



FULBRIGHT ICELAND ANNUAL REPORT

FY2025

1 OCT. 2024 – 30 SEPT. 2025

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Cover photo: Konstantine Vlasits recording glacier sounds.



It has been another eventful year. Let me mention a couple of highlights that also exemplify what Fulbright is all about. At the beginning of our work year, in October 2024, Fulbright Iceland hosted a wonderful event that brought together Ukrainians and Icelanders to celebrate a Ukrainian-focused Fulbright project, whereby film students at the University of the Arts produced short documentaries about Ukrainian refugees in Iceland. This was an important symbolic act of solidarity with Ukraine, underscoring our belief in the rule of law, democracy, and human rights. A central task of this Commission is to promote shared values through trans-Atlantic cooperation, dialogue, teaching, research, and science, giving students and scholars an opportunity to explore freely and engage in critical debate.

Towards the end of FY2025, in September 2025, we celebrated the 10-year anniversary of the Fulbright Iceland-National Science Foundation partnership in Arctic research with an event at the Icelandic Ambassador's residence in Washington, D.C. We are fortunate to have supported 67 researchers over that time period in a wide variety of fields and from 52 institutions. Our NSF scholars have been hosted by 15 universities, research centers, and institutions in Iceland. We hope this is just the beginning. This work fits well with both U.S. and Icelandic priorities and is bringing benefits to communities in the high north, increasing our understanding of challenges and creating long-term scientific collaborations across the Arctic. Our goal is to meet real needs and address issues that are high on the agenda in our societies, and our Arctic cooperation is a focal point in this work.

The Commission has been committed to strengthening the Fulbright Program in Iceland over the last years, to ensure that we are seen as a worthwhile partner that is bringing value to our societies. We have invited U.S. specialists to provide expertise and advice at little or no cost to Iceland, for example to assist on a project to combat STDs at the Directorate of Health and to help strengthen pedagogy in STEM education at the University of Iceland's School of Education, to name just a couple of examples. Fulbright Iceland has since 2018 brought 16 experts in cybersecurity and critical infrastructure to Iceland. They have taught and collaborated at the University of Iceland, Reykjavik University and the University of Akureyri, including the police training program.

We have stretched our resources and been innovative and practical in our work. We have started new programs based on need, we have raised grant levels to better support grantees, and we have worked to ensure that all universities in Iceland are included in our work and that our grants are creating valuable knowledge and cooperation. All the while receiving very limited funding from the Icelandic government, while the United States has borne most of the costs. For sixty-nine years, Iceland has received substantial benefits through Fulbright, while contributing relatively little financially. We are now calling on the Icelandic government to substantially increase its funding of Fulbright Iceland, in time for the 70th anniversary in 2027.



Belinda Theriault, Executive Director



I am proud to have served as Chair of the Fulbright Iceland Board for the past year. As a 2011-2012 Fulbright fellow who did PhD research in Iceland, I know firsthand the value of a Fulbright grant and its potential to change peoples' lives. Fulbright gives us a great gift. As we step out of our day-to-day lives and venture into unfamiliar surroundings, we also gain more freedom to explore, think, and evaluate, while gaining new insights and perspectives. Though our individual projects are important for our own careers, they also enrich the bilateral relationship and enhance mutual understanding.

We at Fulbright Iceland, like other Commissions, look for projects that will advance science, humanities, and the arts and have potential to improve our societies. In a world where we currently see much upheaval, uncertainty, and aggression, Fulbright is a beacon of hope. We see that hope every day in the grantees that Fulbright Iceland supports: dedicated individuals who want to excel, to use their education to make a positive difference in the world, to unite instead of divide, to seek truth, and to reduce chaos. That is why Fulbright must continue to stand for academic freedom, reason, compassion, science, humanity, truth, and open dialogue based upon respect. Otherwise, we are letting our grantees and our alumni down, and we are letting ourselves down.

Iceland is a small country that hosts the smallest Fulbright Commission, but we have an ambitious program that has shown itself to be innovative and responsive. Last year, we celebrated the 10th anniversary of the Fulbright Iceland-National Science Foundation partnership in Arctic research, a partnership that the Commission has worked hard to make a great success. It has, without a doubt, energized the U.S.-Iceland research partnership in the Arctic, giving significant opportunities to U.S. scholars and bringing great collaborations to Icelandic universities and institutes. This is but one example of the important benefits Fulbright brings to both countries, and I must say it continuously amazes me how much Fulbright Iceland is able to do given the resources it has.

The value that Fulbright brings to Iceland in terms of teaching, research, partnerships, tuition waivers, specialist advice to government institutions, and more cannot be overstated. The Commission's 70th anniversary coming up in 2027 presents a perfect opportunity for Iceland to strengthen its financial foundation in recognition of the Commission's achievements.

Finally, let me say that the camaraderie and common sense of purpose that unites the Fulbright Iceland Board makes it a joy to contribute to this organization. I thank my fellow Board Members, the Executive Director, and the Fulbright staff for their efforts throughout the year to support our mission and help achieve our goals.



Catharine Chambers

Director of the University Centre of the Westfjords
Chairman of the Board FY2025

I. PROGRAM IMPLEMENTATION AND ACTIVITIES



The Commission, which operates under an agreement between the governments of Iceland and the United States, implements a merit-based grant program for graduate students and scholars. Grantees include Icelandic students who are awarded grants to commence graduate studies, Icelandic visiting student researchers (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 and/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 additional Fulbright opportunities at different times, as well as non-Fulbright grants that are in line with the broad mandate of the Commission. Various ad-hoc programs may be implemented in given years.



Board Chair and Treasurer comparing notes



Fulbright Iceland Board meeting

The Commission has grant partnership agreements with the Icelandic Ministry for Foreign Affairs and the U.S. National Science Foundation. The Commission partners with Harvard on the Boas Award for LLM studies and with the University of Miami on the Cobb Family Fellowship for Icelandic graduate students. Additionally, the Commission has memorandums of understanding with select U.S. universities. The Commission also administers the selection process of Icelandic student grants for the American-Scandinavian Foundation.

Some of the highlights of FY2025 were the Ukrainian Voices Specialist project final event, the arrival of the first grantee to Iceland under the Distinguished Award in Teaching Research and the celebration of 10 years of successful partnership with NSF Polar Programs. Between the administration of grant programs, events, advising activities, and liaison with a wide variety of stakeholders, the Commission had a busy year. We had an outstanding group of grantees, both Icelandic and American, who did important work in many fields as they built relationships and fostered mutual understanding. We are confident that the work of Fulbright Iceland contributed to enhancing the bilateral U.S.-Iceland relationship, in addition to giving outstanding grantees important opportunities that will strengthen science, education and the arts on both sides of the Atlantic.

Grantees are selected by the Fulbright Iceland Commission Board, subject to approval by the Fulbright Foreign Scholarship Board in Washington, D.C. On pages 6-7 please see a list of grantees for 2024-2025, who were grantees for most of FY2025. The second list, on pages 8-9, shows grantees for the 2025-2026 academic year, most of whom started their grant period in the fall of 2025, shortly before the end of the fiscal year. The Commission consistently receives outstanding applications from American and Icelandic scholars and students.



Women of the Board in the holiday spirit

“The Fulbright experience has been among the most rewarding of my career, blending research, teaching, and cultural exchange. My research explored the gap between the widespread use of location data in business (85%) and its limited inclusion in business school curricula (15%). I made a number of recommendations to colleagues at the University of Iceland based on the insights I gained, on how to successfully integrate learning in this area into the curriculum. I also co-taught an undergraduate market research class with Haukur Freyr Gylfason, integrating spatial analysis through a retail site selection project. The hands-on approach fostered high engagement and critical thinking. I also led students in analyzing survey data for an undergraduate research project.



I was invited to do two guest lectures in the School of Business and presented at four conferences in Iceland. My research reinforced the importance of integrating spatial analysis with sustainability topics in business curricula, supported by interdisciplinary collaboration. This work will contribute to the Spatial Business Academic Network’s efforts to bridge gaps in spatial education.”

Dr. Julio Rivera, Professor of Management, Marketing and Geospatial Science at Carthage College, hosted by the University of Iceland



U.S. grantees at the February reception hosted by the U.S. Embassy Chargé d’Affairs

1. GRANTEES 2024 - 2025

Name	Field	Home Institution	Primary Affiliation
ICELANDIC STUDENTS			
Berglind Bjarnadóttir	Biology	University of Iceland	Dartmouth College
Guðrún Sigurðardóttir	Law	University of Iceland	Columbia University
Hildur Hjörvar	Law	University of Iceland	Harvard University
Hrefna Svavarsdóttir	Linguistics	University of Iceland	Harvard University
- Visiting Student Researchers			
Ágústa Jónsdóttir	Environmental Sciences	University of Iceland	Mass. Institute of Technology
Erna Jónsdóttir	Pharmacology	University of Iceland	University of Georgia
ICELANDIC SCHOLARS			
Berglind Magnúsdóttir	Comparative Education	University of Iceland	Columbia University
Haukur Þorgeirsson	Literature	University of Iceland, ÁMI	University of California, Berkeley
Iris Nowenstein	Linguistics	University of Iceland	University of Pennsylvania
Jóhanna Jakobsdóttir	Biostatistics	University of Iceland	Stanford University
- Fulbright Arctic Initiative IV			
Anna Karlsdóttir	Geography	University of Iceland	University of Alaska Anchorage
Rachael Johnstone	International Law	University of Akureyri	Wilson Center, Polar Institute
Sigrún Sigurðardóttir	Nursing	University of Akureyri	University of Alaska Anchorage
U.S. STUDENTS			
Bridget Cassata	Biology	Amherst College	University of Iceland
Melissa Guido	Painting and Printmaking	School of Visual Arts	Reykjavik School of Visual Arts
Mia Schwartz	Geology	University of Minnesota	University of Iceland
Ben Simmons	Zoology	University of Vermont	Icelandic Inst. of Natural History
- Fulbright-NSF Arctic Research			
Jack Ivie	Environmental Sciences	Drexel University	University of Iceland
Arisha Khan	Public Health	Johns Hopkins University	University of Iceland
Liza Wilson	Geology	SUNY at Buffalo	University of Iceland
- Fulbright-NSF Arctic Research / Fulbright-National Geographic Award			
Konstantine Vlasiv	Music Studies	New York University	Hornafjörður Research Center
U.S. SCHOLARS			
Jean Davidson	Bioinformatics	Cal Poly-San Luis Obispo	University of Akureyri
Julio Rivera	Business	Carthage College	University of Iceland
- Fulbright-MFA Arctic Scholar			
Kanwalroop Dhanda	Business	Sacred Heart University	University of Iceland
- Fulbright-NSF Arctic Research			
Carey Clouse	Forestry	Univ. of Massachusetts-Amherst	Iceland University of the Arts
Anthony Ives	Environmental Sciences	University of Wisconsin-Madison	Mývatn Research Station
Aaron Kennedy	Meteorology	University of North Dakota	Icelandic Met Office
Sara Maxwell	Environmental Sciences	University of Washington-Bothell	University of Iceland
- Fulbright-NSF Distinguished Arctic Research Scholar			
Hongjie Xie	Environmental Sciences	University of Texas-San Antonio	University of Iceland
- Fulbright-NSF Arctic Security Scholar			
Jarrod Hayes	International Relations	Univ. of Massachusetts-Lowell	University of Iceland
- Fulbright-NSF Cyber Security and Critical Infrastructure Scholar			
Kelly Caine	Computer Science	Clemson University	University of Iceland
- Fulbright Distinguished Award in Teaching Research			
Sabrina Miller	Education	East Side Community High School	University of Iceland
- Fulbright Arctic Initiative IV			
Mariah Seater	Public Health	Tulane University of Louisiana	Family Justice Center in Reykjavik

Name	Field	Home Institution	Primary Affiliation
U.S. SPECIALISTS			
Beatrice Bridglall	Education	Student Freedom Initiative	Univ. Centre of the Westfjords
Rainer Lohmann	Environmental Sciences	University of Rhode Island	University of Iceland
Karen Hammerness	Education	American Museum of Natural History	University of Iceland
Douglas Larkin	Education	Montclair State University	University of Iceland
Gregory Falco	Disaster Response	Cornell University	Bifröst University
Alison Footman	Public Health	AVAC	The Directorate of Health
Patricia Prinz	Education	The New York City College of Technology	University of Iceland
INTER-COUNTRY TRAVEL GRANT			
Austin Hayes	Engineering	University of Colorado Boulder	Reykjavik University
ICELAND-U.S. EDUCATIONAL COMMISSION GRANTS			
- Nordic Youth Grant for Arctic Encounter Symposium			
Jósteinn Kristjánsson	Chinese, Political Science	University of Iceland	N/A
Sturla E. Jónsson	Political Science	University of Iceland	N/A
- Summer College Academy			
Elísa Rún Róbertsdóttir	Upper secondary	Kvinnaskólinn í Reykjavík	Johns Hopkins University
Dórunn Guðmundsdóttir	Upper secondary	Kvinnaskólinn í Reykjavík	Boston University
- Benjamin Franklin Transatlantic Fellowship			
Sonja Bríet Steingrimsdóttir	Upper secondary	Menntaskólinn á Egilstöðum	Purdue University
- Fulbright Iceland Alumni Collaboration			
Gríma Irmudóttir	Film	Northwestern University	N/A

“Despite a limited number of STI experts, there is a strong commitment to strengthening the STI response across Iceland, with healthcare providers, community advocates, and policymakers invested in improving accessibility to STI prevention efforts. As part of this effort, the Chief Epidemiologist at the Directorate of Health invited me as a Fulbright Specialist to provide external expertise on the high incidence of certain STIs in Iceland.



As part of this effort, I collaborated with Icelandic colleagues in visiting and speaking with healthcare providers and community organizations across Iceland to better understand barriers in providing STI testing and identify ways to improve accessibility. We visited and had discussions with providers and community organizations, representatives of vulnerable groups and healthcare providers. These visits led to a final report and presentation on recommendations to increase accessibility to STI testing across Iceland and focused on expanding STI education and awareness, strengthening collaboration between healthcare providers, community organizations, and the Chief Epidemiologist, improving access to STI screening guidelines for healthcare providers, and reducing current barriers to testing to improve access. I hope to continue the relationship I have built with the Directorate of Health by meeting at appropriate STI conferences.”

*Dr. Alison Footman, Senior Program Manager at AVAC,
Fulbright Specialist at the Directorate of Health*

2. GRANTEES 2025 - 2026

Name	Field	Home Institution	Primary Affiliation
ICELANDIC STUDENTS			
Guðrún Sigríðardóttir	Law	University of Iceland	Harvard University
Kristrún Ragnarsdóttir	Law	University of Iceland	University of California, Berkeley
Peter Dalmay	Law	University of Iceland	University of California, Berkeley
Sturlaugur Sigurðsson	Quantitative Methods	University of Iceland	Columbia University
ICELANDIC SCHOLARS			
- Fulbright Arctic Initiative IV			
Anna Karlsdóttir	Geography	University of Iceland	University of Alaska Anchorage
Rachael Johnstone	International Law	University of Akureyri	Wilson Center, Polar Institute
Sigrún Sigurðardóttir	Nursing	University of Akureyri	University of Alaska Anchorage
U.S. STUDENTS			
Emma Adler	International Relations	University of Southern Maine	University of Iceland
Sadie DiCarlo	Geology	Carleton College	University of Iceland
- Fulbright Iceland-Ministry of Culture Grant for Studies in Icelandic			
Aden Laws	Icelandic Language	University of North Carolina at Chapel Hill	University of Iceland
- Fulbright-NSF Arctic Research			
Isabella Chittumuri	Environmental Sciences	Colorado School of Mines	University of Iceland
Cameron Essex	Geology	University of Wisconsin-Milwaukee	University of Iceland
U.S. SCHOLARS			
Erika Berg	Animal Sciences	North Dakota State University	Hólar University
Christopher Holtkamp	Regional Planning	University of Wisconsin - River Falls	Agricultural University of Iceland
Gary Voelker	Biology	Texas A&M University	University of Iceland
- Fulbright-Ministry for Foreign Affairs Arctic Scholar			
Nicole Record	Public Health	University of Maine	University of Iceland
- Fulbright Greece-Iceland Joint Award for Arts and Design			
Geoffrey Booras	Ceramics	Massachusetts College of Art and Design	Reykjavik School of Visual Arts
- Fulbright-NSF Distinguished Scholar Award in Arctic Research			
Josiane Broussard	Medical Sciences	Colorado State University	University of Iceland
- Fulbright-NSF Arctic Research			
Irina Filina	Geology	University of Nebraska-Lincoln	University of Iceland
Laura Meyerson	Biology	University of Rhode Island	Icelandic Institute of Nature Research
Henry Stevens	Biology	Georgetown University	Southern Research Centre, Univ. of Iceland
- Fulbright-NSF Cyber Security and Critical Infrastructure Scholar			
Kim-Kwang Choo	Computer Science	University of Texas at San Antonio	University of Iceland
- Fulbright Distinguished Award in Teaching Research			
Anne Walters	Education	Frederick Carder Elementary School	University of Akureyri
U.S. SPECIALISTS			
Nancy McGeehee	Tourism	Virginia Polytechnic Inst. and State Univ.	Hólar University
Mary Hendrickson	Agriculture	University of Missouri	Agricultural University of Iceland
Kaherine Pukinskis	Music	Carnegie Mellon University	Iceland University of the Arts
David Anderson	Music	University of Miami	Fulbright Commission
Steven Kern	Pharmacology	University of Utah	University of Iceland
Nina Ekholm Fry	Equine Programs	University of Denver	Hólar University
INTER-COUNTRY TRAVEL GRANT			
Heidi Pearson	Marine Biology	University of Alaska Southeast	University of Iceland
Andriy Danylenko	Slavic Studies	Pace University	University of Iceland

Name	Field	Home Institution	Primary Affiliation
ICELAND-U.S. EDUCATIONAL COMMISSION GRANTS			
- Iceland-U.S. Educational Commission Visiting Student Researchers			
Guðmundur Steingrímsson	Environmental Sciences	University of Iceland	Yale University
Tjörvi Schiöth	History	University of Iceland	American University
- Iceland- U.S. Educational Commission Scholar			
Ólína Kjerúlf Þorvarðardóttir	Folklore	Bifröst University	University of California, Berkeley
- Summer College Academy			
Hrafnhildur Sigurðardóttir	Upper secondary	Verzlunarskóli Íslands	Johns Hopkins University
Magnús Ingi Árnason	Upper secondary	Verzlunarskóli Íslands	Vanderbilt University
- Benjamin Franklin Transatlantic Fellowship			
Ester Mía Árnadóttir	Upper Secondary	Verzlunarskóli Íslands	Purdue University

Additional Specialists may be added later in the year

“The main research objective of my project is to engineer a nanodrug carrier with specific targeting towards a sub-population of triple-negative breast cancer, carrying an anti-cancer cargo. To summarize, the project has been fruitful in designing sgRNAs to target oncogenic microRNA in TNBC, evident in the editing efficiency of the treatments. The PI at my lab was Dr. Houjian Cai. He is an ambitious man, always willing to help reconfigure and refine any protocol or project and has high expectations of his lab members. It was quite beneficial to experience his work ethic and be in his lab. While I was in Georgia, I attended a seminar class at the College of Pharmacy regularly and had the opportunity to participate in three conferences.



The experience of going on an exchange to the U.S. helped me broaden my horizons by going out of my comfort zone and getting a better understanding of who I am in a different environment. My lab members were great and helpful people. We became good friends and still keep in touch after I returned home. I also met frequently met other Fulbright grantees at the university and keep in contact.”

Erna María Jónsdóttir, PhD student in Pharmacology at the University of Iceland, Visiting Student Researcher at the University of Georgia

“Overall, my first year was challenging, but it was also very rewarding and I learned so much. The experiences and opportunities I have enjoyed here at Dartmouth exceeded my expectations and I would not have had them if I had stayed in Iceland. I came into this thinking that other PhD students would have more experience, coming from top U.S. schools, but it has been gratifying to find out that I can hold my own and was just as well prepared as other students, even though coming from a small university comparatively.”



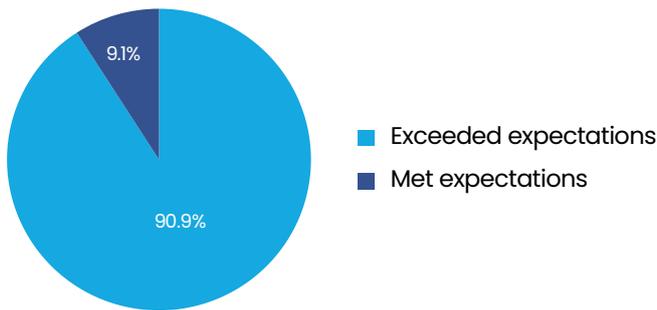
Berglind Bjarnadóttir, PhD student in Biology at Dartmouth College

3. GRANTEE FEEDBACK 2024 - 2025

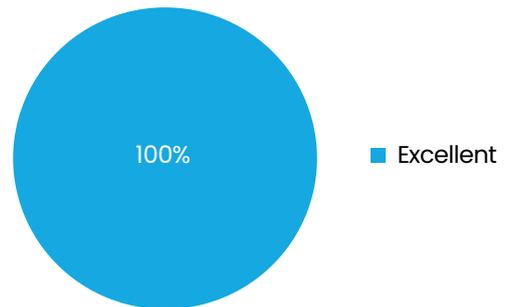
U.S. Scholars:

Below are a few highlights from final reports of U.S. scholars regarding the impact of their Fulbright and satisfaction with their experiences in Iceland.

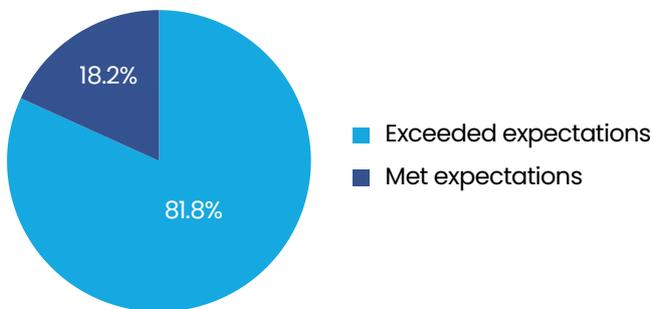
Did the Fulbright Scholar program meet your expectations?



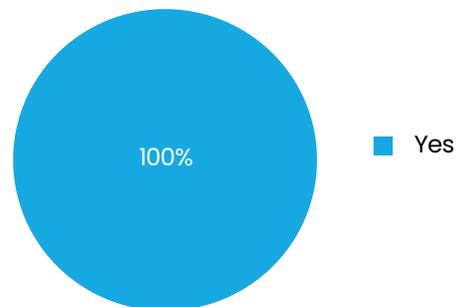
How would you describe the information from the Commission during the grant period?



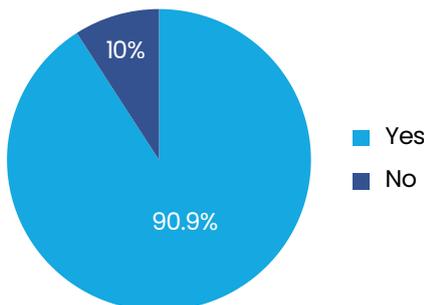
Did the research opportunities meet your expectations?



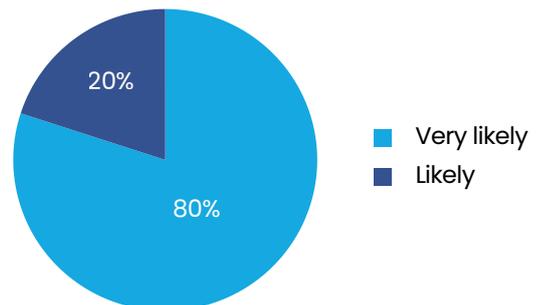
Do you think your Fulbright experience will have a positive impact on your career?



Did you make new contacts and acquire new collaborators in the host country?



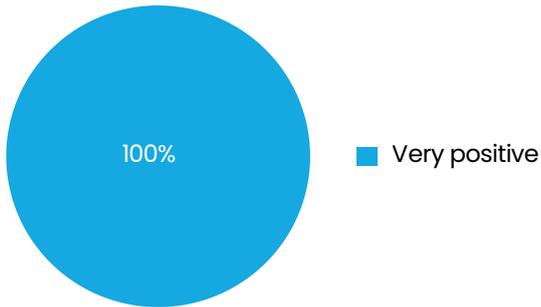
How likely is it that you will remain in contact with Icelandic collaborators after your return home?



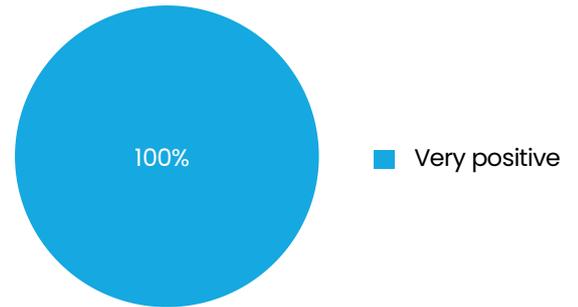
U.S. Students:

Below are a few highlights from final reports of U.S. students regarding the impact of their Fulbright and satisfaction with their experiences in Iceland.

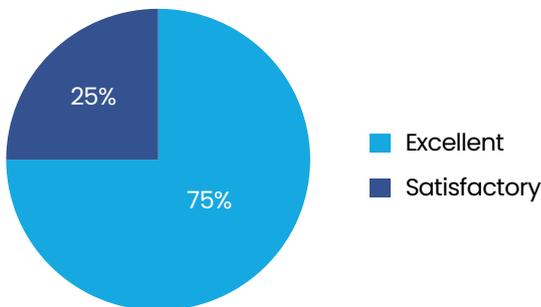
The effect Fulbright had on students professional development/skills



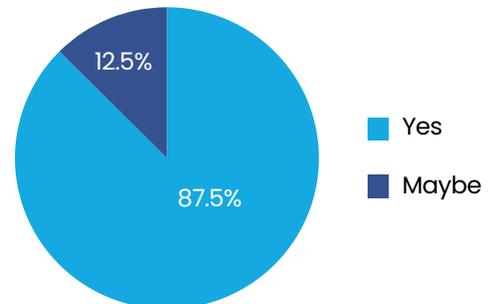
The effect Fulbright had on students personal development/skills



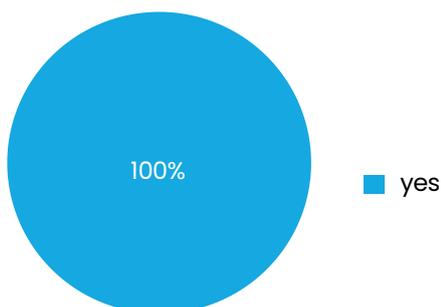
How would you describe the information from the Commission during the grant period?



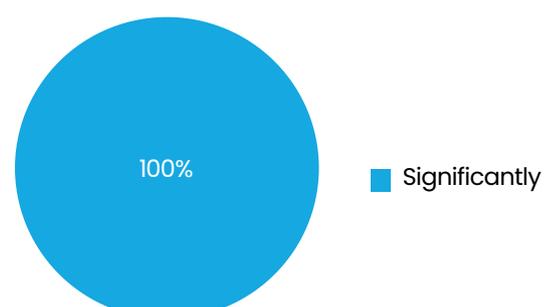
Have you or will you encourage other U.S. and Icelandic students to apply for a Fulbright?



I made professional contact that will continue to be of value after my return to the U.S.



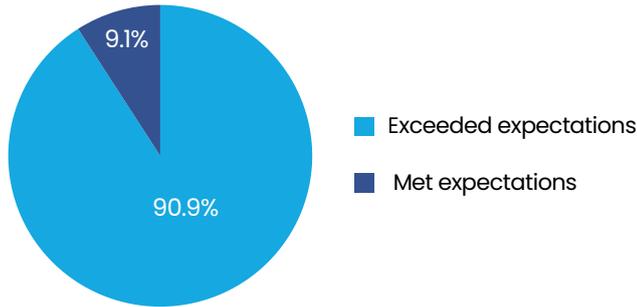
Studying in Iceland broadened my horizons and gave me new perspectives



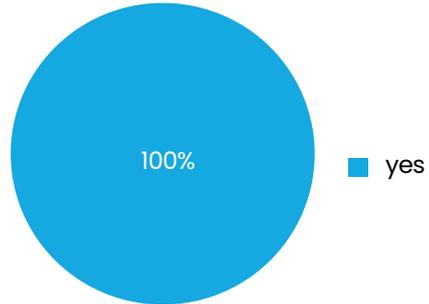
Icelandic Scholars:

Below are a few highlights from final reports of Icelandic scholars regarding the impact of their Fulbright and satisfaction with their experiences in U.S.

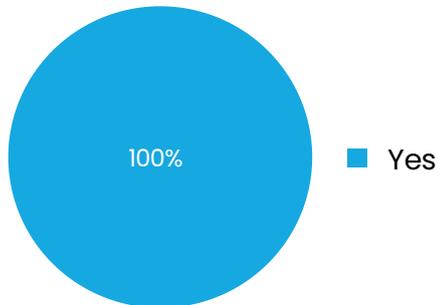
Did the Fulbright Iceland Scholar program meet your expectations?



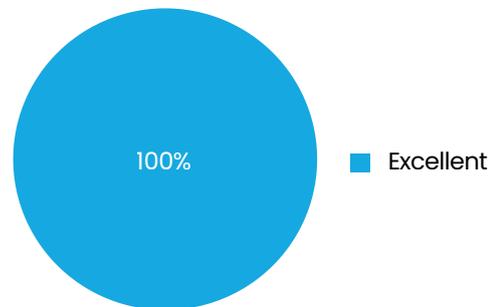
I was exposed to new academic or professional collaborators



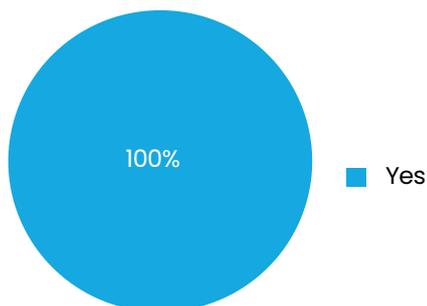
My host institution offered social and/or professional opportunities that enriched my experience



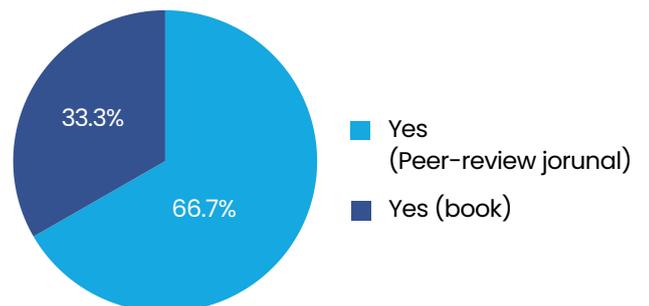
How would you evaluate the support of Fulbright Iceland?



Have you or will you encourage U.S. and Icelandic colleagues and or students to apply for a Fulbright?



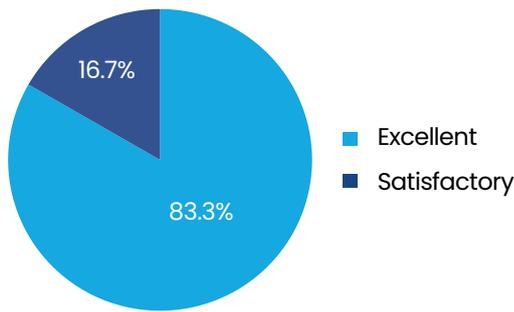
Will your Fulbright grant activities lead to any publications?



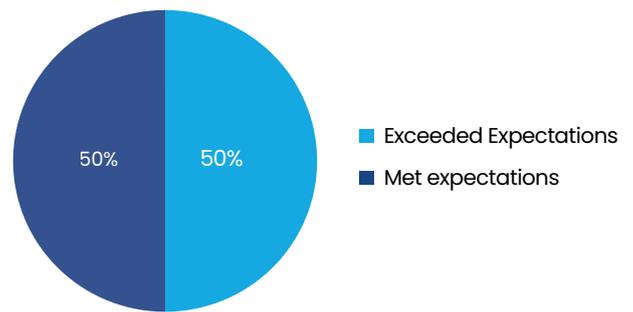
Icelandic Students:

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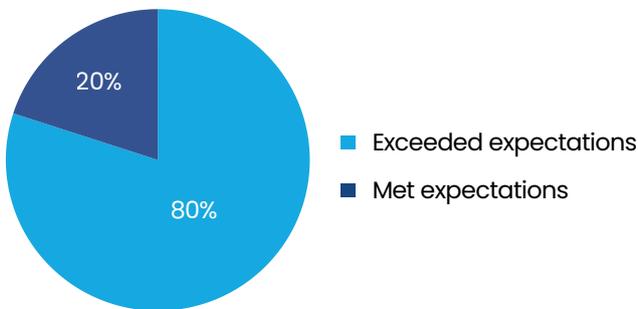
How would you evaluate the support from Fulbright Iceland?



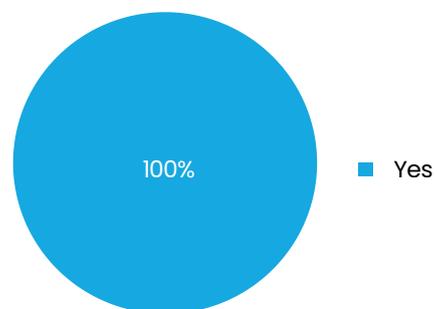
Did the Fulbright Iceland Student program meet your expectations?



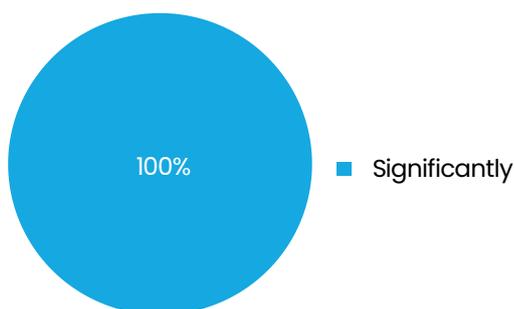
My studies/research in the U.S. met my expectations



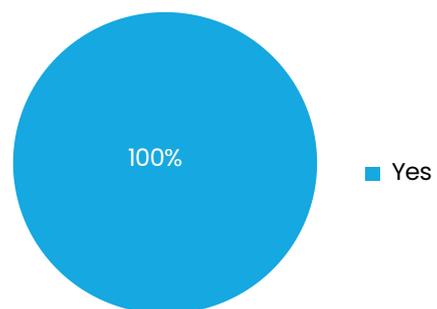
I established personal relationships that will continue after my return to Iceland



Studying in the U.S. broadened my horizons and gave me new perspective on U.S. society



Have you or will you encourage other U.S. and Icelandic students to apply for a Fulbright?



“The primary goal of this project was to bring methods of studying falling and blowing snow that I have developed to Iceland, to help better predict avalanche forecasts. With an emphasis on existing and affordable instruments, this project served as a technological demo to guide future efforts at the Icelandic Meteorological Office (IMO). In return, I gained knowledge on Arctic marine and mountainous environments that expanded and my overall research and gave it an international dimension.

The activities I undertook with my Icelandic colleagues were:

1. Installation, maintenance, and analysis of in situ observations in and around Ísafjörður
2. Visualization and analysis of newly installed Icelandic radar data
3. Analysis and application of a blowing snow detection algorithm to Icelandic lidars

We made significant progress in our work, and the collaboration was extended for winter 2025-2026. In the fall of 2025, I traveled back to Iceland to maintain and upgrade an instrument and brought along two PhD students to assist. Two publications are currently planned.

I gave several lectures on climate modeling and research at the School for International Training (SIT) program. After my return to the US, I presented a lecture on the similarities and differences of North Dakota and Icelandic winter weather at the annual ‘Deuce of August’ Icelandic festival in Mountain, North Dakota. I also gave a webinar about my experience to the Icelandic National League of the United States (INLUS).”

Dr. Aaron Kennedy, Associate Professor of Atmospheric Sciences, hosted by the Icelandic Meteorological Office



“During my five-month research grant, I visited nine schools in or near Reykjavík and four schools in Akureyri to observe classrooms—primarily in grades 8 to 10—and to engage with teachers and students. I conducted structured interviews with educators about their curricula and instructional practices, and I spoke with students about their views on climate change.

Eighth to tenth grade students at eight of these schools also completed a questionnaire to evaluate their connection to nature and their sustainability attitudes and behaviors. I am currently finalizing my data analysis, and I hope to publish the results. I am also developing a climate change and sustainability curriculum to share with my education networks in both the United States and Iceland. Several key insights from my Fulbright experience are shaping this work.”

Sabrina Miller, Biology Teacher at East Side Community High School NY, hosted by University of Iceland School of Education



4. SUMMARY OF GRANT-SUPPORTING ACTIVITIES

A. Ukrainian Voices Documentary Screening

In order to show continued solidarity with Ukraine, Fulbright Iceland organized a screening of the Ukrainian Voices documentary shorts in November 2024 at Reykjavík's Bíó Paradís. The project started towards the end of the previous fiscal year, when documentary filmmaker and Fulbright Specialist Andriy Semenyuk came to Iceland. He worked with film students at the Iceland University of the Arts on short documentaries featuring Ukrainian refugees in Iceland. The six student documentaries screened explored different aspects of the refugee experience and the daily life of displaced Ukrainians.

In her opening statement, the Fulbright Commission ED commended the courage of members of the Ukrainian diaspora for sharing their stories and the young Icelandic filmmakers for sharing their work. The event, which was attended by over 150 Ukrainians, Icelanders, and Americans, was made possible by support by Department of State's Bureau of Educational and Cultural Affairs. In addition, the Commission received invaluable help from the Ukrainian Consulate in Iceland in making the project a success.



Specialist Andriy Semenyuk greeting the audience from L.A.



Board member Berglind Tómasdóttir and Steven Meyers from IUA



The ED with U.S. Embassy representatives



Guests enjoying the reception



B. Fulbright Iceland at Arctic Circle



Arctic scholars and fellows speaking at the Arctic Circle panel with Ambassador Mike Sfraga

Fulbright Iceland hosted a breakout session moderated by the ED at the annual Arctic Circle conference in October 2024. Seven Fulbright Iceland Arctic scholars and fellows presented their projects and engaged with conference participants about their research. Mike Sfraga, then-U.S. Ambassador-at-Large for Arctic Affairs, was kind enough to come by and address the session, emphasizing the importance of Fulbright for Arctic research and scholarship.

The following grantees participated:

Liza Wilson

Project: *Rapid Deglaciation and Changes in Volcanism and Seismicity: Sólheimajökull Case Study*

Arisha Khan

Project: *Impact of Eyjafjallajökull Volcanic Eruptions on Respiratory Health of Arctic Community*

Konstantine Vlasis

Project: *Listening With Glaciers: The Sounds and Songs of a Melting Landscape*

Dr. Kanwalroop Dhanda

Project: *Impact of Climate Change on Iceland's Economy and Supply Chains: A Stakeholder Approach*

Dr. Aaron Kennedy

Project: *Improving Icelandic Avalanche Forecasts with Observations of Falling and Blowing Snow*

Carey Clouse

Project: *Seeds of Change: Research on Glacier Afforestation*

Dr. Hongjie Xie

Project: *Icelandic Snow Cover Changes and Impacts under the Warming Climate*



ED with FAI alumni at an Arctic Circle reception



Kathy Dhanda



Lively roundtable discussion with Hongjie Xie

C. 10 year Fulbright Iceland-NSF Arctic Collaboration

In September 2025, Fulbright Iceland was thrilled to celebrate the ten-year anniversary of Arctic research partnership with the National Science Foundation at an event at the Icelandic Ambassador’s residence in Washington D.C. The agreement between the two was signed in 2014, but the first Fulbright-NSF Arctic grantees arrived in Iceland in the fall of 2015. At the event, Dr. Joe Roman, a 2018 alumnus of the program, discussed his book *Eat, Poop, Die: How Animals Make Our World*, which was in part based on the research done in Iceland.

Ambassador Svanhildur Hólm Valsdóttir welcomed guests and the ED gave an overview of the successful grant program thus far, including close to 70 grants in a wide variety of Arctic-related fields, resulting in approximately 100 peer review publications and nine books, as well as far-reaching cooperation between Icelandic and U.S. scholars. Guests at the event included both current and former colleagues from the National Science Foundation, State Department representatives, and many alumni and Arctic experts from the D.C. area.



The ED and Joe Roman



Joe Roman and the ED with NSF colleagues



Joe Roman and the ED with ECA representatives



Ambassador Svanhildur Hólm and the ED



Fulbright-NSF grantees, Carey Clouse; Hongjie Xie, Aaron Kennedy and Liza Wilson; Konstantine Vlasov

D. Events for Icelandic Grantees

Three orientation meetings were held for grantees leaving for the United States for the 2025-2026 academic year in spring 2025 – virtual meetings in March and April and an in-person meeting in May. In June, the Icelandic grantees were honored with a send-off reception at Hótel Borg in downtown Reykjavik, with the U.S. Embassy Chargé d’Affaires in attendance.





“When I left for the United States I didn’t really know what to expect, but I knew I wanted to enhance my legal knowledge and get to know the people and culture of New York. I achieved these goals, but in a deeper way than I had anticipated. During this year I ripped off the band aid that was my comfortable routine in Iceland and I will carry this experience with me for the rest of my life.



Out of all the great courses I took, a few stand out. I took two courses with Professor Goshen, whose superb legal knowledge was complemented by his teaching abilities. The Socratic method, which he uses exclusively, introduced me to a very different teaching style than I was used to in Iceland. I also took a negotiation workshop with Professor Frischling, which went far beyond just negotiation techniques. It required me to look inside myself and submit weekly journals, where each exercise was dissected. I had to face myself and my reactions and look at what attitudes were driving me. Personal growth was a core element of the course.”

Guðrún Gígja Sigurðardóttir, LL.M. in Business Law at Columbia Law School



Hrefna Svavarsdóttir in Harvard Yard



Haukur Þorgeirsson



Berglind Bjarndóttir

E. Events for American Grantees

The Commission organizes a variety of events for U.S. grantees through its monthly enrichment program, tailored to give grantees an opportunity to explore their host country, gain insight into Icelandic society, culture, and customs, as well as 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.



U.S. grantees visiting President Halla Tómasdóttir at Bessastaðir

In FY2025 we offered a variety of enrichment events that allowed grantees to make connections and enjoy a broad spectrum of Icelandic activities. Towards the end of the fiscal year, in September, the Commission welcomed a new group of U.S. grantees with an orientation day about all things Fulbright and Iceland.

Enrichment Activities in FY2025:

October 2024: Guided tour of Hólavallakirkjugarður, an old cemetery with a rich history

November 2024: U.S. Embassy visit

December 2024: Christmas concert with the Reykjavik Men's Choir at Hallgrímskirkja

January 2025: Local women's handball game

February 2025: Visit with the President of Iceland at her residence, Bessastaðir

March 2025: Bun day celebration at the ED's house

April 2025: Ceramic design at Noztra

May 2025: Fulbright Forums with lunch and post-forum celebrations

September 2025: Orientation for incoming U.S. grantees



Newly arrived U.S. grantees at orientation



Handball game; After the concert in Hallgrímskirkja; Tour of Hólavallar cemetery, Bun day at the ED's house; Ceramic design at Noztra; Visit to the U.S. Embassy

“My Fulbright project culminated in a robust framework of species distribution models (SDMs) that characterize current Arctic fox (*Vulpes lagopus*) denning habitat in Iceland and forecast its future shifts under climate-change scenarios. The Arctic fox is a keystone, and in Iceland, apex-species whose ecological role disproportionately influences its ecosystem. The International Union for Conservation of Nature also recognizes it as a flagship species for monitoring climate impacts. Consequently, insights into its distribution serve as indicators of broader environmental change, and my work can provide a tool for its conservation management.

I am very grateful for the network I have developed in Iceland and through the international Arctic fox research team. I am sure that it will help to facilitate future collaboration as I continue with my career this October, beginning a master's at Cambridge, continuing to study high latitude ecosystems in Greenland. “

Ben Simmons (University of Vermont), independent research project at Icelandic Institute of Natural History



“In addition to my rewarding teaching experience, where I focused on equipping students with skills in genomics, bioinformatics, and computational biology, my colleagues and I established collaborative research effort between Cal Poly San Luis Obispo and the University of Akureyri. The collaboration has further opened opportunities for exchanging ideas on undergraduate curriculum development in biotechnology and bioinformatics. Since both institutions are undergoing curriculum redesigns, we are creating a platform to share best practices, innovative teaching methodologies, and course structures. By aligning educational approaches, we aim to equip students with the skills needed to address global challenges in biotechnology, emphasizing interdisciplinary applications and the integration of cutting-edge bioinformatics tools. This exchange also fosters mutual learning and creates a foundation for long-term academic and professional collaboration.



Future cooperation is expected to include faculty and student exchanges, further joint research projects and publications, and possibly more courses to expand bioinformatics education at both institutions. These collaborations will continue to focus on applied genomics research, with an emphasis on innovative biotechnology solutions for global challenges.

An editorial about the importance of bioinformatics education in global biotechnology development is in progress. Additionally, publications are anticipated from the collaborative research projects with undergraduate student authors from both institutions.”

Dr. Jean Davidson, Assistant Professor of Biology at California Polytechnic State University, San Luis Obispo, hosted by University of Akureyri

F. Fulbright Forums

Fulbright Forums, where grantees have an opportunity to present their work, are an indispensable and much anticipated part of the Fulbright Iceland calendar. Five Fulbright Forums were held during the fiscal year, three smaller events in December 2024 and April 2025, and two larger events in May 2025. These forums offered an opportunity to grantees to showcase their work and accomplishments during their Fulbright and offered the audiences fascinating insights into a wide variety of fields and the experiences of the grantees.



May presentation event for fellows



May presentation event for scholars



Sara Maxwell



Aaron Kennedy with his daughter



Julio Rivera, the ED and Jean Davidson



Kathy Dhanda, the ED and Hongji Xie



Arisha Khan



Jack Ivie



Liza Wilson



Jarrod Hayes



Bridgett Cassata



Carey Clouse

“My Fulbright Specialist grant was a professionally enriching and personally rewarding experience thanks to the extraordinary support and organization of the Fulbright Commission, the University of Iceland, and the US Embassy in Iceland.

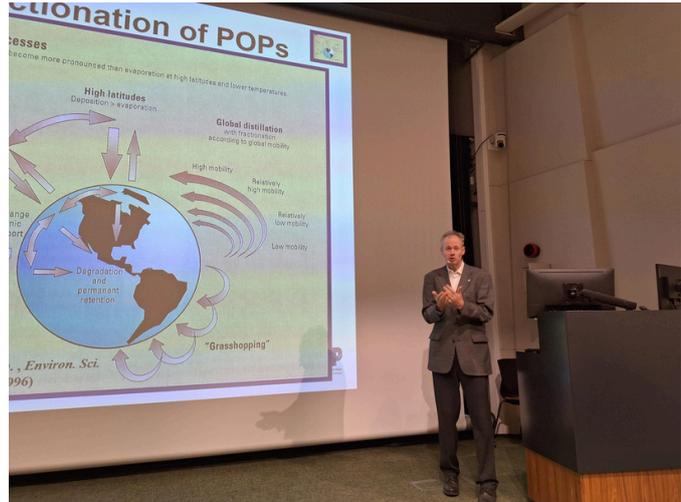


“My host organized an interesting and diverse series of exchanges with a diverse group of Icelandic educators who teach secondary through university levels. My activities included four professional presentations on the topic of writing instruction using AI. Based on needs analysis and departmental feedback, I focused on developing a draft of a supplementary AI instruction manual to support the writing textbook used by the English Department.”

Dr. Patricia Prinz, Adjunct Lecturer at New York City College of Technology, CUNY, Fulbright Specialist at the University of Iceland.



Mia Schwartz capturing the northern lights



Specialist Rainer Lohmann at the University of Iceland



Specialist Alison Footman and Anna Guðmundsdóttir visiting Hólmsheiði prison



VSR Ágústa Jónsdóttir

“Kathy made valuable contributions to our graduate teaching program and research initiatives. Her expertise in sustainability and supply chain management provided our students with valuable international perspectives. She was also very willing to engage with students beyond the classroom and support them in a number of ways. Throughout the stay she was also generous with advice and consultation with our faculty, and in creating links with her own university.

She conducted research on the impact of climate change on Iceland’s energy supply chains, exploring the balance between economic development and environmental conservation in Iceland’s renewable energy and aluminum smelting industries. This was further developed into a case study, “Aluminum Smelting in the Arctic: Boon or Curse?” which will be published with the University of Iceland Press. We appreciate the Fulbright Iceland Scholar Program for providing this opportunity.”

Magnús Þór Torfason, Head of the School of Business, host to Fulbright scholar Kathy Dhanda



Jean Davidson teaching at the University of Akureyri



Grantees Sabrina, Arisha, Mia, Melissa and Liza at the Northern Light Run



Anthony Ives on a walk around Mývatn with Icelandic friends

“The Department of Epidemiology and Population Health at Stanford University is internationally recognized for its strength in genetic epidemiology, particularly cancer genetic epidemiology. One of my primary objectives during the Fulbright grant was to deepen my expertise in this field, as well as to establish links between the Centre for Public Health Sciences at the University of Iceland and leading international researchers in the area.

Another key objective was to work on the development of a course in genetic epidemiology at the University of Iceland. I had many productive discussions on this topic during my stay and will now immediately begin adapting the material for incorporation into our survival analysis course. Finally, this time away gave me the rare opportunity to devote significant time to methodological development. The support of Fulbright Iceland was instrumental in my being able to travel with my family for an extended stay in the U.S., which proved very valuable for all of us.”



Dr. Jóhanna Jakobsdóttir, Assistant Professor of Biostatistic at the University of Iceland, Visiting Scholar at Stanford University

“The institution of my dreams exceeded my high expectations, and I found I had made exactly the right choice in coming to Harvard. I thrived in its dynamic environment and was inspired by the open-minded, interdisciplinary approach to teaching law, which I found to be very different from the traditional, monodisciplinary model typically applied at European universities. Coupled with the vibrant student life and a general culture of ambition which encourages exploring new fields and pursuing passion projects, this made for an exceptionally enriching academic environment.



I was pleasantly surprised by how incredibly welcoming and friendly the American people are. Everywhere I went people were genuinely curious about my journey and delighted to exchange views and experiences. I'm very grateful for the support of Fulbright, without which I could not have pursued my studies. In future, I hope to contribute to Fulbright's mission, which I believe to be profoundly valuable and important.”

Hildur Hjörvar, LL.M. in Human Rights Law at Harvard University

G. Communications, Publications and Local Outreach

Various outreach activities took place throughout the year, both virtual and in person, including participation in university international days, presentations on the different Fulbright grant programs, visits from U.S. universities, and liaison with a variety of partners.

The Commission also received additional guests from the United States for both formal and informal consultations. Two Fulbright Iceland newsletters were published, in December 2024 and June 2025, highlighting new grant opportunities, recent events and grantee and alumni activities.



From Fulbright Iceland's grantee video with Icelandic scholar Iris Edda Nowenstein

The Commission produced two new promotional video profiles during the year, featuring both a U.S. and an Icelandic scholar.

H. International Cooperation

At the beginning of April, the Executive Directors of all the European Fulbright Commissions gathered in Reykjavik for a two-day meeting. This was the first time Iceland hosted the annual European ED meeting, which is an important platform to discuss policy, management and various other issues amongst the different Commissions. Amongst topics high on the agenda were binationalism and the Fulbright program, HR and staff support, AI and Fulbright and cybersecurity in the office.



European Fulbright Executive Directors



From the ED meeting

Various guests addressed the meeting, including Fulbright Iceland Scholar Dr. Kelly Caine, Fulbright Iceland Board Member Geir H. Haarde, and Una Strand Viðarsdóttir from the Ministry of Higher Education, who hosted a lunch for the directors. The U.S. Embassy hosted a reception at the Fulbright Commission and Charge d'Affairs Erin Sawyer welcomed the group. Fulbright Scholar alumnus Dr. Haukur Þorgeirsson introduced the directors to the Sagas of the Icelanders and their importance for world literature, followed by a guided tour through the new exhibition of medieval manuscripts at the Árni Magnússon Institute for Icelandic Studies.

The mid-term meeting of the fourth cohort of Fulbright Arctic Initiative took place in Greenland in early June. The three Icelandic FAI IV scholars were of course in attendance, as was the ED. The program, organized by Fulbright Denmark in consultation with the State Department's Bureau of Education and Cultural Affairs, included meetings with a wide variety of stakeholders in Greenland, but was also an opportunity for consultations, mentorship, and group work.



The ED with Icelandic FAI IV Scholars in Ilulissat

In September, the ED visited MIT and Harvard University during a brief stop in Massachusetts, where she met with faculty, students, and administrators to discuss Arctic grant opportunities in Iceland for scholars and students. The ED also used the opportunity to meet up with alumni and current grantees in the area. In Washington, D.C., the ED met with representatives from the State Department and NSF, as well as IIE and IREX, to discuss ongoing partnerships.



Sara Maxwell placing a tracker



Ben Simmons in the lab



Sabrina Miller with an Icelandic horse



Berglind Magnúsdóttir with her host



Hildur Hjörvar with her class at Harvard

5. ICELAND-U.S. EDUCATIONAL COMMISSION GRANT ACTIVITIES

In summer 2025, the Commission offered grants to three different summer programs for young students. Summer College Academy and Benjamin Franklin Transatlantic Fellowship (BFTF) for high school students, and a Nordic Arctic Youth grant for undergraduate students.

A. Summer College Academy

Two Icelandic high school students took part in summer programs at American universities as part of Summer College Academy in 2025. Summer College Academy is an opportunity that allows grantees aged 16-17 to attend select summer college programs that gives students the opportunity to experience college life and spread their academic wings.

Þórunn Guðmundsdóttir attended Boston University's Gateway to the American University Summer Program. Elísa Rún Róbertsdóttir was our first candidate to attend the Johns Hopkins University Summer Program for Talented Youth.

These grants are among the most competitive the Commission offers. It is clear that ambitious high school students in Iceland crave opportunities to challenge themselves. The Summer Academy Program meets a real need. The program is currently in jeopardy due to lack of funding.



Elísa with her class at JHU



Þórunn on the Boston Harbour Cruise

“My instructor at JHU was a cardiologist named Johannes Karl Dohr. He was a great teacher and would always take time to answer questions and made sure everyone understood what he was teaching us. I really enjoyed learning from him because he was passionate about teaching.

These 10 days were incredibly educational. I had no idea it was possible to learn so much in such a short time and I loved it. I am still in touch with the people I became close with while I was there, and we often call each other and chat.”

*Elísa Rún Róbertsdóttir (Kvennaskólinn í Reykjavík),
Summer College Academy, Medical School Intensive at Johns Hopkins University*



“My time in Boston was truly magical and a formative experience. I immersed myself in the American university environment and learned about everything to do with the application process and how to find the right university. Aside from learning about and completing the components of the common application, we had a few guest speakers who gave presentations about the college admissions process. I found these presentations extremely helpful and I got a better understanding of an overwhelming process. A panel of international students also came to speak to us and answer our questions, especially about financial aid and scholarship opportunities, which was very helpful.

The program included guided tours to a few universities and colleges. MIT and Harvard especially sparked my interest. Being surrounded by so many intelligent individuals working on innovative projects made me realize I want to be in a competitive environment where my fellow students motivate and challenge me.”



Dórunn Guðmundsdóttir (Kvennaskólinn í Reykjavík), Gateway to the American University at Boston University

B. Benjamin Franklin Transatlantic Fellowship

The Benjamin Franklin Transatlantic Fellowship is an intensive short-term exchange program, created to foster relationships among young Europeans and Americans to build strong linkages and an awareness of shared values. The Commission was able to offer this opportunity in collaboration with the U.S. Embassy.

For four weeks in June and July, Sonja Bríet Steingrímisdóttir participated in the BFTF program at Purdue University in West Lafayette, Indiana, exploring issues such as youth engagement, support for democracy and civil society, and economic prosperity.



“The Ben Franklin Transatlantic Fellowship Program was an amazing opportunity and a great learning experience. Our first course was on „International Relations and Diplomacy “. At the end of the course, we did a crisis simulation, where I played the part of the U.S. Secretary of Energy, which was a great learning experience. In the second week we took a course called „Democratic Citizen “, where we prepared to present a case to a real panel of judges. Our third course was on intercultural competences, where I learned so much about how your cultural background colors your interactions with, and attitudes towards, other cultures. We also had many cultural excursions in Indiana and got to celebrate the 4th of July, which made me feel like I was in a movie.

This was not just a program where I learned about the U.S. and the political system. I learned a lot about myself and I made so many valuable friendships. BFTF helped me to figure out a bit more who I am and where I want to go. For that I will also be grateful.”

Sonja Bríet Steingrimsdóttir (Menntaskólinn á Egilsstöðum), Benjamin Franklin Transatlantic Fellowship at Purdue University



C. Nordic Youth Grant



Jósteinn and Sturla
with other Nordic Youth participants

Under the leadership of Fulbright Denmark, the Nordic Fulbright Commissions were able to offer grants to undergraduate students to attend the annual Arctic Encounter Summit in Alaska.

Two Icelandic undergraduate students, Jósteinn Kristjánsson and Sturla E. Jónsson, were selected by Fulbright Iceland. Senior program officer Pétur Valsson accompanied the group of twelve young Nordics to Anchorage on behalf of all the Commissions.



In addition to attending diverse sessions on Arctic issues, the group had the chance to sit down for in-depth discussion with some the conference's high-profile guests, including the Nordic Arctic Ambassadors and former Prime Minister of Iceland Katrín Jakobsdóttir. This experience was transformative for the participants, and the Commission hopes to be able to offer this opportunity again in the future, if funding is secured.



“The Arctic Encounter Summit 2025 was an incredible experience. Attending the AES expanded my horizons and introduced me to new concepts and trains of thought, and I believe I will look back on the summit as one of the most pivotal moments in both my personal life and my academic and professional career. During the conference, I emphasized attending sessions focused on international affairs and security, as I intend to work in that field. At the same time, I also found it important to attend events covering topics I was less familiar with, such as sessions on Indigenous independence.

I am incredibly grateful to have had the opportunity to listen to experts in different fields during the plenary sessions, but also to be in a setting where I could approach them directly throughout the conference and gain more personal accounts of their experiences, work, and insights in the diplomatic field.

Coming into the conference, my goals were simple: to learn from the people attending and to establish new relationships with both my fellow grantees and other participants. These goals were not only met, but exceeded my expectations. I built relationships with people from different institutions and nations, giving me valuable connections for my future career.”

Sturla E. Jónsson, (Univeristy of Iceland), Arctic Youth grant to attend Arctic Encounter Summit 2025

“The trip to Alaska and participating in the Arctic Encounter Summit was an amazing experience that gave me both academic insight and personal fulfillment. I especially kept an eye on sessions on national security and defense in the Arctic. One of the best things was to connect with people who have influence in the area. It was particularly enjoyable to meet and talk to the Nordic Arctic Ambassadors and other delegates, such as scholars at the Ted Stevens Center for Arctic Security Studies. These conversations assured me that the Arctic is a subject in which I want to specialize.



I also realized how varied Arctic topics can be. They don't only revolve around security and defense, but also climate and indigenous rights. I was especially encouraged by seeing how young people were given the responsibility to participate in, and contribute to, the conference.

Ultimately, the experience has given me the confidence to continue studying International Relations and to specialize in Arctic affairs.”

Jósteinn Kristjánsson (Univeristy of Iceland), Arctic Youth grant to attend Arctic Encounter Summit 2025

1. ADVISING AND OUTREACH



In FY2025 the advising center was open one day per week for walk-in advising, every Tuesday from 1pm to 4pm, and the plan is to continue with those hours in 2026. The EducationUSA advising center offers a wide range of advising services, from individual advising to presentation for schools and classes.

The center provides comprehensive one-on-one advising for individuals interested in either undergraduate or graduate studies in all fields. Furthermore, the center still has a small library of reference materials and test preparation books for TOEFL, SAT/ACT, GRE, and GMAT. This is slowly being phased out, as the main emphasis is now on assisting students with online information.

Additional services are provided through speaking engagements, participation in education fairs, and contact with appropriate schools and universities. EducationUSA presentations are now mostly done virtually. 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.

The EducationUSA Advising Center plays a large role in the promotion of the Summer College Academy and the Benjamin Franklin Transatlantic Fellowship, as well as the preparation of the selected students. Offering these grants is impactful, as it leads to many Icelandic students thinking about studies in the United States. Many students contact the EducationUSA adviser and come in for guidance specifically after hearing about these opportunities. These grants reach a high-demand market and the opportunity to apply is very much appreciated by students, for whom this is a learning experience, even if they did not ultimately receive a grant.

2. EDUCATIONUSA STATISTICS ICELAND FY2025

A. Open Doors Statistics

Figures below pertain to the 2024-2025 school year. As can be seen in the figures on the following page, the number of Icelandic students studying in the United States has slightly decreased from the previous year, in line with the trend of the past few years. While the number of undergraduate and non-degree students has slightly increased, the number of graduate students has slightly decreased. The biggest change is in OPT students, whose numbers have dropped significantly. The actual numbers, however, are relatively small, although the percentages are more dramatic. 84% of Icelandic students are in undergraduate or graduate programs, with the remainder in OPT or non-degree. The split between private institutions and public institutions is relatively even. The vast majority of Icelandic students are enrolled in universities which offer doctoral programs, and the top three receiving states are New York, Florida, and California, followed by Massachusetts and Texas.

U.S. study abroad statistics were not available for 2024-2025 at this time, but the two previous years show a slight downward trend.

Country and Area Facts and Figures 2025

Iceland



367,086

Total Population¹



12.8%

Population Aged 15-24¹



126

International Student Place of Origin Ranking, 2024/25



46

U.S. Study Abroad Destination Ranking, 2023/24

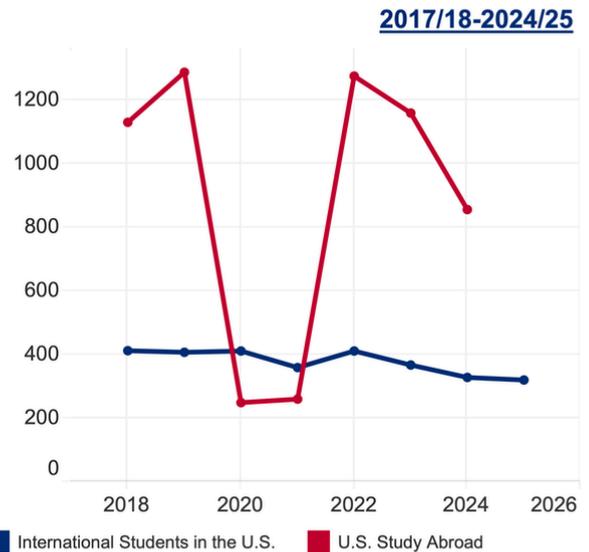


N/A

International Student Economic Impact, 2024²

INTERNATIONAL STUDENTS TOTALS

Year	International Students in the U.S.	U.S. Study Abroad
2024/25	320	N/A
2023/24	328	855
2022/23	367	1,158
2021/22	411	1,274
2020/21	359	260
2019/20	411	249
2018/19	407	1,286
2017/18	412	1,129



INTERNATIONAL STUDENTS BY ACADEMIC LEVEL

Academic Level	2023/24	2024/25	Total	Change
Undergraduate	177	180	56.3%	1.7%
Graduate	90	88	27.5%	-2.2%
Non-Degree	13	22	6.9%	69.2%
OPT	48	30	9.4%	-37.5%

STUDENT VISAS ISSUED

Visa	Change 2023-2024 ³
F	0.0%
J	17.7%
M	300.0%

INTERNATIONAL STUDENTS BY INSTITUTION TYPE

Institution	Total
Associate's Colleges	2.4%
Baccalaureate Colleges	4.8%
Doctoral Universities	73.8%
Master's Colleges and Universities	19.0%
Special Focus Institutions	0.0%
Private Institutions	Public Institutions
49.3%	50.7%

TOP RECEIVING STATES

New York

Florida

California

Massachusetts

Texas

Source: Open Doors Report on International Educational Exchange. For more information, visit www.opendoorsdata.org.

Other sources: ¹The World Fact Book, ²U.S. Department of Commerce, ³travel.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.

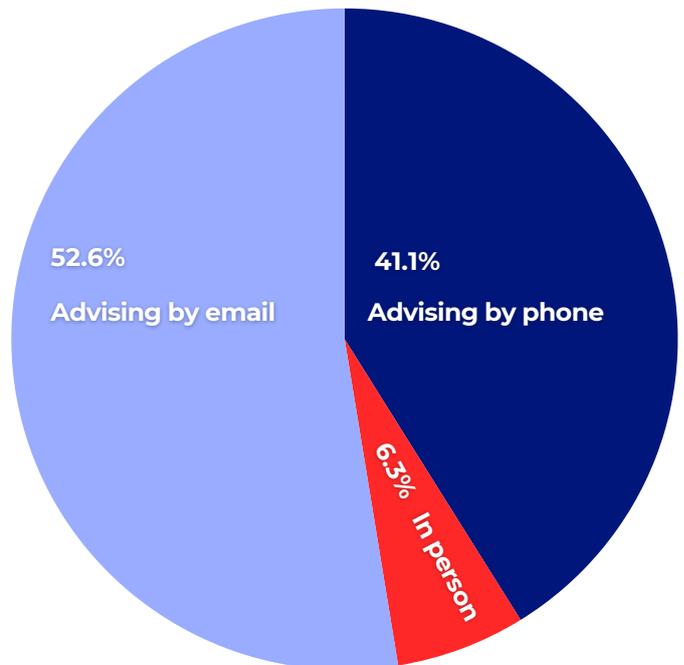
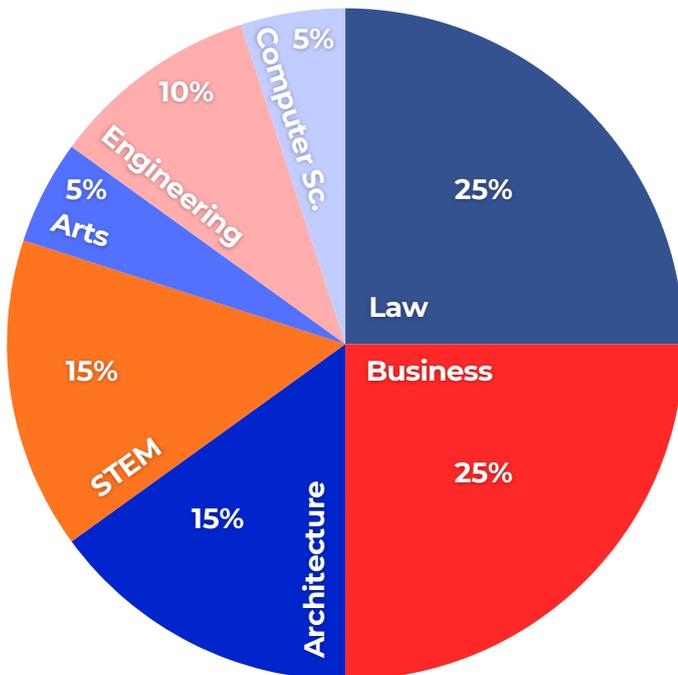




U.S. fellows often accompany the EducationUSA Advisor to international days, sharing their knowledge with interested students. On the left is Bridget Cassata with EducationUSA Advisor April Dobbins, and on the right is Liza Wilson.

B. Advising Center Statistics

The most popular fields amongst students seeking EducationUSA advising in FY2025 were law, business, and architecture. The total number of 2025 advising sessions was 175. Much of the center's FY2025 advising occurred online.



“My experience as a participant in the U.S. Fulbright Student Program in Iceland has provided me with unparalleled opportunities to further my education, broaden my professional connections, and increase my understanding of Icelandic language and culture. Over the course of my grant, I completed the first year of my master’s degree in Geology–Renewable Energy and Geochemistry at the University of Iceland.



The most memorable course was Geophysical Exploration, during which I spent four days in South Iceland learning how to operate a variety of geophysical instruments used for characterizing the subsurface geology in a non-invasive manner. Fulbright Iceland has been an instrumental support for my development as a geothermal scientist, cultural diplomat, and compassionate person.”

Mia Schwartz (University of Minnesota-Twin Cities), MSc in Geology at University of Iceland



Melissa Guido



Carey Clouse during ICTG to Amsterdam

“From day one, my Fulbright project was to embed myself in Iceland’s fine arts and textile culture. Over the nine months, I learned from, and worked with, some of Iceland’s most decorated artists, gaining invaluable first-hand experience from my peers in the arts of textiles, natural dyeing, crafts, design, print, and many other disciplines. Thanks to these connections and our mutual skill-sharing, I have found a second artistic home in Iceland, where I am already laying the foundations for future collaborations.”



Melissa Guido (School of Visual Arts), independent research project at the Reykjavik School of Visual Arts

1. FULBRIGHT BOARD OF DIRECTORS FY2025

Honorary Co-Chairs*:



Erin Sawyer
Chargé d’Affairs, U.S. Embassy in Iceland



Logi Einarsson
Minister of Culture, Innovation,
and Higher Education

*Honorary Co-Chairs for the first months of the fiscal year were U.S. Ambassador Carrin F. Patman and Minister of Higher Education, Innovation and Technology Áslaug Arna Sigurbjörnsdóttir.

U.S. Board Members:



Dr. Catherine P. Chambers
Chairman of the Board
Senior Scientist at Stefansson Arctic Institute,
Research Manager of the University Centre
of the Westfjords, Fulbright Iceland alumna



Jeff Dirks
Treasurer
Retired State Department
Foreign Service Officer



Rebecca Doffing
Board member
Arctic Watcher, U.S. Embassy,
Fulbright alumna



Erin Concors
Board member
Public Affair Officer,
U.S. Embassy



Dr. Pamela Innes, Alternate
Emerita Associate Professor of
Anthropology, University of Wyoming,
Fulbright Iceland alumna

Icelandic Board Members:



Dr. Berglind María Tómasdóttir
Vice-Chair
Artist and Professor of Contemporary Music Performance, Iceland University of the Arts, Fulbright Iceland alumna



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



Dr. Kristinn Andersen
Board member
Professor, Faculty of Electrical and Computer Engineering, University of Iceland, Fulbright Iceland alumnus



Geir H. Haarde
Board member
Former Ambassador to the U.S.



Dr. Guðrún Nordal, Alternate
Director of the Árni Magnússon Institute for Icelandic Studies, Fulbright Iceland alumna

Ex officio: Belinda Theriault, Executive Director

Board members Geir H. Haarde and Jeff Dirks left the Board at the end of FY2025 after serving for three years. They made significant contributions during their time on the Board and provided invaluable support to the work of the Commission.

The Board of Directors comprises a diverse group of leaders who bring a wealth of expertise and experience to the table. The Board has important responsibilities in connection with carrying out the goals of the bilateral agreement between Iceland and the United States, including setting and monitoring long-term program objectives and general oversight.

An important responsibility of the Board involves selecting grant recipients, which includes evaluating grant applications and interviewing candidates. 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 FY2025: in October, November, December, February, and May. Outside of meetings, consultations between the ED and the Board were frequent. Board members take part in various Commission activities, providing an opportunity to interact with grantees and promote Fulbright Iceland.



Board Members Jeff Dirks at his last Fulbright Board meeting with Erin Concors and the ED

2. FULBRIGHT COMMISSION

The Commission team consists of the ED and two staff members, who administer the grant programs, alumni affairs, the EducationUSA Center, outreach and stakeholder liaison and other projects. We also have one volunteer, a canine who is considered a member of staff. Sadly, Tibetan Spaniel Mia passed away in July 2025 and is greatly missed. She was an integral part of the Commission for 11 years and brought joy to many a grantee. It was not expected that another dog would join the staff, but a senior dog unexpectedly needed a new position and was hired on a trial basis in September. Aria, also a Tibetan Spaniel, is now a confirmed Commission adoptee.



Program Officer Ragna Björgvinsdóttir giving budgeting tips to new U.S. grantees



Commission staff along with U.S. Embassy PAO Erin Concors at the Embassy 4th of July celebration

"It was valuable for me to start my PhD journey in the United States as a Fulbright grantee, especially because of the support that I got from the Fulbright Commission in Iceland. Commission staff members were my ally and answered all my questions; in an environment that was totally new to me I could count on them to clarify and explain things. Throughout the grant period I felt constant support and goodwill from the Commission.

When things got a bit complicated regarding travel home after my first year of study, I felt more secure having the Commission connection between Iceland and the U.S. and knew I could talk to them. Therefore, I want once more to express my gratitude for the great honor of having the Fulbright name associated with the start of my academic journey at Harvard."

Hrefna Svavarsdóttir, PhD student in Linguistics at Harvard University





Kelly Caine speaking at UTmessan



Arisha Khan on Bun Day



Specialist Patricia Prinz

“During my 3 week stay at the University of Iceland, I participated in a Remediation Workshop, and gave a talk on “Legacy and emerging pollutants from land to the Arctic Ocean.” Both events included local experts, a roundtable discussion, and led to a lively exchange. These discussions also helped me gain a better understanding of the challenges of remediation and awareness of pollution in Iceland. I also shared my knowledge in several classroom lectures. Further, my hosts also arranged for me to participate in visits and discussion at The Environment Agency of Iceland, Matis (Icelandic Food Safety Agency), and Veitur Utilities (drinking water generation, wastewater treatment facility).



Most importantly, my hosts and I were able to discuss our existing collaboration on the presence of fluorinated compounds in various water streams of southern Iceland, and the first scoping study published in *Environmental Science: Advances in 2025*. Results showed that Reykjavik's drinking water was very clean, significantly below the EU Drinking Water Directive. However, fluorinated compounds were detected in wastewater and surface water. The highest contamination occurred at firefighting training sites, particularly at Reykjavik Airport. These results will presumably increase the awareness of these problematic chemicals, and how to protect Iceland's water resources from contamination. We also plan to collaborate on the benefits of blue-green infrastructure in supporting water treatment, in particular with respect to emerging contaminants. I hope that my visit will further increase awareness of the pollution problems facing Iceland and help to find innovative solutions.”

Dr. Rainer Lohmann, professor of Oceanography at the University of Rhode Island, hosted by the University of Iceland

IV. ALUMNI ASSOCIATION ACTIVITIES



Alumni and grantees at tree planting in May

The Fulbright Alumni Association in Iceland (FFSÍ) is an important partner of the Fulbright Commission. Founded in 2008, the Association from the outset has played an active role in fostering a sense of community amongst grant recipients and supporting the work of the Commission. The main event for the Association is the annual Fulbright Alumni Thanksgiving celebration. The FY2025 event, held in November 2024, was well attended by alumni, current grantees, and friends of Fulbright who celebrated together with a traditional Thanksgiving feast. U.S. Embassy PAO and Fulbright Board member Erin Concors served as Master of Ceremonies and Fulbright alumna and Rector of the University of Akureyri, Áslaug Ásgeirsdóttir, was the keynote speaker.

The annual meeting was held in February 2025. Sóllilja Bjarnadóttir, Fulbright Visiting Student Researcher 2022, Harvard University, was elected Chairman for 2025. The following alumni were also elected to the Alumni Association Board: Hanna Þráinsdóttir, Margaret Cormack, Meg Matich, and Sólveig Sanchez.

In May, alumni and U.S. grantees planted 560 trees in the Fulbright Forest in Heiðmörk, getting ever closer to the goal of planting a tree for every grant given since 1957. Three alumni happy hour events were held in spring and fall of 2025. These are much appreciated by alumni and current grantees as an opportunity to mingle and share experiences.



The Fulbright Happy Hour in April was well attended by alumni and grantees



Keynote speaker Áslaug Ásgeirsdóttir addressing guests at the Alumni Thanksgiving



Iris Nowenstein presenting at the Linguistic Society of America symposium



Arisha, Melissa, Jack and Ben at a reception hosted by the U.S. Embassy

“Guided by the Icelandic National Cybersecurity Strategy 2022–2037, which recognizes that human factors and usability are critical aspects of cybersecurity, I focused my research on human-centered aspects of cybersecurity systems. I investigated perceptions of privacy and publicness of information, identified characteristics of a national ID that enable acceptance and secure deployment, and assessed related privacy and security risks. I taught a class on Usable Privacy and Security in the Computer Science Department at the University of Iceland and also took part in a science fair, where I had an opportunity to talk to students and the general public about cybersecurity.



Further, I was invited to participate in two workshops as part of a series on Resilience in Arctic Societies. One result of my work is a proposal I have submitted to align the privacy question on the U.S. General Social Survey (GSS) with the European Social Survey (ESS). This could help researchers in the future who are interested in comparing the public perception of privacy in the U.S. and Europe.

I look forward to continuing my research and teaching collaboration with colleagues at the University of Iceland and sitting on the dissertation committee of an Icelandic PhD student, as well as publishing an article on Usable Cybersecurity in Iceland and the U.S.: A Comparison of Public Cybersecurity Practices.”

Dr. Kelly Caine, Professor of Human-Centered Computing at Clemson University, hosted by the University of Iceland

1. DONORS

Thank you for your generosity and commitment to Fulbright Iceland!

Fulbright Iceland is registered as a charitable organization in Iceland, so individuals and companies can receive tax breaks for charitable donations to the Commission. The Commission can also receive tax-deductible donation from U.S. taxpayers through a charitable fund housed at IIE. Last year seven individuals in Iceland and six in the U.S. made donations to Fulbright Iceland.

Donors in Iceland

- Áslaug Ásgeirsdóttir
- Belinda Theriault
- Bridget Burger
- Hjálmtýr Hafsteinsson
- Lára Jóhannsdóttir
- Margaret Cormack
- Pamela Innes

Donors in the U.S.

- Kelly Caine
- Nicholas Fry
- Anita Parlow
- Julio Rivera
- Mariah Seater
- Hongjie Xie

Fulbright Iceland wants to thank our donors for their support, which is greatly appreciated. Hopefully they will inspire others to follow in their footsteps. Donations go towards student grants and grant-supporting costs, not to administrative costs.

By Supporting Fulbright Iceland You Support the Future!

To support Fulbright Iceland go to: fulbright.is/styrkja

2. FINANCIAL STATEMENT

Below is the Financial Statement for FY2025, 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. 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.

ICELAND -UNITED STATES EDUCATIONAL COMMISSION

Financial Statement and Balance Sheet
for the Fiscal Year 2024 -2025 (FY 2025)

March 2026

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

It should be noted that while the core contribution of the U.S. government went up by 25.000USD as of FY2025, the Icelandic government, instead of matching that increase, has actually decreased its contribution by 3 million ISK. Thus, the principal of at least equal core funding has not been met. This of course tells only part of the story. The Commission cannot operate only on core contributions and relies on additional funding for grant program. This funding comes mostly from the U.S., although some Arctic grant funding is provided by the Icelandic government. However, various funding pots have now been fully utilized and ad hoc funding from the U.S. is expected to be less available, leaving the Commission with less funding for its programs in the long run. This will have long-term implications if funding is not increased by some means.

NSF funding was received after October 1st 2025, so is not included in the FY2025 accounts. Various supplemental funding is earmarked for specific projects, sometimes for programs which take place over multiple years.

In FY2025 core government contributions are approximately 86% of total income for the fiscal year, which is unusually high due to the timing of US contributions. Further, the ratio of total funding is 69% U.S. versus 31% Icelandic. Had NSF funding been received before the end of the fiscal year as is usual, the ratio would be 77% U.S. versus 23% Icelandic. The main component of additional funding this year is end-of-year funding , plus small amounts for inter-country-travel grants and EducationUSA funding. 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 FY2026, 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 approximately 34 so far, but this number may increase. In FY2025, the number of Commission grantees totalled 47.

Revenue of the fiscal year from 1 October 2024 to 30 September 2025 amounted to roughly 109 million ISK, with expenditures at approximately 133 million ISK. As is explained in the notes, some of what is classified as equity in the accounts is in fact already obligated or earmarked. Real contingency funds amount to approximately 130 million ISK. While it is necessary for all Fulbright Commissions to have adequate contingency funds, the Board made a decision to draw down contingency funding, in order to maintain a robust program in light of decreased real funding and increasing inflation. Thus, in FY2025 expenditures exceed income, as approved by the Board.

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 and other partners. This is done in consultation with the State Auditor and only contributions that are verifiable and quantifiable are included. As last year, the in-kind contributions include awards and benefits received by Fulbright fellows (students) from universities, including those not administered jointly by the Commission. This funding can be attributed, at least in part, and often significantly, to their Fulbright status.

This practice is aligned with the practice in various Fulbright Commissions. However, while some students have been promised awards and benefits for the duration of their studies, only the first year funding is counted here, as it would not be appropriate to include funding now that is contingent upon future satisfactory performance and which will in some cases be received when the student no longer has Fulbright status.

As Executive Director of the Fulbright Commission in Iceland , I hereby confirm and accept the financial statements for FY2025.



Belinda Theriault
2 March 2026

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 2025, 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 2025 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, March 3rd, 2026

Guðmundur Björgvin Helgason
Auditor General

(digitally signed)

(electronically signed)

Iceland - United States Educational Commission
INCOME STATEMENT
October 1 2024- September 30 2025

	Notes	FY 2025 ISK	FY 2024 ISK
Revenues:			
Allocation, US government.....	4	64.422.231	33.279.951
Allocation, Icelandic government.....	4	29.000.000	62.419.500
Other contributions, US government.....	5	8.219.380	16.223.146
Other contributions, Icelandic government.....	6	3.445.750	6.000.000
Other contribution-NSF-US government.....	7	0	37.735.500
Other contributions.....		3.687.827	0
Total revenues:		<u>108.775.188</u>	<u>155.658.097</u>
Expenditures:			
Program costs, Scholar program.....	8	47.141.728	46.063.234
Program costs, Student program.....	8	26.270.936	41.045.855
Program costs, Specialist program.....	8	116.662	755.741
Program costs, Other program.....	8	2.306.306	1.829.917
Salary and salary related costs.....		41.166.718	36.318.193
Rent and utilities.....		4.287.259	4.353.973
Services.....		3.372.723	3.883.794
Equipment and furniture.....		0	1.267.791
Supplies.....		845.776	453.765
Travel, training and transport		56.166	84.247
Grant supporting activities.....		7.426.245	5.458.705
Total expenditures:		<u>132.990.519</u>	<u>141.515.215</u>
Income (deficit) before interest expense/revenue		(24.215.331)	14.142.882
Interest expense/revenue.....		13.622.574	14.956.213
Exchange rate (loss)/profit.....		<u>(26.925.279)</u>	<u>(2.385.212)</u>
Income for the year		<u>(37.518.036)</u>	<u>26.713.883</u>

Iceland - United States Educational Commission
IN-KIND CONTRIBUTIONS/EXPENDITURES
 October 1 2024- September 30 2025

	Notes	FY 2025 ISK	FY 2024 ISK
Grant and grant-supporting			
<i>Icelandic funding:</i>			
Icelandic government non-cash contributions.....		3.110.184	85.000
Host institution costs for US students, scholars and specialists.....		2.224.000	7.584.850
FUNDS ON HAND SEPTEMBER 30 2025.....		5.334.184	7.669.850
<i>US funding:</i>			
US Embassy contributions.....		1.284.970	451.182
Direct DoS grantee funding (SUSI, Specialists, etc.).....		15.864.823	10.418.711
BOAS Award.....		0	1.354.900
Host institution costs for Icelandic students*.....		4.255.300	32.066.554
		21.405.094	44.291.346
Total non-cash grant and grant-supporting contributions		26.739.278	51.961.197
Administrative			
Auditing services (Icelandic funding).....		600.000	600.000
Total non-cash administrative contributions		600.000	600.000
Total non-cash contributions		27.339.278	52.561.197

* This includes only funding for first year of studies.

Iceland - United States Educational Commission
BALANCE SHEET
September 30 2025

	Notes	FY 2025 ISK	FY 2024 ISK
Assets			
Cash (USD)	3	237.510.778	252.118.936
Cash (ISK)	2	17.582.575	40.604.192
Rental deposit.....		900.000	900.000
		<u>255.993.353</u>	<u>293.623.128</u>
Total Assets		<u>255.993.353</u>	<u>293.623.128</u>
Liabilities			
Current liabilities.....		38.485	18.000
Unpaid salaries and employment tax.....		1.011.304	655.128
Income-tax deduction and pension funds.....		0	488.400
		<u>1.049.789</u>	<u>1.161.528</u>
Trust account			
Funds on hand October 1.....		292.461.600	265.747.717
Income for the year.....		(37.518.036)	26.713.883
Funds on hand September 30.....		<u>254.943.564</u>	<u>292.461.600</u>
Total Liabilities and Equity		<u>255.993.353</u>	<u>293.623.128</u>

Iceland - United States Educational Commission

STATUS OF FUNDS REPORT

For Year ending: September 30 2025

	FY 2025
	ISK
1. FUNDS ON HAND OCTOBER 1 2024.....	293.623.128
-Current liabilities	<u>-1.161.528</u>
	292.461.600
2. RECEIPTS: CURRENT FISCAL YEAR	
A. Current Year Receipts:	
1. Received from U.S. Mission.....	72.641.611
2. Host Government Contribution.....	32.445.750
3. Other Contributions.....	3.687.827
4. Other Funds received.....	0
5. Interests on Deposits.....	13.622.574
6. Exchange fluctuation.....	<u>-26.925.279</u>
Total Received Current Year	95.472.483
3. DISBURSEMENT: CURRENT FISCAL YEAR	
A. Current Year Disbursement	
1. Administration and advising.....	49.728.642
2. Grant supporting activities.....	7.426.245
3. Program.....	<u>75.835.632</u>
Total Disbursement Current Year	132.990.519
4. FUNDS ON HAND SEPTEMBER 30 2025.....	255.093.353
-Rental deposit.....	900.000
-Current liabilities.....	<u>-1.049.789</u>
	254.943.564

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. The exchange rate used throughout the report is the sales rate from Íslandsbanki on 30 September 2025, 121,58.
2. The bank balances as per statements from Íslandsbanki hf., accounts no. 560169, 405300, 8347 and 7358, have been verified at September 30 2025 as ISK 3.288.084, 3.067.167, 11.145.542 and ISK 81.782 , taking into account payments at the end of the fiscal year.
3. A dollar account no. 102882 in Íslandsbanki hf. has been verified as at September 30 2025 USD 1.953.534,94 or ISK 237.510.778 (exchange rate booked at daily rate of 121,58).
4. *The US government core allocation for FY2025 was USD 257.750. Additionally, the final payment for FY2024 was received in FY2025* The Icelandic government contribution for FY2025 was ISK 29 million.
- 5 Other US government contributions includes end-of-year funding, Education USA funding and a small intercountry travel grant.
- 6 Funding from the Ministry for foreign affairs for the Fulbright MFA Arctic scholar grant.
7. The annual contribution from NSF for the Arctic program has not yet been received at the end of the fiscal year and is expected in early FY2026.
8. 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	38.145.168
Icelandic Scholars	8.996.560
US Students	16.541.276
Icelandic students	9.729.660
Program cost US specialists	116.662
Other grant programs	2.306.306
	75.835.632

9. Fulbright-MFA Arctic Scholar Program disbursements

Grant & supporting	2.572.049
Admin costs	180.043
Total expenditures	2.752.092

The balance of MFA funds at end of FY2025 is ISK 4.986.477

10. Fulbright-NSF Arctic Research Program disbursements

Grant & supporting	34.582.045
Admin costs	3.458.205
Total expenditures	38.040.250

Total NSF Arctic disbursements amount to approximately USD 313.000.

The balance of NSF Arctic funds at the end of FY2025 is approximately USD 298,000 (ISK 36,2 million).

This is obligated to current / future grants and associated costs.

11. Cyber Security Program disbursements

Grant & supporting	5.796.440
Admin costs	579.644
Total expenditures	6.376.084

The balance of Cyber Security funds at the end of FY2025 is approximately USD 36,800 (ISK 4,5 million).

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

12. Although not part of the annual accounts, an inventory of non-expendable property is maintained by the Commission and has been updated for FY2025. Current value is ISK 1.713.848 ISK.
13. Non-expendable property is insured for ISK 8.541.049. Additional insurance includes insurance for costs associated with property damage, liability insurance and accident insurance for staff.
14. 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. Grants and benefits from US universities to Icelandic Fulbright grantees are included with in-kind contributions as they are verifiable and quantifiable.
15. When all government cash contributions are taken into account, the funding ratio is approximately 69% US to 31%. When government non-cash contributions on the balance sheet are included, the US government allocation ratio is 71% to 29% Icelandic.
16. Ratio of administrative costs to grant costs, including non-cash expenditures shown in the income statement.

Grants and grant supporting activities	110.001.155	69%
Administrative costs	50.328.642	31%
Total costs	160.329.797	100%

17. Funds that are already obligated/earmarked for specific projects in FY2025 and beyond in ISK:

MFA	4.986.477
NSF Arctic	36.203.754
Cyber	4.473.994
EoY funding	2.518.729
Bruce Fowler Mobility Fund	1.216.070
Total	49.399.025
Projected non-earmarked obligated grant funding	50.000.000
Projected admin costs for 6 months	26.000.000
Total	76.000.000
Total obligated funding	125.399.025
Contingency funding	130.594.328



FULBRIGHT

Iceland

Menntastofnun Íslands og Bandaríkjanna