

# Meagan Grabowski

Recommendations for Modernizing the  
Yukon Scientists and Explorers Act



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The Gordon Foundation undertakes research, leadership development and public dialogue so that public policies in Canada reflect a commitment to collaborative stewardship of our freshwater resources and to a people-driven, equitable and evolving North. Our mission is to promote innovative public policies for the North and in fresh water management based on our values of independent thought, protecting the environment, and full participation of indigenous people in the decisions that affect their well-being. Over the past quarter century The Gordon Foundation has invested over \$37 million in a wide variety of northern community initiatives and freshwater protection initiatives.



The Jane Glassco Northern Fellowship is a policy and leadership development program that recognizes leadership potential among young northern Canadians who want to address the emerging policy challenges facing the North. The two year long program is built around four regional gatherings and offers skills training, mentorship and networking opportunities. Through self-directed learning, group work and the collective sharing of knowledge, Fellows will foster a deeper understanding of important contemporary northern issues, and develop the skills and confidence to better articulate and share their ideas and policy research publicly. The Fellowship is intended for young northerners between 25 and 35 years of age, who want to build a strong North that benefits all northerners. Through the Fellowship, we hope to foster a bond among the Fellows that will endure throughout their professional lives and support a pan-northern network.



# Meagan Grabowski

Meagan Grabowski was born in Dawson City, raised in Whitehorse and continues to live in the Yukon Territory. She completed a B.Sc. in Natural Resource Conservation and an M.Sc. in Zoology at the University of British Columbia. Meagan is interested in alpine and Arctic science, and how this science is communicated to the people who live where it takes place. She has completed over eight field seasons in ecological and climate change research in the circumpolar and boreal regions, as well as research and teaching projects with many northern organizations including Yukon College, Yukon Parks, Council of Yukon First Nations and Wildlife Conservation Society Canada. With the Jane Glassco Northern Fellowship, Meagan completed policy research and analysis on both the Yukon Scientists and Explorers Act, and indigenous courts.

I conducted this research as part of the Jane Glassco Northern Fellowship, supported by The Gordon Foundation. The Fellowship is made up of two-year cohorts of northerners age 25 to 35 who learn, study and develop policy understanding and analysis skills. It is not academic in nature nor full-time. Instead, it empowers northerners in their current situation and position to study a topic of their choosing.

I chose science policy, specifically researcher-community relationships through the regulatory lens, because I am a northerner but also a scientist. I walk between the academic and northern resident worlds and at times experience the isolation, demands, and expectations of both sides. I hope this research was beneficial in: 1) creating space for individuals involved in different sides of research permitting to express their experiences and lessons learned, and 2) communicating evidence-based recommendations to the Yukon Government on how to move forward. And, as with many research projects, it was also beneficial to my education and experience as a northerner building my career.

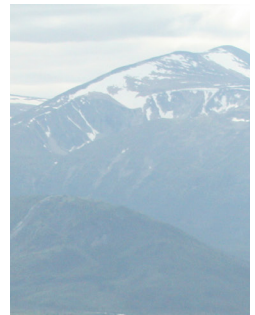
The following document consists of a policy memo with supplementary information. I briefly outline background on the Yukon Scientists and Explorers Act. To better understand the current process and experience, I interviewed 24 individuals involved in regulation, reviewing or applying for research permits, and a few other research stakeholders. Based on this interview feedback and background research at Yukon Archives, I analyzed several options moving forward. While there is an option to supplement the current process, I found it might be beneficial to use co-management as a tool to further facilitate and build consensus in the granting of research licences. I also determined, via content coding of interview transcripts, that three main themes emerged: communication, capacity and ethics/control.

Many thanks to all those who shared their time and thoughts with me during this project, and I hope this research is useful.

Sincerely,

**MEAGAN GRABOWSKI**

In its current form, the Scientists and Explorers Act, RSY 2002, c.200, does not account for modern government-to-government relationships between First Nations governments and the Yukon Territorial Government. There are overlapping issues of communication, capacity, ethics and control.



Yukon residents see an annual abundance of researchers collecting data from the land and the people. Approximately 80 research permits are granted annually in the Territory. Some Yukon communities see more than their population's worth of researchers within three years. Only a handful of these researchers are interacting directly with residents for a number of reasons, including logistics and a lack of funding for communication.<sup>1</sup> Building relationships between researchers and communities is therefore a challenge. There is a perception that a lot of research is going on but little awareness among northerners of who conducts research and why.

The Scientists and Explorers Act licenses people who “enter the Yukon for scientific or exploration purposes.”<sup>2</sup> The Act itself no longer represents the actual procedure of licensing, especially with regard to who reviews applications and how decisions are made. The Act requires review and modernization, given the tripartite agreement-based First Nations, Territorial and Federal government structures in the Yukon. Modernization of the Scientists and Explorers Act will advance reconciliation in research.<sup>3</sup>

Due to limitations from all sides, the current licensing process is a “black box” for those who participate. The academic community and First Nations governments dedicate valuable time and resources to research

and review licence applications and receive little to no feedback in return. This is leading to distrust between governments and institutions, resulting in conflict, changes in scope and in some cases legal intervention.<sup>4</sup>

If the research licensing process is not actively updated to reflect current Yukon realities, these issues will continue and more First Nations governments may choose to draw down territorial government powers of research licensing to the First Nations governments. Based on volume and impact, research licensing may not appear like an important file, and it therefore is conducted as an aside and not a main task. However, multiple layers of permitting can create a disincentive to research and researchers<sup>5</sup> and reduce Yukoners' access to benefits. As well, the tone the licensing process sets can have an impact on other government-to-government processes.

I conducted background research and interviews for the following purposes: to better understand the process and explore issues that have arisen related to the Scientists and Explorers Act and permits; to analyze policy options moving forward; and to address linkages between this policy, research relationships and reconciliation. In the following I present four options to modernize the Act and its licensing process, and provide potential implementation steps.

1 Example: Northern Scientific Training Program does not provide funding “for students to report results back to communities,” Government of Canada (2016). *Northern Scientific Training Program Information Manual 2017-2018*. <https://www.canada.ca/en/polar-knowledge/fundingforresearchers/nstp-information-manual-2017-2018.html>, accessed: May 9 2017

2 *Scientists and Explorers Act*. RSY 2002, c.200, s.1. [http://www.govyk.ca/legislation/acts/scex\\_c.pdf](http://www.govyk.ca/legislation/acts/scex_c.pdf), accessed May 25, 2017.

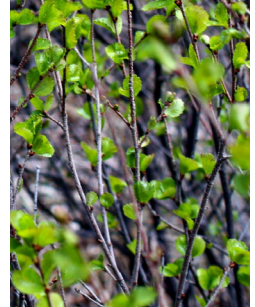
3 Truth and Reconciliation Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. Winnipeg: Truth and Reconciliation Commission of Canada; Yukon Native Brotherhood. (1973). *Together today for our children tomorrow: A statement of grievances and an approach to settlement by the Yukon Indian people*. Whitehorse, YT.

4 Example: In 2013, Champagne and Aishihik First Nations (CAFN) reviewed an Archaeological Sites Regulation permit (parallel process to S&E) for ice patch research and despite being not in support of the licence, the licence was approved by Yukon Government. A court injunction was pursued and the research went forward in better partnership, but the issue itself is presently unresolved with regard to authority.

5 There is interest in permitting from federal and international perspectives and these processes are often described as barriers to national and international collaboration (example: Arctic Council's Task Force on Scientific Cooperation). In the future, Territorial and FN governments may be required to ensure their jurisdiction is recognized by the international community.



This analysis is based on 24 full interviews and several informal conversations with individuals, including permit regulators, Yukon and First Nations government reviewers, researchers from natural and social sciences who apply for permits, and other stakeholders in Yukon research.





# Status Quo

The first option is maintaining the status quo. Currently “outside” researchers (largely from universities) who want to conduct research in the Territory apply for a licence (Figure 1). There is a Guidebook on Scientific Research in the Yukon to help them apply, and let them know that they need to consult with any affected community about their research, and that there may be other permits they require.<sup>6</sup> Some researchers contact affected communities before their research (namely FN governments) and obtain a letter of support. The definition of “contact” is vague, and in some cases timelines for getting support or talking about the research do not line up before applying for the Scientists and Explorers permit. The regulator, currently the Manager of Heritage Resources, sends the application for comment to First Nations governments whose traditional territory the research is proposed to take place in, as well as other stakeholders, communicates with them to address any questions/concerns, and grants the license. A copy of the licence is sent to the appropriate First Nation government, the researcher, and other parties, and the research information is entered into ASTIS,<sup>7</sup> an online, publicly accessible database. A report is made by the researcher after the work is completed, which is then sent to other parties.

## ADVANTAGES

- ▶ Institutional memory and continuity
- ▶ Familiarity
- ▶ Costs for review incurred by First Nation governments

## DISADVANTAGES

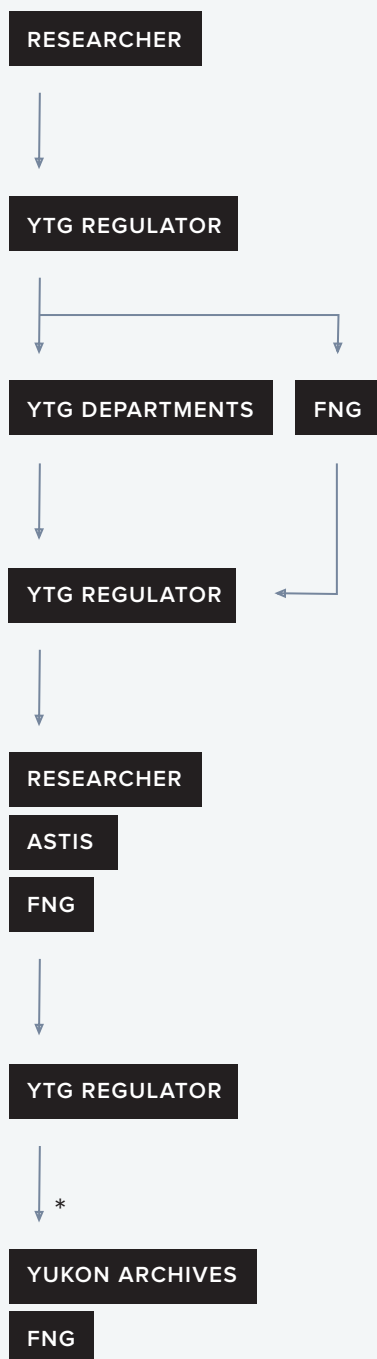
- ▶ Black box (feedback not reaching researchers/communities)
- ▶ Issues of accountability/transparency
- ▶ Assumes time/capacity in the FN governments to review
- ▶ Licensing decisions not made collaboratively
- ▶ Leaves ethics up to outside university
- ▶ Reports rarely received, format unclear
- ▶ Leakage (i.e., not all researchers apply)
- ▶ Little to no awareness/use of ASTIS
- ▶ Overlap with other permits (Parks Canada, FN governments)
- ▶ Lack of resources/staff for regulator to make updates

6 Cultural Services Branch, Department of Tourism and Culture, Government of Yukon (2008, updated 2013). *Guidebook on Scientific Research in the Yukon*. [http://www.tc.gov.yk.ca/publications/Guidebook\\_on\\_Scientific\\_Research\\_2013.pdf](http://www.tc.gov.yk.ca/publications/Guidebook_on_Scientific_Research_2013.pdf).

7 Arctic Institute of North America, University of Calgary, *Arctic Science and Technology Information System*. <http://www.aina.ucalgary.ca/astis/>.

Figure 1

## Depiction of the status quo licensing process



### ASTIS

The Arctic Science and Technology Information System

### YTG

Yukon Territorial Government

### FNG

First Nations Government(s)

\* Based on interviews and archival research, reports written by researchers are rarely received by Yukon Archives or First Nations Government(s).

# Updates to Current Process

Another option is to increase support to bolster the current process and relieve procedural issues.<sup>8</sup> This would involve a stronger liaison mandate, increased communication and longer timelines between Yukon and FN governments, a more comprehensive map-based database with reports uploaded, making the process online (similar to NWT), and an updated Guidebook. These updates would need to be implemented by the Yukon Territorial Government, or potentially, if it relates to land claim implementation, the federal government.

## ADVANTAGES

- ▶ Institutional memory and continuity
- ▶ Increased accountability, transparency
- ▶ Increased access to the results of research
- ▶ Increased liaison to enhance relationships
- ▶ Better use of ASTIS database

## DISADVANTAGES

- ▶ Continued authority issues
- ▶ Assumes time/capacity in the FN governments to review
- ▶ Licensing decisions not made collaboratively
- ▶ Leaves ethics up to outside university
- ▶ Leakage (i.e. not all researchers apply)
- ▶ Overlap with other permits (Parks Canada, FN governments)

<sup>8</sup> Cirque Consulting + Communications. (2009). *Final Report, Canadian Arctic Research Licensing Initiative: Yukon*. Submitted to International Polar Year, Federal Program Office. Dawson City, YT: Cirque Consulting + Communications.

# Devolve Permitting to First Nations Governments

A third option is to devolve the issuance of permits to First Nations governments. There is currently one First Nation government, the Vuntut Gwitchin Government, that conducts their own research-permitting review and granting process, and more are poised to follow. Several more First Nations governments have created Research Agreements when deemed necessary, or particularly when research is occurring on Settlement land. If this trend continues, at any given location researchers could be required to obtain more than three permits before conducting research. A further option to reduce conflicts in authority over research could be having no Territorial permit and solely the First Nations government permits, but then non-First Nation Yukoners may not be consulted or considered. While this option is not legally feasible, it was mentioned in interviews, reiterates the importance of jurisdictional issues, and demonstrates that neither permit by itself addresses what is in the best interest of all Yukoners.

## ADVANTAGES

- ▶ Gives FN governments authority on their traditional territory
- ▶ Allows FN governments to set the terms in research relationships
- ▶ Enhances communication between FN citizens and researchers
- ▶ May further distribute benefits of research to FN governments and citizens

## DISADVANTAGES

- ▶ Creates overlapping work for all parties (applicants, reviewers and regulators)
- ▶ Dual authority creates potential conflict (i.e., if YG grants permit but FN governments does not, or vice versa)
- ▶ Multiple permits are a bureaucratic disincentive to research
- ▶ Procedural issues continue
- ▶ Assumes FN governments have time/capacity to conduct their own licensing
- ▶ Does not require considering the best interests of all Yukoners

# Develop a Co-Management Board

In order to relieve pressure on the current process to make final decisions and promote further reconciliation, a co-management board could be created to review and grant multi-year licences.<sup>9</sup> The board would grant licences based on consensus of the board and the FN government on whose traditional territory the research is proposed to take place (Figure 2).<sup>10</sup> It would convene as necessary<sup>11</sup> and have representatives from multiple Yukon research stakeholders such as YG, FN governments, Yukon College and resident researchers (Yukon Research Centre, Arctic Institute of Community-Based Research, Yukon Government researchers, etc.). It would remove the licensing from the Department of Tourism and Culture and create a new body, which may enhance transparency and accountability. It could potentially develop Yukon-customized standards for ethical research for all disciplines and create space for more communication and conditions under the license.

## ADVANTAGES

- ▶ Consensus-based process
- ▶ Furthers reconciliation
- ▶ Builds trust and relationships
- ▶ Supports/builds capacity of reviewers via forum
- ▶ Can learn from other co-management boards in the Yukon and from academic critiques
- ▶ Space to resolve concerns
- ▶ Potential long-term collective savings

## DISADVANTAGES

- ▶ Costly
- ▶ Longer timeline for establishment and licence granting
- ▶ New process (less continuity)
- ▶ Many stakeholders
- ▶ Some research licences may not be granted
- ▶ Could be differing opinions/conflict within the board
- ▶ Many individuals serving on other boards (capacity and tokenism risks)

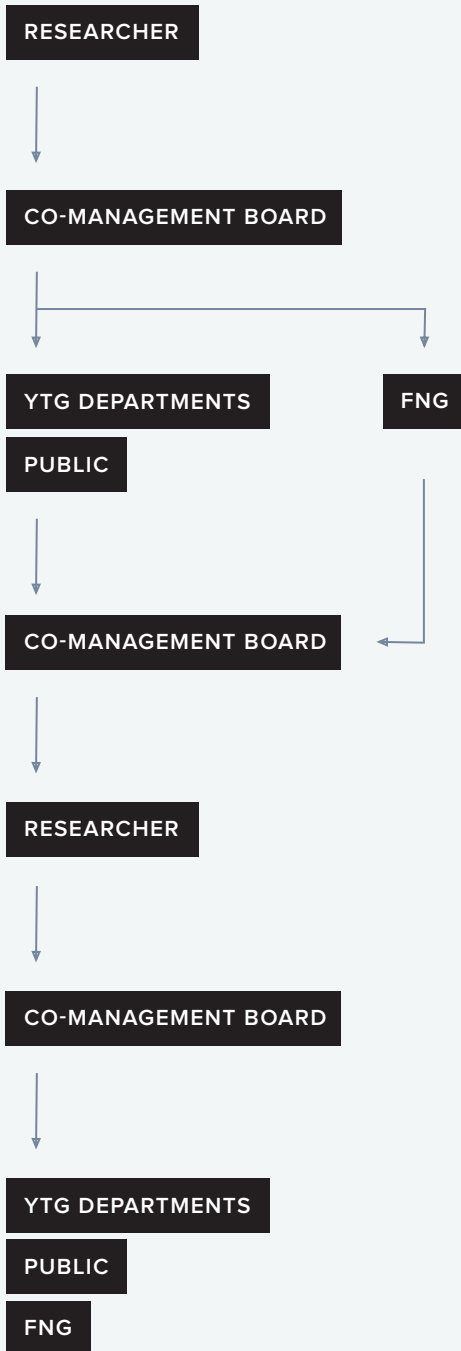
<sup>9</sup> The *Scientists and Explorers Act* currently requires annual renewal of licences. To relieve work on all parties, multi-year licences could be granted for the duration of research projects, as is done in the NWT.

<sup>10</sup> NWT research licences are only granted with approval from the affected Aboriginal authority (personal communication, Pippa Seccombe-Hett, March 6, 2017).

<sup>11</sup> The majority of licences may not require an in-depth liaison, and co-management could be used as a tool to address the few controversial licences.

Figure 2

## Depiction of potential co-management model with facilitation between board, researcher, governments and public



YTG

Yukon Territorial Government

FNG

First Nations Government

CO-MANAGEMENT BOARD

Consists of YTG, FNG liaison, and community representative.

Could be from local research organization ie. AICBR, CYFN, or Yukon College.

## RECOMMENDATIONS

A co-management board for research approval and liaising would address both the procedural and authority-related issues in research permitting. If First Nations governments are not actively accommodated in the approval or denial of permits, based on trends identified by this research I anticipate that individual governments will continue to create their own permit processes as resources allow.

## SUPPORT

Several First Nations governments are already seeking a different process for research licencing, so they will most likely be supportive. However, consultation with each will still be required. There is a diverse set of opinions within and between different YG departments affiliated with research on how to move forward.

“

Permitting should not become  
a barrier to research, but  
should facilitate transparency  
and collaboration by design.”

## IMPLEMENTATION

The co-management board may require the following steps:

### Phase 1

#### First 6 months

- ▶ Work with existing regulators to identify stakeholders, past conflicts that may arise again, procedural contacts and database-management tools.
- ▶ Engage all Yukon First Nations governments regarding their capacity and interest in a new board to review/approve licences.
- ▶ Develop and evaluate options for the board structure (number of members, organized by discipline/type of research, convene how often, where and how, etc.).

### Phase 2

#### Second 6 months

- ▶ Formal consultation with affected parties.
- ▶ Decide on structure, process, legislative aspects (e.g. abolish Act and create new one?).
- ▶ Establish outcomes for evaluation.

### Phase 3

#### Upon completion of phases 1 and 2

- ▶ Convene first board based on structure decisions and consultation.
- ▶ Evaluate progress in one and five years after start.

## ESTIMATED BUDGET

**\$500,000**

to establish

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**\$80,000**

annually to run

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“

Some  
Yukon  
communities  
see more  
than their  
population's  
worth of  
researchers  
within three  
years.”

## Author's Note

After finishing my MSc, I had questions around how research was conducted in my home territory, the Yukon, which led me to study researcher-community relationships. For the majority of my MSc studies, I was based at Kluane Lake Research Station or at my home just outside of Whitehorse. I am a born and raised Yukoner, with a dedicated passion for northern science, and yet when visiting the local schools or attending Renewable Resource Council open houses I felt out of place. I wondered: what is the impact not just of my research but of my presence as a researcher? When I first started working in science I felt like the only Yukoner in many groups, which is why I wanted to pursue science: to prove that Yukon youth can get to the same level as anyone from down south. It surprised me how challenging and difficult it is to be a grad student from the “outside” (Whitehorse) working in rural Yukon and attempting to build relationships. I had many questions and wanted to study researcher-community relationships, and my Fellowship mentor Jocelyn Joe-Strack suggested studying relationships through the lens of legislation.

There is a deeply seated history of colonialism and a many-times-broken relationship where transient researchers extract information from the land and

people of the North. There is a discrepancy between what is needed to create better researcher-community relationships and moreover better government-to-government relationships, and what is currently being done. Due to a lack of capacity, need for communication and a new era of northern participation in research, it is time for the issue to be addressed legislatively. This does not mean that permitting should become a barrier to research, but that it should facilitate transparency and collaboration by design.

Relationships are a two-way street. There are researchers who want to do more but rarely receive replies when they reach out, and governments running under-resourced research licensing and liaison files. There are communities that feel completely disconnected from the research done in their backyard. I hope this research and recommendation helps guide First Nations and Yukon governments and the many stakeholders in northern research in updating the permitting process and achieving better outcomes, including increased benefits of research to Yukoners.

## Research Methods and Themes

Interviewees were selected based on involvement with the process from the three sides (applicant, regulator or reviewer), and regional representation. I chose to focus on the Kluane region for personal history reasons (Kluane First Nation and Champagne and Aishihik First Nation traditional territories), and Old Crow (Vuntut Gwitchin First Nation traditional territory) because it is seen as a region with high familiarity with and control of research. I also later added the Dawson City region (Tr'ondëk Hwëch'in First Nation traditional territory) and reached out to several more central Yukon First Nations but acknowledge their time and capacity limitations to participate. I recognize this is only a sample of Yukon First Nations who review permits, and of regions in which researchers work. The interviews were expanded based on referral sampling. Interviews were semi-structured (Appendix C) and recorded with consent. Interview audio was partially transcribed (point form, with illustrative quotes verbatim). Content was analyzed using NVivo for thematic content analysis (Table 1). Two overlapping levels of coding were used, one to address the pros and cons of different policy options, and one to address thematic issues emphasized or in common between interviewees.

“

What is the impact not just of my research but of my presence as a researcher?”

The following overarching themes emerged during content analysis of the interviews. Here I will briefly describe the top three themes, listed by order of highest number of sources and references, and give a few illustrative quotes.

THEME	DESCRIPTION	ILLUSTRATIVE QUOTE
Communication	<p>The permitting process has the opportunity to facilitate better communication, but the details are missing to make this happen. Both researchers and First Nations government reviewers alike are experiencing a gap in information flow. Researchers apply with the assumption that their applications are being reviewed and if they get a permit that means a certain level of awareness and room for comment has been made. They submit reports but don't hear if reports are useful or usable. The process is a "black box." First Nations governments submit comments, if they are able to get to it, and aren't always sure if their comments are heeded. They rarely receive reports from researchers via YTG.</p>	<p>"It seems to me in doing all these permits and doing all this letter-writing back and forth that surely there's got to be someone up there whose job it is to take advantage of the expertise that's passing through the community, or somehow figure out how to make something of this." —Y15</p> <p>"Once the permit's issued it seems to be that's where it stops on the Yukon process." —Linaya Workman</p> <p>"...even if there have been concerns, we haven't received a lot of feedback, often from YG." —Y6</p> <p>"...need to make some sort of connection between the issues we need information on here and the researchers that might be willing to work on those issues." —Jody Beaumont</p>
Capacity	<p>It was expressed throughout that there are assumptions made about capacity for FN governments to engage in conversations or reviews for the permits. Capacity limitations vary in the Yukon, and also vary among researchers. Researchers should work with communities until there is a capacity to engage, but they are also limited in time and funding in a competitive academic world that has institutional barriers to conducting community-based research. FN government reviewers give their limited time to reviewing proposals by researchers rather than conducting their own research to address local priorities. The process creates demands on time for both sides without giving much in return.</p>	<p>"...if you're a demanding a scientist do this [i.e., coming to the community beforehand], what are his real-world limitations...they've got a lot on their plate..." —Jeff Hunston</p> <p>"...the playing field isn't level. People in communities, especially Indigenous communities, are so often maxed out, and so to co-opt somebody to represent the community on an issue of a research proposal without the background that could be helpful to understanding what the implications are...it's very difficult for there to be equitable engagement on the part of communities and researchers." —Jody Butler-Walker</p> <p>"...review time [i.e. 60-day review period], working with under-capacity department...you're kind of prioritizing..." —Y3</p>

THEME	DESCRIPTION	ILLUSTRATIVE QUOTE
Capacity cont.		<p>“...if we get to it that’s great, but YESAB permits, anything to do with mining, takes priority.” —Y6</p> <p>“we have our own research needs internally...to be spending our time with folks who are coming up to move their projects forward means we’re aren’t moving our own...” — Jody Beaumont</p>
Ethics and Control	<p>Feedback also concentrated around the role of permits in ethics and control. Ethically, what should researchers be obligated to do? And what is the role of permits in allowing FN governments to have control over this conduct and more so over what research occurs in their traditional territory? There is a recognition of a new paradigm of research, where northern research priorities are addressed in collaboration with researchers, and incorporating local expertise and resources to better distribute benefits of hosting researchers. However, it will not be feasible for all projects to be of this depth and nature due to capacity. How do we ensure that research is still conducted ethically (i.e., isn’t harmful to Yukoners or the land) without permits becoming a barrier or deterrent to research and researchers?</p>	<p>“...FN are involved as partner governments...that’s not because it’s a nice thing to do, that’s actually law in Yukon for that to happen.” —Jody Beaumont</p> <p>“Indigenous peoples have to be there instead of hearing about it after the fact.” —Norma Kassi</p> <p>“I think there’s a social responsibility for students and researchers to be actively thinking how they’re going to give back to the community.” —Rosa Brown</p> <p>“...so you have to really think hard, define your terms of engagement... and clarity in terms of authority, communications, all those kinds of things...” —Sheila Greer</p> <p>“...those affected by a decision should have a greater say in its outcome...and Yukoners have had livelihood impacts, health impacts [etc.]...as a result of research.” —Y11</p>

# What Needs to Be Amended in the Scientists and Explorers Act?

While a review of the Act is necessary, it may be lengthy and involve many stakeholders because research has become a lever for authority-related issues. Here I suggest preliminary solutions to parts of the Act which were identified during research as problematic.

## **WHO IS A SCIENTIST AND WHO IS AN EXPLORER?**

Leave out explorer (this is a holdover from Mt. Logan climbers who are now covered by Parks Canada permits; and mineral exploration is hopefully covered by other processes such as the Yukon Environmental and Socioeconomic Assessment Act).

## **“OUTSIDE” THE YUKON RESEARCHERS ONLY REQUIRED TO APPLY**

“Inside/Outside” researchers is increasingly referred to as a false dichotomy. Create two levels of licences, one for internal researchers (governments, consultants and any private industry not covered by YESAA or other review processes) to publicly register their projects in an online database, and one for university-based researchers to be reviewed and permitted.

## **OWNERSHIP OF DATA AND SAMPLES RETURNED TO YTG**

As physical samples are rarely taken in (lack of need and lack of resources to organize/archive), this part should be amended to align with current open data policies (<http://open.canada.ca/en/open-data>) where applicable, and/or assist in facilitating OCAP (Ownership, Control, Access and Possession) by First Nation individuals and governments (re: “ethically open data”).<sup>12</sup>

## **COMMUNICATION NOT ADDRESSED**

Communication with “affected communities” is currently suggested by the Guidebook. It should be explicitly stated that communication with First Nation governments is necessary in the Act.

## **WHEN IS A PROJECT NOT LICENSED?**

if consensus of the board cannot be reached based a concern that a project will inflict harm on Yukoners, and the researcher cannot find alternatives to avoid this harm, then a project should not be licensed.

<sup>12</sup> Pulsifer et al. (2013). *Data Management for Arctic Observing: A Community White Paper*. <http://www.arcticobservingsummit.org/sites/arcticobservingsummit.org/files/Pulsifer%20et%20al%20DataManagement.pdf>.

# Interviewees

Megan Williams, Heritage Manager, Vuntut Gwitchin First Nation (October 13, 2016)

Jeff Hunston, Manager, Heritage Resources Unit, Yukon Government (November 10 and December 12, 2016)

Brent Wolfe, Professor, Wilfred Laurier University (November 10, 2016)

Linaya Workman, Superintendent, Kluane National Park and Reserve (November 21, 2016)

Kate Ballegooyen, Environmental Officer and YESAA Coordinator, Kluane First Nation (November 23, 2016)

Gwenn Flowers, Associate Professor, Simon Fraser University (November 24, 2016)

Aynslie Ogden, Senior Science Advisor, Yukon Government (November 25, 2016)

Lacia Kinnear, Director, Strategic Growth and Innovation, Yukon College (November 29, 2016)

Ron Sumanik, Director, Oil and Gas Resources, Yukon Government (December 5, 2016)

Paul Nadasdy, Associate Professor, Cornell University (December 9, 2016)

Sheila Greer, Heritage Manager, Champagne and Aishihik First Nations (December 13, 2016)

Sian Williams, Station Manager, Kluane Lake Research Station (December 15, 2016)

Norma Kassi, Katelyn Friendship, and Jody Butler-Walker, Arctic Institute of Community-Based Research (January 4, 2017)

Rosa Brown, Lands Manager, Vuntut Gwitchin First Nation (January 5, 2017)

Bruce McLean, Habitat Programs, Yukon Government (January 6, 2017)

Christopher Burn, Professor of Geography, Carleton University (January 12, 2017)

Michael Jim, Fish and Wildlife Officer, Champagne and Aishihik First Nations (January 12, 2017)

Mark O'Donoghue, Northern Tutchone Regional Biologist, Yukon Government (January 12, 2017)

Douglas Clark, Associate Professor, University of Saskatchewan (January 16, 2017)

Jody Beaumont, Traditional Knowledge Specialist, and Kirsten Scott, Development Assessment Coordinator, Tr'ondëk Hwëch'in (January 31, 2017)

Pippa Seccombe-Hett, Vice President, Research, Aurora Research Institute (March 6, 2017)

# Together Today for Our Children Tomorrow<sup>13</sup>

We are very often approached by a professor who wants to do some research. We haven't been very friendly so far, but now that we understand a little better, we are changing. But, if there is going to be research done, there must be some conditions first, if it is going to be any good to us.

First, we must decide what we feel needs to be researched. We may need some help, but we must make the final decision.

Second, we must choose who will do the research. We can tell the difference between someone who wants to do the job for US, and someone who wants to do the job for himself (or for some outside interest).

Third, all research must include our own people. We must learn the necessary skills so we will be able to do our own research in the future.

Fourth, the results of the research must belong to us. It is no good sitting in a University or in some government office filing cabinet. Much research has already been done, but we are not able to get our hands on it.

Fifth, all recent research about Yukon Indians should be given to us.

<sup>13</sup> Yukon Native Brotherhood. (1973). *Together today for our children tomorrow: A statement of grievances and an approach to settlement by the Yukon Indian people*. Whitehorse, YT. p. 23–24.



## APPENDIX C : INTERVIEW GUIDE

Interviews were semi-structured and depended on the position of the interviewee, thus questions served as a guideline.

### THEMATIC QUESTIONS

- ▶ How was the permitting process set up?
- ▶ How has the permitting process evolved?
- ▶ How does the permitting process facilitate relationships?
- ▶ What are the perceived benefits of research to Yukoners by different stakeholders?

### TO REGULATORS

- ▶ How was the permit process set up? How did it evolve?
- ▶ What was the original intent of the permits?
- ▶ What is the current intent of the permits?
- ▶ How many permits are processed annually?
- ▶ When do permits go smoothly from the regulatory perspective?
- ▶ When do permits not go smoothly from the regulatory perspective?
- ▶ Do the permits capture all research in the Yukon? Should they? Could they?
- ▶ What are the benefits of hosting researchers for Yukoners?
- ▶ Are those benefits distributed to Yukoners?
- ▶ How could more benefits of research reach Yukoners?

### TO COMMUNITY REVIEWERS

- ▶ How does the permitting process include First Nations governments?
- ▶ How many permit applications do you receive annually?
- ▶ How does the review process go in your government?
- ▶ Are there any barriers to completing a full review of each project?
- ▶ Are any connections made between you and the researcher prior to, during, or after the permit application?
- ▶ What would be the ideal process of research on your First Nations' traditional territory?
- ▶ What are the benefits of hosting researchers on your First Nations' TT?
- ▶ Are those benefits received?
- ▶ How could benefits be better distributed?
- ▶ What role do the permits have in creating connections?

### TO RESEARCHERS

- ▶ How does the permitting process go for researchers? How did you learn about the process?
- ▶ How many years have you been applying for permits, and have you observed any changes in the process through that time?

- ▶ Do you receive feedback on your application? If so, how often and from whom?
- ▶ Do you feel encouraged to contact any affected communities in advance of your proposal?
- ▶ What do you think the main benefits of research are to Yukoners?
- ▶ How are these benefits distributed?
- ▶ Is the Guidebook clear in its requirements? If not, how could it be improved?
- ▶ How would you like your interim and final reports/papers to be distributed/stored?
- ▶ Have you used the ASTIS database to look for other researchers in your subject area or study area? If so, how could it be improved?
- ▶ Does the permitting process connect you to the community you work near? Should it? Can it?

## **Recommendations for Modernizing the Yukon Scientists and Explorers Act**

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