

# “Valuing” Social Science. An Agenda for Hard Times

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Sociology Departmental Seminar

30 April 2014

# Outline

- Hard Times?
  - Valuing
  - Chronology and context
  - Role of social sciences
- Assessing Impact (Bastow et al.)
  - Configuring the field
  - Assessing outputs
  - “Outreach”
- Discussion – Agenda?

# Value of Arts/Humanities

**THE UNIVERSITY OF AUCKLAND**  
NEW ZEALAND  
By World Heritage Cultural Institutions

Auckland Contact us

**FOR**

- Future undergraduates
- Future postgraduates
- Current students
- International students
- Māori and Pacific students
- Schools and community
- Alumni and friends
- The media
- Staff
- Student space

**ABOUT**

- Our faculty
- Schools in our faculty
- Subjects and courses
- Programmes
- Our research
- Our staff
- Our students and graduates
- Faculties in our faculty

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## The value of arts and humanities

25 March 2024

At the Faculty of Arts Welcome Reception for staff held on Monday 17 March Distinguished Professor Dame Anne Salmond (Māori Studies) spoke about the value of arts and humanities and why these disciplines are pivotal and vital in today's world. [Read Dame Anne's full speech.](#)



Distinguished Professor Dame Anne Salmond

# Some Reports and Papers

- Gibson, RE (1970). *Report on Social Science Research Services*, NRAC, Wellington.
- Fougere, Orbell (1975). “Proposal to establish a centre for the study of New Zealand society”, *ANZ Journal of Sociology*, 10: 227-9.
- Lunt, Davidson (2002). “Increasing social science research capacity”, *Social Policy Journal of NZ*, 18: 1-17.
- Gluckman, P (2011). *Towards better use of evidence in policy formation: a discussion paper*. Office of PM’s Science Advisory Committee. Wellington.

# Role of the Social Sciences – 40 Years

- Gibson report (1970)
  - “recommended that the Council develop a social science arm to foster development of research activity” (Neil Lunt PhD Thesis, 2004, p. 20)
- Gluckman discussion paper (2011, p.15)
  - “Social science is not well constituted within the New Zealand science system and across or within those ministries and agencies that need such information to develop policy options”.

# “Straws in the wind”

- Public statements favouring STEM (Minister)
- Discontinuation of “Health and Society” strand within MBIE (previously MSI, FoRST)
- Ferociously competitive Marsden
- Health Research Council with greater clinical and biomedical emphasis
- Very tight public sector (e.g. contracts)
- Greatly reduced intake to COMPASS methods school

# 10 National Science Challenges

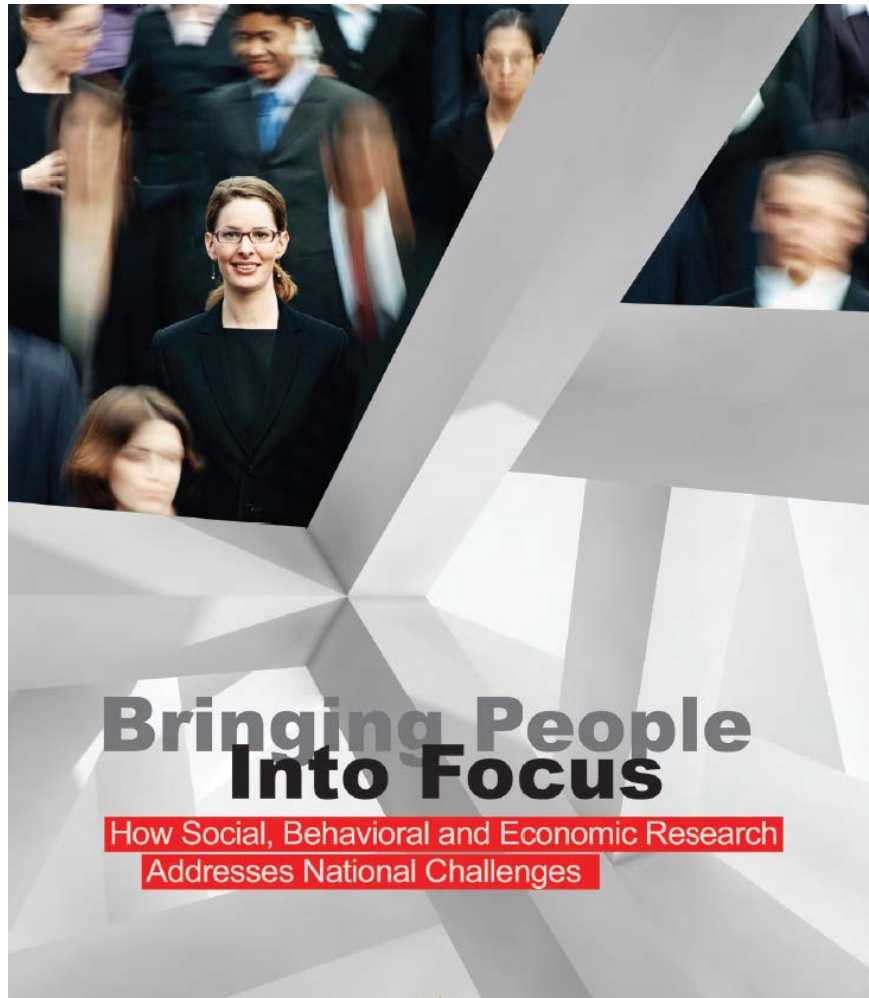
## **Some Social Science Aspect**

1. Ageing well
2. Better start
3. Healthier lives
4. High-value nutrition
5. Technological innovation for growth

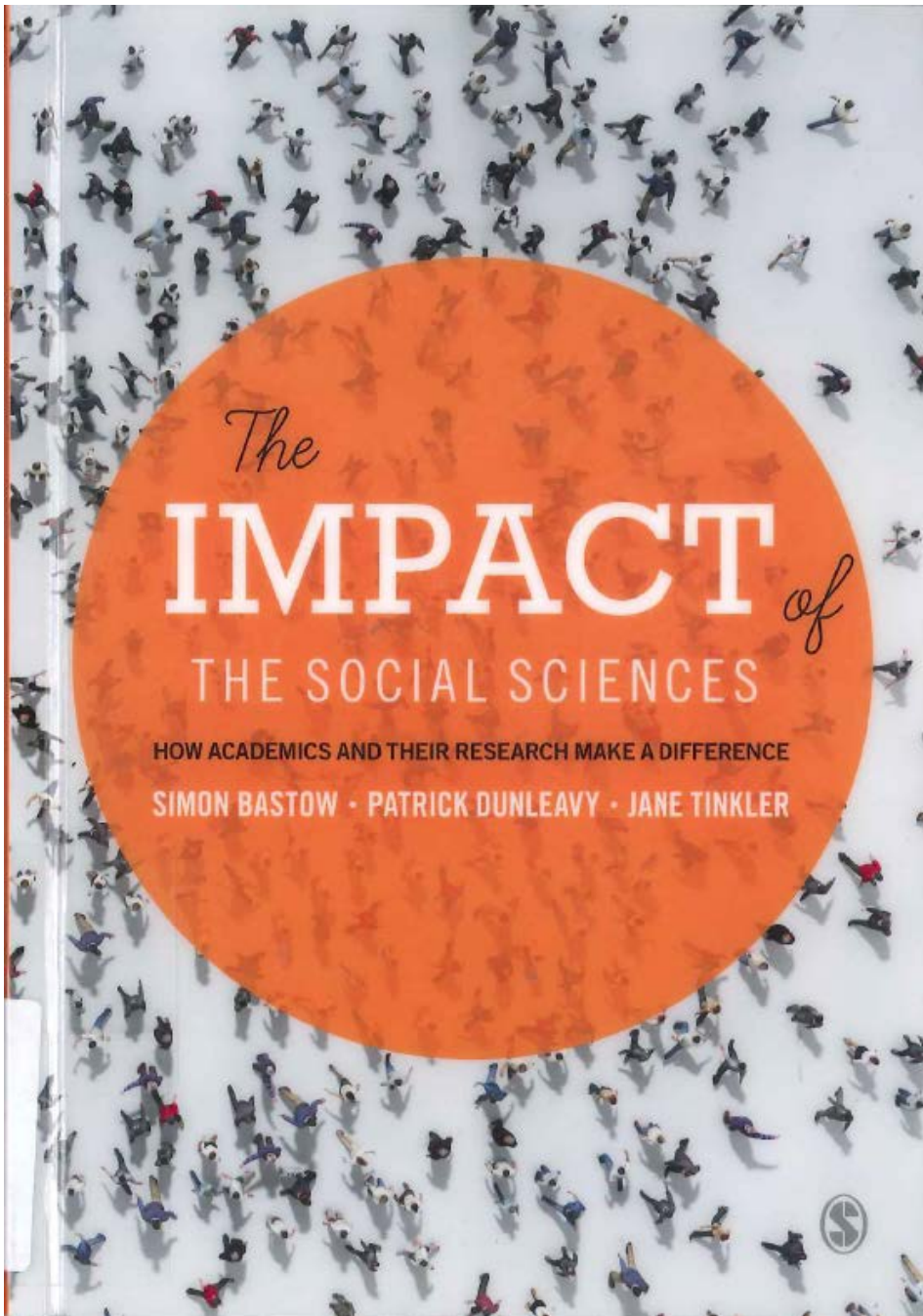
## **Limited Social Science Aspect**

1. Biological heritage
2. Land and water
3. Sustainable seas
4. Antarctica
5. Resilience to natural disasters

# National Science Foundation, 2012







*The*  
**IMPACT** *of*  
THE SOCIAL SCIENCES

HOW ACADEMICS AND THEIR RESEARCH MAKE A DIFFERENCE

SIMON BASTOW · PATRICK DUNLEAVY · JANE TINKLER



# Global Risks, 2014 (WEF)

## **Top 5 on Likelihood**

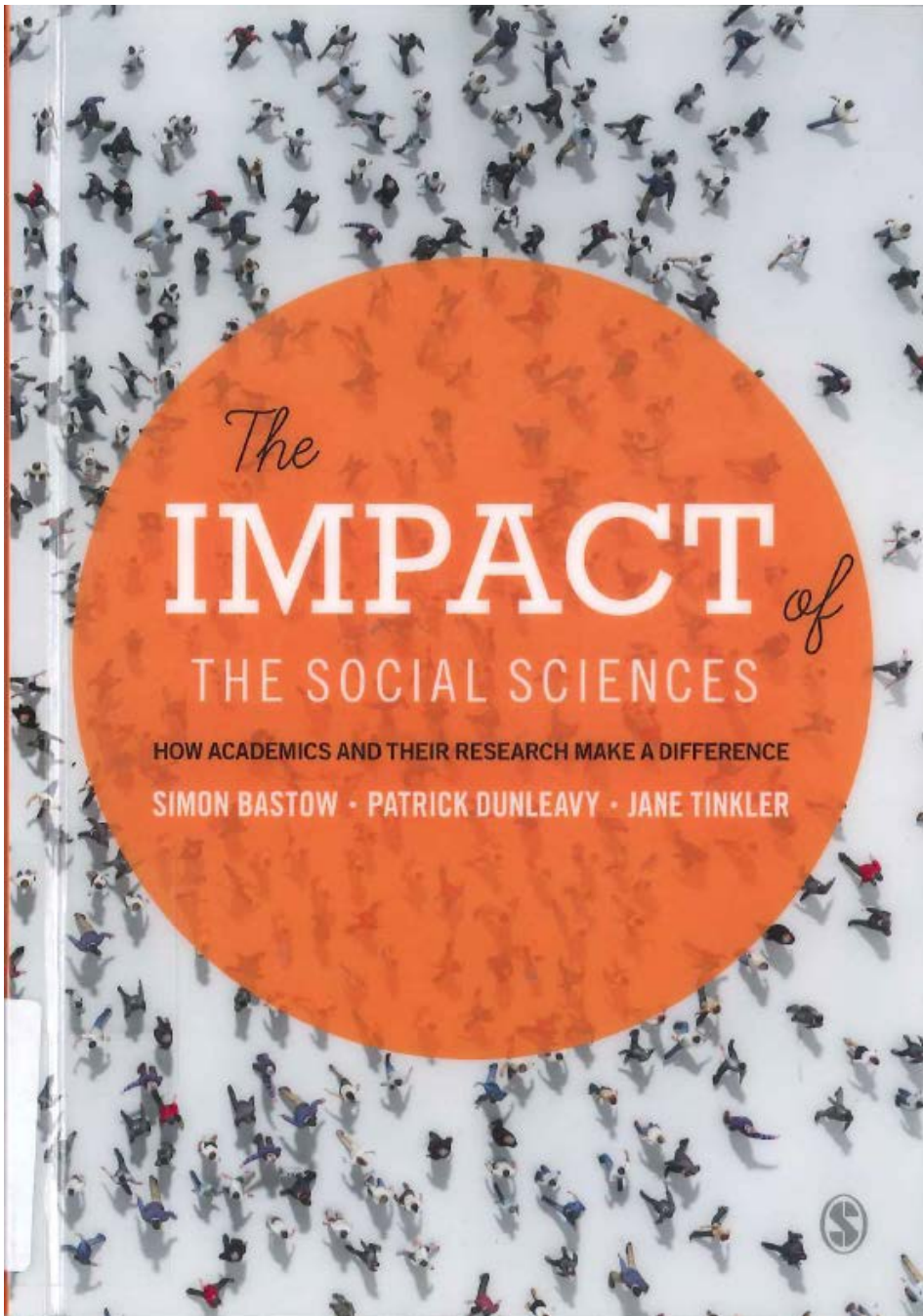
1. Income disparity
2. Extreme weather events
3. Un(under)employment
4. Climate change
5. Cyber attacks

## **Top 5 on Impact**

1. Fiscal crises
2. Climate change
3. Water crises
4. Un(under)employment
5. Critical information infrastructure breakdown

# Sociology Seminar Series

1. Changing Times
  2. Rethinking drug policy
  3. Safeguarding children
  4. Work systems
  5. Institution of marriage
  6. Food insecurity
1. Valuing social science
  2. Indigenous knowledge
  3. Entrepreneurship
  4. Social policy outcomes
  5. Punitive practices
  6. Identities, visibilities



*The*

# IMPACT *of*

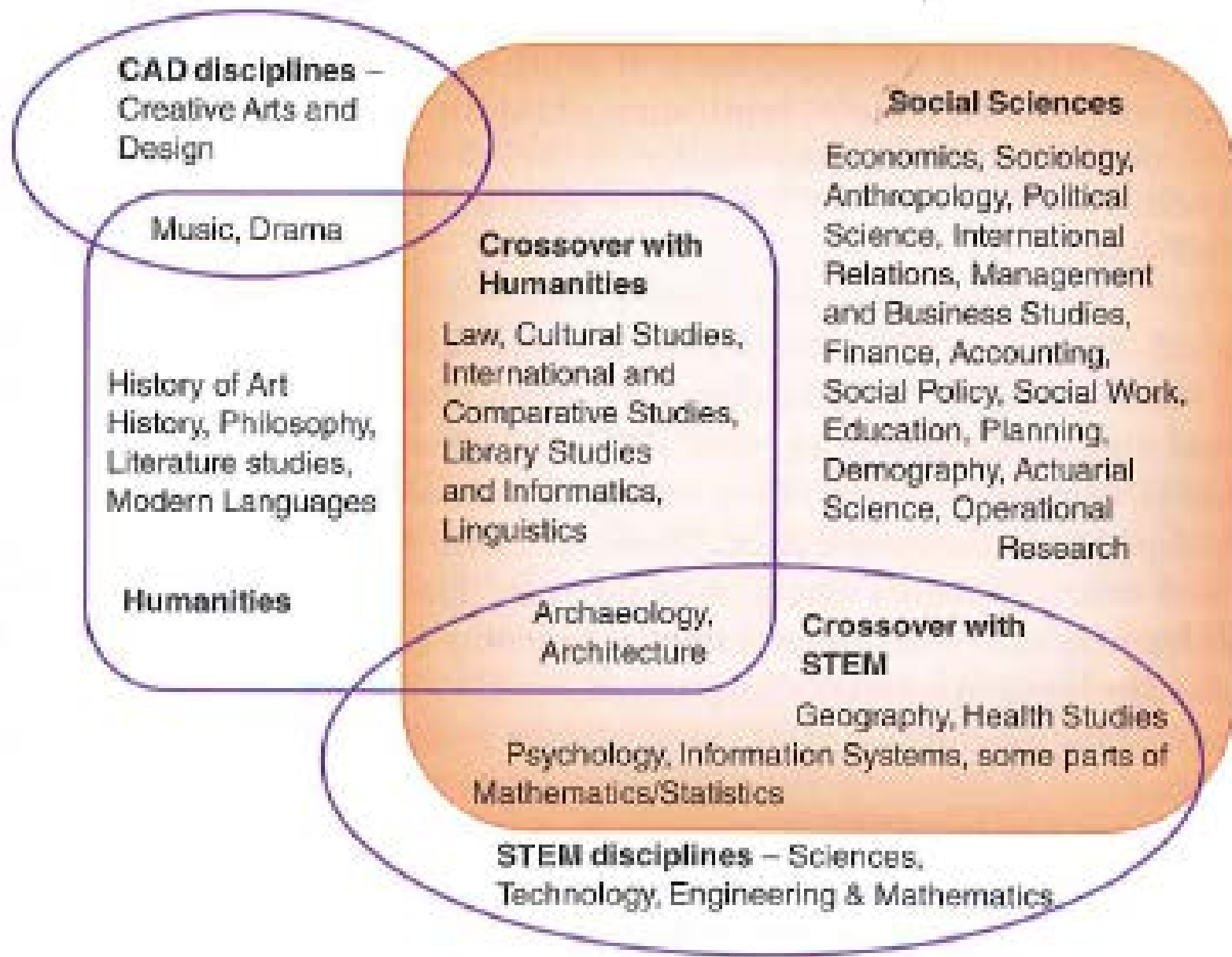
THE SOCIAL SCIENCES

HOW ACADEMICS AND THEIR RESEARCH MAKE A DIFFERENCE

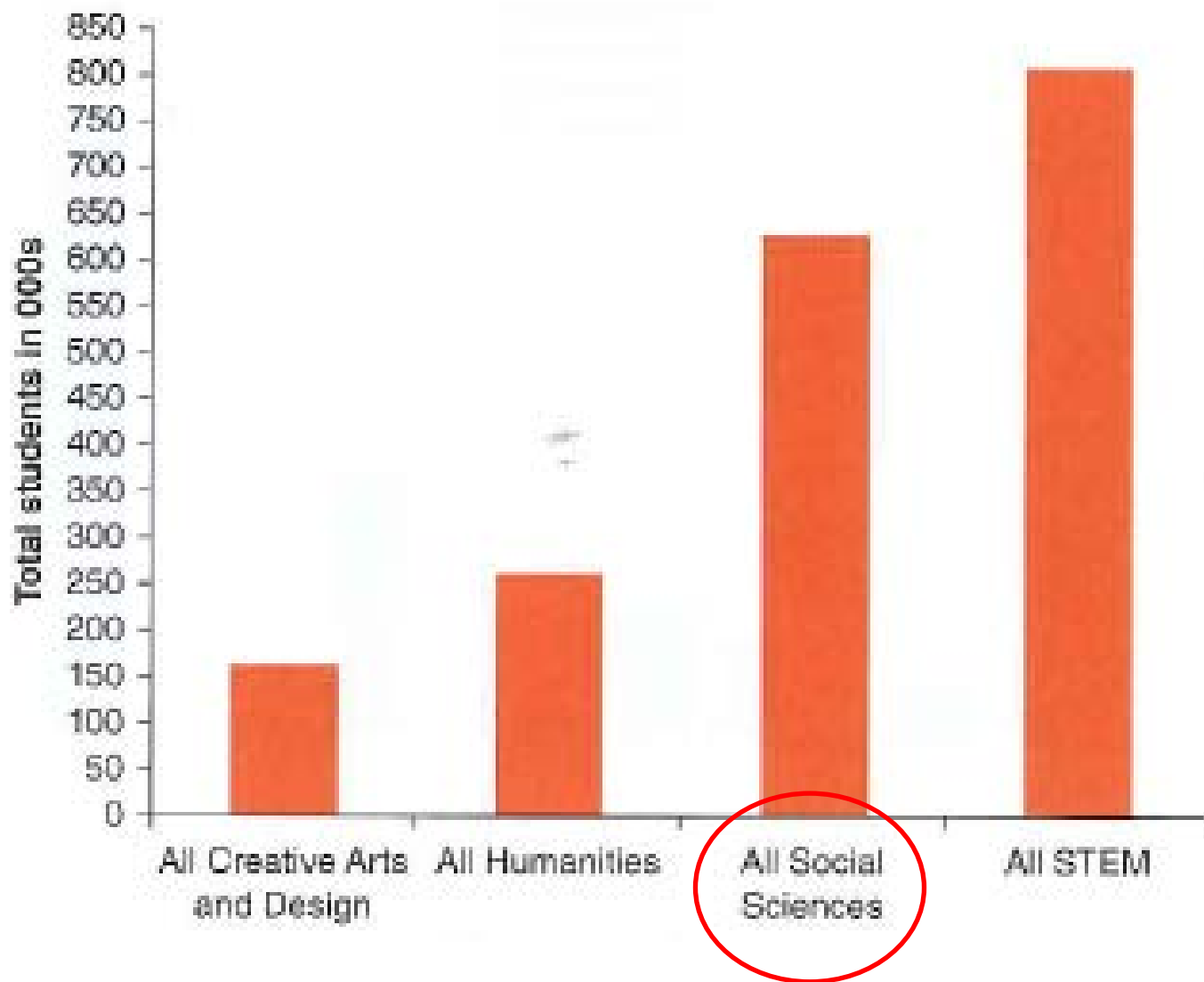
SIMON BASTOW · PATRICK DUNLEAVY · JANE TINKLER



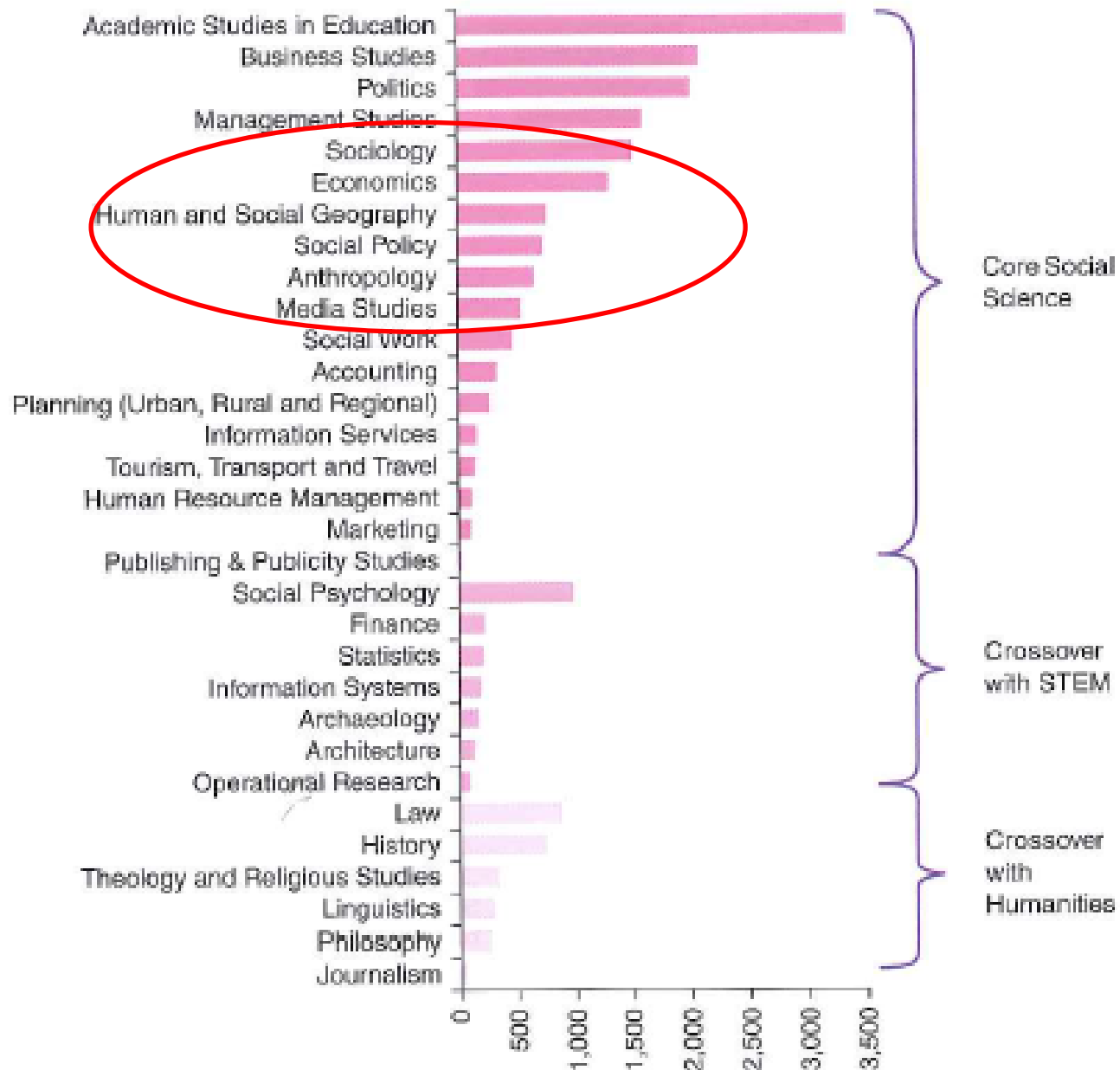
**Figure 1.1 The social sciences and how they relate to other disciplines**



**Figure 1.3a** The numbers of students in UK universities, by discipline groups for academic year 2010–11



**Figure 1.5b Estimated number of social science students doing research in UK universities, 2010–11**



**Figure 1.6 Estimated value of research grants and contracts to UK universities in 2010–11, by type of donor and discipline area**

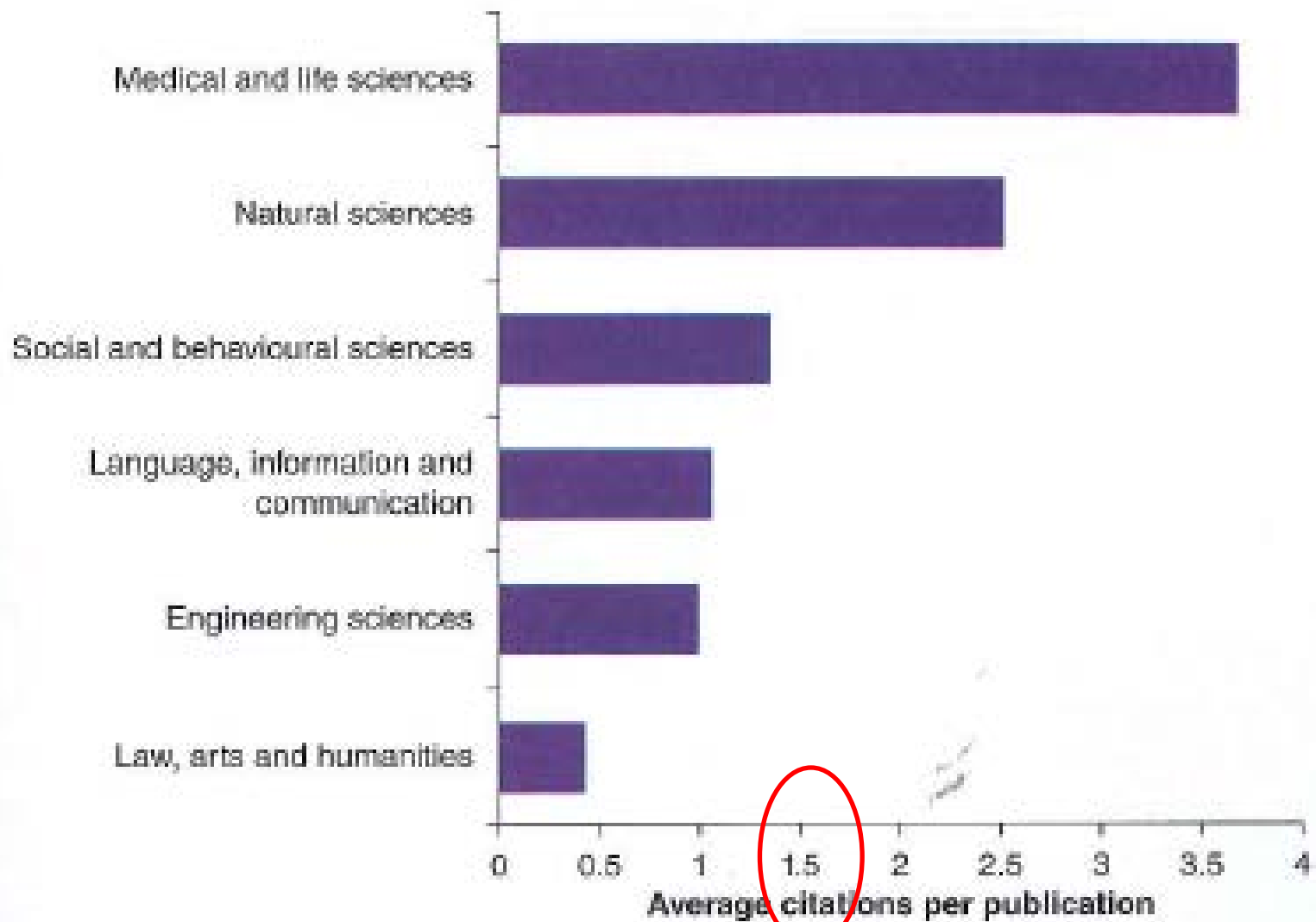
Source of funding (in £ millions)	Creative Arts and Design	Humanities	Social Sciences	Science, Technology, Engineering, and Maths	All Disciplines
Quality-related (QR) research funding from HEFCE	78	135	312	1,033	1,558
Government research councils	14	45	138	1,428	1,625
<b>Total internal government</b>	<b>92</b>	<b>180</b>	<b>450</b>	<b>2,461</b>	<b>3,183</b>
<b>Total as percentage (%)</b>	<b>3</b>	<b>6</b>	<b>14</b>	<b>77</b>	<b>100%</b>
UK civil society	2	19	53	838	912
UK government	6	4	144	622	776
<i>Government outside the UK</i>	4	6	90	293	393
UK industry	3	1	47	224	275
Other sources	2	4	37	111	154
Industry outside the UK	0	0	15	122	137
Civil society outside the UK	1	3	15	106	125
<b>Total external funding</b>	<b>18</b>	<b>37</b>	<b>401</b>	<b>2,316</b>	<b>2,772</b>
<b>Total as percentage (%)</b>	<b>1</b>	<b>1</b>	<b>14</b>	<b>84</b>	<b>100%</b>
<b>Total for all internal and external sources</b>	<b>110</b>	<b>217</b>	<b>851</b>	<b>4,777</b>	<b>5,955</b>
<b>Percentage of total grants and contracts</b>	<b>2</b>	<b>4</b>	<b>14</b>	<b>80</b>	<b>100%</b>



**Figure 1.9** The economic impacts of the spending of UK social science departments, in 2010–11

	£ billions
Value added in social science departments (direct)	2.7
Value added elsewhere in the economy (indirect)	0.5
Value added that is stimulated by spending from wages for academics and other staff (induced)	1.6
<b>Total value for the economy</b>	<b>4.8</b>

Figure 2.11 Overall citation rates for the social sciences and other discipline groups, 2007



**Figure 2.3 The relative importance of book outputs and journal articles in citations within each social science discipline**

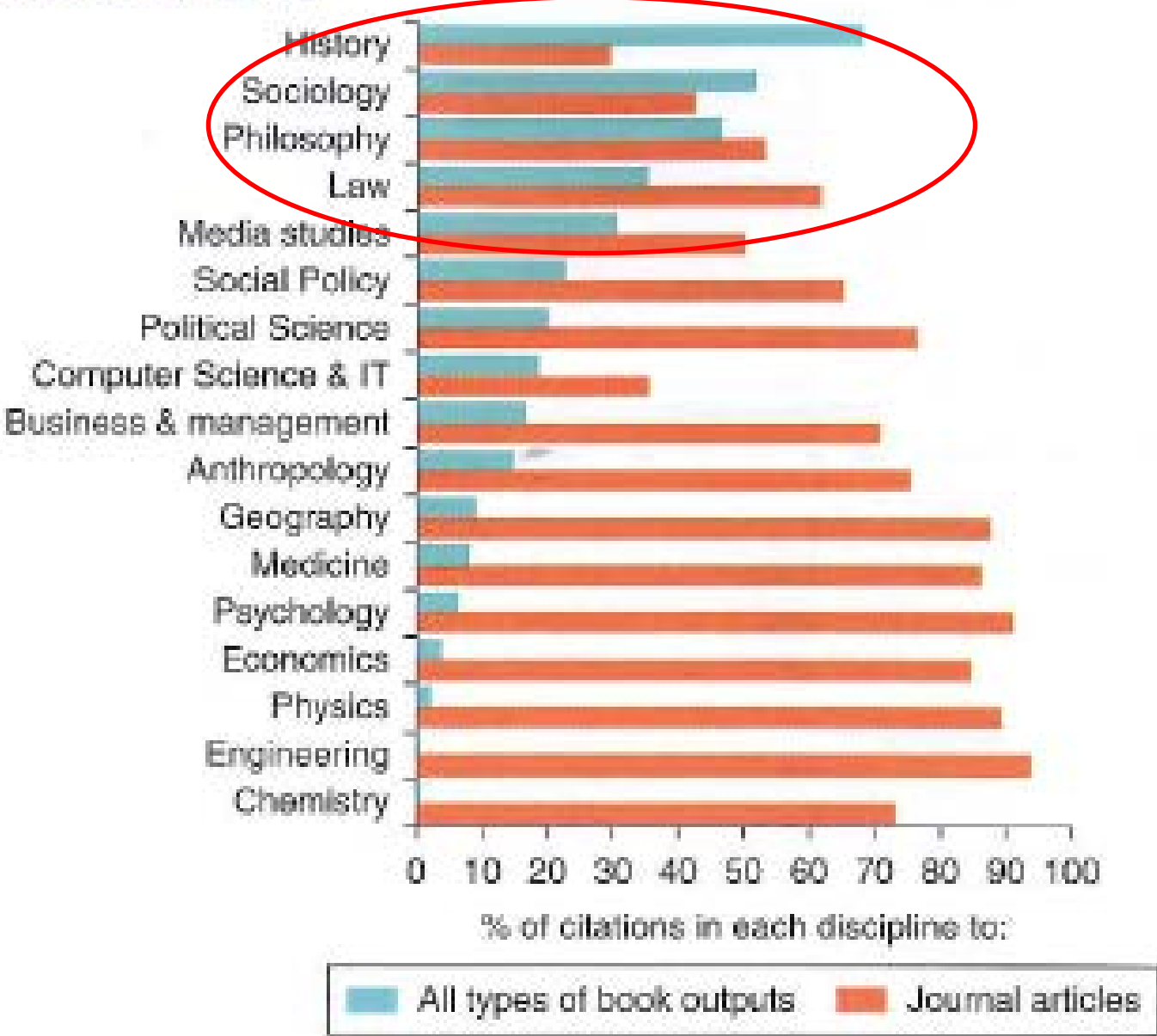
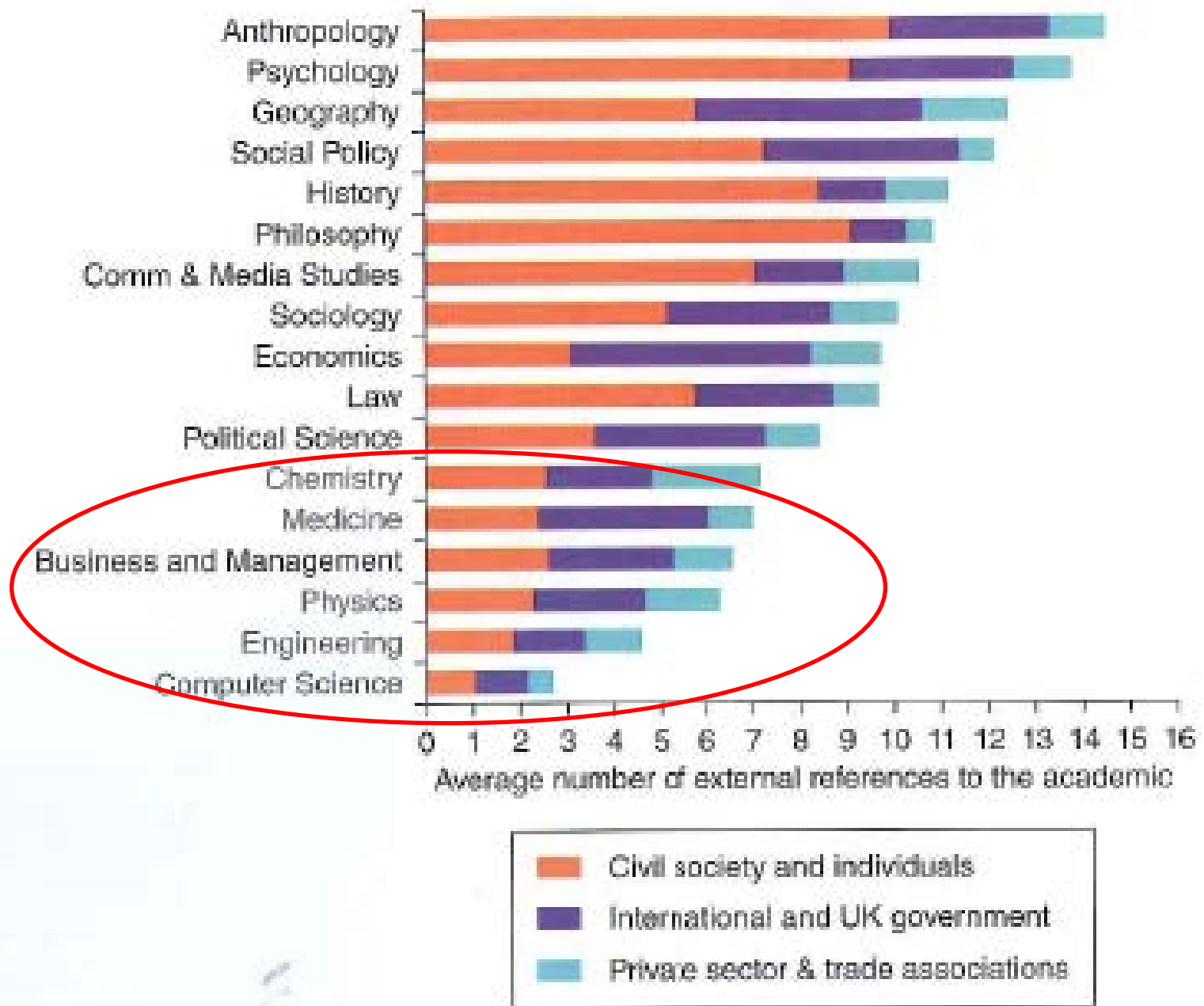


Figure 2.14 Average number of 'external society' mentions per researcher, by discipline



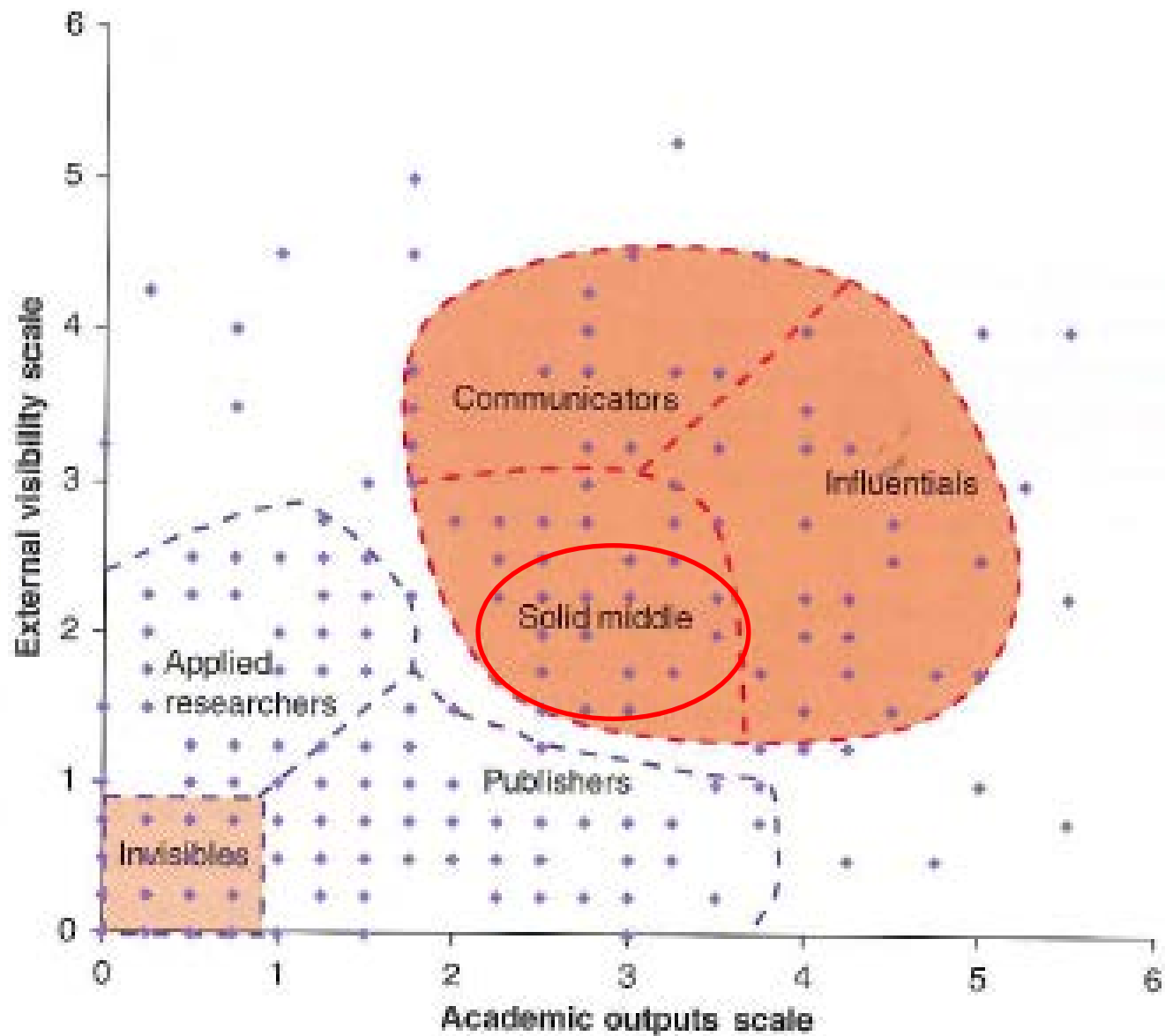
### Academic influence elements

1. Average articles published per year
2. Average books and book chapters published per year
3. Total number of citations of these publications
4. Top cited publication
5. Number of academic citations
6. h-index

### External visibility elements

7. Total number of Google references
8. Proportion of references in the external domain
9. Number of research reports found
10. Proportion of references in civil society domain
11. Visibility in the gov.uk domain
12. Visibility in UK and international press

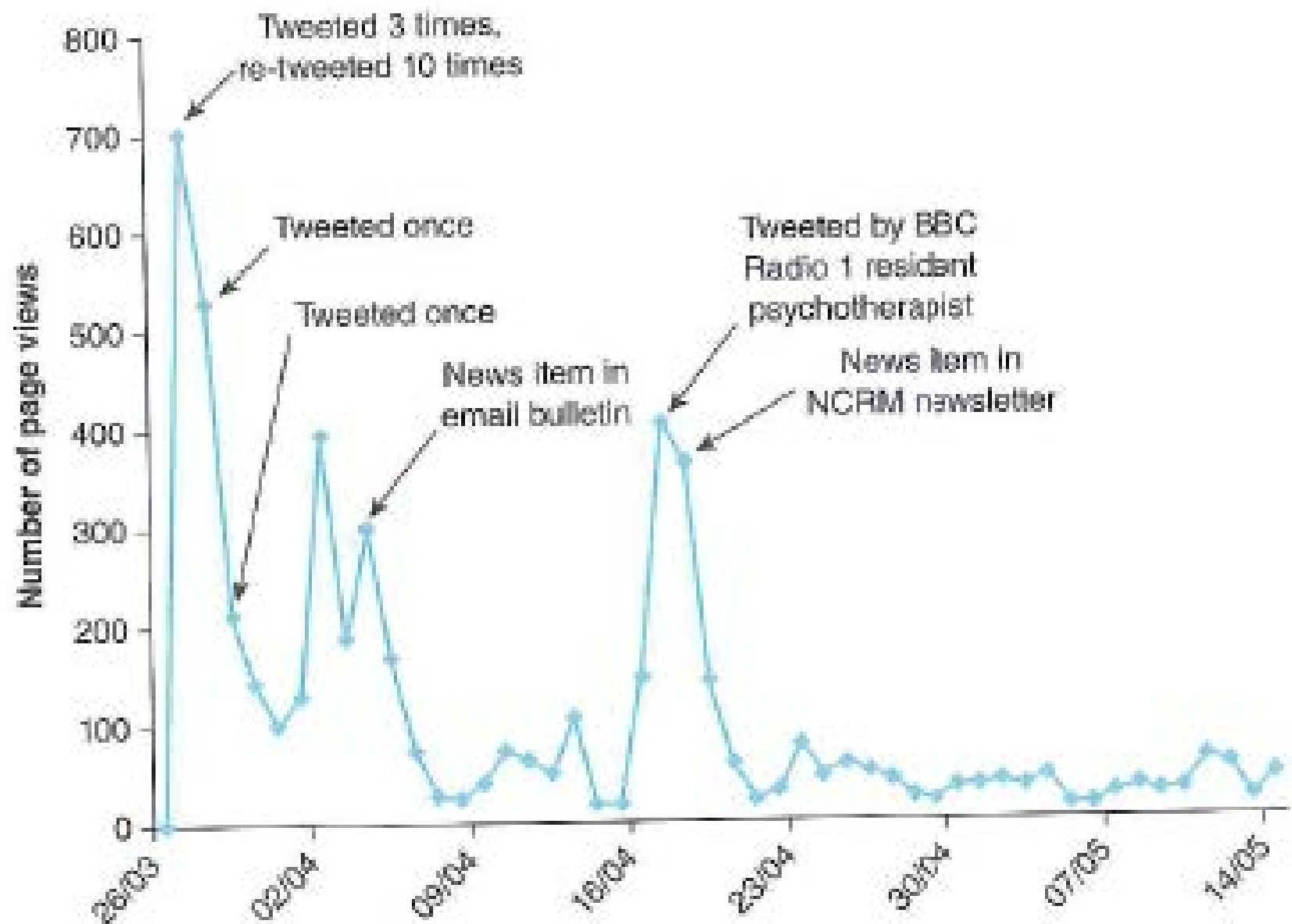
Figure 2.17 Using external visibility and academic output scores to chart impact groupings



**Figure 6.9 A combined ranking of results for government, UK domestic and international**

	From our survey of university departments (see Figure 6.5)	From our Google search of academics (see Figure 6.7)	From our Google search in the gov.uk domain (see Figure 6.8)	TOTAL indicative ranking (sum of all columns)
Social Policy	2	2	1	5
Economics	3	6	3	12
Geography	7	5	2	14
Medicine	1	1	13	15
Sociology	9	4	4	17
Business and Management	5	7	11	23
Law	4	9	10	23
Psychology	11	3	9	23
Political Science	12	8	5	25
Engineering	6	12	14	32
Anthropology	15	11	6	32
Media Studies	14	15	7	36
Computer Science	8	13	17	38
Physics	13	10	16	39
Chemistry	10	14	15	39
History	16	16	8	40
Philosophy	17	17	12	46

Figure 8.17 Impact of tweeting on downloads of an academic paper in 2012





# Agenda? Some Thoughts

- Tertiary role (Lunt, Davidson (2002))
  - Critic and conscience
  - Teaching research methods
  - Potential contract providers
- Impact agenda (Bastow et al., 2014)
  - “Public” social science
  - Digital media (blog, tweet)
- Transform graduate education
- Provide vocational, professional role models