

Impact template (REF3a)

<p>Institution: University of Leicester</p>
<p>Unit of Assessment: 34 (Art and Design: History, Practice and Theory)</p>
<p>a. Context</p> <p>As a UoA we seek to leverage impact from our key research strengths. Even though we are a small Unit, this ambition leads us to work with a wide range of user groups and audiences and to have a clear and demonstrable impact on many beneficiaries. For the current census period, we have worked most closely with the following:</p> <ul style="list-style-type: none"> • the gallery, archive and museum sectors (e.g., Royal Academy, Tate, Victoria and Albert, Media Archive of Central England [MACE]); • commercial fields including auction houses and technology companies working in the field of digital scanning; • heritage and preservation organisations at both local and national level (e.g., English Heritage, Buccleugh Living Heritage Trust, Lamport Hall Preservation Trust, the Twentieth Century Society); • local and national government (Norfolk Museums Service; Government Reviewing Committee on the Export of Works of Art); • professional bodies of architects and planners, e.g. Blueprint, March:Grochowski Architects, Leicester City Council (LCC) the East Midlands Development Agency (EMDA); • the general public, through exhibitions, TV, radio and other media. <p>Our impact on these beneficiaries is a combination of several different types and approaches, including:</p> <ol style="list-style-type: none"> 1. impacts on the finances of the commercial art market through the authentication and attribution of artworks; 2. impacts on the visitor numbers, merchandise and catalogue sales, and educational role of museums and galleries through the organization of ground-breaking international exhibitions, e.g. Ekserdjian's 'Bronze' show at the Royal Academy in London in late 2012, which received over 250,000 visitors (for 1-2 see case study 1). 3. impacts on the conservation, display and educational strategies of various institutions associated with Tudor and Elizabethan architecture and sculpture, often facilitated via heritage bodies and their associated castles, abbeys and stately homes, e.g. the role of Lindley's research in securing Heritage Lottery funding to preserve the 18th century Montagu tomb monuments by Roubiliac, Van Gelder and Campbell at Warkton Church, Northamptonshire. 4. impacts on the development and application of new digital scanning technology and the commercial firms involved in this field, e.g. the innovative deployment of cost-effective scanning techniques in Lindley's AHRC-funded 'Representing Re-Formation' project (for 3-4 see case study 2). 5. Media appearances on prominent forums such as BBC Radio 4's 'Start the Week', BBC1 News and BBC2s 'Newsnight'. 6. Through the positioning of new researchers to work within and raise the profile of key organizations, including MACE, Lamport and Tate, through the AHRC-funded Collaborative Doctoral Awards scheme, as well as through PhDs attached to major research programmes like 'Representing Re-Formation'.
<p>b. Approach to Impact</p> <p>We recognise that it is not the case that every research activity matures into impact, but we take the broadest possible approach to impact to maximise the opportunities for this to happen. This we have always seen as a natural fact and outcome of any socially-responsible research ethos, and our approach to 'impact' has always been through seeking to strengthen and diversify, and respond creatively and quickly, along a number of key pathways:</p> <ol style="list-style-type: none"> 1. Through developing close, mutually beneficial relationships between individual academics and user-groups, which includes links to organisations in the private and public sector through the development of personal networks over a sustained period of time. This might include, for

Impact template (REF3a)

example, links with national galleries, auction houses, heritage organizations, planning bodies and professional architects. Sometimes this might involve the academic concerned in consultancy work for the organization, eg English Heritage and the British Government.

2. By improving the public profile of individual academics as acknowledged experts in their field, through knowledge dissemination events and conferences at which academics interact with the beneficiaries and users of research, e.g. the public consultation events at Framlingham and Thetford as part of the 'Representing Re-Formation' project (see case study 2). This includes study days, conferences and public consultations that are open to the general public, local and regional authorities, private enterprise and non-university specialists from a wide variety of fields. Examples include the Centre for the Study of the Country House study days; 'Stirling's Red Buildings' anniversary conference (Richards, 2009), which gathered engineers, heritage bodies including the Twentieth Century Society, building conservationists and professional architects to discuss and influence the future renovation of the internationally-renowned, Grade II* listed Engineering Building at Leicester, not least involving Alan Berman of Berman Geddes Stretton, a firm with expertise in working with James Stirling's buildings and who were subsequently engaged to head the refurbishment work at Leicester; as well as a series of Leicestershire-focused regional and urban planning seminars and dinners (Tallack, 2009-2010) to consider the future development of the entire county, which gathered audiences of between 70-120 for each event including the leader of LCC, representative of EMDA, local business-people, architects, property developers and other stakeholders.
3. Through proactively seeking PhD studentships and AHRC CDAs in areas of benefit to external organisations that often involve collaborative research with those organizations (as mentioned above [a. 6]). This includes maximising the impact-potential of our PhD researchers, e.g. Richards is supervising a thesis on the recent heritage debates surrounding the preservation, renovation or demolition of famous examples of British modernist residential housing, and the student will develop a new set of best-practice guidelines to rationalize the ad hoc approaches of English Heritage, DoCoMoMo, the Twentieth Century Society, and the relevant departments of central and regional government.
4. Through seeking to position members of academic staff strategically for inclusion on the boards of professional and special interest groups of diverse kinds outside academia, including: committee membership of the British Association of Film, Television and Screen Studies (Chapman); Trusteeship on Tate and National Gallery advisory and collection policy board (Ekserdjian); membership of Government Reviewing Committee on the Export of Works of Art (Ekserdjian); Fellowship at the Grolier Club (Tallack).
5. Through always being aware of new collaborative research and funding opportunities that open up the potential to turn our research into impactful activities (e.g. the recent AHRC Videogames network funding call, which generated a department-led funding bid in collaboration with the Department of Media and Communication at Leicester, international academics such as Prof. Janet Murray [US] and Dr. Grant Tavinor [New Zealand], as well as non-academic partners including videogame developers [The Chinese Room, Valve, thatgamecompany], regional theatre groups [metro-boulot-dodo, Theatre Absolute], writers and poets [Chrissy Williams, Writing East Midlands] and publishers [Harry Man, Sidekick Books]).

c. Strategy and Plans

While some of the approaches to impact detailed in section b have been strategic, the Unit recognises that some of the pathways to impact over the assessment period have been somewhat serendipitous. The Unit's aims to be more strategic in transforming successful approaches to achieving impact into more formalised processes and procedures within the department. These approaches are now facilitated at a Unit and college level. At departmental level these include the working of impact issue into standard operational procedures and processes:

1. Impact activities are examined during research committee meetings, annual staff appraisals and research reviews. It is through these channels that:

Impact template (REF3a)

2. The Unit's Research Director relays information to colleagues on opportunities relating to impact, including knowledge exchange and funding;
3. Individual researchers report on impact-related activities and seek advice on how best to maximize and gather evidence in each case, which is then logged and tracked;
4. The HoD and Research Director monitor impact ambitions and activities in the careers of individual researchers.
5. Administrative staff and the Unit's Press Officer audit significant events, public and user feedback, media coverage, as well as impact in which research leads to income generation and commercial exploitation;
6. Individual departmental research allowances are available for staff with the mandate that a portion of it is be used on impact-related activities.

These departmental activities are built upon, informed and serviced by college and university initiatives and structures, some long-established but re-tooled towards the impact agenda and others brand-new. These include:

1. A programme of research leave for all academics (eligible for one semester for every six), which can include conducting impact-related activities or planning;
2. An extensive, rolling programme of impact-related talks and workshops provided by the Research Support Office and the Academic Practice Unit, for example via the College's weekly lunchtime programme;
3. A comprehensively re-organized college-wide Research Committee which, with the support of the RSO, is responsible for numerous networks and initiatives for sharing best impact-related practise, not least through maintaining a database of college contacts and successful grant applications, expertise and experience;
4. The appointment of a full-time Impact Manager to advise on how to generate, maximize and audit impact, as well as how to build it into research funding applications;
5. A reorganized Enterprise and Business Development division, including the new appointment of a College Business Development manager, with a remit on advising on and setting up opportunities to work with private and public partners in the region.

Looking beyond REF 2014 we will be seeking to have an impact in several areas. Some will be an extension of current areas that continue to be pertinent to our fields, and will include more attribution work, exhibition curating, as well as preservation and conversation work with national heritage bodies. We will seek to work with other initiatives in the college to extend our heritage activities to contemporary architecture and planning, particularly in the region, not least through involvement in the college's fast-growing Heritage Network and the suite of new heritage degree that will launch in 2014. The technologically-specific innovations of Lindley's 'Representing Re-Formation' project are also likely to yield their fullest impacts over the next several years.

Other impacts will be new and build on a combination of existing strengths and new opportunities. Currently we are planning for these to include, but not to be limited to, the following: eastern European artists and museum collections, with connections to Romanian and Moravian galleries and embassies in particular; the impact of videogame aesthetics and narrative on more established art-forms, involving links with videogame developers, dramatists and writers; collaboration and exhibition opportunities involving decorative arts and architecture to mark the upcoming 150 year anniversary (2018) of the imperial restoration in Japan, building on links with the Japan Society, Royal Academy, and academic partners in the University of Liverpool and School of Oriental and African Studies. The networks pertinent to these new activities are in place and developing.

d. Relationship to Case Studies

We have chosen 2 case studies that demonstrate the full range of the Unit's approach to achieving impact, as covered through points 1-5 in section **b** above. These are: networks and relationships; academic expertise, dissemination and public involvement; collaborative PhD programmes and CDAs; non-academic board memberships; and a keen eye for good opportunities. These case studies have also been serviced and sustained by, and also helped further inform and refine, the Unit and college-level processes and procedures as outlined under section **c**.