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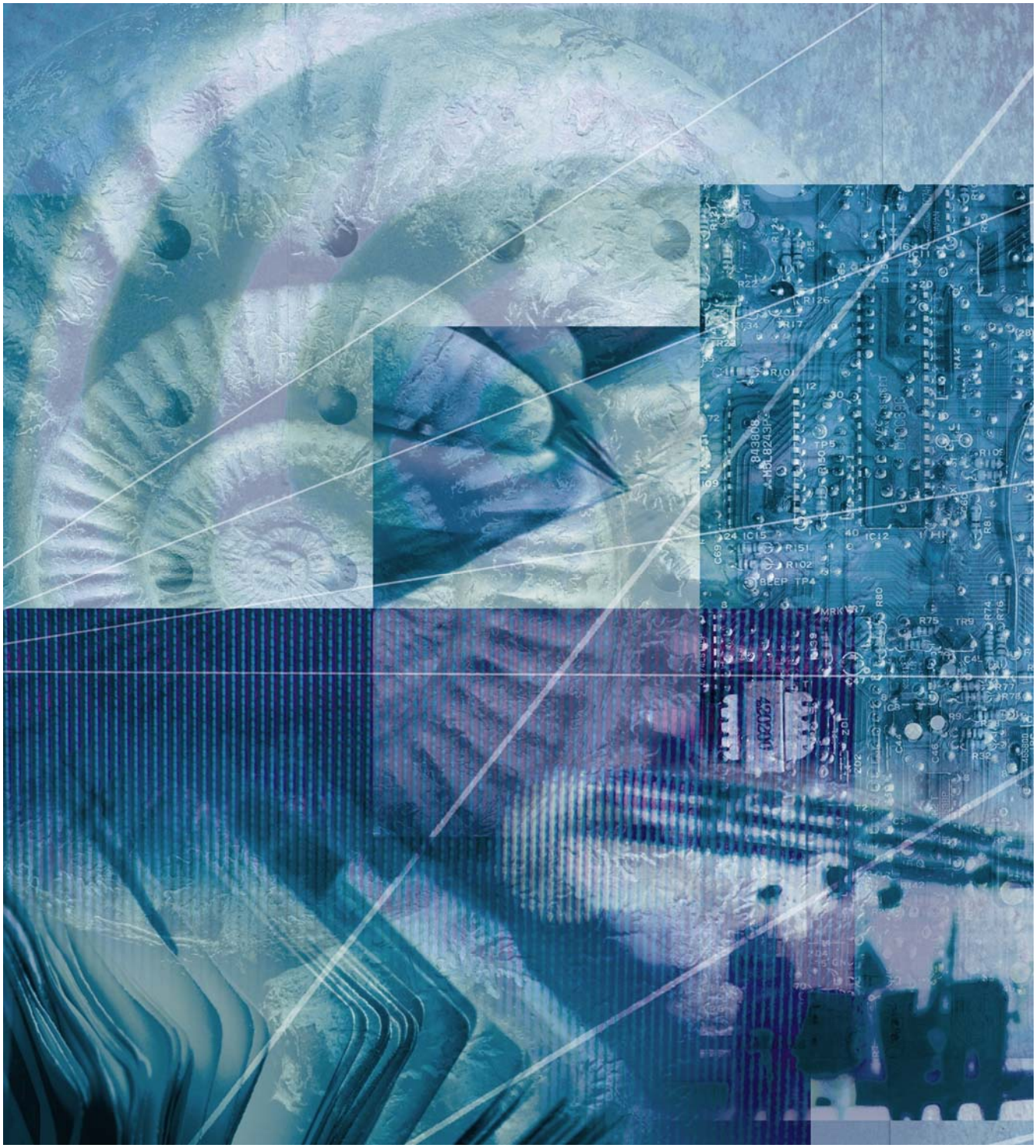
Marianne Broch

Norwegian Fulbright Grantee Survey



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Preface

This report presents the findings of a survey covering recipients of Fulbright scholarships in Norway between 1990 and 2005. The main focus of the survey is to shed light on the value and benefits of the scholarship to its grantees.

The project is commissioned by the Norwegian Ministry of Education and Research, Department of Higher Education, as part of an evaluation of the Norwegian Fulbright program. Marianne Broch has been the project leader of this survey.

Within a very short time limit the Norwegian Fulbright organization assembled e-mail addresses in order to carry out the survey. This effort was greatly appreciated. Gratitude is also expressed to Liv Langfeldt, senior researcher at NIFU STEP, for valuable feed-back and comments on both the questionnaire and the report.

Oslo, June 30. 2005

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Summary

The Fulbright program was established in 1946 by the American senator J. William Fulbright. The first Norwegian Fulbright grantees visited the US in 1949. Within the almost 60-year long history of the program a total of 3400 Norwegians have been granted a Fulbright scholarship to visit the US.[1]

The Norwegian Fulbright program is currently being evaluated by the Ministry of Education and Research, and as part of this process NIFU STEP has carried out a survey to examine the benefits of the scholarships to the persons that have been awarded a Fulbright grant during the last 15 years. Rather than being an evaluation per se, this study presents the value and benefits of the program according to the 213 grantees who have responded to the survey.

Main conclusion: The benefits of the Fulbright program to its grantees are manifold and cover a variety of aspects related to the Fulbright program. According to the grantees the most important benefits of the scholarship are academic, namely improved scholarly capabilities and improved capabilities in the English language, factors benefiting the future professional career of the grantees. Almost equally important is, however, the cultural aspect of the grant reported as 'improved understanding of the American culture'. According to the respondents The Norwegian Fulbright organization is most important in financing the grant, but is also reported to contribute positively with application support. The cooperating agencies in the US for the Norwegian Fulbright organization, the Institute of International Education (IIE) and the Council for International Exchange of Scholars (CIES) seem to contribute positively to the cultural and social experience of the grantees while in the US.

Motivating factors: Most survey respondents evaluate the ability to visit a particular laboratory, program or department in the US with special competence in their particular field of study or research to be of greatest importance. Factors also considered to be of importance to the survey respondents include the motivation to improve their scholarly capabilities and to extend their academic or professional network. Other motivating factors include the reputation of the Fulbright scholarship, the scholarship being seen as a 'door-opener' to American academic society, a help to be more attractive at the best universities and an important aid in obtaining other scholarships.

Academic benefits: Academic or professional meetings and conferences are important venues for scholars in all fields. The survey shows that most respondents have actively partaken in meetings and conferences during their stay in the US. More than every second grantee has attended academic or professional meetings or conferences where they have presented a paper.

[1] Ref. Tore Olsen in "Forskningspolitikk" ("Research Policy"), 2/2005, NIFU STEP

Also important for scholarly development is participation at meetings and conferences even though an academic or professional paper is not presented. Of the survey respondents more than 80 percent of the grantees attended such meetings without presenting a paper. Of the PhD students, the Post Doctorates and research grantees more than 65 percent state that they published academic work or articles during the Fulbright period.

Additionality: An important question regarding benefits to the grantees is what would have happened if the grantees did not receive the scholarship. Without the Fulbright scholarship 64 percent of all the respondents maintain that it would have been impossible or difficult to undertake the same studies, research or lecturing as they did with the Fulbright grant. 12.7 percent of the respondents state that they could have undertaken the same studies, research or lecturing without the scholarship.

Cultural benefits: Close to 70 percent of the grantees claim to have integrated into social life of his or her US community to a considerable degree[2] and a correspondingly high percentage of the respondents have thereby developed substantial social networks with American citizens. Research grantees as a group generally report a lower degree of integration.

Impact of the Fulbright organization: The most obvious contribution of the Norwegian Fulbright program, and thereby the organization as such, is the financing of the stay abroad. Close to 80 percent of the responding grantees report that the Norwegian Fulbright organization contributed considerable to the financing of their US visit. The other important contribution of the Norwegian organization seems to be related to application support, in so far as more than 40 percent of the grantees state this to be an important and highly important aid of the organization.[3]

Considering the impact of the CIES and IIE, the most important contribution is counseling and support during the stay in the US followed by establishment of networks and contacts. Quite a few respondents mention the role of the IIE in particular regarding social events. The organization seems to play an important role in terms of arranging cultural gatherings, organizing tours and visits.

Subsequent benefits: According to the responding grantees the single most important subsequent benefit of the Fulbright scholarship is improved scholarly capability. More than 50 percent of the respondents claim that these are important positive advantages of the scholarship. Improved cultural understanding is stated to be the second most important benefit for the Fulbright grantees. More than 75 percent of the grantees state that they have an improved understanding of American culture after their Fulbright stay. After the Fulbright period almost 60 percent of the grantees consider that their transatlantic academic network has been improved considerably.

[2] Responding at least 4 on a scale of 1 to 5.
[3] Responding at least 4 on a scale of 1 to 5.

Other funding organizations: In addition to the Fulbright program, other organizations were also mentioned as playing an important role in financing scholarships to the US. The two single most important funding organizations are the Research Council of Norway and the Norway-America Association. The two organizations generally seem to finance different groups of applicants. The Research Council of Norway primarily fund research-related activities by PhD students, Post Doctorates and researchers, while the Norway-America Association provides funding mainly for Master degree students.

Questions and method

Questions

The Ministry of Education and Research is currently carrying out an evaluation of the Fulbright program in Norway. In this connection NIFU STEP has conducted a survey to elucidate the benefits to the Norwegian recipients of the grants from the Fulbright program.

The main issue of the survey is to examine the value of the Fulbright scholarship to the grantees.

Sub-themes of the study are:
The motivation of the grantees to apply for the Fulbright scholarship
The benefits of the scholarship while in the US, both academically and culturally.
Whether the grantees have applied other funding organizations besides the Fulbright program for financing the US stay.
In what ways the Norwegian and the American Fulbright organizations have contributed to make the stay as successful and instructive as possible and
In what ways the Fulbright scholarships subsequently have contributed positively for the individual grantee, both professionally and culturally.

Method

NIFU STEP has conducted a quantitative web-based survey[4] directed towards various types of Fulbright grantees between 1990 and 2005, scholarships for Master degree studies, PhD studies, Post Doctorates research, research fellowships as well as lecturing fellowships in a wide range of disciplinary fields. Additionally there is a residual category named ‘other’ which is consisting mainly of Fulbright grantees who have been participating in a teacher exchange program in US high schools.[5]

[4] Applied software: SPSS Dimensions
[5] Feed-back from some of the teacher exchange grantees indicates that the survey questions did not adequately capture all the experiences of the teachers program.

The survey sample embraces the whole spectrum of Fulbright grantees according to the type of Fulbright scholarship received as it also includes the varying length of stays in the US. As a point of departure we wished to include the Fulbright scholarship recipients who spent a considerable amount of time overseas, preferably at least one academic semester. However, to embrace and communicate the scope of the Fulbright scholarships in widest possible terms Summer Institute grantees of the program are also included in the sample.[6]

The Fulbright organization has supplied the e-mail addresses of the recipients of the Fulbright grants in the web survey. A postal request was sent out by the Fulbright organization to all the recipients of Fulbright grants in the period from 1990 to 2005 asking for updated e-mail addresses to be used in a survey about the Fulbright scholarship. The total number of Fulbright recipients in this period is 623 grantees and is thus our 'universe' of the survey. Of this universe 248 responded by sending their e-mail addresses to the Fulbright organization, and thus constitute our survey sample.

The overall response rate of the survey according to the universe is 39.9 percent. Of the sample, 213 responded to the web survey, a response rate of 87.9 percent. The total number of respondents to each question varies however, as not all respondents responded to every question.[7]

The time limit for responding to the postal inquiry was very short, 5-6 days, and may for various reasons have created skewed distributions of our sample. Firstly, the letters asking for e-mails may not have reached the persons concerned due to postal delay. Secondly, the letters may have reached the grantees at their current address, but that the grantees have been away or been too busy to reply to the inquiry within the short time limit. Finally, and most decisive, the sample might be skewed if a higher proportion of persons with positive Fulbright experiences have replied to the Fulbright organization's request for e-mail addresses. Covering only 40 percent of the universe, a varying degree of interest in the Fulbright program, and thereby a tendency to respond or not to respond to such inquiries, may influence whether the sample is representative of the universe.

Respondents

The survey respondents are rather unevenly distributed according to gender[8] Of the 213 respondents 37.1 percent of the Fulbright grantees were female and 62.9 percent male.

The respondents were asked to state in the field of study in which they had been granted a Fulbright scholarship.[9] The results showed the largest group

[6] The Summer Institute grantees stay in the US for a period of six weeks only.
[7] The missing values are not included in the percentage calculations of the various tables.
[8] Of the respondents three persons did not state their gender.

of Fulbright grantees were defined as 'other disciplines or cross-disciplinary field of study' category (28.8 percent), followed by the social sciences (23.6 percent), humanities (18.4 percent) and engineering and technology (12.3 percent) categories. However, according to the database of the Fulbright organization in Norway, not operating with a category of 'other disciplines or cross-disciplinary studies', the largest group of grantees (of the whole sample) received a scholarship in the social sciences (46 percent) followed by humanities (19.9 percent), medical sciences (11.5 percent) and engineering and technology (8.8 percent). According to the grantees it seems as if quite a few of the social science fields of study may be categorized as cross-disciplinary. According to the Fulbright database the most important fields of study within the social science category include business administration, international relations, law and education.

Table 2.1 illustrates the distribution of the survey respondents according to the type of Fulbright scholarship granted and by first year of the Fulbright period.[10] The distribution corresponds very well with the distribution of the 'universe'.[11]

Table 2.1: Type of scholarship by first year of Fulbright scholarship. The survey sample. Percent.

First year of Fulbright scholarship	Master	Ph. D	Post Doctorates	Research	Lecturing	Other	Total
1990	3			1		2	6
1991	12	1		3			16
1992	5	2		2			9
1993	6		1	2		1	10
1994	4	6	1	2		1	14
1995	5	5		5	1		16
1996	10	3	2	2			17
1997	5	1	1	5		2	14
1998	3	3		7	1	2	16
1999	4	1		5	1		11
2000	7	3		2		1	13
2001	7	6		1		2	16
2002	4	3	2	4			13
2003	7	4	1	8			20
2004	7	3		7	1	1	19
2005				1			1
Grand Total	89	41	8	57	4	12	211
Total %	42.2	19.4	3.8	27.0	1.9	5.7	100.0

[9] The 11 main categories were: Humanities, Social sciences, Biological sciences, Chemical sciences, Earth sciences, Mathematical sciences, Physical sciences, Engineering and technology, Medical sciences, Agricultural sciences as well as other disciplines/cross-disciplinary.

[10] Of the respondents two persons did not report on their first year of the Fulbright period.

[11] According to the Norwegian Fulbright organization the distribution of the 'universe' (using somewhat different categories) is as follows: students 62.2% (incl. PhD students), researchers 30.6% (incl. Post Doctorates) and 'other' 6.8% (including teachers, social work and summer institute grantees)

Motivation of the scholarship recipients to apply for the Fulbright grant

Motivation

The benefits of the Fulbright program related to the grantees may be revealed in several ways. One point of departure is to investigate why Fulbright grantees apply for the Fulbright scholarship. Investigating the motivation of the grantees may indicate what benefits and advantages they desire may result from a Fulbright stay in the US. In the survey the grantees consider a set of predefined factors possibly influencing their motivation for applying for a Fulbright scholarship. The various factors are presented in Table 3.1.

On a scale from one to five, where one is 'not important' and 5 is 'very important', most survey respondents evaluate the ability to visit a particular laboratory, program or department in the US with special competence in their particular field of study or research of greatest importance. A clear majority (55,8 percent) of the respondents states this to be a very important factor influencing their motivation for applying for a Fulbright grant. The possibility to visit a particular laboratory, program or department in the US is especially important to PhD students and Post Doctorates researchers[12] (see Appendix p. 23, Tables 3.4, 3.5 and 3.6).

Table 3.1: Factors influencing the grantees' motivation to apply for a Fulbright scholarship. Percent.

	Not important	2	3	4	Very important	Not relevant	Total
The ability to visit a particular laboratory/program/department in the US with special competences in the grantees field of study/research (N=208)	8.2	3.8	4.8	17.8	55.8	9.6	100.0
Language improvement (N=208)	17.3	19.7	20.2	24.0	11.5	7.2	100.0
Improve scholarly capabilities (N=205)	4.9	3.9	10.2	30.7	46.8	3.4	100.0
Extension of academic/professional network (N=210)	4.3	9.0	18.1	26.2	41.0	1.4	100.0
Improved cultural understanding (N=210)	5.7	16.2	25.2	29.5	21.4	1.9	100.0
More favorable economic situation while visiting (N=205)	16.3	13.5	12.5	13.9	37.0	6.7	100.0
Other influencing factors (N=65)	6.2	0.0	1.5	6.2	16.9	69.2	100.0

Other factors considered important in motivating respondents included the opportunity to improve their scholarly capabilities and to extend their academic or professional network. The possibility to improve scholarly capabilities is reported to be of particular importance to Post Doctorates researchers[13] and to students at Master degree level, where more than 80 percent of these respondents rate this variable very high, closely followed by

[12] Note however that the number of respondents in this category is very limited. The findings should be handled with caution and not be subject to generalizations.
[13] Note however that the number of respondents in this category is very limited. The findings should be handled with caution and not be subject to generalizations.

78 percent of the PhD students. Researcher grantees, however, show a below average rating on this variable (see Appendix pp. 23–24, Tables 3.4, 3.5 and 3.7).

Related to the extension of academic or professional network variable the picture is, however, reversed. Here, the researcher grantees together with PhD students and Post Doctorates researchers show an above average expectation of network extension, whereas the master students rate this variable somewhat lower.

Considering the factors at the other end of the scale, the factors held to be of minor or no importance. 17.3 percent of the respondents state that language improvement is not a motivating factor for their Fulbright application. This is particularly the case regarding master student grantees and researcher grantees, both groups reporting language improvement to be a rather unimportant factor (at 21 percent, see Appendix p. 23–24, Tables 3.5 and 3.8). It is also interestingly to note that 16.3 percent of the respondents did not consider more favorable economic situation while visiting the US to be a motivating factor when applying for a Fulbright scholarship. This is particularly the case regarding the researcher group of Fulbright grantees (see Appendix pp. 23–24, Tables 3.4 and 3.8).

Other motivating factors than those mentioned specifically in the survey are also important to some of the grantees.[14] The most important seems to be the awareness of the reputation of the Fulbright scholarship. According to the respondents, receiving a Fulbright scholarship is considered to be a 'door-opener' into American academic society, and an important aid to obtain other scholarships. The Fulbright scholarship is particularly well-known, appreciated and prestigious in the US and to be accepted and granted a scholarship is considered very valuable for one's career.

Another motivating factor mentioned by some of the survey respondents, most relevant to research grantees, is that a Fulbright scholarship allows scholarly concentration, to work continuously on research or to conclude ongoing research projects. The scholarship allows the grantee to focus on the research in particular and less on administration and other non-research responsibility tasks which are part of their regular job. The Fulbright scholarship allows the grantee a break from their normal position in Norway.

Additionality

Another way to study the benefits of the Fulbright scholarship to its grantees and the motivation for applying is to consider what would have happened if the grantee did not receive the scholarship, the additionality of the grant. Table 3.2 presents this dimension of the Fulbright scholarship benefit.

[14] These motivating factors were communicated in an 'open question' category.

Table 3.2: Fulbright scholarship additionality. Percent.

	Master degree (N=89)	PhD (N=42)	Post Doc (N=8)	Research (N=57)	Lecturing (N=4)	Other (N=12)	Total % (N=212)
Could have done the same studies/research/lecturing without the scholarship	20.2	11.9	12.5	5.3	0.0	0.0	12.7
Could partly have done the same studies/research/lecturing without the scholarship	14.6	19.0	25.0	35.1	25.0	16.7	21.7
It would have been difficult to do the same studies/research/lecturing without the scholarship	41.6	33.3	37.5	47.4	25.0	16.7	39.6
It would have been impossible to do the studies/research/lecturing without the scholarship	22.5	33.3	25.0	12.3	50.0	50.0	24.1
I do not know	1.1	2.4	0.0	0.0	0.0	16.7	1.9
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0

If not granted the Fulbright scholarship, 64 percent of respondents claimed that it would have been impossible or difficult to carry out the same studies, research or lecturing as they did with the Fulbright grant. Between the various Fulbright grantee groups the PhD students seem to be the most dependent on the Fulbright grant to be able to carry out their studies in the US, and the research fellowship grantees the least dependent.

12.7 percent of respondents state that they could have carried out the same studies, research or lecturing without the scholarship. The data behind these figures shows that some Master degree students in particular could have carried out the studies in the US even without the Fulbright support.

These findings show that the research grantees in particular are less directly dependent on the Fulbright grant to be able to carry out their research, but that the fellowship represents a golden opportunity to do research they most probably would have done on a lesser scale, or most definitely in a different environment, without the grant – most probably in Norway. Most of the researchers admit that they would not have been able to do the same research as the Fulbright fellowship has enabled them to do if they had not received the grant. 35.1 percent of the researchers state that they could partly have done the same research without the Fulbright grant, but only 5.3 percent would have done the same research without the grant.

Academic and cultural benefits of the Fulbright scholarship while in the US

Academic benefits

Receiving a Fulbright scholarship comprises an experience of visiting a foreign country, taking part in both academic and/or professional activities as well as getting acquainted with a different culture. Fulbright grantees are

expected to be actively involved in academic activities while in the US, and, as mentioned, scholarly improvement and network extension are some of the most important motivating factors for applying for a Fulbright scholarship amongst the grantees. Thus, the actual academic and/or professional activities undertaken by the grantees are of great importance in understanding the benefits of the program.

Academic or professional meetings and conferences are important meeting points for scholars in all fields. The survey shows that most respondents have partaken actively in meetings and conferences during their stay in the US. More than every second grantee has attended an academic or professional meeting or conference where they have presented a paper. Master students and the grantees of the 'other' category have attended fewer academic conferences where a paper has been presented (see Appendix p. 26, Table 4.5).

Less actively involved, but still important for scholarly development, is the grantees' participation in meetings or conferences without presenting an academic or professional paper. More than 80 percent of the grantees responding to the survey attended without presenting a paper. Again it is the master student grantees that are less inclined to attend conferences or meetings without presenting an academic paper.

To give a more focused picture of the academic activities of the Fulbright grantees, activities particularly relevant to PhD students, Post Doctorates and researcher grantees are treated separately and Table 4.1 does therefore not include master student grantees. The table shows that close to 70 percent of the selected grantees attend conferences and present papers and practically all these grantees partake in conferences without presenting papers.

Another dimension of scholarly activity and development is to publish academic or professional work in general or to publish articles in refereed journals. Since academic publishing is a time-consuming activity possible benefits of the Fulbright scholarship might be to have time and resources to publish academic or professional work.

More than 65 percent of the grantees in the survey state that they published academic work or articles during the Fulbright period. 70,9 percent of the research grantees report to have published academic work while in the US, and 87.5 percent of the Post Doctorates grantees.[15] (See Appendix p. 27, Table 4.8)

[15] Note however that the number of respondents in this category is very limited. The findings should be handled with caution and not be subject to generalizations.

Table 4.1: Academic and/or professional activities during the Fulbright period, master student grantees excluded. Percent.

	Not at all	Some (1-2)	Extensive (3 or more)	Not relevant	Total
Attend academic/professional meetings/conferences and present paper (N=120)	25.0	44.2	25.8	5.0	100.0
Attend academic/professional meetings/conferences and without presenting paper (N=112)	0.0	58.0	40.2	1.8	100.0
Present paper in other academic forum (N=116)	26.7	47.4	18.1	7.8	100.0
Publish academic work/articles (N=119)	28.6	49.6	16.0	5.9	100.0
Develop academic/professional networks (N=121)	3.3	37.2	57.0	2.5	100.0

Lastly, close to 60 percent of the Fulbright grantees claim to have been extensively involved in developing academic or professional networks while in the US. Most of the rest of the grantees have been somewhat active in academic or professional network building during the Fulbright period.

The master student grantees have also been very active in this respect (see Appendix p. 27, Table 4.9). More than 50 percent of the master students state that they have been extensively involved in network building and another 44 percent have been somewhat active in this respect. The residual category of 'other' Fulbright grantees, the category mainly comprising grantees participating in the teacher exchange program, seems to have been less engaged in network building.

Cultural benefits

Related to the cultural experience of spending a certain amount of time in the US and possible benefits of the Fulbright scholarship the grantees overall respond rather positively in the survey. Close to 70 percent of the grantees claim to have integrated into social life of his or her US community to a fairly high or high degree[16], and a correspondingly high percentage of the respondents have thus developed social networks with American citizens. The overall picture related to the cultural experience of the grantees is that the master students, the PhD students, the Post Doctorates researchers and the lecturing fellows[17] are the most willing to integrate into American social life and that research grantees as a group generally reports a lower degree of integration. This is the case in relation to all the factors concerning non-academic activities while in the US (see Appendix p. 28, Table 4.11). Comparing this finding with that related to the motivation of the grantees (for applying for a Fulbright scholarship) shows that the Fulbright scholarship adds

[16] Responding at least 4 on a scale of 1 to 5.
[17] Note that the number of respondents in this category is very limited. The findings should be handled with caution and not be subject to generalizations

a cultural experience to the preponderant academic motivations the grantees had prior to the stay in the US.

Table 4.2: Cultural/non-academic activities during the Fulbright period. Percent.

	Not at all	2	3	4	To a high degree	Total
Integrate into social life of her/his US community (N=213)	4.2	7.0	20.2	30.0	38.5	100.0
Deepen her/his understanding of American culture (N=213)	2.8	0.5	8.5	36.2	52.1	100.0
Develop social networks with American citizens (N=213)	4.7	8.9	16.4	30.5	39.4	100.0
Develop social networks with other foreign visitors (N=212)	8.0	9.9	18.9	29.7	33.5	100.0
Other (N=10)	30.0	-	10.0	-	60.0	100.0

The average scores of the responses related to the non-academic experiences of the Fulbright grantees are displayed in Table 4.3. As pointed out above, the average scores for researcher grantees are generally below the sample average on these cultural benefit factors.

Table 4.3: Average score of responses on a scale from 1 to 5, where 1 = not important and 5 = to a high degree according to the grantees' cultural/non-academic experience in the US

	Master degree (N=89)	PhD (N=42)	Post Doc (N=8)	Research (N=57)	Lecturing (N=4)	Other (N=12)	Total (N=212)
Integrate into social life of her/his US community	4.0	4.1	4.3	3.6	4.5	3.6	3.9
Deepen her/his understanding of American culture	4.4	4.5	4.4	4.0	4.8	4.5	4.3
Develop social networks with American citizens	4.0	4.1	4.4	3.5	4.5	3.8	3.9
Develop social networks with other foreign visitors	4.0	4.0	3.9	3.2	4.3	2.9	3.7
Other	3.4	5.0	5.0	2.0	5.0	-	3.6

The contribution of the Norwegian Fulbright organization and the IIE and CIES

Norwegian contribution

When considering the benefits of the Fulbright program the most important factors are, of course, the academic and cultural experiences of the grantees. However, it is also important to inform of the degree to which the Norwegian Fulbright organization, and its US collaborative organizations, the IIE and the CIES, contribute to make the whole Fulbright process as positive and advantageous as possible to the grantees. The organizations may contribute in a variety of ways as indicated in Table 5.1 below.

Table 5.1: Contributions of the Norwegian Fulbright organization. Percent.

	Not at all	2	3	4	To a high degree	Not relevant	Total (%)
Application support (N=210)	12.9	12.4	21.0	16.7	24.8	12.4	100.0
Financing (N=210)	3.3	5.7	10.0	23.3	55.2	2.4	100.0
Counseling or support during stay abroad (N=209)	18.2	19.1	25.4	15.8	8.1	13.4	100.0
Network and contacts (N=211)	16.6	21.3	23.7	20.4	6.6	11.4	100.0
Subsequent follow-up (N=210)	20.0	19.5	24.8	19.5	4.3	11.9	100.0
Other (N=57)	7.0	0.0	3.5	3.5	10.5	75.4	100.0

The most obvious contribution of the Norwegian Fulbright program is the financing of the stay abroad. Close to 80 percent of the responding grantees hold that the Norwegian Fulbright organization contributed considerable to the financing of their US visit.[18] This is particularly the case for the master student grantees. Nine out of every ten master student grantee considered the financing by the Fulbright organization to have been a major contribution to their stay abroad (see Appendix p. 28, Table 5.3). Only 68 percent of the researchers rate the financing to be of the same importance.

The other rather important contribution of the Norwegian organization seems to be related to application support, in that more than 40 percent of the grantees state this to be a positive contribution during the Fulbright period. Application support of the Fulbright organization seems to be of particular importance to the PhD students and the researcher grantees (see Appendix p. 28, Table 5.3).

Regarding the other factors proposed in the survey, namely 'counseling and support during the US stay', 'network and contact establishment' and 'subsequent follow-up', the Norwegian Fulbright organization does not seem to play a decisive role to the grantees. Therefore a rather modest share of the respondents considers these factors to be of high importance.[19] However; the response to these variables is rather evenly distributed, and does not indicate whether the factors are unimportant or important to the grantees. Regarding the follow-up of the grantees while in the US, this is not the responsibility of the Norwegian Fulbright organization. The IIE and the CIES follow up the grantees while being overseas, a point discussed in more detail in the next section. It should, however, be mentioned that the Norwegian Fulbright organization has the corresponding responsibility of following up the American students and researchers on a Fulbright stay in Norway. This part of the Fulbright program was not included in the survey sample.

[18] Responding at least 4 on a scale of 1 to 5.
[19] Responding 5 on a scale of 1 to 5.

American contribution

Considering the impact of the cooperating agencies in the US for the Norwegian Fulbright program, the Institute of International Education (IIE) and the Council for International Exchange of Scholars (CIES), the most important contribution seems to be counseling and support during the stay in the US followed by establishment of networks and contacts in the US.[20]

Regarding counseling and support during the US stay the PhD students and the master students report this to be of greatest importance (see Appendix p. 28, Table 5.4). 40 percent of the PhD student grantees and 32 percent of the master student grantees consider the IIE and the CIES to be supportive to a fairly high or high degree, and to offer counseling during their stay in the US. Concerning assistance related to network building and contact arrangements, the American Fulbright organizations are rated to be of highest importance to the Post Doctorates researchers[21] and the researcher group of grantees (see Appendix p. 28, Table 5.4).

Table 5.2: Contributions of the American Fulbright organizations (The Institute of International Education, IIE, and the Council for International Exchange of Scholars, CIES). Percent.

	Not at all	2	3	4	To a high degree	Not relevant	Total (%)
Counseling or support during stay abroad (N=209)	15.3	17.7	25.4	20.1	11.0	10.5	100.0
Network and contacts (N=209)	19.1	22.5	22.0	18.7	8.1	9.6	100.0
Subsequent follow-up (N=209)	33.0	18.7	20.6	11.0	4.3	12.4	100.0
Other (N=69)	4.3	0.0	1.4	2.9	7.2	84.1	100.0

Of the respondents indicating ‘other positive contributions by the IIE and CIES organizations quite a few mention the role of the IIE in particular regarding social events. The organization seems to play an important role in terms of arranging cultural gatherings, organizing tours and visits, for example offering a visit to an American family during Thanksgiving. More academically oriented support was reported in relation to conference participation. The IIE had funded participation in an academic conference. Some feed-back related to the IIE was also rather negative, emphasizing the bureaucratic nature of the organization and approval problems related to an academic fellowship prior to completion of a degree.

[20] Responding at least 4 on a scale of 1 to 5.
[21] Note however that the number of respondents in this category is very limited. The findings should be handled with caution and not be subject to generalizations.

Subsequent benefits of the Fulbright scholarship

Some of the most important aspects regarding the benefits of the Fulbright program are perhaps what, as a result of the Fulbright grant, have been the most important subsequent advantages to the grantees.

According to the responding grantees the single most important benefit of the Fulbright scholarship is improved scholarly capability. More 50 percent of the respondents claim that improved scholarly capabilities to a high degree are important positive advantages of the grants received.[22] About 80 percent of the grantees consider to have improved their scholarly capabilities considerable.[23]

Differentiated by type of Fulbright scholarship received (see Appendix p. 29, Table 6.2) the PhD students and lecturing fellows[24] report having the most benefit of the scholarship related to improved scholarly capability. 90 percent of the PhD students rate this factor to be of considerable advantage to them as an effect of the Fulbright scholarship, constituting an average response of 4.6 for this group of grantees on this variable. Likewise both the master students and the Post Doctorates researchers[25] rate this to be a very important benefit of the US stay, with an average of 4.4 for both groups on this factor. The group of researcher grantees however shows a lower rating on this particular factor than the rest of the groups. Just over 70 percent of the researchers claim that their scholarly capability improved as a result of the Fulbright grant.

Within all groups (except the researcher group) the anticipation of scholarly improvement was amongst the most important motivating factors for applying the Fulbright scholarship, and the expectations of the grantees seem to have been fulfilled satisfactorily.

[22] Responding 5 on a scale of 1 to 5
[23] Responding at least 4 on a scale of 1 to 5
[24] Note that the number of respondents in this category is very limited. The findings should be handled with caution and not be subject to generalizations.
[25] Note that the number of respondents in this category is very limited. The findings should be handled with caution and not be subject to generalizations.

Table 6.1: the Fulbright grantees' subsequent benefits of the stay in the US. Percent.

	Not at all	2	3	4	To a high degree	Not relevant	Total (%)
Improved scholarly capabilities (N=211)	1.9	3.3	10.4	29.4	51.2	3.8	100.0
Progress in academic career (N=210)	4.3	5.7	15.7	23.8	39.0	11.4	100.0
Progress in non-academic career (N=206)	9.2	5.3	17.5	13.6	26.2	28.2	100.0
Improved lecturing capabilities (N=209)	5.3	9.1	24.4	25.8	13.9	21.5	100.0
Improved capabilities in the English language (N=208)	1.9	3.8	19.7	31.7	38.9	3.8	100.0
Improved transatlantic academic network (N=211)	6.2	10.9	15.6	27.0	32.7	7.6	100.0
Improved cultural understanding (N=210)	2.4	2.9	15.2	36.7	40.5	2.4	100.0
Professional aid from Fulbright acquaintances (N=208)	29.3	22.1	15.4	9.6	2.9	20.7	100.0
Other factors (N=60)	1.7	0.0	1.7	1.7	3.3	91.7	100.0

Improved cultural understanding is stated to be the second most important subsequent benefit to the Fulbright grantees. More than 75 percent of the grantees state that they hold an improved understanding of the American culture after their Fulbright stay in the US. The lecturing fellows,[26] the PhD students, the master students and the category of 'other Fulbright grantees' show the highest average scores related to improved cultural understanding (between 4.1 and 5). About 80 percent of both the PhD students and the master students rate improved cultural understanding to be a considerably important benefit of the Fulbright grant compared to 70 percent of the researcher group (see Appendix p. 29, Table 6.2).

Only about 50 percent of the grantees rate improved cultural understanding to be an important motivating factor when applying for the grant. Thus, it may be that this is a dimension that the grantees take for granted when being accepted as a Fulbright scholar.

According to the Fulbright grantees improved capabilities in the English language are also considered to be an important benefit of the grant. Like the previous factor, improved cultural understanding, improved language capabilities are also rated rather poorly as a motivation for applying the scholarship, and thereby being an additional positive secondary effect of the grant. About 70 percent of all Fulbright grantees state language improvement to be an important secondary benefit of the grant.

Of the different scholarship groups the one group which have gained most benefits in relation to improved capabilities in the English language seems to be the master students (see Appendix p. 29, Table 6.2). More than 80 percent of the Master degree scholarship grantees state language improvements to be

[26] Note however that the number of respondents in this category is very limited. The findings should be handled with caution and not be subject to generalizations

a considerable benefit of the Fulbright grant. This is a rather normal and anticipated finding in so far as both language improvement and cultural understanding have a larger improvement potential when the starting point is at a perceived lower level of knowledge.

Regarding transatlantic academic network building, about two-thirds of the grantees report that the prospect of extending his or her academic network is of considerable importance as a motivating factor when applying for a Fulbright scholarship[27]. About 54 percent of the grantees report to have been extensively involved in developing his or her academic or professional network during the Fulbright period, and another 40 percent were somewhat engaged in such activities. After the Fulbright period almost 60 percent of the grantees evaluated that their transatlantic academic network had been improved to a considerable degree.[28]

One dimension mentioned in the survey is whether the grantees have received professional aid from Fulbright acquaintances. One could think that this may be a positive effect of being part of a particular scholarly network, and that the members of this group would assist one another professionally in a variety of possible ways (introducing one another to important employers, being reference transmitters etc.). However, this does not seem to be the case. More than 50 percent of the responding grantees state that this is not a positive benefit they have experienced, or have experienced only to a very limited extent.[29]

Fulbright and other funding organizations

For students, academics or professionals with the ambition to visit a US university or college the Fulbright program is not the only possible funding organization. Of the grantees responding to the survey quite a few applied other funding institutions to finance their US stay. The study shows that if the purpose is to obtain funding of a scholarly visit to the US the two single most important organizations to apply for money are the Research Council of Norway and the Norway–America Association.

Table 7.1: Application for other funding organizations to finance stay in the US. Percent.

	Applied with success	Applied without success	Did not apply	Total
The Research Council of Norway (N=195)	20.5	8.2	71.3	100.0
The Norway-America Association (N=199)	19.6	32.7	47.7	100.0
Other funding organizations (N=119)	48.7	5.0	46.2	100.0

[27] Responding at least 4 on a scale of 1 to 5
[28] Responding at least 4 on a scale of 1 to 5.
[29] Responding either 1 or 2 on a scale of 1 to 5.

Of the Fulbright grantees participating in the survey, more than 50 percent applied for funding by the Norway–America Association. On average about 20 percent succeeded in obtaining funding, while more than 30 percent of the applicants were declined. Correspondingly about 30 percent applied the Research Council of Norway for funding, about 20 percent with success and a little less than 10 percent without success.

There seems to be a division between the two other funding organizations according to the type of student or researcher applying to the respective organizations for financing (see Appendix pp. 29-30, Tables 7.3 and 7.4). Master students hardly ever apply to the Research Council of Norway for funding. However, about 60 percent of the PhD students apply the Research Council of Norway for funding the US visit, and more than 40 percent apply with success. Amongst the Post Doctorates researchers and the research fellows about 50 percent apply for funding, 37 percent of the Post Doctorates with success and 32 percent of the research fellows likewise.

The Norway–America Association is more focused on funding the US stay of Master degree students. More than 70 percent of the master students apply to the Norway–America Association for funding, about 30 percent with success. However, the association is also a funding source for PhD students. About half of the PhD students apply for funding from this source, of which only 20 percent is successful.

Additionally more than every second Fulbright scholarship recipient responding to the survey applied other organizations for funding, close to 50 percent with success. The master students and the PhD students are the most active in applying other funding organizations for funding. About 60 percent of the grantees of these groups apply other funding organizations with success (see Appendix p. 30, Table 7.5). These other funding organizations includes The State Educational Loan Fund (Statens Laanekasse), Janson's Legacy,[30] various Norwegian and American university funds, employer's funds as well as an abundance of other Norwegian and to a lesser extent American funds and legacies.

In general the Fulbright grantees are internationally oriented. Many of the recipients of a Fulbright scholarship or fellowship have held other scholarships abroad. Table 7.2 shows that more than 30 percent of the respondents have been granted a graduate scholarship and more than 25 percent have been awarded a research fellowship. Additionally, about 27 percent of the respondents state that they have received other types of scholarships abroad.

Table 7.2: Fulbright grantees other scholarships abroad. Percent.

Type	Yes	No	Total
Graduate scholarship (N=181)	32.0	68.0	100.0
Research fellowship (N=174)	25.9	74.1	100.0
Other (N=84)	27.4	72.6	100.0

[30] http://www.jansonslegat.no/

Appendix 1: Tables

Background variables:

Table 2.2: Field of study and type of Fulbright scholarship. Percent.

Field of study-Type of scholarship	Master	Ph. D	Post Doctorates	Research	Lecturing	Other	Total	%
Humanities	9	8	-	17	1	4	39	18.4
Social sciences	16	12	2	19	-	1	50	23.6
Biological sciences	1	4	1	1	-	-	7	3.3
Chemical sciences	-	1	-	1	-	-	2	0.9
Earth sciences	1	2	-	-	-	-	3	1.4
Mathematical sciences	-	1	-	1	2	-	4	1.9
Physical sciences	-	1	-	-	-	-	1	0.5
Engineering and technology	13	10	1	2	-	-	26	12.3
Medical sciences	2	2	4	9	-	-	17	8.0
Agricultural sciences	-	1	-	1	-	-	2	0.9
Other disciplines/cross-disciplinary	47	-	-	6	1	7	61	28.8
Total	89	42	8	57	4	12	212	100.0
%	42.0	19.8	3.8	26.9	1.9	5.7	100.0	

Table 2.3: Field of study and gender. Percent.

	Female	Male	Total
Humanities	20	19	39
Social sciences	18	31	49
Biological sciences	3	4	7
Chemical sciences	1	1	2
Earth sciences	2	1	3
Mathematical sciences	-	4	4
Physical sciences	-	1	1
Engineering and technology	5	20	25
Medical sciences	11	6	17
Agricultural sciences	-	2	2
Other disciplines/cross-disciplinary	18	43	61
Total	78	132	210
%	37.1	62.9	100.0

Table 2.4: Type of scholarship and gender. Percent.

Type of scholarship	Female	Male	Total
Master degree	33	55	88
PhD study	16	25	41
Post Doctoral Research scholarship	4	4	8
Research fellowship	20	37	57
Lecturing fellowship	-	4	4
Other	5	7	12
Total	78	132	210
	37.1	62.9	100.0

Table 2.5: Other scholarships abroad. Percent.

Type	Yes	No	Total
Graduate scholarship (N=181)	32.0	68.0	100.0
Research scholarship (N=174)	25.9	74.1	100.0
Other (N=84)	27.4	72.6	100.0

Table 2.6: Employment. Actual numbers and Percent.

Student	Academic position	Non-academic position	Unemployed	Total
15	112	78	2	207
7,2	54.1	37.7	1.0	100.0

Table 2.7: Current home address. Actual numbers and Percent.

Norway	Europe other than Norway	North America	Total
188	8	12	208
90,4	3.8	5.8	100.0

Motivation:

Table 3.3: On a scale from 1 to 5, where 1 = not important and 5 = important to a high degree, average scores of the respondents according to what extent the following factors influenced the motivation of the grantees to apply for a Fulbright scholarship, by type of scholarship.

	Master degree (N=88)	PhD (N=42)	Post Doc (N=8)	Research (N=57)	Lecturing (N=4)	Other (N=11)	Total %
The ability to visit a particular laboratory/program/department in the US with special competences in the grantees' field of study/research	4.1	4.8	5.0	3.9	3.8	3.3	4.2
Language improvement	2.9	3.0	3.3	2.5	3.8	4.1	2.9
Improve scholarly capabilities	4.2	4.3	4.6	3.9	4.3	4.1	4.1
Extension of academic/professional network	3.7	4.2	4.6	3.9	5.0	3.7	3.9
Improved cultural understanding	3.5	3.4	3.4	3.1	5.0	4.3	3.5
More favorable economic situation while visiting	3.9	3.4	3.5	2.8	1.3	3.9	3.5
Other influencing factors	4.0	5.0	5.0	3.0	4.7	5.0	3.9

Table 3.4: On a scale from 1 to 5, where 1 = not important and 5 = important to a high degree, respondents answering 4 or 5 according to what extent the following factors influenced the motivation of the grantees to apply for a Fulbright scholarship, by type of scholarship.

	Master degree (N=88)	PhD (N=42)	Post Doc (N=8)	Research (N=57)	Lecturing (N=4)	Other (N=11)	Total %
The ability to visit a particular laboratory/program/department in the US with special competences in the grantees field of study/research	71.6	90.2	87.5	72.2	75.0	25.0	73.4
Language improvement	34.1	35.0	37.5	25.5	75.0	75.0	35.3
Improve scholarly capabilities	82.4	78.0	87.5	72.7	75.0	54.5	77.5
Extension of academic/professional network	58.6	76.2	100.0	71.9	75.0	45.5	67.0
Improved cultural understanding	51.1	51.2	37.5	42.9	100.0	75.0	50.7
More favorable economic situation while visiting	66.3	46.3	62.5	35.7	0.0	41.7	51.2
Other influencing factors	22.2	8.3	50.0	18.8	75.0	25.0	23.1

Table 3.5: To what extent the following factors influenced the motivation of the master student grantees to apply for a Fulbright scholarship. Percent.

Master degree (N=88)	Not important	2	3	4	Very important	Not relevant	Total
The ability to visit a particular laboratory/program/department in the US with special competences in the grantees field of study/research	10.2	3.4	5.7	18.2	53.4	9.1	100.0
Language improvement	21.6	13.6	22.7	22.7	11.4	8.0	100.0
Improved scholarly capabilities	5.9	3.5	5.9	34.1	48.2	2.4	100.0
Extension of academic/professional network	5.7	16.1	19.5	19.5	39.1	0.0	100.0
Improved cultural understanding	3.4	14.8	28.4	31.8	19.3	2.3	100.0
More favorable economic situation while visiting	12.8	8.1	10.5	12.8	53.5	2.3	100.0
Other influencing factors (N=27)	3.7	0.0	0.0	11.1	11.1	74.1	100.0

Table 3.6: To what extent the following factors influenced the motivation of the PhD grantees to apply for a Fulbright scholarship. Percent.

PhD (N=42)	Not important	2	3	4	Very important	Not relevant	Total
The ability to visit a particular laboratory/program/department in the US with special competences in the grantees field of study/research	0.0	0.0	2.4	12.2	78.0	7.3	100.0
Language improvement	12.5	17.5	30.0	27.5	7.5	5.0	100.0
Improved scholarly capabilities	0.0	4.9	14.6	24.4	53.7	2.4	100.0
Extension of academic/professional network	0.0	2.4	21.4	26.2	50.0	0.0	100.0
Improved cultural understanding	4.9	14.6	29.3	39.0	12.2	0.0	100.0
More favorable economic situation while visiting	17.1	14.6	17.1	4.9	41.5	4.9	100.0
Other influencing factors (N=12)	0.0	0.0	0.0	0.0	8.3	91.7	100.0

Table 3.7: To what extent the following factors influenced the motivation of the Post Doctorates grantees to apply for a Fulbright scholarship. Percent.

Post Doc (N=8)	Not important	2	3	4	Very important	Not relevant	Total
The ability to visit a particular laboratory/program/department in the US with special competences in the grantees field of study/research	0.0	0.0	0.0	0.0	87.5	12.5	100.0
Language improvement	0.0	25.0	25.0	25.0	12.5	12.5	100.0
Improved scholarly capabilities	0.0	0.0	0.0	37.5	50.0	12.5	100.0
Extension of academic/professional network	0.0	0.0	0.0	37.5	62.5	0.0	100.0
Improved cultural understanding	0.0	12.5	50.0	25.0	12.5	0.0	100.0
More favorable economic situation while visiting	12.5	12.5	12.5	37.5	25.0	0.0	100.0
Other influencing factors (N=2)	0.0	0.0	0.0	0.0	50.0	50.0	100.0

Table 3.8: To what extent the following factors influenced the motivation of the researcher grantees to apply for a Fulbright scholarship. Percent.

Research fellowship (N=57)	Not important	2	3	4	Very important	Not relevant	Total
The ability to visit a particular laboratory/program/department in the US with special competences in the grantees field of study/research	13.0	7.4	3.7	20.4	51.9	3.7	100.0
Language improvement	21.8	32.7	10.9	18.2	7.3	9.1	100.0
Improved scholarly capabilities	9.1	5.5	10.9	30.9	41.8	1.8	100.0
Extension of academic/professional network	5.3	7.0	15.8	38.6	33.3	0.0	100.0
Improved cultural understanding	12.5	23.2	17.9	25.0	17.9	3.6	100.0
More favorable economic situation while visiting	21.4	21.4	14.3	21.4	14.3	7.1	100.0
Other influencing factors (N=16)	18.8	0.0	6.3	0.0	18.8	56.3	100.0

Table 3.9: To what extent the following factors influenced the motivation of the lecturing grantees to apply for a Fulbright scholarship. Percent.

Lecturing fellowship (N=4)	Not important	2	3	4	Very important	Not relevant	Total
The ability to visit a particular laboratory/program/department in the US with special competences in the grantees field of study/research	0.0	25.0	0.0	50.0	25.0	0.0	100.0
Language improvement	0.0	25.0	0.0	50.0	25.0	0.0	100.0
Improved scholarly capabilities	0.0	0.0	25.0	25.0	50.0	0.0	100.0
Extension of academic/professional network	0.0	0.0	0.0	0.0	75.0	25.0	100.0
Improved cultural understanding	0.0	0.0	0.0	0.0	100.0	0.0	100.0
More favorable economic situation while visiting	50.0	25.0	0.0	0.0	0.0	25.0	100.0
Other influencing factors (N=4)	0.0	0.0	0.0	25.0	50.0	25.0	100.0

Table 3.10: To what extent the following factors influenced the motivation of the category of 'other grantees' to apply for a Fulbright scholarship. Percent.

Other (N=12)	Not important	2	3	4	Very important	Not relevant	Total
The ability to visit a particular laboratory/program/department in the US with special competences in the grantees field of study/research	8.3	0.0	16.7	16.7	8.3	50.0	100.0
Language improvement	0.0	8.3	16.7	33.3	41.7	0.0	100.0
Improved scholarly capabilities	0.0	0.0	27.3	18.2	36.4	18.2	100.0
Extension of academic/professional network	9.1	0.0	27.3	18.2	27.3	18.2	100.0
Improved cultural understanding	0.0	8.3	16.7	8.3	66.7	0.0	100.0
More favorable economic situation while visiting	8.3	8.3	0.0	8.3	33.3	41.7	100.0
Other influencing factors (N=4)	0.0	0.0	0.0	0.0	25.0	75.0	100.0

Table 3.11: To what extent the scholarship has enabled the grantee to do studies/research/lecturing she/he would otherwise not have been able to do, by type of scholarship.

	Master degree (N=89)	PhD (N=42)	Post Doc (N=8)	Research (N=57)	Lecturing (N=4)	Other (N=12)	Total % (N=213)
Could have done the same studies/research/lecturing without the scholarship	20.2	11.9	12.5	5.3	0.0	0.0	12.7
Could partly have done the same studies/research/lecturing without the scholarship	14.6	19.0	25.0	35.1	25.0	16.7	21.7
It would have been difficult to do the same studies/research/lecturing without the scholarship	41.6	33.3	37.5	47.4	25.0	16.7	39.6
It would have been impossible to do the studies/research/lecturing without the scholarship	22.5	33.3	25.0	12.3	50.0	50.0	24.1
I do not know	1.1	2.4	0.0	0.0	0.0	16.7	1.9
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Academic and cultural benefits:

Academic:

Table 4.4: Academic and/or professional activities during the Fulbright period, all grantees. Percent.

	Not at all	Some (1-2)	Extensive (3 or more)	Not relevant	Total
Attend academic/professional meetings/conferences and present paper (N=209)	35.9	36.4	20.6	7.2	100.0
Attend academic/professional meetings/conferences and without presenting paper (N=210)	13.3	48.1	34.8	3.8	100.0
Present paper in other academic forum (N=203)	38.4	39.4	13.3	8.9	100.0
Publish academic work/articles (N=206)	44.2	35.4	11.7	8.7	100.0
Develop academic/professional networks (N=203)	3.3	40.0	54.3	2.4	100.0

Table 4.5: Attending academic/professional meetings/conferences and present papers during the Fulbright period, by type of scholarship. Percent.

	Not at all	Some (1-2)	Extensive (3 or more)	Not relevant	Total %
Master degree (N=88)	51.1	25.0	13.6	10.2	100.0
PhD (N=42)	33.3	45.2	19.0	2.4	100.0
Post Doctorates (N=8)	14.3	85.7	0.0	0.0	100.0
Research (N=57)	14.5	47.3	38.2	0.0	100.0
Lecturing (N=4)	25.0	25.0	25.0	25.0	100.0
Other (N=12)	50.0	8.3	8.3	33.3	100.0

Table 4.6: Attending academic/professional meetings/conferences without presenting papers during the Fulbright period, by type of scholarship. Percent.

	Not at all	Some (1-2)	Extensive (3 or more)	Not relevant	Total %
Master degree (N=88)	20.7	40.2	32.2	6.9	100.0
PhD (N=42)	12.2	46.3	41.5	0.0	100.0
Post Doctorates (N=8)	0.0	87.5	12.5	0.0	100.0
Research (N=57)	7.0	50.9	40.4	1.8	100.0
Lecturing (N=4)	25.0	25.0	50.0	0.0	100.0
Other (N=12)	0.0	75.0	16.7	8.3	100.0

Table 4.7: Presentation of papers in other academic forums during the Fulbright period, by type of scholarship. Percent.

	Not at all	Some (1-2)	Extensive (3 or more)	Not relevant	Total %
Master degree (N=88)	54.7	27.9	7.0	10.5	100.0
PhD (N=42)	21.1	50.0	23.7	5.3	100.0
Post Doctorates (N=8)	12.5	75.0	0.0	12.5	100.0
Research (N=57)	31.5	51.9	16.7	0.0	100.0
Lecturing (N=4)	0.0	25.0	50.0	25.0	100.0
Other (N=12)	41.7	8.3	8.3	41.7	100.0

Table 4.8: Publishing academic work/articles during the Fulbright period, by type of scholarship. Percent.

	Not at all	Some (1-2)	Extensive (3 or more)	Not relevant	Total %
Master degree (N=88)	66.3	15.1	5.8	12.8	100.0
PhD (N=42)	30.0	50.0	17.5	2.5	100.0
Post Doctorates (N=8)	12.5	75.0	12.5	0.0	100.0
Research (N=57)	27.3	50.9	20.0	1.8	100.0
Lecturing (N=4)	25.0	50.0	0.0	25.0	100.0
Other (N=12)	41.7	25.0	0.0	33.3	100.0

Table 4.9: Development of academic/professional networks during the Fulbright period, by type of scholarship. Percent.

	Not at all	Some (1-2)	Extensive (3 or more)	Not relevant	Total %
Master degree (N=88)	3.4	44.3	50.0	2.3	100.0
PhD (N=42)	0.0	28.6	71.4	0.0	100.0
Post Doctorates (N=8)	0.0	37.5	62.5	0.0	100.0
Research (N=57)	1.8	45.5	52.7	0.0	100.0
Lecturing (N=4)	0.0	25.0	75.0	0.0	100.0
Other (N=12)	25.0	33.3	16.7	25.0	100.0

Cultural:

Table 4.10: On a scale from 1 to 5, where 1 = not important and 5 = important to a high degree, according to their cultural/non-academic experience in the US.

	Not at all	2	3	4	To a high degree	Total
Integrate into social life of her/his US community (N=213)	4.2	7.0	20.2	30.0	38.5	100.0
Deepen her/his understanding of American culture (N=213)	2.8	0.5	8.5	36.2	52.1	100.0
Develop social networks with American citizens (N=213)	4.7	8.9	16.4	30.5	39.4	100.0
Develop social networks with other foreign visitors (N=212)	8.0	9.9	18.9	29.7	33.5	100.0
Other (N=10)	30.0	-	10.0	-	60.0	100.0

Table 4.11: On a scale from 1 to 5, where 1 = not important and 5 = important to a high degree, respondents answering 4 or 5 regarding cultural/non-academic experience in the US, by type of scholarship. Percent.

	Master degree (N=89)	PhD (N=42)	Post Doc (N=8)	Research (N=57)	Lecturing (N=4)	Other (N=11)	Total %
Integrate into social life of her/his US community	70.8	73.8	87.5	57.9	100.0	58.3	68.4
Deepen her/his understanding of American culture	88.8	92.9	100.0	82.5	100.0	83.3	88.2
Develop social networks with American citizens	74.2	76.2	87.5	56.1	100.0	58.3	69.8
Develop social networks with other foreign visitors	71.9	66.7	62.5	49.1	100.0	36.4	63.0
Other	60.0	100.0	100.0	0.0	100.0	0.0	60.0

Contribution of the Norwegian and American Fulbright organizations:

Table 5.3: On a scale from 1 to 5, where 1 = not important and 5 = important to a high degree, respondents answering 4 or 5 according to what ways and to what degree the Norwegian Fulbright organization has contributed positively to the grantees stay abroad, by type of scholarship. Percent.

	Master degree (N=88)	PhD (N=41)	Post Doc (N=8)	Research (N=57)	Lecturing (N=4)	Other (N=12)	Total %
Application support	36.8	46.3	25.0	43.9	75.0	41.7	41.1
Financing	90.8	80.5	87.5	68.4	75.0	33.3	78.9
Counseling or support during stay abroad	19.5	25.0	50.0	24.6	50.0	16.7	23.6
Network and contacts	28.4	22.0	25.0	28.1	50.0	16.7	26.7
Subsequent follow-up	29.5	19.5	0.0	25.0	25.0	0.0	23.4
Other	1 3.0	0.0	50.0	21.1	0.0	0.0	14.0

Table 5.4: On a scale from 1 to 5, where 1 = not important and 5 = important to a high degree, respondents answering 4 or 5 according to in what ways and to what degree has the American Fulbright organization contributed positively to the grantees stay abroad, by type of scholarship. Percent.

	Master degree (N=87)	PhD (N=41)	Post Doc (N=8)	Research (N=57)	Lecturing (N=4)	Other (N=12)	Total %
Counseling or support during stay abroad	32.2	40.0	25.0	22.8	75.0	16.7	30.8
Network and contacts	24.1	25.0	62.5	28.1	75.0	0.0	26.4
Subsequent follow-up	17.2	14.6	25.0	10.7	50.0	0.0	14.9
Other	7.1	15.4	0.0	15.8	0.0	0.0	10.1

Subsequent benefits:

Table 6.2: On a scale from 1 to 5, where 1 = not important and 5 =important to a high degree, respondents answering 4 or 5 according to what degree the grantees after the Fulbright period have had advantage of her/his stay in the US in terms of the following factors, by type of scholarship. Percent.

	Master degree (N=88)	PhD (N=41)	Post Doc (N=8)	Research (N=57)	Lecturing (N=4)	Other (N=12)	Total (%)
Improved scholarly capabilities	86.4	90.2	87.5	71.9	100.0	33.3	80.5
Progress in academic career	60.2	72.5	87.5	68.4	75.0	8.3	63.2
Progress in non-academic career	58.6	30.8	50.0	18.2	75.0	16.7	40.0
Improved lecturing capabilities	39.8	42.5	75.0	28.6	100.0	33.3	39.4
Improved capabilities in the English language	83.0	71.8	75.0	46.4	100.0	75.0	70.5
Improved transatlantic academic network	50.0	80.5	87.5	63.2	75.0	16.7	59.5
Improved cultural understanding	79.5	80.0	75.0	70.2	100.0	75.0	77.0
Professional aid from Fulbright acquaintances	13.6	15.0	25.0	7.3	50.0	0.0	12.6

Table 6.3: Average scores of responses on a scale from 1 to 5, where 1 = not important and 5 = important to a high degree according to what degree the grantees after the Fulbright period have had advantage of her/his stay in the US in terms of the following factors, by type of scholarship.

	Master degree (N=88)	PhD (N=41)	Post Doc (N=8)	Research (N=57)	Lecturing (N=4)	Other (N=12)	Total (%)
Improved scholarly capabilities	4.4	4.6	4.4	4.1	5.0	3.4	4.3
Progress in academic career	4.0	4.3	4.4	3.9	3.5	2.6	4.0
Progress in non-academic career	4.1	3.4	3.7	2.6	4.0	2.9	3.6
Improved lecturing capabilities	3.5	3.5	3.8	3.1	4.5	3.0	3.4
Improved capabilities in the English language	4.3	4.1	3.9	3.6	5.0	3.9	4.1
Improved transatlantic academic network	3.5	4.3	4.4	3.8	4.3	2.1	3.7
Improved cultural understanding	4.1	4.3	3.9	3.9	5.0	4.2	4.1
Professional aid from Fulbright acquaintances	2.2	2.2	2.7	2.1	3.7	1.2	2.2
Other	1.0	5.0	.	.	.	3.5	3.6

Funding by other organizations:

Table 7.3: Application to the Research Council of Norway to finance stay in the US, by type of Fulbright scholarship. Percent.

The Research Council of Norway	Master degree (N=80)	PhD (N=40)	Post Doc (N=8)	Research (N=52)	Lecturing (N=3)	Other (N=11)	Total %
Applied with success	3.8	42.5	37.5	32.7	0.0	0.0	20.6
Applied without success	0.0	17.5	12.5	15.4	0.0	0.0	8.2
Did not apply	96.3	40.0	50.0	51.9	100.0	100.0	71.1
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 7.4: Application to the Norway-America Association to finance stay in the US, by type of Fulbright scholarship. Percent.

The Norway-America Association	Master degree (N=80)	PhD (N=40)	Post Doc (N=8)	Research (N=52)	Lecturing (N=3)	Other (N=11)	Total %
Applied with success	29.5	18.9	0.0	10.0	0.0	8.3	19.7
Applied without success	43.2	32.4	25.0	24.0	0.0	8.3	32.8
Did not apply	27.3	48.6	75.0	66.0	100.0	83.3	47.5
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 7.5: Application to other funding organizations to finance stay in the US, by type of Fulbright scholarship. Percent.

Other funding organizations	Master degree (N=53)	PhD (N=20)	Post Doc (N=7)	Research (N=29)	Lecturing (N=2)	Other (N=8)	Total %
Applied with success	56.6	55.0	42.9	37.9	50.0	25.0	48.7
Applied without success	5.7	5.0	14.3	3.4	0.0	0.0	5.0
Did not apply	37.7	40.0	42.9	58.6	50.0	75.0	46.2
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0