Praha, 1. listopadu 2021

Vážení přátelé,

rádi bychom Vám nabídli možnost přihlásit se k účasti na **institutech amerických studií, které jsou určeny středoškolským učitelům, případně středoškolským administrátorům (ředitelům a jejich zástupcům, odpovídajícím pracovníkům MŠMT). V roce 2022 budou organizovány letní instituty jak pro učitele (2 semináře), tak pro administrátory (1 seminář).**

Veškeré výdaje spojené s účastí hradí americká strana, která si také vyhrazuje právo konečného výběru žadatelů z jednotlivých zemí, neboť počet účastnických míst na institutu je omezen. Podrobnější informace najdete na následujících webových stránkách, které budou průběžně aktualizovány:

* <https://www.fulbright.cz/stipendia/letni-instituty-americkych-studii/>
* <https://exchanges.state.gov/non-us/program/study-us-institutes-scholars/details#teachers>
* <http://exchanges.state.gov/susi>

Vhodnými uchazeči jsou středoškolští učitelé připravující studijní osnovy, autoři učebnic zaměřující se na americká studia, tedy na výuku o USA, nikoli na učební metody. Tématem bude americká civilizace, historie a vývoj amerických institucí a hodnot, zaměří se na současné politické, sociální a ekonomické debaty v USA. Důležité je následně zabudovat nové poznatky o daném tématu do své další pedagogické i odborné práce. Nutným předpokladem při podání žádosti o účast v tomto institutu je výborná znalost angličtiny. Přednost budou mít ti uchazeči, kteří uvedou jasnou představu o tom, jak získané poznatky uplatní, a neměli zatím možnost v USA dlouhodobě pobývat či studovat. Absolventi některého z Fulbrightových programů se na tyto instituty hlásit nemohou. Uchazeči by měli být silně motivovaní a zkušení středoškolští učitelé, případně administrátoři, kteří následně zavedou nové poznatky do praxe a i jinak znásobí dopad institutu.

**Prosíme Vás, abyste uvedenou informaci spolu s přílohou poskytli také svým kolegům, kteří by byli vhodnými uchazeči.** Vyplněnou přihlášku (včetně CV) zašlete e-mailem. Prosíme, věnujte pozornost zejména zdůvodnění své žádosti (bod T. přihlášky). Žádáme případné zájemce, aby zaslali **přihlášky do 10. ledna 2022 na e-mail semancova@fulbright.cz**. Pokud potřebujete podrobnější informace, obraťte se na nás telefonicky na čísle 776 870 449 nebo e-mailem (semancova@fulbright.cz).

**Vítáme a doporučujeme konzultace před uzávěrkou programu, neváhejte se na nás obracet se svými dotazy.**

S pozdravem,

Ing. Andrea Semancová

Referentka program

**2022 Study of the U.S. Institutes (SUSIs) for Secondary Educators**

Exact dates for the programs will be determined at a later time.  The Institutes will be conducted as traditional in-person programs at U.S. host institutions.  Should health, safety, and travel conditions continue to pose significant challenges, the programs will pivot to a modified virtual format.

**PROGRAM OVERVIEW:**

 Study of the U.S. Institutes for Secondary Educators (SUSIs) are intensive post-graduate level academic programs whose purpose is to provide foreign secondary school educators and administrators the opportunity to deepen their understanding of U.S. society, culture, values, and institutions.  The ultimate goal of the Institutes is to strengthen curricula and to enhance the quality of teaching about the United States in secondary schools and other academic institutions abroad.

Study of the U.S. Institutes for Secondary Educators will take place at various academic institutions throughout the United States over the course of five weeks beginning in June 2022.  Each Institute includes a four-week academic residency component and a one-week integrated study tour to another region of the United States.  Posts, Fulbright commissions, and prospective applicants are encouraged to visit our website page to obtain general information about the Institutes.  The website address is: <http://exchanges.state.gov/susi>.

**PROGRAM DESCRIPTION:**

The Study of the U.S. Institutes for Secondary Educators (SUSIs) will provide three multinational groups of 20 experienced secondary school educators (including teachers, administrators, teacher trainers, curriculum developers, textbook writers, Ministry of Education officials, and others) with a deeper understanding of U.S. society, education, and culture – past and present.  The Institutes focus on providing content and materials for participants to develop high school level curricula about the United States.  Two of the Institutes are tailored for secondary school teachers; please note that the Institutes for Teachers focus on content and materials about the United States rather than teaching methods and pedagogy.  The third Institute is tailored for experienced administrators including teacher trainers, curriculum developers, textbook writers, Ministry of Education officials, and others.

Through a combination of traditional, multi-disciplinary, and interdisciplinary approaches, program content will examine the history and evolution of U.S. institutions and values, broadly defined.  The programs will also serve to illuminate contemporary political, social, and economic debates in American society.  The four-week academic residencies will take place at U.S. university and college campuses and will consist of a balanced series of lectures, panels, seminar discussions, readings, workshops, site visits, meetings with practitioners in the field, and cultural activities.  One-week study tours to a different region will complement the academic residencies and showcase the cultural, geographic, and ethnic diversity of the United States.  The program features curriculum based on the study of how America’s foundations and historical development have shaped and continue to inform U.S. politics, economics, and society.  A key cultural component of the program involves community service activities, which will provide participants with a first-hand experience of how volunteerism plays a vital role in U.S. civil society.  The program will offer multiple opportunities for follow-on engagement through alumni webinars, grant-funded follow-on projects, social media, and an alumni workshop.

The University of Montana in Missoula, MT will oversee and administer the three SUSIs for Secondary Educators and will conduct one Institute for teachers which will explore American studies through the lens of democracy and citizenship.  The Institute for Training and Development (ITD) in Amherst, Massachusetts will conduct the second Institute for teachers which will explore the ways in which individual rights and social obligations have evolved through American history.  California State University at Chico will conduct the Institute for Administrators and will focus on sociocultural understanding, equitable learning communities, and diversity and inclusion in U.S. education and society.

**OTHER ESSENTIAL PROGRAM INFORMATION:**

**Program Funding:** Through a Cooperative Agreement to the University of Montana (UM), ECA will cover all participant costs, including program administration; domestic travel and ground transportation; book, cultural, mailing and incidental allowances; and housing and subsistence, as well as arrange and pay for participants’ international and visa travel costs and travel allowances within set limits and in coordination with posts and Fulbright commissions.  If the program is conducted virtually, ECA will work with UM to provide a technology stipend to participants.     
**Program Requirements and Restrictions:** All participants are expected to participate fully in the program.  Candidates should be made aware that they are applying for an intensive program and there will be little time for personal pursuits unrelated to the program.  The Institute is not a research program.  Participants must attend all lectures and organized activities and complete assigned readings.  Family members and/or friends may not accompany participants on any part of the program.  Please note that Institute curriculum will not formally address teaching methodology and pedagogical methods.  If the program is conducted virtually, the same participation requirements apply.  Please make these requirements clear to all nominees.

**English Language Ability:**  All candidates must be proficient in English so that they can actively participate in the academic program.  Host institutions will take into account that the level of comprehension and speaking ability of participants may vary and will prepare lectures and discussions that meet the highest academic standards while using language appropriate for participants whose English is their second or third language.

**Housing and Meal Arrangements:** Each participant will have a private room but may be required to share a bathroom with a participant of the same gender during the Institute.  Most meals will be provided at campus facilities; participants may have access to a kitchen to cook some meals on their own.  Please explain the above housing arrangements to your nominees to ensure that they are comfortable with such arrangements.

Care will be taken to ensure that any special requirements regarding diet, daily worship, housing, and medical care are satisfied.  However, while Institute staff will make available special accommodations to the greatest extent possible, participants must be reminded that full participation in all Institute activities is still expected.  Should a participant need to quarantine due to positive COVID-19 test results, accommodations will follow Centers for Disease Control and Prevention (CDC) guidelines.

**Travel Arrangements**: For all Institutes, the implementing partner (UM) will arrange and pay for international and visa travel, with the exception of Fulbright commissions.  The host institution will provide each participant with a $100 travel allowance.  For Fulbright commissions who are funding their nominees’ participation in the Institute, the commission will be responsible for arranging and paying for their participants’ international travel and visa travel related expenses, as well as providing their participant with a $100 travel allowance.  In all Institutes, the host institutions will cover any travel within the United States during the Institute.

**Health Benefits:** All participants will receive the U.S. Department of State’s Accident and Sickness Program for Exchanges (ASPE) health benefit, that provides coverage of up to $100,000 with a $25 co-pay per medical visit and a $75 co-pay per emergency room visit, for the duration of the program.  Pre-existing conditions may be covered up to $100,000, subject to policy exclusions and limitations.  COVID-19 is treated like any other illness under the ASPE policy.  Information on the health benefit program may be found online at [https://www.sevencorners.com/gov/usdos](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sevencorners.com%2Fgov%2Fusdos&data=04%7C01%7CSejnohovaK%40state.gov%7Ca2552039d1244ee671e808d99966d256%7C66cf50745afe48d1a691a12b2121f44b%7C0%7C0%7C637709489167990124%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=9hhrKRCQIuFVMeyLUGlLJM1ywmqLU%2BKeXtSKTr%2FAWRE%3D&reserved=0).

**Expectations:** Violations of program rules, U.S. host institution rules, or U.S. local, state, or federal laws can be grounds for immediate dismissal from the program.  It is important that these requirements and restrictions be made clear to all candidates before nominations are submitted.

**Virtual Program Contingency:** Should health, safety, and travel conditions continue to pose significant challenges, the SUSI will pivot to a virtual format.  The virtual program will consist of a minimum of 36 hours of required programming and will be a combination of synchronous and asynchronous learning.  To the extent possible, the virtual programming will include lectures, small group discussions, videos, readings, panels, site visits, assignments, and individual and group activities.  Participants are required to fully participate in the entire virtual program from their home location outside the United States.

**Connectivity:** Should the program need to pivot to a virtual format, participants would need access to a computer and a stable internet connection.  If a participant does not have a computer or adequate internet access, the University of Montana (UM) will work with the participant to facilitate computer access on an as-needed basis.  Participants would be expected to actively engage in all program activities, and therefore, they should notify immediately the host institution and post of any issues with their online access during the duration of the program as well as any difficulties affecting their participation.

**CANDIDATE DESCRIPTION AND QUALIFICATIONS:**

Study of the U.S. Institutes for Secondary Educators are highly competitive. Priority will be given to candidates who have firm plans to enhance, update, or develop courses and/or educational materials with U.S. studies focus or component; who have no prior or limited experience in the United States; and who have special interest in the program subject areas as demonstrated through past scholarship, accomplishments, and professional duties.  In addition, ECA/A/E/USS makes every effort to have both a geographic and gender balance in the makeup of the Institutes. Candidates should be mid-career, typically between the ages of 30-50, highly motivated, experienced secondary school teachers and administrators. Ideal candidates are individuals whose home institution is seeking to introduce aspects of U.S. studies into its curricula, to develop new courses in the subject of the Institute, to enhance and update existing courses on the United States, or to offer specialized seminars/workshops for professionals in U.S. studies areas related to the program theme.  While the nominee’s educational and professional credentials are an important consideration, the potential impact and multiplier effect from their participation in the Institute is equally important.  Ideal candidates will have little or no prior experience living or visiting in the United States.

Candidates ***must*** demonstrate English language fluency.  Institutes are rigorous and demanding academic programs conducted entirely in English.  Participants will be expected to read and comprehend substantial written materials and assignments in English and to participate in all seminar and panel discussions fully and actively.  English fluency is vital to a successful experience in the Institute, for participants as individuals and to foster a cohesive and interactive group.

Candidates should be willing and able to fully take part in an intensive post-graduate level academic program.  It is important that posts and commissions nominate individuals who are likely to be comfortable with campus life and an active program schedule. U.S. citizens and permanent residents (green card holders) are not eligible for these programs.

### **APPLICATION FORM**

SECONDARY EDUCATORS

***(Please do not use diacritics****)*

1. Title/name of the Institute you are applying for:
2. Nominee's Full Name, **exactly as it appears in your passport and should be presented in the following order: Prefix (Dr., Mr., Mrs., Ms, Miss), Last Name, First Name, Middle Name.**
3. Gender
4. Date of Birth (Month/ Date/Year)
5. City of Birth
6. Country of Birth
7. Country(ies) of Citizenship
8. Country of Residence
9. Medical, Physical, Dietary or other Personal Considerations (Please note: No physical examination is required to participate in the program). These do not affect candidate selection, but will enable the host institution to make any necessary accommodations.
10. Contact Information:

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| --- |
| Address: |
| City: |
| Postal Code: |
| E-Mail: |
| Phone No.: |

#### Professional Information

1. Current Position Type: Title, Institutional Name, and Country, please select one of the following: For "Position Type," please select one from among the following: 1) Senior Executive, President, Government Minister, etc.; 2) Junior Executive, Vice President, Dean, Government Advisor, etc.; 3) Professor, Editor, Officer, Director, etc.; 4) Associate Professor, Senior Researcher, Senior Staff, etc.; 5) Assistant Professor, Assistant Editor, Coordinator, Staff; 6) Lecturer, Teacher, Consultant; 7) Teaching Assistant, Instructor; or, 8) Other.

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| Possition: |
| Title: |
| Institution Name: |

1. Work Experience, Including Previous Positions and Titles and dates of employment *(copy table as many times as necessary)*

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| From: |
| To: |
| Title/Institution (Specify if part-time): |

1. Education, Academic and Professional Training, including degrees earned and fields of specialization *(copy table as many times as necessary)*

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| Degree Earned: |
| Year Earned: |
| Specialization/Institution: |
| Additional professional training: |
|  |

1. Active Professional Memberships: Please select from among the following position types to describe the level of the candidate's involvement with the organizations listed; 1) President, Board Chairperson, Director; 2) Board Member; 3) Editorial Staff, Officer; 4) Contributing Member; 5) Member. *(copy table as many times as necessary)*

|  |
| --- |
| Possition: |
| Title: |
| Organization: |

1. Relevant Publications (Publications should include the publication year, type of publication, title and publisher. All foreign titles should be translated into English, maximum 10 citations) - **Identify:** 1/ Book 2/ Edited volume (as primary or co-editor) 3/ Book chapter 4/ Journal article 5/ Newspaper/online article 6/Conference / University/ Government working paper

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| Publication type:: |
| Year: |
| Title Publisher: |

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| Publication type:: |
| Year: |
| Title Publisher: |

1. . Previous Experience in the United States: Please list all trips the candidate has made to the United States and include approximate dates and the reason for travel.

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| Purpose: |
| From: |
| To: |
| Description: |

1. Family Residing in the United States: please list any immediate family members who are currently residing in the US, including city and state
2. Evidence in fluency in written and oral English (e.g. personal interview, test score, etc.) – if you do not have the scores, Fulbright Commission in Prague will ask you to pass TELP-Test of English Language Proficiency
3. Professional Responsibilities:

Please discuss your professional responsibilities in greater detail, including research interest, administrative responsibilities (ex. Curriculum design), and/or other pertinent information.

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Current Courses Taught- Should include the course title, level of student (Ph.D., M.A., Undergraduate, High School), number of hours per semester, number of students, and the estimated percent of U.S. studies content.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Title | Level of students | Classroom hours per semester | Number of students | US Studies Content in % |
|  |  |  |  |  |
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Current Student Advising- Should include the number of students advised who are studying U.S. related topics, level of students (Ph.D., M.A., Undergraduate, High School), and the number of advising hours.

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| --- | --- | --- |
| Number of Students Advised Studying US Related Topics | Level of Students | Hours of Advising Per Student Per Year |
|  |  |  |

Other Potential Outcomes- Please select all of the likely potential outcomes that might result from the candidate's participation in this institute: 1) Update Existing Course; 2) Create New Course; 3) Create New Degree Program; 4) University Curriculum Redesign; 5) National Curriculum Redesign; 6) New Research Project; 7) New Publication; 8) Professional Promotion; 9) Government or Ministry Policy; 10) New Professional Organization; 11) New Institutional Linkages; 12) Raise Institutional Profile.

1. **Personal Essays to be written by nominees, limit 200 words. Please discuss why you wish to participate in this program. Include how your participation would enhance your work, improve education about the United States in your community, and help you achieve the Other Potential Outcomes you have mentioned above.**

*(Mention these topics: give an account of your purposes for applying for the Institute. What is the current or projected extent of the U.S. studies in the courses you teach? In what way will the participation be important for your research, teaching and other professional duties? How could it contribute to improvements of curricula and teaching at your department/institution?)*

THIS PART IS VERY IMPORTANT – MAKE SURE YOU ANSWER ALL THE QUESTIONS!

1. **Curriculum Vitae (structured)**

**Include EMERGENCY CONTACT – Name, address, phone number**

*Please send your application by e-mail to semancova@fulbright.cz or by regular mail to J. W. Fulbright Commission, Karmelitska 17, 118 00 Praha 1.* **Thank you.**