

<b>Institution: The University of Edinburgh</b>
<b>Unit of Assessment: 31 Classics</b>
<p><b>a. Overview</b></p> <p>Classics is one of three subject areas in the School of History, Classics and Archaeology (HCA) in the College of Humanities and Social Science (CHSS) at the University of Edinburgh (UoE). A major international centre for the study of the human past from pre-history to the present day, HCA has over 100 academic staff and 350 graduate students. Classics became a single department in 1987, uniting the core areas of classical scholarship: the classical languages and literatures; ancient history; and classical art and archaeology. Research is carried out across the full spectrum of classical studies, actively informing teaching at all levels. Our REF2014 submission is composed entirely of staff from the Classics subject area: this is in contrast to our RAE2008 submission, which comprised 18 FTE, including 5 Cat A staff from Archaeology.</p>
<p><b>b. Research strategy</b></p> <p>Our overarching objective is to consolidate Edinburgh Classics as an international centre of classical scholarship, producing excellent research with broad chronological and disciplinary coverage. Over the REF period, we have sought further to enrich and extend the breadth of our research, and to support our staff in producing outstanding research for the benefit of both the wider academic and civil societies. Building on the goals formulated in RAE2008, our research strategy has focused on four areas: (i) broadening our research base to support research in and across all the core disciplines of Classics; (ii) investing in physical infrastructure to support growth and increased intellectual exchange; (iii) increasing external research funding to support outstanding scholarship; (iv) introducing a series of changes to graduate training and supervision, the better to integrate PGRs into our research environment and to enhance their career prospects.</p> <p><b>(i)</b> Over the REF period, we have made 25 <b>appointments</b> (9 were to new posts, and 6 in total were open-ended or 'tenure-track') to expand and complement existing areas of expertise. A significant proportion of these were early career appointments, indicative of our commitment to building for the future through sustained career development and mentoring (see <b>c.1</b>). As a result of this recruitment strategy, the number of staff in Classics returned here is nearly twice as large as our return in 2007-8 (when the submission included 13 colleagues from Classics). The unit now has a critical mass of researchers in all the core disciplines: 10 in Language and Literature; 10 in Ancient History; 8 in Classical Art and Archaeology. This increase in numbers has generated new collaborations among colleagues (examples in <b>e.1</b>). Evolving collaborations have also been supported by new funding schemes for workshops and seminars (see <b>d.2</b>).</p> <p><b>(ii)</b> In 2010, Classics was co-located with History and Archaeology in the William Robertson Wing of the University's Old Medical School, following a <b>£14 million refurbishment</b> of the building. Located in the heart of the University and Edinburgh's Old Town, the building benefits from shared state-of-the-art facilities (including lecture theatres, teaching and study rooms, and multiple common rooms), which are equipped to support and nurture a collaborative research culture, and to position Classics as a hub for international visitors and events (see <b>d.1-3</b> and <b>e.1</b> for details).</p> <p><b>(iii)</b> A key priority set out in RAE2008 was that of attracting <b>external funding</b> to give staff the resources to conduct transformative research, and to finance new appointments (see <b>i</b>). Early in the REF period we introduced measures to encourage and support funding applications (see <b>d.4</b>). These led to a more than two-fold increase in grant expenditure over the REF period (£500k), as compared to RAE2008 (£200k). Meanwhile, the value of grants <i>awarded</i> over the period has risen even more sharply (£1.2m), evidencing a continued upward trajectory in the level of funding.</p> <p><b>(iv)</b> In 2010, the School commissioned a comprehensive external review of <b>PGR provision</b>, which has fed into revisions of practice for all subject areas. The resulting HCA Graduate School Strategic Plan (2010-15) adopted two main priorities for reform of Classics PGR provision: a) regular review of our graduates' progress to enhance their career development and potential; and b) increased funding for graduate research to attract and retain more of the best applicants. The key changes included obligatory skills training for all PhD students, and the introduction of</p>

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generous scholarship provision for incoming and continuing students (at School, College and University level) (see c.4). As a result, we admitted 35 doctoral students in 2008-13 (compared with 22 in 2001-7). In 2012-13, there were 40 research students in the department (4 MScR; 36 PhD), supervised by 16 unit staff in a 1<sup>st</sup> or 2<sup>nd</sup> supervisory capacity (with no single member of staff acting as the lead supervisor to more than 6 students). The rise in our PhD intake from 3.6/annum in the last RAE period to 7/annum in the REF cycle is a clear and positive result of the measures that have been introduced.

Through these strategic changes (i-iv), we have fostered a large and active research community. The unit adopts an **enabling approach** to the development of colleagues' research strategy, which allows them autonomy in choosing their own research direction – whether involving individual scholarship or collaborative efforts. Through this approach we also support the development of large-scale and interdisciplinary projects that require time to come to fruition. The results of this strategy can be illustrated through the significant advances we have made in several key areas:

**Cairns'** work on the emotions has crossed the boundaries between the humanities and the social sciences: external support has come in the form of a Leverhulme Major Research Fellowship (2008-11: £150k) and funded participation in an ERC grant held elsewhere (2012-13: £50k). Cairns is leading the way in the College in the area of cognitive humanities. **Erskine's** investigation of relations between Greeks and Romans, facilitated through a Leverhulme Research Fellowship (2008-9: £28k), has changed our understanding of those relations through epigraphic, historical and literary analysis. And **Sauer's** Gorgan Wall excavation, involving an international team of archaeologists, geologists and other specialists, has revised the wall's date and, hence, its place in the history of the Sasanian Empire. The project was first supported by an AHRC grant (2009: £226k), followed by an ERC Advanced Grant (in collaboration with other institutions): Sauer's component is just over £1m (2012-17).

The success of our research strategy in fostering both the exercise of high quality disciplinary skills and the ability to go beyond traditional subject boundaries is perhaps best documented in the considerable **achievements of those scholars earlier in their careers** who were submitted in RAE2008:

**Kelly's** work on late Latin literature has challenged the traditional separation between literary and historical approaches, especially in his 2008 CUP monograph on Ammianus Marcellinus. External support has taken the form of a Fellowship at the National Humanities Center (2010-11: £25k), and a BA Mid-Career-Fellowship (2013-14: £120k). The importance of material evidence for the historian's craft is demonstrated in **Grig's** research on late antique Rome, of which her 2012 *PBSR* article on Jerome's 'symbolic city' is a good example. **Llewellyn-Jones** has offered a fresh perspective on Ancient Persia on the basis of textual and visual analysis, which he has made relevant to a lay audience (**REF3b**). **Roth** has substantially modified our understanding of the nature of Roman manumission through literary and legal study, exemplified in her *PBSR* paper, 'Men without Hope'. And, finally, **Trépanier** has exposed an unsuspected conceptual development in pre-Socratic philosophy on the basis of papyrological research in his 2013 *Apeiron* paper.

University recognition of these successes is documented by Sauer's promotion to a Personal Chair (2008), and the promotion to Senior Lectureships of Llewellyn-Jones (2010), Kelly (2011), and Roth (2012).

The success of our research strategy can also be measured through the scope and breadth of our **scholarly outputs**, of which REF2 gives only a limited picture: current unit staff have authored 16 books, edited 13, and published over 125 articles and book chapters, as well as many shorter or popular research outputs.

We have consolidated our role as an international hub for research, as demonstrated through our success in attracting **visiting scholars and postdoctoral fellows**. In 2008-13, 15 resident visitors contributed to our research culture through participation in research events, public lectures, and research-led graduate courses. 7 were supported by UoE's Institute for Advanced Studies in the Humanities (IASH). We demonstrated our commitment to individual excellence and career development by hosting 6 prestigious postdoctoral fellowships, including 2 Leverhulme Trust ECFs (2009-11; 2013-16), 1 BA PDF (2012-13), and 1 Marie Curie Fellow (2013-15).

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To augment our skills, we encourage contributions from **emeriti and honorary fellows** (Bathrellou, Breeze, Dickie, Gebhard, C. Gray, Howie, Nadeau, Rutter, A. Small, C. Small and Strachan) to activities such as graduate supervision, research seminars and PG teaching. These contributions have broadened our disciplinary and chronological coverage, and assisted in the creation of a lively and cosmopolitan environment, which benefits staff and graduate students.

Our primary **strategic goal for 2014-20** is to consolidate this vibrant and outward-facing research culture. We will achieve this through:

- augmenting our research base by supporting our **early career researchers** in developing excellent research and supporting those in fixed-term posts in moving to open-ended positions;
- further enhancing our **seminar, lecture and conference provision** to create an ever broader web of intellectual spaces for exchange, in the unit and beyond, within and outwith academia;
- continuing to improve the training opportunities for our **graduate students**, e.g. by expanding their access to lecturing opportunities with associated training and support;
- overhauling our **MSc provision**, especially with regard to the programme range, with a view to offering superior training across the core disciplines of Classics;
- further advancing the **reach of our research into society**, e.g. by developing a teacher-training-programme with UoE's School of Education (see **REF3a**).

Both our goals and underpinning strategies are deliberately organic in nature, reflecting our conviction that research in the humanities requires space for autonomy and individual development. The UoE's mission has made a commitment to be the UK's leading institution for supporting the development of early career researchers. We provide unique career opportunities and training, e.g. through the Chancellor's Fellowship scheme (c. 200 appointments in 2012/2013; 3 in Classics, see **c.1**): the next call for 50 Fellows is to be launched in 2014. We consider the unit's profile exceptionally well suited both to help shape future research directions in all areas of classical scholarship, and to teach, supervise and inspire future generations of students.

## c. People

### c.1 Recruitment policy

Focused recruitment has been a key element of our staffing strategy in the last few years: we have sought to expand our disciplinary and chronological coverage whilst selecting the best and most creative young scholars. This recruitment policy is integral to the strategic goal described in **b** above. We expect the growth of our research base to benefit staff and students alike, and to aid the expansion of our taught graduate provision as a preparation for ensuing doctoral research by the best students (see **c.4**):

**O'Rourke** was appointed with the specific remit of promoting the study of Latin poetry; his work changes our view of the nature of Augustan poetry. **Maciver** brings expertise in the study of Greek imperial literature, presently augmented by **Kneebone**, challenging current understanding of the Second Sophistic. **L. Canevaro**, a Leverhulme EC Fellow, revises our perception of early Greek literature and society through a focus on gender. **Ware's** arrival to cover Kelly's post during his leave ensures continued strength in late Latin literature, while adding panegyric in general. **M. Canevaro** and **Gray**, both Chancellor's Fellows in research-focused tenure-track positions offer vital expertise in Greek history and exceptional technical skill in law and epigraphy, two areas that were in danger of being marginalised. Law and epigraphy are also central to the revisionist comparative work of **Lewis**, an HCA Early Career Fellow, on Greek and Near Eastern slavery. Additional legal expertise (on the Roman side) is currently offered by **Barnes** and **Corke-Webster**: both enhance existing strength in the study of late antiquity and early Christianity. **Morton**, a CHSS Career Development Fellow, adds strengths in Republican history and the study of slavery. In archaeology, we faced significant challenges in the need to boost capacity in art history and field archaeology; this was successfully addressed through the appointment of a third Chancellor's Fellow, **Jacobs**, who brings expertise in field archaeology in Asia Minor and Italy, and the open-ended appointment of **Russell**, who adds strength in the study of Roman art history and architecture, combining it with fieldwork in (again) Asia Minor, and North Africa. We deliberately added to the momentum of change and renewal in archaeology through temporary appointments in three distinct areas: Mycenaean Crete (**Kotsonas**); Roman interior design and domestic space (**Lauritsen**, our second CHSS Career Development Fellow); and maritime archaeology (**Rice**).

### c.2 Staff development

The department fosters an inclusive research culture. We aim to support all stages of a research career through institutional support mechanisms and an atmosphere of collegiality. We are, moreover, committed to investing in the future of the subject, and all but 3 of the new staff who are submitted in this UoA are early career researchers: some already have well-developed publication profiles; others are at the early stages of their publication careers. To enable all colleagues to realise their research potential, we operate a three-tier support system that is framed by UoE award-winning policies such as the Code of Practice for the Management of Research Staff, based in turn on the Concordat to Support the Career Development of Researchers:

a) *Professional development support* (PDS) is obligatory for all new colleagues and optional for established colleagues: it involves monthly meetings with the line manager to discuss progress and opportunities for career development, in both teaching and research. ECRs also benefit from the advice and guidance of a specialist research mentor. The unit's PDS includes the mutual observation of teaching (and follow-up discussion) to foster a holistic approach to teaching and research. As a result, all new staff appointed to open-ended or longer-term positions have already developed specialist course options based on their research (e.g. 'Amor and Roma': **O'Rourke**).

b) *Annual review* takes place for all colleagues with the Head of Subject or the Head of School. New colleagues also benefit from reviews after both 6 and 12 months in post. Annual research interviews (following each colleague's submission of a research report to HCA's Research Committee in January) complete the annual review process. The reviewing process monitors all colleagues' research and teaching, assists with setting shorter- and longer-term goals, and serves as a point for discussing development needs and career progression. The process facilitated a general review of teaching duties in 2013 which has protected research time for all staff.

c) *Research leave* is designed to create periods focused exclusively on research. Staff on open-ended contracts apply for 1 semester's research leave after 5 semesters' teaching. Time on fixed-term contracts is credited upon transfer to an open-ended contract, as is time on maternity leave. Applications with a research plan, evidence of past performance and KE/impact information are scrutinised by the Research Committee for approval by the Head of School. Staff are encouraged to apply for further leave supported by external funding bodies. Since 2008, 100% of eligible staff have gained internally funded leave, and 5 staff have gained further externally funded leave.

The unit benefits from the promotion structures and policies that are standardized across UoE. Moreover, HCA operates a career progression tracker to ensure that staff who might be due for promotion are specifically reviewed and encouraged to apply where appropriate. Since 2008, the unit has achieved 4 promotions for which research was a key criterion (see **b**). These processes take full note of UoE's Equality & Diversity Strategy and Action Plan, with particular regard to part-time work (agreed with 2 unit staff) and maternity leave (3 leave periods taken). We are part of HCA's ECU Gender Equality Charter Mark self-assessment team which is aiming for a Bronze Award in 2014, when the charter mark is launched as a 'partner' to Athena SWAN.

### c.3 Workload management

HCA's workload allocation model protects 40% of the annual workload for research. It also credits impact-generating activity and the submission of external funding applications over £15k. The research capacity of new unit staff (including fixed-term staff) is further protected by reducing their teaching and administrative load by 33% in the first year. Our Chancellor's Fellows are on a 5-year progression trajectory towards a full teaching and administration load at the end of the final year, with transfer to an open-ended contract upon successful review in Year 3. ECFs follow the standard pattern laid out for ECFs by the major funding bodies: research-focused roles with only 20% of the annual workload allocated to teaching and related administration. The CHSS Career Development Fellows focus on their research projects, with 10% teaching at most. A Teaching Programme Review (2012) highlighted high teaching and administrative loads of staff at mid-career-stage that affected their research potential adversely. To avoid overloading staff with heavy administrative duties, and to ensure parity and equity across the unit, workloads were restructured in 2013 through the annual review process. We now also make greater use of sessional teaching. We expect to see the fruits of this approach fully in the next REF-cycle.

### c.4 Research students

Graduate research in Classics is managed by the Graduate School, which operates across HCA's three subject areas. The Graduate Office, headed by the Graduate Director (2012-13: **Kelly**), oversees both postgraduate teaching and research (including scholarship provision). Admissions for research degrees are handled by the Classics Graduate Officer: s/he deals with the allocation of supervisors, the organisation of annual PhD reviews, subject-specific graduate training, and pastoral issues. Supervisors undergo regular and refresher training. Our research students play a full part in our research culture: they participate in the unit's Research Seminar, and run a weekly work-in-progress seminar. An annual 'young research'-workshop with individual presentations engages staff with students on their thesis topics in a critical yet supportive forum. Access to a School fund for research travel expenses, and for group applications (with a mentor) to organise a workshop, is available up to £500/annum. We have responded to the Graduate School Strategic Plan (see **b.iv**) more specifically in the areas of **(a)** recruitment, and **(b)** training:

**a) recruitment** - A generous portfolio of scholarships is now available for incoming and continuing students at University, College and School level. In 2008-13, research students in Classics were awarded 7 internally funded 3-year doctoral awards (including 3 Principal's Career Development Awards providing 'in-built' teaching, seminar organisation and public engagement opportunities), 2 1-year MSc Awards, and 3 1-year McMillan PhD Studentships for continuing students. Classics has benefitted further from a 3-year Scholarship in Greek Studies fully funded by the A. G. Leventis Foundation. In 2008-13, there were 11 external PhD awards (including 2 AHRC awards). Mindful of the dangers of overproducing qualified graduates, we are concentrating our efforts on selection: a Graduate Recruitment Officer (2012-13: **Grig**) co-ordinates opportunities for personal exchange between potential students and staff through Open Days and informal information sessions that allow for in-depth discussion between students and potential supervisors. Areas of (individual) research and strengths are now explained fully on a new Graduate School website. With the 2013 award of the Scottish Consortium AHRC Block Grant, we are confident of our students will be successful in obtaining this competitive funding.

**b) training** - All doctoral students are allocated two supervisors and are expected to meet with the lead supervisor at least monthly. They undergo annual review on the basis of a sample of their work and a forward plan. The review panel, consisting of the supervisors and a third member of staff, monitors progress and ensures that all necessary support and guidance is given to the student. A one-semester research-training module is now in place for all new research students, and graduate tutors are supported by training at institutional, School and subject area level, including tutor training and 'marking parties', and a comprehensive 'Graduate Tutor's Handbook'. All PhD students can apply to undertake tutoring pending successful completion of their 1<sup>st</sup>-year review: 100% of those eligible to tutor have been offered tutoring in 2008-13. Tutors receive training and feedback on their work. In 2012-13, we introduced lecturing opportunities (with training and feedback) whereby 3<sup>rd</sup> and final-year PhD students gave lectures in their area of expertise to 1<sup>st</sup>-year UG audiences. This was immensely valued by our students, and we are working to refine the scheme to allow for repeat-performances in subsequent years. PhD workshops, offering practical support for completion and career guidance, are organised at School and subject-area level (e.g. 'So you want to publish?'; 'Applying for postdoctoral fellowships'). We continue to review modern language training provision; and, as part of our commitment to international research, we encourage our students to engage directly with other research cultures to broaden their intellectual horizons and academic perspectives. In addition to Erasmus exchanges with Bologna, Thessaloniki and Venice, students have gone to Bielefeld and Paris (both Marie Curie), Geneva (Fondation Hardt), and Heidelberg (DAAD). It is a reflection of the international standing of the unit that 20 of the 35 PhD students admitted since 2008 have come from outside the UK (EU: 14; non-EU: 6).

The increased research productivity of our PGRs is positive evidence of the effects of these changes: since 2008, they presented 53 papers nationally and 34 internationally; they published 29 chapters and articles (e.g. in *AJP*, *CP*, *CQ*, *ZPE*); they are actively involved in the organisation of the STAGE (St. Andrews, Glasgow, Edinburgh) conferences, and regularly present at the CA conferences, AMPAH, AMPAL, etc. We are also beginning to see a change in their career prospects: in 2008-13, 10 academic posts and fellowships were obtained in and outwith the UK. We expect the impact of the changes sketched above on our students' career options and prospects to come to full fruition in the next five years.

#### d. Income, infrastructure and facilities

##### d.1 Infrastructure: physical

The single most significant change in infrastructure has been the School's co-location to the William Robertson Wing of the Old Medical School on UoE's George Square campus following a £14m refit. Besides the benefits already mentioned (see **b.ii**), staff and postgraduates now share a common room, integrating our research students socially into the research community. The central location allows ease of access to the University Library (which houses the Classics collection): it is amongst the largest in the UK with over 3.5 million printed works, nearly 400,000 e-books and over 20,000 serial titles (of which 95% are available electronically), including *Ann. Phil.*, Brill's *New Pauly*, *Dyabola*, *Jacoby Online*, Migne, *PG* and *PL*, *TLG*. One Academic Liaison Librarian oversees the resource allocation of the library budget to ensure book ordering across the full spectrum of the unit's research. We are also located just 5 minutes' walk from the National Library of Scotland, which is one of five copyright libraries in Britain: its manuscript collection is used in the skills training of our PhD and MSc students. Staff also benefit from the library and facilities of the National Museum of Scotland. Through book donations by retired staff and local classicists, and the sale of duplicates, the Classics Library Collection in the Student Research Room has been augmented in its core study and research tools: the availability of texts and handbooks just yards from colleagues' offices has been crucial in creating a research-focused environment.

##### d.2 Infrastructure: financial and organisational

The growth and diversification of the unit's research activity has been facilitated through generous financial support in HCA. All staff are entitled to apply for £2k/annum from HCA's conference fund to organise events in Edinburgh. Colleagues have received over £15k from HCA's funds for research expenses, travel and conference participation. To assist with smaller events and/or additional seedcorn funding for larger projects, the unit has recently established a conference subvention scheme open to all staff in Classics. Applications are invited for up to £500/annum/staff, drawing on the subject area's operational budget: e.g. **M. Canevaro** and **Gray** (CAS 2013).

The School's support has transformed the unit's research culture by financing our weekly Classics research seminars (£3k/annum, but without a formal limit): over 150 between 2008-13, with speakers from over 50 institutions and 10 different countries. The Seminar brings together an audience of around 50 staff, postgraduates, local classicists and honorary fellows for vigorous exchange and debate, centred on the delivery of papers by internationally recognised researchers from within and beyond the UK. Suggestions for papers are solicited by two colleagues from all participants to ensure a programme that reflects our interdisciplinary vision of the subject. The unit's workload allocation gives credit for seminar organisation, to emphasise its centrality.

Structural support to aid career development, maximise intellectual exchange and collaboration, and/or provide specialist guidance on applications, is offered in a number of ways and levels, e.g.:

- HCA's **Research Office** (staff: 1.5 FTE) assists the **Research Committee** (= Directors of Research, Head of School, Heads of Subject, International Director) in managing overall research strategy. It issues information on training and funding opportunities regularly to all staff. The committee oversees all leave and funding applications, including the peer-review of applications over £15k (see **c.2**). The Directors of Research communicate with all staff on CHSS's research strategies (e.g. on Open Access, etc.). HCA's Impact agenda is overseen by a DoR for KE/Impact who organises networking and information events. CHSS's dedicated KE office offers additional advice and resource to all staff (see **REF3a**).

Outwith HCA, expert support for research is offered in particular by two university-wide services:

- the **Institute for Academic Development (IAD)** offers induction, group meetings and specific training sessions for all early career researchers; it oversees in particular the career development of UoE's Chancellor's Fellows;
- **Edinburgh Research and Innovation (ERI)**, a research support and development service owned by the University, offers comprehensive guidance on large-scale grant applications (including costings, networking, and assistance with Impact-generating activity).

This support is available to staff irrespective of contract type, fostering a collaborative approach across the unit, including for funding bids: e.g. **Cairns** (PI), **M. Canevaro** (CI), **Lewis**: 'Inequality of wealth and status in ancient Athens'; AHRC 2013, application value: >£800k.

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d.3 Income: endowments

A consistent flagship in the unit's activities is the biennial 1-semester appointment to the Leventis Chair in Greek, established in 1997 through an endowment which provides a continuing source of income. The endowment has additionally been topped up annually by the Foundation with a total of £167k in 2008-13. The Chair organises an international conference and contributes to our research culture through seminars and lectures. Staff collaborate in the conference organisation and publication of the resulting volume. The Chair also contributes to MSc research training in the form of a graduate seminar. Leventis professors have been Marincola (Florida State, 2009), Scodel (Michigan, 2011), and Alexiou (Harvard, 2013). We launched a publication subvention scheme in 2011 that draws from the publication income to assist with publication expenses of key outputs (up to £500/annum/staff; e.g. translation expenses for *Persia's Imperial Power*). The Charles Gordon Mackay Fund finances public lectures in Greek studies (supported for the foreseeable future by a donation made in 1946): plans are in hand to enhance its profile in future.

d.4 Income: grants

The School has adopted a systematic approach to increase external grant income in order to boost the unit's research power and activity. Rigorous internal peer-review is required for all applications over £15k. Application to external funding bodies is credited in HCA's workload model. Seed-corn funding is available for pre-application activity, and application activity is built into the annual research-review process. In 2008-13, 11 members of staff made 52 applications to 21 different funders: over £500k supported research from these sources (compared with £200k in 2001-7); the average success rate was 33% (up from 9% in 2008-9 to 56% in 2012-13). The single largest grant has been an ERC collaborative award of over £1m; fellowship awards have been from £20-50k/annum, going up to £150k (see **bb**; plus Barringer on Olympia, funded by a BA Large Research Grant (2008-9: £41k) and a Marie Curie Research Fellowship (2013-15: £96k)). The result of this approach is an upward trajectory in the overall value of applications, awards and expenditure that will drive further income and research.

**e. Collaboration or contribution to the discipline or research base**e.1 Collaboration

- Fostering internal collaboration has been a vital strategy to create a fundamentally collaborative research culture. Once per term, the unit now comes together to hear about each other's research projects, in 3 minutes' each, but with no limit on question time. HCA's Research Director oversees monthly 'early career seminars' in which new staff deliver papers to their peers from across the School to widen intellectual perspectives and assist cross-School initiatives. 12 of the items in REF2 have arisen from collaborative initiatives: **Erskine** and **Llewellyn-J.**'s *Creating a Hellenistic World* is a prime example of an output that arose from the larger goal of establishing the unit as a place for the study of that world; and so is **Grig** and **Kelly**'s *Two Romes* for late antique studies.

To attract young researchers to the unit, we have adopted a holistic approach to teaching and research in expanding internal collaborations to include graduate teaching: MSc in Late Antique, Byzantine and Islamic Studies (with Archaeology, Divinity, History, Islamic Studies); MSc in Slavery and Forced Labour Studies (with History); MSc in Hellenistic World (across Classics).

In addition to the Leventis conferences, we organised 10 international conferences that involved 2 or more staff (*cf.* 2 events in 2001-7): 2008 Greek Tragedy; 2009 Lucretius; 2011 Hellenistic Court, Persepolis; 2012 Vagnari, Late Antique Cities, Popular Culture; 2013 Caesarius of Arles, Greek Law, Lucretius. We also collaborate in the organisation of events that showcase research in Classics (2010: Celtic Conference in Classics; 2009, 2013: Classical Association of Scotland Annual Conference). Established and new lecture series provide scope for collaboration in HCA: the annual Munro Lecture with Archaeology (2010: Goette, Berlin; 2011: Rose, Pennsylvania; 2012: Lolos, Volos); the twice-yearly Slavery in World History lecture with History (2013: Scheidel, Stanford); the International Partnership Seminar (2012: Anzai, Hokkaido). **Roth**'s co-direction of a research network with Law ('Ancient Law in Context') is an example of a new 'bottom-up'-initiative that has expanded internal collaboration to a national level, involving 5 unit staff in its 20-strong *équipe*, supported by both Schools and the Centre for Legal History: the twice-yearly meetings (2012: 'economy', 'slavery') are designed to develop and refine key outputs (e.g. Lewis, 'Slave

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marriages'; Roth, 'Paul'). These initiatives can work because funds and administrative time can be used flexibly to support different research agendas and interests as they emerge (see **d.2**).

- Research collaboration with colleagues in other institutions is not limited to a specific field. The collaborative diversity cuts right across the classical landscape, and is best exemplified through:

<sup>1/</sup> **Cairns's** work on the emotions with the Freie Universität Berlin's Exzellenz-Cluster 'Languages of Emotion' (2011), Oslo's Centre for the Study of Mind in Nature (2011-17), Geneva's Centre Interfacultaire des Sciences Affectives (from 2012), and Oxford's ERC project (with A. Chaniotis, 2012-13); <sup>2/</sup> **Roth's** BA-supported slavery project that led to *By the Sweat of Your Brow*, which involved scholars from the UK, the US, and the continent; <sup>3/</sup> **Sauer's** work in Iran that culminated in *Persia's Imperial Power*, involving staff from the Iranian Archaeological Service and Durham on the ERC 'Persia and its Neighbours Project' and the AHRC 'Gorgan Wall Project'.

Plans for collaborations with staff from across UoE and other institutions are supported by ERI (see **d.2**) to assist with networking and team-building, and to improve the success chances of funding bids, e.g. 'Persian Bodies' (PI: **Llewellyn-J.**) with the Edinburgh College of Art, Islamic and Middle Eastern Studies, and the National Anthropological Museum, Leiden (AHRC 2014, application value >£1m). New opportunities for external collaboration now exist with New York and Oxford at Aphrodisias; Oxford at Utica; Leicester at Bulla Regia (all **Russell**); Leuven at Sagalassos; Potenza, La Sapienza, and the Soprintendenza of Basilicata at Grumentum (all **Jacobs**).

### e.2 Contribution to the discipline

Our numbers include 1 FBA (**Barnes**), 2 FSA (**Barringer, Sauer**), and 1 Academia Europaea member (**Cairns**). Our engagement with the discipline is reflected in the range and number of fellowships, special appointments, and invited lectures held or given by staff:

- 6 staff have won 10 competitive and funded external fellowships (including with the BA, ERC, Gerda Henkel Stiftung, Leverhulme Trust, Alexander von Humboldt Stiftung);
- 2 staff held visiting chairs at 3 HEIs (**Barringer**: Queensland; **Cairns**: Florida State, Kyoto);
- 20 staff gave over 150 invited papers whilst in post at UoE (62 UK; 51 Europe; 23 Americas; 9 Antipodes; 15 Asia), and 5 named lectures: Margaret Heavey Memorial Lecture (Galway 2009: **Cairns**); Platsis Symposium (Ann Arbor 2009: **Cairns**); V. G. Lukonin Memorial Lecture (British Museum 2011: **Sauer**); D. M. MacDowell Memorial Lecture (Glasgow 2011: **Cairns**); Fordyce Mitchel Lectures (Columbia/MO 2012: **Erskine**);

Direct engagement in research is extended by the contribution of staff to the organisation and management of research excellence in the wider discipline. From January 2008 to July 2013,

- 6 colleagues have assessed or advised for 11 research councils and charitable trusts, nationally and internationally (AHRC, ANVUR VQR, BIPS, CNCS Romania, DAAD, FWO, HERA, IRCHSS, Leverhulme Trust, NRF South Africa, ÖAW), including 1 AHRC Strategic Reviewer;
- 3 colleagues have assessed or advised for 7 HEIs on (professorial) appointments, promotion or tenure-review (Cornell, Emory, Exeter, Florida State, NYU, Oslo, TCD);
- 13 colleagues have acted as peer-reviewers for over 20 journals (including *Arethusa*, *CA*, *CJ*, *CP*, *CQ*, *GRBS*, *Historia*, *JHS*, *PBSR*, *TAPA*);
- 8 colleagues have acted as peer-reviewers for over 10 presses (including Blackwell, Brill, CUP, Duckworth, EUP, OUP, Palgrave Macmillan, Peeters, University of Michigan Press, Yale University Press);
- 6 colleagues have acted as external PhD examiners on 12 occasions (including in the UK at Exeter, Oxford and UCL, Oslo and Stockholm in Europe, and Queensland in Australia).

Staff have also acted on editorial boards (e.g. Brill's New Jacoby, BMCR, CA Journals Board) and advised on the establishment of research centres. We contribute to the organisation of the subject associations and charitable bodies that provide the crucial link between researchers and the wider community, e.g. as Honorary Secretaries (BES: **Roth**; CA: **Cairns**), Council Members (CA: **O'Rourke**; CAS: **M. Canevaro, Kelly**; SPHS: **Cairns**; SPRS: **Grig, Kelly, Sauer**), Chair of Council (CAS: **Cairns**), and Standing Committee Member (CUCD: **Roth**).