

# Annual Report FY2022

1 OCT. 2021 - 30 SEPT. 2022



**FULBRIGHT**  
Iceland

ICELAND - UNITED STATES  
EDUCATIONAL COMMISSION

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Cover photo: Fulbright-Arctic Initiative III Scholars visiting the Hellisheiði Geothermal Power Plant in June.



The Fulbright program is today without a doubt as relevant as ever, and the vision of Senator Fulbright has as much resonance today as it had in the aftermath of WWII. We have only to look at the events of the past year to know that we must continuously strive to elevate reason, compassion, mutual understanding and integrity in our world. Democracy and the rule of law are under threat. A brutal aggressor has destroyed peace in Europe and committed unspeakable atrocities with no end in sight. Fulbright Iceland takes a strong position of solidarity with the people of Ukraine.

There is no exchange program that is comparable to Fulbright, in terms of combining excellence, diversity, global reach and stakeholder engagement. We must hold on dearly to important values and practices at the core of the program, remember our roots and what made the program such a success from the outset, and yet we must also evolve with changing times.

Fulbright's success is driven by the grantees and their work, but the administration of the program – the policies that are put in place and the way the program is presented – is also important. Senator Fulbright's emphasis on keeping politics out of the program is certainly one key element. The program enjoys bipartisan support in Congress and commissions work to ensure that Fulbright enjoys support across the political spectrum in our countries. But support must translate into adequate funding, both from the U.S. and partner governments. Real funding on the U.S. side to the Fulbright Program in general has decreased in real terms over the past decade or so. That fact inevitably has an effect on the program worldwide. Here in Iceland, the government paid about 2 percent of the commission budget in the first decades of the program, but this changed in the 1990s, when Icelandic government contributions started to rise, until core government contributions were equal. This is a natural progression given the binationalism of the program. But core contributions only tell part of the story. Total U.S. contributions have, in the past 5 years, been between 62 and 80 percent of total funding to Fulbright Iceland, due to supplemental funding from the State Department and funding from other U.S. government sources, most notably the National Science Foundation (NSF). The Icelandic government could utilize Fulbright more and binationalism is key to this.

Binationalism is an important and unique characteristic contributing to the program's success. Fulbright was founded on the principle of partnership. While Fulbright is present in most countries in the world, it is undeniable that the program is strongest by far in the 49 countries with a commission, where partner countries put their own stamp on the program. This benefits the program as a whole, not just the commission countries. But what does binationalism mean exactly? Are we currently leveraging binationalism effectively, or is there room for improvement? It is important that this issue be at the forefront of any debate about the Fulbright program, its policies and presentation.

At Fulbright Iceland, we try every day to make a difference, in cooperation with fellow commissions, the U.S. State Department and the Icelandic Ministry of Higher Education, cooperating agencies and other partners. We have been blessed with fabulous grantees and great collaborators, all working together to make our world a better place. We need more of that right now.



Belinda Theriault, Executive Director



It was such a relief to get back to normal in the latter part of the fiscal year, after the challenges of the pandemic. Our grantees showed great flexibility throughout, but we are grateful that by spring 2022 our U.S. grantees were able to enjoy the full Fulbright experience here in Iceland. And things also improved greatly for our Icelandic grantees in the U.S., allowing them also to experience American culture more fully once again. The Board is impressed with how the Commission has handled the past couple of years, which has really shown that Fulbright Iceland, although a comparatively small commission, has the capacity to meet challenges successfully. The ED and her staff have done a great job.

In our work over the past years, the Board has put much emphasis on maintaining and further strengthening the Arctic program. We were, therefore, delighted that Fulbright Iceland was asked to host the inaugural meeting of Fulbright Arctic Initiative III. We are happy to see the State Department recognizing that Fulbright Iceland has much to offer as a partner in the Arctic. We are also happy to note that there are plans to continue Fulbright Arctic Initiative with a fourth cohort and applaud the State Department's leadership on this. I hope that Icelandic authorities will continue to see the value in contributing financially to this great program, which has so much value for scholars. We have seen how much participation has meant to Icelandic scholars and maintaining two spots for Iceland should be a priority.

Having spent five years on the Board, I have been especially proud of the Commission's focus on increasing cooperation with universities outside of Reykjavik. Due to the efforts of the Commission over the past years, I have seen not only my university, the University of Akureyri in the north of Iceland, but also the more rural universities, taking an increased interest in availing themselves of Fulbright opportunities, which is of great benefit to all involved. We are also happy to see so many Americans from all across the U.S., with great variety in home institutions and backgrounds, applying to come to Iceland. Our U.S. grantees have shown that they are interested in stretching themselves, in immersing themselves in a different culture and contributing to mutual understanding.

Diversity enriches the Fulbright program and we in Iceland are committed to continuing these efforts. We must ensure that divergent voices are heard, that we are able to have debates and differences of opinion in an atmosphere of respect, where getting out of your comfort zone is part of the academic experience and where sometimes being downright uncomfortable is viewed as a positive. That to me is the essence of not only Fulbright, but academia in general.



Professor Oddur Þór Vilhelmsson,  
Chairman of the Board FY2022

# I. PROGRAM IMPLEMENTATION AND ACTIVITIES

The Commission implements a selective grant program for both graduate students and scholars. Grantees include Icelandic students who are awarded grants to commence graduate studies, Icelandic PhD students who undertake shorter research visits to the U.S., Icelandic scholars who are awarded grants to undertake research in the United States, U.S. students who are awarded Fulbright grants to enter a study program or conduct research, and U.S. scholars who teach or conduct research in Iceland.

In addition, the Commission provides opportunities for Icelandic institutions to receive U.S. scholars for shorter periods through the Fulbright Specialist Program and Inter-Country Travel Grant Program. Finally, the Commission offers various opportunities outside the formal Fulbright Program as Fulbright Commission Iceland grants. Additional ad-hoc programs may be implemented in given years.

The Commission has grant partnership agreements with the Icelandic Ministry for Foreign Affairs and the U.S. National Science Foundation. The Commission administers the Boas Award for LLM studies at Harvard and the Cobb Family Fellowship for graduate studies at the University of Miami. The Commission also has memorandums of understanding with a few U.S. universities and is also starting to cooperate with private entities.



Fulbright Iceland Board meeting

It should be noted that Fulbright Arctic Initiative III, which should have ended in 2022, was extended until spring 2023 because of delays in getting the program off the ground due to COVID. The inaugural meeting was delayed unavoidably and repeatedly, but was in the end hosted by Fulbright Iceland in Reykjavik and Reykholt in June 2022.

In addition to the grant programs, events and advising activities, the Commission has a wider mandate with regard to enhancing the bilateral U.S.-Iceland relationship. To this end, the Commission undertakes a variety of activities.



Meeting with the Minister of Higher Education, in February 2022

Grantees are selected by the Fulbright Iceland Commission Board, and confirmed by the Fulbright Scholarship Board in Washington, D.C. Following is a list of grantees for the 2021-2022 academic year, who were grantees for the most of FY2022. The second list shows grantees for 2022-2023, many of whom started their grant period in the fall of 2022, shortly before the end of the fiscal year. The Commission consistently receives outstanding applications from American and Icelandic scholars and students.

# 1. GRANTEES 2021 - 2022

Name	Field	Home	Host
<b>ICELANDIC STUDENTS</b>			
Bjarki Þórsson	Law	Reykjavik University	Tufts University
Guðný Ragna Ragnarsdóttir	Law	University of Iceland	Columbia University
Herdís Ásta Pálsdóttir	Applied Behavioral Analysis	Reykjavik University	California State Univ.
Jón Kristinn Einarsson	History	University of Iceland	Columbia University
Nökkvi Dan Elliðason	Statistics & Data Sc.	University of Iceland	Yale University
Theodóra Listalín Prastardóttir	Arts Management	University of Iceland	Carnegie Mellon Univ.
<b>ICELANDIC SCHOLARS</b>			
<b>-Fulbright Arctic Initiative III</b>			
Sigríður Kristjánsdóttir	Urban Planning	Agricultural Univ. Iceland	Univ. of Washington
Silja Bára Ómarsdóttir	International Relations	University of Iceland	Univ. of Colorado
<b>U.S. STUDENTS</b>			
Jillian Hemler Galloway	Biology	Bowdoin College	Univ. Centre Westfjords
Tyler John Gogal	Engineering	Northeastern University	University of Iceland
<b>-Fulbright-Ministry of Education and Culture</b>			
Adam Flint Taylor	Icelandic Language	At large	University of Iceland
<b>-Fulbright-NSF Arctic Research</b>			
Andrew Paul Castagno	Environmental Science	At large	Reykjavik University
Robyn Angela Barrow	Art History	Univ. of Pennsylvania	University of Iceland
Olivia Wynne Houck	Political Science	MIT	University of Iceland
<b>U.S. SCHOLARS</b>			
Ashley Byock	Literature	Edgewood College	University of Iceland
JoAnn Conrad	Folklore	Diablo Valley College	University of Iceland
Evan Dean	Occupational Therapy	University of Kansas	University of Akureyri
Elizabeth Mendenhall	International Rel./Polar	Univ. of Rhode Island	University of Akureyri
<b>-Fulbright-NSF Arctic Research</b>			
Jan Marie Fritz	Sociology	University of Cincinnati	University of Iceland
Eric Johnson	Archaeology	Harvard University	University of Iceland
<b>-Fulbright-Ministry for Foreign Affairs</b>			
Nicole Gatto	Epidemiology	Claremont Graduate Univ.	University of Iceland
Christina Goethel	Oceanography	Maryland C. for Env. Sc.	University of Akureyri
<b>-Fulbright-NSF Cyber Security and Critical Infrastructure</b>			
Meghan McGrath	Computer Science	IBM	University of Iceland

Name	Field	Home	Host
<b>U.S. SPECIALISTS</b>			
Bridget Burger	Education	Cape Cod Comm. College	Húsavík Academic Center
Cristopher Copeland	Computer Science	Tarleton State University	University of Akureyri
Alison Dundes Renteln	Law	Univ. of S. California	University of Iceland
Anna Gotlib	Political Science	Brooklyn College CUNY	University of Iceland

#### OTHER FULBRIGHT COMMISSION ICELAND GRANTS

##### -Summer Institute

Eik Arnþórsdóttir	Sociology	University of Iceland	University of Nevada
Lilja Guðmundsdóttir*	Entrepreneurship/Econ. Dev.	University of Iceland	University of Tennessee

\* In person component of FY2021 virtual Summer Institute

"My Fulbright research centered on the strategies and mechanisms through which Iceland has influenced the development of the law of the sea. In this area I made important contacts and identified collaborators, gained insights into Iceland's self-narrative, learned about small state policy approaches and made excellent progress on drafting a paper. Other grant activities included a number of lectures in the Polar Law Program at UNAK, as well as a public lecture on plastic pollution. I also had an opportunity to collaborate with other institutions, including lecturing at the University Centre of the Westfjords and taking part in a panel at Reykjavik University on the topic of Climate Change and the Law of the Sea.

During my Fulbright I visited many places in Iceland and did many things for the first time, including swimming in natural geothermal pools, seeing the Aurora Borealis, snowmobiling, cross-country skiing and snowshoeing. My favorite museums were the National Museum, the Maritime Museum and the Whale Museum in Húsavík, as these also had relevance to my Fulbright Project.



I will certainly stay connected with Iceland and have already offered to give guest lectures in future courses. I also hope to supervise master's students in the Polar Law Program in Akureyri, when their interests align with my research focus."

*Dr. Elizabeth Mendenhall (University of Rhode Island), Fulbright scholar at the University of Akureyri*

## 2. GRANTEES 2022 - 2023

Name	Field	Home	Host
<b>ICELANDIC STUDENTS</b>			
Hanna Þráinsdóttir	Media, Culture & Comm.	Georgian Court Univ.	New York University
Helgi Sigtryggsson	Computer Science	University of Iceland	Carnegie Mellon Univ.
Sara Þöll Finnbogadóttir	Survey & Data Science	University of Iceland	University of Michigan
Unnur Elfa Hallsteinsdóttir	Law	University of Iceland	UC Los Angeles
Þórhildur Þórsdóttir	History	University of Iceland	Columbia University
<b>-Visiting Student Researchers</b>			
Orri Smáráson	Child Psychology	University of Iceland	Baylor University
Sigurður Björnsson	Energy Economics	University of Iceland	Univ. of Washington & UC Berkeley
Sóllilja Bjarnadóttir	Environmental Sociology	University of Iceland	Harvard University
<b>ICELANDIC SCHOLARS</b>			
Hera Gunnlaugsdóttir	Geology	University of Iceland	UC Irvine
<b>-Fulbright Arctic Initiative III</b>			
Sigríður Kristjánsdóttir	Urban Planning	Agricultural Univ. Iceland	Univ. of Washington
Silja Bára Ómarsdóttir	International Relations	University of Iceland	Univ. of Colorado
<b>U.S. STUDENTS</b>			
Bethany Bronkema	Engineering	Swarthmore College	Reykjavik University
Sydney Fox	Chemistry	California State Univ.	Reykjavik University
Brittany Key	Interdisc. Studies	UC Davis	Univ. Centre Westfjords
<b>-Fulbright-Ministry of Culture</b>			
Erik Maher	Icelandic Language	Rice University	University of Iceland
<b>-Fulbright-NSF Arctic Research</b>			
Meghan Orman	Education	University of Pittsburgh	University of Iceland
<b>U.S. SCHOLARS</b>			
Kirk Hoppe	History	Univ. of Illinois Chicago	University of Iceland
<b>-Fulbright-NSF Arctic Research</b>			
Áslaug Ásgeirsdóttir	Political Science	Harvard University	University of Iceland
Tenley Banik	Geology	Bates University	Research Centre Westfjords
Wanda Gregory	Computer Science	Univ. of Washington Bothell	Reykjavík University
<b>-Fulbright-Ministry for Foreign Affairs</b>			
Cayla Rosché	Music	Edgewood College	Iceland University of the Arts
<b>-Fulbright-NSF Distinguished Scholar in Cyber Security and Critical Infrastructure</b>			
Rakesh Verma	Computer Science	University of Houston	University of Iceland
<b>-Fulbright Arctic Initiative III</b>			
Jessica Graybill	Geography	Colgate University	University of Iceland

Name	Field	Home	Host
<b>U.S. SPECIALISTS</b>			
Bridget Burger	Education	Cape Cod Comm. College	Húsavík Academic Center
Jeremy Firestone	Environmental Science	University of Delaware	University of Iceland
Wanda Gregory	Computer Science	Univ. of Washington-Bothell	Reykjavik University
Merrie Kaas	Public Health	University of Minnesota	University of Iceland
Thomas Michael O'Reilly	Education	Pine Manor College	Bifröst University
Nathan Thomson	Environmental Science	National Park Service	Vatnajökull National Park

#### OTHER FULBRIGHT COMMISSION ICELAND GRANTS

##### -Iceland-U.S. Educational Commission Scholar

Paul Muench	Philosophy	University of Montana	University of Iceland
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##### -Iceland-U.S. Educational Commission Health Exchange

Sigrún Ólafsdóttir	Sociology	University of Iceland	Harvard University
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##### -Summer Institute

Embla Rún Halldórsdóttir	Political Science	University of Iceland	TBA
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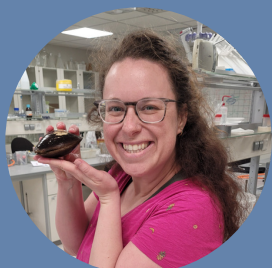
##### -EducationUSA Academy

Eybjört Ísól Torfadóttir	Upper secondary	Kvennaskólinn in Rvk.	Univ. of Wisconsin-Madison
Þór Ástþórsson	Upper secondary	Menntaskólinn in Rvk.	Univ. of Wisconsin-Madison

##### -Fulbright Iceland Alumni Collaboration

Erlendur Sveinsson	Film	Iceland University of the Arts	N/A
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Name	School	City	Title
<b>FULBRIGHT-HAYS - FOLLOW-UP SEMINAR</b>			
Amy Barsanti	Jamesville Elementary School	Plymouth, NC	Teacher
Lisa Carotenuto	Tucson Unified School District	Tucson, AZ	Prof. development
Ellen Craig	Bettendorf Middle School	Bettendorf, IA	Art Teacher
Laurie Eldridge	Ira A. Murphy Elementary	Peoria, AZ	Art and Gifted Education
William Hilt	Hull Prairie Intermediate School	Perrysburg, OH	Social Studies
Cheri McNeely	Churchill High School	San Antonio, TX	Special Ed. – Sc. and math
Kimberly Mellor	Ephesus Elementary School	Chapel Hill, NC	Literary Coach
Jennifer Myers	School Without Walls	Washington, D.C.	Special Ed. - English and Social St.
Karen Richey	Toby Johnson Middle School	Elk Grove, CA	History/Social Sc. Teacher
Anya Rose	Springside Chestnut Hill Academy	Philadelphia, PA	Teacher
Anne Schaefer	Marin Oaks	Novato, CA	High School English Teacher
Sara Sharer	Cedaredge Elementary	Cedaredge, CO	English Language and Arts



"As a Fulbright-Ministry for Foreign Affairs Arctic Scholar, I taught a course on international science collaboration in the Arctic at the University of Akureyri. This bachelor's level course taught students about the Arctic ecosystem, both in Alaska and Iceland. They also learned how large-scale oceanographic projects studying these regions are designed and implemented.

I also worked on two collaborative projects. In the first, we combined my skills in benthic ecology and my collaborator's skills in microbiology to analyze and better understand the ecological importance of the bivalve *Arctica islandica*, a clam commonly found in the Eyjafjord region, and what they might be used for in other applications, such as bioplastics. The preliminary data is being used to apply for a Rannís grant.

The second collaboration was to offer a virtual joint summer course at UNAK for students at St. Mary's College of Maryland, an institution in my home state, and students at UNAK. The course was titled *Ecosystems and their Role in Shaping Society and Economies on the International Stage*. The course was well-received and we plan to continue the collaboration."

*Dr. Christina Goethel, (University of Maryland Center for Environmental Sciences and St. Mary's College of Maryland), Fulbright-Ministry for Foreign Affairs scholar, hosted by the University of Akureyri.*



Guðný Ragna celebrating at graduation



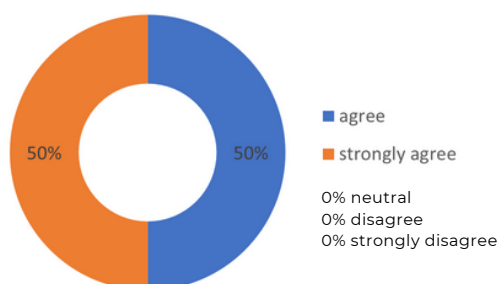
Herdís with fellow students at Sacramento State

### 3. U.S. GRANTEE FEEDBACK 2021 - 2022

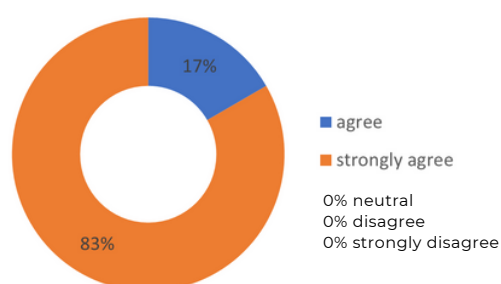
#### U.S. Scholars:

Below are a few highlights from final reports of Fulbright Iceland U.S. Scholars regarding the impact of their Fulbright on their lives and careers.

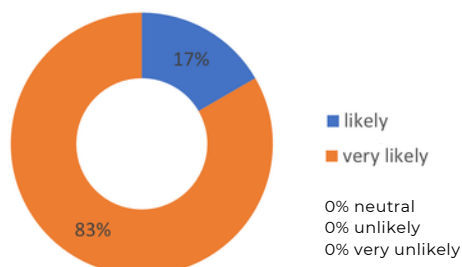
The program met my expectations.



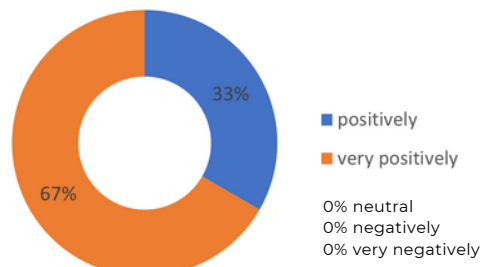
I was exposed to new collaborators.



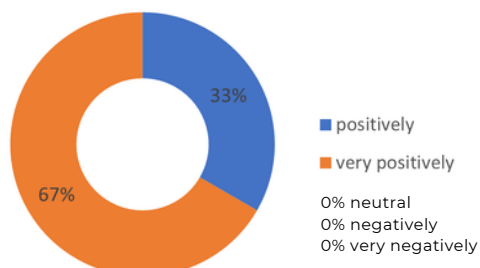
How likely is it that you will remain in contact with connections made during the grant?



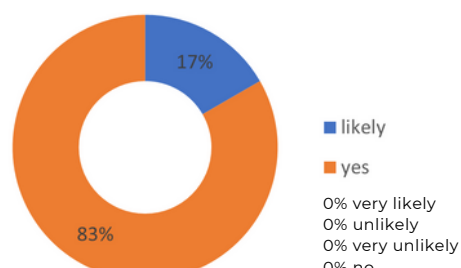
How did the Fulbright experience affect your personal development?



How did the Fulbright experience affect your professional development?



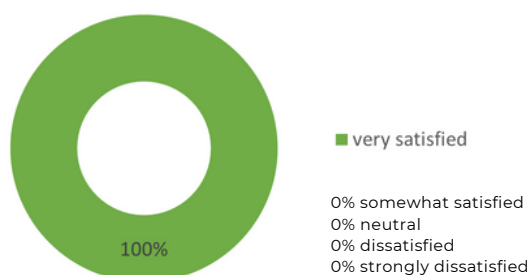
Will you continue collaboration with the host institution?



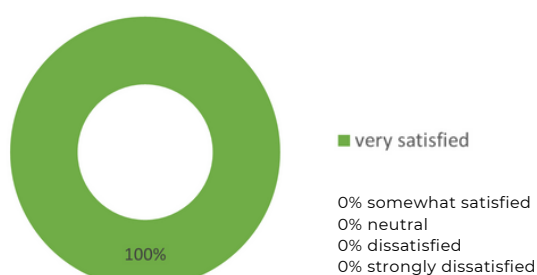
## U.S. Students:

Below are a few highlights from the final reports of Fulbright fellows regarding their Fulbright experience.

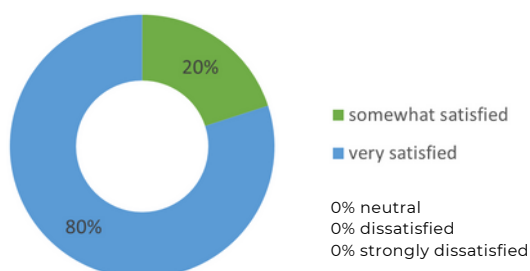
How satisfied were you with overall support by the Commission?



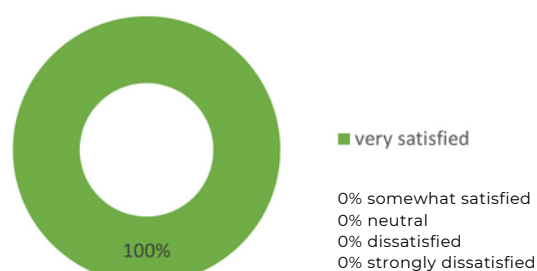
How satisfied were you with opportunities to meet and/or interact with representatives of business, government, the arts, culture, or other areas within the host community?



How satisfied were you with assistance with study or research needs?



How satisfied were you with Commission enrichment activities?



Robyn Barrow at the National Museum



Fulbright Specialist Bridget Burger with host Huld Hafliðadóttir



Fulbright scholars clam sampling in the north



Fulbright scholar Eric Johnson in the field



"The academic year of 2021-2022 has been the most impactful year of my educational journey. The application process for graduate school in the U.S. was an unexpectedly fun learning curve. The gruesome writing process and self-evaluation further strengthened my interest in statistics and improved my writing skills immensely. I was pleasantly surprised that it didn't take much effort to integrate into the Yale community.

Other students across all degrees and levels welcomed me with open arms. The professors introduced themselves personally and were surprisingly accessible. I felt at home immediately; the welcoming and vibrant atmosphere allowed me to flourish. Early on, I got introduced to exciting people and projects. One of those who impacted my first year the most was Professor Brian MacDonald, with whom I started working on a research project in September 2021. I enrolled in courses taught by the most significant contributors to artificial intelligence, machine learning, and economics which combined my interests very neatly. I became a better-rounded academic with every passing week. Many doors opened up from my hard work, such as another research project, with Professor Jay Emerson, the Director of Graduate Studies in the Statistics and Data Science Department.

In the last year, I made friends for life. Fulbright has allowed me to grow and prosper in a multicultural environment which has broadened my horizons considerably. I believe I am better suited to tackle all kinds of problems which will help me implement my newly learned skills in Iceland."

*Nökkvi Dan Elliðason (University of Iceland), Fulbright fellow, M.Sc. Statistics and Data Science, Yale University*

“My goal in coming to Iceland to study Environmental Engineering was to grow in my understanding of Environmental Engineering and sustainable living – learning from the unique knowledge, opportunities and experiences of Iceland. At the same time, I aimed to learn about the people and culture of Iceland and form relationships to work collaboratively on environmental issues.



At the University of Iceland I was able to engage in many courses to learn about Environmental Engineering from the Icelandic perspective. One of my favorite classes was Sustainable Cities, a class where students worked together to make a policy for a sustainable city using research and guidance from professors.

Over the course of my time in Iceland I have learned many lessons to bring back to the U.S. I learned that sustainability encompasses social, environmental, and economic realms, and is inherently an interdisciplinary topic, even though the social sphere is often less represented in research literature. In addition, I gained a new perspective on wastewater, that many of the current inputs into wastewater contradict each other and complicate recovery and reuse, particularly emerging pollutants like microplastics, forever chemicals, etc. It was made clear to me that Greenspace is more than just aesthetic, but can help mitigate and combat climate change, manage stormwater, and promote biodiversity. A good example of this is sustainable urban drainage systems which I learned how to design and apply in the Wastewater Collection and Urban Drainage class. Good environmental policy and technologies need to be well informed, to this end I learned how to perform life cycle assessments and familiarized myself with environmental indicators used to track the environmental impact of products and society.

After I return to the U.S. and commence graduate studies at Stanford, I intend to build on the relationships and knowledge I’ve formed in Iceland. I plan to continue working with Gaia and hope to coordinate a program in the U.S. with Greendays, the University of Iceland’s environmental awareness week. I also plan to maintain contact with my advisor Dr. Andradóttir, and other faculty and academics I have met while studying in Iceland this year, seeking opportunities to converse and collaborate with them on innovative environmental engineering research and applications. Additionally I will work to connect with various business contacts I have met while in Iceland. Finally, I plan to maintain contact with the various individuals I met while in Iceland. It has been an amazing experience and I am grateful to the Fulbright Commission, its staff, my advisor Dr. Andradóttir, and the University of Iceland for the support and the opportunity.”

*Tyler Gogal, Northeastern University, Fulbright fellow at the University of Iceland’s Department of Environmental Engineering.*

## 4. FULBRIGHT ARCTIC INITIATIVE III INAUGURAL MEETING



Fulbright Iceland was asked by the U.S. Department of State to host the inaugural meeting of Fulbright Arctic Initiative III. The meeting was originally scheduled for fall 2021 and then January 2022 but were postponed due to COVID. The meeting finally took place in June 2022, when 23 scholars and program administrators gathered for a five-day program, organized by Fulbright Iceland. The program started with meetings in Reykjavík, both with academics and government agencies.

Then the group headed to historic Reykholt, where the scholars had an opportunity to concentrate on their group work. The cohort also visited Carbfirx and received a presentation by Fulbright alum Kári Helgason, visited a glacier, most of them for the first time, and an Icelandic goat farm. The Iceland meeting set the stage for the collaboration of the three working groups and allowed the group to become better acquainted for the intensive work ahead.





“Even though FAI has been extended until May 2023, I am already confident in saying that this has been an incredible experience. Working with scholars from across the Arctic in a multi-disciplinary setting has certainly had its challenges, but it has been very rewarding in the end.

My Fulbright stay at the Universities of Washington and Alaska were inspiring. Connecting with U.S. colleagues in the field of planning, exchanging views and sharing research, was extremely helpful for me for my work in the Working Group on Arctic Infrastructure in a Changing Environment. Welcoming fellow scholars to Iceland for the inaugural meeting was a privilege, visiting the Canadian Arctic and having an opportunity to talk with the people living there was eye-opening, and I look very much forward to the final meeting in Washington, D.C. in spring 2023, where we will present our research. The Fulbright Arctic Initiative is an important program, which gives scholars an opportunity to grow and learn, while contributing to some of the most important debates of our time.”

*Dr. Sigríður Kristjánsdóttir, Planning Officer in Eyjafjörður and part-time lecturer at the Agricultural University of Iceland*



## 5. SUMMARY OF GRANT-SUPPORTING ACTIVITIES

### A. Events for Icelandic Grantees

In spring 2022, two orientation meetings were held for grantees leaving for the U.S. for the 2022-2023 academic year – one virtual meeting in March and one in-person in April. The May reception was held at the National Culture House, with the Minister of Higher Education and the U.S. Embassy Chargé d’Affaires in attendance.





“My main concentration during my LLM studies was in corporate law and finance, where I had outstanding teachers, such as professor Zohar Goshen. It was a true privilege to sit in his class. I did, however, also take courses in other areas, such as American Constitutional Law and American Contract Law, which provided me with a deeper understanding of U.S. society through their legal history and system. During the time of my studies, the Supreme Court of The United States overturned Roe v. Wade and being able to take part in conversation about woman's rights in the U.S. at this point in history was truly special.



From the social aspect, Columbia and NYC was the best place to be and I am forever grateful for the friendships I made during this time. A special memory for me (one of many), was going to see Trevor Noah at a sold-out Madison Square Garden with a student friend from CLS.

A big thank you to Fulbright Iceland for all the help I got in making this academic dream come true. My LLM year was an incredible experience that would never have been possible without this support. Currently, I am working as a lawyer at The Central Bank of Iceland, where my studies at Columbia have already come in great practical use.”

*Guðný Ragna Ragnarsdóttir (University of Iceland), LLM at Columbia University Law School*

## B. Events for American Grantees

The Commission organizes a variety of events for U.S. grantees through its enrichment program. The program's monthly events are tailored to give grantees an opportunity to explore their host country; gain insight into Icelandic society, culture, and customs; and foster a sense of community among the grantees and with the Commission. A member of the Fulbright Board often joins in grantee events, providing a welcome opportunity for Board members to become better acquainted with the grantees they have selected.



Getting ready to Zip-line on top of Perlan



Learning how to make laufabrauð

### Enrichment Activities in FY2022:

**October 2021:** Perlan Zip-lining adventure

**November 2021:** Christmas Baking

**December 2021:** Christmas Concert

**January 2022:** Guided tour of the old cemetery in Reykjavik

**February 2022:** Historic WWII walk (hosted by the U.S. Embassy)

**March 2022:** Celebratory Dinner

**April 2022:** Visit to Alþingi, the Parliament of Iceland and meeting with an MP, Fulbright Forum in Akureyri

**May 2022:** Fulbright Forum in Reykjavik

**September 2022:** Orientation for incoming U.S. grantees

In FY2022 we were somewhat constrained by the pandemic, but were still able to offer enrichment events that allowed grantees to make connections and enjoy a variety quintessentially Icelandic events.

Towards the end of the fiscal year, in August/September, the Commission traditionally welcomes a new group of U.S. grantees. It was a great pleasure to welcome grantees in person at the Commission.



Exploring the old cemetery in Reykjavik



Alþingi visit in April



Newly arrived grantees after orientation in September



"Living in Iceland has been a deeply enriching experience, both culturally and academically. Exploring through the countryside in the later portion of my time here has been a particularly fascinating experience. I've made many friends, strong connections, and enjoyed opportunities such as participating in the Arctic Circle conference, visiting Icelandic parliament, and engaging in many other Fulbright events. I hope to return to Iceland in the future, possibly in a professional or research context, and I have gained a deep appreciation for how the country operates.

For my project, I have investigated the ecosystem dynamics contributing to elevated rates of phytoplankton blooming (algae that photosynthesize) in the open ocean to the north and west of Iceland. Any ecosystem is complex, so in order to attempt to explain this change it has been necessary to investigate a wide range of possible drivers. In the paper that I have been writing with several coauthors, we discuss elevated sea ice melt and thinning, shifting air currents, changing nutrient sources, and increased frequency of storms among other factors that could contribute to changing bloom dynamics. The paper has undergone its first round of review, and we are currently working on a handful of minor revisions. I believe that our results will further highlight the mechanisms of change in marine Arctic ecosystems, highlighting how elevated ice melt and increased storm intensity are driving these growing phytoplankton blooms."

*Andrew Castagno (At-large), Fulbright-NSF Arctic research fellow at Reykjavik University*

## C. Fulbright Forum

Three Fulbright Forums were held during the year, where U.S. Fulbright grantees presented their work in Iceland. These were held in November 2022, and April and May 2023.

For the first time grantee presentations were held outside of Reykjavik in April, when three grantees hosted by the University of Akureyri presented at an event there. We hope to have an opportunity do more of this in the future!



Christina Goethel, Elizabeth Mendenhall, Evan Dean and the ED



Ashley Byock, Meghan McGrath and Eric Johnson



Adam Taylor; Olivia Houck;  
Robyn Barrow; Jillian Galloway

Tyler Gogal; Andrew Castagno

## D. Fulbright Iceland Breakout Session at Arctic Circle

Fulbright Iceland hosted a breakout session at the annual Arctic Circle conference in October 2021, with Arctic grantees participating. The Commission hosted a lunch for all Fulbright participants, both grantees to Iceland and Fulbright Arctic Initiative III scholars from other Arctic Council states who came for the event. The Commission also welcomed the FAI Working Group on Infrastructure in a Changing Environment to consultations over lunch after the conference.



### THE FOLLOWING SCHOLARS PARTICIPATED:



**ANDREW PAUL CASTAGNO**, Fulbright NSF Arctic research fellow at the University of Reykjavik.  
*Project: Sea-ice Meltwater Mediated Productivity in the Denmark and Fram Straits*

**Dr. NICOLE GATTO**, Associate Professor at Claremont Graduate University, Fulbright-MFA Arctic scholar at the Centre for Public Health Sciences at the University of Iceland.

*Project: Are Lower Vitamin D Levels Associated with Cognitive Dysfunction, Parkinsonism and Parkinson's Disease?*

**Dr. SIGRÍÐUR KRISTJÁNSDÓTTIR**, Dean of Department of Planning and Design, Associate Professor and Director of the master's Program in Planning, Agricultural University of Iceland, Fulbright Arctic Initiative III scholar.

*Project: Sustainable Circumpolar Development*

**Dr. SILJA BÁRA ÓMARSÐÓTTIR**, Professor of International Affairs at the Faculty of Political Science University of Iceland, Fulbright Arctic Initiative III scholar.

*Project: Arctic Security as an Everyday, Lived Experience*

**Dr. ANDREAS ØSTHAGEN**, Senior Research Fellow, Fridtjof Nansen Institute and High North Center, Fulbright Arctic Initiative III scholar.

*Project: The Good, the Bad and the Ugly: How to Improve the Way We Understand and Discuss Security amongst States in the Arctic*

**JAIME DESIMONE**, Robert and Elizabeth Nanovic Curator of Contemporary Art, Portland Museum of Art, Maine, Fulbright Arctic Initiative III scholar.

*Project: The Role of Contemporary Art Can Play in Shaping Future Policy Discussions in the Arctic*

**PETER LINDE**, Chief Counsellor for Arctic affairs in Danish Ministry of Foreign Affairs, Fulbright Arctic Initiative III scholar.

*Project: A Kingdom Caught in the Middle - How to Secure Low Tension in the Arctic.*

**Dr. KETIL LENERT HANSEN**, Professor of Public Health at the Faculty of Health Sciences, The Arctic University of Norway, Fulbright Arctic Initiative III scholar.

*Project: The Arctic Childhood Study.*



## 6. COMMUNICATION AND OUTREACH



Fulbright Scholar Meghan McGrath and Fulbright office philosopher Mia at the exhibit

Outreach during the year was mostly virtual until spring 2022 and Fulbright Iceland, like all Commissions, put great effort into improving its virtual event capabilities and expertise.

### A. Student Cyber-Security Exhibition

In April, Fulbright Iceland co-hosted the exhibit *Spoiler Alert: What Cybersecurity Might Look, Feel and Smell Like in 2032* at the Gróska Innovation Center. The exhibition was the result of Fulbright-NSF Cyber-Security and Critical Infrastructure Scholar Meghan McGrath's class at the University of Iceland and the showcased the innovative and thoughtful work of the students, who engaged the local community in conversations on what cyber-security in Iceland might look like ten years in the future. Students engaged with professors, technology professionals from the gaming and biotech industries, as well as public servants.



### B. Indiana University Visit

Fulbright Iceland welcomed a group of thirteen undergraduate students from Indiana University Bloomington in March. They were on a week-long study tour of Iceland and visited the Commission to learn about Iceland and the Fulbright program. They also talked to one of the U.S. Fulbright fellows and asked questions about his experience living and studying abroad in Iceland. Leading the study group were two Fulbright Iceland alumni, Dr. Priscilla Barnes and Lily Albright.



Indiana University students visiting the Commission

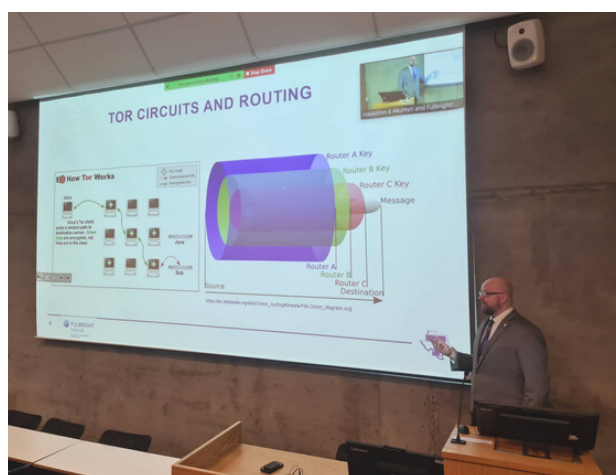
## C. Outreach and Publication

Various virtual outreach activities took place throughout the year.

One newsletter was published in March 2022. Since the whole Fulbright community was consumed by the aggressive war being waged against a sovereign democracy in Europe, our newsletter focused on Ukraine, with pieces by grantees who had spent time there and could recount wonderful memories from their visits, as well as a piece on the effects of the Russian aggression on Arctic scientific and research collaboration.



Prospective grantees at the April orientation



Fulbright Specialist Christopher Copeland lecturing on the Dark Web



Fulbright Specialists Alison Dundes at the University of Iceland



Bjarki Þór at graduation

“During my Fulbright, I had the opportunity to guest lecture in three courses at the University of Iceland Center for Public Health. I also gave two open seminars. Regarding my research, the Fulbright grant made it possible for me to establish collaborations with investigators from the University of Iceland and the Icelandic Heart Association, as well as with the National Institute of Health in the U.S. In addition, in the spirit of Fulbright exchange of ideas, an Icelandic colleague is now included on one of my U.S.-based projects.

The grant supported my work on three research projects

#### Projects 1 & 2:

I am utilizing data from the AGES-Reykjavik Study (RS) to address the following research questions:

- Are lower blood vitamin D levels associated with cognitive impairment and with Parkinson’s disease risk?
- Do adults with a greater history of outdoor work (with assumed greater exposure to sunlight) have a lower risk of PD compared with adults who worked exclusively in indoor occupations?



#### Project 3:

I am utilizing data from the Icelandic SAGA (Stress-And-Gene-Analysis) Cohort study to address the following research questions: Are stressors including trauma experienced by women as children associated with an increased prevalence of multiple sclerosis (MS) in adulthood?

I attended the Arctic Circle Assembly conference and participated in a breakout session organized by Fulbright Iceland. I made visits to the Directorate of Health and the Cancer Society. I attended weekly research seminars for the Stress and Gene (SAGA) project and the Center for Public Health Sciences with colleagues. I audited a course on Clinical Prediction Models and learned statistical programming to follow the data analysis conventions of the SAGA study. I took Icelandic language classes offered by the University of Iceland and met weekly with a native Icelandic speaker as a language exchange. I travelled, visited museums, churches, volcanos, glaciers, geothermal areas, waterfalls, farms and national parks; saw shows during the Reykjavik Jazz Festival and films during the Reykjavik Film Festival. In short, I made the very most of the opportunity!

*Dr. Nicole M. Gatto (Claremont Graduate University), Fulbright-Ministry for Foreign Affairs Arctic scholar at the University of Iceland.*

## II. THE EDUCATIONUSA ADVISING CENTER

### 1. ADVISING AND OUTREACH



The EducationUSA advising center welcomes individuals interested in both undergraduate and graduate studies and provides comprehensive one-on-one advising services for all fields and levels of university education.

In FY2022, the advising center maintained its weekly opening hours, whereby the center was open all-day Tuesdays and on Thursday afternoons. Additional appointments were given outside opening hours as needed. Due to Covid, in person advising was offered intermittently during the fall and spring.

The advising center has a library of reference materials and electronic databases that is accessible for students and scholars. Furthermore, students can borrow preparation books for tests that they must take when applying to U.S. schools, including TOEFL, SAT/ACT, GRE and GMAT. While the library keeps a small supply of certain key reference books and guides, as well as a comprehensive range of test preparation books, its main emphasis is now on assisting students with online information.

The Fulbright adviser provides in-house advising services to students interested in studies in the U.S., on an individual and group basis. Additional services are provided through speaking engagements, participation in education fairs, and contact with appropriate schools and universities. Presentations that highlight Fulbright grant opportunities also feature general student advising, and vice versa. Thus, all opportunities are used to create synergies between grant promotion and advising.

During FY2022 special emphasis was put on one-on-one advising. In the autumn of 2022, the adviser started once again reaching out to upper secondary schools to hold presentations about undergraduate studies in the U.S., as well as participating in international fairs at universities.



Theódóra with her study buddy at Carnegie Mellon



SUSI 2022: Lilja Guðmundsdóttir at the University of Tennessee; Eik Arnþórsdóttir in Washington D.C.



## 2. EDUCATIONUSA STATISTICS ICELAND FY2022

As can be seen below, the number of Icelandic students in the U.S. increased from the previous year, reaching pre Covid numbers. A large majority of Icelandic students in the U.S. are studying at universities which offer doctoral programs, and more than half of the students are studying at the undergraduate level.

### Student Mobility Facts and Figures 2022

## Iceland



**357,603**  
Total Population<sup>1</sup>



**12.9%**  
Population Aged  
15-24<sup>1</sup>



**109**  
International Student  
Place of Origin  
Ranking, 2021/22



**12**  
U.S. Study Abroad  
Destination Ranking,  
2020/21

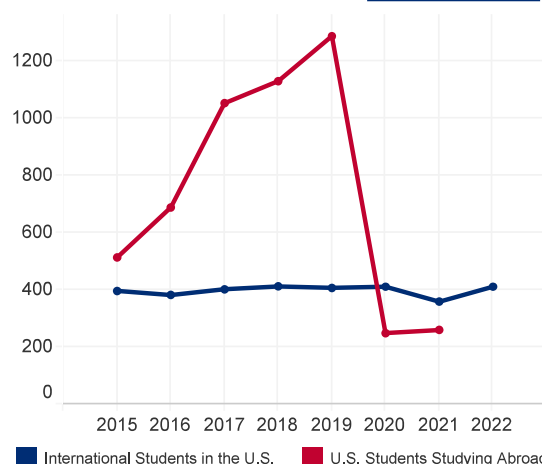


**N/A**  
International Student  
Economic Impact,  
2021<sup>2</sup>

### STUDENT MOBILITY TOTALS

Year	International Students	U.S. Study Abroad
2021/22	411	N/A
2020/21	359	260
2019/20	411	249
2018/19	407	1,286
2017/18	412	1,129
2016/17	402	1,052
2015/16	382	688
2014/15	396	513

### 2014/15-2021/22



### INTERNATIONAL STUDENTS BY ACADEMIC LEVEL

Academic Level	2020/21	2021/22	Total	Change
Undergraduate	234	239	58.2%	2.1%
Graduate	86	104	25.3%	20.9%
Non-Degree	0	13	3.2%	N/A
OPT	39	55	13.4%	41.0%

### STUDENT VISAS ISSUED

Visa	Change 2020-2021 <sup>3</sup>
F	68.5%
J	39.6%
M	0.0%

### INTERNATIONAL STUDENTS BY INSTITUTION TYPE

Institution	Total
Associate's Colleges	2.4%
Baccalaureate Colleges	13.9%
Doctoral Universities	64.7%
Master's Colleges and Universities	17.9%
Special Focus Institutions	1.1%
<b>Private Institutions</b>	<b>Public Institutions</b>
59.1%	40.9%

### TOP RECEIVING STATES

Massachusetts
New York
California
Florida
Texas

Source: Open Doors Report on International Educational Exchange. For more information, visit [www.opendoorsdata.org](http://www.opendoorsdata.org).

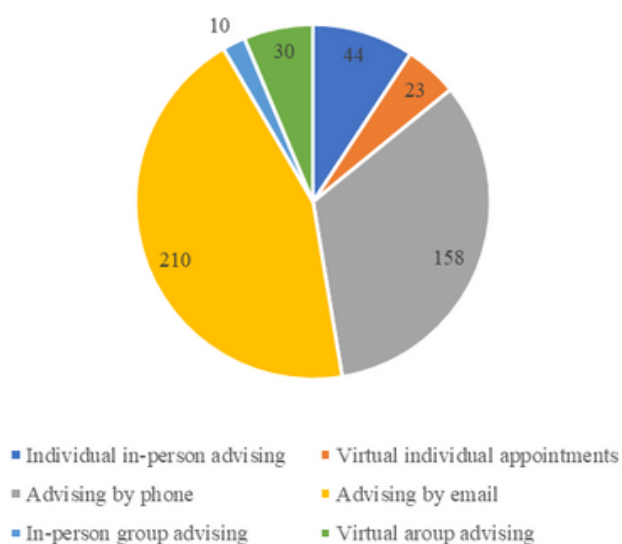
Other sources: <sup>1</sup>The World Fact Book, <sup>2</sup>U.S. Department of Commerce, <sup>3</sup>travel.state.gov (Fiscal year October 1 - September 30).

Note: N/A reflects information that is not available or not applicable. Open Doors does not publish rankings for totals of less than ten students.



### 3. ADVISING CENTER FY2022

Types of contact



#### SOCIAL MEDIA ANALYTICS 1.10.2021 – 30.9.2022

Facebook Page reach ⓘ

39,211 ↑ 23.6%



Instagram reach ⓘ

4,075 ↓ 20.9%



#### HOMEPAGE ANALYTICS 1.10.2021 – 30.9.2022



## III. BOARD MEMBERS AND STAFF

### 1. FULBRIGHT BOARD OF DIRECTORS FY2022

#### Honorary Co-Chairs:



Áslaug Arna Sigurbjörnsdóttir  
*Minister of Higher Education, Science and Innovation*



Michelle Yerkin  
*Chargé d 'Affaires U.S. Embassy*

#### Icelandic Board Members:



Dr. Oddur Vilhelmsson  
Chairman of the Board  
*Professor of Natural Resource Sciences,  
University of Akureyri, Fulbright Student  
Program alumnus*



Dr. Páll Melsted  
Board member  
*Professor of Computer Science,  
University of Iceland, Fulbright Scholar  
Program alumnus*



Dr. Hrunn Ólöf Andradóttir  
Board member  
*Professor, Faculty of Civil and  
Environmental Engineering,  
University of Iceland*



Dr. Bryndís Björk Ásgeirsdóttir  
Board member  
*Dean, Professor of Psychology,  
Reykjavík University, Fulbright  
Scholar Program alumna*



Berglind María Tómasdóttir  
Alternate  
*Artist and Professor of  
Contemporary Music Performance,  
Fulbright Student Program alumna*

## U.S. Board Members:



**Dr. Margaret Cormack**  
**Vice-Chair**  
*Affiliate Professor, University of Iceland,  
 Professor Emeritus, College of Charleston,  
 Fulbright Iceland Scholar Program alumna*



**Donna Molinari**  
**Treasurer**  
*Consular Officer, U.S. Embassy*



**Patrick Geraghty**  
**Board member**  
*Public Affairs Officer,  
 U.S. Embassy*



**Elizabeth Lay**  
**Board member**  
*Architect, PhD Student  
 Researcher in Education*



**Dr. Catherine P. Chambers**  
**Alternate**  
*Research Manager of the University  
 Centre of the Westfjords, Fulbright  
 Iceland Student Program alumna*

Warm thanks to Oddur, Patrick and Donna, who left the Board at the end of FY2022. They made significant contributions during their time on the Board and provided much support to the work of the Commission.

The Board of Directors has important responsibilities in connection with carrying out the goals of the bilateral agreement between Iceland and the U.S., including setting and monitoring long-term program objectives. A major responsibility of the Board involves selecting grant recipients, which includes reading grant applications and interviewing candidates. In addition, the Board oversees the work of the Commission. The Board works closely with the ED. Individual Board members, who volunteer their time and expertise, are instrumental in achieving the goals of the Commission. The Board met five times during FY2022: in October, November, December, January, and May. Between meetings, consultations between the ED and the Board took place regularly. Board members take part in various Commission activities, giving them an opportunity to interact with grantees and promote Fulbright.

## 2. FULBRIGHT COMMISSION STAFF

The Commission team consists of the ED and two staff members. The following responsibilities are divided between the two staff members:

- Program officer, students
- Program officer, scholars and specialists
- EducationUSA adviser
- Alumni officer
- Executive officer
- Special projects



Fulbright Program Officer Pétur Valsson at the orientation for U.S. grantees

## 3. INTERNATIONAL COOPERATION



Fulbright 75th anniversary in Washington, DC

The ED attended the Fulbright 75th anniversary celebration at the Kennedy Center in Washington, D.C. in December 2021. ECA also arranged a full day of meetings with EDs at the State Department, as well as a meeting with the Fulbright Foreign Scholarship Board, Assistant Secretary Lee Satterfield and DAS Ethan Rosenzweig. The Fulbright Iceland ED also used the opportunity to meet informally with other EDs, and with partners at IIE and NSF.

The annual European ED meeting was back on in 2022. Fulbright Ireland hosted the spring meeting in Dublin. It was a pleasure to finally meet six new EDs who had joined the group in the last two years and also to discuss important topics such as commission core services, diversity and inclusion, sustainability, trends in grant-giving, pandemic related strategies and challenges, budgets, use of new technology and much more.



The European ED meeting in Dublin

## IV. ALUMNI ASSOCIATION ACTIVITIES



Alumni and U.S. grantees at the inaugural planting of the Fulbright Forest

The Fulbright Alumni Association in Iceland (FFSÍ) is an important partner of the Fulbright Commission. Founded in 2008, the Association has from the outset played an active role in fostering a sense of community amongst grant recipients and supporting the work of the Commission. Some planned events could not go forward in FY 2022 due to the pandemic. The yearly Thanksgiving celebration had to be cancelled the third year in a row. Finally, in May, the FFSÍ board was able to organize a happy hour get-together. It was such a welcome opportunity for outgoing grantees to meet other Fulbrighters and hear about their experiences in the United States.

The annual meeting was held virtually in February 2022. Arnór Gunnar Gunnarsson, Fulbright fellow 2018, Columbia University, was elected a new Chairman for 2022. The following alumni were also elected to the Alumni Association Board for 2022: Bergljót Gyða Guðmundsdóttir, Geirprúður Ása Guðjónsdóttir, Kristján Theodór Sigurðsson, Sigrún Ólafsdóttir and Sólveig Ásta Sigurðardóttir.

In September, alumni and many of the newly-arrived U.S. grantees convened for the first tree planting in the Fulbright Forest. The forest is located in the conservation area Heiðmörk, just outside Reykjavík, and the objective is to plant a tree for all grantees of Fulbright Iceland. To date, around 1600 Icelandic and U.S. students and scholars have been awarded grants by the Commission. The first 560 trees were put down this year and the plan is that this will be a yearly event. The Fulbright Forest is made possible by a generous grant from the U.S. Embassy in Reykjavík.



Chairman Arnór Gunnarsson and treasurer Geirprúður Ása welcome alumni and new grantees at the FFSÍ Happy Hour

## V. FINANCIAL INFORMATION

Below is the Financial Statement for FY2022, including a Statement by the Executive Director, Auditor's Report, Income Statement, Balance Sheet, Status of Funds Report, and Notes to the Financial Statements. The Statement was prepared by the Commission's accountant and Executive Director and audited by the Icelandic National Audit Office (INAO).

INAO is an independent body operating under the auspices of the Icelandic Parliament, Alþingi. The Office is a part of the legislative branch and its monitoring of the executive branch. Its main role is to audit the State accounts and the financial statements of State bodies and to monitor and promote improvements in the financial management of the State and in the use of public funds. The Office's remit covers all ministries, agencies, and other State bodies, including public companies in which the State has a majority holding, and all budgetary chapters. The Office is also authorized to audit private companies, associations, non-profit organizations, or any other bodies that receive Government funds or guarantees.

The National Audit Act stipulates that the Office shall have access to all data important for the performance of its tasks. It may call for financial and performance-related data from all State bodies. It is also permitted access to original documents and reports prepared in relation to invoices issued to the Government, in order to verify the content of the invoices and the Treasury's payment obligations. Furthermore, the Office may request reports on the disposal of grants and other contributions from Government funds and assess whether such payments have achieved the intended results.

The legal status, role, and mandate of the INAO are laid down in the National Audit Act of 1997. The Office consults the standards and guidelines of the International Organization of Supreme Audit Institutions (INTOSAI), the standards of the International Federation of Accountants (IFAC), and the International Financial Reporting Standards (IFRS), in so far as these are applicable to State auditing. The Presidential Committee of the Alþingi appoints the Auditor General for a period of six years, and the Auditor General employs the staff. The staff members must be completely independent of the ministries and organizations they audit.



"There aren't enough words for me to explain how grateful I am for the opportunity to be able to study Applied Behavioral Analysis in the States under a leading professor in the field. My teachers, my cohort and everyone I have gotten to know are extremely nice and it is a privilege to have so many friends and coworkers who share the same passion for helping individuals with developmental disabilities. My plan for now on is to finish my degree. After that I will come back to Iceland and start implementing all the knowledge that I have obtained."

*Herdís Ása Pálsdóttir (Reykjavik University), MS degree in Applied Behavioral Analysis at California State University, Sacramento*

## ICELAND - UNITED STATES EDUCATIONAL COMMISSION

Financial Statement and Balance Sheet  
for the Fiscal Year 2021 - 2022 (FY 2022)

Mars 2023

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In-kind Contribution/Expenditures.....	6
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## Statement by the Executive Director

In FY2022, government core contributions remained stable and equal between the two countries. Core government contributions are, however, approximately 45% of total income for the fiscal year. The main component of additional funding this year is from the State Department. All supplemental funding is earmarked for specific projects, much of it for future projects, which in some cases take place over multiple years. When looking at total government funding paid to the Commission in FY2022, not just core funding, the ratio is approximately 78% U.S. and 22% Icelandic. When non-cash contributions on the balance sheet are included, the US government allocation ratio is 73% U.S. to 27% Icelandic. This latter ratio is the most accurate measure of total government support. Grant commitments made in one year, may be paid out in the same fiscal year or they may be partially or wholly paid in subsequent years. For FY2023, with reference to grants that have gone forward already or are expected to go forward in the new year, the number of Commission grantees totals 42 so far, but this number is expected to increase slightly. In FY2023, the Commission the number of Commission grantees totalled 28.

The Commission accounts are now moving from cash to accrual accounting. Revenue of the fiscal year from 1 October 2021 to 30 September 2022 amounted to roughly 126 million ISK, with expenditures at approximately 124 million ISK. As is explained in the notes, most of what is classified as equity in the accounts is in fact already obligated or earmarked. Real contingency funds amount to 72 million ISK. It is necessary for all Fulbright Commissions to have adequate contingency funds. The Commission expects to utilize a portion of current contingency funds for projects and grants that are currently in the works, but it will be important to maintain necessary contingency funds.

The financial statement includes in-kind contributions, both governmental and non-governmental. This allows the financial statement to better reflect actual financial value and real contributions from the contracting parties. This is done in consultation with the State Auditor and only contributions that are verifiable and quantifiable are included.

There are additional important contributions, which are not part of the financial statement. Icelandic Fulbright fellows (students) often receive additional benefits from US universities, that are not administered jointly by the Commission. These can be in some cases fully, and in most cases at least partly, attributed to their Fulbright status. Last year such support amounted to 30,000 USD.

As Executive Director of the Fulbright Commission in Iceland, I hereby confirm and accept the financial statements for FY2022.

25 November 2022

Belinda Theriault



## **Auditor's report**

To the board of the Iceland - United States Educational Commission

The Icelandic National Audit Office has audited the accompanying general purpose financial statements of the Iceland - United States Educational Commission, as of and for the financial year ended September 30th 2022, as listed in the table of contents. This financial statement is the responsibility of the management. The Icelandic National Audit Office's responsibility is to express an opinion on these financial statements based on its audit.

The audit was conducted in accordance with generally accepted auditing standards. These standards require that the audit is planned and performed to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used as well as evaluating the overall financial statement presentation. Icelandic National Audit Office believes that the audit provides a reasonable basis for its opinion.

It is the Icelandic National Audit Office's opinion, that the financial statements referred to above present fairly, in all material respects, the financial position of the Iceland - United States Educational Commission, at September 30th 2022 and the results of its operations and the cash flows for the year then ended, in accordance with generally accepted accounting principles in Iceland.

Icelandic National Audit Office, Mars 14th, 2023

Guðmundur Björgvin Helgason  
Auditor General

(digitally signed)

## Iceland - United States Educational Commission

**INCOME STATEMENT**

October 1 2021 - September 30 2022

	Notes	FY 2022 ISK	FY 2021 ISK
<b>Revenues:</b>			
Allocation, US government.....		27.979.733	29.619.493
Allocation, Icelandic government.....		27.900.000	30.200.000
Other contributions, US government.....		36.735.241	47.195.369
Other contributions, Icelandic government.....		0	11.192.150
Other contribution-NSF-US government.....		32.782.500	0
Other contributions.....		0	5.100.335
<b>Total revenues:</b>		<u>125.397.474</u>	<u>123.307.347</u>
<b>Expenditures:</b>			
Program costs, Scholar program.....	9	43.098.508	34.643.725
Program costs, Student program.....	9	32.031.386	29.186.779
Program costs, Specialist program.....	9	877.455	210.920
Program costs, Other program.....	9	6.409.554	18.315.690
Salary and salary related costs.....		31.424.158	32.410.614
Rent and utilities.....		2.528.277	2.302.005
Services.....		2.937.924	1.626.609
Equipment and furniture.....		169.545	0
Supplies.....		418.323	285.310
Travel, training and transport .....		6.481	190.830
Communication and PR.....		0	412.218
Grant supporting activities.....		3.674.290	7.907.268
<b>Total expenditures:</b>		<u>123.575.901</u>	<u>127.491.968</u>
<b>Income (deficit) before interest expense/revenue</b>		1.821.573	(4.184.621)
Interest expense/revenue.....		236.246	831.479
Exchange rate (loss)/profit.....	4	22.808.955	(19.198.655)
<b>Income for the year</b>		<u>24.866.774</u>	<u>(22.551.797)</u>

Iceland - United States Educational Commission  
**IN-KIND CONTRIBUTIONS/EXPENDITURES**  
 October 1 2021 - September 30 2022

	ISK	ISK
<b>Grant and grant-supporting</b>		
Government grant for Icelandic studies, Árnastofnun.....	1.780.400	1.305.000
Icelandic government non-cash contributions.....	335.596	2.642.920
Host institution costs for US students, scholars and specialists.....	6.060.436	3.734.547
US Embassy contributions.....	343.245	115.469
Direct DoS grantee funding (SUSI, Specialists, etc.).....	3.964.822	4.978.206
<b>Total non-cash grant and grant-supporting contributions</b>	<b>12.484.499</b>	<b>12.776.142</b>
 <b>Administrative</b>		
Auditing services .....	600.000	600.000
<b>Total non-cash administrative contributions</b>	<b>600.000</b>	<b>600.000</b>
 <b>Total non-cash contributions</b>	<b>13.084.499</b>	<b>13.376.142</b>

## Iceland - United States Educational Commission

**BALANCE SHEET**

September 30 2022

		FY 2022 ISK	FY 2021 ISK
<b>Assets</b>			
Cash (USD) .....	4	227.792.139	172.882.846
Cash (ISK) .....	3	16.516.865	46.455.234
		<u>244.309.004</u>	<u>219.338.080</u>
<b>Total Assets</b>		<b><u>244.309.004</u></b>	<b><u>219.338.080</u></b>
<b>Liabilities</b>			
Employee withholdings tax and employment tax.....		728.472	739.185
Pension funds payable.....		711.662	596.799
		<u>1.440.134</u>	<u>1.335.984</u>
<b>Trust account</b>			
Funds on hand October 1.....		218.002.096	240.553.893
Income for the year.....		24.866.774	(22.551.797)
Funds on hand September 30.....		<u>242.868.870</u>	<u>218.002.096</u>
<b>Total Liabilities and Equity</b>		<b><u>244.309.004</u></b>	<b><u>219.338.080</u></b>

Iceland - United States Educational Commission

**STATUS OF FUNDS REPORT**

For Year ending: September 30 2022

		<b>2022 ISK</b>
1.	FUNDS ON HAND OCTOBER 1 2021.....	219.338.080
	-Current liabilities .....	<u>-1.335.984</u>
		<b>218.002.096</b>
2.	RECEIPTS: CURRENT FISCAL YEAR	
	A. Current Year Receipts:	
	1. Received from U.S. Mission.....	64.714.974
	2. Host Government Contribution.....	27.900.000
	3. Other Contributions.....	0
	4. Other Funds received.....	32.782.500
	5. Interests on Deposits.....	236.246
	6. Exchange fluctuation.....	<u>22.808.955</u>
	Total Received Current Year	148.442.675
	B. Total Funds Received Current Fiscal Year	<b>148.442.675</b>
3.	DISBURSEMENT: CURRENT FISCAL YEAR	
	A. Current Year Disbursement	
	1. Administration and advising.....	37.484.708
	2. Grant supporting activities.....	3.674.290
	3. Program.....	<u>82.416.903</u>
	Total Disbursement Current Year	123.575.901
	B. Total Disbursement to Date	<b>123.575.901</b>
4.	FUNDS ON HAND SEPTEMBER 30 2022.....	244.309.004
	-Current liabilities.....	<u>-1.440.134</u>
		<b>242.868.870</b>

## Notes to the Financial Statements

1. Accounting records have been kept according to Icelandic law and the ECA Fulbright Manual for Bi-national Commissions and Foundations. Amounts are in ISK.
2. The accounting method is being changed to accrual basis, currently income is still on cash basis.
3. The bank balances as per statements from Íslandsbanki hf., accounts no. 560169 and 405300, have been verified at September 30 2022 as ISK 13.550.805 and ISK 2.966.060, taking into account payments at the end of the fiscal year.
4. A dollar account no. 102882 in Íslandsbanki hf. has been verified as at September 30 2022 USD 1.575.870,9, or ISK 227.792.139 (exchange rate booked at daily rate of 144,55).
5. There is no petty cash.
6. The Icelandic government contribution for 2022 was 27,9 million ISK, paid in 2 installments. The US government contribution for FY2021 was used in FY2022, 213,374 USD.
7. Other US government contributions includes EoY funding, Arctic funding, US Embassy funding and funding from ECA for the FAI III Inaugural meeting. Just over 1m ISK was subtracted from income, as the US Embassy requested the return of just over 1m ISK for grant funding that had not been used due to COVID.
8. No other Icelandic government funding was received in FY2022.
9. Awards granted in one fiscal year are in some cases paid out the same year, in other cases they are paid out in part or in full in the next fiscal year.
 

US Scholars	33.367.528
Icelandic Scholars	9.730.980
US Students	13.600.280
Icelandic students	18.431.106
Program cost US specialists	877.455
Other grant programs	6.409.554
10. Fulbright-MFA Arctic Scholar Program disbursements
 

Grant payments	5.073.502
Grant supporting	91.637
Admin costs	361.560
Total expenditures	5.526.699

The balance of MFA funds at end of FY2022 is 2.633.722 ISK.
11. Fulbright-NSF Arctic Research Program disbursements
 

Grant payments	17.392.900
Grant supporting	438.773
Admin costs	1.783.167
Total expenditures	19.614.840
12. Total NSF Arctic disbursements amount to approximately 247,000 USD.  
 The balance of NSF Arctic funds at the end of FY2022 is approximately 344,000 USD.  
 This is obligated to future grants and associated costs.
13. Fulbright-NSF Cyber Security Program disbursements
 

Grant payments	3.076.924
Grant supporting	42.184
Admin costs	311.911
Total expenditures	3.431.019

The balance of NSF Cyber Security funds at the end of FY2022 is approximately 163,000 USD.

This is obligated to future awards and associated costs in cyber-security and critical infrastructure. This may include both specialist and core scholar awards.

14. Although not part of the annual accounts, an inventory of non-expendable property is maintained by the Commission and has been updated for FY2022. Current value is 564.569 ISK.
15. Non-expendable property is insured for ISK 6.773.042 (fire, burglary, water damage) from July 1 2021 to June 30 2022.
16. The bonding company, Sjóvá - Almennar tryggingar hf. confirms that Ms. Belinda Theriault has been bonded to the amount of USD 25.000. This insurance is valid for the period from January 1 to December 31 and renewed annually.
17. In-kind contributions are all contributions that do not go through the Commission accounts, i.e. are paid either directly to the grantee or are received by the Commission or a grantee in-kind.
18. When it comes to core contributions in FY2022, the Icelandic and US government are fairly equal. When additional government cash contributions are taken into account, the funding ratio is 78% US to 22% Icelandic. When government non-cash contributions on the balance sheet are included, the US government allocation ratio is 73% to 27% Icelandic.

19.

Ratio of administrative costs to grant costs, including non-cash expenditures shown in the income statement.

	IKR.	%
Grants and grant supporting activities	98.575.692	72%
Administrative costs	38.084.708	28%
<b>Total costs</b>	<b>136.660.400</b>	<b>100%</b>

20. Funds that are already obligated/earmarked for specific projects in FY2022 and beyond in ISK:

MFA	2.633.772
NSF Arctic	46.821.797
NSF Cyber	22.315.023
EoY funding	8.123.515
ECA funding to increase grant amounts	3.652.305
FAI	2.672.550
US Embassy grants	7.559.204
Bruce Fowler Mobility Fund	1.216.070
Fulbright Hays	13.432.000
ECA dependent supplement	3.354.880
ECA Arctic	26.226.000
<b>Total</b>	<b>138.007.115</b>
Projected non-earmarked obligated grant funding	12.000.000
Projected admin costs for 6 months	22.000.000
<b>Total</b>	<b>34.000.000</b>
<b>Total obligated funding</b>	<b>172.007.115</b>
<b>Contingency funding</b>	<b>72.301.889</b>



**FULBRIGHT**  
Iceland

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