



The British Academy



Survey for academics and academic researchers in humanities and social science (HSS) disciplines

This survey is designed to get your views on the impact of your own academic discipline in each of the following areas in the last five years:

- Economy and business (*questions 5 to 8*);
- Public policy making and practice (*9 to 12*);
- Civil society and civil society organizations (*13 to 16*);
- Physical sciences or technology (*17 to 20*);
- Cultural enrichment and public debate (*21 to 24*).

We ask you to **rate the impact of your own academic discipline** and give examples of research work in the last five years which you feel has had significant impact in these areas. We also ask you to **evaluate the potential impact that your discipline should have**. We welcome as much specific detail as possible in your answers to the free text questions.



Questions asked in this survey form are identical to those in the online survey. We are happy to receive survey responses in either format. We are providing this form version of the survey to make it easier for respondents without easy access to the Internet to print out and review the questions and submit responses.

The survey should take between 10 and 30 minutes to complete. Please feel free to alert your colleagues working in HSS disciplines to this survey. We are aiming to maximize the coverage of responses from as wide a range of HSS disciplines as possible. With your help we should achieve a really comprehensive picture of humanities and social sciences in the UK.

All information collected in this survey will be held securely and treated as confidential by the LSE Public Policy Group.

For further information about this survey or the research project, please contact Jane Tinkler (j.tinkler@lse.ac.uk) or Nihan Akyelken (n.akyelken@lse.ac.uk) or telephone us at 020 7955 6064 or 020 7955 6731.

This document is a read-only form allowing text and data to be filled in at marked fields. The following fields are used in this form:

	Field requiring text in your own words
 <input data-bbox="284 405 337 457" type="checkbox"/>	Field requiring a tick. To mark the box, click anywhere on it.

REMEMBER

It is important to save this document onto a disk or your computer hard drive, and **SAVE** the work regularly. The information that you fill in is not saved automatically.

*******SURVEY STARTS HERE*******

Your own academic discipline

1. In which academic discipline does your work mostly fall?



2. In which of the following categories does your work in this discipline fall?

Please choose one from the options below

- Humanities
- Social sciences
- Both the humanities and social sciences
- Another classification (*please specify below*)



3. Which other disciplines have you worked with or collaborated with most in the last five years?

Please write in the name of the discipline(s) below. You should include *any* other disciplines such as physical sciences, natural sciences, engineering, or the arts.

Discipline 1

Discipline 2

Discipline 3

Discipline 4

Discipline 5

4. Please write in any further details on your own discipline and the extent to which you work closely with other disciplines.

You should include *any other disciplines such as physical sciences, natural sciences, engineering, or the arts.*

▶ Philosophers in the UK not only contribute to cultural enrichment, public debate and public policy making as 'pure' philosophers; they also work with a huge range of other disciplines. These include, for example, biology, medicine, history, art, public health, politics, sociology, and theology.

Economy and business

The following questions refer to the impact of your academic discipline in general rather than your own research, although you may want to draw on your own research for illustration or example. We are also interested to hear your views on the impact and standing in other countries of UK academic research in your discipline.

5. How far has the research in your discipline **had positive impacts** for economic growth, business and commerce in the last five years?

Please give a score where 1 = No impacts and 7 = Strong impacts

	No impacts		Strong impacts					Not sure
	1	2	3	4	5	6	7	
▶ Research in my discipline scores...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please briefly cite any examples or evidence to support your rating in the question above.

▶ Philosophy's primary contribution to business and economic growth is through the education it provides to the large number of undergraduate students who take Philosophy as a degree, either by

itself or with other disciplines. Philosophy provides a rigorous training in many skills that are highly valued by employers: thinking creatively, presenting, analysing and criticising arguments, questioning assumptions, thinking and writing clearly, analytically and concisely, and so on. See a recent Education Guardian article on the employability of Philosophy graduates, at <http://education.guardian.co.uk/higher/news/story/0,,2213665,00.html> for some statistics and comments from graduate employers.

7. How much impact do you think research in your discipline **should have** for economic growth, business and commerce?

Please give a score where 1 = No impacts and 7 = Strong impacts

	No impacts		Strong impacts					Not sure
	1	2	3	4	5	6	7	
▶ Research in my discipline should score...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. What **suggestions** would you make for improving your discipline's positive impacts for economic growth or business?

▶

Public policy making and practice

The following questions refer to the impact of your academic discipline in general rather than your own research, although you may want to draw on your own research for illustration or example. We are also interested to hear your views on the impact and standing in other countries of UK academic research in your discipline.

9. How far has the research in your discipline **had positive impacts** in improving how government decisions are made or how public policy is implemented in the last five years?

Please give a score where 1 = No impacts and 7 = Strong impacts

	No impacts		Strong impacts					Not sure
	1	2	3	4	5	6	7	
▶ Research in my discipline scores...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Please briefly cite any examples or evidence to support your rating in the question above.

▶ Many philosophers in the UK contribute directly or indirectly to public policy-making and practice:

(a) By sitting on policy-making and advisory committees. Some examples (not all current):

Gene Therapy Advisory Committee (Richard Ashcroft)
 Ethics and Policy Advisory Committee of the Medical Research Council (Richard Ashcroft)
 Farm Animal Welfare Council (Stephen Clark)
 Animal Procedures Committee (Stephen Clark)
 Authors Licensing and Collecting Society (Nigel Warburton)
 UK Biobank Ethics and Governance Council (Heather Widdows)
 Medical Ethics Committee of the British Medical Association (John Harris)
 Human Genetics Commission (John Harris, Brenda Almond)
 Committee On Ethical Aspects Of Pandemic Influenza (John Harris)
 Human Fertilisation and Embryology Authority (David Archard)
 Food Ethics Council (Ruth Chadwick, Doris Schroeder, Kate Rawles)
 Nuffield Council on Bioethics (Jo Wolff; Soren Holm. Previous members have included Tom Baldwin and Onora O'Neill)
 Nuffield Council on Bioethics Working Party on 'Critical care decisions in fetal and neonatal medicine: ethical issues' which published its report in November 2006 (Deputy Chair: David Archard)

(b) By producing research or being a member of a body that is policy-directed. Examples:

John White's policy-directed IMPACT paper 'What schools are for and why' was launched in Feb 07, with panellists David Willetts, Shadow Sec of State for Education, Mick Waters, Head of Curriculum at QCA, Fiona Millar, and Adam Swift. The invited audience of 100+ included a large number of policy makers.

Mike Parker is Director of the Ethox Centre (<http://www.ethox.org.uk>).

(c) By acting as consultants or presenting evidence to Government organisations:

From 2005-7, John White worked closely with the QCA as consultant on the aims of the school curriculum and as member of the Key Stage 3 Review: External Consultative Group.

John Harris gave evidence to The House of Commons Science and Technology Committee inquiry

into “Human Reproductive Technologies and the Law”. His work was cited in their Fifth Report 2004-5.

John Harris gave Evidence to The House of Lords Select Committee on the Assisted Dying for the Terminally Ill Bill. His work was cited in their Report 2005.

Philosophers also contribute to public policy-making and practice less directly - and of course in a way that is much harder to quantify - by publishing research on issues and topics that are central to areas of policy-making; for example, human rights, education, medical ethics, international justice.

In particular, the Society for Applied Philosophy (www.appliedphil.org), founded in 1975, has the aim of promoting philosophical study and research that has a direct bearing on areas of practical concern; the article published in its journal (the Journal of Applied Philosophy) publishes high-quality peer-refereed philosophical work that falls within the remit of the Society's aims. This work has an impact inasmuch its published articles are likely to be read outside the subject and influence those involved in public policy and law making in relevant domains.

Other journals that engage in policy issues and that publish work by philosophers include the Cambridge Quarterly of Healthcare Ethics and the Journal of Medical Ethics.

11. How much impact do you think research in your discipline **should have** in improving how government decisions are made or how public policy is implemented?

Please give a score where 1 = No impacts and 7 = Strong impacts

	No impacts			Strong impacts				Not sure
	1	2	3	4	5	6	7	
▶ Research in my discipline should score...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What **suggestions** would you make for improving your discipline's positive impacts on how government decisions are made or how public policy is implemented?

▶

▶ Research in my discipline **should** score...

16. What **suggestions** would you make for improving your discipline's positive impacts in making civil society organizations more effective?

▶

Physical sciences or technology research

The following questions refer to the impact of your academic discipline in general rather than your own research, although you may want to draw on your own research for illustration or example. We are also interested to hear your views on the impact and standing in other countries of UK academic research in your discipline.

17. How far has the research in your discipline **had positive impacts** in connecting with the physical sciences, medicine or technology in the last five years?

Please give a score where 1 = No impacts and 7 = Strong impacts

	No impacts			Strong impacts				Not sure
	1	2	3	4	5	6	7	
▶ Research in my discipline scores...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Please briefly cite any examples or evidence to support your rating in the question above.

▶ Much of the evidence cited in the policy section above counts here too. Philosophers (in particular, ethicists) contribute to many advisory bodies whose job it is to assess and make recommendations concerning the appropriate use of advances in scientific and medical knowledge, for example the Human Genetics Commission, the Human Fertilisation and Embryology Authority, UK Biobank, the Gene Therapy Advisory Committee and the Nuffield Council on Bioethics.

19. How much impact do you think research in your discipline **should have** in connecting with the physical sciences, medicine or technology?

Please give a score where 1 = No impacts and 7 = Strong impacts

	No impacts				Strong impacts			Not sure
	1	2	3	4	5	6	7	
▶ Research in my discipline should score...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. What **suggestions** would you make for improving your discipline's positive impacts in connecting with the physical sciences, medicine or technology?

▶

Cultural enrichment and public debate

The following questions refer to the impact of your academic discipline in general rather than your own research, although you may want to draw on your own research for illustration or example. We are also interested to hear your views on the impact and standing in other countries of UK academic research in your discipline.

21. How far has the research in your discipline **had positive impacts** in achieving cultural enrichment and contributing to public debate?

Please give a score where 1 = No impacts and 7 = Strong impacts

	No impacts	Strong impacts	Not sure



Research in my discipline scores...

1

2

3

4

5

6

7

22. Please briefly cite any examples or evidence to support your rating in the question above.



This is the area in which philosophy has the most significant impact, and, in particular, where philosophers who are not engaged in research that falls broadly within the area of applied ethics play a significant role. Some examples:

1. Radio & TV:

Philosophers are regular contributors to Radio 4's "In Our Time". Recent examples include Peter Adamson (8.11.07), Stephen Mulhall and Miranda Fricker (1.11.07), Angie Hobbs and David Sedley (27.9.07), A.C. Grayling and Alexander Brodie (21.6.07). "In Our Time" even has an online philosophy resource, at www.bbc.co.uk/radio4/history/inourtime/greatest_philosopher.shtml, which testifies to the popularity of philosophical issues amongst the general public.

Philosophers also contribute to Radio 4's "Start the Week"; recent contributors have included John Harris (15.10.07), A.C. Grayling (19.11.07) and Julian Baggini (17.12.07).

Philosophers have also contributed to The Big Questions (Sundays, BBC1), The Moral Maze (Radio 4), The Today Programme (Radio 4) and to other TV and radio programmes.

2. National press (recent examples):

A.C. Grayling, "Believers are away with the fairies", Daily Telegraph, 26.3.07

A.C. Grayling, "Pursue pleasure: it's the natural way to do good in the world", Sunday Times, 18.3.07

A.C. Grayling, "A question of discrimination", Guardian, 13.7.02

Grayling also has a large number of articles on The Guardian's "Comment is free" website, see commentisfree.guardian.co.uk/ac_grayling

Simon Blackburn, "Lust", New Statesman, 15.12.03

Jo Wolff has had a monthly column in The Guardian since 2005.

Interview with Richard Ashcroft, Guardian Education, 18.7.06

3. Philosophy journals and magazines aimed at the general public:

The Royal Institute of Philosophy publishes a journal, Think, aimed at the general public.

Philosophy Now is a bi-monthly magazine that has been running since 1991.

The Philosophers Magazine is published 4 times a year and has been running for about 10 years.

All of the above largely consist of articles written for a general audience by professional philosophers in the UK.

4. Books for the general public:

Books aimed at a general audience that have sold very well both in the UK and overseas include Simon Blackburn's "Think!" (1999) (described in Time Magazine as "the one book every smart

person should read") and "Being Good" (2001); A.C. Grayling's "The Meaning of Things" (2002); Stephen Law's "The War for Children's Minds" (2007, reviewed in The Guardian, Independent, Times Educational Supplement, The Economist, etc.; Law conducted a book tour in Australia, and wrote a Lead Opinion piece in the Sydney Morning Herald and appeared on The Today Programme (Radio 4) and Nightwaves (Radio 3) to discuss the book); Nigel Warburton's "Philosophy: The Basics", which is in its 4th edition and has been translated into about 12 languages; and Stephen Law's "The Philosophy Files", aimed at children, which has been translated into 14 languages and was The Guardian's no.2 best-seller for off-the-page sales in 2002.

5. Podcasts:

"Philosophy Bites" (www.philosophybites.com) - currently around 30 15-minute interviews with leading philosophers by Nigel Warburton - has around 14,000 subscribers worldwide, with around 2000 downloads per day. Philosophy Bites has been in the US top 100 of all podcasts.

The podcast of part of Warburton's "Philosophy: The Classics" has been very popular in the UK, with over 1000 downloads a day, and has been as high as 14th in the iTunes ranking of all UK podcasts.

6. Other (examples):

Warburton regularly teaches courses open to the general public at Tate Modern, and also taught a course at the Victoria & Albert Museum in 2007. He contributed to the Tate Modern Multimedia audio guide on the topic of Giacometti and Existentialism.

Richard Ashcroft helped a schools theatre company, "Y Touring", develop a play - "Mind the Gap" - about mental illness and neuroscience. See www.ytouring.org.uk/productions/archive/mtg2005

Philosophers also contribute to cultural enrichment and public debate through public lectures and debates, 'Cafes Scientifiques', and so on.


23. How much impact do you think research in your discipline **should have** in achieving cultural enrichment and contributing to public debate?

Please give a score where 1 = No impacts and 7 = Strong impacts

	No impacts			Strong impacts				Not sure
	1	2	3	4	5	6	7	
▶ Research in my discipline should score...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Using the Internet and Web effectively	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explaining ideas and results in accessible ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building up a network of outside (non-academic) contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify in box below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Please write in comments relating to your answers to question 25 above



Contact details

Thank you for taking the time to complete this survey. It would helpful if you would provide your name and email contact details so that we can keep you informed on progress of this research. All details provided in this survey will be held securely and will be confidential to the LSE Public Policy Group

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