

Institution: University of Southampton
Unit of Assessment: 29 English Language & Literature
<p>a. Context</p> <p>Our commitment to public engagement (PE) long predates the impact agenda, but since 2008 our strategy has been to build on this experience to develop an extensive Knowledge Exchange (KE) programme with a range of partner institutions. Our historical, critical, linguistic, and performance studies enrich cultural life because they demonstrate the ways in which literature has always enabled people to imagine different ways of living in and understanding the world. We aim to influence public policy in education, and have changed teaching practices at primary, secondary, and tertiary level in the UK and internationally. Our key beneficiaries are teachers, school students, teenagers, scientists, creative practitioners, publishers, prisoners, ex-prisoners, and the public.</p> <p>Creativity: Our strategy is to integrate creative processes at all points in the research and dissemination cycle. To this end, we develop close relationships with living authors, and collaborate with theatre practitioners, artists, and film-makers, also enabling practitioners to find their voice, or a new outlet for their work. E.g. Jones edited <i>Wasafiri</i> 66, 'Indian Oceans', for which she commissioned original prose, poetry, and artwork from practitioners in Somalia, Zanzibar, Madagascar, and the Chagos Islands. This created new audiences for their work and has fed back into Jones's research. Placey's play <i>Holloway Jones</i> was developed through dialogue with prisoners and ex-prisoners who were moved to see their stories retold in the resulting professional show (which also included 3 ex-prisoners in the cast). Using this collaborative method with disadvantaged young people, Placey has developed a new play, <i>Scarberia</i> (to be produced in Canada and UK in 2014).</p> <p>Educating teachers and school students: King and McGavin regularly contribute to Robert Peston's Speakers for Schools programme, but our work with schools is no longer just 'outreach'. We engage teachers and school students in the excitement of new research-led approaches to familiar examination topics, and provide Continuing Professional Development events for teachers of key authors such as Shakespeare, Austen, and Dickens, e.g. Mary Hammond's AHRC-funded 'Great Expectations: 21st-Century Dickens' workshop for primary and secondary school teachers (2013). Through our HEA-funded Teachers' Network we gain understanding of the practical difficulties faced by schoolteachers and broaden the range of topics taught in schools e.g. Holocaust studies; post-colonial literature. In total since 2008, English has delivered research-based talks and workshops to more than 8,000 school students, and hundreds of teachers.</p> <p>Engaging the public: We regularly deliver research-led talks at the faculty's extensive programme of interdisciplinary Life Long Learning (LLL) events. Recent topics have included: The Tudors; Shakespeare; The Holocaust; and Literature and Landscapes. Even where these events are first directed at local people, the engagement feeds back into our research and publications, and thereby achieves international reach and significance.</p> <p>We have produced numerous books aimed at a broad readership with major commercial and independent presses as well as academic publishers. These range from King's <i>Shakespeare: A Beginner's Guide</i> (Oneworld, 2011, 1,868 copies sold) to Fell's <i>The element -inth in Greek</i> (Dingwall, 2012; featured on Kindle '12 Books of Xmas', W.H. Smith Kobo Xmas 2012, and Kindle 2013 Summer Reading lists). English staff regularly publish research-based journalistic articles in popular magazines and newspapers with large circulations, e.g. Jowitt's 'The Tudor Guide to Colonizing the World', <i>BBC History Magazine</i>, Jan. 2013 (circulation c. 79,000; syndicated to <i>My History Digest</i>, Hungary). We also contribute frequently to television and radio programmes, e.g. Alice Hunt's discussion of Tudor marriage on <i>The One Show</i> (14 Feb. 2012; average audience of 4 million); Philip Hoare's <i>The Sea Inside</i> was Book of the Week on Radio 4 (5-9 Aug. 2013; average audience 2 million).</p> <p>Partners and collaborations: The department's strategy is to engage professionals in areas beyond the humanities (e.g. scientists, doctors, and lawyers) in accurate and informed dialogue with writers, literary critics, and the public-(see ICS <i>Biomedicine</i>). Our PE and KE events are often mounted in partnership with local and national cultural, educational, and heritage organisations. Partners include: Africa Research Institute (ARI), Chawton House Library (CHL); Grosvenor Museum, Chester; Harbour Lights Picture House; John Hansard Gallery; Lerwick Arts Centre; Museum of London; National Maritime Museum; New Forest Film Festival; Nuffield Theatre; Shakespeare's Globe; Shetland Film Festival; Southampton Arts and Heritage; Tate Modern;</p>

Impact template (REF3a)

Turner Sims Concert Hall; The Point Arts Centre; Wessex Film Archive. We also encourage PGR students to develop an impact strategy. E.g. a Collaborative Doctoral Award project, 'Roger Machado: A Life in Objects', strengthened relations with Southampton Arts and Heritage, and resulted in a permanent exhibit on multi-culturalism in medieval Southampton at the Sea City Museum.

b. Approach to impact

As also described in **a.** and **c.**, our practice is to develop projects where collaboration with creative practitioners both disseminates our research and feeds back into the reflective processes of the researcher. E.g. Clarke is AHRC Knowledge Transfer Fellow (2012-13), leading a project entitled 'Discover Medieval Chester: Place, Heritage and Identity' in collaboration with Queen's Belfast, KCL, and the Grosvenor Museum, Chester (grant income: £172K). The exhibition and public artwork for the project (financed through an additional local authority grant of £65K) were described by Chester Civic Trust as representing 'the best of the recent changes in our local environment'. This work has led to further projects in Swansea and Dorset.

We now seek to lead in approaches to KE. E.g. in July 2013, Clarke ran an innovative conference, 'Knowledge Exchange and Arts and Humanities Research'. It attracted over 100 speakers and delegates from both HE and non-HE institutions, and included a keynote from Mark Llewellyn (Director of Research, AHRC). Non-HEI delegates included Matthew Dodd (Head of Speech Programming, Radio 3), Dominic Oldman (Head of Systems Development, British Museum), John Stack (Head of Tate Online), and Anna Eavis (Head of Archives, English Heritage). The university is supporting Clarke in this area with a Global Partnerships Grant of £5K to evaluate KE activity; partners are the Chinese University of Hong Kong and the Hong Kong Academy of the Humanities. English is contributing to the embedding of KE and PE throughout the university: staff are enthusiastic members of the faculty's new Digital Humanities group, and of the university-wide PE network.

Agility: We have an agile approach to grasping opportunities to generate cultural benefit from our research. E.g. we participated in the Cultural Olympiad 2012 because of Linda Williams's links with *Screenplay* Shetland and Southampton's Harbour Lights Picture House. Taking up the sporting theme, these partnerships enabled her to link the entire country in a 'cinematic relay'. The project travelled around the UK showing new amateur short films in 24 locations between June and September 2012. Williams's research insights into child-focused cultural production were reflected in the number of films included in the relay made by children and young people. Likewise, English's contribution to the nationwide series of events associated with Melvyn Bragg's *Reel Histories* (Sept. 2011) was a collaboration with BBC archives, Harbour Lights Picture House, and Wessex Film Archive. Our compilation of historical Southampton film footage was shown to over 100 local people who contributed knowledge and reminiscences in a public forum.

Support: English recognises in full the buy-out time for staff relating to impact-related work in funded projects; e.g. McGavin was allocated a ½ day per week for 3 years for designing and supervising a website and online Learning Zone (see *ICS Performance*). Impact-related activities are factored into staff workload allocations. There is financial support for travel to meetings with potential non-HE partners. The university's Recruitment and Outreach Office helps negotiate school placements, and organises classroom management sessions for student ambassadors.

The faculty celebrates and communicates impactful activity through the use of posters and TV screens in prominent places. Primorac's BA-funded project, which involves schools in Zambia, is advertised in this way. The project mapped the hitherto obscure field of Zambian literature in English, resulted in an online bibliography, and led to a public lecture at the Africa Research Institute to financiers, Zambian diplomats, and UK officials. ARI distributed her work widely, including to senior officials at the Foreign Office, and the British Embassy in Harare.

Evaluation: We record and evaluate the effectiveness of our impact activities. E.g. wherever possible we use Google analytics to measure website hits and monitor downloads of our many podcasts; Hanson's free-to-air podcast on epigenetics for *BBC History Magazine* has achieved c. 30,000 downloads. Questionnaires are distributed to all contributors and participants at our events in order to provide feedback. Our HEA-funded Teachers' Network project (see *ICS Performance*) is undertaking a longitudinal survey to measure the project's effects on curriculum content and school teaching strategies, as well as the employability of our undergraduates (2012-15). The faculty LLL team, which administers our study days, also handles the distribution and collation of questionnaires, and mounts podcasts of our talks on the university website.

Impact template (REF3a)

c. Strategy and plans

Our strategy is to link critical and creative work in perpetual impact loops of research, KE, and PE, capitalising on the resources of the 6 departmental and interdisciplinary research centres linked to English (described in REF 5). We continue to build partnerships with local and national arts and heritage organisations, and to develop our programme of schools workshops and CPD for teachers. We use the staff development process - including research planning discussions with the Head of Research, and Personal Professional Development Review meetings (PPDR) - to encourage colleagues to undertake innovative impact-related activities. In opening up new areas of research, we are developing exciting collaborations with diverse external partners. E.g.

1. As part of an AHRC-funded network based at Exeter, Jones is co-organising an exhibition for 2014 on the historic role of the Judicial Committee of the Privy Council at the Supreme Court. The Court itself is supplying £20K in additional funding.
2. Marsh's research on literature and economics is resulting in an exhibition '*Show me the Money*', prepared in 2013 with £87,428 funding from the AHRC. In 2014 it will tour to Sunderland, Hampshire, and Manchester, having secured additional funding from each venue and the university. This will be accompanied by a series of PE and KE events in all venues.

In July 2013 English designed a new post in Creative Writing specifically to develop PE and KE. Brace, the first appointee, is a critically acclaimed dramatist and both Lecturer in Scriptwriting and Associate Playwright at the Nuffield Theatre. He will be using our research projects and insights as the raw material for Nuffield Theatre commissions. The plan is to produce a series of short plays, one of which will be worked up into a full-scale piece. This work will literally 'embody' our research in novel ways. It builds on previous creative partnerships between members of the department and theatre companies, e.g. Baum's work inspired Hisham Matar's play *How to begin* (Hotbed, 2013). We also feel responsibility towards our local area, and are alert to the public interest opportunities afforded by upcoming anniversaries of events in which Southampton has played a part.

1. The University of Southampton was the first institution to recognise Chinua Achebe's contribution to literature, awarding him an honorary doctorate in 1974 at the recommendation of poet and the then Head of English, F.T. Prince. In 2014, as part of Black History Month, English's annual F.T. Prince Memorial Lecture will be the keynote event in a national celebration of the 50th anniversary of the publication of Achebe's novel *Arrow of God*.
2. As dramatized by Shakespeare's *Henry V*, Southampton was the point of embarkation for Henry's campaign in France, and the site of the uncovering of a plot against him. King, with other members of the Centre for Medieval and Renaissance Culture, will mount an exhibition at Sea City Museum to mark the 600th anniversary of the Battle of Agincourt. She is dramaturg for a planned production of *Henry V* at the Nuffield.

d. Relationship to case studies

The strategy outlined in this document is exemplified by our 3 case studies.

ICS 01 *Early Women Writers as Innovators* describes a long-standing relationship with the non-HE charity Chawton House Library. The general public and school teachers are introduced to the idea that a popular writer like Austen cannot be understood without knowing about other women writers of her period. The work broadens public perceptions of the role of women in the 18th and 19th centuries, and shows their active engagement in areas such as economics and politics that have traditionally been seen as male domains. It thereby enriches cultural life.

ICS 03 *Literature, Culture, and Biomedicine* contributes to a greater public and professional understanding of heritability and genetics. Beneficiaries include: geneticists; medical practitioners; creative writers; schoolchildren in New Zealand; and the general public. The work has influenced scientists in thinking about the ways they communicate their research to non-specialists. It also demonstrates our determination and ambition to engage in dialogue beyond the humanities.

ICS 04 *Reimagining Performance* demonstrates that by picking up on the subtle performance cues embedded in language, modern audiences can enhance their understanding - and enjoyment - of drama, non-dramatic poetry, and even written accounts of non-literary public events. Beneficiaries are teachers, school children, the general public, and the publishing industry through the sale of public-facing books and a commission of a new edition of a major poet. The work has developed a full range of KE vehicles, including an innovative interactive website, and creative partnerships with poets and the Nuffield Theatre.