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| <p>Institution: University of Manchester</p> |
| <p>Unit of Assessment: 24a (Anthropology)</p> |
| <p>a. Context</p> <p>Anthropology at Manchester is one of the oldest departments in the UK (est. 1949). The unit continues the renowned scholarship of our precursors in the “Manchester School” by focusing on emerging social forms and globally interconnected processes of change. Our core research areas are: critical political and moral economy; states, borders and mobilities; visual and sensory anthropology; the anthropology of science and technology.</p> <p>The main non-academic beneficiaries of and audiences for our research, in the UK and overseas, are: a) social movement organisations, identity-based groups, local communities; b) other NGOs; c) government organisations.</p> <p>Our research impacts on these audiences via: a) the provision of expert advice and knowledge, delivered through contracted consultancy and expert reports, invited briefings and presentations, and training courses; b) interviews, articles and dissemination in media and non-academic outlets, and the organisation of outreach events.</p> |
| <p>b. Approach to impact</p> <p>The relationships and knowledge developed during ethnographic fieldwork are fundamental to impact secured from our research. Close engagement with people in field contexts, acting as an intermediary between different regimes of knowledge and value, makes the experience of our staff valuable to the audiences outlined above. Our expertise is sought because of its proven quality in relation to understanding and being sensitive to cultural diversity, informing policy-making with “on the ground,” bottom-up perspectives, and seeking out alternative approaches that are marginalised by policy-making orthodoxies.</p> <p><u>Facilitating fieldwork and enabling impact activities</u> are key mechanisms and our staffing policies reflect this. Staff on RCUK and similar fellowships (Irving, Reeves, Obeid, Evans) have been able to carry out extensive fieldwork during their fellowships, which has been vital to the impact of their research (see examples below). Our policy is to attract these post-doctoral fellowship positions. All permanent members of teaching staff benefit from sabbatical leave once every seven semesters, to enable fieldwork; the timing of sabbatical leave is made flexible to allow funded research leave to be combined into longer periods. Teaching and administration duties are, where possible, tailored to maximize fieldwork time. Impact activities are included in annual Performance and Development Review. University promotions criteria explicitly include Knowledge Exchange and Impact as one of four areas of evaluation.</p> <p><u>We use our strength in audio-visual anthropology</u> to make an impact with our research. The Granada Centre for Visual Anthropology develops audio-visual expertise and provides training in visual methods for members of staff and postgraduates (supported by a dedicated technician, high-quality equipment, and film library). Irving’s research on HIV/AIDS sufferers in Uganda has fed into HIV sensitisation workshops organised by NACWOLA (National Community of Women Living with HIV/AIDS), which use films made by Irving. One public health rural sensitisation workshop involved 20 performers, a NACWOLA film crew and an audience of over 160 people. Hospice Africa commissioned a film from Irving on the use of morphine as pain relief for terminally-ill patients, to be used to educate health professionals, government officials and the public. Sound-recording techniques underpin Cox’s impact on issues around aircraft noise in Japan (case study), which also used the University’s Whitworth Art Gallery to reach a wide public.</p> <p><u>We shape the next generation of researchers</u>, leading our doctoral students by example and encouraging them to engage outside the academic sphere. For example, Fumanti, now a lecturer at St Andrews, has published with the Middlesex University Social Policy Research Centre and provides expert advice to a Refugee Legal Aid group; he also uses ethnographic film in his work. Others work directly in the non-academic sector (e.g. Fletcher in Trafford Healthcare NHS Trust; McArthur in a consultancy firm). The University Alumni fund “Research Impact Scholarships” (two of which our unit has received, 2008-13; one on female prisoners in Peru and the other on urban regeneration in Manchester).</p> <p><u>We develop strong relations with and provide expert advice to government organisations, local communities and NGOs.</u> In 2008-2013, unit staff played some 50 advisory roles for non-academic bodies. For example:</p> <ul style="list-style-type: none"> • Reeves’s expertise on Central Asia resulted in her being invited to present at Chatham House, |

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BBC Monitoring, and the FCO, including briefing the incoming UK ambassador to Uzbekistan on migration to Russia and its social impacts (2010). In Kyrgyzstan in 2009-10, she provided briefings on border conflicts for the Political Officer of the Organization for Security and Co-operation in Europe (OSCE) and the director of the International Committee of the Red Cross field office. In 2010 she participated in the OSCE High Commissioner for National Minorities' expert briefing in the Hague and was presented on several occasions to the Consultative Committee of the Moscow Government on documentary irregularity for migrant workers.

- As a result of her research on the London Olympics (2007-12), Evans presented to an All Party Parliamentary Group on Urban Sporting Regeneration, and had briefings with Tessa Jowell and other London Olympics stakeholders. In June 2013, she participated in a House of Commons meeting on "The Marginalised White Working Class."
- UN-ESCWA asked Obeid to write a paper, based on her research, for a high-level 2013 conference of state officials and NGOs on global 2015 Sustainable Development Goals.
- **Harvey** wrote one of the driver review papers commissioned by the Government Office for Science for their Foresight report on "The Future of Identity" (2013).
- **Knox** worked with Manchester City Council (2013) researching a method of carbon management called 'Total Carbon Footprinting'.
- **Edwards'** research on new reproductive technologies led to an invitation to give evidence to the Nuffield Council of Bioethics Working Party on "Human Bodies: donation for medicine and research" (2010) and was a member of the Working Party on "Donor Conception: ethical aspects of information disclosure" (2012).
- Save The Children say that their interest in issues of sexuality, inspired by **Simpson's** work on HIV/AIDS and masculinities, led to a 2012 USD5m grant from the Swedish International Development Cooperation Agency for a Pan-African Comprehensive Sexuality Education programme. (STC commissioned reports from Simpson in 2001-2 to inform and train their personnel in Southern Africa.) In the UK, the North West HIV Alliance, aware of Simpson's book *Boys to Men*, asked him (2012) to advise them on dealing with African patients.
- **Simpson's** STC-commissioned work on "process drama", based on his research, was first used in 2002 by the Zambian Ministry of Education in training "life skills" teachers. These training programmes have been on-going during the REF impact period.
- **Jansen's** research was the basis for delivering an 8-day training course in the 2009 Second Post-Yugoslav Regional Peace Academy in Sarajevo, working with some 20 activists from 'peace-making' NGOs in the post-Yugoslav states. He has acted as consultant for the Peace Academy Foundation. He has been active in NGO networks in Serbia, Croatia and BiH, initially as a volunteer activist, nowadays through participation in workshops, writing in NGO publications and advising on NGO projects.
- During his Leverhulme-funded research in Brazil (2010-13), **Gledhill** did capacity-building work with a community NGO in Salvador, orientated to constructing community diagnostics.
- **Wade's** research on race in Latin America led to his acting as an expert witness for the Football Association in a 2011 case of racism by a Latin American player.

We disseminate our research in media and non-academic outlets and organise outreach events.

To present their research to non-academic audiences, during the REF period, unit staff have given over 20 presentations, organised over 40 events, including public lectures, workshops and exhibitions and actively engaged with the media by contributing over 15 items to, and appearing in over 75 items in media outlets.

- **Reeves** has given over 40 media interviews on her research in Kyrgyz and Russian, including for the BBC Kyrgyz and Uzbek services, Voice of America, Radio Free Europe, Danish Radio, ABC (Australia) and Al Jazeera's The Stream. She has written for web outlets such as Open Democracy and the LSE's British Politics and Policy Blog.
- **Irving's** film project "New York Stories" about the interior mental lives of citizens was written up by the *Scientific American* blog and *Voice of America* (April 2013), with links to Irving's videos, which were viewed by more than 400,000 people.
- On behalf of the Olympic Park Legacy Company, in 2009 Evans organised four public lectures on London's Olympic legacy that attracted a total of 1000 delegates and were covered by BBC Radio 4.

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- Obeid organised a series of public lectures and events on the Middle East in 2008-9 in venues such as Manchester's Central Library and London's Polish Culture Centre.
- We showcase our research to the general public via the unit's website. Our School employs a dedicated web technician, allowing rapid updating. Other internet pathways to impact include Facebook pages and a GCVA Twitter feed.

Our unit actively develops widening participation (WP) in anthropology in higher education and supports the teaching of Anthropology in secondary education. We visit local schools and run a Social Anthropology Discover Day (annually since 2009, with audiences of c. 100 people). In 2012, Evans and **Reeves** delivered the first Pre-University Classes in Social Anthropology, which bring local sixth-formers into the university weekly for eight weeks. These activities showcase our research, communicated in accessible ways. We have produced a booklet, featuring the work of Manchester anthropologists, as a resource for the WP work and to support the teaching of the Anthropology A-level and promote anthropology to a wide audience. Negotiations are on-going with Manchester University Press to expand this into a reader. This work is factored into staff workload allocation, indicating the importance we attach to it. We hired a "WP Fellow" from our PhDs, who supported the process and developed her own skills in reaching a wide audience.

c. Strategy and plans

Supported by the University 2020 Research Strategy, which prioritises impact without comprising research excellence, we aim to be recognised for the contribution our research makes to strengthening the core values of anthropology, such as social justice and equality, and the appreciation of cultural complexity. We plan the following to strengthen our strategy to maximise the potential impact of our research:

1. Recruit a pool of discipline-specific research-user peer reviewers of all grant bids, to give feedback on impact plans. Three Faculty Impact Support Officers will facilitate this.
2. Develop individual impact plans for staff; record their impact activities and monitor our overall level of impact (adding depth to the data collated by the University's regular audit).
3. Target University schemes (e.g. Strategic Investment Reserve Fund; ESRC Impact Acceleration Award [£500k]) that specifically fund activities to promote impact.
4. Include impact potential more explicitly in hiring strategies; incentivize staff by highlighting renewed emphasis on knowledge-transfer promotions criterion in the University 2020 Research Strategy.)
5. Use Discipline Area (DA) resources to support impact-related activities on a long-term basis, e.g. supporting impact showcase events, to which relevant users will be invited; and supporting staff attendance at impact-related events.
6. Create a prize for PGR non-academic engagement at DA, School and/or NWDTTC level.
7. Expand widening participation activities to promote the impact of our research.
8. Expand the use of internet resources (website, Facebook, etc.) to showcase our research to a wide audience and highlight how our research achieves impact.

d. Relationship to case studies

Our case studies demonstrate the importance of fieldwork and the relationships that ensue from it in creating the conditions for effective impact. Integrating fieldwork into an on-going academic career - whether early career (Obeid), mid-career (**Cox**) or senior (**M. Green**) - is at the heart of our approach to impact. **Cox's** case study underlines the importance of audio-visual approaches in Manchester anthropology for making an impact with research. He also benefited from Faculty support for impact, which funded impact-related visits to Japan. Each case-study is embedded in the wider impact-related activities of the researcher: Obeid's role as a fellow in the Centre for the Advanced Study of the Arab World included public dissemination; **Cox** has long been interested in art as a means to convey anthropological ideas; **Green** has long-standing engagements with non-academic development agencies (e.g. DfID). The cases also reflect broader impact-related activities in the department: disseminating knowledge about particular regions (e.g. Latin America, the Pacific); crossing boundaries between art and social science (especially in the use of film); intervening in development practices (whether in Mexico or Eastern Europe).