

Institution: University College London
Unit of Assessment: 31 - Classics
<p>a. Context</p> <p>UCL's Department of Greek and Latin is committed to delivering world-leading scholarship and to the dissemination of that research as a means of enhancing education and cultural life within the UK and abroad. Our principal beneficiaries include: students at national and international HEIs; primary and secondary school children; non-traditional learners, such as those enrolled in continuing education programmes; members of the public interested in the ancient world or in cultural history; museums and galleries; media groups; and publishers. Our diverse activities reflect the diversity of our audiences, developments in staffing and staff research interests and opportunities presented by advances in communication technologies. Our public events such as film showings and the annual Greek play, which engage non-academic audiences directly with our work, are supplemented by video and sound recordings, blogs, online teaching and information materials, and media appearances. Our educational impacts come particularly from our delivery of and contribution to conferences, lectures and publications which shape university and school curricula around the world, exemplified by our scholarly commentaries and textbooks and ground-breaking work in reception, papyrology and philology. Our collaborative input supports the educational mission of partner museums, galleries and educational organisations, whose expertise is complemented by our research.</p>
<p>b. Approach to impact</p> <p>For more than 25 years it has been the Unit's policy to share the results of our research with as wide a non-academic audience as possible. To that end, we have a focused but multi-faceted approach to supporting and maximising impact-generating activity, overseen by the departmental Research Committee. Chaired by the departmental Director of Research, the Committee meets termly to discuss existing initiatives and explore new projects.</p> <p>The approach developed and overseen by that Committee includes embedding impact within the departmental culture through training and support to encourage and empower research staff to translate the findings of their work into tangible benefits for non-academic communities. Impact is a criterion in probation reviews, appraisals and promotion. Staff enjoy regular access to innovative UCL-wide training, as well as to mentoring and advice from colleagues within the department to help scope and develop impact-related activities. They are alerted to and supported by the department in developing bids for funding to deliver non-academic impact, particularly through public engagement. One recent example of the success of this strand of our approach is Andújar's 2013 selection for inclusion in the 'Communicating Ancient Greece and Rome' programme. Based at the Oxford APGRD, the programme includes training and a £2000 for a public engagement project to be delivered in 2014-15. Within UCL, Unit staff have successfully applied for funding from the UCL Public Engagement Beacon Fund and the Faculty of Arts & Humanities, as in Agocs' successful bid for to develop a widening participation programme. Wyke secured £12,000 from UCL alumni funding for a series of well-attended public events associated with her silent film research project. The Unit capitalises on the many institutional structures and services available at UCL to support the communication of research to non-academic audiences, including its websites, Brainfood brochure, and print and email alumni newsletters. UCL funding has also supported enhancement activities such as internet publication of research-led events. In 2012, the department won generous funding from the Leventis Foundation to take its research to a wider audience. This has led not only to an increase in and diversification of the public events we deliver, but also to an increased emphasis on the production of reusable electronic resources. The unit has its own YouTube website and it is now our policy to upload videos of academic conferences such as <i>Use and Abuse of Athenian Law</i> (April 2013; 1,000+ views to date) and now <i>Greek literary epigram</i> (September 2013), inaugural lectures and designated impact events to expand the reach of our impacts to a national and international audience. We also share research insights via the websites of learned societies, JACT and the Classical Association, whose audiences range from schoolteachers and pupils to the intellectually curious in all walks of life.</p> <p>This strategic emphasis on achieving impacts through public engagement and associated activity underpins our commitment to transferring specialist knowledge, and is realised in a wide range of public events – including performance events – organised by staff. Departmental research</p>

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underpins the undergraduate production of our annual Greek play (see case study UCL31-CAR) and the screening of rare silent films set in antiquity (see UCL31-WYK), both of which are contextualised by rich programmes of related lectures and workshops. Since its inception with Pat Easterling's 2005 *Ancient plays for modern minds*, our Housman public lecture (originally biennial, now annual) has consistently attracted audiences averaging around 100, among whom it has prompted lively discussion of subjects relevant to our research. A spin-off panel event, *Housman Revisited* (November 2009, with UCL's English Department and the Housman Society), explored Housman's poetry and scholarship within its cultural context and in light of Housman's education and sexuality. Inaugural lectures such as **Leonard's** on Freud and Greek tragedy (May 2012, audience of 150) are likewise pitched at the public audiences. UCL runs a well-established programme of *Lunch Hour Lectures*, all of which are open to the public and freely available on the University's YouTube channel. Since 2008, Unit staff including **Wyke**, Makrinos, Instone and **Carey** have contributed to this programme, each time reaching live audiences of 80-200. Staff also contributed to UCL's Bite-sized Lunch Hour Lectures (May 2011, May 2012, the latter by research students) and Roving Lunch Hour Lectures (**Wyke** on 'Desire and Domination' at the British Museum in June 2011: 5.995 hits on Youtube). UCL's first Festival of the Arts in June 2012 was aimed at a general public audience and included lectures by **Manuwald** (on drama) and **Wyke** (on film); a guest lecture by Peter Meineck on drama and cognitive science; and a panel discussion of myth in the ancient and modern worlds, organized by postdoc Giulia Biffis with speakers **Leonard**, **Andújar** and **Carey**. Audiences for these averaged 100-120.

UCL-based activities are supplemented by **external collaboration**, and staff also transfer specialist knowledge through **contribution to collaborators' public events**. A Leventis-funded collaboration with the British School at Athens, for example, will deliver interdisciplinary teacher training, combining our literary and cultural-historical research with the British School's strengths in material culture. Our annual Classics Day, which is aimed at everyone from school students to passing tourists, is co-organized with the British Museum and the adult education organisation City Lit, with whom we have a long-standing relationship. Recently, we have sought to enhance and extend the benefits of this collaboration through the co-development of an Humanities-based research training for executives, using Cicero, Perikles, Henry V, and Macchiavelli as management models. Further examples of staff contributions to external public events include lunch-time talks at City Lit (Feb. 2011); a public lecture on *Desire and Domination* by **Wyke** at the British Museum (BM); and a talk at the National Theatre by Adam Lecznar (research student) on his use of their archives. Collaborative events run with the Hellenic Centre include a panel by research students on aspects of ancient Greek culture, which attracted a largely diaspora audience of 120-150; and a reading/lecture/ concert on Archilochos with **Carey** and composer Costas Kafouros. **Wyke** has participated in public talks at the Hay Festival (2008) and Cheltenham Literary Festival (2010), led workshops on early cinema at the Bologna Ritrovato Film Festival (July 2013), and curated a film season to complement the BM's 2013 Pompeii and Herculaneum exhibition. The Unit particularly sought to capitalise on opportunities for public engagement and knowledge transfer relating to the 2012 Olympic Games, including a series of related events across London and nationally run in collaboration with the BM, Sir John Soane, the Hellenic and Roman societies, Classical Association, Open University, Institute of Classical Studies and KCL; **Carey** also provided the voice (and academic base) for one of the *Guardian's* Olympics videocasts (UCL31-CAR). Indeed, **contributions to media discourse** constitute an important additional approach to maximising our capacity to share research expertise with non-academic audiences. **Wyke's** extensive activity in this area includes numerous high profile television (e.g. *Discovery* 2009; BBC 4 2011, 2013) and radio appearances (including Andrew Marr's 'Start the week' and Melvyn Bragg's 'In our time', 2008, 2009, 2010: see UCL31-WYK); she also co-organised 'Greek and Latin Voices', a 12-week series of talks which aired on BBC Radio 3 (Dec. 2007-June 2008)

Supported by a designated departmental Schools Liaison Officer, all staff engage regularly in **schools visits** to enrich teaching of the A level curriculum by sharing the results of their research both at individual schools and at larger umbrella events such as Sovereign Education with audiences of 500. Each year, the Unit also hosts talks and taster days for school students, and it works closely with UCL Academy and with the East End Classics Centre. **Engagement with students and non-traditional learners** is further supported by our **publication of accessible textbooks and introductions**. These have included **Wyke's** *Caesar: A Life in Western Culture*

(2008); **Leonard's** *How to Read Ancient Philosophy* (2009); **Manuwald's** *Roman Drama Reader* (2010); and **Carey's** *Trials from Classical Athens* (now in its second expanded edition, 2012) and introduction and notes to the new (2014) World Classics Demosthenes translation. Although the primary market for these publications is secondary and tertiary education institutions and their students, both in the UK and internationally, they also target and find a wide readership among a broader educated public audience.

We recognise the importance of monitoring the utility of these approaches to end research users, particularly as a means of ensuring that future activities are tailored to best meet those users' needs. We therefore record and measure the nature and scale of the benefits we provide to them through feedback via questionnaires, post-event discussion and email.

c. Strategy and plans

The Department will maintain and expand its successful impact strategy, which will be kept under constant review to understand and meet the changing needs of its core audiences, and to help assist generate novel approaches to achieving research impact. In 2012, the department secured a substantial four-year grant from the Leventis Foundation to support research and outreach activities and their associated impacts, and this will be used to support the planned expansion of the following strategic strands to maximise research impacts:

- We will develop further the role of the Research Committee, including resource allocation.
- Activities around the Greek Play will be extended under the new Leventis Post-doctoral Fellow, beginning with a one-day symposium on drama at the 2014 Greek play.
- The (now annual) Housman Lectures will alternate between Greek and Latin themes, and will be more vigorously advertised to increase their appeal to a large and diverse audience.
- Conferences, workshops and colloquia will incorporate a focus on impact, with add-on lectures for a general public audience being shared online. New technologies, web-based resources, blogs and apps, Facebook and Twitter will be widely used to extend the range of our public engagement benefits, with training provided to staff to ensure familiarity with these technologies and so enhance their online presentation of important research insights.
- We will roll out open day activity to larger numbers using the Leventis funding and £7k of (competitively won) UCL support; activities will include summer schools, Classics fairs and a range of cultural activities.
- An annual schoolteacher visiting fellowship scheme will allow teachers to attend lectures and seminars to refresh their research base and even undertake supervised projects.
- We will develop new collaborations with HEIs, educational and government bodies, private and charitable organizations, and cultural institutions such as the British Museum, the British Library and the Wellcome Trust to maximize the reach of our impacts by allowing us to share important findings with established non-academic networks.
- **Wyke** has won substantial UCL funding to launch and co-direct a new Centre for Research into the Dynamics of Civilisation (2013-16); part of that funding will support interdisciplinary and collaborative impact activity.

d. Relationship to case studies

The submitted case studies reflect the diversity of our research interests and of the means and modes of our approach to achieving impact. However, they particularly clearly demonstrate our **wide-ranging engagement with the general public**, as well as our collaborative ethos and responsiveness to topical events. They are deeply grounded in our established research interests, but show how we use new developments - for instance the acquisition of staff with interests in Reception (**Wyke, Leonard and Andujar**) - to expand the scope of our impact activity. Both case studies also exemplify our use of **public performance events** (film screenings and stage performances of ancient texts) **accompanied by research-led contextual information** as a means of both engaging public audiences and enhancing their understanding of our research. Finally, both also exemplify our energetic response to the opportunities to **use new technology** to bring research on antiquity to the contemporary world.