

**Institution: University of Glasgow**

**Unit of assessment: D27 – Area Studies**

**a. Context**

Unit 27, which comprises Central and East European Studies (CEES) at the University of Glasgow, developed a strong Impact and Knowledge Exchange (KE) agenda during 2008-13; CEES works in close collaboration with the Centre for Russian Central and East European Studies (CRCEES), whose KE and Public Policy Committee is co-chaired by **Kay** and McManus. [<http://www.gla.ac.uk/schools/socialpolitical/crcees/>].

CEES and CRCEES draw from the broad research strengths established across the Unit's 5 Research Groupings: Baltic Studies; Identity, Culture & Social Security; History, Legacy & Social Transformation, Methodology & Practice; Assessing Accession, using the knowledge, expertise and empirical findings of staff in those groups to achieve **4 main types of impact with key beneficiaries**, including:

- i) Contributions to wider public understanding of social and cultural developments within CEE and the former Soviet Union (FSU) (examples include the Winter Festival (2008-09), a series of concerts, films and art exhibitions; and the ESRC Festival of Social Sciences, a schools event focusing on issues of migration, followed up with more in-depth work with the local secondary school Shawlands Academy).
- ii) Informing practice and policy related to the discrimination of minority groups (e.g. with Glasgow City Council on relations with groups such as Slovak Roma, and the Latvian Ministry of Culture on integration policy towards the Russian minority).
- iii) PGR training initiatives which extend significantly beyond the submitting HEI (Helsinki University, Kiev Mohyla Academy, Ilia State University Tbilisi).
- iv) Expert advice and policy input to foreign ministries and EU bodies (the Višegrad Group on energy issues) as well as International NGOs (the Providus organisation in Latvia).

**b. Approach to impact**

The Unit's approach to impact over the period 2008-13 has been founded on its interaction with non-academic users, and developed along 4 main pathways.

**Pathway 1: Targeted interaction with non-academic groups through purposeful incorporation of stakeholders into grant initiatives and network building:**

**(i)** Staff were primarily responsible for establishing CRCEES' Non-Academic Users' Advisory Board which includes e.g. the Scottish Executive, Glasgow City Council, and Kelvingrove Art Gallery & Museum.

**(ii)** GRAMNet (Glasgow Refugee, Asylum & Migration Network, **Kay**, Co-Convenor) has forged links with a range of non-academic partners, including: national migrant bodies (Migrants' Rights Scotland), local government (Glasgow City Council), cultural organisations (Russian Centre in Scotland - Haven) and independent interest groups (Council for Assisting Refugee Academics). Both **Kay** and **Flynn** are on the Convention Of Scottish Local Authorities (COSLA) Strategic Migration Partnership Board as representatives of GRAMNet. **Kay/Flynn** provide expert input where appropriate, and the Board provides a forum for presenting and discussing their empirical research findings. Kay's latest report is available on the website [<http://www.migrationscotland.org.uk/research/research/glasgow-pilot>]

**(iii)** TREEC (Translating Russian and East European Cultures) AHRC Networking initiative (**Oldfield, Kay, Stella, Swain**) collaborated with Shawlands Secondary School (Glasgow), Scotland-Russia Forum and the Scottish Storytelling Centre, the latter two pledging in-kind assistance. The 3 project partners participated in a range of activities (e.g. Steering Group meetings, Summer School activities, joint events/workshops).

(iv) The **Assessing Accession** initiative incorporates local and European policy-makers/political practitioners as members of its network and actively includes such individuals in key events and policy discussions. **Butler's** work on energy matters with the Budapest-based Institute for International Affairs is a good example.

(v) Through CRCEES, Berry has developed the Scotland-Russia Business Forum, involving representatives of Russia's trade delegation to the UK and the Russo-British Chamber of Commerce.

#### **Pathway 2: Staff Placements, PGR training & collaborative agendas:**

(i) CEES actively developed placement opportunities with non-academic users to promote KE and professional development for both Staff (**Kay**) and PGRs. PGR internships have included: Scotland-Russia Forum (Bailes, report on Russian language teaching in Scotland), and AKE Group – International Risk Mitigation (Sweet, regular briefs on risks to private sector investment).

(ii) Guma's ongoing ESRC CASE PhD studentship in collaboration with Glasgow City Council (2009-) was developed by Berry, **Flynn, Kay** and **Oldfield**. His work on migration to Scotland has resulted in extensive KE links with the Council.

(iii) CEES staff also took a lead role in PGR training initiatives (**Oldfield**) linked to the newly established Language-Based Area Studies Pathway of the ESRC-funded Scottish Doctoral Training Centre in collaboration with Centre for the Advanced Study of the Arab World, Edinburgh. Additionally, staff developed a range of cross-institutional research training initiatives for PGRs underpinned by RCUK (AHRC Networking grant), EU (Tempus), and CRCEES funding and incorporating a range of UK and International HEIs. These initiatives included advanced training workshops, summer schools, and development of new syllabi. CEES staff implemented a 'peer review' of the doctoral programmes offered at Kiev Mohyla Academy and Ilia State University, Tbilisi, and a methodology seminar at the Aleksanteri Institute, Helsinki.

#### **Pathway 3: Consultancy and Policy work:**

(i) The **Baltic Studies** research grouping has been active in shaping policy and furthering dialogue with non-academic communities. As well as the Case Study (below) group members have worked with the Council of Europe Venice Commission (**Smith** and **Hiden**), Latvian Embassy (**Smith, Swain, Hiden**), Estonian Foreign Ministry (**Hiden**), Latvian Ministry of Culture (**Cheskin**), Latvian Ministry of Defence (**Swain**), and Scottish Government (**Cheskin**). This work also contributes to policy insight across CEE e.g. collaboration with the Budapest-based Policy Institute for the Study of Hungarian Communities Abroad (**Smith**).

(ii) **Assessing Accession** staff prepared briefing reports on energy and Hungary's EU Presidency for the UK Government and, through the Global Futures Forum, has established links with the Head of Energy and Environmental Foresight in the Scottish Government (**Butler**); **Anceschi** has been asked to address the forum on the theme of Eurasian Security.

(iii) **Stella** carried out consultancy work with the Equality and Human Rights Commission on LGBT asylum in Scotland (2010-11); she also produced a confidential expert report on LGBT human rights in Russia (2010) for the legal firm Simpson Thacher & Bartlett LLP, NY, US.

#### **Pathway 4: Media and related research communication:**

(i) CEES staff have been involved in a range of media and media-related work, including with: *Voice of Russia* (**Cheskin**); *BBC Radio Scotland* (**Stella**); *BBC Economics* (**Smith**); *BBC Radio 4* (**Swain**) *European Voice* and the *Government*

*Gazette* magazines (**Butler**); *Twentieth Century History Review* magazine (**Swain**) and the online academic/journalistic initiative *The Conversation* (**Oldfield**).

The Unit has benefitted from **institutional support for this approach**. Impact criteria are embedded in academic job profiles, and review of individual impact work forms part of the CEES PDR/professorial zoning process which leads to promotion and pay increments. Financial support is available through the University KE Fund, from which GRAMNet (co-led by **Kay**) successfully secured awards during the census period to develop GRAMNet's social media strategy and facilitate its contribution to the Future Memory Project, highlighted in our impact case studies. Additionally, the University has recently signed up to the Manifesto for Public Engagement, under which specific training, support and funding will be provided to enable staff to further their own impact agendas.

### c. Strategy and plans

CEES staff have been influential in developing College level strategies for impact and KE, and will continue to embed impact in our research practice. Specific objectives to maximise research impact over the next 5 years include:

(i) Continue to develop initiatives through GRAMNet and TREEC. Impact-related research concerning migration flows from CEE/FSU to Scotland will also be furthered via a 4-year ESRC-funded action research project (**Kay, Flynn**) which will work extensively with non-academic partners via their inclusion in the Project Advisory Group and the action research element of the project.

(ii) Expand the policy work of the Baltic and Assessing Accession research groupings. The Unit has begun to implement this objective, with upcoming reports on the Integration of Russian Speakers for the Latvian Government by **Cheskin** as well as reports on Energy Security in South East Europe for the Hungarian Presidency of the Visegrad Group which are linked to a conference on that topic involving the Hungarian Permanent Representation in Brussels and the Central European Energy Partnership by **Butler**.

(iii) Continue to develop the internship network which facilitates links between staff, PGRs and research users. **Oldfield** has begun to implement this strategic priority in the current period by developing future placement opportunities for CRCEES PGRs with the British Library [see <http://coseelis.wordpress.com/projects/>].

(iv) Media training will be provided to staff; the Unit will make use of the University's recent commitment to support the Manifesto for Public Engagement to facilitate staff training in working with the media as well as other forms of research communication.

### d. Relationship to case studies

The 2 case studies are indicative of CEES' approach to achieving impact. Case Study 1, focussing on the work of **Smith**, is an example of **Pathway 3, Consultancy and Policy Work**. Research undertaken into "Non-territorial cultural autonomy" in the 1920s has proved instructive to policy makers in the newly democratic multi-ethnic states of Central and Eastern Europe. Ongoing work on discrimination and integration in Latvia will take this sort of work further in the future.

Case Study 2, focussing on the work of Kay, Oldfield, Flynn and others, is an example of **Pathway 1, Targeted Interaction with non-academic groups**, including NGOs, artists, community groups, local authorities, policymakers and schools, in turn, **informing policy developments** around the issues of migration and asylum in Scotland as well as **contributing to cultural life** through the production of produce a range of outputs and cultural artefacts relating to the migrant experience in Scotland, such as photography exhibitions, object and oral histories, and public performance.