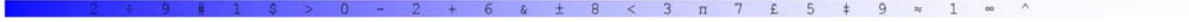


Yukon Bureau of Statistics



2014 Science Community of Practice Membership Survey Report

Table of Contents

Science Community of Practice Membership Survey, 2014	1
Introduction	1
Methodology.....	1
Key findings.....	1
Part 1. Profile of the SCOPE membership.....	1
Part 2. Feedback on SCOPE’s first year	5
Part 3. Input on SCOPE’s future direction.....	8
Part 4. Competencies.....	10
Part 5. Accreditation	11
Conclusions	12
Appendix 1. Detailed results.....	13

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Science Community of Practice Membership Survey, 2014

Introduction

Yukon's Science Community of Practice (SCOPE) was established in 2013 for the purpose of networking and supporting professional development amongst Yukon's science practitioners. Though it was established by the Yukon government's Interdepartmental Science Committee and it is co-ordinated by the Yukon government's Science Advisor, its membership is broader than just Yukon government employees. It includes employees of other levels of government and Yukon College, consultants and other interested parties in the private sector.

Over a 3-week period in April and May 2014, SCOPE email list members were invited to complete an online survey. The purpose of the survey was to gather information about the demographics, skills and interests of the SCOPE membership, gather feedback on SCOPE's first year, and solicit suggestions for SCOPE's future activities.

Methodology

The SCOPE membership survey was hosted on the Yukon Bureau of Statistics' online survey platform. Personal invitations were emailed to 194 individuals, and weekly reminders were sent to non-respondents. Eighty-four people completed the survey, 49 of whom worked for the Yukon government at the time of the survey. The response rate was 43%.

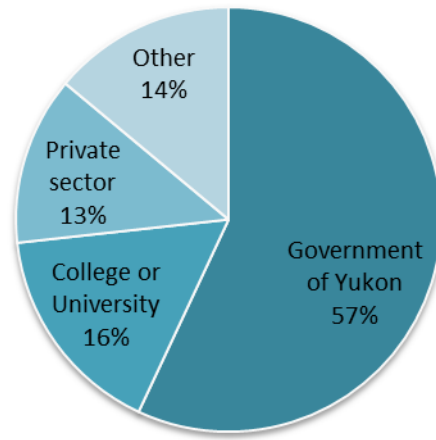
As the survey was designed as a census of all of SCOPE's email list membership and little is known about the non-respondents, weights have not been applied to any of the statistics reported here.

Key findings

Part 1. Profile of the SCOPE membership

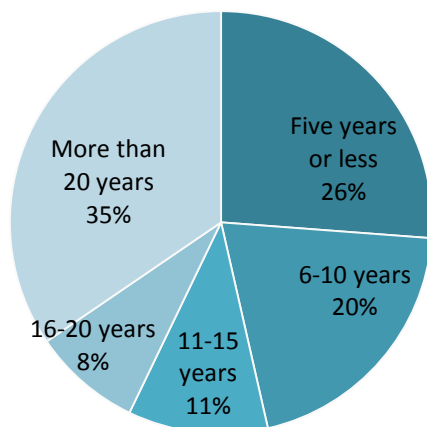
More than half of the respondents to the survey are employed by the Yukon government. Most were in the Scientific and Technical job category (ST: 24%), the Management category (MG: 14%), or the Administrative and Regulatory category (AR: 11%). Seventeen percent of the respondents work for a college or university (typically Yukon College), and 13% work in the private sector. Very few respondents work for the federal government, a First Nations government, or the non-profit sector (Figure 1).

Figure 1. Respondents' employment category (n=84)

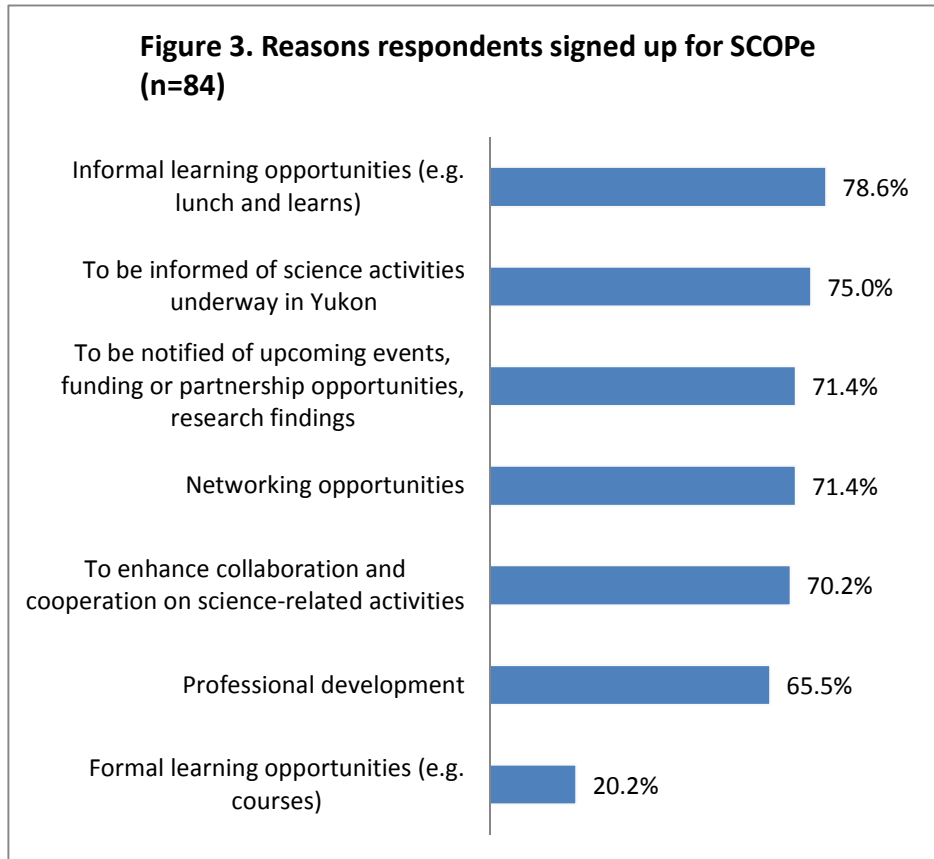


Most respondents were between 30 and 59 years old; very few were under 30. Sixty-one percent of the respondents are female, and 6% are aboriginal. The educational attainment of the respondents is quite high: 29% have a bachelor's degree, 42% have a master's degree, and 26% have a PhD. One third of the respondents have lived in Yukon for more than 20 years (Figure 2).

Figure 2. Number of years respondents have lived in Yukon (n=84)



The respondents said they signed up to be part of SCOPE for a number of reasons, such as informal learning opportunities, networking opportunities, and to be notified about science activities, events, funding opportunities and so forth (Figure 3).

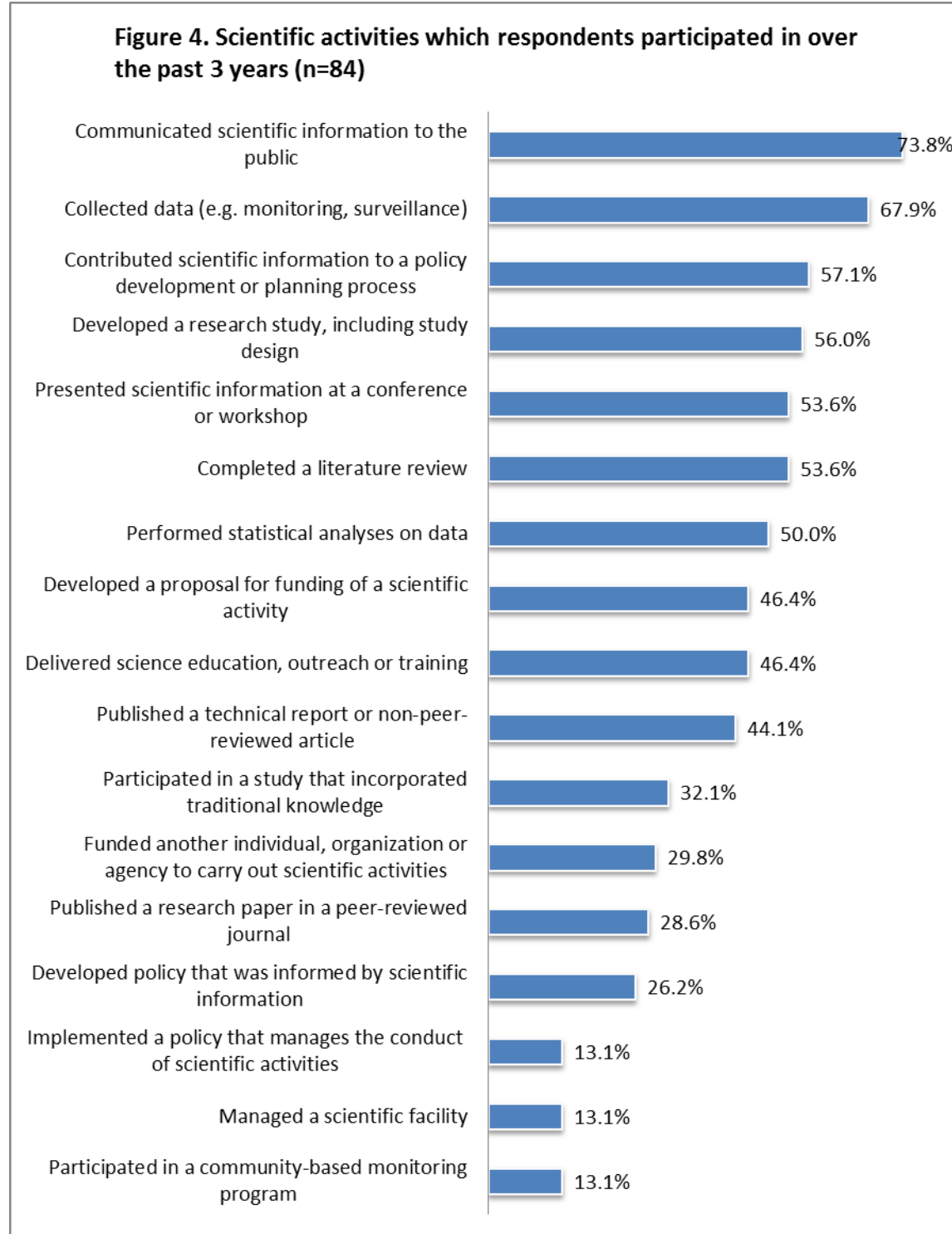


When the respondents were asked what category they fell into,

- 52% said they are science professionals,
- 42% are scientific experts,
- 40% are science practitioners,
- 35% are policy analysts,
- 32% are science educators, and
- 32% are researchers.

Fewer than 5 respondents felt they did not belong to any of these categories. See Appendix 1 for the definitions that were provided for each of these categories.

The respondents had participated in a number of scientific activities over the past three years. They were asked to select from a list of possible activities; their responses are summarized in Figure 4. Nearly three quarters of respondents had communicated scientific information to the public, and two-thirds had actively collected data.



Part 2. Feedback on SCOPE's first year

SCOPE activities

The respondents were provided with a list of SCOPE activities that have been offered over the past year. They were asked to identify which activities they had attended, and whether they would like to see more on each topic in future events. The activities included sixteen lunch-and-learn sessions and eight other activities such as webinars and discussion groups.

For the lunch-and-learns, respondents were less likely to say they would like to see more on topics which they have already attended. , So, in general, they wanted to see more sessions on topics that had been poorly attended the first time around (Figure 5).

Overall, there was a fair bit of interest in all of the topics, and the lower attendance at some activities may have been due to scheduling issues. Indeed, 93% of respondents said there were SCOPE activities which interested them but they were not able to attend. The top reasons for not attending included: being too busy (75%), being out of town (33%), and the activity being at an inconvenient time (32%).

About half of respondents (56%) said web conferencing or archiving of SCOPE sessions would increase their ability to participate.

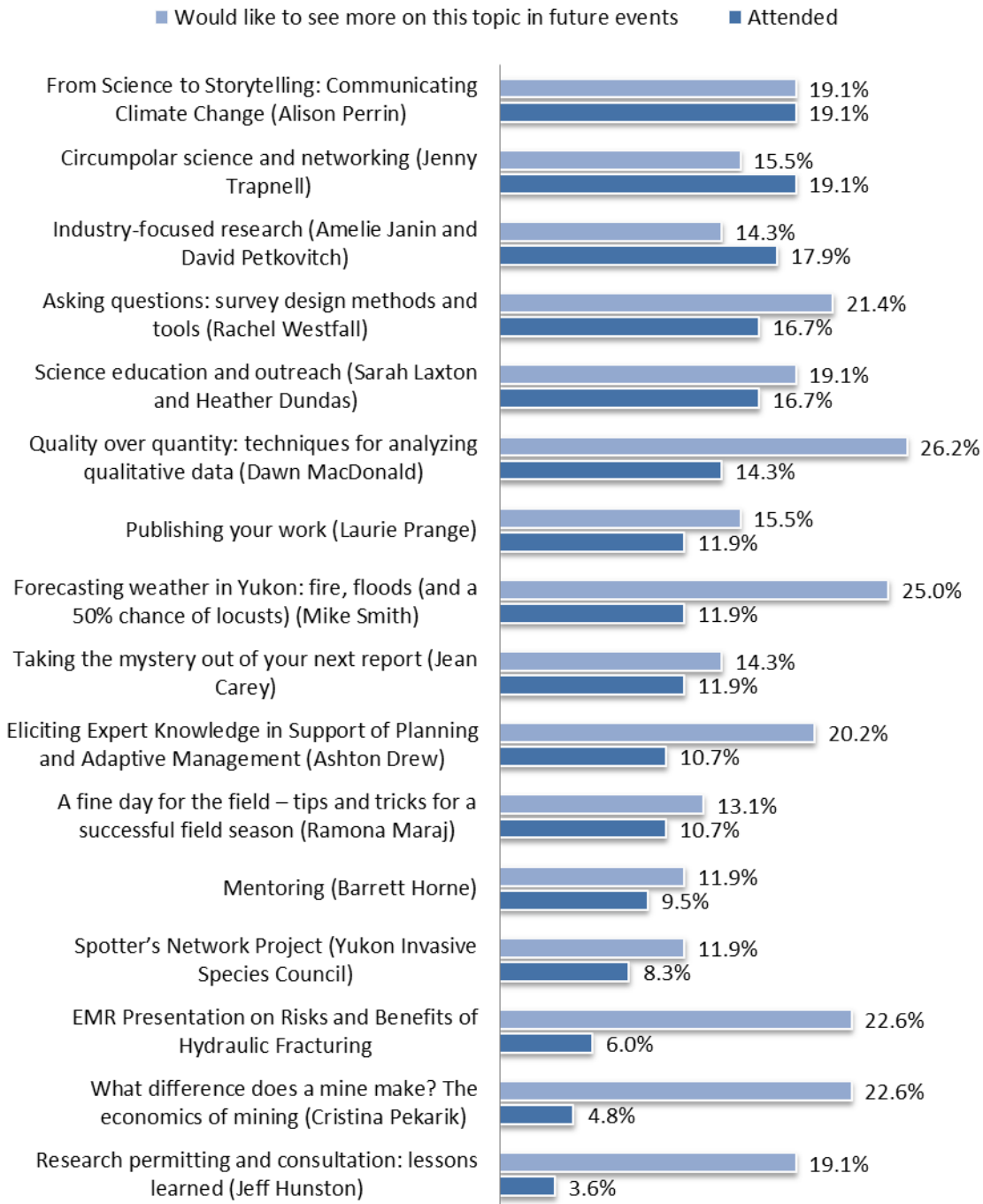
Twitter, Website, Database

Fifty-one percent of respondents visited the SCOPE website. An open-ended question was able to solicit feedback from 20 respondents on how useful the website is, and what would increase its usefulness. There was some positive feedback on the archived presentations. However, many respondents said they were not sure what the site contains, or that they relied on email notices to learn about SCOPE activities.

Sixteen percent of respondents visited or followed the SCOPE Twitter account. There were five comments: three respondents found it useful, and two respondents said they do not use Twitter.

While 27% of respondents said they have entered information into the Yukon Government Database of Science Practitioners, Professionals and Activities, many people left this question blank. Those who had not entered their information gave various reasons, such as not having gotten around to it yet or not having heard of it before. 'Other' reasons included a poor personal fit, and the time and effort required to complete a database entry. Appendix 1 includes the full breakout of responses.

Figure 5. Uptake on lunch and learn topics by respondents (n=84)



A number of respondents shared ideas for how to encourage YG employees to enter information into the database. These ideas included:

- Demonstrate its importance (8 respondents);
- Have a champion for it in each department (5 respondents);
- Advertise it (5 respondents);
- Use incentives or make it easier to use (3 respondents);
- Make it mandatory (2 respondents).

Four respondents gave suggestions for how to increase the usefulness of the database: give examples; make it more relevant so it contributes more than Research Gate, LinkedIn and other networking tools; use existing sites and libraries instead of the publication feature; include a visual graphic displaying the types of work YG does with a list to select from.

Overall feedback

When asked if they had any other feedback regarding SCOPE's first year, ten respondents commended the organizers for a successful year, while six respondents made suggestions for future direction.

Suggestions included:

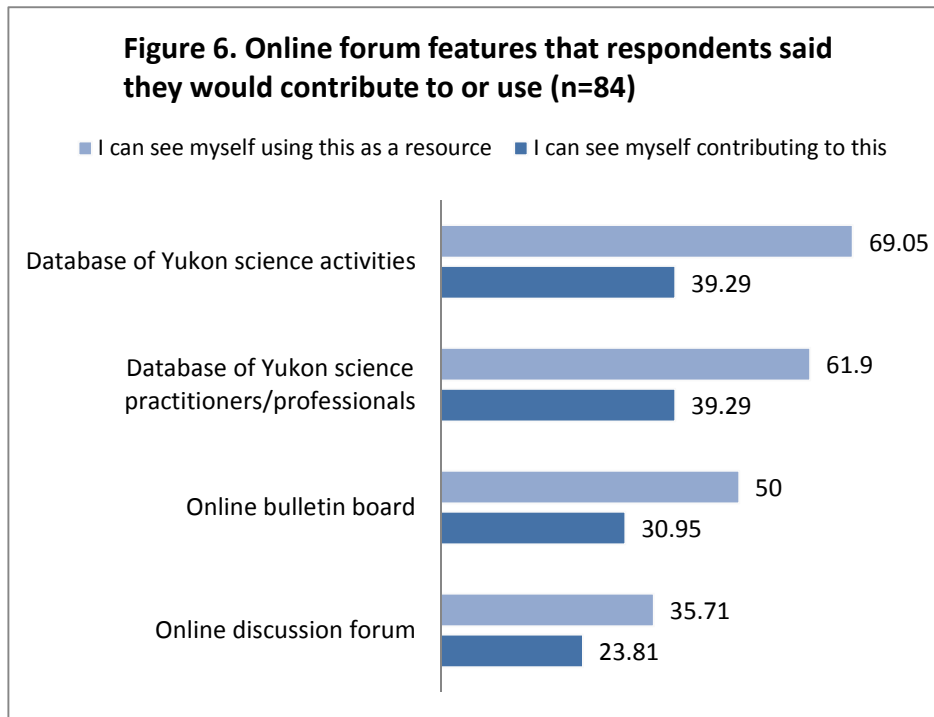
- Having some sessions hosted outside YG;
- Use a smaller logo for emails;
- Expand the circle to better inform policy, and make the link to policy clearer;
- Have a budget for the program;
- Ensure presentations are wrapped up before the lunch hour ends.

Part 3. Input on SCOPE's future direction

Online forum

In response to the question if SCOPE should develop an online forum, 33% of the respondents said yes, 8% said no, and 58% said they do not know. However, as many as 69% of the respondents said they would use aspects of the forum as a resource (Figure 6).

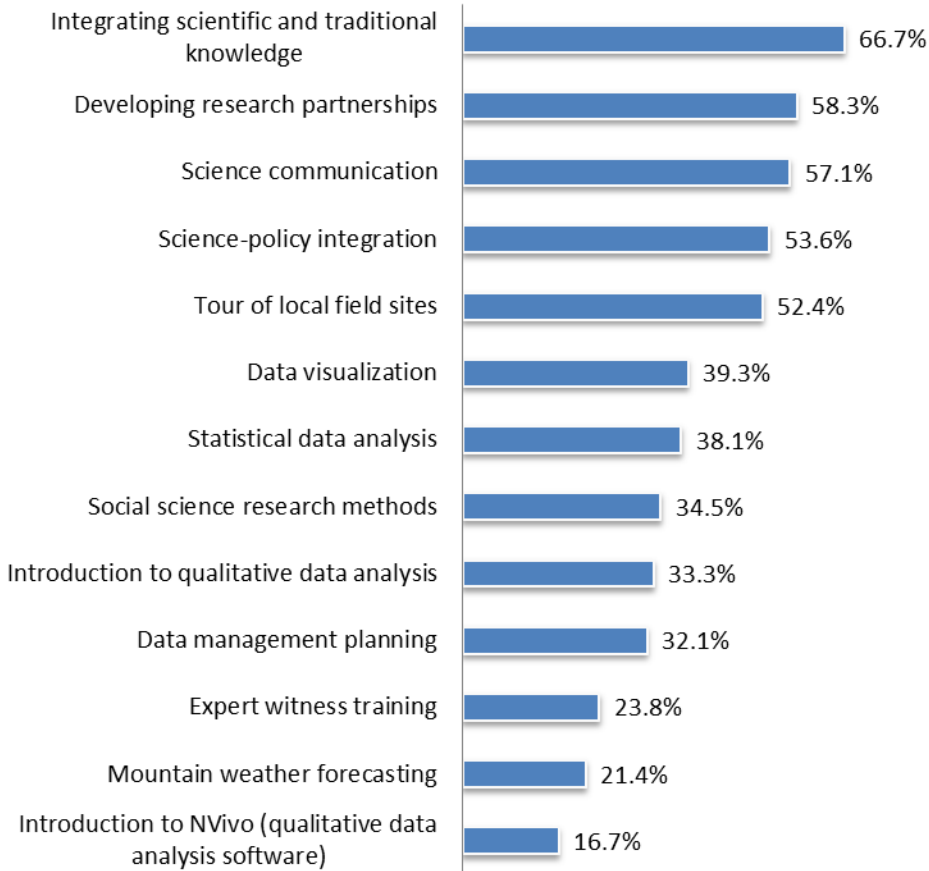
Non-Yukon government employees (40%) were more likely than Yukon government employees (29%) to agree that SCOPE should develop an online forum.



Professional development

The respondents were given a list of professional development activities for which some SCOPE members expressed their interest prior to the survey. There was a lot of interest in attending sessions on integrating scientific and traditional knowledge, developing research partnerships, science communication, science-policy integration, and tours of local field sites (Figure 7).

Figure 7. Respondents' interest in attending possible professional development activities (n=84)



Part 4. Competencies

The respondents were given a list of knowledge, skills, and abilities that Yukon science professionals and practitioners, regardless of their area of expertise or practice, may have in common. They were asked to identify areas they would be interested in developing further.

The top knowledge areas identified were:

- Knowledge of Yukon's environment, economy, society and cultures (71%);
- An understanding of the needs of Yukon decision-makers and/or policy-makers for scientific information (66%);
- Knowledge of the pan-territorial and circumpolar north's environment, economy, society and cultures (63%);
- Knowledge of future population, economic and climate scenarios for Yukon (61%);
- An understanding of Yukon's traditional and local knowledge (61%).

The top skill areas and abilities identified were:

- Communicating scientific information to decision-makers (62%);
- Able to work at the interface of science and policy (56%);
- Communicating scientific information to the public (52%).

The full list can be viewed in Appendix 1.

Part 5. Accreditation

Membership in a science-based professional association

Twenty-nine percent of the respondents are registered in a science-based professional association, and only 27% agree that Yukon science practitioners and professionals should be accredited. Some said that it would depend on the professional field, while others opposed the idea or said they do not know.

Yukon government employees (33%) were more likely than non-Yukon government employees (23%) to be registered in a science-based professional association. Also, respondents who held a graduate degree (Master's or PhD, 33%) were more likely than those holding a Bachelor's degree or less (18%) to be registered in a professional association.

Should accreditation be required?

Yukon government employees (24%) were less likely than non-Yukon government employees (31%) to agree that Yukon science practitioners and professionals should be accredited. Those with graduate degrees (23%) were less likely than those who held a Bachelor's degree or less (37%) to agree that Yukon science practitioners and professionals should be accredited.

Do we need a local science association?

Forty-five percent said they would support the establishment of an Association of Yukon Science Practitioners and Professionals that encompasses a broad group of science practitioners and professionals, and 29% said they would seek membership in the association.

Support for a Yukon association was higher among non-Yukon government employees (60%) than Yukon government employees (35%). There was no difference by level of education.

Non-Yukon government employees were more likely to say they would seek membership in a Yukon association (37%) than Yukon government employees (22%). There was only a marginal difference between those with a graduate degree (30%) and those with a Bachelor's degree or less (26%). However, those who are already registered in a professional association (46%) were much more likely to say they would seek membership in such an association than those who are not (22%).

The respondents were asked to select some perceived benefits of the association from a list. The top selections included networking opportunities for members (52%) and professional development of members (46%). The full list can be viewed in Appendix 1.

An open-ended question captured some substantial comments and concerns regarding such an association. The top concerns were elitism, alienation and exclusivity (24%), expense, time and resources (16%), and the lack of specificity of such an organization (11%). Other respondents stated that it would be difficult to set standards, there would be duplication as many professional associations already exist, and there are no clear benefits to the public.

Conclusions

The SCOPE survey collected some valuable feedback regarding SCOPE's first year, as well as providing a profile of its membership. The vast majority of members are employed by Yukon government or a post-secondary institution. As SCOPE's membership was defined by registration on an email list, it is limited to those who knew about the list and were aware they would need to sign up. Some individuals who are listed in the database or who presented sessions for SCOPE are not included on that list.

While SCOPE's website was given good reviews, particularly for its archived presentations, the Twitter account has not received a lot of uptake from the survey respondents. There was a fair bit of enthusiasm amongst respondents to support the development of an online forum. Non-Yukon government employees were most supportive of the idea.

SCOPE has been an asset to its members as a mechanism for delivering informal professional development. The lunch-and-learn series has been quite popular (Figure 5). Some members have suggested that future professional development opportunities cover topics that have not yet been covered (Figure 7). However, the survey asked respondents to choose potential topics from a list that had been generated from the membership, an exercise that can be somewhat self-limiting. There are likely other topics that would have good uptake as well.

The membership information can be used to identify gaps and shortcomings in the demographic profile and expertise of the group members. For instance, based on comments from some respondents, it may benefit the group to include more individuals who have non-academic backgrounds and those with expertise in traditional knowledge. Given the membership's strong interest in Yukon and circumpolar environment, economy, society and culture, such an expansion would be beneficial to the group as a whole.

There were mixed feelings amongst the respondents on the topic of accreditation. While there is some support for it, there were many concerns voiced about the potential downside of it, particularly for a generic Yukon-based association.

Overall, the survey provided some solid feedback on SCOPE's first year, while providing some direction for the future development of the organization.

Appendix 1. Detailed results

Part 1. Tell us about yourself

What category best describes your employment? (n=84)

	Number	Percent
Government of Yukon	49	58.33
College or University	14	16.67
Federal Government	<5	s
First Nations Government	<5	s
Land Claims Implementation Body (e.g. RRC, YFWMB)	0	0
Private sector (e.g. business, industry, consulting)	11	13.1
Non-profit sector	<5	s
Not currently employed	<5	s
Other	<5	s

(YG employees only): Which of the occupational groups does your job description fall within? (n=49)

	Number	Percent
MG: Management	12	14.29
ST: Scientific and Technical	20	23.81
SS: Social Scientific	<5	s
AR: Administrative and Regulatory	9	10.71
EA: Education - Program Administration	<5	s
EC: Education - Consultant	0	0
Don't know	<5	s
Other	<5	s

Why did you sign up to be part of the Science Community of Practice? (Check all that apply) (n=84)

	Number	Percent
Networking opportunities	60	71.43
Professional development	55	65.48
Formal learning opportunities (e.g. courses)	17	20.24
Informal learning opportunities (e.g. lunch and learns)	66	78.57
To be notified of upcoming events, funding and/or partnership opportunities, research findings, etc.	60	71.43
To be informed of science activities underway in Yukon	63	75

To enhance collaboration and cooperation on science-related activities	59	70.24
Don't know / Not applicable	<5	s
Other	<5	s

**Would you consider yourself to fall into any of the following categories?
(Check all that apply) (n=84)**

	Number	Percent
Science practitioners: having a leadership role in facilitating, coordinating, conducting, funding, regulating and/or promoting science activities and/or developing science related policies.	34	40.48
Science professionals: having expert and specialized knowledge in a field and are practising the professional application of scientific knowledge. Examples include doctors, engineers, agronomists, biologists and foresters.	44	52.38
Scientific expert: having extensive knowledge based on research, experience, or occupation and in a particular scientific field. Experts are widely recognized as a reliable source of expertise by their peers or the public.	36	42.86
Researcher: devoted to doing research - the diligent and systematic inquiry or investigation into a subject in order to discover or revise facts, theories, or applications.	27	32.14
Science educator: involved in planning, directing, or carrying out science education at elementary, secondary, post-secondary levels and/or public outreach.	27	32.14
Policy analyst: someone who frequently searches for, relies upon or cites expert opinion and scientific findings to support policy initiatives, evaluation and/or decision-making.	30	35.71
None of the above	<5	s

For how long have you been a science practitioner/professional/expert/researcher/educator?

	Number	Percent
5 years or less	12	14.29

6-10 years	20	23.81
11-15 years	12	14.29
16 years or more	37	44.05
Not applicable	<5	s

Science is broadly defined. It is assumed to include physical, biological, engineering, health and social science disciplines. In what area do you practice? (Check all that apply)

Physical sciences (e.g. geology, hydrology, atmospheric)	29	34.52
Biological sciences (e.g. forestry, agrology, fisheries biology, wildlife biology)	52	61.9
Engineering (e.g. mechanical, structural, transportation)	5	5.95
Health sciences (eg. pharmacy, epidemiology, public health)	10	11.9
Social sciences (e.g. statistics, economics, history, planning, anthropology, library and archival sciences)	37	44.05
Not applicable	<5	s
Other	<5	s

What scientific activities have you participated in within the last 3 years? (Check all that apply) (n=84)

	Number	Percent
Developed a research study, including study design	47	55.95
Collected data (e.g. monitoring, surveillance)	57	67.86
Performed statistical analyses on data	42	50
Completed a literature review	45	53.57
Participated in a study that incorporated traditional knowledge	27	32.14
Participated in a community-based monitoring program	11	13.1
Managed a scientific facility	11	13.1
Communicated scientific information to the public	62	73.81
Published a research paper in a peer-reviewed journal	24	28.57
Published a technical report or non-peer-reviewed article	37	44.05
Presented scientific information at a conference or workshop	45	53.57
Contributed scientific information to a policy development or planning process	48	57.14
Developed policy that was informed by scientific information	22	26.19
Delivered science education, outreach or training	39	46.43

Implemented a policy that manages the conduct of scientific activities (e.g. research licensing, research ethics, data standards)	11	13.1
Developed a proposal for funding of a scientific activity	39	46.43
Funded another individual, organization or agency to carry out any of the above activities	25	29.76
None of the above	<5	s
Other	<5	s

Part 2. How did SCOPE's first year go?

Here is a list of the SCOPE activities that were offered in the past year. Which activities did you attend? Which topics would you like to see covered in future events? (Check all that apply) (n=84)

Lunch and Learn Sessions	Attended		Would like to see more on this topic in future events	
	Number	Percent	Number	Percent
Taking the mystery out of your next report (Jean Carey)	10	11.9	12	14.29
Circumpolar science and networking (Jenny Trapnell)	16	19.05	13	15.48
Forecasting weather in Yukon: fire, floods (and a 50% chance of locusts) (Mike Smith)	10	11.9	21	25
A fine day for the field – tips and tricks for a successful field season (Ramona Maraj)	9	10.71	11	13.1
Science education and outreach (Sarah Laxton and Heather Dundas)	14	16.67	16	19.05
Publishing your work (Laurie Prange)	10	11.9	13	15.48
Asking questions: survey design methods and tools (Rachel Westfall)	14	16.67	18	21.43
From Science to Storytelling: Communicating Climate Change (Alison Perrin)	16	19.05	16	19.05
Quality over quantity: techniques for analyzing qualitative data (Dawn MacDonald)	12	14.29	22	26.19
Mentoring (Barrett Horne)	8	9.52	10	11.9
Eliciting Expert Knowledge in Support of Planning and Adaptive Management (Ashton Drew)	9	10.71	17	20.24
Industry-focused research (Amelie Janin and David Petkovitch)	15	17.86	12	14.29

Spotter's Network Project: Cooperation between non-profit and Government on the science-policy interface (Yukon Invasive Species Council)	7	8.33	10	11.9
What difference does a mine make? The economics of mining (Cristina Pekarik)	<5	s	19	22.62
EMR Presentation to the Select Committee Regarding the Risks and Benefits of Hydraulic Fracturing	5	5.95	19	22.62
Research permitting and consultation: lessons learned (Jeff Hunston)	<5	s	16	19.05

Other activities	Attended		Would like to see more on this topic in future events	
	Number	Percent	Number	Percent
Webinar: Pan-Territorial Permafrost Workshop (Climate Change Secretariat, Yukon College)	10	11.9	15	17.86
Webinar: Managing and monitoring the northwest boreal region in a changing climate (Terry Chapin)	10	11.9	19	22.62
Webinar: Is there a role for science in policy? (Bronwyn Benkert/APECS)	12	14.29	23	27.38
Discussion Group: Community of practice mentoring (Bronwyn Benkert)	5	5.95	10	11.9
Discussion Forum: Master's Program Offering at Yukon College (Kelly Moote)	<5	s	7	8.33
Discussion Group: Yukon Government Statistics Specialists (Sebastien Markley)	6	7.14	14	16.67
Brainstorming Session: SCOPing a professional development program (Aynslie Ogden and Amanda Graham)	5	5.95	9	10.71
Science After Hours: 133 Industrial Way (Heritage Resources Unit)	6	7.14	15	17.86

Were there any SCOPe activities that interested you that you weren't able to attend? (n=84)

Yes	78	92.86
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Why weren't you able to attend? (Check all that apply) (n=78)

Number Percent

Inconvenient time	27	32.14
Out of town	28	33.33
Too busy	63	75
No supervisory support to attend	<5	s
Topics not relevant to my area of practice	11	13.1
Other	6	7.14

We are considering using GotoMeeting web conferencing software to facilitate participation of members outside Whitehorse, and to enable the archiving of recordings of SCOPE sessions on our website.

Would web-conferencing and/or archiving of SCOPE sessions increase your ability to participate? (n=84)

	Number	Percent
Yes	47	55.95
No	12	14.29
Not sure	25	29.76

Have you ever visited the SCOPE website? (n=84)

	Number	Percent
Yes	43	51.19

Have you ever visited or followed the SCOPE Twitter account? (It publishes the latest news, events, calls for proposals, research and other information of interest to the Yukon science community.) (n=84)

	Number	Percent
Yes	13	15.48

Have you entered information into the Yukon Government Database of Science Practitioners, Professionals and Activities, developed by the Interdepartmental Science Committee? (n=84)

	Number	Percent
Yes	23	27.38
No	26	30.95
Not answered	35	41.66

(If no) Why not? (n=26)

	Number	Percent
Never heard of it before	5	19.23

Haven't gotten around to it yet	9	34.62
No supervisory support or direction to do it	<5	s
No time to enter my information	<5	s
I don't want to make myself more accessible to the public	<5	s
Other:	7	26.92

Do you have any suggestions for how to increase this database's usefulness? (n=84)

	Number	Percent
Yes	<5	s

Do you have any other feedback regarding SCOPE's first year that you would like to share? (n=84)

Yes	13	15.48
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Part 3. As a community, in what direction should we be going?

Do you think SCOPE should develop an online forum? (n=84)

	Number	Percent
Yes	28	33.33
No	7	8.33
Don't know	49	58.33

Do you think SCOPE should develop an online forum? - Yes (n=84)

	Number	Percent
Yukon Government employee	14	28.57
Not a Yukon Government employee	14	40
Education up to Bachelor's Degree	10	37.04
Graduate Degree	18	31.58

If SCOPE developed an online forum, which of the following features would you contribute to or use as a resource? (n=84)

	I can see myself contributing to this		I can see myself using this as a resource	
	Number	Percent	Number	Percent
Online discussion forum	20	23.81	30	35.71
Online bulletin board	26	30.95	42	50
Database of Yukon science practitioners/professionals	33	39.29	52	61.9
Database of Yukon science activities	33	39.29	58	69.05

We have collected a list of professional development activities that various SCOPE members have expressed an interest in attending.

Which of the following activities would you be interested in attending or helping to present? (n=84)

	Interested in attending		Interested in helping to present	
	Number	Percent	Number	Percent
Developing research partnerships	49	58.33	11	13.1
Social science research methods	29	34.52	5	5.95
Integrating scientific and traditional knowledge	56	66.67	5	5.95
Data management planning	27	32.14	<5	s
Data visualization	33	39.29	5	5.95
Introduction to qualitative data analysis	28	33.33	5	5.95
Introduction to NVivo (qualitative data analysis software)	14	16.67	<5	s
Statistical data analysis	32	38.1	7	8.33
Science communication	48	57.14	8	9.52
Science-policy integration	45	53.57	7	8.33
Mountain weather forecasting	18	21.43	<5	s
Expert witness training	20	23.81	0	0
Tour of local field sites	44	52.38	7	8.33

Part 4. Competencies

Here is a list of some types of knowledge, skills, and abilities that we believe Yukon science professionals and practitioners, regardless of their area of expertise or practice, should have in common.

Which of these knowledge areas are you interested in developing further? (n=84)

Number Percent

Knowledge of Yukon's environment, economy, society and cultures	60	71.43
Knowledge of the pan-territorial and circumpolar north's environment, economy, society and cultures	53	63.1
Knowledge of future population, economic and climate scenarios for Yukon	52	61.9
Knowledge of relevant legislation to your area of practice/work	39	46.43
Knowledge of professional and research ethics	20	23.81
Knowledge of principles of scientific integrity	21	25
Knowledge of key players in Yukon's scientific community	39	46.43
An understanding of Yukon's traditional and local knowledge	51	60.71
An understanding of OCAP principles (ownership, control, access and possession) of traditional knowledge	35	41.67
Knowledge of technology relevant to your area of practice	40	47.62
An understanding of the needs of Yukon decision-makers and/or policy-makers for scientific information	55	65.48

Which of these skill areas are you interested in developing further? (n=84)

	Number	Percent
Proposal and grant application writing	17	20.24
Scientific and technical writing	25	29.76
Research design	28	33.33
Analysis of qualitative information	33	39.29
Analysis of quantitative information	31	36.9
Communicating scientific information to the public	44	52.38
Communicating scientific information to decision-makers	52	61.9
Use of social media including Twitter, Facebook, LinkedIn	26	30.95
Data visualization (e.g. charts, graphs)	31	36.9
Data management	24	28.57
Management of scientific projects	20	23.81
Management of scientific teams	17	20.24
Performance evaluation	33	39.29

Which of these abilities are you interested in developing further? (n=84)

	Number	Percent
Able to research complex technical and science-related topics	25	29.76

Able to communicate scientific information to a general audience	42	50
Able to lead scientific teams	18	21.43
Able to publish in a peer-reviewed journal	17	20.24
Able to develop communication strategies	30	35.71
Able to collaborate with scientists in different disciplines, departments or agencies	34	40.48
Able to evaluate the validity and reliability of evidence	31	36.9
Able to work at the interface of science and policy	47	55.95
Able to identify scientific priorities	30	35.71

Part 5. Accreditation

Are you registered in a science-based professional association? (n=84)

	Number	Percent
Yes	24	28.57

Are you registered in a science-based professional association? - Yes (n=84)

	Number	Percent
Yukon Government employee	16	32.65
Not a Yukon Government employee	8	22.86
Education up to Bachelor's Degree	5	18.52
Graduate Degree	19	33.33

Do you think Yukon science practitioners/professionals should be accredited? (n=84)

	Number	Percent
No	13	15.48
Yes	23	27.38
Don't know	39	46.43
Other	9	10.71

Do you think Yukon science practitioners/professionals should be accredited? - Yes (n=84)

	Number	Percent
Yukon Government employee	12	24.49
Not a Yukon Government employee	11	31.43

Education up to Bachelor's Degree	10	37.04
Graduate Degree	13	22.81

Would you be supportive of the establishment of an Association of Yukon Science Practitioners/ Professionals that encompasses a broad group of science practitioners/professionals? (n=84)

	Number	Percent
No	12	14.29
Yes	38	45.24
Don't know	34	40.48

Would you be supportive of the establishment of an Association of Yukon Science Practitioners/ Professionals that encompasses a broad group of science practitioners/professionals? - Yes (n=84)

	Number	Percent
Yukon Government employee	17	34.69
Not a Yukon Government employee	21	60
Education up to Bachelor's Degree	12	44.44
Graduate Degree	26	45.61

What do you perceive to be the potential benefits of an Association of Yukon Science Practitioners/ Professionals to be? Check all that apply. (n=84)

	Number	Percent
Professional development of members	39	46.43
Networking opportunities for members	44	52.38
Right to title (only those registered with an association may use the title associated with the profession)	18	21.43
Right to practice (only those registered with an association may practice in the areas defined by the profession)	8	9.52
Higher standard of practice by members of the profession	24	28.57
Consistent standard of practice across members of the profession	29	34.52
Increased public confidence in the profession	28	33.33
Don't know	23	27.38
Other	<5	s

What do you perceive to be the risks or costs of an Association of Yukon Science Practitioners/ Professionals? (Open-ended question, coded) (n=84)

	Number	Percent
Elitism, alienation, exclusivity	20	23.81
Expense, time, resources	13	15.48
Lack of specificity	9	10.71
No clear benefits to public	5	5.95
Difficult to set standards	8	9.52
Duplication of existing associations	8	9.52

Would you seek membership in an Association of Yukon Science Practitioners/ Professionals? (n=84)

	Number	Percent
No	26	30.95
Yes	24	28.57
Don't know	34	40.48

Would you seek membership in an Association of Yukon Science Practitioners/ Professionals? - Yes (n=84)

	Number	Percent
Yukon Government employee	11	22.45
Not a Yukon Government employee	13	37.14
Education up to Bachelor's Degree	7	25.93
Graduate Degree	17	29.82
Not registered in a professional association	13	21.67
Registered in a professional association	11	45.83

Part 6. Demographic information

Note: Responses were not mandatory in this section of the survey, so categories may not add up to 100%.

In what age group do you fall? (n=84)

	Number	Percent
Under 20	0	0
20-29	<5	s
30-39	22	26.19
40-49	29	34.52

50-59	22	26.19
60 or over	8	9.52

How many years have you lived in Yukon? (n=84)

	Number	Percent
Five years or less	22	26.19
6-10 years	17	20.24
11-15 years	9	10.71
16-20 years	7	8.33
More than 20 years	29	34.52

Are you male or female? (n=84)

	Number	Percent
Male	32	38.1
Female	51	60.71

Are you aboriginal (First Nations, Métis, or Inuit)? (n=84)

	Number	Percent
No	76	90.48
Yes	5	5.95

What is the highest level of education you have attained? (n=84)

	Number	Percent
Less than high school	0	0
High school diploma	0	0
College certificate or diploma	<5	s
Bachelor's degree	24	28.57
Master's degree	35	41.67
Doctorate	22	26.19
Other	<5	s