Social Science Roadmap Project (GIT 5)

Questionnaire results

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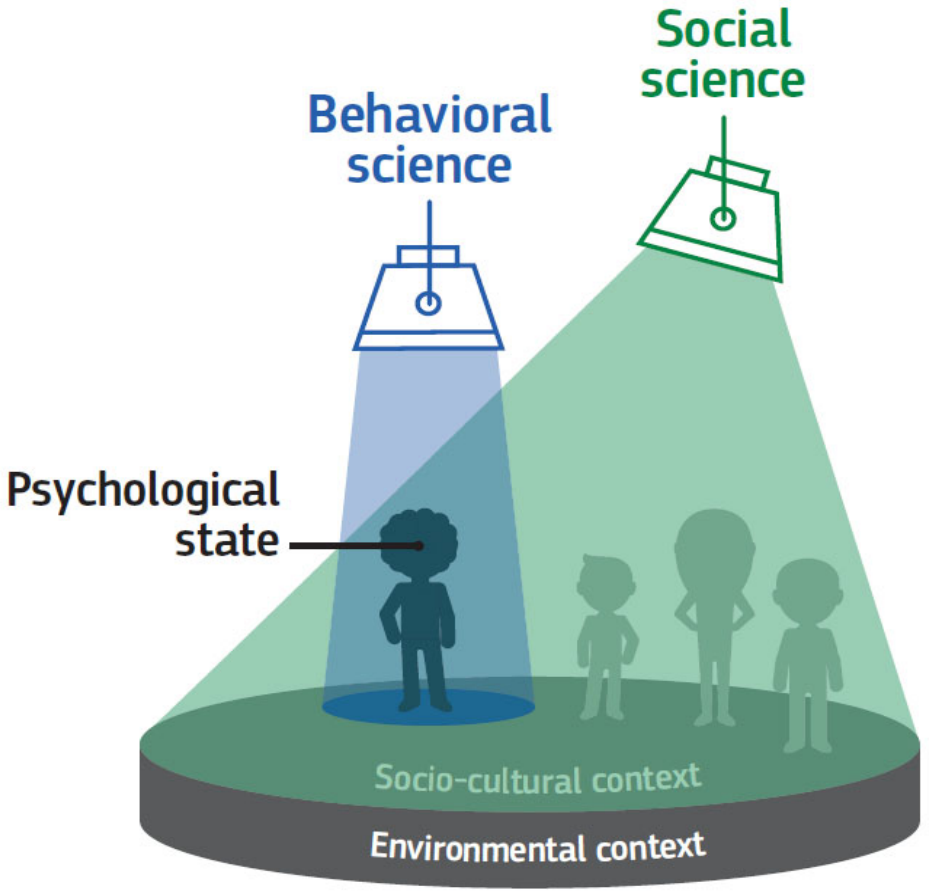
UMCES – CBL

Presentation to CBP Management Board

March 10, 2022



(Bujold et al, 2020)

Current Project Assessment Goals

Evaluate use of and attitudes towards social science application in CBP

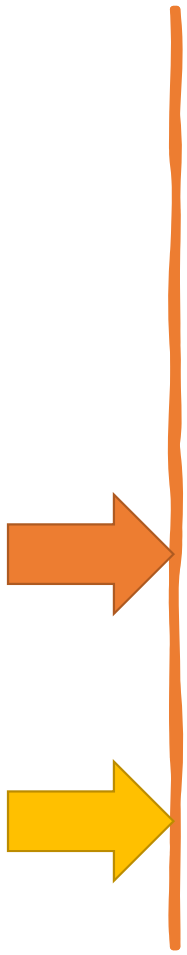
Increase understanding of SS theories and interventions and the evidence for their effectiveness

Advance a dialogue about strategies to enhance social science capacity

Methods

You are here

Coming Fall 2022



Current CBP use of SS: Review reports and other information produced by the partnership

Evidence of what is working: Literature review & synthesis of behavioral interventions (individuals + policy actors)

Partnership priorities and decision context: Questionnaire and interviews

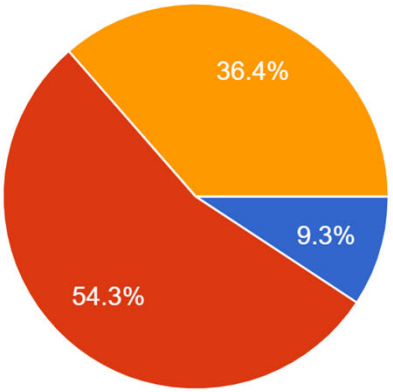
Recommendations for building capacity: Synthesize implications of all methods and compare to recommendations for similar institutions

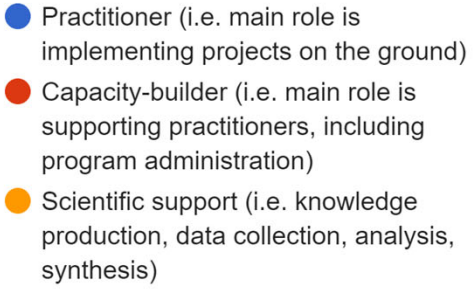
Survey goals

1. Attitudes towards social science
2. Experience with social science
3. Enabling conditions for institutions

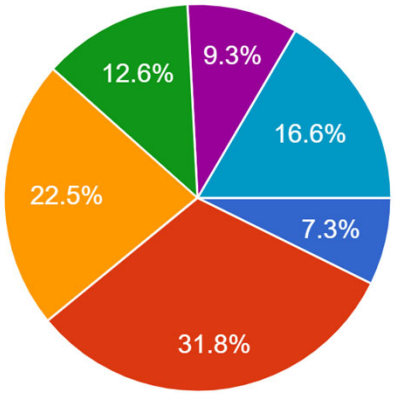
Who answered the survey?

- High proportion of managers and those who integrate activities across programs



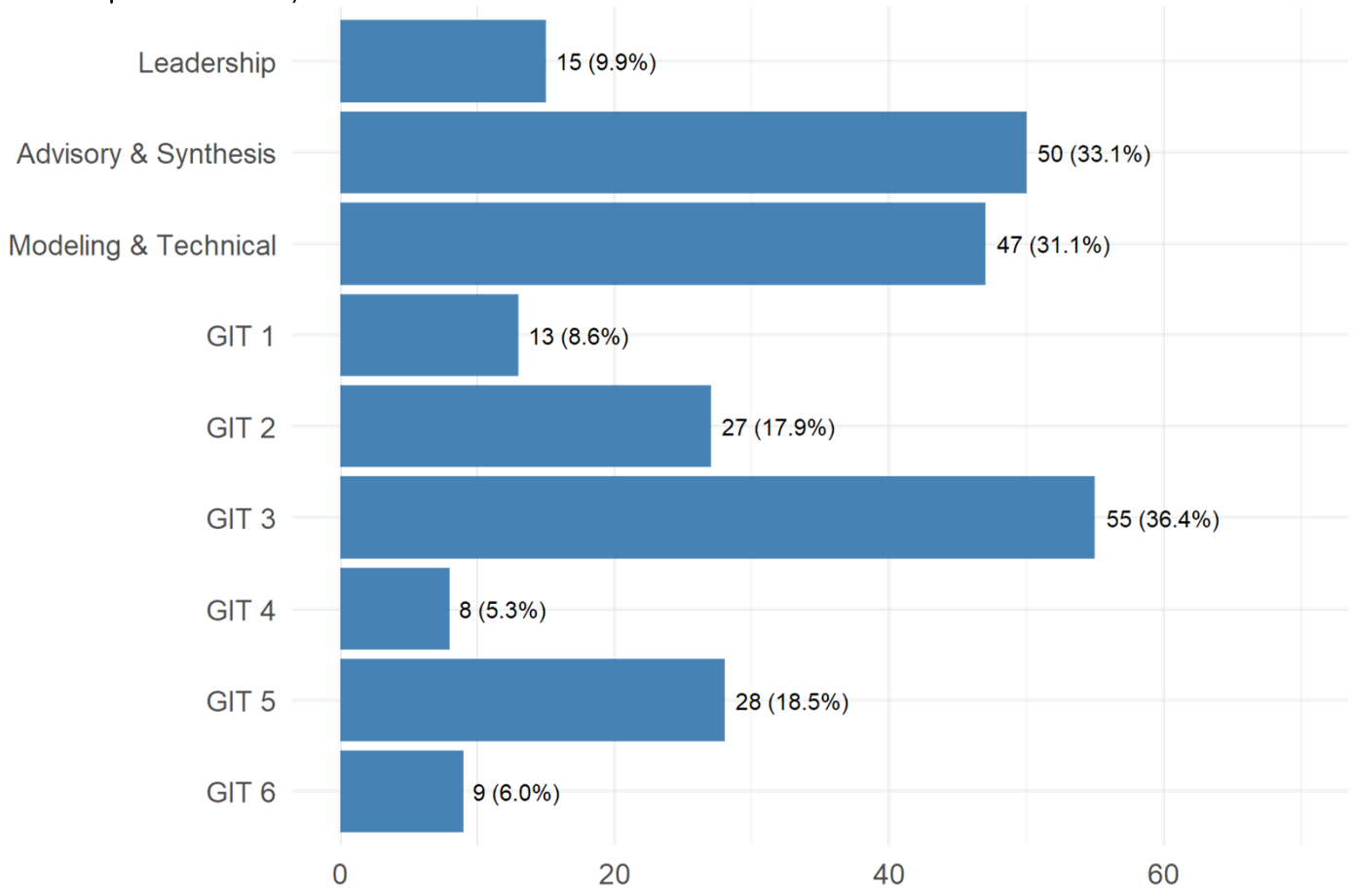


- Diverse range of years of experience



Respondents by Group

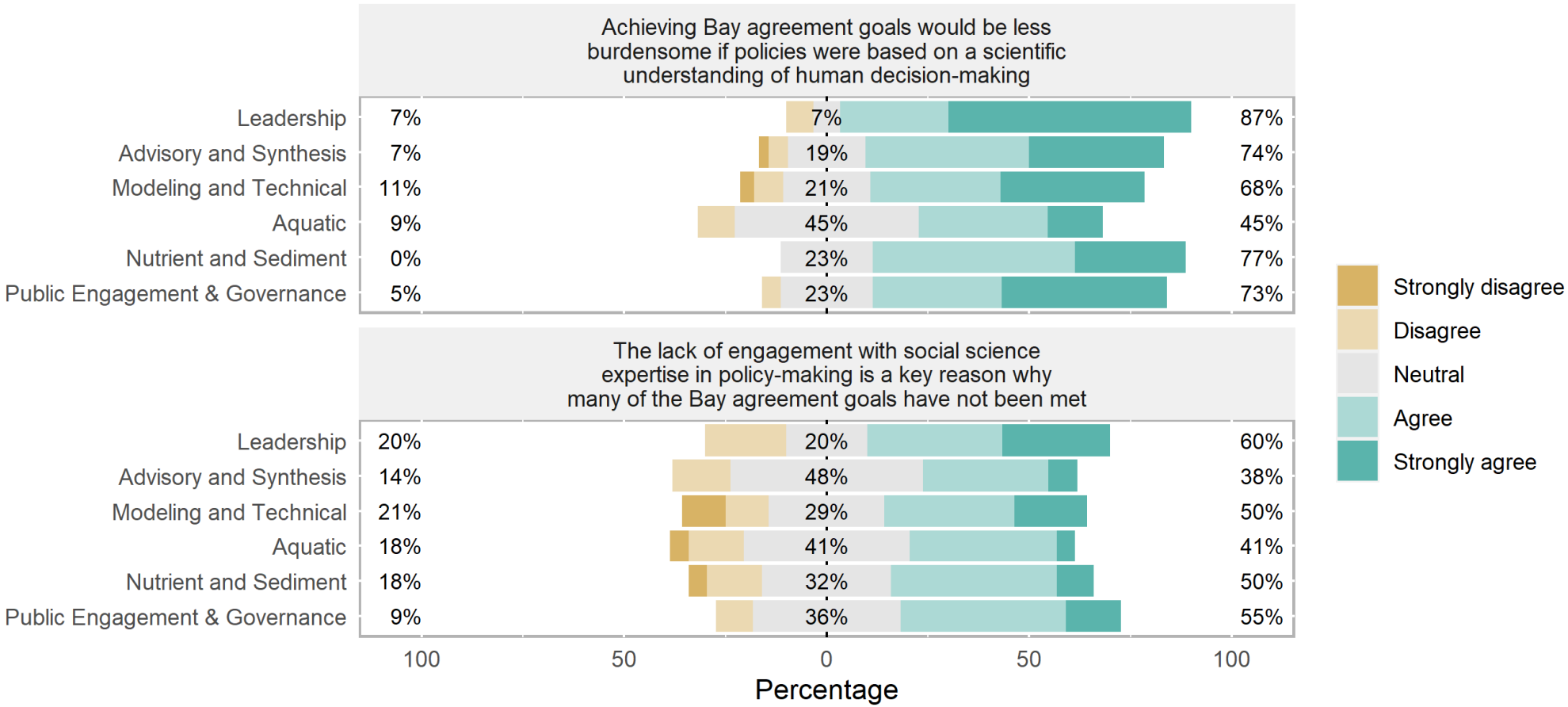
(*N* = 151, 10% *response rate*)



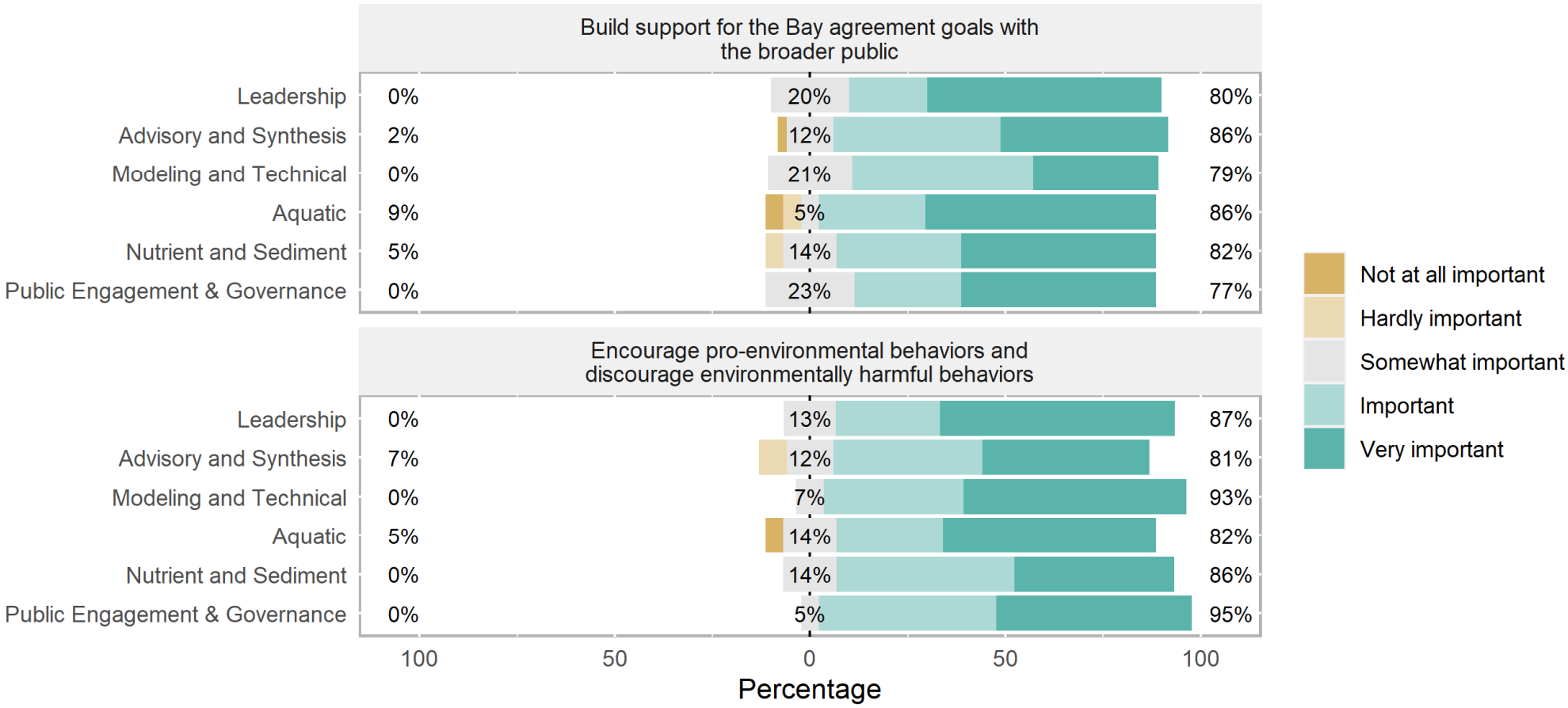
Respondent categories for attitudes questions (single coded)

Role	Where in CBP do you mainly work?
Leadership	Principals' Staff Committee or Management Board
Advisory and Synthesis	STAC, Communications, STAR
Modeling and Technical	Modeling workgroup, climate resiliency, data integrity, integrated monitoring, etc.
Aquatic	GIT 1 and 2
Nutrient and Sediment	GIT 3 and 4
Public Engagement & Governance	GIT 5 and 6

How important is social science to achieving Bay restoration goals?



Priority uses of social science in CBP



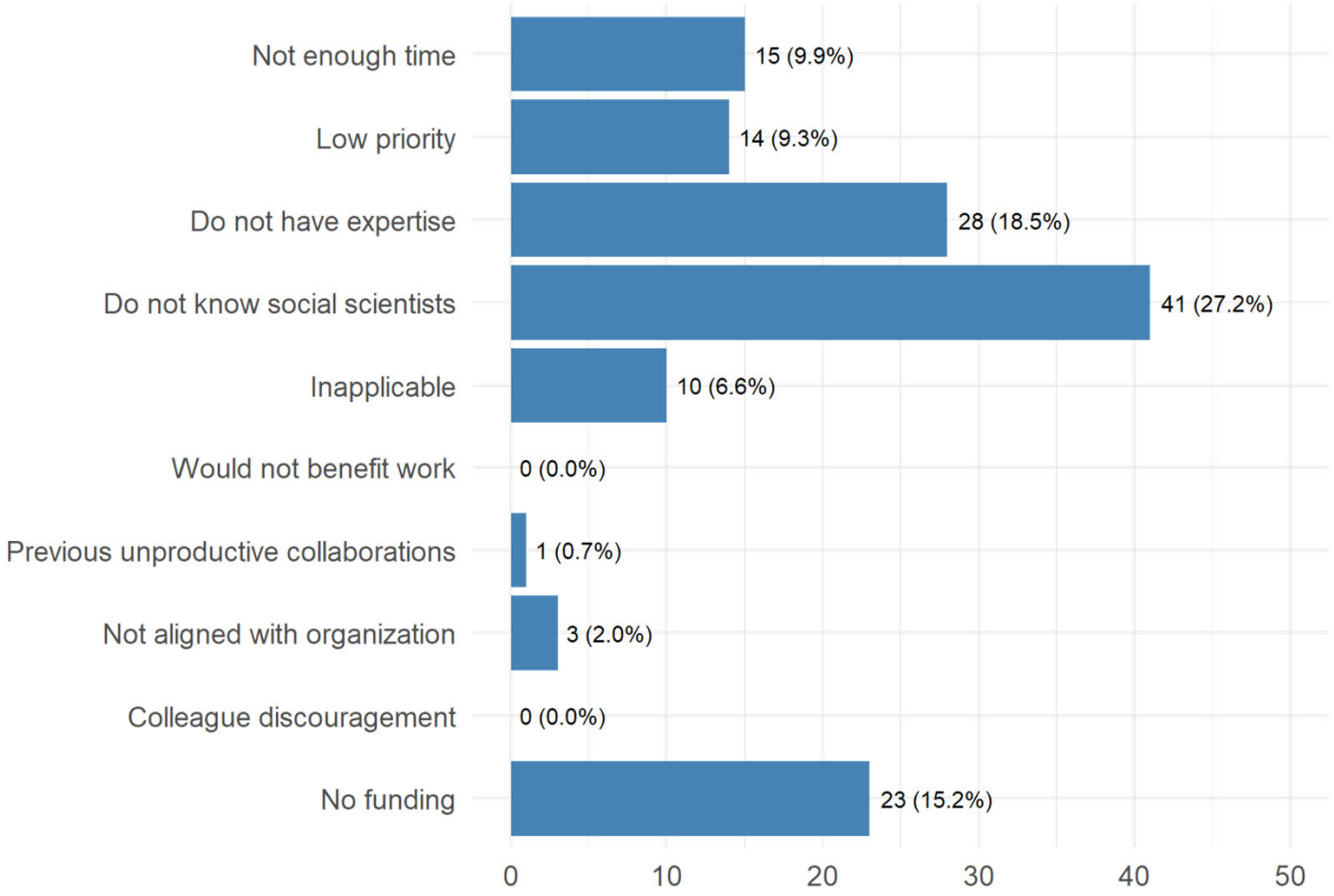
Summary of attitudes towards social science

- Large majority agreed that integrating social science (and scientists) is useful
- Majority agreed social science was important to use in all categories queried
  - Describe and quantify social outcomes
  - Encourage pro-environmental behaviors (highest % strongly agreed)
  - Mitigate unintended social consequences
  - Build support for the Bay agreement goals with the public
  - Improve management and governance processes
  - Modify how institutions motivate staff
- Leadership and public/govt engagement respondents - most enthusiastic about institutional social science

Stated reasons for not collaborating with social scientists

Respondents who had not worked with social scientists

(*N* = 70)



Adaptive Environmental Governance
Enabling conditions
(Gerlak et al. 2020)

- Face-to-face dialog that is open and ongoing;
- Cross-scale linkages;
- Investments in institutional rules, norms, and shared strategies for intentional learning.

What makes an effective institution for collaborative environmental restoration?

- *"…individuals who had the capacity and motivation to do what was needed and who were able to sustain their energy and commitment were among the most catalytic forces in our … cases."*

  (Wondelleck and Yaffee 2017)

- Institutions share a vision & have compatible interests

Capacity elements explored
(from multiple institutional science sources)

- Supportive institutional environment
- Individuals agree with goals and priorities
- Capacity to learn and adapt
- Sufficient time and resources

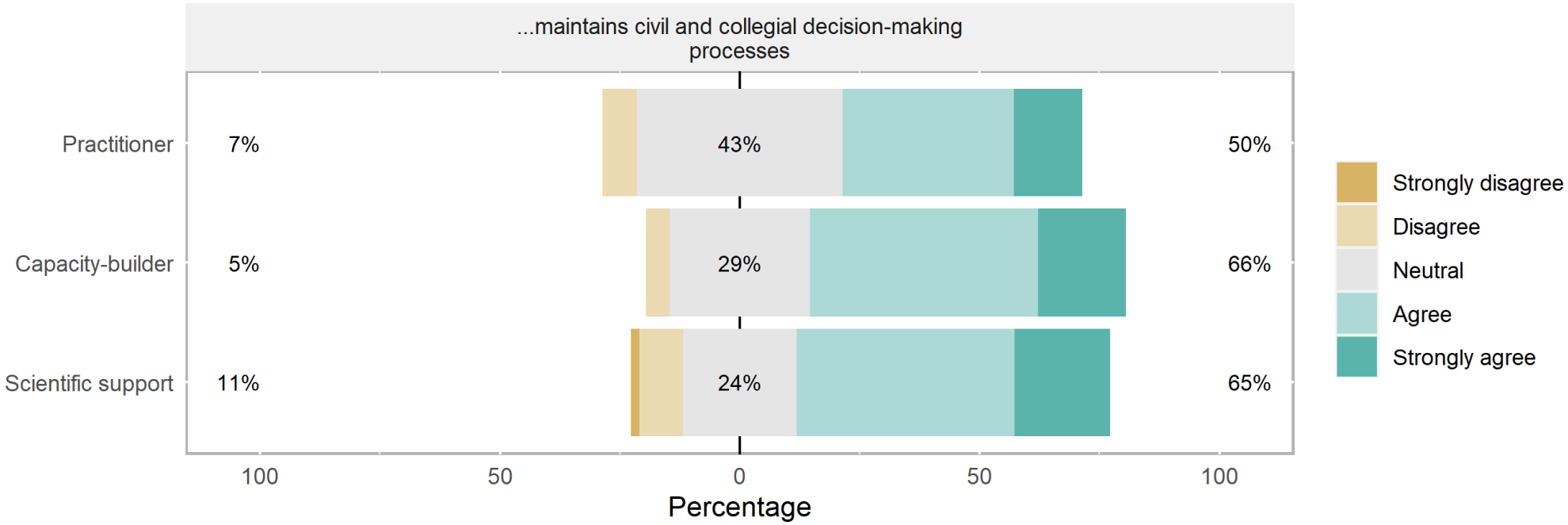
Respondent categories for capacity questions

Role (Self-selected by respondents)	Description
Practitioner	Main role is implementing projects on the ground
Capacity-builder	Main role is supporting practitioners, including program administration
Scientific support	Knowledge production, data collection, analysis, synthesis

Supportive institutional environment

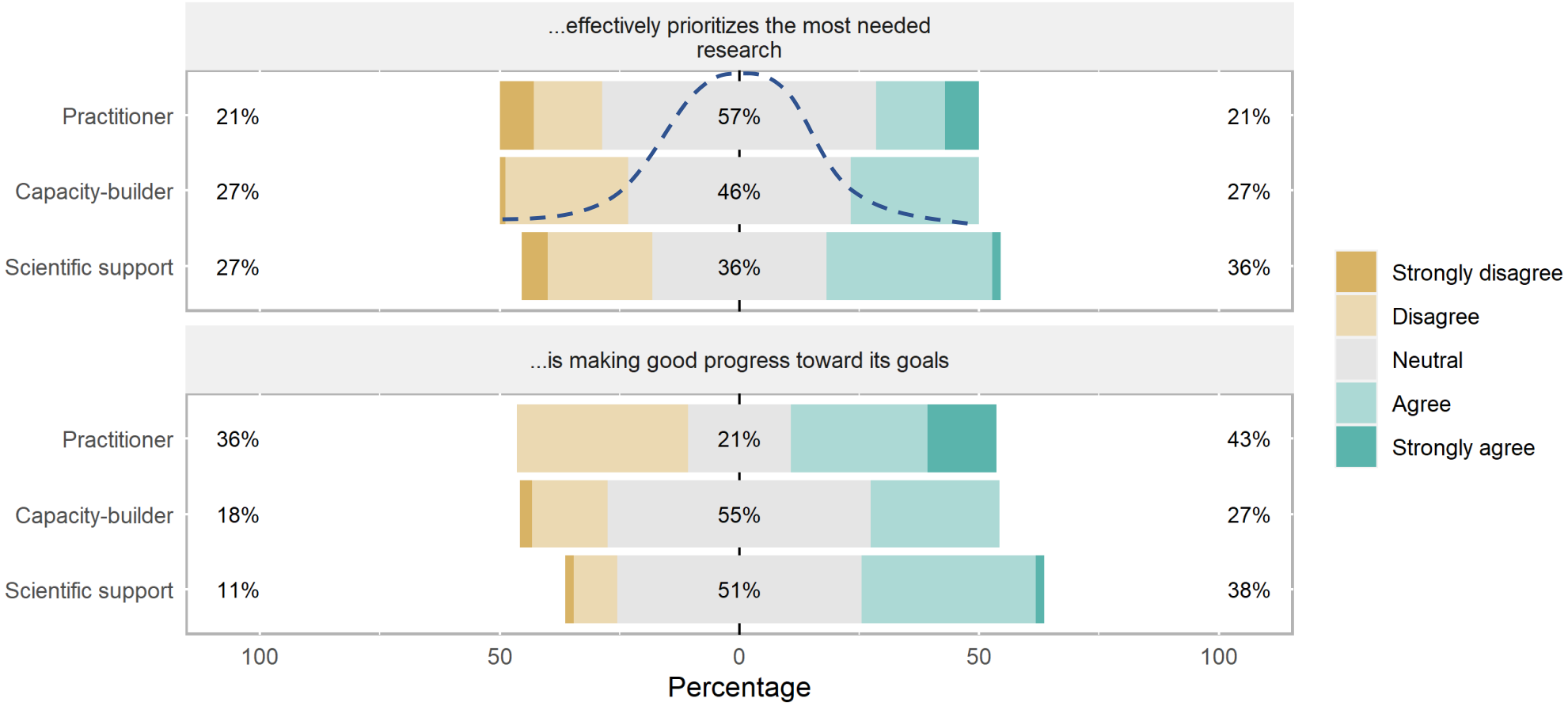
Rate how much you agree or disagree with the following statements from Strongly disagree (1) to Strongly agree (5).

The Chesapeake Bay Program...



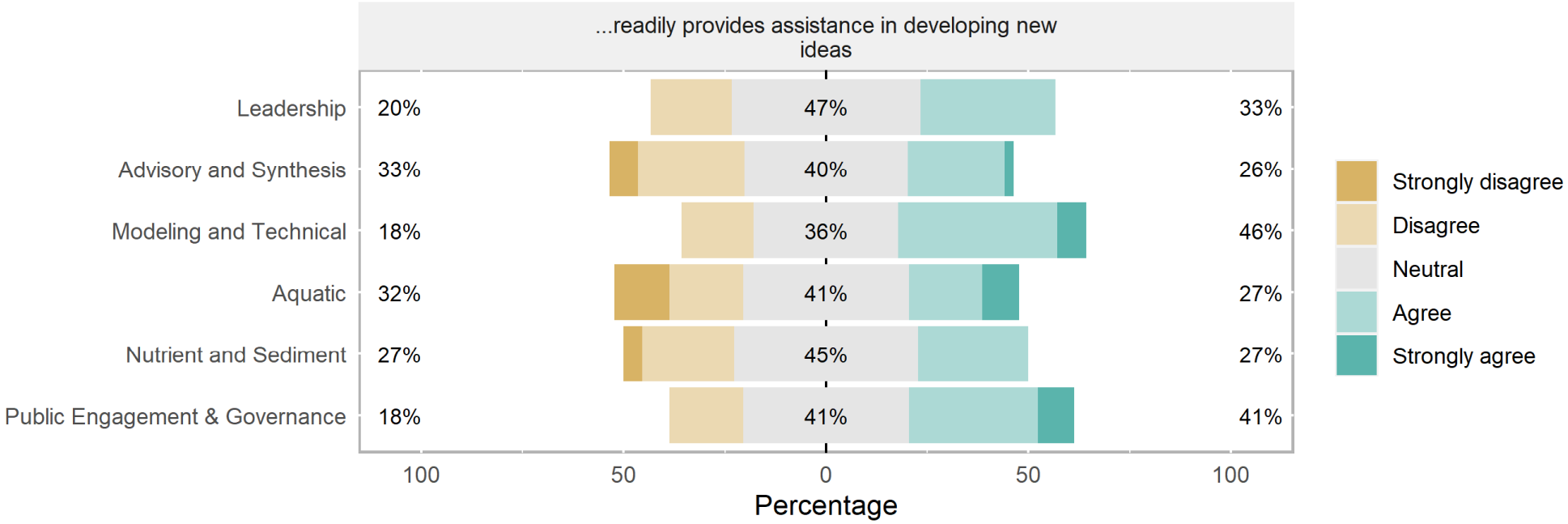
Agreement with goals and effectiveness

The Chesapeake Bay Program...



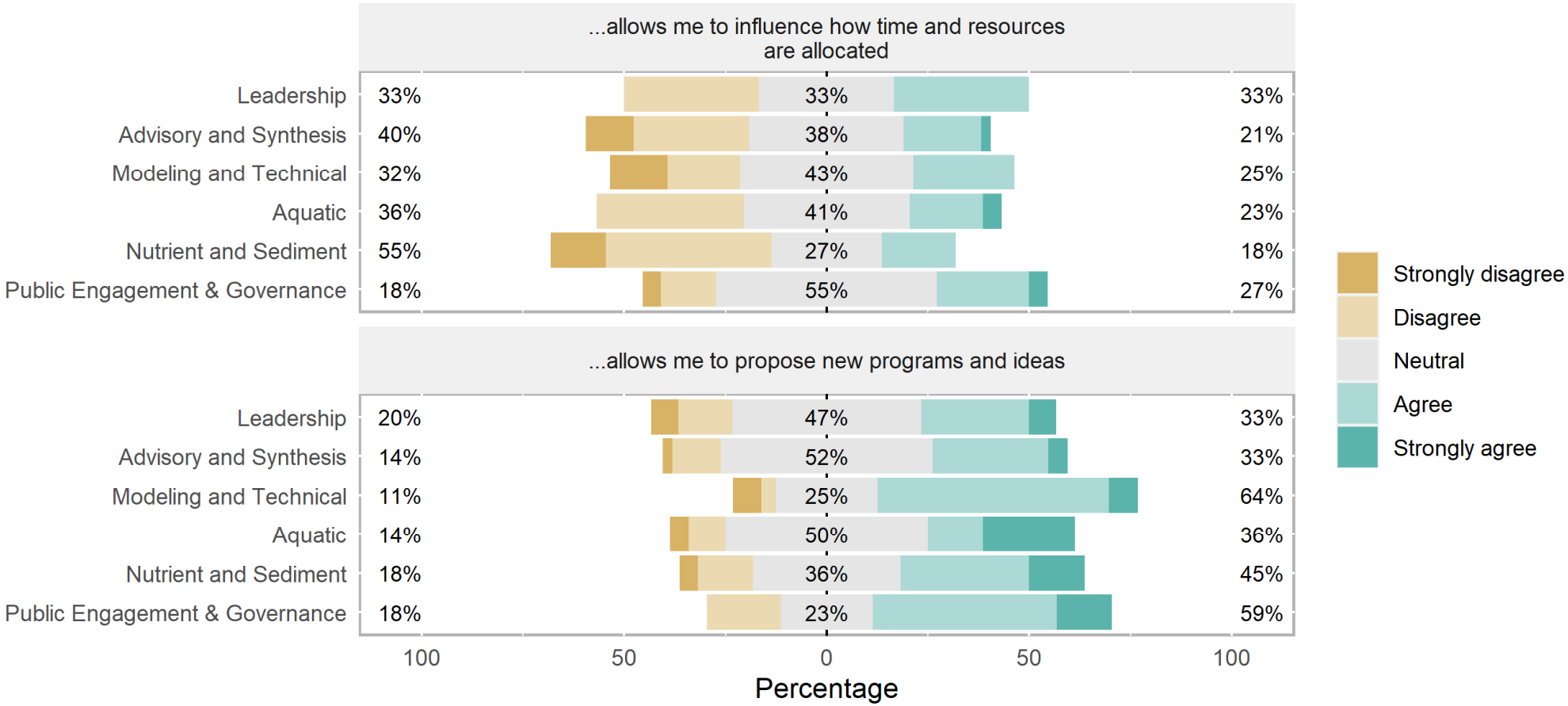
Capacity to learn, innovate, and adapt

The Chesapeake Bay Program...



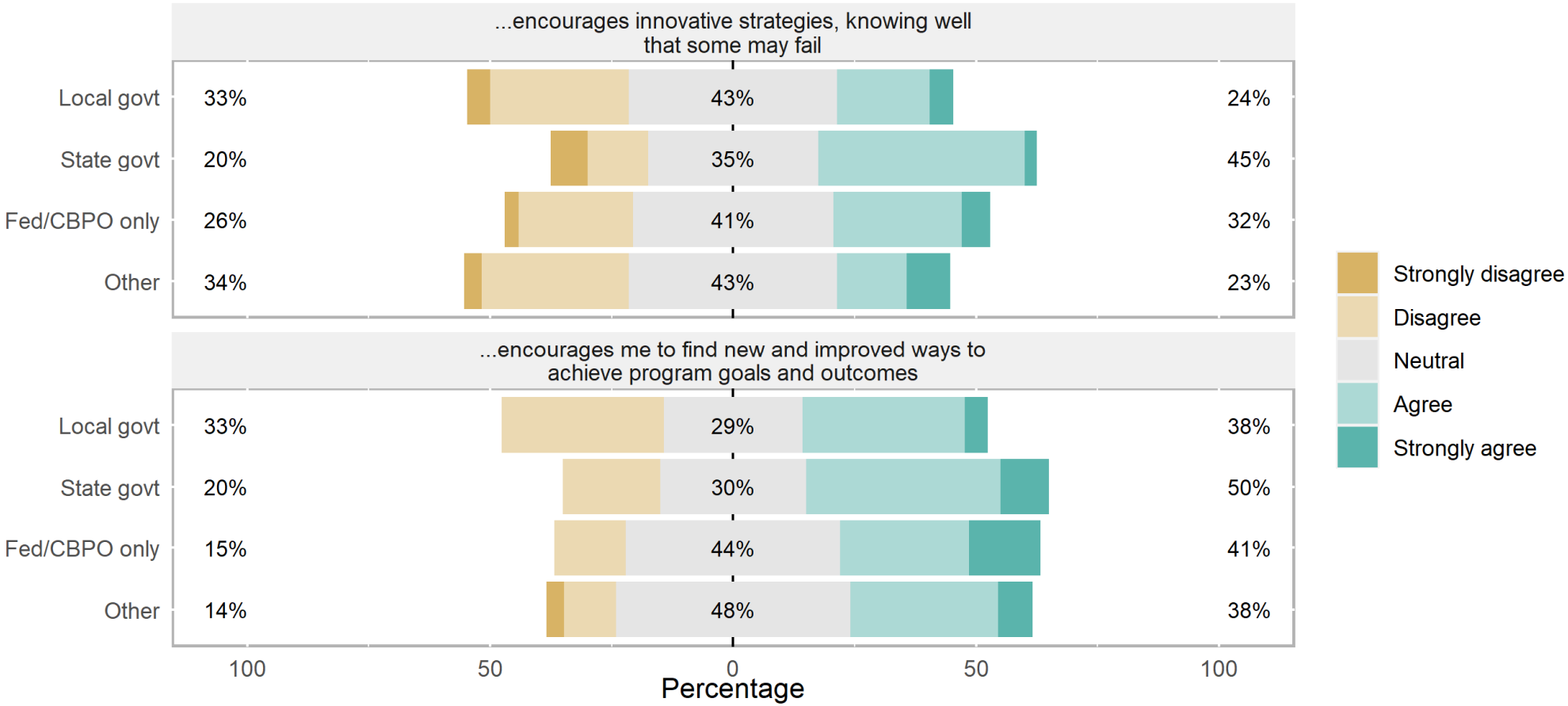
Capacity to adapt

The Chesapeake Bay Program...

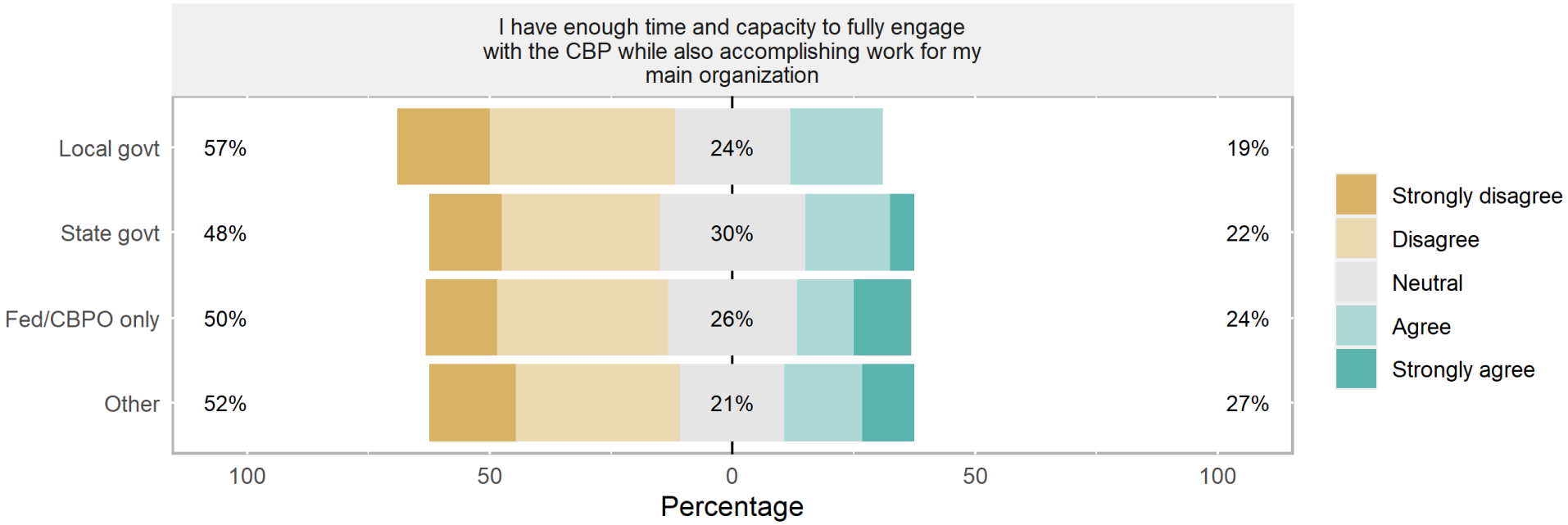


Capacity to innovate

The Chesapeake Bay Program...



Sufficient time



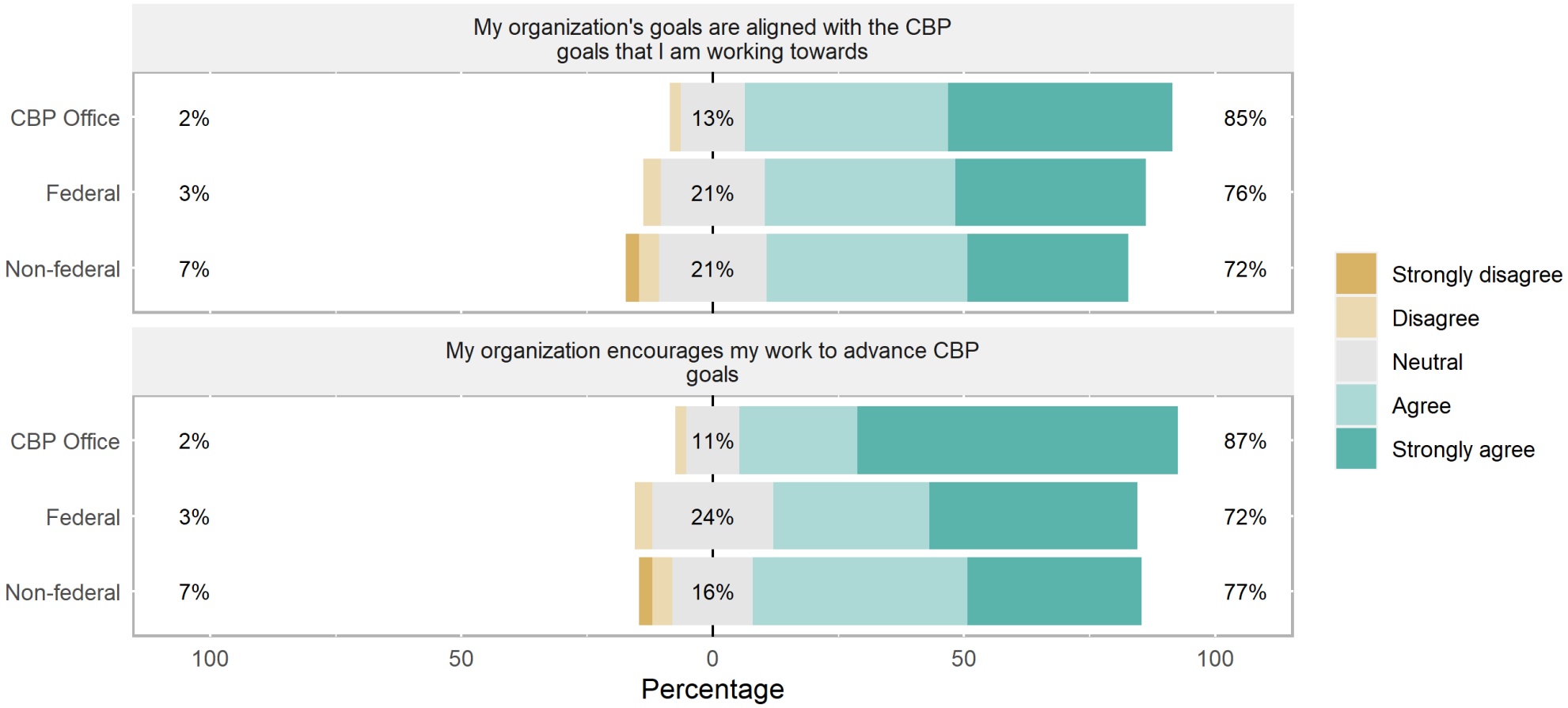
Motivational elements

- Institutional and individual incentives are aligned
- Creates value to the participants

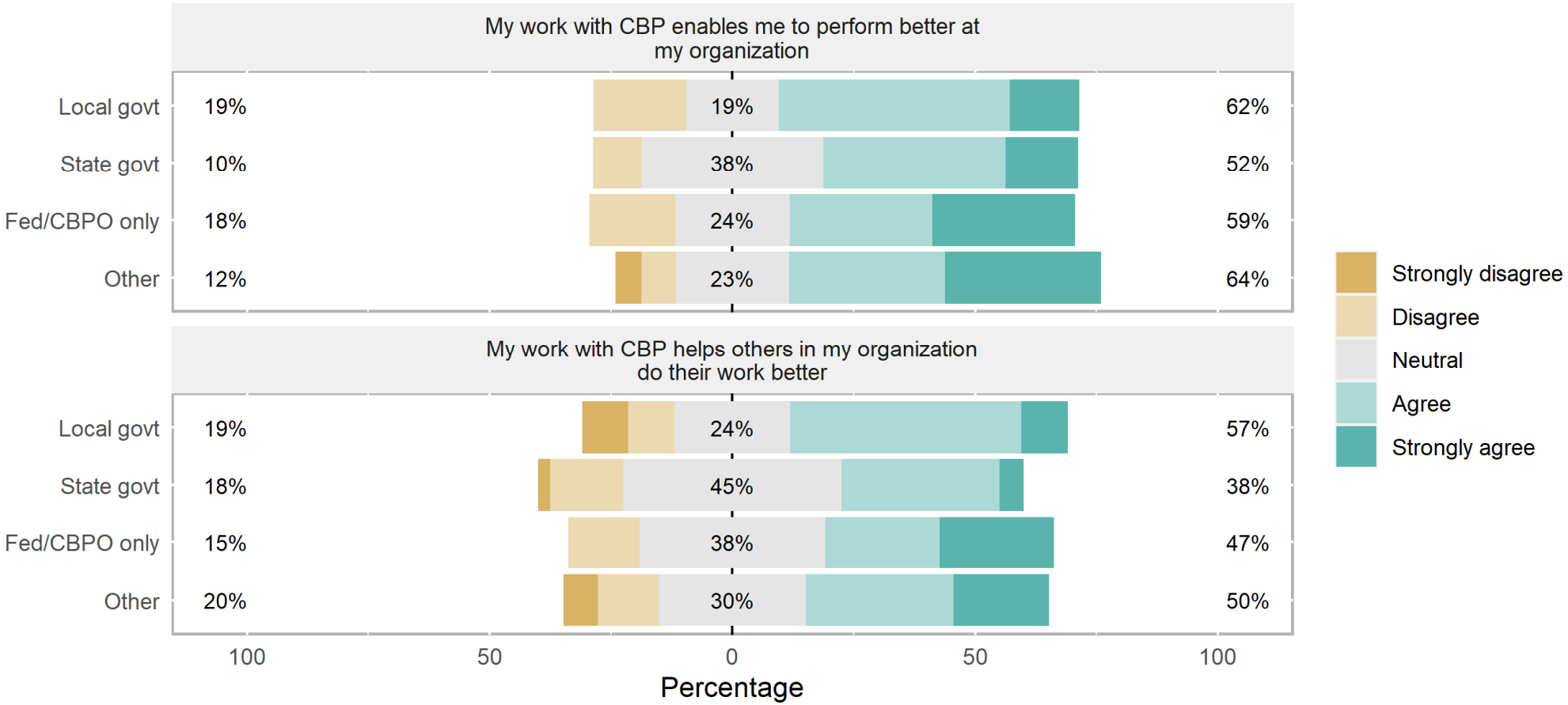
Respondent categories for motivation questions

Role	Answer to “I have responsibilities to following organizations” included
CBP Office	“Chesapeake Bay Program Office”
Federal	“Federal government agency” and not CBPO
Non-federal	Did not include either of the above (i.e. state, local, or tribal government; non-profit; for-profit; academia)

Compatible Incentives



Value to Participants - Spillover Benefits



Institutional summary - Capacity

Category	Agreement	
Civil work environment	High agreement	
Agreement with goals	'bell curve' agreement	
Capacity to learn & adapt	'bell curve' agreement	
Capacity to innovate	'bell curve' agreement	
Time constraints	High disagreement	

Practitioners see most progress

Highest disagreement on allocating resources

Local govt least agreement

Institutional summary - Motivation

Category	Agreement	
Goals compatible across institutions	High level of agreement	
Value to participants - spillover benefits due to the partnership	Majority agreed But ~20% of local govt & other strongly disagreed