A Research Community
Creating Social Impact
Session Goals:

1. TCR: A community of scholars and organizations on a mission to conduct high-quality research and collaborate to create social impact, advance wellbeing

2. Identifying opportunities to engage non-academic stakeholders, SIOs

3. Introduce TCR Executive Leadership and Social Impact Council

4. Brainstorming ideas for research to create social impact
TCR Mission & Vision:

Transformative Consumer Research (TCR) is a movement that seeks to encourage, support, and disseminate research that contributes to the well-being of consumers, environments, and societies across the world.

Diverse, Interdisciplinary, Multiple Methods + Focus on Wellbeing
TCR in Action:

- TCR Dialogical Conference Model (Since 2009)
  - Goal: More TCR Research
  - TCR 2021: University of Virginia

- Small Research Grants
TCR Scholarly Impact:

TCR Societal Impact:
TCR Social Impact Conferences:

Goals:
(1) create catalytic capacity by communicating best practices for translating research into action; and

(2) celebrate our successes so that other researchers might create more impactful programs of research.

Timing: Inaugural Conference in 2022 (Julie Ozanne & Chris Blocker)
Incoming Coeditors-in-Chief 2020 –2023

Kelly D. Martin
Colorado State University

Maura L. Scott
Florida State University
TCR Executive Leadership & Social Impact Council

- Mural Arts Philadelphia
- HIPPYUSA®
- HUNGER TASK FORCE
  FREE & LOCAL
- ASHOKA
- ASCEND
  THE ASPEN INSTITUTE
Home Instruction for Parents of Preschool Youngsters

Staci Croom-Raley
Executive Director
scr@hippyusa.org
We partner with parents to prepare their children for success in school (and beyond).

- Evidence Based Scripted Curriculum
- 30 Weeks of Peer to Peer Support and Parent Group Meetings
- Parent-focused Learning through Role Play
- Children ages 2 to 5
- School Readiness
- Family Engagement
- 2Gen
- Workforce Development

Charlotte, Age 10
HIPPY Alum—2010

30 Years of Impact.
Children Served: 14,000

Home Visits: 286,000

Books Provided: 139,500

Minutes of Positive Parent Child Interaction: 55,133,400

OUR IMPACT
HIPPY improves children’s school readiness.

Parents become more engaged in reading and talking to their children.

HIPPY has a positive impact on home visitors.

HIPPY children demonstrate higher achievement in school.

HIPPY parents are involved in their children’s schools and education.

Teachers recognize the differences among students taking part in home education programs like HIPPY.
THE HIPPY USA APPROACH TO SCALING

PRE-cCOVID-19
• MORE MODERN LOOK
• FUNDRAISING AND DEVELOPMENT
• BUILD CAPACITY AT ALL LEVELS
• MESSAGING AND PLATFORMS
• ADVOCACY
• "UNDER NEW MANAGEMENT"

COVID-19 AND THE FUTURE
• VIRTUAL SERVICE DELIVERY
• INEQUITY TOP OF MIND
• PARTNERSHIPS MATTER EVEN MORE
• DATA AND DECISIONS
• RESEARCH REQUIRED
• "30-YEAR OLD START-UP"
The Brookings Institution used a microsimulation model to study the long-term effects of HIPPY and concluded that the program is ‘close to a gold-plated investment’ Sawhill, Reeves, & Howard, 2013
Join our research partners today!

email: info@hippyusa.org

https://www.hippyusa.org
Ending Hunger and Advancing Well-Being

Jonathan Hansen
Director of Development
Hunger Task Force:

Wisconsin’s leading anti-hunger organization

Milwaukee’s Free & Local food bank
TCR 2017: Food Access for All:

Hunger & Food Well-Being:

Questions

Jonathan Hansen
Director of Development
Jonathan@hungertaskforce.org
We’re delighted and grateful to connect with you and explore ideas for collaboration around Ashoka’s vision of Everyone a Changemaker.

Paul Rogers, Strategic Advisor at Ashoka
George Mason University

Faith Rotich, Senior Intrapreneur,
Global Impact Ashoka
All Time Elections

3606 Countries

93

Gender
- Male
- Female
- Female 39%

Election by Diamond

- Asia: 1050
- Latin America: 1044
- Europe: 599
- Africa: 472
- North America: 322
- MENA: 119

Field of Work

- Economic Development: 711
- Civic Party: 613
- Health: 595
- Education: 627
- Human Rights: 617
- Environment: 424

Updated March 2020
The Power of Measurement: Defining Social Entrepreneurship by Systems Change
Independent Replication across geographical boundaries

90% of Fellows have seen their idea replicated by independent groups.

Of these, 65% have seen their idea replicated within their country of residence.

And 41% have seen their idea replicated in other countries.
Changing Policy

74% of Fellows report changing legislation/ influencing public policy

Collectively

- Overall: 93%
- International: 31%
- National: 75%
- Regional/ Local: 53%

- Achieved legislative change or influenced government policy: 74%
- Provided research and/or previously missing data to policymakers: 74%
- Advised policymakers/ legislative bodies as an expert: 76%
- Represented marginalized populations and/or challenged laws in court: 37%
- Convinced government to allocate funds to a specific cause: 59%
Changing Market Dynamics

Increased the flow of market information (e.g., about prices or products to different market actors)

- Overall: 57%
  - International: 21%
  - National: 35%
  - Regional/Local: 25%

Made it easier for people to trade or access certain goods or services in the existing market

- Overall: 50%
  - International: 15%
  - National: 37%
  - Regional/Local: 27%

Created a new market that allows people to trade or access a product or service they previously could not

- Overall: 60%
  - International: 18%
  - National: 37%
  - Regional/Local: 26%

Created value for a product or service where value previously did not exist

- Overall: 56%
  - International: 15%
  - National: 34%
  - Regional/Local: 26%

Provided new ways for low-income people to generate income

- Overall: 57%
  - International: 10%
  - National: 29%
  - Regional/Local: 32%

Led to changes in the ethical code of conduct or official policy of a large organization or industry

- Overall: 62%
  - International: 14%
  - National: 41%
  - Regional/Local: 24%

Encouraged for-profit organizations to allocate dynamics in a new way to include previously excluded people

- Overall: 57%
  - International: 16%
  - National: 33%
  - Regional/Local: 24%
Changing Mindsets

Fellows know that changing societal beliefs and acceptance towards certain behaviors is often necessary for sustainable, long-term social transformation.

97% of Fellows reported that their idea focuses on influencing societal mindsets/cultural norms.
Everyone a Changemaker

Framework Change

Systems Change

Scaled Direct Service

Direct Service

Changing systems is powerful; changing minds is transformative.
In the current world where everything is changing and the rate of change is accelerating, value comes adapting to change by taking risks and creating new solutions for the good of all—being a changemaker. In such a world, one must be a changemaker to play and thrive.
Need for New Measurements

• Ashoka has identified elements of the new framework needed for living and working in a radically different world.

Cognitive Empathy, Team of Teams, New Leadership, Practicing Changemaking

New Paradigm for Success

• These elements shape a new paradigm of success for young people and adults all over the world.

New Measures of Success

• With a new paradigm of success, we need new measures to demonstrate the value of changemaking & changemaking skills.
OPPORTUNITIES FOR COLLABORATION


The Mindset of Changemaking

- Elaborating more fully on the mindset: skills, etc..
- Developmental view - Empathy in young people
- Changemaker Index - Changemaker Density

The Enabling Environment Supporting Changemaking

- **Take Up** of Ashoka’s messaging - Fellows and partners
  - Educators
  - Parents
  - Organizations
  - Peers

Investigating correlations between self-care practices and the capacity to contribute and to enable others to be changemakers.

**The New Inequality** - Investigating the impact of Changemaker mindset and ecosystem on individuals ability to participate, especially those farthest from opportunity.
Three Levels of Impact Measures

Direct Delivery
• How satisfied were you with the quality of this class?

System Change
• What systems have changed as a consequence of working with us?
  • Examples: student evaluations in colleges

Framework Change
• Are you thinking/doing differently? Are you influencing others?
  • Examples: Literacy for industrial revolution
The Changemaker Index – Building the tool

1. Definitions
- We began by pinning down a definition of "Changemaker"
- We also broke down the 4 elements of Ashoka’s Framework into skills that can be assessed

2. Literature Review
- We conducted a limited review of existing literature – at Ashoka and beyond – to inform our framework

3. Revising Skills
- Based on insights from literature review, we recompiled the skills under each element

4. Questionnaire Statements
- We then embarked on curating Likert-type statements corresponding to each of these skills

5. Validation
- We worked with 2 professors at the University of Warsaw to conduct validity & reliability tests on the questionnaire
The Changemaker Index - Elements

**Empathy**
- The ability to be aware of and understand our own and others’ feelings and perspectives, and to use that understanding to guide one’s actions.

**Sophisticated Teamwork**
- The ability to contribute to and thrive in a fluid ecosystem of teams that mobilizes around a problem or opportunity.

**New Leadership**
- Shifting a leader’s role to ensure that every player is an initiator and sees the big picture.

**Practicing Changemaking**
- The process of creating a novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals.
The Changemaker Index - Skills

- Big picture thinking; Role changing; Galvanizing others
- Curiosity; Opportunity recognition; Comfort with risk; Creativity; Creative thinking & problem solving; Action-orientation; Resilience
- Sharing responsibility; Conflict resolution; Resource mobilization
- Self-awareness; Self-management; Social awareness; Compassionate empathy; Relationship skills

Empathy

Sophisticated Teamwork

Practicing Changemaking

New Leadership

Big picture thinking; Role changing; Galvanizing others
ASHOKA*U and its 500 universities is enabling students to be changemakers, thereby giving them the power to thrive in the new game.

Changemaker students are 1.3 times more likely to have developed empathy than non-changemaker students.

84% of students self-identify as changemakers.

69% of changemaker students agree their university experience has prepared them well for their future career, vs 49% of non-changemaker students.

88% of changemaker students intend to dedicate their future careers to creating a positive social impact.

Survey conducted by Mission Measurement among 2500 students and 100+ faculty and 5 Changemaker campuses.
## The Changemaker Index – Sample Assessment Statements

<table>
<thead>
<tr>
<th>Element</th>
<th>Sample Skill</th>
<th>Sample Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive Empathy</strong></td>
<td>Self-Awareness</td>
<td>I often wonder about how my own habits are different from those of other cultures</td>
</tr>
<tr>
<td></td>
<td>Compassionate empathy</td>
<td>When I see a fellow student being bullied, I step in to confront the bully</td>
</tr>
<tr>
<td></td>
<td>Social Awareness</td>
<td>It doesn't worry me too much if I'm late meeting a friend</td>
</tr>
<tr>
<td><strong>Practicing Changemaking</strong></td>
<td>Creativity &amp; Innovation</td>
<td>When solving a problem, my friends often describe my ideas as creative</td>
</tr>
<tr>
<td></td>
<td>Comfort with Risk</td>
<td>I am comfortable being seen as someone who disagrees with the majority</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I only do something if I’m sure it will work</td>
</tr>
</tbody>
</table>
Hypothesis: When leaders establish their leadership to act as conscious enablers of other changemakers, it not only generates greater impact, but also helps them to cultivate personal and collective wellbeing.

Inquiry: What are the correlations between “being-well” and the capacity to contribute to accelerating the emergence of an “Everyone a Changemaker” world? What are the correlations between self-care practices and the capacity to enable others to be changemakers? What are the impacts of having a sense of being-well and the systemic impact of leaders?

Action Learning Approach: Through stories collection we can generate qualitative research that provides insight into our inquiry.
Ashoka and TCR

Questions

Paul Rogers, Strategic Advisor at Ashoka
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Faith Rotich, Senior Intrapreneur,
Global Impact Ashoka
frotich@ashoka.org
Discussion:

1. How can we (SIOs and researchers) collaborate?
2. Questions for our SIO speakers
3. Questions about TCR initiatives
4. Questions and ideas for research and collaboration
Thank you!
TCR Resource Links:

- TCR Website and webinar video links: https://www.acrwebsite.org/web/tcr/transformative-consumer-research.aspx
- TCR 2021 Website: https://tcr2021.mcintire.virginia.edu/
- HIPPY USA: https://www.hippyusa.org/
- HTF Milwaukee: https://www.hungertaskforce.org/
- Ashoka: https://www.ashoka.org/en-us
Social Impact Organization Presenters:

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- Jonathan Hansen, Development Director HTF, Hunger Task Force Milwaukee, email: Jonathan@hungertaskforce.org
- Paul Rogers, Strategic Advisor at Ashoka, George Mason University, email: progers@ashoka.org
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