

## Environment template (REF5)

<b>Institution:</b> University of Oxford
<b>Unit of Assessment:</b> UOA24A – Anthropology
<b>a. Overview</b>

Over the past decade, Oxford’s School of Anthropology and Museum Ethnography (henceforth ‘the School’) has sought to grow and expand into new, and often interdisciplinary, areas of anthropology in order to address developing intellectual and pressing practical problems (such as Cognitive and Evolutionary Anthropology, which combines approaches from anthropology and psychology). The governance structures of the department have been revised since RAE 2008 to facilitate this strategy and permit a flexible response to opportunities as they arise (as exemplified by the recent incorporation of the Institute for Science, Innovation and Society [InSIS]).

As a result, the School has become a highly interdisciplinary department, providing a research base for like-minded economists, political scientists, demographers, and other social scientists, who wish to work with social anthropologists on areas of common concern. Interdisciplinary links are also pursued through cross-departmental collaboration within the University (Section e.). All research in the School remains firmly within the empirical ethnographic paradigm of anthropology, while being enriched by methodologies and perspectives from cognate disciplines.

In seeking to attain an optimum size for each of its research institutes and centres (shaped by the strategic recruitment of future research leaders (Aim 2, Section b.), the School has become one of the largest anthropology departments in the country. At the RAE 2014 census point, there are 26 permanent staff (including 9 professors) and 38 fixed-term teaching and research staff, a 50% increase since RAE 2008. Annual research income now stands at almost £3 million (based on a three year average), more than double the three-year average in 2008 (Section d.).

The School’s interdisciplinary research activity is managed through a number of centres or institutes. These provide a supportive environment for existing projects and nurture emergent ideas for future development. These are, in chronological order of creation: (i) the research activity of the Pitt Rivers Museum; (ii) the Institute of Social and Cultural Anthropology (ISCA); (iii) the Centre on Migration, Policy and Society (COMPAS); (iv) the Institute of Cognitive and Evolutionary Anthropology (ICEA); (v) the Institute for Science, Innovation and Society (InSIS).

ISCA and the research activity of the Pitt Rivers Museum form the historic core of the School and provide an intellectual and methodological hub for all other research activities; hence there are three joint posts shared between ISCA and the Museum (*Harris, Morton, Peers*). The other centres/institutes have been created within the past decade as offshoots from this core, and rest upon permanent posts and/or research activity that bridges these units (for example, *Xiang* as a joint post-holder in ISCA and COMPAS, *Lezaun* as a researcher in InSIS and teacher in ISCA). In order to facilitate cross-departmental collaboration, shared posts have also been created with other departments since RAE 2008 (for example, *Carrier* and *Pratten* in ISCA and African Studies)\*.

Finally, a number of research projects and programmes span several centres and institutes within the School helping to ensure further interdisciplinarity.

*\*Note: italicized names indicate those included in the REF2 submission; non-italicized, named individuals are included in REF2 submissions to other UoAs.*

## **b. Research Strategy**

The School is committed to a holistic view of anthropology. Until recently this meant building on the broad range of approaches in the department – social anthropology, material culture, museum ethnography, visual anthropology, medical anthropology, and biological anthropology – to establish a renewed holistic and collaborative approach to the subject. Real-world problems are, however, no respecters of conventional disciplinary boundaries. In order for our research to be part of the solution to these problems, it needs to work with other disciplines. This requires the School not only to expand into new areas, such as cognitive and evolutionary anthropology, migration studies,

## Environment template (REF5)

and science and technology studies, but also to work with others outside anthropology and to bring non-anthropologists into the School as collaborators.

As mentioned above, strategic encouragement of interdisciplinarity is managed through a number of centres or institutes, which house and support existing research projects and provide seedbeds for new emergent research ideas. Further interdisciplinarity and collaboration is also strongly promoted through research programmes that straddle these centres, such as the £1.5m 'Future of Cities' programme shared between InSIS (Director *Rayner*) and COMPAS (Director *Keith*).

As a consequence, the School has become one of the largest departments of anthropology in the country with 26 permanent staff (including 9 professors) and 38 fixed-term teaching and research staff at the time of RAE 2014, doubling the number of researchers, since RAE 2008. Annual HESA research income stands at £3.9 million for 2012/13, more than double the figure for 2008 (see Section d.).

**Strategy development:** The School Management Board (SMB) sets the School's overall strategy. Proposals for major research initiatives are brought to the SMB for scrutiny and approval; the SMB then coordinates five-yearly reviews with the Division of Social Sciences to ensure targeted resource planning to support these developments. The management committees of the School's research centres and institutes (ICEA, COMPAS, ISCA, and InSIS) are given free rein to decide on *tactics* and *practicalities* to implement their research goals. Through the SMB, the centres and institutes are encouraged to cooperate. For example, a recent research project on food governance has received funding from the Oxford Martin School (£170k), shared between ISCA's Unit for Biocultural Variation and Obesity (UBVO) and InSIS.

The School takes the lead in supporting established research areas where revitalization is required. For example, following two retirements in the Fertility and Reproduction group, in 2010 the School invested in a postdoctoral position (*Qureshi*) to reinvigorate a sub-unit within medical anthropology. The School also provides research support assistance to help researchers access competitive funding sources within Oxford to kick-start new projects. For example, the John Fell Fund (the University's internal research fund) has pump-primed a variety of small research projects (just over £180k p.a. within the School over the last three years). The Oxford Martin School, which funds interdisciplinary research into urgent 21st century problems, has made a major contribution to the School's research activity (more than £690k over the REF period, including £480k contribution to salaries).

Research quality monitoring is overseen at School level by the SMB and largely carried out at unit level, by means of appraisals, mentoring, and through regular reviews (for staff in their period of five-year probation).

The School's strategic approach to research has three interlinked aspects: embeddedness, responsiveness, and interdisciplinarity (details follow). Seven specific aims arising from this strategy are also discussed below.

**(i) interdisciplinarity:** With its commitment to holistic approaches to the discipline, the School aims not only to combine different forms of anthropology but to work whenever possible and appropriate across disciplines. Increasingly the School's centres and institutes employ permanent and fixed-contract staff who are not necessarily anthropologists by training, but who are committed to ethnographic and anthropological approaches to research. Expanding research possibilities allows access to novel funding streams (for example, the Migration Observatory receives funding from the Barrow Cadbury Trust and the Diana Princess of Wales Memorial Trust) and gives a competitive edge to bids to other funding sources (e.g. *Dzenovska's* Marie Curie funding);

**(ii) embeddedness:** All research within the School, including doctoral research, is embedded within the research activity of one (or more) of the centres and institutes. This ensures coherent and interconnected research with potential for cross-fertilization (e.g. the various projects within COMPAS);

**(iii) responsiveness:** The School's growth in recent years reflects a flexible response to changes in both the intellectual landscape and the funding landscape. Institutes and centres make recommendations to the SMB which allows the SMB to identify and respond strategically to new

## Environment template (REF5)

opportunities. For example, the School has established itself as a leader in the field of cognitive anthropology, so preparatory work is currently under way to establish a centre for the resolution of intractable conflict, based upon developments by *Whitehouse* and others in cognitive anthropology and in social psychology, drawing upon ethnographic and survey research in Libya, Syria, and elsewhere. The recruitment of the already-established Institute for Science, Innovation and Society (core funding from the Oxford Martin School) is another example of the School's responsiveness. The SMB identified the intellectual affinities of InSIS research with existing School research in medical anthropology and legalism (ISCA), urban studies (COMPAS), and material anthropology (Pitt Rivers Museum), and recognized the multiple synergies InSIS would bring to the School.

To respond to the funding landscape's unpredictability, the School's two Research Officers are vital in identifying funding streams and alerting staff to current funding calls on a weekly basis and, with the Finance officer, help researchers to prepare applications.

## Strategic Aims

The key strategic aims outlined in RAE2008 were:

- (1) to build up cross-disciplinary research centres and networks;
- (2) to recruit the best international researchers;
- (3) to encourage staff research activity through sabbaticals and external funding;
- (4) to provide a stimulating and supportive environment for research students.

Since 2008, the School has also developed three additional strategic aims:

- (5) to promote the School's traditional strength in social anthropology whilst also underpinning an expanded range of interdisciplinary research focused on real world problems;
- (6) to support and encourage horizontal research links between different parts of the School, so that it retains a coherent identity as a network of networks;
- (7) to encourage and support the impact and dissemination of the results of our work (REF3a).

### (1) Building up research centres

A major research strategy of the School is to develop and support its externally funded and cross-disciplinary research centres and groups. The centres play a key role in applying interdisciplinary approaches to urgent contemporary problems, led by anthropological methodologies (also Aim 5).

For example, a core objective of the School's RAE2008 strategy was to secure the second phase of COMPAS funding from the ESRC. This was successfully achieved in 2009, with an award of £5m. A second objective in 2008 was to ensure the sustainability of COMPAS by raising its public profile, diversifying financial support, and developing external research funding and graduate teaching. Over £6 million of matched funding has been raised in the second phase of research, including the 'Future of Cities' programme run jointly with InSIS, funded by the Centre for Studies in Property Valuation and Management Trust and the Oxford Martin School, of which *Goldin* is the Director. The programme's partners include the World Bank and the World Economic Forum. Members of COMPAS played a major role (*Van Hear* and *Keith* were co-applicants) in obtaining the £1.75m of Leverhulme Trust funding that established the Oxford Diasporas programme: four COMPAS researchers (*Walker*, *Van Hear*, *Gidley*, and *Keith*), run projects under the award, as do *Carrier* and *Neveu-Kringelbach* in ISCA.

Bottom-up research in COMPAS is encouraged through a Migration Studies doctoral pathway (in addition to the School's Anthropology pathway) with the University's ESRC Doctoral Training Centre (3 doctoral scholarships annually), and there are now 19 doctoral students supervised by COMPAS staff members. Under its second phase of ESRC funding, COMPAS has sought to enhance the quality of research outputs in refereed publications: six monographs, approximately 100 journal articles, and 100 book chapters have been completed over the REF census period. The Migration Observatory, established in 2010, was recognized nationally and commended as "excellent" in an *Observer* editorial (2.9.12) (details in Impact Case Study 24A-05).

Furthermore, the School has provided crucial support for new centres. At the time of RAE2008, ICEA had only just been established. The School has subsequently invested in two permanent

## Environment template (REF5)

posts in Cognitive Anthropology (*Cohen*) and Evolutionary Anthropology (*Fortunato*), helping to ensure the future of this form of anthropological research. Advice and support from the School and University were crucial in obtaining *Whitehouse's* ESRC large grant (£3.1m) 'Ritual, Community, and Conflict', which brings together an interdisciplinary and international team of anthropologists, psychologists, historians, archaeologists, and evolutionary theorists to understand ritual.

The School has also helped InSIS to develop its research strategy by providing administrative support and infrastructure. InSIS currently focuses on six research areas, all from an anthropological perspective: (1) the Future of Cities (*Rayner, Keith, Baptista*); (2) BioProperty: exchange and appropriation in the life sciences (*Lezaun, Porter, Montgomery*); (3) Climate Alternatives: exploring the political cultures of climate change including climate geo-engineering (*Rayner, Healey, Lezaun*) (see Impact Case Study 24A-04); (4) Neuromarketing: investigating the impacts of neurosciences on marketing and economics (*Woolgar*); (5) Resource Stewardship: the use of technical advice and information in water management (*Rayner, Haines*); and (6) Food Governance: emerging forms of consumer mobilization (*Lezaun, Ulijaszek*).

The School has also provided crucial logistical and financial support on a smaller scale to enable new research groups to be set up within these centres. For example, the strategy outlined in RAE2008 aimed to consolidate and strengthen research in two medical anthropology sub-units in ISCA: ArgO-EMR (the Anthropology Research Group at Oxford on Eastern Medicines and Religions), led by *Hsu*, and UBVO (the Unit for Biocultural Variation and Obesity), led by *Ulijaszek* assisted by *Potter*. A third unit, the Fertility and Reproduction Study Group (FRSG), which has a respected book series with Berghahn, provides a focus for the research interests of *Shaw, Clarke, Alvergne*, and others.

### (2) Recruiting the best international researchers (also see section (c.i.))

An excellent publication record, an active research plan, and evidence of research leadership are normative for all new university lecturer (UL) and professorial appointments. New posts have attracted applications from around the world, and over the REF period it has been possible to appoint 6 lecturers and 1 professor. There is a particular focus on encouraging applications from early career researchers (ECRs), so that the School can appoint future research leaders, both to permanent posts and to post-doctoral positions (see below). Following University policy, chairs of appointment committees receive training in relevant employment legislation and interview skills, and the School considers its recruitment policy to be both transparent and designed to identify the most outstanding research-active scholars. Together with the Oxford colleges, the School offers a package of financial and intellectual inducements, including outstanding library resources, and particularly e-resources, sufficient to attract the best international researchers (Section d.).

The School aims to be an attractive destination for postdoctoral and visiting scholars with their own funding. For example, at any one time, InSIS supports up to 12 research fellows on grants from the ESRC, AHRC, ERC, the CSPVM Trust, and the Oxford Martin School. It benefits from an Associate Fellows programme (currently 9) and usually hosts one or two Visiting Fellows. The Argo-EMR programme has hosted five 2-3 year post-docs (funded by the ESRC, AHRC, Marie Curie, Wellcome, John Fell) and an equal number of visiting scholars from East Asia. The UBVO has hosted five 1-3 year post-docs and five visiting fellows, and organized three international conferences.

### (3) Encouraging staff research activity

Members of the School are supported in their research through regular guaranteed sabbatical leave (one term in every seven), and all have access to administrative research support assistance (within the School, Division and through the University's central Research Services unit) in making research applications.

All tenured and tenure-track research staff in the School receive an allowance of £1,000 p.a. for research expenses with extra support for research-related seminars and workshops. This latter School allocation can be supplemented by regular annual research allowances from the Oxford Colleges to which all permanent postholders in the School belong. 10 workshops arising from staff research were held within the School in 2010, 11 in 2011, 14 in 2012, and 22 in 2013.

## Environment template (REF5)

As noted above, the School supports applications to the University's John Fell Fund for short-term and pump-priming projects, which has often been a crucial first step towards more substantial funding. Examples of successful leverage following on from Fell Fund awards include *Hsu's* £350k AHRC major grant 'Icons and Innovations in Southwest China's Religious Texts', *Gellner's* £390k ESRC grant 'Caste, Class, and Culture: Changing Dalit and Bahun Identities in Nepal', and *Whitehouse's* £3.1m ESRC large grant 'Ritual, Community, and Conflict'.

Encouragement may be provided via the supply of other resources. For example, in 2012, as part of the School's commitment to opening up new kinds of anthropological research and managing interdisciplinarity, the School provided space and support for ICEA to the value of £5,000 per annum to set up its own laboratory facilities. Similarly, in 2013, *Cohen* spearheaded the creation of a cognition and culture child lab in partnership with local schools.

All permanent staff supervise doctoral students - many of them funded by external research awards - while a policy of research-led teaching affords PGT and PGR students deep immersion in academic research culture (Section c.ii.). The School sees research and teaching to be in dialogue, and facilitates opportunities for 'in house' research/ teaching/ practice collaborations. A recent example is the Leverhulme-funded choreographer-in-residence Rosie Kay, who initially joined the School to contribute to the research activity of the UBVO, but has gone on to be involved in teaching and public outreach work at the Museum.

### (4) Providing a stimulating and supportive environment for research students

The aim of maintaining and nurturing a critical mass of doctoral research students is to train the anthropologists of the future. The School provides a career pathway and they in turn contribute to the vibrancy of the interdisciplinary research clusters. To this end, the School invests over £300k p.a. in PGR studentships, bursaries, and travel and conference grants, and provides financial support and logistical support for the two student societies (OU Anthropology Society and OU Migration Studies Society). Many PGR students are co-supervised across two different institutes and centres to embed interdisciplinarity from the outset of research. (See also Section (c.II) below).

### (5) Developing Oxford's strength in social anthropology

ISCA, along with the Pitt Rivers Museum, provides the core anthropological theoretical and methodological research direction for the School. Research here emphasizes expertise in the language, culture, and history of the area studied, and relies methodologically on immersive fieldwork. Regions with in-depth strength include Africa, Latin America, the Middle East, South and East Asia, Europe, and to a lesser extent the Pacific. Researchers prioritize repeated and long-term ethnographic engagement and use of the vernacular. ISCA research strengths lie in classic areas such as the anthropology of politics, religion, kinship, legalism, exchange, healing, and material and visual culture. Interdisciplinary cooperation is common, as is collaborative research with scholars based in the countries concerned.

To maintain the School's coverage of particular ethnographic areas, it is our policy to employ at least two members of staff for each area; while generally the policy is directed towards ISCA staffing this, on occasion, draws upon support from staff in research units with relevant ethnographic expertise. For example, *Van Hear* works on Sri Lanka and the Tamil diaspora (in addition to *Gellner* on Nepal), *Dzenovska* and *Düvell* on Eastern Europe (in addition to *Parkin*). To develop further the policy of reinforcing Oxford's strength, the policy complements that of joint appointments with the School of Interdisciplinary Area Studies (SIAS) (*Pratten*, *Neveu-Kringelbach*, *Carrier*) and the large number of anthropologists employed elsewhere in the University (e.g. *Armbrust*, *Boyden*, *Goodman*, *Hausner*, *Kunnath*, *Mills*, *Rival*, *Still*, *Shaw*, *Thornton*, *Wainright*).

### (6) Encouraging horizontal links within the School

The School supports up to nine regular research seminars each week during term time across the various units and these are attended and supported by School members outside their 'home' centre or institute. These include: the 'core' School/ISCA seminar; fertility and reproduction; Eastern religions and medicine; migration; visual and material; biocultural variation and obesity; InSIS seminar; cognitive and evolutionary; and 'PGR work in progress'. The seminars provide

**Environment template (REF5)**

interdisciplinary stimuli for research students, attract academic visitors, and draw in researchers from other departments within the University. In particular, the ‘core’ seminar, every Friday in term time, is strategically devoted to cross-School interchange in the first term of every year, becoming an ISCA-focused seminar for the next two terms. Similarly, joint seminars are promoted and encourage anthropologists based in ISCA to conduct research with colleagues in the School. For instance, *Ewart* has close ties with the visual, material, and museum anthropology group through her research on beadwork; *Daniels* is a member of UBVO through her interests in consumption; *Gellner’s* work on the Nepali diaspora in the UK links with the concerns of both COMPAS and beyond to SIAS; *Berg, Xiang, and Walker* straddle ISCA and COMPAS in their research; *Banks’* current work on image use in forensic contexts links to InSIS BioProperty research on the ownership and materiality of genetic material.

The integration of the Pitt Rivers Museum and ISCA is longstanding, and is currently facilitated by three joint posts held by *Harris, Morton and Peers*. *Morton and Zeitlyn* (ISCA) have won AHRC Collaborative Doctoral Awards which will focus and develop research strengths across the Pitt Rivers Museum and ISCA. The School also proactively funds activities that promote such links, for example, the ‘Future of Ethnographic Museums’ conference (June 2013).

**(7) Disseminating the results of anthropological work**

Engagement and outreach were identified as a priority in RAE2008 and these plans have developed and matured since then to include more engaged dialogue with external users (see REF3a). This has developed through the centres and institutes that are focused on policy-relevant research (particularly COMPAS and InSIS), which have developed strategies and resources to assist in dissemination and impact. The School makes many of its research seminar presentations available as podcasts (over 100 available on iTunesU with more in the pipeline), for which it was recognized with a University Teaching Award in 2011. Many School seminars and workshops lead to edited volumes: a forthcoming edited volume by *Shaw and Raz* on cousin marriage and genetic risk draws its papers from the fertility and reproductive studies seminar in autumn 2011. For further details on non-academic engagement, dissemination and impact, see Impact Template (REF3a) and Impact Case Studies (REF3b).

**Future priorities**

Future priorities include: (i) developing clusters of expertise to support doctoral and ERC research grant applications in an increasingly competitive environment; (ii) increasing financial support for DPhil students (Section c.ii.); and (iii) encouraging greater collaboration between the centres and institutes that constitute the School.

New specific initiatives include: (i) expanding ICEA research into the area of intractable conflicts (see p.2); (ii) fostering links with other departments in the University and beyond (e.g., extending an existing teaching collaboration between Medical Anthropology and the Medical Sciences Division extending into research collaboration; InSIS researchers developing links with Engineering and Earth Sciences to explore the social feasibility of Negative Emissions Technologies (NETs) for CO<sub>2</sub> reduction); (iii) exploring links with other universities or organizations that have not collaborated in anthropological research before: e.g. *Banks* is currently exploring common research areas with forensic scientists at The Defence Academy (Cranfield).

**c. People, including:**  
**I. Staffing strategy and staff development**

The School employs 64 members of academic staff. In addition there are over 20 social anthropologists with permanent positions elsewhere in the University.

Academic staff	2001	2008	2014
Permanent staff	15	15	26
Fixed-term research staff	14	21	32
Fixed-term teaching staff	0	6	6
Male:female ratio of staff	62:38	57:43	59:41
Number of registered doctoral students	87	101	107
Annual research income (3-year average)	£359,984	£1,248,894	£2,999,424

In RAE2008, the School anticipated both expansion and renewal: “The School staffing strategy overall is to expand the present academic staff by five over the next five years with posts in each of the major clusters.” It has, in fact, been possible to expand new posts at more than double that rate, largely thanks to the research centres and their success with fundraising. There have been five new lectureships – in social/medical (*Clarke*), cognitive (*Cohen*), ecological/biocultural (*Alvergne*), and evolutionary anthropology (*Fortunato*), and in demography (*Wilson*). The School has also created permanent positions in InSIS (*Rayner, Lezaun*) and COMPAS (*Keith, Anderson*), as well as fractional posts (*Morton, Zeitlyn*). In addition, *Sarró* has been appointed to a replacement post in social anthropology. Work is under way to create a new post in the social anthropology of Africa through fundraising and input from the University’s Teaching Fund scheme (two thirds of the costs already raised).

Fixed-term teaching staff (departmental lecturers, DLs) are treated as full members of the School and not assigned a heavier teaching load (work load is measured by a stint point system). Although not formally entitled to sabbatical leave, applications from fixed-term staff for reduction in teaching in order to complete a book, etc., are sympathetically received. While DL posts provide cover for sabbatical leave and research buyout, they also provide valuable early-career experience for young scholars.

The University implements the national Concordat through its local Code of Practice for the Employment and Career Management of Research Staff and has been awarded the EU’s HR Excellence in Research badge for the support it provides. This support includes skills training for researchers as well as careers advice and professional development opportunities. School staff have benefited from the University’s *Ad Feminam* mentoring initiative, aimed at supporting women to move into leadership roles (*Ewart* is currently enrolled on this), and the Oxford Learning Institute’s Springboard Career Development Programme for Women.

The School views career development of research staff as a shared responsibility between Principal Investigator (PI), Head of Department, and School Administrator, with the latter co-ordinating, prompting line managers at milestones, and keeping records. The School ensures they have the same conditions of service as other academic-related staff. All contract researchers are actively encouraged to participate in departmental life. They are being invited to attend and present papers at departmental seminars, and many are co-supervisors of School doctoral student projects.

The School provides an induction pack for all new staff which includes a copy of the University’s Code of Practice. New staff are encouraged to take an active role in their career development. Practical assistance is provided by the School Administrator. For research staff, the PI and Administrator provide support at the end of fixed-term contracts in applying for new funding and/or assistance with job applications elsewhere.

There are currently 15 early-career researchers in the School and there is a high demand for postdoctoral association. The School has had considerable success in attracting prestigious fellowships over the period: BA (*Grotti*), Newton (*Letizia*), Dorothy Hodgkin (*Schultz*), Leverhulme (*Archambault, Vollmer*), Wellcome (*Cuomu*), Marie Curie (*Dzenovska, Lefevre*), ESRC (*Archambault, Brightman, Fesenmyer, Qureshi, Walker*). The School has also committed over £155k of its own money to supporting ECRs over the next three years, in addition to central funding of £65k to underwrite these posts.

**Environment template (REF5)**

Staffing strategy in the research units depends on medium- and large-grant projects led by established members of staff with postdoctoral researchers on fixed-term contracts. These lead members meet with research staff at least once every three months and support them in developing their research and publication plans for the next year and more. Each unit holds regular seminars attended by unit members, visiting scholars, other members of the School, and colleagues and research students from across the University.

The project researcher model has proved successful in career development. For the 2008-13 period, 20 postdocs from all parts of the School have gone on to permanent positions all over the world. Examples include *Cohen* (who began as a postdoc within ICEA, continued to the Max Planck Institute (Leipzig-Nijmegen), then returned to Oxford as University Lecturer in Cognitive Anthropology), Ryan McKay, Claire White, Quentin Atkinson, and Jon Lanman (all employed on ICEA's 'Explaining Religion' project and now holding permanent posts in London, California, Auckland, and Belfast, respectively), Martin Ruhs (post-doc in COMPAS, now University Lecturer in Political Economy), Katie Swancutt (post-doc in ISCA, now Lecturer in the Anthropology of Religion, King's London), and Michele Acuto (post-doc in InSIS, now Senior Lecturer at UCL).

All permanent academic staff are entitled to one term of sabbatical leave in every seven, or one year in seven. This system, sometimes in conjunction with external awards for which staff are encouraged to apply, has facilitated much productive long-term fieldwork and research. Annual appraisals are a chance to identify areas in which additional resources may be needed to support research and plan future provision.

Research integrity is assured by the School oversight mechanisms described above and also by the School's own Research Ethics Committee. This ensures that perspectives and feedback from across the School are received by all members of staff and all research students at the start of their projects. The Committee reviews all research within the School, unless it involves vulnerable subjects, in which case the proposal is required to go to a University Ethics committee as well.

<b>c. II. Research students</b>
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The School's strategy is to attract the best research students and to provide them with the best possible research environment. The School currently invests over £300k p.a. in PGR bursaries, up from £15k p.a. in 2005, and aims to raise this to £500k by 2015. The School benefits from access to Oxford's fully-funded Clarendon scholarships (three awarded to the School in each of the last two years), ESRC scholarships (currently two per year for Anthropology, in addition to three p.a. for the Migration Pathway; 17 grant-holders since 2008), AHRC awards (8 over the period), Rhodes Scholarships (27 in the REF period, of whom seven went on to doctoral research), and the School's own Bagby studentship and three studentships in association with the Oxford Colleges.

The School encourages research student funding to be included in grant applications. ICEA grants, for example, have supported 10 research students since 2008, from funding sources such as the ESRC, Cusanuswerk, the Oxford Martin School, the BT Centre for Major Projects Management, Stockholm Environment Institute, the Said Foundation, and Oxford's Clarendon Scholarships.

The School's strategy is to ensure that research students linked to one of the research units are given work space in that unit; for those not in specific research project teams there is dedicated DPhil writing up workspace. Through the 'work in progress' seminar (see above, p. 6) and other channels, research progress through the department is carefully monitored and success noted: for example, Eiluned Pearce has a BA in Human Sciences, MSc in Cognitive and Evolutionary Anthropology, DPhil in Anthropology, and is now a postdoctoral Researcher with the Social and Evolutionary Neuroscience Research Group in Experimental Psychology.

Eiluned benefited from ICEA's specific PGR culture: a collaborative team-based approach to research design and implementation, involving weekly lab group meetings and reading groups. Other research students benefit from the research culture in their areas: for example, the many regional cross-disciplinary seminars in SIAS (Area Studies). All research students in the School have administrative support in forming small peer review groups that meet regularly to read each others' draft chapters. Cross-unit joint supervision is common and is another way of promoting horizontal links within the School.

**Environment template (REF5)**

Research students in social and cultural anthropology have their own weekly training seminar during their first year, as well as specialized methods courses, which include sessions on ethical issues. In addition to the research training and guidance provided within the School (recorded through a Training Needs Analysis at regular intervals), research students can access short courses through Oxford's ESRC Doctoral Training Centre.

On returning from fieldwork, DPhil students attend the weekly work-in-progress seminar, chaired by the Head of School. All doctoral students must present at least once before going through 'confirmation' (a pre-doctoral examination of approximately a fifth of the final thesis by two members of staff) to ensure they are on track and to provide fresh feedback at this crucial stage of writing up. Post-fieldwork doctoral students are encouraged to join peer review groups which meet every three or four weeks to discuss draft chapters. They, along with students from other departments who conduct fieldwork benefit from workshops, such as 'Fieldnotes to Impact' (March 2013). The School encourages timely submission by offering bursaries of up to £1500 (in cases of established need) to students within the last six months of their doctorate. Support and mentoring, overseen by the University's Teaching and Learning Institute, is provided for those students who wish to teach, with a dedicated course, assessed by portfolio, leading to associate fellowship of the Higher Education Academy. Many colleges employ doctoral students to give tutorials to undergraduates in Human Sciences and/or Archaeology & Anthropology.

Doctoral students take the lead in running the Oxford University Anthropology Society (OUAS), and the Oxford University Migration Studies Society (OUMSS). Both are run by, and for, the students, with encouragement and support, when requested, from the School. OUAS invites distinguished speakers, holds film screenings and photographic competitions, organizes conferences and training, and provides mentoring to new students, as well as organizing social events. COMPAS funds an annual conference, organized by OUMSS, which draws in research students in migration studies from across the country. Recently, former School students have set up an Alumni Society; over time this should provide a way of mentoring doctoral students who move into non-academic posts, particularly in overseas aid and development.

The strong research culture in the School and the intercollegiate University as a whole means that doctoral students are drawn into overlapping research networks in other units of the School or into groups with shared regional interest, sometimes hosted in adjacent departments, such as African Studies. Similarly, students in Development Studies or Geography often find their way into our anthropology networks. Such networks may also be co-ordinated through Colleges (e.g. the South Asia Research Cluster at Wolfson College), providing another forum for support, both intellectual and pastoral, for research students. Doctoral students regularly assist with, or even lead, the organization of workshops and conferences, as with the annual Migration Studies conference. For example, Grant and Gilbert, both doctoral students in Anthropology, recently won a networking grant for £2.5k, in partnership with Development Studies, via Oxford's ESRC Doctoral Training Centre, for a 'Childhood and Youth Interdisciplinary Research Group'.

Anthropology research students have access to an unrivalled set of research seminars and lectures elsewhere in the University (those in area studies and gender studies often feature anthropologists). The way in which research seminars and workshops, supported by the School, assist research students' careers is effectively illustrated by the volume *Ethnographies of Uncertainty in Africa* (2014, Palgrave Macmillan, eds Pratten & Cooper) in which 5 out of 8 chapters are either by Oxford Anthropology DPhil students (4) or postdocs (1).

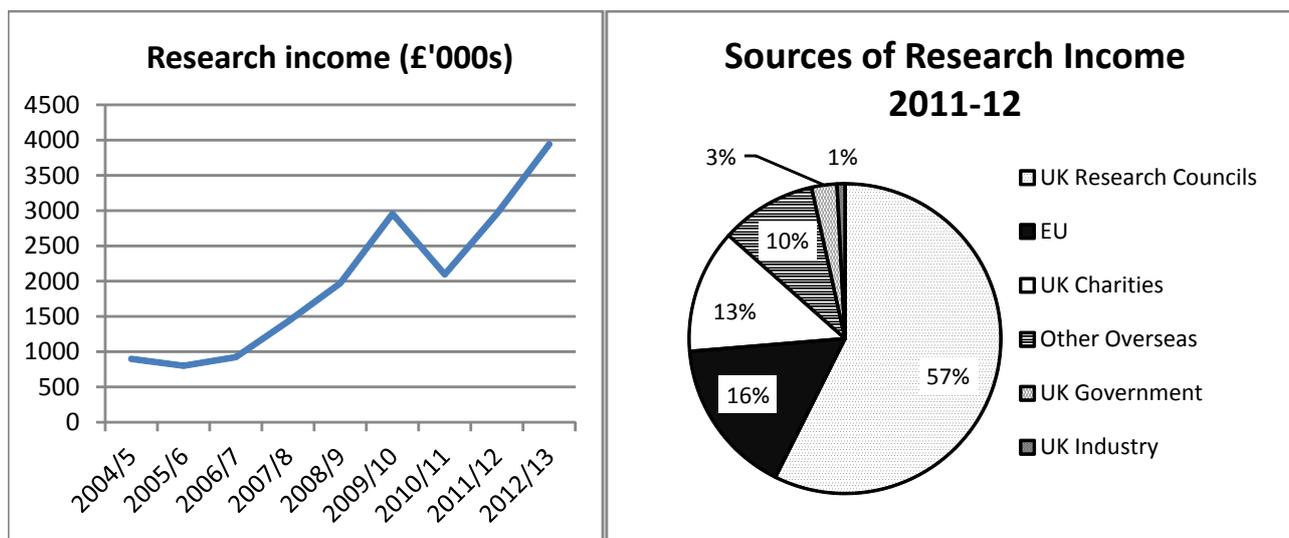
<b>d. Income, infrastructure and facilities</b>
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As the table above (Section c.i.) and the graph here both show, research income in the School has demonstrated a steady upward trend. The University's and Division's policies of devolving research income to the department both incentivize and empower research applications. The School's strategy is to diversify our sources of research funding, as it is anticipated that RCUK income will be increasingly constrained.

Substantial research grants in the period include the £5m core funding from the ESRC to COMPAS, with over £6m in matching funding; *Whitehouse's* £3.1m Large Grant, with an

**Environment template (REF5)**

associated £1.1m from the John Templeton Fund in 2012; and *Rayner's* grants for £1.5m and £1.2 from the ESRC for 'Science in Society' and 'Issues and Solutions for Climate Geoengineering'.



The School of Anthropology is based at two main sites, Banbury Road and the Pitt Rivers Museum Research Centre, ten minutes' walk apart. ISCA, COMPAS, ICEA, and InSIS are housed in neighbouring Edwardian buildings on both sides of the Banbury Road. The total estate includes three lecture/seminar rooms, the Tylor library, common rooms, a videoconferencing room, a student work room with PCs, a common room and kitchen, and dedicated space and computers for students during their writing-up period (which helps to create cohesion and mutual support). There is additional space for doctoral students working in COMPAS, ICEA, and InSIS.

The Pitt Rivers Museum, with collections numbering some 600,000 items, is one of the leading ethnographic museums in the world and now receives over 350,000 visitors annually. Its lecturer-curators (*Harris, Peers and Morton*) are contracted simultaneously to enrich collections and mount exhibitions as curators, and to teach, publish research, and obtain grant funding as academics. Whilst demanding, this provides a rigorous research approach to the use of the collections as well as expert teaching in artefact-based research combined with anthropological theory and methods. The Pitt Rivers Museum has also been a pioneer in the development of web-based projects that make collections available worldwide.

Completed in 2007, the new Pitt Rivers Museum Research Centre facilitates a new integration of material, visual, and museum anthropology within the School. In addition to the Museum's world-famous photographic collections, there is also a video-library of over 250 titles. These facilities are crucial for doctoral research in this area and provide an effective training ground for students wishing to pursue either curatorial or academic careers.

Oxford University Library Services, centred on the Bodleian, are the UK's largest academic collection, holding 11m volumes, with annual acquisitions of 161,000 printed books and pamphlets and 58,000 periodicals. The School draws upon two research lending library collections: the Balfour Library (Pitt Rivers Museum) has 20,000 books, 12,000 pamphlets, and 300 journals; the Tylor Library has 20,000 books and about 35 current periodicals. The Radcliffe Science Library with over 100,000 volumes is excellent for all aspects of medical anthropology. The Bodleian Social Science Library (SSL) has a materials budget of £1.3m and overall holds one of the most comprehensive social science collections in the UK, including e-resources and databases.

Advanced training in information skills and online resources is provided by the SSL's 'Graduate Search Clinics' programme. The SSL also participates in the 'Graduate Skills Toolkits' programme, which gives students the chance to try out a wide range of tools and techniques in a single time-efficient workshop.

<b>e. Collaboration and contribution to the discipline or research base</b>
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Nearly all members of the School have **interdisciplinary collaborations** with other scholars, and/or work with anthropologists in other countries, and/or are members of **international networks**. Some examples include:

- *Alvergne*: part of the 'Integrating Evolutionary models of human fertility change' network, led by evolutionary demographer Rebecca Sear (LSHTM);
- *Berg* with Eckstein (Sociology and International Relations, Boston), received funding from Harvard's Radcliffe Institute; will lead to a double journal issue and further workshops on the Cuban diaspora;
- *Clarke*: co-organizing a network on authority in Shi'i Islam bringing together Oxford and Princeton;
- *Cohen*: part of the Cultural Evolution of Religion network (UBC) and collaborates with scholars in Chicago, Emory, and MPI Germany;
- *Düvell*: member of the European Migration Network (gave a keynote to its 2011 meeting in Warsaw) and the Britain-Turkey Forum;
- *Gellner*: part of Michelutti's Oxford-UCL project Democratic Cultures that brings together political scientists and anthropologists of South Asia;
- *Harris*: represents the Pitt Rivers Museum on the EU-funded International Network for Ethnographic Museums;
- *Hsu*: collaborates with the Göttingen Max Planck Institute programme on medical diversity and hosted the first of a series of European workshops in 2012;
- *Keith*: heads the Rising Powers Network 2010-11 and has given 30 plenary or international lectures between 2010 and 2013;
- *Potter*: co-founder, with two Classicists, of the 'Ancient Dance in Modern Dancers' network at Oxford, funded by the Humanities Division;
- *Pratten*: a founder member of the African Print Cultures Network and collaborates with scholars in France and South Africa on the politics of xenophobic exclusion;
- *Qureshi*: was a member of Trans-net funded by the ERC 7<sup>th</sup> framework which brought together anthropologists, political scientists, sociologists, and education specialists;
- *Rayner*: Honorary Professor of Climate Change and Society, University of Copenhagen;
- *Spencer*: part of the Oxford Diversity group that brings together anthropologists, psychologists, geographers, and psychologists;
- *Ulijaszek*: member of the Italian National Agency for the Evaluation of Universities and Research Institutes (ANVUR) (2012-present);
- *Walker*: worked with historians on SwahiliWeb and the CNDRS sound archives;
- *Whitehouse*: collaborates with developmental psychologists in Texas, social psychologists in Vancouver, and archaeologists in Stanford, Oxford, and Turkey;
- *Xiang* was a Fellow of the US-China Young Leaders Forum (2007-10);
- the international and interdisciplinary Legalism network (*Dresch, Clarke, Scheele*, and others) is centred in Oxford.

**Collaboration with industry, NGOs, and other external partners.** (see also REF3)

- *Dzenovska*: Board Member of the Soros Foundation Latvia
- *Rayner, James, Peers*, and members of COMPAS (*Keith, Anderson, Spencer*, etc.): have advised governments, NGOs, and INGOs (see various Impact Case Studies (REF3b));
- *Ulijaszek*: member of the government's Foresight Obesity Mapping Project;
- *Vargas-Silva*: worked with Tesco on immigration and the demand for food;
- *Zeitlyn*: holds a knowledge transfer partnership with Aurix Ltd., applying conversation analysis to large datasets.

**Conferences:** Members of the School organize many international and interdisciplinary conferences. Of particular note, *Harris* and *O'Hanlon* convened the major 2013 conference on The Future of Ethnographic Museums (235 delegates), which marked the culmination of a 5-year ERC-funded research project involving ten partners. The annual COMPAS conference on migration is a

## Environment template (REF5)

major event in the migration studies calendar, regularly attracting 150 delegates. *Gellner* hosted the South Asia Anthropology Group meeting in Oxford in 2010.

**Academic visitors:** With its vibrant research culture and the supportive college environment, the School frequently attracts many academic visitors to work with staff in the School. There have been 35 in the period since 2008, from a wide array of countries, from East Timor and Japan, to North America and Europe.

**Named lectures:** The School is associated with several long-established special lecture series: the Marett Lecture (Exeter College), the Evans-Pritchard Lectures (All Souls College), and the Kaberry / Richards / Ward Memorial Lectures, organized by the Centre for Gender Studies. It has recently established the Mary Douglas Memorial Lecture in partnership with UCL.

**Journal editorships** (Memberships of advisory boards are too numerous to list)

- Africa (*Pratten*),
- Acta Ethologica (*Alvergne*)
- African Diaspora (*Neveu-Kringelbach*)
- Anthropological Index Online (until 2010: *Zeitlyn*)
- Anthropology and Medicine (assistant editor: *Qureshi*)
- Homo: Journal of Comparative Human Biology (*Ulijaszek*)
- JASO (*Parkin*)
- Journal of Cognition and Culture (reviews: *Cohen*)
- Migration Studies (*Düvell, Vargas-Silva*)
- Religion and Society (*Sarró*)
- Secularism and Non-Religion (reviews: *Jong*)

## Book editorships

- Key Texts in Visual and Material Anthropology, Berg (*Banks*)
- Cognitive Science of Religion, AltaMira (*Cohen, Whitehouse*)
- Epistemologies of Healing, Berghahn (*Hsu*)
- Fertility, Reproduction and Healing, Berghahn (D. Parkin, Tremayne)
- IAI & Indiana Readings in African Studies (*Pratten*)
- Routledge-Earthscan Science in Society (*Rayner*)
- ARI-Springer Asia series (*Xiang*).

## Learned Societies

- *Gellner* is on the Council of the RAI and *Zeitlyn* serves on its Archives Committee;
- *Morton* is Chair of the RAI Photography Committee;
- *Sarró* is co-organizer of EASA's network for the Anthropology of Religion;
- *Whitehouse* is a member of the Scientific Advisory Board of the Evolution Institute;
- *Zeitlyn* served on the JISC Infrastructure and Resources Cttee and is now an advisor.

## Collaborative PGR training

- *Banks* was Co-I on the ESRC RDI Initiative 'Building capacity in visual methods' (2006-09) and served on the ESRC DTC review panel (2009);
- *Fortunato* has taught on the Santa Fe Institute's Complex Systems Summer School and also trained participants at the Amherst AnthroTree workshop in comparative methods;
- *Peers* lectures annually on museum anthropology for Master's courses in Bristol, Exeter, Leicester, and Manchester;
- *Pratten* has led writing workshops in the UK and Nigeria;
- *Rayner* has participated in doctoral training sessions in Germany and the Netherlands;
- *Sarró* co-organizes an annual summer school on Religion in the Public Domain in Lisbon.