

SUPPLEMENTARY MATERIALS (SM):

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Supplementary Material contains 4 sections and provides details on the workshop schedules and logistical details (e.g. budget), the round table structure and discussion questions, a summary of the 2016 group discussions on “Participatory Research in the North” and the participant survey and facilitator interview questions.

SM TABLE OF CONTENTS:

WORKSHOP SCHEDULE AND DETAILS

- A) 2016 Schedule
- B) 2017 Schedule and Invitation
- C) Example Workshop Budget

ROUND TABLE

- D) 2016 Structure and Discussion Questions
- E) 2017 Structure and Discussion Questions

GROUP DISCUSSION SUMMARY

- F) 2016 Summary of Group Discussions on Participatory Research in the North

PARTICIPANT SURVEY AND FACILITATOR INTERVIEW QUESTIONS

- G) 2016 Online Anonymous Survey Questions for Participants
- H) 2017 Online Anonymous Survey Questions for Participants
- I) Semi-Structured Interview Questions for Facilitators

A) 2016 Schedule

Hour	Activity
9h00-9h30	Welcome and Introduction
9h30-10h00	Coffee Break - Greeting participants
10h00-10h45	Conference - <i>Introduction to Indigenous Contexts</i>
10h45-11h30	Conference - <i>Introduction to the Inuit of Nunavik</i>
11h30-12h15	Conference - <i>Indigenous Languages: Culture, Cognition and Environment</i>
12h15-13h30	Lunch - Provided
13h30-15h00	Round Table: <i>How to encourage cooperation, knowledge exchange and sharing of perspectives between the scientific and northern communities</i>
15h00-16h30	Interactive Workshop: <i>Participatory Research in the North: Integrating Traditional Knowledge</i>
16h30-18h00	Cocktail and Traditional Food Tasting

B) 2017 Schedule and Invitation

Intercultural Indigenous Workshop - Sharing perspectives and experiences of research in Canada's North

Thursday November 16th: This is a full-day workshop that explores Canada's historic relationship with First Nations, Inuit and Métis peoples and how it impacts current realities. The workshop engages participants with storytelling, music and visuals. Lunch, coffee and snacks provided. Registration required.

Evening of Thursday November 16th: All are welcome to participate in this evening event including a keynote speaker, a round table discussion on sharing perspectives and experiences of research in Canada's North, and a networking event with cocktails and snacks available. No registration required.

Friday November 17th: This half-day event is an interactive, arts-based and experiential workshop. The workshop builds on an Indigenous teaching approach. Participants creatively engage with one another to explore and learn about First Nations historical, political and social issues. The workshop aims at validating Indigenous realities and improving participants' understandings of Indigenous history and worldviews. Be prepared to actively participate. Lunch not included. Registration required.

For whom: Early career scientists conducting fieldwork in Canada's North or with an interest in conducting research on traditional territories across Canada. These workshops are targeted to graduate and post-graduate students, however undergraduate students may also register.

Mission: The overall mission of this workshop is to foster cooperation and balance between scientific and Indigenous knowledge, and to promote the sharing of perspectives between the scientific and Northern communities.

Why this workshop is important: For many young researchers, the opportunity to do field research in the Canadian Great North is an incredible experience, both professionally and personally. However, most students are not adequately prepared to work with northern Indigenous communities. Whether it involves the development of participatory research projects, the popularization and sharing of scientific results, or simply interpersonal relationships in communities, many students experience cultural shock when they arrive up North.

Main themes for the workshop:

- Raising awareness of Indigenous realities using storytelling, music and visuals
- Creative, arts-based experiential workshop
- Respectful research: different cultural practices and perspectives on research
- Participatory and positive engagement in research
- Scientific communication in Indigenous communities
- Foster partnership between Indigenous knowledge and scientific knowledge

Activities for the Evening of Thursday November 16th:

- Keynote speaker
- Round table discussion with question period
- Networking event
- Cocktail and traditional food tasting

Costs: Registration is \$35.00 + tx. for both Thursday and Friday or \$20.00 + tx. for the Thursday workshop only. Presence at the Thursday workshop is a prerequisite for participation in the experiential workshop on Friday. The number of places is limited, please register early. The deadline to register is November 1st, 2017 at 5:00pm.

We look forward to seeing you at the Indigenous Intercultural Workshop!

From the IIW Planning Committee

C) Example Workshop Budget

LOGISTICS	Approximate Cost
Venue rental	50 - 2500\$
Website and online payment	50 - 350\$
Printing: program and posters	300\$
Other: pens, paper, etc.	50 - 100\$
FACILITATORS	
Fees	2500\$
Travel	300-1000\$
Hotel	250-500\$
Per diems	200-300\$
Gifts: facilitators	200-300\$
Honorariums: Elders and artists	700-800\$
CONFERENCE MEALS	
Tea and coffee	100 - 300\$
Lunches	600\$
Cocktail <i>hors d'œuvres</i>	300\$
Traditional food	150 - 350\$
Alcohol	250 - 500\$
Alcohol permit	50\$
TOTAL	3500 - 7600\$

ROUND TABLE

D) 2016 Structure and Discussion Questions

Atelier autochtone interculturel: Savoirs scientifiques et locaux en recherche nordique

Description : La table ronde réunira cinq ou six participants venant de différentes disciplines et détenant une grande expérience de travail dans les communautés nordiques.

Sujet de discussion : Comment encourager la coopération, l'échange de savoir, et le partage des perspectives entre les communautés scientifiques et les communautés du Nord?

Déroulement : Le modérateur présentera d'abord le sujet et les participants brièvement en fournissant leurs noms, affiliations (organisation, université, ou groupe de recherche), et domaines de recherche (5 minutes). Ensuite, chaque participant présentera ses travaux de recherche dans le Nord ainsi que les endroits nordiques où il ou elle travaille (environ 2 minutes par personne).

Dans la première partie de la table ronde, le modérateur posera des questions issues d'une liste préétablie (45 minutes). Les questions seront posées de manière à ce que chaque invité puisse d'abord offrir sa réponse, soit à tour de rôle. S'en suivra alors une courte discussion ouverte entre les invités. Nous limiterons le temps de discussion à environ six à sept minutes par question. En seconde partie, le modérateur passera à la période de questions ouverte à l'auditoire (30 minutes). Pour cette partie, nous limiterons le temps de discussion à 4-5 minutes par question pour laisser l'opportunité au plus de participants possibles de poser leurs questions.

Questions pour la première partie de la table ronde :

Quelles sont les meilleures méthodes pour s'engager positivement avec les membres des communautés pendant le processus de recherche?

Auriez-vous un ou des exemple(s) d'une méthode qui a fonctionné (ou d'une qui n'a pas bien fonctionné) dans vos recherches nordiques?

Comment s'engager avec les communautés autochtones dans le cadre de projets de recherche en sciences pures qui n'impliquent pas directement un contact avec les membres de la communauté (e.g. projet portant sur le monde abiotique)?

Quels sont les bénéfices (directs et indirects) qui peuvent découler des projets de recherche au sein des communautés nordiques autochtones?

Auriez-vous des exemples basés sur votre expérience dans le Nord?

Quels sont les principaux chocs culturels auxquels s'exposent les scientifiques qui s'engagent à travailler avec les communautés autochtones?

Quoi faire et quoi ne pas faire durant nos interactions avec les communautés nordiques autochtones?

Quels sont les principaux freins à une communication adéquate?

Auriez-vous des exemples de bonnes approches pour interagir avec les communautés?

Auriez-vous des exemples d'expériences conflictuelles ou difficiles que vous avez vécues en raison de divergences dans les codes sociaux, ou de barrières culturelles ? Si oui, qu'est-ce qui a pu mener à ces problèmes et comment auraient-ils pu être évités?

Comment communiquer efficacement la recherche auprès des communautés et captiver son auditoire?

Un énorme merci de votre participation!

E) 2017 Structure and Discussion Questions

Format:

- 1) The moderator will present the subject of the round table discussion and invite each participant to present themselves. Each participant will then present their work, research and/or life experience related to the subject of the discussion as well as their link with the northern localities where they are based or are originally from (**2 minutes each**).
- 2) During the first part of the Round Table, the moderator will ask questions taken from a pre-established list (**30 minutes**). Questions will be asked in a manner where each participant will, one after the other, be able to offer an answer. A short discussion will follow between participants, for **about 4 or 5 minutes**, for each question. Seven questions can be prepared but might not all be asked (depending on time).
- 3) During the second part of the Round Table, the moderator will move to the question period open to the public (**45 minutes**). For this part, time will be limited to 4 to 5 minutes per question to give a chance to the greatest possible number of audience members to ask their questions.

Discussion Questions:

1. Initial contact with communities is an important stage that researchers are advised to prepare for carefully. What advice can you give researchers to prepare for meeting and working with communities to ensure a respectful and positive start to a collaboration?
2. Due to constraints of the academic world, such as funding cycles and the short time span of graduate degrees, the presence of scientists in communities, often, has high turnover rates. What can be done to help reduce the impression of being “helicopter researchers” who fly in, get what they need, and then fly out again? How can we involve communities more in all stages of the research process and ensure our main findings are communicated/shared appropriately?
3. What specific attitudes and interpersonal skills are the most important to cultivate for researchers and community members to work productively together? What are the main issues that prevent good collaboration between researchers and northern communities?
4. In the book *Braiding Sweetgrass*, the author, Robin Wall Kimmerer, Professor of Environmental and Forest Biology at SUNY-ESF and enrolled member of the Citizen Potawatomi Nation, writes: “In some Native languages the term for plants translates to ‘those who take care of us’.” Researchers and Indigenous Peoples can have very different perspectives on the natural world. Natural scientists do not always know how to react when Indigenous peoples tell them they were created to be stewards of Mother Earth or, for example, that plants are there to take care of us. Considering these differing relationships with the environment between Indigenous and non-Indigenous people, how do we respectfully navigate these perspectives? How do these different perspectives influence how research is conducted?

5. For the non-Indigenous researchers from the South, do you experience any culture shock when you travel to northern Indigenous communities? For the Indigenous community members, do you feel any culture shock when you come back in the South/in the city? How do you deal with this?
6. What are the direct and indirect benefits of engaging and collaborating with local communities? Can you give specific examples?
7. Do you have any suggestions for engaging community members in the research process when the research project does not directly involve collecting data from community members (i.e. a natural science project on permafrost, zooplankton or non-charismatic species like lichen)?
8. As we have learned in our workshop today, there is a lot of history and context that must be understood when working with Indigenous communities. Research also has a long history of exploiting communities and not properly collaborating. How can students and researchers address this tense history and move forward?
9. Do you have any more advice for early career researchers wanting to work closely and share their knowledge with Indigenous communities?

GROUP DISCUSSION SUMMARY

F) 2016 Summary of Group Discussions on Participatory Research in the North

Historically, there have been many cases of extractive research in northern Indigenous communities and several territorial treaties have therefore created regulations to promote consultative research processes and the dissemination of results. Many researchers are now seeking to reverse this paradigm by using participatory research approaches with northern Indigenous communities.

Over the course of the 2016 Intercultural Indigenous Workshop, around 50 graduate students from diverse programs (primarily the natural sciences) participated in break-out group discussions based on three major themes. The themes were related to conducting collaborative and participatory research with northern Indigenous communities and included 1) the opportunities and benefits, 2) the challenges, and 3) the strategies and resources available for conducting community-collaborative research. Here, we summarize the ideas raised by each break-out group during discussions about the three themes, with the aim of providing resources for graduate students who plan to conduct their work in collaboration with Indigenous communities.

OPPORTUNITIES AND BENEFITS OF PARTICIPATORY RESEARCH

For the researcher:

- Bring important variables to light that could have been missed without a community consultation process at the onset of the project, including in biophysical research;
- Better understand the socio-economic and cultural contexts of the project;
- Focus on issues that are important to the community;
- Plan more efficient fieldwork by relying on pre-established contacts in the community;
- Be in direct contact with Indigenous and local knowledge;
- Develop humility, openness/open-mindedness, modesty, respect and better listening skills;
- Learn about Indigenous cultures and historical contexts;
- Undergo a personally-enriching experience and be inspired;
- Become a better communicator for a variety of audiences.

For the communities:

- Co-design research questions, ensure social acceptability and legitimacy of the research process;
- Stimulate research that is relevant, useful, and has concrete outcomes for youth, for the community and for the management of natural resources and wildlife;
- Be involved in the entire research process;
- Encourage southern communities to acknowledge the validity of Indigenous and local knowledge and local expertise of northern Indigenous communities;
- Involve local youth in science and encourage them to spend more time on their land. Youth are a vessel for change. Engaging them into research can heighten their enthusiasm, be a source of inspiration, and introduce them to new experiences that can help them succeed;

- Gain a voice on topics that affect the community, and get tools to better navigate political struggles and become socially/politically engaged;
- New jobs and training opportunities in and outside the community, which can help demystify the scientific process.

Mutual benefits:

- From the onset of the project, clarify and properly target areas of study and research questions that are of interest to both researchers and community members. Aim for results that integrate multiple and complementary perspectives;
- Develop lasting and mutually-beneficial relationships between community members and researchers, which can lead to other projects in the future;
- Share knowledge from Indigenous local expertise and scientific knowledge to develop new perspectives on areas of study, and possibly enrich our understandings;
- Acknowledge and potentially mitigate issues related to the colonial history of research;
- Report research results and Indigenous and local knowledge in southern communities while encouraging tolerance and acceptance of Indigenous communities, their cultures, and their histories;
- Form connections between different communities;
- Have fun while conducting research!

CHALLENGES OF PARTICIPATORY RESEARCH

Throughout the research process:

- Initiate first contact with the community;
- Develop innovative participatory approaches;
- Formulate legitimate and appropriate research questions and insure social acceptance of the project;
- Understand that Indigenous communities are over-solicited (commonly called *Research fatigue*) and be sensitive to this while doing research;
- Figure out whether researchers have studied similar subjects in the past to avoid duplicating studies;
- Understand different knowledge systems and what the other parties' priorities are;
- Overcome potential prejudices and preconceived ideas that may come from scientists and community members;
- Remain humble throughout the research process and understand that community members often have other priorities;
- Reconcile rigid timelines of researchers with northerners' ways of living;
- Protect intellectual property and respect possible reluctance to share Indigenous and local knowledge (due to past experiences with extractive research?);
- Keep some data anonymous and the associated challenges in using it. Anonymity is especially difficult to protect in small communities;
- Deal with data and local knowledge that may be in contradiction;
- Deal with sensitive data;
- Report results in a way that highlights both scientific and local knowledge;
- Promote projects and make them accessible. Avoid scientific language/jargon.

Connected to historical and socio-cultural contexts:

- Avoid the perpetuation of extractive research, cultural appropriation and knowledge instrumentalization;
- Be confronted with social challenges that Indigenous communities face and which may interfere with the research process;
- Deal with the lack of equity for Indigenous Peoples and immigrants in the hiring process;
- Be conscious that words are full of meaning and that there could be strong beliefs and rituals associated with our areas of study;
- Be conscious that the definition of Indigenous knowledge can vary depending on the community and the culture;
- Face the negative views community members may have of researchers and sampling processes, views which are often linked to past experiences out of our control;
- Navigate potentially tense contexts, for instance relating to a controversial research topic or local conflicts with an industry.

Regarding logistics:

- Find the time and money to do participatory research, particularly in remote communities;
- Make sure you have the time and resources to share results with the community and follow-up on research;
- Improve the inadequate training of young researchers when it comes to participatory research and interactions with Indigenous communities;

Connected to the academic world:

- Find supervisors that are involved in participatory research efforts or open to them;
- Justify participatory research to ethics committees and funding agencies;
- Use citations from local experts or other qualitative results from Indigenous and local knowledge in scientific publications when their validity is underestimated;
- It can be difficult to publish research outcomes as certain journals are not interested in that type of research;
- Reconcile the academic/degree requirements of graduate students with the requirements of conducting participatory research in Indigenous communities. It is, for example, hard to obtain funding and time to share results after the project is complete (for instance, because graduate students finish their degree and start new projects, jobs, etc.);
- Deal with the pressure to be productive (i.e. publish) in the academic world, as well as barriers to using participatory research in some research fields.

Personal:

- Remain calm in the face of unforeseen challenges that may arise in the field;
- Spend a lot of time in the field, far from home, can be difficult.

STRATEGIES FOR CONDUCTING PARTICIPATORY RESEARCH

Community relations:

- Involve key Indigenous actors in the research project;

- Get in contact with different partners in social centers (popular hang-outs) in the community and with organizations that already have connections in the community to develop partnerships;
- Find an ally or gate-keeper in the community to help make first connections and build trust;
- If you are an independent researcher, highlight this fact to the community;
- Do not make promises or commitments that you cannot keep;
- Work with local guides;
- Build trust in the community;
- Learn social and cultural norms and be involved in the community;
- Be present, social and caring with community members, try to connect with people in meaningful ways.

Getting the help you need

- Familiarize yourself with the resources that exist at your university and in your research groups;
- Capitalize on digital resources that are already available online;
- Be in contact with organizations that hold resources;
- Develop relationships with other graduate students and research groups that have experience with participatory research and get advice;
- Get in contact with colleagues who have been where you are going and share contacts.

Research process

- Conduct an exhaustive literature review before making your first visit to the community to be conscious of their historical, political and cultural context;
- Build on past projects that have been successful and try not to reproduce mistakes;
- Take advantage of the fact that participatory research is encouraged from a number of organizations to obtain funding. But avoid using participatory research as a ploy to obtain funds;
- Be conscious of your responsibilities as the researcher;
- Carefully justify your need to be in the field for longer periods of time to both research directors and funding agencies;
- Make sure to have the financial resources necessary to do interviews;
- Overestimate time in the field to allow time for experiencing the land, the people and all the possibilities that come with these activities;
- Plan for the final stages of your project from the start to ensure you have enough money and time to return to share results and to be present in the community throughout the project;
- Develop research in an adaptive manner, based on feedback from employees and the community members;
- Be adaptable and open to change;
- Remain humble.

Communicating with the community

- Use social media and the local radio to promote the project to the community;
- Organize discussion workshops and games;

- Take pictures, make videos and films and include locals (but always make sure to have all the consents to use this material!);
- Organize activities in schools if they are interested in having you come;
- Participate in community events (e.g., public events, parties, cultural activities), offer expertise (including those not related to research), visit schools, churches, the radio, and frequent public meeting spaces;
- Share results with the community and organize events to talk about the project. Bring food to meetings to encourage a sharing environment.

(NON-EXHAUSTIVE) LIST OF RESOURCES FOR PARTICIPATORY AND COLLABORATIVE RESEARCH

ONLINE RESOURCES FOR NORTHERN RESEARCH

- [ArcticNet](#)
- [ARCUS \(Arctic Research Consortium of the United States\)](#): Documented Practices and Resources for Productive, Respectful Relationships Between Researchers and Community Members
- Association of Polar Early Career Scientists ([APECS](#) and [APECS-Canada](#))
- [Canadian Institute of Health Research](#) (Institute of Aboriginal Peoples' Health)
- [Centre d'études nordiques \(CEN\)](#)
- [Fusion Jeunesse](#) (In Nunavik)
- Indigenous language courses: [Avataq Cultural Institute](#), McGill ([a variety of indigenous language courses](#)), INALCO
- [Inuktuk Tusaalanga](#): Online courses and dictionaries to learn Inuit languages
- [Inuit Circumpolar Council Canada](#)
- [Inuit Research Advisors](#) through ArcticNet (one advisor per territory)
- [Inuit Tapiriit Kanatami](#) (ITK; national Inuit organization)
- [National Centre for Truth and Reconciliation](#)
- [Northern Scientific Training Program](#) (NSTP; Canadian Polar Commission)
- NSERC bursaries ([Northern Research Supplements Program](#))
- NSERC CREATE programs: CREATE [Environmental Innovation](#) (McGill) and CREATE [Mine of Knowledge](#) (Université de Montréal)
- [Polar Continental Shelf Program](#)
- [Polar Knowledge Canada](#)
- Northern Research Institutes (e.g., [Nunavut Research Institute](#), [Yukon Research Centre](#))
- Local government websites

INDIGENOUS RESEARCH GUIDELINES

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“Qallunaat!” Why white people are funny, by Mark Sandiford, National Film Board (NFB): https://www.nfb.ca/film/qallunaat_why_white_people_are_funny

PARTICIPANT SURVEY AND FACILITATOR INTERVIEW QUESTIONS

G) 2016 Online Anonymous Survey Questions for Participants

<p>1) Quelle est votre appréciation globale de l'Atelier autochtone interculturel ?</p>	<p>Réponses choix multiples:</p> <ul style="list-style-type: none"> • Très bien • Bien • Moyen • Peu apprécié • Très peu apprécié <p>Commentaires:</p>
<p>2) Qu'avez-vous pensé des conférences et activités lors de la journée ?</p> <ul style="list-style-type: none"> • Introduction aux réalités autochtones • Présentation sur les Inuits du Québec • Langues autochtones • Toutes les présentations académiques • Table ronde • Atelier sur recherche participatives • Chant de gorges 	<p>Réponses choix multiples pour chacun:</p> <ul style="list-style-type: none"> • Très bien • Bien • Moyen • Peu apprécié • Très peu apprécié <p>Commentaires:</p>
<p>3) Qu'avez-vous pensé de la nourriture servie pendant l'atelier ?</p> <ul style="list-style-type: none"> • Collations • Boîtes à lunch • Cocktail en soirée 	<p>Réponses choix multiples pour chacun:</p> <ul style="list-style-type: none"> • Très bien • Bien • Moyen • Peu apprécié • Très peu apprécié <p>Commentaires:</p>

<p>4) Si un tel atelier était organisé à nouveau l'an prochain, seriez-vous prêt...</p> <ul style="list-style-type: none"> • à assister à cet atelier ? • à assister s'il est organisé en anglais ? • à participer à l'organisation de cet atelier ? 	<p>Réponses choix multiples:</p> <ul style="list-style-type: none"> • Oui • Non • Peut-être <p>Commentaires:</p> <ul style="list-style-type: none"> • Si oui, ajoutez votre adresse courriel dans cette section
<p>5) Si cet atelier avait lieu à nouveau l'an prochain, quel moment de l'année serait préférable pour vous ?</p>	<p>Réponses choix multiples:</p> <ul style="list-style-type: none"> • Automne • Hiver • Printemps • Été • Sans préférence <p>Commentaires :</p>
<p>6) Jugez-vous que cet atelier a été utile pour vos travaux dans le Nord ?</p>	<p>Réponses choix multiples:</p> <ul style="list-style-type: none"> • Énormément • Beaucoup • Un peu • Pas du tout <p>Commentaires :</p>
<p>7) Le coût d'inscription pour cet atelier était de \$40. Combien seriez-vous prêt à payer pour un tel atelier ?</p>	<p>Réponses choix multiples:</p> <ul style="list-style-type: none"> • \$20 ou moins • \$30 • \$40 • \$50 ou plus <p>Commentaires :</p>
<p>8) Avez-vous des suggestions pour améliorer la publicité de cet atelier et encourager la participation ?</p>	<p>Commentaires :</p>
<p>9) Avez-vous des commentaires pour le comité organisateur ?</p>	<p>Commentaires :</p>

H) 2017 Online Anonymous Survey Questions for Participants

<p>1) I am a...</p>	<p>Multiple choice responses:</p> <ul style="list-style-type: none"> • Undergraduate student • Master’s student • PhD student • Post doctoral Fellow • Professional • Presenter or round table participant <p>Comments:</p> <ul style="list-style-type: none"> • Other (please explain)
<p>2) Which activities of the Intercultural Indigenous Workshop 2017 did you sign up for and attend?</p>	<p>Yes or No check boxes:</p> <ul style="list-style-type: none"> • Day 1 • Round table and networking • Day 2 <p>Comments:</p> <ul style="list-style-type: none"> • If you signed up for an activity and did not attend, please explain why:
<p>3) What was your overall appreciation of this year's Intercultural Indigenous Workshop?</p>	<p>Multiple choice responses:</p> <ul style="list-style-type: none"> • Very Good • Good • Average • Poor • Very Poor <p>Comments:</p>

<p>4) What did you think of the day activities, evening presentations and round table?</p> <ul style="list-style-type: none"> • Day 1 • Keynote • Round table and networking • Day 2 	<p>Multiple choice responses for each option:</p> <ul style="list-style-type: none"> • Very Good • Good • Average • Poor • Very Poor • NA <p>Comments:</p>
<p>5) What did you think of the evening cultural activities?</p> <ul style="list-style-type: none"> • Throat singing • Indigenous craft artists • Indigenous catering 	<p>Multiple choice responses for each option:</p> <ul style="list-style-type: none"> • Very Good • Good • Average • Poor • Very Poor • NA <p>Comments:</p>
<p>6) What did you think of the food that was served during the two-day workshop and evening event?</p> <ul style="list-style-type: none"> • Lunch box • Potluck 	<p>Multiple choice responses for each option:</p> <ul style="list-style-type: none"> • Very Good • Good • Average • Poor • Very Poor • NA • I would rather bring my own food <p>Comments:</p>

<p>7) If a similar workshop was to be organized next year, would you participate...</p> <ul style="list-style-type: none"> • in a future workshop? • if the workshop was held in French? • if the workshop was in Quebec City? • as part of the planning committee? 	<p>Multiple choice responses for each option:</p> <ul style="list-style-type: none"> • Yes • No • Maybe <p>Comments:</p> <ul style="list-style-type: none"> • Please add your e-mail in this section if you are interested in being part of the planning committee
<p>8) Did you find this workshop useful in terms of giving you new information and tools to incorporate into your research?</p> <ul style="list-style-type: none"> • Day 1 • Keynote • Round table and networking • Day 2 	<p>Multiple choice responses for each option:</p> <ul style="list-style-type: none"> • Very Useful • Useful • Somewhat useful • Not very useful • Not useful <p>Comments:</p>
<p>9) How much money would you be prepared to spend on this type of workshop keeping in mind that it's a student-led initiative? This year's registration fees covered 15% of the total cost.</p>	<p>Multiple choice responses:</p> <ul style="list-style-type: none"> • Free • 10\$ to 20\$ for one day • 20\$ to 30\$ for one day • 30\$ to 40\$ for one day • 40\$ and above for one day <p>Comments:</p>
<p>10) Do you have suggestions to improve this event's advertising to reach more potential participants, and to promote participation in general? Do you have any other comments or suggestions for the planning committee?</p>	<p>Comments:</p>

I) Semi-Structured Interview Questions for Facilitators

Intercultural Indigenous Workshops in 2016 and 2017

In April 2016, a one-day workshop entitled “Atelier autochtone interculturel: savoirs scientifiques et locaux en recherche nordique” (Intercultural Indigenous workshop: scientific and local knowledge in northern research, AAI 2016) was held in French at the Université de Montréal (Quebec, Canada). In November 2017, a two-day workshop entitled “Intercultural indigenous workshop: Sharing perspectives and experiences of research in Canada’s North” (IIW 2017) was held in English at McGill University (Quebec, Canada).

Feedback Questions for Facilitators:

- 1) General Impressions:
 - a) What was your general impression of the workshop (2016 or 2017)?
 - b) What were the highlights?
 - c) Did you enjoy participating in this event?
- 2) Do you have any suggestions on how to improve the workshop?
- 3) How could we increase Indigenous representation for this kind of event?
- 4) Do you think that this kind of event could be an effective way to help prepare early-career scientists for working with or near Indigenous communities?
- 5) Have you ever participated in a similar workshop?
 - a) If so, how many have you participated in/facilitated, and which workshops?
 - b) Were the workshops intended for early-career scientists working with Indigenous communities?
- 6) Participation:
 - a) Would you participate in this type of event again?
 - b) Are you often solicited to participate in this type of event?
 - c) What type of recognition do you expect from this type of event?
- 7) Consent for Quotations:
 - a) Would you like to be quoted in the report/peer-reviewed article that we are writing describing this workshop?
 - b) What is your affiliation (University, organization, other)?