

## Impact template (REF3a)

<b>Institution: University of St Andrews</b>
<b>Unit of Assessment: 31 (Classics)</b>
<p><b>a. Context</b></p> <p>The main non-academic user groups, beneficiaries and audiences of our research are artists, writers, journalists and media companies, publishers, museums, heritage organisations and other tourist bodies, school teachers, school pupils and students in other HEIs, and members of the public. Our research has three main types of impact: on cultural life (including public understanding of the ancient world) and the preservation of cultural heritage; on education at all levels; on the economy, especially through tourism and publishing. All areas of research in the School make a significant contribution to these three types but our archaeological expertise has had a particular impact on heritage management (see case studies and sections c and d below).</p>
<p><b>b. Approach to impact</b></p> <p>We view public engagement and dissemination as an essential starting-point for the achievement of impact. Our approach to impact has therefore always included large numbers of media consultations and talks to non-specialist audiences. Since the publication of the impact criteria in 2011, we have also begun to work more proactively on a number of projects designed to initiate and extend relationships with users of our research and to engage new audiences. We have also adopted a more systematic approach to identifying impacts from previously published research.</p> <p>One example of the recent intensification in our commitment to building relationships with user groups is <b>Dr Hesk's</b> project on classical drama in schools (since September 2011), which draws on research by himself and Professor Halliwell. It aims to determine how relevant HEI research can best be used to enhance the teaching, learning and assessment of Greek drama in secondary education. Dr Hesk has given a series of six talks to school students, including a session for more than 100 pupils at our Schools Day in March 2012. He has also set up a process of engagement and consultation with teachers, teachers' groups and sixth-form classes across the UK, which will underpin the production of a set of online work-sheets designed to make recent research on classical drama more accessible to schools. Initial feedback from teachers suggests significant success even at this early stage: 'It was excellent to hear from someone so closely involved in research' (representative of Kirkcaldy High School, <i>Fife Free Press</i> 9/2/12); 'all incredibly useful as a link/background to Class. Civ. /Ancient History in terms of the role of comedy within the context of the Athenian dramatic process' (representative of Godolphin and Latymer School, London, 25/1/13). That work is supplemented by Dr Hesk's 'Ancient and modern rhetoric' blog, running since November 2012, which aims to engage non-specialist readers in his work on ancient rhetorical culture and its implications for modern political rhetoric.</p> <p><b>Dr (J.) König</b> has worked closely with a range of users of his work on ancient athletic culture in response to requests for talks and consultations. Examples include: advice to Czech artists Charbel Ackermann and Jirí Sozansky, who drew on his work in preparing a series of artworks inspired by ancient athletics; an introductory piece for the catalogue for a pair of exhibitions displaying their work in Prague in 2008; development of online material for an award-winning Open Learn unit on the 'Ancient Olympics' for the Open University (about 10 webpages); advice to former Olympic skating champion Garrett Lucash about a book on sport and genetics, and to screenplay writer Cliff Hollingsworth on plans for a film on ancient athletes; five talks to non-specialist audiences in various parts of the UK in the period of the London Olympics in 2012. More recently, he has supplemented that public engagement and consultation work with a more proactive attempt to address a wider audience (in line with our more proactive approach to impact since 2011) through his 'Ancient and Modern Olympics' blog, which has run since March 2012, offering translations and discussion of ancient texts on athletic topics. The blog had had more than 25,000 page views by 31 July 2013, many of them brought by web searches. In that sense it has already had a wide reach, helping to raise standards of public understanding of ancient sport.</p> <p>Two senior staff members have aimed to build on the successful impact of their previous research (some of it uncovered thanks to our new procedures for collecting impact evidence, outlined further below) through new publication projects aimed at non-specialist audiences. <b>Prof. Woolf's</b> work on Roman politics, imperialism and religion has been widely disseminated and has had a global reach in its influence on the popular media and on other educational institutions over the last two decades. During 2008-13 he has built on that earlier success with his new book <i>Rome: An Empire's Story</i> (2012), which presents his research on Roman imperialism to a non-specialist audience. National and international newspaper reviews highlight its potential for global reach and</p>

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impact on public understanding ('Woolf's dazzling account of ancient Rome's story will entrance the general reader', *THE* 9/8/12). Its worldwide sales figures to date (31/7/13) are 10,500. He has also engaged in further media work during 2008-13 (e.g. appearances on several TV documentaries: 'Meet the Romans' (BBC2, 2012), 'Caligula' (BBC2, 2013), 'Mothers, Murders and Mistresses' (BBC4, 2013); telephone consultations with media companies on plans for four different television projects; reviews for the *Guardian*, *Telegraph*, *TLS* and *LRB*; an interview for the *Guardian* in July 2013; two appearances on *In Our Time* in 2012; three public lectures). He has also been a member since summer 2012 of the Trustees' Research Committee of the British Museum, which has involved advising on forthcoming exhibitions, and was consulted by the Museum of London on redevelopment of their Roman Galleries in 2012. **Prof. Halliwell's** research has had similarly extensive reach over the last 20-30 years; his translations/editions of Aristotle and Aristophanes have sold over 50,000 copies between them and are regularly prescribed on undergraduate syllabuses globally, both in Classics and beyond (e.g. in screenwriting courses). During 2008-13 he has chosen (partly in response to our findings about the impact of his earlier research) to build on those achievements by work on further translations of Aristophanes for *World's Classics* (vol. 2 to be completed by end 2013). He has also made three appearances on Radio 4, in 2010 and 2011, recorded two podcasts, and given six talks to non-specialist audiences.

Since 2011 responsibility for assisting staff to achieve/track impact has been assumed by the Research Committee in conjunction with the School's Impact Officer, Dr Hesk, who in 2012-13 received a one-sixth teaching reduction to pursue projects of his own and to support others. Between them they now co-ordinate yearly collection of data from all staff on impact-related plans and evidence for successfully achieved impact, so as to identify promising areas for further time investment. That data is used as a basis for discussion in yearly research interviews, where staff are encouraged to work on specific impact projects and to build relationships with relevant communities of users, in some cases with teaching relief to help (see section d below). Substantial School funds sustain this process (the Research Committee budget of £7000 per year is shared between impact and other research projects). The School's Computing Officer has supported our impact projects extensively, for example by maintaining the School's impact and public engagement webpage (<http://www.st-andrews.ac.uk/classics/research/impact/>) and blogs.

Our efforts are thus focused primarily on those members of staff whose research is judged to have strong impact potential (see also section d below). Nevertheless our approach to impact incorporates an expectation that all staff will make some contribution, in line with the School's long-standing tradition of public engagement. During this REF period we have delivered more than 40 talks to members of the public, more than 45 talks to schools (both one-off talks and events in St Andrews, the main focus being a Schools Day every spring for 100 or so pupils, organised by our Outreach Officer, with talks and classes linked with our research); conducted more than 30 media interviews and consultations; written more than 20 articles for the non-specialist press; worked on more than 65 companion pieces and encyclopaedia and handbook entries aimed at least partly at non-specialist audiences; also 4 translations and 5 non-specialist, introductory books. We have also recently launched a School podcast web-page (supported by the School's Computing Officer): <http://www.st-andrews.ac.uk/classics/research/podcasts/>. 19 podcasts and videocasts, based on both recently published work and work in progress, were posted there between summer 2012 and 31 July 2013. In time, this programme will build an impressive archive accessible to our main non-academic users, as well as students in other HEIs.

### c. Strategy and plans

Our goals over the next REF period are to sustain the School's long-standing tradition of public engagement through media work and public talks; to increase the number of staff engaged in substantial, proactive impact projects, with the help of the new procedures for planning and monitoring outlined in section b, which will see impact goals routinely integrated into early-stage research planning for new projects; and to expand the reach and scope of what we view as the most promising of our existing projects (especially but not exclusively the two which form the basis of our case studies) by continued support and investment. We will prioritise the following:

**i) Virtual reconstructions in education and heritage management.** The models originally developed for the Sparta Basilica and other related reconstructions (see case study) are now being widely used and imitated by others without any direct involvement on the part of Dr Sweetman. However, she will continue to collaborate with colleagues in the School of Computer Science on two further St Andrews reconstructions (St Andrews Castle and St Salvator's church) and on a new

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project involving local communities in augmenting the existing reconstructions with the findings of local amateur researchers (funding bids are in preparation). She is nearing completion of a related AHRC-funded project to produce a publicly available database of Greek churches in the Peloponnese, with a clickable map, aimed at enhancing tourist experience of the relevant sites. Finally, a new fieldwork project on the Roman, late antique and Arabic site of Vizari in Crete will incorporate a virtual reconstruction whose public provision (in collaboration with the Vizari local council) will enhance and encourage emerging tourism in the Amari Valley, and improve public understanding of the archaeological process.

**ii) Public perceptions of the Roman army.** Dr Coulston will expand the scope and reach of his impact work on the Roman army (see case study) with a major online resource for Roman army studies. This will include both images and information, aimed at the same body of users outlined in his case study (i.e. heritage managers, media companies, Roman army re-enactors, and other interested members of the public, with a likely impact also on students in other HEIs). The project will be built round three interconnected websites, on Trajan's Column, Hadrian's wall, and military equipment. The first website, including a searchable database of 3,000 images, was launched in June 2013 and will be added to during 2013-14: <https://arts.st-andrews.ac.uk/trajans-column/>. It has been supported by a grant of £1500 from the School and facilitated by both the School's and the Arts Faculty's Computing Officers. External funding bids are planned to enable completion of the other two websites. Dr Coulston has also now accepted an invitation by the Curator of Hadrian's Wall Museums at English Heritage to work on a restructuring project for Corbridge Museum from 2014 onwards (along the same lines as his recent work on Housesteads: see case study). He has produced a series of videocasts on Trajan's Column available on the School of Classics' podcast page, and will expand that series further during the academic year 2013-14.

**iii) Classical drama in schools.** Dr Hesk aims to extend this project by making available a set of online resources and briefing papers aimed at teachers and pupils across the English-speaking world, and through discussion with examination boards on the value and drawbacks of using recent research to inform their Greek drama syllabuses. As part of the project he will work to enhance the impact of the School's own research (his own and Professor Halliwell's, including Professor Halliwell's translations) on school syllabuses.

**iv) Latin language teaching and the student experience.** Drs (A.) König and Buckley have recently begun a three-year research project, funded by St Andrews' own Learning and Teaching Support unit, to assess the linguistic strengths/weaknesses of Latin students from different educational backgrounds. This will have important implications for the teaching of Latin (and Greek) in other Scottish Universities, where school-level qualifications are often more variable than in England. The project's findings will be published as a peer-reviewed research article with the aim of informing practice/policy in HEIs, schools and exam boards (especially the SQA).

#### **d. Relationship to case studies**

A central part of the School's approach to impact, even prior to 2011, has been an energetic commitment to public dissemination (cf. section b). Both case studies exemplify that approach. Dr Coulston has given numerous talks to non-specialist audiences (a continuation of work along similar lines over the last two decades). Dr Sweetman's case study has similarly involved many visits to local schools and museums. Since 2011 a key feature of our approach has been more proactive work in enhancing our relationships with user groups through collaborations beyond academia. Again, both case studies exemplify that point. From 2011 Dr Coulston began to exploit more systematically his opportunities for consultation work with media companies. In summer 2013 he initiated contact with the Cohors Quinta Gallorum reconstruction group, which specialises in public reconstructions of the Roman army of the 3<sup>rd</sup> century AD on Hadrian's Wall: he has taken on the role of 'Authenticity Officer', and has undertaken to produce an information booklet for public sale at future Quinta events. Dr Sweetman and her collaborators began to advertise their virtual reconstructions more actively after 2011, and worked hard to cultivate ongoing relationships with the user groups engaged by that process: for example Education Scotland and the Timespan Museum, as well as local schools. Both case studies were selected through the process of information-gathering and interviews outlined in section b. Drs Coulston and Sweetman were given one-sixth teaching relief during 2012-13 to work on their projects; both have met regularly with the School's Impact Officer and Director of Research to consult on planning. Dr Coulston's project has been supported by funding from the School's budget and by IT help (cf. section c).