



**INSTITUTO FEDERAL SUL-RIO-GRANDENSE  
DIRETORIA DE ASSUNTOS INTERNACIONAIS**

**EDITAL IFSUL/DAI N° 05/2023**

A Diretoria de Assuntos Internacionais do IFSul, no uso de suas atribuições legais, torna pública a chamada interna para **pré-seleção** de 01 (um/uma) servidor/a docente para indicação ao programa **2024 Study of the U.S. Institutes (SUSIs) for Scholar** e 01 (um/uma) servidor/a docente e 01 (um/uma) servidor/a técnico/a administrativo/a para indicação ao programa **2024 Study of the U.S. Institutes (SUSIs) for Secondary Educators**, conforme disposto abaixo.

**1. DO OBJETIVO**

O presente Edital busca realizar a pré-seleção de um/uma candidato/a docente para a edição de verão do programa **2024 Study of the U.S. Institutes (SUSIs) for Scholar** e um/uma candidato/a docente e um/uma candidato/a técnico/a administrativo/a para a edição de verão do programa **2024 Study of the U.S. Institutes (SUSIs) for Secondary Educators**, os/as quais serão indicados/as pelo IFSul à Embaixada e ao Consulado dos Estados Unidos da América (EUA) para participar da seleção de servidores/as de Instituições de Ensino (IEs) brasileiras, que será realizada pela Embaixada Norte Americana, responsável pela seleção final e indicação dos nomes selecionados ao Departamento de Estado, em Washington (EUA).

**2. INFORMAÇÕES SOBRE OS PROGRAMAS**

**2.1. Programa 2024 Study of the U.S. Institutes (SUSIs) for Scholar**

O programa possui previsão para **duração de cinco a seis semanas**, possivelmente **entre os meses de maio e julho de 2024 (datas a serem confirmadas)**, com cada instituto sendo realizado em uma instituição de ensino superior americana. Caso as condições sanitárias não permitam a viagem aos Estados Unidos, o programa acontecerá remotamente.

Os *Study of the U.S. Institutes (SUSIs) for Scholars* são programas acadêmicos intensivos de nível de pós-graduação que oferecem aos professores de universidades estrangeiras e a outros acadêmicos a oportunidade de aprofundar sua compreensão da sociedade, cultura, valores e instituições dos EUA. O objetivo do programa é fortalecer os currículos e melhorar a qualidade do ensino sobre os Estados Unidos em instituições acadêmicas no exterior.

Os *SUSIs for Scholars* serão realizados em várias faculdades, universidades e instituições acadêmicas nos Estados Unidos durante cinco a seis semanas no verão de 2024. Cada Instituto inclui uma residência acadêmica de quatro semanas e até duas semanas para uma viagem de estudos integrada em outra região dos Estados Unidos.

Os *SUSIs* para Acadêmicos abrangem os seguintes temas em Estudos dos EUA: Política Americana e Pensamento Político; Literatura Americana Contemporânea; Jornalismo e Mídia; Cultura, Identidade e Sociedade dos EUA; Economia e Desenvolvimento Sustentável dos EUA; e Política Externa dos EUA.

Informações mais detalhadas, fornecidas pelo Consulado dos Estados Unidos (Porto Alegre), estão disponíveis no Anexo II deste edital, em seu idioma original.

## **2.2. Programa 2024 *Study of the U.S. Institutes (SUSIs) for Secondary Educators***

O programa possui previsão para **duração de cinco semanas**, possivelmente **entre os meses de maio e junho de 2024** (datas a serem confirmadas); quatro semanas de programa acadêmico em uma universidade americana e uma semana de um tour cultural/acadêmico. As atividades combinam teoria e prática. Caso as condições sanitárias não permitam a viagem aos Estados Unidos, o programa acontecerá remotamente.

Os *Study of the U.S. Institutes (SUSIs) for Secondary Educators* são programas acadêmicos intensivos de nível de pós-graduação que proporcionam aos educadores e administradores de escolas secundárias estrangeiras a oportunidade de aprofundar o seu conhecimento da sociedade, cultura, valores e instituições dos EUA. O objetivo do programa é reforçar os currículos e melhorar a qualidade do ensino sobre os Estados Unidos em escolas secundárias e outras instituições acadêmicas no estrangeiro.

Os *SUSIs* para Educadores Secundários terão lugar em várias instituições acadêmicas dos Estados Unidos ao longo de cinco semanas no verão de 2024. Cada Instituto inclui uma residência acadêmica de quatro semanas e uma visita de estudo integrada de uma semana noutra região dos Estados Unidos.

Informações mais detalhadas sobre este programa, fornecidas pelo Consulado dos Estados Unidos (Porto Alegre), estão disponíveis no Anexo III deste edital, em seu idioma original.

**2.3.** A página oficial dos programas *SUSIs* pode ser acessada diretamente pelo endereço <https://tinyurl.com/2024SUSIsScholar> (link original: <https://exchanges.state.gov/non-us/program/study-us-institutes-scholars-and-secondary-educators-susi-scholars>).

## **3. REQUISITOS PARA CANDIDATURA AOS PROGRAMAS**

### **3.1. Requisitos para o programa 2024 *Study of the U.S. Institutes (SUSIs) for Scholar***

Para participar do programa, os/as candidatos/as deverão reunir os requisitos listados abaixo:

- a) Ser **professor/a** do quadro **efetivo** do IFSul;
- b) Lecionar em curso(s) de graduação;
- c) Apresentar fluência em inglês;
- d) Ter idade entre 30 e 50 anos;
- e) Possuir perfil de liderança, alta motivação, e interesse no tema do respectivo instituto.

- f) Desejar introduzir aspectos de estudos sobre os EUA em seus currículos, desenvolver novos cursos na disciplina do Instituto, aprimorar e atualizar cursos existentes sobre os Estados Unidos ou oferecer seminários/workshops especializados para profissionais nas áreas de estudos sobre os EUA;
- g) Ter pouca ou nenhuma experiência prévia de viagem aos Estados Unidos.

**3.1.1.** Os/As candidatos/as deverão fazer a leitura atenta das informações oficiais do programa, que estão disponíveis no ANEXO II.

### **3.2. Requisitos para o programa 2024 *Study of the U.S. Institutes (SUSIs) for Secondary Educators***

Para participar do programa, os/as candidatos/as deverão reunir os seguintes requisitos:

- a) Ser **professor/a** que atue no **ensino médio**, ou **técnico/a administrativo/a**, ambos pertencentes ao quadro **efetivo** do IFSul;
- b) Apresentar fluência em inglês;
- c) Ter idade entre 30 e 50 anos;
- d) Possuir perfil de liderança, alta motivação, e interesse nos temas do programa;
- e) Pretender aprimorar, atualizar ou desenvolver cursos e/ou materiais educacionais com foco ou ao menos um componente de estudos sobre os EUA;
- f) Ter pouca ou nenhuma experiência prévia de viagem aos Estados Unidos.

## **4. DOCUMENTAÇÃO REQUERIDA PARA A CANDIDATURA**

Todos/as os/as candidatos/as deverão preencher integralmente o formulário do programa, intitulado *Study of the U.S. Institutes (SUSIs) for Scholar and Secondary Education Nomination Form*, disponibilizado no ANEXO I

### **4.1. Documentos requeridos para candidatos/as de ambos os programas:**

- a) Formulário do programa - *Study of the U.S. Institutes (SUSIs) for Scholar and Secondary Education Nomination Form* (Anexo I), devidamente preenchido;
- b) Atestado de Vínculo, emitido pelo sistema SUAP;
- c) Currículo Lattes – versão resumida;
- d) Certificado de proficiência na língua inglesa (TOEFL, IELTS ou outro) ou declaração de professor/a do IFSul, devidamente habilitado, referendando a fluência do/da candidato/a no referido idioma, que deverá ser equivalente ou superior ao nível B2 do Quadro Comum Europeu de Referência para Línguas (CEFR);
- e) Cópia da página do passaporte que contém os dados pessoais (caso possua);
- f) Certificado(s) ou Atestado(s) de **coordenação** de projeto(s) de ensino, pesquisa e/ou extensão (se tiver participado);
- g) Comprovante de designação como titular em Núcleos (ex: NUGED, NUGAI, NEABI, NAPNE), Câmaras Temáticas (Ensino, Pesquisa, Extensão ou Administração), Comissões, Conselhos, Funções Gratificadas ou Cargos de Direção e/ou Coordenação de Curso (se tiver sido designado/a), no âmbito do IFSul;

### **4.2. Documentos específicos para candidatura docente ao programa 2024 *Study of the U.S. Institutes (SUSIs) for Scholar*:**

- a) Atestado expedido por Departamento/Diretoria de Ensino, indicando o(s) curso(s) de graduação no(s) qual(is) o/a candidato/a leciona;

### **4.3. Documentos específicos para candidatura docente ao programa 2024 *Study of the U.S. Institutes (SUSIs) for Secondary Educators*:**

- a) Atestado expedido por Departamento/Diretoria de Ensino, indicando o(s) curso(s) de ensino médio e/ou técnico no(s) qual(is) o/a candidato/a leciona;

**4.4.** Os/As candidatos/as deverão **unificar os documentos** listados nos itens de “4.1.a” a “4.1.e”, **na mesma ordem sequencial** em que foram apresentados, **em um único arquivo no formato “PDF”** (Portable Document File), o **qual será anexado ao formulário de inscrição** disponibilizado no endereço <https://forms.gle/eiUPVpDuE6g6PqyHA>.

## **5. DA INSCRIÇÃO**

**5.1.** As inscrições serão realizadas exclusivamente via internet, no período **de 07/12/2023 até às 23:59h do dia 17/12/2023**, conforme previsto no item 7 (Cronograma) deste Edital, através de preenchimento e envio de formulário eletrônico disponível em <https://forms.gle/eiUPVpDuE6g6PqyHA>, que deverá conter os documentos indicados no item 4, no ato da inscrição.

**5.2.** Cada candidato/a **concorrerá exclusivamente** para a **vaga da modalidade** à qual se inscrever, quais sejam: **“Docente - programa 2024 *Study of the U.S. Institutes (SUSIs) for Scholar*”**, **“Docente – programa 2024 *Study of the U.S. Institutes (SUSIs) for Secondary Education*”**, ou **“Técnico/a Administrativo/a – programa 2024 *Study of the U.S. Institutes (SUSIs) for Secondary Education*”**.

**5.3.** O/A candidato/a deverá concordar com o Termo de Compromisso, que será declarado no próprio formulário de inscrição.

**5.4.** Toda a documentação solicitada é de inteira responsabilidade do/a candidato/a.

**5.5.** Não serão aceitas inscrições realizadas em desacordo com as normas e prazos estabelecidos neste edital.

**5.6.** Será critério de desclassificação do/a candidato/a, em qualquer tempo, a constatação de informações inverídicas prestadas pelo/a candidato/a.

**5.7.** Em havendo mais de uma inscrição para o/a mesmo/a candidato/a, será considerada para avaliação a última inscrição recebida.

**5.8.** O/A candidato/a que submeter arquivo corrompido ou impossibilitado de ser lido por má qualidade na digitalização estará automaticamente desclassificado/a;

**5.9.** A inscrição do/a candidato/a implicará o conhecimento e a aceitação definitiva das normas e condições estabelecidas neste Edital, das quais não poderá alegar desconhecimento;

**5.10.** A Diretoria de Assuntos Internacionais não se responsabiliza por problemas de comunicação originários de softwares, hardwares ou da rede mundial de computadores, utilizados pelo/a estudante.

## 6. DOS CRITÉRIOS DE PONTUAÇÃO

### 6.1 Critérios de Pontuação:

Item de seleção	Pontuação
Tempo de exercício no cargo, no âmbito do IFSul (pontuação não cumulativa para este item)	5 a 10 anos = 0,5 pontos 11 a 15 anos = 1 ponto 16 a 20 = 1,5 pontos mais de 20 = 2 pontos
Coordenação de projetos de ensino, pesquisa ou extensão	1 ponto por projeto, limitado a 6 pontos
Designação para Núcleos (titular)	1 ponto por núcleo, limitado a 2 pontos
Designação para Câmaras Temáticas (titular)	1 ponto por câmara, limitado a 2 pontos
Designação para Comissões (titular)	1 ponto por comissão, limitado a 2 pontos
Designação para Conselhos (titular)	1 ponto por conselho, limitado a 2 pontos
Designação para Função Gratificada (FG) ou Cargo de Direção (CD) (titular)	1 ponto por FG/CD, limitado a 2 pontos
Designação para Coordenação de Curso (FCC)	1 ponto por FCC, limitado a 2 pontos
<b>TOTAL</b>	<b>Máximo de 20 pontos</b>

**6.1.1.** Havendo empate de pontuação entre candidatos/as, terá preferência aquele/a que possuir a idade maior, computando-se em dias, caso necessário.

**6.1.2.** Persistindo o empate, terá preferência aquele/a que possuir o maior, tempo de exercício no cargo, no âmbito do IFSul, computando-se em dias, caso necessário.

## 7. CRONOGRAMA

<b>Período de Inscrições</b>	<b>De 07/12 a 17/12/2023 (até as 23:59h)</b>
Impugnação do edital	07 a 08/12/2023
Resultado Preliminar	19/12/2023
Interposição de Recurso	20/12/2023
Resultado Final	Até 22/12/2023

## **8. DO PROCESSO SELETIVO NO ÂMBITO DO IFSUL (Primeira etapa):**

**8.1.** Análise documental: A Diretoria de Assuntos Internacionais do IFSul avaliará os documentos enviados pelos/as candidatos/as de acordo com as condições estabelecidas pelo presente edital. Nesta etapa, serão pré-selecionados/as pela Diretoria:

- a) 01 (um/uma) servidor/a docente que será o/a candidato/a titular na pré-seleção e 01 (um/uma) servidor/a docente que será o/a candidato/a suplente, para indicação ao programa *2024 Study of the U.S. Institutes (SUSIs) for Scholar*;
- b) 01 (um/uma) servidor/a docente que será o/a candidato/a titular na pré-seleção e 01 (um/uma) servidor/a docente que será o/a candidato/a suplente, para indicação ao programa *2024 Study of the U.S. Institutes (SUSIs) for Secondary Educators*;
- c) 01 (um/uma) servidor/a técnico/a administrativo/a que será o/a candidato/a titular na pré-seleção e 01 (um/uma) servidor/a técnico/a administrativo/a que será o/a candidato/a suplente, para indicação ao programa *2024 Study of the U.S. Institutes (SUSIs) for Secondary Educators*;

**8.2.** Serão considerados/as candidatos/as titulares aqueles/as que obtiverem a maior pontuação, de cada modalidade, dentre os/as demais candidatos/as concorrentes. Os/As suplentes serão aqueles/as que obtiverem a segunda maior pontuação, na respectiva modalidade.

**8.3.** Os nome dos/as candidatos/as pré-selecionados/as serão enviados ao Consulado e/ou Embaixada dos Estados Unidos, além de serem divulgados no site do IFSul. Caso o/a primeiro/a contemplado/a por este certame não possa concorrer, será indicado/a o/a respectivo/a suplente, conforme classificação.

## **9. DO PROCESSO SELETIVO NO ÂMBITO DA EMBAIXADA DOS ESTADOS UNIDOS (Segunda etapa):**

**9.1.** A embaixada dos Estados Unidos avaliará a documentação do/a candidato/a pré-selecionado/a pelos Institutos Federais que participam da pré-seleção, escolherá os/as que serão entrevistados/as e decidirá os nomes dos/das selecionados/as finais.

**9.2.** Dúvidas e pedidos de esclarecimento devem ser encaminhados exclusivamente por e-mail para [if-dai@ifsul.edu.br](mailto:if-dai@ifsul.edu.br), com assunto intitulado “Dúvidas Edital IFSul-DAI nº 05/2023 - SUSI”.

## **10. DA IMPUGNAÇÃO DO EDITAL E DOS RECURSOS**

**10.1.** Qualquer cidadão/ã poderá impugnar este Edital, desde que envie um e-mail para [if-dai@ifsul.edu.br](mailto:if-dai@ifsul.edu.br), com assunto intitulado “Impugnação Edital IFSul-DAI nº 05/2023 - SUSI”, fazendo constar a identificação da pessoa requerente, os dados para contato, a indicação do(s) item(ns) e/ou subitem(ens) objeto de impugnação e o respectivo fundamento legal.

**10.2.** Os pedidos de impugnação devem ser encaminhados no período indicado no item 7 (Cronograma) deste Edital, e serão avaliados pela Diretoria de Assuntos Internacionais do IFSul, cuja resposta será enviada diretamente para o e-mail da pessoa requerente.

**10.2.1.** Caso a decisão seja pela impugnação total ou parcial do edital, haverá a ampla publicidade no portal do IFSul.

**10.3.** Os pedidos de recurso deverão ser encaminhados por meio do formulário eletrônico, disponível em <https://forms.gle/DzjWmuDofNLnv7HNA>, no prazo previsto no item 7 (Cronograma) deste Edital.

**10.4.** Não caberá recurso para decisões tomadas sobre a impugnação.

## **11. CONSIDERAÇÕES FINAIS**

**11.1.** Após o encerramento do prazo limite para inscrição, a Diretoria de Assuntos Internacionais não receberá nenhuma documentação em qualquer hipótese, assim como não serão aceitos adendos ou esclarecimentos que não forem explícita e formalmente solicitados pela Diretoria aos/às candidatos/as.

**11.2.** Não caberá recurso da decisão da Diretoria, adotada em fase recursal.

**11.3.** Os casos omissos relativos ao presente edital serão resolvidos pela Diretoria de Assuntos Internacionais do IFSul.

Pelotas, 07 de dezembro de 2023.

\*

Nilo André Pozza Rodrigues  
No exercício da Diretoria de Assuntos Internacionais  
IFSul

\*Assinado no original



# Study of the U.S. Institutes (SUSI) for Scholars and Secondary Educators Nomination Form [🔗](#)

## SECTION A: CANDIDATE INFORMATION

Please provide information exactly as it appears in the candidate's passport.

1. Surname (Last Name): \*

2. Given Name(s): \*

3. Gender: \*

Female

Male

Non-binary

Other



4. Date of Birth: \*



5. City of Birth: \*

6. Country of Birth: \*

Citizenship:

7. Primary Citizenship: \*

8. Country of Residence: \*

9. Secondary Citizenship (if applicable):

## Candidate Contact Information:

10. Street Address: \*

11. City: \*

12. State/Province: \*

13. Postal Code:

14. Country: \*

15. Phone Number: \*

16. Email Address: \*

## Medical, Physical, Dietary, or other Personal Considerations:

This will not affect a candidate's selection, but will enable the host institution to make any necessary accommodations. Please indicate if the candidate has a disability.

17. Please indicate if the candidate has a disability: \*

- None
- Blind or Visual Impairments
- Deaf or Hearing Impairments
- Learning Disability
- Physical Disability
- Psychiatric Disability
- Systemic Disability
- Other

18. Please describe any pre-existing medical conditions, including any prescription medication required, dietary restrictions, or personal considerations. \*

## Experience in the United States:

19. Has the applicant traveled to the United States before? \*

Yes

No

20. If yes, please list any previous travel to the United States for the purposes of tourism/vacation, conferences, educational study, or previous ECA related grants. Provide dates/duration, purpose of visit(s), and location. (Example: July 4-14, 2019 Tourism to Washington, D.C.; December 1-15 2018, Short Term Study Abroad to New York City, NY.)

21. Has the applicant previously participated in or been accepted into a U.S. Department of State sponsored program? \*

Yes

No

22. If Yes, please provide the name of the program and the dates. \*

23. Family Residing in the United States (if applicable):

Please include relation information, city, and state. (Example: Jane Doe, sister- Denver, CO)

## SECTION B: CANDIDATE BACKGROUND

### 24. Education: \*

Please list all earned degrees beginning with the most recent.  
Each entry should include the following information:

- ◆ Degree Earned (Degrees should reflect the closest U.S. equivalent.)
- ◆ Year Awarded
- ◆ Specialization
- ◆ Institution

(Example: Master's; 2019; International Relations; American University)

### 25. Additional Academic/Professional Training/ Workshops: \*

### 26. Current Role/Job Title: \*

### 27. Institution/Organization Name: \*

28. Institution/Organization Country: \*

29. Work History: \*

Please limit work experience to the FIVE most recent job positions.

Please provide the following information for each entry:

- ◆ Institution
- ◆ Dates of Employment (Month/Year-Month/Year)
- ◆ Title/Position (please specify if part-time)

(Ex. American University; 01/2019-01/2020; Professor of International Relations)

30. Professional Responsibilities: \*

Nominees should discuss professional responsibilities in greater detail, including research interests, administrative responsibilities (example: curriculum design), and/or other pertinent information not included in the section above.



### 31. Current Courses Taught: \*

If the candidate is not currently teaching courses, please indicate NOT APPLICABLE.

Please include the following information for each course:

- ◆ Course Title
- ◆ Indicate Level of Students (Secondary School Students/Undergraduate Students/Graduate Students)
- ◆ Classroom Hours per Semester
- ◆ Number of Students
- ◆ Percent of U.S. Studies Content

### 32. Current Student Advising:

Advising is not the same as teaching. If the candidate advises students please input the number of students, their level, and hours the candidate spends providing assistance in helping students clarifying personal and career goals, and evaluating progress towards those goals. This section can also include those that supervise Ph.D. and graduate students.

Please include the following information:

- ◆ Number of Students Advised Studying U.S. Related Topics
- ◆ Indicate Level of Students (Secondary School Students/Undergraduate Students/Graduate Students)
- ◆ Hours of Advising Per Student Per Year

**33. Publications Related to the Institute Theme:**

Please list all foreign titles in English, including whether the publication was a book, chapter, journal article, newspaper article, etc. Please only list publications within the last five years.

**34. Active Memberships in Professional Associations:**

Please limit to three most relevant. Provide the position and organization. (Example: President, Washington Educational Professionals Association.)

**35. Other Leadership Positions Beyond Professional Duties:**

Please provide the activity, position/title, year started, year completed, and the description of duties.

36. Potential Outcomes: \*

Please select any likely potential professional outcomes of this program:

- Create New Course
- Create New Degree Program
- School Curriculum Redesign
- National Curriculum Redesign
- New Research Project
- New Publication
- Professional Promotion
- Government or Ministry Policy
- New Professional Organization
- New Institutional Linkages
- Raise Institutional Profile

### 37. Candidate Personal Statement: \*

As part of the SUSI application process, candidates should submit a personal statement about their background and goals. In up to 500 words, the candidate should address the following questions and any other pertinent information:

- ◆ Why are you interested in participating in the Institute?
- ◆ What do you hope to gain from the Institute?
- ◆ What will you contribute to the Institute?
- ◆ How will you leverage the experience to achieve "other potential outcomes" checked in the above section?
- ◆ How will you amplify the impact of the program beyond your research and knowledge?

Please input the candidate's personal statement below.

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# Study of the U.S. Institutes (SUSIs) for Scholars

## (Anexo II)

### PROGRAM OVERVIEW AND DESCRIPTION

Study of the U.S. Institutes for Scholars (SUSIs) are intensive post-graduate level academic programs that provide foreign university faculty and other scholars the opportunity to deepen their understanding of U.S. society, culture, values, and institutions. The program goal is to strengthen curricula and to enhance the quality of teaching about the United States in academic institutions abroad.

SUSIs for Scholars will take place at various colleges, universities, and academic institutions throughout the United States over the course of five to six weeks in summer 2024. Each Institute includes a four-week academic residency and up to two weeks for an integrated study tour in another region of the United States.

SUSIs for Scholars comprises the following themes in U.S. Studies: American Politics and Political Thought; Contemporary American Literature; Journalism and Media; U.S. Culture, Identity, and Society; U.S. Economics and Sustainable Development; and U.S. Foreign Policy.

### THE SIX INSTITUTE THEMES

**1. The Institute on American Politics and Political Thought** will provide a multinational group of 18 experienced and highly motivated foreign university faculty and practitioners insight into how intellectual and political movements have influenced American political institutions and American democracy. The Institute will explore the shaping of American identity and the interaction between that identity and U.S. history, politics, and the democratic process. The Institute will cover a broad range of American experiences that have influenced and been influenced by American national identity. The Institute will provide a deeper understanding of major currents in U.S. political thought, from the colonial period to the present, and explore contemporary U.S. political and social debates and public policy, relating them back to U.S. political thought and American identity. The University of Montana will administer this program while the University of Massachusetts in Amherst, Massachusetts, will host this Institute.

**2. The Institute on Contemporary American Literature** will provide a multinational group of 18 experienced and highly motivated foreign university faculty and practitioners with a deeper understanding of U.S. society and culture, past and present, through an examination of contemporary American literature. The Institute will examine how major contemporary writers, schools, and movements reflect the traditional, and evolving, U.S. literary canon. The Institute will also explore the diverse communities and voices that constitute the American literary landscape and expose participants to writers who are establishing new directions for American literature. The Institute will cover a variety of contemporary American writers and texts and suggest how the themes explored reflect larger currents within contemporary U.S. society and culture. The University of Montana in Missoula, Montana, will administer and host this Institute.

**3. The Institute on Journalism and Media** will provide a multinational group of 18 experienced and highly motivated foreign journalism instructors and other related specialists with a deeper understanding of the roles that journalism and the media play in U.S. society. The Institute will examine the role of journalists in recognizing, pointing out and preventing disinformation and will explore strategies for media and information literacy to counter disinformation. Additionally, the Institute will examine best practices in journalism by discussing the rights and responsibilities of the media in a democratic society, including editorial independence, journalistic ethics, legal constraints, and international journalism. The program will also highlight the impact of technology in journalism, including the influence of the digital economy, globalization of the news media, shifting business and funding models, and other changes that are transforming the profession. The University of Montana will administer this program while Arizona State University in Tempe, Arizona, will host the Institute.

**4. The Institute on U.S. Culture, Identity, and Society** will provide a multinational group of 18 experienced and highly motivated foreign university faculty and other specialists with a deeper understanding of U.S. society, culture, values, and institutions through the lens of diversity and national unity. The Institute will examine the economic, ethnic, gender, political, racial, religious, and social contexts in which various cultures have manifested in U.S. society while focusing on the ways in which these cultures have influenced social movements and American identity throughout U.S. history. The program will draw from a diverse disciplinary base and will provide a model of how a foreign university might approach the study of American culture and society. The University of Montana will administer this program while Seattle University in Seattle, Washington, will host the Institute.

**5. The Institute on U.S. Economics and Sustainable Development** will provide a multinational group of 18 experienced foreign university faculty, researchers, practitioners, and policymakers with a deeper understanding of key components and structures of the U.S. economy. Using a multidisciplinary approach, the program will explore various topics of socioeconomics such as how financial institutions, investors, and businesses interact to support sustainable economic development, innovation, and growth; and increasing diverse and equitable employment through institutional regulation, social inclusion strategies, and private and public policies. Throughout the Institute, participants will examine the interplay of climate change, U.S. business innovation, corporate regulation, entrepreneurship, and economic theory. Participants will have opportunities to learn about key institutions and stakeholders in the U.S. economy and meet with a diverse range of business leaders and small business owners, among others. The University of Montana will administer this program while the Institute for Training and Development (ITD), in conjunction with Suffolk University, will jointly host the Institute in Amherst and Boston, Massachusetts.

**6. The Institute on U.S. Foreign Policy** will provide a multinational group of 18 experienced and highly motivated foreign university faculty and practitioners with a deeper understanding of new approaches to U.S. foreign policy and how U.S. foreign policy is formulated and implemented. The Institute will include a historical review of significant events, individuals, and philosophies that have shaped U.S. foreign policy. The program will explain the role of key influences on U.S. foreign policy including the executive and legislative branches of government, the media, the U.S. public, think tanks, non-governmental organizations, and multilateral institutions. The Institute will also examine the current U.S. foreign policymaking landscape and emerging trends that are shaping policy. The University of Montana will administer this program while the University of Delaware will host the Institute in Newark, Delaware.

## **CANDIDATE DESCRIPTION AND QUALIFICATIONS**

Selection for SUSIs for Scholars is highly competitive. To confirm suitability for the program as well as the required English fluency, an American officer at the U.S. embassy or consulate must interview the proposed nominee in English before submitting the nomination to ECA. For Fulbright commissions, the executive director or an experienced staff member must interview the nominee in English. Priority will be given to candidates who have firm plans to enhance, update, or develop courses and/or educational materials with a U.S. studies focus or component; who have limited or no prior experience in the United States; and who have special interest in the program subject

areas as demonstrated through past scholarship, accomplishments, and professional duties. In addition, ECA/A/E/USS makes every effort to ensure geographic and gender diversity in each Institute.

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

Ideal candidates come from home institutions seeking to introduce aspects of U.S. studies into its curricula, to develop new courses in the Institute subject, to enhance and update existing courses on the United States, or to offer specialized seminars/workshops for professionals in U.S. studies areas related to the program theme. While the nominee's scholarly and professional credentials are an important consideration, the potential impact and multiplier effect from their participation in the Institute is equally important. Ideal candidates will have little or no prior experience living in or visiting the United States.

As noted above, candidates must demonstrate English language fluency. Institutes are rigorous and demanding academic programs conducted entirely in English. Participants will be expected to read and comprehend substantial written materials and assignments in English and to fully and actively participate in all seminar and panel discussions. English fluency is vital to a successful experience in the Institute, for participants as individuals, and to foster a cohesive and interactive group. Posts must indicate the level of English language fluency in the nomination form. Host institutions will take into account that the level of comprehension and speaking ability of participants may vary and will prepare lectures and discussions that meet the highest academic standards while using language appropriate for participants whose English is their second or third language.

Candidates should be willing and able to fully take part in an intensive post-graduate level academic program. It is important that posts and commissions nominate individuals who are likely to be comfortable with campus life and an active program schedule. ECA/A/E/USS encourages posts to recruit nominees from disadvantaged groups, individuals with disabilities, and women. While senior faculty members and new professionals to the field are eligible applicants, ECA/A/E/USS urges posts and commissions to give first consideration to mid-career professionals.



## **OTHER ESSENTIAL PROGRAM INFORMATION**

**Program Funding:** Through an award given to the University of Montana (UM), ECA will cover all participant costs, including program administration; travel allowances, domestic travel, and ground transportation; book, cultural, mailing and incidental allowances; and housing and subsistence; as well as arrange and pay for participants' international and visa travel costs and travel allowances within set limits and in coordination with posts and Fulbright commissions. If the program is conducted virtually, ECA will work with UM to provide a technology stipend to all participants.

**Program Requirements and Restrictions:** All participants are expected to participate fully in the program. Candidates should be made aware that they are applying for an intensive program and there will be little time for personal pursuits unrelated to the program. The Institute is not a research program. Participants must attend all lectures and organized activities and complete assigned readings. Family members and/or friends may not accompany participants on any part of the program. If the program is conducted virtually, the same participation requirements apply. Note that Institute curriculum will not formally address teaching methodology and pedagogical methods. Institutes focus on U.S. studies with only a brief focus on the U.S. education system itself. Please make these requirements clear to all nominees.

**Housing and Meal Arrangements:** When possible, each participant will have a private room with a shared bathroom during the residency portion (four weeks) of the Institute. However, private room accommodations are not guaranteed. During the study tour (up to two weeks), participants will likely share a hotel room with another participant of the same gender. During the residency, housing will typically be in college- or university-owned housing. Most meals will be provided at campus facilities, though participants may have access to a kitchen to cook some meals on their own. Please explain the above possible housing arrangements to your nominees to ensure that they are comfortable with such arrangements, particularly sharing a room with another participant during the study tour. All participants will be expected to respectfully share communal spaces and any necessary responsibilities.

**Special Accommodations:** Care will be taken to ensure that any special requirements regarding diet, daily or weekly worship, housing, and medical care are satisfied. Special accommodations will be made available to the greatest extent possible. Should a participant need to quarantine due to health and safety concerns, accommodations will follow Centers for Disease Control and Prevention (CDC) and host institution guidelines.

**Travel Arrangements:** The implementing partner (UM) will arrange and pay for international and visa travel for all Institutes. The host institution will provide each participant with a small travel allowance. The host institutions will arrange and cover the cost of any program-related travel within the United States.

**Health Benefits:** All participants will receive the Department of State's Accident and Sickness Program for Exchanges (ASPE) health benefit during the U.S.-based in-person component, which provides coverage of up to \$100,000 with a \$25 co-pay per medical visit and a \$75 co-pay per emergency room visit, for the duration of the program. Pre-existing conditions may be covered up to \$100,000 subject to policy exclusions and limitations. Information on the health benefit program may be found online at <https://www.sevencorners.com/gov/usdos>.

**Grounds for Program Dismissal:** Violations of program rules, host institution rules, or local, state, or federal laws can be grounds for immediate dismissal from the program. If selected, candidates are required to sign the SUSI Terms and Conditions. This document will outline SUSI policies and rules for participation in more detail.

**Virtual Program Contingency:** Should health, safety, and travel conditions pose significant challenges to the program, SUSIs will pivot to a virtual format. The virtual program would consist of at least 36 hours of required programming and include both synchronous and asynchronous learning. Virtual programming may include lectures, small group discussions, videos, readings, panels, individual assignments, and group activities. Participants would be required to fully participate in the entire virtual program from their location.

**Connectivity:** Participants should have access to a computer and a stable internet connection for virtual pre-departure orientation sessions. If a participant does not have adequate computer or internet access, UM will work with the participant to facilitate access on an as-needed basis. Additionally, should the program need to pivot to a virtual format participants would need access to a computer and a stable internet connection. If a participant does not have access to these two items, the University of Montana (UM) will work with the participant and post to facilitate access. Participants are expected to actively engage in all program activities and therefore should immediately notify UM and post of any issues during the program as well as any difficulties affecting their participation.

Marianne Scholze Behs  
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U.S. Consulate General | Porto Alegre



# **Study of the U.S. Institutes (SUSIs) Scholars and Secondary Educators**

**(Anexo III)**

## **PROGRAM OVERVIEW AND DESCRIPTION**

Study of the U.S. Institutes for Secondary Educators (SUSIs) are intensive post-graduate level academic programs that provide foreign secondary school educators and administrators the opportunity to deepen their understanding of U.S. society, culture, values, and institutions. The program goal is to strengthen curricula and to enhance the quality of teaching about the United States in secondary schools and other academic institutions abroad.

SUSIs for Secondary Educators will take place at various academic institutions throughout the United States over the course of five weeks in summer 2024. Each Institute includes a four-week academic residency and a one-week integrated study tour in another region of the United States.

## **PROGRAM DESCRIPTION**

The SUSIs will provide three multinational groups of 20 experienced secondary school educators (including secondary school teachers, administrators, teacher trainers, curriculum developers, textbook writers, Ministry of Education officials, and others) with a deeper understanding of U.S. society, education, and culture – past and present. The Institutes focus on providing content and materials for participants to develop high school level curricula about the United States. Two of the Institutes are tailored for secondary school teachers; please note that the Institutes for teachers focus on content and materials about the United States rather than teaching methods and pedagogy. The third Institute is tailored to experienced administrators, including teacher trainers, curriculum developers, textbook writers, Ministry of Education officials, and others.

Through a combination of traditional, multi-disciplinary, and interdisciplinary approaches, program content will examine the history and evolution of U.S. institutions and values, broadly defined. The programs will also illuminate contemporary political, social, and economic debates in American society. The four-week academic residencies will take place at U.S. university and college campuses and will consist of a balanced series of lectures, panels, seminar discussions, readings, workshops, site visits, meetings with practitioners in the field, and cultural activities. One-week

study tours in a different region will complement the academic residencies and showcase the cultural, geographic, and ethnic diversity of the United States. The program features curriculum based on the study of how America's foundations and historical development have shaped and continue to inform U.S. politics, economics, and society. Community service activities are a key cultural component of the program and provide participants with a first-hand experience of how volunteerism plays a vital role in U.S. civil society. The program will offer multiple opportunities for follow-on engagement through alumni webinars, grant-funded follow-on projects, social media, and an alumni workshop.

The University of Montana (UM) in Missoula, Montana, will oversee and administer the three SUSIs for Secondary Educators and will also conduct one Institute for teachers which will explore U.S. studies through the lens of democracy and citizenship. The Institute for Training and Development (ITD) in Amherst, Massachusetts, will conduct the second Institute for teachers which will explore the ways in which individual rights and social obligations have evolved through American history. California State University at Chico will conduct the Institute for Administrators and will focus on sociocultural understanding, equitable learning communities, and diversity and inclusion in U.S. education and society.

## **CANDIDATE DESCRIPTION AND QUALIFICATIONS**

Selection for SUSIs for Secondary Educators is highly competitive. To confirm suitability for the program as well as the required English fluency, an American officer at the U.S. Embassy or consulate must interview the proposed nominee in English before submitting the nomination to ECA. For Fulbright commissions, the executive director or an experienced staff member must interview the nominee in English. Priority will be given to candidates who have firm plans to enhance, update, or develop courses and/or educational materials with a U.S. studies focus or component; who have limited or no prior experience in the United States; and who have a special interest in the program subject areas as demonstrated through past scholarship, accomplishments, and professional duties. In addition, ECA/A/E/USS makes every effort to ensure geographic and gender diversity in each Institute.

Candidates should be mid-career, typically between the ages of 30-50, highly motivated, experienced secondary school teachers and administrators whose students are approximately 14-18 years of age.

Ideal candidates come from institutions seeking to introduce aspects of U.S. studies into their curricula, to develop new courses in the Institute subject, to enhance and update existing courses on the United States, or to offer specialized seminars/workshops for professionals in U.S. studies areas related to the program theme. While the nominees' scholarly and professional credentials are an important consideration, the potential impact and multiplier effect from their participation in the Institute is equally important. Ideal candidates will have little or no prior experience living in or visiting the United States.

As noted above, candidates must demonstrate English language fluency. Institutes are rigorous and demanding academic programs conducted entirely in English. Participants will be expected to read and comprehend substantial written materials and assignments in English and to fully and actively participate in all seminar and panel discussions. English fluency is vital to a successful experience in the Institute, for participants as individuals, and to foster a cohesive and interactive group. Posts must indicate the level of English language fluency on the nomination form. Host institutions will take into account that the level of comprehension and speaking ability of participants may vary and will prepare lectures and discussions that meet the highest academic standards while using language appropriate for participants whose English is their second or third language.

Candidates should be willing and able to fully take part in an intensive post-graduate level academic program. It is important that posts and commissions nominate individuals who are likely to be comfortable with campus life and an active program schedule. ECA/A/E/USS encourages posts to recruit nominees from disadvantaged groups, individuals with disabilities, and women. While senior and entry-level educators are eligible applicants, ECA/A/E/USS urges posts and commissions to give first consideration to mid-career professionals.

## **OTHER ESSENTIAL PROGRAM INFORMATION**

**Program Funding:** Through an award given to the University of Montana (UM), ECA will cover all participant costs, including program administration; travel allowances, domestic travel, and ground transportation; book, cultural, mailing and incidental allowances; and housing and subsistence; as well as arrange and pay for participants' international and visa travel costs and travel allowances within set limits and in coordination with posts and Fulbright commissions. If the program is conducted virtually, ECA will work with UM to provide a technology stipend to all participants.

**Program Requirements and Restrictions:** All participants are expected to participate fully in the program. Candidates should be made aware that they are applying for an intensive program and there will be little time for personal pursuits unrelated to the program. The Institute is not a research program. Participants must attend all lectures and organized activities and complete assigned readings. Family members and/or friends may not accompany participants on any part of the program. If the program is conducted virtually, the same participation requirements apply. Note that Institute curriculum will not formally address teaching methodology and pedagogical methods. Institutes focus on U.S. studies, with only a brief focus on the U.S. education system itself. Please make these requirements clear to all nominees.

**Housing and Meal Arrangements:** When possible, each participant will have a private room with a shared bathroom during the residency portion (four weeks) of the Institute. However, private room accommodations are not guaranteed. During the study tour (one week), participants will likely share a hotel room with another participant of the same gender. During the residency, housing will typically be in college or university owned housing or nearby hotels. Most meals will be provided at campus facilities, though participants may have access to a kitchen to cook some meals on their own. Please explain the above possible housing arrangements to your nominees to ensure that they are comfortable with such arrangements, particularly sharing a room with another participant during the study tour. All participants will be expected to respectfully share communal spaces and any necessary responsibilities.

**Special Accommodations:** Care will be taken to ensure that any special requirements regarding diet, daily or weekly worship, housing, and medical care are satisfied. Special accommodations will be made available to the greatest extent possible. Should a participant need to quarantine due to health and safety concerns, accommodations will follow Centers for Disease Control and Prevention (CDC) and host institution guidelines.

**Travel Arrangements:** The implementing partner (UM) will arrange and pay for international and visa travel for all Institutes. The host institution will provide each participant with a small travel allowance. Fulbright commissions who are funding their nominees' participation in the Institute will be responsible for arranging and paying for their participants' international travel and visa travel related expenses, as well as providing their participant with a travel allowance. The host institutions will arrange and cover the cost of any travel within the United States.

**Health Benefits:** All participants will receive the Department of State's Accident and Sickness Program for Exchanges (ASPE) health benefit, which provides coverage of up to \$100,000 with a

\$25 co-pay per medical visit and a \$75 co-pay per emergency room visit, for the duration of the program. Pre-existing conditions may be covered up to \$100,000, subject to policy exclusions and limitations. Information on the health benefit program may be found online at <https://www.sevencorners.com/gov/usdos>.

**Grounds for Program Dismissal:** Violations of program rules, host institution rules, or local, state, or federal laws can be grounds for immediate dismissal from the program. If selected, candidates are required to sign the SUSI Terms and Conditions. This document will outline SUSI policies and rules for participation in more detail.

**Virtual Program Contingency:** Should health, safety, and travel conditions pose significant challenges to the program, SUSIs will pivot to a virtual format. The virtual program would consist of at least 36 hours of required programming and include both synchronous and asynchronous learning. Virtual programming may include lectures, small group discussions, videos, readings, panels, individual assignments, and group activities. Participants would be required to fully participate in the entire virtual program from their location.

**Connectivity:** Participants should have access to a computer and a stable internet connection for virtual pre-departure orientation sessions. If a participant does not have adequate computer or internet access, the UM will work with the participant to facilitate access on an as-needed basis. Additionally, should the program need to pivot to a virtual format, participants would need access to a computer and a stable internet connection. If a participant does not have access to these two items, the University of Montana (UM) will work with the participant and post to facilitate access. Participants are expected to actively engage in all program activities and therefore should immediately notify UM and post of any issues during the program as well as any difficulties affecting their participation.

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