

<p><b>Institution: University of Hertfordshire</b></p> <p><b>Unit of Assessment:</b> Panel D (32): Philosophy</p> <p><b>a. Context</b></p> <p>The main current non-academic users and beneficiaries for the unit's research are: clinicians and mental health professionals (including NHS practitioners); school teachers and other education professionals; animal welfare professionals/charities/campaigners; government policy makers; and information technology businesses.</p> <p>To date impacts in the unit have mainly related to: promoting the health and welfare of humans, especially by influencing psychotherapeutic practice via research on enactive and social cognition (<b>Hutto, Gallagher, Moyal-Sharrock</b>); contributing to the development and delivery of public services in (a) welfare (via <b>Floridi's</b> work on the philosophy of information and <b>Hutto's</b> work on animal minds) and (b) education (via <b>Hutto's</b> work on the narrative development of 'theory of mind' skills, and <b>Larvor</b> and <b>Lippitt's</b> Higher Education Academy-funded projects on values and the acquisition of virtues in secondary and higher education); influencing debate on public policy and practice through contributions to expert panels and policy committees (through invited work with UNESCO and the European Commission (<b>Floridi</b>) and the Arcus Foundation, Dutch Ministry of the Economy (<b>Hutto</b>)); and engagement with businesses and corporations (liaising with technological companies Google and Sogeti on the nature and quality of information (<b>Floridi</b>)).</p> <p><b>b. Approach to impact</b></p> <p>Staff used institutional connections to seek possible users, and pro-actively fostered relationships with them. For example, <b>Hutto</b> served on the programme committee for the Society for the Study of Artificial Intelligence symposium, 'Re-conceptualizing Mental "Illness": The View from Enactive Philosophy and Cognitive Science'.</p> <p>Staff monitored impacts arising from such collaborations by three means:</p> <ul style="list-style-type: none"> <li>• Externally funded impact-focused projects (in line with the unit's wider grant-seeking strategy (see REF5)).</li> <li>• Appointing visiting researchers. For example, McKergow, who runs a solution-focused therapy business, was appointed as a visiting researcher in 2010. He has organised courses in the university's School of Health and Social Work, relating philosophical concepts to case presentations from participants working with a paranoid schizophrenic-diagnosed patient. In other cases, visiting researchers facilitated impacts by showing the value of the unit's research to non-academic partners. For example, Sparaci facilitated connections with clinicians working with Autism Spectrum Disorder patients in Rome, and De Jaegher established links with psychotherapists in Heidelberg (see the Embodied and Narrative Practices case study).</li> <li>• Active participation in projects at other institutions, for example, Durham's Arts and Humanities Research Council Emotions and Psychiatric Illness network; and Sydney's Australian Research Council Embodied Cognition and Expertise project (see also REF5, section e).</li> </ul> <p>Relationships with impact partners were further cemented and expanded by organising impact-focused events, such as workshops and conferences, involving existing non-academic stakeholders and impact partners. The university has provided internal funding through a competitive process to support these projects. For example, <b>Gallagher</b> and <b>Hutto</b> won £6,000 in 2011, enabling them to organise a two-day 'Embodied and Narrative Practices: Clinical Applications' workshop. This event showcased how their research had given rise to impacts through presentations by the users themselves (five invited speakers from the existing pool of impact contacts). It also explored how that research might be exploited further by considering if, and how, others have used the research and/or how they might do so (it was facilitated via an open call for submitted papers, attracting 33 delegates in total). This activity led to important new liaisons, for example, with the Clinical Director of East London NHS Foundation Trust/Newham who, inspired by the workshop, is now collaborating with <b>Gallagher</b> and <b>Hutto</b> to clarify the theoretical commitments of body psychotherapy. The 2011 workshop also involved the leader of the Marie Curie Initial Training Network project 'Towards an Embodied Science of Inter-Subjectivity' (TESIS), which is exploring the foundations of human sociality by bringing together the</p>
---

complementary expertise of 13 European research institutes (including the university's Philosophy unit), clinical centres and private enterprises spanning the biomedical sciences and the humanities.

Strategically, the unit has focused on developing the reach of its research that is judged to have the greatest existing impact, releasing staff time to facilitate appropriate links in the ways outlined. However, impact is a standing item at research meetings, and every researcher is encouraged to discuss plans and projects concerning the potential impact of their research. The university has helped staff to achieve impacts by providing funds and support for: hosting and attending expert and policy meetings and other networking events with non-academic users; the visiting researchers programme (see REF5); a Knowledge Transfer team; Marketing and Communications assistance with event promotion and management, and training in media engagement (taken up by **Bourne**, **Hutto** and **Lippitt**); a Research Grants Team that advises on impact plans and statements; university grant schemes designed to promote impact; and a Research Information System to record and disseminate impact evidence and details of non-academic partners.

### c. Strategy and plans

Specific plans to deepen and extend impact include:

**Extending existing impacts to new users.** This can be achieved by hosting events such as the 'Embodied and Narrative Practices' roundtable (which was supported by £5,000 of internal funding). That event consisted of a series of short talks given by existing and emerging impact partners – representatives from NHS Partnership Trusts and clinics in the UK and Europe. Presentations from these users described in detail how **Hutto** and **Gallagher's** research contributed to important changes in thinking and practice – changes resulting in the impact detailed in their associated case study. These findings were presented to invited senior figures in executive positions in the NHS and the Royal College of Psychiatrists – i.e., those with a voice in shaping the UK's mental health policy and strategy.

**Monitoring emerging impacts.** For example:

- **Hutto** was invited to participate in an expert meeting about children's social cognitive capacities in 2011, funded by the Dutch Ministry of Economy. Conclusions from that meeting will potentially feed into decisions about the use of lesson materials relating to sustainable development and citizenship. The unit is continuing to liaise with the organiser of the expert meeting in order to ascertain if, how and in what ways the outcomes of that meeting will shape the curriculum in 350 Dalton schools in the Netherlands. An article on the meeting will be submitted to the journal *Teaching and Teacher Education* in 2014.
- **Gallagher** and **Hutto's** work on embodied and enactive cognition has already begun to influence the design and use of innovative therapies for children with cerebral palsy. This is taking place through liaisons between **Gallagher** and **Hutto** and the Helene Elsass Centre, Denmark, which was founded in 2007 with an endowment in excess of £100 million.
- **Hutto** was invited to speak about social cognition in animals at a closed roundtable of academics, lawyers and activists in New York in 2011, organised by the Arcus Foundation. A major scientific aim of the meeting was to investigate the cognitive and experiential capacities of non-human animals and human attitudes toward them. The findings were published in an accessibly written CUP collection in 2013. Following up on that initial meeting, **Hutto** joined the action group Apes in Peril: Taking Action for Protection. Establishing this group was an important outcome of the roundtable meeting; it identifies priorities for action and makes recommendations to external bodies for improving animal welfare. The Arcus Foundation, through the appointment of a dedicated programme officer, is currently helping to take these recommendations forward. Such developments will be tracked and strategically assisted, where possible.

**Developing emerging impacts.** Building on their HEA-funded projects, **Larvor** and **Lippitt** are seeking to apply their ethics research in an educational context. They are focusing on the mismatch between student expectations and experiences of university; the nature of academic friendships amongst students; and the relation between graduate attributes and the virtues. The unit will expand and enhance its existing relationships with secondary schools and the Higher Education Academy to improve the preparation of school-leavers for university-level study. The next stage of this project will involve contacts in legal and medical education established at the

Papay Convivium on Professionalism and Ethics (Orkney, July 2013).

**Attracting new impact partners.** The unit will disseminate its impact achievements to potential new collaborators. For example, **Hutto** has been commissioned to provide an account of the impact value of philosophy of psychology for the Bloomsbury series 'Why Philosophy Matters'. This is also achieved by augmented project websites with social media tools; media appearances (e.g. **Lippitt** appearing on BBC Radio 4's *In Our Time*; **Stokes**' regular appearances on Australian radio); and the unit providing a successful iTunes U collection, developed since September 2010 (achieving over 28,000 content downloads and in excess of 30,000 visits overall).

New partners will be reached by regular staff involvement in impact-focused external projects, such as **Hutto** and **Moyal-Sharrock**'s working with McKergow to co-host the Orientating Solutions conference at the university. This seeks explicitly to connect the existing solution-focused, narrative and discursive therapies with recent theoretical developments in enactivist, Wittgensteinian, narrativist philosophy of psychology.

Forthcoming activities of this sort include:

- **Hutto** and **Moyal-Sharrock** participating in an Institute of Education/UCL strategic partnership that aims to challenge common assumptions and practices regarding thinking in education, so as to develop a more robust account of human thought for education that will inform future research and policy.
- **Gallagher** and **Hutto** acting as project advisors/supervisors for the Dutch Organisation for Scientific Research project on a humanities-based approach to self-management in psychiatry and psychosomatic medicine. Focusing on the need for self, rather than disease, management, the project examines theories of the self from the humanities (including narratology, philosophy of mind, and ethics) to establish a productive dialogue between these theories and practice in psychiatry and psychosomatics.
- The British Wittgenstein Society is now supported by the Stanhill Foundation, an organisation committed to promoting and enhancing the value of education throughout the UK and internationally. **Larvor**, **Lippitt** and **Moyal-Sharrock** will seek to develop the relationship with the Foundation to explore and implement potential ways that the unit's pedagogical research can enhance secondary and higher education beyond the university.

#### d. Relationship to case studies

The general strategies cited above have been shaped by existing impact successes within the unit. These have shown the value of: (1) involving non-academic users in external projects; (2) hosting special events incorporating an impact dimension; (3) sponsoring visiting researchers with links to non-academic stakeholders; and (4) targeted use of UH funding to enhance impacts. For example, clinicians in Heidelberg became aware of the potential of the Embodied and Narrative Practices framework (ENP) because of: **Gallagher's** role on the Marie Curie 'Disorders & Coherence of the Embodied Self' (DISCOS) network advisory board; and fellows from the DISCOS project and visiting researchers who helped implement the impacts attending the ESF-funded conferences and summer schools organised by **Gallagher** and **Hutto** in 2007 and 2008. This led to further liaisons now underway in the TESIS project. Links with the Early Intervention Team, NHS Coventry and Warwickshire were established through **Gallagher** and **Hutto's** participation in the AHRC 'Feelings and Emotions in Psychiatric Illness' Network (2009–10). Gallagher and Hutto's use of £2,400 of university funding in 2013 has reinforced the evidence base for their case study and provided a springboard for future impact in this area through strategic visits by Dr Somogy Varga (Memphis University) to their existing impact partners. Dr Varga, an expert in the field of philosophy and psychopathology with clinical experience, is helping to identify further details of the impacts by focusing on the success level of the altered clinical practices.

The impacts reported in the digital technologies case study were fostered by similar sustained efforts. University funds enabled **Floridi** to strengthen his links with Google and he benefited, in particular, from his appointment as the UNESCO Chair in Information and Computer Ethics. This in turn helped to expand considerably the international scope and significance of research, leading to a wider range of impacts.