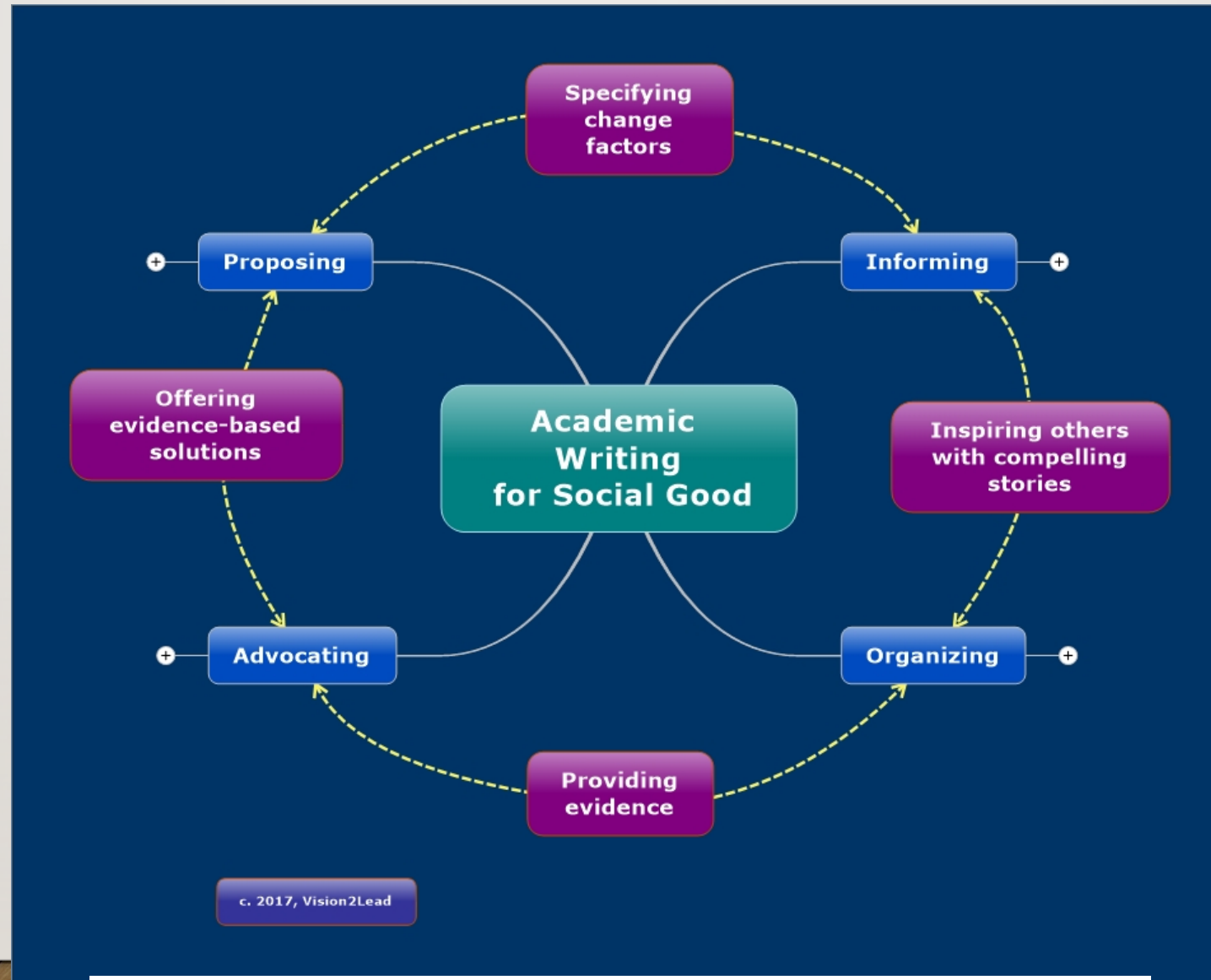


ACADEMIC WRITING FOR SOCIAL GOOD



Janet Salmons, PhD & Lynn Wilson, PhD

AGENDA

- Introductions:
- Defining Key Terms
- Learning from Two Perspectives
- The Big Picture: Reasons to Use Academic Writing for Social Good
- Informing
- Organizing
- Advocating
- Proposing
- Taking a Stand: Dilemmas for Academics
- Q & A





INTRODUCTIONS

LYNN WILSON

- Interests: environmental science and policy, interdisciplinary research for sustainability
- Professional expertise in scientific research, nonprofit management, government and legislation, and technical consulting
- Head of NGO Delegation, various UN regimes including UNFCCC, UNCSD since 2008
- Teaching experience in public administration and environmental policy



JANET SALMONS:

- Interests: ethical practices in education and organizations, research dissemination beyond the academy.
- Professional experience in AmeriCorps, nonprofit and government sectors for community services and the arts.
- Policy and education role for Academy of Management Ethics Committee.
- Teaching experience in leadership & ethics.

KEY TERMS



ACADEMIC WRITING

- Writing that is grounded in empirical research and theory for audiences that include scholars, students, as well policy-makers, organizational leaders, and the public.

SOCIAL GOOD

- Writing that supports change to improve well-being of people in our communities or around the world.

LEARNING FROM TWO PERSPECTIVES

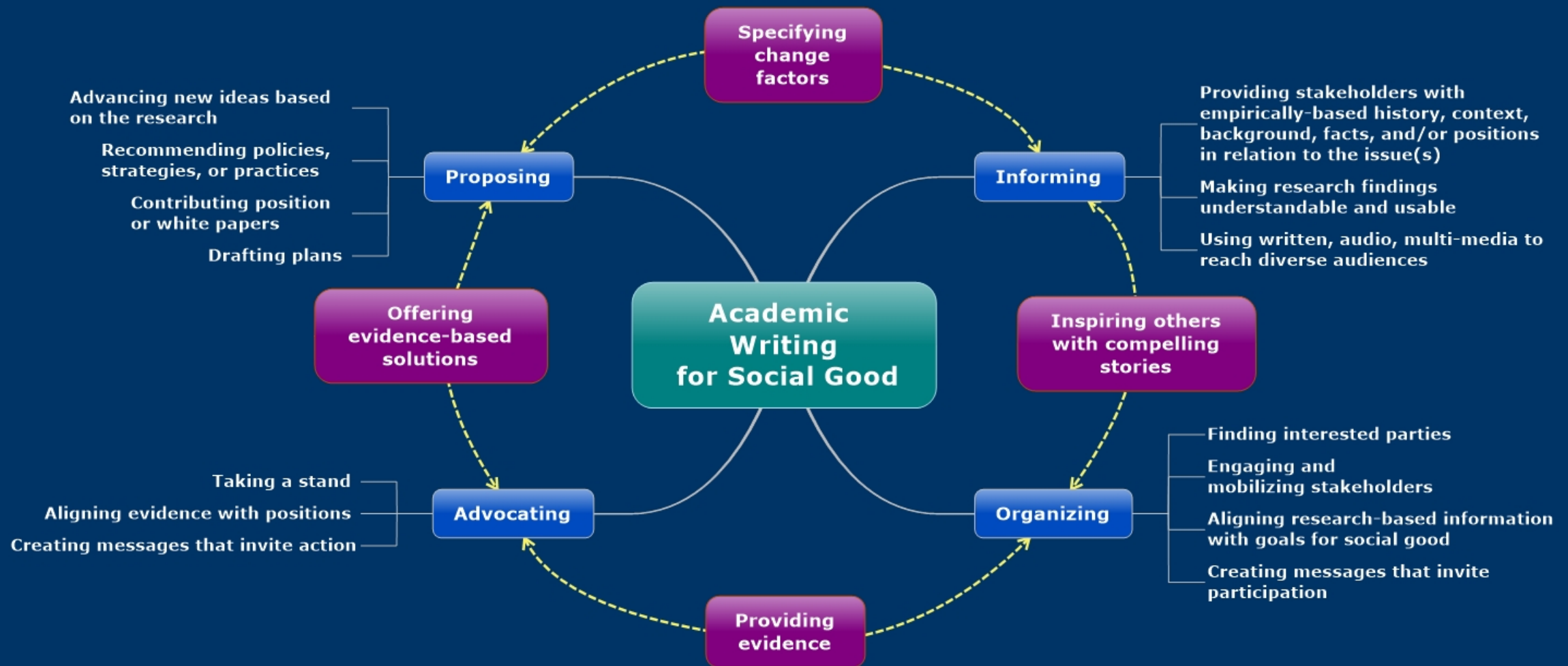


LYNN WILSON

- Good decisions at all policy levels require support from strong academic research and writing, from the formative and planning stages, through execution, implementation, measurement and evaluation.

JANET SALMONS

- Academic writing can contribute to build social justice by engaging wide range of faculty, students, and independent scholars, to conduct thoughtful research and provide empirically-sound evidence to readers within and beyond academia.



USE ACADEMIC WRITING TO INFORM

Who is your target audience and how can you reach them?

Informing

Providing stakeholders with empirically-based history, context, background, facts, and/or positions in relation to the issue(s)

Making research findings understandable and usable

Using written, audio, multi-media to reach diverse audiences

USE ACADEMIC WRITING TO ORGANIZE

Who do you
need to bring
together to get
things done?



USE ACADEMIC WRITING TO ADVOCATE



How can you use research findings to support directions for change?

USE ACADEMIC WRITING TO PROPOSE



How can you use research findings to validate specific proposals?

ACADEMIC WRITING ON HOMELESSNESS: EXAMPLES FROM THE LITERATURE



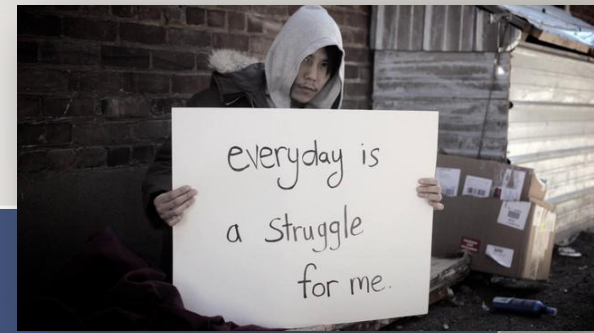
Informing

- “Although individual experiences vary, homelessness and housing instability clearly have adverse consequences for young people and their futures. ...The prevalence and incidence of youth homelessness reveal a significant need for prevention and youth-centric systems and services, as well as strategies to address disproportionate risks of certain subpopulations” (Morton et al., 2017, pp. 7, 1)

Organizing

- The [American Academy of Social Work and Social Welfare](#) recently issued a grand challenge calling upon the social work profession to end homelessness. Our challenge is to expand proven approaches that have worked in communities across the country, develop new service innovations and technologies, and adopt policies that promote affordable housing and basic income security.

ACADEMIC WRITING ON HOMELESSNESS: EXAMPLES FROM THE LITERATURE



Advocating

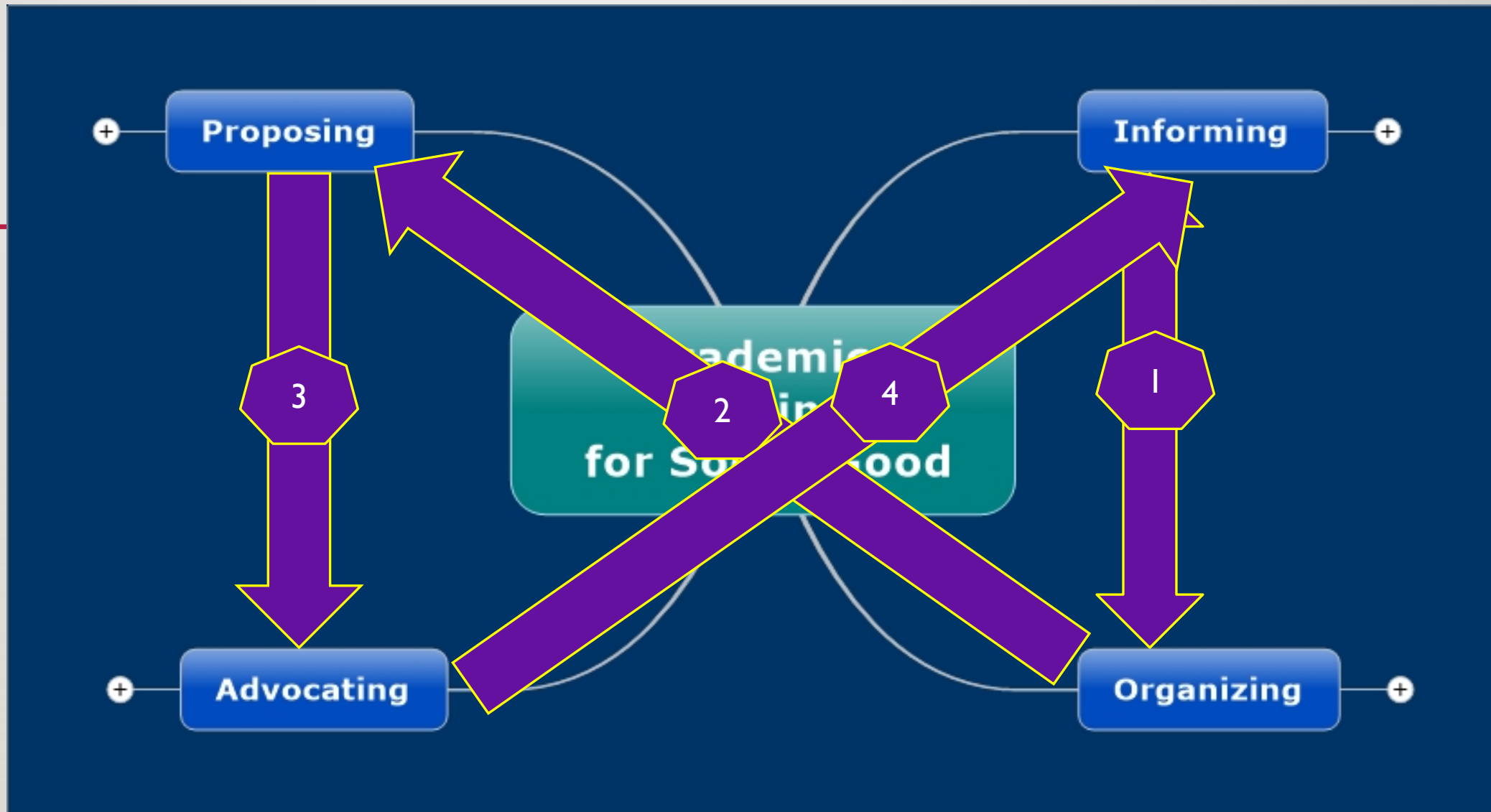
- “Addressing service gaps may help ...improve how the system engages highly mobile homeless youth. The region might benefit from exploring ways to close existing gaps within counties by developing cross-county outreach teams and ensuring that each county has youth shelter beds, as well as age-appropriate transitional and supportive housing options” (Aykanian, 2018, p. 14)

Proposing

- “This study screams out loud also that police departments need to train their manpower to view homeless as people in difficult living circumstances rather than a social threat and an easy prey to vend their aggression on. There should be legal sanctions for violence from police or anyone else against homeless people regulated by hate crime legislation specifically citing the homeless as a protective category on its own” (Georgiades, 2015, p. 639)

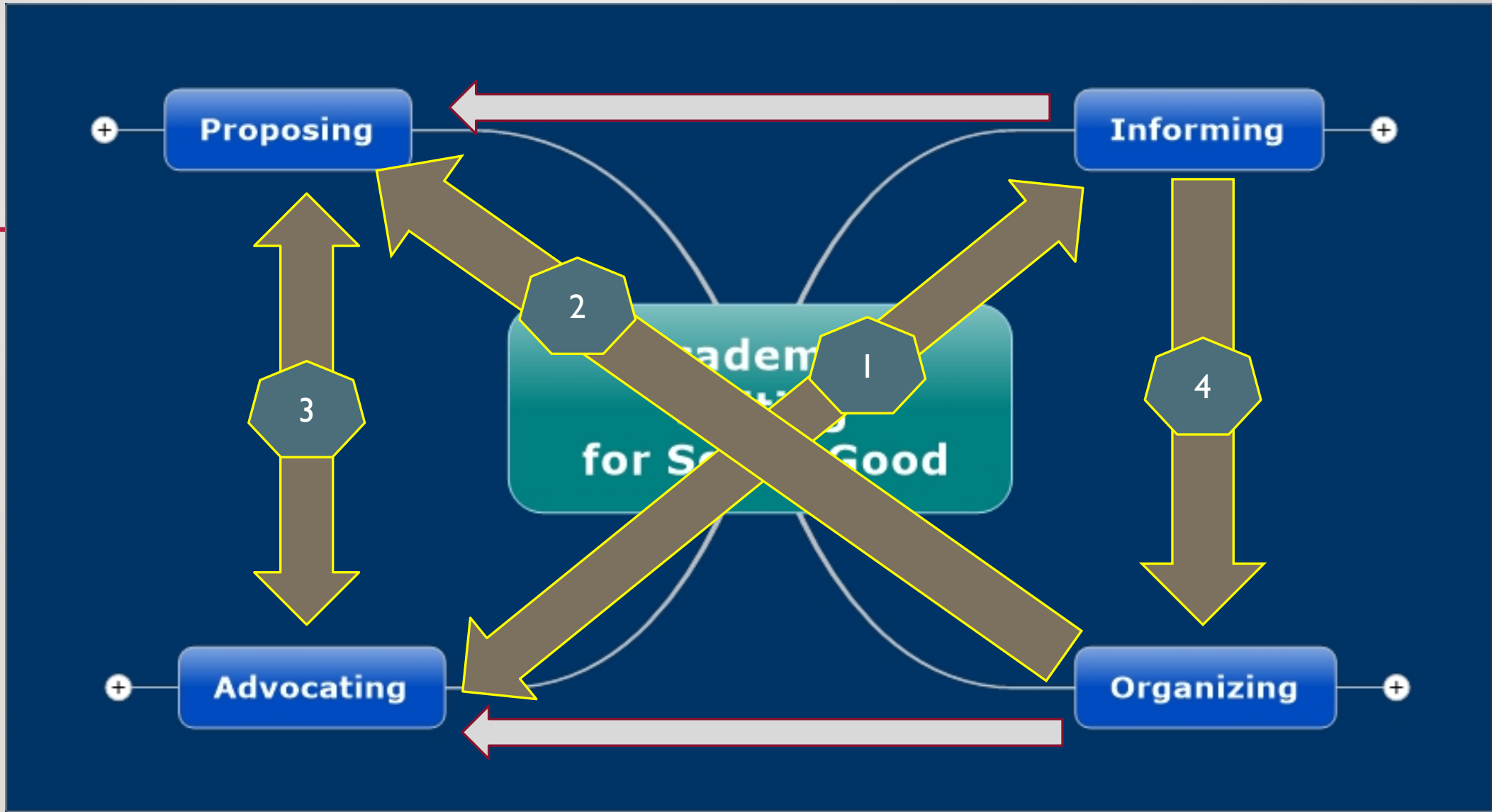
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JANET:
THOUGHTS
&
EXAMPLES



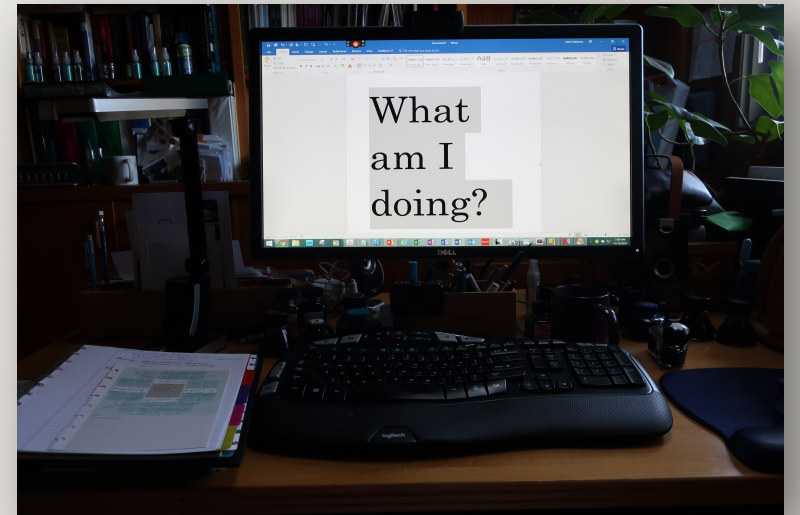
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LYNN:
THOUGHTS
&
EXAMPLES

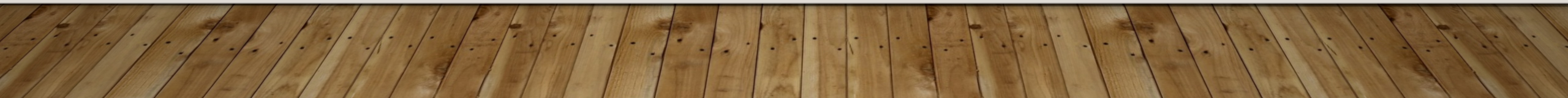


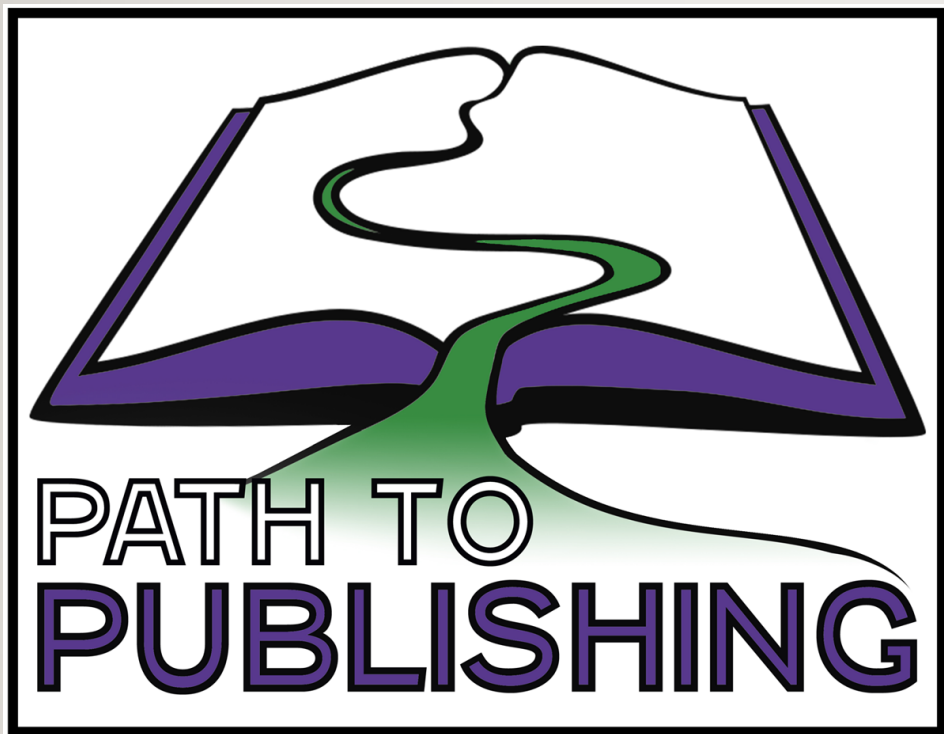
DILEMMAS FOR ACADEMIC WRITERS WITH GOALS FOR SOCIAL GOOD

- Objectivity and bias
- Institutional parameters
- Balancing academic, professional and social goals to make a difference



Q & A





Interested in learning more? We're planning 2018 dates for an online course about Writing for Social Good.

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