

# Rural policy and expertise

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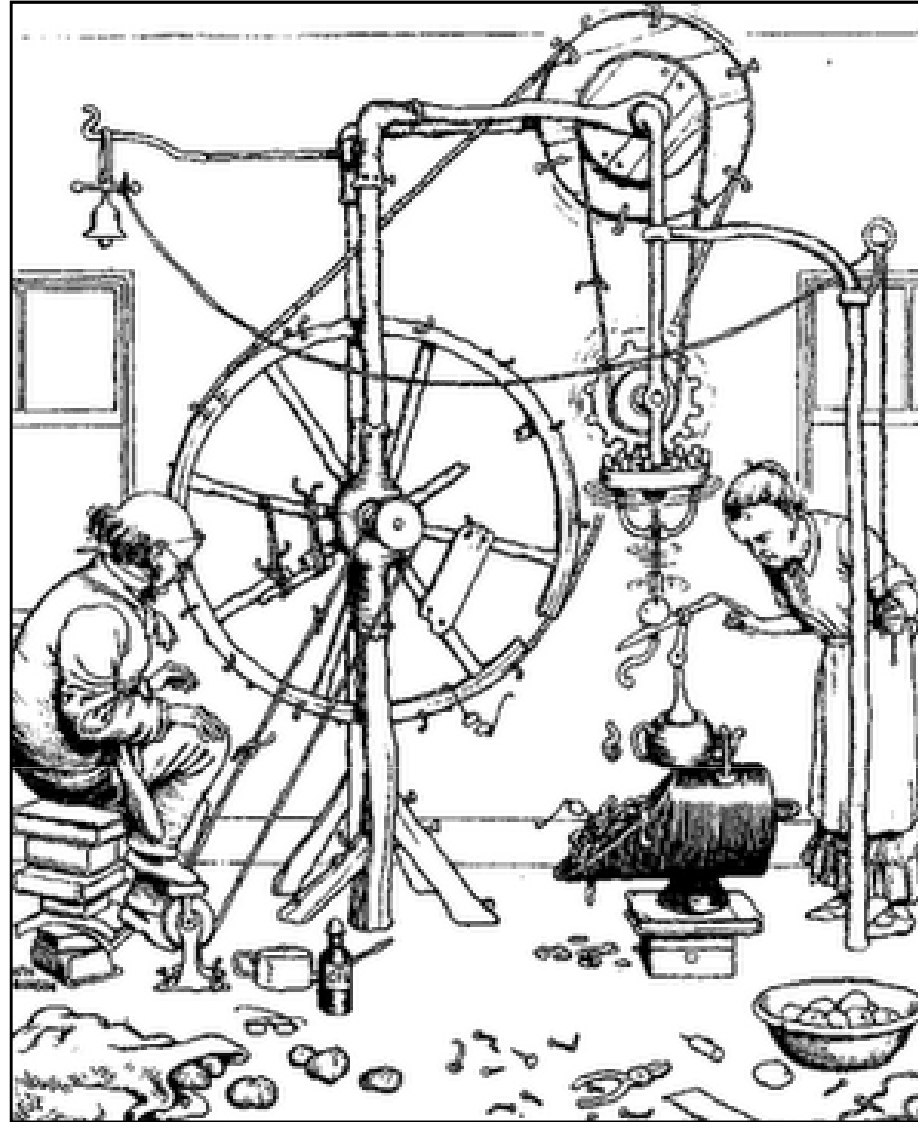
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CCRI Conference 2010



# Science and Expertise

- Too much science
- Not enough expertise



The Professor's Invention for Peeling Potatoes

# Science and Expertise

Science tells us ....



Experts advise us ...



# Science and Expertise

- Science advances through **experimentation**
- Expertise builds on **experience**
- What's the difference?
- What's at stake?

# Science and Expertise

## A typology of knowledge

	Individual	Social
Explicit	Conscious Embrained Know-what	Objectified Encoded Know-why
Tacit	Automatic Embodied Know-how	Collective Encultured Know-who

(Adapted from Spender, 1997 and Amin and Cohendet, 2004)

# Experts as Scientists

**What constitutes field expertise?**

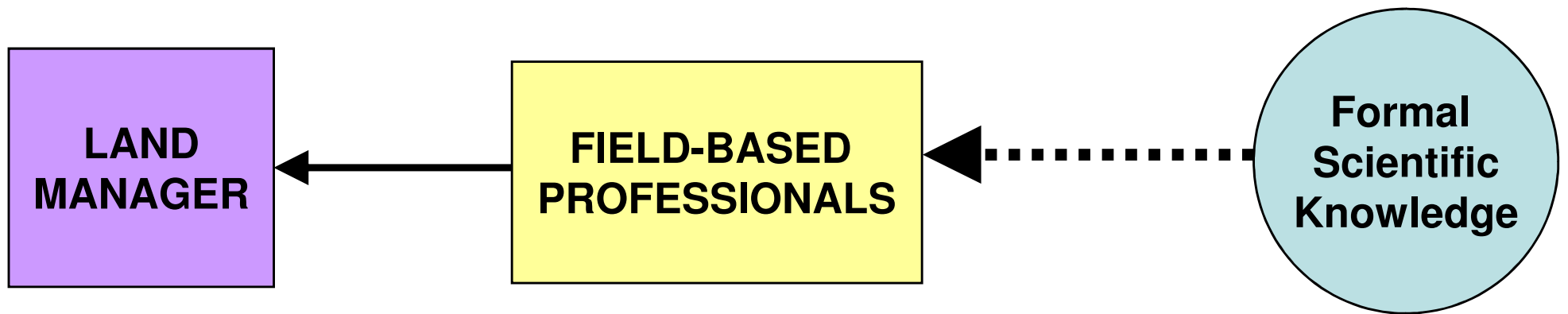
Veterinarians

Applied ecologists

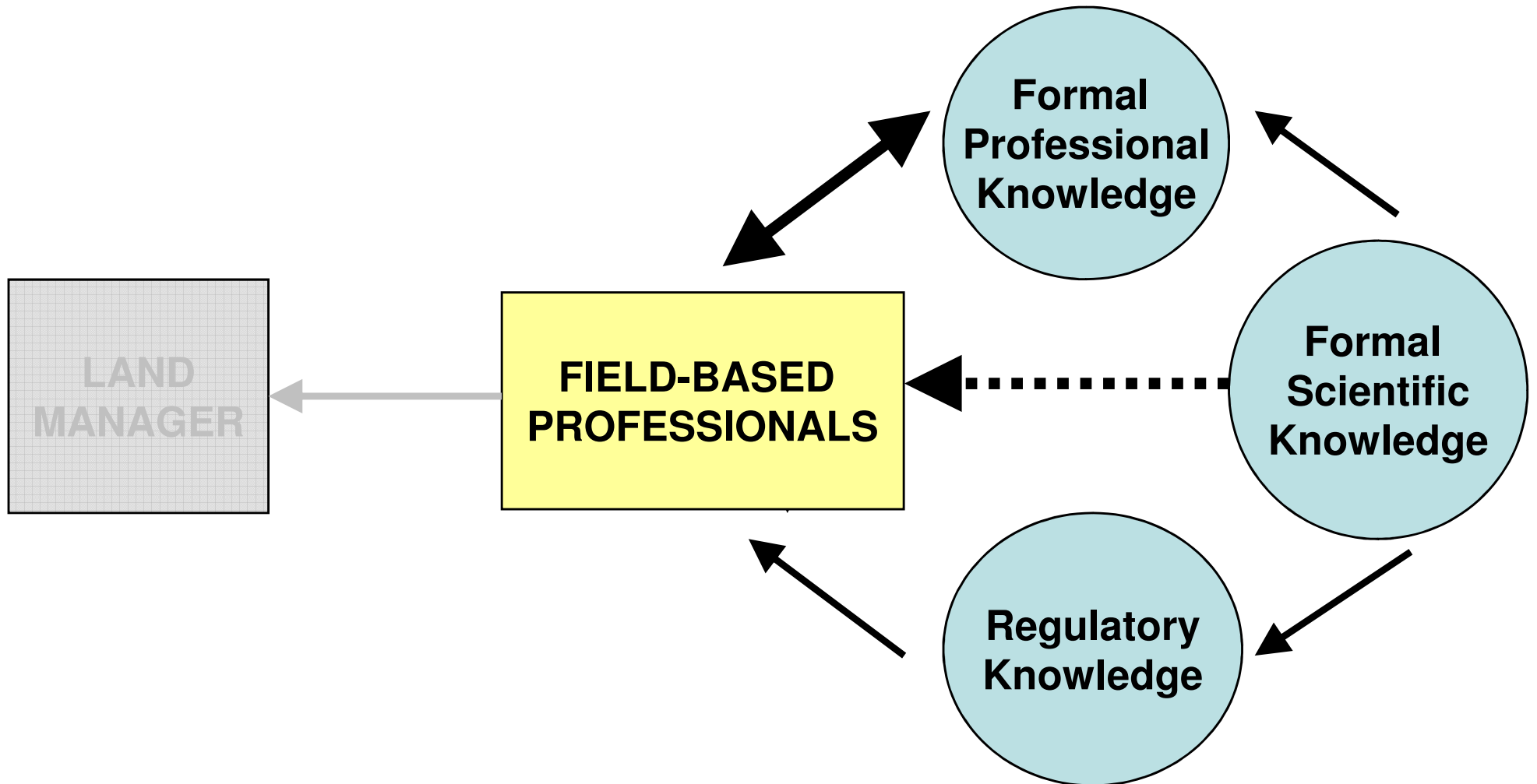
Land agents



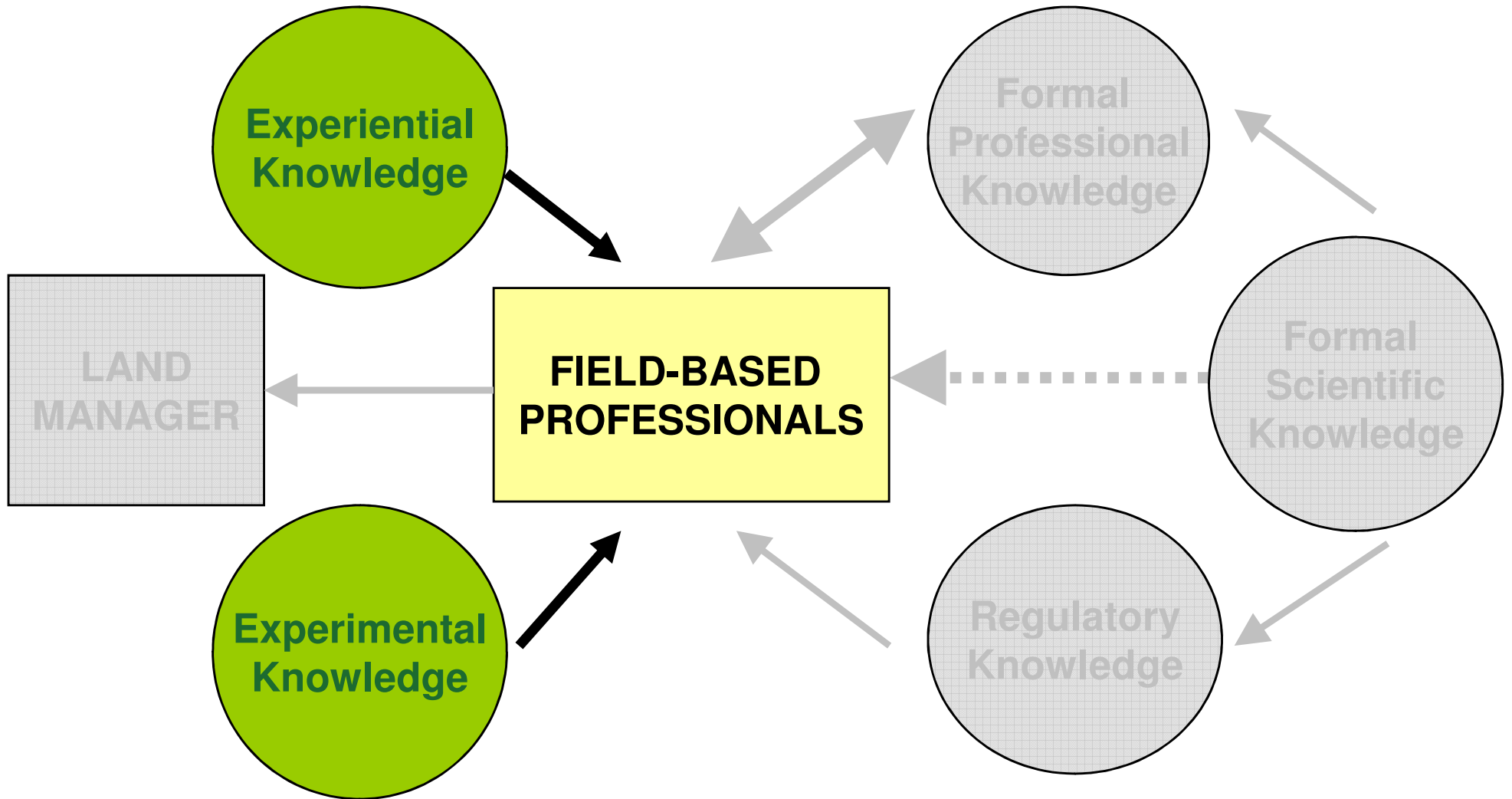
# Experts as Scientists



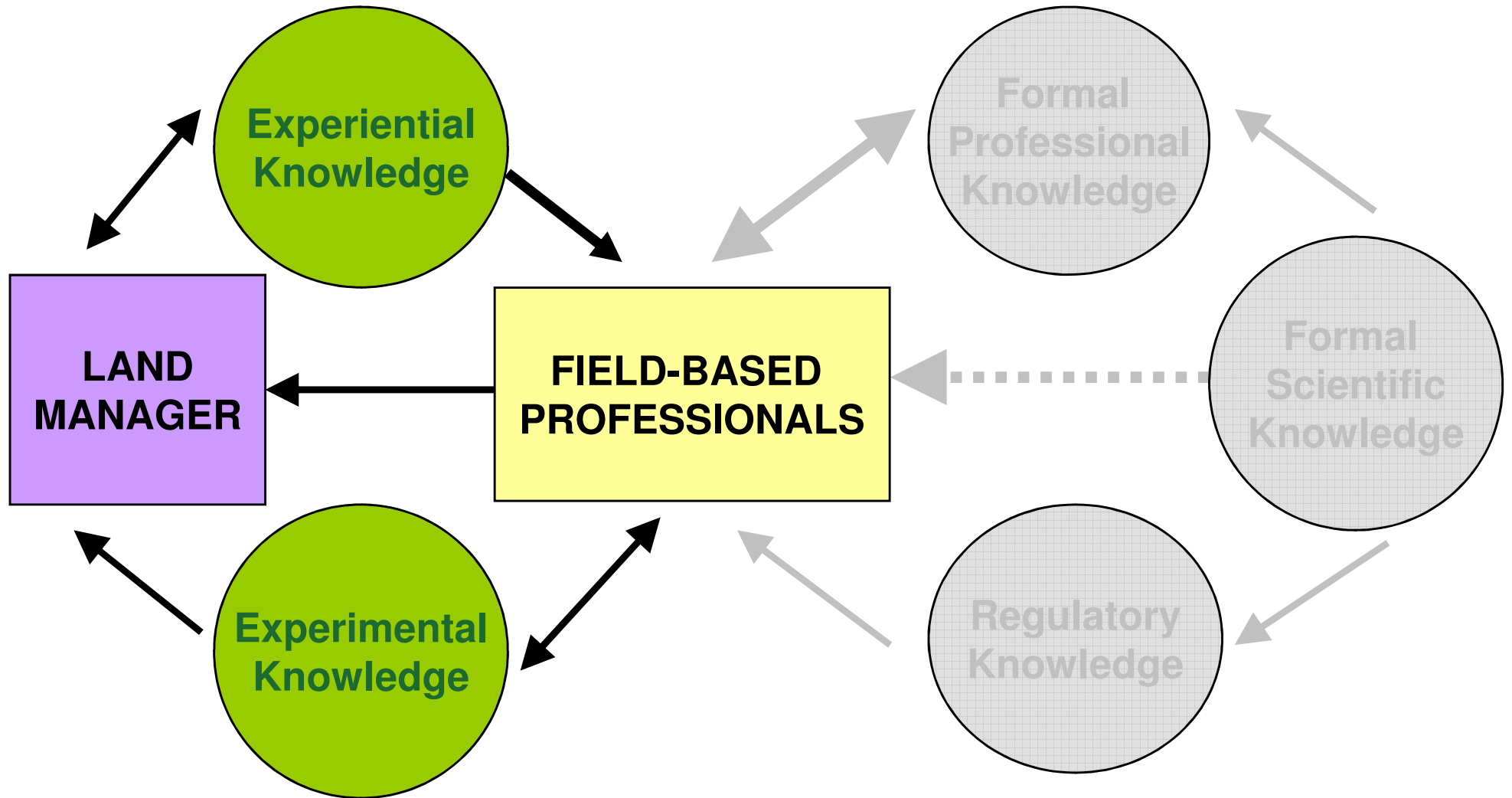
# Experts as Scientists



# Experts as Scientists



# Land managers as field (in)experts



# Managing the Expert/Inexpert Interface

Understanding this as a process of exchange

- of trust, for authority
- of professional services, responsive to client demand



# Scientists as Experts

What makes a scientist an effective expert?

- How to deal with inexperts?
- How to deal with other experts? (or how to be inexpert?)



# Scientists as Experts

## The Relu Experience

*Relu is promoting interdisciplinary research collaborations to advance understandings of the social, economic, environmental and technological challenges facing agriculture and rural areas*

For the programme:

- Expert-expert interactions
- Expert-inexpert interactions

Pursued through:

- Interdisciplinarity
- Stakeholder engagement and knowledge exchange

# Scientists as Experts

- Groupings of diverse experts doing different types of science must negotiate the expert-expert interface
- Creative interchange demands that they alternate expert-inexpert roles
- The promise of such interdisciplinary exchange is to:
  - Avoid partial framings of complex problems
  - Introduce new framings of questions
  - Contextualise technological and environmental constraints and opportunities
  - Provide holistic solutions
  - Improve accountability by opening up framing of problems and resource allocation decisions

# Scientists as (In)Experts

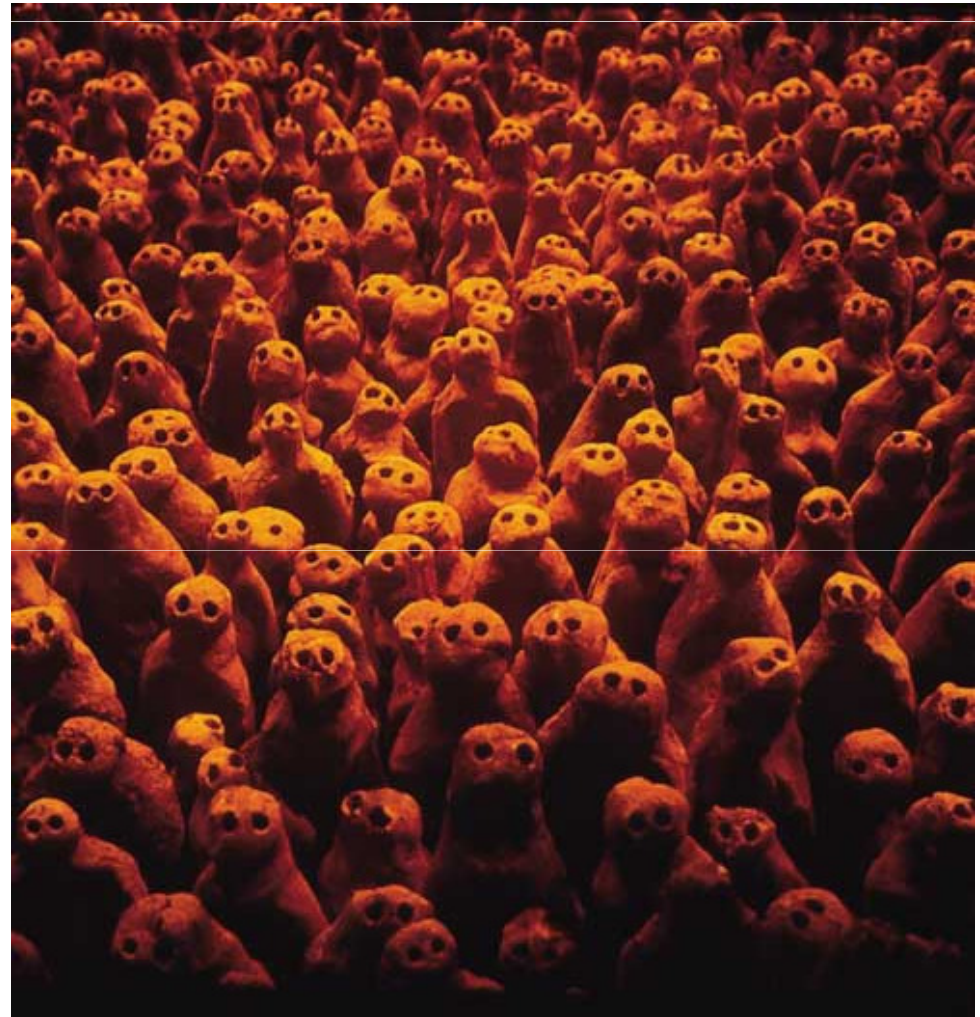
**Ecologists as  
connoisseurs of  
social scientific  
expertise**



# Scientists as (In)Experts

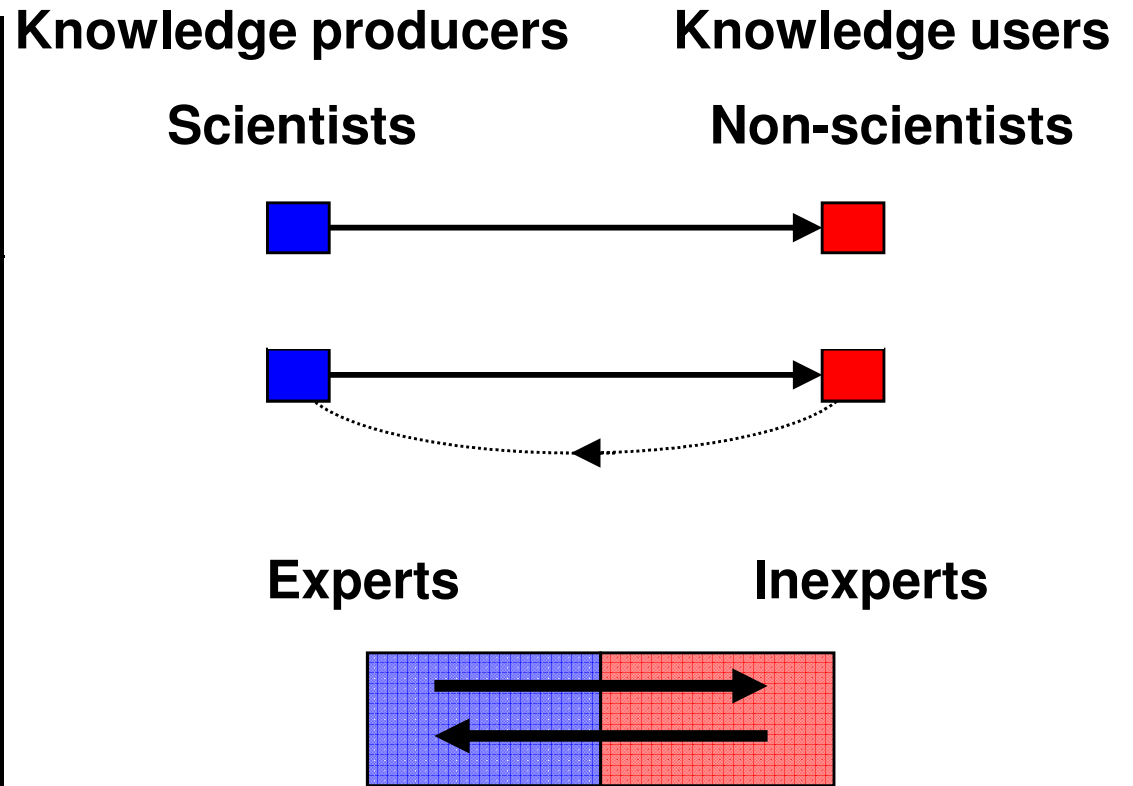
## The functions of social science in interdisciplinary research

Roles	To...
<b>Problem framing</b>	<b>Reflect on the appropriate definition of problems</b>
<b>Public representation</b>	<b>Help illuminate or facilitate expression and engagement of public, consumer and stakeholder preferences, values and motivations</b>
<b>Systems analysis</b>	<b>Understand the organisation and governance of complex systems</b>



# An Ecology of Experts/Inexperts

<b>Science-driven knowledge transfer</b>	Pure science
	Applied science
<b>Expert-mediated knowledge exchange</b>	Joint-knowledge production / Adaptive learning networks



# An Ecology of Experts/Inexperts

## Joint- knowledge production

*Knowledge  
controversies*



# An Ecology of Experts/Inexperts

## Adaptive learning networks

*Testing a community approach to catchment management*



# An Ecology of Experts/Inexperts

## Ecology of Field Experts

- Expert-expert and expert-inexpert interactions as part of ecology of field expertise
- Vast orchestration of the farmer by multiple experts
- Complex systems of multi-professional, cross-professional and inter-professional working
- Requires skills of negotiation with other experts and specialists, with some advisors performing a key bridging role between specialists

