

Institution: University of St Andrews 
Unit of Assessment: 30 - History
a. Context

The spectrum of non-academic beneficiaries of our research is wide, mirroring the nature of the historical research we undertake. Users range from national and international radio and television audiences and government policy-makers to school children, and from individual tourists listening to an audio guide, or visitors to exhibitions curated in our public University museum, to newspaper and blog readers. The principal impact of our research is on cultural life experienced by the lay public, most often through **growing awareness about, understanding of and engagement with the past**. This has effects locally, regionally, nationally and internationally and contributes to the rising standard of public history. But our research also has important effects on **policy and public discourse** as well as **history teaching in schools and in other universities**.

Since 2008, in the process of measuring what we have achieved, we have discovered activities and potential not previously recognised. Colleagues in all departments of the School (Mediaeval, Middle Eastern, Modern and Scottish History) have long been engaging non-academic audiences with the results of their research. We have therefore been building on these foundations to further impact, including extensive use of digital media and more explicit support mechanisms for individual endeavours. We provide the flexibility necessary to accommodate impact-related projects, such as filming, which require extensive travel and absence from St Andrews. Thus the implementation of our impact strategy is two-fold: colleagues are being trained to raise their profiles and engage more effectively in promoting impact, and a physical and organisational infrastructure has been established to make the generation of impact more efficient.

b. Approach to impact

Our overall approach is most swiftly demonstrated by our **European Commission-funded Researchers' Night**, held in 2010 (for which we were awarded £33,958.00). This pan-European event was the first for History in the UK, the first in any discipline in Scotland. To bolster direct public contact with our research, we opened our doors to the general public, offering lectures, activities for adults and children, access to experts on key aspects of Scottish history and the Scottish diaspora and to various online resources. We also involved the University Museum to underline the accessibility and usefulness of research in History. It was an effective step in raising our impact, attended by c.450 people (a large turnout in a town of c.16,000) as well as online users in the UK and overseas. The creators of the *Scotland and the Wider World project* database (led by Murdoch, averaging 366 views a month), have maintained contact with many of these.

The *Researchers' Night* is just one example of how we have developed ties with key users, beneficiaries or audiences to advance impact from our research. Others include public lectures, press releases, media appearances, journalism and establishing a digital presence through blogs and network sites (examples below). Our approach acknowledges that **cutting edge research sometimes itself generates impact**, especially if properly publicized: there is no necessary separation between backing good research and fostering impact. More direct measures taken have, however, included **personal mentoring sessions** led by the School's **Impact adviser** and stressing **proactivity**: writing press releases, a blog or webpage, and responding promptly to invitations and other contacts with end-users (the media, schools, policy-makers, etc.).

There are too many activities and beneficiaries to do them justice here, but the following examples have been chosen to illustrate the **wide engagement with impact by colleagues from all parts of the School** and **across the range of indicators** outlined by HEFCE. Many of these are long-standing, others are a direct result of our more recent promotion of impact (information about the individuals and data used in our case studies is not duplicated here):

CULTURAL LIFE: Museums, Arts, etc.: Approached by a London dealer, **Greenwood** identified the 'Narses Cross', the oldest known piece of Armenian liturgical silver. It was thereafter displayed in a major public exhibition at the Dumbarton Oaks Museum, Washington

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DC, where he gave a public lecture at the opening (3/2011). He has since identified other objects of Armenian origin for the V&A, Istanbul Archaeological Museum, Smith College, and the National Museum, New Delhi. **Hart** was 'in residence' for a week at North Carolina's *Museum of Early Southern Decorative Arts* Material Culture summer institute (8/2011), giving a keynote lecture and leading "object discussions" of exhibits for a 50/50 mixture of graduate students, museum professionals, antique dealers, and interested members of the public. **Kastritsis** provided translations of Arabic inscriptions on the Ottoman fountains in Nafplio (Greece) to enable tourists and locals to understand their significance. **Murdoch** serves on the advisory panel of the 1636 Wittstock Mass Grave Project, Brandenburg (www.1636.de/ueberuns/forscher/forscher/) and advised on the content of the Prestonpan Tapestry celebrating Bonnie Prince Charlie (www.prestonpanstapestry.org/tapestry). **DeGroot** contributed an essay to an exhibition catalogue for the Bournemouth Arts Institute and the Venice Biennale. **Mason** and **Heal** organized a public exhibition in St Andrews to mark the 450th anniversary of the Scottish Reformation (2010). **Mason** contributed to an audio-walk guide to 16th-century Edinburgh (BBC Radio Scotland/Open University, 2008). **Heal** is Co-chair of *ArtRefo*, a platform within *Refo500* intended to initiate and co-ordinate conferences, panels, exhibitions (etc.) on the Reformation and the arts, to mark the 500th anniversary of the Lutheran Reformation, 2017 (website launched 5/2013). **Nott** has collaborated with public libraries in Dundee and Liverpool on oral histories of dance halls. **Rose** lectured to Tower of London staff in preparation for a new display of royal armour. **Palmer** is one of several colleagues to have set up a successful research blog (5,230 views so far). **TELEVISION, RADIO, ETC.:** **K. Stevenson's** expertise on late medieval chivalry and warfare led to her appearance in a 10-minute slot on *Newsnight* to discuss the Battle of Flodden (BBC 2, 2013). **Mason, K. Stevenson** and **Woolf** were the consultant historians for the 4-part *History of Scotland* (BBC1, 2008 and often repeated). **Hudson** provided consultancy and an on-screen interview for *The Strange Case of the Law* (BBC4, 2012). **Mason** appeared on *Scotland's Greatest Warrior* (James Graham, a 17th-century military genius: BBC2, 2012). **Heal** gave an on-camera interview and served as a consultant to *Bach a passionate life* (BBC2, 2013). **Kaul** has done various TV and radio programmes, including Radio 4's *Archive hour* (on royal visits to the Empire) and *In our Time*, on the Indian Mutiny. Brown too has appeared on *In Our Time*, discussing his work on Bannockburn. **Fyfe** was interviewed on BBC Radio Scotland's *DriveTime* about her *Philosophical Transactions* project and BBC Radio 4's *7 ages of science* about science and religion in Victorian Britain. **Palmer** was interviewed about his research on early medieval missionaries for 'Mission Bayern', screened in Bavarian cinemas (12/2012) and rebroadcast across Europe as *Gefährliche Mission* (Arte, 5/2013). **DeGroot** participated in Danish and Dutch documentaries on the space race. Other television and radio appearances, both national and international, have involved **Murdoch, Nott, Rowlands, and Woolf**. **PRESS:** **Müller** advised *Der Stern* for a series of articles on Prussian history. **Bavaj** gave interviews to *The Guardian* and other newspapers when a Nazi sticker album was put up for auction (2009). **Greenwood** provided expert advice to the *Wall Street Journal* and *Atlantic Productions* (2010). **Woolf** gave an interview to *The New York Times* (2010) about his new research theory on the Lewis Chessman (also quoted in the Icelandic press). Newspaper features have also included pieces by **DeGroot** and **K. Stevenson**. **FURTHER ACTIVITIES:** **Cox** was shortlisted for the BBC *New Generation Thinkers* competition; **Michelson** delivered a lecture on Renaissance preaching to the Edinburgh Jewish Literary Society (2010); numerous others have given **lectures for the general public based on their research**, including **DeGroot, Fischer, Fyfe, Greenwood, Hart, Mason, Murdoch, Palmer, Rose, K. Stevenson** and **Woolf**. We also host an Annual Reformation Day Lecture aimed at the general public.

ECONOMIC PROSPERITY: **Greenwood** regularly advises art dealers on early Armenian artefacts. Several colleagues generate good trade sales for books, particularly **Houston, Bartlett** and **DeGroot**. **Struck** addressed industry professionals on travel perceptions (Lübeck) and **DeGroot** spoke at the trade show of the *Council of European Space Agencies*. The *Homecoming Scotland* team, in conjunction with *Historic Scotland*, based a 2-day historical event at Linlithgow Palace (2009) exclusively on **K. Stevenson's** research. **Murdoch** spoke at the Asian-Scottish Business Group's 'Lessons from History' conference, sponsored by *BNP Paribas*.

EDUCATION: **Nethercott** co-organized conferences on Putin for the general public and on education in post-Soviet Russia for secondary school teachers. **DeGroot** gave a master class on his space race research to promote HE among deprived youth. **Struck** worked with children in a local primary school on mapmaking, related to his work on mapping Germany in the 19th century. **Müller** ran workshops and lectures on his research for primary and secondary school pupils; **Fyfe** organized history of science activities at the 2012 and 2013 British Science Festivals and was President of the History of Science Section at the 2012 Festival (overseeing outreach sessions and schools workshops). She has created and acted in an AHRC-funded costumed performance, bringing the 'latest' technologies of the 1890s to KS3 school children, and to the general public (in Newcastle, Manchester, London and Birmingham, for 60-150 people each time). She also delivered a TEDx talk on the Victorian Information Revolution (800+ views on YouTube so far). **Fyfe** and **Easterby-Smith** ran a Museum-based public event on the voyages of Captain Cook during the Fife Science Festival 2013. **Rose, McGladdery, Fischer** and **Bavaj** have lectured on their research at international summer schools for non-academic participants. **Fischer**, for example, lectured on applied language at the Heriot-Watt *University International Summer School* (in 2009 and 2010), for students, members of the professions, public servants, and occasional government ministers. He gave similar lectures to Heriot-Watt's *University Lecturers Course* (2011, 2012), for academic staff from Sichuan University, China. **Hudson** has advised for a *BBC History* website animation for children and served on the *BBC History Magazine* editorial board. Authors of books adopted or excerpted in school curricula include **DeGroot, Fischer, Houston** and **Woolf**.

CIVIL SOCIETY: **DeGroot** has used his research to contribute to public debates on sexual permissiveness and social protest through blogs and the press. **Kamusella** has similarly participated in international debates about the relationship between language and nationalism. **Fischer's** research on Germany's Ruhr District led to work as an advisor on health in post-industrial European regions for the Glasgow Centre for Population Health and to an interview for *The Glasgow Effect* (BBC radio 4, 2010).

POLICY MAKING: The *Universal Short Title Catalogue* project, led by **Pettegree**, is a free public access, on-line searchable resource containing data on all books printed before 1601 and on 1.5 million surviving copies (launched 11/2011). 23,974 individual users have consulted it so far (652,701 page views) and it is contributing to policy on the preservation of rare books in libraries all over the world. **K. Stevenson** served as a consultant for *Historic Scotland* on the redevelopment of Stirling Castle. **DeGroot** has used his space age research to advise the *European Space Agency* and the *Council of European Aerospace Societies*, amongst others.

PUBLIC DISCOURSE: Six colleagues in Scottish history (**M. Brown, Kidd, Mason, Murdoch, Stevenson,** and **Woolf**) have been using their historical expertise to contribute to the Independence debate. For instance, **Kidd** has contributed pieces on Union, Unionism and Britishness to the *History and Policy website* (www.historyandpolicy.org/papers/policy-paper-137.html), the *London Review of Books* (2/2013), and *The Guardian*, among many others, as well as giving a lecture to the *Scottish Constitutional Futures Forum* (video and summary: www.scottishconstitutionalfuture.org). He has now won a Carnegie Trust grant for 4 workshops including non-academic participants on *Literature and Union* (2013-15). **DeGroot's ISN Insights** columns contribute to public discourse on sports politics, international aid, the petroleum industry in Africa (etc.) and he participates in radio and television debates about women in the military and defence procurement. As an elected Senior Research Fellow of the European Centre for Minority Issues, Flensburg, Germany, **Kamusella** is regularly interviewed by the media as an expert on minority and language issues in Poland and Eastern Europe, most recently, on the contested status of the Polish-German border 1945-1992 for *Praesent* [Weekly Radio Program of the German Minority in Poland] August 2012.

PUBLIC SERVICES: **DeGroot** has advised the UN, NATO and NGOs on the gender dynamics of peacekeeping (including delivering the keynote at a UNIFEM conference in Kigali [2008] attended by 200 officers from the East African military). His articles on Sisters of Rwanda raised

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awareness of sex slavery among a global readership (prompting the expulsion of the charity from Rwanda on the grounds that there is 'no sex slavery' in the country).

c. Strategy and plans

Our Strategy is to **connect the fundamental research skills and activities of colleagues** in History at St Andrews **with as wide a range of beneficiaries as possible**. To do this, the skills of the most impact-active colleagues are being disseminated across the whole School. Measures taken so far include, as mentioned, **personal mentoring sessions** for colleagues led by the school's **Impact adviser**. The School also assists colleagues in developing impact strategies in line with **AHRC guidelines**, sharing good practice between applicants through the School's Director of Research and more informal contacts. A statement on the economic, social, public policy, cultural and quality of life benefits of research is also now **a recognised element in promotion procedures**, a result of wider University policy to encourage engagement.

On the digital front, we employ an Information Technology Officer who provides specialist support and continually updates **our website** (www.st-andrews.ac.uk/history) to promote our expertise. We also have a Director of Information and two Publicity officers who publicise notable new research via a dedicated blog (standrewsschoolofhistory.wordpress.com) and Facebook page. We have invested £4,800 in **sound and video equipment** to make informational materials, for example podcasts and video, and to practise presentation skills. We have also made use of a **database for recording the activities** of colleagues, to monitor progress and as a learning tool. In addition, we make the most of **resources provided by the University** to foster impact. These include: media training; workshops on publicity and presentation; a well-stocked Media Lab; media studios and a Press Office publicising expertise and directing beneficiaries to appropriate experts.

Our **goals over the next REF period** are therefore:

- i) to sustain and enhance the School's long-standing tradition of public engagement through media work, public talks, an attractive web presence, etc.,
- ii) to encourage more extensive engagement with policy makers among colleagues working in pertinent fields,
- iii) to make routine the promotion of impact from research, with the help of the mentoring and training outlined above; and
- iv) to expand the reach and scope of existing and new impact-related projects.

To achieve this we **plan to further our activities** by:

1. continuing the use of a School 'Impact adviser' to act as a first point of reference,
2. encouraging identification of research with 'impact potential' and the possible beneficiaries,
3. holding in-house workshops and also taking advantage of University provision for media training, preparation of press releases, blogs, podcasts, etc.,
4. enhancing our use of the web as a showcase of expertise, particularly through our IT Officer, Director of Information and Publicity officers,
5. maintaining the flexibility to allow staff to pursue impact-related projects which require absence from St Andrews, and encouraging impact-related funding applications
6. keeping effective and more comprehensive record of our activities and their impact using a database as a means to recognise and learn from successful impact.

d. Relationship to case studies

The case studies demonstrate the sort of impact already established and what has been achieved since 2008. They have emerged organically from our research activities and exemplify the diversity of our impact, illustrating the strength of our overall approach. Thus, Ansari and Dawson's case studies indicate how historians can contribute to the shaping of both policy and public perceptions. Clark and Scanlan's work is contributing to public discourse on the environment and sustainability. Bartlett's TV series has engaged the global community with the narrative and analysis of British and European History. The Scottish Parliament Records database has become a major source in recent public discussion (e.g. of Scottish Independence), and is continually updated by the on-going engagement of Macintosh and M. Brown. Our experience of these cases has guided our overall strategy towards encouraging and maintaining close ties with potential users/audiences.