

Institution: University of Oxford
Unit of Assessment: 24A – Anthropology and Development Studies: Anthropology
a. Context

For the last two decades Oxford Anthropology has been engaged in a process of renewal and expansion, largely motivated by the desire to demonstrate anthropology's relevance to a range of contemporary issues. To achieve this, the School of Anthropology and Museum Ethnography (henceforth 'the School') has facilitated the growth of interdisciplinary research units to complement the historic core of the Institute of Social and Cultural Anthropology (ISCA) and Pitt Rivers Museum (PRM): COMPAS (the Centre on Migration, Policy and Society); ICEA (Institute of Cognitive and Evolutionary Anthropology); and InSIS (Institute for Science, Innovation and Society)(see REF5 for details).

The School's approach to impact has been significantly strengthened by developments since 2008: COMPAS received £5m ESRC core funding for its second five-year stage in 2009; in 2011 ICEA received an ESRC large grant for research into 'Ritual, Community, and Conflict'; in 2012 InSIS obtained £1.2m ESRC funding for the Climate Geoengineering project (Case Study 4 [CS4: see *list on p. 4*]) and in 2011 £700k ERC funding for work on BioProperty.

Through its anthropology-led interdisciplinary research activity the School aims to have impact on policymakers (UN, governmental, at national or local levels), NGOs, business, and the general public. In particular, it seeks to make research results available to the research subjects themselves, a special category being the 'source communities' from which images and objects have been obtained. There are five main ways in which the School seeks to have impact. Policymakers and concerned public bodies are influenced through **(1) public engagement practices**. Policymakers, NGOs, and business are directly involved through **(2) collaborative research**, as are source communities (see CS1). The broader public is also impacted by **(3) reaching out**. Diverse methods are used for **(4) feeding research back to research subjects**. All the above four channels for impact are enhanced by **(5) appropriate use of multiple media** (ranging from blogs and Twitter feeds to embroidery classes at the PRM).

b. Approach to impact

As described in REF5, the School takes a holistic view of Anthropology. It has designed its internal federal administrative structure to be enabling and to devolve decisions as close to the 'coal face' as possible. In line with this, the School *facilitates* projects by providing administrative and financial support, while *detailed plans* for diverse impacts are thought through and implemented in the School's constituent units by those actually involved in carrying out the research. The School also assists with University affiliation, where appropriate, for strategically placed research facilitators.

Thus, COMPAS designs its impact strategy with an advisory board chaired by Lord Bhikhu Parekh and including representatives from the House of Lords, the Local Government Association, UNHCR, the Migrants' Rights Network, the private sector, and senior academics. This has led to its monthly Westminster Briefings (27 between 2010 and 2013, attended by MPs, Peers, trade unionists, and representatives of NGOs and business, with an average attendance of 50-60). Similarly, InSIS has institutionalized impact advice for its ERC-funded BioProperty research project by means of (a) an Academic Advisory Committee and (b) a Stakeholder Contact Group, composed of pharmaceutical researchers, technology transfer managers, policy-makers, and a judge at the European Patent Office. ICEA's advisory board is composed of psychologists, anthropologists, political scientists, public policy experts, and ESRC representatives; it meets twice a year to provide advice on research planning and on policy and media engagement.

Departmental support for impact activities

All staff are encouraged to ensure that their research has the widest possible impact. The University permits staff on teaching and research contracts to take 30 days of consultancy leave a year plus unpaid leave of absence for longer when it contributes to the School's objectives. Junior staff and ECRs discuss publication and impact strategies in regular meetings with mentors. Staff are encouraged to alert potential users to research results through various media (described below) or, where appropriate, by participation in the COMPAS Westminster Briefings. The School now has a large portfolio of externally funded large research grants; all include impact plans and

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administrative support to deliver them. The School's administrative team includes 2 members specializing in relations with the media and a further 5 tasked with outreach and publicity.

The School sets aside an annual budget of £15k to extend external research funding to cover impact assessment where relevant. Researchers are encouraged to apply for up to £1.5k per activity to provide funds or supplement existing sources built. Applications are reviewed by an internal committee. *Daniels* drew on this to consolidate the impact presented in CS3.

(1) Public engagement: participating in policymaking forums and public debate

Members of staff are encouraged to participate in forums (whether linked to government or NGOs) that directly influence policy. For example, *Ruhs* directed the 2008 House of Lords Inquiry into Migration; *Keith* participated in the Commission on Integration and Cohesion's work in conjunction with the Department for Communities and Local Government and in the Thames Gateway regeneration debate (CS6); as Chair of the Equality and Diversity Forum (a network of national organizations) *Spencer* advised Ministers and officials on a monthly basis from 2008 to 2012; *Anderson* has been a management committee member of Kalayaan (CS7); *Rayner* has briefed two parliamentary committees (CS4) and also participates in the UK Foresight Programme on the Future of UK Cities; *Ulijaszek* served on the UK government's Foresight Obesity Thinktank (2006-2010) that drew up the analysis and strategy that influenced government thinking on obesity at both central and local levels; *Walker* has advised the UN Peacebuilding Commission on the Comoros Islands; *Gellner* has been an academic advisor to the Centre for Nepal Studies (CNSUK) and had input to its survey of UK Nepalis (2008) and research on ex-Gurkha pensions (2013). As part of the BioProperty project, in 2012 *Lezaun* organized a meeting of practitioners in order to discuss ways of improving the exchange of knowledge and resources to facilitate the development of new therapies against tropical diseases, now being put into practice by drug developers.

(2) Encouraging collaborative research with policymakers, industry, NGOs

The School encourages collaborative research that, by design, should have impact. All such research is reviewed within the relevant unit(s) and by the School ethics committee to ensure academic integrity is maintained. *Anderson* has carried out research commissioned by the TUC on domestic workers. *Gellner's* research on the Nepali diaspora in the UK (AHRC-funded 'Vernacular Religion' project) was carried out in collaboration with CNSUK to which he is an advisor (above). *Rayner*, *Haines*, and *Lezaun* have carried out work for DEFRA through Oxford University Consulting; *Rayner* also works with the Department for Business, Innovation and Skills (BIS) on the Future of British Cities. *Spencer* is a member of the Royal Society's People and the Planet Working Group. *Vargas-Silva* worked with Tesco on immigration and the demand for food. *Zeitlyn* is working with Aurix to use sociolinguistics to improve the management of call centres (patent pending) as well as with JISC on digital resources. Research with source communities is a special case of collaborative research (CS1; next section).

(3) Reaching out to the general public

The School supports different ways of reaching the general public. At the PRM, for example, where visitor numbers have doubled since 2008 to 350,000 p.a., special events form the basis for academic anthropology to reach a wider public. Members of the School, especially those linked to the PRM, have sought increasingly innovative ways of doing this: (1) through exhibitions that engage the public in new ways (see CS3); (2) through online dissemination following digitization projects (e.g. *Harris's* Tibet Album project, as part of which she gave numerous public talks and appeared on Radio 4); (3) through taking objects back to source communities (as exemplified by the Haida project and by CS1). The international significance of the PRM was reflected in its listing in *The Times* as the 11th best museum (of any kind, globally [May 2013]). In 2009, with the Bodleian and other University museums, it was awarded a Queen's anniversary prize.

The Migration Observatory website (CS5) is another innovative way of informing the public in the controversial area of migration, and the media coverage the Observatory has attracted in some quarters can be seen as evidence that it is having a considerable impact. *Dzenovska* has given interviews on her work on Latvian radio and written for the general public both in her blog and in other Latvian media, while *Berg* organized a discussion to follow the play 'Juana in a million' (on migration to London) at Oxford's Northwall Arts Centre in October 2013.

Ulijaszek won a Leverhulme Artist in Residence grant to bring choreographer Rosie Kay into the School, for a year from January 2013, to work on new ways of representing anthropological

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findings on the body and eating disorders through dance. Her interventions include a sell-out choreographed performance as part of the 'Twilight Takeover' of the PRM in June 2013.

(4) Feeding research back to research subjects

All members of the School are committed to making research results available to the people the research is about. The Social Science Division employs a Knowledge Exchange (KE) Facilitator and Support Assistant to aid research staff in the Division form more formal relationships with research subjects. Where the research is fully collaborative, as with the Blackfoot Shirts project (CS1), feedback is built into the process. In many cases this is done regularly on an individual and informal basis. *Olszewska* has given numerous talks to Afghan and Iranian audiences about her work on Persian poetry. *Gellner's* Vernacular Religion team discussed results with a wide cross-section of the Nepali diaspora at a specially invited session in Aldershot (28.4.12); *Gellner* often discusses his research on Newari-language radio in Kathmandu. *Walker* published parts of his blog in Arabic in a newspaper in Yemen (February 2013).

InSIS research also engages practitioners at a grassroots level and has provided technical and financial assistance to help its staff engage with research audiences nationally and internationally. Thus, *Montgomery* presented her work on TB trials to key informants in the UK (2013), building on similar feedback in Zambia (2011). In January 2013 *Porter* shared her research on the circulation of avian influenza viruses with Food and Agriculture Organization (FAO) officials and government virologists in Hanoi and veterinarians in Dong Thap province, Vietnam, leading to modifications in how they handle virus materials.

(5) Making use of multiple media

The School's website, award-winning podcast collection, and annual newsletter serve as channels for dissemination. These often lead to approaches from journalists and others, which can then lead to impact when research is taken up (*Ewart* is currently helping a journalist rethink the meaning of tattooing in late-industrial society). COMPAS blogs, Twitter, Facebook, and podcasts receive a strong following (the blog has had 14,000 unique visitors since July 2011, daily visitors rising from 25 in 2011 to over 200 for popular posts in 2013; 2,343 followers on Twitter, 2,708 fans on Facebook). The multi-media Migration Observatory (CS5) has had 265,000 visitors since 2011.

The on-line house journal, *JASO*, can publish multi-media submissions, broadening the publishing outlets available to staff. When necessary staff can call upon the University Press and Information Office to compile press packs; the University's Media Production Unit is also available for the production of broadcast quality video when required.

ICEA's and InSIS's research has featured in a wide range of popular science magazines, radio broadcasts (including the BBC's World Service and Radio 4), and the UK broadsheets. *Walker* and *Zeitlyn* both have dedicated websites that make sources available (SwahiliWeb and mambila.info). Unique web visits to the PRM's online resources for 2012-13 were up 35.2% compared to the previous year to just over 1 million.

c. Strategy and plans

The School's strategy is to support impact (a) administratively; (b) financially (where necessary); and (c) by encouraging individuals to belong to more than one unit (cf. REF5 p. 6) so that best practice spreads throughout the School from those units where impact is pursued most creatively.

As noted, the School employs two press officers who are tasked with assisting researchers to achieve a media presence. Within COMPAS there are regular meetings with researchers using a media grid that is refreshed quarterly to enable forward planning. Throughout the School postdocs and ECRs are encouraged to develop a set of personal goals for media engagement with their work. COMPAS plans to experiment with breakfast meetings in Brussels on the Westminster briefings model. In terms of financial support, the School will monitor its budget for impact-related activities and increase it if there is a clear need for more resources. At the same time, researchers will be assisted in making full use of University resources earmarked for impact.

Public engagement and collaborative research: National and international collaborations that will facilitate impact are actively pursued. An MOU has been signed to allow for joint working between COMPAS and the Migration Policy Institute in Washington DC; in another collaboration with the World Bank and UN Habitat, joint research will be carried out on migration in the global south. The Future of Cities programme is planning work with the BIS Cities programme (*Rayner*),

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the World Bank (*Keith*), and the Urban Land Institute (*Keith*). In order to build opportunities for impact, and in line with the impact strategy of his ESRC large grant, *Whitehouse* organized a workshop in September 2013 to design a collaborative grant application with academics from other institutions, and policymakers from Parliament and the White House, to develop new approaches to conflict prevention and resolution based on his theories of radicalization, identity fusion, and negotiation strategy. InSIS will continue its engagement with the Government Office of Science and Royal Academy of Engineering. *Porter* is in conversation with the Centre for Pathogenic Research in Cambridge and the Howard Ricketts Laboratory in Chicago about future research on biosecurity. *Gellner's* ESRC project (starting December 2013) on Dalits and educational disadvantage in Nepal has local, NGO, and government user engagement built in from the outset.

Reaching out to the general public: The School supports and encourages further international outreach. Planned activities include international stakeholder workshops in Brazil, India, Kenya and China (2015, InSIS Geoengineering Governance Project) and (following a successful pilot in Bangkok in 2013) short courses in SE Asia and Turin with international agencies on migration (COMPAS). *Daniels* is planning further work building on lessons of the exhibition described in CS3. Staff linked to the PRM routinely blog, lecture, and arrange public presentations around research.

Feeding back to research subjects: *Zeitlyn* has one KE project under way and another in the pipeline. *Banks* is investigating KE as a basis for collaborative research with academic and practising forensic scientists. *Peers* is planning further collaborative research with Haida Gwaii carvers via a KE Fellowship grant; the monograph on the Blackfoot project (CS1) will be used for teaching and will involve further development of the project website.

Use of media: The School has a general Twitter feed to relay news. The School Web Committee is charged with keeping abreast of relevant social media developments. The Web Committee also oversees the ongoing podcasting initiative: lectures and seminars are recorded by members of the student Anthropology Society and edited and put online by the School's Public Relations Officer. The podcasting strategy includes active commissioning of content and future plans include a move into short videocasts: a Vimeo account has already been created, with separate channels for each centre and institute. COMPAS plans substantial development of the Migration Observatory (CS5).

d. Relationship to case studies

ID	Title (shortened form)	Public engage-ment	Collabor-ative research	Out-reach	Sharing with subjects	New use of media
01	Learning from the Ancestors... Blackfoot Shirts Project	X	X	X	X	X
02	Supporting the People of Sudan's Blue Nile...	X	X	X	X	X
03	Challenging...Stereotypes about Japanese Everyday Life	X		X		X
04	...Climate Geoengineering [&] the Oxford Principles	X	X		X	
05	Transforming...Data in the UK Migration Policy Debate	X		X		X
06	Influencing Policy ...on Integration and Diversity	X	X			
07	...Trafficking and the Demand for...(Migrant) Labour	X	X			

In different ways all the case studies exemplify engagement in public forums (CS2 and 4-7 in government, UN, and NGOs; CS1 and 3 in museum spaces). CS1 demonstrates the School's commitment to working with source communities. CS1-3 all exemplify the commitment to reach the general public and to generate new knowledge in the process. C5 is based on attempt to reach out both to opinion-formers and to the general public. CS1 is about creating new anthropological knowledge in partnership with the research subjects; CS2 is partly about feeding research on the Blue Nile region back to diaspora subjects who feel empowered as a result. CS4, which describes how academic research is fed back to the geoengineering and policy communities, also represents a kind of feedback to research subjects. CS1-3 and 5 are notable for their innovative use of different media (creative use of websites and material objects) to convey research results with maximum impact.