



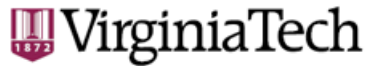
Conference on College Composition and Communication

Welcome to

Extending the *CCC* Conversation:  
Reaching Publics and Informing Policies  
through the Research Center

with

Brian Gogan, Megan O'Neill, Kelly Belanger,  
and Ashley Patriarca



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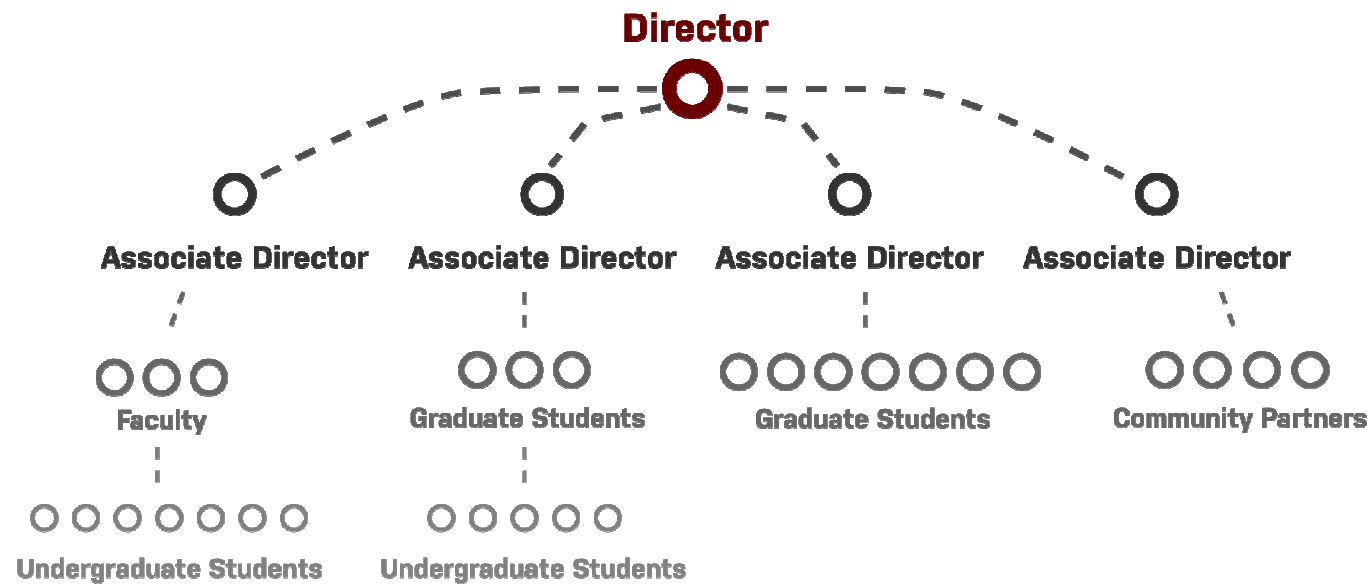
# Reaching Publics and Informing Policies through the Research Center

Presenters: Brian Gogan, Megan O'Neill,  
Kelly Belanger, & Ashley Patriarca

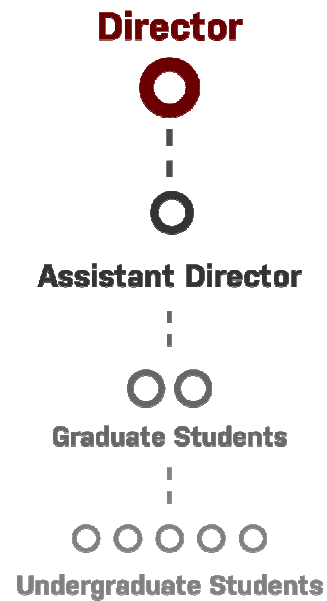
# Definition

**Research centers** are associative enterprises for solving scholarly and societal problems that cannot be adequately addressed by individuals.

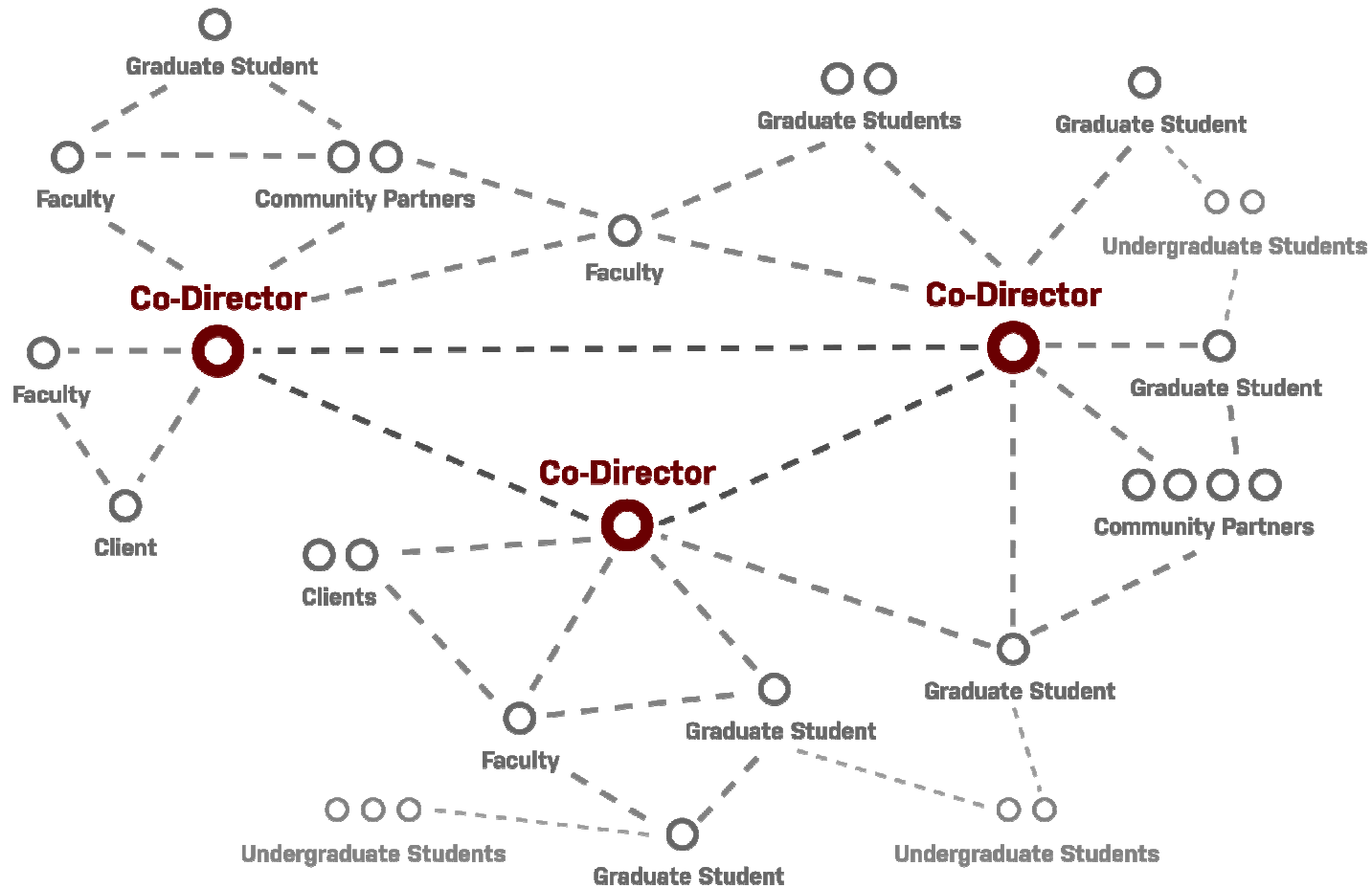
# 1. The Umbrella Model



# 2. The Matchstick Model



# 3. The Web Model



# Best Practices: The Project Portfolio

- Long-term project investments
- Short-term project investments
- Community or charitable investments

# Best Practices: Building a Project Portfolio

Think carefully about the pros and cons of opportunistic planning:

- What are the tangible and intangible benefits?
- How does this fit into our project portfolio plan?
- Remember: it is ok to say “no” or “not now.”

# Best Practices: Building a Project Portfolio

Create a diverse project portfolio that encourages center allies in a variety of roles and locations.

- What types of relationships and support do projects encourage? Departmental? College level? University level? Extra-university level?
- How do these relationships position the center for current and future success?

# Best Practices: Building a Project Portfolio

Emphasize diversity in project deliverables:

- Consider more than the traditional academic work: symposiums, poster presentations, grants, documentaries, workshops, partner or client projects, interviews, historical projects, usability testing, etc.

# Best Practices: Project Implementation

Understand complex and diverse communication practices:

- Make solid connections with funding agency representatives.
- Understand how organizations outside of academia function.
- Encourage sustained communication with departmental, college, and university contacts.
- Communicate effectively with all project partners concerning time requirements, due dates, etc.

# Asserting our Expertise for Different Audiences

Research center projects and grants require us to . . .

- Write about our work for rhetoric and writing specialists and nonspecialists
- Build on and borrow ethos from other rhetoric and writing scholars' work
- Use our best pedagogical skills to educate public, community and cross disciplinary audiences about our research

# Going Public in the Center

“If we really believe [that our scholarly work can improve democratic culture], we must then acknowledge our obligation to air that work in the most expansive, inclusive forums possible.”

-Peter Mortensen

“Going Public” (1998)

# Reaching Publics and Informing Policies

Multiple modes of communication increase the possibility of outreach and influence on public opinion:

- Events (lectures, symposia, etc.) create social interaction among researchers and publics.
- New media allow us to reach outside audiences, but require knowledge of how best to work with them.
- Long-term initiatives like the NWP require significant, sustained resources, but can create equally significant relationships with members of the surrounding communities.

# Publicizing Center Work

Rhetoricians have valuable expertise for many situations:

- Ongoing coverage of issues
  - Education
  - Environmental discourse
  - Medical rhetoric
- Specific moments
  - Times of crisis (<http://rsa.cwrl.utexas.edu/node/4681>)
  - Anniversaries (*Challenger* incident, Martin Luther King, Jr.)

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# Collaborating across Disciplines and Professions

Factors complicating research center collaborations include

- Faculty and students in multiple, fluid roles (with various work styles, psychological needs, personalities, commitments)
- Competition for limited resources
- Use of communication technologies (can facilitate process or disrupt it)
- Tacit disciplinary or professional assumptions (can create misunderstandings)
- Differing disciplinary or professional expertise (can be used to facilitate project or create unproductive hierarchies based on “territory”)

# Working within Research Project Teams

Tensions exist between project team model and individual ethos of humanities, which create . . .

- A need to understand and accept research role(s) within a team
- The need to adapt language and research aims for audiences within and outside rhetoric and writing
- The challenge of balancing and prioritizing individual and collaborative scholarship



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Thank you for participating in this  
*CCC* virtual event!