


Institution: University of St Andrews	
Unit of Assessment: 28 - Modern Languages and Linguistics	
<p>a. Context</p> <p>THE UNIT'S MAIN NON-ACADEMIC USER GROUPS, BENEFICIARIES AND AUDIENCES: The key users for Modern Languages are mainly in the spheres of culture and society, public policy and services, and, to a lesser degree, the economy. Our audiences are international in their outlook, either as <i>English-speaking communities of interest</i>, concerned with creating and interpreting cultural capital from the imaginations and sensibilities of <i>the non-English-speaking world</i>, or as <i>communities of place</i> (i.e. from the given countries where the studied languages are spoken) keen to enhance their understanding of discoveries in the arts and humanities that are related to their given national/cultural contexts. Our beneficiaries have thus included book and poetry festival organisers and audiences, museum curators and attendees, librarians, cultural commentators and pundits, musicians, composers, musicologists and concert audiences, bibliophiles, members of historical/cultural societies and voluntary justice/charity organisations, school children, politicians, policy-makers, diplomats, human rights lawyers, community chiefs, hoteliers, TV and radio audiences, novelists, playwrights and artists based both at home and abroad. These beneficiaries have been engaged by our types of impact in terms of their developing understanding and appreciation of a range of literary and historical studies that have concentrated on non-Anglophone texts and individuals from Arabic, French, German, Italian, Russian and Spanish-speaking countries, highlighting their relevance to present day Anglophone communities of interest as well as their given language-specific communities of place.</p> <p>THE UNIT'S MAIN TYPES OF IMPACT: The relevance of our impact is to be found in the way that our research into non-Anglophone literature and history has shaped a new understanding of matters that range from a given country's cultural heritage vis-à-vis contemporary interpretations of modernity, multiculturalism, and nationhood, to aspects of present-day society in the light of Dante's moral ideas, to note two specific examples. What may have started as a close textual analysis of a given literary text in a modern language has, through the development of meaningful relationships with our targeted beneficiaries involving a variety of public engagements (talks, exhibitions, concerts, etc.), and articulated tangible impacts within our noted user groups. Where our research has impacted upon the tourism of the countries we study, there have been measurable economic benefits. Our research has also quite notably influenced creative practices, impacting upon the way writers, artists, and composers have represented or been inspired by the literary and historical figures we research.</p> <p>IMPACT AND THE RANGE OF RESEARCH ACTIVITY IN THE UNIT: The impact and the range of our research activity cover a breadth of literary, historical, and cultural domains, and affect, in terms of the case studies presented here, school-children and adults from UK-based communities of interest and South African and Mexican communities of place. Given that our research is mainly centred on cultures from outside the Anglophone world our impacts have, in some cases, been articulated in the relevant target language, and have been measured in the countries where the research was conducted. However, our research into non-English literary works or practices has also impacted upon English-speaking communities in unexpected ways, such as the musicians and schoolchildren affected by Dr David Evans' work on Théodore de Banville's <i>Rondels</i>.</p>	
<p>b. Approach to impact</p> <p>HOW STAFF INTERACTED WITH KEY USERS, BENEFICIARIES AND AUDIENCES TO DEVELOP IMPACT FROM THE RESEARCH CARRIED OUT IN THE UNIT: The unit's interaction with its users arose from the School's public engagement activities and symbiotic collaboration with a wealth of institutions, organisations, and people (including museums, cultural institutes, libraries, archives, festivals, trusts, and political institutions), and from the unsolicited interest our research has generated among given beneficiaries. Our engagement with our key audiences stemmed, therefore, from a combination of engineered and organically evolved public events and activities. On the one hand, we actively sought to generate impact by seeking the collaboration of major cultural institutions such as the National Library of Cape Town. On the other, there were strategically opportunistic interactions with our beneficiary communities of interest and place that came about at the behest of the users themselves, such as invitations to address political institutions such as the State Congress of Puebla (Mexico), to advise writers, musicians, and</p>	

artists, and to engage in public discussions in the media. Aided by IT Services we have ensured that some of our projects have had highly-visible interactive websites, Facebook groups and pages, and twitter accounts. The University Press Office and some of our researchers' publishers have also been instrumental in assisting our research to impact upon the media (press, radio, and TV). The impact of our research findings has thus been assisted through a combination of School-inspired and beneficiary-led major events and activities (including exhibitions, public lectures, readings and commentaries, concert performances and recordings, television, radio, press interviews, the making of a TV documentary, school visits and workshops, the erection of a monument, and the development of extremely popular websites).

EVIDENCE OF THE NATURE OF THOSE RELATIONSHIPS AND INTERACTIONS: The nature of our relationships and interactions with our beneficiaries in the UK and abroad can be evidenced in the way we measured and assessed, between 2008 and 2013, the impact of our research using a range of quantitative indicators (including audience/attendance/web-site hit figures, and tourism data), critiques and citations in press reviews outside academic literature (as well as documents produced by public bodies), and public engagement (in particular user feedback and testimonies).

EVIDENCE OF FOLLOW-THROUGH FROM THESE ACTIVITIES TO IDENTIFY RESULTING IMPACTS: The impact of the selected case studies has been noticeable in the British, South African, and Mexican media, as well as in Scotland, influencing, in turn, the way individuals, groups, and communities have come to understand South Africa's past, Dante's ideas about good and evil, Santa Anna's role in Mexican politics, and hitherto little-known areas of the Art Song repertoire and the literary canon. The interaction that has been forged between our unit's researchers and the relevant beneficiaries has resulted in meaningful relationships that will continue to develop in the future (e.g., our researchers' work with musicians and musicologists from the College of Music [Cape Town] and the Royal Conservatoire of Scotland, and a Mexican playwright). Evidence of the nature of the relationships and interaction established together with the follow-through from these activities is to be found in the correspondence they have generated.

HOW THE UNIT SPECIFICALLY SUPPORTED AND ENABLED STAFF TO ACHIEVE IMPACT: Our unit's strategy has entailed encouraging researchers with potentially impactful outputs to apply for School support. The four case studies presented here (1. "Boniface and the Wreck of the Eole," 2. "Lectura Dantis Andreapolitana," 3. "Santa Anna of Mexico," and 4. "The State of Song: Poetry and Music in Dialogue") selected from a pool of School-based potential impact-generating research, were allocated impact-designated teams, funding and leave (in those cases where the researchers needed to spend impact-time away from St Andrews), and were provided with strategies aimed at guaranteeing their discoveries' dissemination, impact-generation, and measurement (e.g. organising public events, creating purpose-designed web-pages, etc.). A School Impact Committee was set up to monitor the progress of the selected case studies and went on to meet regularly throughout the census period.

c. Strategy and plans

HOW THE UNIT IS DEVELOPING A STRATEGY FOR ACHIEVING IMPACT: Our strategy seeks to articulate the impacts of the unit through an on-going consultative process whereby research projects with impact potential are selected for consideration and steered towards impact-likely ventures with high visibility (e.g. public exhibitions, festivals, etc.) and, where possible, worldwide reach with the assistance of purpose-designed impact teams. Those projects that are selected because of their impact potential (e.g. topicality, versatility, public interest) as well as their research-based rigour and significance are then given priority (i.e. the chosen researcher together with members of the unit Research Committee work together in deciding the kind of activities and events most likely to activate the selected project's impact strategy). All staff are encouraged to find impact outlets for their research and are entitled to apply for Research Impact funds. Once a given project is perceived to have meaningful impact potential, the individual researcher and the unit Research Committee adopt a plan of action whereby the necessary events, activities and ventures are developed, and applied, with the financial backing of the School, and with the support of external grant funding where possible. The measurement of impact is then pursued through the development of questionnaires and blogs, and by pro-actively eliciting the endorsement of the media, government agencies, and schools.

IMPACT GOALS: Our principal aims during the census period have been threefold: to maintain breadth as well as depth of literary and cultural research in the School (from the Middle Ages to the 21st C); to recognise the need for subject-specific research whilst maximising collaboration and

Impact template (REF3a)

inter-disciplinarity at all levels (School, University, national, international); and to optimise conditions for individual colleagues to produce outstanding research. The goals of the School Research Committee's Impact Strategy have been to ensure, alongside these aims, that the unit's research can create and interpret cultural capital in Modern Languages enriching the lives of the public, the public sector, as well as the policy and international communities beyond HE.

PLANS TO ENABLE AND SUPPORT IMPACT FROM CURRENT AND FUTURE RESEARCH:

The School Research Committee has, since 2011, created an "Impact Fund" of up to £5,000 per project to assist research projects with fulfilling their impact potential, and is committed to maintaining it for future impact-generating projects. The progress of each project is monitored through regular meetings between the impact-maker, his/her team, the School Research Committee, and the Director of Research. Plans are already in place to select and generate future research-led impacts through a fresh round of internal-School applications for impact funding which will ensure the selected projects are allocated resources, time, an impact team, and institutional support throughout the next assessment period. Our most recent Away-Day (14 May 2013) involved an open discussion of the School's future impact plans and strategy, encouraging staff to look into ways their research may impact significantly upon the different communities of interest and place engaged with our discipline. Potential future impact case-studies may develop from current research being undertaken on Arabic cultural semantics, Scottish fascism, romantic love in German 21st-literature, Italian poetry and therapy, Soviet Russian theatre and cultural memory, and the representation of Buenos Aires in the arts (1929-31), with planned visits to schools, relevant public engagement events, TV and radio programmes, theatre productions, and exhibitions. There are also plans to continue to support the on-going impact of the projects presented here, building on the meaningful relationships that have been formed with the relevant users and beneficiaries.

d. Relationship to case studies**HOW THE SELECTED CASE STUDIES RELATE TO THE UNIT'S APPROACH TO ACHIEVING IMPACT:**

Before REF 2014 articulated the need to assess impact, the School had an organic approach to disseminating its findings beyond HE which was, in part, informed by the unit's commitment to engage with knowledge exchange through the Director of External Relations' activities, but which was mainly driven by research that impacted upon the broader public without this having been deliberately engineered. The School's research was widely disseminated through public lectures and noteworthy media coverage, but impact was not systematically sought, institutionally supported with funding, or assessed accordingly. Following the 2009 consultation our approach has evolved into one that is systematised. The result has been the focused strategy detailed in this document, which has led to the successful case-studies presented here. These exemplify the virtues of the approach: e.g., the creation of an impact team distributed the workload entailed in the schools' outreach impact-generating element of "The State of the Song" project; the award of impact-leave enabled Dr David Culpin to spend the greater part of 2012-13 in South Africa interacting with his project's beneficiaries; the allocation of impact-funds which covered Dr Culpin's travel expenses and sponsored a number of Lectura Dantis events). The case studies also informed the development of our approach, most notably with regards to the realisation that impact-generation requires time, time taken away from expected teaching commitments to interact with our user groups. The result has been a disposition in our unit to factor "impact leave" as part of our on-going commitment to supporting impact-generating research. Dedicated impact teams, allocated impact-time, a School Impact Committee, and the provision of much-needed ring-fenced funding have cemented collaborations and generated activities that have given our research a measurable reach and significance. In all cases there has been a palpable synergy between the unit's approach and the researchers' ability to articulate the impact of their research; something which is bound to continue into the future as we pro-actively seek imaginative and resonant ways of ensuring that our findings benefit and engage our beneficiary communities of place and interest, both at home and abroad.