



RePAH:

Research Portals in the Arts and Humanities

A user analysis project

Appendix A2: The Arts and Humanities Research Community

Report prepared by Mark Greengrass

<http://repah.dmu.ac.uk/report>



Arts & Humanities
Research Council

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The RePAH Project

In July 2005, the RePAH Project was commissioned to carry out a survey of user-needs for information portals in the Arts and Humanities by the AHRC ICT in Arts and Humanities Programme. It sought to understand how the arts and humanities research community finds and exploits the internet resources it needs.

In order to do this the RePAH project:

- Examined the existing literature on user needs with regard to web gateways and portals,
- Analysed the web-logs from the Arts and Humanities Data Service (AHDS) subject centres and the Resource Discovery Network's (RDN) humanities and arts web hubs (prior to July 2006 these were known as Humbul and Artifact, but now have been harmonised into Intute-Arts and Humanities)
- Conducted focus groups, interviews and a Delphi exercise with members of the arts and humanities community
- Developed and tested a paper-based demonstrator for a managed research environment to explore possible ways forward with regard to web-based research resources.

The project was carried out in 7 work packages:

- WP1 RePAH Online Questionnaire--this report examines an online survey of the Arts and Humanities Community's use of web resources.
- WP2 Web-Log Analysis--this report analyses web-logs from several of the Arts and Humanities Data Service subject centres as well as Humbul and Artifact of the Resource Discovery Network (now Intute).
- WP3 First Focus Group--this report studies the responses from a series of five focus groups conducted at the University of Sheffield and three interviews from DeMontfort University. Respondents discussed their use of web resources in general and portals in particular.
- WP4 Delphi Exercise--this report considers the results of a Delphi exercise conducted around the feasibility of various web-based tools.
- WP5 Demonstrator of a Managed Research Environment--this report is an exploration of a paper-based demonstrator of a variety of features that might be applied as portlets and used by the Arts and Humanities research community.
- WP6 Phase II User Trials of Portal Demonstrator--this report brought the paper-based demonstrator to scholars in eight subjects within the Arts and Humanities community and asked them to evaluate the features and functionality of possible portlet tools.
- WP7 Intute in Light of this Report--this report explores Intute-Arts and Humanities with reference to the features and functionality explored in the paper-based managed research environment demonstrator.

Additional appendices within the RePAH Project report include an overview of the Arts and Humanities research community [Appendix A2], and a review of the literature relevant to user requirements for digital resources and web-based research facilities [Appendix A3].

This appendix reports on Work Package 7 which examines Intute-Arts and Humanities with reference to the features and functionality explored in the paper-based managed research environment demonstrator, as well as some the data harvesting of the AHDS by Intute.

To see the full report and the other appendices see <http://repah.dmu.ac.uk/report>.

2.1 The Arts and Humanities Community by Discipline

AHRC PANELS	RAE 2001 UOA	RDN PORTAL/Intute – categories as indicated in the top-level Intute-Humanities resource list	AHDS PROVISION [partial provision indicated in square brackets]
Panel 1: Classics, Ancient History and Archaeology	57 [Classics, Ancient History, Byzantine and Modern Greek Studies] 58 [Archaeology]	Historical and Philosophical Studies [Archaeology History History and Philosophy of Science Philosophy Religion and Theology]	[AHDS-Archaeology]
Panel 2: Visual Arts and Media: practice, history and theory	33 [Built Environment] 60 [History of Art, Architecture and Design] 64 [Art and Design] 65 [Communication, Cultural and Media Studies]	Arts and Creative Industries [Architecture Communications, Media and Culture Design Fashion and Beauty Music and the Performing Arts Visual Arts]	[AHDS Visual Arts]
Panel 3: English Language and Literature	45 [American Studies] 50 [English Language and Literature]	Literature, Linguistics, Classics [Classics Comparative Literature English Studies Linguistics]	AHDS Literature, Language and Linguistics
Panel 4: Medieval and Modern History	59 [History] 45 [American Studies]	Historical and Philosophical Studies [Archaeology History History and Philosophy of Science Philosophy Religion and Theology]	AHDS History
Panel 5: Modern Languages and Linguistics	46 [Middle Eastern and African Studies] 47 [Asian Studies] 48 [European Studies] 49 [Celtic Studies]	European Languages, Literature, Historical and Cultural Studies [Celtic French German Hispanic Italian Portuguese Russian Scandinavian Slavonic and East European Other European Modern Languages	AHDS Literature, Language and Linguistics

	51 [French] 52 [German, Dutch and Scandinavian Languages] 53 [Italian] 54 [Russian, Slavonic and East European Languages] 55 [Iberian and Latin American Languages] 67 [Linguistics]	(General)] Other Languages, Literature, Historical and Cultural Studies [African American Australasian Chinese Japanese Latin American Middle Eastern South Asian Other Asian]	
Panel 6: Librarianship, Information and Museum Studies	61 [Library and Information Management]	General Arts and Humanities [Cross-disciplinary (Arts) Humanities (General) Humanities Computing Manuscript Studies Museum/Library/Archive]	
Panel 7: Music and Performing Arts	66 [Drama, Dance and Performing Arts] 67 [Music]	Arts and Creative Industries [Architecture Communications, Media and Culture Design Fashion and Beauty Music and the Performing Arts Visual Arts]	AHDS Performing Arts
Panel 8: Philosophy, Law and Religious Studies	62 [Philosophy] 36 [Law] 63 [Theology, Divinity and Religious Studies]	Historical and Philosophical Studies [Archaeology History History and Philosophy of Science Philosophy Religion and Theology]	

Figure 1

2.2 Arts and Humanities Researcher Populations Based on 2001 RAE Reports

	AHRC Subject Panel 2001 RAE Subjects Below	Totals No. Individuals Submitting to RAE		Institutional Size By Staff Numbers/ Total Institutions With Departments		
				50+	30-50	10-30
1	Classics Ancient History and Archaeology 1 Classics, ancient history, Byzantine and Modern Greek Studies – 346.6 2 Archaeology – 482.5	829.1	1	50+	1	26
				30-50	1	
				10-30	15	
				-10	9	
			2	50+	1	26
				30-50	2	
				10-30	18	
				-10	5	
2	Visual Arts and Media: practice, history and theory 1 Built Environment – 600.5 2 History of Art, Architecture & Design – 346.5 3 Art & Design – 1669.5 4 Communication, Cultural & Media Studies – 358.6	2975.1	1	50+	1	37
				30-50	1	
				10-30	29	
				-10	6	
			2	50+	--	39
				30-50	--	
				10-30	14	
				-10	25	
			3	50+	5	71
				30-50	12	
				10-30	35	
				-10	19	
			4	50+	--	38
				30-50	--	
				10-30	15	
				-10	23	
3	English Language and Literature	1519.6		50+	2	89
				30-50	7	
				10-30	50	
				-10	30	
4	Medieval and Modern History 1 History – 1077.9 2 American Studies – 113.5	1833.4	1	50+	2	93
				30-50	10	
				10-30	49	
				-10	32	
			2	50+	--	13

				30-50	--	
				10-30	4	
				-10	9	
5	Modern Languages and Linguistics 1 Middle Eastern & African Studies – 128.9 2 Asian Studies – 129.5 3 European Studies – 558.7 4 Celtic Studies – 92.1 5 French – 446.1 6 German, Dutch & Scandinavian Languages – 255 7 Italian – 103.5 8 Russian, Slavonic, and East European Languages – 77.3 9 Iberian and Latin American Languages – 157 10 Linguistics – 210.3	2158.4	1	50+ 30-50 10-30 -10	-- -- 5 6	11
			2	50+ 30-50 10-30 -10	-- 1 3 8	13
			3	50+ 30-50 10-30 -10	1 1 19 17	38
			4	50+ 30-50 10-30 -10	-- -- 2 13	15
			5	50+ 30-50 10-30 -10	-- 1 20 22	43
			6	50+ 30-50 10-30 -10	-- -- 6 34	40
			7	50+ 30-50 10-30 -10	-- -- 1 18	19
			8	50+ 30-50 10-30 -10	-- -- -- 17	17
			9	50+ 30-50 10-30 -10	-- -- 5 26	31
			10	50+ 30-50 10-30 -10	-- -- 10 14	24

6	Librarianship, Information and Museum Studies 1 Library and Information Management – 302.1	302.1	1	50+ 30-50 10-30 -10	-- -- 13 10	23	
			2	50+ 30-50 10-30 -10	--		
7	Music and Performing Arts 1 Drama, Dance and Performing Arts – 395.9 2 Music – 486.3	882.2	1	50+ 30-50 10-30 -10	-- 1 13 26	40	
			2	50+ 30-50 10-30 -10	-- -- 18 41		
8	Philosophy, Law and Religious Studies 1 Philosophy – 460 2 Law – 1352.9 3 Theology, Divinity and Religious Studies – 439	2251.9	1	50+ 30-50 10-30 -10	-- 1 22 21	44	
			2	50+ 30-50 10-30 -10	3 15 28 14		60
			3	50+ 30-50 10-30 -10	-- -- 14 29		
Arts and Humanities TOTALS		12751.8					

Figure 2

2.3 Unit of Assessment Size in RAE2001

UoA Size in RAE2001	Numbers of Units Recorded
<10	474
10-30	430
30-50	53
>50	16

Figure 3 [Source: HERO]

2.4 HE Higher-Degree Qualifications obtained in the UK in the Arts and Humanities [2004-5]

Subject Area	Total Higher Degrees	Doctorates
Architecture, Building and planning	2910	240
Law	5785	200
Mass communications and documentation	3245	75
Languages	5520	895
Historical and Philosophical Studies	4740	925
Creative arts and design	5030	275
TOTALS	27,230	2610

Figure 4 [Source: HESA]

2.5 Sector Distribution of UK Professional Archaeologists in c.2000

SECTOR	Distribution [%]
Archaeological Contractor	30.4
Local Government	18.1
Heritage Agencies	15.5
University HEI and Research Groups	14.7
National Museums	3.6
Independent Consultants	3.5
Archaeological Societies	1
Other central government funded organizations	0.1
Other organizations	13.2

Figure 5 [Source: Condren, Richards, Robinson and Wise (1999)]

2.6 Taxonomy of Knowledge Structures

Group	Knowledge	Culture
Physical Sciences e.g. Physics	Cumulative, atomistic (crystalline/tree-like); concerned with particulars, qualities, simplification; resulting in discovery/explanation	Competitive, gregarious; politically well-organised; high [publication rate; task oriented
Humanities e.g. history	Reiterative; holistic (organic/river-like); concerned with particulars, qualities, complication; resulting in understanding/interpretation	Individualist, pluralistic; loosely-structured; low publication rate; person- oriented
Applied Sciences, e.g. mechanical engineering	Purposive, pragmatic (know-how via hard knowledge); concerned with mastery of physical environment; resulting in products and technologies	Entrepreneurial; cosmopolitan; dominated by professional values; patents substitutable for publications; role-oriented
Applied Social Sciences, e.g. education	Functional, utilitarian (know-how via soft knowledge); concerned with enhancement of (semi-) professional practice; resulting in protocols and procedures	Outward-looking; uncertain in status; dominated by intellectual fashions; publication rates reduced by consultancies; power- oriented

Figure 6 [Source: Sparks (2005), following Fry (2004)]

2.7 Relationship between degree of ‘mutual dependence’, ‘task uncertainty’, and the production and use of digital resources – Three Exemplary Fields

Exemplary Field:	- High energy Physics	Corpus-based Linguistics	Social/cultural Geography
Dominant Culture	High degree of mutual dependence, with low degrees of task uncertainty	Moderate degree of mutual dependence with moderate degree of task uncertainty	Low degree of mutual dependence with high degree of task uncertainty
Differential role of Informal and Formal Communication	Speedy establishment of knowledge claims via informal communication; system of conference papers and pre-prints; publication mainly serves citation criteria	Need to communicate a high concentration of technical information supported in conference proceedings, reports and manuals	Formal communication system unimportant because of lower levels of interpersonal recognition (e.g. low people to problem ratio) and need to justify goals, approaches and techniques in literature; informal communication system determined by individual groups and specific social networks
Role of ICT in Communication Systems	Tightly coordinated system for the informal dissemination of research results via integrated digital networks; production of centralised field-based digital resources	Quest for the development of coordinated systems for the informal dissemination of research results hindered by local ICT infrastructures; decentralised locally-produced field-based digital resources	Non-production of field-based digital resources; reliance on commercially-produced generalist digital resources @ ICT infrastructure determined at the level of the employing institution rather than the field or discipline

Figure 7
 [Source: Fry (2004)]

2.8 Information-Seeking Behaviour of Arts and Humanities Scholars

1. 'Essential Resources'

[Q: What is the single most essential resource you use, the one that you would be lost without?]

[results in % within each group]	Medical and biological sciences	Physical sciences and engineering	Social Sciences	Languages and Area Studies	Arts and Humanities
Pre-Prints		5.8	1.4		1
Post-prints		6.3	9		3.9
Journal Articles	90.7	71.6	69.3	28	27.2
Conference proceedings		5.8	5		
Books	.6	1.4	9.2	50	35.9
Datasets	4.3	3.4	7.8	2	2.9
Technical reports		1			
Government or NGO reports	1.2		2.3		
Legal Sources			.5		
Other Textual Sources			3.7	10	14.6
Non-Textual Sources	.6		.5	2	8.7
Other	2.5	4.8	4.1	8	4.9
TOTAL	100	100	100	100	100

2. Search-tools and Sources of reference

[Q: ‘What search tool or reference source is most essential to you, the one you would be lost without?’]

[results in % within each group]	Medical and biological sciences	Physical Sciences and engineering	Social Sciences	Languages and Area Studies	Arts and Humanities
Other	13	5.7	6.7	8	3.9
Subject-specific abstracts and indexes	18.5	20.6	22.4	6	13.6
Subject-specific online gateways	22.8	3.3	6.7	2	2.9
General Bibliographic resources	9.9	11.5	15.2	46	29.1
Citation Databases	21	21.5	9.9	4	3.9
Search Engines	14.8	36.4	35.9	24	36.9
Works of Reference		1	3.1	10	9.7
TOTAL	100	100	100	100	100

1. Informal Resources

[% of respondents in each group]	Asking a Colleague	Emailing a colleague or peer	Reading email newsletters	Posting an enquiry to an email list	Reading blogs
Medical and biological sciences	80.2	87	17.9	11.7	4.3
Physical sciences and engineering	81.9	81.9	21.9	12.4	4.3
Social Sciences	76	78.2	35.6	15.1	7.1
Languages and area studies	74	80	16	12	2
Arts and Humanities	76.7	76.9	31.1	21.4	6.8

4. Problems in Accessing Research Resources

[% of respondents in each group]	Medical and biological sciences	Physical sciences	Social Sciences	Languages and Area Studies	Arts and Humanities
Library does not take the journals I need	89.4	82	81.9	79.2	69.1
Library does not buy the books I need	18.8	31.5	38.1	62.5	61.8
Library does not subscribe to the databases I need	22.4	36	34.3	16.7	32.7
I cannot get access to the conference proceedings I need	18.8	44.9	25.7	12.5	23.6
Key information is proprietary	10.6	12.4	17.1	8.3	12.7
I need to travel to access resources and funding isn't available	9.4	14.6	24.8	58.3	58.2

Figure 8 [Source: Sparks (2005) – based on 750 completed questionnaires from individuals divided into subject groups by 2001RAE UoA]

2.9 'Road-Map' of Arts and Humanities Research Activities

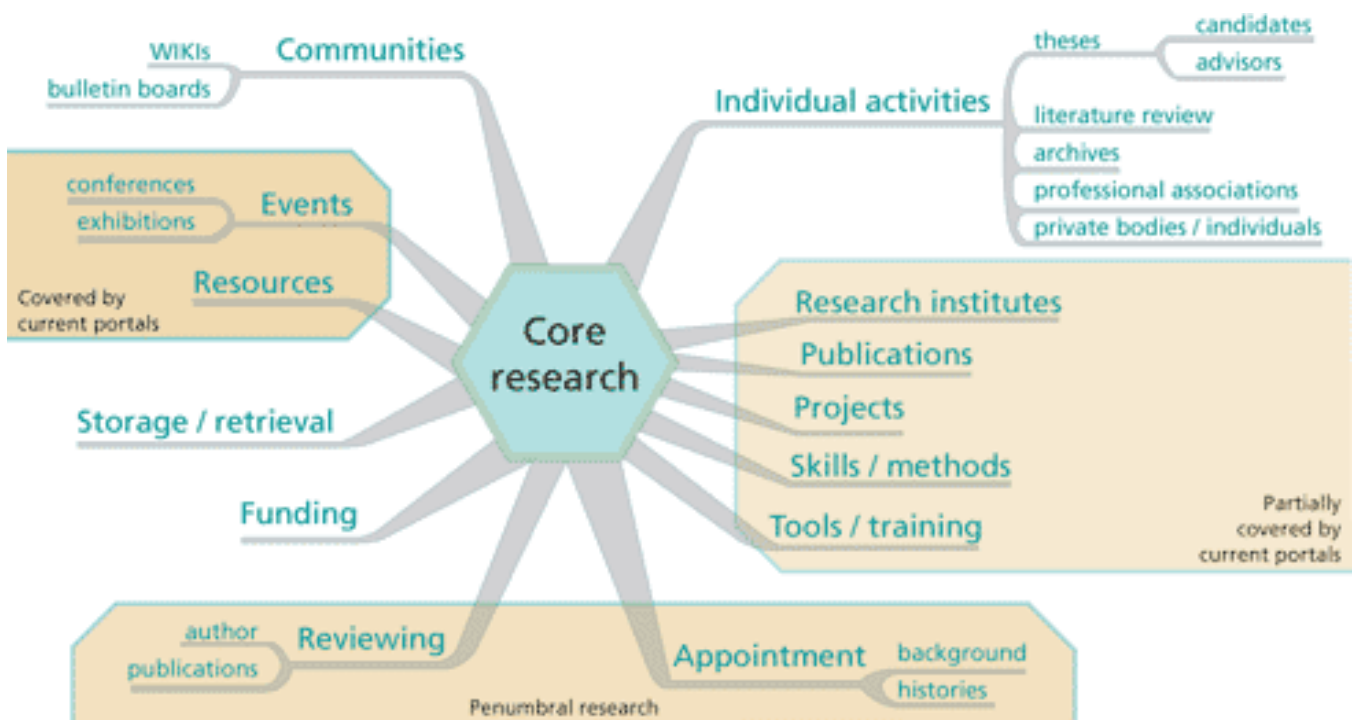


Figure 9