

University of the Arctic Strategic Plan 2003-2007



UNIVERSITY OF THE ARCTIC

**University of The Arctic International Secretariat
2003**

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Strategic Plan
2003-2007**

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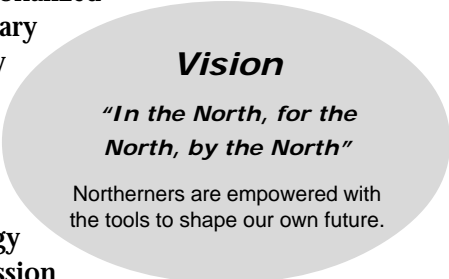
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Introduction

The idea of an Arctic university is certainly not unique. The thought has circulated through the minds of many Arctic residents and those concerned with Arctic issues, and for a good reason. Many have envisioned that a circumpolar university would provide unparalleled opportunities to share information about Arctic and northern sustainability, meet the unique needs of students in the North, and validate northern cultures, languages and learning systems. In the late 1990's these visions met opportunity and the idea was put into action.

The emergence of the University of the Arctic (UArctic)—a collaborative effort of universities and colleges, and other organizations in the Circumpolar North concerned with higher education and research, 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. UArctic 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.

Circumpolar cooperation began with economic, social and, notably, environmental issues within the context of the Arctic Environmental Protection Strategy (AEPS). Later, the Arctic Council prompted a discussion of a similar cooperation in Arctic education. This work led to a proposal to the Senior Arctic Officials (SAOs) of the Arctic Council in March 1997, proposing the idea of the 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 educational needs of the region's indigenous peoples. Encouraging this framework to function to the best of its abilities, founding principles were introduced to ensure the success and quality of the institution. These principles illustrated the unique dedication to the diverse representation and cultural histories of University of the Arctic's demography. These principles, now manifested in the institution's values and goals, speak directly to what the University must do that is not already being done in the Circumpolar North. They are the University's 'value added.'



The official Launch of the University of the Arctic occurred in Rovaniemi, Finland, on June 12, 2001 in conjunction with the celebration of the 10th anniversary of the Rovaniemi Process and its Arctic Environmental Protection Strategy—a fitting tribute to the Arctic cooperation that paved the way for the University of the Arctic. The original concept of a University of the Arctic envisioned 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. This original vision now has a structure in the currently adopted governance structure document of the University of the Arctic and this Strategic Plan 2003-2007.

Mission

The University of the Arctic is an international non-governmental organization 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.

UArctic's Motto is "Shared Voices"

meaning that UArctic is addressing the education needs of northerners in ways that strengthen the capacity of the Arctic's indigenous peoples and other northerners to meet their own goals under contemporary conditions.

Values

Regional identity ...

UArctic shall promote a northern voice in the globalizing world that reflects a shared regional identity across all eight Arctic states and among all Arctic peoples and cultures.

Interdisciplinarity ...

UArctic shall promote an understanding between different learning systems, bringing together perspectives from both social and natural sciences, and traditional knowledge to foster an approach based on issues and needs rather than disciplines.

Diversity..

UArctic shall promote cultural diversity, language plurality, and gender equality while highlighting the partnership between the region's indigenous peoples and other northerners.

Goals

Guided by our vision and our values, the University of the Arctic seeks to...

1. ***Empower the North...***
Empower the residents of the Circumpolar North by building human capital through higher education.
2. ***Improve Access to Education...***
Reduce barriers to higher education in the North in order to provide increased opportunities for northerners.
3. ***Serve Our Community...***
Develop initiatives in partnership with our community, and particularly with indigenous peoples, that are responsive to their needs and support their aspirations.
4. ***Create Shared Knowledge...***
Create shared knowledge and provide for quality discussion on contemporary issues related to the Circumpolar North.
5. ***Build Regional Identity...***
Build a shared regional identity, while valuing inclusiveness and respect for diversity across the region.
6. ***Strengthen the Voice of the Arctic...***
Strengthen the Circumpolar North's role in the world by increasing knowledge about Arctic issues.

Mandate

The University of the Arctic has been mandated by the governments of the Arctic Council member countries as well as the member organizations it serves. Initially, the mandate was received through the Ministers of the Arctic Council who in the Iqaluit Declaration in 1998 stated:

The Ministers, "welcome, and are pleased to announce the establishment of the University of the Arctic, a university without walls..."

The governments of the Arctic Council member states and the Permanent Participant Organizations have continued to affirm their support for the University of the Arctic through the Arctic Council. The University of the Arctic was officially launched in Finland in June 2001. The commitment to support UArctic was reconfirmed in the Inari Declaration in 2002:

The Ministers, "welcome the good progress of the University of the Arctic (UArctic) and encourage appropriate authorities in the Arctic states to increase their efforts to secure financing of the core activities of the UArctic."

Programs

Education

Education programs focus on building human capital and knowledge about the North among its residents and others, and empowering northerners with the tools to shape our own future. These programs address the full continuum of learning through both traditional and new approaches to life-long learning applied to the North. Education programs shall focus on:

Undergraduate Studies

Bachelor of Circumpolar Studies (BCS)

The Bachelor of Circumpolar Studies is a comprehensive curriculum program that provides a solid understanding of northern issues with a circumpolar perspective. The program takes an integrative approach that includes social and natural sciences, and local knowledge to reach a broad base of students.

Graduate Studies and Courses

Field School

The UArctic Field School incorporates a selection of short, thematically focussed courses that provide training for young researchers at member institutions in relevant fields. The Field School combines specialized study in authentic northern locations with a broad analysis of circumpolar issues.

PhD Networks

PhD networks promote regional cooperation and identity among advanced students, build an academic community among northern researchers, and develop their opportunities for education and communication with policy-makers.

Programs for Open Learning

Open Learning

Open Learning approaches fit well with the many needs of our communities and will be applied to bring higher education and other forms of learning to northerners as a supplement to the traditional university program structure. This program area identifies new routes of access to higher education to widen participation. Open Learning programs also allow northern institutions to provide increased knowledge about the Arctic to the rest of the world.

Access

The realities of our region's geography—vast distances, small communities and institutions, and great cultural diversity—require special efforts to deliver education that is accessible to all northerners.

Arctic Learning Environment

The Arctic Learning Environment (ALE) focuses on the learning processes, pedagogy and appropriate information technologies to deliver content across the great distances of the region, to support distant learners in accessing UArctic education programs.

Circumpolar Mobility Program

The Circumpolar Mobility Program (CMP) supports student and faculty mobility by providing an opportunity to experience different northern regions first-hand, and to share experiences face-to-face in an academic setting.

Knowledge and Dialogue

Together, northerners possess a vast amount of knowledge about their region. By bringing northerners and their experiences together, programs of Knowledge and Dialogue generate new ideas and new understandings, which in turn form the basis of our education programs. UArctic's Knowledge and Dialogue programs complement existing communities of international scientific research in the Arctic, and strengthen northerners' roles in those activities. This dialogue also extends beyond the North, as many groups outside the region have a strong interest in its future.

Northern Research Forum

The Northern Research Forum (NRF) is a forum for open discussion among policy-makers, business people and other interest groups, the international community, and the research community. The NRF organizes a biennial Open Meeting and other discussion fora that address issues, problems, and opportunities facing northern peoples and societies in the context of social, political and environmental changes, and economic globalization. The NRF is also a process with an enthusiasm for fresh ideas and research findings aimed at applying those findings, and bringing researchers and other experts together.

Circumpolar Universities Association

The Circumpolar Universities Association (CUA) is a membership organization consisting of universities and other institutes of higher learning and research in the Circumpolar North whose purpose is to enhance cooperation between its member institutions. UArctic and the CUA Steering Committee have proposed that the biennial Circumpolar Universities Cooperation Conference become a UArctic Knowledge and Dialogue activity.

Implementation

The following sections provide goals and specific measurable targets, and identify key issues for the successful delivery of each program.

Bachelor of Circumpolar Studies (BCS)

Goals

- To equip northerners with the knowledge to address issues relevant to their communities, such as governance and sustainable development.
- To build common understanding across the Circumpolar North through the development of a shared curriculum.
- To develop a program of study that serves students in the North, while at the same time is open to the participation of students from outside the region.

Content

- BCS is a program of study, equivalent to between 90 and 120 ECTS credits study, that complements students' bachelor level studies at their home institution.
- An introductory course, BCS 100, "An Introduction to the Circumpolar World".
- Six Core Courses: Land and Environment, Peoples and Cultures, and Contemporary Issues.
- A suite of Advanced Emphases for students' specialization, selected among a wide range of courses and programs offered by member institutions.
- A BCS program team responsible for the program's operation.

Targets 2007

- The first pilot students have received a BCS degree.
- UArctic will have more than 1000 students studying BCS courses through different delivery modes.
- A comprehensive and systematic quality assurance and revision mechanism is implemented for the BCS program.
- BCS courses are offered regularly to students in at least half of UArctic's member institutions and in all eight Arctic states.
- A sustained organization is in place for the continued delivery and development of BCS, including both content and delivery expertise.

Key issues

1. Demonstrate the value of BCS as an education option to northerners who do not normally enter into existing academic systems, or those who continue to live at a distance from traditional academic institutions.
2. Complete the development of the core courses, and develop procedures for including programs as Advanced Emphases at member institutions.

3. Establish credit exchange and registrarial capacity for UArctic at a member institution to ensure that all participating students receive appropriate credit and recognition.
4. Establish BCS academic positions to secure continued course delivery, maintenance and development, as well as to oversee instructor training and quality assurance.
5. Develop a comprehensive and systematic quality assurance mechanism, to ensure the production of high quality teaching materials through a process that also allows for local adaptation.
6. Perform content development, review and production in partnership with relevant bodies, like the Arctic Council working groups.

Field School

Goals

- To provide a broad range of specialized training for graduate students and young researchers in northern issues.
- To improve opportunities for northerners to access graduate studies throughout the Circumpolar North by utilizing the UArctic network of member institutions.
- To strengthen our institutions' ability to deliver relevant and high quality advanced courses through cooperative activities, such as holding joint courses or sharing facilities and other resources.

Content

- A selection of short, thematically focussed courses, approved by UArctic, open for students with relevant backgrounds at member institutions.
- A catalogue of all similar open courses in and about the North.
- A network of course organizers that cooperate on funding proposals and the use of existing facilities.

Targets 2007

- Graduate students at all member institutions that have graduate programs will have benefited from field courses.
- UArctic Field School contributions will have covered a comprehensive list of themes offering specialization in all major fields in the BCS core courses.
- UArctic Field School courses will have been offered in all regions of the Arctic.
- The UArctic Field School Catalogue will list all field courses in the Arctic that are available to our students.

Key issues

1. Motivate other course organizers to adopt UArctic's vision, values and goals.
2. Ensure complete content, active use and maintenance of the online Field School Catalogue.
3. Develop an overall business model for UArctic as the organizer of short-term expert courses that provide a funding mechanism for the catalogue, network communication, and course marketing.
4. Ensure the highest possible proportion of northerners in field courses.
5. Develop funding mechanisms and ways of raising awareness about the program.

PhD Networks

Goals

- To be a forum for young northern researchers to address issues of common interest.
- To improve opportunities for northerners to access graduate studies throughout the Circumpolar North by utilizing the network of UArctic member institutions.
- To strengthen our institutions' ability to serve their students with relevant and high quality training through cooperative activities, and through the sharing of facilities and other resources.
- To provide opportunities to young researchers for communication with policy-makers and local stakeholders.

Content

- The Circumpolar Arctic Social Science (CASS) PhD Network is an international network of PhD students in the social sciences focussing on Arctic issues, which meets annually for a series of seminars and presentations at a different location in the Arctic.
- The Circumpolar PhD Network in Arctic Environmental Studies (CAES) is an international network of PhD students in environmental studies focussing on Arctic issues, which meets annually for a series of seminars and presentations at a different location in the Arctic.

Targets 2007

- Graduate students at all member institutions that have graduate programs will have benefited from the networks.
- More than half of all PhD Network participants will be northerners.
- The PhD Networks will have active integration, shared resources and communication of information.

Key issues

1. Maintain and expand our networks.
2. Maintain the quality of the networks and their relevance to activities like the Northern Research Forum.
3. Identify and implement ways to optimize the training of researchers among northern institutions through, for example, ALE and CMP.
4. Create a sustained funding mechanism for network communication and meetings.

Open Learning

Goals

- To give northerners outside the traditional university system an opportunity to further their education, acquire new skills, and receive specialized training.
 - To support relevant training for northerners addressing contemporary issues like adaptation to global change, integrated ecosystem management (co-management), traditional subsistence, eco-tourism, *etc.*
 - To enable northern institutions to become major providers of knowledge about the Arctic.
- An operational program to deliver specialized courses that meet the needs of local and indigenous peoples.
 - Piloting of a series of courses according to the strategy, delivered in cooperation with relevant partners.
 - Operational delivery of seminars on Arctic issues, both within and outside the region.

Content

- A series of specialized courses that address the particular needs of smaller communities and indigenous peoples.
 - New courses that lead on to further study and provide an access route for new learners in the region.
 - New program content developed by UArctic member institutions and partners.
 - A series of programs at northern institutions developed specifically for the purpose of informing southerners about contemporary Arctic issues.
1. Initiate and complete the training programs for Russian Indigenous Peoples in Environmental Impact Assessment and legal issues, which have already been agreed upon.
 2. Develop a strategy for Open Learning developed in cooperation with relevant local and regional partners.
 3. Identify new course options for piloting.
 4. Address the needs of the local labour market by providing vocational education and short professional development programs.
 5. Focus on strengthening smaller institutions' role in delivering specialized training courses.
 6. Develop and implement a program at northern institutions for southerners, including a strategy on content and a business model for funding.
 7. Provide initial training and continued support for mature students.

Targets 2007

- A comprehensive strategy for Open Learning developed in cooperation with relevant local and regional partners and community stakeholders.

Arctic Learning Environment (ALE)

Goals

- To allow northerners to access education from where they live: in the North.
 - To deliver higher education to small communities, supported by local institutions, using innovative means to overcome cultural barriers and physical distance.
 - To identify relevant and new approaches to learning processes, pedagogies and information technologies that support the delivery of content across the great distances of the region.
 - To use the outputs of this program in the practical implementation of our educational programs.
- UArctic will have chosen the best solution for distance learning technology and service by one or more UArctic members. In the initial years, WebCT will be used as a learning platform.
 - UArctic institutions, where possible, will have committed to making online resources (especially library resources) available to all students in UArctic courses.

Key issues

1. Identify education options that attract and serve northerners who do not normally enter into existing academic systems or who continue to live far from traditional academic institutions.
2. Develop ALE into a resource that can strengthen member institutions' capacity to deliver other degree programs throughout the Arctic.
3. Integrate practical elements of online course design and delivery into the BCS organizational structure.
4. Identify newer generation platforms (including the selection of technology), identify partners, and review pedagogical options.
5. Organize a series of seminars to help develop a suite of new and innovative methods to transfer knowledge to northerners. This, for example, may include learning from local and traditional principles of knowledge transfer, new pedagogy and technologies.
6. Strengthen Arctic higher education institutions' ability to utilize these new means of knowledge transfer.

Content

- A result-oriented working group formed among UArctic members and relevant experts to address opportunities for new approaches to learning processes, pedagogy and information technologies.
- Specialized teams to support distance learning for course programs—(initially for the BCS program).
- A network of UArctic member institutions engaged in different approaches to learning, focussing on local delivery.
- A particular focus on strengthening the participation of smaller institutions in new innovative methods of delivery.

Targets 2007

- A series of UArctic seminars on learning processes, pedagogy and information technologies with a focus on the Arctic will have generated concrete and useful outputs to our member institutions.

Circumpolar Mobility Program (CMP)

Goals

- To give northerners opportunities to learn directly about each other and other regions of the North through first hand, face-to-face shared experiences.
 - To give students of the North an opportunity to be mobile and take part of their education at another northern institution.
 - To enable all northern higher education institutions to offer advanced and specialized courses by sharing faculty.
- One third of students taking BCS beyond BCS 100 will have participated in a *north2north* exchange.
 - Fifty teachers will annually benefit from a grant from *northTRES*.

Key issues

1. Bring *north2north* successfully through the pilot phase and extend the program to include all relevant countries.
2. Secure a sustained student exchange program that meets at least the needs of UArctic students. The BCS target will require at least 200-300 students on exchange annually, of which half will be students taking Advanced Emphases.
3. Strengthen northern education and circumpolar identity by allowing students at member institutions to take part of their education (outside BCS) at other northern institutions. This type of exchange should be at a similar volume as the BCS exchange program.
4. Build a well functioning coordination mechanism with other exchange programs.
5. Assure wide knowledge of, and efficient use of, the Mobile Faculty Roster.
6. Develop a model for the active use of faculty mobility, including a funding mechanism, as a means to strengthen smaller institutions' ability to deliver a wider range of courses and to give their faculty opportunities for new challenges.
7. Secure sustainable funding for the administration and mobility elements of the *northTRES* program (coordination, Faculty Roster and mobility grants).

Content

- The student exchange program, *north2north*, gives students an opportunity to study at other UArctic institutions for a period of three to twelve months.
- The *northTRES* (Northern Teaching Resource Exchange) program is a roster of northern expertise and an exchange program for faculty members to strengthen smaller northern institutions by sharing faculty resources.
- The Mobile Faculty Roster supports the *northTRES* program, and faculty exchange generally, by providing an online registry of instructors able to teach about northern issues for short periods at another northern institution.

Targets 2007

- All Arctic countries and at least two thirds of the UArctic member institutions participate in *north2north*.

Northern Research Forum

Goals

- To create an intensive and open dialogue on northern issues among members of the research community and a wide range of other northern actors (*i.e.* interest groups and stakeholders, including policy-makers) in order to implement the interplay between science and politics.
- To address critical issues and problems, with an emphasis on the opportunities facing northern peoples and societies in the context of social, political and environmental changes, and economic globalization, such as innovation in northern governance, northern economies in the global economy, population dynamics and human capital, the implementation of northern dimensions, science and technology application in the North, and applying the lessons of history.
- To facilitate the efforts of academics and the research community both to carry out work and to apply research findings that are relevant to the issues of the contemporary northern agenda, and to create new northern knowledge.

Content

- An Open Meeting every second year, rotating among the different northern countries. Participants include researchers, educators, community leaders, politicians, business leaders, civil servants, NGO representatives and resource users. The NRF encourages the participation of younger people and those with new and unconventional/non-traditional approaches.
- A series of smaller events and meetings in between Open Meetings, such as sub-fora covering a part of the Circumpolar North, theme workshops on relevant issues to 'feed' the next Open Meeting, and round-table discussions on relevant and even sensitive issues bringing together experts from different interest groups and stakeholders.

Institution

Goals

- To become a highly recognized, effective circumpolar institution, dedicated to higher education in the North.
- To achieve a sustainable level of funding for our key programs and support structures.
- To visibly strengthen member institutions' identification with UArctic and its values.
- To conduct efficient, harmonized and distributed operations with minimal overhead.
- To strengthen member institutions through UArctic programs, networks and partnerships.

Content

- UArctic is overseen by a governance structure that includes a Board of Governors and a Council of member representatives.
- A small administration including the Director and International Secretariat.
- Program activities led by professional staff located at a single institution or at a consortium of institutions.

Targets 2007

- UArctic is recognized internationally as the leading higher education institution focussing on circumpolar education.
- UArctic is recognized by northern indigenous peoples as a strong partner, which serves the specific educational needs of their communities.
- UArctic has all necessary administrative capacity in place, dispersed in different UArctic member institutions (program leadership, registrarial capacity, student support services capacity, bursary capacity, international office capacity, library services, *etc.*).
- One third of UArctic funding comes from endowments.
- Half of the UArctic member institutions use the UArctic logo as part of their institutional identity.
- Students participating in UArctic courses have a UArctic designation on their diploma from their home institutions.

Key issues

1. Ensure the highest possible quality and reliability of all our products and services. A comprehensive and systematic quality assurance and revision mechanism is implemented for all of our programs.
2. Keep a priority focus on addressing cultural diversity, language plurality, and gender equality in working towards our vision of northerners being empowered with the tools to shape our own future.

3. Ensure that the International Secretariat can operate as an international secretariat, with the authority to manage funds and projects for UArctic from all sources.
4. Secure good program services to members, including networking between institutions, opportunities for coordination of programs, the mutual use of resources and programs, and mechanisms to let members use UArctic to strengthen their role in the Arctic.
5. Promote wide-spread knowledge about UArctic, its programs and services to northerners.
6. Develop national strategies for program and general funding that address the variation in funding opportunities between the Arctic countries.
7. Develop partnerships with industries with a particular circumpolar activity basis.
8. Continue to develop of the UArctic web site with an increased level of shared information among members, supported by a publication strategy that addresses the need for course textbooks, periodicals, and other print materials.
9. Develop and maintain an efficient system for coordinating physically distributed programs and administration.

Funding

A separate Funding Strategy and Budget have been developed the administration to reflect the practical implementation of this Strategic Plan. The following section summarizes key activities and goals for the funding of UArctic.

The quality delivery of UArctic programs will require a secure economic basis, and there has been significant support from circumpolar organizations encouraging international participation in UArctic's quest for funding. In the Inari Ministerial Declaration in 2002, the Ministers of the Arctic Council stated that they, "welcome the good progress of the University of the Arctic (UArctic) and encourage appropriate authorities in the Arctic states to increase their efforts to secure financing of the core activities of the UArctic." Furthermore, the Arctic Parliamentarians expressed their support in Tromsø (2002) and encouraged the Arctic Council and the Barents Euro-Arctic Council to assist the University of the Arctic, particularly with its exchange and mobility programs. UArctic also has extremely dedicated members who commit their time and efforts to host students, deliver UArctic courses on their campuses, receive each other's students, and recognize each other's courses and credits.

The broad range of activities outlined in the Strategic Plan will require a mixture of in-kind contributions from members, substantial funding from governments, and project funding from various other sources, as described below.

Stable funding for core activities

Governmental funding will be used to establish long-term commitments for UArctic that will benefit students, such as online BCS delivery and mobility programs, as well as core administration, and minimal program operation.

Short-term, project or market funding

While stable, governmental funding is the most realistic way of financing our long-term commitment to deliver programs to students, it is clear that many UArctic activities need to be funded in the "market". This includes areas like course development, methodology and curriculum development, and the delivery of specialized and custom courses.

Member institution, in-kind activities

This has been, and will continue to be, a major source of the support, development, and implementation of UArctic programs. Member institutions are the home institutions for students, cover the cost of on-site courses, and contribute to the quality control and development of UArctic programs. The largest operational cost of education is the on-campus delivery and the hosting of students in exchange programs, which is covered by the member institutions.

Core Funding Priorities:

- The long-term funding of program delivery and operations that have a direct impact on our students has priority. This will include permanent, or long-term funding of program chair positions, the registrar function, educators and course coordinators, as well as student mobility.
- Stable funding of our core administration, including the Board, Director, International Secretariat and management capacity to monitor and follow-up UArctic program and project activities.
- Development of partnerships with industries with a particular circumpolar activity basis.
- Establishment and generation of funds for a UArctic endowment fund.

Project funding priorities:

- Development of new graduate and undergraduate studies. This is by nature a fixed product-and-delivery project, and as such is an excellent candidate for project funding.
- Field School. Targeted funding for each training program. Central support for development and maintenance of the Catalogue should be funded from the overhead of participating activities.
- PhD Networks. There will also be a need for stable funding for the networks' operation, and two to four years of program funding may be sufficient for their continuity.
- Development and delivery of programs for Open Learning. Here the client need and theme will determine the place and type of funding sought.
- Development of new and innovative concepts for the delivery of higher education to students in the North. This is a crucial research and development area for UArctic that can be project funded.

- Knowledge and Dialogue. There is a need for a continued effort to develop new areas of policy, science, and the exchange of ideas. The Northern Research Forum is a key instrument in this task, while other examples include the Circumpolar Universities Cooperation Conference, and meetings of senior officials of higher education linked to the Arctic Council. The main cost in this area is for workshops and conferences. It is anticipated that such events will be funded on a case-by-case basis.

Fundraising:

- It is the responsibility of the UArctic Board of Governors, management and members to raise the required long-term and short-term funding in cooperation with the Arctic countries and other supporters.
- The chairs of the relevant UArctic programs and the administration have a particular responsibility for short-term funding and shall develop good knowledge about, and relations to, key funders (such as the EU, Nordic Council, foundations, governments, industry sponsorship).

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