



Fellowship Opportunities for Early and Mid-Career Professionals



Joe Caldwell, PhD



Anne Riordan, MS

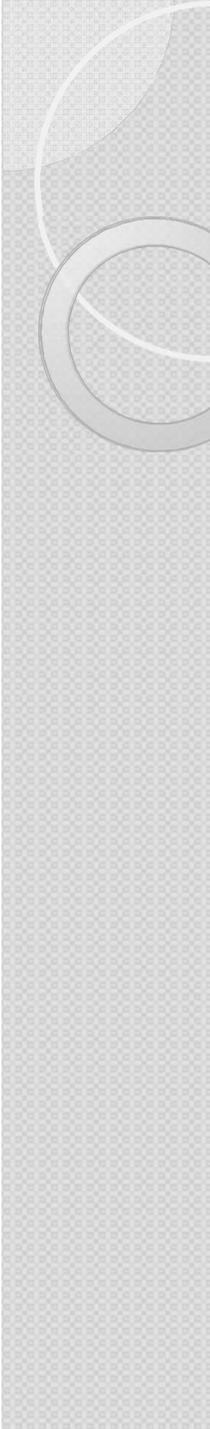


Policy and Research Fellowships in the Field of Disability

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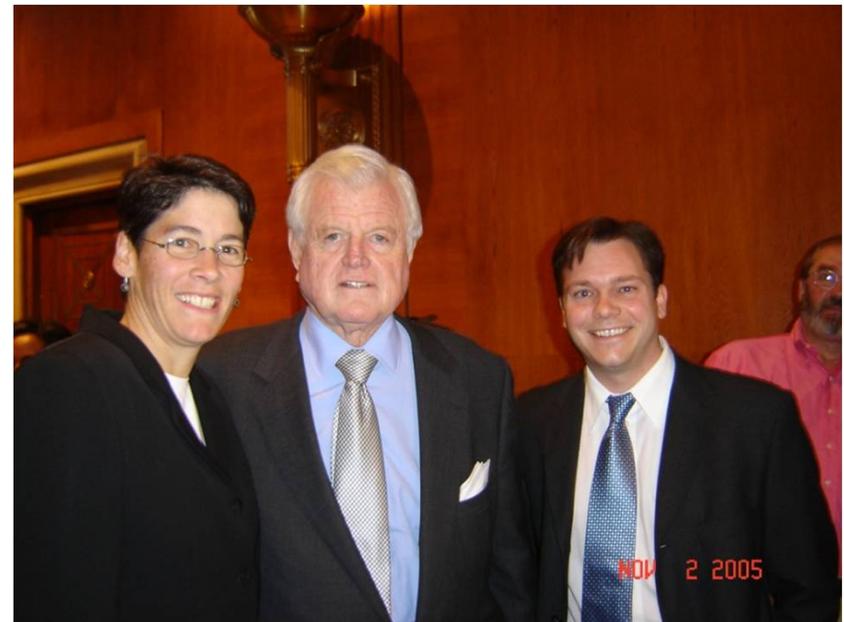


Fellowship Experiences

- AUCD Disability Policy Fellowship
(2005-06)
- Mary E. Switzer Research Fellowship, NIDRR
(2007-08)
- Joseph P. Kennedy, Jr. Public Policy Fellowship
(2009-10)

AUCD Disability Policy Fellowship

- One-year fellowship open to students/professionals in the AUCD Network
- Provides opportunity to work with AUCD national staff to advance federal legislation in collaboration with other national disability organizations



Mary E. Switzer Fellowship

- One-year research grant from NIDRR
- Provides individual researchers the opportunity to develop new ideas and gain research experience
- Two Levels

Merit

Distinguished

REGIONAL ORAL HISTORY OFFICE
THE BANCROFT LIBRARY UC BERKELEY LIBRARY

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Leaders with Developmental Disabilities in the Self-Advocacy Movement

This project explores the life stories of thirteen leaders in the self-advocacy movement and their perspectives on key issues and leadership challenges. Part of the broader disability rights movement, the self-advocacy movement is unique in that it has been led and informed by the individual and collective experiences of people with intellectual and developmental disabilities. Despite its widespread existence nationwide and internationally, few works have explored the rich history, culture, and significance of the self-advocacy movement. To help fill this void, Joe Caldwell, Ph.D., Department of Disability and Human Development, University of Illinois at Chicago, undertook this life history project and donated transcripts to The Bancroft Library for its [Disability Rights and Independent Living Movement](#) collection. [More about Self-Advocacy Movement oral history project.](#)

Oral History Transcripts

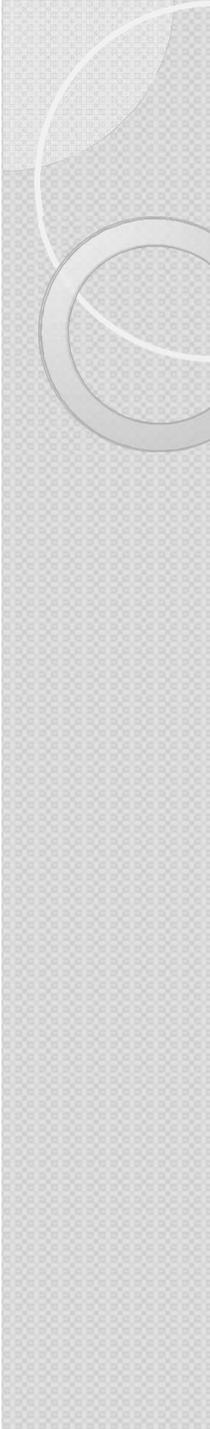
	<p>Max Barrows Transcript Montpelier, Vermont</p> <p>Max Barrows is an outreach coordinator with the Vermont statewide self-advocacy organization, Green Mountain Self-Advocates. In 2008, he was elected as a regional representative for the national organization, Self Advocates Becoming Empowered (SABE).</p> <p>Video Excerpts Max Barrows on Experiences in School Max Barrows on Involvement in Self-Advocacy</p>
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Kennedy Public Policy Fellowship

- One-year fellowship for professionals or family members in the field of developmental disabilities
- Provides opportunity to advance federal legislation working for:

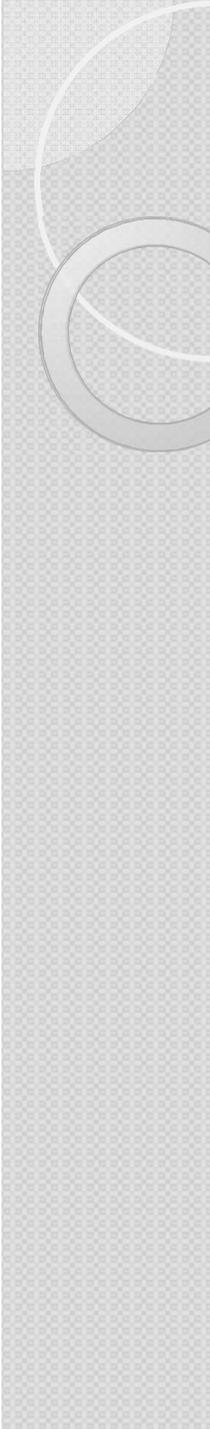
Member of Congress
Federal Agency





Impact of Fellowships on Career

- **Opportunities to Broaden Knowledge**
 - Developed real world knowledge of policymaking process that would not have gained within the University
 - Led to teaching courses on disability policy and to making connections between policy and research
- **Opportunities to Build Vita**
 - Contributed to at least five peer-reviewed journal articles, numerous professional presentations, and other forms of dissemination
- **Opportunities for Mentorship and Networking**
 - Provided mentors within AUCD and disability community
 - Exposed to many networks (AUCD, NIDRR, Hill and Federal Agency Staff, Leaders in Disability Community, Other Fellows)



Impact of Fellowships on Career

- **Opportunities for Critical Reflection**

Reflected on career path □ particularly how to balance research and policy

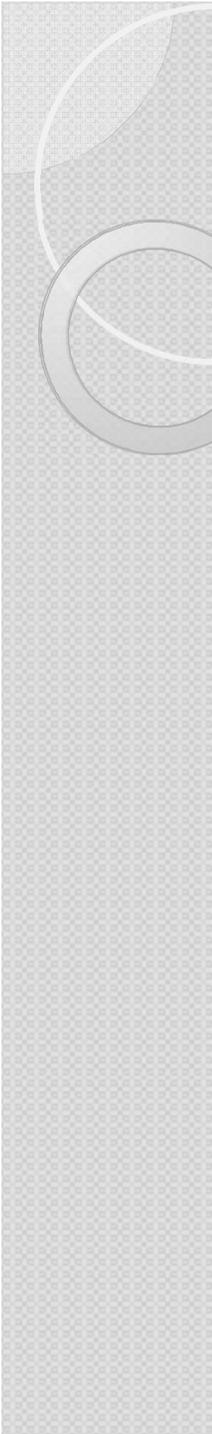
Developed ideas for future research and scholarship

- **Opportunities for Leadership Development**

Developed leadership skills

- leading coalitions and working collaboratively
- working with non-profit sector
- writing grants
- managing projects

Led to job opportunities to further career



Advice and Suggestions

- **Take Chances**

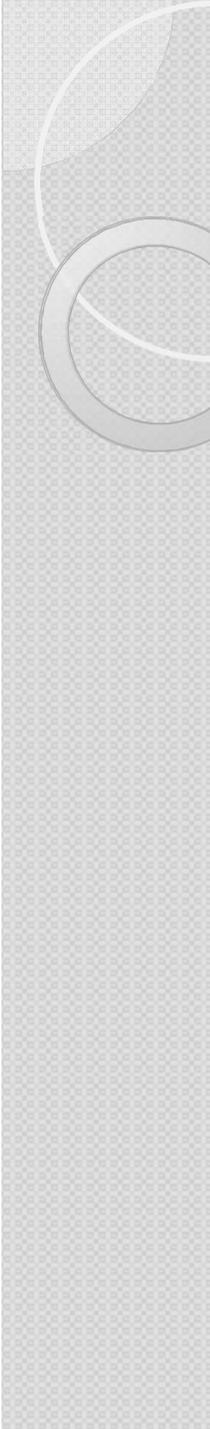
Enjoy freedom in your early career

- **Plan in Advance**

Know what fellowships are out there think outside the disability box

Start planning at least a year in advance

Be prepared to relocate if necessary



Advice and Suggestions

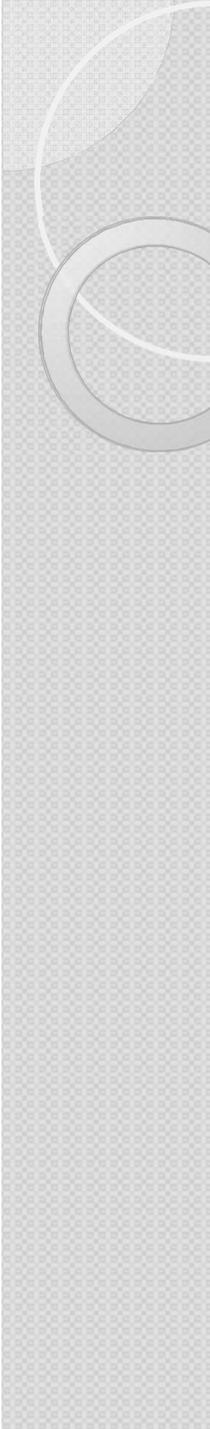
- **Prepare for Competitive Application Process**

- Talk with previous fellows about the application and interview process

- Utilize mentors and individuals who will provide recommendations

- Look for opportunities to sit on other grant review panels

- Devote necessary time to application, scoring criteria, and interview preparation



Advice and Suggestions

- **Stay Resilient**

Don't be discouraged if you are not accepted

- Some years are more competitive than others
- There are a lot of high quality candidates
- Often a matter of the right fit at the right time
- Sometimes factors beyond control in the selection process

Consider reapplying

Have alternatives and back up plans

Anne Riordan, MS: Fulbright Fellowship

- Motivation to apply
- Where to start
- Application
- Planning
- Research
- Work During Fellowship
- Professional Impact

Motivation to Apply

- Peace Corps experience
- Interest in understanding Mongolian perceptions of disability, western notions of disability, and my understanding of disability.
- International Experience
- Resume builder



Where to start: Fulbright

Fulbright: <http://www.iie.org/fulbright>

Multiple Fulbright programs-student, scholar, and foreign language teaching assistants.

Fulbright is the largest U.S. international exchange program offering opportunities for students, scholars, and professionals to undertake international graduate study, advanced research, university teaching, and teaching in elementary and secondary schools worldwide.

Application: Student Fellowship

- References, Transcripts, Foreign Language Evaluation (where appropriate)
- Host Country Affiliation (student fellowships/scholars)
 - [American Center for Mongolian Studies](#)
- Essays: Statement of Grant Purpose, Personal Statement.
- Campus Committee Review: If you are applying through your home institution, your Fulbright Program Adviser (FPA) will arrange for a campus committee interview. It is your responsibility to submit your application to the FPA in the format prescribed by him/her by the campus deadline in order to qualify for the campus interview.
 - [University of Wisconsin Fellowship Office](#)
- Waiting!



АМЕРИКИЙН
МОНГОЛ СУДЛАЛЫН ТӨВ



Research

The purpose of this study was to examine the extent to which current Mongolian practices align with the 2nd Millennium Development Goal as it relates to inclusive education, and identify the factors that influence this. A variety of data collection was used including: focus groups, interviews, field note reports, and analytic memos.

1. What does disability mean in the Mongolian educational context?
2. Where do teachers and stakeholders get their information about disability?
3. What factors influence the way in which teachers and stakeholders perceive and understand disability as it is related to the Mongolian context?

- Participants: 28
 - 9 teachers (5 from Choibalsan/4 Hovd)
 - 19 Stakeholders: doctors, hospital administrators, special school administrators, NGOs workers
- Emergent Themes
 - Poverty and Disability, Inclusion and Exclusion, Issues for Service Providers. Law, Role of NGOs

Work During Fellowship

- [Mongolian Teachers' and Stakeholders' Perceptions of Disability in the Mongolian Context](#)
- Blog: www.ulaanainmongolia.blogspot.com
- Opportunities: consulted on other disability related projects in Mongolia, presented research in Mongolia.

Professional Impact

- Job Opportunities
- Personal growth
- Hands-on Research Experience
- Conferences
 - Presented at the Contemporary Mongolia Conference, UBC, Vancouver, Canada 2008
 - Presented at the CEC Inclusive Approaches Conference, Riga, Latvia 2010
- Association/Network
 - International Fulbright Association and branch chapters

Questions



Thanks!

The survey will appear when we end the webinar. Please provide us with some feedback!

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