

**1****Are sciences essential and humanities elective? [Texto impreso]: disentangling competing claims for humanities' research public value/ Julia Olmos-Peñuela, Paul Benneworth, Elena Castro-Martínez**

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References: p. 74-78 : 56 refs.

Recent policy discourse suggests that arts and humanities research is seen as being less useful to society than other disciplines, notably in science, technology, engineering and mathematics. The paper explores how this assumption's construction has been built and whether it is based upon an unfair prejudice: we argue for a prima facie case to answer in assuming that arts and humanities research's lower societal value. We identify a set of claims circulating in policy circles regarding science, technology, engineering and mathematics research and arts and humanities research's differences. We find two groups: arts and humanities research is less useful than science, technology, engineering and mathematics, and arts and humanities research is merely differently useful. We argue that empirical analysis is necessary to disentangle which ones are true to assess whether policy-making is being based on rational and evidence-based claims. We argue that debates about public research value should recognise that humanities have different (but equally valid) kinds of societal value.

Arts and Humanities in Higher Education. -- 2015, v.14 (February), n. 1, p. 61-78

1. Arts 2. Humanities 3. Public value 4. Research policy 5. Research 6. Societal value

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**2****Cultural value, measurement and policy making [Texto impreso]/ Dave O'Brien**

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References: p. 93-94 : 40 refs.

No matter what the national context, the question of how to understand the impact of government programmes, particularly in terms of value for money, has emerged as a complex problem to be solved by social scientific management. This article engages with these trends in two ways. It focuses on the UK to understand how these tools and technologies are used for valuing objects and practices. By showing the rationality for using these techniques for understanding culture, it creates a link between studies of cultural policy and broader questions facing the arts and humanities. The article's second contribution is to our understanding of the role and function of arts and humanities by showing, in the British example, how a true understanding of the value of culture is impossible without the disciplines and fields that are currently peripheral to both government social science and, more broadly, higher education in the UK.

Arts and Humanities in Higher Education. -- 2015, v.14 (February), n. 1, p. 79-94

1. Cultural studies 2. Cultural value 3. Measurement 4. Public policy 5. Sony

## 3

**"Impact", "value" and "bad economics" [Texto impreso] : making sense of the problem of value in the arts and humanities / Eleonora Belfiore**

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References: p. 108-109 : 29 refs.

Questions around the value of the arts and humanities to the contemporary world and the benefits they are expected to bring to the society that supports them through funding have assumed an increased centrality within a number of disciplines, not limited to humanities scholarship. Especially problematic, yet crucial, is the issue of the measurement of such public value. This article takes as a starting point a discussion of the 'cultural value debate' as it has developed within British cultural policy: here, the discussion of 'value' has been inextricably linked to the challenge of 'making the case' for the arts and for public cultural funding. The paper discusses the problems with the persisting predominance of economics in shaping current approaches to framing articulations of 'value' in the policy-making context. It concludes with a plea for a collaborative effort to resist the economic doxa, and to reclaim and reinvent the impact agenda as a route towards the establishment of new public humanities.

Arts and Humanities in Higher Education. -- 2015, v.14 (February), n. 1, p. 95-110

1. Arts policy 2. Economics rhetoric 3. Higher education (HE) policy 4. Impact agenda 5. Public humanities

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## 4

**Is innovation a useful concept for arts and humanities research? [Texto impreso]/ Magnus Gulbrandsen, Siri Aanstad]**

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References: p. 23-24 : 21 refs.

This article argues that innovation may constitute a useful perspective on the link between society and arts and humanities research. Innovation is here seen as 'something new put into practical use', and there are two reasons why it can be relevant for humanities. First, there has been an expansion of what innovation refers to; it is now commonly used for non-economic change processes in public, private and non-profit organisations. Second, arts and humanities are not unique in their contribution to innovation: good teaching, research, dissemination and external relations are the central contributions for all university disciplines. But this does not mean that it is easy to promote innovation at universities in general and in arts and humanities in particular. Through examples from a historical case study at the University of Oslo, different tensions are analysed related to indicators, infrastructure, teaching versus research and quality. All these need to be handled in such a way as to avoid fruitless conflicts, misunderstandings and poorly designed policies and university strategies.

Arts and Humanities in Higher Education. -- 2015, v.14 (February), n. 1, p. 9-24

1. Arts and humanities research 2. Bias 3. Employability 4. Indicators 5. Innovation 6. Universities

## 5

**Making an impact [Texto impreso] : new directions for arts and humanities research / Ellen Hazelkorn**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 40-44 : 54 refs.

The severity of the global economic crisis has put the spotlight firmly on measuring academic and research performance and productivity and assessing its contribution, value, impact and benefit. While, traditionally, research output and impact were measured by peer-publications and citations, there is increased emphasis on a 'market-driven approach', which favours the bio-, medical and technological sciences, and has helped reinforce a disciplinary hierarchy in which arts and humanities research has struggled for attention. This article charts the changing policy environment across Ireland, the Netherlands and Norway. It draws on evidence from the HERAVALUE project that studied how different stakeholders value arts and humanities research; almost 100 interviews were conducted with representatives from the academy, policymakers and civil society in these three countries. Although the arts and culture have played a distinctive nation-forming role, and continue to do so, each country has adopted very different policy responses towards arts and humanities research.

Arts and Humanities in Higher Education. -- 2015, v.14 (February), n. 1, p. 25-44

1. Arts and humanities 2. Economic development 3. Global crisis 4. Impact 5. Ireland 6. Netherlands 7. Norway

## 6

**Putting impact into context [Texto impreso] : the Janus face of the public value of arts and humanities research / Paul Benneworth**

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References: p. 6-8 : 22 refs.

This article provides an overview to the Forum on the Public Value of Arts and Humanities Research which follows it. The author argues that the current gloom in the arts and humanities as a result of the increasing pressure for societal utility does not recognise the complete picture. A growing number of scholars are seeking to understand how the social life of arts and humanities knowledge operates and how it flows into and has impact on society. Seven articles provide a variety of insights into understanding and mapping this 'social life of knowledge', and provide a glimmer of hope for a set of disciplines undergoing a painful period of self-reflection.

Arts and Humanities in Higher Education. -- 2015, v.14 (February), n. 1, p. 3-8

1. Arts and humanities research 2. Public value 3. Research impact 4. Scholarly identity 5. Science policy 6. Social life of knowledge

## 7

**Research evaluation and the assessment of public value [Texto impreso] / Jordi Molas-Gallart]**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 123-125 : 48 refs.

Funding organisations are increasingly asking academics to show evidence of the economic and social value generated by their research. These requests have often been associated with the emergence of a so-called 'new social contract for research' and are related to the implementation of new research evaluation systems. Although the research evaluation rhetoric is similar across countries and organisations, in practice evaluation can fulfil very different purposes. Additionally, the assessment of the public value of research poses different challenges depending on the academic field under analysis. This paper distinguishes three main research evaluation goals: to inform the distribution of public resources among competing objectives or performers, to help improve the implementation of policies and programmes, and to control the use of public funds. It then argues that assessing the value of research in the arts and humanities calls for a research methodology capable of providing a fine-grained understanding of the variety of, often diffuse, ways in which arts and humanities research can generate value. The methods that we need to do this are better suited to fulfil the improvement goal of evaluation, and require a 'formative' approach to evaluation supporting the social engagement of academic researchers.

Arts and Humanities in Higher Education. -- 2015, v.14 (February), n. 1, p. 111-126

1. Arts and humanities social value 2. Evaluation functions 3. Formative evaluation 4. Impact assessment 5. Research evaluation

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## 8

**Tracing how arts and humanities research translates, circulates and consolidates in society [Texto impreso] : how have scholars been reacting to diverse impact and public value agendas? / Paul Benneworth**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 58-60 : 32 refs.

Arts and humanities research appears to have a problem when it comes to making an argument that it matters to society. Despite widespread efforts within and beyond the field to document how arts and humanities research creates social value, these arguments have had little traction within public policy debates. The paper argues that other disciplines have been able to mobilise an 'investment logic', based on a more nuanced model of how knowledge creates value, showing how investing in small research projects drives economic growth, highlighting, for instance, the direct links between universities, spin-offs, the biotech sector and large pharmaceutical firms. If one looks at arts and humanities research through this lens, it is possible to find examples of how individual pieces of arts and humanities research are translated upwards through first-order users, through networks, to create societal improvements: it is therefore possible to meaningfully argue for arts and humanities research driving societal value creation. The paper concludes by reflecting on how arts and humanities research might apply this wider model of research valorisation to better convey its societal benefits in contemporary science policy discussions.

Arts and Humanities in Higher Education. -- 2015, v.14 (February), n. 1, p. 45-60

1. Arts and humanities research 2. Co-creation 3. Knowledge exchange 4. Public value 5. Valorisation