

<b>Institution: University College London</b>
<b>Unit of Assessment: 30 History</b>
<p><b>a. Context</b></p> <p>The UoA consists of the Department of History (DH), which covers a wide range of periods including ancient history, and of smaller groups of historians from Science and Technology Studies (STS), the UCL Institute of the Americas (IA), and the UCL Centre for the History of Medicine (CHM). We pride ourselves on our comprehensive coverage of periods, places and themes, and reach out to a global non-academic audience of millions. Our main purpose here and in our case studies is to illustrate the great variety of impacts achieved by our research across this range, from the development of cultural heritage at a local church to changing the direction of commercial strategy at Volkswagen UK. Some common patterns nevertheless exist. Much of our research deals with subjects of contemporary significance and accordingly has a notable impact on public discourse (as our case studies demonstrate) and directly or indirectly influences decisions made by public bodies, from the Arts Council to MI6, the UK Foreign Office and the US State Department. Secondly, our research helps to shape the content and improve the quality of history teaching at schools and universities nationally and internationally, and particularly at local London schools where members of the UoA often discuss their work in person. Finally, our research makes a major contribution to cultural life, not only through books and TV or radio programmes that enrich the imaginations and sensibilities of very large non-specialist audiences, but also through our active engagement with the work of numerous cultural institutions in the UK and abroad, including all the major London museums and heritage sites from Osterley House to the Tower of London.</p>
<p><b>b. Approach to impact</b></p> <p>Most of our research is undertaken ultimately to enhance public awareness and understanding, and to influence public discourse. We adopt a two-fold approach to fostering conditions that help achieve this goal. First, we provide all colleagues with the means to ensure that their research has maximum <i>reach</i> by communicating it to the widest possible audience beyond the scholarly community through mass media, popular web publications and social media. Secondly, we maximize the <i>significance</i> of its impact by helping those who conduct research on subjects of particular public interest to develop an intensive programme of public engagement via lectures, exhibitions, web resources and other platforms. Several major research projects actively engage with specific, targeted user groups, and we have recently begun to invite active input from users into our research with a view to ensuring its continued relevance. Examples are given below.</p> <p>In DH, impact is monitored and supported by an Impact Officer, currently the UoA's REF Lead, supported by an administrative Communications Officer (0.5 FTE). Major funded research projects generally have their own staff with responsibility for impact. In addition, we are strongly supported by UCL's Public Engagement Unit and Media Relations Team, and by UCL sources of funding such as Innovation Seed funds (e.g. £18,000 awarded to a Public History Workshop, 2009) and UCL Impact Scholarships (e.g. those granted to 7 PhD students in DH in 2012/13).</p> <p>Within this general framework, our approach to impact has seven distinct strands.</p> <p>(1) We engage with large audiences on-line. As well as outlining our research on institutional webpages (DH's site <a href="http://www.ucl.ac.uk/history">www.ucl.ac.uk/history</a> had 151,566 visits from 74,310 unique visitors in the year ending 31/7/13), we make intensive use of social media to share information about research and promote research-related public events. DH has added a Facebook page since 2008 (<a href="http://on.fb.me/15RhIB9">http://on.fb.me/15RhIB9</a>) and in 2012 launched a blog (<a href="http://bit.ly/VMieWQ">http://bit.ly/VMieWQ</a>) and YouTube account (<a href="http://bit.ly/19u98DS">http://bit.ly/19u98DS</a>), with respectively 6,684 and 8,378 views, and a Twitter account (<a href="http://bit.ly/GleVZV">http://bit.ly/GleVZV</a>) with 1,744 followers by 31/7/13. In 2013, DH also launched on Pinterest. We encourage and help researchers to use digital media to interact with non-academic audiences. Examples are Collins's piece in OpenDemocracy.net (<a href="http://bit.ly/GH7rqp">http://bit.ly/GH7rqp</a>) on the subject of his 2011 research monograph; Smith's blogs and web-videos on the American Civil War (<a href="http://adamipsmith.com">http://adamipsmith.com</a>); and podcasts for the Historical Association. In collaboration with the Science Museum and Illumina Digital, and funded by the AHRC and British Telecom, Agar developed a prototype 'app' which gave smartphone users instant access to his research on 'communications heritage' in London (for the project's impact on Illumina Digital, see the AHRC</p>

report at <http://bit.ly/GHeBLj>). Most of our major externally-funded research projects maintain an extensive web-presence, and the creation of web-based resources for non-specialists is part of the *raison d'être* of several projects, including two of our case studies. *The East India Company at Home* (<http://bit.ly/198HcSf>; Finn), *Cultural Memory of British Cinema-going in the 1960s* (<http://bit.ly/ZzhNuG>; Stokes) and *Law After Empire* (<http://bit.ly/cSKzPQ>; Salway) all have prominent websites. The two former invite active public participation in research by asking users to contribute information to on-line databases, as does our *Encyclopaedia of Slave-Ownership* (see case study UCL30-HAL). The *Cultural Memory* project illustrates how effectively social media can promote public engagement with research: within days of the presentation of its first research findings (30/6/13), details of the project had been (re)tweeted to at least 263,976 people across the UK.

(2) We promote widespread public awareness and understanding of our research through television, radio and newspapers, capitalizing on our location in central London which makes UCL a first resort for many journalists, producers and directors who require historical expertise. The appointment in 2012 of a new Communications Officer, whose remit includes the monitoring and enhancement of Impact, and investment in impact training for academic staff, has further encouraged and enabled UCL historians to take the initiative in bringing the significance of their research to the attention of the media and thereby ensuring its impact on public discourse. Numerous UCL historians appeared in, or acted as consultants on, TV and radio programmes (for DH listing, see <http://bit.ly/T7z9vh>). Smith was notable for writing and presenting three 45-minute documentaries for BBC Radio 3, which were, in effect, radio versions of his books (10-24/4/2011: <http://bbc.in/hkMMYB>; repeated in July 2012 and one episode excerpted on Radio 4, 'Pick of the Week'). Rieger was conceptual adviser and lead interviewee on a BBC 4 documentary on part of the subject of his first book (<http://bbc.in/ggPIQG>, 22/10/09). The impact of Agar's book *Science in the Twentieth Century and Beyond* (2012) on public discourse was enhanced not only by frequent media appearances – twice on BBC4, and on Radio 3 and 4 – but also by his serving on a panel of historians behind *New Elizabethans*, a flagship BBC series of 60 radio programmes broadcast in 2012, on men and women who have had an impact on British lives since 1952. Extensive coverage of our research in print media is an important part of the impact described in all of our case studies; other examples are a feature article on Collins' work on India under the British empire in the *Hindustan Times* (8/4/2011), which has a readership of 3,636,000, and many reports in the British national press and e.g. *National Geographic* (<http://bit.ly/1bPVrO0>) on the discovery by our project *Law and Empire* of fragments of an important Roman law code previously believed lost.

(3) We support the publication of research in formats that are accessible to as wide a public as possible. Some of our research monographs are presented in such a way that they are accessible and affordable to the general public. One such book is the subject of a case study (UCL30-KAP); another is emerita Burk's *Old World, New World* which has sold c. 13,000 copies (mostly since its publication in the US in 2008). The accessibility and interest of our books to non-specialists is illustrated by reviews in the national and international press, most recently of Rieger's book on the history of Volkswagen in *The Guardian* (7/4/13) and *Frankfurter Allgemeine Zeitung* (5/5/13). Many of us communicate our research to wider audiences by contributing chapters to 'companions', handbooks and encyclopaedias intended for undergraduate students and the general public. Some of us have also (co-)edited such works of reference, including the *Oxford Handbook of Cuneiform Culture* (2012) and the *Blackwell Companion to Archaic Greece* (2009). Our numerous research-based articles in popular periodicals such as *History Today* or *TLS* are another form of direct engagement with non-academic audiences. An example is Conway's piece in *BBC History Magazine* '1775: Could Britain have kept America?' (12/2008), which also appeared as a podcast.

(4) We are strongly committed to face-to-face public engagement, and explore new or unusual formats to attract audiences. Stokes's project uses film screenings to involve the public; Lifschitz arranged a showing of the philosopher Rousseau's opera, funded by charitable and public bodies (20/4/2012); Radner is a patron of the Enheduanna Society, which uses oral storytelling to popularise the literature of ancient Iraq (<http://bit.ly/GIsUzL>); Lo has given personal demos to accompany a lecture at a study day on sport across ancient cultures (2012). Cain gives walking tours of the Crystal Palace Dinosaurs, has held four *Cafés Scientifiques*, and took part in an 'Inherit the Wind' project at the *Old Vic* theatre, working with a group of apprentices to create and perform a 15-minute play. Sabapathy spoke at St. Alfege's church, Greenwich, about the martyrdom of its saint, and produced a related DVD (<http://bit.ly/17MS5KU>). We contribute to UCL's pioneering

## Impact template (REF3a)

Bright Club scheme, which presents research in the form of stand-up comedy (<http://bit.ly/18KaAiJ>). In the conventional format of the public lecture we engage both local and international audiences (among many examples, see e.g. <http://bit.ly/17fpVE0>; Lo, 6/2010). The UoA frequently organizes lectures, project launches and other events such as Commonwealth Fund and Neale Lectures to bring research to the attention of non-specialist audiences, and many staff contribute to UCL public engagement initiatives such as the Lunch Hour Lectures, which also attract large audiences on YouTube (e.g. <http://bit.ly/14zXNB5> - Cain, 10/6/13, 1,044 views; and <http://bit.ly/17MXAJF> - MacLehose, 7/2/2013, 1,678 views).

(5) We collaborate with museums, libraries and heritage sites, especially in and around London, to ensure that our research helps connect audiences with their cultural heritage and also enhances tourist experiences. Since 2008, UoA staff have (co-)curated 5 exhibitions. One is the subject of a case study (UCL30-PEA); others include 'The Trappings of Trade' at *Osterley Park and House* (<http://bit.ly/1e3DbRY>; Finn, 2013), which involved active participation by South Asian migrants to Hounslow; and exhibitions at *UCL Art Museum* (Lifschitz, 2012), the *Wellcome Collection* and *University College Hospital* (<http://bit.ly/orRVq>, with podcast by Cain, 2010). The *British Museum* regularly calls on our expertise in organizing events open to the general public at the BM, including conferences in 2008 (Lo) and 2012 (van Wees). Gusejnova worked with the Curator of Adult Education at *Tate Britain* to launch part of an internet platform provided by the *National Media Museum* (<http://bit.ly/16NPdj8>). We often act as consultants: Cain, Balmer and Agar advised the *Natural History Museum* (2010), *Wellcome Trust Museum* (2011) and *Science Museum*. Hoppit is an official 'Champion' of *Kensington Palace* and advised the *Tower of London*; Finn is a Trustee of the *Victoria & Albert Museum*. Radner trained staff at the Sulaymaniyah Archaeological Museum in the Kurdish region of Iraq to work with cuneiform tablets (2010).

(6) We work closely and regularly with a range of educational institutions, both locally and further afield, to ensure that our research has an impact on education outside the HEI, not only by transferring knowledge of specific research findings, but also more generally by encouraging critical reflection and challenging cultural values and social assumptions. The concentration of schools within easy travelling distance of UCL allows us to share our research with sixth-form students at a wide range of institutions. Cain attracted more than 200 students to a talk at Bancroft's School, for instance (2009). DH is actively involved in widening participation projects, such as the UCL-Southwark partnership (<http://bit.ly/1fUu0aQ>), and offers very successful summer schools, master-classes and other outreach activities. At a national level, we contribute expertise in consultative roles: Smith has served on the AQA HE panel and advised the DfE on the new national curriculum for history. Our impact on education extends far abroad: Van Wees led a masterclass for German PhDs and postdocs for the Mommsen Gesellschaft (Wittenberg, 2012); Conway is involved in a history of warfare project for West Point Military Academy cadets to be published as an e-book in 2014; Gusejnova guest-lectures on the Russian on-line public education platform *Postnauka* (e.g. <http://postnauka.ru/video/9040>, with c. 4,000 views); and Lo gave lectures on the role of history in medical humanities to c. 1,800 staff and students at 6 universities in China.

(7) We offer research-based advice to public organisations and institutions, both in our publications (e.g. Balmer's work on the history of the 'brain drain', cited in *Knowledge Nomads*, a Demos think-tank publication, 2009) and through personal consultation. Conway served as Independent Assessor of an application to export 'Works of Art and Objects of Cultural Interest' for the Arts Council England (5/2013). Smith testified before a hearing of the All-Party Parliamentary Group on History and Archives. Snyder's lecture on the history of human rights at the Woodrow Wilson Centre was attended by members of the US State Department (2011). Collins' expertise in twentieth-century British history contributed to discussions in David Miliband's and Jon Cruddas' Labour Party working group at the House of Commons. Commercial organisations have also benefited from our expertise. Radner was invited by Charles Haswell, Group Head, Financial Sector Policy, HSBC Holdings PLC, to offer a historical perspective on topical questions of debt, credit and the role of the state (2011). Most strikingly, Rieger's research on 'the People's Car', led to him being commissioned by Volkswagen UK to analyse the company's past advertising campaigns with a view to identifying its historically most successful strategies. Judging by VW's subsequent advertising, Rieger's conclusions (in a confidential report, *Volkswagen: A German Company in the UK*, 11/4/11) were adopted wholesale and with apparent success.

### c. Strategy and plans

In the course of the current assessment period, the UoA began to formalize its approaches to impact, which had previously been largely informal, and this trend will continue in order to ensure that we miss no opportunity to maximize the impact of our research. DH aims to appoint as soon as possible a member of administrative staff to serve as a 0.5 FTE dedicated Impact Administrator, to provide more ample and systematic administrative support for the academic Impact Officer. Impact will be a prominent consideration in the decision-making of bodies such as the Research Committees in DH and STS, and it will remain a subject of staff development sessions. Staff will be expected to keep a record of their achievements in impact and public engagement to facilitate monitoring and guiding of these aspects of their work. We intend to make full use of the training and support provided by UCL's Public Engagement Unit and will seek to continue our success in attracting financial support not only from UCL Beacon Bursaries and Impact Scholarships but also from the public and charitable bodies that have made possible much of our impact activity to date.

The seven strands of our approach identified and illustrated above amount to a comprehensive programme, and our strategy accordingly focuses on the further development of each of these strands. We will, however, be alert to new possibilities and remain flexible in developing additional approaches to impact whenever the opportunity or the need arises.

(1) Our on-line presence will be increased further. Most bids for major funded research projects will include provision for the creation of websites and dedicated staff time for their maintenance. The creation of interactive web resources will be encouraged. We will make greater use of Twitter, our most successful social medium, in particular to draw attention to public engagement events.

(2) We intend to be even more pro-active in presenting research of topical interest and broad appeal to the media in order to reach the general public. More intensive use of UCL Media support and above all the planned appointment of an Impact Administrator will facilitate this.

(3) The communication of research to a wider audience through publication in accessible formats will continue to be encouraged: some colleagues are under contract to write 'popular' books during the next assessment period. Open Access publication will be supported whenever possible.

(4) Face-to-face public engagement at all levels, especially in innovative formats, will receive strong organizational and financial support. In the second half of 2013 alone, the *Cultural Memory* project has 17 screenings/discussions planned, most in Scotland and northern England, and Sennis will present his research as stand-up comedy at a sold-out Bright Club event (11/10/13).

(5) We plan to collaborate even more intensively with museums and libraries. For example, Finn has secured £4,000 to fund an exhibition in UCL's *Octagon Gallery* (Dec 2013-May 2014); Rieger is on the organizing committee for a major exhibition on modern Germany to be held at the *BM* in 2014/5; and we are establishing new formal links with both *BM* and the *National Maritime Museum*.

(6) Our impact on education will be intensified by means of a series of research-based podcasts with supporting materials for schools. This scheme was piloted in 9 local schools by July 2013, and we will be adding podcasts and extending the range of institutions over the coming years.

(7) We will be more pro-active in ensuring that our research on subjects of topical importance has an impact on policy-makers and opinion-formers; the Impact Officer whom we plan to appoint will play a key role in identifying and liaising with potential beneficiaries of such research.

### d. Relationship to case studies

All our case studies, presented in chronological order, feature several of our approaches to Impact at once, and we will here single out only the most prominent elements in each. UCL30-RAD represents approaches (1) and (6) insofar as it illustrates a spectacularly successful use of an on-line resource to make research available for non-academic educational use. UCL30-PEA illustrates the use of a prestigious exhibition (5) and extensive media coverage (2) to communicate research insights to the general public. UCL30-KAP shows a widely-read book (3) having an impact on political discourse (7). UCL30-HAL is a second illustration of a highly successful interactive web resource (1), accompanied by an intensive programme of face-to-face public engagement (4), which has had such an exceptional impact that it succeeded in *making* its subject matter a part of public discourse. UCL30-BAL represents the use of research expertise to enlighten the general public through the mass media (2) and policy-makers through direct consultation (7).