

Memorandum

From: Ministry of Education and Research

Date: 29.11.10

Case no.: 200600072

Status of the North America Strategy for Higher Education Cooperation 2008-2011

With reference to the Ministry's North America Strategy for Higher Education Cooperation 2008-2011, we hereby present a status assessment of the Strategy. As stated in the Strategy, the Ministry has aimed to conduct such an assessment in 2010. The assessment will provide a basis for deciding whether or not the measures should be continued after 2011.

1. BACKGROUND

The North America Strategy for Higher Education Cooperation was introduced in the fall of 2007. The aim of the Strategy is to strengthen the cooperation between higher education institutions in Norway and the U.S. and Canada. Funding has been allocated to the follow-up of the Strategy: NOK 5 million in 2008, and NOK 10 million in 2009 and 2010. The Ministry has proposed to allocate funding on the same level also in 2011.

The Strategy consists of the following four elements:

- Collaboration at government level
- Strengthening of student exchange
- Establishment of partnership schemes
- Strengthening of information and network arenas

The Strategy states that the results will be measured by the development in student mobility. This does not mean that the goals of the Strategy are limited to increased student mobility. However, it is a basic premise that the flow of students both ways across the Atlantic is both a symptom of and a contribution to broad collaboration and to the development of the whole Norwegian higher education and research system. Based on this premise, there are goals for student mobility stated in the Strategy.

The Ministry of Education and Research (MER) conducts a coordinated follow-up of the North America Strategy for Higher Education Cooperation and the Strategy for Norway's Scientific and Technological Cooperation with North America. The Ministry also coordinates the work with the follow-up of the Bilateral Agreement on Cooperation in Science and Technology.

The Norwegian Government's North America Strategy is the national strategy for cooperation with North America, including knowledge collaboration. The Ministry of Foreign Affairs (MFA) chairs an inter-ministerial steering group for the follow-up of the Strategy, and MER is represented in the steering group.

2. MEASURES IN THE NORTH AMERICA STRATEGY FOR HIGHER EDUCATION COOPERATION 2008-2011

The Strategy presents a number of concrete measures. An assessment of the status for these and other measures introduced in the follow-up of the Strategy are presented below.

The Transatlantic Education Forum has been established. The Canadian and American embassies in Norway, together with MFA, the Norwegian Centre for International Cooperation in Higher Education (SIU), the Fulbright Foundation, the Association of Norwegian Students Abroad (ANSA), the Norwegian Association of Higher Education Institutions (UHR) and the Research Council of Norway (RCN) are invited to the Forum about twice a year. The Forum is chaired by the State Secretary in MER.

A Declaration by the United States and Norway was signed during Science Week in Washington D.C. in the fall of 2007 to encourage and strengthen student and teacher exchange between the countries and reduce existing obstacles to exchange.

The Fulbright Foundation received an increase in MER-funding in 2008-2010, and the Ministry has proposed to Parliament that the increase of 1 million NOK is made permanent from 2011. The Norwegian increase has been matched by an increase on the American side.

SIU has been given the main responsibility for the follow-up of the Strategy, including responsibility for coordination and information.

Please, see appendix 1 for more information about SIU's work with information measures.

ANSA has been given a distinct responsibility in the follow-up of the Strategy in informing potential students about their study possibilities in the U.S. and Canada, and the organization has increased its information measures. ANSA has had a close cooperation with the American Embassy and the Norway America Association on arranging information nights and information sessions focusing on studies in North America. The organization has also introduced other measures.

The number of enquiries to ANSA's information centre about studies abroad in general has increased to 12 000, and in the first quarter of 2010, there was an increase by 70 per cent compared to the year before.

The Partnership Programme for higher education collaboration between Norwegian institutions and institutions in the U.S. and Canada was established in 2008. The Programme is funded by MER and operated by SIU. The aim of the programme is to strengthen quality academic relations between Norwegian institutions and North American partner institutions. In all, 12 projects are funded for four years (2008-2011). The projects employ a variety of measures and activities, such as student and faculty exchanges, common curricula, intensive programmes, summer schools, common course modules and development of joint degrees.

Please, see appendix 2 for more information about the Partnership Programme.

Project funding was introduced as a measure in 2009. MER has allocated NOK 1.5 million in both 2009 and 2010, and SIU administers the scheme. The project funds have two goals: To contribute to the establishment of new academic collaborations between higher education institutions in Norway and North America, and to contribute to reinforcement of existing collaboration initiatives.

Please, see appendix 3 for more information about the project funding.

The Norwegian Embassies' focus on higher education cooperation has been strengthened. Three representatives now have dedicated tasks towards higher education and research cooperation:

- Counsellor for Science and Technology (covering the U.S. and Canada), stationed at the Embassy in Washington D.C.
- Director of Higher Education and Research (covering mainly the Midwest), stationed at the Honorary Consulate General in Minneapolis
- Director of International Education, North America (covering the U.S. and Canada), stationed at the Consulate General in New York

The position in Minneapolis was established in 2008, and MER co-funds this and one other position directed towards business development and innovation, together with other stakeholders, such as the UHR and the RCN.

The job description for the position in New York was updated in 2009 and is now more in line with the priorities in the strategies for higher education and research cooperation with North America.

The three representatives are expected to work closely together as a team.

The financial support to students is an important instrument to facilitate student mobility, and the Norwegian State Educational Loan Fund has schemes in place to support studies abroad/mobility. In order to induce Norwegian students to choose high quality institutions abroad, the White Paper on internationalization of education (from the spring of 2009) recommended the introduction of schemes and incentives in the educational support system that will influence students to choose education and educational institutions of high quality, over and above the basic requirements that apply today. MER is currently working on a project with the goal to establish quality lists for making it easier for the students to make choices based on quality criteria.

Financial support to students is also important in order to recruit North American students to Norwegian institutions. MER therefore works with issues related to the American financial support system together with SIU. There has been a good dialogue with the U.S. Embassy in this matter. MER and SIU met with the U.S. Department for Education in October 2010 to discuss these issues further.

Collaboration with the private sector in order to investigate the possibility of developing a privately financed scholarship fund for Norwegian and North American students is a measure that has been postponed thus far.

The International Student Exchange Program (ISEP) is a network of 275 higher education institutions in 36 different countries, including 140 institutions in the U.S. and 3 in Canada. The programme facilitates student exchange and funding has been allocated for Norwegian institutions which want to participate in the programme. So far, two institutions have joined the ISEP network: Bodø University College and Vestfold University College.

The Fellowship Programme for Studies in the High North is established under the Norwegian Government's Strategy for the High North.

Fellowships are awarded to students from Russia, the U.S. and Canada to support stays of one to two semesters at a Northern Norwegian institution¹, including the University Centre in Svalbard.

The following disciplines are prioritised:

- Travel and tourism
- Studies related to nature management, including fisheries and maritime studies
- Studies in the fields of technology, nature, the environment or social sciences of relevance to the petroleum sector
- Questions related to indigenous populations
- Studies related to industrial development in the High North, including business economics
- Studies of environmental questions
- Other topics with special emphasis on and relevance to the High North region.

Fellowships awarded under the Fellowship Programme for Studies in the High North for students from Canada and the U.S.:

For students from:	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Canada	16	18	15	21	19
USA	11	13	16	12	15

The programme is used strategically by the Norwegian higher education institutions to strengthen their partnerships with institutions in North America. The institutions also use the University of the Arctic and the north2north student exchange programme to reach potential exchange students in Canada and the U.S.

SIU has recently renewed the agreement with MFA. The programme period has been extended until 2013, and the allocated funding has been increased by 50 per cent to NOK 4.5 million annually.

¹ University of Tromsø, Bodø University College, Finnmark University College, Narvik University College, Harstad University College, Sami University College.

3. RESULTS

The Strategy states that the measures introduced should result in *“a change of course, so that in 2011, we will see a tendency towards increasing transatlantic collaboration between universities and university colleges, more partnerships and a growing number of students taking full degrees or partial studies in the United States or Canada.”*

Through the funding programmes, information initiatives and knowledge building, we are well underway to achieving these goals. We already see a change of course in the student mobility, and the transatlantic partnerships established as a result of the Strategy are becoming models of best practice for how researchers and faculty can be inspired to increase their higher education collaboration and encourage student mobility.

3.1 Collaboration at government level

The Strategy has stimulated increased dialogue between important stakeholders, including the two North American embassies in Oslo and MER. The Transatlantic Education Forum is an important arena for discussing mutual challenges and possible measures. It has also proven as an effective arena for sharing information about relevant initiatives. It is the Ministry's comprehension that there is a mutual understanding about the goals of the Strategy among the stakeholders, and that all the stakeholders work together towards these goals.

Another arena for discussion and sharing of information is the Transatlantic Science Week. The Science Week is an annual event, organized by the Norwegian Embassy in Washington D.C. on behalf of MER, which seeks to strengthen cooperation in research, innovation and higher education between the U.S., Canada, and Norway. The event gathers researchers, educators, administrators, business people, and government policy makers. Higher education cooperation has become more visible in the programme the last few years, in accordance with MER's policy to link the two modes of international cooperation – higher education and research. The Norwegian Minister of Research and Higher Education, Tora Aasland, has participated at the Science Week event four years in a row, from 2007 to 2010².

3.2 Transatlantic collaboration and partnerships in higher education and research

The Partnership Programme and the Project funds have contributed to increased transatlantic collaboration between institutions in Norway and

² The Science Week has traditionally been organized in Washington D.C. However, in 2008 the event took place in both Ottawa and Washington D.C., and in 2009 it took place in Minnesota. In 2010, the forum returned to Washington D.C.

North America. Both sides agree that the initiative to a new agreement should come from faculty members, and should be based on a common academic interest. Models for semester exchanges on the graduate level take a long time to develop, and require close contact between the academic environments over several years.

Writing an application can in itself draw attention to possible areas of collaboration, and even if the application is not successful, the process can initiate future contact.

3.3 Mobility of students

The different measures which are introduced under the Strategy, all stimulate increased transatlantic cooperation between universities and university colleges, more partnerships and a growing number of students taking full degrees and partial studies in the U.S. and Canada. Further, it is a goal to increase the number of North American students at Norwegian institutions.

3.3.1 Student mobility between Norway and the U.S.

So far, we see certain new trends in the student mobility from Norway to the U.S.:

Students	Statistics 2006–2007			Goals 2011			Statistics 2009-2010 ³		
	Bachelor	Master	Total	Bachelor	Master	Total	Bachelor	Master	Total ⁴
Degree-seeking students	548	326	874	600	600	1200	725	245	1013
Exchange students			580	600	600	1200	636	442	1080
			1454			2400			2093

More Norwegian students study in the U.S. and it is the number of exchange students that has increased the most. 1 080 Norwegian students took part of their degree in the U.S. in the academic year 2009-2010, up from 960 the previous year. More exchange agreements, increased information about studies in the U.S., and a more positive attitude towards the U.S. may be among the reasons for this development.

³ Statistics from the State Educational Loan Fund

⁴ The total also includes Ph.D. students taking their full degree in the US.

The number of Norwegian students studying in the U.S. for a degree has been declining for many years, but now the trend has turned. In 2009-2010, 1 013 Norwegian students studied in the U.S. for a degree, which are 100 more than in 2008-2009.

The goals for degree-seeking students and exchange students on Bachelor's Degree have been met. However, there is still some way to go with regards to the numbers at the Master's level.

The student mobility from the U.S. to Norway is less extensive, but there has been an increase since the introduction of the Strategy:

Students	Statistics 2006		Goal 2011			Statistics 2009
	Total		Bachelor	Master/graduate	Total	Total
USA	237		250	150	400	307

Preliminary statistics for 2010 show that we can expect further increase: There are already registered 359 students from the U.S. in 2010.

3.3.2 Student mobility between Norway and Canada

The development with regards to student mobility from Norway to Canada is more modest:

Students	Statistics 2006–2007			Goals 2011			Statistics 2009-2010 ⁵			
	Bachelor	Master	Total	Bachelor	Master	Total	Bachelor	Master	Total ⁶	
Degree-seeking students	166	26	192	200	100	300	157	20	184	
Exchange students			144	200	100	300	99	74	173	
			336				600			

Unfortunately, the number of degree-seeking students to Canada has decreased slightly, but the number of students participating in student exchange has increased since the launch of the Strategy. Also, it is interesting to note an increase by 100 per cent in the number of exchange students in upper secondary school, from 15 to 30 pupils.

⁵ Statistics from the State Educational Loan Fund

⁶ The total also includes Ph.D. students taking their full degree in Canada.

It should also be noted, that even though the numbers have not shown a large increase since the launch of the Strategy, the number of Norwegian students traveling to Canada to study has grown steadily over the past ten years. It is the exchange students that make up the growth. The number of exchange students has increased by over 200 per cent since 2000-2001.

The mobility from Canada to Norway shows a positive trend:

Students	Statistics 2006	Goal 2011			Statistics 2009
	Total	Bachelor	Master/graduate	Total	Total
Canada	54	60	40	100	97

For students coming from Canada, the goal of 100 students by 2011 has almost been met, with 97 students coming to Norway in 2009. A large portion of these students, have come to Norway as part of the University of the Arctic's north2north exchange programme, or with High North scholarships. There is a positive tendency also for Canada in the preliminary statistics for 2010: So far there are registered 148 students from Canada in 2010.

Appendix 1

SIU's Information Measures

1. Publications and web-based information

SIU is present in a number of different forums and a high number of media to promote higher education collaboration, student mobility and Norway as a destination for education and research.

Through the website and publications of *Study in Norway*, SIU promotes studies and research in Norway. Brochures, such as *A Guide to Higher Education in Norway*, *A Brief Guide to Living in Norway* and field specific brochures about studies in petroleum, renewable energy or marine studies are available at foreign missions and other collaborating institutions in the U.S. and Canada.

The web portal *Study in Norway* is an important tool for promoting Norway as a destination for education and research. The overall number of visitors to www.studyinnorway.no has increased at a rate of about 40 per cent annually since its launch in 2007. In 2008, SIU developed country-specific pages on the site directed towards students from the U.S. and Canada, with tailored information for admission, scholarships and other topics. The statistics for the site show that the interest in Norway is not only the outcome of global mobility trends, but also a direct result of SIU's focus on and activities in a country or region.

SIU was present at many events and on many campuses in North America in 2008, and this resulted in a significant increase in the number of visitors from the U.S. and Canada. U.S. visits increased by 60 per cent compared to 2007, and visits from Canada increased by 92 per cent. Visits from some individual states and areas, such as Minnesota, California and Toronto more than doubled in 2008.

The numbers of visitors to www.studyinnorway.no from the U.S. and Canada remained high in 2009, although SIU undertook fewer visits than in 2008. This emphasizes the importance of continuous presence to capture and maintain the interest of students.

In late 2009, SIU established the site *Arctic Degrees*, www.studyinnorway.no/highnorth, as part of www.studyinnorway.no, with information about the High North Fellowship Programme. SIU expects that the site will generate more visits from the U.S. and Canada through the institutions participating in the Fellowship Programme and their partners.

SIU also uses social media such as Facebook, Twitter and YouTube to communicate with audiences in different countries. These media are effective for disseminating information about study opportunities, new programmes and scholarships.

2. Participation in fairs and conferences

SIU participates in a number of international education conferences in the U.S. and Canada, and attends meetings and seminars related to transatlantic collaboration.

NAFSA is the largest and one of the most important arenas for SIU and the Norwegian institutions both for collaboration with North American institutions and international education in general. On average, 7 500 delegates attend *NAFSA*, representing higher education institutions, non-profit organizations and businesses from over 90 different countries. Norwegian institutions attend as well, and they go to *NAFSA* to meet with partners from all over the world. SIU organizes a booth for *Study in Norway* in collaboration with the other Nordic countries, where the Norwegian institutions participate and display their information material. Every year, SIU hosts a popular event where the Norwegian institutions can meet old and new partners from the U.S. and Canada, such as a lunch or breakfast.

The annual conference of *the Canadian Bureau for International Education* (CBIE) is the Canadian version of *NAFSA*. CBIE is smaller in size and scope, but an important arena for contact with the Canadian institutions. SIU hosts a booth at the exhibition fair, which is well-visited by Canadian institutions. Some institutions have good knowledge about education in Norway, and these often have agreements with Norwegian institutions or are part of the University of the Arctic. Other institutions have less knowledge, but are very interested in discussing opportunities for collaboration.

SIU has also participated in the annual meetings of member organizations for the U.S. higher education institutions, such as the *Association of International Education Administrators* and the *Council of Graduate Schools*. The meetings are attended by high-level university representatives and international education professionals, as well as policy makers from federal offices. These are arenas where important discussions in U.S. higher education take place. For example, the U.S. response to the Bologna process is a recurring topic at these events.

There are few large study abroad venues in the U.S. and Canada that SIU can attend to promote Norway to potential exchange or graduate students, as most of the existing fairs are directed towards undergraduate students. In 2008, SIU attended the *Go Abroad* fairs in Vancouver and Toronto, and in 2010, SIU attended the *Go Global Expo* in Toronto. Both were good venues to promote studies in Norway to a large audience.

Study abroad-promotion of exchange agreements are mostly done at an institutional level, where students are introduced to the available countries and institutions they can go to. SIU has attended some institutional go-abroad fairs, and find that they are good for introducing students to the idea of studying in Norway. Then, if a student

is interested and need more institution-specific information, the study-abroad adviser can help.

SIU includes fairs and institutional events in travels to North-America when possible, but can only attend a limited number of education fairs. Collaboration with the Embassy in Ottawa and the Consulate General in New York, as well as the use of Norwegian student representatives at institutional fairs have given positive results, and SIU will continue to develop these models for promotion. The Norwegian institutions are invited to join SIU at the fairs, however it has proved challenging to incorporate such participation with the institution's own plans and strategies.

3. University visits

In the fall of 2008, SIU and a representative from *the National Council for Technological Education* (part of UHR) visited five institutions with strong technology/engineering departments in the U.S. Midwest. SIU found that by including a representative from the sector it added value to the discussions with the faculty members of the U.S. institutions, since comparisons of degrees and curricula could be discussed at a more detailed level.

In 2009, SIU visited the University of California, Berkeley, together with representatives from the international office at the University of Oslo, and both the university and SIU found this co-perspective useful.

In 2010, SIU initiated a study trip to the Toronto area for the Norwegian teacher's education programmes. Three Norwegian institutions participated in the delegation, and visited three institutions with teacher's education programmes in Toronto. This model worked well, and the institutions were pleased with SIU's role as the facilitator of these visits. .

SIU has visited a number of campuses in the U.S. and Canada in 2008, 2009, and 2010, and met with a high number of institution representatives at various conferences and meetings. The main goals of these visits are to promote Norway as a destination for education and research, to increase the awareness and knowledge about Norway and Norwegian higher education, to learn more about higher education in the U.S. and Canada, and to build and maintain networks. SIU finds that the interest for collaboration with Norway is generally high, but the level of knowledge about the Norwegian system of higher education and the opportunities offered to North American students is relatively low. According to *EducationUSA*, the federal organization for education in the U.S., American students use the international offices at their home institutions to be informed about study abroad options. Contact with these offices is therefore important in order to make Norway one of the options that are presented to the students.

When visiting institutions, SIU aims to meet with both administrators and faculty to discuss opportunities for collaboration and mobility. If possible, SIU also hosts information sessions for the local students and meet with Norwegian students to learn about their experiences. All the institutions SIU visits are interested in hosting more students from Norway since Norwegian students are considered to be well-funded, good students with a high level of English knowledge. Degree seeking students are welcome to apply, and many offer study-abroad options through institutional agreements. When it comes to bilateral agreements and reciprocal exchanges, the American institutions are more restrictive.

4. Competence building in the Norwegian higher education sector

SIU has published a *Handbook for Collaboration with North America*, which includes topics such as quality and accreditation of higher education in the U.S. and Canada, arenas for meeting partner institutions, and awareness of the needs of North American students. In 2008, SIU hosted a seminar on collaboration with North America that focused particularly on ISEP, and other seminars and workshops have been held in conjunction with conferences such as NAFSA. In addition, North America was included as an important region at SIU's annual seminar about promotion of Norwegian higher education in 2009.

SIU also works with the Ministry of Education and Research, the U.S. Embassy in Norway, the U.S. Department of Education, and the Norwegian institutions to build competence and find solutions to the challenges related to the programmes of federal student funding for U.S. students. SIU is currently working on an agreement with the U.S. Department of Education that will allow U.S. students to defer payments on their former student loans when studying at participating Norwegian institutions of higher education.

Appendix 2

The Partnership Programme for Collaboration with North America

The Partnership Programme for higher education collaboration with North America was established to strengthen quality academic relations with partner institutions in the U.S. and Canada. The Norwegian universities and larger university colleges were invited to apply for funding for developing already existing research collaboration into thriving partnerships for higher education collaboration. A total of 44 applications from a wide range of academic fields were submitted to SIU.

Twelve projects were awarded funding for the project period 2008-2011. While working towards the same goals, the projects are different in their approach to collaboration and employ a variety of measures and activities, such as student and faculty exchanges, common curricula, intensive programmes, summer schools, common course modules and development of joint degrees. After a preparatory semester in the fall of 2008, all projects have now initiated activities and processes that lead to more collaboration and more student mobility.

Partnerships in Higher Education Norway - North America

Project	Norwegian institution	North American institution
Energy in a New Time	Bodø University College	University of Alberta
Ottawa-Oslo-Svalbard terrestrial cryosphere exchange	University of Oslo	University of Ottawa
Canada-Norway Partnership Programme in Higher Education on Distributed Systems (CANOE-DS)	University of Oslo	University of Toronto
Micro- and nanotechnology collaboration	Vestfold University College	University of California at Berkeley
NORUS - Technology Development for Marine Monitoring and Ocean Observation	Norwegian University of Science and Technology	California Polytechnic State University
Power Electronics, Applications and Design	Norwegian University of Science and Technology	University of Minnesota

Learning together: joint teaching, research and student exchange between University of Agder and University of Nebraska, Omaha	University of Agder	University of Nebraska, Omaha
The Princeton-Bergen Collaboration in Carbon Storage	University of Bergen	Princeton University
Norwegian-American partnership in climate research	University of Bergen	University of Washington
Computational Quantum Mechanics for Nuclear Physics	University of Oslo	University of Tennessee, Knoxville
Multi-disciplinary collaboration at BA, MA and PhD levels and research with UC Berkeley and Faculty of Education, University of Oslo	University of Oslo	University of California at Berkeley
Indigenous studies collaboration for research and student exchange	University of Tromsø	University of Montana

Highlights from the Partnership Programme

- The projects employ various strategies for promoting student mobility and ensuring that students travel both to and from Norway. The University of Oslo (UiO) and partner University of California, Berkeley, have developed courses that are tailor-made for each other's students, thus encouraging students to travel. In the spring of 2010, several students from Berkeley took classes at UiO as part of an exchange that used to be very lopsided. Taking a different approach, the University of Agder and partner University of Nebraska, Omaha, realized early that Kristiansand or Omaha might not be the most obvious study abroad choice for their students. To encourage semester exchanges, they have developed a two-week "immersion programme" where students get a brief introduction to student life in Norway or the U.S. In May 2009, 20 students from Omaha came to Agder, and in June 2010, students from the University of Agder visited Omaha. The immersion programmes have resulted in a high number of semester exchanges.
- Several projects bring together researchers and students at teaching-intensive workshops and summer schools. The University of Bergen and partner University of Washington gathered 17 top researchers and 26 PhD students in Bergen for a two-week summer school on advanced climate dynamics. Similarly, NTNU and partners UNIS, Rutgers University and California Polytechnic State University have hosted workshops in both Svalbard and California, giving students hands-on experience with underwater robots for

marine monitoring and research. This project has been featured in an issue of Canadian National Geographic Magazine.

- Proving that size does not matter, Vestfold University College (VUC) is developing joint PhD courses and exchanging PhD students with the University of California, Berkeley, in the field of nanotechnology. Despite differences in the size and ranking of the institutions, the excellence of the academic environment and facilities at VUC is recognized by Berkeley. Academic excellence was also a main motivation in the partnership between the University of Tromsø's indigenous studies programme and the University of Montana (UM). UiT was approached by UM, that was interested in learning from UiT's approach to indigenous studies. Montana is now developing a degree based on UiT's model, and students from UM come to Tromsø to take courses or the full degree.
- Exchange of students for longer periods of time is not always possible, but the joint knowledge of collaborating researchers can still benefit students. In their partnership related to carbon storage, the University of Bergen and Princeton University have developed online video courses that the students from both countries can take. In 2009, 15 students at Princeton and 4 students in Bergen followed a video course where 16 of the lectures were held at Princeton and 10 in Bergen. The video course was supplied with a short visit by the Princeton students to Bergen. Following this success, the partners are planning more joint courses.
- In the Partnership Programme there are also projects working towards a joint degree. For example, Bodø University College and partners the University of Alberta and the University of Texas, Austin, are working towards a joint Master's Degree in "Energy Management". Bodø has established a similar joint degree with the MGIMO University in Russia, and will expand the model to its North American partners. The joint degree with MGIMO is the result of long-term institutional commitment to international collaboration and academic partnerships.

Partnership mobility

Overall, a high number of collaborative activities leading to a high number of transatlantic travels have been made possible through the Partnership Programme 2008-2011. Through academic collaborations, students have been encouraged to visit partner institutions for a shorter or longer period of time. Below is an overview of the total student mobility in the Partnership Programme in 2009, sorted by the purpose and length of the stay:

	Bachelor students		Master students		Phd students	
	Nor to N-A	N-A to Nor	Nor to N-A	N-A to Nor	Nor to N-A	N-A to Nor
Semester exchange	42	13	19	6		
Field work/summer school		1		9		38
Research			1		5	4
Workshop/short course		21	4	19	4	26

The figure illustrates both the very high level of activity in the Partnership Programme, and how much of the student mobility that takes place outside the framework of formal for-credit-coursework exchanges. While a total of 212 students participated in partnership activities that took place outside their home country, only 80 completed a traditional semester exchange (and 40 of these as part of one partnership, the UiO-Berkeley exchange programme). Through the current procedures for collecting national mobility statistics, however, only the semester exchange is officially reported and included in the statistics, and PhD mobility is not recorded at all. Some of the results of the partnership programme will therefore not be visible in the official student mobility statistics.

Feedback to the programme from the project coordinators on both the Norwegian and the North American side is very positive. They consider this type of funding crucial for developing partnerships that link higher education and research. They point to three reasons for this:

- The funding from the Partnership Programme gives the collaborating researchers financial room for developing higher education collaboration. This is particularly important for the American researchers, since their budgets are often tied to research revenue. Encouraging researchers to involve students in their overseas collaborations is an important part of the Partnership Programme.
- There is little room within available research funding mechanisms for involving students on BA and MA levels in research projects. Professors also have little incentive for encouraging students to study for a full semester with a certain professor or at a specific institution abroad.
- There is little funding available for students who would like to partake in field work or workshops of short length. The Partnership funding has for example allowed Canadian, the U.S. and Norwegian students to be part of workshops in places such as Svalbard, Bergen, California and Ottawa that they may not otherwise have travelled to. The brief contact with fellow students and faculty is

important for the students' interest in the field, and may encourage students to study abroad later in their degrees.

Appendix 3

Project funding 2009 and 2010

In both 2009 and 2010, SIU awarded Project Funds for collaboration initiatives between Norway and North America. Funding was made available to projects aiming at either establishing new relationships or renewing existing collaboration. All Norwegian institutions of higher education were invited to apply for projects within any academic field and all academic levels, but the projects had to be based on academic collaboration.

The academic interest in the Project Funds is very high. In 2009, SIU received a total of 73 applications for the NOK 1.5 million available, and 16 projects were awarded funding. In 2010, 60 applications were filed, and NOK 1.8 million were distributed to 18 projects. The applications represent a large variety of institutions, academic fields, and higher education levels.

Applications for Project Funds 2009 and 2010, sorted by academic field and institution type:

	Universities	University colleges	Private university colleges
Health science/nursing	1	14	4
Medicine/biomedicine	4	1	
Engineering/petroleum	11	4	
Education/teacher education	7	9	1
Business, economy and social sciences	10	12	
Science, technology, math	13	1	
Law	2		
Psychology	4	1	
Humanities/journalism/music	13	8	
Other	2	2	2
SUM	67	52	8

Project funding 2009

Norwegian institution	Subject Area	Institutions from North America
Diakonova University College	Nursing	Bethel University
Akershus University College	Engineering	University of Minnesota University of North Dakota University of Calgary
Bergen University College	Teacher education,	University of Toronto

	drama	
Bergen University College	Health and social work	University of New Brunswick
Bergen University College	Educational sciences	San Diego State University
Buskerud University College	Economy and Social Sciences	Pennsylvania State University Université du Québec à Montréal
Oslo University College	Nursing	Fairfield University
Norwegian Academy of Music	Music	University of Rochester
Norwegian University of Life Sciences	Plant- & environmental sciences	University of Minnesota University of Wisconsin, Madison Iowa State University University of Nebraska, Lincoln
Norwegian University of Science and Technology	History	University of Arkansas
University of Agder	Teacher education	University of Nebraska, Omaha
University of Oslo	Physics , space technology	University of Calgary University of Alberta University of Saskatchewan
University of Stavanger	Mechanical engineering	San Diego State University
University of Stavanger	Petrol technology	University of Texas at Austin
University of Stavanger	Petrol technology	Texas A&M University
Universitetet i Tromsø	Visual culture studies	University of Montana

Project Funding 2010

Norwegian institution	Subject Area	Institutions from North America
Bergen School of Architecture	Architecture	Southern California Institute of Architecture Auburn University
Haraldsplass Deaconess University College	Nursing	Azusa Pacific University
Akershus University College	Behavioral science	Florida International University CUNY Queens University of Nevada

Bergen University College	Health Sciences	Duke University
Bodø University College	Business	University of Texas at Austin
Finnmark University College Harstad University College	Social sciences	Lakehead University University of Northern BC Victoria Island University
Harstad University College	Health Sciences	Minot State University
Molde University College Norwegian University of Science and Technology	Economics	HEC Montreal
Oslo University College	Journalism	University of Western Ontario
Oslo University College	Nursing	Fairfield University Columbia University
Telemark University College	Humanities	University of Alberta, Augustana College
Norwegian School of Sports Science	Sports science	University of Ottawa
University Center at Svalbard	Earth sciences	University of Saskatchewan University of Carleton University of Ottawa University of Alberta
University of Agder	Engineering	University of Minnesota
University of Oslo	Culture studies	University of Texas at Austin
University of Stavanger	Engineering	Texas A&M University
University of Tromsø	Music	Stanford University New York University McGill University
University of Tromsø Bodø University College Finnmark University College Nesna University College	Teacher education	St. Olaf College University of California, Berkeley

Through the Project Funds 2009 and 2010, programmes of nursing and teacher education have been awarded several projects. These are programmes where semester-long student mobility to or from North America has been difficult, due to differences in programme structures and curricula. Several of these projects have received funding to develop alternative modes of international collaboration, such as short visits combined with joint teaching, or opportunities for practical training through partner institutions. This development would have been difficult without funding from the Project Funds. The international exposure that these students will

get is important, although they may not show on national statistics of student mobility.