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| <p>Institution: University of Nottingham</p> |
| <p>Unit of Assessment: 29</p> |
| <p>a. Context: Research in the unit has three primary foci: Modern English Language and Linguistics; Text editing, Manuscript scholarship & Literary history; and Regional Literatures; with Creative Writing emerging as a fourth research area during the assessment period. High quality research across these areas forms the foundation for impacts engaging a wide range of end users and audiences. The unit draws on active relationships with well-established partners and a history of applied research, public engagement (PE) and knowledge exchange (KE). The main non-academic user groups and audiences for the unit's research and the pursuant types of impact are:</p> <p>Heritage organisations, museums and galleries (and their audiences): Creating and interpreting cultural capital to enrich and expand the lives, imaginations and sensibilities of individuals and communities through: curatorial advice and exhibition content; research-informed outreach; contributions to public programmes and catalogues; and capacity-building activity. Partners include: the British Museum, Nottinghamshire County Archives, Nottingham City Museums and Libraries, Nottingham Contemporary, D.H. Lawrence Heritage Centre, Keswick Museum, Shakespeare Institute and Shakespeare Birthplace Trust (section d, case study 1).</p> <p>Theatre and cinema audiences and practitioners: Enriching the experience of audiences through the contribution of commentary, critique and new knowledge. Partners include: Nottingham Playhouse, Broadway Cinema, Nottingham Lakeside Theatre, New Perspectives Theatre Company, Royal Shakespeare Company, the National Theatre of Ireland and the RSC (section d, case study 5).</p> <p>Broadcast, print and social media audiences: Enhancing the knowledge base and accuracy of broadcast and print media professionals, and engaging new publics with the unit's research through regular contributions to, and involvement with, a wide range of local, national and international broadcast and print media, including BBC radio Nottingham, BBC radio Leicester, BBC R4, BBC TV and France 24 Culture Strand (section d, case studies 1, 2 & 5).</p> <p>Publishing houses: Delivering economic and prestige benefits through sales of best-selling grammar and language reference books (main partners include Cambridge University Press and Pearson) and titles such as the Arden Complete Shakespeare (section d, case studies 4 & 5).</p> <p>Health professionals, teachers & community volunteers (historians, onomasts): Designing and delivering transformative professional development, and providing research-based up-skilling for communities of volunteers to enhance knowledge and capacity of individuals, groups and organisations. Partners include the NHS, School Nurses Network, Bildungsministerien of Saarland and Rheinland-Pflaz (two regional Ministries of Education in Germany) and The Sussex Archaeological Society (section d, case studies 2 & 4).</p> <p>Students of English internationally: Contributing to improvements in test development and curriculum design through work in corpus-informed vocabulary development (e.g. Schmitt's work on TOEFL (Test of English as a Foreign Language) (section d, case study 4)).</p> <p>School pupils: Adding breadth and richness to curricula through on-site visits and A-level days, bespoke workshops and master classes. Partners include Eastwood Comprehensive in Nottinghamshire and Sidcot School in Somerset (section d, case study 1).</p> |
| <p>b. Approach to impact: Staff in the unit have developed relationships with the users and audiences described in <i>section a</i> through sustained PE and KE at regional, national and international levels. These relationships have been developed and nurtured through support from the unit (Bi) and from the institution (Bii). The nature of these relationships and types of engagement are described below with indicative examples of the kinds of impact they have delivered (Biii).</p> <p>Bi) Unit-level support: A Faculty-level audit of KE activity in 2008/2009 made a number of recommendations relating to mechanisms for supporting and enabling staff to engage successfully in PE and KE. As a result of this, the unit transformed its organisational and operational infrastructure: the role of School Director of Research (DoR) now encompasses impact and the DoR oversees a group of senior staff (the impact group) who meet to review KE and PE activities and their translation into Impact. The Faculty Impact Manager forms part of this group and provides a vital link to the Faculty and to the University Research and Graduate Services. A new role of Director of Business Engagement was created in 2010 whose remit has been to diversify the CPD offer of the School (see Bii and section d case study 4). In order to ensure all staff are aware of good practice in impact, the school has organised events with a specific impact element (Nov</p> |

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2010, Sept 2012, May 2011) including presentations by Professor Ron Carter on the HEFCE Impact Pilot, of which he was a member. A generous study leave policy (one semester in every 7 for FT staff with pro-rata arrangements for PT staff) supports research and impact activities, as well as additional school and university funding (detailed below and in REF5d).

Bii) Institutional Support The School has received substantial support from The Centre for Advanced Studies in the Arts and Social Sciences (CAS) to assist individual academics to identify research impact opportunities. This has involved: support for **Relationship development** with partners such as the British Library (Turville-Petre included the Wollaton Medieval Manuscripts in a BL exhibition) and Raleigh Bicycles PLC (Sanders developed a community group celebrating their experiences at the Factory); **Network building** - CAS has invested £56,140 in research networks where there is significant representation from English; and **Scoping studies within the University's Manuscripts and Special Collections Archives** which have allowed academics to develop new collaborative relationships (e.g. Hammond's involvement in a new partnership between Derwent Valley Mills Heritage Site and the University based on MSC's collections relating to Enlightenment studies). A 2009 EPSRC inter-disciplinary feasibility account coordinated by CAS released seed-corn funding for collaborative projects (e.g. Adolphs working with the independent artist group 'Plan B' to develop the 'Soul Walker' project, a smartphone app that allows tracking of location while recording mood in the location through an analysis of text messages <http://www.planbperformance.net/index.php?id=soul>). Building on this, in 2013, CAS coordinated an AHRC Creative Economy KE project (2013, Adolphs Co-I) which supported collaborative projects with partners in the creative economy, including Robinson working to connect the archives of music halls with current users of the Malt Cross (a Christian Charity and Café-Bar) through new digital projection techniques. In addition, Adolphs and Carter were awarded an EPSRC funded Knowledge Transfer Secondment with CUP in 2011 to develop impacts based on their research (case study 3). As well as the generous financial and practical institutional support listed above, impact activity is formally **recognised and rewarded** through the University's promotion criteria.

Biii) Mechanisms for achieving impacts with reach and significance Interactions with the beneficiaries and users of the unit's research are highly varied and staff in the unit have a strong track record of using a diverse range of mechanisms in achieving impact:

Public lectures, festivals, workshops and seminars for historical societies, gallery and museum audiences, special interest groups at national and regional level are often initiated by the partner organisation to complement its public programme: in 2012 Legendre and Guy delivered pre-theatre talks to the audiences for Nottingham Playhouse's productions of, respectively, *Of Mice and Men* and *The Importance of Being Earnest*; Welton gave poetry readings at venues including The Horse Hospital, London, Nov. 2009, Whitechapel Gallery, London, April 2010, Latitude Festival, Suffolk, July 2010, Southwell Poetry Festival, July 2011, Poetry Café, Norwich, Oct. 2013.

These talks are often a **springboard for further collaboration**: Robinson's sold-out lecture in the 'Lost and Found' series of talks, based on her research on Nottingham's cultural past for Nottingham Contemporary led to a BBC's *Who do you think you are?* magazine article, a Youtube video <http://www.youtube.com/watch?v=4eqblpb8YEq> (2395 hits), and a network for national and local museum curators on research into GIS/Digital Heritage mapping. In May 2012 Green organized a symposium with Nottingham Contemporary, coinciding with their exhibition of James Gillray prints; 204 tickets were booked across both events, with 990 iTunes downloads and 18700 YouTube views to-date. This event raised Green's profile as a researcher of the graphic novel and the Gothic. He further developed his relationship with the local independent bookshop 'Page45', which led to an invitation to join the creative team of the HOAX transmedia project (co-funded by Arts Council North and UoN), premiering in 2014 at Manchester's Royal Exchange.

Expert consultancy based on research produced in the unit serves to improve the accuracy of published/broadcast material: Carroll's advice as an onomast is regularly sought from the BBC, as is Harrison's on Lawrence. These relationships are based on initial contact evolving into a particular researcher becoming the academic of choice for advice on specific issues.

CPD helping organisations or individuals to fulfill their training and professional development needs has resulted in a growing programme of activity from staff in the School: Schmitt is regularly called upon to provide expert advice and training for language test developers (e.g. Austria, Italy, and Saudi Arabia); Mullany (2012/2013) has delivered a CPD package entitled 'Leadership Communication: Presence and Impact' based on her research into professional communication to

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50 senior managers in 2 multinational organisations.

Using the AHRC **Collaborative Doctoral Award (CDA)** scheme as a mechanism for engagement has further supported the close collaboration between Ramsay and the Nottingham Playhouse and has helped deliver content for one of Nottingham Playhouse's priority audience groups (young people with profound/multiple learning difficulties). A film of the production now forms the basis of information used by the AHRC to support future CDA applicants (<http://www.ahrc.ac.uk/News-and-Events/Watch-and-Listen/Pages/White-Peacock.aspx>).

Use of electronic media has facilitated and extended reach for the unit's research: since its re-launch in 2012, Carroll's digital guide to the interpretation of the names of England's cities, towns and villages <http://kepn.nottingham.ac.uk/>, has received 18,913 visitors (who made 23,999 visits to the site), with a total of 132,569 page views. While most visitors were from the UK, some 20% were international. Kirwan's *The Bardathon* (<http://blogs.nottingham.ac.uk/bardathon/>) chronicles new productions of early modern plays around the UK, as well as related films, documentaries, books and events. Between July 2012 and July 2013 it has been accessed 20,000 times from visitors in 38 different countries. Following his involvement as advisor on a 2007-2011 HLF project, Turville-Petre secured £243,000 AHRC funding under their Museums and Galleries Research Programme (2008) to study the Wollaton Medieval Manuscripts. This led to a £32,000 AHRC Follow-On Fund for the project *New audiences for the Wollaton Antiphonal: widening engagement through innovative technology* (Turville-Petre PI) which resulted in *The Virtual Antiphonal*. This digital version of the principal elements enhanced by interpretation and contextual information was animated using Turning the Pages™ software and made available on a kiosk within St Leonard's Church Wollaton, engaging a local community in new ways.

<http://www.nottingham.ac.uk/manuscriptsandspecialcollections/aboutus/projects/previousprojects/wollatonlibrarycollectionahrc.aspx>.

Nurturing and mobilising existing relationships and forging new ones: Longstanding collaboration—both on research and its use—underpins many of the impacts that the unit's research delivers: Carter's work with CUP spans a period of over 20 years; Jesch (Viking Studies) and Carroll (Name Studies) both have a longstanding UK relationship with the British Museum which has recently involved them being invited to publish books: Jesch a collection of Viking love poetry and Carroll a co-authored volume (with Gareth Williams, Curator of Early Medieval Coins at the BM, and Stephen Harrison archaeologist, Trinity College Dublin) on the Vikings in Britain and Ireland. Projects developed *ab initio* with extra-academic audiences in mind include the Midlands Viking Symposium founded in 2005 by Lee as a forum for presenting on-going research to a non-specialist audience www.nottingham.ac.uk/csva/public-engagement/midlandsvikingsymposium.aspx. Live events regularly attract over 70 people. The MVS also underpins the following resource for schools <http://www.vikingage.mic.ul.ie/index.html> which was funded through a £16,000 AHRC grant 'Cross-disciplinary Studies of Migration of Irish, Hiberno-Norse and other Gaelic-speaking populations in the Viking Age'. Lee's on-going research into health in early medieval Britain and the Scandinavian north (under the remit of, and supported by seedcorn funding from, the Faculty's Institute for Medieval Studies) has reached audiences including modern surgeons, who are interested in how impairment has been defined in the past (illustrated by her invitation to keynote at a surgeon's conference (NSpine September 2013)).

c. Strategy and plans In recognition of the integral relationship between excellent research and significant impact, the unit's Impact Strategy for 2014-2019 was developed and will continue to be reviewed by the School Research Committee (SRC). It is underpinned by the success of existing initiatives within the period to embed KE and PE into the culture, organisation and administration of the unit. It reflects a drive towards the further integration of impact into the unit's research culture and has three key aims: to maintain and nourish existing partnerships; to develop the range and type of collaboration between the unit and external partners; to maximise the reach and the significance of these relationships. As such, the unit will **continue** its successful approach outlined in section b and **in addition** will focus on the following strategic priorities:

1. In recognition of postgraduates as valued and integral members of the research environment (see also REF5) the School will **seek to further embed KE and PE into its postgraduate research training and development culture** through active support of placement programmes offered through the Graduate School (e.g. Snarey as Marketing Officer at Lakeside, Weston as Editorial Assistant at Verso), and contributions to collaborative doctoral training programmes (e.g. AHRC-funded *Hidden Collections*). The School will capitalise on the Faculty's leadership of a new

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AHRC Midlands Three Cities Doctoral Training Partnership to extend placement and other experiential PE and KE opportunities www.midlands3cities.ac.uk.

2. Maximise the user value of the digital outputs of the unit's research and diversify the user base through working closely with the Digital Humanities Officer to develop, and the faculty marketing and web officer to publicise, tools and resources. This will include support for initiatives such as McGregor's Letters Page (<http://www.theletterspage.ac.uk/letterspage/index.aspx>) a new literary journal that aims to explore the role of letters and letter writing in literary tradition/culture and will build on successes such the School's current portfolio of videos and podcasts (<http://www.nottingham.ac.uk/english/about/videos.aspx>, including Conklin's Eye Tracker video and Turville-Petre's contribution to the university's HEIF funded YouTube series 'What's the point of...' achieving a combined count of over 25,000 hits on YouTube for these two videos alone).

3. Support individual researchers to plan and evaluate impact related to their research by drawing on the resources outlined above (Bi and Bii), and support from a new Faculty-level role of KE Manager (KEM). The School will embed impact plans into individual applications for study leave, and will include impact and related staff development opportunities as a standing item on the agenda of a reconfigured Research and Impact Committee.

4. Enable impact from research clusters and interdisciplinary research groups through identifying an impact champion in the School to work closely with CAS and the KEM. The University has recently undertaken a Faculty-level scoping study into the opportunities offered by cross-Faculty 'Engagement Teams' working to address sector specific KE demands.

5. Maximise the profile of the unit's research and KE nationally and internationally through extensive and targeted use of web, social media and PE to improve interaction with end-users (see also point 2 above). The School will further connect impact and Open Access, briefing all staff on how open access helps the dissemination of research as a prerequisite for impact.

6. Develop and expand the School's CPD offer through collaboration with the Haydn Green Institute for Innovation and Entrepreneurship <http://www.nottingham.ac.uk/uniei/index.aspx>. The institute provides bespoke facilitation to help with the development of CPD to different audiences.

7. Transform established outreach relationships through the integration of the unit's research. In recognition of the value of its longstanding outreach partners, the unit will continue to invest its time and resources in providing outreach activities, and will begin to link the activity more explicitly to the research outputs of the unit.

d. Relationship to case studies The unit's case studies reflect the breadth of its research areas as described in section a: 1) Lawrence's Lives: stimulating debate and improving understanding of literary and social heritage, 2) Place Names and the Public: letting the landscape speak, 3) Raising Awareness of Adolescent Health Communication, 4) Transforming Curriculum Design in Schools and Universities: the ELT sector, and 5) Extending Shakespeare's cultural capital. They reflect the approach described in section b in the following ways: Case studies 1,4 & 5 describe activity that is the product of **long-established relationships** (with CUP, D.H. Lawrence Heritage Centre, and Bloomsbury press respectively). All of the case studies to some degree incorporate elements of **PE** as a pre-cursor to impact (through public lectures and talks, festivals, workshops and seminars) with this forming a substantial element of case study 5. In most cases this has led to the more focused activity from which the impact arises. **Expert consultancy** (whether in the form of curatorial advice (case study 1&4), media advice on onomastic issues (case study 2), or CPD for health professionals and language test developers (3 & 4 respectively) is a feature of four of the studies. Use of **electronic media** helps to raise the profile of research, or is an element of research output designed *ab initio* with user groups in mind (case study 4). Staff have drawn on unit-level and institutional support to produce the body of research underpinning the impacts (an integral part of its success) through **support for research leave** (case studies 3&4 in particular with both Adolphs and Carter receiving **support from CAS** in the development of successful applications for ESRC follow-on funding and ESPRC-funded KT secondments with CUP to develop impacts from their research). The Institute for Name Studies (case study 2) has made use of institutional support from **Information Services** and more recently from the **Digital Humanities Manager** in terms of making the interface to the KEPN tool more user-friendly. The case studies have helped the School to identify areas for further development (e.g. the potential of social media and digital resources as enablers and amplifiers of impact (as evident in 2&3)), which are visible in the strategic priorities articulated in section c.