



MPCT
STUDY PROGRAMME REPORT
2006-2007



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INTRODUCTION

This Study Programme Report is based on evaluations carried out and results achieved in the Master's Degree Programme in Peace and Conflict Transformation (MPCT) during the study year 2006-2007. The evaluations conducted include electronic questionnaire (QuestBack) assessments by students, comments and viewpoints received from lecturers, and matters raised in the Student Staff Liaison (SSL) forum and other meetings. Also the more general student survey carried out by the Faculty in spring 2007 (*Studentundersøkelsen*) has informed the conclusions reached and presented herein. To keep the report focused and within the set format and length, only the most important aspects relating to programme quality are discussed. Action points, wherever relevant, link up with the priorities and recommendations outlined in last year's report.

SUMMARY

The findings presented in this report can be summarised as follows:

- 2006-2007 was a challenging year for CPS and MPCT with heavy workloads put on staff members to secure a satisfactory implementation of key programme components; the extraordinary situation emerged, among other things, because of long periods of leave among key staff and some students disqualifying themselves from further studies due to plagiarism. Tough decisions and tasks were commendably executed, though, and the unprecedented problems had, all in all, few negative consequences for enrolled students.
- Though student recruitment remains a challenge, the number of qualified applicants to MPCT increased in all three application categories in 2007 compared to the previous year.
- Several positive changes were implemented in the programme organisation; the content and structuring of courses were revised and improved, as was the support and supervision rendered second year students in their thesis projects. More students finishing on time was probably one effect of these alterations. Candidate number 50 completed her Master's in April 2007, and by the end of June a total of 65 students had graduated from MPCT.
- MPCT is by the beginning of 2007-2008 running well – engaging an inspiring blend of new and old students, academic and administrative staff, internal and external lecturers, internal and external supervisors as well as the members of the various CPS Boards. This means that MPCT is ready to attract, also in the future, well-qualified candidates to an inspiring and meaningful multi-disciplinary learning environment in the name of peace.

Some of the recommended action points put forward in this report are that CPS should:

- continue efforts to improve admission/student recruitment quality
- continue efforts to improve teaching and supervision approaches/practices
- continue efforts to improve communication and information – especially on learning goals and academic expectations/standards and for providing proper feedback on student work
- make investigations into the relationship between completion rate/study time and results achieved – to be able to strategise measures that can fulfil time-related programme goals
- strengthen (esp. academic/research) resources at CPS and reduce staff turnover – to lessen the Centre's vulnerability to staff absence and insufficient support from other departments

ADMISSION QUALITY

The MPCT has 24 seats available every year (reserved for 12 international students and 12 Nordic students). These seats are filled with applicants from three categories: international Quota scholarship students, international self-financed students, and Nordic students. Admitted students should be trained in social sciences, humanities, law, or health sciences. Applicants must document at least three years of studies at university level beyond the basic entrance requirement, equivalent to a Bachelor degree or similar. Preference is given to applicants who can document academic work, experience and/or interest in topics related to peace and conflict transformation. Applicants must therefore enclose a two-page statement of purpose or personal essay describing their interest and/or experience in the field. The programme is taught in English and accepted applicants must document adequate English proficiency in order to enrol.

The Study Programme Report 2005-2006 recommended the establishment of more university agreements to expand the base from where to recruit Quota scholarship students, the pursuing of the application process vis-à-vis FAFSA (Free Application for Federal Student Aid in the U.S.), the development of a Nordic recruitment strategy, and that standards/practices for ensuring adequate English proficiency among admitted students were worked out.

Table 1 lists the number of qualified applicants to MPCT over the last five years in relation to application category and year of admission (thus, it is the last column which tells something about the quality of the admission/recruitment process in 2006-2007).

Application category ↓	Admission year →	2003	2004	2005	2006	2007
<i>Quota scholarship students</i>		95	185	179	25	45
<i>International self-financed students</i>		24	79	27	16	23
<i>Nordic students</i>		32	20	11	14	22

Table 1: The number of qualified applicants to MPCT from 2003 to 2007.

Due to new national regulations for granting Quota scholarships adopted in 2006, the number of qualified Quota scholarship applicants to MPCT was drastically reduced in 2006. In 2007, a total of 121 Quota applications was registered. A majority of the applicants were not found qualified due to the lack of a cooperation agreement between the university where they graduated and the University of Tromsø. Still, a positive development in the number of applications in this category can be noted with 45 qualified applicants. In 2006-2007 CPS entered into four¹ new cooperation agreements with universities abroad. This key task is still a challenge due to the Centre's limited staff resources, as it is clear that CPS, as part of executing a proactive recruitment strategy, will have to continue these efforts in the coming years to ensure that highly qualified candidates are among the students admitted also in this category. Moreover (as noted in earlier reports), the diversity of students from different cultures and contexts is considered an important strength of MPCT in that it contributes to a better and valuable learning environment as well as a more interesting social setting. Fortunately, this aspect has been maintained over the last two years despite the overall decrease in the number of applications received; 11 and 10 countries were represented in the new MPCT classes in 2007 and 2006, respectively, which is on par with (or slightly better than) the geographical dispersion of previous batches.

In 2007, the number of Nordic applicants was higher than in 2006. This is presumably a result of CPS efforts to implement a recruitment strategy and direct steps taken by staff members to promote MPCT in Norway – in addition to efforts by the university's communication department

¹ Tadulako Univ., Indonesia
Debu Univ., Ethiopia
Dohuk Univ., Iraq
Univ. for Development Studies, Ghana

to publicize this and other Master's degree programmes being taught in English. In Spring 2007 a first information meeting to promote MPCT (and other programmes at the Faculty of Social Sciences) for Bachelor students at the university was held; while the number of students attending it was disappointingly low (appr. 10 only), two of those present were eventually admitted to the programme. Thus, it is likely that also this event added to the application figures. The number of self-financed students applying from outside the Nordic region increased as well in 2007. Generally, however, the number of applicants in these two categories is still not satisfactory.

In 2006-2007 some applications (from students *not* admitted) did not fulfil the formal criteria set; several application essays (statements of purpose) were e.g. not in English. This relates to the discussion on which steps to take to ensure that those enrolling in fact have proficiency in the language in which the programme is being taught. As it is difficult to turn down applicants who have *formally* (in the process of applying) documented English proficiency, there is little CPS can do vis-à-vis students who later prove not to be sufficiently fluent other than encouraging them to go for English classes (as suggested in last year's report). If this is to be regulated as a formal demand or requirement, more dedicated efforts would be required. It is questionable, though, whether this would be a worthwhile use of existing staff resources. Nonetheless, bad language skills clearly do not affect the student in question only but also the learning benefits of his/her fellow colleagues, as it can hinder the effective participation in meaningful discussions and group work, which is a natural part of any fruitful learning environment.

The recommendation to pursue an application for accreditation by FAFSA in USA in order to make it easier for U.S. citizens to secure financial support for studying in Tromsø, has been dealt with by the Department of Academic Affairs (DAA) through contact with the U.S. embassy in Oslo. DAA reports that they hope to have the application ready by the beginning of November.

Admission quality - action points 2007-2008:

1. Continue efforts to sign cooperation agreements with potential Quota scholarship universities.
2. Continue developing a recruitment strategy for Nordic students and using resources to promote and strengthen the profile of the Centre nationally and in neighbouring countries.
3. Follow up on the application process vis-à-vis FAFSA in close cooperation with DAA.

INPUT QUALITY

CPS also in 2006-2007 relied heavily on external (i.e. non-CPS) lecturers to carry out the four mandatory courses (SVF-3021/3022/3023/3024) and the one elective (SVF-3025) it coordinates. External examiners were used to evaluate the home exams in these courses (all) and to hold oral examinations in the 20 points modules (SVF-3021/3024). In addition, the Centre (like previous years) relied on academic staff at other departments at the university, and in some cases scholars from other institutions, to provide adequate supervision support to all thesis projects (see the Appendix for details). This mode of operation, with its formidable dependence on and use of other departments' staff, remains a defining feature of MPCT and puts high demands on programme management and coordination (i.e. it is not only a major budgetary expenditure but represents a qualitative and time-related cost as well). Difficulties in 2006-2007 with staff capacity (presence) to execute these tasks in a well-planned and systematic way (ref. Overall programme quality) seem, based on students' evaluation comments and progress made in terms of study points earned, to have affected somewhat the first-year students' efforts (in Spring 2007) in defining a thesis topic and being linked up to a potential supervisor at an early stage. The second year students, most of who were well underway with their project in the beginning of the reporting year, seem, however, to have received adequate/appropriate support from both CPS staff and supervisors at other departments/institutions in carrying out and writing up the work of their thesis projects.

General attitudes vis-à-vis MPCT in other departments and their scholars' interest and readiness to contribute to the programme are, in other words, critical for the input quality, and thus eventually also the results achieved, at MPCT. As long as this remains a basic premise for the programme,

CPS has to allocate sufficient resources to stimulating and upholding these contacts and networks. This task is complicated by the fact that teaching and supervision at one's home departments are emphasised more and more as the preferred way of fulfilling one's regular duty (*pliktarbeid*), and teaching at MPCT is by most departments not considered as such. Hence, the challenges linked to hiring qualified and at the same time motivated teaching personnel to the programme, as outlined in last year's Study Programme Report, remain intact, and immediate remedies are not right at hand. The ideal long-term "solution" to this test is (as stated also last year) to identify realistic strategies for building up and strengthening the Centre's internal academic/research platform, which with time can reduce the vulnerability to staff absence and insufficient or too expensive support from other departments and institutions and thus make the programme more sustainable.

Input quality - action point 2007-2008:

1. Continue efforts to enhance and extend the Centre's own academic/research platform

TEACHING QUALITY

Course (lecture and lecturer) evaluations

The students' assessment of the teaching conducted in 2006-2007 varied, like earlier years, with course, teacher and subject. The courses that received the highest average grade (close to 4) on the electronic QuestBack scale (ranging from 1 to 5, where 5 is the best) were, as before, SVF-3021 and SVF-3022. The average grade of all programme components taken together was, as assessed by the students, roughly 3.5. All courses, though, received a higher average score in 2006-2007 compared to the previous year. It is probable that this, at least to some extent, reflects the steps taken throughout the year as part of the quality assurance system. In particular, these measures included 1) a closer follow-up and communication with lecturers (e.g. the circulation of MPCT teaching guidelines to lecturers at an early stage, asking them to use visual aids as e.g. slide presentations and to relate their teaching material to course objectives, content, and structure); 2) syllabus upgrading in each course with more concise objectives, clearer content descriptions, and more logical course structures; 3) an earlier start-up of the planning process for each course; 4) a timelier ordering of books on the lists of required readings and publication of course compendia; and 5) a better use of net-based communication resources (e.g. *Classfronter* and the *News for Students* website). Also the seminar series of SVF-3023 Specialisation with Methodology (now SVF-3023 Project Seminar) worked better in 2006 than in 2005 due to better planning, accurate information to students, and an improved organisation and structuring of each session.

The cumulative progression of lectures and their build-up in relation to required readings received significantly higher scores for some courses in 2006 compared to the previous year. For example, in SVF-3021 these two indicators both jumped from 2.6 till 3.7 and 3.6, respectively, which shows that also big and complex multidisciplinary courses can be organised in pedagogically more or less smart ways. However, these aspects still receive lower grades in electronic evaluations compared to other issues, which might be related to the multidisciplinary character of the programme. In Fall 2007 one measure being implemented is a weekly seminar allocated to discussing connections and relationships between different elements in the bigger course; this should make the programme structure more logical and thus easier to comprehend. Also, mainly based on SSL discussions since 2005, from Fall 2007 the teaching in SVF-3021 and SVF-3022 no longer happen interchangeably; the exam in SVF-3021 is now scheduled earlier in the semester *before* the first year students start having their SVF-3022 lectures.

Another weakness pointed to by some is the fact that some students do not attend lectures or come unprepared, thus reducing not only their own learning profit but also that of their fellow students by not participating in/contributing to what could have been a more stimulating discussion (or, if attending unprepared, contribute to slowing down what would otherwise have been a natural and, for prepared students, more effective and efficient teaching progression). A clear conclusion from

the 2006-2007 evaluations is that programme staff and lecturers cannot stress too much or too often the importance of getting started on reading course texts and meeting prepared for lectures.

As recommended in the Study Programme Report 2005-2006, the evaluation of individual lecturers was kept in separate files and conveyed to each teacher with a request for his/her comments (implemented in Fall 2006 only). This system worked well for addressing specific problems in lecturing approach/style and taking corrective measures. Students were generally satisfied with the teaching in the MPCT courses, and some lecturers got noticeably better scores compared to previous rounds. Not all lecturers responded to the feedback given by the students, though, so there is still room for improvement in following-up on individual teachers' strength and weaknesses.

Examination and feedback to students

In Fall 2006 the oral examination in SVF-3022 was omitted and replaced by a mandatory oral presentation. Before this modification, all compulsory MPCT courses except SVF-3023 had an oral examination as part of the evaluation process (plus a written home exam). The evaluation of the feedback received during the SVF-3022 examination was slightly lower than in 2005, which might be related to the oral exam being eliminated. However, the same low score on this point (feedback from examiners) was found in the appraisals of SVF-3023 and SVF-3024 (the average 2006-2007 score on this particular point was in fact as low as 1.8 and 2.3 in these two courses), which indicates a more wide-ranging flaw or weakness in the programme. This interpretation is supported by the fact that inadequate/insufficient exam feedback is a reported lack in self-formulated comments submitted by some students as well, and the issue has also been raised in the SSL forum. So, while better communication with teachers on how to plan and structure the lectures seems to have "worked", there is evidently room for improvements in the ways students are told about the quality of their own work. Instead of the oral exam, students in SVF-3022 participate in seminars and receive feedback on their class presentations; a second semester with this arrangement (Fall 2007) will provide additional information and make it possible to assess more accurately how this change has affected the overall quality of the course. Based on the dissatisfaction expressed in 2006-2007 with the feedback received from examiners, however, steps should be taken already in 2007-2008 to improve efforts on this point since doubt about academic requirements can badly affect students' motivation and reduce/hinder study progress. At the same time, it should be emphasised that students *can* contact and seek feedback from members of an exam commission also *after* the examination has been held; especially foreign students who are used to more formal student-staff relationships might miss out on this crucial point.

A particular problem in 2006-2007 was plagiarism. One MPCT student was expelled from the programme, one student had his admission terminated, and one had an exam annulled due to cheating and received a warning because of poor referencing. Though an academic writing workshop was part of the study programme in the first semester, very few students attended it. Programme staff hence increased efforts to inform students about the consequences of plagiarism and poor referencing via SSL and other forums. Academic writing guidelines were outlined in detail and emailed to all students and also posted on the CPS website. It remains, nonetheless, a challenge for MPCT that students are used to different academic styles/traditions and forms of evaluation. Continued efforts to provide clear information on the regulations and requirements that apply *here* is probably the only way to prevent that similar mishaps happens again.

Supervision

The Academic Coordinator in 2006-2007 played a quite active role in communicating with supervisors and assisting students in the thesis-writing process; this can possibly explain, at least to some extent, the notably higher number of students completing MPCT according to the stipulated two-year time-frame in 2007 (ref. Result quality below) compared to earlier years. Students' appraisals of individual supervisors nonetheless vary a lot, and keen efforts are therefore made to ensure that valid concerns about supervision are properly responded to.

Participation and follow-up

Students' participation in online evaluations remains a challenge, and certain rounds in 2006-2007 had a very low return rate. The Questback tool can still play a useful role in a multifaceted system for quality assurance since it returns action-relevant data in a format that makes analysis of long-term developments and trends doable. As such, it can complement and "secure" dialogue-inspired reviews conducted orally. To avoid questionnaires which are too time-consuming to fill in, MPCT should in the future only include those issues where precise feedback is needed/wanted the most. Questback rounds should also not be used more than twice in the bigger (20 points) courses and at most *once* in the normal (10-points) modules.

Teaching quality – action points 2007-2008:

1. Improve communication and information in order to provide adequate and unambiguous information to students on expectations, regulations and requirements which apply at MPCT
2. Review and improve practices for giving appropriate feedback to students during exams and on student work in general.
3. Conduct seminars as part of the 20 study point courses.
4. Monitor and follow-up on the consequences/effects of any changes made in the programme.

RESULT QUALITY

A main challenge for MPCT in terms of result quality has for several years been the fairly low fraction of students who complete the programme within the allotted two-year period; addressing this problem was given top-most priority in the Study Programme Report 2005-2006. Efforts to this effect seem to have paid off; in Spring 2007 nine out of 16 students in the 2005 batch completed MPCT within the set time-frame (five Nordic and four international self-financed students). This is a major improvement from previous years; in 2006, for example, only four out of 23 students graduated after two years of study. Taking into consideration the coordination and management challenges faced during the year (ref. Overall programme quality below), this result is quite remarkable. Course/teaching adjustments as well as higher input quality and closer follow-up on supervision aspects are likely factors that can help explain this hailed outcome.

As regards study points "production", MPCT did not deviate in any notable way from other programmes in 2006-2007. In Spring 2007 the summarised fulfilment degree attained (50%) equalled (on average) full study progression, whereas the 85% completion rate in Fall 2006 can be described as satisfactory (as it was close to or above the corresponding figure of comparable studies). However, the 2006 MPCT batch (first year students in the reporting period) did not match the previous class in study points "production" during neither the first nor the second semester, which might foretell a lower completion rate at the end of the official two-year period in Spring 2008 compared to the relatively high number of *on time* students graduating in 2007.

↓ Course	Grade →	A	B	C	D	E	F
SVF-3021		19%	24%	24%	19%	0%	14%
SVF-3022		9%	50%	32%	5%	0%	5%
SVF-3023		13%	40%	40%	0%	0%	7%
SVF-3024		15%	25%	25%	30%	5%	0%
SVF-3025 (elective)		0%	33%	33%	33%	0%	0%
SVF-3091 (thesis)		29%	29%	43%	0%	0%	0%
Overall Faculty distribution (Master level courses only)		16%	36%	30%	11%	4%	3%

Table 2: The grades achieved in MPCT during 2006-2007 compared to the exam result distribution in Master level courses at the Faculty of Social Sciences in the same period.

An inspection of the distribution of grades in MPCT during the reporting year does not highlight any major or disquieting variation compared to previous years or the (summarised) exam results at the Faculty (ref. table 2 above). Yet, certain results stand out and deserve a brief comment: The grades achieved in the introductory course SVF-3021 was "flatter" than normal (and considerably unlike the Faculty average), with 19 and 14 per cent of the students getting a D or F, respectively; the latter figure, however, carries with it the cases of plagiarism and poor referencing referred to above. In 2005-2006 nearly half of the students got a B in this course, whereas in 2006-2007 only SVF-3022 displayed such a feature (granting the second-best grade to 50% of the candidates). But, as the top grade (A) was given in only two cases, the divergent (better) distribution of grades that has been a typical feature of SVF-3022 in previous years was less noticeable in 2006-2007. Moreover, the fact that 30% of the students earned a D in SVF-3024 in the reporting year is a clear break from previous years; in 2006, for example, the very same figure was below 6%.

The most interesting aspect when looking at the exam results in MPCT over a period of time is perhaps the gradual slide from B towards C as the most common grade on the students' theses. From 2004-2005 the percentage of MPCT graduates receiving a B on their final work (counting study year periods) sank from 63 via 50 to 29 in 2006-2007 (ref. table 2). The percentage-wise fraction of candidates/theses receiving a C in the same period increased from 25 via 38 to 43. Available data, however, do not lend support to the theory that if more students complete their studies on time, the grades will inevitably be lower. Rather, the Spring 2007 experience tells that A's, B's and C's were granted to on time *as well as* overtime graduates in fairly similar distribution patterns. If any tendency can be traced from this small set of data, it seems that those who fulfilled MPCT according to the prescribed timeframe got top score *a little more often* than the "late-submitting" people from the older batches. However, it should be noted that the 29% group of grade A earners signifies a stark over-representation both vis-à-vis preceeding MPCT results (6% and 13% in 2006 and 2005, respectively) and the Faculty average. The time spent to complete MPCT is, in other words, not evidently linked to the final exam result. Supervision quality and adequate/timely staff support in the planning and pre-writing phase of the Master's project are probably just as, if not more, important than the actually time spent on the project. However, since no generalisable data are readily available to confirm or reject this hypothesis, it is, from a programme management point of view, presumably worthwhile to investigate and try to understand this relationship better – especially if one intends to implement measures aimed at reducing the total time students spend on completing MPCT.

The exams grades achieved in MPCT during 2006-2007 are graphically illustrated in figure 1 below.

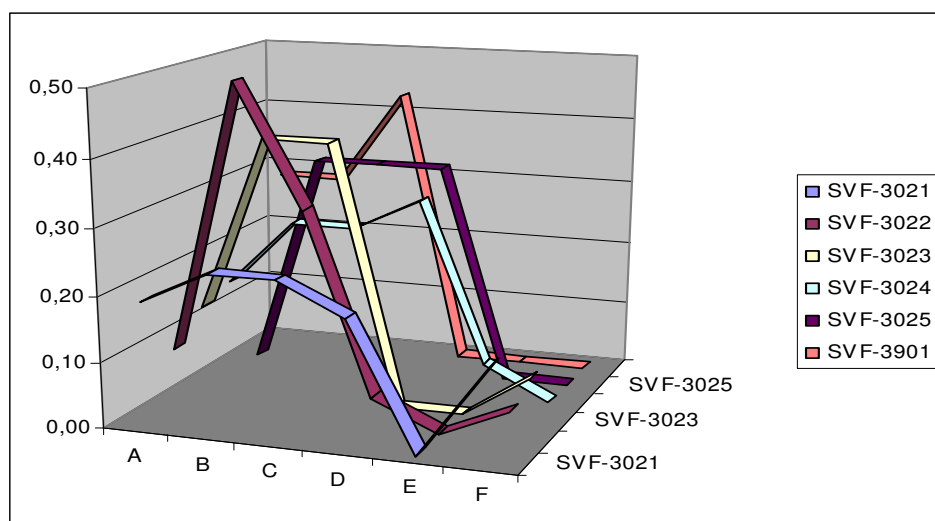


Figure 1: The exam grades of MPCT in 2006-2007 illustrated graphically.

Result quality - action point 2007-2008:

1. Do a survey among those who recently graduated from MPCT to gather viewpoints on the most critical factors affecting the time perspective/length of their studies
2. On the basis of 1, examine more closely the relationship between the time students use/spend at MPCT and the end result of their studies, in order to initiate and strategise better/new efforts for approaching/fulfilling time-related completion/progression goals of the programme

OVERALL PROGRAMME QUALITY

Coordination and management

The coordination and management of MPCT suffered from a soaring absence (sick leave) rate among key staff in 2006-2007, which resulted in less than favourable working conditions for much of the reporting period (notably in Spring 2007). Staff members had to fill in for others and re-plan/reorganise events on short notice, and teachers had to take over lecturing assignments at critical junctures. Some students felt that this situation affected also *their* working conditions, and a meeting organised by some of them resulted in a letter to the Executive Board in April 2007 which, among other things, highlighted the importance of reducing staff turnover and focusing more on the academic needs and resources of/at the Centre. The letter also stressed that a regular frequency of SSL meetings should be upheld even if not all members of the forum were always able to attend; only one such student-staff gathering was held from November 2006 till April 2007. The Executive Board briefly discussed the students' letter on 25 April 2007 and then again two months later. The motion approved by the Board on 25 June 2007 welcomed the feedback given by the students.

Despite the challenges faced in 2006-2007, what was impressing and must be commended is the fact that, thanks to steadfast efforts by the staff members present, virtually all components of MPCT *were* in fact implemented. The overall programme cycle was, in other words, upheld in what was, all in all, a difficult and quite turbulent CPS year. What is more, a very positive brainstorming workshop focusing on the present *and* future of MPCT was held in April 2007 bringing together students, staff, board members and outside friends and contributors to the programme in a constructive and creative mix. The workshop brought up realistic ambitions and visions for what the CPS and MPCT should look like upon its tenth anniversary in 2012.

The state of affairs in 2006-2007 exemplified the Centre's vulnerability to staff members' absence/non-appearance (ref. Input quality above). However, the circumstances this year were extraordinary and are not likely to recur. Lower (i.e. more normal) leave and turnover rates will in itself be a positive contribution to CPS and MPCT. What seems clear too is that CPS in the future can benefit much from engaging productive scholars who, in addition to academic merits, have *leadership experience* and a more *long-term commitment* to developing CPS and MPCT as professional and well-reputed institutions of and for peace – as stressed by the Executive Board when approving the vacancy call for the position as Academic Director at the Centre.

Learning goals and programme purpose

The broader survey done among all Faculty students in Spring 2007 (*Studentundersøkelsen*) showed that not only feedback on student work but also more general information on MPCT learning goals was experienced as a lack/weakness in the programme. One student questioned whether this had been a topic at all (expect being briefly mentioned on the orientation meeting on Day 1 of the introductory week). Another student felt that MPCT lacked an explicit purpose (or else, that this was too ambiguously/vaguely defined). Though only *nine* MPCT-ers participated in the survey, which raises certain doubts as to the respondent group's representative-ness, the mere fact that a majority of these ranked the programme to 1 or 2 (on the 1 to 5 scale) when asked

whether they felt informed about the knowledge, skills, and attitudes they were supposed to acquire during their studies, is, at any rate, a clear indication that these aspects have been, at best, under-communicated. Flaws in the communication between CPS staff (both administrative and academic) and students were, incidentally, stressed also in the April 2007 student letter to the Executive Board. Defining and conveying, in an appropriate way, the overall purpose and learning goals of the programme are, in other words, tasks that the staff had better look into more closely, as students apparently expect better information about what the MPCT actually *is* and where, *exactly*, the programme aims at bringing them (in terms of knowledge, skills and attitudes imparted). Determined efforts to this effect were, accordingly, undertaken in Spring 2007 to reformulate the goals and descriptions of SVF-3023 and SVF-3901. The need for more accurate information on these matters has thus been acknowledged and will have to be continued as part of an ongoing process of streamlining the programme.

Overall programme quality - action points 2007-2008:

1. Enhance/improve recruitment efforts to reduce (especially academic) staff turnover at CPS
2. Review and (if necessary) redefine/reformulate *comprehensible* learning goals for MPCT and establish channels and practices to convey and evaluate these at regular intervals

THE LEARNING ENVIRONMENT

The students of MPCT are generally satisfied with the working facilities available at Lower Pavilion. The building provides a well-equipped reading room, a computer room, and an extra combined reading/computer room. There are also lockers available that students can use for keeping books and valuables. The CPS reference library has all required readings of MPCT and other relevant study material. These *local* facilities and services are meant to complement the ones already provided by the Faculty, and it seems that most students appreciate having a place of their own, as this contributes to an improved learning environment and strengthens their group identity as students of MPCT. However, CPS staff, MPCT students *and* Lower Pavilion cleaning all personnel agree that the infrastructure of the students' break/lunch room is deficient; the furniture is inadequate and relatively old and this makes it difficult to uphold a satisfactory cleanliness and hygiene standard.

The website and other web-based resources, such as *Classfronter* and e-mail lists, function satisfactorily. Necessary information for effective learning is readily available and being updated continuously and users are promptly informed about updates.

In general, the students also seem quite satisfied with the grants and scholarship opportunities which the Centre provides (for doing fieldwork, participating at conferences/seminars, and doing specific project work or publishing thesis-related articles/texts after graduating from MPCT). Also other centres/departments at the university (e.g. Kvinnforsk and SeMUt) offer grants for which MPCT students are eligible and can apply.

The learning environment - action points 2007-2008:

2. See to that the required infrastructural upgrading at Lower Pavilion is actually undertaken
3. Develop (further) the use of net-based resources and the user-friendliness of the CPS website

APPENDIX

Resources spent/utilised on teaching (in Fall 2006 and Spring 2007):

Lecturer	Lecturing hours	Department	Subject
Vidar Vambheim	16	IPLU	SVF-3021
Stuart Robinson	10	ISV	SVF-3021
Alberto Valiente	8	CPS	SVF-3021
Tor Dahl Eriksen	4	ISV	SVF-3021
Per Christiansen	6	JUR-FAK	SVF-3021
Randi Balsvik	8	IHI	SVF-3021
Fredrik Fagertun	4	HiTø	SVF-3021
Bror Olsen	18	ISA	SVF-3022
Peter Jackson	4	IRV	SVF-3022
Ragnhild Dybdahl	4	NORAD	SVF-3022
Michael Shapiro	4	Univ. of Hawaii	SVF-3024
Greg Reichberg	6	PRIO	SVF-3024
Mauricio Gaborit	16	UCA	SVF-3024
Gavriel Salomon	8	Univ. of Haifa	SVF-3024
Wenche Hauge	4	PRIO	SVF-3024
Torjer Olsen	8	IRV	SVF-3024
Alvaro Cedeño	12	Govt of CR	SVF-3024
Percy Oware	6	CPS	SVF-3025
Tormod Sund	2	ISA	SVF-3025
Alberto Valiente	2	CPS	SVF-3025
Bror Olsen	6	ISA	SVF-3025

Resources (hours) spent on supervision for students who graduated in 2006-2007:

Supervisor	Competence and affiliation	Hours (of work)
Vidar Vambheim	Associate professor, IPLU/CPS	80
Roald E. Kristiansen	Associate professor, IRV	40
Sissel Eriksen	Associate professor, ISO	60
Floyd Rudmin	Professor, IPS	40
Marcus Buck	Associate professor, IST	80
Stuart Robinson	Associate professor, IST	20
Kirsti Stuvøy	Research fellow, IST	60
Laila Bokhari	Senior researcher, FFI	20
Gunhild Hoogensen	Associate professor, IST	60
Hannele Hyppönen	<i>Professor</i>	20
Georges Midré	Professor, ISO	20
Bengt Ove Andreassen	Research fellow, IPLU	20
Albert Simkus	Professor, ISO	20
Geir Runar Karlsen	Associate professor, ISO	40
Randi Rønning Balsvik	Professor, IHI	120
Jens Petter Nielsen	Professor, IHI	100
Tove Dahl	Associate professor, IPS	60
Paul Opdahl	Professor, IPLU	20
Liv Carstens Knudsen	Assistant professor, IPLU	40
Klaus Melf	Assistant professor, ISM	40
Knut Holtedahl	Professor, ISM	20
Geir Hønneland	Adjunct professor, IST	60
Ragnhild Dybdahl	<i>Senior researcher, R-BUP</i>	20
NN	<i>Norges Idrettshøgskole</i>	60

In addition to this, 430 hours were spent as CPS-internal resources (Academic coordinator + adjunct professor)

Electives for MPCT Students, Fall 2006:

<i>Course code</i>	<i>Course title</i>	<i>Number of MPCT students registered</i>
<u>ENG-3103</u>	Toni Morrison and the African American Literary Tradition	0
<u>ENG-3105</u>	Border-Crossing Narratives	0
<u>HIS-3005</u>	Introd. to the History of Indigenous Peoples: Colonisation and Revival	0
<u>JUR-3650</u>	Indigenous peoples' right	1
<u>PED-3009</u>	Peace Education	4
<u>SOA-3006</u>	Indigenous Culture and Ethnicity	0
<u>SPL-3010</u>	Culture and Planning	4
<u>STV-3005</u>	Internasjonal politikk	1
<u>STV-3006</u>	Human rights and minority rights	2
<u>STV-3026</u>	Human rights and minority rights	0
<u>SVF-3105</u>	Film in cross-cultural research	0

Electives for MPCT Students, Spring 2007:

<i>Course code</i>	<i>Course title</i>	<i>Number of MPCT students registered</i>
<u>HEL-3011</u>	Peace, Health and Medical Work	8
<u>HIF-3620</u>	Representations and self-representations	0
<u>HIS-2002</u>	The Sami Nation. Indigenous people, ethnic minorities and the multi-cultural society	0
<u>REL-3012</u>	Religion and politics	5
<u>SOA-3005</u>	The Anthropology of Violence in the Context of Larger Scale Conflict	3
<u>SOA-3007</u>	Indigenous resource management	1
<u>SPL-3007</u>	Globalization and development. Theories and Issues	6
<u>STV-2005</u>	International Political Economy	0
<u>STV-3052</u>	Model United Nations	5
<u>SVF-3025</u>	Methods in social research: An interdisciplinary approach	6
<u>SVF-3106</u>	Film as Practice Led Research	0