

Workshop 6.2, Kotzebue, NPS, 10/16/04, 9:00-1:00 pm
Transcriber: Diane Breeding

- 6.2.1. How do we gather and/or document traditional ecological knowledge and traditional knowledge, and how do we include it in park regulations, planning, and management? (13 votes) (Includes #3)
- 6.2.2. How are the demographics of villages going to change over next 50-100 years, and how it will affect patterns of resource use by local folks? (1 vote)
- 6.2.3. How do we create subsistence regulations that incorporate traditional values and methods (e.g. wildlife regulations)? (Combined with #1)
- 6.2.4. Economic and environmental pressures of increased hunting, particularly from air transporters and hunting guides—do they give back to communities? (Combined with #22)
- 6.2.5. How do we determine the economic value of parks to the local area—MGM (Money Generation Model) is only a partial accounting; there are economic values through indirect contributions. (2 votes)
- 6.2.6. How do we gauge the effectiveness of ANILCA implementation and overall understanding of it by those who use parks (both local and non-local users) (0 votes)
- 6.2.7. How do we monitor and manage year-round consumptive use on parklands (e.g., hunting, berry picking, house logs, firewood)? (0 votes)
- 6.2.8. What are trends in recreational visitor use since ANILCA? (0 votes)
- 6.2.9. How do capture basic demographic information on visitors, especially for remote parks where there are few or no contact points? (4 votes)
- 6.2.10. How do we improve backcountry infrastructure and facilities (using input from user needs)? (0 votes)
- 6.2.11. How do we reconcile local hiring objectives/authorities with national hiring goals to reflect the face of the nation? How do we increase local contracting without preference authority? How do we increase local hiring (both employees and contractors) and make it work? (6 votes) (Includes #12, #13)
- 6.2.12. What is the best way to encourage local people to get the education, experience, and training to make them eligible for park employment? (Combined with #11)
- 6.2.13. How does the NPS compete with other employment opportunities in the area, especially at the entry level? (Combined with #11)

- 6.2.14. Stakeholders need to better understand subsistence lifeways (e.g., that individual bag limits don't fit into village distribution systems) to inform management and protect and preserve the lifeways and the resources. [Lifeways can vary according to ecological resources.] (8 votes) (Includes #15)
- 6.2.15. How do we increase knowledge by [NPS] staff, especially enforcement staff (i.e., enforcement officers who deal with federal and state regulations) of subsistence lifeways? It's hard for those from the lower 48 (i.e., the "traditional NPS") to adjust. (Combined with #14)
- 6.2.16. What values and use attributes of residents and non-residents contribute to user conflicts and how might those be resolved (e.g., from catch and release fishing, trophy hunting), and where do they overlap? How can they be used in communications with local residents? How do we deal with conflicts between local and non-AK and AK non-local users? (3 votes) (Includes #17, #27)
- 6.2.17. Where do local and NPS values overlap, and how can we emphasize these in communications with local residents [in community meetings, and with people who live in our areas]? (Combined with #16)
- 6.2.18. How do we gain consent and cooperation to continue to be studied from local residents? (0 votes)
- 6.2.19. Where do we find previous research to avoid reinventing the wheel? (0 votes)
- 6.2.20. What is the cost to government of traditional NPS operations vs. outsourcing or compacting? I.S.D.E.A. [compacting definition]. (0 votes)
- 6.2.21. How can village schools, staff, and students best learn about park resources and regulations? (0 votes)
- 6.2.22. We need to develop a comprehensive understanding of the sport hunting/guiding/transporting industry statewide and locally, including their economic and environmental effects. (6 votes) (Includes #4)
- 6.2.23. How do we continue to let native Alaskans know that parklands are valued as their lands (homelands) by local managers? Also, how do we make WASO know this? (0 votes)
- 6.2.24. Identify local attitudes and relationships toward the land over time [especially compared with destination visitors] and what local, state, and international users expect parks to be or offer. (0 votes)
- 6.2.25. What are local residents' attitudes towards access into [through/over] parks in terms of methods, means, and purposes (e.g., Noatak River controlled-access area; Serpentine Hot Springs)? (5 votes)

- 6.2.26. How can parks and the management of parks contribute to the sustainability of local communities, and conversely how does NPS management hinder community sustainability? (0 votes)
- 6.2.27. How do we deal with conflicts between local and non-AK users and AK non-local users? (Combined with #16)

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Who should do the research?
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6.2.1

NPS contracts out

Cultural resources advisory council does general ethnographic studies.

FWS has fisheries information services and funds TEK projects related to fisheries

Alaska Dept. of Fish and Game

Maniilaq, other user organizations

PNW and AK CESUs

Natural Resource Challenge (for funding)

Regional funding (~\$500K has been available for projects)

Local IRA

Bureau of Indian Affairs

University of Alaska—Fairbanks oral history project

Kawerak (native NGO)

6.2.14

Same as above

NPS Human Resources program

Develop NPS curriculum field trips for new hires (an AK-specific fundamentals course). The AK Region should design it and organize it with instruction from locals

More comprehensive pre-employment communication to prospective applicants

6.2.22

State of Alaska (various sources/agencies)

Guiding industry/transporters

CESU (University of Alaska—Fairbanks, ISER)

Local tribes and villages

NPS Inventory and Monitoring network for environmental impacts, which are now largely anecdotal

6.2.11

Local schools

Office of Personnel Management

Local residents to document obstacles to local hiring and the desirability of NPS employment

COAT (Chair of Administrative Team-NPS)

Northwest Arctic Higher Education Consortium

FWS (has similar mandate/local hire directive)

Tribal groups have tribal employment rights agreement; tribal employment rights ordinances (e.g., Kotzebue TERO-native hire)

Bureau of Indian Affairs