



The Australasian Council of Deans of Arts, Social Sciences and Humanities (DASSH) represents the Deans of faculties of Arts, Social Sciences and Humanities in universities and higher education institutions across Australia and New Zealand.

The views put here are not necessarily those of individual member institutions of the DASSH. The views are a collective input from individuals of member institutions of the DASSH.

### **Declaration of Interests and Affiliations**

Member institutions of DASSH are recipients of Higher Education funding and are eligible to receive Australian Research Council grants. DASSH member institutions are partner investigators with business, government, educational organisations and industry.

The DASSH is a level 1 member of the Council for the Humanities, Arts and Social Sciences.

DASSH members are members of numerous professional and disciplinary associations relevant to their fields of interest and research.

### Contact

Ms Deborah Crossing  
Executive Officer to the DASSH  
Building 11, Room B9  
University of Canberra  
BRUCE ACT 2617  
Ph 02 6201 5662  
Fax 02 6201 2132  
E-mail [eo@dassh.edu.au](mailto:eo@dassh.edu.au)

## Recommendations

The Australian Council of Deans of Arts, Social Sciences and Humanities recommends that a national innovation system:

1. Utilises the skills, knowledge and attributes of the Arts, Social Sciences and Humanities (ASSH) sector in conjunction with those of the natural and applied sciences and industry, business and commerce
2. Provides a third stream of funding for cross-disciplinary research and implementation through collaboration with the Excellence in Research for Australia initiative.
3. Recognises that some products of innovation encompass new ways of thinking and doing and behaving across a range of communities. These products can be sold as services.
4. Utilises the skills, knowledge and attributes of the ASSH sector in the development of policy by commissioning the ASSH sector to provide solutions to the public service
5. Minimises the level of reporting and bureaucracy to that which
  - a. Makes users of public funds accountable,
  - b. Creates the freedom to take a level of risk and
  - c. Focuses on mechanisms for disseminating and diffusing the skills and knowledge and findings of research to current and potential users
6. Encourages and supports education at all levels to be inclusive of ASSH and the natural and applied sciences through collaboration with the Higher Education Review

### In Support of Recommendation 1

The DASSH notes that the Call for Submissions refers many of the skills, knowledge and attributes of the Arts, Social Sciences and Humanities (ASSH). For example, graduates of ASSH have the “tools to help frame the right questions to ask”. They are “responsive to customer and user needs, organizational learning” and contribute to “skilled human capital”. Through the nature of the content of the ASSH sector and its methods of research, teaching and learning, members of DASSH create and contribute to an “innovative culture”. ASSH also provides skills and methods for qualitative evaluation, to critique and contextualise ideas and priorities. The breadth of the ASSH sector is provided in Appendix 1.

DASSH is concerned that the role that ASSH plays in innovation is not currently and readily recognized and understood by the natural and applied sciences, industry, business and commerce. Innovation is not produced in a vacuum. It requires potential users to take up the new products and services. ASSH provide the means to explain and understand people’s behaviours and needs. Such understanding can then be utilized in strategies and programs to change or better manage people’s behaviours.

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Innovation is supported and sustained by scholarly empirical knowledge of how technology is used (Pursell, C, 2007). There are numerous examples where the knowledge, skill and attributes of ASSH have provided the impetus for adoption of innovation and adaption to change. The role of the mobile phone and the ability to mobilise large numbers of people by SMS was widely reported on during the Cronulla beach riots. Analysis of this event and mobile phone use in general by ASSH has elicited understanding of mobile phone behaviour. This will provide valuable advice and guidance for policing, counter-terrorism and development of new technology (Slade, C, 2007 and Goggin, G, 2005).

DASSH is currently working on a Carrick Institute funded project, "Nature and Roles of Arts Degrees in Contemporary Society". Work to date has produced data showing the breadth, depth and contribution to transferable skills from the sector. The second phase of the project will consider the value of the Arts and its contribution to the community. The findings of the project will be of use to the determination of strategic needs for the national innovation system.

A national innovation system that consistently and deliberately incorporates and uses ASSH will ensure that an innovation culture is created and sustained and that the market takes up the products of innovation.

### In Support of Recommendation 2

The DASSH considers that cross-disciplinary research projects, be they between ASSH and the natural and applied sciences or even between the disciplines of ASSH, are not well funded, recognized or rewarded under current arrangements. For example the current necessity for academics to publish their research is problematic for cross-disciplinary projects because the recognized publications are discipline based. This situation also impacts on academic recognition and promotion. This was raised at the workshop *The PhD in the Humanities, Arts and Social Sciences* run by the Council of Arts, Social Sciences and Humanities (CHASS) in March 2008.

Support and recommendations for improving the structures, systems and recognition for cross-disciplinary projects is well documented in *Collaborating across the sectors The relationships between the humanities, arts, social sciences (HASS) and science, technology, engineering and medicine (STEM) sectors* by the (CHASS). DASSH is a level 1 member of CHASS and its members contributed to this work. Working across sectors often requires more time. Time is needed to connect, engage and develop common understanding and communications. Such activity needs to be appropriately funded.

Encouragement and support to cross-discipline projects is needed through re-vamped structures for allocating research funding. The DASSH is concerned that the focus on disciplines and discipline clusters in the Government's Excellence in Research for Australia (ERA) initiative will not be conducive to and encourage cross-disciplinary research. The national innovation system needs to connect with those working on the ERA to ensure that this current barrier to innovation is not perpetuated.

A third funding stream for cross-disciplinary research, and collaboration to disseminate and implement the findings needs to be placed in the national innovation system.

#### In support of Recommendation 3 and 4

The four research priorities identified by the Australian Government in 2002 and refined in 2003 are still essential areas of research for Australia. The DASSH notes that, to date, government has predominantly sought input from the natural and applied sciences. However, it is widely recognised that the current research priorities requires the need for political, economic, social and humanities input and communication skills to ensure necessary behavioral and attitudinal changes to take up the research and its recommendations and findings. Such input comes from the ASSH sector.

For example, environmental technologies are taken up when the social and political reasons are understood and espoused. The about to be published book “Water troubles, or troubled waters”, by following the history and cultural changes of water use and consumption and the institutional framework for water services, proposes viable alternatives to supply responses for current policy makers.

Another example, is the conference “Taking Heart: A New Quest for Medical Humanities” in July 2007. It explored the role of the humanities in addressing the needs of health professionals so they, in turn, can address the health needs of eh community. Such social ideas and reforms stemming from the ASSH sector research activity and community engagement are often innovative. However, they may not lead to a commercialized product but instead to a new way of operating, a new policy that is more robust and effective.

Work around refugees by the Center for Refugee Research in the Faculty of Arts, Social Sciences at the University of New South Wales provides an example of potential for innovative policy and products. The Centre has developed a number of successful programs and approaches for refugee workers and other field staff in camps. These innovative programs are sought after internationally but are currently not taken up in Australia. Such innovations have the potential to contribute to the services industry, which, in Australia, contributes to nearly 80% of the gross domestic product.

A national innovation system needs to recognise that some products of innovation encompass new ways of thinking and doing and behaving across a range of communities. These products can be sold as services.

The current systems and process do not make it easy for these kinds of innovations to be recognized or developed or taken up by policy makers. DASSH members that are committed to policy-orientated work will make efforts, regardless of barriers. Researches can be encouraged through a rewards system or endeavours that broker contact, collaboration and communication with potential user groups such as public policy developers is needed in the national innovation system. Government could provide support as a broker.



A national innovation system needs to utilise the skills, knowledge and attributes of the ASSH sector in the development of policy by commissioning the ASSH sector to provide solutions to the public service.

#### In Support of Recommendation 5

The DASSH recognizes the need for government and its bureaucracy to be accountable and therefore the necessity for reporting, legislation and compliance. However, the DASSH is of the firm view that the current level of reporting and compliance is a barrier to innovation. The focus, for example, needs to be on raising awareness of current and potential users of the research and its findings. DASSH observes that outcomes of research funded by the Australian Research Council are recorded according to Research Fields, Courses and Disciplines (RFCD) codes. This may well meet the needs of bureaucracy and accountability but does not meet the needs of current or potential users. Users want to be able to access findings by topic, content or links with other research. Similarly Higher Education Innovation Programme (HEIP) projects if they are connected to the national innovation system, will be able to contribute to innovation beyond the higher education sector.

The current focus on an established track record within a particular discipline is a barrier to cross-disciplinary work. Taking the risk on flexible considerations of a researcher's overall track record, establishing their capacity for successful research rather than the current focus on their track record in a particular area would diminish the barriers and provide space and encouragement for innovation.

A national innovation system needs to accept that risk is necessary for innovation to occur and that, like an insurance policy, such risk costs. The panel's first question on innovation calls on us to "imagine". The question involves vision, imagination and curiosity. This in itself is risky for systems. Without resorting to anarchy, encouraging and supporting risk taking will open the doors to innovation. The extraordinary success of the company 3M has occurred because the company takes the risk of giving employees time to pursue ideas and allows them to make mistakes (Berkun, S, 2007).

The national innovation system therefore needs to minimise the levels of reporting and bureaucracy and allow for mistakes and risks and encourage and reward dissemination of the skills and knowledge and findings of research to current and potential users.

#### In Support of Recommendation 6

Encourages and supports education at all levels to be inclusive of ASSH and the natural and applied sciences through collaboration with the Higher Education Review

Cognisance of the different bodies of knowledge of the ASSH and the natural and applied sciences coupled with understanding and utilization of their skills and attributes only comes from long-term exposure and involvement. The foundations for this are laid when people are in their formative years. Schooling, at the earliest age is therefore very critical. A curriculum, common across the nation, which is inclusive of the ASSH and the natural and applied sciences, is necessary. It is preferable that



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students are exposed to and involved in both the ASSH and the natural and applied sciences throughout their compulsory schooling. The foundations laid in compulsory schooling and progressed beyond in the tertiary sector will become embedded in the national innovation system ensuring its sustainability. Consideration by the Higher Education Review of the role of ASSH in supporting and sustaining innovation is critical.

The ASSH sector encompasses second and multiple language skills. These enhance cultural understanding and openness to different ways of thinking, a necessary ingredient for innovation to occur. Exposure to languages in both compulsory and post compulsory schooling will enhance Australia's innovative capacity.

DASSH notes other areas of current activity by the Australian Government namely the Higher Education Review, the Excellence in Research for Australia and the work being done on the national curriculum. Each of these will have an impact on the capacity for innovation. It is necessary for these areas to communicate and collaborate and together to build the components and the foundations for a national innovation system.

DASSH would welcome the opportunity to expand on its recommendations.

Please contact:

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Executive Officer to the DASSH  
Building 11, Room B9  
University of Canberra  
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Ph 02 6201 5662  
Fax 02 6201 2132  
E-mail [eo@dassh.edu.au](mailto:eo@dassh.edu.au)



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**APPENDIX 1**

**List of disciplines of the Arts, Social Sciences and Humanities at  
Australian Universities**

Aboriginal and Torres Strait Island Studies	Australian Studies
Aboriginal Studies	Banking and Finance
Accounting	Behaviour Management
Advanced English for Speakers of other Languages	Behavioural Science
Advertising	Behavioural Studies
Advertising Studies	Biblical Studies
American Studies	Biological Anthropology
Ancient Civilisations & Languages (Latin, Ancient Greek)	Biological Sciences
Ancient Greek	Biology
Ancient History	Business Economics
Ancient History/History	Business Law
Ancient Literature in Translation	Business Studies
Ancient Mediterranean Studies	Business Law
Ancient World Studies	Catalan
Animation	Chemistry
Anthropology	Children's Literature
Anthropology & Social Theory	Chinese
Anthropology	Chinese (Mandarin)
Applied Economics	Chinese Language
Applied Linguistics	Chinese Language (Mandarin)
Applied Psychology: social & Clinical	Chinese Studies
Applied Statistics	Cinema Studies
Applied Econometrics	Citizenship Studies
Arab World Islam and the Middle East	Classical Languages
Arabic	Classical Languages (Greek and Latin)
Arabic Language and Culture	Classical Languages (Latin and Greek)
Archaeology	Classical Studies
Archaeology (Classical, Near Eastern, Prehistoric and Historical)	Classics
Archaeology and Palaeoanthropology	Classics (Latin, Greek) and Ancient History
Archaeology	Communication
Art And Visual Culture	Communication and Cultural Studies
Art History	Communication and Management
Art History & Curatorship	Communication and Media Management
Art History and Cinema Studies	Communication and Media Studies
Art History and Theory	Communication and Media Studies
Art Theory	Communication Practice
Asia Pacific Studies	Communication Studies
Asian Studies	Communication, Media and Culture
Atmospheric Science	Communications
Auslan	Community And Environment
Australia Asia-Pacific Studies	Community Development
Australian and Cultural Studies	Community Studies
Australian History	Community Welfare and Human Services
Australian Indigenous Studies	Comparative Cultures
Australian Indigenous Studies	Comparative Literary and Cultural Studies
Australian Literature	Comparative Literature

Computer Information Systems	English Literature
Computer Science	English, Text and Writing
Computer Studies	English-In-Use
Computing	Environmental and Planning Studies
Contemporary Arts	Environmental Enquiry
Contemporary Europe	Environmental Geography
Contemporary Music	Environmental Resources
Contemporary Studies	Environmental Science
Contemporary Music	Environmental Studies
Corporate Communication	Ethics and Human Rights
Counselling	European Cultures
Counselling Studies	European Studies
Creative Arts	Family Studies
Creative Multimedia	Film
Creative Writing	Film and Screen
Criminal Justice	Film and Television
Criminal Justice	Film and Television Production
Criminal Justice And Criminology	Film and Television Studies
Criminology	Film and Video
Croatian	Film Studies
Cross-Cultural Communication	Film, Media and Cultural Studies
Cultural and Social Analysis	Financial Management
Cultural Sociology	Fine Arts
Cultural Studies	Foreign Correspondence
Cultural Studies of Science and Technology	Forensic Anthropology
Dance	French
Demography	French (Intro)
Development Studies	French (Post TEE)
Digital Design	French language
Digital Media Studies	French Studies
Digital Technology and Culture	Galician
Digital Video	Gender and Diversity
Digital Writing	Gender Studies
Drama	Gender, Sexuality and Culture
Drama And Theatre Studies	Gender, Sexuality And Diversity Studies
Drama Studies	Gender, Work and Social Inquiry
Early Childhood	Gender&Sexuality
Earth Sciences	Geographical Information System
East Asian Studies	Geography
Economics	Geography & Environmental Studies
Editing and Publishing	German
Education	German
Education	German Language - Introductory Strand
Electronic Society	German Language
Electronics	German Studies
Employment Relations	Global Governance and Regional Politics
English	Global Studies
English as an Additional Language	Globalisation
English as an International Language	Globalisation Studies
English Language and Communication	Government and International Relations
English Language and Linguistics	Greek
English Language and Literature	Greek (Ancient and Modern)
English Literary Studies	Health, Medicine and Body



Hebrew	Japanese (Intro)
Hebrew	Japanese (Post TEE)
Hebrew (Classical and Modern)	Japanese Culture
Heritage Studies	Japanese Language
Hindi	Japanese Language & Culture
Hindi-Urdu	Japanese Studies
Hispanic Studies	Jewish Civilisation
Historical Studies	Jewish Civilisation Thought and Culture
Histories of the Present	Jewish Studies
History	Journalism
History and Philosophy of Science	Journalism & Mass Communication
History, Politics and Philosophy	Journalism Studies
History-Politics	Journalism
Human Behaviour	Journalism, Media & Communications
Human Ecology	Justice Studies
Human Geography	Korean
Human Geography and the Environment	Korean Language
Human Nutrition and Health	Korean Studies
Human Relations and Communications	Language and Culture Studies
Human Resource Management	Language in Professional Contexts
Human Sciences	Language Studies
Humanities Internship	Language Teaching
Inclusive Education	Languages
Indigenous Australian Studies	Latin
Indigenous Studies	Latin American Studies
Indigenous Australian Studies	Law and Society
Indonesian	Law and Technology
Indonesian and Malay Studies	Legal Studies
Indonesian Language	Leisure Studies
Indonesian Studies	Liberal Studies
Indonesian/Malay	Linguistics
Industrial Relations	Linguistics and Applied Linguistics
Information Studies	Literary & Cultural Studies
Information Technology	Literary and Cultural Inquiry.
Integrated Environmental Management	Literary Practice
Interactive Multimedia	Literary Studies
International Affairs	Literature
International and Comparative Literary Studies	Literature and Writing
International and Global Studies	Literature, Film And Art
International Business	Local, Family and Applied History
International Communication	Logic & Philosophy of Science
International Development Studies	Logic and Philosophy of Science
International Diplomacy	Logic, Media Studies
International English (for second language speakers)	MacEwan (English only)
International History	Management
International Relations	Management
International Studies	Mandarin
Investigative Research Techniques	Mandarin Chinese Language
Islamic Studies	Marketing
Italian	Mathematical Perspectives
Italian	Mathematics
Italian Studies	Mathematics
Japanese	Media & Communication

Media and Cultural Studies	Psychological Studies
Media Studies	Psychology
Media Theory	Psychology Studies
Media	Psychosocial Studies
Media, Culture and Technology	Public Health
Medieval Studies	Public Policy
Modern Greek	Public Relations
Modern Mediterranean Studies	Public Relations Studies
Modern Greek	Religion And Spirituality Studies
Multimedia	Religion And Theology
Multimedia Arts	Religious Studies
Multimedia Technology	Resource and Environmental Studies
Music	Russian
Music History	Russian Studies
Music Media	Sanskrit
Music Practice	Science Studies
Music Studies	Science, Technology and Society
Musicology	Screen Production
Narrative Studies	Screen Studies
Natural Environment & Wilderness Studies	Screen Studies
New Media Studies	Slavic Studies
North American Studies	Social and Community Studies
Organisational Studies	Social and Political Thought
Peace and Conflict Studies	Social Ecology
Peace Studies	Social Ecology
Performance Drama	Social Inquiry
Performance Studies	Social Justice and Public Advocacy
Performing Arts	Social Policy
Persian	Social Research Methods
Philosophy	Social Sciences
Philosophy and Cultural Inquiry	Social Work
Philosophy And Religious Studies	Society and Change
Photography	Sociology
Photojournalism	Sociology and Anthropology
Physics	Sociology And Politics
Policy Studies	Sociology of the Global South
Polish	Sociology and Theatre.
Polish Studies	Sociology.
Political and International Studies	Southeast Asian Studies
Political Economy	Spanish
Political Science	Spanish
Politics	Spanish and Latin American Studies
Politics & Government	Spanish Language
Politics and International Relations	Spanish Studies
Politics and Policy	Sports Journalism
Politics and Policy Studies	Sports Management
Politics, Economy and Society	Sports Studies
Popular Music, Media and Culture	Statistics
Population Studies	Studies in Art and Design
Portuguese	Studies in Arts and Creative Industries
Professional and Creative Communication	Studies in Religion
Professional Writing	Studies in Religion
Professional & Creative Writing	Sustainable Development Economics



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Swedish.	Vietnamese
Technical Writing	Visual Arts
Television Journalism	Visual Arts
Television Production	Visual Arts Practice
Thai	Visual Arts Theory
Theatre	Visual Culture (Including Film And Television Studies)
Theatre And Drama	Visual Culture and Writing
Theatre and Performance Studies	Web Development
Theatre Studies	Welfare Studies
Theological Studies	Women's and Gender Studies
Tourism	Women's Studies
Tourism Management.	Writing
Tourism.	Writing
Turkish	Writing and Performance
Ukrainian	Youth Studies
Ukrainian Studies	