

The University of the Arctic Magazine

# SHARED VOICES

2011



UNIVERSITY OF THE ARCTIC



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# Letter from the President

By **Lars Kullerud**, President, University of the Arctic | Photo **Outi Snellman**

As the University of the Arctic celebrates its first decade, we can permit ourselves to look back and reflect on the remarkable growth of our organization and its many successes in improving educational opportunities across the Circumpolar North. We at UArctic do not wish however to dwell long on the past, but wish to cast our gaze further into the future – just like that small group of individuals who first dreamed up the idea of an Arctic university.

This edition of our Shared Voices magazine takes as its theme, ‘UArctic in 2021,’ with various contributors offering their thoughts on what our organization and the region we live in might look like ten years down the line. Just as the members of the University of the Arctic and our international partners have shaped the region today, it is clear that UArctic’s goals, mission and values will serve us well to promote a future

Arctic that validates northern cultures, languages and learning systems. We know this because we can already see the evidence of it happening around us in ways that we could not have foreseen in 2001.

UArctic has accomplished much to date in creating an empowered and sustainable North. It is telling that the organization’s original vision,

goals and values remain valid today, while it has grown to meet additional needs and serve more areas of the Circumpolar North. The success of the organization can truly be seen, however, in the large numbers of students who have benefited from educational opportunities that would not have been possible without the University of the Arctic and the collective efforts of its members.





# The University of the Arctic in 2021

By **Barry Scherr**, Provost Emeritus, Dartmouth College

For all the distance that the University of the Arctic has travelled in its first ten years, it will continue to go yet further over the next ten. If the beginning of a new entity necessarily involves creation and novelty, then the next stage requires maturation and enhancement. But this does not mean simply building on what already exists. While it is important to consolidate and strengthen initial achievements, institutions cannot stand still in an ever-changing world: they must evolve and innovate, foresee that which looms just beyond the horizon and at the same time react to those developments that cannot be anticipated.

Given that much of what will happen over the next ten years still lies not just on, but far beyond the horizon, any attempt to picture the University of the Arctic in 2021 must necessarily be tentative. And yet, the accomplishments over its brief existence offer some guidelines. The Thematic Networks will remain at the core of its activities. They will not comprise a fixed set of activities; new networks will continue to emerge, some will complete their mission, and still others will move into new directions. Most importantly, the Thematic Networks will have achieved wide international recognition both for the quality of the research that emerges from them and for the model they embody

of international collaboration among scholars and institutions. Meanwhile, the UArctic Institutes, a newer activity, will have expanded significantly in number and will serve to coordinate activities among University of the Arctic institutions in ways that lead to a further dissemination and application of knowledge about the North. As a result of these and other efforts, the University of the Arctic will be widely recognized in the circumpolar nations and beyond as – along with the Arctic Council and various associations of Arctic scientists and scholars – one of the truly vital institutions for furthering the interests of the North.

The University of the Arctic's role in educating the world about the Circumpolar North will have significantly expanded. Courses that comprise the Circumpolar Studies program will be offered at many institutions that are outside the eight Arctic countries, primarily as distance learning courses, so that the curriculum developed through the University of the Arctic will be a major path for students worldwide to learn about the Arctic. UArctic will have endorsed joint Master's programs at a number of member universities; all of these programs will provide a multi-sided approach to northern studies and some will lead to degrees in areas that have previously received little attention in the academic

world. By 2021 the UArctic will have in place a similar endorsement procedure for PhD programs as well. The GoNorth program will annually be attracting many students to study in the North, while the north2north exchange will have expanded to an extent that students and faculty from throughout the region will regularly expect to spend part of their time at an institution in another country. And, by 2021, many of the young scientists, educators and policy makers working on the region will themselves have benefited from coursework or degrees that have been endorsed by the University of the Arctic.

Thanks to its educational and research efforts, the University of the Arctic will have done much to empower the indigenous peoples of the Circumpolar North to meet the challenges that have become particularly acute as a result of both climate change and the forces of globalization.

In short, the next decade will witness the growth, the ever more impressive accomplishments, and the increased influence of the University of the Arctic. This is an ambitious set of goals, but with the dedicated work of many individuals and the support of the UArctic's member institutions, it will be possible to make the vision for 2021 a reality.



## How Will UArctic Proceed with Indigenous Issues Towards 2021?

*Already from its early days, and, in fact as one of the main reasons behind the creation of the network, the University of the Arctic has had a close connection and cooperation with indigenous communities and peoples in its vision, values and mission statements. Also, since early on, UArctic has had a dedicated standing committee on indigenous issues.*

By **Jan Henry Keskitalo**, Vice-President Indigenous, UArctic | Photo **Svein Disch Mathiesen**

In its Strategic Plan for 2009-2013, UArctic committed to a number of key specific goals to be implemented regarding serving the educational needs of indigenous peoples and its cooperation with indigenous communities and organizations. This is both an affirmation of UArctic's founding idea and vision, as well as a strengthening of its governance and administration to better meet the challenges of indigenous communities.

As a network, the University of the Arctic has always depended on the commitment of its member institutions to work for the benefit of indigenous communities. The success of the education and mobility programs, research and other services depends on members' continued





cooperation with indigenous communities and stakeholders. The next decade calls for improvements in this regard. The 2011 UArctic Rectors' Forum and Students' Forum declarations carried important messages about this. The next step is to follow this up on the operations level. This challenges the network generally, but even more the individual members themselves. Even if the network agrees on strong visions and strategic choices, their fulfillment depends on well developed institutional cultures and practices. It is what happens at the delivery end – the improvements experienced by students and communities – that counts.

By 2021, I envision that UArctic members and the entire network will have a well

developed concept of indigenous higher education, built on the concept of the free, prior and informed consent of the indigenous peoples of the Circumpolar North. This concept will be based on the combination of well developed consultation models and collaboration between UArctic members and indigenous governments and non-governmental organizations. Such collaboration builds on a set of well developed good practices that follow existing UN-based international instruments and standards. The nation-states and institutions who now declare in 2011 that they already fulfill these practices must do even more, while others must establish a recognizable baseline. By 2021 they will all respect the indigenous claims to offering quality and relevant programs that

are established through joint dialogue with indigenous communities. No doubt there will also be new institutions and networks formed in the first two decades of this millennium out of the processes of increased autonomy for indigenous peoples. They will, through their operations within the regions, help to secure and contribute to the further development of indigenous languages, culture and livelihoods. They will practice state of the art reciprocal cooperation with the indigenous governments and communities. These UArctic members and their networks will serve as outstanding examples for the indigenous peoples in other regions of the world.





# Profiles of Individual Universities and University Networks

## Challenges and Opportunities

By **Ulrich Teichler**, International Centre for Higher Education Research (INCHER-Kassel) University of Kassel

Traditionally, universities in Europe have covered a broad spectrum of disciplines, were involved both in research and teaching equally, and did not intend to differ very much from other universities. This tradition was challenged over time, first, by the growth of enrolment and the increasing diversity of talents, motives and job prospects of students. Second, resources and quality of research were not expected to be dispersed equally across the growing number of higher education institutions. Third, a greater vertical stratification of higher education in the U.S. and other countries outside Europe contributed to a growing world-wide ranking “rat race” among leading universities to be viewed as “world-class universities.”

As a consequence, attention is primarily paid to “vertical diversity,” *i.e.* differences according to “quality” and “reputation,” whereby differences as regards research are viewed to be salient for quality differences in teaching and learning as well. Most experts are convinced that the competition for rising or at least not falling behind in the reputational hierarchy leads in most countries – the U.S. are often viewed as a rare exception – to an imitating behaviour.

This undermines possible moves towards “horizontal diversity,” *i.e.* the fostering of substantively distinct profiles of individual universities and individual units of teaching and research within universities. However, there are countervailing forces. Concerns grow about the adverse effect of over-competition in a vertically stratified higher education. Additionally, as the term “knowledge society” suggests, universities are increasingly expected to contribute visibly and intentionally to technological, economic and societal development and

cultural enhancement, and the individual universities are overburdened, if they want to respond to the growing diversity of expectations. Moreover, a choice of a specific profile helps make visible those universities, who cannot just rely on long-established academic reputation. Some institutions underscore their international character, others emphasise specific educational approaches, others excel in a close link to the regional economy, others ensure a prominent role of ICT in teaching and learning, others are pioneers in far-reaching changes, for example towards ecological approaches.

Putting emphasis on specific profiles is not without risk for the individual universities under the given dominant pressures in favour of imitation of the most famous institutions. Some universities establish networks with other institutions of a similar profile both for strengthening their profile and for enhancing their public image, and this seems to work best in international networks. Some networks are primarily of a symbolic nature, while others have led to intensive and creative cooperation. Analyses have shown that good intentions for close cooperation occasionally turn out to be unrealistic because the similarities of the general profile are not accompanied by mutually beneficial activities in teaching and research. Networks of universities with distinct profiles are not a more or less automatic route to success. The University of the Arctic, however, is an exceptional favourable position for advancing towards a more dynamic network – both in terms of increasing chances for support and in terms of the needs of the respective universities to gain support beyond their traditional size and roles.



# A Vision

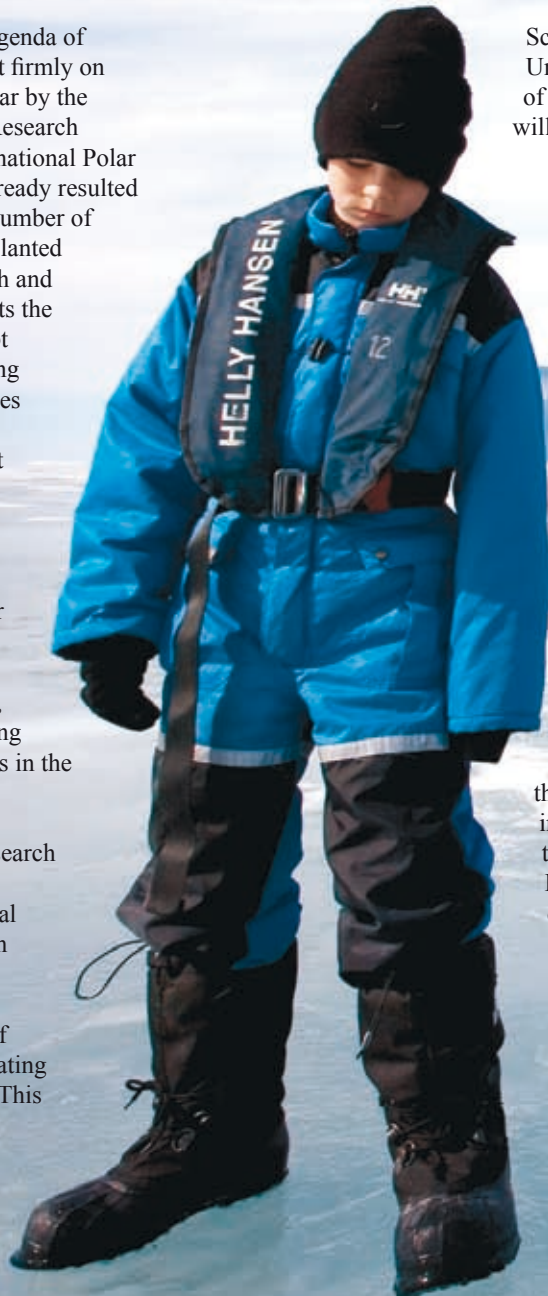
## The Future of Scientific Work in the Arctic in 2021

By **Chris Southcott**, Professor, Lakehead University | Photo **Lawrence Hislop**, GRID/Arendal

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The Arctic scientific research agenda of the next ten years will be built firmly on the foundation laid in particular by the International Conference on Arctic Research Planning II (ICARP II) and the International Polar Year (IPY). These initiatives have already resulted in the development of a substantial number of new projects and new funding, and planted the seeds for new avenues of research and cooperation. In many of these projects the University of the Arctic will no doubt be an important partner both in linking these projects to northern communities and in assisting with the educational outreach of research results. The past ten years have witnessed a change in many aspects of scientific work in the Arctic – changes that will likely become more prevalent in the years ahead. These changes include greater international cooperation, greater interdisciplinarity, more emphasis on human communities in the Arctic, and an increased concern with creating a greater space for these communities in the research process.

The internationalization of Arctic research has been such that the Arctic, once a region divided into individual national territories, is now very much a region unto itself. The scientific community has been at the lead in increasing contact between the different areas of the Circumpolar North and in stimulating comparisons between these regions. This internationalization has become institutionalized in organizations such as the International Arctic Science Committee (IASC), the International Arctic Social



Science Association (IASSA), and, of course, the University of the Arctic. IPY led to the establishment of a myriad of scientific networks and projects that will continue to grow as the years progress.

Cooperation is not only occurring between countries but also among disciplines. Few regions of the world can demonstrate the level of interdisciplinary work that exists in Arctic scientific research. Indeed, few projects that are currently underway in the region can be linked to just one particular discipline. The need to investigate the issues-based questions that face the region means that the biological sciences are working with the physical sciences and all are increasingly working with the social sciences. The recent signing of a memorandum of agreement to increase cooperation between IASC, IASSA, and UArctic means that this interdisciplinary will only grow in importance.

Perhaps the most innovative aspect of scientific research in the Arctic over the past 10 years is the almost universal recognition of the need to include Arctic stakeholders and communities in the scientific process. Science Plan 11 of ICARP II is one of the best examples of the Arctic science community's recognition of the need to develop a new partnership with Arctic communities. These communities face many issues that scientific research needs to address. The best way to enable science to do this is by increasing the presence of these communities in the actual research. The future of Arctic science will see the development of new creative means by which research can be more responsive to the needs of regional stakeholders. The University of the Arctic is uniquely placed to assist researchers to develop these closer relations to Arctic communities.

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*The past ten years have witnessed a change in many aspects of scientific work in the Arctic – changes that will likely become more prevalent in the years ahead.*

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# The Future of Arctic Cooperation and Governance

An interview with **Gustaf Lind**, Sweden's Senior Arctic Official | Photo **Lawrence Hislop**, GRID/Arendal



Today the Arctic Council is clearly the primary forum for international cooperation in the Arctic, but the organization and the region itself faces many challenges in the coming decade. To find out what the future might hold for international relations in the Arctic region, Shared Voices sat down with Gustaf Lind, Sweden's Senior Arctic Official.

*“While mitigation strategies need to be developed on the global scale, it is important to enhance the adaptive capacity of the Arctic people and peoples.” – Gustaf Lind*

Lind still sees the Arctic Council as the primary organization for circumpolar governance in 2021, continuing to work together with other sub-regional organizations such as the Nordic Council of Ministers or the Barents Euro-Arctic Region

(BEAR). Lind emphasizes that, “it is of crucial importance to maintain sustainable communication between the different sub-regional bodies and the Arctic Council, in order to avoid redundancies and competition in the work they conduct. The fundamental approach in Arctic governance therefore is to strengthen each other and to find ways and means to cooperate, so that the overall goal of all organizations in the Arctic, sustainable development, is achieved.”

Lind also sees a strong relationship between the European Union and the Arctic Council, particularly informing the EU's Arctic research agenda. While new observers will no doubt join the organization in the coming years, he does not feel that observers detract from the central role of the member states and Permanent Participants.

While some minor divisions have arisen within the Arctic Council, with the five Arctic coastal littoral states conducting independent meetings, Lind does not see these developments as threatening the cohesion of the organization. He notes that the discussions of the so-called Arctic Five have focussed on continental shelf issues that are not relevant for all Arctic Council members and should do not threaten the legitimacy of the organization as the primary forum for broad circumpolar issues.

With the Arctic Council agreeing in its recent minister-level meeting in Nuuk to establish its permanent secretariat in Tromsø, Norway, a major change during the Swedish chairmanship is to make the permanent secretariat for the Arctic Council operational. Lind believes that the permanent secretariat is essential to the efficient operation of the organization and its progress on key issues.



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The planned agenda for Sweden's chairmanship of the Arctic Council points to an increased focus on socio-economic issues as reflected in the Nuuk Ministerial Declaration's call for an assessment of the state of human development in the Arctic. Lind argues that an inclusive approach is essential to meet the challenges related to climate change, which "can no longer be regarded an environmental phenomenon only anymore due to its multidimensional changes influencing Arctic livelihoods and well-being. While mitigation strategies need to be developed on the global scale, it is important to enhance the adaptive capacity of the Arctic people and peoples." On this issue Sweden's hope to finalize an Arctic Resilience report, as a contribution to a wider Arctic Change assessment. The organization's continued strong links to the scientific community will be key to providing the region's decision-makers with the information they need in this work.

In Nuuk the Arctic Council states signed the first legal binding treaty, on search and rescue, and several ministers stated that this might be the first of several such binding agreements on specific topic between the member countries. However, Lind does not see the Arctic Council transitioning from a 'soft law' to 'hard law' organization through the adoption of a more comprehensive international treaty by 2021. He believes the legacy of the Arctic Council by 2021 will be the success of keeping the Arctic as a low tension area, and the record of good pragmatic cooperation among its member States. "Although not all answers lie in the Arctic the effective cooperation has contributed to improve the Arctic environment and the living conditions for the people living there," he concludes.

## An Austrian's Sense of the Whole

Outdoor activities and the beauties of the northern nature is what Gerald Zojer loves most about studying in Rovaniemi. The 30 year-old Austrian who studies Development Studies at the University of Vienna is currently participating in the Arctic Studies Program at the University of Lapland.

Gerald says that he has long wanted to spend at least one year in the North, which he visited several times prior to his ongoing stay in Rovaniemi. When he heard about the Arctic Studies Program, Gerald saw this as his chance to come to Finnish Lapland and fulfil his desire to really get to know the northern Finnish life and culture. "I really enjoy living and studying in Rovaniemi; since I love being outdoors, I very much appreciate the environment and all the outdoor opportunities – like cross country skiing, hiking, swimming or mountainbiking."

The darkness of winter does not deter Gerald as the northern lights and the colours of the winter months make up for the lack of daylight. Since the cold of winter forces one to spend more time inside, cultural and culinary offerings are even more important.

Gerald has been hiking in the Kola Peninsula previously on several occasions and therefore he knew the North before he came to Rovaniemi. He was not surprised at what it has to offer. On the contrary, he has fallen for the North and wishes to stay and pursue an Arctic career. What is already clear is that he will stay longer than just for the one year of the Arctic Studies Program: "I have no idea what will happen and where I will go or stay after my studies. The world is full of interesting and beautiful places!"

In conclusion, Gerald expresses his deep passion for the North and for studying in a different country: "Some exchange students come here for just one semester. Generally I really would suggest to anyone who is interested in studying abroad to stay for a full academic year if possible, because in my opinion you can get better insights into another culture. But especially here I would recommend staying longer, since all the seasons are so much different from each other and it is absolutely worth to experience them all."



## North-Eastern Federal University and the University of the Arctic Together for the Future of the Arctic

By **Yevgenia Mikhailova**, Rector, North-Eastern Federal University, Named after M.K.Ammosov | Photo **NEFU**

The North-Eastern Federal University named after Maxim Kirovich Ammosov (NEFU) is one of eight Russian federal universities. Recent reforms in the Russian Federation have created a new network of federal universities. This trend towards integration and modernization in higher university education is typical of many countries. As international experience shows, additional financial support from government promotes the high quality of education and higher performance in international rankings. The North-Eastern

Federal University is to become a strategic center for the formation of a common cultural, scientific and educational space, based on the values of indigenous culture of the peoples of the northeast of Russia, providing quality personal education in a multiethnic environment.

The NEFU development program towards the year 2020, was approved by Russian Prime Minister Vladimir Putin on October 7, 2010. The following six priority areas were identified in the Program: the new quality

of the university; efficient environmental management and environmental security; efficient use of mineral resources; the use of science-based technologies and production in the North; the quality of life in the North; the preservation and development of languages and cultures; and the analytical and personnel support for innovative socio-economic development of the northeastern part of the Russian Federation.

In all areas of university activities large-scale transformations have been initiated,



primarily to create a unified scientific and methodological foundation. A comprehensive plan for the transition to a two-level system of educational, scientific and methodical aspects of basic educational programs has been developed, innovative Master's programs are ready for implementation, and all education departments are being restructured.

Particular attention will be paid to developing the following areas of research, education and innovation activities:

- Arctic medicine
- Adaptive, recreation and rehabilitation care in the North;
- Social and economic norms and standards for quality of life in the North-Eastern region;
- Information systems development for socially important services and technologies of the North.

The creation of the Arctic Innovation Center which started its work with the federal target program "Development of infrastructure of nanotechnologies," supported by a grant of 120 million rubles, is a good example. The Arctic Innovation Center is aimed at formation of public-private partnerships to meet the objectives and implementation of new projects.

In the next stage, leadership and international positioning (2016-2020), we plan to create a system of economic and industrial development impact assessment and environmental monitoring in the Arctic and the northern territories, together with our international partners.

The North-Eastern Federal University will continue to be active in the programs of the University of the Arctic, and to strive for the establishment of stable scientific and academic ties between members of the University of the Arctic. I take this opportunity to invite the youth of the Arctic countries to study in North-Eastern Federal University, a long-standing member of the University of the Arctic.

## The First Circumpolar Health Master's Graduate

# NO.1



**T**wenty-four year-old Anastasia Emelyanova is the first ever graduate of the Master's Program Circumpolar Health and Well-being (MCH), awarded by the University of Oulu and developed through UArctic's Thematic Network on Arctic Medicine.

Born in Arkhangelsk, Russia, Anastasia's background has long focused on social issues, since she received her first diploma of higher education in Social Work from Pomor State University. She then decided to proceed to a Master's in Circumpolar Health and Well-being. Anastasia's interest in health and social issues in the North can be related to her life – she has lived, lives and will continue to live in the North. She is planning on pursuing a PhD in the wellbeing of the elderly, and adjusting policies of northern states in the conditions of growing number of senior citizens.

She regards the Master's program as utterly valuable for the improvement of life in the North, because its aim is to educate and prepare new specialists dealing with health and social problems related to alcohol-abuse, domestic violence or also changes occurring due to the changes in the climate – also in particular for the Arctic indigenous peoples.

Anastasia states that the courses are, "brilliant because they include the

development of the critical consciousness, critical feedbacks to the events happening with health within the circumpolar area." Since she was born in the North and is well familiar with the problems at hand, she can state that the courses of the program correspond to the problems that the North faces. Anastasia is confident that the increasing number of students of the Master's program will apply their knowledge in northern communities so that in the long-run the positive influences of the program will be visible throughout the Circumpolar North.

The collaborative structure of the program enabled the students "to broaden professional contacts through the set of international courses and conferences where have chance to meet representatives of international networks of circumpolar/ Arctic research, members of universities related to circumpolar studies, committee representatives and other leaders in the sphere. It might allow joining their projects and taking another step in working for the wellbeing of the circumpolar society", as Anastasia says. It furthermore enables the program to focus in the individual study preferences of each student, and therefore contributes to broadening their horizons and improved levels of cooperation with other students and experts.

Congratulations, Anastasia!



# THE VOICE OF ARCTIC STUDENTS

*By Niklas Selheim, Student, University of Akureyri*

Various activities around the Circumpolar North have made the voice of the students of UArctic heard. While not necessarily exclusively under the auspices of our network, these activities nevertheless have become the keystones for integrating the students' voice into the working procedure and development of the University of the Arctic.

The UArctic Students' Forum, a parallel and influential event to the UArctic Rectors' Forum was first held in August 2010 at the University of Alaska Fairbanks while in 2011 the students convened in Inari, Finland, and Kautokeino, Norway. The Forum gathers student representatives from

UArctic Member Institutions to discuss the future of UArctic, and has resulted in declarations echoing the students' views of issues of relevance for the further development of the UArctic mission. In both years, the students emphasized closer collaboration with the local communities through outreach programs or distance learning tools to ensure local capacity building. Also, a stronger focus on visibility, the sharing of knowledge, as well as culturally appropriate means of research in indigenous communities conducted through UArctic were highlighted by the students. Both Students' Forums emphasized

the need to establish a UArctic student association. The first steps have now been taken to establish such a body.

The Lomonosov-Nansen Workshop was held in January 2011, prior to the Arctic Frontiers conference in Tromsø, Norway. It was aimed at Russian and Norwegian students from different universities, half of which are UArctic members, to discuss the challenges facing the Arctic in the future. Particular focus was given to resource extraction in the Arctic, local capacity building as well as the

inclusion of the knowledge of Arctic peoples into the decisions making process. The workshop showed that on this bilateral basis, the students' call for sustainability and environmental protection is prominent.

The annual Jokkmokk Winter Conference is endorsed by UArctic and gathers students, researchers and politicians to discuss pressing issues of sustainable development, climate change and indigenous peoples' rights. While senior researchers and politicians give the core input, it is the participating students who shape the final outcome of the conference through their contributions, discussions and opinions. To this end, the Jokkmokk Winter Conference 2011 emphasized the necessity for sustainable use of indigenous lands and the need for local production. UArctic has, apart from the Jokkmokk Winterconference, already made this need a primary concern in its work.

The activities of 2010 and 2011 involving students from UArctic member institutions show that on a circumpolar level the students regard environmental protection and sustainability, the further inclusion of local peoples into the decision making process as well as the need to enhance local capacity building as crucial for Arctic development. By further fostering student activities throughout the Circumpolar North, UArctic enables Arctic students to communicate their views to decision makers and a broader audience.







# UArctic 10 Years A History

*This year provides an opportunity to look back on the ten years since the launch of the University of the Arctic in 2001.*

The history of UArctic actually goes back further, to a proposal developed by the Arctic Monitoring and Assessment Program and presented to the Senior Arctic Officials of the Arctic Council to look into the establishment of an 'Arctic university.' The subsequent work performed by the Circumpolar Universities Association laid the groundwork for the network and activities that exist today.

On June 12, 2001, the University of the Arctic officially came into being. At the launch event in Rovaniemi, Finland, two hundred people gathered to celebrate the realization of this dream. The organization was established with the principles of interdisciplinarity, circumpolarity and diversity. Its strength is based on the support not only of institutions of higher education and governments, but also that of northern indigenous peoples.

In the first years after the launch, UArctic's core programmatic activities were established with the Circumpolar Studies undergraduate program and the north2north mobility program. Enrollments in Circumpolar Studies and north2north exchanges now number many hundred, and these first students are already making their mark in northern science and public leadership.

The UArctic International Secretariat was established at the University of Lapland, Finland, in 2001, and soon afterwards UArctic hired President Lars Kullerud to lead the activities and overall development of UArctic. UArctic's administration was gradually distributed to offices in almost all Arctic countries. The establishment of Thematic Networks in 2005 marked a new direction in UArctic's programmatic delivery, supporting new research and educational cooperation among

smaller groups of members with common interests and expertise. This development was also supported by increased graduate-level programs including PhD networks and field schools.

The University of the Arctic's importance as an international actor was demonstrated in the role it played in the 2007-2008 International Polar Year, helping to coordinate the education and outreach activities resulting from the IPY's international scientific research projects. The UArctic Rectors' Forum first met in 2007, which provided a new opportunity for the leadership of the circumpolar region's higher education institutions to address areas of common interest. To better serve its members, UArctic developed the GoNorth program to promote student recruitment to northern higher education institutions and the UArctic Catalogue as joint listing of course and program information from all members.

# University of the Arctic

## *In the North, by the North – towards a Sustainable World*

By **Outi Snellman**, Vice-President Administration, UArctic

The University of the Arctic (UArctic) is a cooperative network of northern universities, colleges and other organizations dedicated to education, research and the promotion of indigenous and local capacities and sustainable development in the circumpolar North. With over 140 member institutions and organizations spanning 24 time zones in the eight Arctic countries and beyond, UArctic is the North's only truly circumpolar higher education institution and one of the world's largest education and research networks.

UArctic's core values are: Circumpolar, Diverse and Holistic. The values guide UArctic as it implements its mission: *Through UArctic, members together shall:*

- Empower the North
- Improve access to education
- Serve our community
- Create shared knowledge
- Build regional identity
- Strengthen the Voice of the Arctic

By strengthening local capacities and fostering a common identity, UArctic is helping to prepare future generations of capable Northern leaders. Interactions between students from the North and outside the North are increasing global awareness, enabling a sophisticated understanding of the region's complex challenges and facilitating innovative approaches to generating solutions.

UArctic's current Strategic Plan sets forth three strategic focus areas:

- Building Human Capacity in the North
- Adaptation to Climate Change
- The North as an Energy Region

These interrelated focus areas, which reflect the dominant policy concerns facing the North, will orient UArctic's Thematic Networks as well as current and future educational and research initiatives.

UArctic members are distributed across all eight Arctic nations. Through the introduction of Associate Members in 2011, UArctic is now open to members from outside the Arctic states. The University's members include both higher education institutions and other organizations, such as research institutes and indigenous organizations, committed to advancing higher education and research in the Arctic

UArctic's many unique features include innovative program design and delivery. To aggregate and amplify the strengths and the creativity of the North's many



Map / © University of the Arctic 2011, Veli-Pekka Laitinen,



## UARctic Facts

- **Over 140 members**  
Higher education institutions, colleges, research institutes, other organizations
- **Founded in 2001**
- **Programs in the following Strategic Areas**  
Thematic Networks, Undergraduate Studies, Graduate Studies, Mobility, Knowledge and Dialogue, Service to Members.
- **18 Offices and 3 Institutes**  
1 million students, 170 000 total staff (full-time equivalent) including 70 000 academics in all member institutions combined
- **Want to stay informed?**  
Subscribe to the UArctic Shared Voices electronic Newsletter at [www.uarctic.org/sharedvoices](http://www.uarctic.org/sharedvoices)

educational and research organizations, broaden the geographic reach of these institutions and create economies of scale, UArctic has created a decentralized operational model. All programs are developed in accordance with specific criteria and guidelines, such as the integration of traditional and indigenous knowledge.

Through the Thematic Networks, member institutions take the lead in developing research, educational and capacity-building initiatives. The networks emerge from partnerships among faculty members and students, gathering resources to focus on topics of regional importance, facilitating exchange and collaboration, catalyzing innovative educational approaches.

The UArctic Undergraduate Studies program (BCS) provides direct educational services to northern and other undergraduate students. Students are able to access program offerings at any of the participating member institutions, either by attending classes at local colleges and universities or online.

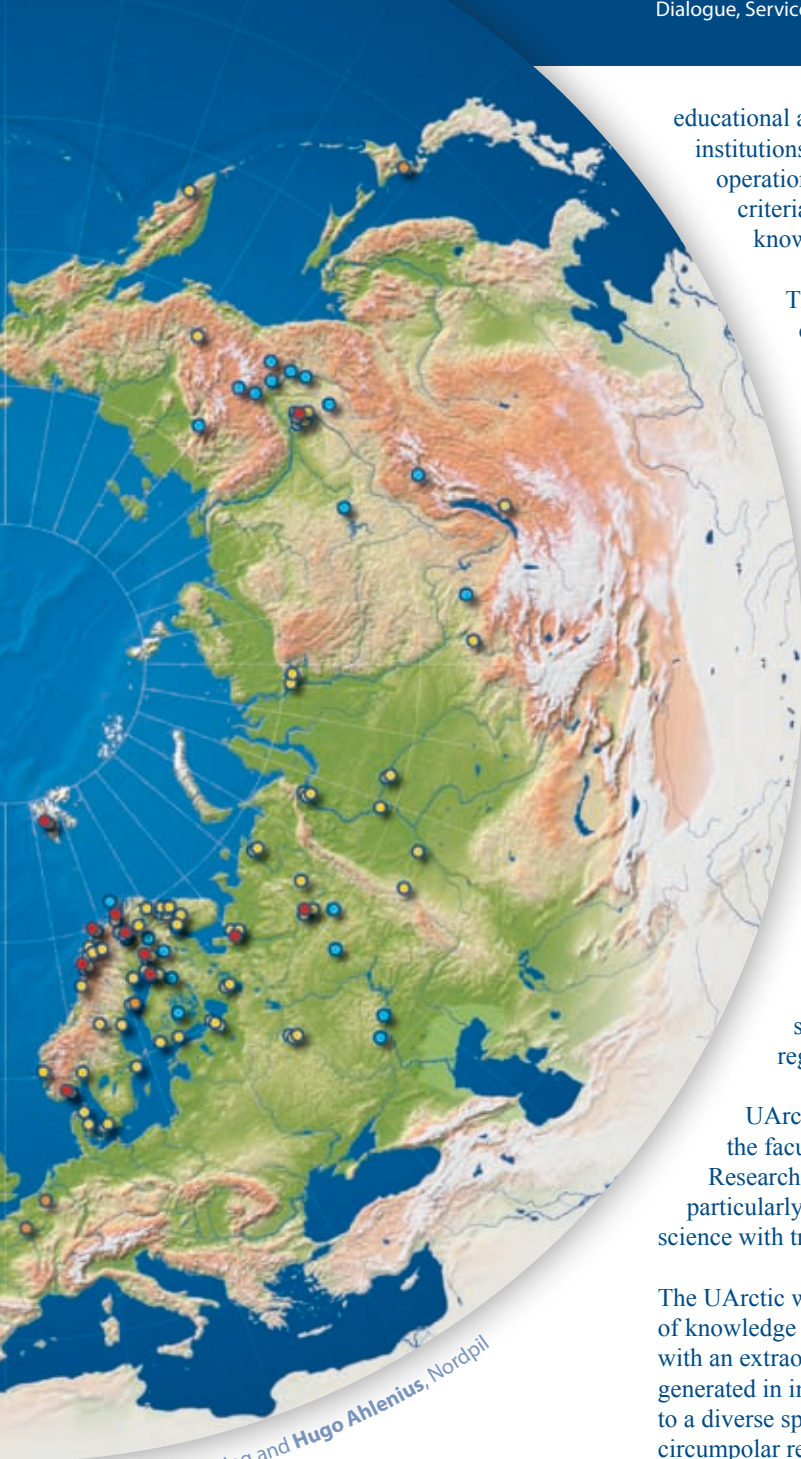
UArctic's emerging Graduate Studies program consists of Graduate Networks, the UArctic Field School and a Masters Studies Program. Having built a regional educational base by serving undergraduates via the BCS, UArctic is now moving toward integrating research and post-graduate studies into a framework that will support northern-focused graduate education.

A core goal of UArctic is to promote regional mobility so that students, academics and researchers from around the Arctic and beyond can collaborate and pursue their circumpolar educational and research goals. The north2north student exchange program enables students to study at UArctic member institutions outside their home regions.

UArctic has forged a great deal of joint northern-focused research among the faculty of its member institutions. Plans are underway to create a UArctic Research Office that will facilitate the expansion of such research. UArctic is particularly significant as a platform for creating research partnerships that marry science with traditional knowledge.

The UArctic web site ([www.uarctic.org](http://www.uarctic.org)) is a powerful platform for global distribution of knowledge and information about the North. The site provides UArctic members with an extraordinary communications vehicle, disseminating the knowledge generated in individual institutions and stimulating collaboration and offering access to a diverse spectrum of northern content. In an effort to share knowledge about the circumpolar region and extend its network and impact, UArctic is regularly engaged in all conferences and networks of northern science and education.

Members, additional presence  
Associate Members



Puisto Design & Advertising and Hugo Ahlenius, Nordpil

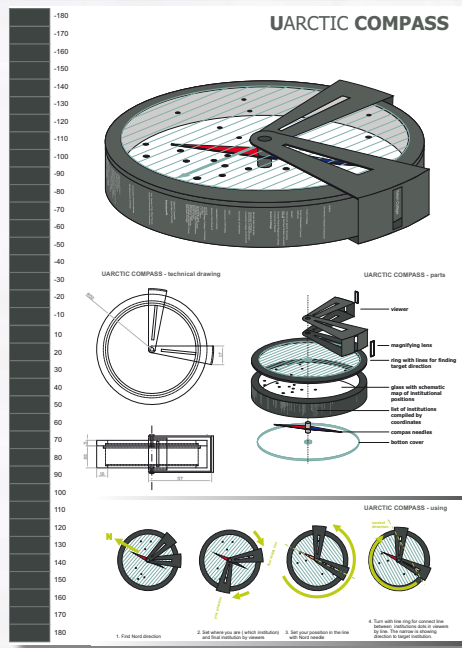
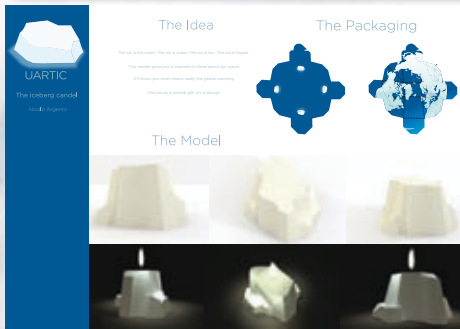
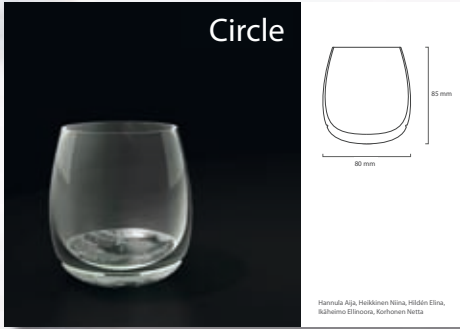
10  
YEARS  
UArctic 2001-2011



# UArctic 10 Year Gift Project

*The University of the Arctic worked with groups of students from the University of Lapland's Faculty of Art and Design to develop special gifts for UArctic's 10 year anniversary. A first group of students submitted design proposals, and the products of the selected finalists were then further developed by a second student group working with local companies to realize the final designs as finished products.*





**Instructors**  
Lauri Snellman & Irma Annanpalo

**Glass**  
Original concept:  
Leaana-Helena Toom  
Development Group:  
Aija Hannula, Niina, Heikkinen, Elina Hildén,  
Ellinoora Ikäheimo, Netta Korhonen

**Compass**  
Original concept:  
David Nuedecker  
Development Group:  
Antti Puskala, Panu Kauppi, Ville Wuorinen,  
Päivi Rudelj, Rikumatti Jurmu

**Candle**  
Original concept:  
Nicolò Argento  
Development Group:  
Juho Hautala, Hannu Hautala,  
Ville Kempainen, Mari Pohjavesi



# University of the Arctic and Circumpolar Studies

By Bjørn K. Sagdahl, Associate Professor, University of Nordland | Photo Lawrence Hislop, GRID/Arendal

Looking back on University of the Arctic and what has been achieved since the organisation was established a rather long list of achievements could be mentioned. A core activity from the very start was to build competence on northern issues, on the diversity, differences and similarities found in the North among regions and peoples, with a special focus on indigenous peoples and cultures, land and environment and contemporary issues. That is why a special program was designed – Circumpolar Studies – to be taught at the member institutions and also delivered online by UArctic. Seven core courses were developed by teams of academic scholars in Russia, Canada, Alaska and the Nordic countries. Member institutions were also invited to establish advanced emphasis courses to facilitate student exchange and contribute to specialized learning. The establishment of the mobility program north2north across all circumpolar countries made student exchange easier to carry out. This has proven to be a success.

I happened to become involved in the Circumpolar Studies development from the very start, and saw that the Circumpolar Studies program met a need for extended international recruitment of students to Bodø University College (BUC), today known as the University of Nordland. With students recruited from many UArctic partner universities in Russia, the program was offered as a double degree. The first sixteen graduates were presented at the UArctic meeting in Bodø in June 2006, a major event both for our college and for University of the Arctic.

The Circumpolar Studies program was further strengthened by the establishment of regional offices in Russia and the Barents regions to coordinate program delivery. Many of the participating institutions such as Pomor State University, Murmansk State Humanities University, and Finnmark University College have integrated the studies into their local offerings as courses or even adapted as degree programs.

A new generation of BCS core courses is today being developed and will replace the existing ones in the near future. The basic idea of teaching students a shared circumpolar program all over the Circumpolar North is thus kept alive and updated with recent research-based facts and findings concerning the Circumpolar North. The main Undergraduate Office in Saskatoon has done a great job in this respect, and both the former Dean of Undergraduate Studies, Greg Poelzer, and the present Dean, Hayley Hesseln, should take pride in what has been achieved. The office is playing a decisive role in the upkeep, development and growth of a vast circumpolar program cooperation.

With more than ten years of steady growth in its activities, University of the Arctic has proven to be a success in academic cooperation among the member countries of the Arctic Council. My hope is that the organisation will keep on its focus and support for the circumpolar studies core and advanced emphasis courses – the very platform of the organisation – reaching thousands of students in the Circumpolar North.







## Can Reykjavik Be a Good Place for Starting a Research Engine?

By **Asgeir Solstad**, Assistant Professor, University of Nordland

The “top of the world” is extremely challenging in terms of social policy and social work. Political systems and socio-political solutions are very different along the Arctic Circle, and the living conditions vary greatly. Cultural diversity is also an important feature of the region, as it is the homeland of many different indigenous peoples. Though there are commonalities such as the Arctic climate, sparsely populated areas, distance from centres of power and decision-making and direct dependency on natural resources, the differences are striking. So why think about a network in a field like this? What can be of common interest, motivate cooperation and hope for benefits?

Of course, the obvious answer is that differences generate more creativity and insights than similarities. But to do so, there must be a common base. Among the possibilities, our network now focuses on the local community as a common base for learning about social work and social policy.

This is also reflected in the title of the first University of the Arctic conference in this field: “*Supporting Healthy Communities through Social Work.*” This conference takes place in Reykjavik, Iceland from August 14-16, 2011. We hope a lot of people realize what a possibility this is and register as participants. You can read more about the conference in the Thematic Network on Social Work page on the UArctic website.

We hope that this conference can be the starting point for a lot of fruitful research on our topics. We will be able to give a picture of what goes on among academics in social work and social policy in the Arctic in a special post conference edition of the *Journal of Comparative Social Work*, to be issued by May 2012. This journal is an international scientific journal with a very broad network of academics reviewing its articles. The Thematic Network on Social Work has just joined in as one of the institutions that issue this journal, in order to facilitate a scientific arena for Arctic social work.

The network is also responsible for an international Master's program in Social Work at the University of Nordland in Bodø, Norway. This program includes a special course, “Social Policy in the High North,” where teachers from all Arctic states take part.

This University of the Arctic activity is coordinated by University of Nordland, but it depends strongly on a working group with members from the six states. This leadership forms and develops the activities of the network.

The most important task for the network is to facilitate arenas for academic activities. We think that the working group in itself, conferences, publications and teaching programs are such arenas that increase the quality of knowledge on social policy and social work. Now we are eager to see where our Reykjavik conference may bring us, and what knowledge we can offer as a result of this great opportunity.





# Thematic Network on Arctic Coastal and Marine Management

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By **Peter Weiss**, Director, University Centre of the Westfjords and  
**Bjarni Eiríksson**, Project Manager, University of Akureyri | Photo **University Centre of the Westfjords**

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*A big part of the Arctic is its ocean and coastal environments. Many of the Arctic's inhabitants live close to the sea, close to marine environments and a significant portion of those depend on the marine and coastal environment for their livelihood.*





The Arctic marine environment has been used and exploited for thousands of years. Growing human population and rapid technological advancement have increased the utilization of the North's natural resources. Increasing demand for food and energy, and also the increasing density of transport, travel and tourism makes the need for coastal and marine management evident in an environment as sensitive as the Arctic seas and shores.

It was thus logical for the University of the Arctic to welcome a new Thematic Network from the University of Akureyri and the University Centre of the Westfjords, at their 2010 meeting in Yakutsk. The Arctic Coastal and Marine Management Network deals with the sustainable utilisation and conservation of Arctic coastal and marine environments, including the exploitation of resources, transportation and tourism, focussing on sustainable fisheries, aquaculture, and indigenous utilisation of

coastal environments. The primary goal within the Thematic Networks will be to build up a network of teachers, researchers and students in this field, and thus increase Arctic cooperation and build a base for the exchange of teachers and researchers.

The Arctic Coastal and Marine Management Network is led by two co-hosts, closely cooperating in this field within Iceland: The University of Akureyri and the University Centre of the Westfjords, both members of UArctic for several years. In both institutions there is a strong emphasis on marine and/or coastal issues, and both are located in areas living from/by the sea. Both are closely cooperating with relevant partner institutions and offering studies in relevant fields of interdisciplinary and integrated studies. Other founding participants are from Murmansk State Humanities University, University of Washington, University of Nordland, and the network is open to more partners.

Instead of a kick-off conference, the hosts are organizing a session on Human Aspects of Fisheries in the Arctic Coastal Regions within ICASS VII, the seventh International Conference on Arctic Social Sciences, in Akureyri, in June 2011. Coordinating the kick-off meeting with a larger event makes participation more attractive and easier. It also makes the Thematic Network more visible in a larger context to researchers from other fields or regions.

During the kick-off meeting, the future plans and activities of the new network will be discussed, including a base of information, a pool of teachers and researchers, a pool of students and funding for activities such as meetings, conferences, research projects and the PhD students network. In addition, the network should be a forum for establishing joint courses within existing Master's programs in the field of coastal and/or marine management.





# Russian Time

*A culinary voyage along the Gulag route*

By **Andreas Viestad** | Photos **Mette Randem**

(The original Norwegian version of this article appeared in Dagbladet Magasinet, April 26, 2008)



I am on the Siberian railway, not the Transsiberian, but the less prestigious Moscow-Labytnangi line, that ends far up north in Siberia right at the eastern end of the Urals. The journey takes just over two days, so enough time to get to know the Russian state railway and its many interesting characteristics. Amongst other things, each wagon has its own firing system, so when you go through the train can you constantly see the conductor stand and throw coal into the hungry oven, which ensures that it is never under thirty degrees in the narrow cabins. And of course the windows cannot be opened. Only when you go between the railcars you get a small impression of the realities outside. The wind blows bit bitterly cold and the steel is covered with ice. If you do not pay attention you can easily slip on the “foot-crusher” – the constantly increasing and decreasing gap between the two wagons’ tectonic plates.

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*I have been warned  
that the food along the  
Gulag route is not usual.*

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In this part of the world is the railway the most important way of communication. Small frozen villages in the forest and out on the tundra, often without roads or airfields, are connected with Moscow and the rest of the world with the help of the rails’ arteries. The railway lines were built by prisoners of Stalin’s Gulag camps, and the railway is the bridge between what Solshenitsyn called “the islands in the Gulag archipelago.”

I have been warned that the food along the Gulag route is not usual. And quite so: one quickly gets to know the railway’s cuisine. The restaurant serves cabbage and pork cutlets, a rather uninspired (or Norwegian inspired?) stroganoff, dry bread, pale eggs, salmon roe, and of course enough vodka in order to forget where you are travelling from or to, in case you have a need for that. One meal goes fine, as do two. But as the hours become days and we proceed into the deep forests of the Komi Republic it is not that funny anymore. A real Russian melancholy

hangs over the land, over sinister employees, and soon also over the travellers. The train makes a sudden stop and when you look out the frost-covered windows can you see piles of coal, decaying station buildings and shivering people waiting for their rides or transport to the cities that lie even further out.

Siberia is not Italy. But that does not mean that people are not interested in food. The resources and starting point are just a little different. In Kotlas, one of the old Gulag villages, there is some kind of market at the station. Here I get another taste of the frozen Russian interior. On the parking lots sellers have placed local specialties like cranberries, dry mushroom soup, jam and several types of resin, whose purpose is unclear to me, but which I end up buying a bottle of anyway. A young girl has a delicious smoked trout which I cannot refuse. As I have proceed with purchasing far more than I need or want, an old lady approaches to sell me a beetroot salad. I try to explain to her that this is something that I can get in the train restaurant. So she pulls out a glass from deep in her basket, well packed in fabric and paper.

...*Pelmeni*. A specialty, she says, and shows me a Siberian dish, which astoundingly resembles what we had in Italy and call ravioli. The fine pasta pouches are still warm, full with a mild potato and onion filling. With salmon roe and vodka from the restaurant wagon the deep forest suddenly gets a different flavour.



### Filled Pelmeni Pasta with Potato and Salmon Roe

This is a rather traditional pelmeni, or ‘Siberian ravioli.’ I think this is delicious with the salty and sticky salmon roe together with the mild and almost sweet flavour of the potato-filled pasta, but there is no special rule for what you can have in or on top of them. Here I prepare the pasta myself – because it is the best. If you want to cheat you can also cook an easy version by using lasagne sheets which you boil and then fill with the potato mixture.

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Serves 4:

1/2 kg flour

1 teaspoon salt

3 eggs

1dl water

500g boiled potato

3-5 tbsp finely chopped onion

Some cream

Chives

Salmon roe

---

Sieve the flour into a bowl. Mix in the salt and flour. Beat eggs and water together, then mix gradually into the flour. You can also use a mixer. Mix until you have a consistent, delicious stiff dough. Knead for at least 5-10 minutes. Let it stand and rest a bit. Mash the potatoes and blend in a little flour and finely chopped onion. Roll out the dough into squares of about 8-10 cm. Put a good spoonful mashed potatoes into the middle of each square, brush the edges with water and put another square on top. Pinch the ends firmly together so that they are closed. Put them on a tray. Boil in slightly salted water for 5 minutes. Serve with salmon roe and chives.

# Vision for Art, Design and Visual Culture of the Arctic

By **Timo Jokela**, Professor, University of Lapland | Photo **Maria Huhmarniemi**

The visual attractiveness of the Arctic is still largely based on the idea of untouched wilderness with small groups of indigenous people living close to the nature and their skillful craft. At the same time, growing political and economic interests towards the Arctic region are accelerating developments in new media, arts, design products, environments and services also in the Arctic context.

The University of Lapland is a science as well as an art university, which provides an extra dimension to its profile and strategic leading areas. The research and artistic activities in the Faculty of Art and Design are strongly connected to societal phenomena, wellbeing, the environment, and nature. Therefore it is natural that the University of Lapland coordinates the new UArctic Thematic Network called Arctic Sustainable Arts & Design (ASAD). This Thematic Network is dedicated to improve arts, design and visual culture education amongst the members of the University of the Arctic.

The first task for ASAD is to promote cooperation and collaboration between no less than 21 universities and institutions from Finland, Norway, Sweden, Scotland, Russia, USA and Canada. The network aims to identify and share contemporary and innovative practices and methods in teaching, learning, research and knowledge exchange. The future ambition is to generate internationally recognized activities and research knowledge on the arts, design and visual culture of the Arctic.

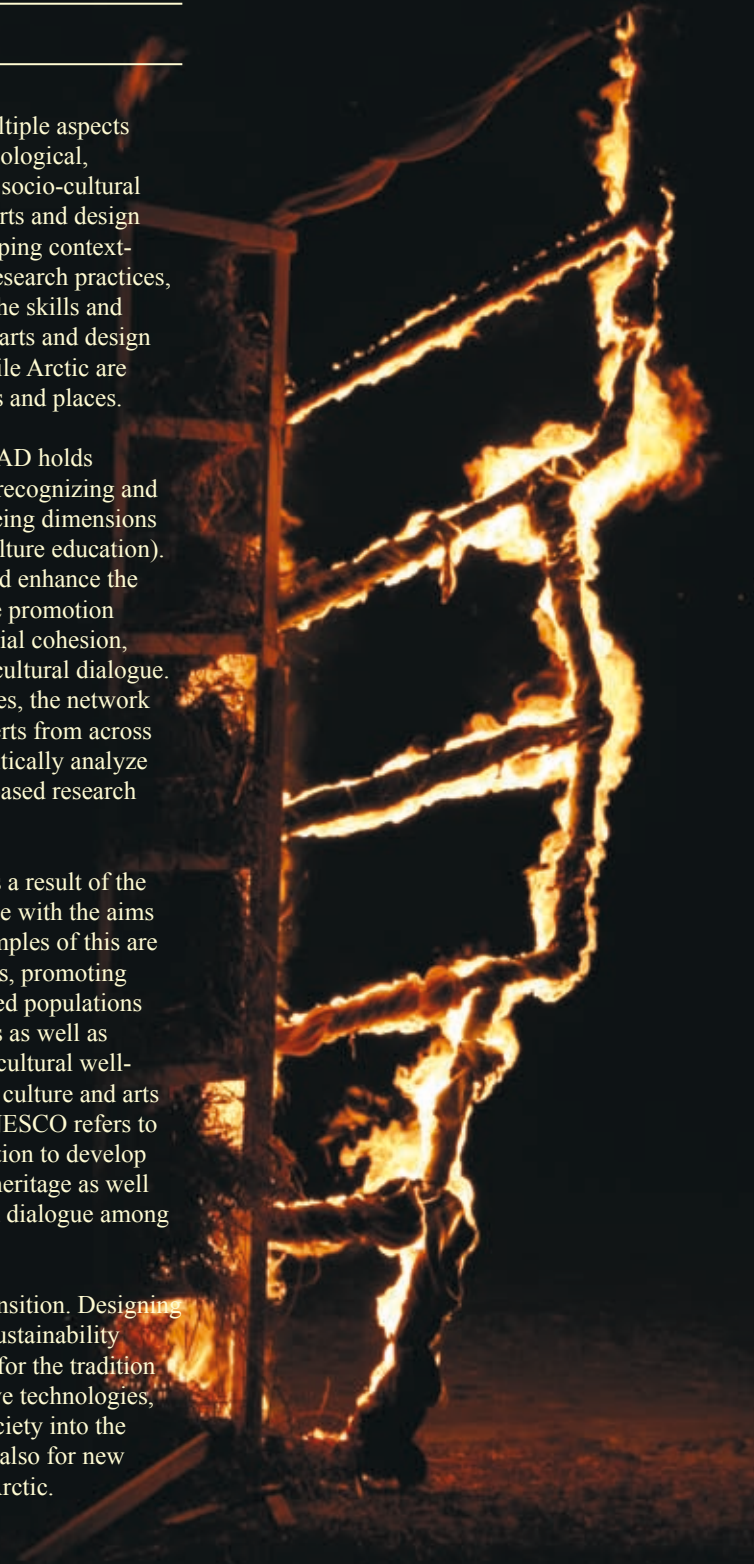
In its basic meaning, the concept of ASAD refers to a wide range of cultural, creative practices ranging from artistic, expressive practices to the planning, creation and development of art, products, services and environments in the Arctic, according to the idea of sustainable development. The

network recognizes the multiple aspects of sustainability, such as ecological, educational, economic and socio-cultural dimensions, in relation to arts and design in the Arctic. While developing context-sensitive arts, design and research practices, ASAD also explores how the skills and knowledge emerging from arts and design in the challenging and fragile Arctic are applicable in other contexts and places.

Besides art and design, ASAD holds particular interest towards recognizing and developing cultural well-being dimensions of arts education (visual culture education). ASAD will also support and enhance the role of arts education in the promotion of social responsibility, social cohesion, cultural diversity and intercultural dialogue. In pursuit of these objectives, the network aims to bring together experts from across the Arctic to review and critically analyze the practices through arts-based research methods.

Many of the goals set up as a result of the UNESCO agenda are in line with the aims of this network. Some examples of these are safeguarding traditional arts, promoting participation of marginalized populations and underprivileged groups as well as recognizing the social and cultural well-being dimensions of visual culture and arts education. Specifically, UNESCO refers to 'the potential of arts education to develop and conserve identity and heritage as well as to promote diversity and dialogue among cultures'.

Cultures are in constant transition. Designing the environment with the sustainability approach, with the respect for the tradition and utilizing new innovative technologies, help us to transform the society into the future where there is room also for new cultural well-being in the Arctic.





# The International and Interdisciplinary IPY Field School

A Unique Student Field Course in the High Arctic

By **Elise Strømseng**, Student Advisor, The University Centre in Svalbard (UNIS) | Photo **Elise Strømseng**

In 2009 twenty-four international students from eleven different countries participated in the first International and Interdisciplinary IPY (International Polar Year) Field School in Svalbard. Since the field school of 2009 proved to be a huge success, funding for two to three future field schools was secured. The field school concept provides a unique opportunity for young scientists to receive polar experience in the high Arctic through hands-on field work. Also, they get to engage with other disciplines and meet future colleagues as well as high quality international lecturers. In 2010 and 2011 twenty-five students were admitted into the IPY Field School. In contrast to many other field schools, the IPY Field School offers accommodation and dinners through the 250 euro course fee, as well as travel grant opportunities. This ensures that students from all over the world, including minority groups, can apply and be admitted to the field school

The main objective of the IPY Field School course is to provide students with the most recent findings from research being done during IPY 2007-2009. During three weeks at The University Centre in Svalbard,

students are exposed to a wide range of subjects – with particular emphasis on the polar environments – including glaciology, marine biology, terrestrial biology, permafrost, oceanography, climate change and the human dimension. The IPY Field School is composed of a series of lectures, field excursions, field work and group projects. A special feature of the field school is the career development lectures focusing on topics such as presentation skills and poster development. Finally, the interdisciplinary nature of the IPY Field School provides the platform for a diverse group of students to discover how their discipline fits into the broader picture through experiential learning. At the end of the field school group projects are shared in an oral presentation and a poster session

amongst the participants, journalists and members of the local community.

Many undergraduate and graduate programs lack field-based components in their curriculum making opportunities such as the IPY Field School course, where young scientists can be inspired by the polar environment, so valuable. Polar science is inherently interdisciplinary and international, necessitating good communication with the global community.

The IPY Field School is a collaboration between The University Centre in Svalbard (UNIS), The University of the Arctic (UArctic), the Association of Polar Early Career Scientists (APECS), IPY Norway and The Norwegian Ministry of Foreign Affairs.

*Polar science is inherently interdisciplinary and international, necessitating good communication with the global community.*



# Will There Be a Physical University in Northern Canada?



*How do three territories with 39% of a country's land mass, less than 70,000 adult age persons, and more than 25% adults without a high school diploma prioritize and move forward the establishment of one physical university?*

By Sarah Wright Cardinal, President, Aurora College

Northern Canada is the homeland to Dene, Inuit, Inuvialuit, West Coast First Nations, Cree and Métis peoples. Analysis of artifacts and remains indicate that this land was inhabited over 8,000 years ago by the ancestors of modern-day aboriginal northerners, and that their relations extend to Alaska, Russia, Asia, Greenland, the United States and Latin America. The total population of the three northern territories of Canada is 111,504, with people living in 76 communities of varying size and corporation from settlements, hamlets, towns, reserves, and cities. Each territory holds the responsibility for public education, similar to provincial jurisdictions in southern Canada.

Prior to the 1970s, the responsibility of education was held by the federal government. In 1876, the Indian Act was created, and in the Act a person was described as "an individual other than an Indian"<sup>1</sup>. The Indian Act spelled out a process of enfranchisement whereby Indians could acquire full Canadian citizenship by relinquishing their ties to their community. This involved giving up one's culture,

traditions and any rights to land. The prevailing Canadian government attitude towards Indians was apparent in the now famous quote of Dr. Duncan Campbell Scott, the head of Canada's Department of Indian Affairs from 1913-1932. In 1920 Scott stated: "Our objective is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic and there is no Indian question, and no Indian Department, that is the whole object of this Bill".

## *Are pan-territorial and distance education linkages the cornerstone to expanding university programming within and across the three territories?*

The Bill referred to was the mandatory Residential School System for Indian children aged seven to fifteen. The two primary objectives of the Residential School System were to remove and isolate children from the influence of their homes, families, traditions and cultures, and to assimilate them into the dominant culture. Children were removed from their homes with or without their parents consent. This mandatory boarding school system was the

only schooling available for children of the north until the late 1960s and 1970s. In northern Canada, Elders and grandparents speak of a time when the community was empty of children. For the most part, this time ended in the 1980s, when our current territorial governments had established schools throughout the North.

Today, most of the 76 communities in the three territories offer kindergarten through grade 12<sup>2</sup>. To complete high school, students from small settlements in the nearest hamlet, town, reserve or city. High school completion rates in northern Canada are significantly lower than other circumpolar countries. In some regions of northern Canada, almost half of adults do not have a high school diploma.

During the period when public education transitioned from federal to territorial authority, vocational training centres for adults were established in the North. Over the past forty years these centres matured, and by the 1990s three public colleges were formed: Yukon College, Aurora College and Nunavut Arctic College. These colleges



deliver a range of programming including literacy and high school equivalency; trades and apprenticeships; and post-secondary certificate, diploma and degrees. The university undergraduate and graduate degree programming offered by the three colleges in fields such as health, education, business and law, are in partnership with universities in southern Canada and Alaska. While Yukon College and Aurora College have degree granting status, the institutions do not work in isolation. Each college needs to weigh the value of conferring their own degrees relative to degrees from other institutions such as University of Victoria, University of Alberta, University of Saskatchewan, Dalhousie University, and University of Alaska.

The Association of Universities and Colleges of Canada (AUCC) has specific criteria to be recognized as a University College or University. The criteria are particularly relevant to the evolution of Canada's northern colleges, and encourage the consideration of two key questions that we must ask as we move forward. One, how do we expand upon our degree programming for a small population dispersed over a large region? Two, how do we ensure that we have faculty to deliver this programming?

One of the unique features of the northern colleges is the decentralization of infrastructure. Rather than focus on one location to support all the education needs of its residents, each college has campuses with diploma and degree programming in the larger communities of their territory, satellite campuses in most small communities, and continuing education programming in settlements. Unlike any other jurisdiction in Canada, there is a doorstep to adult education in each community of the North. Providing adult education close to home may be a proactive solution to the history of boarding schools or it may be a response to other practicalities in small community life such as social and economic obligations that prevent people leaving to study. Whatever the reasons, solutions to adult education programming in northern Canada are distinct from other jurisdictions.

So, how do we forge new ground? No other jurisdiction in the northern world has been posed this question in the same way. How do three territories with 39% of a country's land mass, less than 70,000 adult age persons, and more than 25% adults without a high school diploma prioritize and move forward the establishment of one physical university? Some argue that a pan-territorial university system is inevitable, while others claim it is unsustainable. How do we face the challenge in light of such polarized views?

In order to move forward, two factors to consider are cyber infrastructure and road infrastructure. Nunavut, the largest territory, has 26 communities, none of which are linked by road access. Both Nunavut and Yukon are investing in cyber infrastructure. At Yukon College, web-based video conferencing is available at all 13 satellite campuses, affording students to link into programming at the main campus. In the Northwest Territories 7 of 34 communities are synchronous, thus increased bandwidth is required for territorial-wide video conferencing and increased distance education deliveries. Many communities of the North have limited road access, and in regions with limited bandwidth, both factors impact program deliveries, including student and faculty mobility, and transportation of equipment, materials and supplies. Are pan-territorial and distance education linkages the cornerstone to expanding university programming within and across the three territories? Is this our common pathway to gaining efficiency and overcoming the barriers of distance and travel?

Whatever path we take as we move forward, we must not lose sight of the need for increased high school graduation rates, the need for northern Aboriginal voices and identities in post-secondary programs and research, the need for increased bandwidth, and the need and value of collaborations with other post-secondary institutions. The path forward must not be taken alone.

*Kinanaskomitin; Mahsi; Ma'hsi; Masi; Marsi; Merc; Quyanainni; Quyanaq; Quana; Thank you.*

## A UArctic Student's Purpose in Life

Lindsay Terry has been involved with the University of the Arctic in one capacity or another since embarking on her undergraduate degree in 2005. Lindsay is 25 years old, hailing from a small town in Ontario - Smiths Falls. She holds a Bachelor Degree in English and Education from McGill University and has taken her interest in northern education further to the next level towards pursuing a Master's of Education in Educational Policy Studies with a focus on Arctic Indigenous Education at the University of Alberta.

Since Lindsay attended McGill University, she was able to access activities and opportunities provided by UArctic. Her most recent encounter with the network included her participation in the 2011 UArctic Students' Forum in Inari, Finland, and Kautokeino, Norway, along with 16 other students from all over the Circumpolar North. Working closely with community members and students from across the Circumpolar North helped Lindsay gain a better understanding of how to improve research and higher education policy within Arctic Indigenous communities.

Yet, her interest in UArctic does not only enhance her understanding of the Arctic, it also serves her research interests. At McGill University, Lindsay worked closely with Professor Marianne Stenbaek in issues surrounding Inuit literature in the Eastern Canadian Arctic. Her early research led her to sharpen her contemporary research towards the question as to how both southern institutions as well as a Canadian Arctic University can best uphold expressed needs of indigenous communities and elevate their knowledge systems within said institutions. Since Canada remains the only circumpolar nation without an Arctic university, Lindsay hopes to investigate the ways UArctic can work cooperatively with Inuit across the Canadian Arctic in establishing a northern model of higher education that would allow Inuit to pursue higher education *in situ* of their homeland.

Her research interests coupled with her experiences across the Arctic have situated Lindsay in the position of pursuing an Arctic career. Preferably, she would like to work closely with Inuit communities toward the development of a university in the Canadian Arctic.

<sup>1</sup> In 1951 the statute was changed

<sup>2</sup> High school completion is grade twelve.

# GoNorth & Catalogue

New Ways to Serve Students and Institutions

By **Astrid Revhaug**, Head of International Office, University of Tromsø and **Scott Forrest**, Information Manager, UArctic International Secretariat  
Photo **Panu Kauppi, Ville Wuorinen**

UArctic's GoNorth program and studies Catalogue are both undergoing important transformations that will realize the potential within the network of institutions in the University of the Arctic. These activities are working closely together, as well as with other programs like PhD Networks, the UArctic Field School, and Thematic Networks, to ensure that the study opportunities that are available across the member institutions of the University of the Arctic are shared widely and promoted to potential students.

GoNorth, began as a joint marketing initiative from 2005 to 2007, supported by the Erasmus Mundus program, and gained impressive results in attracting degree students from outside the region to study in the North. GoNorth chair Astrid Revhaug of the University of Tromsø explains, "We realized through the experiences of the

project that direct marketing to students was not the most effective approach. A 'one-size fits all' solution cannot adequately address the considerable diversity among UArctic member institutions and the target audiences that they are trying to reach." Instead, the GoNorth program is now focussing on finding ways for institutions to share resources that can better help members help each other. Through GoNorth, member institutions can share experiences, best practices, and resources like marketing materials focussed around the idea of promoting northern institutions and northern communities as destinations of study. "The key message is that studying in a smaller place in the North is an advantage, and is something that we should promote," Revhaug concludes.

The UArctic Catalogue has been a key resource for students both in the region and from outside to discover the wealth of study opportunities available at member institutions. Looking for courses on Arctic Health? The

Catalogue points you to studies available at the University of Alaska Anchorage and the University of Oulu. After migrating to a new database system, the UArctic Catalogue is now focussed on collecting all 'northern relevant' course and program data from member institutions and making improvements to the search interface. The Catalogue is also working with APECS and the UArctic Field School to develop a special version of the Catalogue focussed on polar field courses. Be sure to check out the Catalogue at [www.uarctic.org/catalogue](http://www.uarctic.org/catalogue) and discover new opportunities for yourself!



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**Vice-President Indigenous Office**  
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**GoNorth Program Office**  
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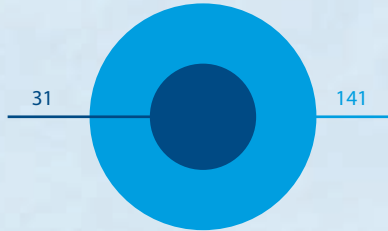
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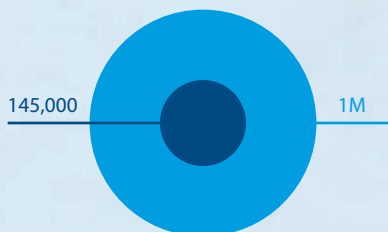
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## Key Indicators

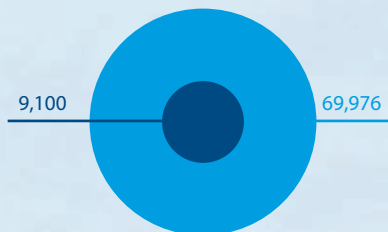
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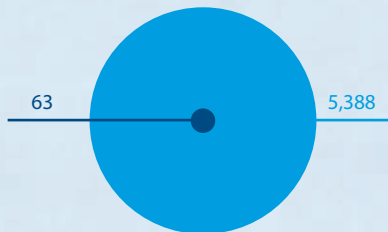
Members



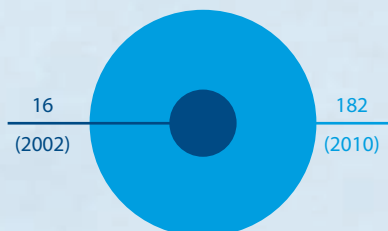
Students in Member institutions



Teaching Staff in Member Institutions



BCS Course Enrolments



north2north exchanges

## Upcoming Key Events 2011

June 6-10  
**14th Council of the University of the Arctic Meeting**  
Lapland, Finland

June 8  
**UArctic Green Growth Seminar and Ten Year Celebrations**  
Rovaniemi, Finland

June 15-17  
**Thematic Network on World Images of Indigenous Peoples conference**  
Yakutsk, Russia

June 22-26  
**International Congress of the Arctic Social Sciences (IASSA)**  
Akureyri, Iceland

August 14-16  
**Thematic Network on Social Work conference**  
Reykjavik, Iceland

September 4-6  
**Northern Research Forum Open Assembly**  
Hveragerði, Iceland

September 8-10  
**Polar Law Symposium**  
Nuuk, Greenland

September 21-23  
**The Arctic: Territory of Dialogue**  
Arkhangelsk, Russia

December 4-6  
**UArctic Board Meeting**  
Fairbanks, USA

## Upcoming Key Events 2012

January 22-27  
**Arctic Frontiers**  
Tromsø, Norway

April 22-27  
**IPY 2012/Arctic Science Summit Week**  
Montréal, Canada

June 11-16  
**15th Council of the University of the Arctic Meeting**  
Tromsø, Norway

Oct/Nov  
**UArctic Rectors Forum**  
Manitoba, Canada



Photo Jouko Lehmuskallio, NatureGate

The UArctic logo or crest is a *Dryas Octopetala* flower encircled by a blue ring. The ring represents the spirit of co-operation across the Circumpolar North and is stylized to show the Arctic region as it would appear on a globe. The ring's blue colour signifies the dominance of the environment. The eight petals of the flower represent the eight Arctic states and the golden yellow colour in the petals represents the midnight sun and rich life of the region. At the centre of the bloom are pistils, signifying the peoples of the North and their shared experience. The *Dryas Octopetala* was chosen to represent the University of the Arctic because it grows in every region of the North, demonstrating extraordinary adaptability in often very difficult conditions. The *Dryas Octopetala* shares this characteristic with all life in the Arctic region.



UNIVERSITY OF THE ARCTIC