

<p>Institution: The Open University</p>
<p>Unit of Assessment: D29 Classics</p>
<p>1. Unit context and structure, research and impact strategy</p> <p>1.1 Context and structure</p> <p>Classical Studies at The Open University (OU) is an ambitious, pioneering and supportive research environment. We advance innovative interdisciplinary research in Classical Studies through our long-standing commitment to researching the reception of classical antiquity; our uniquely significant research in digital classics; and the <i>Baron Thyssen Centre for the Study of Ancient Material Religion</i> established in 2018. We are equally proud of our wide-ranging excellent research on other textual, literary, archaeological and historical topics. Our research and impact are achieved through individual work, internal teamwork and external collaborations.</p> <p>Classical Studies at the OU is thriving and the Unit of Assessment (UOA) aligns with the Classical Studies discipline in the School of Arts and Humanities of the Faculty of Arts and Social Science. The UOA has grown from 11.8 FTE in 2014 to 14.8 FTE eligible staff through the addition of one new Lectureship (Plastow 2017) and the inclusion of two Staff Tutors: this role includes significant responsibility for the organisation of teaching and reduced research responsibilities. Within this growth there has been staff renewal, with two retirements and two appointments. There are currently three Professors (Barker, Perkins, Robson), seven Senior Lecturers (Graham, Hope, Hughes, Paul, Rothe, Swift, Yamagata) and five Lecturers (Betts, Fear, Haywood, Plastow, Wilding). Three of these are also Staff Tutors (Fear, Haywood, Yamagata). Two of the Lecturers are Early Career Researchers (ECRs) (Plastow, Wilding). One further Staff Tutor, three Emeritus Professors, seven Visiting Fellows, and six Honorary Research Associates also contribute to the vitality of our academic community but are not eligible for submission. Our two retirees during this REF cycle (James, King) are now emerita and an Honorary Associate: both continue to research and publish.</p> <p>Research in the UOA is overseen by the four-member, gender-balanced Research Support Group, chaired by the Discipline Research Lead (Perkins).</p> <p>1.2 Research objectives</p> <p>Our research objectives since 2014 have been:</p> <ul style="list-style-type: none"> • to sustain and develop our world-leading strengths by producing outstanding research (see REF2) • to openly engage our research with culture and society (see 4.3 and ICSs 1 and 2) • to participate in networks and collaborations and build relationships with the beneficiaries of our research in the creative industries and the Galleries, Libraries, Archives and Museums (GLAM) sector (see ICSs 1 and 2) • to develop the talents of Postgraduate Research Students (PGRS) to enhance their professional careers and sustain the discipline of Classical Studies in the future (see 2.4). <p>In 2014 we described the wide range of our research as five areas that encompassed our individual and collective specialisms: Classical Receptions; Digital Classics; Material Culture; Greek and Latin Texts; and the Ancient Body. All were inherently interdisciplinary and the first three were recognised as undertaking world-leading research in 2014. These research clusters nurtured diverse research and delivered our objectives by enabling seminars, sharing approaches, coordinating collaborative research and facilitating internal peer-review and mentoring, rather than determining what research should be done.</p> <p>Since 2014 our strategy has been to maintain our research objectives whilst allowing our research structures to evolve as our staffing profile has changed and research interests and</p>

strengths have developed, effectively sustaining our core strengths whilst flexing our boundaries. In the context of University restructuring in 2016, that merged the Faculties of Arts and Social Sciences, creating larger administrative units with reduced disciplinary boundaries, our strategy and structures have developed in the following ways.

Classical Reception has grown and become more interdisciplinary, receiving Faculty funding for seminars events and publications such as the inaugural series of classical reception seminars held at the Institute of Classical Studies in 2019. To achieve our objective of engaging our research with culture and society, and a wider public, we produce two thriving, open-access, classical reception e-journals supported by Faculty funding. *New Voices in Classical Reception Studies* (edited by **Fear** and peer-reviewed) showcases early career researchers providing a supportive route to publishing for those new to this field. It now has 13 volumes and additionally publishes conference proceedings. *Practitioners' Voices in Classical Reception Studies* (edited by **Hughes**) engages with anyone involved in creative practices, providing a forum to discuss the relationship between their work and classical materials, themes and contexts. New talent is strongly represented in its ten volumes but highlights also include interviews with David Raeburn, Antony Gormley and Seamus Heaney.

Our classical reception research has increasingly interacted with culture and society evolving into 'engaged research' as defined and supported by our institutional research strategies (see REF5a 2.1 and 2.4). This is exemplified by **King's** open access monograph [Hippocrates Now. The 'Father of Medicine' in the Internet Age](#) that examines popular engagements with the classical world and **Stead's** Leverhulme Early Career Fellowship that investigated classics and British communism. *Creating Ancient Fragments* (ICS2) illustrates how one of our thriving collaborations with theatre companies has impacted on its professional practice, audience and economic vitality (see further 4.1). A highlight publication is **Haywood's** co-authored [Homer's Iliad and the Trojan War: Dialogues on Tradition](#).

Another strategic aim of all our research is to participate in networks and collaborations to enrich our research environment. For example, reception plays a key role in the Faculty-based research cluster *Gender and Otherness in the Humanities* (GOTH) that relaunched the long-running *Gender in the Humanities* research group in 2019. Our commitment to encouraging and supporting research that is centred on understanding human diversity and impacts on society, is exemplified by [The Orestes Project](#) (**Plastow**). This deepens our engagement with performance-based theatre, exploring how storytelling and historical representation provide legitimacy for communities, and aims particularly to engage with LGBTQ+ artists and audiences. We also participate in the European network on Gender Studies in Antiquity (EuGeStA) an international network of researchers holding seminars and producing a journal. Our environment is linked to the Classical Reception Studies Network (CRSN), founded in 2004 by an AHRC grant to the Open University, that brings together international researchers who share our interests in classical receptions. **Paul** serves on its executive committee and co-convened the CRSN (2017-2019) a role taken up by **Stead**, whilst our Leverhulme Research Fellow, and now as a Lecturer at St. Andrews.

Digital Classics has made a broad contribution to the achievement of our research objectives. As well as producing innovative research it has had a significant impact on professional practice in the GLAM sector as detailed in *The Pelagios Network* (ICS1). **Barker** has led the creation of extensive international partnerships starting from the AHRC funded *The Herodotus Hestia Project*. This grew into the *Pelagios Project*, a collaboration that has developed a method to make digital connections between texts or objects and the places associated with them. This has now expanded beyond the ancient world and embraced other disciplines and periods. Our digital classics research has become thoroughly engaged research, impacting an international community of 36 partners from many disciplines and from outside academia (see 4.1 and ICS1). These achievements were recognised in 2020 with the award of a chair to **Barker**. Digital techniques are also integral to our archaeological work in Italy and its public presentation including an innovative holographic museum display of an inscription. Highlights are **Barker's**

edited OUP volume [New Worlds from Old Texts](#), *Recogito* software and **Betts'** forthcoming open access co-publication of the Lund conference *Capturing the Senses: Digital Methods for Sensory Archaeologies*.

Digital Classics has become a cornerstone of our Faculty-based Digital Humanities research collaboration that promotes and coordinates interdisciplinary digital humanities research and PGRS training in the University. **Perkins** provides strategic leadership to this initiative from the Classics UOA, line manages a permanent Research Fellow (in UOA D27) and facilitates collaborations with other Faculties and the Knowledge Media Institute (see REF5a 2.3). Digital Humanities has produced three PhDs with four more in progress (four supervised by members of UOA D29) with five externally funded studentships in all.

Our resourcing strategy has been to diversify funders and develop philanthropic sources of funding and this has enabled the founding of the *Baron Thyssen Centre for the Study of Ancient Material Religion*. This research centre significantly contributes to all our research objectives and created new vitality as our Material Culture and Ancient Body areas largely coalesced and new areas of interest in ancient religion and sensory archaeology emerged. Led by **Hughes** and **Betts**, it provides a new intellectual and organisational interdisciplinary infrastructure with key partners in Religious Studies and Art History. The centre supports the systematic study of how ancient religion happened in and through material things and aims to bring ancient evidence into productive dialogue with scholarship on material religion in more recent periods. It produces live events (seminars, workshops, conferences), print and online publications, and open access digital resources. The centre has an international Advisory Board and is gaining international recognition for the research of its four PGRS, individual staff and collaborative projects such as archaeological research on sacred sites in Tuscany and *The Votives Project* (see 4.1). Highlight publications are **Hughes'** [Votive Body Parts in Greek and Roman Religion](#), **Betts'** [Senses of the Empire](#) and **Graham's** [Reassembling Religion in Roman Italy](#).

Research in Greek and Latin Texts underpins the achievement of our research objectives. Highlights are **Swift's** first ever complete edition and commentary on Archilochus that is both philological and engaged with **Swift's** creative work with theatre practitioners detailed in ICS2 and **Barker's** work on Herodotus that underpins ICS1. Our Early Career Researchers' (ECR) works are beginning to open new directions for the future with **Wilding's** forthcoming monograph *Authority and Memory at the Oropian Amphiareion* and **Plastow's** *Homicide in the Attic Orators: Rhetoric, Ideology and Context*.

A key part of our strategy is building pathways linking research to its beneficiaries by making our research openly visible through social media, blogging, podcasts and videos. One way we achieve this is through *Classics Confidential*, a website, founded in 2010 by **Hughes** and **Barker**, that hosts hundreds of video and audio interviews with researchers and others who are passionate about the classical world. Since 2017, new themed audio programmes and from 2019 shorter 'bitesize' audio interviews, accompany a host of archive videos. Similarly, *The Votives Project* provides a pathway to engagement with, for example, artists who are looking to connect with a wider world outside of their practice. The *Baron Thyssen Centre for the Study of Ancient Material Religion* also has an ambitious and developing strategy to build relationships with engaged beneficiaries through hosting real and virtual open access audio discussions, seminars, workshops and other events. The OU's open educational resource (OER) platform OpenLearn provides another route to engagement with the beneficiaries of our research which we will further employ to enhance our impact in the future (see REF5a 2.1). OpenLearn has had over 80 million visitors since its launch in 2006 and over 12.4 million in 2020. Existing OpenLearn resources such as *Introducing 'The Histories' by Herodotus* integrate and showcase our research as we seek to engage and educate audiences and beneficiaries (see 2.4). Further evidence of engagement and impact is presented in 4.

See REF5a 2.4 for the framework for research integrity that is relevant to projects where humans are the subject of research, for example in gathering data from questionnaires.

1.3 Future research and impact strategy

We will continue to sustain and enhance our ambitious and supportive research environment to produce world-class and internationally excellent research that is open, distinctive and engaged. We will keep our research distinctive by maintaining its variety and developing the interdisciplinary strengths in our research areas, collaborations and individual projects. To achieve this, we will pursue and develop our research objectives set out in 1.2.

We aim to enhance our research environment by:

- Further developing the research capabilities of our staff and research students (see 2)
- Growing and diversifying our external research funding by increasing the frequency of bidding, expanding the proportion of staff regularly bidding and the range of funders
- Linking post-doctoral research fellowships to our research centre
- Developing new externally funded research projects and collaborations
- Encouraging the growth of the new research areas of our ECRs and mid-career staff by supporting research network development, hosting developmental colloquia and resourcing pilot projects
- Appointing an additional Lecturer/Staff Tutor in early 2021.

We will increase the size and diversity of our PGRS community through redeveloping our successful taught MA programme to increase recruitment (scheduled for 2023) (see 2.4). We will increase fully funded research studentships through the Open Oxford Cambridge (OOC) Doctoral Training Partnership (DTP) and attract more PGRS to our material religion research centre as it gathers momentum. The first fully funded PhD student is now in their second year, a second studies part-time and the third, funded by OOC, started in October 2020.

We aim to extend the openness of our future research by:

- Increasing the proportion of our research that is published with open access
- Cultivating our two open access journals
- Using open methods, tools and data in digital research.

Our impact strategy will be to create engaged research that informs, inspires and influences an ever-wider range of organisations and beneficiaries. We will systematically embed the successful characteristics detailed in our impact case studies into our future research activity. This means identifying and designing potential impact at the start of projects, identifying stakeholders and their needs, building relationships with beneficiaries, delivering defined impacts, reflecting upon experiences and developing further impacts. A key element is the co-creation and development communities of practice engaged with our research. This approach has led to our research benefitting theatre companies and a variety of cultural and heritage organisations and their respective audiences as is made clear in the impact case studies. This framework for creating impact will be nurtured by systematic training by external providers and internal sharing of best practice through workshops and mentoring.

2. People**2.1 Staffing Strategy**

Our strategy is to be open and collaborative in our work to maintain a positive, inclusive and high-performing culture. We actively cultivate a flexible work environment that creates a friendly, supportive academic community. We value diversity and seek ways to ensure equality of opportunity for all staff. For example, fixed-term staff receive research time, in the same way as permanent staff. Our staff are critical to our success and we attract excellent candidates from a variety of academic backgrounds who are appointed through a transparent and merit-based process as required by The Researcher Development Concordat (see REF5a 3.2).

Other than individual research, our work is team-based to provide mutual support, shared experience and opportunities for career development through deputising for key roles. This has

provided the UOA with resilience over the REF cycle as the demographic structure of staff has contributed to a high frequency of parental leave and caring responsibilities that has been managed by deputizing for key roles and employing staff on fixed term contracts only when unavoidable.

We are strongly committed to decasualisation and valuing and developing all the staff we recruit. Going against the national trend, since 2014 we have managed down the number of staff on fixed term contracts from four to one. Within this process we have migrated five fixed-term appointments to permanent research and teaching contracts (**Betts, Graham, Haywood** (as Staff Tutor), **Rothe, Plastow**): only one remains on a fixed-term contract (**Wilding**). Other fixed-term staff have returned to Associate Lecturer roles (see REF5a 1.2) within the OU or moved to other institutions (**Bakogianni** to Massey, **Bridges** to Institute of Classical Studies and Oxford, **Campbell** to Exeter and Warwick, and **Zuccolin** to Cambridge, Harvard and Pavia).

Staff have 44 days study leave per year rather than a teaching-free Summer and a sabbatical system (see REF5a 3.1). This may be taken at any time of year enabling staff to work flexibly around caring or other responsibilities. Exceptionally, Study Leave can be carried over from one year to another, for example to enable longer visiting fellowships. Additionally, one day a week is designated for research on a flexible basis making a total of 79 days research time per year.

2.2 Staff Development

The University's staff development programme and Career Development and Staff Appraisal (CDSA) process ensures the effectiveness, efficiency and career development of individuals (see REF5a 3.1). The CDSA also provides a mechanism for strategic planning of individual and collective research and impact activities. This is managed by the Head of Discipline assisted by the chair of the Research Support Group through the regular discussion of short- and long-term research goals, publications and impact plans with each member of staff. Key roles in the UOA relating to leadership, line management, mentoring for new roles, research administration, research planning and management of PGRS, rotate between staff through careful succession planning that identifies and develops future talent.

Reward mechanisms are managed at Faculty level (see REF5a 3.1). During this REF cycle five female staff have been promoted to Senior lecturer (**Graham, Hughes, Paul, Rothe, Swift**) and two staff to Professor (**Robson, Barker**). In keeping with our established research culture, the OU is a signatory of the San Francisco Declaration on Research Assessment (DORA) affirming support for the career advancement of researchers and valuing all contributions to our research culture on the basis of their quality.

Training to meet development needs is organised at UOA, Faculty or University level as appropriate. This includes research skills development, accessing research funding, administering research, communication skills, planning and developing impact and PGRS supervision and examination. Additionally, the UOA encourages staff to develop their own careers by taking up external visiting positions and Fellowships (see 4.2).

2.3 Early Career Researchers

Our two most recent appointments are ECRs (**Plastow, Wilding**). We prioritise their career development and they benefit from a reduced teaching load, mentoring and financial support. Over a four-year probationary period, all appointments receive training, professional development and supportive feedback. The Faculty Strategic Research Investment Fund prioritises ECRs, funding them to develop their ambitions and track record. We actively develop the careers of our ECRs by embedding them in key academic teams, for example in our Impact Case Studies team with responsibilities for facilitating community engagement and documenting impact. The same support and opportunities are available to Research Fellows. We are proud of the career development of our Leverhulme Early Career Research Fellow (**Stead**), a former OU PhD student, who was appointed to a Lectureship in St. Andrews in 2019. Our ECRs are developing strong publication records, each now with a monograph (one in press).

2.4 Postgraduate Research Students

We strive to provide the highest quality PGRS environment. In the 2019 Postgraduate Research Experience Survey, the OU was ranked fifth out of 103 HEIs for overall PGRS satisfaction. Numbers of PGRS have grown by 20% from 10 in registered in 2014 to the currently registered 12, of whom six are fully funded and eight research part-time. Our PGRS come from a variety of backgrounds: many are female, mid-career professionals (e.g., teachers or museum curators) or have progressed from our MA programme (seven of the awarded PhDs), while competitive studentship holders tend to be younger with recent MAs. Our part-time provision enables students from across the four nations to research with us in a flexible way that suits their circumstances – for example those in employment or with caring responsibilities. Supervision may be remote or face-to-face and students benefit from our excellent remote library (see REF5a 4.2). Part-time students have eight years to complete and are otherwise supported in exactly the same way as full-time students. Our programme is therefore a hybrid of distance and campus-based research. We have awarded 11 PhDs (five part-time) with one further award in late 2020 delayed by Covid-19, an increase on the nine in the previous REF cycle. During this period there has been a particularly strong growth in fully funded students from one pre-2014 to seven who completed (by the end of 2020) and six more who are currently registered. In this REF cycle, one PhD student was fully funded by a Baron Lorne Thyssen-Bornemisza studentship, one by an Open-Oxford Michael Comber studentship, three by University studentships and one by AHRC. Additional financial support is available from the University and related funds depending on circumstances.

Students are recruited through advertising DTP and University studentships, the Research Degrees Prospectus and through our highly successful taught MA that has averaged 50 awards per year for the last seven years. Applicants produce a research proposal that potential supervisors help to develop. After interview, applicants for studentships are ranked by the Faculty and finally selected by the DTP. We have a policy of only accepting research proposals that are closely related to a supervisor's research specialism. Our PhD programme is therefore distinctive by its highly selective recruitment that closely aligns the supervisor's expertise with the student's topic.

From 2014 to 2018 we participated in the Consortium for the Humanities and the Arts South-East England (CHASE) DTP comprising nine leading institutions. This funded four currently registered students – half of the total of Classical Studies students funded by CHASE. From 2019 we transitioned to the Open-Oxford-Cambridge (OOC) partnership. In 2020/21 we won the first OOC Classics award, also our first Collaborative Doctoral Award student in Classical Studies, jointly supervised with the Fitzwilliam Museum, Cambridge. **Rothe** has been a member of both DTP student selection panels.

Students are supported by a team of at least two supervisors (see REF 5a 3.4). These arrangements often facilitate interdisciplinary research – for example with Religious Studies or Digital Humanities with our Knowledge Media Institute. Some students also have an external supervisor from another institution to provide specific expertise. Students have been externally co-supervised from the Institute of Classical Studies, Cambridge, Edinburgh, Bristol and Galway. Conversely, we have supervised students at the Universities of Amsterdam and Kent, and we have hosted visiting research students from the universities of Madrid and the Basque Country who sought our reception expertise.

Supervisions happen at least ten times a year, or bi-monthly for part-time students. Meetings may be face to face or online and our flexible arrangements have enabled supervision to continue despite the pandemic. Students keep a written record of all supervisions and complete a six-monthly progress monitoring report with their supervisors.

In our progression and examination of PGRS we aim to set standards of best practice. Our PGRS are initially registered to the MPhil programme and undertake a probation process that requires a formal presentation, a written submission of a literature review, research questions and a research plan at the end of their first year (second for PT). This is scrutinised in a mini-

viva by two academics before registration on the PhD programme. Internal examiners are fully trained before appointment and each viva has a trained independent Chair.

Two staff are postgraduate convenors with responsibility for coordinating and overseeing PGRS matters. The PhD programme is overseen within the Faculty by the Director of Research Degrees, for whom **Rothe** deputised 2014-21.

Our PGRS receive a broad spectrum of support that extends from individual supervision teams, through subject-specific training, to more generic research skills, self-development and personalised career development advice. This is provided by the discipline at regular work-in-progress seminars and mini-conferences, or School, Faculty, Graduate School Network or DTP events. **Barker** and **Betts** were involved in designing and delivering digital humanities training for DTP students that is now updated and freely available on OpenLearn.

The PhD Student Teaching Scheme, that originated in Classical Studies and subsequently rolled out across the University, offers the opportunity to develop experience in distance teaching. Students gain this by joining a module team to participate in assessment preparation, administration, exam boards etc. Direct experience of module teaching is acquired through serving as a co-tutor in selected tutorial groups whilst mentored by an experienced Associate Lecturer. The scheme leads to an Applaud Fellowship - the OU's institutional scheme for accrediting professional learning and Fellowship of the HEA.

We also encourage PGRS to take appropriate work placements which they have done at the British Library, Ancient Itineraries and the Collaborative European Digital Archival Research Infrastructure. We actively support the research of past students, for example hosting the conference *Mind, Body, Magic* organised by a past (**McKie**) and present (**Parker**) PGRS. They may also become Visiting Fellows, thereby remaining in our research environment with continuing access to the Library. Our doctoral students have proved highly employable, going on to lectureships at Manchester (**McKie**) and St Andrews (**Stead**), a teaching fellowship at Durham (**McKie**), an Associate Lectureship at the OU (**Lloyd**), research fellowships at Birmingham City, Westminster and Reading (**Wrigley**), The British Museum (**Garcia**), appointments at Secondary Schools (**Raudnitz, Jackson**), the Cambridge Schools Classics Project (**Lloyd**) and a Digital Curatorship at the British Library (**Ridge**).

2.5 Equality, diversity and inclusion (EDI)

A commitment to equality is embedded in all that we do. As a matter of principle all staff are treated absolutely equally regardless of their status and characteristics in all aspects of their employment, for example in undertaking senior roles in the management of the UOA. We fully uphold and promote the University's EDI policies. Our EDI champion (**Yamagata**) raises awareness and monitors all our activities to ensure they integrate EDI into their planning and delivery.

Our implementation of EDI policies in recruitment has created a UOA that diverges from the national pattern being relatively young with 20% aged under 36; majority female (2:1); and 6.7% BAME. As regards seniority, 46% of staff are female Senior Lecturers and up to 2016 we had one female and one male professor, and from 2019 two male professors rising to three in 2020. Our Faculty strategic plan 2019-2023 includes targets to increase diversity in professorial roles to 40% women and 11% BAME and promote 10% more females to Senior Lecturer and professorial posts by 2022. A current UOA strategic priority is therefore to meet these Faculty targets through our staff development mechanisms (see 2.3); mentoring mid-career staff in their career progression (see REF5a 3.1); developing an attraction strategy to support the recruitment of under-represented groups and improving our ability to recruit from such groups through further training of selection panels.

As part of the OU's Equality Scheme (see REF5a 3.5), the participation and withdrawal of PGRS is monitored and reported on an annual basis against protected characteristics. Our staff composition is monitored and reported on every other year.

Being a distance learning institution, flexible and remote working is our natural mode of operation with or without pandemic conditions. We have offices on the Milton Keynes campus, but remote working is normal and three staff are designated home workers or have agile working arrangements. A range of measures facilitate remote working, mitigate our carbon footprint and promote well-being. Almost all meetings can be attended remotely; those with child-care, ill-health or other caring responsibilities regularly use these facilities, as do home workers and staff managing their workload priorities. Meetings are scheduled where possible to avoid school holidays, significant religious festivals and frequent travel during rush-hours. We also enable remote access to seminars and conferences as much as possible.

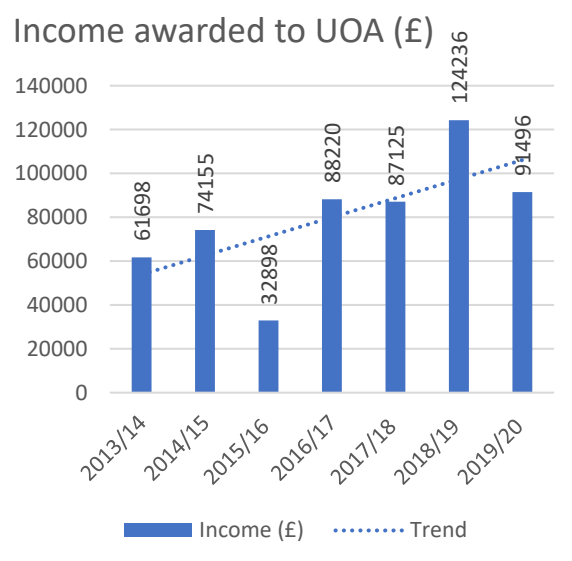
Issues around equality and diversity are integral to some of our research. **Graham's** work on ancient disability engages directly with diversity and indirectly with disabled communities themselves. *The Forgotten Other: Disability Studies and the Classical Body* conference specifically brought together scholars from Classical and Disability Studies and museums. **Robson** researches and publishes on Greek sexuality and **King** researches sexuality and women's health. Our centre for Material Religion engages with diverse religious communities from the Roman Catholic church to druids, and our GOTH research cluster directly engages with EDI issues (see 1.2).

This REF submission was coordinated by the four members of the gender balanced Research Support Group whose appointment was ratified by the Faculty and University. They were selected for their research and management experience (past Arts Faculty Associate Dean (Research) and Heads of Department) and their range of staff circumstances. All panel members received equality and diversity training. The significance of all individuals' research responsibility and independence was assessed, following the Code of Practice, to determine eligibility for submission. All members of the UOA proposed up to six outputs for submission. From these, the panel ranked outputs in consultation with an external adviser according to an assessment of their potential quality. All members of the UOA were confidentially invited to submit individual circumstances to the University to determine any reduction in the number of outputs. Outputs were then selected for submission and the diversity of the authors was cross checked for significant variance from the diversity of the UOA to assure equality and inclusion. A formal record of decision-making meetings of the panel has been archived by a Faculty administrator.

3. Income, infrastructure and facilities

3.1 Research funding and strategies for generating research income

Our strategy to generate research funding is to encourage and support individuals and groups to seek resources that enable their research and impact to be most effective. We act strategically, forming excellent collaborations and targeting bidding. The UOA's Research Support Group, that includes experienced peer-reviewers, and the Faculty Research Office provide advice and mentoring throughout the process, starting by identifying the most appropriate source to match the project and its requirements. We then meticulously develop high quality bids, benefitting from excellent administrative support, that enable us to deliver our research plans. In this way we maximise the returns from the investment in bid preparation. This strategy has led us to a success rate of 44% in seeking external income and the UOA has received 16 external awards totalling £673,124.



Awards from prestigious international funding bodies have enabled our digital classics research to thrive and to increase the significance and global reach of its research and impact. Building on the initial AHRC funding (with *Hestia 2* ending in 2014), as well as funding from the Andrew W Mellon Foundation (*Pelagios 3 & 4* ending in 2015) there were two further successful bids (*Pelagios 6 & 7*). This research has evolved from being a funded project to become an independent legal entity (see 4.1 and ICS1). Subsequently, the methodology and technology developed are being implemented in a next generation of projects with *Digital Periegesis*, a Swedish collaboration funded by the Marcus and Amalia Wallenberg Foundation and *Linking Islands of Data* an international collaboration funded by a UK-US networking grant from the AHRC that enables work with cultural heritage organisations. We have received significant funding from the Leverhulme Trust with an Early Career Fellowship *Brave New Classics* that investigated classics and British communism (**Stead**) and a Philip Leverhulme Prize that funded **Swift's Fragments** and key aspects of realising its impact. This led to a British Academy Rising Star Engagement Award *The Art of Fragments* in 2018 to bring together academics and creative practitioners on the theme of 'The Fragment'. This impact was also enabled by funding from Arts Council England and ESRC Knowledge Exchange Dialogues Scheme grants (see ICS2). This research engages with theatre practitioners and continues to develop with the *Making Theatre in a Time of Covid* project funded by a British Academy Special Research Grant in 2020. We aim to replicate these funding trajectories in the future.

We work strategically with the University's Development Office to secure philanthropic donations. A first gift secured two lectureships in Roman material culture, initially fixed-term and now permanent and a PhD studentship. A further donation enabled us to create our new research centre, the *Baron Thyssen Centre for the Study of Ancient Material Religion* (see 1.2). This significant investment in organisational infrastructure enhances our research environment, outputs and impact. Philanthropic donation also plays a role in our collaborative archaeological research in Italy, where it contributes to training students to excavate.

Our strategy is to seek support from a wide range of sources at different scales to match individual projects. For example, a grant from *Mouseion* for \$20k Canadian enabled the organising of the *Moralizing Strategies in Early Greek Poetry* conference in Newfoundland and subsequent publication of a co-edited volume (**Swift**). Small grants have enhanced research capabilities, for example from the Council for British Research in the Levant to enable intensive Arabic language learning in Beirut and excavation in Jordan (**Rothe**).

Some forms of research such as networking and conferencing that are less resource intensive are supported by internal funding, ideally creating a pathway for developing larger projects and securing external income. The Faculty Strategic Research Investment Fund supports research groups and provides seed-corn funding for individual and collaborative research projects granting £9,546 to the UOA since 2016. Internal funding and research time allocation also facilitates individual research, for example with external library access and travel. The UOA has prioritised support for conference and seminar organisation and attendance, and for networking opportunities to promote collaborations and partnerships, particularly for career young researchers. Additional internal funding is available from the School for the organisation of seminars, workshops, conferences and fieldwork. Since 2014 internal funding of research activities has totalled £67,960 plus £17,500 for interdisciplinary Digital Humanities: some of this resource partially enabled two ECR appointments (**Plastow, Wilding**).

3.2 Research infrastructure and facilities

The Faculty Research Board, chaired by the Associate Dean for Research, Enterprise and Scholarship, takes a strategic overview of research, impact and PGRS. The Director of Research in the School sits on this Board and feeds back to the Discipline Research Lead.

The Faculty Research Office supports a wide range of research activities, committees and groups, providing advice and high-quality administrative support. It interfaces between the UOA and the University's Research and Enterprise Office and Graduate School. The Research Office has a team of 20 who provide pro-active support in research bid development, knowledge

exchange, impact activity and HEIF funding support. The team administers funding awards, research student administration, research groups, visiting academics and coordinated the REF submission. Academics receive one-to-one support at each stage of the bidding process and grant maintenance from an assigned Research Manager to ensure compliance with financial and legal regulations. The Awards Management System database tracks and maintains all aspects of evidence relating to research. The team also provides training workshops, research induction sessions and facilitates cross-faculty initiatives.

Our world-leading remote access library is described in REF 5a 4.2. Staff also use the national infrastructure of the Institute of Classical Studies library and SCONUL Access. The University's repository, ORO, documents all Classical Studies' publications, 464 items as of December 2020, and where possible, the full-text content is freely available (see REF 5a 2.3).

3.3 Impact Infrastructure

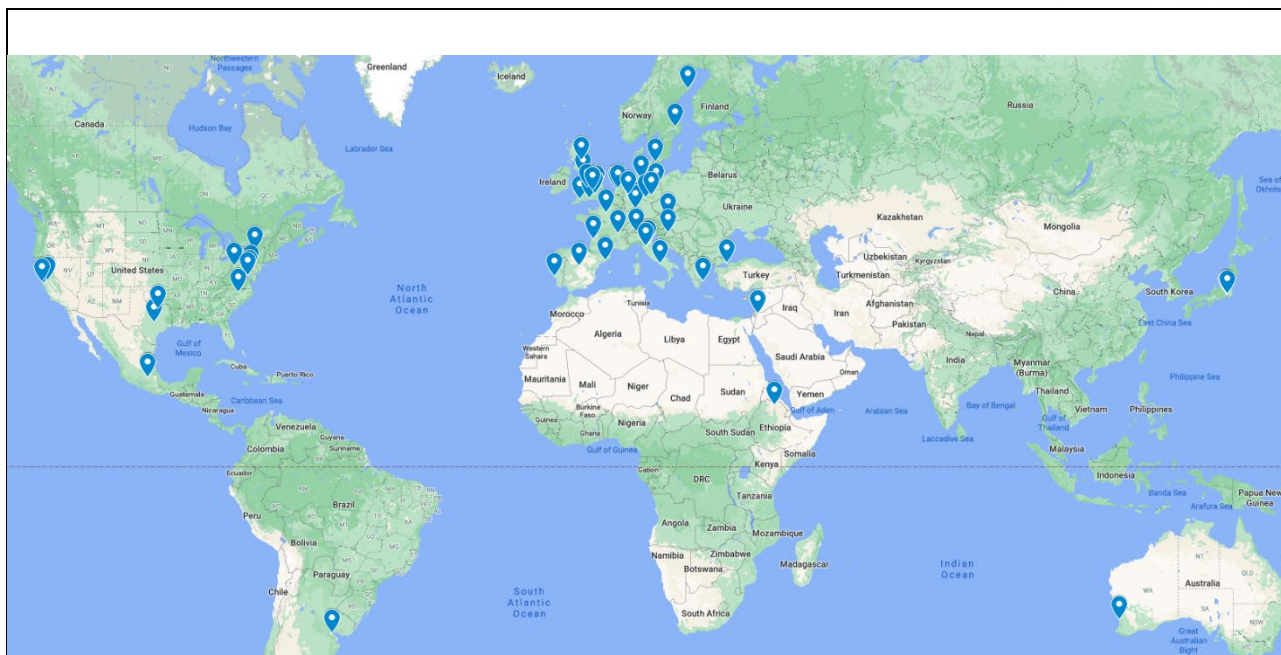
The Research Support Group provides leadership, facilitates mentoring for impact and advises on integrating impact with research as part of the annual individual CDSA process (see 2.2 and REF 5a 3.1). For example, **Swift**, with her experience of securing funding and achieving impact (see ICS2), is mentoring **Plastow** (ECR) in a new knowledge exchange and impact-oriented, internally-funded pilot project *Mythology LIVE* with the *By Jove Theatre Company*, producing weekly livestream shows with academics, theatre practitioners and other creatives coming together to analyse a different myth each week with the longer-term aim of securing external funding. Capabilities and understanding of impact have been significantly enhanced by training from the external provider *Fast Track Impact*. Impact is strongly supported in operational structures at Faculty level by a full-time Impact, Enterprise and Knowledge Exchange Manager. Our reach is enhanced by the FASS Comms team who provide support for research websites, social media platforms and the design of online engagement to capture impacts in addition to the social media activities undertaken and online resources created by individuals and projects in the UOA.

A unique facility that provides reach and a medium through which impact can be achieved is *OpenLearn* (see 1.2). *Getting started on classical Latin* is consistently in the top twenty of *OpenLearn* courses, currently 13th, reaching 55,796 unique visitors from 193 countries in 2019/20, 25,367 enrolled learners since its start and benefitting 4,134 with course awards. *Discovering Ancient Greek and Latin* had 16,146 unique visitors in 2019/20. Both are underpinned by research-led pedagogy. Latin pedagogy is being further researched by **Robson** and **Lloyd** with a British Academy grant (2018-20). For further evidence of the effectiveness of our impact infrastructure see 4.3 below.

4. Collaboration and contribution to the research base, economy and society

4.1 Collaborations

Collaboration is integral to our research strategy: it creates synergies and enables us to conduct complex, interdisciplinary and transformative research (see ICSs). We collaborate with other universities, cultural institutions, public bodies, creative organisations and individuals to enhance the vitality of our research and increase its impact. Our collaborations are highly international and have varying degrees of complexity and formality suited to each individual project.



Locations of collaboration partners.

We are a founding partner of *Pelagios*, a formal network of equal and independent partners and a community of practice that benefits from its research (see 1.2 and ICS1). As ‘Community Manager’, **Barker** has led the building of its extensive collaborations that join 36 organisations and institutions through memoranda of understanding creating a Charitable Association, the *Pelagios Network*, of which **Barker** is now elected General Secretary.

Our research environment is further internationalised by collaboration in archaeological fieldwork and public engagement. A long-established collaboration with the *Mugello Valley Archaeological Project* (**Perkins** and **Betts**) researches in northern Tuscany, Italy, with Franklin University Switzerland, the University of Florence, the Archaeological Superintendency of Tuscany, The University of Texas at Austin and Franklin & Marshall College. Excavations, first at the Etruscan sanctuary and settlement of Poggio Colla and then the Etruscan sacred lake at Albagino, engage with the local communities through raising awareness of their local heritage and how it can be enriched and protected. A dual strategy provides opportunities for high school students to participate in excavation work and creates public exhibitions of the research in local museums with the support of the government of the Region of Tuscany. These have been linked with the annual ‘*Day of the Etruscans*’ celebrations in Tuscany. Exhibitions have been held in Florence, Artimino and Vicchio in 2016-8 and in 2019 in Florence, Vicchio, Firenzuola and Palazzuolo sul Senio.

Similarly, we collaborated with the German Protestant Institute of Archaeology in 2014, excavating a late Roman monastery on Tall Zira’a in Jordan with a subsequent public engagement event (**Rothe**).

We also collaborate with theatre companies, directly connecting research with developing dramatic productions and public performance. *The Orestes Project* (**Plastow**) collaborates with Hamilton College, NY and the *By Jove Theatre Company* to explore the theatrical reception of the Orestes myth and is developing plans for public engagement and impact underpinned by a forthcoming edited volume: *Greek tragedy, politics and education on the 21st century stage*. **Swift** has a long-running multiply funded collaboration with *Potential Difference* that began life in the 2014 *Being Human Festival* (see 1.2 and ICS2). This successful combination of collaboration and funding has created impact and enriched our environment through deepening our engagement with creative professionals.

A more informal collaboration by **Yamagata** involves breaking the language barrier and building understanding between Anglophone and Japanese scholarship in Classics, communicating

research on Homer to a diverse audience and stimulating intercultural exchange. **Yamagata** collaborated with 13 Japanese colleagues to publish *An Invitation to Homer's Iliad* (Tokyo 2019) in Japanese; lectured on Homer's *Iliad* (in Japanese) at Keio University, Tokyo (2016) and subsequently published this work, promoting understanding of European and Mediterranean cultures in Japan. Conversely, **Yamagata** translated into English a Japanese monograph, *A New Interpretation of Sophocles' Oedipus Tyrannus: In the Light and Darkness of Apollo* (2014), promoting outside awareness of Japanese research.

4.2 Contributions to research base

We influence the development of the research base through peer-reviewing for diverse national and international organisations. **Barker** and **Perkins** are members of the AHRC Peer Review College, reviewing for Classics, Digital Humanities, and Archaeology. **Graham** reviews for the Leverhulme Trust, **Hughes** for the Institute of Classical Studies public engagement grants and **Robson** chairs the Classical Association's small grants committee.

Collectively we make a strong contribution to the European research base by peer reviewing for the European Research Council (**Graham**) and the European Commission fellowships (**Rothe**). Members of the UOA have reviewed for the Austrian, Belgian, German, Irish, Netherlands and Romanian national funding agencies. In North America we have provided expertise to the National Endowment for the Humanities (US), the National Geographic Society (US), the Social Sciences and Humanities Research Council of Canada and the Etruscan Foundation. We have also peer reviewed professorial appointments for Kings College London, University of California Los Angeles, University of California and University of Naples.

Our peer reviewing extends into publishing with individuals deploying their expertise on editorial boards of journals and a series (*Studies in Ancient Disabilities* for Routledge **Graham**). Members of the UOA review for academic publishers including Oxford University Press, Cambridge University Press, The British Museum Press, the Swedish Institutes at Athens and Rome, and Michigan University Press. We have also provided expertise to major commercial publishers such as Bloomsbury, De Gruyter and Routledge. We maintain the highest standards of research by peer reviewing for the best-known journals as well as international and more specialised journals based in the UK, Europe and the US. We also edit reviews for the *Journal of Hellenic Studies* (**Haywood**), *Material Religion*, and *The Jogaad Project* (**Hughes**) review regularly on reception for *Greece & Rome* (**Paul**) and selectively review other books.

We support PGRS nationally through thesis examination in the UK for PhDs at Durham, Edinburgh, Kent, King's College London, Leicester, Liverpool, Roehampton, Royal Holloway, and University College London and an MPhil in Warwick. Internationally, we have examined PhDs for Madrid, Florence, Bergen and Uppsala and an MPhil at Queensland.

We play various roles in research organisations and members of the UOA sit on The Institute of Classical Studies Research Promotion and Facilitation Committee (**Barker**), the Virgil Society Council (**Yamagata**), the Council of the Society for the Promotion of Hellenic Studies (**Plastow**) and the Archaeology Committee of the Society for the Promotion of Roman Studies as Vice Chair (**Rothe**). **Plastow** is treasurer of Women's Classical Committee, **Paul** is chair of the CUCD education committee and **Robson** is Honorary Secretary of the Classical Association (CA).

The collaborative ethos extends to conference hosting and organization that has led to the production of eight edited volumes since 2014 with two more in progress. In 2017 the OU co-organised the Classical Association Conference, the leading national Classics conference, with the University of Kent. In other major conferences **Robson** joined the organising committee and national committee for FIEC/CA 2019 and **Rothe** is a co-organiser of the postponed 2020 Roman Archaeology Conference. Members of the UOA regularly attend conferences in the UK and abroad, presenting invited papers, including keynotes, most recently at *Sensual Reflections: Re-Thinking the Role of the Senses in the Greco-Roman World*, Cambridge (2018).

We contribute to the organisation of scientific meetings and workshops including Linked Pasts, an annual public symposium that brings together researchers, data scientists and cultural heritage groups to address challenges to digitally interlinking historical resources. It has been held at London, Madrid, Stanford, Mainz, Bordeaux and virtually. **Barker** supports interdisciplinary national and international research priorities through multiple European and US working groups setting the agenda and developing digital infrastructure related to Classics and the Humanities, including *Europeana Research Infrastructures for Humanities Research*; ERC-funded *Spatial Humanities: Texts, GIS, Places and Linked Data and Digital Pedagogy in Classical, Islamic and Mediaeval studies* at Tufts.

Our research achievements have been recognised by the award of numerous fellowships to enhance research at major overseas institutions. Since 2014 positions have been held at the Freie Universität Berlin (**Barker**), National Hellenic Research Foundation, Athens (**Barker**); British School at Rome (**Perkins, Rothe**); Université Paris X Ouest-Nanterre (**Robson**); Keio University (**Yamagata**) and The Australian National University, Canberra (**Yamagata**). In 2015 **Swift** won a Philip Leverhulme Prize, awarded by the Leverhulme Trust to 'recognise the achievement of outstanding researchers'.

4.3 Contributions to the economy and society

Our engaged approach to research yields social and economic benefits beyond those detailed above and in the ICSs. *The Place of Uni* exhibition held in the Museo Archeologico in Artimino in 2017, was designed to illustrate the social, cultural and economic functions of the Etruscan sanctuary at Poggio Colla and build public understanding of cultural heritage. One of the exhibits, an image of childbirth (published by **Perkins** in 2012), independently inspired a theatrical production of an especially written drama about ancient Etruscan and modern childbirth, *Hellebore, the gold ingot, and the charm on the heart: the story of Ache, the midwife of Poggio Colla*. Written by Simone Bellucci, it has a simultaneous archaeological commentary by Giuseppina Carlotta Cianferoni, the ex-Superintendent of Archaeology in Tuscany and Curator of the National Archaeological Museum in Florence. It was performed by the company *Archeologia Narrante* in the town square of Artimino and subsequently at Castelnuovo di Val di Cecina and Dicomano and is viewable on YouTube. Another aspect of this research relating to culture, traditions, food and diet benefitted a different audience, featuring in *etruscans@expo* hosted by the University of Milan, part of the *Universal Exposition Expo 2015* the theme of which was "Feeding the Planet, Energy for Life".

In a different vein, **Swift's** 2016 book *Greek Tragedy: Themes and Contexts* contributes to secondary education, feeding directly into *Greek Theatre and Imperial Image*, a 2017 textbook co-written with schoolteachers, that supports the specification for the OCR AS and A-Level Classical Civilisation syllabus and is published by Bloomsbury. We are a partner in *Advocating Classics Education* and provide research-derived school outreach activities such as talks and events, along with many open access educational resources available from our webpages. Topics taken to schools include togas, dress and Roman society, beauty, sexuality and desire and Homer. These are complemented by online lectures on MASSOLIT (**Barker, Robson, Swift**), enabling our research to impact upon school audiences yet more widely.

Consequent to our strategy to undertake engaged research, we conduct a range of activities that communicate the outcomes of our research to a wider public. We do this through specific events, engagement with social media and using the OU's institutional platforms for providing research led OER. Some of these events are integral to research projects and constitute pathways to impact. For example, in 2017-19 **Barker** organised *Recogito* workshops at: Historic England, London; Getty Institute on Ancient Itineraries, Athens; the Society for Classical Studies, San Diego; Library of Congress, Washington DC; Ashmolean Museum; and the Fitzwilliam Museum. *The Votives Project* led by **Graham** and **Hughes**, is a virtual network of people from different backgrounds who study, create or use votive offerings that facilitates dialogue between academics and religious practitioners. The *Dr Toga* website channels **Rothe's** expertise to provide information and help on Roman costumes for TV, theatre, reconstruction groups.

Our media work is coordinated at Faculty level by an Open Media Fellow, currently **Paul** (from 2019), who liaises with communications and media units within the University and provides a bridge to BBC production teams, our free online learning platform OpenLearn and other OER teams. This enables our research expertise to inform TV, radio and online learning provision for wider societal benefits and impacts. We use our unique reach and infrastructure to channel our research into OER that are freely available to all on the internet. These have a variety of levels of complexity and formality ranging from: a full-scale FutureLearn MOOC *Health and Wellbeing in the Ancient World*, derived from **King's** research, to short courses on OpenLearn such as *Introducing Homer's Iliad* (**Plastow**) (see 3.3). In partnership with the BBC, TV programmes benefit from our academic input, channelling our research into, for example, *Ancient Greece: The Greatest Show on Earth* (0.4 million viewers). We also create videos, animations such as *Lysistrata by Aristophanes* and write articles for *The Conversation* such as 'What the Romans can teach us on immigration and integration'. The most read is 'The obscure history of the 'virgin's disease' that could be cured with sex' by **King** who has had 985,926 hits on her 12 articles to date. We have contributed research led OER on a huge range of topics including myth (**James, Hughes**), the body in antiquity (**Rothe**), women's health (**King**), comedy (**Robson**) and Rome (**Betts, Graham**), in all generating 51,003 enrolments and 13,309 awards on OpenLearn courses as well as 247,211 unique views of articles.