**POSNER CENTER**
FOR INTERNATIONAL DEVELOPMENT

# CASE STUDY:
# Transparency of Incentives of Diverse Organizations
# Partnered in Development

June 2nd, 2014

By Anthony J. DeMattee

with Chris Nicoletti & Ken Nugent

## Table of Contents

## Introduction

The objective of this case study is to better understand the dynamics between the academic and social sectors. Specifically, this paper attempts to explain the incentives, barriers, and perceptions held by *academics* (i.e. university or college professors) and *practitioners* (i.e. domestic and international NGO employees, and social-enterprise entrepreneurs and professionals) as they relate to cross-sectorial collaboration.

Collaboration between the academic and social sectors does occur. However, professionals in each sector are quick to mention that collaboration does not occur at the rate at which it could or should. Whatever the obstacles to cross-sectorial collaboration, it is important to note that the interests of the two communities are closely aligned. The alignment of interests is illustrated by a comparison of each group's primary interests. The survey asked respondents to rank order, by their interest, the fifteen "Global Poverty Entry Points." The responses showed three of the top five were shared between the academic and practitioner groups.

This results of the case study did not provide surprising insights, but allowed the team gather data and provide some evidence to support what some may have already surmised. Publishing is a primary incentive for the academic community, while proof of outcome for existing and future funding sources is a significant incentive for the practitioner community. Both groups cited a lack of awareness as a barrier; not knowing who to contact, not aware of the types of collaborative relationships to form.

This case study explores some of these matters and provides valuable information that may accelerate the cross-sectorial collaborative process. However, the results of this case study should be viewed as an intermediate milestone rather than the conclusion. There are a number of recommendations and next steps that can be taken to facilitate collaboration between the academic and NGO practitioner community, some of which are mentioned in the conclusion and recommendations section of this report.

## Methodology

The data for this case study was collected from Posner Center stakeholders over a two-week period. Professionals in each the academic and social sectors were invited to share insights and perspectives using an online survey. Responses were anonymous but respondents were required to provide employer and occupation information.

### Data Description

Thirty-three responses were collected from academics, domestic NGOs, international NGOs, and social enterprises throughout the Denver-metro area. Admittedly this is a small sample; however, it was desired that each respondent have knowledge of the Posner Center and a familiarity with the collaborative projects. This desire for an informed sample limited the number of invited respondents to fewer than 100.

As shown in Table A, the rate of responses between the academics (42%) is slightly less than the nineteen responses from practitioners (57%). As seen in Exhibit A, these responses are nicely balanced between academics and practitioners. While not statistically representative of either sector in the Denver-metro are it is believed that the sample was diverse enough for this exploratory research.

| Table A: Responses by Organizational Type | | |
|---|---|---|
| **Organizational Type** | **Freq.** | **Percentage** |
| Academic | 14 | 42% |
| Domestic NGO | 4 | 12% |
| International NGO | 14 | 42% |
| Social Enterprise | 1 | 3% |
| **Total** | **33** | **100%** |

## Academics

Responses from large public and smaller private institutions are present in the data. Professor and directors from Colorado School of Mines, Colorado State University, MSU Denver, Regis University, University of Colorado School of Public Health, University of Colorado at Boulder, University of Colorado Denver, and University of Denver contributed responses. Among these responses is a variety of departments that includes Agricultural & Resource Economics, Biology, Community & Behavioral Health, Ecosystem Science and Sustainability, Engineering, History, Nonprofit Management, Politics, Psychology, Religious Studies, and Service Learning.

## Practitioners

Responses from thirteen organizations were collected. These organizations include the Adelante Foundation, Association Dar Si-Hmad, Bridges to Prosperity, Community Solution Initiative (CSI), iDE, National Native American AIDS Prevention Center, NICE Systems Inc., NNAAPC, Posner Center for International Development, SCOPE International, STARFISH ONE BY ONE, Technology Partnership, and self-employed consultants. Among these responses is a variety of business departments and activities that includes Board Members, Business Development, Capacity Building, Development/Fundraising, Education, Finance, Management, Operations, Performance Measurement, Program Implementation, Technology, and Water and Sanitation.

As shown in Table B, with respect to size no single practitioner organization is over-represented in the sample. Smaller organizations, those with less than a $1M operating budget comprise only 53% of the responses. Medium and extra-large organizations comprise 47% of respondents, and there is a noticeable lack of responses from large organization with an annual budget of $5-$10M.

| Table B: Practitioner Responses by Organization Size | | |
|---|---|---|
| Budget Size | Freq. | Percentage |
| Less than $500,000 | 7 | 37% |
| $500,001 - $1,000,000 | 3 | 16% |
| $1,000,001 – $5,000,000 | 4 | 21% |
| $5,000,000 - $10,000,000 | 0 | 0% |
| Over $10,000,000 | 5 | 26% |
| **Total** | **19** | **100%** |

## Analysis

Similar questions were asked of all respondents, though slight differences are seen for questions targeted at academics versus those targeted at practitioners. Generally speaking, all questions belong to one of four groups: Global Poverty Entry Points, Incentives to Collaboration, Barriers to Collaboration, and Perceptions about Collaboration.

### Global Poverty Entry Point

The level of interest in the Posner Center's fifteen Global Poverty Entry Point were asked of each respondent. Respondents were not asked to rank the fifteen Entry Points; instead, each respondent was asked whether they (or others) had an interest in the Entry Point. This led to a set of binary (i.e. *yes* or *no*) answers and respondents were able to select multiple Global Poverty Entry Points for interest. Table C shows the rate of interest of each Entry Point as perceived by the respondent.

Of fourteen academics that completed the survey the Global Poverty Entry Points receiving the most interest by them were Agriculture & Food Security (57%), Education & Schools (57%), Gender Equality (50%), and Technology & Innovation (50%). These academics, when asked to respond more broadly on behalf of all academics at their institution, reported the following Global Poverty Entry Points as having the most interest among their peers: Technology & Innovation (71%); Entrepreneurship/Business Development (71%); Water & Sanitation (57%); Climate & Environment (57%); and Health (57%). Then academics, when asked to respond on behalf of students at their institution, reported the following Entry Points as having the most interest among students: Health (57%); Education & Schools (57%); Children (57%); Refugees & Asylees (57%).

Of nineteen practitioners that completed the survey the Global Poverty Entry Points receiving the most interest were Entrepreneurship/Business Development (74%); and Water & Sanitation (58%). These practitioners, when asked to respond more broadly on behalf of all practitioners at the Posner Center and throughout the Denver-metro area, reported the following Global Poverty Entry Points as having the most interest among their peers: Entrepreneurship/Business Development (68%); Education & Schools (58%); Health (58%); Agriculture & Food Security (53%); and Climate & Environment (53%). Then practitioners, when asked to respond on behalf of academics in the Denver area, reported the following Global Poverty Entry Points as having the most interest: Education & Schools (79%); Climate & Environment (74%); Health (63%); Agriculture & Food

Security (63%); Engineering (63%); Technology & Innovation (53%); Water & Sanitation (53%); and Gender Equality (53%).

When comparing the perceived interest among academics as reported by academics to the perceived interest among academics as reported by practitioners (columns 3 and 7 in Table C) three important takeaways are observed.

- First, practitioners seem to undervalue the interests academics have in the Global Poverty Entry Points of Technology & Innovation and Entrepreneurship, which they underestimate by nineteen and thirty-five percentage points, respectively.
- Second, the practitioners' estimates only match two—Climate & Environment and Health—of academics' top-five most interested Global Poverty Entry Points.
- Finally, and perhaps most importantly, three of the top-five most interested Global Poverty Entry Points of the practitioner peer group, as reported by practitioners, match with three of the top-five most interested Global Poverty Entry Points of the academic peer group, as reported by academics.  These Global Poverty Entry Points are Entrepreneurship (71% among academic peers and 68% among practitioner peers), Health (57% among academic peers and 58% among practitioner peers), and Climate & Environment (57% among academic peers and 53% among practitioner peers).

These results should be interpreted with caution, however, as the academics and practitioners surveyed may not be representative of their respective populations.

| Table C:  Global Poverty Entry Point | | | | | | |
|---|---|---|---|---|---|---|
| | **Academic Interests** | | | **Practitioner Interests** | | |
| | **Self** | **Peers** | **Students** | **Self** | **Peers** | **Academic** |
| **Agriculture/Food Sec.** | 57% | 50% | 36% | 42% | 53% | 63% |
| **Children** | 29% | 43% | 57% | 26% | 47% | 42% |
| **Climate & Environment** | 29% | 57% | 50% | 32% | 53% | 74% |
| **Disaster Relief/Hum. Aid** | 29% | 50% | 43% | 21% | 16% | 42% |
| **Education & Schools** | 57% | 50% | 57% | 47% | 58% | 79% |
| **Engineering** | 14% | 50% | 43% | 37% | 47% | 63% |
| **Entrepreneurship** | 29% | 71% | 43% | 74% | 68% | 37% |
| **Gender Equality** | 50% | 43% | 36% | 47% | 37% | 53% |
| **Gov./Inst. Building** | 14% | 50% | 14% | 16% | 11% | 42% |
| **Health** | 21% | 57% | 57% | 42% | 58% | 63% |
| **Human Trafficking** | 29% | 21% | 50% | 5% | 26% | 5% |
| **Peace & Justice Policy** | 14% | 43% | 50% | 11% | 26% | 26% |
| **Refugees & Asylees** | 29% | 36% | 57% | 5% | 11% | 5% |
| **Tech. & Innovation** | 50% | 71% | 50% | 47% | 47% | 53% |
| **Water & Sanitation** | 43% | 57% | 50% | 58% | 42% | 53% |

## Academics

The data show academics do not devote much of their workweek to pursing collaborative endeavors. Academics were asked to report the percentage of their workweek they spent pursing independent consulting opportunities. Of the fourteen academics surveyed, on average 8% of the workweek is a spent pursing consulting opportunities. From this small sample, it can be said with 95% certainty that the true but unknown average percent of the workweek spent by academics pursing consulting opportunities is between 4-12%, which is approximately twenty to sixty minutes per day. From these figures it is clear that academics have other responsibilities and cannot spend much time seeking independent consulting opportunities; therefore, steps should be taken to make it easier for them to find collaborative partners.

Academics were asked to evaluate the strength incentives, the size of barriers, and the degree to which they agreed/disagreed with several statements regarding the collaborative process. Each subsection is described below with additional exhibits found in Appendix.

### Incentives

Respondents were asked to evaluate ten incentives on their effectiveness to engage the cross-sectorial collaborative process. Exhibit B lists all ten questions as they appeared to academics. The following analysis is for four incentives considered "effective" by a majority of academics surveyed.

- The opportunity to publish was rated the most effective incentive by academics. Eleven of the fourteen (79%) reported this as effective motivator. Of those who thought it effective, 27% thought it a Very Strong incentive, 45% thought it Strong, and 27% thought it Adequate.
- The ability to help the nonprofit's operational and fundraising efforts was rated effective by ten of fourteen academics (71%). Though receiving approval from a majority of academics it is a relatively weak motivator. Only 10% thought it Very Strong, 30% thought it Strong, and 60% thought it Adequate.
- The opportunity to broaden the academic's research interests and specialties was rated effective by eight of fourteen academics (57%). The strength of this motivator seems powerful as 38% thought it Very Strong, 38% thought it Strong, and 25% thought it Adequate.
- Finally, the opportunity improve the quality of service/product provided was rated effective by eight of fourteen academics (57%). The strength of this motivator seems strong as 25% thought it Very Strong, 38% thought it Strong, and 38% thought it Adequate.

### Barriers

Respondents were asked to evaluate eleven barriers and their effect for hampering the cross-sectorial collaborative process. Exhibit C lists all eleven questions as they appeared to academics. The following analysis is for three barriers considered by at least six academics as preventing collaboration.

- Every academic surveyed confirmed that not knowing what collaborative opportunities existed was in fact a barrier to the collaborative process. Not only

was this sentiment unanimous, but it was also seen as a non-trivial barrier by 85% of academics. Of those who see this issue as a barrier, 64% see it as Large, 21% see it as Medium, and 14% see it as small.

- One in two academics surveyed acknowledge a barrier to collaboration exists when practitioners are unaware of which academics to contact. Of those who see this issue as a barrier, 86% see it as Large and 14% see it as Medium.
- Finally, six of fourteen academics (43%) acknowledge a barrier to collaboration exists when nonprofits are unable to precisely express what is expected from the academic. Of those who see this issue as a barrier, 33% see it as Large, 50% see it as Medium, and 17% see it as small.
- Other barriers to collaboration provided by respondents include: "High institutional overhead rates for formal contracts and a large amount of bureaucracy makes small grants infeasible/uneconomical"; "Partnering with NGOs and nonprofits opens up a whole set of risks that projects won't lead to fruitful results"; "Collaboration on the level the Posner Center is thinking about it takes an immense amount of process and time. The initial investment is hard to attain when the outcomes of the process are unknown. Could be incredible or it could be decided that it isn't worth it"; and, "Census based, impact oriented data is often not feasible."

## Perceptions

Respondents were asked to respond to seven generalities concerning academics and the cross-sectorial collaborative process. The analysis below consists of the abbreviated questions given to academics and the quantitative response of each. Repeated in the same order in Exhibit D are all questions as they appeared to academics.

- *Academics believe they must be financially compensated* – Strongly Agree (0%), Agree (36%), Neutral (29%), Disagree (36%), Strongly Disagree (0%)
- *Academics must be fully reimbursed all incurred expenses* – Strongly Agree (0%), Agree (57%), Neutral (7%), Disagree (36%), Strongly Disagree (0%)
- *Nonprofit should not influence or edit the work-product of the collaborative effort* – Strongly Agree (0%), Agree (21%), Neutral (36%), Disagree (43%), Strongly Disagree (0%)
- *Academics prefer to be involved from the onset of a program so as to ensure a thoughtful research plan* – Strongly Agree (36%), Agree (50%), Neutral (0%), Disagree (14%), Strongly Disagree (0%)
- *Academics want to be able to use the data/information to publish* – Strongly Agree (43%), Agree (50%), Neutral (7%), Disagree (0%), Strongly Disagree (0%)
- *Academics want to use their undergrad and grad students as assistants* – Strongly Agree (43%), Agree (50%), Neutral (7%), Disagree (0%), Strongly Disagree (0%)
- *Academics prefer collaborative opportunities get channel through their school or departments instead of themselves* – Strongly Agree (14%), Agree (21%), Neutral (36%), Disagree (21%), Strongly Disagree (7%)

## Practitioners

The data show practitioners devote a substantial portion of their workweek to pursing new business opportunities. Practitioners were asked to report the percentage of their

workweek they spent pursing new business opportunities (e.g. grant writing, working on proposals, meeting with potential donors, etc.). Of the nineteen practitioners surveyed, on average 30% of the workweek is spent pursing new opportunities. From this small sample, it can be said with 95% certainty that the true but unknown average percent of the workweek spent by practitioners pursing new opportunities is between 20-40%, which is approximately one to two hours per day. From these figures it is clear that practitioners are busy seeking new opportunities all the time; therefore, steps should be taken to make it easier for them to find collaborative partners.

Establishing this cross-sectorial partnership is important for aid recipients. Of the practitioners surveyed, they estimate that on average 42% of their projects and programs would benefit from academic collaboration. From the data it can be said with 95% certainty that the true but unknown percentage of projects and programs that would benefit from academic collaboration is between 30-55%. Improving every one-in-three nonprofit endeavors, or possibly every one-in-two, emphasizes the importance of these cross-sectorial partnerships and underscores the need to make them more commonplace.

Practitioners were asked to evaluate the strength incentives, the size of barriers, and the degree to which they agreed/disagreed with several statements regarding the collaborative process. Each subsection is described below with additional exhibits found in Appendix.

### Incentives

Respondents were asked to evaluate ten incentives on their effectiveness to engage the cross-sectorial collaborative process. Exhibit E lists all ten questions as they appeared to practitioners. The following analysis is for four incentives considered "effective" by a majority of practitioners surveyed.

- The ability to provide proof-of-outcome to potential donors was rated effective by fourteen of nineteen practitioners (74%). Of those who rated it an effective motivator, 43% thought it Very Strong, 43% thought it Strong, and 14% thought it Adequate.
- The ability to provide proof-of-outcome to current donors was rated effective by thirteen of nineteen practitioners (68%). Of those who rated it an effective motivator, 31% thought it Very Strong, 46% thought it Strong, and 23% thought it Adequate.
- Using the collaborative process as a pathway to affordable and high-quality talent (e.g. academics and their students) was rated effective by thirteen of nineteen practitioners (68%). Of those who rated it an effective motivator, 31% thought it Very Strong, 46% thought it Strong, and 23% thought it Adequate.
- The potential for increased grant revenue as a result of the collaborative process was rated effective by twelve of nineteen practitioners (63%). Of those who rated it an effective motivator, 67% thought it Very Strong, 17% thought it Strong, and 17% thought it Adequate.

### Barriers

Respondents were asked to evaluate seventeen barriers and their effect at hampering the cross-sectorial collaborative process. Exhibit F lists all eleven questions as they appeared

to practitioners.  The following analysis is for three barriers considered by at least ten practitioners as preventing collaboration.

- Fourteen of nineteen practitioners (74%) surveyed acknowledge a barrier to collaboration exists when organizations lack the manpower to mange the cross-sectorial partnership.  Of those who see this issue as a barrier, 64% see it as Large, 21% see it as Medium, and 14% see it as Small.
- Eleven of nineteen practitioners (58%) surveyed acknowledge a barrier to collaboration exists when organizations lack the necessary financial resources to execute the cross-sectorial partnership.  Of those who see this issue as a barrier, 45% see it as Large, 36% see it as Medium, and 18% see it as Small.
- Finally, ten of nineteen practitioners (53%) surveyed acknowledge a barrier to collaboration exists because organizations are unaware of the various relationships they can form with an academic institution or an individual researcher.  Of those who see this issue as a barrier, 30% see it as Large, 30% see it as Medium, and 40% see it as Small.
- Other barriers to collaboration provided by respondents include:  "Academics may not a vested interest or knowledge of American Indian/ Alaska Native communities"; and, "Uncertain results - more so than with other partners."

### Perceptions

Respondents were asked to respond to fourteen generalities concerning the cross-sectorial collaborative process.  The analysis below consists of the abbreviated questions given to practitioners and the quantitative response of each.  Repeated in the same order in Exhibit D are all questions as they appeared to practitioners.

- *Academics believe they must be financially compensated* – Strongly Agree (5%), Agree (21%), Neutral (32%), Disagree (32%), Strongly Disagree (11%)
- *Academics believe they must be fully reimbursed all incurred expenses* – Strongly Agree (5%), Agree (26%), Neutral (16%), Disagree (42%), Strongly Disagree (11%)
- *Academics believe nonprofit should not influence or edit the work-product of the collaborative effort* – Strongly Agree (5%), Agree (37%), Neutral (5%), Disagree (53%), Strongly Disagree (0%)
- *Practitioners prefer to involve the academic from the onset so they can work together to create a thoughtful research and implementation plan* – Strongly Agree (5%), Agree (37%), Neutral (21%), Disagree (37%), Strongly Disagree (0%)
- *Practitioners prefer to be involved from the onset so a thoughtful research plan can be created* – Strongly Agree (26%), Agree (47%), Neutral (11%), Disagree (16%), Strongly Disagree (0%)
- *Practitioners want to be able to use the data/information to publish*  – Strongly Agree (11%), Agree (68%), Neutral (16%), Disagree (5%), Strongly Disagree (0%)
- *Practitioners want to use their staff to assist the project as necessary*  – Strongly Agree (16%), Agree (53%), Neutral (26%), Disagree (0%), Strongly Disagree (5%)

- [1]*Practitioners want to limit the amount of undergrads involved with the project* – Strongly Agree (5%), Agree (21%), Neutral (32%), Disagree (32%), Strongly Disagree (11%)
- *Practitioners want to limit the amount of grad students involved with the project* – Strongly Agree (0%), Agree (5%), Neutral (21%), Disagree (47%), Strongly Disagree (26%)
- *Practitioners prefer to work with universities and academic departments on collaborative opportunities instead of individual researchers* – Strongly Agree (11%), Agree (32%), Neutral (42%), Disagree (16%), Strongly Disagree (0%)
- *Nonprofit does not have ability to mange undergrads for assignments less than six months* – Strongly Agree (21%), Agree (32%), Neutral (11%), Disagree (26%), Strongly Disagree (11%)
- *Nonprofit does not have ability to manage undergrads for assignments longer than six months* – Strongly Agree (16%), Agree (32%), Neutral (21%), Disagree (21%), Strongly Disagree (11%)
- *Nonprofit does not have ability to mange grad students for assignments less than six months* – Strongly Agree (26%), Agree (47%), Neutral (5%), Disagree (16%), Strongly Disagree (5%)
- *Nonprofit does not have ability to manage undergrads for assignments longer than six months* – Strongly Agree (37%), Agree (26%), Neutral (16%), Disagree (16%), Strongly Disagree (5%)

---

[1] The full HCD process is made up of three parts: hear, create and deliver. The workshop session simulates only the hearing phase of the process.

# Workshop Session

Human centered design (HCD) is a process used to develop practical, appropriate, and innovative solutions to problems. It makes no assumptions about potential solutions and does not prescribe them from the outset. Instead, HCD engages with end users to discover their dreams, behaviors, opportunities and constraints around a specific problem and allows the solution to evolve from the experience of the users and the application of the design process. HCD enables organizations to design a solution that is feasible, viable, and desirable.



*Figure 1: Speed dating rounds*



*Figure 2: User Insights clustered into design principles*

Following a short presentation containing the results from the survey-based data collection, a breakout session, inspired by the Human Centered Design (HCD) process, was organized whereby academics and practitioners conducted short free-flowing interviews with one another.[2] These "speed-dating" rounds forced academics and practitioners to sit across a table from one another and ask questions about the incentives for, and barriers to, collaboration. Each of the workshop participants recorded "user insights" from the conversation on post-it notes. After seven speed-dating rounds, the group of academics and the group of practitioners placed all of their insights onto two separate walls – one for the post-it notes collected by the practitioners, representing academic insights; and one wall for the post-it notes collected by the academics representing practitioner insights. Although time was short, the two groups began to organize their insights into clusters – which are referred to as "design principles."

Each design principle is a single component, or trait, of a future collaboration and can be written as a statement, such as "the collaboration should…" We find that the design principles extracted from the workshop speed dating rounds confirm and augment many of the findings from our quantitative survey-based data collection. We list the design principles extracted from the Educational Workshop below.

---

[2] A handout was provided to workshop participants that contained key results from the survey and thought provoking questions that could spur conversation during the speed dating rounds. This handout is included in Exhibit H.

### Practitioner Design Principles

When a **practitioner** is developing a collaborative opportunity, it should …

- … state whether the collaboration is good field experience, or if it is a good research opportunity.
- … include student involvement in the field.
- … not take very much time to negotiate roles and responsibilities.
- … have potential influences on policy.
- … clearly convey whether faculty involvement is a priority or not.
- … augment the classroom experience for the academic's students.
- … identify how the opportunity will improve the NGO's reputation.
- … improve the academics credibility in the classroom.
- … include students domestically.
- … prioritize high quality data-collection and visualization practices.
- … have a dissemination strategy (i.e., conferences, workshops, grey papers, etc.).
- … allow for publications, beyond required reporting.
- … be presented to the academic community in a siloed way.
- … include funding for research and academic involvement.

### Academic Design Principles

When an **academic** is developing a collaborative opportunity, it should …

- … highlight the additional benefits to the university that the collaboration brings.
- … be a long-term agreement.
- … not require the practitioner to teach the academic about the environment/field.
- … bridge the communication barrier between academics and practitioners.
- … be integrative and not limited to a single silo.
- … clearly state expectations pertaining to dissemination and the research process.
- … bring domain/technical expertise to the team.
- … provide talented and appropriate interns when necessary.
- … be aware and understand the institutional rules pertaining to collaboration.
- … include students when necessary, but not always.

These design principles are an organized way of distilling everyone's opinions on collaboration. They are not set in stone, but should be seen as guideposts for future collaborative efforts. When an academic or a practitioner is considering a collaborative opportunity, these design principles can help to ascertain whether the opportunity is feasible, or how it can be improved upon to maximize the potential for the collaboration.

# Conclusion & Recommendations

These analytical findings were presented to the attendees of the Educational Workshop organized by the Programming Committee of the Posner Center for International Development.  The workshop was a two-day event hosted at the Posner Center with the goal of the Center joining forces with academic institutions and other communities to

incubate, demonstrate, and educate on just and sustainable development.  The Workshop covered many topics that focused on the development and refinement of collaborations between Posner Center tenants and its external partners.

The attendees of this event suggested the following recommendations for consideration:

### Invite Academics to Participate

Was a recommendation offered by an academic to the problem of each party's unawareness of the other.  It was suggested that academics would appreciate invitations by practitioners to attend events, meetings, conferences, or other activities planned by practitioners if such events match the academic's interest and expertise.

### Organize Academic Forums or Conferences

Was a recommendation offered by a practitioner to facilitate numerous high-quality conversations between the sectors.  Academics would be given the opportunity to present their current research and practitioners would be able to quickly and easily experience the variety of research conducted by academics in the Denver-metro area.  It was suggested that unless forums such as this are organized successful collaboration is simply serendipitous.

### Web Forum Allowing Academics to Submit Requests

Was a recommendation offered by a practitioner to make it easy for academics to contact practitioners.  In practice, an academic would submit an electronic form to the Posner Center explaining *who they were* and *what they wanted to do* and then the staff of the Posner Center would be responsible for distributing the academic's request to any number of practitioners that might be an appropriate collaborative partner.  After the information is shared with each party it would be up to them to continue the conversation.

### Official Posner Representative

Was a recommendation offered by an academic to educate academics on the collaborative opportunities available at the Posner Center.  In practice, a highly-informed representative of the Posner Center would visit academics to understand what type of research they want to do and then talk knowledgeably about Posner Center members that might be an appropriate collaborative partner.  At the same time, the agent would (A) build explicit knowledge that could be shared with Posner Center members to independently engage academics, and (B) build awareness of the Posner Center for International Development in the academic community.
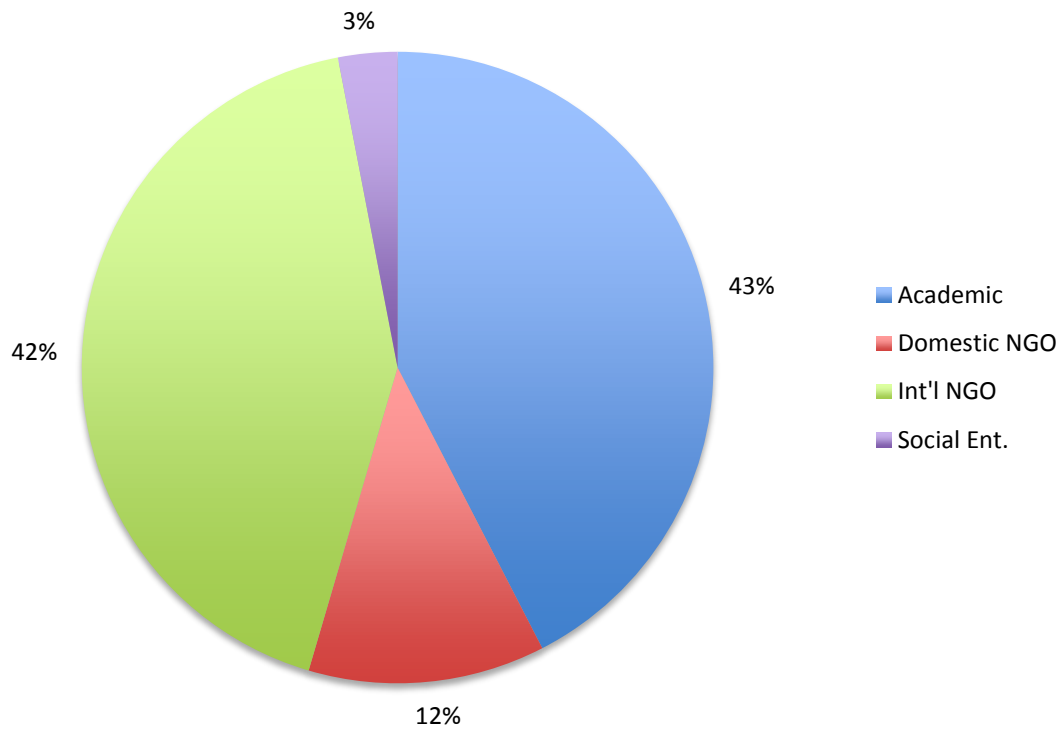
### Academic—Practitioner Round-Table Discussion, Act II

The authors of this case study believe there are great ideas to improve this collaboration that have not yet been identified.  The work accomplished thus far provides a solid base from which to move forward, but more work is required.  For consideration, we recommend another round-table discussion be convened to develop an action plan for moving collaboration between academics and practitioners.  The action plan will likely include the recommendations above, but will also include new ideas and approaches.

## Appendix

### Exhibit A – Responses by Organizational Type

## Responses by Organizational Type
## (n=33)



Legend:
- Academic
- Domestic NGO
- Int'l NGO
- Social Ent.

(Academic 43%, Domestic NGO 12%, Int'l NGO 42%, Social Ent. 3%)

## Exhibit B – Incentives Rated by Academics

| Incentives Rated by Academics |
| --- |
| How strong of an incentive is it that the academic be able to publish a journal article from the collaborative effort? |
| How strong of an incentive is it that the academic be financially compensated for his/her work? |
| How strong of an incentive is it that the collaborative effort helps the organization's operational and fundraising efforts? |
| How strong of an incentive is it that the collaborative effort can broaden the academic's research interests and specialties? |
| How strong of an incentive is it that the academic is able to expand their professional network as a result of the collaborative effort? |
| How strong of an incentive is it that the academic be able to improve his/her reputation as a result of the collaboration? |
| How strong of an incentive is it that the academic is able to improve the quality of service/product given to aid recipients? |
| How strong of an incentive is it that the academic be able to leverage the collaborative effort when seeking tenure? |
| How strong of an incentive is it that the academic is able to create knowledge that can assist all organizations operating in the sector? |
| How strong of an incentive is it that the academic is able to do something "good" without receiving any sort of personal reward or recognition? |

## Exhibit C – Barriers Rated by Academics

| Barriers Rated by Academics |
| --- |
| How big of a barrier is it that academics are unaware of collaborative opportunities Posner Center members? |
| How big of a barrier is it that Posner Center members believe academics are unwilling to be contacted regarding collaborative opportunities? |
| How big of a barrier is it that academics believe Posner Center members are unwilling to be contacted regarding collaborative opportunities? |
| How big of a barrier is it that the data required to conduct quality research is unavailable or too difficult to obtain? |
| How big of a barrier is it that the academic was not involved in the planning of the data collection? |
| How big of a barrier is it that the data provided to the academic may be "dirty", untrustworthy, and/or poorly collected? |
| How big of a barrier is it if Posner Center members cannot afford to financially compensate academics? |
| How big of a barrier is it if Posner Center members cannot fully reimburse the academic's expenses? |
| How big of a barrier is it if there is no contractual agreement between the parties? |
| How big of a barrier is it that Posner Center members are unaware of which academics to contact? |
| How big of a barrier is it that an organization is unable to express what is expected from the academic? |

## Exhibit D – Generalities Responded to by Academics

| Generalities Responded to by Academics |
| --- |
| Generally speaking, academics believe they must be financially compensated for their participation in collaborative efforts. |
| Generally speaking, academics believe the expenses they incur must be fully reimbursed by the organization with whom they collaborate. |
| Generally speaking, academics believe any report produced by them as part of the collaborative effort should not be influenced or edited by the organization. |
| Generally speaking, academics prefer to be involved from the onset of a program so that a thoughtful research plan can be created. |
| Generally speaking, academics prefer to keep open the possibility of using the information to Ability to publish a academic article a journal article or author a case study. |
| Generally speaking, academics want to keep open the possibility of using their own undergrad and graduate students to assist the project as necessary. |
| In general, I prefer a collaborative opportunity funnel through my academic department/university instead of me acting as an independent consultant. |

## Exhibit E – Incentives Rated by Practitioners

| Incentives Rated by Practitioners |
| --- |
| How strong of an incentive is it that collaboration with academics provides ability to publish a academic article evidence of organization's impact in an academic space? |
| How strong of an incentive is it that collaboration with academics provides ability to share evidence of organization's impact with existing donors? |
| How strong of an incentive is it that collaboration with academics provides ability to share evidence of organization's impact with potential donors? |
| How strong of an incentive is it that collaboration with academics provides the ability to inform future program design and implementation? |
| How strong of an incentive is it that collaboration with academics provides access to institutions and/or students that are an affordable source of high-quality talent? |
| How strong of an incentive is it that collaboration with academics provides the organization with increased understanding of its work? |
| How strong of an incentive is it that collaboration with academics provides the organization with a broader professional network? |
| How strong of an incentive is it that collaboration with academics provides third party credibility to results? |
| How strong of an incentive is it that collaboration with academics improves services/products provided to Disaster Relief & Humanitarian Aid recipients through engineering expertise? |
| How strong of an incentive is it that collaboration with academics provides the potential for increased grant revenue for the organization? |

## Exhibit F – Barriers Rated by Practitioners

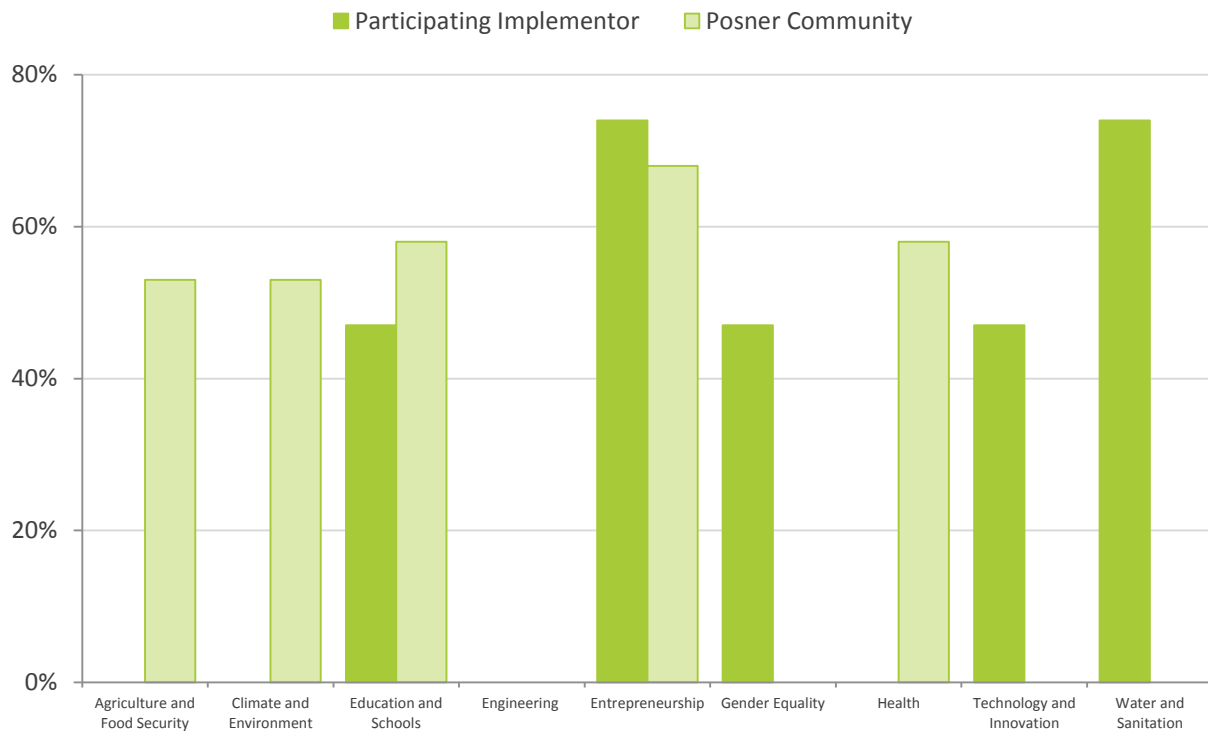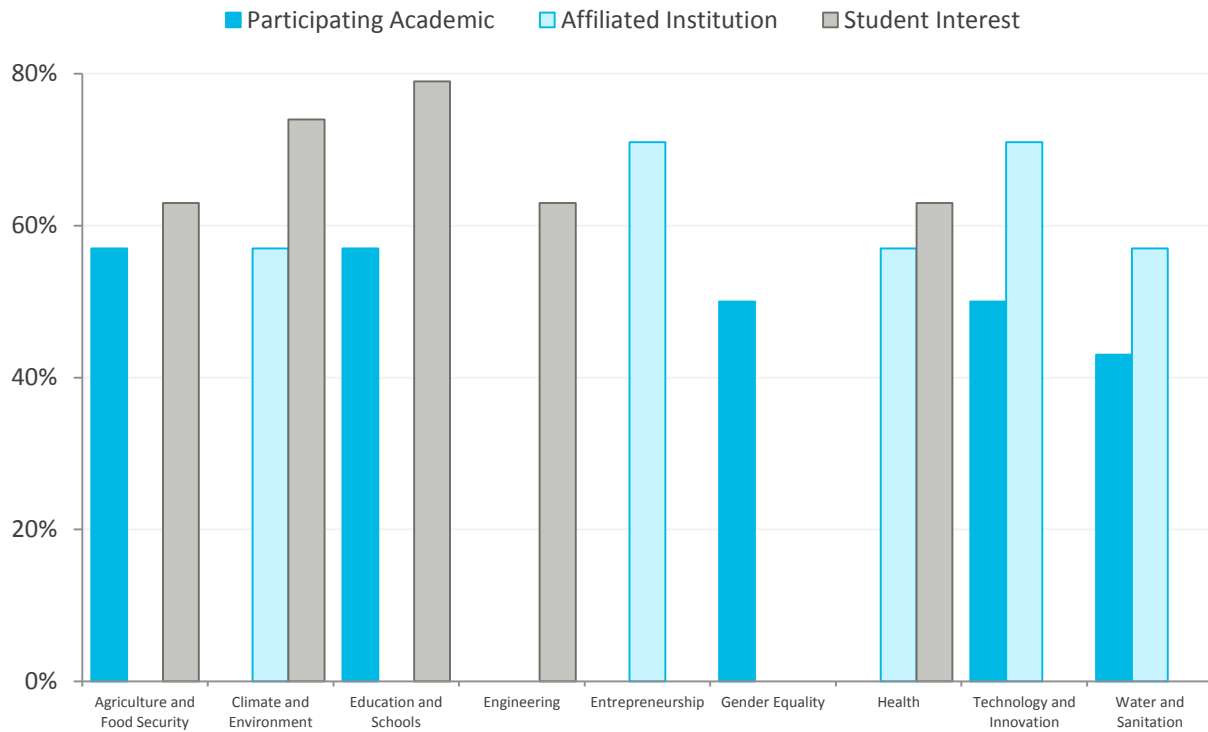| Barriers Rated by Practitioners |
|---|
| How big of a barrier is it that academics are unaware of collaborative opportunities Posner Center members? |
| How big of a barrier is it that Posner Center members believe academics are unwilling to be contacted regarding collaborative opportunities? |
| How big of a barrier is it that academics believe Posner Center members are unwilling to be contacted regarding collaborative opportunities? |
| How big of a barrier is it that the data required to conduct quality research is unavailable or too difficult to obtain? |
| How big of a barrier is it that the academic was not involved in the planning of the data collection? |
| How big of a barrier is it that the data provided to the academic may be "dirty", untrustworthy, and/or poorly collected? |
| How big of a barrier is it if Posner Center members cannot afford to financially compensate academics? |
| How big of a barrier is it that the Posner Center member lacked in the original project proposal/budget the financial resources necessary to collaborate with an academic partner? |
| How big of a barrier is it if there is lack of manpower to manage relationships with academic partners and/or external researchers? |
| How big of a barrier is it if there is no contractual agreement between the parties? |
| How big of a barrier is it if the organization in unable to express what is required from academic as part of the collaborative effort? |
| How big of a barrier is it that rigorous research and/or data collection protocols are too costly for the organization? |
| How big of a barrier is it that the organization is fearful the researcher/academic will change the implementation strategies to accomplish research goals? |
| How big of a barrier is it that Posner Center members are unaware of which academics to contact? |
| How big of a barrier is it that timelines do not work well with one another, in terms of speed or pace of project? |
| How big of a barrier is it that timelines do not work well with one another, in terms of length of collaboration? |
| How big of a barrier is it that the organization is unaware of the various relationships they can form with an academic university or researcher? |

## Exhibit G - Generalities Responded to by Practitioners

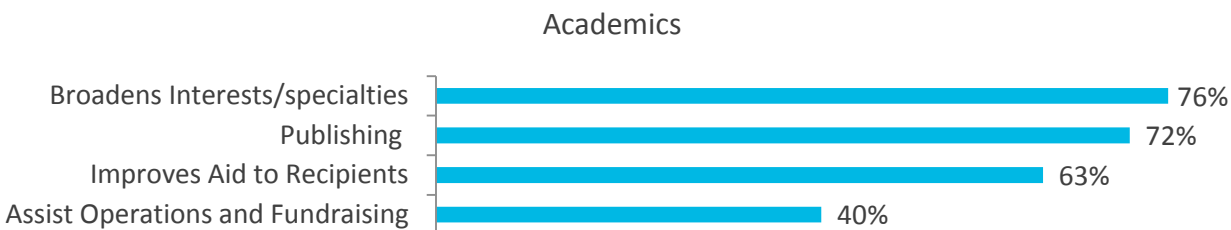| Generalities Responded to by Practitioners |
|---|
| Generally speaking, academics believe they must be financially compensated for their participation in collaborative efforts. |
| Generally speaking, academics believe the expenses they incur must be fully reimbursed by the organization with whom they collaborate. |
| Generally speaking, academics believe any report produced by them as part of the collaborative effort should not be influenced or edited by the organization. |
| Generally speaking, non-profits/NGOs/Social Enterprises prefer to involve the academic from the onset of a program so that a thoughtful research plan can be created along with the implementation plan. |
| Generally speaking, non-profits/NGOs/Social Enterprises prefer to be involved from the onset of a program so that a thoughtful research plan can be created. |
| Generally speaking, non-profits/NGOs/Social Enterprises prefer to keep open the possibility of using the information to Ability to publish a academic article a journal article or have a case study conducted of their organization and/or it's impacts. |
| Generally speaking, non-profits/NGOs/Social Enterprises want to keep open the possibility of using their own headquarters and/or field staff to assist the project as necessary. |
| Generally speaking, non-profits/NGOs/Social Enterprises want to limit the amount of undergraduate student involvement to assist on the project. |
| Generally speaking, non-profits/NGOs/Social Enterprises want to limit the amount of graduate student involvement to assist on the project. |
| Generally speaking, my organization prefers a collaborative opportunity to funnel through an academic department/university instead of an independent consulting agreement with a researcher. |
| Generally speaking, my organization does have the ability to manage undergraduate level interns for short term assignments (less than 6 months). |
| Generally speaking, my organization does have the ability to manage undergraduate level interns for long term assignments (more than 6 months). |
| Generally speaking, my organization does have the ability to manage graduate level interns for short term assignments (less than 6 months). |
| Generally speaking, my organization does have the ability to manage graduate level interns for long term assignments (more than 6 months). |

## Global Entry Points

# Questions for Academics Pertaining to Entry Points

1. There a number of important entry points, in your specific interest area (Global Entry Point) explain how your contribution makes an impact and do your contributions have an on-the-ground impact or contribute to the larger body of knowledge?

2. Across the Global Entry Points listed, an argument can be made that there are relationships, threads linking many/all of the entry points together. Explain your view of the need for interactions between the entry points and whether your contributions are linked to the contributions of other entry point efforts.

3. The Global Entry Points represent a broad mix of science, engineering, technology, social and business focus areas. Please explain the role of the academic community to address these important entry points. And, do you believe there are specific areas/entry points ideally suited for the academic community. Please explain.

4. How do you find the project opportunities you have been involved with and do you generally work with partners on these entry points? If so, how do you find partners?


# Questions for Practitioners Pertaining to Entry Points

1. There a number of important entry points, in your specific interest area (Global Entry Point) explain how your contribution makes a difference and do your contributions have an on-the-ground impact or contribute to the larger body of knowledge?

2. Across the Global Entry Points listed, an argument can be made that there are relationships, threads linking many/all of the entry points together. Explain your views of the need for interactions between the entry points and link your contributions to the contributions of other entry point efforts.

3. The Global Entry Points represent a broad mix of science, engineering, technology, social and business focus areas. Please explain the role of the practitioner community to address these important entry points. And, do you believe there are specific areas/entry points ideally suited for the practitioner community. Please explain.

4. How do you find the project opportunities you have been involved with and do you generally work with partners on these entry points? If so, how do you find partners?

## Incentives for Collaboration

### Academics

| | |
|---|---|
| Broadens Interests/specialties | 76% |
| Publishing | 72% |
| Improves Aid to Recipients | 63% |
| Assist Operations and Fundraising | 40% |

### Practitioners

| | |
|---|---|
| Evidence for Potential Donors | 86% |
| Potential for Increased Grant Revenue | 84% |
| Access to Affordable/Quality Talent | 77% |
| Evidence For Current Donors | 77% |

# Questions for Academics Pertaining to Incentives to Collaboration

1. The top response from the academic respondents to incentives for collaboration was "Broadens Interests/specialties". Please explain the degree of latitude you have (or are given by your organization) in broadening your work outside your 'specialty' and the nature of the impact you believe this broadening has on your work/impact.

2. Publishing is clearly an important incentive to the academic community. Please describe how your published work is or can be used to "improve aid to recipients", to include at what stage in the publication process (pre, post) your work can/should be used. How important is it that your work impacts practitioner implementation efforts?

3. The incentives to collaboration responses are relatively straight forward. Can you think of additional incentives to collaboration not reflected here? If so, please explain.

# Questions for Practitioners Pertaining to Incentives to Collaboration

1. Three of the four most frequent responses to this question directly relate to securing additional project funding. Do you believe these responses translate to (negative) perceptions that potential non-practitioner partners may have regarding the practitioner community? If so, what impact do you believe it might have?

2. What skill-sets, expertise would you value most from the academic community?

3. How would you anticipate partnering with, utilizing expertise from the academic community?

# Barriers to Collaboration

**Academics are not able to collaborate because…**

1.  **They're unaware of opportunities where a connection can be made**

2.  **NGOs are unsure of which academics to contact**

3.  **There are unclear expectations for the academic**

**Practitioners are not able to collaborate because…**

1.  **They lack the manpower to manage a collaborative effort**

2.  **They lack the financial resources to pay for the collaboration**

3.  **Practitioners are unaware of the kind of relationship to form**

## Questions for Pertaining to Barriers to Collaboration for Academics

1.  What are some ways an academic organization could position them better to increase internal awareness of potential opportunities?

2.  What are some methods academics can utilize to increase the awareness of practitioners of their interests, availability and best approach to engage with academics?

3.  Do similar problems of project/opportunity awareness exist internal to your academic organization?  If so, please explain.  If not, please explain what measures have been put in place to increase knowledge and awareness.

4.  Explain what expectations practitioners should have when partnering with academics.

5.  What concerns do you believe practitioners have regarding partnering with academics?  Do you believes these concerns are misperceptions or valid?  How can these concerns be mitigated?

## Questions Pertaining to Barriers to Collaboration for Practitioners

1.  Collaborating with academics is perceived as a management burden many practitioners cannot afford (financially).  How might these collaborations be managed differently, in a manner less management intensive?

2.  Why is collaboration with academics viewed as costly?

3.  Collaborations with academics can also be costly and vary depending on the policies of the academic institution.  How can these costs be both minimized (where able) and included in the base budget?

4.  What types of relationships and/or agreements have worked when collaborating with academics?  What are other potential arrangements/relationships that might be leveraged to increase collaborative opportunities and minimize the administrative burden?

5.  What concerns do you believe academics have regarding partnering with practitioners?  Do you believes these concerns are misperceptions or valid?  How can these concerns be mitigated?