

Launching the University  
of the Arctic:  
from ideas to Action



UNIVERSITY OF THE ARCTIC

Report to the Senior Arctic  
Officials of the Arctic Council  
Rovaniemi June 13, 2001

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**(Also produced as a Russian version, in print by the Launch)**



## UNIVERSITY OF THE ARCTIC

### Foreword

On behalf of the University of the Arctic – and the many institutions and individuals that it collectively represents – we are deeply honoured to be able to present this report to the Senior Arctic Officials of the Arctic Council on the eve of the 10<sup>th</sup> Anniversary of the Rovaniemi Process and the Official Launch of the University.

A great deal has happened since the idea of an “arctic university” was first discussed in 1997 by a small group of dedicated Arctic Council officials. Answering the question that they were the first to ask – “What if there was a network of northern institutions committed to education and training in areas of crucial need like sustainable development, environmental protection and community well-being?” – has stimulated what is almost certainly the largest circumpolar educational enterprise ever. In just a few short years, a major feasibility study has been undertaken. A coordinating office has been established. A system of governance has been devised. A permanent council has been established. A comprehensive programmatic plan has been developed. As these words are written, scholars and educators from over fifteen “high latitude” post-secondary institutions and indigenous organisations are busy working on the first comprehensive “circumpolar” curriculum ever.

Like so much of what is of lasting value in the Circumpolar World, the University of the Arctic is first and foremost the result of cooperation. We are justifiably proud that we can say that the University is not the work of a single individual, or of a single institution, or of a single government. In what has come to be called the University of the Arctic Process, one often hears the expression “With Shared Voices.” Indeed, that this enterprise has reached this point in its development is because countless people have worked tirelessly in dozens of institutions, non-governmental organisations and governments in all eight Arctic nations. What could be more aptly called “circumpolar”?

We hope that the following report will provide the Senior Arctic Officials and other interested readers with a factual review of progress made as well as a frank analysis of the challenges ahead. But above all, we hope it gives its readers a strong sense of the practicability of the University and its programmatic activities. As the original conceivers of the idea so clearly understood, the University represents an affordable, efficient way to provide high quality, relevant post-secondary education that is “in the North, for the North, and by the North.”

On behalf of the hundreds of northerners that will soon be enrolling in the University, we would like to thank the Arctic Council and its member governments for their early vision and their continuing support.

May 11, 2001

Asgeir Brekke, University of Tromsø  
Council of the University of the Arctic  
Chair

Sally Webber, Yukon College  
Council of the University of the Arctic  
Vice-Chair

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## **1. Introduction**

The emergence of the University of the Arctic – a collaborative effort of universities and colleges and other organisations in the Circumpolar World concerned with higher education and research and strongly supported by the governments of the Arctic Council member states – reflects the increasing internationalization of higher education on the one hand and the recognition of the integrity of the circumpolar region on the other. There are many examples of successful internationalization efforts that build on the existing strengths of academic institutions to meet specific needs. However, the University of the Arctic is unique in extending international collaboration to new levels: it integrates political and environmental interests in an institutionalized higher education framework that makes post-secondary education more accessible and relevant to this highly dispersed and diverse region.

This report to the Senior Arctic Officials of the Arctic Council is being written at the time when the University of the Arctic – with its governance, administrative and programmatic structures now in place – is busily planning for the Launch of the University of the Arctic which takes place in Rovaniemi, Finland, on June 12, 2001. The fact that the Launch is being organised in Rovaniemi in conjunction with the first Senior Arctic Officials meeting under Finland's chairmanship of the Arctic Council and the tenth anniversary celebrations of the Rovaniemi Process and its Arctic Environmental Protection Strategy is not accidental. Both the Arctic Council and the Rovaniemi Process have laid the groundwork for much of the Arctic cooperation that is flourishing today. Importantly, the idea of a decentralized, circumpolar institution was first conceived in the context of the Arctic Council and one of its key working groups, AMAP—itself an important part of the Rovaniemi Process. The University of the Arctic, with its Launch, also wants to celebrate its roots and major champions.

## **2. History of the University of the Arctic: from concept to structured collaboration**

### **The idea that shaped the University of the Arctic**

It is fitting that the idea of a University of the Arctic itself emerged from Arctic regional cooperation. Cooperation on economic, social and, notably, environmental issues within the context of the Arctic Environmental Protection Strategy (AEPS) and, later, the Arctic Council and other fora prompted a discussion of a similar internationalization of Arctic education. The work of key individuals such as David Stone (Canada) and Lars Erik Liljelund (Sweden) resulted in a proposal to the Senior Arctic Officials (SAOs) of the Arctic Council in March 1997, proposing the idea of a University of the Arctic.

The concept envisaged a geographically dispersed institution that combined the strengths of existing establishments by bringing students and staff together. Benefits would include the sharing of knowledge about the common challenges of sustainable development, cost-sharing of expensive and/or under-used facilities, and expanded opportunities for access to the region's residents – addressing particularly the education needs of the region's indigenous peoples.

To undertake the initial planning, the SAOs invited Professor Bill Heal to form a small task force which produced the Development Plan (Heal, O.W., Richard Langlais and Outi Snellman, eds. *A University of the Arctic—Turning Concept into reality; Phase1. A Report Submitted for Consideration at the Meeting of the Senior Arctic Officials Under the Arctic Council in Ottawa, Canada, 7-9 October 1997.*) The

Development Plan was presented by the Task Force to the SAOs in Ottawa on October 9, 1997. As a result, a "letter of invitation" was sent by David Stone to the Secretariat of the Circumpolar Universities Association (CUA) asking the CUA, in partnership with the Arctic Council's Permanent Participant Indigenous Peoples Organisations, to conduct a feasibility study on the University of the Arctic.

### **Putting ideas into action**

The Circumpolar Universities Association established a Working Group on the University of the Arctic that took on the work of conducting a circumpolar consultation on the initiative. The involvement of CUA was instrumental as it improved the balance of involvement of foreign affairs, educational, environmental and indigenous organisations; at the same time, it deeply rooted the UArctic initiative in the northern post-secondary community. Throughout the following year, the CUA Working Group continued the consultation process seeing several milestones:

- the first CUA Working Group meeting is held in Rovaniemi, Finland (January 1998);
- a presentation is made to the third Conference of the Standing Committee of Arctic Parliamentarians which resulted in a statement of support for a proposed University of the Arctic (April 1998);
- a presentation is made to delegates of the Circumpolar Conference of Sustainable Development in Arctic in May in Whitehorse, Yukon, Canada where UArctic received overarching support;
- the Inuit Circumpolar Conference (ICC) releases Resolution 98 stating its support for a proposed University of the Arctic.

In September 1998, the Feasibility Study Final Report, prepared by the CUA Working Group on UArctic, was presented to the Ministers of the Arctic Council who then announced their support for a proposed University of the Arctic in the Ministerial Declaration in Iqaluit in October 1998:

#### **The Ministers**

welcome, and are pleased to announce the establishment of a University of the Arctic, a university without walls, as proposed by a Working Group of the Circumpolar Universities Association... We encourage the group to continue its efforts and to consult with northern educational and indigenous authorities and colleges. We look forward to further reports on this issue and to seeking ways to promote the success of this initiative.

The first UArctic Interim Council Meeting was held in Fairbanks, Alaska, USA replacing the CUA Working Group (December 1998). Two years later in Nuuk, Greenland, the UArctic Interim Council was replaced by the official Council of the University of the Arctic (November 2000), representing the member organisations of UArctic. Now the University was ready to start its real work with programs and students.

UArctic, through its Interim Council, first started to define its academic program when it established the Bachelor of Circumpolar Studies (BCS) Program Development Team in its first meeting in Fairbanks in 1998. Gradually, the core for UArctic programs emerged: BCS, supported by ideas for the Arctic Learning Environment (ALE) portal development, and the Circumpolar Mobility Program (CMP). In all of these, the focus from the beginning was to always keep in mind the university of the Arctic's primary client group, northerners whose access

to higher education is limited or non-existent because of where they live, the language they speak, or money they don't have. (University of the Arctic Circumpolar Coordination Office, *An Integrated Plan, for the Implementation of Bachelor of Circumpolar Studies, Arctic Learning Environment, and the Circumpolar Mobility Program 2000*, 7)

As a part of the consultation process, the Inuit Circumpolar Conference, the Russian Association of Indigenous Peoples of the North and Sami Council – the Arctic Council Permanent Participant organisations that were members of the CUA Working Group of the University of the Arctic – produced a key document that was a cornerstone in defining the indigenous peoples perspective for the University of the Arctic: “Shared Voices and a university of the Arctic—views of Indigenous Peoples” (Langlais, Richard and Outi Snellman. *The Feasibility Study, a Final Report. With Shared Voices: Launching the University of the Arctic 1998*). This document has been instrumental in guiding the University's development of its programs and structures. The “Shared Voices” principle states that:

The University of the Arctic must involve indigenous peoples. It must not be like other educational institutions experienced by some as “systems of pain” that ignore or even repress our cultures and economies. Considerable energy and time must be devoted to recruiting indigenous people, who will retain respect for and commitment to their indigenous societies and roots, to join the University.

As this document has a fundamentally important role in defining the “Shared Voices” principle referred to in UArctic governance and programs, it is reprinted here in full (Annex A).

In joining the University of the Arctic network in the year 2000, the Arctic Athabaskan Council joined RAIPON, ICC and Sami Council in subscribing to the Shared Voices principle of UArctic.

### **Bringing People Together**

With financial support from the Government of Finland, the University of the Arctic Circumpolar Coordination Office (CCO) was founded at the University of Lapland in Rovaniemi, Finland in 1998. The CCO coordinates UArctic events, keeps people informed of UArctic developments and, under the leadership of the Board of Governors and the Director, handles the day to day administration and implementation of the decisions taken by the governing bodies. As UArctic is a highly dispersed initiative, much of this work is conducted electronically through the UArctic website, [www.uarctic.org](http://www.uarctic.org).

The official Launch of the University of the Arctic will occur in Rovaniemi, Finland, on June 12, 2001. As already noted, the Launch is organised in conjunction with the first Senior Arctic Officials of the Arctic Council meeting under Finland's chairmanship and the celebration of the 10<sup>th</sup> anniversary of the Rovaniemi Process and its Arctic Environmental Protection Strategy.

### **3. Mission and Goals of UArctic: in the North, for the North, by the North**

The original vision of the University of the Arctic, as outlined in the first publication in the University of the Arctic series, *A University of the Arctic—Turning Concept into Reality 1997*, was written as follows:

Therefore, to meet the global challenges of sustainable development in the Arctic effectively, comprehensively, and on a long-term basis, a concerted international effort is required that integrates existing circumpolar education and training on a global scale. The challenge of globalization is to increase understanding of the global scale of the environmental, financial and political issues that Arctic regions are currently facing, and to develop genuinely international responses to the challenges.

The concept of a University of the Arctic envisions a higher education institution committed to the environmental, cultural and economic integrity of Arctic regions through scholarly excellence and international cooperation in education and research.

A University of the Arctic can be designed to overcome the limitations of project-specific agreements between universities. It constitutes a formal, flexible, and long term forum within which to focus the diverse interests and capabilities of existing institutions. The university is thus an essential structural requirement to support realisation of the vision of sustainable development in the Arctic. (Heal, O.W., Richard Langlais and Outi Snellman, eds. *A University of the Arctic—Turning Concept into reality, Phase 1 1997*, 7)

This original vision now has a structure in the currently adopted Governance System document of the University of the Arctic. The work on the structures has been led by the Chair of the Governance Committee of the University of the Arctic, Professor Oran Young. In this document, the University has formulated its mission as follows:

The University of the Arctic (UArctic) is an international non-governmental organisation dedicated to higher education in and about the Circumpolar North. UArctic is a decentralized university without walls that mounts programs of higher education and research, builds local and regional educational capacity, and stimulates cooperation among participating institutions.

In carrying out its mission, the University of the Arctic is guided by the following principles:

- UArctic endeavours in all its activities to achieve the inclusiveness and respect for diversity embodied in the vision of “Shared Voices”;
- The composition of UArctic governing bodies reflects the cultural diversity of the circumpolar world;
- UArctic addresses issues relevant to northern peoples as they strive to realise the potential for cooperation in the circumpolar world and to meet the challenges of sustainability and globalization;
- Organisations and individuals participating in UArctic programmatic activities seek to generate and transmit knowledge about the interactions of biophysical and human systems in the Arctic and the role of the Arctic region in global systems.

As a university without walls, UArctic is not an individual, degree-granting institution but a co-operating network of universities, colleges and other organisations concerned with higher education and research. UArctic members share resources, facilities and expertise to build post-secondary education that is relevant and accessible to northern students. In all of its activities, the University of the Arctic endeavours to honour the Shared Voices commitment, which



recognises the integral role of indigenous peoples to all aspects of UArctic. Embodying circumpolarity, interdisciplinarity and diversity – while drawing upon the shared strengths and diverse experiences of northern people to address the unique challenges of this region – is fundamental to the mission of the University of the Arctic.

#### 4. Organisation and Governance structure

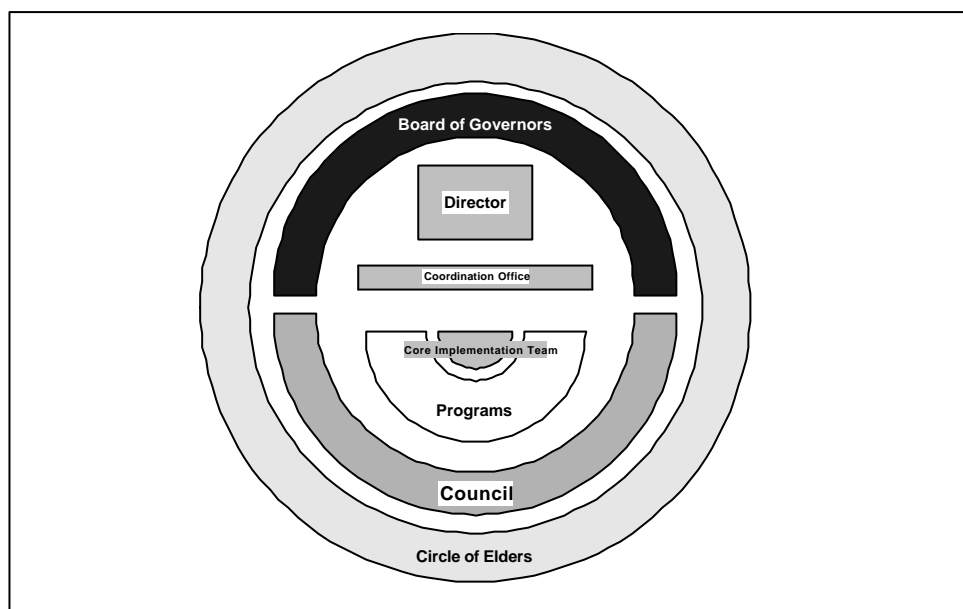


Figure 1. Governance System of the University of the Arctic

#### Members

University of the Arctic Members are participating universities, colleges, and other organisations concerned with higher education and research that have agreed to cooperate for the purposes of designing and implementing the programmatic activities of the University of the Arctic. Currently the University of the Arctic has 24 members, representing a diversity of organisation types and sizes, hailing from both the far north and the south. A current list of members is given in *Annex B*. An organisation making a major contribution to the activities of UArctic is eligible to become a member in its own right.

The members are elected on the basis of the following criteria:

- willingness and ability of the applicant to participate in Council meetings and UArctic programmatic activities;
- demonstrated student interest in northern studies and research;
- demonstrated faculty involvement in northern studies;
- availability of existing curriculum and willingness to consider adjusting courses or devising new courses;
- an explicit mandate to deal with post-secondary education in or about the Arctic;
- willingness to provide in-kind support;
- willingness to provide services or material resources helpful to the operation of UArctic;

- links to major constituencies;

These criteria, set forth in the Rules of Procedure for the Council of the University of the Arctic (*Annex C*), constitute a checklist; no applicant for membership is expected to meet all the criteria.

### **Council, Officers and Committees**

The representatives of the Members form the Council of the University of the Arctic (the Council). The Council develops, adopts, and oversees the academic programs of the University. It has the authority to initiate programmatic activities, set priorities among approved activities and make arrangements for the implementation of these activities, subject to review on the part of the other governing body, the Board of Governors.

Officers of the Council are the Chair, the Vice-Chair and the Secretary. The Council also has the following seven standing committees:

- the Executive Committee
- the Program Committee
- the Registrarial Committee
- the Nominations Committee
- the External Relations Committee
- the Steering Committee of the Northern Research Forum

The Council also forms new ad hoc committees to serve specific purposes. At the moment, there are Program Development Teams for each of the core programs, the Core Implementation Team to oversee the work of the teams, as well as a Task Force to look at UArctic's role in the EU's Northern Dimension policy.

### **Board of Governors**

The Board of Governors (BoG) is the highest governing body of the University of the Arctic. The Board consists of a group of individuals, not exceeding eleven in number, who serve in their personal capacities and who act on behalf of UArctic.

The BoG has the authority and the responsibility to:

- review UArctic programmatic activities;
- oversee UArctic relations with other organisations;
- organise UArctic public relations and fundraising activities;
- review and approve UArctic personnel decisions;
- review and approve UArctic budgets;
- oversee the legal affairs of UArctic;

The members of the first Board of Governors are given in *Annex D*.

## **Circle of Elders**

The Council and the Board of Governors, acting together, may invite distinguished individuals to serve as Elders of the University of the Arctic. As a group, these individuals constitute the Circle of Elders of the University of the Arctic. The function of the Circle of Elders is advisory; all participants in UArctic activities welcome the advice of the Elders on any matter pertaining to the University. The Elders are not responsible individually or collectively for the operation of the University.

The membership of the first Circle of Elders is given in *Annex E*.

## **Administration**

UArctic administrative functions are handled on a decentralised basis and supported by voluntary contributions from the participating institutions. The chief executive officer is the Director who is responsible for the overall administration of the University. The Director is appointed by the Board of Governors and is accountable to the BoG for the administration of the University. Currently, the Director position is being filled with initial financing from the Finnish government.

The Circumpolar Coordination Office (CCO) is responsible for the day-to-day activities of UArctic. Working closely with the Director on all matters pertaining to UArctic administration, the Head of the CCO is accountable to the Director.

Normally, the CCO is provided as an in-kind contribution of or through the good offices of one or more of the Members. Since 1998, the University of Lapland has hosted the CCO with a strong financial contribution from the Ministry of Education of Finland. Finland has made a commitment to hosting the CCO and supporting the post of Director until the end of 2003.

## **5. Sharing Knowledge: University of the Arctic Programmatic Activities**

The geographic and cultural characteristics of this region pose unique challenges to higher education and there are a variety of ways in which an organization like UArctic may try to overcome them. The University of the Arctic has chosen to focus first upon building relevant curriculum, being accessible, and facilitating mobility in the north.

The University of the Arctic has defined its Fundamental Program Principles—principles to which all UArctic programs must subscribe.

University of the Arctic Programmatic activities shall:

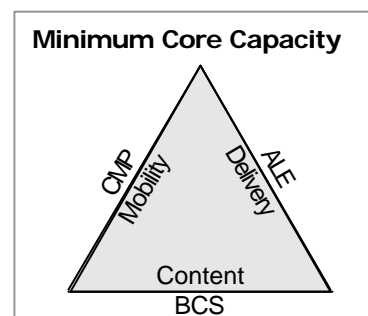
- address the educational needs of northerners and the northern region, and be in the general interest of northern society;
- embody the main values of the University of the Arctic: interdisciplinarity, circumpolarity, incorporation of multiple systems of knowledge;
- emphasise the learning traditions and knowledge of northern indigenous peoples;
- promote an understanding of sustainable development, cultural diversity and community viability;

- promote cooperation between northern neighbours and facilitate a sense of a shared region and a circumpolar community;
- build on, but not duplicate, the academic and professional experience in the circumpolar community. Specifically, the program should not duplicate or compete with existing UArctic programs, but seek ways to maximise available resources;
- incorporate appropriate modes of delivery, balancing mobility and face-to-face contact with new electronic modes of communication.

While all UArctic activities contribute to these goals, the University's Core Programs address them in a uniquely integrated way. The Core Programs comprise UArctic's "minimum core capacity" – as described in the Integrated Plan (*An Integrated Plan; for the Implementation of Bachelor of Circumpolar Studies, Arctic Learning Environment, and the Circumpolar Mobility Program* 2000, 8) – and include the Bachelor-level curriculum for Circumpolar Studies (BCS), the Arctic Learning Environment (ALE) and the Circumpolar Mobility Program (CMP). All core programs adhere to the above mentioned principles.

This minimum core capacity is what warrants the creation of an Arctic post-secondary educational organisation, particularly one called a university. Each program is indispensable to one or more essential elements of the new university's mandate and, by extension, one or more of the aspirations that led Arctic leaders and policy makers to recommend the establishment of the University in the Arctic. These programs are policy objectives: they speak directly to what the University must do that is not already being done in the circumpolar north, the "value added".

It is of primary importance that BCS, ALE and CMP are integrated and axiomatic that they are truly circumpolar. By definition, they are to involve students and faculty in eight countries. This poses a clear challenge to existing funding structures. The operationalization of these defining activities of the University of the Arctic will not only require the knowledge and skill of the circumpolar world's leading educators, teachers and scholars, it will require the goodwill, resolve and skill of the region's politicians and bureaucracies. The combined strength of both groups is required in order to undertake truly new initiatives and create new educational value of the sort demanded by the University of the Arctic's mandate.



To ensure these programs are integrated in the implementation phase a Core Implementation Team was created, comprised of the chairs of the three Program Development Teams, the UArctic Director and the Head of the Circumpolar Coordination Office. The Core Implementation Team monitors the composition, progress, and budget requirements of the three project development teams.

With the concerted and integrated work well underway at the time of the UArctic Launch, there are clear signs that a new type of model for region-wide cooperation in education is emerging.

### **Relevant Curriculum – Bachelor-level Curriculum for Circumpolar Studies (BCS)**

Often called the University's "signature program," BCS is about providing new, regionally relevant education and training to the University's primary client group: northerners whose

access to higher education is limited or non-existent because of where they live, the language they speak, or their financial situation. BCS is about moving northern content from the edge of the academy's curriculum to its centre. It is about the enfranchisement of a new group of learners and the validation of a new curriculum.

BCS is a comprehensive program of undergraduate study. Building on the enormous scholarly expertise already available in the region, it provides a solid understanding of those issues common to the Arctic while also offering opportunities for advanced specialization. The BCS program begins with an interdisciplinary introductory course, *The Circumpolar World*, which provides a truly interdisciplinary introduction to the northern world, its peoples and the issues they face. This is followed by a Circumpolar Studies Core consisting of six 3-credit courses (i.e. two half courses) in the areas of Physical and Natural Environment, Peoples and Cultures, and Issues of Sustainability of the Circumpolar World. Finally, students will have opportunities to complete Advanced Emphases in professional and academic areas of direct relevance to northern peoples and communities; areas such as autonomy and self-governance, environment and climate change, rural education, tourism, or health and well-being. Ample flexibility, in the form of unspecified credits, and a uniquely circumpolar and interdisciplinary focus make BCS one of a kind.

The development of BCS curriculum was first proposed to the Council of the University of the Arctic by Yukon College at the December 1998 Interim Council meeting held in Fairbanks, Alaska. Today, the BCS development team, chaired by Aron Senkpiel from Yukon College, Canada and Jón Haukur Ingimundarsson from Stefansson Arctic Institute in Akureyri, Iceland, is comprised of over 15 committed academics and educators from around the Circumpolar World. As well, over twenty-five other northern academics and educators are currently contributing to the development of the Circumpolar Studies Core. Support for BCS is being currently being provided by the Government of Canada and the not-for-profit Scandinavian Seminar Group with significant contributions from Norway.

### **Distance and Networked Learning – The Arctic Learning Environment (ALE)**

From the beginning of its development, the primary goal of the University of the Arctic has been to bring relevant, high quality university education to areas of the North where access to such programming is not locally available. Modern computer and communications technologies, particularly the Internet/Web make this goal more attainable.

The Arctic Learning Environment (ALE) is the central online entryway or “portal” through which learners may access UArctic services and course content. The portal is not the technology itself, but rather the “entranceway” through which the tools of delivery are viewed and selected so that the learner can interact with content matter, instructors and fellow students. By providing a consistent yet flexible design, students will be able to access all the tools and services needed to participate in online coursework: preparation, registration, evaluation, student-instructor communication, and inter-student group work and informal interaction.

The creation of such a learning environment for the circumpolar region demands different technical and pedagogical considerations than similar projects in the South. It is important that the sophistication of such an environment not overwhelm the limited computing and network infrastructure of smaller institutions and communities of the North, nor alienate users. The constraints of 24 time zones demand an emphasis on asynchronous communication. Pedagogically, the system must be extremely flexible to accommodate the many varieties of

learners, and the multi-lingual and multicultural diversity of the circumpolar region. Given these considerations, the University of the Arctic will not rely on ALE as the only means of delivering programming at a distance, but will offer a range of other distance and classroom solutions.

ALE is being designed for a distributed learning network, ranging from a UArctic network computing facility(ies), via partner universities and local learning centres, to students around the circumpolar region. The primary contact point for students would be a place in their community, such as a school, library, or government office, which has the resources to serve as a local learning centre for UArctic students. Universities and colleges would provide training for local support people, and additional educational and technological services.

This learning environment will provide a core part of the University of the Arctic's delivery model, which is complemented by other distance methods and the Circumpolar Mobility Program to deliver curriculum content such as the Bachelor of Circumpolar Studies.

The ALE project originated at the University of Lapland under Dr. Leo Pekkala, and was developed in cooperation with Oulu University, the Virtual University of Finland, Industry Canada's Broadband Learning Environment Project, and Athabasca University. Strong Finnish-Canadian cooperation first emerged through a Canada-EU Transatlantic Relations conference in Ottawa in October 1999, and later developed at a Canada-Finland workshop on educational technology in Helsinki in May 2000. Due to the inability to secure funding, the Finnish Institutions handed the lead role of the project to Athabasca University's Judith Hughes.

Given Athabasca University's deep experience as a leader in delivering distance education to remote areas, and the continued involvement of northern Finnish institutions, UArctic is confident of ALE's future. For ALE to develop as a core element of the University of the Arctic, dedicated funding must be secured, similar to what is in place for the BCS and expected for the Circumpolar Mobility Program. Care must be taken in finding funding because it specifically challenges the predominant approaches to education and technology. If ALE is to fulfil its goals it must stay true to its principles, despite temptations to compromise them to fit the interests of potential funders from industry and government.

A early prototype of the learning environment has already been demonstrated to curriculum developers at a meeting of the BCS Team in Amherst, MA, USA in March 2000. Further development is taking place during a meeting of the ALE Team in Rovaniemi in May, 2000, in preparation of a demonstration of the ALE portal and BCS curriculum at the official UArctic Launch in June.

### **Mobility – The Circumpolar Mobility Program (CMP)**

The UArctic Circumpolar Mobility Program (CMP) supports both faculty and student mobility between northern institutions in the Arctic states. In addition to offering enriching first-hand experiences of other northern regions and homelands, CMP is key to fostering the connections, dialogues and shared identity vital to building capacity in Arctic regions. It was first proposed to the Council of the University of the Arctic by the Circumpolar Coordination Office, at the Interim Council Meeting in Akureyri, Iceland, April 1999.

Educational exchange programs such as NORDPLUS and ERASMUS have already illustrated the effectiveness of mobility in fostering the understandings and shared identities upon which cooperation is built. For the Arctic, these connections are valuable tools for the safeguarding of

regional interests – such as economic, environmental and cultural sustainability – threatened by the trends of globalisation.

Institutionalised programs of cooperation in the Arctic have until now mostly involved researchers. Involving students however, particularly undergraduates, is vital. Students are in the process of developing an understanding of the region as a whole and their role within it. Learning from each other, students in mobility programs gain a greater respect for peoples and practices that once seemed strange, while at the same time discovering the common bonds that unite them. These experiences can play a particularly formative role in a student's understanding of a region, contributing to a shared sense of identity, while cultivating strong bonds of communication, co-operation, and friendship. Through experiences like these, circumpolar mobility builds foundations for cooperative regional networks; which combined with relevant knowledge and tools will help the Arctic to meet the challenges it faces.

The Circumpolar Mobility Program (CMP) is currently comprised of two programs: *northTREX* and *north2north*. *NorthTREX* provides opportunities for UArctic Members to invite northern scholars to participate in short-term residencies on other northern campuses. Through *northTREX*, UArctic hopes to enrich northern programming on university campuses, improve the depth of faculty from which northern institutions may draw and offer northern scholars the opportunity to gain first-hand experience of other northern regions. The program has no specific funding as such at the moment, but a catalogue of interested scholars – the “Mobile Faculty Roster” – is being produced by the Coordination Office as a UArctic resource.

*North2north* is a multilateral exchange program that facilitates longer-term student and faculty mobility. Supported by an international network of national agencies, *north2north* enriches the education of its participants and lays the foundations for international Arctic cooperation at the individual, institutional and administrative levels.

*North2north* is unique because it aims specifically to include: undergraduate students, who are still developing their ideas about and level of commitment to the Arctic as a region; students from institutions that are normally marginalised by lack of resources or geographical isolation; and indigenous students who are traditionally under-represented. *North2north's* student selection criteria also strives to support the participation of individuals from a variety of educational, cultural and socio-economic backgrounds and incorporates flexible standards for academic standing. Initial work on *north2north* has been led by the government of Finland who has also invited other Arctic Council member states to participate with the goal of making *north2north* a truly circumpolar mobility program.

The development of the Circumpolar Mobility Program as a whole is overseen by the CMP Project Development Team. This team is chaired by Professor Oran Young, from Dartmouth College in the north-eastern United States.

BCS, ALE and CMP are by no means the only important or innovative activities being undertaken by the University of the Arctic. Some additional key activities are presented below.

## **The Northern Research Forum (NRF)**

In September 1998 the President of Iceland, Dr. Ólafur Ragnar Grímsson, visited the University of Lapland on the occasion of the opening of its twentieth academic year. During his stay, in addition to his participation in the seminar, *New Perspectives for Global Northern Research and*

*Education*, President Grímsson proposed an initiative to create “an annual or biennial forum, which could be named the Northern Research Forum, or NRF,” which “would bring together in a systematic way the wealth of academic talent now existing in Northern Europe.” In honour of its anniversary, President Grímsson asked the University of Lapland to take the lead in examining the initiative, with the further assurance that both the University of Iceland and Akureyri University would also be interested in developing it (Grímsson 1998).

The University of Lapland received President Grímsson’s proposal with great enthusiasm and proceeded to set up an ad hoc group to consider and report on the feasibility of the concept. In May 1999 the ad hoc group presented the final report of the feasibility study report to President Grímsson, and the current Northern Research Forum structures started to emerge.

Convening every second year, the Northern Research Forum (NRF) is an intensive dialogue that promotes policy-relevant discussion on the role of research in addressing northern issues. The forum encourages participation by younger people and people with new and unconventional approaches. Participants at each session include researchers, educators, politicians, business leaders, civil servants, community leaders, resource users and managers.

The NRF addresses the critical issues, problems and opportunities facing circumpolar peoples in the context of social and environmental changes and economic globalization. Issues addressed include sustainable development and community viability, peace and security, social and environmental policy and the impacts of global change. Developing the capacity to address these issues is central to the mandate of the University of the Arctic.

The NRF rotates among the countries of the circumpolar north in order to address subregional and local concerns but attempts to build upon the experience of the entire circumpolar world. By nurturing a sense of the Arctic as a shared region and exchanging ideas, perspectives and the findings of multidisciplinary research, the Northern Research Forum seeks innovative solutions to the unique problems faced by northern regions.

NRF is supported by a coordinating secretariat at the University of Akureyri, Iceland. Its activities are being steered by the NRF Steering Committee, chaired by Lassi Heininen from the Arctic Centre.

## **CASS and CAES PhD Networks**

The Circumpolar PhD Networks in Arctic Social Sciences (CASS) and Arctic Environmental Studies (CAES) bring young researchers together to provide them with opportunities to discuss their work, learn more about researching northern issues, and build lasting connections for collaboration. Members of the CASS and CAES PhD Networks maintain contact through electronic networks and meet annually for research workshops featuring lectures and field excursions to areas of importance in the host university’s region. Networks like these are vital to building connections between young researchers, furthering their understandings of northern regions and issues, and to stimulating relevant research on northern issues. The Circumpolar PhD Network in Arctic Social Sciences (CASS) is coordinated from Roskilde University in Denmark by Professor Rasmus Ole Rasmussen, and the Circumpolar PhD. Network in Arctic Environmental Sciences (CAES) is coordinated by Dr. Ekaterina (Katja) Ruth at Luleå University of Technology in Sweden and Dr. Paivi Soppela the Arctic Centre at the University of Lapland in Finland. Both networks have been strongly supported by the NorFa program of the Nordic Council of Ministers.



## **6. After the Launch: Meeting Ongoing and Future Challenges**

Creating a new university is a major undertaking under any circumstances. But the creation of an institution of higher education that is both multinational and multicultural is an altogether more demanding proposition. Viewed in this light, the progress made in developing the University of the Arctic from the inception of this effort in 1997 to the present is impressive. The mission of UArctic as a decentralized institution with a selective and carefully targeted set of programmatic objectives is now clear. The University's governance structure is largely in place; the Council of the University of the Arctic is fully functional, and the other elements of the governance structure are in the process of coming on stream. An initial selection of programmatic activities is taking shape. Some of these (e.g. the Northern Research Forum) are already operational; it is reasonable to expect others (e.g. the Circumpolar Mobility Programme) to become functional by the end of this year.

Nonetheless, much remains to be done before we can declare this ambitious initiative a success. Numerous challenges lie ahead, and there are many ways to characterize them. At this stage, however, we can single out three challenges that are of overriding importance. They must be met to ensure the success of the University of the Arctic: (1) the challenge of inclusiveness, (2) the challenge of multiple cultures, and (3) the challenge of core funding.

### **The Challenge of Inclusiveness**

The University of the Arctic is founded on the principle of "shared voices." This means, first and foremost, that UArctic must succeed in addressing the educational needs of the Arctic's indigenous peoples in ways that strengthen their capacity to meet their own goals under contemporary conditions. If this goal cannot be met, the effort to create a circumpolar institution of higher education will have been a failure. Yet we cannot pursue this goal to the exclusion of all other goals. We must not ignore the needs of the Arctic's permanent residents who are located in remote areas but who are not members of recognized indigenous groups. Nor can we ignore the need to provide a more sophisticated understanding of Arctic ecosystems and cultural systems to individuals who reside outside the region but who are likely to occupy positions in which their actions can have important implications for the welfare of the circumpolar world.

The ultimate challenge in this regard is to operationalize UArctic's commitment to inclusiveness and to ensure that it permeates all of the university's programmatic activities on an ongoing basis. The principle of "shared voices" is easily subscribed to in principle. But living up to this principle on a day-to-day basis is easier said than done. Leaders of academic institutions often find it hard to identify appropriate indigenous leaders or leaders of other communities of permanent residents. Indigenous leaders are in great demand. They are often pulled in many directions at once and find it hard to focus on an ongoing basis on an activity like the University of the Arctic. The current time of troubles in Russia has generated an environment in a country comprising almost half of the Arctic in which it is hard to focus on, much less to mobilize resources for, initiatives whose payoffs will not become apparent for some time. It is easier to fall back on familiar faces and familiar procedures than to make the continuing effort called for by the challenge of inclusiveness. By its nature, this challenge will be with us for the indefinite future. Like other endeavors involving human relationships, the University of the Arctic is an enterprise in which inclusiveness can never be taken for granted.

## **The Challenge of Multiple Cultures**

The foundation of UArctic is rooted in at least three distinct academic cultures: the North American culture, the Nordic culture, and the Russian culture. Although there is much to be said for the idea that knowledge is universal, the organizations we create to produce and disseminate knowledge and the social practices that grow up around these organizations are deeply rooted in distinct cultures. Perhaps the most profound differences in this realm involve western cultures in which the production and dissemination of knowledge has become the province of specialized organizations and indigenous cultures in which knowledge is developed and passed on in the course of everyday activities. But even among western cultures, there are major differences in this realm. Sometimes this is largely a matter of terminology. We have had serious conversations, for example, about what to call UArctic's chief executive officer and the relative merits of terms like board of governors and board of trustees. But often the differences involve matters that have serious consequences for an enterprise like the University of the Arctic. Prominent examples involve the terms of employment of the chief executive officer, the relationship between teaching and research, the transfer of credits among participating institutions, and the procedures to be followed in advertising and marketing UArctic programs.

We have made substantial progress in this realm. We have crafted a governance structure for UArctic that satisfies all of our major constituencies. The idea that UArctic should play a role in research as well as teaching is now generally accepted. A registrarial committee is at work on matters relating to the transfer of credits. Yet there is more to be done. Perceptions of the appropriate relationship between the Council and the Board of Governors vary from one academic culture to another. We have yet to find a formula regarding the terms of employment for the UArctic Director that is compatible with normal practices in North America and Russia as well as the Nordic countries. Above all, we have work to do in reconciling the North American (and especially American) approach to marketing higher education and research as products much like other goods with the European social welfare approach in which higher education is viewed fundamentally as a service provided by the state. None of these problems are insurmountable. But in the absence of vigilance and a willingness to address specific issues pragmatically, these cultural differences can become sources of severe misunderstandings.

## **The Challenge of Core Funding**

The University of the Arctic project has attracted a lot of attention and benefited from many sources of material support. Several governments - Finland is the leading example but not the only one - have provided critical support for the planning process. Private Foundations and organisations (e.g. the Ford Foundation, the Carnegie Corporation, Scandinavian Seminar) have come forth with resources to support specific UArctic activities (e.g. the Northern Research Forum, BCS). Participating universities and other organisations concerned with higher education have been generous in offering their facilities for UArctic meetings. Above all, many individuals have worked long and hard - often on a pro bono basis - to turn the idea of the UArctic into a going concern. Without these sources of support, this project could not have gone forward. We owe a debt of gratitude to these organisations and individuals for their belief in the idea of a University of the Arctic and for their willingness to back this belief with material support.

Nonetheless, as the UArctic moves from the planning stage to the operational stage, it must address the challenge of core funding. Core support encompasses the resources needed to maintain the basic infrastructure (e.g. the salary of the Director, the expenses of holding meetings of the Board of Governors, the cost of operating the CCO) without which a university

cannot conduct programs and initiate projects. The funds needed for core support are, at one and the same time, the most important to an undertaking of this sort and the hardest to mobilize. With the partial exception of private universities in the United States, core support for higher education in the Arctic countries comes from the public sector. A variety of specific systems are in place. In some countries, for example, support for higher education is a function of county, provincial, or state governments, whereas national ministries of education and national research councils are the major players in other countries. Whatever the differences among individual systems, however, there is no escaping the need for public support to meet the UArctic's challenge of core funding. Those who have led the effort to create the UArctic will continue to devote time and energy to this enterprise. But it is time for appropriate government agencies to step forward to address the challenge of core funding.

## Administration & Governance Budget

Even a highly decentralized organization requires central coordinating mechanisms to ensure all the parts of the system work well together, and to provide efficient leadership and a level of consistency. The nature of the University of the Arctic's dispersed network structure allows considerable flexibility for developing and operating academic programs, but creates certain challenges for the organization's overall administration. This challenge is readily apparent in the need to find stable long-term funding for the University of the Arctic's core administrative operations. While funding for programs can be found from within the participating institutions themselves and/or from public and private project funding bodies, the negative perception of "bureaucracy" makes it nearly impossible to fund administration from these sources. Were it not for the University of Lapland and Finnish Ministry of Education's bold decision to initially fund the Coordination Office and Director, it is questionable whether the University of the Arctic would exist at all today.

For the University of the Arctic to continue, means of providing sustained funding for administrative functions must be found. Overheads from projects and membership user fees have been rejected by the Council as being contrary to the spirit of the University. The level of funding needed to operate under the current governance framework is estimated as follows:

	2001	2002	2003	2004	2005
<b>Board of Governors</b>	40,000	55,000	55,000	55,000	55,000
<b>Director</b>	115,000	115,000	115,000	115,000	115,000
<b>Coordination Office</b>	155,000	155,000	155,000	155,000	155,000
<b>Total</b>	310,000	325,000	325,000	325,000	325,000

Figures are given in US dollars.(at 2001 value)

**Board of Governors.** Costs of their travel to the annual Board meeting or on University business should be provided by the UArctic, rather than their own expense. Not more than 11 Governors will be appointed, probably phased over the first two years (8 in 2001, 11 in 2002). Travel is estimated at \$5,000/Gov./year.

**Director.** The Director will be appointed on a 3-year basis and is the most senior member of UArctic staff, responsible for day-to-day running of the University. It had been estimated that a professorial salary roughly equivalent to a senior professor (approx. US\$50,000 including health and pension contributions) would be appropriate. The experience of recruiting a Director has

shown a higher salary is necessary to attract candidates of international stature (at least US\$70,000). Travel will be important to visit participant institutions, attend development meetings, meet funders and stakeholders, etc.(\$15,000/year to include 2-3 intercontinental trips each year). A further \$30,000 is estimated for facilities, administrative support and institutional overhead.

**Circumpolar Coordination Office.** The CCO is responsible for overall administration, including budget accounting and audit, general procedures and liaison, publicity and communications, publications, external relations and support for the Director. Operating budget is estimated based on the current level of funding provided by Finland and the University of Lapland (staff salaries for Head of CCO, Information Management, and Project Secretary, plus operating expenses).

## **Concluding Words**

The creation of a University of the Arctic dedicated to the principle of "shared voices" has often seemed like an impossible dream. But today, we are within reach of realizing this dream. The credit for this success goes to all those individuals and organizations who have felt strongly enough about this dream to invest their energy and resources in an initiative whose success is by no means assured. But even as we give credit to those who have brought us this far, we must not lose sight of the ongoing challenges before us. Achieving inclusiveness requires a constant effort to reach out to many constituencies in a spirit of genuine partnership. Overcoming differences in academic cultures requires both a dedication to our common objectives and a willingness to address specific issues pragmatically. Above all, meeting the challenge of core funding requires a commitment to the University of the Arctic as an ongoing institution rather than a series of finite projects that can be supported on a one-off basis. These are major challenges. But they are no greater than the challenges that have already been met by those who have dedicated themselves over a period of years to the establishment of a vital University of the Arctic.

## ***Shared Voices and a University of the Arctic—Views of Indigenous Peoples***

### **Introduction**

For years, indigenous peoples of the Arctic lived under the shadow of the Cold War. We are greatly encouraged by the recent “normalization” of relations among Arctic states and the growing co-operation among them on environmental, economic, and other issues. A University of the Arctic that brings together indigenous and non-indigenous peoples, stressing interdisciplinary studies and our traditional ecological knowledge (TEK), could add an important dimension to Arctic co-operation. In particular, we hope the proposed University will enable indigenous peoples to learn from one another and will foster communications with the wider world.

Arctic indigenous peoples view the proposed University with great interest. In the past we have often been marginalized in institutions established in our homelands by outsiders. To avoid repeating this experience, we expect the University to be structured to meet our goals and objectives—as well as those of others—and to reflect our age-old experiences.

It is important that indigenous peoples be a visible and acknowledged part of the contours, structure and texture of the proposed university. We will have many students at this university, but we should also be members of the faculty, administration, and governing institutions that set research and teaching priorities. We look for certain guarantees to this effect in the charter setting up the University.

We are convinced that indigenous peoples across the Arctic have much to contribute to the proposed University. Our songs, stories, values, arts, crafts, and ecological knowledge—indeed our very cultures and economies—can underpin the proposed University. Its character and image should incorporate and build upon our experience. We are mindful, as well, that indigenous peoples can add political legitimacy to the proposed University, enhancing its ability to raise funds, particularly from the private sector. We are keen to play an important and constructive role in the unique endeavour to establish an international University of the Arctic.

### **The Arctic—In Dignity**

Our region is too often portrayed as a cold or forbidding place with poor living conditions and a fragile environment and in which we have been largely assimilated by other cultures. These negative images of the Arctic and of indigenous peoples as “victims” are inaccurate. The Arctic has undergone extraordinary change in recent years, and it is important that a balanced image of our homelands be communicated to the world. After all, the Arctic is a psychologically warm and spectacularly beautiful place and our cultures and economies remain vibrant even as they undergo rapid change.

The Arctic is not solely a place for implementing policies and goals defined elsewhere by people with little direct interest in the region. It is our home. The University of the Arctic should help

correct inaccurate and partial images of our region and help communicate new and positive Arctic images to the world. This can be achieved through creative study, international cooperative research programmes, comparative social and policy science research, symposia, conferences, vibrant publishing projects, and a clear commitment by all involved to creative undergraduate and graduate teaching sensitive to different cultures and values. We hope an early research project will be undertaken through the University to document living standards and quality of life of residents, particularly indigenous peoples, throughout the circumpolar Arctic. Such research may aid the Arctic Council implement its still-to-be-defined sustainable development programme.

### **The Arctic—In Harmony**

Natural resources in the circumpolar Arctic are widely exploited. Liberalization of international trade and democratization in the Federation of Russia are likely to promote further development of the Arctic's oil, gas, minerals and other resources. To accommodate these likely developments but simultaneously to protect our environment and economies we must do a much better job of conserving biological and cultural diversity, cleaning-up already polluted sites, and promoting sustainable development policies and programmes that help northerners become more self-reliant.

The University must recognize and accept that the Arctic is a fragile and vulnerable region. Indigenous peoples have lived in the Arctic for many years guided by its rhythms and seasons. Our generally harmonious relationship with the environment, our uses of natural resources and the ways in which we regulate and manage our relationship with our surroundings are topics the University might usefully stress, giving attention to our values and philosophies. In particular, we hope the University will assist us to restore linguistic diversity in the circumpolar Arctic for we are convinced that this is a key to cultural diversity and harmonious relations with nature.

### **The Arctic—In Modernity**

We are fully aware of far-reaching processes of change in the Arctic. It is not our intent to slow this transition to “modernity;” rather, we wish the proposed University to help craft this transition, assisting in preserving the best of the old and promoting the best of the new. How can this be achieved? First, the University can promote excellence in education, teaching, and learning. It should be charged with generating, communicating, and disseminating traditional and scientific knowledge in ways that allow students to integrate what they learn and grow personally in terms of their ethics and morals. After all, universities should enable students and faculty to acquire wisdom as well as data. Second, the University can model itself as a meeting place, not just of people but of ideas, cultures, and ways of life. Shared voices and shared understandings—as the title of this report suggests—are possible only if the University is one of life's major intersections. Certainly we hope the University of the Arctic will be a key meeting place for indigenous and non-indigenous peoples. Third, we hope the university will promote research in which indigenous knowledge or “traditional science” as it is sometimes called, has a valued place in broader inquiry.

At the most basic of levels how should indigenous peoples participate in this potentially exciting and innovative new institution? Of the many answers to this question we concentrate on three:

1. As educated consumers of information generated by research
2. As educated participants in international debates about science and research
3. As contributors to the world wide process of scientific inquiry.

To approach modernity with confidence, we need to understand the strengths and weaknesses of the scientific method as applied in basic research and to learn how best it should be applied in the Arctic. Historically, researchers from the outside world have visited to study the Arctic and its peoples. No longer do we wish to be “objects” of research frequently misinterpreted to others. Nevertheless, we understand that to participate effectively in basic research we need better formal education and to be able to make an original contribution to the process of inquiry. To understand research we need to recruit young indigenous people to the world of science, integrate traditional ecological knowledge with science, and encourage innovative research for and by indigenous peoples. The proposed university can help us achieve our goals and objectives, and at the same time we can help it to flourish and serve the broader public.

## **In Conclusion**

The University of the Arctic must involve indigenous peoples. It must not be like other educational institutions experienced by some of us as “systems of pain” that ignore or even repress our cultures and economies. Considerable energy and time must be devoted to recruiting indigenous people, who will retain respect for and commitment to their indigenous societies and roots, to join the University. We offer to the university community our experiences and approaches to the world and to life; for example, consensual as opposed to litigative methods of resolving conflicts, and core values including respect for, rather than exploitation of, animals and nature. We hope these and other values of importance to us may be expressed in the charter that will breathe life into the University of the Arctic.

***Inuit Circumpolar Conference  
Russian Association of Indigenous Peoples of the North  
Sami Council***

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# **COUNCIL OF THE UNIVERSITY OF THE ARCTIC**

## **RULES OF PROCEDURE**

### **PART I: INTRODUCTION**

1. In these Rules of Procedure, hereafter the Rules,

- Council means the Council of the University of the Arctic (UArctic);
- Member means an organization concerned with post-secondary education that has been recognized as a participating institution by the Council;
- Representative means an individual selected by a member to represent it in meetings of the Council or its subsidiary bodies;
- Alternate Representative means an individual authorized to represent a member when the Representative is unavailable;
- Committee means a subsidiary body created by the Council to carry out specified tasks.

2. The Rules govern all activities of the Council, except in cases where the Council explicitly decides to follow an alternative procedure.

### **PART II: MEMBERS**

3. Membership in the Council is open to colleges, universities, and other organizations with a long-term commitment to the provision of post-secondary education in and about the Arctic.

3.1 The Council welcomes expressions of interest from all organizations; it makes a special effort to encourage participation on the part of organizations representing the needs and interests of the Arctic's indigenous peoples.

4. Organizations desiring to become members submit written applications to the Council, which acts on any application received at its next regular meeting.

5. In acting on applications for membership, the Council is guided by the following criteria:

- willingness and ability of the applicant to participate in Council meetings and UArctic programmatic activities,
- demonstrated student interest in northern studies and research,
- demonstrated faculty involvement in northern studies,
- availability of existing curriculum and willingness to consider adjusting courses or devising new courses,

- willingness to provide in-kind support,
- willingness to provide services or material resources helpful to the operation of UArctic, and
- links to major UArctic constituencies.

6. These criteria constitute a checklist; no application for membership is expected to meet all the criteria.

7. Authority to resolve any questions about the application of these criteria to specific cases rests with the Council.

8. The terms of each member's relationship with Arctic are spelled out in a bilateral agreement between the member and Arctic.

9. Membership in the Council is subject to review and renewal every five years.

### **PART III: OFFICERS**

10. The officers of the Council include: the Chair, the Vice-Chair, and the Secretary.

11. Officers are elected by the Council from the ranks of Representatives and Alternate Representatives of member organizations.

12. Officers are elected for three-year (renewable) terms.

13. The Vice-Chair is authorized to act on behalf of the Chair whenever the Chair is unable to participate in a Council activity.

### **PART IV: COMMITTEES AND OTHER SUBSIDIARY BODIES**

14. The Council has seven standing committees, including the Executive Committee, the Membership Committee, the Program Committee, the Registrarial Committee, the Nominations Committee, the External Relations Committee, and the Steering Committee of the Northern Research Forum

15. The Council may create new committees and restructure existing committees from time to time as it sees fit.

15.1 New committees may be either standing committees or ad hoc committees created to deal with a specific task during a limited period of time.

16. Individuals are elected to serve on committees by the Council on the recommendation of the Chair following appropriate consultations.

16.1 Those serving on committees are normally Representatives or Alternate Representatives of Council members. The Council may, however, elect other individuals to serve on committees in cases where they bring needed expertise.

17. The Executive Committee consists of the officers and the chairs of the other standing committees,

17.1 The Executive Committee may meet between regular meetings of the Council and make interim decisions (subject to subsequent Council confirmation) on matters requiring immediate attention.

18. The Membership Committee consists of a chair and four additional individuals.

18.1 The Membership Committee interacts with prospective members, makes recommendations to the Council regarding specific applications for membership, and supervises the membership renewal process.

19. The Program Committee consists of a chair and four additional individuals.

19.1 The Program Committee receives proposals for UArctic programmatic activities, works with initiators to make proposals as clear and precise as possible, and makes recommendations to the Council regarding new programmatic activities.

20. The Registrarial Committee consists of a chair and two additional individuals.

20.1 The Registrarial Committee handles all matters pertaining to the transfer of credit for participation in UArctic activities to other institutions.

21. The Nominations Committee consists of a chair and six additional individuals.

21.1 The Nominations Committee is responsible for producing slates of nominees for Council officers and members of the Board of Governors and for circulating these slates to the members of the Council at appropriate intervals.

22. The External Relations Committee consists of a chair and four additional individuals.

22.1 The External Relations Committee handles matters pertaining to the Council's relations with all outside organizations, except those institutions that are members of the Council.

23. The Steering Committee of the Northern Research Forum (NRF) consists of a chair and six to nine additional individuals.

23.1 The Steering Committee is responsible for organizing biennial meetings of the NRF and any other activities carried out under the auspices of the NRF.

23.2 Unlike other committees, the Steering Committee of the NRF is a self-perpetuating body that co-opts new members as appropriate.

24. The Council creates additional subsidiary bodies as needed to handle well-defined tasks of limited duration.

24. 1 Normally, these bodies take the form of Program Development Teams (PDTs) whose membership and mandates are tailored to the tasks at hand.

## **PART V: DECISIONS**

25. Council decisions are taken normally during regular meetings of the Council.

25.1 The Chair is responsible for ensuring that the Circumpolar Coordination Office (CCO) circulates the agenda and the texts of proposed motions at least two weeks prior to regular Council meetings.

25.2 Motions and amendments to motions regarding items already on the agenda may be made from the floor and acted upon by the Council.

25.3 Motions regarding new business may be made but will not be acted upon until the next meeting of the Council.

25.4 Every effort is made to build consensus around Council decisions. In his connection, the officers make a concerted effort to solicit the views of Representatives

who are unable to attend a meeting and incorporate their views into the consensus of the Council.

25.5 Consensus does not require an affirmative vote on the part of all Representatives. Consensus occurs in the absence of negative votes.

26. Under unusual circumstances, the Council may make decisions via electronic means between regular meetings.

26.1 In such cases, the Chair will ensure that the texts of all motions to be acted on are circulated to Council members and their Representatives at least two weeks prior to the deadline for voting.

27. In emergency situations, the Executive Committee may act on behalf of the Council. But all such actions are subject to confirmation by the Council at the first opportunity.

28. The CCO is responsible for keeping accurate records of all decisions of the Council, circulating authorized texts of all decisions taken to the Council members in a timely manner, and posting these texts on the UArctic website.

## **PART VI: IMPLEMENTATION**

29. The implementation of Council decisions is handled, in the first instance, by the CCO, working under the supervision of the Director.

30. Individual Council members may volunteer to take the lead in handling the implementation of specific decisions involving programmatic activities.

31. The Chair and the Director communicate regularly regarding all matters relating to implementation.

30.1 The Director normally attends Council meetings to ensure that s/he has a clear understanding of the content of Council decisions and the expectations of the Council.

32. The Council maintains oversight jurisdiction over all UArctic programmatic activities.

32.1 The Director prepares and circulates a report detailing the status of implementation matters prior to each meeting of the Council.

32.2 Committees of the Council take the lead in overseeing the process of implementation in their functional areas.

## **PART VII: AMENDMENTS TO THE RULES**

33. These Rules of Procedure are subject to amendment at any regular meeting of the Council.

34. Notice of proposed changes in the rules are circulated to all Council members by the CCO at least two weeks in advance of the meeting at which they are to be acted upon.

35. Changes in the Rules require consensus.

36. Any changes in the Rules approved by the Council take effect immediately.

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