

**Institution: The University of Edinburgh**

**Unit of Assessment: 30 History**

**a. Context**

We present here details of the work of the History subject area within the School of History, Classics and Archaeology. Our approach to impact has been shaped over many years by our location in Scotland's capital, enabling us to work with key national institutions and to disseminate our findings to the substantial international audiences visiting the city. Given the geographical and chronological range of our research, our impact is also distinguished by its diversity, benefiting specific local community groups, but also UK and global constituencies. Our activity can be divided into five types, detailed below.

Public History (users: event organisers; civil society associations; broad general public)

Our research has made a major contribution to wider public discourse concerning the past and its legacy in Scotland, the UK, and beyond. Within the census period 28 history staff gave 103 talks or lectures (based on research at Edinburgh since 1993) to general public audiences, 24 of these outside the UK. These have been hosted by local history and literary societies (UK) as well as international institutions such as the National Holocaust Museum, National Association for Armenian Studies and the Jefferson Lives Symposium (USA); Royal Society of Tasmania; and the General Council of Hong Kong. Seven historians have contributed to the Edinburgh International Festivals. Goodare's article 'Scottish Witchcraft' appeared in the theatre programme of *The Last Witch*, playwright Rona Munro (2009); Griffiths's co-authored book *Everyday Life in Scotland* was discussed at the book festival (2010); A Jackson was a panel member for a debate on 'Nationhood Today' (2012). Cameron and Devine are on the Advisory Panel of Scotland's History Festival, also contributing to events. In a number of key cases our work has had a significant influence on debate within the broad public sphere (see case studies on 'Diasporas' and 'Republican Terror'). Exhaustive research undertaken by McEwen led to the compilation of the Roll of Honour of 9,100 Irish men and women who served and died in World War Two. She was invited to present it to the Northern Ireland Assembly, Stormont, on 11 November 2009, an event that was widely covered in the media because of its political significance as part of the recognition, remembrance and re-evaluation associated with the peace process.

Heritage and Museums (users: curators and other professionals; visitors)

Relationships have been established with museum curators and heritage professionals, enabling research staff to inform preservation policy and curatorial practice as well as to shape significantly the content of exhibitions through advisory and consultancy roles. Staff have also contributed directly to the programming of exhibitions and related talks, to the economic benefit of these institutions and the cultural benefit of visitors. For example, Bowd was the co-curator/co-exhibitor of 'Recreating Renaissance and Baroque Spectacle', accessed by the general public at the Matthew Architecture Gallery, Edinburgh (2010). As a result of her research on the material culture of Scottish gentry, Nenadic acted as an advisor for the 'Portrait of the Nation' project, involving complete redesign of displays at the Scottish National Portrait Gallery (re-opened 2011). Fraser's research on writings related to St Columba and Iona monastery led to an accepted invitation to advise on interpretation boards for the remodelling of the Iona Museum (completed and re-opened 1 June 2013) and the writing of a new Historic Scotland Visitors' Guide to Iona Abbey. See also case studies on 'Colouring the Nation', 'Diasporas' and 'City Development'.

Education (users: teachers and pupils/students)

Research has fed directly into schools' curricula, shaping the work of practitioners and the experience of students (through talks for school students, training for teachers, production of online teaching materials, authoring of key texts, liaison with teaching associations). Historians have delivered a total of 42 talks, seminars or workshops that has brought their Edinburgh-based research to audiences of school pupils and/or teachers. This work has been both local and international. For example, since 2009 Cogliano has given four week-long seminars, drawing directly on his book *Thomas Jefferson* (2006), for around 180 schoolteachers from across the USA as a result of an invitation from non-profit organization the Gilder Lehrman Institute of American History; teachers are exposed to cutting-edge research that they then use to develop practical

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resources and strategies for classroom use. He has also led similar seminars for the federally-funded Teach American History that were based on his *Revolutionary America* (2009) and its companion volume of documents. The 'Mutiny at the Margins' project has provided high quality downloadable teaching materials on its project website; international engagement with these resources is demonstrated by the submissions (paintings and essays) for the project's Schools' competition of 2009; entries were received from students and classrooms in the UK, Mauritius, India and Pakistan. See also case study on 'Scottish History in Schools'.

**Media and publishing industries (users: journalists, broadcasters, film-makers; viewers & listeners)**

Media work enables the unit's research to be accessed by wider groups, enhancing its social, cultural, and public value. This commercial use of our research has also led to income generation for journalists, publishers, and film-makers. 172 articles covering or significantly mentioning the research of 26 of our historians have appeared in a total of 73 different newspapers, magazines or non-academic journals (including on-line) such as the *Guardian*, *Herald*, *Independent*, *New York Times*, *Scotsman*, *Telegraph*, *Times*, *Washington Post*, *History Today*, *Literary Review*, and *New Statesman*. 23 historians in the unit have made 81 appearances in total on television or radio that are closely linked to their academic research; of these, 17 were broadcast in other countries. For example, Goodare's research on the history of Scottish witch-hunting generated significant media interest, enabling him to challenge popular assumptions (interviews for BBC Radio 4 'Making History, 2008 and for 'Toil and Trouble' in series 'Shakespeare's Restless World', 2012). Six historians have acted as consultants or advisors for television documentaries. For example, Pentland was sole historical consultant for episode two, programme four of the BBC series *A History of Scotland* (over 2 million viewers, 2008-9) and script consultant for two earlier episodes. In some cases, book sales by our historians have significantly contributed to the income of publishing houses. A Jackson's *Ireland: Politics, War and Beyond* (2<sup>nd</sup> edn 2010) has sold over 20,000 copies; see also case studies on 'Diasporas', 'City Development' and 'Republican Terror'.

**Policy and Law (users: practitioners and legislators)**

In a smaller number of cases (best exemplified) the work of historians has had very specific applications in areas of policy and law:

- Nugent has been involved in engagements with the US State Department and US Africa Command (USAFRICOM), including a keynote lecture to US military attachés in Germany (2009); his research and consultancy shaped the 2012 report (commissioned by AFRICOM) on the Domestic Security Role of African Militaries.
- Chick's published work on discount rates is used by HM Treasury for training courses on social discounting; he was also invited to address the Department of Energy and Climate Change on 'Time, markets and fixed capital investment'.
- Bloxham is an expert witness in a set of proceedings (before the State Court of California, and subsequently the Federal Court of Appeals) to establish the legal possibility of suing the Turkish state bank and various German banks for appropriation of property during the Armenian genocide of 1915-16.
- Crowcroft has initiated research and impact activity on strategies to reconcile Conservative Party political thought and contemporary multiculturalism. He organised an event at Westminster (24/10/2012), which brought together leading politicians and opinion-formers from the press and think-tanks, enabling them to engage with academic research in the area.

**b. Approach to impact**

Our strategy is to develop optimal conditions to enable staff to achieve impact that reflects the diversity of research in the unit. Activity has been supported at School level, initially by the appointment of a Knowledge Exchange (KE) Officer and, since October 2010, a Deputy Director of Research (Impact). The Unit has consistently worked to achieved impact through partnerships, the use of knowledge exchange brokers, and the identification of impact as a specific aim for research centres:

- Partnerships and collaborations have been developed with two key institutions (amongst others): the National Library of Scotland (NLS) (Bates, Griffiths, Rodger); and National Museums Scotland (NMS) (Devine, Fraser, Kelly, Nenadic, Paul, Ugolini). Partner organisations have been involved from an early stage in discussion of the design of projects

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and their potential to deliver impact (see case studies 'Colouring the Nation'; 'Diasporas'; 'City Development'). Knowledge and contacts gained through partnerships have been shared with early career researchers (eg Kelly and Paul) by more senior mentors and colleagues.

- Professional and inter-professional associations have helped broker or foster knowledge exchange and collaboration. Associations used as brokers include: Edinburgh Beltane, Lothian and Edinburgh Access Partnership for Schools (LEAPS); History & Policy Network; Public Policy Network; Scottish Association of Teachers of History (SATH); Scottish Institute of Policing Research (SIPR); and the Scottish Local History Forum. Information about these brokers (and who to contact) is shared (through generic training and in response to individual enquiries, fielded by key support and academic staff).
- The dissemination of high-quality research to a broad constituency of audiences has been a central aim of both the Centre for the Study of Modern Conflict (CSMC, formally the Centre for Study of the Two World Wars) and the Scottish Centre for Diaspora Studies (SCDS) since their foundation. See 'Diasporas' case study for the SCDS. The CSMC includes a KE Project Co-ordinator (McEwen), whilst the two centres share an events administrator.

In 2008-2013 the impact agenda has been embedded within the School's research activity as follows:

- (i) A programme of staff development workshops has been run (with expert contributions from the College Press and KE offices): eg 'The Impact Case Study' (Feb. 2012); 'Planning for Impact' (May 2012); 'Working with the Press and Media' (Sept. 2012). They have instilled the need for all research active staff to plan for impact (through partnerships, media contacts and brokers), to track impact (through questionnaires or follow-up interviews), and to collate evidence of impact activity as part of their personal academic portfolio/CV.
- (ii) Best practice examples are shared within the unit (eg REF Impact Case Studies) for training.
- (iii) Briefings are given at staff meetings; individual advice is also offered (e.g. by Deputy Director).
- (iv) School funding is offered (upon application) to support small KE/impact events (up to £500). e.g. workshop linked to the research of Cowling (at Edinburgh until 31/08/2012) on slavery for 'Black History Month' (20/10/12); public lecture by Malinowski linked to his research on colonialism and Nazi rule (7/11/2012).
- (v) Impact planning is discussed with all staff as part of the School's annual research interview.
- (vi) Auditing of impact activity is now routine within the School (alongside the collation of information about research outputs). A database of activity is maintained and evidence of impact is archived. 80% of staff submitted to REF (and who have been in research posts at Edinburgh for more than two years) have had an impact under the REF definition.
- (vii) The School's research pages have been reorganised to promote the work of the unit: project blogs and pages have been developed as appropriate; pages that profile KE and impact successes have been added (see <http://www.ed.ac.uk/schools-departments/history-classics-archaeology/research/knowledge-exchange>).
- (viii) Staff have been supported in successfully applying to external funding bodies for projects that involve a high degree of collaboration and impact (e.g. all applications are internally peer-reviewed). These include the Royal Society of Edinburgh (Nenadic; Ugolini), and the AHRC's Collaborative Doctoral Award Scheme, through which Ph.D students are encouraged to develop academic work in an applied context (4 studentships in progress or awarded since 2008, most recently to Zahedieh and Fraser in collaboration with the National Maritime Museum and NMS).

The UoA has further made use of broader institutional support in the following ways:

- (i) The Deputy Director of Research attends chairs the College Impact and KE Committee, which was set up in 2009 to encourage and share examples of good practice, including across the wider School
- (ii) College KE grants (up to 5K) have supported larger events/activities and the School has encouraged staff to apply and offered administrative support for this. Between Jan 2008 and July 2013 staff in the unit won 10 KE grants totalling £19,195. eg Boardman (2011) 'The Medieval Bible in Scotland'; Crowcroft (2012) 'Strategies for a Conservative Multiculturalism'.
- (iii) The College KE office has also offered a series of learning lunches and briefings that are advertised to all staff, as well as one-to-one assistance with KE funding proposals and individual advice about working with non-academic stake-holders.

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(iv) The College KE team and Marketing Officer have assisted with the design of questionnaires that are currently used by staff in the School to assess the impact of KE events and activities.

### c. Strategy and plans

Over the next 5 years the UoA aims to:

- (i) appoint a lecturer in public history, if resources permit, to develop collaborative work with heritage institutions across the School of History, Classics and Archaeology;
- (ii) provide partial buy-out from teaching of 'impact champions' amongst existing staff to deliver significant impact related to their own research;
- (iii) increase impact on teaching training by exploring collaboration with the UoE's School of Education and enhancing current links with the SATH (shaped by national changes in the organisation of the BEd Primary);
- (iv) continue and extend the programme of mentoring, training and advice on impact to support the development of early career researchers and enhance the activity of those in mid-career;
- (v) support staff to apply for AHRC follow-on funding for impact and ESRC KE Opportunities, schemes that have not to-date generated applications from the unit;
- (vi) enhance the capability of research centres to deliver high-impact research by requiring them to develop impact plans (with input as necessary from the Impact Director).

The following projects, currently in progress, are examples of those expected to deliver significant impact over the next 5 years:

- AHRC, 'Early cinema in Scotland, 1896-1927' (CI: Griffiths), collaboration with Scottish Screen Archive and Culture & Sport, Glasgow; will involve website screenings (eg Scottish Silent Film Festival), and workshops linked to primary and secondary education.
- AHRC, 'Dispatches from the People's War' (PI: Crang), likely to generate significant media interest for which contacts have already been made (radio; TV; news).
- Leverhulme Trust, 'Police and Community in C20th Scotland' (PI: L Jackson), collaboration between History and Law (UoE), developed in consultation with SIPR; to involve practitioners' workshops, and deposit of oral history interviews in a publicly accessible archive.
- Scottish Government, 'The global migrations of the Scottish people: issues, debates and controversies' (SCDS); conference during the next year of Homecoming, July 2014, to engage the general public and the national media with 'state of the art' research.
- Harding was selected as one of ten 'New Generation Thinkers 2013' as a result of the national competition organised by Radio 3 and the AHRC. He will spend a year working with the BBC to develop his work into broadcasts.

The UoA is implementing the College KE strategy for 2012-16, which includes specific objectives such as provision of open access to research publications through a central searchable repository, and use of research management information system PURE to record and promote KE activities.

### d. Relationship to case studies

Together the 7 case studies reflect the range of impact types and audiences identified above as well as variation in reach from the local to the national to the international. They include those that emerge from the work of individuals ('African Union Border Programme'; 'Republican Terror') to collaborations within the unit ('Diasporas'; 'Listening to Britain'; 'Scottish History'). In one case ('Republican Terror') the impact was not anticipated when the research was undertaken; the researcher was given advice on working with the media by an experienced colleague (Devine) as interest developed. In several cases (e.g. 'Colouring the Nation'; 'City Development') the impact was carefully planned through collaboration at the design stage and as a prerequisite for successfully obtaining funding. The partnership approach is evidenced in 'Colouring the Nation', 'Diasporas', 'City Development' and 'Scottish History', as is UoA support for external funding applications involving a high degree of collaboration. 'Colouring the Nation' has benefited from advice provided by the College KE office. Questionnaires designed by the College KE and Marketing teams have been used by SCDS researchers ('Diasporas'). Researchers involved in the following case studies have been recipients of College KE grants, enabling them to develop further high-quality impact: 'Colouring the Nation'; 'Diasporas'; and 'African Union Border Programme'.