ANNUAL PROGRAM REPORT
October 1, 2014– September 30, 2015

October 2015

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FULBRIGHT
España

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I. INTRODUCTION

HIGHLIGHTS

Formal Awards Ceremony and Cultural Week- Fulbright Program, 2014 Prince of Asturias Prize for International Cooperation

This year started with a robust and global Fulbright delegation traveling to the northern Spanish city of Oviedo to attend the formal awards ceremony of the Prince of Asturias prize.

Assistant Secretary of State for Educational and Cultural Affairs Evan Ryan joined five Fulbrighters from five countries, proudly representing more than 360,000 grantees worldwide, to accept the award from HRM King Felipe VI of Spain at the Campoamor Theater.

The event was attended by high-ranking officials from the Department of State, as well as U.S. Ambassador to Spain and Andorra James Costos and Embassy staff. Harriet Fulbright, Foreign Scholarship Board representatives, Executive Directors of 20 Fulbright Commissions worldwide, and the Fulbright Association also attended. The Commission was represented by board members, Commission staff, Fulbright alumni and current U.S. Fulbrighters in Spain.

In addition to an audience with TM King Felipe VI of Spain and Queen Letizia, a concert, and a reception hosted by the Prince of Asturias Foundation in the presence of TM the King and Queen of Spain, other Fulbright Cultural Week activities showcased the program's valuable contribution to building bridges between societies and cultures. Highlights included:

A roundtable discussion, piano concert and Fulbright Program Information Session in the historic building at the Polytechnic School of Engineering, University of Oviedo, Gijón campus. All featured Fulbright grantees.

A traditional Asturian "Espicha" dinner for the 150-person delegation in honor of Fulbright alumni from the region, as well as those who travelled from all over the country to celebrate.

A Working Session for Fulbright Executive Directors with ECA and FSB representatives held at the Palace that houses the Asturian Regional Government's Parliament. The group, featuring special guest Harriet Fulbright, was welcomed by regional parliament president Pedro Sanjurjo González.

PROFESSIONAL VISITS AND TRAVEL

This year the Executive Director travelled extensively throughout Spain to promote the Fulbright English Teaching Assistantship program to seven regional departments of education.

Additional travel to attend professional meetings or advance Commission objectives included:

Professional Meetings:

October 2014	Prince of Asturias Awards Ceremony, Oviedo
December 2014	"Crossing the Strait" Seminar, Fulbright Commission, Morocco
February 2015	Mid-Year Meeting, University of Extremadura, Caceres
February 2015	APUNE 4th Annual Meeting of Spanish & U.S. Universities, Leon
March 2015	"Building the Transatlantic Future" Seminar, German-American Fulbright Commission Seminar, Berlin
March 2015	"Master's Programs at Spanish Universities," IE University UNESCO Chair, Segovia
April 2015	Fulbright European Executive Directors' Meeting, Lisbon
May 2015	Annual NAFSA Conference, Boston
September 2015	Business trip to IIE, CIES, ECA and US-Spain Forum, New York, Washington, D.C., and St. Augustine, FL

ACKNOWLEDGEMENTS

The Commission is grateful for the continued special attention of U.S. Ambassador to Spain and Andorra James Costos. His active participation in the program, from attending and hosting events for grantees to liaising with local government and private-sector sponsors is instrumental to the program's success.

Great appreciation is also extended to the J. William Fulbright Foreign Scholarship Board and the Bureau of Educational and Cultural Affairs, especially for their support for and participation in the Prince of Asturias Prize Ceremony and Cultural Week in Oviedo. Gratitude is furthermore extended to the Ministry of Foreign Affairs and Cooperation, the Commission Board, EducationUSA and to the Ministry of Education, Culture, and Sports for continued support of the Commission. Finally, the Commission recognizes generous support from regional governments and private sponsors.

COMPARATIVE GRANT NUMBERS

Academic Year 2014-2015	Annual Budget Proposal (December 4, 2013)			Actual Figures (September 30, 2015)		
	N E W	RENEWALS	TOTAL	N E W	RENEWALS	TOTAL
U.S. GRANTS						
Core Program						
Graduate Students	18		18	18		18
Senior Lecturers	4		4	2		2
Senior Researchers	4		4	5		5
Senior Specialists	3		3	5		5
Junior Researchers	2		2	2		2
US - EU Program	0		0	1		1
Internships	2		2		1	1
Other Students						
Madrid Regional Government (TA)	41	2	43	41	2	43
Botín Foundation (TA)	15	1	16			0
FERE/CECA (TA)	3		3	1		1
IE Business School	4		4	4		4
DDRA Fellow	0		0	3		3
SUBTOTAL	96	3	**99**	82	3	**85**
SPAIN GRANTS						
Core Program						
Graduate Students	8	10	18	7	7	14
Travel Grants	3		3	4		4
Foreign Language Teaching Assistants	14		14	12		12
Other Students						
Students in the Arts	5		5	6		6
Private Sponsors	21		21	19		19
Ministry of Education, Culture & Sports	7		7	9		9
Madrid Regional Government	5	1	6	6		6
Andalusia Regional Government	4	2	6	4	1	5
Other Scholars						
Ministry of Education, Culture & Sports	15		15	36		36
Government Employees						
Ministry of Industry, Energy & Tourism	1		1	1		1
Ministry of Public Works	1		1	1		1
Ministry of Finance & Public Administration	1		1			0
Other Programs						
Summer Institutes Univ. Students	4		4	2		2
SUBTOTAL	89	13	**102**	107	8	**115**
GRAND TOTAL	185	16	**201**	189	11	**200**

PROGRAM PLAN AND ANNUAL REPORT COMPARISON

For academic year (AY) 2014-2015, the projected figures in the annual budget proposal of December 2013 were underestimated by only one (1) award when compared to September 2015 actual figures. Overall grant numbers were maintained in spite of unforeseen reductions in the number of grants for U.S. citizens, which were offset by growth in the Spanish program. The most notable variations in projected numbers are explained below.

U.S. Program

The most significant change in the U.S. Program was the cancellation of the Botín Foundation Teaching Assistantship Program in Cantabria. Due to a change in its strategic goals, the private sponsor decided not to continue funding the program, which resulted in sixteen (16) fewer grants.

There were only minor differences in other grant categories.

Spanish Program

The Spanish program was underestimated by thirteen (13) awards. This reporting year is noteworthy as having undergone a significant recovery from prior reductions in contributions. The efforts of the Ministry of Education, Culture and Sports to increase Commission funding are especially commendable. The student program for Master's study in the Humanities, Social Sciences and Arts was reinitiated and funding for the visiting scholar program was increased, allowing university professors to research and guest lecture at U.S. institutions for three- to six-month periods.

Program growth included ten (10) new private sector sponsors which enabled the Commission to offer an additional sixteen (16) student grants. The Commission is grateful to the U.S. Embassy in Madrid for its strong support in these fundraising efforts.

Other slight variations in projections resulted from last-minute candidate withdrawals in several grant categories.

II. GRANTEE AND ALUMNI ACCOMPLISHMENTS

U.S. PROGRAM

Marvin Arnold, 2013 MBA candidate at the IE Business School, founded a company, Unplugged, which promotes net neutrality by reducing dependence on centralized communications systems. Using this technology, communities can remain connected after natural disasters and big telcos can offload some of their traffic to avoid network congestion. This initiative has started to attract worldwide attention having won second place at Madrid's Venture Day and selected as a winner of ITU World Telecom's Young Innovators Competition in Doha.

Alexandra Campbell-Ferrari, 2014 Junior Postdoctoral Researcher in Environmental Law at the Universidad de Alcalá de Henares, participated as a Delegate to the 4th European Water Conference in Brussels and as a Speaker at the XVth World Water Congress in Edinburgh, Scotland. She is creating a working group of U.S. and Spanish water experts to collaborate on challenges faced in river basin management, and will publish her research findings in law journals/reviews.

Jennifer Drummond, 2013 Graduate Student in Chemical Engineering at the Centro de Estudios Avanzados in Blanes, presented her research at a conference in Granada in February, 2015.

Juan Duran, 2012 Graduate Student in Medical Science at the Instituto Cajal in Madrid, published in June the results of his research in Spain on Traumatic Brain Injury and Neuroinflammation in Astrocytes on the Wiley Online Library.

Sloane Heller, 2012 Graduate Student in Medical Science at the Alzheimer Centre Queen Sophia Foundation, has recently published the results of her research in Spain on the Journal of Neurology under the title Validation of the Multimodal Assessment of Capacities in Severe Dementia: A Novel Cognitive and Functional Scale for Use in Severe Dementia.

Daniel Lee, 2014 Graduate Student in International Relations at Universidad Carlos III de Madrid, was invited by Williams College to speak about his project to ten study abroad students in Córdoba, Spain.

Benjamin Lerner, 2003 Graduate Student in Creative Writing at the Universidad de Alcalá de Henares reputed novelist and poet, has been named a 2015 MacArthur Foundation Fellow for demonstrating extraordinary originality and dedication in his creative pursuits and a marked capacity for self-direction.

Irene Olivares, 2014 Graduate Student in History at the Universidad Autónoma de Madrid, presented a section of her research on women's political role in the Spanish empire during the reigns of Philip II through Philip IV (1556-1665) at the American Historical Association in New York City on January 4th, 2015.

Neelay Patil and Amy Seibel, 2014 Master's candidates at the IE Business School, participated in an entrepreneurship competition in partnership with Hult Business School and the Clinton Global Initiative in London, England, from March 13-14, 2015. It is the world's largest student competition and start-up platform for social good.

Azareen Van der Vliet Oloomi, 2010 Graduate Student in Creative Writing at the Universidad de Gerona, won the 2015 Whiting Award, based on "early accomplishment and the promise of great work to come," for her work of fiction Fra Keeler.

Community Involvement

Many U.S. grantees devoted part of their time in Spain to volunteer work and community involvement initiatives such as:

Elena Ayala-Hurtado, Sophie Amado, Kelsey Hughes, Rachel Hunkler, MacKenna Keyes, Keith Lema, Katie Menke, Miriam Otero, Savannah Logan and Casey Sheren, 2014 Madrid Teaching Assistants, organized screenings of the "Girl Rising" film, aimed at increasing awareness about girls' education worldwide.

Elena Ayala-Hurtado, Mai Hunt, Emma Lamothe and Corey Linehan, 2014 Madrid Teaching Assistants, put on American style pep rallies at their schools for The Game of the Year activity co-sponsored by the Regional Government of Madrid and the School Basketball Association.

Alexandra Campbell-Ferrari,Estefanía Castañeda, Alex Houck, Amy Jimenez Armando Mendez and Jessica Tollette, 2014 Madrid Teaching Assistants and Researchers, presented at the "USA-AB Forum" and "USA-León Forum." Albacete and León are small towns in underrepresented areas and the aim of the Forums is to open the eyes of university students to opportunities abroad.

David Campbell, Rosalia Contreras and Katherine Menke, 2014 Madrid Teaching Assistants, tutored students in an after-school English class through the Fundación Secretariado Gitano, an NGO working to empower the Roma community through education, anti-discrimination campaigns, and increased employment opportunities.

David Campbell, Mollie Friedlander, Casey Sheren and Laurel Way, 2014 Madrid Teaching Assistants, volunteered at the ExpoComic Fair in December 2014. Among other tasks, they helped coordinate and translate job interviews for Spanish design students seeking work in the comic industry.

Estefanía Castañeda, 2014 Madrid Teaching Assistant, organized the screening of the documentary "Who is Dayani Cristal?" at the American Space Madrid to commemorate the International Migrants Day on December 18th. The film aims to promote immigrant rights and to increase understanding of migrant struggles that are relevant today.

Amy Jimenez, 2014 Madrid Teaching Assistant, volunteered as a mentor in the Pro Bono Pro Youth Project with Helsinki Espana; collaborated with The Cross Border Project, a theatre organization that works with the community to address social inequalities, to establish guidelines and responsibilities for upcoming volunteers; and served as a "lovuntaria" for the LOVA Project introducing, assisting, and reporting the use of rubrics in schools that are affiliated with the LOVA Project. Additionally, she taught a theatre class at her institution.

McKenna Keyes, Daniel Lasman, Keith Lema and Lindsey Rowe, 2014 Madrid Teaching Assistants, cooperated with the U.S. Embassy during the Global Entrepreneurship Week organizing ad-hoc activities at their schools.

Emma Lamothe, 2014 Madrid Teaching Assistant, volunteered at *Fundadeps*, a health education organization. Her work consisted of handing out library books to hospital patients and participating in meditation workshops.

Erika Lampert, 2014 Graduate Student in Barcelona, volunteered in a program co-sponsored by the U.S. Consulate and the Catalonian Regional Government Department of Education, in which she presented her Fulbright project on Neuroscience and shared experiences with high school students.

Sara Brandt, 2014 Madrid Teaching Assistant, conducted psychiatric research at the CEP Argüelles-Fundación Jiménez Díaz. She also did a lot of writing, translating, and literature review and co-published an article.

La Reina Lawrence and Jessica Tollette, 2014 Madrid Teaching Assistant and Graduate Student, lead a discussion about Cultural Diversity and Inclusion within the Fulbright Spain community and worked with the Commission to make this discussion a permanent fixture during Fulbright España's September orientation week.

Karla Padawer-Solomon, 2014 Madrid Teaching Assistant, took part in a public discussion at the Instituto Internacional about the Jewish community in Spain, both past and present. She co-presented with Peruvian journalist Luis Esteban Gonzalez Manrique.

Rutu Dave, 2014 Madrid Teaching Assistant, participated in regular collaborative workshops with local artists. Portraits from the workshop were displayed in the exhibition "Cara A Cara" in February 2015 in Librería Menos Diez. Also, she moderated an English language conversation group for final year students at I.E.S. Ramon y Cajal on a wide range of social and ethical issues.

Mai Hunt, 2014 Madrid Teaching Assistant, organized a pen pal project between her Spanish high school and a US school as part of an after-school conversation club.

Danny Feinberg, 2014 Madrid Teaching Assistant, coached his students toward taking home the first-place trophy at the 2015 Fundación The English-Speaking Union España Debate. As a prize for placing first in the competition, his students will be flown to Singapore in July to participate in the Global ESU Debate Competition.

Mariana Minaya, 2014 Graduate Student, presented her Fulbright research about Spain's model for importing foreign laborers at group discussion sessions before the members of GRITIM, the University's Interdisciplinary Research Group on Immigration. She will publish a piece in GRITIM's Working Paper Series in the coming weeks.

Denis Whelan, 2014 Madrid Teaching Assistant, participated in an epidemiology research project at the National Center of Epidemiology Instituto de Salud Carlos III, where he used logistic regression to analyze associations between the combined effect of environmental estrogens and breast cancer risk in a case-control study of Spanish women.

SPANISH PROGRAM

Achievements

Alumni *Violeta Demonte Barreto* (1984 Commission postdoctoral researcher in Linguistics, Massachusetts Institute of Technology, Cambridge, MA), and *Joan Massagué Solé* (1979 Commission postdoctoral researcher in Biochemistry, Brown University, Providence, RI) were among the five winners of the 2014 National Research Awards. *Dr. Demonte*, currently a top researcher in the Institute of Language, Literature and Anthropology of the National Research Center (CSIC), received the Humanities Prize for her contribution to the fields of linguistics and descriptive grammar. *Dr. Massagué*, Director of the Biology and Genetics Program, Sloan-Kettering Cancer Institute (New York) and Deputy Director of the Biomedical Research Institute (Barcelona), received the Biology award in recognition of his pioneer work and exceptional contributions to cancer research.

The King and Queen receiving the National Research Award recipients.
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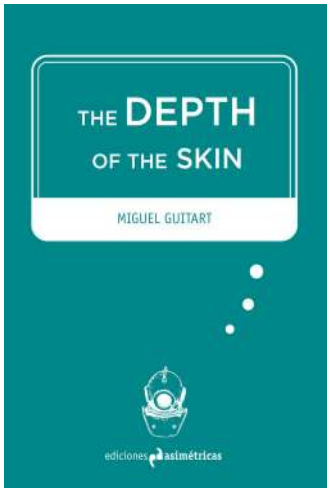
Cristina Gallach Figueras (1984 Fulbright student in International Relations, Columbia University, NY) was named Deputy Secretary General of Communication and Public Information of the United Nations. Previously, she worked for 10 years as spokesperson and press head for *Javier Solana Madariaga* (1966 Fulbright student in Physics, University of Virginia, Charlottesville), former Secretary General of NATO and the European Union's High Representative for Common Foreign and Security Policy.

Lourdes Casanova Seuma (1987 Fulbright student in Linguistics, University of Southern California, Los Angeles) was named one of the 50 Most Influential Intellectuals in Iberoamerica. The digital magazine on international relations *esglobal* said the list is intended "to highlight the enormous talent and variety of points of view generated in Spanish and Portuguese as languages able to offer alternatives to the dominance of English in the world today." Professor Casanova is Senior Lecturer and Academic Director of the Emerging Markets Institute, Samuel Curtis Johnson Graduate School of Management, Cornell University, Ithaca).

Iria Giménez Calvo (Fulbright Ph.D. candidate in Ocean Ecology, Oregon State University, Corvallis) was part of the research group that published the article "Saturation-state Sensitivity of Marine Bivalve Larvae to Ocean Acidification" in the journal *Nature Climate Change*. The study was funded by the National Science Foundation (NSF) and links the mortality of larval Pacific oysters in Northwest hatcheries to ocean acidification caused by the increase in carbon dioxide in the atmosphere and the decrease of pH in near-shore waters. The results point to ocean acidification as a culprit in commercial shellfish hatcheries' failures.



Miguel Guitart Vilches (2001 Fulbright student in Architecture, Harvard University, NY) published The Depth of the Skin, which deals with contemporary architecture issues that continue to configure the armature of authentic architecture: matter, light, structure and emotion. The specific approach is the filter understood as tension between geometry, structure, gaze and light, and activating architectural space in a profound and reflective way. Filters of gaze and light may be found in many cultures and under many guises, but they are always designed for a whole array of functions and made to measure for each region and for each person. The proposal of the book is to rediscover and deepen these ideas of filtering, porosity and osmosis and serve as an analytical tool and a creative mechanism inherent to architectural design.

Fernando Tomás Maestre Gil (2003 Fulbright postdoctoral researcher in Plant Ecology, Duke University, Durham NC) was awarded the Under 40 Sciences Research Prize of the Regional Government of Madrid. He is currently a Professor at the King Juan Carlos University, author of more than 150 articles published in leading international scientific magazines, and an expert on how climatic change affects ecosystems.

Vicente Marcos López Abad (2009 Fulbright Ph.D. candidate in Hispanic Literature, U. Wisconsin-Madison) presented his poem "All Things Considered" as the invited poet for the Bridge Poetry Series VI of the Chazen Museum in Madison, WI. His poem "The Writer and the Girl" was a finalist and published in the e-book of the Poetic Republic Poetry Competition. He was also the invited artist of the Poetry Week in Seville where he presented Melic Art, a bilingual music-poetry project from the recording of "If Rubén Darío Sang, He'd Sing the Blues." This initiative was inspired from the Poem-a-Day Challenge in celebration of April as national poetry month. On a daily basis throughout the month, he recorded and publicized a poem set to music. The poet continues to publish under the pseudonym Marcos Neroy.

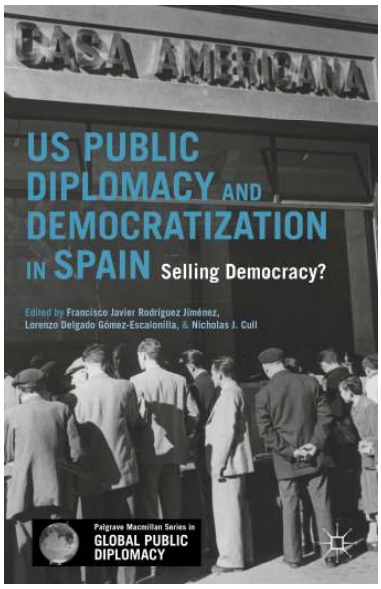
Susana Marcos Celestino (1997 Fulbright postdoctoral researcher in Visual and Visual Optics, Harvard University, Boston) won the Spanish Royal Society for Physics (RSEF) award in Innovation and Technology "for her research in vision physics that has resulted in commercial innovations in the ophthalmological industry and improvements in the diagnosis and treatment of eye diseases" that affect millions throughout the world. Dr. Marcos is a research professor at the Optic Institute of the National Research Council.

Miriam de Miguel Ezaguoi (2010 Fulbright student in Museum Studies, New York University, NY) continued to explore the role of collaborative and participatory artistic practices in contemporary art. She recently coordinated the public programs of Americas Society's Visual Arts department in New York and has conducted education projects at the Lázaro Galdiano Museum in Madrid, the Brooklyn Historical Society, the Fundación / Colección Cisneros (CPPC), and the Metropolitan Museum of Art. She is currently a Ministry of Foreign Affairs' fellow at the Embassy of Spain's Cultural Office in Washington DC.

Jorge Muriel Mencía (1999 Fulbright student in Acting, Herbert Berghof Studio, New York) won the Best Supporting Actor award of the Spanish Union of Actors and Actresses for his role in the play *"Cuando Deje de Llover" (When the Rain Stops Falling)*. In addition to acting, he produced and translated this internationally acclaimed work of the Australian playwright Andrew Bovell for its debut in Spain. The show also was the big winner of the annual Spanish Max Awards for Performing Arts, taking the prizes for best play of the year; best supporting actress and best theatre direction.

Elena Moyá Pereira (1994 Fulbright student in Journalism, University of Nevada – Reno) published La Candidata which reflects on the role of women in high political circles. The novel pays homage to Victoria Kent, one of the great ladies of Spanish politics, who exemplified justice, integrity and struggle.

Francisco Javier Rodríguez Jiménez (2010 Fulbright postdoctoral researcher in History, George Washington University, DC) was the leading editor in publishing U.S. Public Diplomacy and Democratization in Spain. The volume examines the public diplomacy strategies that the U.S. government employed to accomplish an almost impossible mission: to keep a warm relationship with the tyrannical Franco regime without drifting apart from political opponents, and to somehow pave the way for a transition to democracy. The book's focus on the perspective of soft power breaks new ground in understanding U.S.-Spanish relations. In so doing, it offers valuable lessons for understanding how public diplomacy has functioned in the past and can function today and tomorrow in transitions to democracy.

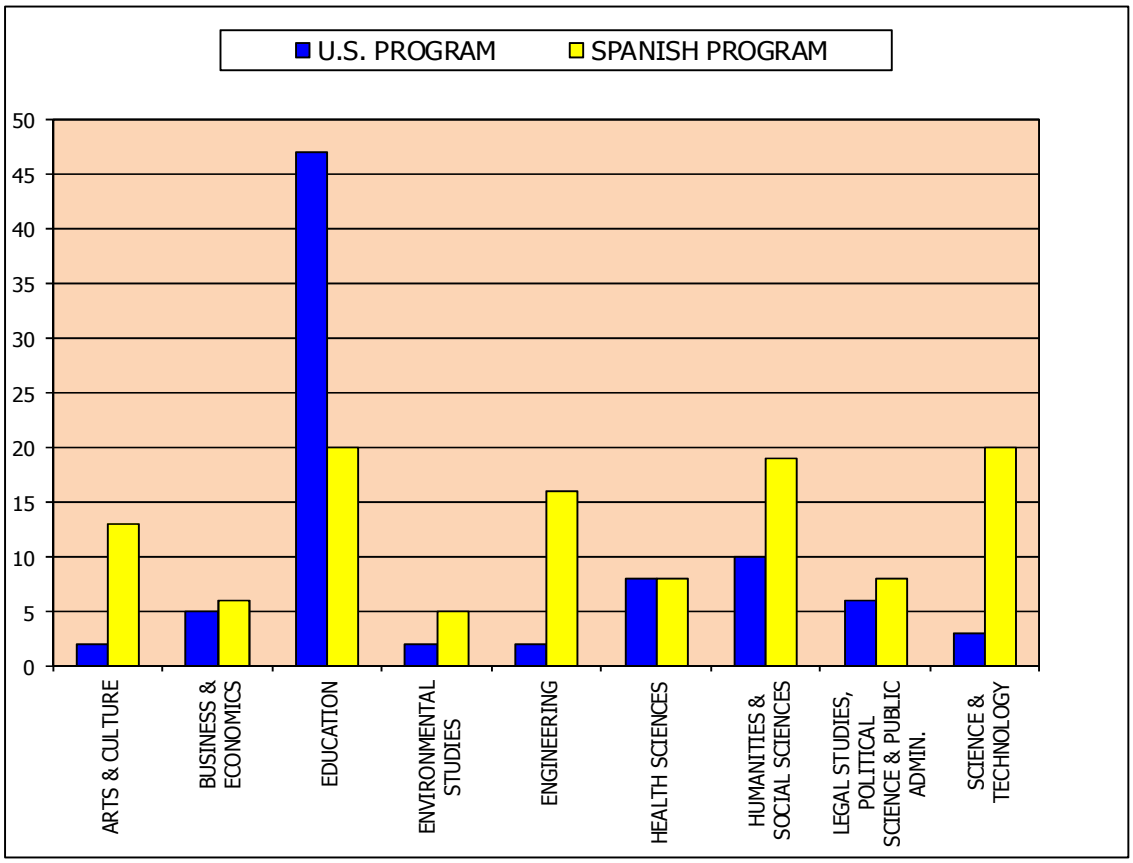


Victor Sebastián Cabeza (2009 Fulbright postdoctoral researcher in Chemical Engineering, MIT, Cambridge, MA) participated in the Aspen Institute Socrates Seminar "*How Technology is Changing Us: How We Think, Relate, and Lead*." The program provides a forum for emerging leaders from various professions to convene and explore contemporary issues. The Seminar was moderated by Stephen Balkam, founder and CEO of the Family Online Safety Institute (FOSI), an international, nonprofit organization headquartered in Washington, DC. FOSI's mission is to make the online world safer for kids and their families. FOSI convenes the top thinkers and practitioners in government, industry and the nonprofit sectors to collaborate and innovate and to create a "culture of responsibility" in the online world.

Montserrat Zamorano Gañán (2014 Fulbright student in International Marketing, School of the Visual Arts, NY) presented a lecture at the Harvard Graduate School of Design for young architects to reinvent professional practices, generate new visions, improve and sharpen existing ones, and open the range of possible applications of their creative capacity. Within this context, the objective was to foster observation and interchange new modes, models and frameworks of contemporary practice, especially the ones performed by young talents in architecture.

III. STUDY AREAS

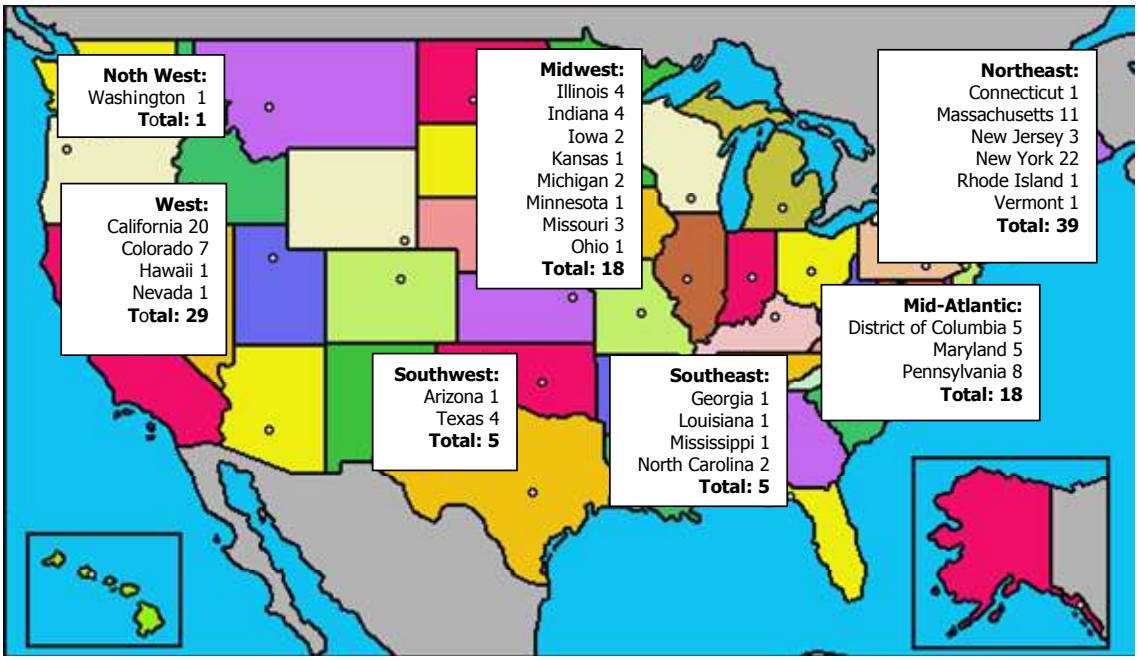
STUDY AREAS ACADEMIC YEAR 2014-2015			
AREA	**U.S. PROGRAM**	**SPANISH PROGRAM**	**TOTAL**
ARTS & CULTURE	2	13	15
BUSINESS & ECONOMICS	5	6	11
EDUCATION	47	20	67
ENVIRONMENTAL STUDIES	2	5	7
ENGINEERING	2	16	18
HEALTH SCIENCES	8	8	16
HUMANITIES & SOCIAL SCIENCES	10	19	29
LEGAL STUDIES, POLITICAL SCIENCE & PUBLIC ADMIN.	6	8	14
SCIENCE & TECHNOLOGY	3	20	23
TOTAL GRANTS	**85**	**115**	**200**



IV. GEOGRAPHIC DISTRIBUTION

U.S. GRANTS IN SPAIN (85)

SPANISH GRANTS IN THE U.S. (115)



V. NON-GRANT ACTIVITIES

EUROPEAN REGIONAL ACTIVITIES – SPANISH PROGRAM

Collaboration with the Belgian-Luxembourg Commission continued. Staff interviewed and prescreened Fulbright-Schuman applicants residing in Spain. The program is jointly financed by the U.S. Department of State and the Directorate General for Education and Culture of the European Commission and offers awards for research/postgraduate study; grants to professionals in international education administration; or awards for lecturing at U.S. universities. All grants are targeted to projects dealing with U.S.-E.U. relations or E.U. affairs. Grantees residing in Spain are also invited to participate in the Commission's orientation program.

For academic year 2014-2015, two (2) Fulbright-Schuman graduate students from Spain were selected for projects in the areas of Economics and Dance Therapy.

The Commission in Spain is a Permanent Observer on the Andorra Fulbright Bilateral Committee. Collaboration continued by attending the annual Bilateral Committee meeting and interviewing Andorran graduate student applicants. Support services were also made available to U.S. and Andorran grantees which were invited to activities organized by the Commission in Spain (i.e. U.S. program orientation; U.S. program mid-year seminar; and pre-departure orientation and visa processing for departing Andorran grantees).

Andorra Fulbright Bilateral Committee

GRANT SUPPORTING ACTIVITIES

U.S. Program

Community Involvement Meeting at the U.S. Consulate in Barcelona

On October 1, 2014, the U.S. Consulate General in Barcelona hosted a meeting with the seven newly arrived Fulbright grantees to the city presenting a joint volunteering program with the Department of Education of the Catalonian Regional Government. Fulbright grantees will give presentations at high-schools throughout the year with the aim of motivating the students by sharing their experiences and achievements. Consulate staff, Fulbright grantees, a representative from the Catalonian Regional Government and the Commission's American Program Assistant attended.

Activities organized by the Fulbright Alumni Association

During October and November, 2014, the Fulbright Alumni Association organized a "tapas" tour and wine tasting event of emblematic places in Madrid city centre. They also facilitated a meeting with Zach Portilla, Ambassador James Costos' Chief of Staff, and hosted a talk about Sephardic Jewish cultural heritage. All initiatives proved very popular.

Prince of Asturias Awards Ceremony

A group of 32 American grantees traveled to Oviedo at the end of October to take part in the activities organized around the Prince of Asturias Awards Ceremony. The highlight of the trip was the reception hosted by Their Majesties the Kings of Spain, who greeted and departed with their guests.

Guided Tour of the "Sorolla and the United States" Exhibition

On November 20, 2014, the Commission and the Mapfre Foundation organized a guided tour of the "*Sorolla and the United States"* exhibit, a beautiful showcase of Spanish painter Joaquín Sorolla's best works completed during his stays in the United States, thanks in good part to the patronage of Archer M. Huntington and The Hispanic Society of America.

Thanksgiving Dinner

On November 26, 2014, the U.S. Ambassador and Mr. Smith hosted a traditional Thanksgiving meal for 21 Fulbright Teaching Assistants, their school coordinators, and program sponsors. It was the first time that most Spaniards in attendance took part in a Thanksgiving celebration, so they were thrilled at the opportunity and enjoyed the warm atmosphere of the event.

"Crossing the Strait Seminar" hosted by the U.S.-Morocco Fulbright Commission

Thanks to ECA sponsorship, 17 U.S. graduate researchers in Spain travelled to meet their counterparts in Morocco and to get to know better the history shared by both countries. The Seminar balanced working sessions with cultural activities that provided the chance to experience first-hand Moroccan culture and understand the current state of affairs.

Mid-Year Seminar for U.S. Grantees in Spain and Andorra, academic year 2014-2015

The *Universidad de Extremadura* hosted the Mid-Year Seminar from February 4-7, 2015. Seventy-two grantees attended working sessions, cultural and social activities; accompanying family members also enjoyed the latter. Representatives from the Commission, the Regional Governments of Madrid and Extremadura, the *Universidad de Extremadura,* and the Caceres region and town hall joined the opening ceremony and other activities. Many former Spanish grantees collaborated in the Seminar in various capacities. Evaluation reports were very positive and proved that the seminar was a highlight for the U.S. grantees.

Joe McVeigh, ESL Specialist, Visit to the Commission

Joe McVeigh, an ESL Specialist from Middlebury, Vermont, visited the Commission on February 27, 2015 during his trip to Madrid and Castilla-La Mancha organized by the U.S. Embassy. Mr. McVeigh spoke with four Madrid Teaching Assistants about their experiences in the classroom to get a better understanding of the bilingual school system in Spain.

Visits sponsored by the U.S.-Spain Council

La *Fundación Consejo España-Estados Unidos* (U.S.-Spain Council), a member of the Commission board, organized and sponsored for the third year a program of visits to top Spanish research institutes, companies and foundations in Madrid on April 27-29, 2015. A group of six predoctoral researchers in the biochemistry and medical areas participated in the six visits. They accessed some of the top laboratories in Spain and received first-hand explanations of the goals and methodologies followed by the host institutions. The initiative was well received by the grantees and is expected to be repeated next year.

Meetings with grantees

Periodically throughout the year, the Commission organized meetings to address different topics and issues affecting grantees. The meetings with Madrid grantees took place at the Commission office, while those for grantees living outside of Madrid were carried out on-line.

Madrid Global Classrooms and the Model U.N. Conference

From May 13 to 18, 2015, a group of 10 Madrid high school students, accompanied by two teachers and two Fulbright ETAs, travelled to New York to participate in the Global Classrooms Model U.N. Conference. The ETAs worked as members of the dais in two different committees and the students' performance was outstanding – two of them were awarded Honorable Mentions.

End-of-Year Event for U.S. Grantees in Spain, Academic Year 2015-2016

On June 2, 2015, the Commission hosted a Fulbright Gathering that also served as end-of-year event for the U.S. grantees completing their stay in Spain. Krishna R. Urs, Deputy Chief of Mission at the U.S. Embassy, opened the meeting and Fulbright Senior Specialist Lyn Boyd-Judson offered the keynote address on Global Ethics.

Arrival Orientation, Academic Year 2015-2016

A total of 84 U.S. student grantees plus two Junior postdoctoral researchers in Spain (79 out of 81) and Andorra (5 of 5) attended the four-day meeting held at the *Instituto Internacional en España* in Madrid from September 7-10, 2015. Collaborators from the U.S. Embassy, the Ministry of Foreign Affairs, the Regional Government of Madrid and the Government of Andorra participated in the opening ceremony and the working sessions, some of them led by former grantees – both from Spain and the U.S. - generously donating their time and experience. According to the incoming grantees, the orientation was informative, stimulating and a great bonding opportunity.

Fulbright Experiences

"I will start by saying that this year has been one of the greatest of my life and believe this is reflected in the ways I have grown. I now realize that I came here with a very US-centric point of view. Having met people from around the world – with different cultures, different perspectives, and different experiences – I believe I now think more globally, critically, and with a greater open-mind." – Erika Lampert

"Overall, this has been one of the most revealing and important years of my life in regards to expanding my perspective, growing as a person and a professional, and gaining a deeper and more full understanding of what it means to be a teacher."- Danny Feinberg

"Consistently engaging with fellow grantees who not only come from a diverse range of academic and personal backgrounds but also have a strong intellectual drive has certainly given me more confidence to go forward with ideas of my own." - Karsten Powers

"I feel that, after this year, I will be a more open-minded and culturally curious person." – Casey Sheren

"Fulbright profligates the positive stereotypes of Americans: friendly, caring, and supportive people who go beyond their borders to learn from and teach others. Numerous times in class, my students would marvel at how I (and by extension, Auxiliares) am not "like the Americans on TV.". Without this program, this cultural perception would persist." - Patrick Stroud

"Often, as a Fulbright you have the opportunity to be one of the first or most intimate encounters a foreigner may have with an American. I have found that while from a distance other countries and cultures seem easy to summarize and generalize, as one familiarizes oneself with said cultures, the often reductionist and distant prior perspective quickly develops into a complex and fuller understanding." – Denis Whelan

"I applied for a Fulbright because I already had a great desire to learn about other cultures and social issues around the world, and my experiences this year have augmented this. Fulbright has left me wanting to continue to live and teach and learn in other countries, and my experiences this year directly contributed to my decision to apply for the Peace Corps next year." - Elisabeth Thoreson-Green

Spanish Program

Grant supporting activities, specially designed and organized for Fulbright participants, are offered throughout the award period - before departure; upon arrival in the U.S.; during the grant period; and as returned alumni. The objective of these additional services is to position the Commission as a public-oriented service entity vis-à-vis competing educational exchange programs that do not provide or lack these supplementary benefits as well as increase public visibility of Fulbright activities.

Pre-departure Orientation and Group Visa Processing

A day-long, pre-departure orientation program was offered for academic year 2015-2016 departing students. The session offered special opportunities to bring together individuals from various grant categories and backgrounds to form a cohesive group with common interests. In total, fifty-one (51) grantees attended representing four (4) Commission grant categories. Guests included one (1) Andorran student and two (2) European Union grantees from the Fulbright-Schuman program that were residing in Spain. Activities included: staff presentations, discussions on grant administration topics and clarifying visa regulations. Alumni panels shared personal, professional and academic experiences with departing grantees.

Participants represented sponsorship from the U.S. and Spanish governments as well as two (2) regional governments; one (1) ministry; one (1) foundation; five (5) private institutions; and one (1) U.S. university. The Andorran Commission was represented by an official of the Department of Higher Education and Research of the Ministry of Education and Youth and one (1) student grantee.

Summer 2015 Fulbright student pre-departure orientation at the International Institute in Spain

The program included a luncheon hosted by the U.S. Deputy Chief of Mission to Spain at his official residence. For the past twelve (12) years, the U.S. Embassy in Madrid has been an active participant in the orientation program and especially helpful in facilitating and expediting the issuance of grantees' visas. This special consideration, once again, provides a positive perception of the Fulbright Program and the Commission's support services.

The Deputy Chief of Mission (DCM) addressing students at his residence along with the Fulbright Executive Director and the Cultural Affairs Officer (CAO)

Collaboration with Other Institutions

The Commission continued to collaborate with other institutions interested in involving Spanish Fulbright alumni in their activities. For example, the Aspen Institute–Spain requested the assistance of the Commission in publicizing their activities and recruiting participants. The Aspen Institute's seminars aim to bring together future leaders from all sectors of society to reflect on contemporary issues through moderated debates. All expenses for participating Fulbright alumni are covered by The Aspen Institute.

Likewise the Commission assisted the U.S. Embassy in Madrid in identifying Fulbright alumni with demonstrated innovation and community leadership skills. The Embassy has launched various initiatives to address issues that affect Spanish youth and created and developed projects promoting civil engagement, volunteerism and community service.

Gateway Orientation Programs, Enrichment Seminars and Summer Institutes

Grantees in the U.S. benefitted from supporting activities provided by collaborating agencies. The Commission is grateful for the U.S. Department of State funding for pre-academic training and Gateway Orientation programs. In summer 2015, ten (10) Gateway Orientation programs were offered and nineteen (19) graduate students attended. Twelve (12) Foreign Language Teaching Assistants (FLTAs) attended their specific orientation programs offered at six (6) host universities.

Throughout academic year 2014-2015, forty-four (44) students were invited to participate in ten (10) regional Enrichment Seminars organized by the Institute of International Education (IIE). Likewise, visiting scholars enjoyed the professional and personal enrichment activities organized by the Council for International Exchange of Scholars (CIES), the U.S. Fulbright Association and the National Council for International Visitors.

The Mid-Year Conference for 2014-2015 Foreign Language Teaching Assistants (FLTA) was held in Washington, DC. Fourteen (14) Spanish grantees attended. **Ana Lucas Honorato** (FLTA grantee, Gardner-Webb University, Boiling Springs, NC) commented: *"The TAs shared experiences, hopes and concerns with more than 400 colleagues from around 50 countries and with whom an intercultural communication spontaneously arose within a magical atmosphere of mutual understanding. The event offered TAs the possibility to attend lectures on teaching performance and cultural immersion with the chance to be actively involved in presentations, debates and cultural stands. Presentations dealt with different topics such as cultural shock and adaptation, teaching strategies and methodologies regarding both linguistic and cultural issues. Besides lectures, the TAs visited a museum or volunteered in women or veterans shelters. Thanks to this activity, TAS learned more about U.S. society and contributed to improving the living conditions of some people."*

Spanish FLTAs at the 2014 Mid-year Conference

The Commission maintained its support for the Summer Institutes for European Student Leaders organized by the Bureau of Educational and Cultural Affairs (ECA) of the United States Department of State. In summer 2015, two (2) participants attended the sessions: *Institute on Environmental Stewardship*, and *Institute on Social Entrepreneurship*. The Institutes, in addition to the academic focus, introduced European students to U.S. culture and society by including cultural components that allowed them to become familiar with their host community.

2015 Summer Institute on Environmental Stewardship participants, Kansas State University

Fulbright Experiences

Miguel Camacho Collados (2014 Fulbright/Caldwell-Fisher Foundation researcher in Mathematics/Criminology, UCLA)

"As an Inspector of the Spanish National Police, I wanted to work with the best group in the world in applying mathematics to crime forecasting. The dream came true and my expectations were amply exceeded with vast academic research, talks at prestigious universities and poster presentations, among other experiences. But not everything was challenging academic work. The policing experience was highly enriching: the Los Angeles Police Department (LAPD) training courses, meeting excellent professionals, and going on patrol with a sergeant in the South East Division, one of the most troubled areas of Los Angeles. My previous police experience in Spain helped, but not enough to deal with the number of situations LAPD officers face every day. The treatment from Fulbright was excellent. I was invited to seminars in Virginia and Texas and countless visits: Los Angeles Times, NASA, Caltech, Warriors vs Clippers … all accompanied by extraordinary people from diverse countries. I thank the wonderful work performed by the Fulbright program and will keep working to validate all the trust they placed in me."

LAPD training course with Eric Garcetti, Mayor of Los Angeles and LAPD Chief, Charlie Beck

María Luz Peláez Ramos (2014 Fulbright/Ministry of Industry student in Public Policy, Georgetown University, DC)

"This year has been an enriching experience in all senses. I have not only completed academic objectives in public administration and economics, but also have acquired a better understanding of American society, especially the political circles in Washington, DC. I would like to reiterate my thanks to the Fulbright Commission for the huge opportunity to improve my personal and professional life. I would like to highlight my gratitude for the Enrichment Seminar that I will never forget, sharing four days with Fulbrighters from all over the world. I face my return with a commitment to give back and share all the knowledge I acquired during this intensive year."

María José Arrufat Marqués (2014 Fulbright/Ministry of Education student in Applied Second Language Acquisition, Carnegie-Mellon University, Pittsburgh)

"The Fence," Carnegie-Mellon University

"My dream of being a Fulbright grantee since I was 17 years old came true. The experience was tough in the beginning, but I had the support of my fellow Spanish Fulbrighters, university classmates, professors and my family and friends back in Spain. I only have the highest regard for my host university where I learned to be a better teacher and researcher. I had the opportunity to present in a national congress and participate in research projects. This year I will begin a Ph.D. in Spain and the experience of having been a Fulbright grantee has given me a completely different academic and professional perspective. I truly thank all for believing in me and giving me this life-changing experience."

Diego García Represa (2014 Fulbright/Santander Bank student in Foreign Service, Georgetown University, DC)

"Postgraduate study in the U.S. is not only a unique, vital experience, but also a privileged professional catapult. Thanks to the Santander Bank and the work of the Fulbright Program, I am enrolled in a demanding program that trains future public and private sector leaders for top positions in the international sphere. I received an internship through the United Nations Development Program in the Salomon Islands to assist in the creation of "savings clubs" to provide financing to the most remote populations in the region. I not only have been given the opportunity to put my studies into practice, but also to be a part of work and efforts that will have a direct impact on the future and lives of those I see on a daily basis. This dream experience is priceless."

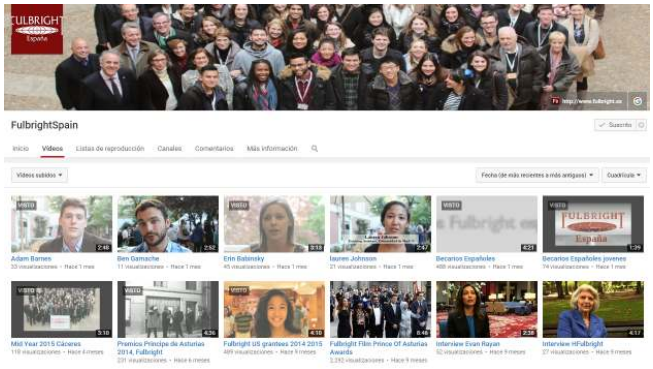
SOCIAL/PROFESSIONAL MEDIA

Blog: www.blogdefulbright.es. The Fulbright Spain Blog is an increasingly used resource for information about the Commission's activities and the U.S. more generally. Receiving over 8,500 visits in 2014, the majority of traffic has coincided with the publication of new grant announcements and events held in Madrid. It has also served as a vehicle for users to connect with our website and other social media accounts.

Twitter: @FulbrightSpain . The main source of information about the latest news and publications from our current and former grantees, we have published almost 3,000 Tweets to date. The Fulbright Spain Twitter Account currently has over 3,900 followers, of which 360 are Fulbright grantees and alumni.

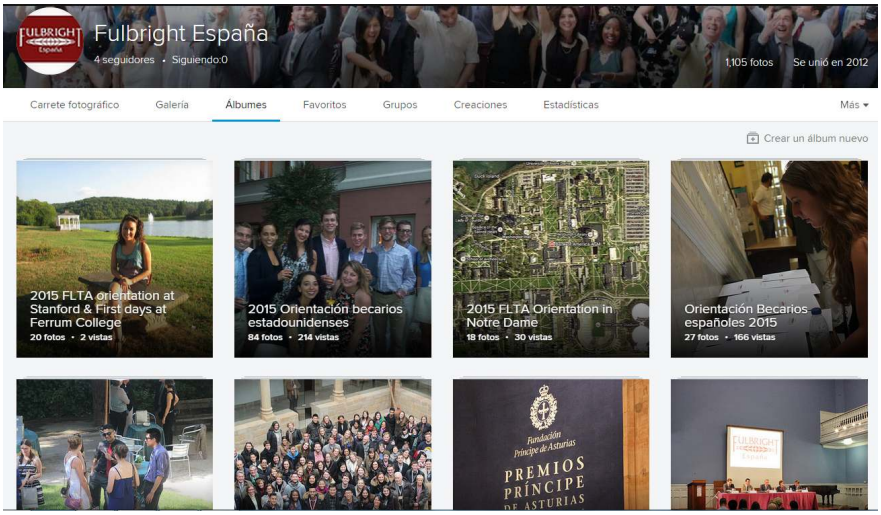
Facebook: Fulbright España http://www.facebook.com/pages/Fulbright-España/. With over 5,800 "friends" the Fulbright Spain Facebook page is most used to view information on upcoming grants, pictures of current and former grantees, and, in this past year, information about the Prince of Asturias Award received in October.

Youtube: Channel of FulbrightSpain http://www.youtube.com/user/FulbrightSpain/videos?. The Fulbright Spain channel has experienced the greatest growth of the social media accounts. With 57 videos and a total of 18,500 views the most visited video has been that of the Prince of Asturias Award (2,292 views).



Linkedin: Fulbright España – grupo official. There are currently 1,551 registered members in the Fulbright Spain Group.

Flickr: The online photo Gallery of de Fulbrightspain http://www.flickr.com/photos/fulbrightspain/ contains more than 1,100 photos of various events: U.S. and Spanish Program Orientations for U.S. and Spanish grantess, Mid-Year seminars and the Global Classrooms program among others.



EDUCATIONAL ADVISING

This year was marked by new initiatives for the Commission's Advising Center. In addition to adding fall dates for the EducationUSA-branded college fair, a stop in Barcelona was included for the first time. The center also started a U.S. Student Ambassador Program and held its first Pre-Departure Orientation. These outreach initiatives, driven by a desire to meet students at a time and place that is convenient for them, allowed EducationUSA and Fulbright to reach a national audience while providing advisees with more opportunities to learn about U.S. Study.

As a result, year-on-year outreach attendees more than doubled to rest at 4,784 (up from 2,240). At the same time, in-center group attendees (495 vs 1,161) and phone calls (900 vs 1,179 last year) decreased while individual advising appointments increased to 126 from 69. Difficulty in meeting demand for individual advising requests has led the advising center to implement a schedule of weekly online group chats to ensure continued access.

The total number of contacts registered in the advising center's database in the past year is nearly 4,000.

Outreach

Education Fairs

EducationUSA welcomed 1,100 students and parents at its spring and fall fairs. The first EducationUSA fair in Barcelona held in September as part of the U.S. Commercial Service Trade Mission to our region welcomed 300 students. Two fairs held this year in Madrid, also a stop on the trade mission, saw 800 students visit the American Space Madrid for first-hand information on U.S. Study. In total, 32 U.S. institutions of higher education participated as exhibitors.

Students attending EducationUSA´s "Your Five Steps to U.S. Study" seminar during September's Barcelona fair.

The advising team also participated in a number of fairs, both on-site and virtual, organized by other entities, such as Expocomic, EduExpo, QS, CollegeWeekLive, and SRT, reaching 1,445 students at these events.

Student Ambassadors - High School Visits

EducationUSA Spain's new U.S. Student Ambassador program not only provides volunteers to represent the network at local fairs, but also trains language assistants at Spanish high schools to give "Your 5 Steps to US Study" presentations during International Education Week. Our Ambassadors presented at 5 public and Catholic schools in Madrid, allowing EducationUSA to reach a total of 655 students through 10 high school visits. EducationUSA Student Ambassadors benefit from the program because it allows them to "*work with students to open up new horizons and guide them so that they can benefit from an international educational experience and an approach to American society*."

University and Ministry Visits

The advising staff also visited several universities and local government ministries to promote the Fulbright program and EducationUSA services in Spain. An emphasis was placed on reaching students at those universities typically underrepresented in the grant competition process, like those in the regions of Extremadura, Galicia and Castilla-Leon. Altogether, we reached 621 participants.

Cohort Advising

The Competitive College Club

The EducationUSA Spain chapter of the Competitive College Club (CCC) aims to prepare high-achieving Spanish high school students for the competitive admissions process at U.S. universities. The chapter, in just its second year, was small but reaped extremely positive results. The 2014-15 cohort received offers from Harvard, Florida Institute of Technology, Clark University, and Berklee College of Music, among others, with members receiving more than $300,000 in scholarship offers.

The cohort was so successful that for 2015-16 an online cohort has been added, making it possible for talented students from all over Spain to benefit from this experience.

Elba Alonso (Harvard, Class of 2019, Astrophysics) *"I am sincerely grateful to the CCC for all the help received. Without it, I doubt I would have been able to complete my application."*

Other Group Advising Sessions

Group advising initiatives include bi-weekly sessions at the Fulbright Commission on graduate school admissions and Fulbright funding opportunities. More than **130** advisees took advantage of this opportunity to present a competitive grant proposal.

Additionally, EducationUSA featured a series of group sessions during **International Education Week** and throughout the year at the American Spaces of Valencia and Madrid, made possible through a U.S. Embassy grant. More than **450** people attended.

The advising staff has identified an increasing number of grantees across the various Spanish grant programs who have attended one of these sessions prior to applying.

Pre-Departure Orientation

EducationUSA in Spain´s first **pre-departure orientation (PDO)** took place at the American Space Madrid in May. It was supported by the US Embassy and offered via streaming. **41** students participated.

Competitive College Club Students and a graduate school-bound student at our first PDO in May proudly share the location of their destination institutions.

Social Media

EducationUSA reports approximately 550 new Facebook likes in the past year and approximately 250 new Twitter followers. In July the advising center hired a new Community Manager intern to optimize EducationUSA's social media presence and convert standard information delivery methods from print to video. The social media campaign to promote the fall EducationUSA fairs was instrumental in ensuring a robust turnout in both Madrid and Barcelona.

Adviser Training

The Educational Adviser was able to put knowledge acquired at the Level 3 Training Institute to use by designing and leading a training session on "Organizing EducationUSA-branded College Fairs" for a regional Level 2 Training Workshop in Budapest. She also contributed to the training session and development of the EducationUSA official network resource on "University Partnerships Building."

The Advising Center was also able to expand its growing list of U.S. Higher Education Institution contacts by sending a representative to the OACAC conference in Portland, Oregon and the U.S. – U.K. Fulbright Commission's EducationUSA USA College Day fair in London as volunteer staff.

Level 1 advising staff continues to participate in monthly online training sessions offered by the REAC.

Finally, Educational Advising staff continued to support International Educational Exchange through its internship program for US study abroad students and actively participating in Association of North American University Programs in Spain (APUNE) activities.

APPENDICES

APPENDIX A - PUBLIC SPONSORS

The Commission wishes to acknowledge especially the leadership and dedicated staff of the principal government offices involved in the development of its academic year 2014-2015 activities:

UNITED STATES DEPARTMENT OF STATE, Washington, D.C.
Bureau of Educational and Cultural Affairs – Office of Academic Exchange Programs

EMBASSY OF THE UNITED STATES OF AMERICA, Madrid

MINISTERIO DE ASUNTOS EXTERIORES Y DE COOPERACIÓN
Secretaría de Estado de Cooperación Internacional
Agencia Española de Cooperación Internacional para el Desarrollo
Dirección de Relaciones Culturales y Científicas

MINISTERIO DE EDUCACIÓN, CULTURA Y DEPORTE
Secretaría General Técnica
Dirección General de Universidades
Secretaría de Estado de Cultura

MINISTERIO DE INDUSTRIA, ENERGÍA Y TURISMO
Subsecretaría

MINISTERIO DE HACIENDA Y ADMINISTRACIONES PÚBLICAS
Instituto Nacional de Administración Pública

COMUNIDAD AUTÓNOMA DE MADRID
Consejería de Educación
Dirección General de Universidades e Investigación
Dirección General de Educación Secundaria y Enseñanzas Profesionales

JUNTA DE ANDALUCÍA
Agencia Andaluza del Conocimiento
Consejería de Economía, Innovación, Ciencia y Empleo

APPENDIX B - PRIVATE SPONSORS

The Commission gratefully acknowledges the support of the following private sponsors:

IE BUSINESS SCHOOL (Instituto de Empresa)

El CORTE INGLÉS

INTERNATIONAL INSTITUTE IN SPAIN

TELEFÓNICA

REPSOL FOUNDATION

GRIFOLS

MAPFRE FOUNDATION

J.W. FULBRIGHT ASSOCIATION

RAMÓN ARECES FOUNDATION

FERE-CECA MADRID

SANTANDER

ABENGOA

JOHN H.N. FISHER-JENNIFER CALDWELL

ABERTIS FOUNDATION

THE COCA-COLA COMPANY

IBERDROLA FOUNDATION

APPENDIX C - SPANISH GRANTEES & HOME INSTITUTIONS

REGIONS (14)	HOME INSTITUTIONS (46)	GRANTEES (115)
Andalusia	U. Córdoba	2
	U. Cádiz	1
	U. Granada	10
	U. Málaga	1
	U. Pablo de Olavide	1
	U. Sevilla	5
	UNED Córdoba	1
Aragon	U. Zaragoza	3
Asturias	U. Oviedo	3
Balearic Islands	U. de les Illes Balears	2
Basque Country	U. del Pais Vasco	1
Cantabria	U. de Cantabria	2
Canary Islands	U. de las Palmas de Gran Canaria	1
Castille and Leon	U. de Burgos	1
	U. de Leon	1
	U. Salamanca	5
	U. Valladolid	1
Catalonia	U. Abad Oliba CEU	1
	U. Autónoma de Barcelona	3
	U. Barcelona	6
	ESADE Business School	1
	U. Oberta de Catalunya	1
	U. Pompeu Fabra, Tarragona	4
	U. Politécnica de Catalunya	3
Galicia	U. Santiago de Compostela	3
	U. Vigo	1
La Rioja	UNED La Rioja	1

Madrid	Istituto Europeo di Design	1
	Real Conservatorio de Música	1
	U. Alcalá, Alcalá de Henares	1
	U. Autónoma de Madrid	7
	U. Carlos III, Getafe	4
	U. Complutense de Madrid	11
	U. Politécnica de Madrid	2
	U. Pontificia de Comillas	3
Navarre	U. Navarra, Pamplona	2
Valencia	U. CEU Cardenal Herrera	1
	U. Alicante	1
	U. Jaume I	1
	U. Politécnica de Valencia	4
	U. de Valencia	6
	U. Miguel Hernández	2
Other	Arts Academie Anderlech (Belgium)	1
	U. of Tuebingen (Germany)	1
	University Of Cambridge (U.K)	1

APPENDIX D – SPANISH GRANTEES & U.S. HOST INSTITUTIONS

HOST INSTITUTIONS (74)	STATES (26)	GRANTEES (115)
Northeast (21)	**(6)**	**(39)**
Boston College	MA	1
Boston U.	MA	1
Brown University	RI	1
Castelton State College	VT	1
Columbia University	NY	3
Cornell University	NY	1
CUNY	NY	3
Harvard University	MA	6
Hartwick College	NY	1
Icann School of Medicine	NY	1
Merrimack College	MA	1
MIT	MA	1
New York Film Academy	NY	1
New York University	NY	8
New School University	NY	2
Montclair University	NJ	1
Princeton University	NJ	2
School of the Visual Arts	NY	1
Syracuse University	NY	1
Tufts University	MA	1
Yale University	CT	1
North West		
University of Washington	WA	1
Mid-Atlantic (11)	**(3)**	**(18)**
Carnegie Mellon University	PA	1
Drexel University	PA	1
Georgetown University	DC	4
George Washington University	DC	1
Juniata College	PA	1
National Institutes of Health	MD	1
Pennsylvania State University	PA	3
Susquehanna University	PA	1
U. of Scranton	PA	1
U. Maryland-Baltimore County	MD	3
United States Department of Agriculture	MD	1

Southeast (5)	**(5)**	**(5)**
Gardner Webb University	NC	1
Georgia Institute of Technology	GA	1
Dillard University	LA	1
North Carolina State U.	NC	1
U. of Mississippi	MS	1
Southwest (5)	**(2)**	**(5)**
Austin College	TX	1
Arizona State University	AZ	1
Houston Baptist University	TX	1
Rice University	TX	1
University of Texas at Austin	TX	1
Midwest (12)	**(7)**	**(18)**
Argonne National Laboratory	IL	1
De Paul University	IL	1
Indiana University	IN	3
Kansas State University	KS	1
Missouri Western State U.	MO	1
Ohio State University	OH	1
University of Chicago	IL	2
U. Michigan-Ann Arbor	MI	2
U. of Missouri, Columbia	MO	2
U. of Saint Thomas, St Paul	MN	1
U. of Iowa	IO	2
Wabash College	IN	1
West (19)	**(4)**	**(29)**
Art Center College of Design	CA	1
Chapman University	CA	1
Colorado State U.	CO	1
Monterey Institute of Int'l Studies	CA	2
National Oceanic & Atmospheric Admin	CO	1
National Renewable Energy Laboratory	CO	1
Nevada State College	NV	1
New York Film Academy	CA	1
Palo Alto University	CA	1
San Diego State U.	CA	1
Stanford University	CA	4
U. California-Berkeley	CA	2
U. California – Irvine	CA	1
U. California-Los Angeles	CA	4
U. California – Santa Cruz	CA	1
U. California- Santa Barbara	CA	1
University of Colorado at Boulder	CO	3
University of Denver	CO	1
University of Hawaii at Manoa	HI	1

APPENDIX E – U.S GRANTEES & HOME INSTITUTIONS

Home State (29)	Home Institution (62)	Grantees (92)
Arkansas	University of Arkansas at Fayetteville	1
California	Claremont McKenna College	1
	Pitzer College	5
	Occidental College	1
	San Diego State University	1
	Stanford University	2
	University of California, Berkeley	3
	University of California, Davis	1
	University of California, San Diego	1
	University of Southern California	2
Connecticut	Yale University	1
District of Columbia	American University	3
	George Washington University	1
Florida	Florida State University	1
Georgia	Agnes Scott College	1
Indiana	Wabash College	2
Iowa	Iowa State University of Science and Technology	1
	University of Iowa	1
Kansas	University of Kansas	1
Louisiana	Loyola University New Orleans	1
Maine	Bowdoin College	1
Maryland	Johns Hopkins University	1
	University of Maryland at College Park	1
Massachusetts	Boston College	1
	College of the Holy Cross	1
	Harvard University	4
	Massachusetts Institute of Technology	1
	Mount Holyoke College	1

	Tufts University	1
	University of Massachusetts at Amherst	1
	Williams College	1
Michigan	Adrian College	1
	Kalamazoo College	1
	University of Michigan - Ann Arbor	1
Minnesota	University of Minnesota - Twin Cities Campus	1
Missouri	University of Missouri, Saint Louis	1
New Jersey	Princeton University	2
	Rutgers, The State University of New Jersey	2
New Mexico	New Mexico State University	1
New York	City University of New York, Hunter	1
	City University of New York, Queens	1
	Columbia University	1
	Pace University	1
	Skidmore College	1
	State University of New York at Buffalo	1
	State University of New York at New Paltz	1
	University of Rochester	1
North Carolina	Duke University	1
Ohio	Kenyon College	1
Oregon	University of Oregon	1
Pennsylvania	Swarthmore College	1
	University of Pennsylvania	1
	University of Pittsburgh	1
	Ursinus College	1
	Villanova University	1
Rhode Island	Brown University	2
Tennessee	University of Tennessee, Knoxville	2

	Vanderbilt University	1
Vermont	Middlebury College	1
Virginia	University of Virginia	1
Washington	Whitworth College	1
Wisconsin	University of Wisconsin - Madison	1

OUTSIDE THE US		
England	Cambridge University	1
Puerto Rico	University of Puerto Rico in Río Piedras	1
Argentina	Universidad Nacional de San Luis	1

APPENDIX F – U.S GRANTEES & SPANISH INSTITUTIONS

REGIONS (8)	HOST INSTITUTIONS (73)	CITY (29)	PROVINCE (10)	GRANTEES (84)
Andalusia	Universidad de Granada	Granada	Granada	1
	Universidad de Jaén	Jaén	Jaén	1
	Universidad de Sevilla	Sevilla	Sevilla	2
Aragon	Zaragoza Logistics Center	Zaragoza	Zaragoza	1
Basque Country	Universidad del País Vasco	San Sebastián	Guipuzcoa	1
Canary Islands	Universidad de La Laguna	S. C. de La Laguna	S.C. de Tenerife	1
Catalonia	Agencia de Salud Pública de Barcelona	Barcelona	Barcelona	1
	Hospital Clínic de Barcelona	Barcelona	Barcelona	1
	Instituto de Investigación Biomédica	Barcelona	Barcelona	1
	Instituto de Investigaciones Biomedicas August Pi i Sunyer	Barcelona	Barcelona	1
	Universidad Autónoma de Barcelona	Barcelona	Barcelona	1
	Universidad Pompeu Fabra	Barcelona	Barcelona	3
	Universidad Ramon Llull	Barcelona	Barcelona	1
Galicia	Universidad de Vigo	Marín	Pontevedra	1
Madrid	Archivo General de la Administración	Alcalá de Henares	Madrid	1
	Archivo Histórico Nacional	Madrid	Madrid	1
	Casa Árabe	Madrid	Madrid	1
	Centro de Biología Molecular "Severo Ochoa"	Madrid	Madrid	1
	Centro Nacional de Investigaciones Oncológicas	Madrid	Madrid	2
	Colegio Jesús-María	Madrid	Madrid	1
	CP El Cantizal	Las Rozas	Madrid	1
	ESCP Europe Business School	Madrid	Madrid	1
	IE Business School	Madrid	Madrid	4
	IES Aldebarán	Alcobendas	Madrid	1
	IES Ángel Corella	Colmenar Viejo	Madrid	1
	IES Anselmo Lorenzo	San Martín de la Vega	Madrid	1
	IES Antares	Rivas-Vaciamadrid	Madrid	1
	IES Antonio Nebrija	Móstoles	Madrid	1
	IES Antonio Dominguez Ortiz	Madrid	Madrid	1
	IES Antonio Gala	Móstoles	Madrid	1
	IES Arquitecto Pedro Gumiel	Alcalá de Henares	Madrid	1
	IES Avenida de los Toreros	Madrid	Madrid	1
	IES Blas de Otero	Madrid	Madrid	1

REGIONS (8)	HOST INSTITUTIONS (73)	CITY (29)	PROVINCE (10)	GRANTEES (84)
	IES Camilo José Cela	Pozuelo de Alarcón	Madrid	1
	IES Carmen Conde	Las Rozas	Madrid	1
	IES Cervantes	Madrid	Madrid	1
	IES Ciudad de Jaén	Madrid	Madrid	2
	IES Ciudad de los Poetas	Madrid	Madrid	1
	IES Complutense	Alcalá de Henares	Madrid	1
	IES Dionisio Aguado	Fuenlabrada	Madrid	1
	IES El Burgo de las Rozas	Las Rozas	Madrid	1
	IES El Carrascal	Arganda del Rey	Madrid	1
	IES El Pinar	Alcorcón	Madrid	1
	IES Francisco de Goya	Madrid	Madrid	1
	IES Francisco Quevedo	Madrid	Madrid	1
	IES Gregorio Peces-Barba	Colmenarejo	Madrid	1
	IES Isaac Newton	Madrid	Madrid	1
	IES Jaime Ferrán	Collado Villalba	Madrid	1
	IES Juan Gris	Móstoles	Madrid	1
	IES La Serna	Fuenlabrada	Madrid	1
	IES Laguna de Joatzel	Getafe	Madrid	1
	IES Lope de Vega	Madrid	Madrid	1
	IES Luis de Góngora	Torrejón de Ardoz	Madrid	1
	IES Luis García Berlanga	Coslada	Madrid	1
	IES Mariano José de Larra	Madrid	Madrid	1
	IES Neil Armstrong	Valdemoro	Madrid	1
	IES Ramón y Cajal	Madrid	Madrid	1
	IES San Agustín de Guadalix	San Agustín de Guadalix	Madrid	1
	IES Severo Ochoa	Alcobendas	Madrid	1
	IES Tirso de Molina	Madrid	Madrid	1
	IES Vega del Jarama	San Fernando de Henares	Madrid	1
	IES Velázquez	Móstoles	Madrid	1
	IES Villa de Vallecas	Madrid	Madrid	1
	IES Villablanca	Madrid	Madrid	1
	U.S.-Spain Fulbright Commission	Madrid	Madrid	2
	Universidad Autónoma de Madrid	Madrid	Madrid	1
	Universidad Carlos III de Madrid	Getafe	Madrid	1
	Universidad Complutense de Madrid	Madrid	Madrid	2
	Universidad de Alcalá de Henares	Alcalá de Henares	Madrid	1
	Universidad Politécnica de Madrid	Madrid	Madrid	2
	Universidad Pontificia de Comillas	Madrid	Madrid	1
	Unknown Institution	Madrid	Madrid	1
Navarra	Universidad Pública de Navarra	Pamplona	Navarra	1