

Jesse Michael Engebretson, Ph.D.

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EDUCATION

PhD, Forest Ecosystems and Society, Oregon State University, 2018.

Dissertation title: "Making Sense of the Wilderness Experience in the United States: A Multidisciplinary Approach"

MA, Environmental Anthropology, University of Kent, 2010.

BS, Environmental Sciences, Policy and Management, University of Minnesota, 2007.

BA, Anthropology, University of Minnesota, 2007.

EXPERIENCE

Assistant Professor, 2020-Present. California State University, Chico.

Tenure track faculty member with an emphasis on the human dimensions of sustainable outdoor recreation teaching a variety of undergraduate courses with additional research and advising responsibilities.

Post-doctoral Research Associate and Instructor, 2018-2020. University of Minnesota.

Social scientist participating in qualitative and quantitative research for three national collaborative projects on (1) urban residents' and (2) urban public land managers' decisions related to vegetation management (National Science Foundation and U.S. Department of Agriculture – National Institute of Food and Agriculture), and (3) urban and rural hobbyist and commercial beekeepers' best management practices and perceptions of scientific information and agricultural policies (U.S. Department of Agriculture – National Institute of Food and Agriculture). Instructor of advanced undergraduate course.

Faculty Research Assistant, 2017-2018. National Park Service (Golden Gate National Recreation Area) and Oregon State University.

Developed visitor-use monitoring protocol for Golden Gate National Recreation Area to document visitor compliance and behavior and their associated biophysical and social impacts; developed on-site survey questionnaires to understand visitors' recreational experience and opinions; consulted with a multidisciplinary team of technical advisors (e.g., canine biologists, deep learning/artificial intelligence experts) to obtain specialized information and expertise needed to complete monitoring protocol; and planned budget for research project.

Wilderness Specialist and Researcher, 2014-2018. United States Forest Service (Willamette and Deschutes National Forests) and Oregon State University.

Wrote eight multidisciplinary wilderness character reports through consulting and collaborating with a multidisciplinary team composed of district-level and forest-level Forest Service personnel; independently supervised solitude monitoring project for six federally-designated wilderness areas; lead, mentored, and supervised a crew of six people in overnight field data collection; and completed wilderness and front country fieldwork, such as trail-maintenance with traditional tools, site condition surveys, and campsite maintenance and restoration.

Graduate Research Assistant, Oregon State University and University of Idaho, 2013-2017.

Researcher on an interdisciplinary team that developed and assessed an applied ethics curriculum for graduate-level environmental science programs for an Ethics and Education in Science and Engineering (National Science Foundation) (for overview of the project and to access the curriculum, visit: <http://eese.msu.edu>); designed, implemented, and analyzed qualitative interviews of students enrolled in interdisciplinary environmental science programs; designed, implemented, and analyzed a national quantitative survey of faculty members in interdisciplinary environmental science program.

Wilderness Fellow, 2012-2012. National Park Service (Saguaro National Park and Chiricahua National Monument).

Developed the wilderness character monitoring framework for the Saguaro Wilderness and Chiricahua National Monument Wilderness; organized and led a multidisciplinary team of NPS management and maintenance specialists to determine relevant measures for wilderness character framework; and taught NPS staff members in formal and informal settings about wilderness character and the managerial implications of the Wilderness Act of 1964.

Research Assistant, 2012-2012. University of Idaho.

Member of a team that redesigned the academic curriculum in the College of Natural Resources; conducted institutional research on graduate and undergraduate natural resources programs; planned, designed, and conducted qualitative focus groups of students to gain insight on how to better recruit new undergraduate and graduate students to the College of Natural Resources; and designed, implemented, and analyzed quantitative surveys for employers in the natural resource industry in to determine perceived weaknesses and strengths of new graduates.

Environmental Educator, 2009-2011. Dodge Nature Center.

Conducted classes and workshops about a variety of agricultural and environmental topics; assisted in feeding, cleaning and care of livestock; maintained apiary beehives; and performed farm maintenance, such as repairing and constructing farm facilities (e.g., constructing and repairing fences and buildings and addressing plumbing and electrical issues).

Volunteer Coordinator, 2007-2008. Phalen Lake Hmong Studies Magnet School (AmeriCorps VISTA).

Recruited, trained, and managed approximately 150 volunteers at a multi-cultural urban primary school; developed and maintained partnerships with local non-profits, schools and other organizations to expand volunteer base; improved volunteer management system to better supervise and monitor volunteers; and initiated and received \$20,000USD in in-kind donations.

TEACHING

RHPM 446: Natural Resources Management, California State University, Chico, 2020.

Redesigned and teach undergraduate online-course (asynchronous and synchronous) that focuses on managing the interactions between natural resources and users to ensure sustainable outdoor recreation (~30 students).

RHPM 240: Outdoor Recreation Systems, California State University, Chico, 2020.

Redesigned and teach undergraduate online-course (asynchronous and synchronous) focused on resources and needs for outdoor recreation experiences including an overview

of historic, social, political, economic, and environmental factors influencing natural resources recreation at federal, state, and local levels (~10 students).

RHPM 589: California State University, Chico, 2020. Supervise full-time (14-week long) student internships that includes practical work or leadership experience, including application of curricular knowledge and skills, study of agency applications and resources, and public and/or private service offerings (~10 students).

ESPM 3271: Environmental Policy, Law, and Human Behavior: University of Minnesota, 2019. Redesigned and taught advanced undergraduate course that focuses on foundations of environmental law and the use of social science to understand the need for and social impact of environmental policies and how they are implemented on the ground, with an emphasis on protected-area management and outdoor recreation (~100 students).

FES 422: Research Methods in Social Sciences: Oregon State University, 2017 and 2018 (online version). Developed and taught in-person and online advanced undergraduate courses on quantitative, qualitative, and mixed-method research methods (research instrument design, data collection and analysis, and scientific writing), with a focus on communication theories and outdoor recreation (~30 students).

FES 522: Research Methods in Social Sciences: Oregon State University, 2017. Developed and taught graduate course on quantitative, qualitative, and mixed-method research methods (research instrument design, data collection and analysis, and scientific writing), with a focus on communication theories and outdoor recreation (~15 students).

NR 202: Natural Resource Problems and Solutions: Oregon State University, 2016. Developed and taught undergraduate course on problem solving in natural resource management, with an emphasis on applied methods for obtaining stakeholder perspectives for ethical problem mitigation through case studies (~30 students).

CSS 490: Wilderness and Protected Area Management (in the University of Idaho's Taylor Ranch field station in the Frank Church – River of No Return Wilderness), 2014. Developed and taught advanced field-based/experiential course on wilderness management, with an emphasis on wilderness character and methods for monitoring recreational impacts and approaches to managing wilderness character quality (from the biophysical resources of and recreational experiences in wilderness) (~15 students).

CSS 304: Conservation Social Sciences Field Studies: University of Idaho, 2013. Redesigned and taught undergraduate three-week long field-studies course for which students were brought to various federal, state, county, city, and privately managed sites Idaho, Wyoming, and Montana to learn about land use and outdoor recreation management (~20 students).

CSS 489: Personalities and Philosophies in Conservation: University of Idaho, 2013. Redesigned and taught advanced undergraduate course on the histories and philosophies involved in the American conservation, preservation, environmental, and environmental justice movements (~30 students).

JOURNAL ARTICLES

Engebretson, J., Nelson, K.C., Larson, K.L., & Wheeler, M.M. Ambiguity and clarity in residential yard ordinances across metropolitan areas in the United States (accepted with revisions to *Journal of Urban Affairs*).

- Lerman, S., Larson, K. Bratt, A., Hall, S., **Engebretson, J.M.**, ... & Groffman, P. Residential yard management and landscape cover affect urban bird community diversity across the continental US (accepted with revisions to *Ecological Applications*)
- Larson, K.L., Andrade, R., Nelson, K.C., Wheeler, M.M., **Engebretson, J.M.**, Hall, S.J., ... & Hobbie, S.E. (2020). Municipal regulation of residential landscapes across US cities: Patterns and implications for landscape sustainability. *Journal of Environmental Management*, 275, 111132.
- Engebretson, J.M.**, Nelson, K.C., Ogden, L.A., Larson, K.L., Grove, J.M., Hall, S.J., ... & Groffman, P.M. (2020). How the Nonhuman World Influences Homeowner Yard Management in the American Residential Macrosystem. *Human Ecology*, 48(3), 347-356.
- Engebretson, J.**, & Hall, T.E. (2019). The Historical Meaning of “Outstanding Opportunities for Solitude or a Primitive and Unconfined Type of Recreation” in the Wilderness Act of 1964. *International Journal of Wilderness*, 25(2): 10-28.
- Hall, T.E., Piso, Z., **Engebretson, J.**, & O’Rourke, M. (2018). Evaluating a dialogue-based approach to teaching about values and policy in transdisciplinary environmental science programs. *PLOS ONE*, 13(9): e0202948.
- Engebretson, J.**, Hall, T.E., Blades, J.J., Olsen, C.S., Toman, E., and S. Frederickson. (2016). Characterizing public tolerance of smoke from wildland fires in communities across the United States. *Journal of Forestry*, 114(6): 601-609.
- Hall, T.E., **Engebretson, J.**, O’Rourke, M., Piso, Z., Whyte, K., and S. Valles. (2016). The need for social ethics in interdisciplinary environmental science graduate programs: Results from a nation-wide survey in the United States. *Journal of Science and Engineering Ethics*, 23(2), 565-588.

LAND MANAGEMENT AGENCY REPORTS

- Engebretson, J.** (2018). Wilderness character narrative: Menagerie Wilderness. Report for the Willamette National Forest, USDA Forest Service. Corvallis, OR: Oregon State University.
- Engebretson, J.** (2018). Wilderness character narrative: Middle Santiam Wilderness. Report prepared for the Willamette National Forest, USDA Forest Service. Corvallis, OR: Oregon State University.
- Engebretson, J.** (2018). Wilderness character narrative: Mount Jefferson Wilderness. Report for the Willamette and Deschutes National Forests, USDA Forest Service. Corvallis, OR: Oregon State University.
- Engebretson, J.** (2018). Wilderness character narrative: Opal Creek Wilderness. Report for the Willamette National Forest, USDA Forest Service. Corvallis, OR: Oregon State University.
- Engebretson, J.**, Hall, T.E., D’Antonio, A. (2018). Visitor Use Monitoring Program and Protocols Project: Matrix of Indicators and Measures. Report prepared for Golden Gate National Recreation Area, San Francisco, CA: USDI National Park Service.

- Engebretson, J.** (2018). Five-year update to: Wilderness space in an urban setting: Wilderness building blocks for Saguaro National Park. Report prepared for Saguaro National Park, Tucson, AZ: USDI National Park Service.
- Engebretson, J.** (2017). Wilderness character narrative: Diamond Peak Wilderness. Report prepared for the Willamette and Deschutes National Forests, USDA Forest Service. Corvallis, OR: Oregon State University.
- Engebretson, J.** (2017). Wilderness character narrative: Mount Washington Wilderness. Report prepared for the Willamette and Deschutes National Forests, USDA Forest Service. Corvallis, OR: Oregon State University.
- Engebretson, J.** (2017). Wilderness character narrative: Three Sisters Wilderness. Report prepared for the Willamette and Deschutes National Forests, USDA Forest Service. Corvallis, OR: Oregon State University.
- Engebretson, J.** (2017). Wilderness character narrative: Waldo Lake Wilderness. Report prepared for the Willamette and Deschutes National Forests, USDA Forest Service. Corvallis, OR: Oregon State University.
- Engebretson, J., & Hall, T.E.** (2015). Wilderness solitude monitoring in the Cascade Crest. Report prepared for the Willamette and Deschutes National Forests, USDA Forest Service. Corvallis, OR: Oregon State University.
- Engebretson, J.** (2012). Wilderness space in an urban setting: Wilderness building blocks for Saguaro National Park. Report prepared for Saguaro National Park, Tucson, AZ: USDI National Park Service.
- Engebretson, J.** (2012). A wild place on the frontier: Wilderness building blocks for Chiricahua National Monument. Report prepared for the Southeast Arizona Group, Wilcox, AZ: USDI National Park Service.

POPULAR PRESS

Quoted in *Chico State Today*, "How to: Find Happiness and Leisure Amid a Lockdown"
(September 18th, 2020)

PRESENTATIONS

- Engebretson, J.** (2020, August). *Communication theory in outdoor recreation management*. Training presented to California Recreate Responsibly Coalition.
- Engebretson, J., Nelson, K., Grove, M., Larson, K., Locke, D., Ogden, L., Roy Chowdhury, R., & Groffman, P.** (2019, June). *How the nonhuman world influences homeowner yard management in the metropolitan United States*. Paper presented at the International Symposium on Society and Resource Management (ISSRM), Oshkosh, WI.
- Engebretson, J., Rinkus, M., & O'Rourke, M.** (2019, June). *Teaching values and responsibility in interdisciplinary graduate environmental science: A dialogue-based ethics module*. Workshop presented at the International Symposium on Society and Resource Management (ISSRM), Oshkosh, WI.
- Engebretson, J., Piso, Z., Hall, T., & O'Rourke, M.** (2018, February). *Transdisciplinary imaginations: How interdisciplinary environmental science graduate students envision*

the research-policy decision-making process. Paper presented at Conference of the Public Philosophy Network, Boulder, CO.

Engebretson, J., Piso, Z., Hall, T., and O'Rourke, M. (2016, June). *Transdisciplinary imaginations: How interdisciplinary environmental science graduate students envision the research-policy decision-making process.* Paper presented at the International Symposium on Society and Resource Management (ISSRM), Houghton, MI.

Engebretson, J. (2015, May). *Representations of ability and disability in wilderness narratives.* Paper presented at the Oregon State University's Environmental Humanities Conference, Corvallis, OR.

Engebretson, J. (2014, October). *Re-creation in recreation: Representations and the recreational value of historical human use of wilderness in the "Living Wilderness."* Paper presented at National Wilderness Conference, Albuquerque, NM.

Engebretson, J., Piso, Z., Hall, T., O'Rourke, M., Whyte, K., and S. Valles. (2014, April). *Values and policy in interdisciplinary environmental science: A dialogue-based framework for graduate ethics education.* Poster presentation at Western Forestry Graduate Students Symposium, Corvallis, OR.

Engebretson, J., Pippins, K., Douglas, M, McCarty, M., Bolis, J., & Swenson, M. (2013, March). *Interagency Wilderness Fellows: Post-graduate students assess wilderness character.* Group presentation at George Wright Society Conference, Denver, CO.

Engebretson, J., Pippins, K., Douglas, M, & McCarty, M. (2013, March). *Who will care about wilderness tomorrow? Engaging youth in wilderness.* Group presentation at George Wright Society Conference, Denver, CO.

Engebretson, J. (2010, May). *Kenyan women's sustainable farming project: Cultivation of spider flower.* Poster Presentation at the 12th International Conference of Ethnobiology, Tofino, BC.

RELEVANT TRAINING

- Promoting Active Learning Online microcredential course, Association of College and University Educations (California State University system-wide course), 2020.
- Go Virtual Summer Institute, California State University, Chico, 2020.
- Digital Pedagogy Faculty Learning Community, California State University, Chico, 2020.
- Leading at All Levels, Leadership and Talent Development, University of Minnesota, 2019.

SERVICE

Diversity, Equity, and Inclusion

- Co-leading a state-wide effort with human resource professionals of the University of Minnesota and the Minnesota State Colleges and Universities systems to develop Search Advocate programs at approximately 60 total institutions across the state (Search Advocates are external advocates on university and college faculty hiring committees who identify practices that minimize the effects of unconscious, unintentional biases to enhance integrity, effectiveness, and diversity in universities' hiring practices), University of Minnesota, 2019-2020

- Department of Forest Resources Diversity and Inclusion Committee Member, University of Minnesota, 2018-2020
- Search Advocate, Oregon State University, 2016-2018
- College of Forestry Diverse Perspectives in Forestry Group (student group that promotes diversity, equity, and inclusion in forestry) member and lead speaker series planner, 2015-2017
- Appointed as a committee member and mentor for a McNair Scholar studying the 1913-18 Canadian Arctic Expedition (McNair participants are either first-generation college students with financial need, or members of a group that is traditionally underrepresented in graduate education and have demonstrated strong academic potential), University of Idaho, 2012-2013
- Volunteer research lead on project in Masimba, Nyanza, Kenya; wrote grant application and secured funding for international research, traveled to Kenya to study culturally salient uses edible plants, lived with Abagusii family, and presented results to non-governmental immigrant-rights organization in Minneapolis, 2011

Departmental Service

- Library Committee, Department of Recreation, Hospitality, and Parks Management, California State University, Chico, 2020-Present.
- Coalition of Graduate Employees / ATP Local 6069 Departmental Steward, Department of Forest Ecosystems and Society, Oregon State University, 2016-2017
- Student Chair of tenure promotion committee, Department of Forest Ecosystems and Society, Oregon State University, 2016
- Natural Resource Management undergraduate course development, Oregon State University, 2016
- Forest Ecosystems and Society graduate interdisciplinary problem-solving course development, Oregon State University, 2016
- Graduate Student Representative, Department of Forest Ecosystems and Society, Oregon State University and Department of Conservation Social Sciences, University of Idaho, 2013-2015

Other Service

- Conference co-chair and member, Heart of the Continent Partnership (co-organized academic and professional conference connecting natural resource managers, indigenous land managers, academics, and other community members in the Quetico-Superior region of Ontario and Minnesota), 2018-present (for overview of conference, see <https://bit.ly/2XSN1H3>)

AWARDS

- Waring Travel Grant, Department of Forest Ecosystems and Society, Oregon State University, 2016
- Selway-Bitterroot Academic Grant, University of Idaho, 2012, 2013
- Segal Educational Award for AmeriCorps Service, 2008, 2012