

HOW TO EVALUATE RESEARCH AND TEACHING IN SOCIOLOGY?

RESULTS OF THE SURVEY CONDUCTED WITH MEMBERS OF SWISS SOCIOLOGICAL ASSOCIATION (SSA)

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EXECUTIVE SUMMARY

The *Swiss Academy of Humanities and Social Sciences* (SAHS) and the board of the *Swiss Sociological Association* (SSA) initiated a reflection on the evaluation of sociology as a discipline. This report presents the main arguments in the literature and the main positions in the field of science evaluation, thereby focusing on the specific problems of the evaluation of the social sciences. Also newer contributions in Swiss sociology show that there is a plurality of scientific attitudes towards the evaluation of this discipline. SAHS and SSA also initiated the survey on the opinion of the SSA-members about criteria for the evaluation of research and teaching, and about the way, evaluations should be proceeded.

Sociology is well known as a multi-paradigmatic discipline. The results of the survey show – correspondingly – that there is a high diversity of attitudes towards the criteria and principles of evaluation. For many respondents evaluation is a problematic matter. Rankings and the single usage of quantitative criteria alone are evaluated critically. A majority of respondents support empirical research methods as criterion, the application of combined qualitative and quantitative criteria as evaluation strategy for quality, adherence to ethical principles, publication (especially of articles) in scientific journals, peer reviewing as method, presentation of research in symposia, student's training in qualitative and quantitative methods, research seminars for students, and student's teaching in different approaches of sociological theory. Evaluation of research and teaching in sociology should be proceeded by a special committee of experts.

1. Preface

The present report examines the opinions of the SSA's members on criteria that might be used for « the evaluation of research and teaching in sociology ». As a preamble, two important elements should be defined: the context in which this document has been elaborated on the one hand, and its scope on the other.

Questions relating to the issue of evaluation within various disciplines are to be viewed as being raised at a specific moment in time - a time when evaluation now seems to be an inescapable process; only the criteria used to conduct it are still being debated. Within this perspective, social science disciplines - including sociology - largely position themselves in relation to modalities and criteria common in other disciplines, particularly in some of the “hard” sciences. The latter are likely viewed by non-specialists as more homogeneous than they really are in this regard (on this point, see the literature review in this report). As is highlighted in its introductory pages, we conducted a survey of our members in order to respond to a request by the Academy of Human and Social Sciences. In fact, it seemed important to us to support the Academy's efforts aimed at more precisely identifying the wishes of the disciplines it oversees in terms of evaluation procedures and criteria. The challenge is to make our voices heard within the scientific, public and political debate on this issue. Yet we have decided to open this discussion to our members rather than entrusting the mission of designing these criteria to a small group or team of experts, as other disciplines have done. Especially on an issue as sensitive as evaluation, we must assess the diversity of existing opinions before being able to define what the discipline « thinks ». As true sociologists whose profession entails conducting surveys, we proposed to the ASSH to implement one among our members and we are very thankful for the financial support it awarded us to this end. This survey has been conducted with great professionalism by a team based in Lucerne and led by Professor Rainer Diaz Bone, whom I also wish to thank for his involvement in this endeavour.

As far as the impact of this survey and the results presented in this report, I would first emphasize that we were not fundamentally surprised by the diversity of opinions expressed, whether about problems posed by evaluation itself, the merits and failings of various types of evaluation such as peer reviews or ranking, or about what should or can be evaluated. You will discover these results and see in what category of respondents you might find yourselves. However, linking this broad range of opinions to the various positions respondents occupy within the discipline turns out to be more complicated; this is part of the task the report attempts to take on, within the constraints of the means at its disposal. In particular, it shows that differences between age groups, as well as the divide between members who are researchers and others who primarily define themselves as teachers, are marked; they may be just as important as the type of research our members conduct and the theoretical paradigms within which they operate.

Moreover, there was no unanimity within the committee as to how the diversity of opinions should be interpreted: should it be seen as a sign of the « weakness of the discipline », made visible by its inability to agree upon and establish well defined criteria, or conversely should this broad range of opinions be emphasized and valued, and lead us to advocate for a plurality of criteria? On this point also, this report represents a contribution to a discussion that will have to be continued.

I will come to a close by mentioning some limitations that I view as inherent to the exercise we conducted: even though we have given it time and attention, the formulation of the questions we asked is of course dependent upon the context of the survey, as well as upon the initial request from the Academy. For instance, is it possible to deal simultaneously with the evaluation of teaching and that of research? Might it not lead to simplifications? Are members who did not answer the most opposed to evaluation, or on the contrary do they view the process as inevitable and do they think it will take place regardless of the opinion of members of associations such as the SSS? Finally, the results do give important indications, but they can-

not yield specific information on the ways in which evaluation is actually carried out in the field (e.g. in hiring committees or in the different types of journals in which one publishes); this may prove quite different from criteria that have been set ideally, or in the abstract. Responses thus depend upon the goal of evaluative activities – individual or collective evaluations (of a department, of an institute, etc...), evaluations aimed at reallocating resources or at self- assessment and improvement, etc... On this point also, we let you discover what the members of SSS think.

We hope you will enjoy reading this report, written in English - not in order to fulfil evaluations criteria newly set for our discipline but rather to avoid delays and costs due to its translation – yet the two elements may actually go together! Once again, we wish to heartily thank all members who agreed to participate and answer the survey's questions.

Muriel Surdez (President of SSA)

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2. Introduction

Politics and economy attach more and more importance to the ability of comparing and evaluating research and teaching in universities. Policy makers are interested in implementing systematic evaluation of scientific research in order to promote excellence in scientific world and to have a fair allocation of research funds. It has become essential for governments and institutions to achieve a simple and appropriate assessment tools to evaluate research and education that can help them to make decisions. However, the methods and criteria that are used for evaluation studies are often questionable among the academic community since it might be problematic to compare completely different research topics with standard criteria and indicators. This is also the case when quality of research and teaching in social sciences and humanities are to be evaluated. The fragmented and heterogeneous characteristics of the disciplines make it more complicated to agree on valid and reliable evaluation instruments. Different from the natural sciences, the idea of evaluation and quantification of the quality of research and teaching in social sciences and humanities revealed differences in opinions resulting from the heterogeneity in disciplines. The *Swiss Academy of Humanities and Social Sciences* (SAHS) published a bulletin in 2011, which addressed the measurement of quality and performance in humanities, where Van den Akker (2011) pointed to the specific characteristics of the humanities disciplines and the defense mechanism against the research assessment developed by the humanities scholars. As the notion of quality and goals of the single disciplines differ very much from each other, efforts have been undertaken recently to develop discipline-specific evaluation criteria.

As part of the effort, the former *Rectors' Conference of the Swiss Universities* (CRUS) launched the program “Mesurer les performances de la recherche en sciences humaines et sociales” in 2008, which is said to be the most important initiative at both national and international level to assess the research performance in the humanities and social sciences (SAHS

2011). The idea comes from the need to develop measuring skills and comparing international performance of the university research (Werlen 2011) and the project aims to bring the evaluation instruments used in social sciences and humanities up for discussion. The program offers the possibility of developing discipline-specific procedures by working on the core questions of “what to evaluate?” and “how to evaluate?” (Zürcher 2015). On the basis of this initiative, SAHS asked the disciplines to work on the performance dimensions to be evaluated and appropriate performance criteria to be used for this purpose. One of the first studies, carried out in this respect, is “Measuring output and profiles of units in Swiss Communication Sciences”, which aimed to reveal the diversity of research units based on their activity profiles measured by three dimensions; research training, education activities and scientific production, respectively (Lepori et al. 2011).

Evaluation of sociology is addressed in this report, which was also a part of the SAHS initiative. Referred as a quasi-science, quasi-humanities discipline by Zald (1991), sociology is one of the most dispersed and fragmented disciplines in terms of specifying the subject-matter, conducting and interpreting the research. Eberle (2016) defined sociology as a multi-paradigmatic discipline, which doesn’t have a uniform set of methodological standards, which in his view a strength rather than a weakness, as it widens the theoretical and methodological understanding by inventing new empirical approaches. According to Jenkins (2010), human world is already a heterogeneous concept per se, and sociologists focus on understanding and analyzing this concept from different perspectives is sociology’s greatest strength. On the one hand, there are sociologists who consider sociology as a humanistic discipline and focus on interpretation and in-depth description; on the other hand, others consider sociology as a natural science and base their understanding on quantitative methods and standards (ibid). In this regard, there is a big diversity in the opinions, not only how to conduct research, but also how to design sociology programs in universities. A new bulletin published by the *Swiss Sociological Association* (SSA) gave a broad coverage to methods training and formation in sociology

(SGS Bulletin 150). Maybe the most prominent characteristics of social scientists is to have a thorough knowledge of social processes, as well as expertise of sociological research methods. As the methodological competence is one of the most essential elements in sociology, training of both quantitative and qualitative methods is considered as a very important part of sociology programs, whose curricula are usually diverse at different universities in terms of both the content and the teaching hours (Diaz-Bone 2016; Jann/Laubscher 2016). Although the analyses on the methods training in sociology in Swiss universities showed that majority of the sociology programs in Switzerland offer a mix of both quantitative and qualitative training, their primary focus varies from university to university, in other words, some have stronger focus on quantitative side and some on qualitative (Jann/Laubscher 2016). All in all, their focus determines the priorities on research methods and how to transfer the expertise and experience to the students.

Since sociology hosts different sub-cultures in itself it is also hard to get a consensus on the evaluation of the discipline. Whether to assess the quality of the research and teaching and how to assess are the big questions among sociologists which are highly debated. On the basis of the initiative, SSA and SAHS initiated a survey to understand the attitudes of sociologists towards the evaluation of sociology in general, as well as towards the criteria and indicators recommended for evaluating sociological research and teaching. The survey was performed between 2nd of April and 15th of May 2015 by a group of sociologists located at the University of Lucerne¹. Data was collected from the members of the SSA whose contact information were acquired from SSA. The following section of the report will introduce the need for the evaluation of scientific disciplines and currently used methods. In the third section, methodology of the survey will be introduced, which will be then followed by the main findings from the survey.

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3. Evaluation of scientific disciplines

Evaluating research and teaching in scientific disciplines has emerged as a key issue in many countries, where there is great competition for limited academic resources and desire to allocate those limited resources to high-quality research and teaching (Wu 2015; KNAW 2011). The demands for greater accountability and internationalization led to the introduction of evaluation studies – not only at the level of individual researcher or project, but also at institutions and universities and national level (Martin/Geuna 2003). According to Moed (2007), “Governments need systematic evaluations for optimizing their research allocations, re-orienting their research support, rationalizing research organizations, restructuring research in particular fields or augmenting research quality and productivity”. However, it is the question of how to assess scientific performance objectively in order to gain reliable and valid outputs about the quality which is supposed to serve to deliver transparent information (Hinz 2015). Thus, establishing an evaluation procedure with well-defined evaluation criteria is on the agenda of policy-makers in many countries for a long time.

Campbell (1999) defined the evaluation of university research as “interpreting or judging- that means measuring- the quality, efficiency, relevance, viability, and effectiveness of university research”. The aim of those evaluation studies is to examine and promote quality of research practice as it is a pre-condition to extend the scientific knowledge (Martensson et al. 2016; Van Raan 1996). But, what constitutes high quality research? Quality is a fuzzy concept which is not pre-given and mostly depends on the indicators which are defined by politicians and statisticians. Different definitions of quality can be found in literature. According to Wu (2015) and Bridges (2009), the quality of a research can be evaluated by assessing its contributions to the scientific knowledge and people’s understanding of the world, its accuracy, originality, rigor and usability. On the other hand, in their study Lepori et.al. (2011) regarded validity and reliability, feasibility of the methodology, transparency, fairness and independ-

ence as the main criteria when developing indicators for measuring output of research in communication sciences. Literature shows that criteria used to evaluate the quality of a research vary not only among different countries, but also among different institutions and scientific disciplines.

Currently Used Methods

Peer-review methodology, where research products are evaluated by a group of selected experts within a period of time, is considered as the core of evaluation procedures and is used extensively in many countries (Abramo/D'Angelo 2011). Being recognized by the peers is said to be an indicator of how successful the researcher is (Hinz 2015). Peer review not only determines which research results are published in journals, but also one of the contemporary application of the method is for the selection of fellowship and grant applications (Bornmann 2011). Although the method is broadly accepted for assessing the quality and is advantageous from various aspects, it faces criticism from some scholars as it purely based on human cognitive judgment (Wu 2015). A number of critical remarks regarding the subjectivity, reliability and fairness of peer-review method are found in the literature. Overall, peer review methodology is a qualitative approach and used more frequently in social sciences and humanities than natural and life sciences where quantitative tools are originated.

On the other hand, the need for quantification led to an increasing range of tools, so-called *bibliometrics*. Van Raan (1998) described the peer review as the methodology on the qualitative side of the evaluation, whereas bibliometric indicators represent the quantitative side. It has been argued that quantitative information has become a more dominant and trustable way of measuring, coordinating and evaluating (Diaz-Bone/Didier eds. 2016). Espeland and Stevens (2008) also pointed to the importance of quantitative measures in order to simplify, classify, compare, and evaluate the information, which allows to expand the comprehensibility and comparability of the social phenomena. Porter (1995) argued, “quantification is the technology of communication and of distance”, emphasizing the importance of quantification in

terms of increasing trust and making the information spanning in space more easily. Especially after the year 2000, new statistical tools, such as productivity indicators and benchmarking tools, have been emerged and started to use widely all around the world (Didier 2016). Governments and administrations are keen to use indicators to *measure* social phenomena in order to produce objective data and to make it comparable. It is usually the political authorities who decide on the choice of indicators and define them briefly which are then sent to statisticians to work out the details and make them quantifiable (Desrosières 2009, 2011, 2015). Alain Desrosières who was involved in the French movement of the so-called “*économie des conventions*” (EC), pointed to the essential role of conventions in quantification and classification. He emphasized that quantification of information is only possible after developing and inventing relevant conventions to measure. *Conventions* are the essential foundations of quantification. To quantify is to implement a convention and then to measure (Desrosières 2008). The aim of EC was to throw a light into the significance of conventions and the way there were deliberated and related to a common good (Diaz-Bone 2016). The conventions, which are intended to make the quality quantifiable, are called quality conventions in the framework of EC (Diaz-Bone 2015). According to the conventionalist approach, there is not a single and standard way of measuring, but there are several possible ways. It depends on the definitions of concepts to be measured, such as *quality indicators* (Desrosières 2009). These considerations become even more important when defining the indicators to measure scientific research and teaching programs as the results affects directly the decision making and distribution of resources (Lepori et al. 2011). The importance of quantification is self-evident in today’s world, however, one must avoid “comparing apples and pears”.

In line with this *quantification* movement, many universities implemented quantitative assessment tools, using bibliometric indicators (Ochsner et al. 2015). Based on application of statistical and mathematical methods, bibliometric indicators were originally developed in order to trace information faster with the increasing volume of publications and literature,

however, in the course of the time they have been started to use to indicate the quality and quantity of research (KNAW 2011). The two assumptions laying behind bibliometrics are that the aim of the researchers is to advance knowledge and that the scholars have to publish constantly in order to attract attention and attain prestige (Archambaut/Gagné 2004). Some examples of bibliometric indicators include journal impact factors, citation statistics and h-index. Obviously, higher citation scores help the researcher to gain broader visibility and a better scientific recognition, however, for a long time there have been concerns about citations whether they are biased or not (Aksnes/Taxt 2004). Some argue that not all the citations are directly related to the scientific quality of the research, but they are also related to accessibility of the articles. Therefore, use of citation analyses as quantitative measurements is still an ongoing debate amongst scholars, especially amongst the advocates of qualitative peer-review methodologies (Tijssen et al. 2002).

As recommended in KNAW Report (2011), bibliometric indicators are better to be used in combination with other indicators within the qualitative context of peer review. Thus, peer-review methodology is still the principal method in assessments of scientific research outputs. Supported by bibliometric indicators, this methodology is called the “informed peer review”, which allows the reviewer to make an evaluation by comparing the subjective judgement and quantitative indicators (Geuna/Martin 2003; Abramo/D’Angelo 2011). Application of this methodology is not only considered for evaluation of academic research, but also for evaluation of teaching since the performance of academic institutions, thus decision makings on resource allocation is based on a comprehensive and complete assessment of both research and teaching (Campbell 2005). Examples of application of informed peer-review can be found in different countries. UK has one of the most advanced evaluation systems in Europe with its Research Excellence Framework (REF), which is launched in 2014. In the scope of this framework, the evaluations are mainly based on quantitative measures, particularly in science based disciplines, whereas for social sciences and humanities, outcomes emerge from

expert review and quantitative indicators including citation information. From this perspective, evaluation of social research in UK is a typical example of informed peer review methodology (Campbell 2005). On the other hand – in Netherlands – quality, relevance, productivity and viability are taken into account in evaluation of research and teaching studies which consist of peer-reviews, site visits, interviews and use of bibliometric indicators where possible (Geuna/Martin 2003). Yet another example of informed peer review methodology is the Quinquennial Research Evaluation (VQR) in Italy, which is a substitute of previous pure peer-review method. It is a hybrid model, where a panel of experts are free to choose, either citation indicators or peer-review or both methods (Abramo/D'Angelo 2011).

Another evaluation methodology, which draw reaction, is the “rankings” method which is used to rank universities based on a common set of indicators. Although university rankings have been used for a long time, the modern form of rankings is relatively young which was first born in 2003 with *Shanghai league table* format (Lessenich 2015). Since there is not a universal consensus about the notion of quality in scientific research and teaching, each ranking system have different definitions of quality (Usher/Savino 2007). One can again mention the importance of conventions at that point, since different quality conventions are defined which leads to questionable comparison. This method came in for criticism from academicians as conducted either on national or international scale, selection of indicators and weights applied to each indicator makes a substantial difference in the evaluation outcomes (Lessenich 2012, 2015). On the other hand, journal rankings are mainly obtained by either citation-based studies or perception-based studies (Lillkåll 2009). The type, age, publisher of the journal and whether it is peer reviewed affect the reputation of the journal. Furthermore, Journal Citation Reports (JCR) and Journal Impact Factors (JIF) are mainly used for rankings, which are well known in the scientific world and considered as an objective measure. Nevertheless, their objectivity and appropriateness for social sciences is also controversial.

Evaluation of Social Sciences and Humanities

Different characteristics of disciplines lead to different perception of excellence in scientific works. Not only natural sciences and social sciences and humanities have different cultures, but there is also lack of consensus among the sub-disciplines in terms of approaches and methodologies which results in a need for developing discipline-specific evaluation criteria. The criticism and resistance from humanities scholars against current assessments led Hug et al. (2012) to conduct a study in order to develop quality criteria in the humanities. Using a mixed-mode approach, first they conducted Repertory Grid interviews to understand scholars' notions of quality, which they then supplemented with a three-round Delphi survey. As a result of the study, scholarly exchange, innovation/ originality, rigor, impact on research community and connection to other research were found to be the most prominent criteria for humanities which are also applicable for sociology discipline. Another important result of the study is that purely quantitative indicator based evaluations were rejected by humanities scholars and most indicators were approved for use in peer-review assessments. It is argued that use of bibliometric indicators is originated from natural and life sciences, thus do not fit well to social sciences and humanities as they have concerns about quantification and whether social science research can meet the quality criteria of natural and life sciences (Ochsner et al. 2015; Martensson et al. 2016). First of all, the coverage of the databases used for most bibliometric analysis, such as Thomson Reuter's Web of Science, Elsevier's Scopus database and Google Scholar, are considered to be insufficient in humanities. Bibliometric experts have found out that more communication channels are used for publications in social sciences (Hicks 1999). Moreover, the pilot study in Germany showed that the publication culture is very heterogeneous in sociology (Hinz 2015). For instance, it was found that young and international-oriented sociologists try to publish more in peer-reviewed journals in order to increase their recognition. On the other hand, books and monographs still play an important role in social sciences, which are usually not covered in databases (KWAN 2011; Lillkåll

2009). Secondly, scholars in SSH are more likely to publish articles in their mother-tongue, which is also a restriction to be involved in databases as they usually do not include non-English journals (Archambaut/Gagné 2004). Rössel and Pap (2015) argued that books and anthologies as well as non-English publications are underrepresented in ISI Web of Knowledge, whereas they are included in Google Scholars to a certain extent. These patterns are even more complex Switzerland because of the multi-cultural and multi-lingual nature of the country.

Since all those evaluation studies play a key role in recognition of scholars, university departments and universities as a whole, it is crucial to apply fair, valid, reliable, transparent and consistent assessment methods (Bridges 2009). Therefore, evaluation should meet highest standards in order to result in objective and reliable outputs. It should be also borne in mind that the aim of evaluating the quality of scientific research is not only important for fund allocation purposes, but also it encourages better research performance and contribution to the scientific knowledge (Wu 2015; Abramo/D'Angelo 2011). Therefore, employment of appropriate methodology and using relevant indicators for each single discipline to be evaluated are the cornerstones of a successful evaluation study (ESF 2012).

All in all – as EC has argued – such evaluation processes should be embedded in and its measurements should be based on deliberative process of the involved actors (stakeholders).

4. Surveying the opinion on ways of evaluation of Swiss sociology

The board of the SSA and the SAHS therefore initiated a survey, which should reveal the opinion of the members of the SSA about the evaluation of sociology as a discipline, about criteria of evaluation of research and teaching and about ways how to proceed the evaluation.

For sociologists it is evident that there is no other discipline, which is offering better knowledge on evaluation as sociology itself (Lessenich 2012). If evaluations of the discipline should be regarded as a useful instrument for scientific self-reflection and self-governance, then the criteria and the way the evaluation is proceeded; both need to be regarded as suiting and serving this goal. The public opinion of the collective of SSA-members on these mentioned issues is a key element of any attempt to start a deliberation in this scientific community.

The results of the survey will therefore be an important basic information. Also, the results need to be recognized as a representation of this public opinion which will generate its own effects.

5. Methodology

The survey was realized by a small team at the University of Lucerne.² As it is already mentioned that there are diverging opinions on how to measure research outputs and teaching programs in social sciences and humanities, it makes it hard to decide on a common definition of quality and the standardized indicators. Therefore, the criteria used in the survey to assess the quality of scientific output were worked on thoroughly. The questionnaire was developed after an extensive and detailed literature search and long discussions among sociologists involved in the project.

The sampling frame was provided by SSA which included the names, email addresses (when available) and post addresses of all its members. In total 492 members were invited to participate to the survey, out of which 15% did not have a registered e-mail address. Therefore, a mixed mode approach was used for contacting the members in order to increase the response rate and data quality. An announcement mail with a broad explanation of the survey was sent one month before the survey was carried out in order to briefly inform the members about the survey and its implications. By sending the announcement mail, it was aimed to increase the response rate as well as to emphasize legitimacy and improve trust in the scope of social exchange theory which is directly related to the motivation of people for responding of the surveys (Dillman 2014). Additionally, survey was announced on the homepage and in the newsletter of SSA.

After the development of the first draft of the questionnaire, pretests were executed in order to get feedback from experts on the content, the language, concepts to be measured, as well as the length of the survey. Testing the questions with some respondents from target group help reveal the problems occurred in each step of cognitive process of the respondent. It is also crucial to improve the validity of the questions, which is directly related to the measurement. Think aloud cognitive interviews were conducted at the University of Lucerne

² Including Itir Bozkurt Umur, Rainer Diaz-Bone, and Luzia Schneider.

which encourage respondents to say out loud of all thoughts that go through their mind in answering a question (Campanelli 2008). The wordings and the ordering of the questionnaires were revised accordingly after the interviews. Consequently, a web survey was prepared at the University of Lucerne. The visual design of the online questionnaire, as well as the wording and spelling were checked exhaustively before the fieldwork. Moreover, the visual appearance was checked in multiple devices in order to ensure that questions display similarly across different devices, so that respondent can use either the computer or any other device in order to complete the questionnaire without facing difficulties, such as screen size impact.

The link was sent in two ways to the members; via email to the ones who have registered email addresses and by post to the ones who have only mail addresses³. In order to increase the awareness and the response rate, two reminders were sent during the fieldwork. In total 152 members completed the whole survey (71% in German, 29% in French) with an overall response rate of 31%. 81 members completed the survey partially, whose answers were also recorded and taken into account in the analysis. Sampling error was eliminated since the whole population was included in the survey. In terms of validity, efforts were taken to reduce the measurement error by utilizing pretests and feedback from experts before the fieldwork. Although mixed modes were used in order to contact the members, a single mode was used for participating the survey, which made the respondents to experience the survey in the same way.

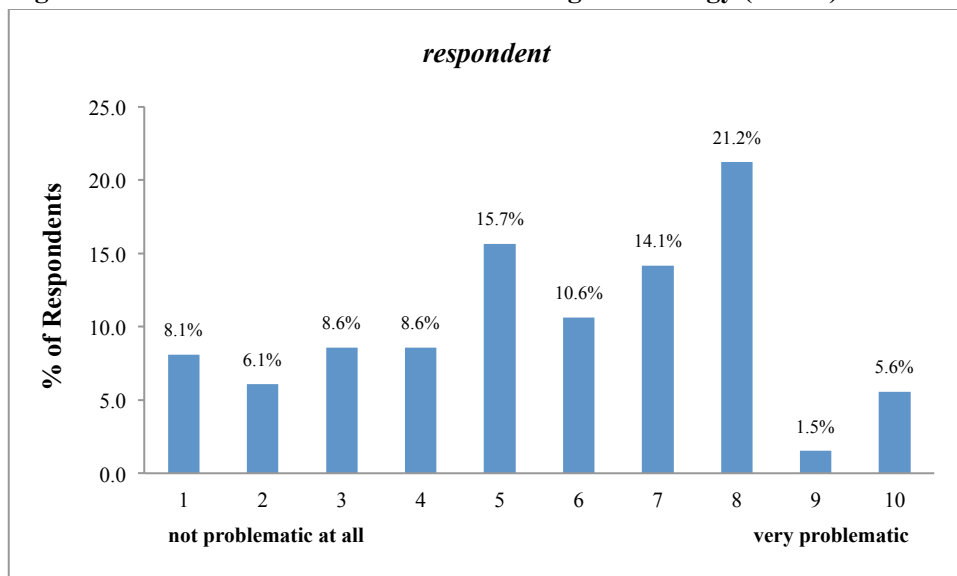
³ 85% of the members received the link by email and 15% by post.

6. Main findings

How problematic is Evaluation of Sociology?

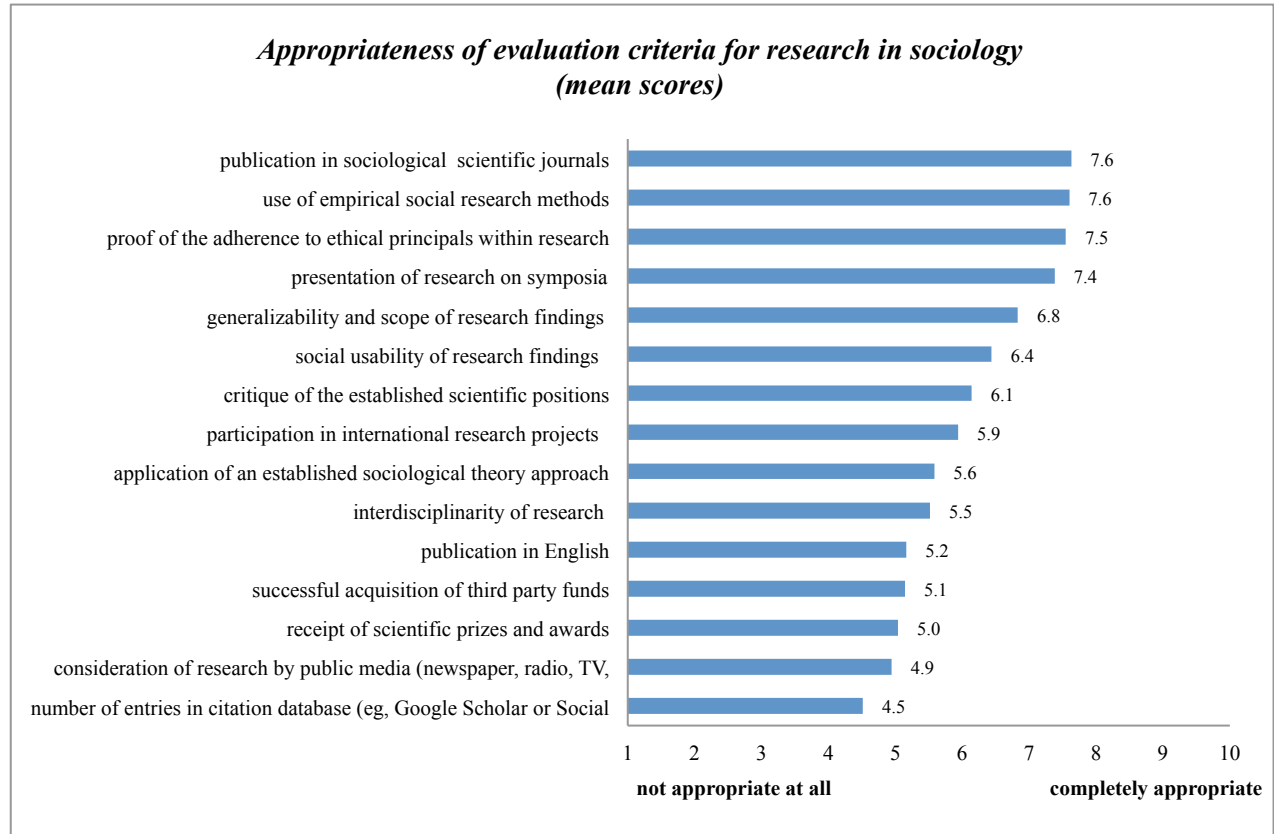
Plurality of paradigms and scientific cultures in sociology makes it harder to position the discipline between science and humanities, causing distinctive views to arise about the notion of excellence and how to evaluate the performance. Participants were asked to express their opinions about whether or not they consider evaluation of research and teaching in sociology as a problematic subject-matter. The responses point out a dispersion among the opinions of sociologists as it can be seen in Figure 1. Respondents seem to regard value “5” as the middle value (which is not the case, because the mid-point would be located between “5” and “6”) and almost half of the respondents are indecisive in evaluating the current situation. 28% (sum of the 3 highest categories) of the respondents mentioned that evaluation of sociology is a very problematic subject, whereas 23% (sum of the 3 lowest categories) finds it not very problematic.

Figure 1: Evaluation of research and teaching in sociology (n=198)



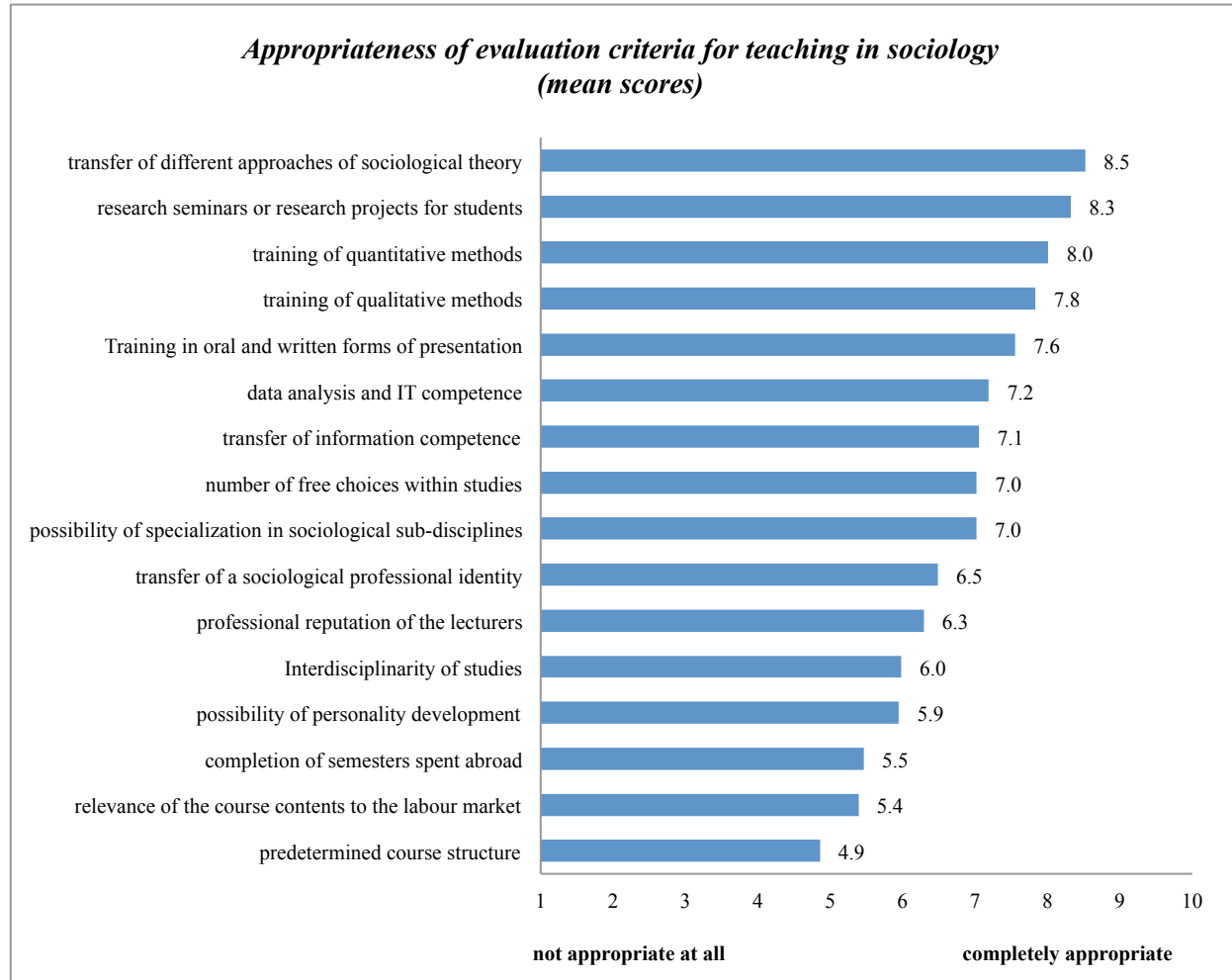
What are the appropriate criteria for *evaluation of research in sociology*?

Although proportion of journal publications among all publication types is smaller in social sciences compared to natural sciences (Hicks 1999), publishing in sociological journals was found to be one of the most important evaluation criteria in sociological research. The results show the importance given to the scientific journal publications in terms of evaluating quality of a research and shows the strength of journals once again as a publication channel. Using empirical social research methods is another criterion, which gained high acceptance by sociologists in order to evaluate research. Societal relevance (social usability of findings), which has been recently discussed among scholars as an indicator for research evaluation, was ranked on sixth position among the sociologists. Moreover, in line with the criticism about bibliometric indicators and particularly citation databases, “number of entries in citation databases” was found to be the least appropriate evaluation criterion for research in sociology.

Figure 2: Evaluation criteria for research in sociology (n=173)

What are the appropriate criteria for *evaluation of teaching in sociology*?

The evaluation of scientific disciplines should be reflected in combination of their research and teaching performance (Campbell 2005). Because of the differences and complexity in the processes, both the criteria and indicators used to evaluate research and teaching are separate and distinct. “Transfer of different approaches of sociological theory” and “Research seminars or research projects for students” were found to be the most appropriate criteria for evaluating teaching in sociology according to the respondents, followed by “training of quantitative and qualitative methods”, respectively. “Predetermined course structure” was found to be the least appropriate criterion among all criteria.

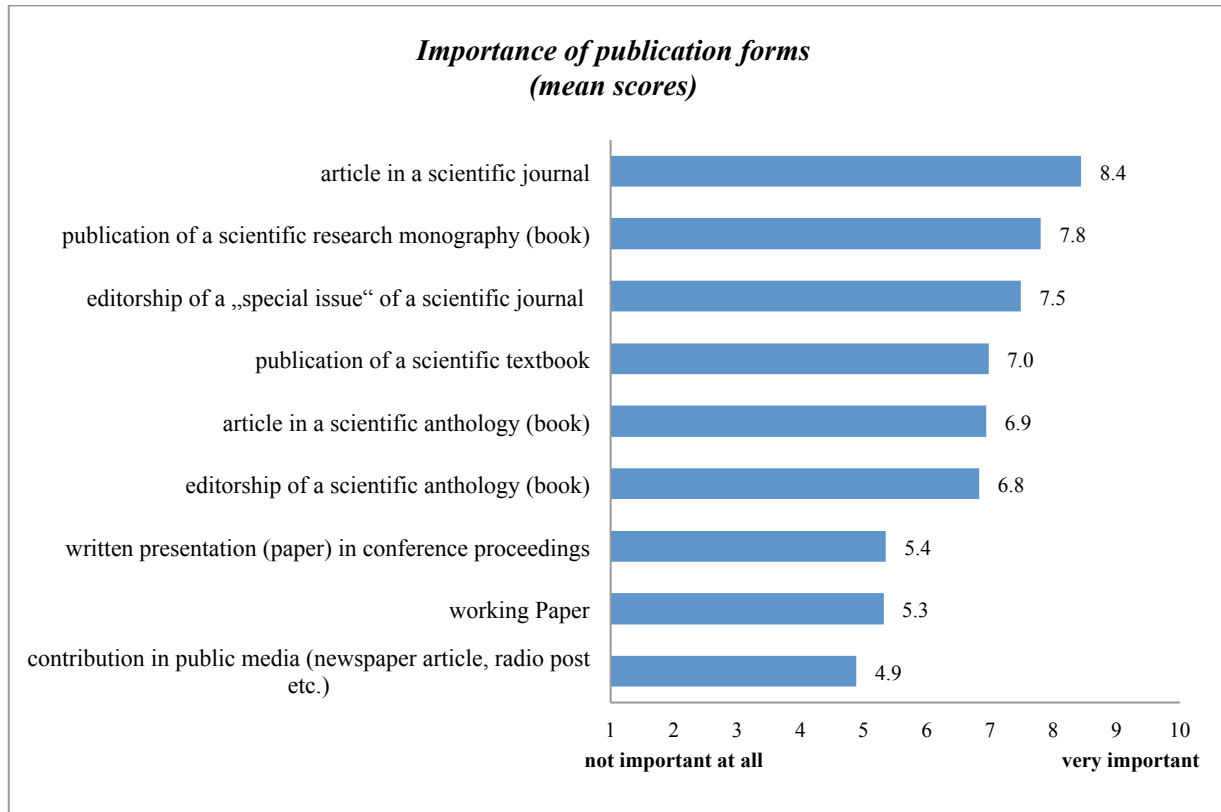
Figure 3: Evaluation criteria for teaching in sociology (n=169)

Importance of the publication channels

It is essential for scholars to publish papers and/or researches in reputable forms and through scientifically accepted channels in social sciences to gain attraction and broaden their visibility. Hicks (1999) pointed to the fragmented structure of the social science literature, namely, more publication forms are used in social sciences compared to natural sciences of which the majority of publications are found in journals. Participants were asked to evaluate different publication forms in terms of academic reputation in sociology discipline. “Article in a scientific journal” was mentioned to be the most important publication for the academic reputation of the author, followed by “publication of a scientific research monography”. In social sciences, fair consideration should be given to monographs and books as they are important chan-

nels of communication. On the other hand, “working papers” and “contribution in public media” were evaluated as the least important publication forms.

Figure 4: Importance of the publication forms for academic reputation (n=168)

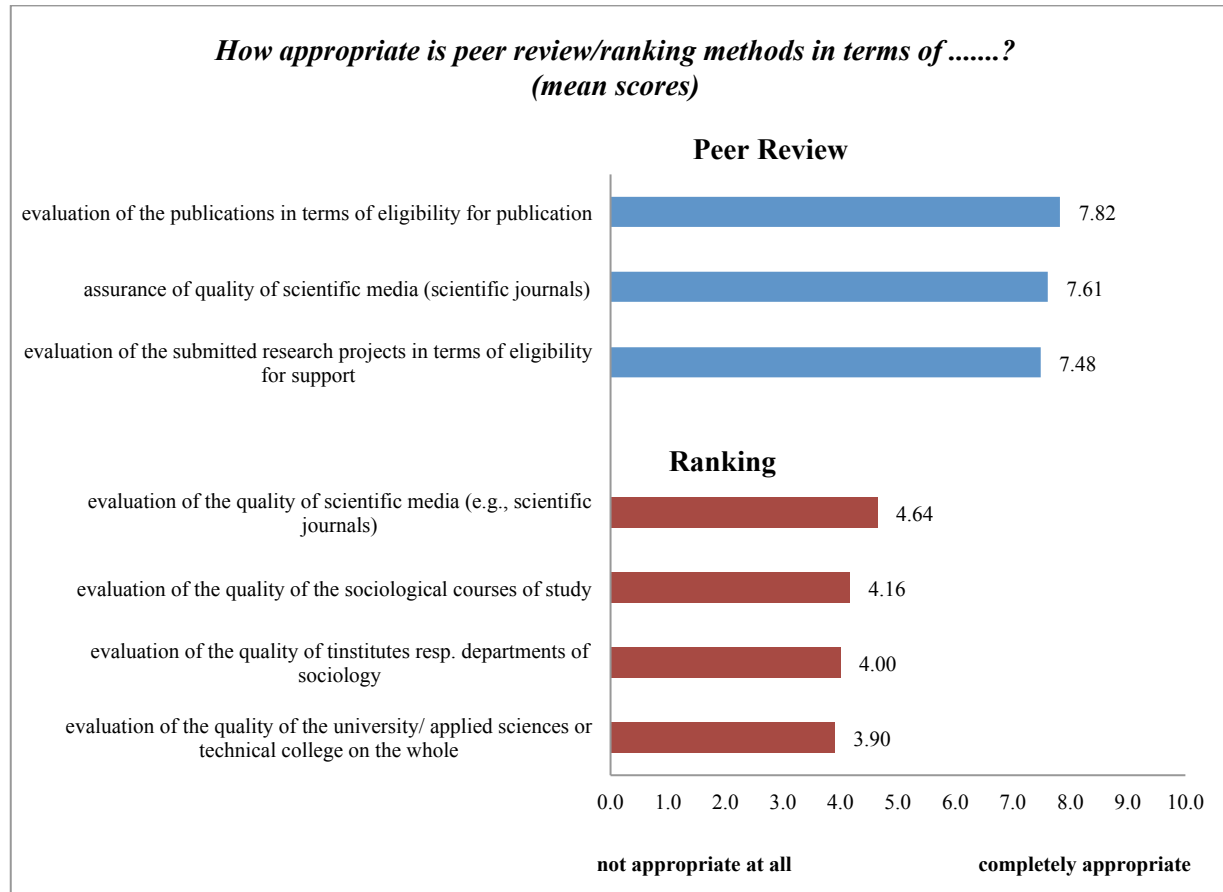


Peer review and ranking as evaluation methods

The appropriateness of using the broadly accepted peer review and ranking methods was questioned in the survey in terms of evaluating different publication and programs. All in all, peer review method was found to be more acceptable among sociologists than ranking method as respondents judged peer review method highly appropriate for assessment of publications, quality of the media and submitted research projects despite the aforementioned criticism regarding the possible biases of the methodology. On the other hand, the survey revealed that ranking does not gain much acceptance from the sociologists, particularly for the evaluation of universities and institutions. As mentioned already, each ranking system might have

different definitions of quality, thus different indicators and weight might be used which makes it hard to compare the institutions in terms of *quality*.

Figure 5: Evaluation of peer review and ranking methods (n=166)

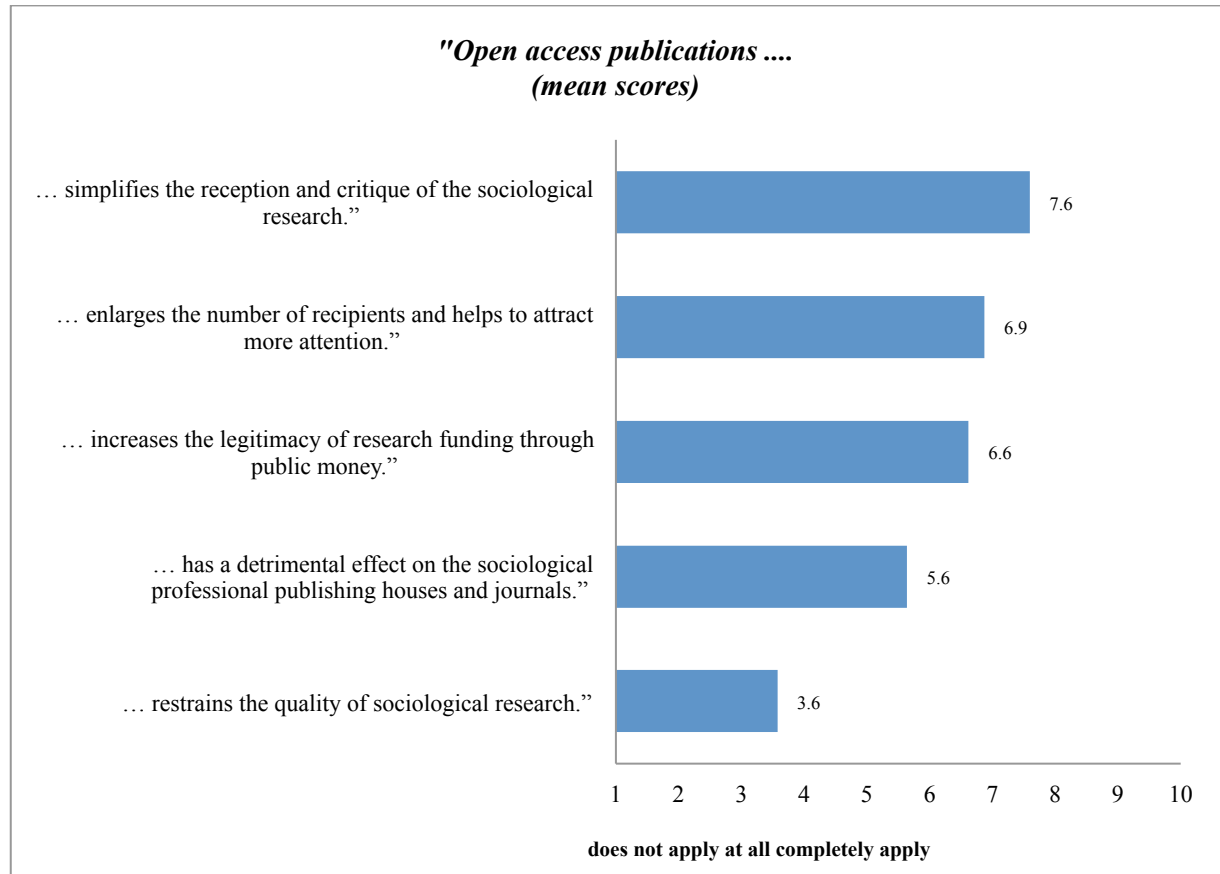


Open access publications to expand the knowledge

Although open access publication is not a new concept and has been around for several years, the efficiency and importance of those publications are still an ongoing debate. Open access journals are obviously easier and faster to reach for the researchers as they are free of charge, which probably has an impact on citation patterns. On the one hand, the necessity of open access publications in order to expand knowledge is self-evident; on the other hand, the quality of those publications is still an issue. Survey showed that sociologists have an overall positive perception about those publications. “Simplifying the reception and critique of the sociological research” was mentioned to be the most applicable characteristic of open access publi-

cations. “Enlarging the number of recipients and helps to attract more attention” was ranked secondly.

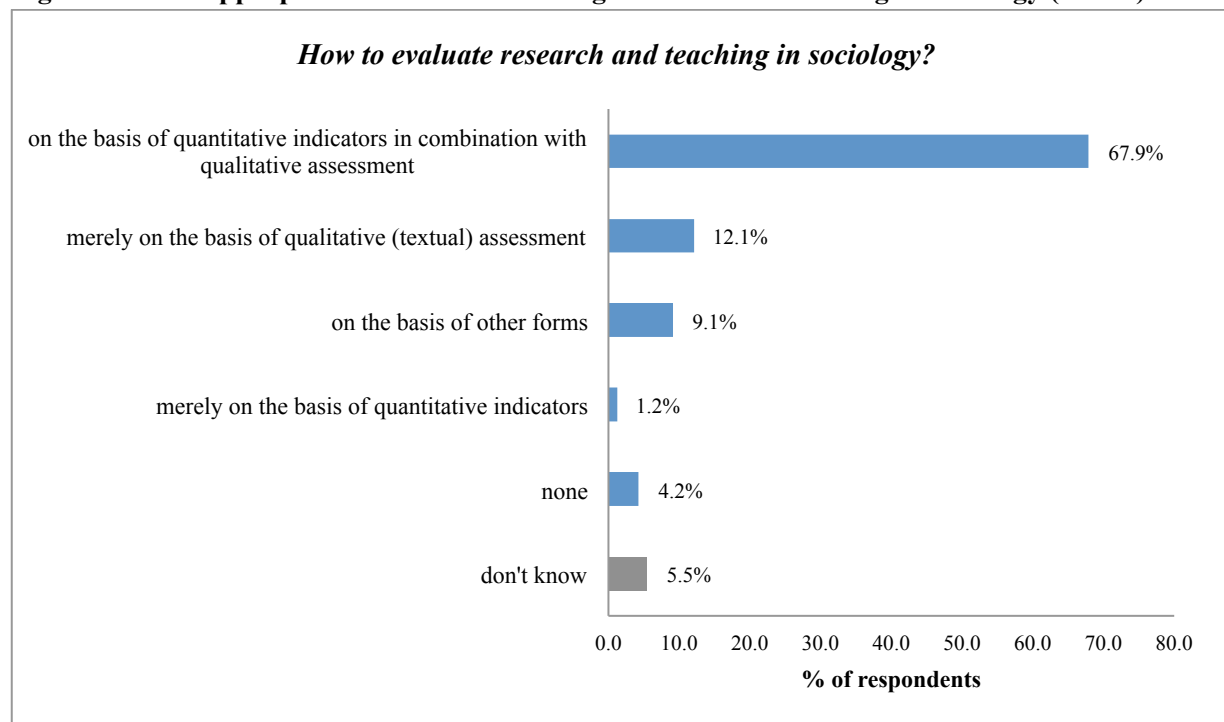
Figure 6: Assessment of open access publications in sociological research (n=166)



Using indicators as evaluation tools

As already mentioned, there is a lack of consensus about which indicators and methodologies should be used to evaluate scientific disciplines, particularly among social science scholars where there is still controversy regarding the use of quantitative indicators. Participants were asked to state their opinions about the most appropriate form for evaluating research and teaching in sociology. 68% of the respondents mentioned that evaluation should be done on the basis of quantitative indicators in combination with qualitative assessment, which is the aforementioned *informed peer-review methodology*. 12% found qualitative assessment most appropriate, whereas only 1% supported using purely quantitative indicators. This result confirms disapproval of using merely bibliometric indicators in research assessments in social sciences, differently from natural sciences.

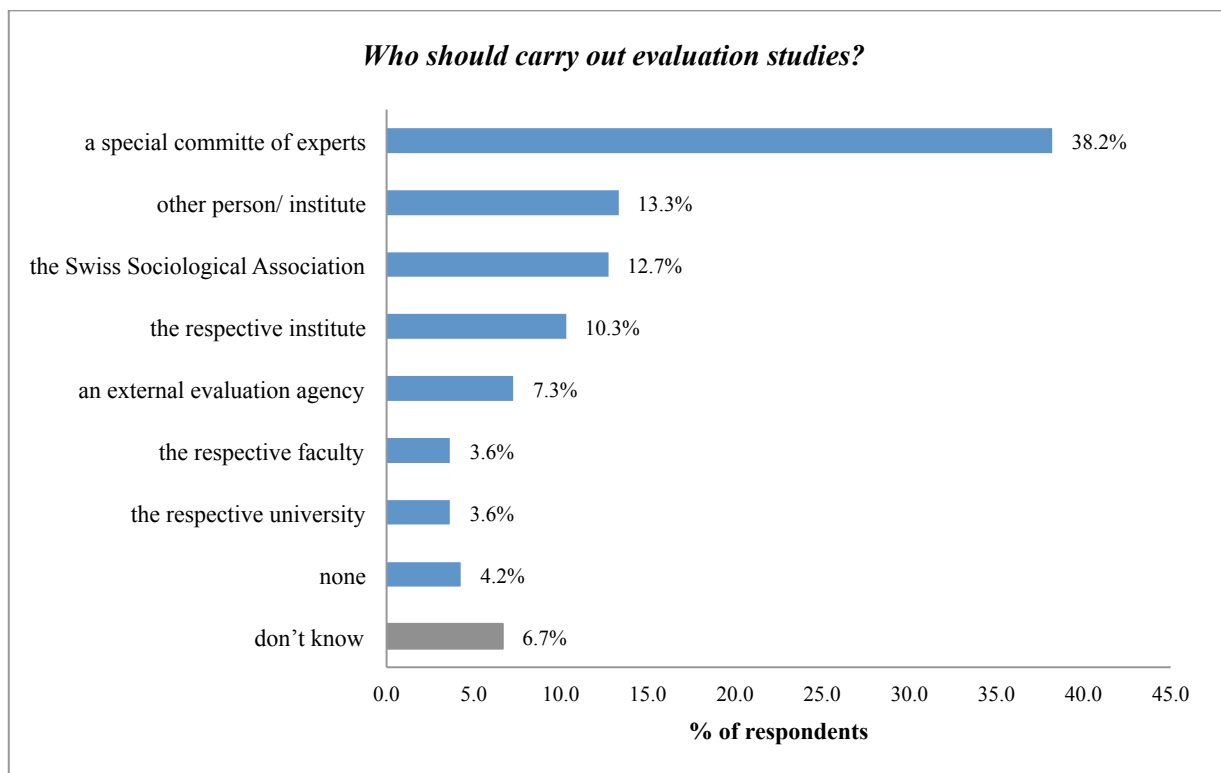
Figure 7: Most appropriate form for evaluating research and teaching in sociology (n=165)



Who should carry out the evaluation studies?

Should evaluation studies be carried on by respective institutions or by independent researchers? Literature shows most quality evaluations are carried out within universities, however, external research-oriented companies and other scientific institutions also perform evaluation studies. For 38% of the respondents, evaluation studies for research and teaching in sociology should be carried out by a special committee of experts. Around 13% selected the SSA as the organization which should carry out those studies. Although 10% selected respective institution which should be responsible for evaluation, respective faculties or universities are not found to be the relevant for carrying out evaluation studies.

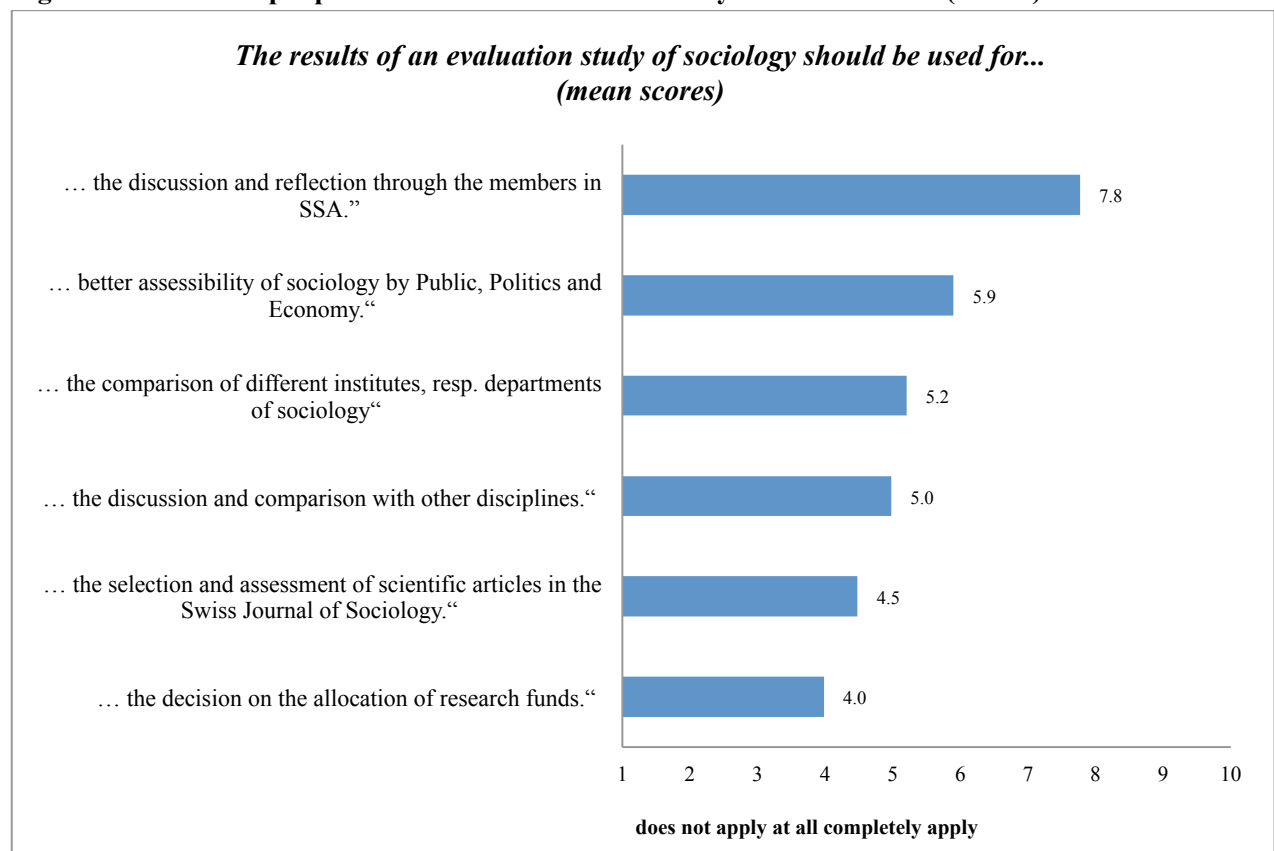
Figure 8: Which person or organization should carry out evaluation studies for research and teaching in sociology? (n=165)



How to use the results from evaluation studies?

The most common contribution of evaluation studies lies in the improvement of the programs. When an evaluation study for sociology discipline is carried out, the outcome should provide useful feedbacks and should be used for various purposes by stakeholders, such as policy-makers, governments, funding agencies and universities. According to the members of SSA who participated in the survey, the most relevant way of using the results of an evaluation study of sociology is “the discussion and reflection through the members in SSA”. Using the results for “better assessability of sociology through public, politics and economy” and “comparison of different institutions” were also found to be important purposes that the outcomes of the survey should serve for. Sociologists were not very likely to support using the evaluation outcomes “for the decision about allocation of research grants”.

Figure 9: For which purposes should the evaluation study results be used? (n=165)



Demographics

Figure 10: Respondent's profile (n=162)

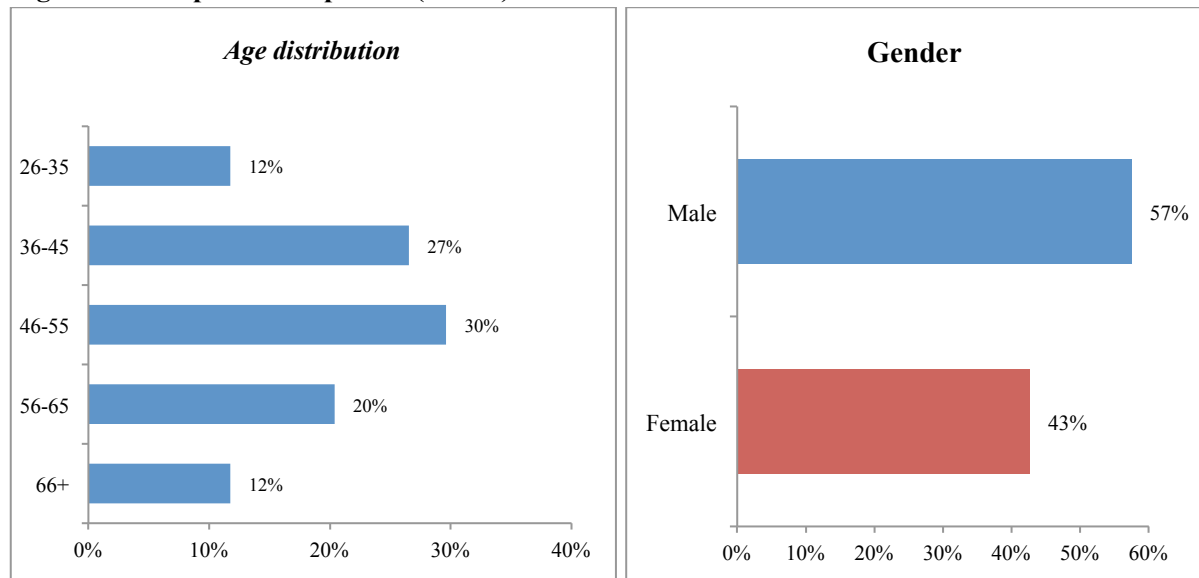
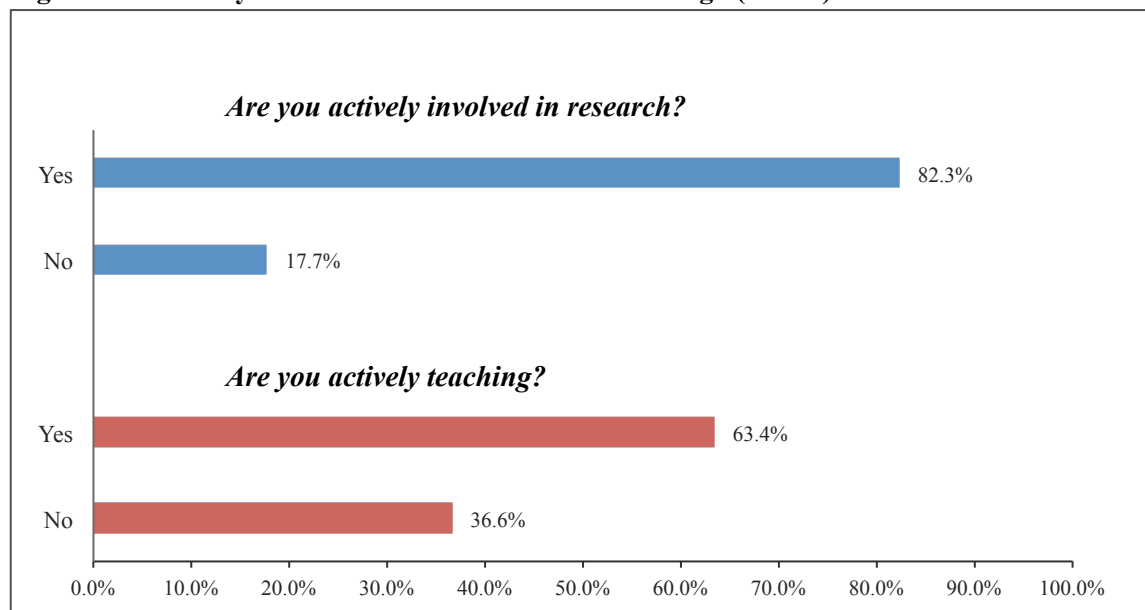


Figure 11: Actively involved in research and/or teaching? (n=164)



60% of the respondents are actively involved both in research and in teaching at the same time.

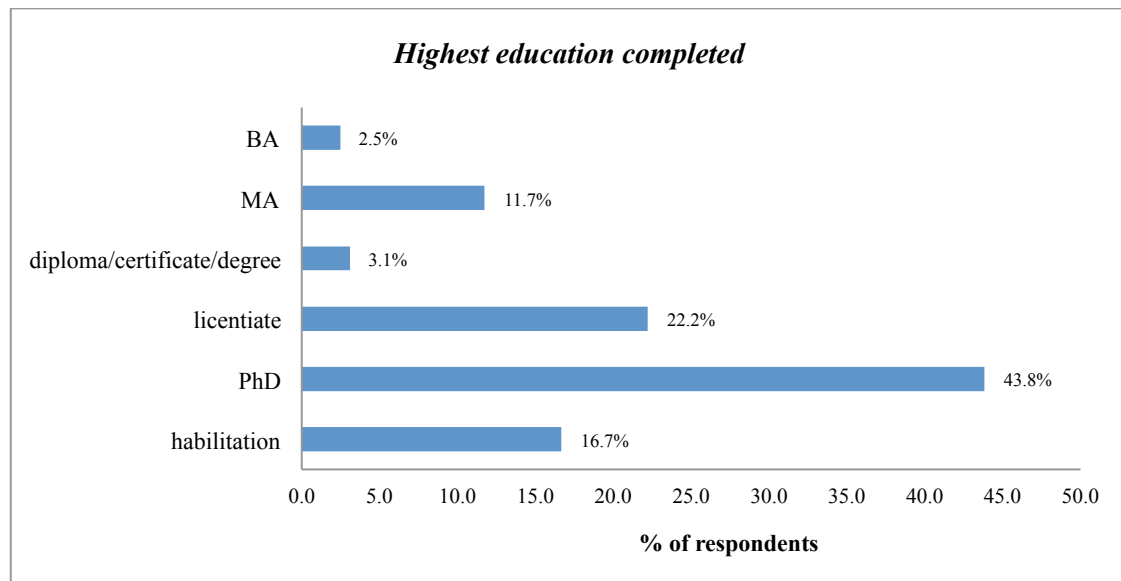
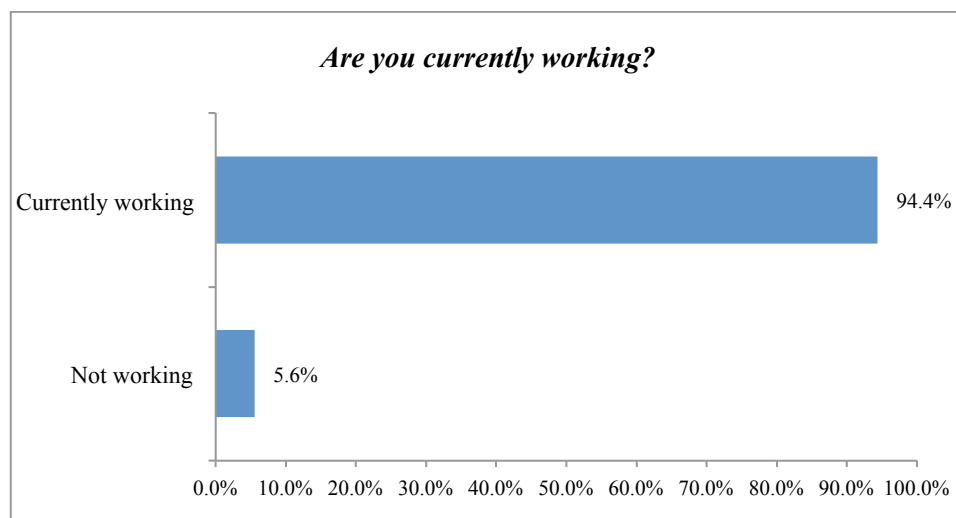
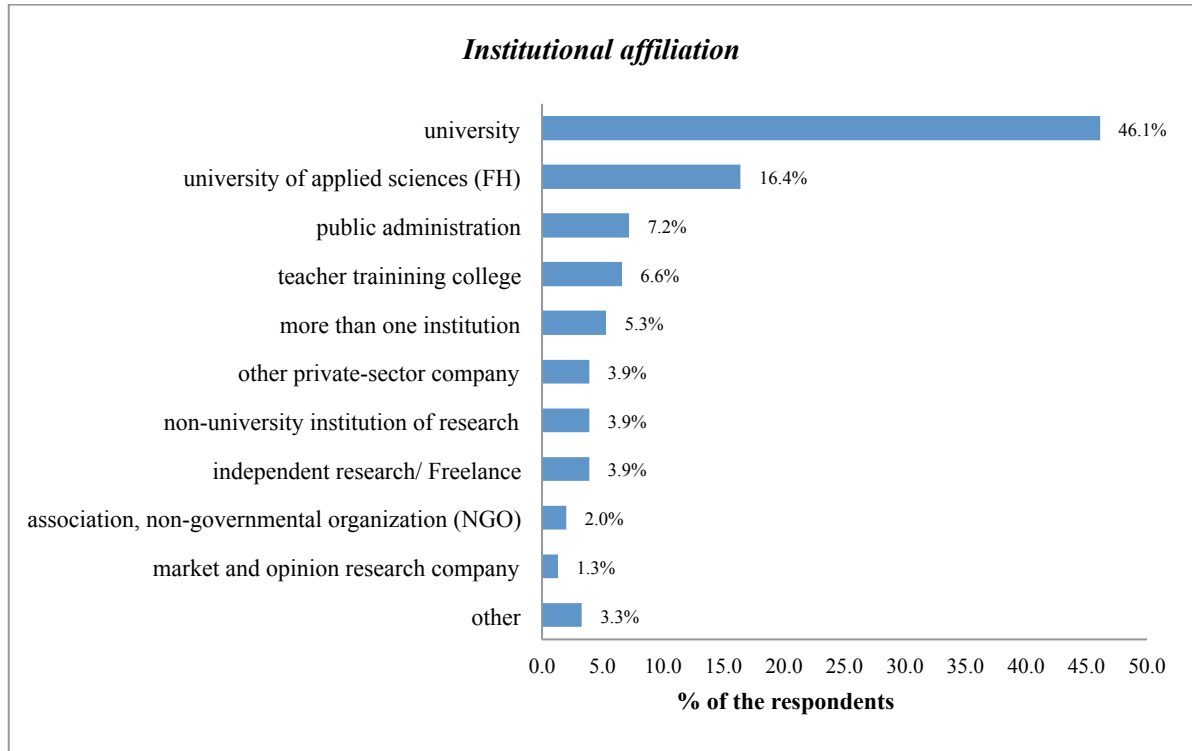
Figure 12: Highest academic achievement of the respondents (n=162)**Figure 13: Working status**

Figure 13: Institutional affiliation of the respondents (n=152)

7. Conclusion

The survey data revealed a considerably dispersed structure in the discipline of sociology, which pointed out a lack of consensus among sociologists on the evaluation of the discipline or – positively formulated the coexistence of different scientific cultures (Snow 1959). Opinions of the sociologists (SSA members) seem to be influenced by the way they approach and deal with the subject-matter of sociology. There is a certain amount of heterogeneity of opinions on how sociology should be evaluated, stemming from the aforementioned plurality of paradigms, which is said to be the richness of the discipline. Differences in opinion can be seen through almost all the questions, starting from how problematic the evaluation of sociology itself is. In general, the results show a large amount of dispersion in the opinions, so it can be considered that sociologists are split into different clusters. On the other hand, results revealed a general tendency towards searching for a middle value in the response options although there is no middle value in the 1-10 scale used in the questionnaire. Participants seem to regard value 5 as the middle value as the indecisive responses were gathered around value 5 although it stands on the negative side of the scale (see Appendix).

28% of the respondents consider evaluation of the sociology discipline as a highly problematic subject-matter and this rate seems to be higher among the oldest group (see Appendix). In terms of evaluation criteria in research, *publication in sociological scientific journals*, *using empirical social research methods*, as well as *proof of the adherence to ethical principles within research* are approved mostly by the participants, whereas the answers of the respondents are rather spread out for the other criteria. Results also showed that *use of empirical research methods and successful acquisition of third party funds* are found to be more important for respondents who are currently involved in research than the ones who are not. On the other hand, researchers and the respondents who are current-

ly teaching seem to be more hesitant to use *number of entries in citation databases, participation in international projects, social usability of the research findings* and *interdisciplinarity of the research* as evaluation criteria for sociological research. In terms of evaluating teaching in sociology, *transfer of different approaches of sociological theory, research seminars or projects for students* and *training of quantitative and qualitative methods* are found to be most appropriate criteria, especially by the respondents who are currently involved in research.

As a core evaluation method in most scientific disciplines, peer review is found to be applicable also in sociology in terms of evaluating research projects, publications and quality of publication channels. On the other hand, using ranking as an evaluation method in sociology is disapproved. As mentioned in the second part of the report, using ranking systems is still debated, particularly in social sciences and humanities where using quantitative indicators is said to be insufficient and inappropriate. The findings of the survey are in line with this criticism as only 1% of the participants chose to use solely quantitative indicators as evaluation form. There is on the other hand, a wide acceptance of the support of the *combined quantitative and qualitative criteria*. Majority seems to support using qualitative assessment (so-called “peer review”) in combination with quantitative indicators. So it seems that sociologists still consider peer-review as an essential evaluation tool and they still believe the importance of the qualitative assessment. Especially among the researchers and lecturers, using merely qualitative assessment gains more acceptance (see Appendix). However, living in a world of numbers where quantitative indicators are likely to gain wider acceptance in the near future, sociology also has to take the stand and be involved in the game. Now the question is which quantitative indicators fit the evaluation of the discipline?

Another important result of the survey is the higher acceptance of *special committee of experts* as the most favorable group to carry out the evaluation studies. A special commit-

tee consisting of experts in evaluation studies might be considered to be more objective as it is still controversial whether the judgements are based solely on scientific merit and are not influenced by personal attributes, relations and so on. It is also seen that the older the respondents, the more they are in favor of using a special committee of experts for evaluation studies. Swiss Sociological Association is ranked secondly, followed by the respective institution and an external evaluation agency, respectively.

Last but not the least, it is critical to decide on how to use the results of evaluation studies in an appropriate way, since the main purpose of the project “Mesurer les performances de la Recherche en sciences humaines et sociales” is to develop an applicable and fair methodology in order to evaluate research in scientific disciplines. Survey findings again revealed a lack of shared opinions on the usage of research findings. Respondents seem to agree on using the evaluation results for *the discussion and reflection through the members in SSA* and to reject for *the decisions about the allocation of research grants*. Besides, it has shown that the oldest group is more open to use the results of the evaluation studies than the younger groups and respondents who are currently involved in research or currently teaching are more hesitant.

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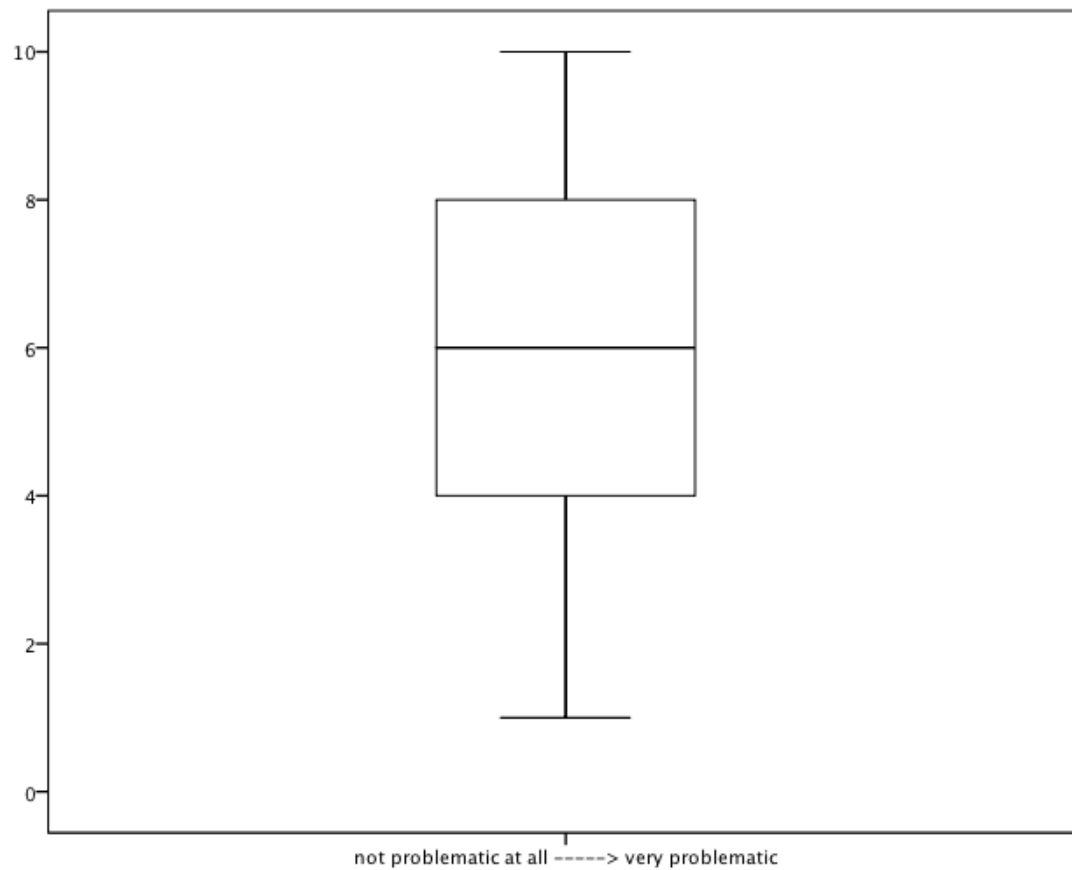
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9. Appendix

Charts and tables

How problematic is the evaluation of sociology?

Figure 14: Boxplot of the opinions on evaluation of sociology as a problematic subject-matter



*Mean: 5.60. Std.dev:2.48

Evaluation criteria for *research* in sociology

Figure 15: Boxplot of evaluation criteria for research in sociology

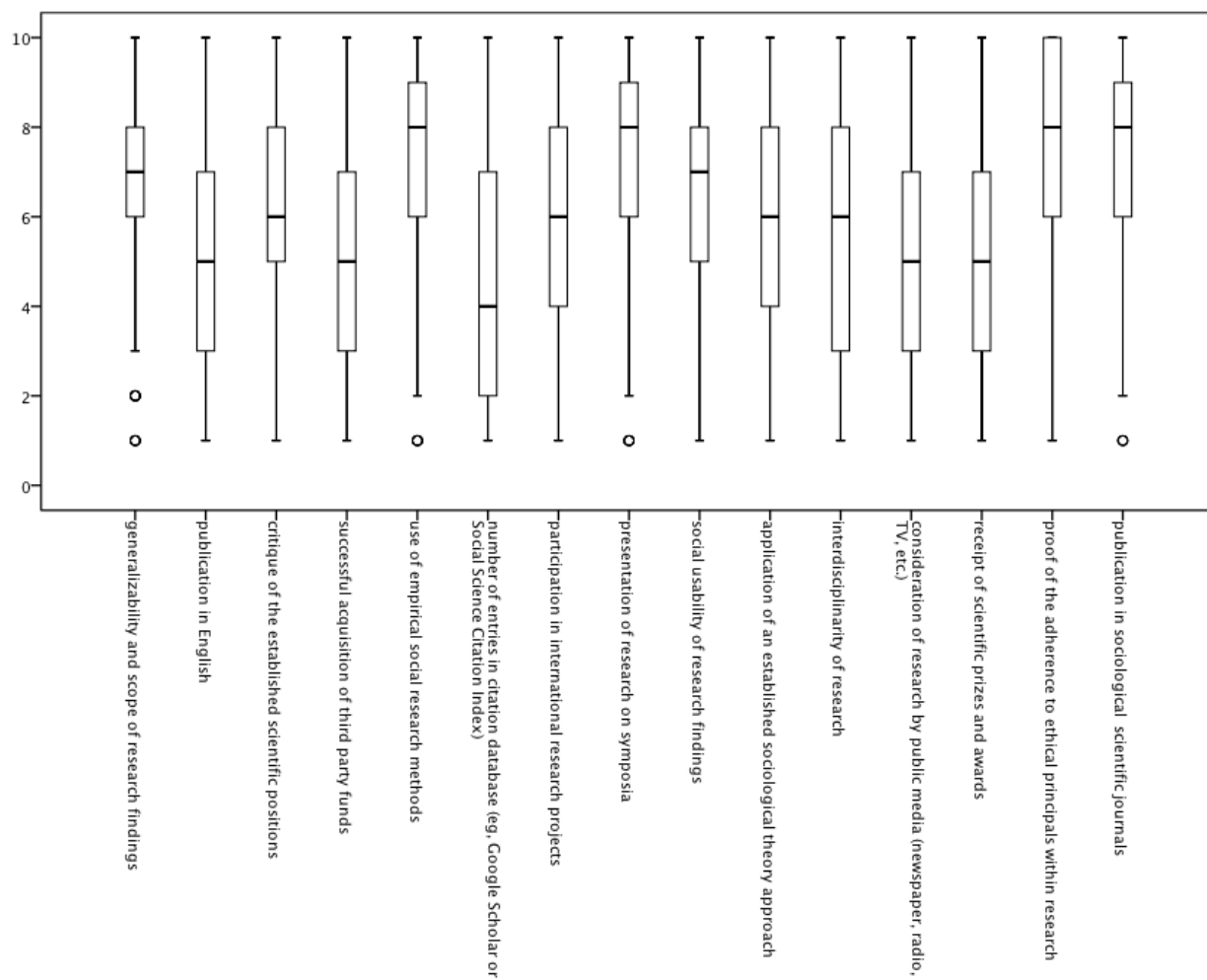
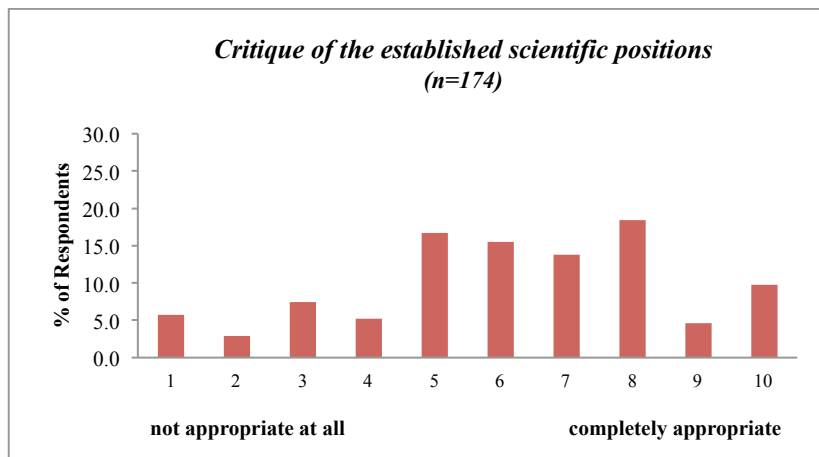
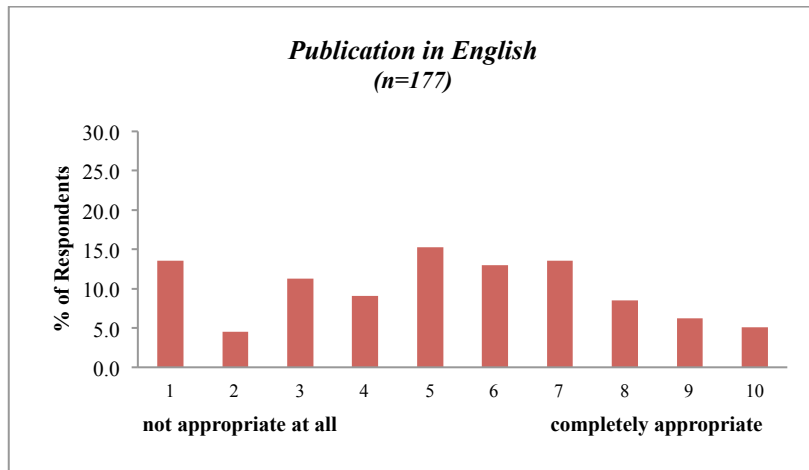
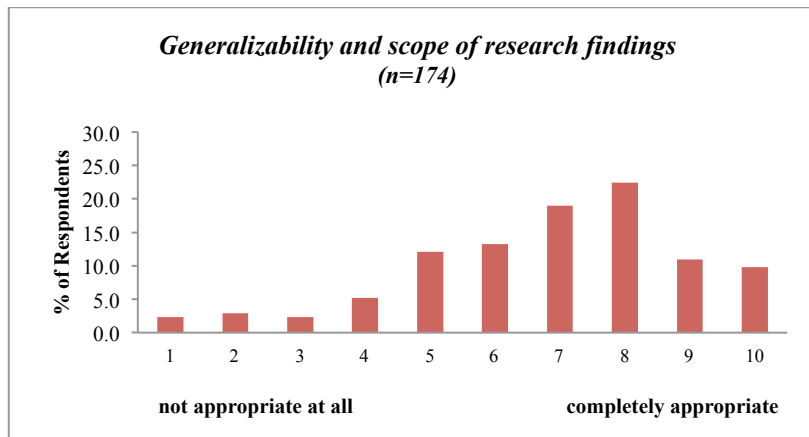
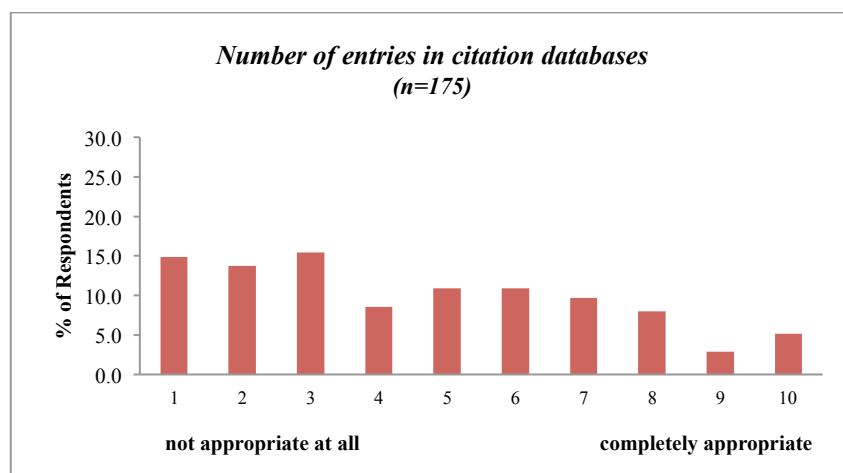
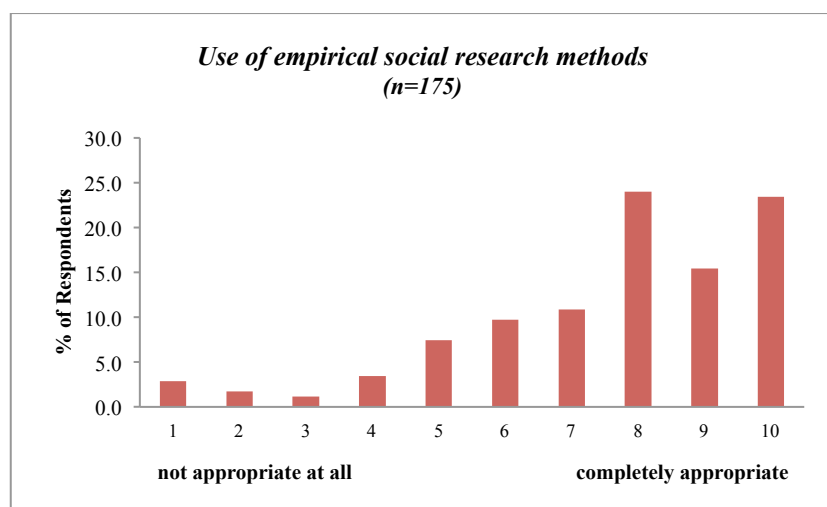
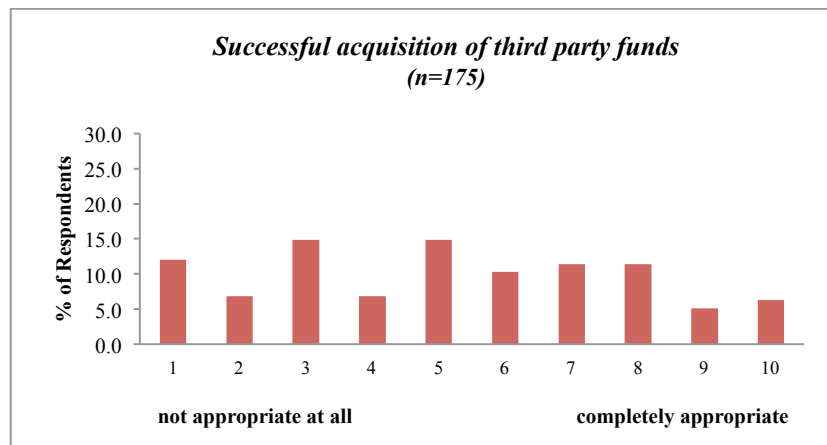


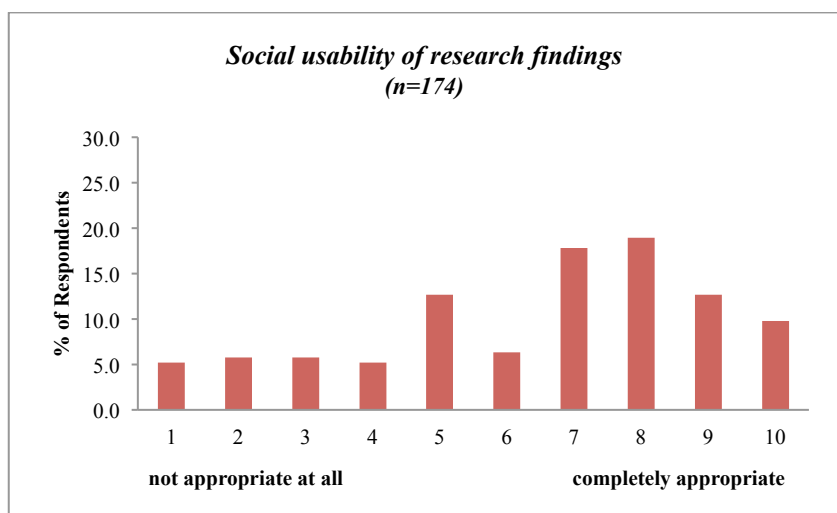
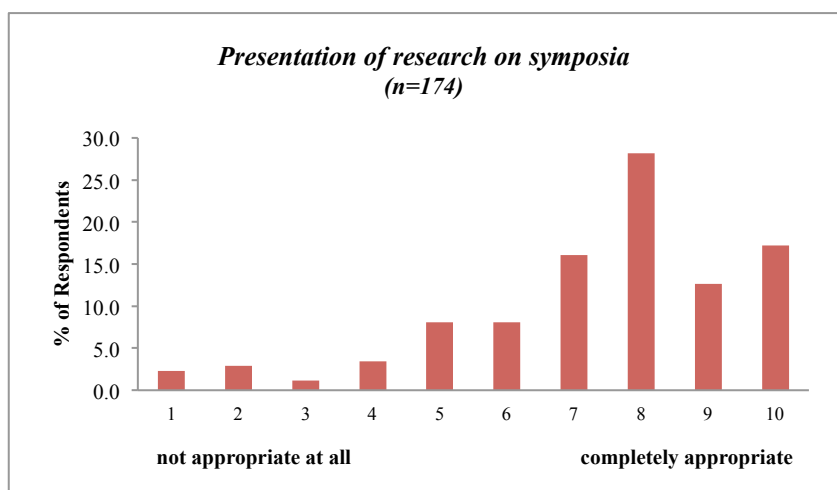
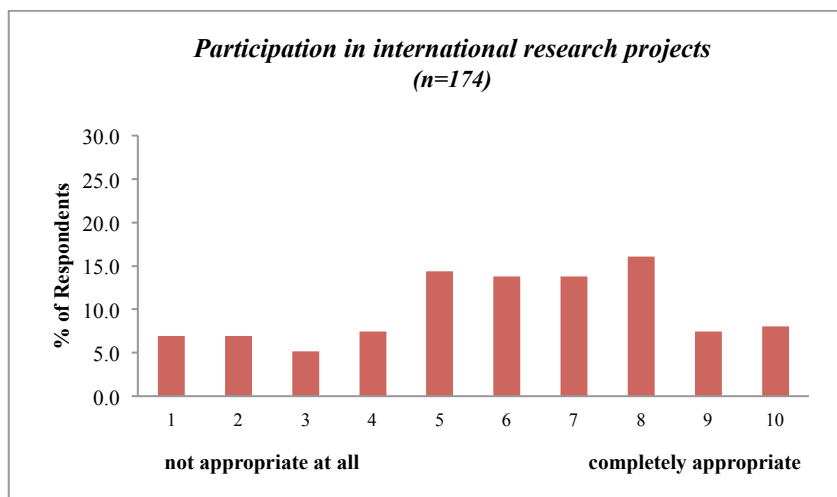
Figure 16: Descriptive statistics of evaluation criteria for research in sociology

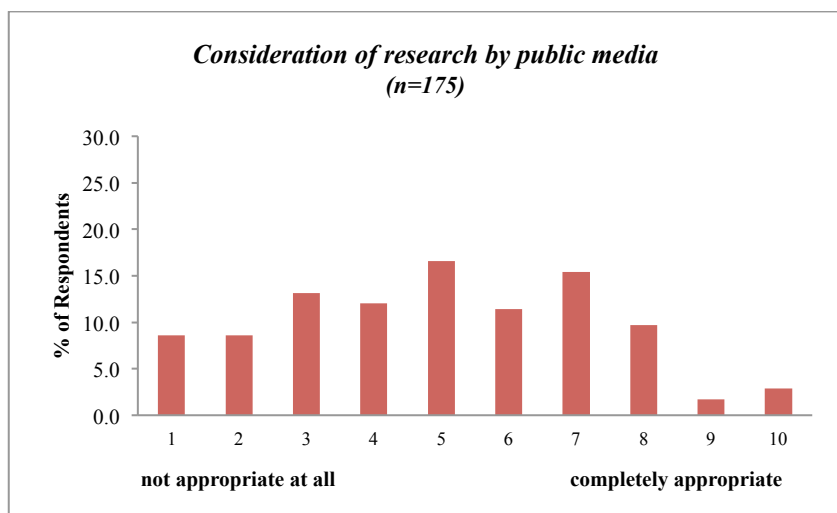
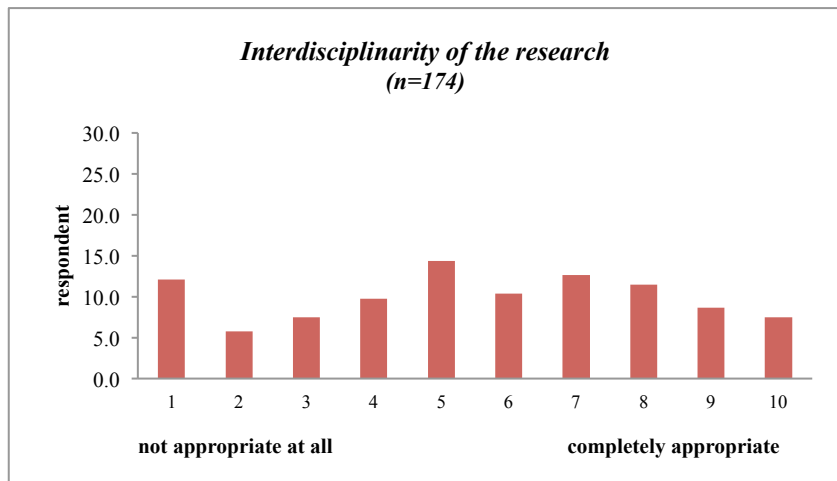
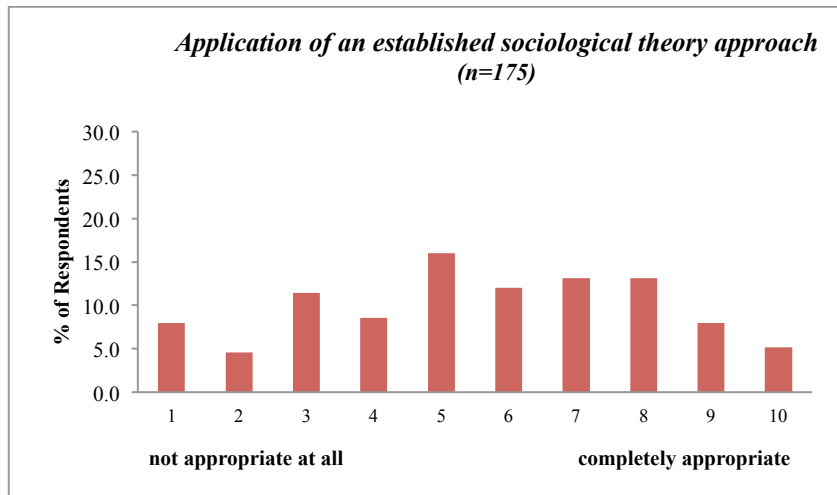
| | Mean | Sd. | Range |
|--|-------------|------------|--------------|
| Generalizability and scope of research findings | 6.83 | 2.13 | 1-10 |
| Publication in English | 5.16 | 2.61 | 1-10 |
| Critique of the established scientific positions | 6.14 | 2.41 | 1-10 |
| Successful acquisition of third party funds | 5.14 | 2.68 | 1-10 |
| Use of empirical social research methods | 7.60 | 2.23 | 1-10 |
| Number of entries in citation databases | 4.51 | 2.66 | 1-10 |
| Participation in international research projects | 5.94 | 2.55 | 1-10 |
| Presentation of research on symposia | 7.38 | 2.16 | 1-10 |
| Social usability of research findings | 6.44 | 2.56 | 1-10 |
| Application of an established sociological theory approach | 5.58 | 2.52 | 1-10 |
| Interdisciplinarity of the research | 5.52 | 2.74 | 1-10 |
| Consideration of the research by public media | 4.94 | 2.33 | 1-10 |
| Receipt of scientific prizes and awards | 5.04 | 2.68 | 1-10 |
| Proof of the adherence to ethical principles within research | 7.55 | 2.57 | 1-10 |
| Publication in sociological scientific journals | 7.63 | 2.16 | 1-10 |

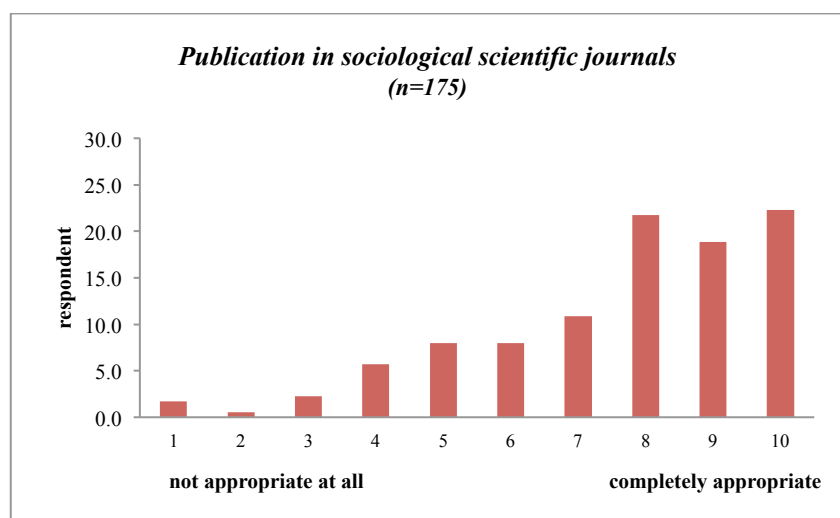
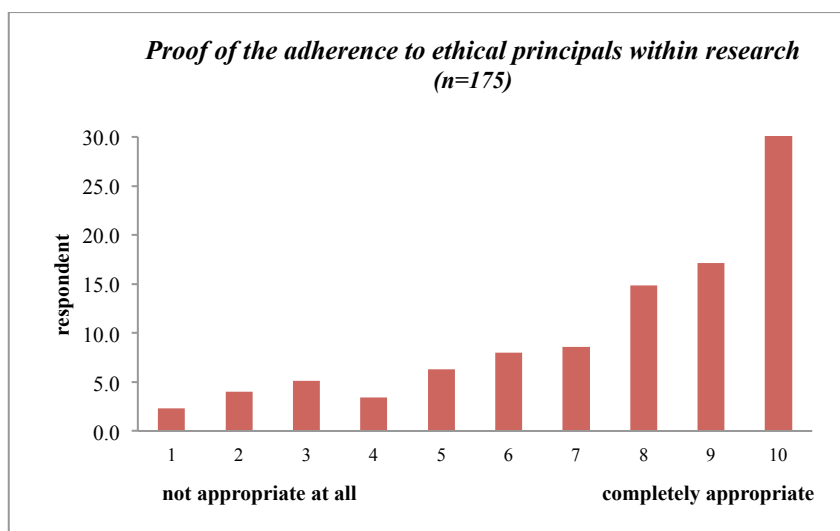
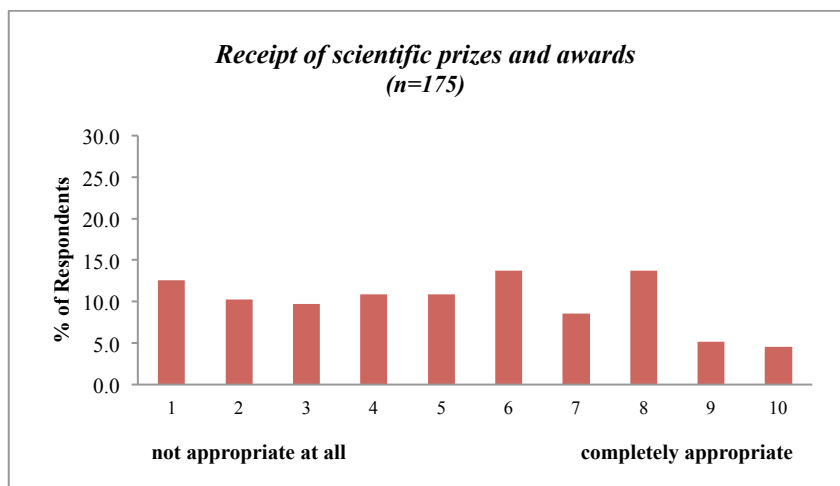
Figure 17: Distributions of appropriateness of evaluation criteria for research in sociology











Evaluation criteria for *teaching* in sociology

Figure 18: Boxplot of evaluation criteria for teaching in sociology

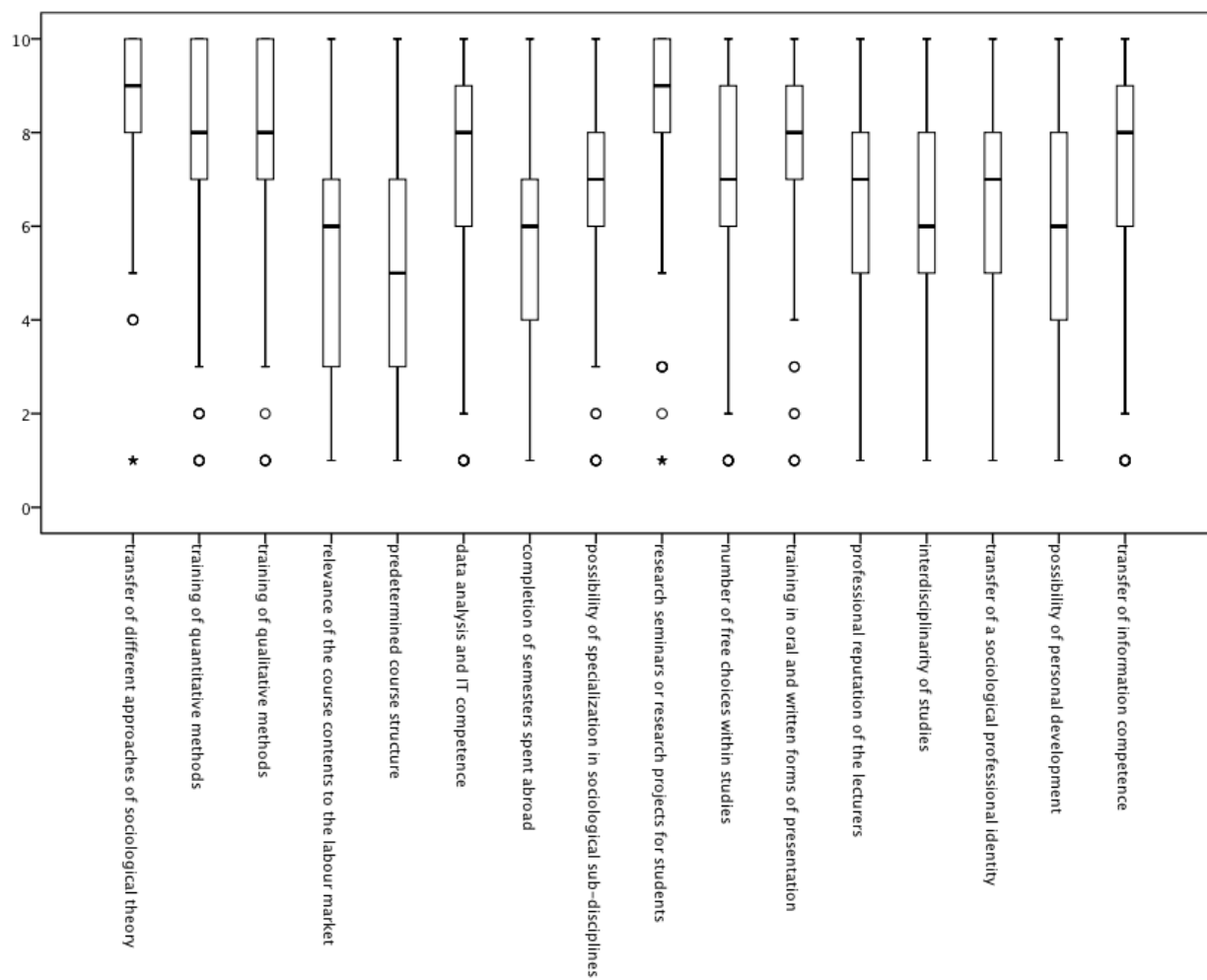
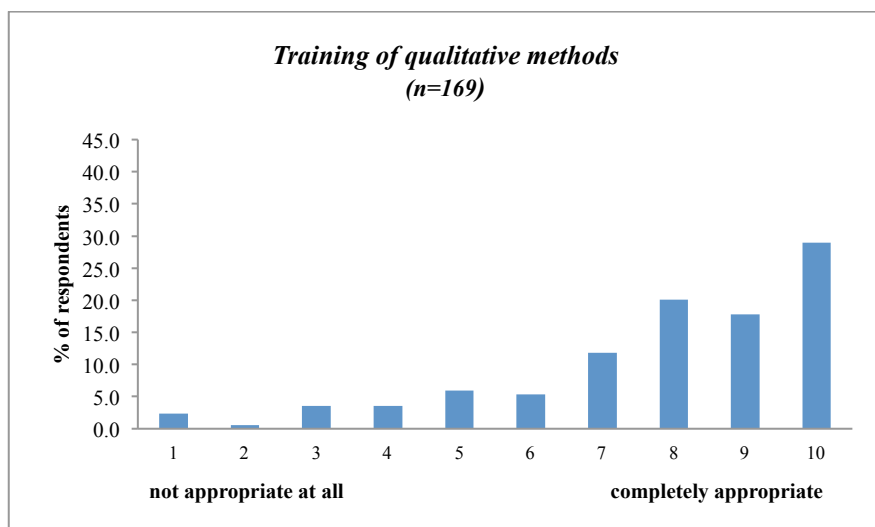
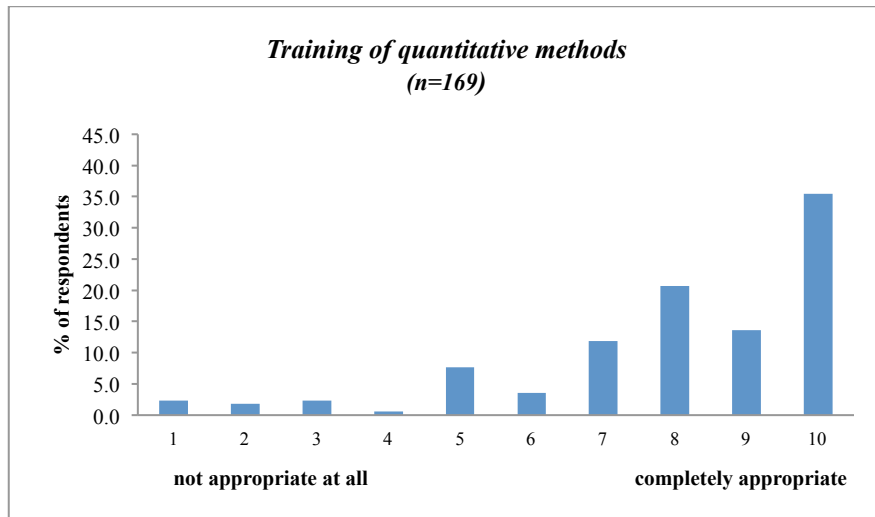
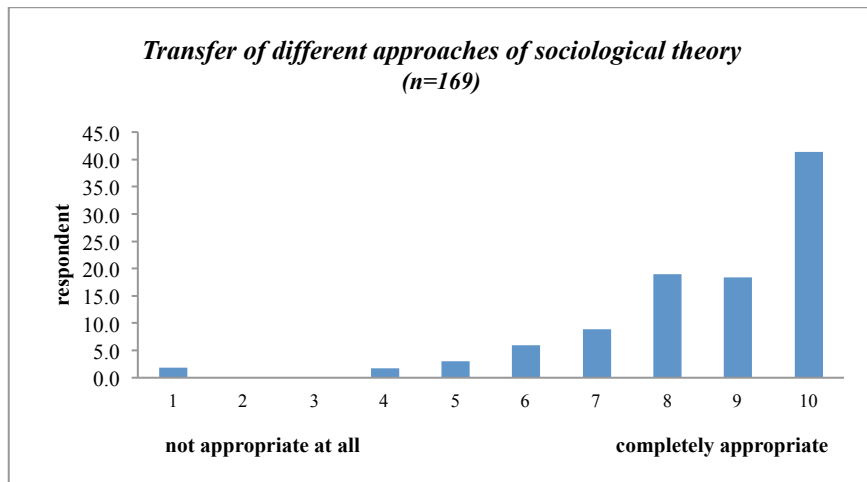
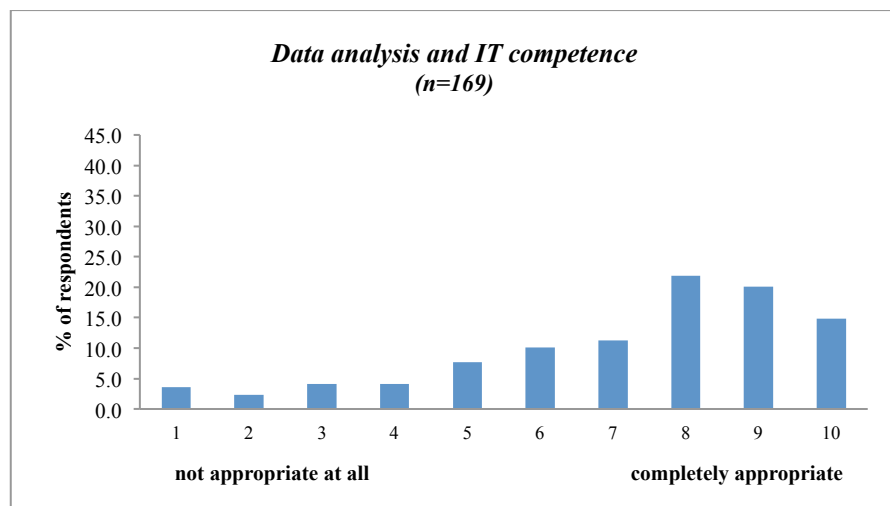
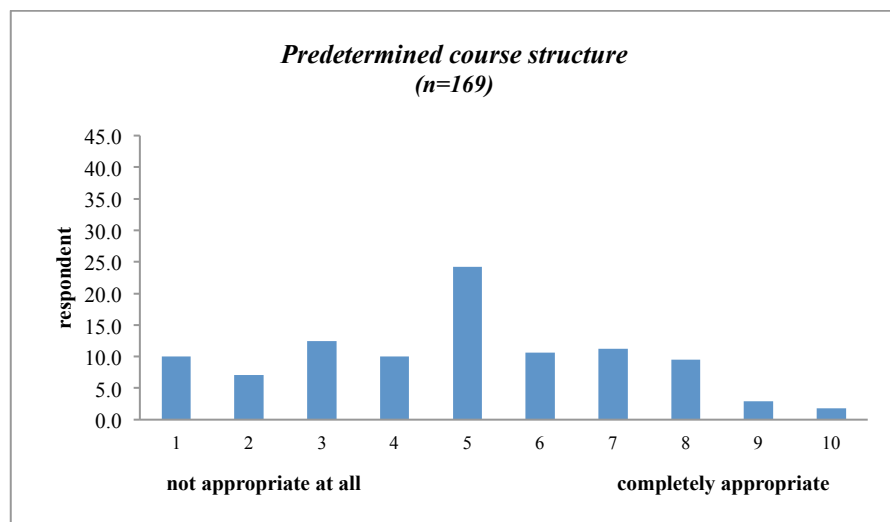
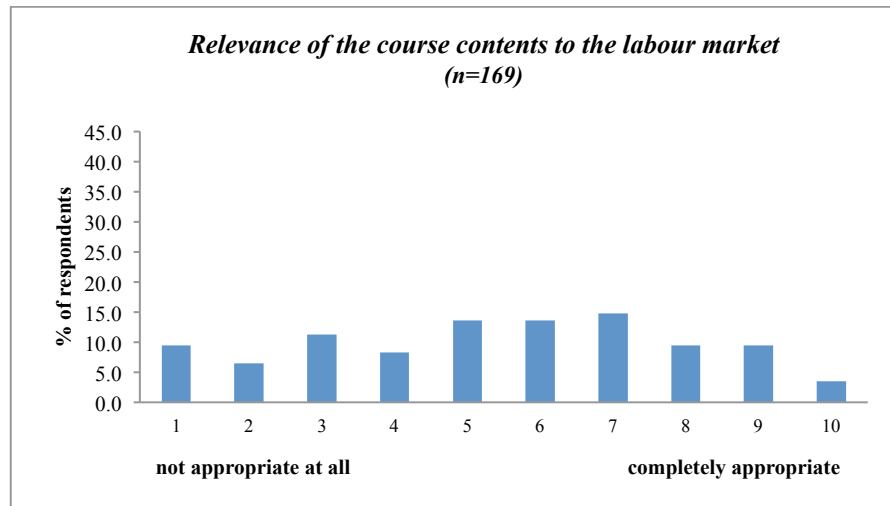


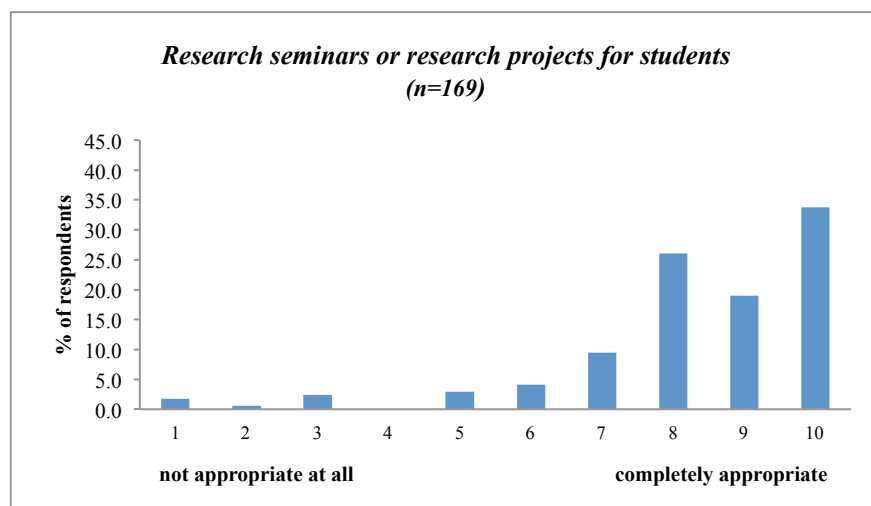
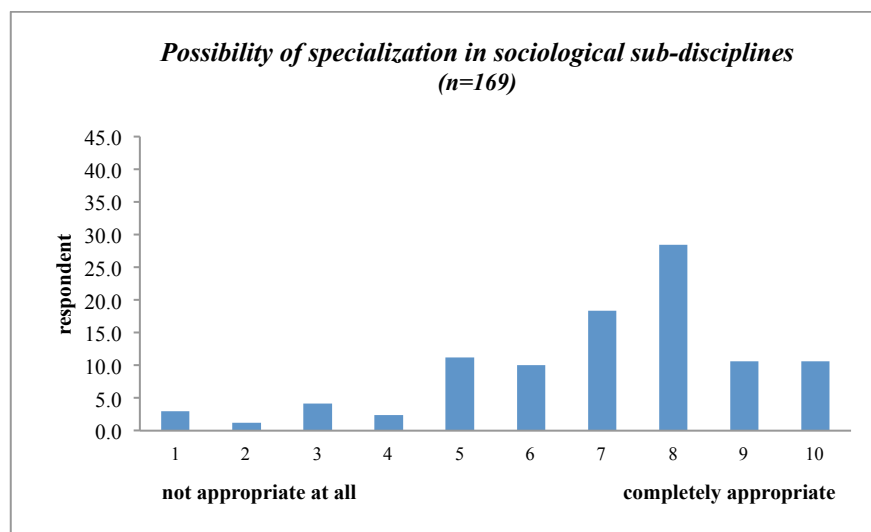
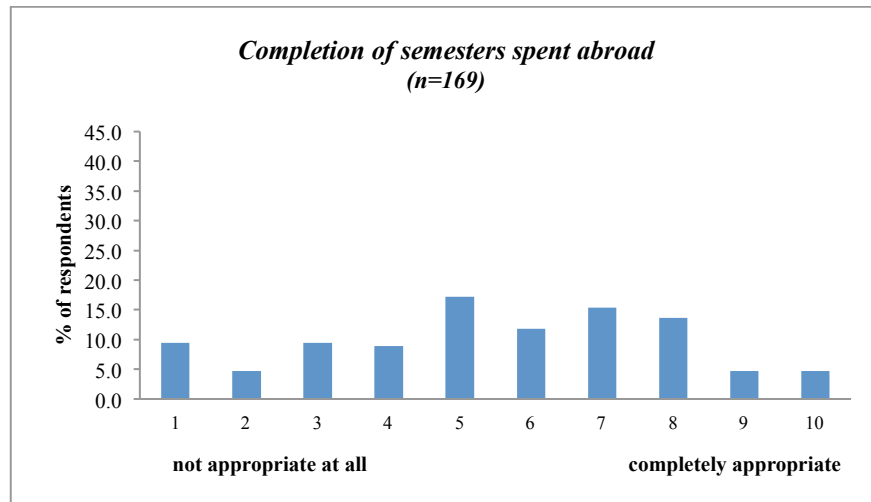
Figure 19: Descriptive statistics of evaluation criteria for teaching in sociology

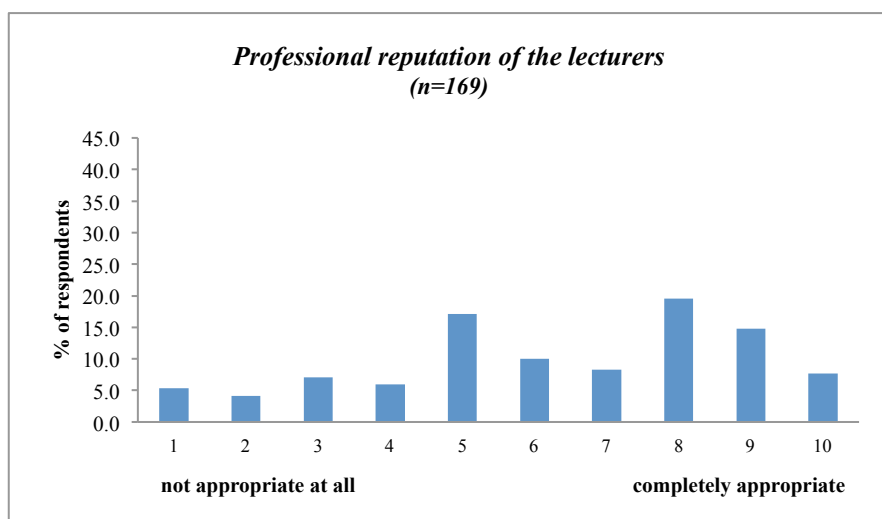
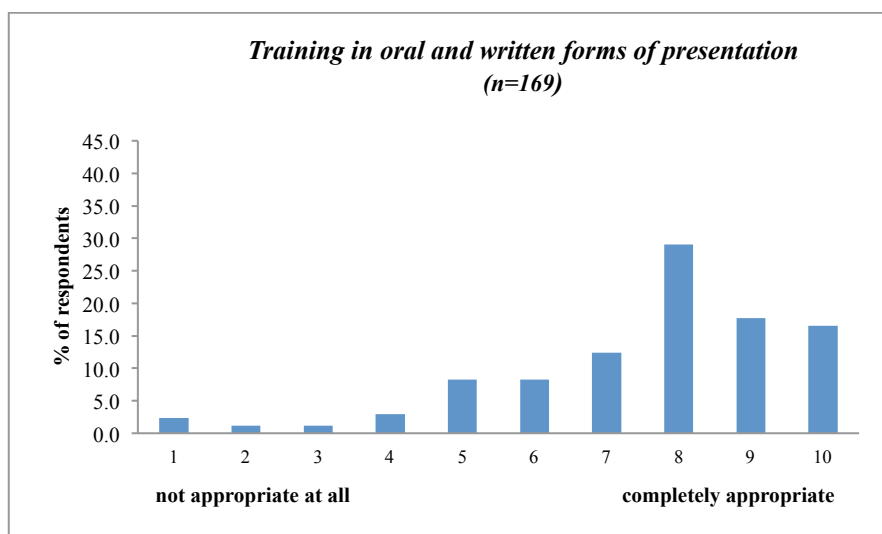
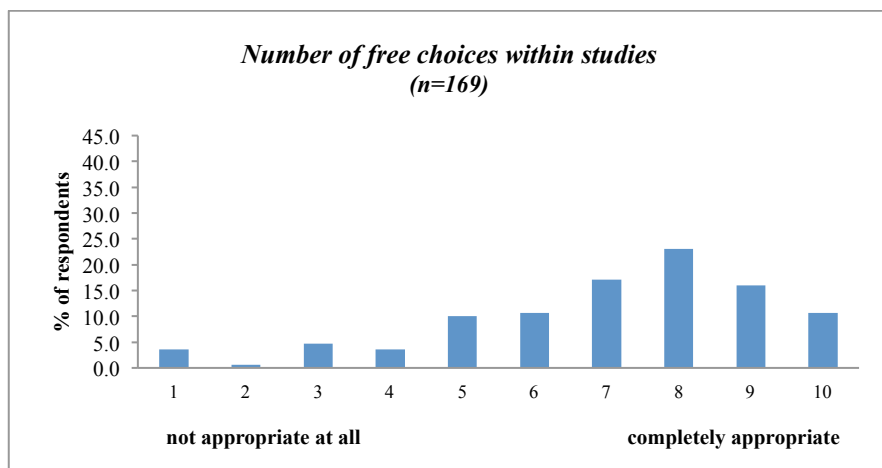
| | Mean | Sd. | Range |
|---|-------------|------------|--------------|
| Transfer of different approaches of sociological theory | 8.52 | 1.83 | 1-10 |
| Training of quantitative methods | 8.01 | 2.41 | 1-10 |
| Training of qualitative methods | 7.83 | 2.24 | 1-10 |
| Relevance of the course contents to the labor market | 5.39 | 2.55 | 1-10 |
| Predetermined course structure | 4.86 | 2.28 | 1-10 |
| Data analysis and IT competence | 7.19 | 2.38 | 1-10 |
| Completion of semesters spent abroad | 5.46 | 2.48 | 1-10 |
| Possibility of specialization in sociological sub-disciplines | 7.02 | 2.12 | 1-10 |
| Research seminars or research projects for students | 8.32 | 1.91 | 1-10 |
| Number of free choices within studies | 7.02 | 2.21 | 1-10 |
| Training in oral and written forms of presentation | 7.56 | 2.06 | 1-10 |
| Professional reputation of the lecturers | 6.29 | 2.53 | 1-10 |
| Interdisciplinarity of the study | 5.98 | 2.42 | 1-10 |
| Transfer of a sociological professional identity | 6.49 | 2.56 | 1-10 |
| Possibility of personality development | 5.95 | 2.62 | 1-10 |
| Transfer of information competence | 7.05 | 2.22 | 1-10 |

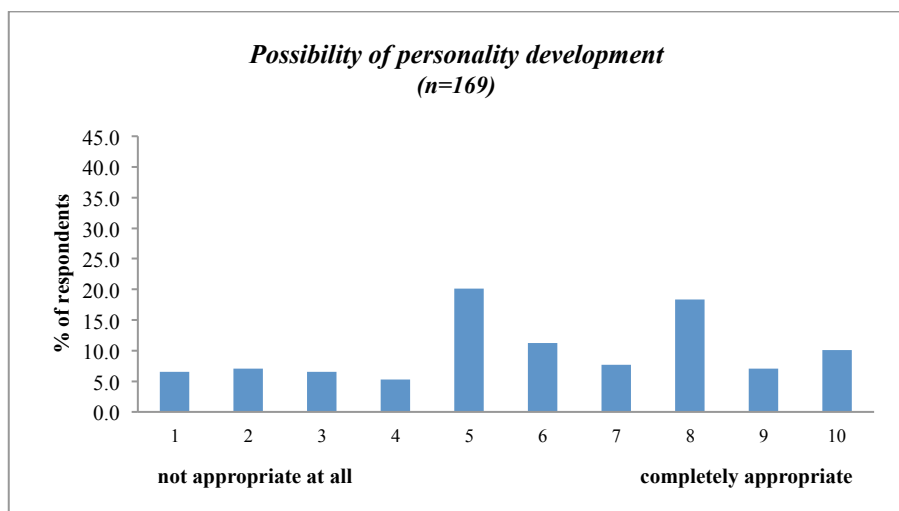
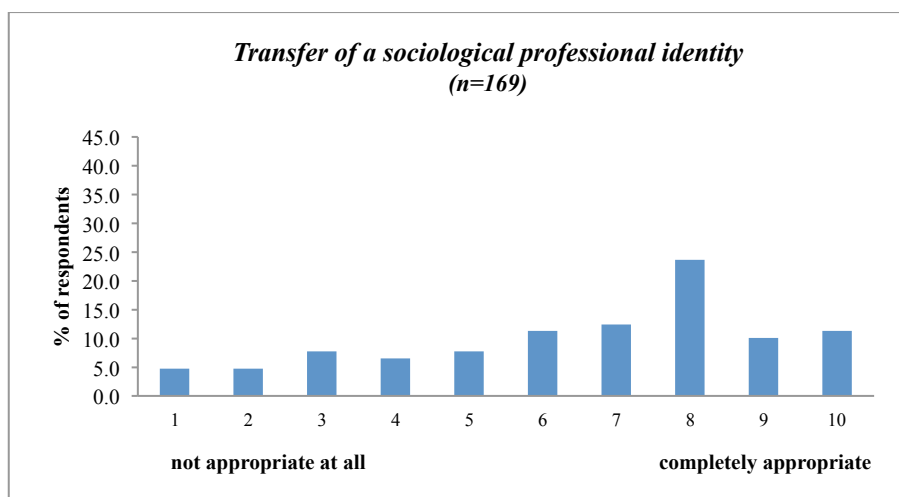
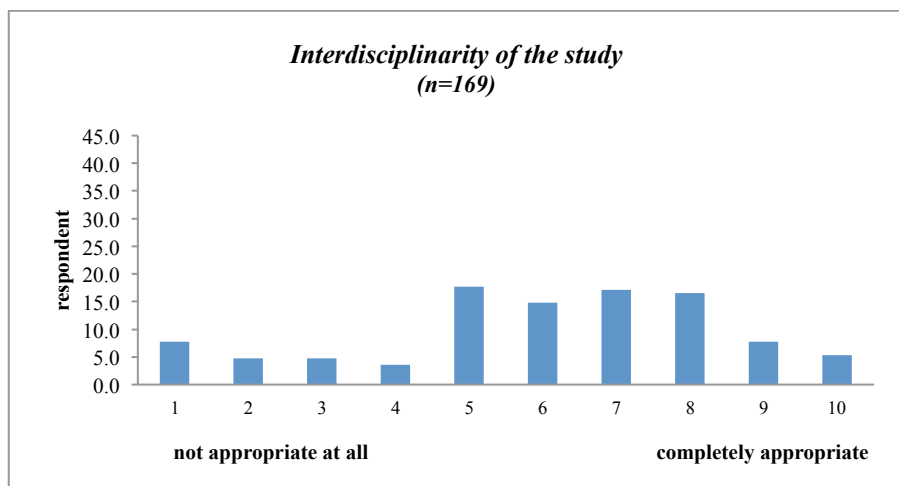
Figure 20: Distributions of appropriateness of evaluation criteria for teaching in sociology

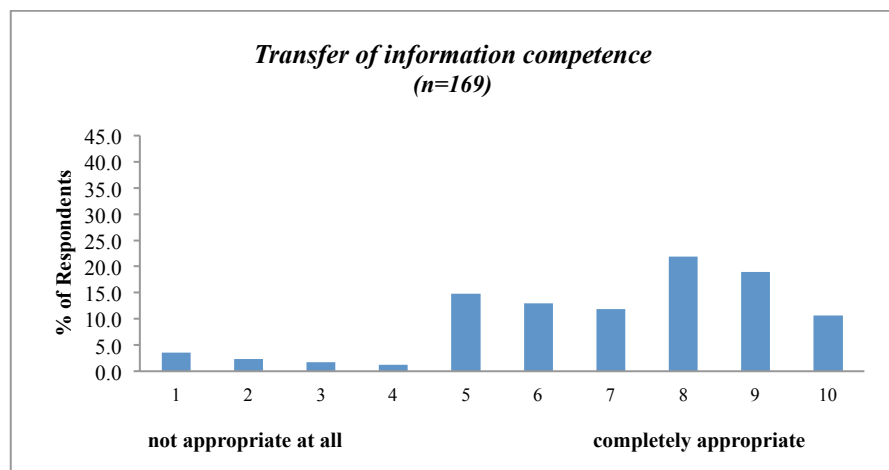












Importance of *publication forms in sociology* in terms of academic reputation

Figure 21: Boxplot of importance attached to the publication forms in sociology

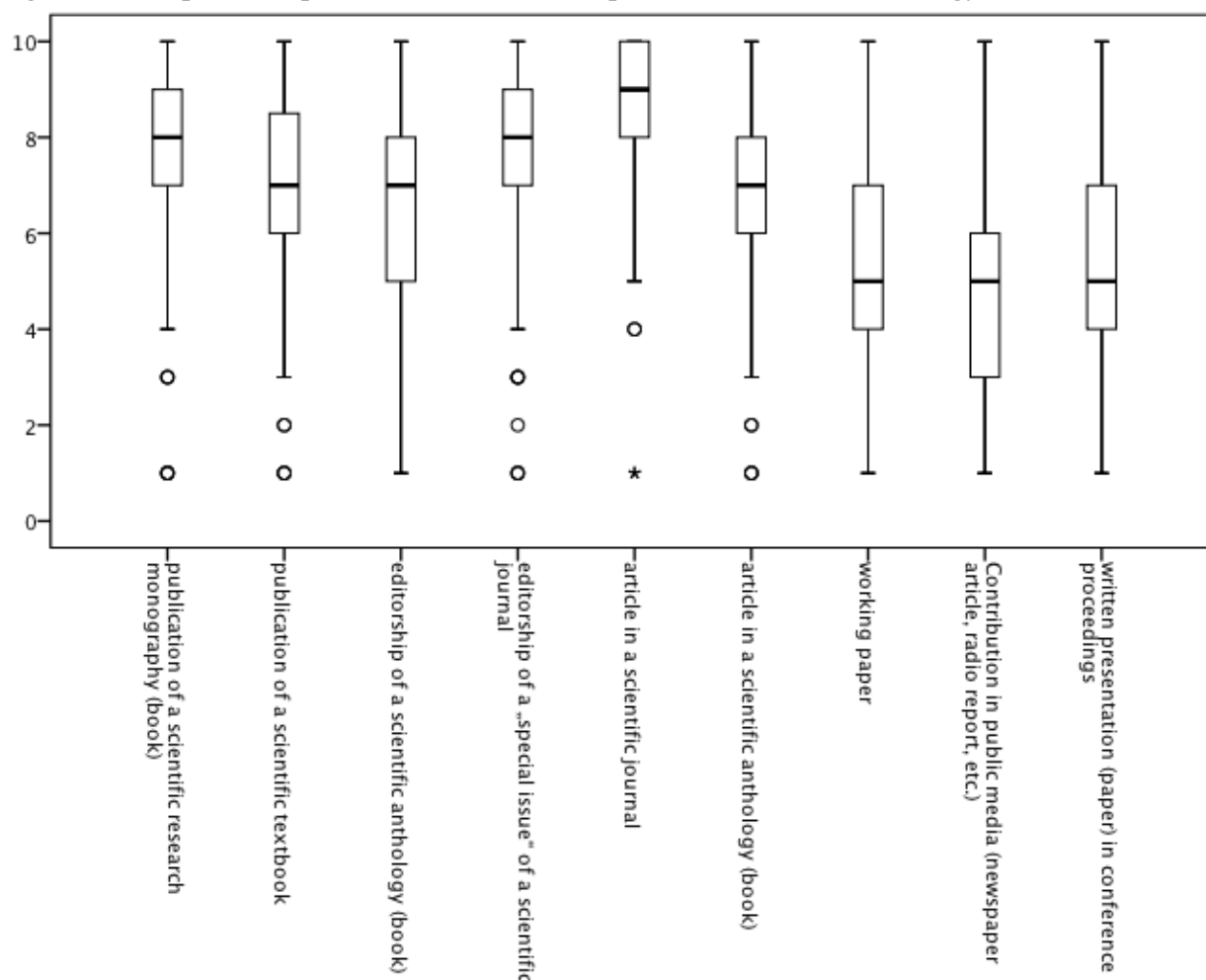
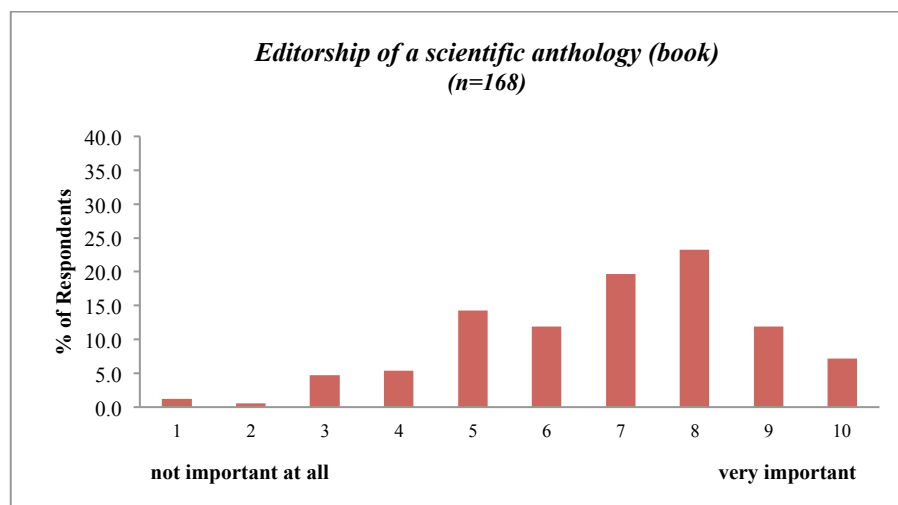
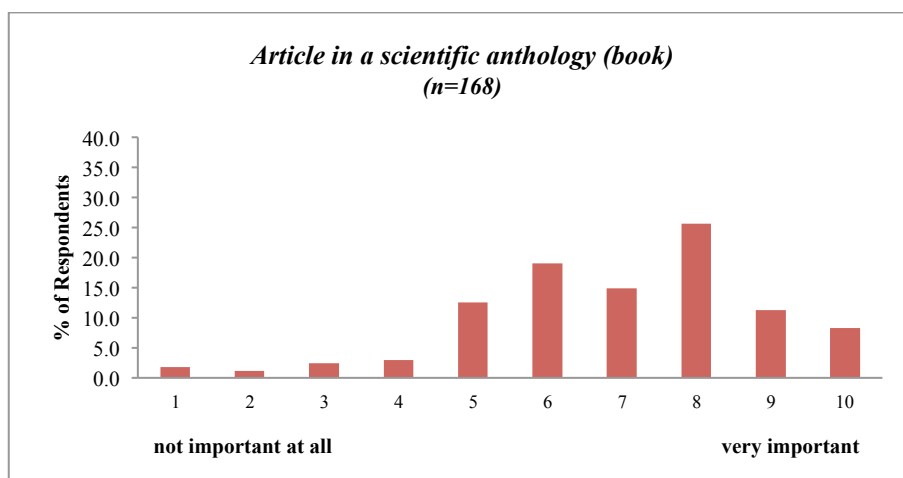
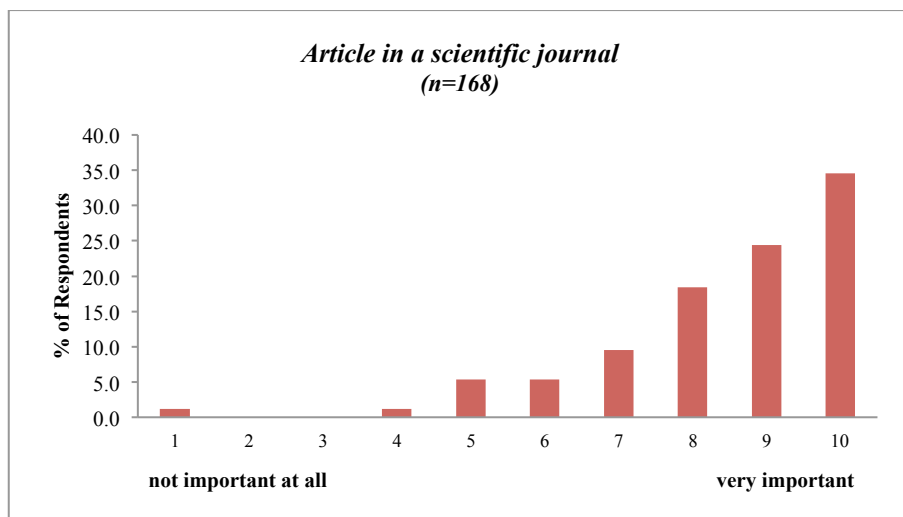
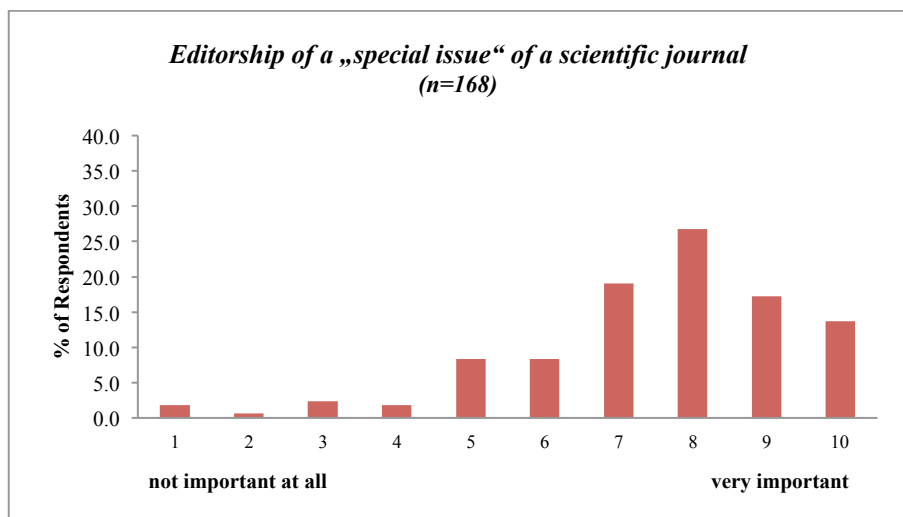
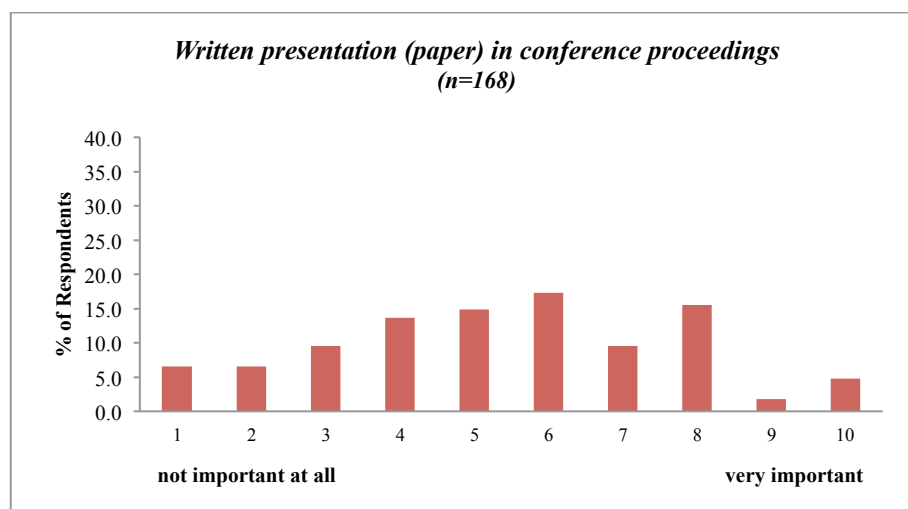
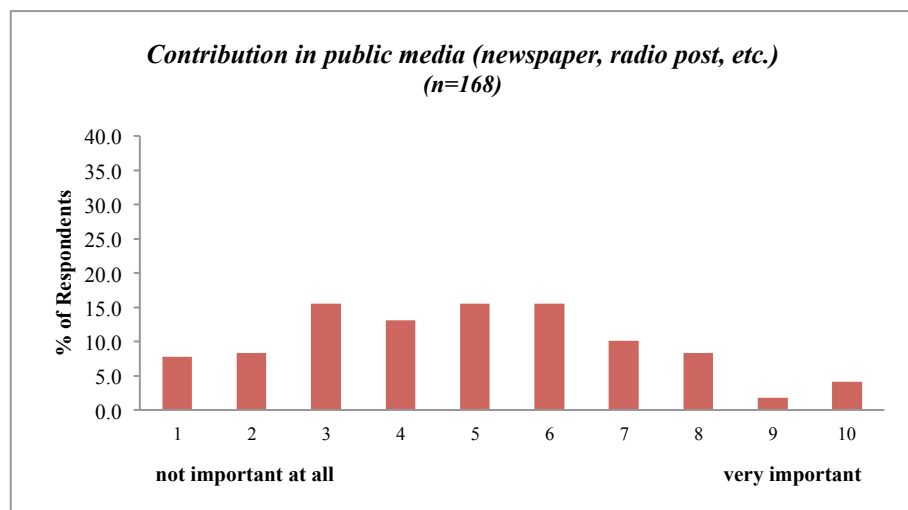


Figure 22: Descriptive statistics of importance of publication forms in sociology

| | Mean | Sd. | Range |
|---|------|------|-------|
| Publication of a scientific research monography (book) | 7.80 | 1.99 | 1-10 |
| Publication of a scientific textbook | 6.98 | 2.07 | 1-10 |
| Editorship of a scientific anthology (book) | 6.83 | 1.96 | 1-10 |
| Editorship of a „special issue“ of a scientific journal | 7.49 | 1.93 | 1-10 |
| Article in a scientific journal | 8.44 | 1.74 | 1-10 |
| Article in a scientific anthology (book) | 6.94 | 1.94 | 1-10 |
| Working Paper | 5.32 | 2.18 | 1-10 |
| Contribution in public media (newspaper article, radio post etc.) | 4.89 | 2.32 | 1-10 |
| Written presentation (paper) in conference proceedings | 5.35 | 2.34 | 1-10 |







Evaluation of *peer review method* for different processes

Figure 24: Boxplot of evaluation of peer review method in sociology

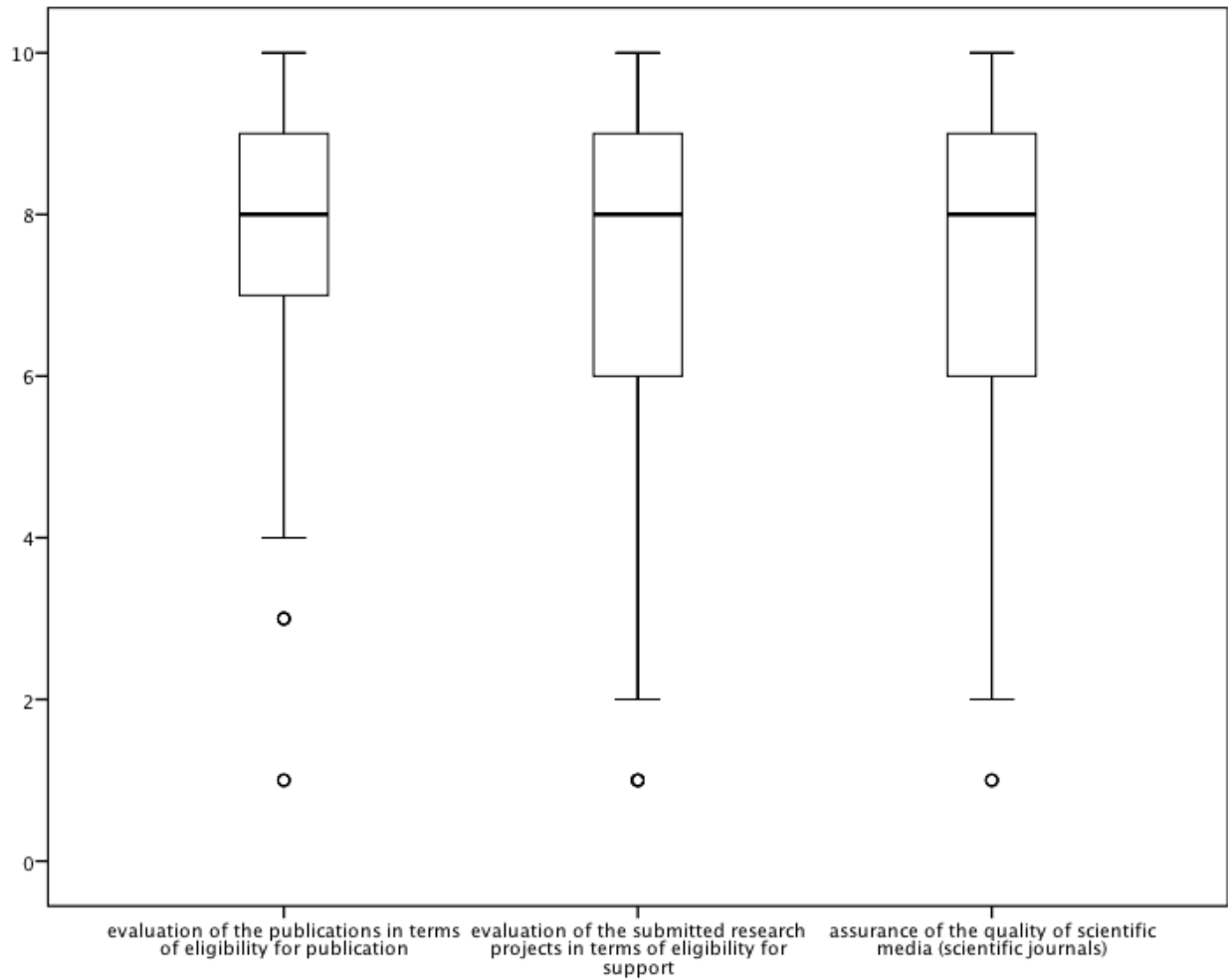
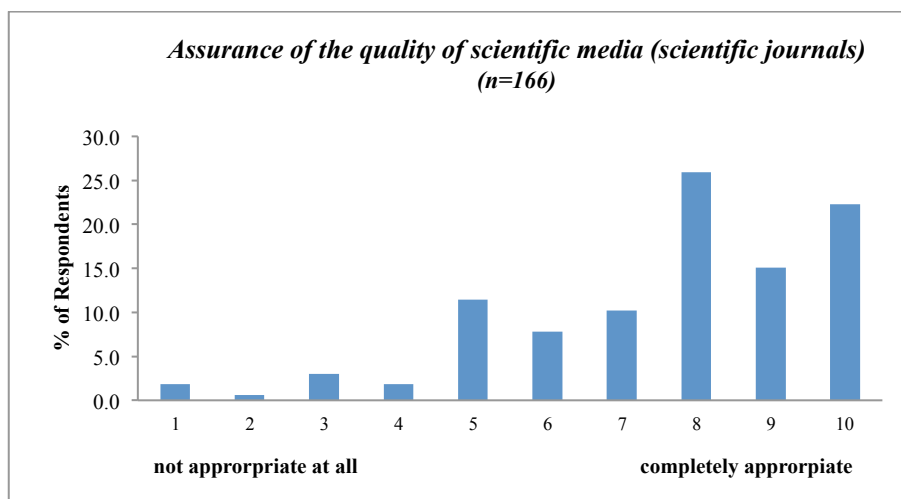
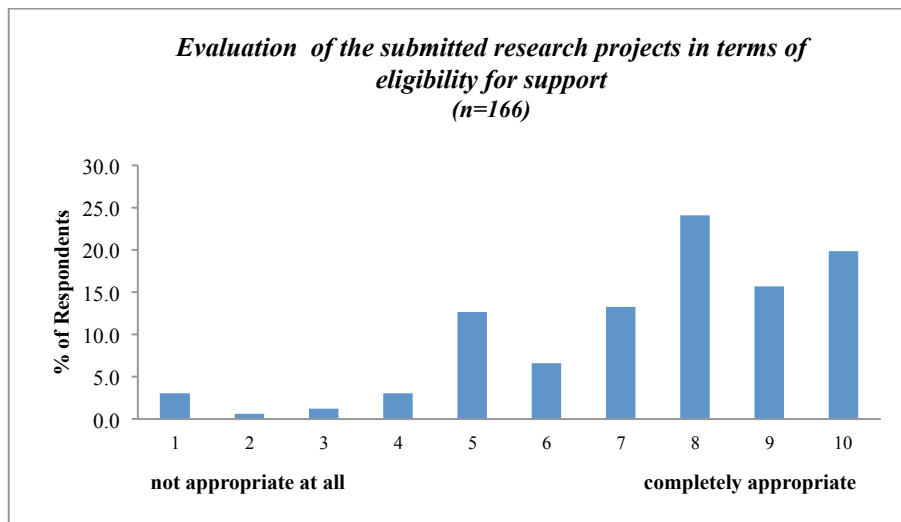
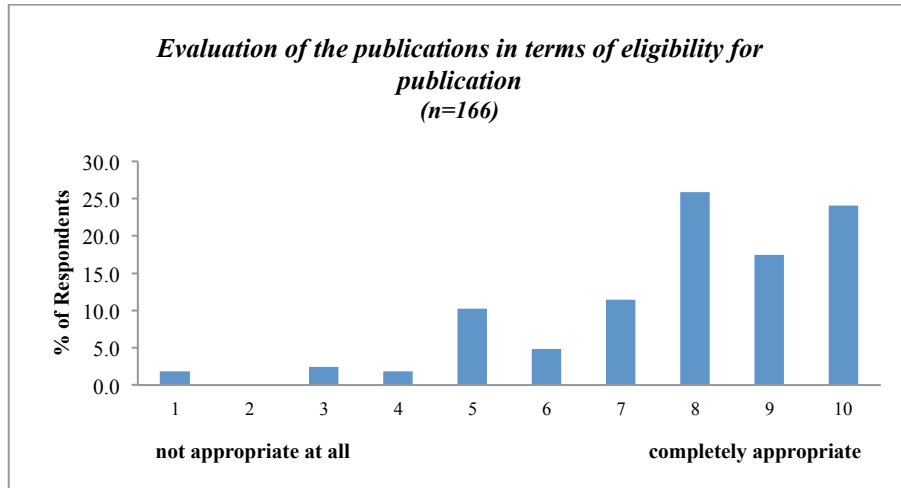


Figure 25: Descriptive statistics of evaluation of peer review in sociology

| | Mean | Sd. | Range |
|---|------|------|-------|
| Evaluation of the publications in terms of eligibility for publication | 7.82 | 2.03 | 1-10 |
| Evaluation of the submitted research projects in terms of eligibility for support | 7.48 | 2.17 | 1-10 |
| Assurance of the quality of scientific media (scientific journals) | 7.61 | 2.12 | 1-10 |

Figure 26: Distributions of evaluation of peer review method in different processes



Evaluation of *ranking* for different processes

Figure 27: Boxplot of evaluation of ranking method in sociology

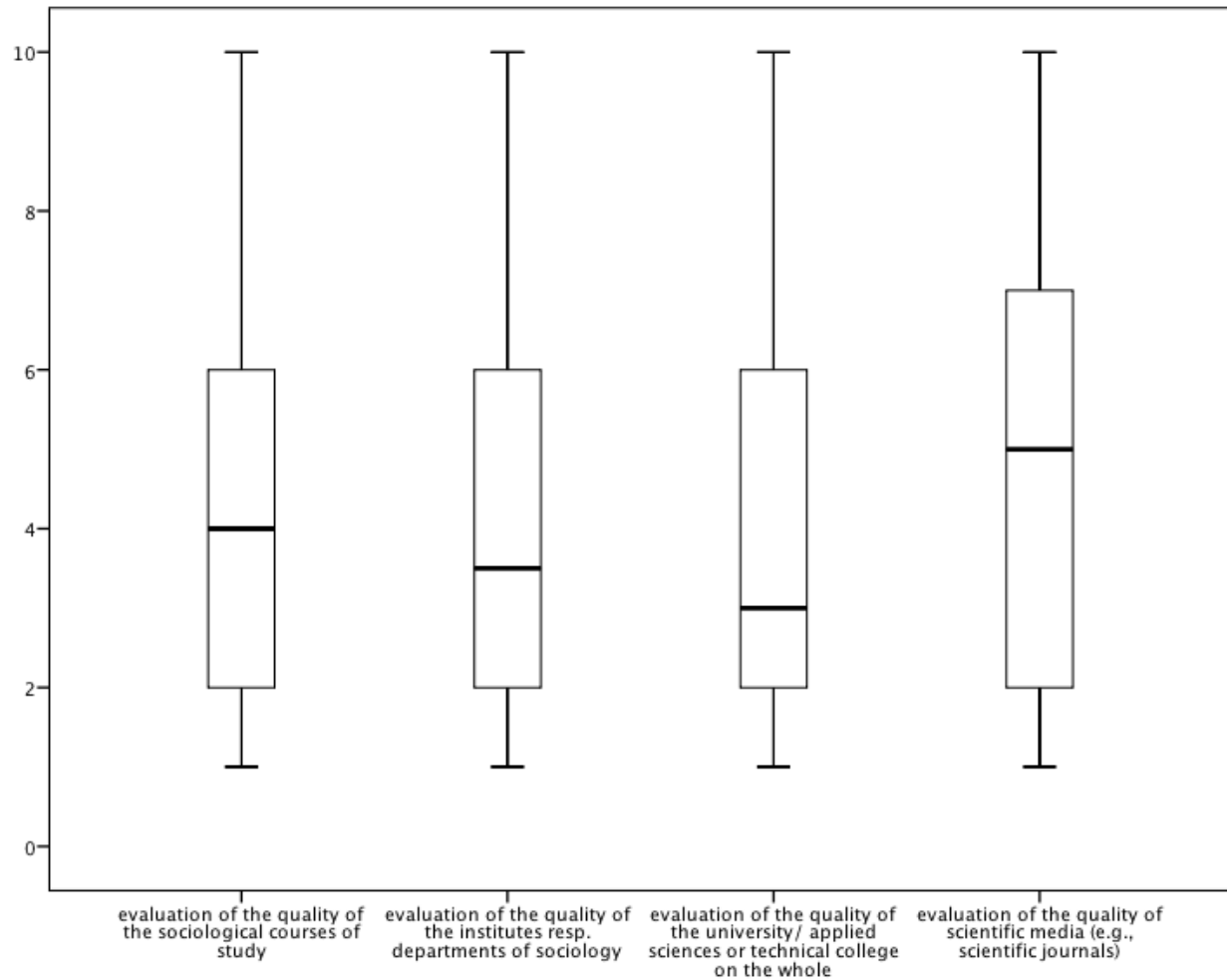
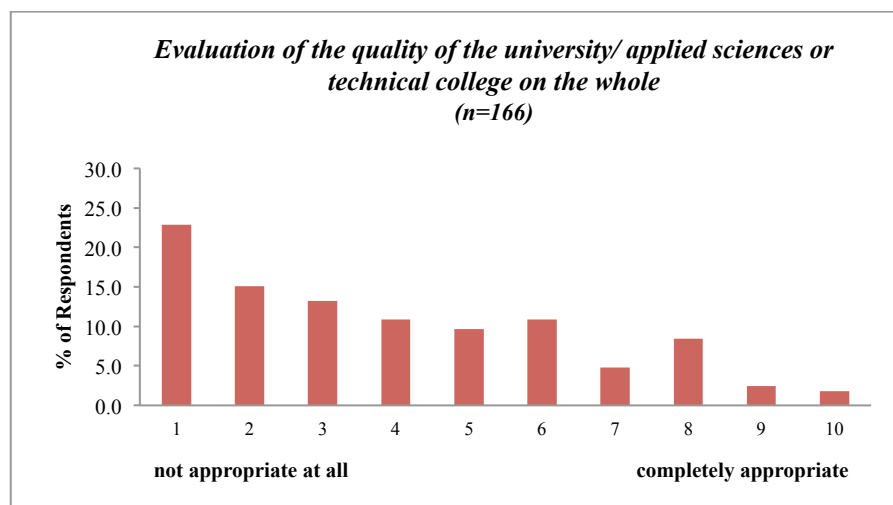


Figure 28: Descriptive statistics of evaluation of ranking method in sociology

| | Mean | Sd. | Range |
|---|------|------|-------|
| Evaluation of the quality of the sociological courses of study | 4.16 | 2.62 | 1-10 |
| Evaluation of the quality of institutes resp. departments of sociology | 4.00 | 2.55 | 1-10 |
| Evaluation of the quality of the university/ applied sciences or technical college on the whole | 3.90 | 2.53 | 1-10 |
| Evaluation of the quality of scientific media (e.g., scientific journals) | 4.64 | 2.62 | 1-10 |



“Open access publications in sociology...”

Figure 30: Boxplot of evaluation of open access publications in sociology

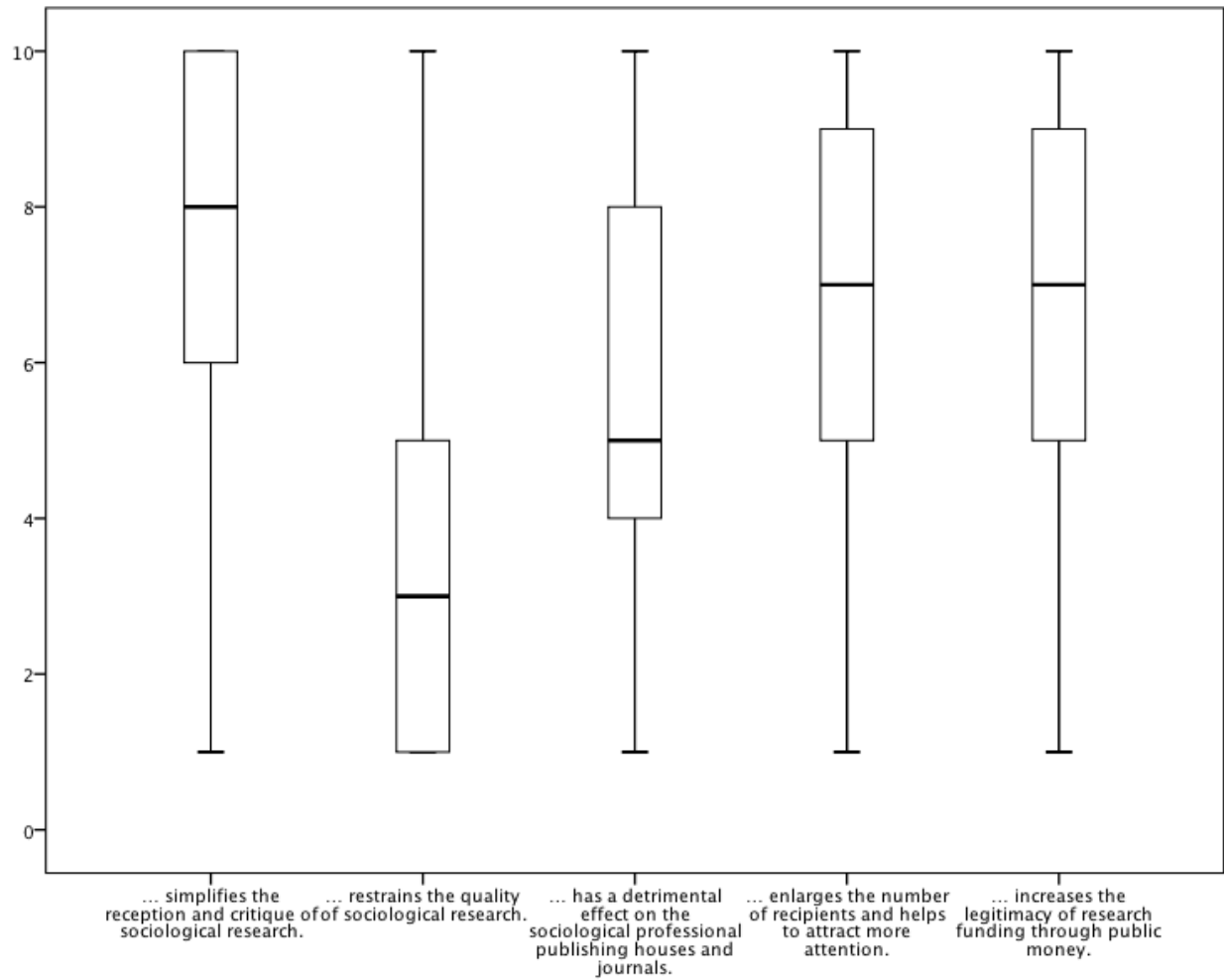
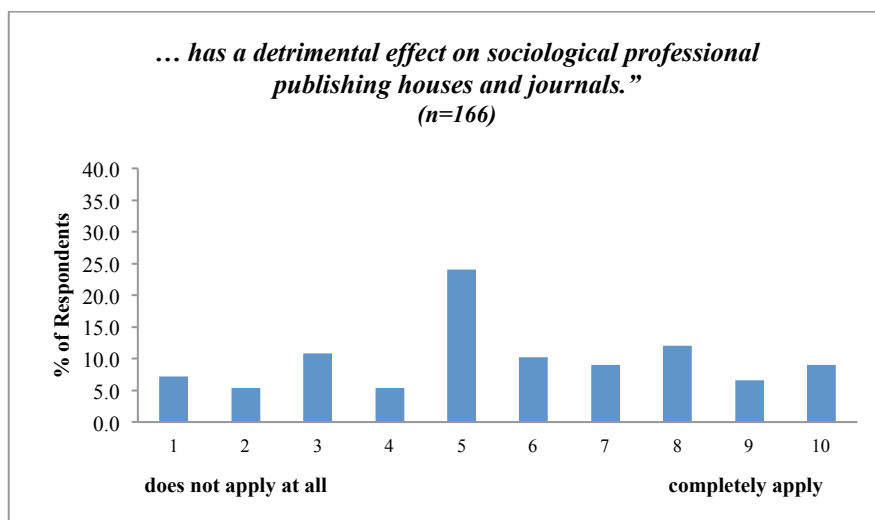
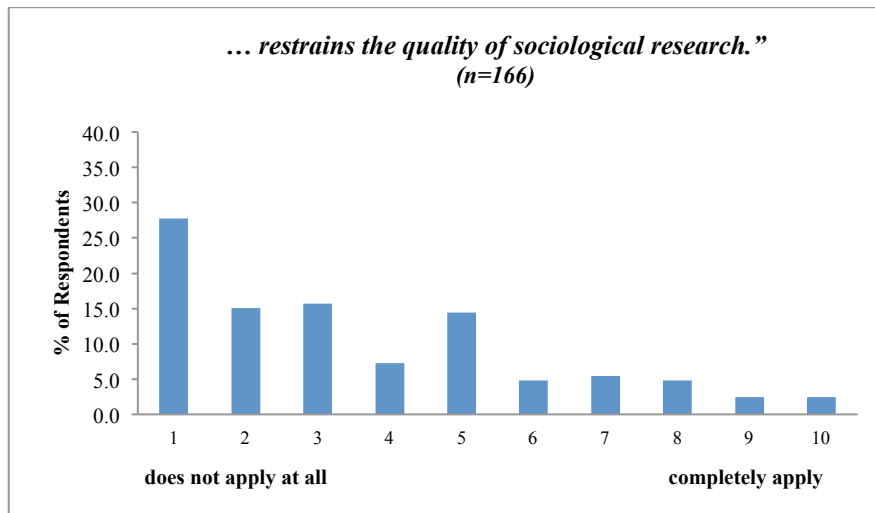
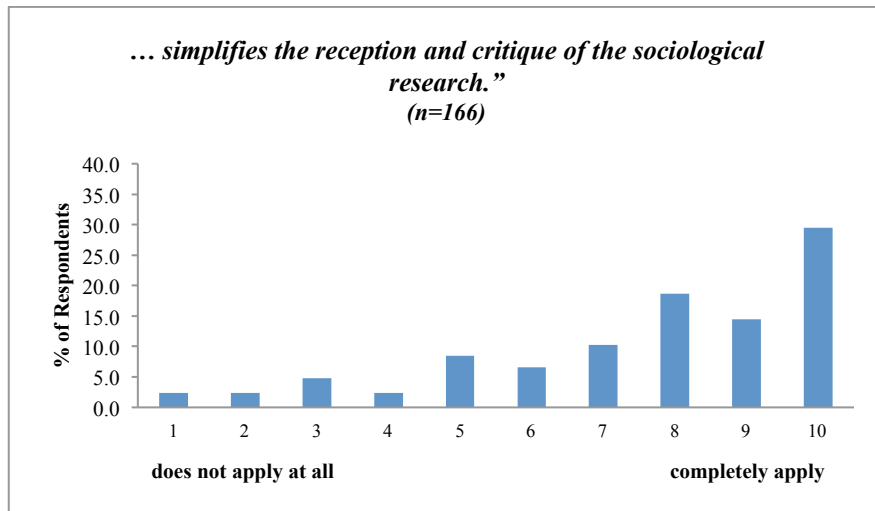
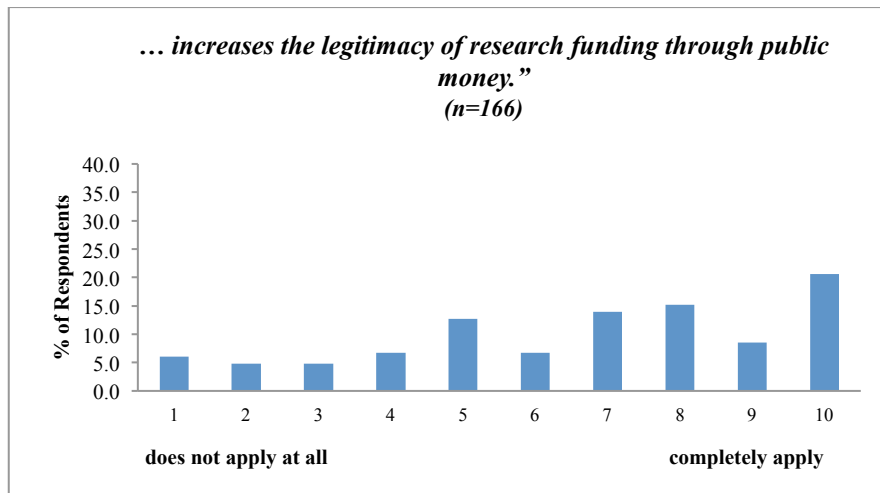
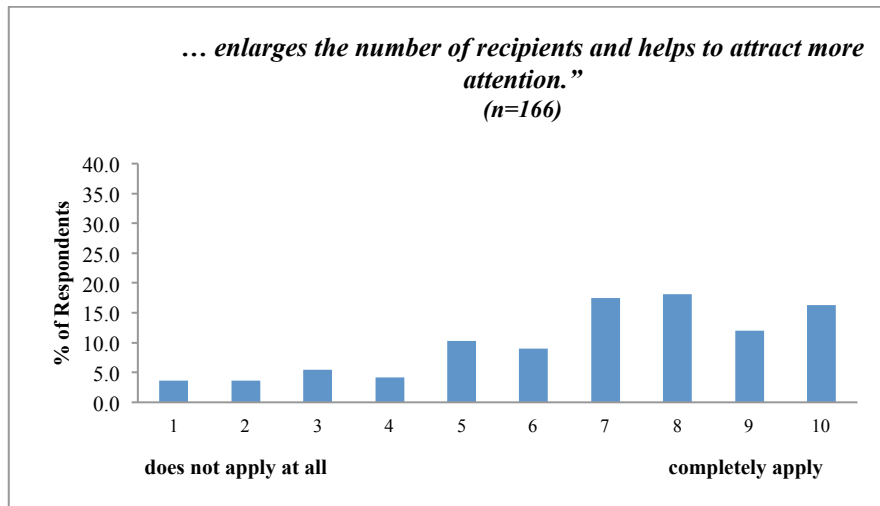


Figure 31: Descriptive statistics of evaluation of open access publications in sociology

| | Mean | Sd. | Range |
|--|------|------|-------|
| ... simplifies the reception and critique of the sociological research.” | 7.60 | 2.44 | 1-10 |
| ... restrains the quality of sociological research.” | 3.57 | 2.48 | 1-10 |
| ... has a detrimental effect on the sociological professional publishing houses and journals.” | 5.64 | 2.58 | 1-10 |
| ... enlarges the number of recipients and helps to attract more attention.” | 6.87 | 2.47 | 1-10 |
| ... increases the legitimacy of research funding through public money.” | 6.62 | 2.79 | 1-10 |

Figure 32: Distributions of evaluation of open access publications in sociology





The results of the evaluation study of sociology should be used for...

Figure 33: Boxplot of the appropriate way to use evaluation study of sociology

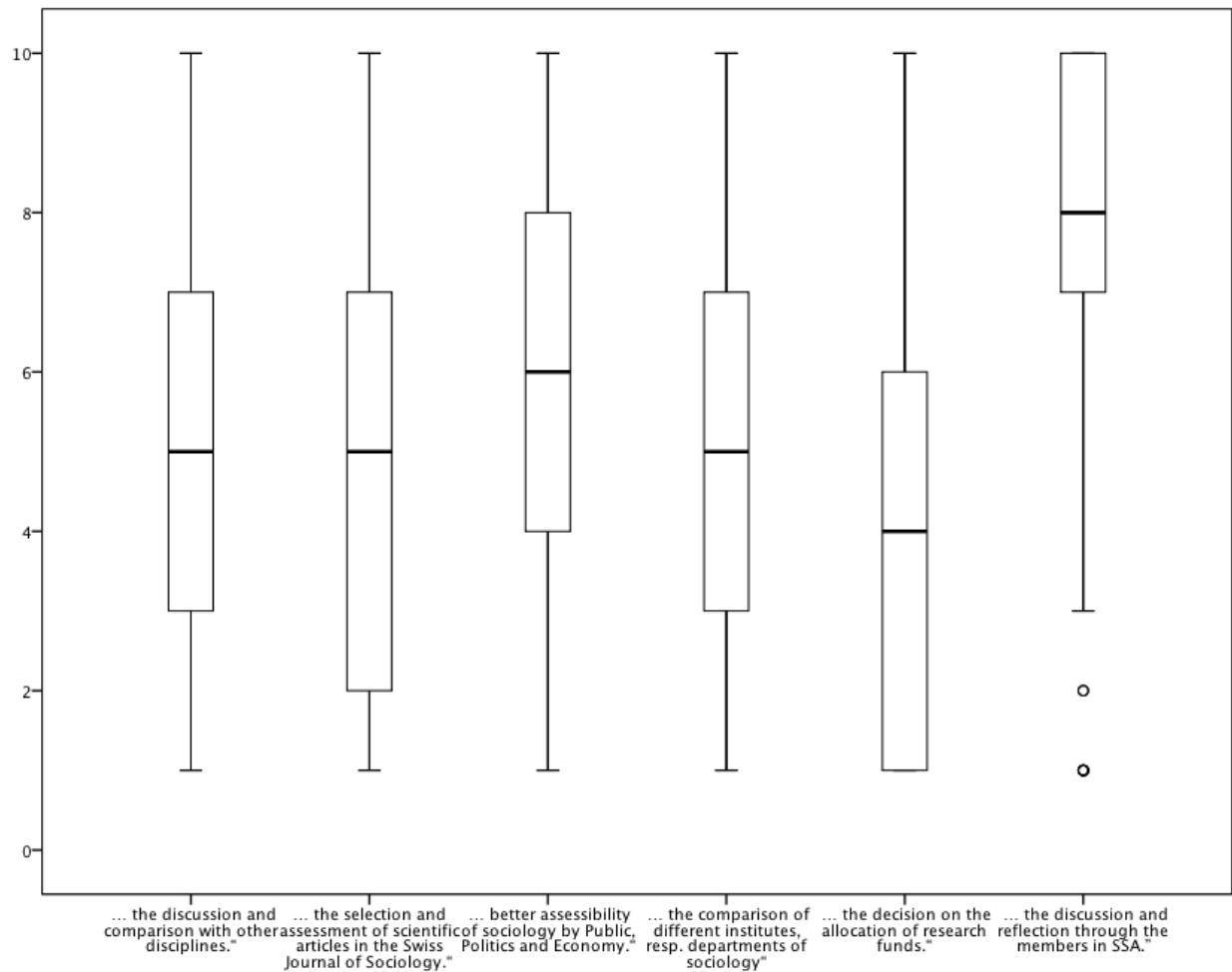
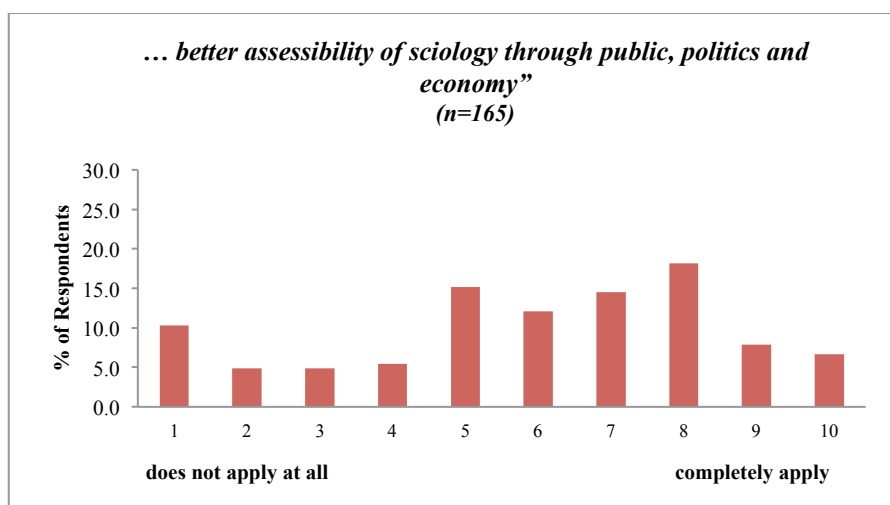
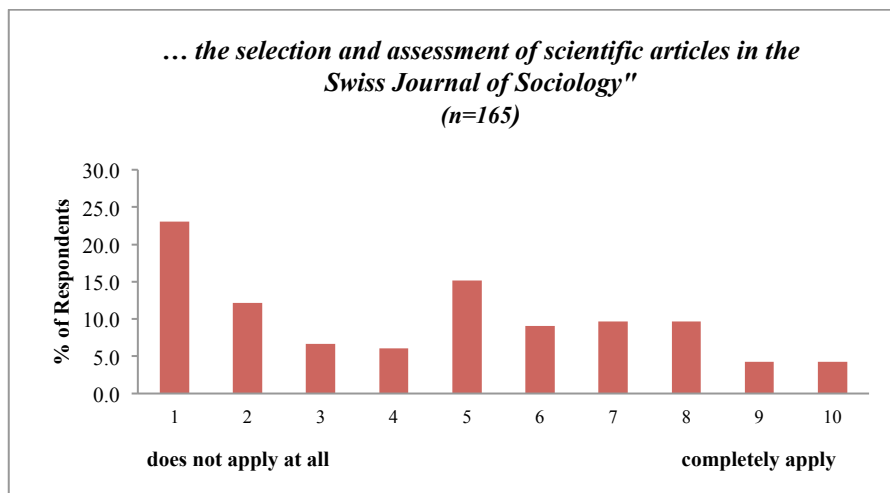
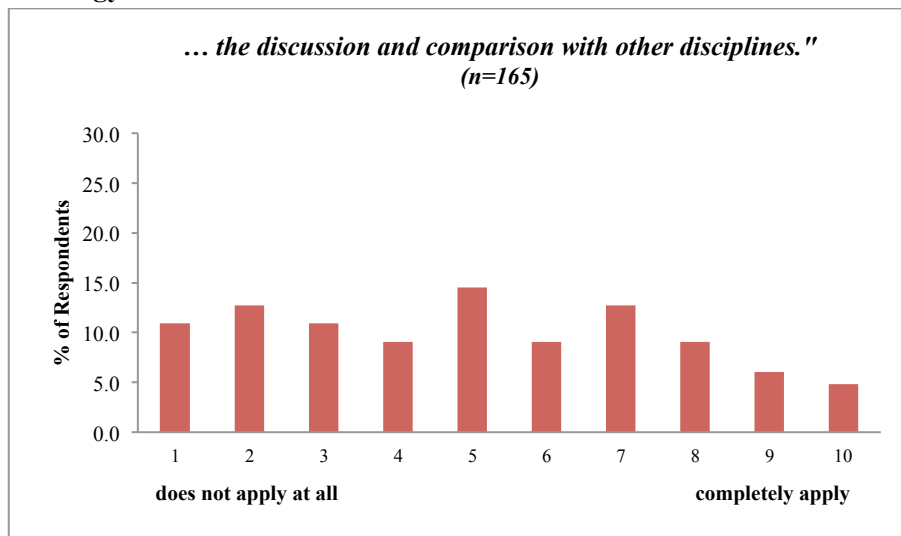
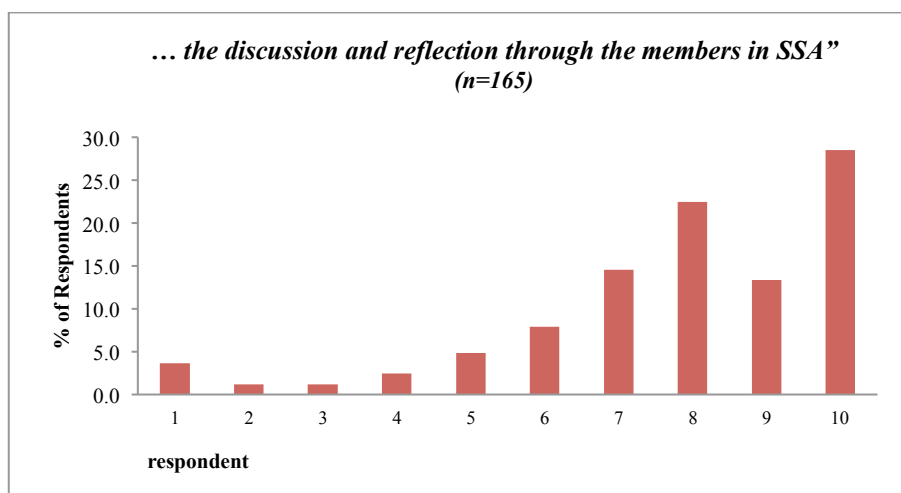
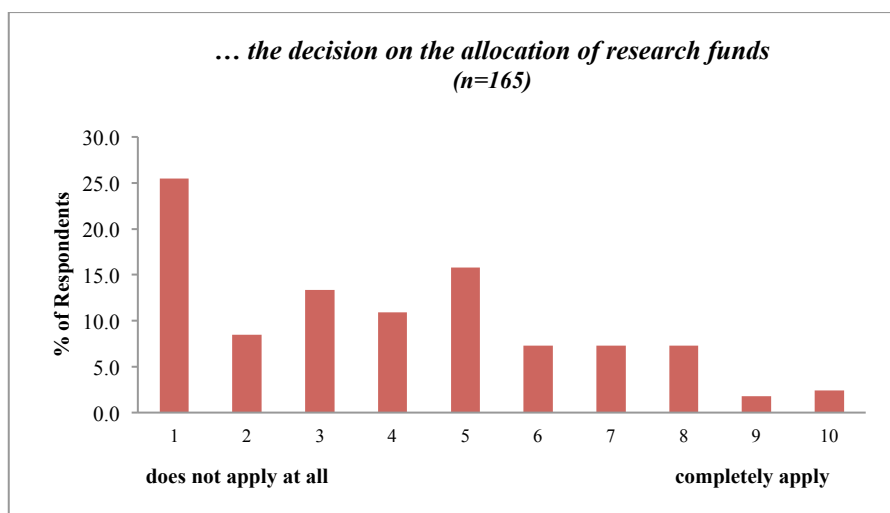


Figure 34: Descriptive statistics of different ways to use results of evaluation study of sociology

| | Mean | Sd. | Range |
|---|------|------|-------|
| ... the discussion and comparison with other disciplines." | 4.98 | 2.66 | 1-10 |
| ... the selection and assessment of scientific articles in the Swiss Journal of Sociology." | 4.48 | 2.82 | 1-10 |
| ... better assessability of sociology by Public, Politics and Economy." | 5.90 | 2.62 | 1-10 |
| ... the comparison of different institutes, resp. departments of sociology." | 5.21 | 2.77 | 1-10 |
| ... the decision on the allocation of research funds." | 3.98 | 2.53 | 1-10 |
| ... the discussion and reflection through the members in SSA." | 7.77 | 2.25 | 1-10 |

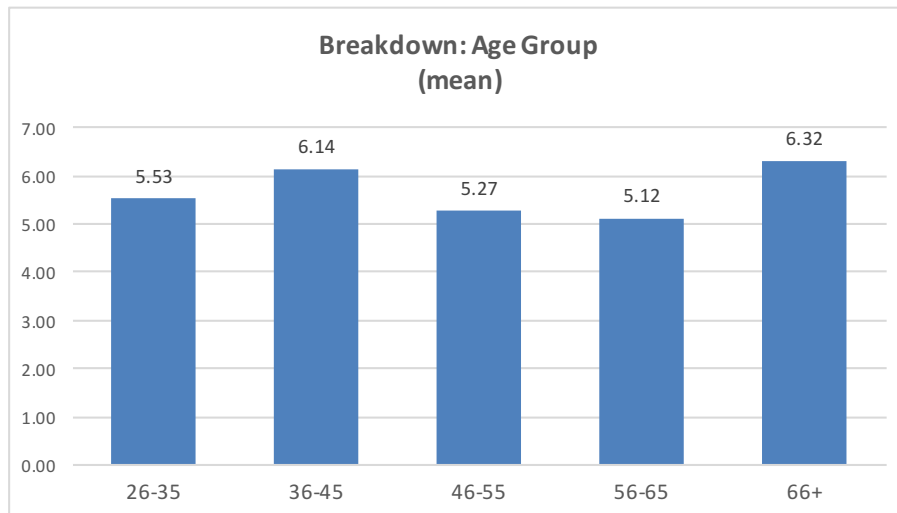
Figure 35: Distributions of appropriateness of different way to use results of evaluation study of sociology



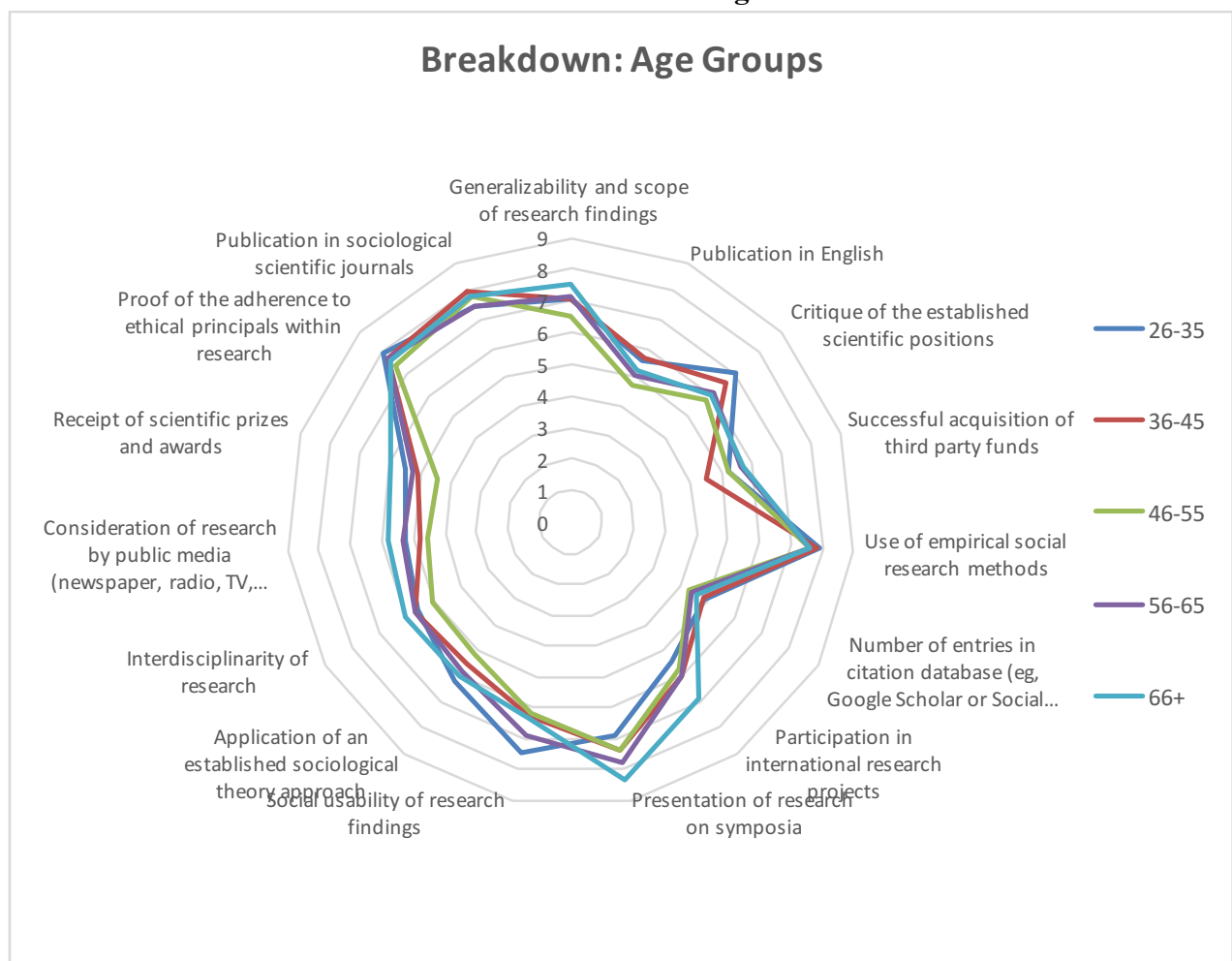


Bivariate Analysis

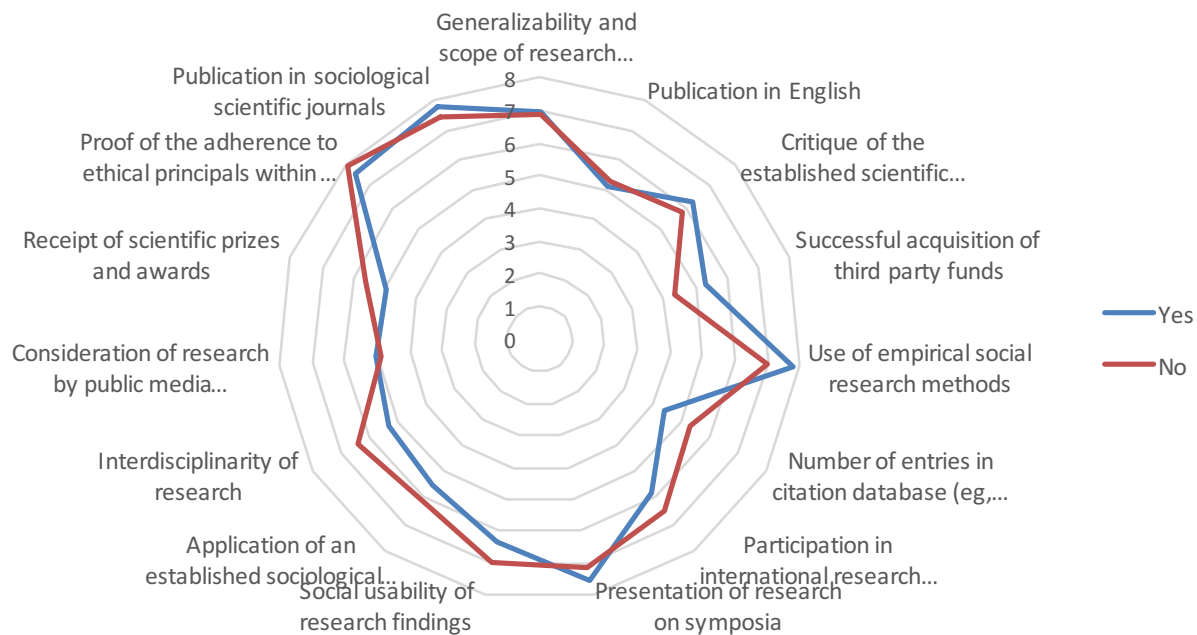
How problematic is the evaluation of sociology?



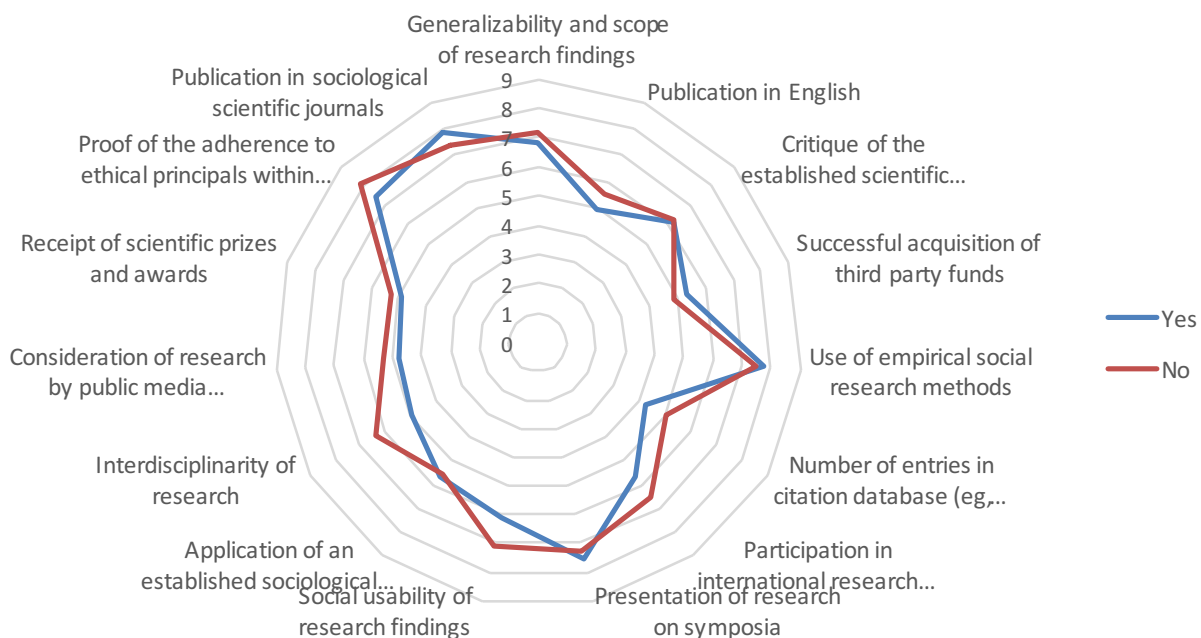
Attitudes towards evaluation criteria for sociological research



Breakdown: Currently Involved in Research

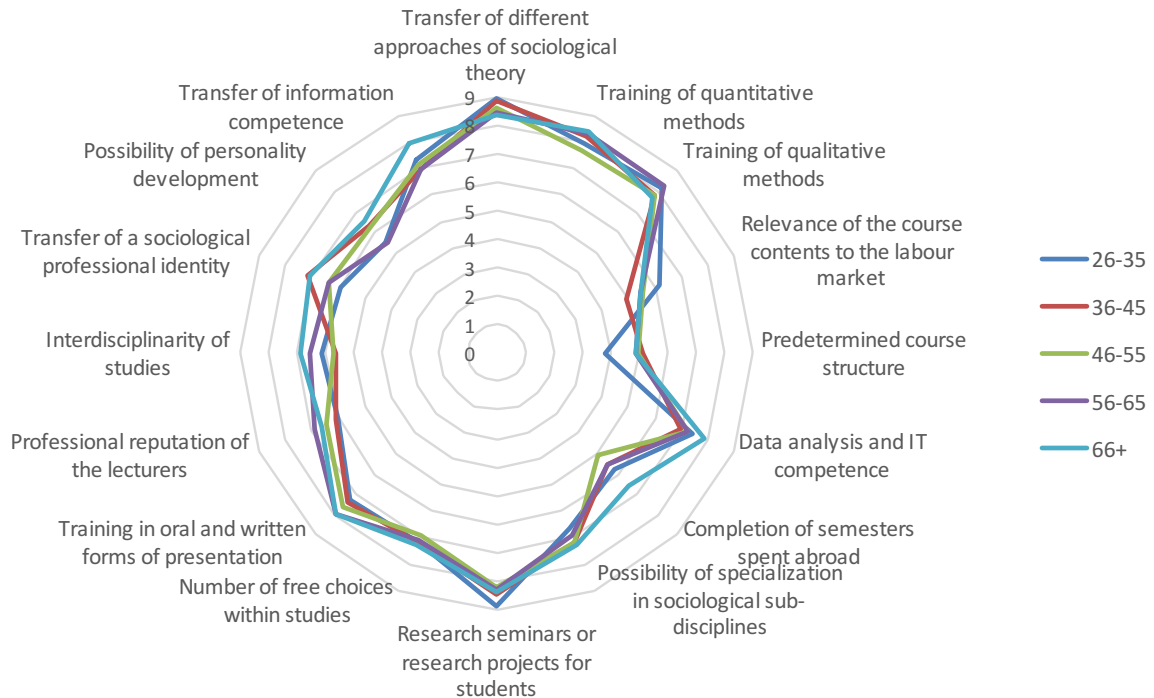


Breakdown: Currently teaching

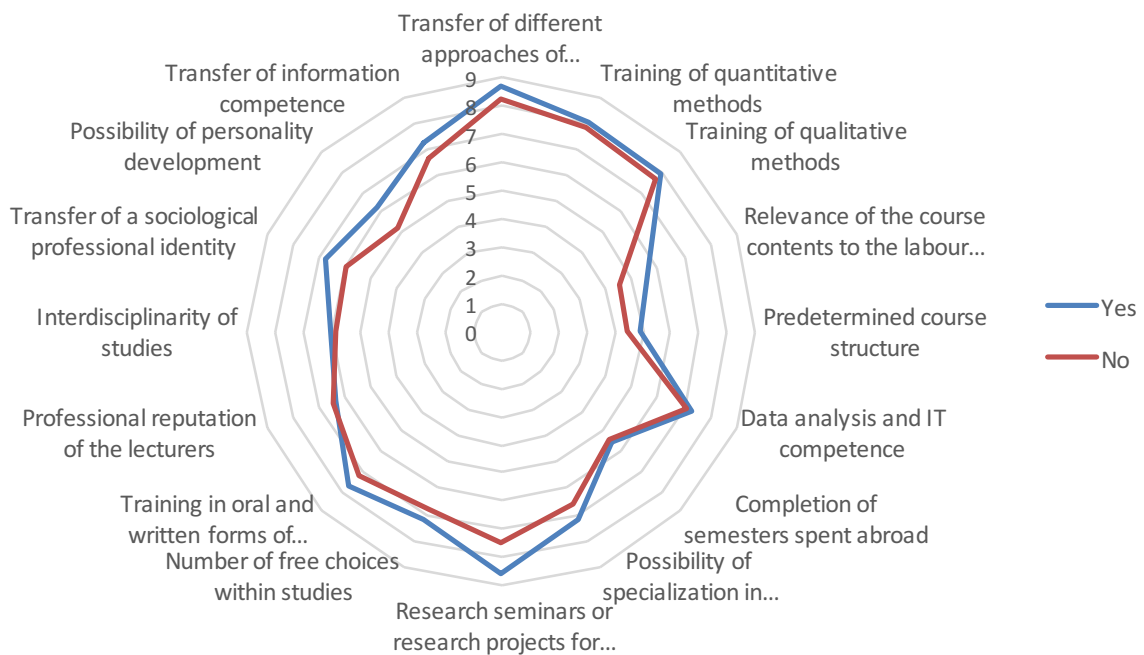


Attitudes towards evaluation criteria for teaching in sociology

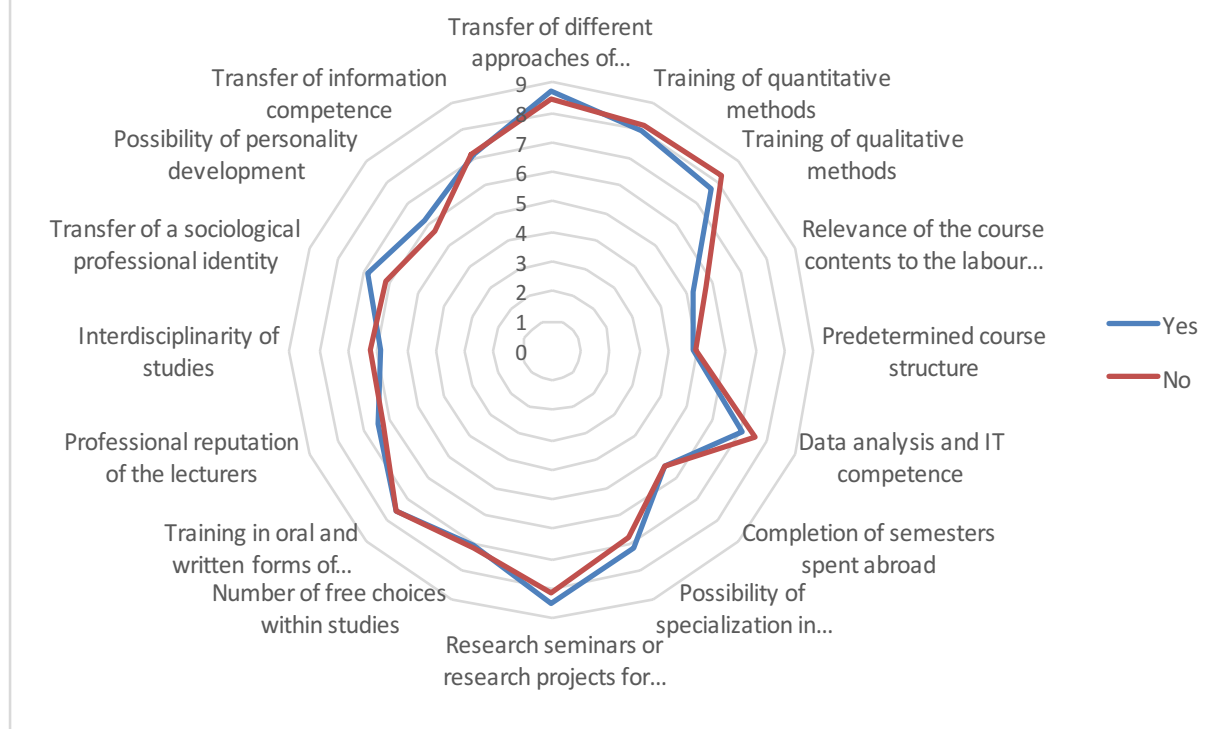
Breakdown: Age Groups



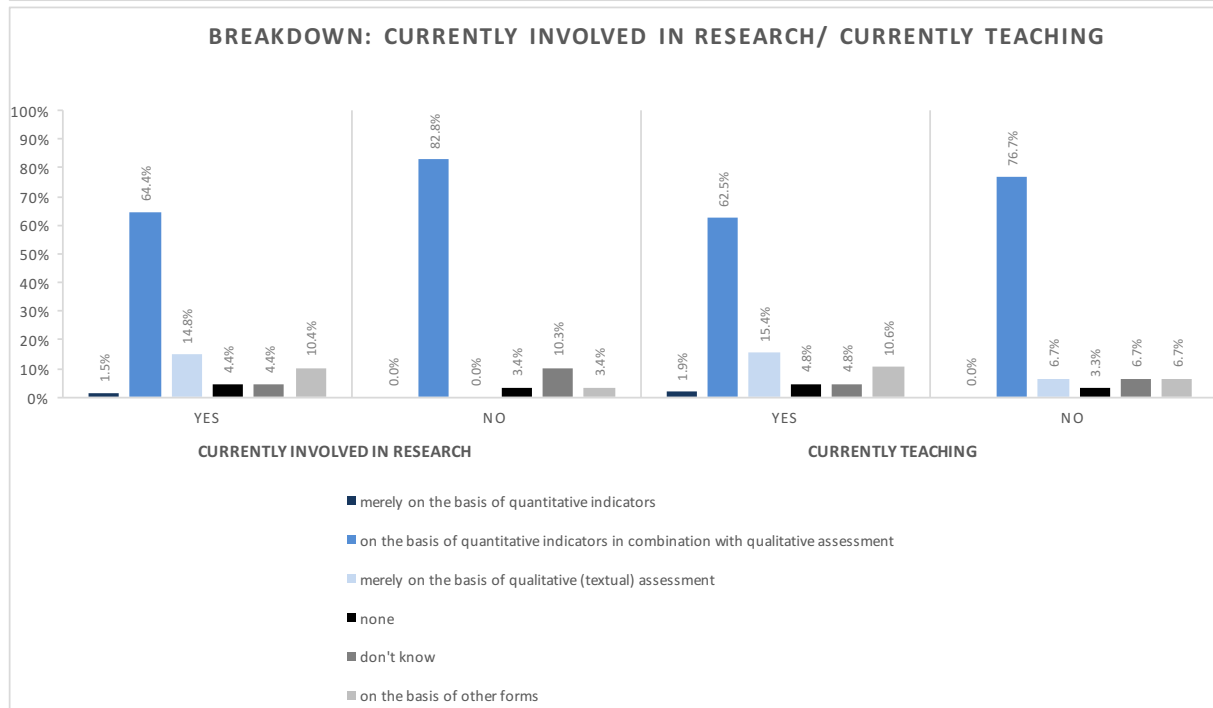
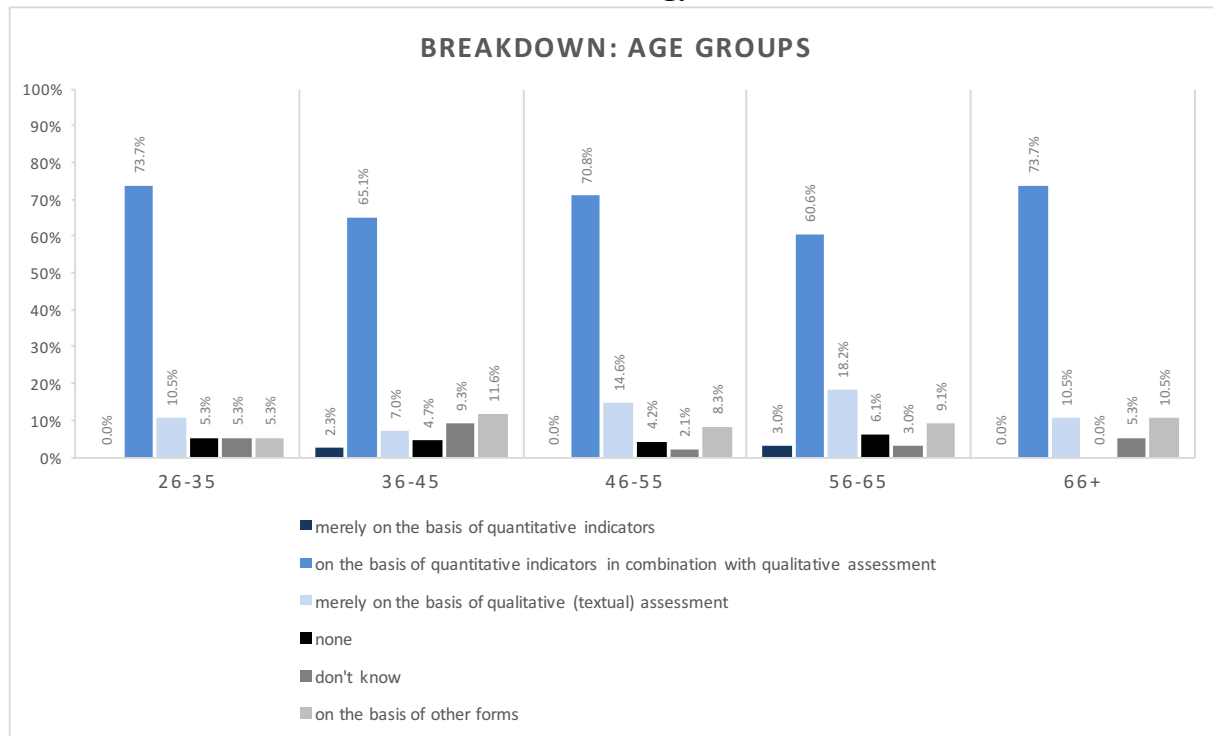
Breakdown: Currently involved in Research



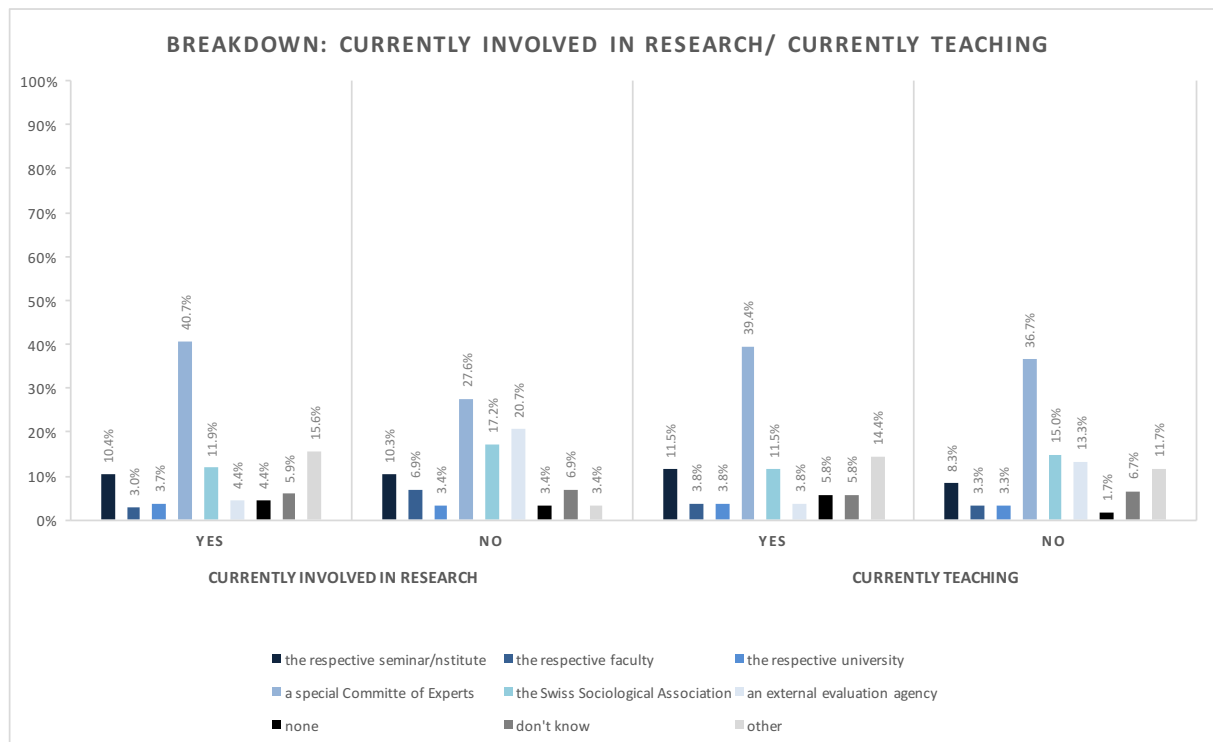
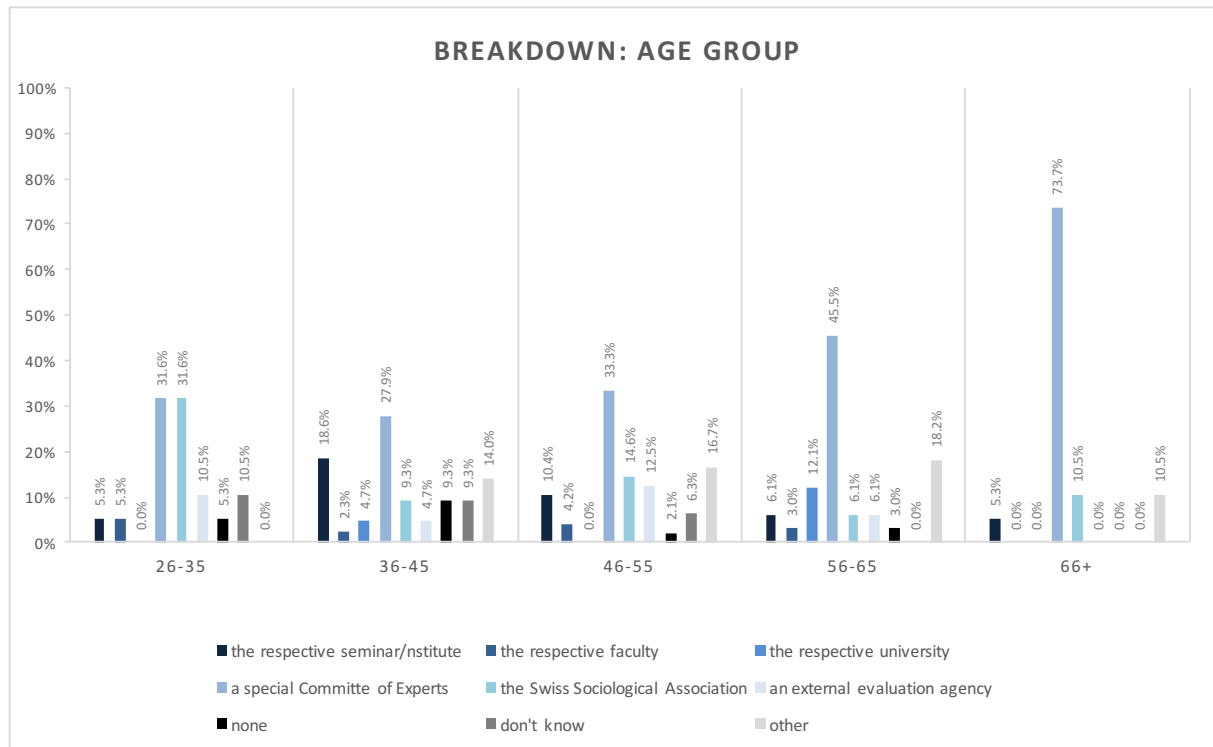
Breakdown: Currently teaching



Based on which indicators should sociology be evaluated?

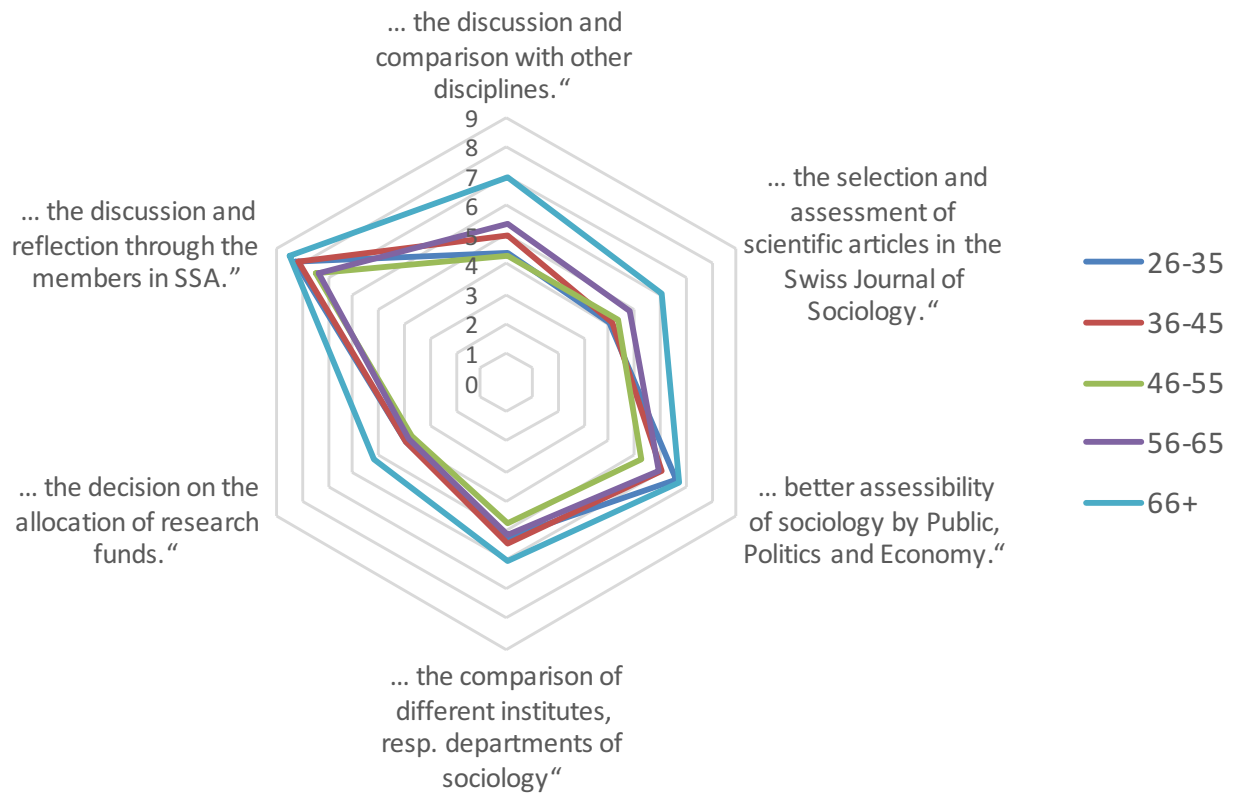


Who should carry out evaluation studies for sociology discipline?

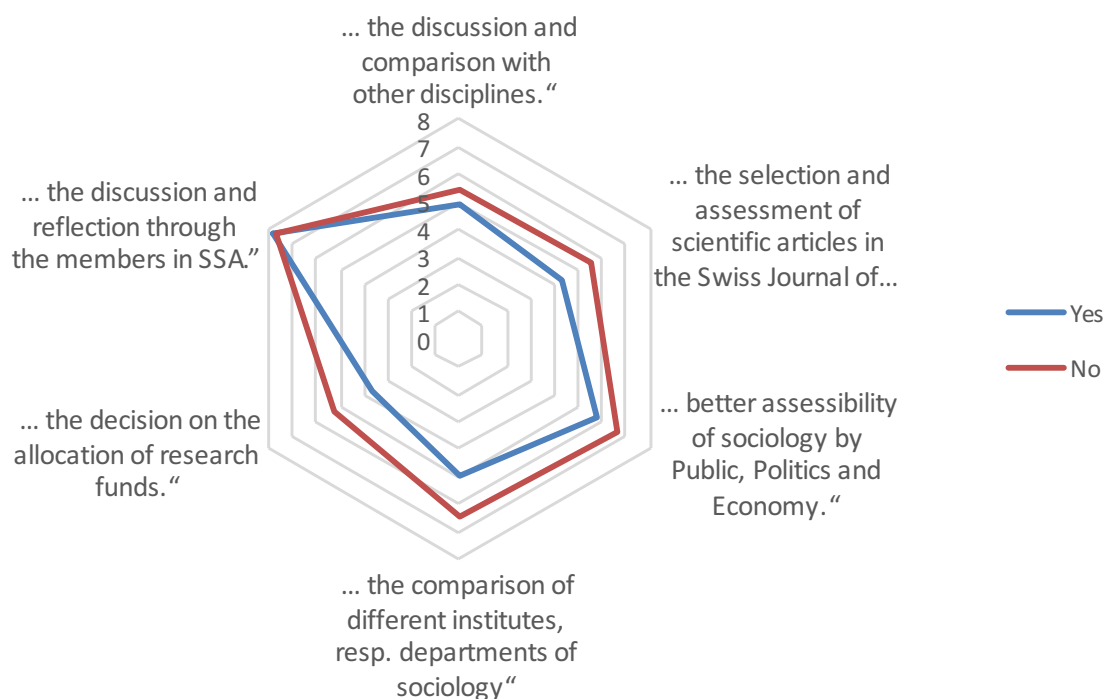


How to use the results of evaluation studies?

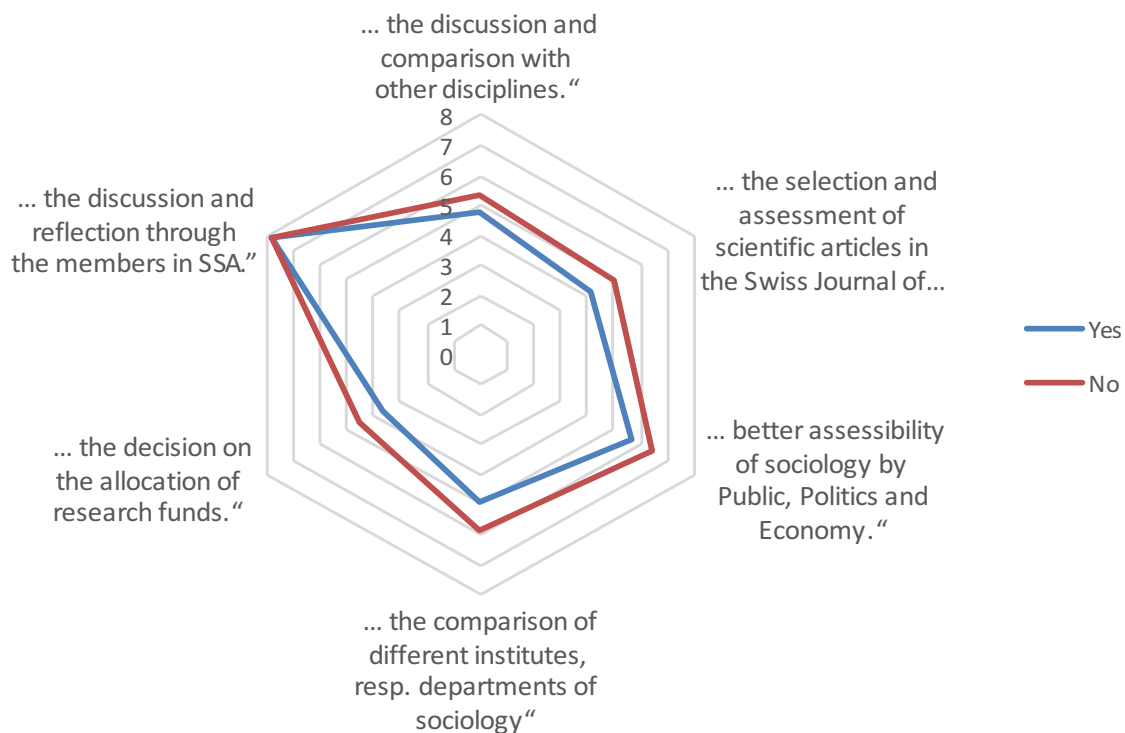
Breakdown: Age Group



Breakdown: Currently involved in Research



Breakdown: Currently Teaching



Questionnaires

German Version

Sehr geehrtes Mitglied der Schweizerischen Gesellschaft für Soziologie (SGS)

Wirtschaft und Politik legen zunehmend Wert darauf, Wissenschaft und wissenschaftliche Leistung beurteilbar und vergleichbar zu machen. Es wird eine einfach verständliche Wertung angestrebt.

Die Schweizerische Akademie der Geistes- und Sozialwissenschaften SAGW (www.sagw.ch) hat daher angeregt, disziplinspezifische Evaluationskriterien zu entwickeln. Zu diesem Zweck führt die SGS diese Internetbefragung unter ihren Mitgliedern durch. Das Ziel ist es, das Meinungsbild der Mitglieder der SGS zu diesem Thema zu erheben.


Vielen Dank, dass Sie sich Zeit nehmen, um an der Befragung teilzunehmen.

Die Befragung wird ca. 15 Minuten dauern und wird in anonymisierter Form ausgewertet.

Sollten Sie Fragen zu diesem Survey haben, schreiben Sie bitte an: Evaluation-Survey@sgs-sss.ch

Schweizerische Gesellschaft für
Société suisse de
Swiss Sociological Association

soziologie


SAGW
ASSH

Zurück

Weiter

6%

Ist das Thema der Evaluation von **Lehre und Forschung** in der Soziologie Ihrer Ansicht nach ein eher unproblematisches oder eher ein problematisches Thema?

Bitte beurteilen Sie, wie stark dieses Thema von Ihnen als problematisch beurteilt wird auf einer Skala von 1 bis 10. Dabei bedeutet 1 „unproblematisch“ und 10 „sehr problematisch“.
(Mit den Zwischenwerten können Sie Abstufungen vornehmen.)

| | | | | | | | | | | | |
|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| unproblematisch | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | sehr problematisch |

Zurück

Weiter

12%

Bitte beurteilen Sie nun die Angemessenheit der folgenden Kriterien für die Beurteilung soziologischer **Forschung und Forschungsleistungen** auf einer Skala von 1 bis 10. Dabei bedeutet 1 „überhaupt nicht angemessen“ und 10 „voll und ganz angemessen“.

| | überhaupt nicht angemessen | | | | | | | | | | voll und ganz angemessen |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Kritik etablierter Wissenschaftspositionen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Verwendung eines etablierten soziologischen Theorieansatzes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Erfolgreiche Einwerbung von Drittmitteln | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Publikation in englischer Sprache | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Beteiligung an internationalen Forschungsprojekten | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Ausweis der Einhaltung forschungsethischer Prinzipien | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Interdisziplinarität der Forschung | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Präsentation der Forschung auf Fachkonferenzen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Verwendung von Methoden der empirischen Sozialforschung | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Anzahl Einträge in Zitationsdatenbanken (z. B. Google Scholar oder Social Science Citation Index) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Publikation in soziologischen Fachzeitschriften | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Erhalt wissenschaftlicher Preise und Auszeichnungen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Gesellschaftliche Verwertbarkeit der Forschungsergebnisse | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Verallgemeinerbarkeit und Reichweite der Forschungsbefunde | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Beachtung der Forschung durch Publikumsmedien (Zeitung, Radio, Fernsehen etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| | überhaupt nicht angemessen | | | | | | | | | | voll und ganz angemessen |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

Zurück

Weiter

18%

Gibt es Ihrer Meinung nach sonst noch Kriterien, die verwendet werden sollten, um die **Forschung und Forschungsleistungen** in der Soziologie zu bewerten, die noch nicht genannt wurden?

- ☒ ja, und zwar:
- ☐ nein, es aus meiner Sicht gibt keine weiteren Kriterien
- ☐ weiss nicht

Zurück

Weiter

24%

Bitte beurteilen Sie die Angemessenheit der folgenden Kriterien für die Beurteilung soziologischer **Lehre und Ausbildung** auf einer Skala von 1 bis 10. Dabei bedeutet 1 „überhaupt nicht angemessen“ und 10 „voll und ganz angemessen“.

| | überhaupt nicht angemessen | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | voll und ganz angemessen |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------|
| Vorgegebene Studienstruktur | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ausbildung quantitativer Methoden | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Forschungsseminare bzw. Forschungsprojekte für Studierende | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vermittlung einer soziologischen Fachidentität | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vermittlung von Informationskompetenz | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Datenanalyse- und IT-Kompetenz | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ausbildung in mündl. und schriftl. Präsentationsformen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Möglichkeit der Persönlichkeitsentfaltung | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interdisziplinarität des Studiums | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ausbildung qualitativer Methoden | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Absolvierung von Auslandssemestern | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Möglichkeit der Spezialisierung in soziologischen Teildisziplinen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Arbeitsmarktrelevanz der Studieninhalte | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fachliche Reputation der Dozierenden | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vermittlung verschiedener soziologischer Theorienansätze | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Anzahl freier Wahlmöglichkeiten im Studium | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

überhaupt
nicht
angemessen 1 2 3 4 5 6 7 8 9 voll und
ganz
angemessen 10

Zurück Weiter

29%

Gibt es Ihrer Meinung nach sonst noch Kriterien, die verwendet werden sollten, um die soziologische **Lehre und Ausbildung** zu bewerten, die noch nicht genannt wurden?

☐ ja, und zwar:

☐ nein, es aus meiner Sicht gibt keine weiteren Kriterien

☐ weiss nicht

Zurück Weiter

41%

Wie beurteilen Sie die Angemessenheit von **Peer Review** Verfahren für verschiedene Vorgänge?

Beurteilen Sie bitte die Angemessenheit auf einer Skala von 1 bis 10. Dabei bedeutet 1 „sehr gering“ und 10 „sehr hoch“.

| | sehr gering | | | | | | | | | | sehr hoch |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Ermittlung der Publikationswürdigkeit von Fachpublikationen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Ermittlung der Förderungswürdigkeit von beantragten Forschungsprojekten | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Sicherung der Qualität von Fachmedien (Fachzeitschriften) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |

Zurück
Weiter

53%

Wie beurteilen Sie folgende Aussagen zur Einführung von **Open Access** Publikationen von soziologischer Forschung?

Beurteilen Sie bitte die Einführung auf einer Skala von 1 bis 10. Dabei bedeutet 1 „trifft überhaupt nicht zu“ und 10 „trifft vollkommen zu“.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| „Open Access ... | | | | | | | | | | |
| ... vereinfacht die Rezeption und Kritik der soziologischen Forschung.* | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... beeinträchtigt die Qualität der soziologischen Forschung.* | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... schadet den soziologischen Fachverlagen und den Fachzeitschriften.* | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... vergrößert die Zahl der rezipierenden Personen und verhilft ihr so zu mehr Beachtung.* | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... erhöht die Legitimität der Forschungsförderung durch öffentliche Gelder.* | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Zurück
Weiter

59%

Was ist aus Ihrer Sicht die am besten geeignete **Form** für Evaluationen von Forschung und Lehre der Soziologie?

☐ allein anhand von quantitativen Indikatoren

☐ allein anhand von qualitativen (textlichen) Beurteilungen

☐ anhand von quantitativen Indikatoren in Kombination mit qualitativen Beurteilungen

☐ anhand anderer Formen: (bitte beschreiben Sie diese stichpunktartig)

☐ halte keine Form von Evaluation für geeignet

☐ weiss nicht

65%

Wenn Evaluationen soziologischer Forschung und Lehre an einzelnen Seminaren bzw. Instituten durchgeführt werden, welche Personen bzw. Organisationen sollten die Evaluation durchführen?

☐ das betroffene Seminar/das betroffene Institut selbst

☐ die jeweilige Fakultät

☐ die jeweilige Universität

☐ ein eigens zusammengestelltes Expertengremium

☐ die Schweizerische Gesellschaft für Soziologie

☐ eine externe Evaluationsagentur

☐ andere:

☐ halte keine Personen bzw. keine Organisationen für geeignet

☐ weiss nicht

71%

Welchem **Zweck** soll die Evaluation der Soziologie durch SGS dienen?

Beurteilen Sie bitte die folgenden Aussagen zum Nutzen bzw. zur Verwendung der Ergebnisse einer Evaluation durch die SGS auf einer Skala von 1 bis 10. Dabei bedeutet 1 „trifft überhaupt nicht zu“ und 10 „trifft vollkommen zu“.

| | trifft überhaupt nicht zu 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | trifft vollkommen zu 10 |
|--|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| „Wenn die SGS eine Evaluation der Soziologie durchführt, dann sollten die Resultate verwendet werden für ... | | | | | | | | | | |
| ... die Diskussion und den Vergleich mit anderen Fachdisziplinen.“ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... die Auswahl und Beurteilung von Fachartikeln in der Schweizerischen Zeitschrift für Soziologie.“ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... die bessere Beurteilbarkeit der Soziologie durch die Öffentlichkeit, die Politik und die Wirtschaft.“ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... den Vergleich der verschiedenen soziologischen Seminare, Institute bzw. Departments.“ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... die Entscheidung über die Vergabe von Forschungsgeldern.“ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... die Diskussion und Reflexion durch die Mitglieder in der SGS.“ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Zurück Weiter

76%

Betreiben Sie selbst soziologische Forschung oder sind aktiv an Forschungsprojekten beteiligt?

☐ ja

☐ nein

Sind Sie selbst als Lehrperson in der soziologischen Lehre und Ausbildung tätig?

☐ ja

☐ nein

Zurück Weiter

82%

In welchem Jahr sind Sie geboren?

Was ist ihr Geschlecht?

☐ männlich

☐ weiblich

88%

Bitte geben Sie Ihren höchsten akademischen Abschluss an

Welchen Beruf üben Sie aus?

Bitte geben Sie diesen an:

☐

☐ Ich bin nicht berufstätig

94%

In was für einer Art Organisation arbeiten Sie?

☐ Öffentliche Verwaltung

☐ Verband, Nichtregierungsorganisation, Verein

☐ Unternehmen in der Markt- und Meinungsforschung

☐ anderes Unternehmen in der Privatwirtschaft

☐ Universität

☐ Fachhochschule

☐ Pädagogische Hochschule

☐ (nicht-universitäre) Forschungseinrichtung

☐ sonstige Organisationsform, und zwar:

Zurück

Weiter

100%

Haben Sie Anregungen oder Kommentare zu dieser Befragung oder zu dieser Thematik?

Wenn nicht, klicken Sie bitte auf "weiter".

Zurück

Weiter

Vielen Dank für Ihre Teilnahme!

Sie können das Fenster nun schliessen!

Schweizerische Gesellschaft für
Société suisse de **sozciologie**
Swiss Sociological Association



French Version

Cher membre, chère membre de la Société suisse de sociologie (SSS)

Les milieux politiques et économiques accordent de plus en plus d'importance au fait que la science et les performances scientifiques soient évaluées et comparées. Des modes d'évaluation simples et compréhensibles sont recherchés.

Dans ce contexte, l'Académie suisse des sciences humaines et sociales ASSH (www.sagw.ch) à invité les associations membres à développer des critères d'évaluation correspondant aux spécificités de chaque discipline.

C'est dans cette optique que la SSS mène cette enquête online parmi ses membres. L'objectif est d'avoir une vue d'ensemble des opinions des membres sur cette question.

Merci beaucoup du temps que vous prendrez pour y participer.

Répondre à l'enquête vous prendra environ 15 minutes et vos réponses seront traitées anonymement.

Si vous avez des questions à propos de cette enquête, vous pouvez écrire à l'adresse suivante: Evaluation-Survey@sqs-sss.ch

Schweizerische Gesellschaft für
Société suisse de **sozciologie**
Swiss Sociological Association


[Retour](#)
[Continuer](#)

6%

D'après vous, la thématique de l'évaluation de *l'enseignement et de la recherche* en sociologie est-elle plutôt une thématique problématique ou non problématique?

Estimez s'il vous plaît combien cette thématique est problématique sur une échelle de 1 à 10. 1 signifiant „pas problématique“ et 10 „très problématique“.

Vous pouvez faire des gradations supplémentaires en utilisant des valeurs intermédiaires.

| | | | | | | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| pas problématique | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | très problématique |

[Retour](#)
[Continuer](#)

12%

En fonction du degré et de la façon dont ils vous apparaissent adaptés, classez maintenant les critères suivants d'évaluation de la **recherche** et de ses résultats sur une échelle de 1 à 10. 1 signifie „pas du tout adapté“ et 10 „très bien adapté.“

| | pas du tout adapté | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | très bien adapté |
|--|-----------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Publier en langue anglaise | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Obtention de fonds tiers | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Utilité sociale des résultats | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Obtention de prix et de distinction scientifiques | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Perspective critique sur les positions scientifiques établies | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interdisciplinarité de la recherche | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Diffusion de la recherche dans les médias (journaux, radio, télévision, etc.) | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Utilisation d'une théorie sociologique établie | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Respect des principes éthiques de recherche | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Présentation de la recherche à des colloques et conférences | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participation à des projets de recherche internationaux | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Généralisation et portée des résultats | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Publier dans des revues sociologiques | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nombre de citations référencées par les bases de données (par exemple Google Scholar ou Social Science Citation Index) | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Utilisation de méthodes de recherche empiriques | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | pas du tout adapté | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | très bien adapté |

Retour Continuer

18%

D'après vous, y a-t-il d'autres critères qui devraient être utilisés pour évaluer la **recherche** en sociologie qui n'ont pas été mentionnés?

☐ s'il vous plaît, notez-les ci-dessous:

☐ non, selon moi il n'y a pas d'autres critères

☐ je ne sais pas

Retour Continuer

24%

En fonction du degré et de la façon dont ils vous apparaissent adaptés, classez maintenant les critères suivants d'évaluation de **l'enseignement et de la formation** sur une échelle de 1 à 10. 1 signifie „pas du tout adapté“ et 10 „très bien adapté“.

| | pas du tout adapté | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | très bien adapté |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Capacité à transmettre des informations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Formation en méthodes qualitatives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Transmission de différentes perspectives théoriques | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Formation en méthodes quantitatives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Réputation des enseignants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Séminaires et projets de recherche pour les étudiants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Compétences en analyse des données et techniques informatiques | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Transmission d'une identité disciplinaire | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Possibilité de se former dans des domaines spécialisés de la sociologie | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Contenus à caractère professionnalisant et orientés vers le marché du travail | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Structure de programme d'études préétablie et fixe | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interdisciplinarité du cursus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Semestres d'études à l'étranger | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Formation aux formes de l'exposé oral et de l'écriture | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Possibilités de choix et d'options dans les programmes d'études | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Développement et épanouissement de la personnalité | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

pas du tout adapté

1

2

3

4

5

6

7

8

9

très bien adapté

Retour

Continuer

29%

D'après vous, y a-t-il d'autres critères qui devraient être utilisés pour évaluer **l'enseignement et la formation** en sociologie et qui n'ont pas été mentionnés?

☐ s'il vous plaît, notez-les ici:

☐ non, selon moi il n'y a pas d'autres critères

☐ je ne sais pas

Continuer

35%

En sociologie, comment évaluez-vous l'importance des **formes de publications** suivantes pour la **réputation** scientifique des auteurs/auteures?

Classez-les, s'il vous plaît, sur une échelle de 1 à 10. 1 signifie „importance moindre“ et 10 „très grande importance“.

| | importance moindre | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | très grande importance |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|
| Monographie scientifique (livre) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Publication d'un ouvrage collectif (livre) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Publication d'un ouvrage collectif (livre) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Publication d'un numéro spécial d'une revue („special issue“) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Article dans une revue | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Contribution dans un ouvrage collectif (livre) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working Paper | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Contribution dans les médias (journaux, radio, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Contribution écrite aux actes d'un colloque | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[Retour](#) [Continuer](#)

41%

Comment appréciez-vous la pertinence du **Peer Review** pour différents processus d'évaluation?

Classez, s'il vous plaît, sur une échelle de 1 à 10. 1 signifie „très peu pertinent“ et 10 „très pertinent“.

| | très peu pertinent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | très pertinent |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Evaluation de la valeur d'une publication dans une revue disciplinaire | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluation de la valeur d'un projet de recherche lors des demandes de financement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assurance de la qualité d'une revue disciplinaire | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[Retour](#) [Continuer](#)

47%

Comment appréciez-vous la pertinence des **Rankings** pour évaluer différents types d'entités organisationnelles?

Classez, s'il vous plaît, sur une échelle de 1 à 10. 1 signifiant „très peu pertinent“ et 10 „très pertinent“.

| | très peu pertinent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | très pertinent |
|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|
| Détermination de la qualité de voies et programmes d'études | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> |
| Détermination de la qualité des Instituts et Départements | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> |
| Détermination de la qualité d'une Université ou d'une Haute Ecole spécialisée dans sa globalité | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> |
| Détermination de la qualité de revues disciplinaires | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> |

Retour Continuer

53%

Comment considérez-vous les affirmations suivantes concernant l'introduction de l'**Open Access** pour les publications en sociologie?

Considérez, s'il vous plaît, les affirmations concernant l'introduction de l'Open Access sur une échelle de 1 à 10. 1 signifie „absolument faux“ et 10 „tout à fait juste“.

| | absolument faux | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | tout à fait juste |
|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|
| „Open Access ... | | | | | | | | | | | |
| ... facilite la réception et la critique de la recherche sociologique.* | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> |
| ... détériore la qualité de la recherche en sociologie.* | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> |
| ... péjore la situation des maisons d'éditions et des revues . | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> |
| ... augmente le nombre du public potentiel et la considération pour la discipline.* | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> |
| ... augmente la légitimité du financement de la recherche par les subventions publiques.* | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> |

Retour Continuer

59%

D'après vous, quelle est la **forme** la plus adéquate pour évaluer la recherche et l'enseignement en sociologie?

☐ d'après des critères quantitatifs
☐ d'après des critères qualitatifs
☐ d'après des critères quantitatifs combinés avec des critères qualitatifs (textuels)
☐ d'après d'autres critères ou formes: (précisez)
☐ je ne considère aucune forme comme appropriée
☐ je ne sais pas

Retour Continuer

65%

Lorsque l'évaluation de la recherche et de l'enseignement d'un Institut/d'un Département est entreprise, quelles personnes/organisation devraient la mener?

☐ l'Institut ou le Département concernés
☐ la faculté concernée
☐ l'université concernée
☐ un groupe d'expert constitué de façon ad hoc
☐ la Société suisse de sociologie
☐ une agence d'évaluation externe
☐ autre: (précisez)
☐ je considère qu'aucune personne/organisation n'est adéquate
☐ ne sais pas

Retour Continuer

71%

Quels **buts** doit avoir l'évaluation de la discipline par la Société suisse de sociologie?

Considérez, s'il vous plaît, ces différentes affirmations concernant l'usage et l'utilisation des résultats de l'évaluation par la SSS et classez-les sur une échelle de 1 à 10. 1 signifie „absolument faux“ et 10 „tout à fait juste“.

| | absolument faux | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | tout à fait juste |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| „Si la SSS conduit une évaluation de la sociologie, les résultats devraient servir à... | | | | | | | | | | | |
| ... la discussion et la comparaison avec d'autres disciplines.* | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... le choix et l'évaluation des articles dans la <i>Revue suisse de sociologie</i> .* | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... une meilleure prise en considération de la sociologie dans l'opinion publique, par la politique, l'économie.* | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... la comparaison des différents instituts et départements.* | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... des décisions concernant l'octroi de subsides de recherches.* | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... la discussion et la réflexion parmi les membres de la SSS.* | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Retour Continuer

76%

En ce qui vous concerne, faites-vous de la recherche en sociologie ou participez-vous activement à des projets de recherche en sociologie?

☐ oui

☐ non

En ce qui vous concerne, êtes-vous actif/active dans l'enseignement et la formation en sociologie?

☐ oui

☐ non

Retour Continuer

82%

Quelle année êtes-vous nés?

1941

Quel est votre sexe?

☐ masculin

☒ féminin

Retour

Continuer

88%

Indiquez, s'il vous plaît, votre niveau de diplôme

Quel métier ou activité professionnelle exercez-vous?

Précisez s'il vous plaît:

☐

☒ Je ne suis pas professionnellement actif/active

Retour

Continuer

94%

Dans quel type d'organisation/d'entreprise travaillez-vous?

☐ Administration publique

☐ Organisation, Association, NGO

☐ Instituts de sondages ou de marketing

☐ autres types d'entreprises privées

☐ Université

☐ HES

☐ HEP

☐ Unités/Départements de recherche (non-universitaires)

☐ autre type d'organisation/d'entreprise:

Retour

Continuer

100%

Souhaitez-vous ajouter des suggestions ou des commentaires à propos de cette enquête et du thème qu'elle aborde?

Si non, cliquez sur "continuer", s'il vous plaît.

Retour

Continuer

Merci beaucoup pour votre participation!

Vous pouvez maintenant fermer la fenêtre!

Schweizerische Gesellschaft für
Société suisse de **sozciologie**
Swiss Sociological Association

