Each of our two countries has much to offer the other; that was the assumption that the U.S.–Norway Fulbright agreement was founded on nearly 70 years ago.

Norway invests generously in higher education and research through the Norwegian State Educational Loan Fund, through its tuition-free universities, through internationalization programs under the auspices of the Norwegian Centre for International Cooperation in Education and Research Council of Norway, and through the government’s support of specific initiatives such as the Fulbright program.

Naturally, the government wishes to know whether this investment is yielding the desired returns, and the quality of higher education and research is an object of sustained scrutiny in Norway; each year the Ministry of Education and Research publishes status reports – Tilstandsrapport for høyere utdanning, and Forskningsbarometeret – to monitor progress in the effort to raise the quality of higher education and research. The Fulbright program contributes to that effort each year by enabling Norwegian students and scholars to study and conduct research at U.S. universities and research communities, which are among the very finest in the world (see the stellar academic affiliations of the 2017-18 Norwegian of grantees, listed on page 13).

While the U.S. clearly enjoys a “seller’s market” advantage when it comes to the unparalleled quality of its academic and research institutions, Norway has its selling points too; peace and conflict studies, international governance, human rights, environmental stewardship, ocean and arctic sciences, education, and public health are fields in which Norway excels, and which attract U.S. Fulbrighters to Norway each year.

Although little Norway cannot compete with the United States in the size and quality of its institutions, the success of this bilateral program for nearly 70 years demonstrates that each of our two countries has
much to offer the other; that was the basis of the U.S.– Norway Fulbright when it was established in 1949, and it still holds true today.

Indeed, I would venture that the Fulbright program has never been a more useful tool for reminding us of that truth, than in times of political turbulence and polarization such as these; the warm and enduring collaboration between Norwegian and U.S. scholars and research communities is an important corrective to clamorous newspaper headlines about the sorry state of international affairs.

Thankfully the community of scientific collaboration is not limited to Norway and the United States; as tensions between Norway and Russia dominate the front pages, the director of the Norwegian Institute of Marine Research, Sissel Rogne, celebrates in Aftenposten today 60 years of fruitful collaboration between Norwegian and Russian ocean scientists, extending through the iciest depths of the Cold War; a collaboration, she writes, that reflected in both countries a “conviction that research is more lasting than politics.”

It is encouraging these days to be reminded of that other realm, of letters and science, in which the Fulbright program operates, and which transcends political differences and boundaries. It is a robust and durable realm, as we may surmise when we read Tom Paine’s eloquent words about letters and science, that were written 235 years ago:

Letters, the tongue of the world, have in some measure brought all mankind acquainted, and, by an extension of their uses, are every day promoting some new friendship. Through them distant nations became capable of conversation, and losing by degrees the awkwardness of strangers, and the moroseness of suspicion, they learn to know and understand each other. Science, the partisan of no country, but the beneficent patroness of all, has liberally opened a temple where all may meet. Her influence on the mind, like the sun on the chilled earth, has long been preparing it for higher cultivation and further improvement. The philosopher of one country sees not an enemy in the philosopher of another: he takes his seat in the temple of science, and asks not who sits beside him.

Oslo, March 14th, 2018

Petter Næss Executive Director
Fulbright has been the foremost bilateral educational exchange program between Norway and the United States for nearly 70 years, and the high level of funding by both governments is testimony to the mutual value of the program. For the 2017-18 academic year, the Board was pleased to award grants to 70 outstanding grantees; 41 Norwegians traveled to the United States for a year of study or research at some of the finest universities in the world, and 29 American students and scholars arrived in Norway for a rewarding year of academic and cultural exchange.

The objectives of Senator Fulbright’s program, as he pointed out in the foreword to The Fulbright Program: a History, “cannot be quickly realized and are not measurable in immediate tangible returns. The program has everything to do with the cultivation of ideas and values and little to do with fostering ‘images.’” By “images” Fulbright was referring to the one-sided stuff of propaganda, and he was adamant that his program not be used to project any particular “image” of the United States, or be used as a tool to achieve specific political objectives. Yet the program is by no means disengaged from the world; it responds to major global challenges of our time through innovative efforts like the Fulbright Arctic Initiative, which focuses attention on that particularly vulnerable region of the planet, and by adapting existing programs to current realities. For example, in order to address the refugee crisis in Europe, the Fulbright Specialist program was expanded to recruit and fund U.S. scholars with expertise that was especially relevant for that particular situation. Moreover, the students and scholars who comprise the human capital of the general Fulbright program are selected not only for academic excellence, but also for their level of engagement with society around them. So it comes as no surprise that their academic pursuits mirror the times we live in; issues of migration and integration, human rights, climate change, public health, environment, energy and education figure prominently in the research and study objectives of both the Norwegian and American Fulbrighters.

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 requested to provide a letter of support from their home institution, describing how the 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 proposed project might contribute to the priorities of the scholar’s home institution. Such
factors play an important role in our assessment of candidates. After they have completed their stay abroad, our students and scholars provide a report on 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 this annual report.

The Commission was again pleased to fund three scholars for the unique Norwegian Fulbright Roving Scholar Program, which celebrated its 30th anniversary in 2017. Two of the scholars served at the upper secondary school level and one at the lower secondary level; together these “road scholars” led sessions in 137 schools all over the country. 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 4 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. In 2017 the Commission moved down a floor in Arbins gate 2 to newly renovated offices; the new facility includes a conference room which will eliminate the need to rent costly venues for orientations and meetings.

The Norwegian government continues to contribute well over half the total budget for the Norwegian Fulbright program, making it a truly bi-national initiative, 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) also 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 largely to program withdrawals. 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, December 6th, 2017

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

TOP STATES

- California 15
- Massachusetts 11
- New York 5
- 9 States 1

AMERICAN FULBRIGHTERS COMING FROM THE US

TOP STATES

- California 4
- Indiana 3
- New Jersey 3
FULBRIGHT GEOGRAPHY

NORWEGIAN FULBRIGHTERS COMING FROM NORWAY

TOP COUNTIES
- Oslo: 11
- Sør-Trøndelag: 11
- Hordaland: 7
- Akershus: 5

AMERICAN FULBRIGHTERS GOING TO NORWAY

TOP COUNTIES
- Oslo: 16
- Sør-Trøndelag: 5
- Hordaland: 4
- Tromsø: 2
FULBRIGHTERS IN THE U.S.

PROGRAM STATISTICS

GRANTEES LEVEL

PhD STUDENTS
10

MASHER STUDENTS
15

RESEARCHERS
16

DEGREE VS NON-DEGREE AMONG STUDENTS

PhD
Non-Degree
10

Masters
Degree
5

Masters
Non-Degree
10

ARTS & ARCHITECTURE
2

BUSINESS & FINANCE
1

EDUCATION
3

ENGINEERING & COMPUTER SCI.
8

HUMANITIES
2

LAW
3

MEDICINE & PUBLIC HEALTH
5

SCIENCES
8

SOCIAL SCIENCES
9
Each year a group of distinguished Norwegian Fulbright grantees travels 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 2017 can be found on the next page.
Oksavik is a Professor of Space Physics and a group leader at the Birkeland Centre for Space Science; a Norwegian research Center of Excellence. His research interests include phenomena like the aurora, the ionosphere, and space weather in the Arctic. At Virginia Tech he will investigate the temporal/spatial evolution of plasma flow channels in the upper polar ionosphere.

Leonhardsen has completed three years of studies in marine technology. She will study cybernetics and computer science, with the ambition of applying these disciplines to future research and development in the marine sector.

Devising robust management decisions is a central challenge when system knowledge is vague. In collaboration with Cornell and the University of Washington, Subbey will be developing a mathematical framework for management of fish stocks when data is sparse and knowledge about the population dynamics is highly uncertain.

Multiple myeloma is an incurable cancer of the bone marrow. Drugs are effective at first, but resistance always emerges. Rustad will study how the genomes of patients' tumors evolve during therapy. Rustad’s aim is to discover mechanisms of drug resistance and ultimately how it may be overcome.

Sandvig will join Harvard Law School to pursue a Master’s degree in Law (LLM), specializing in constitutional law, human rights and environmental law. Already an experienced lawyer before national and international courts, Sandvig is eager to enhance her litigation and negotiation skills, taught by world-leading Harvard scholars.
THE 2017-18 NORWEGIAN GRANTEEES

ARCTIC CHAIR
KJELLMAR OKSAVIK Physics
University of Bergen - Virginia Polytechnic Institute and State University

RESEARCH
LAILA NORDSTRAND BERG Political Science
University of Agder - University of North Texas

TRYGVE BEYER BROCH Sociology
Hedmark University of Applied Sciences - Yale University

ANNE GERD GRANÅS Medical Sciences
University of Oslo - University of California, San Diego

GUNNVEIG GRØDELAND Virology
University of Oslo - Scripps Research Institute

ASBJØRN GRØNSTAD Film/Cinema Studies
University of Bergen - University of California, Berkeley

REIDAR MOSVOLD Education
University of Stavanger - University of Michigan

GISLE JAMES NATVIK Economics
BI Norwegian Business School - Stanford University

LARS PRESTEGARDEN Medical Sciences
Haukeland University Hospital - Harvard Medical School/ Brigham and Women’s Hospital

ANNE GROVEA SALVANES Biology
University of Bergen - University of California, San Diego. Scripps Institution of Oceanography

ØYVIND SØRAAS SKORGE Political Science
Institute for Social Research - Harvard University

SAMUEL SUBBEY Fisheries
Institute of Marine Reseach - Cornell University

MARGRETHE BAKSTAD SØVIK Library Science
VID Specialized University - University of Washington

ELLEN MARIE WIKENIUS Medical Sciences
University of Oslo - Moffitt Cancer Center & Research Institute

CATO WITTUSEN Philosophy
University of Stavanger - University of California, Los Angeles

IMAC MARIA ZAMBRANA Education
University of Oslo - Harvard University

PHD-LEVEL GRANTEES
ESKIL AURSAND Physics
NTNU - Northwestern University

MARIUS BERGE EIDE Astronomy
Max-Planck-Institute for Astrophysics - UC Santa Cruz

SONDRE ANDREAS ENGEBRÅTEN Computer Science
University of Oslo/ FFI - Naval Postgraduate School

ERLEND ERIKSEN GJEIN Law
University of Oslo - Cornell University

INGRID CATHRINE HJORT Economics
University of Oslo - Columbia University

OLE ANDREAS KVAMME Education
University of Oslo - University of Rochester

MORTEN LUHR Biology
University of Oslo - Harvard University, Dana Farber Cancer Institute

ANNA DAHL MYRVANG Psychology
UiT Arctic University of Norway - Harvard University

EVEN HOLTH RUSTAD Medical Sciences
NTNU - Memorial Sloan Kettering Cancer Center

INGVILD LINDGREN SKARPEID Economics
Norwegian School of Economics - Princeton University

MASTER’S LEVEL STUDIES
FREDRIK BONNEVIE DAHLER Engineering
NTNU - University of California, San Diego

JOHANNES RØSOK ESKILT Physics
NTNU - University of California, Berkeley

EYVIND HUSTVEDT EVENSEN Engineering
NTNU - UC Berkeley

ROALD HARTVIGSEN Engineering
NTNU - UC Berkeley

CECILIE HAUGSBØ HERMANSEN Computer Science
NTNU - MIT

VIVIANN HOLE Engineering
NTNU - University of California, Berkeley

MARI HOVEM LEONHARDSEN Engineering
NTNU - UC Berkeley

CAMILLA LØCHEN NORE Economics
BI - University of California, Berkeley

SINDRE OTTØY Chemistry
NTNU - MIT

ENDRE HAUPE PAULSEN Engineering
NTNU - UC Berkeley

MASTER’S DEGREE
KARINA ASBJORNSEN International Relations
Johns Hopkins University - SAIS, Bologna - Johns Hopkins University - SAIS

HANS KRISTIAN FURUSETH Business Administration
- Harvard University

MARI SUND MORKEN Law
Ministry of Justice - Harvard University

INGRID DOBLOUG ROEDE Architecture
Oslo Architecture Triennale - MIT Architecture

JENNY ARGE SANDVIG Law
Attorney General’s Office, Oslo - Harvard University
Academically I was challenged greatly, but with hard work and motivation was also able to thrive and perform in my classes. The first semester I took several subjects in mostly economics and earth sciences, and enjoyed them all. The professors were great, the course material was challenging, and the problem sets were relevant to topical, real-world problems. The people I got to know through my courses became my good friends. I learned a lot from them, about my field and also about different cultures, and I like to think I taught them some things as well, at least about Norwegians. The second semester I took classes in finance, IT and more earth science. The classes I took in the second semester in particular really allowed me to learn things I wouldn’t have been able to learn in Norway and have given me knowledge I will try to share now that I am back. I have undoubtedly gained experience and competence in my field that I could never have imagined when I left 1 year ago.

When looking back at my stay it was truly a life-affirming experience that I wouldn’t trade for anything and I owe the Fulbright Foundation a great debt of gratitude for granting me the money and giving me the opportunity to pursue it.

My stay in Princeton has increased my network, not only professionally, but indeed also personally. I can thank Fulbright for some of my new friends, whom I met on various events organized by Fulbright/ IIE/OneWorld. Princeton’s Office of Population research is also a rather big demographic center, which means that I got friends among both graduate students, faculty and guest researchers. It was particularly nice for me to share office with another guest student, who became a close friend.

Politically, this has really been an interesting year to stay in the US – the last months of the Obama period and the first months of Donald Trump’s. My husband and I got a chance to travel for some days in Pennsylvania during the election campaign and attend rallies with Hillary Clinton and Donald Trump, which was a very exciting experience. Princeton University had presidential-debate events, and the election night was spent with our neighbors. The interesting and exciting political times did not end at the election, and after the inauguration it has been very interesting to follow the political debate and also the popular resistance against Trump, for instance through all the marches – for women, science or climate!

My year at Stanford University was probably the most exciting and motivating experience in my life. Even though it was academically challenging, I still got time to get friends for life!

My objective from an academic point of view was to develop my “hard skills”, i.e. learn more about reservoir simulation, fluid characterization (PVT), finance and programming as my master thesis will include these branches. Learning from the best people in the world on a daily basis in all of these different subjects were just amazing – I’ve never been so motivated to learn!

But, school is not everything! You can’t simply go to California only to sit in an office. You must go out of your comfort zone, get a bunch of new friends, go to new places and sometimes listen to your intuition and not only to your conscience. So – I did just that. The result of doing volunteering every Saturday (watering Oak Tree’s), hanging out students that not necessarily study the same thing as myself (Law people etc), networking with the Scandinavian the Start-Up world in Silicon Valley and live in a hippie co-op made my life just so much richer than it had ever been.
I spent one year at Columbia University studying law. My year was highly enriching on many different levels. First of all, I got to spend a year in New York City, which I won’t complain about. Secondly, and more importantly, I learned so much and developed skills that will be useful in my line of work. For instance, the legal education at Columbia is much more practical than in Norway and taught me how to negotiate a deal and how to consider different aspects of it, such as both business and law considerations of a specific question. I also had the opportunity to participate in several internships and pro bono opportunities where I gained insight into how lawyers practice in the U.S.

Although living in New York was amazing, the transition from Oslo to New York wasn’t only easy. In the beginning I felt quite surrounded by the concrete jungle, and missed the ease of access to nature that we’re spoiled with in Norway. As I became accustomed to the pace of New York, I really enjoyed the fact that the subway runs 24/7, you can go out to dinner at 10:30 pm and explore a new restaurant or museum every day if you wish!

In terms of academics, I also had to adjust to the way the classes worked. Compared to Norway, there was a lot more ongoing evaluation. On my first day of “Contracts” class, the professor did not even introduce himself or the class before “cold-calling” a student – asking a random student questions about that day’s readings – luckily I wasn’t the first one picked! After the initial shock of the frequent use of the Socratic method settled, I was able to take advantage of the great offering of classes in my field of study. I took classes on entrepreneurship law, negotiations, and Internet crime to mention some! There really was something for everyone. I also participated in an internship at the New York City Law Department, which enabled me to learn more about New York City and its policies and people while also testing my knowledge of U.S. law and experiencing a U.S. workplace in action. Over spring break, I volunteered to work for a project in San Francisco called the California Appellate Project, which is a resource center for lawyers working on representing indigent persons sentenced to death sitting in California state prisons. Both of these opportunities really enriched my academic experiences and were unique opportunities that I never would have had in Norway.

Finally, all through my year I met incredible people from all over the world that enriched my New York experience more than anything else. I met so many great Fulbrighters through participation in the Fulbright Enrichment Seminar in Houston, where we also got to visit NASA! The end to a fantastic year was an amazing graduation ceremony where the only complaint was that the sun might actually have outshined some of the student’s smiles as it was about a hundred degrees hot that day! After having spent one year in New York, there are still so many things and places I have yet to see and experience in that city and I leave knowing that I will definitely return, although preferably in the spring or fall.
The 2017-18 Norwegian Grantees

2016-17 Norwegian Student Marianne Tønnessen

2016-17 Norwegian Grantees Jørgen Midtbø and Ann-Cecilie Larsen

2016-17 Norwegian Student Charles Ildstad
My stay in the US as a Fulbright Scholar has been an amazing experience. In terms of my scientific project it has been extremely rewarding, making great progress and establishing scientific collaborations and networks. Moreover, as I was traveling with my family, our kids were enrolled in the US Elementary School system and our children learned English – they now have a great American accent!

We went to two different host institutions, which is maybe a little unusual for a Fulbright grant. In the fall, we went to East Lansing in Michigan, working at the National Superconducting Cyclotron Laboratory at Michigan State University. We got to see the Homecoming parade of the Michigan State University’s football team, the Spartans, and for the first time we got to experience a college football game live – more than 75,000 people watching, absolutely astonishing. I don’t think we were aware of how important football is before, but now we surely know! We got to learn what “tail-gating” means as well. During the game, the kids decided to cheer for the other team, though! We also got to experience a real-American Halloween celebration, and of course this was an extremely popular event for the kids – the more candy the better! At kindergarten, we were invited to a Pre-Thanksgiving Potluck, so now we know what that is as well!

In the spring, we traveled to Berkeley in California, where I worked at UC Berkeley and Lawrence Berkeley National Laboratory (LBNL). The kids were enrolled in the Berkeley Unified School District at Cragmont Elementary School, with a beautiful view of the San Francisco Bay and the Golden Gate bridge. Talking about views, LBNL has probably one of the most spectacular sceneries in the world as well! It also felt quite exotic to meet wild turkey regularly around the lab, and to see warnings of mountain lion sightings – although we never saw a mountain lion ourselves. We explored the area such as the Tilden Regional Park and the Exploratorium in San Francisco. My PhD student Jørgen E. Middbø (also a Fulbrighter) and I made Norwegian-style waffles for lunch one day at the lab, using a traditional Norwegian recipe for the batter and a Norwegian waffle maker that we borrowed from the Norwegian Sailors’ Church in San Francisco. It seemed to be a popular initiative – there was very little batter left at the end (out of 2 gallons).

The Fulbright Scholarship year has been an invaluable experience both for me and my family, and we have such outstanding colleagues and friends both in Michigan and California. It has been a very productive and inspiring stay scientifically, but maybe equally important to us is our experiences of American culture in two different states. It has been very interesting to see both similarities and differences between the Norwegian and the US school systems, and we are very grateful for all the friendliness and enthusiasm from our US colleagues and new friends.
I could write pages about my stay in DC, and outline in details all the social, cultural, and academic activities I’ve experienced as a Fulbrighter. These were mostly arranged by IIE and by the National Capital Chapter of Fulbright Alumi. I especially enjoyed the Enrichment Seminar in Alabama about Civil Rights. As a researcher whose work has a particular focus on US history and politics, I had substantial knowledge of the history of the civil rights movement, the events that took place in Montgomery and Selma, and the impacts of those on US society. I never thought I’d have the chance to visit Alabama, go to the sights, talk to people that participated in the civil rights struggle, and walk with them the streets of Montgomery and Selma while they recount their memoirs. It was a unique fulfilling experience, and I am grateful for this arrangement. In addition I had the pleasure of meeting 80 scholars from across the world through this specific seminar. I learned so much about other fields of research, cultures and experiences both inside and outside the US. I also had the chance to talk about Norway and about my experiences. We formed bonds and connections, and I am already in touch with some of these scholars forming plans for future academic collaborations, as well as continuing the friendships we formed.

I was told that being a Fulbright scholar would “open doors” for me and my impression after having been in the US is: Yes, it does! Being introduced in an academic context as a Fulbright scholar made people interested in my research and in my background. In Norway, people may not know what Fulbright is all about – but the organization needs no introduction in the academic world in the US! A research stay at Temple University made it possible for me focus on exploring the data collected in the research study, reading relevant literature and writing research papers for my PhD. My research stay was however important in other ways as well: participating at staff meetings and supervision at the Child and Adolescent Anxiety Clinic with prof. Philip C. Kendall as a director of the clinic, was inspiring and an excellent example of how research can thrive in a collaborative and highly qualified environment. Having close collaboration and supervision from an outstanding researcher such as prof. Philip Kendall, also greatly improved the quality of my work, and inspired me to further research. Meeting other supervisors and staff at Temple furthermore inspired me to not only continue collaboration with existing international partners but also develop new ones.

I was awarded a Fulbright grant to spend nine months at the International Affairs Program at Northeastern University in Boston during the academic year 2016-2017. I got the chance to explore three cities in one Fulbright stay: the cities of Boston, Cambridge and Somerville were interrelated not only geographically, but also academically and socially. At Northeastern in Boston, I enjoyed working with professor Valentine M. Moghadam and connecting with the other faculty staff. Although my main affiliation was with Northeastern University, I also benefited from the academic hospitality provided by Boston University and Harvard University.

I traveled to the US together with my family. My husband Kevin enjoyed parental leave at home with our son Finn, who was four months old when we arrived. We spent Christmas at a cabin in Vermont, and during spring break we took a road trip in California, exploring the west coast of the US from San Francisco to San Diego. We even got a chance to visit Utah and Salt Lake City when I was invited by the Utah Fulbright Board to give lectures at the Hinckley Institute of Politics at University of Utah and at Utah State University.
FULBRIGHTERS IN NORWAY

TOTAL U.S. FULBRIGHTERS TO NORWAY FUNDED IN FY 2017: 29

DIFFERENT HOST-INSTITUTIONS FOR THE 2017 U.S. FULBRIGHTERS: 15

U.S. GRADUATE STUDENTS & ETAs: 15

U.S. SCHOLARS & RESEARCHERS: 14
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 2017 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 2017-18 grantees to Norway have been studying, conducting research, and teaching on topics as diverse as jazz composition, genetic links between obesity and cancer, noir literature, Norwegian prison architecture, and the impact of atmospheric tides on the winter-time polar atmosphere.

A list of the Fulbright grantees in Norway funded in FY 2017 can be found on the next page.

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<th>PROGRAM STATISTICS</th>
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<td>ETAs</td>
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<tr>
<td>Scholars</td>
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<td>Roving Scholars</td>
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<td>Arctic Chair</td>
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<td>Students</td>
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</tbody>
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| ARTS & ARCHITECTURE | 4 |
| EDUCATION           | 5 |
| ENGINEERING & COMPUTER SCI. | 0 |
| HUMANITIES          | 4 |
| LAW                 | 2 |
| MEDICINE & PUBLIC HEALTH | 3 |
| FORMAL SCIENCES     | 7 |
| SOCIAL SCIENCES     | 4 |
THE 2017-18 AMERICAN GRANTEES

ARCTIC CHAIR
HENRY RODGER HARVEY Environmental Sciences.
University of Tromsø - Old Dominion University

ROVING SCHOLARS
RACHEL COHEN Education.
Norwegian Centre for Foreign Languages in Education - Colchester High School

RUTH FAIRBANKS History.
Norwegian Centre for Foreign Languages in Education - Indiana State University

BRIANNE JAQUETTE Literature.
Norwegian Centre for Foreign Languages in Education - College of the Bahamas

LECTURING/RESEARCH SCHOLARS
JERRY HOLT Literature.
University of Bergen - Purdue University North Central

MARIA ZAMORA Literature.
University of Bergen - Kean University

RESEARCH SCHOLARS
DAVID JACOBSON Sociology.
Peace Research Institute Oslo - University of South Florida

JEFFREY KAHN Law.
University of Oslo - Southern Methodist University

VARAVUT LIMPASUVAN Physical Sciences.
Norwegian University of Science and Technology - Coastal Carolina University

JACQUELINE MCALLISTER Political Science.
University of Oslo - Kenyon College

MARY O’CONNELL Law.
Norwegian Nobel Institute - University of Notre Dame

ANA PERALTA FERRIZ Oceanography.
Norwegian Polar Institute - University of Washington

FRANK RUSCIANO International Relations.
Norwegian Nobel Institute - Rider University

SHELLEY STROMHOLT Education.
University of Oslo - University of Washington

ENGLISH TEACHING ASSISTANTS
JOAN BRUNETTA English Teaching Assistantship.
Norwegian University of Life Sciences/Ås Upper Secondary School - Smith College

THERESA DIETRICH English Teaching Assistantship.
University of Bergen/Bergen Cathedral School - University of Massachusetts

HANNAH KELLEY English Teaching Assistantship.
Norwegian University of Science and Technology/Byåsen Upper Secondary School - University of Nevada

GRADUATE STUDENTS
SOPHIA ANGELIS Art and Architectural History.
Oslo School of Architecture and Design/University of Oslo - Virginia Polytechnic Institute

CHITTI DESAI Interdisciplinary Studies.
Norwegian University of Science and Technology - Wellesley College

NATHANIEL FUCHS Public Health.
University of Oslo - University of Vermont

PAHUL HANJRA Medical Sciences.
University of Bergen - Virginia Commonwealth University

KIRSTIN HOLM Chemistry.
University of Oslo - College of Wooster

MALINDA LABRIOLA Geology.
Nord University - Amherst College

SOHUM PATEL Economics.
University of Oslo - Georgetown University

ALEXANDER WATERS Medical Sciences.
University of Oslo - Wabash College

JACQUELINE WOJCICK Animation.
University of Oslo - University of Maryland

PHD LEVEL
ONNI IRISH Oceanography.
University of Tromsø - University of New Hampshire

IAN MORELAN Biology.
Norwegian University of Science and Technology - Oregon State University

BENJAMIN MORRIS Music Composition.
Norwegian Academy of Music - Rice University
Harvey is using an interdisciplinary approach to investigate the synthesis and preservation of unique lipids in ice algae that can be used as tracers of sea ice. The extent of sea ice is a major factor for climate and ocean circulation, and these organic molecules can provide critical information for understanding past climates and the global carbon cycle.

Labriola is studying the effects of seasonal climate change inside the Arctic Circle. She is also identifying climate adaptation and mitigation practices that seek to overhaul the ways that communities respond to the effects of climate change by shifting their social, political, and economic understanding of climate-related risks and risk management.

Angelis is studying the architecture of Norway’s prison system. Her research is focused on documenting Norway’s range of penal spaces and understanding the connection between those spaces with the country’s broader philosophy of incarceration and the outcomes of the prison system.

Patel is examining the efficacy of Norway’s unique “gatekeeper” model on the delivery of emergency healthcare. He is studying how this model affects patient outcomes as well as emergency healthcare costs. To better understand the tradeoff between the two, Patel is utilizing healthcare data analysis and conduct site visits to hospitals and clinics.

Kahn is researching the evolving relationships of the Russian Federation and the United Kingdom to the European Court of Human Rights. Geography, history, politics, and law place Russia and the United Kingdom on opposite ends of Europe. Their increasingly strained relations with the Strasbourg-based court put the future of this extraordinary human rights institution at risk.

Zamora is further researching new digital storytelling networks and electronic literature. She is investigating how new media and social media networks have transformed our ability to tell stories in the digital age, and how participatory culture recasts the traditional terms of cultural contribution, writing, and even what it means to author something in the 21st century.
The 2017-18 US Grantees at Orientation

2017-18 Roving Scholars

2017-18 Seminar and ski weekend

2017-18 Scholar Ruth Farbanks

The 2017-18 US Grantees at Orientation
What makes Fulbright such an important program is that you learn things about your host country that you wouldn’t understand or believe if you read them in an article or book. This experience has caused me to reflect on my values and purpose, and the merits of various societal structures, and I think future grantees will come to similar reflections in their own way. Fulbright already does a good job of providing the necessary background that allows people to make their own conclusions.

On a personal level, I was surprised to learn that I enjoy teaching high school. Lecturing and guiding discussions about global politics, history, and literature has been downright thrilling for me. This has thrown an unexpected wrench in my plans. What if I want to teach high school instead of working in policy as I had always planned?

More than any other experience, this year of exploration has reignited my curiosity about the world and my place in it. I’m reading beyond headlines, and seeking out multiple viewpoints. The Fulbright program has inspired me to challenge my assumptions and think critically about systems and structures that I participate in, and I am very grateful for that.

I taught a course on Electronic Literature during first semester, and a course on Digital Genres during the second semester. But more importantly I developed a workshop course which students freely attended to discuss and create new digital artworks and works of literature each week. The exciting aspect of this course was that it was for no-credit, nor was it an official course. But the student’s strong interest has convinced the university to explore offering more digital creativity courses in the future.

Perhaps the most fulfilling aspect of my Fulbright experience was the teaching and interactions with the students. The students at the University of Bergen were hungry for courses and content related to digital creativity. And so my arrival acted as a magnet for their interests. Almost immediately I found myself running after class workshops, tutorials, and group conversation sessions around using technology creatively. Indeed, dozens of students participated despite receiving no credit, as these were informal meetings.
One of the standout benefits of my experience was the intellectual freedom that the Fulbright grant provides. As part of my research I had an idea for a method that could provide more comprehensive information about features in the ocean than had been reported for the Eurasian Arctic. I felt fairly confident that this new method would work, but implementing it required that I write more complicated software than I’d ever written before, software that, instead of only carrying out a rote series of tasks, would have simple emergent intelligence. I also had to learn a new programming language. In most research situations the time cost of these barriers might have been too high to develop the method, but with Fulbright I had the freedom to teach myself the necessary skills and develop the software. Doing so resulted in a set of tools that can be adapted to physical and biological oceanographic data derived from climate models of satellites. This is but one example of the academic exploration that Fulbright facilitates.

I’ve experienced tremendous growth as a young scientist this year. I finished my bachelor’s degree a year ago and, though I had twice done research in the summers, I’d never had this much time to devote to pursuing a singular research question. I loved every step of the process, from situated my own work amid the work done by other scientists, to puzzling my way through data, to thinking about the most effective ways to communicate my results. Overall I will return to the U.S. with a newfound fluency in Arctic issues, both scientific and socioeconomic, which will help me be a better citizen of my home state of Alaska and of the United States, regardless of which direction my academic career takes in the future.

Outside of my research, I learned to speak some Norwegian through the excellent classes offered to international students at the University. I’d studied as much Norwegian as I could in the time between being offered a grant and arriving in Norway, but it was formal language class combined with hearing the language spoken around me that allowed me to begin to comprehend everyday conversations. Though my Norwegian still leaves much to be desired, it was gratifying to see my abilities grow throughout the year.

There were many additional highlights to this year. In the fall I helped with a moose hunt in the mountains near Tromsø. It was interesting to see how finely coordinated the hunting team’s efforts were as I’ve always seen hunting as a highly individual enterprise. I was amazed by the amiable interaction between the hunting team and the local game warden; in the fisheries context in the U.S., the closest analog I am familiar with, there is no such trust between regulators and fishermen. It was heartening to see that, in Norway, both hunters and regulators see themselves as working toward a common goal. I also helped with a day of reindeer ear marking, which was one of the most exhilarating experiences of my life. I joined the herders and about a hundred reindeer in a small enclosure, and helped hold the reindeer steady as the herders marked their ears after expertly lassoing them. I don’t think I’ve ever seen as much skill and passion concentrated into a single task.
CITIES VISITED BY ROVERS IN 2016-17

**NISHANI FRAZIER**
- Bergen 15
- Oslo 9
- Stavanger 8
- Kristiansand 7
- Elverum 5
- Stjørdal 4
- Gran 3*
- Lørenskog 3*
- Sortland 3*
- Trondheim 3*

**NANCY CARDONA**
- Kristiansand 10
- Trondheim 9
- Oslo 8
- Bergen 7
- Stavanger 7
- Elverum 5
- Kristiansund 5
- Lillestrøm 5
- Gran 4*
- Kongsberg 4*

**LYNN JANIK**
- Harstad 10
- Bodø 8
- Arendal 6
- Oslo 5
- Fyllingsdalen 4
- Hamar 4
- Hammerfest 4
- Bergen 3*
- Flisa 3*
- Halden 3*

*Multiple cities tied at this number of teaching days*
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 2016-17 academic year, three U.S. scholars on Fulbright grants to other European countries came to Norway to share their expertise. One of these visits was sponsored through the Fulbright Intercountry Lecturing Program, a cost-share arrangement in which FF/N covers the scholar’s airfare and the Norwegian host institution covers meals and lodging. Two additional visits were sponsored through the Intercountry Travel Program. This is a cost-share program in which the U.S. Department of State covers the scholar’s airfare. It was created to expand intercountry opportunities to European and Eurasian countries that are not part of the established program. The Intercountry visits to Norway were:

University of Stavanger, Ana Marjanovic-Shane, Education, “Diverse forms and uses of drama and play in education,” and “Dialogue in pedagogy: an educational approach vs. educational method”

University of Oslo, John Nietfield, Education, “MISSIONS WITH MONTY: game-based learning”

Norwegian University of Science and Technology, Business, Maciej Nowak, “Tactical Transportation Planning under Uncertainty”

In addition, US scholars to Norway were able to present at four universities in other countries via the Intercountry Lecturing Program: University of London (UK), National University of Ireland-Galway, Charles University (Czech Republic), and the University of Aarhus (Denmark).

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 2017:

Gregory Maytan from GrandValley State University went to the Norwegian Academy of Music to present lectures and share his experience of violin teaching in the US. This was a serial grant, including two visits; one in January 2017 and the final one in March 2017.

Patricia Zimmermann from Ithaca College in New York visited Volda University College in April 2017. She helped in assessing the implementation of the digital media and journalism vision for Volda University College by giving several workshops.

Sabine C. Klahr from the University of Utah visited the Norwegian Centre for International Cooperation in Higher Education (SIU) in May 2017 to conduct a study on international partnership programs in higher education focusing on the North America Partnership Programme (NAPP) administered by SIU.

Kit Christensen from Bemidji State University in Minnesota was invited to UiT The Arctic University of Norway in August 2017 to offer a broad, yet thorough, introduction to issues of revenge and social conflict.

THE 2017 SUMMER INSTITUTE FOR EUROPEAN STUDENT LEADERS
Three Study of the U.S. Institutes for Student Leaders were offered in 2017 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 2017 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
The Fulbright Alumni Association of Norway (FAAN), led by a board of nine people, engages Norwegian alumni in strengthening academic and cultural ties between Norway and the United States. To this end FAAN organized two public events featuring alumni speakers. In November, Jon-Arne Røttingen held a talk on developing vaccines for epidemics, based on his ground-breaking role in battling Ebola. In March, Jarle Breivik spoke about the goals, funding, and feasibility of cancer research. The talk built upon an op-ed he had published in The New York Times on this subject.

THE FAAN ARTICLE OF THE YEAR AWARD
FAAN again offered an Article of the Year Award for the best peer-reviewed article written by an alumnus. The 50,000NOK prize was awarded to Alexander H. Sandtorv for the article he co-authored in Angewandte Chemie International entitled, “Metal-free Synthesis of Aryl Amines: Beyond Nucleophilic Aromatic Substitution.” The article presented a new method for forming carbon-nitrogen bonds which is likely to be used in the manufacture of essential chemical compounds in the future.

FAAN also launched a Young Researcher Award for the best article published by an alumnus who is a PhD-student or earned his/her PhD-degree during the last three years. Sofie A. E. Høgestøl won the 10,000 NOK prize for her article «The Habré Judgment at the Extraordinary African Chambers: A Singular Victory in the Fight Against Impunity» in the Nordic Journal of Human Rights. The article chronicled how victims of the former dictator of Chad, Hissène Habré, worked to bring him to trial in a court created specifically for that purpose and analyzed whether this model could be used to prosecute other state leaders for human rights violations.

ALUMNI PARTNERSHIPS
Shai Divon ’16-'17 is leading a four year North America program to strengthen ties between his home institution, the Norwegian University of Life Sciences, and his host institution, American University. With funding from the Norwegian Centre for Cooperation in Higher Education, the program will support academic exchange travel for 28 students and 18 faculty, internships abroad for 8 students and 2 faculty, joint workshops at conferences with an eye towards publication of a special edition in a peer-reviewed journal, and development of a joint master course on global environmental politics.

Fulbright Arctic Initiative alumna Gunhild Gjørv ’15-'16 organized an international conference on “Understanding Peace in the Arctic” at her home institution, the University of Tromsø. Fellow Arctic Initiative alumni were featured speakers at the conference which was held in June, 2017.

In October, 2016, Christine Lindstrøm ’15-'16 arranged for a delegation from her US host institution, the University of Colorado Boulder, to hold a three lectures on physics education at her Norwegian home institution, Oslo and Akershus University College of Applied Sciences.

Cyanne Loyde ’14-'15 was appointed by her hosts at the Peace Research Center Oslo as a Global Fellow. As a Global Fellow, she maintains her primary position as an assistant professor at Indiana University, but will work closely with researchers at PRIO and visit Oslo regularly.

With a colleague from his stay at the University of Agder, Sean Taylor ’11-'12 co-authored Modern America: Developments in Contemporary American Society, a textbook published by Gyldendal for use in Norwegian high schools.
BOARD OF DIRECTORS
PER FEBRUARY 14TH 2018

ERIC MANDEVILLE
CHAIRMAN OF THE BOARD
CAP GEMINI

KRISTIN DANIESEN
RESEARCH COUNCIL OF NORWAY

ANDREAS FØLLESDAL
UNIVERSITY OF OSLO

DORIS JORDE
UNIVERSITY OF OSLO

DAG KAVLIE
NTNU (RETIRED)

ANN McCONNELL
U.S. EMBASSY

YNGVILD WASTESON
NORWEGIAN UNIVERSITY
OF LIFE SCIENCES

WILLIAM WHITAKER
U.S. EMBASSY
## Financial Review

### Year Ended September 30,

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### Sources of Funding

- **52%** Norwegian Ministry of Education
- **30%** U.S. Department of State
- **7%** Norwegian Ministry of Foreign Affairs
- **6%** Norwegian Directorate for Education
- **5%** Norwegian Universities
To the Annual Stakeholders' Meeting of U S - Norway Fulbright Foundation for Education Exchange

Independent auditor's report

Report on the Financial Statements

We have audited the accompanying financial statements of U S - Norway Fulbright Foundation for Education Exchange, which comprise the balance sheet as of 30 September 2017, and the income statement, showing a profit of NOK 194,307, 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 Education Exchange as of 30 September 2017, 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, 6 December 2017

PricewaterhouseCoopers AS

Bente Norbye Løe
State Authorised Public Accountant (Norway)
## INCOME STATEMENT

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<tr>
<th>NOTE</th>
<th>2017</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.
## ASSETS

### CURRENT ASSETS

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### BANK, DEPOSITS, CASH IN HAND ETC.

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### TOTAL CURRENT ASSETS

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## EQUITY AND LIABILITIES

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