

## **Engaged scholarship: linking conservation science and practice**

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Fall, 2014

Tuesdays and Thursdays, 1-2pm, Russell Laboratories room A121

Forest and Wildlife Ecology 875 - section 6, course # 95296

Meets Sept 2 – Oct 16 plus December follow-up

How can we better inform conservation practice and natural resources management? This course provides training in engaged scholarship, which links knowledge and action to produce social and ecological benefits. Students will interact with agency and NGO scientists and decision makers, develop strategies for engaging relevant partners in their research, and build communication skills for diverse audiences. Students will create a personalized engagement plan. Readings will guide our reflection on the role of natural and social science and the university in society, and help us develop models for increasing research impact.

We are all working on different topics with different ideas of what level of engagement is appropriate for ourselves and our projects, which is great. This course is designed to give you a structure for advancing this engagement with a group of colleagues who want to help you brainstorm and troubleshoot your efforts. You will produce at least one tangible product that could be written or spoken. A written contribution could be a webpage, fact sheet, newsletter article, blog, press release on a paper, public comment letter, children's book, comic strip, or whatever else makes sense for your topic and audience. An oral contribution could be a real presentation or practice run for a radio interview, a youtube video, an educational lecture/activity, or a presentation for a government agency or nonprofit organization or a public meeting. We will also do a short elevator speech in class.

I also want us to do some deeper thinking about the purpose of engagement in creating social and environmental change. Some of our readings will touch on the politics of knowledge and provide a glimpse of lessons learned by those who have studied the ways that science and scientists engage in society.

### **Goals for this course:**

1. Understand different approaches to engaged scholarship, and consider what approaches might fit your personality, goals, and project.
2. Consider the politics of knowledge and the responsibilities of intellectuals, and how this applies to your research.
3. Develop your own engagement plan for your time here – including defining your goals and partners/ audiences, recognizing skills you will need to develop, and identifying some concrete actions to take now.

## Expectations:

- 1) Write a reflection on your hopes and fears about engaged scholarship.
- 2) Develop a logic model and engagement plan for your MS or PhD work. Think deeply about your short and long-term goals for engaging with people outside the university.
- 3) Write! a short piece that extends your research to nonacademic audiences, incorporate peer-review, and then send that piece (or a link to the webpage) to the relevant people.

OR

Speak! to an audience, tape it, and watch/listen to it. Options include a youtube video, podcast, or presentation to a nonacademic group. You will need to do a first version and incorporate peer-review before the final version.

- 4) Do a peer-review of another person's communication piece.
- 5) Build relationships. Identify a partner or audience and build a relationship over coffee, drinks, informational interview, volunteering, follow-up, or whatever is appropriate.
- 6) Do the readings, send short reading reflections, and discuss them as a group. The reflections are due to me by 5pm each Monday before each class. They are short ~200-300 word pieces that should be reflective about the topic and relate to your own work, not a summary of the reading. They can be longer if you have more to say. This is a space to practice writing about your feelings, intuitions, and thoughts. I will not be editing these – they are a space to write from the gut and heart in addition to the head. You could use material from these in a blog or in a webpage tab on engaged scholarship.
  - a. Reading reflections are due: Monday Sept 8, 15, 22, 29, and October 6, 13.

## Grades:

Initial reflection on engagement hopes and fears (5%)

Logic model and engagement plan (multiple drafts) (35%)

Communication piece (multiple drafts with evidence of it being mailed or going online ) (40%)

Elevator speech (5%)

Participation (in class, peer review, reading reflections) (15%)

## Schedule

	In-Class	Reading before class	Due
<b>2-Sep</b>	Figuring out whether and how to engage; Reflection on goals, hopes, fears		
<b>4-Sep</b>	Strategic planning; Logic model for engagement	<ul style="list-style-type: none"><li>• Whitmer et al. 2010 Frontiers</li><li>• Kellogg Logic Model Guidelines</li><li>• Example logic model and Rissman service list</li></ul>	
<b>9-Sep</b>	Beth Tryon visit: community-based research	<ul style="list-style-type: none"><li>• Stoecker 2004 Goose speech; Chapt 1 optional</li><li>• Read example plan</li></ul>	
<b>11-Sep</b>	Reconciling supply and demand for environmental science	<ul style="list-style-type: none"><li>• McNie 2007 EnvSci&amp;Pol</li></ul>	Logic model due

<b>16-Sep</b>	Field trip to DNR Science Operations Center, <a href="#">2801 Progress Rd</a> [12:30-2:30]	• Ludwig et al. 2001 AnnRev	Logic model peer review due
<b>18-Sep</b>	Randy Stoecker visit: knowledge politics in action	• Stoecker 1999	
<b>23-Sep</b>	Individuals and institutions: navigating the engagement process Troubleshooting your projects	• Weertz & Sandmann 2008	First draft of communication piece
<b>25-Sep</b>	No class – Rosh Hashanah	• Drury 2011 at least pages 1-25, 37-43, 48-50, 86-87	
<b>30-Sep</b>	No class – feel free to meet up on your own to do addtl audio/videotaping	• Olson, Don't Be Such a Scientist, Intro, Ch 1 & 2	
<b>2-Oct</b>	Mark Rickenbach visit - science in policy	• Bogenschneider & Corbett 2010, Chapter 1 & 2	Plan draft and revised logic model due
<b>7-Oct</b>	Science, politics and democracy Elevator speeches?	• Sarewitz 2004 • Rosenbaum 2013 excerpt	Relationship-building task due
<b>9-Oct</b>	Troubleshooting your projects Elevator speeches?	• Baron, Escape from the Ivory Tower, Chapter 1 & 15	
<b>14-Oct</b>	Knowledge and action	• Roux et al. 2006 Eco&Soc	Final logic model and plan due
<b>16-Oct</b>	Synthesis, evaluations		Final communication piece due, with evidence of distribution
<b>Winter follow-up</b>	What have you done? What have you learned?		Check-in on action

### What is engaged scholarship?

This class will cover all forms of engagement outside the university, from outreach and extension to education to participatory research or community-based research. Most any approach you want to take to engaging nonacademics will work for this course.

I also want to share a definition that focuses on a two-way approach (bold emphasis is mine): “While traditional conceptualizations of public service and outreach emphasized a “one-way” approach to delivering knowledge and service to the public, higher education leaders began using the term **engagement to describe a “two-way” approach** to interacting with community partners to address societal needs (Boyer, 1996; Kellogg Commission, 1999). The new philosophy emphasizes a shift away from an expert model of delivering university knowledge to the public and toward a more collaborative model in which community partners play a significant role in creating and sharing knowledge to the mutual benefit of institutions and society.” (Weertz and Sandmann 2008)

## What else could you do?

Further your training and credentials

- UW's Center for the Humanities has [several programs](#) available for grad students who want to engage communities, e.g. [Public Humanities Exchange](#) grants (which include training in engagement). (BL)
- Students can be officially recognized (i.e. add to CV) for their leadership in community engagement: <http://slc.engr.wisc.edu/leadershipcertificate.html> (BL)
- Anything from the Fully Prepared to Engage series thru OHRD, especially their free courses in developing engagement competencies, e.g. facilitating public participation <https://www.ohrd.wisc.edu/fullypreparedtoengage/FullyPreparedtoEngage/Competencies/tabid/62/Default.aspx> (BL)
- UW Med School's Institute for Clinical and Translational Research (ICTR) has model programs for training grad students in medical sciences how to engage communities: <https://ictr.wisc.edu/EducationMentoring>. (BL)
- Check out the [Morgridge Center for Public Service](#); and you can work with a faculty or staff member to post an offer on the [Wisconsin Idea Exchange](#) and see if a community group contacts you (BL).

Obtain grant funding. The Baldwin Wisconsin Idea grant could fund a student's community-based research: <http://provost.wisc.edu/baldwin-call-criteria.htm> (BL)<sup>1</sup>

Form a Community of Practice with your colleagues to stay connected and supported

Attend conferences such as <http://www.livingknowledge.org/livingknowledge/>

Get feedback on a piece from the Writing Center, which is a great resource.

### Interested in writing a paper on engaged scholarship?

I would like to write a paper about training students to do engaged scholarship, and potentially use examples from our class to help with that paper. If you are interested in staying involved with this as a research project after the class is over, please let me know.

### Attendance, respect

If you can't attend for some reason email me in advance – excessive absences will affect your participation grade. I can't imagine plagiarism will be an issue but I see it as disrespectful to your own learning and our work together, so I treat it seriously.

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<sup>1</sup> Many contributed their ideas to this syllabus – thanks all! Bethany Laursen (former MS with Mark Rickenbach provided many suggestions noted as (BL).