

ANNUAL REPORT

Fiscal Year

2019-20

July 1, 2019 – June 30, 2020



Our future is not in the
stars but in our own
minds and hearts.

Creative leadership and
liberal education, which in
fact go together,

are the first requirements
for a **hopeful** future or
humankind.



Our Mission:

To promote mutual understanding between
Japan and the United States
through the administration of educational
exchange programs.

Table of Contents

Commission Members 2	Messages from the Commission Chairs 3	Message from the Executive Director 4	Funding Sources 5
The Fulbright Experience 6	FY2019-20 Grant & Graphic Data 12	Financial Reports 13	FY2019-20 Grantee List 14
Activity Highlights 16	EducationUSA 18	Special Exchange Projects 19	

Commission Members

FY2019-20 (July 1, 2019 - June 30, 2020)

HONORARY CO-CHAIRMAN

The Honorable Akiba Takeo
Vice Minister
Ministry of Foreign Affairs (MOFA)

The Honorable Joseph M. Young
Chargé d'Affaires ad interim
Embassy of the United States of America

(Alphabetical Order)

JAPANESE MEMBERS

Akatsu Haruko
Professor / Dean of Medical Education
School of Medicine
International University of Health and Welfare
Member since Jan 2020

Kojo Yoshiko
Professor / School of International Politics, Economics and
Communication
Aoyama Gakuin University
Member since Feb 2016

Ono Hikariko
Deputy Press Secretary / Deputy Director-General for Press and
Public Diplomacy
Ministry of Foreign Affairs (MOFA)
Member since April 2020

Oyama Mami
Director-General for International Affairs
Ministry of Education, Culture, Sports, Science and Technology
(MEXT)
Member since Oct 2018

Takahashi Yuko
President
Tsuda University
Member since Jan 2018

AMERICAN MEMBERS

Caroline F. Benton
Vice President and Executive Director
University of Tsukuba
Member since May 2018

Carolyn Glassman
Minister-Counselor for Public Affairs
Embassy of the United States of America
Member since Aug 2018

Hans Klemm
U.S. Ambassador (ret)
Member since April 2020

Jenifer Rogers
General Counsel Asia
Asurion Japan Holdings G.K.
Member since May 2018

Michael Turner
Cultural Affairs Officer, Public Affairs Section
Embassy of the United States of America
Member since Jul 2017

Chair: Chairmanship alternates between the Japanese and U.S. governments each calendar year.

Jan 2019 to Dec 2019: Carolyn Glassman
Jan 2020 to Jul 2020: Oyama Mami

Member changes during FY2019 (Alphabetical Order)

William Francis Hagerty IV, The Ambassador of the United States of America to Japan, Embassy of the United States of America, served from Jul 2017 to Jul 2019.
Peter M. Jeninngs, President, Dow Japan and Korea, Dow Chemical Japan Ltd., served from Jun 2019 to Nov 2019.
Kaifu Atsushi, Deputy Press Secretary / Deputy Director-General for Press and Public Diplomacy, Ministry of Foreign Affairs, served from Nov 2019 to Jan 2020.
Kubo Fumiaki, Professor, University of Tokyo, Graduate School of Law and Politics, served from Feb 2015 to Dec 2019.
Saito Jun, Deputy Press Secretary / Deputy Director-General for Press and Public Diplomacy, Ministry of Foreign Affairs, served from Jul 2019 to Oct 2019.

Messages from the Commission Chairs



Taguchi Yasushi

Assistant Minister,
Director-General for International Affairs,
Ministry of Education, Culture, Sports,
Science and Technology (MEXT)

I am very pleased to be taking part in the Fulbright Program as Chair* of the Japan-United States Educational Commission (Fulbright Japan).

The Fulbright Program between Japan and the U.S. has produced close to 10,000 alumni during its 68-year history and they play incredibly important roles in various global fields as we have Nobel Laureates, members of the National Diet and business leaders etc. The Government of Japan reaffirms the valuable contributions of this program in strengthening ties between Japan and the U.S. and in fostering human resources who will lead the next generation of our two countries. For this reason, the Government of Japan will continue to provide support for this program.

The expected mission of the program remains unchanged and educational exchanges should not stop notwithstanding the difficult circumstances due to COVID-19. Fulbright Japan has overcome such difficulties adapting to changes flexibly and will continue to make efforts to promote mutual understanding between the two countries.

I hope Fulbrighters will grasp all opportunities, gain new visions and bring what they have learnt through their experiences back with them to their home countries in order to inspire future generations in both countries.

I also greatly appreciate the dedicated support of sponsoring companies, Fulbright alumni and all other Fulbright communities for more exchanges and further development of Fulbright Japan.

* Due to a standard position rotation during the preparation of this report, Mr. Taguchi provided the message in place of Ms. Oyama, who served as the Chair partially during this report's time period. Mr. Taguchi was Chair from August 2020 until December 2020.



Carolyn Glassman

Minister-Counselor for Public Affairs
Embassy of the United States of America,
Tokyo, Japan

As Chair* of the Japan-U.S. Educational Commission (JUSEC), I have the great honor and privilege to meet extraordinary students, teachers, and scholars, as well as collaborate with truly dedicated members of the Fulbright Commission and JUSEC secretariat.

Over the many years since the governments of the U.S. and Japan signed the agreement to establish the Fulbright exchange program, thousands of individuals from a diversity of educational institutions have studied, taught, and conducted research in hundreds of different fields while sharing ideas, establishing friendships, and building connections to further understanding between our two countries.

When the COVID-19 global pandemic created an extraordinary public health situation earlier this year, it was truly disheartening for all to have to set aside expectations for new successes to face the threat that was quickly upon us. Yet our priority of ensuring the health and safety of all program participants was foremost among all considerations.

We understand how challenging the situation became for our grantees as they faced very difficult decisions, both personally and professionally. Yet through it all, JUSEC staff worked tirelessly to support grantees and assist them through this unprecedented crisis. And despite the many hardships they faced, this year's grantees demonstrated great resilience and fortitude. We are quite proud to state that they have successfully joined the ranks of our outstanding Fulbright alumni.

I can not yet imagine what 2021 will hold. But I am certain that the Fulbright Program will prevail and the U.S.-Japan relationship, in the form of establishing exchanges and building relationships between people, will flourish and thrive. I am truly proud and honored to be part of this remarkable organization and to support such an impressive group of talented people.

* Ms. Glassman was Chair from June to December 2019.

Message from the Executive Director



Matthew S. Sussman

Executive Director
Japan-U.S. Educational Commission (Fulbright Japan)

It is not an exaggeration to say that FY2019-20 (July 1, 2019-June 30, 2020) has been the most challenging operational year in our 68 year history. In my many conversations with numerous

stakeholders and colleagues in the Fulbright community, the word that most often comes up is that this is an “unprecedented” worldwide crisis which has greatly impacted international educational exchanges. Even as of this writing, we are still actively dealing with the effects of the pandemic.

The FY2019-20 started strong. In August 2019 we successfully launched the first year of our Japan-U.S. ICT Teachers Exchange Program, which brought together 30 enthusiastic middle and high school teachers in Hilo, HI for one week of learning and collaboration to connect the classrooms of both countries through long-term joint projects (p. 19). In the fall of 2019, our EducationUSA service held numerous outreach sessions to promote student mobility (p. 18). In mid-September we warmly welcomed the American Fulbright grantees to Japan with arrival orientation sessions and a celebratory reception (p. 17). From October to November, we held our FY2020-21 (July 1, 2020-June 30, 2021) selection screenings and interviews for Japanese grantees and welcomed the final candidates to the Fulbright community in January during a grant preparation meeting.

With the onset of the pandemic in January and February 2020, we had 74 Japanese grantees in the United States and 29 American grantees in Japan participating in the Fulbright Program. Early in the crisis, we at Fulbright Japan were well prepared and gratefully received strong support and frequent communication from the governments of Japan and the United States, and with Fulbright colleagues from the 49 Commissions worldwide.

In March and April 2020, as the pandemic escalated, likewise the developments and decisions affecting our operations increased in speed and measure. The Fulbright Program for Americans was suspended worldwide on March 19 and the U.S. State Department urged citizens to return from abroad. By mid-April, 16 American grantees returned to the U.S. and 13 American grantees decided to remain in Japan as private citizens. Although the program had prematurely ended, all grantees received financial support until the end of June to assist during this difficult time. Our office made every effort to handle each grantee case individually and with utmost care. The Fulbright Program for Japanese grantees in the U.S. continued and they were advised to stay on the Program to avoid any possible border closures. Many of the Japanese grantees followed this recommendation and transitioned to online study. As of the time of this writing, 30 Japanese grantees from FY2019-20 and prior

years remain in the United States.

Of course, to prevent the spread of the virus, we unfortunately could not hold any of our usual social gatherings and had no choice but to cancel our send-off reception in June 2020 for the FY2020-21 Japanese grantees. Later in September 2020, we hosted an online networking session for these 25 grantees (graduate study online-12, doctoral dissertation-3, researchers-5, journalists-2, foreign language teaching assistants-3) with the purpose to help them stay motivated and interconnected. Two previous year “sempai” resource speakers shared about what it means to be a Fulbrighter and their stories and advice about studying in the U.S. Also, we had additional speakers from the Fulbright Alumni Association of Japan and the Alumni coordinator from the U.S. Embassy Tokyo to share about alumni resources.

Like many organizations in Japan during this time, Fulbright Japan office operations were greatly affected. Early in the pandemic, our office quickly identified resources, online tools and methods for smooth transition to remote work from mid-April. Because of these early critical preparation steps, I am proud that we maintained full operational functionality during the crisis. I am honored to work with staff colleagues who quickly adjusted and focused their efforts to maintain their dedication to professionalism and compassionate support for all grantees and stakeholders relying on our services. One positive outcome has been that all of our promotional outreach efforts, such as EducationUSA sessions, are now held online as webinars and we are reaching record high participation levels as Japanese people all over the country, from Hokkaido to Okinawa, can easily join from home.

While we are still dealing with the pandemic, I am confident we will continue to keep moving forward and adapt as needed to the circumstances. In line with the worldwide Fulbright Program operations, and to the extent possible, as we continue to monitor the situation carefully, our Commission is targeting early 2021 to restart in-person participation in both countries. As noted in the messages from Chairs, our staff colleagues and I are inspired by the resilience of our Japanese and American grantees, who represent the future leaders bridging our countries.

We remain steadfast and committed to our mission to continually strengthen Japan-U.S. relations through educational exchanges. This mission has taken on renewed meaning as we navigate our way forward and I am confident that once again that Fulbright will lead the way forward for educational exchanges between Japan and the U.S. and worldwide.

On behalf of everyone at Fulbright Japan, we sincerely appreciate your support and encouragement.

Funding Sources

Primary Contributors

The Fulbright Program in Japan is governed by a bi-national Commission and primarily funded by the governments of Japan and the United States.

Additional Non-Government Funding

1

Funds received through the Fulbright Alumni Foundation:

During FY2019-20, Fulbright Japan received monetary contributions from individuals and private companies in the amount of ¥4,426,000 through the Fulbright Alumni Foundation which enabled Fulbright Japan to provide 4 Fulbright extension grants for Americans.



2

The Robert G. Baker Fund: With a generous bequest from Robert G. Baker, who was a former Fulbright Japan Commission member, a fund was established in his memory beginning in FY2012-13 with the purpose to provide one grant to a Japanese student annually. During the FY2019-20, Fulbright Japan recorded revenue in the amount of ¥8,703,000 from the Robert G. Baker Fund for 1 graduate student.

3

The Sam Jameson Fund: With a generous bequest from Sam Jameson, who was a former Fulbright Japan Commission member, a fund was established in his memory beginning in FY2013-14 with the purpose to provide one grant to a Japanese journalism student annually. Fulbright Japan recorded revenue in the amount of ¥7,964,000 from the Sam Jameson Fund during the FY2019-20.

4

In Kind Contribution: In FY2019-20, Fulbright Japan received 30 airline tickets from **All Nippon Airways Co., Ltd. (ANA)** and 40 airline tickets from **Delta Air Lines, Inc. (Delta)**.



for Japanese
grantees



A STAR ALLIANCE MEMBER 

for American
grantees



Fulbright Japan greatly appreciates the generous contributions from all contributors.

The Fulbright Experience

Teaching and Learning from the Challenges: Dr. Howell's Passion for Teaching and Japan Deepens

挑戦することを教え、学び得たこと——強まる教育への情熱と深まる日本への愛

Perry Howell
ペリー・ハウエル

2019 Lecturing Program
Affiliation in Japan: Yokohama National University

2019 年度 招へい講師プログラム
招へい先: 横浜国立大学

“The first time, my wife was the Fulbrighter, and this time, I’m a Fulbrighter,” said Dr. Perry Howell who is a lecturer of writing and editing at the English Department of College of Arts and Sciences, Florida State University. His second visit to Japan was with his family in September 2019 as a Visiting Lecturer under the Lecturing Program. At Yokohama National University, his host affiliation in Japan, he taught writing and American media, speeches, and rhetoric.

Dr. Howell knew from his wife’s previous experience that some Japanese students can be reserved and have the tendency to remain silent, even if they have questions, and at times unsure, or have a different opinion. He had the impression that this was rooted in their respect for their teachers. Although he understood the cultural differences, he wanted his students to face new challenges that they may have not experienced before. “I tried to be friendly so that my students would be comfortable asking me questions. I kept telling them they should let me know if I was speaking too fast, and eventually, many of them were able to do that.”

He also tried various lesson styles. For example, he paired up Japanese students with the international students so that they could help each other. Along with the small group activities, “I would test out assignments, especially in writing classes, to see which ones got the students thinking more deeply,” he comments. On other times, he presented materials only in English; a challenge to his students, but also for himself.

Dr. Howell remarks, “It was fascinating to hear the variety of perceptions and beliefs of the U.S. held by students from different countries. My students were universally interested in learning more about the U.S., which made teaching very fun.” Since he has been teaching students from similar backgrounds in the U.S., many questions were new to him. “The students asked me questions about American culture in ways that I didn’t even think about.”

Unfortunately, the program had to be discontinued due to the pandemic and it was challenging for all Fulbrighters. Nonetheless, Dr. Howell says, “If I could have figured out a way to continue working and living in Japan, I would have loved to stay.” Dr. Howell and his family’s love for Japan is immense and has a long history. Initially, his

daughter was interested in Japan. She had a big thick dictionary beside her and spent many hours translating manga. She was determined to go to Japan someday. It was her enthusiasm and determination that led their path to cross with the Fulbright Program. They first arrived in Japan in 2009, and Dr. Howell’s wife was teaching as a Visiting Lecturer. Now this time, it was his turn to teach. “I love Japan, have friends there, and I love teaching challenges.” As a side note, “We just found out that we can get a Japan TV channel in the U.S., so we’re continuing to watch the morning dramas. We’re still watching the morning drama while living here [U.S.].” The family’s love for Japan continues.

“I am a strong believer in the Fulbright mission. I routinely talk about my Fulbright experience to students and colleagues and recommend it highly. I think it makes a huge difference for both the Fulbrighters and the colleagues at the foreign institutions to actually meet and form relationships in person so that we see each other as individual people rather than a mere cultural image or stereotypes.”

As one of unexpected outcomes of this experience, he speaks with passion that it has pushed him to broaden his professional interactions well beyond his academic department; he saw many opportunities for possible mutually beneficial interactions between his home and host institutions. “My experience there,” he reminisces, “really did make me a better teacher.”

「最初は妻がフルブライトで、今度は私がフルブライトです」とペリー・ハウエル博士が話してくれた。Florida State University の College of Arts and Sciences で English Department における Lecturer として教鞭を取る。専門は、パブリックスピーキング（演説／スピーチ）とアメリカ社会だ。招へい先である横浜国立大学でライティングとアメリカのメディア、スピーチ、修辞学（レトリック）を教えるべく、2019年9月に招へい講師プログラムで家族と共に来日した。

日本人学生の傾向として、質問がある時や内容がわからない場合、あるいは反対意見を持ち合わせていても、発言はあまりせず控えめだ、と妻から聞いて学んでいた。これは、先生に対する敬意が根底にあるためだと感じていた。文化の違いを理解しながらも、学生にはこれまで経験したことのない挑戦に向き合ってもらいたかった。「学生が質問しやすいよう、フレンドリーでいることを心掛けた。もし、私の話すスピードが速



April 2020, in front of the Ooka International Residence in Minami-ku, Yokohama.
2020年4月 横浜市南区にある大岡インターナショナルレジデンス前にて

すぎたら、それを伝えるよう促しました。徐々に学生たちは自分の意見を言えるようになっていきました」

授業は、様々なスタイルを試してみました。例えば、日本人学生と留学生をペアで組ませ、互いに助け合うよう仕向けた。グループ活動のほかに「特にライティングの授業では、どの課題が最も深く考えさせるかを確認するため、あらゆる課題を与えてみた」と言う。資料が英語表記のみの時は、学生だけでなく、自分への挑戦でもあった。

「色々な国の学生からアメリカに対する様々な認識や信念について聞くことは、非常にワクワクさせられます。学生たちは、みな揃ってアメリカについてもっと学びたいという姿勢でしたので、教えることがより一層楽しかったです」と語る。これまで似通った価値観を持つ学生ばかり教えていたため、多くの質問は新鮮だった。「アメリカ文化についてこれまで思ったこともない角度から質問されました」

新型コロナウイルスによって残念ながらプログラムを継続できなくなり、全てのフルブライトーにとって大きな試練となった。それでも「もし日本で働き住み続けられたら喜んで残ったと思う」と語った。ハウエル博士一家の日本への愛は深く、長い歴史がある。すべてのきっかけは、娘が日本に興味を持ったことだった。大きく分厚い辞書を手にも何時間もマンガを訳し、いつか日本へ行く情熱に溢れ、強い決意を抱いていた。これらがフルブライト・プログラムへと導き、2009年に夫人が招へい講師プログラムのフルブライトーとして一家で初来日した。そして、此度はハウエル博士自身がフルブライト招へい講師としての来日であった。「日本が大好きで、友人もいて、『挑戦すること』を教えるのが大好きです」と話す。余談で「最近知ったのですが、アメリカでも日本のテレビ番組が観れるので、今も引き続き朝のドラマを見ています。アメリカに居ながら日本の朝ドラを観ているのです」と付け加えた。一家の日本愛は今後も続く。

「私は、フルブライトのミッションを強く信じています。自分自身の経験を頻りに学生や同僚と話し、応募を勧めています。実際に会って関係を築くということによって、互いをきちんと『個』として認識し、ステレオタイプや固定概念で相手を見るのがなくなります。フルブライトー本人と受け入れ大学に勤める仲間にとって、それはとても大きな意味があると思います」

更に、今回思いがけず得た経験がある。それは、所属学部を超えた交流だ。この交流は、本国で所属する大学と招へい先の両大学にとって有益であり、あらゆる可能性を秘めていると熱く語った。「フルブライト経験は、私を教育者として成長させてくれたと本当に思う」と振り返る。

Lesson Study Born in Japan and Raised in the U.S.: Dr. Kitada's Real-Life Experience as a Bridge Between the Two Countries

日本発祥の授業研究とアメリカで発展したレッスンスタディ——実体験をもつて日米の架け橋に

Kitada Yoshiko 北田 佳子

2019 Fulbright Scholar-in-Residence (FSIR) Program
U.S. Affiliation: Reach Institute for School Leadership
2019年度 フルブライト スカラー イン レジデンス (FSIR) プログラム
派遣先: Reach Institute for School Leadership

One of the teachers said, "I think differently," to Dr. Kitada Yoshiko when she conducted a Lesson Study to teachers at one of the elementary schools in the San Francisco Bay Area, California. She not only visited schools supported by the Reach Institute for School Leadership, her U.S. host affiliation, but also those that are not. However, active discussions were in place wherever she went due to different opinions. Dr. Kitada realized that the culture and ways of thinking were different from those of her home country, Japan. She recalls, "It was the moment when my perspective expanded."

Dr. Kitada learned about the Fulbright Scholar-in-Residence (FSIR) Program through a colleague who shared that the Japan-U.S. Educational Commission (Fulbright Japan) was looking for specialist in the method of Lesson Study. The host, the Reach Institute for School Leadership, is an educational institution that develops and supports educators. Lesson Study is called "jugyō kenkyū" in Japanese, and Dr. Kitada specializes in this field.

This teaching methodology, "jugyō kenkyū," originates in Japan since the Meiji period (1868-1912). In order to develop knowledge and improve teaching skills, teachers study each other's classes, which is now a common practice in Japan. It was introduced in the United States approximately 20 years ago through a book publication on "jugyō kenkyū" by American scholars. Therefore, this methodology is still relatively new in the United States; however, it is recently developing in its own unique way. In the U.S., discussion takes place frequently and it is only natural to have a dialogue when there are different opinions. Furthermore, preparation is thorough, and questions are raised without hesitation in order to reach a productive conclusion.

The Reach Institute for School Leadership is proactive in incorporating Lesson Study because they believe that in order to provide equal opportunity to all students, the development of highly effective teachers is essential. Even in Japan, Dr. Kitada has seen teachers who are insecure about ways of supporting students due to social diversity and disparity. She states,

"Through this Fulbright experience, I strongly felt the need of bringing back this new version of Lesson Study developed in the U.S."

During the grant period, she visited many elementary and middle schools, advised the teachers, and planned and developed a new tutorial to learn about Lesson Study more in depth. "There are many differences between Japanese and American teachers as well as the schools itself because the country and the culture are different. However, I often came across on common issues that we all face, when listening to the actual voices from American teachers. I am confident that I can contribute to the development of teacher education for both countries in the future."

Studying abroad provides new perspectives, and one can find a new confidence through actual experience. "I want to encourage everyone to challenge themselves and become the bridge between the United States and Japan." Dr. Kitada will surely continue to be a bridge for further contribution to the mutual understandings of the two countries through teacher education.

「私の意見はこのように違う」と言われたのには、カリフォルニア州サンフランシスコベイエリアにある小学校を視察後、その小学校の教師を対象に Lesson Study を行った時だった。派遣先の教師教育機関 Reach Institute for School Leadership が支援している学校やそうでない学校も視察した。しかし、どの学校においても異なる意見から活発な議論が繰り上げられ、日本人との考え方や文化の違いを肌で感じた。「視野が広がる実体験をした」と話す。

同僚からフルブライト スカラー イン レジデンス (FSIR) プログラムの紹介を受け、この機関が日米教育委員会を通して Lesson Study について講義ができる研究者を探していると知った。Lesson Study を日本では「授業研究」と呼び、自身の専門分野である。

授業研究は明治時代に日本で始まった教育手法で、教師が他の教師の授業を研究し自らの教授法に活かすというものだ。アメリカで広まったのは、アメリカの学者が約 20 年前に日本の授業研究を著書で紹介したのがはじまりだ。日本では一般的だが、



Overwhelmed with the beauty and magnificence of the nature of Yosemite National Park
ヨセミ国立公園の自然の美しさと雄大さに圧倒される

アメリカではこれからの分野であり、近年、アメリカならではの形で発展し始めている。アメリカでは互いの考えが違えば議論する土壌があり、実りある議論に向け準備を怠らない。批判や質問に躊躇しない。

派遣先が Lesson Study に積極的なのは、貧困層の子ども達を指導する教師の質を高め、貧困の連鎖を断ち切ろうという目標があるからだ。日本でも社会の多様化や格差に伴い、生徒のサポートに戸惑う教師を目の当たりにした。「今回の体験で、アメリカで発展した Lesson Study を日本に持ち帰る必要性を強く感じました」

多くの小中学校の授業を視察し、助言指導に加え、この分野を深く学べる新プログラムを企画開発した。「国も文化も違うので、日米の教師や学校の違いは多くありますが、教師の生の声を聞くと共通した問題を抱えていることも散見されます。将来、日米の教師教育の発展に貢献できる、と確信しました」

留学は新しい視点や経験を与えてくれ、体験してこそ実感・確信できることがある。「是非チャレンジして日米の架け橋になって欲しい」もちろん自らも架け橋であり続けるつもりだ。



Dr. Catherine Lewis and her wonderful family I was staying with during the grant period
ホームステイをさせて頂いていた Dr. Catherine Lewis と彼女の素晴らしいご家族とともに

The Fulbright Experience

Connecting People and Nature With Environmental Design: Examining and Researching Green Infrastructure During the Coronavirus Pandemic

環境デザインで自然と人をつなぐ——コロナ禍でのグリーンインフラ研究

Ito Keitaro
伊東 啓太郎

2019 Research Program
U.S. Affiliation: University of Florida
2019 年度 研究員プログラム
留学先: University of Florida

Dr. Ito Keitaro has worked extensively on designing nature restoration for national facilities, rivers, city parks, elementary school grounds, and many others. He is practicing and researching about conservation of the natural environment, such as forests, and drawing environmental designs in line with the providence of nature in city and regions.

"I have visited the University of Florida (UF) for workshops and conferences. The rich natural environment around the university fascinated me." Dr. Ito's friend, who is also a Fulbrighter at the UF, invited him for joint research projects, and that motivated him to apply for the Fulbright Program. "The Fulbright Program not only encourages grantees to research but also to engage in cultural exchanges with the people of the partner country, so I have also wanted to see the origins of blues music as well as ethnic music of the world. Especially, I love southern blues."

Due to the coronavirus pandemic, Dr. Ito was unable to give lectures and trainings planned for the UF students. Another project, designing a school garden and holding workshops for a K-12 school in Gainesville, had to be postponed. Meetings with colleagues were held outside since they could not enter the office and classrooms.

In spite of the various restrictions that they face every day, Dr. Ito and his colleagues chose the option to do what's possible outside. They pulled out chairs and had meetings 3-4 times a week outside. Their discussion covered diverse topics and continued for hours, all experiencing the changes of the day's weather. "Interactions with friends and experts in other academic fields are also really interesting and very much stimulating. This is a valuable opportunity for me to reconsider the framework of my current and future research. I have never more felt the importance of spending time with colleagues to talk about many things deeply in relaxed way."

As another outdoor activity, Dr. Ito got a bicycle and went to downtown, the urban forest, and parks with his colleagues to investigate the green infrastructure that prevents flood and conserves biodiversity. "My life has been extremely busy for

the past 10 years, so I have never imagined that I would be able to observe the city and nature this much in detail. Even a dangerous creature, wild alligator, exists. Here, in Florida, everyone calls them 'Gator.' Somewhat scary but interestingly they are treated as more so like a friend. Gator is a mascot for the UF and I am intending to write an article about this harmonious coexistence in the near future."

Regardless of the unexpected situation and restrictions, strong connections with colleagues were established and the scenery before him opened up. Stimulation from colleagues and the rich natural environment supports his research all the more. This spring, he was able to publish a book from Springer, *Urban Biodiversity and Ecological Design for Sustainable Cities*. I am always thinking about the ecosystem and working on landscape design where people and nature can coexist. Nature should not be left unattended or overly attended. I have spent a year that I have never experienced before; living in unprecedented times is extraordinary but every day was also extraordinary. Under the difficult situation, I appreciate Fulbright Japan, IIE, UF, Kyushu Institute of Technology, and my friends for their support." Dr. Ito is steadily moving forward to achieve his goals, as if naturally composing in unison with the melody.

これまで国の施設や地域の河川、都市公園、小学校校庭などの自然再生デザインと幅広く携わってきた。都市・地域の自然の摂理に沿った環境デザイン、森林などの自然環境保全、自然再生のあり方について、研究と設計を実践してきた。

「ワークショップや会議などで University of Florida (UF) を訪問し、地域や大学の人々、豊かな自然環境に魅力を感じていました」フルブライターでもある同大学の友人から共同研究の誘いを受け、フルブライト・プログラムに応募した。「このプログラムは、研究だけではなく、文化や人との交流も勤めています。また、さまざまな民族音楽、特に南部のブルースミュージックが好きで、その源流も見てみたいと思っていました」

ところが、新型コロナウイルスの影響で、予定していた学生との実習や講義はできなくなった。また、プロジェクトの一つであるゲインズビルにある小中



Always had meetings outside. Worked on a book together with my unique and wonderful friend, Mark, who is a joint researcher and an Ig Nobel laureate.

共同執筆も毎回アウトドアで。UFの共同研究者Markと。Markは、イグノーベル賞の受賞者でもあり、ユニークかつ素晴らしい友人。

高一貫校の校庭設計やワークショップは延期を余儀なくされた。大学も室内に入れないため、同僚との打ち合わせなどは、アウトドアで行うこととなった。

さまざまな面で制限がある日々だが「アウトドア」という選択肢がある。屋外に椅子を持ち出し、週3~4回打ち合わせをしている。一日の天気の変化を肌で感じながら、話は多岐にわたり数時間にも及ぶ。「友人や他分野の教授たちとの会話は本当に面白く、大きな刺激となっています。これからの研究の枠組みを含め新たに考える貴重な機会。深くゆったりと対話を重ねていく時間は、とても大切だと改めて感じています」

自転車を手に入れて、同僚と市街地、都市の森や公園へと出掛け、洪水防止や生物多様性保全を考えたグリーンインフラの調査を行っている。「この10年の忙しすぎた生活では考えられないような細かいところまで、街や自然の姿を観察することができています。ともすれば、危険生物として扱われる野生のAlligator(ワニ)。ここでは、みんなワニをGatorと呼んでいて、少し怖いような不思議な友人のような関係。UFのシンボルにもなっていて、近くこの良い感じの共生のことも文章にまとめたいと思っています」

コロナ禍による想定外の事態や制限だが、だからこそ築けた濃密な人間関係や視界に入ってきた景色がある。仲間からの刺激や豊かな自然環境は、研究を後押ししてくれる。そのおかげで、この春Springer社から *Urban Biodiversity and Ecological Design for Sustainable Cities* を出版することができた。「自然と人間が共生できるランドスケープデザインや生態系のありかた。自然は放置していても、人が手を入らずともいけぬ。非日常のなかで非日常を過ごすという今までに体験したことのない1年。この大変な状況のなかでサポートしていただいた日米教育委員会の方々をはじめ、IIE、UF、九州工業大学のみなさん、友人のみんなに本当に感謝しています」彼は、楽器と声で音を紡ぐように、目標実現へと着実に前進し続けている。

Understanding Through Connections: Dr. Martha Merritt's Participation in the International Education Administrators (IEA) Program

結ばれた絆から深める相互理解——国際教育交流 (IEA) プログラムの参加を経て

Martha Merritt

マーサ・メリット

2019 International Education Administrators (IEA) Program
Delegation to Japan

2019 年度 国際教育交流 (IEA) プログラム
研修・視察団

“I felt that the welcome was extremely warm and gracious everywhere,” Dr. Merritt recalls her two-week experience as a participant in the 2019 International Education Administrators (IEA) Program.

In her position as Dean, she is responsible for managing the University of Richmond's global connections through study abroad, international student services, and faculty development. She also teaches Russian Politics, a field she has been involved in for nearly 30 years. Her focus on Russian politics includes Japan, as a very significant neighbor. Dr. Merritt has been drawn to Japanese literature, and the aesthetics of Japanese art, since graduate school.

Although the University of Richmond already established two partner universities in Japan, Dr. Merritt wanted to better understand the changes happening in Japanese higher education. “I found out about the IEA Program from colleagues who had been on it to other countries. They knew I was looking for a productive way to come to Japan, so they recommended it to me.”

Through this program, she and nine other international educators visited various educational institutions in Tokyo, Kyoto and Hiroshima. At one of the universities, she states, “they had put together an impressive committee which included several scholars. It was a very well-constructed group and throughout my time on the Fulbright Program, I was in touch with the members about various projects that we wanted to do together.” She continued, “every university wants to host their international students as productively and warmly as possible, so my colleagues and I discussed how to work with non-native students who face the big challenge of learning the language and living in a different culture. Another topic that was discussed, at almost every university, was the mental health of young people. I think this generation feels a great deal of stress.” Dr. Merritt firmly believes that communication among the administrators is crucial. Discussing and understanding the challenges of the students, faculty members, and administrators, created the opportunity to share possible solutions. Dr. Merritt highlighted that one of the most

beneficial features of the program was being connected with the Fulbright network “to meet impressive scholars who are working on various important issues.” She advises the future Fulbrighters to deepen exchanges by asking and listening: “Asking people questions about everyday life often helps them to relax and feel more comfortable because they can see you actually want to learn about Japan and about their lives in Japan. Interestingly, I would often tell my students and others to be quiet and observe people around them when they travel.”

Even after the completion of the program, Dr. Merritt's enthusiasm and passion did not fade away. She planned to return to Japan with a faculty group of scholars who work on Japan in May 2020. She wanted to connect this group with the scholars that she met during the program; however, it had to be on hold due to the COVID-19 pandemic.

“At least the University of Richmond was able to host two Japanese guests last November [2019], the first of what I hope will be many visits between our campuses by faculty and administrators,” she smiles, “We will travel to Japan in a future year, and I very much look forward to resuming these connections.”

「どの訪問先でも、それはもうとても温かく丁寧に歓迎いただきました」2019 年度国際教育交流 (IEA) プログラム参加者として、マーサ・メリット博士は2週間の経験をそう振り返る。

University of Richmond で Office of International Education の Dean として、海外留学派遣や留学生受け入れ支援、教員研修の企画運営を担っている。加えて、30 年近く研究を続けているロシア政治学の授業も受け持つ。研究において、日本はロシアの重要な隣国として含まれているので、これがきっかけで大学院生時代から日本文学や日本美術の「美」に惹かれ続けている。

日本の大学とはすでに2校と提携関係にあるものの、日本の高等教育改革についてさらに理解を深めたいと思っていた。「日本とは別の国に派遣された同僚たちを通じてこの IEA プログラムについて知りました。私が専門家として有意義な形で日本を訪問したいと常々思っていたことを、皆、知っていたので勧めてくれました」



Dr. Merritt speaks on the topic of “Empowering Women on Campus” at Osaka City University

大阪市立大学で “Empowering Women on Campus”(大学における女性の進出) について講義

来日後、メリット博士とその他9名の国際教育専門家たちは、東京、京都、広島で数々の多様な教育機関を訪問した。ある大学訪問においては「わざわざ複数の研究者をメンバーにした、素晴らしい委員会を組織くださいました。よく考えられて構成されたグループで、日本滞在中は、このメンバーと様々な共同プロジェクトについてやり取りをずっとしていました」さらに「どの大学でも、留学生をできる限り温かくそしてスムーズに受け入れようとしています。ですので、私たち大学職員は、留学先の言語習得や異文化社会での生活といった大きな課題に直面している留学生への対応について意見交換しました。また、おそらくほとんどの大学で問題となっている、若者のメンタルヘルスについても語り合いました。この若者世代は、非常に強いストレスを感じているように思います」と続ける。だからこそ、大学職員間のコミュニケーションが特に重要だと強く信じている。学生や教員、職員が抱える問題や課題を理解し、意見交換できたことは、解決に繋がる方法や手段を共有する機会となった。

IEA プログラムの最も有益な特徴のひとつは、フルブライトのネットワークに加わり「数々の重要な問題や課題に取り組む素晴らしい研究者たちと出会うこと」と、強調する。将来のフルブライターへのアドバイスとして、交流を深めるには、質問をすることと耳を傾けることだと言う。「日常生活のたわいもないことについて質問をすることにより、多くの場合、質問の受け手は緊張がほぐれ、落ち着いた気持ちになります。質問者が日本や普段の生活について興味を持っているとわかるからです。面白いことに、私はこれまでよく、学生たちへ旅行先では騒ぐことなく現地や周囲の人々のふるまいをよく観察するように指導していたものでした」

帰国後も熱意や情熱は薄れずにいる。翌年の2020年5月には、日本について研究している教員一同とともに再来日する予定だった。この IEA プログラム期間中に会った研究者とこの一団をつなぎかけたのである。しかし、新型コロナウイルスによるパンデミックのため延期せざるをえなかった。

「私の大学で少なくとも実現できたことは、昨年(2019年)11月に日本からゲスト2名を受け入れたことです。これを機に教職員の相互訪問が盛んになることを願っています」と笑顔で言う。「この先、日本を必ずや訪問し、交流の再開を心待ちにしています」

The Fulbright Experience

Believing in Oneself and Deriving a Conclusion: A Year of Building Self-Confidence and Realizing Growth

自分を信じて導き出した答えの先——自信を得て成長を実感した1年

Samejima Takuomi

鮫島 卓臣

2019 Graduate Study Program

U.S. Affiliation: Yale University

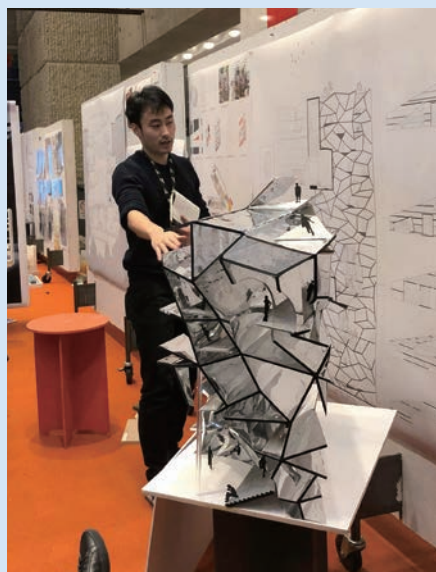
2019年度 大学院留学プログラム

留学先: Yale University

Mr. Samejima Takuomi already knew about the Fulbright Program since he was an elementary school student, though he began thinking about study abroad when he entered graduate school. He wanted to study about the most cutting-edge architecture and environmental issues at the world's top level and in an international environment. In order to do so, he decided to study abroad.

He made decisions one after another. First, he had to choose a country. Being nominated as a recipient of Fulbright scholarship encouraged him to go to the U.S. Next, he had to select a university. There was a specific university that his family and friends recommended, but Mr. Samejima was not fully convinced. Therefore, he visited all the universities that he got accepted to, and his heart yearned for Yale. "My intuition told me to go to Yale University; I fell in love at first sight."

Mr. Samejima's research topic is about sustainable architecture using biomimetics and referring to the body structure of environmentally optimized organisms; however, he had to start from re-learning the concept of architecture since the ways of thinking and designing differ greatly between Japan and the West. Japan designs with



Presenting the work
プレゼンテーションの様子

the concept of space called "ma," and it is based on the allocation of pillars. The West, on the other hand, surrounds all sides with walls to create a space like a box. Although surprised by the difference, this situation, being in a global environment and learning new perspectives, was what he had hoped for when studying abroad. During a class called Studio, everyone forgot about time and was immersed in making models and discussions until the next morning. "I learned that there are various perspectives on the same matter."

Approximately 60% of the class are international students, of which 40% are from Asia. "Even from non-academic conversation, I realized that there are various values and opinions on politics, pandemic, and Black Lives Matter."

Mr. Samejima laughs, "I grew a lot in this past year, and it feels like I am a different person now." Studying abroad means pursuing a path different from others, not a typical path that a new graduate chooses in Japan, but he no longer hesitates to walk his own. "Environmental issues will become more complicated and difficult to solve. I want to re-examine the problems from the perspective of biomimetics and tackle them from my new perspective that has expanded over the year. I also want to think about new ways of how the society should be, different from the ways up until the 20th century, through architecture."

"I spent a lot of time asking myself numerous questions," Mr. Samejima reminisces and continues positively, "the time that I spent thinking was not a waste at all. It just made me more confident in the decisions that I made." Any decision made after thorough thinking or by following one's own intuition makes one confident. This strength, believing in oneself, opens up the future.

フルブライト・プログラムのことは小学生の頃から頭の片隅にあったが、真剣に留学を考え始めたのは大学院進学時だ。世界トップレベルかつ国際的な環境で最先端の建築と環境問題を研究するため、留学を決めた。

決断は次々続く。まずは行先だ。フルブライト・プログラムの内定が米国行きを後押しした。次に進学先。家族や友人が揃って薦めた大学にするか迷った。悩み抜いた末、合格した全大学を訪問した。Yale



Celebrating end of final review with Studio mates
スタジオの仲間と記念撮影

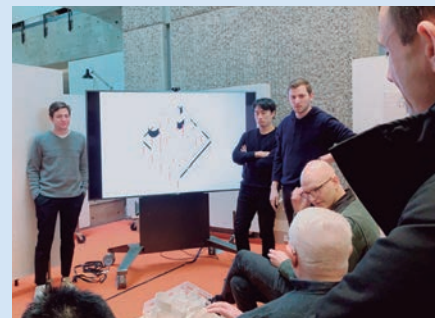
Universityに「一目惚れして、直感で決めました」

研究主題は、環境に最適化した生物の身体構造を参考に、生物模倣を用いた持続可能な建築だが、建築の概念から学び直しになった。西洋と日本で建築への考え方は大きく異なる。日本は柱の割り振りを基準とした「間(ま)」という空間概念で設計するが、西洋は四方を壁で囲み「箱」のように空間を作る。この違いへの戸惑いこそ、留学に望んだ国際的な環境と新しい視点だ。スタジオという授業では、時間を忘れ翌朝まで模型作りや議論に没頭し「同じ事柄に対し様々な視点があると学びました」

学生の60%は留学生、うち40%はアジアからの学生だ。「政治に対する考え方、コロナウイルスへの姿勢、Black Lives Matter運動への意見など、学問以外の会話からも、多様な価値観に気づきました」

「この1年で人が変わったくらい成長したと思います」と笑う。留学で新卒ルールから外れることに躊躇した自分はもういない。「環境問題は、今後複雑化し難しくなるでしょう。世界が抱える問題に生物模倣の観点を見直し、自らの広がった新しい視点から取り組みたい。20世紀までの社会とは異なる新しい社会の在り方を、建築を通して考えたい」

「自問自答の期間が長かった」と振り返るが、放つ言葉には自信が溢れている。「悩んだ時間に無駄はなく、その分だけブレがなくなります」考え抜いて出した決断や信じた直感は己を成長させ、強くさせる。そして、その強さは未来を切り開く。



Discussing about Villa Savoye with Peter Eisenman
Yale Universityの名物教授、ピーター・アイゼンマンとサヴァワ邸について議論

Language Barrier Is Not an Obstacle: Ms. Katie Wu's Research on Robotics and Self-Discovery in Kyoto

「言葉の壁は問題ではない」——京都でのロボット工学研究と自己発見

Katie Wu

ケイティ・ウー

2019 Fulbright Fellow Program

Affiliation in Japan: Kyoto University

フルブライトフェロープログラム

留学先：京都大学

Ms. Katie Wu arrived in Japan as a Fulbright Fellow at Kyoto University in September 2019. She was accepted to Princeton University Graduate School to pursue a higher degree; however, she was awarded a Fulbright grant during her final semester at Brown University (BU), so decided to defer by one year. During a previous visit to Japan for a two-month internship, after her sophomore year, Ms. Wu learned about the Fulbright Program from a Fulbrighter and alumnus of BU.

At Kyoto University, Ms. Wu joined the mechatronics laboratory, which conducts cutting edge robotic research. The lab focuses on bio-inspired locomotion and Ms. Wu joined the research team working on controlling a snake-like underwater robot. Ms. Wu enthusiastically explains, "Terrestrial and underwater snake robots have a unique geometry that allows them to enter narrow spaces and are suitable for search and rescue operations where humans might not be able to enter safely. They can be very useful, but they are very challenging to control," she adds, "The robotics research at Kyoto University was very interesting since it covered a variety of topics within robotics." Ms. Wu has always been interested in understanding the movement of animals and how humans can mimic these movements in robots. During her undergraduate years, she researched about insects' flight movement. Analyzing the movement of fruit flies and bees, Ms. Wu worked with a robotic model to study the forces generated when wings flap.

"It was a very valuable experience to join one of the best laboratories in robotics in Japan. Research is conducted differently depending on the type of research being done and the professor in charge, so it was helpful for me to see how the professor guides it," she reminisces. Taking classes at Kyoto University in Japanese was a completely new and interesting experience. She found that the same content was discussed, and the only difference was the language. "It reminds me that research is really an international pursuit. There are problems and there are people working on them, no matter which country you live in. We can connect through international conferences or you can make connections beyond the borders of different countries and work together on the problems," she remarks.

In addition to her interest in robotics, she was fascinated by the unique writing system of the Japanese language and martial arts. She started studying Japanese as a second language in high school years and began practicing Aikido when she entered university. During her stay in Japan as a Fulbright Fellow, she took up new hobbies, such as Japanese calligraphy and Brazilian Jiu Jitsu. She practiced Brazilian Jiu Jitsu several times a week at a dojo, and received her first and second stripe. "I got to meet a lot of interesting people. It was nice to know that even with the language barrier we could still communicate enough and have fun. The differences in country or language was not an obstacle."

Despite the fact that the grant period was shortened due to the COVID-19 pandemic, Ms. Wu says, "I would recommend Fulbright because it is a good opportunity to learn more about a different culture, and to learn more about yourself in the process. I became aware of how much I still don't know about science and technology. I think that increasing communication between researchers of different countries through programs like Fulbright is very useful for advancing science, as well as understanding cultures and experiences of people living around the world."

Excited about where her research ideas, projects, and the Fulbright experience will lead her to in the future, Ms. Wu wraps up, "I'm looking forward to excelling even further as a Ph.D. student at the mechanical and aerospace engineering department in Princeton University."

2019年9月、フルブライトフェロープログラムで京都大学に留学した。最初に日本を訪れたのはBrown University (BU) 2年生終了時の夏、2ヶ月間インターンシップで日本に滞在したときだった。このとき出会った同じ大学出身のフルブライターからフルブライト・プログラムを勧められ、帰国後に早速申し込んだ。大学最終学期にフルブライトの合格を知り、既に決まっていたPrinceton University Graduate Schoolへの進学を1年延期して日本へ飛んだ。

京都大学では最先端のロボット工学を研究するメカトロニクスの研究室に入り、蛇の動きを模倣する水中ロボット制御の研究チームに所属した。「蛇ロボッ



Martial arts is a good way to make friends. I practiced and made friends through Brazilian Jiu Jitsu at the dojo in Kyoto. I received my first and second stripes before leaving Japan.

友達づくりに武術はオススメです。京都にある道場でブラジリアン柔術の練習を通して友人ができました。写真はライン1本目を取得した時のものですが、帰国前には2本目をいただきました。

トは独特な形状をしているので、人が入れないような狭い空間での捜索や救助活動に適しています。便利な反面、制御するのは非常に難しいのです。熱心に語る。さらに「京都大学でのロボット工学研究は様々なトピックを扱っているのも、とても興味深かったです」と続けた。もともと動物の動きを観察することや、その動きをロボットに取り入れることに関心があったので、BUでは蠅や蜂の飛行を分析し、それをロボットへの応用に取り組んでいた。

「日本最高のロボット工学研究室に受け入れて頂き、貴重な経験が出来ました。研究の種類や指導教授によって研究方法が異なるので、教授の指導方法はとても勉強になりました」と振り返る。京都大学で授業を日本語で受けたのも新鮮で興味深い経験だった。学ぶ内容は使用言語が違っていても変わらないということに面白さを覚えた。「研究は正に国際的な追求であることを再認識しました。解決すべき問題があれば、世界中にその問題に取り組む研究者がいます。国際会議を通して、国境を超えて問題解決に協力し合うことが出来るのです」

研究以外では、日本語独特の書き方と武術に興味を持っていた。高校では第二言語として日本語を学び始め、大学に入ると合気道を始めた。フルブライトフェローとして来日してからは、書道とブラジリアン柔術を始めた。週に何回かブラジリアン柔術の道場に通って練習に励み、二本のラインを授与された。「趣味を通じて多くの人と出会い、友達にまでなれました。十分にコミュニケーションを取れ、楽しく過ごせました。国や言語の違いは障害ではなかったです」

新型コロナウイルスの世界的感染拡大のため、フルブライト奨学金期間は短くなってしまったが「私はフルブライトフェロープログラムを通じて、異文化を理解できただけでなく、自分自身のことも知ることができました。また、科学技術についてもまだ知らないことがたくさんあることに気が付きましたので、是非応募を勧めます。フルブライトのようなプログラムを通して、世界中の研究者がより一層コミュニケーションをとるようになれば、異文化理解だけでなく科学の発展にも貢献すると思います」と語る。

将来、自身の研究プロジェクトやフルブライトの経験がどう活かされるか「Princeton UniversityのMechanical and Aerospace Engineering Department 博士課程の学生として、さらに成長していけることをとても楽しみにしています」と締めくくった。

FY2019-20 Grant & Graphic Data

American Grantees

[Lecturer, Lecturer-Researcher, Researcher, Graduate Research Fellow, Fulbright Fellow, Fulbright Specialist and Fulbright Global Scholar]

* Some scholars are affiliated with one or more Japanese institutions.

Aichi (1)

- Nagoya U

Chiba (1)

- Nihon U

Fukuoka (2)

- Kyushu U* (2)

Hokkaido (1)

- Hokkaido U

Ibaraki (1)

- U of Tsukuba

Kanagawa (4)

- Kanto Gakuin U

- Keio U

- RIKEN

- Yokohama National U*

Kumamoto (2)

- Kumamoto U*

- Japanese Red Cross

Kumamoto Hospital*

Kyoto (6)

- Kyoto Seika U

- Kyoto U (4)*

- Kyoto U of Foreign Studies*

Miyagi (3)

- Green Farmers Miyagi

- Place to to Grow

- Tohoku U

Okayama (2)

- Okayama U (2)

Okinawa (1)

- U of the Ryukyus

Osaka (1)

- Osaka U

Tokyo (24)

- Hitotsubashi U*

- Japan Women's U*

- Keio U (2)*

- Senshu U

- Tokyo Gakugei U

- Tokyo Inst. of Technology

- Tokyo U of Foreign Stds.*

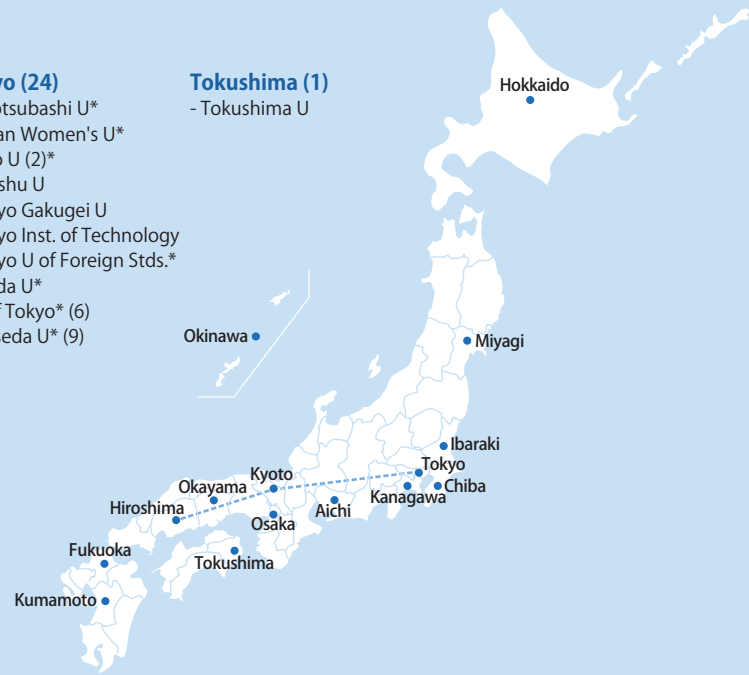
- Tsuda U*

- U of Tokyo* (6)

- Waseda U* (9)

Tokushima (1)

- Tokushima U



52 American Grantees



[International Education Administrators (IEA)]

As a group, IEA Program participants (10) visited the following sites together.

Tokyo - Hiroshima - Kyoto - Tokyo

Japanese Grantees

[Research, Journalist, Doctoral Dissertation Research, Graduate Study, Fulbright Foreign Language Teaching Assistant, and Fulbright Scholar-in-Residence]

* Some scholars are affiliated with one or more U.S. institutions.

California (5)

- Cal State U, Dominguez Hills*
- Reach Inst. for School Leadership
- U of California, Berkeley (3)

Connecticut

- Yale U

Florida

- U of Florida

Georgia

- Spelman Coll

Hawaii (3)

- U of Hawaii, Manoa (3)*

Illinois

- U of Illinois, Urbana-Champaign

Massachusetts (12)

- Boston U (2)

- Clark U

- Harvard U (7)*

- Massachusetts Inst. of Technology*

- U of Massachusetts, Amherst

Michigan

- Calvin Coll

Minnesota (2)

- Carleton Coll

- U of Minnesota

Montana

- U of Montana

North Carolina

- Association of International Education Administrators (AIEA)*

New York (10)

- Columbia U (6)

- Cornell U

- New York U (2)

- U of Rochester

Pennsylvania (2)

- U of Pennsylvania

- Ursinus Coll

Washington DC (2)

- American U

- George Washington U

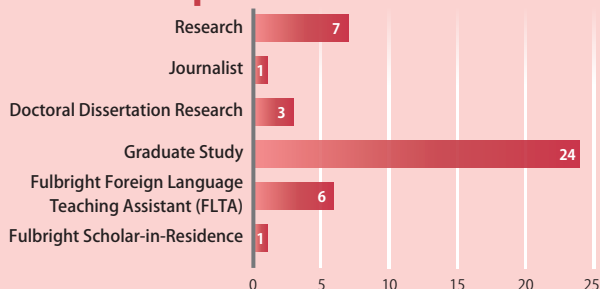
West Virginia

- West Virginia U

Wyoming

- Casper Coll

42 Japanese Grantees



Financial Reports

THE JAPAN-UNITED STATES EDUCATIONAL COMMISSION STATEMENT OF FINANCIAL POSITION June 30, 2020

	(Thousands of yen)
Assets:	
Cash and cash equivalents	394,060
Contributions receivable	188
Prepaid rent expenses	23,018
Other current assets	27,652
Property and equipment	17,097
Guarantee deposit	700
Total Assets	462,717
Liabilities:	
Grants payable in future years	44,187
Deferred revenue	99,224
Other current liabilities	6,295
Accrued employee retirement benefits	122,480
Total Liabilities	272,187
Net Assets:	
The Program Operation Fund	188,568
The JUSEEPF Program Operation Fund	-
The Japan-U.S. Educational Exchange Program Fund	1,961
The Baker Fund	-
The Jameson Fund	-
Total Net Assets	190,529
Total Liabilities and Net Assets	462,717

The accompanying financial statements of the Japan-United States Educational Commission (Fulbright Japan), as of June 30, 2020 and for the year then ended, notes to the financial statements, comprising a summary of significant accounting policies and other explanatory information; have been audited by our external auditors, ARK LLC.



THE JAPAN-UNITED STATES EDUCATIONAL COMMISSION STATEMENT OF ACTIVITIES Year ended June 30, 2020

	(Thousands of yen)
Changes in unrestricted net assets:	
Revenues and gains -	
Contributions from governments	562,012
Contributions from JUSEEPF	4,308
Contributions from governments for the Japan-U.S. Educational Exchange Program Fund	5,394
Contributions from Mr. Baker	8,703
Contributions from Mr. Jameson	7,964
Contributions from airlines	17,390
Interest income	1
Others	11,010
Total revenues and gains	616,786
Expenses -	
Grant Programs:	
Grants to Americans	
International education administrators	5,842
Researchers	45,140
Lecturers / Researchers	38,890
Graduate research fellows	76,359
Fulbright fellows	18,938
Prior year adjustments	(11,249)
	173,923
Grants to Japanese	
Researchers	23,278
Journalists	5,115
Graduate students	212,445
Foreign language teaching assistants	5,003
Prior year adjustments	(1,747)
	244,094
The Japan-U.S. Teacher Exchange Program	
Program cost in U.S.	1,964
Other expenses	6,530
	8,494
Non-Grant Programs	
Grant related costs for Americans	2,207
Grant related costs for Japanese	4,876
Educational Advising Services	23,742
Public relations activities	3,802
	34,629
Administrative expenses	177,590
Loss on retirement of property and equipment	281
Foreign exchange loss, net	1,920
Total expenses	640,934
Increase (decrease) in unrestricted net assets	(24,147)
Net assets at beginning of year	214,677
Net assets at end of year	190,529

FY2019-20 Grantee List (Japanese)

Name/Home Institution
Host Institution/Academic Discipline/
Research Topic

Research

ASHIZAWA Shingo

Professor / Fac./Global and Regional Studies / Sch./Regional Development Studies / Toyo U / AIEA / U of Hawaii, Manoa / Cal State U, Dominguez Hills / International Education / Learning outcome assessment of study abroad and effective use of e-portfolio

ITO Keitaro

Professor / Sch./Engineering / Dept./Civil Engineering / Kyushu Inst. of Technology / U of Florida / Environmental Studies / Interdisciplinary study in urban green infrastructure for children's play and biodiversity in US

KAI Maki

Associate Professor / Fac./Letters / English Dept. / Meijigakuin U / Columbia U / American Literature / The British reception of American renaissance writers and its impact on American literary history

KANDA Yutaka

Associate Professor / Fac./Law / Niigata U / Harvard U / International Relations / International history of the Japan Socialist Party and the socialist parties' international networks

KUMOJIMA Tomoe

Full-time Lecturer / CORE of STEM / Nara Women's U / U of California, Berkeley / English & American Literature / Trans-Pacific aesthetic diplomacy of women in the United States and Japan between 1904 and 1945

MIZUTANI Yuka

Associate Professor / Center for Global Edu. and Discovery / Sophia U / U of Hawaii, Manoa / American Studies / Conservation of the Maritime Cultures in the US and International Relations in the Pacific Rim

NAGAO (OZAKI) Shizuko

Associate Professor / Coll./Global and Media Studies / Dept./Global and Media Studies / Kinjo Gakuin U / U of Hawaii, Manoa / Linguistics / A comparative research on the understanding of syntactic differences between English and Japanese

Journalist

NIKAIDO Ryoma

Writer and Editorial Staff / Weekly Toyo Keizai Editorial Dept. / Toyo Keizai, Inc. / Harvard U / Business Management / The background of the monopoly by giant IT companies and the influence on other corporate activities

Fulbright Scholar-in-Residence

KITADA Yoshiko

Associate Professor / Sch./Education / Saitama U / Reach Inst. for School Leadership / Curriculum & Instruction / Teacher Education by Lesson Study

Doctoral Dissertation Research

IMAI Hinata

Doctoral Student / Program Advisor / Grad. Sch./Regional and Interregional Stds. / Peace and Conflict Stds. / Tokyo U of Foreign Stds./PKO Secretariat, Cabinet Office / ColumbiaU / International Relations / Centralization, decentralization and nation-building: Examining Rwanda's "invented traditions"

KANAZAWA Jun

Doctoral Student / Grad. Sch./Arts and Sciences / Language and Info. Sciences / U of Tokyo / U of California, Berkeley / Linguistics / A contrastive study of "persuasiveness" on opinion discourses in Japanese and English newspapers

KAWASHIMA Akira

Doctoral Student / Grad. Sch./Arts and Letters / Dept. / Philosophy / Tohoku U / U of California, Berkeley / Philosophy / Plato's critique of poetry and what we can learn from it for contemporary societies

Graduate Study

CHIBA Soichiro

Product Manager / Petrochemical Div / Mitsubishi Corporation / Harvard U / Public Administration / How cooperate structural reform in Japan can enhance global competitiveness and maintain stability

HANDA Yuri

Doctoral Student / Grad. Sch./Arts and Sci. / Interdisciplinary Cultural Studies / U of Tokyo / Columbia U / Art History / Transnational empire building: Orientalism and othering in photography in modern Japan

INAMASU (MIMIZUKA) Kayo

Freelance Journalist / New York U / Communications & Journalism / Research on methods for media literacy education in the age of "fake news"

KARIO Chisato

Staff / Corporate Banking Dept. / Group 2 / MUFJ Bank, Ltd. / Columbia U / Economic Development / Financial inclusion and gender equality: For sustainable growth/prosperity in the developing nations

KIRITOSHI (KINOSHITA) Takahiro

Doctoral Student / Grad. Sch./Medicine / Traumatology and Acute Critical Medicine / Osaka U / Harvard U / Public Health & Community Health / Optimization of regional trauma care system

KOMIYAMA Ryoma

Writer / Science and Medical News Section / The Asahi Shimbun / Boston U / Journalism / To learn the advanced data journalism, and to broaden the target of science journalism

KUWAHARA Hideaki

Attorney at Law / Mori Hamada & Matsumoto / Columbia U / Constitutional Law / Can truly free speech and genuine privacy survive in a world that is increasingly virtual?

MITANI Satomi

Administrative Staff / International Affairs Div. / Yokohama City U / U of Minnesota / Higher Education / The role of higher education as a career pass

MIYATA Yoshio

Doctoral Student / Grad. Sch./Literature / English Literature / Meiji Gakuin U / U of Massachusetts, Amherst / Linguistics, Theory / A comparative study of syntax and its interface with prosody in natural languages

NAGANO Haruka

Doctoral Student / Grad. Sch. / Humanities / Meiji U / Clark U / American Studies / Sustainability and gentrification in US cities

NAKAJIMA Hiroto

Attorney at Law / Anderson Mori & Tomotsune / New York U / Law / Practice in alternative dispute resolution ("ADR") in the U.S.

OGAWA Takahisa

Doctoral Student / Grad. Sch./Medical and Dental Sciences / Orthopedics/ Global Health Promotion / Tokyo Medical and Dental U / Harvard U / Public Health & Community Health / Study how to improve healthy life expectancy of the elderly and reduce the burden/cost of caregiving

OKUDA Tomohito

Assistant Manager / Water Business Dept / Mitsubishi Corporation / Harvard U / Massachusetts Inst of Technology / Business Management / How to break barriers to multisectoral collaboration in international infrastructure development

OZAKI Ena

Doctoral Student / Grad. Sch./Arts and Sciences / Area Studies / U of Tokyo / Boston U / American History / Transformation of American culture and magazines at the turn of the twentieth century

SAMEJIMA Takuomi

Master's Student / Grad. Sch./Science and Technology / Science for Open and Environmental Systems / Keio U / Yale U / Architectural Design / Reexamination of biomimetic architectural design methodology and its future potential

SATAKE Yusuke

Doctoral Student / Grad. Sch./Humanities and Sociology / Philosophy / U of Tokyo / U of Rochester / Philosophy / An inquiry into truthmaker theory from a perspective of metaontology

SATO Ayano

Senior Production Administrator / Opera Production Dept / New National Theatre Foundation / Columbia U / Business & Management / Efficient and effective arts management in the U.S.

SHIRAKI Atsushi

Attorney at Law / Waseda U Legal Clinic LPC / U of Pennsylvania / Law / Study of clinical legal education that responds changing social needs and of the formation process

TAMURA Yuya

Master's Student / Grad. Sch./Law / International Business Transaction Law Course / Chuo U / American U / International Business Law / International investment arbitration in domestic legal order -U.S. court decisions and theory-

UCHIDA Yu

Doctoral Student / Grad. Sch./Letters / Dept./English and American Literature / Chuo U / West Virginia U / English & American Literature / The nature of historical recognition and fictional technique in the 19th century American literature

YAMAKITA Kaori

Teacher / Takeo Jr. High School / George Washington U / Teaching English As A Foreign Language / Effective ways of improving reading skills using textbooks in JHS English classes in Japan

YAMASAKI Yoko

Doctoral Student / Grad. Sch./Int'l Cooperation / Economic Development and Policies / Kobe U / U of Illinois, Urbana-Champaign / Economic Development / The impacts of market integration on human interaction: A case study of agricultural villages

YAMASHITA Ayaka

Director / Co-founder / EDAYA / Harvard U / Urban & Regional Planning / Economic, social and cultural impact of urban-rural human migration on sustainable community

YAMASHITA Tsuguta

Doctoral Student / Grad. Sch./Letters / Dept./Sociology / Kyoto U / Cornell U / Cultural Anthropology / Seeing from Kampung: Social housing, eviction and the experience of residents in Jakarta, Indonesia

Fulbright Foreign Language Teaching Assistant (FLTA)

AOKI Mayumi

Graduating Senior / Dept./Int'l Studies / Bunkyo U / Carleton Coll, Northfield, MN

FUJII Shutaro

Graduating Senior / Fac./Humanities / Dept./English Literature / Sophia U / Calvin Coll, Grand Rapids, MI

HOSHINO Shingo

Teacher of English / Saitama Pref. Tsurugashima Seifu High School / Casper Coll, Casper, WY

NAKAMURA Nobutaka

Child Care Officer / Fukuoka City Government / Ursinus Coll, Collegeville, PA

OE Ayami

Teacher / MIC Communication School / Spelman Coll, Atlanta, GA

TORIGOE (KITAMI) Tomoko

Teacher of English / Kanagawa Pref. Tsurumi Sogo High School / U of Montana, Missoula, MT

*List of Japanese Grantees
www.fulbright.jp/scholarship/grantee.html



FY2019-20 Grantee List (American)

Name/Home Institution
Host Institution/Academic Discipline/
Research Topic

Visiting Lecturer

GRIFFITH Sarah

Associate Professor / Coll./Arts and Sciences / Dept./History / Queens U of Charlotte / Tsuda U / Tokyo U of Foreign Studies / History / Pacific Crossing: Japanese and American cultural ambassadors before WWII

HOWELL James P.

Lecturer / Coll./Arts and Sciences / English Dept. / Florida State U / Yokohama National U / Communication / Public speaking and the American publics

JONES David M.*

Professor / Dept./English / University Honors Program / U of Wisconsin, Eau Claire / U of the Ryukyus / American Literature / 'What a Wonderful World': Legacies of the American century in life writing, rock and roll music, and popular culture

OSTENDORF Ann M.

Associate Professor / Coll./Arts and Sciences / Dept./History / Gonzaga U / U of Tokyo / Japan Women's U / American History / Teaching American history and culture in Japan

PITTS Jonathan

Associate Professor and Coordinator / Dept./English / Ohio Northern U / Hitotsubashi U / Keio U / American Literature / Writing as pilgrimage: American identity, place, community

WERBLOW Jacob S.

Associate Professor / Sch./Edu. & Professional Studies / Edu Leadership, Policy & Instruction / Tech. / Central Connecticut State U / Kyoto U of Foreign Studies / Kyoto U / Education / Teacher of school and society: The American experience

Lecturer-Researcher

BADE SHRESTHA Shiva Om

Professor / Coll./Engineering and Applied Sciences / Mechanical & Aerospace Engineering / Western Michigan U / Nihon U / Engineering / Clean energy technology and energy policy

MARTIN Jonathan

Professor / Sch./Architecture Grad. / Center for Planning and the Environment / Pratt Inst / Tokyo Inst. of Technology / Urban & Regional Planning / Shared knowledge: Japanese urban planning process and practice in the 21st century

NANJUNDAN Meera

Associate Professor / Cell Biology, Microbiology, and Molecular Biology / U of South Florida / Tokushima U / Cell & Molecular Biology / Implementation of a "Flipped" mentor-guided learning experience & investigation of lipid "Flipping" in peroxisome diseases

Researcher

CHINN Clark A.

Professor / Grad. Sch./Education / Educational Psychology / Rutgers, The State U of New Jersey / Senshu U / Educational Psychology / Learning to think in a "post-truth" world

FLOWERS Petrice R.*

Associate Professor / Sch./Social Science / Dept./Political Science / U of Hawaii, Manoa / Waseda U / Political Science / Gender and diplomacy in Japan: Getting through the door

HUGE Elijah J.*

Associate Professor and Head / Dept./Art & Art History / Wesleyan U / Tohoku U / Architecture / Disaster Safety Museums of Japan

KIETLINSKI Robin

Associate Professor / Social Science Dept. / LaGuardia Community Coll, CUNY / U of Tsukuba / Area Studies / Trash islands: Olympic infrastructure and Japan's changing environment

ROEBUCK Kristin*

Assistant Professor / Dept./History / Cornell U / Waseda U / Nagoya U / History / Japan reborn: Race and nation after World War II

TROMPETA Joyce

Assistant Professor / Sch./Medicine / Dept./Surgery / U of California, San Francisco / Kumamoto U / Japanese Red Cross Kumamoto Hospital / Public Health & Community Health / Examining barriers to organ donation consent to address the impact of high rates of end-stage renal disease in Japan's aging population

Graduate Research Fellow (Academic)

BORENGASSER Daniel P.

Ph.D. Student / Japanese Art History / Harvard U / Osaka U / Art History / The hall of the lotus king: Sculpture and multiplicity in medieval Japan

COTHERN Keegan J.

Ph.D. Student / History / Brown U / Keio U / Japanese History / Engineering disaster: Japan, the built environment, and natural disasters

HAUK Michelle L.

Ph.D. Student / Japanese History / Columbia U / U of Tokyo / Japanese History / Dwelling with water: How water technology revolutionized the Japanese home, 1800-2000

HAYASHI John H.

Ph.D. Student / History / Harvard U / Kyoto U / History / Hydraulic Taiwan: Engineering, water, and the ecology of Japanese empire, 1895-1964

KATAOKA Elizabeth K.

Ph.D. Student / East Asian Languages and Cultural Studies / U of California, Santa Barbara / Hokkaido U / Japanese History / Assimilating identity: Ainu education in modern Japan

LEDBETTER Nathan H.

Ph.D. Student / Japanese History / Princeton U / Kyushu U / Japanese History / Trading in violence: Warfare in Kyushu, 1550-1600

MISRA Drisana R.

Ph.D. Student / East Asian Languages and Literatures / Yale U / U of Tokyo / Kyushu U / Japanese Literature / The Japanese new world: Literary and visual exchanges of the Nanban period (1549-1650)

MONDELLI Frank V.

Ph.D. Student / Japanese Literature and Media Studies / Stanford U / Waseda U / Area Studies / A genealogy of deaf assistive technology, representation, and communications in Japan

NIEHAUS Kevin T.

Ph.D. Student / East Asian Languages & Cultures / Japanese Literature / Stanford U / Waseda U / Japanese Literature / Reading and gender in Japan's literary fictions, 1890-1936

REMISOVSKY George M.

Ph.D. Student / History / Yale U / U of Tokyo / History / A question of custom: Law and mediation in 19th and 20th century east Asia

ROMNEY David L.

Ph.D. Student / East Asian Studies / Princeton U / Kyoto U / Japanese History / The flight of the sun goddess: Changing conceptions of region and religion in Japan

VAN WYK Melissa D.

Ph.D. Student / Japanese Language / U of California, Berkeley / Waseda U / Theatre / Restaging the spectacular: Misemono and kabuki theater 1700-1900

WARD Kayleigh J.

Ph.D. Student / Sociology & Environmental Science and Policy / Michigan State U / Place to Grow / Green Farmers Miyagi / Sociology / Reviving community: Building social recovery in rural post-disaster Japan

ZINNER Valerie J.

Ph.D. Student / Art History (East Asian-Pre-modern Japanese) / Columbia U / U of Tokyo / Art History / Sumiyoshi Gukei and early modern Yamato-e handscrolls

Graduate Research Fellow (Professional)

FRANK Alexa C.

MFA Student / Creative Writing / U of Iowa / Waseda U / Creative Writing / Pages of madness: The evolution of the mental illness narrative in Japanese literature

Fulbright Fellow

EDWARDS Victoria

BA/BS Student / International Business, Japanese Language and Literature / Elizabethtown Coll / Waseda U / Political Science / A tale of two generations: Comparing political apathy and activism among Japanese youth

FREEDMAN Benjamin B.

BA Student / Religion / Middlebury Coll / Keio U / Area Studies / Religious accommodations and Islamic practices in contemporary Japan

RICHARDSON Deven M.

BA Student / Political Science and International Affairs / Western Kentucky U / Waseda U / International Relations / The future Japanese generation and their perception of America

WEST Stephen B.

BS Student / Anthropology / U of New Mexico / Okayama U / Anthropology / Jomon livelihood in the Yayoi period

WU Kit Sum

BS Student / Mechanical Engineering / Brown U / Kyoto U / Engineering / Development of a path-planning algorithm for the control of an aquatic robot

ZHANG Crystal

BS Student / Biochemistry and Molecular Biology / Brown U / RIKEN / Biology / Effects of transporter polymorphisms on drug metabolism in different ethnic populations

International Education Administrators

BECK Linda J.

Associate Dean / Office of Experimental & Global Education / U of Maine, Farmington / At Large / International Education

CLIPPARD Laura F.

Coordinator / University Honors Coll / Middle Tennessee State U / At Large / International Education

CONGER Amy

Associate Vice Provost / Provost's Office / U of Michigan, Ann Arbor / At Large / International Education

HINKLE Rhonda J.

International Student & Scholar Specialist / Office of International Programs / Marian U / At Large / International Education

HONEGGER Rusdiana

Associate Director / Div./Global Engagement / U of Louisiana at Lafayette / At Large / International Education

MERRITT Martha L.

Dean / Office of International Education / U of Richmond / At Large / International Education

SHIFLET Coryn L.

Assistant Director / International Education / U System of Georgia / At Large / International Education

WASHINGTON Ramona

Study Abroad Coordinator / Center for International Education / U of Wisconsin, Milwaukee / At Large / International Education

WHATLEY Annette A.

Program Coordinator / International Office / U of Texas, Austin / At Large / International Education

WOJENSKI Carrie

Associate Vice Provost / Center for International Education and Global Strategy / State U of New York, Albany / At Large / International Education

Fulbright Specialist Program

FITZMAURICE Celine R.

Senior Instructor / University Studies / Portland State U / Okayama U / Education / Supporting community-based learning in Japan

FOX Diana J.

Professor and Chair / Anthropology / Bidgewater State U / Tokyo Gakugei U / Anthropology / An investigation of the gender norms of physical education

GOLDNER Janet

Independent Artist / Kyoto Seika U / American Studies / Self analysis and critique in the fine arts

HACISALIHOGU Gokhan*

Professor / Biological Sciences / Florida A&M U / U of Tokyo / Agriculture / Lecture series and seminars in plant biology

Fulbright Global Scholar Award

COLLET Vicki S.

Associate Professor / Dept./Curriculum and Instruction / U of Arkansas, Fayetteville / Kanto Gakuin U / Education / Lesson study and culturally-responsive instruction: A multi-country examination of teachers' professional learning

FERHOLT Beth R.

Associate Professor / Dept./Early Childhood and Art Education / Brooklyn Coll, CUNY / Waseda U / Education / The aesthetics of play: A cross-cultural study of playworlds in Japan and Sweden

*Actual participation was postponed due to the COVID-19 pandemic.

*List of American Grantees

www.fulbright.jp/eng/scholarship/grantee.html



Activity Highlights

Programs for Japanese Grantees

Pre-departure Orientation for the FY2019-20 grantees

Pre-departure orientation for the departing FY2019-20 Japanese Fulbright grantees was held in the auditorium of the International House of Japan on June 14, 2019. During the orientation, grantees had the opportunity to meet each other, received advice from resource persons, and were briefed regarding grant and administrative matters.



Send-off Reception for the FY2019-20 grantees

A send-off reception for the FY2019-20 Japanese Fulbright grantees was held at Iwasaki Koyata Memorial Hall of the International House of Japan on June 14, 2019. Over 100 people including selection members, corporate sponsors, key alumni, and Commission Members attended.



FY2020-21 Japanese Selection

The documentary screening process started in September, and selection interviews took place at Fulbright Japan's office for approximately one month from mid-October. A total of 14 interview panels divided by academic discipline, including a Fulbright Foreign Language Teaching Assistant (FLTA) panel, were formulated.

Briefing Sessions for the FY2020-21 Japanese Fulbright Candidates

Briefing sessions for the principal candidates for the FY2020-21 Japanese Fulbright grants were held on December 16, 2019 at the B1 Conference Room in the Sanno Grand Building. The candidates did self-introduction and were briefed on the departure process for the U.S. as Fulbright grantees.



FY2021-22 Japanese Fulbright Grant Competition

Applications for the FY2021-22 competition started from April 1 and ended on May 31, 2020. The grant announcement was widely publicized by Fulbright Japan's social media, email to alumni, press release, and direct mailings to over 700 universities nationwide. Applications for the FY2021-22 Fulbright Foreign Language Teaching Assistant (FLTA) Program started in June and ended on August 31, 2020. Its competition announcement was distributed through a press release, emails, social media, and print media targeted for English teachers and learners. Two Program explanation sessions scheduled in March and April 2020 were cancelled due to the COVID-19 pandemic. A recorded explanation video was made available on Fulbright Japan's website for prospective applicants instead of live session. An FLTA seminar for program explanation and panel discussion was held online on August 5, 2020. A recorded session was posted on Fulbright Japan's website.



COVID-19 Impacts to the FY2019-20 and FY2020-21 Japanese Programs

- Temporary pause of U.S.-bound travel due to the Fulbright Program suspension and travel restriction by the Government of Japan
- Cancellation of the pre-departure orientation and send-off reception scheduled on June 12, 2020
- Virtual remote study for fall semester or renomination to FY2021-22 for Graduate Study grantees
- Postponement of grants until January 2021 or later for Doctoral Dissertation Research, Research and Journalist grantees
- January 2021 start (one-term assignment) or renomination to FY2021-22 for FLTA grantees

Programs for American Grantees

International Education Administrators (IEA) Program

10 American IEAs arrived in Japan on June 9, 2019. This 2-week program consisted of visiting with government officials, Japanese international education professionals, various educational institutions and cultural sites located in Tokyo, Kyoto, and Hiroshima.



Post-arrival Group Orientation

Group orientations for the FY2019-20 American Visiting Lecturers, Lecturer/Researchers and Fulbright Fellows were held between September 10 and 13, 2019. 5 Lecturers and 3 Lecturer/Researchers attended a two-day orientation (September 10 and 11, 2019) and 6 Fulbright Fellows participated in a two-and-half-day orientation (September 11 to 13, 2019). The orientation programs included topics from teaching/studying and living in Japan to make the most of their Fulbright experience.



Welcome Reception

The Welcome Reception for the FY2019-20 American grantees was held at Daiichi Hotel Tokyo in the evening of September 11, 2019 with approximately 110 guests. The representatives from both governments gave opening remarks followed by a speech by an U.S. lecturer representing the FY2019-20 U.S. grantees and a toast by the President of the Fulbright Alumni Association of Japan. Stimulating conversations took place among the grantees, grantees' Japanese host professors, the Commission members, sponsors and Japanese alumni.



Mid-Year Conference for Fulbright Fellows, Visiting Lecturers and Lecturer/Researchers

Due to COVID-19 pandemic, in-person Mid-year Conferences were replaced with online meetings on March 11 and 13, 2020. The purpose of the conferences was to reflect on the first half of their experience in Japan and exchange tips for making the most of their remaining time in Japan.

COVID-19 Impacts to the FY2019-20 and FY2020-21 American Programs

- The U.S. Fulbright Program suspension worldwide on March 20, 2020. Termination of grant for the FY2019-20 grantees in Japan.
- Postponement of grants for the FY2019-20 grantees whose grants had not started prior to the program suspension.
- Postponement of grants until January 2021 or later for the FY2020-21 grantees.
- Cancellation of the FY2020-21 International Education Administrators Program (deferred to FY2021-22).
- Cancellation of the September 2020 welcome reception.

Other Activities

- On September 5, 2019, Ms. Melissa Tolentino, Bureau of Educational and Cultural Affairs Program Officer for Fulbright Outreach, visited the office of Fulbright Japan and talked about branding, logo and social media to staff.
- On December 13, 2019, three staff members including the new Executive Director, Dr. Randall Nadeau, from Foundation for Scholarly Exchange (Fulbright Taiwan) visited the office of Fulbright Japan.
- On February 17, 2020, Mr. Jeffery Bleich, Former Ambassador to Australia and J. William Fulbright Foreign Scholarship Board (FFSB) Chair Emeritus, visited the office of Fulbright Japan. An eloquent speaker, Ambassador Bleich shared inspiring stories about the power of the Fulbright mission to bring people together and increase understanding in the world. He said succinctly "the Fulbright Program promises that we will take care of your people to study and research in the United States and we hope you will do the same with ours." One interesting fact to

note, although now retired from the board, for 3 years Ambassador Bleich reviewed and approved the final stage for all grantees in the Fulbright Japan program thus making them official Fulbrighters.

- Okinawa Institute of Science and Technology (OIST), Fulbright Philippines, and Fulbright Japan organized a webinar, OIST-Fulbright Webinar, which was held on June 30, 2020 (JST). There were 305 participants joined on Zoom, 150+ by live streaming on Facebook, and there were 6,000 playback views of the video. Of the Zoom participants 58% worked in higher education, 28% in a government position, 9% Other, NPO 4%, and Business 1%. In a survey after the event, 90% said they would recommend it to a friend and 80% responded that it was "excellent." The video has been uploaded to YouTube.



<https://www.youtube.com/watch?v=yMbUZJeJXZQ&feature=share>



Fulbright Japan has been providing information and advising services to the general public on Japanese and U.S. higher education since 1964. The services are active under EducationUSA, a U.S. Department of State’s network of advising centers that promotes study abroad in the U.S. and provides information on U.S. higher education as an official source. EducationUSA Tokyo is jointly run by Fulbright Japan and Public Affairs Section of the U.S. Embassy since spring of 2016. EducationUSA strives to increase student mobility in both directions by providing more youth outreach activities and professional training sessions for teachers and advisors.



The following are four main activities of EducationUSA. All services are provided to the general public for free of charge.

1) Information Delivery

EducationUSA provides accurate and comprehensive information on higher education in the U.S. through the EducationUSA/Fulbright Japan’s website, social media (Facebook, Twitter and YouTube) , and an original study abroad handbook, which is published triennially with annual reprints (Study in the U.S.A: The Official Guide 2nd edition) for sale.

Website hits: 193,728
 Blog visits: 32,054

2) Events/Activities

Organizes and/or participates in various activities both in person and online such as group advising sessions, college fairs and advisors training sessions. Fulbright alumni and other U.S. university representatives are invited as guest speakers at such events in order to promote the Fulbright Program and study in the U.S.

Example events that took place in FY2019-20:

September 7, 2019 EducationUSA EXPO (2008 participants)

November 20, 2019 Art School Fair (100 participants)

June 2020 Webinar Series “Think about studying in the U.S.” (434 participants)

A total number of program participants: 8,504
 A total number of programs: 63

3) Individual Advising

Provides individual advising service by appointment and responds to inquiries via e-mail or the phone from the general public.

Number of contacts: 247

4) Services to U.S. Institutions

Gives briefings on recruiting tips and the updated trends of Japanese students. Organizes meeting opportunities (college fairs, special sessions) for U.S. institutions to reach to their prospective students.

Number of visitors: 13

The total number of EducationUSA users in FY2019-20: 234,546

Special Exchange Projects

Japan-U.S. ICT Teacher Exchange Program (ICT: Information and Communication Technology)

Due to the unprecedented global pandemic caused by the novel coronavirus (COVID-19), the Japan-U.S. Educational Commission (Fulbright Japan) has regrettably decided to cancel the implementation of the 2020 Japan-U.S. ICT Teacher Exchange Program in order to prioritize the health and safety of all participants. This de-

cision was made in consultation with both the Japanese and U.S. governments represented by the Ministry of Education, Culture, Sports, Science and Technology, the Ministry of Foreign Affairs and the U.S. Embassy Tokyo.

Introducing the Collaborative Projects on the Fulbright Japan's Website

2019

<p>Astronomy and Culture - Land and Sky</p> <p>天文学と文化 - 土地と空 Astronomy and Culture - Land and Sky</p>	<p>Ellison Shoji Onizuka Elementary School on the Moon!</p> <p>Building Ellison Shoji Onizuka Elementary School on the Moon!</p> <p>Nicholas Kirschman Yuichi Hasegawa Satoshi Hoshi Toshiyuki Kanama Keisuke Midori</p>	<p>Global Community Solutions</p> <p>Global Community Solutions 問題解決を共同で!</p> <p>Brittany Beck, Jennifer Booz, Kristen Gonsoir, Ichiko Matsui, Alex Mendralla, Becky Schnur</p>
<p>Problem Solving in Space</p> <p>PROBLEM SOLVING IN SPACE</p>	<p>Project Menehune</p> <p>Project Menehune</p> <p>Team STEAM David, Heather, John, Lauren (USA) Hiro, Taka, (Tomo) (JAPAN)</p>	<p>Team Mebuki</p> <p>Team Mebuki チーム めぶき</p> <p>Team Members: George Hademenos ジョージハデメノス Suguru Nakamura 中村 英 Eunsup Obata 尾畑 恩秀 Beverly Owens ベヴァリーオーウェン Tomokazu Suzuki 鈴木 友和 Masaaki Hatagami 畑上 雅朗</p>



Collaborative Projects developed by the 2019 Japan-U.S. ICT Teacher Exchange Program participants are now available from the link below or the QR code:
<https://www.fulbright.jp/eng/sep/ictprojects.html>

By the end of the program, participants are expected to develop collaborative projects (lesson plans) focused on a provided theme, and implement it in order to 1) maximize this experience, 2) develop skills to incorporate ICT into their classroom teaching, and 3) further promote educational exchanges.



Collaborative Projects by the participants of Japan-U.S. Teacher Exchange Program for ESD (Education for Sustainable Development) are available from the link below or the QR code:
<https://www.fulbright.jp/eng/esd/project.html>



Annual Report Fiscal Year 2019-20

Japan-U.S. Educational
Commission
(Fulbright Japan)

Sanno Grand Bldg. 207
2-14-2 Nagata-cho
Chiyoda-ku
Tokyo, 100-0014

www.fulbright.jp

