

Scholarly Activity and Research Community Awards (SARCA) Applicant Guide

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1. Purpose and Background

The Scholarly Activity and Research Community Awards (SARCA) funding program is an internally adjudicated award scheme which provides financial support for Scholarly Activity and research at Yukon University (YukonU).

These awards recognize and support the many ways knowledge is created, shared, and lived at Yukon University. SARCA emerges from the revisioning of the former Scholarly Activity Grants (SAG) to better reflect YukonU’s evolution as a northern post-secondary institution grounded in reconciliation, respect for Yukon First Nations Final and Self-Government Agreements, and the diverse knowledge systems of northern peoples.

The SARCA structure is reflective of a series of themed areas that encompass creative ways to envision a landscape of research and Scholarly Activity that reflects YukonU’s evolution as a

northern post-secondary educational environment that is embedded in the values of northern peoples. In this landscape, Scholarly Activity is understood as an “intentional, sustained process of creating, validating and transferring knowledge. Scholarly activity happens on the land, in the water and in the sky, lab, field, and all learning spaces.”¹

Through SARCA, YukonU seeks to nurture equitable, community-engaged, and land-informed inquiry that honours Indigenous and northern knowledges, encourages collaboration across disciplines and communities, and values a wide range of research and scholarly contributions and impacts, including scientific discovery, creative exploration, and scholarly inquiry (including the scholarship of teaching and learning).

2. Structure and Eligibility

To support Scholarly Activity and research across YukonU, the SARCA funding program has been structured around 7 primary streams that applicants can apply to:

1. Course Release funding (quarterly call for applications)
2. Stepping Stone funding (quarterly call for applications)
3. Drinking Tea funding (quarterly call for applications)
4. Gather North funding (quarterly call for applications)
5. Open Access Publication funding (rolling deadline)
6. Travel funding (rolling deadline)
7. Responsive funding (rolling deadline)

These streams provide internal funding for a wide range of activities (described in fuller details below). SARCA funding is available to YukonU faculty, staff, and students (via faculty sponsorship), including permanent and most term faculty (provided their term of service allows for them to be continuously employed during the term of the award).

Anyone with questions about how their research or Scholarly Activity could be supported by the SARCA program are encouraged to contact the RSO.

3. Stream Descriptions and Terms

1. **Course Release funding:** Take a step back from your current commitments. This stream facilitates course release to support a program of research and Scholarly Activity (and/or research-release for a faculty or staff member fully workloaded to research where possible, e.g. to engage in research-led teaching activities; to pursue a discrete work package that is distinct from their current third-party funding, etc.). The primary goal of this stream is to free up time and capacity to facilitate research and Scholarly Activity.

¹ For further details and examples of Scholarly Activity at YukonU, see “Scholarly Activity at Yukon University: Description, Exemplars and Project Narrative” report, 2019, p. 1.

2. **Stepping Stone funding:** Take a step forward. This stream provides flexible funds (up to \$10,000) to progress a project in a meaningful way: hiring students as research assistants, purchasing equipment, printing/materials, honoraria, contracting services, etc. The primary goal of this stream is to deliver projects and bolster capacity.
3. **Drinking Tea funding:** Slow down and have the conversations that really matter. This stream provides the financial means (up to \$10,000) to build and maintain meaningful relationships partners to more deeply enrich YukonU's Scholarly Activity. Since building and maintaining good relationships is at the heart of *Breaking the Dawn*, the primary goal of this stream is to open new avenues for co-creating research and Scholarly Activity with partners.
4. **Gather North funding:** Bring the big discussions here. This stream helps to further establish YukonU as a thriving scholarly community, providing funds (up to \$10,000) to host scholars and community members at any one of YukonU's campuses for the purposes of progressing or mobilizing Scholarly Activity and research. The primary goal of this stream is to not only facilitate collaboration and networking, but also to highlight YukonU as a hub for northern research, build community across the territory, and emphasize place-based, relational research and Scholarly Activity.
5. **Open Access Publication funding:** Help your work reach the widest audience. This stream (up to \$7,000 based on needs and demonstrated lack of other available funds) helps YukonU researchers and scholars reach a wider audience by funding publications to be made open access which have been peer-reviewed and accepted by a publisher or journal. The primary goal of this stream is to increase the longer-term impact and discoverability of YukonU researchers and scholars and recognize that inclusive knowledge mobilization builds a foundation for future scholarly collaborations. This stream requires approval through the YukonU Library in order to avoid risks pertaining to predatory publishing practices. To ensure your publication is eligible for this stream, discuss your publication plans with the Library and the RSO **before** submission.
6. **Travel funding:** Go out there and share your work. This stream supports (up to \$10,000) YukonU researchers and scholars as they seek to communicate their findings and build their networks at workshops, conferences, or other knowledge exchange events. The primary goal of this stream is to provide opportunities for shorter-term knowledge mobilization and networking opportunities to catalyze further research and Scholarly Activity.
7. **Responsive funding:** Pursue opportunities as they arise. Researchers and scholars who would otherwise be ineligible to apply for further SARCA funding or who are beneficiaries of serendipitous opportunities are invited to make a needs-based application for the committee to adjudicate. The primary goal of this stream is to respond flexibly to support unplanned or exceptional opportunities for research and Scholarly Activity.

To encourage equity of opportunity, applicants may make applications up to \$20,000 per fiscal year, up to the internal fund limits stated above, under normal circumstances. Responsive

funding above these limits may be available if applicants can make a strong case for exceptional circumstances. Applicants may apply to any combination of streams to support their program of Scholarly Activity and research within these limits. Any applicant who has not submitted their reporting documents pertaining to previously completed SARCA projects will not be eligible to draw on newly awarded funds until reporting is complete.

Please note: all projects funded through the SARCA program streams **must** spend allocated funds by the end of the fiscal year (i.e. March 31st).

4. Topics, Approaches, and Domains

The SARCA funding program is open to applications exploring any topic, approach, or domain, provided the activity to be funded fits institutional descriptions of research or Scholarly Activity, including the Scholarship of Teaching and Learning (SoTL).

SoTL activities can be funded under any of the SARCA streams, e.g.:

- Course Release funding can be used to free up time to pursue a SoTL project.
- Stepping Stone funding can be used to progress a SoTL project by hiring students or paying experts or rights holders to co-create new curricular possibilities.
- Drinking Tea funding can be used to build relationships towards developing a program of SoTL activities or research.
- Gather North funding can be used to centre place-based approaches to SoTL.
- Open Access Publication funding can be used to disseminate findings from SoTL projects.
- Travel funding can be used to facilitate SoTL knowledge exchange.
- Responsive funding can be used to engage in serendipitous SoTL opportunities.

5. Application Process

In the first instance, anyone involved in Scholarly Activity or research who has an interest in SARCA funding should contact the Research Services Office (RSO) to discuss their project and how to structure their application for the highest chance of success. This will include applicants working with their direct supervisor to prepare a statement of support for their application. A template and examples will be provided by the RSO.

Once applicants are ready to move forward with an application, they will complete the [SARCA application form](#), including attaching an application budget, their supervisor's statement of support, and any further documents the committee might need to adjudicate their application. Any applications made in another way, including using outdated forms, will not be accepted for adjudication.

Once submitted, the RSO will work with the applicant on any follow-up details that may be required before and after the application is adjudicated.

6. Review and Adjudication Process

Applications are reviewed and adjudicated by the SARCA Committee, which is made up of academic and professional staff from across the university. The Committee critically reviews applications and assesses them based on challenge, impact, and feasibility.² In the event that the Committee identifies a gap in expertise or ability to adequately assess a project, the Committee may call on other YukonU colleagues to provide input to the Committee in the form of a confidential, delegated review. In the event an applicant feels the Committee is poorly positioned to adjudicate their application, they can also make the case for a delegated review. Applicants can contact the RSO for further details. Candidates will be notified of the outcome of their application by the RSO who provides secretariate support to the SARCA Committee.

If interested, applicants are encouraged to resubmit unsuccessful applications after addressing the committee's adjudication feedback.

7. Terms and Conditions of Award

Applicants awarded funding will sign an award agreement stipulating that:

1. They will have reviewed and understood the financial administration procedures that must be followed in the use of the funds awarded prior to the start of their project.
2. They will complete the project as per the approved project description and budget.
3. They will seek pre-approval from the award administrator (the RSO, sarca@yukonu.ca) for any significant changes to the approved project plan, deliverables, and budget.
4. They understand that unauthorized project expenses, including up-front expenses that do not comply with YukonU policy, may not be reimbursed.
5. They accept responsibility for all budget overages.
6. They will adhere to all relevant YukonU and other relevant policies and procedures of guiding organizations.
7. They will acknowledge YukonU and the SARCA funding program in all project-related materials and communications, including dissemination activities.
8. Academic freedom is to be upheld in balance with the highest standards of ethics and integrity, including compliance with pertinent YukonU policies, including: AR-03 (Research Ethics Policy), AR-02 (Research Integrity Policy) and AR-04 (Animal Welfare), [YukonU's Statement on Generative AI](#), and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2-2014), and in such a way that upholds the standards established by the Canadian Council on Animal Care (CCAC).
9. They understand that failure to submit timely reports will affect future funding support.

² These categories are based on the San Francisco Declaration on Research Assessment (DORA) principles and will be fully detailed in an applicant-facing rubric for transparency. This rubric will guide the Committee's assessment and adjudication. Assessment is qualitative, not quantitative. Applicants will not receive a numerical score in any of these areas.

10. They understand that any unused portion of the funds will be returned to the program and that inactivity for more than 3 months will result in a funding default (unless authorized) and funds will be cancelled and returned to the program.
11. Metrics, photos, and reporting narratives associated with SARCA-funded projects will be provided to members of YukonU's Provost Council and Senate's Academic and Research Planning and Priorities Committee for the purposes of internal reporting and external communications.
12. They will deposit all reports and publications generated by the SARCA-funded project in the YukonU Library repository in consultation with the librarians.

8. Ineligible Expenses

Ineligible expenses include:

- Alcoholic beverages
- Expenses incurred prior to award approval date, or after award end date.
- Costs associated with professional development (including attendance at conferences that do not include the applicant's active participation in knowledge dissemination activities)
- Personal expenses not associated with the proposed Scholarly Activity
- Regular or routine expenses not directly associated with the proposed Scholarly Activity
- Desktop or laptop computers or other routine IT assets already acquired by YukonU
- Membership and/or professional fees
- Equipment maintenance and service
- Ongoing expenses that will continue beyond the duration of the award

9. Reporting

Once a SARCA-funded project has been completed, applicants should work with the RSO to complete the requisite reporting documentation within 60 days of project completion and no later than April 30th each year. Failure to complete this documentation will result in delays in accessing further SARCA funding.

Applicants are asked to provide regular updates to the RSO about any further knowledge mobilization activities pertaining to their SARCA-funded projects

Appendix A: SARCA Application Form Questions

3/5/26, 9:07 AM

Scholarly Activity and Research Community Award Application Form

View results

Respondent

9 Keith Ruitter

02:32

Time to complete

Funding Program

1. Which SARCA funding stream(s) are you applying under? *

For a detailed description of each funding stream, as well as conditions to apply, see the SARCA Applicant Guide.

- Course Release stream
- Stepping Stone stream
- Drinking Tea stream
- Gather North stream
- Open Access Publication stream
- Travel stream
- Responsive stream

2. Amount of funding requested?:

Note: Please see maximum award amounts listed above, and ensure your costing is in line with pertinent policies. *

20,000

Applicant Information

This section helps the adjudication committee understand who is applying for funding and check that due process is being followed.

3. Applicant name: *

4. Applicant email address: *

5. Faculty sponsor:

(Only required if applicant is a student)

6. School/Department: *

- Centre for Northern Innovation in Mining
- Community Education and Development - Northern
- Community Education and Development - South
- School of Academic and Skill Development
- School of Business and Leadership
- School of Health, Education, and Human Services
- School of Indigenous Governance
- School of Science
- School of Social Sciences and Humanities
- School of Trades
- School of Visual Arts
- YSPOR
- YukonU Research Centre
- Other

7. If "other," please provide details:

No answer provided.

8. Have you received your supervisor's approval for this application? *

You will be asked to submit a signed statement of support from your supervisor below.

Yes

No

Project Information

This section helps the adjudication committee understand the project or activity you are seeking to fund.

9. Project title: *

10. Project start date: *

11. Project end date: *

Please note, all projects funded through the SARCA scheme **must** have spent any allocated funds by the end of the fiscal year (i.e. March 31st)

12. Keywords: *

Please provide three to four key words that best describe your project

Please enter at most 100 characters

13. Project description: *

Please describe your project for the adjudication committee. This should cover its objectives, methods, activities, timelines, and any university resources used (e.g. students, staff/faculty, facilities, equipment). Please also include some discussion of expected project outcomes and how your project fits in a wider program of scholarly and research community activity. Parts of this description may be used by YukonU to communicate with the University community and the wider public.

Please enter at most 3000 characters

14. Summary of project expenses *

Please provide a clear and concise rationale of how you will use the funds from the award in pursuit of your project.

Please enter at most 3000 characters

Impact

15. Community impacts: *

Please briefly describe how your project impacts or benefits the communities we work in.

Test 2

Please enter at most 1500 characters

16. Scholarly impacts: *

Please briefly describe how your project impacts the wider scholarly fields you work in.

Test 2

Please enter at most 1500 characters

17. YukonU impacts *

Please briefly describe how your project benefits the University, in what ways it aligns with YukonU's strategies, plans, and goals, and in what ways the University might be able to help further support or maximize your project

Test 2

Please enter at most 1500 characters

18. Other impacts *

If applicable, please briefly describe any further impacts from your project. This should include any plans to develop your project further to pursue 3rd party funding and how this project impacts your wider program of research.

Test 2

Please enter at most 1500 characters

Budget and Supporting Documents

This final section helps the adjudication committee understand the financial aspects of your application. Please download the SARCA budget sheet from the Research Services Office Sharepoint. This excel document contains built-in formulas. If you have difficulty completing the budget sheet, please contact the Research Services Office at sarca@yukonu.ca.

To complete the budget:

1. In column (A) choose an expenditure class from the drop-down menu that best corresponds to activity.
2. In column (B) provide a brief description of the expenditure (e.g., \$50 gift cards for interview participants).
3. In column (C) enter the total cost for the activity to the nearest dollar.
4. In column (D) enter the amount from other sources (if applicable).
5. Column (E) will auto-populate with the amount you are requesting from SARCA.
6. Row F will auto-populate and identify the funding amounts for each column.
7. Insert the total requested from the Excel spreadsheet into this document "Amount being requested" (see page 1 of this document).

Wage calculator: If you are hiring students, you will need to budget for MERCS (mandatory employment related costs). A wage calculator is provided in the SARCA Budget Sheet to assist you with calculating a wage with MERCS.

1. Enter the number of hours into Column G.
2. Enter the wage per hour into Column H.
3. Column I will auto-populate.
4. Copy the amount calculated and identified in Column I into the budget table above, choosing 'salaries, wages, and benefits' from the expenditure class (Column A) drop-down list.

Once you have completed the SARCA budget sheet, please upload a copy here with the file name saved as: <applicant's last name>_dd_mm_yy.xlsx.

19. Please upload the following files: *

1. a completed SARCA budget sheet (this should be an excel sheet or PDF file saved as: **<applicant's last name>_dd_mm_yy.xlsx**)
2. a signed statement of support from your supervisor (this should be a word document, PDF, or image file saved as: **<applicant's last name>_dd_mm_yy_statement_of_support**)
3. any additional files you feel are necessary to support your application

 [Book1_Keith Ruiters.xlsx](#)

 [TEST_DOC_Keith Ruiters 2.docx](#)

20. I, the applicant, accept that it is the applicant's responsibility to ensure the information in this application is completed and correct prior to submitting. *

- Agree, please submit my application.
- Disagree, please dismiss my application.

Appendix B: Adjudication Criteria Rubric and Descriptions

Committee members will use the Adjudication Rubric to guide and organize their review of all application materials on their own merits (including supplementary material and supervisory statements of support) to ensure they are maintain a broad, inclusive, and supportive perspective; however, the decision to fund a project is based on consensus achieved in discussion, not through a quantitative ranking of criteria.

	Exceptional	Outstanding	Very Strong	Strong	Moderate	Insufficient
Challenge and Potential	The proposed project clearly presents an extremely original and innovative approach based on sound principles.	The proposed project clearly presents a highly original and innovative approach based on sound principles.	The proposed project clearly presents an original and innovative approach based on sound principles.	The proposed project clearly presents an original and innovative approach based on sound principles.	The proposed project clearly presents an original and innovative approach, but foundations may be insufficiently described .	The proposed project, as presented, lacks clarity and/or is of limited originality and innovation .
	The objectives of the project are clearly defined and its aims are appropriately set .	The objectives of the project are clearly defined and its aims are appropriately set .	The objectives of the project are clearly defined and its aims are appropriately set .	The objectives of the project are described and its aims are appropriately set .	The objectives of the project are only partially described and/or its aims are somewhat misaligned .	The project's objectives are not clearly defined and/or its aims are misplaced or absent .
	The project has a clearly defined and appropriate methodology.	The project has a clearly defined and appropriate methodology.	The project has a clearly defined and appropriate methodology.	The project has a described and appropriate methodology.	The project has a partially described and/or appropriate methodology.	The project's methodology is not clearly described and may be contextually inappropriate .
	The application clearly demonstrates how the research activities to be supported are distinct from those funded by other sources.	The application clearly demonstrates how the research activities to be supported are distinct from those funded by other sources.	The application clearly demonstrates how the research activities to be supported are distinct from those funded by other sources.	The application clearly demonstrates how the research activities to be supported are distinct from those funded by other sources.	The application clearly demonstrates how the research activities to be supported are distinct from those funded by other sources.	The application does not clearly demonstrate how the research activities to be supported are distinct from those funded by other sources.
Impact	The contributions presented in the application are of the highest level of quality .	The contributions presented in the application are of high quality .	The contributions presented in the application are above average in quality .	The contributions presented in the application are of good quality .	The contributions presented in the application are of reasonable quality .	The contributions presented in the application are not clearly evident or inadequately described .
	The impact and importance of the project outcomes are clearly evident and groundbreaking .	The impact and importance of the project outcomes are clearly evident and influential .	The impact and importance of the project outcomes are clearly evident .	The impact and importance of the project outcomes are evident .	The impact and importance of the project outcomes are somewhat evident .	The impact and importance of the project outcomes are not clearly evident .
	Focused and careful attention has been directed toward equitable processes and procedures for embedding fairness, respect, reciprocity, and inclusiveness. Leading approaches to partnership, participation, and engagement are clearly evident where applicable.	Focused and careful attention has been directed toward equitable processes and procedures for embedding fairness, respect, reciprocity, and inclusiveness. Developed approaches to partnership, participation, and engagement are clearly evident where applicable.	Focused and careful attention has been directed toward equitable processes and procedures for embedding fairness, respect, reciprocity, and inclusiveness. Appropriate approaches to partnership, participation, and engagement are clearly evident where applicable.	Focused attention has been directed toward equitable processes and procedures for embedding fairness, respect, reciprocity, and inclusiveness. Appropriate approaches to partnership, participation, and engagement are evident where applicable.	Attention has been directed toward equitable processes and procedures for embedding fairness, respect, reciprocity, and inclusiveness. Appropriate approaches to partnership, participation, and engagement are evident where applicable.	Insufficient attention has been directed toward equitable processes and procedures for embedding fairness, respect, reciprocity, and inclusiveness. Appropriate approaches to partnership, participation, and engagement are insufficiently described where applicable.
Feasibility	The applicant has acquired or has concrete plans to acquire the necessary resources to complete the work. All expenses have been clearly and appropriately described and justified .	The applicant has acquired or has concrete plans to acquire the necessary resources to complete the work. All expenses have been clearly and appropriately described and justified .	The applicant has acquired or has concrete plans to acquire the necessary resources to complete the work. All expenses have been clearly and appropriately described and justified .	The applicant has acquired or has concrete plans to acquire the necessary resources to complete the work. All expenses have been clearly and appropriately described and justified .	The applicant has acquired or has concrete plans to acquire most of the necessary resources to complete the work. Some aspects or expenses have not been clearly described and/or justified .	The applicant has not clearly demonstrated whether they have acquired or have concrete plans to acquire the necessary resources to complete the work. Expenses have been insufficiently described or justified .
	The timelines proposed are appropriate, well-reasoned, well-justified, and clearly explained .	The timelines proposed are appropriate, well-reasoned, well-justified, and clearly explained .	The timelines proposed are appropriate, well-reasoned, well-justified, and clearly explained .	The timelines proposed are appropriate, well-reasoned, well-justified, and clearly explained .	The timelines proposed are appropriate, well-reasoned, well-justified, and clearly explained .	The timelines proposed appear to be inadequate, not fully justified, and/or insufficiently explained .
	The applicant has fully and carefully described the risks or challenges inherent in the project, as well as appropriate mitigation strategies.	The applicant has fully and carefully described the risks or challenges inherent in the project, as well as appropriate mitigation strategies.	The applicant has fully and carefully described the risks or challenges inherent in the project, as well as appropriate mitigation strategies.	The applicant has described the risks or challenges inherent in the project, as well as appropriate mitigation strategies.	The applicant has described the risks or challenges inherent in the project, as well as appropriate mitigation strategies.	The applicant has insufficiently described the risks or challenges inherent in the project, and/or has not sufficiently detailed appropriate mitigation strategies.

Challenge and Potential

Assessing challenge and potential pertains to the aims of the project, its objectives, its methodology, and, where pertinent, its innovation. Committee members will critically, but supportively, consider the program of research or Scholarly Activity for the originality and appropriateness of its approach. Committee members should approach adjudication in this criterium with an openness to new questions, problems, and approaches.

Impact

Assessing impact pertains to the significance of its expected outcomes and contributions. This goes beyond quantitative metrics, and Committee members should broadly consider a wide sweep of contributions in assessing the value of research or Scholarly Activity. This includes critically, but supportively, assessing projected impacts in the applicant's discipline or domain, impacts in the University, impacts in community and beyond, and impacts on the applicant's research and scholarly practice. Committee members can refer to the "Building Blocks for Impact" resource, prepared by DORA and included below, to help cultivate a broader perspective of impact.

Feasibility

Assessing feasibility pertains to project planning. It includes evaluating whether a project's budget is well-reasoned, well-justified, and appropriate, including its alignment with YukonU policies. It also requires Committee members to critically, but supportively, consider any broader gaps, exposure points, and capacity issues, both financial and otherwise.

For applications recommended for funding, the Committee may recommend budget reductions or reallocations if they judge that savings could be achieved without jeopardizing the project objectives. These recommendations are purely for advisory purposes and will be discussed between the RSO and the researcher as appropriate.

Appendix C: Historical Examples of Scholarly Activity

The examples below are taken from the “Scholarly Activity at Yukon University: Description, Exemplars and Project Narrative” report, 2019. They are not intended to be prescriptive or representative. They are provided here for context about the types of activities that could be supported by SARCA funding, including Scholarship of Teaching and Learning activities.

1. Educators at [YukonU] take learning out of the classroom by creating experiential learning opportunities in practicum placements, field schools, culture camps and learning in place across Yukon lands.
Faculty may expand and support knowledge acquisition through substantive and meaningful engagement with the natural environment in a manner that integrates Indigenous ways of knowing.
 - a. Example 1: Engaging a community member to communicate about enhanced opportunities in the Fisheries Field Assistant Program at a heritage or active fish camp. Learning outcomes to include aspects of TEK, possibly Dooli using indigenous learning models delivered via community members
 - b. Example 2: Carcross Campus and the on the land program coordinator via NABE / eleV directives redesigned the ASD Science 30 curriculum to a field based immersive, 45-hour equivalent, 10 day offering. The fully credited course will run two weeks near Crag Lake and will be based in a wall tent. CTFN heritage staff, local elders, and community members will supply TEK content that supports and enhances curriculum. Course outcomes will celebrate CTFN ecological knowledge and ways of knowing. Frequent excursions into the habitat around Crag Lake will supplement instruction in the wall tent. CTFN is finds great appeal in compressed course offerings that also support wellness through heritage cognition. The course design and reformatting along with the incision of local TEK while still meeting credit and transfer requirements is a prime instance of SA.
2. Faculty in the Targeted initiatives for Older Workers (TIOW) program, along with a TIOW student, conducted a research project titled “Measuring the Generational Gap in Computer Literacy”. The intent of this research project was to increase the knowledge and data on the digital literacy levels, barriers and needs of older adult learners. The larger goal was to improve the TIOW program design and delivery, as relates to computer literacy, and to increase the research capacity of TIOW student(s) and instructors.
3. The development of Open Education Resources (OER) (for example a new course or course materials). The OER could be developed in collaboration with other content experts/knowledge holders and/or with students; it could involve a process for gathering feedback from the OER users and modifying accordingly. In this way, [YukonU] faculty can contribute to knowledge dissemination on a wide scale.
4. ENGL 230- ‘A Survey of First Nations Literature in English’ is being redeveloped as a significantly re-designed course. The course re-design involves changes to the learning outcomes, title, course content, assessment model and delivery method, as well as

built-in student supports. The course re-design is unfolding in collaboration with the current cohort of students, many of them in the YNTEP and Social Work programs, who worked on a joint project to critically reimagine the future of this elective at Yukon University. The instructor then took these recommendations to consultation with First Nations Initiatives and Teaching and Learning specialists and met with other content experts/knowledge holders through community engagement. Included is a process for analyzing and reflecting upon this collaborative approach towards re-designing such a course, resulting in an article for future publication.

5. Over several years, archaeological work has continued at the Little John Upper Tanana site. This project, which has engaged students in field research over many years, now has student researchers assisting in data analysis and recording as well as cataloguing and preservation of collected artifacts.
6. Collecting data from Elders, land users, and community members via mapping interviews to spatially represent their Traditional Knowledge (TK) and integrate it in a database. This allows the inclusion and use of TK into spatial analysis alongside scientific knowledge. This approach provides researchers with data that is currently unavailable to them and communities with a different way of preserving and passing on TK. In these projects, communities play an active part at all stages of the projects which also contribute to capacity building and reinforce a positive relationship with researchers.
7. To build Indigenous knowledge and culturally competent principles into the curriculum, faculty of the Practical Nurse and Health Care Assistant programs brought in two of the Elders on Campus into redesign of the module on nutrition and feeding in the programs. In this way, they collaborated to integrate First Nation tradition and experience into the curriculum. One Elder who is also a graduate of the HCA program then participated in the lab as students learned new content and perspective. Impact of the approach was measured with student survey after the event and will be shared through a presentation at a nurse education conference.
8. Several science faculty research projects conducted in collaboration with student research assistants have tracked the impact of humans on Yukon ecological systems. Examples are:
 - a. collection and analysis of bird food sources to track levels of contamination by pharmaceuticals
 - b. measurement of climate mediated alterations in the growth patterns of trees in Yukon forests.

Findings of these initiatives add to shared knowledge through public presentation and peer-reviewed journals, and a student researcher's doctoral thesis.

9. Bachelor of Social Work Instructors, in partnership with faculty at Ryerson University, are studying how social work is practiced in the small and remote communities of Canada's north by interviewing social workers practicing across Yukon. This project builds upon a smaller pilot research project where a small group of social workers practicing in Whitehorse were interviewed. Between the smaller pilot project and the larger research project, seven social work students have been employed as research assistants.

10. Scholarly activity that expresses concepts and ideas through culturally rooted artistic media can honour traditional knowledge, record existing ways of knowing, or revolutionize the arts as media of expression relevant to one's discipline or field of study. As an example, a faculty member of the Indigenous Governance Degree program created a life-size pink moose that blends research about Umbrella Final Agreement with unique artistic expression. The artist/instructor invited members of the public and students to join in creation of the piece which ultimately was part of an exhibit at the Yukon Arts Centre.
11. A School of Visual Arts (SOVA) faculty member explored the historical roots of the "Octopus Bag", made by indigenous Canadian artisans, tracing its origins to the beadwork of French religious orders. This work involved collaboration with museum collections in other areas of Canada where relevant artifacts are held. He shared his findings in media interviews
Another SOVA instructor examined the historical record of imprisonment and execution of accused witches in the European settlers of the Americas; this resulted in a video blending 4D art and research data.
12. The YRC and FNI are collaborating on a project that examines the inclusion of land and water in the research ethics process, as part of our commitment to indigenization and to reflect leadership in our partnerships with Yukon First Nations. The project examines the potential steps necessary to embed the concepts of respecting the land and the water, as much as we do people and animals, in a holistic ethical review reflective of Yukon First Nations worldviews. We conduct an in-depth look at implications and benefits from the perspective of our [YukonU] ethics process, and from an Indigenous perspective through interviews with Elders and PACFNI. We examine what impact the inclusion of these values will have on our existing ethics process, including an examination of the Tri-Council Policy Statement-2, to see where and how Yukon Indigenous perspectives have been and can be implemented. Preliminary results were shared in a position paper and at a roundtable in Ottawa, and final project results will be presented to several groups at YC, and in an updated position paper to be shared with the Social Sciences and Humanities Research Council.
13. First Nation led community campus based scholarly activity: Traditional Knowledge. In conjunction with Na-cho Nyak Dun citizens, the Mayo Campus will coordinate a hide tanning program that is meant to preserve traditional ecological knowledge, holistically engage elders and students in the activity all within the context of changing social and environmental dynamics. Stories and research will be captured throughout the process and compiled in documentation / reports / media that will be wholly owned by the First Nation and distributed to the [YukonU], CYFN, and the funder. OCAP and REB principles will be followed
14. Developing a method of data collection to obtain additional sets of data used in our permafrost research. For example, our permafrost scientists and researchers used to collect permafrost data by drilling boreholes and collecting samples. This method only gives precise but very local information about permafrost characteristics. For their projects, they needed to acquire data for a larger portion of the site.
This activity involved:

- a. applying knowledge by:
 - researching the literature for methods available and evaluating which is the most appropriate for our purpose
 - getting trained and acquiring the proper skills to use the chosen equipment
 - surveying the sites with the new method and collecting data
 - b. creating knowledge by:
 - analysing and interpreting the collected data for sites that had never been survey in this manner
 - c. validating and transferring knowledge by:
 - publishing the results in reports or scientific paper
15. The technical world normally views themselves as designers, builders and crafters rather than scholars, but many examples of scholarly activity can be found in vocational education. Some are:
- a. Applying critical analysis to the role of a journeyperson in society.
 - b. A carpenter selecting culturally appropriate species of wood for a structure.
 - c. Student involvement in the design and construction of labs and displays to encourage lifelong learning.

Tradespeople and technicians simply refer to the process as “building a better mousetrap”.

16. Making research results available to the community. For example, we recently created an atlas of permafrost and hazard maps to make the final products of several years of research at YRC available to everyone. We were able to do this by collaborating and hiring students, providing learning opportunities for them.

Community Approach: The maps presented in this atlas were developed by researchers in partnership with communities. Community members and Elders were involved in meetings and workshops where they provided valuable input for the research and greatly contributed to the work in the field. The field work was conducted with field assistants from the communities which ensured respect of the land, culture and traditions. These projects helped raise awareness of climate change and contributed to build capacity.

This activity involved:

- a. Learning to create knowledge
 - Providing the proper training for the students to create the atlas and enhancing their knowledge of the projects in question
 - b. Transferring knowledge
 - Making knowledge available in an easy and interactive way that the general public can understand. The goal being that the results can be further used by others and generate new knowledge.
17. GEOG 250, Introduction to GIS, offers the students a chance to apply knowledge gained in lectures and lab through a term project that make them work as true GIS specialists. It gives them a very practical experience and a good understanding of what is waiting for them in their future work place should they decide to work in this discipline. The

students are provided with a topic and a research question; their work involves downloading relevant datasets, organizing them into a GIS database, developing an appropriate methodology, running the analyses, and finally interpreting and presenting the results to peers.

18. Community campus based scholarly activity: Climate Change. The Teslin Campus developed a locally offered but Yukon adaptable Essential Skills curriculum: Traditional Knowledge & Scientific Approaches to Climate Change. This 15-week course was designed by a campus staff member who is a TTC citizen, who saw an opportunity and need to support greater awareness of climate change from YFN and Western perspectives in relation to heritage, TEK, western scientific methodology, and community planning. The course was successfully delivered in Teslin by the local campus. Guest speakers from YRC, TTC, and several levels of government supported direction instruction and experiential on the land research and exploration. The course design, indigenous engagement, and research exploration speaks directly to SA.

19. Editing and critiquing. *The Northern Review*, the multidisciplinary arts/social sciences and humanities journal published since 1988, relies on knowledge holders both within and beyond the academy to referee its original-research articles. This is the traditional peer-review in action. The *Review*, by design, offers an outlet for the scholarly production of northerners and the northern studies community. Scholarship is manifested in the pages of the *Review* in the form of book reviews and notes that can include conference reports or calls for collaboration.

Elsewhere in the academy, journal editing (the selection, review, improvement, preparation, and publication of articles that offer new knowledge to readers) is considered “service” rather than scholarship.

Our committee discussions have shown that the kind of editorial work involving, for example, shepherding an article to publication or critiquing ideas and their presentation in a review are manifestations of the determining factor in scholarship: the consideration and testing of ideas and their expression. Collecting and presenting linked documents, articles, or chapters is a form of scholarly activity.

20. Writing textbooks and other fundamental works. [YukonU] has long sought to ensure that graduates of its programs and the people who work here have a “core competency” in the history and cultures of Yukon First Nations and of the land claims agreements and the changes that they have wrought and are making. One response to this was the creation of HIST 140, History of Yukon First Nations and Self-Government. As is the case with so many unique courses locally rooted, there was no suitable textbook and designers and instructors relied on readings selected from a variety of authors and producers.

A textbook / handbook is in the last stages of production with a goal of being an open educational resource (OER) available to anyone who needs a well-researched, readable, reliable outline. Among the universities such a book would not be counted as a publication but rather as “service.” In the established research universities and the institutions that think like them, the tenure committees typically reject any attempt to characterize textbooks, especially those aimed at beginning students, as a valuable academic activity.

The deliberations of this committee show that textbook writing, and related activities like encyclopedia-entry or handbook writing is scholarly and outward facing. Producing our own textbooks and “aids to navigation” works from our own knowledge rigorously evaluated contributes to the world’s knowledge of itself in all its diversity.