

Reasserting the Public Value of Arts, Humanities and Social Science Research

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- AHSS “contribute to a growing body of knowledge on human experience, agency, identity and expression, as constructed through language, literature, artefacts and performance” (Bakshi, Schneider, and Walker, 2008, 1);
- “Public social science has both a research and teaching agenda and involves a commitment to promote the public good through civic engagement” (Brewer, 2013);
- “I promise you folks can make a lot more, potentially, with skilled manufacturing or the trades than they might with an art history degree” (Obama quoted in Jaschik, 2014).
- I don't mind there being some medievalists around for ornamental purposes, but there is no reason for the state to pay for them (UK Education Secretary, Charles Clarke, *Times Higher Education*, 9 May 2003).



Themes

- Public Understanding of the Value of Arts, Humanities & Social Science Research
- Redefining the Social Contract Between Society and Research(ers)
- Promoting Innovation
- Towards a Better Understanding of Public Value of AHSS



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Public Understanding of the Value of Arts, Humanities & Social Science Research



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What is the Problem?

- If browse a newspaper on the internet, listen to the radio/TV, walk in public spaces, or visit museums, galleries – continually confronted with artefacts, designs, discourses, statues, memorials, where knowledge generated by AHSS research has been encoded into fabric of everyday life;
- But – questions continually arise as to the value of the work being produced and its contribution:
 - Fewer questions re. SS, but it depends upon the field and timing.
- There are some high stakes:
 - Japan, US and Canada have limited public subsidy for A&H;
 - Universities have sought to close or merge SS departments;
 - EU funding under “societal challenges” rubric but limited cf. with STEM;
 - Efforts everywhere to harnessing HERD to economic growth & recovery;
 - Discussion around employability focus on skills vs. liberal curriculum.



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Assumptions about Value

- There is a common-sense discourse around investments in science, technical, engineering and mathematics research that assumes a direct correlation with investing in progress and building a better future;
- Investment in AHSS seen as less worthy or frivolous;
- As nations prioritize economic recovery and growth:
 - Move to “cut away all useless things in order to stay competitive in the global market” (Nussbaum, 2010, 2);
 - Too “remote from the problems of the societies that fund their dilettante pleasures” (Olmos-Penuela et al., 2014);
 - Deep concern that such disciplines poorly prepare students and graduates with the skills required for employability in the 21st century.
- Cf. value of cancer research vs. 16th century cooking.



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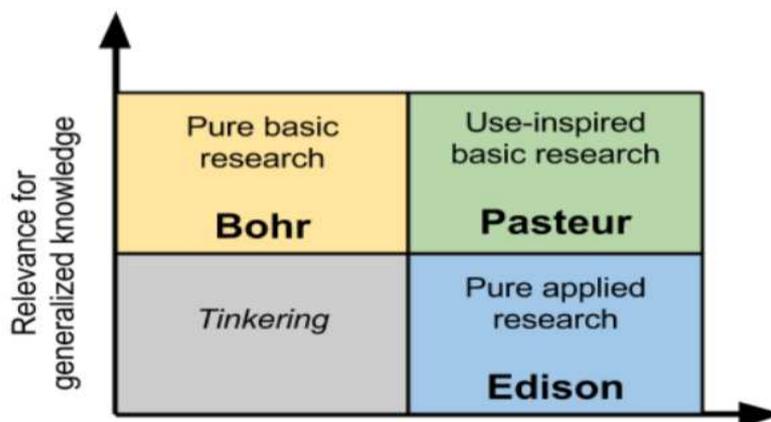
4 Discourses re Public Value of Research

1. Concerned primarily with generating understanding about particular situations rather than creating knowledge applicable in many situations, which means that it is difficult to upscale (e.g. Edgar & Pattison, 2006).
2. Consumed as interesting knowledge rather than being incorporated in ground-breaking novel innovations (Cassidy & Engineering, 2006; Olmos-Penuela *et al.*, 2014):
3. Oriented towards creating excellent research rather than being inspired by users' problems, e.g. in language of Stokes (1997), they have Bohr-type identities rather than Pasteur identities that are cornerstone of entrepreneurial science;



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Pasteur's Quadrant



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4. "Problem owners" tend to be other scholars/academic debate, and with an absence of societal and economic interests heard in these debates.

(Olmos Peñuela *et al.*, 2014).



Redefining the Social Contract between Society and Research(ers)



Changing Relationship between State & HERD

Two interpretations:

1. Shift from “earlier uneasy balance between professional and state control to some new combination of state and market control” (Dill, 1998, 362).
 - “Managerialism” “corporatisation” and “marketization” explains and describes profound reform and restructuring across public services;
 - Strong emphasis on entrepreneurship and industry-driven research and on accountability, transparency and performance.
2. Unravelling of “social contract” between scientists and US federal government towards end of WW2 (Guston, 2000).
 - Realisation scientific knowledge could be competitive advantage;
 - Concept of “public good” as litmus test for “generating public support for the scientific community” (Guston and Kenniston, 1994);
 - Social/economic progress requires application of knowledge to practical purposes.



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New Knowledge Production

- “Knowledge economy” is defining policy paradigm across Europe and around the world;
- Because creation of new knowledge primarily located within HE, university-based research has assumed huge significance.
 - Universities asserted own discourse around “academic science as an economic engine” – creating basis by which to seek “evidence”;
- Shift (or rebalancing) from basic/curiosity-driven to use-inspired research or application/challenge-oriented – corresponding to parallel debate about production of knowledge, and social role of research(ers)/HE:
 1. “Academic capitalism” underscores academic research link with “techno-science” and private sector (Slaughter and Leslie, 1997);
 2. “Four scholarships” challenged hierarchical apportioning of prestige between basic and applied (Boyer, 1990); taken up by Mode 2 & “engaged scholarship” discourse (Gibbons et al, 1994).



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Changing Role of the University

- Trow (1974, 91): Once matters come “to the attention of larger numbers of people, both in government and in the general public...[they will] have other, often quite legitimate, ideas about where public funds should be spent, and, if given to HE, how they should be spent”.
- Calhoun (2006, p. 19): Public support is only given/maintained according to capacity, capability and willingness to “educate citizens in general, to share knowledge, to distribute it as widely as possible in accord with publically articulated purposes”;
- Delanty (2001, 9): “Central task... is to become a key actor in the public sphere and thereby enhance the democratization of knowledge”;
- Brewer (2013, 12): “Marketization may have provoked interest in redefining our public value”, but “there is a necessity and urgency to engage directly with the issues...”



Implications for the University

- Because research does not exist in isolation, there are implications for organisation and management of research, what kind of research is funded, and on measuring its outcomes, impact and benefits;
 - Human capital development vs. tool of economic development;
 - Independence of researcher curiosity vs. alignment w/ priorities;
 - Funding excellence wherever it exists vs. targeting funding to strengthen capability or build scale;
 - Encouraging new and emerging fields vs. prioritising existing strengths.
- This makes boundaries between science and society more opaque:
 - Necessitates need to better integrate science and education – to ensure we have a fully-engaged active-aging population.



Promoting Innovation



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Innovation & Engagement Agenda

- Innovation is a fairly new policy domain and only recently been tied to research and to universities;
 - Ubiquitous concept used for all kinds of changes and interactions, making this a challenge to all disciplines.
- Initially focused on support for commercialisation and technology transfer, e.g. high-tech regions like Silicon Valley, Route 128, and Cambridge – and then spread around the world;
 - Emphasis on commercialisation as source of additional funding;
 - Concept of “third mission” became seamless part of university activities;
 - Often presented as a parallel set of activities, distinct from teaching and research.



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Contrasting Knowledge Creation Models

Traditional Linear Model



- Research creates an outcome or artefact that is then passed onto a user who then transforms it into a market-based product;
- Societal and economic benefits come at the end of that process, when there is a novel cure for an existing disease, new jobs created, new taxes and dividend paid, etc.
- Achieves accountability via peer-review process.

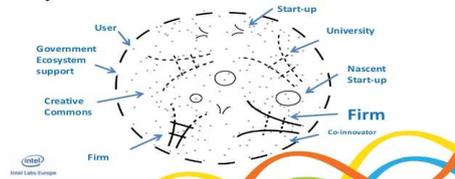


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Use-Inspired/User-Oriented Open Innovation

- Innovation derives from multi-actor environments, beyond the academy;
- Emphasis on "reflexive" or "co-production" of knowledge, "engaged scholarship", with an emphasis on impact and benefit.
- Achieves accountability increasingly via actively-engaged societal intervention and public endorsement.

Open Innovation 2.0: A new Milieu



Open Innovation 2.0

"Open Innovation 2.0 (OI2) is a new paradigm based on a Quadruple Helix Model where government, industry, academia and civil participants work together to co-create the future and drive structural changes far beyond the scope of what any one organization or person could do alone. This model encompasses also user-oriented innovation models to take full advantage of ideas' cross-fertilisation leading to experimentation and prototyping in real world setting"

European Commission .



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Understanding Innovation

- Innovation definition: “something new that is put into practice use” (Gulbrandsen, 2015);
 - Used to describe science-based outcomes, but there is usually a big lag between discoveries and practical applications;
 - Most innovation takes outside of HE; big discoveries are an exception;
 - From an innovation perspective, training skilled knowledge workers able to catalyse the adoption of research makes more sense.
- Current perspective favours wider set of phenomena – esp. AHSS:
 - Innovation *also* occurs in low-tech industries, service industries and outside of private firms;
 - Public sector and non-profit organisations/services can be renewed, reshaped and improved in ways that fit the definition of innovation.
- Concepts of social innovation or frugal innovation (Hazelkorn, 2010).



AHSS and Innovation

- Interaction with/in society is vital – leading to subtle on-going changes in the way teaching, research and dissemination are carried out;
- Interaction can be beneficial for research – collaboration with industry and societal partners shown to generate more, high quality cited publications (Gulbrandsen & Smeby, 2005);
- Sub-fields across the AHSS have as broad and intense connections with industry/societal partners as technological and natural science disciplines (Hughes et al., 2011);
 - Firms engage with researchers for a variety of reasons and are often in contact with many different disciplines;
- Innovation/academic entrepreneurship now includes much wider range of activities and interactions (Abreu & Grinevich, 2013);
 - Used for non-commercial changes, e.g. environmental/improvements in policy – thus, innovation relevant for AHSS (Gulbrandsen & Aanstad, 2015).



Innovating Education

- Innovation extends into all aspects of the university, and its interaction with society and its stakeholders;
 - Education – teaching students – is its core activity, and should be the arena of dynamic change;
 - This is a deep transformative agenda, which requires “anchoring engagement in both mission and governance” in a holistic way, and coupling engagement with teaching and research (Brunkardt et al., 2006, 13).
- AHSS has capacity to lead the “pedagogical revolution”
 - Going beyond inter-disciplinarity to shift from STEM to STEAM;
 - Collaborative laboratories aka Aalto;
 - Active engagement with social/cultural organisations, nationally and internationally – and leading innovative change;



Towards a Better Understanding of Public Value of AHSS



Civic University

- Responsibility of university to society is not new – but given greater saliency as challenges facing society have heightened in intensity:
 - Merging of local/global problems: migration, disease, climate change,
 - Speed and depth of economic crisis illustrates the inter-connectivity of society, and inability to insulate countries from it.
- Develop and exploit the “engagement agenda” – e.g. regional, civic or community – which opens up opportunities for AHSS in ways previously excluded.
 - To bridge gap between local and global;
 - To better communicate/contextual breadth of university’s activities

“Engaging in learning beyond the campus walls, discovery which is useful beyond the academic community, and service that directly benefits the public.” (Hazelkorn, 2010, p. 69)



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From Impact to Value

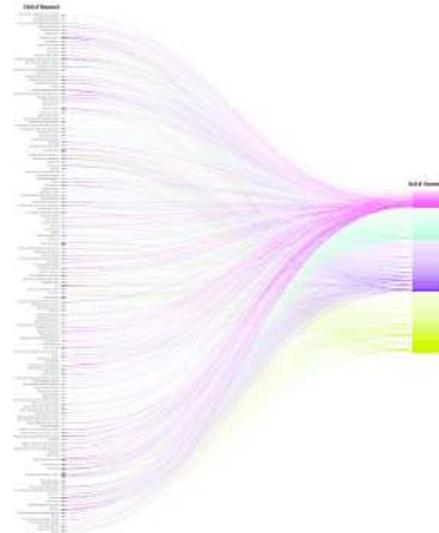
- Shift debate from economic impact to economic value, and from “economic value” to “public value” (without relying on a pricing mechanism) (Benneworth, Gulbrandsen and Hazelkorn, forthcoming 2016);
 - Market transactions are just one way that “publics” signal that they value something;
- AHSS creates societal benefits beyond level of immediate consumer:
 - Individual transactions between scholars/research with “aggregation actors”, who embed the ideas in artefacts and services;
 - Intermingling of publics with those actors through mass behaviour transactions (e.g. audiences watching TV programmes);
 - Circulation of ideas in society by influencing and shaping public discourses, behaviours, and institutions (e.g. TV programmes shaping public understanding of an issue).



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How AHSS Creates Value

- Value of research comes through myriad ways – different transactions create public benefit;
- Rather than linear/single input-output model, effects are more dispersed and interactive; it's the total net effect;
- Research creates value by causing “ripples” that are played out throughout society (Benneworth, 2012);
- AHSS serves a purpose in wider knowledge economy not just within its own field (Bollen et al, 2009; KCL REF 2015)



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Capturing AHSS Value

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| <ul style="list-style-type: none"> • <u>Journal articles</u> • Book chapters • Computer software and databases • Conference publications • Editing of major works • Legal cases, maps • Major art works • Major works in production or exhibition and/or award-winning design • Patents or plant breeding rights • Policy documents or brief • Research or technical reports • Technical drawings, designs or working models • Translations • Visual recordings | | <ul style="list-style-type: none"> • <u>Peer Esteem</u> • Impact on Teaching • Improved Productivity, Reduced Costs • Improvements on environment and lifestyle • Improving people's health and quality of life • Increased employment • Informed public debate • New approaches to social issues • New curriculum • Patents, Licenses • Policy change • Social innovation • Stakeholder esteem • Stimulating creativity |
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What can be done?

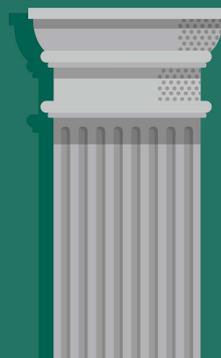
- Embed the concept of the *civic university* – and use the dynamism of AHSS as a factor to better position the university regionally & internationally;
- Adopt more dynamic understanding of innovation which emphasises students/graduates who facilitate the absorption of world-knowledge and contribute to a shared pool of knowledge in society;
- Incentivise much greater engagement between/with other disciplines – but critically with wider society;
- Use/integrate real-life problems to fuel learning, and develop students by putting them up against problems/challenges that necessitate drawing on many disciplines, working in teams and collaborating with organisations outside HE to solve them;
- Broaden way research is valued/measured, and used within the university;
- Embed new management practices within the university to support these initiatives, and demonstrate the university values engaged scholarship.



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The Impact and Future of Arts and Humanities Research



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