

**Institution: University of East Anglia**

**Unit of Assessment: 24 Anthropology and Development Studies**

**a. Overview**

When the University of East Anglia (UEA) set up the School of International Development (DEV), in 1967, it brought together academics from different disciplines to help tackle, through their research, teaching and their own professional practice, some of the world's most intractable problems. In 2010, the School and its pioneering charitable company, International Development UEA (DEVCo), were awarded a Queen's Anniversary Prize, the most prestigious university award in the UK, reserved for outstanding work at a world-class level. The Prize was given in explicit recognition of long-standing programmes of ground-breaking research, sustained over more than 40 years, that have had a profound influence on how people think about and respond to problems of land degradation, climate change and the livelihoods of the poor.

The School strongly encourages communication across disciplines, and the active sharing of ideas, plans and proposals. The RAE 2008 deemed 60% of our research environment to be world-leading and 40% to be internationally excellent. Encouraged by this peer recognition of something we value highly, we have sought to strengthen our research environment further during the REF period through mentoring, appraising, clear and stringent promotion criteria, a healthy amount of University and externally funded time cleared for research through a transparent workload allocation formula, and a huge amount of social capital: a dense internal network of strong, reciprocal bonds between staff that facilitates the reading of each other's papers and grant applications, advice, collaboration, and access to external networks of research users and partners.

We also promote research excellence through targeted support (new staff as well as funds) to thematic clusters. Our social and political scientists, natural resource scientists and development economists work in three broad research areas. One is **Social Development**, with groups working on the themes of Gender and Identity, Life Course and Wellbeing, and Critical Perspectives on Social Protection. Another is **Environment and Development**, in which Climate Change and Development (Ecosystem Services), Global Environmental Justice, and Water Security are the main organising themes. In the research area of **Development Economics**, research is clustered around the themes of Behavioural Development Economics, Globalisation, and Growth, Poverty and Inequality.

Each of the research areas and themes mentioned, even those with a disciplinary focus, have members from several disciplines. Solitary research is not discouraged, but in practice everybody belongs to 1-3 thematic clusters, which consequently each consist of 5-10 research members of staff. All groups are a natural home for PhD students, jointly held grants and joint publications.

**b. Research strategy**

*Achievement of strategic aims for research during the assessment period*

We described the main aims for the assessment period in our RAE 2008 submission: to strategically recruit excellent researchers and retain our top researchers, to support emerging clusters of research excellence, and to maintain our high levels of research income. These aims were achieved, as follows.

Strategic recruitment: The School's identity is expressed in a finely balanced mixture of three components, which we seek to maintain through careful strategic recruitment:

1. The right number of people in clusters of research excellence, several of which have developed in tandem with areas of excellence elsewhere in UEA. Examples are the UEA Centre for Water Security, housed in the School, the Climate Change and Development group, with strong links with the UEA's Tyndall Climate Change Centre, and the Behavioural Development Economics group, which is part of the UEA's Centre for Behavioural and Experimental Social Science (CBESS). These groups benefited from strategic recruitment during the assessment period.
2. Disciplinary strength in the natural resources sciences, social anthropology, political science and development economics. Because we are uniquely strong in all these fields *and* because of our interdisciplinary ethos, we are particularly well-equipped to undertake

innovative interdisciplinary research. An example is the anthropologist Jackson teaming up with experimental economists Kebede and Verschoor for a new interdisciplinary approach to understanding intra-household inequality as well as a cross-disciplinary critique of the experimental method (see in this submission papers in *World Development*, *Feminist Economics*, and *Development and Change*). We have ensured through our recruitment strategy that our distinct balance of disciplinary strengths has been maintained.

3. Researchers committed to excellence. New researchers hired during the period all had a track record of research excellence or clear potential for achieving this. Vacancies were only filled when such high-calibre candidates were available.

Section c (below) contains the details on how our strategic recruitment objectives were met.

Retention: During the assessment period, our retention rate has been high by historical standards: only four people left us. We achieved this through:

- Revised promotion criteria as clear, fair and transparent as possible
- Critical mass in research clusters, which fostered a sense of belonging
- Flexible contracts and flexibility in our time-allocation system, to accommodate a wide variety of individual circumstances

This is further described in Section c (below).

Support for emerging clusters of research strength: We judge the viability of emerging research strengths in terms of the concentration of expertise at the School compared to rival institutions, the potential for blue-chip funding and world leading publications, and the existence of complementary strengths in the broader UEA environment. We ensure that key research strengths reach critical mass in terms of research capacity: typically 5-10 ATRs (academic teaching and research members of staff), 4-8 PhD students, a post-doc and any number (usually at least 20) of external collaborators. We strategically recruit into these areas, as illustrated above, and also provide financial, logistical and administrative support for pilot studies, grant applications and workshops and conferences. Some examples:

- The **UEA Water Security Centre** was established during the period and gained prominence ahead of rivals. A major forthcoming book (edited by Lankford, Zeitoun and Conway) will cement this reputation, as well as other high-profile publications: in this submission, papers by Zeitoun in *Global Policy*, and *International Environmental Agreements* and Lankford in *International Water* provide examples.
- The **behavioural development economists** at the School have attracted grants of £1.7 million since 2008 (95% from ESRC) and during the assessment period published in top economics and development studies journals: *World Development*, *Economic Journal*, *World Bank Economic Review*, *Journal of Development Economics*, *Experimental Economics*, *Journal of Economic Behavior and Organization*, among others. This was triggered by the funding of a pilot study when this research area was nascent in the School.

Research income: We maintained in real terms during the assessment period our already high levels of income obtained through externally funded research, which totalled £8.7 million, or £1.7 million per annum. Section d (below) describes how we achieved this.

#### *New directions and developments*

The School has a new strategy document in place for the period 2014-2020. Its main features are:

Encourage the formation of clusters of research excellence: The School's management committee, advised by two Research Directors, judges these in terms of compatibility with the wider UEA environment, international competitive advantage, and track record and potential for blue-chip funding and world leading publications. The School is already well placed in the areas highlighted above and we expect these to grow: Climate Change and Development, Water Security, and Behavioural Development Economics. In the coming two years, it aims to enhance its profile in two more areas:

- The **Gender and Identity** group has an excellent track record in terms of individual world leading publications and research council funding and will, in an increasingly concentrated public funding environment, benefit from its strengthening collective identity for securing large grants for research programmes. A recent special section in *Journal of Development Studies* (2012, issue 1) carrying a paper each by Rao, Seeley, Harris, Jackson and Locke

- marks the beginning of a journey towards such an identity.
- The **Global Environmental Justice** group has likewise invested in a collective identity through special issues of *The Geographical Journal* (2013), *Ecology* (2013), *Geoforum* (forthcoming) and an Earthscan book edited by Sikor. We expect it to become a central node in a global network of research on (in)justice in different areas of contemporary environmental management, with clear potential of becoming an externally funded (£5-6 million) research centre in the coming years. A £780,000 ESRC grant for the period 2013-2016 for research on Conservation, Markets and Justice (PI Martin, Co-Is Kebede and Sikor) indicates the potential for growth of this group.

Although the School in no way discourages solitary research, it recognises the School-wide benefits of clusters of research excellence for attracting large grants and externally funded centres, PhD students and post-docs. It will therefore free time for selected individuals for developing these. The Research Directors will identify champions of group-based initiatives, evaluate the appropriateness of these individuals being relieved of some of their teaching and administrative tasks when (for example) a large grant application benefits others in the School, and propose that this happens to the School's management committee.

Diversify income sources: We aim to invest in new income streams, for securing funding for the research staff and research time necessary for the plans outlined above. The most prominent of these is the European Union as a source of research funding. On average during the assessment period, about 50%, or about £0.9 million/year of our external research income, would derive from UK Research Councils, and the remainder from charitable foundations and the major governmental and supra-governmental international development organisations. The Innovation Union, the EU's new research programme implemented through Horizon 2020, has a €80 billion budget for the period 2014-2020, €32 billion of which is reserved for research on topics that are often very close to the School's interests and expertise, such as coping with the consequences of climate change (the Climate Change and Development group) and of ageing populations (the Life Course and Wellbeing group).

**c. People, including:**

**i. Staffing strategy and staff development**

*Staffing strategy*

The School's staffing strategy is an integral part of its overall research strategy. Its first recruitment objective over the REF period (and beyond) has been to attract world class researchers to the selected groups in which the School aims to build or sustain critical mass as a world leader, supported by strengths in the wider UEA environment. New appointments here are:

- Climate Change and Development (Schroeder, Goulden and Allison), with the School cluster linking to wider UEA and Tyndall Climate Change centre staff groupings: Goulden's appointment is joint with Tyndall and she is submitted in UoA 7 (Earth Systems and Environmental Sciences).
- The UEA Water Security Research Centre (Budds, Goulden and Zeitoun)
- Behavioural Development Economics (D'Exelle, Esposito), part of a wider UEA network of behavioural social scientists (the Centre for Behavioural and Experimental Social Science).

The School's second recruitment objective is through a balanced recruitment of outstanding individual researchers to enhance the strengths of each of its main disciplinary strands, since it is the combination of natural, social, political and economics sciences that defines its distinct research identity. The combined expertise from a range of sciences provides outstanding opportunities for disciplinary, multidisciplinary and interdisciplinary research in each of the School's research groups, which we boost through our recruitment strategy. The new appointments along disciplinary lines are as follows:

- Five natural scientists (Allison (re-appointed), Budds, Goulden, Schroeder, Zeitoun), to people the clusters of research excellence already mentioned, as well as the emerging area of Global Environmental Justice.
- Six social and political scientists (Aikman, Camfield, Gilberthorpe, Guichaoua, Jones, Pattenden), primarily for individual research excellence so long as a fit existed with our existing social and political development research interests.

- Three economists (D'Exelle, Esposito, Duvendack), two for the strategic growth reason mentioned. All three are early career researchers whom we deem to have great potential.

The School has continued to grow since the start of the REF period, from 29 research staff (28.1 fte) to 36 (32.2 fte). Four staff have left the School (Kantor and Pereira in 2008, Newell in 2011, Brown in 2012) and three staff retired (Ellis, Palmer-Jones, Stocking) but two remain on 0.2 fte contracts. The number of part-time contracts has increased (see below). Nine of the 14 newly recruited research staff are early career researchers: high-calibre individuals who we expect to be the next generation of leaders in our School.

*Staff development, with special focus on support to early career researchers*

The School has continued to prioritise the fostering of a collegial research environment which enables staff to communicate across disciplines and stimulates innovative research. A policy of comprehensive research support, together with the trust and collegiality imbued within the School's research environment, enables all staff and especially early career researchers to forge a research career trajectory with the help of a range of academic and other colleagues.

The School has well embedded frameworks and procedures to support staff research plans, activities, outputs and dissemination, and so support career development. The following are the key frameworks and procedures in place:

- School staff can access dedicated research support from **International Development UEA** (previously called the Overseas Development Group), for research proposal writing and review, budgeting and research project logistics and administration.
- The School's **workload model** has a research time allocation integral within it to ensure all staff have time for HE-funded research (40% of their university-funded time is automatically allocated to research). External research funding is then entered into this workload model to 'buy out' additional time for research, which ensures that success with research funding bids translates in its entirety into *extra* research time.
- Many staff are able to pursue all or most of their **teaching in one semester**, freeing up time for research in the other semester and the summer period. This also offers staff the flexibility to undertake visiting academic positions at other universities for periods up to 6 months, for example Rao to Pondicherry, India (2012) and Conway to Australia (2011).
- **Entitlement to a Study Leave** for all staff, as long as their study leave plan is clear and achievable. A clear formula in the workload model calculates each person's accumulation of eligibility for study leave, which on average results in staff earning a 6 month period of study leave every 4-5 years.
- Individuals receive annual review, feedback and encouragement on their research achievements and plans through the **personal research plan** that they submit once a year and the annual **appraisal** with a senior member of staff.
- Transparent **promotions procedures and criteria** have been developed for research activity attainment, helping guide staff in their plans for career development. The promotion thresholds relate to a variety of criteria such as quality of publications, quantity of publications, research funding, research impact, PhD students; and evidence of research leadership, management and administration.
- The School provides financial resources for research activity: an **Academic Allowance** (£1000 per year) for each individual; and a **Research Group Fund** (varying from £1000 - £5000 per group per year, depending on group plans).
- The School strongly supports and offers flexibility for staff to take up secondment opportunities with high profile international development agencies, e.g. Seeley to the Medical Research Council in Uganda (2008-13), Conway to the Department for International Development (2009-11) and Lloyd-Sherlock to the World Health Organisation (2010-11), since these help build the School's profile and influence beyond academia, and inform its staff's research agenda.

The School provides the following *additional* measures of support for early career researchers:

- The workload model gives new lecturers a **40% remission from teaching loads** in their first year, and 20% remission in the following two years, to provide space to forge a research trajectory at an early stage.
- The School has a **mentoring system**, whereby new staff are linked with a more

experienced and trusted colleague as a mentor to whom they can go for advice, guidance and feedback, for example on research plans, draft proposals and papers. Mentors also ensure that early career staff are introduced to research groups to foster belonging and intellectual support.

- Clear **confirmation of post criteria** relating to research attainment have been developed by the School for early career staff on probation, to ensure transparency and confidence in career development procedures.
- In addition to the Academic Allowance and Research Group Funds, the School provides small grants to early career researchers on a competitive basis to seed fund pieces of research and fieldwork.

Evidence of the School's success in mentoring and developing the research careers of nine early career academics in the REF period are: confirmation of post to all of these appointments within the normal period; and promotion of three from Lecturer to Senior Lecturer since their arrival after 1<sup>st</sup> January 2008. The retention rate among early career researchers during the assessment period has been 100%.

The School takes pride in its commitment and measures to promote **equality of opportunity and diversity**, and adopts a pro-rata basis for research performance criteria and entitlement to study leave for part-time staff. It recognises that an academic career is highly demanding and fully supports staff moving from full-time to part-time contracts to facilitate effective work and family life balances related to child care, child ill-health, or a partner's move abroad. At the moment, there is a slight preponderance of male research staff (19.6 fte for 12.6 fte female), but there is no gender bias in seniority profile: 24% of fte female research staff Chair (28% of male), 48% of fte female research staff Senior Lecturer (42% of male).

To support the implementation of the Concordat to Support the Career Development of Researchers, the University has established a Research Staff Working Group, chaired by the Pro Vice Chancellor (Research), to steer the University's strategy for career development and monitor implementation of activities. Faculty representation (including a member of DEV) ensures communication of the strategy across UEA, and a network of research staff coordinators (including one in DEVCo) facilitates implementation within Schools.

The School has been a leader at UEA in promoting research ethics frameworks and procedures, establishing the University of East Anglia International Research Ethics Committee in 2001. The committee is chaired by Seeley and consists of eight School staff, four from other Schools and one external member. All research and consultancy activities of staff and students (PhD research, UG and PG dissertations, student work placements) undergo rigorous ethical clearance procedures.

## ii. Research students

Working closely with faculty, our PhD students are firmly embedded in our research environment, enriching it as much as being enriched by it. The number of PhD students enrolled at any particular moment ranged from 80 to 100 over the return period, and we awarded on average 13 Doctorates/year, which is up from 10/year (RAE 2008). The current cohort of 90 students originates from 35 countries, 60% outside Europe. Research Council awards make up 20% of PhD funding sources, charitable/international scholarships 55%, and UEA scholarships 25%. About 40% of the Research Council awards were joint ESRC-NERC, which illustrates that much of the research of our PhD students is interdisciplinary. Indeed, over a third of PhD students are jointly supervised by research staff from two different disciplines.

The School provides high-quality doctoral training. Our Research Skills Workshops form a year-long research training module that is intensive, flexible and advanced. The convenors of these workshops coordinate their efforts with individual students' supervisors and offer focused and bespoke training sessions in the areas of proposal development, theoretical and methodological design, fieldwork and working with data. The School provides these sessions to students across the Social Sciences Faculty. When appropriate, students are directed to attend all or relevant parts of Masters courses such as Econometric Methods for Development and Advanced Qualitative Research and Analysis. The training programme follows very carefully the steps the PGR students will need to take to complete a successful thesis, identifies individual students' particular needs fast, and helps them to fulfil these.

## Environment template (REF5)

The School has started various annual events for PhD students from all over Europe: very popular PhD training workshops at UEA London and a PGR research conference that attracts hundreds of would-be presenters. Section e below contains the details.

Students are integrated into DEVCo work when appropriate and seven current Research Associates are ex-PhD students. PhD students and RAs frequently publish with faculty and two former PhD students are now members of faculty (Esposito and Duvendack).

### d. Income, infrastructure and facilities

Over the REF period, the School has been engaged in research, consultancy, policy advice and capacity building in 52 countries, working with and for an estimated 550 user organisations and partnership institutions. In any given year, there were 90 – 121 “live” projects, about 60% of which broadly classified as research. We organise all of that activity through International Development UEA. Presented to outsiders as DEV, so by the same name as the School, this charitable company is presided over by an academic member of staff (a rotating function) and employs a further six support staff organised into project development, finance and training teams. These manage the development and running of short courses, oversee our work with research associates and external consultants, support grant application and management, handle travel arrangements, and contribute to project development work (source opportunities, bring teams together, etc.).

External research income (£8.7 million) plus income from consultancy and training (£2.8 million) for the School totalled £11.5 million, or £2.3 million per annum, during the return period. Net of costs, this translates into an average annual externally funded 73 months of the time of research members of staff, 75 months of (mainly post-doctoral) research associates, and about 15 months of external consultants.

The flexibility of our workload model (see Section c) is such that individuals choose the mixture of research and policy advice/consultancy that suits them. At the same time, the lines between these activities are often blurred. Work funded by user organisations is often the basis for high-profile research publications, as illustrated in this submission by Serneels’ papers in *Journal of Development Economics* and *World Bank Economic Review* (World Bank funding), Verschoor’s paper in the *Economic Journal* (DFID funding) and Conway’s papers in *Nature Climate Change* and *Environmental Research Letters* (DEFRA ADMIT funding). These are publications in the top science and economics journals that attract a lot of attention because they are on topics that currently preoccupy the policy realm. Conway’s paper in *Environmental Research Letters* on green-house gas emissions from groundwater use for agriculture in China was downloaded 500 times in 13 days from the date of publication – only 3% of the journal’s papers are downloaded over 500 times in a year.

Through this REF period, slightly under half (47.5%) of external funding came from user organisations such as the ones mentioned, and the remainder from Research Councils, the latter amounting to £9.3 million in some 25 separate awards. The characteristics of these research council awards demonstrate the claims made above about the nature of our research environment:

- *Breadth of interdisciplinarity.* Awards were made by six different councils (ESRC, NERC, MRC, BBSRC, EPSRC and AHRC).
- *Depth of interdisciplinarity.* Over a third of the awards made are from schemes in which two councils (usually NERC and ESRC) have pooled funds. Even for single-council awards, teams are often interdisciplinary, such as the anthropologists/economists team (Rao, Jackson, Kebede, Verschoor) that won the £577,000 ESRC grant for research on intra-household allocation in India and sub-Saharan Africa.
- *Ample space for individuals specialising in a well-defined theme.* During this period Jenkins had three separate ESRC grants on the impact of China’s expansion on manufacturing in other developing countries, and Lloyd-Sherlock also had three separate ESRC grants, on aspects of ageing and wellbeing in low and middle-income countries (see in this submission Jenkins’ papers in *China Quarterly* and *Journal of Latin American Studies* and Lloyd-Sherlock’s paper in *Development and Change*).

In the coming five years, we expect to subtly alter our research income-generating strategies, as follows. We will seek to maintain the richness and variety of our income sources, which we see as sensible diversification for reasons of risk management. At the same time, recognising the

concentration in UK public funding for research, we will invest in clusters of research excellence, as well as increasingly target EU funding, along the lines suggested above.

#### *Infrastructure and facilities*

The School benefits fully from the world class infrastructure and facilities of a modern, well-resourced and well-run University: a suite of high performance computing (HPC) facilities for research; a library that holds a collection of over 800,000 items and subscribes to over 7000 journals, including core development studies and interdisciplinary collections built up over 42 years and a dedicated Development Studies Librarian; a private office for each full-time research member of staff and ample desk space and personal computers for all research associates and PGR students; a Research Executive, chaired by the Pro Vice Chancellor (Research), which oversees and supports the Faculty of Social Sciences Research Executive of which the School's two Research Directors are members. Our in-house DEVCo research administration is harmoniously integrated into the University research administration and has been commended by DFID for exemplary research management.

#### **e. Collaboration or contribution to the discipline or research base**

During this REF period, we received numerous recognitions of the outstanding academic impact of the School's research:

- For our long-standing programmes of ground-breaking research on poverty alleviation and environmental conservation in developing countries, we received at a ceremony in Buckingham Palace in February 2010 the Queen's Anniversary Prize. This is the UK's most prestigious university award given to those who can demonstrate truly excellent work at a world-class level.
- According to the authoritative CWTS Leiden Ranking 2013, based on citations for research publications, more researchers worldwide in the fields of Social Sciences and Humanities cite UEA work than that of any other university in the UK. In these fields, the UEA is best known for Creative Writing and International Development.
- Members of the School won prestigious prizes for their research outputs during the return period. Palmer-Jones won the Dudley Seers Prize for the best article of the year in *Journal of Development Studies* for the third time (he is also the only recipient who has won it more than once); Anderson was awarded the Sanjaya Lall prize for the best article of the year in *Oxford Development Studies*; our emeritus professor Blaikie was the winner of the Robert McC. Netting Award for Cultural and Political Ecology Specialty, Association of American Geographers; Zeitoun won the International Water Resources Association award for the best paper of the year for his article in *Water International*; and Jones won the Elliott P. Skinner prize by the American Anthropological Association for his monograph on the Ugandan state – a very rare achievement for a young scholar, and for a first book.

Such outstanding academic impact derives from top publications. Many of the articles published during the return period appeared in top disciplinary journals such as *Nature*, the *Economic Journal*, *Social Science and Medicine*, top regional studies journals such as *Journal of Latin American Studies* and *China Quarterly* and top development studies journals such as *World Development* and *Journal of Development Studies*. As well as prestigious, our research output is prolific. During the return period, faculty published 492 peer-reviewed journal articles, 96 other peer-reviewed research outputs, 33 books, 133 chapters in edited volumes, and 267 policy briefs and reports, or a total of 1,021 research outputs. On average (per fte) each ATR (i.e. research) member of staff published 15 peer-reviewed journal articles and one book.

#### *Interdisciplinary and collaborative research*

Each of the thematic research clusters introduced in the Overview, even those with a disciplinary focus, brings together members of several disciplines, which is the primary way in which we encourage interdisciplinary research. Economists and anthropologists work together on issues of intra-household allocation, literacy and gender and economic growth; natural and political scientists on issues of climate change and development, and global environmental justice; among many other examples. Of the 492 peer-reviewed journal articles published during the return period, 151, or 31% (43% of all co-authored articles), were co-authored by members of two or more disciplines.

76% of all our co-authored peer-reviewed publications during the return period were produced with

**Environment template (REF5)**

academics at partnership institutions outside the UEA, 61% of which outside the UK, mainly in developing countries. This amounts to 272 peer-reviewed publications involving international collaboration that reflect some 125 distinct partnerships. External relationships of the School comprise many longstanding links with universities, researchers, practitioners and alumni worldwide, supported through funding partnerships and other academic collaborations.

The peer-reviewed publications with international collaborators are one manifestation of (and would not have been possible without) a multi-faceted engagement with research partners and user organisations. In the review period, we have worked with an estimated 550 organisations in 52 countries. We hosted 19 Visiting Fellows with links to faculty, and hosted and trained 614 Visiting Professionals from 68 countries. We closely work with different sectors; 12 of our faculty are long-term advisers and trustees with organisations such as DFID, FAO, World Bank, WWF, UNESCO and UN Women. Two were fellows with DFID during the period for a number of years, and three were seconded to DFID, WHO and the Medical Research Council in Uganda. These networks inform and shape the research we do: always rooted in development practice.

*Services to academia*

During the assessment period, faculty fulfilled 46 editorial roles for academic journals, 16 as editors or co-editors in chief, including *Journal of Development Studies* (Palmer-Jones), *Global Environmental Change* (Conway), *Journal of Integrative Environmental Research* (Martin), *Compare* (Rao), *Journal of South Asian Development* (Seeley), and *European Journal of Development Research* (Camfield).

In the same period, 59 conferences and seminar series with external speakers were organised, or 1.8 per fte ATR faculty. We also counted 35 (about one per faculty) distinct contributions (not including membership) to the development of Development Studies through professional associations and learned societies, which are wide-ranging and include Development Studies Association (DSA) Council member (Jones), DSA convenor (Lloyd-Sherlock), Executive Council member of the British Association of South Asian studies (Rao), and Executive Committee member of the Environmental Studies Section of the International Studies Association (Schroeder).

A good recent example of an important contribution made by researchers in the School to research practice in Development Studies is the network on development research ethics, 'As well as the subject', organised by Camfield and Palmer-Jones. While good ethical guidelines that govern dealing with research participants are well-established, other ethical obligations arguably need more attention: to society, funders, development practitioners and policy makers, and peers. A panel at the 2011 DSA/EADI General Conference and a seminar series at UEA London in 2011/12 focused on implications for data production and analysis; presented papers are published in a special section of *Journal of Development Studies* (see Palmer-Jones's most recent JDS paper in this submission) and a special issue of *Progress in Development Studies*.

Finally, we have started sharing the School's distinct research expertise more widely in the form of annual training workshops for PhD students: full-day events held at UEA London. One of these yearly workshops is on Development Studies epistemologies, the other on field experiments in developing countries, a third on ethics in development research, and a fourth on global environmental justice. These are widely praised by participants for training that cannot be readily found elsewhere. We have also started an annual PhD students' conference on international development, together with two universities in Germany and the Netherlands. Both the training workshops and the conference attract excellent students from across Europe's universities and are hugely over-subscribed.