

Impact template (REF3a)

Institution: University of Strathclyde
Unit of Assessment: 29 English Language and Literature
<p>a. Context</p> <p>Impact produced by colleagues in UoA29 at the University of Strathclyde reflects the range of core areas of research in the unit: literature; literary linguistics; journalism; creative writing, and often emerges from our specialist themes within these areas such as Scottish Literature, Renaissance Studies, Digital Humanities, Journalism, and Canadian Studies, some of which make up our submitted case studies. Beneficiaries of our research comprise three groups: the creative industries; educationalists and schools; and professional bodies and policy makers. In some instances, the impact from research is planned, but staff are also able to take advantage of opportunities and evolve impact from existing research. In this regard, the UoA is well aligned with the University of Strathclyde's historic mission to value and encourage the engagement of its academic staff with individuals and groups outside of HEIs: something that was a central factor in its winning of the THES University of the Year award in 2012.</p>
<p>b. Approach to impact</p> <p>Engagement with and response to the world outside of the university is well established in the area of literature and language. The kinds of impact the unit specialises in relate particularly to: developments in and the dissemination of the creative arts; education; journalistic ethics; and the law and policy. Support to facilitate the production of impact currently takes place through various university mechanisms – in particular funding, support services, and training. The former include (at a local level) the School B Fund and (at institutional level) 'Engage with Strathclyde'. The School B Fund is available to all colleagues for research perceived to have particular strategic significance and has been supportive of impact-related work, including that by Jajdelska, O'Neill and Fudge. 'Engage with Strathclyde' is a week-long University event funded by the EPSRC DTA/IAA (£10k per annum) and University (£20k per annum) which began in 2012. Previously, the University had held regular 'expos' to highlight external engagement, but 'Engage with Strathclyde' represents a shift in institutional policy to strengthen engagement with outside organizations and celebrate success in that arena at a fixed point in the calendar. It has supported work in UoA29 by Duncan and O'Neill during the REF period.</p> <p>To facilitate the achievement of impact the university has well-staffed offices in its Research and Knowledge Exchange Services department, and in its Communications Office, the role of which is to help academic staff to reach out to the wider community. The Faculty of Humanities and Social Sciences has recently recognized officially the vital link between research and KE/impact by creating the role of Vice-Dean Research and Knowledge Exchange. The Faculty also funds a Research and Knowledge Exchange Team (RaKET) which offers administrative support for funding bids, for setting up conferences and other meetings on campus, and other relevant activities.</p> <p>Routes to impact</p> <p>Impact by colleagues in UoA29 has come about via a number of different routes. We have impact that is 'evolutionary' (i.e. impact which has emerged from existing research) and that which is 'designed': (i.e. impact which is anticipated and built in to the research project itself). Examples of evolutionary impact are: an invitation to give a lecture that led to unanticipated collaborations (see Hope case study); specialist individual and collaborative research publications that produced invitations to engage with external policy-related groups (Duncan case study); an established reputation that led to invitations which produced impact (Edwards, Kinloch). Examples of designed impact are: a direct approach to an external organization (Bell case study; O'Neill); and collaborative research with non-academic partners (Jajdelska) that produced intended impact. Impact with the outside world in the area of literature and language has naturally involved the publication of work in journalistic and popular outlets such as <i>The Guardian</i>, <i>History Today</i>, and <i>P.N. Review</i>. Other examples of impact achieved through engagement with our three core groups of beneficiaries are given below.</p> <p>Creative Industries: [see also the case studies of Bell and Hope]</p> <p>Recognizing the interest in creative writing by members of the community unable, or unwilling, to go to University, Kinloch founded and was the first Chair and Director (2009-2010) of The Scottish Writers' Centre based in Glasgow. The Centre now has charitable status, and is the most active organizer of free readings and creative writing workshops within the city of Glasgow.</p>

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Other highlights include:

- Kinloch was invited to lead a public workshop at the international poetry festival 'StAnza' in St Andrews, Scotland in March 2011 on ekphrasis - the verbal representation of visual art, and a further workshop for partially sighted participants in Edinburgh (also 2011).
- Kinloch is the director of the Edwin Morgan International Poetry Competition. Funded by the University and Faculty, this is now established as the world's leading poetry prize, with the winner announced at the Edinburgh International Book Festival each year.
- Since 2009, the School B Fund has supported the Glasgow-based independent publishing house Cargo Publishing which has created one of the biggest book festivals in Scotland, the Margins Book and Music Festival.

Non-HE Education: [see also the case study of Hope]

Jajdelska's work on 'Reading and Imagination' was initially supported by the School's B Fund and was further developed in an AHRC Knowledge Transfer Grant with colleagues in Education at Strathclyde, and East Ayrshire Council (2007-8). As part of this research, Jajdelska worked with ten primary school teachers in schools in East Ayrshire to enable them to apply findings from the history of prose style and reading to the diagnosis of comprehension problems in 40 pupils. Also emerging from this project was a free-to-download guide for teachers (2009), and a Cambridge University Press publication (2011) on the rise of silent reading aimed at primary school teachers.

Other highlights include:

- Following the success of their ESRC-funded network, 'Nostalgia in the Twentieth Century,' Edwards and Hammill took their work into the wider community through collaboration with local schools; The Mitchell Library, Glasgow; 'Aye Write!', Glasgow's book festival; and The Scotland Street Museum, Glasgow. With the support of the ESRC Festival of Social Science, Edwards and Hammill co-organized two workshops: 'Glasgow Remembered: Food and Nostalgia', a writing competition and family event (2010) which drew over 100 participants; and, with the Strathclyde Business School, a competition and workshop entitled 'Glasgow School Days Remembered' (2011).

Professional Bodies and Policy Makers: [see also the case study of Duncan]

In 2008, O'Neill established, with university support, Scotland's first "Innocence Project" at Strathclyde and he remains the Scottish coordinator of the Innocence Project UK (IPUK). His research, based on experiences as an investigative journalist, is now used by IPUK at its 30+ bases in expanding techniques for the investigation of wrongful convictions, and has been of particular significance in bringing three cases to appeal. In April 2012, O'Neill organized an event at which students from the University of Strathclyde's Innocence Project presented their work to solicitors and members of the Scottish Criminal Cases Review Commission (SCCRC). As a result of this event, the SCCRC granted access to archives at their offices to the Strathclyde Innocence Project members - the first time this had happened anywhere in the UK - and began discussions about forming closer ties with the MSc in Investigative Journalism programme at Strathclyde with a view to its staff attending classes.

Other highlights include:

- Fudge participated in the meeting on farm animal welfare of the policy think-tank the Centre for Animals and Social Justice (CASJ) in April 2013, and was an invited participant at Scotland's Rural College stakeholder workshop on adolescents' attitudes towards animals in June 2013.
- Under Fudge's direction, the British Animal Studies Network (BASN - funded by the University's New Professor Fund) has hosted two public lectures (May 2012 and April 2013), and a public panel discussion on art and nature conservation (October 2013). BASN includes speakers from non-academic organisations; e.g. representatives from the RSPB and CASJ spoke at the meeting in October 2013.
- In May 2013, the Media Standards Trust published a content analysis of all national press coverage of the Leveson Inquiry and chose to adapt aspects of the methodology Higgins applied in his 2006 article 'Substantiating a Political Public Sphere in the Scottish Press'.

c. Strategy and plans

Our aim is to be recognized as a unit that has external engagement as a core goal. We will continue to focus on areas where our nationally and internationally recognized research has already had an impact and to support and encourage colleagues through the School B Fund. The University also presents opportunities to both celebrate and enhance our work, and 'Engage with

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Strathclyde' will continue to be used by colleagues as a way of cementing existing relationships and producing new ones with external partners. We seek, also, to be recognized by external bodies - within non-HE education, government and policy-making organisations, and the creative industries – for our provision of high quality knowledge and expertise, and to be known to work effectively with partners to enhance the quality of life of society. Our approach is to ground such knowledge and expertise within the research conducted in the UoA. Indeed, we view knowledge exchange activities as opportunities to contribute to public debate and to enhance knowledge and learning within communities, to contribute to the development of those working in the fields of education, journalism, and the creative industries, and to shape future policy formation. For this reason the School A Fund supports all colleagues' attendance at conferences as it is at such events that the beginnings of what can become impact often take place. In 2013, the university underlined its support for this aspect of academic work by making KE a fourth strand of our annual review (alongside research, teaching and citizenship). KE is now a recognized promotion path.

While those working in the Humanities do not have direct access to the university's EPSRC-funded Impact Acceleration Account (IAA; 1 Oct 2012-30 Sept 2015 - follow on to the Knowledge Transfer Account which operated during Oct 2009-Sept 2012) - the £1.86M investment by the EPSRC that this represents is already having knock-on effects for us. For example, following the IAA, we are augmenting impact-related skills for all staff brought in as research assistants on funded projects. We now expect any grant application including an RA to include a recognition that part of the RA's remit is to engage in impact-related activities, and that we will – via a 'Pathways to Impact' two-day training course – train them in order to enable them to do this.

Our future plans place increasing emphasis on KE work, with support already in place to allow for this. In addition we will be continuing to pursue established areas of impact success through existing and new relationships. The following examples are given to illustrate our future planning:

- The pursuit of relationships with schools to further develop the impact of work in the digital humanities by Hope. This has already begun with his visit to Stonelaw High School in Glasgow in November 2013.
- In 2014, Jajdelska will run a Royal Society of Edinburgh Public Forum to pass on current research in the humanities to cultural organisations (e.g. Visit Scotland) and educational authorities (curriculum developers and Scottish Government). The aim of the Forum is to help people make decisions about how, or whether, to promote classic but neglected Scottish writers: the focus of this first meeting is Walter Scott.
- Goldie is currently working on an advisory committee for Glasgow Life, the charity responsible for running Glasgow city's sport and culture provision, and will be playing a key part in the strengthening of ties between the UoA and the city.

d. Relationship to case studies

Our three selected case studies reflect well the range of our impact, revealing relationships with partners in the cultural industries, in education, and in policy-making groups.

Bell's case study exemplifies the benefits to achieving impact when academics are well supported within the institution. The Head of School was involved in meetings with Edinburgh International Book Festival (EIBF) representatives; media training was received from the Communications Office; RaKET gave administrative support; a webpage was constructed with help from the Faculty IT team; and a press release was issued by the Communication Office - working with EIBF. Bell was able to use research enhancement funding and the School B Fund to support travel and the cost of transcribing interviews conducted as part of her research.

Hope's case study exemplifies the significance of research conducted within the unit being recognized externally and the impact that subsequent collaboration can have to enhance cultural activities with educational significance. His success has led to an on-going relationship with the Globe Theatre.

Duncan's work reveals the direct relationship between scholarly research and its role in the wider world, and shows the value of the institutional support offered at Strathclyde which has allowed her to host a key event at 'Engage with Strathclyde', thus receiving administrative support and funding. Her work with a colleague at Liverpool John Moores University also underlines our emphasis on collaboration as core to the work we do as scholars who are engaged academics.