Institution: Durham University

Unit of Assessment: Philosophy (32)

a. Context:

The Durham Philosophy Department pursues outward-looking philosophical research that is significant to other disciplines and has relevance outside academia. Our five research clusters generate impact in a range of areas, much of it anticipated and explicitly nurtured by the department. In **Aesthetics**, our research benefits musicians, visual artists and music critics. The **Applied Phenomenology Group (APG)** influences the practice of individuals and organisations in mental health care, including psychiatrists, clinical psychologists, therapists and a mental health charity. Our **Ethics** cluster has an impact upon cultural heritage and ethical decision-making, through work with museums. In **Mind, Language and Metaphysics (MLM)**, our contributions to ontology have influenced developments in information systems, and our **History and Philosophy of Science and Medicine (HPSM)** cluster is pursuing a sustained programme of public engagement through lecture series and exhibitions, raising public awareness of the historical development of science and medicine, and the associated moral and foundational questions. Our research also contributes to teaching and training, outside as well as inside academia.

b. Approach to impact

Impact has been integral to the department's research for many years. It arises naturally from our extensive engagement with other disciplines and, through those disciplines, with the world outside academia. Our approach not only generates impact, but also forms research partnerships that sustain and build upon impact progressively, over the long term. Interdisciplinary collaboration provides a pathway to impact in two ways. External funding supports interdisciplinary research projects that generate impact, while research centres, institutes, and research networks provide a forum for developing collaborations:

1. Grants are central to our impact-generation activities, facilitating major projects that (a) involve non-academic collaborators and/or beneficiaries, and (b) publicise our research and its actual or potential impact to a wide audience. Each research cluster is headed by a senior member of staff who encourages and develops proposals for major projects. Proposals are then considered by the department research committee, where ways of including non-academic collaborators and public engagement are discussed and agreed. Through numerous research grants, the department has developed collaborations with archaeologists, psychiatrists, psychologists, linguists and others to produce research that is relevant to many different parties outside academic philosophy and outside academia, including clinicians, mental health charities, mental health service users, museum staff, musicians and school teachers. Dissemination of research before and after grant capture is supported by funding for conferences, other meetings, and travel (usually £600 per event), administered by the Head of Department and the departmental research committee. This is integrated into a wider system of institutional-level support. For example, we have benefited from the provision by the University of substantial 'seedcorn' awards to support research and impact development activities.

2. We use University centres and institutes as organisational loci for both interdisciplinary activity and liaison with non-academic collaborators and beneficiaries. The centres facilitate our pursuit of focused research with non-academic involvement, without tethering it to a specific department or discipline. Relevant centres include the **Centre for the History of Medicine and Disease (CHMD)**, which has organised many research-based public events, the **Centre for Medical Humanities (CMH)**, which facilitates interaction between **APG** members, clinicians and mental health service users, and the **Centre for the Ethics of Cultural Heritage (CECH)**, which is a focus for interaction between philosophers, archaeologists and museums. Durham's **Institute of Advanced Study** (**IAS**) has a general enabling role, providing financial support, administration and advertising for public lecture series and conferences, as well as funds for visiting fellows who contribute to impact-generating activities.

Since 2008 we have more consciously developed these aspects of our work, maintaining and developing the areas of expertise that engage with other disciplines, and benefit non-academic

collaborators. Our overall approach is exemplified in all five of our research clusters:

APG: Supported by an AHRC grant and a further AHRC/DFG grant, we generated the impacts described in our **Existential Feeling in Psychiatric Illness (CS2)** case study. We have begun a follow-up project, 'Hearing the Voice', in collaboration with the **CMH** and five other academic departments at Durham, which is funded by a 2012 Wellcome Trust Strategic Award of £1m. The structure provided by the **CMH** and **IAS** allows **APG** members to interact with clinicians, service users ('voice-hearers') and service-user advocate groups, to extend the reach of **CS2** impacts. A preparatory workshop involving clinicians and service users took place in December 2011, and several meetings with non-academic collaborators and beneficiaries have since been held. Preparation for the Wellcome bid was supported by a University seedcorn award and an **IAS** visiting fellowship awarded to Gail Hornstein. Other impact-generating work currently in development includes further collaboration with the mental health charity SANE, in order to help its research team to develop "new experience-based ways of thinking about suicide", related work with the charity Suicide Crisis, and a project on temporal experience in psychopathology, involving close collaboration with a senior clinician at Broadmoor Hospital.

Ethics: Through **CECH**, we pursue ethical research on trusteeship and stewardship with non-academic collaborators and beneficiaries in the museum world. **Scarre** and colleagues organised a major conference 'Appropriating the Past: the Uses and Abuses of Cultural Heritage' (July 2009), which involved numerous non-academic participants, including seven of the speakers. It was supported by a University seedcorn award and led to longer-term collaboration with the Director of Collections at the British Museum, where our ethical research informs their practice. Additional collaborations have since developed with the Ashmolean and Pitt Rivers museums in Oxford, and a workshop in May 2010 involved the Northeast English Heritage Unit. Further non-academic engagement will be enabled by the award of an AHRC networking grant to **Schellekens** for the project 'Ethics and Aesthetics of Archaeological Stewardship' (July 2012). The main non-academic beneficiaries of planned research are working archaeologists, museum staff and the museum-going public, who benefit from an improved understanding of the relationship between the ethical, aesthetic and archaeological significance of cultural objects.

Aesthetics: Impacts described in our **The Aesthetics of Improvisation** (**CS3**) case study reflect a broader programme of public engagement by **Hamilton** and **Schellekens. Hamilton** works with jazz musicians and colleagues in Durham's Music Department, in ways that influence musicians and music commentators, while **Schellekens** pursues philosophical issues raised by conceptual art. Together, they are increasing public engagement with modern art and music (e.g. fostering public debate on the role of the arts in society), partly through twelve days of public activities funded by their 2009 'ArtMatters' Beacon award.

MLM: Impact on applied ontology is described in our **The Influence of Formal Ontology on Information Systems** (**CS1**) case study. Other impact-generating research includes that of **Hinzen**, whose research agenda engages theoretical linguistics, schoolteachers and NGOs, as documented in his contributions to *Language and Language Teaching*, a journal for school teachers as well as academics. His research also led to the 'Well-Brain' public lecture series, an **IAS**-funded 2008-9 science engagement/education initiative involving collaboration with biologists.

HPSM: Via the **CHMD**, the group acquired a succession of major Wellcome Trust awards, which have facilitated numerous public lectures as well as an exhibition, 'The Foetus Goes Public: Images of the Unborn from the Middle Ages to the 21st Century' (October-December 2011). **Eddy** organised a Royal Society exhibition, 'Visualising Matter: the Graphic Teaching Tools of Chemistry in the Age of Revolution (July/August 2011) and runs an annual public exhibition of HPSM books in Durham. Emeritus Professor David Knight has engaged extensively in public events with the British Association for the Advancement of Science and other scientific institutions, in order to raise public awareness of the history of science. In 2010, the group organised a widely-advertised public lecture series 'Reflections upon Water', funded by the **IAS**.

Research-based Textbooks: As a supplement to our core approach, all research clusters are

committed to generating impact via influential research-based textbooks. For example, **Lowe**'s books *Locke* (Routledge, 2005), *An Introduction to the Philosophy of Mind* (CUP, 2000) and *A Survey of Metaphysics* (OUP, 2002) are central to many undergraduate and postgraduate curricula in the UK, USA and elsewhere. Impact here is not restricted to academic philosophy. For example, **Scarre**'s *Ethics of Archaeology* (co-edited with Chris Scarre; CUP, 2006) is making an important contribution to teaching in archaeology.

c. Strategy and plans

In line with the University's Impact Strategy, the generation of impact will remain integral to our departmental research planning. Our departmental strategy will be strengthened by (a) embedding impact into research leave planning, allowing additional periods of leave for impact-related projects, (b) including impact in staff members' annual research plans and workload modelling, (c) increasing the use of the **IAS** as a vehicle for public engagement, (d) encouraging non-academic collaborators (e.g. employees of SANE) to apply for **IAS** fellowships, (e) involving postgraduate students in impact-related activities, (f) training staff and postgraduates via the departmental research committee, (g) seeking assistance in the recording and development of impact-generating activities from the Research Office's Impact Coordinator and the University's Impact Officers for Arts and Culture, Policy, and Research Institutes, and (h) bidding for support from the University's Impact Seedcorn Fund for new impact-generating projects.

Very substantial strategic investment and administrative support will further increase our impact, particularly the appointments of **Cartwright**, **Reiss** and **Parker** in 2012 to create the new **Centre for Humanities Engaging Science and Society**. Its focus is impact-oriented from the outset; it seeks to enhance the role of academic knowledge in evidence-based social policy, and to bring the philosophy of economics to bear upon real economic issues in ways that influence practice. The centre has an administrator, financial support for impact-related activities, and two fully-funded PhD studentships per annum for 2013 and 2014. We also plan to build up the **Centre for Gender, Sex and Sexualities**, recently created by **Gambaudo** with staff in other university departments, as a vehicle for interaction between interdisciplinary research on sexuality and relevant communities. The impact-generating work of these centres will be further enhanced by the appointment of **Wylie** in September 2013, who has worked extensively on evidence and objectivity, and feminist philosophy of science. Through her work on methodology and ethics in archaeology, she will also contribute to the research and public engagement activities of **CECH**. Other key areas of impact-generation that will continue after REF2014 include (i) existential feeling and voice-hearing (collaborating with colleagues in the **CMH** and **IAS**), (ii) collaboration with SANE on depression and suicide, (iii) research and training collaborations on the topic of depression with clinical psychologists and psychiatrists in the UK, USA and Europe, (iv) collaboration with non-academic parties on the ethics and aesthetics of cultural heritage (through **CECH**), and (v) philosophy of music research that has impact outside academia. To do so we will retain our emphasis upon grant capture, our research committee and departmental funding structures, and our activities within university centres.

d. Relationship to case studies

Case studies reflect the impact-related activities of three research clusters: **MLM** (**CS1**), **APG (CS2)**, and **Aesthetics (CS3)**. Together they exemplify our core strategy of (a) using grants to pursue research involving non-academic collaborators/beneficiaries and (b) using centres, institutes and innovative interdisciplinary collaborations to generate research on topics that 'matter' to parties outside philosophy and academia more generally. The research underpinning **CS1** was supported by two grants, one of which enabled a high-profile seminar and workshop series. Preliminary research described in **CS2**, and related public engagement activities, were supported by the **IAS** workshop series 'Thinking with Feeling'. This research also benefited from **IAS** fellowships awarded to Maxine Sheets-Johnstone, Gail Hornstein and others, and from **CMH** involvement. The research underpinning **CS2** was also supported by two major grants. It will be built upon through 'Hearing the Voice', a project focused around the **CMH**, and involving several university departments. The impact generation described in **CS3** was supported by a grant and by the award of two overseas visiting positions. Underlying research includes collaboration with the Music Department, as well as a book co-authored with a musician.