

Knowledge exchange and stakeholder engagement in natural resource science and management

Laura Ferguson

Knauss Sea Grant Fellow

NOAA Fisheries Office of Science & Technology

Oregon State University



@laurabferguson

laura.ferguson@noaa.gov



Knowledge Exchange in this Room

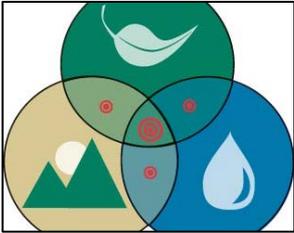
Natural resource science by nature is interdisciplinary and requires collaboration



Case Studies are how we understand collaboration



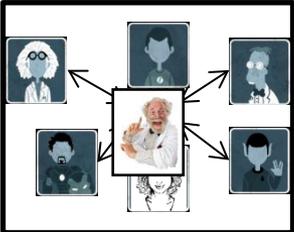
United States, Australia, United Kingdom, Switzerland, etc.



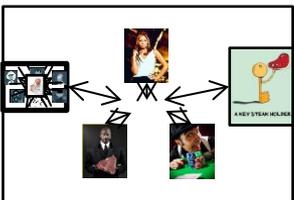
Water management, air quality management, riparian area conservation, biodiversity, etc.



Decision-support tool development, alternative futures exploration, sustainability, climate change adaptive management

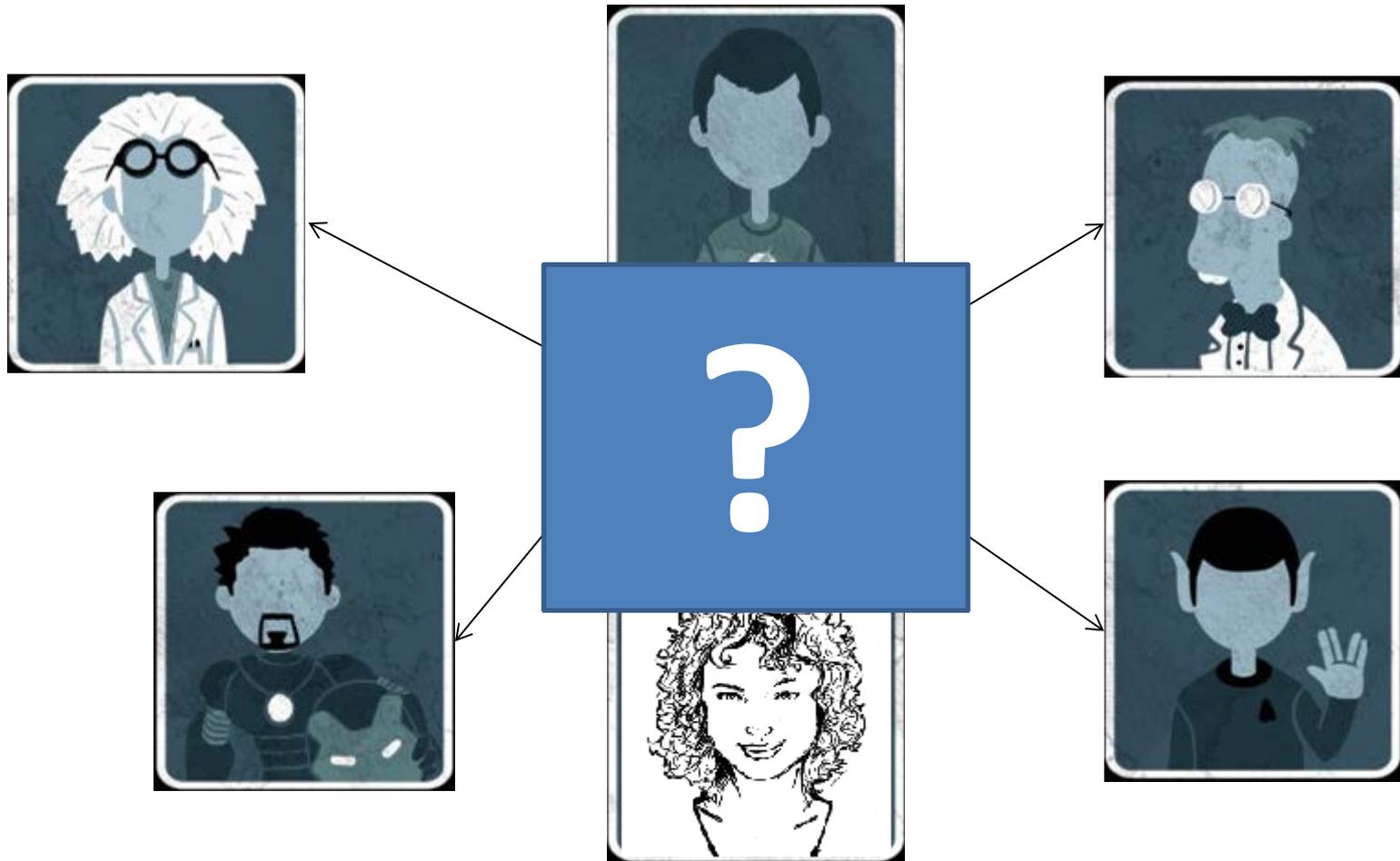


Multidisciplinary, Interdisciplinary, Transdisciplinary



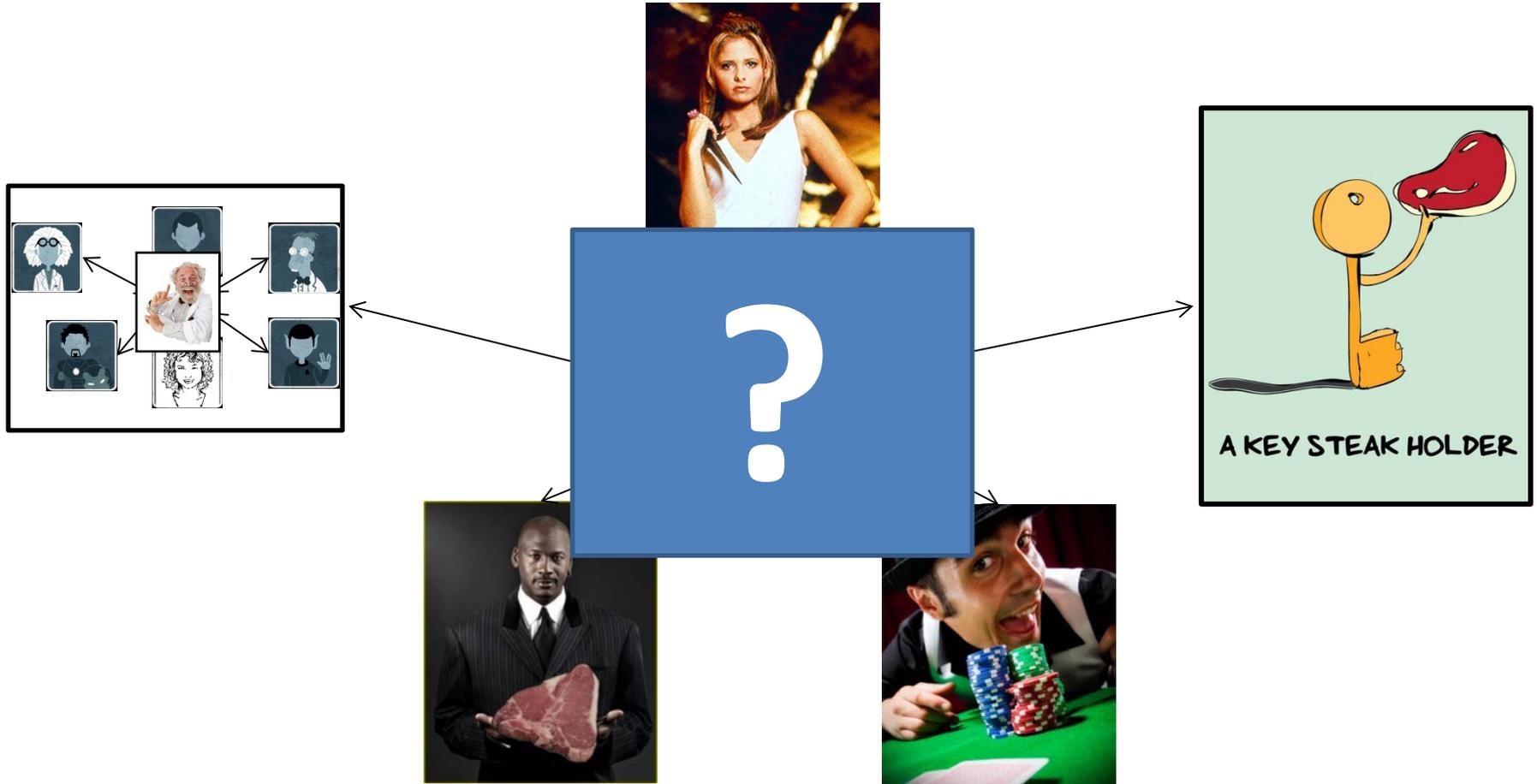
Knowledge elicitation, directing research, workshops, interviews, learning and action networks, or not explained

Interdisciplinary Collaboration:



(Fuller 2011; Holzkamper et al. 2012; Sol et al. 2013)

Transdisciplinary Collaboration: Interdisciplinary Research Engaging with Stakeholders from Start to Finish



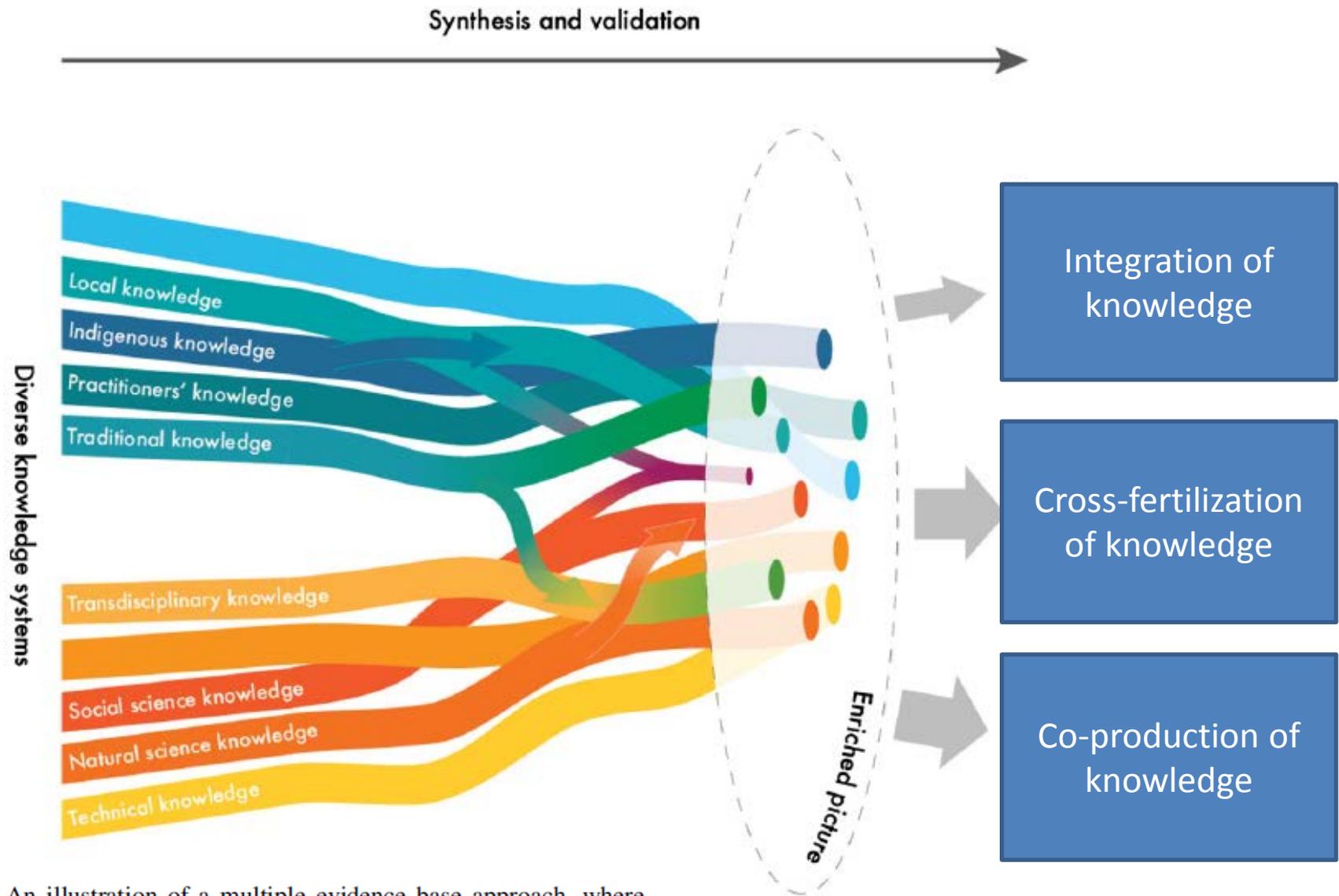


Fig. 1 An illustration of a multiple evidence base approach, where diverse knowledge systems contribute to generate an enriched picture of a selected problem or issue of concern. The enriched picture can serve as a legitimate starting point for further analysis and knowledge generation

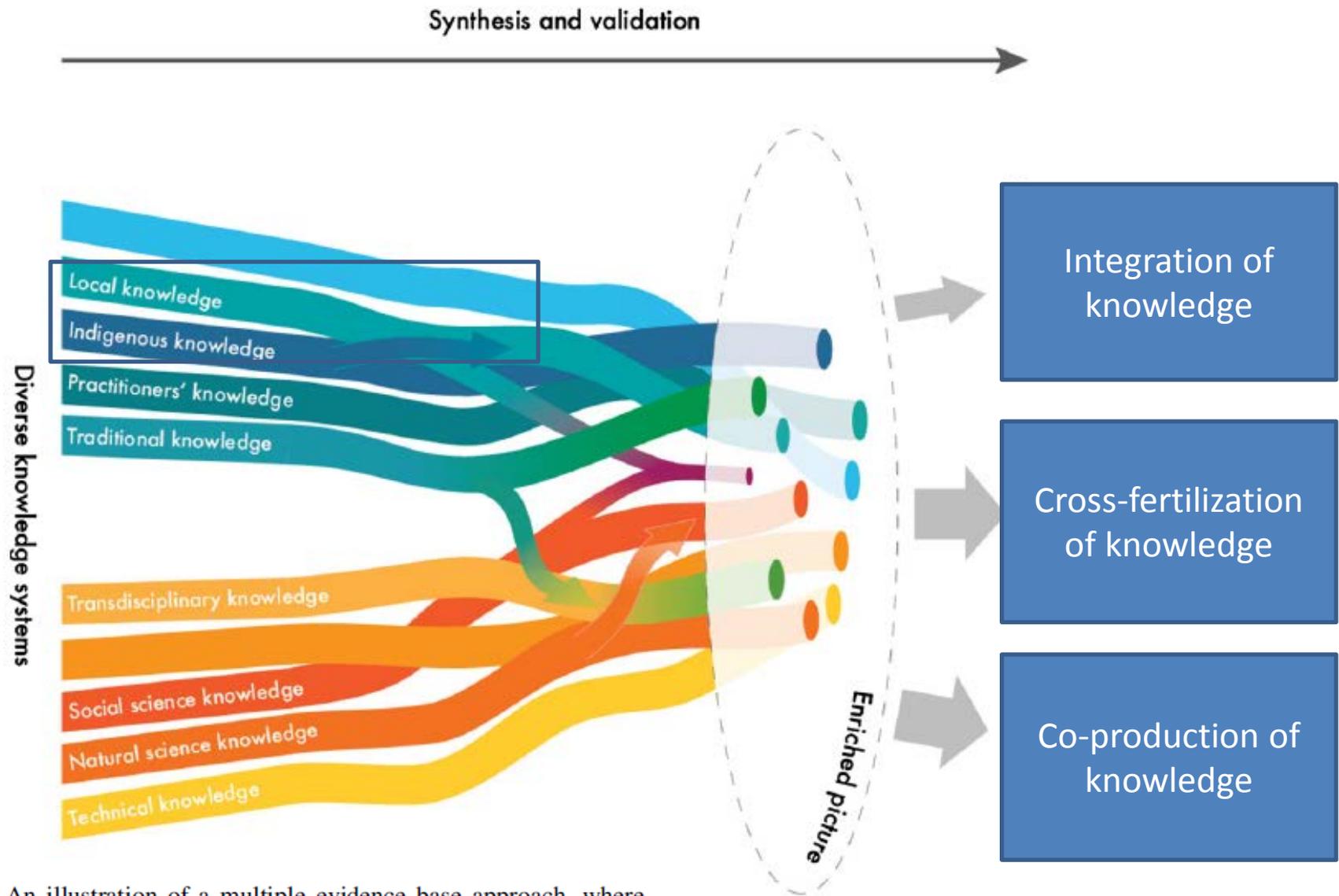


Fig. 1 An illustration of a multiple evidence base approach, where diverse knowledge systems contribute to generate an enriched picture of a selected problem or issue of concern. The enriched picture can serve as a legitimate starting point for further analysis and knowledge generation

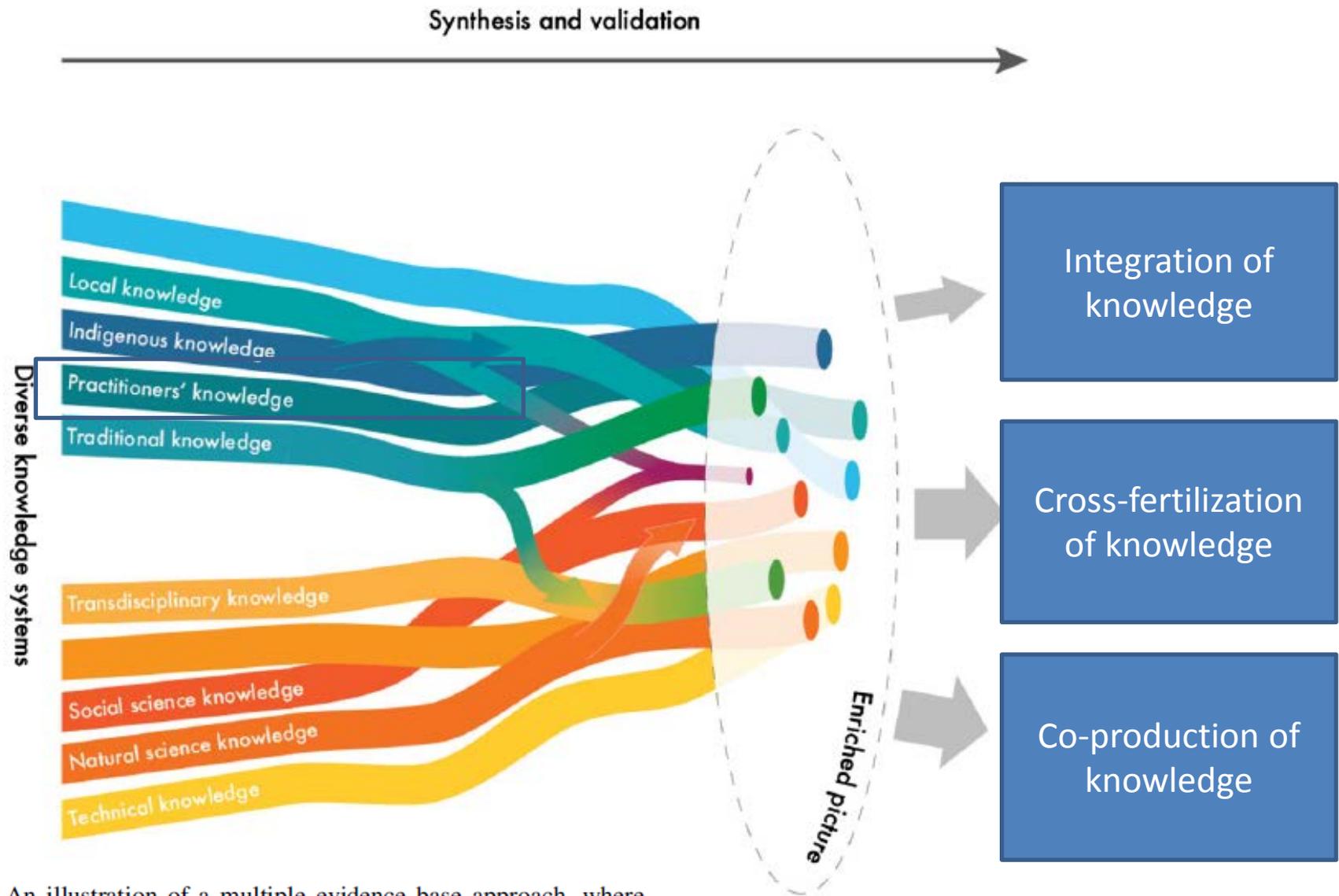


Fig. 1 An illustration of a multiple evidence base approach, where diverse knowledge systems contribute to generate an enriched picture of a selected problem or issue of concern. The enriched picture can serve as a legitimate starting point for further analysis and knowledge generation

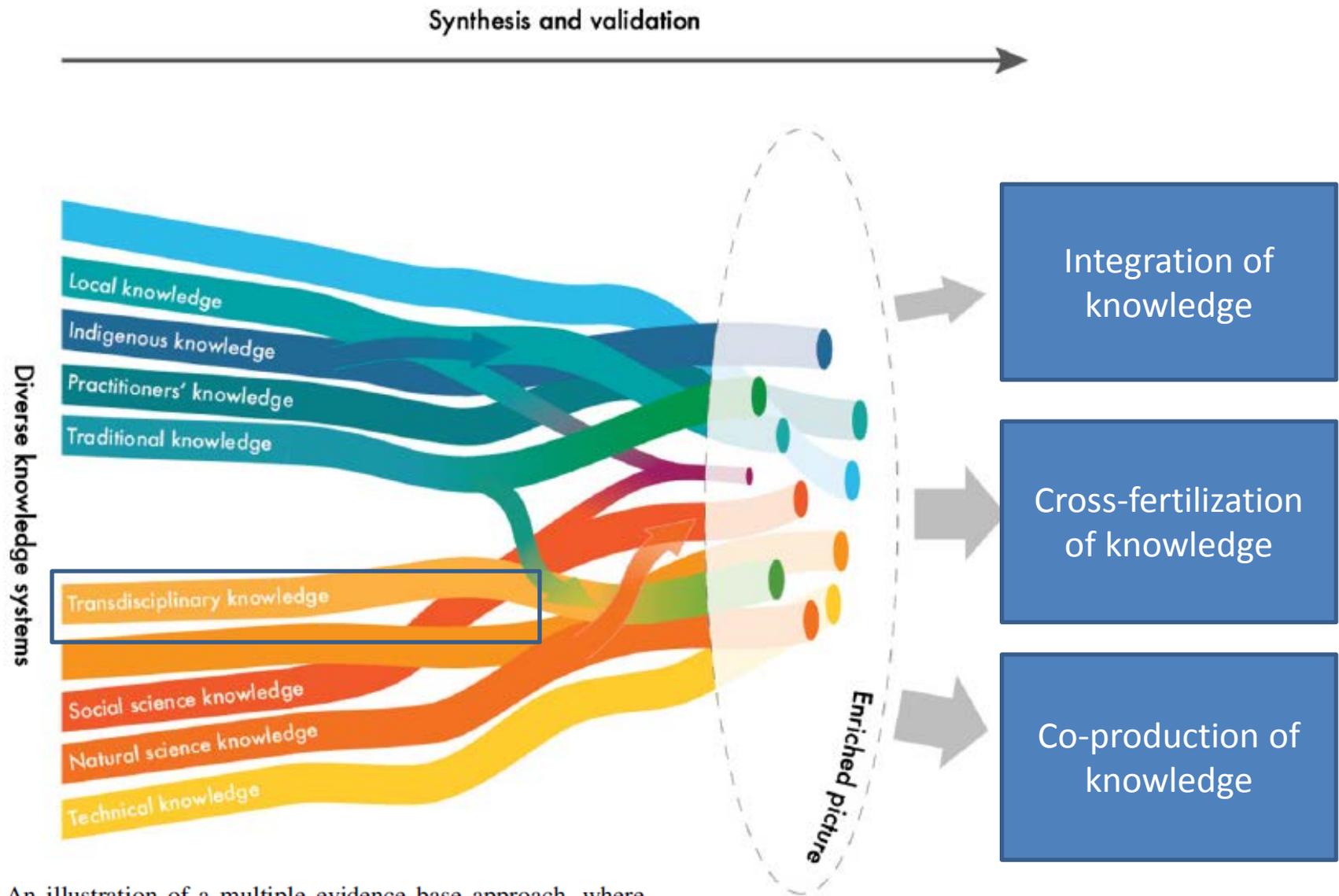


Fig. 1 An illustration of a multiple evidence base approach, where diverse knowledge systems contribute to generate an enriched picture of a selected problem or issue of concern. The enriched picture can serve as a legitimate starting point for further analysis and knowledge generation

What shared benefits emerge across 3 “cases” of knowledge exchange?

1. Indigenous and Local Ecological Knowledge (System)
2. Cooperative Research in NOAA Fisheries (Program)
3. Willamette Water 2100 (Process)

Indigenous and Local Ecological Knowledge (ILEK) is...

“a cumulative body of knowledge, practice, and belief, evolving by adaptive processes and handed down through generations by cultural transmission, about the relationship of living beings (including humans) with one another and with their environment.”

1. Long-term

2. Empirical

3. Management

4. Dynamic

5. Inter-generational

6. Holistic

7. Place-based

– Berkes 2012

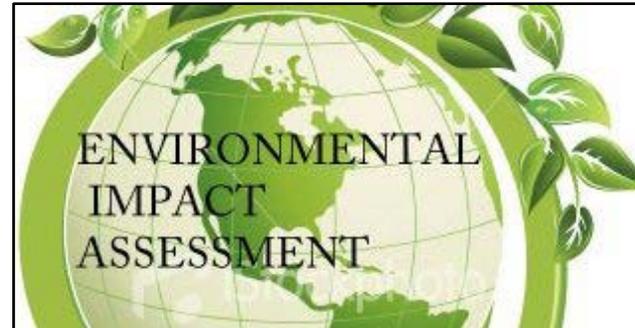
2. ILEK Exchange in Context

Documentation



Co-management

Hawai'i Goes Fishing



2. ILEK Exchange Benefits

Advance discovery
and understanding

Holistic understanding of environmental system linkages
Access to long temporal scales in a small spatial scale
New ideas and concepts

Broaden
participation of
underrepresented
groups

Affirmation and respect for historically disenfranchised societies
and cultures
Improved understanding of each others' world views and concerns

Develop research
community

Local capacity building and power sharing
Future collaborations formed

Benefit society

Compliance with management plans when they incorporate
cultural practice
Ownership of research results and products

NMFS Cooperative Research is...

“a scientific activity involving

1. Active

two or more partners who

gain more collectively than

3. Gestalt

each would separately in the

pursuit of a shared research

goal. A scientific activity uses

statistically robust

5.

methodology, maximizes

Scientifically

precision, and either

sound

minimizes or accounts for

bias.”

2. Groupwork

4. Collaborative

6. Objective

– Cooperative Research and
Cooperative Management Working Group

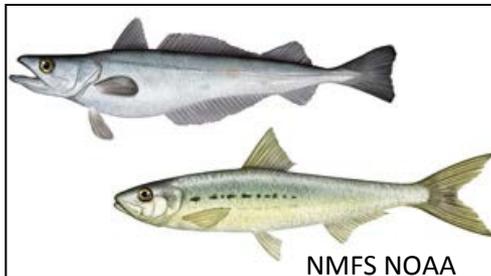
3. Cooperative Research Contexts



**Southern California Hook and Line Survey
in Cooperation with Sport Fishing Industry**



**Bycatch Reduction Engineering Program
(BREP)**



SaKe (Sardine-Hake) Survey

3. Cooperative Research Benefits

Advance discovery
and understanding

Increase precision and scope of research surveys
More information about fishing operations
Fishermen knowledge inform research and technology design and testing

Enhance research
infrastructure

Leverage resources across partnered institutions

Develop research
community

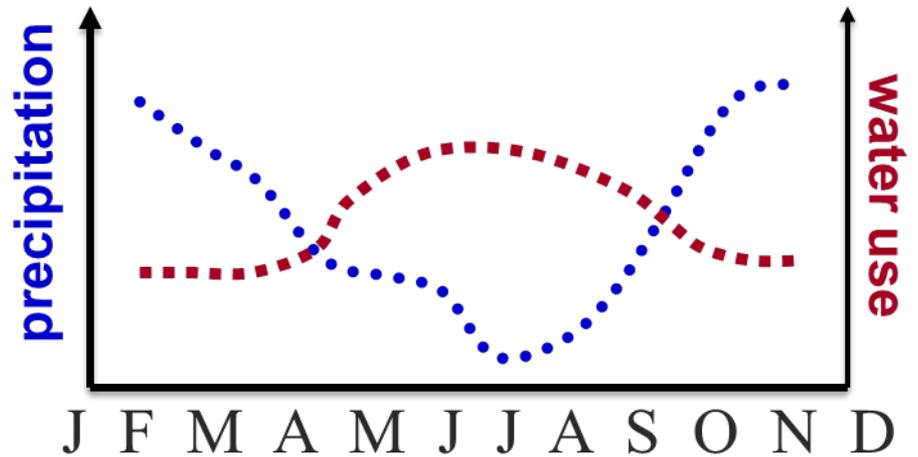
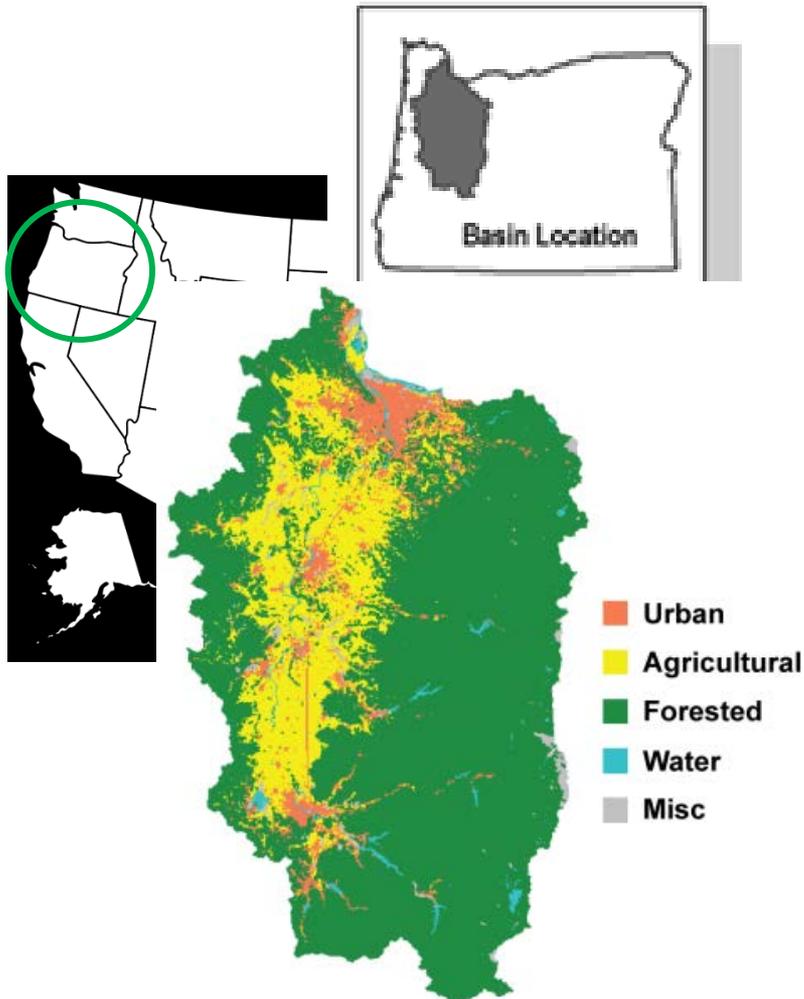
Build mutual understanding and respect among fishermen and scientists

Benefit society

Compliance with resulting science-informed management decision
Trust in the scientific results
Voluntary adoption of a research product

Willamette Water 2100

Context



Anticipating water scarcity and informing integrative water system response in the Willamette Valley

Willamette Water 2100

Stakeholder Engagement

Field Trips



Year 1

Large Group Meetings



Years 2-4

Small Group Meetings



Year 5

WW2100 Participation in researcher-stakeholder engagement can:

Advance discovery and understanding

Integrating new and traditional sources of knowledge and perspectives

Broaden participation of underrepresented groups

“Provided a feedback mechanism on what we’re doing and whether it’s reasonable or not.”

Enhance research Infrastructure

Broad dissemination of results

Process utility

learned from each other, relationships, discussion

$(r_s = .39, p < .001)$

Model Understanding

what model can and can’t do and why

$(r_s = .42, p < .001)$

Benefit Society

Participation in researcher-stakeholder engagement can:

- Advance discovery and understanding
- Broaden participation of underrepresented groups
- Enhance research Infrastructure
- Broad dissemination of results
- Benefit Society

“The **diversity** is remarkable and respected”

Diverse participants are present

Diverse participants feel heard

Feeling Heard
respected each other, taught others, knowledge in tool
($r_s = .36, p < .001$)

“We’re being **listened to.**”

Participation in researcher-stakeholder engagement can:

Advance discovery and understanding

Broaden participation of underrepresented groups

Enhance research Infrastructure

Broad dissemination of results

Benefit Society

“We’ve **built a model**”

Build new instrumentation

Model Utility

Informs water stakeholders, contributes to science, accurate

($r_s = .21, p = .002$)

Participation in researcher-stakeholder engagement can:

Advance discovery and understanding

Broaden participation of underrepresented groups

Enhance research Infrastructure

Broad dissemination of results

Benefit Society

“I would say that the **discussions** and the **relationship-building** have been more beneficial to me than the actual nitty gritty numbers”

Form and strengthen research partnerships and networks

Process utility

learned, relationships, discussion
($r_s = .39, p < .001$)

“The most meaningful product of projects like this is the **connections** between people”

Participation in researcher-stakeholder engagement can:

Advance discovery and understanding

Broaden participation of underrepresented groups

Enhance research Infrastructure
Develop research community

Broad dissemination of results

Benefit Society

“I would say that the **discussions** and the **relationship-building** have been more beneficial to me than the actual nitty gritty numbers”

Form and strengthen research partnerships and networks

Process utility

learned, relationships, discussion
($r_s = .39, p < .001$)

“The most meaningful product of projects like this is the **connections** between people”

Participation in researcher-stakeholder engagement can:

Advance discovery and understanding

Broaden participation of underrepresented groups

Enhance research Infrastructure

Broad dissemination of results

Benefit Society

“People **take the output back** to the groups they belong to”

Train stakeholder ambassadors of science

Model Understanding
what model can and can't do and why

$(r_s = .42, p < .001)$

Participation in researcher-stakeholder engagement can:

Advance discovery and understanding

Broaden participation of underrepresented groups

Enhance research Infrastructure

Broad dissemination of results

Benefit Society

“It just created a lot **more buy-in** from the users”

Model Utility

Informs water stakeholders, contributes to science, accurate
($r_s = .21, p = .002$)

Science users believe results will benefit society

Successes you can achieve

Process Success

“I think getting a group of stakeholders in the room...all coming from **different perspectives** and having...great **thoughtful conversation**”

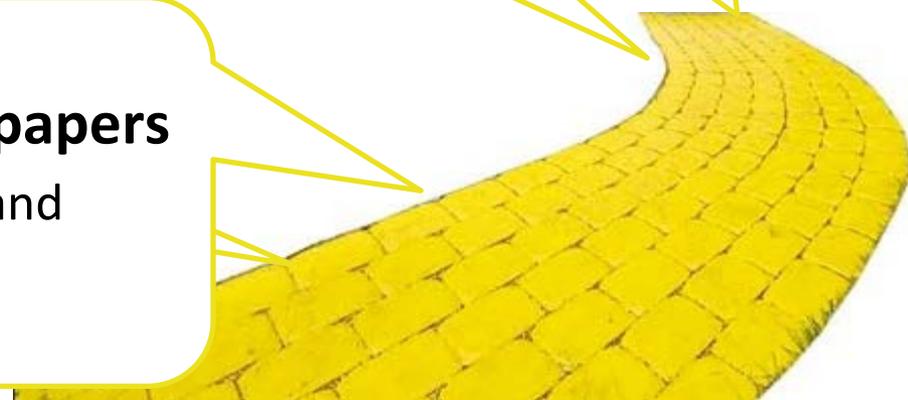
Research Success

“I feel quite confident saying that in terms of just the **model** that this is without a doubt the best look at water in the Willamette Valley that’s ever been done.”

“There were **papers published** and written.”

Personal Success

“I’m **learning** ...and that’s always helpful, both personally and professionally.”



Common Benefits?

ILEK

CR

WW2100

Advance discovery and understanding



Broaden participation of underrepresented groups



Enhance research Infrastructure



Develop research community



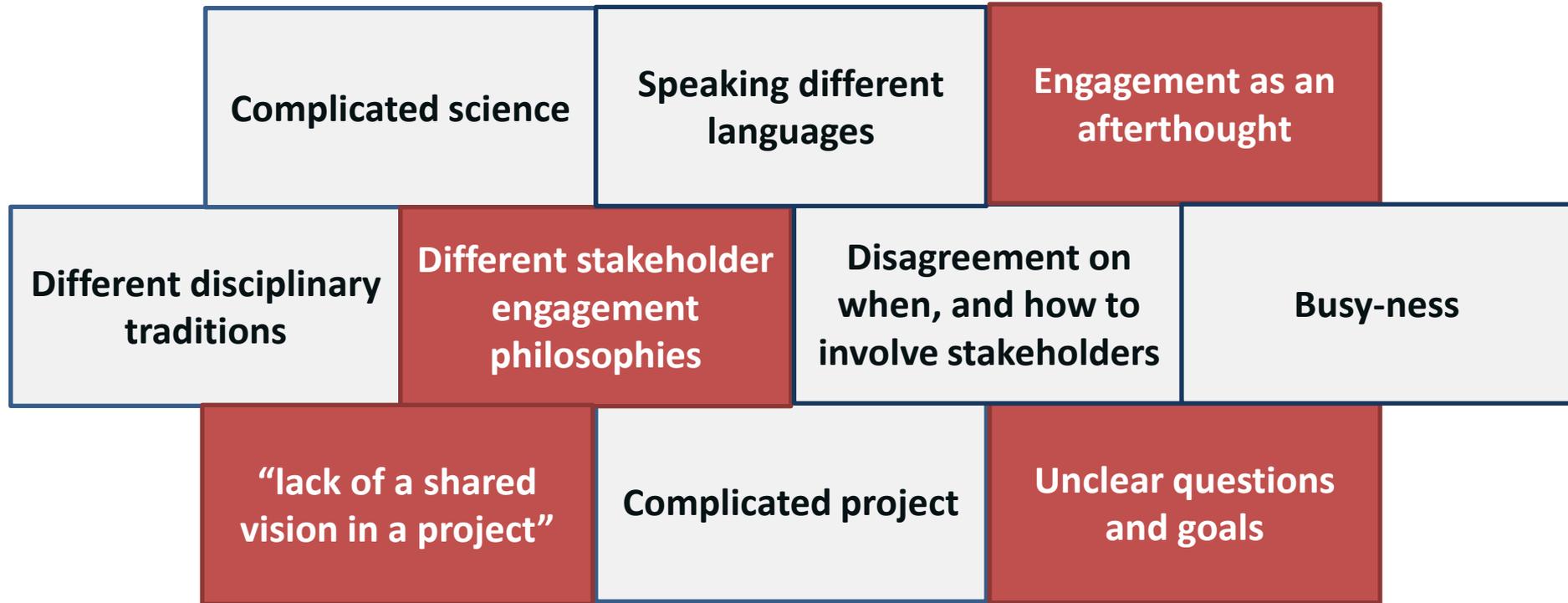
Broad dissemination of results



Benefit Society



Challenges



Shared Lessons Learned



- Engage – early and often
- Not with strangers
- Invest in it
- Know your role
- Employ a bridge

If you remember 3 things...

1. Stakeholder engagement can advance your science and broaden its impact.
2. Engage early and often with adequate resources.
3. Building research and management relationships may be the greatest success of these projects.

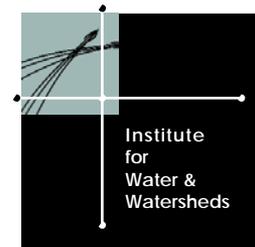
Thank you

This project is supported by the
National Science Foundation under
Grants No. 1039192

All those volunteering their time for
interviews and to complete surveys to
inform my research.

Skip Rochefort, Bo Shelby, Mark
Needham

Mridula Srinivasan, Steve Brown, Mark
Chandler



Thank you



References

- Cooperative research and cooperative management working group. 2015. Cooperative research and cooperative management: A review with recommendations. U.S. Dept. of Commer., NOAA. NOAA Technical Memorandum NMFS-F/SPO-156, 78 p.
- Drew, J.A. 2005. Use of traditional ecological knowledge in marine conservation. *Conservation Biology*, DOI: 10.1111/j.1523-1739.2005.00158.x
- Tengö, M., E.S., Brondizio, T. Elmqvist, P. Malmer and M. Spierenberg. 2014. Connecting diverse knowledge systems for enhanced ecosystem governance: the multiple evidence base approach. *Ambio*, 43:579-591.
- Thaman, R., Lyver, P., Mpande, R., Perez, E., Cariño, J. and Takeuchi, K. (eds.) 2013. *The Contribution of Indigenous and Local Knowledge Systems to IPBES: Building Synergies with Science*. IPBES Expert Meeting Report, UNESCO/UNU. Paris, UNESCO. 49 pp.
- Thornton, T. F., and A. Maciejewski Scheer. 2012. Collaborative engagement of local and traditional knowledge and science in marine environments: a review. *Ecology and Society* 17(3): 8. <http://dx.doi.org/10.5751/ES-04714-170308>