

## Impact template (REF3a)

<b>Institution:</b> University of Glasgow
<b>Unit of Assessment:</b> 29 English Language and Literature
<b>a. Context</b>

Relationships with user groups are supported and promoted within the UoA, building on our core research strengths in the history, critical analysis, theory and practice of literature and language in English/Scots and in translation. The UoA at the University of Glasgow (UoG) has stewarded deep and long-standing interchange with a wide range of user groups across the full breadth of our research expertise. These groups include:

- the education sector, with a sustained commitment to primary, secondary and community education. A key principle of our impact strategy is to work with and support school and community education, and it is therefore no accident that nearly all our case studies include a significant element of engagement with teachers and students at primary or secondary schools.
- governments and their agencies, including the Scottish Government; Education Scotland; the Scottish Qualifications Authority; Creative Scotland; Glasgow Life (the trust that delivers the city's cultural services and manages its cultural infrastructure of museums, galleries, halls, libraries and sports venues); and the British Council.
- the public, through local reading groups, workshops, libraries, festivals, bookshop and publishers' events, as participated in by our creative writing team and other researchers.
- the media, providing both content through our publications and broadcasts (for instance, on BBC Radio 3 and Radio 4) and policy advice.

Our users benefit from a range of types of impact:

- informing policy decisions. For instance, we have helped shape the Scottish Government's education policies.
  - As a member of the Scottish Qualifications Authority's Curriculum Area Review Group (CARG), Riach was tasked with embedding the teaching of Scottish literature in the new national school curriculum, the Curriculum for Excellence. CARG's recommendations prompted the Scottish Government to introduce a mandatory examination component on Scottish literature into all Scottish schools. This was widely reported in the media, including *The Herald* of 25/01/2012. In 2011 Scotland's Schools Minister asked Pittock to convene a National Champions Group to provide support for the integration of Scottish Studies into the Curriculum for Excellence. This group was launched in 2012, with media coverage reaching audiences of c.1.5 million. Beneficiaries of Riach and Pittock's work include school pupils and teachers throughout the country as well as the varied audiences reached by the media.
  - Other contributions by the UoA to public discourse include Benchimol's seminar series funded by the Royal Society of Edinburgh (RSE), *Securing Scotland's Voices*, at which academics, journalists and policymakers from the UK, Denmark, Norway, Catalonia, the Basque Country and Quebec have discussed media participation in the independence debate.
- enhancing public engagement. Our impact on the creation and interpretation of cultural capital has been considerable.
  - We have brought poetry closer to school pupils and the general public. A flagship example of this work is Schmidt's Arts Council-supported Carcanet press, whose poetry list is world-renowned. Building on his expert knowledge of poetry past and present, in 2009 Schmidt collaborated with *The Independent* to produce a series of 14 pamphlets and a CD, each providing an accessible introduction to a different English classic poet. Some 160,000 copies of the pamphlets and CD were distributed with the newspaper, thus raising awareness of poets and poetry among a general readership.
  - Maslen's edition of the *Collected Poems* of Mervyn Peake was Carcanet's best-selling book of 2008, with interest in Peake being enhanced through a series of public talks, most notably for the Royal Philosophical Society of Glasgow (2011) and the British Library (2011), each attracting an audience of over 200.
  - Research in the unit has been disseminated through the use of new social media; for instance, Williams and Blair's series of podcasts on nineteenth-century poetry (2010) are aimed at first-year undergraduates and school-leavers and have been made available through iTunes. The podcasts have received over 10,000 hits and led to further outreach work in local schools. Williams' impact on the understanding and appreciation of poetry has been enhanced by the

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- success of her textbook *The Poetry Toolkit* (2009), which has already gone into a second edition (2013).
- Our particular commitment to engagement with schools is further exemplified by J.J. Smith's ongoing series of RSE-sponsored talks to schools on Scottish Language topics, reaching over 350 primary and secondary school pupils in the REF period; and Livingstone's scripting of a short film on David Livingstone, designed for distribution to Scottish schools and currently hosted on the STV website.
  - improving quality of life. Our contribution to the delivery of public services is exemplified by our work with libraries and museums in and beyond Scotland.
    - We have longstanding associations with the Mitchell Library, in particular through our annual involvement with the *Aye Write!* Festival (Steering Committee: Maley). Maley was a member of the *Scotland's Bookshelf* panel in 2011, organised to celebrate the Mitchell's centenary; books chosen by the panel were made available through every public library in Glasgow. The Mitchell also hosted the Centre for Robert Burns Studies (CRBS) exhibition *Inventing Tradition and Securing Memory*, which attracted 120,258 visitors and generated excellent feedback (see Burns case study).
    - Other longstanding associations are with the Abbotsford Library (Joint Advisory Committee: Carruthers) and the Robert Burns Birthplace Museum at Alloway, where we have contributed to numerous exhibitions (also detailed in the Burns case study).
    - Major exhibitions and events outside Glasgow include *Unsealed: The Letters of Bess of Hardwick*, which ran from April 2011 to February 2013 at Hardwick Hall (National Trust) and the National Archives at Kew, curated by Wiggins. The exhibition attracted more than 300,000 visitors and Wiggins also led a workshop on early modern letters for 52 National Trust volunteers at Hardwick Hall.
    - The Medical Humanities Research Centre (MHRC) conference *Attentive Writers* (2013), attracted 75 delegates from a wide range of clinical, academic, creative and service-user backgrounds. The poet Clare Best wrote of *Attentive Writers*: 'I came home with a renewed faith in how language and creativity can be put to work (and to play) towards healthcare, by writers, health professionals and patients.'
  - creating economic prosperity. This is exemplified by our work with a range of partners including publishers, producers, promoters and distributors. Sales of the *Historical Thesaurus*, which had generated £1.6m for the publishing sector by 2012, and the work undertaken by CRBS to promote the Burns centenary in 2009, are explored further in our case studies. In addition, Scottish tourism received a boost when 10,000 copies of Riach's *Literary Scotland: A Traveller's Guide* (2011) were distributed throughout Scotland by VisitScotland, enhancing the public's experience of travel in this country by lending it an educational dimension. The booklet was awarded the Gold Prize for Best Publication by the Chartered Institute of Public Relations (2011).

**b. Approach to impact**

Our impact activities demonstrate reach: geographically across Scotland, the UK and globally; and institutionally across a wide range of beneficiaries in the educational, cultural and community sectors. Their significance is evidenced both by our sustained engagement with particular communities and groups – a number of our partnerships with non-academic bodies have been in place for many years – and the degree to which individual researchers have been sought out to lead a cultural agenda with a wide range of leading cultural organisations.

Our approach to impact is informed by a re-evaluation of the UoA's research strategy post-RAE 2008 in response to the UoG's 2020 Global Vision and Knowledge Exchange (KE) Strategies, and to the availability of new KE support systems within the College of Arts (CoA). Public engagement is part and parcel of how we work: it is a norm and an expectation. It is a key criterion at recruitment, and thereafter commitment to KE is fostered formally in individual researchers through mentoring, the annual Performance and Development Review (P&DR), and peer-support, ensuring that pathways to impact are imaginatively addressed as research continues. Engagement with a range of audiences and public bodies is integral both to how we undertake our scholarly work and how we share our findings: we have always encouraged staff to play leading roles in a variety of public arenas, and our research centres, networks and groups provide the foundations for individual and collaborative impact activities. We seek to achieve impact by:

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- embedding impact in project design and delivery. For instance, the impact plans of the Cullen Letters Project saw UoG researchers collaborate with the Edinburgh Royal College of Physicians on a public performance, *Dear Dr Cullen*, at the 2013 Edinburgh International Festival.
- developing and sustaining professional relationships with a range of non-HEI partners. This approach is evidenced in our work in a range of contexts, for instance with the BBC, Glasgow's Centre for Contemporary Art, the Citizens' Theatre, the Glasgow Film Theatre, Shakespeare's Globe Theatre, the Tramway and Scottish Opera. We collaborate annually with the Mitchell Library through the participation of our creative writing staff and students in its *Aye Write!* festival of writers and writing. Other evidence of our strong relations with non-HEI partners includes the Scottish Government's decision to award 'national recognition' status to the Burns Scotland Group established by CRBS, and the foundation of *The Creative Space* at Glasgow's Western Infirmary as an area where artists in residence and others can work creatively, which is a collaboration between MHRC and NHS Greater Glasgow and Clyde.
- adapting our research for the widest range of users and delivery modes:
  - in the media; for instance, Pittock's research on national identity, as represented by his monograph *The Road to Independence?* (2008; Catalan translation launched in Barcelona by Scotland's First Minister, 2009), attracted significant media coverage, including a BBC Radio 4 *Thinking Allowed* programme devoted to the book (2008) which drew audiences of c. 500,000, and led to a major five-part series for BBC Radio 4 on *The Roots of Scottish Nationalism* (2013).
  - for schools; both the CRBS and the SWAP project have staged high-profile competitions for Schools (see <http://www.gla.ac.uk/schools/critical/research/fundedresearchprojects/scotswordsandplace-names/schoolcompetition/>); and K.Miller edits the Heinemann Caribbean Writers Series, many of whose titles are prescribed texts on the school syllabus across the Caribbean.
  - using social media (as described in the SWAP and Burns case studies) and interactive programmes (as described in the Scottish Corpus and SWAP case studies).
- identifying, sharing and celebrating our best practice activities and systems in the UoA and beyond. We seek to identify impacts through a range of tools, including web log analysis software installed on all our project websites, such as Google Analytics and Webalizer. We deploy UoG's Twitter account to monitor response to our projects; distribute questionnaires, such as those used for audience response to the Burns exhibition at the Mitchell Library; and set up interactive forums wherever possible, such as the forum on the SWAP website.

External measures of the success of our impact are provided by a range of awards and prizes: we seek to maximise publicity to reinforce relationships and draw new potential partners and audiences. Strachan's *The Lady from the Sea* won *The Herald's* Angel Award at the Edinburgh Festival Fringe; K.Miller received the Institute of Jamaica's Silver Musgrave Award; and the *Historical Thesaurus* won the Saltire Society's Best Research Book of the Year Award in 2009.

### **c. Strategy and plans**

The strategy for impact operates at UoG, CoA, School and UoA levels and will do so in future. Within this framework, the impact strategy of the UoA remains focussed on the development of local, national and international collaborations across a wide range of organisations and individuals, contributing to disciplinary agendas, creating and interpreting cultural capital and enriching cultural, educational and civic life.

We will achieve these aims by:

- supporting staff and doctoral researchers in the tasks of identifying and achieving their impact goals. Impact is embedded in UoG's criteria for promotion and is reviewed in annual P&DRs. Training is provided by ArtsLab, a specialist unit within CoA advising on research development, KE and impact. The doctoral experience will be enhanced by embedding internships and collaborating with non-HEIs in the new UoG-led AHRC Doctoral Training Programme for Scotland (launching 2014). We will continue to support and enable staff to achieve impact from their research by granting research leave specifically for impact activities – such as Miller's period as Writer in Residence at the University of the West Indies; and by providing facilities (space, equipment and expertise) and making research support appointments to enable open access

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online resources to be designed and supported within the UoA. We will continue to target funds to support impact, both for travel – enabling overseas collaborations such as Strachan’s exhibition in Germany – and for conferences and other events, such as the UoA’s series of Bloomsday celebrations held in UoG’s Anatomy Museum and the Tron Theatre.

– targeting resources to ensure that the impact potential of our work is captured and delivered. With the appointment of new research leadership in the UoA, as well as our growing experience of projects with embedded impact plans – such as *Editing Burns for the 21<sup>st</sup> Century* and *Scottish Toponymy in Transition* – we have greater capacity to provide support and direct colleagues towards internal resources such as seed funding, knowledge exchange grants, media training, and specialist UoG staff appointed to promote social and new media. For example, UoG’s First Step Awards are intended to enable collaborative research with small and medium enterprises, while its KE fund aims to develop project pipelines, ensuring long term planning, effective delivery and evaluation of impact. Staff in the UoA have already had success with a First Step Award: Stuart-Smith and R. Smith are working with Micro-phonics Software Limited to establish the usefulness of a new tool for early to intermediate learners of English, through analysis of a pilot with ESOL learners from a Glasgow FE College. This research-informed relationship continues and is the basis of an AHRC Collaborative Doctoral Award currently under review.

– sharing best practice and ensuring knowledge and use of resources available to staff. Researchers in the UoA have developed a close working relationship with UoG’s Communications Office, enabling us to benefit from a new media training programme for staff and postgraduates and to better target public audiences for our research. The CoA KE strategy includes the appointment of a Business Development Manager with the remit of raising exposure beyond the academic sector to the knowledge base and expertise within CoA and encouraging an increase in formal engagement with private, public and third sector organisations. The CoA Business Development Office supports KE activities through initiatives such as *Industry Day*, which introduces private and public sector organisations to researchers in the CoA (the UoA champions one of CoA’s eight KE themes, Writing and Publishing); a CoA KE magazine *Reach*, <http://www.gla.ac.uk/colleges/arts/knowledge-exchange/newsletter>; a KE *blog* <http://www.keblog.arts.gla.ac.uk> and a *fund* to support KE initiatives. UoG’s Widening Participation Service facilitates links between SWAP and Scottish schools. We recognise, above all, that recent appointments to the UoA have sharpened our focus on interdisciplinary and collaborative research, specifically expanding the range of HEIs and non-HEIs with whom we can work. For instance, King has been actively involved in contemporary public performances of Medieval drama; Kretzschmar’s *Roswell Voices* project is the first and only (so far) North American member of the European Union’s *Living Laboratories* network, which promotes public/private partnerships involving technology and innovation; and Rennie has worked as a professional lexicographer and is co-founder of *Itchy Coo* books, which collaborated with CRBS in organising the Burns competition.

**d. Relationship to case studies**

Our six case studies were selected as being representative of our lively collaborations with key cultural agencies, our deep and sustained engagement with schools and the general public, and demonstrating the UoA’s commitment to disseminating our research across national and international communities. The case studies focus on a *Thesaurus* produced from a 40-year research programme involving a rich network of external partners; an opera project by Strachan, a graduate from the UoA’s creative writing MLitt (a programme whose emphasis on public engagement is exemplified by the regular slot it holds in Glasgow’s *Aye Write!* Festival); the achievements of our Digital Humanities programme, one of the oldest-established in the UK, which contributed technically and imaginatively to the impact achieved by the *Thesaurus*, the Scottish Corpora and the SWAP project; and the work of the Centre for Robert Burns Studies, emerging from a long-term concentration on research in Romanticism within the UoA which has delivered a huge number of public lectures and events from the 1990s to the present. Each of our case studies also flags future ambitions: our commitment to the areas they represent is demonstrated by the many new appointments we have made in the REF period.