innovation and [Dr. Rob Stewart](#), Senior Vice Provost about their intentions to apply for a Fulbright award.

TTU Incentives for Prospective Applicants: The Offices of the Provost and Research & Innovation provide incentives and recognition for Fulbright awardees as part of the TTU Targeted External Awards Incentives Program; [see detailed information here](#). For more information and/or questions about TTU internal incentives for Fulbright awardees, contact [Dr. Abigail Swingen](#), Associate Vice President in the Office of Research & Innovation.

TTU Resources for Prospective Applicants: TTU-Fulbright Scholar Liaisons at the Office of International Affairs (OIA) are available to provide faculty with detailed information about the different Fulbright programs, application process and guidelines. They can also help faculty develop an application plan, provide guidance on the development of the proposal and identify a potential TTU-Fulbright Alumni mentor.

A list of Frequently Asked Questions can be found here: <https://www.depts.ttu.edu/international/iss/fulbright/outgoing-prospective-faculty.php>

Office of Prestigious External Student Awards (PESA)

The Fulbright U.S. Student Program supports individual research projects, study programs or English Teaching Assistantships in over 140 countries. Under the umbrella of the Fulbright Program, the overarching mission is to, “foster mutual understanding between nations, advance knowledge across communities, and improve lives around the world.” Since 1959, Texas Tech University students have earned 55 Fulbright U.S. Student Program awards, and have carried out projects in 33 different countries.

The Office of Prestigious External Student Awards (PESA) at Texas Tech University oversees the application process for the Fulbright U.S. Student Program, and provides guidance to undergraduate and graduate students wishing to apply. The mission of the office is to, “cultivate intellectual and personal growth experiences for exceptional Texas Tech University students applying for nationally competitive external awards.” Therefore, the process alone of applying for a Fulbright can provide many benefits for students on their academic journey.



Wendoli L. Flores
Director,
Prestigious External
Student Awards (PESA)

The services provided for Fulbright applicants include one-on-one advising, application guidance, feedback on essays, and faculty mentor matching. In partnership with the Graduate School, PESA holds information sessions each semester to inform students about Fulbright opportunities and the resources available to them. Alumni are also eligible to use the services provided. Students and alumni can learn more about the Texas Tech process for the Fulbright U.S. Student Program at:

www.fulbrightstudent.ttu.edu

Fulbright Liaisons at TTU

Fulbright Scholar Liaisons are a network of more than 2,000 committed individuals across the United States and its territories crucial to the promotion of the Fulbright Scholar Program within the U.S. higher education community. Fulbright Liaisons promote the Fulbright program across universities by:

- *Inspiring colleagues by organizing campus visits, workshops and seminar from a Fulbright team member for faculty and administrators.*
- *Sharing the Fulbright calendar of events with colleagues for upcoming workshops and events and providing information for prospective applicants.*
- *Highlighting Fulbright scholars and staying informed through personal, monthly email updates and sharing opportunities and upcoming program initiatives with TTU colleagues through campus publications and listservs.*

TTU-Fulbright Scholar Liaisons at the Office of International Affairs (OIA) are available to provide faculty and staff/admin with detailed information about the different Fulbright programs, application process and guidelines.

Faculty and staff/admin across colleges and departments are encouraged to schedule an appointment to discuss their research interests, timeline for submitting a Fulbright Scholar application, Fulbright programs that may fit their interests and career needs, and countries of interest as well as other topics and questions.

TTU-Fulbright Liaisons can help you develop an application plan, provide guidance on the development of the proposal and identify a potential TTU-Fulbright Alumni mentor who can support you through the application process among other services.

For more information contact the TTU-Fulbright Liaisons:

Dr. Elizabeth Trejos-Castillo, C.R. Hutcheson Professor in Human Development & Family Sciences, Provost Faculty Fellow;
Email: elizabeth.trejos@ttu.edu

Dr. Jorge Salazar-Bravo, Associate Professor, Department of Biological Sciences, and Director,
International Center for Arid and Semiarid Land Studies (ICASALS);
Email: j.salazar-bravo@ttu.edu



Fulbright Alumni

Texas Tech University | Faculty Projects





Dr. John Barkdull

Political Science

I was a Visiting Professor at Dhaka University, Bangladesh on a teaching Fulbright in 2003. While there, I worked with National Democratic Institute on a program to develop civility among early-career political leaders.

I wrote several published papers relating to my experience in Bangladesh. I have discussed my experience in that country in classes many times, including the most recent semester. For some years after leaving Bangladesh, I was in touch with scholars there and we worked on projects. I also facilitated a Fulbright visit by a professor from Jahangirnagar University who worked on civilian-military relations.

Prospective Fulbright scholars should think broadly about where they want to go. Everyone would prefer to go to London or Paris, perhaps, but a Fulbright in a developing country like Bangladesh might be much more educational and make a bigger impact on future research and teaching. It's also worth noting that language did not pose much of a barrier, because English is spoken widely in former British empire countries like Bangladesh and elsewhere as well.

www.depts.ttu.edu/politicalscience/Faculty/barkdull_john.php



Dr. Nick Bowman

Journalism & Creative Media Industries

For Spring 2020, I was the Wu Jing-Jyi Arts and Culture Fellow at the National Chengchi University in Taipei. The program was cut short due to COVID-19 (I was in Taiwan from January to March 2020) but I was able to extend the experience digitally through

remote teaching. I taught two courses in their IMICS program (International Master's Program in International Communication Studies) and conducted research in their Media Psychology Lab. My courses focused on "The Psychology of Interactivity" and "Entertainment Media" and were a blend of Taiwanese and international students, and student designed research proposals for understanding the uses and effects of media. Unfortunately, we had to cancel our end-of-semester conference, but we completed the class via Cisco Webex and overall the class was very well received.

For research, we were focused on understanding the cognitive, emotional, physical, and social demands of interactive media such as video games and virtual reality. We've had great success, with one paper accepted for publication and presentation at the CHI21 conference (one of the most prestigious international conferences on human-computer interaction) and two more experiments completed—one focused on persuasion and virtual reality, and another focused on how video gamers process information in multiple degrees and dimensions (for example, if they are using a 360-degree VR environment). Beyond this, I was a bit restricted in how much of Taiwan I could experience because of COVID-19, but I did experience the Lunar New Year: lanterns, vendors, smiles, and hopes of a people in the face of dire global tragedy. The Year of the Rat was hardly much to celebrate in 2020, but millions of us managed to make it happen. Finally, we continued our partnership into the end of 2020 and even today. In Fall 2020, a dozen Texas Tech University students were invited to join an online class "Digital Games and Society" asynchronously at NCCU, and our research teams at TTU and NCCU are actively working through new research projects.

More than anything, the experience has helped me think globally. For example, so much of the data we have in the social science is WEIRD (based on Western, educated, industrialized, rich, and Democratic samples). Working with colleagues in Taiwan showed me new perspectives on the data that we do not have, such as from the Global South and many parts of Southeast Asia. Likewise, I was challenged to think globally about my teaching, and avoid presenting information to my students at Texas Tech as being "the truth" but rather, "one perspective" or "one culture." I've looked towards all aspects of my career with a keen eye on globalization, including sharing ourselves with others and inviting others to share with us.

The Fulbright program has strengthened my collaborations in Taiwan and beyond, as I've been able to continue to replicate and extend our research projects from the Spring 2020 into the future. I've become increasingly involved with Southeast Asian-region research and scholarship, and already been able to forge connections throughout Taiwan (for example with the Taiwan Institute for Governance and Communication Research, or TIGCR).

My blog from the journey is still active: <http://ndbowman.info/fulbright>

More than anything, you want to seek out and embrace the "sense of place" that you'll quickly foster for your host region. This goes so much more beyond food and drink and language and geography, but speaks to knowing your place like you know other people. Seek this feeling out often and when it strikes you make a note: a journal entry or a photo or a memento. You never know if you'll get the feeling back again and it'll stay with you forever.

www.depts.ttu.edu/comc/faculty/faculty/nbowman.php



Dr. Peter S. Briggs

Curator of Art, Museum of Texas Tech University

Fulbright Projects:

- **2009 Research and teaching Fellowship at the Academy of Fine Arts and Design, Bratislava, Republic of Slovakia.** I taught class in professional practices, translated and edited Slovak to English essays for exhibition catalogs, interviewed contemporary artists.
- **2016 Research and teaching at the Vilnius Academy of Art, Vilnius, Lithuania.** Taught class in Curatorial practices for studio artists and conducted research on contemporary printmaking in Lithuania.

The Fulbright awards provided situations to increase data and related information on the visual arts in two former eastern bloc countries; created situations in which I was teaching students from extremely diverse countries with equally diverse academic grounding which required flexibility and rapid adaptation.

It is 2021 and I continue to collaborate in a variety of ways with colleagues in Slovakia, primarily in writing for Slovak art publications and translating. My most harrowing and frustrating Fulbright experience revolved around limited linguistic skills in Slovak and my attempts to obtain a visa.

For prospective Fulbrighters: nurture and develop connections with potential sponsors far (a year or more) in advance of applying for your Fulbright.

www.depts.ttu.edu/museumttu/about/staff.php



Entrance to the Academy of Fine Arts and Design in downtown Bratislava, Slovakia



Slovak Union of Visual Arts, Bratislava, Slovakia



Vilnius Academy of Art



Vilnius Academy of Art lithograph print studio



Students in my class at the Vilnius Academy of Art



Dr. Dominick J. Casadonte, Jr. Chemistry

I was a Fulbright Senior Scholar in Chambéry, France at the Université de Savoie during the Spring of 2000. I worked in the area of the application of high-intensity ultrasound to drive chemical reactions (Sonochemistry).

Specifically, I worked on multi-frequency sonochemistry and power-modulated pulsed sonochemistry.

Two papers and a book chapter were a consequence of my Fulbright experiences:

- **(Book Chapter) Petrier, C., Casadonte, D. “ Sonochemical Degradation of Aromatics and Chloroaromatics “, in Advances in Sonochemistry, Vol. 6; Edited by Tim Mason, 2001, pgs. 91-110**
- **Casadonte, Jr., D.J., Petrier, C. Flores, M. “Enhancing Sonochemical Degradation of Environmental Contaminants Using Power-Modulated Pulsed Ultrasound: An Initial Study” Ultrasonics Sonochemistry, 2005, 12(3), 147-152**
- **Casadonte, Jr., D.J., Petrier, C. Flores, M. “The Use of Pulsed Ultrasound Technology to Improve Environmental Remediation: A Comparative Study” Environ. Tech. 2005, 26(12), 1411- 1416**

As a result of my Fulbright experience, I continued to work with the Petrier laboratory in France on the degradation of environmental dyes and contaminants such as Acid Orange and Methylene Blue well into the early 2010's. It also provided inspiration for the construction of a unique Power-Modulated, Pulsed, Variable-Frequency Heterodyne Sonicator with which we continue to do research today. It also expanded my efforts in sonochemistry to other parts of Europe, including England, Spain, and Italy. As a direct result of the Fulbright, I became North American Editor of the journal Ultrasonic Sonochemistry, with an impact factor today of nearly 10.0.

One of my favorite memories of a non-scientific nature came from

going to Le Bourget du Lac (Chambéry and the University were very close to this lake) with some of my lab mates. One of my favorite poems when I was studying French poetry as an undergraduate was “Le Lac” by Alphonse de Lamartine. The metaphorical first stanza is forever etched in my memory. It carries a certain tristesse (sadness) that was born out of Lamartine's amorous meeting of a woman at the lake in 1816. They were to return the following summer, but the woman became ill, so Lamartine returned alone (she died in December of 1817). I did not realize at the time where the lake was about which Lamartine was writing so plaintively. Imagine my surprise when I realized that it was near where I was living! My friends and I walked around part of the lake, and found a marker indicating where Lamartine was at the time that he wrote this poem. For me it brought full circle my imagined love of France and the French in my youth with the very real love for the country I had developed during my Fulbright.

For prospective Fulbrighters:

- **Take some time away from work to really get to know where you are living and the people there. Get to know the local culture. Let the locals get to know you and your American culture.**
- **Spend as much time as you can networking and then follow up on the connections you make.**
- **Remember that the Fulbright is for a fixed period of time. Make the most of it!**
- **Keep a detailed journal. You will want to refer back to his years later as memories fade.**

<https://www.depts.ttu.edu/chemistry/Faculty/casadonte/>



Dr. Hyojung Cho Heritage Management and Museum Sciences

For 2020-2021 Fulbright Grant cycle, I applied for and was assigned the position of Senior Lecturer at the Department of History at Boğaziçi University in Istanbul, Turkey. Studying Turkish heritage and its management in Turkey was my longtime

dream. Different cultural and social backgrounds produce different policy and political dynamics in heritage management, and I wanted to explore Turkey's perspectives and practices, which can also assist in understanding the unique dynamics and traditions of heritage management in Islamic societies. The Fulbright scholarship was the honor and privilege that has fulfilled my dream. Researching the Turkish cultural heritage management in Istanbul, the heart of the nation's history and culture and the crossroads of the world, was an immeasurably valuable experience.



Still, the global pandemic was a challenging situation. The temporary pause of the Fulbright program in March 2020 due to COVID-19 created uncertainty and anxiety in my preparation. I accepted my experience would be unusual with many alterations to my original plan. Throughout my stay, I had to comply with the curfews at nights and weekends and experience the nation's longest total lock-down of three weeks, as the COVID cases in Turkey rapidly doubled with its worst record in December, 2020. During the abnormal situation, support I received from the Turkish Fulbright Commission was critical for adjustment, and I would like to express my sincere appreciation.

In the end, my primary purpose was teaching, and I received enormous support from the students who were not only enthusiastic about the class subjects, but also shared their academic plans and cultural traditions. I taught a foundation course on heritage management and the new course was designed to fill in the gap of the department curriculum that offers an extensive array of classes and research opportunities in history, regional studies, and archaeological excavation. I was greatly encouraged by the students who acknowledged the need for the class and immediately understood the importance of respect and creativity for the sustainable safeguarding of heritage. They were exhausted due to the prolonged pandemic and also suffered from the controversy over the university administration decided by the government. In contrast, their pride in their university and reverence for their faculty were impressive, and their passion for heritage management was inspiring. It was an opportunity for me to re-assess my perspectives and limitations in heritage management. Even if it was just for a short time and with limited channels, I have developed a special bond with the students and was welcomed by the faculty. The department is considering developing my course as a summer offering. I am happy that I am able to bring back what I have learned to my program and students in Texas Tech University.

The Fulbright is an in-person cultural exchange program, and I believe the opportunity it provides in meeting people is the beauty of the program. Besides the academic aspects, even within the

Cho cont.

pandemic, I was able to meet many Turkish people who have opened their hearts. They welcomed me as a teacher from the U.S. and a family from *kardeş* ('brother' in Turkish), Korea. One tip I can provide for future Fulbright scholars is to read a newspaper from the country. Much of abundant information about foreign places are produced for tourists, and major US newspapers simply cannot deliver the details of daily issues in a foreign country. It was, of course, critical for me to get informed about the COVID situation and the government's restrictions, but the detailed information also provided a great window to view the host society. How else would I have known that the purple bread I bought in the market was a hip trend?

I owe the TTU Fulbright Alumni a great debt of gratitude for providing me with motivation and advice, and in fact, I believe these to be the characteristic of the Fulbright Alumni, as I had similar experiences in Turkey from other alumni. I would like to especially thank Dr. Peter Briggs, Dr. Elizabeth Trejos-Castillo, and Dr. Asli Ozyar. From them, I have learned what it means to be a Fulbright Scholar and hope to follow in their example.

www.depts.ttu.edu/international/focus/Hyojung-Cho.php



Dr. Arthur Durband

Anthropology

**Fulbright Senior Scholar 2014,
Australia**
January 1 – May 15

My Fulbright allowed research and documentation of a large sample of early

Australians from a cemetery at a site called Roonka along the Murray River in South Australia. These remains were recovered during excavations in the 1970s, but had received little attention since the 1980s. My work included CT scanning of the entire collection to capture three-dimensional data, and collect a variety of metric and non-metric data for comparison with other populations.

The Fulbright allowed me a rare opportunity to spend considerable time overseas to focus on my research, and without this funding my project simply could not have happened. The lengthy stay also provided opportunities to access other collections that required meetings with Aboriginal Elders groups that are difficult to arrange from the US. I was able to network with Australian colleagues and give lectures to a variety of organizations during my stay.

While I had worked in Australia prior to my Fulbright, this experience allowed me to solidify relationships with colleagues I had worked with and form new ones. Much of the work I have done since the Fulbright is a direct result of either data I collected while on the trip or collaborations formed during my stay.

www.depts.ttu.edu/sasw/Anthropology/Anthropology_Faculty.php



Dr. Gary S. Elbow
Professor Emeritus,
Geography

Projects completed as part of my Fulbright experiences:

Fulbright Research Scholar, Instituto de Fomento Municipal (Municipal Development Institute), San José, Costa Rica, February-

August 1983. Fulbright funded a six-month research appointment with the planning office of IFAM to investigate the impact of government institutions on the physical plan and structure of Costa Rican towns.

Fulbright Scholar, Panamerican Center for Geographical Studies and Research and Pontificia Universidad Católica del Ecuador, Quito, Ecuador, June-August 1990 and 1992. Taught the research methodology component of the 1990 international graduate course in applied geography and supervised student field research for the Panamerican Center (18 students from ten Latin American countries and Canada); taught a course on cultural geography at the Pontificia Universidad Católica del Ecuador, and lectured at the Universidad Central del Ecuador (Quito) and the Universidad Técnica de Ambato. In 1992 performed approximately the same duties at the Panamerican Center for Geographical Studies and Research and filled in as emergency instructor for a course on history of geographic thought at the Pontificia Universidad Católica del Ecuador.

In addition to my personal Fulbright grants I also served as a member of CIES applicant screening committees during the mid-1990's:

- **Council for International Exchange of Scholars, Mexico/South America screening committee for Fulbright Award applicants, 1996, 1997**
- **Council for International Exchange of Scholars, South America (today seminar screening committee), 1995**
- **Geography discipline committee to rate Fulbright Award applicants, 1995-1997**

Prior to my Fulbright experience in Costa Rica I had worked in Guatemala for 2 years and done a summer research program in Colombia, so spending 6 months in a new country greatly helped me to expand my knowledge of Latin America, especially Central America. This led to research presentations and publications related to Central American geography.

My Fulbright grant to Ecuador was part of a total of 4 summers I spent as a visiting scholar at the Panamerican Center for Geographical Studies and Research (CEPEIGE) in Quito. This was part of a Panamerican Institute for Geography and History supported program to provide field experience and classroom training to students from Organization of American States member countries. The Fulbright grant covered 2 summers. The other two summers were financed by OAS grants.

I was the only geographer from the United States to have participated in the CEPEIGE program for 4 years, and the Fulbright Program made this possible. I taught approximately 80 Latin American students and 2 Canadians over the 4 summers and I also collaborated with other CEPEIGE faculty from Ecuador, Brazil, and Canada, with whom I have maintained contact for 30 years.

There are so many wonderful memories I could recount from my Fulbright exchanges that it is impossible to pick out any individual event or experience that stands out from the rest. My work with CEPEIGE led to opportunities for me to collaborate with a Brazilian geographer and spend a week in Rio de Janeiro, and I was able to arrange partial funding to bring him and his wife to Lubbock.

For prospective Fulbright applicants: be as specific as possible about what you plan to do and the significance of your project, especially with respect to the agencies and individuals you hope to collaborate with. This is probably the most important factor that the committees I served on consider in evaluating applicants.

www.depts.ttu.edu/geosciences/geog/people/faculty/elbow.php



Dr. Ralph Ferguson TTU Ethics Center

Fulbright Specialist at National University of Civil Engineering (NUCE), Hanoi-Vietnam.

I had two objectives requested by Viet Nam for my Fulbright: 1) assist the university frame graduate program that would attract

students from around the world to their national engineering university and set them on the path to Quacquarelli Symonds (QS) recognition; 2) assist businesses with strategies to market traditional products from local vendors into western commercial networks.

The Fulbright host program did engage in a study with the TTU Ethical Principles survey that indicates from the data TTU and VN students are more similar than less similar when it relates to ethical values. The assessment reflects universal values are consistent despite governance.

More VN students did inquire about TTU and numbered increased prior to the pandemic. In collaboration with the TTU VN center, numerous programs evolved through departmental partnerships across disciplines. The combination of factors did lift interest in TTU.

For prospective Fulbrighters:

- **Be a good listener**
- **Morph to the interest of the host**
- **Critique outcomes of the project with interrogatories, not declarative sentences**
- **Accept the long view of success from your program host**

www.depts.ttu.edu/ethics/people.php

NATIONAL UNIVERSITY OF CIVIL ENGINEERING

Newsletter

EDUCATION - RESEARCH - INTERNATIONAL COOPERATION

Spring 2021 Issue / April 2021



Special Feature

GRADUATION CEREMONY 2021



On the 24th and 25th April 2021, National University of Civil Engineering (NUCE) solemnly held the Graduation Ceremony for more than 1,200 new engineers, architects, 19 new PhDs, and 662 new Masters of Engineering. On behalf of the Rector's Board, Assoc. Prof. Pham Duy Hoa - Rector of NUCE sent his best wishes to the new graduates. He expressed pride in having accompanied the students throughout their journeys in NUCE. The Rector hoped that the graduates would join the industry environment of academic environment to apply their knowledge, and to develop their careers. During this process, they would help affirm the stature of NUCE with by contributing to their families, the society, and the country.

NATIONAL UNIVERSITY OF CIVIL ENGINEERING IN THE LIST OF FIRST 7 INSTITUTIONS RECOGNISED TO MEET INTERNATIONAL QUALITY STANDARDS

As announced by the Ministry of Education and Training, there are 101 higher education establishments, 09 pedagogical colleges recognized according to local standards. Among which, National University of Civil Engineering is one of the first seven higher education establishments recognized to meet the international quality standards of education. (HCERES).

For more information please visit: <http://nuce.edu.vn/>

Research and Development

REBUMAT Project: German-Vietnamese cooperative project on resource-efficient building using sustainable building materials

The objective of this collaborative project (REBUMAT) is to promote the research and development of building materials and construction methods for energy-efficient, resource-saving and generally sustainable construction in Vietnam. Through international networking and on the basis of interdisciplinary problem analysis, fundamental research and creative practice orientation, REBUMAT aims towards the transfer of scientific results and knowledge-based standards into practical construction and planning in regions of the world with dynamic construction activities in tropical climates.

GM - MSH Project: Optimization of Built Environment in Neighbourhood Scale

On 26th February 2021, the Kick-off meeting of the project "Optimization of Built Environment in Neighbourhood Scale" took place with the participation of the representatives of three partners including National University of Civil Engineering (NUCE), KU Leuven and Vietnam Sustainability Social Enterprise. In the meeting, three partners agreed on the forms of cooperation, responsibility of each party and signed an official collaboration agreement. This multi-stakeholder project is supported by the KU Leuven's "Global Minds" programme - funded by the Belgian federal government through VLIR-UOS.

CALOHEA Project: Measuring and Comparing Achievements of Learning Outcomes in Higher Education in ASIA



Fulbright Specialist

National University of Engineering

Report: Graduate Program Enhancement and Market Expansion

By

Ralph Ferguson, Ph.D.

Preface

The Texas Tech University Ethical Principles open the discussion that engages the university leadership. The National University of Civil Engineering (NUCE) institutional leaders (Rector, Deans, External Advisory Council & faculty) have clear vision how to lift their research apparatus to the highest standard and engage in the competitive market for private resources as well as research opportunities. The program assists the crystallization of their model and design of a framework that limits vertical and lateral obstruction to prevent dampening of progress. The stimulations of their paradigm shift are a reaction to the Trans-Pacific Pact, less revenue being distributed to education and believe their program is ready to be globally competitive. The initiative advances the research mission to achieve certification from international accrediting agencies that may make their institution attractive to students across the globe. To enhance the concept of attractiveness, the National University of Civil Engineering (NUCE) plans to establish English engineering tracks in their post-graduate program through completion and to actively solicit university research partners to support the objective in the U.S. and Europe. The program serves as a beneficial catalyst to frame immediately the values of academic integrity and responsible conduct for research that partners recognize NUCE effectively trains students, faculty, and administrators in best practices.

Team Principles

The NUCE team appreciates that there are a thousand paths to success but one to failure, do nothing. The primary discussion on ethical principles engages students, faculty, and administrators about the expectations among themselves necessary to produce higher quality research that international researchers may trust. An extensive amount of time to discuss the relevance of ethical principles provides insight so the NUCE team can visualize the depth of each characteristic to embed across the instructional curriculum. The Texas Tech University Ethical Principles serve as a model to explore best practice concepts for introduction into the NUCE research plan. The core values for encouraging a provocative dialog in the presentation are as follows: 1. Mutual Respect 2. Cooperation and Communication 3. Creativity and Innovation 4. Community Services and Leadership 5. Pursuit of Excellence 6. Public Accountability 7. Diversity Adapting guiding principles in terms suitable to NUCE may promote external confidence among peer organizations as the institution transitions toward the goal of a

PDF: https://www.depts.ttu.edu/international/images/promo/ferg_report.pdf

Dr. Nora Griffin-Shirley

Special Education

In 2009 I was a lecturer at M.P. Bhoj Open University, Bhopal, India where I assisted in the personnel preparation of professionals to educate persons with visual impairments to become independent and productive members of Indian society via distance education delivery methods. Once I returned to the U.S. in 2010, I partnered with Dr. Devender Banda, a Professor in the TTU's College of Education who is an expert in applied behavior analysis and autism. Since then, we have had many accomplishments.

Over the past decade, Dr. Banda and I established an extensive international community partnership with India. India community partners include directors (Dr. Himanghus Das, Mr. Ajit



Sacheendran) of several agencies (e.g., Action of Autism – India, Inclusion Central, National Institute for Empowering Persons with Multiple Disabilities, National Institute for the Visually Handicapped, India Association of Rehabilitation Professionals, Special Olympics India) and several faculty (Drs. Shri Ram Mittal, JP Singh, Yogendra Pandey, Hem Lata, Amitav Mishra) across four universities in India (Banaras Hindu University, Amity University, Indira Gandhi National Open University, Sri Venkateshwara University). This relationship between TTU and these community partners has involved identification of personnel needs in autism and disabilities, and subsequent development and implementation of training programs to prepare personnel to teach children with disabilities. In partnership with the Indian representatives, Dr. Banda and I

identified a need for incorporating evidence-based practices (EBPs) to personnel preparation programs. EBPs impact individuals with disabilities to improve their quality of life. In fact, Dr. Banda and I recommended best practices for training personnel (master's degrees) to work with students with disabilities at Rehabilitation Council of India and Amity University. Our educational efforts have involved training over 1000 teachers, professionals, and parents. These future teachers and professionals are educating numerous children and adults with disabilities in schools, NGOs, and in communities. These teachers/professionals received advanced knowledge in best practices which will have an impact on social attitudes towards persons with disabilities.

TTU and agencies in India have provided funding for these educational and scientific exchanges. Specifically, I funded an Indian doctoral student to receive a College of Education Research Assistantship. This doctoral student was recruited from University of Delhi while Dr. Banda and I visited India. To further collaboration with our India partners, Dr. Banda and I arranged for two exchange visits of the Indian university faculty to TTU for the purposes of signing an MOU, to exchange knowledge, and to identify potential research projects and writing opportunities.

The impact of this partnership between TTU and our Indian colleagues has resulted in scholarly endeavors, curriculum changes, and development of human capital. For example, combined scholarly activities of Drs. Griffin-Shirley and Banda include two book chapters, two conference proceedings, three competitive grant proposals, over thirty conference presentations, four media appearances, and five workshops over an eleven-year period. One of the major lessons learned from our joint efforts is that the importance of recognizing the cultural mores, linguistic differences, and socio-economic conditions of USA and India. For examples, best practices and legislation requirements for children with disabilities in U.S. cannot be readily replicated by teachers or parents of India children due to different educational models, socio-economic disparities, and societal attitudes. Another lesson learned is the logistics of organizing educational exchanges and the required paperwork to obtain visas for travel.

One of main challenges is funding to continue the joint engagement activities. However, our combined efforts of all partners have provided financial resources to carry out the multiple knowledge and cultural exchanges. Future funding opportunities for training of personnel to work with individuals with disabilities is needed in India to advocate for best practices in special education. Our India partners are always willing to continue the

collaborative efforts in preparing personnel and educating families to ensure better outcomes for children with disabilities in India. The partnership activities have been documented and shared publicly by the joint publications, presentations, and media outlets.

www.depts.ttu.edu/education/our-people/Faculty/nora_griffin_shirley.php

The following is a timeline of our activities over the past 12 years.

Year	Activity	Product	
2009	Moved to Bhopal, India for 6 months on Fulbright Award	Established Relationship with Rehabilitation Council of India (RCI) for collaboration with TTU. Presented several places in India (University of Lucknow and non-profit organizations serving individuals with visual impairment)	*The Hindustan Times (News Paper) article in Aug 2009
2010	Invited Indian consultant/facilitator, Rajesh Singh, to visit TTU for 6 months	Attended TLPDC training programs and presented on disability to TTU faculty and students	*Facilitator arranged contacts with several partners in India
2011	Griffin-Shirley and Banda went to India to present on evidence-based practices in various disabilities to Rehabilitation Council of India and Action for Autism India. India delegation visited TTU to meet with TTU Provost to sign MOU	Submitted a grant proposal to United States India Education Foundation. MOU signed at TTU and India delegation representing RCI, and other entities	
2012	Griffin-Shirley and Banda were invited to present at an International Conference on disabilities by India Association of Rehabilitation Professionals. Chaired some sessions. Griffin-Shirley conducted a preconference workshop and Banda conduct a post-conference workshop (1 day) at India Spinal Injury Center Facilitator (Mr. Singh) and Griffin-Shirley presented at International Mobility Conference in New Zealand.	Attended TLPDC training programs and presented on disability to TTU faculty and students	

Year	Activity	Product
2013	<p>Griffin-Shirley and Banda presented at national conference by IARP; presented at Banaras Hindu University (BHU) and Sri Venkateswara University and conducted workshops</p> <p>Recorded lectures by both Griffin-Shirley and Banda on visual and autism respectively at Indira Gandhi National Open University TV Channel.</p>	Submitted a grant proposal to United States India Education Foundation with BHU.
2014	<p>Griffin-Shirley and Banda presented at an international seminar at Amity University Single Subject Designs.</p> <p>Griffin-Shirley and Banda presented at an international conference by Government of India entity National Institute for Empowerment of Multiple Disability</p>	
2015	Collaboration with Amity University	Submitted a grant proposal to United States India Education Foundation with Amity University
2016	<p>Banda presented at a national conference organized by Special Olympics India in Uttarakand</p> <p>TTU hosted delegation from India to discuss research opportunities between Indian partner universities and professional organizations in India</p>	Taped interview of Indian delegation presenting on inclusion of students with disabilities in India to be used by faculty in TTU's College of Education for integration into coursework
2017	Banda presented at a conference organized by Inclusion Central (NGO) in Kerala, India	

Year	Activity	Product
2018	<p>Griffin-Shirley and Banda presented at national conference on Rights of Persons with Disabilities Act (2016) at Hindu University (BHU)</p> <p>Griffin-Shirley and Banda presented at an international seminar at Amity University, Delhi on best practices for inclusion</p> <p>Engaged in research project with Banaras Hindu University survey students who are blind regarding their use of mobile apps for blind people</p>	<p>Griffin-Shirley wrote a book chapter on <i>Policy to Practice: Inclusion of Children with Visual Impairment in USA</i>.</p> <p>Banda wrote a book chapter on <i>Including Children with Autism Spectrum Disorder in General Education Classrooms: Recommended Strategies</i>.</p>
2020-2021	<p>Banda and Griffin-Shirley meet with Indian partners via Zoom monthly to stay connected during the COVID pandemic</p>	<p>Submitted a grant proposal to United States India Education Foundation with Amity University</p>
2020-2021	<p>Banda and Griffin-Shirley conducted a research study with Yogendra Pandey from Banaras Hindu University titled "A Survey of Mobile App Use Among University Students with Visual Impairment in India"</p>	





Dr. Sue Ann Lee

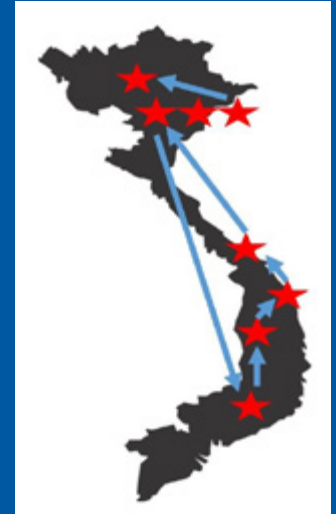
Speech, Language, and Hearing Sciences

Dr. Lee is a certified speech-language pathologist (SLP) and a professor in the Department of Speech-Language-Hearing Sciences at Texas Tech University Health Sciences Center. As a Fulbright US scholar, Dr.

Lee stayed in Vietnam for 6 months and successfully completed her teaching, research and service goals. First, her teaching goal was to help the host institution, Hue University of Medicine and pharmacy (HUMP), develop a speech-language pathology training program. The substantial underdevelopment of the speech-language pathology profession in Vietnam has been well recognized. During her stay, Dr. Lee provided intensive training courses to medical doctors and health care professionals who were interested in working with individuals with communication disorders. Her research goal, on the other hand, was to conduct a project with her Vietnamese colleagues. In this project, Dr. Lee wanted to develop the speech development milestones of normally developing Vietnamese children. Investigation of normal speech development is important because it allows us to identify children with speech disorders and provide a basis for appropriate treatment services. Her research study will be beneficial to professionals who currently work with speech disorders in Vietnam. Last, but not least, Dr. Lee provided numerous consultations to speech pathology practitioners regarding how to effectively treat patients with various speech disorders.



In addition to teaching at the host institution, Dr. Lee was invited by seven Vietnamese universities and one university in Indonesia to give a number of guest lectures/seminars to faculty and students. Her lectures/seminars not only dealt with clinical topics related to speech pathology but also addressed cross-linguistic characteristics of English and Vietnamese sound systems and pedagogy of English pronunciations. These universities included School of Medicine and Pharmacy, Vietnam National University-Hanoi, Hung Yen University of Technology and Education, Hai Phong Private University, Thai Nguyen University, University of Social Sciences & Humanities, Vietnam National University- Ho Chi Min City, Danang University-Kon Tum campus, and Pham Van Dong University as well as Jakarta International University in Indonesia (see the map for her journey in Vietnam.)



While in Vietnam, Dr. Lee tried to interact with as many Vietnamese people as possible to actively learn Vietnamese language and culture. Her Vietnamese language skills were greatly improved during her stay, which became very useful when she taught Phonetics class after returning to her home institution in the U.S. Furthermore, she fell in love with the Vietnamese national garment called “ao dai” as well as various Vietnamese food. Dr. Lee always wore the ao dai for public services and almost every day when she was in Vietnam (see pictures for various colored ao dai.)

Fulbright experience continues to make a great impact on her research, teaching, and service activities after returning to the US. Dr. Lee continues to work with Vietnamese collaborators on the speech development milestone project. In addition, Dr. Lee built a new relationship for a new project. In this project, Dr. Lee and her collaborator investigated nasalance values of Vietnamese adult speakers. This study was accepted by Journal of Speech-Language-Hearing Research, which is one of high impact journals in speech-language pathology profession in the world. Furthermore, In December 2019, she was invited as a keynote speaker at the first national speech-language pathology conference in Vietnam. Fulbright experience was considered one of the best in her life. It is highly recommended to other scholars at TTU system.

www.ttuhs.edu/health-professions/research/speech-language-hearing-research.aspx





Dr. Conrad Lyford

Agricultural and Applied Economics

My Fulbright was to Hawassa University in Ethiopia to work with Ethiopian educators and researchers to facilitate agribusiness development and value chain rationalization from January to June 2015. The Ethiopian economy is strongly agriculturally based, and there were many opportunities to develop joint projects of interest, improve intercultural understanding and develop long-term relationships.

Receiving this Fulbright means enhanced opportunities to work in agricultural development in Feed the Future countries that are currently a focus of efforts by the U.S. government/U.S. Agency for International Development for development assistance. This builds on Texas Tech's growing partnerships with Ethiopian universities. The Fulbright time substantially enhanced my connections to research in Africa, led to the largest funded projects in my professional career and enabled work that should have sustained impact on international development.

This experience helped me understand the institutional context that exist in African university systems and the life experiences of university educators. It has developed many collaborations that should have substantial impact.

If possible, travel to the location where you are planning to work and ensure that the location and local partners are primed to work with you.

www.depts.ttu.edu/aaec/people/lyford.php



Dr. Timothy Matis

Industrial, Manufacturing & Systems Engineering

My Fulbright was the at the Pontificia Universidad Catolica de Valparaiso, Chile from January to August of 2014. My project related to Copper Mining Logistics, specifically investigating the unique challenges in supply

chain and logistics that come with operating a large scale mine. Copper is a very important, if not most important, sector of the Chilean economy, and hence this was well motivated research. I was able to work with the department on creating a line of graduate research in this area and was able to meet with representative from several mines across Chile during my time as a Fulbright scholar. I was able to give several seminars throughout Chile on my research findings and was interviewed for an article in their financial newspaper "Estrategia", equivalent to our Wall Street Journal.

My career has been defined in many ways by my Fulbright experience. I have continued to work in teaching and research at PUCV since my Fulbright, serving as an adjunct professor there for several years afterwards and on a collaborative research project funded by the Office of Naval Research Global related to the autonomous routing of unmanned surface vehicles. I have had several graduate students from PUCV come to TTU as part of our dual PhD degree program, and one of the faculty from there came to TTU on a sabbatical in 2019 in which we collaboratively worked on an important variant of the Traveling Salesman Problem related to the synchronous path planning of drones. With another researcher at PUCV, we were recently awarded a research grant from their Conicyt program for investigating machine learning in clinical trials. My Fulbright experience in 2014 was the beginning of international research, teaching, and service directions in my career, not the culmination.

During my time in Chile and at PUCV, we were able to work with the US Embassy on setting up speaking engagements for Dean Sacco at

several High Schools across the country, and PUCV granted him an honorary doctorate degree. The contacts that he made on this trip has led to the hiring of George Spoth, who worked in the embassy at that time, as an associate executive dean of international programs in the Whitacre College of Engineering and the creating of a dual PhD degree program that has brought numerous graduate students from PUCV to TTU and from TTU to PUCV. The ongoing and now mature collaborations between PUCV and TTU would not exist had I not been part of the Fulbright program.

I would recommend that other Fulbrighters immerse themselves into the culture of the university and country in which they are serving, to strive to be considered as a colleague by the faculty at the host university instead of simply a visiting researcher. The experience can pay dividends for years to come.

www.depts.ttu.edu/imse/faculty/timothy_matis/index.php



Visit of **Dean Al Sacco** to Chile



Dr. Mark A. McGinley
Biological Sciences, TTU Faculty 1991–2015

I was a faculty member at Texas Tech University for 24 years (1991-2015), initially in the Department of Biological Sciences and ultimately in a joint-appointment in the DBS and the Honors College. I was a Fulbright

Scholar in the Institute of Biological Sciences at the University of Malaya in Kuala Lumpur, Malaysia in 2010-11. While in Malaysia I taught an undergraduate course, Topics in Biodiversity, and developed a collection of environmental articles about Malaysia to establish a “Malaysia Collection” in the Encyclopedia of Earth. This project “required me” (it was a tough job, but someone had to do it) to travel around Malaysia exploring and learning about Malaysia’s terrestrial and marine biodiversity. In addition, I was able to explore and introduce myself to South East Asian countries such as Indonesia, Thailand, and Cambodia. An unexpected result of my Fulbright experience was meeting my wife, Sookie, who I married in 2015.

My experience in Malaysia had profound effects on my teaching, and ultimately, my career trajectory. For the first time I clearly saw how interconnected and dependent people living in rain forest and coastal communities were with their environment and the massive effect that environmental degradation had on their lives. Similarly, spending time in Kuala Lumpur showed me that even city dwellers living in countries that are considered to be “biodiversity hot spots” could be unaware of the profound effects their actions can have on their environment. When I returned to Tech, I incorporated my experiences into an Honors Seminar course called “Prairies and Rainforests” in which I showcased my approach to understanding the relationship between the physical environment, ecology, history, and society in a familiar ecosystem (the grasslands of the Great Plains) and in an unfamiliar ecosystem (tropical rainforests in S.E. Asia). I incorporated more active learning activities into this course such as assigning students different roles in a meeting of the

Roundtable of Sustainable Oil Palm, an activity that I have continued to use when appropriate. People in Texas, and those in my current home of Hong Kong, have little understanding about how their decisions in the grocery store can influence the environment and lives of people living halfway around the world.

When I returned from Malaysia I was inspired to use my experience as a scientist and educator to aid in development of tropical countries. Unfortunately, my area of research expertise, theoretical ecology, was not a critical and immediate skill required to develop ASEAN countries. In 2015, I accepted the opportunity to move to Hong Kong to join Lingnan University as founding Professor and Head of the Science Unit and I eventually took up the position as Director of Core Curriculum and General Education. My Fulbright experience well prepared me to work abroad and the first three hires in the Science Unit were all Fulbright Alumni! You can’t beat the Fulbright Spirit!

I have been a proud member of the Fulbright Alumni community. I have been fortunate to interact with so many interesting and inspiring people from around the world and I often feel like I am a member of a club that I am really not cool enough to have joined.

Extensive Blog of all of my experiences:

<http://markinmalaysia.blogspot.com/>

Recent article that includes a discussion of how my Fulbright led me to move to Hong Kong:

<https://lingnancollection.wixsite.com/naturalhistory/post/sailing-through-science>

www.ln.edu.hk/scienceunit/markmginley.php



Dr. Ron Milam History

I taught two semester long courses at the University of Social Sciences and Humanities- USSH- in Ho Chi Minh City, Socialist Republic of Vietnam in the spring semester of 2012. The courses were "The History of U.S. Foreign Policy," which was an undergraduate senior

seminar of 150 students, and "The Architecture of International Relations," which was a graduate course with 20 students.

The Fulbright experience has contributed to my ongoing relationship with the Vietnamese education system in that we have recruited several graduate students from Vietnam, and many have come to our Institute for Peace & Conflict conferences here in Lubbock and in Hanoi, Vietnam. Furthermore, my own research for articles and books on the Vietnam War have been enhanced by having contacts in Vietnam that can access archival material there. I also taught another 2-week undergraduate course at USSH in fall, 2018.

In 2019, our institute for Peace & Conflict conducted a conference in Hanoi entitled "Recollections, Memories, and Archival Documents on Vietnam – Humanity Values As Seen from Different Perspectives". This conference had its roots in my 2012 Fulbright teaching experience. And many of the participants from 2012 attended the conference seven years later in Hanoi. We also continue to visit USSH on our semi-annual Study Abroad in Southeast Asia courses, which enables us to recruit new students. And we are involved in U.S. government grants to help locate missing American and Vietnamese soldiers from the Vietnam War, which is a corollary from my Fulbright contacts at the U.S. embassy in Hanoi.

My strongest recommendation is to make sure that a prospective Fulbrighter embraces all that a country has to offer, educationally, culturally, and personally. The Fulbright experience will stay with you forever and will be a highlight of your education career.

www.depts.ttu.edu/history/faculty/profiles/milam_ron.php



I have attached a photo of my students honoring me as the guest speaker at International Women's Day. I am still not sure why they honored me, a man, but I enjoyed the experience. Part of my responsibilities was to "hug" each award recipient

Dr. John Poch

English

My Fulbright took place in the spring semester of 2014 at the University of Barcelona. I was a part of the Core Scholar Program. My two daughters (6 and 9) and wife came with me. We home-schooled the girls for the semester. Specifically, I taught one graduate course in American Poetry at the Autonomous University of Barcelona about a 45 minutes train ride outside the city. I also gave a series of lectures on American Poetry at the University in Barcelona in the city. I had a wide variety of students in the course, from Columbia, England, the United States, Germany, Belgium, Spain, and Portugal.

The impact of my Fulbright was extensive. I finished the revision of a book that was published the following year, I wrote two articles (based on my lectures) that were subsequently published (one in American Poetry Review, one in the Writers Chronicle), and I wrote a lot of new poems in between my teaching duties. As well, I traveled around northern Spain with my family. I took research trips to Bilbao, Madrid, Seville, Girona, and San Sebastian. While in Madrid, I was able to visit with the American poet, Mark Strand, who was living there at the time, and this was the year before he died. That was a profound experience for me. I also continued to work on translations of the Spanish poet, Enrique Barrero Rodriguez, whose poems I ended up publishing in a dozen American literary journals. I hope to one day publish an entire book of his sonnets in translation.

My recommendation to future Fulbrighters is to embrace the experience and constantly stay on the go. Teach your heart out and give your knowledge to others who want to know your American perspective, and listen and watch closely to your host country's many perspectives on life and research and teaching. Learn the language and its peculiarities and beauties as much as you can, travel as much as possible while there, but also make sure to get to know the neighborhood around you, and the larger city in which you live. It will change you.

www.depts.ttu.edu/english/about/people/faculty/profiles/poch_john.php



Me in front of Sagrada Familia.



My girls out and about.



Poems

Elegy for Mark Strand

I.

Toward your final steps that summer in Madrid
 we walked five blocks for coffee and pastries.
 You shuffled, slow, methodical, and thought
 out loud about your fall in the bathtub that morning.
 You stopped to pull your pant leg up to show me
 the gash. We walked. I held your arm as you stepped
 from a steep curb. It seemed polite to hold you,
 and you thanked me when we crossed the street.
 There are cafes closer, you said, but Strand
 likes this one. We shuffled on, trochaic, intentional,
 you breathing hard beside me. Strand, I made
 an effort to remember how it felt
 to hold your fragile elbow in my hand.

II.

In Ischia this morning, I went for a run
 from Casamicciola to Lacco Ameno and back
 with another poet. We ran along that curving strand
 past old Napolitano men out for their stroll
 while on the hillsides the balconies began to stir,
 shutters opening, windows and laundry, coffee
 in the air, past scooters polluting, whining and grinding
 through traffic, past parked trucks like old men's toys,
 diminutive, ridiculous, those battered
 three-wheeled trucksicles. The men unload
 their clanging crates of bottles, Styrofoam trays
 of fish on ice, boxes of waxy fruit,
 and strands of dried red chilis. Toward the port,
 we passed a seaside shop called Stradafacendo,

which I wanted to mean, "making the strand" or
 "reach the beach" but only meant "along the way."
 We pushed our breathing past comfort, and slogged
 our middle aged legs along the cobbles there,
 past Gino's, and finished with an almost sprint
 out toward the end of the long stone pier, past
 a couple cops writing a ticket, past
 the little brown beans of Chihuahua droppings
 in the shadow of the black container ship
 tied and anchored there for days, and past
 an old, abandoned ship rope, thick as my forearm,
 the deadest possum-gray and yards along
 the pier's seawall, finally useless, unsafe,
 unsound, but softened in the early morning.
 The ends were tied in ragged knots the size
 of human skulls, knots to stop the fraying
 where it frayed. Dear Strand,

I felt I could tell

from your later poems that you were afraid. Instead
 of broaching that, we left the coffee shop
 and walked and talked of a poet's life and lot,
 Kafka and Bishop and the Nova Scotia cold,
 though we were here, in Spain, in April. We stopped
 in a custom clothing store so you could show me
 the shirts. These shirts. These people know me.
 Such lovely shirts, you said. Look at the thread.

The Lost Keys

Remember when I lost the keys somewhere between security at the Barcelona airport and Sevilla where we spent the weekend? And we only discovered it as we headed back to Barcelona. We unpacked all the suitcases and backpacks twice! I was a wreck, wasn't I, not being able to get in touch with the doorman at our apartment and then the flight delayed till after midnight, the Barcelona airport lost and found counter long closed by the time we arrived. Us and the two girls in tow, only 6 and 9. They were troopers, though, as we hailed the taxi from the deserted late night airport into Eixample and went from hotel to hotel in the slow but steady rain. One of the girls patted me on the butt and said, Dad, we'll be OK.

Those hotels tried to gouge us, and we even checked out a hostel, but no room at the inn! I was so upset for that hour of traipsing exhausted, and then at one in the morning we found a room for just a little over one hundred euros. How disgusted I was at myself, racking my brain for where I left those blasted keys. I never did find out. As we waited for the hotel clerk to take down all the necessary information from our passports, I told myself one day it would be funny. We needed a good night's sleep. Later, everything would be back to normal. But for a few hours there I let it seem like the end of the world.

And now, years later, that seems such a trifle, as they take us out to the pretend firing squad for the third time, asking us to yet again renounce our government and our faith. This time it might be the real firing squad. But no, when the hoods come off and our eyes adjust to the light in the room, there is a man with some kind of machete and a video camera on a tripod. And then a flash of light and the sound of applause so great it is more like a rush of wings than hands clapping. Suddenly I know exactly where I left those keys and so much more.

Passeig de Gracia

Love me like cream cuts coffee. Sharp clouds,
and then the silk throat of a dreamy waking.
Are you obeying me by disobeying oranges,
with olive oil and cinnamon in the thick of salt mist
thinning two miles inland from the sea?

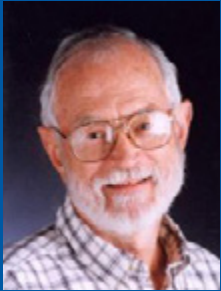
At first, the old man walking below our terrace
with a box the size of himself seems a nobody.
But paint him white and he's a priest of Badalona
come to bless us. He carries beach air in there
and not the sad dust of hospitals some believe.

My delicious punch, you have the legend of our map
up the sleeve of your sleeveless dress. Your tattoo.
The window wants you like a ladder loves a sill.
The color of roe and blood is our flag called Autonomous.
When it waves, I call it kind of drunk on tongues.

Look, the next time we clean fish, we both
hold the knife together, learning spines.
The scales will fly up into a wall of easy beauty
on our arms, and the slit from tail to gills will open
an illusion of jellied June berries in January.

Like peach blossoms at two hundred miles per hour,
I am a joyful small part of your party for color.
What can I do but study the acceleration
of your white slip? What can I do but be thrown
like a ball below the cute sun after a day indoors?

Hide and see.



Dr. Kent Rylander
Professor Emeritus,
Biological Sciences

taught and collaborated with students on research projects during the spring semester, 2001, at the University of the Americas (UDLAP) in Cholula, Puebla, Mexico.

This was clearly one of the most influential teaching experiences during my forty-year career at Tech. Not only was teaching at a foreign university challenging and gratifying, but the friendships my wife and I made with numerous students and colleagues were strong and enduring. Twenty years later we still correspond with several of our colleagues.

www.depts.ttu.edu/biology/people/Faculty/Rylander/



Dr. Yuan Shu

English

I worked on the project, “Democracy, Asian Values, and Transnational American Studies,” and taught a graduate seminar at the National University of Singapore in Fall 2017. I lectured at Southeast University, Nanjing, China, in September 2017, at the

University of the Philippines at Diliman (Manila), the Philippines in October 2017, at the University of Indonesia-Salemba (Jakarta), Indonesia in November 2017, at Chulalongkorn University, Bangkok, Thailand in December 2017. In March 2019, I was invited to lecture at the Maranatha Christian University at Bandung, Indonesia and at Nanyang Technological University in Singapore.

I co-organized a symposium on “America’s Asia, Asia’s America” with Dr. Kenneth Dean, chair of the Chinese Department at the National University of Singapore in August 2018. I edited a special issue on “World Orders and the Geopolitics of the Transpacific” for *Verge: Studies in Global Asia’s*, authoring the introduction and contributing an article (published in March 2021). I’m also co-editing a special forum on “Teaching Transnational American Studies around the Globe” for *Journal of Transnational American Studies* writing an introduction and contributing an article on my Fulbright experience in Singapore and Southeast Asia.

I am also working with Dr. Sharmani Gabriel, chair of English at the University of Malaya at Kuala Lumpur, Malaysia, and editor of *Southeast Review of English* on a special issue on transpacific American literature. We hope to found the Southeast Asian Association of American Studies in 2022. I enjoyed researching and teaching in Singapore. I made many friends in Southeast Asia. I received university logos from many universities as souvenirs.

www.depts.ttu.edu/english/about/people/faculty/profiles/shu_yuan.php



Dean and the Associate Dean of the Humanities at Chulalongkorn University, Bangkok, Thailand in December, 2017.



Southeast University, Nanjing, China, in 2017.



University of Indonesia-Salemba (Jakarta), Indonesia, 2017.



I am presented with the university logo by the provost of the Maranatha Christian University at Bandung, Indonesia in 2019.



Gift of the logo of the University of Indonesia-Salemba (Jakarta), Indonesia, 2017.



Dr. Sara Spurgeon

English

was a Fulbright Scholar of American Literature and Culture at the University of Bergen in Bergen, Norway in 2019/2020. This is a standing Fulbright position at the University of Bergen, and my position was split teaching/research. The experience was

transformational, unforgettable, and a journey of growth, both professionally and personally. My family was able to join me for the year, with my two children attending a Norwegian public high school that offered the International Baccalaureate in English. This allowed me to meet Norwegian high school teachers and students, as well as my faculty colleagues in the Department of Foreign Languages at the University of Bergen and my undergraduate and graduate students there.

My teaching proposal reflected the Literature, Social Justice, and Environment (LSJE) Program I developed and co-direct in the Department of English at TTU. I was told ecocritical and social justice concerns are of great interest to Norwegian students, and that proved to be true. My classes had record enrollments at both the graduate and undergraduate levels.

Like my teaching, my long-term research project was broadly based in Literature, Social Justice, and Environment, but more narrowly focused on how those issues intersect with transnational indigenous movements. Texas and Norway may appear to be worlds apart—one flat, dry, hot, and sprawling across the vast US West, the other green, mountainous, and defined by its waters. Yet Texas and Norway face surprisingly similar challenges resulting from economies built on the oil industry in a world now wracked by climate change. What historical, cultural beliefs about the natural world, and the human relationship to it, led Norway and Texas to their present conundrums? How should we think about competing claims to natural resources? Or the argument from many native American communities that defining nature as a set of resources is precisely

what created our current climate crisis? What other worldviews might shed light on how to live sustainably on the earth, or help guide us to a less precarious future?

These are the questions I explored along with my students. Like Texas, the economy of Norway in the 20th and 21st centuries has grown increasingly wealthy from, and dependent upon, the extraction and sale of oil and natural gas, frequently removed from lands whose ownership is contested by indigenous peoples. Just as the Native American protests against the Dakota Access Pipeline at Standing Rock Reservation in South Dakota four years ago sparked a new era of Native American organizing in the US centered on the understanding that social justice issues cannot be separated from environmental concerns, the same cause-and-effect happened in Norway with the Sami people.

Who are the Sámi? They are the indigenous people inhabiting much of the northern regions of Norway, Sweden, Finland, and parts of northern Russia, a homeland the Sami people call *Sapmi*. The Sami people are likely most familiar to you all as the reindeer herders whose culture and musical traditions inspired Disney's *Frozen* franchise. Sámi protests against the construction of a massive hydroelectric dam project in northern Norway from 1979-1981 helped launch the current revival of Sámi language, culture, art, and political activism in Sami communities. If you have seen the second *Frozen* film, you know a fictional version of that dam, which flooded thousands of acres of grazing land the Sami had used for their reindeer, is central to the plot of the film. In 2016, when the Standing Rock protests began, many Sámi traveled to South Dakota to support the Standing Rock Sioux tribe in their battle to stop the DAPL pipeline from passing under the Missouri River which supplies the reservation's drinking water.

I was lucky to be involved with a series of small conferences organized by my Norwegian colleagues, Lene Johannessen and Jene Lee Habegger-Conti. These resulted in an edited scholarly collection, *Aesthetic Apprehensions: Silences and Absences in False Familiarities*, published in 2020, that included the essay I wrote based on the conference, exploring the deaf, Native

Spurgeon cont.

American superhero created by Cherokee comics artists and writer, “Indians, Aliens, and Superheroes: Countering Silence and the Invisual in David Mack’s Echo: Vision Quest.” Unfortunately, the COVID pandemic shut down all travel in Spring 2020, so my planned work with several Sami playwrights did not come to fruition. Nevertheless, I found my experience teaching American literature and culture in Norway so fulfilling, I wrote an article, “Transnational American Studies through Ecocritical Narratives and Global Indigeneity: A year of Teaching in Norway,” that is due later this year in the Journal of Transnational American Studies. I have also delivered a lecture on the topic for first year students in Texas Tech’s special interdisciplinary Humanities course, and will be incorporating my research into the interdisciplinary Certificate in Native American & Indigenous Studies currently being developed here at TTU. I am still in touch with other Fulbrighters I met in Norway (which coordinates multiple events precisely to facilitate such connections), both Fulbright faculty and graduate students, one of whom ended up transferring to a Norwegian university to finish her MA there.

www.depts.ttu.edu/english/about/people/faculty/profiles/spurgeon_sara.php



Dr. Elizabeth Trejos-Castillo

Human Development & Family Sciences

Host Country: **Brazil**

Academic Year: **2017-2018 (5 months)**

Project Title: **Socio-Emotional Well-Being of Vulnerable Youth in Rural Brazil: Examining Individual and Contextual Factors through a Cross-Cultural Lens**

My research focus is interdisciplinary, rooted in Human Development, Psychology, Sociology, Criminology, Social Work, and Cross-Cultural Studies. My scholarship focuses on the influence of individual characteristics and contextual factors on adolescence development, toxic stress, trauma and resilience on ethnic/racial minorities and vulnerable youth using a cross-cultural/cross-national comparative lens. I use a mixed-method approach to research through my background in quantitative and qualitative methods (e.g., ethnography, case studies, in-depth interviews, focus groups) and Participatory Action Research (PAR) that seeks to build evidence-based practice for the development, extension, and improvement of prevention/intervention efforts.

The Fulbright project I completed in Brazil aimed to generate new knowledge on the socio-emotional challenges and strengths of abused and neglected youth in Brazil using a qualitative cross-cultural comparative approach with USA. Potential similarities and differences among Brazilian and American youth outcomes as well as both child welfare systems were further examined. The teaching component of this Fulbright project included a Cross-Cultural Research Methods course and student (undergrads/grads) mentoring. This project was carried out in rural Brazil in the states of Paraná (Ponta Grossa) and Santa Catarina (Blumenau) in collaboration with the State University of Ponta Grossa- Dr. Silmara Carneiro e Silva and the Santa Catarina Pedagogical Institute-Dr. Bernadete Machado Serpe. Data collection took place at Ponta Grossa's Juvenile Detention Center (Centro de Socio-educação CENSE), alternative schools and semi-liberty centers and Santa Catarina (Indaial) foster youth center. Participants included

youth (10-18 yrs old), professionals (e.g., teachers, social workers, psychologists, counselors, officers) and administrators. In addition, I delivered three trauma-informed trainings for staff and professionals working with foster and vulnerable youth (school, foster home, and juvenile detention center).

Fulbright provided an extraordinary opportunity to be able to work closely with faculty, students and professionals in Brazil, learn together, conduct research and trainings and develop new knowledge and strategies to better serve youth involved in the foster care and juvenile justice systems and support their positive development and well-being. It was a unique opportunity to grow professionally and even more importantly, as a human being, by being able to immerse myself into a different culture, learn a new language and explore differences and similarities with the USA. I met incredible people in Brazil and developed positive relationships and friendships that I have been able to continue cultivating until today.



As a result of this Fulbright project, we had completed several scholarly products including: four journal publications and three more being finalized, two grant applications, three international conference presentations, three keynote speaker invitations (Brazil, Chile) and several news interviews in Brazil. In 2018, the State University of Ponta Grossa (UEPG)-College of Applied Social Sciences-Department of Social Work honored me with the title of

International Adjunct Professor. Since 2018, I have served on four masters and three doctoral committees and I continue to meet monthly with my collaborator, Dr. Silmara Carneiro e Silva and her research lab while also serving as a consultant for the Social Work department at UEPG.

I would strongly recommend faculty and students to consider applying for a Fulbright award. It is truly transformative and provides exceptional opportunities for professional and personal growth as well as being able to foster long-lasting international collaborations.

www.depts.ttu.edu/hs/hdfs/trejos-castillo.php



Dr. Natalia Velikova

Hospitality and Retail Management

Republic of Georgia, 2016-2017 (4.5 months)

The Development of Wine Marketing and Wine Tourism
Strategies for Georgia – The Cradle of Wine



My research interests lie in the area of wine marketing and the development of wine tourism in emerging wine regions. Despite the rich heritage of the wine-making tradition, Georgian wines have not yet received the international recognition they deserve. My Fulbright research project on consumer attitudes towards the Georgian wines resulted in the development of strategies to effectively promote Georgian wines worldwide and to spur the development of wine tourism in the country. The

teaching component involved a series of wine marketing classes to the future industry workforce.

Although my previous international research helped me discover and develop my career path, I never got to deeply integrate with any single culture. The Fulbright award provided an exceptional opportunity to experience a different way of living, learning, and appreciating our roots. Fulbright allowed me to refine my knowledge about the product central to my research and teaching – wine. Through the immersive experiences, I learned that in Georgia, wine is not about a perfect line of bottles in the sunlit shop front. It is not about stylish labels, nor is it about a swirl of exquisite glassware or the complexity of aromas. To the Georgians, wine is about welcoming guests into your home and bringing together friends and family. But above all, wine is about their history, their heritage, and their land.



The new culture that I got to experience has shifted my research paradigm; and I try to bring this appreciation to the classroom so that my students get a broader international perspective. I tell my students a story of the “cradle of wine” (Georgia is believed to be the birthplace of wine, from where it spread towards other civilizations). I want them to understand that the core of wine business is largely shaped by deep historical roots, cultural and geographical factors. I hope that the understanding of the multifaceted and multicultural nature of just one product would lead to a kinder and more considerate world.

The Fulbright award allowed me to fulfill a longstanding goal to develop deep professional relationships in an immersive cross-cultural setting. By conducting research with faculty members in various disciplines, I largely enriched my international network and developed a better sense of the cultural competence to work in our field. One such collaboration resulted in an advanced professional partnership.

While in Georgia, I had the opportunity to work with Dr. Pati Mamardashvili, the head of the Agricultural Policy Research Center in the International School of Economics. Her expertise as an agricultural economist complemented mine in consumer behavior. Together, we developed a study on the economic impact of vineyard

landscapes. I encouraged Pati to apply for the Fulbright Program so we could further enhance our research partnership. After going through a rigorous application process, Pati received the Fulbright award; and in Fall 2017, the Texas Wine Marketing Research Institute at Texas Tech proudly hosted her as the Fulbright Visiting Scholar. One of the papers resulting from this collaboration won the Best Paper Runner-Up Award at the *Academy of Wine Business Research Conference* in South Africa – the major academic conference in the wine business field. This achievement would not be possible without Fulbright. But apart from the award and recognition, this was the most meaningful project I've ever worked on. Crucially, it linked our two regions, as well as two academic institutions. To me, our collaboration symbolizes the very significance of the Fulbright program – it connects scholars across the globe in a very special, impactful way.

The Fulbright U.S. Scholar program is one of the most widely recognized and prestigious scholarships in the world. It is not surprising then that the selection process is competitive and rigorous. Developing the application will require strategy, time, effort, and determination.

If I were to summarize “*What is Fulbright looking for?*”, I'd say:

- **First and foremost, the quality of your proposal compelling, theoretically-sound, well-written, and feasible**
- **Your professional expertise must match the objectives in your project**
- **Your personal qualifications ability to acclimate to unfamiliar environments**
- **Established ties with host university contact one or more of institutions and have a letter of invitation before you are ready to submit your application**
- **Project's benefit to the host country/host university; the U.S./ home institution do not stress how a Fulbright grant will**

benefit only you or your career. Remember the program's primary goal is to foster mutual understanding between cultures and nations

- **Ability to be a cultural ambassador of the United States, its educational and scientific system to other nations how you embody the Fulbright mission of cultural exchange.**

Lastly, the Fulbright application process is lengthy and complex. But putting in the effort to carefully craft your proposal will go a long way towards helping you win the award. I have no doubt that the time you will spend in a host country on your Fulbright grant will be the most enriching and transformative experience of your professional and personal life.

<https://www.depts.ttu.edu/hs/hrm/velikova.php>



A few photos during my Fulbright to Georgia and Dr. Mamardashvili's Fulbright award in Texas



Dr. Chuck West
Professor Emeritus,
Plant and Soil Science

I am a Fulbright alumnus, dating from a stint I did in France in 2005. That actually occurred while I was on the faculty of a different university, and 7 years before I became employed at TTU. I believe I brought with me the benefits of that experience.

I conducted research on the water relations of a widely grown grass for pastures in North America and Europe with well-known scientists in Montpellier, France, at the Institut National de la Recherche Agronomique (INRA). This occurred from July-December, 2005. The research opened up a long-term research relationship with the host scientist at INRA and another scientist at the New South Wales Department of Primary Industries, Australia, on the subject matter of summer dormancy in grasses as a mechanism of drought tolerance. This led to co-organization of an international workshop on this topic in 2007 and a journal publication.

The Fulbright experience enlarged my scientific contacts in France and Australia on the topic of drought tolerance of perennial pasture grasses. This has led to publications and presentations at national and international meetings. In turn, those have brought international attention to my research program. I was able to apply the skills and knowledge I gained to research I conducted at Texas Tech from 2012 until my retirement in 2020.

During my Fulbright, I learned how the French scientists take very seriously the time-outs for lunch and the sacred after-lunch espresso coffee for breaking up the day amid the frenzy of scientific lab research. I had many gratifying conversations with other scientists during those breaks.

To prospective Fulbrighters, instead of just working, be sure you meet the other workers in the institute where you're stationed, plus the neighbors you live near. And be sure you take part in cultural events particular to your location.

www.depts.ttu.edu/pss/faculty_pages/cwest.php



Dr. Kent Wilkinson

Journalism & Creative Media Industries

My Fulbright, through the U.S. Scholars Program, was at the Universidad de los Andes in Santiago Chile in Spring 2016. I taught two courses: Popular Culture and Rock and Roll, a doctoral course delivered before my Fulbright officially started, and

an undergraduate course on international communication. Both courses were conducted in Spanish. My individual research focused on Chile's television dubbing/subtitling industry and I participated on collaborative research concerning how and why young adults in Chile, Mexico and Texas use their smartphones (initiated before leaving Lubbock) and how portability and screen size impact communication device preferences.

The Fulbright experience deepened my affinity for Latin America, its cultures and the Spanish language. As much of my prior experience had been in Mexico, where I taught for two years early in my career, I learned a lot about life in the Southern Cone. It reinvigorated my desire to maintain connections with Latin American colleagues and institutions, and to lead a study abroad program to several countries in the region in the future.

Fortunately, our ties have remained close, personally as well as professionally. We published our research on how and why young adults in Chile, Mexico and Texas use their smartphones, I published a book chapter on the magazine industry in Latin America with my Fulbright host, Dr. Cristóbal Benavides, and I returned to Santiago in November 2018 with my colleague Dr. Glenn Cummins to conduct an eye-tracking study in collaboration with colleagues at the Universidad de los Andes. (The former was supported by an international research grant from the Office of International Affairs.)

During my Fulbright I kept a blog about some of my travel and work experiences in Chile and Argentina: ktwsite.wordpress.com

For prospective Fulbrighters:

- **Keep your teaching close to what you've taught prior, but be flexible on the course focus within those parameters—don't reinvent the wheel during your Fulbright.**
- **Be prepared to encounter different technology and classroom dynamics than you're used to in Texas/the U.S.**
- **Try to develop some connections with potential research partners in advance so you can hit the ground running to the greatest extent possible.**
- **Think of ways to sustain relationships and projects beyond the grant period while you are still in-country.**
- **You may be asked to give presentations at other institutions, edit/comment on colleagues' papers written in English, and the like. It's a good idea to consider in advance how much time/effort you're comfortable dedicating to these activities.**
- **Get out into different communities and areas of the host country as much as possible.**

www.depts.ttu.edu/comc/faculty/faculty/kwilkinson.php



Fulbright Alumni

Texas Tech University | Administration Projects





Dr. Joan Goodman-Williamson
Executive Director for International
Relations,
Office of International Affairs

The program in India allowed us to meet with colleges and universities – leadership a, faculty and students to explore the similarities and differences in practices in higher education. As someone whose professional activities demands interacting with diverse audiences, the exchange with a range of international universities, organizations, national governments and private sector companies would both make me better informed and would further a more holistic approach to my work and inspire others to be more globally focused in their outlook and philanthropy. I also feel a responsibility to understand current trends in higher education and to understand the projections of what is coming next in areas in academic approaches and potential areas for international collaboration in areas of capacity-building, teaching and research, and in developing international research networks and partnerships – and the program certainly provided insights in these directions.

I chose to apply for the program in India based on many factors. India's education system, as one of the world's largest, like all institutions must consider the future models of international collaboration. Its timing is critical, given that traditional Indian student mobility patterns and demographics have changed, and indicate that it will soon overtake China as the world's largest population, and with an average GDP annual growth of 8% over the last decade, its middle classes that demand higher education will swell to over 500 million people in the next ten years. India's higher education system, originally designed to serve the elite, has been making strides toward serving a broader audience. Innovation and change are required and understanding that change will be essential. Research indicates that because of the aging populations of China and the US, more than one-quarter of the young people entering the workforce between now and 2025 will be from India.

Texas Tech University is currently the educational home to more than 3,000 undergraduate international students, and consistently approximately 13% of those students are from India. In addition, the University hosts international scholars from India to exchange and advance cutting edge research. The location of Texas Tech in West Texas – both in climate and the availability of environmental and other resources – has a natural synergy with that of India, and our pre-eminent programs, especially in Engineering and Agriculture. This, in addition to almost a dozen collaborative agreements with universities and colleges in India, create an unparalleled opportunity for the country and for Texas Tech University to be an influential participant in dialogue that is informing how the next generation's leaders will approach the challenges facing their countries and the globe.

Texas Tech has the full backing of the upper administration to expand its international portfolio, student experience (both incoming international students and increasing study abroad opportunities), and curriculum. At the cornerstone of my professional development is the ability to understand personal strengths and weaknesses, to reflect on challenges, and to understand more broadly the impact of behavior and decision-making. Interacting and learning firsthand about the behaviors and decision-making processes and challenges in higher education in India affected my own ability to examine more closely how I can have a positive impact in the classroom and on the internationalization of our institution as we expand the global footprint of the University by integrating international education, scholarship, and engagement with global issues, and by strengthening intercultural understanding for students, faculty, staff, and the broader community by sharing what I have learned across the disciplines and leadership of the University. Such sharing takes place in conversations, meetings, in the classroom, at events and across our web platform.

Additionally, as a fundraiser for international activities across the campus, I become involved in working with faculty international research (both individuals and teams) to help identify and approach

potential donors. Understanding the priorities and approaches at other universities outside the US greatly enhances my ability to expand how I can contribute to the underwriting of our international agenda and potential collaborations with institutions outside the US.

<https://www.depts.ttu.edu/international/staff.php>



Dr. Richard Porter
Director of International Student and
Scholar Services,
Office of International Affairs

I participated in the US Fulbright Program for higher education administrators with the purpose to learn about the culture and education system of Taiwan. A majority of the international students that attend TTU come from Asia. I lived in Japan for 6 years and traveled to mainland China on many occasions over the years, but I only visited Taiwan briefly on one occasion. Taiwan's historical connections to both China and Japan and its unique role in Asia intrigued me and I thought it would be a great opportunity visit there to learn about the country. I was also interested in finding out about opportunities there for TTU's domestic students and faculty.



Having visited mainland China on many occasions, I was able to observe the unique opportunities in Taiwan in contrast with opportunities on the mainland. One of the reasons I wanted to go to Taiwan was to investigate opportunities that are being overlooked in the shadow of mainland China. The advantages that I noted for



US institutions and students in Taiwan included the availability of quality English language programs provided by US-trained faculty, the comparatively clean natural Environment in some parts of the country, the mature democratic higher education institutions, the high level of language proficiencies among students and faculty, and the transparent nature of government institutions in Taiwan. One of the most notable and relevant factors in Taiwan is the high percentage of professors with doctoral degrees from US institutions that work at the institutions we visited. This means that there is a high level of understanding of how US institutions work. This knowledge and understanding is a tremendous advantage to US institutions in the process of building and sustaining collaborative agreements and exchanges. The institutions in Taiwan also seem to be a lot more similar to the US in their standards and governance than institutions on the mainland. Relationships are much easier to manage when both parties in the agreement have common principles and understandings.





By becoming familiar with the culture of Taiwan and how the educational system works I think the experience put me in a better place to understand and serve Taiwanese students at TTU as Director of ISSS. I also had opportunities to learn about the needs of Taiwanese students and about the different ways that TTU can attract these students into our academic programs. And, finally, I learned about the wealth of opportunities in Taiwan for our domestic students and faculty.

I wrote an article about my experience for the Fulbright Journal:
<https://journal.fulbright.org.tw/a-superlative-professional-development-experience-in-taiwan/>



Fulbright Alumni

Texas Tech University | Student Projects



Nicholas Acosta

Language and Cultures

Applied Linguistics and in Economics

English Teaching Assistantship, Russia 2019-2020



As part of my Fulbright experience, I participated in teaching English as a second language at Ulyanovsk State Technical University in Ulyanovsk, Russia. In addition to teaching, I took part in leading the English club at the university, which allowed for the participation of not only students, but anyone in the city who wished to learn or was interested in the English

language. I also took part in making classes for the colleagues in the service center at the university as well as leading a specialized ESL course. This project lasted from September all the way to April. Lastly, I also enrolled in an intensive Russian Language course at the university until February.

Fulbright gave many useful resources in order to enhance our teaching and service. The experience was invaluable, especially the pre-orientation and post-orientation before the program started. Thanks to all the information and resources, not only was I more prepared to teach, but I also knew what to expect and how I should handle myself in a new country and culture. I was able to reach out to new people and recruit new students in the English club. I can honestly say that the Fulbright experience has prepared me for my future career in teaching either Russian language or English as a second language. Not only am I a better teacher, but Fulbright has made a better person because I have been able to see a different culture and experience their day-to-day life. In this sense, Fulbright has also made me feel humble as I feel that I do have much more to learn.

Thanks to Fulbright, I was able to work with not only Russian students who were interested in learning English, but I was also able to work with colleagues at the university and give them insight



and teach them a little about the United States, should they want to visit in the future. My colleagues taught me how I should approach the students and how I should develop more connections around the city in order to further the English program or just to make new friends.

In addition, I was very lucky to be in Ulyanovsk since not only did I connect to Russian students, I was also able to connect to students from Iraq and help them a little bit with English language for their field: Oil and Gas.

Some tips that I would give to future Fulbrighters, is never be afraid to put yourself out there. Try to make as many connections in your respective country and city as possible as these connections can help make your experience better. Another thing that I learned is that you should never be afraid to consult the people at the university should there be a problem, whether in be personal or professional. In addition, try to speak to past fulbrighters about their experiences as their wisdom can come in handy. Your new experience may not be the same as theirs but at least hearing about their Fulbright experience might help you feel less anxious about your year abroad. In addition, whenever you have free time, try to travel around your country, spend time with your friends and never be afraid to reach out or spend time with other Fulbright grantees in the same country.



www.depts.ttu.edu/classic_modern/newsletter/issue20/alumni.php

Flor Castellanos

English Teaching Assistantship, Thailand 2014-2015

I was an ETA in Thailand, 2014-2015 cohort. As an ETA I applied to and received a grant from the U.S. embassy in Thailand to conduct the first ever Fulbright international English camp.



As an ETA I was able to expand my knowledge on cross-cultural communication in education. My Fulbright experience motivated me to return to

the U.S. and pursue a Master's degree in Educational Psychology with focus on Human Development, Culture, and Learning sciences. As I taught English to Thai children I gained patience, empathy and a desire to work with Non-English speakers in the U.S. through language access and language justice efforts in my local community.

While in Thailand, I felt privileged in having a role in advancing international partners by creating an international English camp that has since continued through other ETA's in other countries.



Since returning to the U.S. it is only fair to give some credit to my Fulbright experience for the work I do today as an interpreter and interpreter trainer. Through my business, Speakworthy, I have



collaborated with non-profits all over the U.S. to create interpreter training programs in an effort to train interpreters that can help provide meaningful access to services in the U.S. to those with Limited English Proficiency.

This is the link to a view on the international English camp:

www.youtube.com/watch?v=7mE07UQbv2o

For prospective Fulbright students: do your research on the country you are applying to, and once you're elected don't take your time as a Fulbrighter for granted! Be patient with yourself as you adapt to living within a different culture as yours, and be patient with others as they help you through that process. And keep a journal that you can look back to, and take time to reflect on your journey because the time goes by so fast!

<https://today.ttu.edu/posts/2014/07/alumna-staff-member-receives-student-fulbright-scholarship>

Jennifer Hewitt

Chemical Engineering, Germany 2018-2019

I received a U.S. Student Study/Research Award to conduct a portion of my doctoral research in Germany from September 2018 through July 2019. During my time in Germany, I performed research at the Max Planck Institute (MPI) for Biology of Ageing in Köln (Cologne) while also taking German language courses at the University of Cologne. My research focused on utilizing the model organism *C. elegans*, a nematode, for studying aging and diseases. Specifically, I worked collaboratively with biologists in the lab in Cologne to apply engineering tools I had developed in my home lab at Texas Tech to probe mechanisms of aging as well as a muscular wasting disease called Duchenne muscular dystrophy.



My Fulbright research allowed me to wrap up my dissertation work, as I spent the last year of my Ph.D. in Germany prior to returning back to Texas to defend my dissertation. The last chapter of my dissertation arose from an idea that I developed with my Fulbright research advisor that entailed combining a high-throughput screening platform (an engineering tool from my TTU lab) with a genetic screening assay that my host lab in Germany commonly

used. This idea would not have been possible without the unique combinations of skill sets brought together through my Fulbright research award. So far, we have published 2 manuscripts in peer-reviewed journals (PNAS and Scientific Reports) with research data from my time in Germany, with 2 additional manuscripts currently submitted and under review. Thus, my time in Germany allowed novel ideas to come to fruition, which have yielded exciting data for inclusion in my dissertation and manuscripts.

Aside from my time in the lab running experiments, my Fulbright experience brought several other amazing opportunities. The lab I was working in went on a research retreat in a castle (attached photo) in Bavaria, which is in the south of Germany. Exchanging scientific ideas and giving research talks in a castle was a unique experience that I was so fortunate to have, as the castle is owned by the Max Planck Society and made available for research retreats for those affiliated with an MPI. While I was in Germany, I also had the opportunity to attend an award ceremony where the German Fulbright Commission awarded Angela Merkel with the William Fulbright Prize for International Understanding (attached photo). I never would have imagined having the chance to attend a speech by the Chancellor of Germany! Finally, having the opportunity to travel throughout Germany and learn about the history and culture of the country was an educational experience outside of my time at the research institute and university. I especially enjoyed visiting the Neuschwanstein Castle and appreciating the beauty of the Bavarian landscapes (attached photo).



Anyone considering applying for a Fulbright should do so, as this was the most memorable experience of my life. I would recommend forming research collaborations and relationships with a professor in the country you want to apply for well in advance so that you can write a strong research proposal and provide proof to the Fulbright Commission that you have the resources available to make your project successful. These relationships can be formed at research conferences or through our well-connected professors at Texas Tech.

<https://today.ttu.edu/posts/2018/05/fulbright-jennifer-hewitt>

Lindsay Huffhines

Marriage & Family Therapy, Iceland, 2012-2013

I spent a year in Reykjavík, Iceland from Fall 2012-Spring 2013. I worked with Dr. Inga Dora Sigfúsdóttir and Dr. Bryndís Björk Ásgeirsdóttir at Reykjavík University. I compared the social systems of Iceland and the U.S., and investigated how access to support and resources affected non-offending parents' attitudes and behaviors towards their children following child sexual abuse, and children's subsequent mental health.



The Fulbright hugely influenced my career trajectory. Through this experience and working with my mentors at Reykjavík University, I gained insight into the research process from start to finish. After obtaining ethics approval for the study in Iceland, I coordinated data collection at a children's advocacy center; oversaw the linguistic translation of my research measures; learned about ethics involved in a multi-country research study;

and built strong professional relationships. I believe these research experiences with the Fulbright helped me secure a position in one of the top-ranked clinical child psychology programs in the country. I received my PhD in clinical child psychology from the University of Kansas in 2019 and am currently an NIH-funded postdoctoral research fellow at the Brown University Medical School. My research focused on adversity in early childhood and the critical role of parents, a trajectory I began in Iceland.

The Fulbright absolutely advanced my collaborations with international partners. With Dr. Ásgeirsdóttir's direction, I wrote and submitted a grant proposal to extend my Fulbright project and obtained funding from the Icelandic Research Fund (Rannís) to support this work from 2013-2019. Thus, I was able to continue



data collection after I left. I have returned to Iceland and visited with my colleagues several times over the years, and they have also traveled to the U.S. a number of times. In fact, we recently resubmitted a manuscript for publication based off of this work.

I had a phenomenal experience being a Fulbrighter in Iceland, and will always cherish that year in my life. I made many wonderful connections which I still maintain almost a decade later! Iceland as a country is truly special to me, and I will always go back to visit.



My recommendation for prospective Fulbrighters is to not be afraid to reach out and cold email potential mentors. This is how I came to work with Inga Dora and Bryndis. It might take a few tries, but you can make wonderful connections if you are diligent, and they may turn into lifelong collaborations and friendships.

<http://today.ttu.edu/posts/2013/07/integrated-scholar-spotlight-lindsay-huffhines>

Ivette Noriega

Human Development & Family Sciences,
Colombia 2017-2018

I was a US Student Research Grantee for the 2017-2018 cycle for the Western Hemisphere Section in Colombia. I completed an international collaborative project to understand the neurocognitive effects of PTSD in Colombian Youth exposed to violence and trauma.



Through this Fulbright experience, I was able to collaborate across borders in a unique and innovative research project in my field. Fulbright gave me the support to become a pioneer in the area of PTSD and emotional memory in youth. Thanks to the support of Fulbright, we were able to contribute greatly in our field of science and our project has won various research awards in conferences and our work has been published in academic

journals in our field of psychology. Additionally, I have remained active with the Fulbright community both in Colombia and the United States by participating in information sessions, presenting on Fulbright, collaborating with other Fulbright Grantees in advocacy, and mentoring students interested in applying to the Fulbright program.



Being able to actively participate in this international collaborative project allowed me to create personal and professional relationships with both investigators, universities, and the communities we partnered with in Colombia. These connections have

continued to grow to create other lines of work and opportunities for both countries.

Highlights of my Fulbright experiences:

- **While in Medellin, I ended up getting a puppy there which I named “Koko.” The first holiday we celebrated in Medellin was Halloween where he dressed as a tiny shark.**
- **During my US Student Research grant, I was selected among other grantees to go to Canada to showcase my Colombian work. The drastic change in temperature was quite shocking as we went from South America to Canada.**
- **I loved going on nature walks around the city of “Eternal Spring.”**
- **During my stay, I helped guide and support various lab meetings with Colombian undergraduate students and faculty.**
- **Our clinical staff of CEDIMED were crucial in helping us collect fMRI data on the project. This usually involved long conversations with local coffee and empanadas (Colombian dish).**

BLOG: <https://ttuinmedellin.wordpress.com/>

www.depts.ttu.edu/hs/marketing/stories/college/2017/noriega-trejos-fulbright.php

David Robledo

English, Costa Rica 2020-2021

Project: The Role of Small-scale Artisanal Fishers in the Gulf of Nicoya's Nature-Culture Economy

While small-scale fishers provide about half of the seafood that people eat, and also make up about 90 percent of all fisheries jobs, fisheries are at the same time experiencing severe decline because of pollution and overfishing. My research uses new media to collect ethnographic data about the ways in which small-scale fishers in Costa Rica's Gulf of Nicoya support biodiversity and cultural economy, amidst international efforts to produce more knowledge about the importance of small-scale fishers.



Being able to research small-scale fishers has allowed me to see the intensity with which fishers and their communities depend on a healthy and productive marine

system. While the stakes of marine environmental improvement are clearly important, field research in Costa Rica has helped me to understand the seriousness of having healthy marine habitats within specific communities that have long histories with fishing.

As a student of Technical Communication, the Fulbright experience has allowed me to diffuse my work and research in to spheres of marine science policy that likely would otherwise not have been possible, increasing the possibility to broaden the social impact of my research. Specifically, Fulbright has opened doors for cooperation with top-level policy representatives as well as top marine science researchers at major Costa Rican research universities — and most importantly with small-scale fishers whose lives are intertwined with the global issue of marine biodiversity.

For prospective Fulbright students: research something that you think really matters. Be willing to change your research plan significantly based on feedback, while also having enough faith in yourself to know when feedback should not be followed. Study who your desired research affiliates are and think a lot about the ways that your research can help your affiliates to reach their goals. Before you reach out to them, have a strong draft for a research plan that includes a connection to their work. Take full advantage of the support offered by TTU, in my case this was one-on-one work spanning more than a year with representatives from the Graduate School, the Office of Prestigious External Student Awards, and my committee and professors in the Technical Communication and Rhetoric program. Most importantly, keep trying and don't give up.



EXCERPT

JOURNAL ENTRY 04/09/2021

FISHER BIODIVERSITY BENEFIT: PATIENCE

The day we went out to fish (Thursday April 8), Luis had already waited a day before going out to fish, because his previous experience had yielded few fish. After the day's fishing, yet another bad day, Luis initially said that



he would need to go out first thing in the morning — I think the impetus was to force fish out of the Gulf — work harder, put in more time, get more fish is possibly what is going on. However, by the end of the day, Luis had decided to wait a day before going out again.

Robledo cont.

This patience in responding to the rhythms of the Gulf seems a very important benefit of artisanal fishers to biodiversity. While the region may be stressed in terms of productivity of fish, Luis said that he does have good days “for every nine or ten bad days, we have a very good day”. Apparently, this one good day is enough to sustain Luis and his family.



This patience and timing seems a clear benefit to biodiversity — the willingness to wait and the willingness to respond to the Gulf, to take only when the Gulf is able to give. While I phrase this as a “willingness,” it seems less of conscious or benevolent decision than a reflection of how wound in Luis is with his environment. He operates instinctively — for example he said that he chooses where to fish because he “thinks or feels” that the fish will be in a certain or specific area.

www.depts.ttu.edu/artsandsciences/news/david-robledo-bound-for-costa-rica-as-fulbright-scholar-2020.php

Neel Roy

Economics, United Kingdom 2020-2021

I am on the tail end of my one-year Fulbright Scholarship to the United Kingdom. While here, I've studied for a master's degree in econometrics at the University of Kent, begun research on the political underpinnings of public health, and—despite pandemic-induced restrictions—seen a little bit of England! To call the experience intense would be an understatement, but I have no doubt about this: My time in the UK has delivered no shortage of valuable, and even life-altering, lessons and experiences.



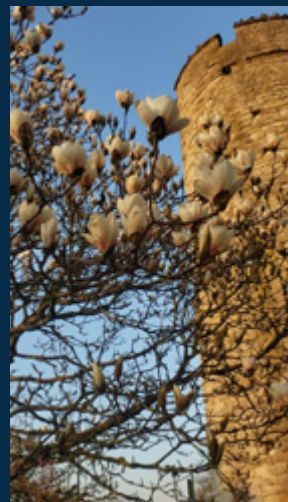
This Fulbright-funded master's degree has dramatically advanced my ability to rigorously analyze policy. In fact, much of what I've been taught in that program has already become fundamental to my approach to policy analysis—which, to my eye, is a good indication of how valuable that education has been. I should also underscore the extent to which living abroad has expanded my worldview. I like to think that I paid decently close attention to world events prior to winning the Fulbright, but even given that, I can confidently state that my understanding of and appreciation for

global affairs has significantly increased since I first stepped foot in Ol' Blighty.

While living in Canterbury (where the University of Kent is based), I've befriended people from Ghana, France, Germany, South Sudan, Kenya, Ireland, Vietnam, India, UAE, Canada, Botswana, Portugal, Nigeria, Austria, and, of course, the UK. I sincerely hope—and genuinely expect—to maintain many of these friendships in the coming years and decades, and thus, I expect these friendships to continue to teach me about other communities, peoples, and ways of life.

It's tough for me to pick just one short story to share, so I'll slightly dodge the prompt and discuss a lesson that I've picked up while living in the UK. I've really enjoyed getting a peek at the perspective the rest of the world has of the United States. It has made me better appreciate just how darn lucky I am to be an American, helped me understand the extent to which the US influences the lives of people around the globe, and encouraged me to more deeply consider the role and responsibilities of the US on the world stage. In short, it has prodded me into actively engaging with the space my country occupies in the global landscape.

I'd be remiss to let the reader turn away from this section without mentioning this: While my Fulbright in the UK has been intensely educational and will likely pay dividends to my personal and professional life for decades to come, it has also been an absolute slog. At many points, it's been unpleasant, uncomfortable, and occasionally even downright awful. Although I think the covid-19 pandemic has made the Fulbright experience tougher for my cohort than others, I have heard enough from past cohorts to know that Fulbright can be a tough, tough ride in any year. I don't



mention this to scare off potential applicants but rather to offer them a fuller understanding of Fulbright. The Fulbright student experience is intense—intensely valuable, intensely enjoyable, and intensely educational, yes, but also intensely uncomfortable and intensely challenging. So, if you're an ambitious, energetic, curious person, I strongly suggest considering the Fulbright. But do so knowing that even in the best circumstances, a Fulbright year will test your adaptability, emotional resilience, and ability to manage discomfort.

<https://today.ttu.edu/posts/2020/04/Stories/neel-roy-fulbright-finalist>

Shelby Young

Plant & Soil Science, Australia 2019-2020

My Master's research worked to develop a method for quantifying *Verticillium dahliae*, the fungal pathogen that causes the plant disease Verticillium wilt, in cotton field soils. Verticillium wilt is the most pervasive cotton disease in Australia, causing millions of dollars in losses each year. My Fulbright project built my master's work and aimed to assign meaning and utility to those quantities by developing a cotton loss risk matrix for Verticillium wilt. My project aimed to develop a system through which we could predict disease loss risk before farmers planted cotton by determining how much of the pathogenic fungus was present in their field soils. This project

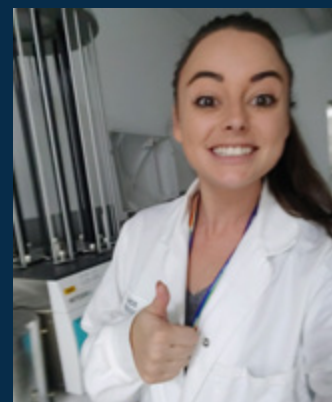


took place in rural New South Wales, where I sampled 21 cotton fields across the Namoi and Gwydir Valley cotton growing regions and performed lab work at the Australian Cotton Research Institute in Narrabri, NSW.

The other half of my project was carried out in the Sydney, NSW area. So, I was able to experience both rural and urban Australia during my Fulbright. Through this project that I developed in partnership with Western Sydney University, I was also able to embark on a completely new learning experience. Though our plans were cut short by COVID-19 restrictions, my goal was to learn the methods for and utilize untargeted metabolomic profiling to investigate differences in strains of *V. dahliae* throughout the infection and disease cycles in cotton plants. I carried out my sampling at the Elizabeth MacArthur Agricultural Institute in Menangle, NSW and, although I wasn't able to fully process my samples, they were to be handled and remain in cold storage at WSU's Hawkesbury Institute for the Environment in Richmond, NSW.

My Fulbright experience has had a profound impact on my personal and professional growth that I would not have expected to be possible during a short 10 months. The freedom Fulbright provides in giving you complete creative and administrative control over your projects is unique to this program and provides the freedom to take advantage of opportunities as they arise during your time in your host country. Outside of my research, my Fulbright experience strengthened my confidence in meeting people, taking chances, and being adventurous – all of which have helped me professionally upon my return to the US.

Working in Australia for an extended period of time, and with three separate laboratories, helped me broaden my perspective in my field of research and sharpen my ability to identify exciting opportunities for collaborative projects that offer benefits to all parties and the field overall.



Looking back, I characterize my Fulbright experience by the gratitude I felt throughout my time there. From working with fellow researchers that always went above and beyond to offer their help, encouragement, and enthusiasm, to making lifelong friends and memories within my Fulbright cohort, I am eternally grateful for the people I encountered and the connections I made during this time. The support and excellent communication we received from the Australian-American Fulbright Commission also enriched my experience, giving me the confidence to take advantage of letting my project change and grow over my time there.

My recommendation to prospective applicants is: GO FOR IT! Take this opportunity to design a project that you're excited and passionate about. Take the opportunity to be creative and adventurous in your pursuit of this truly unique experience.

<https://today.ttu.edu/posts/2019/04/Stories/shelby-young-fulbright>



Fulbright Awards

2021-2022 Texas Tech University
Fulbright Award Recipients



2021-2022 Fulbright Awardees

We are proud to announce the most recent Fulbright awardees (6) for the 2021-2022 cycle.



Fulbright Scholar: [Dr. Mohamed Fokar](#), Research Associate Professor, Center for BioTechnology & Genomics

Project Title: Molecular mechanisms underlying root response to *Fusarium Oxysporum* f. sp. *Albedinis* in date palm

Project Abstract: Understanding how plants respond and cope with the disease is an important step toward developing tolerant cultivars. *Fusarium oxysporum* f. sp. *Albedinis*, (FoA) the causative agent of vascular wilt disease in date palm is a serious threat to date production and to the desert ecosystem. Molecular mechanisms of resistance against FoA are poorly understood. Using a susceptible and resistant cultivars, this project seeks to identify the date palm genes and genes network responsive to FoA infection. This goal will be achieved by profiling the root transcriptome of both cultivars over the course of the disease development. We anticipate that results from this study will shed the light on possible mechanisms of resistance against the FoA.

Country: Morocco

Host institution: The National Institute for Agricultural Research

Time frame: January 2022-April 2022



Fulbright Scholar: [Dr. Susan Larson](#), Charles B. Qualia Professor of Romance Languages, Classical and Modern Languages and Literatures

Project Title: Comfort and Domestic Space in Spain from the Civil War through the Transition

Project Abstract: This project examines the real and symbolic meanings of domestic space in Spain during the period 1939-1982 through a critical analysis of the media-driven concept of comfort. Working under the assumption that comfort is a particularly complex cultural and political narrative closely related to ideas about modernization, the nation, class conflict, the right to housing, intimacy, the body and the family, this research unpacks the meanings of everything from the aspirational and futuristic images of the interiors of Spanish homes to the social criticism of the potential dangers of domestic space found in architectural plans, manifestos and a variety of forms of mass media such as journalism, advertising, comics, trade magazines, film and literature.

Country: Spain

Host institutions: Universidad Complutense of Madrid, Spanish National Research Council (CSIC)

Time frame: September through December 2021



Fulbright Scholar: [Dr. Tanja Karp](#), Associate Professor, Electrical and Computer Engineering

Project Title: Engineering Education – Emphasizing the “E” in STEM Programs

Project Abstract: This Fulbright grant aims at expanding STEM initiatives in Namibia that create interest and expertise among learners and motivates them to study STEM disciplines in university. Particular attention will be given to engineering, due to the fact that it is typically not taught as a subject in school and thus overlooked by learners as a possible career field. An international mentoring network will be implemented, connected K-12 learners with university students and professionals nationally and internationally. Undergraduate engineering students will be included as mentors and coaches in STEM outreach programs. Classes will be taught in conjunction with Texas Tech University.

Country: Namibia

Host institution: Namibia University of Science and Technology

Time frame: 10 months, starting end of January 2022



Fulbright Distinguished Chair of Public Policy: [Dr. Bernd Reiter](#), Professor, Classical and Modern Languages & Literatures

Project Title: No Sustainable Territorial Development without Indigenous Voices: For an inclusive Public Policy and Regional Integration

Project Abstract: I will interview Xucuru Indigenous leaders to gather their proposals for sustainable regional development and territorial integration of the Pesqueira municipality of Pernambuco and the adjacent Cimbre Xucuru reservation. I argue that Brazilian public policy needs to take the voices and experiences of indigenous people into account to achieve sustainable development and regional integration. The argument is supported by a decision of the Interamerican Human Rights Court, which, in 2018, has found the Brazilian state violating the rights of the Xucuru nation. I will conduct at least 10 in-depth, semi-structured interviews and share my findings broadly with all stakeholders.

Country: Brazil

Host institution: Joaquim Nabuco Foundation

Time frame: May 1 to August 31, 2022



Fulbright Scholar: [Dr. Jorge Salazar-Bravo](#), Associate Professor, Biological Sciences

Project Title: Development of the Bolivian Program on Disease Ecology and Evolution

Project Abstract: The goal of this project is to help develop the Bolivian Program on Disease Ecology and Evolution, a program that will implement surveillance/detection methodologies to generate predictive models for emerging diseases. This will be accomplished by achieving these specific objectives: (a) develop and validate a general framework for understanding the impact of wildfires on biodiversity. (b) Understand how species diversity affects rodent-borne diseases with potential transmission to humans. (c) Contribute to the training of the next generation of researchers and public health officials on topics such as ecology, infectious disease and museum science. Collaboration across Bolivian institutions will be emphasized.

Country: Bolivia

Host institution: Universidad Mayor de San Andres (La Paz, Bolivia)

Time frame: May 2022 – January 2023



Fulbright Scholar: [Dr. James Sheng](#), Professor, Petroleum Engineering

Project Title: Evaluate the Feasibility and Potential of Oil Recovery of Co2 Sequestration in Oil Reservoirs

Project Abstract: Oil consumption produces CO₂ which causes changes in climate, ecosystem, etc. If CO₂ is captured and sequestered in an oil reservoir, it can reduce oil viscosity and provide energy to drive oil out as a highly compressible. This process turns the problematic CO₂ into a solvent to produce oil. In the process, CO₂ is injected and then left to soak the reservoir, later oil is produced. The process is also referred to as the huff-n-puff process. The project is to evaluate the feasibility and potential of enhanced oil recovery of such process in heavy oil reservoirs, and to study the integrity of the heavy oil reservoir system which can sequester CO₂ without leaking out.

Country: Canada

Host institution: University of Regina

Time frame: Jan 15-May 15, 2022

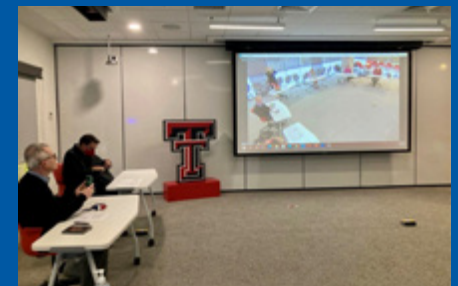
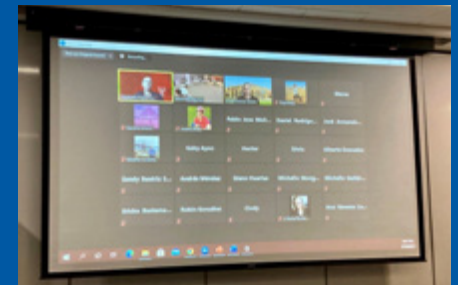


From left to right: Costa Rica Fulbright Association reps Guillermo Barquero and Evelyn Aguilar; Texas Tech University-Costa Rica Dean Jeff Belnap; Costa Rica Fulbright Association rep Hellen Aguilar, and USA Embassy Costa Rica reps Shirley Brenes and Angie Robles

Fulbright Informative Session Costa Rican Fulbright Association and TTU-Costa Rica/ TTU Lubbock

On March 16, 2021, TTU Office of International Affairs in collaboration with the Costa Rican Fulbright Association and TTU-Costa Rica hosted a virtual informative session for prospective Costa Rican Fulbright applicants. Presenters included representatives from Board of Directors of the Costa Rica Fulbright Association: Guillermo Barquero, Evelyn Aguilar and Hellen Aguilar; USA Embassy in Costa Rica: Shirley Brenes and Angie Robles; Texas Tech University-Costa Rica: Dean Jeff Belnap; and TTU Fulbright Liaisons: Dr. Elizabeth Trejos-Castillo and Dr. Jorge Salazar-Bravo.

Topics discussed during this session included: background on the Fulbright program and the Fulbright scholarship application process, TTU opportunities for enrollment, variety of academic offers, connection with Costa Rica, and a Questions/Answers (Q&A).





 **FULBRIGHT**
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Build mutual understanding,
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communities, and improve
lives around the world.

Fulbright Scholar Program Workshop

DATE
March 17, 2021

TIME
12pm-1:30pm

REGISTRATION
<https://apply.iie.org/register/TexasTech>

Sarah Causer, Outreach & Recruitment
Specialist, Institute of International Education

Topics covered in the workshop include:
Opportunities for teaching, research, and flexible initiatives in
more than 140 countries • Tips on how to craft a competitive
application, including how to make contacts abroad and
choosing the right country and award for you.
**Interested faculty and administrators are encouraged to
attend this FREE workshop hosted by TTU Office of
International Affairs (OIA)**

FOR MORE INFORMATION, CONTACT:

TTU Fulbright Liaisons:
elizabeth.trejos@ttu.edu; J.Salazar-Bravo@ttu.edu

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The Fulbright U.S. Scholar Program is the United States government's flagship international educational exchange program sponsored by the U.S. Department of State with funding provided by the U.S. Government and administered by the Institute of International Education.

eca.state.gov/fulbright

 **TEXAS TECH UNIVERSITY**
Office of International Education
**Writing Centers of
Texas Tech University**

Writing Center Resources for Faculty Writing Fulbright Applications

- Fulbright Writing group
- Accountability and structure
- Opportunity to network and collaborate with faculty from across the university
- One-to-one consultations
- Written feedback on drafts

Contact: Dr. Kristin Messuri, Managing Director (kristin.messuri@ttu.edu)

TTU Fulbright Alumni Scholar Directory

Name	Host Institution	Discipline	Country	Years	Program
Hyojung Cho	Bogazici University	History	Turkey	2020-2021	Fulbright U.S. Scholar Program
Osama Eisa Mohammad Mohawesh	Mutah University	Agriculture	Jordan	2020-2021	Fulbright Visiting Scholar Program
Ravindra Joshi	University of Ljubljana	Engineering	Slovenia	2019-2020	Fulbright U.S. Scholar Program
Titus Cristian Man	Babes-Bolyai University	Environmental Sciences	Romania	2019-2020	Fulbright Visiting Scholar Program
Ali Nejat	Baku Engineering University	Engineering	Azerbaijan	2019-2020	Fulbright U.S. Scholar Program
Sara Spurgeon	University of Bergen	Literature	Norway	2019-2020	Fulbright U.S. Scholar Program
John Gilliam	Mendel University in Brno	Accounting/Finance	Czech Republic	2018-2019	Fulbright U.S. Scholar Program
Antonio Ladeira	University of São Paulo	Literature	Brazil	2018-2019	Fulbright U.S. Scholar Program
Sue Ann Lee	Hue University of Medicine and Pharmacy	Public Health	Vietnam	2018-2019	Fulbright U.S. Scholar Program
Richard Porter	Foundation for Scholarly Exchange (Fulbright Foundation)	Education	Taiwan	2018-2019	Fulbright U.S. Scholar Program
Joan Williamson	United States-India Educational Foundation (USIEF)	Interdiscip. Studies	India	2018-2019	Fulbright U.S. Scholar Program
Cristina Bradatan	University of Bucharest	Sociology	Romania	2017-2018	Fulbright U.S. Scholar Program
Michael Farmer	Sabah University of Malaysia	Economics	Malaysia	2017-2018	Fulbright U.S. Scholar Program
Tana Dale Joseph	South African Astronomical Observatory	Astronomy	South Africa	2017-2018	Fulbright Visiting Scholar Program
Phatima Mamardashvili	Tbilisi State University	Agriculture	Georgia	2017-2018	Fulbright Visiting Scholar Program
Yuan Shu	National University of Singapore	Literature	Singapore	2017-2018	Fulbright U.S. Scholar Program
Elizabeth Trejos-Castillo	State University of Ponta Grossa	Psychology	Brazil	2017-2018	Fulbright U.S. Scholar Program
James Yang	Naval Academy-Spain	Engineering	Spain	2017-2018	Fulbright U.S. Scholar Program
Costica Bradatan	Lille Catholic University	Philosophy	France	2016-2017	Fulbright U.S. Scholar Program
Tanja Karp	University of South Africa	Engineering	South Africa	2016-2017	Fulbright U.S. Scholar Program
Natalia Vellkova	Agricultural University of Georgia	Business	Georgia	2016-2017	Fulbright U.S. Scholar Program
Noureddine Abidi	Ghent University	Materials Science	Belgium	2015-2016	Fulbright U.S. Scholar Program
Allan Pagapolaan Bacho	Department of Agriculture	Agriculture	Philippines	2015-2016	Fulbright Visiting Scholar Program
Paul Bjerk	University of Iringa	History	Tanzania	2015-2016	Fulbright U.S. Scholar Program
Peter S Briggs	Vilnius Academy of Arts	Art History	Lithuania	2015-2016	Fulbright U.S. Scholar Program
Rachid Salghi	National School of Applied Sciences of Agadir	Chemistry	Morocco	2015-2016	Fulbright Visiting Scholar Program
Kenton Wilkinson	University of the Andes	Communications	Chile	2015-2016	Fulbright U.S. Scholar Program
Talal Altahtamouni	Yarmouk University	Physics	Jordan	2014-2015	Fulbright Visiting Scholar Program
Sankar Chatterjee	Visva-Bharati University	Geology	India	2014-2015	Fulbright U.S. Scholar Program
Conrad Lyford	Hawassa University	Agriculture	Ethiopia	2014-2015	Fulbright U.S. Scholar Program
Matthew Menkiti	Nnamdi Azikiwe University, Awka Nigeria	Engineering	Nigeria	2014-2015	Fulbright Visiting Scholar Program
Rich Rice	University of Delhi	Communications	India	2014-2015	Fulbright U.S. Scholar Program
Arthur Durband	Flinders University of South Australia	Social Sciences	Australia	2013-2014	Fulbright U.S. Scholar Program
William Lan	Chulalongkorn University	Education	Thailand	2013-2014	Fulbright U.S. Scholar Program
David Lektzian	Vilnius University	Social Sciences	Lithuania	2013-2014	Fulbright U.S. Scholar Program
Timothy Matis	Pontifical Catholic University of Valparaiso	Engineering	Chile	2013-2014	Fulbright U.S. Scholar Program
Mohamed Mounsif	National School of Agriculture	Agriculture	Morocco	2013-2014	Fulbright Visiting Scholar Program
Susan Myers	Pondicherry University	Education	India	2013-2014	Fulbright U.S. Scholar Program
Paul Pare	University of Sao Paulo	Physical Sciences	Brazil	2013-2014	Fulbright U.S. Scholar Program
Kelly Phelan	University of Botswana	Business	Botswana	2013-2014	Fulbright U.S. Scholar Program
John Poch	Universitat Autònoma de Barcelona	Humanities	Spain	2013-2014	Fulbright U.S. Scholar Program

TTU Fulbright Alumni Scholar Directory

Name	Host Institution	Discipline	Country	Years	Program
Hamed Sari-Sarraf	Baku State University	Engineering	Azerbaijan	2013-2014	Fulbright U.S. Scholar Program
Trenia Walker	University of Prishtina	Education	Kosovo	2013-2014	Fulbright U.S. Scholar Program
Glen Biglaiser	Pontifical Catholic University of Chile	Social Sciences	Chile	2012-2013	Fulbright U.S. Scholar Program
Beng Goh	Bangkok University	Business	Thailand	2012-2013	Fulbright U.S. Scholar Program
Amer Mamkagh	Mu'tah University	Engineering	Jordan	2012-2013	Fulbright Visiting Scholar Program
Andreas Schneider	Burapha University	Social Sciences	Thailand	2012-2013	Fulbright U.S. Scholar Program
Afzal Siddiqui	Aligarh Muslim University	Biological Sciences	India	2012-2013	Fulbright U.S. Scholar Program
Abdulrahman Alquraishi	King Abdulaziz City for Science and Technology	Engineering	Saudi Arabia	2011-2012	Fulbright Visiting Scholar Program
Itamar Borges Junior	Military Institute of Engineering	Chemistry	Brazil	2011-2012	Fulbright Visiting Scholar Program
John Milam	Ho Chi Minh City University of the Social Sciences and Humanities	Humanities	Vietnam	2011-2012	Fulbright U.S. Scholar Program
Argyres Pitsilides	The German-American Fulbright Commission	Business	Germany	2011-2012	Fulbright U.S. Scholar Program
Zulfiia Sakbaeva	Jalal-Abad State University	Environmental Sciences	Kyrgyzstan	2011-2012	Fulbright Visiting Scholar Program
Mark McGinley	University of Malaya	Physical Sciences	Malaysia	2010-2011	Fulbright U.S. Scholar Program
David Lawver	Egerton University	Agriculture	Kenya	2009-2010	Fulbright U.S. Scholar Program
Nora Griffin-Shirley	M.P. Bhoj Open University	Education	India	2009-2010	Fulbright U.S. Scholar Program
Roman Taraban	Indian Institute of Technology Kharagpur	Psychology	India	2009-2010	Fulbright U.S. Scholar Program
Shavkat Bazarov	NASIP APK	Agriculture	Tajikistan	2008-2009	Fulbright Visiting Scholar Program
Laura Beard	University of Alberta	Literature	Canada	2008-2009	Fulbright U.S. Scholar Program
Peter Briggs	Academy of Fine Arts and Design	Arts	Slovak Republic	2008-2009	Fulbright U.S. Scholar Program
Nadezda Kudryasheva	Russian Academy of Sciences-Siberian Branch	Biology	Russia	2008-2009	Fulbright Visiting Scholar Program
M Arfin Lodhi	U.S. Educational Foundation in Pakistan	Physics	Pakistan	2008-2009	Fulbright U.S. Scholar Program
Erika Banchio	Independent Scholar/Unaffiliated	Biology	Argentina	2007-2008	Fulbright Visiting Scholar Program
Jordan Berg	University of Ruhuna	Engineering	Sri Lanka	2007-2008	Fulbright U.S. Scholar Program
Stephen Ekwaro-Osire	Bogazici University	Engineering	Turkey	2007-2008	Fulbright U.S. Scholar Program
Dennis Arnett	Buskerud University College--Honefuss	Business	Norway	2006-2007	Fulbright U.S. Scholar Program
Elize Bisanz	University of Lueneburg	Arts	Germany	2006-2007	Fulbright Visiting Scholar Program
Paul Pare	Brazilian Agricultural Research Corporation	Chemistry	Brazil	2006-2007	Fulbright U.S. Scholar Program
Lieu Tran	Hanoi University of Education	Education	Vietnam	2005-2006	Fulbright Visiting Scholar Program
James Watkins	Ho Chi Minh City College of Architecture	Arts	Vietnam	2005-2006	Fulbright U.S. Scholar Program
Aliza Wong	University of Milan	History	Italy	2005-2006	Fulbright U.S. Scholar Program
Bruce Daniels	Moscow State University	History	Russia	2004-2005	Fulbright U.S. Scholar Program
Greta Gorsuch Griffee	Vinh University	Lang Teaching	Vietnam	2004-2005	Fulbright U.S. Scholar Program
Abdul Latif	Jahangirnagar University	Political Science	Bangladesh	2004-2005	Fulbright Visiting Scholar Program
Ismail Mekkaoui Alaoui	Cadi Ayyad University	Physics	Morocco	2003-2004	Fulbright Visiting Scholar Program
John Barkdull	University of Dhaka	Political Science	Bangladesh	2002-2003	Fulbright U.S. Scholar Program
Linda Nichols	University of Linz	Business	Austria	2002-2003	Fulbright U.S. Scholar Program
Katri Sieberg	University of Tampere	Political Science	Finland	2002-2003	Fulbright U.S. Scholar Program
Joseph Aranha	National University of Science and Technology	Architecture	Zimbabwe	2000-2001	Fulbright U.S. Scholar Program
Susan Fortney	University of Ljubljana	Law	Slovenia	2000-2001	Fulbright U.S. Scholar Program
Robert Owen	National University of Asuncion	Biology	Paraguay	2000-2001	Fulbright U.S. Scholar Program
Michael Rylander	University of the Americas	Biology	Mexico	2000-2001	Fulbright U.S. Scholar Program

TTU Fulbright Alumni Scholar Directory

Name	Host Institution	Discipline	Country	Years	Program
Laura Beard	University of the Americas	Language	Mexico	1999-2000	Fulbright U.S. Scholar Program
Philip Dennis	University of the Autonomous Regions of the Caribbean Coast	Anthropology	Nicaragua	1999-2000	Fulbright U.S. Scholar Program
Dominick Casadonte Jr	University of Savoie	Chemistry	France	1999-2000	Fulbright U.S. Scholar Program
Jeffrey Kottler	University of Iceland	Psychology	Iceland	1999-2000	Fulbright U.S. Scholar Program
Mohamed Mounsif	National School of Agriculture	Environmental Sciences	Morocco	1998-1999	Fulbright Visiting Scholar Program
Kurt Bruder	Tartu University	Communications	Estonia	1997-1998	Fulbright U.S. Scholar Program
Lorenz Lutherer	National University of Trujillo	Medical Sciences	Peru	1997-1998	Fulbright U.S. Scholar Program
Robert Owen	National University of Asuncion, National Museum of Natural History	Biology	Paraguay	1997-1998	Fulbright U.S. Scholar Program
Zahra Mustafa	University of Science and Technology	Linguistics	Jordan	1996-1997	Fulbright Visiting Scholar Program
David Troyansky	Ecole des Hautes Etudes en Sciences Sociales	History	France	1996-1997	Fulbright U.S. Scholar Program
Rachel Van Cleave	University of Rome	Law	Italy	1996-1997	Fulbright U.S. Scholar Program
Sherry Ceniza	University of Ghent	Literature	Belgium	1995-1996	Fulbright U.S. Scholar Program
Lajos Pinter	Pannon University	Agriculture	Hungary	1995-1996	Fulbright Visiting Scholar Program
Paul Randolph	N/A	Engineering	Turkey	1995-1996	Fulbright U.S. Scholar Program
Alexandra Zahradnikova	Institute of Molecular Physiology and Genetics	Medical Sciences	Slovak Republic	1995-1996	Fulbright Visiting Scholar Program
Anneliese Kasper	Vienna University of Technology	Chemistry	Austria	1994-1995	Fulbright Visiting Scholar Program
Bryce Conrad	Sofia University	Literature	Bulgaria	1993-1994	Fulbright U.S. Scholar Program
Emanuel Prower	University of Silesia	Linguistics	Poland	1993-1994	Fulbright Visiting Scholar Program
Thomas Baker	University of Athens	Law	Greece	1992-1993	Fulbright U.S. Scholar Program
Wieslaw Bogdanowicz	Polish Academy of Sciences	Biology	Poland	1992-1993	Fulbright Visiting Scholar Program
Gary Elbow	Pan American Center of Geographic Studies	Geography	Ecuador	1992-1993	Fulbright U.S. Scholar Program
George Eyambe	Sultan Qaboos University	Medical Sciences	Oman	1992-1993	Fulbright U.S. Scholar Program
George Flynn	Various Institutions	History	United Kingdom	1992-1993	Fulbright U.S. Scholar Program
Calvin Barnes	University of Trondheim	Geology	Norway	1991-1992	Fulbright U.S. Scholar Program
Solomon Demeke	Jimma Junior College of Agriculture	Biology	Ethiopia	1991-1992	Fulbright Visiting Scholar Program
Leopoldo Allub	Universidad Nacional de San Juan CONICET	Political Science	Argentina	1990-1991	Fulbright Visiting Scholar Program
Donald Dietz	Quito, Ecuador; affiliation to be determined	Language	Ecuador	1990-1991	Fulbright U.S. Scholar Program
Gary Elbow	Pan American Center of Geographic Studies	Geography	Ecuador	1990-1991	Fulbright U.S. Scholar Program
Vlastimil Kuban	Masaryk University of Brno	Chemistry	Czech Republic	1990-1991	Fulbright Visiting Scholar Program
Richard McGlynn	University of Warsaw	Psychology	Poland	1990-1991	Fulbright U.S. Scholar Program
Paul Randolph	Middle East Technical University	Business	Turkey	1990-1991	Fulbright U.S. Scholar Program
Arja Ropo	The University of Tampere	Business	Finland	1990-1991	Fulbright Visiting Scholar Program
Tahir Yavuz	Karadeniz Technical University	Engineering	Turkey	1990-1991	Fulbright Visiting Scholar Program
Alberto Taylor	University of Panama	Biology	Panama	1989-1990	Fulbright Visiting Scholar Program
Wendell Aycock	University of Cordoba	Literature	Argentina	1988-1989	Fulbright U.S. Scholar Program
John Holmes	CSIRO	Engineering	Australia	1988-1989	Fulbright Visiting Scholar Program
John Howe	University of Rome	History	Italy	1988-1989	Fulbright U.S. Scholar Program
Philip Dennis	Federal University of Rio Grande	Anthropology	Brazil	1987-1988	Fulbright U.S. Scholar Program
Ali El-Domeiri	Arabian Gulf University	Medical Sciences	Bahrain	1987-1988	Fulbright U.S. Scholar Program
Franz Fruehwald	University of Vienna	Medical Sciences	Austria	1987-1988	Fulbright Visiting Scholar Program
David Wolfe	Loughborough University of Technology	Education	United Kingdom	1987-1988	Fulbright Visiting Scholar Program

TTU Fulbright Alumni Scholar Directory

Name	Host Institution	Discipline	Country	Years	Program
Van Wood	University of the Republic	Business	Uruguay	1987-1988	Fulbright U.S. Scholar Program
James Heavner	Central Hospital of Helsinki University	Medical Sciences	Finland	1986-1987	Fulbright U.S. Scholar Program
Tomas Schlichter	Faculty of Agronomy-University of Buenos Aires	Environmental Sciences	Argentina	1986-1987	Fulbright Visiting Scholar Program
Kyung Shin	Seoul National University	Music	South Korea	1986-1987	Fulbright U.S. Scholar Program
C Sy	National School of Applied Economics	Economics	Senegal	1986-1987	Fulbright Visiting Scholar Program
Hong Lee	Seoul National University	Economics	South Korea	1985-1986	Fulbright U.S. Scholar Program
Forrest Newlin	Data Not Available	Theater Arts	Taiwan	1985-1986	Fulbright U.S. Scholar Program
Mark Peterson	Osaka University	Business	Japan	1985-1986	Fulbright U.S. Scholar Program
Salomon Nahmad Sitton	National Indian Institute	Anthropology	Mexico	1985-1986	Fulbright Visiting Scholar Program
Charles Butler	University of Nuevo Leon	Economics	Mexico	1984-1985	Fulbright U.S. Scholar Program
Karl-Heinz Kopp	University Hospital	Medical Sciences	Germany	1984-1985	Fulbright Visiting Scholar Program
Michael McGowan	Nottingham University	Biology	United Kingdom	1984-1985	Fulbright Visiting Scholar Program
C Vallabhan	University of Cochin	Engineering	India	1984-1985	Fulbright U.S. Scholar Program
Luther Clements	Various Institutions	Engineering	Peru	1983-1984	Fulbright U.S. Scholar Program
Donald Dietz	Data Not Available	Language	Ecuador	1983-1984	Fulbright U.S. Scholar Program
Gary Elbow	Inst of Central America Public Admin	Geography	Costa Rica	1983-1984	Fulbright U.S. Scholar Program
Zineddine Hamdouch	Mohammed V University	Medical Sciences	Morocco	1983-1984	Fulbright Visiting Scholar Program
Allan Kuethe	Data Not Available	History	Spain	1983-1984	Fulbright U.S. Scholar Program
Walter Buzello	University of Freiburg	Medical Sciences	Germany	1982-1983	Fulbright Visiting Scholar Program
Richard Harber Jr	Federal University of Ceara	Economics	Brazil	1982-1983	Fulbright U.S. Scholar Program
Cornelis Schuyt	University of Leiden	Sociology	Netherlands	1982-1983	Fulbright Visiting Scholar Program
Wendell Aycock	University of Panama	Literature	Panama	1981-1982	Fulbright U.S. Scholar Program
Enrico Baciocchi	U of Perugia	Chemistry	Italy	1981-1982	Fulbright Visiting Scholar Program
Donald Watts	Data Not Available	Architecture	Jordan	1981-1982	Fulbright U.S. Scholar Program
Nina Potokova	State University of the Chiassr	History	Russia	1979-1980	Fulbright Visiting Scholar Program
Joseph Minor	Australian National University	Civil Engineering	Australia	1978-1979	Fulbright U.S. Scholar Program
Klaus Oehler	University of Hamburg	Philosophy	Germany	1978-1979	Fulbright Visiting Scholar Program
Rodolfo Windhausen	Escuela de Periodismo del Circulo de Tucuman	Journalism	Argentina	1978-1979	Fulbright Visiting Scholar Program
Thomas Baker	Wroclaw Technical University	Language	Poland	1976-1977	Fulbright U.S. Scholar Program
Thomas Baker	Wrocklaw Technical University	Language	Poland	1975-1976	Fulbright U.S. Scholar Program
William Portnoy	Warwick, University of	Engineering	United Kingdom	1975-1976	Fulbright U.S. Scholar Program
David Rodnick	Hamburg, University of	Anthropology	Germany	1975-1976	Fulbright U.S. Scholar Program
Lorenzo Pavone	University of Catania	Medical Sciences	Italy	1974-1975	Fulbright Visiting Scholar Program
Harry Hecht	C.S.I.R.O. Div. of Chemical Physics	Chemistry	Australia	1965-1966	Fulbright U.S. Scholar Program
Irma Galindo	University of Valladolid	Language	Spain	1964-1965	Fulbright U.S. Scholar Program
David Kelley	University of the Republic	Archaeology	Uruguay	1963-1964	Fulbright U.S. Scholar Program
Martha Shelden	University of Otago	Fashion	New Zealand	1962-1963	Fulbright U.S. Scholar Program
Harley Oberhelman	National University of Tucuman	Language Teaching	Argentina	1961-1962	Fulbright U.S. Scholar Program
Thomas Storer	Saugor University	Philosophy	India	1960-1961	Fulbright U.S. Scholar Program
Paul Larson	Haslev Folk High School	Literature	Denmark	1957-1958	Fulbright U.S. Scholar Program
David Vigness	University of Chile	History	Chile	1957-1958	Fulbright U.S. Scholar Program

TTU Fulbright Alumni Student Directory

Name	Field of Study	Country	Year
Neel Prasad Roy	Public Policy Analysis	United Kingdom	2020
David Robledo	Communications, Miscellaneous	Costa Rica	2020
Shelby Marie Young	Agriculture	Australia	2019
Nicholas Daniel Acosta	English Teaching Assistantship	Russia	2019
Jennifer E Hewitt	Engineering	Germany	2018
Ivette Noriega	Psychology	Colombia	2017
Gretchen Fae Williams	History	Spain	2017
Michelle Denise Jones	Education	India	2017
Erin Nicole Grogan	Theater Studies	Ireland	2017
Flor Castellanos	English Teaching Assistant Award	Thailand	2014
Zachary John Haskin	English Teaching Assistantship	Brazil	2013
Kendra Lyn Phelps	Biology	Philippines	2012
Jennifer Corine Zavaleta	Environmental Studies	Chile	2012
Lindsay Paige Huffhines	Psychology	Iceland	2012
Julie Meadows	English Teaching Assistantship	Malaysia	2011
Sean Hannon	Engineering	Germany	2010
Brent A. Newsom	Creative Writing	China	2009
Noe U. De La Sancha	Biology	Paraguay	2007
Leland K. Turner	History: General	Australia	2007
Mary J. Donahue	Engineering	Germany	2006
Nadia Shihab	Sociology	Turkey	2005
Mark A. Watts	Engineering	Denmark	2004
Jason Z. Lenz	English Teaching Assistantship	Germany	2004
Troy Sternberg	Environmental Studies	Mongolia	2004
Sagrario Mejia	Geography	Italy	2003
Velma R. Babb	Voice	Austria	2003
Viswanath Subbaraman	Conducting	France	2002
Jan F. Kamler	Ecology	Poland	2002
Christine L. Hice	Biology	Peru	2001
Jerome W. Stueart	Creative Writing	Canada	2001
Jennifer L. Kincaid	Musical Instrument Training	Germany	2000
Richard B. Verrone	Southeast Asian History	Vietnam	2000
Michael D. Buttram	Education	Germany	1999
Brenda F. Lauterbach	Agriculture	Switzerland	1996
Elizabeth B. Phillips	Biology	Australia	1996
Paul R. Byrne, II	English Teaching Assistantship	Germany	1995
Lance A. Barnett	Agriculture	Mexico	1994
Phillip D. Owen	English Teaching Assistantship	Germany	1994
Matthew A. Weinheimer	Biology	Turkey	1993
Phedra Amarante	Germanic Languages and Literature	Germany	1992
Daniel Waggoner	Economics	New Zealand	1991

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Name	Field of Study	Country	Year
Robin Kendall	Physics	Germany	1991
Andrea Rice	Romance Languages and Literature	Argentina	1985
Jackson Walls	Law	Colombia	1982
James Rushing	Education	West Germany	1982
Donald Lucas	Musical Instrument Training	United Kingdom	1982
Cynthia Jones	Demography	Colombia	1976
Janet Hogan	Mathematics	West Germany	1976
Suzanne Shipley	Germanic Languages and Literature	West Germany	1975
Frank Costilla, Jr.	Sociology	Ecuador	1969
Paulina M. Jacobo	Spanish Languages and Literature	Spain	1968
Richard L. Brown	Music History	Brazil	1965
Robert W. Eaton	Linguistics	Paraguay	1965
John M. Haschke	Chemistry	West Germany	1964
Karin A. Smith	Chemistry	Austria	1959



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