Episode 6: Kirsten Behling

# KL: Katie Linder KB: Kirsten Behling KL: You’re listening to *Research in Action*: episode five.

# [intro music]

# Segment 1:

# KL: Welcome to *Research in Action*, a weekly podcast where you can hear about topics and issues related to research in higher education from experts across a range of disciplines. I’m your host, Dr. Katie Linder, director of research at Oregon State University Ecampus.

On today’s episode, I’m joined by Kirsten Behling, the Director of the Office of Disability Services (ODS) at Suffolk University. Prior to joining Suffolk, Kirsten worked for the University Centers of Excellence on Disability at both the University of Massachusetts Boston and the University of New Hampshire. At both institutions Kirsten wrote and directed projects funded by the Office of Postsecondary Education in the U.S. Department of Education on inclusive practices for students with disabilities in postsecondary education. Kirsten is currently leading a team of disability service professionals in partnership with the University of Connecticut in the development of an online certificate course for Disability Services in Higher Education. Kirsten also speaks nationally on the topics of universal design in higher education, strategies for effectively educating faculty on working with students with disabilities and accessibility online learning. She also serves at the president of the New England Association of Higher Education and Disability Services (AHEAD).

Welcome to the podcast Kirsten I’m glad that you can join me today.

**KB**: thank you it’s a pleasure to be here.

**KL**: so I asked you Kirsten to come on the podcast and chat with me particularly about research collaboration because we are collaborators and we work on research together. First I kind of just want to start by outlining a little bit about the kinds of things that we’ve done but also wanted to speak more broadly about, what are some of the benefits we found of research and writing collaboration, working together?

One of the things that we have worked on together is the national study, where we did kind of a combined effort to think about how institutions are preparing for online accessibility initiatives. One of the reasons that we came to this collaboration was because at the time I was directing a center of teaching and learning and you were in the position you’re in now which is directing an office of disability and services. We were at the same institution and we thought that we needed multiple perspectives on the topic. What were some of the things that you found that kind of drew you to that collaboration?

**KB**: one of the things I think was, it happened organically, you and I were, I was sort of using your center to access faculty because a lot of times professionals in the disability services area have a hard time getting access to faculty to sort of build credibility and due training beyond the one on one student accommodations that faculty typically provide. So I was able to work with you and your center, which was designed for faculty development to infuse my message into some trainings there and I think as a result of that work, we sort of organically started to see where we could help each other. You were learning about access and understanding what that meant, I was learning about how to work with faculty in a more professional manner and so through time we worked together, sort of to see that there was a lot of overlap, a lot of ways that we could help each other and then we ended up working on the grant.

**KL**: When I think one of the things that you mentioned that was really key for me and is often a central component of collaborations, when I try to set them up is finding someone or a group of people that I can really learn from and that have kind of a body of knowledge that I couldn’t do the research without but also its an area that I just genuinely want to know more about and that was definitely the case with this collaboration and the work that we were doing around access. Also kind of what ended up being a part of our research project, which was finding out that centers for teaching and learning and offices of disability services are really trying to learn from one another.

**KB**: Yeah I think one of the most interesting thing for me was to, you know, sort of through our relationship and getting to know each other and getting to figure out what each other is doing. I was learning a lot and I think you were too and then it was a matter of, “Is this happening in other campuses?” Are there campuses using the power of a collaboration in a way which can benefit the campus as a whole. Or are we all sort of silo in our offices doing what we need to do on our day to day basis and it’s always been very important to me to reach out across campus. I’m not one who will stay in visual lines if I don’t think it would benefit my students or the work that I’m doing. And just sort of find that relationship with you and to understand what the office was doing, what your office was doing, what your center was doing; to get more information on what faculty were doing was a really helpful thing for me in how I structure my work, my trainings, my outreach. I think through that it was sort of in a hah moment, it was interesting to see us work together and then again wonder, are other schools doing this? And if not why? And if they’re not doing it, why aren’t they not doing it? And what needs to happen in order to help that relationship flourish. I really enjoyed the experience.

**KL**: Of course I enjoyed it to and we continued to collaborate so that’s very fun. One of the things that you mentioned is that collaboration is about kind of building a relationship and I think that, that is really true and for us because we were doing collaborative research on collaboration and trying to figure out connections between offices of disability services and centers for teaching and learning. And there are a couple of articles that have resulted from that, that I’ll be happy to post in the show notes, so that people can take a look if they’re interested in that research. One of the things I think, we were kind of paying extra attention to the relationship component because we were doing research on that. We were very aware about trying to be effective collaborators, like in the midst of doing research on collaboration; it was very meta, at least for me it was. And I’m wondering if there are certain times when you’ve intentionally pursued collaboration in research or otherwise that really lead to relationship building but there is obviously different kinds of motivation for why you would think about doing those collaborations. What have some of those motivations been for you?

**KB**: Yeah I could think of something right now, sort of a side from the work that we’ve done. One of my biggest collaborations, I sort of got two things going on right now but one of them my biggest collaborations has been with others in my field but who are not necessarily located within my university. One of initiatives that we’ve been working on is recognizing that at least in the world of disability services and higher education, there is no graduate degree training. You have to go out and seek random WEBNR’s and conferences and workshops and so forth. And so my colleagues and I again from, I’m working with folks in other private four year universities, state schools and two year schools and we’re trying to figure out how we can provide a unified message and experience for those thinking about entering our field. And through that collaboration we’ve developed incredible partnerships, we’ve gone on to do a lot of amazing work beyond just sort of investigating what’s out there and what isn’t out there. And be able to fill some of those holes, relying on each other’s areas of expertise and its really fantastic because there’s no way that one person can know everything; so working with each other is really important.

**KL**: And I think that when it comes to like really huge projects that feel overwhelming but that are like clearly really needed; one of the challenges can be finding someone to help hold you accountable as you move forward. Certainly for me that has been a huge part of choosing collaborators is trying to find people who will keep me on track and especially with a project that maybe when I’m juggling multiple things at one time and I’m really trying to keep everything move forward at once, that has been a huge benefit for me. It is finding people who will check in and I can kind of bounce things off of and we’ve pass things back and forth and that keeps something moving forward. I would imagine that a big project like the one you’ve just mentioned, that may also be a factor.

**KB**: yeah absolutely. I think, I think having that accountability at regular meetings – I’m a person who doesn’t like to leave a meeting without another meeting date and a list of tasks that need to be done between now and then and of course assigned appropriately, but I think that’s absolutely critical, because it is easy to get overwhelmed with day to day work and a lot of times collaboration in the moment you can’t understand necessarily how what you’re doing is going to apply and help you in your day to day work. A lot of times, it’s bigger than that, and so making time, carving time out to fulfill the activities that you decided upon when you were meeting is really important to your long-term goals. That’s just such a critical thing to be able to rely on others to help drive the mission and the effort going forward.

**KL**: Yeah, I completely agree; I think the diversity of perspectives that collaboration brings to a project is really crucial to the success of a project moving forward. But I’ll admit, you know, when I first started doing collaborations, that was a frustrating component for me, to constantly be kind of coming up against a different perspective and felt like it sometimes elongated the project, it would make things take more time, but what I ended up finding and actually particularly with this project that you and I worked on, Kirsten, was it ended up making the research better in the long run because we had to really think very carefully about our different perspectives and what we were bringing to the project. And it ended up impacting things like, for example, coding themes. We would code, and I think we remember doing multiple rounds of trying to found our coding themes. Yeah, and the frustration of that and what, I think, we eventually kind of discovered was that we were coming at the codes and the qualitative responses from two really different perspectives of, you know, on my side, I was really working a lot with faculty, and on your side, you work with faculty as well, but really had students in mind and we were just kind of – we’d been trained in different ways, we were kind of on different sides of the house; you were in student affairs, I was in academic affairs. And, uhm, but it ended up really kind of, I think, in my opinion, strengthening what we were doing and really making us kind of get more granular about what we were finding in the results of the data that we had collected.

**KB:** Yeah, I agree, I think, I think one of the most important things to remember when you’re collaborating is the need for a lvel of patience that isn’t – it doesn’t always run true to me. I tend to be like, what needs to get done, let’s make it happen; I need to move on to my next project. But, uhm, patience in learning from the other person, from their perspective, where they’re coming from, and also just what they have to say is, is critical and, you know, the work that we have done together, I learned a ton about, you know, what you all are doing, what faculty development looks like. And, as a result, you know, we’ve connected with others, both within our universities and outside. We’ve continued to develop our relationship. I also believe there’s a greater degree in trust in one another, in how we approach a project, because now we understand, you know, I know that you’re going to be looking at it through this particular lens, but you also have a, uhm, appreciation for how I’m going to be looking at it and then vice versa. So I think it’s, it’s really critical to be patient, to let that relationship grow.

**KL:** We’re going to take a brief break. When we come back, we’re going to talk about the kind of challenges of collaborations. What do we do when collaborations are not going so well? So, back in a moment.

[music]

# Segment 2:

**KL:** So, Kirsten, has any experienced collaborator knows, collaboration does not always go as intended. Sometimes it can get a little bit off track and, in this segment, we wanted to talk a little bit about what to do when a collaboration goes wrong. And first I thought we could share some of the experiences we’ve had with that situation. What are some, some ways that we’ve seen this happen? Where a collaboration is either just very challenging or it just all-out fails. So are there certain experiences that you want to share that you had?

**KB:** So I think the areas that have been problematic for collaboration is when I come up with a partner or a group of people who are not fulfilling sort of their side of the, of the responsibilities. And, likewise, if I’m not fulfilling my side of the responsibilities. Because a collab – most of the collaborative efforts that I’ve been perhaps voluntary and perhaps even above and beyond my day-to-day job responsibilities, so a lot of times that’s coming from the other side of the collaboration as well. So, to ask and sort of to depend on somebody to fulfill a time frame, to fulfill a, you know, a need: you’re supposed to do x by this date. It’s hard to sometimes remember that they have a lot of other things going on and they may not be able to fulfill their role and responsibility. And I think it, it means that you need to find somebody who sort of thinks like you do, sort of works the way in which you work to be successful. It reminds me of working with my students who are in group projects and who are so frustrated that the other students aren’t doing what they’re supposed to be doing, or are doing too much, or, you know, take – though, the other way too; they’re completely taking over the project and they think, you know, that sort of plays very well into the, the professional world.

**KL:** Yes, I think that’s absolutely true. Well, and also, I think when you have a collaboration where kind of the passion for the project is not even, you’ve got someone who is clearly driving it, who has an – and I see this actually, I saw this a lot when I worked with faculty and there was a person who was, like, coming up to tenure, and they were trying very hard to get a lot of things out the door very quickly, and so they would be reaching out to everybody they knew, particularly in disciplines where collaboration was, you know, seen as okay, and they’d – they weren’t needing to do solo projects and they were just trying to get stuff out of the door in a really timely way, and they were using collaborators to help hold them accountable, which I completely, you know, understand and have done, but it meant that the person who was going up for tenure had clear motivation and really was pushing and had very clear deadlines and the other people, if they weren’t as invested or motivated in that person’s career, they weren’t going to be as engaged and it oftentimes created frustration for the faculty member who was really under the pressure of the deadline, because they weren’t always getting the response that they wanted from their colleagues, and I think that, uhm, for me, one of the challenges that I’ve had with collaboration is, uhm, sometimes that imbalance of passion, but oftentimes it will lead to a lack of responsiveness and that’s been kind of my bigger challenge is when I’m working with a collaborator and they just kind of fall off the map and I don’t really know what’s going on and, and you can kind of imagine as you were saying, like, a lot of times we do these collaborations on top of other things that we have going on and so we’re trying to kind of like juggle, you know, all these balls in the air and – but when I have someone who just stops engaging with me completely, and I have no idea are they going to get back to me in time, you know, like if I’m working with something that does require a deadline, like an edited collection or something like that, that’s one of the bigger frustrations for me is trying to even figure out like where this person is.

**KB:** No, I agree, I think that that’s a, that’s a huge frustration is, is, you know, and I, I always try to put that into context. Okay, what’s going on in their lives, how busy are they, how much more can I take on?

**KL:** Yeah, well, and I think that raises the question of, you know, what do you do when collaboration becomes a burden? And, you know, what are some of the things? And I think that, as you mentioned earlier, like, sometimes it’s on your own part. Like, you’ve overloaded yourself, you’ve realized after you’ve gotten into a collaboration you can’t really give it what it deserves. And I’m wondering if you have some suggestions or strategies for, what are some kind of concrete things when you realize a collaboration is going awry for any number of reasons?

**KB:** I think the biggest thing you need to do is to be honest and to – and a lot of that requires having a trustful relationship with the person that you’re collaborating with. So sometimes I think, you know, you may want to hold off on the project until you’ve really established a foundational relationship with that person or that office or whatever it might be. So you really understand how they work, what their timeframe is. I think it’s helpful to know the busy times of their year, you know, they may be different from mine and to understand that and to really have a clear, honest working relationship before you jump into collaboration. Establishing an honest relationship from the start, not being afraid to say, “That’s not going to work for me; I have this going on, I need to extend it.” These types of things, these types of deadlines or whatever they might be. And then allowing people to work the way that they work so long as they meet those deadlines I think is critical.

**KL:** I think that’s so key. And you’ve also raised kind of the real importance of having, not just honest discussions with each other, but just open communication about where people are. And I can actually remember several times during collaborations that we’ve worked on together where one of us would say, “You know, I’m sorry, I’m just flat out right now; I need to push our deadline back. You know, like, is that okay? Can we move some things around?” And, and it was something, I think, because we’d built up a relationship of trust, we knew that it wasn’t getting dropped, you know, off the radar; it was just getting extended and that was fine. Uhm, and also, I think that when you think about just research collaboration more generally, I think you need to be prepared for it to take some time and it’s not really something that can work well if you have, you know, really hard, concrete deadlines. It’s not to say it can never work in those scenarios, but I think that things happen and things come up for people and if you’re not prepared for that, it can feel extra frustrating, uhm, when things are a little bit uncertain or they get disrupted. Uhm, and so I think having that open communication as well where you can just tell someone, you know, I need to make some changes, can be a really helpful thing also.

**KB:** It’s like building a house, you know, they say, “It’ll be done in six months.” Always add a couple extra months on.

**KL:** I like that. The last thing I think we should talk about in this segment is, when do you decide when you need to cut off ties with a collaborator? Because I think that there are moments where you’re working with someone and you realize it truly is not working for whatever reason, and I wanted to talk a little bit about concrete strategies for making that decision, because it is a really challenging situation to be in if you’re trying to move a project forward and you’re either not getting responses from someone, or maybe they’re not pulling their weight within the collaboration. But one of the things I’ve kind of decided on is, if you set up a structure and you say “I’m going to communicate with this person in, you know, a time period, and we’re going to do like three different check ins and I’m going to try to get them back through these three check ins. And at each of those check points I’m going to give them an out and I’m going to see if they’ll take it.” You know, like, and I think it, part of it is about being understanding, uhm, professional and not taking it kind of personally if this person has checked out of the project, but really giving kind of your due diligence of, like, emailing or calling or engaging with this individual or group, you know, whatever it may be, multiple times. So that by the time you get to the end of that communication, whether you’ve heard from them or not, you can honestly say, “You know, I haven’t heard from you. I’ve been kind of making this effort, and because I haven’t heard from you, you know, I really think that maybe I need to move on with this project in a different way.” And I’ve had some success with that in terms of my own peace of mind, of not feeling like I was kind of kicking someone off of a project unnecessarily or, or doing it in a way that ways, uhm, reactive to, you know, or, or, that I was upset by their lack of engagement or something like that. And it also allowed me, particularly when I did it over email, to very carefully craft the message that I was sending and to make sure that I was being kind to this person, who, uhm, maybe I don’t know what’s going on with htem. Like, I don’t know why they’ve had to pull back, and the last thing you want to do, I think, with any kind of collaboration is burn bridges. Because you never know if you’re going to engage with this person in collaboration in the person.

**KB:** I think your approach is really important in terms of you sort of set that guideline, you give, you whether it’s written down, it’s announced, it’s publicized, or it’s just part of an internal thought, have a series of okay, if, if they don’t respond by this date, or if I’ve tried these three different methods of communication, whether it’s three emails or an email, a text, and a phone call or whatever it might be, if you’re still not getting that answer, you know, understanding that you need to move on. But I think it’s a risk that you need to consider when you’re thinking about collaborating on something particularly something that has a deadline, because it’s very likely that you may end up with the lion’s share of the amount of work, and I think something that perhaps you struggle with at the end of that is what credit do you give to the other person if they jumped ship halfway through, a quarter of the way through, three quarters of the way through. So it’s something to consider, it’s a risk that you need to take, uhm, but I do think that, as long as there’s some sort of a structure – ideally it should be set, or vocalized or discussed ahead of time before you really get into the collaboration that, you know, I’m gonna, we’re gonna do this and if I haven’t heard from you by this date, I’m going to assume that, you know, you’re unable to participate. It gives you that out. That being said, I’m not very good at that.

**KL:** Well, you know, it is challenging because it’s a form –

**KB:** You feel bad!

**KL:** It’s a form of conflict, and you know, I think you raise an excellent point about how much credit do you give? And I always ere on the side of generosity, which people question – I, you know, some people have questioned and said, “Is that really honest to say, you know, that they’re coauthor when they, you know, maybe didn’t pull as much of their weight?” But I, I’ve never wanted to not give someone the credit that they deserve, and so I’ve always ered on the side of – I’d rather give too much credit than too little, and it’s a careful balance; it’s very difficult.

**KB:** Yeah, and I think that, I think giving too much is, uhm, perhaps a – a key in terms of future collaborations. Because, like you said, why did they drop off? You don’t know. But you might want to explore another relationship with this person in the future, and I think if you, you know, less credit sort of might burn that bridge. But it’s important, should you go down into another relationship with this person in the future, that you have clear expectations from the start.

**KL:** So that is a perfect segue into your final segment after we take a brief break, we’re going to talk about what makes a good research collaborator or collaboration and how do you set up these collaborations to be successful from the start?

# Segment 3:

**KL:** So, Kirsten, in our last segment, we talked about what are some things that we can do when a research collaboration is not working? And one of the things that we discussed was, how do you sort of think about setting up a good collaboration from the very beginning? And it’s actually a very intentional kind of relationship building to find a research collaborator. And I think one of the goals is actually to find a collaborator that you can continue collaborating with over multiple projects, because, once you do the work of building the relationship with that person, you want to benefit from, as you were saying, knowing, knowing about them. Like, what their work style is and, you end up building a strong foundation for future work. So one of the things I was hoping we could talk about are, what are some of the things you look for in a researcher or a writing collaboration, you know, when you’re looking for particular people on a project, what are some of the characteristics that you’re drawn to?

**KB:** Uh, if I was to be completely honest, it’s the characteristics of myself. Uhm, I want somebody who is deadline driven, who is very knowledgeable about the content or interested in learning about the content. There are certain pieces, for example, if we were doing a writing collaboration that I don’t like to do. I’m not huge on the lit reviews, but, so if somebody wants to take that on and I’ll take the methodology or something else. I enjoy that. Somebody who, you know, again, can be honest, is excited about what we’re talking about, you know, has creative ideas about, well, maybe we could take it over here or we could talk about over there – a lot of enthusiasm is exciting for me. But I think, probably, the biggest thing is somebody that I know I can trust and that I can rely on.

**KL:** Mmhmm. Well, I have to echo what you’re saying about, it certainly does make it easier if you find someone who has characteristics that match your own in terms of being – especially, I mean, for me, I’m always looking for people who are do-ers and who I, like you said, I can kind of rely on. But one of the things I’ve actually found to be really fruitful in research collaborations is seeking out people who have skills that I don’t have and finding – so, it, it might be like someone has worked with a particular research methodology or that I have not worked with or they’re kind of more quantitatively minded and I bring kind of more qualitative skills, uhm, and I once had a really phenomenal collaboration with someone who was very talented when it came to data visualization, and that’s not an area where I feel strong, and we were trying to visualize a ton of data, and so she did this kind of amazing job of putting together graphs and things like that, and really kind of having a robust data visualization within this article, and every time I have a collaboration like that, I think about, you know, kind of that, the possibilities that are there for working with collaborators that have really different skills than myself, and what I can learn from those people, because I’m always kind of looking to do collaborations where I can learn from somebody.

**KB:** That’s a huge part of what makes a collaboration work; that’s why you want to collaborate. You know, you want to, not only a skill set but also sort of a topic set. You know, a research interest in an area that is, that is interesting. And I think that that’s what makes collaboration work is, you know, you bringing to the table something that I don’t have, I’m bringing to the table something that you don’t have. Our interest is the same and even, even our perspectives can be different, as yours and mine were quite a bit throughout our process, but that just enriches the collaboration, it enriches the final project.

**KL:** Yeah, I think that one of the things I’ve found too is, uhm, especially when I’ve had, like, kind of thinking about how to set up a project in a way that’s really going to be successful in the beginning. Some of the times I’ve worked with multiple collaborators, like when you and I collaborated, it was primarily just you and I and so we could really kind of have quick meetings, phone calls, emails, you know and figure things out relatively quickly. But when I’ve worked with groups of people on collaborative projects and they know you are in the midst of doing this right now, as you mentioned in segment one, one of the things that I’ve found to be, like, really kind of crucial to the success of that is having a leader that emerges from that group and that is kind of having, whether that person is kind of the person who, like, does the logistics of the meetings or the check-ins or, you know, sends around the emails that kind of keeps people on track or helps to kind of log what the action items are to move forward. You know, I’ve never had a, a, uhm, collaboration that – I should just say, all of my successful collaborations have had that component, where I’ve had a clear leader, whether it was myself or somebody else that came to the team and was really driving the project, and was kind of championing the project. But, as we said earlier, you still have to have that balance of passion within the group, but you also have to have – I mean, I don’t know, do you think it’s just an organizational component to that or is it something more?

**KB:** No, I think it is an organizational component, especially for groups, as you were just saying; you need to have somebody there who is literally the task master. What are you doing? You know, what’s this coming? And sort of the nagger, if you will. How come I haven’t gotten this yet? But I think you need to be a little bit careful with that role, because that role can quickly turn into sort of a task master into a boss, and you need to, it, the person needs to be respectful of what the other folks are doing and understand what they’re doing and the importance of what they’re bringing to the table without, you know, uhm, overshadowing that, and it, it’s a fine line that needs the, that has to be walked, but I agree that a leader needs to be in place, if nothing else just to get the project to the end of the day.

**KL:** Yeah, and I think it does come back to what you were saying earlier, I think, about honesty and trust, but also mutual respect. I think if you have someone who is taking on that role and maybe, like, leader is not the right word – maybe it’s more like facilitator. Like they’re facilitating the collaboration between this group, because I think it often does come back to what we were saying earlier about just communication. Like, who is the person who is kind of managing the communication and, especially when you get to like revision stages where you’re like sending a draft around to multiple people and trying to get something out the door for publication, how do you kind of just keep that an organized process so that you’re not getting off track or taking more time than you need to and those kinds of htings. So I think that that person acts in maybe sometimes more of a facilitator role.

**KB:** I think there’s also the possibility of variety within that role; you know, that you could depending on the needs of the group and sort of the personalities in the group, you could split that up, you know, so and so’s gonna work on this, and is responsible for getting everybody’s stuff into a drop box folder. And so and so’s responsible for keeping track of the notes or whatever that might be. If folks are at all bristling at the fact that one person is sort of taking the lead or facilitating more than others, there’s opportunities within that to, to change it up, to, to, to make sure that people feel respected, but I do think it’s, it’s a critical component, especially in groups of more than – even three people, I think you have, you know, it’s important. We, I think you and I have experienced that with three people, it’s good. And I think it, again, that honest conversation from the start: look, I’m going to assume this role unless anybody else wants it. This is what I’m thinking this role is involving. Does anybody have feedback? And always being open to criticism like, hey the emails are getting a little bit excessive, you know. Whatever it might be, you know, being open to that, I think. Because, again, like you said earlier, one of the keys to collaboration is to build a collaborative sort of life. You know, you’re hoping to have a lot more opportunities come down the pipeline to work with this person, and so we don’t want to burn bridges right from the start.

**KL:** Yeah, I absolutely think that any time you collaborate, it is a, it is a form of reputation building for yourself, because that collaborator could talk with others about how that collaboration went and it particularly if you’re copublishing with someone else, that person’s name will always be on your CV. So it’s, it is building that relationship and keeping that person in your professional life and in your professional circle. One of the things you were saying earlier though about kind of setting up that facilitator role, you know, whether I have been the facilitator or someone else has taken on that role in my collaborations, I have often found that the, the response to that is relief from the rest of the group, that someone else is willing to kind of take that on because everyone’s so busy, uhm, that there’s kind of a thankfulness that, you know, someone will kind of be in that role, and I’ve always appreciate that, when someone has said, “Yep, I’m willing to take the lead on this.” You know, I’m going to make it really concrete and clear what you need to do to move this forward, and I’m like, “Great! Less work for me.” You know, I’m happy to have someone kind of take that on. And when I’m very passionate about a project, I’m often happy to be in that role myself, of really helping to usher it through and, and make sure that the research gets completed, so. Relatively recently in the Chronicle, February 2016, an article by Jeffrey Polum “To Coauthor or not to Coauthor?” When he had a great point of never believe that having a coauthor makes publishing easier. And I think that throughout or segments in this episode, we have definitely hit on kind of the high points, the low points, and how to kind of think about collaboration as a building of relationships for the future. So I want to thank you, Kirsten, so much for coming on this show and talking through these things with me today.

**KB:** My pleasure; it was good to talk to you and hopefully we’ll collaborate again soon.

**KL:** Absolutely.

Show notes with information regarding topics discussed in each episode, as well as the transcript for each episode, can be found at the *Research in Action* website at [ecampus.oregonstate.edu/podcast](http://www.ecampus.oregonstate.edu/podcast" \t "_blank).

There are several ways to connect with the *Research in Action* podcast. Visit the website to post a comment about a specific episode, suggest a future guest, or ask a question that could be featured in a future episode. Email us at [riapodcast@oregonstate.edu](mailto:riapodcast@oregonstate.edu). You can also offer feedback about *Research in Action* episodes or share research-related resources by contacting the *Research in Action* podcast via Twitter @RIA\_podcast or by using the hashtag #RIA\_podcast.  Finally, you can call the *Research in Action* voicemail line at 541-737-1111 to ask a question or leave a comment. If you listen to the podcast via iTunes, please consider leaving us a review.

The *Research in Action* podcast is a resource funded by Oregon State University Ecampus – ranked one of the nation’s best providers of online education with more than 40 degree programs and nearly 1,000 classes online. Learn more about Ecampus by visiting ecampus.oregonstate.edu. This podcast is produced by the phenomenal Ecampus Multimedia team.

# “Research in Action” transcripts are sometimes created on a rush deadline and accuracy may vary. Please be aware that the authoritative record of the “Research in Action” podcast is the audio.