2016 ANNUAL REPORT
If the objective is to enhance the quality of higher education and research through internationalization, then... using the Fulbright program toward that end is a “no brainer.”

In a long awaited white paper on quality in higher education (Meld. St. 16 [2016-17] Kultur for kvalitet i høyere utdanning) the Ministry of Education and Research states that internationalization is a precondition for enhancing the quality of higher education in Norway. Specifically, Norwegian universities and higher education institutions are expected to graduate candidates who are “active, attractive, and responsible participants in the international community” – very much the same criteria we look for in our Fulbright applicants.

Moreover, the report points out that international collaboration and international perspectives are required to address global social problems, and to secure broader foreign policy, development, and commercial interests. Again, this is strikingly consistent with Fulbright; both in program design – with grants such as the Fulbright Arctic Chair, the Fulbright Arctic Initiative, and the Refugee Resettlement specialists – and in the self-selected research goals of the students and scholars; the project descriptions on pages 12 and 23 demonstrate how our grantees, through their scientific pursuits, converge on issues of social justice and global concerns from many different angles. Fulbrighters engage with the world! And note too – while we’re on the topic of quality - what a distinguished roster of institutions our Fulbrighters come from and go to (pages 13 and 22). If the objective is to enhance the quality of higher education and research through internationalization, then it seems to me that using the Fulbright program toward that end is a “no brainer.”

A measure of the quality of any program is the enthusiasm and commitment of its alumni. Although there is not a strong tradition for alumni associations in Norway, the Norwegian Fulbright program counts as one of its most important assets the Fulbright Alumni Association of Norway...
(FAAN). In 2014 FAAN established the Fulbright Norway Article of the Year award, to be awarded annually to the best peer reviewed article published by a Fulbright alumnus in the previous year. The award consists of a diploma and 50,000 Norwegian kroner. The contest has been an unqualified success, and in 2017 FAAN will introduce a second award, the Fulbright Norway Young Researcher award, for the best academic article published by a young scholar who is a PhD student or has earned his/her PhD during the past three years. The Fulbright Commission and the Fulbright Board are immensely grateful to FAAN for its energetic and creative efforts to broaden the impact of the Fulbright program in Norway.

The Fulbright program in Norway is deeply indebted to the Norwegian Ministry of Education and Research and the Norwegian Ministry of Foreign Affairs for funding and support. And of course to the U.S. State Department’s Bureau of Educational and Cultural Affairs for ensuring that the Fulbright program has remained vital and relevant, and continued to foster mutual understanding between nations, for more than 70 years. We particularly want to thank the Norwegian Directorate for Education and Training and the Norwegian Centre for Foreign Languages in Education for their support of the magnificent and unique “Norwegian Roving Scholar Program,” which celebrates its 30th anniversary this year. Sincere thanks go also to the Norwegian universities and institutions of higher learning, and particularly to their international offices, for the facilitative assistance and support they provide to the program, and for being such good hosts to our visiting U.S. students and scholars.

We are very grateful for the strong support of the U.S. embassy, which is an important and reliable partner to the Norwegian Fulbright program in so many ways. Our greatest debt of gratitude, however, is to the always helpful and strictly pro-bono Fulbright Board; four Norwegians and four Americans whose support, engagement and efforts on behalf of this program are absolutely indispensable.

The Fulbright program is and has been from the outset an exemplary binational program. The Fulbright Foreign Scholarship Board highlighted this particular quality of the program 40 years ago in a Statement on Educational Exchange in the Seventies, and these words remain no less true or important today: “The uniqueness of the exchange program is enhanced by the strong strain of binationalism that infuses it. Citizens of both countries share in its planning and administration, and bring talent and breadth to this responsibility. They protect its quality. They insulate it against partisan pressures. They keep it flexible and responsive to new ideas.”

[Signature]
The Fulbright Arctic Initiative is an excellent example of the Fulbright program’s attentiveness to the major global challenges of our time.

Fulbright has been the premier bilateral educational exchange program between Norway and the United States for more than 65 years, and the high level of funding by both governments is testimony to the mutual value of the program. For the 2016-17 academic year, the Board was pleased to award grants to 72 outstanding Norwegian (43) and American (29) students and scholars who ably represented the Fulbright program in the U.S. and Norway respectively.

The High North regions continue to be of strategic and scientific importance to both Norway and the United States, and for both nations the Fulbright program is an important agent for promoting Arctic research. The Governing Board was pleased to note that the success of the initial round of the Fulbright Arctic Initiative (FAI) scholarship program, launched to coincide with the U.S. chairmanship of the Arctic Council, will be continued with the nomination of a second cohort of FAI scholars from the Arctic Council nations.

The Fulbright Arctic Initiative is an excellent example of the Fulbright program’s attentiveness to the major global challenges of our time. Another example is the Fulbright Specialist program, which responded to the refugee crisis in Europe by creating special opportunities for qualified scholars who could assist in response efforts. The Fulbright program continues to promote the long-term value of traditional educational exchange in all fields, while at the same time responding in agile and innovative ways to current challenges.

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 encouraged to provide a letter of support from their home institution, describing how a 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. These factors play an important role in our assessment of candidates.

In our reporting requirements, we are asking students and scholars to consider what kind of “return on investment” the Fulbright experience they have behind them might yield for our funders in the form of lasting institutional ties and transatlantic collaborations. Evidence and examples
of this kind of extra-personal benefit are presented in our 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 together had more than 330 teaching days in 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 Governing Board is unanimous in its praise for the excellent work of the Commission’s small but efficient staff of four full-time 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 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) now provides 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 provides a more accurate picture of the respective Norwegian and U.S. contributions to the program.

The surplus in the annual accounts can be attributed to a combination of factors; the U.S. currency gain of the previous year continued and was therefore only partially offset by compensatory budgeting. Additional surplus was created by program withdrawals, and that was partially, but not entirely, offset by increasing the grant amounts for the Norwegian grantee pool. Sundry reserves are still somewhat high, but will be drawn down in a controlled way to reach a level recommended by our funders.

Beyond the gratitude owed both governments for financial support, the Governing 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, 14 February 2017

Eric Mandeville Chairman of the Board
NORWEGIAN FULBRIGHTERS GOING TO THE US

TOP STATES
- California: 14
- Mass.: 8
- Maryland: 4
- Minnesota: 3
- 3 States: 2

AMERICAN FULBRIGHTERS COMING FROM THE US

TOP STATES
- Mass.: 3
- North Carolina: 3
- 5 States: 2
FULBRIGHT GEOGRAPHY

NORWEGIAN FULBRIGHTERS COMING FROM NORWAY

TOP COUNTIES

- Oslo 16
- Sør Trondelag 10
- Hordaland 7
- Sør Trondelag 4
- 2 Counties 2

AMERICAN FULBRIGHTERS GOING TO NORWAY

TOP COUNTIES

- Oslo 16
- Hordaland 7
- Sør Trondelag 4
- Tromsø 2
FULBRIGHTERS IN THE U.S.

PROGRAM STATISTICS

GRANTEE LEVEL

PhD STUDENTS
10

Masters Students
13

Researchers
19

DEGREE VS NON-DEGREE AMONG STUDENTS

PhD
10
Non-Degree
6

Masters
7
Degree
6
Non-Degree
7

ARTS & ARCHITECTURE
2

BUSINESS & FINANCE
10

EDUCATION
1

ENGINEERING & COMPUTER SCIENCES
7

HUMANITIES
7

LAW
1

MEDICINE & PUBLIC HEALTH
9

SCIENCES
9

SOCIAL SCIENCES
6
Each year a group of distinguished Norwegian Fulbright grantees travel across the Atlantic to pursue research, lecturing, and educational opportunities in the United States. Our grantees study and conduct research at some of the world’s finest educational and research institutions; this year Norwegian Fulbrighters will be at Harvard, Stanford, M.I.T., U.C. Berkeley, Yale, Princeton and Johns Hopkins, among other excellent universities. They will both contribute to and profit from the vibrant academic host communities in the United States, and bring with them a wealth of valuable knowledge and experience when they return to home institutions in Norway; the U.S. Fulbrighters in Norway undergo a corresponding process of reciprocal enrichment while here in Norway, and bring new insights back to their home institutions. As such, the mutual exchange of Fulbright students and scholars between Norway and the United States is an invaluable asset for the scholarly communities of both countries.

A list of the Fulbright grantees in the U.S. funded in FY 2016 can be found on the next page.
Moxnes has previously identified widespread misperceptions about renewable resources such as Barents Sea cod, arctic reindeer, and climate change that have resulted in observed mismanagement. In collaboration with the Sloan School of Management he is exploring new ways to prevent misperceptions of dynamic systems.

Holtsmark has joined the Graduate School of Design to complete a Master in Architecture. His interests concern the role and availability of material properties in influencing the appearance and construction of buildings as part of rapid urban growth, as well as observing how expressions of culture converge in the built environment.

Åsvold is pursuing epidemiological studies using data from the Nord-Trøndelag Health Study and the Medical Birth Registry of Norway. He is studying the risk of cardiovascular diseases in women with a history of pregnancy complications and will examine how this knowledge may be used to improve cardiovascular risk prediction in women.

Shah is studying the development of the philosophical notion of conscience within German Idealism. During this period, a distinct secular notion of conscience as a rational capacity was developed, and the debate it occasioned between individual moral deliberation and the moral standards of the public sphere, still influences the contemporary discourse on conscience.
THE 2016-17 NORWEGIAN GRANTEES

ARCTIC CHAIR
ERLING MOXNES Interdisciplinary Studies
University of Bergen - M.I.T.

RESEARCH
MARIANNE BØE Religious Studies
University of Bergen - Northeastern University

ASBJØRN OTTO CHRISTOPHERSEN Medical Sciences
University of Oslo, Oslo University Hospital- Stanford University

SHAI ANDRÉ DIVON International Relations
Norwegian University of Life Sciences - American University

ØYVIND EIKREM Anthropology
Telemark University College - University of Minnesota

LARS TORR FLÅTEN History
University of Oslo - University of Wisconsin

ODD ERIK GARCIA Physics
University of Tromsø - M.I.T.

JON YNGVE HARDEBERG Engineering
Gjovik University College - University of Washington

SUSANNE MIRIAM SØRENSEN HERNES Medical Sciences
University of Bergen - University of Hawaii

SIW TONE INNSTRAND Public Health
Norwegian University of Science and Technology - U.C. Berkeley

SILJE AAMBØ LANGVATN Philosophy
University of Oslo - Yale University

ANN-CECILIE LARSEN Physics
University of Oslo - Michigan State U. & U.C. Berkeley

ERIKA KRISTINA LINDSTRØM Mathematics
University of Oslo - U.C. San Diego

PETER ANDREAS VOLD LOSSIUS Medical Sciences
University of Oslo, Oslo University Hospital - National Institutes of Health

LEIF OLTEDAL Medical Sciences
University of Bergen, Haukeland University Hospital - U.C. San Diego

BJØRN STENSAKER Education
University of Oslo - University of Arizona

GUNNAR MARTIN LEA SØRBØ Anthropology
Chr. Michelsen Institute - Johns Hopkins University

KNUT TEIGEN Biology
University of Bergen - U.C. San Diego

BJØRN OLAV ÅSVOLD Medical Sciences
Norwegian University of Science and Technology - Harvard University

PHD-LEVEL GRANTEES
ADELINE HOLMEDAHL HVIDSTEN Public Health
Bl - U.C. Berkeley

KRISTIN DAGMAR MARTINSEN Psychology
University of Oslo - Temple University

JØRGEN ERIKSSON MIDTBØ Physics
University of Oslo - Michigan State U. & U.C. Berkeley

SVEIN HENRIK NYHUS Drama/Theater Arts
University of Oslo - U.C. Berkeley

INGRID HUSØY ONARHEIM Oceanography
University of Bergen - University of Washington

ALEKSANDER PEDERSEN Computer Science
Narvik University College - University of Texas

HELGE RENÅ Public Administration
University of Bergen - Stanford University

FEROZ MEHMOOD SHAH Philosophy
University of Oslo - Johns Hopkins University

MARIANNE TØNNESEN Demography
University of Oslo - Princeton University

ØYVIND ØDEGÅRD Archaeology
NTNU - Woods Hole Oceanographic Inst. and Northeastern University

MASTER’S LEVEL STUDIES
MATHIAS LIA CARLSEN Engineering
NTNU - Stanford University

EIRIK ERLANDSEN Physics
NTNU - U.C. Berkeley

ÅSMUND SCHIAGER FOLKESTAD Physics
NTNU - University of Minnesota

CHARLES RUTHERFORD ILDSTAD Engineering
NTNU - M.I.T.

HÅKON IVARSSØNN RØST Engineering
NTNU - U.C. Berkeley

REGINA SKATTENBORG Engineering
NTNU - University of Minnesota

HENRIK KLAUSEN Svensson Engineering
NTNU - U.C. San Diego

MASTER’S DEGREE
FREDRIK OLDÆRVIK BENGTESEN International Relations
Johns Hopkins University, Bologna - Johns Hopkins University

HELENA NIEMI EIDE Public Health
Norwegian Institute of Public Health - Harvard University

ANJA SOFIE STENSRUD ELVERUM Law
University of Oslo - Columbia University

KONRAD WEISSE HOLTSMARK Architecture
Rogers Stirk Harbour & Partners, UK - Harvard University

MAJA ELISABETH NIelsen NÆSS International Relations
Bjoerknes University College - University of Denver

ZAHRA SABHA International Relations
VIBRO - George Washington University

MAJA ELISABETH NÆSS International Relations
Bjoerknes University College - University of Denver
I applied for a Fulbright grant because I am writing a dissertation on the topics of whiteness, race and racism in contemporary Scandinavian poetry. Whereas the field of critical race and whiteness studies has a long history in the U.S., it is a relatively new field within a Scandinavian context.

The year that passed enabled me to participate in conversations with fellow scholars and graduate students about race, racism, whiteness, colonialism and contemporary American poetry and literary essays, and to attend numerous seminars, working groups and conferences, but also to live and partake of a literary and artistic community where these issues are highly present. During my short stay there I could see the neighborhood where the Black Panther Party was founded being transformed into a white middle class suburban area, where our African-American neighbors were increasingly experiencing racial profiling.

Returning home to Scandinavia, I carry with me a wide range of new perspectives, both from the theory I became familiar with, but more importantly from the literary works, communities, public debates and life experiences that living in Oakland afforded me. I would not trade it for anything in the world.

I crossed the Atlantic with academic ambition, curiosity, and my family. In Madison, Wisconsin I found a home for all these.

Coming to the University of Wisconsin-Madison with a Fulbright scholarship ensured that all doors were wide open. I did a thorough review of all courses relevant to my work and contacted all faculty of interest prior to my arrival. I was able to tap into the vast range of courses and research undertaken at U.W. and hence provide my dissertation work with the multidisciplinarity I wanted and needed. I will particularly point to the overlap between economics and sociology where I was able to sketch out a theoretical framework for my thesis in the intersection between the Department of Sociology and the UW-Business School. This cross-departmental work is, in my experience, sadly lacking in most Norwegian universities and I would not have been able to develop this content had not fellow students and faculty possessed the multidisciplinary mindset needed to see the larger connections. On the more tangible side, I was able to produce two working papers within the field of economic sociology and a vast range of tested ideas for my dissertation.

I spent the 2015-16 academic year at the University of California, Berkeley. While I was studying at U.C. Berkeley, I was living at the International House. One International House houses 600 people from all over the world. Some of them were exchange students such as me, while others did their full degree at U.C. Berkeley. In the International House diversity is cultivated. Thus, an environment allowing for exploration, understanding and respect for other cultures as well as different academic fields arises. Living with and getting to know people with so many different backgrounds, both culturally and academically, has been one of the best experiences in my life. My experience, understanding and respect, not only of the American culture, but of many “foreign” cultures, has increased throughout this year, and I really feel that I have grown as a person in the International House environment. The International House is not only a place for intrastudent cultural meetings, community events were also organized, amongst others in conjunction with Rotary trips. Consequently, I got a unique opportunity to participate in American society. Moreover, Fulbright and IIE organized similar events, which added to the experience with the American society.
When I started my PhD in Economics in 2013, I already knew that I wanted to spend some time abroad, and the U.S. was at the top of my list. I therefore feel very privileged to have had the opportunity to spend two semesters at Columbia University as a visiting scholar.

I arrived in New York early August 2015, with the aim of settling in before the semester started in September, and people would return from their summer holidays. Needless to say, New York truly is an exciting city! Offering everything from rooftop movie screenings and intimate jazz concerts, to Halloween dog parades. In my opinion, the latter encapsulates so many aspects of the New York way of life. You are bound to stumble across a movie set or two - as well as hordes of tourists, whom you quickly learn to avoid. Then there’s the food! You easily get lazy with all the different options available, which explains why it took me two months to realize that I needed to order gas for my stove.

When the semester officially started up in September, I was eager to attend the many workshops and seminars organized at the Department, and meet up with the other PhDs and scholars. Coming from a small university by U.S. standards, it felt like a luxury to cherry-pick between so many interesting and relevant workshops and seminars. Being used to the “Friday” and “Tuesday” seminar, I could now attend presentations all day, every day if I wanted to – a slippery slope if you actually want to get some work done. A word of warning: Coffee is usually not served at these events – unheard of by Norwegian standards.

Academically, it was inspiring to see all the creative and cool projects that the other PhD students were working on. In contrast to back home, PhD students at Columbia frequently present their work at colloquia and workshops, so you actually know what the others are working on! The program I visited is an interdisciplinary PhD program, which has a main focus on Economics, but also incorporates ideas, methods and topics from the natural sciences. This is a concept rarely found at Norwegian universities. It was impressive to see how their projects linked socio-economic systems to the environment by studying events like floods, hurricanes, El Niño, wild life diseases and pollution. Hanging around the PhDs, I also picked up on some of the new methods and data collection tools that apparently all the cool kids are using these days (Python is the new black!). Coming from a rather theory-focused university, it was both educational and exciting to talk to PhD students and other scholars working on more empirical-based and policy-focused projects. I also started up a collaborative project with one of the Columbia PhDs, which will hopefully result in one of the papers for my dissertation.

Lastly, if you are interested in American politics, it was definitely an interesting, and perhaps somewhat concerning, time to spend in the U.S.

Thanks to Fulbright for an unforgettable year in New York!
The 2016-17 Norwegian Grantees

2016-17 Norwegian Scholar Siw Innstrand

2016-17 Norwegian Scholar Shai Divon and other IIE seminar participants

2015-16 Norwegian Scholar Christine Lindstrøm
2015-16 Norwegian Scholar Geir Stenseth

2015-16 Norwegian Arctic Chair Kjetil Vaage

2015-16 Norwegian Scholar Gunnar Sørbe

2016-17 Norwegian Student Anja Elverum
I left Norway with high academic expectations for M.I.T. and the student community around Cambridge and Boston. What I didn’t anticipate was that I would experience so much more than high academic quality. I’m extremely grateful to the Fulbright Foundation for giving me the opportunity to experience this year.

During my year I came to realize that the U.S. consists of (at least) two “Americas”. The one portrayed in European news is often dominated by political ignorance and gridlock, racism and increasing income inequality. What I experienced was something totally different. I was destined for Cambridge, Massachusetts, one of the most liberal and progressive parts of the U.S., Cambridge and Boston, is filled with students and young professionals from all over the world. This gives the cities an extremely vibrant and interesting life.

The first part of my stay I was surprised and inspired by all the people I talked to. I made good friends with architects from central Europe doing their internships in Boston, aero/astro engineering students from Turkey, finance students from Venezuela and computer science students from Taiwan. After awhile I realized that this is the real U.S.A.: the meeting point and melting pot for people of different cultures and backgrounds. Foreigners, like myself, were welcomed with curiosity, but not the kind of ethnocentric curiosity that I’m more accustomed to. I feel like I’ve spent a year with the young, bright future of the U.S. that hopefully will dominate the decades to come.

My high academic expectations were fully met. I enjoyed spending time at school and attended classes that I normally wouldn’t attend at home. This extended my knowledge in so many dimensions. I’m sure that my year at M.I.T. will pay off and influence my entire professional life. I’m actually planning to build heavily on the classes I attended for my master thesis this year. Hopefully, I’ll be able to go back to the US at a later time and reconnect with professors and students I befriended.

I remember that I was told back when I applied for the Fulbright Program that the idea behind the program is to build international relationships at a personal level. The idea is that cultural understanding and awareness is best created by travelling, studying and living abroad. During my year abroad I found this to be very true. Today I believe that programs, like the Fulbright Program, that are helping people to get to know different cultures and make friends all over the world ultimately are of great benefit to the world, through politics, business and education.

All in all, I’ve had a great year filled with great experiences, new friends and academic enrichment. I’ve learned a lot this year; I’ve changed and I’ve grown. I feel privileged and lucky to have been given the opportunity to participate in the Fulbright Program, and I wouldn’t hesitate a second if ever given such an opportunity again. I believe, and hope, I’ve also been a good ambassador for Norway, helping to bridge cultural gaps.
I brought my family along to southern California where I was a visiting PhD student researcher at University of California San Diego.

The highly ranked university is a world-leading center of respiratory physiology. Academically, it was a great experience to be a part of the stimulating environment of the Pulmonary, Critical Care & Sleep Medicine and the Physiology research groups. After returning home, we’ve kept in touch, and are still collaborating.

It has been a rewarding experience personally and professionally; the warm and welcoming people we have met, and all the unique experiences we have had as a family. Thank you friends and colleagues in San Diego for giving me this wonderful research stay in San Diego, and thank you Fulbright for giving us this opportunity. Thank you all so much!

After some exciting and hectic years as a deputy director in the Ministry of Finance, I got the chance to take a year’s leave to enhance my academic and managerial skills. Top politicians are subjected to enormous pressure by stakeholders, lobbyists and the media, and sometimes have to make complicated decisions on very short notice. To be a good advisor in such circumstances, you need to understand your sectors in depth, and follow political decision processes closely, but you also have to stay up to date academically.

At Georgetown, I got the opportunity to learn from practitioners and academics with extensive experience, and to discuss insights and experiences with civil servants from across the globe.

Living in D.C. was a thrill for the whole family. We discovered new museums, cultural activities and art exhibitions almost every weekend. We were also surprised by how green and quiet this power center can be (if only it weren’t for the non-stop plane traffic). Having our kids in local institutions gave us an opportunity to get to know and contribute to our local community, where we’ve made friends for life.

We’ll always remember this as a special year in our lives, and I’m deeply grateful for the opportunity I was given.

After a year at U.C. Berkeley I’m finally back in Trondheim. The California sun has set for now and been replaced with the 45F Norwegian summer. It is really nice to be back in Trondheim. However, getting back almost felt like jumping off a moving train. Gone are the fast paced days in Berkeley, filled with hard work, fun adventures and an overly packed schedule. For now, this has been a welcome change and an opportunity to “charge my batteries”. That being said, my stay in California has definitively awoken my desire to go on to new adventures. Berkeley and the “Bay Area” is also what can be described as a “heaven for nerds”. The school offers courses with some of the world’s leading experts (the Justin Biebers of the nerd world), and Silicon Valley is practically on the doorstep. One of the first things some fellow students and I did, was to go down to Silicon Valley and play “high tech spotting”.

Even though the work load, sometimes, was shockingly high, I managed to go on surprisingly many trips outside of California. Among others I visited Oregon, Washington, New York and Colorado. All of these were great experiences, and I was kind of astonished by how different the different states could be.
FULBRIGHTERS IN NORWAY

29 Total U.S. Fulbrighters to Norway funded in FY 2016

14 Different host-institutions for the 2016 U.S. Fulbrighters

14 U.S. Graduate Students & ETAs

15 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 2016 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, these grantees represent the ongoing commitment by American and Norwegian governments to develop high-quality research while fostering cultural collaboration and exchange. The 2016-17 grantees to Norway are pursuing research on a variety of topics ranging from the practice of international human rights law to the effects of sea ice decline in the Arctic marine environment to the work of women as music activists in the 19th century to neurons involved in encoding memory, at institutions such as the University of Bergen, the University of Tromsø – The Arctic University of Norway and the University of Oslo.

A list of the Fulbright grantees in Norway funded in FY 2016 can be found on the next page.
THE 2016-17 AMERICAN GRANTEEES

ARCTIC CHAIR
CINDY VAN DOVER Oceanography.
University of Bergen - Duke University

ROVING SCHOLARS
NANCY CARDONA Literature.
Norwegian Centre for Foreign Languages in Education - Fort Lewis College

NISHANI FRAZIER History.
Norwegian Centre for Foreign Languages in Education - Miami University

LYNN JANIK Literature.
Norwegian Centre for Foreign Languages in Education - Hauser Junior High School

LECTURING/RESEARCH SCHOLARS
MARK LEDBETTER Literature.
University of Bergen - College of Saint Rose

JASON NELSON Arts.
University of Bergen - Griffith University

RESEARCH SCHOLARS
JOHN CARTER Mathematics.
University of Bergen - Seattle University

JOHN CERONE Law.
Norwegian Nobel Institute - Tufts University

GEORGE CHRISTIE Law.
University of Oslo - Duke University

DAVID CHURCHMAN Political Science.
Norwegian Nobel Institute - California State University

KENNETH GALLANT Law.
University of Oslo - University of Arkansas

MATTHEW HOFFMAN Sociology.
Centre for Rural Research/Norwegian Institute of Bioeconomy Research - Cornell University

JACEK KUGLER Political Science.
Norwegian Nobel Institute - Claremont Graduate University

RACHEL LEHR Linguistics.
University of Oslo - University of Colorado

MIROSLAV SEKULIC Medical Sciences.
University of Bergen - University of Minnesota

ENGLISH TEACHING ASSISTANTS
RACHEL ELLIOTT English Teaching Assistantship.
Norwegian Institute of Science and Technology/Byåsen Upper Secondary School - University of Texas

CHARLOTTE FISKEN English Teaching Assistantship.
University of Bergen/Bergen Cathedral School - Pomona College

JAMES MCMANUS English Teaching Assistantship.
Norwegian University of Life Sciences/ Ås Upper Secondary School - The Citadel

GRADUATE STUDENTS
GRAY BARRETT Political Science.
University of Oslo - University of North Carolina

LAURA CREWS Oceanography.
University of Tromsø - Stanford University

EMMA DOENIER Biology.
University of Oslo - University of Wisconsin

JOSEPH KENNEDY Architecture.
Oso School of Architecture and Design - Cornell University

SAGE MORISON Medical Sciences.
Norwegian University of Science and Technology - New York University

ERIN RIEGER Public Health.
University of Oslo/Norwegian Centre for Minority Health Research - Rice University

YVETTE SCHEIN Public Health.
University of Oslo/Norwegian Institute of Public Health - Brown University

THOMAS SOMMERS Biology.
Norwegian University of Science and Technology - Amherst College

NORA UHRICH Psychology.
University of Oslo - Saint Olaf College

PHD LEVEL
SOLVEIG MEBUST Musicology.
University of Bergen - University of Minnesota

ADAM PEPI Ecology.
University of Tromsø/Norwegian Institute for Nature Research - University of Massachusetts
Van Dover is engaging in teaching, mentoring, and research related to topics in deep-sea biology, in collaboration with her colleagues at the University of Bergen. Her work includes a review of the ecology of deep-sea ecosystems in the north Atlantic Basin that host metal-rich seafloor massive sulfides of commercial interest.

Schein is studying refugee health and integration in Norway through the lens of latent tuberculosis infection treatment compliance. She is combining this data with qualitative interviews of the refugee population to better understand refugee health experiences. Schein is taking advanced community health courses to supplement her research.

Kennedy is researching the construction techniques used in traditional nomadic structures in order to design and prototype an affordable mobile housing unit (pictured on the cover) for immigrant workers and refugees. With the support of the resources at AHO, he is applying contemporary Nordic industrial design sensibilities to the needs of low-income families in compact living environments.

Carter is working with Norwegian mathematicians to develop more accurate predictions for tsunami evolution by developing new models of waves on shallow water. He is helping to derive, study, and solve equations that allow varying bathymetry and waves traveling in both directions. Predictions from these new equations will be compared with data from physical experiments.

Sekulic is working with Dr. Hans-Peter Marti to investigate interstitial fibrosis in chronic kidney disease and identify drivers of this process. Renal fibrosis is an inevitable result of progressive chronic kidney disease, and improved understanding of the development and alteration of this process would allow clinicians to better treat patients.

Crews is investigating the impact of Arctic sea-ice decline, a consequence of climate change, on the marine environment. She is studying how changes in annual sea-ice growth and melt affect seawater chemistry and physics. Such effects are consequential to marine plants which feed the marine food web (phytoplankton) and are important constituents of the global carbon cycle.
The 2016-17 US Grantees at Orientation

2016-17 Students

2016-17 US Scholar Jason Nelson

2016-17 ETA Charlotte Fiskenn

The 2016-17 US Grantees at Orientation
My travels and teaching in Norway exceeded my expectations as powerful experiences. I have had wonderful interactions with pupils and teachers about my topics, and about teaching and learning. To actually reside in Norway and participate in the lived experience of my host citizens was an honor. It is hard to adequately describe the warm memories and fantastic times I spent in Norwegian schools.

My professional experience has been priceless. To teach in so many different venues and interact with students and teachers for whom English is not a first language has been eye-opening. I have gained much greater understanding of the challenges students undergo when they are trying to learn in another language. My teaching had to be precise and thoroughly planned. My sympathy for struggling students has become empathy. I know I will be a more effective teacher in America to all my students, but especially to those for whom learning is difficult because of language and literacy challenges.

I would describe my Fulbright Fellowship as a transformative life experience, expanding my sense of the possible while complicating my understanding of democratic governance. While at Pluricourts, my research on the International Criminal Court made me painfully aware of my disciplinary boundaries. By having lawyers, philosophers, anthropologists, and political scientists regularly interact in a constructive and mutually enriching ways, I found my research drawing on new resources and improving my theoretical understanding of the legitimacy of international organizations. Pluricourts is a very cosmopolitan place with top-quality researchers from all over the world. I have made intellectual connections that I could only have dreamed of and anticipate having many fruitful academic collaborations in the future.

I should not be surprised, but plans, both professional and personal, that I had for the Fulbright experience became more like informed suggestions than detailed outlines. Why should I not be surprised? Research, inherently, is somewhat unpredictable. Whether one’s hypothesis is supported by one’s work or not, new ideas must be developed to further the cause. Sometimes, developing new ideas takes us down seemingly tangential paths. On occasion, a more important question must be answered before attempting to implement the originally devised plan. Conversations with my collaborator began in earnest shortly after I arrived. Yet it took time for my thinking and my writing to crystallize into the separate, yet related, papers that I had contemplated while applying for the Fulbright. Each time I gave a lecture, another piece fell into place. Conversations with colleagues prompted more ideas and sent me back into the literature. This is not to say that the experience was not successful. Unequivocally, I believe that it was.
My interest in teaching at the secondary school level for my future career was confirmed after my first month of regular teaching. In general, I loved the opportunity the videregående system offered for interacting with students who, much like their American counterparts, are still exploring what it means to reach adulthood but, unlike American high school students, are afforded much more personal freedom and responsibility in that journey.

It’s been educational bearing witness to how this increased personal freedom affects students differently; those who use it well, and excel as videregående students are rewarded with easy entry to top universities. But for those who struggle, there is still a place at the table; students who are less talented will still likely attend høyskole at some point, where they could thrive after working for a year, or re-taking classes. It’s a kinder system, and I like it. (Though, having been a competitive, high-achieving student in the American system, it has certainly taken some getting used to.)

Since I’ve been primarily teaching students about American culture and history, I’ve been reflecting on the state of affairs in my home country regularly. And even if America weren’t the focus of my teaching it would be hard to get away from it, considering the volatile, globally infamous reputation of this election cycle.

While the realities of America’s diverse regional differences and collective anxieties are a source of constant frustration for me, I see them, and understand their origins. But for my students, the state of politics in America generates so much cognitive dissonance for them; they don’t understand how the world can differ from the relatively more empathetic, socially liberal, historically homogenous state they know.

And so, we talk: about regional differences; about race, and gender; economics, and national identity. Through my lessons, I’ve tried very hard to instill in them some level of empathy, and understanding, for how history has shaped the American nation, their own nation, and nations everywhere.

Teaching for students who don’t recognize certain cultural references or systems in the same way American students do has challenged me see my own country’s history through a new lens; to break down systemic components to their most digestible components, and then serve them to students, bite by bite. Through this process, I’ve had the pleasure of re-examining each component of American culture as I’ve gone along.
CITIES VISITED BY ROVERS IN 2015-16

Torran Anderson
Ungdomsskole Rover
87 Total Teaching Days

John Hanson
VGS Level Rover
114 Total Teaching Days

Andy Meyer
VGS Level Rover
135 Total Teaching Days

TOP 5 COUNTRIES

<table>
<thead>
<tr>
<th>JOHN HANSON</th>
<th>ANDY MEYER</th>
<th>TORRAN ANDERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rogaland</td>
<td>Nordland</td>
<td>Troms</td>
</tr>
<tr>
<td>17</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>Hordaland</td>
<td>Oslo</td>
<td>Hordaland</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Sør-Trøndelag</td>
<td>Rogaland</td>
<td>Aust-Agder</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Akershus</td>
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<td>Hedmark</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Oslo</td>
<td>Akershus</td>
<td>Oslo</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>
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 a variety of interactive workshops for students on topics such as the US election, African-American history from the civil rights movement to the present, and teenage life in America. Options for teachers include workshops that augment the content presented to students and workshops focused on teaching methods such as active learning, multimedia in the classroom, and oral history.

INTERCOUNTRY LECTURING PROGRAM
During the 2015-16 academic year, 256 U.S. Fulbright scholars in 24 European countries were afforded an opportunity to travel to other participating countries via the Intercountry Lecturing Program. Visits made through this program are co-sponsored by the Fulbright commission in the country the scholar is visiting and by the institution in that country that extended the invitation. They provide an opportunity for host institutions to benefit from the expertise of the invited scholar, and for the scholar to connect with colleagues in their field.

The U.S.-Norway Fulbright Foundation was an active participant in the Intercountry Program this year. U.S. scholars in Norway doing work in a variety of fields made visits to: Denmark, France, Germany, the Netherlands, Poland, Spain, and Sweden.

Likewise, four Norwegian institutions hosted U.S. scholars:
Bergen University College, Kirsten Corazzini, Nursing; “Person-centered Nursing Home Care and the role of the Registered Nurse”
Norwegian Center for Human Rights (University of Oslo), Benjamin Gregg, Human Rights, “The Human Rights Challenges Posed by Human Genetic Engineering” and “The Human Rights State: Justice Within and Beyond Sovereign Nations”
Norwegian Polar Institute and the University of Tromsø, Jennifer Forbey, Biology, “Behavioral, physiological, and population level consequences of toxic plants for herbivores”
Norwegian University of Science and Technology, Martha F. Davis, International Law, “Human Rights Confronts Legal Meaning: Interpreting the Torture Memos”

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 the following four Specialists during FY 2016:
Rachel Riedner from George Washington University, went to the University of Tromsø, to share her expertise in Education Writing.
Linda J.W. Anderson from Bethel University, went to Diakonova University College, to share her expertise in Nursing.
Oleg Timofeyev from the University of Iowa, went to the Norwegian Academy of Music, to share his expertise in the Russian guitar tradition.
Bharath Sriraman from the University of Montana, went to the University of Tromsø, to share his expertise in Math Education.

THE 2016 SUMMER INSTITUTE FOR EUROPEAN STUDENT LEADERS
Three Study of the U.S. Institutes for Student Leaders were offered in 2016 on the topics of Civic Engagement, Environmental Issues, and Social Entrepreneurship. Two FFN nominees were selected for the Institute on Environmental Stewardship, hosted at the University of Oregon, and one FFN nominee was selected for the Social Entrepreneurship Summer Institute hosted at the University of Tennessee, Chattanooga.

THE 2016 STUDY OF THE UNITED STATES INSTITUTE FOR TEACHERS AND ADMINISTRATORS
This program is designed to offer teachers and school administrators a deeper understanding of U.S. culture and society by addressing historical and contemporary American political, social and economic issues. FFN was able to nominate two strong candidates for the 2016 Institute; unfortunately, due to the very competitive nature of the program and the cohort considerations that had to be made by the State Department’s Study of the U.S. Branch, neither of our candidates were selected to participate in the program this year.
THE FAAN ALUMNI BOARD

Led by a board of nine people, the Fulbright Alumni Association of Norway (FAAN) plays a key role in promoting the Fulbright program. One of the ways it does so is by arranging panel discussions and lectures for alumni and members of the general public. A variety of topics were covered at this year’s events including “The 2016 American Election”, “Informed Choices about Cancer Screening – Do Regular People Understand What Screening entails?”, and “Is Norwegian Higher Education Moving in the Right Direction?” All three featured Fulbright alumni presenters.

THE FAAN ARTICLE OF THE YEAR AWARD

Now in its third year, the Article of the Year Award is a FAAN initiative to call attention to the academic excellence of Fulbright grantees and to deepen connections alumni have with the Fulbright program. Winners are honored at a reception for outgoing Norwegian grantees held at the Nobel Institute, and receive a monetary award of 50,000NOK.

John-Arne Røttingen 11-12 won the 2016 award for his contributions as the lead researcher behind the co-authored article «Efficacy and effectiveness of an rVSV-vectored vaccine expressing Ebola surface glycoprotein: interim results from the Guinea ring vaccination cluster-randomised trial.» Published in The Lancet, the article discussed an Ebola vaccine that was tested on more than 7,000 people at high risk of infection. Preliminary results indicate that the vaccine is highly effective. Moreover, in its press release about Røttingen’s selection for the prize, FAAN noted the value of the article for future research on epidemics and how to conduct such studies in a country that is in the midst of one.

The award attracted media attention including, most notably, from the Norwegian Broadcasting Corporation which featured an extensive interview with Røttingen on its Ekko news radio program.

ALUMNI PARTNERSHIPS


Brian Dushaw ’11-12 received a grant from the U.S. Office of Naval Research to continue research he started as a Fulbright scholar at the Nansen Environmental and Remote Sensing Center. The funding will support several years of additional collaboration with the Polar Acoustics and Oceanography research group. In July, the first of four articles resulting from his Fulbright stay was published by Dushaw and his Norwegian colleagues.

Sarah Lowe ’12-13 returned to Norway with 12 of her students from the University of Tennessee-Knoxville to participate in a collaborative “Museum Studies Interaction” summer program with students from the University of Oslo. Funded by Norwegian Centre for International Cooperation in Education, students in the program conducted a research-driven design project to help the National Museum create engaging exhibits as it prepares to move to a new building.

While continuing her position at M.I.T’s Lincoln Lab, Jane Luu ’15-16 started an adjunct professor position at the University of Tromsø. In this capacity, she will help develop astronomy courses that will attract and retain more students.

Through the MACROSEA project, Shane Rogers ’15-16 will continue to work with colleagues at the Norwegian University of Science and Technology and SINTEF on macroalgae cultivation. Partners in the four year project, which is funded by the Norwegian Research Council, incorporated academic exchange in their plans. Two of Rogers’ undergraduate students from Clarkson University spent the summer of 2016 assisting with research in Trondheim.
BOARD OF DIRECTORS
PER FEBRUARY 14TH 2017

ERIC MANDEVILLE
CAP GEMINI
CHAIRPERSON OF THE BOARD

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MINISTRY OF EDUCATION
AND RESEARCH (RETIRED)

ANDREAS FØLLESDAL
UNIVERSITY OF OSLO

DORIS JORDE
UNIVERSITY OF OSLO

DAG KAVLIE
NTNU (RETIRED)

KATHY REIMONDEZ
U.S. EMBASSY

LUKE SCHTELE
U.S. EMBASSY

YNGVILD WASTESON
NORWEGIAN UNIVERSITY
OF LIFE SCIENCES
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PROGRAM OFFICER & ADVISOR

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FINANCIAL OFFICER

CATHRINE NORDAHL
PROGRAM OFFICER & ADVISOR

PER FEBRUARY 14TH 2017
FINANCIAL REVIEW

YEAR ENDED SEPTEMBER 30, ALL VALUES IN NOK

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL FUNDING</td>
<td>16,280,300</td>
<td>16,235,270</td>
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<tr>
<td>GRANT EXPENSES</td>
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<td>10,438,610</td>
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<tr>
<td>GRANT-SUPPORTING EXPENSES</td>
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<td>1,060,597</td>
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<tr>
<td>ADMIN EXPENSES</td>
<td>4,215,169</td>
<td>3,976,510</td>
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</table>

SOURCES OF FUNDING

50% NORWEGIAN MINISTRY OF EDUCATION

32% U.S. DEPARTMENT OF STATE

7% NORWEGIAN MINISTRY OF FOREIGN AFFAIRS

6% NORWEGIAN DIRECTORATE FOR EDUCATION

5% NORWEGIAN UNIVERSITIES
TOTAL FUNDING (NOK in millions)
To the Annual 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 of 30 September 2016, and the income statement, showing a profit of NOK 821,135, 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 2016, 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, 14 February 2017
PricewaterhouseCoopers AS

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

NOTE  2016    2015

U.S. DEPARTMENT OF STATE    5 088 047    5 732 092
FEDERAL ASSISTANCE AWARD    93 993       50 614
NORWEGIAN MINISTRY OF FOREIGN AFFAIRS    1 200 000    1 200 000
NORWEGIAN MINISTRY OF EDUCATION & RESEARCH    8 142 000    7 912 000
NORWEGIAN DIRECTORATE FOR EDUCATION & TRAINING    959 000    932 000
NORWEGIAN UNIVERSITIES    783 500       305 000
INSTITUTE OF INTERNATIONAL EDUCATION    0           0
BROUGHT FORWARD RESERVES    13 760       103 564
FROZEN NORWEGIAN EDUCATIONAL FUNDS    0           0
TOTAL REVENUE    16 280 300    16 235 270

ADMINISTRATION    4 215 169    3 976 510
NON-GRANT – PROGRAM    1 143 706    1 060 597
NORWEGIAN GRANTEES    5 160 000    5 613 610
U.S. GRANTEES    4 964 000    4 825 000
TOTAL OPERATING EXPENSES    15 482 875    15 475 717

RESULT OF OPERATIONS    797 425    759 553
INTEREST RECEIVED 31.12.2011    11 631       26 781
ACCUMULATED INTEREST 30.09.2012    12 079       66 408
TO FUND
RESULT OF THE YEAR    821 135    852 742

COVERED BY CARRY-FORWARD SUNDRY RESERVES
BROUGHT FORWARD TO CARRY-FORWARD SUNDRY RESERVES    821 135    852 742
BROUGHT FORWARD TO OPERATING RESERVES

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.
## Assets

### Current Assets

#### Debtors

<table>
<thead>
<tr>
<th>Note</th>
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<tbody>
<tr>
<td>U.S. Department of State</td>
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<td>Ministry of Foreign Affairs</td>
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<td>Norwegian Directorate for Education &amp; Training</td>
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<td>0</td>
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<tr>
<td>Norwegian Universities</td>
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<td>270,000</td>
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<tr>
<td>Other Debtors – Interests</td>
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<tr>
<td>Other Debtors -</td>
<td>191,995</td>
<td>151,354</td>
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<tr>
<td><strong>Total Debtors</strong></td>
<td>937,574</td>
<td>624,802</td>
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</table>

#### Bank, Deposits, Cash in Hand Etc.

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<tr>
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<td>Current Account</td>
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<tr>
<td>U.S. Source Funds A/C</td>
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<tr>
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<td>Accrual for Operating Reserves</td>
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<tr>
<td>Hermelin A/C</td>
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<td>Income Tax A/C</td>
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<td>Deposit A/C</td>
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<td>High Interest A/C</td>
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<td>Petty Cash</td>
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<td>1,500</td>
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<tr>
<td><strong>To Fund</strong></td>
<td>11,111,343</td>
<td>10,728,635</td>
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**Total Current Assets**

<table>
<thead>
<tr>
<th>Note</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Assets</strong></td>
<td>12,048,917</td>
<td>11,353,437</td>
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## EQUITY AND LIABILITIES

### EQUITY

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<tr>
<th>Capital Accounts</th>
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<tr>
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<td>Norwegian Educational Funds</td>
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<td>118,693</td>
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<td>Arctic Chair Funds</td>
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<td>Sundry Reserves</td>
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<td><strong>Total Capital Accounts</strong></td>
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### LIABILITIES

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<th>Current Liabilities</th>
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<td>Commitment Norwegian Grantees</td>
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<tr>
<td>Commitment U.S. Grantees</td>
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<td>Commitment Non-Grant Program</td>
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<td>Trade Creditors</td>
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<td>Public Duties Payable</td>
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<tr>
<td>Other Short-Term Liabilities - Holiday Pay</td>
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<tr>
<td><strong>Total Current Liabilities</strong></td>
<td>6,252,442</td>
<td>6,396,981</td>
</tr>
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</table>

**To Fund**                                           | 12,048,917 | 11,353,437 |