

Literature Review: non-Academic Social Researchers

This paper develops some of the material indicated by the reference list. Although there appear to be no studies on the immediate topic of non-academic social researchers there are several studies which relate to this:

- UK studies of Social Science Contract researchers by Allen Collinson and Jackie Goode.
- Australian/South African study by Raewyn Connell et al of Intellectual Workers
- Interest-groups: especially Applied sociologists within BSA, ISA (the latter has developed resource material)
- Studies of appropriate members of Professional/Academic associations e.g. study of UK applied anthropologists.
- Studies of people with Social science qualifications or in social science occupations: e.g. US census reports; Newell on NZ census data, and studies hosted by the NZ BRCSS programme.
- Tracing studies of graduates of Disciplines, often as part of wider studies of graduates.

List of Annotations:

Aanerud, R., Homer, L., Nerad, M., & Cerny, J. (2006). Paths and Perceptions: Assessing doctoral Education using career path analysis. In Peggy. L Maki & Nancy. A. Borkowski (Eds.) *The assessment of doctoral education: Emerging criteria and new models for Improving outcomes* (pp. 109-141). Sterling, Virginia: Stylus Publishing.

Presents results of study of students in two disciplines, English and Mathematics to demonstrate the assessment value of understanding student career paths and student evaluations of doctoral programmes in light of their career paths. Firstly described career paths in terms of careers followed according to job titles and level of job satisfaction reported. Second summarise PhD recipient evaluations of specific aspects of the curricula and professional development they experienced in their doctoral programme. These evaluations were done at the time of the survey 10-14 years after students received their degrees. National survey including 6000 PhDs – targets doctorates in 6 disciplines, in 5 major fields (life sciences, engineering, humanities, physical science, social science) – 3 cohorts who received doctorates from 61 universities between July 1982-June 1985 were surveyed (this was approx 57% of PhDs awarding in these fields during these years), the response rate reflected 66% domestic PhDs and 52% international PhDs. Results indicated that 10-14 years after their PhD's roughly 60% of respondents were working in either tenured or tenure-track positions, and a much smaller proportion (10-15%) were at research I institutions. Most of the PhDs are satisfied with their jobs regardless of working in the academic or BGN (business, government or not for profit job sectors). Recommendations for Phds were to help students make the transition to post PhD careers. A great majority of English students reported lack of faculty mentoring in: learning how to write proposals, getting assistance with publishing, identifying opportunities to present research, identifying sources of funding for national meetings, identifying opportunities to interact with individuals from the non academic sector. Relevance: query level of academic background in our participants and match this against their job satisfaction in relation to this study?

Allen Collinson, J. (2007). 'Get Yourself Some Nice, Neat, Matching Box Files': Research administrators and occupational identity work. *Studies in Higher Education*, 32, (3), 295-309.

This article applies interactionist concept of identity work in order to examine on specific group to date under-researched: graduate research administrators. An exploratory qualitative research project was undertaken based upon interviews with 27 UK research administrators. The study analyses how research administrators utilize various forms of identity work to sustain credible occupational identities, often in the face of considerable challenge from their

academic colleagues. Many interviewees valorized the opportunities afforded by their work for crossing the putative academic-administrative divide, and there was evidence of engagement in extensive identity work, as research administrators struggled to maintain the academic elements of their identity, despite challenges from academic colleagues. One of the features in interviewee's accounts was the sparse reference to a gender dimension within their occupational world, in stark contrast to studies of other occupational groups (e.g. secretaries). However, similar to secretaries, almost all interviewee's (male and female) made some reference to the 'invisibility' of their work. Many interviewees emphasized the common threads of culture, norms and values, together with similarities in academic capital and educational biographies, in contrast to general administrators within universities. Relevance: invisibility issue may be relevant to our study?

Allen Collinson, J. (2006). Just 'Non-Academics'? Research administrators and contested occupational identity. *Work, Employment and Society*, 20, (2), 267-329.

Using primarily symbolic interactionist analyses and based upon qualitative interviews the project sought to investigate the life worlds of research administrators. The wide range of roles and divergent responsibilities covered by the title of research administrator emerged as salient features, together with the boundary crossing ambiguous nature of much research administrative work. The article examines in particular the identity work undertaken by research administrators as they seek to resist categorization as mere non academics and to counteract social invisibility. Administrative academic relations were also found to constitute a core element within administrators occupational life worlds and the article considers how the putative administrative academic boundary is often problematized by research administrators. Results indicated that research administrators needed to counter social invisibility – politicking, academic study to achieve credibility, teaching and quasi-supervising students; reported on an us and them mentality and attempts to counter this by demonstrating interest in academic research of their colleagues. Relevance: invisibility and us and them mentality may be found in our study.

Allen Collinson, J. (2004). Occupational Identity on the Edge: Social science contract researchers in higher education. *Sociology*, 38(2), 313-329.

The focus of this research is to explore the reality and complexities of contract researchers' working lives and the occupational identities and self images that contract researchers construct and maintain. Judgment sampling was used to select the group and snowball sampling supplemented this. Interviews were undertaken with 61 social science contract researchers primarily employed at UK universities. Occupational locations included: (1) academic departments which only occasionally hired researchers, usually one or two at a time: 5 depts. 11 researchers; (2) academic departments which normally had several researchers on a range of contracts: 5 depts. 17 researchers; (3) research centre which normally had larger numbers of researchers on different kinds of contracts: 10 centres; 32 researchers. Interviews were in depth semi structured and tape recorded designed to elicit data on various social relationships, motives, aspirations, coping strategies, learning processes, and conceptions of identity. Results indicated that those in category (1) found themselves the solitary researcher, consequently cycles of research work (design, implementation, report submission) did not coincide with those of other researchers to the detriment of peer communication, support and cohesion. Little or no development of collegial support networks. As a result the development of craft expertise and confidence in the occupational self was a difficult and faltering process. Without peer transmission of tacit knowledge, confidence in practicing the craft was often hard won, predominantly through trial and error and sometimes costly. Permanent staff seemed reluctant to engage socially and intellectually due to temporary status, this in conjunction with other (material and symbolic) indicators of 'inferior' status rendered somewhat problematic the construction of a positive valued working self. Researchers in hindsight tended to view this period and the successful surmounting of their difficulties as something approximating a rite of passage which proved influential in the establishment of a confident occupational identity endowing researchers the ability to cope with vagaries of subsequent employment in contract research. Contrastingly researchers in the other two categories reported a generally smooth entry into the world of contract research and a smoother transition to the occupational role. Physical conditions were improved, collegial support was on hand to transmit the craft, considerable collaborative

activity amongst researchers in order to gain further contracts and fend off unemployment, invitations to novice colleagues to collaborate with more experienced researchers in bidding for and working on projects, intelligence about the preferences of sponsors through inclusion in the peer network, and the art of constructing research bids. This experience helped build researchers confidence and to achieve some degree of occupational stability. Relevance: the risk of isolation for social researchers – could the experience of group (1) be transferable to our study group – what could the recommendations be for opportunities for increased networking, collaboration etc if this is a finding!!!! Why would new social researchers look for contracts in universities that only occasionally employ these people – given the evidence here of lack of support for group (1) – what are the implications for NZ universities and potential recommendations?

Bureau of Labor Statistics, U.S. Department of Labor (2007) *Occupational Outlook Handbook, 2008-09 Edition*, Social Scientists, Other, <http://www.bls.gov/oco/ocos054.htm>.

Census statistical data on various social science-related occupations.

Carroll, P., Blewden, M., & Witten. (2008). The Social Sciences and Policy-Research Use. *Building Research Capability in the Social Sciences (BRCSS): Centre for Social and Health Outcomes Research and Evaluation, Massey University, Auckland, New Zealand.*

“This study seeks to understand the use of social science research in policy making in Aotearoa/New Zealand. Three case studies of policy develop were undertaken: the 2004 working for families’ legislation; the 2007/2008 budget allocations for insulating homes; and immigration policy. In interpreting the case study findings the project draws on several models including the ‘stages’ model, the policy stream model, the ‘advocacy coalition framework’ and the ‘argumentative-discourse’ model. Thirty one semi-structured interviews were undertaken with policy advisors, politicians and social science researchers involved in the development of policy in one or other of the case study areas. Findings confirmed the literature that the research-to-policy process is not linear but complex and messy with research filtering through a network of interfaces. Interviews also support the literature that research is more likely to be conceptual than instrumental, and likely to be more influential at the agenda-setting stages of the policy process than during policy formulation. Findings suggested that policy initiation process was a mix of ‘producer push’ and ‘user pull’. Findings also indicated that research played a lesser role at the policy formulation stage”

Connell, R. (2007). Managing Social relations: The dimensions of intellectual labour. *International Journal of Sociology and Social Policy*, 27, 1 / 2, 19-31.

“[The purpose of this research is to show that the management of social relations involves specific forms of intellectual labour. An Australian study explores this through life-history interviews. Design/methodology/approach – Career- and life-history interviews were conducted with 16 intellectual workers whose professions involve the management of social relations. Both individual case studies and group analysis were conducted. Findings – In some situations this labour is carried out by a collective intellectual increasingly integrated with information technology. Several modes of the organization of knowledge can be specified. Extensive links with global society are found, yet few respondents make global society itself part of their object of knowledge. Participants perform classic functions of assembling and reticulating knowledge, and some have high levels of training, yet tend to refuse an “intellectual” identity. Originality/value – Local practice tilts away from ivory-tower models of social knowledge and towards supportive engagement in global market society. Social management is thus partly integrated with neoliberalism; yet among the partly residualized groups of intellectual workers some indications of opposition remain. Knowledge itself therefore seems to be a focus of tension.”

Connell, R. (2007). The heart of the Problem: South African Intellectual workers, globalisation and social change. *Sociology*, 41, (1): 11-28.

“The familiar sociology of intellectuals has been constructed in the global metropole, and it is debatable how relevant its concepts are to the periphery. A life-history study was conducted with diverse intellectual workers in South Africa. A range of intellectual identities is apparent. The specific history of the Apartheid era, the struggle against Apartheid, and the advent of neo-liberalism have all shaped intellectual workers’ cultural formation and created major differences in trajectories. Periphery/metropole relations profoundly structure cultural practices and consciousness, but these relations are not static. Distinctive patterns of intellectual work appear. The legacy of democratic struggle gives prominence to ‘crossover’ forms of intellectual work, fuels resistance to neo-liberal globalization, and gives a distinctive form to the problem of reproducing the intellectual workforce and project. The research thus emphasizes the cultural productiveness of the global ‘periphery’ and the need for forms of social theory based here.

Connell, R. (2006). Core Activity: Reflexive intellectual workers and cultural crisis. *Journal of Sociology*, 42, (1): 5-23.

“Contemporary discussions of cultural change and crisis in the role of intellectuals require a sociology of intellectual labour. Life-history interviews were undertaken with a group of Australian intellectual workers whose jobs require them to deal reflexively with culture. Their careers are conditioned by global marginality and changing gender relations. Their labour process is partly collectivized, with a wide spectrum of engagement with technology. Individualized work survives and a market-orientated ‘*bricoleur*’ pattern is seen. A pervasive sense of anxiety is found, sometimes amounting to a sense of crisis, and uncertainty about the ‘core activity’ of intellectual workers. There are indications of cultural crisis, but they do not take the form suggested by postmodernist theory. Rather they reflect the impact of the neo-liberal market agenda, which in reshaping institutions and labour processes tends to make traditional intellectual identities unsustainable.

Connell, R., & Crawford, J. (2007). Mapping the Intellectual Labour Process. *Journal of Sociology*, 43, (2), 187-205.

“The sociology of intellectuals needs analysis of the intellectual labour force. A survey of 500 intellectual workers identified three distinct dimensions of the labour process: involvement with technology, autonomy, and involvement in the organizational world. Clear differences between institutional sectors negate the ‘convergence’ thesis. A degree of proletarianization in the intellectual workforce occurs, but only in limited groups. An alternative pattern of marginalization is associated with non-standard employment conditions. Workplace egalitarianism and extensive connectedness are found, but are not linked, partly disconfirming the ‘democratization’ thesis. Autonomy emerges as a key issue within a collective labour process. The data emphasize the importance of the organizational context of intellectual labour. Directions for a new understanding of intellectuals and cultural politics are identified.

Connell, R., & Crawford, J. (2005). Are We Postmodern Yet?: The cultural politics of Australian Intellectual workers. *Australian Journal of Political Science*, 40, (1), 1-15.

“Intellectuals are often thought strategic in social change, but theories of postmodernity and globalisation call traditional accounts of the intelligentsia into question. A survey of 500 intellectual workers in Australia explored these questions. Two dimensions in cultural politics were identified, and indices of ‘Support of Market’ and ‘Cultural Optimism’ constructed. Bivariate and multivariate relations with demographic background, labour process issues, globalisation and cultural orientation were examined. The findings argued against ‘convergence’ between academic and corporate sectors, and in favour of recognising material and industrial forces in the shaping of consciousness. Disenchantment is not a general condition but is associated with specific experience, and the intellectual workforce shows definable contours of difference rather than either postmodern fluidity or positioning for social change. “

Connell, R., & Wood, J. (2002). Globalization and Scientific Labour: Patterns in a life-history study of intellectual workers in the periphery. *Journal of Sociology*, 38, (2), 167-190.

“Sociological theories about intellectuals need to be rethought in relation to globalization. The interplay between intellectual work and globalization is studied via life-history interviews with 18 Australians involved with natural science. Centre periphery relations are important in their careers, an interactive process not a simple domination. Quasi-globalization rather than full globalization is the main pattern of internationalization of science. The commodification of knowledge, now an important force in natural science research, follows similar special patterns. Personal and institutional connections remain important vehicles of international connection, alongside traditional formats such as journal publications, electronic communications are emerging as an associated pattern rather than an alternative. Participating from the periphery is structured by metropolitan predominance, with regional satellite centers complicating the pattern. Participation in elite world networks is possible, though tending to reinforce center-periphery patterns; which in turn create problems for the reproduction of the scientific workforce in the periphery under a neo liberal political regime. “

Connell, R., Wood, J., & Crawford, J. (2005). The Globalization connections of Intellectual Workers: An Australian study. *International Sociology*, 20, (1): 5-26.

“The sociology of intellectuals, long focused on the metropole, needs to move to a world scale. Study of global connections in the intellectual labour process is the most promising way. In this article, a method is developed for defining the intellectual labour force and studying its international participation. Results are presented from a survey of 500 Australian intellectual workers. Within this workforce, international connections are common and communication technology is extensively used. Several dimensions of international connection form coherent scales. International connection is stronger in the university sector than the corporate sector. Metropolitan primacy is acknowledged but the intellectual workforce is being reproduced in the periphery. Patterns of international involvement differ by generation and by field, but not by gender. A statistical model predicting levels of international practice is developed, which highlights the importance of social recruitment processes and current institutional functioning. The study demonstrates that a national intelligentsia can be analysed in relation to global processes and an empirical approach to the study of intellectuals on a world scale is possible.”

Crothers, C. (2006). Mapping the Social Sciences: Characteristics of New Zealand Academic Research Outputs. *Occasional paper prepared for Building Research Capability in the Social Sciences (BRCSS) (paper prepared for a workshop held in Wellington in February 2006): Auckland University of Technology, Auckland, New Zealand.*

”This report provides a straightforward commentary on the coded aspects, together with their linkages with disciplinary arenas, from the PBRF data (census of New Zealand university academics and their research outputs from 1997 through to 2003). Overall the most important finding of this study was that knowledge utilization depends much more heavily on factors associated with the behaviour of the researchers’ and users’ context than on the attributes of the research products themselves. Unfortunately, this finding suggests that the PBRF data-source will illuminate only a small portion of the whole production-utilisation ‘cycle’”

Duncan, J. R., Carr, S. C., Edwards, M., Thorn, K., Allfree, N., Hooks, J. & Inkson, K. (2005). Exploring the dynamics of New Zealand’s Talent Flow. *New Zealand Journal of Psychology*, 34, (2), 110-116.

“Recruiting talented workers has become a global international concern, yet the diversity of human motives driving labour mobility has yet to be captured in any psychometric measure. By means of an internet survey administered through 32 professional associations based in New Zealand, 2201 highly skilled but expatriated New Zealanders completed a 26 item measure of issues pushing them towards staying overseas versus returning to New Zealand. Principal components analysis was used to explore the structure of this instrument, which

suggested five motivational components: Lifestyle and whanau/family (primarily, for this sample, 'pull' components); and Career; cultural; and Economic (primarily 'push' components). Discussion focuses on the content validity of this instrument with respect to pools of talent not originally from New Zealand; on its contribution to theories of career mobility; and on its increasing relevance for recruiters and policy-makers within organisations, government ministries, and global development agencies like OECD, which has recently called specifically for the construction of standardized instrument sets to measure global talent flow." Doesn't specifically mention social researchers. In the table indicating quals, occupation, and location, there was no category for any kind of researcher – however in social research terms this could have fallen in several (managers, other financial, financial professional, tax and foreign exchange specialists – economists - ; directors, GM's managers; academic / teaching – could be part time contracting social researchers here; science, IT, Engineering; not working/student – could be part time social researchers here; health – could be social researchers here; other -??). Key findings included clearly and consistently a 5-dimensional pattern of motives for talent flow among expatriate NZers. this data suggests that there may be a uniquely 'Kiwi' lifestyle component motivating the pushes and pulls on the sample, and for this sample an overtly political component is less visible. "evidently the career issue was, in comparative terms, a motivating facet worthy of some note" – I don't could really find an interpretation of this so not entirely sure what else to say on this.

Goode, Jackie (2006) Research Identities: Reflections of a Contract Researcher. *Sociological Research Online* 11(2), p4-4

The article presents the author's views about the institutional **identity** formation of contract **research** staff with respect to the Taylorism of **research** knowledge. The author linked her social work training with her current practice as a qualitative researcher. She considers the need of a current social organization of academic **research** for professional **research** practice and for researcher **identity**.

Morrison, E., Rudd, E., Nerad, M., & Picciano, J. (2008). Social Science PhDs – Five+ Years Out: PhD program quality, early careers, and gender stratification. *Center for Innovation and Research in Graduate Education, University of Washington*. www.cirge.washington.edu.

Nerad, M., Rudd, E., Morrison, E., & Picciano, J. (2006) conducted a study surveying a (US) national sample of recent PhD graduate in anthropology, communication, geography, history, political science, and sociology. The sample of 3025 respondents includes 546 sociologists from the 1995 to 1999 cohort of doctoral recipients. The sociologists in this study rated their programmes highly with respect to academic rigor and training in thinking critically. However ratings were significantly lower for training in skills for presenting, writing, and publishing. Despite low evaluations of the quality of training in these skills sociologists reported that these skills were critical for their jobs. The study suggests that sociologists from these cohorts encountered a relatively strong job market, especially as compared to historians and anthropologists. Sociologists reported that they ultimately obtained jobs that they found satisfying and that used their PhD training. Sociology the field in this study with the most women, is also the only field with clear evidence of gender inequalities in careers, with women rating less favourably the quality of their training in writing and publishing, mentoring received from their dissertation advisor, and socialization into an academic community.

Nerad, M., Rudd, E., Morrison, E., & Picciano, J. (2006). Social Science PhDs – Five+ Years Out: A national survey of Phds in six fields. *Center for Innovation and Research in Graduate Education, University of Washington*. www.cirge.washington.edu.

A national study of PhD education and careers, surveyed recent recipients of doctoral degrees in anthropology, communication, geography, history, political science, and sociology. Respondents earned their PhD's between July 1, 1995 and June 30 1999. In 2005-2006, using an online survey they provided information on post-PhD career paths and assessed their graduate school experiences. Sixty-five U.S institutions participated in the study. This group was selected to include geographic diversity, public and private universities, and, in ranked disciplines, equal numbers of departments from each quartile of the 1995 National Research Council (NRC)> ranking of graduate programs. Ultimately, CIRGE located reliable contact information for 6670 doctorate holders who fit SS5 eligibility criteria. Of these PhD

recipients 3025 holders answered the CIRGE survey, yielding a response rate of 45%. Response rates were similar across disciplines. An important difference appeared, in post-graduation plans. Respondents were significantly more likely to report to SED definite post-graduation plans to work in the academic sector. This over-representation probably results from it being easier to locate people working in the academic sector than in other sectors because careers that begin in the academic sector usually stay there. Respondents answered questions about career path and employment history, relationship events and parenthood, graduate school achievements, the quality of their PhD programme, mentoring by their dissertation advisor, and the usefulness of their doctoral education. This report concludes that students in social science PhD programs are well prepared for their careers in a number of ways, but they need additional training in essential professional competencies and better career preparation in order to fully utilise the knowledge and analytical skills they acquired during doctoral education. Social science doctoral students need better career preparation and opportunities for learning to manage careers. In particular universities need to recognize that most men and women are in relationships, many with children, universities need to pay more attention to connecting research training with teaching, writing, and publishing, and universities need to bring professional development competencies such as teamwork, working in interdisciplinary contexts, grant writing, and managing people and budgets, from the margins to the centre of PhD education.

Nerad, M., Rudd, E., Morrison, E., & Picciano, J. (2006). Confronting Common Assumptions: Designing future-oriented doctoral education. *Center for Innovation and Research in Graduate Education, University of Washington* (presented at the *CHERI Policy conference, Cornell, Oct 8-9, 2006*). www.cirge.washington.edu.

“Common assumptions have shaped our approach to doctoral education and thinking about successful PhD outcomes. Future faculty will need not only to prepare PhD students for multiple careers inside and outside academia and foster professional development, but also, future faculty will need to prepare themselves and their doctoral students to become world citizens. Common assumptions: all students who pursue a PhD want to become professors; the ‘best’ PhD students do become professors (measures: many publications, short time frames); PhD recipients career paths are linear and smooth; everybody can take the best job offered; faculty enjoy the highest job satisfaction. Characteristics of doctoral education for the 21st century: it prepares for a variety of careers; it prepares PhDs to work interdisciplinary groups; it integrates professional skill building; it integrates team work. Top 5 recommendations to PhD programmes (by social science PhD’s): be more supportive of non-academic careers; emphasize more the training of teaching; provide more guidance and mentoring; emphasize more writing, publishing, presenting; provide more job information and career counselling. Characteristics of doctoral education for the 21st century: includes international collaborations into the doctoral programme; integrates cultural expertise and knowledge of international doctoral students and their need into US curricula; re-introduces foreign language requirement; prepares for leadership; prepares PhDs for world citizenship, becoming leaders who both think globally and think locally.”

Newell, James (2006) *Trends in Human Capital (HRST) in the Social Sciences in New Zealand*

Census data on social science related occupations and fields of study from 1981 through 2001 is analysed. Growth was found to have been prodigious, far outstripping growth in skilled occupations overall: with an increase of social science professionals from only 1,600 in 1981 to 4,900 in 1996 and 6,400 in 2001. In 2001, 4,950 people made up the core human resources in social research science and technology (HRSTC) under the OCED (1995) definition as adapted to New Zealand data by Statistics NZ (2003). Changes in age and ethnic composition and other characteristics of Economists, Social Scientists and Policy Analysts were tracked revealing aging, feminising and a growth in nonPakeha members.

Orlans, Harold (2002) Independent Scholars: A Neglected Breed *Society*, 40(1): 12-22

This article focuses on the issue concerning the neglected state of independent scholarship in the U.S., as of November 2002. The significance of independent scholars can be judged by

their number and the value of their work. Defined strictly, as productive, unaffiliated scholars, there may be a few thousand in the humanities and social sciences. Defined broadly, to include productive part-time and retired faculty and professionals in nonacademic employment and private practice, their number is far greater and growing. They predominate in practical, applied and clinical research in economics, sociology, psychology and public history. Their number pulsates as individuals enter and leave scholarly activities and organizations.

Pearson, Richard and Secombe, Ian (1993) "Employer demand for doctoral social scientists?" *Studies in Higher Education* 18(1) 95-105.

Reviews the nature of employment opportunities **for** newly qualifying doctoral social scientists. Reasons of graduating social scientists to move into relevant employment outside of academia; Stated difficulties to identify any significant employer demand for social scientists with doctorates; Nature of employment opportunities and demand for those with postgraduate qualifications in both the academic and non-academic sectors.

Picciano, J., Rudd, E., Morrison, E., & Nerad, M. (2007). Social Science PhDs-Five+ Years Out: Survey Methods. *Center for Innovation and Research in Graduate Education, University of Washington, Report 2007/01*. www.cirge.washington.edu.

This working paper documents the methods used in the study "social science five+ years out". It describes the survey purpose and administration, sampling methods, and types of data collected. It details items that were collected irregularly. Finally it provides information helpful for evaluating the generalizing of results.

Radom, M. (1970). *The social scientist in American industry: the self perception of role, motivation and career*. New Brunswick, New Jersey: Rutgers University Press.

This book analyses the responses of social scientists in industry as to why they accepted (such) employment, what roles they see themselves in, and how they view their careers in private enterprise. Although a number of books have been written about physical scientists in industry, this is the first study to report on social scientists in this field. Comparisons are made between the responses of social scientists and physical scientists to a number of questions. The data are based on a sample of well over 10% of the social scientists employed fulltime in industry. About 100 were interviewed and the remainder found in 95 companies in 22 states responded to questionnaires. Replies were received from more than 60% of those addressed."

Rudd, E., Morrison, E, Picciano, J., & Nerad, M. (2008). Social Science PhDs Five+ Years Out: Anthropology Report. *Center for Innovation and Research in Graduate Education, University of Washington, Report 2008/01*. www.cirge.washington.edu.

"Nerad, M., Rudd, E., Morrison, E., & Picciano, J. (2006) conducted a study surveying a (US) national sample of recent PhD graduate in anthropology, communication, geography, history, political science, and sociology. The sample of 3025 respondents includes 432 anthropologists. Key findings included: most anthropology PhD's were employed fulltime in jobs they found satisfying; skills central in PhD education including critical thinking, data analysis, writing and publishing were 'very important' in most jobs in all sectors, including academic, business, government and non-profit; in all job sectors 6 to 10 years post-PhD most anthropologists used knowledge of their dissertation topic 'sometimes or 'often'; career paths were diverse and uncertain only 1/5 of first jobs were tenure track; anthropologists were less likely to be tenure-track faculty but men more often worked outside academia with women more often in non tenure track positions; people who became parents before earning PhD were less likely than others to be in tenure track positions 6 to 10 years later. Data indicate that socio-cultural and biological or physical anthropology degrees are more likely to lead to faculty careers in academia, and archaeology training is more likely to lead to jobs in the Business, government and not for profit sectors (BGN) and to non-tenure track positions in academia, primarily in research and non faculty administration positions. Not surveyed

PhDs worked in academic sector, yet there was a substantial job market outside of academia for PhD's in each of the disciplines. Anthropology and geography had a relatively high proportion of jobs in BGN sectors, while proportionately fewer history and communication graduates worked outside academia. Anthropologists were less likely to be tenure track faculty 6 to 10 years post PhD than other social scientists. 19% of anthropologists reporting tenure compared to 32% in communication and geography, 35% in history and 33% in political science and sociology. Of those respondents surveyed those working in the BGN sector were less likely than ladder faculty to feel their career expectations had been met or exceeded and most likely to indicate 'their career was not at all what you expected'. Those in BGN employment generally expressed higher levels of satisfaction with income and resources, and work/life and work/family factors than satisfaction with the work itself. Traditional PhD education in anthropology provides skill sets that are valuable in non-academic careers. Skills in managing people and budgets and collaborating in teams are clearly more important in BGN sectors than faculty. "

Silva, E. T. & Slaughter, S. A. (1984). *Serving power: the making of the academic social science expert*. Westport Connecticut: Greenwood Press.

This study explores the organizational and institutional roots of academic expertise. We use a systematic sample of leaders representing all the major social science associations of the period and a blend of exchange and professionalization theory to offer a broad and well-grounded interpretation of the relation of role to resources...it seeks a (much)wider audience: social scientists interested in their origins and the institutional articulation of their fields with both the political economy and the growth of higher education...we hope that the broad dimension of our book will interest everyone concerned with the relation between power and knowledge, and with the wider problems of culture creation and transmission in Western democracies."

Spalter-Roth, R., & Van Vooren, N. (2008). What are they Doing with a Bachelor's Degree in Sociology?: Data brief on current jobs. *American Sociological Association, Department of Research and Development*.

"In 2005 the American Sociological Association's Research and Development surveyed a sample of close to 1800 seniors to find out their satisfaction with the sociology major and their future plans for work, graduate school, or both. Early in 2007 we resurveyed the class of 2005 to find out what they were doing with their bachelor's degree since graduation. This data brief, the first in a series of downloadable publications from the second wave of the survey, provides information on the post-graduate activities of graduates, the kinds of jobs they held as of December 2006, their satisfaction with these jobs, and the changes in their overall satisfaction with the sociology major...About half of the 2005 class were very satisfied with the jobs they held in 2007...In 2007 satisfaction with sociology as a major was less than 60%...since almost 60% of sociology baccalaureates are working and another 20% are working and going to graduate school, majors need to be counselled as to the kinds of jobs they can reasonably expect to obtain and the skills they need to list on their resumes...it is especially important that faculty provide students with access to local labour market data and contacts"

Spalter-Roth, Roberta. (2008). Beyond the Ivory tower: Professionalism, skills match, and job satisfaction in sociology. *American Sociological Association, Department of Research and Development*.

"More than 600 sociologists employed in applied, research, and policy positions outside of the professoriate responded to a survey in 2006 about their job satisfaction conducted by the American Sociological Association's Research and Development Department. The purpose of this study was to investigate whether jobs that are not in the professoriate reflect the sociological training and the characteristics of a scholarly profession, and may be more desirable than academic jobs. The questions asked were: what can sociologists working outside of the professoriate take from the disciplinary core (specialty areas, perspectives, methods)? What can these sociologists bring back to sociology as an academic discipline (increase its social capital and the market for its labour, prepare the discipline for the current transformation of the academy)?Conclusions: sociology as a discipline might gain status (or

at least more jobs) if there was more than one career model; Characteristics of work outside the academy could be a model for solving real world problems in large-scale funded disciplinary teams; Expand efforts to provide information to students, faculty, and administrators on careers in government, for-profit and non-profit sectors in order to improve movement between employment sectors, change curricula, and develop networks with employers.”

Spalter-Roth, Roberta., Thomas, Jan., & Levine, Felice, J. (2000). New doctorates in sociology: Professions inside and outside the academy. *American Sociological Association research program on the discipline and profession. Research Brief vol 1(1)* p1-9.

“This research examines career aspirations and transitions from graduate school into academic and non-academic positions for a cohort of recent PhD graduates in sociology. The data shows the job market for these PhDs appears to be relatively favorable compared to their peers in other disciplines, it also shows a strong preference for employment in tenure track academic career lines. The data are based on American Sociological Association survey of PhDs who receive their degrees between July 1996 and August 1997. The survey was constructed in 1998 as part of a multidisciplinary project of 14 specific fields to examine the employment market and how new PhDs begin their careers. Of the 634 PhDs who received their PhDs during this period, 435 participated in this study.”

Witten, K., Rose, E., Sweetsur, P., Huckle, T., & Huakau. (2006). National Survey of Social Scientists (2006). *Building Research Capability in the Social Sciences (BRCSS): Centre for Social and Health Outcomes Research and Evaluation, Massey University, Auckland, New Zealand.*

This study examined: People working as social scientists in New Zealand universities; 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. 1564 potential survey respondents based on PBRF eligibility 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%. The follow up survey of non responders indicated that individuals who did not complete the survey were less likely to self identify as a social scientist than individuals who completed the survey.

89% of social scientists worked full time. The part time mean full time equivalent was 0.57 FTE. Comparable numbers of male (49.7%) and female (50.3%) completed the survey and Maori respondents were twice as likely to be female as male. Two thirds of social scientists were between 40 and 60 years of age. Approx. 13% were 35 years of younger and 3% were under 30. There were more women under 55 years and more men over 56 years. Approx. 70% described their main ethnic group as European and 8% described their main ethnic group as Maori. 71% held a doctorate level qualification. Men were more likely to hold a doctorate than women. 27.4% of respondents had been in their present job for 10 years or more. Over 51% of female had been in their current jobs for over 5 years, compared to 35.6% of males. 26.3% of social scientists were currently a member of a social science research network.