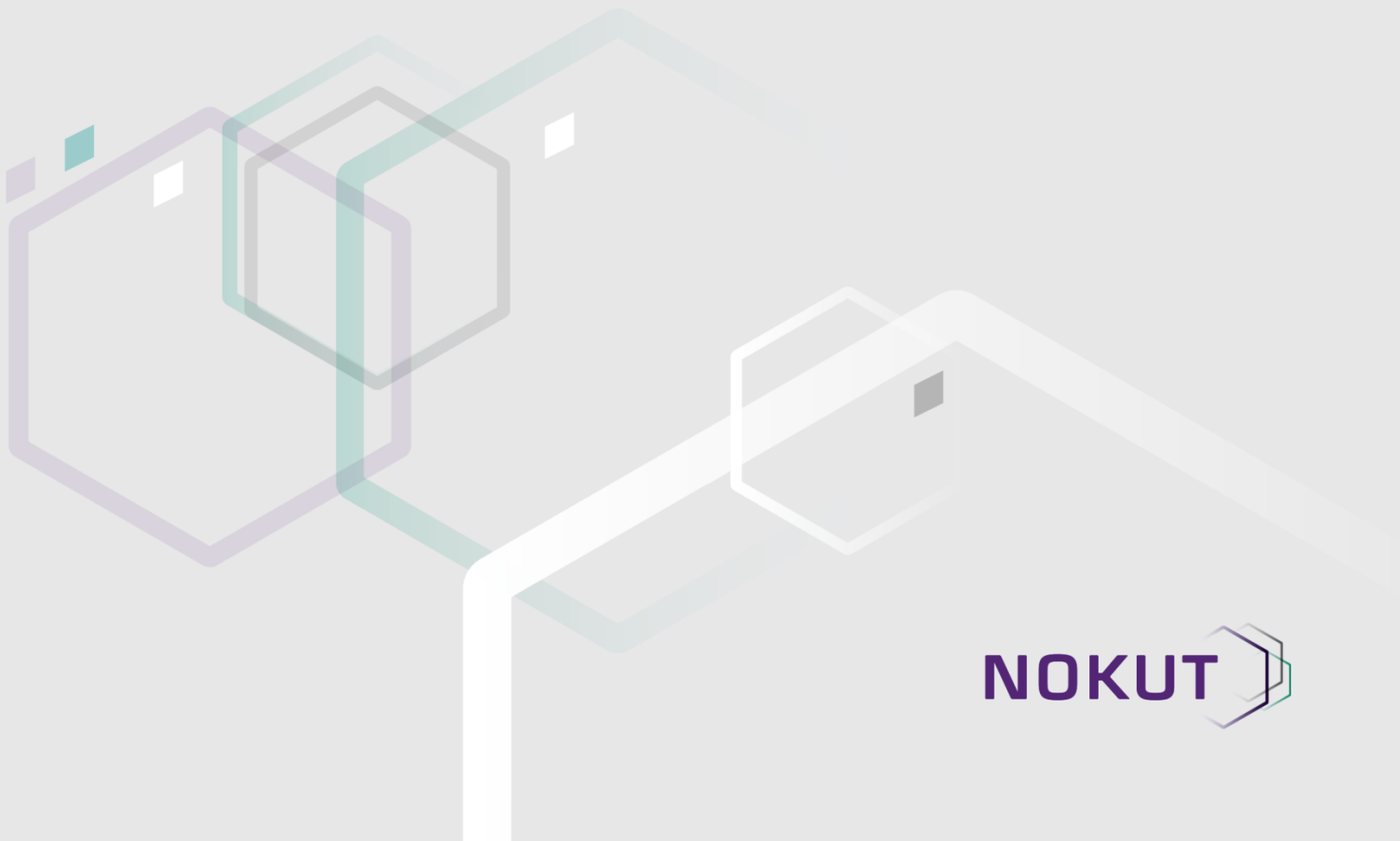


NOKUTs tilsynsrapporter

Sámi Language and Literature

PhD program at Sámi University College

October 2015



NOKUT 

NOKUT controls and contributes to quality development at the institutions in higher education. We do this by, among other things, the accreditation of new educational provisions. The institutions which provide higher education have different authorities when it comes to establishing new study programs. If an institution wishes to start a study program outside of the scope of their authority, it needs to apply for this to NOKUT.

| | |
|------------------------------|--|
| Institusjon: | Sámi University College |
| Studietilbudets navn: | Sámi Language and Literature |
| Grad/Studiepoeng | PhD degree, 180 studiepoeng/ECTS |
| Studieform | [Studieform] |
| Sakkyndige: | <ul style="list-style-type: none"> - Professor Ingeborg Kongslien, University of Oslo (Committee Leader) - Professor and director Graham Huggan, University of Leeds - Professor Anna-Riitta Lindgren, University of Tromsø – The Arctic University of Norway - PhD Student Signe Rix Berthelin, Norwegian University of Science and Technology (NTNU) |
| Dato for vedtak: | 29.10.2015 |
| NOKUTs saksnummer | 13/743 |

Introduction

The external quality assurance performed by NOKUT consists of evaluating the institution's quality assurance systems, accreditation of new provisions and revision of accredited provisions. Universities and university colleges have different self-accrediting powers. For an institution without self-accrediting powers to establish a provision in a certain cycle an application must be made to NOKUT.

Hereby NOKUT presents the accreditation report of Sámi Language and Literature at Sámi University College. The expert evaluation in this report is part of the accreditation process following Sámi University College's application for accreditation of Sámi Language and Literature submitted before the application deadline on 1st of November, 2013. This report clearly indicates the extensive evaluation performed to ensure the educational quality of the planned educational provision.

The PhD program in Sámi Language and Literature at Sámi University College fulfils NOKUT's conditions for accreditation and is accredited by resolution of 29.10.15.

This decision does not have limited validity in time. NOKUT will however make a subsequent supervision of the educational provision within three years.

Oslo, 29.10.15



Terje Mørland
Director General

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1 Information regarding the applicant institution

Sámi University College was established in 1989 in Kautokeino. It is a multilingual institution with North Sámi as its principal language and it has about 150 students. In addition to the Centre for Sámi language, the institution consists of three departments: Linguistics, Social Sciences and Craft, Industry and Natural Sciences (including teacher education).

As an accredited university college, Sámi University College does not have the power of self-accreditation for educational provisions in the second and third cycle (PhD). The following educational provisions at the institution have obtained accreditation from NOKUT (our translation):

- Master degree in Sámi literature and language (120 ECTS, 2008)
- Master degree in Doudji (120 ECTS, 2011)
- Master degree in Sámi journalism with an indigenous perspective (90/120 ECTS, 2012)

Sámi University College applied for accreditation of PhD program in Sámi language and literature (180 studiepoeng/ECTS] by the application deadline of 1st of November, 2013.

The University College's description of the programme and the applicant's grounds for the application

Sámi University College's (later referred to as SUC) PhD program in Sámi language and literature gives scientific research and work eligibility in the field of Sámi language and literature and corresponding sectors in which high level of linguistic and cultural qualifications are needed. The studies include language research, sociolinguistics, toponymy and research of indigenous literature.

The predominant teaching and research language of the PhD program is the Sámi language, and North Sámi in prior. In the PhD program the Sámi language is both the topic for research and the language of the research program. This combination provides the doctoral students with a deep knowledge in the field of Sámi language and literature and strengthens and nurtures the Sámi language as a scientific language.

The innovative nature of this PhD program is that the program gives a possibility to a research program and to write a doctoral thesis in Sámi, and to learn and develop scientific terminology in Sámi. In addition to North Sámi one can use other Sámi languages in the research when there are experts and supervisors available. The doctoral program is open for principal and secondary supervision in other Sámi languages than North Sámi. The involved higher education institutions in Norway or abroad will agree upon the language use.

The vision of Sámi University College is to give competence to the society, to be the foremost higher education and research institute in Sápmi and the indigenous world, as well as to support the progression of the Sámi community to be equivalent with the major society. SUC has highlighted in the strategy plan for the period 2012–2016 the goal to get more students and educate more specialists that Sápmi and the indigenous world can benefit from. Another strategic goal is to affirm the Sámi

language as a language for science, teaching and administration. In the new strategy period SUC has prioritized the work to promote a PhD program in Sámi language and Sámi literature.

Candidates educated through the PhD program for Sámi language and literature will ensure the continuum of an academic Sámi language environment in all of Sápmi across national borders and also outside Sápmi. Sámi language is an indigenous minority language that is in a vulnerable stage. Therefore the generating and passing on of knowledge and skills to the younger academic generation is a challenge of immediate importance. The SUC PhD program for Sámi language and Sámi literature has to meet the need of academic workers both in the near future and on the long run. In addition to the academic positions, the candidates passing the doctoral education can respond to different kinds of work requirements. The candidates can work in public and private research and educational institutes, advisory institutions, publishing companies and institutes that provide educational materials. For example Sámi speaking areas and governing departments, political departments, media companies and private companies in other areas have a need for the skills of the candidates.

SUC has an all-Sámi and an indigenous perspective in the teaching, the research and the dissemination.

2 Description of procedure

NOKUT makes an administrative assessment to ensure that all basic conditions for accreditation are fulfilled as expressed in the Regulations concerning supervision of the educational quality in higher education¹ (hereafter referred to as the Quality Assurance Regulation on Higher Education.). For applications that have been approved administratively, NOKUT appoints external experts for the evaluation of the application. The external experts have declared that they are legally competent to perform an independent evaluation, and carry out their assignment in accordance with the mandate for expert assessment passed by NOKUT's board, and in accordance with the requirements for educational quality as determined by the Quality Assurance Regulation on Higher Education.

The expert assessment includes a visit to the institution where the following groups are interviewed: the management of the university college, master students, PhD candidates, academic management, the discipline community, administrative management and possibly employers. In addition, the committee inspects the university college's infrastructure. Based on both the written documentation and information from the interviews, the expert committee shall conclude either with a yes or no as to whether the quality of the educational provision complies with the requirements in the Quality Assurance Regulation on Higher Education. NOKUT also requests that the expert committee advise on further improvements of the educational provision. All criteria must be satisfactorily met before NOKUT accredits an educational provision.

If the conclusion reached by the expert committee is negative, the report is sent to the applicant institution, which is then given three weeks to comment. Thereafter NOKUT decides whether the comments should be sent to the committee for additional consideration. The committee is given two

¹ <http://www.lovdato.no/cgi-wift/ldles?doc=/sf/sf-20110127-0297.html>

weeks to submit the revised assessment. The director general then reaches a final decision about accreditation.

3 Administrative assessment

Quality Assurance Regulation on Higher Education § 7-1: Basic conditions for accreditation

1. Demands expressed in the Universities and Colleges Act concerning the following arrangements will be assessed:
 - a. Internal regulations and governance
 - b. Appeals Committee
 - c. Learning Environment Committee
 - d. Educational Plan
 - e. Diplomas and Diploma Supplement
 - f. Quality assurance system

NOKUT's assessment

Sámi University College offers accredited study programs. We therefore presuppose that the demands expressed in the Universities and Colleges Act are fulfilled in a satisfactory manner. NOKUT has found the application to be sufficient for expert assessment for all the criteria. Sámi University College's quality assurance system was approved in 2015. The university college's regulation for PhD studies has been assessed by NOKUT and the expert committee, see chapter 4.

4 Expert Assessment

Summary

The present evaluation is based on the written application from Sámi University College (SUC) and on a two-day site visit to the institution where the committee met with different groups involved in the planned PhD program as well as potential future employers of the PhD candidates. This visit gave us an opportunity to supplement the information we already had from the written documents and to discuss relevant aspects of the application. The committee considers the visit to the institution to have been very valuable in our work with the evaluation.

The activities and environment at SUC seems very well suited for a PhD program in Sámi language and literature. The requirements for human resources are fully met; the scientific staff is very well qualified within their respective areas, and together they cover a wide range of fields within Sámi studies, including minority and indigenous perspectives. The committee is impressed by the size and quality of the staff; their collective competence is very well adapted to the program and its demand for academic research and artistic development work. They seem to be uniquely qualified for offering this program.

Regarding the recruitment of students to meet the requirement of 15 PhD students over five years to create a satisfactory learning environment, the committee had to conclude that this was not fully substantiated. The presentation of numbers from their own master programs, together with possible recruitment from other programs and institutions, did argue for the possibilities to fill this requirement, but it is not quite satisfactory at this point in time. SUC is encouraged to come back with more exact numbers and more fully to substantiate the possibilities in the wider recruitment base.

The committee found that the structure, methods, and learning outcomes are adequately described and are well suited. The program includes the minority Sámi languages, South Sámi and Lule Sámi, within a framework where the majority North Sámi is the main one, and will thus advance Sámi language and literature as an academic field for scientific development as well as to supply the Sámi communities with competence within many areas of their societies.

There is also a good balance in many respects; gender, academic staff members from all of the four countries with Sámi population, both indigenous methodology and western research traditions represented. The breadth and quality of the research of the individual staff members and their extensive engagements in national and international networks and projects are quite impressive.

It is very important for Norway as a nation to have a centre for teaching, research and dissemination in Sámi, the other official language next to Norwegian. Internationally, SUC is a model for other indigenous colleges. This is the backdrop and the environment where the next step should be to establish a PhD program in Sámi Language and Sámi Literature where Sámi is the language of scientific and academic writing and teaching in order to maintain and develop a national minority language.

The conclusion of the committee is that all of the requirements are met, except for the recruitment of enough PhD students. SUC is thus encouraged to come back with more information on this point.

The committee would also like to add that an exemption from this one requirement could be considered, since all the other requirements to the program are so exceptionally well fulfilled and since such a program is of vital importance for Sápmi and for Norway.

3.1 Basic prerequisites for accreditation

7-1 1 Requirements laid down in the Universities and Colleges Act.

Assessment

Sámi language and literature is the first PhD program that Sámi University College has applied for. The institution's board approved of the regulation for PhD studies on 15th of October, 2013. The regulation follows the template issued by The Norwegian Association of Higher Education Institutions (UHR) in 2011, and has been translated to Norwegian. The committee finds that the regulation is satisfactory, but would like to make some minor remarks.

First, the regulation is entitled (in Norwegian) “Forskrift til filosofisk doktorgrad”, the correct would be “graden ph.d.” or “philosophiae doctor”, and not “filosofisk doktorgrad” as this is not a program in philosophy. We ask the institution to change the title.

Furthermore, it is stated in § 5 in the regulation which regards admission, that the requirement is a master degree of five years. The committee is of the opinion that it would be more correct to say “a master degree of two years based on a bachelor degree of three years”, as this is more in line with the studies that SUC provides themselves and what they have stated under the criterion regarding recruitment.

It should also be noted that the regulation is drafted in such a way that makes it specific for the PhD program in Sámi language and literature. This means that if Sámi University College at a later stage chooses to apply for another program, the regulation would probably need revision.

In addition to the regulation, SUC has drafted guidelines for the PhD program in Sámi language and literature. The committee would like to advise SUC to avoid the use of the term “fagfolk” as it is hard to understand what this means (in point 1). In addition point 1 b) refers to “Fagfolk som har stipendiatstilling” (academics who has a PhD position and a scholarship) and we ask SUC to think through what incentives such people would have for applying for another PhD position and scholarship.

The contract for PhD studies at SUC will follow the national contract frame regarding the relationship between the candidate and the institution, including admission, supervision and possible collaboration with other institutions.

Conclusion

Yes, the requirements are fulfilled.

The institution is advised to:

- Change the title of the regulation to “Forskrift for graden ph.d.” eller “philosophiae doctor” instead of “filosofisk doktorgrad”
- Change the wording in the regulation regarding admission to “a master degree of two years based on a bachelor degree of three years” or the similar.
- Revise the use of the term “fagfolk” in the guidelines for the PhD program

7-1 2 Requirements of applicable regulations and curricula set by the Ministry of Education and Research must be satisfied.

Assessment

The committee was pleased to be presented with the broader background of activities within the field of Sámi language and literature.

The requirements of The Ministry of Education and Research regarding quality assurance and quality development demand that the number of PhD students in the program is 15 in order to ensure a

satisfactory learning environment as well as stability for the program over time. This will be dealt with in 7.1.3.

The requirements of The Ministry of Education and Research regarding quality assurance and quality development furthermore demand sufficient human resources for implementation of the program. The minimum requirement is the workload of eight full-time equivalents (FTEs) and four of these must be at the rank of full professors. Six of the eight FTEs must consist of people in full-time positions.

In their application, SUC states that they have six full professors, one 'docent' and five associate professors at their disposal for the PhD program. The requirements are thus fully satisfied.

In addition there are two 20% adjunct or professor II positions. Such positions are temporary and thus change at certain intervals and are used to complement the existing competence. At present they are in minority literature and in bilingualism respectively and the two professors are based at Uppsala University and the University of Oslo. At the visit to the institution, the committee was informed of plans to recruit an adjunct professor in the judicial field since such competence is of importance for the Sámi community.

The professors at SUC cover a wide range of fields within the study and research in Sámi language and literature (see also 7-3 1). In language, where South Sámi and Lule Sámi will be represented alongside the majority language North Sámi, the disciplines are grammar and structure, onomastics and terminology, and several aspects of sociolinguistics. In literature, including traditional and oral literature as well as modern literary endeavours, the aspect of minority literature is pertained to. The indigenous perspective and methodology is important throughout the disciplines for these researchers.

Together, the staff is uniquely qualified to teach the courses, both the compulsory and the elective ones, as well as to act as supervisors for a variety of topics for doctoral dissertations. All of them have transnational Nordic and international networks, and a couple of them are international capacities in their fields and in their contribution to Sami education and to indigenous rights and awareness respectively. The human resources attached to the program are uniquely adequate.

Conclusion

Yes, the requirements are fulfilled.

7-1 3 The recruitment of students to the programme should be large enough to enable the institution to establish and maintain a satisfactory learning environment and a stable programme.

Assessment

The requirements of The Ministry of Education and Research regarding quality assurance and quality development demand that the number of PhD students in the program is 15 within the first five years and then that there continues to be 15 or more students in the program at all times. This is to ensure an adequate learning environment.

The application acknowledges that this is a challenge. The presentation of the potential institutions and programs for recruitment shows that there are several possibilities. The most important base is their

own master students in Sámi language and Sámi literature who started in 2009 and 2012 respectively. The numbers mentioned in the application (p. 17) are their own master candidates, obviously the most qualified candidates for the program. A broader recruitment base can be students that have studied Sámi language and literature within master programs at other universities in the region and from the larger universities in the Nordic countries. This was more fully explained at the committee's field visit. The committee thinks that it is difficult to predict how the different assumptions and strategies will work out, and SUC needs to give more detailed information of actual numbers for the committee to conclude if the requirements are fulfilled on this point.

The committee believes that there are a number of attractive aspects regarding this program that can possibly be used even more systematically in further recruitment efforts. One is that the financing of the students seem to be very good with SUC prioritizing five of its seven PhD positions into the field of Sámi language and Sámi literature, and there are also other sources of financing to be sought, for example the Norwegian Research Council. Also, it is mentioned (p. 19) that funding can be prioritized for qualifying SUC's internal academic staff to doctoral level, an endeavour that can both recruit students and at the same time benefit the institution. It is an experience from other institutions that for example pre-project money for a period of three months is quite productive to establish good application for PhD projects and has been used in areas where an extra impetus has been needed and where new areas have been established. Furthermore, at this institution there is an academic staff that is uniquely qualified within the field and thus this is the most attractive place to conduct these studies. The Sámi language and indigenous perspectives are predominant, and SUC is situated 'in the middle' of Sápmi with the cultural and linguistic environment.

The admission requirement is a master degree in Sámi language and/or Sámi literature as stated (p. 250). It also says that in individual cases similar qualifications for entry can be approved, depending on competence. The two questions to ask would be how many could be recruited in this way and how to evaluate the competence necessary. Would a master degree in general linguistics or in comparative literature together with a high competence in the Sámi language be considered as such a competence? It is stated that in cases of other backgrounds than a master degree in Sámi language and/or Sámi literature, a certain course or to take an exam might be demanded. The committee assumes that in this way, the necessary level of Sámi language competence is assured. The possibility of the above mentioned pre-project money might be used here, as could also be the case for internal recruiting.

Conclusion

No, the institution's presented documentation is not satisfactory.

The institution is required to:

- Submit more information on the numbers and possibilities of recruitment from other sources and institutions
- If any master candidates in a relevant program at SUC finished their master degree this year, submit an updated table on the number of candidates from SUC

The institution is advised to:

- Continue to actively work to recruit from all the institutions and networks mentioned

- Possibly broaden the admission requirements

7-1 4 For programmes including supervised professional training, there must be adequate agreements regulating material issues of importance to the students.

Not relevant.

3.2 Plan for the programme

7-2 1 The programme must have an appropriate title.

Assessment

The proposed programme title is ‘Sámi Language and Literature’. The committee found this to be an appropriate title on the grounds of solidarity across the various Sámi languages and literatures that are represented in the programme. The emphasis is clearly on North Sámi, but not to the exclusion of other languages; indeed, the committee noted that one of the strengths of the programme is its commitment to multilingualism, particularly within the context of indigenous languages operating both regionally and worldwide.

The dual focus on linguistic and literary research is justified for several reasons. With respect to language, there is an urgent need to preserve the Sámi language, not least in local and regional communities: linguistic research provides a valuable tool for this while strengthening the status of Sámi as a bona fide national and international scientific language, which is one of the programme’s primary goals (see also 7-2 2 below). With respect to literature, literary research – which includes the study of oral tradition (folklore) as well as written works – helps lift consciousness of Sámi culture while placing it within the broader context of indigenous and minority cultures worldwide.

Conclusion

Yes, the title is satisfactory.

7-2 2 The programme must be described with reference to learning outcomes, cf. National Qualifications Framework for Lifelong Learning. The overall learning outcome for each programme, defined in knowledge, skills and general competence, shall be described.

Assessment

The committee was satisfied that the programme’s general learning outcomes are described appropriately and in accordance with the National Qualifications Framework for Lifelong Learning. General learning outcomes emphasize knowledge and understanding (e.g. the capacity to master scientific issues and methods in the field and to contribute towards the production of new knowledge), critical research skills, and the cultural and communicative competence that facilitates links both

within the immediate research community and between this community and other academic and non-academic constituencies, both nationally and internationally, both locally and worldwide.

The committee noted that the programme is particularly well suited to the further scholarly development of indigenous perspectives, especially though not exclusively those of Sámi peoples, and that it strikes an appropriate balance between specific Sámi knowledge and general transferable skills. It also noted that the programme responds to the dual need to (a) consolidate the status of Sámi as a language of science (see also 7-2 1 above), and (b) has the potential to create the next generation of Sámi leaders in and across a variety of both academic and non-academic fields.

The committee was similarly satisfied with the learning outcomes associated with individual components of the programme. It noted that general scientific requirements are met by providing broad-based courses in the philosophy of science and in indigenous knowledge and methodology, and that more specialist knowledge and skills are provided in courses on Sámi linguistics, sociolinguistics, onomastics, and literature. It was particularly impressed by the cross-disciplinary remit of the coursework, by its innovative and integrated approach to holistic learning, and by its commitment to ethical rigour and scholarly integrity—all of which are in accordance with the general learning outcomes set out by the National Qualifications Framework for Higher Learning while also adapting these to the specific needs of Sámi and other indigenous communities, both in Norway and elsewhere.

It also noted that even more thought might be given to ensuring the transferability of skills to a variety of non-academic contexts, though it was satisfied that appropriate careers guidance is offered to students throughout.

Conclusion

Yes, the description of the programme's learning outcome is satisfactory.

7-2 3 The content and structure of the programme shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved.

Assessment

The committee was impressed, both by the overall balance of the programme and by the appropriate match between general and specific learning outcomes (see also 7-2 2 above). To summarize briefly, the programme encompasses a dissertation (150 credits) and four coursework parts (30 credits in total), the first three being compulsory and the fourth elective. The three compulsory elements are a 5-credit course in the philosophy of science, a 10-credit course in ethics and indigenous knowledge and methodology, and a 5-credit course on academic writing in Sámi. Elective courses, from which doctoral students choose one, are provided on Sámi linguistics (10 credits), sociolinguistic theories and methods, especially those that pertain to minority languages (10 credits), Sámi onomastics as a part of indigenous onomastics (10 credits), and Sámi literary studies as part of indigenous and minority literary studies (10 credits).

The committee saw the programme as offering an appropriate blend of compulsory and elective courses, with both general and specific learning outcomes being addressed in each case (see also 7-2 2

above). It noted that due assistance is provided to students in developing both relevant methods and requisite language (e.g. academic writing) skills in order to ensure that high-quality research is produced, especially though by no means exclusively in the dissertation (see also below). The compulsory courses in the philosophy of science, ethics and indigenous knowledge and methodology, and academic writing in Sámi are all well suited to the programme's two main goals of equipping the students with the necessary research tools to carry out cross-disciplinary research at a high international level with particular respect to the specificity of indigenous knowledge and knowledge systems, and of providing the superior communication skills needed to convey the importance of this research to a variety of academic and non-academic user groups.

The elective courses offer a wide range of topics. The committee is convinced that any candidate in the programme will find a course which will provide her or him with analytic, methodological, and theoretical skills and insights which are highly relevant to her or his research interest. In other words, the candidate is offered a choice between courses which will equip him or her with discipline specific skills and prepare him or her for producing a scientific thesis of a high international standard. Through the individual courses the highly experienced SUC-staff will introduce the candidate to the state of the art and provide a good foundation for the candidate to formulate new research questions and produce knowledge which is of scientific relevance and at the same time relevant to the non-academic society nationally and internationally. Again, the specific learning outcomes attached to these courses are well integrated into the total learning outcome, which consolidates the status of Sámi as a scientific language while providing the general research skills needed to interpret data, theories and methods in and across a number of research fields.

Finally, mention should be made of the dissertation, which forms the central part of the course. The dissertation is generally written in Sámi, and comprises an original piece of research of publishable quality and international standing. The committee noted that excellent guidance is provided for the dissertation at all stages of its development, from on-on-one supervision to group discussion, with this latter also being incorporated into the compulsory doctoral seminars and workshops that are an attractive feature of the course (see also 7-2 4 below). This systematic approach is optimally designed to achieve one of the programme's principal learning outcomes, i.e. the ability to produce and discuss innovative, international-level research that advances new understandings in its given field.

The committee noted that the linguistics components of the programme are given greater weighting than their literary counterparts, and that care should be taken to ensure that students in literature are not marginalised.

Conclusion

Yes, the content and the structure of the programme correspond to and are adapted to the learning outcome as it is described in the plan for the programme.

The institution is advised to:

- Take care that the students in literature are not marginalised

7-2 4 The work and teaching methods shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved.

Assessment

The committee was satisfied that teaching methods are systematically employed and are compatible with both general and specific learning outcomes. Working methods include taught courses (see 7-2 3 above), independent research, one-on-one dissertation supervision, and various collaborative activities, e.g. seminars and workshops, with one annual doctoral seminar and two peer-review-oriented research workshops being fully integrated – and compulsory – elements of the PhD course.

The committee noted with commendation that a generous allocation of 70 hours of guidance is provided annually for each PhD student, which includes preparation, individual supervision, and group activities of different kinds. It also noted that emphasis is placed throughout the programme on interactive teaching techniques (student-led seminars, flipped classrooms, etc.) that provide opportunities for peer review and blended learning; that the programme offers a wide range of up-to-date presentational approaches through which teachers and students become mutually supportive partners in the learning process; and that the programme's teaching methods are well suited to the development of advanced communication skills which operate at both local and global levels.

The committee also registered its appreciation that numerous opportunities are provided to share and exchange research ideas, which matches the programme's larger goal of creating a supportive learning environment that is well attuned to a Sámi community perspective; and that preliminary steps have been taken to encourage and facilitate participation in both national and international research circles, e.g. through national and international field research, staff-student exchange opportunities, and widespread dissemination of the dissertation work (see, however, 2.5 below). Finally, it noted that the teaching methods as well as the courses provided offer a solid basis for the pursuit of interdisciplinary research – particularly research relating to Sámi and other indigenous communities – which has the potential to create new, transformative knowledge that both challenges established (Western) practices and facilitates ongoing processes of social reform.

Conclusion

Yes, the work and teaching methods correspond to and are adapted to the learning outcome as it is described in the plan for the programme.

7-2 5 Examinations and other types of evaluation shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved.

Assessment

The committee was satisfied that the course's evaluation methods are well matched to its learning outcomes, and that the feedback accumulated from these methods allows students to monitor their own learning progress as well as to reach their eventual research goals.

Evaluation methods include articles, essays, map exams, and conference presentations (for taught courses) and a lecture and disputation (for the dissertation); the obligatory research workshops and seminars that are incorporated into the course (see 7-2 4 above) are also used as evaluative tools.

The committee registered particular satisfaction with the diversity of evaluation methods used and with the incorporation of oral presentations (e.g. workshop reports and conference presentations) into the evaluation process. It also accepted that writing the dissertation—the major component of the PhD—in North Sámi would help strengthen its status as a language of science, though not to the exclusion of other languages, which may also be used.

Furthermore, the committee noted that both written evaluation methods (essays and other writing tasks, the dissertation) and their oral counterparts (conference and workshop presentations, the dissertation defence) allow for the monitoring of progress at different stages of the programme and provide different opportunities for the students to receive feedback on their work. This aids and abets the reflexive process of assessing the applicability of research methods, especially in the light of indigenous scholarly development and knowledge systems. It also allows for the maintenance of quality control over the students' ability to formulate research problems and carry out research within their own given academic field, thereby allowing two of the programme's most important general learning outcomes (mastery of issues and methods in the field, continuous assessment of the suitability of these methods) to be achieved.

The committee discussed the possibility of work being produced towards the PhD in languages other than North Sámi, especially English, so as to bring the work of PhD candidates to a wider international audience. While it decided that English-language components can remain optional rather than mandatory, it still recommends that the candidates look to publish at least some of their work in English or have it translated into English; it also recommends that candidates look to profit from opportunities to present their work both nationally and internationally in a variety of languages.

Conclusion

Yes, examinations and other types of evaluation correspond to and are adapted to the learning outcome as it is described in the plan for the programme.

The institution is advised to:

- Motivate the students for presenting and publishing in a variety of languages, especially English

7-2 6 The programme must have a clear academic relevance for employment and/or further study.

Assessment

The committee was impressed by the range of employment opportunities available to PhD candidates in Sámi Language and Literature, with a number of identified employers – among them Nordic universities and university colleges, Sámi publishers and language officers, regional reindeer husbandry experts, and the Sámi parliaments – all stressing the competitive advantage of having academically trained Sámi speakers in a variety of mostly region-based careers.

The committee also recognised the argument that a new generation of Sámi-speaking academics is needed to ensure continuity at a time when many current academic staff at SUC are nearing retirement.

This will most probably create a demand for more highly qualified people and thus employment opportunities during the next decade. SUC is advised to monitor this situation in the years to come.

Finally, it noted that Sámi University College has recently established a ‘collaboration council for work life’ that is specifically tasked with monitoring employment opportunities for doctoral candidates in the Sámi Language and Literature programme.

Conclusion

Yes, the provision has a clear academic relevance for employment and/or further study.

The institution is advised to:

- Continuously monitor the employment opportunities for the students and give updated career advice

7-2 7 The programme must have satisfactory links to research and academic and/or artistic development work, adapted to its level, scope and other characteristics.

Assessment

The committee noted that SUC staff members have a long history of being active within a number of regional, national and international research and artistic development networks (see also 7-3 4), particularly those relating to Sámi onomastics and toponymy, minority and indigenous literatures, indigenous language acquisition, and indigenous research and artistic development methods, all of which accord equal value to indigenous knowledge systems and the scientific systems of the Western world.

It noted that these networks – among them the International Council of Onomastic Sciences, the Sámi literature researchers’ network, the Cross-linguistic Project on Pre- and Protomorphology in Language Acquisition, the Dávvggás project, and the network for Arctic sustainability and design – would provide a valuable platform for emerging researchers enrolled in the PhD programme.

The students will participate in workshops and seminars at the home institution as well as in national research schools in their respective fields. It is also of great importance that PhD students are invited to collaborate in senior SUC researchers projects and through that also be introduced to the senior researchers' national and international networks, for example by participating in conferences.

Conclusion

Yes, the programme has satisfactory links to research and academic and/or artistic development work, adapted to its level, scope and other characteristics.

7-2 8 The programme must have student exchange and internationalisation arrangements, adapted to its level, scope and other characteristics.

Assessment

The committee was satisfied with the range of options available to prospective PhD students to present their work abroad, to attend other national and international institutions, and to benefit from the visits of staff and students from a variety of countries, especially elsewhere in Scandinavia but also Canada, New Zealand, Russia and the US. SUC has impressive facilities for simultaneous interpretation. This ensures that a) non-Sámi speaking exchange students thus can follow courses taught in Sámi, and b) the presence of exchange students do not prevent SUC students from being taught in Sámi.

The committee noted that longstanding exchange and cooperation agreements exist with the University of Oulu and the UiT – The Arctic University of Norway; that there are current memorandums of understanding (via the UArctic thematic network) with North-Eastern Federal University in Yakutsk, Nunavut Arctic College, and Yukon College. In addition, a collaboration agreement has been signed between SUC and Te Whare Wananga o Awanuiarangi Indigenous University in Aotearoa, New Zealand, with the first group of PhD students from that university to arrive at SUC later this year (2014). The committee noted, however, that in several of these cases exchange agreements are at the preliminary level, and that work still needs to be done – and further financial support provided – to turn such basic memorandums of understanding into legally binding agreements. The committee is nevertheless convinced that the preliminary agreements can be turned into hard facts given the results already obtained.

The committee discussed the possibility of requiring a semester abroad for all PhD students enrolled in the Sámi Language and Literature programme, but eventually decided to recommend that at least one short period of research (which might combine, e.g., conference and fieldwork activities) be spent elsewhere than SUC during the three-year course of the PhD. It also recommends that work be done to secure further funding for both outgoing and incoming research visits, and that SUC might look to add to its current portfolio of internationally oriented teaching and research activities by establishing an indigenous-oriented Summer School.

Conclusion

Yes, the programme has student exchange and internationalisation arrangements, adapted to its level, scope and other characteristics.

The institution is advised to:

- Recommend that students spent at least a short period of research elsewhere during their PhD studies
- Continue to work on securing funding for outgoing and incoming PhD students and research staff
- Consider establishing an indigenous-oriented summer school

7-2 9 The institution must have facilities, library services, administrative and technical services, ICT resources and working conditions for the students, which are adapted to the programme

Assessment

The committee was greatly impressed by the state-of-the-art resources of SUC, which help provide an excellent working environment for staff and students, and which offer possibilities for distance learning as well as on-site research through, e.g., inter-library book lending and electronic means.

The committee noted admiringly that SUC has a well-stocked library that is particularly suitable for international-level research on Sámi and other indigenous languages and literatures; that it has good modern technical equipment in all classrooms; that these rooms (and the building in general) are designed to a very high standard; and that it benefits from a high-quality administrative and technical staff, who provide excellent hands-on support to SUC staff and students alike.

There are five full-time administrative posts at SUC, and administrators are well trained to deal with admissions, student study plans, and exams, all of which (along with other teaching and learning practices and procedures) are rigorously subjected to internal quality control. Three additional full-time staff positions are allocated to the library, ensuring a similarly high level of support.

Conclusion

Yes, the institution has facilities, library services, administrative and technical services, ICT resources and working conditions for the students, which are adapted to the programme.

3.3 Academic environment associated with the programme

7-3 1 The composition, size and collective competence of the relevant academic environment must be adapted to the programme as described by the programme description and also adequate for conducting relevant research and academic or artistic development work.

Assessment

SUC is the leading institution in the fields of Sami language and literature in the Nordic countries – that is in the world. There is all together 14 competent persons who will take part in teaching and supervising in the program, 12 of them in full time in SUC. Seven of the full time staff are professors and in addition there are two in 20 % positions (professor II), and five associate professors in full time. Moreover, there are seven staff members in full time with master's degree in Sami language and literature who are teaching in the bachelor and master levels – they are not working directly with the PhD program but their presence widens the collegial environment.

The academic profile of the staff members includes several fields within language and literature, all highly relevant for the programme: language structure of different linguistic levels and in different

Sámi languages, dialectology, sociolinguistics, lexicology, onomastics, multilingualism and child language, studies on written and oral literature of indigenous and minority peoples, also with gender aspects. Indigenous methodology is in focus, combined with Western research traditions. The staff has a good balance when it comes to gender, and there are Sámi staff members from all four countries with Sámi population. Balance includes also that there are some researchers from the majority population in Norway and Finland, and that the staff members have their education from different important Nordic universities. The publication activity of the staff is good; there are several members with top quality in their own research field, and with experience of project management.

An important thing is that even though SUC is multilingual, Sámi is the dominating language in teaching, academic writing and all communication at SUC. The staff members of SUC have contributed greatly to develop Sámi as an academic language. SUC is also placed in a community where Sámi is the dominant language in all domains. This is a great advantage for students of the PhD program.

Overall, the committee was impressed by the quality of the staff.

Conclusion

Yes, the composition, size and collective competence of the relevant academic environment is adapted to the programme as described by the programme description and also adequate for conducting relevant research and academic or artistic development work.

7-3 2 The academic environment must actively participate in national and international collaborations and networks relevant for the programme.

Assessment

The active participation in research networks is reflected in the activities of individual researchers at SUC as well as SUC's memberships in various national and international networks. It is very clear from the application and the institutional visit that SUC will offer the PhD students the possibility to join SUC's existing networks and that they will benefit substantially from such collaboration.

SUC as an institution and the academic staff members as individual researchers have good contacts and collaboration within following contexts: Sámi research, Finno-Ugric linguistics, indigenous studies globally, Nordic literature, and arctic studies. Staff members of SUC have been and are now taking part, also as leaders, in projects by Norwegian Research Council. In the field of Sami language and literature, Nordic networks including always researchers from Norway, are of primary importance. SUC has a long history of collaboration with the University of Tromsø, the Giellagas-institute (Oulu University) and Umeå University, e.g. through the organization of the *Sámi language and literature symposium*. This important Nordic cooperation is appreciated in the Butenschøn report. Moreover, SUC is part of the interdisciplinary research project "Dávaggás". This project is a result of SUC's participation in the Polar Year's EALÁT research project funded by the Research Council of Norway. SUC staff is represented among the members in the International Council of Onomastic Sciences, and SUC participates in the *Crosslinguistic Project on Pre- and Protomorphology in Language Acquisition*, which is led by Vienna University. The committee appreciates the special importance and relevance of SUC's membership in WINHEC – World Indigenous Nations Higher

Education Consortium. As an accredited member of WINHEC, SUC is obliged to follow principles of indigenous regulations e.g. indigenous research ethics.

It is evident from the application and the institutional visit that SUC gathers national and international researchers and initiates collaboration. In 2013, Nordic Sámi literature researchers gathered at SUC and established the Sámi literature researchers' network. In 2010 the first International Conference on Indigenous Places Names was hosted by SUC – who is also leading the building of the network (ref. p.35 in the application) – and in September 2014 SUC hosts the 10th DINO – Diversity in Nordic Linguistics – conference. SUC also works on preliminary projects with other members of the Arctic University (UArctic) to build an infrastructure for exchanging staff and students in the field of indigenous education, and in 2004 SUC established the thematic network UArctic Verdde (ie. *UArctic Friend*). Currently SUC is establishing a project with collaborators in Guatemala. This planned three-years project, will research how Sápmi and Guatemala young indigenous persons participate in the functions of the civil society and what kind of position the civil society has in advancing the democracy. SUC has applied for funding from the Research Council of Norway.

Active participation is very good especially in the fields of indigenous and arctic studies, including different kind of arrangements in SUC and participation in other places, collaboration in important networks and interdisciplinary projects. The networks are highly relevant for a PhD program in Sámi Language and Literature.

Conclusion

Yes, the academic environment actively participates in national and international collaborations and networks relevant for the programme.

7-3 3 At least 50 per cent of the academic FTEs allotted to the programme must be staff with their primary employment at the institution. Of these, teachers with competence at the level of at least associate professor must be represented among those who teach the core elements of the programme. For the different cycles, the following additional requirements apply:

- c) For third cycle programmes, requirements are stipulated by Section 3-1(3) of the Regulations concerning quality assurance and quality development in higher education and tertiary vocational education.

Assessment

All the 14 staff members who will teach and supervise in the programme are either professors or associate professors, and 9 of them are professors (see 7-3.1.) Of the 14 staff members are 12 (87%) in full time in SUC. Because 11 of the staff members will, according to the plan, also teach in the master, bachelor or teacher training program (varying individually 0.06–0,54 % of FTEs/årsverk), there will be almost 6 (5,9) FTEs/årsverk teaching and supervising by professors and about 3 (3,02) by associate professors, all together 9,01 year-work/årsverk by competent staff members. The research profiles of the staff members are in very good relation to the representation of different research fields of the programme and the coursework parts. This means that the demand for eight full-time equivalents, out of which at least six people in full-time positions, four with the rank of full professors, is fulfilled.

Conclusion

Yes, the criteria and the demands specific to the cycle of the present programme are fulfilled.

7-3 4 The academic environment must be actively engaged in research, academic and/or artistic development work. For the different cycles, the following additional requirements apply:

- c) For third cycle programmes, the academic environment must have documented results at a high international level of quality, with satisfactory academic breadth.

Assessment

The research in Sámi linguistics and sociolinguistics at SUC covers a broad range of theoretical and applied sub-disciplines, e.g. phonology, morphology, syntax and sentence semantics, and word collection, language sociology, bilingualism and language reviving research. There is a clear interconnection between theoretical and applied research at SUC, and the sum of SUC's sociolinguistic and linguistic research meets concrete needs in the communities as well as needs in the scientific research fields. The linguistic research is also connected to disciplines such as reindeer husbandry, onomastics, and the sociolinguistic research focusses especially on language exchange, language contact and language revitalization. The choices of foci thus reflect the contemporary needs in Sámi society throughout the Sámi region.

Also in the research in Sámi literature, SUC demonstrates breadth. The emphasis is on Sámi oral literature history, and also on its connection to written literature and written text theory. The Sámi literature research is placed in a context of indigenous peoples' literature which is in accordance with the Sámi and indigenous premise of the programme. Furthermore, the Sámi literature research at SUC is also approached in a wider context of minority literature. As stated in the application (p. 64), Sámi literature research is a young field of research in huge need for basic research. SUC has advanced Sámi literature research as an academic subject and the committee finds that SUC by this again demonstrates how a) research at SUC meets contemporary scientific and societal needs, and b) SUC researchers are at the forefront in augmenting the fields of research relevant to the PhD programme in Sámi language and literature.

SUC staff members are active as participants not only in research networks and projects, but also as editors of scientific journals and publication series. For instance, SUC has been given responsibility for editing the WINHEC journal which is a peer-reviewed scientific magazine in English. Additionally, SUC staff members have experience with research political work through board membership in the Norwegian Research Council. Given the number and breadth of the memberships and leader positions in various national and international research networks it is impossible to give a general characterization of individual SUC staff's collaboration activities here. The same is true for any attempt to characterize the breadth of subjects covered by research results published by SUC researchers. SUC researchers actively publish articles in level one and two journals in addition to monographs and articles in anthologies (ref. p.345-346 in the application). Most of the publications are in Sámi or in English, and members of the SUC staff moreover publish in Finnish, Swedish, and Norwegian.

The committee agrees that SUC researchers have produced research results of high international standards and that they are responsible for important contributions to fields of research relevant to the PhD program.

Another important contribution from SUC researchers is publication of research results in Sámi language. Such publications facilitate the development of Sámi as a scientific language and the development of new terminology. Every issue of the level two journal *Sámi dieđalaš áigečála* contains research results published by researchers at SUC. *Sámi dieđalaš áigečála* is a collaboration between the University of Tromsø and SUC.

It is worth mentioning that it was pointed out during the meeting with possible employers that indigenous peoples all over the world look to Kautokeino as a leading star especially when it comes to language in the Arctic, and the committee is generally convinced that SUC is a leading institution when it comes to indigenous research and the use and development of indigenous languages. It thus appears natural and expected that SUC offers a PhD in Sámi language and literature.

Following the arguments above, the committee was impressed by the breadth and quality of the research delivered by SUC staff as well as with the range of engagements in national and international networks and projects

Conclusion

Yes, the criteria and the demands specific to the cycle of the present programme are fulfilled.

7.3.5 For programmes with supervised professional training, the academic environment and external mentors must have appropriate experience in the field of practice.

Not relevant.

5 Conclusion

On the basis of the written application with attached documentation, the expert committee concludes the following:

The committee does not recommend accreditation of the PhD program in Sámi Literature and Language at Sámi University College.

The committee finds that the following demands are not met:

- 7-1 3 The recruitment of students to the programme should be large enough to enable the institution to establish and maintain a satisfactory learning environment and a stable programme.

The expert assessment states which demands the institution is required to meet in order to achieve accreditation. In addition, the committee has provided advice for the further development of this educational provision.

The following demands must be met in order to achieve accreditation:

The institution is required to:

- Submit more information on the numbers and possibilities of recruitment from other sources and institutions.
- If any master candidates in a relevant program at SUC finished their master degree this year, submit an updated table on the number of candidates from SUC.

The committee offers the following advice to develop this educational provision further:

The institution is advised to:

- Change the title of the regulation to “Forskrift for graden ph.d.” eller “philosophiae doctor” instead of “filosofisk doktorgrad”
- Change the wording in the regulation regarding admission to “a master degree of two years based on a bachelor degree of three years” or the similar.
- Revise the use of the term “fagfolk” in the guidelines for the PhD program
- Continue to actively work to recruit from all the institutions and networks mentioned
- Possibly broaden the admission requirements
- Take care that the students in literature are not marginalised
- Motivate the students for presenting and publishing in a variety of languages, especially English
- Continuously monitor the employment opportunities for the students and give updated career advice
- Recommend that students spent at least a short period of research elsewhere during their PhD studies
- Continue to work on securing funding for outgoing and incoming PhD students and research staff
- Consider establishing an indigenous-oriented summer school

6 Commentary from the institution²

Samisk høgskole er tilfreds med den rapport den sakkyndige komiteen har gitt i forbindelse med Samisk høgskoles søknad om godkjenning av ph.d.-studium i samisk språk og litteratur. NOKUTs sakkyndige komité har vurdert Samisk høgskoles ph.d.-programsøknad svært positivt. Studiet ble likevel ikke godkjent fordi søknaden ikke oppfyller NOKUTs kvantitative krav om et stabilt studentmiljø på 15 doktorgradsstudenter over tid. NOKUTs sakkyndige komité ber Samisk høgskole om å sende informasjon om tallene og mulighetene for rekruttering fra andre miljøer og institusjoner. Komiteen ber også høgskolen gi opplysninger om masterkandidater som vil oppnå mastergrad i år.

Samisk høgskole ser at NOKUTs kvantitative krav er tilpasset størrelsen på det norske storsamfunnet, og ikke et lite samfunn som Sápmi. Høgskolen mener at kravet om 15 doktorgradsstudenter over tid vil være urealistisk for en liten samisk institusjon. Selv om kravet kan innfris over fem år, er det ikke bærekraftig over tid. Kravet om et studentmiljø på 15 studenter gir utfordringer i forhold til samfunnets behov for arbeidskraft med den aktuelle kompetansen og for rekrutteringsmulighetene som er realistiske i Sápmi. Samisk høgskole mener dette er en stor utfordring for institusjonen, men at et stabilt studentmiljø på ni doktorgradsstudenter over tid vil kunne la seg realisere. Dette har vi gitt uttrykk for både i søknaden om godkjenning av doktorgradsprogrammet og overfor den sakkyndige komiteen.

Samisk høgskole har derimot en fordel i forhold til andre norske høgskoler og universiteter i og med at høgskolens virkeområde er allsamisk, det gjelder de samiske områdene i Norden og Russland. Dette gir flere muligheter for rekruttering av studenter fra de nevnte områdene. For Samisk høgskole er masterstudentgrunnlaget i samisk språk og litteratur fra hele det samiske området viktig.

Informasjon om tallene for rekruttering

Denne delen omhandler informasjon om rekruttering både fra egen institusjon og fra andre miljøer og institusjoner.

Samisk høgskoles eget grunnlag av kandidater er studenter som startet på masterstudiet i henholdsvis 2009³ og 2012. Tabellen nedenfor er en oversikt over studenter som er ferdige med mastergraden, masterkandidater som uteksamineres fra Samisk høgskole, masterstudenter som ikke har fullført masterprogrammet, kandidater som har startet på masterstudiet, kvalifiserte bachelorstudenter som kan ta master og kandidater som kan ferdigstille bachelorgrad i samisk. (Se tabell på neste side)

Antall masterkandidater ved Samisk høgskole som uteksamineres i løpet av 2014-2015 er åtte. To av kandidatene (én i språk og én i litteratur) er i ferd med å ferdigstille masteravhandlingene sine, og de vil innen utgangen av året ta avsluttende eksamen. I tillegg til disse har én masterstudent fra en annen institusjon søkt om overføring til Samisk høgskoles masterprogram og vil kommende høst delta på skriveseminarene og få veiledning i skrivinga av masteroppgaven. De fem masterkandidater i hovedkullet (2012) har avlagt alle deleksamenene og vil i løpet av kommende studieår skrive masteroppgavene sine. I 2009 startet seks kandidater på sin masterutdanning, to av disse er ferdige.

² Sami University College submitted their commentary in Norwegian, and this is reproduced in its entirety here. An English summary was written by NOKUT for the English-speaking committee member.

³ De fleste av disse hadde startet på sin masterutdanning ved Universitetet i Tromsø uten å ta eksamen. Disse søkte om å bli opptatt som studenter på Samisk høgskoles masterprogram i samisk språk og litteratur høsten 2009.

Oppfølging av resterende fire gjennomføres 2014/2015, der målet er å bidra til at de avlegger avsluttende eksamen.

Elleve studenter med bachelorgrad er kvalifisert til å ta master i samisk språk og litteratur (2014/2015).

Når det gjelder antall kandidater som har mulighet til å ferdigstille bachelorgrad i samisk, har Samisk høgskole valgt å gi et eget studietilbud i skriving av bacheloroppgave med tanke på rekruttering av studenter til mastergradsstudiet i samisk språk og litteratur. 26 kandidater har fått tilbudet, fem har tatt i mot tilbudet. Samisk høgskole vil fortsette å gi tilbudet fremover slik at så mange som mulig kan avslutte bachelorgraden i samisk språk og litteratur innen rimelig tid.

Tabell som viser Kvalifisering av egne kandidater til programmet - studentgrunnlag

| | Ant. ferdige mastergrader | Ant. masterkandidater uteksamineres | Ant. masterstudenter som ikke har fullført program | Ant. kandidater som har startet på masterstudiet | Ant. med bachelorgrad kvalifisert til å ta master | Ant kandidater som kan ferdigstille bachelorgrad i samisk |
|------------|---------------------------|-------------------------------------|--|--|---|---|
| 2015 | | 5 | | | 5 | |
| 2014 | | 3 | | | 4 | 26 |
| 2013 | 1 | | | | 2 | |
| 2012 | 1 | | 6 | | | |
| 2009 | | | | 6 | | |
| SUM | 2 | 8 | 6 | 6 | 11 | 26 |

Beskrivelse av Samisk høgskoles muligheter for rekruttering fra andre miljøer og institusjoner

Samisk høgskole har et bredt rekrutteringsgrunnlag av studenter som har studert samisk språk og litteratur/kultur⁴ innenfor masterprogrammene ved andre universiteter i Sápmi og fra større universiteter i de nordiske landene.

Oversikten nedenfor viser antall kandidater med mastergrad i samisk språk og litteratur som ikke har startet på en doktorgradsutdanning. Disse kan karakteriseres som mulige doktorgradsstudenter til Samisk høgskoles doktorgradsprogram.

| Institusjon | Med mastergrad | Med avlagt doktorgrad |
|------------------|----------------|-----------------------|
| Univ. i Oulu | 28 | 4 |
| Univ. i Tromsø | 27 | 2 |
| Univ. i Lappland | 1 | |
| Sum | 56 | |

Kollonen til høyre viser dem som er ferdig med doktorgraden.

⁴ Ved Giellagas-instituhtta ved Universitetet i Oulu tilbys *Samisk språk og kultur*.

Samisk høgskole har gjennomført en undersøkelse⁵ for å konkretisere aktuelle kvalifiserte kandidater til ph.d-programmet. Undersøkelsen ble sendt ut til 30 kvalifiserte kandidater, der 12⁶ svarte på undersøkelsen. Disse 12 svarer på at de er interessert i å søke på Samisk høgskoles doktorgradsprogram. Undersøkelsen viser et stort potensiale av kandidater utenfor Norge. Samisk høgskole registrerer også at av dem som er interessert, er 74% under 40 år og 75 % er kvinner. Når det gjelder valg av fagområder, så gjenspeiler svarene i undersøkelsen ph.d.-programmets oppbygging, der språkdelen utgjør 2/3 og litteraturdelen 1/3 (se tabellen nedenfor).

| Faktorer som det er spurt om i undersøkelsen | Svar |
|---|---|
| Antall kandidater som ønsker å ta doktorgradsutdanning i samisk språk og litteratur | 12 kandidater |
| Land | Finland: 5 Norge: 4 Sverige: 3 |
| Kjønn | Kvinner: 75 Menn: 25 |
| Alder | Under 30: 17 % Under 40: 67 % Over 40: 17 % |
| Fagområder/prosjekter | Lingvistikk: 50 % Litteratur: 30 % Ikke svart: 20 % |

Ang. opptakskrav til ph.d.-program

Opptakskravet til ph.d.-programmet er mastergrad i samisk språk og/eller samisk litteratur. Opptakskravene i ph.d.-programmet gir muligheter for vurdering av individuell kompetanse som tilsvarer opptakskravene. En mastergrad i f.eks allmenn språkvitenskap eller i allmenn litteraturvitenskap sammen med samisk språk kan danne grunnlag for å bli tatt opp i programmet. Samisk høgskole vet at mellom fem og ti kandidater ville kunne bli rekruttert på denne måten.

Kandidater med annen bakgrunn enn en mastergrad i samisk språk og litteratur, kan ved å kvalifisere seg gjennom bestemte kurs bli tatt opp som studenter, men kravet om nødvendig samisk språkkompetanse må sikres.

Strategier for rekrutteringsarbeid

Samisk høgskole har ulike strategier og tiltak ved rekruttering av studenter til doktorgradsprogrammet.

I undersøkelsen av interesserte kandidater som kan søke til Samisk høgskoles doktorgradsprogram, viser svarene at:

- det er viktig for kandidatene at de får finansiert sin doktorgrad (36 %)
- bruk av samisk språk ved veiledninger, gjennomføring av deleksamener og skriving av avhandlingen foretrekkes (45 %)

⁵ Undersøkelse av interessen for kvalifiserte kandidater til å søke på doktorgradsprogrammet i samisk språk og litteratur.

⁶ Undersøkelsen ble gjennomført i fellesferien, noe som kan ha medvirket til svarprosenten.

- kandidatene fremhever at et godt læringsmiljø er viktig (9 %)

Rekrutteringstiltakenes innhold er både av økonomisk og faglig art. De tiltakene som Samisk høgskole allerede har etablert, gjenspeiler de forventninger som potensielle doktorgradsstudenter gir uttrykk for i undersøkelsen.

Rekrutteringstiltakene er:

1) Finansiering av fem stipendiatstillinger for programmet

Samisk høgskole har egen finansiering av fem stipendiatstillinger i samisk språk og samisk litteratur, men tilrettelegger også for prosjektsøknader der finansiering søkes fra andre kilder, for eksempel Norges forskningsråd.

2) Egne ansatte – kompetanseheving til doktorgradsnivå

Samisk høgskole prioriterer finansiering av egne interne vitenskapelige ansatte for kvalifisering til doktorgradsnivå.

3) 3-månders lønn – forprosjekt

Samisk høgskole tilbyr studenter med mastergrad lønn i tre måneder til forprosjekt for å utarbeide prosjektbeskrivelse til ph.d.-prosjekt.

4) Tilbud om fleksibel undervisning (nettbasert)

Samisk høgskole utvikler, produserer og tilbyr fleksibel læring og undervisning i ulike utdanninger i de samiske områdene og ellers i verden, hvor studenter både på studiestedet og ute får det beste læringsmiljøet ved bruk av fleksible læringsmetoder. (Jf. Samisk høgskoles strategiplan for fleksibel undervisning 2012-2017)

5) Samarbeidsnettverk i samisk språk, litteratur og kultur

Samarbeidsnettverket⁷ i samisk språk, litteratur og kultur ble opprettet høsten 2013. Målet for nettverket er å styrke samarbeidet mellom fagmiljøene ved de ulike institusjonene både innen undervisning og forskning for å tilby studentene et tilfredsstillende læringsmiljø. Det første resultatet av nettverkssamarbeidet er at bachelorstudenter fra de ulike institusjonene kommende studieår vil kunne følge nettundervisning i ulike emner gitt av annen institusjon. Man vil kunne effektivisere undervisninga og spare ressurser ved at det ikke undervises i samme emnet på tre institusjoner, men bare på én. Eksempelvis vil studenter fra Samisk høgskole og Giellagas-instituhtta ved Universitetet i Oulu kunne følge et kurs i nordsamisk syntaks som gis ved Universitetet i Tromsø, og studenter fra Giellagas-instituhtta ved Universitetet i Oulu og Universitetet i Tromsø vil kunne følge et kurs i samisk litteratur som gis ved Samisk høgskole. Dette er en form for utveksling av undervisning, og studentene vil etter hvert kunne velge om de vil være gjestestudenter ved de andre institusjonene. I første omgang vil studentene være ved sine moderinstitusjoner. Et slikt samarbeidsnettverk vil gi muligheter til samarbeid også for master- og doktorgradsstudier i samisk språk, litteratur/kultur og vise studentene at ulike emner innen faget er samarbeidsprosjekter blant fagansatte ved flere institusjoner som studentene også blir naturlige deltakere i. Fordi Samisk høgskoles doktorgradsprogram i samisk språk og litteratur vil kunne tilby også delkursene i opplæringsdelen på samisk, er det sannsynlig at det vil virke rekrutterende til programmet, spesielt med tanke på at studentene på denne måten får øvd seg i bruk av samisk og med tanke på utvikling av samisk som vitenskapsspråk.

⁷ Samisk høgskole sammen med samiske fagmiljøer ved Universitetet i Tromsø og Giellagas-instituhtta ved Universitetet i Oulu.

Komiteens råd for videreutvikling av doktorgradsprogrammet

I konklusjonen gir komiteen råd til Samisk høgskole for å utvikle programmet videre. Samisk høgskole har følgende kommentarer til dette:

- Samisk høgskole endrer forskriftenes tittel fra "Forskrift til filosofisk doktorgrad" til "Forskrift for graden philosophiae doctor" (se søknad s. 83).
- Samisk høgskole endrer tekst i forskriften fra "må søkeren normalt ha en femårig masterutdanning" til "må søkeren normalt ha en toårig masterutdanning basert på en treårig bachelorutdanning" (se søknad s. 84).
- Samisk høgskole endrer termen "fagfolk" til "vitenskapelig personale" (se søknad s. 101 og oversendt oversettelse av Retningslinjer for doktorgradsprogram, s. 3).
- Til punktet "The institution is advised to: Continue to actively work to recruit from all the institutions and networks mentioned" henvises det til tabell og tekst på ss. 1-2.
- Om opptakskrav (Possibly broaden the admission requirements) se beskrivelse på s. 3.
- Samisk høgskole vil tilrettelegge for tiltak som hindrer at studentene i litteratur marginaliseres, f.eks. ved å tilby reisestipend for å delta i nasjonale og internasjonale litteraturkonferanser.
- Samisk høgskole har budsjettert forskningsstøtte som stipendiat og vitenskapelig personale kan søke på, blant annet gis det støtte til deltakelse på internasjonale konferanser, språkvask og oversettelser av vitenskapelige publikasjoner til engelsk og andre språk.
- Samisk høgskole fortsetter å følge samfunnets behov for doktorer i samisk språk og litteratur for å kunne tilby oppdatert karriereveiledning til sine studenter.
- Samisk høgskole føyer til en setning på s. 9 i programmets studieplan: "Studentene oppmuntres til å oppholde seg som utvekslingsstudenter ved et annet universitet, gjerne i et urfolksområde, minst i en periode på en måned."
- Samisk høgskole arbeider videre med å sikre finansieringen for forskning på ulike plan. Kontrakten med Nordisk ministerråd bidrar til nødvendige forutsetninger for å initiere forskningsprosjekter for studenter som reiser ut og for utvekslingsstudenter ved institusjonen.
- Samisk høgskole er glad for forslaget om å starte en urfolksorientert sommerskole og vil vurdere dette. Høgskolen har etablert samarbeid med ulike urfolksinstitusjoner, f.eks. urfolksuniversitet Te Whare Wananga o Awanuiarangi, som kan bidra til realisering av tilbud om sommerskole med urfolksfokus.

7 The expert committee's additional evaluation

We have all read the comments from Sami University College in response to the report from the expert committee. SUC's point-by-point suggestions on how to follow up on the advice and recommendations given by the committee are both well anchored and constructive. We unanimously agree that the demand for fifteen PhD students a year is more suitable for the larger Norwegian society than for Sápmi with respect to overall recruitment, general demands for competence, and specific job possibilities. To scale this number down to nine strikes us as distinctly advisable in terms of available students and of the society's needs for PhD candidates with competence in Sámi language, literature and culture. The committee sees that the Sámi job market very much will need the nine candidates and their competence. Ultimately, however, this suggestion to allow the program to have nine and not fifteen graduate students is not up to the expert committee to decide on; our job is to examine the new proposal of nine students a year over a five-year period to see if that is substantiated. It seems worth adding, though, that SUC's capacity and resources make it perfectly well equipped handle fifteen students a year.

The possible PhD students presented in SUC's response to the expert committee are of different kinds. There are two MA completions from 2012 and 2013, respectively; there will be eight further completions in 2014-15, and there is one transfer. With the five Master students that began in 2012 now having finished their coursework and currently writing their thesis, and with plans to follow up on those from 2009 that have not finished, there should be a solid foundation for recruitment of prospective PhD students at SUC. Furthermore, with eleven BA completions by 2015, and with plans in place to develop a new thesis-oriented writing course, it is extremely likely that the recruitment base will increase. Meanwhile there is excellent potential for recruitment from other institutions, especially the University of Oulu and the Arctic University of Norway (University of Tromsø). The survey indicates that among current students there is a high percentage of women and people under thirty, which is a good sign for widening participation, while the further widening of admission requirements—with Sámi language competence as the basis—may add five to ten students without compromising one of the College's founding principles: that the Sámi language be secured.

The survey stresses that a good level of funding, the extensive use of Sámi, and a supportive learning environment were all important elements. Taken together, these elements will be important in recruiting new students. More specifically, SUC offers five PhD scholarships along with pre-project funding and sound resources for competence development. Moreover, SUC provides distance-learning opportunities with state-of-the-art Internet-based instruction, and it avails itself of the numerous collaborative possibilities that are associated with the regional network in Sámi language, literature and culture. The committee's suggestion that SUC look to establish a summer school with Indigenous themes has been well received and ties in with existing contacts and networks. These strategies and activities allow SUC to share their competence with a wider audience, and the committee is convinced that such visibility of the institution and its competences and resources contribute to increasing the recruitment.

It is difficult to pin down exact numbers of MA completions and to ascertain how many students will go on to do PhDs. However, from the figures presented, the likelihood of recruiting nine candidates a year over a five-year period is strong. Supporting this are the above-mentioned initiatives on admission, funding, and academic writing in Sámi. The committee have every reason to believe that once the program is established, its very existence will have a positive recruiting effect. The

committee also feels strongly that to educate people on the highest level in a minority society, and to provide the professional skills needed to sustain and advance that society, are of utmost importance in Sápmi, and indeed in Norway today.

8 Change in Regulations

As of 27.08.15 the Ministry of Education and Research has changed the regulation governing quality in higher education (Studiekvalitetsforskriften). The new text in §3-1 (3) reads (in Norwegian):

Ved akkreditering av et nytt doktorgradsstudium skal studiet ha et fagmiljø tilsvarende minst 8 årsverk med førstestillingskompetanse, hvorav minst seks er i heltids kombinerte forsknings- og undervisningsstillinger og minst 4 har professorkompetanse. Institusjonen må videre kunne dokumentere at den har kapasitet og rekrutteringspotensial til å knytte minst 15 doktorgradsstudenter til studiet i løpet av fem år etter oppstart. Institusjonen må kunne sannsynliggjøre at den over tid kan opprettholde et doktorgradsmiljø med minst 15 doktorgradsstudenter. Kravet om et doktorgradsmiljø med minst 15 doktorgradsstudenter gjelder ikke for Samisk høgskole. Samisk høgskole må sikre at stipendiatene får et godt faglig miljø med høy kvalitet, blant annet gjennom forpliktende samarbeid med andre institusjoner.

Sámi University College is thus exempt from the requirement of being able to maintain a stable group of 15 PhD-students. In Section 5 the conclusion is that accreditation is not recommended because the institution does not fulfill this particular requirement. As this requirement is no longer valid for Sámi University College, accreditation of the program can be granted.

9 Decision

The PhD program in Sámi Language and Literature at Sámi University College fulfils all criteria for accreditation as detailed in Chapter 7 §§7.1 - 7.3 of *Regulations concerning supervision of the educational quality in higher education (Academic Supervision Regulations)* of 28. February 2013.

The PhD program in Sámi Language and Literature at Sámi University College is accredited.

10 Presentation of the expert committee

Professor emerita Ingeborg Kongslien, University of Oslo (Committee Leader)

Kongslien is professor emerita at the Department of Linguistics and Scandinavian Studies, University of Oslo. She completed the PhD degree at the same institution with a thesis on Scandinavian literature regarding emigration to the US: *Draumen om fridom og jord. Ein studie i skandinaviske emigrantromanar*. Migration and multicultural literature, first with Scandinavian and Scandinavian-American texts and in later years, new Scandinavian literature written by migrants to Scandinavia and their descendants, is the focus of Kongslien's research and teaching. The interest for Scandinavian-American texts has brought her to the US for guest professoriates several times. She often presents at conferences, especially within Scandinavian studies, for instance SASS conferences (Society for the Advancement of Scandinavian Studies). Kongslien has taught among other courses, a course in literature in a multicultural context which includes Sámi and Kven text and environments. Furthermore, she has been the first opponent of a PhD thesis on Kven literature. Kongslien has been the leader of the Department for linguistics and been a member of the faculty board at the Faculty of Humanities, and supervised a number of master and doctoral students.

Professor and director Graham Huggan, University of Leeds, United Kingdom

Huggan is professor of Commonwealth and Postcolonial Literatures at the University of Leeds and director of the Institute for Colonial and Postcolonial Studies at the same university. He has supervised a number of PhD students both at the University of Leeds and elsewhere, on a range of topics. Huggan is the author of eleven books, among them are *Nature's Saviours: Celebrity Conservationists in the Television Age*, *the Oxford Handbook of Postcolonial Studies*, *Postcolonial Ecocriticism: Literature, Animals, Environment* and *Australian Literature: Postcolonialism, Racism, Transnationalism*. Most of his recent work is situated at the interface of postcolonial and environmental studies, and he is the director of the University of Leeds's new environmental humanities initiative. Huggan is on the editorial board of numerous journals in the postcolonial field and a regular national and international examiner and reviewer. Furthermore, Huggan is the project leader for a major research project called *Arctic Encounters: Contemporary Travel/Writing in the European High North*.

Professor Anna-Riitta Lindgren, University of Tromsø – The Arctic University of Norway

Lindgren is professor in Finish linguistics at the University of Oslo. She has a dr. philos degree from the same institution and a master degree from University of Helsinki. In addition to her position at University of Tromsø, Lindgren is docent in Finish language and multilingualism in the Cap of the North at University of Oulu. In her research, Lindgren studies the morphology and variation in Kven language as well as language sociology in multilingual societies. She has written about Kven-Sámi-Norwegian trilingualism in Northern Norway, Sámi-Finnish bilingualism in Northern Finland, the use of Sámi by Sámi people in Helsinki, trilingual use of person names in Northern Norway, the liberation of Finnish in Finland in the nineteenth century and the language shift from Swedish to Finnish among educated classes in 1850-1920. Lindgren has taught Finnish linguistics at universities at every level; this includes Finnish as a minority language, grammar, dialectology and sociolinguistics, language history, Finnish as minority language and multilingualism. When it comes to supervision, she has taught Finnish linguistics and language sociology for both master and doctoral students. Furthermore, Lindgren has been a guest lecturer and invited key note speaker at conferences.

PhD Signe Rix Berthelin, Norwegian University of Science and Technology (NTNU)

Berthelin has a bachelor degree with specialization in social anthropology and linguistics and a master degree in general linguistics. In addition, she has 60 ECTS in Swahili language science. It was the study of Swahili which created her interest for language, and non-Indo-European languages in particular. Her master thesis dealt with the significance of the morpheme *niq* in North Slope Iñupiaq. The semantic and pragmatic analysis of *niq* in her master thesis is based on interviews with people with Iñupiaq as their mother language in Alaska. After completing her master degree, Berthelin was a lecturer and course coordinator for a bachelor level course in pragmatics, and she has been a teaching assistant at several courses and research assistant at a project concerning Norwegian pragmatic particles. Her doctoral project is about describing and analysing modal expressions in Canadian Iñupiaq, Uummarmiutun. The project will involve a field work in Canada, and contribute to the general understanding of modality as a semantic category and the documentation of a threatened Inuit dialect. As she did with her master thesis, she aims at producing a popular science version of the doctoral thesis which will be available for people in areas where Iñupiaq as well as people elsewhere interested in language.

11 Documentation⁸

13/743-7: Ny oversettelse til engelsk - Sámi Allaskuvla/Samisk høgskole - søknad om akkreditering av ph.d.-studium i samisk språk og litteratur

13/743-17: Supplering av søknad - Samisk høgskole - ph.d.-studium i samisk språk og litteratur

13/743-18: Supplering av diverse tabeller - Sámi Allaskuvla/Samisk høgskole - søknad om akkreditering av ph.d.-studium i samisk språk og litteratur

13/743-20: Kommentar til sakkyndig vurdering

13/743-25: Brev fra Kunnskapsdepartementet om endring av forskrift.

⁸ Most of the documentation is in English, some in Norwegian and a few documents in North Sámi.