

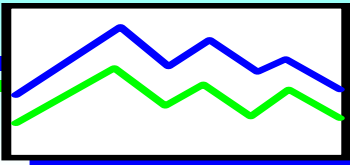
Connecting Research and Practice: A “Pracademic’s” Perspective

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Workshop on the Role of University Centers in Collaborative Governance

Co-Sponsored by the Policy Consensus Initiative, the Florida Conflict
Resolution Consortium, and the Florida Atlantic University Center for
Urban and Environmental Solutions

Florida Atlantic University, Jupiter, Florida
06-07 June 2007

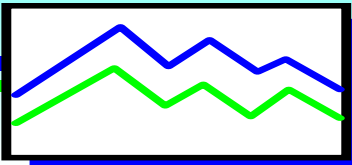


Key Questions:

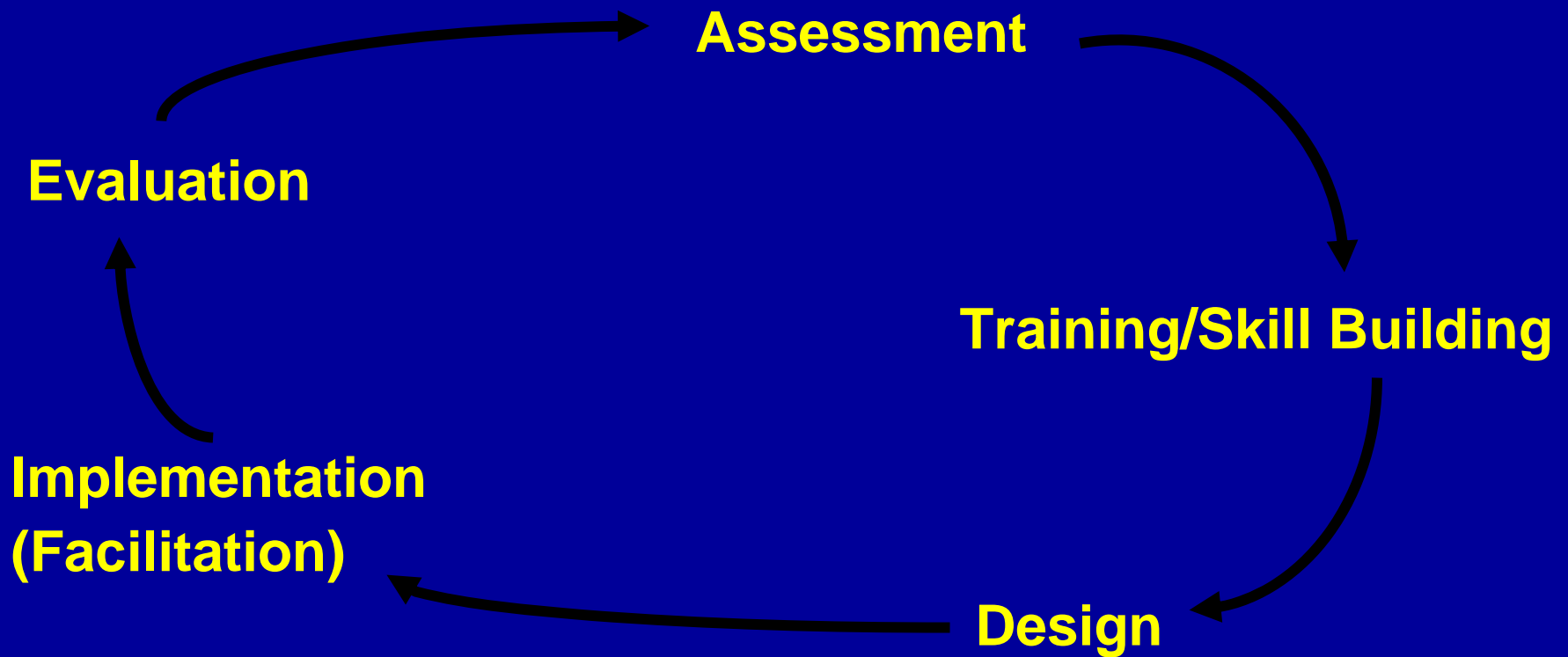
What can university “pracademic” researchers (PRs) do to integrate research and practice about multi-stakeholder processes (such as community-based collaboration)?

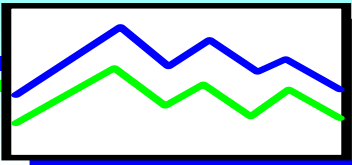
What data gathering opportunities exist?

What role is appropriate for “pracademic” researchers?

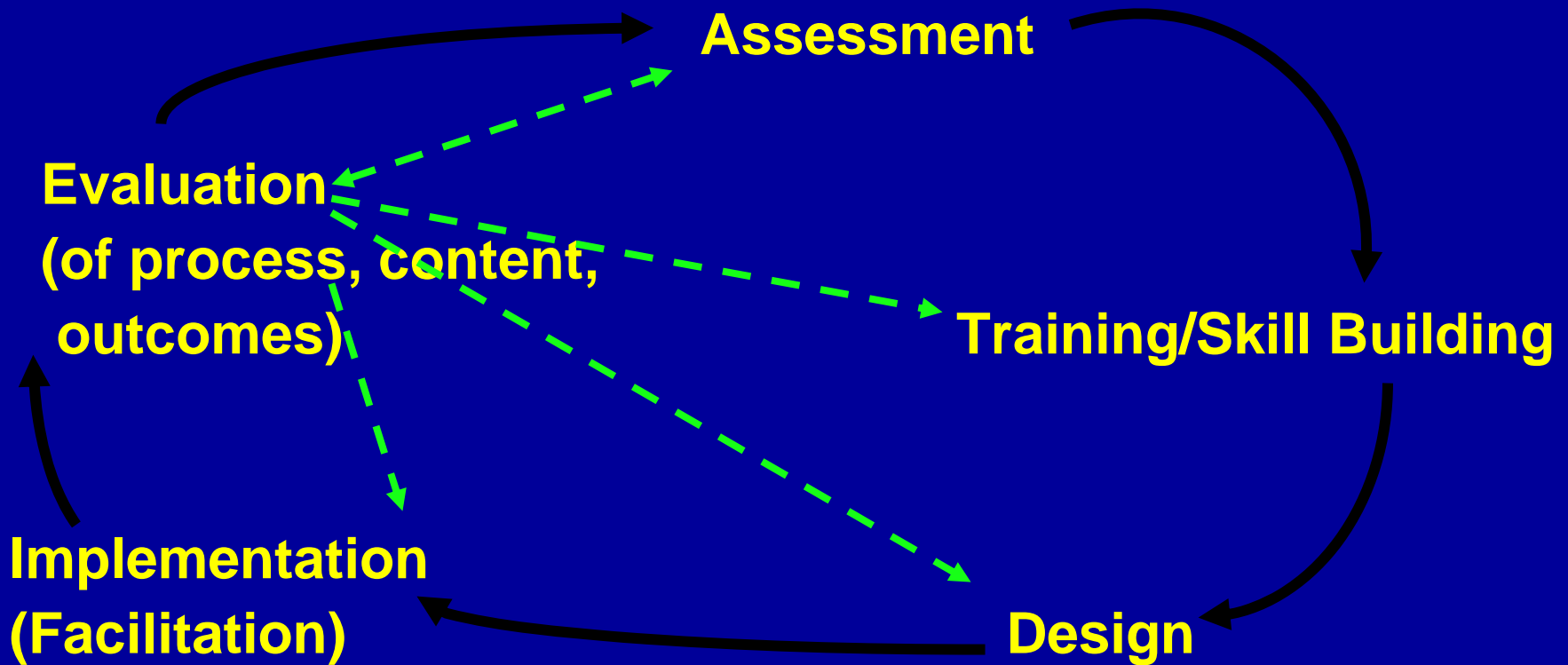


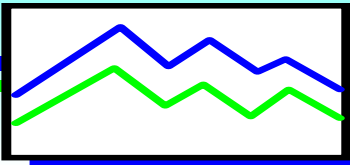
Multi-Stakeholder Collaboration: Five Phases





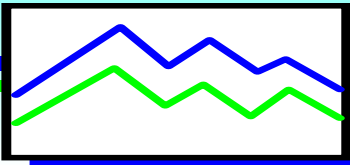
Multi-Stakeholder Collaboration: Five Phases as Research Points





“Pracademic” Research: What Data?

- **Pre and post-data** (e.g., project data, event data from surveys, interviews)
- **Assessment data** (e.g., documents, observations, conversations)
- **Event data** (participants’ written material, audio/video recordings, observations/field notes)
- **Project and event products and responses** (e.g., comment letters/emails, web input, appeals)

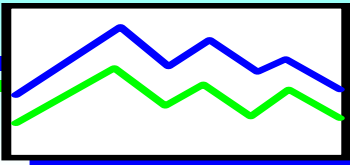


“Pracademic” Roles in Research: Some Models/Examples

Model One - The PR does everything

Case: Oregon Dunes National Recreation Area

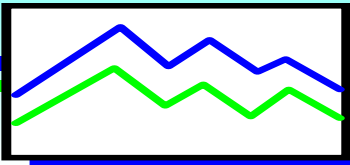
- **Research activity included assessment interviews, post-workshop surveys, content analysis of comments.**
- **University faculty performed or directed all project phases and tasks**



Models/Examples

Model Two - University team with role differentiation

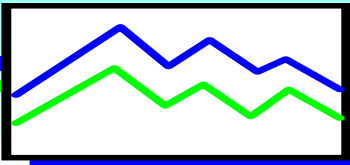
- **Cases:** National Forest planning (e.g., Bridger-Teton NF, Allegheny NF, Wenatchee NF)
- Some university faculty (PRs) conducted assessment, training, design, and facilitation.
- Other faculty led data collection and evaluation.
- All team members participated in team decisions and data analysis.
- **Key question:** Is some role overlap OK, or should roles be distinct, i.e., PRs as facilitators play no part in evaluation and evaluators do no influence other phases?



Models/Examples

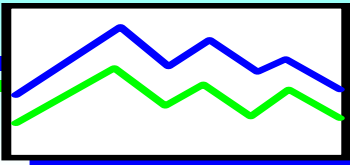
Model Three: University PR assesses, designs, facilitates, agency evaluates

- **Case: Oregon DEQ/INR Mixing Zones Workshop**
- **University faculty conducted assessment, design, and facilitation.**
- **Agency personnel evaluated and analyze data.**



Other Models?

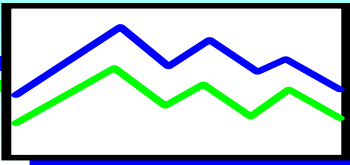
- **University PR provides assessment and training; others facilitate and evaluate (e.g., RSM/MCR)**
- **University PR provides design, facilitation, and summarize data (e.g., EPA Tribal Leaders' Summit)**
- **In both cases, PR prepares a data-based report for the funding organization**



An Issue to Consider...

Researcher as university faculty or as consultant/contractor?

- **As university faculty - institutional review board approval**
- **As a consultant, Office of Management and Budget approval?**
- **Assessment and evaluation via “conversations?”**



Regardless of the model or approach...

- Individual role responsibilities should be clear (e.g., facilitator vs. evaluator)
- Institutional role responsibilities should be clear (e.g., university reviewed research, project cost-share)
- Impartiality should be maintained
- Conflicts of interest should be identified and avoided...and wearing too many “hats”