

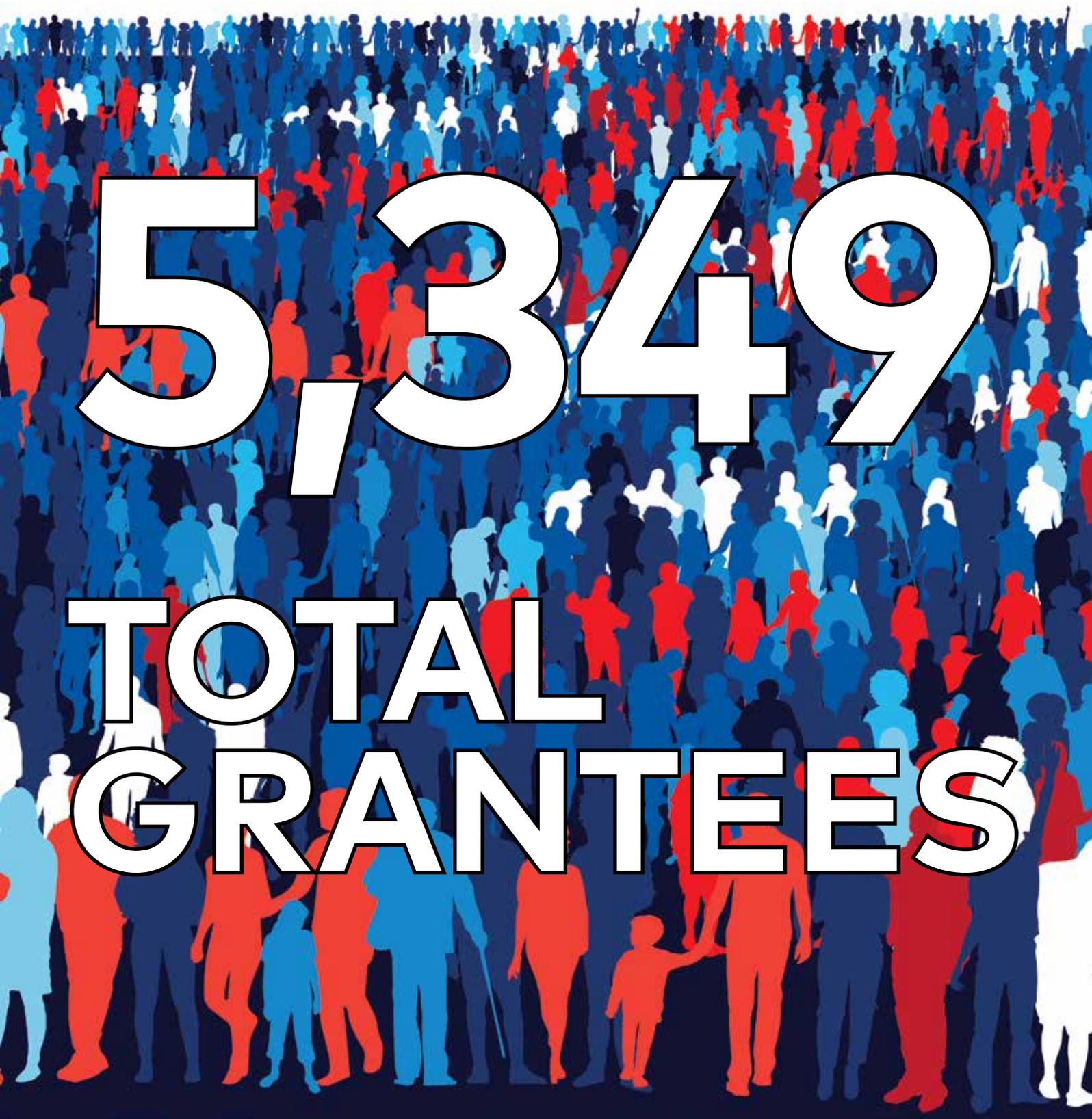
ANNUAL REPORT 2019

1949-2019: 70 years and counting!



FULBRIGHT
Norway

70 YEARS



5,349

TOTAL
GRANTEES



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THE EXECUTIVE
DIRECTOR



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GREETING FROM THE EXECUTIVE DIRECTOR



PETTER NÆSS
EXECUTIVE DIRECTOR

Fulbright sought to reconcile strong national allegiances and identities with a powerful sense of international solidarity and mutual understanding between nations.

2019 was a particularly eventful year for the Fulbright program, both in Norway and around the world.

In May I attended a conference in Washington, D.C. for directors of Fulbright commissions from all over the world, the first such global meeting in several decades, generously organized and funded by the Department of State's Bureau of Educational and Cultural Affairs. The conference was a welcome opportunity to compare notes on the program with directors from Tokyo to Cairo to Kathmandu to Santiago, and to share common concerns with the Bureau, the Fulbright Foreign Scholarship Board and other cooperating agencies. We also had a chance to engage with some of the more than 10,000 international educators from more than 100 countries, including Norway, assembled in Washington for the 2019 NAFSA Conference.



A standing room only audience witnessed the launch of the new Fulbright logo at the Russell Senate Office building.

On May 22 I had the privilege of attending the launch of the new Fulbright logo (pictured on the front cover and throughout the report). The event took place in the venerable Kennedy Caucus Room of the Russell Senate Office building, where J. William Fulbright during the 1960s grilled administration witnesses during hearings on the Vietnam War. I do not know if the choice of venue was deliberate or fortuitous, but for me it served as a timely reminder of the continued relevance of Fulbright's belief that "dissent is the highest form of patriotism." It was gratifying to note that at a time of perhaps unprecedented divisiveness in U.S. politics, there appeared to be strong bipartisan support in Congress for the Fulbright program, with warm endorsements of the program from both sides of the aisle.

2019 also marked the 70th anniversary of the Fulbright program in Norway, and the birthday was celebrated with appropriate festivity on both sides of the Atlantic. An article about the Norwegian program, co-authored by Board Chair Andreas Føllesdal and myself, appeared in the widely read Norwegian high-

ered journal *Khrono*, and the Norwegian Minister of Higher Education and Research attended the diploma ceremony for the 2019-20 outbound Norwegian Fulbrighters and addressed the grantees with a birthday greeting [see page 16-17]

An important ally of the Norwegian Fulbright program also celebrated its birthday this year; the Norway-America Association (NORAM), established in 1919, commissioned former director of the Oslo International Summer school Kjetil Flatin (and a friend and former Board member of the Fulbright program) to write its history. His *A Journey Through Higher Education: Norwegian-American Academic Exchange 1919–2019*, is a fascinating "coffee table book" available both in Norwegian and English translation, chronicling a century of exchange between our two countries, in which the Fulbright program played an important role. The book was launched in Norway at the Nobel Institute and in the U.S. at receptions held jointly in honor of the Fulbright 70th and NORAM 100th anniversaries, graciously hosted at the Norwegian Consulate General in New York and the Royal Norwegian Embassy in Washington DC.

As I write this the world is in the throes of the COVID-19 virus, which is raising some of the same questions, and posing some of the same challenges, that J.W. Fulbright sought to address when he created the exchange program in the wake of WWII. Are our strongest loyalties to our local communities, our nations and our ideologies? And if so, how do we contribute, as Fulbright asked, to "the acquisition of empathy--the ability to see the world as others see it, and to allow for the possibility that others may see something we have failed to see, or may see it more accurately?" (*The Price of Empire*)

It is evident today that nations, national sovereignty, and a sense of national community are still formidable factors when confronting a global crisis. It is also clear that yes, there is such a thing as society, and no, "I'm from the government and I'm here to help" are not the nine most terrifying words in the English language. Indeed they are very welcome words for very many people, including those who would like to romp unfettered by governments in the global marketplace, so long as the sailing is smooth.

Fulbright sought to reconcile strong national allegiances and identities with a powerful sense of

international solidarity and mutual understanding between nations. He understood the necessity of national governments - for addressing national disasters and creating initiatives like the Marshall plan and the Fulbright program - but also the power of personal contact between individuals to transcend governments and boundaries and to "turn nations into people".

In an anniversary article about the Norwegian Fulbright program in *Aftenposten*, the distinguished Norwegian political scientist and Fulbright alumnus Bernt Hagtvet reminisced about his Fulbright year at Yale in 1969-70, when he had an opportunity to thank J.W Fulbright personally for that transformative year. Hagtvet concluded his article with "The world is full of political and religious fanaticism and fact-distorting drivel. Never has direct personal contact between students and scholars the world over been more important."

The COVID-19 crisis has closed national borders, forced us apart, and driven us all online. As we resurrect the Fulbright program in its aftermath, we must accentuate the original public diplomacy goals of the program; to honor nations while promoting internationalism and combating xenophobia, and to bring people together. While the crisis has underscored the amazing capacity of information technology for exchanging knowledge and information online, creating mutual understanding is an offline undertaking; Fulbright is the definitive unplugged exchange program.

The Norwegian Fulbright program is deeply grateful to the Norwegian Ministry of Education and Research and to the Norwegian Ministry of Foreign Affairs for funding and support, and of course to the U.S. Department of State's Bureau of Education and Cultural Affairs, and to the U.S. Embassy in Oslo. All four stakeholders were present at the signing in 1949, and the fact that we are "still together after all these years" is a sign of a strong and mutually rewarding relationship. We at the Fulbright office would also like to express our deep gratitude to the four Norwegians and four Americans who comprise our Board of Directors and to the Honorary ex-officio co-chairs of the Fulbright Board, Ambassador Kenneth Braithwaite and Foreign Minister Ine Eriksen Søreide.



LETTER FROM THE GOVERNING BOARD



ANDREAS FØLLESDAL
CHAIRMAN OF THE BOARD

We can look back on seven decades of academic exchange between Norway and the United States that have contributed significantly to raising the quality of education and research in both countries.

2019 year marks the 70th anniversary of the Norwegian Fulbright program, and we can look back on seven decades of academic exchange between Norway and the United States that have not only enriched the lives of more than 4000 Norwegian and 1600 American students and scholars, but also contributed significantly to raising the quality of education and research in both countries. The 70th anniversary was duly celebrated on both sides of the Atlantic, with the Norwegian Minister of Education and Research Iselin Nybø attending the diploma ceremony for the 2019-20 Norwegian grantees at the Norwegian Nobel Institute in June, and Norwegian Ambassador Kåre Aas and Consul General Harriet Berg graciously hosting receptions in honor of the Fulbright program in Washington D.C. and New York respectively.

For the 2019-20 academic year the Board was pleased to award grants to 77 outstanding grantees; 47 Norwegians traveled to the United States for a year of study or research at some of the finest universities in the world, and 30 American students and scholars arrived in Norway for a rewarding period of academic and cultural exchange.

Beginning this year, the government of Norway has shifted administrative responsibilities for the Norwegian portion of Fulbright's funding from the Ministry of Education and Research to the newly created Norwegian Agency for International Cooperation and Quality Enhancement in Education (DIKU). The shift – and the name of the newly created agency – reflects an increased focus on international scholarly exchange as a means of raising the quality of education and research. Academic excellence is at the very heart of the Fulbright program, and the Commission makes a special effort to highlight 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 for the Fulbright scholarship.

The quality of institutions represented in the program is top-notch; our 2019-20 cohort of Norwegians will be studying and conducting research at world leading institutions such as UC Berkeley, MIT, University of Chicago, Columbia, University of Michigan, Harvard and Stanford. The Americans coming to Norway hail from quality institutions like the University of Minnesota, Colgate, Brown, Haverford, Kenyon College, University of Michigan and New School; it is gratifying to note that students and scholars from some of the world's best universities "look to Norway" for a rewarding exchange experience in a wide range of disciplines.

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 contributes 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, which 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.

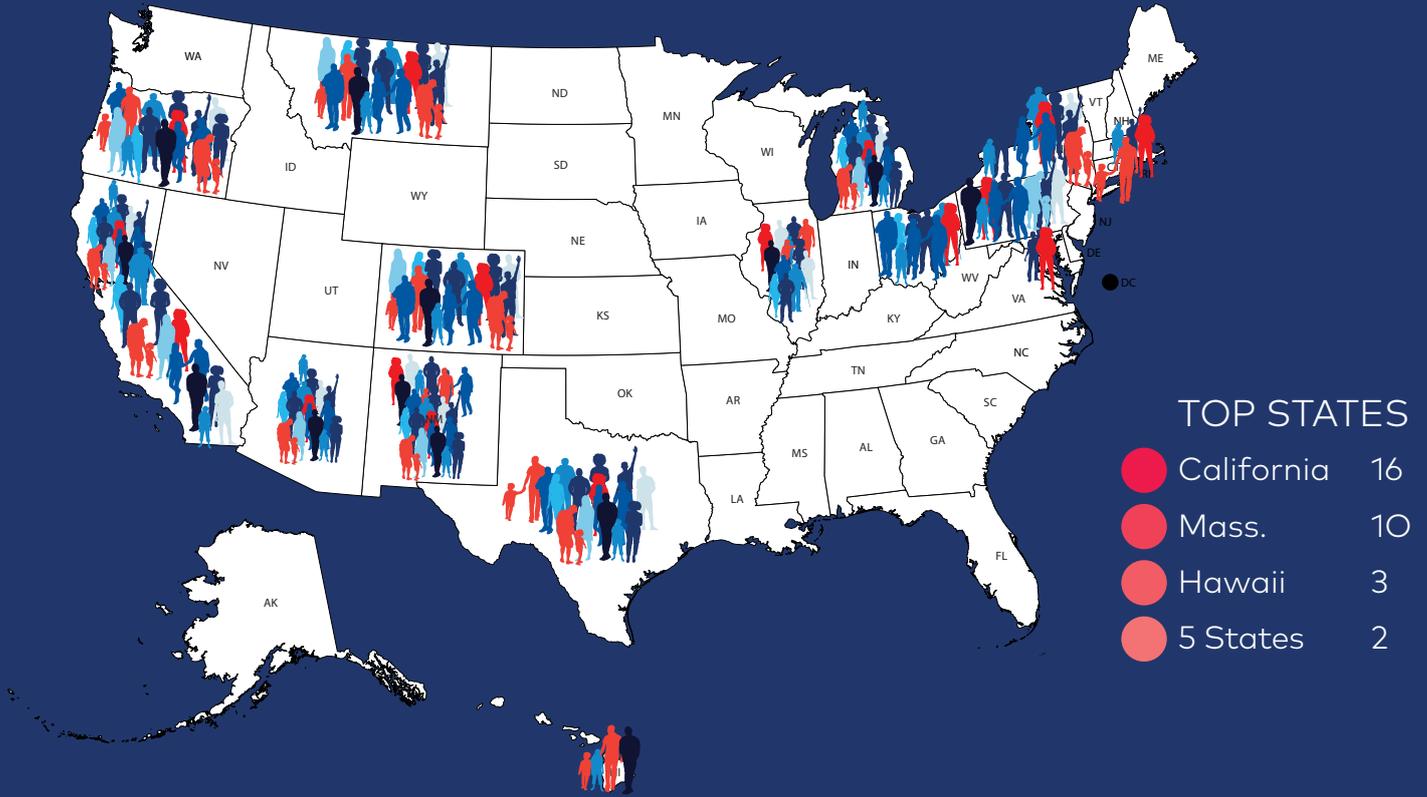
In order to alleviate an unfavorable exchange rate and high cost of living in the U.S., Norwegian grantees were provided with an additional NOK 10,000 in "top off" funding, thus drawing down our sundry reserves somewhat and creating the slight deficit that shows in our annual accounts.

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.

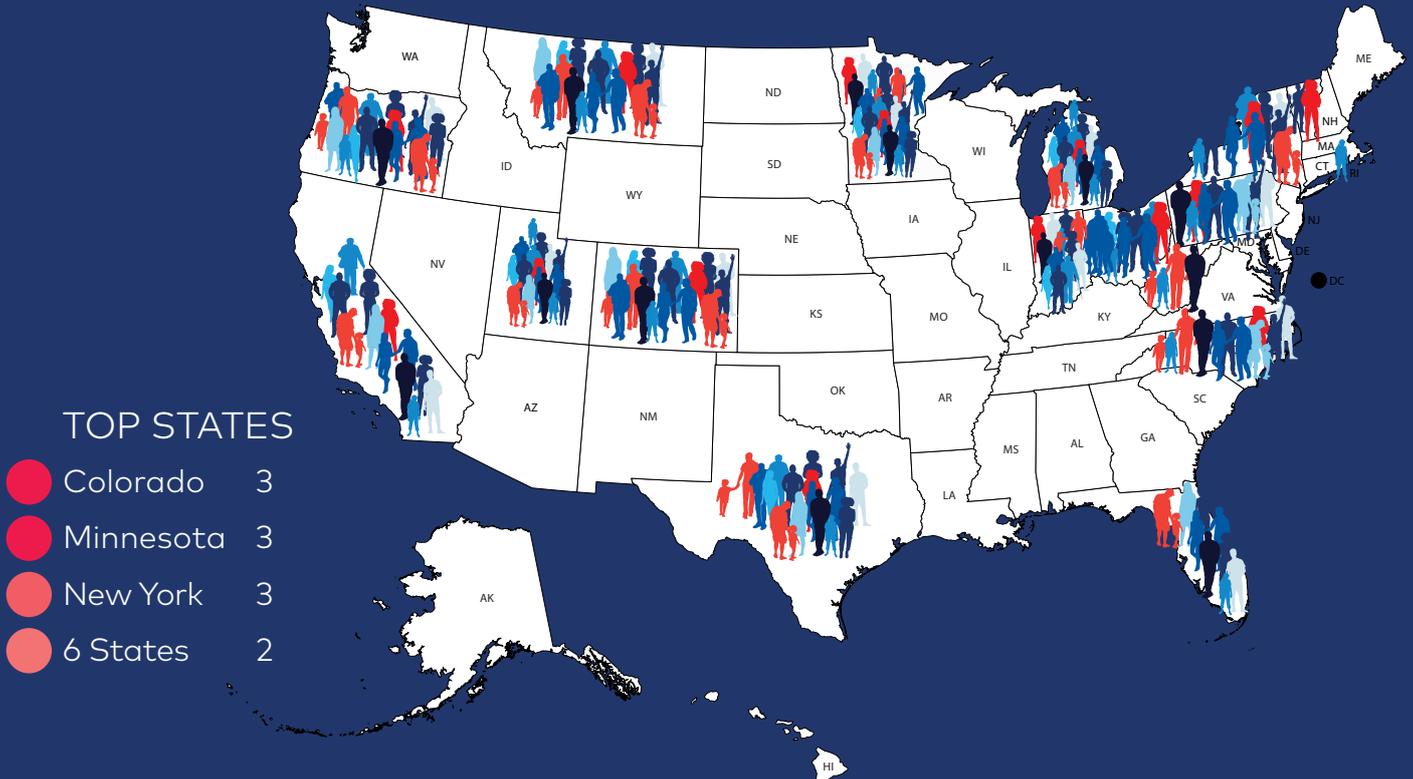
The Norwegian Minister of Foreign Affairs and the chief of the United States Mission to Norway are ex-officio Honorary Co-Chairs of the Fulbright Board. The Governing Board consists of four Norwegian and four American members, appointed by the Norwegian and American Honorary Co-Chair respectively. The 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.



Norwegian Fulbrighters Going To The U.S.



American Fulbrighters Coming From The U.S.

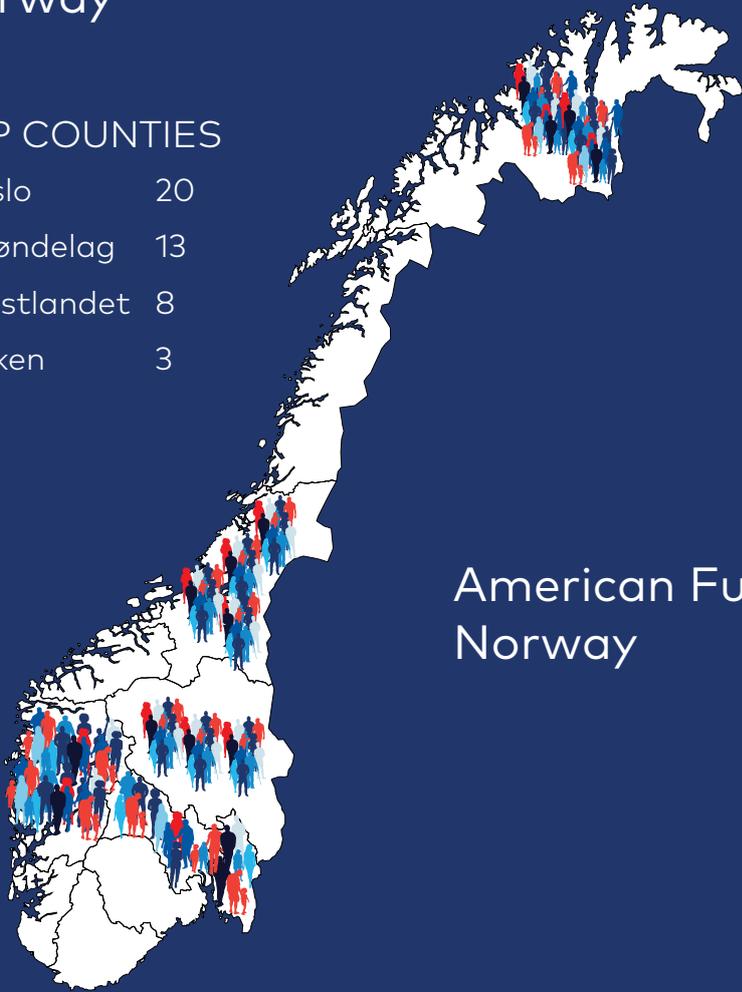


Fulbright Geography

Norwegian Fulbrighters Coming From Norway

TOP COUNTIES

Oslo	20
Trøndelag	13
Vestlandet	8
Viken	3



American Fulbrighters Going To Norway

TOP COUNTIES

Oslo	15
Vestlandet	7
Trøndelag	3
Troms	2

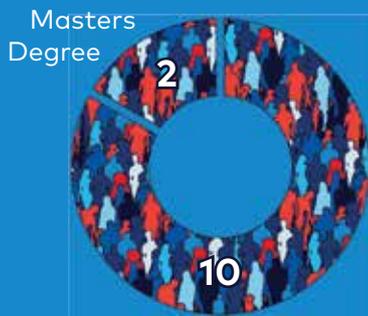


Fulbrighters In The U.S.

DEGREE VS NON-DEGREE AMONG STUDENTS



PhD Non-Degree

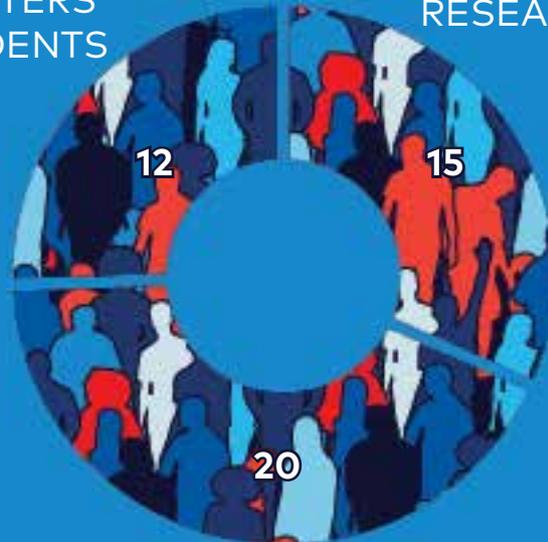


Masters Non-Degree

GRANTEE LEVEL

MASTERS
STUDENTS

RESEARCHERS



PHD LEVEL





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, and Columbia, 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 2019 can be found on the next page.

47

TOTAL FULBRIGHT
GRANTS AWARDED
IN 2019

30

DIFFERENT HOST-
INSTITUTIONS
IN THE U.S.

32

NORWEGIAN
GRADUATE AND
DOCTORAL STUDENTS

15

NORWEGIAN
RESEARCHERS



HIGHLIGHTED 2019-20 GRANTEES



KASSI L. J. KLEPPER
UNIVERSITY OF HAWAII
PHYSICS

Klepper will specialize in astronomy as part of her master's degree in space physics and take courses in the fields of gravity, observational astronomy and stellar astrophysics. With this specialization, she will investigate the possibility of combining physical principles applicable to the distant universe with concepts used in research of the near-Earth environment.



LARS H. SMEDSRUD
UC SAN DIEGO
ENVIRONMENTAL SCIENCES

Smedsrud will work on variability of Atlantic water and its effect on melting of the Greenland ice sheet. Focusing on the east coast of Greenland and the Fram Strait, Smedsrud will mainly use observations over the last century and simulations from global climate models in his research.



MARIT HENRIKSEN
YALE UNIVERSITY
PSYCHOLOGY

Henriksen will work on her PhD concerning physical aggression and adolescence. She will use data from a large longitudinal health study to investigate the risk factors of using physical aggression, what separates adolescents who stop using aggression from those who continue, and how those who continue turn out as adults.



JAN GRUE
UC BERKELEY
SOCIAL SCIENCES

Grue's current research project concerns the biopolitics of disability, that is, how the bodies of people with disabilities become subject to control under different regimes. The aim is to extend interdisciplinary collaboration and to gain more knowledge about the preconditions for social justice.



GUDRUN ØSTBY
UNIVERSITY OF MARYLAND
POLITICAL SCIENCE

Østby will research how armed conflict and forced migration affect education quality and inequalities. She will further analyze how aid may alleviate or aggravate this impact. This is crucial for formulating policies to improve education in crises settings.



TOMAS ROSALES
HARVARD UNIVERSITY
BUSINESS

Rosales will pursue his MBA and focus on social and environmental innovation. In addition to the general management curriculum, he plans to take courses such as Creating Shared Societal and Financial Value, the Economics of Climate Change and Reimagining Capitalism. He is also planning to connect with like-minded peers through student clubs.

THE 2019-20 NORWEGIAN GRANTEES

ARCTIC CHAIR

LARS HENRIK SMEDSRUD Environmental Sciences
University of Bergen - UC San Diego

RESEARCH

EINAR EFTESTØL Physiology
University of Oslo - Cincinnati Children's Hospital Medical Center

LARS AUGUST FODSTAD Literature
NTNU - UC Berkeley

JAN GRUE Social Sciences
University of Oslo - UC Berkeley

FRODE GURIBYE Information Sciences/Systems
University of Bergen - UC Santa Cruz

THOMAS HELLAND Medical Sciences
University of Bergen - University of Michigan

TORGEIR RHODÉN HVIDSTEN Biology
Norwegian University of Life Sciences - UC Davis

LEIF EGIL LOE Biology
Norwegian University of Life Sciences - UC Berkeley

LINN MARI STORENGEN Veterinary Medicine
Norwegian University of Life Sciences - University of Pennsylvania

HÅVARD STRAND Political Science
University of Oslo - University of Maryland

HILDE NESSE TYSSØY Physics
University of Bergen - National Center for Atmospheric Research & University of Colorado

JANIKKE SOLSTAD VEDELER Sociology
Norwegian Social Reserach - California State University East Bay

HENRIK DAAE ZACHRISSON Psychology
University of Oslo - Boston College

KJERSTI MISJE ØSTBAKKEN Economics
Institute for Social Reserach - UC, Berkeley

GUDRUN ØSTBY Political Science
Peace Research Institute Oslo (PRIO) - University of Maryland

PHD LEVEL GRANTEES

KRISTOFFER BERG Economics
University of Oslo - UC Berkeley

SEBASTIAN JOHANSEN CONTE Political science
University of Oslo - Yale University

NANNA ALIDA GRIT FREDHEIM Journalism
Norwegian Institute for Social Research - UC San Diego

HENRIETTE WATHNE GELINK Conservation biology
Inland Norway University of Applied Sciences - US Forest Service

MARIT HENRIKSEN Psychology
NTNU - Yale University

VEDAD HODŽIĆ Astronomy
University of Birmingham - University of Chicago

NATHALIE LINN ANIKKEN HOLME Medicine
University of Oslo - University of North Texas

MARTIN ARSTAD ISUNGSET Sociology
University of Oslo - Stanford University

KRISTIAN JENSEN Geophysics
University of Bergen - UT Austin

TORA KJÆRNES KNUTSEN Economics
University of Oslo - UC Berkeley

STEHN AZTLAN MORTENSEN Russian literature
University of Bergen - Harvard University

TORILL RINGSØ Applied linguistics
NTNU - University of New Mexico

SIMON INDRØY RISANGER Operations research
NTNU - Northwestern University

MARIA SEIM Philosophy
University of Oslo - University of Arizona

AKSEL BRAANEN STERRI Philosophy
University of Oslo - Harvard University

MICHELLE SÆTERSMOEN Cancer Immunology
University of Oslo - Memorial Sloan Kettering Cancer Center

DAGFINN MØRKRID THØGERSEN Psychology
University of Southern Denmark - University of Oregon

ODA ELISABETH WIESE TVEDT History of Philosophy
Uppsala University - UC Berkeley

LISE MARIE WOLLAN PORSANGER Education
NTNU, Department of Teacher Education - University of Hawaii at Manoa

RUNE ØYERHAMN Physics
University of Bergen - Woods Hole Oceanographic Institution

MASTER'S LEVEL STUDIES

VILDE ROLAND ARNTZEN Computer Science
NTNU - UC Berkeley

AURORA DRIVEKLEPP HELGELAND Space Physics
University of Tromsø - University of Hawaii at Hilo

VEMUND FALCH Physics
NTNU - UC Berkeley

HÅVARD KATLE FJON Nanotechnology
NTNU - MIT

ADRIAN BØDTKER GHANSAH Cybernetics and Robotics
NTNU - MIT

BERNHARD PAUS GRÆSDAL Cybernetics and Robotics
NTNU - MIT

CHRISTIAN SVINGEN JOHNSEN Physics
Norwegian University of Science and Technology - UC San Diego

KASSI LOUISE JØRNSDATTER KLEPPER Space Physics
University of Tromsø - University of Hawaii at Hilo

HERMAN ØIE KOLDEN Applied Physics
NTNU - MIT

OLE BJØRN EITHUN PEDERSEN Electronics
NTNU - MIT

MASTER'S DEGREE

HAAKON RABBEN HUSØY International Affairs
Norwegian Military Academy - Columbia University

TOMAS ROSALES Business
Copenhagen Business School - Harvard University



RETURNING FULBRIGHTERS FROM 2018-19



SIMEN RINGDAHL
STANFORD UNIVERSITY
MATERIALS SCIENCE

Although studies have been a central part of my year at Stanford, I made it clear to myself that I would follow the advice that Kenneth Braithwaite gave me before I took off: “See the country, meet the people!”. I have therefore had the chance to see the California coast, and visit friends in Thousand Oaks, Los Angeles and San Diego. Furthermore, I have set foot in 34 American states the last year. Stretching from Dallas to Fargo, Boston to Honolulu, and Seattle to Miami. One of the trips in particular went to Salt Lake City where I attended the Fulbright Seminar.

The seminar was truly a great experience, and I met many fantastic people. Some of these would come visit me in Palo Alto later in the year, and some would host me during my travels to Indianapolis, Columbus, and New York. I have also been able to meet people of all backgrounds, both political, racial, religious and economical.



TONE HERMANSEN
UNIVERSITY OF MARYLAND
POLITICAL SCIENCE

The Fulbright Grant was a real door-opener in order to get to know and be a part of an American University. During my stay at Pace University in New York, I was able to get to know scholars and leaders as well as key personnel and students at the College of Health Professions.

I have recruited two scholars who hold a PhD degree to work with me in further research. We engaged in a video-conference with my Norwegian colleagues at home while at Pace in order to establish a new research group across the Atlantic Ocean... This collaborative research has the potential to have a significant impact on the field of health promotion in chronic illness internationally. The intervention and pedagogical tools will hopefully be well received in the U.S. and utilized in clinical practice to strengthen patients’ self-management. The potential for society’s gain is great if the findings are significant for improving health outcomes and self-care management.

The Fulbright Grant allowed me to live in the U.S. for a longer period and hence, to get inside the American society and to get to know a new society.



UNNI GOPINATHAN
HARVARD UNIVERSITY
PUBLIC HEALTH

I spent my Fulbright year as a fellow in health policy and insurance research at the Department of Population Medicine, Harvard Medical School and Harvard Pilgrim Health Care Institute.

Among the major benefits of being a Fulbright fellow are the many events organized by the Fulbright Visiting Scholar Enrichment Program, including day-trips and weekend trips. The first welcoming event in September was particularly helpful. After that you are invited to participate in a series of events throughout the year. I was not able to attend as many events as I would have liked, but it is something that future Fulbright fellows should keep in mind and be aware about. These are great opportunities to learn more about the U.S. and get to know other Fulbright visiting scholars.

Overall, spending one year as a Fulbright Visiting Scholar in Boston was a professional and personal experience that I have thoroughly enjoyed. I am convinced it will have a huge impact on my professional career going forward and I highly recommend others to pursue the Fulbright program.



KINE MARITA KNUDSEN SAND
BRIGHAM & WOMEN'S HOSPITAL
BIOLOGY

The last year in Boston has been a true adventure for me and my family. We have learned so much about the American culture, and how it is to live and work here. This has also brought important perspectives to our lives in Norway, and we have learned to better appreciate things that we used to take for granted such as our healthcare system, subsidized daycare, parental leave and long vacations.

Boston is a fantastic place to be as a researcher. The number of research institutions is enormous, and you get the sense that most people are working in research. For medical research, a lot of the activity is located in the medical area of Boston with Harvard Medical School and the associated teaching hospitals. This is the area where I went to work every day for the last year as a postdoctoral researcher at Brigham and Women's Hospital and Harvard Medical School. I feel very lucky that during this time I have been getting to know and work with very talented and dedicated researchers. I have learned a lot during my time here, and I will continue collaborating with my colleagues here when I go back to Norway. The past

year has involved a lot of laboratory work, and I have learned and gotten experience with several new techniques that the people here are experts in. The research project I have been working on is centered on a protein that suppresses the immune system, and the ultimate goal is to reveal the molecular mechanism behind this suppression, which means identifying receptors and interaction partners that explain the effects of this protein. The findings have implications for understanding tumor autoimmunity and immunological tolerance, immunosurveillance, and these wide implications are what makes it such an extremely interesting project, but also challenging. We have learned a lot on the way, and new important questions also keep emerging. It is a wide spanning project that can lead to many important findings in the years to come.

A very memorable experience I had during my stay in the U. S. was when I was invited for a Fulbright Outreach Lecture to a small university in Maryland, Mount St. Mary's University. The university is a private, liberal arts, Catholic university located on a beautiful campus in a rural mountain area of Maryland. I was lucky to get a tour of the campus and its National Shrine Grotto, and I also visited the nearby small

towns that are important historical sites for the Civil War, as well as the National Museum of Civil War Medicine in the city called Frederick. I was invited to give two lectures, one about Norwegian culture and my experiences with doing research in the U.S., and also one about my ongoing research. I met and discussed science and life as a scientist with many motivated and talented students and faculty. I also participated in the class "Politics of the Human Body", with very interesting discussions with the professor and students on ethical challenges related to use of human tissues and cells for research. I was amazed by the close contact between students and professors. Many of the students were interested in doing studies abroad to get to know new countries, cultures and languages, and to support this a group of professors worked specifically to assist the students and alumni with applications for highly competitive and distinguished awards such as Fulbright.

Overall the past year has been highly educational, extremely exciting and very rewarding. We will never forget our time in Boston and the U.S., and we are very grateful for the support from Fulbright that made this possible.





DCM Riley, Minister Nybø , and the 2019-20 Norwegian Grantees



2019-20 Norwegian Student Vilde Arntzen



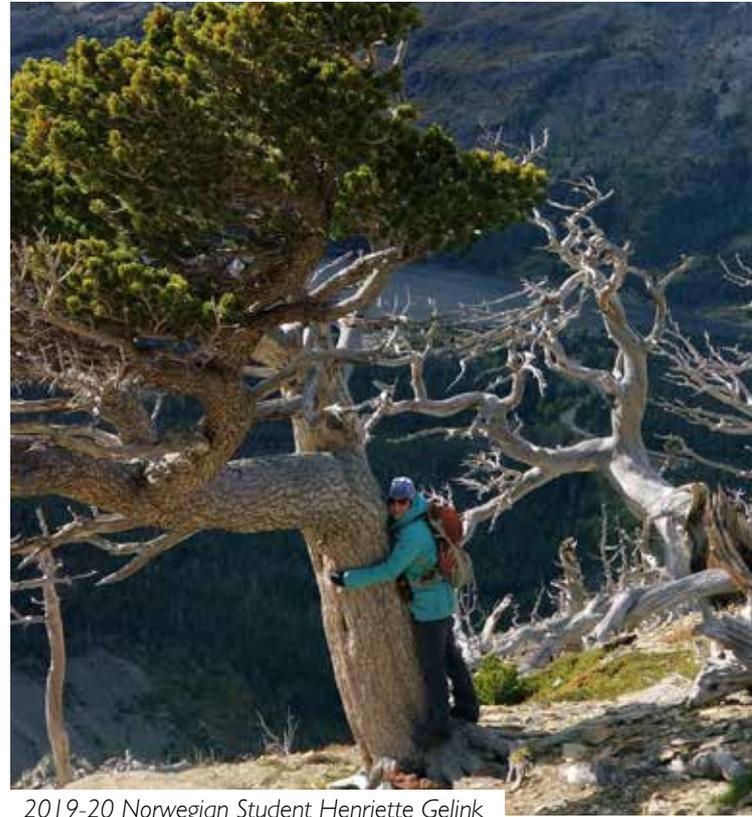
2019-20 Norwegian Grantees Kjersti Østbakken and Oda Tvedt



2019-20 Norwegian Arctic Chair Lars Smedsrud and colleagues at Scripps



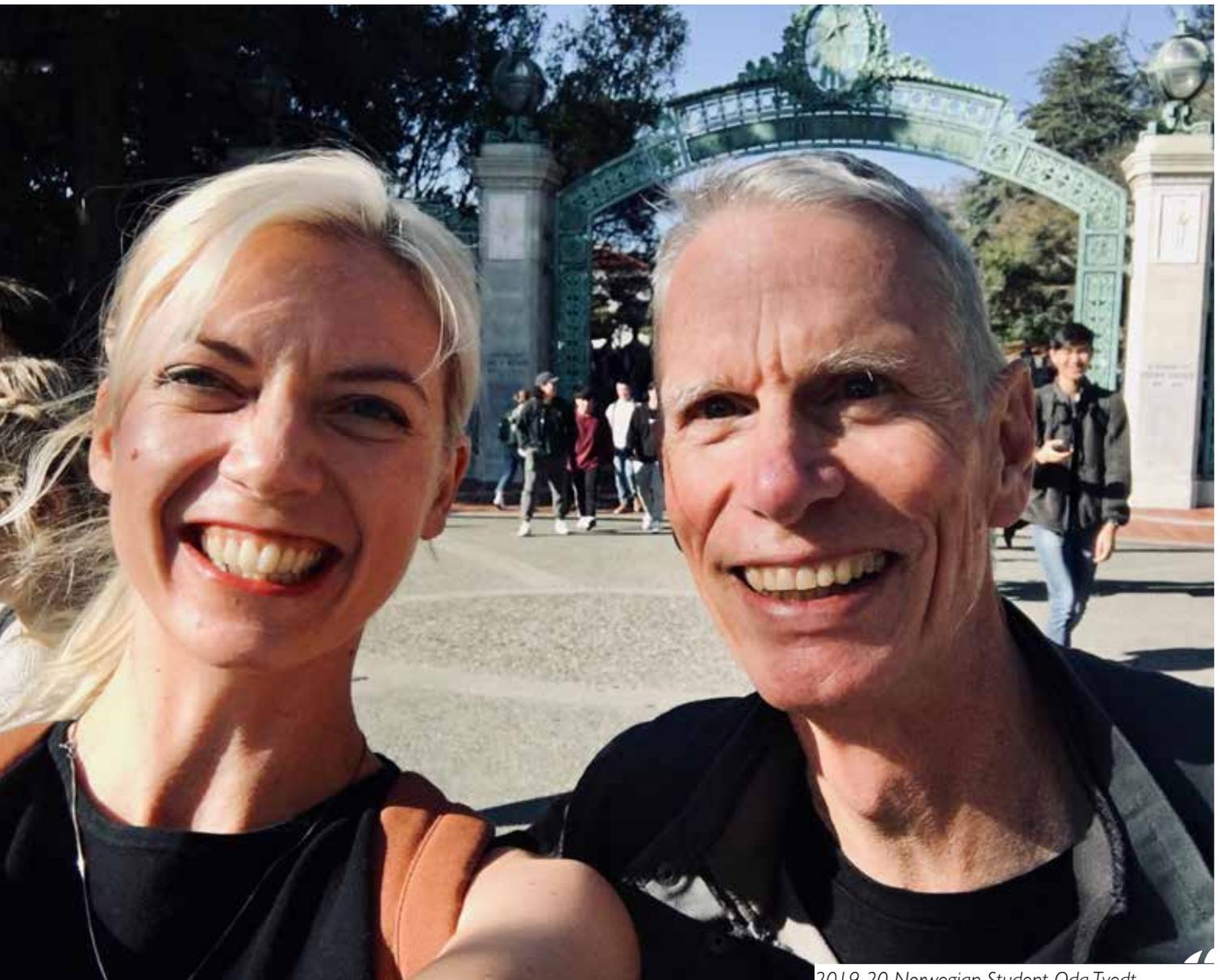
2019-20 Norwegian Scholar Jan Grue



2019-20 Norwegian Student Henriette Gelink



2019-20 Norwegian Grantees with VIPs Nybø and Riley



2019-20 Norwegian Student Oda Tvedt



ANNA-SABINA SOGGIU
YALE UNIVERSITY
SOCIAL WORK

New Haven Connecticut is kind of a small town, and I would like to call it more of a university with a town around it, than the opposite. Yale departments and campuses were everywhere you went, and the privilege of being a researcher at an Ivy League university felt kind of unfamiliar to me many times. I am a girl from a poor district of Norway, and knowing that people like the citizens of New Haven would never be granted the opportunity I had, felt unfair. Being part of Yale Program of Recovery and Community Health gave me the opportunity to get to know people from different parts of American society. 50 percent of the staff were people with lived experience with mental health and substance use problems. It was a diverse crowd of people with different backgrounds and life experiences. Discussing politics, living conditions, social services, differences, racism, and so on became part of the daily life at work. Nevertheless, as my colleagues also became my friends it felt like these topics were part and parcel of living in the U.S. In addition, out of that came both personal and professional growth. Being on a journey alone without family

I was eager to get to know people and said yes every time someone invited me to something. Therefore, I was part of every celebration during my stay. Halloween, Thanksgiving, Christmas, New Year's and Martin Luther King Day. As I lived with an American girl, I also had a friend who could introduce me to the U.S. in a different way than I think would have been possible living alone.

Academically I learned a lot. We had seminar groups and I took part in many events at Yale. Talking to and collaborating with professors and researchers I had just read and included in my reference list in academic papers was exciting and frightening at the same time. However, my experience was that I could keep my shoulders low, and really learn. It was a good working environment at Yale that made that possible. The professor I came to visit was a good colleague and mentor for me, and he became a co-author on the first paper for my PhD thesis. Just as I was a visitor, there were other PhD-Students from other countries. To meet people doing research in the same field but from other parts of the world was exciting. That they also were new in the U.S. made it easier to make friends and share both the good things being away from home, and the more difficult stuff.

New Haven is a short train ride from New York, which made it possible to go there quite often, which I did. A city where everybody has a place. I really learned to love the city, which actually never sleeps. I miss having that opportunity coming back to Norway. It was a privilege.

It was harder coming back to Norway then I had thought it would be. I actually looked forward to it as I had missed family and friends. However, after some weeks back home it dawned on me that the life I had made for myself during the 7 months I stayed in the U.S. now was gone. In addition, that I never could get that back. And thinking about it for a while I realized that what I miss the most actually is who I have had to be, being alone in such a large country with such diverse people. The U.S. is large in every respect. Nevertheless, mostly I find that the framework of who you can be and how you can live is something I miss coming back. I love Norway, but I find us to be more normative and in that sense with a somewhat narrow frame of reference for living a life. I hope to be able to go back to U.S. for work someday, and with the contacts, I made during my stay I really think that is possible.





SONDRE TESDAL GALTUNG
PENN STATE UNIVERSITY
MATHEMATICS

My stay in the U.S. has been very rewarding for my research. I have learned a lot from working with my academic host and made significant progress in writing my PhD thesis. Furthermore, I am very satisfied with having seen a lot of the U.S. other than the town I have been living in. For someone who had never been to the U.S. before, I feel that I have learned a lot about American life, and hopefully others have gained some insight about Norway through conversations I have had with them. In this respect I am extraordinarily grateful for the Fulbright scholarship which made this research stay possible. I have been thoroughly impressed with the Fulbright program throughout my grant; it provides a unique opportunity for students and researchers to connect with their peers in the U.S., and to me this has been a truly memorable experience.



KINE AURLAND-BREDESEN
UC BERKELEY
ECONOMICS

Academically, the stay was both fruitful and inspiring. I found the time that I needed to write on my doctoral thesis. I attended seminars and workshops that gave me new insights into crisis and disaster management. This inspired me to work on my own research project proposal.

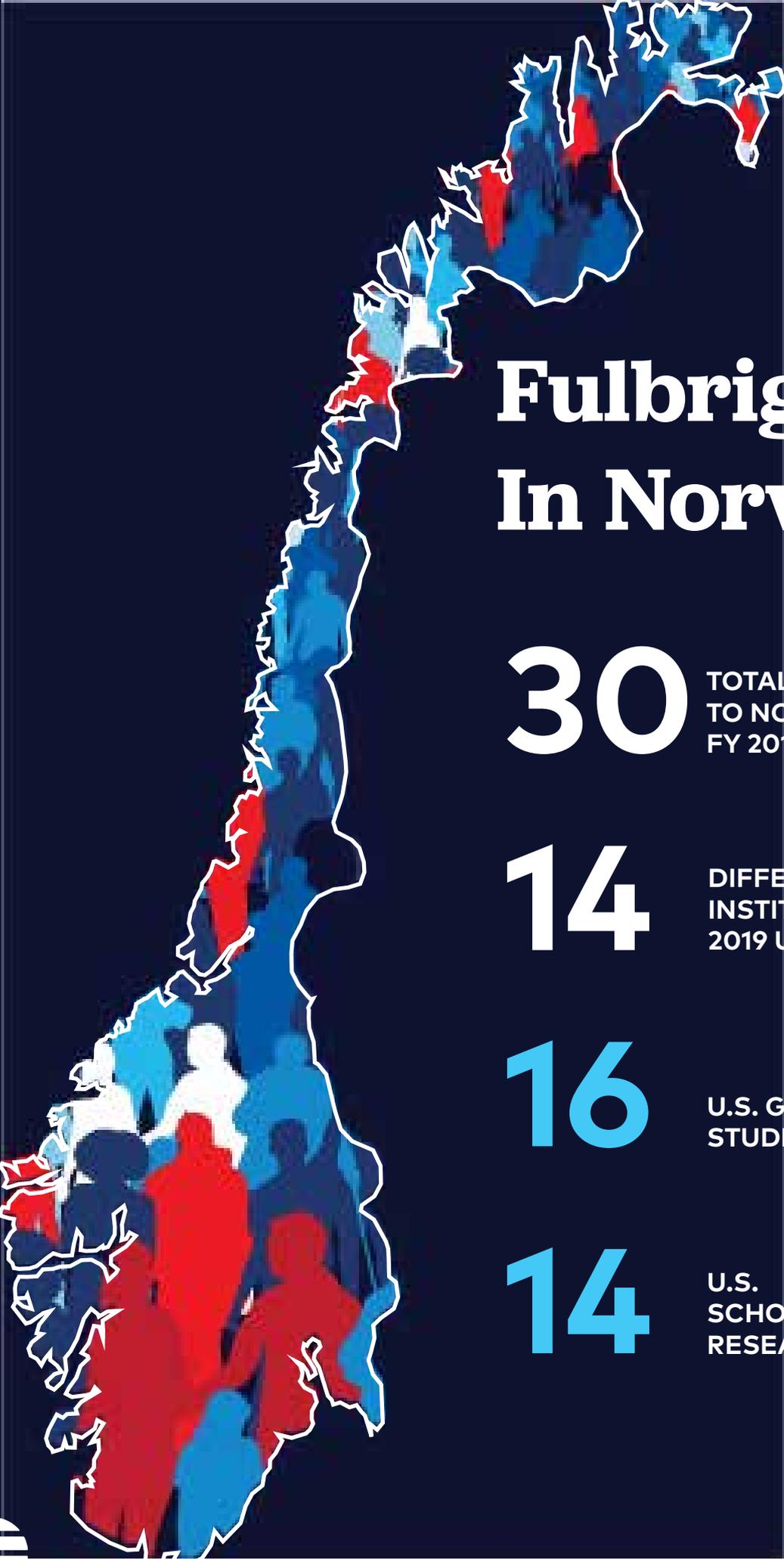
Although the academic part of the stay was rewarding, I also really treasured our everyday life in the U.S. My son was enrolled in the local school system, and in just a few months he learned English. We had a lot of fun attending different types of school events, Piñata smashing birthday parties and celebrating Halloween in the US. We made new friends we will continue to keep in contact with.

I am very grateful to the Fulbright Foundation for the opportunity to spend a semester in the US. Thank you, it has been the most fantastic experience!



KJETIL FALLAN
UC DAVIS
HISTORY

I spent my Fulbright year as a visiting scholar at the University of California, Davis. Based in the Department of Design, I've researched US-Scandinavian connections within a broader book project about the emergence of ecological design in Scandinavia. My host department – the only of its kind in the ten-campus UC system – is a bustling community with great colleagues and highly committed students. Being a visiting scholar allows you unprecedented freedom to pursue your academic interests, digging deep into your research material – but also a unique opportunity to meet with colleagues also at other institutions in the region as well as with other visiting scholars. My Fulbright year has thus been an exceptional experience of scholarly development and cultural exchange.



Fulbrighters In Norway

30

TOTAL U.S. FULBRIGHTERS
TO NORWAY FUNDED IN
FY 2019

14

DIFFERENT HOST-
INSTITUTIONS FOR THE
2019 U.S. FULBRIGHTERS

16

U.S. GRADUATE
STUDENTS & ETAs

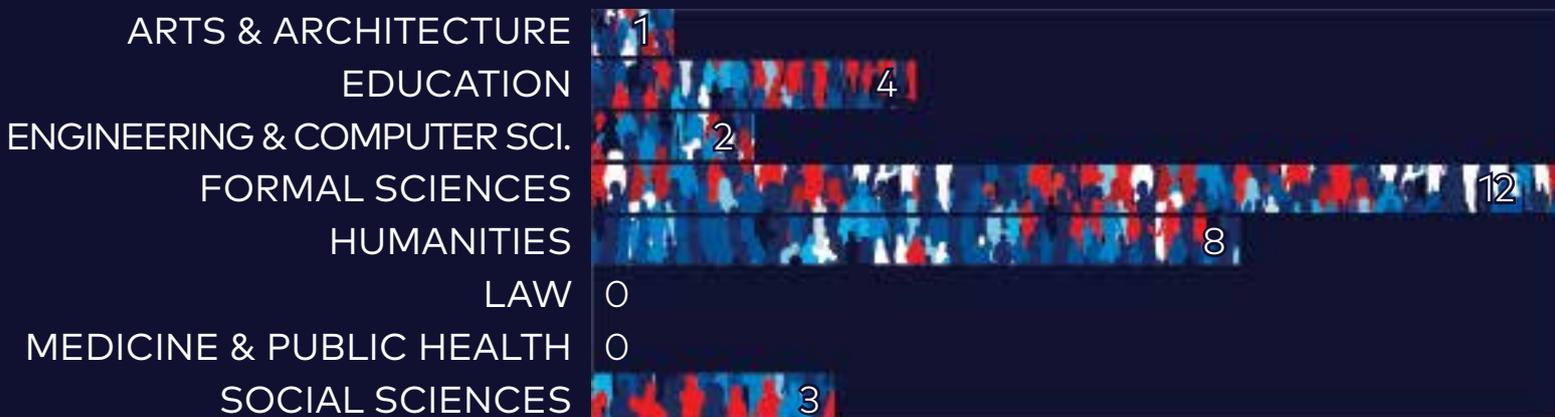
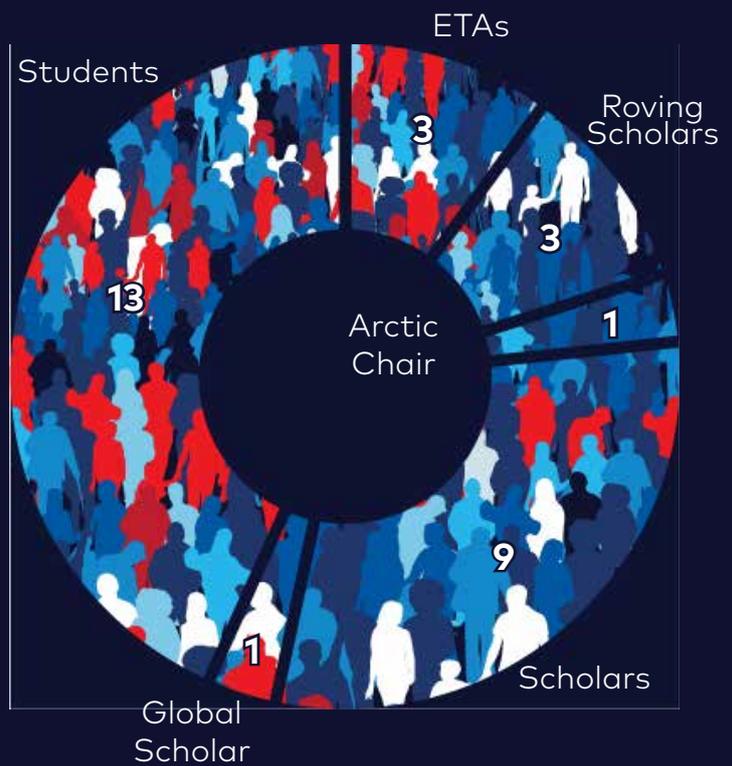
14

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 2019 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 2019-20 grantees to Norway have been studying, conducting research, and teaching on topics as diverse as arctic foxes, learning to play the Hardanger fiddle, contemporary Norwegian literature, the way gut microbiota affects childrens play, and the use of memes in Norwegian culture.

A list of the Fulbright grantees in Norway funded in FY 2019 can be found on the next page.

PROGRAM STATISTICS



THE 2019-20 AMERICAN GRANTEES

ARCTIC CHAIR

MARK MOLDWIN. Physics.
University of Bergen - University of Michigan

ROVING SCHOLARS

ANNA AGBE-DAVIES. Anthropology.
Norwegian National Centre for Foreign Languages in Education - University of North Carolina at Chapel Hill

SUSAN CLARK. Education.
Norwegian Centre for Foreign Languages in Education - University of Akron

HEATHER DODGE. Humanities.
Norwegian National Centre for Foreign Languages in Education - Berkeley City College

LECTURING/RESEARCH SCHOLARS

SHAUN GOLDING. Sociology.
Norwegian University of Science and Technology - Kenyon College

NORA MADISON-KLANG. Communications.
University of Bergen - Chestnut Hill College

ANDREW OPEL. Communications.
University of Bergen - Florida State University

SARA SPURGEON. Literature.
University of Bergen - Texas Tech University

RESEARCH SCHOLARS

SCOTT ANFINSON. Archaeology.
University of Oslo - University of Minnesota

LOUIS DEROSSET. Philosophy.
University of Oslo - University of Vermont

JAY KREHBIEL. Political Science.
University of Oslo - West Virginia University

ELISE LOCKWOOD. Mathematics.
University of Oslo - Oregon State University

NGA NGUYEN. Biology.
University of Oslo - California State University-Fullerton

RYAN O'HAYRE. Materials Science.
University of Oslo - Colorado School of Mines

TIMOTHY SISK. Political Science.
Norwegian Nobel Institute - University of Denver

ENGLISH TEACHING ASSISTANTS

ALLYSON HOFFMAN. English Teaching Assistantship.
Norwegian University of Science and Technology/Byåsen Upper Secondary School - University of South Florida

MIRANDA MORGAN. English Teaching Assistantship.
University of Bergen/Bergen Cathedral School - University of Montana

PAUL NOLAN. English Teaching Assistantship.
Norwegian University of Life Sciences/Ås Upper Secondary School - North Carolina State University

GRADUATE STUDENTS

SCOTT ADLER. Physics.
Institute for Energy Technology/University of Oslo - Colgate University

GRANT BRIGHTER. Biology.
University of Bergen - Ithaca College

THOMAS CARPENTER. Engineering.
University of Agder - Purdue University

JACINTA CLAY. Geology.
University of Bergen - Brown University

ELLEN DYMIT. Ecology.
University of Tromsø/Norwegian Institute for Nature Research - Emory University

KEEGAN GLENNON. Environmental Studies.
University of Oslo - University of Rhode Island

DANIELLE JACOBSEN. Biology.
University of Oslo - Haverford College

SHANNON MOORE. Ecology.
University of Tromsø - Saint Olaf College

JONAH SHAW. Physics.
University of Oslo - Carleton College

MARTHA TORSTENSON. Ecology.
Norwegian University of Science and Technology - Carleton College

ZOFIA WARPEHA. Musical Instrument Training - World Music.
Norwegian Academy of Music - The New School

PHD LEVEL

SEAN DRISCOLL. Philosophy.
University of Oslo - Boston College

HIGHLIGHTED 2019-20 GRANTEES



NGA NGUYEN
UNIVERSITY OF OSLO
BIOLOGY

Nguyen will study children's play behavior and gut microbiota in Norwegian preschools. She will observe preschoolers in conventional and nature preschools, to determine whether girls and boys who spend more time outdoors play in less gendered ways. She also will study the gut microbiota of both groups of children to better understand the health benefits of time in nature.



MARK MOLDWIN
UNIVERSITY OF BERGEN
PHYSICS

Moldwin will study the coupling of the Earth's upper atmosphere with space that gives rise to the aurora borealis or northern lights. This coupling is through Birkeland currents, named for their Norwegian discoverer, Kristian Birkeland. Moldwin will use a combination of ground and space-based data with modeling to probe the structure of these currents.



ZOSHA WARPEHA
NORWEGIAN ACADEMY OF MUSIC
MUSICAL INSTRUMENT TRAINING

Warpeha will study the hardingfele, a traditional Norwegian stringed instrument. Drawing from experience in improvised violin and folk music performance, she will develop her compositional voice and a lexicon of instrumental technique that bridges traditional and contemporary styles, culminating in the creation and performance of a new work for hardingfele.



SHAUN GOLDING
NORWEGIAN UNIVERSITY OF
SCIENCE AND TECHNOLOGY
SOCIAL SCIENCES

Golding will collaborate with other social scientists on a study of rural labor migration. He will conduct research to better understand the ecological dynamics of immigrant labor regimes, as well as changes to newcomers' environmental beliefs and habits after settling in rural Norway.



SHANNON MOORE
UNIVERSITY OF TROMSØ
ECOLOGY

Moore will investigate the efficiency of the current red fox culling program in northern Norway where red fox outcompete endangered arctic fox. Moore will use camera traps to study red fox population demographics and apply modeling to analyze the data. The results will aid in implementing more effective conservation strategies for the arctic fox.



THOMAS CARPENTER
UNIVERSITY OF AGDER
ENGINEERING

Carpenter will investigate novel materials to be used in a new class of hydrogen fuel cells called solid oxide fuel cells. These fuel cells could be the key to efficiently converting large stores of hydrogen to electricity in order to meet power deficits in grids supplied by fluctuating renewable energy sources.



Ambassador Braithwaite and the 2019-20 American Grantees



2019-20 US Scholar Elise Lockwood



2019-20 US Student Ellen Dymit with arctic fox cub



2019-20 US Arctic Chair Mark Moldwin



Roving Scholar Susan Clark feeds a camel



2019-20 US Student Grant Brighter



2019-20 US Scholar Elise Lockwood



2019-20 US Scholar Andy Opel

FULBRIGHTERS FROM 2018-19



ARUNIMA VIJAY

NORWEGIAN UNIVERSITY OF
SCIENCE AND TECHNOLOGY
LINGUISTICS

As a first generation college student, I never had the opportunity to study abroad or travel during my undergraduate. The Fulbright was a dream for me because it allowed me to gain a wider perspective on my society and American culture – an experience that I would not have had for many years to come otherwise. Learning Norwegian, working at a Norwegian research institution and learning about the Norwegian education and healthcare systems has helped me understand more about my own American society than I could ever have predicted. Removing myself from my culture and being able to critically look back at it has given me a perspective that will be incredibly useful in my future career as a physician. Similarly, understanding the different problems facing Norwegians and Americans has also made me understand that no society, regardless of wealth or happiness indexes, is perfect. Opportunities like the Fulbright allow for cultural synthesis and sharing of knowledge amongst individuals who would otherwise never cross paths.



CHRIS INGRAHAM

UNIVERSITY OF MARYLAND
COMMUNICATION

Regret is not something that I've ever much meddled with, and I can't imagine this year, when I look back on it as I am doing now, will be an exception. I tried at every chance to say "yes" instead of "no," to push comfort zones, to listen and to learn, and to maintain what comforts and routines from home my family and I needed to remain familiar to ourselves and to fortify ourselves against the reality we knew would eventually come: that before too long we'd have to leave and go back home. I think all of us would stay here if we could, and maybe that will come to pass in a different way down the road. Who knows. You may be seeing another application from me on my next sabbatical. I've become a big lover of Norway, a huge advocate of the Fulbright program, and grateful for every step of the way. Thanks for making this possible.



LAURA BECK

NORWEGIAN UNIVERSITY OF
SCIENCE AND TECHNOLOGY
ENGINEERING

Overall, my time so far in Norway has allowed me to grow in ways I could not have expected. I'm incredibly grateful for this opportunity to live and interact with a culture known internationally for policies so opposite from what I'm used to in the US. The culture in general is so different from how I was raised but also in many ways familiar and not so out-of-reach. Making friends with fellow Fulbrighters and some Norwegians has sparked some deep conversations about culture, society, and the things each of us may consider normal from our point of view. I've gained a new appreciation for challenging the status quo, and am empowered by this experience to make positive changes in my community when I return. I try my best each day in Norway to give a perspective into America that is not so well publicized. A perspective appreciating the diversity that challenges and enriches our society and makes it far more than just the sum of the ridiculous news reports that are rarely read past the headline. Practicing having hard conversations about the errors and successes in my own nation has also helped me see both in Norway.



TYLER CHAPMAN
UNIVERSITY OF OSLO
PHYSICS

I had the pleasure of conducting research under a grant from my undergraduate institution, the University of New Hampshire, for ten weeks during the summer of 2017. This meant that my stay in Norway under the Fulbright grant was not my first encounter with this country or its people. But I have now spent a much more significant time in Norway and, while I felt like a visitor during the entirety of my first stay, I now feel like I have made a new home here. And with that comfort comes a much deeper understanding of this country, one that can only be gleaned with time. One aspect of Norwegian culture that I did not get to experience until this Fulbright period was a Norwegian winter, which was the center of most of my preconceptions about Norway and its people. In some ways, many of these preconceptions proved true: Norwegians tend to love the winter and the unique opportunities to engage with nature and sport that it brings. Among other things, I've found Norway to be a country of healthy people with a deep love for the natural beauty that surrounds them, which informs a work-life balance far more favorable than

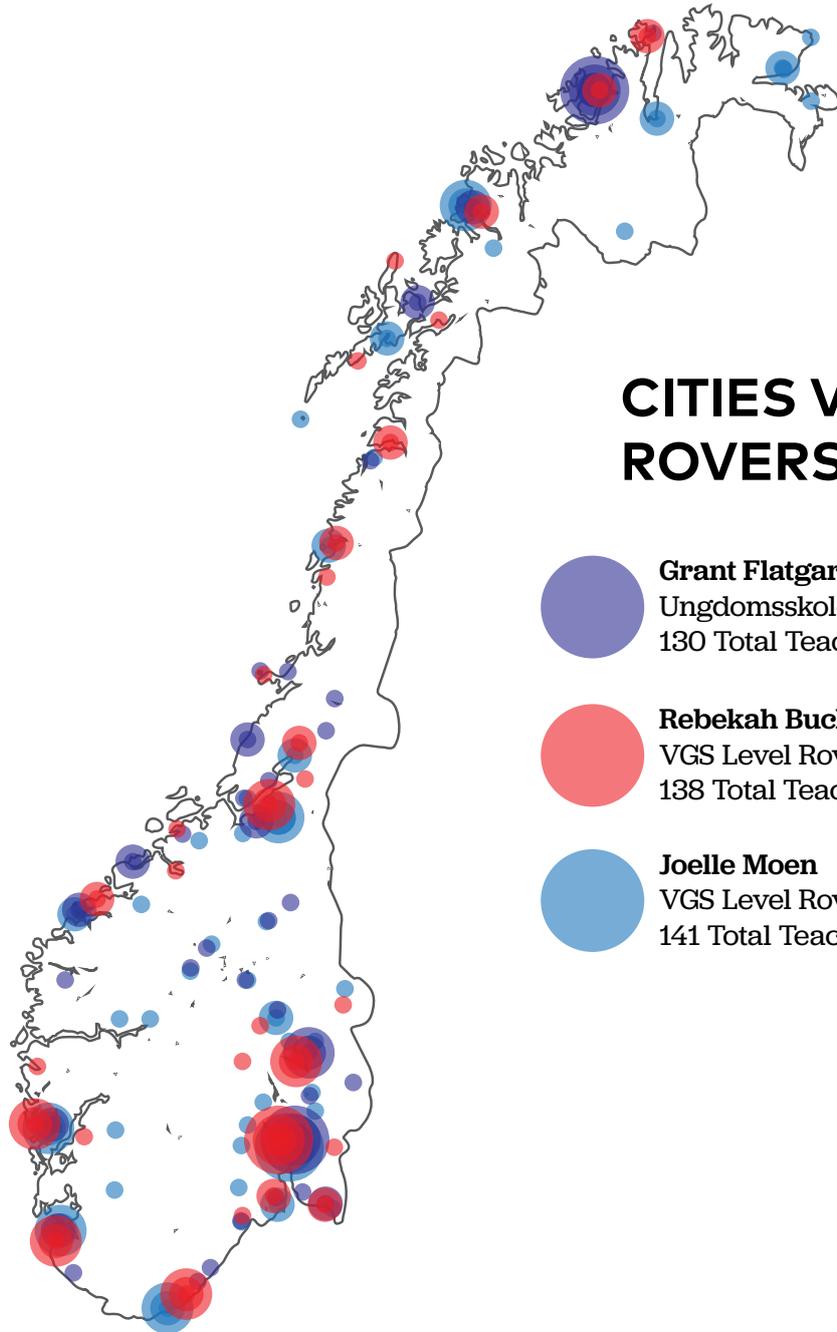
what I had become accustomed to in the United States. I have found myself living a much more balanced and healthful life than prior to this Fulbright year, which I attribute to a much more active and far less stressful culture. This is something in particular that I hope to bring back to the United States, not only for myself, but share a bit of the Norwegian way of living, where (much to my initial surprise after learning academic faculty here don't work from 7am to 7pm in their office) productivity is just as high as in an American setting but is achieved in a far more sustainable manner.

Along the lines of personal growth, the research opportunities I have engaged in here have incubated more growth as an academic than I would have ever expected. I was quite excited for the Fulbright grant initially as it was a way to experience being a full-time researcher, something that I have wanted ever since first beginning my research career nearly five years ago; but I did not expect the challenges that would accompany this journey. One of the biggest hurdles sprang fourth from the same element of my project that I found to be most exciting initially: independence. Since I have been affiliated with two different research groups and have

been conducting a research project that is both new and outside any currently existing efforts (albeit well inside the respective competences of both affiliates) I have been required to be, at times, my own director and my own teacher. While these are both invaluable skills to develop for someone who plans to remain in a research field professionally, they presented themselves as unexpectedly daunting challenges at a number of junctions. But so far, I have adapted as necessary to overcome these challenges and, in the process, become a more effective, independent, and confident scientist, for which I am extremely grateful.

All things considered, the breadth of my experiences in Norway have thoroughly surpassed my own expectations and have most certainly left me improved. I know there are many things about this Fulbright year that I will carry with me always: some professional, some social, some personal. But one thing I can be sure of is that nothing about this experience would have been the same without the expert guidance of the Fulbright-Norway office, to whom I will be forever grateful that made this possible.





CITIES VISITED BY ROVERS IN 2018-19

- 
Grant Flatgard
 Ungdomsskole Rover
 130 Total Teaching Days
- 
Rebekah Buchanan
 VGS Level Rover
 138 Total Teaching Days
- 
Joelle Moen
 VGS Level Rover
 141 Total Teaching Days

TOP 5 COUNTIES

REBEKAH BUCHANAN		JOELLE MOEN		GRANT FLATGARD	
 Oslo	17	 Rogaland	22	 Troms	22
 Nordland	14	 Nordland	14	 Trøndelag	15
 Trøndelag	14	 Oslo	12	 Hedmark	12



ROVING SCHOLARS



2019-20 Roving Scholars

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 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 fake news and media bias, American cultural artifacts, and the role of students in the Civil Rights movement. Options for teachers include workshops that augment the content presented to students and workshops focused on teaching methods such as problem-based learning, social-emotional learning, teaching research and writing with infographics, and teaching with material culture.

The U.S.-Norway Fulbright Foundation views the Roving Scholar program as an essential bridge between its academic and public diplomacy roles. The Foundation published its annual Roving Scholar report in June, 2019

559

TOTAL VISITS BY
THE 2018-19 ROVING
SCHOLARS



26,685

TOTAL STUDENTS AND
TEACHERS TAUGHT BY
THE 2018-19 ROVING
SCHOLARS



177

DIFFERENT SCHOOLS
VISITED BY THE 2018-
19 ROVING SCHOLARS



181

WORKSHOPS PRE-
SENTED REVOLVING
AROUND FAKE NEWS



OTHER PROGRAMS



Jody Polleck at Edvard Munch



Andrew Hartman presenting at UiO

and gave an open talk to Oslo-based trade unions.

INTERCOUNTRY LECTURING PROGRAM

More than 250 U.S. scholars in Europe were available to present on their research in other countries in Europe in 2019 via the Fulbright Intercountry Lecturing Program. Two scholars visited Norway through this cost-share program in which FF/N covered each scholar's airfare and the Norwegian host institution covered meals and lodging:

UNIVERSITY OF STAVANGER, Kelly Sultzbach, Literature, gave a guest lecture in the Greenhouse Environmental Humanities Seminar Series.

WESTERN NORWAY UNIVERSITY OF APPLIED SCIENCES, Benjamin Filene, History, gave the keynote speech at the Nordic Association for American Studies Conference 2019 on the theme "Monuments".

EDVARD MUNCH UPPER SECONDARY SCHOOL, Jody Polleck, Education, gave the keynote speech at a seminar for high school English teachers in the Oslo school district.

UNIVERSITY OF OSLO, Andrew Hartman, History, gave a guest lecture on his forthcoming book *Karl Marx in America*.

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 FY2019:

June 2019 Professor **Vivian Hilda Price** visited the University of Oslo on a project named WAGE: Work, labour and greening the economy. Dr Price took an active part in the all-team project meeting, including giving a talk to the group. She also led a Research Seminar and a methods workshop with PhDs and staff,

June 2019 Artist and professor **Lori Ann Hepner** visited the Træna Festival, one of Norway's most beautiful cultural events situated on the Træna archipelago in the northern part of Norway. Through her "Recycling for Sculptures: 3D printing with Local Recycling" project, Hepner started a community learning process focused on how to be creative in dealing with the problem of sea litter. A 3D printing studio was set up and she held community workshops with a focus on reaching local youth. The workshops focused on local Stone Age era historical findings which participants replicated in recycled plastic. Hepner also created activities for the Træna Festival designed to keep it litter-free and to recycle some of the plastic being used at the festival.

August 2019 **Dr. Dianne Morrison-Beedy** visited the Lovisenberg Diaconal University College (LDUC). During four weeks she gave three guest lectures, held five workshops, drafted a scholarly publication co-authored by faculty from LDUC and the Ohio State University. In addition plans were made for student and staff mobility (bilateral) in 2020 and 2021.

September 2019 **Dr. Leland Mayne** visited the University of Oslo, Norwegian Centre for Molecular Medicine Norway on a project named "Hydrogen-deuterium exchange coupled to mass spectrometry". Dr. Mayne helped in installing the program that was developed by team in his present lab. This involved a significant adaptation for Water system used in the lab.

September 2019 **Dr. Charles Howland** visited UiT, The Arctic University of Tromsø on a project in "Experimental Programming for Energy and Climate Change Law". Dr. Howland provided the hosts with insights, materials, sources, and suggestions of assignments they had not considered before, while also providing vital knowledge of US law that UiT was lacking.

ALUMNI



70TH Anniversary cake



Winners of the FAAN Article Awards, with Iselin Nybø and Bjørn Erik Mørch

THE FAAN ALUMNI BOARD

Seven Norwegian Fulbright alumni served on the FAAN board to promote alumni engagement and advance academic and cultural ties between Norway and the United States. In addition to recognizing two alumni with monetary prizes for their academic articles, FAAN hosted an event with 2017 Young Researcher award winner Sofie Høgestøl. She presented on impunity and the future of international criminal prosecutions in June. The association also co-hosted a networking event for Arctic professionals.

THE FAAN ARTICLE OF THE YEAR AWARD

Leif Oltedal received the sixth annual FAAN Article of the Year Award for his lead authorship of «Volume of the Human Hippocampus and Clinical Response Following Electroconvulsive Therapy» in *Biological Psychiatry*. The article was the result of international research initiated and lead by Oltedal to explore the mechanisms that make electroconvulsive therapy effective for patients with severe depression who have not been helped by other treatments.

Anna Dahl Myrvang was selected for the FAAN Young Researcher award for being lead author of «Hippocampal Subfields in Adolescent Anorexia Nervosa» in *Psychiatry Research: Neuroimaging*. The study examined the effects of anorexia, an often long-lasting eating disorder, on brain development among female adolescents. It found reduced volume of the hippocampus, the part of the brain associated with learning and emotional regulation, in patients with anorexia

ARTICLES PUBLISHED BY US STUDENTS

US student grantees often come to Norway to engage in a year of research. FF/N is pleased that several recent US student alumni co-published articles with their Norwegian hosts:

Maeve McGovern '14-'15 and her advisors Jørgen Berge (UiT) and Paul Renaud (Akvaplan-niva), published "Hyperbenthic food-web structure in an Arctic fjord," in the *Marine Ecology – Progress Series*.

Serina Robinson '15-'16, advisor Mette Svenning, and others at UiT published "Widespread soil bacterium that oxidizes atmospheric methane," in the *Proceedings of the National Academy of Sciences of the United States of America*.

Yvette Schein '16-'17, her academic advisor Brita Winje (Norwegian Institute of Public Health), and a few others published, "Treatment completion for latent tuberculosis infection in Norway: a prospective cohort study" in *BMC Infectious Diseases*.

In addition, Onni Irish '17-'18 was sole author of an article about her research in Norway, "Identifying ecological hotspots in the United States and Norway: Turning ecosystem-based management into practice?" in *Marine Policy*.



BOARD OF DIRECTORS



ANDREAS FØLLESDAL
CHAIRMAN OF THE BOARD
UNIVERSITY OF OSLO



KRISTIN DANIELSEN
RESEARCH COUNCIL OF NORWAY



DORIS JORDE
UNIVERSITY OF OSLO



DAG KAVLIE
NTNU (RETIRED)



TRISTRAM PERRY
US EMBASSY OSLO



YNGVILD WASTESON
NORWEGIAN UNIVERSITY OF
LIFE SCIENCES



WILLIAM WARNER
NORWEGIAN UNIVERSITY OF
LIFE SCIENCES (RETIRED)



WILLIAM WHITAKER
US EMBASSY OSLO

HONORARY CHAIRS



KENNETH BRAITHWAITE
U.S. AMBASSADOR TO
NORWAY



INE ERIKSEN SØREIDE
NORWEGIAN MINISTER OF
FOREIGN AFFAIRS

STAFF



PETTER NÆSS
EXECUTIVE DIRECTOR



RENA LEVIN
PROGRAM OFFICER



KEVIN MCGUINNESS
FINANCIAL OFFICER



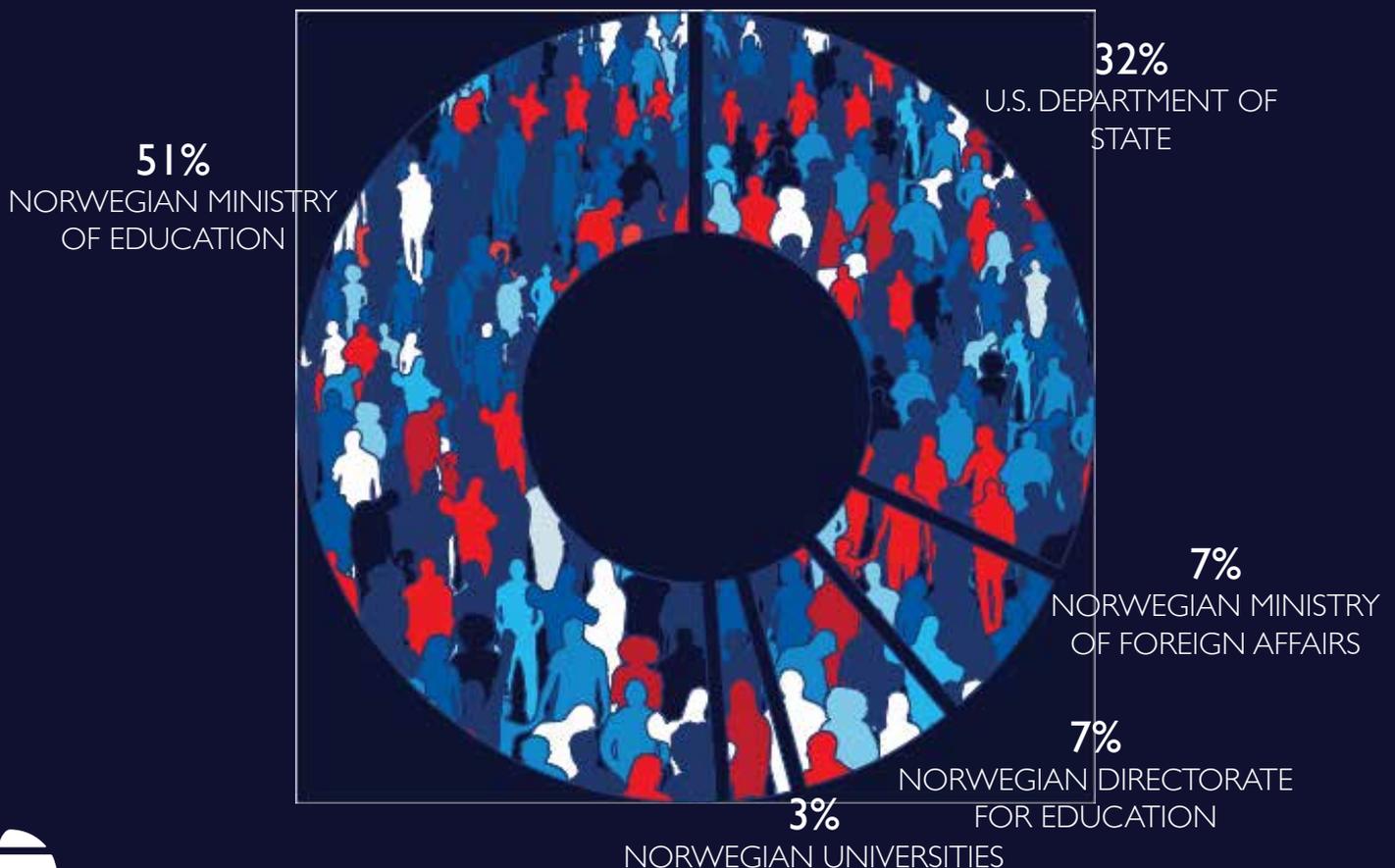
CATHRINE NORDAHL
SENIOR PROGRAM ADVISOR

FINANCIAL REVIEW

YEAR ENDED SEPTEMBER 30,
ALL VALUES IN NOK

	2019	2018
TOTAL FUNDING	17,242,702	16,546,980
GRANT EXPENSES	11,461,000	11,902,000
GRANT-SUPPORTING EXPENSES	1,335,465	1,162,848
ADMIN EXPENSES	4,579,971	4,214,697

SOURCES OF FUNDING



ARCTIC CHAIR FUNDING



TOTAL FUNDING (NOK in millions)



To the General Meeting of U S Norway Fulbright Foundation for Educational Exchange

Independent Auditor's Report

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of U S Norway Fulbright Foundation for Educational Exchange showing a loss of NOK 140 137. The financial statements comprise the balance sheet as at 30 September 2019, the income statement for the year then ended, and a summary of significant accounting policies.

In our opinion, the accompanying financial statements are prepared in accordance with law and regulations and give a true and fair view of the financial position of the Company as at 30 September 2019, and its financial performance for the year then ended in accordance with the financial reporting provisions set out in notes to the financial statements.

Basis for Opinion

We conducted our audit in accordance with laws, regulations, and auditing standards and practices generally accepted in Norway, including International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Company as required by laws and regulations, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other information

Management is responsible for the other information. The other information comprises Letter from the Governing Board FY 2019, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.



Responsibilities of the Board of Directors and the Managing Director for the Financial Statements

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

In preparing the financial statements, management is responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern. The financial statements use the going concern basis of accounting insofar as it is not likely that the enterprise will cease operations.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with laws, regulations, and auditing standards and practices generally accepted in Norway, including ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

For further description of Auditor's Responsibilities for the Audit of the Financial Statements reference is made to <https://revisorforeningen.no/revisjonsberetninger>

Oslo, 5 December 2019
PricewaterhouseCoopers AS

Bente Norbye Lie
State Authorised Public Accountant
(This document is signed electronically)

INCOME STATEMENT

	NOTE	AS OF SEPTEMBER 30,	
		2019	2018
U.S. DEPARTMENT OF STATE		5 636 805	4 956 660
FEDERAL ASSISTANCE AWARD		0	0
NORWEGIAN MINISTRY OF FOREIGN AFFAIRS		1 200 000	1 200 000
NORWEGIAN MINISTRY OF EDUCATION & RESEARCH		8 845 000	8 596 000
NORWEGIAN DIRECTORATE FOR EDUCATION & TRAINING		1 226 000	1 226 000
NORWEGIAN UNIVERSITIES		499 500	500 000
INSTITUTE OF INTERNATIONAL EDUCATION		0	0
BROUGHT FORWARD RESERVES		-164 603	68 320
FROZEN NORWEGIAN EDUCATIONAL FUNDS		0	0
TOTAL REVENUE		17 242 702	16 546 980
ADMINISTRATION		4 579 971	4 214 697
NON-GRANT – PROGRAM		1 335 465	1 162 848
NORWEGIAN GRANTEES		5 755 000	6 192 000
U.S. GRANTEES		5 706 000	5 710 000
TOTAL OPERATING EXPENSES		17 376 436	17 279 545
RESULT OF OPERATIONS		-133 734	-732 565
INTEREST RECEIVED 31.12		3 970	4 667
ACCUMULATED INTEREST 30.09 TO FUND		25 628	9 306
RESULT OF THE YEAR		-104 137	-718 591
COVERED BY CARRY-FORWARD SUNDRY RESERVES BROUGHT FORWARD TO CARRY-FORWARD SUNDRY RESERVES BROUGHT FORWARD TO OPERATING RESERVES		104 137	718 591

THE FINANCIAL STATEMENTS HAVE BEEN PREPARED ACCORDING TO THE FUNDAMENTAL ACCOUNTING PRINCIPLES, VALUATION PRINCIPLES AND PRINCIPLES OF CLASSIFICATION SET OUT IN THE NORWEGIAN ACCOUNTING ACT CHAPTER 4, 5 AND 6.

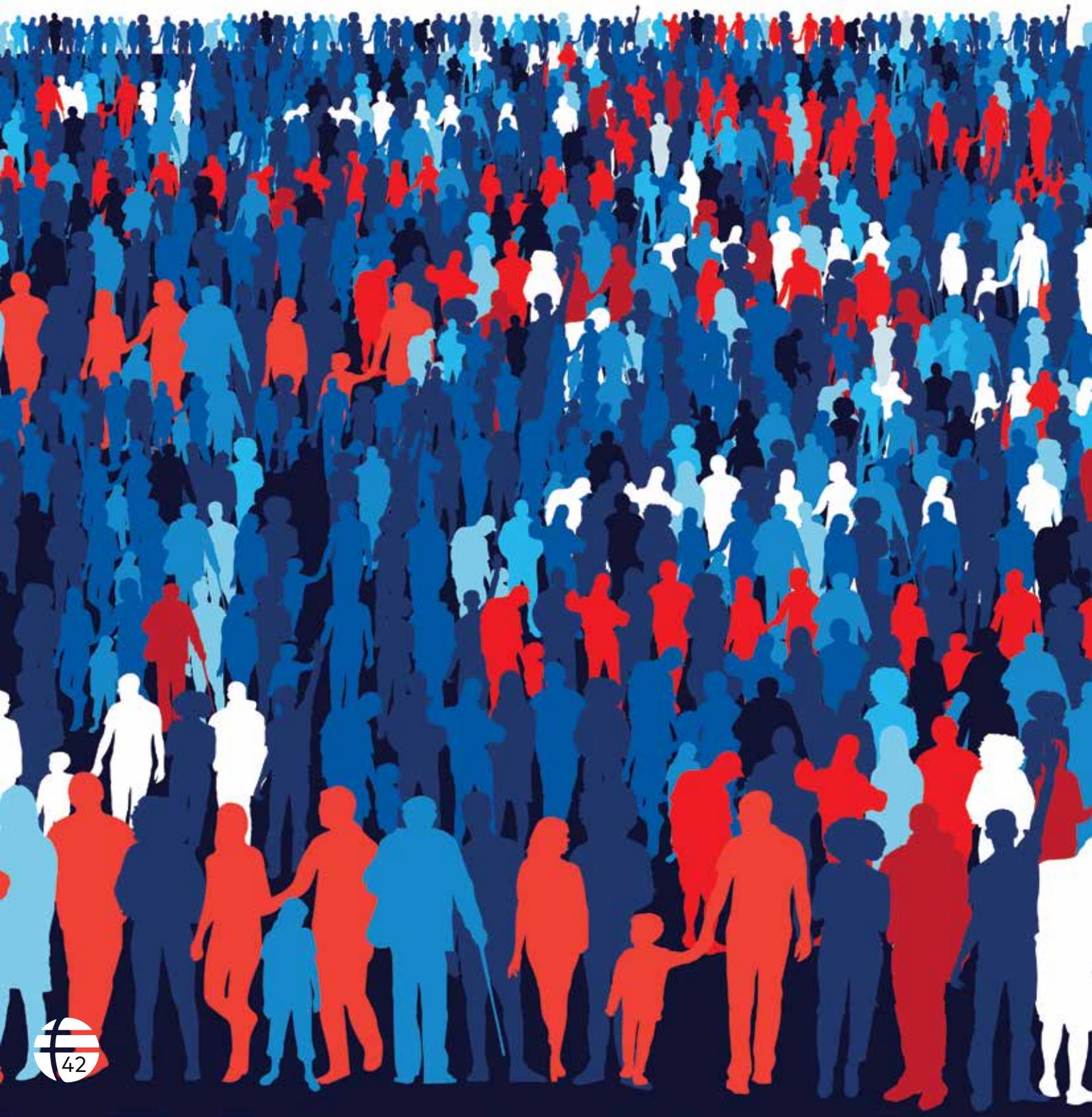
BALANCE SHEET

ASSETS

	NOTE	SEPTEMBER 30,	
		2019	2018
CURRENT ASSETS			
DEBTORS			
U.S. DEPARTMENT OF STATE		0	0
FEDERAL ASSISTANCE AWARD		0	0
MINISTRY OF FOREIGN AFFAIRS		0	1 200 000
NORWEGIAN DIRECTORATE FOR EDUCATION & TRAINING		0	0
NORWEGIAN UNIVERSITIES		554 000	500 000
OTHER DEBTORS – INTERESTS		25 628	9 306
OTHER DEBTORS -		283 499	103 367
TOTAL DEBTORS		863 127	1 812 674
BANK, DEPOSITS, CASH IN HAND ETC.			
CURRENT ACCOUNT		327 416	370 542
U.S. SOURCE FUNDS A/C		3 059 646	2 502 528
NORWEGIAN SOURCE FUNDS A/C		1 068 546	1 007 948
OPERATING RESERVES A/C		1 354 921	1 350 455
USD A/C		0	0
HERMELIN A/C		0	1 089
INCOMETAX A/C		116 453	106 320
DEPOSIT A/C		82 316	82 275
HIGH INTEREST A/C		5 038 531	4 212 286
PETTY CASH		385	337
TO FUND		11 048 214	9 640 347
TOTAL CURRENT ASSETS		11 911 341	11 453 021
LONG TERM ASSETS			
FURNITURE AND FIXTURES		52 383	73 336
TOTAL LONG TERM ASSETS		52 383	73 336
TOTAL ASSETS		11 963 724	11 526 356

EQUITY AND LIABILITIES

	NOTE	SEPTEMBER 30,	
		2019	2018
EQUITY			
CAPITAL ACCOUNTS			
HERMELIN A/C		0	0
OPERATING RESERVES		1 354 921	1 350 455
NORWEGIAN EDUCATIONAL FUNDS		118 693	118 693
ARCTIC CHAIR FUNDS		0	0
SUNDRY RESERVES		3 708 527	3 812 664
TOTAL CAPITAL ACCOUNTS		5 182 142	5 218 813
LIABILITIES			
CURRENT LIABILITIES			
COMMITMENT NORWEGIAN GRANTEES		880 000	467 000
COMMITMENT U.S. GRANTEES		4 323 226	4 446 570
COMMITMENT NON-GRANT PROGRAM		1 161 211	961 248
TRADE CREDITORS		34 826	29 273
PUBLIC DUTIES PAYABLE		156 548	136 960
OTHER SHORT-TERM LIABILITIES - HOLIDAY PAY		225 770	203 493
TOTAL CURRENT LIABILITIES		6 781 582	6 244 544
TO FUND		11 963 724	11 526 356





U.S.-NORWAY FOUNDATION FOR EDUCATIONAL EXCHANGE

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