



Hui Rangahau Tahī



B R C S S
n e t w o r k

Building Research Capability in the Social Sciences (BRCSS)

National Survey of Social Scientists 2006

Karen Witten
Emily Rose
Paul Sweetsur
Taisia Huckle
John Huakau

Centre for Social and Health Outcomes Research and Evaluation
Massey University, P O Box 6137, Wellesley St
www.shore.ac.nz

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Massey University

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Thank you also to the social scientists who responded to the invitation to participate in the survey.

Executive Summary

Introduction

The Tertiary Education Commission (TEC) has contracted the BRCSS Network to undertake national surveys of social science activity, outcomes and uptake. This report presents the findings of the first National Survey of Social Scientists 2006.

The specific objectives of the survey were to describe:

- the people working as social scientists in New Zealand universities;
- the social science research activity undertaken in New Zealand universities, including disciplinary orientation, main research areas and funding sources.
- the extent of collaboration between social scientists in the University sector and between university, and other sectors nationally and internationally;
- interaction between social science researchers and the government and community sectors;
- the incentives and barriers to participation in investigator initiated social science research, involvement in the research/policy interface, and research for the business sector.

Methodology

Heads of Departments and Directors of Research Centres in New Zealand's eight universities identified 1564 potential survey respondents. Eligibility was based on Performance Based Research Fund (PBRF) inclusion criteria. The identified individuals were invited to participate in an on-line survey conducted between May and July 2006. The survey had a response rate of 59%. A follow up survey of non responders indicated that individuals who did not complete the survey were significantly less likely to self identify as a social scientist than individuals who completed the survey.

Key findings

Social Scientists:

- 89.5% of social scientists worked full time and of those who worked part time, the mean full time equivalent was 0.57 FTE.
- Comparable numbers of male (49.7%) and female (50.3%) social scientists completed the survey. Maori respondents were twice as likely to be female as male.
- Respondents employed at the lecturer/researcher level reported spending the highest mean percentage of their work time on research (43.7%), followed by professors (42.1%), associate professors (40.2%) and senior lecturers and senior researchers (35.2%).
- Two thirds of social scientists were between 40 and 60 years of age. Approximately 13% were 35 years or younger and only 3% were under 30

years of age. Age varied significantly by gender with more women under 30 years and between 41 and 55 than men and a higher percentage of men above 56 years.

- Approximately 70% of respondents described their main ethnic group as New Zealand European and 8% described their main ethnic group as Maori.
- 71.8% held a doctorate as their highest qualification. Men (78.3%) were significantly more likely to hold a doctorate as their highest qualification than women (66%).
- The most common disciplines in which doctorates were held were psychology (13.9%), education (10.6%), economics (8.5%) and sociology (6.7%).
- Respondents whose current position was either lecturer or researcher were more likely to be women (37.6%) than men (19.5%). 24.1% of male respondents were professors compared to 8.2% of female respondents.
- 27.4% of respondents had been in their present job for 10 years or more, 57% for less than five years and 14% for less than one year. Over 51 % of females had been in their current job for more than five years compared to 35.6% for men.
- 26.3% of social scientists were currently a member of a social science research network. The most common New Zealand based networks were ASSR (Association of Social Science Researchers), NZARE (New Zealand Association for Research in Education) and BRCSS (Building Research Capability in the Social Sciences).

Research Activity by Discipline:

- The disciplines respondents most commonly reported their research activity fell within were psychology (11%), education (11%), economics (8.0%), public health (6.3%), sociology (6.1%), management (5.5%) and marketing (5.3%).
- 20% of respondents reported undertaking single discipline research; approximately 63% interdisciplinary research; and approximately 28% trans-disciplinary research (multiple responses possible). Only 16.9% of social scientists reported that they only undertake single discipline research.
- Single discipline research was most common in economics, law, psychology, and linguistics.
- Trans-disciplinary research was most common in: industrial relations, Maori knowledge and development, public policy, communications, journalism and media studies; gender studies, and tourism.

Research Capacity by Research Areas:

- Areas of highest research activity overall were: health, business and management, education – curriculum and applied psychology. Person time spent on health research over the previous 12 months totalled 435 months, followed by 223 months for business and management research.
- In terms of building future research capacity, 55 masters and 50 doctoral students were being supervised in the health area. Researchers in applied psychology and business and management were supervising 49 and 35 masters' students and 37 and 33 doctoral students respectively.

- Other research areas (in which more than ten respondents are currently working) that appear to be building strong future research capacity are applied psychology, international relations/studies, behavioural sciences, Maori culture, planning, social psychology, applied sociology, development and modernisation studies, and race and ethnic relations.
- Areas in which post graduate student numbers appear low compared to current levels of research activity were micro economics, social policy and planning, labour studies, evaluation and critical constructivist and postmodern studies.
- The most frequently used methodological approaches were: face-to-face surveys/interviews, analysis of secondary sources, statistical analysis, textual analysis, and analysis of official statistics.

Funding:

- Internal university research funding was the most commonly reported source of social science research funding and it had been received by 45% of respondents in their main research area. Central government agencies were the second most common source of research funding.
- The Health Research Council had funded a higher percentage of respondents' research than either the Foundation for Research Science and Technology or the Marsden Fund

Collaboration and Relevance to Government Sectors:

- The most commonly reported forms of collaboration were collaboration with researchers from the same discipline within the same institution (55.7%), researcher from overseas universities or agencies (47.6%) and researchers from other disciplines within the same university (43.2%).
- Collaboration between researchers at different New Zealand universities was reported by less than a third of respondents and collaboration with researchers in Crown Research Institutes was reported by only 3.6% of respondents.
- Significant gender differences were evident in the types of collaboration. Women were more likely to have collaborated with community organisations and men were more likely to have collaborated with researchers in overseas universities and institutions.
- Over 25% of respondents indicated that their main area of research activity was relevant to one or more of the following policy arenas: education and training; social development and social policy; health and disability; people, family and society. Other sectors frequently noted were business and trade (18.4%); arts, culture and history (17.2%); Maori (16.1%), employment (11.5%), environment and conservation (10.8%) Pacific peoples (10.5%), and government and international relations (10.1%).

Incentives and Barriers:

- Having allocated time to spend on research, a positive and encouraging research environment and access to research funding were the most highly rated incentives to participating in investigator initiated research. Other incentives given lower importance ratings were access to data sources,

opportunities for collaboration, linking of research record to promotion and career development, access to postgraduate students and PBRF. The most important barriers to participating in investigator initiated research were lack of time, the nature of academic works, and lack of funding. Barriers with lower importance ratings were overhead levels within institutions and problems with 'buying out' teaching time for research.

- Key incentives to participating in commissioned or contracted research and evaluation were access to research funding, the opportunity to contribute to public policy and collaborative work with policy makers. Lack of time, lack of funding and short timeframes were the barriers to participating in this type of research.
- Research with the business sector was rated as not relevant to the experience of approximately half the survey respondents. Access to research funding and the opportunity to make a contribution to the private sector were the most important incentives and important barriers to research with the business sector were a lack of time, lack of funding and short timeframes.

Introduction

In 2004 the Tertiary Education Commission (TEC) funded an inter-University programme to stimulate the development of research capacity in the social sciences. The network of academic social scientists formed as a result of the funding programme is called the BRCSS Network - an acronym for Building Research Capability in the Social Sciences.

One of the key tasks TEC has contracted the BRCSS Network to undertake is national surveys of social science activity, outcomes and uptake. This report presents the findings of the National Survey of Social Scientists 2006. It is the first of three surveys designed to describe social science research activity and capacity in the New Zealand University sector and its uptake by government sectors. The National Survey of Social Scientists 2006 has been designed to provide complementary information and understandings of the sector to that provided by the Performance Based Research Fund (Crothers, 2006), the Social Sciences Reference Group (2005) and the New Zealand Census 2001 (Newell, 2006). Social scientists employed at New Zealand's eight Universities were invited to participate in the on-line survey. The survey will provide a baseline from which change over time in social science capacity and activity can be measured.

The specific objectives of the National Survey of Social Scientists were to describe:

- the people working as social scientists in New Zealand universities;
- the social science research activity undertaken in New Zealand universities, including disciplinary orientation, main research areas and funding sources;
- the extent of collaboration between social scientists in the University sector and between university, and other sectors nationally and internationally;
- interaction between social science researchers and the government and community sectors;
- the incentives and barriers to participation in investigator initiated social science research, involvement in the research / policy interface, and research for the business sector.

Methodology

The BRCSS National Survey of Social Scientists 2006 was an on-line survey completed by 808 social scientists employed by the University of Otago, Lincoln University, University of Canterbury, Victoria University of Wellington, Massey University, University of Waikato, University of Auckland and Auckland University of Technology.

Ethics approval for the survey was sought from and granted by the Massey University Human Ethics Committee, Albany (application 05/081).

Questionnaire Development

The questionnaire was designed to provide descriptive information in three key areas: the demographic characteristics of the social science workforce in the University sector; the research capacity in the sector from disciplinary and topic area perspectives, and the incentives and barriers to undertaking social science research.

One of the more challenging aspects of designing a questionnaire to capture the scope and quantity of social science activity (capacity) in the University sector was identifying a suitable typology for describing the diversity of research topics on which research activity was known to be occurring within the sector. To our knowledge similar surveys have not been undertaken previously in New Zealand or internationally so there were no comparable examples to draw on. The descriptors used by agencies that fund social science research nationally and internationally, the classifications systems used by social science databases, the disciplines, sub disciplines and titles of courses listed in New Zealand University calendars and the contents of a social science encyclopaedia were all considered in the search for an appropriate approach. None provided a classification system that mapped well to the known characteristics of social science research activity in New Zealand. The approach finally adopted was an augmented version of the classification system used for the social sciences by the Marsden Fund. Its strength was that it reflected research activity in New Zealand. However, as a list that has evolved iteratively in response to changing research foci it is an eclectic mix of topic-based and discipline-based descriptors.

The use of such a list, while imperfect, enables some quantification of research activity by field or topic. Mindful of the limitations of the approach respondents were asked to use keywords of their own choosing to describe their research. While beyond the scope of the analyses covered in this report, the descriptors provide a detailed information resource for further study.

Piloting and Testing

The on-line survey was pilot tested with ten university-based social scientists and modified in light of participants' feedback before the final version went live.

Survey Methodology

Defining and identifying the sample

A list of social scientists employed by one of New Zealand's eight Universities¹ and who were either PBRF eligible or approaching eligibility was collated. An inclusive approach to the term 'social scientist' was adopted. Disciplines and subject areas included in the PBRF Social Science panel provided a starting point for the disciplinary list and further subject areas were added from other panels (e.g. Maori Knowledge and Development, Humanities and Law, Architecture and Town Planning) (see Appendix 1). The eight New Zealand universities were approached and asked to identify the schools, departments and research centres within their university that were likely to employ social scientists and to provide the research team with the names of the academic heads of the identified departments. Heads of Departments (or equivalent) were subsequently asked, first by letter and where necessary via follow up emails and telephone calls, to identify potential survey respondents in their departments and/or research centres. The Heads of 148 Departments were asked to supply the names and email contacts of all identified staff members. Four did not respond and one refused, although it transpired that there were no social scientists in this department. Heads of Departments adopted various approaches to the task. Some used their judgement to compile lists of social scientists, whereas others sought feedback from people within the department as to whether they identified as social scientists or not. Several referred to the PBRF panels selected by staff members. The Auckland University of Technology opted to compile a list of all social scientists internally that was then forwarded to the SHORE² research team. The names and contact details were collated into a master list of 1,564 social scientists working in New Zealand universities.

Although a census of social scientists was attempted the process of compiling the list relied on Universities identifying all departments in which social scientists were employed and on Heads of Departments identifying all social scientists in their departments. During the course of the survey several individuals informed us that they would have been eligible but had not been invited to participate in the survey. The number of individuals excluded in this way is unknown.

Data collection

OPRA (Occupational Psychology Research Associates) was contracted to facilitate the on-line data collection process. Specifically they developed the on-line version of the questionnaire (in consultation with SHORE) and hosted the survey, which included responsibility for the electronic communication with respondents, the data collection process and providing information for the response rate calculation.

Respondent recruitment procedures

The first contact with the potential survey respondents was a letter sent on 16 May 2006 from Professor Richard Bedford, Director of the BRCSS Network. This letter

¹ Auckland University of Technology; Lincoln University; Massey University; University of Auckland; University of Canterbury; University of Otago; University of Waikato; and Victoria University of Wellington.

² SHORE is the Centre for Social Outcomes Research & Evaluation, Massey University

introduced people to the study and invited them to participate. An e-mail invitation containing a link to the survey was sent from OPRA to the master list of social scientists on 23 May 2006. Potential respondents were sent up to three email reminders and one telephone reminder, depending on whether they completed the survey and the timing of their response. E-mail reminders were sent on 7 June 2006 and 21 June 2006 and individuals who had not responded by the end of June were called by research interviewers and encouraged to participate in the study. On 5 July 2006 a final e-mail was sent to non-responders to inform them that the survey was going off-line on 7 July 2006. In total up to six contacts were made with potential respondents.

Analysis

Descriptive statistics are produced for the BRCCS and non-respondents' questionnaires. Significance testing between males and females in the BRCCS questionnaires was done using chi square tests. Significance testing between the BRCCS and non-respondents' questionnaire samples was done using chi square tests for categorical variables and an independent sample t-test for age. All analysis was run in SAS.

Response rate/s

The overall response rate for the on-line survey was 59%. Of the 1564 individuals invited to participate 140 were ineligible. The main reasons for ineligibility were not being a social scientist (73), having retired or left the university between when the potential participant list was collated and the survey going live and being away from the university for the duration of the survey.

The on-line survey response rate was also calculated for each university.

Table 1: Response rate by University

University	Response rate %	University	Response rate %
University of Waikato	71	Lincoln University	60
University of Otago	64	Massey University	56
University of Canterbury	62	University of Auckland	51
Auckland University of Technology	62	Victoria University of Wellington	51

The BRCCS director, Professor Bedford, has been a social scientist at the University of Waikato for many years. The letter of invitation to participate in the survey went out under his name which may explain the high response rate from the University of Waikato.

Non-responders' survey

To establish whether there were significant differences between individuals who did or did not participate in the on-line survey, a non-responders' survey was undertaken. A random sample of 150 non-responders was generated. Experienced interviewers attempted to make contact with these individuals by telephone in their workplaces. The non-responders' survey was undertaken over three days, four weeks after the on-

line survey closed. To maximise the number of individuals contacted, repeated calls were made during working hours on different days of the week and at different times of the day. The response rate for the non responders' survey was 62%.

Participants in the non-responders' survey were asked five questions: whether they considered themselves to be a social scientist, and if they did, their gender, age, highest qualification and current position.

From a comparison of responses to the same question in the on-line and non-responders' survey we can conclude that individuals who responded to the on-line survey were significantly more likely to consider themselves to be a social scientist (92%) than individuals contacted in the non responders' survey (78%) ($p < .0001$). Non-responders were significantly more likely to be female ($p = .03$). There were no significant differences between the responder and non-responder samples by age, highest qualification or current position.

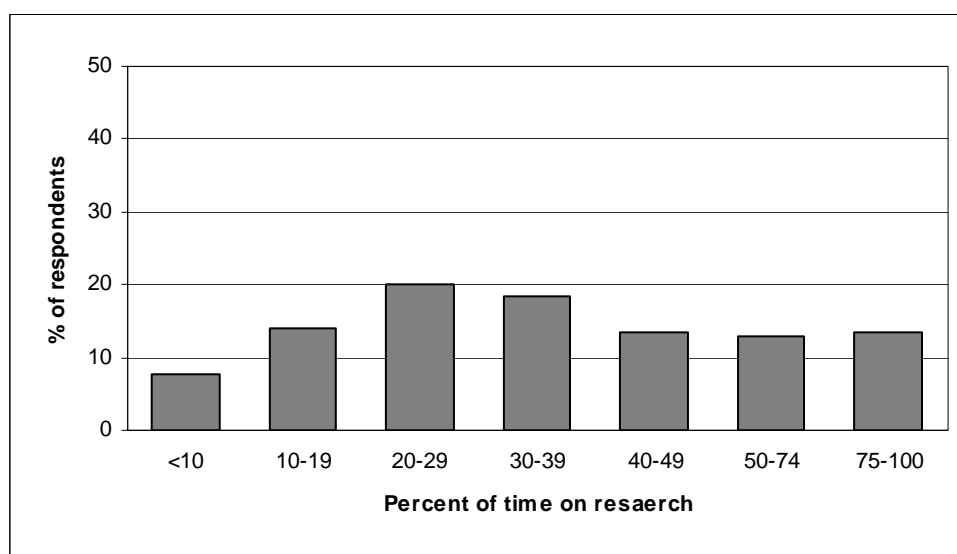
The Social Scientists

A names of (probable) social scientists, at or near PBRF eligibility level were identified and these people were invited to participate in an on-line survey (refer to the Methodology section). The initial question in the survey asked respondents whether they considered themselves to be a social scientist or not, using the term social science in the broadest sense. Eight hundred and eighty one people responded to the on-line survey. Of these individuals, 73 did not consider themselves a social scientist (8.2%) and 808 did (91.7%). Approximately ten people started but did not complete the survey. This report describes the responses of the respondents who identified as social scientists. They will be referred to throughout the report as either the respondents or the social scientists.

The majority of the social scientists worked full time (89.5%). Of those who worked part time, the mean full time equivalent was 0.57 FTE.

Figure 1 details the percentage of work time respondents indicated that they spent on research activity.

Figure 1: Percentage of work time spent on research activity



Just over a quarter of respondents reported that they spend half or more of their work time on research (26.3%) and a little over half the respondents (52.1%) reported that they spent between 20% and 49% of their work time on research. Approximately 8% of social scientists spent less than 10% of their work time on research and just over 13% were engaged in research activities for more than 75% of their time.

There was variation in the percentage of time spent on research by current position. Respondents employed as lecturers or researchers reported the highest mean percentage of time spent on research (43.7%), followed by professors (42.1%) and associate professors (40.2%). For senior lecturers and senior researchers the mean percentage time spent on research was 35.2%.

Comparable numbers of male and female social scientists participated in the survey (50.3% female; 49.7% male).

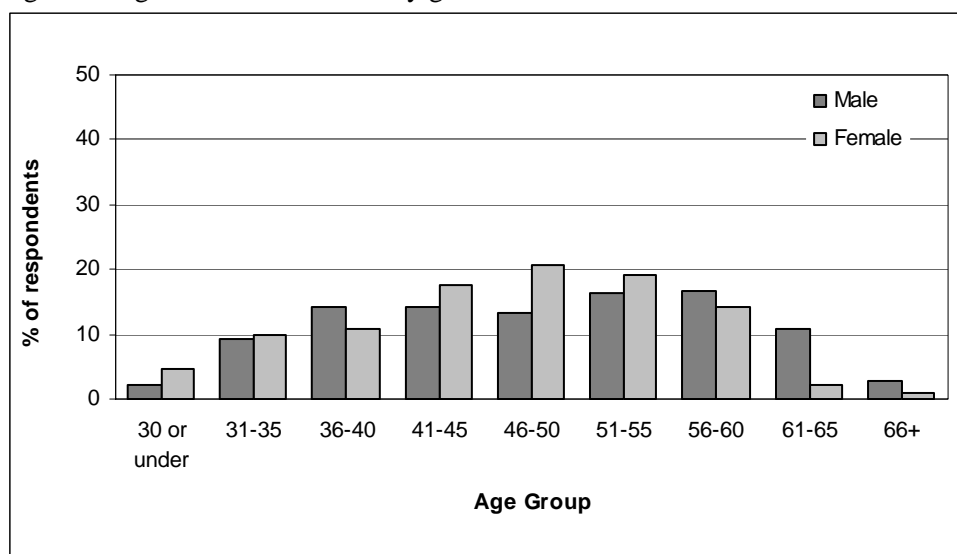
The age distribution of the social scientists is detailed in Table 2.

Table 2: Age of social scientists

Age (years)	%
30 or under	3.39
31-35	9.52
36-40	12.52
41-45	15.91
46-50	16.95
51-55	17.86
56-60	15.38
61-65	6.52
66 or older	1.96
Total	100.00

Two thirds the social scientists were between 40 and 60 years of age. Approximately 13% were 35 years or younger and only 3% were under 30 years of age.

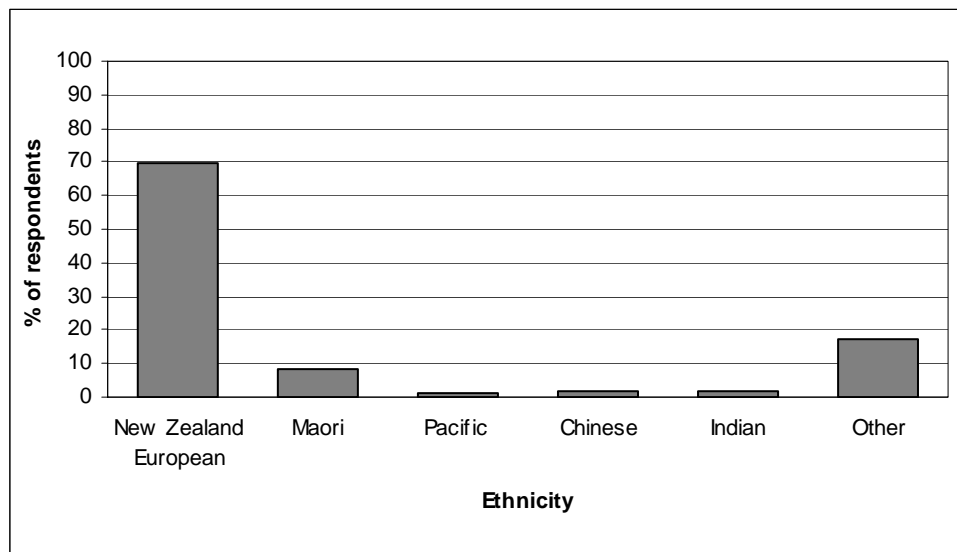
Figure 2: Age of social scientists by gender



The age profiles of respondents varied significantly by gender ($p < .0001$). Social scientists under 30 years and between 41 and 55 years were more likely to be female but males predominated in the categories above 56 years.

Details of the main ethnic groups social scientists reported belonging to are shown in Figure 3.

Figure 3: Main ethnic group



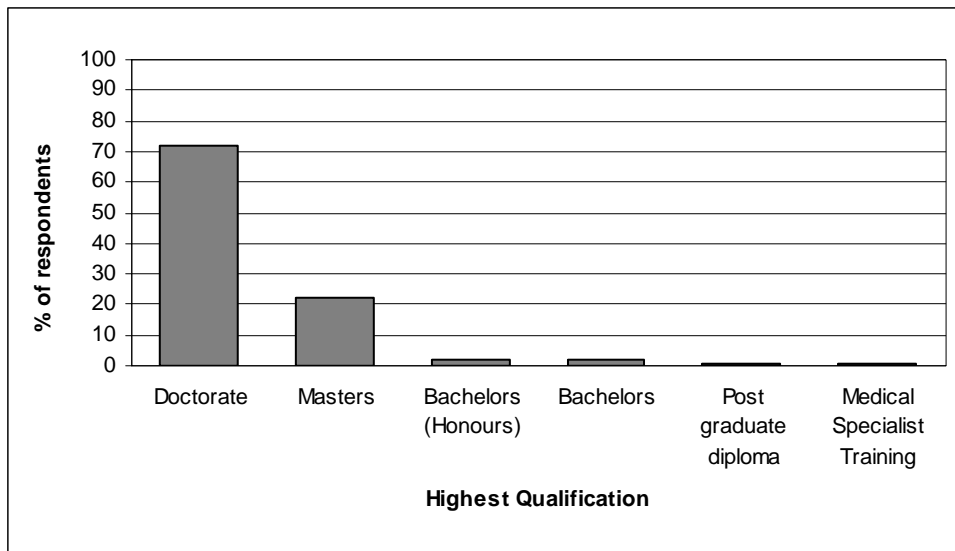
Approximately 70% of respondents described their main ethnic group as New Zealand European and approximately 8% described their main ethnic group as Maori. The 17% of social scientists who described their main ethnic group as 'other' had an opportunity to further define their ethnic group. The predominant groups in this category included Americans, Australians, Europeans and people from New Zealand who defined themselves in ways other than 'New Zealand European'. This latter group included terms such as New Zealander, Pakeha and Caucasian.

Gender differences were evident between the ethnic groups. The Maori respondents were approximately twice as likely to be female as male whereas for the Chinese respondents there were nearly three times as many men as women and the Indian ethnic group was made up of almost twice as many men as women.

The age profiles also varied between ethnic groups, a difference that was particularly evident between Maori and New Zealand European respondents. Maori comprised 13.4% of survey respondents 40 years or younger, 6.2% of respondents between 41 and 50 years and 6.6% of those over 51 years. Corresponding figures for New Zealand Europeans were 55.3%, 66.1% and 79.5% for the respective age groups.

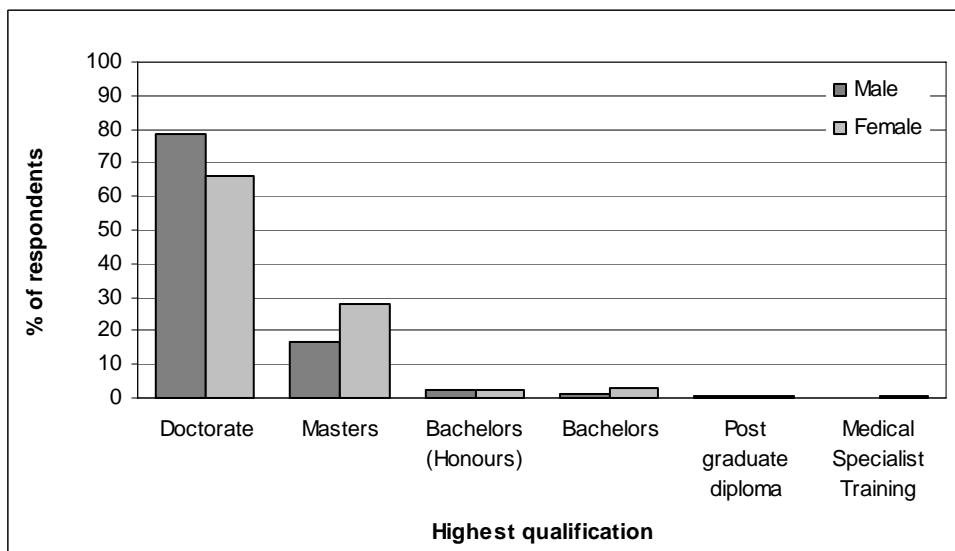
Details of the highest qualification held by respondents are shown in Figure 4. Respondents were also asked to indicate the disciplines to which their qualifications pertained and a breakdown is provided of the disciplines in which doctorates were held (Table 2).

Figure 4: Highest qualification



Nearly three-quarters of respondents (71.8%) reported that their highest qualification was a doctorate and approximately 23% reported that a masters' degree was their highest qualification. Less than 2% of respondents who considered they were a social scientist had completed training in a medical speciality³ (eg, paediatrics, public health) or had a post graduate diploma as their highest qualification.

Figure 5: Highest qualifications by gender



The highest qualification held by respondents differed significantly by gender ($p = .0015$). Male social scientists were significantly more likely to hold a doctorate as their highest qualification (78.3%) compared to female social scientists (66%) ($p = .0002$).

³ This figure may be an artefact of the recruitment strategy as the only departments within Medical schools included within the sampling frame were schools/departments of community, population and public health.

Table 3 provides a breakdown of the disciplines in which doctorates were held. Seventy two respondents, 13.9% of the sample, held doctorates in Psychology. This was the most commonly reported discipline in which doctorates were held followed by education (10.6%), economics (8.5%) and sociology (6.7%).

Table 3: Disciplines of doctorates

Discipline	%	Discipline	%
Psychology	13.9	Tourism	1.7
Education	10.6	International relations	1.5
Economics	8.5	Public policy	1.5
Sociology	6.7	Planning	1.5
Human geography	5.2	Criminology	1.4
Management	4.8	Nursing	1.2
Marketing	4.8	Law	1.0
Public health	4.2	Linguistics	1.0
History	3.9	Religious studies and theology	1.0
Political science	3.5	Social work	0.8
Communications, journalism, media studies	3.5	Archaeology	0.6
Anthropology	3.3	Statistics	0.6
Maori knowledge and development	2.1	Gender studies	0.6
Social policy	1.9	Industrial relations	0.4
		Other	8.5
		Total	100

In the disciplines of international relations and economics doctorates were held by over three times the number of men than women. The inverse applied for the disciplines of anthropology, social policy and nursing in which women were over three times as likely to hold a doctorate.

Respondents were asked to report their current university position. Results can be seen in Table 4

Table 4: Current position

Current Position	%
Management	1.1
Professor	15.0
Assoc Professor	12.5
Senior Lecturer	32.9
Senior researcher	6.5
Lecturer	19.9
Researcher	6.8
Post-doctoral fellow	0.7
Assistant researcher/lecturer	1.6
Tutor	0.9
Other	2.1
Total	100

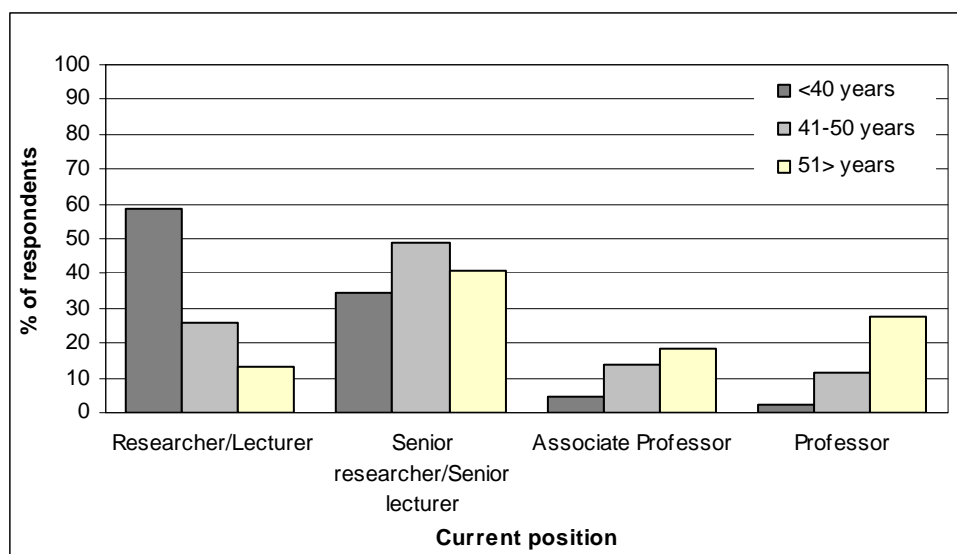
Over half the respondents were either senior lecturers or lecturers (52.7%) and more than a quarter of respondents were either Professors or Associate Professors (27.5%). Approximately 13% of respondents described their position as senior researchers or researchers. An 'other' category was provided and approximately 2% of respondents in this group indicated that they held a senior managerial position, for example a Deputy Vice Chancellor (Research) or the Director of a research unit.

Figure 6: Current positions by gender



To examine the relationship between current position and gender and age the current position categories were collapsed into four: researcher/lecturer, senior research/senior lecturer, associate professor and professor. A significant gender gradient in seniority within the sample was evident ($p < .0001$). Respondents whose current position was either lecturer or researcher were more likely to be women (37.6%) than men (19.5%). At the professorial level 24.1% of male respondents were professors compared to 8.2% of female respondents. The gender difference between respondents whose current position was professorial was statistically significant ($p < .0001$).

Figure 7: Current position by age



Not surprisingly the age of respondents increased at higher levels of seniority. Of the social scientists in the under 40 age group 58.8% indicated that they were researchers or lecturers and only 2.3% held professorial positions. Almost half the respondents in the 41-50 age group held senior researcher or senior lecturer positions with smaller numbers at the associate professor (13.6%) and professor (11.5%) levels. Senior lecturer or senior researcher was also the most common position held by respondents over 51 years of age, but in this older age band 18.2% of respondents indicated that they were an associate professor and 27.7% were professors.

Respondents were asked how long they had been in their current position (Table 5). More than a quarter of respondents had been in their present job for 10 years or more (27.4%). Approximately 57% of respondents had been in their present job for less than five years and nearly 14% of respondents had been in their present job for less than one year.

Table 5: Number of years in present job

Number of Years in Present Job	Male %	Female %
0-0.5	3.0	3.7
0.5-1	11.0	9.4
1-2	17.0	14.3
2-3	8.8	9.6
3-5	24.6	11.6
5-7	3.8	5.9
7-10	10.3	12.1
10-15	8.3	12.8
15+	13.3	20.5
Total	100.00	100.00

A quarter of male social scientists had been in their present job for between 3-5 years and 35.6% for more than five years. Female social scientists were significantly more likely to have been in their present job for longer than men ($p=.0002$). Over 50% of

females had been in their current job for more than five years and 20.5% for over 15 years.

Although not tabulated, just over a quarter of respondents (26.3%) reported that they were a member of a social science research network. The list of networks was extensive comprising national and international networks based around academic disciplines and topics. The most commonly noted New Zealand based networks were ASSR (Association of Social Science Researchers), NZARE (New Zealand Association for Research in Education) and BRCSS (Building Research Capability in the Social Sciences).

Social Science Research Activity

Two main approaches were used to explore New Zealand social scientists' research work. An attempt was made to describe firstly the academic disciplines within which research activity was undertaken and secondly the topic areas on which research was taking place.

Research Capacity by Discipline

Respondents were asked to select the main discipline that their research activity was positioned within. An inclusive list of PBRF subject areas/disciplines that related to social sciences (in the broadest sense) was used (Appendix 1). An 'other' category was added to this list with space provided for further description.

Recognising that social scientists do not always work within a single discipline, respondents were also asked whether their research fell within a single discipline, and/or whether it was inter-disciplinary or trans-disciplinary. Inter-disciplinary research was defined in the survey as research activity that draws from more than one discipline and trans-disciplinary research was defined as research activity that works across disciplines to build up a new body of knowledge. One or more of these response options could be selected.

Table 6 describes the main disciplines respondents used to categorise their research work together with a breakdown of how research activity was described in terms of being single disciplinary, inter-disciplinary and/or trans-disciplinary.

Table 6: Main discipline of research activity

Main Discipline	%	Single Discipline	Inter-disciplinary	Trans-disciplinary
Industrial relations	0.4	0.0	66.7	66.7
Maori knowledge and development	4.4	2.9	57.1	60.0
Public policy	1.3	0.0	40.0	60.0
Communications, journalism, media studies	3.1	4.0	52.0	56.0
Gender studies	1.0	0.0	75.0	50.0
Tourism	1.8	0.0	71.4	50.0
Anthropology	2.4	21.1	52.6	42.1
Sociology	6.1	10.2	67.4	38.8
Human geography	4.6	13.5	67.6	35.1
Archaeology	0.4	0.0	100.0	33.3
Nursing	2.0	25.0	43.8	31.3
Linguistics	1.0	28.6	42.9	28.6
Planning	1.4	18.2	72.7	27.3
Political science	3.2	19.2	65.4	26.9
Education	11.4	24.2	53.9	25.3
Management	6.0	15.9	75.0	25.0
Statistics	1.0	0.0	100.0	25.0
Social work	2.0	0.0	83.3	25.0
Psychology	10.8	37.2	51.2	24.4
Social policy	1.9	0.0	93.3	20.0
Religious studies and theology	0.6	0.0	80.0	20.0
Law	1.4	45.5	54.6	18.2
Public health	6.3	10.0	78.0	18.0
Marketing	5.3	23.8	71.4	14.3
History	3.6	17.2	75.9	13.8
Economics	8.0	54.7	37.5	10.9
Criminology	1.3	10.0	80.0	10.0
International relations	1.4	9.1	81.8	9.1
Other	8.4	11.9	68.7	29.9
Total	100	20.1	62.63	27.6

Education and psychology were the disciplines respondents most commonly reported their research activity fell within, at approximately 11% each. This was followed by economics (8.0%), public health (6.3%), sociology (6.1%), management (5.5%) and marketing (5.3%). All other categories were selected by less than 5% of respondents, except the 'other' category which was selected by approximately 8% of respondents.

A range of responses appeared in the 'other' category. The more frequently mentioned responses included: demography, development studies, health and health services, leisure and sport studies, midwifery, and disability studies.

Overall, approximately 20% of respondents reported that they undertake single discipline research; approximately 63% reported that they undertake inter-disciplinary research; and approximately 28% reported that they undertake trans-disciplinary research. It was feasible for respondents to indicate that various aspects of their research activity could be conceptualised within a single discipline, as well as inter-

disciplinary and/or trans disciplinary. Only 16.9% of social scientists reported that they only undertake single disciplinary research.

The most common disciplines in which research was considered to fall within a single discipline were economics (54.7%), law (45.5%), psychology (37.2%), and linguistics (28.6%).

One-hundred percent of respondents whose research was described by the main disciplines of statistics or archaeology indicated that their research was inter-disciplinary. This was followed closely by social policy (93.3%), social work (83.3%), international relations (81.8%), criminology (80.0%); and religious studies and theology (80.0%). At least half the respondents from all disciplines (with the exceptions of nursing, linguistics, public policy and economics) reported that their work was inter-disciplinary.

The disciplines of respondents who most commonly reported their research as trans-disciplinary were: industrial relations (66.7%); Maori knowledge and development (60.0%); public policy (60.0%); communications, journalism and media studies (56.0%); gender studies (50.0%); and tourism (50.0%).

Respondents who reported that the research they carried out was inter-disciplinary or trans-disciplinary were asked to identify the other disciplinary contributions to their research activity. Numerous combinations of main disciplines with other disciplines were reported.

Table 7 explores the more common combinations of disciplines that were reported by respondents conducting inter- and/or trans-disciplinary research. The main disciplines are described in the first column and the number in brackets is the number of respondents in the discipline who indicated that they undertake inter- and/or trans-disciplinary research. For example for anthropology 16 of the 21 respondents who indicated anthropology was their main discipline reported that they participate in inter- and/or trans-disciplinary research. The other disciplines that were commonly associated with anthropology appear in the second column: gender studies, history and sociology. In an attempt to represent quantitatively the main disciplinary combinations reported by respondents, without excluding the less common main disciplines, the data is presented in two ways. Firstly, the percentage of respondents working in a particular discipline (their main discipline) who work within other disciplines (column 2) when carrying out inter- or trans-disciplinary research is shown (column three). For example, of respondents whose main discipline was anthropology and who reported undertaking inter- and/or trans-disciplinary research, 50%, or eight individuals, indicated that their work was influenced by gender studies and 62.5% reported that the disciplines of history or sociology informed their research. (Percentages are reported only where 50% or more of respondents within a main discipline identified a particular additional discipline. This may represent a very small number of individuals e.g. archaeology).

Secondly, column 4 in Table 7 shows the numbers of individuals reporting particular disciplinary combinations for their inter- and/or trans-disciplinary research. As the potential combinations are large, only combinations reported by more than 10 individuals are reported. This second approach to summarising the data is more

informative for disciplines like education in which social scientists engage in inter- and/or trans-disciplinary research with a number of other disciplines. Sixty nine of the 93 respondents whose main discipline was education reported that they undertook inter- and/or trans-disciplinary research. The most common disciplinary pairings reported with education were sociology and psychology.

Table 7: Disciplinary combinations for inter- or trans-disciplinary research activity

Main discipline	Second disciplines	% (N) of main discipline who report working in second disciplines	(N) who report working in second disciplines
Anthropology (16)	Gender studies	50.0 (8)	-
	History	62.5 (10)	10
	Sociology	62.5 (10)	10
Archaeology (3)	Anthropology	100.0 (3)	-
	Human geography	66.7 (2)	-
Communications, journalism, media studies (25)	Sociology	60.0 (15)	15
Criminology (9)	Law	55.6 (5)	-
	Psychology	66.7 (6)	-
	Social policy	44.4 (4)	-
	Sociology	88.9 (8)	-
Economics (29)	Public policy	-	10
	Statistics	-	13
Education (69) of 93	Education ⁴	-	12
	Gender studies	-	15
	History	-	10
	Public policy	-	14
	Linguistics	-	10
	Maori knowledge and development	-	16
	Philosophy	-	16
	Psychology	-	23
	Social policy	-	10
	Sociology	-	27
Gender studies (4)	Communications, journalism, media studies	50.0 (2)	-
	History	50.0 (2)	-
	Sociology	75.0 (3)	-
History (26)	Political studies	-	10
	Sociology	-	11
Human geography (35)	Anthropology	-	13
	Economics	-	10
	History	-	11
	Planning	-	14
	Sociology	-	15
Industrial relations (3)	-	-	-
International relations (11)	History	60.00 (6)	-
	Political science	70.00 (7)	-
Public policy (10)	Economics	50.0 (5)	-
	Public health	60.0 (6)	-
Law (7) of 12	Public policy	57.1 (4)	-
Linguistics (7)	Education	60.0 (3)	-
	Sociology	60.0 (3)	-
Management (38)	Economics	-	12

⁴ There appears to be an anomaly in education and statistics - a number of respondents identified their main discipline also as a secondary discipline.

	Gender studies	-	11
	Management	-	10
	Psychology	-	11
	Sociology	-	19
Maori knowledge and development (34) of 36	Anthropology	-	10
	Education	52.9 (18)	18
	History	-	15
	Public policy	-	13
	Maori knowledge and development	-	12
	Public health	-	10
	Social policy	-	15
	Sociology	-	13
	Marketing (34)	Communications, journalism, media studies	-
Economics		-	11
Management		61.7 (21)	21
Psychology		-	16
Sociology		-	14
Statistics		-	13
Nursing (12)	Education	50.0 (6)	-
Philosophy (0)	-	-	-
Planning (9)	Human geography	88.9 (8)	-
	Public policy	66.7 (6)	-
Political science (26)	History	50.0 (11)	11
Psychology (59) of 87	Communications, journalism, media studies	-	11
	Education	-	10
	Gender studies	-	15
	Public health	-	12
	Social policy	-	10
	Sociology	-	22
Public health (46)	Economics	-	12
	Education	-	11
	Public policy	-	20
	Maori knowledge and development	-	16
	Psychology	50.0 (23)	23
	Public health	-	13
	Social policy	-	19
	Sociology	-	19
Statistics	-	17	
Religious studies and theology (5)	Sociology	60.0 (3)	-
Social policy (15)	Public policy	80.0 (12)	12
	Sociology	60.0 (9)	-
Social work (12)	Psychology	58.3 (7)	-
	Social policy	50.0 (6)	-
	Sociology	50.0 (6)	-
Sociology (45)	Anthropology	-	18
	Gender studies	-	15
	History	-	10
	Human geography	-	12
	Maori knowledge and development	-	10
	Political science	-	12
	Public health	-	10
	Social policy	-	17
Statistics (4)	Psychology	50.0 (2)	-
	Public health	75.0 (3)	-
	Sociology	50.0 (2)	-

	Statistics	75.0 (3)	-
Tourism (14)	Anthropology	50.0 (7)	-
	Human geography	57.2 (8)	-
	Marketing	50.0 (7)	-
	Sociology	50.0 (7)	-
Other (64)			-

Some main disciplines appear in a wide range of different disciplinary combinations whereas others do not. Archaeology, for example was associated with only two other disciplines and all the respondents working within archaeology as their main discipline identified anthropology as an associated discipline when carrying out inter- or trans-disciplinary research. Further examples of more exclusive disciplinary pairings include planning in which 89% of people working in planning as their main discipline also work in human geography; 89% of people working in criminology as their main discipline also work in sociology; and 80% of people working in social policy as their main discipline also work in public policy, when carrying out inter- or trans-disciplinary research.

It should be noted that even though some main disciplines have a high percentage of social scientists working within them whose trans- or inter-disciplinary research is associated with a particular second discipline, the actual number of social scientists involved may be quite low. This number is given in brackets in column 3.

There are some main disciplines from within which respondents engage in inter- and trans-disciplinary research with many other disciplines. These disciplines include education, Maori knowledge and development, psychology, public health and sociology. More common disciplinary in in combination included: education as the main discipline in association with psychology (23 respondents) and sociology (27 respondents); marketing as the main discipline combining with management (21 respondents); psychology as the main discipline associated with sociology (22 respondents); and public health as the main discipline associated with public policy (20 respondents) and psychology (23 respondents).

Research Capacity by Research Areas

The second approach used to describe social science activity was by research field or area. Respondents were asked a series of questions relating to their main research area and, if applicable, the same series of questions relating to a secondary research area. The main research area was defined in the survey as: research conducted during the last 12 months on which you have spent most of your research time. It may involve one or more projects. Secondary research area was defined as: research conducted during the last 12 months on which you have spent a significant amount of your research time, but less than on your main research area.

A list of 135 research areas was prepared (see questionnaire development). Respondents were asked to identify one classification from that list that best described their main research area. Respondents were also asked to detail the approximate number of days or months they have spent carrying out research in their main research area and how many (if any) masters' and doctoral students (for whom they were the primary supervisor) carrying out research in that area. The same questions were asked for the secondary research area (if any) of the respondent. The information relating to

main and secondary research areas is combined and reported in Table 8. It provides information about the breadth of research areas social scientists are participating in, the relative level of research activity in the various areas, and some indication of emerging capacity. Only research areas identified by five or more respondents are reported.

Table 8: Activity and capacity in **main** and **secondary** research areas

Research area	Respondents working in area	Total time (months) for all respondents working on area during past 12 months	Per capita time in months during past 12 months	Total masters students supervised	Total doctoral students supervised
Health	79	434.7	5.6	55	50
Business and Management	59	223.2	3.8	35	33
Education – Curriculum	33	84.4	2.6	14	10
Applied Psychology	29	105.4	3.6	49	37
Environmental and Resource Management	23	54.4	2.4	25	15
Media	22	68.9	3.1	8	21
International Relations, International Studies	18	46.7	2.6	34	13
Evaluation	17	78.0	4.6	4	7
Organisation and Management	17	64.0	3.8	22	13
Public Policy and Policy Studies	17	78.5	4.6	15	16
Social Change	17	51.9	3.1	19	8
Behaviour Sciences	16	52.7	3.3	38	16
Culture and Cultural Studies	16	40.7	2.6	10	12
Labour Studies	16	50.4	3.2	6	4
Social History	16	64.9	4.1	11	11
Migration	15	47.7	3.2	8	9
Crime and Criminality	14	73.5	5.3	12	8
Education – History and Philosophy	14	38.2	2.7	4	9
Social and Cultural Anthropology	14	44.9	3.2	4	10
Adolescence and Youth	13	64.0	4.9	15	9
Maori Culture	13	72.7	5.6	20	10
Clinical Psychology	12	42.0	3.6	9	10
Conflict, War, and Peace	12	32.0	2.7	12	2
Critical, Constructivist, and Post-modern Studies	12	40.7	3.4	2	5
Human Geography	12	27.2	2.3	8	16
Law	12	52.0	4.3	23	2
Macro-economics	12	57.2	4.8	9	9
Planning	12	60.0	5.0	29	14
Social Policy and Planning	12	43.5	3.6	2	4

Research area	Respondents working in area	Total time (months) for all respondents working on area during past 12 months	Per capita time in months during past 12 months	Total masters students supervised	Total doctoral students supervised
Social Psychology	12	40.9	3.4	18	18
Urban Studies	12	31.2	2.6	5	7
Aging	11	37.2	3.4	4	5
Applied Sociology	11	22.4	2.0	15	12
Development and Modernisation Studies	11	20.5	1.9	18	15
Identity and Self	11	25.0	2.3	9	6
Methodology and Research Methods	11	36.5	3.3	12	3
Recreation and Leisure Studies	11	20.2	1.8	6	12
Social Theory	11	43.7	4.0	8	15
Children and Childhood	10	56.2	5.6	1	8
Micro-economics	10	35.8	3.6	2	2
Race and Ethnic Relations	10	35.8	3.6	5	18
Social Development and Welfare	10	36.2	3.6	6	9
Developmental Psychology	9	56.7	6.3	26	26
Educational Psychology	9	44.2	4.9	11	20
Information Science and Technology	9	34.7	3.9	12	8
Language	9	30.7	3.4	4	4
Rural and Agricultural Studies	9	36.7	4.1	11	14
Statistics	9	61.7	6.9	1	0
Cognitive Psychology and Cognitive Science	8	39.2	4.9	9	11
Inequality and Equality	8	30.4	3.8	3	2
International Economics and International Finance	8	54.0	6.8	9	3
New Zealand Government and Politics	8	23.7	3.0	1	2
Science and Technology Studies	8	30.0	3.8	15	2
Sociology of Education	8	23.0	2.9	0	1
Sport	8	17.2	2.2	4	4
Transport	8	42.5	5.3	11	1
Community Studies	7	34.5	4.9	12	14
Contemporary Maori Society	7	28.5	4.1	7	8
Area Studies	6	19.8	3.3	3	5

Research area	Respondents working in area	Total time (months) for all respondents working on area during past 12 months	Per capita time in months during past 12 months	Total masters students supervised	Total doctoral students supervised
Civil Society, Civic Culture	6	10.2	1.7	2	1
Comparative Government and Politics	6	27.0	4.5	13	6
Contemporary Pacific Society	6	30.2	5.0	2	3
Economic Geography	6	22.2	3.7	10	2
Educational Technology and Media	6	9.5	1.6	2	2
Genetics, Behaviour and Society	6	23.0	3.8	12	7
Linguistics	6	20.5	3.4	4	8
Maori Language and Literature	6	28.0	4.7	11	3
Sex and Sexuality	6	27.3	4.5	6	4
Community Psychology	5	17.5	3.5	7	7
Comparative Studies	5	14.7	3.0	2	1
Decision and Choice	5	21.2	4.3	3	3
Governance and Representation	5	19.2	3.9	11	1
Pacific Culture	5	33.5	6.7	5	4
Political Theory and Political Philosophy	5	4.7	0.9	10	5
Religious Studies	5	12.2	2.4	1	0
Social and Cultural Geography	5	13.0	2.6	6	3
Social Movements	5	10.0	2.0	2	2

Overall it can be seen that when individuals' main and secondary research areas were combined, the research areas of health, business and management, education – curriculum, and applied psychology had the highest levels of current activity and future capacity. The numbers of people involved in these highest activity areas were: health – 79; business and management – 59; education – curriculum – 33; and applied psychology – 29. Total researcher time spent on these research areas ranged from 84.4 months to 434.7 months. On a per capita basis the areas in which most time had been spent on research in the past 12 months were statistics, international economic and international finance, developmental psychology and Pacific culture. The respondents working in these fields reported spending on average between six and seven months of the past 12 engaged in research.

In terms of building future research capacity, respondents whose main research area was health were supervising 55 masters' students and 50 doctoral students in the health area. Researchers in applied psychology and business and management were supervising 49 and 35 masters' students and 37 and 33 doctoral students respectively.

The numbers in many of the cells in Table 8 are too small to be interpreted reliably – but it is of interest to note areas of high future capacity building relative to current levels of activity. Research areas in which more than ten respondents are currently working that appear to be building strong future research capacity are applied psychology, international relations/studies, behavioural sciences, Maori culture, planning, social psychology, applied sociology, development and modernisation studies, and race and ethnic relations. The converse appears to be happening in the fields of micro economic, social policy and planning, labour studies, evaluation and critical constructivist and postmodern studies where student numbers appear low compared to current level of research activity. There are also several areas in which low levels of current research activity was reported but relatively strong student numbers were evident, for example community studies, comparative government and politics, genetics, behaviour and society, and political theory and political philosophy.

As noted earlier, developing a comprehensive list of topic areas on which social scientists in New Zealand universities undertook research during 2005 and 2006 was a very difficult task, particularly given the inclusive approach adopted in defining the term social scientist. The findings need to be interpreted in this light. While the results provide useful information on areas of high research activity they are likely to be less reliable in areas of limited or no recorded research activity, where the inclusion or non-inclusion of a few individuals in the survey could result in markedly different findings. Because of this Table 8 records only research areas where five or more respondents reported they carried out activity.

The Relevance of Research to Specific Population Groups

The survey attempted to identify the specific population groups to which respondents felt their research had greatest relevance. Population groups were defined in terms of ethnicity, age, gender and the geographic scale.

Respondents were asked to indicate:

- the ethnic groups – using the categories all ethnic groups, Maori, Pakeha, Pacific, Asian - to which the research applied;
- the geographic scales – using the categories international, New Zealand national, New Zealand regional and local – to which the research applied;
- the age groups – using the categories all ages, children (0-13), youth (13-20), adults (18+) and older people (65+) - to which the research applied; and
- the genders - using the categories all genders, male, female, other gender categorisations – to which the research applied..

Most research activity in all areas applied to all ethnic groups. For example 79 researchers indicated that they had undertaken research in the health area in the previous 12 months. For this activity 59 respondents reported that their work applied to all ethnic groups, 19 noted it applied to Maori, nine to Pakeha, eight to Pacific and five to Asian population groups. The business and management research area was selected by 59 respondents as their main or secondary research activity area and of these respondents 52 indicated that their work was relevant to people of all ethnicities, five to Maori, six to Pakeha, and one to Asian population groups. Race and ethnic relations was a field in which the research activity was reported as fairly evenly applied to the various ethnic categories: all ethnicities (5), Maori (6), Pakeha (6), Pacific (2) and Asian (3).

Tables 9, 10 and 11 below detail the main and secondary research areas (combined) in which three or more respondents conducted research that they indicated related specifically to Maori, Pacific, and Asian population groups.

Table 9: Research areas relevant to Maori as the population group

Research area	Number of respondents working in area	Number specifically identifying their research as applied to Maori
Health	79	19
Maori Culture	13	12
Environmental and Resource Management	23	7
Race and Ethnic Relations	10	6
Contemporary Maori Society	7	6
Maori Language and Literature	6	6
Business and Management	59	5
Media	22	4
Social History	16	3
Evaluation	17	3
Education – Curriculum	33	3
Applied Psychology	29	3
Language	9	3
Inequality and Equality	8	3

Research areas other than health, where a number of respondents indicated that Maori were the population group of interest, were: environmental and resource management, race and ethnic relations; business and management; and media. In the research areas of Maori culture, and Contemporary Maori Society and Maori Language and Literature all or almost all the respondents indicated their work applied to only Maori.

Table 10: Research areas relevant to Pacific Peoples as a population group

Research area	Number of respondents working in area	Number specifically identifying their research as relevant to Pacific
Health	79	6
Contemporary Pacific Society	6	5
Pacific Culture	5	5
Development and Modernisation Studies	11	3
Social History	16	3
Evaluation	17	3
Children and Childhood	10	3

Pacific people were frequently a population group of interest for respondents whose research area was health, development and modernisation studies, social history, evaluation, and children and childhood. Research activity in the areas of Contemporary Pacific Society and Pacific Culture was reported as being relevant to all ethnicities (2) and Pacific people (5).

Table 11: Research areas relevant to Asian people as a population group

Research area	Number of respondents working in area	Number specifically identifying their research as relevant to Asian
Health	79	5
Migration	15	5
Race and Ethnic Relations	10	3
Social and Cultural Anthropology	14	3
Area Studies	6	3

Research areas in which Asian people were a population group of interest included: health; migration; race and ethnic relations; social and cultural anthropology; and area studies.

Details of the population groups by geographic scale, age and gender to which the 22 most frequently reported research areas applied is shown in Table 12. Data for 'all ages', 'all genders' and 'all ethnic' groups are not shown as they applied to most research activity in all areas. Data is not shown for 'other gender categorisations' as it applied to the research of only one respondent in three of the research areas listed: organisation and management, adolescence and youth, and crime and criminality.

Table 12 Geographic, age, gender and ethnic specific applicability of research in 'top' 20 research areas (respondents main and secondary research areas combined)

Research area	Geographic area			Age				Gender		Ethnic group				
	Inter-national	New Zealand national	New Zealand regional or local	Children (0-12 years)	Youth (13-20 years)	Adults (18+ years)	Older people (65+ years)	Male	Female	Maori	Pakeha	Pacific	Asian	Other specific ethnic group
Health	27	56	40	11	7	35	14	2	8	19	9	6	5	3
Business and Management	23	38	19	1	5	44	4	1	2	5	6	0	1	0
Education - Curriculum	6	22	10	11	10	22	1	0	2	3	2	2	1	2
Applied Psychology	19	23	8	4	5	21	5	0	1	3	3	1	1	1
Environmental and Resource Management	14	15	10	0	1	9	0	0	0	7	6	1	1	1
Media	11	16	2	2	2	12	1	1	0	4	4	1	2	2
International Relations, International Studies	17	10	2	0	0	7	2	0	0	0	0	0	0	0
Evaluation	1	9	8	2	5	9	0	0	0	3	1	3	0	0
Organisation and Management	9	13	5	0	0	15	0	0	1	1	1	0	0	0
Public Policy and Policy Studies	9	13	2	1	0	8	1	0	0	1	0	1	0	0
Social Change	8	14	5	1	0	8	0	0	1	1	1	2	0	0
Behaviour Sciences	10	5	3	2	4	9	2	0	0	0	0	1	0	0
Culture and Cultural Studies	7	11	5	2	3	8	3	0	0	2	0	0	0	1
Labour Studies	6	12	4	0	1	9	1	0	0	0	0	0	1	0
Social History	10	12	8	0	1	4	1	2	0	3	3	3	1	1
Migration	8	11	7	0	3	11	5	0	1	2	1	2	5	8
Clinical	7	8	3	3	2	8	3	2	0	0	2	0	1	1

Psychology														
Education – History and Philosophy	3	10	6	2	4	9	0	1	2	1	2	1	0	0
Social and Cultural Anthropology	11	4	3	1	1	4	2	0	1	0	2	2	3	6
Adolescence and Youth	2	10	4	0	10	10	0	1	1	1	0	1	0	1
Crime and Criminality	4	10	5	0	2	6	0	1	1	1	2	1	0	0
Maori Culture	0	9	8	0	2	6	3	0	1	12	1	1	0	0
Total	212	331	167	43	68	274	48	11	22	69	46	29	22	27

The table can be read vertically to identify the research areas in which most activity is occurring relating to a specific population group. For example by running down the column headed New Zealand regional and local it can be seen that the main areas of social science research activity being undertaken at the regional and local scale are Health, Business and Management, Education – Curriculum, Environmental and Resource Management, Evaluation, Social History, Migration, Maori Culture. The table can also be read horizontally to find the specific population groups that research in a particular area is directed towards.

Methodological Approaches

Respondents were asked to indicate the key methodological approaches or strategies that they had used in their main research area during the past 12 months. A list of methodologies was provided in the survey and for each methodology one or more of the options - quantitative, qualitative or archival - could be selected. Respondents were not limited in the number of methods they could select recognising that many types of research activity are multi method. Results are shown in Table 13.

Table 13: Key methodological approaches used in main research area during the past 12 months – total number of respondents (and % quantitative, qualitative and archival for each method)

Method	Respondents (n)	Quantitative %	Qualitative %	Archival %
- Face-to-face surveys/interviews	418	27.3	90.9	2.9
- Analysis of other secondary sources	348	36.8	61.5	34.8
- Statistical analysis	299	94.7	11.0	6.0
- Textual analysis	239	15.1	76.2	33.5
- Analysis of Official statistics	221	69.2	25.3	25.8
- Focus groups	173	11.0	94.2	0
- Observation	171	21.6	86.0	5.3
- Discourse analysis	165	8.5	90.3	19.4
- Telephone surveys/interviews	141	51.1	67.4	2.1
- Postal surveys	127	86.6	44.1	1.6
- Ethnography	116	12.9	88.8	18.1
- Participatory action research	115	16.5	92.2	2.6
- Statistical modelling	104	99.0	4.8	0
- Oral history	92	6.5	79.4	28.3
- Internet surveys/interviews	86	57.0	58.1	7.0
- Experiments/quasi-experiments	86	94.1	12.8	1.2
- Meta-analysis	63	31.8	63.5	22.2
- Scenario modelling	38	65.8	47.4	2.6
- Spatial analysis	37	73.0	40.5	8.1
- Input-output analysis	11	90.9	18.2	0

The most frequently used methodological approaches or strategies in respondents' main research area were: face-to-face surveys/interviews. Of the 418 respondents who had used face-to-face surveys or interviews, over 90% had undertaken interviews

collecting qualitative data and approximately 27% had used interviews collecting quantitative data . Other commonly reported methodologies were analysis of secondary sources (348 respondents); statistical analysis (299 respondents); textual analysis (239 respondents); and analysis of official statistics (221 respondents).

An identical question was asked of respondents' secondary research area (if they had one). Results from this question are detailed in Table 14.

Table 14: Key methodological approaches used in secondary research area during the past 12 months – total number of respondents (and % quantitative, qualitative and archival for each method)

Method	Respondents (n)	Quantitative %	Qualitative %	Archival %
Analysis of other secondary sources	160	35.0	64.4	35.0
Face-to-face surveys/interviews	126	24.6	90.5	4.0
Textual analysis	109	16.5	76.1	34.9
Statistical analysis	93	95.7	14.0	5.4
Analysis of Official statistics	74	58.1	48.7	33.8
Observation	60	21.7	86.7	6.7
Focus groups	49	14.3	91.8	0.0
Discourse analysis	48	6.3	89.6	20.8
Telephone surveys/interviews	47	38.3	74.5	2.1
Postal surveys	43	93.0	37.2	4.7
Oral history	39	7.7	84.6	23.1
Participatory action research	37	18.9	97.3	2.7
Ethnography	31	9.7	80.7	25.8
Internet surveys/interviews	28	57.1	64.3	10.7
Statistical modelling	24	100.0	4.2	4.2
Meta-analysis	16	37.5	50.0	43.8
Experiments/quasi-experiments	14	100.0	7.1	0.0
Scenario modelling	7	85.7	42.9	0.0
Spatial analysis	7	71.4	28.6	0.0
Input-output analysis	1	0.0	100.0	0.0

Although fewer numbers of social scientists responded to this question, it can be seen that the most frequently reported methodological approaches or strategies were similar to those reported for respondents' main research area. Analysis of other secondary sources (160 respondents); face-to-face surveys/interviews (126 respondents); textual analysis (109 respondents); statistical analysis (93 respondents); and analysis of official statistics (74 respondents) were the most frequently reported methodologies. Other methodologies reported as having been used in secondary research areas, but that had very few numbers, were scenario modelling, spatial analysis and input-output analysis

Research Funding

The survey asked respondents about research funding they had received for their main and secondary research areas. The percentages of respondents receiving research

funds from particular sources for their main and secondary research during the past 12 months are shown in Table 15.

Table 15: Percentage of respondents receiving research funding.

Research funding for main research area	Funding received for main research area (%)	Funding received for secondary research area (%)
Internal university research grant	45.1	22.6
Marsden	5.1	1.1
FRST	8.3	4.5
HRC	10.4	2.5
Central Government Agency or Ministry	23.1	12.4
Regional or Local Government	5.2	1.7
International Organisation/Agency	6.8	3.4
Community Organisation	7.1	4.5
Private Sector Business	5.5	2.5
None of the above	27.0	52.5

Internal university research funding was the most commonly reported source of social science research funding and it had been received by 45% of respondents in their main research area. Central government agencies were the second most common source of research funding. Of the public good funding agencies listed the Health Research Council had funded the research undertaken by a higher percentage of the respondents than either the Foundation for Research Science and Technology or the Marsden Fund. Funding amounts were not sought in any categories.

Respondents had the opportunity to describe sources of funding they had received for their research from organisations other than those listed. An extensive list of agencies was reported. It included research, fellowship and scholarship support from international and national agencies (government and NGO) based overseas, regional research foundations, professional and trade union groups, iwi organisations, NGOs, private sector organisations and charitable trusts. A number of individuals indicated that their research was self funded.

Table 16. Funding sources for main research activity (% respondents)

Research area	N	Internal university research grant	Marsden	FRST	HRC	Central Government Agency or Ministry	Regional or Local Government	International Organisation/Agency	Community Organisation	Private Sector Business	None of those listed
Total	753	45.2	5.2	8.2	10.5	22.8	5.05	6.8	7.2	5.3	26.8
Health	62	42.0	6.5	9.7	50	45.2	3.23	8.1	19.4	6.5	4.8
Business and Management	41	44.0	2.4	4.9	0	7.3	2.4	7.3	12.2	9.8	41.5
Applied Psychology	25	60	4	8	8	12	4	4	16	12	16
Education - Curriculum	19	21.1	0	0	0	47.4	0	0	0	0	31.6
Media	18	55.6	0	0	0	5.6	5.6	5.6	5.6	5.6	33.3
Public Policy and Policy Studies	15	46.7	13.3	6.7	13.3	20	6.7	13.3	6.7	0	40
Social Change	13	46.2	7.7	7.7	23.1	15.4	7.7	0	0	15.4	30.8
Environmental and Resource Management	13	38.5	0	15.4	0	46.2	30.7	15.4	7.7	15.4	23.1
Organisation and Management	13	69.2	7.7	0	0	7.7	0	0	0	0	30.8
Behaviour Sciences	12	58.3	0	0	8.3	8.3	0	0	0	0	25
Social and Cultural Anthropology	12	41.7	8.3	0	8.3	8.3	0	8.3	0	0	41.7
Social History	12	41.7	25	0	0	16.7	0	0	0	0	50
Crime and Criminality	12	58.3	0	0	0	50	0	8.3	8.3	8.3	0
Planning	11	63.6	0	18.2	0	0	9.1	0	0	0	27.3
International Relations, International Studies	11	63.6	0	0	0	18.2	0	18.2	0	0	36.4
Macro-economics	11	27.3	9.1	9.1	0	0	0	18.2	0	0	45.5
Culture and Cultural Studies	10	30	0	10	0	10	0	0	0	0	50
Aging	10	10	0	30	20	20	0	0	20	0	40
Evaluation	10	10	0	10	40	90	20	10	20	10	0
Law	10	30	0	10	0	20	0	0	10	0	40
Migration	10	40	30	30	0	40	20	10	10	0	20

Table 16 presents data on the common sources of funding received in the previous 12 months in the main research areas reported by respondents. Only areas which ten or more respondents reported working within are listed. The findings indicate that university sources funded activity in all areas although only one of ten respondents working in the aging and evaluation fields had received funding from this source. Areas in which central government agency funding was most frequently reported were evaluation, education – curriculum, environmental and resource management, health and migration.

Collaboration

The survey investigated the types of collaboration social scientists had engaged in over the previous 12 months in their main and secondary research areas. A list of possible response categories was provided and multiple responses were possible. Results are shown in Table 17.

Table 17: Frequency of types of collaboration in main and secondary research areas

Type of research collaboration	Main research area %	Secondary research area %
Same discipline within your university	55.7	38.4
Other disciplines within your university	43.2	24.7
Same discipline in another NZ university	29.4	13.4
Other disciplines in another NZ university	19.5	12.1
Private research groups	11.7	7.4
Crown Research Institutes	3.6	0.5
Other research associations	4.8	2.4
Overseas universities or agencies	47.6	28.1
Local or regional government personnel	11.0	5.0
Central government personnel	15.2	5.5
Iwi organisations	9.4	4.7
Community organisations	18.5	10.5
Business organisations	7.3	3.2
Have not collaborated	11.9	19.2

Nearly 90% of respondents had collaborated with others in their main research area over the previous 12 month and around 80% had collaborated in their secondary research area. Respondents were more likely to have collaborated with others in all collaboration categories in their main research area than in their secondary research area. The most commonly reported forms of collaboration were collaboration with researchers from the same discipline within the same institution (55.7%), researcher from overseas universities or agencies (47.6%) and researchers from other disciplines within the same university (43.2%). Collaboration between researchers at different New Zealand universities was reported by less than a third of respondents and collaboration with researchers in Crown Research Institutes was reported by only 3.6% of respondents.

Table 18 Frequency of types of collaboration in main research area by gender

Types of collaboration	Males %	Female %
Same discipline within your university	58.2	53.3
Other disciplines within your university	43.3	42.6
Same discipline in another NZ university	31.4	27.8
Other disciplines in another NZ university	18.0	21.3
Private research groups	13.4	10.1
Crown Research Institutes	4.6	2.6
Other research associations	4.3	5.5
Overseas universities or agencies	54.2	41.6
Local or regional government personnel	10.6	11.2
Central government personnel	15.2	15.1
Iwi organisations	8.6	10.4
Community organisations	12.2	25.2
Business organisations	8.4	6.2
Have not collaborated	9.4	14.6

Statistically significant gender differences were evident in the types of collaboration social scientists had undertaken in their main research area. Female respondents were more likely to have collaborated with community organisations ($p < .0001$) whereas male respondents were more likely to have collaborated with researchers in overseas universities and institutions ($p = .0004$).

Research Relevance to Policy Sectors

Respondents were asked to identify the sectors or areas of government to which their main and secondary research areas were relevant using a prescribed list of response categories⁵. Multiples responses were possible for each research activity area. The findings appear in Table 19.

Table 19 Relevance of Research to Government Sectors

Policy Sector	Main research area %	Secondary research area%
Arts, culture and history	17.2	11.1
Business and trade	18.4	13.2
Citizenship	8.2	6.6
Customs, immigration and travel	4.4	3.4
Education and training	29.9	23.2
Employment	11.5	9.5
Energy and natural resources	3.7	2.9
Environment and conservation	10.8	7.7
Farming, fishing and food	4.7	5.5
Government and international relations	10.1	8.2
Health and disability	28.4	18.7
Housing, property and local environment	5.3	2.6
Information and statistics	4.4	1.6
Land, sea and waterways	1.8	1.6
Law, rights and responsibilities	9.5	5.5
Licences, certificates and permits	0.5	0.3
Local or regional government	7.7	6.3
Maori	16.1	11.6
Pacific	10.5	5.8
People, family and society	25.3	15.0
Science and technology	7.6	5.8
Social development and social policy	28.7	19.8
Sport, recreation and events	5.6	5.5
Tax, money and economics	5.2	2.4
Transport and roads	3.3	1.6
None of the above	3.0	6.1

Over 25% of respondents indicated that their main area of research activity was relevant to one or more of the following policy arenas: education and training; social development and social policy; health and disability; people, family and society. Other sectors to which research was frequently noted to be relevant were business and trade (18.4%); arts, culture and history (17.2%); Maori (16.1%), employment (11.5%), environment and conservation (10.8%) Pacific peoples (10.5%), and government and international relations (10.1%). Respondents' main research areas were generally rated as has having higher policy relevance than their secondary research areas.

⁵ Source: www.govt.nz/services/

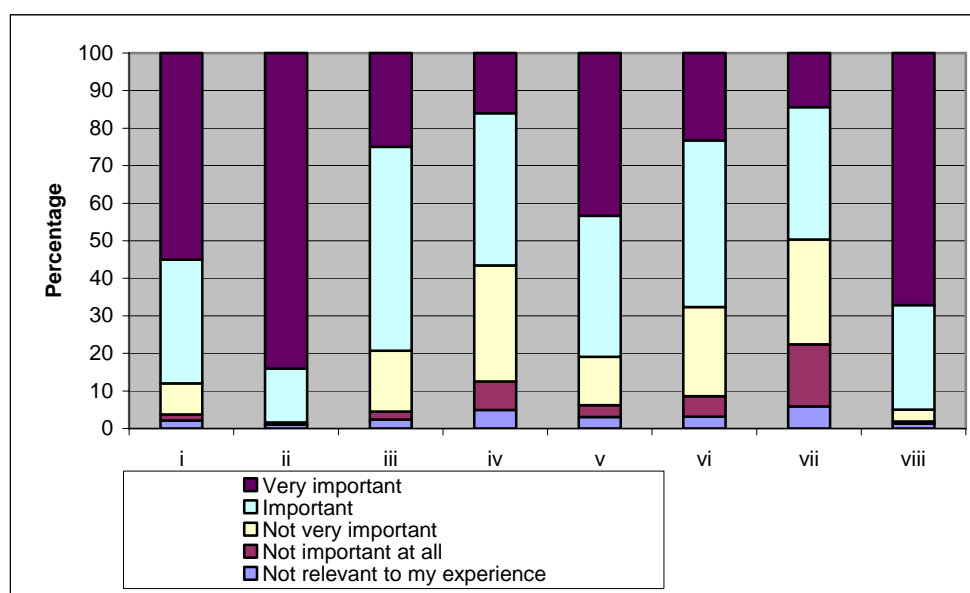
Incentives and Barriers for Research

In this section of the survey respondents were asked to consider the incentives and barriers to participating in three types of research: researcher initiated social science research; commissioned or contracted social science research and evaluation; and research and evaluation for the business sector. The findings will be reported independently for the three types of research and within each type of research the importance rating given by respondents to a number of potential incentives is presented followed by the importance ratings for potential barriers to research.

Researcher Initiated Social Science Research

Incentives

Figure 8. Incentives: Researcher Initiated Social Science Research

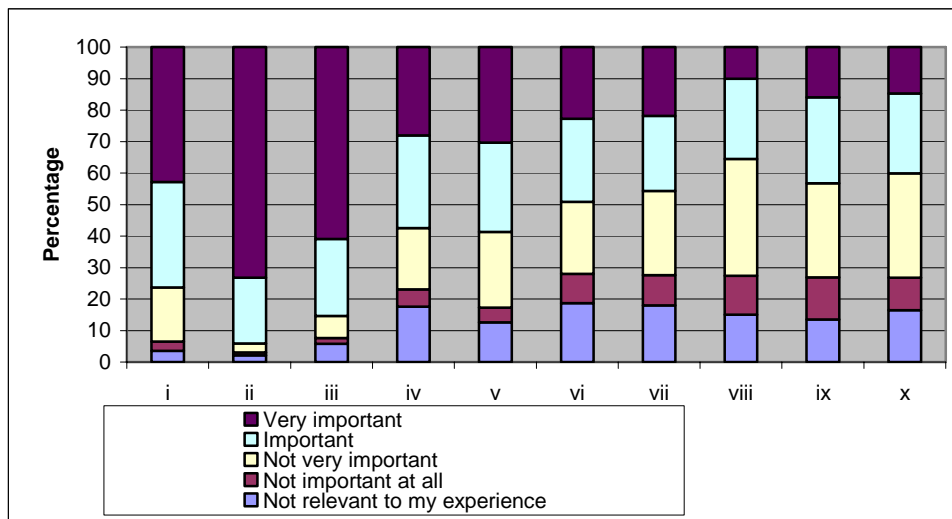


- | | | | |
|-----|---|------|---|
| i | Access to research funding | v | Access to data sources |
| ii | Allocated time to spend on research | vi | Linking of research record to promotion |
| iii | Opportunities for collaboration | vii | PBRF |
| iv | Access to post-graduate research students | viii | A positive and encouraging research culture |

Having allocated time to spend on research (84.1%), a positive and encouraging research environment (67.1%) and access to research funding (55.1%) were the incentives to participating in investigator initiated research that were rated as very important by the highest percentage of respondents. The same three incentives were rated as either important or very important by 98.4%, 95% and 88% of respondents respectively. In descending order of importance (combined important and very important ratings) followed access to data sources (80.9%), opportunities for collaboration (79.3%), linking of research record to promotion and career development (67.6%), access to postgraduate students (56.6%) and finally PBRF (49.7%). Just under half of the respondents did not consider PBRF an important or very important incentive to participation in investigator initiated social science research.

Barriers

Figure 9. Barriers: Researcher Initiated Social Science Research



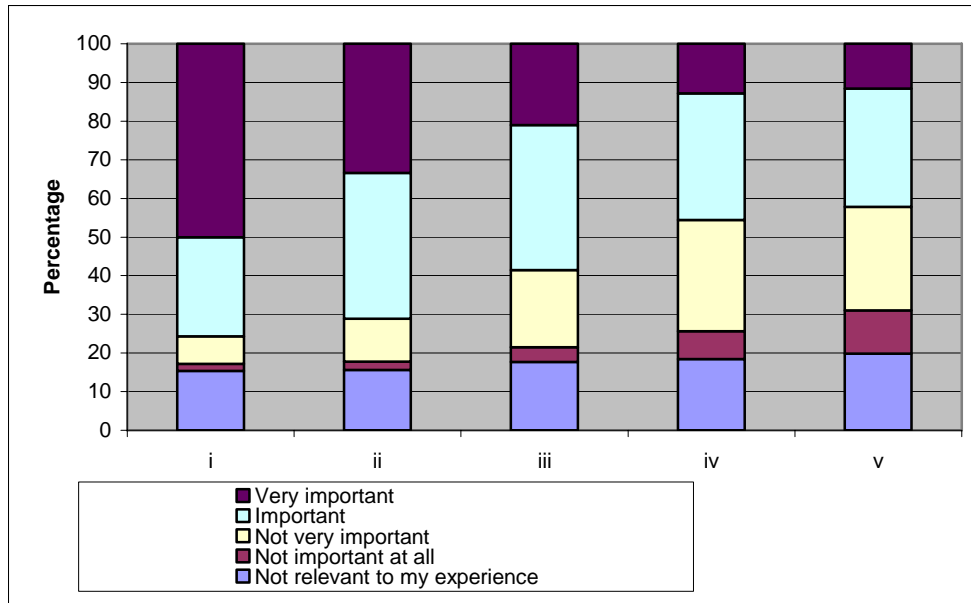
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|-----|--|------|---|
| i | Lack of funding | vi | Negative research culture |
| ii | Lack of time | vii | Lack of value attached to NZ based applied research |
| iii | Nature of academic work | viii | Lack of opportunity for collaboration |
| iv | Problems with buying out teaching time | ix | Lack of opportunity for research mentoring |
| v | Overhead levels within institutions | x | Lack of access to data sources |

The most important barriers to investigator social science research, based on the combined important and very important ratings of respondents, were lack of time (94.1%), the nature of academic work (85.3%), and lack of funding (76.3%), followed by overhead levels within institutions (58.7%) and problems with ‘buying out’ teaching time for research.

Commissioned or Contracted Social Science Research and Evaluation

Incentives

Figure 10: Incentives: Commissioned and contracted research and evaluation

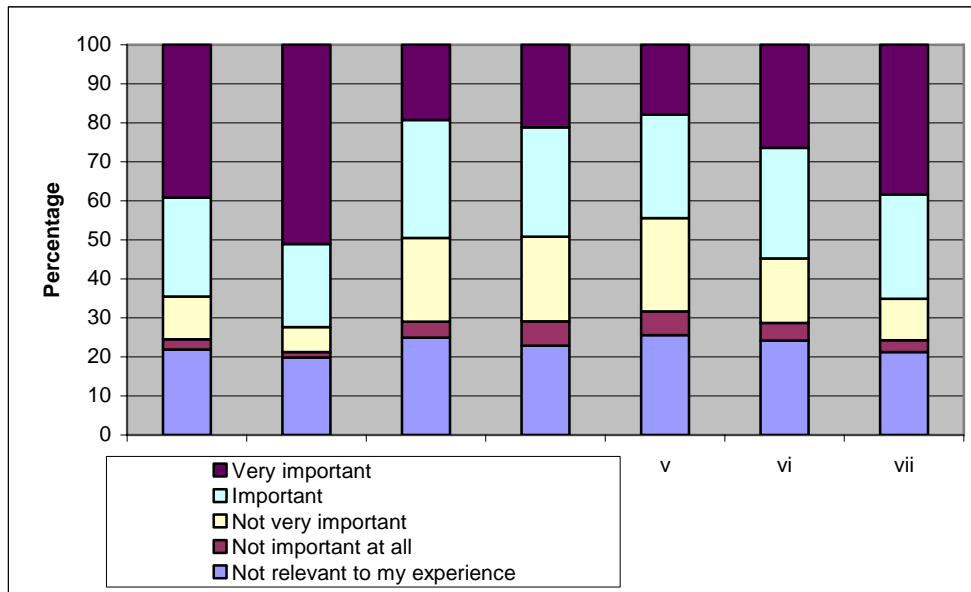


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|----|---|-----|---|
| i | Access to research funding | iii | Collaborative work with policy makers |
| ii | Opportunity to make a contribution to public policy | iv | Greater understanding of government processes |
| | | v | Intrinsic appeal of working in the policy environment |

The incentives respondents rated as very important to participating in commissioned or contracted research were access to research funding (50%), the opportunity to contribute to public policy (33.4%) and collaborative work with policy makers (21%).

Barriers

Figure 11. Barriers: Commissioned and contracted research and evaluation



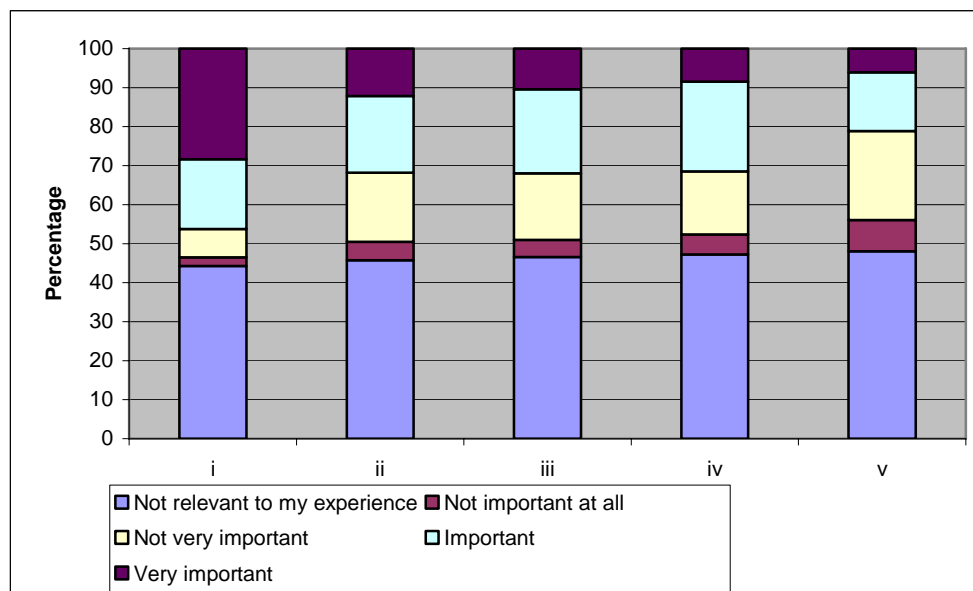
- | | | | |
|-----|-------------------------------|-----|--|
| i | Lack of funding | v | Low level recognition in promotion |
| ii | Lack of time | vi | Does not produce internationally refereed pubs |
| iii | Contracting issues | vii | Short time frames |
| iv | Low level recognition in PBRF | | |

A lack of time, lack of funding and short timeframes were the barriers to participating in commissioned or contracted research and evaluation that respondents most frequently rated as important or very important (rated very important by 51.1%, 39.2%, and 38.4% of respondents respectively). This was followed by the lack of internationally refereed publications arising from this type of research which was rated as very important by 26.4% of respondents, and lack of recognition in PBRF (21.1%).

Research and Evaluation with the Business Sector

Incentives

Figure 12: Incentives: Research and Evaluation with the Business Sector

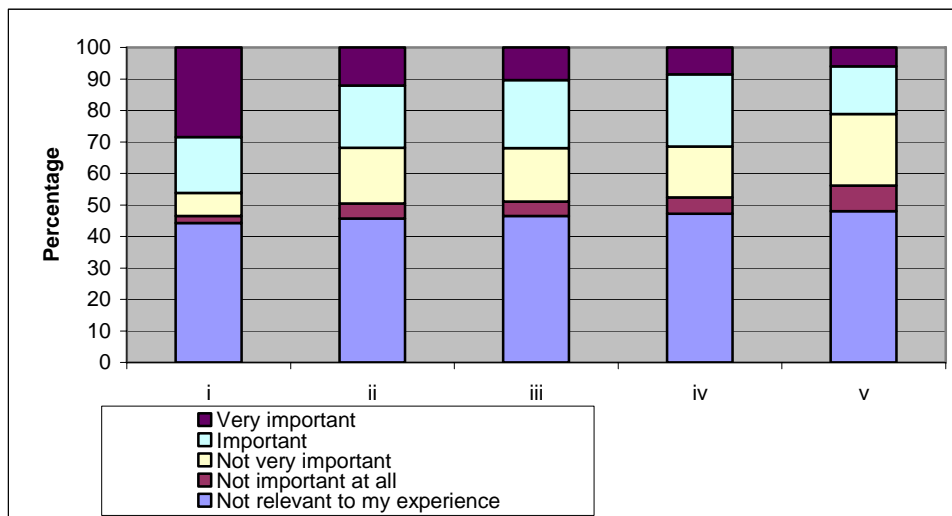


- | | | | |
|----|--|-----|---|
| i | Access to research funding | iii | Collaborative work with the private sector |
| ii | Opportunity to make a contribution to private sector | iv | Greater understanding of the private sector |
| | | v | Intrinsic appeal of working in the private sector |

In response to the questions about incentives and barriers to participation in research and evaluation with the business sector approximately half the respondents indicated that this was not relevant to their experience. Of the incentives listed access to research funding was rated as the most important incentive followed by the opportunity to make a contribution to the private sector, collaborative work with the private sector and developing a greater understanding of the private sector which were all rated as an important or very important incentive by just under a third of respondents

Barriers

Figure 13. Barriers: Research and Evaluation with the Business Sector



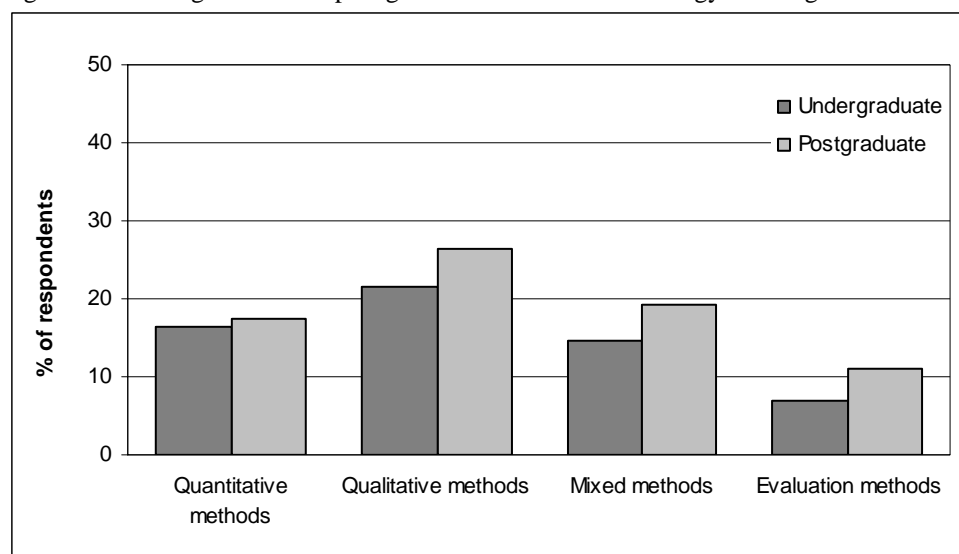
- | | | | |
|-----|-------------------------------|-----|--|
| i | Lack of funding | v | Low level recognition in promotion |
| ii | Lack of time | vi | Does not produce internationally refereed pubs |
| iii | Contracting issues | vii | Short time frames |
| iv | Low level recognition in PBRF | | |

The three barriers most highly rated in terms of their importance to participating in research for the business sector were the same barriers as reported for undertaking commissioned and contract research - a lack of time, lack of funding and short timeframes.

Teaching Research Methodology

In this section of the survey respondents were asked if they had had primary responsibility for teaching research methods at undergraduate and postgraduate levels over the previous 24 months. The longer time period was used so as not to lose data from academics who had been on sabbatical the previous year. Some form of research methodology teaching had been undertaken by 42% of respondents. Distinctions were made between teaching courses in quantitative research methods, qualitative research methods, mixed methods and evaluation methods.

Figure 14 Under graduate and post graduate research methodology teaching



Qualitative methods were the most frequently reported courses taught at undergraduate and postgraduate levels. Just over 26% of respondents had taught qualitative methods at post graduate level and 21.6% at undergraduate level. Mixed method teaching at postgraduate level was reported by 19.3% of respondents and at the undergraduate level by 14.5% of respondents. Quantitative methods courses had been taught at postgraduate and undergraduate levels by 17.3% and 16.5% of respondents respectively. Least reported were courses in evaluation. Approximately 11% of social scientists had had primary responsibility for teaching postgraduate courses in evaluation and approximately 7% at undergraduate level.

Respondents were also asked if they had been involved in non degree based teaching and if so, they were asked to describe the type of course (eg workshop, seminar), the audience it was aimed at and the duration of the course. No analysis has been undertaken using this data.

The final question in the section asked respondents if they had received any formal training in social science research methodology during the past 24 months. Approximately 15% of respondents had received formal methodology training in this period. Women were significantly more likely to have received training (18.8%) than

men (10.9%) ($p=.0018$), as were respondents whose current position was lecturer or and researcher compared to respondents in more senior positions ($p=.004$). A description of the type(s) of training was requested (e.g workshop/seminar, duration and content) but no analysis has been undertaken on this data.

Discussion

Identifying a census of social scientists working in New Zealand Universities for the National Survey of Social Scientists 2006 was not a straight forward task. In part this was because individuals self identify as social scientists and there is no certainty that people with comparable training and research interests will self identify in the same way. As was noted with regard to the implementation of the survey conveyed, there were discrepancies in the attribution of the term social scientists by individuals and HODs. Eight percent of survey respondents and 22% of non responders, all of whom had been identified as social scientists by their HODs, did not attribute the label to themselves. There were people excluded from the survey who were eligible and would have considered they were social scientists but who were not identified as social scientists by their HODs. The number excluded in this way can not be ascertained.

Inclusion criteria for the survey were necessarily imprecise. HODs were asked to identify social scientists who were PBRF eligible or nearly eligible. The 'nearly' eligible was added for two reasons. At the time the list of potential survey respondents was compiled PBRF lists were also being generated within Universities and there was some concern that providing lists of PBRF eligible staff would breach the privacy of people both listed and not listed. Additionally a key interest of the BRCSS Network is to build research capability which made it important to have new and emerging social scientists well represented in the survey.

Notwithstanding the definitional imprecision around whom a census of university based social scientists should include, it is of interest to note that the number of individuals identified as potential survey respondents was similar to several other recent attempts to establish the size of the social science research workforce. The Social Science Reference Group (2005) estimated the number of social scientists in the tertiary sector at between 1300 and 1600 and Newell (2006) reported that in 2001 there were 1443 people with a higher degree in social science working as tertiary teaching professionals. The latter analysis was based on population Census 2001 data. The National Survey of Social Scientists 2006 identified 1,564 social scientists (teachers and researchers) working in New Zealand's eight Universities.

The survey was conducted using an on-line survey methodology. This methodology was selected primarily because it is low cost and email addresses could be identified for all potential respondents. However achieving an adequate survey response rate from academic staff required the use of a range of strategies. Up to six contacts were made with potential respondents, a letter of invitation, four email contacts (an invitation and three reminders) and a telephone call. The telephone call to all non responders was a more effective strategy to lift the response rate than repeat email reminders. Response rates varied from 51%-71% between Universities. The high profile involvement of the previous Deputy Vice Chancellor (Research) at the University of Waikato in the BRCSS Network and the survey process may explain the high response rate from this particular university but there is no obvious explanation for the variation in response rates between the other campuses.

The survey provides a description of the social science research workforce in the university sector at one point in time and it provides a baseline from which change over time can be measured. In particular the survey findings provide a baseline from which changes in the age structure, and the gender and ethnic distribution of the workforce can be tracked. Clear differences in the age structure by gender and ethnicity were apparent in 2006. Social scientists under 30 years and between 41 and 55 years were more likely to be female than male but males predominated in the age categories above 56 years. The difference in the age profiles between Maori and New Zealand European respondents was marked with Maori comprising a decreasing percentage of the workforce in older age bands, the opposite being the case for New Zealand Europeans. Maori comprised 13.4% of survey respondents 40 years or younger, 6.2% of respondents aged between 41 and 50 years and 6.6% of those over 51 years. Corresponding figures for New Zealand Europeans were 55.3%, 66.1% and 79.5% for the respective age groups. The career path of the emerging number of Maori social scientists will be a point of interest in subsequent surveys. Only a small proportion of the workforce surveyed was less than 30 years of age (3.4 %) but of this group 20% identified Maori as their main ethnic group.

Gender differences in several aspects of the social science workforce were highlighted by survey findings, including differences such as the highest qualification held by respondents (78.3% of males compared to 66% of females had a doctorate), the seniority of the current position held by respondents (19.6 % of women held professor or associate professor positions compared to 39.5% of male respondents) and duration of employment (over 50 % of females had been in their current job for more than five years compared to 35.6% of men). The under representation of women in senior academic positions is consistent with findings reported in MORST's response to the OECD questionnaire 'Women in Science Careers' (2005). Based on analyses by the Ministry of Education (2004)⁶, the report noted that women held 41.7% of academic teaching positions at Universities in 2003 and 29% of senior academic positions.

The survey provides useful information on the disciplinary breakdown of current social science research activity and offers new understandings on the nature and frequency of inter and trans-disciplinary research practice. A surprisingly high percentage of respondents indicated that they undertake inter-disciplinary research (63%) and trans-disciplinary research (28%). Only 16.9% of social scientists reported that they only undertake research informed by a single disciplinary perspective. The common clusters of disciplines that are combining in inter- and/or trans-disciplinary research have been identified, changes which can now be followed over time.

As noted in the introduction there was no entirely satisfactory typology available to describe the breadth of social science activity known to be occurring across the country. However the enhanced Marsden fields of research list, used to describe respondents' research activity areas, has provided information on relative research capacity across a range of topic areas as well as an indication of the breadth of activity directed towards specific population groups. There is the potential for a more finely honed analysis of research activity areas as respondents were asked to describe their main and secondary areas of research activity using keywords, but this would be a

⁶ Ministry of Education (2004) Profiles and Trends Appendix Table 9.13

resource intensive activity. In addition to providing some idea of research areas in which more and less activity is occurring currently, mapping post graduate student numbers to these research fields has provided a measure of developing capacity. It is therefore possible to identify areas of future shortage as well as future strength. With respect to current areas of research strength, activity was strongest in health; business and management; education – curriculum; and applied psychology. In terms of future research capacity, respondents in these fields were supervising 55 masters' students and 50 doctoral students in the health area, 49 masters' and 37 doctoral students in applied psychology and in business and management 35 masters' and 33 doctoral students. Postgraduate students numbers in education – curriculum were lower (14 masters' and 10 doctorate level).

A primary objective of the PBRF is to strengthen research and research based teaching in the tertiary sector. Survey responses to questions on incentives and barriers to participation in research provide information of relevance to how PBRF funding could be used to increase incentives and reduce barriers to university-based social science research. While the salience of PBRF as an incentive to research participation was not identified strongly by social scientists many of the barriers to greater involvement in research that were rated highly by respondents are potentially amenable to intervention as a result of the PBRF. For example, having allocated time to spend on research (84.1%), a positive and encouraging research environment (67.1%) and access to research funding (55.1%) were the incentives to participating in investigator initiated research rated mostly highly by social scientists. It is notable that internal university research funding was the most common source of research funding that had been awarded to respondents and had been accessed by 45% of respondents in their main research area. Lack of research funding was however still the third most highly rated barrier to research activity (76.3%), after lack of time (94.1%) and the nature of academic work (85.3%). Twenty seven percent of respondents had received no research funding in their main research activity area.

Lack of time as a barrier to research participation was rated highly for the three types of research activity investigated: investigator initiated, contract or commissioned research and research with the business sector. A lack of funding, and short time frames were also considered key barriers to participation in contract or commissioned research and research for the business sector.

The survey raises a number of questions for universities to consider if social science research activity is to be strengthened in the sector. In particular, some investigation of why senior lecturers/researchers, numerically a larger group in the survey than the lecturers/researchers, associate professors and professor categories, indicated that they had spent the least amount of time engaged on research activity over the previous 12 months. Another question to be asked is whether the relative balance of research methodology teaching between quantitative, qualitative and evaluation reflects the skill needs of the sector. Tracking change over time in the characteristics, and the activity, of the social science research community will be of interest in light of the BRSSS mandate to build research capability in the social sciences and the particular strategies the network has implemented and is supporting to this end.

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Appendix 1: Subjects/Disciplines

Heads of Departments from the following subjects/disciplines were contacted to provide a list of members of that department who were social scientists.

Anthropology
Archaeology
Communications, Journalism, Media Studies
Criminology
Economics
Education
History
Human Geography
Industrial Relations
International Relations and Public Policy
Law
Management
Maori Knowledge and Development
Marketing and Tourism
Nursing
Philosophy
Planning
Political Science
Psychology
Public Health
Religious Studies and Theology
Social Policy
Social Work
Sociology
Statistics
Tourism