



Pracademics as agents of change: locating one in the South African agricultural economics discipline

Siphe Zantsi & Mamakie Lungwana

To cite this article: Siphe Zantsi & Mamakie Lungwana (03 Sep 2024): Pracademics as agents of change: locating one in the South African agricultural economics discipline, Development in Practice, DOI: [10.1080/09614524.2024.2396441](https://doi.org/10.1080/09614524.2024.2396441)

To link to this article: <https://doi.org/10.1080/09614524.2024.2396441>



Published online: 03 Sep 2024.



Submit your article to this journal [↗](#)



View related articles [↗](#)



View Crossmark data [↗](#)

Comment



Pracademics as agents of change: locating one in the South African agricultural economics discipline

Siphe Zantsi ^{a,b} and Mamakie Lungwana^a

^aEconomic Analysis Unit, Agricultural Research Council, Hatfield, Pretoria, South Africa; ^bDepartment of Sustainable Food Systems and Development, University of the Free State, Bloemfontein, South Africa

ABSTRACT

Transforming academic knowledge into effective development practice is at the heart of virtually all disciplines. However, a hybrid type of professionals – between academics and practitioners, better known as “pracademics” – who spearhead this transformation receive little recognition in the academic space. This work reports on one such colleague, Wandile Sihlobo, who is within the agricultural economics discipline, a branch of applied and development economics. An agricultural economist’s major role consists in analysing how the agricultural sector is linked to and affected by other sectors of the economy and promoting the more efficient management of agribusinesses. In terms of practice, an agricultural economist may work in academia, industry, or in the government sector. In this regard, Sihlobo juggles academia and the industry as a relational broker, providing theoretical sound and practical advice to policymakers, thus, enhancing their decision-making and project management capacity, and effectively sharing crucial knowledge with the public.

ARTICLE HISTORY

Received 23 January 2024

Accepted 15 August 2024

KEYWORDS

Agricultural economist;
change agent;
communication;
development economics;
knowledge broker;
pracademics; SDG 4: quality
education

1. Introduction

In the public administration discipline, Posner (2009) points out that most disciplines strive to strike a balance between academic research, teaching, and practical knowledge. Colleagues who work tirelessly to uphold this balance, a phenomenon that has received less attention in terms of formalisation and recognition, are known as “pracademics”. While a limited amount of literature dwells on pracademics in numerous disciplines (see a summary by Fowler et al. 2023), the agricultural economics discipline has been the subject of even fewer reports.

This viewpoint adds to the limited body of knowledge by identifying pracademics within the South African agricultural economics discipline, one of the branches of applied economics and development economics. We look at one such candidate who fits this title of “pracademic”, Wandile Sihlobo, a prominent agricultural economist in South Africa.¹

A review of the literature on the conceptualisation of “pracademics” is conducted, before we zoom in on the agricultural economics discipline. Then, Wandile Sihlobo’s profile and work are explored, and the argument and evidence supporting his pracademics qualification are presented. Lastly, a few lessons on how pracademics like Sihlobo exert change in the development space and the lessons that can be drawn from his work to advance the broader debate on the constituents of pracademics are foregrounded.

2. Understanding pracademics in theory

The quest to strike a balance between academic research, teaching, and practical knowledge amplifies the gap between explicit and tacit knowledge. According to Nonaka (1994), tacit knowledge is context-specific and based on metaphors and personal insights gained from practical settings, while solving “real-world” problems. Explicit knowledge is the formal and structured information presented in academic research articles and books. The combination of the two types of knowledge is arguably what “pracademics” thrive on.

“Pracademic” is a conflation of two terms: practitioner and academic (Huey and Mitchell 2016). Posner (2009, 13) states, “Just as schools of engineering and law are disciplined by the marketplace, which seeks well-trained students, so our programs must perennially find ways to address the fast-changing needs of practitioners whether they be government, non-profit organisations, consulting firms or contractors”. Fowler et al. (2023) identified the four key roles performed by pracademics²: (1) serving as a relationship-building “broker” between stakeholders in research and development, (2) offering practitioners and policymakers guidance with an emphasis on solutions, (3) supplying an evidence base for decision-making and project management, and (4) disseminating knowledge among the public.

Ironically, while academia acknowledges the importance of balancing tacit and explicit knowledge, it still does not formally recognise individuals who identify themselves as “pracademics”. Suskind (2013), a self-identified “pracademic”, notes that in most universities, practical service-related activities are rarely considered equal to scholarship. He further notes that instead of promoting services to the world at large, several universities restrict these to the confines of their own institution, profession, or discipline. Moreover, this practice by higher education institutions is discouraged by scholars. Dickinson et al. (2022, 301) suggest that instead of prioritising hiring career academics to maximise research income, universities should rather strive to bring together colleagues with a variety of specialties to improve the learning environment.

Wolfenden et al. (2019, 569) notes that transferring industry or practitioners’ work to academia, for instance, publishing in an academic journal, is difficult, and may not be compatible with some of the more interesting aspects of practitioner work. However, practitioners may be the only professionals capable of articulating certain realities, known only tacitly, thus making said information accessible to others and adding to the growing body of knowledge. Therefore, the tensions between “pracademics” and “career academics” appears to be a stumbling block to the sharing of skills and knowledge (Dickinson et al. 2022; Willis 2016).

However, scholars in other industries, such as the film industry, hold a different perspective on the theory – practice gap Wolfenden et al. (2019, 569), for instance, observe that the theory and practice gap is not real. Instead, an epistemological gap – that is, in knowledge – is produced, identified, articulated, presented, and validated differently by academics and practitioners. This suggests that, going forward, these two different sides of knowledge production may be reconciled. While researchers across disciplines have commented on how pracademics are important for bridging the research – practice gap (see, e.g. Collins and Collins 2019 in education; Ancira et al. 2022), there are very few comments and academic reports on the importance of this in agricultural economics, especially in South Africa.

3. The agricultural economics discipline

3.1. What is AgEcon and what is its role?

Agricultural economics (AgEcon) was one of the earliest and most widespread economic disciplines to apply economic principles to issues pertaining to farm management and agricultural policy (Runge 2008). The interests of agricultural economists have historically evolved along two fronts: the collection of theoretical and methodological approaches and a shifting succession of focus areas, or phenomena under study (Fresco et al. 2021). The profession of agricultural economics

was established by the early settlers in the United States, who attempted to understand how to manage farms more efficiently and the links between the agricultural sector and other sectors of the economy (Vink 2012). The discipline combines economics, agriculture, and statistics.

The National Association of Agricultural Economists (AEA) was formed in 1915 (Barkley 2010; Runge 2008). In 1917, the AEA held a meeting with the American Farm Management Association, which sparked discussions about their merger and resulted in the establishment of the American Farm Economics Association in 1919. It went by this name until 1968, when it became the American Agricultural Economics Association (AAEA). According to Behrmann (1964), the establishment of the Department of Agriculture's Division of Economics and Markets in 1925, together with the hiring of economists to staff it, laid the groundwork for agricultural economics research in South Africa.

3.2. Typical AgEcon roles in South Africa

A book prepared by agricultural economists who are members of the Agricultural Economics Association of South Africa (AEASA) indicates that agricultural economists played the following key roles: prime focus on the profitability of an agricultural venture, which, in the longer term, results in direct benefits to participants and society at large; analysis of agricultural enterprises, for example, a business, a development, or a research project; and looking particularly at the use and distribution of resources in a beneficial manner (AEASA 2015). This is mainly done by analysing agricultural data, conducting research, and developing economic models that will improve farming practices, marketing strategies, and distribution systems, while effectively facilitating decision-making (Fresco et al. 2021). Agricultural economists illustrate the effects of specific decisions and actions, providing decision-makers with relevant options, and their associated implications (AEASA 2015).

In terms of practice, agricultural economists work in academia as lecturers and researchers. They also comprise a large portion of the employees of national, subnational, government, and state-owned institutions, working as advisors and/or analysts in the areas of agricultural marketing, trade, production, and resource economics, development economics, farm management, agricultural finance, and project and business plan development. Agricultural economists are also found in farming, agribusiness, insurance companies, banks, cooperatives, private companies, and research institutions, among other organisations (AEASA 2015).

4. Wandile Sihlobo, a pracademic in the South African agricultural economics discipline

4.1. Who is Wandile Sihlobo and what does he do?

Wandile Sihlobo is one of the most prominent agricultural economists in South Africa. He is prominent to the extent of being regarded as “the face of agriculture or as a leading voice in the sector”. Sihlobo holds an MSc in Agriculture with a major in agricultural economics. He currently serves as Chief Economist at the Agricultural Business Chamber (Agbiz), one of the largest agribusiness federations in South Africa. Because of his innovative and critical thinking skills, he also inhabits the academic space at various institutions. He is a senior lecturer at the Department of Agricultural Economics at Stellenbosch University, where he obtained his master's degree. Sihlobo is also a visiting research fellow at the School of Governance at the University of the Witwatersrand. He is also a research associate at the Institute of Social and Economic Research (ISER) at Rhodes University. Sihlobo is a member of the Agricultural Economics Association of South Africa (AEASA), which is a professional organisation of agricultural economists in South Africa.

One of the ways in which Sihlobo bridges the knowledge gap between academia and practice is through his data-driven writings, which he eventually compiled into books. To date, he has published two books. Sihlobo's first book, *Finding Common Ground: Land, Equity and Agriculture*, published in 2020, is an aggregate of key articles from his regular *Business Day* column. The book outlines the

challenges and opportunities that are faced by South Africa's agricultural sector. Sihlobo's second book, *A Country of Two Agricultures: The Disparities, The Challenges, The Solutions*, published in 2023, focuses on the South African agricultural sector, which, in his view, remains divided in terms of scale and racial dynamics. In *A Country of Two Agricultures*, not only does he provide an insight into the history of South Africa's agricultural sector, but he also outlines practical solutions on how South Africa's agricultural sector can be improved. According to his LinkedIn profile, he has authored and co-authored a total of 75 publications – a combination of scientific papers, blogs, and popular articles.

Sihlobo shares his knowledge and expertise through various media outlets with the aim of reaching wider audiences beyond academia. He has a weekly podcast, *Agricultural Market Viewpoint with Wandile Sihlobo*, which reflects on various themes that influence the agricultural economy of South Africa and beyond. This podcast keeps listeners updated on the current issues in the agricultural sector. Sihlobo is also a columnist for *Business Day*, *Farmers Weekly* magazine and *The Herald*. He is probably the pioneering agricultural economist to initiate these media platforms. In these media platforms, Sihlobo shares his thoughts on the agricultural sector, current issues, and associated solutions.

Sihlobo's activism extends to policy and governance spaces. He is a member of the Council of Statistics of South Africa (Stats SA) and of the Presidential Economic Advisory Council, as well as a Commissioner at the International Trade Commission of South Africa (ITAC). In 2019, Sihlobo was appointed a member of President Cyril Ramaphosa's Presidential Economic Advisory Council, and was re-appointed again in 2022. This comes after Sihlobo served on the Presidential Expert Advisory Panel on Land Reform and Agriculture in 2018. The duties of a member of the Economic Advisory Council include tackling economic and development challenges.

Wandile Sihlobo plays a significant role in academia and remains involved in the agricultural industry. He has received several notable awards for his contribution to the agricultural sector. In 2018, Sihlobo was named Agriculturalist of the Year by the Agricultural Writers SA. Policymakers rely on economists like Wandile Sihlobo to guide policy and suggest effective and efficient solutions to stabilise and grow the agricultural sector.

4.2. What makes Wandile Sihlobo a pracademic?

One of the unique contributions of pracademics is making academic work more socially relevant (Panda 2014). Hence, having many Twitter followers makes Sihlobo an influencer, who regularly shares current agricultural issues in a simplified manner understandable to a layperson. He also strives to make sense of how breaking news directly or indirectly affects agriculture – for example, trade, food prices, interest rates, and new legislations.

Other notable contributions of pracademics include providing theoretically informed solutions and incorporating pertinent experiences from other contexts, real-time reflection and responses to ongoing processes, acting as a voice for scholars and practitioners, reaching a variety of audiences through various media platforms, and being trusted as a "critical friend" and "broker" in relationships³ (Fowler et al. 2023; Hunter and Carr 2023; Wood et al. 2016). In this regard, Sihlobo has made agricultural economics relevant to a wider audience in South Africa through various platforms. For example, he is often the first commentator on agricultural issues in the minds of journalists in television news. He also writes about current topical issues in several newspapers and in his blog, *Agricultural Economics Today*. He writes regularly on emerging and timely topics and is regarded as a "critical expert friend".

The title of "pracademic" fits Sihlobo perfectly because his prowess extends far beyond that of an ordinary agricultural economist. For instance, at Agbiz he performs economics work to support policy, monitor economic development, and highlight its impact on agribusinesses. While occasionally lecturing in some institutions in South Africa usually requires someone to either hold a PhD or to be a senior lecturer or senior research fellow, Sihlobo's invaluable experience and expertise has attracted universities. That practical industry experience seems far more valuable than a higher qualification is perhaps proof of the strength of pracademics (Posner 2009). Essentially, Sihlobo uses his

status as a prominent agricultural economist to bring change to the status quo. He challenges the government and policy makers, some of whom he sits with on various councils. Sihlobo also encourages good deeds, whether from the private or public sector, and tries to facilitate public – private sector collaborations. He was one of the first practitioners to popularise writing on agricultural issues in newspapers such as the *Business Day*.

Having written extensively about his research on global trends in the trade of agricultural produce and the local market over the past few years, Sihlobo has been writing for a broader audience outside of academia. This effort emerges from the desire to help ordinary people understand important developments in the industry, by providing information which would otherwise be available only to industry insiders due to its complexity. He has been commended for this ability to position himself as a bridge between the industry and those affected by it.⁴

However, his expertise has not always been warmly welcomed. His work is criticised by some as lacking scientific foundation. This is especially true for his books, which are not typically conventional academic books with complex theories, but rather simplified narratives written in simple language to accommodate a wider audience. This criticism may be justified, as Sihlobo has very few publications in peer-reviewed journals, books, and book chapters. However, his articles are grounded in data and views from industry stakeholders, including farmer and commodity organisations, and even from the Minister of Agriculture, as Sihlobo is an advisor to the Minister and the President of South Africa. Hence, in his recent 2024 State of the Nation Address, President Ramaphosa quoted statistics from one of Wandile's reports on the progress of the land reform policy.

5. Discussion and concluding remarks

This viewpoint highlights some of Wandile Sihlobo's activities to illustrate his dual roles in academia and his public profile outside the academy. This case study has discussed the nature of an ordinary or typical agricultural economist's work and demonstrated how the work of a pracademic extends beyond these normal duties, as portrayed by Sihlobo.

Ancira et al. (2022, 50) identify the following gaps between academia and practice: "clash of research rigour and real-world relevance, miscommunication (i.e. jargon/technical language), varying interest in motives and incentives for scholarship and teaching, outdated pedagogy, and a fundamental lack of academic – practitioner interchange and collaboration". Pracademics like Sihlobo bridge some of these gaps. For example, Sihlobo's work has changed, to some extent, how people view the work of agricultural economists by making ordinary citizens see the relevance and practicality of their work. As shown in this viewpoint, this influence was exerted by means of simple communication through various platforms, such as television and newspapers, which are used by many ordinary citizens, to reach a broad audience and enhance the magnitude of the message conveyed. As such, Sihlobo regularly reminds the public of the importance of the agricultural sector and its contribution to livelihoods and the economy.

Furthermore, through the use of data and his understanding and experience of the agricultural industry, Sihlobo illustrates to policy makers how agriculture's contribution to the South African economy can be enhanced. This application may promote not only the growth of the economy and the efficiency of the agricultural sector but also the various ways of resolving the prevailing challenges. Sihlobo's work resonates with what Wilson (2015, 28) describes as "pracademics", whose arguments and theories are converted into reality, fostering enduring learning.

Sihlobo's work also addresses a concern posed by Vink (2012) about research in the agricultural economics discipline being less practical. Vink (2012, 18) wrote "The end result is research that describes the problem; results that are foreordained by the model; but no practical advice is given to farmers or policymakers". Part of this problem emanates from a lack of practical knowledge in academics, who are now under pressure to publish their work for the purpose of satisfying key performance areas. As Sihlobo's expertise seems to be a blend of industry knowledge, policy formulation, and farmers' needs, his writing, comments, and teachings tend to be more practical.

Similarly, Sihlobo makes agriculture, especially agricultural economics, fashionable and relevant to young people, who then see it as a career choice, which is geared towards changing negative attitudes towards agriculture. For example, Metelerkamp et al.'s (2019) study of 593 young participants, found that only 36 per cent of the respondents' views reflected positive perceptions and an interest in careers in the agricultural sector. The study found that most young people interested in agriculture aspire to white-collar careers (Geza et al. 2023). Sihlobo's writing on media platforms preferred by youth such as X (formerly Twitter) and LinkedIn, as well as his appearances on national television channels, arguably contributes to promoting agricultural economics as a career. Recently he was invited by his alma mater, the University of Fort Hare, to welcome and address first year BSc Agricultural Economics students as part of the university's orientation program.

To conclude, it is worthwhile drawing lessons from Sihlobo's work to contribute to the broader debate of developing pracademics, for example, on questions such as: "What are the elements that define the constituting features of a pracademic?" In Sihlobo's work, what is first evident is the strong desire to effect change beyond institutional and industrial walls – what could be referred to as a passion for change (Panda 2014). Such change is likely to be induced neither by academics nor development practitioners because it requires one to move beyond the boundaries of one's job description and profession, and also to be willing to accept and live with criticism. Second, good communication remains fundamental, as one's influence needs to extend beyond academic audiences for academics, and beyond policymakers in the case of development practitioners. This entails simplifying science and development for the layperson and for the public at large (Smith et al. 2019).

The other worthwhile contribution of Sihlobo's work relates to the question as to what the benefits of pracademics are, beyond a highly qualified practitioner (e.g. someone with a PhD) and an academic conducting applied research. The paper has shown that the strengths of pracademics reside in hands-on practical expertise, which is valued slightly more than higher qualifications, with the implication that one then needs a reasonable amount of experience before one can be considered a pracademic. In most South African universities, a senior lecturer must have a PhD and some years of teaching or industry experience (Breier et al. 2020). However, Sihlobo's versatile industry expertise qualified him to by-pass such requirements. Additionally, the recommendations of pracademics are likely to be more practical than those of an academic conducting applied research (Vink, 2012). This paper cites a confession from a pracademic that "practitioners generally benefit from the knowledge, if it helps them in better decision-making" (Panda 2014, 142). This is what can be learnt from Sihlobo's work – as both his written work and speeches or public commentary on television⁵ and in newspapers tend to provide information or knowledge that would assist policy makers in making better decisions. While Sihlobo's work provides some lessons for advancing the attributes of a pracademic, future reflections, with more detailed evidence, will assist in furthering the definition.

Notes

1. See, for example, https://www.youtube.com/watch?v=_E64z3oXrEU.
2. https://think.taylorandfrancis.com/special_issues/development-practice-pracademics/?utm_source=TFO&utm_medium=cms&utm_campaign=JPG15743&_gl=1*1jo7uik*_ga*MTQxNjAzNzQ0OC4xNzA1NDExNzg4*_ga_0HYE8
3. https://think.taylorandfrancis.com/special_issues/development-practice-pracademics/?utm_source=TFO&utm_medium=cms&utm_campaign=JPG15743&_gl=1*1jo7uik*_ga*MTQxNjAzNzQ0OC4xNzA1NDExNzg4*_ga_0HYE8
4. (<https://www.citizen.co.za/news/south-africa/out-of-the-box-agriculturist-sprouts-solutions-for-farming-and-land/>)
5. See for example, https://www.youtube.com/watch?v=e2hMf_-tJs4

Acknowledgements

We'd like to thank the anonymous reviewer for their insightful comments on the previous version of this work.

Disclosure statement

No potential conflict of interest was reported by the authors.

ORCID

Siphe Zantsi  <http://orcid.org/0000-0001-9787-3913>

References

- AEASA [Agricultural Economics Association of South Africa]. 2015. "Aeasa in Practicia -the Role of Practicingagricultural Economistsin South Africa." *Agricultural Economics Association of South Africa*.
- Ancira, J., N. Rangarajan, and P. Shields. 2022. "Bridging the Academic-Practitioner Divide: Findings from a Survey of Public Administration Faculty and Practitioners." *Journal of Public Affairs Education* 28 (1): 35–55. <https://doi.org/10.1080/15236803.2021.1891396>.
- Barkley, P. 2010. "A centennial history of the Agricultural and Applied Economics Association." *Agricultural and Applied Economics Association*.
- Behrmann, H I. 1964. "The beginnings of farm-economic research in South Africa." *Agrekon* 3 (4): 17–25.
- Breier, M., C. Herman, and L. Towers. 2020. "Doctoral Rites and Liminal Spaces: Academics Without PhDs in South Africa and Australia." *Studies in Higher Education* 45 (4), 834–846. <https://doi.org/10.1080/03075079.2019.1583727>.
- Collins, L., and D. Collins. 2019. "The Role of 'Pracademics' in Education and Development of Adventure Sport Professionals." *Journal of Adventure Education and Outdoor Learning* 19 (1): 1–11. <https://doi.org/10.1080/14729679.2018.1483253>.
- Dickinson, J., A. Fowler, and T. L. Griffiths. 2022. "Pracademics? Exploring Transitions and Professional Identities in Higher Education." *Studies in Higher Education* 47 (2): 290–304. <https://doi.org/10.1080/03075079.2020.1744123>
- Fowler, A., A. Crack., F. Diola., I.M. Pousadela and W. Elbers. 2023. "Developmental Pracademics: Who They are and Why They Matter." *Development in Practice*. 34 (3), 364–369. <https://doi.org/10.1080/09614524.2023.2294683>
- Fresco, L.O., F. Geerling-Eiff., A.C. Hoes., L. van Wassenae., K.J. Poppe and J.G. van der Vorst. 2021. "Sustainable Food Systems: Do Agricultural Economists Have a Role?". *European Review of Agricultural Economics*. 48(4): 694-718. <https://doi.org/10.1093/erae/jbab026>
- Geza, W., M. S. C. Ngidi, M. Mudhara, R. Slotow, and T. Mabhaudhi. 2023. "'Is There Value for us in Agriculture?' A Case Study of Youth Participation in Agricultural Value Chains in KwaZulu-Natal, South Africa." *Cogent Food & Agriculture* 9 (2): 2280365. <https://doi.org/10.1080/23311932.2023.2280365>.
- Huey, L., R. J. Mitchell. 2016. "Unearthing Hidden Keys: Why Pracademics Are an Invaluable (If Underutilized) Resource in Policing Research." *Policing (bradford, England)* 10 (3): 300–307. <https://doi.org/10.1093/police/paw029>
- Hunter, C., and H. Carr. 2023. "From Practice to Theory: The Pracademic and the PhD." In *Professional Development for Practitioners in Academia. Knowledge Studies in Higher Education*, edited by J. Dickinson, and T. L. Griffiths, 131. Cham: Springer. https://doi.org/10.1007/978-3-031-33746-8_10
- Metelerkamp, L., S. Drimie, and R. Biggs. 2019. "We're Ready, the System's not – Youth Perspectives on Agricultural Careers in South Africa." *Agrekon* 58 (2): 154–179. <https://doi.org/10.1080/03031853.2018.1564680>
- Nonaka, I. 1994. "A Dynamic Theory of Organizational Knowledge Creation." *Organization Science* 5 (1): 14–37. <https://doi.org/10.1287/orsc.5.1.14>
- Panda, A. 2014. "Bringing Academic and Corporate Worlds Closer." *Management and Labour Studies* 39 (2): 140–159. <https://doi.org/10.1177/0258042X14558174>
- Posner, P.L. 2009. "The Pracademic: An Agenda for Re-Engaging Practitioners and Academics." *Public Budgeting & Finance* 29 (1): 12–26. <https://doi.org/10.1111/j.1540-5850.2009.00921.x>
- Runge, C F. 2008. "Agricultural economics." In *The New Palgrave Dictionary of Economics*, edited by S.N. Durlauf and L.E. Blume. 2nd edition.
- Smith A, L. Parrino, D. Vrbos, G. Nicolini, M. Bucchi, M. Carr, J. Chen, L. Dendler, K. Krishnaswamy, D. Lecchini, R. L  ofstedt, M. Patel, L. Reisch, D. Verloo, E. Vos, F. Zollo and B. Gallani. 2019. "Communicating to and Engaging with the Public in Regulatory Science". *EFSA Journal*, 17(S1): 15, e170717.
- Susskind, L. 2013. "Confessions of a Pracademic: Searching for a Virtuous Cycle of Theory Building, Teaching, and Action Research." *Negotiation Journal* (2): 225–237. <https://doi.org/10.1111/nej.12020>
- Vink, N. 2012. "Agricultural Economics: An Exoteric or Esoteric Science?" *Agrekon* 51 (2): 1–21. <https://doi.org/10.1080/03031853.2012.695135>
- Willis, J. J. 2016. "The Romance of Police Pracademics." *Policing (bradford, England)* 10 (3): 315–321. <https://doi.org/10.1093/police/paw030>
- Wilson, M.D. 2015. Pracademia: The Future of the Lifelong Learner. Bottomline, May-June:28-31. <https://doi.org/10.1002/abc.21189>

- Wolfenden, H., H. Sercombe, and P. Tucker. 2019. "Making Practice Publishable: What Practice Academics Need to Do to Get Their Work Published, and What That Tells Us About the Theory-Practice Gap." *Social Epistemology* 33 (6): 555–573. <https://doi.org/10.1080/02691728.2019.1675098>
- Wood, C., M. D. Farmer, and D. Goodall. 2016. "Changing Professional Identity in the Transition from Practitioner to Lecturer in Higher Education: An Interpretive Phenomenological Analysis." *Research in Post-Compulsory Education* 21 (3): 229–245. doi:[10.1080/13596748.2016.1195173](https://doi.org/10.1080/13596748.2016.1195173).