

Message from the Executive Director



At AMINEF the new year has begun and is in full swing. We are pleased to be able bring you the first of our newsletters for 2014 earlier than expected. For our dedicated readers we would like to say thank you and you will be pleased to note that the submissions from our grantees and alumni this issue continue to highlight the diversity and breadth and depth of the Fulbright experience both in the USA and Indonesia. The articles in this volume not only highlight the diversity of grantees, but the many sectors, fields of study, and wonderfully positive and sensitive cultural observations that are the essence of the Fulbright Program.

At AMINEF we are truly looking forward to the many university visits we have planned for 2014, our continually expanding cooperation with so many colleagues across the archipelago, and in the USA on our

many programs, and what may be the largest group of Fulbright and related programs grantees in our 61/21 Year history. That's 61 years for Fulbright and 21 for AMINEF!

Please enjoy the newsletter and we hope that you all will consider sending your submission or comments.

Sincerely,

Michael E. McCoy
Executive Director
American Indonesian Exchange Foundation (AMINEF)
Fulbright/EducationUSA

Inside

Page 2-3
Interning for Obama's Presidential Campaign Headquarters

Page 3
Celebrating Together

Page 4-5
Introducing Indonesia To Third Graders

Page 6
From the Land of Minangkabau in Indonesia to the Land of Lincoln in the United States

Page 7
Fulbright Awardee as A Scholar and An Activist

Page 8-9
Learning to Become a World Class Researcher in Digital Government Domain

Page 10
In Alor, the death of a language

Page 11
Doing Research In World Class Center

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

Interning for Obama's Presidential Campaign Headquarters

When Senator Fulbright conceived the Fulbright scholarship, he did not only think about a scholarship.



Waving the Red-and-White in front of the Capitol Hill

He thought about a life-changing program that opens up a whole new world to its participants. While being granted the scholarship itself was already a dream-coming-true, I was even more grateful for the experience of interning as political data analyst in the President Obama's 2012 Campaign Headquarters.

The internship ran from May to August 2012. I learned a lot during that time, both from my daily jobs and from weekly talks. Every week we had speakers series where prominent campaign staffs talked openly to the interns about their experience and the campaign in general. We counted campaign manager and former White House deputy chief of staff Jim Messina and campaign advisor David Axelrod as two of the speakers. I cannot describe in details what were delivered during the forums. Nevertheless, I can share two lessons that I learned back then.



The id card sticker along with the campaign-issued strap.

First, young people matter. A significant percentage of the campaign's interns and staffs were young people. Many were still in their 20s. If you wonder, interns were not paid. So, literally, they worked out of idealism. Certainly, I hope Indonesian youth to also have such an idealism, to endure negativities commonly associated with politics and involve themselves more in public life to bring changes.



The sticker of the id card during the internship. OFA stands for Obama for America. The card has some security in it, so we had to return it. We could keep the sticker though, and indeed many did. Lastly, but most importantly, if you notice, I wore batik that day. A batik in the Obama Campaign Headquarters!

*Page 12-13
An Exceptional Learning Experience in the Emerald City*

*Page 13-14
Reflections on Joining Fulbright Pre-Academic Program 2013 and Experiencing American Midwest Life at the University of Kansas (KU) in Lawrence, Kansas*

*Page 15-16
Fulbright Experience*

*Page 16-17
Journey in Dream Land*

*Page 17
Learning from Outside the Class*

*Page 18
To Do Things Differently*

*Page 19-20
My Fulbright PhD in Three Challenging and Wonderful Years*

*Page 21-23
Alumni Highlights*

*Page 24-25
EducationUSA Promotes Educational Opportunities in the U.S.*



Happy holiday (Christmas) card from the President and his family, sent in a White House envelope.

Second, do not give up hope. June 28, 2012, all staffs and interns had an email informing of a general meeting about the Affordable Care Act, which earlier that day was upheld by the US Supreme Court. The meeting was thrilling. Someone explained to us what benefits the act would give to millions of Americans who had no insurance. There was also a person sharing how a poor health situation cost him so much money, and that he was grateful that the act would keep many Americans from living his experience. I saw wet eyes.

Yet, I was even more thrilled by the story of how the bill came into being. Suffice to say that it faced tremendous oppositions. However, President Obama was adamant that it must pass. He believed that America where healthcare is the privilege of the rich is not "America that we believe in." He did not give up hope. That was when I thought about Indonesia.

We have progressed so much since 1998, yet I believe each of us still has a dream for our country. Some might hope for a more prosperous Indonesia. Others, like me, might dream of a more tolerant and peaceful Indonesia—a country that is home for all regardless of faith, ethnicity, and social status. I am grateful that Fulbright has led me to such an experience that evidenced how dreams and commitment can indeed transform a country and emboldened me to never lose hope.

Nathanael Sumaktoyo, 2011 Fulbright Master's Student, Loyola University Chicago; now PhD student in American Politics at the University of Notre Dame.

Celebrating Together

"This is Miss first time inside church?" The question is asked by two students on a sunny Christmas morning in a tiny, mountaintop village in Indonesia.

It's more a rhetorical question, but when I explain that I've been to church many times because my father's family is Christian, the teens get excited. "Oh! So Miss father... Christian?" The relief is palpable, me sitting in their church on Christmas day isn't so weird after all. At that early hour, the wheels in my head struggled mightily to start turning. How do I explain this in a satisfactory but straightforward way? "No... my father's family is Christian, my father is Muslim."

I'm an ETA in Manado, in North Sulawesi, one of only a handful of Christian-majority provinces in Indonesia. Manado in particular is known as an enclave of Christianity - the city is home to not only Indonesia's tallest Christmas tree but also it's tallest statue of Jesus (in the 'flying posture', naturally). I'm also a Muslim-American, a fact which never fails to elicit a double take from whoever just asked me which of Indonesia's six official religions I belong to. To a lot of people, I'm sort of an enigma: a Muslim, an American no less, who willingly resides in Manado when I could be living in a thousand other Indonesian cities where no local specialties contain pork, the call to prayer is loud and clear and, in short, where I could enjoy the privileges of being in the religious majority. Wouldn't I be better off elsewhere? Just what am I doing here?

As our conversation turned to the phrase 'religious tolerance,' I was reminded of just what it is I am doing here. I'm (assistant) teaching, but I'm learning too. During my first stint as an ETA, in Muslim-majority Belitung, I'd observed that the model of tolerance in Indonesia is somewhat different from at home, and might be summed up by the phrase "agamaku agamaku, agamamu agamamu" ("My religion is my religion. Your religion is your religion"). To each his or her own, comfortably - but separately - side by side. So, while the city government hosts Ramadan dinners in the shade of that aforementioned Christmas tree and non-Christians attend many a Christmas open house, the concept of attending religious services outside of your own is, as far as I can tell, foreign. I rambled on about the visits church groups would take to my hometown mosque to observe the Friday prayer, but I could tell my students were confused. Looking to simplify things, I said, "They watch us pray so they can feel closer to us. If I sit in church with my grandparents, I feel close to them." After the service and obligatory foto-foto were over, one girl broke into a grin, "Now you can feel close with us, Miss." So, would I really be better off elsewhere in Indonesia? Actually, I think Manado is turning out to be exactly the right place for me to be.

Amirah Nelson, Fulbright English Teaching Assistant (ETA) at SMAN 9 Manado; last year she was an ETA at SMAN 1 Tanjung Pandan in Belitung

Introducing Indonesia To Third Graders

My daughter is in the third grade at Madison Elementary in Norman, Oklahoma.



Introducing Indonesia to third graders

Every year, the school holds an event called Multicultural Fair, which aims to introduce different cultures around the world to their students. Months before the night of the event, each class talks about a specific country in the world, its culture, and people. Teachers invite parents who come from different countries to speak and introduce their countries and their native culture. In the night of the event, booths are set up, students' works are displayed, parents bring traditional outfits and artifacts, people wear traditional outfits from their native cultural backgrounds, traditional foods from around the world are shared, and students and teachers perform traditional dances from different cultures, which they have practiced for months. Everybody has a lot of fun and learns a lot of things!

Indonesia is one of the countries that has been featured in the Multicultural Fair. I was invited to give a talk about Indonesia to my daughter's class. Since there are a lot of things that I wanted to show to the students, the teacher, Ms Bowen, and I divided the materials into three weekly meetings.

In the first presentation, the students called me Ms M because my last name was too challenging to

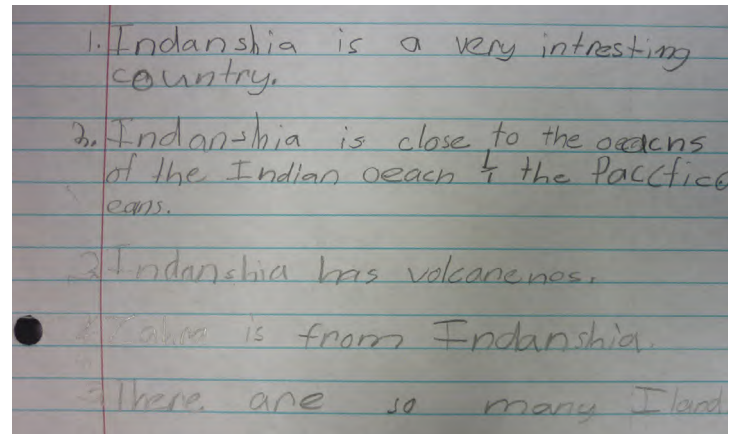


A student making wayang

pronounce. At the beginning of the class, I presented the Indonesia's geographical location. We looked at the world map and learned where Indonesia was located and looked at the Indonesian map. We identified Indonesia's neighboring countries and some facts about Indonesia, such as the number of its islands and volcanoes. We also talked about Indonesia's native animals. The students asked great questions to know more about Indonesia, like how many hours to fly from the US to Indonesia and what we do if the volcano explodes. One student wanted to know how we plant rice.

At the end of the class, I showed them a slide of wayang (puppets) and I let them know that we were going to make ones. We had papers with wayang patterns, brads to connect the limbs of the puppets, and lollipop sticks. Ms Bowen called students' names and gave them time to choose the wayang patterns they wanted to work on. At the end of the class, a student approached me, thanked me, and said that she loved the class. We will display the wayang in the Multicultural Fair.

On the second week, we did some fun activities. That day, the students were having Pajama Day, so when I came in, everybody, including the teacher, were wearing pajamas and having their favorite stuff animals.



We started the class by reviewing our last week materials. The students answered the questions, such as the neighboring countries and the geographical location. I then asked the students to write down any information they remembered about what we had learned.



After writing the essay, we worked on the Wayang by coloring them. Below were some of the Wayang the students made.

After a few minutes, we were ready to use the puppets for the show. Using the puppets that the students had made, I sat in front of the class and started playing one of the Indonesian folklore Kancil Mencuri Ketimun. The students watched the show attentively. A student volunteered to lend his hands during the show. At the end of the show, I asked the students the lesson they learned from the story. One of them said that the lesson he learned was to always tell the truth, while another student mentioned that helping one another was the lesson she learned from the story. A student stated that Kancil was boastful and that we should never brag about ourselves. On week three, we will learn about schools in Indonesia.



Puppet Show: Kancil Mencuri Ketimun (Kancil Stole Cucumbers)



On the last week of the presentation, my topic was about the Indonesian schools. We compared the Indonesian elementary, junior, and senior high schools with the American schools. We also talked about the Indonesian school uniforms. Then I introduced an Angklung to the students. The students were so excited that they raised their hands to ask questions once they saw a set of the traditional instruments I brought. We then talked about what the instruments were made of and how the instruments were played. I asked them to come two by two to play the instruments and observe how the instruments worked to produce sounds. After everybody got their turns, I played some songs and asked

them to guess them. Then, we had volunteers to play a song. We had three songs that students could play, but all volunteers chose to play "America the Beautiful" over "Marry Had A Little Lamb" and "Happy Birthday".

The next discussion was about Batik. I explained what Batik was and how Batik was made. We then had a discussion about it. We had a sample of Batik handkerchief and some pictures were shown on the screen. I brought in pieces of cloth for students to make some Batik on their own. Since it was impossible to use wax, we used markers to draw on the cloth. Everybody enjoyed this activity and poured their ideas on to the cloths.

At the end of the activity, I asked if anybody would



A student playing Angklung



like to show their work to the class. Some students came forward to show and tell their friends about their work. Finally, before the class ended, I let them know that I brought an Indonesian dish, Macaroni Schootel to class for their lunch. Next week is the Multicultural Fair, the students' work will be displayed along with other Indonesian traditional items.

Sri Rejeki Murtiningsih, 2010 Fulbright Ph.D. Student, University of Oklahoma; faculty member at Muhammadiyah University in Yogyakarta

From the Land of Minangkabau in Indonesia to the Land of Lincoln in the United States

To be in the United States of America to pursue Master's degree education through Fulbright scholarship organized by AMINEF and IIE is indeed a rewarding experience for me. It provides lots of unique experiences with new insights that I could learn. The very insightful experience that I remember until now is the moments when I was in the classroom together with American students and professors. I learn how the professors taught and managed the classroom. Besides, their expertise in their field provoked me to be like them, of course, in my own field as well. In the classrooms, I learned how people coming from different background could learn together and appreciate new ideas without being judgmental but rather evaluative.

Outside the classroom, I experienced an unforgettable moment to engage with many international students coming from different countries in the world. I involved two times in an event called International Night on campus. In 2011, what I did was sharing Indonesian cultural artifacts and crafts by displaying them in an Indonesian booth and answering American and international students' questions about Indonesian cultures, together with Ruth Sumule, a 2010 Indonesian Fulbright awardee. In 2012, I performed "Rantak" dance as one of traditional dances from the land of Minangkabau in West Sumatra. I did the performance because Minangkabau cultures were somewhat less promoted. What people in the West know about Indonesia is only Bali. I felt satisfied after I performed this dance in front of important people of SIUE and invited guests. These two events will always be moments that I carry with me, especially the lesson that I learn about the spirit of

togetherness and mankind beyond the differences that we all have in the world.

In terms of community service, I involved in two social events. First, I participated in the Fulbright seminar in Denver. We helped a local school in cleaning their facilities. Second, I involved in the process of making a recorded video of international students' interviews for International Night event in 2012. I interviewed students from Latvia, India, China, Japan, Iran, Bangladesh, Nepal, Nigeria, Ghana, Mexico, Spain, Brazil, Kenya, Netherland, and several others. It was a great success. As to the community service, I engaged in several international students' activities on campus by joining International Students Council and Muslim Students' Association at my host university.

Upon returning to Indonesia, I continued my work at the College of Teacher Training and Education in Padang, West Sumatera. Aside from teaching, I have been appointed as the Supervisor for English Department Students. For the coming few years, I plan to pursue my doctoral degree since my college is lacking of faculty members with doctoral degree, particularly those specializing in English.

Syayid Sandi Sukandi, 2011 Fulbright Student, Southern Illinois University, Edwardsville: faculty member, College of Teacher Training and Education, Padang

My performance in Rantak dance can be watched through this link: <http://www.youtube.com/watch?v=IMlattpXSTw>



A picture with SIUE Officers working in the International Students and Scholar Services and two other Fulbright scholarship recipient.



A picture with Fulbright Students doing a community service



A picture with students from India, Pakistan, Nepal, and the United States.



A picture with Muslim Students Association

Fulbright Awardee as A Scholar and An Activist

I was awarded Fulbright Presidential Scholarship to pursue my doctoral degree in the U.S. in 2007.

I was admitted to the program of West and South Asian Religions of the Graduate Division of Religion at Emory University, Atlanta. This marked a new phase in my intellectual growth as well as in my activism. My scholarly capability has enriched tremendously and my involvement in social organization has expanded significantly since then as these have been impacted by my training in the U.S.



With Muslim reformist and Emory Law School Professor Abdullahi Ahmed An-Na'im, who served as my dissertation committee.

When I applied for a PhD, I was not quite aware of how the higher educational system for doctoral degrees in U.S. universities exactly worked. I presumed that I could start conducting research right upon passing my first year of study, as I told two Emory professors who interviewed me for my application through a long-distance phone call. They said that I had to take at least a four-full semester coursework, pass language and qualification exams and defend research proposal prior to research and writing up of dissertation. It was through such processes that I gained academic advantages most fruitfully.

Two year coursework offered me valuable chance to engage with various theoretical and methodological frameworks. My approach to Islamic law, its practices and its institutions, as my prime research interest, is now comparative and empirical, which was previously normative and textual. These theoretical and methodological re-orientations help me understand and examine Muslim legal practices more critically. I presented my research findings in many conferences in different countries. These intellectual exercises brought me to a broader scholarship in Islamic studies, and particularly Islamic law, worldwide.



As a panelist in Contemporary Islam Study Group during the 2012 Annual Conference of American Academy of Religion in Chicago.

In the U.S., I had opportunities to present my work in American Academy of Religion Annual Conference in Chicago in 2012, Indonesian Studies Conference held by University of California Los Angeles in 2012, and conference on Religion and Gender organized by Monterey Institute of International Studies, California, in 2012. Moreover, my presentation in conference on Islamic Family Law in Europe and Modern Muslim Countries at Radboud University of Nijmegen, Netherlands, and in the 8th Singapore Graduate Studies on Southeast Asia at National University of Singapore further exposed me to global scholarly discussion about Islamic law. Through these forums, I could contribute to the ongoing debates about Islamic law.

Besides these intellectual gains, the increase in social activities is another benefit that I obtained while studying in the U.S. Along with other Fulbright grantees, we initiated the establishment of North America and Canada Nahdlatul Ulama Special Branch (Pengurus Cabang Istimewa NU Amerika Serikat dan Kanada). The main objectives of this organization are to offer a moderate Islamic perspective, to refine mutual misperceptions that may exist between the West and Islam and to promote peaceful and tolerant Indonesian Islam.



With the Indonesian delegations, General Chairperson of NU K.H. Said Agil Siradj and NU Chairperson of Papua Regional Branch at the Annual Global Peace Convention held in Marriot Hotel, Atlanta, November 2012.



8th Singapore Graduate Forum on Southeast Asian Studies, 22 - 26 July 2013
organised by Asia Research Institute, National University of Singapore

Panelist in the Session of Islamic Authority in the 8th Singapore Graduate Forum on Southeast Asian Studies, held by Asia Research Institute of National University of Singapore.

We had cooperated with the Indonesian Embassy in Washington D.C. and with Global Peace Foundation (GPF) to host programs on interreligious dialogues. For example, in November 2012, GPF held its Annual Convention in Atlanta. They invited world religious leaders, including the General Chairperson of NU from Indonesia. I acted as the coordinator of the U.S.-based Indonesian delegation. In March 2013, the representative of NU North America Special Branch delivered a speech on religious tolerance at Capitol Hill in Washington D.C. I was unable to participate fully in all of these events due to time conflicts and other limitations as a full-

time student. However, I had a great chance to develop my social network and to build up relations with other people from different faiths as a result of my involvement in this organization. I might miss all these scholarly achievements and activism if Fulbright did not support my study in the U.S. This was a great achievement that Fulbright helped me to realize.

Mohamad Abdun Nasir, 2007 Fulbright Presidential Ph.D. Student Grantee, Emory University; faculty member at Islamic Studies Institute (IAIN) Mataram in Lombok.

Learning to Become a **World Class** Researcher in Digital Government Domain

It is not easy to single out one of the many outstanding benefits that I experienced as a Fulbrighter.

To state the obvious, the Fulbright Presidential Scholarship enabled me to complete my doctoral program and research in the U.S. But more than that, the program has opened up opportunities for me to learn to become a world class researcher and build a network with researchers of digital government worldwide.

It might seem a cliché and sound like “I wanna be like Mike” things, but I always wanted to publish my research in International publication outlets just like all the authors in many publications I read before. The Fulbright program opens this door for me.

This program has allowed me to focus my first three crucial years to study, work hard and build connections with world-known professors and researchers. It all started in the summer of 2009. Fulbright scholarship covered my stipend during summer and so I have plenty



Research Team Discussion – building ontology-based data architecture for sustainable certification and inspection in coffee supply chain

of time to work on my own research project without worrying about my expenses. The research project that I worked on during summer was later accepted in one



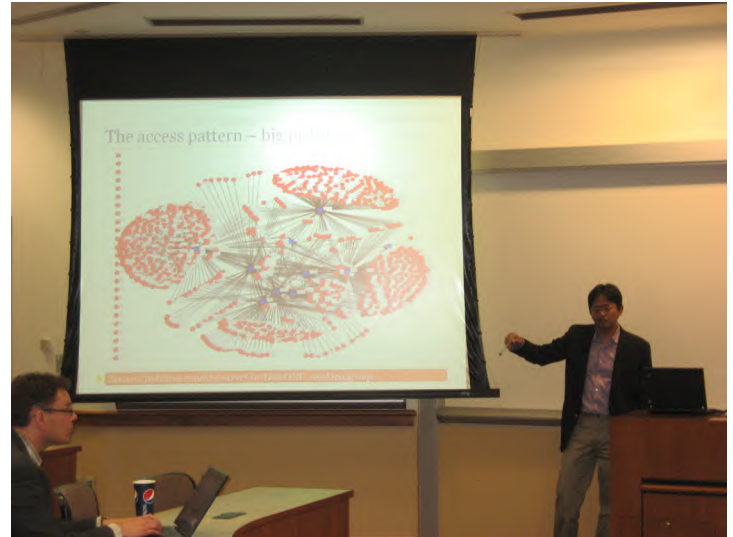
With researchers from Mexico, Canada, and US in research project to build interoperable data architecture for sustainable supply chain

of the major conferences for public administration in the U.S. called ASPA and was later published as a book chapter in e-government reference book in 2012.

One crucial and defining milestone for my learning to become a world-class researcher happened when I got involved in several research projects at the Center for Technology in Government (CTG), a world-known center in information technology application in government. In my third year, I was able to volunteer to work on research projects at CTG, partly because Fulbright funding enabled me to do so. I was involved in two major research projects at CTG which benefit me greatly in three things. First, I was able to learn through my observations and through the discussions with the researchers; the conduct of multi-national research collaborations. I learned how research framework is collectively synthesized and research design is established. I also learned how to collect primary data through interview with respondents from multi countries

and then analyzing such data. This learning augments my confidence in conducting research collaboration in the future.

Second, involvement in research projects enables me to have access to data and to have opportunity to write research papers for publications. I was able to publish more than nineteen articles in well-known international conferences, four book chapters and several journal articles. Third, I was able to build relationships with other scholars and build a network with researchers in digital government domain through my presentation in conferences and involvement in multi-national research projects.



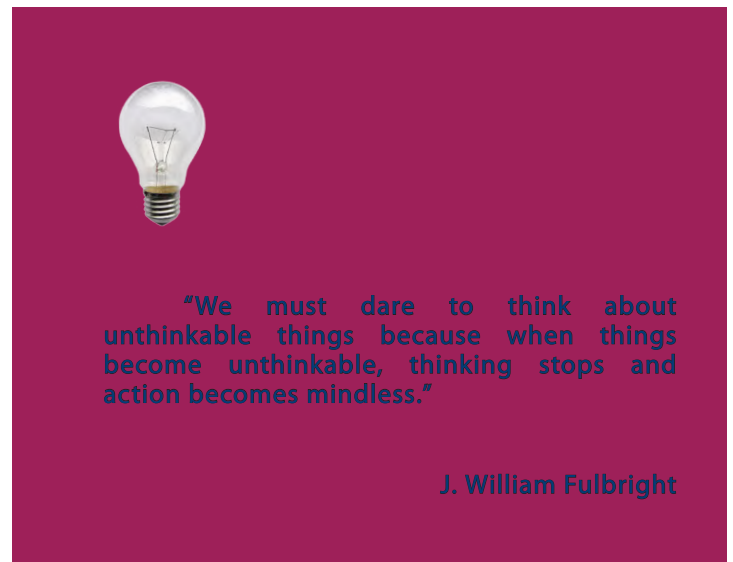
Presenting in the International Conference of Digital Government Research (Dg.O Conference)

To sum my experience participating in the Fulbright program, I just would like to re-affirm the obvious. No matter how marvelous a journey might be, it would not be possible without a beginning. Although my journey has yet come to an end and I will embark in a new one after my Ph.D, my journey wouldn't be possible without the opportunity that Fulbright has opened up to me, a great beginning. For that, I am forever thankful.

Djoko Sigit Sayogo, 2009 Fulbright Ph.D. Grantee, State University of New York, Albany; faculty member, Muhammadiyah University, Malang



Presenting in the International Conference on Theory and Practice of E-Government (ICEGOV)



In Alor, the death of a language



Tradition: Nick Williams (left) sits with local residents in Alor. Language is the main vehicle of culture, and thus identity. Kula, with its nuanced elevational distinctions, for example, gives its speakers a sense of place in the world.

On the island of Alor in East Nusa Tenggara, a language is dying — slowly.

The popular image of the last, white-bearded speaker taking a mother tongue with him to the grave is a myth. Languages go out with a whimper.

Indonesia is home to one-10th of the world's languages, making it the most linguistically diverse nation after Papua New Guinea. Of the archipelago's 706 identified tongues, nearly half are threatened or dying, according to the authoritative database ethnologue.com.

For the last year and a half, linguist Nick Williams has been documenting Kula, an endangered language with 5,000 speakers in Alor.

Kula is still used for daily communication, but it's losing users, especially among the young. If the trend continues, it will soon become moribund, with just the elderly still speaking it. By then, it will be too late.

"The problem is that languages don't get attention when they are threatened, usually only when they reach moribund status," said Williams during a recent interview in Jakarta.

Kula is not written, only spoken, and Williams is creating the language's first dictionary and orthography, or conventional spelling system.

To do this he has lived in the village with a local Kula-speaking family, compiling a comprehensive record of the language by recording conversations, rituals, speeches, songs and stories. It's an enormous task, but documentation is critical for preserving a language and launching revitalization efforts.

"If Kula does die, mine will be the only record," he said.

Williams is an interactional linguist, a new school that examines how the structure of a language emerges out of everyday social interaction. Whereas most of 20th century linguistics relied on transcribing and dissecting

monologue, he focuses on daily conversation and the language's functional use.

"When you look at a language in conversation, you get a more authentic idea of how the grammar works," he said.

The structure of a language also may reflect features of the place in which it's spoken or its local geography. The Kula-speaking community lives in a mountainous area, and a large part of daily life is moving up and down hills. Thus, while Indonesian only has two verbs to indicate elevational movement — naik (to ascend) and turun (to descend) — Kula has several. Place is usually described in terms of elevation: A table in a room will not be "next to" the wall, it will be "upslope" from the wall.

He said that generally the Kula speakers he worked with were proud of their language, but not that motivated to preserve it.

"The challenge is to get people interested. It's hard to get them to see the urgency."

And should they? Languages are dynamic and constantly evolve and decay. Would it matter if a tongue spoken by a few thousand people on a small eastern island disappeared?

Yes, a great deal, says Williams. Since talking is the most basic social activity, language is the main vehicle of culture, and thus identity. Kula, with its nuanced elevational distinctions for instance, gives its speakers a sense of place in the world.



Elderly: Kula is seeing fewer speakers among the young generation.

"Losing language is a huge step toward losing culture," said Williams. "If you lose linguistic diversity you're losing Indonesian identity itself — Bhinneka Tunggal Ika. We're going to end up with this Taman Mini version of cultural diversity in Indonesia, where for all of East Nusa Tenggara you have one little display."

Nick Williams, 2011 Fulbright Student Researcher; Catholic University of Atma Jaya, Jakarta; University of Colorado, Boulder

Photos Courtesy of Nick Williams

Writer: Gordon LaForge, 2011-2012 Fulbright English Teaching Assistant to Bontang and Banda Aceh; published in the Jakarta Post, February 4, 2014

Doing Research In World Class Center



Preparation sample in laboratorium.

Initially, my research topic was about doped TiO₂ nanomaterials as photocatalyst.

After discussing with my faculty host, Prof. Dion, of the Department of Biomedical, Chemical and Environmental Engineering, the University of Cincinnati, he suggested that I revise the project. Preparation monodisperse in aqueous is more challenging nowadays than photocatalyst. This challenge will be solved by using the combination of hydrothermal treatment and using surface active agent (surfactant). One month was needed to read the literature including journals related to my project. Fortunately, almost all necessary relevant journals are available at my host university.

The first photo above showed my activity in the lab during sample preparation. Because the lab was used by many students/ scholars with different academic background, one must be flexible in making adjustments. I had to make the most of my four months research period. I had the target to publish the research result in an international journal on completion of the program. Aside from obtaining recognition from the international society, our publication in the journal can improve our home university rankings in the world.

During the research, I learned about the medical cost which was very expensive in the U.S. particularly if we don't understand the American Health Insurance system. There are price options for example \$20 and \$200 for the same stuff in different stores. In the



Photo with visiting scholar and others Ph.D. students from many countries in office room. Left to right: Maria José Sampaio, Ph.D. fellow from (Portugal), Carolina Belver (Spain), Changseok Han (South Korea), Olga Sacco (Italy), Posman Manurung (Indonesia) and Xiaodi Duan (China).

event we get sick, the first advice I got is to visit family physicians first before going to a specialist or to the emergency room in the hospital because the last two were very expensive.

The Fulbright visiting scholar enrichment seminar was excellent. The seminar that I attended was conducted on October 23-26, 2013 in Tulsa, Oklahoma. During the 4 days event, we interacted with participants coming from all over the world. This was the moment I learned about different traditions, educational background, history, customs, etc.

When I was in Tulsa, I took the opportunity to visit such interesting sites as Tallgrass Prairie Preserve and Osage Tribe. I found the Tallgrass Prairie near Pawhuska, Oklahoma an interesting place where we could observe and evaluate the natural resources of the West. Vast land, extending from Texas to Manitoba, once supported grass that was said to be as tall as a horse's shoulders. These areas support a wide range of wildlife, including massive herds of bison. I also visited the Osage Tribal Museum which is the first American Indian Tribal Museum in the U.S..

Posman Manurung, 2013 Fulbright Senior Research Scholar, University of Cincinnati; Faculty Member, Department of Physics, University of Lampung.

An Exceptional Learning Experience in the Emerald City

My Fulbright experience in Seattle was among some of the best years of my life.

The educational opportunity at the University of Washington (UW) was just exceptional. It was a rare privilege to have studied at one of the top computer science schools in the US. I learnt so much from the unique graduate program I went through. The Human Centered Design and Engineering Master's program brought together design, technology, and the study of human behavior. I was taught to combine the creative aspects of design and the study of human behavior together with the analytical techniques of engineering to create innovative products and technologies. Indeed, I felt that I received one of the best learning experiences in the world.

Of course, beautiful Seattle with its jaw-dropping panoramic views of epic mountain ranges also contributed to the wonderful experience in America. Seattle is like no other American city I have visited. It has a distinct, laid-back, liberal feel; coupled with a tight community, delicious Asian cuisine, great coffee, and plenty of outdoor activities all available within an hour or so of the city (although I still dislike how rainy it is!). Together with the wonderful friendships I made, my time in America remains unforgettable and much cherished.



Building relationships with people from different cultures

Meeting with Eminent Tech Innovators

In the summer of 2012, I was chosen as one of nine UW students to participate in the World Lab Institute, a joint research and educational endeavor between Tsinghua University, China and UW. The World Lab brings together students from technology, design, social science and business backgrounds; challenging them to create products and services that solve pressing social problems.

The most interesting part in this cross-cultural research project was the weekly visits to leading tech companies in the Northwest area. In eight weeks, I had the opportunity to visit several leading tech companies including Google, Microsoft, Adobe, and Boeing. I was able to speak with eminent tech innovators and business leaders from those companies. At the end of the

program, my team presented our project to an audience of academics, government officials, entrepreneurs, and venture capitalists both in Seattle and in Beijing, China. As the result of this research, we (six researchers) also successfully published a paper in ACM SIGCHI Conference on Human Factors in Computing Systems Proceedings (Paris, France, 2013), the most prestigious conference in the Human Computer Interaction field.



Some participants of the World Lab Summer Institute

Working for a US Tech Company

One of my goals in addition to studying at UW, was to gain industry experience by working for a US tech company. In the winter of 2013, this dream came true when I got an offer to work for an enterprise software company called Apptio. I was so excited to get the job. I worked as a User Experience (UX) Engineer to assist with the design of Apptio's applications and translated business needs into UX that solved real problems.

By working at this company for three months, I was able to apply the skills that I learned at UW, while networking with IT communities in the US. When I returned to Indonesia, this network became really crucial for my professional development.



Together with the User Experience Team at Apptio

A Mind-expanding and Life-changing Experience

Even though UX has become ubiquitous in the US, very few people know about this field in Indonesia. I am overjoyed every time I get a chance to introduce UX and design thinking to people who are eager to soak it up. For example, I had a great opportunity to share about UX to computer science students at Bandung Institute of Technology in November 2013.

All in all, the Fulbright award has provided me with the marvelous opportunities of getting the best education, meeting and collaborating with eminent tech innovators, gaining industry experience with a US Tech Company, and building relationships with people from different cultures. Thanks to Fulbright, I was able to have such a mind-expanding and life-changing experience!

Yoel Krisnanda, 2011 Fulbright Student, University of Washington.

Reflections on Joining Fulbright Pre-Academic Program 2013 and Experiencing American Midwest Life at the University of Kansas (KU) in Lawrence, Kansas

It was a great chance for me to obtain the Fulbright scholarship to pursue my PhD at the State University of New York, at Buffalo.



Kansas Historical Society

Another marvelous thing was to participate in Six-Week Pre-Academic Program at the University of Kansas (KU) in Lawrence. My first encounter with American state was my transit flight from Narita to Houston. A passenger from Tennessee, a high school English teacher, sitting next to me in the plane, greeted me – “Welcome to America” – as soon as the airplane touched down the ground in Houston. “Wow..I’ve come to America!”, I whispered to myself while astoundingly looking around the Houston airport and staring at...gosh..a crowd of people walking by, which were all foreigners and certainly many of them were Americans. I felt like a stranger among them. From Houston, I continued my one hour flight to Kansas City. Getting down on the aisle to get my luggage, again I was amazed by the new surroundings.

Outside the airport, Ria, another Fulbrighter from Indonesia, was waiting for me, since her flight had reached the airport before mine. It turned out that a driver hired by AEC at KU had been waiting and would take both of us to KU. I was so surprised at the day, which looked like an afternoon at 4 or 5 p.m, whereas the time showed 8 p.m.

During the ride from the airport to Lawrence, I was amazed by the green and clean area and neighborhood in Kansas; there was no traffic jam. The houses look beautiful, which are made of wood. Arriving in Lawrence, I also found the same landscape – cozy wooden houses and pristine and green neighborhood – marvelous!!

The nature around KU campus is also so pristine, in which I often met squirrels and bunnies running around our house. The food the KU staff served for us, the Fulbrighters was also great – American typical dishes, such as fruit and vegetable salad with dressing, burger, pizza, various hand-made cookies and bread, yogurt, several kinds of beverages, potato, tortilla, chicken and veggie wrap, and some others --- hmm...yummy!!

Joining the six-week Pre-Academic Program was also a wonderful experience as I met other Fulbrighters from different countries. Besides, the learning materials on English, graduate life and study, and American culture given by the teaching staff at AEC, KU have increased and enriched my knowledge. Homework and assignment was our daily activity. Browsing the internet to listen talks or watch movies and then record our voice for the pronunciation class, debate in class for oral skills enhancement, and also group discussion. Not to mention other assignments such as grammar exercises, reading exercises, and writing essays. However, we could still find time to take a walk to downtown Lawrence. I was amazed by the facilities at KU.



Community Service activities at the Jubilee Café



farewell party

Furthermore, the mascot and name of KU, Jayhawk – a blending between ‘jay’ a bird with vivid plumage and ‘hawk’ always reverberates in every corner of KU campus, in which it is especially followed with another rhythmical phrase – Rock Chalk, which refers to the rocks under Kansas ground and they can be used as chalk. It makes a euphonic sound, Jayhawk – Rock Chalk!!

Another noteworthy experience was to join the Community Service held at Jubilee Café, a part of a Christian Church in downtown Lawrence. Each Tuesday and Friday morning, the church serves free breakfast for the homeless and the needy. I and several Fulbrighters got a turn to join and help with some cooking. We made dough for pancakes, toasted bread, fried potatoes, baked bacon and sausages, scrambled eggs, and others. Around 7 a.m. a group of homeless people had standing in queue for getting the meals. I stood behind the table and helped them get the food they wanted. The activity reminds me of the importance of sharing what we have with those who are in need.

One unforgettable moment was a dinner with an American host family. I and four Fulbrighters had dinner at Ken and Chris Golden family. They were kind and friendly. Even more so, they invited us to do some cooking at their home and eat dinner. They also treated

us in a Korean restaurant in Lawrence.

The other exciting activity was outings to Historical Museums in Topeka; African Baseball museum, Afro-American Jazz Museum, and the Nelson-Atkins museums in Kansas City, Missouri. All the museums are just gorgeous and wonderful. Visiting and looking around the museums makes me realize how affluent and marvelous a culture is. Looking at the orderly and well-managed preservation of the museums makes me learn about the good appreciation and respect of American people towards their historical heritage, because the historical artifacts show the diverse cultures and ancient legacy of a great nation.

Above all, my experience joining the program was just an incredible and memorable thing. I was moved and tearful when parting with other Fulbrighters and also with Lawrence, Kansas with its all friendly and calm people and environment. I will miss to watch squirrels and bunnies running around the parks at KU and downtown Lawrence. I think Lawrence is the best place I have ever found. See you another time Jayhawk – Rock Chalk and Lawrence!!

Henrikus Joko Yulianto, 2013 Fulbright PhD Student, SUNY Buffalo; faculty member, Semarang State University

Fulbright Experience

Being a Fulbright grantee is one of the best things that ever happened into my life.

Not only that I have the opportunity to broaden my knowledge in Computer Science but also to meet and interact with people from different countries of the world. I am studying at the University of Oklahoma (OU), one of the major research institutions in the U.S. People here are friendly and really good to take care of each other. Living in Tornado Alley makes them always ready for severe weather that usually takes place in spring. National Weather Service provides reliable information including when and how to survive during that season. My host family has taught me the basic survival in case there is tornado outbreak: "go to the shelter or get into a room with inner wall and without any windows". Having all this information helped me to keep calm when finally I heard the real tornado sirens.

Disaster can happen anywhere, anytime. I admire how people here handle this situation and ready to help others when needed. Tornadoes usually touch down in prairies but in May 2013, it grounded in some settlements near where I live. OU opened student dorm for the refugees and some nice people even provided free apartments and hotels for them. Volunteers from around the U.S. came to help during the first three months after the disaster and some of them stayed in multifunction building provided by our church in Norman. I had the chance to join preparing and cleaning the shower truck to be used by those volunteers after working whole day in the field.

The story of being a graduate student in the U.S. is not always about paperwork, research or good GPA. For me it is also about engaging with local people, attending events like football or basketball game, and exploring cities and national parks as much as possible. One of the unforgettable experiences is going for a road trip from Arizona to California together with five other Indonesian Fulbrighters. We went during the summer break 2013 for 2 weeks. We started from Tucson and drove to Sedona for 4 hours. Sedona has array of red sandstone formation and is known as a "Red Rock Country." We went up to the Chapel of the Holy Cross where we could enjoy amazing view of the valley and red rock in Sedona. We then continued to the south side of Grand Canyon 2 hours driving from Sedona.



Magical sunlight color on the curved sandstone Upper Antelope Canyon



Horseshoe-shaped meander of the Colorado River

Visiting the Grand Canyon is one of my bucket list before leaving Indonesia. I was surprised how easy to go from one point to another in the park using free bus or biking or just walking along the trails. We left after enjoying sunset in Hopi Point and headed to Williams to spend the night there. Williams is located in Route 66 and known as the gateway to the Grand Canyon. Early in the morning, we headed to Page to visit Antelope Canyon and Horseshoe bend. Finding Antelope Canyon was a little bit tricky since there was no exact address. This place is located in Navajo Nation area and after driving on the highway surrounded by dessert we knew that we were almost there when we saw three power plant chimneys. We were able to join one-hour tour to Upper Antelope Canyon but not to Lower Antelope Canyon because it was closed due to the flash flood two days earlier. However, it was worthy to see the formation of sandstone inside the canyon and took a bunch of pictures. I felt like a professional photographer. Horseshoe bend is about 15 minutes driving from Antelope. We hiked about 1 mile from parking lot under the sun heat in dessert area. The scenery was amazing. We could see the contrast of Colorado River meander, red rock and blue sky.

We did not have the chance to stop by at Glen Canyon and Lake Powell but could still enjoy scenic drive from Page to Zion National Park in Utah. We arrived there right before sunset and had 2 hours before dark to hike in its Canyon Overlook Trail. It was a really busy day. Totally we visited 3 states in one day: Arizona, Utah, and Nevada when finally we reached Las Vegas at 12 o'clock at night.

From Las Vegas we continued to Los Angeles and spent 2 days there. On our way to San Francisco we drove along California Highway 1 to see the spectacular view of Big Sur. We made mistake departing too late from LA and arrived at night in Big Sur. Later when we came back to Tucson we passed Big Sur once again to see it in daytime. Bay Area was cold even in the summer, but there were lots to see there like: Silicon Valley, Stanford University, Golden Gate, Point Bonita Light House, downtown SF, and Redwood trees in Muir Wood National Monument.

Visiting California is not complete without visiting Yosemite National Park. It is a historical place for national park system in the U.S. It was in Yosemite Valley



Tunnel Point, breathtaking view of Yosemite Valley

where John Muir and President Theodore Roosevelt sat beside campfire and discuss to preserve the America's wilderness. Finding available campsite in Yosemite was another story. In summer most campsites are already fully booked except "first come first serve" campsite.

We tried our luck to get into camp 4. We came at 5:11 am to be in line and there were already 37 people in front of us. They even brought chairs and slept using their sleeping bag while waiting in line. We wandered around Yosemite for four days and since this is home of black bears, we had to keep all food and toiletries in the bear proof storage. We also had to throw trash in locked trash bins. I love the sticker at each locker "Bears deserves your respect and not garbage." In this place I also learnt that many species rely on natural fire for their regeneration. Someday I hope I can return to this place in spring when all waterfalls in Yosemite still have water.

Going for a road trip is not that complicated. We divided our task 3 months before to book campsite, hostel, and rent car. We also shared our document online to make sure every expense and list of equipments were covered. I hope every Fulbrighters may experience this kind of trip and bring a bunch of memories when coming back home.

Egawati Panjei, 2012 Fulbright M.S. Student, University of Oklahoma; faculty member, Ciputra University, Surabaya.

Journey in Dream Land

The United States of America. The Center of the World.

Just listening to the name of this country and I got Goosebumps. America was just a dream for me before and now it is my reality. America is just a country that always came to me in my dreams but now it is the country where my own real feet step. I cannot describe how extremely happy I am to be in this dream land. First time I arrived in Greensboro, North Carolina, when I went out of the airport, I took off my shoes and stepped on the ground. The person that picked me up in the airport looked at me, surprised and maybe thought "what does she think she is doing?" At 11.24p.m. I was going out from the airport without wearing my shoes. What was I thinking at that time? I wanted to know what the American ground tasted like for my feet.

Can you imagine the pride and happiness that I feel in being here? I was placed at Bennett College, Greensboro, North Carolina. It is a historical African American college for women; a college where women are empowered. Afraid, worried, scary feelings came in and out of my mind. That community is different and special. I was afraid that I may not be able to get accustomed to their cultures and traditions. But then guess what? I could not choose a better college. I love Bennett and I was feeling so proud when they call us Bennett Belles. Bennett provided me with wonderful experiences; I did my first guitar performance, I attended my first American Ball and American Queen College Coronation. I dressed up and I was so happy when they started calling me "Yes Ria, I see you girl!", "Yes Girl!" I also learned how to clog (the Southern Native Americans Step Dance), I got my very best friend from Pakistan and a wonderful roommate and suitemate from Washington D.C., learned wonderful

histories through my African American Literature class that I have never heard and learned before, stayed in "five-star" dorm and many other things. Starting from my first guitar performance, a lot of my Bennett sisters asked me to play guitar for them in some big events inside or outside Bennett. Bennett gave me a great opportunity that I probably would not get from any other college. Above all, they gave me a real home because of the sisterhood bonding. I was even not homesick at all. Well, sometimes I did but not much.

Moreover, I have had the chance to visit some other places like Grandfather Mountain (the beauty of North Carolina), Blowing Rock town, Civil Rights Movement Museum, New York City, Washington D.C, Raleigh State Fair and many other places. There were two big community services that I had in America. The first one was when I went to a one-day fundraising event and the money that we got was for making a surprise party for disabled and old people. The second one was when I played guitar and sang songs with 3-4 year old children on campus at the Intergenerational Center. I loved to spend my time helping them and felt proud of being the small part of their life. I would never forget how they came and hugged me after the guitar playing and how the old people cried of happiness as we made the surprise party.

When I was in New York City, I got a chance to visit the Statue of Liberty, 9/11 Memorial, Empire State Building, Times Square and walking through the high line to see New York City from the height. When I was following the Fall Re-Entry Workshop in Washington DC, I got an honor to be the speaker in Welcoming Night Reception to tell all UGRADERS about my American Journey. It was great and I was so proud for being chosen

as the speaker in that great and big event. I was the only Indonesian student in the workshop. When it came to the Cultural Night, I had the responsibility to represent Indonesia in 5 minutes. Instead of making a Power Point Presentation like other countries, I was performing a dance. I was wearing Kebaya, as the representation from West Indonesia, then Kewatek and Senai to represent Central Indonesia and finally I was dancing a SAJOJO dance; a dance coming from Irian, the Eastern part of Indonesia. By then, I was satisfied enough to represent the three big parts of Indonesia. I had a host family

coming from Tennessee. They were a very great host family.

Finally, I just want to give special THANKS to AMINEF for this greatest opportunity that I have in my life and providing me such wonderful experience and supporting facilities to help me complete this amazing life. Y'all make my life WONDERFUL! Thank you!

Theresia Theodora Bengan Ola, 2013 Global Undergraduate Exchange Program, Bennett College, Greensboro, North Carolina.

Learning from Outside the Class



Me (right, lie down) and Ferrawanti(middle-bottom) at Leadership by The book Retreat

I and Ferrawanti were lucky because we were selected among nine Scottsdale Community College students to attend the Leadership Retreat on September 20—22, 2013 in Camp Pine Summit, Prescott.

The retreat was a chance to get to know people from different campuses and learn different leadership skills. The retreat was successfully attended by 180 students and 27 staff members from Maricopa Community Colleges, Coconino Community College and Central Arizona College. This year's theme was Leadership by the Book because the workshops and activities were based on various leadership publications, thus encouraging the students to engage in the process and learn about themselves and what makes a good leader. One of my favorite leadership workshops during the retreat was Strengths Quest, which helped me determine my top five strengths. These workshops about leadership not only apply in an organization, but also work to improve personal relationships.

Before the class started, my professor called me. She offered me a chance to attend one of the biggest conventions for journalism students in New Orleans. Without thinking twice, I accepted the offer. My professor told me this convention is very valuable and worth one semester of journalism study. I couldn't agree more. I went with Boby Yomaki, my classmate. Each day I attended the convention from 9 a.m – 3.30 p.m. The convention covered all kinds of media such

as print, online, digital, broadcast, and mobile. Mostly I took social media and online workshops based on my interests. The workshops were packed and short. Some were really popular and the students had to be seated on the floor. To engage with students, speakers used an attractive way to communicate. One of the speakers threw candies as the prize for those who could give a response to her questions. One of the speakers used a game as ice breaking. Another speaker give a quiz to see our creativity. Another related the path he took to be able to be what he is now.



South East Asia Group won the third place at Cultural Night Performance in Global Leadership Retreat, Arizona.

The second retreat I attended is Global Leadership Retreat on November 1-3, 2013. This retreat shaped us to be a global citizen and aware of people surroundings. The main event was the cultural night. We were divided into several groups. I and the other Indonesian students from Mesa Community Colleges (Betty, Pipit, Ainol and Fajar) created the South East Asia Group. We dressed up in our traditional dress and gave a concise presentation about South East Asia. In the end of presentation, I surprised the audience by giving a quiz. Whoever could answer my question got special keychain from Indonesia. It was fun to see how excited they were in trying to give the answers. At the end, our group won the third place of the cultural night.

Lenny, 2013 Community College Initiative Program Grantee, Scottsdale Community College

To Do Things Differently

“ Learning, without any opportunities to share what we’ve learned is a little like cooking for ourselves; we do it, but we probably won’t do it as well. ”

-Mike Schmoker

When I got the news about my participation in ILEP 2013, I imagined myself as the ambassador of Indonesia.

People would surround me and asked a lot of questions about my country. American would learn the value of being an Indonesian. American should learn from people coming from the Third world. I was arrogant at that time by saying to myself, no, I don’t think I will learn anything new from American people as I know many Americans already, I know how to handle them and I know what they expect from a foreigner.

And I was wrong...

It was very cold January, colder than Mount Bromo where I hiked few weeks before. I knew that it was winter, but I didn’t expect the extreme weather differences when I set my feet for the second time in Dulles Airport. It brought back my memory, few years back when I arrived at the same airport in 2009. Nothing has changed much since then, but I knew I would have very busy, hectic and intense months ahead.

After fun orientation days, I went to my placement university, The College of St. Rose in Albany, New York. I met with Dr. John Falco, the person in charge of hosting my friends and me during the program. I learnt a lot from him about being a leader and managing a conflict. He is a humble and kind person by heart. And, I am not being hyperbole or exaggerate, but all people who support this program, everyone that I met, show kindness, respect and integrity. Values that I thought I had.

I know that I was presenting my country, and I know that people ask a lot and learn a lot about Indonesia, finally. Also, I know that they said they have learned new things from me. However, deep in my heart, I realized that I am the one who learn. I was wrong saying that I know and understand them; in fact I do not know at all. I was wrong saying that I know a lot about being an Indonesian, in fact I know about my country better after

I meet and talk with the Americans. They have opened my eyes and ears, they have touched my heart, and they have reminded me that wherever we are, we hold the same values as human beings. That it depends on us and our environment whether we’ll hold this value or forget it easily.



Presenting Indonesia at School

During the program evaluation by the end of May, IREX asked me about the changes that I had after 5 months. I said, I am now a new person. I learned more about my role as a teacher, as a student, and as a world citizen. I learned not to complain but take action. I learned to do good things even when people do not see them. I learned how to manage my time, and my feeling. I learned to listen to people to understand them more. I learned to think win-win. Also, I learned that I love my country, Indonesia, in spite of the downs, the bad news, the things that make people see Indonesia differently; I know that Indonesia still has the chance to be better.

And it should be started from school...

So, here I am. At school, doing the stuff that I usually do, but I am doing it differently. My students and I learned seeing the whole picture, and understand it in detail pieces. We also learn how to learn as the basic of our success in studying certain things. We learn together on making the school a better place to study, a place like The College of St. Rose, Albany.

Rizqi Khoirunnisa, 2013 ILEP to The College of St. Rose in Albany; teache, Senior High School SMAN 10, Malang



Introducing Indonesia Education

My Fulbright PhD in Three **Challenging** and **Wonderful** Years

When I received the Fulbright Presidential PhD Scholarship and decided that I would finish it in 3 years, many people think it was just wishful thinking.



They said that Law Schools in the US are hard, and PhD programs in the US are especially harder. 1 or 2 years of classes, then and only then you can start writing, they said. I nodded and took notes of their inputs.

So I did an extreme preparation. I read all materials available on the internet on the school that I was accepted to, and started to communicate with them on requirements, housing, books, etc. I also read and re-read my proposal (at that time already submitted to the schools), mentally prepared myself and my family to what's coming. My children were very small, my youngest were still breastfeeding, and my oldest were 3 years old. But my husband and I made our mind, if we want to do this, we'll do it hard, or we won't do it at all. He took my hands and committed to a 3 years 'contract' of fully taking care of our children. And by September 1, 2010, we packed our bags and left for Seattle.

And our journey began. From the beginning our goals were to get our children's mind exposed to the equality and openness of the way of life. The fact that my children blended in so smoothly to their new surrounding in Seattle, and the commitment of my husband to take care of our family during my study was a huge part, but



also the fact that people we met during the 3 years were absolutely helpful and played a big part in the success of my study. Advisors of Fulbright, both from AMINEF and IIE also played a big role, I always kept in touch with them; ask them questions and got answers and always gotten reassurance from them.

The first months were the hardest ones.

No kidding. They were. A full day of classes, preparations and reading, and on top of that I have to adjust myself in taking care of my household chores: cooking, cleaning and baby sitting my children. So we developed a system called 'tag-parenting'. We decided that the children should always be accompanied by one parent, who is not over-tired and overwhelmed. So I woke up early, cooked one dish for 3 whole meals, cleaned the house and went to campus. I'd stay there until I finished all that I needed to do, typically until 5pm. By 6 pm my husband would have to start working (he took several odd jobs) and I would be in charge with the kids. I put them to bed at exactly 8 pm. Then started working on my dissertation.



The dissertation writing itself wasn't a smooth process at all. My proposal, which I was so proud of, was rejected in the first quarter of my dissertation writing class (1st year). It was a pretty hard slap for me, but it made me work even harder. I changed the topic and started to get comfortable with the new one in the 2nd quarter. By 3rd quarter I was finishing my mandatory credits and finishing up my prospectus.

Present, present, and present your Research!

During my study I also volunteered to present a lot. Every chance there is an opening for presenting ideas; I would put forward myself and present my dissertation idea. I also applied to a lot of graduate students seminars and seminars on my research topic: REDD (Reducing Emission from Forest Degradation and Deforestation) issues Influence in Indonesia's regulatory process. I had my candidacy exam on the early 2nd year of my study. By the time of my 3rd year, (un)surprisingly most of the students in my law school have heard my research. I feel that these presenting idea events are important to me. First, I can practice to articulate my research in front of

an audience. Being a lecturer this is nothing new for me, but still presenting a research to a new audience, in a different language, is a whole different ball game. Second,



I always received valuable inputs every time I presented my research. Third, I expanded my networking with fellow students, and also professors. Often when I saw a professor walking by, he/she will stop and commented on my presentation (last week/last month) and gave inputs or encouragement. And my head exploded. 😊 As PhD students all over the world would know, this means extra boost of confidence from the land of the gods.

Experience the life, have fun and make friends...

Apart from the demanding PhD student's life, I also experienced the American culture. My family and I were very close to our American neighbors, we knocked on each other's door every day, in wee hours of nights or early in the mornings. We are also lucky

to have our American family who lives in Maine, all the way in the east coast, keeping us busy in the summers. We participated in lots of potlucks, yard sales, Halloween parties, Thanksgivings and Christmas. We also hung out with other Indonesian students, organized 'pengajian' and travelled a lot. I guess these activities kept me in the 'balance'. There were several burnt out moments, when things were down and days were darker, but with so much love and support from my surrounding, I was able to quickly stand up and 'run' again.

I finished my PhD in the University of Washington, School of Law in 2 years and 8 months. My GPA is also quite good (3.78) and I received an 'honorary mentioned' in the graduation ceremony. And now, three weeks after I arrived in Yogyakarta, back in Universitas Gadjah Mada, Law School with a new position, I still taste the sweet love and warmth of our journey in Seattle. I am now ready to contribute whatever I can for my campus, our community and our country, Indonesia. Thank you Fulbright and IIE, for making all of this possible.

Linda Yanti Sulistiawati, 2010 Fulbright Presidential PhD Student, University of Washington; Faculty member and Vice Dean for International Collaborations, IT and Alumni Affairs, Gadjah Mada University School of Law

"Finally, the Program aims, through these means, to bring a little more knowledge, a little more reason, and a little more compassion into world affairs and thereby to increase the chance that nations will learn at last to live in peace and friendship."

J. William Fulbright



Fulbrighter Din Syamsuddin Appointed as co-President, Religions for Peace Organization



photo and news, courtesy of Muhammadiyah Central Board
website <http://www.muhammadiyah.or.id/id/news-3232-detail-din-syamsuddin-terpilih-sebagai-copresident-religions-for-peace.html>

Note from AMINEF: Din Syamsuddin completed both his Master's and Ph.D. degrees at the University of California, Los Angeles (UCLA) under the sponsorship of the Fulbright program. He is also Professor at Syarif Hidayatullah State Islamic University in Jakarta.

Chairperson of the Muhammadiyah Central Board, Din Syamsuddin was appointed as co-President, Religions for Peace Organization in the 9th World General Assembly of Religions for Peace (RfP) held in Wina, Austria in November 2013. RfP is an organization of eminent religious leaders in the world headquartered in New York. Din was elected as co-President representing the Muslims.

The assembly was held for three days on November 20-22, 2013 attended by 700 religious leaders and had the theme of Welcoming The Other: Common Actions for Common Well Being.

Din was the speaker on Welcoming the Other through Conflict Prevention and Transformation. In his speech, Din invited the world religious leaders to transform the conflict energy into an energy encompassing cooperation and unity. Further, he called all to emphasize the similarities rather than the differences among religions. "Religions, in spite of their fundamental theological differences, have a common take on humanity," Din stated.

Fulbrighter Abdul Haris Semendawai To Chair LPSK

As reported earlier in October, Fulbrighter Abdul Haris Semendawai and six others were elected by the House's Commission III overseeing law and human rights to be commissioners of the National Witness and Victims Protection Agency (LPSK). The seven and two former commissioners held a meeting on October 30, 2013 to elect the chairperson of the Agency by way of voting. As reported by Sindonews, Abdul Haris Semendawai was re-elected as Chairperson of Agency for the period of 2013-2018. This is his second term in the Agency.

Note from AMINEF: Abdul Haris Semendawai is 2003 Fulbright student grantee who earned his LL.M. in International Human Rights Law from Northwestern University.



Photo caption: Newly elected commissioners of the Witness and Victims Protection Agency (LPSK), (from left) Teguh Soedarsono, Hasto Atmojo Suroyo, Lies Sulistiani, Lili Pintauli Siregar, Abdul Haris Semendawai and Edwin Partogi Pasaribu, share a light moment after attending a House of Representatives plenary session on Tuesday. The new commissioners pledged that they would provide greater assistance to families of victims and survivors of the 1965 anti-communist purge. (JP/Wendra Ajistyatama)

Bambang Cipto was elected and endorsed as Rector of Muhammadiyah University



photo courtesy of Kedaulatan Rakyat

Bambang Cipto was elected and endorsed by the Muhammadiyah Central Board as Rector of Muhammadiyah University (UMY) in Yogyakarta in December 2012. Rector Bambang, who is professor in International Relations, is a Fulbright program alumnus who earned his Master's from Ohio State University and conducted research at Arizona State University.

UMY currently has a student body of 12,000 and is one of the top 44 from 3,100 private universities in Indonesia. One of his targets is to increase the number of Doctorate degree holders from 66 (16%) to 160 (40%) of the total 270 UMY faculty members by 2016. UMY is host to the U.S. Embassy American Corner serving the vast college town of the Yogyakarta special province.

Fulbrighter Teuku A. Geumpana is one of the chosen 20 Ambassadors Attending the Internet Governance Forum in Bali



The Internet Governance Forum (IGF) 2013 that was held in Bali from 21 – 25 October was attended by 20 young professionals / ambassadors from all over the world including one from Indonesia, Teuku Aulia Geumpana, Fulbright Tsunami Relief Initiative program student program alum. The IGF itself is a multistakeholder forum for policy dialogue on Internet governance issues, and brings together intergovernmental organizations, civil society, the private sector, and the technical and academic community. It was earlier established by the World Summit on the Information Society in 2006. Since then, it has become the leading global multi-stakeholder forum on public policy issues related to Internet governance. This year's IGF theme is "Building Bridges: Enhancing Multistakeholder Cooperation for Growth and Sustainable Development."

The Internet Society's IGF Ambassadors Programme is designed to foster participation in multistakeholder processes for a healthy and sustainable Internet

ecosystem. Next generation Internet leaders have the opportunity to participate in IGF meetings and lend their unique local and regional experiences to the discussions. First-time Ambassadors are paired with a mentor to help them prepare for the meeting, as well as to serve as an onsite contact. Following IGF, the Ambassadors return to their own communities and apply and share their IGF experiences.

Teuku Aulia Geumpana was identified from an applicant pool of more than 200 highly qualified individuals. The selected 20 Ambassadors have provided important regional perspectives to the dialogue on advancing the open and multistakeholder governance process. In addition, they have gained new insights and connections to enhance their work at other local, regional, and international meetings.

"It is always a great experience to meet different people from different countries with different expertise on internet area; what an honor to be chosen as one of the IGF ambassadors this year," said Teuku Geumpana. He earned his Master's degree in Management Information System from the University of Arkansas at Little Rock in 2009. On his return, he works and contributes in the Information Technology development in Indonesia. He is currently an active faculty member at the school of computer science of Binus International University. His research works and interest in the area cloud computing has brought him to achieve several International grants and awards. Research grant from Information Society Innovation Fund, and Azure Educator grant from Microsoft are among the achievements he got this year. "There are so many interesting session and I could not attend all of them, however, I managed to attend several great sessions on the power of internet in disaster and environmental control, cloud computing in emerging economies, cybercrime treaty, privacy vs. freedom of expression and network neutrality. Great positive and constructive discussion among the multistakeholders in

this forum and I believe we (Indonesia) have lots to learn from this event on how other countries have governed and applied internet in improving their lives.”

The highlights of his career since 2012 are, among others, Best Employee 2013, Binus International University; Visiting Lecturer on Cloud Computing Course for Global Engineering Week, Chitkara University, India; recipient of Azure Educator Grants 2013 from Microsoft Corp; recipient of International Grants 2013 from Information Society Innovation Fund Asia, Australia; and presenter at International Conference on Engineering and Applied Sciences (ICEAS 2012), China.



Window of the Heart

WIJAYANTO SAMIRIN



Jendela Hati

Editor: Aan Rukmana

Wijayanto Samirin, Fulbright student program alum who earned his Master's in Public Policy from Georgetown University, successfully launched his second book entitled *Window of the Heart* on Wednesday, December 4, 2013 at the Paramadina University Graduate School in Jakarta. There were some 70 in the audience, including former Vice President of the Republic of Indonesia Jusuf Kalla, former Indonesian Ambassador to the U.S. and Chair of the Central Bank Arifin Siregar, Businessman Sandiaga Uno, Fulbrighter Anies Baswedan who is Rector of Paramadina University and member of the AMINEF Board of Trustees, and Syarif Hidayatullah State Islamic University Rector Komaruddin Hidayat.

The book is about the plentiful meanings and wisdoms embedded in our daily life. We would only comprehend them if and when we let our heart and mind open to their disclosure. *Window of the Heart* is a reflection of the day to day realities which have abundant lessons to learn.

Wijayanto is Deputy Rector of Paramadina University and Managing Director of Paramadina Public Policy Institute. Being a graduate from Gadjah Mada University and Georgetown University, he believes that learning is the essence of our being as a human being. One of the best sources for the learning process is what is available around us.

(source: <http://www.gamediapustakautama.com/penulis-detail/38612/Wijayanto-Samirin>)

EducationUSA Promotes Educational Opportunities in the U.S.



EducationUSA is a network of hundreds of advising centers in 170 countries, where international students find accurate, comprehensive, and current information about how to apply to accredited U.S. colleges and universities.

The EducationUSA network is supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA), which strives to foster mutual understanding between the people of the United States

and the people of other countries. EducationUSA advisers and staff work with U.S. higher education professionals to promote international student enrolment and study abroad opportunities.

There are six EducationUSA Centers in Indonesia starting from Medan in Sumatera to Jakarta, Surabaya and Malang in Java, and Denpasar in Bali. The advisers regularly visit high schools and participate in Education Fairs organized by schools or other institutions to promote educational opportunities in the U.S.



EducationUSA adviser Rina Meiyanti Speaks at the Edlink Fair in Jakarta



U.S. representatives visiting with EducationUSA advisers

Representatives of 39 U.S. universities/ colleges visited AMINEF EducationUSA Center last year. They met with the advisers to provide information on the programs they have and gain updated information on the potential and opportunities to invite prospective students from Indonesia to pursue their education on their campuses. Each described the programs they offer, the facilities, the faculty members, housing, costs, and scholarships available on their campus. They notice that Indonesia is a country which has a lot of prospective students considering the economic growth in recent years and there has been an upward trend of Indonesian students going to the U.S. since 2012. The U.S. higher education institutions have taken serious efforts to recruit students in Indonesia which is a clear indication of their serious intention to meet with the students (and parents) directly to convince them that they are most welcome to pursue their higher education on their campuses.

They were impressed with the services provided by AMINEF EducationUSA in promoting educational opportunities in the U.S. and they will work closely with AMINEF in providing updated information on their campus on a regular basis.

One of the major activities that EducationUSA organizes annually is the Spring EducationUSA Fair participated by representatives of U.S. universities/ colleges at three to four major cities in Indonesia. Twenty eight U.S. representatives flew all the way down from the U.S. to meet with more than 4,000 students accompanied by their parents who came to the Fairs held in Medan,

Jakarta, Surabaya, Denpasar and Manado in 2013. This Spring, the number of representatives increased by 40 per cent to 40 indicating the awareness of the U.S. schools of the potential of having Indonesian students. The Fair this year will be held in Medan, Jakarta, Semarang, and Surabaya between February 21 and 27.

EducationUSA has also been actively participating in Fairs organized by schools and other organizations. On instance when we participated in the Edlink organized Education Fair at the Le Meridien Hotel in Jakarta on January 19, 2014. Hundreds of high school and university's students attended the fair. Around 40 prospective students, and some were accompanied by their parents, attended the "Taking the Right Steps to U.S. Study" presentation done by Rina Meiyanti, EducationUSA Adviser who is an alum of the Community College Initiative Program. After the presentation 30 very serious students came to our booth with follow up questions.