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Co-Managing Research: Building and Sustaining a First Nation - University Partnership

By

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Co-Managing Research: Building and Sustaining a First Nation-University Partnership

Abstract

Community-based participatory research, or what we term ‘co-managed research,’ has become increasingly common over the past decade. Its growth among indigenous communities is especially notable, as First Nations and other indigenous communities increasingly demand a role as partners in research, rejecting the position of research subjects. This paper is based on a decade of increasingly collaborative work between university researchers and First Nations members. We discuss ingredients important to establishing a successful partnership for co-managed research, as well as factors contributing to the successful functioning of such a partnership over time. Authors include community and university researchers. Recommendations for setting up and sustaining such a partnership are provided.

Key Words: collaborative research, community-based participatory research, co-management, First Nation, indigenous.

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Co-Managing Research: Building and Sustaining a First Nation-University Partnership

INTRODUCTION

Community-based participatory research (CBPR), or what we refer to in this paper as ‘co-managed research’ (see below) has rapidly gained respect and popularity over the past couple of decades. Such an approach acknowledges that local communities can best identify their problems and prioritize their needs, that local knowledge and local resources can inform solutions to these problems, and that collaborative research can contribute to developing community capacity and thus help to empower communities. The goal of co-managed research is to investigate “a problem that [is] relevant to the community, in a way that [is] responsive to that particular context” (Hermes 1998:15). It also envisions a move from (exogenous) researcher-driven agendas toward community-directed research, in which local cultural concerns and practices shape research methods, processes and outcomes. Politically, co-managed research legitimates the knowledge and ways of knowing of both parties through the sharing of power and authority. In doing so, it can serve to empower the community.

In this paper we critically reflect on our experience in setting up and implementing a co-managed research partnership between a group of First Nation members and a group of university researchers and students. We first briefly discuss general challenges to collaborative, community-based research partnerships, including historical, institutional, geographical, cultural and ethical issues. We then identify organizational processes and issues that need to be considered when designing and conducting collaborative research. We wish to draw attention to critical elements for the founding and functioning of co-managed research partnerships — organizational elements that will contribute to the effectiveness and sustainability of such research partnerships.

Each particular partnership will have certain assets and challenges. Nevertheless, there are processes and components common to co-managed research that can be generalized to many partnerships. While we do not intend for this paper to be a how-to recipe for all co-managed research, we do identify key ‘ingredients’ that may improve the chances for successful execution of such endeavors. We hope that others who are considering establishing such partnerships might find these suggestions useful as they negotiate through the opportunities and challenges offered. In the course of our partnership, we have identified principles that are broadly relevant to many First Nation-university research collaborations. Concrete examples of how we have addressed some issues are provided to illustrate ways in which we have tried to uphold our principles. We also note where we have not succeeded, since some of our best lessons have come from these situations (cf. Prokopy 2008).

The authors of this paper include both community and university members of our research partnership; thus we have tried to give voice to concerns and advice from a variety of perspectives. That said, the writing of peer-reviewed articles is an inherently academic exercise, and is viewed by the First Nations community as one that promotes the agenda of university research. We hope that this paper will encourage co-managed research among university researchers, while serving community partners — and especially First Nation partners — by identifying processes and procedures that merit consideration prior to engaging in co-managed research.

WHAT IS CO-MANAGED RESEARCH AND WHY IS IT ATTRACTIVE TO FIRST NATION- UNIVERSITY RESEARCH PARTNERSHIPS?

Community-based, participatory research is

a research approach that involves community members/partners in all phases of research. It seeks a collaborative approach that is equitable for all participants engaged in the research process, from the inception of the proposed research to the dissemination and publication of research findings. It is grounded in the conscious recognition that historically, and particularly within ethnic minority

communities, research has been done on (in contrast to with) communities of color by predominantly white researchers. (Shiu-Thorton 2003:1362)

The increasing interest in, and regard for, CBPR stems from ethical and utilitarian/pragmatic motivations. In the case of university partnerships with First Nations, the approach has been propelled from both sides. Greater researcher reflexivity about unequal power relations in the production and mobilization of knowledge, about a “one way extractive exchange” that often has characterized research in communities (Rundstrom and Deur 1999:247), has caused university researchers to rethink their approach. Increasingly, such researchers are committed to research that makes a practical contribution to the lives of the people studied (Herman and Mattingly 1999). Moreover, CBPR holds that those people who are affected by the research should actively participate in it, on non-exploitative terms (Santiago-Rivera *et al.* 1998; Elwood 2006).

Concomitantly, First Nations have increasingly demanded a collaborative approach from external researchers. First Nations wish to ensure that research benefits their community and meets their objectives. As one First Nation leader and academic noted,

We, as tribal people, want research and scholarship that preserves, maintains, and restores our traditions and cultural practices. We want to restore our homelands; revitalize our traditional religious practices; regain our health; and cultivate our economic, social and governing systems. Our research can help us maintain our sovereignty and preserve our nationhood (Crazy Bull 1997:17).

To ensure that research meets these goals, First Nations insert themselves as synergetic partners into the research process. Their demand for involvement stems from ethical concerns, from political convictions, and from a desire for greater empowerment.

We note the parallels between the developing interest in the co-management of natural resources and in CBPR. Resource co-management seeks to involve parties interested in the same area or resource in managing that area or resource, through the equitable sharing of responsibilities and benefits (Berkes *et al.* 1991; Notzke 1995; Sherry and Myers 2002), and often through the syncretism of local (experiential-based) knowledge and science-based knowledge (Berkes 1994; Durie 2004; Hawley *et al.* 2004). Co-managed research similarly seeks to ensure the shared control of the research process and the equitable distribution of responsibilities and benefits at all stages of the research. In a First Nation context, it frequently

seeks to inform research with traditional knowledge. Thus we use the idiom of *co-management*, more often applied to resource management regimes, to encapsulate the understandings and ethical underpinnings of our community-based participatory research partnerships (cf. Witty 1994).

Collaborative research with indigenous peoples has been indicted as a “westernized” concept, which can obscure indigenous values, attitudes, and practices rather than privileging them (Smith 1999). Analogous critiques of resource co-management have been made (Nadasdy 2003, 2005; Dove 2006). We see co-management, whether of resources or research, as a shift along the spectrum from exploitative practices performed on or in a community toward practices fully performed by the community. One goal of both co-management of resources and of research is to empower communities, through capacity building, so they may be able to assume full control of the practice of resource management or research — if that is the community’s goal.

CHALLENGES TO CO-MANAGING FIRST NATION - UNIVERSITY RESEARCH

Co-managed research, while providing a number of potential benefits to its participants, also offers a number of historical, political, institutional, geographical, and cultural challenges.

Historical Challenges

First Nations frequently harbour scepticism, and indeed mistrust, of external researchers due to a long history of intrusive and extractive research, whereby researchers have benefited, while First Nations communities have experienced few benefits, and in some cases have suffered significant costs (Smith 1999; Pidgeon and Hardy Cox 2002). Cindi Katz, while speaking specifically of ethnographic research, characterized the all-too common circumstances of research conducted in First Nations communities as “unequally initiated, situationally lopsided, spatially dislocated, temporally isolated, extrinsic in purpose – it oozes with power” (Katz 1992:46). Researchers have appeared, ‘harvested’ information, and left, with the researched community not knowing what became of the information or how it was used. Time invested by community members being interviewed, acquainting the researcher with the community, and sharing information seemed time spent in vain. Less provoking, but still not fully constructive were (are) instances when the researcher returned the information to the community — but in

forms that the community finds difficult to digest and utilize in a meaningful way, such as dissertations, theses and academic papers.

As historically marginalized groups with little ability to control the activities of researchers, First Nations are now asserting sovereignty over their territories by establishing rules and expectations of external researchers, often through research protocols (e.g. Alaska Federation of Natives nd; Grand Council of Mi'kmaq 1999; TI'azt'en Nation 1998¹). While new models of collaborative research help to address the formerly highly unequal and inequitable power relations between researcher and community, communities that have previously experienced such extractive research may require significant time to overcome their misgivings about participating in future collaborative research endeavours.

Political Challenges

University researchers who wish to partner with First Nation researchers must recognize the political context of any and all research. In British Columbia, where treaty negotiations are in progress, concerns abound about research compromising the process or eroding political capital. First Nations have witnessed the use of research carried out in their communities for many unexpected purposes, not all to their benefit (Pidgeon and Hardy Cox 2002). Researchers need to recognize the sovereignty of the nations with which they work, and the fact that these nations are progressing toward self-determination and self-governance (LaFrance 2004). This reality may encourage certain types of research, and impede others, depending on political sensitivities (real and perceived). Scholars may be required by communities to agree to restrictions on their academic freedom. These restrictions can be practical and successfully put into practice. For instance, the First Nation may reserve the right to review research findings and provide input before such findings are published. Other restrictions may be more obstructive: some communities have insisted on veto power over the publishing of research findings. Newer models of collaborative research may help to address the relationship between external researchers and community members, by including community members at all stages of the research process, including defining the research questions, participating in the research activities, and contributing to the research products. Yet we need to acknowledge that

¹ See Appendix 1.

differential power of the partners still sculpts the politics of research in ways that may comprise full equitability.

Institutional Challenges

Co-managed research asserts the goal of equitable involvement in, and control over, the research process and products/outcomes. However, numerous institutional obstacles challenge this goal. Those involved from the First Nation community likely have many other demands on their time; issues and related duties frequently arise that take priority over involvement in the research. There is often a shortage of trained personnel with available time for work on such collaborations; training itself takes time, and appropriate candidates may be limited in number. While university researchers' salaries support their research activities, community members may have to ask their employer to allocate part of their paid time to the project, thus reducing their productivity for their employer. Alternately, participating in research may reduce community members' paid employment in other sectors, in exchange for a short-term and possibly part-time paid position, or may require volunteer time. Such challenges inhibit community involvement in the research process.

Perhaps the most obvious institutional barrier to university researchers' participation in co-managed research is the typical university reward system, which is based largely on published output in peer-reviewed venues. Co-managed research requires more time to conduct. At the front end it requires more time to build relationships, to collaboratively identify problems and their related research questions, and to develop shared approaches and locally appropriate methodologies to address objectives. Training partners in methodologies and protocols adds to time requirements, as does sharing analysis tasks and verifying the researchers' interpretations with community members. Additional time is likely to be required to produce an array of products and outcomes that meet community as well as university objectives. Yet a number of these products will not be those typically valued for academic tenure and promotion (Nyden 2003). Although many universities espouse the value of CBPR, the extent to which unconventional research products figure positively in academic evaluation (tenure, promotion, merit awards, etc.) is not clear. Anecdotal evidence suggests that junior scholars take significant risks in pursuing co-managed research early in their careers (Nyden 2003).

Institutional schedules for students also pose problems to co-managed research. ‘Normal’ completion times for graduate students do not necessarily fit well with community schedules. Yet funding agencies often stipulate a maximum number of terms a student can be supported, and both the student and supervisor can suffer the consequences of not meeting these ‘time-bound’ expectations for outputs such as theses and dissertations (cf. Hodge and Lester 2006).

Geographical Challenges

Distance matters. First Nation-university research collaborations between partners who are geographically separated may be challenged by this distance. Face-to-face communication is especially important to First Nation communities, yet is hindered when partners are located far from one another. Costs for co-managing research are high when the partners are geographically distant from one another. E-mail can help efface the distance, but can also result in miscommunication and misunderstandings. Developing and maintaining co-managed research necessitates a dedicated effort and understanding to establish a working partnership that includes means of communication that are effective for all.

Cultural Challenges

Cultural differences within diverse research teams can also stymie attempts at partnership. Cultures differ in the way in which they gather, understand, and apply information (Struthers 2001); thus cross cultural research partnerships need to be cognisant of how these differences may reveal themselves. Marlene Brant Castellano warns of a common First Nations “ethic of non-interference, which inhibits argument and advice-giving as normal means of communication” (Brant Castellano 2004:100). Cultural differences underpin expectations for ethical behaviour during the research process as well as for the goals and outcomes of community research activities. Jamie Delemos (2006) and Leslie Kowalsky and others (1996) assert the need for researchers to develop cultural competence.² Drawing on works from the healthcare and education fields (e.g. Cross *et al.* 1989; Shiu-Thorton 2003; Diller and Moule 2005), researchers identify five essential elements of culturally competent research: a value for

² Cultural proficiency, a more developed state of inter-cultural understanding, usually requiring fluency in the local language, and long immersion in the community, is a felt requisite for some types of research.

diversity, a capacity for cultural self-assessment, an awareness of the dynamics of interactions among members of different cultures, the commitment to the institutionalization of cultural knowledge in the research, and the consequent adaptation of research processes and outcomes. Cultural competence takes time to develop, and can be inhibited by language differences.

These challenges of history, geography, institutional structure, politics and culture must be acknowledged and addressed in building and sustaining research partnerships. While some of the factors are external, and exist beyond the direct control of the partners (e.g. historical mistreatment of First Nations by researchers, institutional policies on promotion), recognition of their existence is important. Other factors such as the effects of distance and the development of cultural competency can be addressed, and to do so will strengthen the partnership from the beginning. It is vitally important to recognize the power relationships that can characterize research. Co-managed research strives to ensure that partners have co-control over the conduct of the research and the resulting products. Maintaining the interests and values of a First Nation partner in a central and equal position to those of the university proves a continual challenge to co-managed research.

OUR EXPERIENCE

Our discussion draws on scholarly literature on community-based research and on lessons derived from our experience in working together on a number of research projects over the past decade, most notably on the Community-University Research Alliance (CURA) project, “Partnering for Sustainable Resource Management” (2004-2008; see <http://cura.unbc.ca>). The CURA research project is co-managed by Tl’azt’en Nation and the University of Northern British Columbia, and funded by the Social Sciences and Humanities Research Council of Canada (SSHRC).

During the mid 1990s, Tl’azt’en Nation and UNBC pursued the establishment of a co-managed research forest on Tl’azt’en Traditional Territory (Grainger et al. 2006; Fondahl and Atkinson 2007). As a result, the John Prince Research Forest (JPRF) was founded in 1999 (Figure 1). In 2002, UNBC and Tl’azt’en researchers applied successfully for funding to the provincial Forestry Innovation Investment program (FII) to investigate criteria and indicators of sustainable forest management, and to inform management on the JPRF with local (Tl’azt’en) values. The project received a second phase of funding (2003-2004).

Looking for ways to continue and extend this work, the researchers identified SSHRC's Community-University Research Alliance program as a possible source of funding. A day-long workshop was held to determine community interests and priorities. TI'azt'en researchers who had been involved in the FII work suggested other TI'azt'en members to be present, including representatives from the TI'azt'en Adult Education Office, Community/Economic Development Office and Resource Management Department. These individuals brought forward research topics of special interest to their nation. Based on TI'azt'en priorities, additional university

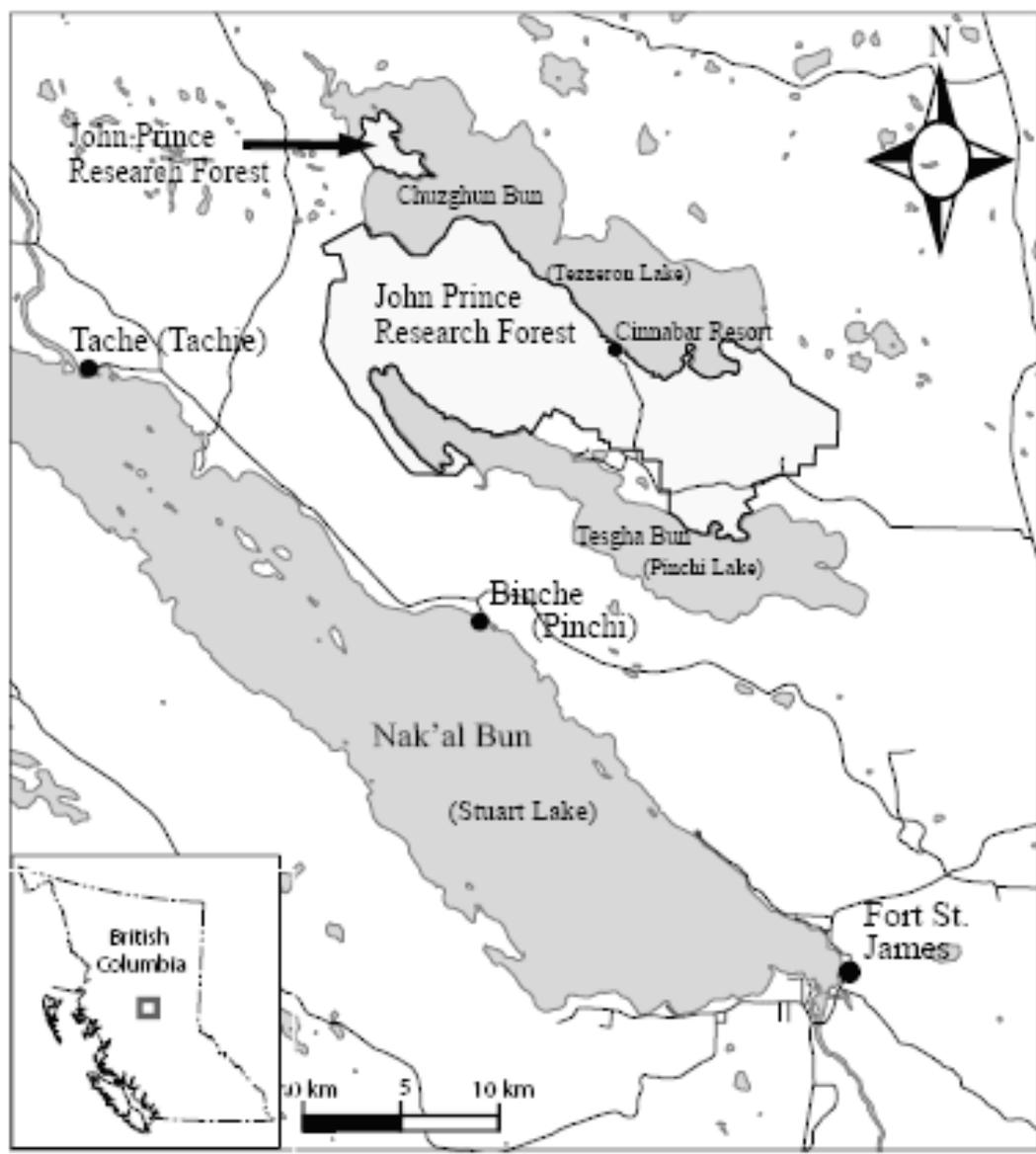


Figure 1: The John Prince Research Forest

members with backgrounds in ethnobotany, outdoor science education, and ecotourism were recruited. The CURA process involved an initial Letter of Intent (LOI) stage; on the basis of our LOI, we were invited to produce a full application (2003). Another two-day workshop ensued between the partners (preceded and succeeded by scores of e-mails), to revisit and refine priorities and related research questions.

As an outcome of reflecting on power-relations in the previous FII projects, and of increased capacity among partners resulting in part from those projects, the CURA project committed to adopting a co-managed approach to research. Tl'azt'en community members identified several focal areas for the CURA research. The project proposed a governance structure that ensured equal representation of Tl'azt'en and UNBC interests. It proposed that methodologies would be developed in partnership to ensure both academic rigour and community appropriateness, and that outcomes and products would be designed to need the needs of both partners.

Our successful CURA application instigated a new phase of partnership in

The Challenges of Defining Research Priorities: Researching versus Doing

One challenge faced in many community-based research initiatives is the tension between research and 'doing' – carrying out activities that have concrete, often material, results. In our initial conversations on establishing research priorities for the various research streams, we spent considerable time discussing what research is, why we would do it, and what it might – and would not – produce. Many community members wanted tangible results beyond what our research could yield. For instance, Tl'azt'en community members had expressed interest in the general area of ecotourism. When we began to explore specific research questions, community members suggested the re-establishment of historic trails and the building of an interpretive centre. Researchers needed to explain that we could document old trails, or study together what kinds of trails and other ecotourism facilities or services might be culturally and market appropriate. However, contributing to the building of trails was beyond the scope of a SSHRC-funded research project. Differentiating between research and actions (such as trail-building) is important, and was a topic we should have discussed more thoroughly earlier in the process of setting up the collaboration, perhaps with a broader group of community members. For some, the benefits that come from research may be too abstract, and the potential payoffs too far in the future. The central issue behind such discussions – “what benefits will the community receive?” – continued to resurface throughout the project, and it may be that some community members will be dissatisfied with the research at the end of five years, with no trails or centre built, or other concrete products visible in the community.

2004, with an expanded suite of research topics from that of the FII research, additional research team members on both sides, and the assurance of three years of funding, with two more years if we successfully passed a mid-term review carried out by SSHRC. In applying for CURA funding we enjoyed the advantage of having already built a relationship of collaboration over several years. In receiving the CURA funding we enjoyed the advantage of support from a program that values collaborative research processes, community capacity building, and the fostering of partnerships based on equality, as much as customary research output.³ Below we outline some of the lessons we have learned in terms of setting up and carrying out co-managed research. These lessons are based mostly on the CURA project, but also on earlier partnership building. We first address issues of *establishing* a co-managed research project, then turn to matters concerning its *on-going* operations.

SETTING UP CO-MANAGED RESEARCH

Co-managed research requires that the rights and responsibilities of each partner be established in the initial development stages. Partners will possess different skill sets, abilities, and interests, which should guide decisions about responsibilities. Participation should be equitable. At the same time, the responsibilities of partners should be revisited over the course of any long-term project, as capacities change. In terms of co-managed research between a university and a First Nation, an explicit objective is to develop the First Nation's research capacity, so that it can increasingly take on management and decision-making roles.

Establishing a Research Agenda

In co-managed research, the community plays a major role in establishing the research agenda. A first step is to explore community concerns, needs and priorities. The research questions need to be developed collaboratively, and should match community needs with university researchers' capabilities and the capacities of those community members who are willing to become involved in a co-managed research project. This requires substantial time for

³ This assumption is based on the fact that we 'passed' our midterm review and were granted the final two years of funding despite (because of?) the fact that our main accomplishments at that point were mostly process-related, especially in terms of capacity building, rather than outcome-related, in terms of publications. See <http://www.sshrc.ca/cura> for more information about the CURA program.

discussion. Community members may understand poorly the formulation of research questions, and the relatively narrow expertise of many faculty members. University researchers need to acknowledge the expertise of First Nation members as different but equally valid and legitimate. The overarching expectations of both parties need to be set out and shared. Each group needs the opportunity to frankly share its goals, concerns and limitations, in order to collaboratively generate a research agenda that equitably respects these goals.

Our CURA project evolved from collaborative work on sustainable forest management. At an initial meeting, Tl'azt'en members expressed their major research priorities as including: 1) the perpetuation and inter-generational transmission of Tl'azt'en traditional ecological knowledge (TEK); 2) the enhancement of science curriculum through incorporation of TEK and experiential learning in order to retain Tl'azt'en youth's interest; 3) the monitoring of wildlife health (especially of ungulates) in their traditional territory; 4) the enhancement of labour skills among their population; 5) the possible diversification of the economy through ecotourism, and 6) how to ensure that the co-managed forest benefited both partners equitably. UNBC partners then worked to identify faculty members with the skills sets to help in these areas. No faculty member equipped to contribute to ungulate health research was available at the time. Between the LOI and the complete proposal, the faculty member and the community member who were to contribute to the labour skills research both stepped away from the project. Thus the final research project addressed four priority areas defined by Tl'azt'en Nation (1, 2, 5 and 6).

Recommendations: Establishing a Research Agenda

☑ Establish a research agenda and identify research questions together. Allow adequate time for discussion of how each partner's interests can be addressed, what resources are currently available from each partner (qualified personnel with time to dedicate to project, financial resources, etc.), what resources will be needed to address the research questions, and where these might be sought or how they might be created.

☑ Develop broad community understanding of what research is, the likely benefits and limitations, and the steps that might be followed once the research has been completed, to meet concrete objectives of the community.

☑ *Explain clearly what is meant by ‘benefits’ from the research project, what the research project will produce, and the timelines for these products/outcomes.*

Confirming Community Support

We often glibly discuss community-based research without problematizing the concept of community, although a substantial literature does exist on defining community (see, e.g., Godway and Finn 1994, McDowell 1999, MacKenzie and Dalby 2003). Much ‘community-based research’ is carried out between a limited number of community members and a limited number of university researchers, although the moniker suggests a comprehensive or at least representative situation. Who in the community rightly confirms that the community is interested in participating? How are the community researchers recruited? Are they representative of the community? Need they be? Given that in co-managed research they will be involved in defining the research questions and methodologies, carrying out the research, and verifying its results, community researchers are significantly empowered to act on the community’s behalf – but how often are they endorsed *by* the community? Yet there are obvious problems of engaging an entire community in a research partnership. Interest, time, funding, specific capabilities and other factors, including internal community power relations, enhance the opportunities of certain community members to participate in co-managed research (Berg *et al.* 2007; Cahill *et al.* 2007).

In First Nations contexts, the community is often institutionally defined - a federally recognized band, or that part of the band that is geographically contained on-reserve. Research

Ensuring Transparency and Representation

In one graduate student’s research project, a non-probabilistic, purposive sampling method was used to identify potential participants from the community who fulfilled particular participant criteria. By establishing participant criteria to complement the purposive sampling technique a broad representation of qualified participants were able to participate in the project as criteria were openly shared with community members. This also allowed for community members to work with the research team to recommend additional participants who met the prescribed criteria. Once community members had agreed to participate, newsletters were sent to every household in the community sharing the news of who was involved. By utilizing a transparent process to participant recruitment and selection, communities can work with ‘outside’ researchers to ensure that participants are representative and appropriate.

Mismatched Schedules

In our co-managed research project, most of the university partners had research as an expectation of their job, and had time available throughout the year. However, one member did not. While her schedule was supposed to be reworked to accommodate research time, the time available to her (summer) was during the busiest seasons for community partners and community members, in terms of subsistence activities. Hers was an extreme case, but exemplified more general disconnect between the schedules of the various actors — community partners, potential community research assistants, faculty partners, and graduate students. Such disconnects give rise to frustration on both partners' parts, and slow the progress of research. They are realities that require addressing, sometimes through re-staffing, and often through acceptance of a slower rate of progress. In other situations, additional financial resources may have provided a mechanism to assist with participation. While this tool was available for us to use to support the TI'azt'en research partners, we were not able to employ this to 'buy-out' the university partner from their other time commitments.

projects increasingly require the sanction of a Band Council Resolution; thus elected representatives consent to a project and ostensibly would be able to identify community researchers that are representative of the community.⁴

Yet it is important to recognize that only a narrow slice of the community is empowered to fully participate in collaborative research projects.⁵ Moreover, it is often the case that those participating most actively in collaborative research include members of the community who have greater social or economic capital (Pain and Francis 2003). As in resource co-management situations, these community members hold a significant responsibility to represent their community's (heterogeneous) interests and aspirations. In essence, they become 'gatekeepers' for prioritizing research foci and facilitating the access of outsider researchers.

Community members and university researchers may want to engage in initial discussions on whether the First Nation component of the research team needs to be representative of the community, and how to ensure that the spectrum of community views is reflected in the research questions and research processes

⁴ Although in a number of First Nation communities at least part of the population casts doubt on the entitlement of the elected band council to govern; the traditional, rather than the colonial-imposed structure of governance is preferred and in some cases maintained in parallel at least to some extent. Thus accepting the Band Council's jurisdiction to sanction research poses ethical issues. See also Berg et al. (2007) for a discussion of the problems of conflating an 'aboriginal community' with a 'band' and seeking permission for research from a Band for work with a community.

⁵ This problem has been discussed in terms of collaborative resource management projects; see for instance Singleton (2002) and Walker and Hurley (2004).

undertaken. Representation may be required of the community research team members, and/or ensured through the selection of research participants (e.g. those interviewed, those participating in focus groups, those verifying research results). Uneven representation of sectors of the community and/or lack of transparency in the methods chosen to include representatives may result in questioning the transferability and applicability of research results.

Some First Nations' traditional governance structures empower smaller groups or individuals (e.g. extended families, hereditary chiefs) to make decisions over activities involving their specific territories. Some First Nations individuals object to Band Councils having the power to accept or to refuse participation on their behalf (Baxter 2005). These concerns should be openly discussed, to ensure processes for community support and control that respect both the communal protocols of the First Nation group and the rights of individuals within the nation.

Recommendations: Confirming Community Support

- Engage the community in discussions on issues of who is representing the community.*
- Identify how, and from whom, community support will be sought. Discuss what will be required of community members, and what implications this has for the ethical means by which community buy-in is pursued.*
- Determine methods and a schedule for ensuring transparency.*

Recognizing Capabilities

Co-managed research aspires to ensure all partners participate equitably in all stages of the research process: its planning, its implementation, its knowledge transfer, and its application. Any research team will be composed of members who possess different skills and capabilities: diverse cultural, educational, and economic experiences and backgrounds may challenge meaningful participation. "Difference is a productive asset in any team; but to be a creative force, differences among members must be acknowledged, discussed and valued." (Mountz *et al.* 2003:30-31). Each member's distinct potential contributions to the research should be

recognized; each partner will have a different role in the partnership. The goal should be for equitable (not necessarily equal) participation.

Recognizing impediments (social, cultural, educational, economic, political, geographical and temporal) to meaningful participation at the outset of the research process is critical to ensuring equitable participation. Once these are identified, plans can be put in place to address and overcome obstacles. In establishing co-managed research, it is important to remember that the research process can be as important as the research outcomes. Facilitating a good start to this process depends on recognizing the partners' current capabilities, and determining where training and mentoring will be needed to create an equitable environment for research to proceed. Community members likely require training in certain research methods and techniques. University researchers likely require training in certain cultural protocols and in the current political realities of the specific nation. University researchers frequently have to communicate the limitations of research to

community members who hope that the research will be able to address and even begin to solve a wide range of community challenges. Community team members frequently have to communicate the constraints of their community in terms of (not) being able to responding quickly to researchers' needs. If the research process has as one goal the building of community capacity to conduct research on its own in the future, the training of community members may need to be emphasized. It is important to remember that the university researchers need training as well – they will benefit from learning cultural protocols for interaction with community members, cross-cultural communication, recognizing cultural knowledge, etc.

In-Progress Evaluations

Utilizing methodological evaluations as a means for participants and researchers to communicate about the progress of a research project provided invaluable insight in the shaping of one graduate student's research. In this particular research project, participant and research team members would anonymously complete written methodological evaluations following the completion of every research event. Evaluation questions centered around topic areas of personal development, satisfaction, independence, relationship building, researcher facilitation, and suggested improvements. In-progress evaluations empower participants by strengthening their voice in directing the way in which research is conducted. Communicating the results of evaluations and subsequent modifications with participants and research team members also promotes increased trust and ownership by all involved in a co-managed research project.

Co-managed research requires a substantial amount of time from all partners, yet time is one key resource in short supply, especially among community members. University researchers are paid to carry out research, and part of their calendar is allocated to this activity. In many First Nations the same individuals who have the highest capacity and motivation for involvement in co-managed research are those who also have other significant time demands and responsibilities for critical community tasks. These tasks frequently trump research obligations, leading to delays in the progress of the research, which can lead to frustration on both sides. In order to steer clear of frustrations, it is important at the outset of the co-managed project to appreciate the varied capabilities of the partners and that they will change over time.

Recommendations: Recognizing Capabilities

- Recognize that capabilities of partners are diverse.*
- Identify what training is needed to ensure equitable participation of partners, and how such will be delivered.*
- Discuss and agree upon expectations of time commitment of different partners.*

Creating a Governance System

Co-managed research should demonstrate the essential traits of co-management: the combining of local and scientific approaches (Sherry 2002), and the sharing of management responsibilities and benefits among partners (Sherry and Myers 2002). Differential power relations characterize cross-cultural research: a governance structure that overtly enshrines power-sharing as equitably as possible among the partners is critical to the success of the partnership. Governance structures should incorporate First Nations governance traditions (Mabee and Hoberg 2006).

The governance structure we established for the TI'azt'en-UNBC CURA project attempted to ensure equal representation, while accommodating limitations on TI'azt'en Nation's side to be able to fill all key positions with TI'azt'en members (Figure 2). We chose to address power relations by creating a Steering Committee composed of the principal investigator, the co-principal investigator, university and community coordinators, and leaders of the four research 'streams' we had identified during the proposal writing stage. TI'azt'en Nation had identified a

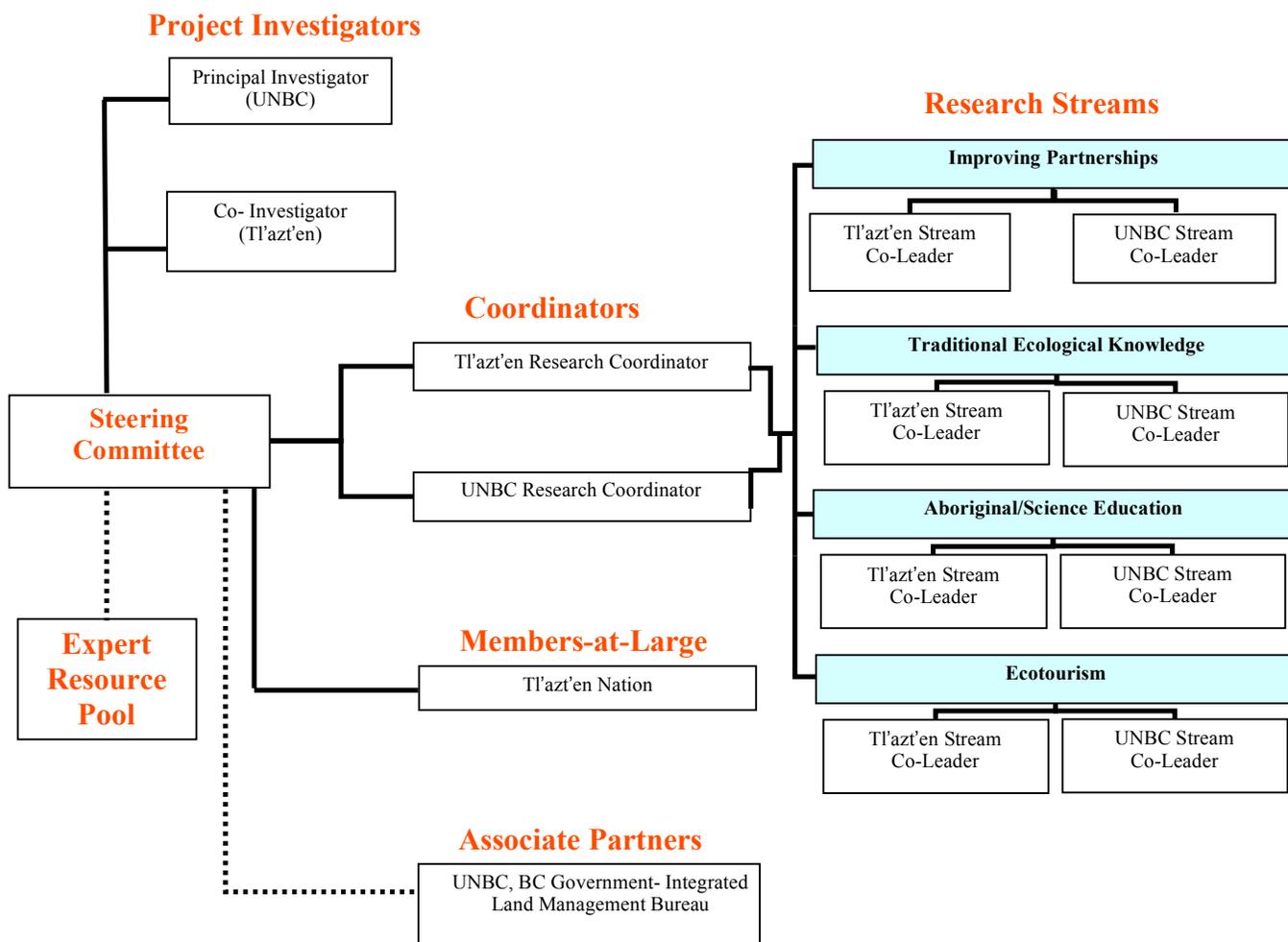


Figure 2: Governance Structure of TI'azt'en-UNBC Research Partnership (CURA Project, "Partnering for Sustainable Resource Management")

non-TI'azt'en individual (and one with significant ties to the University) as the co-principal investigator, given that they felt no TI'azt'en member with the required skills-set had the time to assume this position. This person also was initially designated by the TI'azt'enne as the TI'azt'en 'Improved Partnerships' stream co-leader. To address the resulting imbalance in simple numbers of Steering Committee members from each partner, we created two positions for TI'azt'en 'members-at-large'. Thus the project's Steering Committee was comprised of equal numbers of TI'azt'en and UNBC members. While, as is customary in TI'azt'en governance, we agreed to try to reach all decisions through a consensus model (and have so far been able to do so), we agreed

that if consensus could not be reached, a vote would be taken. Thus, we initially felt it was important to insure equal representation on the Steering Committee.

Each research 'stream', representing the four research foci (Improving co-management partnerships, TEK, Aboriginal/science education, and Ecotourism,), was set up to be led by two stream co-leaders, one from UNBC, one from or appointed by Tl'azt'en Nation. This was done to help ensure input from both partners at all stages of the research: design, implementation, and output. The budget was set to allow each stream's graduate student(s) to be paired with Tl'azt'en research assistant(s), in order to promote cross-cultural learning and capacity-building.

The Steering Committee also felt it prudent to put in place a conflict resolution mechanism; moreover, the funding agency (SSHRC) encouraged such, based on experiences of previous CURA projects. We did this by creating an 'Expert Resource Pool' composed of respected Tl'azt'en and University members, as well as other persons. This group served dual purposes. Its members were asked to be willing to serve as a conflict resolution body if need arose for such, but also to be willing to commit time to the project if any of the partnership members had questions or desired advice about specific issues. These might be related to research methodologies, political concerns surrounding the research, ethical issues, and a whole range of other topics. The Expert Resource Pool includes a First Nation Elder highly respected in the region for his knowledge of language and culture, a Canada Research Chair in the social sciences versed in community research, a Tl'azt'en lawyer and political leader (who is also a hereditary chief), a university administrator who had formerly been the Principal Investigator on a CURA grant, a university archivist who was versed in protocol issues from experience in past First Nation-university cooperation on sensitive archival collections, the research director for the John Prince Research Forest, and an academic linguist known to and trusted by Tl'azt'en partners. We have not yet had to call on this group for any conflict resolution, but have approached some of its individual members for advice on research questions.

To further enhance good governance, the Steering Committee collaboratively designed a set of 'Guiding Principles,' 'Conflict Management Guidelines,' and a 'Protocol for Research Participants' (Appendices 1, 2, 3). The 'Guiding Principles' stipulate expectations of the Steering Committee members and associate members on a number of fronts (accountability, receptivity to difference in a variety of forms, the use of consensus, etc.). These principles are revisited annually at a Steering Committee meeting. New research participants (e.g. graduate students,

TI'azt'en research assistants) are asked to review and sign a copy of the 'Protocol for Research Participants.' The Memorandum of Understanding that embraces these documents also lays out governance structure and hiring practices.

We have not achieved full equitability. For instance, UNBC maintains final control over the budget. A certain (pre-determined) amount of the budget can only be spent on UNBC graduate student stipends according to SSHRC regulations. To achieve greater equitability here the partners committed to ensuring that the amount allocated for TI'azt'en 'wages' (including assistantships and expert honoraria) would not be diverted to other uses. Products are in part stipulated externally by the funding agency (e.g. theses). Yet we acknowledge that SSHRC/CURA funding has provided much greater latitude for negotiating research co-management than many other sources. Relevant community products such as a herbarium, a set of criteria and indicators to evaluate and direct resource co-management partnerships, cross-cultural science curricula focused on TI'azt'en toponymy, a PhotoVoice book, a community-based environmental monitoring DVD, and cultural heritage resource assessment tools, were enabled by this flexibility in funding.

In terms of TI'azt'en values informing governance, our success is also partial. Steering Committee meetings followed a fairly typical Western approach, driven by a standard agenda, though without motions and using consensus-based decision-making. TI'azt'en partners indicated their desire to begin meetings with a prayer, a culturally appropriate measure that all agreed to adopt. Governance structures currently used by TI'azt'en Nation are under discussion by TI'azt'enne, some of whom would like to re-introduce more traditional forms. If more traditional forms of governance are adopted by TI'azt'en Nation, future projects will need to consider the implications of these for research project governance, protocols and procedures.

Recommendations: Creating a Governance System

- Establish a governance structure that ensures equal power among partners, considering how First Nations governance traditions might inform and contribute to such a structure.*
- Commit to writing principles of co-managed research, such as respect, openness to different ways of knowing, etc.*
- Develop a conflict resolution process.*

Establishing Ethics Expectations

As Wendy Shaw and others (2006:273) note, “It is now well recognized that doing work with indigenous communities requires a high-level of responsibility in order to avoid exploitative or damaging outcomes for the people involved.” Co-managed research involving First Nations and universities requires navigating complex ethical issues regarding risk assessment for participants, acknowledgement of individual contributions, intellectual property right issues, and a host of other concerns. As many potential issues as possible need to be identified, discussed and resolved in terms of research approach and processes. Researchers also need to understand that new ethical conundrums will likely arise and political and social developments during the course of a project may shift ethical concerns and require modifications in how they are addressed.

For instance assessing the risk of a research project to individual participants, and to a First Nation community as a whole, is complicated in British Columbia by the pre-treaty environment in which most First Nations operate. Indeed,

receiving funding from a governmental source becomes problematic for a First Nation if the government then espouses policies detrimental to First Nations interests.⁶ Research outcomes

A Culturally Appropriate Informed Consent Approach

During the course of her research, one graduate student working with a team of Elders began discussing informed consent in the opening session of a research event. It quickly became apparent that the customary practice of discussing the informed consent procedures and policies at the outset of an event was not the most culturally appropriate time to do so. An Elder graciously explained that once Elders and researchers had come to know each other, it would then be a better time to address consent issues. This would give Elders the opportunity to begin developing trust, communication, and relationships with the researchers with whom they would be formally consenting to work. This graduate student’s experience speaks to the invaluable mutual learning that occurs in co-managed research, and to the importance of remaining flexible, adaptive, and reflexive when working cross-culturally.

⁶ A few months into one phase of our FII (provincially) funded research, British Columbia pronounced a new forestry policy anathematic to the interests of many First Nations, including Tl’azt’en Nation: discussions ensued on whether Tl’azt’en Nation felt it could continue to participate in forestry research that depended on funds from the Province without eroding its position of opposition.

may strengthen – or weaken – a nation’s territorial assertions, social well-being, etc. (Likewise, the benefits of the project may not be known at the project’s initiation, and may shift over time.)

Standards of ethical behaviour in research are established externally for many research projects by the funding agency,⁷ while universities also regulate research behaviour. University regulations on informed consent, data disposition, publishing, copyright, and other intellectual property right issues “are sometimes in direct violation of customary laws of Indigenous peoples.” (Menzies 2001:25; see pp.24ff for further discussion). Yet challenging these regulations is difficult and time-consuming.

TI’azt’en Nation had developed its own protocol for work within its traditional territory, as noted above (TI’azt’en Nation 1998; Appendix 1). Since this protocol was developed in the mid-late 1990s, the partners felt that it would be useful to review other First Nation protocols for research and to make recommendations for possible revision of the TI’azt’en Nation Guidelines to TI’azt’en Chief and Council, as a part of our research project.

Some TI’azt’en members voiced concerns about intellectual property rights issues that the research partnership might encounter, especially regarding whether the current TI’azt’en Guidelines were comprehensive enough to deal with all potential issues of the ‘Traditional Ecological Knowledge’ stream. Indeed, the development of ethics protocols must be seen as a dynamic process, as new areas of co-managed research are developed and as new ethical sensitivities emerge in both the community and university.⁸

In the project’s first year, we carried out a collection and review of other First Nation protocols. This research was then put aside before analysis was completed and recommendations formulated for Chief & Council’s consideration. Our postponement was due to our assessment that this task was less critical than others (as it entered the analysis stage). This re-prioritization was possible because of the growing level of trust between the partners, and the concomitant decreasing need for explicit ethics protocols, as partners were confident in each other’s commitment to perform co-managed research ethically.

⁷During the most recent stage of our research partnership, given the majority of our funding comes from the Social Sciences and Humanities Research Council of Canada, we are bound by the Tri-Council Policy on Ethical Conduct for Research Involving Humans. See <http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>. Moreover, we must meet UNBC Ethics Review standards for research involving human subjects, which are informed by Tri-Council policy (see <http://www.unbc.ca/research/index.html>).

⁸ See *Acme: An International E-Journal for Critical Geographies* 6(3), 2007, an issue dedicated to discussing participatory ethics, including the complexities and contradictions of institutional constraints with inclusive principles of participatory action research.

Standard criteria of ethical behaviour were questioned and adaptations made where the partners felt such were necessary (cf. Elwood 2007). We provide one example that illustrates such adaptations. Preserving the anonymity of ‘informants’ has long been a standard practice in university-based research. One community researcher passionately challenged this norm, arguing that unless community Elders specifically wished anonymity, First Nation ethics actually suggested that their knowledge and expertise be acknowledged by citing their name as the source of (traditional, orally transmitted) information, just as the author of a written work from which information was gained would be acknowledged (cf. Bradley 2007). Standard ‘informed consent’ forms for interviews with such respected community knowledge-holders were thus modified to allow for the choice of anonymity, but to not make it a default option.

Recommendations: Establishing Ethics Expectations

Discuss and establish ethics procedures and protocols. Realize that while institutional constraints may shape these, such are not immutable. Institutionally mandated procedures which contradict a partner’s ethics should be challenged, and modifications pursued.

Agree upon review protocols for dissemination of research findings, such as academic articles.

Develop strategies to communicate findings to the community.

Determine how individuals’ contributions to the research will be acknowledged.

Building Relationships, Establishing Trust

Given the past history of exploitative research practices, establishing a working relationship founded on trust and respect is critical. Trust demands transparency in dealings and dependability. It requires a degree of knowledge about, and respect for, the partners, and their goals and aspirations. Acquiring such knowledge and establishing such trust in turn requires time, good communication, and a commitment to continuous ethical and transparent behaviour. It may even require an explicit reconciliation regarding past histories of mistreatment (of First Nations members by university researchers and *vice versa*). An implicit agreement to ‘let bygones be bygones’ and to start on ‘a new footing’ may suffice.

Time often proves a problematic commodity given the constraints of research funding requirements; funding agencies expect a project to be developed, implemented, analyzed and reported on within a specified time, often of relatively short duration. Students and faculty alike work under time constraints imposed by the university and the funding agency, rather than by the community. As a result, dedicating sufficient time to relationship-building is difficult. Frequency and intensity of contact can to some degree substitute for longevity of relationship, but not fully.

Effective communication between partners is critical. Such communication depends on the development of a common language, which in itself takes time, especially when partners come from widely divergent backgrounds (cultural, socio-economic, geographical, etc.). Although Louise Bracken and Elizabeth Oughton are discussing a different context, their observation rings true for community-university partnerships: “projects must allocate time to the development of shared vocabularies and understandings. Common understanding derived from shared languages in turn plays a vital role in enhancing the relations of trust that are necessary for effective... working” (Bracken and Oughton 2006: 371). Many terms can be understood by university researchers and community members in different ways, and can lead to misunderstandings in terms of goals, objectives, and approaches to research, and decisions made about processes and outcomes. Misunderstandings, controversies and tensions along the way will ensue – partners have to be ready to openly identify these, discuss them, and resolve them.

Becoming Acquainted

Prior to beginning their community-based research, two graduate students made the decision to live, for a short period of time, within a short distance of Tl'azt'en Nation's reserves, in order to become better acquainted with the community. This move was invaluable to their personal and academic growth as it provided the opportunity to get to know new people and a new culture, and to have new experiences that would enhance the development of their research. The students were able to take part in community events and functions, which they otherwise would not have been able to attend. When the time to begin their research arrived, the students and community members had already begun to develop a relationship and dialogue with one another that contributed to a strong working partnership. Building meaningful relationships that center around trust and respect should be a central component of co-managed research that First Nation- University partners actively develop and maintain.

Creating opportunities to get to know each other better is critical to building relationships (Savin-Baden and Wimpenny 2007). Given that our co-managed CURA project followed several years of other collaborative research, we did not prioritize such opportunities. A certain level of trust had been established among key players. However, there were many new partners, and there had been some discontent on the part of both TI'azt'en and university members regarding a previous project (as well as much satisfaction over the significant successes). It would have been prudent, in hindsight, to pursue more social occasions. To address the previous frustrations and hopefully avoid repetitions of such, we found it useful to establish a set of guiding principles for our co-managed research (Appendix 1). These could be revisited during the project, when communications issues arose. While valuable, this somewhat mechanistic approach might have been enhanced by sharing more social time together.

Recommendations: Building Relationships, Establishing Trust

Develop opportunities for socializing in order to become better acquainted and to build relationships with partners, as this is critical to building trust.

Schedule time for socializing, as distinct from research management time. This is important not only in the initial stages of working together, but also in later stages of the project, when it is easy to become cavalier about tending to relationships.

Respect for each other, as human beings, is of utmost important.

PERFORMING CO-MANAGED RESEARCH

Co-managed research projects that are carefully conceived and organized from the start, are most likely to succeed. Structures and processes need to be put into place at the beginning of the project to ensure the equitable pursuit of each partner's goals, respectful engagement of partners, and true power-sharing. It is important to start off on 'the right foot'. Like many relations, during the duration of a co-managed project, First Nation-university partnerships are likely to experience their ups and downs. Thus co-managed research needs to be monitored and adjusted. Partners need to be vigilant about maintaining and improving good relations. Collaborative research partnerships should embody a committed vision to working together

through any challenges or problems that may arise. Such principles provide a solid foundation for partners to develop their relationship.

Maintaining Trust

Trust is a fragile property that must be continually and actively maintained. A transparent and equitable governance system, regular communications among team members, and shared social time all contribute to maintaining trust among the team's members. In addition, it is important to manage expectations of partners, as elevated and unrealistic expectations that are not met are likely to erode trust. At the same time, as trust grows, individuals develop a confidence to be able to make honest mistakes, knowing that these can be addressed and corrected without fear of compromising the project.

Our governance system, as described above, is transparent. Its equitability is potentially compromised by the inability of members to attend all meetings, and thus to participate in general decisions about the research; TI'azt'en members were unable to attend meetings more frequently, given other priorities, whether the meeting was held at UNBC or on TI'azt'en traditional territory. (This situation was exacerbated for both partners because travel time to the meeting site usually exceeds actual meeting time by 50-100%; commitment of a full work day is required of those traveling on meeting days) (cf. Bonnell and Koontz 2007). While the fact that we have never voted to resolve an issue lessened the obvious impact of this inequality in representation, there have been fewer opportunities for a diversity of TI'azt'en viewpoints to be voiced on issues under discussion. However, in itself this has not seemed to contribute to any erosion of trust. Coordinators have scheduled meetings to accommodate all Steering Committee members' schedules well in advance of the meetings; the individuals themselves have then acknowledged that other activities must take priority. All Steering Committee members respected this as a reality of co-managed research in which a number of the TI'azt'en members are not compensated monetarily for their contributions to the research by the research project, but rather received permission from their employer to participate on the organization's time (several have been employed in various branches of TI'azt'en Nation's government).

Our project's team chose to meet in person bi-monthly, alternating between the main TI'azt'en reserve (Tache) and the university campus. We found it important to schedule 'social time' during our meetings: thus, lunch is always provided and a break taken to provide Steering

Committee members with a time to foster personal relationships. We also chose to hold one meeting a year at the John Prince Research Forest on-site facility on the shore of *Chuzghun Bun* (Tezzeron Lake), followed by a picnic and swimming/boating - again providing recreational time for ‘hanging out’ together, building shared vocabularies (Bracken and Oughton 2006), and increasing appreciation of both the diversity and commonalities among team members.

Frequent communication, by phone and e-mail, has been critical to the success of our project. In the initial years of the project the Tl’azt’en and UNBC research coordinators spoke on the phone several times per week, and often several times per day. The trust between these persons appears to have exceeded all other levels of trust built during our project, due to the frequency, mode, and intensity of communications. E-mail cannot substitute for phone discussions, a fact which has obvious implications for the communications budget of any co-managed research project in which partners are geographically distant from one another. Many of the stream co-leaders have relied more on e-mail communications, building cordial but not close relations. Time plays a role here (coordinators are hired in part specifically to communicate!).

E-mail has, however, played a critical role in building and maintaining relationships. It has facilitated communication between stream leaders, between the principal- and co-investigators, and between Steering Committee members and the coordinators. E-mail has also allowed university members to quickly communicate items of broad interest to the community researchers (e.g. announcements of relevant university talks and seminars, of public events happening in the university’s community, and of relevant funding opportunities) (and potentially vice versa, though the flow has mainly been in one direction). Such communication in turn contributes to the building of relations as it

Maintaining Transparency

One graduate student sought to maintain trust and transparency within the community by publishing and distributing project updates to all households in the community following each of her research events (see Appendix 8 for an example). By providing updates of who was participating, why we had conducted the research event, and what we were trying to achieve through the event we established an informed dialogue with community members who were not participants in the project. This student had many community members approach her with questions, comments and interest in the project who might not have been so inclined or in a position to do so without having been provided with the project update. The updates also contributed to maintaining trust and transparency within the project’s team members as it shared and marked our achievements.

contributes to sharing information about each other's worlds, and potentially increasing the involvement in these different realms.

Nevertheless, it is important to also acknowledge that at times e-mail communication can imperil relationships. In our partnership, there have been cases where messages which were not

Steering by Committee

While the effectiveness of committee works for direction setting and guidance is often critiqued as an attempt to 'herd cats', we've found that the Steering Committee has been a useful mechanism to jointly develop strategies and address problems. For example, when the last research streams (such as ecotourism) of the project started, there was significant discussion at the Steering Committee level about issues such as 'research fatigue' amongst community members. As a group, the Steering Committee tackled this issue, and discussed who within the community had been overwhelmed with participation requests and what strategies could be used to include others who had not yet participated.

Over time, the Steering Committee has become very efficient in addressing issues and developing adaptive approaches.

carefully phrased to be clear *and* respectful were interpreted to have a negative tone, causing undue concerns and discomfort - a known danger of this form of communication (Stoll 1995). Until relationships are robust, their resilience is limited. Partners must be attentive to maintaining good communication, and ready to openly address apparent breaches of this, and then move beyond these.

The management of expectations is also an important element to maintaining trust: when partners feel these are not being met, trust erodes. This can flow from inflated expectations on the part of one or both partners in terms of what can be accomplished. It is critical to remember that the process of building the partnership itself is significant. It is also useful to regularly review accomplishments, in the view of both partners, and to assess whether these are adequately meeting community and researchers' goals. Both research outcomes and research process benchmarks should be considered in these reviews. If one partner

appears to be benefiting from the partnership significantly more than the other, adjustments should be devised and implemented.

Trust within our project has been generally, if not absolutely, maintained. There have been ebbs and flows at the personal level, a situation that characterizes all relations. New relations have had to be built as individuals have joined or left the team. In general, through transparent governance, communication, and assessment of accomplishments, trust among partners will gradually increase.

It is also important to communicate with Chief and Council, to keep them abreast of the co-managed research activities. In this way trust among key power brokers in the community can be maintained and increased. To this end, in the CURA project, we have attempted to regularly schedule short presentations at Chief and Council meetings, provided by the TI'azt'en research coordinator. We distribute bi-annual community updates and bi-annual project newsletters, staggered so that community members received information of the project's activities on a quarterly basis (discussed below; examples provided in Appendices 6 and 7). Approximately midway through the project the Chief indicated that he would appreciate a quarterly update of the benefits that the project was providing TI'azt'en Nation. For a while, we provided one-page summary updates of such benefits (employment, training, community workshops, etc). Later, when a member of our research team joined Chief and Council, she could provide such updates upon request.

Steering Committee meetings provided an important venue to monitor the research process on a regular basis, and assess its equitability. Concerns have been raised during such meetings about the availability and distribution of funds to the partners, the appropriateness, balance, community relevance and timely output of products, the cultural competence of university researchers and graduate students, and the 'research fatigue' of community members. In subsequent discussions the partners have brainstormed about how to effectively address such concerns in ways that meet the needs of both partners, and have tried to adapt the project to do so.

Recommendations: Maintaining Trust

Communicate frequently. Face-to-face communication is preferable – make sure it happens on a regular basis. Consider institutionalizing regular (e.g. weekly) meetings, to 'touch base' – in person or by phone.

Discuss the potential perils of e-mail communication and agree to make allowances.

Develop trust by respectful communication.

Building Capacity

As noted above, co-managed research has the goal of effecting broader social transformations for its partners while pursuing the specific objectives of the research topic(s). “Participatory approaches did not originate as a methodology for research, but as a process by which communities can work toward change” (Pain and Francis 2003:46). Co-managed research focuses as much on engaging community partners meaningfully and comprehensively in the processes of research (what has often been a strictly university realm of activities), as on producing research findings. It also focuses on increasing the quality and quantity of local involvement in the research process. It encourages co-learning.

Training of a variety of sorts is likely to be required to enable community members to actively and meaningfully participate in all stages of the research. Among many First Nation communities in northern British Columbia, a relatively large proportion of residents have limited opportunities to diversify and enhance their skills sets without leaving their community. Community members may receive training in transferable skills during a research partnership,

Training University Students in Culturally Centered Research

When the ecotourism stream of the CURA project began, three graduate students from a range of backgrounds joined the project. As part of their university course requirements, we scheduled a special topics course focused on culturally centered research. The three students and the instructor (the University stream co-leader for the ecotourism project) met weekly not only to learn about specific research methodologies, but also to address larger question, such as:

- What do we mean by culturally-centered research? Does it imply differences with respect to who we work with, how we formulate ideas, how we work together, how we select what to study, the methods that are used, the products of our research, and how we communicate our findings?
- What does the Tl’azt’en Research Protocol entail? What issues and questions about methodology and process does it raise?
- How do our roles, our biases and our perspectives influence the research we do?
- How do we place ourselves, as non-indigenous persons (3 of 4 of us) and address the challenges resulting from our status as outsiders in studying indigenous ecotourism?
- For the First Nation (but non-Tl’azt’en) graduate student - how does he feel about the roles of outsiders in conducting research? Given that he is not from Tl’azt’en (although he is from the adjacent First Nation within the same tribal council and language group) – to what degree is he also an outsider?

Other UNBC graduate students involved in CURA engaged in similar types of discussions and preparation either informally or formally through other courses (e.g., First Nations Studies Research Methods).

including word processing, interviewing techniques, survey research techniques, transcription, data base management, information identification, cataloguing and indexing of information, translation, content analysis, technical writing, minute-taking (at meetings), internet-based research, web design, poster design, and public speaking. A host of more specialized skills may also be required (our project included some community training in tree-coring, herbarium preparation, and archive management). Training increases the human capital of individual community members, and as a result, the collective capacity of the community. While community members in the short term are being trained to participate in a specific project, many of the skills are relevant to a whole suite of jobs. Developing proficiency in them may help the individual successfully compete for new jobs in the community, or even encourage her/him to create a new job.

Working on a research project also encourages the development or honing of skills without specific training, but through experiential learning — such as personal time management, budget management, interpersonal skills, and project management. It may provide the community partners with experience in being interviewed for a job, in having their performance evaluated, and eventually, with overseeing other community members and taking on increasing leadership roles. It also provides experience with cross-cultural communication.

Our CURA partnership research depended on intensive interviewing of research participants as well as data collection from pre-existing sources (e.g. interviews previously completed for other purposes), data analysis, and verification of data. University partners ran a number of training sessions for community partners, including a workshop on qualitative research techniques (four days), interview training during the interview pre-testing phase (over the course of two weeks), survey research development training (one week); a workshop on

Mutual Learning and Training

In our CURA project, the UNBC Research Coordinators¹ allocated a substantial amount of time to training and mentoring the Tl'azt'en Research Coordinator. When, late in the third year of the project, the UNBC Research Coordinator accepted a position elsewhere, and another UNBC Research Coordinator was hired, the tables turned: the Tl'azt'en Research Coordinator allocated significant time to mentoring the UNBC coordinator as she began her new job. While in both cases mutual learning and the development of cultural competence was occurring, in each case the coordinator who was providing the majority of the training was also receiving invaluable experience in honing her teaching and leadership skills.

qualitative data analysis (four days); and a training session on content analysis and verification methods (two weeks).

We have tried to further contribute to capacity building with the First Nation and university communities by holding open Steering Committee meetings, and encouraging community members and graduate students to attend. Such meetings provide a forum for a wider array of community and university members to interact (thus improving cross-cultural communication skills), for individuals to gain some understanding of the research topics, and for those without experience of business meetings to see examples of how these are conducted. Attending open meetings may also help to de-mystify the project, and make it less exotic.

The prerequisites of the research may require specific capacities to be addressed and developed. In our own research, university researchers could not view some primary materials from Tl'azt'en sources normally closed to outsiders because of their sensitive nature in a time of treaty negotiations. The university researchers also needed to have their interpretations of community-generated information verified by community members. These needs required that Tl'azt'en Nation put into place protocols and procedures for the extraction of materials from

Finding the Right Fit: Selecting Graduate Students for Community Research

In identifying potential graduate students to work on the project we tried to find students who had previous experience not only with the subject matter required, but in working with communities (preferably First Nations communities) or who had expressed significant interest in working in a community-based research situation. In discussion options with potential students we explained the nature of the CURA project, the importance of the process, the value of partnership and the importance of good, open communication, deep listening, and joint decision-making. However, our experience has been mixed with respect to selecting graduate students who have stayed with the CURA project through to completion of their degree. Although a number of issues have contributed to students' choices to leave the project, the challenges - in terms of the time commitments, the need to work closely in a cross-cultural team, the necessity of building trust, and the requirement of working in a negotiated research setting - became burdensome for some. Beyond the cost to the student in changing directions and selecting new projects, there is a significant cost to the community and the research project in terms of the energy and commitment required by the community to get to know another new person and to begin down the path of defining a new project. Finding a better way to select graduate students, and to ensure that they understand the differences and commitments required in community-based research remains a challenge but is clearly an important area for further work.

sensitive sources by Tl'azt'en research assistants, and their examination by Tl'azt'en research associates, and for the verification of non-Tl'azt'en interpretations of Tl'azt'en knowledge. Community researchers were therefore trained to critically examine internal materials for their sensitivity and shown how to extract information relevant to the research questions. This had to be done prior to their release to the university researchers. In turn, this development of Tl'azt'en research processes and protocols, and the capacity building among Tl'azt'en members as researchers, has equipped Tl'azt'en Nation to better manage research on their territory. Such knowledge increases the reliability and credibility of future research for its own members and society in general.

While the focus of community-based participatory research has been on empowering communities and their members, it must be recognized that the communities play an important role in building the capacity of university researchers and researchers-in-training (students) in co-managed research. Learning is a mutual process for partners! Capacity-building among students is critical, as some will assume positions of responsibility working with First Nations communities, in both the government and the private sector. The development of 'cultural competence' (Kowalsky *et al.* 1996) in working with First Nations can be aided by experiences gained during involvement in co-managed research. Students develop an understanding of community protocols (formal and informal), and of community values and priorities. They improve their cross-cultural communication skills, and learn how to communicate their research findings in accessible formats and in lay language. They develop a more politicized consciousness through active involvement with historically marginalized communities that are currently asserting rights to greater self-determination. University faculty members also improve their 'cultural competence' as well as gaining knowledge from co-managed research that can enrich curricula in terms of empirical content, theory and methodology.

During the course of the project, a couple of the key Tl'azt'en team members changed their positions (moving from co-leading one research stream to another as other members left the project). This built capacity in ways we had not planned for as these individuals had to master new areas of research and develop new relationships with their UNBC counterparts.

Recommendations: Building Capacity

☑ *Consider capacity-building opportunities for partners and community members; develop strategies on how to maximize these. Be imaginative! These may range from structured training activities for partners to opening meetings to community members and students.*

☑ *Identify and address insufficiencies in human capital – develop experience and expertise.*

Managing Partnership Mechanics

The operation of the research team is an important part of the story, not to be dismissed as navel-gazing. (Mountz et al. 2003:42)

Co-managed research, like any team research, complicates decision-making, data collection, analysis, and production of research products. Moreover, as Mountz and others observe, “the mechanics of the research team are complicit with knowledges produced: what data are collected, where and how.” (Mountz et al. 2003:31). Thus these mechanics need to be appreciated, monitored, and adjusted when necessary. Most importantly, in co-managed research, the issue of power needs attention. Co-managed research has the potential to partially upset power hierarchies in research, challenging the paramount role of academics (Pain and Francis 2003). If a governance system is structured to facilitate the sharing of research management, power should be situationally relocated. That is, depending on the specific situation, decisions might be made by the Principal Investigator, one of the Research Coordinators, a stream leader, an Elder, a graduate student, etc.

Indeed, the crucial ‘hierarchical’ role of the ‘lead researchers’ (e.g. Principal Investigator(s)) in co-managed research is to work to reduce — and maintain a reduction of — hierarchical power relations. This is no easy task, as a research team is composed of members who vary in age, gender, professional status, access to resources, and along a variety of other axes, which traditionally have served as the basis of power hierarchies in academe, in First Nations society, and in society at large. In our research, as in many projects, the graduate students serve as the ‘frontline- researchers for the university, working more frequently and closely with community partners than do their university supervisors. A benefit of this situation is that graduate students are explicitly acknowledged as undergoing ‘training’, and thus fittingly tutored by community members (e.g. Elders). Put more bluntly, while in terms of *formal*

education, graduate students might generally be perceived per mainstream societal norms, as situated above many First Nation community members with whom they are working, their explicit status as *students* ‘downgrades’ their relative position. Ensuring that university students play a central role in co-managed research can thus be one strategy for helping to lessen the power differential between university and community partners.

Devolving decision-making provides another strategy for levelling power relations. Most decisions on activities, use of budget, pace of research, methodologies and outputs were negotiated between the research stream co-leaders. That the research was mostly taking place on-reserve increased TI’azt’en stream leaders’ role in such decision-making.

Institutional requirements often tend to hinder fully equitable research co-management. Funding is often provided to the University to manage; university policies regarding hiring can impede or at least complicate personnel decisions. Establishing procedures to overcome these structural impediments to equitable co-management is a challenge. However, universities are becoming more open to adapt their procedures and regulations to accommodate community-based research (Cahill *et al.* 2007; Elwood 2007)

Another challenge to partnerships is the changing composition of the team over time. Inevitably, during a multi-year project, some team members will leave the project, and others will join. The dynamics of decision-making, meetings, and other activities alter with each new personality. Clearly articulating principles of participation (e.g. Appendices 2-5) can help ensure smoother transitions, as can ensuring social time to facilitate new members becoming acquainted with the team, and its general expectations for procedures and processes. At the same time it is important that continuing members be open to new ideas about procedures, as new personnel may offer valuable innovations, and be able to detect aspects of the project that should be improved which are not readily apparent to members involved for a longer time.

Recommendations: Managing Partnership Mechanisms

- Focus on common goals.***
- Establish who is accountable for research and outcomes – share accountability.***
- Revisit expectations of members regularly, as these shift over time in long-term projects.***

Don't suppress conflict – deal with it. Don't allow confrontational debate: rather identify common interests and joint gains, and ways to move toward these.

Regularly appraise how well research and ethics expectations of community are being met.

Developing Appropriate Methods to Collaboratively Produce Knowledge

Co-managed research seeks to produce robust research findings in an ethical, socially just, and culturally respectful way. A central objective of such research is to ensure that in every respect indigenous as well as 'Western'/scientific values, approaches, and knowledge are incorporated (Louis 2007; Shaw *et al.* 2006; Smith 1999). "The validity and reliability of the research findings are enhanced by being based on community values and indigenous ways of knowing" (Smith 1999). Methods that are meaningful and appropriate to the community, as well as academically acceptable, must be developed. Methods will vary widely, depending on the research objectives. Truly co-managed research requires that community members and university researchers co-produce the research design: both partners are involved in planning the research, the choice and refinement of research methods and tools, the data collection, its analysis, and the transmission of resulting knowledge. Significant time may be needed to negotiate the requirements of academic rigour with the perquisites of community suitability. Below we discuss some research design issues common to many co-managed projects, focusing mainly on interview-centered research. We acknowledge that our discussion can only offer very general observations and advice, given the diversity of research objectives and community contexts, but we feel that some of the principles outlined are broadly relevant to co-managed research.

Data Collection

First Nations often possess significant archives of information collected during previous research initiatives, including work conducted by both external researchers and by the nations themselves. These may include oral histories and Traditional Use Study information. It makes sense to consider whether the proposed research might find information relevant to its objectives in these materials. The benefits may be three-fold: the researchers may be able to build a base of knowledge which will allow them to improve other data collection tools (e.g. interview

questions); they may discover that certain community members have already provided significant information on the topics they are pursuing, and avoid contributing to ‘research fatigue’ by re-asking the same questions; and they may be able to incorporate important information from community members no longer present (having moved away or passed on) (see, e.g., Karjala *et al.* 2003)

Interviews often play a central role in co-managed research, especially where the research depends on identifying local values, aspirations, attitudes, and/or practices. Semi-structured or open-ended interviews are often preferable to more rigid interview protocols, as they help to reduce interviewer obtrusiveness in a cross-cultural setting. They allow interviewees to communicate their insights, with interviewers probing where necessary (Bonnell and Koontz 2007; Sherry 2002). A less structured approach with First Nation Elders seems especially appropriate, as it respects their judgement in guiding the direction of the interview, and allows them to present information in a manner consistent with oral tradition (Gorden 1975; Lofland 1976; Smith 1999).

In the cross-cultural environment of co-managed research, questions must be framed so that they are both comprehensible and seen as applicable by the interviewee. It is critical to pre-test interview questions, however open-ended, to help insure that questions are understandable, and terminology is clear. Interview tools co-produced by a team of university and community researchers will help guarantee that questions can be understood, as will pre-testing them on a representative sample of the target interviewee population (considering age, gender, and other characteristics). This allows the researchers to better identify the issues that might

Inclusion as a Path to Knowledge Co-Production

To develop her co-managed research project, one graduate student established with a diverse research team, whose members included university faculty, Tl’azt’en community researchers, and staff from the John Prince Research Forest. The research team worked with her from the initial stages of her project (i.e. identifying research questions), through the shaping of the methodological framework, to the execution of research events (i.e. attending community information sessions) and development of community products. This required a dedicated effort by the entire team to travel, communicate, and collaborate over many months. By working with a research team whose members represented the various facets of the co-managed relationship, the project enjoyed the benefit of being able to embody the experiences, perspectives, and goals of each - ensuring that the project would in fact be representative of all the communities involved.

impact the quality of the data collected.

Potential community interviewees, when invited to participate in interviews, should be given background information on the goals and objectives of the research (including how it will benefit the community), and an estimate of the time likely required. If possible, they should be given a choice of location: some interviewees may prefer to be interviewed in the privacy/comfort of their own homes or out on the land, while others prefer a more central location such as a community centre, administration office, or local education facility.

Even when the interview questions have been developed with the participation of community partners and the interviewees are community members, it needs to be acknowledged that the formalized process of a scheduled meeting to discuss a discrete set of questions can serve to de-contextualize information, or to restrict its exchange. Mary Hermes, a scholar of Lakota ancestry, spent a number of years teaching and living on an Ojibwe reservation before initiating dissertation research. She makes two insightful observations regarding interviewing that pertain especially to the case of community partners who carry out interviews in a co-managed project. She notes that in “some cases I found the interviewing process to be merely a way of blocking off some time and space for a conversation that was on-going.” (Hermes 1998:160). Community members can bring to the research insights from these ‘on-going conversations’. Concomitantly, due to these on-going discussions, Hermes notes that “[a]t times Elders thought individual interviews were redundant, saying that my past three years of working with them was an ‘asking’ of what they thought... This gave me permission to acknowledge some ideas I was being overly cautious about presuming...” (Hermes 1998:160).

Choice of Participants (Interviewees)

How does one choose who to interview in a co-managed project? For some projects a representative sample of the population is desirable, and random samples (sometimes stratified for gender, age, etc.) are used. In others the challenge is to identify and interview ‘experts’: those individuals who will produce ideas and offer input most meaningful to the project’s goals (Sherry 2002; Stafford 1999; Ziglio 1996). The concept of expertise, so wed in the “Western” world to professional credentials, needs to be reassessed in light of the research question. For instance, in work we conducted on Tl’azt’en values of sustainable forest management, an Elder whose authoritative knowledge on traditional forest management is widely recognized within the

community was a critically important person to target as an interviewee. The fact that s/he might not have any formal school degrees or was even literate was irrelevant: the Elder was considered to have the equivalent of a PhD in traditional land values. As Marlene Brant Castellano eloquently puts it, “[Elders] carry credentials that are recognizable within Aboriginal society, but invisible to those who assess expertise on the basis of formal education. They enjoy respect as sources of wisdom because their way of life expresses the deepest values of their respective cultures” (Brant Castellano 2004:101).

It is critical, however, to have rigorous criteria for what kind of expertise is required in the context of the research, and how this expertise is identified (Davis and Wagner 2003). Without such, research findings may be dismissed as non-representative and lacking in rigour. In co-managed research, to identify ‘experts’ on a given topic, we have used a peer-recommendation, snow-balling nomination technique that is reproducible, while incorporating Tl’azt’én definitions of expertise and respecting Tl’azt’én ways of knowing. The process can be initiated within the research team’s community partners, or using key community members identified by community partners; the nomination process continues until saturation is reached (Sherry and Fondahl 2004).

Focus Groups

Focus groups provide another common way of gathering information, as well as verifying analyses. Focus groups offer numerous benefits to some research projects. Individuals who may be shy in a one-on-one situation, may feel more free to participate (and be encouraged by their peers to do so). Group members may help each other to recall historical events. Discussion among them may help to prioritize community goals (Longhurst 2003). Focus groups may empower participants by allowing them to engage on issues of high personal priority (Morgan 1996).

Organizing focus groups can be demanding. A significant challenge is coordinating times and locations that permit all focus group participants to attend, especially in research projects requiring multiple focus groups. Researchers must be flexible and understanding of scheduling conflicts that may suddenly arise. They should also always provide alternative information gathering and verification options in order to include those with prior or arising commitments.

Working Groups – Informal Focus Groups

Sometimes the formal structure of traditional focus groups isn't appropriate; rather, a more flexible approach is needed. Within the ecotourism stream of the CURA project we were conducting three different research components: mapping places and locations that may serve as potential tourism sites; conducting individual interviews with TI'azt'enne about their interests, concerns, and hopes about tourism; and conducting a market study of potential tourists perceptions and interests in aboriginal tourism opportunities. Although none of these projects was yet complete, the TI'azt'en stream co-leader thought it was important to share our interim results with the community – in more detail than provided by the short presentations made at a broader community event that covered all projects. Thus, we scheduled a one-day workshop for those who had been interviewed to date or expressed an interest in tourism opportunities. The workshop combined a presentation of preliminary findings with discussions on a range of topics. The discussion component is probably best characterized as an informal focus group. Participants were given background information through a presentation that summarized findings regarding individual community members' perspectives on tourism. We then facilitated small group discussions that not only allowed for individuals to expand on their ideas and to generate new ideas, but also to begin to develop consensus on a direction for further research and on community direction for tourism. The discussions were recorded; graduate students served as note-takers for each of the small groups. This more informal style of focus group allowed greater flexibility in the style and nature of involvement and also led to more interplay between the researchers and the community members in identifying the next steps.

Focus group dynamics require skilled management, in order to maximize each individual's comfort level and ability to participate, and avoid the discussion being dominated by a few individuals. In First Nations settings, careful thought must be given on how to organize such groups. Youth may not feel comfortable sharing their opinions in the presence of Elders due to cultural norms; gender norms may also prescribe behaviours among the focus group members when both genders are present. Other factors that may constrain open dialogue or discussion, such as family/clan dynamics, must be considered. Co-managed research benefits from the participation of community researchers who can identify such cultural norms and political dynamics that characterize their communities, in order to steer clear of difficulties and encourage open and inclusive discussion.

When focus groups follow individual interviews, or when multiple focus groups are held, a notable benefit is the relationships that are built both between community members and research team members, and among the community members themselves (Hughes and DuMont

1993). Members of the focus group develop a team mentality that contributes to the momentum and cohesive nature of community-based participatory research projects.

Data Analysis

Collaborative data analysis may present the most difficult challenge of co-managed research, in terms of building capacity among community members to participate. Yet First Nation participation in this stage provides marked benefits. Data analysis, especially of qualitative data, often involves reduction of the data, through the search for important themes or categories. Involving First Nation research partners in this stage ensures that their analytical and conceptual ‘filters’ inform the identification of such categories and themes; that is, that the sorting of data (and choice of what is relevant) is informed and confirmed by traditional knowledge and local values and interests. Training in data analysis methods, although time-consuming, provides significant capacity building.

Training in one method of analysis should be balanced by stressing that that method is only one among a multitude of methods available to the researcher and may only be appropriate for specific scenarios. Different projects will demand different methods. Those new to research methods frequently privilege those methods that they first encounter and master. Capacity can be expanded among community researchers and graduate students by an introduction to multiple methods, even if only one or a few are used in a given project.

Verification

Verification of analysis by community members is essential to ensure that the community’s views are accurately represented. As Rachel Pain and Peter Francis note, “participants’ words... are reinterpreted and re-presented to become the findings” (Pain and Francis 2003:51); Pain and Francis rightly query about whose voices are really reflected. If indigenous partners are significantly involved in the data analysis, the necessity of verification lessens. Yet even in this case, scholarly interpretations are enriched by providing community members additional opportunities to review research findings, to assess whether they feel their contributions were accurately understood and represented, to clarify, modify and confirm information. Verification by community members can help ensure that indigenous, as well as academic, standards of validation are met.

Partners need to discuss well ahead of time who should serve as verifiers for specific projects. Some projects will require verification by experts: for instance, projects involving language will require fluent speakers and perhaps those knowledgeable in transliteration. Other projects may benefit from opening up verification to as many community members as wish to participate.

Verification processes can take a number of forms. Meetings may be with individuals or with groups. Group meetings need to take into account the dynamics of power within the community, to make sure all participants are able to express themselves (as with focus groups, discussed above). When soliciting feedback from groups, we have used a variety of methods, including workshops that incorporate both formal and informal feedback opportunities, research extension notes that invite feedback, and poster sessions at which findings are presented both orally and visually, then followed by opportunities for written and oral feedback from community members. To enable and expedite the process of verification, the data and/or its analysis has to be presented in forms that the verifiers will quickly understand. Multiple means of presenting findings facilitate their accessibility to a greater audience.

Compensating Participants

Research frequently depends on the goodwill of individuals who have little direct interest in projects to give of their time for interviews, for focus groups, for community meetings, etc. It may erode community members' time spent on subsistence activities on the land, with family, pursuing jobs, or in other important endeavours. Expressing gratitude for this voluntary contribution is important. Moreover, it is important to provide fair return for participants' services. In our project, we have differentiated between individuals who were asked to participate as experts on a specific topic and individuals who were solicited more broadly to provide opinions. The former (the experts) fill a role analogous to consultants elsewhere – as community knowledge holders in different spheres they are qualified to provide information and highly informed advice.

Upon advice of the community partners in our project, we chose to monetarily compensate experts at a rate respectful of their proficiency, and provide other participants with a small gift to recognize their contribution of time (e.g. travel mug, baseball cap). More

significant gifts were provided to those who participated in continuing teamwork, such as fleece vests with our research project's logo.

University policies on cheque requisitioning provided a challenge in terms of paying 'experts.' Community norms stipulated that payment should directly follow the event in which such expertise was shared (e.g. interview or validation group meeting). University regulations stipulated that the requisition should be submitted after the event took place, resulting in a two-week delay. Processing cheques in advance was complicated by the fact that interviewee attendance was not confirmed, and meetings sometimes had to be rescheduled, requiring cheques be cancelled. This, of course, is unpopular with the university finance offices. As the project progressed we found that the university became somewhat more flexible in its policies. Learning on the part of institutions also characterizes co-managed research.

Control over Data and Findings

Data gathered during a co-managed project can present interesting dilemmas in terms of maintenance and disposal. University standards often stipulate that interviews and questionnaires are maintained under lock for a set number of years, and then destroyed. First Nations often wish to maintain such information for future research and other use. We proposed to turn over all interview recordings and transcripts to the Tl'azt'en Nation Office of Research and Development, as well as copies of bibliographies, theses, articles, and other generated products, a proposal accepted by the university and the Nation. Subsequently, if interview transcripts were to be used for a new project, permission had to be obtained from Chief and Council. In the case of one research stream, it was mutually agreed that copies of research materials also be archived in with UNBC.

We found that it was helpful at the outset of the project to provide training to Tl'azt'en research personnel in archiving and maintaining information. A university archivist provided a short workshop in methods for organizing, cataloguing, and maintaining archives of video- and audio-recordings as well as texts. The project then supported the organization of Tl'azt'en materials collected prior to the project, which in turn facilitated our research by making such materials more easily accessible.

Tl'azt'en Guidelines for researchers (Tl'azt'en Nation 1998) require researchers to submit their manuscripts for review and input by the community prior to submission for

publication. (The Guidelines do not demand veto power.) While in principle this practice is reasonable and desirable, in practice it poses problems, since it is not clear who has the responsibility to carry out such reviews. In the past (prior to this co-managed project), there has not always been a response to requests to review such articles. It is important that in co-managed research, it is clearly stated who will be responsible for fulfilling such required action. In our case, the community coordinator was assigned to identify reviewers. For us, the issue moreover was minimized in that many resulting products (posters, articles, conference presentations) were co-authored by university and community partners.

In a few instances, community reviews resulted in requests to remove discussions of situations or processes that were perceived as negative or reflecting negatively on the community. Such requests present a dilemma. University researchers may see presenting such material as ‘objective’ and representing reality and social complexity. Yet its presentation may erode the trust relationship that partners have tried to build and maintain. At the same time the need for self-censorship itself can damage a research partnership. Co-managed research partners must be ready to discuss and negotiate such issues, and to consider alternate expressions of such materials that address the different and sometimes diverging needs of both partners. One approach that can be taken here is an extension of a lesson learned by one of the students in developing indicators to assess co-management. Working group participants noted that instead of developing an indicator to measure non-performance on an aspect of joint management, they wanted indicators to be stated in such a way as to measure the positive. Extending this lesson to the issue of objectivity in writing, university researchers may be more likely to include negative outcomes or problems encountered (a negative case analysis approach) in presenting reality. In many of these situations, it may be possible to present the material not as a case of ‘what went wrong’ but rather as ‘what we could do better in the future’.

Documenting Methods

It is important to document methodological approaches: why they were chosen (and by whom), how they were implemented, and how this was at variance with initial plans. In co-managed research recognized data collection, analysis, validation, and archiving methods regularly need to be modified to adapt to evolving situations. The necessity of being flexible is an important message to communicate to community members and students alike, who likely

unduly reify the research process as pre-determined and immutable. Adaptations are to be expected, but need to be recorded and reflected upon. Recording evolving research procedures may also help others understand the broader relevance of the process, and adapt elements of it to their co-managed projects (Holte-McKenzie *et al.* 2006). Graduate students in our project were encouraged to use journaling, and to include methodological notes.

Recommendations: Developing Appropriate Methods to Collaboratively Produce

Knowledge

- Co-develop research methods and tools that are culturally appropriate and scientifically rigorous.*
- Acknowledge and respect First Nations and scientific ways of knowing and expertise.*
- Ensure First Nations partners are involved in data analysis.*
- Establish what research findings will require community or expert verification, how/by whom this will be conducted, and procedures for doing so.*
- If there are no pre-existing community guidelines for compensation of participants, establish these.*
- Establish protocols for the storage and eventual disposition of research materials generated (e.g. interviews, film footage, etc) and collected (e.g. articles, material from external archives) by the project. The preferred option is to have the First Nation store the material. There may be cases where the First Nation would like to protect material by having it archived in a university archive. Explore this option if appropriate.*

Negotiating Appropriate Products and Outcomes

One of the most common complaints of ‘colonial’ style research, as noted above, was that researchers came into communities, required time and information from community members, enjoyed their hospitality and then left, and either never returned any product from the visit, or returned something of minimal use to the community (e.g. thesis, dissertation, academic article).

Community partners generally participate in co-managed research so that the products and outcomes benefit their communities. This is a juncture in co-managed research where significant tensions may be experienced. University researchers are trained to produce products that are often of questionable benefit and/or may not be accessible to the community. Thus in co-managed projects, partners should agree upon concrete products and outcomes from the research that will meet the needs of both partners.

We found that a variety of community products best served to meet the diverse needs of the community. Our research progress and findings were reported in written updates that employed lay language.⁹ Community partners edited these to ensure the language would be accessible to community members. We presented research findings at community workshops and information sessions both verbally and through the use of photo-rich posters. In addition, we hosted a community lunch once a year at the local elementary school, to showcase our work. The event, known as the CURA Community Day, was well attended by Elders and other community members. In the final three years, school children took part, and in the afternoon we provided sets of activities geared to children.

Community partners also indicated that they would appreciate training sessions not only for themselves, but for other community members. These have been more difficult to

Collaboratively Developing Community Products

One graduate student worked with the two teams of community participants involved in her research project to develop community products— a photo-rich book and a DVD. (Two teams of community participants – an Elders team and a Forest Team, the latter comprised largely of non-elders – were involved in this research in an effort to include representatives of the Tl’azt’en Nation with a variety of viewpoints.) The community team members contributed many hours to work collaboratively with one another and the research team to shape the products’ development. The project also involved a class of children from the local elementary school to work on, learn from, and contribute to these products. In addition to the intrinsic importance of developing community products in co-managed research, the momentum, enthusiasm, and energy that their development generated among team members was invaluable to their continued support and interest over the duration of the project.

⁹ A two-page synopsis (‘Community Update’) of research progress was provided to the community every six-months, delivered to each household on reserve in Tache and Binche. Alternating by three months, a longer and more academic newsletter (usually 8 pages) was produced every 6 months and distributed to roughly 400 addresses electronically across Canada and internationally, to academics, governmental offices and NGOs. This newsletter was also delivered in hard copy to on-reserve households. See Appendices 6 and 7 for examples.

organize. A few workshops have been provided. During ‘Community Days’ we tried to solicit ideas for short training sessions that community members would find beneficial. Unfortunately, we were unsuccessful in receiving much input from this forum. However, in the last year of the project the Ecotourism Stream identified with the stream leader and ecotourism working group members from the community the desire for more specific capacity building on aboriginal tourism both within the community and also in building bridges between Tl’azt’enne and other First Nations. In response the research team has developed a three course series in aboriginal tourism, accredited by UNBC through the continuing studies program, that is offered jointly to Tl’azt’enne and to neighbouring participants from the Nak’azdli First Nation. The series is co-taught by Tl’azt’en and UNBC partners.

Tensions can arise due to differing expectations and priorities on the part of the different partners. University partners need to produce peer-reviewed articles as their success in gaining future grants and advancing their careers is tied to such products. Graduate students prioritize the completion of their theses. Timelines give rise to further tensions, as many community members expect results within a shorter time frame than is common for peer-reviewed articles to appear and theses to be completed. Moreover, the very dynamics of truly co-managed research slows the production of articles and theses to enable the inclusion of community partners in the research design, implementation, and verification processes. Thus community expectations for products can be significantly out of sync with project timelines. This can lead to frustration and loss of faith in the project by community members. Carefully planning for the production of community-useful products *and* academic products in reasonable timelines will help ease such tensions.

In a multi-year project, partners — especially community partners — may find that the most desirable products change over time. They may realize the utility of some products of which they were initially sceptical, and find others less useful than they had hoped. Revisiting and revising plans for products and outcomes should be seen as normal, and opportunities to revisit such plans should be provided. We found it useful to discuss products and outcomes at most Steering Committee meetings.

Funding sources have yet to catch up with the realities of co-managed research. For instance, our CURA grant provided for two years of graduate support for each Masters level students – a normal time for completion of such a degree. However, the co-managed nature of

this project meant that graduate students regularly took longer to complete their degrees. Given course work loads during the first two terms (September-April) students had few opportunities to get to know community members or even develop much of a relationship with community partners. Thus they were considered ill-prepared to launch into field work their first summer. Community partners stipulated that the students make multiple visits to the community prior to such fieldwork, an important means for building trust between graduate students and participants. Moreover, working with community partners to discuss methodologies, generate and edit interview tools, schedule interviews, collaborate on data analysis, and verify the analysis substantially increased the time required for such research (as well as its reliability and validity). Funding agencies need to realize the increased time demands of community-based research and adjust their schedules accordingly if they wish to truly support such research. Researchers need to consider alternative sources of support for their students until such adjustments have been made to fellowship timelines.

Recommendations: Negotiating Appropriate Products and Outcomes

- Negotiate what each partner sees as desirable products and outcomes at the beginning of the project.*
- Continue to revisit the nature of research ‘products’ throughout the process and refine the possible products.*
- Encourage First Nations representatives to define tangible products – in preferred formats – that would be suitable for the community.*

Managing Challenges/Maintaining Flexibility

Despite the rhetoric and attempts to eradicate hierarchies of difference, there were power imbalances inherent in the spaces between us... Expectations and perspectives as well as educational experiences, gender, ethnicity, social location and personal circumstances of each individual were deeply embedded in the relationship and added to its complexity, ambiguity and contradictory nature...

(Fitzgerald 2004:241)

Flexibility is critical, especially in long-term projects. Community interests and agendas evolve. Political and other sensitivities change, resulting in changing concerns about access to data, use of information, etc. Players in the project themselves change: graduate students begin and complete their degrees, and community members and university faculty may also move in and out of the project. New opportunities for additional funding and emerging issues suggest that the partnership may want to pursue areas that were previously not considered. Community capacity should also evolve, empowering the First Nation partners to assume a greater leadership role in the project. We certainly observed this in our project.

Changes in the personnel make-up of the partnership pose challenges. Newcomers bring new skill sets, innovative ideas, and new networks. However, they also initially lack a strong understanding of the group's shared purpose, a purpose negotiated and constructed at the beginning of the project. Also, in replacing another team member, newcomers often step into a situation rife with expectations – about behaviour, interests, etc. Integrating such individuals into the project requires attention, commitment and an explicit recognition that each individual brings unique contributions to the team. Losing team members can be upsetting due to strong relations established (see, e.g. Campbell et al. 2006).

Community-based research can impose a substantial burden on community members. A common assumption is that the community will benefit from the research, and will support the research activities. Community members are rarely canvassed as to their

Respecting Community Concerns

During the course of our co-managed project, two graduate students left in midstream. SSHRC rules stipulated that all funds received for graduate student training could only be spent on such training. These students' fellowships had not been fully spent. While there was still time to recruit new graduate students to participate in the project and fund them with the remainders of these fellowships, Tl'azt'en partners expressed the concern that the community would have a difficult time 'absorbing' any more projects that depended heavily on interviewing, focus groups, or other similar methods. Elders in particular were becoming weary of requests to participate. Thus we chose to forego the use of the remaining graduate funds, in the interest of respecting community concerns. We used some of the funds to have one student to provide mapping support (requiring little community participation), and another to contribute to a project already initiated by Tl'azt'en Nation. The latter project was adopted because of community-based interest, and required interaction with a limited number of Elders and other community members.

interest in hosting a community research project, yet expected to participate in interviews, focus groups, etc. – practices that were often alien to their experiences (Quaghebeur *et al.* 2004). They may not understand or accept the (alleged) benefits, or may expect that the benefits will be more apparent and more quickly forthcoming than is possible. In small communities, ‘research fatigue’ may take place. Small First Nation communities may be especially prone to this, when Elders are repeatedly asked to participate in studies.

Flexibility was also required on an ongoing basis among the researchers. Graduate students frequently found that scheduled interviews would be cancelled at the last minute due to other events taking priority in the interviewees’ life (cf. Hodge and Lester 2006). Events were cancelled or rescheduled from time to time (e.g. due to the passing of an Elder) or were poorly attended because of community tragedies. Occasionally university partners could not attend meetings due to arising conflicts; these instances were fewer, however, as university researchers had more regular schedules. Learning to be adaptable to changing circumstances, both in terms of short-term adjustments and long-term modifications, is an important requisite to project success.

Recommendations: Managing Challenges/ Maintaining Flexibility

- Expectations of both parties need to be set out clearly, and then revisited regularly.*
- Sensitivity to priorities and needs of different partners is critical – events, tragedies, etc., may impede research activities. These will likely crop up and need to be accommodated.*

LESSONS LEARNED

Our recommendations, noted above, and compiled in one list below, reflect lessons learned from our experience in building and sustaining a cross-cultural, multi-faced co-managed research project. We underscore that co-managed research is a learning process for all involved parties. As such, the *process* of the research is as important as outcomes. The co-managed research process creates the on-going “spaces of dialogue” (McLean *et al.* 1997:12) for partners to learn from each other, and to draw upon different ways of knowing, knowledge construction, and knowledge sharing.

Co-managed research is challenging – it confronts and attempts to transform a longstanding approach to research largely controlled by formally trained academics, fraught with unequal power relations, and accountable for normalizing certain ‘truths’ over others. It is challenging because of institutional arrangements and reward systems that do not support the time required, and the variety of outcomes and products desired by different parties. Progress is being made here: universities and granting agencies are recognizing the benefits of co-managed research, and beginning to adjust support to its requisites.

Our co-managed research was certainly not fully indigenized. Tl’azt’en members selected the basic research topics, vetted and edited interview questions, and participated in data collection and analysis. Yet the methodologies used and their cultural contexts were largely ‘Western’. However, it is important to also note that co-managed research does not seek full indigenization: rather, its strength lies in drawing on both First Nations and ‘Western scientific’ epistemologies. We recognize that in our research Western ways were still privileged in many instances, but feel that some progress was made toward conducting research in culturally appropriate ways that fit Tl’azt’en preferences in terms of methods and organization of research. Co-managed research requires continued reflexivity, negotiation, and adjustments, to ensure that the equitability of collaboration continues to improve.

A key outcome of co-managed research is the building of positive relationships that outlast the specific research project. Moments of conflict, perceptions of inequity, frustrations with timelines, demands, and all the issues that can confront any research project, may be magnified in a cross-cultural endeavour, especially in one where partners ‘represent’ different sides of a colonist/colonized equation. Commitment to work through these moments with respect, tolerance, and caring can begin to build such positive relations. On-going co-managed research can address key community issues, build the capacity of researchers and community members, and begin to overcome some of the legacies of research colonialism.

RECOMMENDATIONS: A SUMMARY

The following tables compile the recommendations found above in the text for ease of use, while adding the targeted audience for each recommendation. These suggested targets are not meant to be limiting, but simply identify the user groups that may find the recommendation most useful.

SETTING UP CO-MANAGED RESEARCH:

•Establishing a Research Agenda:

<u>Recommendation</u>	<u>Target(s) of Recommendation</u>
Establish a research agenda and identify research questions together. Allow adequate time for discussion of how each partner’s interests can be addressed, what resources are currently available from each partner (qualified personnel with time to dedicate to project, financial resources, etc.), what resources will be needed to address the research questions, and where these might be sought or how they might be created.	<ul style="list-style-type: none"> - Researchers - Students - Community administrators/leaders
Develop broad community understanding of what research is, the likely benefits and limitations, and the steps that might be followed once the research has been completed, to meet concrete objectives of the community.	<ul style="list-style-type: none"> - Researchers - Students - Community administrators/leaders
Explain clearly what is meant by ‘benefits’ from the research project, what the research project will produce, and the timelines for these products/outcomes.	<ul style="list-style-type: none"> - Researchers - Students - Community administrators/leaders

•Confirming Community Support:

<u>Recommendation</u>	<u>Target of Recommendation</u>
Engage the community in discussions on issues of who is representing the community.	<ul style="list-style-type: none"> - Researchers - Students - Community administrators/leaders - Community members
Identity how and from whom community support will be sought. Discuss what will be required of community members, and what implications this has for the ethical means by which community buy-in is pursued.	<ul style="list-style-type: none"> - Researchers - Students - Community administrators/leaders
Determine methods and a schedule for ensuring transparency.	<ul style="list-style-type: none"> - Researchers - Students - Community administrators/leaders

•Recognizing Capabilities:

<u><i>Recommendation</i></u>	<u><i>Target of Recommendation</i></u>
Recognize that capabilities of partners are diverse.	<ul style="list-style-type: none"> - Researchers - Students - Community administrators/leaders - University administrators - Funders - Government officials
Identify what training is needed to ensure equitable participation of partners, and how such will be delivered.	<ul style="list-style-type: none"> - Researchers - Students - Community administrators/leaders -Funders
Discuss and agree upon expectations of time commitment of different partners.	<ul style="list-style-type: none"> - Researchers - Students - Community administrators/leaders - Community members

•Creating a Governance System:

<u><i>Recommendation</i></u>	<u><i>Target of Recommendation</i></u>
Establish a governance structure that ensures equal power among partners, considering how First Nations governance traditions might inform and contribute to such a structure.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - University administrators - Funders - Government officials
Commit to writing principles of co-managed research, such as respect, openness to different ways of knowing, etc.	<ul style="list-style-type: none"> - Researchers - Students - Community administrators/leaders - University administrators - Funders - Government officials
Develop a conflict resolution process.	<ul style="list-style-type: none"> - Researchers - Students - Community administrators/leaders

•Establishing Ethics Expectations:

<u><i>Recommendation</i></u>	<u><i>Target of Recommendation</i></u>
Discuss and establish ethics procedures and protocols. Realize that while institutional constraints may shape these, such are not immutable. Institutionally mandated procedures which contradict a partner’s ethics should be challenged and modifications pursued.	<ul style="list-style-type: none"> - University administrators - Funders - Governmental officials - Researchers - Community administrators/leaders -Students

Agree upon review protocols for dissemination of research findings, such as academic articles.	- Researchers - Community administrators/leaders - Students
Develop strategies to communicate findings to the community.	- Researchers - Community administrators/leaders - Students
Determine how individuals' contributions to the research will be acknowledged.	- Researchers - Community administrators/leaders - Students

•Building Relationships, Establishing Trust:

<u><i>Recommendation</i></u>	<u><i>Target of Recommendation</i></u>
Develop opportunities for socializing in order to become better acquainted, as this is critical to building trust.	- Researchers - Community administrators/leaders - Students - Community members
Protect time for socializing, as distinct from time for research management time. This is important not only in the initial stages of working together, but also in later stages of the project, when it is easy to become cavalier about tending to relationships.	- Researchers - Community administrators/ leaders - Students - Community members
Respect for each other, as human beings, is of utmost important.	- Researchers - Community administrators/leaders - Students - Community members

PERFORMING CO-MANAGED RESEARCH:

•Maintaining Trust:

<u><i>Recommendation</i></u>	<u><i>Target of Recommendation</i></u>
Communicate frequently. Face-to-face communication is preferable – make sure it happens on a regular basis. Consider institutionalizing regular (e.g. weekly) meetings, to ‘touch base’ – in person or by phone.	- Researchers - Community administrators/leaders - Students - Community members
Discuss the potential perils of e-mail communication and agree to make allowances.	- Researchers - Community administrators/leaders - Students
Develop trust by respectful communication.	- Researchers - Community administrators/leaders - Students - Community members

•Building Capacity:

<u><i>Recommendation</i></u>	<u><i>Target of Recommendation</i></u>
Consider capacity-building opportunities for partners and community members; develop strategies to maximize these. Be imaginative! These may range from providing structured training activities for partners to opening meetings to community members and students.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Community members
Identify and address insufficiencies in human capital – develop experience and expertise.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Community members - Funders

•Managing Partnership Mechanisms:

<u><i>Recommendation</i></u>	<u><i>Target of Recommendation</i></u>
Focus on common goals.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Community members - Funders - University administrators - Government officials
Establish who is accountable for research and outcomes – share accountability.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students
Revisit expectations of members regularly, as these shift over time in long-term projects.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Funders
Don't suppress conflict – deal with it. Don't allow confrontational debate: rather identify common interests and joint gains, and ways to move toward these.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Community members
Regularly appraise how well research and ethics expectations of community are being met.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Community members

•Developing Appropriate Methods to Collaboratively Produce Knowledge:

<u><i>Recommendation</i></u>	<u><i>Target of Recommendation</i></u>
Co-develop research methods and tools that are culturally appropriate and scientifically rigorous.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Community members - Funders - Government Officials
Acknowledge and respect First Nations and scientific ways of knowing and expertise.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Community members - Funders - Government Officials - University Administrators
Ensure First Nations partners are involved in data analysis.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Community member
Establish what research findings will require community or expert verification, how/by whom this will be conducted, and procedures for doing so.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Community member - Funders - Government officials
If there are no pre-existing community guidelines for compensation of participants, establish these.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students
Establish protocols for the storage and eventual disposition of research materials generated (e.g. interviews, film footage, etc) and collected (e.g. articles, material from external archives) by the project. The preferred option is to have the First Nation store the material. There may be cases where the First Nation would like to protect material by having it archived in a university archive. Explore this option if appropriate.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students

•Negotiating Appropriate Products and Outcomes:

<u><i>Recommendation</i></u>	<u><i>Target of Recommendation</i></u>
Negotiate what each partner sees as desirable products and outcomes at the beginning of the project.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Funders - Government officials
Continue to revisit the nature of research ‘products’ throughout the process and refine the possible products.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students
Encourage First Nations representatives to define tangible products – in preferred formats – that would be suitable for the community.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Community members

•Managing Challenges/ Maintaining Flexibility:

<u><i>Recommendation</i></u>	<u><i>Target of Recommendation</i></u>
Expectations of both parties need to be set out clearly, and then revisited regularly.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Community members - Government officials
Sensitivity to priorities and needs of different partners is critical – events, tragedies, etc., may impede research activities. These will likely crop up and need to be accommodated.	<ul style="list-style-type: none"> - Researchers - Community administrators/leaders - Students - Community members - Government officials

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APPENDIX 1

TL'AZT'EN NATION GUIDELINES for RESEARCH IN TL'AZT'EN TERRITORY

1. Purpose

These guidelines have been developed to help ensure that, in all research sponsored and supported by the Tl'azt'en Chief and Council, appropriate respect is given to culture, language, knowledge and values of the Tl'azt'enne, and to the standards used by Tl'azt'enne to legitimate knowledge. These guidelines represent the standard of "best practice" adopted by the Tl'azt'en Chief and Council.

2. Principles

- A. As Tl'azt'enne we have distinctive perspectives and understandings, deriving from our culture and history and, embodied in Tl'azt'en language. Research that has Tl'azt'en experience as it's subject matter must reflect these perspectives and understandings.
- B. In the past, research concerning Aboriginal Peoples has usually been initiated outside the Aboriginal community and carried out by non-Aboriginal personnel. Aboriginal people have had almost no opportunity to correct misinformation or to challenge ethnocentric and racist interpretations. Consequently, the existing body of research, which normally provides a reference point for new research, must be open to reassessment.
- C. Knowledge that is transmitted orally in the cultures of Aboriginal Peoples must be acknowledged as a valuable research resource along with documentary and other sources. The means of validating knowledge in the particular traditions under study should normally be applied to establish authenticity of orally transmitted knowledge.
- D. In research portraying community life, the multiplicity of viewpoints present within Tl'azt'en Communities should be represented fairly, including viewpoints specific to age and gender groups.
- E. Researchers have an obligation to understand and observe the protocol concerning communications within any Tl'azt'en community.
- F. Researchers have an obligation to observe ethical and professional practices relevant to their respective disciplines.

3. Guidelines

Aboriginal knowledge

- A. In all research sponsored and/or supported by the Chief and Council, researchers shall conscientiously address themselves to the following questions:
- B. Are there perspectives on the subject of inquiry that are distinctively Aboriginal?
- C. What Aboriginal sources are appropriate to shed light on those perspectives?
- D. Is proficiency in Dakelh required to explore these perspectives and sources?
- E. Are there particular protocols or approaches required to access the relevant knowledge?

- F. Does Aboriginal knowledge challenge in any way assumptions brought to the subject from previous research?
- G. How will Aboriginal knowledge or perspectives be portrayed in research products and/or how will these be validated?

Consent

- A. Informed consent shall be obtained from all persons and groups participating in research. Such consent may be given by individuals whose personal experience is being portrayed, by groups in assembly, or by authorized representatives of communities or organizations.
- B. Consent should ordinarily be obtained in writing. Where this is not practical, the procedures used in obtaining consent should be recorded.
- C. Individuals or groups participating in research shall be provided with information about the purpose and nature of the research activities, including expected benefits and risks.
- D. No pressure shall be applied to induce participation in research.
- E. Participants should be informed of the degree of confidentiality that will be maintained in the study.
- F. Participants should be informed of the degree of confidentiality that will be maintained in the study.
- G. Informed consent of parents or guardian and, where practical, of children should be obtained in research involving children.

Collaborative Research

- A. In the studies located principally in Tl'azt'en communities, researchers shall establish procedures to enable community representatives to participate in the planning, execution and evaluation of research results.
- B. In studies that are carried out in the general community and that are likely to affect particular Tl'azt'en communities, consultation on planning, execution and evaluation of results shall be sought through appropriate Tl'azt'en Committees.
- C. In community-based studies, researchers shall ensure that a representative cross-section of community experiences and perceptions is included.

Review Procedures

- A. Review of research results shall be solicited both in the Tl'azt'en community and in the scholarly community prior to publication or dissemination of research findings.

Access To Research Results

- A. Tl'azt'en Chief and Council shall maintain a policy of open public access to final reports of research activities except in cases involving information deemed to be confidential and/or sensitive. Reports may be circulated in draft form, where scholarly and Tl'azt'en community response is deemed useful.
- B. Research reports or parts thereof shall not be made public where they are reasonable grounds for thinking that publication will violate the privacy of individuals or cause significant harm to Tl'azt'en communities or organizations.
- C. Results of community research shall be distributed as widely as possible within

participating communities, and reasonable efforts shall be made to present results in non-technical language and in Dakelh languages where appropriate.

Acknowledgments

- A. All Tl'azt'enne who contribute to the research must be acknowledged during and after project.
- B. Due credit must be given to Tl'azt'en Nation and Tl'azt'enne in the dissemination of research results.

Ownership/Copyright

- A. Tl'azt'en Nation reserves the right to be the sole beneficiary of all commercial gains that may be attained through the dissemination of all research results and/or the marketing and sale of products that may be derived from research results.

Community Benefit

- A. In setting research priorities and objectives for community-based research, the investigators shall give serious and due consideration to the benefit of Tl'azt'en communities.
- B. In assessing community benefit, regard shall be given to the widest possible range of community interests, whether groups in question be Tl'azt'en or non-Tl'azt'en, and also to the impact of research at the local, regional or national level. Wherever possible, conflicts between interests within the community should be identified and resolved in advance of commencing the project. Researchers should be equipped to draw on a range of problem-solving strategies to resolve such conflicts as may arise in the course of research.
- C. Whenever possible research should support the transfer of skills to individuals and increase the capacity of the community to manage its own research projects.

Implementation of Guidelines

- A. These guidelines shall guide the activities of all individuals, groups, funding agencies, organizations, and communities conducting research sponsored and supported by Tl'azt'en Chief and Council.
- B. It shall be the responsibility, in the first instance, of all the researchers to observe these guidelines conscientiously. It shall be the responsibility, in ascending order, of investigators/researchers, Tl'azt'en Administration, and Tl'azt'en Chief and Council itself to monitor the implementation of the guidelines and to make decisions regarding their interpretation and application.
- C. Where, in the opinion of the researcher or the research manager, local circumstances make these guidelines or any part of them inapplicable, such exception shall be reported to Chief and Council through the appropriate Tl'azt'en administrative branch, and the exception shall be noted in the research contract or contract amendments as well as in any subsequent publication(s).

Research Contract

- A. Once an agreement is developed between Tl'azt'en Nation and a particular group of researchers about the nature, duration and purpose of research activities, the researchers will be expected to state (in writing) their agreement to follow Tl'azt'en Nation guidelines.
- B. Depending on the nature and scope of the particular research activity, Tl'azt'en Nation and the researcher(s) may develop a detailed research contract which addresses the specifics of the particular research project at hand.

APPENDIX 2

TL'AZT'EN NATION-UNBC CURA GUIDING PRINCIPLES

Purpose

The purpose of the TI'azt'en Nation-UNBC CURA project is to enhance the capacity of TI'azt'en Nation to effectively engage in culturally and ecologically sustainable natural resource management, and to enhance the capacity of UNBC researchers and their students to effectively contribute to First Nation community needs through collaborative research.

Objectives

- ✓ To strengthen the cultural development of the TI'azt'en community by capturing resources and expertise to promote the transfer of TEK from older to younger generations;
- ✓ To enhance the social and economic potential of the TI'azt'en community by providing the expertise to facilitate the development of alternative, culturally appropriate environmental/ science curricula for TI'azt'en youth; and by providing a map to ecotourism development, informed by robust research and TI'azt'en values;
- ✓ To provide graduate training experience with First Nations partners that will foster knowledge of cross-cultural research requirements and experience in community-relevant research;
- ✓ To provide training and enhance research capacity among TI'azt'enne in areas important to integrated natural resource management;
- ✓ To improve First Nations content across the curricula of UNBC's academic programs;
- ✓ To ensure research results are available to regional, national and international audiences; and
- ✓ To enhance the potential of UNBC and TI'azt'en Nation to develop and strengthen their partnerships.

Guiding Principles

- 1) Partners agree on the purpose and objectives of the TI'azt'en Nation-UNBC CURA project in the CURA application.
- 2) Partners are committed to learning and building knowledge together.
- 3) Partners are committed to contributing in a variety of ways and forms, as necessary, to support those goals/objectives.
- 4) Partners will communicate openly, sharing all relevant information, knowledge, rationales, decisions, and feelings. (If a Partner feels s/he cannot share relevant information, e.g. due to confidentiality, s/he will provide the substance of that information, as well as a reason for not providing the direct information.)
- 5) Partners will actively listen to diverse and divergent points of view, and accept or tolerate individuality and difference respectfully.

- 6) Partners will work together to resolve conflicts, following agreed-upon guidelines
- 7) Additional Partners will be considered for inclusion in this partnership. (Any Steering Committee member can forward the name of a new Partner for consideration at the next scheduled Steering Committee meeting, by forwarding this as an agenda item to a CURA Research coordinator.)
- 8) Partners agree that clear and reasonable timelines are necessary; such milestones bring focus, marshal key resources, and mark progress toward partnership.
- 9) Partners will be flexible and responsive to community and university needs, and understand that these needs may be dynamic and shift over the duration of the project as we become more informed about the issues, the processes and each other.
- 10) Partners are accountable to both their communities (TI'azt'en Nation and UNBC) and to the CURA process they have collaboratively established. All efforts will be made to help each other reach project objectives.
- 11) Partners are committed to working cooperatively to reach the best solutions through consensus decisions making. Where consensus cannot be reached, after reasonable effort and exploration of alternatives, majority vote will be used for decision making if necessary. However, Partners have common concerns and believe that consensus offers the best opportunity for addressing them.
- 12) Partners acknowledge that participation and leadership are distributed among all partners, assuring that the resources of every person are fully utilized.
- 13) Partners will be open to multiple methods and approaches.
- 14) Partners are committed to accurate reporting of research results in the public domain, taking into account the need for confidentiality in gathering, disseminating and storing information.
- 15) Partners will adhere to the "TI'azt'en Nation Guidelines for Research in TI'azt'en Territory" and the Tri-Council Ethical Guidelines.

Definition

Partners in this document include TI'azt'en Nation-UNBC CURA Steering Committee members, and other associated partners, including participating UNBC and TI'azt'en senior researchers as appointed by the Steering Committee.

Participants in this document include partners (as defined above) as well as UNBC graduate students, UNBC and TI'azt'en research associates and assistants and TI'azt'en 'Pros', for the duration of each person's active involvement in the CURA Research.

Procedure

Partners will declare their agreement with these Guiding Principles by signing the TI'azt'en Nation-UNBC CURA Memorandum of Understanding. New partners will also sign this document. All potential participants will be asked to read and sign a TI'azt'en Nation-UNBC CURA Research Protocol prior to their participation.

APPENDIX 3

TL'AZT'EN NATION–UNBC CURA CONFLICT MANAGEMENT GUIDELINES

Prologue

Unresolved misunderstandings or differences can threaten the functionality of any partnership. While conflict must be recognized as inevitable and normal, and even sometimes resulting in benefits, it must also be dealt with. Tl'azt'en Nation and UNBC CURA partners have thus established a Conflict Management procedure to promote conflict prevention and to realize conflict management within the project. Conflicts involving a CURA participant with an external person or persons will be brought to the attention of the supervisor of that participant to discuss applicable procedures.

Principles & Procedures

- ✓ Partners are committed to acknowledging, managing and resolving conflict
- ✓ Agreements reached will optimize joint outcomes. Efforts will be made to prevent conflict by group dynamic training.
- ✓ In addressing conflicts, Partners and other Participants will commit to focus on solutions to the problem, not the person with whom they are experiencing conflict
- ✓ Conflict involving Participants should be addressed as soon as possible
- ✓ In the first instance, a partner believing her/himself to be in conflict with another should speak directly to the person s/he is having an issue with as soon as possible to try to resolve the conflict.
- ✓ If resolution is not possible using direct engagement, the Participant believing her/himself in conflict should consult her/his immediate CURA supervisor for assistance in resolving the conflict.
(e.g. a Tl'azt'en Research Stream leader will try to resolve the conflict of a Tl'azt'en research assistant; a UNBC supervisor of a graduate student will try to resolve the that student's conflict; the CURA PI will try to resolve the conflict of a UNBC research stream leader or UNBC Research Coordinator; the co-I will try to solve the conflict of a Tl'azt'en research stream leader or Tl'azt'en Research Coordinator.) If conflict arises between two members with different supervisors, both supervisors will be involved.
- ✓ If a supervisor becomes aware of a conflict, but has not been approached for assistance to resolve it, the supervisor may offer assistance.
- ✓ The approach taken by the supervisor(s) will in the first instance will be informal, as long as no major misconduct has taken place
- ✓ The supervisor(s) will have separate meetings with each Participant in the first instance to find out the background.
- ✓ The supervisor(s) will encourage each party to consider solutions to the problem.
- ✓ The individual meetings will be followed by a joint meeting, where solutions will be suggested and discussed.
- ✓ If agreement cannot be reached at this meeting, the meeting may be referred to the next level of supervision.

- ✓ The Expert Resource Pool will be used as the final (internal) source of mediation. The Steering Committee will discuss resolution before soliciting the Expert Resource Pool's assistance for conflict resolution.
- ✓ Following mediation (at any level) the parties are expected to abide by the terms and spirit of their agreement and to fulfill the terms on their own initiative.
- ✓ Should disagreements arise over implementation, the parties again may seek the assistance of their supervisors to manage/resolve the conflict.
- ✓ Supervisors involved in conflict management will ensure and respect the confidentiality of those involved in the conflict.

Records

Records pertaining to mediation, dispute resolution, and agreements may be kept by the Steering Committee. It is expected that records will be kept of any serious and formal disputes. These records will remain confidential (under lock), and sealed when the conflict resolution is completed. All such records will be destroyed at the end of the CURA project. In cases where one or more members of the Expert Resource Pool mediate(s), a member will be asked to keep, and in time destroy such records.

Definition

Partners in this document include TI'azt'en Nation-UNBC CURA Steering Committee members, and other associated partners, including participating UNBC and TI'azt'en senior researchers as appointed by the Steering Committee.

Participants in this document include partners (as defined above) as well as UNBC graduate students, UNBC and TI'azt'en research associates and assistants and TI'azt'en 'Pros', for the duration of each person's active involvement in the CURA Research.

APPENDIX 4

TL'AZT'EN NATION–UNBC CURA GOVERNANCE STRUCTURE AND RULES

The Tl'azt'en Nation-UNBC CURA will be governed by the Steering Committee (SC), which is composed of the Principle Investigator, Co-Principle Investigator, Tl'azt'en and UNBC Research Coordinators, the two Research Stream Leaders from each of the four Research Streams, and two Tl'azt'en Members-at-Large (appointed by Chief and Council).

Regular SC meetings will occur bi-monthly; special meetings may be called as necessary. SC members are expected to diligently try to attend all meetings. SC meetings will be chaired by the PI or Co-I, should the PI be unavailable. The PI is responsible for developing and circulating meeting agendas, and providing an update on budget expenditures at each meeting. The PI will solicit input for the agenda from all SC members. If the PI or Co-I intend to be absent from the province for extended periods of time, they may request that another member of the SC adopt their duties.

All SC members, including the Chair, have voting privileges. The SC will try to reach decisions through consensus. When impossible, voting will follow Robert's Rules of Order (latest edition) respecting the tabling of formal motions and conduct of secret ballots. Proxy voting is not allowed. Meetings will alternate between UNBC and Tl'azt'en territory, with an annual meeting at Cinnabar Resort (JPRF). When necessary, SC members may attend the meeting by phone from one of the two research communities (PG/UNBC or Tache/Tl'azt'en Nation).

UNBC researchers, Tl'azt'en experts, Tl'azt'en research assistants, UNBC graduate and undergraduate research assistants who are involved on a regular basis in the CURA research may also attend the SC meetings as observers. They do not vote, and the SC retains the right to call in camera sessions to discuss issues and adopt decisions, where confidentiality is necessary.

The Tl'azt'en and UNBC Coordinators will share the responsibility for taking meeting minutes. Minutes will be circulated to members no later than two weeks following each meeting. Upon adoption of the minutes at the next SC committee meeting, they will be condensed, and posted to the CURA web-site (<http://cura.unbc.ca>).

New partners may be invited to join CURA. Any Steering Committee member may propose the name of a new partner at a regular Steering Committee, or a special meeting called for that purpose. The intention to propose a new partner must be submitted to the PI for inclusion on the agenda of the next meeting, before the agenda is circulated. New partners can be proposed as SC members (with voting privileges) or as Associated Partners (without voting privileges on the SC). Decisions regarding new partners will be made through consensus of all current SC members attending a meeting in person or by phone.

Each pair of Research Stream Leaders will submit a 3-year workplan for the first 36 months of the CURA project (for the Milestone Report and a 2 year workplan, after the SSHRC midterm review, for the final two years. The SC will prioritize proposed activities, and allocate resources, using the CURA proposal budget as its general guidelines.

Each partner will focus on the development of research approaches most likely to produce representativeness, comprehensiveness, and defensible outcomes. The SC will ensure that standards of quality are met.

Partners agree to keep records of CURA resource use and regularly submit expenses and accompanying documentation (receipts) for reimbursement.

APPENDIX 5

TL'AZT'EN NATION–UNBC CURA PROTOCOL FOR RESEARCH PARTICIPANTS

As a researcher participating in Tl'azt'en Nation-UNBC CURA research, I recognize and support the following principles:

- ✓ I agree to principles of respect, transparency, and accountability in my research.
- ✓ I will familiarize myself with, and adhere to, *Tl'azt'en Guidelines for Conducting Research within Tl'azt'en Traditional Territory*, and Tri-Council Ethics Policy, and follow these guidelines.
- ✓ I will respect the confidentiality of knowledge, persons and places deemed to be sensitive or protected. Where there is uncertainty, I will consult my supervisor.

I understand that data and results from CURA research will be made available to all CURA partners. Technical reports, extensions notes, newsletter articles will be made broadly available through internet posting. As appropriate, all data and results will be archived according to Participant requirements as identified through informed consent.

The CURA supports collaborative dissemination of research results in a multiplicity of forms for a variety of audiences. I understand that researchers have the right to publish the results from studies which they are involved in provided that:

- a) CURA partners are provided with copies of draft manuscripts for review and comment prior to publication
- b) The support and role of the CURA and SSHRC be acknowledged formally in the body of all manuscripts, posters, and other materials made public
- c) The support and role of persons involved in the research project be acknowledged formally in accordance with the wishes of these persons.

Name: _____ (print)

Signature: _____

Date: _____

APPENDIX 6

TL'AZT'EN NATION–UNBC CURA HIRING PRACTICES POLICY

Hiring for CURA positions will follow an open and competitive process. Duties and qualifications of positions will be clearly described, and positions will be appropriately advertised. The terms of appointment will be specified. For any position that might last longer than one year, a year term will be specified, with renewal contingent on an evaluation of performance.

Hiring for major positions, including those with representation on the SC, will be done by hiring committees consisting of a subset of SC members (to be decided at regular SC meetings). The PI and Co-I will be involved in major hiring procedures. Applicants will be expected to submit a letter of application, resume and contact information for at least three references. Letters of reference will be solicited for short-listed candidates, and interviews conducted.

Hiring of UNBC undergraduate and graduate RAs will be done by UNBC partners. Hiring of Tl'azt'en RAs will be done by Tl'azt'en Nation partners. Research stream leaders, the PI and Co-I, and the CURA Research Coordinators will be kept informed of all new employees.

Hiring decision will be transparent and accountable. For each major hiring the Hiring Committee will document the process and submit this to the SC. The report will explain the specific procedures used, number of applicants, and outcomes. For other hirings, the responsible person will provide a report to either the Tl'azt'en Nation or UNBC coordinator. After the interview and selection process, all files related to hiring will be returned to the chair of the hiring committee, who will archive one copy for one year, and destroy the remaining copies. Reports should maintain confidentiality.

APPENDIX 7

SAMPLE PROJECT NEWSLETTER



Newsletter 8 Summer 2008

In this edition:

- Report on attending the First Nations Summit
- CURA graduate student updates and progress reports
- 2008 CURA Community Day
- First Nations Research at UNBC

Greetings! Our CURA partnership is now in its final year, and this is our penultimate newsletter. We do hope to maintain our project website (<http://cura.unbc.ca>) after the formal completion of the project, and post notices as articles, reports and other products from our research become available. In this newsletter, four graduate students (Shane Hartman, Diana Kutzner, Leona Shaw, and Deanna Yim), who are working toward the completion of their research, report on their projects. A new CURA graduate student (Chris Gall), who recently was invited to contribute to a new community research initiative, also introduces his work. And a Ti'azt'en research assistant (Annie Anatole) reports on her attendance to the First Nations Summit in Vancouver this past June, an activity in line with CURA's on-going commitment to building community capacity.

With regret we note the departure of our one PhD student (Claudette Bois) from the project; she decided that she preferred to pursue a different research topic for her dissertation.

A Ti'azt'en Research Assistant's Report on attending the First Nations Summit in Vancouver BC, June 11-13, 2008

By Annie Anatole

The First Nations Summit in Vancouver was a great learning experience for the 3 days that I attended. There were many important topics discussed there on First Nations issues. I always wanted to learn how our leaders in BC are taking action provincially and with the Canadian Government.

On the first day, I witnessed a very important day in native history. Prime Minister Steven Harper apologizes for Canada's role for the abuses experienced by First Nations in Indian Residential Schools. For the physical, emotional and sexual abuse and trying to take the native out of the child. This government finally realizes what it has done to the First Nations throughout Canada. There



Annie Anatole (right) and Chief Phil Fontaine (left) at the First Nations Summit

were many people from all over Canada that witnessed this event, they gathered in band offices or halls just to see the Prime Minister apologize to the First Nations. Some First Nations throughout Canada did not accept the apology because of their own reasons; others accepted it because they have been through enough and wanted closure to the Residential School experience. The Squamish Nation had some closure songs that they sang at the summit and for the survivors. The Chief Joe Mathias Centre was full and the apology was witnessed on two big screens of the Squamish Nation people. This was a great day for all First Nations throughout Canada who had been waiting for a long time for this and needed closure.



If you would like more information, please contact the CURA Research Coordinators:

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Please visit our website at:
<http://cura.unbc.ca>

For the second day of the Summit there were many important First Nation topics discussed. There were discussions about the fisheries in BC and how sockeye salmon have been declining over the years. For the Fraser River Sockeye once again this year there will be no fishing or setting nets during the first run of the salmon season because of the big decline in Fraser River Sockeye. But the second run of the Fraser River sockeye is also in big decline and going down every year. When I was younger we used to catch about 50 to 80 salmon in each setting but nowadays we only catch about 4 to 8 per setting on the second run. There are some days where we don't catch anything at all.

The Ministry of Child and Family Development was there on the second day for their report to the Summit. Of the children in care, 52% are Aboriginal children in care of the government and that is 27,000 First Nation children Canada-wide. There were many comments and concerns made by First Nation leaders from around the table because this is such a big issue with First Nations throughout Canada. Leaders were concerned about how our First Nation children are being treated and who they are being placed with. This was a long meeting topic but was interesting, given how much our people care for the children who are in the government's care.

Later in the day there was First Nations Community Information Sharing. Some information was shared on what communities did or are doing to improve their nation's health, well being and plans for the future. This day was full of important information on how First Nations throughout BC are managing and preparing for the issues that affect them.

Elections for the Summit Task Group members and Co-Chair were held during the first two days of the Summit. Elections took place on the second day and the successful candidates for the Task Group are

Grand Chief Edward John from Tl'azt'en Nation, Grand Chief Doug Kelly from the Sto:lo Nation and Dan Smith from the Laich-Kwil-Tach First Nation. Chief Leah George-Wilson of the Tsleil-Waututh Nation and Ray Harris of the Chemainus First Nation were elected as Co-Chairs of the First Nations Summit.

On the third day of the Summit the BC Assembly of First Nations did their report. During the morning there was the Aboriginal Mother's Centre Society that spoke on the behalf of Aboriginal Woman who are missing or murdered on the Highway of Tears or from Vancouver's downtown east-side. Of the many women deemed missing or murdered in the last 10 years, 80% of them are Aboriginal.

They are organizing a "Walk 4 Justice" from Vancouver to Ottawa starting on June 21 to gather at Parliament Hill on September 15, 2008. A petition will be brought forth to get voices heard for the missing and murdered woman of Canada. After the woman finished their presentation, the men stood up to praise the hard work being done and honoured the women with a song to show their respect, and for those missing or murdered women in Canada. The men gathered in one corner while the women were in the corner across from the men. They gathered across from each other with their heads held high for the work that is being done to get these murdered and missing women's voices heard. The woman accepted the honouring and the men also sent around a drum to collect donations for the "Walk 4 Justice" for the women's 2 1/2 month walk. They collected just about \$2900 at the Summit. This was very interesting and great to experience this happening before the women set off on their walk. It will be heard by all and remembered by many that these strong women are standing up for the missing and murdered woman's voices that are not heard any more.

These three days at the First Nations Summit was a great experience for me since it was my first time attending a Summit meeting. I have always wanted to attend a Summit meeting and was always interested in what was happening with the First Nations issues throughout BC and how they are taking care of business in their own communities and dealing with the Government on issues that all First Nations face on a day-to-day basis. This was a very important meeting also because of the Prime Minister's apology to First Nation's people throughout Canada about the Government's role in the Residential Schools. National Chief Phil Fontaine attended the Summit on the third day to talk about his experience while in Ottawa on Parliament Hill with the Prime Minister to accept the apology on behalf of all Aboriginal People in Canada. I think the apology closed many doors for many people who suffered for too many years and who had no closure

from all the traumatic experiences they endured as a child.

Three days at the First Nations Summit was full of information sharing and knowledge from our leaders in BC and how they are sharing their information with all communities in BC. It was a great experience for me and thanks to CURA for sponsoring my travel, I greatly appreciate it. Musi Cho.



~Annie Anatole, Tl'azt'en Research Assistant

CURA Researchers and Research Progress:

Since sharing in our last newsletter, many of our CURA researchers have made great progress in their research and have been busy sharing their developments at conferences and symposiums across Canada and the United States.

CURA Ecotourism Graduate Students attend the 2008 Canadian Association of Geographers Conference

By Diana Kutzner

On May 20 - 24th, the Canadian Association of Geographers (CAG) held their 2008 annual meeting in Quebec City, Quebec. This year's conference held a special session on Aboriginal tourism and was a great opportunity for Shane Hartman and Diana Kutzner to present their research on Aboriginal tourism. Shane and Diana are both working on projects under the Community University Research Alliance (CURA) between UNBC and Tl'azt'en Nation. Shane's presentation was titled: "*Information Discovery Tour as a method for determining how a First Nation community can control*

the affects of tourism" and focused on how current First Nation's tourism sites can serve as a model for developing new tourism sites. Diana's presentation, titled "*Identifying Tourists' Preferences for Aboriginal Tourism Product Features and the Implications for a Northern First Nation*", detailed her research and some of the major findings regarding the potential market for Aboriginal tourism in Northern BC. Both of the students' research projects captured the attention of a knowledgeable audience and attending CAG gave them the opportunity to learn about other cur-

-rent research in this field across Canada. During the conference Shane and Diana also attended a series of presentations on Aboriginal tourism development and made contact with other researchers who are collaboratively working with First Nation communities in other parts of the country. In

the end, both felt it would be of great advantage for the members of CURA to connect with those working on similar projects elsewhere to share their experiences and developments over time. Overall it was a great experience for both students, which was greatly appreciated!

Identifying and Determining how a First Nation Community can engage in Tourism *By Shane Hartman*

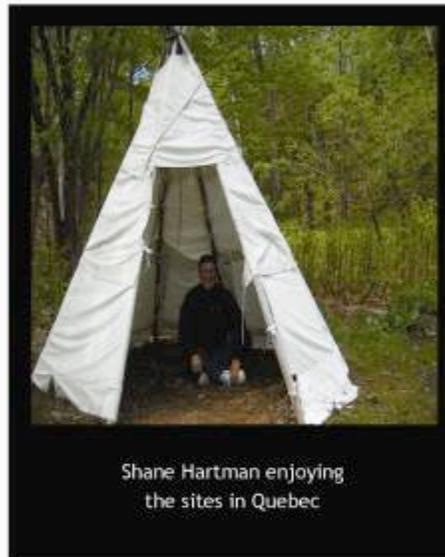
My project focuses on identifying Tl'azt'en Nation perspectives on tourism - in particular what kinds of benefits the Nation wants from tourism and the type of tourism that may fit best within their communities. This information will be combined with the research done by another graduate student to provide a picture of potential tourism options for Tl'azt'enne to consider. Last year I started the project by visiting a range of aboriginal tourism sites in BC to look for examples of different scales of operation and different types of tourism. Highlights of this research were presented to the community in an information session.

Following the community information session, community members were asked to participate in one-on-one interviews to talk about tourism development in Tl'azt'en territory. With the assistance of Tl'azt'en member Jackie Basil, I have interviewed 18 community members. Information stemming from the interviews has shown that Tl'azt'enne are optimistic and passionate about tourism development in Tl'azt'en territory. Common themes and thoughts are emerging from an ongoing analysis of the information shared, and a wide range of issues and points have come forth.

The next stage of the project is to begin tourism planning discussions. In early June, the Ecotourism team presented highlights of the interviews that I conducted and highlights from the tourism

market research (fellow graduate student Diana Kutzner's research).

Data gathered from the planning discussion day has been compiled and strong development ideas and potential have emerged from the community. The data from the interviews and community planning session is being analyzed with NVivo software. The thoughts and themes that will emanate from the analysis will be presented to Tl'azt'enne in late summer or early fall. Once the information is presented, the Tl'azt'en community will have a better idea of the overall feelings and thoughts regarding tourism development.



Shane Hartman enjoying the sites in Quebec

CURA's Indigenous Tourism Market Research for Northern BC- A Project Update

By Diana Kutzner



Amelia Stark (left) and Diana Kutzner (right)- two members of CURA's Ecotourism stream

My thesis focuses on identifying indigenous tourism markets for Northern BC as well as product preferences of visitors to this region. In the last CURA newsletter I reported

how I collected about 330 questionnaires on Aboriginal tourism at the Visitor Information Centre in Prince George last summer in order to find out about visitor preferences regarding Aboriginal tourism experiences. A lot has happened since.

After analyzing my data, I wrote the first

of two articles on the findings of my research. This article was co-authored by Amelia Stark and my supervisor Pam Wright and was submitted to the Journal of Ecotourism. In May at the 2008 Annual Meeting of the Canadian Association of Geographers in Quebec City I presented my research in a special session on Aboriginal tourism. Shortly after, in early June, I was able to share a few of my research results with Tl'azt'en community members when my colleague Shane Hartman and my supervisor Pam Wright and I held a Tourism Development Workshop in Tache. It was great to see so many community members at this workshop and to see the enthusiasm to explore tourism as a development option for Tl'azt'enne.

I am currently writing a second article about my research, which I am hoping to finish by the end of August. Until then I am also working on the thesis draft which will be completed by the beginning of fall. At that time I will also come to the community with a presentation of my research results.

A Traditional Ecological Knowledge Stream Research Project: The Ecology of Food and Medicine Plant Gathering Sites as Defined by Tl'azt'en Nation

By Leona Shaw

In recent years, the important role that Indigenous people and their knowledge play in conservation and management of natural resources has been recognized. The desire to understand the connection between ecological and socioeconomic systems has resulted in an interest to combine the knowledge gained from Traditional Ecological Knowledge (TEK) and western science. A melding of the two sources of information



Focus group with Tl'azt'en Nation community members



Leona Shaw leading a focus group with

can lead to a broader understanding of a forest as a whole, a benefit that has been noted for other ecological and cultural systems. My thesis research pertains to the ecology of food and medicine plant gathering sites as defined by Tl'azt'en Nation.

In September and October of 2007, two meetings were held in Tache with members of Tl'azt'en Nation considered to be knowledgeable about food/medicine plants and their gathering sites. At these meetings, a list of 15 plants to study was determined. Over the next few months a detailed survey tool was developed which focused on the individual plant and site characteristics each participant would look for when gathering plants for food/medicine purposes. After the survey was completed, Bev John (CURA Community

Research Coordinator and Tl'azt'en TEK stream leader) and I sat down with each of the 10 participants and conducted one-on-one interviews using the survey tool. Recently a field information session was held to determine when to go out into the field and collect samples of each of the 15 plants.

Currently, the 10 interviews are being transcribed and translated and will then be given back to each participant for verification. Members of the research team, the participants, and other members of the community are going out into Tl'azt'en traditional territory and gathering samples of each of the 15 plants during the summer field season. These areas will be recorded and the plants will be dried and pressed in order to create herbarium specimens.

At the end of July, this project will be presented at the Botany 2008 conference in Vancouver, British Columbia.



Traditional medicine

A Traditional Ecological Knowledge Stream Research Project: Tl'azt'en Nation's Ancestral History of Yeko (Cunningham Lake)

By *Chris Gall*

I recently joined the CURA project to document Tl'azt'en Nation's ancestral history of Yeko (Cunningham Lake) and specifically, the settlement site of Yekoozdli. This will be accomplished by conducting semi-structured interviews with Elders in the community, and supplemented through archival research. The community

would also like to see group interviews conducted on the territory, and it is hoped we can accomplish this in the fall of 2008. The result of this work will be a documented history that can be used in the schools to teach the children where they come from, and how their ancestors lived.

Recently, I had the privilege of traveling out to Yeko to look for evidence of dwelling sites and cache pits. It was an exciting trip and we were able to find plenty of physical evidence of past settlement. To date I have participated in community meetings to introduce and discuss this new project. Members have provided a list of key people to interview. These people have knowledge of Yekoozdli, experiences growing up at Yeko, and stories

about the area; these stories were told to them by their parents and Elders, and describe this area as the origin of their ancestors.

I look forward to continuing this work over the next few months with the Elders. I am so thankful for the opportunity to learn from their wisdom and experiences; it has been truly rewarding.



Chris Gall working with community members out on the land.



Pictures from Chris Gall's fieldwork

An Improved Partnership Stream Research Project: Evolving Co-Management Practice: Community-Based Environmental Monitoring with Tl'azt'en Nation on the John Prince Research Forest

By Deanna Yim

Objectives of this research project include the development, application, and evaluation of methods for identifying local Tl'azt'enne measures of co-management success, in the context of environmental sustainability. These measures were formulated from the work done in partnership with two teams of Tl'azt'en community members (the Elders Team and the Forest Team) over the course of several research events during 2007 and 2008. A qualitative analysis of transcripts transcribed from audio and video recordings at research events provided the material from which measures were developed. These measures will be presented to the Tl'azt'en Team members to be evaluated and verified before they are applied in a Tl'azt'en Nation community-based environmental monitoring method on the John Prince Research Forest.



(Left to Right): Deanna Yim, Bev John, Amelia Stark at the CBR Symposium

The progress of this project has been shared recently at two symposiums. On May 8th and 9th, 2008 Deanna Yim (lead researcher), Bev John, and Amelia Stark (Tl'azt'en community researchers/CURA stream leaders) gave an oral presentation together at the *Community Based Research (CBR) Symposium* at Douglas College in Coquitlam, BC. This presentation focused on sharing the project's community-based methodology and provided a unique opportunity to present the perspectives of both the university and community researchers. Deanna also presented her research at a poster session during the 14th *International Symposium on Society and Resource Management* at the University of Vermont in Burlington, Vermont USA. The theme of this year's symposium, held June 10-14, 2008, was 'People and Place: Linking Culture and Nature.' Many of the presentations and projects being shared at the symposium offered Deanna great insight into this field of study. She really appreciated the opportunity to share her research with an international audience and learn from the work being done by others.

In the upcoming months, it is anticipated that this project's main community products (a collaborative book and the production of a DVD highlighting some of the knowledge, stories, and events that have taken place throughout the project) will be completed and the project's focus will be concentrated on the writing of academic papers and thesis.



Giving our oral presentation at the CBR symposium



Other Research on First Nation Sustainable Development at UNBC

By Diana Kutzner



There are many research projects at UNBC involving First Nation communities. One of these research projects, although not under the CURA umbrella, has recently been completed (Spring 2008) by Titi Kunkel from Quesnel, BC. Diana Kutzner, a CURA ecotourism graduate student, attended Kunkel's defense to represent CURA and learn from her research on First Nation Economic Development. Titi Kunkel defended her thesis titled "Creating Sustainable Economic Development within two B.C. First Nations Communities: A Rights-Based Approach". Over the last year, Titi worked with the Nazko First Nation in the Quesnel area and the Esketemc First Nation near Williams Lake, B.C. Both of these communities face challenging economic conditions due to their distance from larger economic centers and a declining forestry industry. In a collaborative effort, Titi worked with the Nazko and Esketemc communities on identifying options for sustainable economic development for them. Her research sought a rights-based approach to sustainable development, on the premise that every human

being has a right to development according to the 1948 United Nation's Declaration of Human Rights. The results of Titi's study have identified some of the key barriers to economic development in First Nation communities, including difference between the First Nations world view and the Economic World View, lack of access to development capital, and deficient social and economic development infrastructure within rural First Nation communities. However, she also identified strategies to overcome these challenges, including making economic development a priority for the Nazko and Esketemc First Nations, and joint or collaborative projects with the Bands and industries. Titi Kunkel's thesis will be available at the UNBC and National Library in a few months. For further questions and inquiries please feel free to contact her at kunkel@unbc.ca.



CURA Community Day 2008

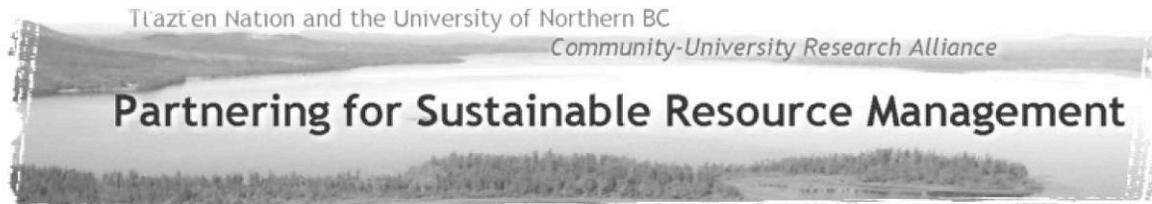
The 2008 CURA community day was held in Tache at the Eugene Joseph Elementary School on May 15th. The CURA team would like to express their sincere thanks to the Tl'azt'en Nation community and to all those who came and enjoyed sharing with us and the project's developments. We hope you enjoyed hearing about our progress, having lunch, and participating in the afternoon workshops!



If you would like more information, please contact the CURA Research Coordinators:

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What's happening?

Find out what the CURA Streams have been doing and are working on now!

Spring 2008

Ecotourism Stream

The Ecotourism stream of the CURA project led by **Amelia Stark** (Tl'azt'en Nation) and **Pam Wright** (UNBC) started in earnest in 2007 with work in three main areas:

- Inventory ~ Identification of potential sites, features, locations for ecotourism in Tl'azt'en territory;
- Tl'azt'en Perspectives ~ Examination of Tl'azt'en perspectives on potential benefits and impacts of tourism and on the level or type of interaction preferred;
- Market Demand ~ Exploration of the potential Aboriginal tourism market - focusing on preferences for Aboriginal tourism product features and attributes.

~What are the Sites, Features or Potential Locations for Ecotourism in Tl'azt'en Traditional Territory?

What are the special places - like waterfalls or camping sites- that a tourist might be interested in visiting? What aspects of Tl'azt'en culture - like watching or participating in the preparation of traditional foods or tanning moose hides - could provide tourists with a deeper understanding of Tl'azt'en culture? A key part of our research is to understand what is special and unique about Tl'azt'en traditional territory, and how that might be helpful in determining the potential for tourism. In 2007 Tl'azt'en Research Assistant, **Zaa Derik Joseph**, started conducting interviews to collect some of this information. Suggestions by Tl'azt'enne at community days and open houses regarding further data collection will inform our data collection process for the 2008 season. 2008 field work will include team members and graduate research assistant **Melanie Grubb** who will map the information in a Geographic Information System. This information will then be verified with community members. Verified sites, locations, and features can be used in tourism planning. If you know of someplace that is special that you think tourists would enjoy - let us know!!

~How do Tl'azt'enne Want to be Involved with Tourism?

Graduate student **Shane Hartman** held a very well attended community orientation workshop in early February (Mussi Cho everyone!). The purpose of the workshop was to present background information and examples from other locations to community members. Building on this foundation, Shane and Tl'az-



t'en Research Assistant, **Deborah Page**, will be conducting in-depth interviews, over the next two months to determine what specific benefits and impacts Tl'azt'enne are looking for from tourism. In addition, Tl'azt'enne will be asked how they would like to be involved with tourism and tourists. Also, the researchers will be interested to know whether community members can identify any key people or locations that might offer potential for tourism development. The results of this component of the research will be shared in fact sheets and workshops as well as in a thesis. If you haven't already signed up for an interview and would like to participate - please contact Amelia Stark or Deborah Page at 996-0028 (JPRF office).

-Who is Interested in Aboriginal Tourism?

Graduate student **Diana Kutzner** is working to help identify characteristics of potential tourists and to explore what types of features, opportunities and attributes of products these tourists are looking for. Diana has prepared two bibliographies summarizing the existing aboriginal tourism literature (available at <http://cura.unbc.ca>) and a fact sheet (The Aboriginal Tourism Market) summarizing the main findings of the research. Over the summer of 2007 Diana conducted a survey of over 300 visitors to Northern BC to identify what they would like to see and do. She is currently analyzing and writing up the results of her research and hopes to complete her writing this spring. Diana will come back to the community to share the results of her research in a community workshop. In addition to the community workshop and her thesis, she will prepare material for the website and other fact sheets highlighting key findings.

Next Steps

Completing the three components of the Ecotourism Stream (Inventory, Tl'azt'en Nation perspectives, and Market Demand) is the priority for 2008. Our hope is that by early fall we'll have all of the research completed and will be able to hold a series of community workshops working through the results and helping Tl'azt'enne identify the next steps to take in tourism planning.

Traditional Ecological Knowledge Stream

Leona Shaw, an MNRES candidate, is studying *The Ecology of Food and Medicine Plant Gathering Sites as Defined by Tl'azt'en Nation*. She has spent much time in the community over the last year getting to know people. An information session was held in the fall at the Elders Centre for Tl'azt'en community



members where the project was introduced to everyone and a list of 32 plants, identified as important food/medicine plants, was generated. Another meeting was held a little later at the Elders centre with members who had agreed to participate in the study. The list of 32 plants was then reduced to 15 in order to make the project more manageable. A survey was developed over the last months and Leona is presently taking part in interviewing each participant individually about their knowledge of food and medicine plants. Last year she produced a project brochure which was given to participants and is also available at the Education Centre. Leona has been collecting information relating to the ecology of each of the 15 plants through library research. During the rest of this year, Leona's project will involve field interviews in the spring and summer to complement the interviews taking place now. Leona will present her work at the Community Day, and start to write her thesis in the fall.



Claudette Bois, a PhD NRES candidate is working on the other TEK project, *Examining the history of Tl'azt'en Nation traditional land-use practices, forest natural disturbance, and their interactions*. In the fall, Claudette started to review the transcribed oral histories at Tache; this work continues. Early this year, she met with JPRF logging supervisor, Guy Hall, and headed out to the JPRF to search for fire scarred trees in blocks that are scheduled for harvest. That day, they identified 12 possible fire scarred trees. She will be meeting with Guy again to pick up the samples (tree cookies) and transport them back to UNBC. Claudette will then commence lab work which will help her develop a fire history specific to the sampled area. Claudette is also completing coursework at UNBC for her PhD studies and is working on her research proposal.



Improved Partnership Stream



Graduate student **Deanna Yim** (project: *Evolving Co-Management Practice: Community-Based Environmental Monitoring with Tl'azt'en Nation on the John Prince Research Forest*) is currently working on her data analysis. She is analyzing transcripts from different research events conducted with Forest Team and Elders Team members over the past summer and fall. Results from this analysis will be used to develop a Tl'azt'en community-based environmental monitoring framework. The framework will be presented to Forest Team members later this spring at the final Forest Team meeting for their feedback and input. This framework will serve as the basis for an applied Tl'az-

t'en community-based environmental monitoring method that can be used on the John Prince Research Forest.

Team members are currently working together with Deanna, Tl'azt'en Research Assistant, **Theresa Austin**, and the children from Mr. McKay's Gr.4,5,6,7 class at Eugene Joseph Elementary School to develop a book for the community that shares a collection of their photographs, stories, and knowledge gathered throughout this project. Another community product that will be developed from this research is a DVD. This DVD will use video footage taken from different research events to highlight themes, people, and knowledge shared in this project.

Education Stream

The Education Stream led by **Wayne Bulmer**, (Tl'azt'en Nation) is starting the final phases of its research program, the focus of which is to determine factors that cultivate a well educated Tl'azt'enne, as well as factors that act as barriers in Tl'azt'enne educational development. Ultimately the results are meant to provide a framework upon which curriculum development will hang.

Phase 1 entails a review of the previously collected research data and coding in preparation for analysis. In Phase 2 data will be analyzed. Phase 3 will include the writing of the report, followed by Phase 4-representation (poster session) of the results at a community meeting. Should time and money permit, an example of a curriculum using the discovered framework will be developed.



Community Day

***Thursday, May 15, 2008
10:30 AM to 3:00 PM
Eugene Joseph School Gym***

The CURA Community Day has been scheduled for Thursday, May 15th. The CURA Steering Committee, students, and JPRF Staff will be available to provide updates and answer your questions about on-going CURA and JPRF research projects.

**Coffee, snacks and lunch will be served.
We Look Forward To Seeing YOU There !!
DOOR PRIZES!!!**

*For more information on the Tl'azt'en Nation—UNBC CURA Project contact:
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