

Mapping HASS report
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Research Questions

- What are the major areas of research and teaching strength in HASS in Australia?
- What is Australia's public investment in teaching and research in the HASS disciplines?
- What are the current trends in HASS enrolments in Australian universities?
- Where are the gaps in research capabilities and research infrastructure now and in the future?
- What is the current profile and capacity of the academic workforce in HASS

Main Data Sources

- Australian Bureau of Statistics R&D data [Businesses, Government and Private Non-Profit Organisations, and Higher Education Organisations data]
- Australian Research Council:
 - National Competitive Grant Programme data, and
 - Excellence in Research for Australia (ERA) National Reports 2010 and 2012;
- Department of Industry/Department of Education: Higher Education Staff and Student Statistical Collections
- Graduate Careers: Graduate Destinations Survey and Beyond Graduation Survey.

What is HASS?

Broad Field of Education: Australian Standard Classification of Education Code (ASCEDC)

04 Architecture and Building
07 Education
08 Management and Commerce
09 Society and Culture
10 Creative Arts

Broad Field of Research: Australian and New Zealand Standard Research Code (ANZSRC)

12 Built Environment and Design
13 Education
14 Economics
15 Commerce, Management, Tourism and Services
16 Studies in Human Society
17 Psychology and Cognitive Sciences
18 Law and Legal Studies
19 Studies in Creative Arts and Writing
20 Language, Communication and Culture
21 History and Archaeology
22 Philosophy and Religious Studies

HASS Fields of Education

09 SOCIETY AND CULTURE	
0901	Political Science and Policy Studies
0903	Studies in Human Society
0905	Human Welfare Studies and Services
0907	Behavioural Science
0909	Law
0911	Justice and Law Enforcement
0913	Librarianship, Information Management and Curatorial Studies
0915	Language and Literature
0917	Philosophy and Religious Studies
0919	Economics and Econometrics
0921	Sport and Recreation
0999	Other Society and Culture

HASS Fields of Education cont.

0903	Studies in Human Society	
	090301	Sociology
	090303	Anthropology
	090305	History
	090307	Archaeology
	090309	Human Geography
	090311	Indigenous Studies
	090313	Gender Specific Studies
	090399	Studies in Human Society not elsewhere classified

Research profile

- HASS fields of research generate only 16% of the nation's research income, and receive 28% of Higher Education R&D investment, but they are responsible for 34% of the nation's research outputs. HASS contributed 42% of the total number of units of evaluation in ERA.

	Assessed UoEs (total four-digit)	Staff (FTE)	Research Outputs	Weighted Research Outputs	Research Income (\$)
STEM	956 (55.8%)	23,933.80 (57.2%)	272,724.10 (66%)	273,272.10 (63.4%)	\$7,344,210,709 (83.8%)
HASS	758 (44.2%)	17,840.2 (42.7%)	140,753.00 (34%)	157,870.20 (36.6%)	\$1,423,514,361 (16.2%)
TOTAL	1714	41,774.00	413,477.10	431,142	\$8,767,725,070

Research profile continued

- Sum of ARC NCGP funding: HCA 9.7%, SBE 13.8%
- The fields with the largest share of ARC NCGP funding in HASS were Studies in Human Society (21%), Psychology (16%), and History and Archaeology (12%)
- Dominance of project rather than programme funding. 53% of HASS ARC funds from Discovery; 22% from Linkage. Higher in HCA: 60% in Language, Communication and Culture; 63% in History and Archaeology; 68% in Philosophy and Religious Studies.
- In terms of the institutional distribution of Discovery funding: 68% of ARC funds went to Go8, 4% to regional institutions.
- Capacity building/critical mass: Reliance on the Discovery Projects scheme has major implications for the building of critical mass over time in discipline areas. HASS (and the humanities in particular) has limited participation and success in the Centres of Excellence (CoE) and the Linkage Infrastructure Equipment Fund (LIEF) schemes, securing three of 32 CoEs, and 73 of 810 LIEF grants over the period.

Research profile continued

- In terms of performance/quality: Of the top 5 Fields of Research in the last ERA (those with the highest numbers of a ranking of 5), 2 are from HASS: History and Archaeology, and Language, Literature and Communication.
- Against the ERA's Discipline Growth Index, of the 62 disciplines returning above average growth (that is, above 12%), 32 are HASS disciplines.
- As I noted earlier, we wanted to draw out data on collaboration and international collaboration in particular: evidence of team-based research across ARC programmes, on average 2 researchers per Discovery project in HASS.
- International Partner Investigators on Discovery Projects 2002-14: 56% Europe, 27% North America, 10% Asia, 5% Oceanic countries.
- Range of of partner organisations on Linkage projects 2005-13: State and Local Govt 31.6%; Non-Profit Australian 21.8%, Private Company Australian 20.3%; Commonwealth 9.2%
- What is HASS publishing? 'Asia knowledge': 33.5% STEM, 66.6% HASS. 'Health' 73.6% STEM, 26.8% HASS.

Teaching profile

- HASS teaches 65% of Australia's students and this has remained steady over the period of our research with 52% of the staff. Management and Commerce has the largest share of enrolments (26% in 2011), with Society and Culture the next largest (21% in 2011). HASS produced 71% of completions in 2011.
- Demand for the BA is declining slightly: between 2001 and 2010, despite an increase in the number of students enrolling in the Society and Culture FoE, the number of students enrolled in a BA degree as a proportion of enrolments in the Society and Culture FoE dropped from 32% to 26%.
- Reduction in number of course offerings, tagged degrees, but increase in dual degree enrolments.
- Languages teaching expanded over the period by nearly 5,000 EFSTL but declined in certain language groups, notably Southeast Asian Languages and Australian Indigenous Languages.
- Over 2002-12, the average SSR in HASS was 22.6, while in STEM it was 16.8. This was preceded by increase in HASS SSRs over the preceding decade of between 27% and 35%.
- Many issues specific to particular fields of education in the report, with each FoE given separate analysis.

HASS in the workforce

- 60% of tertiary-educated Australians have a HASS degree. This would suggest that something around that percentage of those currently in the work-force are HASS trained.
- HASS graduates are highly employable, across a wide range of occupations but mainly education, service and retail. Four years out from graduation, 90% of graduates from the Society and Culture FoE who are available for employment have found fulltime employment.

Academic workforce

- Ageing workforce: baby boomers make up 42% of the national workforce but 56% of the academic workforce.
- 50% of HASS academics are over 50 years of age
- Staff profiles unplanned and skewed in various ways
- Increase in casual employment: 43% in casuals as against 13% in FTE. Not systemic, but widespread and short-sighted strategy of cost reduction adopted by many universities
- Significant increase in workloads – student load increased 40%, staffing by 22% resulting higher SSRs; burden of online teaching, fewer FTE staff to share admin and planning roles
- Reduction in career prospects, staff development, time for research resulting in alienation of junior staff from the sector – all raise questions about the renewal of the workforce into the future

Issues for the future

The demand-driven system has led to market failures with implications for the sector as a whole.

- Reduction in offerings in areas of national importance such as languages (only 9 institutions offering LCTLs such as Cantonese and Hindi), with fewer majors and tagged degrees (but increase in dual degrees).
- Worrying contraction of HASS teaching from regions into the metros and Go8 institutions.
- No effective systemic consideration of addressing market failure with courses of low enrolment, and no central planning to maintain national knowledge base in areas of significance. But, some models for how this might be addressed.
- Some evidence of institutional dis-investment in HASS in response to cluster funding and shifts in student demand. (Four universities teach no languages, and some key disciplines such as history are missing from the regionals)

Systemic impediments

There remain significant impediments to HASS' full participation in the research system.

- exclusion from the tax concession for research,
- exclusion of HASS from some strategic research initiatives
- design of some sector-wide initiatives implicitly or even systemically privileges STEM research
- minimal levels of research infrastructure spending on HASS-related capabilities through central government programs and by the universities.
- Delays in access to CRC and international Science Linkages funding, among others, and poor accommodation once access was gained.
- Poor fit between HASS research models and CoE model.

The role of the universities

We need to stress the importance of the universities' institutional investment in the health and future of the HASS disciplines.

- Both government and the universities are the custodians of our national capacities in these fields, and their maintenance in the national interest. The evidence in the report indicates that individual institutional investments play a major role, and that their decisions are driven as much by concerns internal to each university as by the national funding environment.
- Greater attention from the sector as a whole to the effects of internal decisions on the national capacities in the disciplines, the viability and sustainability of both discipline offerings and the workforce, and to the longterm effects of short-term strategic decisions aimed at addressing immediate funding issues.
- Sector needs to come up with its own solutions, at the level of the university, in order to counteract the deleterious effects of the market and of current policy settings such as the existing structure of cluster funding.

Questions?