

<b>Institution: The University of Edinburgh</b>
<b>Unit of Assessment: 29 English Language and Literature</b>
<p><b>a. Context</b></p> <p>The concept of the university as a civic institution is deeply engrained in literary studies at Edinburgh. The public lectures of Hugh Blair, whose 1762 appointment as the first Regius Professor of Rhetoric and Belles Lettres marks the inception of the discipline, exhorted his audiences in the practical benefits of good oratory, an early example of our enduring emphasis on impactful research. The Department of English Literature at Edinburgh continues to play a vital role in generating and consolidating cultural capital in Scotland and the UK with four main impact themes:</p> <ul style="list-style-type: none"> <li> <p>• <b>Generating Cultural Capital</b> (beneficiaries: the public; heritage institutions; local economy)</p> <p>Much of our work promotes public appreciation of the value of literary culture and its contribution to public wellbeing. Examples great and small range widely across departmental activity. As part of the department's 250<sup>th</sup> anniversary celebrations in 2012 a special prize for the 'Best of the James Tait Black' novels (panel including alumni Stella Rimington and Ian Rankin) was awarded to Angela Carter's <i>Nights at the Circus</i>: this connected the non-academic reading public with a major work of post-war fiction, provoking active press debate. Working with UNESCO City of Literature, in 2013 Fionnuala O'Neill (PhD 2012, postdoctoral teaching fellow 2012-13) received £10k from the AHRC Cultural Engagement fund to develop 'A Secret Golden Age,' a series of five self-guided literary Edinburgh walking trails hosted on a website and smartphone app freely available to the public. In 2008 Robert Alan Jamieson established the Scottish Island Writers network which engaged writers and the public in over 700 events during Scotland's Year of Islands Culture in 2011-2012. Susan Manning initiated a joint project with Borders Council (2008) to establish a permanent Enlightenment Study centre at David Hume's birthplace in Chirnside. Manning also developed links with the Kolkata Heritage Trust to work in collaboration with non-academic groups on the Scottish Enlightenment's influence on India and the Empire.</p> </li> <li> <p>• <b>Developing Creative-Research Collaborations</b> (beneficiaries: creative writers and practitioners; young performers; heritage institutions; the public)</p> <p>We have developed new kinds of collaborative partnerships with creative institutions and individuals, contributing to public engagement with heritage and the arts. Dilys Rose's opera libretto, <i>Kaspar Hauser: Child of Europe</i> (2010), written in collaboration with composer Rory Boyle for the Royal Conservatoire of Scotland, was designed specifically for emerging voices and subsequently performed in Nuremberg, Augsburg, Edinburgh and Glasgow as part of an international exchange programme. As a follow-on to 'Staging the Henrician Court' (see case studies), Greg Walker received £939k (AHRC) to collaborate with Historic Scotland, the Sir David Lyndsay Society and theatre professionals in staging a performance of Lyndsay's <i>Ane Satyre of the Thrie Estaitis</i> at Linlithgow Palace and Stirling Castle in June 2013.</p> </li> <li> <p>• <b>Enhancing Professional Practice</b> (beneficiaries: heritage professionals; cultural institutions and their visitors; the public)</p> <p>Our research has developed models of good practice in the curatorial sector. In 2011, as part of James Loxley's 'Beyond Macbeth' project (see case-studies), Loxley, Lisa Otty (AHRC Early Career Research Fellow) and Helen Vincent (Senior Curator of Rare Books, National Library of Scotland (NLS)) published <i>Exhibiting the Written Word</i>, a free-to-download report which was circulated among over 30 libraries and research institutes around the UK including the British Library. As part of the AHRC-funded 'Ben Jonson in Scotland' (2011-13) Loxley and Anna Groundwater (Research Fellow) organised a cross-professional conference, <i>A Place for Words</i> (April 2013). This brought together curators, interpretation specialists, academics, heritage managers and others interested in the connection between literature and place, and in the interpretation of historic sites for visitors. During the REF period the <i>Carlyle Letters</i> editorial project has provided a strong research context for the presentation of Carlyle House, Chelsea (National Trust) and Carlyle House, Ecclefechan (NT for Scotland).</p> </li> <li> <p>• <b>Contributing to Public Debates</b> (beneficiaries: general public; cultural and public institutions; disenfranchised individuals and groups)</p> <p>Our research has contributed to public debate by providing forums for the public to encounter the outcomes of research in creative and socially beneficial ways, such as Carole Jones' work with The Edinburgh LGBT Centre, and Nicola McCartney's Applied Theatre workshops with prisoners at HMP Shotts. In 2008 Aaron Kelly's commissioned work on public space and photography, for the</p> </li> </ul>

## Impact template (REF3a)

Belfast Exposed gallery and arts centre, was used as part of a submission by community groups to challenge and re-shape Belfast City Council's Peace and Reconciliation Strategy. For Refugee Week 2011 David Farrier organized a reading by refugee poets ('Lines of Flight') at the Scottish Poetry Library (SPL). In 2012-13 Farrier worked again with the SPL and the Refugee Survival Trust (RST) on 'Making it Home', a series of poetry and film-making workshops for asylum-seeker women in Glasgow and local women in Edinburgh, exploring themes of home and community. Screenings of the films during Refugee Week 2013 included a presentation to the Scottish Parliament which was cited in a parliamentary motion (S4M-07135).

**b. Approach to impact**

We have a holistic approach to facilitating impact based around four main principles: embedding impact in our research development; devising new methodologies to enhance the impact potential of our research; engaging with resources at department and University level; and nurturing a culture of impact that includes postgraduate, postdoctoral and early career researchers. These values are integrated with our practices in the following ways:

- **Partnerships:** The department has wide-ranging, often long-standing, associations with the major national cultural and heritage institutions in Scotland and the UK more widely (e.g. the *Carlyle Letters* project and National Trust). These institutions have often been involved at an early stage in designing impact pathways, as with Loxley's work with the NLS and Walker's collaboration with Historic Scotland. Other partnerships have seen the work of these organisations opened up to new constituencies, such as Nicola McCartney's role in developing the Traverse Theatre's Class Act project which introduces high school-age children to playwriting strategies (see case study 'Life as Story'). Partnerships can involve both creative and third sector bodies. Farrier's work with the Making it Home project, for example, brokered new relationships between the SPL, and the RST, the Pilton Community Health Project (Edinburgh) and the Maryhill Integration network (Glasgow), introducing the client-base for each organisation to the work of the SPL.
- **Creative Collaborations:** Rose, McCartney, Manning and Walker have all achieved impact via creative collaborations, in many cases developing new methodologies to do so (see case studies 'Staging the Henrician Court' and 'Life as Story'). Penny Fielding's 'Writing the North: Literature of Orkney and Shetland' (May 2013-May 2014), devised with Jamieson and funded by an AHRC Follow-On grant of £115k, establishes another partnership, including an initiative to team researchers with creative writers to read source texts and produce an archived email exchange. Based on Fielding's monograph *Scotland and the Fictions of Geography* and Jamieson's novel *Da Happie Laand*, 'Writing the North' presents a pioneering means to link the islanders with their literary heritage, and represent Orkney and Shetland writing world-wide.
- **Research Groupings and Networks:** Our impact activities have been facilitated by the concentration of expertise provided by coherent research clusters. SWINC (Scottish Writing in the Nineteenth Century) supported Fielding, Irvine and Thomson's 'What Are You Reading?' project (see case study) as well as Fielding and Jameson's 'Writing the North'. Our concentration of expertise in theatre and performance generated partnerships with creative practitioners beyond the case study examples. For example, in 2011 the Institute for Advanced Studies in the Humanities (IASH) established a creative fellowship in partnership with the Traverse Theatre. The first fellows, respected Scottish playwrights Jo Clifford and Linda McLean, produced work commemorating Hume's tercentenary (*The Tree of Knowledge*, performed Traverse Theatre, 2011); in 2012-13, Pamela Carter and Ian Finlay McLeod produced plays on the theme of 'Difficult Dialogues'.
- **Inter-professional Associations:** Collaborations beyond the discipline also support new means to assist in the preservation and promotion of literary culture, to engage communities and to create stimuli to tourism. For example, Miranda Anderson's 'Palimpsest' project (January 2012, on-going) is devising an interactive web and mobile application allowing users to explore Edinburgh's literary past. This was developed in association with UNESCO City of Literature and CIRCLE (Creative Interdisciplinary Research in Collaborative Environments) whose members include non-University of Edinburgh researchers and creative practitioners.
- **Institutional Support:** *Within the department.* Impact is now a feature of staff professional development, with annual reviews including consultations regarding the take up of impact-related training and resources across the University. In May 2012 the department created the role of impact co-ordinator whose remit is to advise staff on realising the impact potential of their research, organise training, and devise and implement the department's impact strategy. The impact co-ordinator provides regular briefings on impact at department meetings, attends the School of

Literatures, Languages and Cultures (LLC) Research Committee, and maintains a staff access-only wiki page with guidance and training on achieving impact and securing relevant funding. The impact co-ordinator also organises a per-semester 'Pathways to Impact' colloquium at which potential non-HEI partners (in 2013, the Edinburgh Old Town Development Trust) are invited to describe their work to the department and discuss the possible benefits of collaboration.

*Within the University:* The School has established an Impact Support Group, which is supported by academics with experience in developing the impact potential of research, and in 2012 appointed a School Web Support Officer and School Marketing Officer. All applications for external funding are reviewed by an LLC committee and all staff have access to a central archive of applications submitted from within the School and to an LLC impact fund. Jamieson's 'Between Leith and Lerwick' and Farrier's 'Making it Home' both benefitted from an LLC impact fund grant. The College of Humanities and Social Science Knowledge Exchange Office provides a small grant scheme (up to £5k), and one-to-one advice on project development, evaluation, and maximising impact. The Office ran workshops on impact for LLC and for English Literature in 2010. Both 'What are you Reading' and 'Lines of Flight' received a Knowledge Exchange small grant, and Jones received a College KE Award to run events in LGBT History month in 2013; the KE office advised Anderson on intellectual ownership and evaluation for Palimpsest, and provided start-up funding for data input and publicity. 'Ben Jonson in Scotland' benefitted from a start-up grant for a poetry reading to publicise the project in April 2013, administrative assistance with a stakeholder conference the next day, and advice on sourcing technical support to develop a project blog.

- **Postgraduate, post-doctoral and Early Career Researchers:** Our department supports an impact-aware PG and postdoctoral community and is committed to maximising the impact potential of the work of the next generation of scholars. Final year PhD students attend a series of professional development seminars, with training on realising the impact potential of their research. All PGRs have access to a student-led initiative fund, administered by the postgraduate director in LLC, to support impact-related projects, and to the Institute for Academic Development which provides training and researcher development funding. AHRC Collaborative Doctoral Awards involving the NLS and the SPL place impact at the heart of their research activity.

### c. Strategy and plans

On the principle that impact follows from an effective knowledge exchange strategy and an embedded culture of impact at the research development stage, and in accordance with wider institutional strategic goals, our impact strategy is developing in accordance with the aims outlined in the College's Knowledge Exchange Strategy for 2012-16, which can be summarised as:

- **Embedding impact in practice:** We will continue to embed impact in the development of research via the bespoke roles (impact co-ordinator; KE officer), groupings (Impact Support Group; KE Office), and forums (physical – such as the 'pathways to impact' colloquia; and virtual – such as the staff impact wiki) outlined above. We will also extend our use of the University's integrated research information system, Edinburgh Research Explorer, to capture and make available impact activities across the University and for the wider public.

- **Building relationships for collaboration:** We will build on our existing, extensive collaborative relationships and look to supplement them by cultivating relationships with new non-HEI partners such as via the 'Pathways to Impact' series. Following the first event with the Edinburgh Old Town Development Trust (February 2013), Sam Walton, a post-doctoral tutor in the department, developed a collaboration to introduce poetry installations to local community gardens.

- **Securing funding:** In addition to supporting colleagues via the structures and mechanisms outlined above to apply for designated impact funding, such as the AHRC follow-on fund, we will also provide relevant training and encourage the pursuit of non-traditional sources of funding. 'Making it Home', for example, was initially funded by an Edinburgh social enterprise fund.

### d. Relationship to case studies

Our four case studies are evidence of our commitment to the concept of the civic University. 'Staging the Henrician Court' and 'Life as Story' are collaborations with creative practitioners; 'Beyond Macbeth' and 'What are you Reading?' engage with the curatorial and heritage sector; All four present a strong emphasis on innovation in enhancing and extending public engagement with heritage and the arts. These projects all benefitted from support and guidance from the departmental and institutional processes which contribute to our continuing focus on the impact of our research.