

<p>Institution: University of St Andrews</p>
<p>Unit of Assessment: 32 Philosophy</p>
<p>a. Context At St Andrews we are committed to the wider value of philosophical understanding and debate. Impact is just one element of our longstanding project to bring philosophy to the world beyond the research seminar, along with</p> <ul style="list-style-type: none"> • research-led undergraduate teaching (we reach 25% of students in the Arts Faculty and 80% of students on the Evening Degree), and engagement with student philosophy societies in St Andrews (membership ca. 200) and elsewhere; • engagement and outreach through the media and public lectures; • extensive writing for a general audience, such as Hawley's <i>Trust: a Very Short Introduction</i>, Priest's <i>Logic: a VSI</i>, Scruton's <i>Kant: a VSI</i>, Mulgan's <i>Ethics for a Broken World</i>, Skorupski's <i>Why Read Mill Today?</i>, Read's <i>Thinking about Logic</i>, and Haldane's <i>Atheism and Theism</i> (with JJC Smart), alongside many student-oriented texts and anthologies. <p>Through these activities we reach undergraduate students from Fife and from across the world, a large public audience through outlets such as the <i>Times</i>, BBC World Service, and Radio 4, and an international readership for our general-audience books (e.g. <i>Thinking about Logic</i> has sold over 10,000 copies in languages including Chinese, Hungarian and Swedish). For impact more narrowly construed, our key user groups to date have been teachers and their pupils from pre-school nursery to sixth-form, think-tanks such as the Institute of Economic Affairs, and the Adam Smith Institute, judges convened via the Scottish Judicial Studies Committee, charities such as Character Scotland, Christian organisations, members of the UK parliament, and others. The variety of these user groups reflects the variety of our approaches to impact and engagement, creating links as well as responding to opportunities as these arise.</p> <p>Our broader context is distinctive: we are a large philosophy department (ca. 23 FTE) in one of the UK's smallest universities (ca. 7500 students), in a small coastal town with a large rural hinterland, within a highly-international institution engaging with both Scottish and UK political agendas, funding bodies, and cultural environments.</p> <p>Our range of research expertise encompasses most aspects of analytic philosophy (including the history of philosophy), and our commitment to teaching, public engagement, and non-specialist publication is equally wide (as reflected in the list of 'general audience' books above).</p> <p>As the REF definition of 'impact' has taken shape, our main types of impact to date have been focused in the areas of education, public affairs, and the history of philosophy, as detailed in the case studies.</p> <p>The relationship between these areas of impact and our full range of research activity has been somewhat uneven. For example, the Centre for Ethics, Philosophy and Public Affairs was founded in 1984 to 'promote research in those areas of philosophy which are important for the serious discussion of matters of public importance'. This has been pursued via visiting fellowships for academics and others (including MPs), conferences and public lectures (often organised in association with other bodies with a public interest such as the <i>Royal Institute of Philosophy</i> and the <i>Philosophy of Education Society</i>), and the 20-volume book series <i>St Andrews Studies in Philosophy and Public Affairs</i> (http://www.st-andrews.ac.uk/ceppa/stastudies.html). The series has covered topics including aesthetics, ethics, health-care, and religion, but it has two 'special' streams – economics and education – bringing together academics and practitioners to inform wider debates. Its books are reviewed by news and current affairs periodicals (<i>Financial Times</i>, <i>Guardian</i>).</p> <p>In contrast, the Arché Centre for philosophical research in logic, language, metaphysics and epistemology has focused on research projects more distant from public concerns, from its inaugural project on neoFregeanism about mathematical ontology, to the recent large project on</p>

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intuitions and philosophical methodology. (Some of this work has been integrated into our schools programme, but, inevitably, only where this coheres with national curricula.) We seek to reduce this disparity in coming years (see section c.), increasing the breadth of our impact without compromising the intellectual standards set by curiosity-driven researchers, ensuring that our impact is as wide-ranging as our broader engagement.

b. Approach to impact

In our approach to impact we have aimed to strengthen existing relationships (e.g. with local schools, and with CEPPA contacts), whilst seeking to develop new relationships prompted by new appointments (e.g. Baron's work in philosophy of law, Sachs in bioethics and environmental ethics), and new research areas for longstanding colleagues (e.g. Hawley on trust).

Our strategy has been to look beyond relationships and activities where direct impact is guaranteed, taking other opportunities to bring our research to wider audiences (e.g. Prosser's public lecture at Durham's IAS; Hawley's public Mangoletsi lectures in Leeds; Gaut's talks on creativity (i) at Tate Britain alongside *Independent* art critic Tom Lubbock and (ii) at the NHS Tavistock Centre to psychiatrists; Baron's talks about human rights and about torture, to mixed audiences of academics, journalists and activists). We have also collaborated with researchers in other disciplines in the hope of generating further pathways to impact (e.g. Ball and Cappelen work with psychologists and linguists, Hawley coordinates a network of trust researchers across the humanities and social sciences, Broadie collaborates with classicists, and CEPPA events often involve political theorists).

Evidence about our key relationships is specified in the three case studies, but further examples include Hawley's work with Character Scotland (prompted by her *Trust* book), where she was a judge for the Inspire-Aspire schools competition, and Haldane's participation in events at the Royal Society of Edinburgh (e.g. a debate on assisted dying in 2011);

We have **supported and enabled staff** to pursue impact, making a significant investment of academic staff time, as evidenced by the activity detailed in the case studies. In addition, our IT officer created and maintains websites for POPS (Philosophy Outreach to Schools) and CEPPA (Philosophy and Public Affairs), supports our online modules for schoolteachers, and facilitates videoconferencing where necessary. Support staff in the departmental office have been crucial in organising relevant conferences and events.

We have also invested money to support this work. Some examples: departmental funding means we offer our online modules for teachers free of charge; we pay the costs of visiting speakers, catering etc, for teachers' workshops and school study days (the 2012 Philosophy in Schools conference was also subsidised by the Royal Institute of Philosophy); colleagues access a standing fund to support travel and other expenses associated with impact.

Institutional facilities, expertise and resources have provided important support for impact activities, particularly via the university's Knowledge Transfer Centre, Press Office, and Schools Liaison Officer. Some examples: there are regular training courses for staff and students on public engagement and on knowledge transfer; Haldane frequently accesses an ISDN line to facilitate broadcast-quality radio interviews; admissions data was crucial to marketing our modules for school teachers and study days for pupils; the university's ID4002 module places undergraduate philosophy students as interns in local schools; the university-wide Teaching Together initiative bring together schoolteachers and academics (including philosophers) for residential events.

Other mechanisms for supporting and enabling impact are embedded into recruitment, probation, and promotion of staff, alongside teaching and research. Some examples: Scruton was appointed Professorial Fellow in 2011 following an advertisement stressing impact and public engagement; the 'Q6' process for mentoring, probation and career development provides for discussion and strategising about impact; impact and engagement activities are assessed as part of every promotion application.

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c. Strategy and plans

Drawing on the lessons of the current REF period, our impact strategy looking forward has several strands. First, to continue and strengthen existing relationships with our contacts and collaborators outside the academy. Second, to develop a knowledge-base within the department of potential strategies for maximising impact. Third, to establish a flexible infrastructure for impact activities, so that new projects and relationships can draw upon existing resources, rather than needing to develop these from scratch.

To achieve this, we will work to exchange ideas, drawing upon the experience of other universities and other disciplines, and profiting from the training and support available within St Andrews. We see this as crucial both for the pragmatic purposes of future REFs and grant applications, and, most importantly, as part of our wholehearted commitment to the wider value of philosophical understanding and debate.

Our academic **Impact and Engagement Coordinator** is charged with making this happen, working alongside the Director of Research. The Coordinator role supersedes the earlier position of 'outreach officer' – responsible primarily for our schools work and teachers' CPD programme – and includes responsibility for encouraging and honing requests for financial support and/or teaching relief in support of impact, bringing in external advisers and trainers as appropriate, maintaining a database of contacts and opportunities, and interacting with similar role-holders across the university.

We will also continue our successful work as set out in the individual case studies, and will aim to generate impact from a wider variety of our high-quality research, again through the exchange of ideas, contacts and methodologies.

We will integrate discussion of impact into our well-established professional training workshops for our **postgraduate students**, anticipating a two-way exchange of ideas. (Many of our students have significant experience outside academia, for example in military service, business, law, school-teaching, development work, healthcare and social services, and as such have a great deal to teach us about potential impact.)

Finally, we plan to interact more fruitfully with former students of our undergraduate and postgraduate programmes, working with the university's alumni office. **Alumni** are a potentially responsive audience for public engagement activities, since they are – or were – already philosophically engaged. But we regard this as a two-way street – alumni have taken their philosophical education out into the world, creating impact of their own which we may be able to support and enhance.

d. Relationship to case studies

The three case studies represent the fruit of many years' work in bringing philosophy to the wider world, with some strands dating back to the early 1980s. Thus we have developed our approach to impact in the light of these pre-existing activities, rather than choosing to initiate new projects with a view to showing impact.

However, the increasing attention and resources devoted to impact has enabled us to expand some of these activities. For example, the online CPD modules for teachers were initially charged-for, but we now offer these for free (i.e. with an effective subsidy). The gathering importance of impact was one key factor in our decision to retain Mulgan (and his work on climate change) as a part-time visiting professor after he took up a position in Auckland, as well as recruiting a new colleague (Sachs) with research interests in that area.

There has and continues to be a beneficial feedback loop whereby the reputation of philosophy at St Andrews as having a long standing interest and success in reaching and influencing professional groups such as teachers and lawyers, politicians and policy makers, etc has resulted in further invitations and requests to contribute on other occasions to other audiences; the case studies arise in part from that reputational history.