
Linking Knowledge with Action

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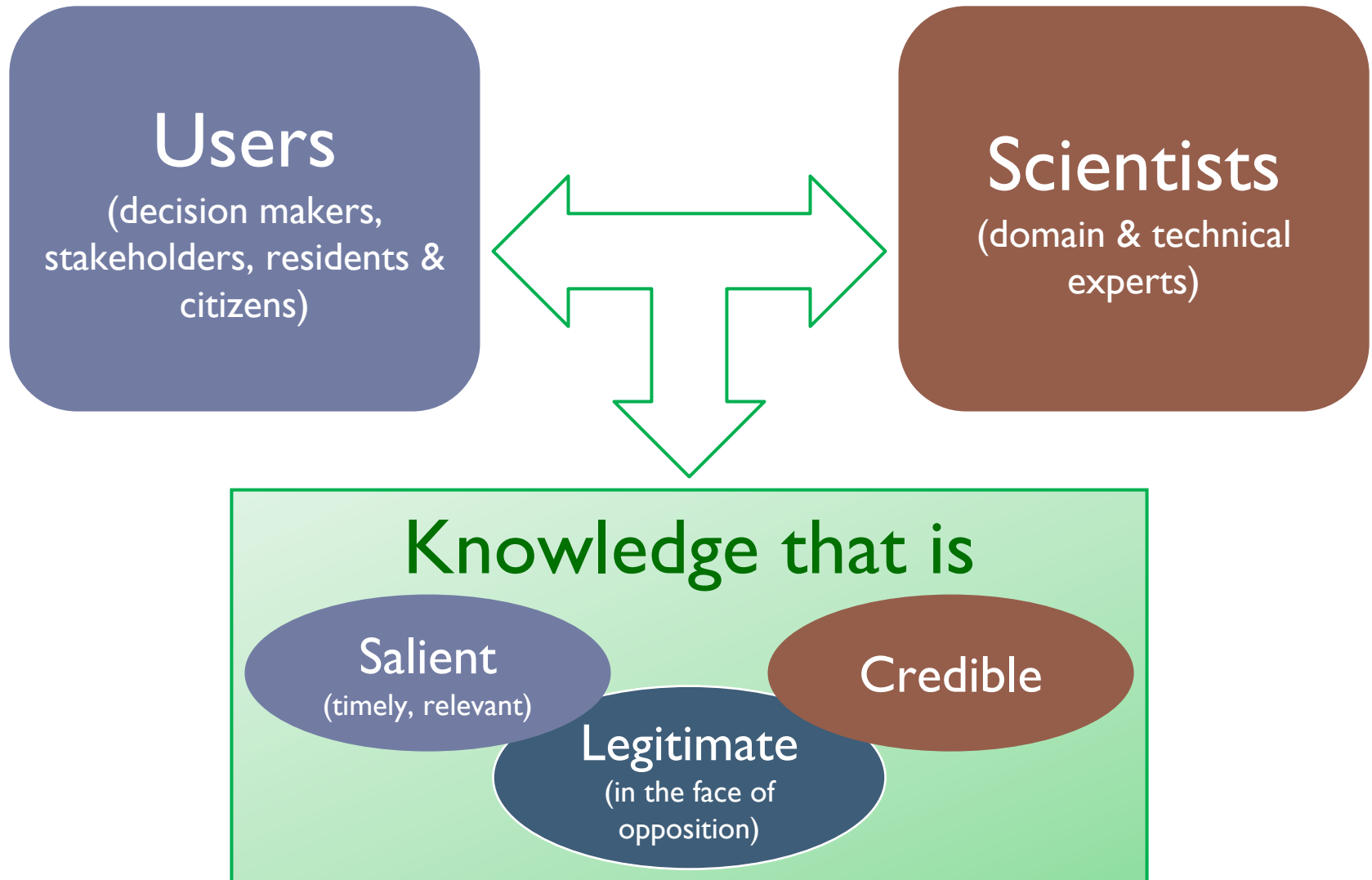
- ▶ Science- and scientist-led action (dominant approach)
 - + Ecological perspective (Rachel Carson)
 - + “Classical” environmentalism: warning; action; adjustment.
 - Climate change, biodiversity, cumulative impacts
 - x-jurisdictional, diverse actors, multiple stressors
 - Adaptive management, ecosystem-based management
 - sensible to a scientist, hard/impossible in practice.

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- ▶ Use-inspired (emergent approach)
 - ▶ To support advocacy
 - ▶ Polarization
 - ▶ Risks damage to credibility & legitimacy
 - ▶ Sometimes necessary (toxics, ocean acidification)
 - ▶ To support decision making *and learning*
 - ▶ Works best in a collaborative setting (governance to solve problems)
 - ▶ Reinforces institutions
 - ▶ Requires some conflict (to recognize problems)

Source: Clark, William C., Ronald B. Mitchell, and David W. Cash 2006. Evaluating the Influence of Global Environmental Assessments. Chap. I of *Global Environmental Assessments: Information and Influence*, eds. R.B. Mitchell, W.C. Clark, D.W. Cash & N.M. Dickson, Cambridge: MIT Press.

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Linking Knowledge with Action—some questions

- ▶ **Ripe situation**: Are there openings for rethinking?
- ▶ **Spanning boundary**: Do actors agree that the questions to be investigated are important, even when they disagree on desirable answers? Is there a boundary organization?
- ▶ **Capacity**: Do those conducting the research have the interest and capacity to work with decision makers and stakeholders?
- ▶ **Joint production**: Is the knowledge salient, credible & legitimate?
- ▶ **Behavioral changes**: what difference does the knowledge make?