**Consider your Audience(s): Writing for Multiple Stakeholders Exercise**

**Sample: Writing to a “Hero of the Environment”**

**Overview:** Below is a sample of what I want you to turn in Thursday, 13 April. This is based an idea I came up with from that book I read the profile of Alex Lin from—*Heroes of the Environment*, by Harriet Rohmer.

**Directions:** Find the form online under “small assignments” and fill it out as I have here. You don’t need to submit it to Canvas, but I do want a typed copy, printed out. I modified the format slightly to look better. You don’t need to.

**Identifying Stakeholders—those who will be involved in your project**

**Whose approval do you need to make your project happen? List all you can think of, along with what you need from them (permission, donations, equipment, information, etc)**

\*\*\*\***Debby Tewa**: Solar power pioneer on Hopi reservation in Arizona, now owns a solar power company continuing her work bringing light to Hopi reservations. Formerly worked for Sandia. Also taught college for a few years. She could be our main leader on the reservation trip. **This is the person I will contact, so below she is the audience I’m analyzing in depth.**

-**Dr. Dustin Mulvaney** (SJSU professor in environmental studies, solar power expert) He could be a guest lecturer and/or accompany us. He has studied social justice/business end of renewable energy.

-**Dr. Charlotte Sunseri** (SJSU professor in Anthropology, Native American Studies expert) She could be a guest lecturer and/or accompany us—maybe be the faculty member to lead the project.

-**Susie Morris** (head of Faculty-Led Programs) She would be the one to approve the FLP project.

**Whose active participation are you hoping for? Students and at least one faculty member are a given, but who else?**

-**SJSU Engineers Without Borders Club**: They wouldn’t have to come along, but they could, and either way they would be useful advisors. I’d particularly tap **Dianne Hall** and **Sophia Wendt**, not just because they are both women, but because the former is the faculty advisor and the latter has a specialty in environmental engineering.

-**Sandia** An energy company with a history of bringing renewable energy to Native American lands) to donate supplies/funds, offer tours of their Livermore labs, maybe send volunteers with us on the trip. Specifically, **Sandra Begay**—a Native American solar engineer who works for Sandia’s Indian Energy Program (Sandia is a tech company with a lab in Livermore. Owned by Lockheed Martin.) She could help liaison with a company that could donate supplies and/or experts to speak to us.

-**Other people** involved in the Native American solar projects and other aspects of Native American culture. I’d like to incorporate speakers/events related to Indian literature, theater/film, music, art, and history. (This would take further research once we pick a particular reservation to visit.)

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**Audiences’ Knowledge/Attitudes/Values**: For each group or individual, you will need to answer the following questions. **Debby Tewa**

1. What is your audience likely to already **know** (or think they know) about your topic?

She will know a great deal about solar power and what it has meant to the reservations where she has installed it. Since she has both studied and taught engineering in college, she will also know what it is like to be an engineering student and a professor. She will likely have a particular affinity for female engineering students, still a minority in the field.

1. What **information are they lacking**, or what do they misunderstand that keeps them from agreeing with you?

She might not know much about SJSU, and she might not have been involved with this kind of class (the experiential/service learning type) but I don’t see this as being a serious obstacle to her agreeing to participate, especially if we can bring her equipment/donations/free labor/good PR. I will depend on the SJSU Engineers Without Borders faculty advisor and environmental specialist member to help bring Ms. Tewa on board.

1. What **sources of information** are they most likely to be persuaded by? Why?

To “sell” her on the idea of participating, it would help to furnish details about the faculty and students from SJSU that she would be working with, their publications, accomplishments, and relevant knowledge. I would also share some information about the positive effects of experiential learning for students.

1. What are some **relevant beliefs** (religious, political, scientific, or whatever) that affect their stance on this issue?

I haven’t been able to find any published statement of her religious or political beliefs, but it seems clear from her education and career choices that she believes in protecting the earth, harnessing science for the betterment of her people, and putting both of those goals at the center of her life.

1. **What values do they hold** that affect their stance on this issue?

She obviously believes deeply in the value of solar power to help her native tribe. From what she has written on the subject, she is also a big believer in engineering education in general, an particularly in getting women involved in higher education and tech. She left a lucrative job with a big company so she could open her own small company focused on her work on reservations, so that is proof of her commitment.

1. How will you **appeal to common values** (i.e. values you and they have in common) to help change their minds (if needed), or to overcome their objections and move them from agreement to action?

She might already be very busy in the summer, so we will have to appeal to her wish to share her knowledge and instill her sense of mission in the next generation of young engineers. This will be easier if we can also offer some tangible benefit: a stipend for her time/expertise, volunteer labor to install solar panels or do outreach, and the opportunity to share ideas with other faculty/professionals in her field. Since she has been a professor, that should be a good incentive.

1. **Your ethos**: What is this audience’s attitude toward you likely to be? Why? How will you present yourself as credible and qualified to discuss this issue (good sense, good morals, and good will)?

She and I have both been professors, and female ones, and I can claim a family link to engineering (even to a company she used to work for). I can also cite experience developing and leading a study-abroad class. However, since I am in English, not engineering, I will not be as effective at making a connection with her as the engineers involved with the project. Still, since I’m the instigator, I would write the initial letter to her, citing the book about “heroes of the environment” where I first read about her work.