**Hypothesen und Korrelationsvorschläge**

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General notes:

Do not forget to correlate – where relevant – with academic field.

Make crosstabs between all variables incl. Chi2-Test (if statistically possible).

**A1: How would you rate your experience with transdisciplinary research?**

Hypothesis: Transdisciplinarity is usually an important cornerstone for social innovation, although it is no condition for it. Moreover, not all trandsdisciplinary research automatically contributes to social innovation. Nevertheless, we assume that a higher experience in transdisciplinary research might point to a higher propensity for social innovation.

Correlations:

Cluster A1 into 3 clusters (0-3; 4-6; 7-10)

A1 strongly correlates with E1 (stakeholder involvement)

A1 strongly correlates with E2 (nature of involvement)

**A2: How old are you?**

Hypothesis: The younger the researcher the more is s/he inclined to work transdisciplinarily and the more s/he shows a higher propensity for social innovation.

Correlations:

A2 correlates with A1 (experience with transdisciplinarity)

A2 correlates with SI composite indicator

**A3: What is your academic age?**

Hypothesis: The younger the academic age is, the higher we assume a propensity towards “problem solving” rather than pure basic research.

Correlations:

A3 correlates positively with D1 (rows 2 and 3 >3) (Motivation)

A3 correlates with H1 (crosstabs) (dissemination channels)

**B1: How familiar are you with the concept of “social innovation”**

*Hypothesis:* The familiarity with the concept of SI depends on the field of research. The one one is familiar with the concept of SI, the higher is the propensity to contribute to SI.

Correlations:

Cluster B1 into 3 clusters (0-3; 4-6; 7-10)

B1 depends on the academic field

B1 correlates positively with A1 (experience with transdisciplinarity)

B1 correlates positively with A3 (academic age)

B1 correlates positively with C2 (contribution to SI)

Make tests on the significance!

B1 correlates positively with SI composite indicator

Attention with regard to B1: answers > 3 could become an input for the **SI composite indicator**

**C2: To what extent do you think your SNSF-funded project contributed to social innovation?**

Hypothesis: The self-assessment is an important variable to identify the contribution to social innovation. The higher the self-assessment is the higher is probably the real contribution to social innovation. We assume, however, a trend towards under estimation. Therefore, it is important to confront the self-assessment with other indicators.

Correlations:

Cluster C2 into 3 clusters (0-3; 4-6; 7-10)

C2 depends on B1 (familiarity with SI)

C2 depends on E1 (columns 2 and 3) (stakeholder involvement)

C2 depends on E3 (true) (social targeting)

C2 correlates with academic field

C2 correlates positively with D1 (rows 2 and 3) (motivation)

C2 correlates positively with D2 (answers 2 and 3) (motivation to generate benefits)

C2 correlates with D3 (non-academic impulse)

C2 correlates with E2 (columns 2, 3, 4 except first row) (nature of involvement)

C2 correlates with F3 (evidence-based policy)

C2 correlates with G1 (>3; across all rows; crosstabs) (outcome)

C2 correlates with G2 (all rows) (change)

C2 correlates with G4 (public take-up)

C2 correlates with G5 (type of change)

C2 correlates with G6 (change statements)

C2 correlates with H1 (crosstabs) (dissemination channels)

C2 correlates with H2 (make clusters) (scalability)

C2 correlates with SI composite indicator

Make tests on the significance!

Answers to C2 higher than 3 are an input for the **SI composite indicator**.

**D1: When you designed your project, to what degree were you motivated to …**

Hypothesis: The motivation to directly address a natural, technical economic or social problem or even to improve the human condition/welfare can be a strong component for social innovation, although it is not a pre-condition. The motivation to better understand a natural, technical, economic or social phenomenon, however, points to a rather “regular” scientific motivation, without directly aiming to problem solving or improving human/welfare conditions.

Correlations:

Cluster D1 into 3 clusters (0-3; 4-6; 7-10); for each row

D1 correlates with the academic field

D1 correlates positively with A1 (experience with transdisciplinarity)

D1 correlates positively with A2 (age)

D1 correlates positively with A3 (academic age)

D1 correlates with F2 (gender)

D1 correlates with F3 (crosstabs) (evidence-based policy)

D1 correlates with G1 (>3; across all rows; crosstabs) (outcome)

D1 correlates with G2 (all rows, crosstabs) (change)

D1 correlates with G4 (public take-up)

D1 correlates with H1 (crosstabs) (dissemination channels)

D1 (rows 2 and 3 >3) correlates positively with B1 (familiarity with SI)

D1 (rows 2 and 3 >3) correlates positively with C2 (SI contribution)

D1 (rows 2 and 3 >3) correlates positively with D2 (answer 2 and 3) (motivation to generate benefits)

D1 (rows 2 and 3 >3) correlates positively with D3 (non-academic impulse)

D1 (rows 2 and 3 >3) correlates positively with C2 (SI contribution)

D1 (rows 2 and 3 >3) correlates positively with E3 (true) (social targeting)

D1 correlates with SI composite indicator

Make tests on the significance!

Answers to D1 in rows 2 and 3 higher than 6 are an input for the **SI composite indicator**.

**D2: Have you deliberately designed your project so that it might generate an immediate and intended benefit for the general population or a specific non-academic target group?**

**Hypothesis:** SI is often based on agency. We assume that a deliberate decision to generate a project to generate immediate and intended benefit for the general population or a specific non-academic target group is an important corner stone for SI. SI, however, can also emerge without such a benefit-driven motivation (e.g. as a by-product or as a result).

D2 correlates with academic field

D2 correlates with composite SI indicator.

D2 (answers 2 +3) correlates with C2 (SI contribution)

D2 (answers 2+3) correlates positively with D1 (rows 2 and 3 >3)

D2 (answers 2+3) correlates with D3 (non-academic impulse)

D2 (answers 2+3) correlates with E1 (columns 2+3) (stakeholder involvement)

D2 (answers 2+3) correlates with E2 (columns 3+4) (nature of involvement)

D2 (answers 2+3) correlates with E3 (true) (social targeting)

D2 (answers 2+3) correlates with F1 (yes) (norms)

D2 (answers 2+3) correlates with F2 (yes) (gender)

D2 (answers 2+3) correlates with F3 (yes) (evidence-based policy)

D2 (answers 2+3) correlates with G1 (>3; across all rows; crosstabs) (outcome)

D2 (answers 2+3) correlates with G2 (all rows; crosstabs) (change)

D2 (answers 2+3) correlates with G4 (public take-up)

D2 (answers 2+3) correlates with G5 (type of change)

D2 (answers 2+3) correlates with SI composite indicator

D2 correlates with SI composite indicator

Make tests on the significance!

Answer 3 to D2 is an input for the **SI composite indicator**.

**D3: Was there an impulse from the non-academic world that motivated you to start the project?**

Impulses from outside academia to start a research project point to real-world problems, for which some understanding or solutions are sought. This must not be necessarily SI, but can also be pure business-driven impulses or ecological impulses. However, if the impulse from the non-academic world referred to a specific societal problem, than the propensity to SI can be high. It cannot be excluded that social innovation can also occur if the impulse comes from a specific economic, health, ecological, even technical problem.

D3 is a sub-question of D2.

D3 correlates with D2 (answers 2+3)

D3 correlates with C2 (>3) (SI contribution)

D3 correlates with E2 (columns 3+4) (nature of involvement)

D3 correlates with G2 (all rows; crosstabs) (change)

D3 correlates with G4 (public take-up)

D3 correlates with G5 (type of change)

Answer 1 to D3 can be an input for a rigid **SI composite indicator**. It can, however, be too limiting. We have to test the SI composite indicator with it and without it.