



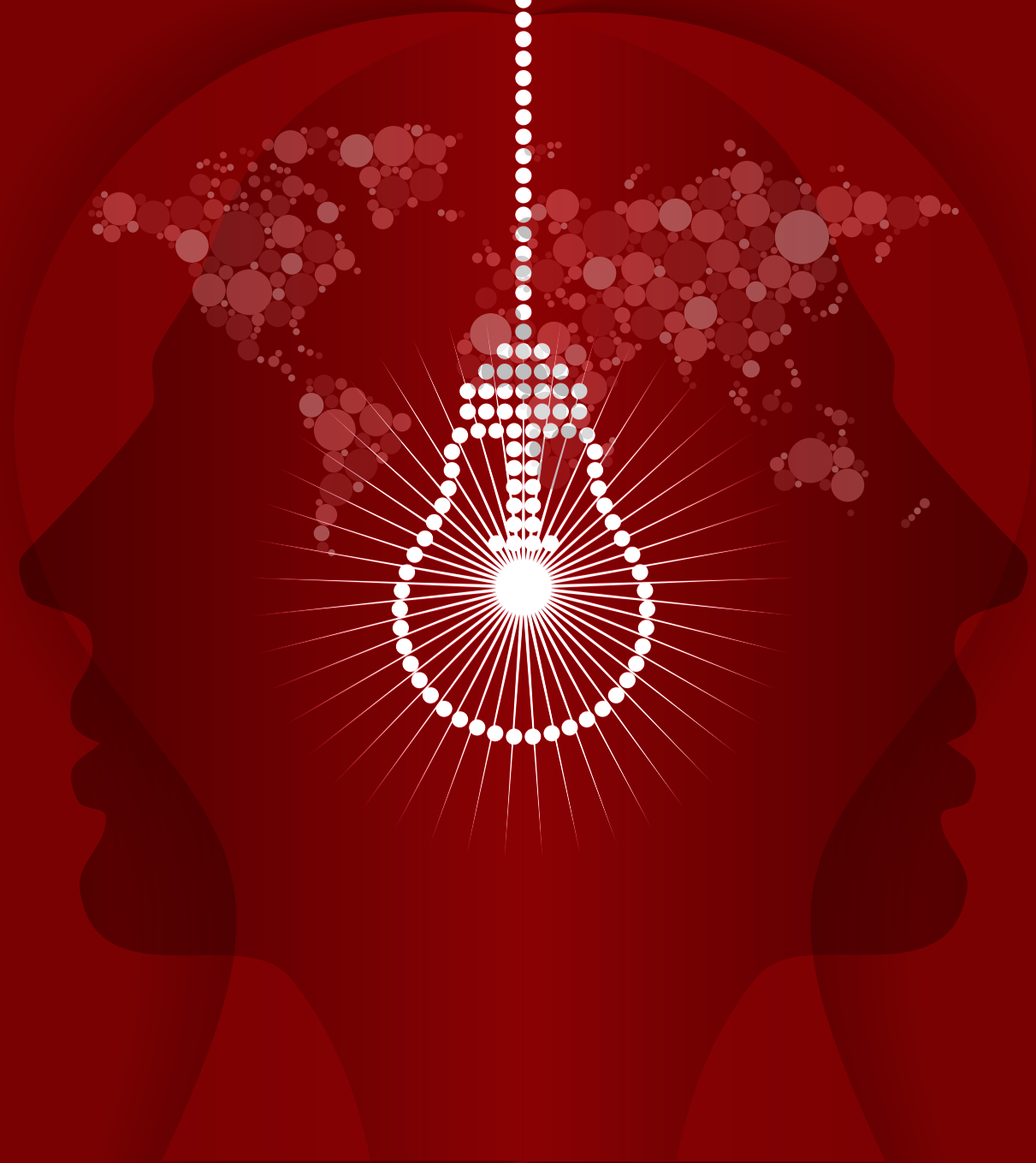
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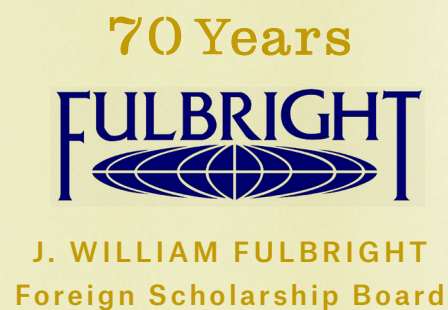


J. WILLIAM FULBRIGHT
FOREIGN SCHOLARSHIP BOARD
ANNUAL 2016 REPORT

“Our future is not in the stars but in our own minds and hearts. Creative leadership and liberal education, which in fact go together, are the first requirements for a hopeful future for humankind. Fostering these—leadership, learning, and empathy between cultures—was and remains the purpose of the international scholarship program....”

SENATOR J. WILLIAM FULBRIGHT
[from *The Price of Empire*, 1967]





“The rapprochement of peoples is only possible when differences of culture and outlook are respected and appreciated rather than feared or condemned, when the common bond of human dignity is recognized as the essential bond for a peaceful world.”

SENATOR J. WILLIAM FULBRIGHT

[Acceptance Speech at the Onassis Athinai Award
Presentation, 1989]

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President Harry S. Truman signing the Fulbright Act, August 1, 1946
(left to right: Senator J. William Fulbright; President Truman; Assistant Secretary of State for Public Affairs William Benton)

It is remarkable to think that it has been over 70 years since President Harry S. Truman signed into law the bill introduced by Senator J. William Fulbright of Arkansas, which created the flagship Fulbright Program.

Today, the Fulbright Program stands as a testament to the power of a good idea. Through partnerships with 180 countries around the globe, Fulbright has launched a network of over 370,000 distinguished alumni who have profoundly enhanced our mutual prosperity, security, understanding, and opportunities as people.

Fulbright makes it possible for U.S. embassies and partner governments to identify and foster future leaders in priority fields and develop both their skills and their appreciation for the value of our international relations. More than 1,200 U.S. institutions host or send students or scholars each year. Both from my perspective as the Chair of the J. William Fulbright Foreign Scholarship Board, and as the former president of Pitzer College, I am acutely aware of the unique value of Fulbright as a program with transformative impact on individuals, institutions and local communities. Fulbright ensures that all across the world, there are Americans who speak the language, understand the culture, and have formed strong and lasting relationships in other countries, and foreign Fulbright alumni who have significant experience in and enduring



Message from the Chair

ties to the United States—all of which has profound implications for U.S. national security and economic prosperity. As former Senator Richard G. Lugar recently said, “Senator Fulbright understood that a great nation must continue to invest in its own wisdom and capabilities for human interaction. He understood that no amount of military strength or even skillful decision-making could make up for a lack of alliances, trading partners, diplomatic capabilities, and international respect. Alliances work over long periods of time only when leaders and citizens continually reinvigorate the union and its purposes.”

Fulbright alumni continue to advance critical priorities around the world as innovators, activists, policymakers, researchers, and teachers—pursuing groundbreaking work in the STEM fields, social sciences, humanities, and the arts. Among the ranks of Fulbright alumni today are: 37 current or former heads of state or government, 57 Nobel Laureates, 82 Pulitzer Prize winners, 70 MacArthur Fellows and 16 Presidential Medal of Freedom recipients as well as leaders, researchers, and entrepreneurs who have invented products and developed businesses to aid in solving international issues. These Fulbrighters wield extraordinary influence worldwide. They include job creators like Craig Barrett, the former Chair of Intel, George Whitesides, who heads Virgin Galactic’s efforts to bring passenger flights to space, and Hilda Ochoa-Brillembourg, President and Chief Executive Officer of Strategic Investment Group. Upon returning to their home countries, institutions, or classrooms, Fulbrighters share their stories and experiences—creating what is referred to as

the “The Fulbright Effect”—that positive and ongoing force for collaboration, growth, inquiry, learning, and world-changing insight.

Fulbright is a highly leveraged program, with every \$2 in U.S. government spending matched by over \$1 in foreign government and private sector support. More than 100 governments provide cost share totaling more than \$100 million, and more than 30 governments provide funding that equals or exceeds funding from the U.S. government. The Board is grateful for the continued support of the U.S. Congress, which funds the majority of Fulbright Program activities throughout the world with an annual appropriation to the U.S. Department of State’s Bureau of Educational and Cultural Affairs. A U.S. Senate resolution, introduced by Senator John Boozman (R-AR) and adopted on July 6, 2016, commemorated the Fulbright Program’s 70th anniversary and recognized the many contributions of the Fulbright Program and “the opportunities it will create in the future.”

In this anniversary issue of the annual report, we honor 70 years of the Fulbright Program’s remarkable impact on fueling economic prosperity, generating scientific innovation and entrepreneurship, driving diversity and inclusion in international exchange, and building a safer, more peaceful, and equitable world. Fulbright is well-positioned for the next 70 years; and as such, we cast our sights boldly, to the future.

Laura E. Trombley
DR. LAURA SKANDERA TROMBLEY

The J. William Fulbright Foreign Scholarship Board

Established by the U.S. Congress, the 12-member bipartisan J. William Fulbright Foreign Scholarship Board convenes quarterly and selects participants, sets policies, and also promotes the Fulbright Program to audiences around the world. The President of the United States appoints the board members—who come from academic, business, cultural and public life—to serve three-year terms.



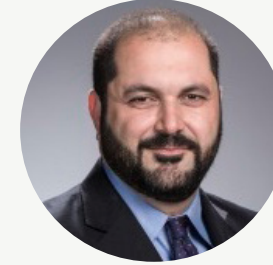
DR. LAURA SKANDERA TROMBLEY
Chair 2016
Vice Chair 2015
Member since 2013
President, The Huntington Library,
Art Collections, and Botanical Gardens
Huntington, California



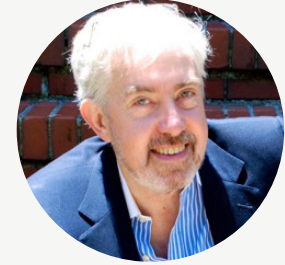
BETTY CASTOR
Chair 2015
Vice Chair 2013–2014
Member since 2011
Former President
University of South Florida
Tampa, Florida



DONNA BRAZILE
Member since 2014
Political Strategist, Adjunct
Professor, Author, Columnist, Television
Political Commentator
Washington, D.C.



SHERVIN PISHEVAR
Member since 2015
Visionary Technology Entrepreneur,
Angel Investor, Published Researcher,
Start-Up and Incubation Expert
San Francisco, California



SAM BROWN
Member since 2016
Political Advisor, Fundraiser and Organizer
Member of the Board and Treasurer
Aspen Music Festival and School
Aspen, Colorado



**AMBASSADOR JEFFREY
BLEICH (RET.)**
Vice Chair 2016
Member since 2015
Former U.S. Ambassador to Australia
Partner, Dentons US LLP
San Francisco, California



LISA M. CAPUTO
Member since 2010
Executive Vice President of
Marketing and Communications
The Travelers Companies, Inc.
New York, New York



MANEESH GOYAL
Member since 2014
CEO of Pineapple Co
Founder/President
MKG and Live in the Grey
New York, New York



EMMA SEPÚLVEDA
Member since 2015
Foundation Professor and Director
Latino Research Center, University of Nevada
Reno, Nevada



TOM HEALY
Chair 2012–2014
Member since 2011
Poet and Writer
Miami, Florida
Member departed in 2016



GABRIELLE GIFFORDS
Member since 2013
Former U.S. Representative, Arizona
Fulbright U.S. Student Program
Alumna to Mexico (1993–1994)
Tucson, Arizona



JOSEPH FALK
Member since 2014
Public Policy Advisor
Akerman LLP
Miami, Florida



ANITA MCBRIDE
Chair 2010–2011
Member since 2009
Executive in Residence, Center for
Congressional and Presidential Studies
School of Public Affairs, American University
Washington, D.C.



The FULBRIGHT Effect

Fulbright Alumna Wins “Hidden Figures” National Contest Celebrating Women Leaders in STEM

“I went after my dreams, and now I continue to push myself beyond present barriers to create a more inclusive future. Inclusive participation matters. And, by being visible in STEM, I hope to inspire the next generation of stargazers.”

JOY BUOLAMWINI, Fulbright U.S. Student to Zambia, 2012–2013

The contest is inspired by the Oscar-nominated film *Hidden Figures*, based on the non-fiction book by Margot Lee Shetterly, about three African-American women at NASA whose mathematical brilliance helped launch the United States into the space race in the early 1960s.

Buolamwini’s award celebrates the Algorithmic Justice League (AJL), which she launched in 2016 to highlight bias through media and interactive exhibitions. AJL also provides space for people to voice concerns and experiences with machine-coded discrimination and develops practices for accountability during the design, development, and deployment phases of coded systems.

During her Fulbright in Lusaka, Zambia, Buolamwini created a computer science learning initiative called Zamrize to empower young people to become creators of technology.

Joy Buolamwini, Fulbright U.S. Student Program alumna, won the grand prize in the “Search for Hidden Figures” scholarship contest for her research on correcting the prejudices machines learn from their programmers. Buolamwini was selected from more than 7,300 scientists across the United States. The “Search for Hidden Figures” is a nationwide search for “the next generation of girls and women who will lead the way in STEM.”



The FULBRIGHT Effect

Fulbright Alumnus Starts Mission-Driven U.S. Business Creation Firm

“As a Fulbright researcher, I learned to operate in uncertainty and to come up with a mission-driven solution that could have a positive impact on individuals and communities.”

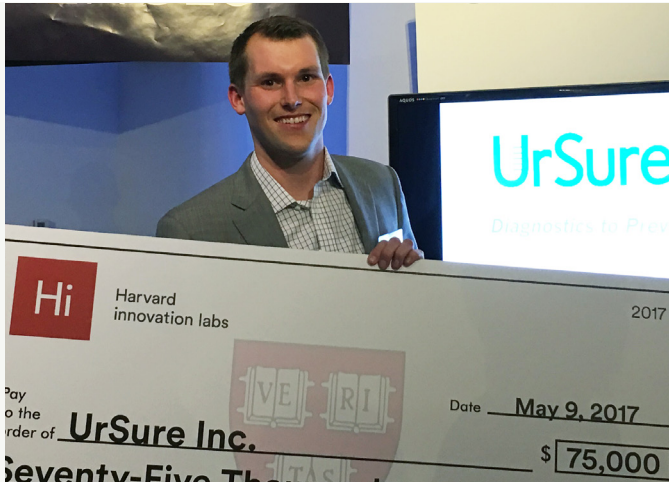
KAL VEPURI, Fulbright U.S. Student to Canada, 2003–2004

Kal Vepuri, Fulbright U.S. Student Program alumnus, is a private investor through Brainchild, his holding company and investment firm. Primarily focused on technology, healthcare and consumer goods, Brainchild Holdings has made over 150 strategic investments in businesses at all stages. Brainchild has also launched three companies since its inception: The Arrivals—a direct-to-consumer outerwear line; Onomie, products that combine skincare and makeup; and Hero, a smart application for tracking medication regimens that integrates physicians and caregivers. Vepuri has also been

a seed investor in many market leading companies including Warby Parker, Sweetgreen, Science Exchange, Harry’s, MakerBot, Gusto, SmartThings and Docker.

As a Fulbright U.S. Student to Canada from 2003 to 2004, Vepuri studied energy deregulation and its impact on the residents of the province of Ontario. Vepuri recalls the invaluable opportunity to craft his research to have a positive impact on the people of Ontario and to strengthen ties between the United States and Canada. According to Vepuri, the experience of seeking high impact, mission-driven solutions shaped his approach as an entrepreneur.

Raised in Bucks County, Pennsylvania, and the son of Indian immigrants, Vepuri graduated with a triple major in electrical engineering, computer science, and economics from Duke University in 2003. Prior to founding Brainchild, Vepuri was a tech entrepreneur, a consultant at Bain & Company, and an institutional private equity investor. In 2016, he was included in Crain’s New York Business 40 Under 40 list, which recognizes “rising stars” whose “desire to help others is as powerful an incentive” as entrepreneurial and financial success.



The FULBRIGHT Effect

Fulbright Alumnus Recognized for Groundbreaking Work on HIV Prevention

“The Fulbright Program launched a passion in me, to protect high-risk populations from infectious disease.”

GIFFIN DAUGHTRIDGE, Fulbright U.S. Student to Colombia, 2011–2012

Giffin Daughtridge, Fulbright U.S. Student Program alumnus, won the prestigious Harvard Business School New Venture Competition award in April 2016 for his role as co-founder of the company UrSure Inc., which advances HIV prevention technology. The New Venture Competition recognizes inspiring businesses and social enterprises founded by Harvard University students and alumni to show that one simple idea can change the future.

Daughtridge completed his Fulbright in Colombia in 2011–2012, where he collaborated with the Bogotá Secretary of Health and the Fundación Fénix—a Colombian non-profit that provides educational assistance, leadership training, and mentoring to vulnerable youth—to design

and to implement a Hepatitis B vaccination program for vulnerable populations. In 2012, he worked to develop an HIV prevention program for HIV negative high-risk youth in Philadelphia, which led to a groundbreaking innovation—the development of a urine test that could detect how recently a patient had taken their HIV prevention medication. After realizing the tremendous impact this could have on HIV prevention, Daughtridge co-founded UrSure, Inc., which produces affordable and accurate urine tests for HIV prevention medication. UrSure, Inc. has raised over \$400,000 and won the Grand Prize in the Harvard President’s Innovation Challenge in May 2017. Daughtridge, who has a medical degree from the University of Pennsylvania’s Perelman School of Medicine, will graduate with a master’s degree in public policy from Harvard University’s John F. Kennedy School of Government as a Zuckerman Fellow in 2017.



The FULBRIGHT Effect

Fulbright Distinguished Teacher Named Teacher of the Year in Montgomery County, Maryland

“My Fulbright experience gave me an opportunity to examine, study and reflect upon the achievement gap—the issue that drives our efforts with the Minority Scholars Program. I returned with a more keen sense of how the gap manifests itself. Examining the issue from a global perspective has helped us fashion solutions on the local level.”

MICHAEL WILLIAMS, Fulbright U.S. Distinguished Teacher to Chile, 2014–2015

Michael Williams, Fulbright U.S. Distinguished Teacher and Social Studies Department Chair at Kennedy High School in Silver Spring, Maryland, was named 2016–2017 Montgomery County Public Schools Teacher of the Year. Williams has been teaching for over 13 years. He has received numerous awards, including the Claes Nobel Educator of Distinction

Award in 2006, and a Martin Luther King Humanitarian Award in 2014 for his work as one of the founders and coordinators of the Minority Scholars Program, a student-driven initiative now implemented at 15 high schools in Montgomery County, Maryland, aimed at tackling the achievement gap.

During the 2014–2015 school year, Williams spent four months in Chile conducting research through the Fulbright Distinguished Awards in Teaching Program. He examined the effects of the achievement gap in Chile and compared best practices for tackling the gap at the local level in Chile with the efforts and successes of the Minority Scholars Program at schools in Montgomery County, Maryland. His activities and research gained the attention of the education departments at two universities in Temuco, Chile: Universidad Católica and Universidad Santo Tomás. He was inspired by programs in Chile to promote deeper connections between Montgomery County high school students of color and higher education institutions in Maryland.



The FULBRIGHT Effect

Fulbright Alumnus Advances Philanthropy in the United States and India

“I look forward to leading the team to build on its impressive achievements and become an even more impactful, respected, and resilient organization that disrupts poverty and accelerates poverty reduction in exciting and innovative ways.”

ALEX COUNTS, Fulbright U.S. Student to Bangladesh, 1988–1989

Alex Counts, Fulbright U.S. Student Program alumnus, was named in 2016 as president and CEO of the American India Foundation, a U.S. philanthropic organization that works to support social and economic development through innovative solutions in India.

Counts received a Fulbright U.S. Student award to Bangladesh in 1988, where he worked to end global poverty through microfinance and economic development work carried out by the Grameen Bank. Committed to eradicating poverty during and following his Fulbright award, Counts was mentored closely by Muhammad Yunus, Fulbright Foreign Student Program alumnus, Nobel Laureate, and founder of Grameen Bank, in the fields of microfinance and poverty reduction. In 1997, Counts became founder and CEO of the Grameen Foundation, a global non-profit organization that brings innovative and sustainable solutions to the fight against poverty and hunger.

Counts is also a Fulbright U.S. Student Program Alumni Ambassador, board member of Citizens' Climate Education and Grameen-Jameel Microfinance, Ltd., and an adjunct professor of public policy at the University of Maryland at College Park.



Fulbrighters Learn about Community Revitalization

“The Williamson Appalachia story is one that is not always found in the news. I see that the issues, challenges, and problems facing a community like this are almost the same as those facing my community in Nigeria. I believe the sustainable revitalization of a community is the only way to end world poverty and hunger.”

OMOGBOYEGA OYENIYI ABE, Fulbright Foreign Student from Nigeria, 2015–2017

Six Fulbright Foreign Students and six Fulbright U.S. Student alumni gathered in Williamson, West Virginia, in March 2016, to participate in a service-learning program implemented by Amizade Global Service-Learning, a Pittsburgh-based non-profit organization. They learned about the issues important to the local community—and similar rural communities—and how local citizens are working together to reinvigorate their economies.

Williamson is a small coal-mining community in Mingo County, which has suffered a series of floods, the collapse of the local coal mining industry, and low employment rates in recent years. Residents of Williamson are in the process of reimagining how sustainable agriculture, healthcare, education, infrastructure, and tourism could revitalize the area.

Through this partnership, Fulbright participants and alumni met the people of Williamson, heard their stories, actively volunteered in local projects, and observed first-hand how a town's united efforts for progress and change can create a ripple effect to revitalize the entire community.

This activity supports the Fulbright Program's mission of increasing mutual understanding between the people of the United States and the people of other countries by forging a meaningful connection between the Fulbright participants and a local American community. The focus on service learning also highlights the importance of volunteerism in the United States and how local communities in Appalachia are leading and engaging in work to maintain their cultural framework while also creating a realm of new opportunities.



The FULBRIGHT U.S. Student Alumni Ambassador Program

was established in 2008 to identify, train, and engage a select group of alumni each year, who serve as representatives, recruiters, and spokespersons for the Fulbright U.S. Student Program. Since its inception, roughly 200 Alumni Ambassadors have volunteered their personal time and energy to encourage and inspire candidates to apply for the Fulbright Program. The Fulbright U.S. Scholar Program launched a similar Alumni Ambassador initiative in 2010. All Fulbright Alumni Ambassador activities are funded through the Institute of International Education’s (IIE) Fulbright Legacy Fund—a private endowment created by IIE’s Board of Trustees to enhance the mission and vision of the Fulbright Program, which IIE administers on behalf of the U.S. Department of State.

Fulbright Alumni Ambassadors demonstrate the Program’s rich diversity—racial, ethnic, socio-economic, U.S. states and territories, fields of study, institutions, and countries where they studied as Fulbright Students. They play a key role in increasing potential applicants’ knowledge about Fulbright Program opportunities. They provide testimonials about their Fulbright experiences at conferences and campus presentations. They also offer application tips in written articles, video interviews, webinars, and at special events throughout the United States, and mentor potential applicants, sharing what having a Fulbright grant is really like. Perhaps most importantly, they provide firsthand knowledge of what it means to be Fulbrighters and how best to advance the Program’s goal—to increase mutual understanding between the people of the United States and the people of other countries.



FULBRIGHT U.S. Student Alumni Ambassador

U.S. Army Veteran and Fulbright Student Researches Veteran Services Abroad

“After having it broken by war, Fulbright did nothing short of rekindle my faith in the world.”

MICHAEL VERLEZZA, Fulbright U.S. Student to Canada, 2014–2015

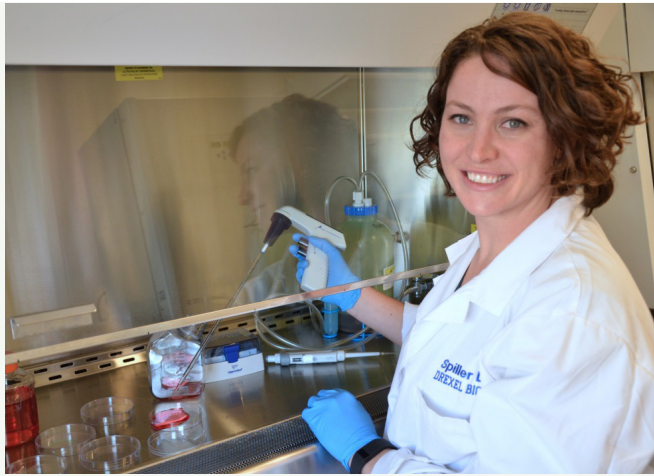
Michael Verlezza was ready for different opportunities outside the military after two tours and eight years of service in the U.S. Army. Searching for a new path, he enrolled at Bridgewater State University to study economics. Although Verlezza did not fit the profile of a traditional undergraduate, he excelled in his studies and was advised to consider opportunities to advance his studies and his future career, including applying for the Fulbright Program.

Meanwhile, a U.S. Department of Veterans Affairs report on the frequency of veteran suicide had caused Verlezza to question the effectiveness of government spending in ensuring the well-being of his fellow veterans returning from war. The Canadian approach, which requires

veterans to spend their last few months of military service preparing for civilian life, presented an ideal opportunity for comparative analysis. His Fulbright Program proposal began to take shape.

Verlezza was selected for a Fulbright U.S. Student Program award to Canada in 2014, where he studied federal spending on Canadian and American veterans and honed his analytical skills while pursuing a master’s degree in mathematics and statistics from Queen’s University in Ontario.

Having completed his Fulbright, Verlezza now serves as a Fulbright U.S. Student Alumni Ambassador, an ideal role for him given the unique insights and advice that he can offer potential applicants. Reflecting on his decision to take on this role, Verlezza noted that, “Through it all, I learned that I want to continue to serve the United States, in whatever role it demands. Because I have the capacity to serve, it is my responsibility to do so. This is why I chose to become a Fulbright U.S. Student Alumni Ambassador, as the emotional debt I owe Fulbright stands first in my mind.”



FULBRIGHT U.S. Student Alumni Ambassador

Fulbright Alumna Urges International Experience for Scientists and Engineers to Promote Productivity and Creativity in Research

“International experience should be a requirement for all students, especially those in science and engineering. Studying and working abroad helps students develop cross-cultural awareness and problem-solving skills that are crucial for conducting cutting edge work and being effective team members in these globally competitive fields.”

DR. KARA SPILLER, Fulbright U.S. Student to Portugal, 2011–2012

Dr. Kara Spiller, Fulbright U.S. Student alumna is an assistant professor in Drexel University’s School of Biomedical Engineering, Science, and Health Systems. As a Fulbright U.S. Student Alumni Ambassador since 2012, Dr. Spiller has focused specifically on increasing the number of aspiring scientists

and engineers studying abroad, particularly through the Fulbright Program.

Spiller finds that Ph.D. candidates in science and engineering fields who go abroad are more productive as a result of their experience. She believes they are more motivated to complete their requirements in a limited timeframe, and they acquire important skills during their international experience, such as leadership, problem solving, resourcefulness, and cross-cultural awareness, which enhance their effectiveness as members of diverse teams.

After completing her Ph.D. in 2010, Spiller conducted research as a Fulbright U.S. Student in the Biomaterials, Biodegradables, and Biomimetics (the 3Bs) Research Group at the University of Minho in Guimarães, Portugal. Spiller considers her experience conducting research in a different culture as life changing, and she has been able to apply the skills she learned to her work in the United States. For example, she found that conducting research at a slower and more relaxed pace fosters new ideas, more efficient experiments, and an overall more pleasant work environment.



FULBRIGHT U.S. Student Alumni Ambassador

Tapping into Talent in Underserved Communities

“I want to help students reimagine the Fulbright Program as something that invites and includes their stories—for people of all backgrounds to see that they are a part of this diverse tapestry that is America.”

JUSTIN HILL, Fulbright U.S. Student to Barbados, 2009–2010

Justin Hill became a Fulbright U.S. Student Alumni Ambassador in 2011 to build bridges and establish connections with communities that are traditionally harder to reach for the Fulbright Program. As a Fulbright Alumni Ambassador, Hill’s goal is to encourage applications from students who may feel they don’t fit the profile of a Fulbright candidate. Hill promotes the benefits of the Fulbright Program by drawing in individuals with diverse backgrounds, who come armed with ideas that are “bold, benevolent, and peace-provoking.”

Currently, Hill is a social scientist and practitioner in global health at FHI 360, where he focuses on infectious diseases and emerging infectious diseases. Hill hails from Memphis, Tennessee, and developed an interest in public health systems during his undergraduate studies at the University of Chicago. In 2009, he received a Fulbright U.S. Student award to study public health systems in Barbados—an experience he characterizes as “transformative.” Hill says that the Fulbright Program allowed him to grow in his self-awareness and ability to solve problems by looking at them from multiple angles and collaborating with others across cultures. In addition, his research experience and newly acquired knowledge and skillsets led to the publication of a research paper he co-authored on public health, in collaboration with the U.S. Centers for Disease Control and Prevention.

New Executive Directors of FULBRIGHT Commissions



Thomas Dougherty was appointed as Executive Director of the Australian-American Fulbright Commission in August 2016. A career U.S. diplomat, Dougherty served in Africa, the Middle East, Europe, Australia, and Washington, including as U.S. Ambassador to Burkina Faso (2010–2013) and Deputy Chief of Mission at the U.S. Embassy in Canberra (2013–2016), in Lilongwe, Malawi, and in Kinshasa, Democratic Republic of the Congo. As a diplomat, he oversaw Fulbright Programs in several countries, including the very large program in Iraq, where he served as Minister-Counselor for Public Affairs (2009–2010). Prior to joining the U.S. Foreign Service, Dougherty worked in international schools in Belgium and Switzerland. He also received a National Endowment for the Humanities grant in 1987 and a Fulbright-Hays grant in 1988 to Indonesia and Singapore.

A native of Wyoming, Dougherty graduated from Brown University. He speaks German, Italian, Arabic, and French. He is a member of the American Academy of Diplomacy and is active in not-for-profit development projects in Africa.



Justyna Janiszewska joined the Polish-American Fulbright Commission in Warsaw as Executive Director in May 2016. Previously, Janiszewska served at the Education for Democracy Foundation, a leading Polish non-governmental organization, in various positions including as Managing Board President and Coordinator of the Region in Transition and Global Education Programs. From 2003 to 2006, Janiszewska was Secretary of the Zagranica Group, a coalition of Polish organizations working abroad, and later served on its Board of Directors.

Janiszewska received a master's degree in Political Science from the Adam Mickiewicz University and a bachelor's degree in Management and Marketing from the Higher School of Social Skills. She completed postgraduate courses at the Helsinki Foundation for Human Rights. In addition, she participated in the Management Program NGO PROMENGO. Throughout her career, Janiszewska has focused on sustainable development, global education, and democratization. In 2014, the Polish government awarded her the Gold Cross of Merit.



Dr. Oliver Schmidt joined the German-American Fulbright Commission in Berlin as Executive Director in November 2016, bringing extensive transatlantic experience and expertise to the organization. Schmidt studied modern history, social sciences, and American studies at the University of Erlangen, University of Munich, Ohio University, and the European University Institute in Florence, Italy. He received a Ph.D. in history from Harvard University.

Schmidt previously served as director of media for the Bertelsmann Foundation, creating a program for the advancement of science writing and heading a task force on e-government and e-democracy. As assistant professor of history and founding member and executive director of the Center for Metropolitan Studies in Berlin, he helped build the graduate research program “Berlin–New York,” which engages in interdisciplinary research about the modern metropolis. Before joining the Commission, he served as program head for the Joachim Herz Foundation in Hamburg, one of Germany's major philanthropies, directing its Department for Personal Development.

IN MEMORIAM



Dr. Rolf Hoffmann, Executive Director of the German-American Fulbright Commission since 2004, passed away in April 2016. Hoffmann embodied Senator Fulbright's vision of increasing “mutual understanding to create a more peaceful world.” His leadership, determination, and extensive knowledge of the educational systems in Europe and the United States helped develop a strong, innovative program in Germany. Hoffmann's expert advice and dynamic creativity will continue to be a model for both the German-American Fulbright Commission and the greater transatlantic academic and exchange communities.

2016 FULBRIGHT Highlights

FULBRIGHT PROGRAM 70TH ANNIVERSARY

In commemoration of the 70th anniversary of the Fulbright Program, the U.S. Department of State's Bureau of Educational and Cultural Affairs coordinated a series of events throughout 2016, including a year-long social media campaign to celebrate the legacy and contributions of the more than 370,000 Fulbright Program alumni.



(from left to right) Fulbright Alumnus Giuseppe Cespedes (Fulbright English Teaching Assistant to Brazil, 2012–2013), Under Secretary Richard Stengel, Assistant Secretary Evan Ryan, and FFSB Chair Dr. Laura Skandera Trombley.

70th Anniversary Reception: A reception celebrating the Fulbright Program's 70th anniversary was held in the Benjamin Franklin Room at the U.S. Department of State in Washington, D.C., on November 14, 2016. The event brought together alumni, partners, administrators, and friends of the Fulbright Program to celebrate seven decades of international educational exchange. Under Secretary of State for Public Diplomacy and Public Affairs Richard Stengel, Assistant Secretary of State for Educational and Cultural Affairs Evan Ryan, FFSB Chair Dr. Laura Skandera Trombley, and Fulbright U.S. Student Program Alumnus Giuseppe Cespedes delivered remarks at the reception.

“Let us own the fine example set by the Senate in July and embrace the power of Fulbright to bridge cultures, close chasms, cross aisles, find common ground and empathize, both at home and abroad.”

DR. LAURA SKANDERA TROMBLEY, FFSB Chair

Fulbright alumnae with Secretary John F. Kerry at the 71st Session of the UN General Assembly: (From left to right) Maxine McClean, Minister of Foreign Affairs of Barbados; Kolinda Grabar-Kitarović, President of Croatia; John F. Kerry, U.S. Secretary of State; Makalé Camara, Minister of Foreign Affairs and Guineans Abroad of Guinea; and Lilja Alfreðsdóttir, Minister of Foreign Affairs of Iceland.



UN General Assembly: U.S. Secretary of State John F. Kerry met with prominent Fulbright alumnae at the 71st Session of the UN General Assembly in New York. Thirty-seven Fulbright alumni have gone on to become heads of state or government, and many Fulbright alumni have served as government ministers and parliamentarians.



Harriet Fulbright (widow of Senator J. William Fulbright) and Chaplain of the Capitol Rev. Patrick J. Conroy participate in a tree-planting ceremony on U.S. Capitol Grounds.

Congressional Engagement:

U.S. Representative French Hill (AR-2) hosted a commemorative tree-planting ceremony on the U.S. Capitol Grounds on April 21, 2016, honoring the 70th anniversary of the Fulbright Program. The U.S. Senate also passed a resolution on July 6, 2016, introduced by Senator John Boozman of Arkansas, recognizing the anniversary.

2016 FULBRIGHT Highlights

55th Anniversary of the Fulbright-Hays Act:

The Fulbright-Hays Program celebrated the 55th anniversary of the Fulbright-Hays Act (signed into law by President Kennedy in 1961) by commemorating the importance and achievements of Fulbright-Hays grant programs and fellowship recipients.



President John F. Kennedy signs into law House Resolution 8666 (the Fulbright-Hays Act) at the White House, September 21, 1961: (From left to right) Sen. J. William Fulbright; Sen. Hubert Humphrey, Minnesota; Rep. Ross Adair, Indiana; Rep. Clement Zablocki, Wisconsin; Rep. Frances Bolton, Ohio; Rep. Wayne Hays, Ohio; Rep. Edna Kelly, New York; Rep. Horace Seely-Brown, Jr., Connecticut; Rep. John Monagan, Connecticut; Rep. Harris McDowell, Delaware; Philip Coombs, Assistant Secretary of State for Educational and Cultural Affairs; Rep. Thomas Moran, Pennsylvania; and Sen. Karl Mundt, South Dakota.

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2016 short-term Fulbright Distinguished Awards in Teaching Program participant Margaret Pavelko demonstrates English teaching techniques in Vietnam.



2016 short-term Fulbright Distinguished Awards in Teaching Program participant Chris Stapel shares English terminology for mathematics in Vietnam.



The first cohort of Distinguished Humphrey Fellows with Anthony Koliha (second from left), ECA Director of Global Educational Programs, and John Sedlins (third from right), ECA Branch Chief for Humphrey Fellowships and Institutional Linkages.

Fulbright Distinguished Awards in Teaching Program Launches Short-Term Award:

In summer and fall of 2016, eight U.S. teachers participated in the pilot year of the new short-term Fulbright Distinguished Awards in Teaching Program. Participating Fulbright commissions and U.S. embassies identified priority projects in schools, teacher training institutions, and educational non-profit organizations. The Institute of International Education, implementing partner organization for the program, then matched U.S. teachers with the skills and experience to support these three- to six-week projects through an open, merit-based selection process. The U.S. teachers carried out exchanges that provided training on participatory teaching methods and educational technology in Botswana, worked with teachers in under-resourced communities in India, consulted at teacher training colleges in Mexico, and supported Vietnamese teachers learning to conduct mathematics classes in English, among other projects.

As a result of these exchanges, the U.S. teachers further developed their own professional skills and brought knowledge of and connections with their host countries back to their U.S. classrooms and schools. Based on the success of the program's pilot in 2016, it will also be offered in Colombia, the Palestinian Territories, and South Korea, where the program will work with schools for the North Korean defector community.

The New Distinguished Humphrey Leadership Program:

The new Distinguished Humphrey Leadership Program, modeled on the principles of the traditional Humphrey Fellowship Program and designed for outstanding professionals in public policy-related fields who would not be able to participate in an academic year-long exchange, was piloted in September 2016. Ten fellows participated in the initial program, which included a one-week executive leadership course at the John F. Kennedy School of Government at Harvard University, followed by individually tailored professional job-shadowing experiences at U.S. organizations, including universities, NGOs, businesses and government offices.

1946-2016 FULBRIGHT Alumni Honors and Achievements

Since the Fulbright Program's inception in 1946, more than 370,000 Fulbrighters from over 180 countries and territories have participated in the Program. Among the many Fulbright alumni are:

82

PULITZER PRIZE
RECIPIENTS

57

NOBEL PRIZE
LAUREATES

37

HEADS OF STATE
OR GOVERNMENT

16

U.S. PRESIDENTIAL
MEDAL OF FREEDOM
RECIPIENTS

Fulbright alumni reach new heights and achieve recognition every year. Listed here are selected notable achievements and honors bestowed on Fulbright alumni in 2016. We are proud of the Fulbright Program's legacy in selecting current and future leaders, innovators, and change-makers.

NOBEL LAUREATES



David Thouless

UNITED KINGDOM
2016 Nobel Prize in Physics
Fulbright Foreign Student,
Cornell University, Ithaca, NY
1956-1957



J. Michael Kosterlitz

UNITED KINGDOM
2016 Nobel Prize in Physics
Fulbright Visiting Scholar,
Cornell University, Ithaca, NY
1973



Bengt Holmström

FINLAND
2016 Nobel Prize in Economic Sciences
Fulbright-ASLA Foreign Student,
Stanford University, Stanford, CA
1974-1975



President Juan Manuel Santos

COLOMBIA
2016 Nobel Peace Prize
Fulbright Foreign Student,
Tufts University, Medford, MA
1981-1982

MACARTHUR FELLOWS



Branden Jacobs-Jenkins

UNITED STATES
2016 MacArthur Fellow
Fulbright U.S. Student to Germany
2009-2010



Julia Wolf

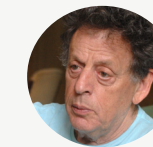
UNITED STATES
2016 MacArthur Fellow
Fulbright U.S. Student to the Netherlands
1991-1992

AWARDS AND ACHIEVEMENTS



Muhammad Yunus

BANGLADESH
2016 Olympic Games, opening ceremony
torch bearer, Rio de Janeiro
2006 Nobel Peace Prize
Fulbright Foreign Student, University of
Colorado Boulder and Vanderbilt University
1965-1966



Philip Glass

UNITED STATES
2016 National Medal of Arts
Fulbright U.S. Student to France
1964-1965

The FULBRIGHT Organizations

PRINCIPAL ORGANIZATIONS

J. William Fulbright Foreign Scholarship Board

The J. William Fulbright Foreign Scholarship Board was created by Congress to supervise the Fulbright Program. Appointed by the President of the United States, the Board is composed of 12 members drawn from academic, cultural and public life. The Board was established as an impartial and independent body, which would ensure the respect and cooperation of the academic world for the educational exchange program, particularly in the selection of participants and educational institutions qualified to participate. The Board sets policies and procedures for administration of the program, has final responsibility for approving selection of all participants, and supervises the conduct of the program both in the United States and abroad.

U.S. Department of State

The U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) is responsible for managing, coordinating, and overseeing the Fulbright Program, under authorities granted by the Fulbright-Hays Act.

Binational Fulbright Commissions

Binational commissions are independent organizations that engage in joint program planning, decision-making, and management of the Fulbright Program between the United States and the partner countries where they are located. There are currently 49 Fulbright Commissions, whose boards are composed of equal numbers of resident Americans and partner-country nationals, including representatives of both governments. Commissions recommend candidates, raise funds, engage alumni, and in many countries, operate an information service on higher education in the United States or implement other educational exchange programs.

U.S. Embassies

In countries where there is no binational commission, the U.S. embassy administers the Fulbright Program, with the U.S. Public Affairs Officer or Cultural Affairs Officer assuming primary responsibility and coordinating with host government counterparts.

U.S. Department of Education

The Fulbright-Hays Program—a Fulbright Program funded by a Congressional appropriation to the U.S. Department of Education—awards grants to individual U.S. K-14 pre-teachers, teachers and administrators, pre-doctoral students and postdoctoral faculty, as well as to U.S. institutions and organizations. Funding supports research and training efforts overseas, which focus on non-Western foreign languages and area studies.

COOPERATING ORGANIZATIONS

The U.S. Department of State enters into cooperative agreements with U.S. non-profit organizations to implement the Fulbright Program in the United States and abroad.

The Institute of International Education (IIE) administers the Fulbright U.S. Student Program on behalf of ECA, handles the placement and monitoring of the majority of Fulbright Foreign Students in the United States, and conducts orientation and enrichment seminars for Fulbright Foreign Students. Under separate agreements, IIE also administers the Hubert H. Humphrey Fellowship Program and the Fulbright Distinguished Awards in Teaching Program.

The Council for International Exchange of Scholars (CIES) a division of IIE, administers the Fulbright Scholar Program for U.S. and Visiting Scholars on behalf of ECA, including outreach to and screening of U.S. lecturer and research scholar candidates for the Fulbright U.S. Scholar Program, and monitoring the exchanges of research scholars and lecturers from abroad on the Fulbright Visiting Scholar Program.

Academic and Professional Programs for the Americas (LASPAU) administers part of the Fulbright Foreign Student Program for Latin America and the Caribbean through a sub-award agreement from IIE.

America-Mideast Educational and Training Services, Inc. (AMIDEAST), with field offices in the Middle East and North Africa, conducts recruitment, arranges study in the United States for graduate students from the region, and monitors the programs of Fulbright Foreign Students from that region.

SUPPORTING ORGANIZATIONS

Fulbright Association

As the official alumni association for U.S. participants of the Fulbright Program, the Fulbright Association, a non-profit organization based in the United States, works to engage and enrich the lifelong experiences of both Fulbright alumni and international grantees at a local level. The Fulbright Association has more than 6,150 individual members and 208 institutional members. The Association's 60 affiliated chapters sponsor a wide variety of special events, programs, and networking opportunities to connect current and former Fulbright Program participants with their peers locally, nationally, and internationally.

Fulbright Alumni Organizations Abroad

More than 70 countries have Fulbright alumni organizations that maintain ties among those who have had Fulbright experiences. They host social, cultural, and community service activities, welcome U.S. Fulbrighters to their communities, and often conduct fundraising to increase the number of Fulbright awards. These associations play an important role in raising the profile of the Fulbright Program abroad.

FULBRIGHT

Binational Educational Foundations and Commissions

COUNTRY	AGREEMENT SIGNED	BINATIONAL EDUCATIONAL FOUNDATION/COMMISSION
ARGENTINA	November 5, 1956	Commission for Educational Exchange Between the United States of America and Argentina
AUSTRALIA	November 26, 1949	Australian-American Fulbright Commission
AUSTRIA	June 6, 1950	Austrian-American Educational Commission
BELGIUM & LUXEMBOURG	October 8, 1948	Commission for Educational Exchange Between the United States, Belgium and Luxembourg
BRAZIL	November 5, 1957	Commission for Educational Exchange Between the United States of America and Brazil
BULGARIA	September 2, 1992	Bulgarian-American Commission for Educational Exchange
CANADA	February 13, 1990	Foundation for Educational Exchange Between Canada and the United States of America
CHILE	March 31, 1955	Commission for Educational Exchange Between the United States of America and Chile
COLOMBIA	January 9, 1957	Commission for Educational Exchange Between the United States of America and Colombia
CZECH REPUBLIC	January 14, 1991	J. William Fulbright Commission for Educational Exchange in the Czech Republic
DENMARK	August 23, 1951	Danish-American Fulbright Commission
ECUADOR	October 31, 1956	Commission for Educational Exchange Between the United States of America and Ecuador
EGYPT	November 3, 1949	The Binational Fulbright Commission in Egypt
FINLAND	July 2, 1952	Fulbright Center for Finnish-American Academic Exchanges
FRANCE	October 22, 1948	Franco-American Commission for Educational Exchange
GERMANY	July 18, 1952	German-American Fulbright Commission
GREECE	April 23, 1948	U.S. Educational Foundation in Greece
HUNGARY	December 6, 1990	Hungarian-American Commission for Educational Exchange
ICELAND	February 23, 1957	Iceland-United States Educational Commission
INDIA	February 2, 1950	United States-India Educational Foundation
INDONESIA	July 15, 1992	American-Indonesian Exchange Foundation
IRELAND	March 16, 1957	The Ireland-United States Commission for Educational Exchange
ISRAEL	July 26, 1956	U.S.-Israel Educational Foundation
ITALY	December 18, 1948	The U.S.-Italy Fulbright Commission
JAPAN	August 28, 1951	Japan-United States Educational Commission
JORDAN	May 12, 1993	Jordanian-American Commission for Educational Exchange

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countries have Binational Educational Foundations and Commissions for Fulbright

COUNTRY	AGREEMENT SIGNED	BINATIONAL EDUCATIONAL FOUNDATION/COMMISSION
KOREA, REPUBLIC OF	April 28, 1950	Korean-American Educational Commission
MALAYSIA	January 28, 1963	Malaysian-American Commission on Educational Exchange
MEXICO	November 20, 1990	U.S.-Mexico Commission for Educational and Cultural Exchange
MOROCCO	February 12, 1982	Moroccan-American Commission for Educational and Cultural Exchange
NEPAL	June 9, 1961	Commission for Educational Exchange Between the United States and Nepal
NETHERLANDS	May 17, 1949	Netherlands America Commission for Educational Exchange (aka The Fulbright Center)
NEW ZEALAND	September 14, 1948	New Zealand-United States Educational Foundation
NORWAY	May 25, 1949	U.S.-Norway Fulbright Foundation for Educational Exchange
PAKISTAN	September 23, 1950	United States Educational Foundation in Pakistan
PERU	May 3, 1956	Commission for Educational Exchange Between the United States and Peru
THE PHILIPPINES	March 23, 1948	The Philippine-American Educational Foundation
POLAND	October 20, 1995	Polish-U.S. Fulbright Commission
PORTUGAL	March 19, 1960	Luso-American Educational Commission
ROMANIA	July 30, 1992	Romanian-U.S. Fulbright Commission
SLOVAK REPUBLIC	September 22, 1994	J. William Fulbright Commission for Educational Exchange in the Slovak Republic
SPAIN	October 16, 1958	Commission for Cultural, Educational and Scientific Exchange Between the United States and Spain
SRI LANKA	November 17, 1952	United States-Sri Lanka Fulbright Commission
SWEDEN	November 20, 1952	Commission for Educational Exchange Between the United States and Sweden
TAIWAN*	November 30, 1957	Foundation for Scholarly Exchange
THAILAND	July 1, 1950	Thailand-U.S. Educational Foundation
TURKEY	December 27, 1949	Commission for Educational Exchange Between the United States of America and Turkey
UNITED KINGDOM	September 22, 1948	United States-United Kingdom Fulbright Commission
URUGUAY	July 22, 1960	Commission for Educational Exchange Between Uruguay and the United States

**The United States recognizes the Government of the People's Republic of China as the sole legal government of China. Within this context, the United States maintains unofficial relations with the people of Taiwan.*

FULBRIGHT

Programs in Summary

U.S. DEPARTMENT OF STATE

In 2015–2016, the Fulbright Program provided full or partial support to 3,210 U.S. grantees to study, teach, and conduct research abroad and offered new or renewed grant awards to 4,210 foreign grantees to teach or conduct research at U.S. colleges and universities.

THE FULBRIGHT STUDENT PROGRAM

For graduate students, graduating seniors, artists and early career professionals from the United States and other countries. In addition to traditional study and research grants, this program model includes:

The Fulbright English Teaching Assistant (ETA) Program: Places U.S. students as English teaching assistants in schools or universities overseas and supports individual study or research projects. In FY 2015, 1,174 Fulbright ETA grants were awarded. Fulbright ETAs help improve foreign students’ English language abilities and knowledge of the United States while increasing the U.S. students’ own language skills and knowledge of the host country.

The Fulbright Foreign Language Teaching Assistant (FLTA) Program: Provides foreign teachers of English as a Foreign Language the opportunity to refine their teaching skills while strengthening foreign language instruction at U.S. colleges and universities.

The J. William Fulbright-Hillary Rodham Clinton Public Policy Fellowship: Provides early career U.S. professionals with hands-on public sector experience in foreign government ministries and institutions in partner nations.

The Fulbright-National Geographic Digital Storytelling Fellowship: Provides U.S. participants with opportunities for overseas travel and digital storytelling in up to three countries on globally significant themes.

THE FULBRIGHT SCHOLAR PROGRAM

For scholars, artists and established professionals from the United States and other countries, to lecture and/or conduct research in a wide variety of academic and professional fields, including the humanities, social sciences, physical sciences and business administration. In 2015–2016, 1,126 U.S. scholars taught and/or conducted research abroad and 908 foreign scholars came to the United States to lecture and/or conduct research. Also included in this program category are:

Fulbright Specialist Program: Sends U.S. faculty and professionals to engage in collaborative two- to six-week projects at eligible institutions to strengthen and support institutions’ developmental needs.

Fulbright Scholar-in-Residence Program: Brings foreign scholars to lecture and/or conduct post doctoral research for up to a year at U.S. colleges and universities.

Fulbright Regional Network for Applied Research (NEXUS) Program: Brings together a network of junior scholars, professionals and mid-career applied researchers from the United States and other Western Hemisphere nations to engage in multi-disciplinary, team-based research.

Fulbright Arctic Initiative: Supports a multinational cohort of scholars, professionals and applied researchers to study the changing Arctic from a multi-disciplinary perspective and engage in collaborative thinking, analysis, and problem solving.

Fulbright U.S.-ASEAN Visiting Scholar Initiative: Supports university faculty, foreign ministry and government officials, and professional staff of think tanks and other NGOs from ASEAN countries to engage in scholarly and professional research in the United States on issues that are relevant and useful to member states, and central to the U.S.-ASEAN relationship.

THE INTERNATIONAL EDUCATION ADMINISTRATORS (IEA) SEMINARS

The IEA Seminars are designed to establish connections between international education professionals in the United States and education officials from higher education systems in other countries. These two-week programs give scholars (U.S. and foreign) the opportunity to explore a country’s higher education system and establish new ties and networks with others in the field of international education. Seminar activities may include university and college visits and talks with administrators and faculty in the field of education at various institutions. In 2015–2016, there were 40 U.S. and 17 foreign IEA Seminar participants.

THE FULBRIGHT DISTINGUISHED AWARDS IN TEACHING PROGRAM

Sends U.S. teachers abroad and brings international teachers to the United States for one semester to pursue individual projects, conduct research, and lead master classes or seminars for teachers and students.

THE HUBERT H. HUMPHREY FELLOWSHIP PROGRAM

Promotes leadership development in professional fields critical to U.S. relations with developing and transitioning countries. The Humphrey Program brings young and mid-career professionals from designated countries to the United States for a year of non-degree graduate level study, leadership development, and professional collaboration with U.S. counterparts.

U.S. DEPARTMENT OF EDUCATION

The Fulbright-Hays Programs are authorized by section 102(b) (6) of the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act), and are administered and funded by the U.S. Department of Education’s International and Foreign Language Education office under a Congressional appropriation to the Department of Education. Collectively, the Fulbright-Hays Programs provide funding to strengthen the capability and performance of American education in foreign languages, cultural understanding, area and international studies, and research.

In 2015–2016, the following three Fulbright-Hays Programs supported a total of 563 American teachers and prospective teachers, who received their support through U.S. institutions of higher education (IHEs), organizations, or interagency agreements:

The Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Program: Provides grants to IHEs to fund individual doctoral students to conduct dissertation research in other countries in modern foreign languages and area studies for periods of six to twelve months. In 2015–2016, grants for 40 IHEs involving 85 fellows were awarded.

The Fulbright-Hays Group Projects Abroad (GPA) Program: Provides grants to IHEs, U.S. state departments of education, private non-profit educational organizations, or combinations thereof to conduct overseas group projects designed to develop and improve modern foreign language and area studies throughout the educational structure of the United States. In 2015–2016, grants for 28 group projects involving 430 participants were awarded.

The Fulbright-Hays Seminars Abroad Program: Supports incorporating international content into the K–12 curriculum by providing short-term seminars abroad for U.S. educators to improve their understanding and knowledge of the peoples and cultures of other countries. In 2015–2016, 48 K–12 and postsecondary educators were awarded grants to participate in the Seminars Abroad Program in India, Peru and Senegal (16 participants per seminar). Seminar topics included: sustainable development and social change (India); indigenous heritage (Peru); and religion and diversity (Senegal).

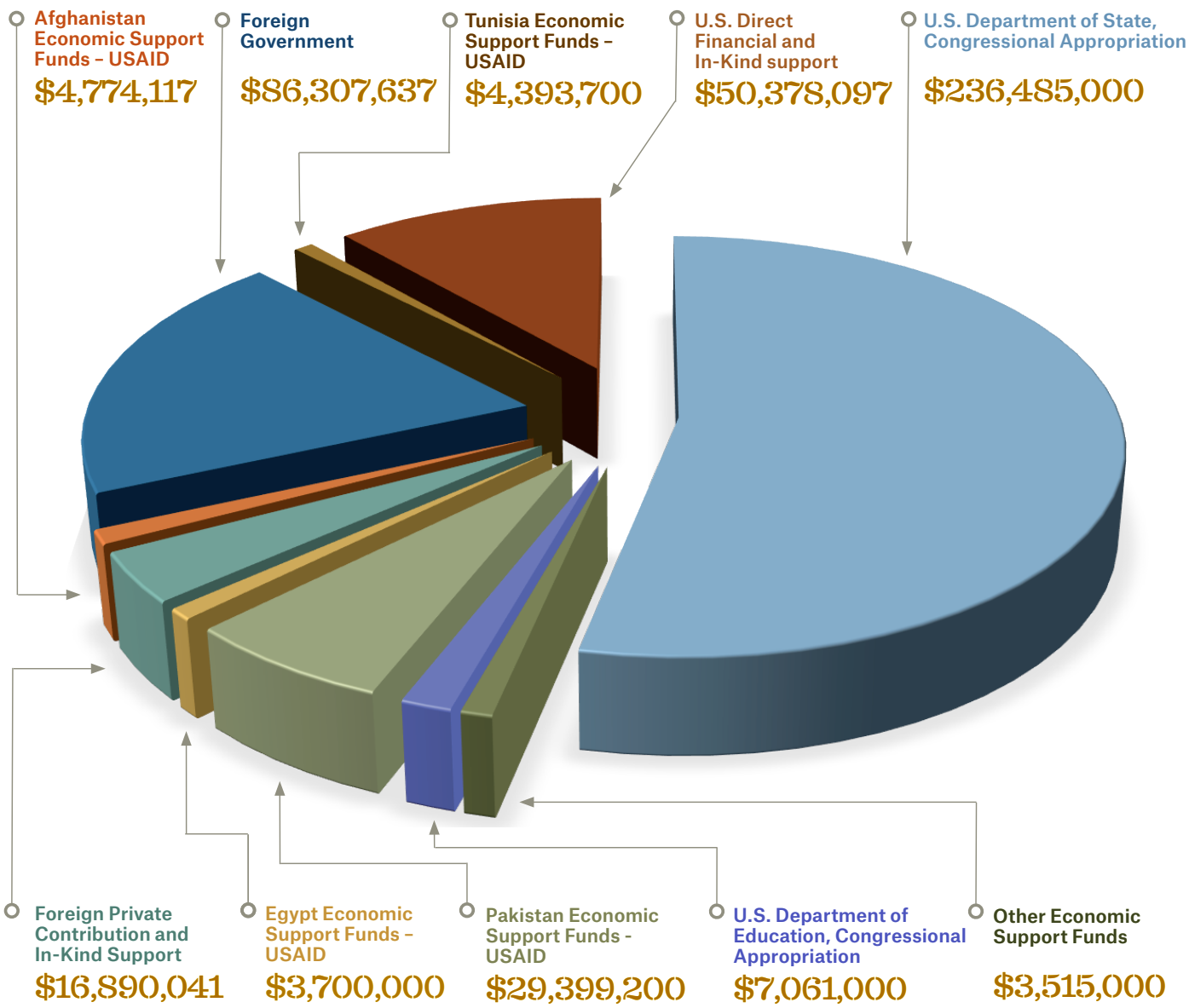
Fulbright by the Numbers

The Fulbright Program has a unique capacity to foster the exchange of ideas and expansion of knowledge by bringing together innovative people with diverse backgrounds and perspectives to address common challenges.



\$442,903,792

TOTAL FULBRIGHT FUNDING FISCAL YEAR 2015



FOREIGN CONTRIBUTIONS TO FULBRIGHT STUDENT AND SCHOLAR PROGRAMS IN FISCAL YEAR 2015	COUNTRY	FOREIGN GOVERNMENT	FOREIGN PRIVATE	COUNTRY	FOREIGN GOVERNMENT	FOREIGN PRIVATE
		DIRECT FINANCIAL AND IN-KIND SUPPORT	DIRECT FINANCIAL AND IN-KIND SUPPORT		DIRECT FINANCIAL AND IN-KIND SUPPORT	DIRECT FINANCIAL AND IN-KIND SUPPORT
	ANDORRA	\$153,006	\$0	ISRAEL	\$1,506,764	\$0
	ARGENTINA	\$1,183,953	\$0	ITALY	\$678,594	\$260,248
	ARMENIA	\$1,500	\$0	JAPAN	\$2,970,000	\$272,522
	AUSTRALIA	\$969,986	\$348,940	JORDAN	\$229,610	\$940,801
	AUSTRIA	\$838,355	\$389,162	KAZAKHSTAN	\$1,600	\$2,000
	BAHRAIN	\$38,120	\$0	KENYA	\$18,750	\$0
	BANGLADESH	\$0	\$875	KOSOVO	\$100,000	\$0
	BELARUS	\$2,100	\$0	LATVIA	\$12,776	\$0
	BELGIUM/ LUXEMBOURG	\$210,211	\$711,617	LITHUANIA	\$6,000	\$0
	BHUTAN	\$0	\$1,800	MACEDONIA	\$102,000	\$0
	BOSNIA & HERZEGOVINA	\$20,000	\$0	MALAYSIA	\$1,403,301	\$62,200
	BRAZIL	\$4,101,710	\$0	MALTA	\$4,680	\$0
	BRUNEI	\$2,500	\$0	MEXICO	\$2,779,808	\$36,982
	BULGARIA	\$195,920	\$192,060	MONGOLIA	\$486,839	\$0
	BURKINA FASO	\$2,000	\$0	MONTENEGRO	\$875	\$0
	CAMBODIA	\$1,930	\$0	MOROCCO	\$1,267,108	\$22,500
	CANADA	\$760,000	\$994,759	NAMIBIA	\$38,500	\$0
	CHILE	\$5,264,019	\$302,460	NEPAL	\$13,783	\$92,289
	CHINA (PRC)	\$1,294,339	\$0	NETHERLANDS	\$418,348	\$219,773
	COLOMBIA	\$9,409,400	\$467,750	NEW ZEALAND	\$1,172,085	\$134,241
	CROATIA	\$86,272	\$0	NIGERIA	\$15,800	\$0
	CZECH REPUBLIC	\$996,018	\$0	NORWAY	\$1,237,019	\$0
DENMARK	\$611,971	\$85,970	OMAN	\$25,500	\$0	
DOMINICAN REPUBLIC	\$480,000	\$0	PAKISTAN	\$9,838	\$273,207	
ECUADOR	\$506,914	\$332,836	PALESTINIAN TERRITORIES	\$2,000	\$0	
EGYPT	\$312,405	\$742,834	PANAMA	\$751,614	\$0	
ESTONIA	\$19,023	\$0	PARAGUAY	\$375,020	\$0	
EUROPEAN UNION	\$375,567	\$29,077	PERU	\$0	\$164,538	
FINLAND	\$337,444	\$1,817,708	PHILIPPINES	\$591,057	\$20,000	
FRANCE	\$1,993,471	\$961,377	POLAND	\$1,011,830	\$0	
GERMANY	\$6,977,383	\$794,243	PORTUGAL	\$231,208	\$78,862	
GHANA	\$72,075	\$0	QATAR	\$56,500	\$0	
GREECE	\$63,186	\$357,623	ROMANIA	\$232,191	\$0	
HONG KONG/ MACAU*	\$488,279	\$46,400	RUSSIA	\$20,304	\$0	
HUNGARY	\$271,675	\$69,500	SAUDI ARABIA	\$37,350	\$0	
ICELAND	\$148,400	\$0	SERBIA	\$53,500	\$0	
INDIA	\$3,470,298	\$644,767	SINGAPORE	\$168,900	\$0	
INDONESIA	\$2,650,548	\$364,761	SLOVAK REPUBLIC	\$227,941	\$0	
IRELAND	\$890,652	\$22,407	SLOVENIA	\$103,797	\$0	
			SOUTH AFRICA	\$154,000	\$0	
			continued next page			

FOREIGN CONTRIBUTIONS TO FULBRIGHT TEACHER EXCHANGE PROGRAM IN FISCAL YEAR 2015	COUNTRY	FOREIGN GOVERNMENT	FOREIGN PRIVATE	COUNTRY	FOREIGN GOVERNMENT	FOREIGN PRIVATE
		DIRECT FINANCIAL AND IN-KIND SUPPORT	DIRECT FINANCIAL AND IN-KIND SUPPORT		DIRECT FINANCIAL AND IN-KIND SUPPORT	DIRECT FINANCIAL AND IN-KIND SUPPORT
	SOUTH KOREA	\$5,506,310	\$815,768	UKRAINE	\$4,595	\$0
	SPAIN	\$3,993,468	\$1,341,372	UNITED ARAB EMIRATES	\$15,000	\$0
	SRI LANKA	\$14,407	\$2,440	UNITED KINGDOM	\$4,016,891	\$978,923
	SURINAME	\$0	\$7,500	URUGUAY	\$665,608	\$30,405
	SWEDEN	\$609,743	\$377,375	VIETNAM	\$68,021	\$0
	SWITZERLAND	\$299,700	\$0			
	TAIWAN**	\$4,000,370	\$208,052	TOTAL	\$86,163,881	\$16,625,918
	TANZANIA	\$42,000	\$0	(in U.S. dollars)		
	THAILAND	\$677,226	\$116,667	*Special Administrative Region **The U.S. recognizes the government of the People’s Republic of China as the sole legal government of China. Within this context, the U.S. retains unofficial relations with the people of Taiwan.		
	TIMOR-LESTE (EAST TIMOR)	\$0	\$357,677			
	TRINIDAD AND TOBAGO	\$2,200	\$0			
	TURKEY	\$2,487,722	\$0			
	UGANDA	\$43,200	\$0			
	\$102,789,799			TOTAL FOREIGN CONTRIBUTIONS TO FULBRIGHT STUDENT AND SCHOLAR PROGRAMS IN FISCAL YEAR 2015		
	COUNTRY	FOREIGN GOVERNMENT	FOREIGN PRIVATE	TOTAL		
	BOTSWANA	\$0	\$7,616	\$7,616		
	CHILE	\$0	\$36,000	\$36,000		
	FINLAND	\$7,284	\$24,850	\$32,134		
	INDIA	\$0	\$3,624	\$3,624		
	ISRAEL	\$700	\$0	\$700		
	MEXICO	\$2,350	\$0	\$2,350		
MOROCCO	\$0	\$2,392	\$2,392			
NETHERLANDS	\$500	\$5,000	\$5,500			
NEW ZEALAND	\$31,391	\$0	\$31,391			
SINGAPORE	\$75,867	\$48,792	\$151,734			
SOUTH KOREA	\$0	\$700	\$700			
TAIWAN	\$25,664	\$0	\$25,664			
UNITED KINGDOM	\$0	\$135,149	\$135,149			
TOTAL	\$143,756	\$264,123	\$407,879			
\$407,879			TOTAL FOREIGN CONTRIBUTIONS TO FULBRIGHT TEACHER EXCHANGE PROGRAM IN FISCAL YEAR 2015			

2016 > 70 YEARS > J. William Fulbright Foreign Scholarship Board

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DEPARTMENT OF STATE FULBRIGHT GRANTS BY STATE, FEDERAL DISTRICT, OR U.S. TERRITORY IN FISCAL YEAR 2015	STATE	U.S. GRANTEES	FOREIGN GRANTEES	TOTAL
	ALABAMA	24	26	50
	ALASKA	7	6	13
	ARIZONA	63	63	126
	ARKANSAS	18	40	58
	CALIFORNIA	352	415	767
	COLORADO	66	42	108
	CONNECTICUT	59	62	121
	DELAWARE	5	17	22
	DISTRICT OF COLUMBIA	45	191	236
	FLORIDA	120	119	239
	GEORGIA	62	129	191
	HAWAII	11	23	34
	IDAHO	21	5	26
	ILLINOIS	171	229	400
	INDIANA	62	142	204
	IOWA	32	43	75
	KANSAS	27	50	77
	KENTUCKY	46	26	72
	LOUISIANA	27	29	56
	MAINE	27	6	33
	MARYLAND	103	87	190
	MASSACHUSETTS	191	388	579
	MICHIGAN	86	115	201
	MINNESOTA	79	85	164
	MISSISSIPPI	6	22	28
	MISSOURI	39	70	109
	MONTANA	13	11	24
	NEBRASKA	24	37	61
	NEVADA	12	8	20
	NEW HAMPSHIRE	22	8	30
	NEW JERSEY	110	72	182
	NEW MEXICO	22	11	33
	NEW YORK	317	629	946
	NORTH CAROLINA	97	110	207
	NORTH DAKOTA	5	7	12
	OHIO	100	127	227
	OKLAHOMA	17	20	37
	OREGON	54	57	111
	PENNSYLVANIA	130	190	320
	PUERTO RICO	7	0	7
	RHODE ISLAND	14	35	49
	SOUTH CAROLINA	33	29	62
	SOUTH DAKOTA	10	5	15
	TENNESSEE	40	49	89
	TEXAS	123	145	268
	UTAH	16	12	28
	VERMONT	24	15	39
	VIRGINIA	112	75	187
	WASHINGTON	82	72	154
	WEST VIRGINIA	13	11	24
	WISCONSIN	59	41	100
	WYOMING	5	4	9
	TOTAL	3,210	4,210	7,420
	7,420 TOTAL FULBRIGHT GRANTS BY STATE, FEDERAL DISTRICT, OR U.S. TERRITORY IN FISCAL YEAR 2015			

DEPARTMENT OF EDUCATION FULBRIGHT-HAYS GRANTS TO U.S. CITIZENS IN FISCAL YEAR 2015	REGION	AFRICA	EAST ASIA & PACIFIC	EUROPE	NEAR EAST ASIA	SOUTH & CENTRAL ASIA	WESTERN HEMISPHERE	TOTAL
	DOCTORAL DISSERTATION	21	9	3	1	28	23	85
	GROUP PROJECTS	76	99	59	85	69	42	430
	SEMINARS ABROAD	0	16	0	0	0	0	16
	TOTAL	97	124	62	86	97	65	531
	531			TOTAL FULBRIGHT-HAYS GRANTS TO U.S. CITIZENS IN FISCAL YEAR 2015				
DEPARTMENT OF EDUCATION FULBRIGHT-HAYS GRANTS TO U.S. CITIZENS HISTORICAL TOTALS IN FISCAL YEARS 1964-2015	REGION	AFRICA	EAST ASIA & PACIFIC	EUROPE	NEAR EAST ASIA	SOUTH & CENTRAL ASIA	WESTERN HEMISPHERE	TOTAL
	DOCTORAL DISSERTATION	845	1,340	605	1,084	503	922	5,299
	FACULTY RESEARCH	149	364	370	330	197	221	1,631
	GROUP PROJECTS	4,547	7,806	2,797	10,160	5,450	3,280	34,040
	SEMINARS ABROAD	335	1,327	546	1,447	0	706	4,361
	CURRICULUM CONSULTANT	80	43	70	48	3	83	327
	TOTAL	5,956	10,880	4,388	13,069	6,153	5,212	45,658
	45,658			TOTAL FULBRIGHT-HAYS GRANTS TO U.S. CITIZENS IN FISCAL YEARS 1964-2015				

DEPARTMENT OF STATE FULBRIGHT GRANTS TO U.S. CITIZENS IN FISCAL YEAR 2015	REGION	AFRICA	EAST ASIA & PACIFIC	EUROPE	NEAR EAST ASIA	SOUTH & CENTRAL ASIA	WESTERN HEMISPHERE	TOTAL
	STUDENT	84	539	836	69	123	356	2007
	RESEARCH SCHOLARS	16	47	89	17	31	73	273
	LECTURING SCHOLARS	102	147	340	34	97	133	853
	TEACHER EXCHANGE	2	12	10	3	4	6	37
	SEMINARS	0	17	21	0	2	0	40
	TOTAL U.S.	204	762	1,296	123	257	568	3,210

	3,210	TOTAL FULBRIGHT GRANTS TO U.S. CITIZENS IN FISCAL YEAR 2015						
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DEPARTMENT OF STATE FULBRIGHT GRANTS TO FOREIGN NATIONALS IN FISCAL YEAR 2015	REGION	AFRICA	EAST ASIA & PACIFIC	EUROPE	NEAR EAST ASIA	SOUTH & CENTRAL ASIA	WESTERN HEMISPHERE	TOTAL
	STUDENT	231	596	836	226	358	854	3,101
	RESEARCH SCHOLARS	39	161	324	67	62	74	727
	LECTURING SCHOLARS	7	15	63	69	18	9	181
	TEACHER EXCHANGE	2	6	2	1	4	2	17
	SEMINARS	0	7	0	0	10	0	17
	HUBERT H. HUMPHREY	37	20	25	16	41	28	167
	TOTAL FOREIGN	316	805	1,250	379	493	967	4,210

	4,210	TOTAL FULBRIGHT GRANTS TO FOREIGN NATIONALS IN FISCAL YEAR 2015						
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DEPARTMENT OF STATE FULBRIGHT GRANTS TO U.S. CITIZENS HISTORICAL TOTALS IN FISCAL YEARS 1949-2015	REGION	AFRICA	EAST ASIA & PACIFIC	EUROPE	NEAR EAST ASIA	SOUTH & CENTRAL ASIA	WESTERN HEMISPHERE	TOTAL
	STUDENT	2,044	8,256	40,726	2,038	2,277	6,774	62,115
	SCHOLARS	3,445	8,874	27,611	3,222	4,020	7,925	55,097
	TEACHER EXCHANGE/ SEMINARS	233	971	16,977	339	333	1,578	20,431
	TOTAL U.S.	5,722	18,101	85,314	5,599	6,630	16,277	137,643

	137,643	TOTAL FULBRIGHT GRANTS TO U.S. CITIZENS HISTORICAL TOTALS IN FISCAL YEARS 1949-2015						
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DEPARTMENT OF STATE FULBRIGHT GRANTS TO FOREIGN NATIONALS HISTORICAL TOTALS IN FISCAL YEARS 1949-2015	REGION	AFRICA	EAST ASIA & PACIFIC	EUROPE	NEAR EAST ASIA	SOUTH & CENTRAL ASIA	WESTERN HEMISPHERE	TOTAL
	STUDENT	7,372	19,260	82,040	6,505	8,416	27,482	151,075
	SCHOLARS	1,954	8,305	32,142	3,568	3,587	4,215	53,771
	TEACHER EXCHANGE/ SEMINARS	1,257	2,356	18,078	1,016	690	5,921	29,318
	HUBERT H. HUMPHREY FELLOWS	1,609	842	775	586	761	981	5,554
	PRACTICAL EXPERIENCE & TRAINING	31	35	1,539	157	17	28	1,807
	STUDY OF THE U.S.	146	300	328	52	70	266	1,162
	TOTAL FOREIGN	12,369	31,098	134,902	11,884	13,541	38,893	242,687

	242,687	TOTAL FULBRIGHT GRANTS TO FOREIGN NATIONALS HISTORICAL TOTALS IN FISCAL YEARS 1949-2015						
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NAFSA President Benjamin Schmoker and Sen. J. William Fulbright, April 23, 1956.

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“The essence of intercultural education is 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 simple purpose of the exchange program...is to erode the culturally rooted mistrust that sets nations against one another. The exchange program is not a panacea but an avenue of hope....”

SENATOR J. WILLIAM FULBRIGHT
[from *The Price of Empire*, 1967]