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Office of Postsecondary Education
Center for International Education
International Research and Studies Program
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Final Report

“Survey of Database of Fulbright-Hays 102(b)(6)
Doctoral Dissertation Research Abroad Fellows”
Grant P017A960016

submitted by
Council of American Overseas Research Centers

31 December 1998

Executive Summary.

The Council of American Overseas Research Centers surveyed the Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship recipients to determine the role and effect of the grant in the recipient's career in the academy; those who pursued other career paths were not surveyed. The survey instrument was a 54 item questionnaire mailed to all addresses of record. Out of more than 3200 fellows, 783 were chosen as a sample, all of whom were currently identified to be teaching in the academy. Of these 783, 417 fellows responded with complete usable surveys, a return rate of 53.3%. With the large percentage of returns, statistical measures are deemed accurate to within $\pm 2\%$ for aggregate measures. For breakdowns of data into sub-categories, the rate for smaller proportions will rise to $\pm 3\%$. Because of standard rounding protocols, some totals will exceed 100%. Whenever possible, these statistics have been verified from alternate data sets, which has confirmed their reliability. The analysis focused on the three central decades 1965-74, 1975-84, 1985-94. From these data several significant conclusions could be drawn.

- *Gender.* Gender parity has been achieved: women received but 18% of the awards during the first five years of the program (1964-69), but rose steadily to 51% during the last five years measured (1990-94). This trend suggests a continued rise beyond the period of the survey.
- *Countries.* The program has supported research in more than 75 countries in the sample.
- *Languages.* Fellows have used more than 100 languages in their research in the sample..
- *Regions.* The rank order of regional representation has been: Eastern Europe (19%), East Asia (19%), Latin America (18%), Africa (13%), South Asia (12%), Middle East (11%), Southeast Asia, (5%), and Western Europe (4%).
- *Disciplines.* The representation of disciplines has held steady: History (42%), Anthropology and Sociology (19%), Linguistics, Language, and Literature (14%), Political Science and Economics (13%), Music, Art, and Performance (7%), and Religion and Philosophy (5%).
- *Time to completion.* The average time to completion of the PhD degree has been 11.45 years.
- *Institutions of Origin.* In the sample, 27 institutions produced fellows during the first five years, rising to 43 institutions by end of the survey period, with the Midwest consistently producing the highest numbers.
- *Employment.* Fellows in the sample are currently employed in no fewer than 357 post-secondary educational institutions in 48 states and the District of Columbia: research universities employ approximately 58% (public 44%, private 14%), colleges and small universities 43% (public 19%, private 24%). Community colleges, art institutes, and museums account for a nominal total. 53% of the fellows in the sample have held jobs in more than one institution, raising the total number to over 400.

- Of the 357 institutions represented in the sample, Fulbright-Hays Doctoral Dissertation Abroad fellows, 68 employed 2 fellows; 57 employed 3-5; 14 employed 6-10; 9 employed 11-20; and 2 employed more than 20.
- The distribution of fellows in American institutions shows a very high positive correlation between the distribution of colleges and universities and of population. The largest exception occurs in the southeastern and south-central portions of the US, where population has grown dramatically in the last three decades, outpacing the production of fellows in those institutions.
- *Faculty productivity.* Publication rates have been uniformly high: fellows who have entered the academy as faculty have produced an average of 1.03 books and 5.86 articles directly related to research, and another 0.78 related books and 4.61 articles in research derived from the initial Fulbright experience.
- *Teaching.* Changes to the curriculum have been profound: 90% of the fellows have added new classes to the curriculum, with 78% having taught directly in their specialty. Each fellow has averaged more than 1100 students in these classes of specialization.
- *Directing Dissertations.* 44% of those surveyed reported having directed dissertations in their field.
- *Continued Productivity.* 78% of those surveyed received federal support for subsequent research, 48% receiving more than one award. 59% received non-government funding, with 36% more than one grant. 78% received funding from their home institutions, with 38% receiving multiple forms of support.
- *Public Service.* 41% of the fellows have consulted with the media in the area of their expertise, 24% have consulted with business, 65% have extended their expertise to the general public, while 57% have performed K-12 outreach.
- *Import on Career.* More than 99% of those responding indicated the the program had a dramatic impact on their career, and 90% indicated that they could not have achieved their current level of expertise without it.
- *Intangibles.* One of the most important dimensions of this program eludes measure: nearly all respondents asserted the inestimable value of a better and more sophisticated understanding of the cultures of the world, and the general enrichment of the program's participants.

General Conclusions. The program has been extremely successful and productive in the areas of faculty research and language training, and in subsequent publication and service to the academy and the public, with an overwhelming majority of fellowship recipients spending at least part of their professional careers in the academy as projected by the program.

Personnel and Production

study director

Mary Ellen Lane, Executive Director
Council of American Overseas Research Centers

advisory board (alphabetical)

Jane Anderson, Fulbright Association
Susan Ball, College Art Association
Madeleine Hamblin, University of Chicago
Carl Herrin, American Council of Teachers of Russian—American
Council for Collaboration in Education and Language Study
Stanley Katz, American Council of Learned Societies
Richard Lariviere, University of Texas
David Levin, United States Information Agency
John F. Richards, Duke University
Richard Spees, Council of American Overseas Research Centers

consultants

Frank F. Conlon, University of Washington
David Gilmartin, North Carolina State University
Gilbert Merckx, University of New Mexico

data collection, preliminary analysis, and interim report

Michael Holzman, Independent Consultant

data consolidation, statistics, and graphic displays

John S. Caldwell, Independent Consultant

data analysis and report

Tony K. Stewart, North Carolina State University

administrative support

Council of American Overseas Research Centers
Triangle South Asia Consortium

production of brochure

Publications Unlimited, Raleigh, NC

printing of the brochure

Landmark Printing, Raleigh, NC

How the study was done. Phase 1

The questionnaire. In the initial phase of the project, the Advisory Board determined priorities of information to develop the basic structure of the questionnaire for the Fulbright-Hays Doctoral Dissertation Research Abroad fellows (DDRAs). The questionnaire was drafted and circulated to the entire advisory board and to the staff at CAORC. After reviewing and revising the questionnaire, Advisory Board member Gilbert Merckx further streamlined the format according to basic principles of sociological survey design to eliminate the possibility of inadvertently leading the respondent to desired answers, and to make the format more palatable and less daunting, and therefore more likely to be completed with a minimum of effort. The final product was still rather formidable—a four page format—but considered the minimum necessary to compile the needed information. A copy of that questionnaire can be found in the interim report.

Dissemination of surveys. Lists of fellows and addresses were gathered from the Department of Education files and installed in a database for mailmerge. The decision was made by consultant and education data analyst Michael Holzman (Irvington, NY) to target a sample of the more than 3200 fellows who had received DDRAs, relying on statistical extrapolation for assessment. 783 former fellows were contacted by mail questionnaire. Approximately 125 surveys were returned, many of which had address correction information. Those were remailed and wherever possible, others were tracked and remailed. The interim report was based on general profiles provided by the 783 fellows in the sample, with more specific information gleaned from the 280 who initially responded by returning the survey. As indicated in the interim report, Holzman calculated that the return rate was sufficient for statistical accuracy.

Database management and interim report. Because of simple advances in the technologies of database construction and manipulation, no special programming was required as initially anticipated (this had very significant additional benefits for printing the results; see below), thereby streamlining the process once the list was established. The interim report was produced in late 1997 relying on general statistical information provided by the US Department of Education and from the 280 returns of questionnaires. That report, already on file, will not be reiterated here.

How the study was done. Phase 2

Independent verification. Members of the Advisory Board in consultation with the study's director, Mary Ellen Lane, concluded that it would be advantageous to the project to verify independently the initial findings published in the interim report. After review by members of the advisory board and at their suggestion, Lane contacted Tony K. Stewart in summer 1998 to review the material and make suggestions for further elaboration. Stewart had been originally involved in the proposal's concept, but for personal reasons had withdrawn from the project before the grant proposal was written. Stewart is an Associate Professor of Religious Studies at NCSU and the Director of the North Carolina Center for South Asia Studies of the Triangle South Asia Consortium (an educational cooperative of the specialized South Asia faculties of North Carolina State University, Duke University, the University of North Carolina-Chapel Hill, and North Carolina Central University), and was also a FLAS fellow (1980-81), a former Fulbright Doctoral Dissertation Research Abroad Fellow (1981-82), and a Fulbright faculty fellow (1991-92). After preparing an analysis of the existing data and the interim report, and upon approval of the study's director and Advisory Board, Stewart agreed to verify the data presented in the interim report and prepare a set of significant comparisons with other pertinent statistical data.

Follow-up surveys. After the interim report was submitted in late 1997, additional surveys from the original targeted sample were collected by CAORC through the first half of 1998. In mid-fall 1998, Stewart followed up with a general e-mail request to a number of relevant listserves in area studies, which produced a significant additional response, which helped to verify and refine the original forecasts. The final number of surveys totaled 417 out of a total of 783 originally targeted, a return rate of 53.3% for the sample (no adjustments were made to account for those who were untraceable after the initial mailing, but the effect would be to raise the confidence rating), and an overall sample of approximately 12.5% of all DDRA fellows.

Confidence rating. Given the number of variables being measured, a base line of 224 completed surveys (=7% of the total awards, less the first year [1964] and last year [1995]) had been deemed the minimum necessary to produce a sufficiently high confidence rating for the statistical analysis to be reliable. Because the response rate (417) was more than half of those surveyed (783), the aggregate variations generally run to less than $\pm 2\%$. In smaller breakdowns of aggregates, either by decade, or other subsets, the variation is projected to be less than $\pm 3\%$. Alternate methods of computing several of the ratios (for gender distributions, institutional distributions, public and private distributions) by comparing master lists with survey lists confirmed the reliability of the overall survey data-set to within $\pm 0.1\%$ for major measures.

Final analysis. In October 1998, Stewart sub-contracted with independent consultant John S. Caldwell of Raleigh, NC, to collate and integrate the new survey materials, cleaning up the raw and incomplete data-bases provided by Holzman, and begin to prepare the final data-sets for analysis. Caldwell (BA Harvard, MA Michigan, MPA Princeton), who has worked in several area-studies centers around the country, brought an expertise in business (statistical analysis for GE for six years) and public management to the project. Over a three-month period, Stewart and Caldwell evaluated the different criteria for comparison of these data to national statistics (e.g., population distributions, faculty distributions, institutional types and distributions, etc.). All resulting statistical measures were originally compiled by Caldwell, then verified by Stewart (whenever possible using alternate computational models).

Consolidating information. Because the questionnaire deliberately did not over stipulate the categories to be used in replying to a number of the questions, the respondents employed a wide variety of labels to describe their fields, disciplines, areas of research, etc. These were consolidated into aggregates, from which the underlying trends became more readily apparent (see below for a list of disciplines, regions, and languages).

Comparative data. In order to produce reliable comparative data, the following references were used:

- Compendium of the World's Languages* by George Campbell (London and New York: Routledge, 1991).
- Digest of Education Statistics 1996*, Thomas D. Snyder, Project Director (Washington, DC: National Center for Education Statistics, 1997).
- An Encyclopedic Dictionary of Language and Languages* by David Crystal (London: Blackwell, 1992).
- HEP™ 1998 Higher Education Directory®*, edited by Mary Pat Rodenhouse, editor emeritus, Constance Healy Torregrosa (Falls Church, VA: Higher Education Publications, Inc., 1998).
- National Faculty Directory 1999*, compiled by CMG Information Services, 29th ed., 3 vols. (Detroit and London: Gale, 1998).
- Statistical Abstract of the United States 1997: the National Data Book*, 117th ed. (Washington, DC: Department of Commerce, 1997).

Significant variables. There are two significant variables for which the survey was not adjusted. [1] Because of the voluntary nature of this questionnaire, anecdotal evidence suggests that many of the the most highly placed and highly productive recipients failed to respond (undoubtedly because of the length of the questionnaire and time constraints); and [2] the deaths of a certain number of early recipients eliminated data from potentially the most long-standing fellows. The effect of both of these variables is to *understate* the overall productivity of faculty, but it is impossible to determine to what extent, given the size of the sample.

Other limitations of the survey. The survey has inherent limitations that are the result of the choice of survey instrument and the decision to use statistical sampling, rather than an attempt for complete tracking of DDRA fellows. It is important to note what cannot be done with the results of this survey.

- *Shifts in employment.* Because of the choice of questions for the survey instrument, it is impossible to determine potentially significant shifts in place of employment with any fine degree of accuracy, although certain generalizations can be made (see below pp. 17-18).
- *Aggregate numbers.* Because the survey samples only a portion of the total number of fellows, the results do not provide a precise record of total numbers of institutions benefiting from the DDRA program, of movement of fellows through the academy (see “shift in employment” noted above), total numbers of books and articles, etc. Instead, averages and trends can be detected, especially in the overall balance of areas, languages, and disciplines through time. Because of the nature of statistical sampling, the numbers from the very earliest and the very latest DDRA fellows are most likely to be at variance with actual numbers, although as noted above, that variance is anticipated to be very small.
- *Teaching vs. administration.* Except for those fellows who chose to submit voluntarily their *curricula vitae*, there is no way to determine how many fellows have moved into positions of administrative importance for international studies, e.g., directors of national resource centers, deans, etc. Anecdotal evidence, however, suggests that many in leadership positions in international studies at all levels of the academy have DDRA experience.
- *Future performance measures.* The survey does not offer any basis for future tracking of fellows, and can provide only historical trends. The survey and its databases can, however, provide a statistical background for evaluating future productivity. It is recommended that the experience of producing this survey be used in any future effort to monitor the effectiveness of the program.

Brochure. Because no special programming for the database was required as originally projected, the additional funding was used to produce 2000 two-color brochures with the results of the major conclusions of the survey. The concept was developed by Stewart, with Carol Majors of Publications Unlimited of Raleigh, NC, supplying the graphic design. Photographs were donated for use by DDRA fellows. Landmark Printing of Raleigh produced the 20-page (8.5” x 5.5”), saddle stitched brochure, ready for mailing.

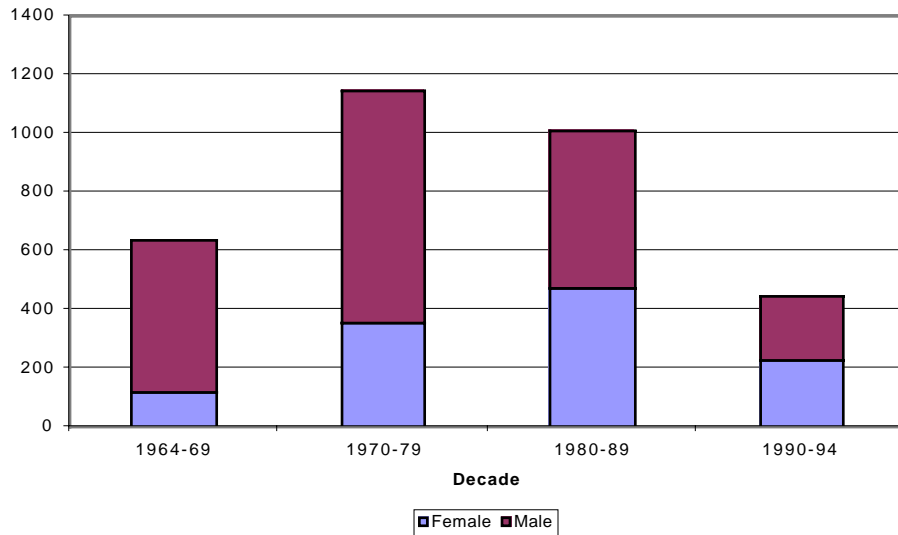
Results by Category

Gender. Gender parity has been achieved over the course of the three+ decades of the fellowship competition: women received but 18% of the awards during the first five years of the program (1964-69), but rose steadily to 51% during the last five years measured (1990-94).

Adjusted US/DE Fellows Distribution

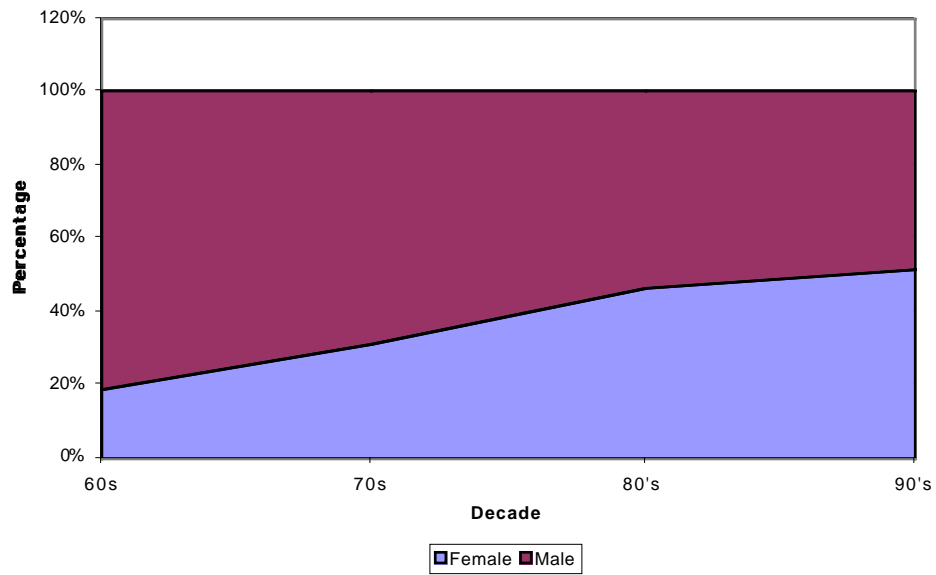
Period	Female	Male	Total
1964-69	118	520	638
1970-79	359	790	1149
1980-89	472	544	1016
1990-94	232	219	451
Total	1180	2074	3254

Number of Fellows by Decade and Gender



Period	Female	Male	Total
60s	18%	82%	100%
70s	31%	69%	100%
80's	46%	54%	100%
90's	51%	49%	100%
Total	36%	64%	100%

Gender Percentages over Time



Countries. The program has supported research in more than 75 countries and transnational regions and national sub-regions. Some of the nomenclature reflects now-dated categories, but reproduced as reported by the survey. The aggregates of world region are divided as:

Africa

Burkina Faso
 East Africa
 Ivory Coast
 Kenya
 Liberia
 Mali
 Niger
 Nigeria
 North Africa
 Senegal
 Sierra Leone
 South Africa
 Sub-Saharan Africa
 Tanzania
 West Africa
 Zululand

*Caribbean & Latin**America*

Amazon Basin
 Argentina
 Bolivia
 Brazil
 Chile
 Columbia
 Dominican Republic
 El Salvador
 Haiti
 Jamaica
 Mexico
 Paraguay
 Peru
 Spanish Caribbean

East Asia

China (PRC)
 Hong Kong
 Japan
 Korea
 Taiwan

Eastern Europe

Balkans
 Caucasus
 Czechoslovakia
 Hungary
 Macedonia
 Poland
 Romania
 Russia
 Soviet Union
 Yugoslavia

Middle East

Egypt
 Iran
 Israel
 Jordon
 Lebanon
 North Africa
 Persian Gulf
 Syria
 Turkey

South Asia

Afghanistan
 Bangladesh
 India
 Nepal
 Pakistan
 Sri Lanka
 Tibet

Southeast Asia

Indonesia
 Java
 Malaysia
 Palau Island
 Papua New Guinea
 Philippines
 Thailand

Western Europe

Austria
 Denmark
 Finland
 France
 Germany
 Great Britain
 Greece
 Holland
 Ireland
 Italy
 Norway
 Sweden

Languages. Fellows have used more than 100 languages in their research. Again, responses reflect the survey reporting, with only obvious duplicates eliminated (e.g., Swahili, Kiswahili); many reported using European languages in their studies of other cultures and those have been reported as indicated in the survey.

Africa

Afrikaans
Akan
Arabic
Bamoun
Bambara
Bantu
Batamaliba
Chadian Arabic
Dogon
Dutch
Edo
Efik
Fongbe
French
Fulfulde
German
Hausa
Igbo
Italian
Kiswahili
Kru
Lingala
Malinka
Mandingo
Mandinka
Mende
More
Niger-Congo
Otiherero
Portuguese
Shona
Somali
Songhai
Spanish
Swahili
Swedish
Wolof
Yoruba
Zulu

Caribbean & Latin

America
Aymar a
French
German
Haitian Creole
Mapudungu
Nahuatz
Portuguese
Quechua
Spanish
Urarina

East Asia

Chinese
French
German
Japanese
Korean
Manchu
Mandarin
Naxi

Eastern Europe

Bulgarian
Croatian
Czech
French
Georgian
German
Greek
Hebrew
Hungarian
Italian
Japanese
Macedonian
Old Church Slavonic
Polish
Romanian
Russian

Serbian
Serbo-Croatian
Slovak
Slovene
Turkish
Ukrainian
Yiddish

Middle East

Arabic
French
German
Hebrew
Italian
Persian
Russian
Spanish
Turkish

South Asia

Assamese
Bengali
Chinese
French
German
Gujarati
Hindi
Italian
Japanese
Marathi
Nepali
Oriya
Panjabi
Persian
Prakrit
Sanskrit
Sinhalese
Spanish
Tamil
Telugu
Tibetan
Urdu

Southeast Asia

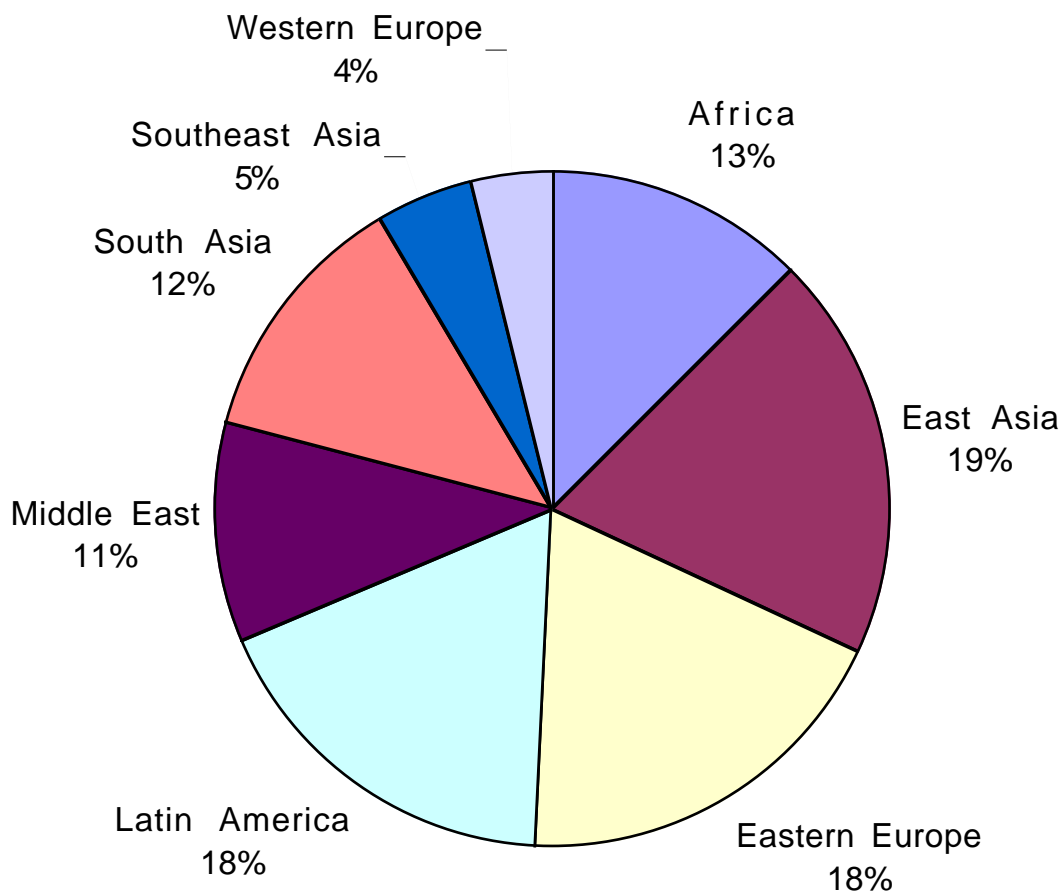
Bahasa
Indonesian
Cebuano
Dutch
French
Japanese
Malay
Melanesian
Pidgin
Palauan
Spanish
Tagalog
Thai
Yongom

Western Europe

Arabic
Danish
Dutch
French
German
Greek
Icelandic
Italian
Latin
Spanish
Swedish
Turkish

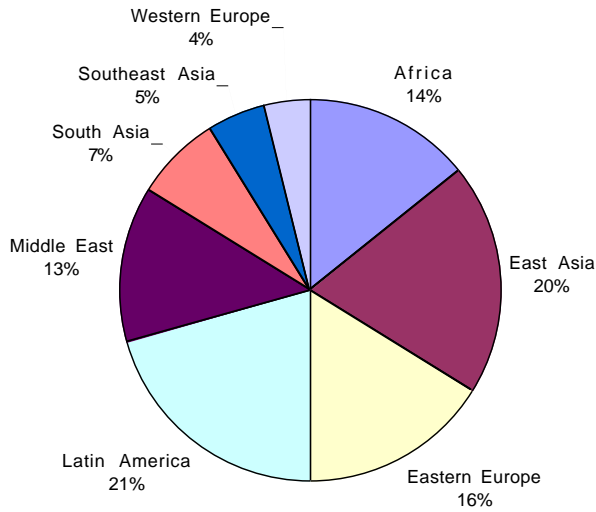
Regions or Language-area. The rank order of regional representation, based on the language-area aggregates noted above, are: Eastern Europe (19%), East Asia (19%), Latin America (18%), Africa (13%), South Asia (12%), Middle East (11%), Southeast Asia (5%), and Western Europe (4%).

Region Studied

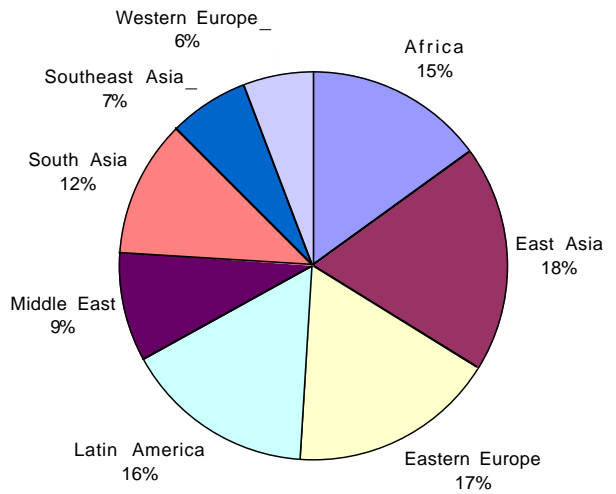


Shifts over time. The following charts (on p. 13) indicate the breakdowns by region over the three decades of the study. It is clear that certain geo-political shifts have affected accessibility to regions and the interest in the region. For instance, the opening of Eastern Europe during the final decade coincides with a dramatic increase in the number of fellows studying there. The correlations, however, can only be generally noted without a further breakdown of specific languages and countries.

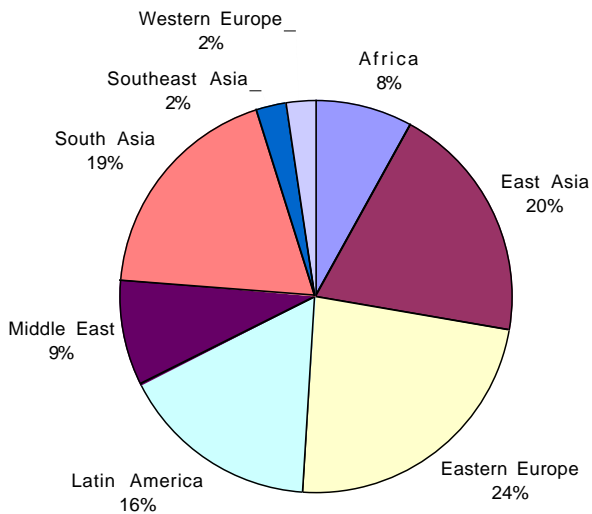
Region Studied 1965-74



Region Studied 1975-84



Region Studied 1985-94



Disciplines. The representation of disciplines has held steady: History (42%), Anthropology and Sociology (19%), Linguistics, Language, and Literature (14%), Political Science and Economics (13%), Music, Art, and Performance (7%), and Religion and Philosophy (5%). The aggregates were not determined in advance, but constructed as reported.

*Anthropology &
Sociology*

Anthropology
Archaeology
Cultural Anthropology
Demography
Ecology
Human Ecology
Sociocultural Anthropology
Sociology
Women's Studies

History

Cultural History
Cultural Studies
Diplomatic History
Economic History
Geography
History
History of Science
International Relations
Society and Culture

*Linguistics, Language, &
Literature*

Comparative Literature
Dialectology
Foreign Language Education
Historical Linguistics
Literature
Literature and Culture
Medical Literature
Paleography
Philology
Poetry
Semantics

Music, Art, & Performance

Art History
Drama
Ethno-
musicology
Film
Fine Arts
Folklore
Music
Theater

*Political Science
& Economics*

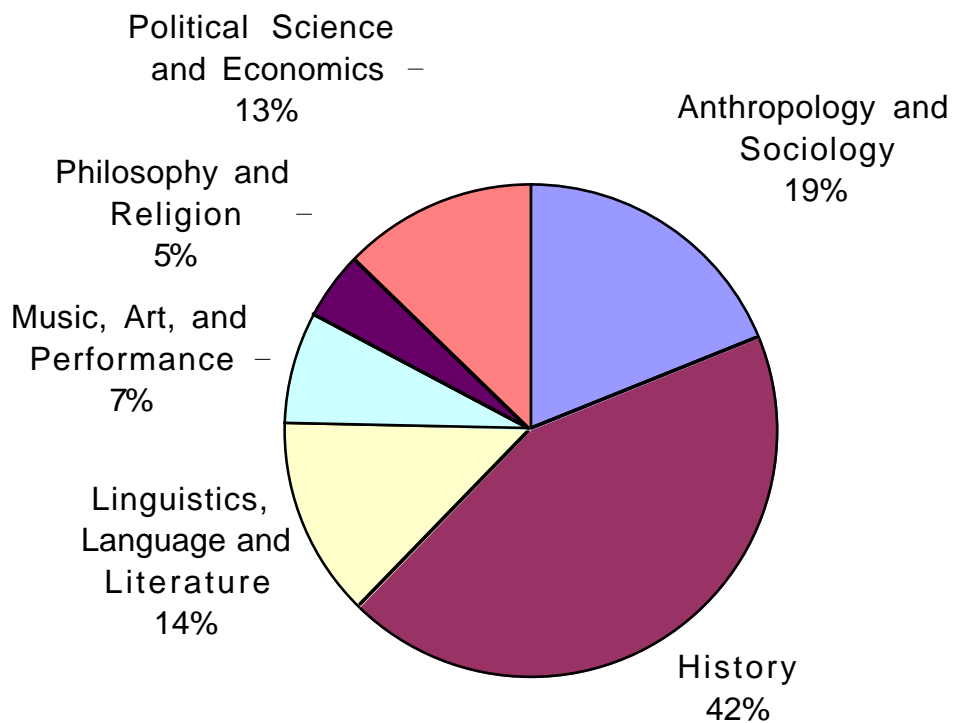
Business
Business History
Economics
Energy
Global Marketing
International Studies
Law
Political Economy
Political Science
Politics
Public Administration
Public Policy

Religion & Philosophy

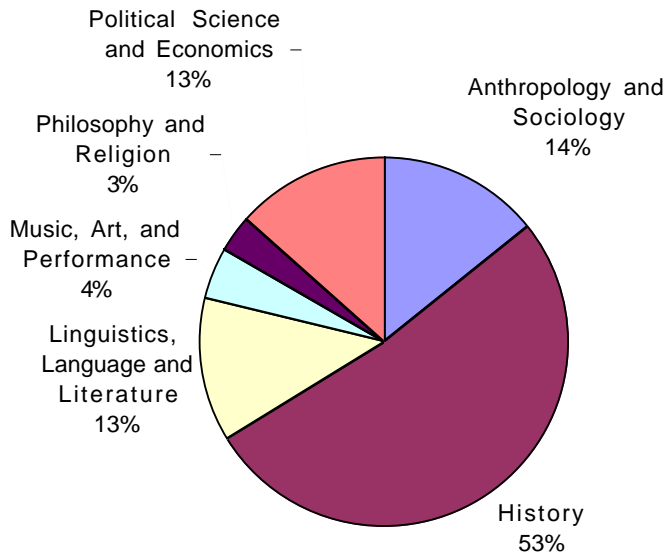
Buddhism
Comparative Philosophy
History of Religions
Philosophy
Religion
Religious Studies
Ritual Studies
World Religions
Zionism

Discipline	1965-74	1975-84	1985-94	total
Anthropology and Sociology	14%	23%	21%	19%
History	52%	40%	36%	42%
Linguistics, Language and Literature	13%	12%	16%	14%
Music, Art, and Performance	4%	10%	7%	7%
Philosophy and Religion	3%	4%	7%	5%
Political Science and Economics	13%	12%	13%	13%

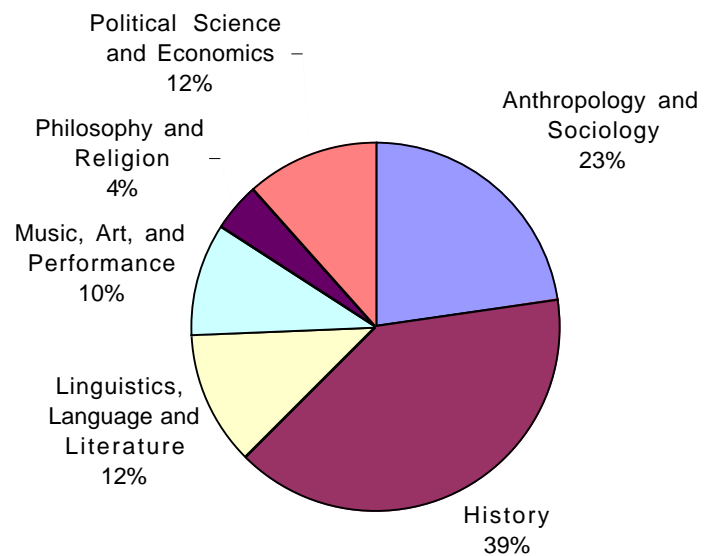
Discipline Studied



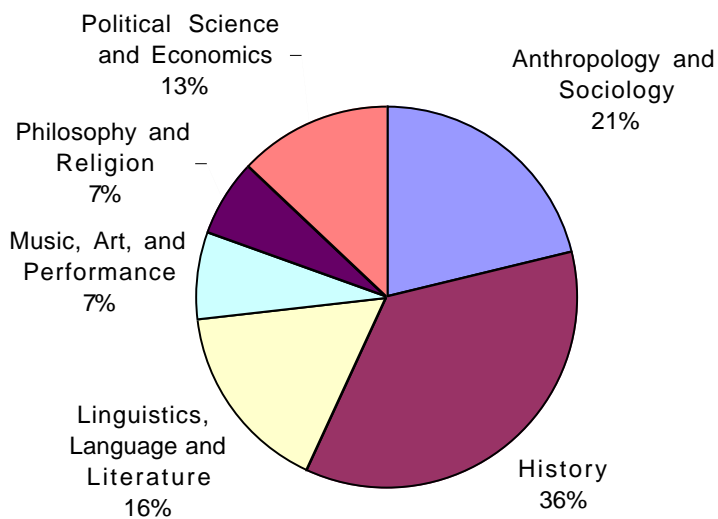
Discipline Studied 1965-74



Discipline Studied 1975-84



Discipline Studied 1985-94



Time to completion. The average time to completion of the PhD degree is 11.45 years.

Institution of Origin. As indicated in the sample, at least 27 institutions produced fellows during the first five years, rising to a cumulative total of at least 43 institutions by the end of the survey period, with the Midwest consistently producing the highest numbers.

Employment. Fellows in the sample are currently employed in no fewer than 357 post-secondary educational institutions: research universities employ 58% (public 44%; private 14%), colleges and small universities 42% (public 19%, private 24%). Community colleges, art institutions, and museums account for a nominal total, less than 0.6%. The very high correlation of population, institutions, and fellows, makes clear that no special segment of the academy has been unduly favored and that the benefits have been widely distributed. The only significant exception to distribution occurs in the southeastern and south-central portions of the US, where population has grown dramatically during the last three decades (while shrinking in the midwest and northeast). There was insufficient data to determine if the numbers of fellows employed in southern institutions increased in direct correlation to the population increase, but anecdotally (based on the limited information provided by respondents beyond what was specifically requested), the number of southern institutions employing DDRA fellows has increased slightly through time, although not in proportion to the number of fellows produced.

Geographical Comparisons

US Population (Stat. Abstract of US 1997)	Percentage of Total	Fellows:		Fellows		University Density	
		Where Trained (from survey)	Where Now (from survey)	Where Now (from master list)	Research Universities Only	All Universities and Colleges	
East	17%	19%	18%	19%	21%	20%	
Mid West	21%	35%	24%	23%	24%	23%	
New England	5%	15%	13%	12%	9%	8%	
North West	4%	4%	6%	5%	6%	4%	
South Central	14%	5%	9%	10%	15%	12%	
South East	22%	7%	14%	14%	15%	20%	
South West	17%	15%	18%	17%	12%	13%	
total	100%	100%	100%	100%	100%	100%	

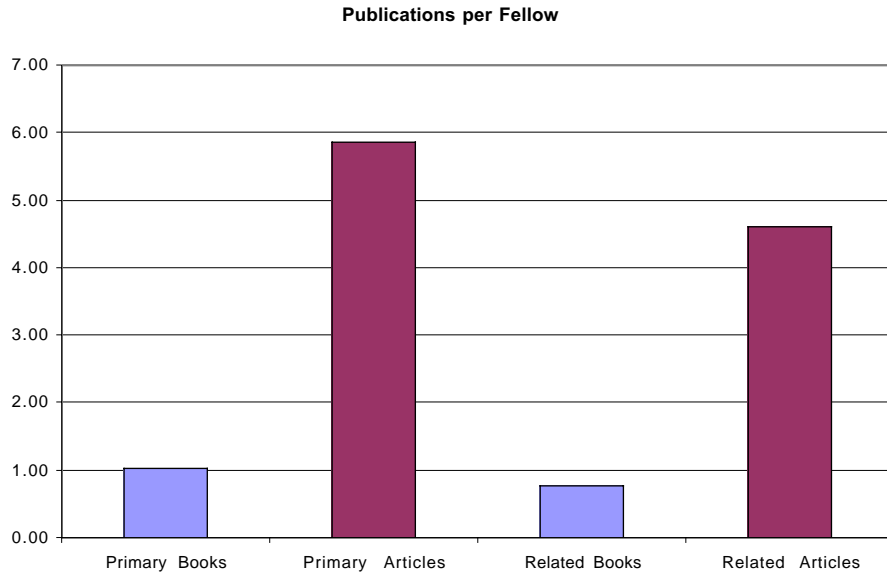
- East: Delaware, Washington DC, Maryland, New Jersey, New York, Pennsylvania
- Midwest: Illinois, Indiana, Iowa, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin
- New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
- Northwest: Alaska, Idaho, Montana, Oregon, Washington, Wyoming
- Southeast: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
- South-central: Arkansas, Kansas, Louisiana, Missouri, Oklahoma, Texas
- Southwest: Arizona, California, Colorado, Hawaii, Nevada, New Mexico, Utah

Shifts in where fellows were employed. While the survey instrument did not allow for sufficient specificity regarding employment trends, it is clear that the original consumers of DDRAs were the specialized institutions who produced them. Over time, it becomes increasingly evident that DDRAs begin to populate other research institutions, and eventually all levels of the academy, from community colleges and museums to private liberal arts colleges, small public colleges and universities, and of course continuing in the major research institutions, both public and private. Not surprisingly, among the overwhelming majority of those who have held more than one position (53% of those responding), the movement has been toward larger research institutions and private colleges ranked considerably higher than the initial institution of employment; lateral moves were remarkably few.

Multiple employments. Out of 357 total institutions in the sample, 150 or 42% of the institutions employ more than one fellow. Because of multiple employment (53%), the total number of institutions having employed a DDRA fellow is over 400.

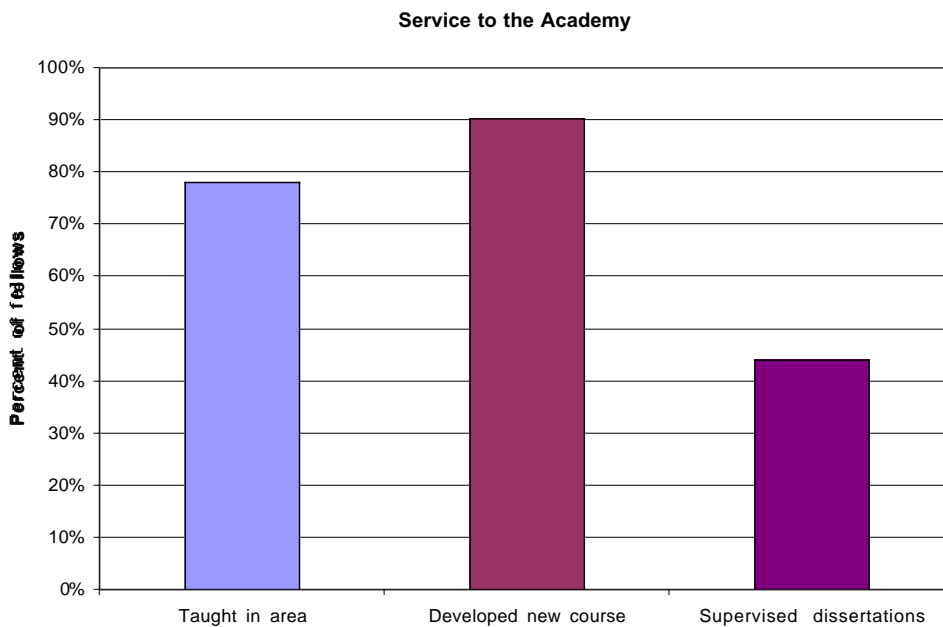
number employed	number of institutions
1	207
2	68
3 to 5	57
6 to 10	14
11 to 20	9
more than 20	2
Total	357

Faculty Productivity. Publication rates have been uniformly high: fellows who have entered the academy as faculty have produced an average of 1.03 books and 5.86 articles directly related to Fulbright-Hays supported dissertation research. These same faculty have produced on average 0.78 books and 4.61 articles in research that was derived from or was significantly conditioned by the research from the original Fulbright-Hays experience.

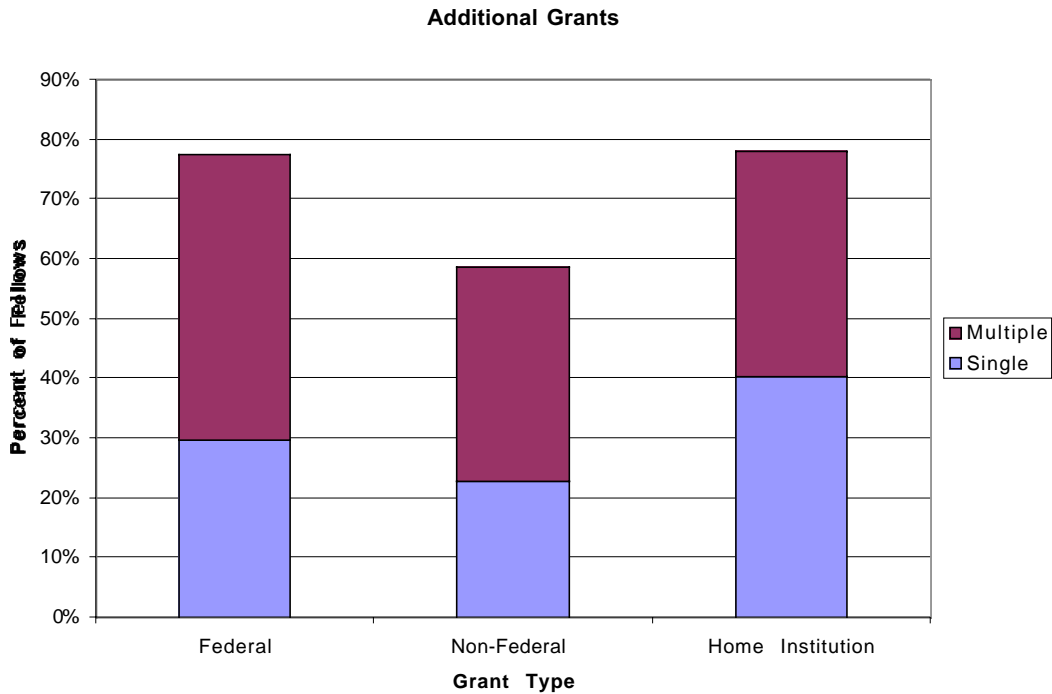


Teaching. Fellows have produced profound changes in the curricula of the universities and colleges of their employ. 90% of the fellows reported that they had added new classes not previously offered, with 78% having taught directly in their speciality. Each fellow reported an average of more than 1100 students taking those classes, a figure that will only expand as younger fellows continue in the profession.

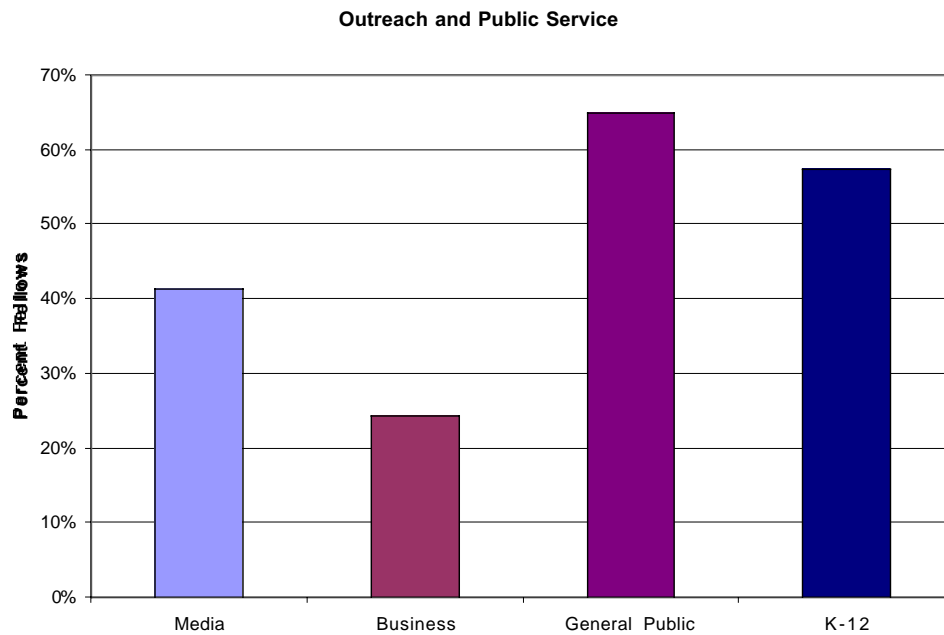
Directing Dissertations. 44% of those surveyed reported that they had directed dissertations in their field (n.b. because the way the questionnaire was worded, this may have been construed to mean “served on dissertation committee” rather than served as “director”; there was no way to reconfirm this figure).



Continued Productivity. 78% of those surveyed received additional federal support for subsequent research (e.g., Fulbright, NEH, NSF, etc.), with 48% reporting more than one award. 59% reported that they had received non-government funding (e.g., SSRC, various overseas research centers, Rockefeller, Guggenheim, etc.), with 30% more than one grant or fellowship. 78% of the fellows surveyed reported that they had received some kind of continuing support from their home institutions (research grants, research travel awards, sabbaticals, etc.), with 38% reporting that they had received more than one such award.



Public Service. 41% of those surveyed have consulted with the media in the area of their expertise. A smaller percentage, 24%, have consulted with business. A very significant 65% have extended their expertise to the general public, with 57% doing some sort of service to K-12.



Degree of Satisfaction. More than 99% of those responding to the survey indicated that the Fulbright-Hays Doctoral Dissertation Abroad Program was a critical element in their success as professional area-studies and foreign language specialists.

More than 90% indicated that they could not have achieved that level of expertise without this support. The responses repeatedly included such phrases as “transforming”, “essential”, “enormous impact”, “indispensable”, and “absolutely crucial”.

The intangible benefits, such as deeper understanding of other cultures, the experience of living in a foreign country, and the greater awareness of one’s global identity, cannot be quantified, but continue to have an impact on all who go abroad.

How the fellows described it themselves. The following statements were excerpted verbatim from the surveys. The sentiments were repeated with an astounding regularity.

“I established professional contacts to last a lifetime.”

“I came from a family and income level that was not accustomed to travel abroad; Fulbright made it possible.”

“It gave recognition to long years of preparation, much-needed financial assistance for research, credibility to my work in the field, and prestige that endures to this day.”

“Without it, most of us would neither have doctorates nor would we have been able to publish research that has made the field what it is.”

“Many of my ideas I teach and write about come out of that year.”

“The award has been the most significant sustained research period in my career and I am grateful for it.”

“. . . it has given me a comparative global perspective that raises important questions in whatever setting I find myself.”

“I owe my career to the Fulbright-Hays fellowship.”

“Fulbright allowed me to grow, not only as a scholar, but as an individual.”

“It taught me what it meant to be a world citizen.”

“The benefits are too numerous to state.”

“Fulbright was the *sine qua non* in launching my career.”

“. . . the most important source of support for non-élites”

“Many of the great scholars in the field have ‘come of age’ academically through a Fulbright-Hays grant to India.”

“The time spent in Japan was invaluable in itself . . . I constantly draw on my experiences and observations while I was in residence there.”

“. . . enabled me to make crucial contacts with scholars in other disciplines and generally helped to educate me politically . . .”

“I gained fuller understanding of target culture than would have otherwise been possible. Developed many continuing professional contacts.”

“Where would Russian Studies in my generation be without this program?”

“It gave me the opportunity to live in the communist country of my research and experience the system first-hand.”

“It opened my eyes to the beauty of world cultures.”

“It taught me responsible citizenship.”

“It has given me a comparative global perspective available no other way.”

“It gave me on-the-ground experience in Yugoslavia, which I use every single day.”

“In addition to gaining an intimate understanding of what it means to be a Greek, it also taught me what it means to be an American.”

“Following thirteen months in north India, I look at the world in an entirely different way.”

“It made me.”

General Conclusions

Program success. While these statistics do not reflect the very small percentage of those who chose to go into non-academic professional areas, it is clear that the program has been extremely successful in achieving its stated goals for the academy.

Equal distribution of results. No class of institution, individual, or geographic region has been favored in the awarding of fellowships or in the subsequent employment of fellows. The distribution of fellows demonstrates a very high correlation to the distributions of population, of institutions and faculty more generally. It should be noted that, as population has shifted to the southern tier of states during the last three decades, the production (and to a lesser extent the employment) of fellows has lagged behind this relocation.

High productivity. Recipients have been uniformly productive in utilizing their expertise in the academy and conscientious in extending that knowledge to their institutions and the general public through teaching, extensive publication, public presentations, and media and business consultancies. The high level of ancillary grants, publications, etc., demonstrates that these fellows are long-term performers, not simply producing to meet the exigencies of arduous graduate programs.

Continued need. As the first generation of fellows moves into retirement, the need for more trained international specialists continues, not only because of greater institutional commitment to the study of foreign cultures (created in part by the Fulbright programs), but because one of the effects of globalization is the need for greater local knowledge that only a specialist can supply. Fulbright clearly addresses both needs.

Intangible benefits. Perhaps the greatest benefits are those least susceptible to quantification: the experience gained from carrying out sustained research abroad. That sophisticated understanding eludes direct measure, but its presence is palpable to all who ventured forth.