Institution: University of Glasgow
Unit of Assessment: 28B – Modern Languages and Linguistics: Celtic Studies

a. Context

Relationships with user groups are supported and promoted within the UoA and build from our core research strengths in Gaelic language and literature, place-names, and in aspects of Scottish heritage and material culture. Celtic & Gaelic 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 Celtic Studies.

Staff sustain close relationships with a range of user groups including:

− the Gaelic community in its widest sense – Gaelic-medium primary and secondary schools; the media, including official bodies such as the Gaelic media service (MGAlba) and the BBC; statutory organisations tasked with the health of Gaelic, such as Bòrd na Gàidhlig; and the Scottish Government and its agencies, including the Scottish Funding Council (SFC).

− the HE sector – with a range of universities using our research to understand and promote the use of Gaelic on their campuses and within their own identities and communications strategies.

− the wider public – through local history groups, councils, museums, trusts, heritage landscape partnerships.

− agencies – such as Historic Scotland National Museums Scotland (NMS), Royal Commission for Ancient and Historical Monuments in Scotland and Society of Antiquaries of Scotland.

Our users benefit from a range of impact:

− informing policy decisions – Our research relating to Gaelic language provision and training has provided advice to universities through the use of Gaelic Development Officers; and to other official bodies, including the Scottish Government, on corpus planning; to the BBC and MGAlba on the development of an online Gaelic learning resource Learn Gaelic – see http://learngaelic.net/.

− enhancing public engagement – Our research on place-names, and early medieval sculpture and texts have allowed us to work with various Heritage Landscape Partnerships in developing their plans for community interaction with landscapes and heritage; National Records Scotland in developing new audiences and uses for transcriptions of archival material and in mounting exhibitions of archival material; and local history groups in providing both knowledge of local place-names and the tools to gather and analyse local place-names. Specialist research has fed into the display of artefacts such as early medieval sculpture at Historic Scotland-run sites as well as other artefacts in the NMS and has helped to inform policy developed under the aegis of the Scottish Archaeological Research Framework.

− improving quality of life – Our commitment to place-name research has informed the approaches of agencies such as Ainmean Àite na h-Alba (AÀA), which is tasked with providing official forms of Gaelic names for use on road and railway, thereby raising the profile of the language and enhancing identity within communities, large and small.

These relationships are developed by the UoA through a sustained programme of research-informed activities and high-level engagement at board and advisory levels. Our commitment to sharing research means that we can be nimble in responding to other users' needs – eg, Parsons' advising composer Tarik O'Regan in the construction of his composition based on the Fenian tale *Acallam na Senórach* (Harmonia Mundi, 2011); Byrne's work facilitating the publication and editing of Christopher Whyte's collected Gaelic poetry (2013); and Forsyth's research contribution to the work of Scottish artists participating in the Scottish leg of 'Colm Cille's Spiral' (2013).

b. Approach to impact

Our impact activities demonstrate reach: geographically across Scotland and internationally; and institutionally across a wide range of beneficiaries in the heritage, policy, education and community sectors. Their significance is evidenced by the depth of our engagement with particular communities and groups, and the degree to which individuals have been sought out to provide expert advice. Our approach to impact has evolved in the context of UoG's 2020 Global Vision and the UoG and CoA's Knowledge Exchange (KE) Strategies. These have informed the following approaches: creating and interpreting cultural capital by means of knowledge exchange and public engagement; contributing to policy debate, development and implementation by working with the education, policy and heritage sectors and other relevant stakeholders locally, nationally and internationally; and embedding systems of support for maximising the impact of our research,

including targeting resources toward this work. Our contributions to these areas represent a significant enhancement for the UoA over the period and employ the following mechanisms:

– <u>Identifying and supporting impact</u> is an important aspect of the annual Performance and Development Reviews for staff – identifying opportunities and targeting support early in a project's development. The CoA's appointment of a Business Development Manager as part of its KE Strategy has encouraged increased engagement with private, public and third-sector organisations. The CoA Business Development Office supports KE activities through initiatives such as: Industry Day, introducing private and public sector organisations to researchers in the CoA – we provided case studies for this event in 2013; 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 seed and support KE initiatives. Support from CoA and from UoG's Research, Strategy and Innovation Office has facilitated the development of a number of projects – eg, a UoG KE Grant funded a joint project with Education Scotland and a group of teachers which facilitated a place-name strand across Scottish schools, available to all Scottish teachers via Education Scotland's GLOW network. Our place-name work has benefited from these initiatives and in return, CoA KE strategy benefits from our networks and experience.

– <u>Providing advice and input into policy and practice</u> is a feature of our approach to impact. A key success has been the move to core-funding of a Gaelic Language Officer (GLO). Our research-driven pilot project convinced funders of the importance of GLOs for the use of Gaelic within the HE environment, and its knock-on effects for the health of the language: the success of this UoG-founded initiative has seen GLOs adopted in other HEIs – ie, Aberdeen, Edinburgh and the University of the Highlands and Islands. Other impact activities are driven by our researchers' professional relationships with official bodies and communities – eg, Forsyth's research on early medieval sculpture and its impact on display at Whithorn, St Vigeans and Iona, emerge out of long-standing relationships with Historic Scotland for whom she has acted as a consultant for many years. Ó Maolalaigh's involvement with online Gaelic learning through LearnGaelic.net emerges from similar professional relationships: as a member of the executive of the Board of Celtic Studies (Scotland), a member of working groups on Bòrd na Gàidhlig, and a steering committee member and project leader for Faclair na Gàidhlig project. Taylor is one of the foremost researchers on Scottish place-names; he is one of the founders of the Scottish Place-Name Society and for many years was its Chair. He was invited to become part of the liaison group with the Ordnance Survey which in turn gave rise to AÀA, a body with whom he has maintained a close relationship – eg, serving as its vice-convener. Place-name impact is also observable at the local level, where long years of local research have created relationships with local history groups, councillors, archaeologists, and archivists – we describe aspects of this in one of our case studies.

– <u>Embedding impact across our research</u> has seen integration into project design. Recent projects such as Scottish Toponymy in Transition have had a dedicated KE strand with a Research Assistant assigned to building relationships with local communities, museums, libraries and other users, to facilitate better exposure of the research among the people most interested. Core members of user groups are embedded in the project as a KE Liaison Group. This successful approach is one we will replicate in future projects. We have sought out consultancy and advisory work for Bòrd na Gàidhlig – eg, the 2009 project report *A Survey of Gaelic Corpus Technology* (Ó Maolalaigh with Bauer and Wherrett). The multi-institution *Soillse* project has an explicit engagement with language maintenance and revitalisation. UoG has sought to build projects within Soillse at PhD and contract research level – eg, on Gaelic-medium education, the media, and innovative corpus planning tools – which will bear impact in the future.

c. Strategy and plans

Over the next period we will maximise KE opportunities and impact across our research, transforming research praxis into policy advice, public engagement opportunities and commercial opportunity. We will achieve this by:

– <u>shaping and supporting international, UK, Scottish, regional and local agendas</u> for the Celtic languages. We will deploy our research leaders to mentor staff and share existing best practice with the intention of supporting colleagues to achieve wider engagement with policy development at all levels. For example, in onomastics we will continue our interaction with local communities, government bodies and education. New grant applications are already in train which seek to maximise the reach of our research though these networks – eg, for a project to establish an

online resource for the Place-Names of Fife, in partnership with Fife Cultural Trust, Fife Council, and other key user groups. The UoA's relationship with National Records of Scotland is targeted for growth as well, as our current support for the crowd-sourcing transcription project on the Ordnance Survey Name Books expands. Materials on place-names developed through Education Scotland for use in the classroom will be enhanced by online resources created by colleagues, and cemented by support for individual teachers as creators of teaching resources. We will continue to provide expert consultation to Bòrd na Gàidhlig and others on corpus planning, and in the next phase hope to be closely involved in the planning and establishment of a Gaelic Academy, and the corpus-based language revitalisation which will be its main task.

− delivering research programmes designed to create legacies for the public, education, museums, government and its agencies. Our research projects, including those undertaken by our doctoral researchers, will be expected to have KE and impact activity built into them and we will target resources – seed funding and mentoring – to achieve this. Our researchers are establishing a number of 'portals' for storing and disseminating research material – eg, Kidd's new project will create an online portal for Gaelic periodicals, the most significant (and neglected) genre of Gaelic prose in the 19th century – that we will publicise and promote in partnership with UoG's Communications Office, the CoA Business Development Manager and our own networks. A new manuscript project, which is targeted as part of the creation of Faclair na Gàidhlig, will develop and engage with non-HEI users, in this case libraries, especially the National Library of Scotland. We will continue to set new agendas for use of technology in support of Gaelic, eg, the further development of LearnGaelic.net (including the development of tools in support of dialects, arising from Ó Maolalaigh's recent British Academy funded research); the further development of crowd-sourced approaches to corpus planning, as the wiki-based Gaelic Grammar evolves and is pushed out to users; and the development of a WordNet project employing the materials from the Digital Archive of Scottish Gaelic project. The UoA's support for Faclair na Gàidhlig will go through a crucial phase, seeing the transformation of the Corpus into a usable lexicographical tool, with public dimensions.

− supporting and mentoring staff in the development of KE and engagement with external users, including the media. We will continue and expand upon our work with Gaelic, facilitating in a variety of ways the implementation of the National Plan for Gaelic. The UoG Gaelic Initiative, employing research-based plans, will continue to expand the presence of Gaelic within UoG as a user community and major institution, and continue to report on that experience to the wider community of interest – eg, Bòrd na Gàidhlig, the SFC, the Scottish Government and Ireland.

− supporting our postgraduate community in developing its own impact. As we move into a new phase of doctoral funding via UoG's leadership of the AHRC Doctoral Training Centre in Celtic Languages, we are committed to building awareness among the PGR community of the potential of their research to push research out beyond the HE sector.

All of our impact activities will be measured within the institutional framework of the School of Humanities and the wider CoA and UoG – eg, 2013-14 will see the establishment of a research blog from within the School, allowing concerted interaction between current research and current topics of interest to the public; and the establishment of an invigorated cross-School platform for Public Humanities. Staff from the unit will play key roles in these developments, shaping the way in which research impact is measured, disseminated and used by stakeholders.

d. Relationship to case studies

Our two case studies exemplify our impact strategy: making best use of our long-standing relationships with key agencies, organisations and individuals; and ensuring that our research projects maximise impact by sharing expertise and best practice. Forsyth's work with Historic Scotland has been long-standing, and she has frequently acted as consultant for them. Our place-name case study exemplifies a whole range of relationships between support and impact, from planned project activities to advising and growing relationships with Heritage Landscape Partnerships in Bute, the Ochils and the Lomonds, and work here has led to facilitating of place-names in the classroom through work with teachers, funded by the UoG KE fund. The case studies exemplify our vision for the future of KE and impact activity in the UoA, whereby activity to facilitate the pushing of research beyond the HE sector is planned and funded as part of every suitable research project.