

IMPROVING LOCAL PARTICIPATION IN RESEARCH IN NORTHWEST ALASKA

APRIL 2-4, 2013
KOTZEBUE, ALASKA

FINAL WORKSHOP SUMMARY AND WORKGROUP RECOMMENDATIONS

SPONSORED BY THE UNIVERSITY OF ALASKA
FAIRBANKS, CHUKCHI CAMPUS &
THE NORTHWEST ARCTIC BOROUGH

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Workshop on Improving Local Participation in Research in Northwest Alaska

Sponsored by: University of Alaska Fairbanks, Chukchi Campus
Northwest Arctic Borough

Funded by: National Science Foundation

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Workshop on Improving Local Involvement in Research in Northwest Alaska

April 2-4, 2013 Kotzebue, Alaska

Executive Summary

In conjunction with the Northwest Arctic Borough, the Chukchi Campus of the University of Alaska Fairbanks organized the *Workshop on Improving Local Participation in Research in Northwest Alaska*. The National Science Foundation funded the workshop in its continuing effort to improve relations between researchers and local residents. The workshop occurred in Kotzebue April 2-4, 2013.

The workshop brought together more than 60 people from 11 Northwest Arctic villages, state and federal agencies, researchers, co-management groups, and private companies doing work in the region. The focus of the workshop was to identify research priorities of Northwest Alaska residents, identify best practices for involving locals in research, and identify research principles for the region. The format included a variety of methods to encourage interaction among the participants including presentations, panels, group discussions, and breakout groups. A workshop notebook provided information about previous similar workshops in the region, information about approved research principles and a paper describing the similarities and differences between western science and traditional knowledge.

The first part of the workshop involved several panels that provided background information. The first panel addressed how science and local and traditional knowledge (LTK) can work together. The second two panels addressed best practices for participatory research with an emphasis on projects in Bristol Bay, the North Slope Borough, the Kawerak region, and Northwest Alaska. The panelists described useful methods to involve local residents in research, and several examples involved locally-driven research by tribal organizations. Other sessions addressed research principles, protection of LTK and opportunities for interactive discussions on research principles, best practices and research priorities.

The workshop produced several outcomes. First, the participants identified research needs for Northwest Alaska. The topics included a wide range of ideas that the group organized into 4 major categories: People, environment, development, and animals. Some of the ideas included documenting subsistence and Iñupiaq laws, erosion, effects of climate change, and compiling baseline data in a single place for each village. During an exercise to prioritize future research, several people cautioned against placing too much weight on the outcome of this exercise. They noted that many of the topics were interconnected, and subjects that were not rated highly could still be very important.

A second outcome of the workshop involved documentation of best practices for conducting research. The ideas were organized under 4 topic areas: Communication, local benefits, research design, and methodology. Again, a prioritization exercise gave a sense of what best practices are most important.

The third and fourth outcomes involve recommendations of a workgroup established at the April workshop. At its November 5-6, 2013 meeting in Kotzebue, the workgroup recommended establishment of a Northwest Arctic research panel which would provide communication between villages and researchers. It also finalized research principles for Northwest Alaska for further consideration by communities in the Northwest Arctic Borough. Since the initial workshop summary was distributed, several organizations outside of the Borough have expressed interest in using the research principles.

Workshop on Improving Local Participation in Research in Northwest Alaska

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Attachment F: Important Principles for Research

Workshop on Improving Local Involvement in Research in Northwest Alaska

April 2-4, 2013 Kotzebue, Alaska

DAY 1: April 2, 2013

1. Invocation and Welcome

Workshop facilitator Glenn Gray introduced Grant Ballot of Selawik who gave the opening invocation. Mr. Gray then introduced the Co-Principal Investigators for the Workshop, Pauline Harvey and Noah Naylor.

Pauline Harvey, Director of the Chukchi Campus for the University of Alaska Fairbanks (UAF), welcomed the workshop participants and thanked the National Science Foundation for funding the workshop. She identified issues facing Northwest Alaska, including food security, and she underscored the importance of paying attention to the elders who are the holders of traditional knowledge. Ms. Harvey closed her opening remarks with the motto of the Chukchi, *lĩuuniayutiksranat piqutigiplugu*, which in English this means “For the purpose of a good life.” She said the purpose of research is to improve the quality of life for our children and grandchildren.

Noah Naylor, Director of the Northwest Arctic Planning Department, welcomed the workshop participants on behalf of Mayor Reggie Joule. He credited former planning director Ukallaysaaq Okleasik for his work in planning the workshop. Mr. Naylor acknowledged the role of research to prepare for potential offshore oil and gas development, onshore mining and increased shipping. He closed his comments by emphasizing the importance taking advantage of traditional ways to anchor the region in times of change.

2. Introductions and Expectations

Glenn Gray provided a summary of the workshop notebooks which included summaries of previous similar workshops in the region and research principles (Attachment A). He introduced the workshop rapporteurs, Chris Krenz of Oceana and Mabel Baldwin-Schaeffer, a student at Alaska Pacific University.¹ Each participant introduced themselves and their expectations for the workshop. Attachment B lists workshop participants, and Attachment C summarizes expectations for the workshop by topic.

3. LTK and Western Knowledge

Panelists: Willie Goodwin Sr., Jim Dau and Chris Krenz

Glenn Gray introduced the panelists and said they were asked to talk about their experience integrating local and traditional knowledge (LTK) with Western Science.

Willie Goodwin Sr., Chair of the Alaska Beluga Whale

Committee, described his lifelong connection to the land and water which provided him with what he described as a “PhD in Kotzebue Sound.” He



Elder Willie Goodwin of Kotzebue

¹ The purpose of the rapporteurs was to summarize their impressions of the workshop on the second and third days.

said his experience taught him about the winds, currents and ice – information that is validated by science. By watching trends, he was able to know when and where to hunt ugruk. This information was proved to be invaluable when federal researchers needed help in catching seals. Mr. Goodwin described how he and his brother John Goodwin assisted federal researchers and the Native Village of Kotzebue in catching ugruk in nets, a task that had never been done before. He also said traditional knowledge is important to ensure that researchers avoid unnecessary disturbance of caribou and marine mammals and that they avoid conflicts with subsistence users.

Jim Dau, caribou biologist with the Alaska Department of Fish and Game, described work he has done in Northwest Alaska since 1977. He described his work as 40% working with animals, 40% working with people, and 20%



Jim Dau of ADF&G

administrative duties. He said many years ago the regulatory system ignored local people, but agencies have become more sensitive to local issues as a result of work done by people like Susan Georgette, Leanne Ayers and Jim Magdanz. Mr. Dau spoke about rapid changes in the region the region beginning in the 1970s. He said in his experience incorporation of TK is essential: “It doesn’t work to separate traditional knowledge from Western science.” He also said that to use TK, it is important to understand the regulatory system. Mr. Dau closed his presentation by describing a caribou collaring project that has involved students

since 1992. He said it was good for agencies and good for the kids.

Dr. Chris Krenz, Arctic Campaign Manager and Senior Scientist for Oceana, provided an overview of a paper he wrote for the Northwest Arctic Borough’s Subsistence Mapping Project about similarities and differences between LTK and Western science. He described the importance of being respectful of both types of knowledge and that they are two equally important approaches. He said when differences between Western Science and TK occur, that is a signal that more discussion or research is needed. He said LTK and Western Science are similar in that both depend on repeated observations that lead to predictions. Both approaches are tested in different ways; LTK is tested by the ability to survive while science depends on peer review.

Dr. Krenz said LTK is dependent on intergenerational knowledge passed down by elders. It is based on observations by hunters, fishers and gatherers. He said the subsistence way of life is embedded in culture and spirituality, and that it involves respect for animals, plants and each other.

Dr. Krenz explained that Western science involves testing of hypotheses, it describes the natural world is iterative and cumulative. Science uses multiple research methods that produce results that can be reproduced.

He said that documenting LTK through science requires use of social science research methods that lose some context in the translation. He concluded by saying that documenting LTK respectfully requires involvement of

communities at every step, informed consent, and acknowledging intellectual property rights.

4. Best Practices for Participatory Research (Part 1)

Moderator: Ukallaysaaq Okleasik

Panelists: Chanda Meek, Helen Aderman, John Goodwin Sr. and Alex Whiting

Ukallaysaaq, Executive Director for the Native Village of Kotzebue, introduced this panel by explaining the connection between TK, Western Knowledge and Community Knowledge. He said it was important to use “knowledge” as a common term to ensure there is a level playing field. Ukallaysaaq emphasized the need for participatory planning, including involvement of local people at the outset of research proposal development to ensure inclusion of TK in the research design.

Dr. Chanda Meek, Assistant Professor of Political Science at UAF, described a subsistence mapping project she is working on with Helen Aderman for the Bristol Bay Native Association (BBNA). She explained BBNA’s approach to work with communities early on in the project rather than the traditional avenue of asking for letters of support. She said protocols reflect what each community wants to learn and that the project involves both education and outreach components. Dr. Meek said communities are involved in both the giving of information and figuring out what to do with it. The communities retain ownership of the information with BBNA.

Helen Aderman, Marine Mammal Program Manager for the BBNA, described the diverse Alaska Native cultural variety in the Bristol Bay region including Yupik, Athabascan, and Aleut



Ukallaysaaq, Chanda Meek, Helen Aderman, and John Goodwin

cultures. She said incorporating appropriate Western science and local Alaska Native knowledge balances the local way of life. She explained that the process of learning about the traditional ways occurs over a person’s life time. She said, “As young children, we learn from observing our elders, our parents, for example cutting salmon for drying.”

Ms. Aderman explained the importance of getting permission from the tribe before conducting research. In the Bristol Bay area, resolutions are obtained from the tribes authorizing BBNA to pursue funding for a specific research project. Once a project is funded, BBNA meets with the tribal council. Using their knowledge of local conditions, the councils select experienced boat operators. Ms. Aderman explained how this process occurred with Levelock during a 2002 beluga tagging project. She described a number of other projects that incorporated TK, including sea otter, harbor seal, and walrus projects which have included collecting important local knowledge on marine habitat areas (feeding, migration, calving, pupping, and haulout areas) and important subsistence use areas.

Ms. Aderman emphasized the importance of taking time to work with tribal councils and to provide written documentation of the researcher’s responsibilities and a work plan with project timelines. She concluded by

explaining long-term harvesting of traditional foods depends on conservation – taking only what you need and sharing with those who cannot participate in the harvest.

John Goodwin Sr., Chair of the Alaska Ice Seal Committee, described how he gained traditional knowledge about Northwest Alaska by spending his entire life learning about the ocean and marine mammals. He said he was fortunate to hunt with his grandfather and to learn from his father about the behavior of ice. Mr. Goodwin said he was approached by his brother Willie and Alex Whiting to participate in a research project that involved capture of ice seals. Through the use of TK, he has participated in several research projects involving capture, tagging and release of ringed seals and ugruk.

Alex Whiting, an Environmental Specialist with the Native Village of Kotzebue (NVK), described his work doing research for the NVK since 1997. He said he has been working with John Goodwin Sr. for over 10 years on seal tagging projects. Some of the tagged seals traveled over 6,000 miles. The NVK has employed over 100 of its members to assist in research projects, including high school students. Some of these members have used their experience to get employment on research projects not affiliated with the NVK. The experience of incorporating both TK and science is documented on the NVK's website and in a book published by the Alaska Sea Grant Program.

Mr. Whiting referenced the principles for research adopted by the NVK that set a standardized process for research. He said in practice the most important tool is the form that researchers must submit to the tribe that outlines details of the proposed research. The NVK uses the form to help shape the projects so

they incorporate priorities of the tribe. After research is accomplished, the researchers bring back the results to the community.

5. Closing

Glenn Gray encouraged the workshop participants to read materials in the first section of their notebooks that includes finding from previous similar workshops held in the region.

DAY 2: April 3, 2013

6. Welcome and Invocation

Glenn Gray welcomed the participants to the second day of the workshop and introduced Helen Aderman who gave the invocation.

7. Report of Rapporteurs

Mabel Baldwin-Schaeffer, a student at Alaska Pacific University, summarized her impressions of the first day of the workshop. She said that in line with the results of the first day of the workshop, respondents in a recent survey she did in Kiana ranking "Respect for Elders" and "Love for Children" ranked as the most important Iñupiaq values. She also observed that some of the presenters demonstrated another value: "Humility.", and love for children. She mentioned the importance of being able to access and share TK and that it is not advisable to separate TK from Western science. Ms. Baldwin-Schaeffer was impressed about the discussion on community knowledge and that parents don't always realize they are passing on information to their children and children don't always realize they are receiving knowledge from their parents.

Chris Krenz, the second rapporteur, said he was impressed by two things. First, communities

stated they are the last to hear about research projects. Second, this situation is contrasted by

the tribal-based work of the Native Village of Kotzebue where community members are extremely involved in research. He said the summaries of previous workshops show that people have been struggling with how to involve locals in research for a long time. He was impressed with the recommendation of one person at a previous workshop to put radio collars on researchers so locals could track



Chris Krenz

where they go. He closed by saying the speakers on the first day emphasized the importance of locally-generated research and the need to involve more youth in research.

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8. Best Practices for Participatory Research (Part 2)

Moderator: Eva Harvey

Panelists: John Payne, Carolina Behe, Lily Gadamus, and Dr. James Berner

Eva Harvey, a UAF student in the Rural Development program, introduced each panelist. Dr. John Payne, Executive Director of the North Slope Science Initiative (NSSI), opened his presentation with background about NSSI, an organization he co-founded 13 years ago. He said rather than conducting research, NSSI focusses on communication and coordination although it has also funded some research. He said the Energy Policy Act of 2005 created the NSSI and its 8 objectives. Dr. Payne gave an overview of a few of the 2,000 research



John Payne speaks about the North Slope Science Initiative

projects that have been conducted on the North Slope. He continued by discussing a scenario planning project recently initiated by NSSI that will use local community input to envision what the region will look like in 30-40 years. That project will help agencies plan for the future. He said NSSI emphasizes community input, and he spoke about a 2011 conference held by NSSI that involved many local residents. Dr. Payne provided some examples of NSSI's work in the broader Arctic, including work with the Arctic Council on a circumpolar biodiversity monitoring plan.

Carolina Behe, Traditional Knowledge and Science Advisor for the Inuit Circumpolar Council - Alaska (ICC-AK), described effective ways of engaging local communities. She noted that there are multiple methodologies for different projects. She said methodologies should be designed with community involvement. She described the methodology being used in the ICC-AK food security project, an Iñupiaq and Yupik lead project. The project responds to the ICC-AK board's decision to make food security a number one priority. She said a key element of the project is continuous communication, including distributing project updates every 3-4 months, calling tribal councils, and providing other ways for

participants to communicate with the principal investigator.

Mrs. Behe said project elements include the use of semi-directive interviews and community meetings, recognition of the information source (e.g., being listed as contributing author), compensating interviewees, inclusion of both males and females, guidance from an advisory committee, flexibility and peer review of the project by TK holders which recognizes that TK is validated by TK holders.

In addition to this project, ICC-AK is developing methodologies to be applied to work completed under the auspice of the Arctic Council. For example, ICC has proposed a methodology to be applied to the Conservation of Arctic Flora and Fauna's Circumpolar Based Monitoring Project. The proposed methodology works to build a participatory approach and advocates for the use of both TK and science.

Dr. Lily Gadamus, a social scientist for Kawerak, provided an overview of the Ice Seal and Walrus Project. Kawerak is the regional nonprofit organization serving 9 tribes in the Bering Strait-Norton Sound region. She said the project involves mapping of important seal and walrus habitat and subsistence use areas. It also involves collection of information about safety issues, local management techniques and traditional ethics of hunters. This community-based mapping project documents TK, and it is coordinated with the tribes and co-management organizations such as the Ice Seal Committee and the Eskimo Walrus Committee. Dr. Gadamus said there are dangers associated with mapping of habitat and subsistence use areas, but participants in the project agreed there is a bigger risk in not documenting this

information. The project design includes an emphasis on local participation. Communities are given an opportunity to review and correct draft maps and to add missing information. She emphasized that the maps are a tool, not a substitute for participation. Dr. Gadamus closed her presentation by saying that Kawerak is cooperating with Oceana to develop an atlas of important ecological areas.

Dr. James Berner, Senior Director for Science for the Alaska Native Tribal Health Consortium (ANTHC), provided information about work he has done in rural Alaska during the past 40 years. He spoke about three major threats to rural Alaska Natives, including man-made contaminants, food and water security and a warming climate. Dr. Berner described the path of contaminants through ocean circulation patterns and through distribution by air. He provided an overview of ANTHC's Local Environmental Observer (LEO) Program which involves over 200 participants in citizen science. Participants share observations about abnormal occurrences that may be climate-related through an interactive map hosted on ANTHC's website. ANTHC provides a weekly conference call with the LEO participants and is in the process of developing a brochure about the program. Dr. Berner provided an example of the how the program is effective. In this case, a LEO participant

shared pictures of a red substance suspended in the harbor water as well as a photograph of the substance



Dr. James Berner

through a child's microscope. Within 12 hours, a laboratory on the East Coast confirmed the red substance was a non-toxic plankton bloom.

9. Overview of Federal Research Initiatives

Glenn Gray introduced Dr. Cheryl Rosa, the Deputy Director of the U.S. Arctic Research Commission. Created by the 1984 Arctic Policy Act, the 7-member Commission develops research policy for the U.S. Arctic which includes the Bering Sea. She said the Commission facilitates cooperation among research efforts and advises the President and Congress about research priorities. Dr. Rosa said the Commission develops a Goals Report which advises the federal Interagency Arctic Research Policy Committee. The 2013-2014 Goals Report includes 5 major research themes: Environmental change, Arctic human health, civil infrastructure, natural resource assessment, and indigenous languages. She also referenced the recent *Oil Spills in Arctic Waters* publication by the Commission that includes recommendations for future research. Dr. Rosa gave an overview of other Arctic initiatives.

- The Alaska Rural Water and Sanitation Working Group is investigating how to provide communities with adequate water
- Cooperation of the Commission with the Alaska Marine Exchange to track vessel traffic
- Draft National Ocean Policy Implementation Plan by the National Ocean Council
- National Research Council studies on emerging research questions in the Arctic and response to oil spills in the Arctic marine environment
- Arctic Science Portal: info@arctic.gov

- National Arctic Strategy (in progress)
- Update on the Navy's *Arctic Roadmap*
- U.S. Coast Guard's upcoming Arctic Strategy
- U.S. Department of the Interior's Interagency Working Group report
- Dr. Rosa also encouraged the workshop participants to sign up for the Commission's daily Arctic Update on its website: www.arctic.gov.

10. Research Initiatives

Facilitator Glenn Gray explained that the purpose of this group brainstorming session was to identify specific research topics for Northwest Alaska. He encouraged the participants to build on ideas from previous workshops (first section of Workshop notebook). Glenn listed the ideas on flip chart paper, and this list provided the basis for a more detailed discussion on the third day of the workshop (see Section 15).

11. Defining Participatory Research

The workshop participants broke into 4 small groups to discuss three questions:

1. What are some examples where researchers successfully involved local residents?
2. At what points of the research process could locals be involved?
3. What can be done now to improve local participation in research?

Each group assigned a facilitator for the small group discussions and a reporter to summarize results to all of the workshop participants. Attachment D provides the flip chart notes from each group. The facilitator used these flip chart notes to summarize best practices that

provided the basis of a discussion on the third day of the workshop (see Section 16).

12. Research Principles

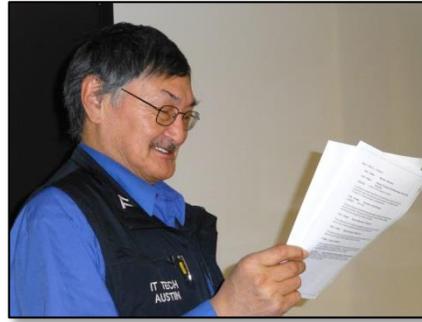
Moderator: Austin Swan

Presenters: Noah Naylor and Helen Aderman

Glenn Gray introduced this session’s moderator, Austin Swan, whaling captain and Mayor Kivalina. Mr. Swan then introduced Noah Naylor, Planning Director for the Northwest Arctic Borough. Mr. Naylor discussed Ordinance 02-03 passed by the Northwest Arctic Borough Assembly in February.² He said the ordinance outlines 12 requirements for research occurring in the Borough, but that these requirements only can be enforced for projects that require a Borough permit. The ordinance requires written consent of project participants, written details about proposed research, reporting of research results in non-technical terms, a guarantee of anonymity for research participants, acknowledgement of intellectual property rights, and consultation with the borough and applicable city and tribal councils. In addition, the ordinance recommends that fair compensation be provided to those who disclose traditional knowledge.

Helen Aderman of the Bristol Bay Native Association (BBNA) described the BBNA Policy Guidelines for Research in Bristol Bay. These guidelines, adopted by the BBNA, are consistent with the 1993 guidelines adopted by the Alaska Federation of Natives. Ms. Aderman said the purpose of the guidelines was to require researchers to work with the tribes. The

² This ordinance and other principles for research were included in the Workshop notebook.



Austin Swan introduces panelists

guidelines require communication about the purpose, goals and timeline of the study, written consent of the village or tribal council, training and employment of local Native people, confidentiality for sensitive information, fair compensation, respect for culture and traditions, use of translators, an opportunity to comment on draft reports, use of non-technical language, and provision of final results to the community and applicable organizations.

13. Protecting LTK – Presentation and Group Discussion

Facilitator: Zach Stevenson

Glenn Gray introduced Zach Stevenson, Project Coordinator for the Northwest Arctic Borough Subsistence Mapping Project. Mr. Stevenson provided background about the mapping project and an overview of steps taken to protect LTK. He said information from the village is considered confidential until written approval is received from the interviewees, affected city and tribal councils, and the Borough mayor and assembly. He said 7-person advisory committees were established in each of the 7 communities participating in the project. Information is stored on computers and only accessible to those who have access to the password. Mr. Stevenson described information

that is needed to protect TK, including how the information will be used and who will use it, how results will be shared, who is the funder, whether the researchers have a good record, who owns the information, how interviewees will be compensated, and what steps will be taken to ensure protect information.

During the remaining of this session, Mr. Stevenson led a group discussion based on two questions. First, he asked for examples of research projects where information was misused. One person mentioned they had been misquoted without the opportunity to review a draft report. Another person said an author did not credit elders who provided information for a book on fish and plant species used in the region. Someone else expressed concern that the Borough will own information from its Subsistence Mapping Project rather than being owned by the tribes who have better laws to protect information. While not providing specific examples, others raised other concerns.

- Information can be used against locals (i.e., stricter regulations).
- Important to get information from the right people – otherwise it may be incorrect.
- Sometimes researchers claim information is TK when it is actually TK and Science together.
- There is a danger that researchers select information to support their argument.

Second, Mr. Stevenson asked for examples where TK has been used effectively. The participants provided the following examples.

- Scientists were unable to catch seals until

they worked with Native Village of Kotzebue.

- In a non-research project, hunters were successful after listening to locals about where to hunt.
- Local information was successfully used when developing harvest limits for Musk ok.
- The seal survey projects that involved John and Willie Goodwin.
- A recent student subsistence survey in Kiana.
- Use of MOUs with villages by the University of Alaska to clarify data sharing and property rights.

DAY 3: April 3, 2013

14. Report of the Rapporteurs

Chris Krenz summarized a few of his observations from his outside the Borough perspective on the second day of the workshop. He noted residents of the Borough have a number of good examples of how local residents have worked with researchers and guided research. While presenters did not focus on mistakes, people noted several examples. The challenge for residents is to figure out how to maintain current efforts that are working well (such as the Kotzebue IRA), while deciding how and the degree to which they want to work with researchers.

Mabel Baldwin-Schaeffer noted several themes from the second day of the workshop: Coordination and participation, maintaining and improving access, comprehension, documentation, security, and effectiveness.³ She highlighted the NSSI's agreement with an education institution, ICC-AK's willingness to

³ Ms. Baldwin-Schaeffer submitted her remarks after the conclusion of the workshop.



Break out group discussion

incorporate local recommendations into its research design, Kawerak’s commitment to no produce “treasure maps,” ANTHC’s Local Environmental Observer (LEO) system, the broad definition of the Arctic under U.S. Arctic Commission, and that TK is often considered folklore. Ms. Baldwin-Schaeffer concluded her observations by discussing how the term “subsistence” is a foreign term to many people in the region and that it does not adequately describe the way of life.

15. Prioritization of Research

Facilitators Liz Moore and Glenn Gray led an exercise to get a sense of the group’s research priorities. They started with a list of research topics identified by the workshop participants the previous day (see Section 10). The group added a number of new research topics, and during a break, Liz, Eva and Glenn grouped the list of research projects. The workshop participants then chose their top 3 research priorities.⁴ A number of people cautioned against placing too much weight on the outcome of this exercise. They noted that many of the topics on the list were interconnected, and subjects that received a low number of votes or no votes could still be very important. All of the topics have been included in the following bullets listed under 5 subject areas: Research, environment, development, animals, and other. The list identifies the number of votes received for each general topic and then by each specific research topic.

a. People (48 total votes)

⁴ Each participant was given 3 adhesive dots and instructed to place the dots on their 3 highest research priorities. Some people prioritized the topic itself rather than the studies listed under it.



Liz Moore and Glenn Gray facilitate a session on research priorities

- Document Iñupiaq laws⁵ (15)
 - Document subsistence use (12)
 - Involve youth (4)
 - Socio-economic impacts of development – before and after (3)
 - Document all kinds of TK (3)
 - Benefits of traditional medicine (2)
 - Science and TK in schools (2)
 - Cause of increased sickness (1)
 - Masters in subsistence (1)
 - Community profile with key socio-economic indicators (1)
 - Accurate ethno-history
 - Compare benefits of Western and subsistence diets
- b. Environment** (33 total votes)
- Erosion – coast and rivers (11)
 - Effects of climate change (9)
 - Effects of climate change on people (2)
 - Synthesis of studies – big picture of change/adaptation (3)
 - Environmental changes (2)
 - Studies of rivers and lakes (2)

⁵ Members of the group clarified that Iñupiaq laws are traditional principles for co-existing with the land and other people (e.g., water for seals, don’t say you are going to go bear hunting before you go, ask village if you can hunt in their area, don’t brag)

- Changes over time for a community (1)
- Effects of too much rain (1)
- Multidisciplinary research (offshore and tributaries)
- Effects of climate change on food

c. Development (26 total votes)

- Impacts of “Roads to Resources” (12)
- Before/after studies (e.g., mining) (3)
- Effects of shipping & boats (3)
- Impacts of mining (3)
- Effective strategies to mitigate impacts (3)
- Impacts of offshore oil and gas (2)
- Impacts of a new gas line
- Determine if automated location system for boats is required for trawlers

d. Animals (17 total votes)

- What happened to the beluga whales (6)
- Animal diseases (5)
- Endangered species – locals determine if they are really endangered (2)
- Stress to marine mammals (2)

e. Other (11 total votes)

- Baseline data all in one place (11)

16. Best Practices

Liz Moore and Glenn Gray led a prioritization exercise for the best practices for involving local people in research identified by the workshop participants. The best practices listed by the participants on the previous day were posted on the way under 4 categories: Communication, local benefits, research design, and methodology. Using the same process as the previous exercise, the workshop participants ranked the top 3 best practices.

a. Communication

- Use a variety of communication methods (e.g., webcasts, email listserves, VHR, radio, Facebook, potlucks, newsletters, and translation to Iñupiaq) (10)

- Combine meetings to avoid meeting fatigue (e.g., joint IRA/City meetings and meetings for multiple projects) (8)
- Send research proposals to communities for feedback (3)
- Use simple language – no jargon or big words (3)
- Report results to communities with implications of research (2)
- Evaluate Arctic engineering (e.g., housing, water, sewer, roads & infrastructure) (2)
- Notify communities before showing up
- Hold pre-meetings with IRA/City

b. Local Benefits

- Use traditional knowledge when capturing animals (5)
- Train and certify locals (1)
- Hire locals (use a skills database) (1)
- Compensate locals fairly
- Fund IRAs for holding special meetings
- Provide certificates and college credit

c. Research Design

- Use elders to instruct researchers & students (12)
- Combine Iñupiaq and scientific approaches (11)
- Focus research on local priorities (2)
- Build on existing studies (e.g., baseline information) (2)
- Build in flexibility (e.g., death in village, weather) (1)
- Ensure gender balance for participants (1)

d. Methodology

- Train researchers about Iñupiaq culture (14)
- Standardize protocols and ways to share information (6)
- Use students to collect information (4)
- Schedule research so it doesn’t disturb local activities and maximize participation and time for input (2)
- Give councils enough time to make decisions (2)
- Have villages train other villages (1)

- Use Iñupiaq translators (1)
- Use door-to-door surveys

17. Next Steps

The workshop participants agreed to convene a short-term work group to investigate 2 issues:

1. Whether a list of principles for conducting research should be developed for the regions, and
2. Whether a permanent regional research panel should be established to give input on research proposed in the region.

Twelve of the workshop participants signed up for the Work Group. Their recommendations are included in Attachment E.

The following bullets summarize other comments during the session.

- Incorporate comments from the oil spill conference held in Kotzebue May 2012: http://www.crrc.unh.edu/workshops/nwab_12/NWAB_workshop_report_appendices.pdf
- ANTHC's Traditional Food for Cancer Survivors quantifies nutritional value of subsistence food
- There should be standard protocols for research in the Borough
- Need a follow up workshop
- Need to know what laws are in place
- Need to evaluate infrastructure and engineering in the Arctic.
- Communities need access to funds to respond to climate change

18. Closing Comments

Facilitator Glenn Gray asked for verbal and written closing comments.

- Share results with landscape cooperatives
- Committee should follow up on protocols, how bring communities in, village priorities
- Share with NSSI
- Share results with Chukchi Science workshop and translate into Iñupiaq
- Get some information into schools

- Region- specific nutrition facts for subsistence
- Committee should travel to villages to share results and get feedback on research priorities
- Validate traditional knowledge - Ilitqisait
- I hope people will consider a tribally-centered or tribally-chartered regional research steering committee. Perhaps some communities and Maniilaq can contribute some of their annual ANILCA (BIA) funds to support the permanent group. Just a thought.
- Regional entity should maintain a list of local resources for hire
- Local community committee with representatives from each village

19. Research Principles

Using information they gained from the workshop and from the readings in the second section of the workshop notebook, the participants identified the most important research principles. These principles are included in Attachment F.⁶

20. Workshop Evaluation

Twenty three participants completed a written evaluation of the workshop. Eva Harvey compiled the responses into a single document that was sent to all workshop participants.

⁶ Nikki Braem of ADF&G said that most researchers in Alaska follow guidelines in *Ethical Principles for the Conduct of Research in the North*, written by the Association of Canadian Universities for Northern Studies, 2003.

Workshop on Improving Local Involvement in Research in Northwest Alaska

April 2-4, 2013

Attachment A: Summary of Previous Similar Workshops

The workshop organizers developed this document to prepare participants for the April 2-4, 2013 workshop. It summarizes findings and recommendations from three similar workshops that have been held in the region.

1. Summary of 1987 *Workshop on Research in Federally Reserved Lands in Northwest Alaska: Needs, Opportunities, Constraints*
2. 2003 *Regional Meeting* sponsored by the Alaska Native Science Commission
3. 2011 *Science, Natural Resources and Subsistence in Alaska's Arctic Lands and Waters Workshop* sponsored by the North Slope Science Initiative.

1. Science in Northwest Alaska: Research Needs and Opportunities on Federally Protected Lands

This June 1990 report documents a September 26-27, 1987 workshop held in Anchorage. The purpose of the workshop was to identify research needs for the national parks, preserves, monuments, and wildlife refuges created by the 1980 Alaska National Interest Land Conservation Act. The bullets below summarize some of the recommendations from this workshop.

- **Research Needs:** Baseline data need for almost every resource
 - **Climate Data** – Establish local weather stations in villages
 - **Climate Change** – Understand effects of global climate change⁷
 - **Permafrost** – Improve understanding of permafrost soils
 - **Fire** – Increase understanding of effects of Fire on the Ecosystem
 - **Subsistence** – Complete long-term studies that cover year-to-year variability
 - **History** – Preserve, transcribe and translate Native oral history
 - **Cross-cultural** – Compare Native and Western approaches to work
 - **Groundwater** – Improve understanding of natural systems and potential contamination
 - **Archeology** – Expand archaeological studies, especially in areas prone to erosion
- **Funding:**
 - Provide long-term, sustainable funding
 - Provide better support for existing and new research centers in the region
- **Coordination:** Improve coordination of research efforts among agencies, universities and locals
- **Local Involvement:** Increase meaningful local involvement
 - **Elders** – Consult with elders about traditional wisdom and information - mutual respect

⁷ The report noted that the Noatak River watershed offers an outstanding opportunity to detect and understand global change in the North.

- **Education** – Provide science education to locals
- **Jobs** – Provide more science-related job opportunities for locals
- **Training** – Train scientists and managers in cross-cultural communication and knowledge
- **Regulation** – Address concerns that more research will result in more regulations

2. Alaska Native Science Commission: Northwest Alaska Regional Meeting Report

This 2003 workshop, held by the Alaska Native Science Commission (ANSC) in Kotzebue, brought together 50 people to discuss research priorities for Northwest Alaska. The meeting was the first of several regional meetings across Alaska. The ANSC used a talking circle format for the meeting. The following bullets summarize findings and recommendations.

- **Research Needs:**
 - **Climate Change** – Develop a better understanding of:
 - Changes in species kinds, size, numbers, distribution, migration, and health
 - Shifting weather patterns
 - Adaptation by communities
 - Economic and cultural impacts of climate change
 - Effect of global climate change on local ecosystems
 - **Health** – Investigate higher instances of cancer, miscarriages, suicide, and connections between global systems and local health
 - **Oceanography** – Monitor changes in temperature, currents, water depths
 - **Year-Round Research** – Focus on whole systems – don't forget winter studies
 - **Relevant Research** – “. . . unless there is a dialogue that people feel affects their livelihood, people are not that interested.”
 - **Traditional Way of Life**
 - Investigate the impact of social and economic trends on traditional way of life
 - Compare historic ways of life with today
 - Identify barriers to passing on traditional knowledge
- **Local Involvement:**
 - **Compensation** – Provide adequate compensation for sharing of traditional knowledge
 - **Research Design**
 - Involve local indigenous people in the development of research protocols
 - Involve locals in prioritizing and conducting research
 - Involve traditional knowledge in the design and conduct of research
 - **Reporting of Results** – Send results back to local tribes, cities and Native corporations for review before release
 - **Support Local Research**
 - Provide opportunities for locals to respond to a request for proposals
 - Document local observations of climate change
 - **Meaningful Involvement**

- Avoid exploitation of locals; involve them in decision-making
 - Involve local people as co-PIs (principal investigators)
 - **Education:**
 - Involve locals in culturally-meaningful education⁸
 - Involve schools and students in research
 - Increase communication between agencies and schools
 - Introduce internship opportunities
 - **Intellectual Property Rights:**
 - Protect intellectual property rights – e.g., information gained from elders
 - Use memoranda of agreements (MOAs) to specify who has access to the information
- **Other:**
 - Understand the difference between wisdom and knowledge; “A person with wisdom came to the person naturally”

3. Science, Natural Resources, and Subsistence in Alaska’s Arctic Lands and Waters

The North Slope Science Initiative (NSSI) held a workshop in 2011 with over 130 participants representing local residents, scientists and agency regulators. The workshop addressed 2 primary issues:

- 1) How scientists can detect and document environmental changes that are relevant to local people, regulators and resource managers, and
- 2) How the science community can more effectively involve local people, regulators and resource managers in helping generate and participate in research.
- 3)

The following bullets summarize some of the findings and recommendations from the workshop.

- **Research Needs:**
 - **Climate Change** – Research how changes will affect use of ice for travel and hunting, how changing conditions will affect the reliability of oil spill trajectory predictions, how earlier insect emergence could affect calving caribou, how increased rainfall will affect drying of subsistence foods, how fish and wildlife are changing migration patterns
 - **Wildfire** – Understand impacts of increased wildfires, including impacts on caribou from loss of lichen
 - **Relevancy** – Focus efforts on science that can have immediate and effective applicability for managers and local residents
 - **Vegetation** – Increase understanding of flora, including:
 - Long-term studies to determine vegetation trends

⁸ When discussing the issue that most researchers are from outside the region, a workshop participant said: “I would like to radio collar them and see where they all go.”

- Research about effects from salt water intrusion
 - Impact of spread of invasive and non-native plants
 - **Lakes** – Understand effects of increased evaporation on lakes
 - **Wildlife**
 - Understand trends in marine populations, including new species
 - Monitor of caribou using aerial surveys and radio collars
 - Address effects of aircraft on wildlife (e.g., track flights)
 - **Erosion** – Learn more about the increase in coastal erosion caused by a shorter ice-covered season
 - **Subsistence**
 - Increase community-based monitoring of subsistence use
 - Create maps that include subsistence camps and subsistence area
- **Local Involvement:**
 - **Study Design**
 - Address concerns of local residents during study design
 - Get guidance from locals about what needs to be observed regarding sea ice
 - **Grant Training** – Assist locals in writing grants to address local issues
 - **Local Involvement in Conducting Research**
 - Implement a community based monitoring approach
 - Strive to hire locals when conducting studies
 - **Reporting Results**
 - Use plain language to inform locals about results of research
 - Avoid meeting overload by coordinating meetings
 - **Science Officer** – Create a science officer position in Barrow
 - **Involve Children**
 - Working with elders to transmit traditional knowledge to scientists
 - Conducting local field monitoring as part of curriculum
- **Coordination:**
 - **Avoid duplication** – Develop a project tracking system accessible to everyone
 - **Subsistence** – Avoid potential conflicts with subsistence
 - **Early Input** – Develop a monitoring plan to promote early input to sampling design by residents
 - **Community Calendar** – Develop a community calendar to coordinate meetings and increase coordination among between researchers, resource managers, industry and local residents
- **Other:**
 - **Animal Disturbance** – Avoid unnecessary disturbance to animals by real time tracking of research projects

Workshop on Improving Local Involvement in Research in Northwest Alaska April 2-4, 2013

Attachment B: List of Participants

Helen Aderman, Bristol Bay Native Association, Dillingham
Leeanne Ayers, U.S. Fish and Wildlife Service, Kotzebue
Mabel Baldwin-Schaeffer, Student, Alaska Pacific University, Anchorage
Grant Ballot, Selawik
Melissa Becker, NANA Development Corporation
Carolina Behe, Inuit Circumpolar Conference – Alaska, Anchorage
James Berner, Alaska Native Tribal Health Consortium, Anchorage
Nikki Braem, Alaska Department of Fish and Game, Fairbanks
John Chase, Northwest Arctic Borough Planning Department
Grover Cleveland, Shungnak
Cal Craig, Nova Copper, Anchorage
Jim Dau, Alaska Department of Fish and Game, Kotzebue
Daniel Douglas, Kiana
John Erlich, Bureau of Land Management, Kotzebue
Daniel Foster, NWAB Planning Commission, Selawik
Martha Foster, Selawik
Lily Gadamus, Kawerak, Nome
Susan Georgette, U.S. Fish and Wildlife Service, Kotzebue
John Goodwin, Ice Seal Committee
Willy Goodwin, Beluga Whale Committee
Glenn Gray, Glenn Gray and Associates, Juneau
Charlie Gregg, Northwest Arctic Borough (NWAB), Kotzebue
Gary Hadley, Buckland
Lena Hanna, Kotzebue
Cyrus Harris, Maniilaq, Kotzebue
Eva Harvey, Student, University of Alaska Fairbanks, Fairbanks
Pauline Harvey, Director, University of Alaska, Chukchi Campus, Kotzebue
Frank Hays, Superintendent, National Park Service, Kotzebue
Rosa Horner, Kobuk
Thomas Jackson, Kiana
Chris Krenz, Oceana, Juneau
Fred Luther, Noatak
Barbara MacManus, NWAB Planning Commission, Ambler
Chanda Meek, University of Alaska Fairbanks
Janet Mills, Noatak

Enoch Mitchell, Noatak
Liz Qualluq Moore
Calvin Moto, Sr., NWAB Planning Commission, Deering
Noah Naylor, Director, NWAB Planning Department
Becky Norton, Kivalina
Ernie Norton, NWAB Planning Commission, Kotzebue
Belle Nunn, Noorvik
Tom Ukallaysaaq Okleasik, Native Village of Kotzebue, Kotzebue
Anshul "Andy" Pandya, University of Alaska, Chukchi Campus, Kotzebue
John Payne, North Slope Science Initiative, Anchorage
Caryn Rea, Conoco Phillips, Anchorage
Cheryl Rosa, U.S. Arctic Research Commission, Anchorage
Kirk Sampson, Noorvik
Dawn Schaeffer, Noatak
Glenn Seaman, Seaman Consulting, Homer
Dora Sheldon, Ambler
Carol Snell, Kobuk
Abraham, Snyder, NANA, Kotzebue
Zach Stevenson, NWAB Planning Department
Dale Stotts, NWAB Planning Commission, Kiana
Austin Swan, Mayor, Kivalina
Carol Wesley, NAB Planning Commission, Noatak
Alex Whiting, Native Village of Kotzebue, Kotzebue
Raymond Woods, NWAB School District, Kotzebue
Matthew Vos, North Slope Science Initiative, Anchorage

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Attachment C: Expectations for the Workshop

This attachment summarizes expectations for the workshop expressed by the participants during the first session of the workshop.

Workshop Approach

- Locally driven workshop
- Roots of workshop were in the Administration of Mayor Siikauraq administration. During an meeting of the Arctic Research Commission in Kotzebue, the possibility of a regional science panel was discussed
- Important to recognized community based research in the NANA region and the expectations of local organization

Youth and Elders

- Get youth more involved in research and workshops (5 people said this)
 - Find ways to get kids to see a connection with science
 - Get grants to bring students from each village to conferences like this one
- Recognize the valuable information that elders have
- Understand the importance of family: Father gave knowledge, now children provide her with subsistence foods
- Need to pass on information to children
- Listen to locals, hunters and elders
- Need more place-based education
- Young people get involved in research; kids don't see connection with science.
- Build up youth careers

Share Information

- Hear what others have to say and learn from them (7 people said this)
- Contribute knowledge about circumpolar subjects
- Share the experience of the Native Village of Kotzebue
- Share experience of Bristol Bay Native Association – similar workshop on subsistence, 31 tribes
- Buckland meeting about belugas - Elephant Point. 3,000 belugas died in Russia.
- BLM's research
- ConocoPhillips has an environmental studies program and it wants to learn what issues are important for this region
- Learn about projects (e.g., NANA Development projects)
- Share information about the 20-40 research permits the National Park Service issues each year (e.g., excavation near Kiana)
- Villages are the first to hear what is going on
- Keep an open mind; take part in dialog
- Expectation to learn and not forget
- Share experience of the Alaska Native Tribal Health Consortium on the value of incorporating traditional knowledge in research design

- Learn more about global warming
- Learn more about mental health research such as depression and substance abuse.
- Learn how the Chukchi Campus can serve people better
- Share experience from a similar workshop held by the North Slope Science Initiative

Traditional Knowledge (TK)

- TK recognized as valid
- Want to know how we can improve Traditional Knowledge
- Find ways to preserve knowledge of elders
- Recognize that TK can save researchers money
- Know all that TK can give
- Developers need to know how to access LTK
- Use TK to reduce impacts of development

Workshop Outcome

- Long-term goal is to create a body to look at research
- Find ways for collective knowledge to be put to use for future generations
- Would like to see a book documenting information from elders
- Be sure to send the results of the workshop to the IRAs
- Don't just file the report; use it
- More local input will mean more local jobs
- Learn about new ways to collaborate

Future Research Priorities

- Focus research on issues where people need an answer
- Learn more about the implications of climate change
- Complete baseline studies
- Locals should drive research: "We are the scientists of this area."

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Attachment D: Breakout Group Notes

This attachment provides notes transcribed from flip chart notes of the individual breakout groups (see Section 11). Each group was asked to discuss 3 questions. The facilitator used this information to identify best practices that were discussed on the third day of the workshop (see Section 16).

Group 1

Question 1: What are some examples where researchers successfully involved local residents?

- When all local people in all aspects of research
- Door-to-door surveys
- Seal tagging example
- Local people were interested in the research projects
- Projects that included students
- Unit 23 working group
- Sheefish tagging project
- Algae bloom addressed through Local Environmental Observer (LEO) Program
- At the local level, i.e., not hunting belugas to increase population
- Reindeer

Question 2: At what points of the research process could locals be involved?

- Involvement throughout the entire process
- Proposals need to be initiated by our people, more buy in, better outcome

Question 3: What can be done now to improve local participation in research?

- Feedback
- Outsiders aware of Iñupiaq culture
- Involvement in the entire research
 - i.e., Western Arctic Caribou Working Group
- Send proposal lists to all communities
 - Accessibility
 - Web cast
 - Everyone should be included
- Obtain/identify how each village can get information
- Research finding within the villages
 - Continue to build upon
- Not reinvent the wheel
 - Save time
- Increase /continue to compensate local people
- Utilizing a skill database to hire people

- Consistency for each village
- Make sure locals are trained/certified

Group 2

Question 1: What are some examples where researchers successfully involved local residents?

- Feasibility of development that could improve community infrastructure
- Development affecting subsistence/habitat
 - Roads, ports electricity
- Erosion is a big issue
 - Huge amounts eroding
 - Researchers document, but no results
- Elders are being over medicated
 - Traditional medicines such as stinkweed
- Catch caribou with help of locals
 - Do necropsy – determine health and contaminants
- Study on permafrost slump
 - Had teleconference to bring in remote participants from villages

Question 2: At what points of the research process could locals be involved?

- Video documentary of hunting – getting ready and hunting
- Seal surveys – couldn't catch seals until they got help from local hunters
- Had locals help describe places that were good caribou habitat
- Haijo Eicho including sea ice experts

Question 3: What can be done now to improve local participation in research?

- Notify community before showing up
- Always follow up with results
 - Students took permafrost samples and never heard back results
- Joint city/IRA public meetings about proposed project
 - Present proposed project
 - Take and record public comments
- Hold potlucks
 - People will come eat Native foods
 - Present proposed project, take and record public comments
- Door prizes and compensation for participation in public meeting
 - Problem with federal bureaucracy making it hard to give door prizes
- Compensate for knowledge shared
- Took high school students to tag caribou, took slides
- Work with community schedules – don't disrupt activities
- Attend regularly scheduled IRA meetings
- Coordinate several agencies in one meeting

- More communication between organizations and villages
- Agencies pick up cost for special IRA meeting
- Fall time is camping, bad time for meeting
- Spring and fall time important for subsistence
- Winter is good for meetings – stormy times
- Joint meeting first with IRA and City
 - They can decide if public meeting is needed
- Need to give time for councils to make decisions
- Need to be flexible
 - Events such as death can disrupt schedules
- Study program to involve high school students – summer research
 - Research and work program
- Good for elders to advise researchers and high school students
 - Where caribou migrate
 - How to catch caribou and fish
- Send research reports to IRA/City Councils
- Communicate research implications
 - Have conversation about how it might be useful locally
- Hiring locals to sample
- Have a baseline to allow documentation of changes and negative effects
- Combining Iñupiaq and scientific knowledge
- Announce research dates to community and provide project descriptions and potential results

Group 3

Question 1: What are some examples where researchers successfully involved local residents?

- Original tribal health system investigation of hepatitis B vaccination
 - High interest and pay off
 - Effective sharing of results
 - Use of social media (You Tube)
- Involvement of locals in fisheries, caribou bird banding and surveys
- Involvement of youth in science fairs (Conoco Phillips)
- 2007 Involves traditional knowledge. Concern re: release of water/impacts to whales
 - Validated TK understanding of Whale olfactory response
- ANTHC survey in Noatak
 - Provided honorariums
 - Comprehensive
 - Completed 1.5 year study, and asked to do additional 6 months
- Kotzebue IRA Ice Seal Tagging Project
 - Equal involvement
 - Compensation

- Incentive to return survey
- \$20 off next AVEC bill

Question 2: At what points of the research process could locals be involved?

- Involve community from the beginning and throughout the process

Question 3: What can be done now to improve local participation in research?

- Must get information out on the radio
- Announce on VHF
- Must work with local leaders to get feed back
- Grow local support
- Timeframe
- Meeting fatigue
- Involve science class
 - Have students do the research – that will get parents involved.
- Work needs to be relevant to the community
- Seek local advice
- Need to gather/document existing studies
- Involve the community define what needs to be asked
- Need to involve and educate both IRA and city
- Provide advance notice to community
- Pre-meeting for council
- Work with local command structure
- Joint tribe/city meetings
- Use email to share information (List serve)
- Share information in advance to notify staff & councils
 - a week in advance
 - Include questions to consider and contribute
- More networking with villages and neighboring regions (e.g., North Slope and Kawerak)
- Compare and learn from our neighbors
- Use traditional meeting times to share information
- Directory of local projects
- Annual research symposium
- Need standardized methods of sharing information and protocols
- A role for the borough
- Useful ways to display information
- Need to identify local priorities
- Share resources and information – follow up is key
- Prioritization is needed
- Address local interests and needs
- Need to update village comprehensive plans

Group 4

Question 1: What are some examples where researchers successfully involved local residents?

- Door to door
- Fish study
- North Slope Department
 - Local hire to work with scientists
 - Create a list of reliable local hires
 - Skills knowledge match type of area of study
- Science consortium
 - North Slope research protocol
- More sea mammal research
- Potluck
- Prize drawing for participants
- Hiring boat operators, hunting, etc. – local experts
- 1st build priority list
- 2nd local hire
- Different methods for each region nominated by tribe
 - Freshwater, sea, inland
- Describe in basic terms the research
- Distribute basic information in each box holder

Question 2: At what points of the research process could locals be involved?

- Logistics
- Research questions
- Planning (i.e., areas where to go and not to go)
- Make sure time is right to conduct survey and collect information
- Provide postage paid envelope for future information
- Make sure needs/supplies are there
- Communicate with communities
- Attend regular meeting and get on agenda to avoid another meeting
- Public notices posted in main areas
- Understand different meeting agenda processes
- More women involved than men
 - Need male knowledge and vice-versa
- Depends on research
 - Local involvement
- Local involvement is there at step 1 in grant writing portion
- Place names
 - Traditional names and western names
- Youth elder involvement

- Train in technology
- Future partnerships with past involved
- Reliance in hired
- Villages train other villages
- Provide certificate of completion (e.g., college credit)
- Optimism
- Tribal member
 - Going door-to-door
 - Accept make appointments
 - Willingness

Question 3: What can be done now to improve local participation in research?

- Transcribers – Iñupiaq vs. English
- Design change
- Use simple language
- Enjoy/have passion in the project
- Learning diversity of visits
- Youth involvement
- Introduce early on how to collect data successfully
- Document adolescent hunter's experiences
- Translators to process information
- Encourage local hire for trust in a project
- Accountable reportable to public
- Check with IRA for days that people will be available
- Need for final product that benefits community
- Use bingo hall – place where lots of adults are and make announcement

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Attachment E: Final Work Group Recommendations, November 6, 2013

Summary: At its November 5-6, 2013 meeting in Kotzebue, the Workgroup established at the April 2013 *Workshop on Improving Local Involvement in Research in Northwest Alaska* developed these final recommendations for consideration by tribes and cities in the Northwest Arctic Borough (NWAB).

The Workgroup recommends creation of a Northwest Arctic Research Panel through a collaboration between the Northwest Arctic Borough and Chukchi College, University of Alaska, Fairbanks. The panel would include members from each NWAB community be supported by staff. The panel's primary tasks would be to promote use of the Principles for Conducting Research in Northwest Alaska, which will:

- Facilitate research practices that ensure local participation,
- Communicate research proposals to communities,
- Promote the integration of LTK and Western science in research projects,
- Direct funding to communities for local hire to support research,
- Base future research on local priorities, and
- Develop better strategies to distribute results of research to communities.

Background: Participants at the April 2-4, 2013 *Workshop on Improving Local Participation in Research in Northwest Alaska* established a short-term Workgroup to address two matters:

1. Whether a list of principles for conducting research should be developed for the region, and
2. Whether a permanent research panel should be established to provide input on research proposed in the region.

The following people volunteered to serve on the Workgroup: Martha Foster (Selawik), Dale Stotts (Kiana), Calvin Moto (Deering), Barbara MacManus (Ambler), Frank Hays (National Park Service, Kotzebue), Zach Stevenson (NWAB, Kotzebue), Becky Norton (Kivalina), Cheryl Rosa (U.S. Arctic Research Commission, Anchorage), Carol Snell (Kobuk), Janet Mills (Noatak), Enoch Mitchell (Noatak), Raymond Lee Jr. (Buckland), Sally Custer (Shungnak), Joshua Melton (Noorvik), and Susan Georgette (U.S. Fish and Wildlife Service). Staff support for the Workgroup included Siikauraq Whiting (Chukchi College), Chad Nordlum (Chukchi College), Eva Harvey (Chukchi College), Lance Kramer (NWAB), and Glenn Gray (Glenn Gray and Associates).

The Workgroup met by teleconference on April 23 and directed Workshop staff to draft a recommendation regarding establishment of a permanent research panel and development of research principles for Northwest Alaska. The draft recommendations were distributed to the Workgroup on April 29 for review and comment. The Workgroup met in person November 5-6, 2013 in Kotzebue to finalize the recommendations.

Northwest Arctic Research Panel: The Workgroup recommends a permanent Northwest Arctic Research Panel be established. The Panel should include a member from each NWAB community and an alternate for each community appointed by the tribes for each village. The panel would collaborate with researchers representing government agencies, universities, nonprofit organizations, and industry (e.g., mining, oil and gas, commercial fisheries, and tourism).

The members would serve 3-year terms and meet at least 4 times each year with the following charter responsibilities.

Research Principles: The Workgroup recommends the Northwest Arctic Research Panel be tasked with implementing the Principles for Conducting Research in Northwest Alaska. The attached principles, approved by the Workgroup, provide a starting point for the Panel. These principles were based on the *Principles for the Conduct of Research in the Arctic* with the addition of suggestions by Workshop participants. Specifically, best practices and important principles identified by the workshop participants were incorporated into the principles.⁹

Communication: The Workgroup recommends the panel also be tasked with developing effective communication strategies for agencies sponsoring research and the researchers to reach residents throughout the NWAB.

Research Planning: Upon request, the panel would also provide advice about research proposals as well as appropriate contacts in affected villages. Researchers would not be required to use the panel, and the panel would have no authority to approve or reject research proposals.

Interagency/Researchers Coordination: Agencies should integrate efforts to inform tribal entities, cities and the public about research efforts in the NWAB. For example, agencies could

⁹ The workshop included a panel on research principles and participants were asked to read the principles adopted by a number of organizations included in the workshop notebook (*Principles for the Conduct of Research in the Arctic*, Northwest Arctic Borough Ordinance 12-03, *Alaska Federation of Natives Guidelines for Research*, *Native Village of Kotzebue Research Protocol*, the *Bristol Bay Native Association Policy Guidelines for Research in Bristol Bay*, and *Guidelines for Improved Cooperation between Arctic Researchers and Northern Communities*). Also during the workshop, participants identified best practices and identification of important research principles.

collaborate to develop a NWAB Research web page where research proposals and findings are posted. The panel could also host regular research symposiums that are open to the public.

Collaboration with Nearby Regions: The Workgroup also recommends the panel discuss opportunities for entities in the Northwest Arctic to collaborate with the North Slope Borough and Kaverak to explore the feasibility of establishing shared research principles and priorities.

Principles for Conducting Research in the Northwest Arctic Borough¹⁰

Approved by the Work Group on November 6, 2013

1. Introduction

These principles were developed in conjunction with the April 2-4, *Workshop of Improving Local Participation in Research in Northwest Alaska*. The Workshop participants established a short-term Workgroup to consider establishment of a permanent research panel and to consider whether research principles should be drafted for Northwest Alaska. After amending the draft principles, the Workgroup approved them at their November 5-6, 2013 meeting in Kotzebue. These principles address 3 aspects of involving locals in research: Pre-research coordination, conducting research, design, research activities, reporting of research results.

These principles are based on the assumption that local people should be involved in the design of research, the collection of information, review of draft reports, and research reports and finding. Researchers should communicate with communities throughout all stages of a research project. Effective communication requires effort from both parties; tribal and city governments should respond to communications from researchers in a timely manner.

2. General Principles for Communication

- a) **Meetings:** Meetings with communities should be coordinated with the tribal or city councils far in advance. Researchers should never show up at a village without prior notice.
- b) **Materials:** Use of descriptive handouts is encouraged to communicate key points about the research project in a manner that will be understood by the community members. Materials should be provided at least two weeks before the meeting.
- c) **Expectations:** Ensure that each meeting includes an opportunity to confirm that meeting expectations were met and the all questions have been addressed.
- d) **Combine Meetings:** Where possible meetings should be combined to reduce “meeting fatigue” for community members.

3. Pre-Research Coordination

- a) **Research Design:** Researchers planning to conduct research in the Northwest Arctic Borough should contact the Northwest Arctic Borough Planning Department and affected tribal and city governments early in the design of a research project to obtain input. This input should include information about potential conflicts with local activities, such as timing of research activities and sensitive areas. Input may also involve sharing of traditional knowledge that will improve the research design. Affected tribal or city governments are those that represent communities

¹⁰ These principles amend the *Principles for the Conduct of Research in the Arctic* posted on the National Science Foundation webpage. The modifications to the principles address issues identified by participants at the April 2-4, 2013 *Workshop for Improving Local Participation in Research in Northwest Alaska*.

where the research will occur or on lands or waters used by community members for hunting, fishing and gathering.

- b) **Local Needs:** When possible, efforts should be made to develop research projects that address the needs of the residents of the communities.
- c) **Information:** Researchers should provide affected tribes and city governments information about the proposed research, including:
 - i. All sponsors and sources of funding for the research,
 - ii. The person in charge of the research and proposed researchers, consultants, guides, and interpreters involved,
 - iii. Purposes and timeframe for the research,
 - iv. Research techniques, and
 - v. Potential positive and negative impacts from the research.
- d) **Agreements:** When research involves collection of local or traditional knowledge, researchers are encouraged to develop memoranda of understanding or other agreements with the nearest local tribes about the use and ownership of the information.
- e) **Agency Research:** Federal agencies are encouraged to work together provide tribes with a single list of all upcoming research. This practice would streamline government-to-government consultations.

4. Conducting Research

- a) **Communication:** Researchers should use a variety of methods to inform communities about research projects (e.g., webcasts, email listserves, VHR, radio, Facebook, potlucks, methods, and newsletters).
- b) **Scheduling:** Research activities should be scheduled so there is maximum participation and minimal disturbance to local activities.
- c) **Informed Consent:** Prior to conducting research involving human subjects, participants should sign a consent form that specifies how the information will be used, how sensitive information will be protected and who owns the information.
- d) **Local Benefits:** Researchers should employ local residents and make local purchases whenever feasible. Fair compensation should be provided to local people who provide local and traditional knowledge for the research project. Some communities may have developed a database of local skills.
- e) **Respect Local Values:** Researchers should inform themselves about Iñupiaq culture and values, including values documented in the Iñupiat Iḷitqusait. Research design should incorporate flexibility to respond to unplanned events such as a death in the village.
- f) **Involving Students and Youth:** Researchers are expected to involve local students and young people in the collection of data. Information about the research project can also be used as an education tool by involving local teachers and classes.
- g) **Confidential and Sensitive Information:** Measures should be taken to protect confidential information, both in the original use of the information and in its deposition for future use.
- h) **Local and Traditional Knowledge (LTK):** Researchers are encouraged to incorporate LTK into research projects and afford LTK and science equal weight. Whenever possible, elders should be involved in research projects.
- i) **Fish and Wildlife:** Research should not conflict with hunting, fishing and gathering activities, and animals should not be unnecessarily disturbed. LTK should be used when capturing animals. The

minimum number of animals possible (for statistical power) should be used to complete the study.

- j) **Human Subjects:** Research involving human subjects should be done respectfully.
 - i. Unless they have agreed to be identified, researchers must ensure human participants will remain anonymous. Information from people who wish to remain anonymous must be protected both during the research and afterwards.
 - ii. Where anonymity cannot be guaranteed, participants must be informed about the possible consequences of becoming involved in the research.
 - iii. The rights of children must be respected, and parents or guardians must give consent to the participation of the children in the research.
 - iv. The use and deposition of human tissue samples should always be based on the informed consent of the subjects or next of kin.
- k) **Iñupiaq:** When interviewing elders who speak Iñupiaq, efforts should be made to use interpreters. Information about the research project should be translated into Iñupiaq.
- l) **Cultural Materials:** Cultural materials, archeological remains, and sacred sites cannot be disturbed or removed without community consent and in the accordance with state and federal laws.

5. Research Reports and Findings

- a) **Draft Reports:** Affected tribal and local governments should be given the opportunity to review and comment on draft publications.
- b) **Credit:** Publications should credit participants who contributed to the research unless they have requested anonymity,
- c) **Reporting of Research Results:** Results of research should be reported to the affected communities in nontechnical terms.
- d) **Evaluation:** Researchers are encouraged to incorporate indigenous evaluation techniques into research projects. These techniques address how locals will know the project is a success and how the research will benefit them.¹¹
- e) **Recommendations:** Affected tribes should be afforded complete participation in making recommendations based on research findings.
- f) **Website:** Researchers are expected to work with the Northwest Arctic Borough to post results of research completed in the region.
- g) **Artifacts:** Researchers are expected to contact the adjacent tribe(s) to discuss disposition of any artifacts found during excavations or research.

¹¹ Anderson, C., Chase, M., Johnson III, J., Mekiana, D., McIntyre, D., Ruerup, A., and Kerr, S. "It Is Only New Because It Has Been Missing for so Long: Indigenous Evaluation Capacity Building." American Journal of Evaluation. December 2012 Vol. 33 No. 4 566-5.; Kerr, S. "First Person, First Peoples: A Journey through Boundaries." American Journal of Evaluation September 2006 Vol. 27 No. 3 360-369; LaFrance, J. and Nichols, R. "Reframing Evaluation: An Indigenous Evaluation Framework." The Canadian Journal of Program Evaluation. Volume 23, No. 2. Pages 13-31.

Workshop on Improving Local Involvement in Research in Northwest Alaska

April 2-4, 2013

Attachment F: Important Principles for Research

On the last day of the workshop, participants were asked to identify research principles that they believed were the most applicable to Northwest Alaska. The following bullets reflect the principles identified by the participants.

- Researchers communicate with village tribes at the start and throughout the process
- Where possible and appropriate develop community and youth involvement and education components as part of your project
- Develop research to address the needs of Tribes and the regions . . . and effectively communicate results (not just reports!) in the process
- Researchers should meet with affected villages before and after the research
- Contact communities, especially elders, when identifying research questions
- Work with local residents on all phases of research (e.g., design, data collection, analysis, recommendations/conclusions)
- Convey results in a simple way suitable to the general public
- Communities shall be involved in the design and implementation of research in Northwest Alaska
- Results from research will be shared with communities in the Northwest Arctic
- Youth will be involved in the collection of data
- Use of local knowledge, history (i.e., why it's done that way in a particular area)
- Plan projects that meet local needs
- Employ local people.
- Plan project using TK for best methodology/design
- Agencies provide proposed research lists to tribal councils to follow up with the research lists.
- Have material translated to Iñupiaq and distributed through a variety of media.
- Involve LTK and community elders.
- Share the effects with the people.