

Fulbrighter News

www.fulbrighter.org

Winter 2003

Themes for Action

- Support science & technology innovation as it relates to business and economic development and progress in society.
- Create peer networks and mentoring between young Fulbrighters and Fulbrighters who are more established in their careers.
- Strengthen networking between US-based Fulbrighters and Fulbrighters living abroad.
- Increase interest in science, technology, and geography education in schools.
- Advise governments & others on key developments relating to science, engineering, and technology.

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Great Response to our Survey

In December the Academy mailed out a survey to a test list of 1000 Fulbrighters in the US who had received a research or lecturing grant in the past several years. The flier included a fax-back response form, and nearly 100 people responded to this initial contact. A partial list of institutions where they work is on page 2.

The survey was a basic fax-back survey, asking if the respondents were interested in being involved in the Academy and if they were interested in any of the initial five themes for action. These themes are noted briefly to the left. Several examples are discussed in more detail inside.

Because our test list was American Fulbrighters who had received research or lecturing grants in recent years, the majority of the respondents are academics. Once the Academy is more active, it will not be limited to academics.

We are particularly pleased that some made donations to help support the creation of the Academy.

The current mailing is going to our initial list, plus selected "friends of the Academy," persons involved in the teacher exchange and selected scholars involved in the US-Canadian Fulbright Exchange program. These lists were provided by the administrators of

the teacher program and the Fulbright Commission in Canada.

If you did not receive the first mailing or if you did not respond to it, the survey response form is reproduced on the back. We value your input.

You can reach us at:

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From the US Dept. of State

"Science and technology are ubiquitous to the functioning of the modern world and the framing and execution of domestic policies and international relations. Science and technology -- the engines of modern industrial economies -- are

seminal to international cooperation and are the "bricks and mortar" of the three pillars of national security -- intelligence, diplomacy and military readiness."

The *Science and Diplomacy Initiative* is "based substantially upon a 1999

National Research Council report, *The Pervasive Role of Science, Technology, and Health in Foreign Policy -- Imperatives for the Department of State*. This report concluded that 13 of the 16 goals of U.S. foreign policy encompass science, technology and health considerations."

www.state.gov/g/stas/

Who cares about the Fulbright Academy?

Supporters of the initiative include individuals at institutions and businesses such as those listed below:

- Academy of Natural Sciences
- Adrian College
- Allegheny College
- Berkshire Community College
- Bowdoin College
- Brigham Young University
- Brown University
- Bryn Mawr College
- California Acad. of Sciences
- California State Polytechnic
- California State University
- Cleveland State University
- Colorado School of Mines
- Colorado State University
- DePaul University
- Dow Chemical
- Duquesne University
- Eastern Michigan University
- Eastern Tennessee State U.
- Eastern Washington Univ.
- Fordham University
- Georgia College & State Univ.
- Heidelberg College
- Humboldt State University
- Illinois State University
- Indiana University
- Johns Hopkins University
- Kansas State University
- Lawrence University
- Los Alamos National Lab
- Louisiana State University
- The Mayo Clinic
- Monsanto, Inc.
- Murray State University
- National Science Foundation
- The NIST MEP Program
- Ohio State University
- Oklahoma State University
- Pennsylvania State University
- San Diego State University
- San Francisco State Univ.
- Seattle University
- Stanford University
- Texas A&M University
- Texas Tech University
- Tufts University
- Tulane University
- U.S. Air Force Academy
- U.S. Naval Academy
- The Universities of Alaska, Arkansas, Delaware, California, Colorado, Hawaii, Idaho, Illinois, Maine, Maryland, Massachusetts, Missouri, Nebraska, New Hampshire, North Carolina, Tennessee, and Wisconsin, and many others ...

Summary of Survey Results

The survey had five check-boxes for indicating preferences among the proposed initiatives. Many respondents checked all five boxes; others were more selective.

The leading preferences were providing advice, developing global networks among Fulbrighters, and supporting science & technology innovation. Networks among younger Fulbrighters and science in

the schools were not ranked as highly, but this is likely a reflection of the survey population: academics who are fairly established in their field.

Responses came from many fields: Agriculture (3), Anthropology (5), Biology (4), Chemistry (5), Computer Science (4), Economics (6), Engineering (7), Environmental Science (8), Geology (4), Geogra-

phy (4), Math (2), Medicine (6), Physics (4), Political Science (3), Psychology (5), Teaching (5), and several other fields.

We are looking forward to finding some common threads that will help knit this group together.

“This is a fabulous initiative! Without Fulbright, I would not be where I am today, so I am glad to make a donation.”

Funding and the Academy’s Agenda

So far, the Fulbright Academy has been financed through donations from a small group of Fulbrighters and a matching donation from the Monsanto Fund.

If the Academy is to grow and become more active nationally and internationally, other sources of funding are needed. The three most

likely sources are project income, foundation grants, and donations from individuals. We anticipate that the funder will have a slight influence on our work agenda.

On projects, our network of leading experts may collaborate with other non-profits on projects that are of mutual interest. Some people at-

tribute their success to a Fulbright, so we are speaking with them about sponsoring the newsletter or other projects.

At this time, our priorities are \$25,000 to finance a comprehensive plan and \$6,000 to underwrite the next few issues of our newsletter.

The Need for Environmental Research & Education: A New Report from an NSF Advisory Committee

The National Science Foundation created an Advisory Committee in 2000 to provide advice and recommendations to NSF on interdisciplinary environmental topics and on the role that NSF plays in supporting research and the scientific community. The 10-year outlook for the NSF was released in January, and the first paragraph reads:

“As the global footprint of human activity continues to expand, environmental science and engineering problems will provide great challenges and opportunities in the next decade. Because of the complex relationships among people, ecosystems, and the biosphere, human health and well being are closely

linked to the integrity of local, regional, and global ecosystems. Therefore, environmental research and education are central elements of local, national, and global security, health, and prosperity.”

The 23-member committee recommends increased focus on **Environmental Research Frontiers**, including Coupled Human & Natural Systems, Coupled Biological & Physical Systems, and People & Technology. They also suggest focusing on **Building Capacity to Address Environmental Research Challenges**, including Environmental Education & Workforce and Infrastructure & Technical Capacity. In the report, about 10-

pages are dedicated to each of these five topics.

Recommendations on global partnerships, diversity, informal education, secondary education, and institution building are very relevant to our Academy.

To obtain a copy of either the full 68-page report or the 8-page summary, send an e-mail with your name and address to ere-info@nsf.gov. Please note that Fulbrighter Dr. Jean H. Futrell of the Pacific Northwest National Laboratory is a member of the committee.

Advising governments & businesses— Pew Oceans Commission

In addition to meeting with NSF staff in Washington to learn about their educational fellowships and environmental initiatives (see story above), Eric Howard has also traveled to San Diego. While in California, he met with Dr. Charles Kennel, the Director of the Scripps Institution of Oceanography in La Jolla. Among his many activities and honors, Dr. Kennel was also a Fulbrighter to Brazil.

Human-induced activities are creating enormous pressures on our ocean waters, coasts, marine habitats, wildlife and marine life. Because of his role at Scripps and his service on numerous national advisory committees, Dr. Kennel is one of 18 members on the Pew Oceans Commission.

The Pew Oceans Commission has been conducting the first compre-

hensive review of U.S. ocean policy in more than 30 years. The Commission is chaired by Leon Panetta, former Congressman, Director of OMB, and White House Chief of Staff. Other members come from the worlds of science, business, conservation, fishing, education, politics, and philanthropy.

For the past two years, Commission members have traveled across the country to consider ways to curb pollution, restore fisheries, manage coastal development, and improve ocean governance. They toured salmon and shellfish facilities in Maine, Florida and Washington State. They even went to the Midwest to meet with farmers to learn about agricultural runoff.

Members have also considered scientific information, including a series of papers prepared for the



Commission on such issues as pollution, coastal development, marine aquaculture, invasive species, and the ecological effects of fishing. In January, the Commission released a report on Marine Reserves as a Tool for Ecosystem Management and Conservation. The final report from the Pew Oceans Commission will be issued in the next few months.

Dr. Kennel's role as a member of the Pew Oceans Commission and of other advisory panels is an excellent example of how Fulbrighters have an effect on public policy. It also is an example of how respected leaders have been tapped to become Fulbright scholars, sharing their knowledge and expertise with people and organizations in other countries.

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*A network of Fulbright Scholars
for progress in science & technology,
innovation and global
understanding*

***Address Correction
Requested***

Fulbright Academy—Fax-back Survey

If you did not respond to our earlier survey, please send us an email or fax us the back page of this newsletter.

Check the boxes that apply:

- I would like to be actively involved.** Please have someone call me this winter.
- At this time, I can't be actively involved, but **I would like to be listed as a supporter** and kept on the mailing list.
- I would like to make a donation to help launch this initiative.**

\$25 \$40 \$ _____

Check or MC/Visa

Exp. Date: _____

I am interested in:

- How to support science and technology innovation, as it relates to business and economic development and progress in society.
- How to create peer networks and mentoring between young Fulbrighters and those who are more set in their careers.
- How to strengthen networking between US Fulbrighters and Fulbrighters living abroad.
- How to increase interest in science and geography education in the schools.
- How to advise governments, businesses and others on key developments relating to science and technology (such as climate change or conservation)
- Other

Contact Information:

If your address above is incorrect, please advise us. Please give us your phone number & e-mail address so that we can contact you more directly should the need arise.

Tel: _____

Email: _____

Thank you for your interest in the Fulbright Academy. We look forward to being in touch with you in the near future.

**Fax Back Number:
207-767-4306**