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| Institution: University of East Anglia |
| Unit of Assessment: 27 Area Studies |
| <p>a. Context:</p> <p>We see impact as a two-way relationship. We look to non-academic groups and communities for research questions and data (e.g. Drugan's work with professional translators <i>in situ</i>, Fear-Segal and native communities), and we communicate our findings to those studied and further beneficiaries. Our overarching aim is to extend understanding of human cultures and communities, particularly linguistic, historical and literary transformations. Our research benefits <i>professionals</i> (film-makers, interpreters, lawyers, police, teachers), <i>communities facing particular intercultural challenges</i> (native communities, immigrants to Norfolk), and the <i>general public</i> (local children, visitors to special events). The main types of impact are on civil society, cultural heritage, intercultural communication, legal contexts and public discourse. To achieve this impact, we work collaboratively across disciplines in broad research groups (<i>Intercultural and interdisciplinary studies, Global and transnational communication, Representation and identity studies, and Translating, interpreting and border-crossing</i>), but also apply our approach to specific themes (e.g. via the Arthur Miller Centre).</p> <p>b. Approach to impact:</p> <p>Our approach to impact goes beyond simply communicating our results to beneficiaries, although we also see engagement as fundamental to our approach to research and the unit considers that many of its impact narratives have and will necessarily emerge out of engagement activities. In addition, we also employ participatory action research through which we integrate non-academic partners in the research process.</p> <p><u>Relationships and link to impacts.</u> We nurture relationships with professionals, community groups and the public at every stage, from identifying research questions, through investigation, completion and application, often leading to further related research. Participatory action research means we frequently meet face-to-face with businesses, civil society organisations and other partners, making our research more rigorous and relevant. This also builds the mutual trust and respect needed for effective impact on real-world policy, business and society. Each Case Study offers a detailed illustration of how a specific relationship created impact; but, as shown below, all members of staff share this approach.</p> <p>Research relationships are built first with <i>targeted professional beneficiaries</i> through our research and engagement seminar programme on campus. We invite along potential users, who can then both contribute to research and benefit from it. For example, we asked senior staff from Norfolk Constabulary to learn about Filipović's work on multilingual police interviews (December 2011). Filipović secured the agreement of seminar participants to collect and analyse recordings of interviews, then guided the Constabulary's investment in technical tools and staff time to anonymise data. This collaboration led to the creation of the TACIT project (Translation and Communication in Training) (Filipović (PI), Guillot, Musolff, Pounds), which has been formally endorsed by the National Policing Improvement Agency. The Constabulary relies increasingly on bilingual interviews in sensitive domains and our research has led them to change their linguistic policy and practice (<i>Case Study 1</i>). Baines also first presented his work on translation in sporting contexts at a seminar (February 2012), with specialist interpreters and Premier League football club Norwich City's Head of Media in the invited audience. This established on-going research collaboration with senior staff at the club, via interviews and introductions to further contacts. Baines' findings led the club to adapt its social media operation in order to provide translations targeted to the domain.</p> <p>We have also engaged with local and regional education through a series of research-led activities. For example, the unit ran a series of Eco-Poetry Workshops through which 'children were given a new approach to writing' and were encouraged to question their attitudes and values on a range of topics. Supported financially by a range of donations (the CUE-East Beacon for Public Engagement, the Outreach Opportunities Fund, the Arthur Miller Centre, and Norfolk Wildlife Trust, Lord Cholmondeley (Houghton Hall) and Norfolk County Council), the project won a Highly Commended award in the Norfolk County Council 2011 Eco-Awards. Similarly, McMahon led researchers working on belonging and cultural identity in America to build a network with five local schools for biennial workshops ('What America Means to Me', 2009-2013). We increased understanding of the US and used feedback to plan future events. We then expanded the</p> |

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workshops to reach teenagers aged 12-17 from 2013 onwards. Both PhD students and the children themselves were encouraged to contribute to research and continuing engagement via a dedicated website showcasing creative work and a book of poetry (2013). [Full details on the website: www.americaschoolsproject.wordpress.com].

We lastly build more wide-reaching relationships with *community groups facing particular intercultural challenges* and the *general public*. We achieve this particularly via regular engagement events in the Forum in central Norwich, a public venue that houses the Millennium Library (approximately 10,000 visitors overall). Around American Independence Day (4 July), we run an annual week-long event, *American Lives*, with films, exhibitions, discussion cafés and debates to foreground our body of research on the US. Feedback forms confirm we improved public understanding of vital issues in American culture and society. Similarly, we communicate our research expertise on race and intercultural communication at an annual event marking *Black History Month* (October). In 2012, these activities included the exhibition of a set of letters written by a southern plantation mistress (research by Fraser). These letters drew attention to complex issues surrounding race, gender and slavery. We publicised films, lunchtime talks, café conversations, a website and short film linked to the exhibition via social network sites, YouTube, and media/radio engagement, drawing out its links to our research and wider significance for Black History. Exit surveys indicate public impact in the form of enhanced knowledge of, and increased sensitivity to, racial issues.

Support for interactions. Our public interactions attract support at unit and institutional level. Locally, we actively situate engagement and impact at the core of our activities and recognise them in our workload model. An Enterprise and Engagement Director is appointed from the senior academic staff. Annual appraisals include impact and engagement so all staff members receive targeted support from a trained appraiser. The University underlines “research impact” in promotion criteria and procedures. We have guidance on how to achieve impact and build it into applications for project funding via institutional training (Faculty-level; Centre for Staff and Educational Development), including the mapping of pathways leading to impact. Faculty Research Days focus on impact and engagement. Specialist administrators support events run by researchers, with backing from the University Press Office, Research and Enterprise Service and Community University Engagement Office. We have won two UEA Awards for Excellence in Impact (Fraser, McMahon). UEA fosters international collaborations to benefit engagement activities leading to impact. Dickinson College, Pennsylvania, funded the Lipan Apache elders’ trip to Carlisle PA, and co-funded/organised with UEA the Carlisle Symposium to further the impact of research into Indian boarding schools. University seed funding is quickly targeted to support nascent projects; thus our TACIT project attracted £5,000 to establish a branded service for language consultancy and professional development in legal and judicial communication contexts, and to develop further strategies for improved cross-cultural and translation-assisted communication in the Norfolk Constabulary.

c. Strategy and plans:

We are in a healthy position to deliver wide-reaching impact in the next five years, with local and institutional support. At the heart of our strategy is a continuing commitment to involving research users in our work. We will further develop our existing relationships and reach out to new potential research partners. To this end, we have recently made key staff appointments, including senior staff with strong records of engagement (Drugan, Filipović) who are already building broader networks (e.g. with national professional associations, the Chartered Institute of Linguists and the Institute of Translation and Interpreting). Everyone in the unit has completed a research plan for the period 2013-18, explicitly linking individual research to our impact strategy, then receiving expert guidance on how to maximise effectiveness. These plans were presented to colleagues, allowing us to identify potential new connections (e.g. collaborative interdisciplinary work on ethics, building links between the work of Drugan, Filipović, McLennan, Musolff, Pounds, Selby, Tillett, Wolf).

On-going and planned research will feed into new impact. Our project with the *Norfolk Constabulary* will benefit from extended exclusive access to further data, joint workshops (e.g. March 2014) and continuing professional development courses. Our *relationship with Norwich City Football Club* is growing, with the Club sharing more data on translation and sport through interviews, and both Baines and the new PhD student liaising regularly with the Club to communicate research findings. Our research into *translation technologies and translation quality*

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will be utilized nationally and internationally, through specialist panels and training workshops (e.g. our November 2013 workshop on *Bridging the Academic-Industry Divide on Translation Quality*, with Drugan leading a panel of professional linguists and world-leading academics). Pounds will further develop her work on *Intercultural Competence in Healthcare Communication* as co-investigator on an associated project, with funding from the Association for the Study of Medical Education for research having led to an empathy-specific entry test for medical school applicants. In the next stage, UEA Medical School is to apply the test to the recruitment of future health practitioners. Our work on *Black History Month* will continue to showcase our research on race and culture (e.g. our October 2013 celebration of the Global Anti-Apartheid Movement will communicate our research and documents from the Bodleian Anti-Apartheid Archive, with an accompanying programme of events). *Projects with local children* (Eco-Poetry, What America Means to Me, Norwich City of Interculture) will expand to include more schools and age groups. Our new project, *Research-East*, will link school curricula to cutting-edge research, engaging students with the ideas and processes of research, across science, history, literature, language and arts. We will thus have direct impact on how and what school children are taught, at a critical time for school curricula. We have initial funding for this from an RCUK School-University Partnerships Initiative grant (£149,806).

Other *new relationships* will be developed, including the recent connection (McLaughlin) between the Grapes Hill Community Garden Project in Norwich and the East St Louis Urban Garden Project in Missouri, which will enable these two communities to learn from their respective strategies in urban cultural development. Links with our work on Eco-Poetry and Ethics are planned. Shared interests in ethics across the unit are already drawing new interdisciplinary links across literature, history, law, medicine and translation studies, with several collaborative funding bids in preparation (for example, AHRC Collaborative Skills Development grant, 'Engaging with Ethics: Bringing Humanities Research and Expertise to Professional Practice' (Drugan, 2013), and National Endowment for the Humanities grant bid with Dickinson College to fund a symposium bringing together Native American Elders and university researchers (Fear-Segal, 2016)).

Our case studies show great promise for on-going further impact. Developing *Case Study 1*, Norwich City Council is considering an application to join the European Council's Intercultural Cities programme, building on local ethnic diversity to shape innovative economic, social and cultural policies, with EC help. The TACIT network will expand through a confirmed programme of impact activities in 2014-15. Developing *Case Study 2*, the Carlisle Indian School records in the National Archives will be digitised [Andrew Mellon grant \$7,000,000, 2013-15], and a 2015 Carlisle symposium, *Understanding the Legacy of the Indian Boarding Schools*, will bring elders, researchers and teachers together to integrate research findings into mainstream school curricula. We will work to include further descendant communities who were also affected by the US government's policy of cultural obliteration.

We have also identified several '*incubator*' case studies, areas of research which have the potential to have much greater impact in the future. Notably, our interdisciplinary interests in ethics all stem from real-world ethical challenges. We are developing several research areas with users to determine appropriate goals, access data and communicate findings.

d. Relationship to case studies:

Our two impact case studies show the reach of our research in regional and international terms, and exemplify our different approaches to impact.

Case Study 1 - Intercultural Communication: Changing practice, perceptions and values - outlines how our research has improved intercultural communication through interactions with local government and legal institutions, and has changed practice, perceptions and values with a tangible impact on practice and policy within the region.

Case Study 2 - Recovering, Reclaiming and Communicating Native American Histories - outlines how research on 19th Century campaigns to educate Native American children has helped to deal with a historical trauma by enabling the performance of traditional rituals at the graves of children lost to their communities; provided supporting evidence for Native American petitions for state recognition (achieved in March 2009) and for federal recognition (petition submitted August 2012).