

<p>Institution: Heythrop College</p>
<p>Unit of Assessment: Theology and Religious Studies</p>
<p>a. Overview</p> <p>The submitting Unit comprises the whole of the College, which is divided into the departments of Theology, Pastoral and Social Studies, and Philosophy. The departments are unified by an understanding of theology and philosophy in dialogue with each other and wider social need. Research activities are embedded in departments through the work of Centres and Institutes (hereafter 'Centres'), where staff with related research interests can focus on developing research activities. Six such centres, five of which have been created since RAE 2008, are a strong driving force in the research environment, attracting external funding and hosting visiting researchers to enrich their activities.</p> <p>At a strategic level, all research activities are overseen by the Vice Principal Academic, to whom the Director of Research reports through membership of the Academic Leadership Team. The Research Committee, chaired by the Director of Research, takes a lead in developing research strategy and monitoring developments. Administrative support is provided by the Head of Academic Policy and Governance and the Research and Policy Administrator. Centre Directors are managed by Heads of Department. Research students, whose programmes and academic development are overseen by a Dean of Research Students, are the responsibility of departments.</p>
<p>b. Research strategy</p> <p>The Research Strategy for 2009-2014 was informed by the outcomes of the RAE 2008. Strategic aims included identifying and supporting existing and emerging research strengths, developing staff, and integrating research more completely into College academic and management structures. The Unit therefore implemented the following research policy initiatives highlighted in the RAE 2008 submission: provision for externally funded research leave and research assistants; considerably increased financial support for conference attendance and organisation; creation of a new post of Research Policy Administrator; introduction of a programme of research staff training; dedicated research student seminars; the introduction of second supervisors for all research students; development of planning and management structures for research activity; development of the research webpages and marketing material; greater integration of staff research into teaching; and the appointment of two Professorial Research Fellows. Areas of strength were identified and supported through the development of Centres for <i>Christianity and Interreligious Dialogue</i>, <i>Eastern Christianity</i>, <i>Textual Studies</i> and <i>Philosophy of Religion</i>, as well as the <i>Heythrop Institute: Religion and Society</i> and <i>Religious Life Institute</i>. These strengths supported outreach activities as part of the College's Mission, now highlighted as impact, and the Centres offer a rich programme of projects, conferences and publications, a significant proportion in collaboration with UK or overseas higher education institutions or external organisations. A free, publicly accessible repository of staff publications was built and has over 1100 entries, with nearly 85,000 views and 6000 file downloads in the year April 2012-April 2013 alone. The <i>Heythrop Journal</i>, edited by a member of the College, is international in scope and has increased in frequency and page length since the RAE. It is produced in hard copy and electronically, and licensed access has increased from 2800 to 8700 institutions, and article downloads from 40,000 to 102,000 per year.</p> <p>The overarching aim of the Unit's future research strategy is to position the College nationally and internationally as a seminal place for the investigation of certain core issues in theology and philosophy where they connect and relate to each other and to wider social need: a place where interfaith relations and comparative theology are treated with particular depth and rigour, grounded in a distinctive theological and philosophical understanding that transcends social science approaches alone; where analytic philosophy both engages with a wider-than-usual range of topics, e.g. religion, psychoanalysis and literature, and seeks to break down boundaries with alternative, e.g. 'continental' and theological, approaches and sources; where the needs and concerns of society, e.g. in ethics, pastoral care and religious conflict, are identified and addressed through excellent research; and where a wider public, interested in participating in and benefiting from research, can be welcomed into the heart of the academic enterprise. In these ways, we seek both to shape research agendas within our disciplines and to respond to research agendas in society more broadly.</p> <p>To achieve this aim, we shall, first, support our best researchers to excel and establish a research culture of rigour and excellence within the Unit. We shall recruit excellent researchers,</p>

including two further professors (for which funding is already in place), and pay particular attention to developing early career researchers. We shall further improve the training and supportive infrastructure around external funding and research project management, and enhance the research environment through developments in relevant policies, e.g. research leave and workload management, the infrastructure of Centres and Departments, and additional financial and administrative resource. Second, we shall leverage our Centres both as clusters of research excellence in specific topics and as places for impact and public engagement. Through the long-term relationships we already have with research users (detailed in the Impact Template), and further such relationships that we shall establish, we shall investigate what key needs in society are inadequately addressed by research to focus specific research projects and their translation into impact. We shall exploit the Centres' structure to foster innovative, interdisciplinary and multi-disciplinary lines of investigation. Third, we shall continue to build international partnerships and collaborative projects through pro-actively pursuing relationships with selected organisations around the world, e.g. Fordham University and Australian Catholic University, exploiting the extensive Jesuit network of higher education institutions. Fourth, we shall seek to attract more research students and to further enhance their professional development. We shall further develop our offer for higher degrees, extending the recent introduction of a professional doctorate to new collaborative doctorates and externally funded scholarships. Finally, through the means that have been specified, and an increased number of high-profile conferences, lectures and seminars, we shall raise our profile and reputation for the activities in which we seek to excel.

c. People, including:

i. Staffing strategy and staff development

Since RAE 2008, the College has placed increasing weight on the development of research staff as the single most important innovation to improve research quality. Changes in policy and strategy have been mapped against external good practice including the Concordat. Practical measures have also been given attention, including the active review of administrative and managerial support for research, new appointments in research administration and business development, and reducing the burden of administrative tasks and procedures to release staff time.

In the REF period, the emphasis placed on research activity and quality in recruitment and selection has progressively increased, aiming to recruit staff who demonstrate an ability or potential to contribute at 3* level. The crowning achievement of this aim was the success of a funding bid for three new research professorships, the first now in post.

Once appointed, all staff from early career researchers to professors are given induction and encouraged to avail themselves of training and development opportunities on offer. All research staff, including those that are not permanent research and teaching appointments, are integrated into College life by virtue of their membership of a department, and where suitable a Centre, and participation in its activities, events and opportunities.

To demonstrate the value placed on research in its academic culture, the Unit abolished the designation 'research active' and encouraged all academic staff to engage in research and impact activity. This signals an enhanced expectation and ensures access of all academic staff to additional training, support and funding, including those now making a transition from a more teaching-focused academic career. Termly training sessions make use not only of external experts but also internal expertise, for example from colleagues with recent successes, to offer encouragement and 'lessons learned' from their experience. Recent sessions include applying for external funding, the Unit's REF strategy and aspirations, generating impact, improving one's publications, and the staff publication repository. Staff are periodically consulted on relevant training and developmental issues to ensure the programme meets the real needs of staff at various stages of career development.

The Unit is committed to promoting the ongoing personal and career development of all academic staff and is attentive to the varying needs of colleagues at different developmental stages, as well as the different patterns of scholarship, research, impact and wider public engagement that our staff represent. Developmental support is both formal and informal, but tangible in either case. Attention to personal intellectual and professional development is ensured formally through annual development reviews, setting targets for each year, with agreed training and development where appropriate. This is an iterative process in which colleagues are proactive in defining their unique intellectual profile and their own balance of research, scholarship and

impact. Support is thus tailored to the individual and evolves over time and through a career.

The Unit has a particular priority to support new staff through their probationary period of three years. Probationary reviews with the Head of Department are integrated into the staff development review process but occur biannually. During the reviews, further information relating to research policies and processes is provided by the Head of Department, objectives are agreed for all areas of work, including research, and training and development needs identified and addressed. All academic staff new to the College are also assigned a mentor, who is an experienced member of staff who can provide guidance on, among other matters, career prospects and development, effective working practices, publishing and funding applications.

A further aim is to encourage post-doctoral researchers, first introduced to the College in 2010, with 7 appointments in 2012-13. To encourage focus and progress, they are appointed to conduct research on a specific project with identifiable outputs, and are required to submit a report at the end of their fellowship. They are attached to a department and usually to a Centre, and an academic host is appointed to provide mentoring and support. To support their development as researchers, they are required to participate in College research events, and to present their work and/or assist in conference organisation during the year. They are provided with workspace in College, and all the IT, library and estate services and financial support provided to permanent academic staff.

The Unit supports its research assistants by ensuring the requisite training by the member of staff for whom they work through the provision of regular reports. Where the assistant is a College student, their activities are additionally reviewed by the Annual Review Panel, ensuring their various commitments are kept in balance and their needs met.

A strengthened focus on a creative and collaborative internal culture, supported by informal departmental meetings, strategy days, and in the new Academic Strategy, a new substructure of sub-discipline 'clusters', enables staff to identify and develop more fruitful internal partnerships. This focus is matched by an increased attention to challenging colleagues towards ever-higher quality. A new process for the development of funding applications for research projects has been put in place which involves the Vice Principal Academic and the Director of Research from the very first ('Bright Idea') stage. All bids, even outline expressions of interest, are scrutinised by the Academic Leadership Team which thereafter creates a panel, including an external member, to improve and refine the project. This not only raises the quality of bids, but equally is a valuable developmental experience for the bidding researcher.

The Unit recognises the importance of concrete support and resourcing to realise staff's research aspirations, and build a positive and collaborative culture. Funding for staff attending conferences and undertaking other research-related activities increased from under £4000 in 2008 to a budget of £21,500 in 2012, enabling many staff to attend and present papers at international conferences. To enable staff to exploit this support fully, they may apply to have a visiting lecturer cover their teaching duties for conferences that take place during term time.

Academic staff may apply for sabbatical leave of 1 term in 9 and may apply for externally funded research leave without limit. The policies for sabbaticals and research leave have been revised to improve the support and scrutiny given to research plans and their achievement. All proposals are assessed by the Academic Leadership Team after outline approval by the Head of Department.

The Unit is aware of the pressures on mid-career researchers, and in addition to encouraging external funding for colleagues at this stage, is actively striving to find ways to enable this category of staff to develop on their early promise. A new workload assessment tool, which is comprehensive and quantitative, has recently been introduced to facilitate senior management decision-making on allocation of administrative and management responsibilities, so as not to handicap the budding researcher. It also allows the fair and targeted allocation of supplementary resource (such as tutorial assistants and visiting lecturers) to relieve teaching workload in order to assist research progress.

Resource is also deployed to enable and support research projects and events. Staff are encouraged, as individuals or through the Centres, to bring forward proposals for projects, events and conferences. Generous budgets relative to the Unit's size for hosting research events are set for Centres (£5000 each, pa) and departments (£15,000 in total, pa); and in addition to financial resource, administrative support and facilities are made available for research events.

The policy and procedure for promotion has been substantially revised to raise the bar on

research quality. The procedure was carefully reviewed to ensure that no unintended discrimination or barrier to progression exists, with an awareness of the impact of equality issues which can extend beyond those recognised by equality legislation. Excellence in research is paramount, with clearer criteria for what it consists in, and an increased dimension of externality. At the same time, the diversity of personal research trajectories is recognised, and the engagement in impact work now has equal ranking with excellence in teaching.

The Unit is fully committed to equality of opportunity for all research staff and regularly reviews its policies, procedures and practices to ensure they do not discriminate, including but not limited to those with protected characteristics as defined in equality legislation. It provides equality training to staff relating to different aspects of their work, including recruitment and selection of staff. Like all other College committees, the Research Committee has an equality and diversity clause in its terms of reference, and is required to regularly consider relevant data sets and carry out equality impact assessments. It is a notable result of these procedures that the College's Code of Practice for the selection of staff for inclusion in the REF was not only approved without amendment but also embodied the examples of good practice highlighted in the EDAP report. The College has adopted six equality objectives, three of which relate to staff, regarding staff recruitment, development and reward, and support. These each have clearly identified actions, which are annually reviewed by the Staffing Committee. The College has also recently become involved in the new Aurora project to support senior women leaders.

The Unit's commitment to diversity in research involvement extends to creating opportunities for research participation beyond conventional academic boundaries. In addition to the partnerships for research mentioned in the Impact Template, the Centres – which are each advised by a body that includes research users – afford opportunities for intellectually innovative but non-academic researchers to participate in the research work, culture and life of the College, for example by becoming Visiting Research Fellows in one of the Centres. An example of the Unit's commitment in this respect is the development of the TAR (Theological Action Research) methodology by the *Heythrop Institute: Religion and Society* which enables community groups to reflect theologically on their work. The ARCS project (Action Research: Church and Society) has trained a number of community groups in this research and reflection method.

As a small and specialist institution, the Unit cultivates both inbound and outbound research relationships as a strategy for enhancing staff research opportunities and enriching the research culture. Thus the staffing strategy extends beyond staff employed by the Unit to embrace a wider academic community committed to the research defined in the College mission. A Visiting Research Fellowship programme was initiated in 2010/11, and subsequently expanded to include Postdoctoral Fellows and Visiting Research Students. Visitors now number 20-30 per year. They are normally appointed as members of a Centre, undertake an agreed research project, are given institutional facilities and resource and become full participating members of the Unit's research life. Many staff use sabbatical terms to conduct research at institutions overseas with which the Unit has an association, and recent placements have included institutions in the USA, Australia, Austria, Germany, Poland, Czech Republic, Italy, India, Vietnam and Guyana. Many research events at the College stem from projects involving international scholars and/or joint arrangements with institutions in other countries. Recent collaborations and partnerships include institutions in the USA, Poland, the Netherlands, France, the Czech Republic, South Africa and Israel (see §e for additional details).

ii. Research students

At admission, research students are located within one of the Unit's six specialist Centres when appropriate, and housed within a department. To facilitate the research environment, each Centre and department hosts its own seminars, special lectures, workshops and conferences. Since 2010, there has been an average of 60 such events per year, many attracting speakers of national and international renown, thus enabling research students to participate at the cutting edge of research. Through its Centres, the Unit has a rich network of relations with third-sector organisations (detailed in the Impact Template), and this network is used to facilitate student engagement with this sector, e.g. through conferences, workshops, and collaborative research and impact projects. The Visiting Research Fellowship Programme contributes to the range of guest lectures and seminars in the Unit. Students also frequently take up opportunities to attend events outside College. There is a very rich programme of events offered within the University of London and the

Institute of Philosophy in the School of Advanced Studies to which students are directed, as well as other national and international conferences.

Termly consultation meetings are followed by a catered social gathering at which students have the opportunity to talk informally to a wide range of staff. Enthusiasm and attendance has grown significantly, and over 90% of research students now participate.

Heythrop research students are a diverse group who commence their studies at very different stages of their lives, some as young researchers having just completed their masters awards and others at a much later stage in their lives. International (EU and non-EU) students make up about 20% of the student body; of these, over 50% are ministerial students intending to return to teach in colleges and seminaries. Around 50% of research students have graduated from other degree programmes at the College. Student recruitment has risen by 31% since 2008, and the Unit now has a research student body of 46, despite national funding uncertainties.

In 2009/10, all three AHRC Open Studentships awarded in philosophy and theology were won by Heythrop students. External funding is also sought, e.g. the Chaldean Church in Iraq provides a PhD scholarship for research on the effect of the conflict in the area on the lives of Christians living in Iraq.

The Unit is committed to equality of opportunity for students, and all staff involved in the recruitment and support of research students are trained in equal opportunities. Given the specialisms of the Unit, this often means particular attention and sensitivity to the research needs and aspirations of students from a religious or ethnic minority background. A central focus of research in the Unit is interreligious dialogue, a matter of vital significance in today's international climate, and the largest single group of research students work in this area, especially within Muslim-Christian relations.

Student feedback demonstrates that the Unit is valued for its focused individual support for each student, commencing at the initial enquiry stage with advice on drafting proposals. All research students are allocated a primary and secondary supervisor, whose role is to complement the expertise of the primary supervisor and provide cover in the event of sabbatical or other leave. The supervisory team also includes the Dean of Research Students and the Research and Policy Administrator who provides administrative support throughout the student's studies that is informal, friendly and individual-centred.

A great strength of the Unit's provision is the exceptional quality of supervision, which receives universal commendation from students in the Annual Student Questionnaire, who note the quality of feedback, encouragement, enthusiasm and support for conferencing and networking that supervisors offer. A minimum of 6 supervisions per year for full-time students is required, with outcomes recorded. Students have likewise expressed appreciation for the personal support they have been given in the run-up to completion and submission, e.g. the individual advice given on preparation for the viva. The success of this individualised care is shown in the decrease in our completion periods matched by an increase in our completion rates, which are significantly above national averages, especially given the high proportion of part-time mature students. Since 2008, no year has fallen below 88%; in some years, the rate has been 100%.

The closely-monitored Personal Development scheme (see below) is included in supervisions and considered at annual review. Each annual review is conducted by a panel comprising a member of the Research Degrees Monitoring Group, the supervisor and the Head of Department, ensuring that the student's research and progress is evaluated with impartiality and depth of expertise. The annual review is supplemented by procedures for ending probation and transfer of status. Generic development needs are identified from Annual Review Reports and overseen by the Dean of Research Students, who reports to the Learning, Teaching and Assessment Committee.

Students are required to undertake personal development related to their research, including attending nine compulsory transferrable research skills sessions, offered at appropriate points in their development and covering academic writing, time management, IT and bibliography building, maximising the benefits of supervision, reflecting on personal progress, presentation and chairing skills, publishing research, thesis presentation and the viva. The value of the programme – of its content and timing throughout doctoral study – is highlighted in student feedback. Appropriate use is made of dedicated videos regarding various aspects of doctoral research, available on the College VLE. To broaden their experience, students are also encouraged to attend external research skills training as relevant, including that offered by the School of Advanced Studies of the

University of London and Vitae, and such training is funded by the College upon request. An online course from Epigeum on research methods is also made available. Supervisors give guidance on further skills development as required. The Unit also attends to specialist needs, for example providing language training in Biblical and modern European languages, with students entitled to take advantage of the reduced rates offered by Imperial College for many more.

Students are required to present their work at termly presentation days, and are given feedback on various aspects of their presentation. They are also expected to chair presentations. The annual College postgraduate student conference is organised and chaired by students with staff support. They are offered opportunities, of particular use to those seeking a future academic career, to act as tutorial and research assistants and to gain event-organising skills. Any student undertaking such work is offered the appropriate support and training. A Careers Advisor is available weekly from October to April, and students are also directed to the resources available on-line and the availability of the University of London Specialist Institutions' Careers Service. Students are supported to engage with non-academic bodies and audiences. For example, students have undertaken field trips to Russia and Israel to interview leading figures in the relevant communities, while another helped organise and participated in a seminar in Manila. Students are regularly introduced to College networks with third-sector organisations via workshops and conferences, especially through the many events organised by Centres that involve research users.

The Unit sets great store by student engagement and representation, and research students are actively involved in planning and governance. They are represented on all College committees and on Departmental Boards, and their views and requests are recorded in the formal Minutes. At termly research student consultation meetings, their suggestions for improvements are recorded and taken forward, and feedback on previous requests provided.

Student research is made publicly available through thesis abstracts posted on the College website. A budget to support student presentations at conferences and other activities was introduced in 2009. 10% of students applied in 2010/11, rising to 30% in 2011/12, including presentations at eight international conferences. During the REF period, there were over 40 publications by Heythrop research students, either during or just after their period of study.

d. Income, infrastructure and facilities

In 2008, the Governing Body made the development of research an important strategic aim of the Unit. Five initiatives illustrate developments in organisational support. In terms of staffing, research professorships have been created, including up to three externally funded posts. Four new administrative posts were created, viz. Director of Research, Research and Policy Administrator, Vice Principal Academic and Business Development Manager, who is proactive in identifying sources of external research funding, setting up conferences and developing international links. Second, there has been significant investment in budgets for staff and students to attend conferences, conduct research activity away from College and host research events. Third, the College has also invested in termly staff development for research activities, and fourth, in a Visiting Research Fellowship programme, quadrupling the numbers of visiting scholars in four years. Finally, five new research Centres have been created, each located in a department to provide academic and administrative management and support. Each Centre has a Director, is given initial funding to develop its work, and offers a range of activities, including research seminars, conferences and opportunities for staff to collaborate on research.

Research income from external sources totalled £238,861 during the REF period. Almost all was secured from charities and awarded for specified projects. This reflects the Unit's approach to research, seeking to engage and develop long-term relationships with the beneficiaries of research and attending to wider social need.

The College library is one of the largest specialist collections in Philosophy and Theology in the UK, with around 180,000 monographs and 400 print journals. In addition, the Library houses an important collection of historic periodicals, especially those of Roman Catholic interest. Heythrop researchers also have free access to the resources of the University of London Senate House Library, which provides a substantial print collection and a very extensive range of electronic resources, including the major electronic journal collections and reference works. Through the College's participation in reciprocal schemes, staff and students enjoy access to other University of London libraries – including King's College, University College, SOAS and the LSE – and can also

use the resources of the British Library. The library is also a member of the 'SCONUL Access' scheme which allows staff to use most academic libraries in the UK. All staff are able to access IT provision, including specialist programmes, such as biblical and other language software, to support research. Dedicated IT staffing supports academic staff needs.

The various infrastructures supporting research are centralised in the overall College Strategic Plan. The College recently (June 2013) approved a new academic strategy, in which the research strategy is both central and fully integrated into the strategy for curriculum development, such that the 'core issues' in which the Unit aims to excel (identified in §b) are as equally important to its teaching as to its research. The academic strategy forms the backbone of the College's Strategic Plan, which in turn, is the basis for the College's staffing, marketing and business development plans. The academic strategy and the targets set by each plan guide the work of the Senior Leadership Team and the relevant committees of the Academic Board and Governing Body, e.g. the Library, IT, Staffing, Estates and Finance and General Purposes committees, ensuring that supporting infrastructures develop in line with the academic objectives of the Strategic Plan. Progress towards these objectives is fed back, via the Vice Principal Academic and Academic Leadership Team, to the Senior Leadership Team from Departmental Boards – to which Centres report – and the various academic committees, viz. the Academic Planning, Learning and Teaching and Research Committees.

e. Collaboration or contribution to the discipline or research base

The College's strategic focus on collaboration in research is effectively illustrated through the number of networks and collaborative research activities undertaken by staff since 2008. Staff have been involved in 20 collaborative projects and networks, involving 8 UK institutions and 19 international institutions or groups. Examples include the AHRC-funded 3-year project on aesthetics with Nottingham and Leeds (Friend); setting up the Centre for Global Ethics at the Metropolitan University Prague (Abram); the Permanent International Research Seminar on the Theology of Pastoral Practices with six Catholic universities around the world (Sweeney); a Templeton-funded project on philosophy of science and theism with the University of San Diego and LSE (Ward); a project on lay vocation since Vatican II based at the University of St Mary, Chicago, and involving scholars from various German and Italian universities (Robinson); a project on authority in religion with the Council for Research in Values and Philosophy, Washington DC (Carroll, Sweeney); and a research network on Ignatian spirituality based at Centre Sèvres, Paris, and involving a range of Welsh, Irish and UK institutions (Howells, Simmonds). The College also sustains 25 Erasmus partnerships with European institutions, with 18 staff involved in sharing research projects and findings by this means since 2008. Future projects include collaboration with the Lokahi Foundation on a three-year, €220,000 EC-funded project on faith communities' work in de-radicalisation (Griffith-Dickson). This includes funded international dissemination plans to extend the reach and significance of its inbuilt impact.

Staff are actively involved in many councils and professional subject associations. Ward is a Fellow of the British Academy and has served on the British Academy Research Grants Committee, the Carnegie Trust, the Templeton Foundation and the Quality Assessment Netherlands Universities (the Dutch equivalent of the REF). Griffith-Dickson was a member on the panel for the AHRC-ESRC Religion and Society fund. Lacewing and Gallagher serve on the Institute of Philosophy's Management Committee, as part of which they review conference grant applications and serve on the Jacobsen Committee. Lacewing is also on the British Philosophical Association's Executive Committee. Friend has served as secretary, and is now vice-president, of the British Society of Aesthetics. Sweeney and Simmonds were secretary and vice-president, respectively, of the Catholic Theological Association of Great Britain. Gilfillan Upton is co-chair of the synoptic gospels seminar group of the British New Testament Society. Lang is on the Board of Directors of the Society for Catholic Liturgy. Blass has served in executive positions in both the International Psychoanalytic Association and the British Psychoanalytical Society.

Staff have served on the executive boards for both academic validation and for professorial appointment panels to 10 UK and 3 international institutions, including Universidad Nacional de Cuyo, Mendoza, Argentina (Lang), Università Degli Studi Di Torino (Blass), Pontifical Beda College, Rome (Walsh), Durham (Simmonds), King's College, London (Gallagher) and Oxford (Ward). They have served as external examiners for 48 doctoral theses at 12 UK institutions and 10 international institutions, including the universities of Barcelona, Geneva, Johannesburg,

Sydney, Melbourne, Toronto, Trinity College Dublin, the Hebrew University, Jerusalem, and the International Theological Baptist Seminar, Prague.

Staff have been equally active in their editorial activities. Abram is editor of the forthcoming Bloomsbury Studies in Global Ethics and assistant editor of *Forum Philosophicum*. Simmonds was a co-editor of the T&T Clark book series for the Ecclesiological Investigations Research Network. Griffith-Dickson is on the editorial board for Rodopi Press's Philosophy and Religion series. Madigan is editor of the *Heythrop Journal*, Lang of *Antiphon* and Cottingham was editor of *Ratio*. Staff serve on the editorial boards of 13 journals, including the *Journal of Contemporary Religion* (Barnes), *Religious Studies* (Ward), *Political Theology* (Griffith-Dickson), the *International Journal of the Study of the Christian Church* (O'Mahony), *Medieval Mystical Theology* (Howells) and the *International Journal of Psychoanalysis* (Blass). They have refereed for a further 33 journals, including discipline leaders such as *Theology* (Simmonds), *Theological Studies* (Poulsom), *Journal of Religion* (Howells), *Practical Theology* (Sweeney), *Philosophical Quarterly* (Lacewing), *Mind* (Friend), *Philosophy and Phenomenological Research* (Friend), *British Journal of Aesthetics* (Ellis, Friend), *Analysis* (Law) and *Faith and Philosophy* (Law).

Fourteen publishers, including OUP, CUP, Routledge, Blackwell, T&T Clark, and the University of California Press, have invited staff to review book proposals. Four staff have refereed RCUK grant proposals, while Barnes has, in addition, refereed proposals for research councils in Germany and the Czech republic and Ward has refereed proposals for the British Academy, the Templeton Foundation and the Carnegie Trust.

Four staff have been invited as visiting fellows to international universities: Carroll (University of Chicago), Robinson (University of St Mary, Chicago), Cottingham (Distinguished Visiting Professorship, Rhodes University), and Ward (Rockefeller Foundation Fellow, Bellagio; Metanexus Institute; Virginia Theological Seminary; Point Loma Nazarene University).

Finally, staff have contributed extensively to their disciplines through presenting at and hosting conferences. The Unit has hosted 56 academic conferences during the REF period, and many more lectures and seminars. Staff have presented almost 200 invited lectures, over 40 of which were keynotes. This figure includes 108 lectures (29 keynotes) in 36 countries around the world, not only in Europe and North America, but also in Jordan, Vietnam, Japan, South Korea, Chile, Brazil, Nigeria and South Africa.