



"Hoops and Human Nutrition"

pages 12-13

Tässä numerossa / In this issue:

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From the Executive Director

Much has been debated recently regarding the declining interest of foreign students in studying in the United States. In the midst of this discussion, the Fulbright program in Finland moves against the trend. The number of graduate applicants, for example, has remained relatively stable in recent years. This fall it reached the highest level in five years and the quality of the applicants was extremely high. The FC Board of Directors was also particularly pleased with the diversity of the applicant pool that represented a broad variety of institutions, topics and fields of study.

The appeal of the program is defined by the grantees themselves. One of the doctoral students commented last week at the Fulbright Center's pre-admission orientation training for the newly selected grantees: "Fulbright is really *the* exchange for me. A full year before our departures to the United States we become part of the program that provides all the support services and immediately plugs us into the worldwide network of Fulbrighters. The grant money itself is a very important part of the package,

but there is so much more to it."

In its recent strategic planning meeting, the Fulbright Center Board renewed its commitment to the quality and the unique features of the program. The Board also noted the importance of developing flexibility in programming and the importance of working in partnerships with other institutions involved in higher education in Finland to create and to support activities that have a broad multiplier effect.

The Fulbright Center has recently renewed existing collaborations and entered into a number of new partnerships. For example, the Center signed a cooperation agreement with the Centre for International Mobility (CIMO), an organization operating under the Finnish Ministry of Education. The cooperation includes cost-sharing grants for US graduate students, and offering training and services to support internationalization of educational institutions and to encourage cross cultural communication.

This fall the Center was pleased to welcome new universities to participate in the Fulbright graduate student program that the



Center cost-shares with Finnish universities. Furthermore, the Center also expanded the program and selected the very first cost-shared researcher in the fall competition together with a Finnish university.

Partnerships like these are very important in our efforts to reach our strategic goals and they help us expand the number of awards and programs that we are able to offer. The collaboration is also important in increasing the awareness within the education sector in Finland of the actual and potential contribution that the Fulbright Program can make to promote international research networks and the mobility of students and researchers.

Terbi Mölsä



International science is always a combination of competition and cooperation. Nations are ranked on the basis of the share of research and development of their gross domestic product, corporations by the number of patents held, and universities on the basis of their excellence. Yet, at the same time, scientific knowledge is, and should be, a common property that would benefit everyone. In particular for small countries, it is of utmost importance to have an access to knowledge produced by universities and research institutes.

The United States is, beyond any doubt, the world leader in science and technology. Most crucial innovations have come from its top universities and laboratories. Recently, however, a kind of gloom has been spreading in the country; are others taking over and are the priorities of research funding, although at record level, possibly distorted by political considerations? These queries, reflected also

in such non-academic media as *Business Week* and *New York Times*, should be taken seriously.

It is true that scientific research is expanding rapidly outside its traditional centers. Korean scientists have made breakthroughs in cloning, India has a strong engineering background, and China is making every effort to improve postgraduate education in its universities and establish centers of excellence. The answer to these challenges is not to resort to worn-out strategy of national champions, but deepen international cooperation. This means, among other things, that the international exchange of scholars should be linked more closely with collaborative projects rather than be an individualistic experience.

Political barriers are always a hindrance to scientific cooperation. Therefore, it is sad to see that the emphasis on homeland security in the United States has resulted in perhaps unintended side effects. The scientific excellence of the United States has relied, especially in natural sciences and engineering, heavily on foreign postgraduate students; close to one half of the Ph.Ds minted in these areas have come from outside the country.

However, because of visa restrictions and

delays, the number of postgraduate students from abroad has declined in the United States by one-fifth during the last year. In addition to practical complications, this trend has been fostered by growing criticism of the U.S. policy and way of life even among the scholars. For reasons unrelated to the excellence of its institutions of higher learning, the United States has lost some of its previous attractiveness.

This tendency should not be welcomed. It hurts both the U.S. and the international scholarly community. Over the long term, science in the United States can prosper only if it avoids insularity and remains actively committed to cooperation with both the old and rising centers of knowledge and innovation in the world. At the same time, the U.S. government should restructure its visa policies in a manner that would keep the country open to international scholars and technical experts, even those who have critical opinions of its policies. Science can only prosper in an open environment.

*Raimo Väyrynen,
President of the Academy of Finland.
Väyrynen was a Fulbright scholar at MIT in 1982.*

Sisällys In this issue



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permission of SPORTS 'N SPOKES.
Photo by Mark Cowan.

Fulbright grantee Mina Mojtahedi (left) divides her time between academics and athletics at the University of Illinois at Urbana-Champaign. Mina sums up her Fulbright experience so far on pages 12-13.

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- Fulbright Center News on Fulbright Centerin asiakaslehti, joka ilmestyy kaksi kertaa vuodessa. Lehdessä julkaistaan myös verkkoversio. Seuraava numero ilmestyy keväällä 2005. Artikkelit ja muu aineisto pyydetään toimittamaan 15.2. mennessä. Artikkeleissa ilmaistut mielipiteet ovat kirjoittajien omia.
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■ Fulbright Centerin lukuvuoden 2004-05 suomalaisia stipendiaatteja ulkoministeriön viestintä- ja kulttuurioston isännöimällä vastaanotolla toukokuussa.

360 000 dollaria opintoihin ja tutkimukseen USA:ssa

Fulbright Center on jakanut stipendit opintoihin ja tutkimustyöhön Yhdysvalloissa lukuvuodelle 2004-2005. Stipendit ovat yhteisarvoltaan noin 360 000 dollaria. Stipendin saivat:

ASLA-Fulbright Graduate Grant jatko-opintoihin Yhdysvalloissa

Irina Chakraborty

Helsingin yliopisto, Ympäristötekniikka
University of California, Davis
23 000 USD

Kaari Frilander

Jyväskylän yliopisto, Taidehistoria
Harriman Institute, Columbia University
15 000 USD

Tuukka Ilomäki

Sibelius-Akatemia, Musiikin teoria
Eastman School of Music
University of Rochester
Stipendin rahoittaa Suomalais-amerikkalainen ystävyysstipendirahastoyhdistys r.y.
23 000 USD

Helena Karhu

Joensuun yliopisto, Yhteiskuntamaantiede
University of Alaska
Fairbanks Stipendi rahoitetaan yhdessä Joensuun yliopiston kanssa
23 000 USD

Juho Laitinen

Royal College of Music, London
Musiikki/Sello, Mannes College of Music
New School University
15 000 USD

Vilja Lehtinen

Helsingin yliopisto, Historia
University of Arizona
23 000 USD

Saku Nousiainen

Sibelius-Akatemia, Jazz-musiikki/ Piano
New York University
23 000 USD

Jonathan Rosengren

Helsingin yliopisto, Oikeustiede
Columbia University
Stipendi rahoitetaan yhdessä Helsingin yliopiston kanssa
23 000 USD

Tommi Vuoremaa

Helsingin yliopisto, Kansantaloustiede
University of California, San Diego
23 000 USD

Lotta Väänänen

Helsingin kauppakorkeakoulu
Kansantaloustiede
University of California, Berkeley
Stipendin rahoittaa Citigroup
23 000 USD

Ulla Hakala

Turun kauppakorkeakoulu
Projekti: "Professional and personal development by means of teaching and tutoring"
California State University, Stanislaus
9 000 USD

Iiris Happonen

Rovaniemen ammattikorkeakoulu
Projekti: "Early childhood education is an opportunity to foster multi-culturality and equality", University of Georgia,
9 000 USD

Merja Reijonen

Helsingin ammattikorkeakoulu Stadia
Projekti: "Intercultural trauma studies"
New York University, 9 000 USD

Fulbright Center's Undergraduate Grant perustutkinto-opintoihin Yhdysvalloissa

Otto Asunta

Teknillinen korkeakoulu
Teknillinen fysiikka
University of Wisconsin-Madison,
5 000 USD

Juan Prajogo

Teknillinen korkeakoulu, Tuotantotalous
Massachusetts Institute of Technology
10 000 USD

Lea Tuuri

Sibelius-Akatemian nuoriso-osasto
Musiikki/Viulu, Indiana University
School of Music, 5 000 USD

ASLA-Fulbright Grant for a Junior Scholar väitöskirjan jälkeiseen tutkimustyöhön Yhdysvalloissa

Minna Keinänen

Kuopion yliopisto, Ympäristötiede
U.S. Environmental Protection Agency
Stipendi rahoitetaan yhdessä Kuopion yliopiston kanssa
23 000 USD

Jukka Kortti

Helsingin yliopisto, Historia
Brooklyn College
City University of New York
15 300 USD
sekä matka-apuraha 1300 EUR

Oskari Kuusela

Helsingin yliopisto, Filosofia
University of Chicago
15 300 USD sekä
matka-apuraha 1300 EUR

Arno Tanner

Tampereen yliopisto/Ulkomaalaisvirasto
Politiikan tutkimus
Migration Policy Institute
15 300 USD sekä
matka-apuraha 1300 EUR

*Fulbright Teacher Exchange Program lisästipendi
Fulbright-opettajavaihtoon valituille opettajille*

Eija Partanen-Kivinen

Pohjois-Savon ammatillinen
instituutti, Kuopio
Porterville College, Porterville
Kalifornia
1 500 USD

Jaakko Sivonen

Niittylahden koulu, Niittylahti
Central Elementary School
Bellows Falls, Vermont
1 500 USD

*Renewal Grant -stipendit opintojen jatkamiseen
ensimmäisen lukuvuoden jälkeen. Lukuvuoden
2004-2005 Renewal Grant -stipendit ovat suu-
ruudeltaan 2500 - 4000 dollaria*

Mathias Aspelin

Bachelor of Arts -opinnot
jazz-musiikki
University of Southern California

Erkko Etula

Bachelor of Science -opinnot
taloustiede ja fysiikka
Massachusetts Institute of Technology

Maiju Kuivalainen

Bachelor of Fine Arts -opinnot
tanssi
New World School of the Arts

Ukko Metsola

Master of Public Policy -opinnot
Harvard University

Mina Mojtahedi

Ph.D. -opinnot
ravitsemustiede
University of Illinois, Urbana-Champaign

Piia Mustamäki

Ph.D. -opinnot
englanti/teatteri
Rutgers University

Riikka Pietiläinen

Bachelor of Fine Arts -opinnot
musiikki
City College of New York

Näiden suomalaisille myönnettyjen stipen-
dien lisäksi Fulbright Center jakaa luku-
vuodelle 2004-2005 vastaavasti noin 30
stipendiä amerikkalaisille opiskelijoille ja tut-
kijoille opintoihin, tutkimustyöhön tai
vierailuihin suomalaisissa korkeakouluissa.



Fulbright-ohjelmaan kuuluu stipendin obella monia oheispalveluja ja etuuksia. Fulbright-ohjelmaan vuodelle 2005-06 valituille jatko-opiskelijoille järjestettiin ensimmäinen opintoihin USA:ssa valmistava koulutustilaisuus lokakuussa.

ASLA-Fulbright Graduate Grant -stipendit 2005-06

Fulbright Centerin johtokunta on valinnut
jatko-opiskelijat lukuvuoden 2005-06
stipendiohjelmaan. Hakemuksia elokuun
haussa saapui kaikkiaan 37, mikä on korkein
lukumäärä viiteen vuoteen. Erityisen ilahdut-
tavana Fulbright Centerin johtokunta pitää
sitä, että hakemukset edustivat laajasti eri aloja
ja korkeakouluja. Hakemusten yleinen taso
oli erittäin korkea.

ASLA-Fulbright Graduate Grant -stipen-
dit ovat suuruudeltaan 15 000 tai 28 000
dollaria. Stipendin lisäksi ohjelmaan kuuluu
lukuisia tukipalveluja ja etuuksia, mm. va-
kuutus, opiskelupaikan hakuun ja Yhdysval-
toihin lähtöön liittyvät neuvontapalvelut sekä
mahdollisuus osallistua Fulbright-ohjelman
järjestämiin seminaareihin ja vapaa-ajan-
toimintaan Yhdysvalloissa.

Ohjelmaan valittiin seuraavat kymmenen
opiskelijaa:

Kirsi Hänninen

Turun yliopisto, Folkloristiikka

Emilia Koivisto

Helsingin yliopisto, Geofysiikka

Kirsi Kuivala

Oulun yliopisto, Kemia
Stipendi rahoitetaan yhdessä
Oulun yliopiston kanssa

Mikko Lievonon

University of Bristol
Turvallisuuspolitiikan tutkimus

Minna Niemi

Turun yliopisto
Afrikkalais-amerikkalainen kirjallisuus

Maarit Nissilä

Taideteollinen korkeakoulu
Elokuvaohjaus

Ari Poutiainen

Sibelius-Akatemia
Etnomusikologia / Jazz-musiikki

Susanna Santala

Helsingin yliopisto, Taidehistoria
Stipendi rahoitetaan yhdessä
Helsingin yliopiston kanssa

Samuli Seppänen

Helsingin yliopisto, Oikeustiede

Jukka-Pekka Strand

London School of Economics
Politiikan tutkimus / Kansainväliset
suhteet

Lisäksi yhdessä yliopistojen kanssa rahoit-
tettavista ns. Cost-Share -stipendeistä yksi
myönnettiin nuorelle tutkijalle. Tampereen
yliopiston Cost-Share -stipendi myönnettiin
Jukka Renkamalle tutkimusprojektiin "Divine
Politics; Reconstructionism, the Christian
Coalition, and the Republican Party 1992-
2004".

NEW CENTURY SCHOLARS - OHJELMA 2005-06

New Century Scholars -ohjelma kokoa vuosittain 25-30 tutkijaa ja asiantuntijaa eri puolilta maailmaa työskentelemään jonkin maailmanlaajuisesti merkittävän tutkimusaiheen parissa. Tutkimusaihe vaihtuu vuosittain. Ohjelmaan voivat osallistua asiantuntijat ja eri tieteenalaja edustavat tutkijat, joiden erikoistumisalue liittyy vuoden tutkimusteemaan.

Lukuvuoden 2005-2006 teemaan **“Higher Education in the 21st Century: Global Challenge and National Response”** liittyviä tutkimusaiheita voivat olla mm:

- Elite and mass-access and equity
- The future of research
- The globalization of higher education
- Choice of institutional models
- Higher education and the development of civil society
- The future of the academic profession
- The public-private mix in higher education
- The technological revolution

Hakijoiden on mahdollista esittää myös muita teemaan liittyviä tutkimusaiheita. NCS-ohjelmaan valitut stipendiaatit osallistuvat:

- orientaatioon ja aloitusseminaariin,
- väliarviointitapaamiseen,
- päätösseminaariin,
- 3 kuukauden kansainväliseen tutkijavierailuun, sekä
- ohjelmavuoden aikana jatkuvaan yhteydenpitoon NCS-verkoston muiden tutkijoiden ja verkoston vetäjän (NCS Distinguished Scholar Leader) kanssa.

Suomalaiset hakijat järjestävät kolmen kuukauden tutkijavierailunsa Yhdysvaltoihin. Amerikkalaisten hakijoiden on mahdollista vieraila ohjelman puitteissa Suomessa.

NCS-stipendin suuruus on 37,000 dollaria. Lisäksi korvataan stipendiaatin majoitus- ja ateriakulut ohjelman seminaarien ajalta.

Suomalaisten hakijoiden hakuaika päättyy 3.12.2004. Lisätietoja ohjelmasta on saatavilla Fulbright Centerin kotisivuilta www.fulbright.fi. Amerikkalaiset hakijat saavat lisätietoa ohjelmasta osoitteesta www.cies.org/ncs/.

Fulbright-NYU/CIC Fellowship in International Public Policy

The Fulbright Program offers a 10-month grant at New York University's (NYU) Center for International Cooperation (CIC) for scholars in Public Policy who are researching multilateral issues through a multilateral approach. Projects of particular interest are those that examine the political, legal, institutional and financial bases for effective multilateral action, including public-private partnerships and the division of responsibility between global and regional multilateral actors.

The Fulbright NYU/CIC grantee will receive a stipend of \$35,000; international airfare; and a subsidized studio apartment in

university housing (estimated value \$30,000) or an equivalent contribution toward the cost of housing on the open market.

Applicants must be Finnish citizens. They should hold a Ph.D. in an applicable field within ten years of applying and have experience in both academic research and practice in government or an intergovernmental or non-governmental organization.

The deadline for applications is November 19, 2004. Application forms and instructions are available at www.fulbright.fi.

For more information on the Center for International Cooperation, please visit www.cic.nyu.edu.

Senior Specialists -ohjelma

Fulbright Senior Specialist -ohjelma tarjoaa suomalaisille korkeakouluille mahdollisuuden hakea amerikkalaista asiantuntijaa 2 - 6 viikon vierailulle Suomeen. Korkeakoulut voivat ohjelman kautta etsiä joko tietyn asiantuntemuksen omaavaa henkilöä tai esittää valittavaksi tiettyä henkilöä, joka on ohjelman asiantuntijarekisterissä (CIES:n ylläpitämä "Senior Specialists Roster").

Ohjelman kautta myönnetään apurahoja hyvin monentyyppisiin projekteihin. Asiantuntijan ohjelma Suomessa voi sisältää esimerkiksi opiskelijoille ja opetushenkilökunnalle suunnattuja luentoja, seminaareja ja tapahtumia, korkeakoulun ja sen henkilöstön koulutus- ja kehittämisprojekteja ja esimerkiksi alueen muiden oppilaitosten kanssa yhteistyössä toteutettuja projekteja. Ohjelman kautta ei tueta puhtaita tutkimushankkeita.

Lukuvuonna 2003-2004 Suomessa vieraili Senior Specialist -apurahan turvin kuusi amerikkalaista asiantuntijaa.

Dr. Gary Anderson

Johns Hopkins University, Urban Planning, Urban Studies and Architecture
Teknillinen korkeakoulu

Dr. Armen Donelian

New School University,
U.S. Studies - Music /Jazz
Jyväskylän ammattikorkeakoulu

Dr. John Eaves

U.S. Peace Corps, Communications and Journalism, Educational Leadership and Administration, Lapin yliopisto

Dr. Harley Johansen

University of Idaho, Economics, Development Economics & International Development, Joensuun yliopisto

Dr. Richard Pells

University of Texas, Austin, U.S. Studies, History, Turun yliopisto

Dr. Moe Win

Massachusetts Institute of Technology
Information Technology,
Oulun yliopisto

Suomalaiset korkeakoulut hakevat Senior Specialist -apurahaa Fulbright Centerin kautta. Ohjelmaan on jatkuva hakuaika mutta hakemus tulisi jättää viimeistään 3-4 kuukautta ennen toivottua vierailuajankohtaa.

Tarkemmat tiedot ohjelmasta sekä hakulomakkeet ohjeineen saa Fulbright Centerin kotisivuilta www.fulbright.fi (seuraa linkkiä "stipendiohjelmat"- "korkeakouluille"- "senior specialists program").

Amerikkalaiset asiantuntijat, jotka haluavat hakeutua ohjelman asiantuntijarekisteriin, saavat lisätietoa ja hakuohjeet CIES:n kotisivuilta www.cies.org/specialists.

Lapin yliopiston kokemuksia Senior Specialists -ohjelmasta tässä lehdessä sivuilla 8-9.

Alumni Initiatives Award to Sari Hannula

Ms. Sari Hannula, a 2002-03 Mid-Career Professional Development grantee, has been awarded an Alumni Initiative Award (AIA). This is the first time a Fulbright Center's grantee receives the award. Out of the approximately 200 applications 31 proposals received funding.

The Alumni Initiative Awards (AIA) are designed to enhance the visibility of the Fulbright Senior Scholar Program and to sustain the Fulbright experience for the participants. The grant is designed to translate the individual Fulbright scholar experience into an institutional partnership with a long-term, broad impact rather than simply provide follow-on opportunities to continue an

alumnus' original research or teaching project.

Ms. Hannula, a professional dancer and Director of the Dance Department at the Turku Conservatory, visited José Limón Dance Foundation in New York on a Fulbright MCPD grant during the fall term 2002. During that time she studied dance from various perspectives and created a solo performance in collaboration with Studio Director Alan Danielson. The major goal of her project was, however, to bring new ideas for the development of the dance program at her home institution. Her AIA proposal builds on the collaboration already started and broadens it to a wider faculty and student exchange between the two institutions.

Uusi maksu USA:n opiskelijaviisumia anoville

Syyskuun 2004 alusta astui voimaan säädös, jonka mukaan F-, J- ja M-viisumia anovilta opiskelijoilta peritään ns. SEVIS I-901 -maksu. Tutkinto- ja vaihto-opiskelijoiden maksu on suuruudeltaan \$100, au-pairien, leiri-ohjaajien ja kesätyöharjoittelijoiden maksu on \$35. Maksu suoritetaan ennen viisumin anomista esimerkiksi internetin kautta. Opiskelijan perheenjäseniltä ja mm. Fulbright -stipendiaateilta ei maksua peritä.

SEVIS I-901 on hallinnollinen maksu eikä varsinaisesti osa konsulaatin viisuminomusta. Yhdysvalloissa otettiin vuonna 2003 käyttöön ns. SEVIS -seuranta-järjestelmä, jonka päätarkoitus on antaa Yhdysvaltain valtiolle, kouluille ja ohjelman sponsoreille ajan tasalla olevaa ja luotettavaa

tietoa opiskelijoista ja heidän perheenjäsenistään. I-901 -maksu on SEVIS -järjestelmään liittyvä maksu eikä se poista viisuminomukseen liittyvää viisumimaksua, joka on tällä hetkellä 85 euroa.

Lisätietoja

Lisätietoja Yhdysvaltain suurlähetystön kotisivulta www.usembassy.fi

ja seuraavilta webbisivuilta: www.ice.gov/graphics/sevis/i901/faq.htm www.finjfee.com/index.jhtml

Infotilaisuuksia

Fulbright Center järjestää opiskelijoille suunnattuja infotilaisuuksia TOEFL -kielitestistä sekä opiskelusta Yhdysvalloissa ja Kanadassa. Tarkat aiheet ja aikataulun löytää Fulbright Centerin kotisivun ajankohtaista -osiosta www.fulbright.fi.

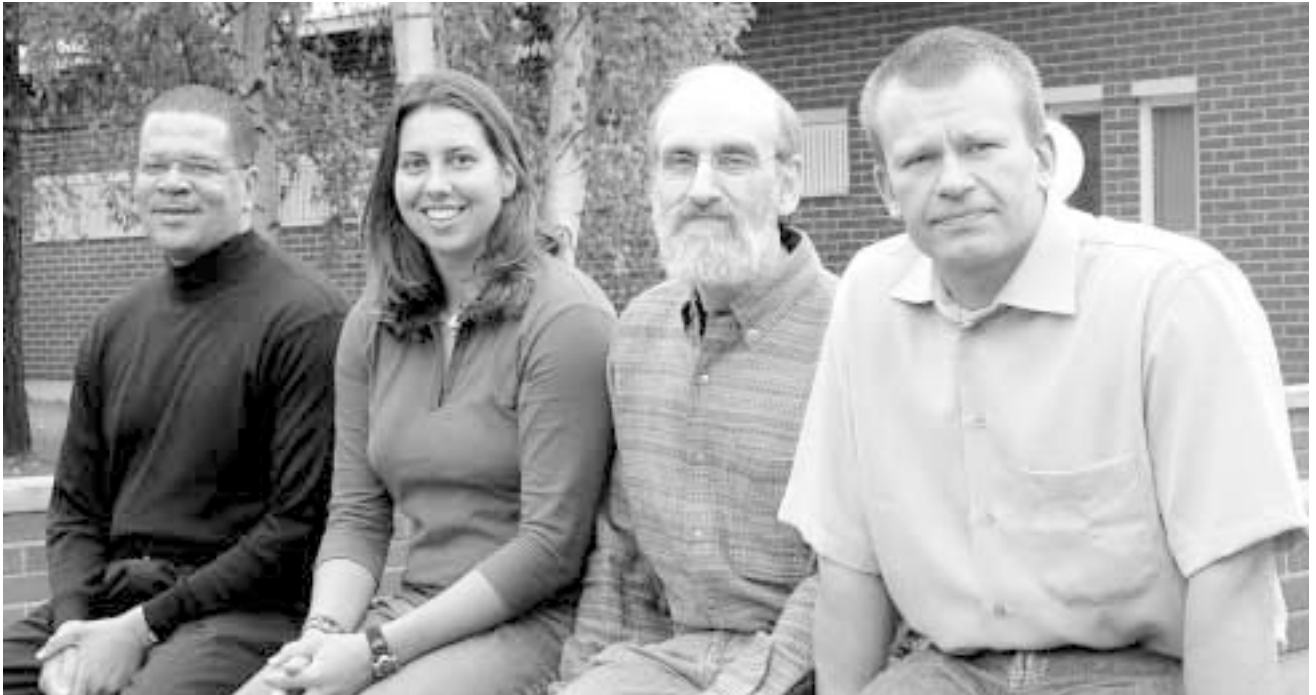
Fulbright Center Studiassa

Fulbright Center osallistuu näytteilleasettajana Studia-messuille Helsingin Wanhassa Satamassa 26. - 28.10.2004. Studia on nuorille ja erityisesti lukiolaisille suunnattu tapahtuma koti- ja ulkomaisista opiskeluvaihtoehtoista, opiskelujen rahoituksesta, asumisesta, palveluista ja järjestötoiminnasta. Osastoltamme (AIIab) saa tietoa opiskelusta Yhdysvalloissa ja Kanadassa, kieli- ja tasotesteistä, sekä Fulbright Centerin stipendiohjelmista.

Luennoitsija viikon vierailulle matka-apurahan turvin

Vuosittain noin 800 eri tieteenalojen amerikkalaista luennoitsijaa ja tutkijaa osallistuu Fulbright-vaihtoon eri puolilla maailmaa, mm. Euroopassa. Tämä asiantuntemus on myös suomalaisten yliopistojen ja korkeakoulujen käytettävissä Inter-Country Travel Grant -ohjelman kautta.

Suomalaiset yliopistot ja korkeakoulut voivat hakea Fulbright Centeristä matka-apurahaa ja kutsua toiseen maahan sijoitetun Fulbright-luennoitsijan Suomeen lyhytaikaiselle, noin viikon kestäväälle vierailulle. Matka-apuraha kattaa vierailevan luennoitsijan edestakaisen lentomatkan Suomeen korkeakoulupaikkakunnalle, edullisinta lentohintaa käyttäen. Vierailun muista kustannuksista vastaa kutsun esittänyt korkeakoulu. Matka-apurahaa ei myönnetä lääketieteen aloille.



John Eaves (left) provided an external perspective on the University of Lapland's marketing and recruiting strategy during his five weeks as a Fulbright Senior Specialist. Karen Hibbard-Rode is a 2004-05 Fulbright student in environmental studies at the University of Lapland's Arctic Center, and Fulbright Professor Stanley Witkin teaches social work during fall 2004. Harri Malinen (right) is the Director of International Relations at the University of Lapland.

My Fulbright Experience in Finland

For the past five years, I have served as the Regional Manager of the U.S. Peace Corps in Atlanta, Georgia. My job requires me to recruit Americans to perform various volunteer work assignments in developing countries around the world. One of the most gratifying experiences of my job is to talk with Peace Corps Volunteers after they have completed their overseas work and returned to the United States. Almost without exception, these men and women remark that the greatest value of their Peace Corps experience was not so much the technical assistance that they provided to the local communities, but how much they gained personally from the experience as they learned about the culture of the people that they served.

“I was selected as a Fulbright Senior Specialist to provide an external perspective on the University of Lapland's marketing and recruiting strategy.”

In a sense, my Fulbright Senior Specialist experience in Finland was this way for me. For five weeks during this past summer, I worked with officials at the University of Lapland in its efforts to make it one of the best known universities in Finland on international markets. The University hopes to achieve this by creating an image that perfectly compliments the name of the University—Lapland, an exotic region of Finland, known for its beauty, nature, and wilderness. While the University of Lapland is already known for its attractive publication materials and availability of courses taught in English, the university has set an ambitious goal to have a student enrollment of 10% foreign students and offer English instruction in 20% of its classes by 2010.

I was selected as a Fulbright Senior Specialist to provide an external perspective on the University of Lapland's marketing and recruiting strategy. During my visit, I met with various university officials, including the Rector, Deans of Faculties, International Coordinators of Faculties, and representatives from the International Office. I also met with Finnish students as well as international students from Canada, England, Germany, France, Kazakhstan, Spain, Tanzania, and the United States. Based on these meetings, I was able to get a strong sense of the university's strengths and challenges. Then, drawing on my professional experiences with the Peace Corps and various administrative positions that I have held in higher education, I was able to provide a list of recommendations to facilitate the university's efforts to meet its international related goals. Some of these recommendations included establishing a stronger student support structure that will

facilitate international students' academic and social integration into the campus community, incorporating more strategic targeting of recruitment at universities in the northern regions of the world, and developing a more diverse offerings of English-based courses.

While the purpose of my Fulbright visit was for me to offer technical assistance to the University of Lapland, the greatest value was the impact on me personally. As a result of my time in Finland, I can honestly say that I see the world a little differently. I was able to challenge the boundaries of my comfort zone by listening, observing, interacting, and dialoguing with many Finns. Most Americans, including myself, have limited knowledge about Finland. Our knowledge is restricted to the legendary Rudolf the Red Nose Reindeer, Santa Claus, the frigid winters, and the 1952 Helsinki Summer Olympics. Obviously, Finland is much, much more than that.

There are many fond memories that I have taken home with me when I returned to the United States. One of them is observing people in the city center of Helsinki wait at a red cross walk even when no cars were coming on the street. Another was my first taste of reindeer, which by the way was delicious. I also cherish my first sauna experience, which I found tantalizing, and I am still awed by a weekend scenic drive that I took from Rovaniemi to the northern border of Norway, where lakes, streams, and reindeer seemed to be at every turn. I treasure my visit to Santa Claus Land, and my photo op with St. Nick. Additionally, I am very intrigued by my discovery of the Sami culture in Inari, and lastly, I am amazed that I learned how to sleep through the brightness of the mid-night sun.

My family, friends, and associates back home are amazed that I experienced all of this and more. Because of my experience, Finland is now on the map. People in my immediate surroundings are now knowledgeable about the country, and some have even inquired about the possibility of visiting one day. Yes, Finland is a well-kept secret that will soon be discovered!

I applaud the University of Lapland for working with the Finnish Fulbright Office to arrange this opportunity. I also wish to acknowledge the hospitality and friendship that I enjoyed with my host Mr. Harri Malinen, Director of International Relations and his colleagues at the University of Lapland.

Text: John Eaves

Photo: Niina Huuskonen

Fulbright Senior Specialist -ohjelma

- oppilaitos ohjaimissa

Kerron lyhyesti hyvin onnistuneesta yhteistyöstä Fulbright Senior Specialist Program stipendiatti John Eavesin kanssa. Marraskuun lopulla 2003 Lapin yliopiston viestintäyksikkö ja kansainväliset asiat jätti hakemuksen Senior Specialist -ohjelmaan. Kuluva vuoden tammikuussa saimme tiedon projektistamme kiinnostuneesta henkilöstä. John Eaves vieraili Lapin yliopistossa kaksi kertaa kesän 2004 aikana.

Yhteistyömme taustalla oli syksyllä 2003 mieleeni tullut haaste, joka liittyi viestintästrategiaamme. Minun olisi yhteistyössä viestintäyksikön kanssa kehitettävä em. strategiaan osio kansainvälisestä viestinnästä ja markkinointiviestinnästä. Lapin yliopiston jo varsin selkeä profiili kaipasi systemaattista imagon yhtenäistämistä kansainvälisille toimintakentille. Fulbright Senior Specialist -ohjelma tarjosi meille mahdollisuuden kohtuukustannuksin hankkia ulkomainen 'konsultti' yhteistyöhön asian tiimoilta.

Projektin ensisijainen tavoite oli saada ulkopuolinen arvio nykyisestä profiilista ja siitä, millaisen imagon me painotuotteillamme ja Internetsivuillamme luomme ulkomailla. Halusimme saada kriittisen arvion siitä, kerrommeko itsestämme oikeita asioita oikealla tavalla oikeille kohderyhmille. Projektin toissijainen tarkoitus oli saada konkreettisia toimenpide-ehdotuksia olemassa olevien toimintojen ja rakenteiden parantamiseksi ja vahvistamiseksi.

Senior Specialist -ohjelmassa oli mahdollisuus hakea rahoitusta kahteen vierailuun. Tämä sopi erinomaisesti projektin luonteeseen. Ensimmäisen vierailun aikana John Eaves tutustui Rovaniemeen, Lappiin ja Lapin yliopistoon ja sen toimintaan varsin perinpohjaisesti. Hän sai luoda itse oman mielikuvansa ympäristöstä ja yliopistosta, jonka perusteella hän suoriutuisi tehtävästään. John osoitautui hyväksi valinnaksi jo ensimmäisen

käyntikertansa aikana, jolloin hän tuotti meille uutta, varsin helposti sovellettavaa tietoa.

Vierailujen välissä kommunikaatiomme toimi hyvin ja sainkin varsin mieluisan ja sopivasti työllistävän väliraportin Johnilta. Siitä johtuen toisen vierailun odotukset olivatkin varsin suuret. Hän sai ohjeekseen selkeyttää yliopiston profiilia ulkoisilla markkinoilla ja tunnistaa Lapin yliopiston vahvuudet kansainvälisillä markkinoilla sekä keinoja näiden vahvuuksien esille tuomiseen. Lisäksi tehtäviin kuului pohtia Lapin yliopiston uhkia ja heikkouksia ulospäin suuntautuvan markkinoinnin kannalta, antaa meille kehittämisehdotuksia kaikkiin yllä mainittuihin kohtiin sekä arvioida ja analysoida nykyinen tiedotusmateriaalimme nettisivuineen suhteessa tavoitteisiimme ja hänen omiin havaintoihinsa.

Siinäpä riitti työsarkaa – ja riittää vieläkin. Me saimme mielestäni kaivettua todella hyvät lähtökuopat projektillämme, jonka aion osaltani saattaa päätökseen kuluva vuoden aikana.

Senior Specialist -ohjelma tarjosi Lapin yliopistolle konkreettisen avun meille tärkeästä ja meitä koskettavasta toiminnasta. Projekti palveli yliopistoamme ja kokonaisuudessaan projekti onnistui mielestäni paremmin kuin osasin suunnitella tai toivoa.

Senior Specialist ohjelmasta sanoisin olevan seuraavanlaisia etuja:

- Ohjelman tavoite ja toiminta on muokattavissa omien tarpeiden mukaiseksi
- Toiminta on konkreettista ja tulokset selkeitä ja ne ovat välittömästi arvioitavissa
- Ohjelma on hakuprosessiltaan nopea ja joustava sekä sen hallinnointi on kevyt ja kokonaisuudessaan kustannustehokas

Harri Malinen

Kansainvälisten asiain päällikkö

Lapin yliopisto



■ Photos: Reportage photos of the Mathematical Sciences Research Institute by Ed Alcock. He is an award winning photographer living in Paris, France. He is a regular contributor to *The New York Times*, *The Guardian* and *The Independent on Sunday Review*. More of his work can be seen at www.edalcock.com.

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Mathematics

As in any country, the word mathematics in the U.S. is a blanket term for what is really a large and diverse discipline. Graduate study in mathematics in the U.S. can be pursued anywhere in the spectrum of mathematics from applied math to pure math, and interdisciplinary research is also available.

The number of universities and varieties of research in the US is vast. For example, one can find programs that include courses in biology, as well as programs that are focused on purely abstract mathematics. Some universities have mathematics departments closely associated with their computer science programs. Chances are excellent that one can find a university with active research in any given area. However, not all universities will have a strong program or active research in one's particular area of work or interest.

Mathematician typically receives a Bachelor's degree and then proceeds directly to a graduate program without taking time off from their studies. A Bachelor's degree usually takes 4 years, and a PhD program 5 to 6 years. A master's degree is usually considered 2 to 3 years long. The time to complete a Ph.D. if one already has a Master's might be about 3 years.

Undergraduate Study

In the US, mathematics education at some schools is more fluid than in Finland. That means that while many students entering college (17 or 18 years old) have taken a course in calculus, many students who end up concentrating on mathematics have already taken classes such as linear algebra, multivariable calculus, or real analysis. Such students who are interested in mathematics tend to attend competitive technical universities, and there are students who graduate with a bachelor's degree early as they have taken college level courses already in secondary school. The effect of this is that there is sometimes a great variety of the age of students and their mathematical backgrounds in a graduate program.

Typically, students declare their major at the end of the second or fourth years of college. Study in the last two years tends to concentrate on the chosen major subject, culminating in graduation with a B.S. or B.A. degree in mathematics. The difference of degree usually depends on the type of institution the student attended. Many colleges have different tracks for undergraduate mathematics. Most typically there is a pure math track, applied math track, math of

finance track, and a general math track. There is a higher level of difficulty of course selection and academic performance expected of those planning to continue to graduated school.

PhD Programs and Specialization

Students tend to enter a Ph.D. Program directly from undergraduate school. It is possible to apply only for a Master's, but funding is usually reserved for students intending to complete a doctorate. Master's degrees are awarded at different points along the way to a Ph.D., and this depends on the program. Some programs give a master's after the successful completion of two years of graduate school, which would usually be comprised mostly of course work.

While some students enter a PhD program with a particular research interest, area, or even professor in mind, many students don't choose their area of specialty until the first

“Chances are excellent that one can find a university with active research in any given area.”

or second year of graduate school. This is often done by choosing a professor they are already familiar with to advise their thesis research, and after taking a large class selection in various topics. Research work then takes 3 to 4 years, sometimes longer, depending on the research, the program, and the student. This is the point where mathematicians most often fix on what will be their specialization.

Funding and Teaching

The Ph.D. studies for a student are most usually funded in the form of a tuition waiver and stipend that is dependent on some sort of work for the department. Exceptional students may receive research based grants, but the majority of graduate students are

expected to have some sort of teaching responsibilities. The quality and availability of these positions varies from department to department.

“Teaching is considered a valuable and beneficial experience for most graduate students.”

Teaching is considered a valuable and beneficial experience for most graduate students. While some professorships are given mostly on the basis of research, the teaching ability of a professor is valued highly in the U.S. and without

experience teaching in graduate school; it would be difficult to get a permanent position in a university or private college. The exception, as always, is given to those with outstanding research.

Text: Jennifer von Reis, Fulbright Graduate Grantee 2003-2004 at the University of Turku.

Professional Organizations:

American Mathematical Society

The AMS is the most important mathematical organization in the US, particularly for those involved in research.
www.ams.org

Mathematics Association of America

The AMS is considered the society for serious researchers while the MAA has more emphasis on teaching and methodology.
www.maa.org

Association for Women

in Mathematics
www.awm-math.org

Institute for Mathematics and its Applications

www.ima.umn.edu/industrial/

Includes information on post docs:
www.math.fsu.edu/~jmann/links.html

Again, for a list of programs:

www.math.hmc.edu/misc/gradschools.html

The Wall Street Journal graduate school finder:

www.collegejournal.com/toolkit/findgradschool.html

FC:N JULKAISU-POIMINTOJA

Webbilinkejä opiskelusta USA:ssa

Undergraduate Study

<http://educationusa.state.gov/undergrad/pubs/iywts1.pdf>

Graduate and Professional Study and Research

<http://educationusa.state.gov/graduate/pubs/iywts2.pdf>

Short-Term Study, English Language Programs, Distance Education and Accreditation

<http://educationusa.state.gov/study/pubs/iywts3.pdf>

Getting Ready to Go: Practical Information for Living and Studying in the United States

<http://educationusa.state.gov/predeparture/pubs/iywts4.pdf>

U.S. Classroom Culture: Michael Smithee, Sidney L. Greenblatt, and Alisa Eland, NAFSA

Introduction to American Life: Lanie Denslow, Mary Tinkham, and Patricia Willer, NAFSA

Managing Your Money: Nancy Young and Suzanne Drolesky, NAFSA

NAFSA:n oppaiden osoite on:

<http://www.nafsa.org/content/ProfessionalandEducationalResources/Publications/advising.htm>



Hoops and Human Nutrition



■ The University of Illinois took home the national championship in wheelchair basketball, and they also took home the net from the hoop. Mina's skillful use of the scissors obtained this souvenir.

Photo: Mina Mojtahedi

Diversity is one of the foundations of American academia, and high numbers of international students continue to enrich this fundamental feature. Mina Mojtahedi makes good use of her skills in two fields: the study of human nutrition and the game of basketball.

Last fall, Mina Mojtahedi canceled the lease on her apartment, sold her car and furniture, packed her bags and bade farewell to her friends. She had made an important decision in her life: she was to become an Illini.

Hold on... she was to become a what?

An Illini, a student of the University of Illinois—more precisely, Mina Mojtahedi had gained acceptance to pursue graduate studies in human nutrition at the University of Illinois at Urbana-Champaign. This long-time dream of hers was realized by means of a Fulbright grant.

Mojtahedi is now a few months into her second year of study at the University of Illinois, a town in its own right between the small towns of Urbana and Champaign. During her first year, Mina mainly completed coursework in nutritional sciences; this year, the emphasis will be more on her research project, which will gradually develop into a dissertation.

"I specialize in nutrition matters of special importance to disabled people; in particular, nutrition for people with spinal cord injuries. Furthermore, I am currently exploring the option of qualifying as a dietician," Mina says.

She believes it will take her four more years

to complete her studies. August marked the first milestone toward her goal, as she passed the qualifying examination for the doctoral degree program in her field.

Crash courses in society and culture

Mina uses superlatives to describe her experience thus far: inspiring, enriching, exciting, fun. She admits, though, that adapting to a new culture can be arduous at times, and the occasional bouts of homesickness are inevitable.

"Mina uses superlatives to describe her experience thus far. She admits, though, that adapting to a new culture can be arduous at times."

"There are just so many things you have to take care of right after your arrival," she explains.

"For instance, you have to find an apartment and make all the necessary contracts for water, electricity and communications; you have to buy a car, maybe, and take out car insurance; you have to get a Social Security number; you have to enroll in courses, and find out where and when the first class will be held and how to get there—all this in a matter of days."

Naturally, navigating in a new cultural context is perplexing. On the other hand, this crash course in the new culture holds an

undeniable upside: with the help of tried and tested student services, university staff, and a bunch of helpful new friends, this initial frenzy facilitates a faster adaptation.

Jokingly, Mina confesses that her experience also had a surreal side.

"At first, I felt as though I had ended up in the middle of an American movie. I was suddenly amidst events and settings I had only seen on screen: campuses, dormitories, fraternity parties, sports events with super-energetic cheerleaders... I hadn't realized moviemakers were that true to reality!"

Praise with a few buts

Mina first learned about the University of Illinois many years back in Switzerland, where she was participating in an athletic event. From her fellow athletes, she heard good things about the university—so good that she wanted to learn more.

"I found out that their training program for disabled athletes was world-renowned, and many of the best disabled athletes in the world either were attending the University of Illinois or had graduated from there.

"I also learned that, overall, the University of Illinois ranks among the best universities in the United States. When I found out that they had a nutritional sciences department, I

was about to burst with joy: at that time, I was studying nutrition at the University of Helsinki.”

The University of Illinois seemed like a dream place for her to continue her studies. However, her dream involved the inevitable ifs and buts and maybes.

“I was not familiar with the American system of higher education, and the tuition fees seemed like an insurmountable problem. I deemed it best to forget all about my big plans for a while.”

Dream revisited

Several years later, with the completion of her master’s degree drawing near, she had to decide what to do after graduation. At that point, she began to reconsider the Illinois option.

“This time around, it appeared that the pieces might well fall into place. I had switched from wheelchair track racing to basketball, and I found out that the university had an excellent team in wheelchair basketball, not to mention some of the best coaches in the world.

“I researched the various sources of financial aid thoroughly, and I realized that the situation was not at all as desperate as I had thought: there was a fair choice of grants available for graduate students.”

Mina decided to give the Fulbright Program

a try, for you never know.

“After all the paperwork and interviews, when I opened what turned out to be a letter of acceptance, I almost fell off the chair!”

Lessons in life and time management

At the University of Illinois, Mina divides her time between academics and athletics.

Her days usually start with basketball practice at 6:30; in addition, her team trains with weights three times a week. After the two-hour morning practices, she has time for a quick shower before her classes begin.

“On weekends, we usually play tournaments, so spare time really isn’t a problem,” she says with a laugh.

“But the early mornings and all the hard work paid off. Our team won the national championship in women’s wheelchair basketball, and we placed fifth in the Central Intercollegiate Conference, in which we play against men’s teams.”

Mina regards the friends and acquaintances she has made on both the academic and athletic fronts as one of the highlights of her experience so far. On campus, cultural diversity is nothing like the platitudes in advertising copy—it is an everyday reality.

“On campus, cultural diversity is nothing like the platitudes in advertising copy—it is an everyday reality.”

Careful preparation spells success

Her advice to those interested in the Fulbright experience is to persevere, and she stresses the importance of starting the search for information early enough. Patience is likewise a virtue: in her particular case, the time span between making the application for a Fulbright grant and boarding an airplane was eighteen months.

Furthermore, it is important not to be discouraged by the paperwork. Bureaucratic as it may seem, it is essential in carefully matching the right people with the right programs and universities.

“Before I got to the point where I was packing my suitcases, I must have filled out at least a suitcaseful of forms and applications of all imaginable sorts,” Mina figures.

And was it worth it? No need to ask.

“Here, I’ve learned firsthand that the Fulbright Program has a good name, which opens many doors. Now that I have settled into the new culture and university life in the new environment, I am ready to take on more responsibility—both in my research group and my basketball team.”

Text: Timo Luhtanen

■ The Fighting Illini Women’s Wheelchair Basketball Team secured the national championship. Mina Mojtamedi is in front on the left.



Photo Copyright 2004, Paralyzed Veterans of America Inc., by permission of SPORTS 'N SPOKES. Photo by Mark Cowan.

Studying in Newfoundland and Labrador

Located on the edge of the continent, Newfoundland and Labrador is the most easterly province in Canada (and North America) and a place where you can experience the old world and the new, visit the past, present and future in the same day.

Once England's oldest colony, Newfoundland and Labrador joined Canada in 1949 and became the country's youngest province. Influenced strongly by England, Ireland, France, Portugal and Spain, the province's culture is highly unique and can be seen in its architecture, arts, music and the friendly nature of its people. Newfoundland and Labrador is 405,720 sq. km. and has a population of over 500,000. Home to more than 19,300 km of rugged coastline, the province has been shaped by its sheer size and geographic characteristics which include glacier-carved fjords and scenic forests.

Newfoundland and Labrador has one university and an extensive vocational college system. As the province's only university, Memorial University of Newfoundland is a comprehensive university with approximately 17,000 students, 1000 faculty members and 1,500 support staff, the largest in the region. More than 100 undergraduate and graduate degrees are offered through the faculties (arts, science, education, medicine, engineering and applied science, business) and schools (music, human kinetics and recreation, nursing, pharmacy, social work, graduate studies).

Memorial is distributed over four campuses, the largest located in Newfoundland and Labrador's capital city of St. John's, the oldest city in North America. Memorial's Marine Institute, also in St. John's, is Canada's largest and most comprehensive marine training institute. On the west coast of the island is Sir Wilfred Grenfell College, a small, liberal arts and science campus that specializes in the fine arts and environmental programming. Memorial also has a campus in Harlow, England.

Memorial University is one of the region's most important research organizations. The university's teaching and research efforts

reflect, to a large degree, the unique needs, opportunities and challenges of its North Atlantic location. Today, research activities span all disciplines including science, medicine, arts, social sciences, engineering, education and business.

Students attending Memorial have access to one of Canada's best university libraries, computer labs and many specialized academic help centers. Health and counseling services are also available on-campus. The International Student Advising Office (ISA) helps international students with everything from academics, health and finances to employment and cultural issues.

International students at Memorial may be eligible for a variety of scholarships. For example, an international student entering Memorial is automatically considered for non-renewable entrance scholarships on an

individual basis. These scholarships are based on a number of criteria including academic standing.

Kristine Hamlyn

Communications Coordinator, Office of Student Recruitment, Memorial University of Newfoundland

More information

For more information on studying in Newfoundland and Labrador:

www.mun.ca
www.mun.ca/intl_students
www.gov.nl.ca/edu

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Suomalaisten yliopistojen USA ja Kanada -vaihdot

Fulbright Center teki selvityksen suomalaisten yliopistojen USA- ja Kanada-vaihdosta ja sen tilanteesta kesällä 2004. Kartoitimme yhteistyökumppaneita, yhteistyön laajuutta ja sujuvuutta sekä vaihtojen välistä tasapainoa. Selvitykseen kuuluvaan kyselyyn vastasi yhteensä 18 suomalaista yliopistoa. Olemme saaneet paljon tietoa vaihdon suuntauksista ja haasteista sekä ongelmakohtista. Selvityksen tuloksista julkaistaan tarkempi raportti loppuvuodesta.

Yhdysvallat

Kyselyyn vastanneilla yliopistoilla on yhteensä 75 kahdenvälistä vaihtosopimusta 57 amerikkalaisen yliopiston kanssa. Päällekäisyyksiä on siis verrattain vähän. Kaikilla yliopistoilla on vähintään yksi kahdenvälinen vaihto-ohjelma. Keskimäärin vaihtopartnereita on neljä mutta hajonta on suuri.

Vaihtopartnerit sijaitsevat ympäri Yhdysvaltoja 31 eri osavaltiossa. Maantieteellisesti itäinen ja erityisesti koillis-Yhdysvallat on kuitenkin selkeästi vahvimmin edustettuna. Michigan on suosituin sopimuskohte, peräti kahdeksalla yliopistolla on vaihtosopimus michiganilaisen yliopiston kanssa. Tämän jälkeen tulevat Kalifornia ja Ohio sekä Pohjois-Carolina, Pennsylvania, New York ja Virginia.

Suomesta lähtee yliopistovaihtoon vuosittain noin 190 opiskelijaa ja Suomeen saapuu Yhdysvalloista noin 90 opiskelijaa. Kyselystä saatujen arvioiden mukaan noin puolet suomalaisista lähtee Yhdysvaltoihin nimenomaan kahdenvälisten vaihto-ohjelmien puitteissa. Monenkeskisten ohjelmien kautta lähtee vaihtoon noin 22 % opiskelijoista ja 23 % joko ns. free movereina tai yliopistojen tarjoamien muiden väylien kautta. Näitä väyliä ovat esimerkiksi ASLA-Fulbright -vaihto ja laitoksien sekä professoreiden omat yhteydet esim. tutkijatasolla. Suurin osa yliopistoista tarjoaa mahdollisuuksia myös väitelleille tutkijoille, luennoitsijoille ja yliopiston hallintohenkilöstölle.

Yliopistot osallistuvat mm. seuraaviin monenkeskisiin vaihto-ohjelmiin: International Student Exchange Program (ISEP), Mid-America Universities International (MAUI), Global Education for European Engineers and Entrepreneurs (GE4), The University of North Carolina Exchange Program (UNC-EP), Finnish Medical Students' International Committee (FiMSIC), EU-USA -ohjelma.

Kanada

Kyselyyn vastanneilla yliopistoilla on yhteensä 30 kahdenvälistä vaihtosopimusta 24 kanadalaisen yliopiston kanssa. Lähes kolmanneksella Kanadan 90:stä yliopistosta on siis Suomi-yhteyksiä. Kohdeyliopistopäällekkäisyyksiä on verrattain vähän. Suomessa vaihto on kuitenkin jonkin verran keskittynyt tietyille yliopistoille. Kahdeksalla yliopistolla ei ole ollenkaan kahdenvälistä vaihtosopimuksia Kanadaan. Kahdeksalla on 1-3 vaihtopartneria. Kaksi yliopistoa erottuu selkeästi joukosta, toinen seitsemällä ja toinen kahdeksalla partnerilla.

Vaihtopartnerit sijaitsevat kuudessa eri provinssissa ja kahdessa territoriossa. Ontario on selkeästi suosituin kohde. Seitsemällä yliopistolla kymmenestä on siellä vaihtopartneri. Toisena tulee British Columbia ja kolmantana Quebec. Muut kohteet ovat Alberta, Saskatchewan, Nova Scotia, Ykon ja Nunavut.

Suomesta lähtee yliopistovaihtoon vuosittain noin 70 opiskelijaa ja Suomeen saapuu Kanadasta noin 60 opiskelijaa. Kahdenvälisten vaihdot ovat tärkeitä myös Kanadan kanssa koska kyselystä saatujen arvioiden mukaan lähes puolet opiskelijoista lähtee vaihtoon nimenomaan kahdenvälisten ohjelmien puitteissa. Yliopiston monenkeskisten ohjelmien kautta lähtee vaihtoon noin 19 % opiskelijoista ja 15 % joko ns. free movereina tai yliopistojen tarjoamien muiden väylien kautta.

Yliopistot osallistuvat mm. seuraaviin monenkeskisiin vaihto-ohjelmiin: International Student Exchange Program (ISEP Multilateral), Finnish Medical Students' International Committee (FiMSIC), North2North, CRÉPUQ (Conférence des recteurs et principaux des universités du Québec), EU-Kanada -ohjelma.

Terhi Topi

A Survey on Finnish-North American Exchanges

The Fulbright Center has conducted a survey on Finnish university exchanges with American and Canadian institutions. The purpose of the survey was to assess the level, quality and balance of cooperation. A report on results will be published at the end of the year. A synopsis in English will also be available upon request from the Fulbright Center.

Koulutuspäivä Kanadasta

Fulbright Center järjestää koulutuspäivän korkeakoulujen kansainvälisten asiain opintoneuvojille opiskelusta Kanadassa. Koulutuspäivä järjestetään torstaina 13.1. ja toistetaan perjantaina 14.1. Koulutuspäivän puhujina ovat mm. Pari Johnston AUCC:stä, Peter Mörkeberg Kanadan suurlähetystön konsulaattiasemalta Tukholmasta, Samu Seitsalo CIMO:sta ja Terhi Topi Fulbright Centeristä.

Lisätietoja koulutuspäivästä: Terhi Topi, puh. (09) 5494 7400. Tarkemmat tiedot ja ilmoittautumisohjeet julkaistaan marraskuun lopussa. Tilaisuus järjestetään Fulbright Centerissä, Kaisaniemenkatu 3 B, 5. krs., 00100 Helsinki.

Uusi TOEFL syyskuussa 2005

Educational Testing Service:n (ETS) Senior Vice President Paul Ramsey vieraili Suomessa ja Fulbright Centerissä syyskuun lopulla. Vierailunsa aikana Ramsey muun muassa puhui opetusministeriön järjestämässä yliopistojen opiskelijavalintoja koskevassa kutsuseminaarissa. Hän kertoi esitelmässään tasotestien käytöstä amerikkalaisten yliopistojen opiskelijavalinnoissa. Lisäksi hän esitteli syksyllä 2005 käyttöön tulevaa uutta internet-pohjaista TOEFL-testiä Fulbright Centerin kv-asiantuntijoille järjestämässä keskustelutilaisuudessa.

Amerikkalaisissa yliopistoissa ei ole pääsykokeita. Opiskelijavalintojen yhtenä kriteerinä käytetään sen sijaan standartoituja tasotestejä, joista yleisin on SAT. Se on perustutkintoa suorittamaan hakeville opiskelijoil-

le tarkoitettu tasotesti, joka mittaa kielellisiä ja matemaattisia taitoja. Standartoidun testin tulos auttaa opiskelijavalintalautakuntia vertailemaan eripuolilta maata ja maailmaa tulevia opiskelijoita keskenään.

Testituloksia käytetään myös ensimmäisen vuoden opintomenestyksen ennustamiseen. Tulosta yksinään ei kuitenkaan suositella mittariksi vaan ennusteeseen on liitettävä myös muita tekijöitä: esimerkiksi päästötodistuksen arvosanat ja testitulos yhdessä ovat tutkimusten mukaan parempi mittari kuin kumpikaan yksin.

Fulbright Centerin järjestämässä keskustelutilaisuudessa Paul Ramsey kertoi uudesta internet-pohjaisesta TOEFL –testistä, jonka on määrä korvata nykyinen testi syyskuussa 2005.

Internet-pohjainen TOEFL –testi koostuu luetun- ja kuullunymmärtämisestä, kirjoitus-osiosta sekä uutuutena testiin tulevista puheosiosta. Testi mittaa entistä paremmin opiskelijoiden kommunikatiivisia taitoja. Testintekijät sekä oppilaitokset saavat tulokset internetin kautta.

Uutta TOEFL –testiä järjestetään keskimäärin muutaman kerran kuukaudessa nykyisen viikoittaisen testauksen sijaan. Testikeskuksia tulee lisää, ETS selvittää parhailaan muun muassa eri maiden oppilaitoksien mahdollisuuksia toimia testikeskuksina.

Internet-pohjaisesta TOEFL –testistä saa lisätietoa osoitteesta www.ets/toefl.org. Kysymyksiä ja kommentteja voi lähettää osoitteeseen toeflnews@ets.org.

Teksti ja kuva: Johanna Lahti

■ Fulbright Centerissä järjestettyyn *News from the ETS* –keskustelutilaisuuteen osallistui lähes parikymmentä korkeakoulujen kansainvälisten asiain ammattilaista ympäri Suomea. ETS:n Senior Vice President Paul Ramsey (oik.) esitteli mm. uutta TOEFL –testiä.





Eija Partanen-Kivinen and children at Niagara Falls.

Fulbright Teacher Exchange ja Administrator Exchange -ohjelmien hakuaika lukuvuodelle 2005-2006 päättyy 31.10.2004. Lukuvuoden kestävä Fulbright Teacher Exchange -ohjelma on tarkoitettu yläasteen, lukion, ammattioppilaitosten ja ammattikorkeakoulujen opettajille. Kuuden viikon Administrator Exchange -ohjelmaan voivat hakea opetusalan hallinnollisissa tehtävissä työskentelevät. Lisätietoja ohjelmista saa Yhdysvaltain suurlähetystön lehdistö- ja kulttuuri-osastolta, p. (09) 6162 5559, tai sähköpostitse mcintiremh@state.gov. Lisätietoja löytyy myös lähetystön internet-sivuilta osoitteesta www.usembassy.fi.

Fulbright Teachers Prepare for International Exchange

The State Department's Fulbright Teacher and Administrator Exchange Program conducted its annual orientation for incoming and outgoing U.S. and international Fulbright teachers for the 2004-2005 year in August, in Alexandria, Virginia. The orientation offered sessions on cross-cultural issues and comparative educational systems.

Since 1946, the program has provided opportunities for teachers, and administrators to participate in direct exchanges with colleagues from other countries. Foreign teachers teach in schools throughout the United States for a year, while their American counterparts travel abroad to teach. The program is sponsored by the State Department's Bureau of Educational and Cultural Affairs (ECA).

"Our Fulbright teachers and administrators establish relationships in their exchange host communities that form the foundation of strong, mutually beneficial partnerships in the years ahead," said Patricia S. Harrison, Assistant Secretary of State for Educational and Cultural Affairs. "Their efforts are critical to the future of communities, countries and the world, and I am confident that each will use his or her Fulbright

experience to make a positive difference."

According to Jennifer Gibson, chief of ECA's Teacher Exchange Branch, there are 300 participants in the 2004 program. This includes 140 international teachers who will teach in 42 U.S. states and 160 U.S. educators teaching in 24 foreign countries.

"This exchange is an opportunity to gain firsthand knowledge of another culture, expand your professional knowledge as educators, and help others learn about your country and its traditions and values," Marianne Craven, ECA's managing director of academic programs said at the orientation reception to honor the 2004-2005 Fulbright teachers.

Craven also noted ECA's recent effort to bring three groups of women teachers who defied the Taliban to teach Afghan girls in unofficial schools to the University of Nebraska for teachers training. She said in 2005 ECA also plans to bring a group of teachers from Iraq to the United States and launch a joint teacher exchange with India and Pakistan.

Mary Mellor, the U.S. 2004 National Teacher of the Year, delivered the keynote address at the orientation session, saying, "Curiosity, respect of others, and a desire to

teach and learn, those are the foundations of the Fulbright program."

Mellor also advocated the expansion of teacher exchange programs into the Middle East and South Asia.

"I am looking forward to experiencing the culture and diversity of the United States and learning more about the rich Hispanic culture in California," said Eija Partanen-Kivinen, a physical education teacher from Finland.

Partanen-Kivinen spoke about her plans to share aspects of Finland's Nordic culture with her American students by introducing unique sporting events. She also discussed how she planned to teach her students in Finland about U.S. culture when she returns.

More information about the Fulbright Program is available on the World Wide Web at: <http://exchanges.state.gov/education/fulbright>

*Text: An abridged version of a text by Todd Bullock, Washington File Staff Writer. The Washington File is a product of the Bureau of International Information Programs, U.S. Department of State. Web site: <http://usinfo.state.gov>
Photo: Harri Kivinen*



New Avenues for Academia

A Case Study of the Ripple Effect

Professor James Fairweather's time as a Fulbright lecturer at the University of Tampere left an imprint: the Higher Education Group, a new unit focusing on the future of higher education.

One of the primary aspirations of the Fulbright Program is to leave a lasting effect on the lives of the participating people and institutions. Professor James Fairweather's stay at the University of Tampere did just that: his work facilitated a new unit and reinforced the structure of the doctoral program in higher education administration.

The Higher Education Group was established last spring, at the end of Professor Fairweather's stay in Finland, and—well, it's a long story, which is easier to follow if we first go back a few years.

Higher learning in times of transition

In the late 1980s, Finnish higher education was one of the most centralized educational systems in Europe. Since then, profound reforms have taken place. These include, for example, performance-based budgets and management by result, as well as enhanced cooperation between academia, business and society—not to mention the polytechnics, an entirely new section of higher education.

These changes have resulted in increased autonomy for Finnish universities. For example, the role of the Ministry of Education has broadened from regulation to encouraging and initiating change and innovation.

The Department of Administrative Science at the University of Tampere has done some research into changes in Finnish higher education. However, the far-reaching reforms in administration and management, as well as the changes in the structure of higher education, brought about a need for a more systematic approach.

"In addition to the need for research, there was a distinct need for further education and

professional development programs for those working in higher education administration," says professor Seppo Hölttä.

Changes on paper and in practice

This incentive led to an initiative which garnered a positive reaction from the Ministry of Education. Thus, the Finnish Network for Higher Education Research and Training (FINHERT) was established in 2002 to provide research and training support for the reform in administration and management.

"The essence of our initiative was that the structural changes had been formally implemented, but these changes had not necessarily reached all organizational levels within the institution; in particular, faculty and administrators had not internalized the systemic change," Seppo Hölttä says.

The FINHERT network is a partnership between three universities: Tampere, Turku and Jyväskylä. The Higher Education Group was established to coordinate research and training within the FINHERT program at the University of Tampere—and so, we have come back to where we started from.

One question remains, though. How does James Fairweather fit into this equation?

Transatlantic take on higher education

Seppo Hölttä says the first two years of FINHERT cooperation have showed promising results: the market demand for systematic research, training programs and consultancy services related to higher education administration and finance is indisputable.

"More than half of the students in our one-year training program are administrators from universities, polytechnics and the

Ministry of Education. The program provides the participants with a deeper understanding of the dynamics of higher education and helps them with career planning."

The doctoral program employs a practical approach.

"Graduate students pursue a mandatory core program, which includes courses at various research centers. In addition, they undertake short research and development assignments, as well as teaching with senior academics, which initiates them into the role and tasks of a higher education specialist."

To further develop the relatively new FINHERT program in Tampere, the Department of Administrative Sciences decided to participate in the Fulbright Program by requesting the appointment of a lecturer.

"This was done to include an essential aspect in both research and training: international comparison. We were pioneers in the field in Finland; on the other hand, the United States has one of the strongest traditions in research into higher education administration," Seppo Hölttä says.

Enter James Fairweather.

Mutual interests, mutual benefits

James Fairweather is a professor of higher, adult and lifelong education at the College of Education at Michigan State University. His primary interests lie in research design and policy analysis, faculty roles and rewards, industry-university partnerships, educational reforms and quality assessment.

He says the nature of the work was the reason behind his applying for the position offered by the University of Tampere through the Fulbright Program.

"The opportunity to help build a new

doctoral program was unique.”

In Tampere, James Fairweather delivered a series of lectures in comparative higher education. He also lectured at the University of Jyväskylä, one of the partners in the FINHERT network.

Fairweather’s expertise and input facilitated the Higher Education Group. The ripple effect being a pivotal feature of the Fulbright Program, what were the signs of synergy in this particular instance?

“I already have incorporated some comparative aspects to the courses I teach here at Michigan State University, and I anticipate returning to teach again at Tampere.”

Worldwide partnerships

Speaking of synergy, the focus of the Higher Education Group extends beyond Finland. Within the Hedda network, the University of Tampere cooperates with the University of Oslo in Norway and the University of Aveiro in Portugal to offer one of the first pan-European degrees.

The European Master Program in Higher Education delves into the processes of fundamental change that higher education systems and institutions are undergoing all over the world. This program falls into the category of international education to the letter: the participants pursue studies in all three universities.

Quite recently, the program entered a new level.

“In late September, the master’s program was included in the Erasmus Mundus network, which opens the program to students from all over the world,” says a seemingly pleased Seppo Hölttä. The Hedda program was selected from among 14 high-quality programs seeking Erasmus Mundus status.

Launched by the European Commission at the beginning of the year, Erasmus Mundus is a new network of cooperation, which aims at enhancing the quality of European education and promoting intercultural understanding.

How are the high ideals implemented in practice?

“The program enables student and teacher mobility between Europe and the rest of the world. Students from other continents are offered an opportunity to pursue master-level programs in European universities, and vice versa.”

Within this wider context, the Higher Education Group already has program development plans that involve James Fairweather. The ripple effect tends to produce remarkable results.

Higher Education Meets the Market Forces

The Higher Education Group at the University of Tampere was established to study the future of Finnish higher education. What lies ahead, then?

Professor James Fairweather foresees a shift from the Humboldtian ideal of research-based universities to more flexible institutions, which facilitates a faster response to market demands.

“With the ongoing tendency to decentralize control from the Ministry of Education to universities, understanding the role of markets in academic work is now more important than ever,” he says.

Even though many nations in Europe have adopted a more market-oriented approach to higher education, the role of markets still remains unclear in the steering of universities. On occasion, market demands seem to clash with regulations set by the Ministry of Education.

In Finland, for example, universities are not allowed to decide independently on opening a new field of study, such as business or engineering. However, if a university has the right to award degrees in a certain field of study, it also has the right to establish new programs in that particular field.

As a result, some universities have been unable to respond directly to the demands of regional labor markets and industries. Lately, these regulations have created controversy, particularly in engineering.

Reflections on reform

The administrative reform in Finnish higher education has produced visible results, but, as often happens in the context of change, it has also generated dispute. In other words, Finnish higher education has issues—and some of them are hot.

Some claim that management by result has turned academic institutions into degree factories that compromise on quality and focus on quantity—that is, on fulfilling their quota of degrees completed. Professor Seppo Hölttä from the Higher Education Group at the University of Tampere regards these claims as unfounded.

“The introduction of management by result in Finnish higher education is one of the areas on which we have focused in our research, and the results seem not to back up this popular claim,” he says.

“Nonetheless, the worry about compromised quality is understandable, since the danger of a shift from quality to quantity is inherent in management by result. Creating a quality assessment system which would counterbalance this risk is one of the greatest challenges of Finnish higher education.”

Higher education with a price tag

Thus far, Finland has boasted a free higher education system. In recent years, however, the topic of tuition fees has regularly made the public debate and turned it into a heated discussion.

James Fairweather takes no stand; however, he says that changes in the funding model of Finnish higher education seem inevitable. Partnerships with industry, as well as fee-based programs in continuing education, professional development and international education, generate income for universities—but not enough to solve the problem.

“The funding model of Finnish higher education dates back to the 1960s and ’70s, to an entirely different reality,” Fairweather says.

“The basic issue is that Finland has greatly increased access to higher education while decreasing the role and funding level from the Ministry of Education. Finland almost certainly cannot continue to use the same funding apparatus as when it had much lower participation rates.”

More information

FINHERT.....	http://www.uta.fi/finhert/index_en.html
Hedda	http://www.uv.uio.no/hedda/
Higher Education Group	http://www.uta.fi/finhert (in Finnish)

Text: Timo Luhtanen

Welcome to Finland

All Fulbrighters traditionally start their grant year with orientations arranged by the Fulbright Center. This year's new American grantees gathered in Helsinki for the two-day Arrival Orientation Seminar in late August. The days were packed with information on the Finnish educational system, Finnish culture, and society, as well as many practical tips on Fulbright opportunities and benefits. The seminar also gave the grantees an

opportunity to meet and network with fellow grantees as well as representatives of organizations and institutions involved in Finnish-American exchanges and relations.

The seminar speakers included a number of prominent experts from a broad range of institutions from Finnish universities to the government and the private sector. The special speaker at the Ministry for Foreign Affairs Luncheon was Dr. Risto Volanen, State

Secretary at the Prime Minister's Office, and a former Fulbright Grantee at Boston University. The US Ambassador to Finland, Mr. Earle I. Mack and Mrs. Carol Dickey Mack hosted a reception in honor of the American grantees at the Ambassador's Residence in Helsinki. At the reception, remarks were given also by the Speaker of the Parliament, Mr. Paavo Lipponen, and the Finnish Ambassador to the United States, Mr. Jukka Valtasaari.

The Fulbright Center seminar was organized with the cooperation of the many partners of the Center. The Center wishes to particularly acknowledge the support from the Department for Communication and

■ His Excellency Ambassador Earle I. Mack and Mrs. Carol D. Mack hosted a reception in honor of the 2004-05 American Fulbright Grantees. In his welcoming words Ambassador Mack emphasized the role of cultural exchange as a means of adding understanding between our nations.



■ Executive Director Terbi Mölsä (left) welcomed the grantees and the audience on behalf of the Fulbright Center. State Secretary Risto Volanen's presentation earlier in the day revealed the secrets on "What Finns Really Think of Themselves and of the World".



■ American Fulbrighters in Finland. This year there will be ten Fulbright lecturers, eight students, and two teachers visiting Finland. With the short-term grantees coming over later in the year, there will be a total of approximately 30 US grantees in Finland during 2004-2005.

Front l-r:
Jennifer Hartel, Ann Bishop, Heather Mae Erickson
Center l-r:
Karen Hibbard-Rode, Venu Nadella, Ronald Glahn,
Debra Glahn, Debra Swanson,
Fawna Korhonen, Catherine Schuler
Back l-r:
Kelly Rounds, Patty Huang, Daniel Benesh,
Carol Darling, Stanley Witkin, Chris Peterson,
Charles Kamm

Culture of the Finnish Ministry for Foreign Affairs, the American Embassy in Helsinki, and the City of Helsinki.

And after the two-day Orientation Program was over, there was one more special event left awaiting the American grantees: they were all invited to a "Kick-Off" party given by the ASLA-Fulbright Alumni Association in Finland.

Text: Johanna Lahti

Photos: Heidi Day and Pauliina Lehtomäki

Speaker of the Parliament, Mr. Paavo Lipponen, also a former grantee, reminded the audience about the Fulbright program's major role in post World War II recovery. Mr. Lipponen pointed out that thanks to new innovations the program in Finland continues strong today.



Fulbright has played an important role in the family of the Finnish Ambassador to the United States, Mr. Jukka Valtasaari. Both his mother and his wife are former Fulbright grantees.



Charles Kamm and his buddy Diana Tsaliovich. "The buddy system has been brilliant for me", says Charles Kamm. "Both my buddy and I are musicians, and she, a working violinist, has been able to make a number of nice connections [for me], particularly regarding attending rehearsals at the opera."



ASLA-Fulbright Alumni Association Board Member Sarah Schauss (left), President Chris Hobbs, and Board Member Natasba Seeley seemed to enjoy spotlight before drawing the winning raffle tickets.

ASLA-Fulbright Alumni Association Kick-Off Celebration

Amidst the old-world charm of Kaarle XII's main ballroom, the ASLA-Fulbright Alumni Association welcomed the 2004-2005 American grantees and celebrated the second year of the Fulbright Buddy System with a wonderful event, the now annual Kick-Off Celebration. In addition to celebrating the Buddy system and welcoming in the new grantees, the party was organized to develop further the fine network of Fulbright alumni and friends in Finland in a host of fields including business, finance, law, entrepreneurship, academia, government, engineering, and many others.

Each attendee received a drink ticket at the door after signing in and enjoyed the plethora of tasty treats available at the buffet. Natasha Seeley welcomed all those in attendance with warm words, challenged them broaden their networks by meeting new people that very evening. Throughout the evening, Alumni Association board members circulated through the crowd, selling enough raffle tickets to raise fund to support future events. The excitement reached its peak when Alumni Association president, Chris Hobbs drew the winning raffle tickets and gave away a series of amazing prizes.

The ASLA-Fulbright Alumni Association cordially thanks business partners Hannes Snellman Attorneys at Law, Nokia, and Finexus Advisors for their generosity in making the 2004 Kick-Off Celebration

possible. Thanks also go out to all who contributed prizes to the raffle.

Alumni Buddy System

In 2003, the ASLA-Fulbright Alumni Association Board created the Fulbright Buddy System to help welcome American grantees to Finland and to expand the alumni network. Because of our own Fulbright experiences, we all remember how important it was to know someone on the ground. With the Buddy System, the Alumni Association has provided that someone. A buddy's role is simple...he's there to welcome his buddy to Finland and to help him settle in. In addition to easing the current grantees' transition into life in Finland, the Buddy System provides our alumni a fun, easy way of getting and staying involved.

The 2004-2005 American grantees had plenty of positive things to say about the Buddy System. Charles Kamm, a current grantee commented, "The buddy system has been brilliant for me. Both my buddy and I are musicians, and she, a working violinist, has been able to make a number of nice connections [for me], particularly regarding attending rehearsals of the opera." Another current grantee remarked, "Our Finnish counterparts are wonderful... This is really a great thing to do."

Text: Sarah Schauss, Member of the ASLA-Fulbright Alumni Association, Photos: Päivi Urmas

ASLA-Fulbright Alumni Association is an independent volunteer organization of former grantees. For more information, please see www.fulbright-alumni.net



Maa joka maksoi velkansa

Suomen Pankin rahamuseon näyttely ”Maa joka maksoi velkansa” on esillä Fulbright Centerissä.

Näyttely esittelee Yhdysvaltain lehdistössä 1930-luvulla julkaistuja uutisia ja pilapiirroksia, jotka saivat alkunsa niin sanotusta Hooverin moratoriosta. Tällä julistuksella Yhdysvallat myönsi vuonna 1931 vuoden lykkäystä eurooppalaisten maiden sota- ja jälleerakennuslainojen maksuun. Velat olivat syntyneet ensimmäisen maailmansodan aikana ja sen jälkeen.

Hooverin moratorion jälkeen Suomi oli ainoa maa, joka maksoi velkansa loppuun. Tämä herätti valtavasti myönteistä huomiota Yhdysvalloissa. Vuonna 1949 Yhdysvaltain kongressi päätti ohjata Suomen maksamat lainan korot ja lyhennykset Suomen kansalaisten opiskeluun ja harjoitteluun Yhdysvalloissa. Tämä päätös oli kunnianosoitus Suomelle, joka oli ainoana Euroopan maana jatkanut lainansa takaisinmaksua taloudellisesta lamasta ja käynnissä olevasta sodasta huolimatta. Fulbright Centerin stipenditoiminnan juuret ulottuvat tähän vuonna 1950 käynnistyneeseen Suomen ja Yhdysvaltain väliseen akateemisen vaihdon ohjelmaan, ASLA:an (Amerikan Suomen Lainan Apurahat).

Näyttely on avoinna 31.8.2005 saakka ma - ke ja pe 9 - 15 sekä to 9 - 18. Vapaa pääsy.

The Country That Paid Its Debts

The Bank of Finland Museum's exhibition "The Country that paid its debts" is on display at the Fulbright Center.

The exhibition presents news articles and cartoons published in newspapers in the United States in the 1930's. These articles and cartoons originated from the so-called Hoover moratorium, a declaration of the US Government whereby European countries were allowed to suspend repayment of war and reconstruction debts. These debts had incurred during and after the First World War.

After the Hoover moratorium, Finland was the only country to repay its war debt in full. This received wide positive attention in the press in the US. Even today elder US citizens associate Finns with "the country that paid its debts". In recognition of Finland's commitment, the US Congress voted in 1949 to redirect the loan payments to educational exchanges. This was the beginnings of the ASLA-Fulbright program in Finland. ASLA stands for Amerikan Suomen Lainan Apurahat, Finnish for "Grants from the American Loan to Finland".

The exhibition is on display until August 31, 2005, Mon - Wed and Fri 9 - 15, Thu 9 - 18. Free entrance.

Fulbright Center ja CIMO sopivat yhteistyöstä

Fulbright Center ja Kansainvälisen henkilövaihdon keskus CIMO ovat allekirjoittaneet yhteistyösopimuksen, joka vahvistaa nykyiset yhteistyömuodot sekä avaa uusia mahdollisuuksia lisätä yhteistyötä.

Sopimuksen mukaan Fulbright Centerin stipendeistä vuosittain vähintään kolme on ns. Fulbright-CIMO -stipendiä. Nämä ovat Fulbright Centerin ja CIMOn yhteistyössä rahoittamia stipendejä amerikkalaisille opiskelijoille Suomessa tapahtuvaa opiskelua ja/ tai tutkimustyötä varten. Stipendit on tarkoitettu ensisijaisesti väitöskirjaa valmisteleville jatko-opiskelijoille ja ne myönnetään yhdeksi lukuvuodeksi.

Fulbright Center ja CIMO toimivat yhteistyössä myös opintoneuvonnan ja ohjauksen alueella. Yhteistyömuotoja ovat mm. tiedotus ja tiedon tuottaminen opiskelusta ulkomailla. Lisäksi Fulbright Center ja CIMO kehittävät yhteistyössä neuvontatoimintaa ja järjestävät asiantuntijakoulutusta.

Työharjoittelussa Fulbright Centerissä

Pauliina Lehtomäki tekee opintoihinsa liittyvää viiden kuukauden pituista työharjoitteluaan Fulbright Centerissä. Hän opiskelee Keski-Pohjanmaan ammattikorkeakoulussa englanninkielisessä liiketalouden koulutusohjelmassa.



Photo: Terhi Mölsä



Fulbright Center

Fulbright Center on voitto tavoittelematon organisaatio, jonka toimintaa rahoittavat Suomen, Yhdysvaltain ja Kanadan valtiot sekä Suomen ja Yhdysvaltain hallitusten perustama tukisäätiö.

The Fulbright Center is a non-profit organization funded by the Finnish, American and Canadian governments, and the Finland-America Educational Trust Fund.

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the Fulbright Center

PRICEWATERHOUSECOOPERS

2004	2004	2005
LOKAKUU	JOULUKUU	TAMMIKUU
<p>8.10. Ensimmäinen orientaatio ASLA-Fulbright Graduate -ohjelmaan valituille stipendiaateille</p> <p>9.10. Lauantai testi</p> <p>14.10. klo 16:00, Info: Perustutkinto -opiskelu Yhdysvalloissa ja Kanadassa</p> <p>26. - 28.10. Fulbright Center Studia -messuilla</p> <p>29. - 30.10. American Voices -seminaari Turun yliopistossa</p>	<p>3.12. Haku aika ASLA-Fulbright Research Grant for a Junior Scholar -ohjelmaan päättyy</p> <p>3.12. Haku aika New Century Scholars -ohjelmaan 2005-06 päättyy</p> <p>6.12. Fulbright Center kiinni</p> <p>9.12. klo 16.00, TOEFL -info</p> <p>10.12. Haku aika Mid-Career Professional Development -ohjelmaan päättyy</p> <p>11.12. Lauantai testi</p> <p>23.12.- 2.1. Fulbright Center kiinni</p>	<p>6.1. Fulbright Center kiinni</p> <p>8.1. Lauantai testi</p> <p>13.1. ja 14.1. Koulutus päivä korkeakoulujen kv-opintoneuvojille opiskelusta Kanadassa</p>
MARRASKUU		HELMIKUU
<p>11.11. klo 16.00, TOEFL -info</p> <p>13.11. Lauantai testi</p> <p>18.11. klo 16.00, Info: Opiskelupaikan haku amerikkalaisesta collegesta</p> <p>19.11. Haku aika Fulbright - NYU/CIC Fellowship in International Public Policy -ohjelmaan päättyy</p> <p>15.-19.11. International Education Week Yhdysvalloissa</p> <p>25.11. Fulbright Center kiinni</p> <p>Suomen Pankin rahamuseon näyttely "Maa joka maksoi velkansa" esillä Fulbright Centerissä 31.8.2005 asti.</p>		<p>12.2. Lauantai testi</p> <p>Amerikkalaiset luennoitsijat ja opiskelijat lukuvuodelle 2005-06 valitaan</p> <p>Stipendiaatit ASLA-Fulbright Research Grant for a Junior Scholar -ohjelmaan ja Mid-Career Professional Development -ohjelmaan 2005-06 valitaan</p>
		MAALISKUU
		<p>12.3. Lauantai testi</p>

Tulevista tapahtumista tiedotetaan
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