

Impact template (REF3a)

Institution: The University of Leeds
Unit of Assessment: 32 Philosophy (with cross-referral to History)
<p>a. Context</p> <p><u>Main non-academic user groups for the UoA's research:</u> Four groups in particular have been major partners in developing the impact of research in Philosophy and History of Science in the period between 1 January 2008 and 31 July 2013: (i) museums and their audiences, in Leeds and across Britain; (ii) ethically concerned professional bodies and their members; (iii) charities and corporations; (iv) audiences at public engagement events both across the region and nationally.</p> <p><u>Main types of impact relevant for the UoA's research & how these relate to research groups:</u></p> <p><i>Presenting, conserving and preserving cultural heritage:</i> Staff members associated with the Centre for Aesthetics have worked with art museums including Tate Britain and the National Media Museum, using philosophical questions to help their audiences engage in new ways with collections. 'Faculty of Arts Engaged' funding was also used to support an undergraduate intern at the National Media Museum who, working with colleagues, produced two exhibition handouts, as well as an annotated bibliography on film, photography and philosophy. Colleagues in the Centre for History and Philosophy of Science (HPS) have forged AHRC Collaborative Doctoral Award partnerships with the Thackray Museum, the Leeds City Museum, the historic Leeds Library, the Royal Armouries, the National Maritime Museum, and the Porthcurno Telegraph Museum. By deploying perspectives from HPS research they have realized latent value across a range of scientific, medical and technological collections (see Impact Case Study 4). The Centre for HPS has also been instrumental in developing a multi-site Museum of the History of Science, Technology and Medicine (HSTM Museum) at the University of Leeds itself, which is now overseen by a full-time Director.</p> <p><i>Influencing the delivery of curriculum and syllabi in schools:</i> Staff of the HSTM Museum in conjunction with staff members of the Centre for HPS are working with Leeds-area schoolteachers to enhance the science curriculum for their pupils.</p> <p><i>Helping organizations adapt to changing cultural values:</i> Colleagues in the Centre for HPS have secured AHRC Doctoral Awards to help partner organizations including British Telecom, Action on Hearing Loss and the National Institute of Agricultural Botany to investigate their own histories in order to make more effective use of the lessons of the past in meeting the challenges of the present and future (see Impact Case Study 2).</p> <p><i>Influencing the ethics of the professions:</i> Colleagues in the Inter-Disciplinary Ethics Applied Centre for Excellence in Teaching and Learning ("IDEA CETL"), in conjunction with staff members of the Centre for Ethics and Metaethics, have developed a range of resources on applied ethics in the professions, and regularly sponsor workshops and other meetings that bring together philosophers, practitioners and interested members of the public (see Impact Case Study 1). Two collaborations have been especially significant: (i) with the Institute of Chartered Accountants in England and Wales, resulting in a major document, the <i>Promoting Integrity Report</i>, which was taken up by the Leveson Inquiry among other bodies; (ii) with the Institution of Engineering and Technology and the Royal Academy of Engineering, resulting in the introduction of a Professional Ethics Webzone – the first dedicated ethics resource of its kind to be offered to engineers – and an innovative guide to Engineering Ethics in practice. A more recent area of collaboration is museum ethics, with connections to the work of the Centre for HPS and the HSTM museum noted above.</p> <p><i>Public engagement:</i> Staff from across all Research Centres have engaged in a wide range of impact related activities, including: hosting public lectures, giving invited talks before various non-academic groups, as well as at arts, literature and science festivals, working with schoolteachers and pupils, and appearances in the national and international media, including television and radio (further details are given below).</p>
<p>b. Approach to impact</p> <p><u>Relationships with users & how follow-through is sustained:</u> Directors of the Research Centres, IDEA CETL and HSTM Museum take the lead in developing relationships with both existing and new user groups. An exemplary case is the partnership between the Centre for HPS and the Thackray Museum (the largest medical museum in the UK), which began via an AHRC Collaborative Doctoral Award to help the Thackray develop the research potential of its large collection of medical trade catalogues, resulting not only in publications and a PhD thesis but a groundbreaking exhibition curated by the project student. Centre colleagues then worked with</p>

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Thackray staff to secure two further such awards with similar outcomes, and with the support of the HSTM Museum successfully applied for Royal Society funding to support a prize-winning joint exhibition in 2010 on Leeds molecular biologist William Astbury, one of whose X-ray cameras was loaned to the Thackray by the HSTM Museum. In 2011, a one-year AHRC Knowledge Transfer Fellowship was secured to help the Thackray curators learn about medical patenting and engaging with medical technologies. The postdoctoral fellow, **Dr Jamie Stark**, had been the PhD student on a Thackray-based AHRC project, and was afterwards appointed as one of the University's Arts Engaged Fellows (see below), with special responsibility for museums. Further collaboration with the Thackray involves two AHRC CDAs (also involving BT and Action on Hearing Loss) on the history of hearing aid technology which will feed into an Arts Council funded project on displaying the history of medicine as part of the WWI 'Unknown Heroes' commemoration.

School support: The School has a Director of Impact (DoI) who is a member of both the School Management Group and the School's Research and Innovation Committee. The DoI works with the Centre Directors, the School's Director of Research, and more generally with staff to help increase research impact with specific user groups. The School supports a vibrant culture of public engagement. Formal support includes the hosting or co-hosting of three annual lecture series which regularly attract audiences from outside the University: the multi-lecture Mangoletsi Lectures on philosophy; the Brodetsky Lecture on Judaism and science; and the C. L. Oakley Memorial Lecture on Medicine and the Arts (given by Ian Hacking in 2013). Informally, the School encourages all members of staff to address groups beyond the academy. Recent activities include: talks to citizen groups including the Leeds Café Philosophique (**French**), the Halifax and Leeds Cafés Scientifique (**French, Le Poidevin, Radick**), and the Ilkley Café Humanité (**Le Poidevin, Radick, Kieran, Megone, Steward, Lang, Meskin, Logue**); participation in festivals including the Otley Science Festival (**Radick**), the Beacons Festival, Skipton (**Meskin**), Ilkley Literature Festival (**Radick**), and the 2011 British Science Association meeting (**French, Gooday**); and appearances on the radio (**Radick**, BBC World Service: *Discovery*: **Meskin**, Australian Broadcasting Corp: *The Philosophers' Zone*) and television (**Kieran**, Channel 4: *Hidden Talent*; see Impact Case Study 2).

Faculty and University support: The Arts Faculty at Leeds has long provided seed-core funding for impact-enhancing initiatives, including the establishment of the HSTM Museum and the development of the relationship with NIAB (where Faculty support expanded the Collaborative Doctoral Awards in place from one to three). The Faculty has recently reorganized its support for impact around two new bodies: the Creative and Cultural Industries Exchange (CCI), which is funded out of a substantial HEIF award and aims to facilitate the commercialization of arts research; and Arts Engaged, a team of impact specialists created with the Faculty's successful bid to the University's Transformation Fund, which provides major investment (£850,000 in this case) for projects with the potential to become high-impact and self-funding. Arts Engaged has appointed five three-year postdoctoral impact fellows who are working closely with School Dols and with the Faculty's new Impact and Innovation Officer, along with the Dean, the Director of the Leeds Humanities Research Institute and others, to develop impact and user-group relationships. Further close coordination between the CCI and Arts Engaged is planned.

c. Strategy and plans

The UoA has adopted an Impact Strategy which, in line with Faculty and University ambitions as well as longstanding practice within the School, embraces seven aims:

- (1) To improve research excellence by embedding impact;
- (2) To maintain and develop international partnerships and further internationalise the Faculty's work through the impact agenda;
- (3) To undertake work with public and third-sector partners that will influence society, public policy and culture;
- (4) To use academic excellence as a platform for developing a strong regional presence;
- (5) To develop potential for research-led teaching based on externally engaged research and strategic partnerships;
- (6) To train the next generation of researchers with a commitment to impact and KT;
- (7) To increase capacity for impact, from local to global scale (i.e. infrastructure building) money education and time

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To achieve these aims, the UoA has put in place a series of initiatives that will further develop an environment and infrastructure for impact at local, national and international levels: The DoI will continue to comment on drafts of all major grant applications, and to lead a series of presentations on impact resources available within the Faculty and University and how best to make use of them. The existing research Centres, both within the unit and across the wider School, are to present yearly impact plans to the School's Research and Innovation Committee (SRIC), upon which the Centre Directors sit. The SRIC plays an important role in embedding impact across all research areas in the School and in helping to identify and access resources and support where needed. Through liaison with the Director of Student Education and the School's Taught Student Education Committee, impact will also be embedded into existing and new modules (e.g. implementing the extension of work placement modules for students).

A 'Postgraduate Impact Fellows' programme has also been piloted by the UoA, with bursaries awarded to three postgraduate research students in order to enable them to develop the impact of their PhD research, in consultation with the DoI, Centre Directors and other staff, and in line with the above priorities. One of the Fellows gave talks at a secondary school in Massa, Italy, on her research in philosophy of mathematics; one interviewed London-based politicians to help understand why some academic books impact on policy and others do not; and one developed new historical displays for an asylum museum in Wakefield, in the process helping staff to build a funding case for an upcoming major re-launch of the museum, tied in with NHS strategy. In January 2013, the PG Impact Fellows gave presentations on their projects at a School meeting, concluding with three lessons for the future: i) the Fellowships were "a fruitful way to concentrate energies on partnerships and engagement"; ii) they "provided a useful dimension to existing developed PhD research"; and, iii) "PhD students should be encouraged to consider impact from the outset of their research." A second, expanded programme is being developed, together with the embedding of impact training into the PhD student-supervisor relationship.

Looking to the future and in preparation for REF 2020, consideration is already being given to the timely development and identification of possible 'impact case studies' as well as appropriate training and guidance for staff to enable them to embed and evaluate impact from the very beginning of any research projects. Developing the international dimension of our impact will also be a focus in the next REF period. The five Arts Engaged post-docs (including Jamie Stark from HPS) visited Hong Kong in Autumn 2013 to share experiences of embedding impact within research in the Leeds context and to explore opportunities for extending Philosophy/HPS impact in Hong Kong.

d. Relationship to case studies

The impact case studies have provided a complementary means of putting the School strategy, and in particular aims (1) and (7), into practice. As they have developed, the case studies have been circulated to and discussed by members of staff so that all colleagues could gain further insight into the development and demonstration of appropriate research impact in general. Meetings of case study authors, the DoI and the UoA Leader have also taken place in order to exchange ideas and suggestions and also to better appreciate the underlying context of impact support within the School. The need to take a "proactive" approach in particular has been emphasised across the School. As an illustration, consider Impact Case Study 4 ('Using Place to Promote Understanding of Science and its History'): the "Lights on at Lotherton" development brings together **Gooday's** historical research and the HSTM Museum's objects and expertise in a way that has supported innovative projects of both Leeds-area teachers (and their students) as well as Leeds Museums and Galleries. It came about through a combination of team effort to realize the impact potential of that research and seed funding from the CCI Exchange. The same case study bears a further relationship to the strategy above in that it also features the work of the PhD student who has collaborated with the Wakefield asylum museum – a collaboration recently extended with AHRC funding secured, again, through the CCI Exchange. This approach, involving as it does, specific impact teamwork, inclusion of postgraduate students and Faculty focussed support is now established as a template for future impact projects within the UoA and School as a whole.