

Message from the Executive Director.



Welcome to the 3rd edition of the AMINEF E-newsletter. While we are in the midst of our year-long (2012) events, projects, and celebration of 60 years of Fulbright in Indonesia and the 20th Anniversary of AMINEF as a BI-national Fulbright Commission we have some interesting reading for you in this edition.

While the AMINEF staff has been busy with all of our programs, recruitment, interviews, selections, EducationUSA activities, and administering one of the largest Fulbright and related programs in the world, we have also engaged in some very important anniversary projects and celebration that I would like to briefly highlight.

In May, 2012, U.S. Ambassador Scott Marciel hosted a gala Fulbright Distinguished alumni reception at his home in Jakarta. Many distinguished alumni and grantees, American and Indonesian colleagues who support Fulbright from all sectors, Fulbright Foreign Scholarship Board Chairman Thomas Healy, Deputy Assistant Secretary Meghann Curtis of the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State, were all on hand along with the AMINEF Board Members and the AMINEF Secretariat Staff to kick off the events for 2012's anniversary. It was a warm gathering of the large Fulbright family here in Indonesia. I was honored to be able to facilitate the presentation of some very special awards to some very special people who have made Fulbright a number one priority for many

years and without whom AMINEF would not be where it is today.

A special letter of congratulations to AMINEF and Fulbright was read by Ambassador Marciel from President Barack Obama and was a very memorable part of evening.

Dr. Bana Kartasasmita (Chairman of the AMINEF Board of Managers and Ibu Pia Alisjahbana (Member of the AMINEF Board of Trustees) received special recognition as the only two still serving Board members (20 years of service) who have been with AMINEF since its inception in 1992. On hand to present the awards in addition to the dignitaries above was Mr. Don Q. Washington, Co-Chair of the AMINEF Board of Supervisors, concurrently U.S. Embassy Counselor for Public Diplomacy who was a driving force in the early 1990's while on assignment to Indonesia, in the establishment of the AMINEF as a Fulbright Commission and always a stalwart supporter of Fulbright and educational exchanges.

Two other individuals were also honored for their combined 61 years of exemplary service (and still serving) to Fulbright and AMINEF. Deputy Executive Director Piet Hendrardjo who has worked for Fulbright for 33 years and Cornelia Paliama (Nellie) who has worked for Fulbright for 28 years, both at the U.S. Embassy in the beginning and at AMINEF during its entire history to administer Fulbright and related programs. Amazingly, they have helped almost 2000 Americans and Indonesians to experience the life changing experience of educational exchange in their long and very illustrious careers.

Another anniversary project that we are almost finished with is a book relating the history of Fulbright and AMINEF in Indonesia. The book also highlights interviews and insights from 40 very distinguished alumni from Fulbright and related programs. We hope to publish the book in September.

Also in September (4-6) we are honored to be sponsoring and collaborating with the Agency for the Application and

Inside

Page 1
Message from the Executive Director

Page 2
The Strategic Importance of Education in Converting Indonesian Natural Instruments of Power and in Safeguarding the Indonesian Development in 21st Century

Page 3
Indonesia's Defense Transformation: Beyond Democratic Reforms

Page 4
Mens et Manus

Page 5
Looking Back on Two Years as a Fulbrighter in Indonesia

Page 6
Shaping Academic and Professional Credentials: What does becoming a Fulbright Scholar mean?

Page 7
My Fulbright experience at Columbia University: Conducting research on cross-cultural decision making of Indonesian and French UNIFIL peacekeepers

Page 9
U.S. University Has an Excellent System to Ensure that I Attain My Ph.D.

Page 10
Greeting from the
Desert

Page 12
Community College
Initiative Program
(CCIP): My Life
Changing Experience

Page 13
My Hubert Humphrey
Story

Page 14
Testimonials from
Fulbright Grantees

Assessment of Technology (BPPT) for a special Science and Technology Symposium. Because of the strong focus in the Higher Education Partnership between the U.S. and Indonesia this was a natural way for AMINEF Fulbright to highlight the symposium's extremely relevant topic of "The role of science in climate change and natural disaster mitigation". The Symposium will be held the 4th and 5th of September at BPPT and then will have the final day at @america where a broader audience can enjoy participating in the discussions and summary of the symposium. Please contact us if you are interested in participating.

Finally, as a culmination of the year, the Board of AMINEF will host a special event for the special Fulbright family and

friends, and we are still working on that planning, hopefully for sometime in early December 2012.

Finally, I would like to thank all the alumni and grantees who have contributed to our E-newsletters this year and I know you will enjoy reading their insights and experiences in this 3rd edition. We welcome all submissions from our Fulbright and related programs alumni and grantees and those involved with AMINEF.

Sincerely,

Michael E. McCoy

Executive Director

Indonesia as a winning nation in the global market place, however takes times, and the education is a key to that. Like President Benjamin Franklin once said, an investment in knowledge will pay the best interest. The world history has proven that the quality of human resources is the most significant determining variable for the competitive advantage of a nation in the midst of global interaction and competition. The key is not natural instruments of power, but rather the quality of mind that knows how to manage such given natural resources.

Having said that, education is indeed a determining key to unlock nation's

potentials. It is the power to produce human actors able to transform nation's natural determinants of power into real determinants of power as a real strength of a nation. Never enough to tell others in the global hemisphere that our nation is rich and huge without having priority in the education. A big and winning nation is the nation which invests heavily in the importance of human resources, the quality of mind, and education.

Wibawanto Nugroho, 2009 Fulbright Ph.D. student in Public Policy, George Mason University; Staff Member, Department of Defense, Jakarta.

Wibawanto Nugroho

The Strategic Importance of Education in Converting Indonesian Natural Instruments of Power and in Safeguarding the Indonesian Development in 21st Century



"Who Thinks Wins; the Winning Nation is the Thinking One,"

The nation-state is endowed with natural instruments of power: geography, demography, and natural resources. However natural instruments of power are not sufficient to determining the strength of a nation-state. In fact, the incapability or failure of managing these natural instruments of power will lead a nation-state into a despair where wide geography become porous and susceptible to threats; unmanaged over-population become the precursor for various social problems (i.e. unemployment and crime); and mismanagement of rich natural resources will lead

a nation into a vicious relationship of what so called the resources-curse (a country with rich potential resources, but poor in terms of socio-economic conditions). Therefore, these natural instruments must be successfully converted into social instruments of power: political, military, economy, diplomacy and culture (including technology) in order to make these instruments of power become "real power" and not merely as natural or potential power.

As the first Indonesian who received two flagship scholarships out of a strategic partnership between the Indonesian government and two different U.S. departments: first, an IMET (International Military Exchange Training) of Department of Defense while I was attending the War College Master's Degree course at U.S. National Defense University and second, a Fulbright Presidential Scholarship of Department of State as I am currently attending a PhD program at GMU School of Public Policy (both in the nation's capital of Washington DC); I see how important for Indonesians to have such a strategic mindset, the mindset that can see and advance Indonesian national interests from various standpoints of view and from the global perspective.

The construction of such mindset as an important requirement to make In-

Indonesia's Defense Transformation: Beyond Democratic Reforms

On February 24, 2012, I was invited to give a presentation at an open forum organized by the United States-Indonesia Society (USINDO) in Washington, DC.

I presented on the state of Indonesia's post-Suharto military reform and the various policy challenges and options ahead. Throughout the 2-hour talk, moderated by USINDO President Ambassador David Merrill and attended by nearly fifty people from various think tanks, organizations, and government agencies, I spoke about the problems surrounding Indonesia's military reform efforts in the past twelve years and outlined a policy conceptual framework based on my own research to measure the progress of these efforts.

Based on the framework developed, I discussed how various problems beyond establishing civilian supremacy must now also be seriously considered by policymakers in Jakarta. Two big policy areas were particularly important: improving overall military effectiveness and ensuring defense management efficiency. Out of these policy areas, I unpacked the numerous on-the-ground problems facing the Indonesian military—ranging from financial and bureaucratic obstacles, personnel management and promotion policies, and educational and training structure, up until issues pertaining to doctrinal and institutional development. Subsequently, I outlined several policy recommendations for Jakarta to consider as well as several possible roles that the international community, and the US in particular, could play in moving the defense reform process forward. I also underscored the key role played by the Indonesian National Parlia-

ment (DPR) and the civilian defense community in the process.

Following the presentation, the audience raised several wide-ranging questions, including issues relating to Indonesia's maritime security development, the Defense Reserve Component Bill, the state of Indonesia's civilian defense community, all the way down to issues relating to the role of donor agencies in promoting defense reform and democratic civil-military relations. All in all, the response of the audience was positive and they were actually interested to explore the issues further, especially since there is seldom any information regarding the internal defense reform process of the Indonesian military.



I personally felt that the USINDO Open Forum was an excellent venue and opportunity for Indonesian scholars conducting research related to US-Indonesia relations such as myself to share their research and inform the general public while strengthening their own professional net-

Evan Laksmana

work. As such, I found the experience to be invaluable, not just because of the professional advantage given by sharing my work with an influential audience in Washington, but the event also taught me the value of having Indonesians themselves speak about their own country and inform the international community better. Only through such exchanges of ideas can we truly realize the vision of Senator Fulbright that education could bridge gaps across

Mens et Manus*

When New England's famous foliage and Sara Bareilles's "Love Song" greeted me in Boston, I felt that there was something deep and enigmatic, yet intimate about this city. Boston is not as hygiene-oriented and ultra-organized as Singapore, nor is it as hip as London or Manhattan.

Within an area of about 90 square miles (232 km²) and with a population of about 617,600, Boston is slightly bigger yet far less crowded than Bandung, my other favorite city. The city is vibrant, historically rich, and represents a good model for riverfront esplanade design and intermodal transportation. As the first to implement a subway system and public garden in the U.S., as well as having the guts to execute the controversial Big Dig project in solving its traffic congestion, Boston is an interesting urban-planning showcase.

On architectural level, there are Pritzker's Laurates designs (the architect's version of a Nobel Prize) can be reached within a two-mile radius from my home, namely works by James Stirling, I. M. Pei, Frank Gehry, Fumihiko Maki, Rafael Moneo, Renzo Piano, and Norman Foster. Other works by my architectural heroes, such as those by Le Corbusier, Alvar Aalto, Tadao Ando, Walter Gropius, Louis Khan, Frank Lloyd Wright, and Mies Van De Rhoe, are within 1-4 hours' drive from Boston. I saw their works so many times in books, yet, being able to touch the material, to walk through the space, and to look at the details with my own eyes, felt like nothing I had experienced before.

MIT: All-You-Can-Think Buffets

Most MIT professors are the founders and prominent figures in their field, and their offices are within walking distance of mine. If I have a question about generative grammar, I can ask Noam Chomsky directly. If I want to test my idea about artificial intelligence in design, I can ask Marvin Minsky or Patrick Winston after class. I was very lucky to meet with Bill Mitchell,

nations. Education is a slow but powerful process, he once remarked.

Evan Laksmiana, 2011 Fulbright Ph.D. grantee in political science at the Maxwell School of Citizenship and Public Affairs, Syracuse University, New York; he was a researcher with the the Centre for Strategic and International Studies in Jakarta



the founding father of design and computation, George Stiny and Terry Knight, who developed a fundamental computational design theory for my research. To keep up to date with the world issues, sometimes I attend guest lectures by interesting speakers such as Bill Gates, Barack Obama, Larry Summers, Jack Welch, and Mark Zuckerberg.

It is uncommon for students in my group to take courses only in the architecture department. We study broadly at the Institute. I took courses from the mechanical engineering, computer sciences, media lab, and anthropology departments as an ethnos-tourist to learn how shape, space, and design are perceived and represented from different disciplines. Here, interdisciplinary study is strongly encouraged and well supported both pedagogically and administratively. The syllabus is structured such that the beginning of the learning curve is ramped enough for students from different backgrounds to engage with the course and, after the midterms, the curve usually becomes a bit steeper. I survived MIT engineering courses with my Indonesian high-school math and physics (it seems my high-school teachers did a pretty good job back then). If I could not find what I was looking for on campus, then I just hopped on the bus for about ten minutes to Harvard to take some classes there or borrow their library books. (They have more collections of nontechnical texts than MIT has). It was hassle-free thanks to the MIT-Harvard Cross-Registration Program.

Cultural Calibration

Being a Fulbright fellow means academic financial freedom. While some students have to work (sometimes on irrelevant research) to fund their tuition and stipend, Fulbright scholarships allow me to focus on interesting courses that I need, as many as I can. (MIT uses a flat-rate tuition policy.)

At the beginning, the most challenging part of my study was to calibrate my mindset to the level of MIT innovative culture and hands-on experience with its sophisticated machinery. Coming from a place with technological and economic scarcity makes me a bit reluctant in using expensive equipment. Parts of me keep telling me that they will not be affordable in my country, so why bother. It took me a while to realize that I am not supposed to be pragmatic, and expanding our mindset is exactly why William Fulbright established this program. So I reconfigured my cultural boundaries and tuned in to the school en-

vironment. To strive for excellence, I switch my working style into competition mode whenever I work on my assignments and turn my cultural constraints into a benefit.

After a rather painful period of acclimation, I settled in more confidently. I won an international technical-design award two years in a row. I presented my works in prestigious peer-reviewed conferences and was published in respected journals and newspapers. I was also invited as a reviewer and guest lecturer at MIT and other schools in Boston, while keeping my grade point average in good standing. Not bad I think. I still have some time to enjoy my hobby and New England with my family.

Thank you, Fulbright. Thank you very much.

Rizal Muslimin, 2008 Fulbright Ph.D. student in Architecture at MIT; faculty member, ITE-NAS Bandung

**Mind and Hand: education for practical application*

Looking Back on Two Years as a Fulbrighter in Indonesia

August 22 will mark two years since I packed up my belongings and moved across the world to a collection of 10,000 islands called Indonesia.

Sometimes I wonder what life would have been like had I spent the past two years at home instead on teaching English in Indonesia.

I would have missed sunsets on the white sandy beaches of Gili Trawangan, missed watching the sun sink behind the towering, majestic Mount Agung. I would have missed walking through Kalimantan jungles, watching orangutans swing from branch to branch overhead.

There would be no sunrises over fishing villages built on stilts out into the ocean in Bontang. No breakfasts with complete strangers as we watch the fishermen bring in the morning catch.

I wouldn't have heard the Islamic call to prayer in Kalimantan, or morning hymns of Torajan Protestant children as they prepare for the school day.

Most important of all, I wouldn't have the relationships and friendships that continue to impact my life, even though I'm far from Indonesia now. From the students I taught to the local sate seller on the corner, the people I encountered in Indonesia have left a permanent imprint on my life. There's

Ibu Vivi, my counterpart from Kalimantan, who I still call every week and who has become one of my dearest friends. And Cecilia, my devoutly Catholic Torajan student, whose family adopted me and insisted on supplying my house with enough baked goods to feed me for months. I can't forget Tirta and Tirta - identical twins who always tried (often successfully) to confuse me.

Pak Marthen, who taught me so much about Torajan language and culture.

Ramayanti, one of my best students from Bontang, who talks to me every day on facebook and Gchat. The list of people who've made Indonesia my home goes on and on.



Fulbright gave me the opportunity to reach out to students and empower them to be community activists and world changers.

Fulbright allowed me to integrate into two wonderful communities who embraced me as a friend, daughter, and sister. I attended countless weddings and baby showers, went to churches and mosques and temples with new friends eager to share their religious practices with

me, and ate more food than I ever thought imaginable. If anyone's to blame for the additional pounds I've gained in two years, it would be every ibu who told me I was too skinny and proceeded to feed me my weight in nasi goreng. I cried at students' graduations, laughed myself senseless with my college-age friends, and taught English to the neighborhood children. In Indonesia, in two years, became my home.

Fulbright gave me the opportunity to reach out to students and empower them to be community activists and world changers. Fulbright is more than teaching English - it's helping kids see that they have the ability to change the future and make a difference in the world. From holding office hours for students after school to bringing kids to Jakarta for the WORDS competition, ETAs have many opportunities to influence their students' lives. My students and I have organized citywide environmental projects in Kalimantan, volunteered on weekends at orphanages together, and debated tough topics in our English debate clubs to make us think outside the box. One of my students once told me that rape victims should be forced to marry their attackers because they've brought shame upon their families and their religion. Her views sparked an interesting class discussion with some students supporting her claims while others vehemently opposing them. Three months later, that student Dzakkiyah gave an incredibly powerful speech at the WORDS competition in Jakarta about human trafficking.

She focused on the need to empower women financially so they aren't easily lured into trafficking. Dzakkiyah had changed her perspective 180 degrees because of our open class discussion and now wants to be a human rights activist combating human trafficking in Indonesia. Fulbright reaches students in ways we ETAs never expect.

Over two years, I've learned that being a Fulbright ETA means letting go of expectations and whatever we learned from college textbooks. It means allowing the Fulbright program to change you and mold you into a person able to reach across cultural barriers, building relationships that will last a lifetime. To me, being an ETA meant embracing a new culture and learning to integrate while sharing my own culture and passions with my community. It meant being the best teacher I could be for my students and inspiring them to go change the world.

I only lived in Indonesia for two years, but it seems like a few days. I try to imagine what life would have been like had I stayed in the States...but I can't. Indonesia has shaped the person I am today and I know I'll be back some day.

Sampai jumpa, Indonesia.

Rachel Palmer, Fulbright English Teaching Assistant (ETA) in 2010-2011 (Bontang, East Kalimantan) and returned as an ETA again in 2011-2012 (Barana', Tana Toraja); she is currently working on human rights issues in Nepal

Shaping Academic and Professional Credentials: What does becoming a Fulbright Scholar mean?

At the outset, making a decision on applying for the Fulbright scholarship was self driven by exemplary work by prolific US scholars in the area of TESOL (Teaching English to Speakers of Other Languages) who have become authorities on TESOL areas (e.g., language curriculum and course development).

This became the source of inspiration for me to follow their leads. For this reason, when I completed the application form for this scholarship, I made a vow that I wished to become a prolific author and engaged in wide-ranging TESOL communities of practice where I could share

my knowledge, expertise, and experience with teachers and scholars. This was sort of self directed motivation to jumpstart academic and professional journeys. Fortunately, the Fulbright provided me a wide door to make my dreams become a reality. When I was officially granted the Fulbright scholarship in 2007, I pondered this question 'what becoming a Fulbright scholar meant.' To me, becoming the Fulbright scholar meant making academic and professional achievements. While doing my MA in TESOL in 2007-2009, I immersed myself into academic community of practice at the Indiana University of Pennsylvania, and learned a lot about best English



language teaching practices theoretically and practically. To me, getting straight A's was not an end, but I needed to go beyond this by publishing my term papers into refereed journals in order to share with others what I had learned during my coursework. I was also actively involved in conference presentations and journal article publications to strengthen my MA portfolio, one of the graduation requirements. This portfolio helped me reflect on what I had achieved and showcased the achievements I had made. In other words, seizing the opportunity to pursue an MA on the Fulbright scholarship in the USA, 'the Land of Opportunities,' enabled me to build and develop my academic and professional credentials.

Being conferred an MA on me encouraged continued involvement in professional communities of practice. Soon after I completed my MA, I was officially appointed to become an English department chair at Politeknik Negeri Jember based in East Java. During my years of service (2009-2011), I could create an academic atmosphere that was conducive

to vibrant learning. I could also encourage faculty members to carry out some professional development activities (e.g., conference presentations), and make my students proud of becoming learning community members at the department. In addition, my academic staff and I were able to build academic partnerships with the Southeast Asian universities. Between 2010 and 2011, I successfully published three edited books overseas. In 2011, I also succeeded in establishing a new journal, the International Journal of Innovation in ELT and Research published by Nova Science Publishers based in New York; the aim of this endeavor was to build a worldwide connection with other scholars in the area of TESOL. Thus, playing a role as the department chair allowed me to involve myself in different communities of practice. In mid September 2011, I had to step down from this position inasmuch as I was awarded the University of Adelaide's scholarship to pursue a PhD in Australia. This afforded me the opportunity to strengthen my academic expertise, which would exert influence on my professional expertise. Enhancing academic and professional credentials always sparks my passion for sustained and vibrant professional development and echoes what becoming a former Fulbright scholar means academically and professionally.

Handoyo Puji Widodo, 2007 Fulbright student grantee to Indiana University of Pennsylvania, is currently pursuing his Ph.D. at the University of Adelaide; he is Editor-in-Chief, International Journal of Innovation in ELT and Research, and faculty member of the Jember State Polytechnics.

My Fulbright experience at Columbia University: Conducting research on cross-cultural decision making of Indonesian and French UNIFIL peacekeepers

On mid August of 2011, I officially started my experience as a Fulbright Doctoral Dissertation Research (DDR) grantee at the Phd Program in Organizational Behavior, Columbia Business School, Columbia University, New York under the supervision of Professors Michael Morris, Ph.D. and Elke Weber, Ph.D. My journey to Columbia started when as a Doctoral

student in Psychology at the University of Indonesia, I received an email from the Head of the Doctoral Program at Faculty of Psychology, Professor Dr. Hamdi Muluk, suggesting all Doctoral Student to apply for a scholarship to write their dissertation in a reputable university overseas.

Since my research topic was about



Handoyo Puji Widodo



Eri Hidayat



With the Assistant Military Adviser to the Indonesian Mission, the FM and his wife.

cross cultural decision making, which is the expertise of both Professors Morris and Weber, I sent emails to them inquiring whether they would be willing to supervise the writing of my dissertation there. Once they agreed to take me in, then I started the official application process for the DDR with AMINEF.

As a military officer, coming to New York so close to Indonesia's Independence Day celebration, I was invited to the Diplomatic Reception at the Permanent Mission of the Republic of Indonesia to the United Nations. Since the Reception was conducted at about the same time as the UN General Assembly meetings, the Indonesian Foreign Minister hosted the event, and many head of states attended this reception, including the UN Secretary General, Ban Ki-moon.

My DDR program at Columbia was I think one of the most fulfilling event academically during my doctoral study. Prior to coming to Columbia, I have collected data from Indonesian and French peacekeepers who served with the United Nations Interim Force in Lebanon (UNIFIL) using research framework and psychological measurements from Professors Morris and Weber. My dissertation was about the comparison of the choice of decision making mode made by the Indonesian who



Presenting research result in Prof Morris's lab class



come from a collectivist culture, and the French who belong to a more individualistic culture.

At Columbia, I was able to study under the mentorship of some of the world's renown expert in cross-cultural decision making, who are professors of psychology and management. For me, this is the greatest benefit of the DDR program, because my research lies on the intersection of management and psychology, and it is not easy finding dissertation adviser who are expert in both field. I was able to receive invaluable feedback on how to interpret my data, not only from my academic advisors, but also from my fellow students in the Ph.D. Program.

Apart from studying, I also enjoyed many cultural events organized by the IIE New York. After finishing the program in February, I prepared myself for the doctoral examination and was able to pass it with distinction, thanks in no small part to the time I spent at Columbia. *Roar, Lion, Roar.*

Eri Hidayat, 2011 Fulbright Doctoral Dissertation Researcher to Columbia University; Psychology Officer, Indonesian Armed Forces



U.S. University Has an Excellent System to Ensure that I Attain My Ph.D.



Five years ago the Fulbright program brought me to the United States.

When I left for the U.S., I felt abundantly happy, and so did my family. I arrived at Texas A&M University in July 2007 to start the struggle to pursue my doctoral degree in sociology. The feelings of happiness, pride or even sadness disappeared because my mind was occupied by the spirit of struggle to live in my new academic life. With limited English and math, I worked hard to survive several theoretical and statistical classes. The passion of my wife, her prayers, her love and my daughter's cheerfulness kept my spirit alive.

In short, with the help of the professors, my American friends and the abundant campus facilities, especially the University Writing Center, my accomplishments started to fruit. By the middle of 2010, I passed the qualifying exam and proposal defense, and on February 15, 2012 I successfully defended my dissertation.

What impressed me the most with the educational system in the U.S., particularly at the school where I studied, was that the university not only set a high standard of educational goals but also provided facilities that enabled students with various backgrounds and different capabilities to achieve their goals. For example, at the graduate level, students are required to do a lot of reading and writing. For international students, of course, these are not easy. However, most universities in the U.S. provide facilities to help students with these tasks, such as the University Writing Center and the Office of Graduate Studies that conduct many activities related to the issues of academic writing and reading.

In addition, my American classmates have been very helpful and aware

of the problems faced by international students and most professors were also very passionate in assisting the students.

These all have greatly changed and improved my life, in terms of my knowledge, academic maturity, and even world view. Before coming to the U.S. or being a Fulbright scholar, reading journal articles was perhaps an activity that I tended to avoid. However, during my five years' studying at Texas A&M, I was required to read about 9 journal articles per week. It was very challenging at the beginning, but little by little, I started to enjoy reading and finally I embraced the culture of reading in academic life.

“What impressed me the most with the educational system in the U.S., particularly at the school where I studied, was that the university not only set a high standard of educational goals but also provided facilities that enabled students with various backgrounds and different capabilities to achieve their goals.”

Another challenge that I faced when I came to Texas A&M is that I have a minimum background in statistics or quantitative research. However, my department, which was strong in social quantitative research, attracted me to enter the world of quantitative research and statistics. With the full support and guidance from my academic advisor, I studied statistics, survey research and quantitative analysis step by step. After couple of years, I did not realize that some jargon in quantitative research or statistics has become part of my daily vocabulary.

Finally, there are no more words that I can say in relation to my achievement but “thanks, AMINEF-Fulbright.”

Munajat, 2007 Fulbright Ph.D. Student in Sociology at Texas A&M University; faculty member, State Islamic Studies College (STAIN), Salatiga



Munajat

Greeting from the Desert

It was January 11th, 2011 when I arrived for the first time in the United States; feeling overwhelmed and extremely exhausted at the port of entry in San Francisco. Because of the fatigue, I could not even recall an array of questions that the Immigration officer asked me, how I passed the custom, and how I got in to the next flight to Phoenix, Arizona.

But the thing that I always remember is that on the flight to Phoenix, I sat between a middle-aged man wearing a cowboy hat and an elegant lady (maybe in her sixties) who had long-red-manicured-nails and ordered a glass of bloody Mary. Glancing at them I whispered to myself "I'm finally in America!"

Life is great for me here and I am grateful to be a member of Fulbright big family. Being a Fulbright fellow is very rewarding, not only for my academic pursuit but also for my character development. This experience undoubtedly has shaped and changed me in positive ways. Through this piece, I want to share my experience with you.

I am currently pursuing my Doctorate Degree at the Applied Linguistics Program in Arizona State University. This university

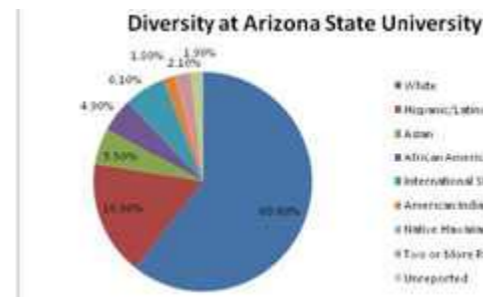


is located in Tempe, a small town which is a part of the greater Phoenix area. The student demographics of the university show the fascinating fact of the cultural and ethnic diversity and they come from various states in the US as well as all corners of the world.

Diversity is the main character of the campus as well as the state. Arizona is like a big salad bowl where people from various ethnic groups meet. Another fact is that a significant number of Hispanic population lives in Arizona; therefore it is common to be bilingual speakers of English and Spanish in this state. The street



Fulbright Arizona Welcome Reception Fall 2011



Source: <http://uoia.asu.edu/>.

signs, announcement on public transportation, and so forth are both in English and Spanish. We can even watch telenovela on TV every day!

I like living in Tempe where people do not need to worry about blizzard and cold weather. Yes, this is the best thing living in the desert. You always enjoy sunny days the whole year. However, during summer season, the weather is somewhat unfriendly due to the extreme heat. During hot days, the temperature can reach somewhere between 100-110 degree Fahrenheit! The best thing to avoid the heat is to stay indoors and turn on the AC. If I have to go outside, I never forget to always carry a bottle of water and apply sunscreen (with SPF 50 or more) to my skin.

With regard to my academic life, I am really grateful to be a student in the university which significantly provides supportive atmosphere for its students to excel. The university financially supported my travel to Chicago, Boston, and Hawaii to present my research papers in international conferences such as American Association for Applied Linguistics and East-West Center International Graduate Student Conferences. Attending these conferences has allowed me to disseminate my research finding, to learn the most current trend as well as research method in my field of study, and to exchange ideas with fellow student-researcher and experts.

As a graduate student, I benefit a lot from this encouraging environment. Symposia, conferences, brown bag discussions, and public lecture series are frequently conducted to academically stimulate the students' critical thinking. My favorite lecture is the one delivered by Professor Noam Chomsky who thoroughly highlighted the conflict between Palestine

and Israel. To be in the same room with such a prominent figure like Chomsky is a surreal experience for me.

As we know, the goal of Fulbright is to promote educational and cultural exchange. The Arizona Chapter of the Fulbright Association makes strong effort to achieve this goal by providing "hospitality and enrichment activities for foreign Fulbright students, scholars, and teachers during their stay in the US" (<http://www.fulbright.org/chapter/arizona-chapter>). Twice a year, Fulbright students in Arizona take part in an outing to discover the cultural and natural of the state. In 2010, we went to visit the Native American museums in Phoenix and historical sites in Tucson whereas in 2011, Grand Canyon, Taliesin West museum, and Fountain Hills became our main destination. This year, we will go to the Hopi tribe reservation located in northern Arizona. I am grateful to have a chance to broaden my horizon by participating in these activities.



Arizona State University

When I am writing this reflection, I am in the middle of preparing for my comprehensive exam. At the end of the spring semester 2012, I will be defending my dissertation proposal and will start the data collection for my dissertation project. I sometimes cannot believe myself that I finally almost get to the final phase of my journey as a graduate student. It seems like yesterday I arrived in this country. Indeed, time flies so fast when we are having a good time.

Lusia Nurani, 2009 Fulbright Ph.D. student grantee in Applied Linguistics to Arizona State University; faculty member at Bandung Institute of Technology

“The goal of Fulbright is to promote educational and cultural exchange

Community College Initiative Program (CCIP): My Life Changing Experience

Being a part of Community College Initiative Program (CCIP) was my life changing experience.



Capital Market Training @ Indonesia Stock Exchange-IDX Building-August 2011

There are many exciting stories to convey but to make long story short, let me just iterate the most important part of it. I was originally from Ambon but now reside in Denpasar, Bali. I was part of 2010-2011 CCI exchange program, studying at Highline Community College in Des Moines, Washington. The academic and professional experience I gained was extremely vast, let alone the plus point of social interactions with Americans which brought new perspectives and broadened my horizon.

In America, besides academically learning at campus, I earned a great deal of career related knowledge at Trade Development Alliance (TDA) of Greater Seattle where I had my internship. My time in TDA honed me in strong American work ethic, business etiquettes and punctuality. The Chairman of TDA wrote me a recommendation letter for my performance. American Red Cross was the place I did my volunteer work during my stay in Washington. My affiliation with the Red Cross made me travel to communities around Greater Seattle Area to give presentations about Disaster Preparedness. Seattle Red Cross awarded me with a Certificate of Appreciation for my service. In Highline, I was Vice President for Highline Student Investment Club, a position that brought me in contact with business people. During my tenure in the investment club, I invited guest speakers from Greater Seattle Chamber of Commerce and Urban Enterprise Community to give seminars and financial literacy class to the club members. At last, I graduated with Honors predicate from Highline.

Now that I am back in Indonesia, I work for a Security and Safety Consulting firm based in Bali. CCI program gave me priceless edges that really boost my professional skills and cultural understanding. Working in a firm where I am rubbing shoulders with expatriates and people from different cultures requires special skill sets and strong cultural awareness. This situation is not daunting me the least because in CCI program, we lived with roommates from different countries which taught us the importance of cultural knowledge between nations and how to deal with it. CCI program helped me extend my professional networks around the world. Now I have friends and business acquaintances in every continent which are ready to exchange valuable information and contacts on how to improve the communities we are living in.

Talking about community involvement, on my return to Indonesia, I arranged several open discussion at Trisakti University in Jakarta to empower students from Eastern Indonesia with my experience in CCI program and gave them motivation to pursue higher education. It is deeply rooted within me to give back to the community. Now I am working on a project to develop and introduce a tourism destination in South East Moluccas to be marketable in order to absorb domestic and international tourists. The target of this project is to improve the local economy and living standard of people there.



Discussion with Randall Kroszner

In conclusion, I would like to thank all the parties that made CCI program possible for me and other alumni; the State Department, Government of the United States of America, J. William Fulbright For-

eign Scholarship Board, AMINEF Board, Government of the Republic of Indonesia, Highline Community College, CCID and other sponsoring institutions. God bless you all.

Marchel P. Rumlaklak, 2010 Community College Initiative Program to Highline Community College; Security and Safety Consulting firm based in Bali.

My Hubert Humphrey Story

It was a dream in my childhood to have an experience of living abroad.

I believe that being acquainted with people of other cultures would enrich my views in seeing life. The dream finally came true in 2005 when I put my first step in the Newark Airport on the way of my participation in the Hubert H. Humphrey fellowship program at the Edward J. Bloustein School of Planning & Public Policy, Rutgers University in New Brunswick, New Jersey.

The very first thing I learnt during my stay is time punctuality. One of our hosts promised that she would pick us up at 7:30 a.m. to go to the garage sale to find furniture for our apartment. Of course, she came to our place on time while I was still doing some other things and not ready at all yet. I had to be ready in five minutes without any chance to take shower. Since

weird, but uncommon to me. Then, on second thought, I was personally impressed. That is the way they appreciate anybody else for what they've done for them. The people that I met also offered help easily. It happened when I was lifting a small table at the apartment's yard or they offered me help to find ways when they saw me looking for directions (it was in the New York City to be precise). That's something which is not easily seen in Jakarta right now.

Before I forget, do you realize that in the US people would be listening when other person talk and say 'sorry' if they unintentionally interrupt other's talk? Now, frankly speaking I will be bothered when some people have a chit-chat or discuss something on their own, like in the meeting, while someone is talking. Am I Americanized? That's the right way to do, right?



Class of Humphrey Seminar – The Hubert H. Humphrey Group of 2005-2006 at the Rutgers University

then, I tried to do my best to be ready before the planned schedule or to inform in advance if I have to be late for any reason whatsoever.

Another thing that surprised me in the beginning was the habit of Rutgers students to say 'thank you' for things that I never thought of before. They said 'thank you' when they got off the bus, for example. Previously it was like something, not

A year after returning from New Brunswick, my company assigned me to be involved in the corporate project to implement a new customer service system. Our consultants came from Indonesia and the Philippines with an auditor from Australia. The experience to get along with people from countries with different cultures during the Humphrey program made me easily develop the team work and the communication with the whole team and finally put

Fulbright Indonesian Newsletter is published by :

AMINEF
CIMB Niaga Plaza
3rd Floor
Jl. Jend. Sudirman
Kav. 25
Jakarta 12920
Tel. 021-52961977,
5296-1966
Fax. 021-52961962
Email: infofulbright_
ind@aminef.or.id
www.aminef.or.id

Information on the scholarships, awards and fellowship are available at AMINEF website at:

www.aminef.or.id

AMINEF is inviting articles for its e-Newsletter which is published quarterly on its portal. All articles received will be reviewed for acceptance before publishing. Please also submit one photo or more with size more than 200kb for good resolution and clarity.

me in the position as one of the key persons in the project. The good relationship rests not only in a client relationship but also as friends.

When I left the company to join the Humphrey program, I was a unit head with 22 subordinates. Currently, I lead a division with 115 employees to manage. I believe all this achievement is strongly supported by the new values that I brought along when I came back in 2006. Thank

you Humphrey Program for the excellent opportunity that I had in life and also for the memorable experiences.

Elizabeth Swastiwari, 2005 Humphrey Fellow in Urban and Regional Planning to Rutgers, the State University of New Jersey; Customer Care and Relation Administration Division Head, Pam Lyonnaise Jaya Ltd., Jakarta

Testimonials from Fulbright Grantees

My Fulbright experience: Get Exposed to Cutting Edge Research

The academic and research opportunities available through the Fulbright program are priceless. During my graduate studies at the California Institute of Technology, I have been exposed to cutting edge research in numerous science and engineering fields. In addition, being able to meet, talk, and collaborate with some of the greatest minds in the world, including several Nobel laureates, is truly astonishing. The Fulbright program also offers tremendous opportunities to interact with a variety of people with a very diverse background, which definitely enrich my socio-cultural experience. Daily interactions with Americans and other international students further deepen my understanding of American culture and social life. In short, my Fulbright experience has certainly been amazing and life changing.

(Adrianus Indrat Aria, 2007 Fulbright Ph.D. Student in Aeronautics at California Institute of Technology)

The Fulbright Program Has Opened Up a Door to the Glittering World of Academia

The Fulbright experience has been an important milestone in both my career and personal trajectories. Opening up a door to the glittering world of academia, it indulges my hunger for knowledge of cross-disciplinary approaches in the humanities and for the experience of worldwide cultural diversity. Pursuing the Ph.D. in the US has been both precious professional and cultural enrichments, which I will always be grateful for.

(Tutin Aryanti, 2007 Fulbright Presidential Ph.D. student grantee in Architecture, University of Illinois, Urbana-Champaign; Faculty Member, Universitas Pendidikan Indonesia, Bandung)