

COLLABORATIVE SCIENCE FOR ESTUARIES

WEBINAR SERIES



Moderator:

Doug George

*NOAA Office for Coastal
Management*



Moderator:

Jeanne Bloomberg

*NOAA RESTORE Science
Program*



Christine Angelini

University of Florida



Mike Langston

*South Central Climate
Adaptation Science Center*



Eric Sparks

*Mississippi State University &
Mississippi-Alabama Sea
Grant Consortium*

Collaborative Science Conversations: Designing Science for Coastal and Ocean Decision Making



National Estuarine
Research Reserve System
Science Collaborative



RESTORE
SCIENCE PROGRAM

Date: Thursday, July 29, 2021
Time: 3:00-4:00 PM ET

Webinar Agenda:

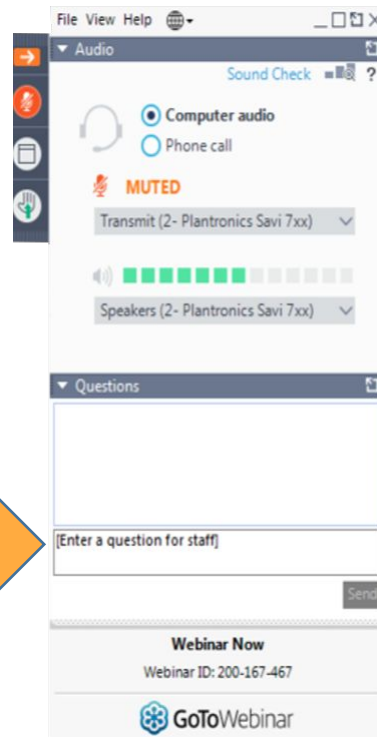
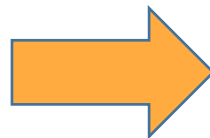
- 3:00 PM ET Housekeeping
- Introduction and framing (5 minutes)
- Panelist opening remarks (2 minutes each)
- Panel discussion (20 minutes)
- Q&A (15 minutes)
- 4:00 PM ET Adjourn



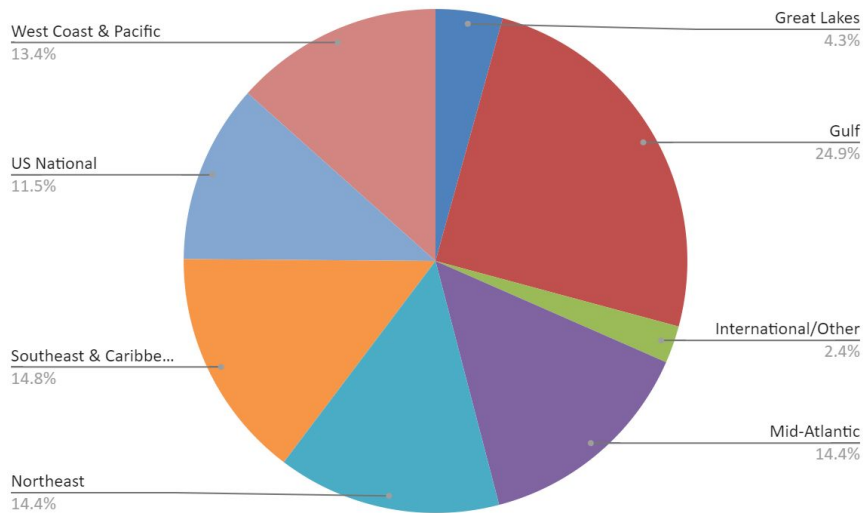
Have a question?

Use the “Questions” function to pose questions throughout the webinar.

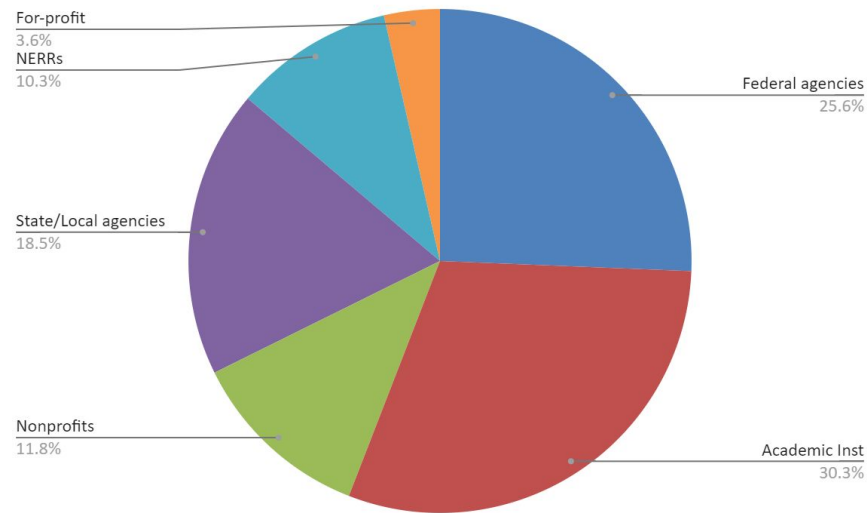
Questions are only visible to organizers.



Registration by the numbers



By region



By organization type





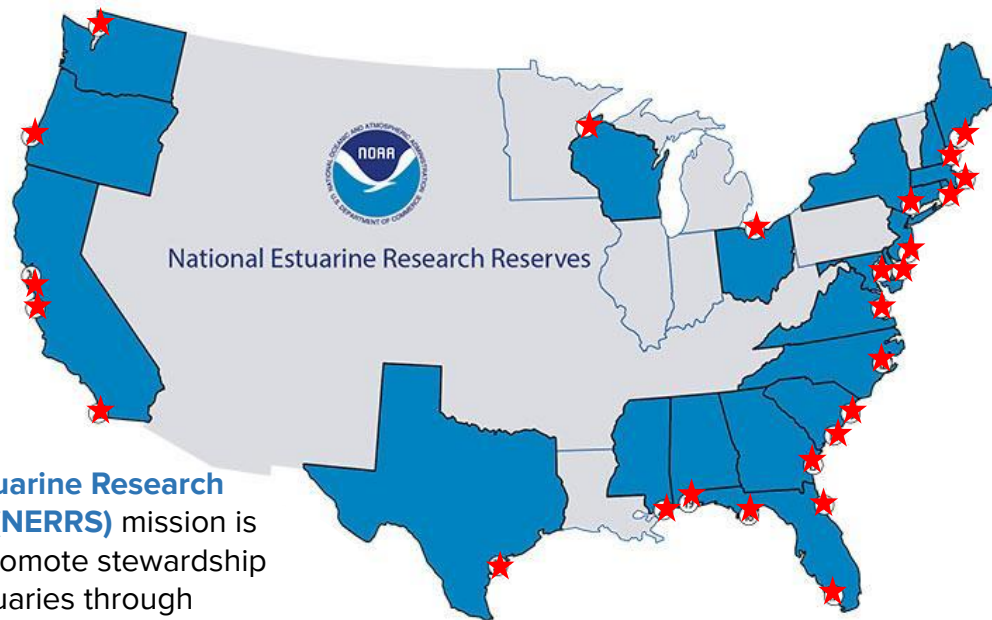
Doug George

*NERRS Science Collaborative
Program Manager*
**NOAA Office for Coastal
Management**



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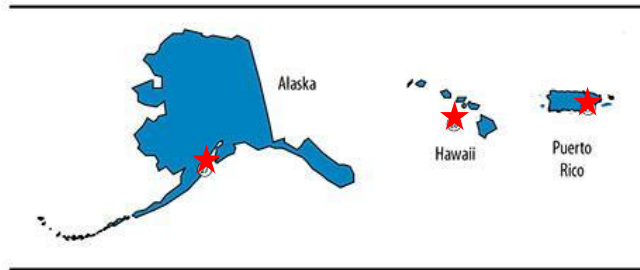
National Estuarine Research Reserve System



The National Estuarine Research Reserve System (NERRS) mission is to practice and promote stewardship of coasts and estuaries through innovative research, education, and training using a place-based system of 29 protected areas.

- **Reserve programs**

- Land stewardship
- Research and scientific monitoring
- Training programs
- Education





Doug George

*NERRS Science Collaborative
Program Manager*
**NOAA Office for Coastal
Management**



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The NERRS Science Collaborative promotes science to support coastal decision-making about management problems important to the reserves.

Coastal Focus Issues

- Climate change
- Ecosystem services
- Application of monitoring data
- Habitat resilience
- Water quality



How we do it

Support co-produced research and science transfer in the NERRS

Roles reserves play in projects

- Project lead
- End user
- Data collection site
- Collaborator and partner
- Disseminator
- Stakeholder





Jeanne Bloomberg

*National Academies Gulf
Research Program Science
Policy Fellow*

**NOAA RESTORE Science
Program**

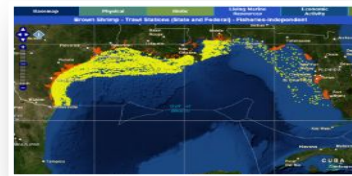


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Program Overview

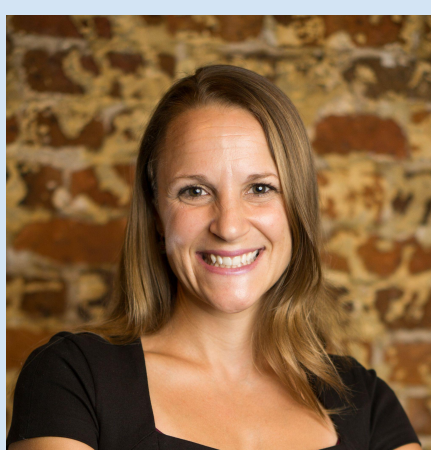
Mission: To carry out research, observation, and monitoring to support the long-term sustainability of the ecosystem



Long-term Outcomes

- Integrated understanding of the Gulf of Mexico ecosystem
- Management of, and restoration activities within, the Gulf of Mexico ecosystem is guided by this ecosystem understanding.





Christine Angelini

Director

**University of Florida Center for
Coastal Solutions**

*Associate Professor in
Environmental Engineering
Sciences*

University of Florida



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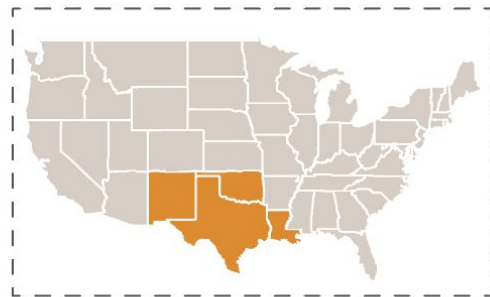
Mike Langston

USGS Deputy Director
**South Central Climate
Adaptation Science Center**



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SOUTH CENTRAL CLIMATE ADAPTATION SCIENCE CENTER & CONSORTIUM MEMBERS





Eric Sparks

*Director and Associate Extension
Professor*

**Mississippi State University Coastal
and Marine Extension**

*Assistant Director for
Extension/Coastal Ecology Specialist*
Mississippi-Alabama Sea Grant



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Discussion

What approaches have you used to begin forming collaborative relationships with stakeholders and communities?

How do you manage expectations about co-production of science — what it is and what it isn't?

Can you describe how your collaborative science work has affected management — either a specific experience or broader trend?

Moderators



Jeanne Bloomberg and
Doug George



Christine Angelini
University of Florida



Mike Langston
South Central Climate
Adaptation Science
Center



Eric Sparks
Mississippi State
University & MS-AL
Sea Grant
Consortium



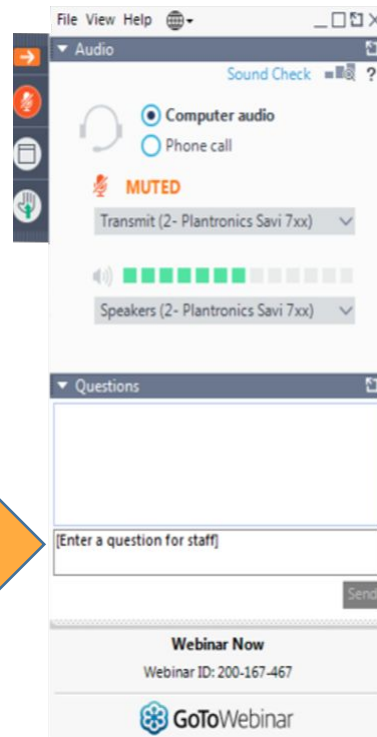
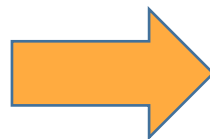
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Q&A

Have a question?

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Questions are only visible to organizers.



Additional slides



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Q&A

Q: Do any of the panelists have any career tips for recent graduates interested in beginning a career that heavily focuses on collaborative science? Is there anything about collaborative science work that the panelists wish that they had known at the beginning of their careers?

- **A:** (Christine) - Think about natural resource managers and other stakeholders when you're networking and building relationships. Don't discriminate against people based on their role.
(Mike) - Go try to meet people, introduce yourself, and talk about what you do. Find a mentor to help you learn how to build relationships and engage in collaborative work.
(Eric) - Keep doing presentations and meeting people so you build skills talking to a roomful of people. Build friendships from the beginning and stick with people as you all grow in your careers.

Q: Scientists and managers usually "speak different languages," i.e., have different interpretations of the same term/issue. It therefore seems that "co-learning"/"cross-communication and understanding" must come first, and is just as important as co-production. How can we enhance "co-learning" between scientists and managers?

- **A:** Acknowledge that co-learning is important and needs to happen. Set expectations early on, and establish the atmosphere in a meeting/room that people will try to understand each other, develop a shared language, and stop each other if they don't understand something.

Q: What about Traditional Ecological Knowledge (TEK) or Indigenous Traditional Knowledge (ITK)? Any experiences or lessons learned from working with indigenous communities?

- **A:** In general, all of these programs are looking to grow that in the portfolio of projects. Please do bring more projects like this!

Q: How can coastal resource managers better share resource management needs/questions with the scientific/academic researchers for potential collaborations? (e.g., difficult to know research interests among partners we don't already have relationships with)

- **A:** (Eric) - Talk to your Sea Grant folks - a lot of them do this every day.
(Mike) - When you come up against a management problem, think in terms of what additional information you need, and what kinds of information can be gathered in 2-3 year cycles.
(Christine) - Come to campus and get to know researchers. Give talks to students on campus and build relationships. You can also leverage people who work at those nodes that interact with a range of agencies or organizations to put you in touch with people.



Q&A

Q: Someone alluded to funding and incentives for faculty for this type of work. What are some other impediments to building long term relationships within communities for collaborative science?

- **A:** (Eric Sparks) - depending on the project, you may need to interact more with non-English speaking groups. We have conducted projects with shrimpers and had to bring in translation and cultural consultation services to help identify the best approaches for engagement.

Q: Christine mentioned the importance of identifying the right products for a project. How have panelists gone about identifying the right products? Do you use formal or informal processes?

- **A:** (Eric Sparks) - we skew a lot more toward informal processes and simply ask end-users what format this information needs to be in. If we can't identify any tangible products from those conversations, we (MSU Extension/Sea Grant) mock up some best guesses and have them reviewed by end-users at subsequent meetings. That process is continued until we are all happy with a product and, often, some of the end-users are co-authors. I've also seen formal processes work well (e.g., Gulf Tree), but my personal preference is to keep it as informal as possible.

Q: Christine, do you have suggestions for how to encourage scientists to share more of the budget and recognize how much time and effort the non-research aspects of collaborative science projects take? Any suggestions for valuing things like that that are hard to value?

- **A:** (Eric Sparks) - in the groups I work with, we don't view budget as an incentive to have participation from end-users with an established relationship with us. We are mostly focused on developing the budget in a way that directly addresses the target question. I've written entire proposals before and just given it to one of the end-user groups to submit (with most of the budget in their prime award) because that was the most effective and competitive way to do it. The reverse has occurred too where end-users wanted to get a project done, but it was going to be nearly impossible to route the budget through their agency. In that scenario, we collaborated together on the narrative, but ultimately we submitted it and had the majority of the budget. For new groups we are hoping to build a relationship with, we do often include participant stipends for them in our grant submissions though.



Comments



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