

<p>Institution: University of Reading</p>
<p>Unit of Assessment: 31 Classics</p>
<p>a. Context</p> <p>Research carried out by staff of this Unit has impacted upon a range of non-academic audiences. Our sustained efforts to identify contemporary approaches through which we can conduct and communicate our research, has allowed us to reach out to a variety of non-academic user groups and to make a significant, diverse, and sustained impact beyond academia. For REF 2014, we have identified three main audiences as particularly relevant for our research impact: the general public interested in the rich cultural heritage and legacy of the ancient world; school students and teachers; and decision-makers and influential voices in the heritage, business, and government sectors. We continuously and systematically cater for these groups through our public advocacy for the vital contribution that the Classical heritage continues to make, utilising a wide range of channels for public engagement. We are proud that our unique work has made a sustained contribution to cultural life and public discourse on local and national levels, and has impacted on practitioners and policy-makers across these cultural, creative, and commercial sectors.</p> <p>These wide-ranging, on-going activities are deeply embedded in the intellectual and institutional context for, and approach to, research excellence, as laid out in REF 5. Our department's notably holistic, wide-ranging approach to the discipline, spanning from the Bronze Age to the legacy of the ancient world up to the present day, in conjunction with our three research groupings (<i>Language, Text, and Power</i>, <i>Art, Religion, Society</i>, <i>Reception Studies and the Classical Tradition</i>), make our research work highly relevant not only to the study of the ancient world, but also to current public discourse. This is bolstered by impact generated by the Ure Museum of Greek Archaeology, the Centre for Economic History, and the Centre for Byzantine and Late Antique Studies.</p>
<p>b. Approach to impact</p> <p>Working forward from the position that intellectual rigour and quality of the underpinning research must be at the core of our activities, and supported by our work at the forefront of the emerging and developing digital technologies and media, members of our Unit have explored a wide range of potentially or factually impact-bearing opportunities during the REF 2014 cycle. We have identified three main pillars for our approach to impact: i) 'traditional' public engagement; ii) unlocking the potential of new avenues to communicate our research; and iii) delivery of research in a format suitable to the specific composition and dynamics of our main audiences and user groups. Facilitating the relevance and translating the applicability of our research to the general public, to those in primary and secondary education, and to decision-makers and influential voices in the heritage, business, and government sector, is thus inextricably part of our business.</p> <p>Central to our impact-bearing activities is our Unit's research as a driving force of non-academic education and of the advancement of society at large. During REF 2014, we have delivered 250+ research-based public talks, on campus and in schools and museums. Our own <u>Ure Museum</u> is the Unit's single most powerful and visible expression of, and commitment to, public engagement. The Museum offers a wide variety of regular events for different age and interest groups, including taught education sessions for Key Stage 2 and tailored workshops for GCSE and A-level groups. Over 4,000 pupils and teachers have visited the museum in the REF period. In addition, each year we have successfully run our annual outreach event, <u>Classics Text Day</u>, with research-based unit staff talks relevant to Latin and Classical Civilization AS and A levels delivered to 150+ pupils and teachers from 20+ schools. Feedback is consistently enormously positive. When all of the above activities are considered, we have thus made a direct impact on the education of 5,000+ pupils and their teachers during REF 2014, with an unquantifiable number of cases in which this engagement subsequently has led to relevant University and subject choices.</p> <p>Research in the unit has contributed to publications recommended as resources or supporting material in secondary school curricula during this REF period, including Duff's <i>Plutarch's Lives</i> (2002) and <i>The Greek and Roman Historians</i> (2003). Nicholls is editor of <i>Omnibus</i>, published by the Joint Association of Classical Teachers (UK), whose bi-annual print-run of 1,500 reaches a large number of sixth-form students and teachers. Our Unit has also build up a track record in unlocking the Classical heritage for the cultural and educational benefit of non-academic audiences through the provision of translations and reference works. These include translations of Classical texts, such as <i>Plutarch: the Age of Alexander</i> (Duff, 2010) and <i>Daphnis and Chloe</i> (Vasunia, 2010), published in the popular Penguin Classics Series. The series <i>Ancients</i></p>

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and Moderns (I.B. Tauris) of which Vasunia is Editor, illustrates how the modern and classical worlds are mutually connected and interrelated. Marzano's work in Utet's *La Cultura Italiana* (2010), as well as several colleagues' work for the Wiley-Blackwell's *Encyclopaedia of Ancient History* (2012), Springer's *Encyclopaedia of Global Archaeology* (2012), or Companion volumes and more popular works (see below) further demonstrate the importance of contributing to what might be called 'cross-over' texts of value to academic and non-academic audiences alike.

Unit staff have contributed to **cultural life and public discourse** with 100+ presentations to local, national, and international audiences during the assessment period. We created significant international attention through our participation in the Europe-wide **Researchers' Night** event in autumn 2011 (funded by the European Research Council), based on our *Language, Text and Power* research theme. 500+ visitors attended a series of events, including 'Meet a researcher' events, which featured a talk on Nicholls's Rome digital model [cf. **REF 3b CS-2**] and a debate on cultural hegemony vs. linguistic diversity, viewed in several European countries via online streaming, which continues to receive hits on the University's YouTube channel. Our timely research on **Olympic Games** allowed us to demonstrate to a wide audience the vital practical relevance of a 21st-century understanding of Classics' complex legacy. In time for the London Olympics, Goff's book *Thinking the Olympics* (2012) sparked a concerted series of public talks and free-entry programmes, including a public lecture at the University of Reading (300+ attendees), and public events such as 'Celebrate Like It's 776 BCE' organized and presented by unit members; these multiple events informed and stimulated 50+ participants each.

We use multiple channels to communicate our research and to make it relevant to our most substantial user group, the general public, as well as to specific interest groups within it. Staff contributions to **traditional media**, such as Kruschwitz's four commentaries for *Freitag*, a German weekly magazine (2010, 2011) and Marzano's commentary in *The Times* (2012), show the relevance of the ancient world for current issues. Nicholls and Rajak were panellists on BBC Radio 4's 'In Our Time', a UK discussion show which attracts a weekly audience of above 2 million (in 2009 and 2011, respectively). Nicholls has been consultant to and on-screen expert for BBC documentaries including *Scotland: Rome's final frontier* (2012) *Rome: A History of the Eternal City* (2012) and *Mothers, Murderers and Mistresses* (2013); his digital work has been licensed for use by the Discovery Channel. After the collaboration for a 4-episode documentary on Roman emperors, Marzano continued to collaborate with Croatian Radio television for documentaries broadcast in 2011 with c.500,000 viewers, then syndicated over a year to 30+ countries, bringing the total number of viewers to c.15 million. Kruschwitz and Campbell's 2011 article about a fragmentary Latin inscription was reported in March 2011 on the Canadian Discovery Channel, as well as various online-news and influential Classics blogs. We are also systematically exploring the potential of new avenues, as provided by **emerging technologies and media**. This covers the work that facilitates the research impact of the Ure Museum [REF 3b CS-1], Nicholls' extensive work on digital modelling [REF 3b CS-2], the department YouTube channel, and our presence in social media and blogs related to research interests of our staff (Kruschwitz's <http://blogs.reading.ac.uk/latin> blog alone attracts a monthly readership of 600+).

The Unit's research expertise impacts directly the **commercial interests** of companies through collaboration with travel companies. Members of the Unit (Marzano, Nicholls), as a result of their respective research specialisms, accompany commercial tours as expert lecturers. In addition, Nicholls sits on the Board of Westminster Classics Tours, with a £500,000 p/a turnover. He is directly involved with the design and delivery of cultural heritage tours to a total of c.2,000 passengers, including artistic, historical, and archaeological material in four countries. This involvement increases the enjoyment and awareness of our work by the general public, and supports economic well-being by providing it through financially successful business operations.

How archaeology functions –what we study, preserve, and present– is linked to the decision-making policies in **cultural heritage management** (commercial and non-commercial). Both Marzano at Pollena Trocchia and Positano and Dark at Nazareth and the Sea of Galilee, have collaborated with local authorities; has had extensive research-based input to debates and decision-making around cultural heritage in Italy and Israel. These collaborations were, and continue to be, important in supporting the local economy, increasing communities' awareness of cultural heritage, and helping to build community identity. These collaborations are thus particularly good examples of the transfer of the Unit's experience and practice to government departments and independent policy bodies.

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c. Strategy and plans

Based on the insights gained, and driven by the Unit's overall research strategy [REF 5], our Unit will build on, and invest in, models of generating impact that have proven to be particularly promising and successful. This includes our observation that, while not all excellent research may make an impact, the best impact is derived from excellent, cutting-edge research. We are therefore continuously exploring opportunities to extend impact to research areas that hold sufficient potential. In that respect, we will:

- **Ure Museum**: continue to improve the Museum environment and infrastructure to enhance visitor experience and of extending opening hours by means of investment in staff and facilities, building on Reading's current University strategy to utilise museums and collections and through a targeted approach to seeking competitive funding; increase public and educational activities; explore the application of other advanced electronic technologies.
- **Engagement with schools**: aim to increase the capacity of our 'Classics Text Day' to meet demands and evaluate whether we could extend the content to other relevant subjects; and consider the feasibility of a programme aimed at teachers only.
- **Media presence**: Based on our connections in this area, we will increase the percentage of staff involvement in traditional and new media work. Already at this stage (just outside the REF 2014 coverage) our Unit's media work started to generate significant impact around the research of Dark on Nazareth and the Holy Land. At the same time, we hope to learn important lessons as regards the need for careful attention to sound scholarship and the ethics of communication surrounding this highly charged research area. This will also be supported by further utilisation of research dissemination through our blogs.
- **Online educational tools**: With Reading's joining the **FutureLearn** consortium, we are also actively engaged in exploring the potential that lies in an expanded use of social media and the development of Massive Open Online Courses (MOOCs) and Small Private Open Online Courses (SPOCs) to inform even wider public audiences. For this Unit, Nicholls works on University-level policy and practice in this area.
- **Increase engagement with business enterprises**: Our dissemination practices demonstrate our strong desire to communicate in an accessible manner that allows our user groups to grasp both the bigger picture of our subject and the relevance of our research. To this end, we have systematically developed sustainable strategies and lasting **partnerships with commercial media and the tourist industry**, dovetailed with other public engagement activities. Future plans expand this dissemination through e.g. the huge potential of Nicholls' digital work for the education and tourist markets (currently under contract with CUP with University support), his edition of Barnes & Noble's *30-Second Guide to the Romans* (forthcoming Spring 2014), and the possible adoption of Dickey's *Colloquia Pseudodositheana* as the basis for a school textbook for beginners' Latin.
- **Increase engagement with government bodies and policy makers**: Marzano's work with local governments was instrumental in developing sustainable economic benefits for local communities (above, section **b.**). We have learnt from our work as well as the wider debate that for Classics to remain relevant in a 21st century setting, our discipline must continue to inform main players in key sectors of society, including in the heritage, business, and government sectors. We thus will systematically utilise opportunities, supported by the University's Communications team and facilities, to drive public debate and to launch opinion pieces designed to be heard by relevant audiences. In particular, we aim to generate more projects which have a wider socio-economic and cultural impact on communities within and outside the UK.

d. Relationship to case studies

As previous sections demonstrate, our Unit engages in all the typical impact-generating activities and approaches that one would expect from a Classics unit. For the case studies we have chosen to present examples that quantifiably illustrate the ways in which we have increased public understanding of the ancient world and its continuing relevance for the present, based on structured and planned use of high-end technology and communication strategies. **Case Study 1 (Ure Museum)** shows how, based on fundamental research and publication of material evidence, we have systematically disseminated and utilised research to inform unlimited communities, blending traditional and cutting-edge media for the dissemination of our research. **Case Study 2 (Nicholls)** demonstrates how innovative academic research, utilising 3D modelling, has achieved outstanding impact in commercial, broadcast, and pedagogic fields.