

## ***ANNUAL PROGRAM REPORT***

***October 1, 2016 – September 30, 2017***

***October 2017***

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## I. INTRODUCTION

### 1. HIGHLIGHTS

As in previous years, the Commission received generous support from the U.S. Department of State and the Spanish government, through the Ministry of Foreign Affairs and Cooperation and especially the Ministry of Education, Culture and Sports, whose increased contribution led to more scholarships offered.

There was also an increase in the funds received from regional governments for the Fulbright English Teaching Assistantship (ETA) program because of new cooperation agreements signed with the department of education of the regional government of *Galicia*, as well as an increase in the number of awards for U.S. citizens from the *Comunidad de Madrid*.

Funding for the Spanish graduate program continued to be supplemented through sponsorship from the regional governments of Madrid and Andalusia and from private foundations and multinational companies including *Coach*, *Coca-Cola*, *El Corte Inglés*, *Fundación Iberdrola España*, *Fundación Mapfre*, *Fundación Ramón Areces*, *Fundación Repsol*, *Grifols*, The Spanish Association for American Studies and *Telefónica*. The Commission is extremely grateful to these companies whose contributions enabled more awards to be offered to Spanish citizens.

The Spanish J.W. Fulbright Association also sponsors a scholarship for a Spanish student to carry out graduate studies in the USA. The Commission has a close relationship with the Association, regularly inviting its members to participate in events held by the Commission and publicizing the Association's events and activities on its social networks.



Whenever possible, grantees returning to Spain for visits are invited to engage with their sponsors and present their study projects at institutional meetings organized throughout the year.

Fulbright grantees and private sponsors

The campaign initiated last year to promote the Fulbright English Teaching Assistantship (ETA) program funded by the U.S. Embassy in Madrid continued to lead to significant growth. On April 25 a cooperation agreement was signed with the department of education of the Principality of Asturias to fund ten new awards for AY 2017-2018.



Signing Ceremony, Regional Government of the Principality de Asturias

The Commission also signed agreements with The College of William & Mary to fund a two-year award for completion of a MBA program at the Raymond A. Mason School of Business, and with the New York Film Academy for completion of a MFA in Filmmaking, beginning in AY 2018-2019.

Dr. María de los Ángeles Crummett, IIE Deputy Vice President, Scholar Exchanges, visited the Commission in May and held meetings with the Executive Director, Program Officers and the Educational Adviser.



In 2018 the Fulbright Program in Spain celebrates its 60th anniversary (1958-2018). The Commission has formed an organizing committee whose members include the Co-treasurers, two Board members, two senior executives from Spanish private sponsors, the President of the Spanish J.W. Fulbright Association and the Executive Director of the Commission. The Committee has chosen the slogan "Fulbright, more than a scholarship" and is designing a program of activities which will include several events.

Additionally, the U.S. Embassy in Madrid plans to fund a “60th Anniversary” scholarship for a U.S. scholar for AY 2018-2019, and the Commission is preparing a commemorative video with interviews of U.S. and Spanish Fulbright alumni from the past 60 years.



Recording of commemorative video for the 60th anniversary of the Fulbright Program

The Executive Director’s travels and professional meetings included the following:

November 2016	Working Meeting at the State Department and IIE Open Doors, Washington
February 2016	Mid-Year Seminar, <i>Universidad de Burgos</i> , Burgos
April 2017	Fulbright Executive Directors Meeting, Rome
July 2017	III International Conference IMFAHE-Universidad de Valencia, Valencia
July 2017	Philadelphia y New York
September 2017	Fulbright Andorran Bilateral Committee, Andorra
September 2017	EAIE Pre conference event EdUSA, Sevilla
September 2017	XXII United States-Spain Forum, Williamsburg, VA

## **2. ACKNOWLEDGEMENTS**

The Commission is grateful to the J. William Fulbright Foreign Scholarship Board and the Bureau of Educational and Cultural Affairs for their continued support. Gratitude is furthermore extended to the Ministry of Foreign Affairs and Cooperation, the Commission Board, EducationUSA and the Ministry of Education, Culture, and Sports. Finally, the Commission recognizes generous support from regional governments and private sponsors.

### **3. PROGRAM PROPOSAL, BUDGET PROPOSAL AND ANNUAL REPORT COMPARISON**

In the Program Proposal for fiscal year (FY) 2016, the Commission projected a varied and balanced program for U.S. and Spanish grantees, including categories for graduate students, researchers, lecturers and government employees. Special grant categories such as the Summer Institutes for European Student Leaders; the Fulbright-Schuman Program; the EU Scholar-in-Residence Program; and the Fulbright-Hayes Doctoral Dissertation Research Abroad (DDRA) Fellowships are also included in the activities of the Commission.

For this reporting period, academic year (AY) 2016-2017, Commission awards represented a wide range of study areas with geographical diversity among grantee home and host institutions as shown in the charts and graphics in Section I.4 *Study Areas and Geographic Distribution*.

The projected figures in the annual budget proposal of November 2015 were almost exact, underestimated by only two awards when compared to September 2017 actual figures (see *Comparative Grant Numbers* chart). Total grants were maintained despite a reduction from the projected 160 to 135 awards for Spaniards; offset by growth in the U.S. program from 118 to 145 awards. The most notable variations in projected numbers follow.

#### **a. U.S. Program**

The most significant growth in the U.S. Program was due to an increase in funding from the Madrid Regional Government and the launching of a new program in collaboration with the Galicia Regional Government which led to increased grants in the English Teaching Assistants (ETA) Programs.

Due to budgetary constraints, there was a decrease in awards for "Graduate Researchers"; however, grant numbers were compensated by an increase in awards for the "Other Programs" (i.e. Schuman and Senior Global Scholars categories).

#### **b. Spanish Program**

The Spanish program was overestimated by 25 awards, largely due to a miscalculation of expected grants in the Ministry of Education, Culture and Sports (MECD) Short Term Mobility visiting scholar category. There was also an unexpected reduction in student grants due to budgetary considerations coupled with fewer awards for student renewals. That is, more students than expected completed their degree programs within the first year.



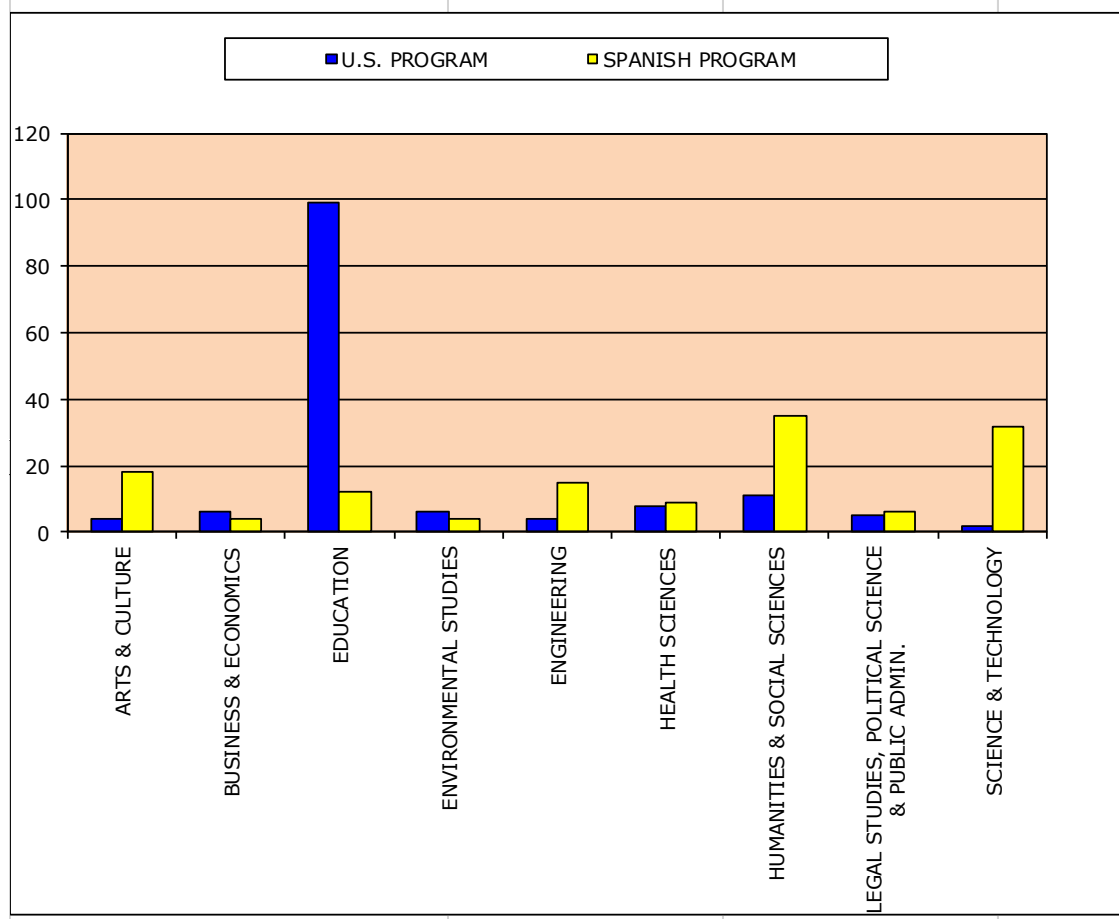
Academic Year 2016-2017	Annual Budget Proposal (November 13, 2015 )			Actual Figures (September 30, 2017)		
	N E W	RENEWALS	TOTAL	N E W	RENEWALS	TOTAL
<b>U.S. PROGRAM</b>						
<b>Scholars</b>			18			18
Senior	10		10	11		11
Junior	2		2	1		1
Specialists	6		6	6		6
<b>Students</b>			28			23
Graduate Researchers	24		24	19		19
IE Business School Master's	4		4	4		4
<b>English Teaching Assistants</b>			72			98
Madrid Regional Government	46	2	48	57	3	60
La Rioja Regional Government	21		21	21		21
Galicia Regional Government	0		0	9	3	12
FERE/CECA	1		1	2		2
DECROLY	1		1	1		1
IE Business School	1		1	1		1
F. S. Gitano	0		0	1		1
<b>Other Programs</b>			0			6
Schuman/Senior Global Scholars	0		0	6		6
<b>SUBTOTAL U.S. GRANTS</b>	116	2	118	139	6	145
<b>SPANISH PROGRAM</b>						
<b>Scholars</b>			63			49
Short Term Mobility Program (MECD)	60		60	45		45
Research Travel Grants (RLK)	3		3	3		3
American Studies Researcher (SAAS)	0		0	1		1
<b>Students</b>			78			67
<u>Core Program:</u>						
DOS/MAEC/MECD Grants	10	12	22	7	12	19
Private Sponsors	13	4	17	13	4	17
Madrid Regional Government	5	1	6	5		5
Andalusia Regional Government	4	3	7	4	3	7
<u>Ministry of Education, Culture &amp; Sports:</u>						
Students in the Arts	6		6	6		6
Master's Program	10	10	20	9	4	13
<b>Foreign Language Teaching Assistants</b>	12		12	10		10
<b>Government Employees</b>			3			3
Ministry of Energy & Tourism	1		1	1		1
Ministry of Public Works	1		1	1		1
Ministry of Finance & Public Admin.	1		1	1		1
<b>Other Programs</b>			4			6
Summer Institutes Univ. Students	4		4	4		4
EducationUSA Academy	0		0	2		2
<b>SUBTOTAL SPAIN GRANTS</b>	130	30	160	112	23	135
<b>GRAND TOTAL</b>	246	32	278	251	29	280



#### 4. STUDY AREAS AND GEOGRAPHIC DISTRIBUTION

##### a. Study areas

AREA	U.S. PROGRAM	SPANISH PROGRAM	TOTAL
ARTS & CULTURE	4	18	22
BUSINESS & ECONOMICS	6	4	10
EDUCATION	99	12	111
ENVIRONMENTAL STUDIES	6	4	10
ENGINEERING	4	15	19
HEALTH SCIENCES	8	9	17
HUMANITIES & SOCIAL SCIENCES	11	35	46
LEGAL STUDIES, POLITICAL	5	6	11
SCIENCE & PUBLIC ADMIN.			
SCIENCE & TECHNOLOGY	2	32	34
<b>TOTAL GRANTS</b>	<b>145</b>	<b>135</b>	<b>280</b>

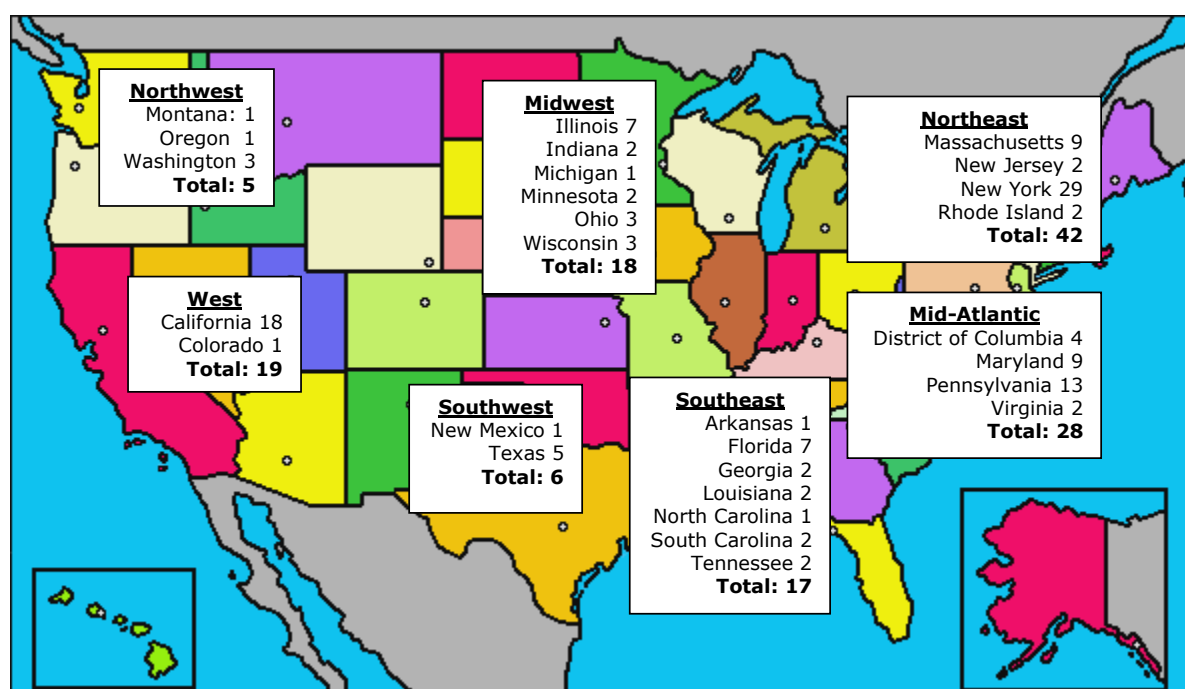


## b. Geographic Distribution

### U.S. Grants in Spain (145)



### Spanish Grants in the U.S. (135)



## II. ENHANCEMENT ACTIVITIES

### 1. EUROPEAN REGIONAL ACTIVITIES - U. S. GRANTEES

#### a. U.S. Program



Predoctoral researcher presents her documentary trailer in Berlin.

As in previous years, there was great interest in Seminars hosted by different Fulbright Commissions in Europe. There was one representative from Spain at the [E.U. Seminar](#) and another at the [U.S.-E.U. Young Leaders Enrichment Seminar on Migration](#), both co-financed by the Commission. Over fifty grantees from Spain attended the [Berlin Seminar](#), including nine grantees co-sponsored by this Commission. Many had an active role in the seminar activities. One of the Commission's U.S. Program Assistants also participated.

Four Intercountry Lecturers – two in Austria, and one each in Finland and France were invited to Spain by universities located in Barcelona, Canary Islands, and Madrid. One Senior Researcher in Spain was invited to Poland.

#### b. Spanish Program

The Commission continued its collaboration with the Belgian-Luxembourg Commission in publicizing the European Union (E.U.) Fulbright-Schuman grants to potential applicants; providing support services to candidates residing in Spain; and, including alumni in Commission activities. The program is jointly financed by the U.S. Department of State and the Directorate General for Education and Culture of the European Commission and offers awards for research/postgraduate study for projects dealing with U.S.-E.U. relations or E.U. affairs.

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



DCM Krishna Urs, Pre-departure orientation, 2017



U.S. grantees to Andorra, Mid-Year Meeting

## 2. GRANT SUPPORTING ACTIVITIES

### a. U.S. Program

#### *Activities organized by the Fulbright Alumni Association*



Grantees on the Barrio de las Letras Tour

The [Fulbright Alumni Association](#) organized a variety of events for Fulbright grantees. Activities began with a picnic in Madrid's *Parque del Buen Retiro*, organized by the U.S. Fulbright student grantee mentors and the Fulbright Alumni Association.

Other events included a guided walking tour of the *Barrio de las Letras*, one of Madrid's historic neighborhoods and two meetings with Zach Portilla, Chief of Staff to Ambassador to Spain James Costos.

#### *Visits to La Rioja and Galicia*

Commission staff travelled to these two northern regions to participate in the orientation sessions organized by the regional governments for all of their international language assistants, and held specific follow up meetings with the Fulbright ETAs.

#### *Bilingual Education Workshops for ETAs*



Workshop at US Embassy in Madrid

The U.S. Embassy in Spain and Andorra invited [Dr. Edith Esparza-Young](#), a specialist in Bilingual Education from Texas A&M University, to hold two workshops for Fulbright ETAs in Spain.

The first workshop, titled "*Language Assistants as an Essential Resource in Bilingual Education*," was held at the U.S. Embassy in Madrid and focused on secondary bilingual education. The session was attended by Fulbright ETAs in Madrid and Galicia, who teach in secondary schools. The second workshop was held in La Rioja, where most Fulbright ETAs teach at the primary school level.

### *Mid-Year Seminar for U.S. Grantees in Spain and Andorra*



2017 Mid-Year Seminar Opening Ceremony

The [Universidad de Burgos](#) hosted the Mid-Year Seminar for 128 U.S. grantees which included working sessions, as well as cultural and social activities for grantees and accompanying family members. Representatives from the Commission, the U.S. Embassy, the Spanish Ministry of Foreign Affairs and Cooperation, the Regional Governments of Madrid, Castilla y León and La Rioja, the [Universidad de Burgos](#), and the Burgos City Hall took part in the opening ceremony and other activities. Former Spanish grantees and representatives from *U. Burgos* attended a reception to meet and engage with U.S. grantees.

### *Visits sponsored by the U.S.-Spain Council*

The Secretary General of the [Fundación Consejo España-Estados Unidos](#) (U.S.-Spain Council), a member of the Commission board, organized and sponsored a program of visits to Spanish research institutes, companies, and foundations in Madrid. A group of five predoctoral researchers in the biochemistry and medical fields participated in the six visits. They were invited to visit some of the top laboratories in Spain and received first-hand explanations of the goals and methodologies used by the host institutions.



Grantees visiting a research institute

### *Madrid Global Classrooms and the Model U.N. Conference*

A group of ten Madrid high school students, accompanied by two teachers and two Fulbright ETAs, travelled to New York to participate in the [Global Classrooms Model U.N. Conference](#). The ETAs worked as members of the organizing committee and the students' performance was outstanding.



Fulbright ETAs, Spanish Global Classrooms students and teachers in New York City



### *End-of-Year Event for U.S. Grantees in Spain, Academic Year 2016-2017*

The Commission hosted an end-of-year event for the U.S. grantees completing their stay in Spain. Krishna R. Urs, Deputy Chief of Mission at the U.S. Embassy, opened the meeting and [Isabel Durán](#), former grantee and currently Vice-Rector for International Relations at the *Universidad Complutense de Madrid*, delivered the keynote address on the internationalization of the Spanish university.



2016-2017 grantees celebrate a successful Fulbright grant year

### *Arrival Orientation, Academic Year 2017-2018*



Fulbright grantees, Orientation 2017

A total of 131 U.S. student grantees in Spain and five in Andorra attended the four-day meeting held at the *Instituto Internacional* in Madrid. Collaborators from the U.S. Embassy, Spain's Ministry of Foreign Affairs and Cooperation, the Regional Governments of Asturias and Madrid, and the Government of Andorra participated in the opening ceremony and the working sessions. Some of the working sessions were led by former U.S. grantees who generously donated their time and experience.

#### ***b. Spanish Program***

Fulbright grantees engage in grant enhancement activities throughout the award period - before departure; upon arrival in the U.S.; during the grant period; and as returned alumni. These supplementary activities are especially designed and organized to augment grant benefits as well as boost public visibility of the Fulbright program as a public-oriented service entity vis-à-vis competing educational exchange programs that lack benefits beyond basic grant allowances.

#### *Pre-departure Orientation and Group Visa Processing*

A day-long, pre-departure orientation program was held for academic year 2017-2018 departing students. The session offered special opportunities to bring together individuals from various student grant categories and backgrounds to form a cohesive group with common interests.

In total, 50 grantees attended, representing nine Commission grant categories. Activities included: staff presentations, discussions on grant administration topics and clarifying visa regulations. Alumni panels also shared personal, professional and academic experiences with departing grantees.



Commission staff presentations, pre-departure orientation

The pre-departure program included a luncheon hosted by the U.S. Deputy Chief of Mission to Spain at his official residence. For the past 14 years, the U.S. Embassy in Madrid has been an active participant in the orientation program and especially helpful in facilitating and expediting the issuance of grantees' visas. This special consideration, once again, provides a positive public perception of the Fulbright Program and the Commission's support services. Guests included five Board members and four sponsor representatives.



Grantee luncheon, DCM residence





*Ramón Areces Foundation representative with their two sponsored students*

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

### *Fulbright Outreach*



*Fulbright information session with university students*

A rigorous campaign was carried out to increase public awareness of the Fulbright Program with on-site visits to 32 Spanish institutions throughout the country representing a variety of centers, geographical diversity and including small-, medium- and large-sized colleges and universities. These visits allowed Commission staff to meet personally with more than 1,400 university officials, administrators and students to inform them of the Commission's activities and present information sessions on U.S. study and Fulbright scholarship opportunities.

## Gateway Orientations and Pre-academic Programs

International grantees in the U.S. benefited from grant supporting activities organized by collaborating agencies. Thanks to U.S. Department of State funding, nine Spanish students attended Gateway Orientation programs hosted by seven host institutions. Additionally, 10 Foreign Language Teaching Assistants (FLTAs) attended specific orientation programs offered at five host universities throughout the U.S.

## Enrichment Seminars

Throughout academic year 2016-2017, students were invited to participate in regional four to five-day Enrichment Seminars organized by the Institute of International Education (IIE). The Seminars provide first-year grantees the opportunity to network, build leadership and professional development skills, meet professional contacts and forge long lasting friendships. They also offer the chance to learn more about U.S. society and culture by exploring current issues, engaging in community service and sharing their cultures with U.S. citizens outside the classroom.

Under the general heading - *U.S. Politics and Elections: Democracy in Action* – the seminars offered a unique opportunity for students to learn about the U.S. presidential elections. Every year, these events focus on a topic of importance in U.S. society and culture, with the intent of furthering the goals of the worldwide Fulbright program, while creating a forum for networking and team-building among Fulbright students.

*Borja Álvarez Sanz, 2016 Fulbright student in Law, New York University, commenting on the Atlanta Enrichment Seminar on Civil Rights: "The event surpassed expectations: 135 Fulbrighters, 56 nationalities and four intense days in Atlanta. Certainly, the Enrichment Seminar on Civil Rights enthralled me. It was a remarkable arena with exceptional participants that enabled us to understand key issues from within. It awakened the mind, far beyond reading and provided a more direct and clear message than any book could possibly offer."*



2017 Enrichment Seminar, Atlanta

### FLTA Mid-Year Conference

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

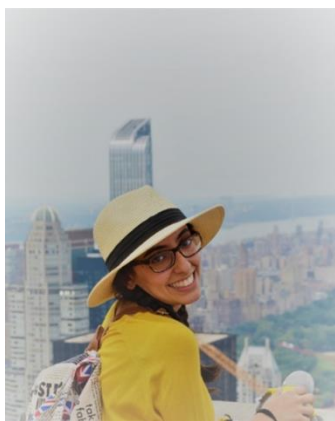


Spanish representation at the Fulbright FLTA Mid-Year Conference

As a final note, visiting scholars also enjoyed the professional and personal enrichment activities organized by the Council for International Exchange of Scholars (CIES), the U.S. Fulbright Association and the National Council for International Visitors.

### Institutes for Student Leaders

The Commission maintained its support for the “Study of the U.S. Institutes for Student Leaders from Europe” organized by the Bureau of Educational and Cultural Affairs (ECA) of the United States Department of State. In summer 2017, a total of four undergraduates attended the sessions: *Institute of Civic Engagement (two students)*; *Institute on Environmental Issues (one student)*; and *Institute on Social Entrepreneurship (one student)*. The program focused on students from non-elite backgrounds with little or no prior experience in the United States or elsewhere outside of Spain. Commission participants represented the following priority groups: immigrants; ethnic minorities; and under-served geographic areas. The Institutes, in addition to the academic focus, introduced European students to U.S. culture and society by including cultural components that allowed them to become familiar with their host community.



Summer Institute 2017 participant

*Hala Mohammed Abdeslam, 2017 Summer Institute on Social Entrepreneurship participant responded: "I was so fortunate to find myself among 21 marvelous students from more than 18 European countries. The group was not only well-prepared academically, but also endowed with innovative vision of the future, drive to achieve, intelligence and endearing personalities. The organizers – university staff, mentors, volunteer families and students – also selflessly contributed and collaborated with the program, making us feel at home."*

### III. GRANTEE AND ALUMNI ACCOMPLISHMENTS

#### 1. U.S. PROGRAM

##### a. Achievements

*Carolina Alarcón*, 2015 graduate researcher in Art History, *Instituto de Historia de la Medicina y de la Ciencia López Piñero*, Valencia, organized [the Science and Art in the Early Modern Period symposium](#) for the second year.



*Alexandra Baumhardt*, 2016 MA candidate in Visual and Digital Media, IE Business School, [gave a TEDx talk at TEDxIEMadrid](#) on media normalization and the role news media play in our perceptions of what is normal.

*Alice Blumenfeld*, 2012 graduate researcher in Dance, *Estudio de Baile Andrés Marín Abierto*, Sevilla, founded the [Abrepaso Flamenco](#) dance company in Albuquerque, New Mexico. In October 2016 the company premiered its first evening performance at the National Hispanic Cultural Center in Albuquerque and received numerous positive reviews.



[Mackenzie Cooley](#), 2016 graduate researcher in Art History, *Universidad Complutense de Madrid* and *Institución Milá y Fontanals* in Barcelona, was invited to speak at many conferences throughout Europe and the United States. These included conferences and seminars at the Library of Congress, Stanford University, the University of Munich, the University of Padua, the University of Vienna, the Renaissance Society of America, and the *Institución Milá y Fontanals*.



Sara Gardner, 2016 graduate researcher in History, *Centro de Ciencias Humanas y Sociales*, Madrid, presented the paper "From Adafina to Cocido: Reading the Medieval Sephardic Jewish Legacy in Spanish Gastronomic Identity" at the III International Conference on Food History and Cultures at the European Institute of the History and Culture of Food in Tours, France. Sara also presented at the Oxford Symposium on Food and Cookery at Oxford and was featured on [RadioSefarad](#).



[Catalina Iannone](#), 2016 Graduate Researcher in Languages and Literature, *Universidad Europea de Madrid*, presented "Branding Lisbon: Inter-culturaliry and Visualities in Muraria's *Mercado de Fusao*" at the 16<sup>th</sup> Triennial Conference of the European Association for Commonwealth Literature and Language Studies, *Performing the Urban: Embodiments, Inventories, Rhythms*, in Oviedo, April 3-7, 2017.

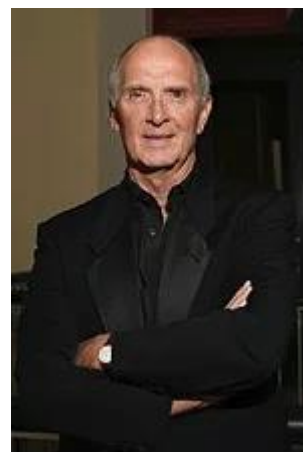
Alexandra Letvin, 2016 Graduate Researcher in History, *Centro de Ciencias Humanas y Sociales*, Madrid, presented a talk titled, "'¿Testimonio y prueba?' Zurbarán's Miraculous Mass of Padre Cabañuelas" at the [Seminario de jóvenes investigadores](#) at the *Museo del Prado* in December 2016.

[Diana Norton](#), 2016 Graduate Researcher in History, presented "Race and Ethnicity in the Star of Rita Hayworth in Spain" at the [3<sup>rd</sup> International Conference on the Historical Links between Spain and the USA](#) at the Instituto Franklin-Universidad de Alcalá on April 26, 2017. Diana also taught a course on U.S. film at the International Institute in Madrid titled ["American Cinema: Film and the Free Press."](#)

Deirdre Ricaurte, 2016 Graduate Researcher in Biology, was published in eLife as second author of the article ["Flow environment and matrix structure interact to determine spatial competition in Pseudomonas aeruginosa biofilms."](#)



Christina Villarreal, 2016 Graduate Researcher in History, presented her Fulbright research project in a talk titled "Atravesadores de fronteras y la demarcación de la frontera de Texas, 1714-1821" at the IV Workshop Internacional Aportes a la Investigación Americanista entre Nueva España y el Río de la Plata on January 24, 2017 at the Universidad de Sevilla.



Grover Wilkins III, 1995 Senior Researcher in Music and currently founder and Artistic Director of Dallas' [Orchestra of New Spain](#), was awarded the *Cruz de Oficial* by the Spanish government and with the sanction of King Felipe VI in recognition of his years of outstanding research and concertizing with his orchestras in Spain, the United States, and Latin American countries.



## ***b. Community Involvement***

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

*John Albright*, 2016 English Teaching Assistant, Galicia, capitalized on the daily 30-minute *recreo* (break) and began a student choir at his host school. Working with other volunteer teachers, John led weekly practices and even the occasional concert.

*Wade Angeli*, 2016 English Teaching Assistant, Galicia, led a weekly after school art club at his host institution which was partially sponsored by the parents' association (AMPA).



*Joao Ascensao* and *Ian Shirley*, 2016 Graduate Researchers in Global Health and Energy, respectively, and *Cary Fontana*, 2016 Schuman Scholar in Political Science, presented on their Fulbright research and experiences to high school audiences in Catalonia. The initiative was organized by the U.S. Consulate in Barcelona's Department of Public Diplomacy.



*Leah Bakely* and *Lucy Sjulín*, 2016 English Teaching Assistants, Madrid, volunteered with the [\*Comisión para la Investigación de Malos Tratos a Mujeres \(CIMTM\)\*](#). Leah translated interviews with Spanish medical personnel about

how gender-based violence is dealt with in the Spanish medical system as part of a collaboration between CIMTM and five EU countries. Lucy also did some translating and other administrative work in addition to joining the mobile outreach program.

*Travis Bent*, 2016 English Teaching Assistant, Madrid, volunteered at [\*AfroAid\*](#) teaching English to immigrants.



*Mary Biggs*, 2016 English Teaching Assistant, Madrid, volunteered at her local urban garden space through [\*La Red de Huertos Urbanos\*](#), a group aiming to connect the large urban agriculture community of Madrid.

*Katie Burns*, English Teaching Assistant 2016, La Rioja, volunteered with [\*Fundación Internacional de Solidaridad Compañía de María\*](#), an organization aiming to eliminate poverty and connect communities with a focus in Latin America and education.



*Christina Carpenter*, 2016 English Teaching Assistant, Madrid, helped with English language translations of material for "[\*Ellas al cuadrado\*](#)," an organization working to empower women in the digital marketplace.

*Christina Carpenter, Abbey Guerino, Analeigh Horton, Rebecca Jaeger, and Josh Marzano*, 2016 English Teaching Assistants in Madrid, also [\*volunteered at the American Space Madrid\*](#). Abbey and Analeigh participated in monthly Reading Roadmap events where they read English picture books to young children. Christina worked with the [\*Maker Club\*](#) whose objective is to promote creativity and technology skills in youth. Josh and Abbey volunteered with the [\*Group Discussion for Teens\*](#).



*Crístaly Carrión*, 2016 English Teaching Assistant, La Rioja, performed at the [\*La Tapa Musical\*](#), a music festival in Logroño, in which she sang classic Disney songs for local children. The festival was part of a series of cultural and culinary activities sponsored by the Logroño City Hall.







*Ang Charzcuk*, 2016 English Teaching Assistant, Madrid, volunteered with [Fundación Tomillo](#) as a mentor to high school students.

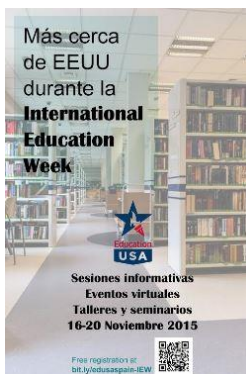
*Katie Cordova*, 2016 English Teaching Assistant, La Rioja, volunteered at Calahorra's [Centro Joven](#) and helped organize various events as well as English classes for Spaniards.

*Lydia Emory*, 2016 English Teaching Assistant, Madrid, volunteered with the ACCESS Program/U.S. Embassy (now [Go American English! Program](#)) to lead a book club.

*Abigail Feldman*, 2016 English Teaching Assistant, La Rioja, volunteered at the [Alberque de Peregrinos de Logroño](#) giving pilgrims on the *Camino de Santiago* information about Logroño.



*Courtney Fink*, 2016 English Teaching Assistant, Madrid, volunteered with [HOPE Woldwide](#) teaching free English classes to children and adults who could not otherwise afford English classes.



*Sharaldine Francisco, Abbey Guerino, Analeigh Horton, Krystal Kurtz, and Tanner Weigel*, English Teaching Assistants 2016, Madrid, worked with [EducationUSA](#) mentoring high school students interested in attending college in the US. They helped students navigate the application process going over forms and essays as well as answering their questions about university life in general.



*Alexandra García*, 2016 English Teaching Assistant, Madrid, volunteered with [Pinardi](#), teaching a personal finance class to a group of 18 to 20 year old young men at risk for social exclusion.

*Cole Gatlin*, 2016 English Teaching Assistant, Madrid, organized chess meets between his school's chess club where he volunteered and the retirement home across the street. He also implemented and led a writing club for his students at *IES Severo Ochoa*.

*Morgan Goldstein*, 2016 English Teaching Assistant, La Rioja, found it difficult to access English language reading material that engaged her classes so she worked with her students to write, illustrate, and eventually publish their own children's book.

*Zoe Greenburg, Mary Krathwohl, and Emily Weinstock-Collins*, 2016 English Teaching Assistants, Madrid, joined an Ultimate Frisbee team, the Quijotes and Dulcineas Madrid. The team consists of Spanish and international members, and provided an outlet for the grantees to practice Spanish and forge local friendships. Their participation also presented opportunities to travel around Spain, including Spain's [Ultimate Frisbee National Championship in Santander](#).



*Stefanie Grossano*, English Teaching Assistant 2016, Madrid, volunteered with [Confraternidad Carcelaria de España](#), an organization dedicated to aiding prisoners in reeducation and reintegration into society. Stefanie helped by teaching English to people who are incarcerated.

*Abbey Guerino, Sally Hodges-Copple, Conner Nix, Adela Perez-Franco, and Ian Wicks*, 2016 English Teaching Assistants, Madrid, volunteered with [Acción Social Protestante](#) teaching English to immigrant women and youth in Madrid.



*Elena Herrera, Bogdan Matuszynski, Sam Ravetz, and Leela Riesz*, 2016 English Teaching Assistants, Madrid, volunteered as judges in the [IE Schools Debate Tournament](#), which gave students from Spanish schools around Madrid the opportunity to practice their public-speaking skills in English.





*Samantha Hurley*, English Teaching Assistant 2016, Galicia, drew on her nursing background and volunteered with the [Spanish Red Cross](#). While attending monthly training sessions, Samantha worked with the Red Cross' services for the elderly.

*Lisa Johnson and Melissa Wilk*, 2016 Teaching Assistants, La Rioja, started a class to teach English to adults through music at [Centro Ibercaja La Rioja](#).

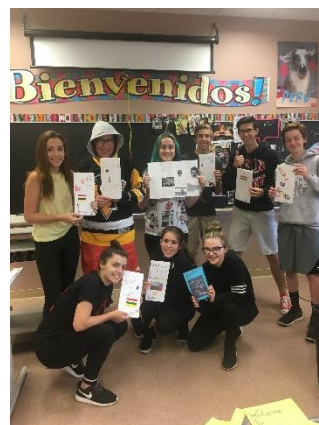
*Juetzinia Kazmer-Murillo*, 2016 English Teaching Assistant, Madrid, worked with her students to develop a campaign at their school to raise awareness on doping and the importance of good sports ethics. This was the result of the school's participation in a two-year project named "Building a Better Europe Through Sports Values" funded by a two-year [ERASMUS+](#) grant. Juetzinia, along with her fellow teachers, helped students prepare research projects, debates, and materials for upcoming events and conferences afterschool.



*Mary Krathwohl and Clare Profous*, 2016 English Teaching Assistants, Madrid, and *Amanda León and Emma Vail*, 2016 English Teaching Assistants in Galicia, volunteered with [Fundación Secretariado Gitano](#) (FSG) in their host cities of Madrid, Vigo, and Pontevedra, respectively. FSG is an organization that advocates for the fair treatment of the *Gitano* (Roma) population in Spain.

*Erika MacLaren, Anthony Palmiscno, Rebekah Solomon; John McPherson, Ben Sherman and Emma Vail*; English Teaching Assistants 2016, La Rioja, Madrid, and Galicia, respectively, began pen pal exchanges with teachers back in the US sending letters between Spanish language learners in American schools and English language learners in their host schools.

*Tyler McKechnie*, 2016 English Teaching Assistant, Galicia, worked with his host school's theater club to help bring the stage to students.



*Elizabeth Montoya*, 2016 English Teaching Assistant, Madrid, taught the holiday of St. Patrick's Day to her pre-school students at *Colegio Alameda de Osuna* through a day of interactive arts and crafts activities.

*Mabel Oviedo and Kati Perry*, 2016 English Teaching Assistants, Madrid, volunteered with [GirlsTech](#), an afterschool camp organized by the AmericanSpace Madrid that exposes young girls to STEAM through video game design, 3D printing, etc.

*Emily Papazian*, 2016 English Teaching Assistant, Galicia volunteered with [Fundación Amaranta](#), a women's shelter, in Ourense.

*Leela Riesz*, 2016 English Teaching Assistant, Madrid, volunteered with [Asociación Karibu](#), an organization working with African immigrants in Madrid, helping to teach a weekly language class.



*Lucy Sjulín*, 2016 English Teaching Assistant, Madrid, joined the [Coro Fulbright](#), an initiative of the Fulbright Alumni Association in Spain, which sings in Spanish, Catalan, and Galician.

*Hannah Smith*, 2016 English Teaching Assistant, La Rioja, took her passion for horse riding and volunteered at the *Centro Hipica Valroyuelo*, a local horse riding center. She worked with children and adults with disabilities in their horse therapy classes.



*Rebekah Solomon*, 2016 English Teaching Assistant, La Rioja, volunteered with [Asociación Riojana para el Síndrome de Down](#) (ARSIDO), accompanying a group of young adults with Down Syndrome on activities during weekends.



*Ryan Sutherland*, 2016 English Teaching Assistant, Madrid, hosted a weekly English-language radio program on the Madrid radio station [Las Águilas](#) called "Expat James with los dos Guiris." The program provided music and discussion allowing English learners to practice their listening comprehension.

*Jazmin Trejo Oliver*, English Teaching Assistant 2016, Galicia, helped to bring US culture to life in her school by organizing American holiday celebrations and activities.



*Emma Vail*, English Teaching Assistant 2016, Galicia, created the Artsy Ambassadors club at her school to teach students about both American and Spanish artists influenced by each other's cultures. They would then complete an artwork in the style of the artist they learned about.

*Paige Whitaker*, 2016 English Teaching Assistant, Madrid, volunteered with [Amnesty International's Madrid](#) office as an activist on the refugee team.



### **c. Fulbright Experiences**

*Morgan Goldstein, 2016 English Teaching Assistant, La Rioja*

"My students need to know that individuals are not defined by their nationality, the color of their skin, gender, sexuality, religious beliefs, disabilities, or anything for that matter. Instead they need to know that they are loved and appreciated and should treat others the same way. I am so passionate about this and I will do anything in my power to be the best teacher I can be. I want to know that I was the best teacher because my students left learning how to be better citizens, better humans, and not because they learned addition or how to read." Morgan is currently a teacher in North Carolina.

*Tyler McKechnie, 2016 English Teaching Assistant, Galicia*

"One of the most direct effects of my grant has to do with language. Coming into this term, I already had a very high fluency in Spanish, but spoke no Galician. After about six months of immersion – even in a city such as A Coruña where it is not spoken as often – I found myself speaking the language with an intermediate level and relative ease. As it had been a long time since I had successfully studied and spoken a new language, I was thrilled, and felt encouraged to continue with Galician, as well as other languages. I hope to learn more, thanks to the insight granted me into how I learn linguistically. Given the often perceived second-class status of Galician (and those who speak it as their primary tongue), I have also been bolstered in my conviction for facilitating representation for the oppressed, which I hope to incorporate into my future work." Tyler is currently serving as a 2017-2018 *auxiliar de conversación* in Galicia.

*Haziq Saddiqi, 2016 Graduate Researcher in Biology, Euskadi*

"I had time to see the scientific process from a different country's perspective. I was humbled by the incredible researchers I met, and was inspired to continue involvement in research to some degree. More importantly, the experience of immigrating to a new country with an unfamiliar language and culture was a transformative experience on a personal level. I was able to become more independent and understand my own ethical system better. Meeting people from a different world view enriched my understanding of the world and the diversity of opinions present." Haziq is currently working in New York City.

*Lucy Sjulín, 2016 English Teaching Assistant, Madrid*

"While many people I met throughout the year have met someone from the U.S., almost none have met someone from Nebraska. I am proud to share my Midwestern perspective, and what life is like in the more rural parts of the U.S. ...I have had many conversations with people curious about Americans and the U.S. Especially during this election year, people had lots of questions about the political system and the two main political parties. While there was confusion and criticism, many found similarities between their own current political situation here in Spain. Those quick to judge Americans were surprised to meet someone well-traveled and fluent in Spanish, things they thought were not priorities for Americans. A lot of my conversations with Spaniards focused on just how big and diverse my country is, and how stereotypes might ring true for many, but definitely not all. Representing my country and state is a responsibility I take seriously and I am proud to be someone who can show the socially conscious, open-minded, and global side of many Americans." Lucy is currently a 2017-2018 Fulbright English Teaching Assistant Mentor in Madrid.

## 2. SPANISH PROGRAM

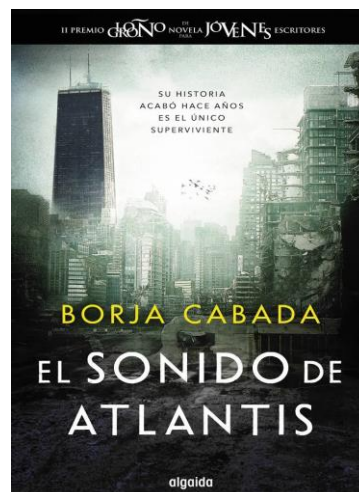
### a. Achievements



*Iñaki Berenguer Mediavilla*, 2002 Fulbright student in Computer Science, Columbia University, New York, was awarded the *Rafael de Pino* Foundation Scholarship of Excellence as a young entrepreneurial leader under 40. Iñaki is CEO and Co-founder of CoverWallet, the first online insurance manager, and the Founder and CEO of Pixable and Contactive.

<https://www.frdelpino.es/en/premio-liderazgo-joven-2016/>

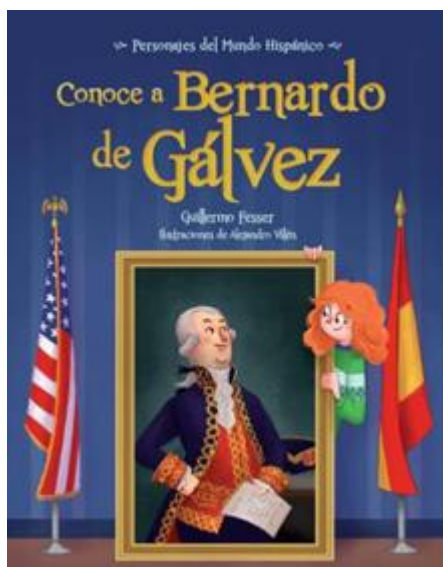
*Borja Cabada Añón*, 2012 Fulbright student in Creative Writing at DePaul University, IL, has written his first Spanish novel, '*El Sonido de Atlantis*', which won the [2016 Logroño Book Prize for Emerging Authors](#) and has been published in Spain by Algaída. The story is told in three tenses: Future, a world in decay; Present, in which the story takes place; and Past, which narrates the main character's childhood. Borja is both an accomplished writer and illustrator. Over the years his artwork and writing have been featured in several publications both in Spain and abroad. He has also worked on script and visual development with studio execs in Los Angeles.



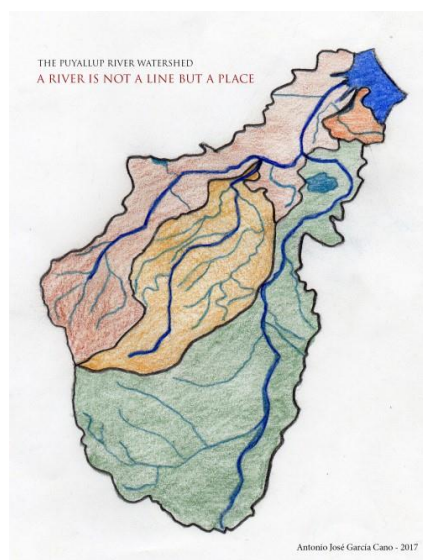
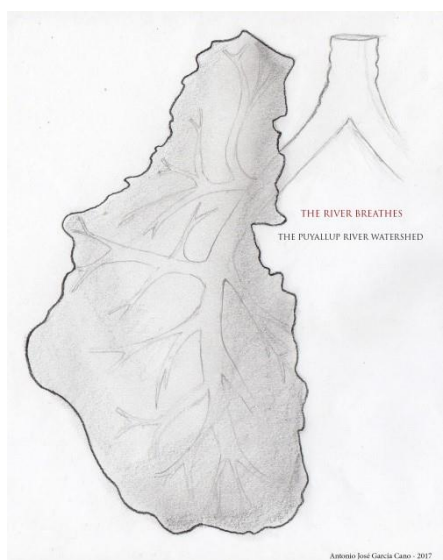
*Ángel Cabrera Izquierdo*, 1991 Fulbright student in Computer Science, Georgia Institute of Technology, Atlanta was elected to the National Geographic Society's Board of Trustees. Cabrera also serves as the President of George Mason University, Virginia's largest public research University.

<https://president.gmu.edu/biography/>





Guillermo Fesser Pérez de Petinto, 1991 Fulbright student in Journalism, University of Southern California, Los Angeles, published a childrens book called "[Conoce a Bernardo de Gálvez](#)". It describes the story of General Bernardo de Gálvez, a Spanish military officer who helped to accelerate the independence of the 13 U.S. colonies. Fesser is the founder of *Gomaespuma*, a company that produces commercials for radio and television and publishes music albums and books.



Antonio José García Cano, 2016 Fulbright researcher in Ecological Art, University of Washington, Tacoma, exhibited his artwork based on the local Puyallup Watershed and the connection between the White River and the Green River.

Miguel Guitart Vilches, 2001 Fulbright student in Architecture, Harvard University, Cambridge, MA, was awarded, in collaboration with Daniel Gimeno, the [2017 Azure People's Choice Award of Merit](#): Architecture over 1,000 square meters, for the Church and Parish Center *Santa Maria Assumpta* in Tarragona, Spain. Miguel also teaches as an associate professor at the School of Architecture and Planning at the State University of New York, Buffalo.







*Elías León Siminiani*, 1998 Fulbright student in Film, Columbia University, New York. His documentary *"El Caso Asunta"* premiered on *Antena 3* and was the result of fourteen months of intensive research into a 2013 murder of a young girl. While her parents are currently serving 18 years in prison, there remains many mysteries surrounding the case. León is a successful filmmaker who won an Emmy in 2002 and his 2012

film *"Map"* was awarded Best European Documentary at the 2012 European Film Festival in Sevilla. [https://elpais.com/elpais/2017/05/17/tentaciones/1495015093\\_466655.html](https://elpais.com/elpais/2017/05/17/tentaciones/1495015093_466655.html)

*Javier Lesaca Esquiróz*, 2007 Fulbright student in Arab Studies, Georgetown University, Washington D.C., gave a talk at the Arab House in Cordoba on how ISIS's use of transmedia communications to reach a broader public has forced states and institutions to redesign their policies in combatting terrorism. Javier is a visiting scholar at the George Washington School of Media and Public Affairs while jointly working as an associate professor in the Communications Department at University of Navarra where he is also finishing his PhD. His dissertation is on audiovisual framing, social media, and communications engagement strategies. <http://www.casaarabe.es/eventos-arabes/show/armas-de-seducion-masiva>



*Álvaro Nadal Belda*, 1997 Fulbright student in International Economics, Graduate School of Arts and Sciences, Harvard University, Cambridge, MA, was appointed Minister of Energy and Tourism on November 4, 2016, one of the thirteen ministerial departments of the current Government of Spain.

*Paloma Navas Gutiérrez*, 2011 Fulbright student in Health & Public Policy, Johns Hopkins University, Baltimore, MD, spoke at TedXMadrid on her research on social risk factors and preventive medicine for the mature population and how her work proves that social and environmental factors are as important as individual risk factors. Her work focuses mainly on putting together and spreading scientific knowledge about preventive medicine, aging, and the fight against age discrimination.

<http://www.tedxmadrid.com/ponentes-2017/paloma-navas/>



*Gabriel Pericás Mas*, 2011 Fulbright student in Visual Arts, The New School for Design, New York, opened an art exhibition at the PM 8 Gallery called "Une énorme langue" (One Big Language). The exhibit included a mix of performance and physical art, including a series of monochrome steel structures, a compilation of internet videos with street magicians, and photographs.

<http://www.pm8galeria.com/exposiciones/60/une-enorme-langue>



*Víctor Sebastián Cabeza*, 2009 Fulbright scholar in Engineering, Massachusetts Institute of Technology, Cambridge, MA, was awarded a medal by the Royal Academy of Engineering for his work in the design of microreactors to produce nanomaterials in a controlled manner. This award recognizes the work of scientists under the age of 40 who have stood out for their research, innovation, and contributions to relevant engineering fields. Victor is a researcher at the Institute of Nanoscience of Aragon and is also a professor in the Chemical

Engineering Department at the University of Zaragoza.

<https://www.unizar.es/noticias/el-ingeniero-quimico-victor-sebastian-galardonado-por-la-real-academia-de-la-ingenieria>



*Alejandro Valdivieso Royo*, 2014 Fulbright student in Design Studies, Harvard University, Cambridge, MA, was nominated by ArchMagazine for "Best Building of 2017" for his single-occupancy home built over a former water cistern in the mountain range of Madrid. Alejandro is the Founder and Director of *Valdivieso Arquitectos* and Chief Editor for *La Ciudad Viva* magazine in Sevilla.  
<http://www.archdaily.com/795201/single-house-re-using-a-former-water-cistern-valdivieso-arquitectos>



## ***b. Fulbright Experiences***

Sara García Figuera, 2017 Fulbright student in Plant Pathology, University of California, Davis

*"Even though I am far from home, it doesn't feel that way. I am also positive that I will return to Spain with expertise training and the experience of having spent some of the most fascinating years of my life in the United States. The Fulbright grant is an immense adventure that must be taken advantage of and enjoyed".*

<https://blog.fulbright.es/california-tan-lejos-tan-cerca/>



Antonio José García Cano, 2017 Fulbright scholar in Ecological Art, University of Washington, Tacoma



*"I was invited by the Exchange Committee of International Researchers to attend a seminar in Los Angeles on 'Constructing a Sustainable Future: Innovative Approaches for Protecting our Environment.' It was an incredible experience. I met Fulbright researchers from around the world carrying out projects in different universities throughout the United States. There were 88 researchers from 52 different countries."*

<https://blog.fulbright.es/fulbright-enrichment-seminar-in-los-angeles/>

María Martínez Romero, 2017 Fulbright student in International Affairs, Columbia University, NY

*"Fulbright is like a dream from the collective imagination of students. We all fantasize about that college experience at a prestigious university in the United States. The expectations are high, but the reality is even better. Forget about how you imagined the Fulbright grant before arriving, it's not even close. The Fulbright experience exceeds how you dreamt it would be."* <https://blog.fulbright.es/la-experiencia-fulbright-mas-alla-lo-puedas-imaginar/>



Iván Reyes Torres, 2016 Fulbright student in Biomedical Sciences, Icahn School of Medicine at Mount Sinai, NY

*"I am developing a research project based on the study of how certain cells of our immune system can contribute to the reactivation of disseminated tumor cells in the lung and, thus, form metastases in this organ by using an animal model of breast cancer. This project has not only given me the opportunity to continue my training in cancer research, but also to test and "export" many of the skills and knowledge acquired while completing my master's degree."*



<https://blog.fulbright.es/experiencias-mis-primeros-meses-eeuu/>

Regina Bou Puerto, 2016 Fulbright student in Translational Medicine, Northeastern University, Boston, MA



*"Taking advantage of Thanksgiving just passing, I would like to thank Fulbright for betting on me and my project. Thank you for encouraging me to launch and say yes to all opportunities with courage, not only personally but also as a member of our society. I also thank you for fostering the ideals of communication, understanding and collaboration, for providing human and economic resources so that every year a group of enthusiastic adventurers can develop in the USA. It is a pleasure to be part of this family."* <https://blog.fulbright.es/placer-formar-parte-la-familia-fulbright/>

Jaime Moreno García, 2015 Fulbright student in Enology, University of California, Davis, CA

*"The Fulbright scholarship has provided me with excellent academic and personal training experiences that have influenced my way of relating to people, broadened my horizons, and changed my life course for the better."*

<https://blog.fulbright.es/ano-repleto-nuevas-experiencias-podrian-cambiar-rumbo-vida>





Alba Rodríguez Juan, 2016 Fulbright student in Yoga Studies, Loyola Marymount University, Los Angeles – the only U.S. institution that offers a master's degree in this field.



Maddi López de Arcaute Bartolomé, 2016 Fulbright student in Film Preservation, L. Jeffrey Selznick School, Rochester, NY



## IV. SOCIAL / PROFESSIONAL MEDIA

### EL BLOG DE FULBRIGHT



**Blog:** [www.blogdefulbright.es](http://www.blogdefulbright.es). This blog now has 243 posts and has become a reference to learn more about the world of Fulbright in Spain and the U.S. The majority of traffic on the blog is generated to coincide with the publication of new grant announcements and events held in Madrid. At the same time, it has served as a vehicle to direct visitors to our website, Facebook and Twitter.

**Twitter:** [@FulbrightSpain](https://twitter.com/FulbrightSpain). This has become the main tool to learn about published work and news by our current and former grantees. It also provides the public with up-to-date information concerning the Commission's activities. There are currently 5,474 followers of which more than 500 are Fulbright grantees and ex-grantees. To date, 3,612 tweets have been published.

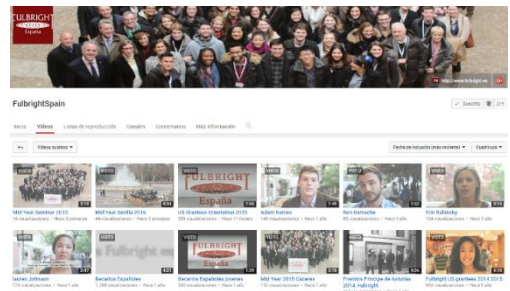


**Facebook:** [Fulbright España](https://www.facebook.com/FulbrightEspana) now has 7,614 followers, and most viewed were the calls for grants and pictures about grantees and orientations.

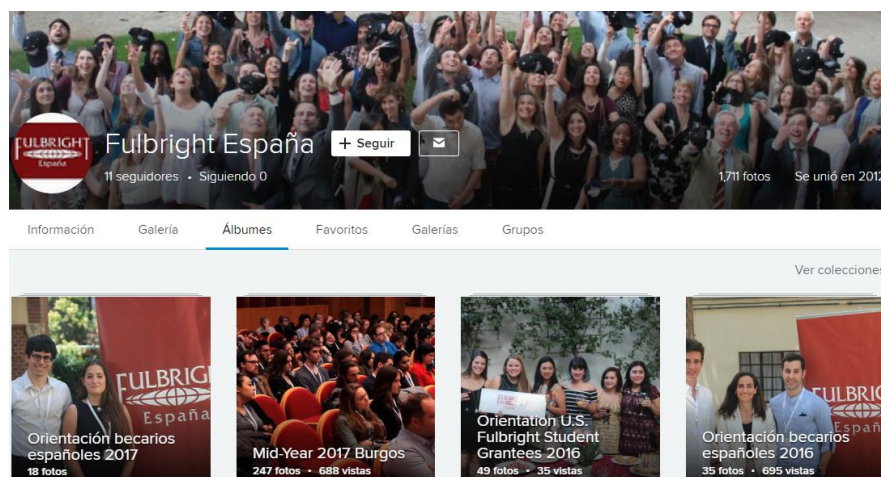


**Youtube:** This [Fulbright Spain](https://www.youtube.com/user/FulbrightSpain) channel has experienced the most growth, and currently contains 62 videos. The most visited: Fulbright Film Prince of Asturias Award (2,528 views).

<http://www.youtube.com/user/FulbrightSpain/videos?>



**Flickr** The Gallery of de [Fulbrightspain](http://www.flickr.com/photos/fulbrightspain/) <http://www.flickr.com/photos/fulbrightspain/> contains more than 1,711 photos of various events: orientations for US and Spanish grantees, Mid-Year seminars, and the Global Classrooms program.



**Instagram:** The Commission's Instagram account was opened this year and now has 539 followers and 99 pictures. U.S. grantees in Spain are the most active on Instagram.



## V. EDUCATIONAL ADVISING

In AY 2015-2016, 6,640 students from Spain were studying in the United States, an increase of 8.1% from the previous year. Spain is now the 25th leading place of origin for students studying in the United States. Especially noteworthy is the continued increase in the number of undergraduate students, which has grown by 84% over the past five years.

Several efforts have been made to meet the increase in demand for advising services such as additional online information sessions and short-term online courses for students who wish to pursue both graduate and undergraduate study. A total of 3,279 new students requested information and were registered in the advising center's database via an online form, averaging approximately ten daily requests for information. The advising center also sent a monthly newsletter to approximately 5,894 students, high schools, institutional contacts and universities to announce activities, study opportunities and U.S. university undergraduate and graduate scholarships.

Outreach initiatives also included on-line chat sessions sponsored by the U.S. Embassy each of which reached an average of 15,000 students.

### 1. OUTREACH

#### a. Educational Fairs

EducationUSA held fairs in Madrid and Barcelona. A total of 20 universities and close to 400 students and parents attended. The fairs were held at a local public school in Madrid and the American Space venue in Barcelona. The U.S. Embassy provided strong support, arranging media coverage and offering information sessions on student visas.



Fair in Barcelona



Fair in Madrid

EducationUSA hosted the Europe and Eurasia Regional Forum in Madrid, Spain - an event held once every three years in different countries throughout Europe. Over 70 U.S. higher education representatives and 90 EducationUSA advisers participated. ECA/A/S Deputy Director Heidi Manley delivered remarks at the opening and closing plenary sessions along with the Secretary General of Universities of the Ministry of Education, Culture and Sports, and the Vice Rector for International Relations at the Complutense University. Close to 400 Spanish students attended the U.S. higher education fair held as a part of the forum events.



EducationUSA Regional Forum - Fair



EducationUSA Regional Forum - Fair

The advising team also participated in additional fairs throughout the year, both on-site and virtually. These fairs were organized by entities such as CollegeWeekLive, Linden, QS and SRT, and enabled the advising center to reach close to 1,200 students.

### ***b. High School Visits and Counselor Training***

The growing demand for information on undergraduate studies was met by organizing visits to public and private high schools. Language assistants taking part in the U.S. Student Ambassador program gave presentations on U.S. Study at their host schools.

Training workshops were also held for high school counselors, in which EducationUSA advisers provided information on how to aid students in completing U.S. college applications, recommendation letters and school profiles. Guidance counsellors from local high schools attended these workshops.



Counselor networking session with US universities



### ***c. University and Ministry visits***

The advising staff visited 32 universities as well as local government ministries and public youth centers, reaching over 1,400 students. Information sessions on undergraduate and graduate studies were also offered at the American Spaces in Madrid, Barcelona and Valencia.



Breakfast with US universities

### ***d. Pre-departure Orientation***

EducationUSA held its third pre-departure orientation for the general public at the [International Institute](#). The session was supported by the U.S. Embassy and offered online participation. In total, 129 Spanish students already admitted to U.S. universities attended the event, in which Spanish Fulbright alumni shared information about how to best prepare for their stay in the United States.



Pre-departure Orientation



## 2. COHORT AND IN-CENTER ADVISING

### a. Cohort Advising

Education USA's organized its fourth Competitive College Club (CCC) cohort and increased membership to 72 new members, including an on-line group with participants from seven different cities.

This program, supported by American Space Madrid and the *Instituto Internacional*, is enriched by the participation of 12 Fulbright English Teaching Assistants who serve as enthusiastic mentors in this college readiness program.



Competitive College participants



Competitive College Club mentoring session

### b. In-house advising

The advising center holds bi-weekly in-house sessions on undergraduate and graduate studies and Fulbright scholarship opportunities. More than 350 students took advantage of these services, which assisted them in applying to Fulbright grants.

## 3. SOCIAL MEDIA

EducationUSA solidified its social media presence, with 2,571 followers and 2,583 likes on [Facebook](#) as well as 1,982 followers on [Twitter](#). The quality of the information provided on these sites was improved to include more details on U.S. universities that offer scholarships to international students, articles of interest related to higher education in the U.S.; information sessions, events and college fairs.

The advising center had close to 30,000 unique views on its [webpage](#) and there was a total of 596,780 visits to the [www.fulbright.es](http://www.fulbright.es) site.

The EducationUSA online form was completed by 2,952 students. Through this medium, students were able to make specific inquiries, subscribe to a monthly news bulletin highlighting EducationUSA events, and receive updated information about study opportunities and scholarships.

## ***APPENDICES***

## **1. PUBLIC SPONSORS**

*The Commission wishes to acknowledge especially the leadership and dedicated staff of the principal government offices involved in the development of its academic year 2016-2017 activities:*



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

**EMBASSY OF THE UNITED STATES OF AMERICA**, Madrid



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

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

**MINISTERIO DE ENERGÍA, TURISMO Y AGENDA DIGITAL**  
Subsecretaría

**MINISTERIO DE FOMENTO**  
Subsecretaría

**MINISTERIO DE HACIENDA Y FUNCIÓN PÚBLICA**  
Instituto Nacional de Administración Pública



**COMUNIDAD AUTÓNOMA DE MADRID**

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



**JUNTA DE ANDALUCÍA**

Agencia Andaluza del Conocimiento  
Consejería de Economía y Conocimiento



**XUNTA DE GALICIA**

CONSELLERÍA DE CULTURA, EDUCACIÓN  
E ORDENACIÓN UNIVERSITARIA



**Gobierno  
de La Rioja**

Educación, Formación y Empleo



## 2. PRIVATE SPONSORS

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

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



### 3. LISTING OF SPANISH GRANTEES AND HOME INSTITUTIONS

REGIONS (16)	HOME INSTITUTIONS (49)	GRANTEES (135)
<b>Andalusia</b>		<b>18</b>
	U. Córdoba	1
	U. Cádiz	1
	U. Granada	7
	U. Málaga	4
	U. Pablo de Olavide	4
	U. Sevilla	1
<b>Aragon</b>		<b>1</b>
	U. Zaragoza	1
<b>Asturias</b>		<b>1</b>
	Eduardo Martínez Torner Higher Conservatory of Music	1
<b>Balearic Islands</b>		<b>1</b>
	Balearic Island Higher Conservatory of Music	1
<b>Basque Country</b>		<b>4</b>
	U. del Pais Vasco	4
<b>Canary Islands</b>		<b>2</b>
	U. de La Laguna	2
<b>Castille - La Mancha</b>		<b>1</b>
	U. Castilla La Mancha	1
<b>Castille - Leon</b>		<b>7</b>
	U. de Burgos	1
	U. Pontificia de Salamanca	1
	U. Salamanca	4
	U. Valladolid	1
<b>Catalonia</b>		<b>19</b>
	Hospital Universitari Germans Trias i Pujol	1
	U. Autònoma de Barcelona	5
	U. Barcelona	6
	U. de Girona	1
	U. Internacional de Catalunya	1
	U. Politècnica de Catalunya	1
	U. Pompeu Fabra, Tarragona	1
	U. Ramon Llull	1
	U. Rovira i Virgili	2
<b>Extremadura</b>		<b>1</b>
	U. de Extremadura	1

<b>Galicia</b>		<b>4</b>
	U. Santiago de Compostela	2
	U. Vigo	2
<b>Madrid</b>		<b>55</b>
	IES Neil Armstrong	1
	IES Prado de Santo Domingo	1
	Instituto RTVE	1
	National Institute for Agricultural Research (INIA)	1
	Real Escuela Superior de Arte Dramático	1
	Spanish National Research Council (CSIC)	1
	U. Alcalá de Henares	1
	U. Autónoma de Madrid	13
	U. Carlos III	7
	U. Complutense de Madrid	11
	U. Nacional de Educación a Distancia (UNED)	2
	U. Politécnica de Madrid	9
	U. Pontificia de Comillas	3
	U. Rey Juan Carlos	3
<b>Murcia</b>		<b>2</b>
	U. de Murcia	2
<b>Navarre</b>		<b>1</b>
	U. Navarra	1
<b>Valencia</b>		<b>16</b>
	U. Católica de Valencia	1
	U. de Alicante	2
	U. de Valencia	6
	U. Miguel Hernández	2
	U. Politécnica de Valencia	5
<b>Other</b>		<b>2</b>
	U. College Dublin (Ireland)	1
	U. of Essex (U.K)	1

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

HOST INSTITUTIONS (81)		STATES (29)	GRANTEES (135)
<b>Northeast (19)</b>		<b>(4)</b>	<b>(42)</b>
Boston College		MA	1
Brown University		RI	1
Columbia University		NY	9
Cornell University		NY	2
C.U.N.Y.		NY	2
Harvard University		MA	4
Mt. Sinai - Icahn School of Medicine		NY	2
New York Film Academy		NY	2
New York University		NY	5
Northeastern University		MA	2
Parsons School of Design		NY	1
Pfizer Neuroscience Lab		MA	1
Princeton University		NJ	2
Salve Regina University		RI	1
School of the Visual Arts		NY	1
S.U.N.Y.		NY	2
The L. Jeffrey Selznick School of Film Preservation		NY	1
The New School – For Social Research		NY	2
Woods Hole Oceanographic Inst.		MA	1
<b>Northwest (3)</b>		<b>(3)</b>	<b>(5)</b>
U. Montana		MT	1
U. Oregon		OR	1
U. Washington		WA	3
<b>Mid-Atlantic (16)</b>		<b>(4)</b>	<b>(28)</b>
Arcadia University		PA	1
Carnegie Mellon University		PA	4
Eastern Mennonite University		VA	1
Georgetown University		DC	3
George Washington University		DC	1
Johns Hopkins University		MD	3
Lycoming University		PA	1
Pennsylvania State University		PA	2
St. Mary's College of Maryland		MD	1
The Lincoln University		PA	2
U. Pennsylvania		PA	1
U. Pittsburgh		PA	1
U. Maryland - Baltimore County		MD	2
U. Maryland – College Park		MD	3
United States Geological Survey		VA	1
Villanova University		PA	1
<b>Southeast (11)</b>		<b>(7)</b>	<b>(17)</b>
Gardner Webb University		NC	1
Georgia Institute of Technology		GA	1
Louisiana State University		LA	1
Louisiana Tech University		LA	1



Savannah College of Art & Design	GA	1
The Scripps Research Institute	FL	1
U. Arkansas	AR	1
U. Florida	FL	5
U. Miami	FL	1
U. South Carolina	SC	2
U. Tennessee - Chattanooga	TN	2
<b>Southwest (4)</b>	<b>(2)</b>	<b>(6)</b>
New Mexico State University	NM	1
Texas A&M – College Station	TX	1
U. Houston	TX	1
U. Texas at Austin	TX	3
<b>Midwest (14)</b>	<b>(7)</b>	<b>(18)</b>
Antioch College	OH	1
Cleveland Institute of Music	OH	1
Illinois Institute of Technology	IL	1
Indiana University	IN	2
Marquette University	WI	1
Michigan State University	MI	1
Northwestern	IL	1
Ohio State University	OH	1
U. Chicago	IL	2
U. Illinois at Chicago	IL	2
U. Minnesota – Twin Cities	MN	1
U. Nebraska - Lincoln	NE	1
U. Saint Thomas – St. Paul	MN	1
U. Wisconsin – Madison	WI	2
<b>West (14)</b>	<b>(2)</b>	<b>(19)</b>
Lawrence Berkeley National Lab.	CA	1
Loyola Marymount University	CA	1
Middlebury Institute of International Studies at Monterey	CA	1
National Center for Atmospheric Research	CO	1
San Diego State University	CA	1
San Francisco State University	CA	1
Stanford University	CA	1
The Scripps Research Institute	CA	1
U. California - Berkeley	CA	1
U. California – Davis	CA	2
U. California – Irvine	CA	1
U. California-Los Angeles	CA	3
U. California – San Diego	CA	2
U. Southern California	CA	2

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

<b>Home Institution (120)</b>	<b>Home State (37)</b>	<b>Grantees (145)</b>
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<b>Northeast (25)</b>	<b>6</b>	<b>34</b>
Bates College	ME	2
Bentley University	MA	1
Boston College	MA	1
Boston University	MA	1
Brown University	RI	3
City College of New York	NY	1
City University of New York, Hunter College	NY	1
College of the Holy Cross	MA	1
Columbia University	NY	1
Connecticut College	CT	1
New York University	NY	1
Princeton University	NJ	1
Providence College	RI	1
Rutgers, The State University of New Jersey	NJ	1
Sargent College of Health and Rehabilitation Sciences	MA	1
Seton Hall University	NJ	1
St. John's University	NY	1
State University of New York at New Paltz	NY	1
Syracuse University	NY	1
Tufts University	MA	2
University of Maine, Farmington	ME	1
University of Massachusetts at Amherst	MA	1
Wesleyan University	CT	2
Williams College	MA	2
Worcester Polytechnic Institute	MA	2
Yale University	CT	2

<b>Mid-Atlantic (17)</b>	<b>5</b>	<b>20</b>
American University	DC	1
Bryn Mawr College	PA	1
Dickinson College	PA	1
Drexel University	PA	1
George Washington University	DC	1
Hood College	MD	1
Johns Hopkins University	MD	2
Muhlenberg College	PA	1
Pennsylvania State University - University Park Campus	PA	1
Seton Hill University	PA	1
Shippensburg University of Pennsylvania	PA	1
The Catholic University of America	DC	1
University of Delaware	DE	1
University of Mary Washington	VA	1
University of Maryland at College Park	MD	1
University of Pennsylvania	PA	3

Virginia Commonwealth University	VA	1
<b>Southeast (25)</b>	<b>11</b>	<b>30</b>
Auburn University	AL	1
Clemson University	SC	1
College of Charleston	SC	1
Duke University	NC	2
Elon College	NC	1
Emory University	GA	1
Florida State University	FL	2
Georgia State University	GA	1
Glenville State College	WV	1
Hendrix College	AR	1
North Carolina State University	NC	1
Samford University	AL	2
Tulane University	LA	1
University of Alabama, Tusaloosa	AL	1
University of Arkansas at Fayetteville	AR	1
University of Florida	FL	1
University of Georgia	GA	1
University of Louisville	KY	1
University of Miami	FL	2
University of Missouri - Columbia	MO	2
University of North Carolina at Chapel Hill	NC	1
University of South Florida	FL	1
University of Southern Mississippi	MS	1
Wake Forest University	NC	1
Xavier University of Louisiana	LA	1
<b>Midwest (23)</b>	<b>9</b>	<b>24</b>
Bradley University	IL	1
Carleton College	MN	1
Cleveland State University	OH	1
Creighton University	NE	1
DePaul University	IL	1
Dominican University	IL	1
Grinnell College	IA	1
Indiana University at Bloomington	IN	1
Indiana University Southeast	IN	1
Kalamazoo College	MI	1
Knox College	IL	1
Macalester College	MN	1
Nebraska Wesleyan University	NE	1
Northern Illinois University	IL	1
Ohio State University	OH	2
Ohio University	OH	1
Purdue University	IN	1
University of Chicago	IL	1
University of Michigan - Ann Arbor	MI	1
University of Notre Dame	IN	1
University of Oklahoma	OK	1

University of Wisconsin - Madison	WI	1
University of Wisconsin - Milwaukee	WI	1

<b>Southwest (7)</b>	<b>2</b>	<b>11</b>
Arizona State University	AZ	1
Rice University	TX	3
Southern Methodist University	TX	2
St. Edward's University	TX	1
Texas State University, San Marcos	TX	1
University of Arizona	AZ	1
University of Texas at Austin	TX	2

<b>West (14)</b>	<b>1</b>	<b>18</b>
California State University, Los Angeles	CA	1
Claremont McKenna College	CA	1
Golden Gate University	CA	1
Naval Postgraduate School	CA	1
Occidental College	CA	2
Pitzer College	CA	1
San Diego State University	CA	1
Stanford University	CA	2
University of California, Berkeley	CA	2
University of California, Davis	CA	2
University of California, Los Angeles	CA	1
University of California, Riverside	CA	1
University of Southern California	CA	1
Westcliff University	CA	1

<b>Northwest (5)</b>	<b>2</b>	<b>6</b>
Lewis and Clark Graduate School of Education	OR	1
Reed College	OR	1
University of Oregon	OR	2
Washington State University	WA	1
Western Washington University	WA	1

<b>OUTSIDE THE U.S.</b>		
<b>Home Institution (2)</b>	<b>Country (2)</b>	<b>Grantees (2)</b>
Aston University	United Kingdom	1
University of Munich	Germany	1



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

<b>Host Institution (123)</b>	<b>Province (19)</b>	<b>Grantees (145)</b>
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<b>Andalusia (4)</b>	<b>3</b>	<b>7</b>
Universidad de Granada	Granada	1
Universidad de Málaga	Málaga	2
Universidad de Sevilla	Sevilla	2
Universidad Pablo de Olavide	Sevilla	2

<b>Asturias (1)</b>	<b>1</b>	<b>1</b>
Universidad de Oviedo	Oviedo	1

<b>Basque Country (2)</b>	<b>1</b>	<b>2</b>
Universidad de Deusto	Vizcaya	1
Universidad del País Vasco	Vizcaya	1

<b>Canary Islands (1)</b>	<b>1</b>	<b>1</b>
Universidad de Las Palmas de Gran Canaria	Gran Canaria	1

<b>Castille and Leon (2)</b>	<b>2</b>	<b>2</b>
Fundación Naturaleza y Hombre	Salamanca	1
Universidad de Valladolid	Valladolid	1

<b>Catalonia (4)</b>	<b>1</b>	<b>5</b>
Institut Barcelona d'Estudis Internacionals	Barcelona	1
Instituto Catalán de Nanociencia y Nanotecnología	Barcelona	1
Universidad de Barcelona	Barcelona	1
Universidad Pompeu Fabra	Barcelona	2

<b>Galicia (13)</b>	<b>4</b>	<b>13</b>
CIFP As Mercedes	Lugo	1
CIFP Rodolfo Ucha Piñeiro	A Coruña	1
IES A Xunqueira I	Pontevedra	1
IES As Lagoas	Ourense	1
IES Lucus Augusti	Lugo	1
IES Plurilingüe de Ames	A Coruña	1
IES Plurilingüe Elviña	A Coruña	1
IES Plurilingüe Eusebio da Guarda	A Coruña	1
IES Plurilingüe Rosalía de Castro	A Coruña	1
IES Ramón Otero Pedrayo	Ourense	1
IES República Oriental do Uruguai	Pontevedra	1
IES Valadares	Pontevedra	1
Universidad de Vigo	Pontevedra	1

<b>La Rioja (16)</b>	<b>1</b>	<b>21</b>
CEIP El Arco	La Rioja	2
CEIP Gonzalo de Berceo	La Rioja	1

CEIP Guindalera	La Rioja	1
CEIP San Felices	La Rioja	2
CEIP San Pío X	La Rioja	2
CEIP San Prudencio	La Rioja	2
CEIP Vélez de Guevara	La Rioja	1
CEIP Villa Patro	La Rioja	1
CPC Compañía de María	La Rioja	1
CPC Divino Maestro	La Rioja	1
CPC Purísima Concepción y Santa M <sup>a</sup> Micaela	La Rioja	1
CPC Sagrado Corazón	La Rioja	1
CPC San Agustín	La Rioja	2
CPC Santa María	La Rioja	1
CPC Santa Teresa	La Rioja	1
CRA Cuenca del Najerilla	La Rioja	1

<b>Madrid (75)</b>	<b>1</b>	<b>87</b>
CEIPSO El Cantizal	Madrid	1
Centro de Ciencias Humanas y Sociales (CCHS-CSIC)	Madrid	5
Centro Nacional de Biotecnología (CSIC)	Madrid	1
Colegio Alameda de Osuna	Madrid	1
Colegio Decroly	Madrid	1
Colegio Jesús María	Madrid	1
Conservatorio Teresa Berganza	Madrid	1
Fundación Secretariado Gitano	Madrid	1
IE Business School	Madrid	4
IE University	Madrid	1
IES Alameda de Osuna	Madrid	1
IES Aldebarán	Madrid	1
IES Alfonso Moreno	Madrid	1
IES Anselmo Lorenzo	Madrid	1
IES Antares	Madrid	2
IES Antonio de Nebrija	Madrid	1
IES Antonio Domínguez Ortiz	Madrid	1
IES Antonio Gala	Madrid	1
IES Arquitecto Pedro Gumiel	Madrid	1
IES Avenida de los Toreros	Madrid	1
IES Barrio Loranca	Madrid	1
IES Beatriz Galindo	Madrid	2
IES Blas de Otero	Madrid	1
IES Cañada Real	Madrid	1
IES Carmen Martín Gaité	Madrid	1
IES Cervantes	Madrid	1
IES Ciudad de Jaén	Madrid	1
IES Ciudad de los Poetas	Madrid	1
IES Complutense	Madrid	1
IES Conde de Orgaz	Madrid	1
IES Dionisio Aguado	Madrid	1
IES Doctor Marañón	Madrid	1
IES El Burgo de las Rozas	Madrid	1
IES El Carrascal	Madrid	1
IES El Escorial	Madrid	1

IES Fortuny	Madrid	1
IES Gabriel Cisneros	Madrid	1
IES Gabriel García Márquez	Madrid	1
IES García Morato	Madrid	1
IES Gaspar Sanz	Madrid	1
IES Gómez Moreno	Madrid	1
IES Gregorio Peces-Barba	Madrid	1
IES Isidra de Guzmán	Madrid	1
IES Jaime Ferrán	Madrid	1
IES José García Nieto	Madrid	1
IES Juan Gris	Madrid	1
IES Juana de Castilla	Madrid	1
IES La Dehesilla	Madrid	1
IES La Senda	Madrid	1
IES La Serna	Madrid	1
IES Las Encinas	Madrid	1
IES Lope de Vega	Madrid	1
IES Manuel de Falla	Madrid	1
IES Manuel Fraga Iribarne	Madrid	1
IES María Zambrano	Madrid	1
IES Mariano José de Larra	Madrid	1
IES Neil Armstrong	Madrid	1
IES Pablo Picasso	Madrid	1
IES Parque de Lisboa	Madrid	1
IES Pintor Antonio López	Madrid	1
IES Profesor Máximo Trueba	Madrid	1
IES Ramiro de Maeztu	Madrid	1
IES Ramon y Cajal	Madrid	1
IES Sapere Aude	Madrid	1
IES Severo Ochoa	Madrid	1
IES Valdebernardo	Madrid	1
IES Villarejo de Salvanés	Madrid	1
Instituto Cajal	Madrid	1
Instituto de Ciencia de Materiales de Madrid (CSIC)	Madrid	1
Universidad Autónoma de Madrid	Madrid	2
Universidad Complutense de Madrid	Madrid	2
Universidad de Alcalá	Madrid	1
Universidad Europea de Madrid	Madrid	1
Universidad Nacional a Distancia	Madrid	1
Universidad Politécnica de Madrid	Madrid	2

<b>Navarre (1)</b>	<b>1</b>	<b>1</b>
Universidad de Navarra	Navarra	1
<b>Valencia (3)</b>	<b>3</b>	<b>5</b>
Universidad de Alicante	Alicante	1
Universidad Jaume I	Castellón	1