**A. Title of Institute:** Youth, Workforce Development and Closing the Skills Gap

Study of the U.S. Institutes for Scholars are intensive post-graduate level academic programs with integrated study tours whose purpose is to provide foreign university faculty and other scholars the opportunity to deepen their understanding of U.S. society, culture, and institutions. The ultimate goal of these Institutes is to strengthen curricula and to improve the quality of teaching about the United States in academic institutions abroad. Study of the U.S. Institutes for Scholars will take place at various colleges, universities, and institutions throughout the United States over the course of six weeks beginning in or after June 2020. Each Institute includes a four-week academic residency component and a two week integrated study tour. Posts 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>. This Institute is currently being competed; the recipient and implementing institutions will be known in April 2019.

The Institute on Youth, Workforce Development and Closing the Skills Gap will provide a multinational group of 18 experienced foreign university faculty and practitioners with a deeper understanding of how new socioeconomic trends have changed the concept of work, workforce development, and career paths in the United States.  The academic program will include a thorough discussion of the role of U.S. educational institutions, particularly community colleges, in preparing Americans with the skills needed to succeed in multiple industries including business, technology, science, the creative arts, and other emerging fields.  Topics such as economic development, and advances in technology such as automation, robotics, and artificial intelligence will also be included.  The Institute will offer opportunities for participants to research new ideas, in conjunction with American peers, to better understand the evolution of work, the changing demand for skills, and the advancements in workforce development through retraining, reskilling, and closing the skills gap. The Institute will include an integrated study tour to Georgia, Oklahoma and Washington D.C. Pending final ECA grant approval, University of Montana in Missoula, MT will administer, oversee and host this Institute from July 6 until August 17, 2020

Candidates should be mid-career, typically between the ages of 30-50, highly motivated and experienced scholars and professionals generally from institutions of higher education or research focused organizations (not-for-profits, think tanks, etc.). While the educational level of participants will likely vary, most should have graduate degrees and have substantial knowledge of the thematic area of the Institute or a related field.

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 scholarly and professional credentials are an important consideration, the potential impact and multiplier effect of the Institute is equally important. Ideal candidates will have little or no prior experience in the United States.

Program Requirements and Restrictions: All participants are expected to participate fully in the intensive post-graduate level academic program and the study tour.

Candidates should be willing and able to fully take part in an intensive post-graduate level academic program and study tour. It is important that posts and Commissions nominate only persons who are likely to be comfortable with campus life and an active program schedule. ECA/A/E/USS encourages posts to strive to recruit diverse nominees including candidates from disadvantaged groups and women from countries where they are underrepresented in academia. While senior faculty members and new professionals to the field are eligible applicants, ECA/A/E/USS urges posts and commissions to give first consideration to mid-career professionals with little or no prior experience in the United States.

Candidates should be 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.

**B. Nominee's Full Name, exactly as it appears on candidate's passport**

Prefix:

Last Name:

First Name:

Middle Name:

**C. Gender (male/female):**

**D. Date of Birth (mm/dd/yyyy):**

**E. Birth City:**

**F. Birth Country:**

**G. Citizenship**

Primary:

Secondary (if applicable):

**H. Residency:**

**I. Medical, Physical, Dietary or other Personal Considerations**

*(Please describe any pre-existing medical conditions, including any prescription medication the candidate may be taking, allergies, or other dietary or personal consideration.*

*This will not affect candidate selection, but will enable the host institution to make any*

*necessary accommodations)*

Disability:

**J. Candidate Contact Information**

Address (No P.O. BOX):

City:

Home State or Province:

Postal Code:

Home Country Name:

Email:

Home Phone:

Mobile Phone:

Work Phone:

**K. Current Position, Title, Institution**

Position Type:

* + Senior University Official (President, Provost), Government Minister, Senior Executive, etc.
	+ University Dean, Government Advisor, Vice President, Junior Executive
	+ Senior Professor, Department Chair, Director, Editor, Officer, etc.
	+ Associate Professor, Senior Researcher/Think-Tank Fellow, Senior Staff, etc.
	+ Assistant Professor, Assistant Editor, Coordinator, mid-level Staff Researcher/Think-Tank fellow, etc.
	+ Lecturer, Teacher, Consultant
	+ Teaching Assistant, Instructor
	+ Other

Title:

Institution Name:

Institution Country:

**L. Work Experience, including previous positions and titles**

|  |  |  |
| --- | --- | --- |
| From: | To: | Title/Institution (Please specify if position is part-time) |
|  |  |  |

 Please, add rows as necessary.

**M. Education, Academic and Professional Training:**

*Please list all earned degrees beginning with most recent. Degrees listed should reflect the closest U.S. equivalent.*

|  |  |  |
| --- | --- | --- |
| Degree Earned | Year Earned | Specialization/Institution |
|  |  |  |

Please, add rows as necessary.

Additional Professional Training:

|  |
| --- |
|  |

Please, add rows as necessary.

**N. Active Professional Memberships:**

*Active Professional Memberships independent of current professional responsibilities. These should not include university committee work or other professional duties directly related to current employment.*

|  |  |  |
| --- | --- | --- |
| Position | Title | Organization |
|  |  |  |

Please, add rows as necessary.

**O. Publications Related to the Institute Theme** (up to 10)

*Please list all foreign titles in English, including whether book, chapter, journal article, newspaper article, web article, etc.*

|  |  |  |
| --- | --- | --- |
| Publication Type | Year | Title Publisher |
|  |  |  |

Please, add rows as necessary.

**P. Previous Experience in the United States**

|  |  |  |  |
| --- | --- | --- | --- |
| Purpose | From | To | Description |
|  |  |  |  |

Please, add rows as necessary.

**Q. Family/Friends Residing in the United States**

*\*Please include city and state (Example: John Doe - Chicago, IL)*

**R. Evidence of English Fluency**

**S. Professional Responsibilities**

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

|  |
| --- |
|  |

Current Courses Taught:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Title | Level of students | Classroom Hours Per Semester | # Students | U.S. Studies content (%) |
|  |  |  |  |  |

Please, add rows as necessary.

Current Student Advising:

*Advising is not the same as teaching. We are looking for the number of students, their level, and hours the nominee spends providing assistance in helping students clarifying personal and career goals, and evaluating progress towards those goals. This section can also include those that supervise PhD and graduate students.*

|  |  |  |
| --- | --- | --- |
| Number of Students AdvisedStudying U.S. Related Topics | Level of Students | Hours of Advising PerStudent Per Year |
|  |  |  |

Please, add rows as necessary.

Other Potential Outcomes:

*Please select any likely potential professional outcomes of this program.*

* Update Existing Course
* Create New Course
* Create New Degree Program
* University Curriculum Redesign
* National Curriculum Redesign
* New Research Project
* New Publication
* Professional Promotion
* Government or Ministry Policy
* New Professional Organization
* New Institutional Linkages
* Raise Institutional Profile

**T. Personal Essay** (Limit 250 words)

*Please discuss how your participation would enhance your personal and professional goals, the current state of U.S. studies in your home country. Include how attending this Institute would help you achieve the "Other Potential Outcomes" you have checked above. Your statement must describe your capacity and plans to amplify the impact of the Institute beyond your own knowledge and research.*

**U. ¿How did you learn about this award?**

Through a friend/relative:

My university:

Fulbright social media:

Fulbright mailing:

Fulbright / Education USA webpage:

US Embassy mailing/social media:

Fulbright/Education USA outreach event: