

<p>Institution: University of Warwick</p>
<p>Unit of Assessment: 28 Modern Languages</p>
<p>a. Context</p> <p>Engaging public beneficiaries with our research is central to the ethos of Warwick's Modern Languages. Our engagements are long-standing (Polezzi, BBC Italian language learning resources, 1994-95; Shields, commentary on contemporary French politics in print and broadcast media internationally, 1990-2009; Hill, interviews on Maurice Blanchot for <i>France-Culture</i> and <i>Radio Suisse Romande</i>, 2003). Case study 1, <i>The Spirit of Film</i>, is a product of this long-term interest. In the current cycle, our research has enriched public experience and knowledge of culture and cultural heritage, informed policy debate, inspired new forms of artistic expression, enhanced teaching and learning in non-HE levels of education, stimulated tourism, and helped libraries and archives better understand and present their collections.</p> <p>Established in 2012, the Sub-Faculty of Modern Languages comprises the Departments of French Studies, German Studies, Italian, and Hispanic Studies. Research in the Sub-Faculty spans a broad chronological range and encompasses the study of texts in their sociocultural, historical, or political contexts, as well as interdisciplinary inquiry into the relationships between textual outputs and intellectual movements, philosophical questions, cultural memory, medical and psychiatric history, urban life, and the visual archive. Interdisciplinarity has underpinned our greatest impacts: (1) informing the work of cultural organizations and institutions in the UK and Europe; (2) improving libraries, archives and databases, and the knowledge base of their staff and users; (3) enriching primary, secondary and further education; (4) enhancing understanding of the knowledge and experience of cultural heritage in the general public.</p> <p><i>Examples:</i></p> <p>1. <u>Enhancing cultural engagement and understanding:</u> (i) lectures at cultural events, galleries, museums and cultural institutions: e.g. Polezzi's keynote at an ESF/COST synergy initiative ('Cultural Literacy in Contemporary Europe'; Brussels 2011); Allan's lectures at the V&A Museum (2012) and to the RSC cast (2012), and introductions to public film screenings at Smith College Museum of Art, Northampton MA (2011) (case study 2); Camilletti's 'Multistable Cityscapes' workshop at the Institute for Cultural Inquiry (Berlin, 2012); Fuchs's participation in the Louvre's research programme on catastrophes (Paris, 2013); Harrigan's lecture to Wilberforce Institute for Slavery and Emancipation (Hull, 2011); (ii) consultancies to charities, heritage organisations, and public bodies: e.g. Astbury, Waddesdon Manor (case study 3); Hewlett, BBC2 'This World' on Nicolas Sarkozy (21.03.2011); Hooper's consultancies to 'Michael Portillo's Great Continental Railway Journeys' BBC2 (2013), <i>Tesouros de Galicia</i>, Foundation for Art and Creative Technology (FACT; Liverpool), and National Museums Liverpool (2010-13); (iii) involvement in cultural events and festivals: e.g. Davis' interview with Rancière, <i>EYE Film Instituut</i> (Amsterdam, 2010); the Balázs exhibition inspired by Carter (case study 1); Polezzi's organization of a public debate at the <i>Incroci di Civiltà</i> literary festival (Venice, 2013).</p> <p>2. <u>Improving knowledge through libraries, archives and resources:</u> Lines's and Gilson's project, <i>Vernacular Aristotelianism</i>, has informed library catalogues worldwide and Italy's major database of sixteenth-century printed books, and collaboration with the British Library (case study 4); De Smet's role in identifying the first manuscript in Montaigne's library (Herzog August Bibliothek, 2013); Camilletti's essay in an exhibition catalogue for the State Archives of Macerata, Italy.</p> <p>3. <u>Enriching learning and interpreting cultural capital for students and adult learners</u> includes multiple engagements through screenings, lectures and study-days with over 40 schools in Coventry and Warwickshire; Lines's community courses for adult-learners; Fraiture's British Academy-funded Sixth Form conference (2012).</p>
<p>b. Approach to impact</p> <p>Our approach to impact is grounded in the belief that all research – across all media, all forms of cultural representation, and the broadest possible chronological span – can and should have impact. Our strategy is underpinned by a commitment to encourage and support all researchers to engage with our target beneficiaries and other relevant audiences. Proactive collaborations with selected partners established throughout the research lifecycle have been the primary means by which our research has achieved impact. In the current cycle, three AHRC funded projects ('Kleist, Education and Violence', 'Vernacular Aristotelianism', 'Roman Modernities') worth over £700K contributed to the achievement of impact. Impact is fully embedded in the departments' and Sub-Faculty's research planning and management, workload planning, and is a criterion for career</p>

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progression.

Partnering impact: We have identified as key to successful impact the cultivation of relationships with external collaborators and beneficiaries at all stages of a research project. These partnerships have been developed pro-actively during the research development stage, either by identifying new partners or deepening relationships with existing partners. In some cases, such as case study 1 and collaborations with cultural organizations (see examples in section a), impact has arisen in response to requests for research expertise. We have established partnerships with important stakeholders in our target sectors: cultural institutions and organisations which promote cultural engagement; and archives, libraries and heritage bodies. Our most successful collaborations include: BAFTA, the British Library, the British School at Rome, Waddesdon Manor, the Centro per lo studio di Roma, the Italian State Archives and the Institute for Cultural Inquiry in Berlin.

Communicating and engaging with beneficiaries: Tailored communication and engagement activities have enabled us to reach our most important users. These include school visits (in the UK and continental Europe), creating and distributing educational resources (e.g. on the French Revolution), film screenings and art exhibitions (e.g. Balázs at BAFTA and Everyman Cinemas), public lectures and consultancies (see section a). The Sub-Faculty impact webpage provides a single access point that allows the public and external users to learn about our research and engagement activities through podcasts, blogs, databases and other web materials. IT Services, the Library, and Communications Office have brought Sub-Faculty research to wider audiences through videos and podcasts (via the University's YouTube and iTunesU channels); the Knowledge Centre, a web portal to the university's research; and the university's electronic research databases which provide free public access to selected research outputs. During the review period, Sub-Faculty research has informed international media coverage of news, current affairs and issues relating to cultural heritage across a variety of outlets (Al Jazeera television, BBC Radio and TV, Irish Times, *Radio France Internationale*, *Radio Galega*, Boundless TV, ORF, Austria FM4).

Supporting impact: Support for impact is provided by the departments, Sub-Faculty and the university's central administration. From 2012, impact has become closely integrated within Sub-Faculty research planning and is a standing item at the Research Away Day (1 per year) and at the termly meetings of the Sub-Faculty Research Strategy Committee. The research committee identifies projects at an early stage with the greatest impact potential enabling departments to arrange suitable teaching relief. Impact is integral to the career progression of research related staff and is discussed at departmental annual reviews with all staff. In Departments, impact is integrated into new staff induction and introduced at Autumn departmental meetings. Internal university funding for impact and public engagement activities is provided by the Warwick Impact Fund, the Humanities Research Fund and the Institute for Advanced Study. Researchers in modern languages have been successful in securing funds from all three streams (Allan: £1081.85, 2011-12; Astbury: £2232.80, 2011-12 and £2480, 2012-13; Carter: £4800, 2009-10). The quality and effectiveness of impact activities have benefitted from the support and guidance of the Arts Faculty Impact Officer who has assisted with training, evaluation, and event organization. Training related to impact is also provided by the IAS (for early career fellows), and Student Skills (for postgraduate researchers). E-infrastructure and technological support for storing and communicating research is provided by dedicated Faculty IT support. Media training is provided by the university's communications office.

Evaluating Impact: Evidence of the extent and importance of relationships formed with end-users is found in testimonials, visitor figures, website hits, online resource usage figures, and end-user feedback (solicited via interviews, participant questionnaires, contact with external collaborative partners). Other evidence testifying to the vitality of the relationships with beneficiaries includes public and third-party documentation and media references. All staff members evaluate and record the outcomes of impact activities on the impact log which is updated by the Sub-Faculty Administrator on a termly basis (0.1 of her contract is for supporting impact).

c. Strategy and plans

Building on our success thus far in engaging with non-academic beneficiaries, we intend to enhance our current administrative and support structures to increase the breadth and depth with which our research has social, economic, and cultural impact. From 2014, we will address three strategic goals over the next five years: (1) embed impact within the research culture by encouraging all staff to develop the impact potential of individual and collaborative research; (2) identify new avenues for impact (e.g. types of impact and potential beneficiaries) across the Sub-

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Faculty's main research areas; (3) give the appropriate support to researchers (at all career levels) throughout the research lifecycle so that impact may be maximised at all stages. We will do this by:

Identifying Impact: Our main forum for identifying research with the greatest potential for impact is the Sub-Faculty Research Strategy Committee which oversees impact planning in the short and long term, including prioritising high-quality research applications to internal and external funding schemes which offer substantial support for impact. The research committee will maintain this role, ensuring that colleagues in research clusters and individual researchers are allowed the space for incubating and fostering new projects so that impact and impact activities are purposefully developed. The research committee also considers the main target beneficiaries and the ways in which they can be engaged. Plans for implementing our strategy include on-going and recently awarded research projects identified as having the potential to positively benefit our stakeholders. These are: AHRC major projects: 'Dante and late Medieval Florence'; 'Vernacular Aristotelianism in Renaissance Italy' and its follow-up ERC project 'Aristotle in the Italian Vernacular'; 'French Theatre in the Napoleonic Age'; 'Queer Theory in France', 'Roman Modernities'; 'Transnationalizing Modern Languages'; as well as new collaborations and partnerships with the potential for impact (e.g. Hodkinson's Occident-Orient network; Hooper's relationships with FACT and maritime museums in Liverpool, Hull and Portsmouth; Fuchs' involvement with the Louvre's programme on the visual representation of destroyed cities).

Supporting Impact: The Sub-Faculty will retain administrative procedures introduced in 2012-13 to support impact (e.g. teaching relief, training and annual reviews). We will also continue seeking the support and guidance of the Arts Impact Officer, and to exploit the training opportunities offered by the Impact Officer, IAS, Student Skills and the Communications Office. It is especially important to the Sub-Faculty that PGRs and ECFs are informed about impact and are encouraged to develop the wider socio-cultural implications of their research, and we will embed impact training in their development. We will continue to prioritise and support applications to the university's internal impact funding schemes. While impact is already discussed during annual review meetings between Heads of Department and individual researchers, the Sub-Faculty intends to take impact awareness and potential into consideration during the hiring process of new researchers. We will streamline processes for monitoring, measuring and evaluating research impact with the university's administrative team for impact and information management.

Communicating and Engaging to achieve impact: The Sub-Faculty will develop its already diverse communication and engagement strategy to ensure that our research influences the broadest range of possible beneficiaries. We will work closely with the university's communications office to promote proactively the benefits of research in modern languages through print and broadcast media, and through online channels. Successful engagement activities, such as public events, exhibitions and talks will form the basis of our engagement strategy, and we will work with our users to develop new and innovative means of engagement appropriate to each audience. We will make more use of digital media; for example, the 'Transnationalizing Modern Languages' project is developing a diverse social media and web presence, as part of the project's commitment to public pedagogy, which will facilitate public interaction with the research.

d. Relationship to case studies

The case studies illustrate the breadth of impact achieved within the Sub-Faculty. Although *The Spirit of Film* case study (1) took place before the introduction of impact, external collaborators (BAFTA) were consulted to help increase the impact's reach. In other case studies, stakeholders were engaged early in the research lifecycle so that impact could be maximised (Waddesdon Manor, *The French Revolution through print*, 3). In both of these cases, internal funding supported the research and engagement activities. University IT expertise supported the impact achieved in *Reading Publics* (4) to create a database of primary materials influencing the quality of library catalogues around the world. Libraries were identified as key beneficiaries in *Reading Publics* while in *Art, Education and Violence* (2) UK secondary school students were the key beneficiaries for research on enlightenment literature and culture. The case studies also highlight the various engagement methods used in the Sub-Faculty including school visits and creating education resources as in case studies 2 and 3. All case studies have been evaluated to draw out lessons learned and to fully appreciate the impact arising from the research, and have been presented to all staff at the Sub-Faculty Research Away Day.