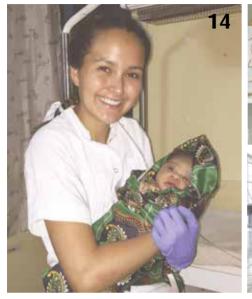


Shaping the Arctic

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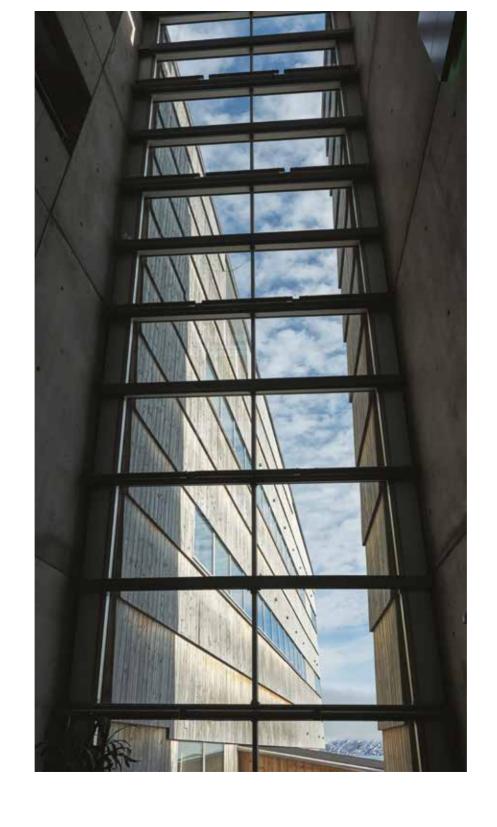




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Foreword

Shaping the Arctic

Welcome to Ilisimatusarfik's profile magazine in which we will show you a selection from the wide range of activities happening at Ilisimatusarfik – University of Greenland.

The university educates for both the private and public labour market, and does research and programmes within humanities, social and health science.

The university highly prioritises cooperation with the outside world, locally as well as internationally. Ilisimatusarfik wishes to bridge the university world with the business community and the public sector, because in a collaboration between the sectors, everyone is contributing strong professionalism and combining new thinking and innovation in a fruitful system.

Ilisimatusarfik is an arctic university that creates knowledge and innovation in a region developing rapidly. Broadly, deeply and across: Ilisimatusarfik is shaping the Arctic through research, education and cooperation. Find out more and contact us at www.uni.gl

Happy reading.

Tine Pars

RECTOR

Minik Rosing

CHAIRMAN OF THE BOARD

From Inuit Institute to Arctic University

1974

Grønlands Landsråd/The Greenlandic Council proposes the creation of a university-like institution - an Inuit Institute.

1981

The decision is made at the local parliament, the "Landsting", in autumn 1981.

1983



Professor Robert Petersen is hired as head. Other staff are hired during summer.

1984

The first students at Ilisimatusarfik are taken in for study start in the spring.

1987

Master programmes are introduced.

The three-year Theology programme is merged with Ilisimatusarfik/Inuit Institute.

The name is changed to Ilisimatusarfik (University of Greenland).

The celebration of the opening of own buildings in the newly restored mission station, Ny Herrnhut, takes places 10 September 1987.



1989

The statute for the university is passed. With this, Ilisimatusarfik has formal status as a university. The date for the foundation of Ilisimatusarfik as a university is 1 September 1989.

1995

The Bachelor programme is introduced.





Claus Andreasen, Rector 1995-1999



Ole Maruardt, Rector 1999-2007



Aage Rydsgtrøm-Poulsen, Rector 2008



Tine Pars, Rector from 2009



1996

A new statute is passed in Parliament.

1997

The Bachelor programme in Theology is introduced.

2003-2005

A separate programme in Theology, "exam theol", followed by pastoral college, is introduced.

2007

A new statute is passed in the parliament after which the university is merged with other institutions for further education, and a new structure with board and rector is introduced. The law comes into force 1 January 2008.

2008

Ilisimatusarfik is moving to new premises in the newly built Ilimmarfik.
Ilisimatusarfik now comprises nine institutes.

The board is appointed.

2009

Tine Pars is hired as new rector 1 January 2009.

2010

A new institute structure with three institutes is introduced: The Ilimmarfik Institute Institute of Learning Institute of Nursing and Health Science

2015

A new institute structure with four institutes is introduced: Institute of Learning Institute of Nursing and Health Science Institute of Social Science, Economy and Journalism Institute of Culture, Language and History



Ilisimatusarfik is offering 10 full-time degree programmes

■ Business Economy

The Bachelor degree in Business Economy is a three-year degree that is targeted towards making students ready to work as business economy specialists in a public or private company, or as generalists looking holistically at business operations and scope for development.

The degree programme is developed in close cooperation with Greenland's business community.

■ Culture and Social History

The Culture and Social History degree is available as a Master degree.

The degree provides a broad and versatile historic understanding of cultural and social

conditions focused on the arctic world.

Journalism

The journalism degree is a professionally targeted degree in a profession that carries many privileges and a great responsibility. It takes courage, cooperative skills and discipline to be a journalism student. This is true both during the programme and work placement and as a fully qualified Bachelor in Journalism.

■ Teacher

The Teacher degree is a professionally targeted Bachelor degree.
The purpose is to train teachers for the Greenlandic "folkeskole" (public primary and lower secondary school) and as a basis for other teaching. At the same time, the degree is a qualification for further education at graduate and Master programme level.

■ Translation & Interpreting

Professional Bachelor in translation and interpreting is a relatively new professionally targeted Bachelor degree at Ilisimatusarfik. Translators are not only necessary for Greenlandic language and culture to be able to survive in a globalised world, but also serve to improve the public service level.



Social Science

The degree programme in Social Science provides thorough knowledge about Greenlandic and international social conditions.

The programme is broadly based and covers important subject areas within social science, such as political science, economy and law. With knowledge about these subject areas, you will be able to form an overview of the tasks facing a public administration, for example.

■ Social Work

The Social Work degree is a broad, professionally targeted degree programme within social science.

The programme comprises four subject areas: social work, social science, psychology and law. The aim of the degree is to educate social workers who are able to prevent and remedy social issues in today's society.

■ Language, Literature & Media

Language, Literature & Media is a university graduate programme.

Some of the initial telling things about a country's cultural peculiarities are the spoken language, news, debate and cultural media, and, finally, the literature that mirrors or challenges the national identity.

You are at the centre of cultural life when you are studying Language, Literature & Media.

Nurse

A professional Bachelor degree as a nurse provides you with many opportunities. People's perception of a nurse is typically someone working in a hospital, but that is a too narrow perception. Trained nurses also work with information about general health, teaching and many other things. What these many jobs available for trained nurses have in common is that, as a nurse, your main task is to secure the best possible health for the population.

Theology

How did Christianity emerge and how has it developed through the ages, and what is its role in modern Greenlandic society? Those are some of the questions that the Theology degree programme engages in.

As a theology student, you will learn about the origins of Christianity, its history and contemporary issues. Thereby you will be able to independently and qualitatively decide your attitude to, and work with, the Christian religious tradition in relation to the contemporary situation.



is talking about it, but no one is doing anything about it! Greenland has been like a magnet for scientists for decades. In the same period, it has been a fact that a large part of the scientific research done in and around Greenland only to a small degree has been activated as a benefit for Greenlandic society, for example as research that has resulted in creation of new businesses.

It is the aim of a collaboration between Ilisimatusarfik and the University of Copenhagen - Greenland Perspective to change this. The initiative is an open, interdisciplinary collaboration, which is inviting scientists, the business community, authorities and civil society to work together in order to investigate what it

terms of natural and human resources. What is Greenland? What is Greenland able to? Moreover, how can the country's special resources and character traits become an international competitive advantage - instead of copying what everyone else is doing?

The target is for science in collaboration with, among others, the business community to contribute to the multi-faceted growth and development - for example in terms of employment which is commonly recognised as what Greenland needs. The science community may be able to help providing an answer. The collaboration with specific businesses can contribute to develop and, not the least, test if the

up when they meet reality.

Greenland Perspective is an open collaboration that is financed from project to project, and hence dependent on participating scientists and businesses contributing own resources in the form of funding, data and analysis capacity.

The advantage of becoming part of the initiative is that you as a business gets access to an international network and analysis power and collaborative opportunities with a number of partners, which you perhaps did not even know you could benefit from. If you, as a business, have an idea to discuss, you are welcome to contact the leader of the initiative, professor Minik Rosing.



Project Stenmel (gravel) and Coldzymes – sustainable resources create growth

Project Stenmel is a Greenland Perspective collaboration between several departments at University of Copenhagen, GEUS Nuuk, University of Sao Paolo in Brazil, and the Greenland business Usisaat.

The project investigates whether the finely ground "stenmel" gravel, which originates from the movement of the inland ice over the rock and which gathers as mud in Greenland's fiords and lakes, may be used to revitalise exhausted tropical land, for example in Brazil.

The project is supported by the Novo Nordisk Foundation. If it turns out that the gravel has the expected effects, it will generate a new kind of business and employment in Greenland.

The newly registered biotech company Coldzymes is another example of how Greenland Perspective may contribute to a diverse business development.

The company is working on making enzymes from lime columns in Ikkafjorden profitable, which both may contribute to environmentally solutions globally – in this case by producing enzymes for detergents, which work in cold water – and benefit the Greenlandic economy by creating a growth business.

Greenland Perspective is not only interested in natural resources: there is also work being done in relation to human resources, new technology or concepts, for example within the experience economy.



New Focus on the Impact of Raw Materials

The Arctic Oil and Gas Research Centre was opened at Ilisimatusarfik on 16 March 2016. This created a platform for focusing on the economic and social consequences of oil and gas activities in the Arctic, with special attention on Greenland.

The heads of the centre are professors Anne Merrild Hansen and Rachael Lorna Johnstone, and the centre is affiliated with the Institute of Social Sciences, Economics and Journalism at Ilisimatusarfik.

The purpose of the centre is:

- to facilitate and perform research within the field;
- to establish and participate in a Greenland-based network of experts in the field;
- to communicate relevant and practical knowledge and insight that can help local communities, NGOs and decision-makers with the planning, selection, design and development of projects.

The centre disseminates research results widely through both traditional peer-reviewed publications, and informs about its activities and results via a website, in English, Greenlandic and Danish, with information in a more popular scientific format.

The tasks of the heads of the centre Anne Merrild Hansen and Rachael Lorna Johnstone are to:

- manage the research agenda;
- lead and coordinate the activities of the centre;
- fundraise to support and establish new projects;
- develop the centre's strategy in dialoque with the centre's members;
- reach out to non-scientific players from, for example, industry, local communities, NGOs and others from the political world and seek their input in relation to research activities;
- advise PhD students, Master students and lecturers in the existing programmes;
- contribute to the development of Ilisimatusarfik's curriculum.

You Can Take Part

Members of the new Arctic Oil and Gas Research Centre are recruited from Ilisimatusarfik and closely associated institutions in Greenland. Both PhD students and established researchers are able to become members.

Members meet up regularly with the heads of the centre, and contribute to the strategic planning of the centre and to identify research priorities, collaborate on research projects and funding applications, assist in organising of, and participate in, centre symposiums and other activities.

It is also possible to affiliate closer collaboration partners such as associated researchers and institutions to the centre. They are chosen based on their contribution to relevant research in and around the Arctic. They are going to participate actively to the activities of the centre, for example through collaboration on specific research projects, project applications, symposiums, conferences or as co-authors in journals and collaboration on book publications. Associated institutions may contribute with grants or finance research projects or activities that support the centre.

The centre will initiate and run an international network of experts. It will include interested researchers who are working with the economic and social consequences of oil and gas activities in the Arctic. The network will include

researchers at all levels, from PhDs to established top-level researchers within research fields such as economy, political science, anthropology, law, international relations and geography.

Citizens, authorities, companies and NGOs have the possibility of getting access to the centre. People can contact the heads of the centre via email or phone if they want to meet them. The heads of the centre will approach players themselves, and travel around Greenland to meet interested parties. In addition, everyone will have access to the produced knowledge via the research centre's website.

The Mineral Licence and Safety Authority Pays Without Intervening

The Mineral Licence and Safety Authority under Greenland's Self-Government is

funding the salaries for the two heads of the Arctic Oil and Gas Research Centre. The grant is administered by Ilisimatusarfik.

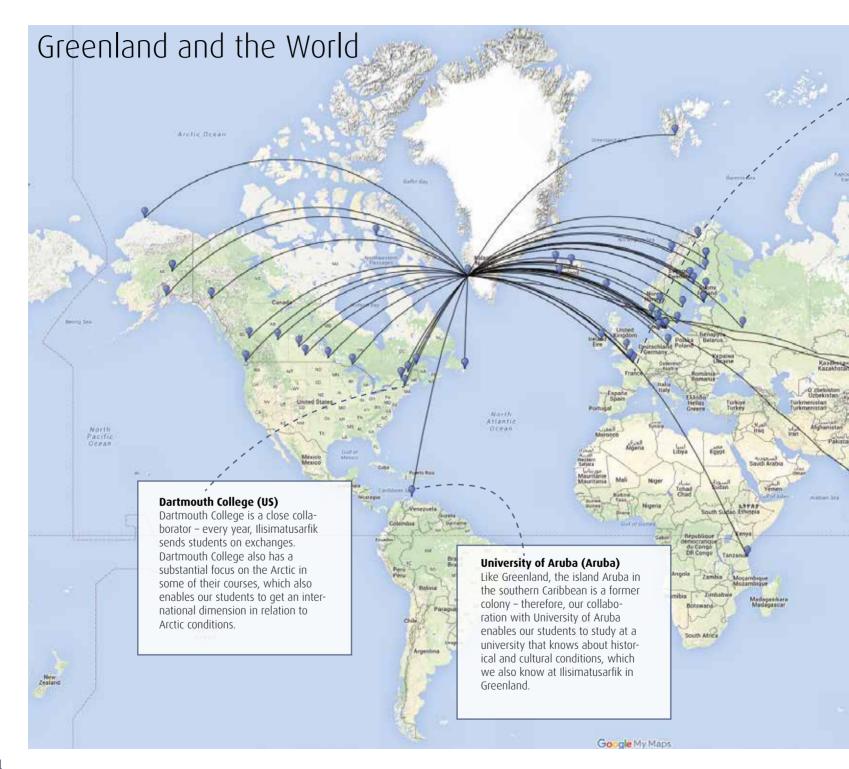
Companies that have exclusive rights licenses to investigate and utilise oil and gas in Greenland are bound to contribute to the capacity building within oil and gas in the country. The grant is funded via money from these contributions.

Even if the heads of the centre and researchers are technically funded by the

Self-Government and the oil companies, they are going to work completely independently of those.

The Mineral Licence and Safety Authority does not have a direct influence on the research agenda and does not approve research results.

The researchers at the centre will continuously seek additional external funding from different institutions to run the centre's activities.





This was a very small section of Ilisimatusarfik's many collaboration agreements. You are always able to see an outline of our network and our partnership and collaboration agreements on our website www.uni.ql.



- We have learnt so much professionally from the stay.

was an eye opener for the two young women.

assisted in the birth of a child. The conditions

and, not the least, the primitive equipment

ent ways.

- It has helped to develop my cultural understanding and respect for dissimilarity. Those are things that, in my opinion, are necessary if you want to work as a nurse, Lisa Ivalu Lind Fleischer says.

 Clearly, it's something that I will benefit from in the future, when I am going to work as a nurse with all kinds of different people, Lisa says.



Teachers With Vision

- When I chose to study to become a teacher,
 I had no idea that it was a programme with an international dimension.
- I have just returned from a Nordic course in Iceland, and I am overwhelmed how rewarding it is to collaborate with colleagues from other countries, to learn about their educational culture, challenges and solutions.

Says student teacher Nivi Møller-Sørensen who took part in the course SPICA, which is a Nordic collaboration between teacher training programmes, along with, among others, her fellow student Lisa-Marie Hammeken.

This year's theme was tolerance and dialogue, and we had to come up with solutions and methods, across nationalities, for teaching pupils about nature and sustainability.
 It was very inspiring and, among other

things, we visited a kindergarden, a "folkeskole" (comprehensive public school for 7to 16-year-olds) and an upper secondary school, says Lisa-Marie Hammeken.

SPICA is a Nordic network with participants from the teacher training programmes in Greenland, the Faroe Islands, Iceland, Norway, Sweden and Denmark.

The institutions have a common objective to strengthen the professional and didactic competences of the student teachers, and the network focuses on opportunities and challenges in relation to diversity, sustainability and democracy in school.







Where Are the Penguins?

Frenchwoman Claire Fihue often heard about Greenland when she grew up. However, her image of the huge northern island was a romantic one – and not entirely correct. She was dreaming about icebergs, seals, polar bears – and penguins!

 I had no idea about modern Greenland or the city Nuuk, until I came here to study for one term at Ilisimatusarfik, she says.

Claire Fihue is a humanities student at Université de Rouen in Normandy, and she is following a programme in social science during her term at Ilisimatusarfik, among other with programmes in international relations in the Arctic and sustainable development.

- I chose to study a term in another country to experience another culture and to meet new people. I believe that travel is a necessary requirement to become an openminded world citizen. Further, I believe that it helps understanding, for example, refugees and immigrants in your own country if you have experienced living as a foreigner in another country, Claire explains.

She is very enthusiastic about the fivemonth stay in Greenland, and, in particular, noticed the quiet way of life and the trust among people.

For example, at one point I forgot my mobile phone at the university, and was convinced that someone subsequently had stolen it
which would have been a sure thing in France. However, far from it, a fellow student had handed in the found phone at reception, she says.

Claire is in Greenland through the EU scheme Erasmus, which is an exchange programme for students, and she noted, among other things, a big difference between courses in the two countries. In France, you often have several hundred students in an auditorium, listening to a professor, whereas in Greenland you are only a few students with a chance to talk and contribute to the classes.

I would recommend all students to travel – for example through exchange programmes
 to be able to experience other countries and meet other cultures, without putting your education on hold. Personally, it has taught me to appreciate the small things – as in playing board games with friends or visiting the swimming bath – those are the best times.



Ice, Whales, Sunsets – and a Modern Society

Oskar Malmgren is studying political science at the Linnaeus University in Växjö, Sweden, and a few months ago, he did not know much more about Greenland than it is the largest island in the world, has inland ice and a hugely widespread population, and his friends told him to be on the lookout for polar bears and igloos.

He never imagined the modern, technological society he ended up in when he decided to apply for a student place at Ilisimatusarfik to study criminology, fishing and hunting, as well as cultural and social history in a spring term in 2016.

Here you find all the modern comforts, and the shops are well stocked with both familiar articles from home and also exciting stuff like seal and whale meat. I am most certainly positively surprised – mostly how well I have been received. People are very open and make you feel welcome. Both lecturers and the other students at Ilisimatusarfik have, from the outset, been kind and interested in why I chose to study particularly in Greenland, Oskar Malmgren says.

He also points to the benefit of improved language skills as a result of his stay.

He has not learnt Greenlandic, which he finds much too hard to learn in six months in Nuuk, but on the other hand he is now fluent in Danish.

 When I arrived here in January, I didn't speak a word Danish. But now, two months later, I speak it fluently thanks to the intense fellowship with Greenlandic students, who speak Danish perfectly, he explains.

Oskar Malmgren feels that Greenlandic society is much less stressful than back home in Sweden. Here things take their time, he says.

- And since Ilisimatusarfik is such a small university, the classes are much more personal than at my home university with around 50,000 students. I get a much more personal contact with both lecturers and fellow students, which helps to make my stay funny and worthwhile. Finally yet importantly, the studies here in Greenland have an arctic perspective, which I appreciate since you don't learn much about the arctic area in Sweden.



Distance Teaching

- More Than an Emergency Solution

The pupils arrive at the school, turn on a camera and smartboard in the classroom and greet their teacher, who perhaps is in another classroom several hundred kilometres away.

The teacher runs through the day's tasks, shares documents electronically and watches, via the monitor, that the pupils are paying attention, doing the assignments and are asking questions. During the whole time, there is a visual contact between teacher and pupils, and the teacher is able to monitor if conflicts arise.

Completely classical teacher-centred teaching from the blackboard, albeit with a physical distance. This is how distance teaching has been tested and used for years in Kommuneqarfik Sermersooq.

Distance teaching is regarded as an emergency solution and a substitute that can be the alternative to school closures, for example in villages without trained teachers. This is how it has been in the Settlement Kapisillit, around 75 km from Nuuk, where the few pupils have been taught by teachers who physically are on one of Nuuk's town schools. Anders Øgaard is a lecturer at the teacher training programme, which is part of the

Institute of Learning at Ilisimatusarfik. He has been following a project in Kapisillit in connection to his PhD about distance teaching, and is in no doubt that it is a success in relation to securing quality teaching for the children in the Settlement.

- It works well, the technology is well tested, there is a good internet connection and the alternative would be that these children would have either to leave home very early, or be taught by their parents at home, he says.

Øgaard highly acknowledges distance teaching as a method to secure teaching by trained teachers for Greenlandic pupils in many Settlements. However, he has also been engaged in viewing the method of distance learning as more than just an emergency solution.

 I think it's interesting to view distance teaching as a pedagogical potential. This way of working may trigger completely new ways of thinking about pedagogy and didactics, which may be much more progressive.

He defended his PhD in January 2016, in which he focused on distance teaching

as a way of new thinking. He has been following a distance teaching project in Denmark, for example, where pupils across three schools were tasked with a common project in their English class.

The pupils were divided into groups across the schools and each group was asked to create a fictitious club. The pupils were describing the club's activities, among other things, through telephone and Skype meetings, file sharing on shared drives, etc.

- The class contained a high level of written work, which gave the teachers a good impression of the pupils' proficiency, and it was a good exercise for the pupils. In return, it also gave them more individual freedom to choose when to work during the day than is usually the case. The pupils were given more freedom and more responsibility, explains Anders Øgaard.

He tried himself to carry out a similar project on a smaller scale in southern Greenland, in collaboration with local teachers at three Settlement schools. That project, however, was made difficult by, in particular, a very bad internet connection.

- It's vital to have a fast enough internet



connection. Moreover, it's not enough that the pupils have internet access at school, there has to be a scheme with free or cheap connections to their homes as well. That way you are also able to continue with teaching, even if the school has to be closed due to a snowstorm. Nevertheless, in many places today, internet connection in settlement and remote districts is so expensive that it's in fact an economic problem for the parents if the children have to watch YouTube videos, etc., in connection with the classes. Free or cheap internet for all schoolchildren will clearly provide some fantastic pedagogical development opportunities, and it's a necessity to make distance teaching work, argues Øgaard, and finishes:

I have no doubt whatsoever that distance teaching makes sense in Greenland, where it's difficult to find trained teachers for all schools. But if used the correct pedagogical way, I'm convinced that it will create opportunities, more than traditional teaching, to live up to the intentions in school to work towards more independent and critically thinking pupils, because the form hands more responsibility for actively participating over to the pupils.









eral Greenlandic inmates in Herstedvester prison, and she moved to Greenland after graduating.

- The desire to do research increased, so I ended up applying for a PhD grant at the Danish Council for Inde-pendent Research under the Ministry of Science, and got it in 2009. That was the beginning of my work here at Ilisimatusarfik, where I wrote my dissertation "The Institution – Imprisonment in Greenland", which I defended in 2012.

Annemette Nyborg Lauritsen was later employed in a research and teaching post at Ilisimatusarfik, which she is happy with. She greatly appreciates the opportunity to become deeply absorbed in the field she is so engrossed in. You are often alone within your field as a researcher at Ilisimatusarfik and that is why she is finding professional collaboration elsewhere. She participates, for example, in a Nordic group of researchers who is investigating how to handle conflicts and violations of the law within the Nordic island communities Greenland, Iceland, the Faroe Islands and Åland Islands.

- These island communities are very different culturally and historically compared to how far they have come in terms of self-government/independence. At the same time, they share more traits with one another compared to the rest of the Nordic countries: small population living in secluded island communities. Small communities with a strong visibility and mutual dependence, and a daily life strictly bound to strong traditions. Conditions that may affect handling of conflicts, how violations of the law and influence on one's own law policy are viewed, says Annemette Nyborg Lauritsen about the focus of the research group.

It is the wish to crush certain myths and break down taboos, which is driving her research. She wishes to contribute, with her publications and communication of her research results, to a more qualified discussion about crimes, imprisonment and prisons in Greenland.

When Greenland opens its first closed institution in Nuuk in 2018, it will no longer be the "country without prisons".

In the future, Greenlandic convicts will no longer be sent to Herstedvester prison to serve a sentence far away from their language, culture and family, but will be behind bars in Greenland.

The closed prison will supplement open institutions, where offenders with milder sentences are imprisoned today.

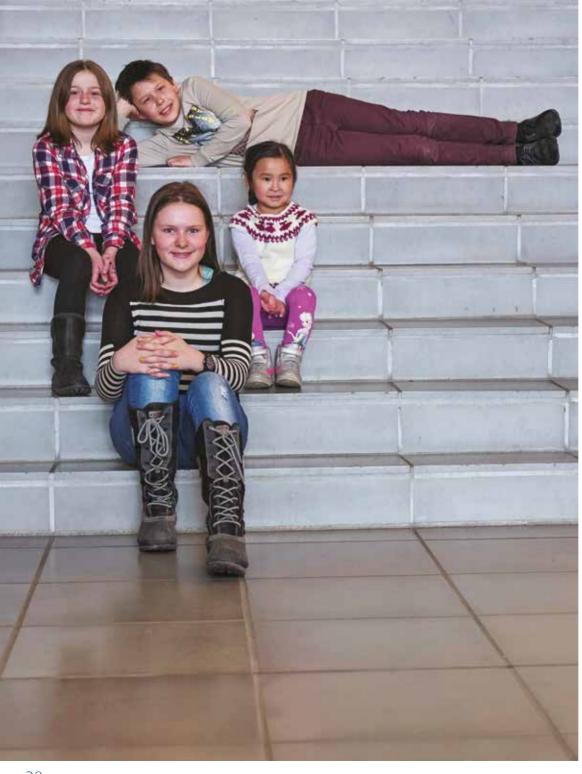


Did you know ...

... that you can collaborate with one or more students from Ilisimatusarfik if your company, organisation or institution has a project you would like to undertake?

You may bring your own wishes or let the students inspire you.

You may host, or the student can work from Ilisimatusarfik or from home – at no cost for you.



Children and Families at University

The development of youth political parties; young people's political interests; youth crime; vulnerable young people in small Greenlandic communities; media consumption among children and young people; children's social competences and toughness; children and literature; young people and fashion; young people's culture and life style. Those are only some of the headings that are already being researched in relation to children, young people and families in Greenland – since November 2015, the researchers have had access to both a physical and virtual meeting place in the recently established Centre for Children, Youth and Family Research at Ilisimatusarfik, CYFRI).

The purpose of the centre is to bring together knowledge, research, publications and, not the least, professionals within the field into a cross-curricular, interdisciplinary environment where, for example, networks, collaborative projects and method teaching take part in optimising the research. The Director of the centre is associate professor Jette Rygaard from the Department of Language, Literature and Media:

- We are well under way with building the bank of knowledge, both physically in a specially set up room here at Ilisimatusarfik, and digitally to enable that all available knowledge and existing research within the field is being collected. We already have a number of researchers and staff members from different institutes and departments

Rockwell Kent - 80 Years Later

at the centre, and we also very much desire close cooperation with both international collaborators and others in Nuuk and Greenland who work with conditions for children and young people. It is important for us first to emphasise our attachment to the Greenlandic community and then afterwards look at the international cooperation, she explains.

CYFRI plans to organise a local seminar during 2016, for representatives from both Ilisimatusarfik, the public system with councils and relevant departments, civil society organisations and others who are interested in an increased cross-curricular collaboration focusing on the conditions for families, children and young people.

- In 2017, we are planning to hold a large, international conference where we are inviting our collaborators, both in this country and from different countries, to get outside inspiration while at the same time passing on our own research, says Jette Rygaard.

To begin with, however, the centre activities concentrate on efforts such as courses in methods, use of databases and other things that may enhance the current research, but also more social events such as, for example, lectures in "Untold stories from fieldwork", which have already taken place twice in relation to method. An anthology with some of the many research results and publications in the field will be published later.



One of the concrete projects managed by CYFRI, is a research project in visual anthropology, which is starting from the photos and descriptions of Greenland by the American photographer Rockwell Kent who lived and worked here in the 1930s.

The researchers Jette Rygaard and Axel Jeremiassen from Ilisimatusarfik will, together with two American researchers, use Rockwell Kent's photos and artwork to discuss changes in way of life and living conditions for arctic people then and now.

The research team will travel to the four participating towns/villages Illorsuit, Uummannaq, Sisimiut end Nuuk and use responses from the local people to prepare later interview surveys.

The project also involves photo workshops for chilldren in these towns. The purpose is to teach the young people basic technical photography skills, to enable them to take pictures with supplied cameras, which will then be exhibited both locally and internationally.

The comparison with Rockwell Kent's 80 years old works will provide documentation and understanding for the kind of development that has taken place over time in the visited communities.



PhDs at Ilisimatusarfik

2009 Kathrine Kjærgaard 2010 Jens Heinrich

2011 Gitte Tróndheim og Annemette Ny-

borg Lauritsen

2012 Inge Høst Seiding

2013 Tine Aagaard

2014 Steven Arnfjord

2016 Anders Øgaard og Lars Poort

PhD-students at Ilisimatusarfik May 2016 Natuk Lund Olsen:

"Kalaalimernit: Greenlandic foods, Cultural Identity and Changes"

Anna-Sofie Olsen:

"Public participation in Impact Assessment: Exploring the human dimension of hydrocarbon exploration in Northwest Greenland"

Samo Nielsen:

"Decision-Making Process in Extractive Industry Development in Greenland"

Ann Eileen Lennert:

"A Millennium of Changing Environment in the Kangersuneq and the Kapisillit Fjord System West Greenland – Interdisciplinary analyses of climate variability and cultural landscapes"

Andreas Møller Jørgensen:

"Democratic and technological innovation: An inquiry into eDemocratic power configuration"

Panuna Egede:

"Environmental impact assessment of ressource development projects in the Arctic – and the application of traditional knowledge"

Judithe Denbæk:

"Meaning in Greenlandic – a study of how word formations and sentence structures bound together by the underlying semantics in Greenlandic"

Rosannguaq Rossen:

"Nationbranding in Greenland – seen through Fashion"

Cecilia Petrine Pedersen:

"Mental Health for Children – implementing og anchoring of Robustness Programme og Free-From-Bullying in Greenland"

Mikaela Augustussen:

"Palliation for Greenlandic Cancer Patients in Greenland and in Denmark"

Did you know ...

... that you are able to hold conferences, meetings and seminars in the llimmarfik building, which houses Ilisimatusarfik?

The beautiful location and the view to Nuuk's landmark, the mountain Sermitsiaq, are, together with all the modern comforts, what attract both private and public companies and organisations.

From Education to Job

- the Long Way Around

When Helle Hansen Rosing passed her A-levels in 2002, the plan was somewhat clear. She was going to study at Niuernermik Ilinniarfik commercial college, and had saved up some money for accommodation. That is not how it went.

Helle needed a change of air, and instead she used her savings to travel around the world as a backpacker with a friend. When she returned home, the education plan had changed, and instead Helle was accepted at the social science basic year at Aalborg University. She had an idea that she was going to continue her degree in BSc Econ/business economy after the basic year, but instead she chose to move back home to Nuuk to, among other things, help her father wind up his company.

- After that, I applied for the administration programme at Ilisimatusarfik and were accepted. It was a great time with great solidarity among the students, also across the programmes. The classes were very different compared to Denmark, in a good way, with a closer relationship to the lecturers due to small classes, and she remembers the beautiful setting in the old Hernnhut building.

Helle and her fellow students did get to move into the brand new premises in the Ilisimatusarfik building before she finished her Bachelor degree in 2008, during which time she was also working in the Department for Industry.

After that, she went to Copenhagen with her

boyfriend, where she quickly got a job at "Industriens Pension", a labour market pension scheme for industrial employees, before the couple moved to Aalborg and she began studying a Master degree in tourism.

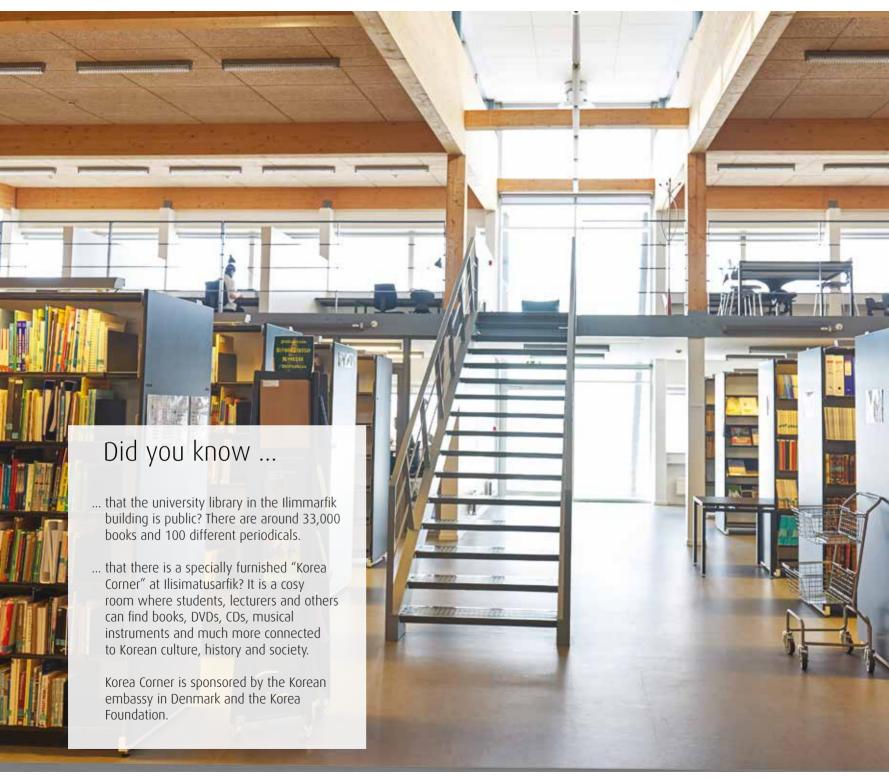
- I never really finished that, since I was both on maternity leave and away from the studies for a long time because my father became ill and passed away. On the other hand, I was self-employed several times, both running my father's former company and producing films with a friend, says Helle Hansen Rosing.

Since April 2015, she has been employed in the HR department of the energy company Nukissiorfiit. Here she is very much utilising her Bachelor degree from Ilisimatusarfik.

- At the administration course, I was studying, among others, the subjects administrative law, political science and organisation, which benefit me now. The theories from organisation makes a lot of sense when I'm working in a company, which is so large and spread over the whole country. In addition, from political science I have insight into the mechanics that drive a net-controlled, self-governed, self-owned company, where the important decisions are made through the political level. Professionally, I got the basis to be able to hold a job as HR consultant from my studies, she explains.

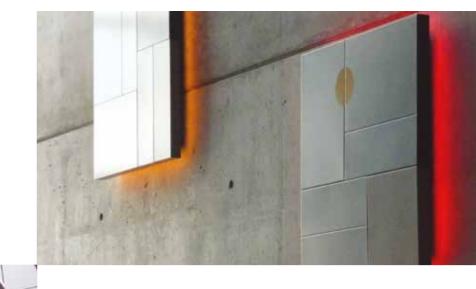
Helle Hansen Rosing is on maternity leave with her second child until December 2016, when she will return to her job. She has, however, not entirely given up with regard to further education, and dreams about perhaps doing a Master degree or similar some time in the future. Right now, she is more than happy to work with the theories in practice.



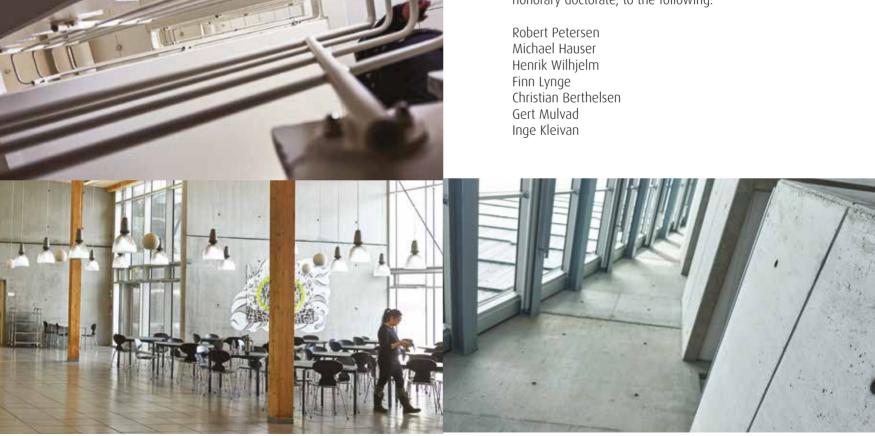


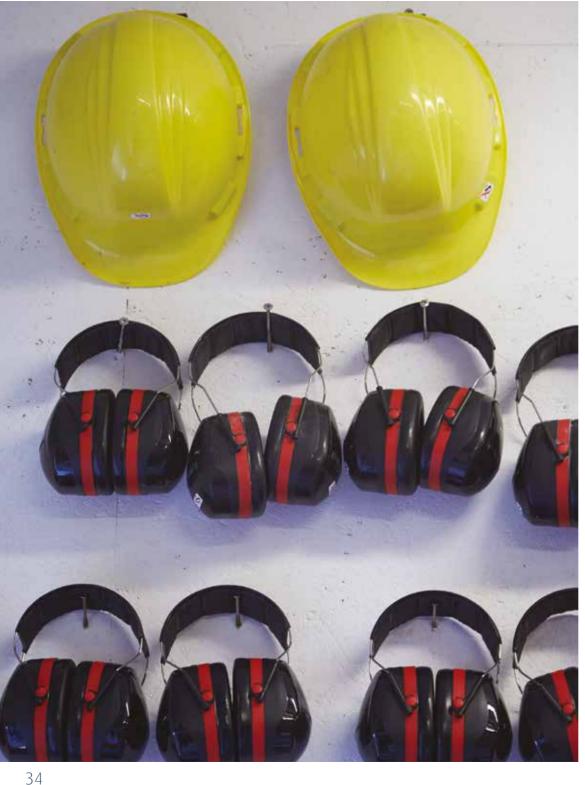
Did you know ...

... that Ilisimatusarfik organises many public lectures about entirely different subjects? Among the previous lectures were e.g "Is Greenland Really Christianised?", "The King of Chinese Comedy – Stephen Chow" and "The Consequences of the low oil price for Petoro and the Norwegian oil industry".



... that Ilisimatusarfik in the past has awarded the most distinguished academic honour, the honorary doctorate, to the following:





A Programme You Can Count on

The Bachelor degree in Business Economy is a three-year degree, which is developed and run in close collaboration with the Greenlandic business community. The degree is research-based and we attach great importance to working with the latest research and current theories within each area.

The degree introduces the different conditions in business economy and qualifies for work in operations and development in a public or private company.

Bachelors in Business Economy have a fundamental understanding of the business as a whole and focus on economic management.

With the degree, it is possible to continue studying Master degrees in Business Economy, such as Cand. Merc. (Master degree in economics with many options for specialising) and Merc. Aud. (Master degree in accounting).

The degree offers employment opportunities within economy and accounting, HR, marketing and administration.

Close Dialogue with Future Employers

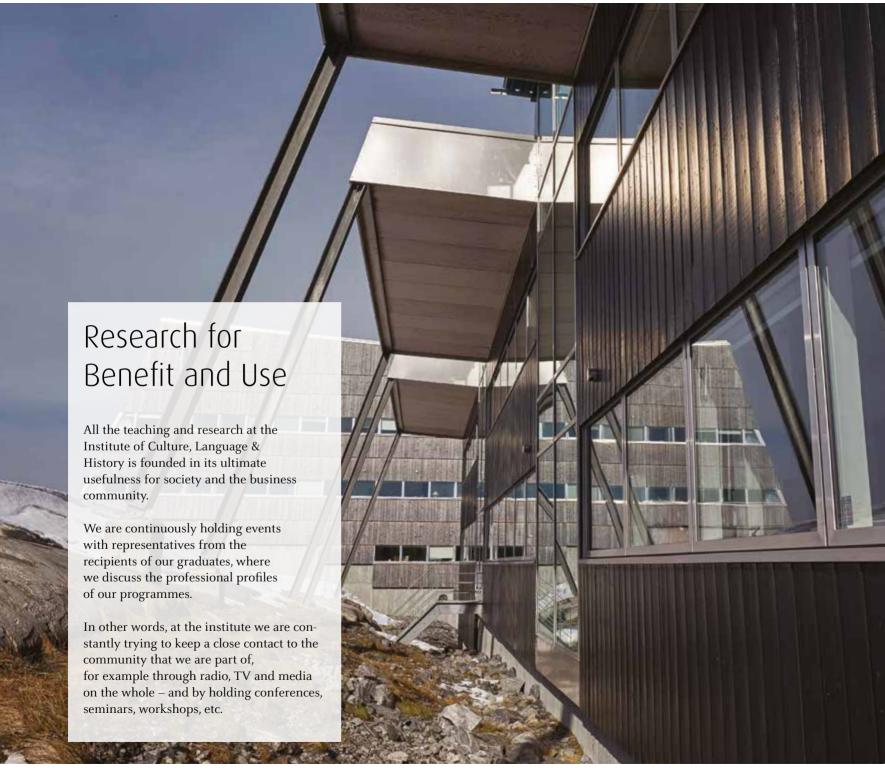
The Institute of Nursing and Health Science has a well-established cooperation with the business community within the field we know as the health service.

The institute offers the Nursing programme, which is very clearly professionally targeted, and which demands a both flexible and credible partnership with the entire health service, since the students are doing work experience as a considerable part of their programme.

Furthermore, courses on Diploma and Master level are offered in close collaboration with customers in the entire industry, and the institute has been the base for several courses in the PhD programme for health professionals.

The Institute of Nursing and Health Science houses, among others, Greenland's Centre for Health Research, which is a platform for health research projects that bring new knowledge to the health service. Almost all projects at the institute are carried out in close collaboration with the health service around the entire Greenlandic community.





Greenland in Fashion

Traditional Inuit symbols like ulus, leather embroidery and pearl collars are booming as motifs in modern fashion design. Bibi Chemnitz, Isaksen Design and Nuuk Couture are some of the brands that lately have been putting Greenland on the world's fashion map, and they are utilising well known patterns and so-called ethno-symbols more and more in their designs. Famous designers have several times been inspired by, for example, the women's national costume when creating high-heeled boots, dresses, etc.

Design and fashion are increasingly being used in the branding of Greenland at international fairs, exhibitions, and so on, as part of a complete picture of contemporary Greenlandic identity. However, in Greenland they are not always met with enthusiasm. Debates frequently arise about whether the new thinking expresses innovative and courageous development or if it is lack of respect for the traditional craft.

It is exactly the population's response to this kind of branding that occupies Rosannguaq Rossen. She is a lecturer and PhD student at Ilisimatusarfik and researches exactly "Nation branding in Greenland seen through fashion".

- When huge radical changes happen in society and people's self-perception is rapidly developing, it seems like we have a need to find the symbols of our traditional values and common history. We saw towards the end of the 1970s and 1980s a rise in the use of ethno-symbols during the transition to home rule, we needed to show what it is that gives us our identity as an independent people, she explains, and continues:
Right now, society is marked by a rising globalisation and the world closing in.
Again, it may create a bigger need for defining what it is that binds us together as Greenlanders.

Some time ago, Rosannguaq Rossen wrote a dissertation about "Political and society satire as a mouthpiece in Greenland", in which she particularly looked at the reactions among the population when the traditional identity perception is provoked from new angles.

 The same thing happens when a satirist is challenging people's self-perception or a modern designer "allows himself/herself" to change the patterns we recognise, the researcher says.

Her work has so far allowed her to participate in a number of debates about, for example, branding through fashion, use of ethno-symbols such as ulus and similar. That is a part of the work as a PhD student she really appreciates:

- Sometimes, it's a lonely spot to be the only fashion researcher here, but then it's good that I get out and enter into dialogue with interested citizens, and I really like the fieldwork where I, for example, on fashion fairs in Copenhagen and Berlin study how nation branding is working in the real world.



Five Years – Five Objectives

Ilisimatusarfik is recognised as an arctic university that is engaged in research and education around arctic culture, language, health and society. We are creating development and innovation in a time where the need for knowledge, growth and long-term solutions are particularly needed. Building on Ilisimatusarfik's existing strengths, the strategy for 2015-2020 describes the following five objectives:

1

Strengthen the quality of the programmes and promoting new programmes

To secure the continued quality and international level of Ilisimatusarfik's programmes and to secure coherence with the needs of society, Ilisimatusarfik is going to, among other things:

Revise the teacher training programme

Create a Bachelor programme in natural science Prompt students to acquire more language skills 2

Strengthen the research and counselling functions
It is Ilisimatusarfik's objective to widen the professional comprehensiveness in relation to the needs of society and the available resources.

Ilisimatusarfik is going to strengthen its research position by, among other things, to:

Formulate research strategies for all institutes and departments

Use the increased international focus on the Arctic to raise Greenland's and the university's profiles

Utilise Greenland's exceptional position within the international work with the rights of indigenous people

3

Encourage the cooperation between the university's different professional environments

Ilisimatusarfik supports the creation of new, professional development opportunities in research and education by, among other things, to:

Establish a Centre for Society and Raw Materials

Consolidate the Greenland Perspective cooperation Work towards establishing a joint campus area 4

Further the internationalisation for both students and staff

llisimatusarfik is an internationally oriented arctic university and is part of many international partnerships and forums.

Ilisimatusarfik will continue to strengthen the framework for the internationalisation of both students and staff by, among other things, to:

Provide staff with the opportunity to use saved teachingfree terms for research residencies abroad

Create more shared posts in cooperation with other universities

Prompt students and staff to publish more internationally

5

Ilisimatusarfik will bring development of talent into focus

Ilisimatusarfik wishes to attract and sustain the best talents and offer attractive careers, thus benefitting the national capacity building, and to develop arctic research. Ilisimatusarfik will create a framework for early development of talent by, among other things, to: Increase the number of share-funded PhD grants

Strengthen the PhD area by organising a PhD school

Strengthen programmes and project participation through cooperation with the business community and institutions/ organisations

The complete objectives are available at www.uni.gl.

When Theory Is Used in Practice

What does the Danish Salaried Employees Act say? What does it mean to be an employer? When are you liable to pay compensation and what are invalidity regulations?

Those are some of the subjects that Business Economics students are taught in the first part of their course. The classes are much more than just a simple curriculum in a textbook; a lot of actual cases and examples from the real world are also applied.

I am able to contribute with my experience from the Greenlandic economic life and show how the theory is used in practice, says Britta Keldsen, who is lecturing students in business law.

Britta Keldsen is a lawyer and partner in the law firm Paulsen Keldsen in Nuuk,

where she primarily counsels in precisely business law, and is specialised in collective and individual labour legislation.

- I am delighted to be teaching at Ilisimatusarfik and previously taught at, for example, commercial college. The classes provide me with a feel for what the students are able to, and I look forward to follow their careers because I am sure that some of them will make it to the top of the Greenlandic economic life, she says.

I believe that it helps to inspire them to see how classes and theory can be applied to practice. I think it's good fun to teach, I like to communicate and I believe that it's good for them to get input from somebody who works day-to-day in the private sector.



French Sensations

Introduction to the French language, free screenings of French films, exchange programme between a Greenlandic school in Tasiilaq and a French school, and help and support for French media working in Greenland.

Those are some of the many varied tasks Florian Marlières faces as French attaché for collaboration. That is besides his teaching i social science at Ilisimatusarfik, of course. Here he teaches world politics, focusing on topical international debates, the term "borders" in a globalised world, and democracy in international organisations.

 I love my job with its many alternating tasks, and I am happy with being busy with exiting projects and meeting new people within so many different areas, he explains.

Florian Marlières has a degree in political

science from the highly acclaimed French school Sciences Po Lille, and he has been working for the French Ministry of Justice, as well as working in Siberia.

There he worked with promoting intercultural understanding, for example, and he lectured in French philosophers at the university in Siberia. The 26-year-old Frenchman came to Nuuk in 2016 and will be here at least a year, but is already talking about extending his stay.







Law Programme in the Pipeline

There is a clear wish to strengthen the Greenlandic law. The wish comes from both Greenland's Self-Government, councils and judicial system. Therefore, Ilisimatusarfik has started the process of developing a BA in administrative law. First time round, it is a law programme targeted at the Greenlandic public administration, councils and the Self-Government and organisations under these.

The Bachelor programme in administrative law at Ilisimatusarfik provides research-based knowledge about theory, method and practice within professional law in the Greenlandic administration. As such, the subject area is public law.

The intention is for the students who graduate from the BA programme to gain knowledge and skills that qualify them to hold a post at Bachelor level, or to be admitted to a relevant Master programme at Ilisimatusarfik.

The law programme is, as previously mentioned, under development and the work to draw up a curriculum is in progress. The programme will be a BA

course over three years, and will at first have three main areas:

Law and society, legal history, constitutional law and jurisprudence

Public employment law, public law advanced, international law, social law, including children's law and local government law

Raw material law, environmental law, consumer law

The intention is for the programme to offer single courses for existing graduates who have not been offered a programme within the Greenlandic law and administrative law.

The preparation is being done in collaboration with Greenlandic lawyers and, among others, Aalborg University, to secure that the programme contains the right academic level at the same time as it is being developed for the Greenlandic context, law and justice and Greenlandic needs.



Ilisimatusarfik – In numbers

	Operations k
Grant cf. the Budget	(
Operational income	5,803,112
Staff expenses	(47,949,610
Other ex. expenses.	(33,999,117
Other oper. expenses.	(1,397,436
Operating profit or loss	(77,543,051

