In Norway, we are fortunate to have a generous taxpayer-funded educational support scheme to ensure that everyone gets an equal opportunity to obtain an education.

Former Harvard president Derek Bok once retorted, “If you think education is expensive, try ignorance.” Admittedly, such wisdom loses some of its sting when it comes from the president of the wealthiest university in the world, and one of the most expensive to attend, but as a general reflection on the value of education, I think it rings true. I charitably read it not as a comment on the monetary yield of an expensive college degree in the job market — which is debatable — but as a remark about the value of education as an end in itself.

Tuition at U.S. universities has been increasing well beyond the rate of inflation for several decades, and for many American families the exorbitant cost of a college degree for one or more of its members is among the largest single investments it will ever make. Wharton professor Peter Cappelli, author of “Will College Pay Off?” (2015), suggests that many of those who believe that a college degree must be pursued at any cost, would be well advised to consider more carefully whether there will in fact be a significant economic payoff, and be more mindful of the financial risk they are incurring.

In Norway, we are fortunate to have a generous taxpayer-funded educational support scheme to ensure that everyone gets an equal opportunity to obtain an education, regardless of geographic location, age, gender, level of disability, and financial and social circumstances. Such largesse extends also to those who choose to forego study at Norway’s free universities and instead seek expensive studies abroad — at Harvard or Stanford, for example. That is because those who have shaped this policy are convinced that increased interaction with outstanding educators, researchers and institutions abroad, will raise the quality of Norway’s own higher education institutions and research communities.
This in a nutshell is the objective of Norway’s strategy for internationalization of higher education.

The relative financial security enjoyed by Norwegian students considering study abroad allows them to focus on the non-monetary rewards of education, and to be somewhat less constrained by the demands of paying back a huge loan. There is nonetheless an expectation that the funding provided to Norwegian students for study at a foreign university is used in a way that promotes the goals of the country’s internationalization strategy, and is not squandered on inferior but expensive institutions whose attractions lie primarily outside the academic realm (indeed, similar “quality control” restrictions pertain to federally subsidized student loans in the United States). A recent report from Norway’s Centre for International Cooperation in Education (Til hvilken pris? 2016) suggests that academic quality is often not the decisive factor when Norwegian students choose education abroad; in the U.S., for example, there are more Norwegian students attending a handful of undistinguished institutions with high dropout rates than at all of the 100 top-ranked U.S. universities combined.

The questions SIU raises about the student loan scheme and national interests will undoubtedly be part of the growing debate about quality and restructuring in Norwegian higher education, and the government expects to issue a white paper on the subject early next year. As director of a study abroad program that is so generously supported by the Norwegian Ministry of Education and Research, the temptation to imagine being asked “How well does the Fulbright program support the goals of Norway’s internationalization strategy?” and to answer the question publicly - is more than I can resist.

I could begin by trotting out that trusty statistic on how many Fulbright alumni have won Nobel prizes – currently 54 and counting – and mentioning that 29 alumni are MacArthur Foundation Fellows, 82 have received Pulitzer Prizes, and 33 Fulbright alumni have served as heads of state or government. Or I could mention the many prominent Norwegian scholars and pillars of society who figure among our alumni. That would tell us something about the quality and prestige of the program, but not so much about its value to the nations that fund it. For such evidence we would have to look at the quality of the schools that the U.S. Fulbrighters come from, and the Norwegian Fulbrighters go to (see p.13 for this year’s affiliations). And even more importantly, we would have to look at the long term transatlantic relationships, between people and between institutions, that grow out of these grantee experiences (see p. 31). The most compelling testimony however comes from our human capital, the Fulbrighters themselves. In this annual report, we are pleased to let both Norwegian and American Fulbrighters speak for themselves, and convince you of the real the value of our program.
The Arctic and High North regions are of increasing strategic and scientific importance to both Norway and the United States, and the Norwegian Fulbright program has an abiding commitment to promoting Arctic research. The Governing Board was therefore grateful to note that the Norwegian Fulbright program’s distinguished Arctic Chair award was complemented in 2015 by a Fulbright Arctic Initiative, fully funded by the U.S. State Department and launched to coincide with the U.S. chairmanship of the Arctic Council. The initiative provided stipends for two Norwegian Fulbrighters to join a cohort of 16 other scholars from the Arctic Council nations for a series of seminar meetings and research visits addressing Arctic issues from a broad range of disciplines. We are pleased that the Norwegian commission is working with the State Department to secure bilateral funding for a continuation of this excellent initiative.

Two evaluations of the Norwegian Fulbright program were undertaken during the past year; the Norwegian Ministry of Foreign Affairs commissioned Deloitte to do an assessment of the Fulbright Arctic Chair program (funded by the Ministry from 2010-14), and the Norwegian Ministry of Education and Research commissioned the Nordic Institute for Studies in Innovation, Research and Education (NIFU) to undertake a thorough evaluation of the entire Norwegian Fulbright program. The mandate of both of these evaluations was to determine whether Norwegian government funding of the Fulbright program had been used in the manner intended and had achieved the desired objectives. The Governing Board is pleased that the findings of both evaluations were very favorable.

The NIFU audit also provided a welcome opportunity to take a broad look at the program and consider some refinements that might make it even more valuable to its funders. Specifically, the Commission is taking measures to increase and accentuate the national and institutional dividends that the Fulbright program produces; in the selection process, Norwegian scholar candidates are now encouraged to provide a letter of support from their home institution, describing how the candidate’s proposed project will benefit the institution and contribute to its internationalization strategies. Similarly, potential Norwegian
hosts of U.S. Fulbrighters are asked to specifically address how a scholar’s proposed project will contribute to the priorities of their institution. In its reporting requirements, the Fulbright office is asking students and scholars to consider what kind of “return on investment” their Fulbright experience might yield for our funders in the form of lasting institutional ties and transatlantic collaborations. Some examples will be found in the highlights from grantee reports included in this year’s annual report.

The Commission was again pleased to fund three scholars for the unique Norwegian Fulbright Roving Scholar Program; two of the scholars served at the upper secondary school level and one at the lower secondary level. Last year these three Rovers made more than 250 visits to Norwegian schools. The Board applauds the Commission’s effort to highlight and promote this unique program more effectively by producing an illustrated “Roving Scholar Annual Report.”

The Board is unanimous in its praise for the excellent work of the Commission’s small but efficient staff. 4.5 positions are covered by 5 employees, who work closely together in managing the American and Norwegian scholarship programs, promoting the Fulbright program and international educational exchange at conferences and student fairs, counseling students, coordinating alumni events, and moving the program forward with innovative ideas, energy and determination. All staff members are professionals and have education and experience that is directly relevant to international educational exchange. The Board is pleased to note that the working environment in the Commission is excellent.

The Norwegian government continues to contribute well over half the total budget, making the program a truly bi-national effort, and an effort in which both countries in equal measure are sponsors and beneficiaries. In response to a request from the Norwegian Fulbright commission, the U.S. State Department’s Bureau of Educational and Cultural Affairs (ECA) will henceforth provide an annual accounting of costs incurred by ECA in support of the Norwegian program that come in addition to the annual U.S. allocation; this will provide a more accurate picture of the respective Norwegian and U.S. contributions to the program.

The surplus shown in the auditor’s report is attributed to the dramatic currency gain of the U.S. dollar against the Norwegian kroner between the time the budget was finalized (NOK 6.5/USD 1) and funds were received (average rate NOK 8.12/USD 1). Surplus generated by Norwegian grantee withdrawals was reallocated to the Norwegian grantee pool (compensating – in some small measure – for the significant reduction in NOK buying power in the U.S.) Sundry reserves are still somewhat high, but will be drawn down in a controlled way to reach a level recommended by our funders.

In addition to the gratitude owed both governments for financial support, the Board greatly appreciates vital facilitative support for seminars and representational events rendered by the Norwegian Ministry of Education and Research, the Norwegian Ministry of Foreign Affairs and the U.S. Embassy. The Norwegian Ministry of Education and Research, through its Centre for Foreign Languages in Education, also provides invaluable assistance with promoting the Roving Scholar program to Norwegian teachers.

The Norwegian Minister of Foreign Affairs and the chief of the United States Mission to Norway are ex-officio Honorary Co-Chairs of the Fulbright Board. The Governing Board consists of four Norwegian and four American members, appointed by the Norwegian and American Honorary Co-Chair respectively. The Board members meet quarterly and otherwise provide guidance as requested by the Executive Director. In addition to customary board duties, members interview and select candidates, work on task forces and committees, attend orientation meetings and participate in promotional activities.

Oslo, 8 February 2016

Kim Dubois Chairman of the Board
FULBRIGHT GEOGRAPHY

NORWEGIAN FULBRIGHTERS COMING FROM IN NORWAY

TOP COUNTIES
- Oslo: 17
- Sør-Trøndelag: 10
- Hordaland: 7
- Sør-Trondelag: 4
- 5 Counties: 1

AMERICAN FULBRIGHTERS GOING TO IN NORWAY

TOP COUNTIES
- Oslo: 8
- Hordaland: 7
- Tromsø: 5
- Sør-Trøndelag: 4
- Akershus: 1
FULBRIGHTERS IN THE U.S.

PROGRAM STATISTICS

GRANTEE LEVEL

PhD STUDENTS
- PhD Degree: 1
- Non-Degree: 8

MASTERS STUDENTS
- Masters Degree: 5
- Non-Degree: 8

RESEARCHERS
- PhD Degree: 18

DEGREE VS NON-DEGREE AMONG STUDENTS

ARTS & ARCHITECTURE: 1
BUSINESS & FINANCE: 0
EDUCATION: 0
ENGINEERING & COMPUTER SCI: 7
HUMANITIES: 6
LAW: 2
MEDICINE & PUBLIC HEALTH: 3
SCIENCES: 9
SOCIAL SCIENCES: 12
Mirroring the journey of their American peers in Norway, Norwegian Fulbright grantees travel each year to pursue research, lecturing, and educational opportunities in the United States. As in the past, the U.S.-Norway Fulbright Foundation has supported Norwegian students and scholars at a number of top universities, including Harvard, Yale, Princeton, Columbia, MIT, Cornell and Berkeley. They have contributed immensely not only to their respective fields, but also to the growth of a vibrant alumni network back in Norway. The Fulbright grantees in the U.S. represent the vanguard of Norwegian involvement in American higher educational exchange and, as such, are a valuable asset to the scholarly communities of both countries.

A list of the Fulbright grantees in the U.S. funded in FY 2015 can be found in the appendix of this Annual Report.
Våge will investigate the transformation of warm Gulf Stream-origin water into cold deep water in the Nordic Seas, a process that is important for the mild climate of northern Europe. Using data from ship surveys and autonomous gliders, he will focus in particular on the Iceland Sea, which plays a more important role in the overturning circulation than previously thought.

Many seem to think that a legally binding treaty is absolutely essential for tackling climate change. Greaker’s project challenges this view and hypothesizes that significant global greenhouse gas (GHG) emission reductions can be achieved through alternative initiatives, namely technology development and transfer and sectoral treaties.

Trovik will join the Graduate Program of Princeton’s Political Science department and specialise in Political Theory. His interests lie in the history of political thought as well as issues pertaining to international and global justice and, in particular, how these topics relate to the problem of climate change.

Orjasæter will take courses in contracts, property and human rights. He will combine traditional private law subjects with workshops and courses in negotiations and alternative dispute resolution.

Erlend Solbakk Harbitz will continue his master studies in marine technology. He will begin his specialization in marine cybernetics by studying a combination of hydrodynamics and regulatory systems. While studying in the US he also hopes to take classes in artificial intelligence and autonomy.

As a part of his PhD Lars will do coursework in business, economics and political economy at UW-Madison. His research concerns microeconomic determinants for innovation and value creation, and macroeconomic and institutional determinants for a competitive economy. He hopes to learn from the multidisciplinary course offerings and faculty at UW-Madison.
THE 2015-16 NORWEGIAN GRANTEEES

**ARCTIC CHAIR**

**ARCTIC INITIATIVE**

GUNHILD HOOGENSEN GJØRV. Political Science. University of Tromsø - University of Washington.

RESEARCH
MARIA NORDHEIM ALME. Neuroscience. University of Bergen - University of Virginia.

SIRI GRANUM CARSON. Philosophy. Norwegian University of Science and Technology - UC Berkeley.

SIRI FJELLHEIM. Biology. Norwegian University of Life Sciences - University of Vermont.

MADS GREAKER. Economics. Statistics Norway - Columbia University.


JOHN EDVARD KARLSRUD. International Relations. Norwegian Institute of International Affairs - New York University.


CHRISTINE LINDESTROM. Physics. Oslo and Akershus University College of Applied Sciences - University of Colorado Boulder.

GREGER LØNNE. Medical Sciences. Innlandet Hospital Trust - Harvard University.

OLE MARTIN LØWVIK. Materials Science. SINTEF - California Institute of Technology.

KRISTINE MISUND. Medical Sciences. Norwegian University of Science and Technology - Mayo Medical School.

INGER ELISABETH MÅREN. Geography. University of Bergen - UC Berkeley.

ANINE Cecilie RIEGE. Psychology. University of Oslo - University of Iowa.

ALEXANDER HARALD SANDTORV. Chemistry. University of Bergen - Portland State University.

TRYGVE EILIV WYLLER. Theology/Religion. University of Oslo - Union Theological Seminary.

**PHD-LEVEL GRANTEES**
BERNT BØGVALD AARLI. Medical Sciences. University of Bergen - UC San Diego.

SYNØVE NYGAARD ANDERSEN. Criminology. University of Oslo - UC Irvine.

ELISABETH THUESTAD ISAKSEN. Economics. University of Oslo - Columbia University.


JOHANNE KRISTIANSEN. Literature. Norwegian University of Science and Technology - UC Santa Barbara.

PAUL ARNE RIKSHEIM TENFJORD. Physics. University of Bergen - UC Los Angeles.

MATIAS VIKSE. Engineering. Norwegian University of Science and Technology - MIT.

JULIANNE QIULING MA YANG. Film/Cinema Studies. University of Hong Kong - University of Washington & UC Berkeley.

**FULL PHD**

**MASTER’S LEVEL STUDIES**
SARA VINJE AALBJ. Engineering. Norwegian University of Science and Technology - UC Santa Barbara.

JAN GULLA. Physics. Norwegian University of Science and Technology - Harvard University.

ERLEND SOLBAKK HARBITZ. Engineering. Norwegian University of Science and Technology - MIT.

LARS HOVDAN MOLDEN. Economics. Nord-Trondelag University College - University of Wisconsin.

ANNA BIRGITTE MONSAAS. Engineering. Norwegian University of Science and Technology - UC Berkeley.

INGEBORG TREV RØE. Engineering. Norwegian University of Science and Technology - UC Berkeley.

AUDUN MATHIAS ØVSTEBØ. Engineering. Norwegian University of Science and Technology - UC Berkeley.

**MASTER’S DEGREE**
CELINE LOFTHUS GAASRUD. International Relations. Jacobs University Bremen - Columbia University.


SOLVEIG BIRGITTE MOE. Law. Parliamentary Ombudsman - University of Houston.

INGVILD JACOBSEN ROALD. Regional Planning. University of Bergen - Cornell University.

During my travels gathering data and the time spent at American University, I got to know a lot of interesting people. I also learned a lot about American newsrooms and academic life in the US. But what really helped us to become part of community life was bringing three children. We never dreamed about how quickly they, and their schools, would integrate us. Since parents are expected to be a big part of their children’s education at the school they enrolled in, we have gone to open houses every week, chaperoned on field trips, presented our home country at international night at school, participated in numerous classroom celebrations – not to mention all the birthday parties and other social gatherings outside school. In addition, with the children always being outside, playing we met several neighbors early on and were invited to barbeques, trick or treating, block parties and happy hours continuously during the stay.

My stay in the US has been a great experience that has extended my horizons in many ways. It has not only enormously benefitted my academic knowledge and professional network but also provided me with enriching insights into American society and the American way of living.

Academically, being a visiting student researcher at the Department of Psychology at Harvard has truly been inspiring. It is a great honor to learn from, and work together with, one’s intellectual idols and upcoming stars in the field. I am very thankful for this opportunity. For instance, becoming part of Professor Sidanius’ lab was a great experience. It allowed me to deepen my knowledge about his Social Dominance Theory of intergroup relations by actively taking part in his lab meetings and completing the courses he taught. Moreover, it provided the opportunity to start new research projects together with him and the other members of his lab. To the present date, I am involved in several projects connected to Sidanius’ lab. Last but not least, being a visiting graduate at Harvard gave me a refreshing and inspiring experience of a different academic system and way of doing things.

That’s what the Fulbright experience is about – being able to watch the American society close up – to actually be a part of it for a while – and get a deeper understanding of what’s going on. I mean – not only on the highest governmental level. To see your kids make new friends at school makes you happy. Enriching existing friendships makes you thrive as well – to join the buddies to cheer the Golden Bears football team at a home game is great (professors are really welcomed by the crowd). Or make new Fulbright friends at a Giants game in San Francisco – to be greeted as special guests, even!
In my application to the US-Norway Fulbright Foundation, I confidently proclaimed: “My visit to the U.S. will be a great life experience as well as an important step towards what hopefully will be a long career as a reading researcher.” Now that I have returned to Norway after six months in Tallahassee my statement seems truer than ever. There are primarily two reasons for this.

First, the Florida Center for Reading Research at Florida State University (FSU) represents one of the strongest research communities in my field. In the beginning, it felt somewhat surreal to be surrounded by academic superstars on an everyday basis. However, after recovering from the first few days of starstruckness (yes, it is a word), I soon discovered that among the eminent few with thousands of citations on their records you may find kick ass cookie bakers, people that love telling dirty jokes, gardening nerds, mother hens and surfing grandpas. Although I cherished all of these virtues, staying at FSU was first and foremost a great academic experience. It was absolutely superb to be a humble apprentice while learning from the best. In the end, it is impossible to predict what the future holds. However, I am convinced that the knowledge I gained during my visit at FSU has made me better equipped for a potential career as a reading researcher.

Second, Tallahassee, capital of the state of Florida and the 126th largest city in the United States, turns out to be a well-hidden gem. In fact, it is so well-hidden that some of the people living there may not even realize what a treasure it is. Those people have clearly not visited the city’s outstanding vintage stores, seen the incredible manatees in Wakulla springs, met the enthusiastic climbers at Rock Gym, or had any lengthy existential discussions at Fermentation Lounge. Only in Tallahassee have I met a military veteran with the heart and soul of a hippie, a guy who learned Norwegian from a cute girl in high school and still speaks the language without ever having visited Norway, and a retired state employee in his seventies who studies sci-fi at the university and keeps a smithy in his backyard. Tallahassee will never be as hip as New York, as bohemian as San Francisco or as lively as New Orleans, but it will always be the location of one of the most fantastic experiences of my life. End of story.
I arrived in Seattle late Friday night. Luckily there was a GPS in the car I rented from the airport. Otherwise I don’t know how the drive to the Western Fisheries Research Center would have gone, being jet lagged and very tired. My home away from home was located within the grounds of the WFRC and the first thing that met me were huge dragonflies flying around the house and on the parking lot. Being terrified of insects I considered driving the car back to the airport again, but after a couple of minutes I made a run for it. Nothing happened of course, except that I almost crashed into the front door. I know now that dragonflies are more afraid of me than I am of them.

Working at the Western Fisheries Research Center was fantastic. The fish health group consisted of both senior and junior researchers, PhD students and technicians. In the lab the technicians taught me to use the various instruments that I was going to use for my research. Every other week everyone got together and discussed our latest research. The seniors helped me and the other junior researchers with interpreting the results and how to best present them.

After the first couple of weeks with lots of trial and some error I got into a good pace. The results kept pouring in and I soon realized that I would be able to not just reach my goals for the project, but also start new projects with my new colleagues. Every day after work I went for a walk through Magnusson Park to the local dog park and all through October I went swimming in Lake Washington whenever I had the time. Three times a week I went to the gym, Seattle Gym at Laurelhurst. There I got to know many local Seattlers, including the instructor (and manager) who was very interested to know how I liked the Seattle Gym compared to my local gym back in Norway, and if I had any suggestions for improvement. I didn’t, but after I returned home to my local gym I have made a few suggestions there.

The city of Seattle has a lot to offer. During my free time I explored the city, went to museums, concerts and festivals and joined a hiking club. Whenever I had a whole weekend of work I traveled further away exploring the national parks and mountains around Seattle, including Mount Rainier where I went hiking.

In September I attended a fish health conference in Portland, Oregon. Attending conferences is a great way to meet new people and network. I was invited to a lab in Corvallis, Oregon and also to a lab in Nanaimo, Vancouver Island, Canada, and of course went both places to visit my new colleagues and future collaborators.

My three and a half months in Seattle went by very fast, but even though my Fulbright scholarship period has ended, I have with me new experiences, colleagues and friends for life and I know I will return to my new home away from home some day.
Being allowed to carry out research at Yale has been an intense and rewarding learning experience. I have gained detailed insight into the field of genetic epidemiology and feel more confident about working on similar projects in the future and about sharing my experience with my Norwegian colleagues. I found the level of skill and knowledge at Yale impressive, both among my supervisor and my peers. I also enjoyed going to the annual meeting of the American Society of Human Genetics, an experience that gave insight into several aspects of the field and helped in illustrating the variety of tools available for genetic research and how the field is moving forwards.

I have met warm and welcoming American people during the stay here and I have also enjoyed being part of an international community at Yale. I believe that as Norwegians we have something to learn from the spontaneous American hospitality, and I will strive to offer visitors to Norway the same hospitality that I was shown when coming to the United States.

I am very grateful for my Fulbright experience and would strongly recommend this to other students and researchers.
FULBRIGHTERS IN NORWAY

25 total U.S. Fulbrighters to Norway funded in FY 2015

14 different host-institutions for the 2015 U.S. Fulbrighters

13 U.S. Graduate Students & ETAs

12 U.S. Scholars & Researchers
The Fulbright program in Norway was established with the agreement between the U.S. and Norway on May 25, 1949, in order to “promote further mutual understanding between the peoples of the United States of America and Norway by a wider exchange of knowledge and professional talents through educational contacts.” In FY 2015, the U.S.-Norway Fulbright Foundation continued to promote this original vision of the program through its support of a new group of graduate students, scholars, and English Teaching Assistants (ETAs) in Norway. Hosted at research and educational institutions throughout Norway and Svalbard, these grantees represent the ongoing commitment by American and Norwegian governments to develop high-quality research while fostering cultural collaboration and exchange. The 2015-16 grantees to Norway are pursuing research on a variety of topics ranging from the practice of restorative justice in Norway to the effects of climate change in Arctic spring ecosystems to language comprehension in bilingual children to genes involved in certain types of diabetes, at institutions such as the University of Bergen, the Arctic University of Norway, and the University of Oslo.

A list of the Fulbright grantees in Norway funded in FY 2015 can be found on the next page.
THE 2015-16 AMERICAN GRANTEEES

ARCTIC CHAIR
VON WALDEN. Physical Sciences.
Norwegian Polar Institute/University of Oslo - Washington State University

ROVING SCHOLARS
TORRAN ANDERSON. Education.
Norwegian Centre for Foreign Languages in Education - Environmental Education Exchange

JOHN HANSON. Education.
Norwegian Centre for Foreign Languages in Education - Linn-Mar High School

ANDREW MEYER. Literature.
Norwegian Centre for Foreign Languages in Education - Northwest School

LECTURING/RESEARCH SCHOLARS
MARLA CLAYMAN. Public Health.
University of Oslo/Akershus University Hospital - American Institutes for Research

SUZANNE DOVI. Political Science.
University of Oslo - University of Arizona

PETER FASHING. Biology.
University of Oslo - California State University-Fullerton

RADHIKA GAJJALA. Communications.
University of Bergen - Bowling Green State University

JANE LUU. Astronomy.
University of Tromsø - Massachusetts Institute of Technology

KRISTEN OVER. Literature.
University of Bergen - Northeastern Illinois University

SHANE ROGERS. Engineering.
Norwegian University of Science and Technology/Foundation for Scientific and Industrial Research (SINTEF) - Clarkson University

IRINA SEKERINA. Linguistics.
Univ. of Tromsø, NTNU/Univ. of Oslo - College of Staten Island, The City University of New York

ENGLISH TEACHING ASSISTANTS
REBECCA D’ANGELO. English Teaching Assistantship.
Norwegian University of Science and Technology/ Byåsen Videregående Skole - University of Connecticut

SARAH GORD. English Teaching Assistantship.
University of Bergen/Bergen Cathedral School - Oberlin College

KATHRYN HUEBSCHEMANN. English Teaching Assistantship.
Norwegian University of Life Sciences/ Ås videregående skole - Boise State University

GRADUATE STUDENTS
YANIQUE ANDERSON. Sociology.
University of Bergen - Trinity College

ANDREW BAHLE. Medical Sciences.
Norwegian University of Science and Technology - University of Michigan

ASHLEY BRAUNTHAL. Geology.
University of Bergen - Bates College

STEFANI FELDMAN. Musical Instrument - Clarinet.
Norwegian Academy of Music - University of Southern California

TARA MILLER. Ecology.
Norwegian Forest and Landscape Institute - Williams College

SERINA ROBINSON. Ecology.
University of Tromsø - Saint Olaf College

NELS THOMPSON. Medical Sciences.
University of Bergen - Saint Olaf College

PHD LEVEL
TIMOTHY GONCHOROFF. Sculpture.
University of Tromsø - Alfred University, NY

ANNA OFFIT. Anthropology.
University of Oslo - Princeton University

NATHANIEL SIBINGA. Biology.
University of Bergen - Brooklyn College, The City University of New York, NY
Walden will be spending 4.5 months at the Norwegian Polar Institute to collaborate on research related to the recent Norwegian Young Sea Ice Cruise. He will work to fully understand the atmospheric conditions that occurred during the cruise, including the occurrence and properties of Arctic clouds. He will also travel around Norway to give lectures and workshops.

Robinson will investigate the effects of rising Arctic temperatures on methane-oxidizing bacteria (MOB). She will use bioinformatics to study changes in MOB protein and mRNA expression under different temperature conditions. Robinson seeks to understand how MOB metabolism altered by climate change will affect the global carbon budget and the health of Arctic ecosystems.

Grid cells are part of a mammalian neural system for spatial localization and are characterized by their distinctive tesselating hexagonal firing fields. To better understand how the brain computes its location in space, Bahle will join the Moser lab at NTNU to conduct a study of grid cells in complex environments using multiple micro-electrodes to record from the cortices of freely moving rats.

Dovi is researching the accountability of international organizations, e.g. the International Criminal Court and international non-governmental organizations. In particular, she examines the costs and benefits of different legal approaches and mechanisms for registering and giving victims a voice in legal proceedings involving human rights abuses.

Sibinga will study sustainable aquaculture. His research will consist of lab work on fish nutrition and a sociological survey to better understand the cultural shift from fishing to fish-farming. The question underpinning his research is how to equitably balance the food security needs of a growing world population with environmental and political considerations.

Our understanding of planet formation has changed much in the last two decades, thanks to discoveries in our own solar system and in other extrasolar planetary systems. Kavli laureate Luu will teach a course on planetary astronomy and hopefully stir student interest in this exciting field. In addition, she plans to conduct research on radar observations of near-Earth asteroids.
2015-16 US Scholar Shane Rogers
2015-16 US Roving Scholar Torran Anderson
2015-16 US Roving Scholar Andy Meyer
2015-16 Student Nathaniel Sibina
Besides the professional development that has come with conducting my research project, I have engaged in a multitude of rich cultural and intellectual activities while living in Norway. I formed close friendships with Norwegian and other international students and participated in many cultural events in Tromsø, such as the annual Culture Night, the Tromsø Film Festival, and Sami day. I have traveled extensively throughout Norway, visiting other Fulbright grantees in Oslo, Bergen, and Trondheim as well as enjoying the vast beauty and recreation opportunities in northern Norway, including Lofoten, Lyngen, and Senja. I audited a class on indigenous rights in Norway in which I learned about the Sami population and traveled to Finnmark to visit the Sami University, in addition to taking a Norwegian language course. I will leave this year with a deep appreciation for Norway and a particular fondness for northern Norway. I was also lucky enough to be sent to Brussels to attend the annual Fulbright EU/NATO seminar, where I learned about the EU and NATO and made connections with Fulbright grantees from all over Europe. My Fulbright grant has awarded me countless incredible opportunities and experiences I never could have imagined, and for that I will be eternally grateful.

My time in Norway has been productive and informative, a true learning and growth experience. When I arrived in Oslo in January, I thought that I knew what to expect, what kinds of outcomes I would have and what kinds of things I would learn. But, of course, reality is often different than our imaginings. While I expected to have teaching experiences in which I got to know Norwegian students and worked with them through the difficult topics of race and ethnicity, I was unprepared for how Norwegians would understand those concepts differently than American students.

As I contemplate the end of my time in Norway, I am immensely grateful for the opportunities I have had here. I am excited to return to the U.S. to share my experiences with my friends and colleagues and look forward to maintaining the relationships that have started since January. The Fulbright Award is truly remarkable in its ability to create “cultural bridges” and I am proud to have been a part of it this year!

This example is only one of how this experience, my team and my work here in Tromsø, Norway has changed my perspective on what a work environment should be as well as my approach to life. Each member of my immediate family has been labeled by many as a workaholic more than once, which as many know is common in the US. We have a very poor work-life balance and often associate our productivity with our worth. Before coming to Tromsø, I was working as a financial analyst for a health care company. It was made very well known that in order to be successful in this company, or any company, you were expected to take work home and never pass up an opportunity to take on another project. While I was very excited to work with this corporation because they were doing so much good for the patients of the health care systems that they worked with, it was also exhausting and frustrating for me. My work environment here in Tromsø is very different. There is a stronger emphasis on maintaining a work-life balance and a lesser hierarchical structure within corporations. I feel as though I have found the field and team I had dreamed of working with, so much so that I have decided to apply for my PhD in Telemedicine here in Tromsø.
HEATHER BANDEEN
ROVING SCHOLAR
EDUCATION

In October, a teacher looked at me and said, “When you travel, you see things that you just cannot read about.” I could not agree more. This year, I traveled to upper secondary schools and teacher training colleges as part of a Roving Scholar grant through the Norwegian Center for Languages in Education. I conducted student workshops and teacher professional development sessions while also learning about Norway’s culture and the public education system. Norway is the only country that offers this particular Fulbright grant. It is an amazing opportunity and, as a mid-career teacher, I have been grateful for the chance to break away from my “day job” in the United States to teach, travel, and learn every day.

My Roving Scholar grant has allowed me to learn about how much context matters to the success of a public education system. I now understand that Norwegians benefit from generous parental leave, student stipends for high school attendance, free college tuition, and mandated gender equity. I see the profound influence of these variables as teachers and students walk through school doors each morning. As I reach the end, I am honored to have met thousands of students and hundreds of teachers in cities, rural communities, and everywhere in between.

So often in public policy, schools are viewed as closed vessels. Teachers teach and students learn. This process tends to become scrutinized, measured, and criticized constantly. As a result, such policy conversations can become myopic and repetitive at the local, state, and federal level in the United States. Whereas in Norway, I immediately noticed the numerous social and political factors that buoy the success of schools and create healthy foundations for the growth of students. These factors, in turn, profoundly shape the expectations, responsibilities, and social roles of teachers.

A Fulbright grant’s power to inspire meaningful friendships, engaged learning, and deeper understanding — a world away — is simply beyond measure. When I am not in a classroom, I am on a plane, train, bus, or hike — heading to a school somewhere in Norway. It is during these times that I have learned to pause and appreciate the moment. As I travel by the highly organized system of trains, planes, buses, and boats that connects bustling cities to rural towns, I consistently marvel. From the Art Nouveau architecture of Ålesund to the snowy mountains of Narvik to the bustling streets of Oslo, Norway is simply breath-taking. Every time I see a shimmering sunset and breathe in the fresh ocean air, I am struck by how fortunate I have been to spend an academic year here.

Through my experiences as a Rover, I have gained immense insight to educational dilemmas and found answers to policy questions that I never would have thought to ask. Each day, I am further convinced of the importance of international collaboration to, not only, learn from other perspectives but also see ourselves from a distance. Such daily discoveries have profoundly shaped my life over these past months as I complete my time of “Roving” across this breath-taking country.
CITIES VISITED BY ROVERS IN 2014-15

TOP 5 CITIES

**LUD BALDWIN**
- Oslo: 18
- Stavanger: 11
- Bergen: 9
- Sandnes: 7
- Ålesund: 5

**HEATHER BANDEEN**
- Oslo: 10
- Stavanger: 6
- Bergen: 5
- Trondheim: 5
- Bardufoss: 4

**SARAH DOUGHER**
- Harstad: 7
- Kristiansund: 4
- Oslo: 4
- Arendal: 3
- Bergen: 3
Norway is the only country in the world that offers the Roving Scholar grant. During the academic year, three American Roving Scholars travel throughout Norway and even to Svalbard to give presentations and workshops at lower and upper secondary schools. The Roving Scholar program has proven to be a remarkably effective tool for instilling in Norwegian students and educators deeper insight into the language, culture, and history of the United States. This year’s Roving Scholars have been offering interactive workshops on a variety of topics, including the complexities of the American West, the gap between the wealthy and poor in the world’s richest country, and American stories from folklore to contemporary youth literature. These workshops provide not only a creative way to deepen perspectives on the United States in Norway, but also a forum for constructive dialogue about cultural perceptions and stereotypes.

The U.S.-Norway Fulbright Foundation views the Roving Scholar program as an essential bridge between its academic and public diplomacy roles. The Foundation published our annual Roving Scholar report in June, 2015.
OTHER PROGRAMS

INTERCOUNTRY LECTURING PROGRAM
The Intercountry Lecturing Program gives US scholars in 24 participating European countries the opportunity to travel to other participating countries for short visits to lecture. Intercountry visits are financed jointly by the Fulbright commission in the country the scholar is visiting, and the institution in that country that has extended the invitation.

During the 2014-15 academic year three US Scholars to Norway had Intercountry trips:
  - Jennifer Chernega, University of Turku, Finland
  - Kathleen Berens, University of Rostock, Germany
  - Vladimir Zadorozny, University of Potsdam, Germany

Likewise, three Norwegian universities hosted Intercountry Lecturers. Carlos Juarez, political science scholar based in Austria, visited the Norwegian University of Life Science and the University of Tromsø respectively in April. Juarez has served as the Dean of International Studies at Hawaii Pacific University and gave a talk on “Higher Education in a Changing Global Environment” at both universities. In May the University of Oslo’s Pluricourts Centre held a lunchtime seminar featuring John Cerone, a scholar of international law conducting Fulbright research in Sweden. His talk was about, “The International Criminal Court and Palestinian Consent.”

FULBRIGHT SPECIALIST PROGRAM
The Fulbright Specialist program provides opportunities for educational institutions around the world to host U.S. scholars for visits of two to six weeks. These visits are intended to benefit host institutions in particular, as U.S. scholars are expected to share their expertise rather than conduct their own research. Specialist visits typically entail a mix of guest lecturing and capacity building through things like curriculum development. Norway received four Specialists during FY 2015.

THE 2015 SUMMER INSTITUTE FOR EUROPEAN STUDENT LEADERS
The institute, funded in its entirety by the State Department, allowed two students to travel to the U.S. for a four week program at two different universities. One of the students were nominated for the Social Entrepreneurship Institute (GSEI) at Indiana University and the other attended the Kansas State University for the Institute on Environmental Stewardship.

THE 2015 STUDY OF THE UNITED STATES INSTITUTE FOR TEACHERS AND ADMINISTRATORS
The program is designed to offer teachers and Schools administrators a deeper understanding of U.S. Culture and society by addressing historical and contemporary American political, social and economic issues. Unfortunately due to a conflict between the start date of the institutes and the end of the school year in Norway, FFN was unable to nominate anyone. However changes have been made to the start dates for the 2016 Summer Institutes and we are confident that we will be able to nominate teachers in 2016.

EducationUSA
EducationUSA is a network of hundreds of advising centers in 170 countries, where international students each year find accurate, comprehensive, and current information about how to apply to accredited U.S. colleges and universities. EducationUSA advisers and staff work with U.S. higher education professionals to promote international student enrollment, and also help to promote study abroad opportunities for U.S. citizens. The U.S. Norway Fulbright Commission and the U.S. Embassy’s Public Affairs Section are the two EducationUSA centers in Norway, and work closely together - and with a larger community of institutions both in Norway and the U.S. - to promote educational exchange between the two countries.
THE FAAN ALumni BOARD

The Fulbright Alumni Association (FAAN) Board meets on the first Thursday of each month at the Fulbright office, and does an immensely important job of promoting the Fulbright program to new recruits and alumni alike through a vigorous program of activities and events.

THE FAAN ARTICLE OF THE YEAR AWARD

The Fulbright Norway – Article of the Year is awarded annually for the best peer reviewed article by a Fulbright alumnus. Thomas Hegghammer was given the award in 2014 for his article “Should I stay or should I go? Explaining variation in Western jihadists choice between domestic and foreign fighting”. The article was published in the prestigious journal American Political Science Review (APSR). This year Øyvind Holme and Magnus Løberg shared the award for the article “Effects of Flexible Sigmoidoscopy Screening on Colorectal Cancer Incidence and Mortality – A Randomized Clinical Trial”. The article was published in the prestigious Journal of the American Medical Association (JAMA). Øyvind and Magnus received a diploma together with 50,000 NOK during a ceremony at the annual meeting of Fulbright Norway in June 2015.

ALMUNI PARTNERSHIPS

2013-14 US scholar Cheryl Ball and Andrew Morrison, her host from the Oslo School of Architecture and Design, were awarded a $1 million grant from the Andrew W. Mellon Foundation in support of their EditMe project. The goal of the three-year project is to develop a free, open source mixed-media publishing platform for academic work.

2011-12 US Arctic Chair Mark Moline, was instrumental in getting a partnership agreement signed between the University of Delaware, where he currently acts as director of the School of Marine Science abd Policy, and NTNU.

2014-15 Norwegian Scholar Tore Bjørgo facilitated the signing of a memo of understanding between his university, The Norwegian Police University, and the John Jay College of Criminal Justice after the culmination of his Fulbright year in New York.

2014-15 US Scholar Georges Rey was invited to lead the summer institute “The Norwegian Summer Institute on Language and Mind” at the University of Oslo in the summer of 2016.

2012-13 US Scholar Sarah Lowe and her advisor at UiO won a SIU North America Partnership grant in support of a 6-week study abroad program for students from the University of Tennessee-Knoxville that will be held in Oslo this summer.

2012-13 US Student Mona Olsen got a SIU grant for a program in entrepreneurship between Cornell and NHH: Global conversations with entrepreneurs. This project is a collaboration between NHH and Cornell School of Hotel Administration. The funds are to be used to establish a course in entrepreneurship at both institutions, which involves interaction online and face-to-face between the two student groups.

2011-12 US Roving Scholar alumni David Virtue continued collaboration between the University of South Carolina (USC) and the English Teachers’ Network of Akershus County Council by bringing a group of education students on a study tour of Norway in May, 2015.
HONORARY CHAIRS

SAMUEL HEINS
U.S. AMBASSADOR TO NORWAY

BØRGE BRENDE
THE NORWEGIAN MINISTER OF FOREIGN AFFAIRS

STAFF

PETTER NÆSS
EXECUTIVE DIRECTOR

MARIA DIKOVA
PROGRAM OFFICER & ADVISOR

RENA LEVIN
PROGRAM OFFICER & ADVISOR

KEVIN McGUINESS
FINANCIAL OFFICER

CATHRINE NORDAHL
PROGRAM OFFICER & ADVISOR

SARA ULLERØ
PROGRAM OFFICER & ADVISOR

PER SEPTEMBER 30TH 2015
YEAR ENDED SEPTEMBER 30, 2015

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<tr>
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<th>2015</th>
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<td>ADMIN EXPENSES</td>
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SOURCES OF FUNDING

- Norwegian Ministry of Education: 49%
- U.S. Department of State: 36%
- Norwegian Ministry of Foreign Affairs: 7%
- Norwegian Directorate for Education: 6%
- Other: 2%
TOTAL FUNDING (NOK in millions)
To the Annual Shareholders' Meeting of U.S.-Norway Fulbright Foundation for Educational Exchange

Independent auditor's report

Report on the Financial Statements

We have audited the accompanying financial statements of U.S.-Norway Fulbright Foundation for Educational Exchange, which comprise the balance sheet as at 30 September 2015, and the income statement, showing a profit of NOK 852,742, for the year then ended, and a summary of significant accounting policies and other explanatory information.

The Board of Directors and the Managing Director's Responsibility for the Financial Statements

The Board of Directors and the Managing Director are responsible for the preparation and fair presentation of these financial statements in accordance with the financial reporting provisions set out in notes to the financial statements, and for such internal control as the Board of Directors and the Managing Director determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the company's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements of U.S.-Norway Fulbright Foundation for Educational Exchange as of 30 September 2015, and its financial performance for the year then ended are prepared, in all material respects, in accordance with the financial reporting provisions set out in notes to the financial statements.

Oslo, 8 February 2016
PricewaterhouseCoopers AS

Bente Norbye Lie
State Authorised Public Accountant (Norway)
INCOME STATEMENT

<table>
<thead>
<tr>
<th>NOTE</th>
<th>2015</th>
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THE FINANCIAL STATEMENTS HAVE BEEN PREPARED ACCORDING TO THE FUNDAMENTAL ACCOUNTING PRINCIPLES, VALUATION PRINCIPLES AND PRINCIPLES OF CLASSIFICATION SET OUT IN THE NORWEGIAN ACCOUNTING ACT CHAPTER 4, 5 AND 6.
# BALANCE SHEET

## ASSETS

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## TOTAL CURRENT ASSETS

TOTAL ASSETS

11 353 437

9 884 491
# EQUITY AND LIABILITIES

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*September 30,*