ANNUAL PROGRAM REPORT

October 1, 2015 – September 30, 2016

October 2016

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I. INTRODUCTION

1. *HIGHLIGHTS*

2.

The Commission has continued its robust performance in academic year (AY) 2015-2016 thanks to the contributions of the U.S. Department of State and the generous support from the Spanish government, especially through the Ministry of Foreign Affairs and the Ministry of Education, Culture and Sports.

The Spanish graduate student program continued to supplement its core funding with sponsorship from the regional governments of the *Junta de Andalucía* and the *Comunidad de Madrid* as well as from private foundations and multinational companies including *Abengoa, Asociación J.W. Fulbright,* Coach*,* Coca-Cola*, El Corte Inglés, Fundación Abertis, Fundación Iberdrola España, Fundación Mapfre, Fundación Ramón Areces, Fundación Repsol, Grifols, Santander*, the Spanish Association for American Studies, and *Telefónica.* The additional funding enabled the Commission to increase awards for the graduate student category.

Endesa, the largest Spanish electrical company, joined the other private sponsors in October 2015, entering into an agreement under which the *Fundación Endesa* will fund two new scholarships during AY 2016-2017.

U.S. Ambassador James Costos with grantees and private sponsors

Grantees met and engaged with their sponsors in private meetings held throughout the year. During these encounters, students were introduced to officials, presented their study projects and personally acknowledged the sponsors' support of the Fulbright program.

A special allocation from the U.S. Embassy in Madrid enabled the Commission to promote the Fulbright English Teaching Assistantship (ETA) program, which led to significant growth in this program. Increases in the number of awards for U.S. citizens resulted from cooperation agreements signed with the departments of education of the regional governments of *La Rioja* and *Galicia*. For AY 2016-2017, 21 awards are slated for ETAs in La Rioja and 12 in Galicia.

Signing Ceremony with the regional government of Galicia

Additional awards for Spaniards resulted from an agreement between the Commission and the Ministry of Economy and Competitiveness to sponsor graduate studies in AY 2017-2018.

The Commission teamed with the Robert F. Kennedy Center for Social Justice and Human Rights to implement the Speak Truth to Power (STTP) Program through the Fulbright English Teaching Assistants. STTP is a human rights education program that strives to create a global citizenry dedicated to the highest standards of justice and equality through a flexible curriculum based on the experiences of the defenders of human rights.

Following her participation in the 2016 European Fulbright Conference in Helsinki in June, Mary Kirk, Director of Academic Exchange Programs, U.S. Department of State, took advantage of her trip to Europe to visit the Spanish Commission, where she held meetings with the Executive Director, Program Officers and the Educational Adviser. She also participated actively in the pre-departure orientation program for Spanish grantees.

Mary Kirk, Director of Academic Exchange Programs, U.S. Department of State

The Prince of Asturias Award for International Cooperation funding received in 2014, enabled Professor Bradley Epps to be invited as a Fulbright Specialist to hold seminars and conferences in Argentina, Colombia and Spain during September 2016. Bradley Epps is currently Head of the Department of Spanish and Portuguese at the University of Cambridge. He previously taught at Harvard University for more than two decades, and chaired the Committee on Degrees in Women, Gender and Sexuality. He has authored numerous publications on modern literature, cinema, art, architecture, urban theory and immigration from Spain and Latin America.

Professor Epps visited the *Universidad de Burgos, Universidad Autónoma de Madrid* and *Universidad Complutense* in Spain from September 24 to 30, where he gave lectures and seminars on gender studies and literature.

Prof. Bradley Epps, *Universidad de Burgos*

The Commission has an ongoing relationship with the Spanish J.W. Fulbright Alumni Association, regularly inviting its members to participate in events held by Spanish and American scholars and publicizing activities on the Commission's social networks. The Association currently sponsors a scholarship for a Spanish student to carry out graduate studies in the U.S.

The Commission and EducationUSA have collaborated with the Spanish Institute for Foreign Trade (ICEX) in the design, organization and promotion of the *Jornadas Técnicas del Sector Educativo en EE.UU.* held in Madrid, Avila, Salamanca, Valladolid and Burgos during February and March 2016. The purpose of this conference is to promote international student mobility agreements between universities in the U.S. and Spanish institutions.

For the second consecutive year, the Fulbright Commissions of Spain and Morocco held the "Crossing the Strait" Seminar sponsored by the U.S. Department of State. Twelve U.S. grantees to Morocco travelled to Córdoba and Granada to meet their 22 counterparts in Spain in early November. The goal of this second edition of the Seminar was to further their understanding of the shared history and culture of both countries.

U.S. grantees to Morocco and Spain, *Casa Árabe* in Cordoba

This year the Executive Director's travels and professional meetings included the following:

November 2015	Crossing the Strait Seminar, Córdoba and Granada
February 2016	Mid-Year Seminar, *Universidad de Sevilla*, Sevilla
April 2016	2016 Harvard Spain Students Association Conference: Spain Brain Drain, Harvard University, Boston
May 2016	Annual NAFSA Conference, Denver
June 2016	2016 European Fulbright Conference, Helsinki
September 2016	Fulbright Andorran Bilateral Committee, Barcelona

3. ACKNOWLEDGMENTS

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 for their continued support of the Commission. Gratitude is furthermore extended to the Ministry of Foreign Affairs and Cooperation, the Commission Board, EducationUSA and the Ministry of Education, Culture, and Sports. Finally, the Commission recognizes generous support from regional governments and private sponsors.

4. PROGRAM PROPOSAL, BUDGET PROPOSAL AND ANNUAL REPORT COMPARISON

In the Program Proposal for fiscal year (FY) 2015, the Commission projected a varied and balanced program for U.S. and Spanish grantees, including categories for graduate students, researchers, lecturers and government employees. Special grant categories such as the Summer Institutes for European Student Leaders; the Fulbright-Schuman Program; the EU Scholar-in-Residence Program; and the Fulbright-Hayes Doctoral Dissertation Research Abroad (DDRA) Fellowships are also included in the activities of the Commission.

For AY 2015-2016, Commission awards represented a wide range of study areas with geographical diversity among grantee home and host institutions (see charts and graphics in Section I.4 Study Areas and Geographic Distribution).

The projected figures in the annual budget proposal of November 2014 were overestimated by 13 awards when compared to September 2016 actual figures (see opposite page). Overall, grant numbers were maintained despite reductions in the number of grants for Spaniards, which were offset by growth in the U.S. program.

a. U.S. Program

The most significant change was an increase in funding from the Madrid Regional Government which led to additional grants in the English Teaching Assistants (ETA) Program.

There were only minor differences in other grant categories.

b. Spanish Program

The program was overestimated by 20 awards, largely due to a miscalculation of expected grants for the Ministry of Education, Culture and Sports visiting scholar category. There was also a slight reduction in contributions from private sector sponsors for graduate student awards.

Other slight variations in projections resulted from last-minute candidate withdrawals; and, reductions in student renewal awards for those who were able to finish their postgraduate studies within 12 months.

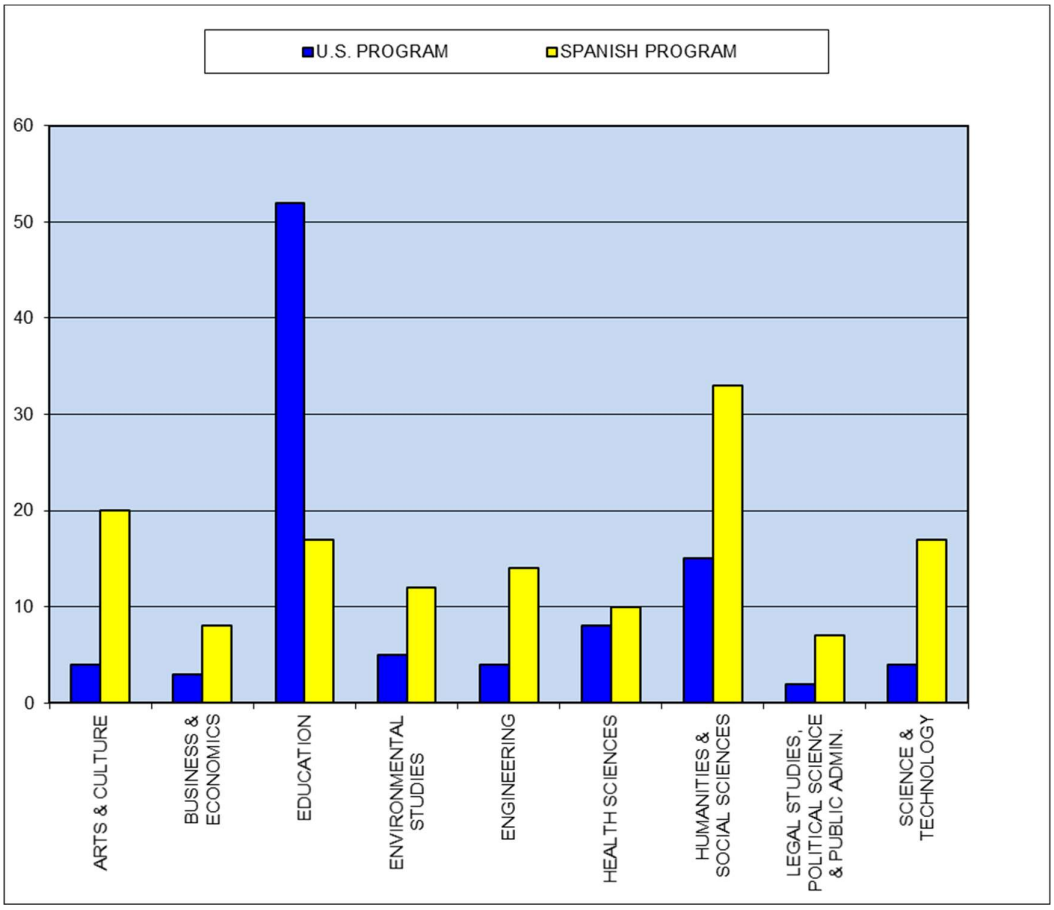
Comparative Grant Numbers

Academic Year 2015-2016	Annual Budget Proposal (November 25, 2014)			Actual Figures (September 30, 2016)		
	N E W	RENEWALS	TOTAL	N E W	RENEWALS	TOTAL
U.S. GRANTS						
Core Program						
Graduate Students	24		24	23		23
Senior Lecturers	4		4	4		4
Senior Researchers	6		6	6		6
Senior Specialists	4		4	6		6
Junior Researchers	2		2	2		2
Other Students						
Madrid Regional Government (ETA)	41	2	43	46	2	48
FERE/CECA (ETA)	1		1	1		1
DECROLY (ETA)	0		0	1		1
IE Business School	5		5	5		5
DDRA Fellow	0		0	1		1
SUBTOTAL	87	2	**89**	95	2	**97**
SPAIN GRANTS						
Core Program						
Graduate Students	12	9	21	13	8	21
Travel Grants	3		3	3		3
Foreign Language Teaching Assist. (FLTA)	15		15	13		13
Researchers (SAAS)	1		1	0		0
Other Students						
Students in the Arts	5		5	6		6
Private Sponsors	8	16	24	6	15	21
Ministry of Education, Culture & Sports	10	7	17	10	8	18
Madrid Regional Government	1	6	7	1	6	7
Andalusia Regional Government	5	4	9	5	2	7
Other Scholars						
Ministry of Education, Culture & Sports	50		50	36		36
Government Employees						
Ministry of Industry, Energy & Tourism	1		1	1		1
Ministry of Public Works	1		1	1		1
Other Programs						
Summer Institutes Univ. Students	4		4	4		4
SUBTOTAL	116	42	**158**	99	39	**138**
GRAND TOTAL	203	44	**247**	194	41	**235**

5. STUDY AREAS AND GEOGRAPHIC DISTRIBUTION

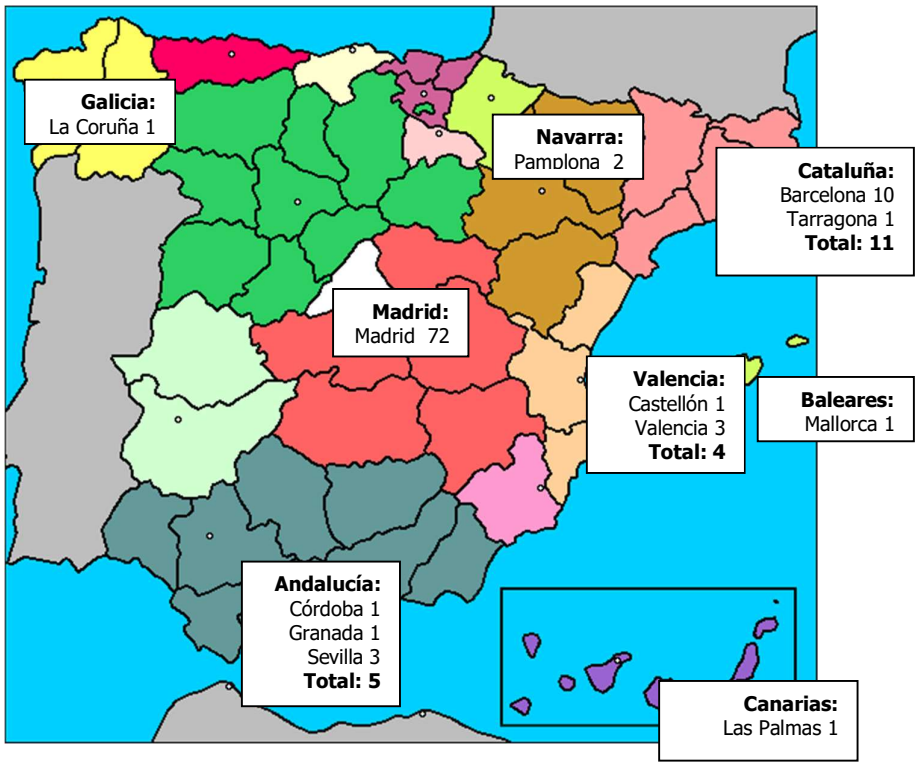
a. Study Areas

AREA	U.S. PROGRAM	SPANISH PROGRAM	TOTAL
ARTS & CULTURE	4	20	24
BUSINESS & ECONOMICS	3	8	11
EDUCATION	52	17	69
ENVIRONMENTAL STUDIES	5	12	17
ENGINEERING	4	14	18
HEALTH SCIENCES	8	10	18
HUMANITIES & SOCIAL SCIENCES	15	33	48
LEGAL STUDIES, POLITICAL SCIENCE & PUBLIC ADMIN.	2	7	9
SCIENCE & TECHNOLOGY	4	17	21
TOTAL GRANTS	**97**	**138**	**235**

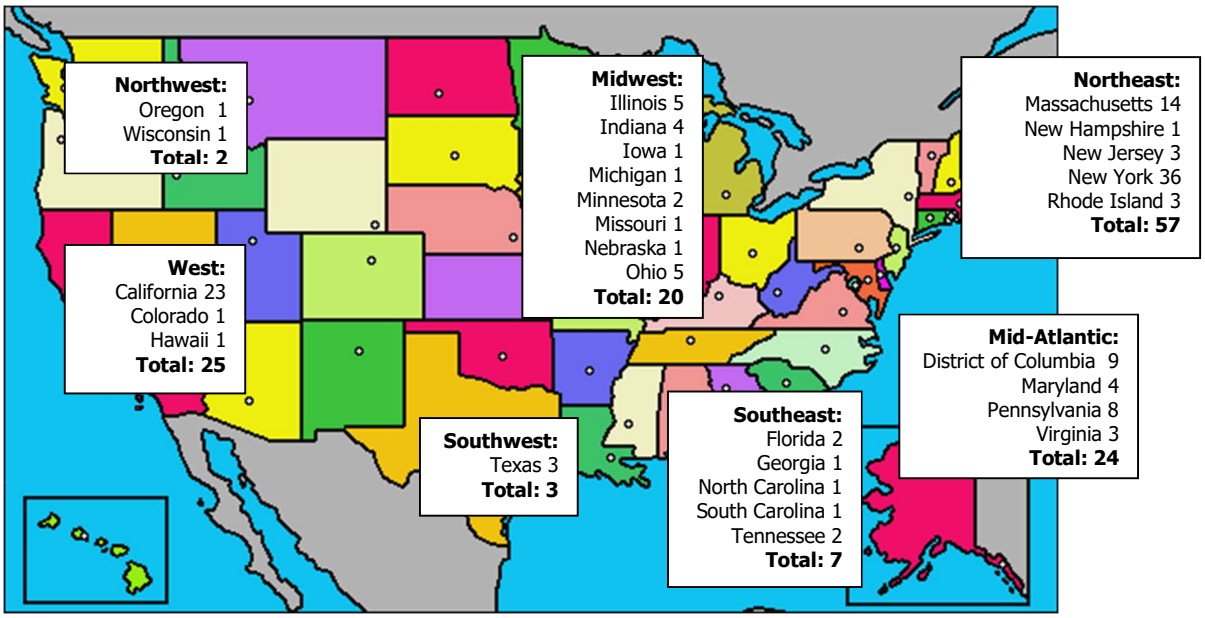


b. Geographic Distribution

U.S. Grants in Spain (97)



Spanish Grants in the U.S. (138)



II. ENHANCEMENT ACTIVITIES

1. EUROPEAN REGIONAL ACTIVITIES

a. U.S. Program

Interest continued in the Berlin and E.U. Seminars. A U.S. grantee to Spain attended the E.U. Seminar, co-financed by the Commission. Twenty U.S. grantees attended the Berlin Seminar, including eight grantees co-financed by this Commission. Most played an active role in seminar activities. The Commission U.S. Program Assistant also participated.

Joshua Langfus, ETA, presenting at Berlin Seminar

Seven Intercountry Lecturers teaching in Austria (two), Belgium, Czech Republic, Denmark, Norway and the U.K. were invited to Spain by universities in Barcelona, Bilbao, Granada, Madrid, Valencia and Zaragoza. One Senior Researcher working in Spain was invited to Ireland.

b. Spanish Program

The Commission continued its collaboration with the Belgian-Luxembourg Commission in publicizing the European Union (E.U.) Fulbright-Schuman grants to potential applicants; providing support services to candidates residing in Spain; and, including alumni in Commission activities. The program is jointly financed by the U.S. Department of State and the Directorate General for Education and Culture of the European Commission. Rewards are offered for research/postgraduate study projects dealing with U.S.-E.U. relations or E.U. affairs. For AY 2015-2016, two Fulbright-Schuman scholars residing in Spain were selected, a Spaniard and a Polish national with permanent residency.

The Commission in Spain is a Permanent Observer on the Andorra Fulbright Bilateral Committee. Collaboration continued by attending the annual Bilateral Committee meeting and evaluating Andorran graduate student applicants. Support services were offered to both U.S. grantees to Andorra and departing Andorran students, who were invited to the U.S. grantee orientation; U.S. grantee mid-year meeting; and pre-departure orientation and visa processing for departing Andorran grantees.

Andorran grantee, pre-departure orientation session (left); and U.S. grantees to Andorra at Mid-Year Meeting (right)

2. GRANT SUPPORTING ACTIVITIES

a. U.S. Program

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

In October, the U.S. Consulate General in Barcelona hosted a meeting with the five newly arrived Fulbright grantees in the city. Representatives from the Catalonian Regional Government and the Commission's Executive Director and American Program Assistant also attended. The goal was to present a joint volunteering program with the Department of Education of the Catalonian Regional Government.

Throughout the year, various Fulbright grantees presented at high schools on topics related both to American culture in general and their research in particular, the aim being to motivate students studying the English language. As one grantee stated, "this was one of my favorite aspects of my Fulbright experience. It was very exciting to hear the questions the students asked at the end of my presentation. I was glad that they had understood what I had said, were interested in it, and brave enough to practice their English skills in front of their peers."

Activities organized by the Fulbright Alumni Association

Welcome Picnic, September 2016

During Fall 2015 and Spring 2016, the Fulbright Alumni Association organized a variety of events for current and past Fulbright grantees. These included a *tapas* tour through some emblematic areas in Madrid's city center; a guided walking tour of the *Barrio de las Letras*, one of Madrid's historic neighborhoods; wine and cheese tastings; and two *tertulias* with Zach Portilla, Chief of Staff to Ambassador to Spain James Costos. All initiatives proved very popular. Fall 2016 began with a picnic in Madrid's *Parque del Buen Retiro*, which was organized by the U.S. Fulbright student grantee mentors and the Fulbright Alumni Association.

Art in Embassies hosted by the U.S. Embassy in Spain

In October, the U.S. Embassy hosted both U.S. Fulbright grantees and Spanish Fulbright alumni for a guided tour of the Art in Embassies collection at the Ambassador's Residence. The works displayed, selected by the Ambassador and his partner, Michael Smith, were of artists and subjects that expressed not only the American Dream and the diversity of the United States but also the ties that exist between Spain and the U.S. through the personal experiences of the artists as well as the shared history of these two countries.

IE MA candidates with Christopher Quade, Cultural Affairs Officer

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

U.S. grantees to Morocco and Spain, Granada Mosque

Thanks to ECA sponsorship, twelve U.S. graduate researchers in Morocco travelled to Córdoba and Granada to meet their twenty-two counterparts in Spain in early November. The goal of this second edition of the Seminar was to further their understanding of the shared history and culture of both countries. Balancing working sessions with cultural activities, the Seminar attendees had the chance to become acquainted with Andalusian and Moroccan history, culture, and current events first-hand.

Mid-Year Seminar for U.S. Grantees in Spain and Andorra, Academic Year 2015-2016

The *Universidad de Sevilla* hosted the Mid-Year Seminar from February 10-13, 2016. Eighty-seven grantees attended the working sessions, as well as cultural and social activities which accompanying family members also enjoyed. Representatives from the Commission, the U.S. Embassy, the Spanish Ministry of Foreign Affairs, the Regional Governments of Madrid and Sevilla, the *Universidad de Sevilla,* and the Sevilla city hall took part in the opening ceremony and other activities. Former Spanish grantees attended a reception at the *Universidad de Sevilla.* The grantees' evaluations were overwhelmingly positive and confirmed that the seminar was a highlight for the U.S. grantees.

U.S. grantees, Plaza del Triunfo

Visits sponsored by the U.S.-Spain Council

U.S. Graduate Researchers at Pharmar

For the fourth year, La *Fundación Consejo España-Estados Unidos* (U.S.-Spain Council), a member of the Commission board, organized and sponsored a program of visits to top Spanish research institutes, companies, and foundations in Madrid in March 2016. A group of nine pre-doctoral researchers in the biochemistry and medical fields participated in six visits to some of the top laboratories in Spain and received first-hand explanations of the methodologies used by the host institutions. The initiative was well received by the grantees and is expected to be repeated next year.

Meetings with grantees

The Commission organized periodic meetings throughout the year 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.

IE Business School / Fulbright Event

On May 6-7, 2016, the IE Business School, Commission co-sponsor, organized an event for all Fulbright student grantees in Spain focusing on leadership skills and team-building activities with the aim of strengthening the already solid relationship between both institutions.

Madrid Global Classrooms and the Model U.N. Conference

From May 10 to 15, 2016, a group of ten 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 Best Position Paper in their committee. The "Madrid Delegation" was received by family and friends upon their return.

Fulbright Global Classroom Mentors accompanying Spanish teachers (left);
Welcome reception for Madrid delegation (right)

Madrid Global Classrooms 10-year Anniversary Celebration

Global Classrooms 10th anniversary celebration

On May 24, 2016, the *Comunidad de Madrid* Regional Government hosted a celebration for the 10th anniversary of the Madrid Global Classrooms program at the *Instituto Internacional*. Representatives from Madrid's Regional Government, the U.S. Embassy, the British Council and the Fulbright Commission were in attendance, in addition to past and present Global Classrooms students, teachers, and Fulbright ETAs.

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

On June 9, 2016, 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 Ambassador Eduardo Garrigues López-Chicheri delivered the keynote address on Spain's image in the U.S.

End-of-Year Event for U.S. grantees to Spain

Arrival Orientation, Academic Year 2016-2017

Arrival Orientation at *Instituto Internacional*

A total of 123 U.S. student grantees in Spain (119 out of 121) and Andorra (4 of 4) attended the four-day meeting held at the *Instituto Internacional* in Madrid in September 2016. Collaborators from the U.S. Embassy, Spain's 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 the working sessions were led by former U.S. grantees who generously donated their time and experience.

b. Spanish Program

Enhancement activities for Fulbright grantees are especially designed and organized throughout the award period - before departure; upon arrival in the U.S.; throughout the grant period; and as returned alumni. These additional activities increase public visibility of the Fulbright program and enable the Commission to stand out as a public-oriented service entity vis-à-vis competing educational exchange programs that do not provide supplementary benefits.

Pre-departure Orientation and Group Visa Processing

A day-long, pre-departure orientation program was offered for departing students. The Commission was fortunate to count on the participation of a special visitor - Mary E. Kirk, Director of the Office of Academic Exchange Programs of the U.S. Department of State. 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, 50 departing students attended, representing six Commission grant categories. Activities included: staff presentations, discussions on grant administration topics and clarifying visa regulations. Alumni panels shared personal, professional and academic experiences with departing grantees.

The Counselor for Public Diplomacy; Fulbright Executive Director; and the Director of the Office of Academic Exchange Programs, U.S. Department of State, addressing departing Spanish students

The pre-departure program also included a luncheon hosted by the U.S. Deputy Chief of Mission to Spain at his official residence. For the past 13 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 public perception of the Fulbright Program and the Commission's support services.

The Deputy Chief of Mission (DCM) greeting students

Guests included four Board members and eight sponsor representatives: one from a regional government; six from private institutions; and the president of the Spanish Fulbright Alumni Association.

Endesa Foundation representative with two sponsored students

The Commission is also grateful to the U.S. Embassy in Madrid for their assistance in organizing two other group visa processing sessions for postdoctoral researchers and their accompanying family members.

Fulbright Outreach

A concerted effort was made to increase public awareness of the Fulbright Program. In practical terms, visits were made to 28 Spanish universities throughout the country, including a variety of institutions, as well as small-, medium- and large-sized schools. These trips allowed Commission staff to meet personally with university officials, administrators and students to inform them of the Commission's activities and present information sessions on U.S. study and Fulbright scholarship opportunities. An estimated 800 university students and researchers attended these sessins.

Fulbright information session with university officials and Commission staff

Gateway Orientations and Pre-Academic Programs

International grantees in the U.S. benefited from grant supporting activities organized by collaborating agencies. Thanks to U.S. Department of State funding, 22 Spanish students attended the Gateway Orientation programs offered by nine host institutions. Another three students were selected for intensive English language pre-academic programs. Additionally, 13 Foreign Language Teaching Assistants (FLTAs) benefited from the specific orientation programs offered at their six host universities.

Enrichment Seminars

Throughout academic year 2015-2016, 30 students were invited to participate in eight regional Enrichment Seminars organized by the Institute of International Education (IIE). Under the general heading - *U.S. Politics and Elections: Democracy in Action* – the seminars offered a unique opportunity for students to learn about the U.S. presidential elections. Every year, these events focus on a topic of importance in U.S. society and culture, with the intent of furthering the goals of the worldwide Fulbright program, while creating a forum for networking and team-building among Fulbright students.

Beatriz Hernández Moreno, Fulbright student in Intercultural Communication, U. Maryland, Baltimore County, commented on the Washington D.C. Seminar: *"Four students from Spain participated and I couldn't help but think that Senator Fulbright would have been so proud to see such a friendly environment, with the harmony and diversity of people attending. I witnessed firsthand the true objective of the grant: promoting intercultural exchange and improving communications among people from all corners of the world".*

Enrichment Seminar, Washington, D.C.

FLTA Mid-Year Conference

The Spanish cohort of 13 FLTAs gathered at the annual Mid-Year Conference in Washington, DC. The event is a professional development and networking opportunity and included presentations by peer FLTAs and sessions conducted by experts in teaching.

Fulbright FLTA Mid-Year Conference

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.

Institutes for Student Leaders

The Commission continued to support the "Study of the U.S. Institutes for Student Leaders from Europe" organized by the Bureau of Educational and Cultural Affairs (ECA) of the United States Department of State. In summer 2016, a total of four participants attended the sessions: *Institute of Civic Engagement (one student); Institute on Environmental Issues (one student);* and *Institute on Social Entrepreneurship (two students)*. The program focused on university students from non-elite backgrounds with little or no prior experience in the United States or elsewhere outside of Spain. Participants from the Commission represented the following priority groups: immigrants; disability communities; and under-served geographic areas. In addition to the academic focus, the Institutes introduced European students to U.S. culture and society by including cultural components that allowed them to become familiar with their host community

Summer Institute on Environmental Issues, hosted by U. Oregon

III. GRANTEE AND ALUMNI ACCOMPLISHMENT

1. U.S. PROGRAM

a. Achievements

Carolina Alarcón, 2015 Graduate Researcher in Art History, *Instituto de Historia de la Medicina y de la Ciencia López Piñero*, Valencia, presented at the Association of Art Historians' annual conference in Edinburgh on artist networks and networking in Europe from 700-1700. Carolina also organized the Science and Art in the Early Modern Period symposium at which both she and *George Klaeren*, a 2015 Graduate Researcher in History, *Universidad Autónoma de Madrid*, presented their research.

Mark Alexander, 2003 Senior Lecturer in American Constitutional Law, *Universidad Carlos III*, Madrid, became the first African American dean of Vilanova University's law school.

Samuel Bliss, 2015 Graduate Researcher in Environmental Sciences, *Universitat Autònoma de Barcelona,* presented at the 5th International Conference in Budapest on Ecomodernism and Degrowth.

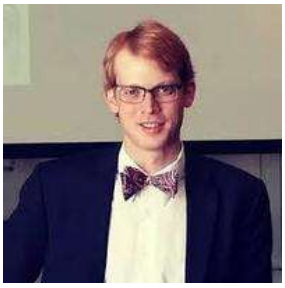
Alexandra Campbell Ferrari, 2014 Junior Post-Doctoral Researcher in Environmental Law, *Universidad de Alcalá,* has been appointed Executive Director for the Center for Water Security and Cooperation, which aims to advance water security and cultivate cooperation by building a unified body of laws, policies, practices, and standards that ensure the availability of water for current and future generations, and a peaceful, stable, and vibrant global society.

David Cantor-Echols, 2015 Graduate Researcher in History, *Instituto de Historia (CCHS-CSIC),* Madrid, was selected to present on his Fulbright research in a three-day symposium organized by the Center for Medieval Studies at Stockholm University, in collaboration with the Swedish History Museum. The symposium, *Historians of Medieval Iberia: Friends and Enemies* brought together scholars of medieval Iberia from across Europe, the Middle East, and North America.

Pacia Diaz, 2015 Graduate Researcher in Environmental Engineering, *Universidad Autónoma de Barcelona,* presented at the 3rd General Assembly Meeting of IMPRESSIONS (Impacts and Risks from High-End Scenarios: Strategies for Innovative Solutions) in Florence.

Mariel Gruszko, 2015 Graduate Researcher in architecture, *Universidad de Barcelona*, received a Dissertation Fieldwork Grant from the Wenner-Gren Foundation for Anthropological Research which will allow her to continue her research in Barcelona until December 2016. During her grant she presented a paper titled "Egalitarian Aesthetics: Making Equality by Making Buildings" at the European Urban Research Association 2016 in Turin.

Alex Houck, 2014 Graduate Researcher in Biological Science, *Centro de Biología Molecular Severo Ochoa,* Madrid, has published a paper on his Fulbright research titled *"A Simple Model to Study Tau Pathology"* in the *Journal of Experimental Neuroscience*.



George Klaeren, 2015 Graduate Researcher in History, *Universidad Autónoma de Madrid*, received a Graduate Summer Research Grant from the American Catholic Historical Association to continue his dissertation research at the *Archivo General de la Nación* in Mexico City, Mexico.

Parker Lawson, 2015 Madrid Teaching Assistant, has been awarded a Rotary Global Grant to pursue a one-year Master's in Philosophy in Modern European History at Cambridge University (U.K.) in academic year 2016-2017.

Ana Martin-Ryals, 2015 Graduate Researcher in Chemical Engineering, *Universitat de Barcelona*, presented at the *13th International Water Association Leading Edge Conference on Water and Wastewater Technologies* in Jerez de la Frontera on sustainable treatment and resource recovery from wastewater.

Amy Seibel, 2014 IE IMBA candidate, was invited to join IE's Beta Gamma Sigma international business honor society. She founded Jyuma, a job matching platform for the social impact sector, which aims to streamline the social impact recruitment market in order to save time, energy, and money that "should be spent saving the world, not sifting through resumes and job postings."

Jonathan Sherry, 2015 Graduate Researcher in History, *Fundación Juan Negrín*, Las Palmas and *Universitat Autònoma de Barcelona*, received a Council for European Studies Dissertation Completion Fellowship for academic year 2016-2017 which will allow him to continue researching in Europe for another 12 months at the *London School of Economics* beginning in Fall 2016. During his grant Jonathan was also invited to give a lecture at the Cañada Blanch Centre for Contemporary Studies at the LSE with Paul Preston, titled *"Stalinism on Trial: Republican legality and the prosecution of the POUM,"* and to speak at the *Universitat Autònoma de Barcelona*.

Michael Sikorski, 2015 Graduate Researcher in Biomedical Engineering, *Universidad Carlos III de Madrid*, presented at the *9th Symposium on Biological Scaffolds for Regenerative Medicine* in Napa, California. He also presented at the *Bioiberoamérica 2016 biotechnology conference* in Salamanca.

Kay Watt, 2015 Graduate Researcher in Agricultural Sciences, *Universidad de Córdoba*, was selected to attend the Borlaug Summer Institute on Global Food Security at Purdue University in Indiana.

Denis Whelan, 2014 Madrid Teaching Assistant, Madrid, published an article on hormone therapy in *Menopause: The Journal of the North American Menopause Society*. The article is the result of his side project research in Spain in cooperation with the *Universidad Carlos III.*

Jaxon Williams, 2015 Graduate Researcher in Music, *Universidad Pablo de Olavide*, Sevilla, was invited to play at the Sevilla Guitar Festival, at concerts for the Sevilla City Hall, and at the U.S. Embassy in Madrid during his grant.

b. Community Involvement

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

Matt Abrams, Amy Becerra, Emily Brodie, Justin Chacko, Ali Cox, Amy Crawford, Jannet Cueva, Jessica Fields, Benjamin Heuberger, Danny Hirsch, Parker Lawson, Teresa Liu, Emily Moline, Julia Potach, Karsten Powers, Jenna Reynolds, Ashley Schwarzer, Patrick Tolosky, Drew Tucker, Elena Venable, and Courtney Weber, all 2015 Teaching Assistants, Madrid, volunteered with EducationUSA during International Education Week (November) to help inform their students about diverse opportunities to attend college or university in the U.S.

Matt Abrams, 2015 Teaching Assistant, Madrid, volunteered with COGAM in a variety of capacities, including Pride-related planning and social media management.

Alex Ayala, Daniel Hirsch, *Miriam Perlmutter,* and *Matthew Rublin*, 2015 Teaching Assistants, Madrid, collaborated with the Fundación Tomillo, an NGO devoted to promoting social inclusion of students in the *Comunidad de Madrid*. They led small group projects in English centered on how to serve the community within the areas of the environment, art, journalism, health, and employment. The work of the TAs was focused on developing English, computer, and leadership skills of the 22 students.

FUNDACIÓN TOMILLO

Vincent Whalen, 2015 Teaching Assistant, Madrid, also volunteered with the *Fundación Tomillo*, tutoring Language Arts once a week to these same students.

Alex Ayala, Casandra Campeas, Conner Nix, Julia Potach, Patrick Tolosky, Drew Tucker, and Callie Zaino., 2015 Teaching Assistants, Madrid, volunteered with Acción Social Protestante teaching English to immigrants in Madrid.

Amy Becerra, Amy Crawford, Jannet Cueva, Jessica Fields, and *Benjamin Heuberger,* 2015 Teaching Assistants, Madrid, organized screenings of the film *Girl Rising* in conjunction with the U.S. Embassy in Madrid, aimed at increasing awareness about the education of girls worldwide.

Paige Bergan and *Elena Venable*, 2015 Teaching Assistants, Madrid, organized clubs at the Biblioteca Pública Municipal Eugenio Trías. Paige held a Story Time in English and Elena held a bi-weekly science club for children ages 8 – 10.

Emily Brodie, 2015 Teaching Assistant, Madrid, volunteered at the Herbarium in the Royal Botanical Garden in Madrid, aiding on a research project with the classification of central African flora and the geographic distribution of the genus Croton.

Lindsey Benjamin, Sela Brown, Courtney Weber, 2015 Teaching Assistants, Madrid, and *Miriam Goldfarb*, 2015 Graduate Researcher, *Universidad Autónoma de Madrid,* volunteered at the Asociación Rumiñahui Hispano Ecuatoriana, an organization dedicated to helping South American immigrants transition to living in Spain. These grantees taught English to children and adults and helped organize a variety of social and cultural events.

Casandra Campeas, 2015 Teaching Assistant, Madrid, volunteered with Afanias teaching a cognitive stimulation class to adults with cognitive disabilities, including a photography workshop.

Amy Crawford, 2015 Teaching Assistant, Madrid, volunteered with The English Connection Madrid, an organization that provides university students with free English classes and organizes cultural engagement events. Amy helped organize and host these events, including a pre-Thanksgiving flag football game.

David Duesing, 2015 Teaching Assistant, Madrid, volunteered at Norte Joven teaching English to youth and young adults preparing for the *Graduado en Secundaria para Adultos* exam (similar to GED).

Jessica Fields, 2015 Teaching Assistant, Madrid, volunteered with Asociación Karibú, an organization working with African immigrants in Madrid, teaching a weekly computer class.

Sean Fitzpatrick, 2015 Graduate Researcher, *Instituto Mediterráneo de Estudios Avanzados*, Mallorca, volunteered with Ojo a las invasoras, a group working to inform citizens about the impact of invasive species in the Mediterranean and further "citizen science", in which informed locals can help scientists monitor the spread of invasive species. This initiative also led Sean to speak to elementary and high school students in their schools.

Allison Fried, and *Danny Hirsch,* 2015 Teaching Assistants, Madrid, organized a pen pal program between their host schools and high schools in the U.S.

Anthony Harb, 2015 Teaching Assistant, Madrid, volunteered at Fundación Zuloaga, managing their social media and translating webpage content.

Benjamin Heuberger, 2015 Teaching Assistant, Madrid, organized an International Day at his school. Christopher Quade from the U.S. Embassy in Madrid attended this event and gave the keynote speech. Benjamin also volunteered with the Federación Madrileña de Deportes de Discapacitados Físicos, aiding with communication and logistical support for the multi-national electric wheelchair hockey tournament organized for June 2016.

Daniel Hirsch, 2015 Teaching Assistant, Madrid, led a weekly debate club and supervised his host school's participation in the English-Speaking Union debate program.

Lily Hu, 2015 Teaching Assistant, Madrid, did archival work in the Museo Reina Sofía's research library, focusing on early 20th Century and Surrealist collections.

Juetzinia Kazmer-Murillo, 2015 Teaching Assistant, Madrid, volunteered with Fundación Pinardi in employment workshops and academic support programs for socially vulnerable people.

Hannah Kaplan-Hartalub and Tyler McKechnie, 2015 Teaching Assistants, Madrid, volunteered at the Tabacalera community center. Hannah worked in the community garden and Tyler taught aerial acrobatics skills and training techniques.

Josh Langfus, 2015 Teaching Assistant, Madrid, collaborated with RTVE producer Alison Hughes on a two-part radio segment about Fulbrighters' experiences in Spain. Amy Becerra and Amy Crawford, 2015 Fulbright Teaching Assistants, were invited as guests to the first radio program on December 11th, 2015.

Benjamin Landwersiek, 2015 Teaching Assistant, Madrid, volunteered with Música en Vena playing and singing in the Oncology and Psychiatric departments of the Hospital Gregorio Marañón.

Teresa Liu, 2015 Teaching Assistant, Madrid, organized a U.S.-style prom for her 4º ESO students at her school.

Emily Moline, 2015 Teaching Assistant, Madrid, volunteered at the Fundación San Martin de Porres teaching introductory English to homeless adults.

Monica Munoz, 2015 Teaching Assistant, Madrid, volunteered at the dog shelter Nueva Vida in Chinchón.

Michael Sikorski, 2015 Fulbright Researcher, *Universidad Carlos III*, Madrid, gave music classes entitled "Music from the Mountains of America" and performed at elementary schools through a collaboration with the U.S. Embassy.

Ashley Schwarzer, 2015 Teaching Assistant, Madrid, volunteered with Fundación Aprocor to organize and facilitate social and cultural outings for adults with disabilities.

Rachel Waltman, 2015 Teaching Assistant, Madrid, volunteered with ONG Rescate, assisting research and programming on projects dedicated to aiding refugee victims of gender violence and educating the Spanish public on the current refugee crisis.

Vincent Whalen, 2015 Teaching Assistant, Madrid, worked with the Humanitarian Club of IE University to coordinate service trips around Madrid aimed at helping IE University students to be involved with the community.

c. Fulbright Experiences

Drew Tucker, 2015 Fulbright Teaching Assistant, Madrid Regional Government,

"I was thrilled to befriend a local Spaniard like Celso Varela, never mind that he's a successful painter, on my first visit to Pontevedra. I could not believe that I had the great fortune to spend the whole afternoon with a Spanish family and pose for a portrait in an artist's in-home studio. How exciting and how random, but how special! This was certainly the pinnacle of my year on a cultural exchange."

James Knight, 2015 Fulbright Graduate Researcher, *Instituto Cajal*, Madrid

"By having candid discussions, we facilitate dialogue with members of other nations, directly confront and dispel stereotypes and myths, and foster more favorable exchanges. I believe that as civilians, Fulbright grantees, and students in general, can foster cross-cultural cooperation and amity in a way that governments cannot."

Casandra Campeas, 2015 Fulbright Teaching Assistant, Madrid Regional Government

"Communicating with teachers, understanding there are cultural differences in approaching lessons and communicating. Whether someone comes from the same country or a completely different culture, I learned to accept that we cannot control how others communicate, that we have to adapt and always try to come from a place of understanding so we can learn from one another."

Joshua Langfus, 2015 Fulbright Teaching Assistant, Madrid Regional Government

"As a teacher, I definitely have a myriad of opportunities to show my students the diversity of American culture. As a Jewish person, I gave them a snapshot of life in the US that is not frequently represented in English-language media. For example, my students were eager to learn about Hanukah and Passover – holidays of which they had never heard. Through these lessons, I tried to emphasize how one person's story is only one voice among many within a culture."

Parker Lawson, 2015 Fulbright Teaching Assistant, Madrid Regional Government

"I spent time teaching history and international relations in the US Embassy-sponsored Global Classroom Model United Nations program, and was regularly confronted by Spain's recent conflictive past. Having been a modern democracy since 1975, most of my students remain curious about the Spanish Civil War and the Franco dictatorship. I quickly learned that both topics are rarely discussed in the classroom, often pushed so far back in the curriculum that many students finish high school with little knowledge of either. In a sense, their questions became my questions. Had I not been a Fulbright grantee, I would not have realized just how many young Spaniards grow up not really knowing what occurred in their country just a few decades ago."

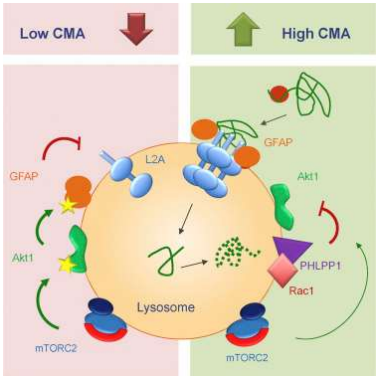
2. SPANISH PROGRAM

a. Achievements

Haizam Amirah Fernández, 1999 Fulbright student in Arab Studies, Georgetown University, Washington, D.C., coordinated a report on Spain-Morocco relations which included the participation of a former Minister of Foreign Affairs; a prominent journalist and the department chair of Arab and Islamic Studies of the *Universidad Autónoma de Madrid*. The alumnus is a principal researcher of the Elcano Royal Institute, a prestigious think-tank that analyzes world affairs from a Spanish, European and global perspective.

Juan de Antonio Rubio, 2008 Fulbright MBA student, Stanford University, CA cofounded *Cabify*, a highly successful application to request a driver. The application is available in *Google Play Store* or *Apple AppStore* and the service is now operating in ten countries throughout Europe and South America.

Esperanza Arias Pérez, 2009 Fulbright scholar in Molecular Biology, Yeshiva University, NYC, headed the research team which confirmed that lysosomal mTORC2, Akt, and PHLPP regulate the activity of chaperone-mediated autophagy, a selective type of lysosomal degradation that is a selective component of the cellular stress response. This cutting-edge biomedical research has applications in reducing tumor growth in cancer patients, and slowing neurodegenerative diseases in the elderly. The findings have received international recognition.



Ángel Cabrera Izquierdo, 1991 Fulbright student in Computer Science, Georgia Institute of Technology, Atlanta, and President of George Mason University, accepted the Educator of the Year Award given to the university by the World Affairs Council – Washington, DC (WAC-DC). The event recognizes organizations that demonstrate an outstanding commitment to global education, international affairs, and global communications and exemplify the mission of the Council, which is to empower educators and students to effectively compete, communicate, and lead in our multicultural nation and worldwide.

Diana Cristóbal Olave and *Maria Esnaola Cano*, both 2012 Fulbright students in Architecture, Columbia University, NYC, together with a group of fellow Columbia architects, designed the Jicarito Project, an innovative school in Nicaragua using local materials and collaborative construction methods. The architects partnered with the NGO Seeds of Learning to build a two-classroom school for kindergarten and elementary school students.

Estrella de Diego Otero, 1987 Fulbright scholar in Art History, New York University, NYC, was elected to the *Real Academia de Bellas Artes de San Fernando* as part of the 56-member Academy composed of reputable and outstanding personalities representing the fields of architecture, painting, sculpture, music, film, graphic arts, photography, design, and art theory and history.

http://elpais.com/autor/estrella_de_diego/a/

José Marino García García, 2013 Fulbright student in Public Administration, Columbia University, NYC, collaborated with The World Bank in its annual report dedicated to information technologies. Throughout the year, he has continued collaboration and published reports in telecommunications infrastructure; spectrum management; and network neutrality.

Noelía Gómez González, 2005 Fulbright student in Viola Performance, Yale University, New Haven, CT, continued performing with her fellow Yale student - guitarist Alfonso Aguirre. Since 2008, the musical group - *Dúo Ditirambo* - has received international accolades and performed in Italy, Spain, Portugal, the United States and Mexico. The Duo was featured in the U.S. with the American Wind Symphony Orchestra conducted by Robert A. Boudreau, and in Spain, with the *Orquesta Sinfónica de Segovia* under conductor Álvaro Mendía.

Ana Marta González González, 2002 Fulbright scholar in Philosophy, Harvard University, Cambridge, MA, was appointed Normal Academician to the Pontifical Academy of Social Sciences by Pope Francis. Dr. González teaches ethics at the *Universidad de Navarra* and is the Scientific Director of the Institute for Culture and Society. Her research is focused on fundamental ethics and the relationship between moral philosophy and social sciences. She has also been a visiting researcher at the University of Münster (Germany) and Catholic University (Washington, DC).

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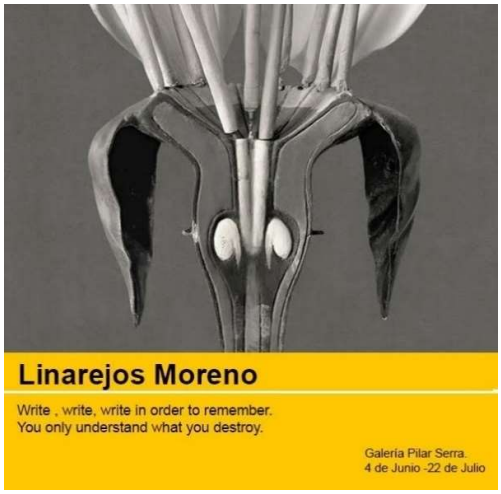
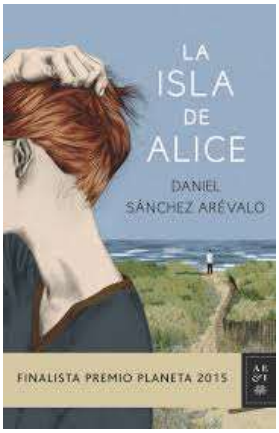
Clara Mar Hernández López, 2015 Fulbright student in Interior Design, Rhode Island School of Design, Providence, was chosen to represent the school in the Design Indaba Conference in Cape Town, South Africa. Organizers of the annual event describe it as "the best of global creativity". The grantee has expertise in working on high-profile renovations and is a specialist in adaptive reuse.

Linarejos Moreno Teva, 2012 Fulbright researcher in Visual Arts, Rice University, Houston, TX, continued to exhibit her photography in major shows throughout the year. She has participated as an artist-in-residence at The International Studio and Curatorial Program (ISCP) in New York and is a professor in the School of Art, University of Houston. Her work is featured in the Pilar Sierra Gallery in Spain and the Inman Gallery in the U.S.



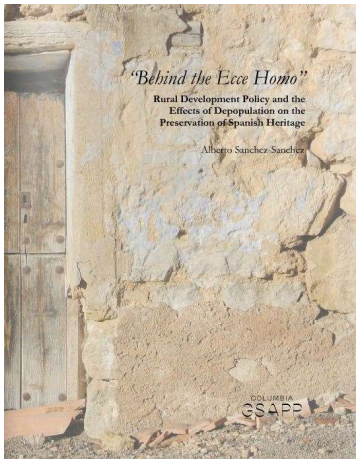
María José Noya Ansede (Fefa Noia), 2014 Fulbright student in Drama, San Francisco State University, CA, won the Best Stage Director Award for the play "Ayuda (Help)" presented at the XVIII Certamen Nacional para Directoras de Escena Ciudad de Torreón de Ardoz. The award promotes theater production by women and recognizes outstanding achievement. The play details the relationship between an investment specialist and his domestic help while reconstructing past events that have led them to be together on Christmas Eve.

Fernando Reinares Nestares, 1988 Fulbright scholar in Political Sociology, Stanford University, CA, has been named a Distinguished Citizen of *La Rioja* (Riojano Ilustre) by the Regional Government for his outstanding contributions in the fight against terrorism and the defense of democratic principles. Professor of Political Science and Security Studies at the *Universidad Rey Juan Carlos de Madrid*, he also directs the Global Terrorism Program of the prestigious Royal Elcano Institute think-tank, and has worked at Georgetown University, the Woodrow Wilson Center, University of Maryland; and American University.



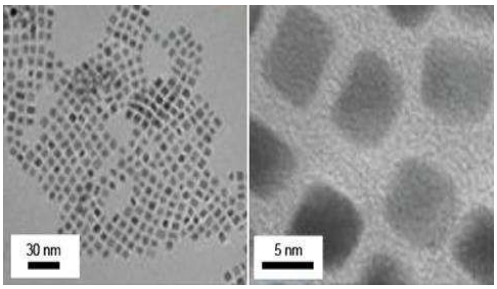
Daniel Sánchez Arévalo, 1999 Fulbright student in Screenwriting, Columbia University, NYC, won the finalist award of the Premio Planeta 2015, one of the most important literary awards in Spain, for his first novel - ***La isla de Alice*** (Alice's Island). The book began as a project for a film script, but eventually evolved into a novel. The main character, Alice, embarks upon a quest to unravel the secrets and mysteries of her spouse's life after his untimely death in a traffic accident.

Ana Belén Sánchez García, 2014 Fulbright scholar in Childhood Autism, Drexel University, Philadelphia, PA, continued joint research in the early detection of autism spectrum disorder (ASD) in toddlers. Results support universal ASD screening in children. The team is also preparing presentations for the annual conference of the International Society for Autism Research (ISAR).



Alberto Sánchez Sánchez, 2014 Fulbright student in Historic Preservation, Columbia University, NYC, won three awards for his Master's thesis: "Behind the *Ecce Homo*: Rural Development Policy and the Effects of Depopulation on the Preservation of Spanish Heritage." Awards included: the Historic Preservation Faculty Award for Outstanding Thesis; the William Kinne Fellows Traveling Prize; and the Cleo and James Marston Fitch Thesis Award (given by Preservation Alumni). The conclusion of his research is to point out the difficulties in conserving valuable historical heritage in rural areas that are continuously being depopulated.

Victor Sebastián Cabeza, 2009 Fulbright scholar in Chemical Engineering, MIT, Cambridge, MA, in collaboration with his U.S. research team, has designed a micro flow reactor that reduces the time required to synthesize nanocrystals while maintaining control over their shapes. The invention was highlighted in "Chemistry World", journal of the Royal Society of Chemistry.



Pablo Sáinz Villegas, 2005 Fulbright student in Classical Guitar Performance, Manhattan School of Music, NYC, released Americano – a new CD on the Harmonia Mundi label that debuted on the Billboard top 15 Classical Crossover list and was featured in "*The New York Times*" classical playlist. He has been featured on the covers of "*Scherzo"*, Spain's top classical music magazine as well as "*Classical Guitar*" in the U.S. Throughout the year, he has had an extensive international touring schedule, highlighted by a historic concert in honor of Plácido Domingo in Madrid.

b. Fulbright Experiences

Cristina Trenas Martín, 2015 Fulbright student in Filmmaking, UCLA, CA

"*During the TEDXFulbright event (a series of talks about technology, education and design by Fulbright alumni), I realized that, as a Fulbrighter, the journey I was starting would become much more than a student experience. It would come to mean belonging to a community amongst exceptional leaders, professionals in all disciplines that share their dedication towards their work and the thrill to employ their cause as a tool to change the world".*

Pablo Dávila Barrio, 2015 Fulbright student in Clarinet Performance, Temple University, Philadelphia, PA

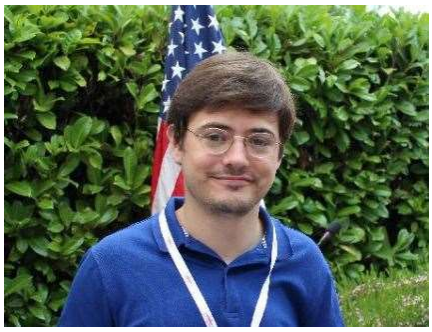
"After about a month and a half in the US, I started to perform at orchestra and band concerts, where leading authorities at and beyond the Music Department praised the hard work I´ve invested. When I mention that I am a Fulbright grantee they often say 'Congratulations! It is always a pleasure to meet a Fulbrighter. It means a great deal to our country!'"

Monica Parga de la Maza, 2015 Fulbright student in Journalism, Columbia University, NY

"From the New Zealander studying mosquitoes, a Ukrainian illustrator, a GPS expert from Spain, an Afghani researcher studying how music could help cure some diseases, to another Spaniard investigating resolutions to International conflicts (…) At a grantee get-together you can find yourself in a conversation amidst engineers and experts in public health sharing ideas and projects. Really, the sky is the limit."

Letizia Balzi Costa, 2015 Fulbright student in Art, Education and Community Practice, New York University, NYC

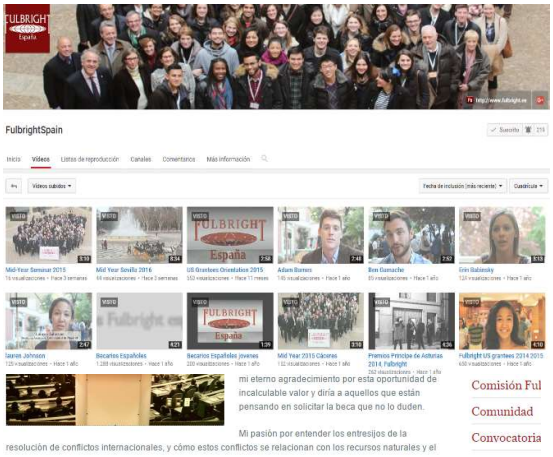
"My Fulbright experience helped me apply the UN children's rights and sustainable goals into my vision of teaching. If as educators we let students have a space in which their soul can be free, we will be encouraging their individual voice that can gradually rewrite the eroded community's identity. We need global understanding to avoid cultural conflicts and that is part of my research".



Bernat Guillén Pegueroles, 2014 Fulbright student in Mathematics, Princeton University, NJ

"I have been able to attend extremely interesting courses given by some of the most reputable leaders in each field. Furthermore, I have attended several conferences and visited professors all over the US. In addition, carrying this out with a Fulbright scholarship has given me the freedom in my research that I wouldn´t have had otherwise. I cannot express how grateful I am for this opportunity".

IV. SOCIAL / PROFESIONAL MEDIA



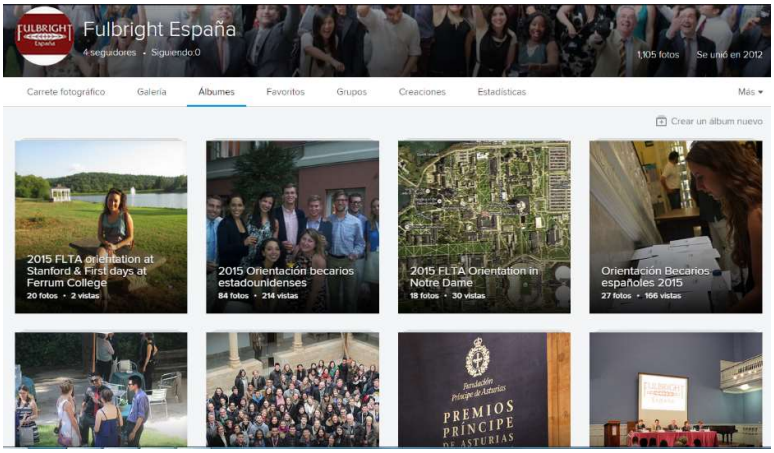
Blog: www.blog.fulbright.es. The Commission blog has become a reference for learning more about the world of Fulbright in Spain and the U.S. There was a total of 215 posts, most traffic on the blog being generated to coincide with the publication of new grant announcements and events held in Madrid. The blog has also served as a vehicle to attract visitors to the Commission website, Facebook and Twitter accounts.

Twitter: @FulbrightSpain Twitter has become the main tool for sharing news relating to current and former grantees. It also allows the public to become aware of Commission activities. There are currently 4,696 followers of which 480 are Fulbright grantees and alumni. To date, 3,093 tweets have been published.

Facebook: Fulbright España. The Commission page has 7,115 followers. The most viewed publications include calls for grants, coverage of Commission activities and alumni feedback

Youtube: channel of FulbrightSpain. The Commission channel currently has 60 videos, the most visited being the film on the 2014 Prince of Asturias Award for International Cooperation (2,528 views)

LinkedIn: Fulbright España, this professional network has 1,559 registered members of the Fulbright Spain Group.



Flickr: The Fulbrightspain gallery contains more than 1,408 photos of various events including orientations for U.S. and Spanish grantees, Mid-Year seminars, Global Classrooms, and other Commission activities.

Instagram: Last February the Commission started using Instagram, and now has 331 followers and 64 pictures and videos uploaded. The US grantees in Spain are the most active users of Instagram.

V. EDUCATIONAL ADVISING

The number of Spaniards enrolled at U.S. universities has increased by more than 41% in the past five years, with an 84% increase in undergraduate study over the same period. Therefore, the demand for educational advising services has grown significantly, despite the 25% decline in the Spanish youth population aged 15-24 over the past ten years, and an ongoing economic crisis in Spain.

To meet this increase in demand for advising services, outreach efforts made over the past year included bi-weekly virtual and in-person information sessions on both graduate and undergraduate study. A total of 4725 new students requested information and were registered in the advising center's database via an online form, averaging approximately 20 daily requests for information. The advising center also sent a monthly newsletter to approximately 4500 students announcing activities, study opportunities and U.S. university undergraduate and graduate scholarships.

New outreach initiatives included on-line chat sessions sponsored by the U.S. Embassy in which educational advisers replied to over 70 student's questions.

1. OUTREACH

a. Educational Fairs

EducationUSA held fairs in Madrid and Barcelona in March. A total of 15 universities and close to 400 students and parents attended. The events were successful largely due to strong U.S. Embassy support. In addition to timely media coverage by the Embassy's press office, and hosting the fairs at the American Space venue in Madrid, the Embassy's consular staff offered information sessions on student visas.

#TuCitaConUSA - Fair in Barcelona, 2016

#TuCitaConUSA - Fair in Madrid, 2016

The advising team also participated in additional fairs throughout the year, both on-site and virtually. These fairs were organized by entities such as *ExpoComic*, *CollegeWeekLive, Linden, and* the *Lemon Tree* and enabled the advising center to reach close to 1500 students.

b. High School Visits and Counselor Training

Increased demand for information on undergraduate studies was met by organizing 33 visits to public and private high-schools throughout Spain, reaching over 2100 students. The advising center also relied on language assistants taking part in the U.S. Student Ambassador program to give presentations on U.S. Study at the schools where they teach.

Additionally, for the first time a workshop was held for high-school counselors, in which EducationUSA advisers provided information on how to aid students in completing U.S. College applications, recommendation letters and school profiles. Representatives from 22 local high schools attended this workshop.

High School Counselor Workshop

c. University and Ministry visits

The advising staff visited 28 universities, as well as local government ministries and public youth centers, reaching over 550 students in the year. Information sessions on graduate studies were also offered at the American Spaces in Madrid and Valencia.

Girona City Youth Center, 2015

Universidad Autónoma Barcelona, 2015

d. Pre-departure Orientation

EducationUSA held its second Pre-departure orientation for the general public at American Space Madrid in July. The session was supported by the U.S. Embassy and also offered online participation. In total, 96 Spanish students already admitted to US universities attended this event, in which former Spanish Fulbright grantees shared information about how to best prepare for their stay in the United States.

Pre-Departure Orientation, 2016

2. COHORT AND IN-CENTER ADVISING

a. Cohort Advising

Competitive College Club meeting

EducationUSA was successful in bringing Spain's third Competitive College Club (CCC) cohort through a complete cycle and expanded 2016-2017 membership to 51 new members, including a new on-line group with participants from 6 different cities.

This program, supported by American Space Madrid and the *Instituto Internacional,* is enriched by the participation of Fulbright English Teaching Assistants, Gilman Scholars and other U.S. study abroad students, who serve as enthusiastic mentors in this college readiness program.

b. In-house advising

The advising center holds bi-weekly in-house sessions on graduate studies and Fulbright scholarship opportunities. More than 320 students took advantage of these services, which enabled them to improve their Fulbright grant applications.

In-house sesión on graduate studies

3. SOCIAL MEDIA

EducationUSA solidified its social media presence, with 2195 followers on Facebook and 1640 followers on Twitter. The quality of the information provided on these sites was improved to include information on universities in the U.S. that offer scholarships to international students, as well as programs of special interest to Spanish students.

The advising center had close to 30,000 unique views on its webpage: /ver/quieres-estudiar-en-ee-uu, and there was a total of 596,780 visits to the www.fulbright.es site.

The EducationUSA online form for requesting information and subscribing to a monthly news bulletin highlighting EducationUSA events and important information throughout the year, was completed by 4,725 students.

APPENDICES

1. 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 2015-2016 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 FOMENTO
Subsecretaría

COMUNIDAD AUTÓNOMA DE MADRID
Consejería de Educación, Juventud y Deporte
Dirección General de Universidades e Investigación
Dirección General de Innovación, Becas y Ayudas a la Educación

JUNTA DE ANDALUCÍA
Agencia Andaluza del Conocimiento
Consejería de Economía y Conocimiento

2. PRIVATE SPONSORS

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

ABENGOA	ASOCIACIÓN J.W. FULBRIGHT	COACH
COCA·COLA	COLEGIO DECROLY, S.L.	EL CORTE INGLÉS
FERE-CECA MADRID	FUNDACIÓN ABERTIS	FUNDACIÓN IBERDROLA ESPAÑA
FUNDACIÓN MAPFRE	FUNDACIÓN RAMÓN ARECES	FUNDACIÓN REPSOL
GRIFOLS	IE BUSINESS SCHOOL	INTERNATIONAL INSTITUTE IN SPAIN
SANTANDER	SPANISH ASSOCIATION FOR AMERICAN STUDIES (SAAS)	TELEFÓNICA

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3. LISTING OF SPANISH GRANTEES AND HOME INSTITUTIONS

HOME INSTITUTIONS (SPANISH GRANTEES)		
Home Institution (51)	**Province (22)**	**Grantees (138)**
Andalusia	**4**	**26**
U. de Cádiz	Cádiz	2
U. de Córdoba	Córdoba	1
U. de Granada	Granada	12
U. de Málaga	Málaga	3
U. Pablo de Olavide	Sevilla	4
U. de Sevilla	Sevilla	4
Asturias	**1**	**4**
Conservatorio Superior de Música del Principado de Asturias	Asturias	1
U. de Oviedo	Asturias	3
Balearic Islands	**1**	**2**
U. de les Illes Balears	Baleares	2
Basque Country	**2**	**2**
Conservatorio Superior del Música del País Vasco	Guipúzcoa	1
U. del País Vasco	Vizcaya	1
Canary Islands (1)	**1**	**1**
U. de Las Palmas de Gran Canaria	Las Palmas	1
Cantabria (1)	**1**	**1**
U. de Cantabria	Cantabria	1
Castille and Leon (2)	**1**	**3**
U. Pontifica de Salamanca	Salamanca	1
U. de Salamanca	Salamanca	2
Castille La Mancha (1)	**1**	**1**
U. de Castilla La Mancha	Ciudad Real	1
Catalonia (11)	**4**	**24**
ESADE Business School	Barcelona	1
Instituto de Química Avanzada de Cataluña, CSIC	Girona	1
U. Abad Oliba CEU	Barcelona	1
U. Autónoma de Barcelona	Barcelona	1
U. de Barcelona	Barcelona	7
U. de Lleida	Lleida	1

U. Internacional de Catalunya	Barcelona	1
U. Oberta de Catalunya	Barcelona	1
U. Politécnica de Catalunya	Barcelona	4
U. Pompeu Fabra, Tarragona	Barcelona	4
U. Rovira i Virgili	Tarragona	2

Galicia (3)	**2**	**4**
U. de A Coruña	La Coruña	1
U. de Santiago de Compostela	La Coruña	2
U. de Vigo	Pontevedra	1

Madrid (13)	**1**	**56**
Centro Nacional de Biotecnología CSIC	Madrid	2
Centro Nacional de Investigaciones Oncológicas	Madrid	1
Instituto de Catálisis Y Petroleoquímica CSIC	Madrid	1
Instituto de Estructura de la Materia, CSIC	Madrid	1
Istituto Europeo di Design	Madrid	1
UNED	Madrid	1
U. Autónoma de Madrid	Madrid	12
U. Carlos III, Getafe	Madrid	6
U. Complutense de Madrid	Madrid	18
U. de Alcalá	Madrid	2
U. Politécnica de Madrid	Madrid	6
U. Pontificia de Comillas	Madrid	2
U. Rey Juan Carlos	Madrid	3

Navarre (1)	**1**	**3**
U. Navarra	Navarra	3

Valencia (7)	**1**	**11**
Escuela de Diseño de Valencia	Valencia	1
UNED, Valencia	Valencia	1
U. Cardenal Herrera	Valencia	1
U. Católica de Valencia	Valencia	1
U. de Alicante	Alicante	1
U. Politécnica de Valencia	Valencia	4
U. de Valencia	Valencia	2

4. LISTING OF SPANISH GRANTEES AND U.S. HOST INSTITUTIONS

HOST INSTITUTIONS (SPANISH GRANTEES)		
Host Institutions (87)	**States (28)**	**Grantees (138)**
Northeast (24)	**5**	**57**
Alfred University	NY	1
Boston Children's Hospital	MA	1
Boston College	MA	1
Boston U.	MA	1
Brookhaven National Lab	NY	1
Brown University	RI	2
Columbia University	NY	10
Colby - Sawyer College	NH	1
Cornell University	NY	3
CUNY	NY	2
Harvard University	MA	6
Icann School of Medicine	NY	3
MIT	MA	3
New York University	NY	11
Montclair University	NJ	1
Parsons School of Design	NY	1
Princeton University	NJ	1
Rhode Island School of Design	RI	1
Russel Sage College	NY	1
Rutgers, State University of NJ	NJ	1
School of the Visual Arts	NY	2
Tufts University	MA	1
U. of Rochester	NY	1
Woods Hole Oceanographic Institution	MA	1
Mid-Atlantic (17)	**4**	**24**
Arcadia University	PA	1
American University	DC	2
Carnegie Mellon University	PA	1
Ferrum College	VA	1
George Mason University	VA	1
Georgetown University	DC	4
George Washington University	DC	1
Lincoln University	PA	1
National Institutes of Health	MD	1
Smithsonian Institution	DC	1
Susquehanna University	PA	2
Temple University	PA	1
U. Maryland - Baltimore County	MD	3
Ursinus College	PA	1
U.S General Services Administration	DC	1
Villanova University	PA	1
Virginia Polytechnic Institute	VA	1
Southeast (6)	**5**	**7**
Florida Atlantic University	FL	1
Georgia Institute of Technology	GA	1

North Carolina State U.	NC	1
U. of Florida	FL	1
U. of South Carolina	SC	1
U. of Tennessee, Chattanooga	TN	2
Midwest (19)	**8**	**20**
Antioch College	OH	1
Cleveland Institute of Music	OH	1
De Paul University	IL	1
Hiram College	OH	1
Indiana University	IN	1
Indiana University, Bloomington	IN	1
Ohio State University	OH	1
The Field Museum	IL	1
U. of Chicago	IL	1
U. of Illinois, Chicago	IL	1
U. of Illinois, Urbana-Champaign	IL	1
U. of Michigan, Ann Arbor	MI	1
U. of Minnesota, Twin Cities	MN	1
U. of Missouri, Columbia	MO	1
U. of Nebraska, Lincoln	NE	1
U. of Notre Dame	IN	2
U. of Saint Thomas, St Paul	MN	1
U. of Iowa	IA	1
Xavier University	OH	1
Southwest (3)	**1**	**3**
Houston Baptist University	TX	1
U. of Texas, El Paso	TX	1
U. of Texas, Austin	TX	1
West (16)	**3**	**25**
Chapman University	CA	1
Loyola Marymount University	CA	1
Monterey Institute of Int'l Studies	CA	2
National Oceanic & Atmospheric Admin	CO	1
New York Film Academy	CA	1
San Diego State U.	CA	1
Santa Clara University	CA	1
Stanford University	CA	2
U. of California – Berkeley	CA	4
U. of California – Davis	CA	1
U. of California – Irvine	CA	1
U. of California – Los Angeles	CA	4
U. of California – Riverside	CA	1
UCLA Extension	CA	1
University of Southern California	CA	2
University of Hawaii at Manoa	HI	1
Northwest (2)	**2**	**2**
U. of Oregon	OR	1
U. of Wisconsin, Madison	WI	1

5. LISTING OF U.S. GRANTEES AND HOME INSTITUTIONS

HOME INSTITUTIONS (U.S. GRANTEES)		
Home Institution (74)	**Home State (32)**	**Grantees (97)**
Northeast (17)	**6**	**23**
Bates College	ME	1
Boston Univeristy	MA	1
Bowdoin College	ME	1
Brandeis University	MA	1
Brown University	RI	2
Harvard University	MA	4
Ithaca College	NY	1
Mount Holyoke College	MA	1
Princeton University	NJ	1
Providence College	RI	1
Rutgers, The State University of New Jersey	NJ	1
Smith College	MA	2
SUNY, Buffalo	NY	1
SUNY, College of Environmental Science and Forestry	NY	1
Tufts University	MA	1
University of Rochester	NY	1
Yale University	CT	2
Mid-Atlantic (9)	**4**	**13**
American University	DC	1
Georgetown University	MD	1
Johns Hopkins University	MD	1
Muhlenberg College	PA	1
Pennsylvania State Unviersity	PA	1
University of Delaware	DE	1
University of Maryland at College Park	MD	2
University of Pennsylvania	PA	3
University of Pittsburgh	PA	2
Southeast (16)	**7**	**18**
Centre College	KY	1
Clemson University	SC	1
Davidson College	NC	1
Duke University	NC	1
Eckerd College	FL	1
Florida State University	FL	1
Nova Southeastern University	FL	1
Tulane University of New Orleans	LA	1
University of Alabama, Tuscaloosa	AL	3
University of Arkansas, Fayetteville	AK	1
University of Central Florida	FL	1
University of Kentucky	KY	1
University of Louisville	KY	1
University of Miami	FL	1

University of North Carolina, Chapel Hill	NC	1
University of South Florida	FL	1
Midwest (13)	**9**	**15**
Carleton College	MN	1
Grinell College	IO	1
Illinois Institute of Technology	IL	1
Indiana University at Bloomington	IN	1
Marquette University	WI	1
Ohio University	OH	1
Truman State University	MO	1
University of Chicago	IL	1
University of Illinois at Urbana-Champaign	IL	2
University of Kansas	KS	1
University of Michigan - Ann Arbor	MI	2
University of Minnesota - Twin Cities Campus	MN	1
Western Michigan University	MI	1

Southwest (5)	**3**	**6**
Arizona State University	AZ	2
Lamar University	TX	1
New Mexico State University	NM	1
Texas Woman's University	TX	1
West Texas A&M University	TX	1

West (10)	1	**16**
Claremont McKenna College	CA	1
Lawrence Berkeley National Laboratory	CA	1
Occidental College	CA	2
Pitzer College	CA	3
Pomona College	CA	1
San Diego State University	CA	1
Stanford University	CA	2
University of California, Berkeley	CA	1
University of California, Davis	CA	2
University of California, Irvine	CA	1
University of California, San Diego	CA	1

Northwest (2)	**2**	**3**
Lewis and Clark College	OR	1
Western Washington University	WA	2

OUTSIDE THE U.S.		
Home Institution (3)	**Country (3)**	**Grantees (3)**
University of Cambridge	England	1
University of Limerick	Ireland	1
University of Puerto Rico, Rio Piedras	Puerto Rico	1

6. LISTING OF U.S. GRANTEES AND SPANISH HOST INSTITUTIONS

IES Carmen Conde	Madrid	1
IES Clara Campoamor	Madrid	1
IES Diego Velázquez	Madrid	1
IES El Burgo de las Rozas	Madrid	1
IES El Carrascal	Madrid	1
IES El Pinar	Madrid	1
IES Francisco de Quevedo	Madrid	1
IES García Morato	Madrid	1
IES Isaac Albéniz	Madrid	1
IES Isaac Newton	Madrid	1
IES Jaime Ferrán	Madrid	1
IES Joan Miró	Madrid	1
IES Joaquín Turina	Madrid	1
IES José Saramago	Madrid	1
IES La Estrella	Madrid	1
IES Laguna de Joatzel	Madrid	1
IES León Felipe	Madrid	1
IES Luis García Berlanga	Madrid	1
IES Manuel Fraga Iribarne	Madrid	1
IES Mirasierra	Madrid	1
IES Neil Armstrong	Madrid	1
IES Pablo Picasso	Madrid	1
IES San Agustín de Guadalix	Madrid	2
IES San Juan Bautista	Madrid	1
IES Sapere Aude	Madrid	1
IES Severo Ochoa	Madrid	1
IES Tirso de Molina	Madrid	1
IES Valdebernardo	Madrid	1
IES Vega del Jarama	Madrid	1
IES Velázquez	Madrid	1
IES Villa de Vallecas	Madrid	1
IES Villablanca	Madrid	1
Instituto Cajal	Madrid	1
Instituto de Física Teórica (UAM/CSIC)	Madrid	1
Instituto de Historia (CCHS-CSIC)	Madrid	1
Instituto de Lengua, Literatura y Antropología (CSIC)	Madrid	1
Universidad Autónoma de Madrid	Madrid	2
Universidad Carlos III de Madrid	Madrid	2
Universidad Complutense de Madrid	Madrid	2
Universidad de Alcalá	Madrid	1
Universidad de San Pablo-CEU	Madrid	1
Universidad Politécnica de Madrid	Madrid	1

Navarre (1)	**1**	**2**
Universidad de Navarra	Navarra	2

Valencia (4)	**2**	**4**
Conservatorio Superior de Música "Salvador Segui"	Castellón	1
Instituto de Historia de la Medicina y de la Ciencia López Piñero	Valencia	1
Universidad Católica de Valencia	Valencia	1
Unversidad de Valencia/CSIC	Valencia	1