

**Institution: The University of Edinburgh**

**Unit of Assessment: 31 Classics**

**a. Context**

30,000 copies of Berry's English translations of Ciceronian speeches sold to lay persons and school children; a new permanent museum display established in Oxfordshire to showcase Sauer's research findings from Alchester; a TV interview given by Kelly on the Great Tsunami of AD 365 to inform discussion of the 2009 Tsunami: three examples that illustrate the diversified use of the research of Edinburgh Classicists outwith academia. The underpinning research spans the full range of disciplines in Classics – from archaeological exploration via historical inquiry to philological and linguistic study. The range of impacts generated by our research goes however beyond those exemplified by the three examples above: our research influences modern public discourse, affects the making of civil society, sustains public services, enriches Britain's cultural life, helps make advances in school education, and is a distinct means for the creation of wealth. Our impact is also characterised by the international reach of our research, which has involved Edinburgh Classicists in exchange with non-academic groups across the globe. The key areas of impact and the main user groups of the unit's research are fourfold:

i. Museums and the heritage industry (main users: curators; visitors; other professionals)

Individual museums and galleries have sought our expertise on a range of aspects relating to the display, conservation, and interpretation of archaeological artefacts in their possession. Colleagues have been consulted on matters concerning the preservation, and design of the display, of cultural artefacts (e.g. Davies' consultancy on the Ince Blundell collection which is ongoing since 2010). Close links with the National Museum of Scotland have led to repeated contributions by Edinburgh Classicists to study days and public lectures organised by the museum (e.g. Grig's 2010 talk on the Traprain Treasure). And research abroad has provided opportunities for the contribution of colleagues to the conservation of artefacts and their presentation for study (e.g. Roth's involvement in the reorganisation of the collection of Italic inscriptions in the store and study rooms of the Museo Archeologico Nazionale in Naples in both 2008 and 2009, and in the Porta Stabiana deposit in Pompeii in 2008). Six colleagues have been involved between January 2008 and July 2013 in one or other of the roles just described. See also CS 1 (Money Matters) and CS 3 (Borderlines).

ii. The media and publishing industries (main users: journalists, film-makers, viewers, readers)

Work with the media enables the research produced by Classics to be accessed by as wide a group as possible, increasing its social and cultural value in addition to the commercial benefits that are derived by the media from our research. TV companies have utilised Classics research in relation to current affairs (e.g. Kelly's aforementioned NHK 2009 TV interview on the Great Tsunami of AD 365). Radio companies have broadcast public debates on matters of cultural interest (e.g. Cairns' 2012 panel contribution to the 'Athletes and Ideals' debate at the Edinburgh International Festival organised by Australian National Radio). Publishers and readers have benefitted from our more 'popular' research outputs (including translations and textbooks): these are best exemplified by Berry's aforementioned combined sales of his translations of Ciceronian speeches in excess of 30,000 copies in the Oxford World's Classics series (2008 and 2009) and the Folio Society (2011). See also CS 2 (Persian Past) and CS 3.

iii. Charities and learned societies (main users: society members, lay persons)

Our research has been beneficial to the lay members of charities and learned societies through public lectures, talks and panel discussions that inform the making of civil society (e.g. Canevaro's talk on law making in ancient Athens to the Classical Association of Scotland, Edinburgh and South East branch, in 2013), and influence modern public discourse more generally (e.g. Cairns' panel membership (Chair) of a public debate on the role of ancient drama on the contemporary Scottish stage, sponsored by the Classical Association of Scotland, in 2012). 13 colleagues contributed to 32 such occasions in the REF impact cycle at various local or national groupings of the Classical Association, The British Epigraphy Society, The Hellenic and Roman Societies, etc. See also CS 2 and CS 3.

## Impact template (REF3a)

iv. Education (main users: teachers, students, adult learners, lay persons)

Our research has formed the basis for colleagues' contributions to changes to school curricula, the study experience of pupils at individual schools, and the accessibility of classical research to pupils and adult learners alike. E.g., Winder has been a member of the Quality Design Team ('Ancient Languages') of the new Scottish National Curriculum; and Cairns has been involved in a conference for secondary school teachers of Classics at St Aloysius College in Glasgow in 2011 designed to inform the new SQA Higher syllabus in Classical Studies. Individual talks to schools have influenced the nature and level of exposure to research-based knowledge of (esp.) Scottish pupils (e.g. Llewellyn-Jones' lecturing in a number of Edinburgh Schools on his work on cinematic representations of the ancient world since 2008). 6 colleagues have delivered 21 'school talks' arising from their research since 2008. Specialist research has fed into the publication of modern language translations of Classical texts used by individuals and institutions alike, in their pursuit of personal development and the execution of socio-civic responsibilities respectively (e.g. Berry's aforementioned translations of Ciceronian speeches). The publication of thematic textbooks, handbooks, etc. intended for university courses and the interested public has been a feature of the research carried out by a number of colleagues (e.g. Erskine's *Roman Imperialism*, with EUP; and his editorship on the Encyclopedia of Ancient History project). See also CS 2.

**b. Approach to impact**

It is a characteristic feature of our scholarship that colleagues engage frequently and directly with members of the public on the basis of their research. This is primarily realised in the context of research seminars and workshops, based on the delivery of papers and encouraging informal one-to-one discussion with interested members of the local community in Edinburgh following such events. This outward-facing attitude has been the fundamental basis for our approach to impact.

The collaborations with the institutions and organisations that helped to generate the impacts, especially in CS 2 and CS 3, have been enhanced by incorporating specific activities in the unit's regular schedule. In 2013, Classics hosted two events of Edinburgh's Iran Festival to maximise the exchange between staff and the local Iranian community (with over 200 participants). We held relevant book launches, open to the public (e.g. for Llewellyn-Jones' *King and Court*, and for Sauer's *Persia's Imperial Frontier*). Blogs were created in collaboration between colleagues with KE and impact projects and the School's IT officer (e.g. Grig's popular culture blog). The unit has made very good use of the financial support structures for impact and KE at University and College level: part of the activity described in CS 2 was facilitated through a successful bid to the College KE fund for £2k. The unit recognises impact activity in its teaching organisation: reductions in teaching loads have been implemented to support impact activity (e.g. Llewellyn-Jones, CS 2).

Within the School, all units have adopted an enabling approach to impact through the following core mechanisms and processes:

- the recognition of activity leading to impact in the School's workload model (e.g. the development of a case study), and of administrative support for impact by academic colleagues (e.g. acting as DoR for KE/Impact);
- the inclusion of impact as a standard element of our annual research review process and of sabbatical leave applications, including the documentation of relevant activity and/or advice and information on the creation of impact.

We have also been contributing to, and benefitting from, broader institutional support mechanisms for impact and KE activity. Staff members of the unit have regularly worked with HCA's marketing officer to assist with the public dissemination of our research findings, via the press, the School's web-pages, or the print media. We have worked closely with HCA's IT officer to develop outward-facing research pages on our website that promote the KE and impact aspects of our research. We have also been engaging with UoE's 'Research in a nutshell' project which led to the production of 1-minute videos in which individual researchers describe their research agenda and goal for a non-specialist audience: the videos are directly accessible from colleague's web profiles. And we have been contributing to the organisation of staff development workshops (with contributions from the College KE and Press offices): e.g., 'Planning for Impact', 'The Impact Case Study' (both in 2011-12), and 'Working with the Press and Media' (in 2012-13).

## Impact template (REF3a)

**c. Strategy and plans**

In the coming *lustrum*, Classics at Edinburgh will focus on a particular (positive) impact challenge, that will involve a considerable proportion of unit staff – namely the development of a Classics teacher-training programme in collaboration with UoE's School of Education that benefits directly from the input of researchers in Classics at Edinburgh. The project will underscore our understanding of the relationship between teaching (also at school level) and research. Beyond this larger 'unit-project', we aim to support colleagues through the mechanisms described above (b) with individual and collaborative impact-generating projects (e.g. Kelly's English translation of Ammianus Marcellinus for the Landmark series (2016, forthcoming), which benefits from additional research leave).

Three colleagues are currently involved in activities and projects that are expected to deliver, in the coming decade, significant impacts of the types described in the case studies:

- Barringer's *Olympia-project*: the research is funded through a grant from the Gerda Henkel-Stiftung (2013-15) and is supported further by internal research leave; the project includes the publication of a guidebook to Olympia, public lectures, TV and radio interviews, and consultancy for the Musée Olympique at Lausanne concerning the 'Origins of the Games' gallery with particular regard to the imagery found on the Temple of Zeus at Olympia.
- Llewellyn-Jones' *Persian bodies-project*: the research is centred around a collaborative AHRC bid; the project includes a publicly accessible database, a 'News' website, museum exhibitions, film screenings, study days, and fashion shows (of reconstructed Achaemenid dress).
- Sauer's *Alchester-project*: the research on the excavations at the Roman fort at Alchester was funded, inter alia, by the British Academy over a 5-year period, and has been supported by internal research leave; the forthcoming publication of the final excavation report is accompanied by publication of a popular type, TV and radio interviews, and debates and lectures, many of which will focus on the new permanent museum display in Woodstock of key finds from Alchester.

Another, wider focus consists in implementing the College KE strategy for 2012-16, with particular regard to the provision of our published research findings in openly accessible formats, including through UoE's publications repository.

**d. Relationship to case studies**

The three case studies reflect 'the old and the new' in Classics at Edinburgh in the period in which impact-generating research was carried out (1993 to 2013). CS 1 '*Money Matters*' represents the unit's approach in the first decade of the impact period (i.e. for a period in which 'Impact' had not yet been conceptualised). The second decade is represented both by CS 2 '*Persian Past*' and CS 3 '*Borderlines*'. All three case studies show well the types of research carried out by us as well as the types of impacts achieved by our research. CS 1 achieves impact on the basis of highly specialised research into an aspect of the ancient world that is typically and primarily accessed by research specialists in the same or closely associated areas of research (esp. numismatics). CS 2 creates impact on the basis of specialised research that is accessed not only by researchers from the same or closely associated areas of classical research, but also by a number of specialisms that fall outwith the geographic and/or chronological framework of this research (e.g. gender and dress studies). CS 3 has impact as a result of research that is focussed on regional work but that is accessed by a number of research specialisms that fall outwith the specific geographic scope of the particular research (e.g. frontier and army studies). The actual research outputs of all three cases are also directly accessed by non-academic users (as exemplified in the individual case studies). And all reflect vividly the range of impact types, audiences and users, as well as the geographical reach – both nationally and internationally – that our research achieves. Furthermore, the three case studies exemplify impacts that were not anticipated when the research was undertaken (CS 1; CS 3) as well as impacts from research that were at least in part shaped if not directly influenced by careful impact planning through the mechanisms available within the School and University (CS 2; CS 3). All these routes to impact are regarded as desirable for the future in order to promote and enable the different types of research that underpin them.