Institution: The University of Edinburgh
Unit of Assessment: UoA32 Philosophy

a. Context

Philosophy, part of the School of Philosophy, Psychology and Language Sciences (PPLS), has internationally-recognised research strengths across all its five main research clusters: **epistemology***;* **ethics**; **history of philosophy** (especially ancient and early modern philosophy); **philosophy of mind and cognitive science,** and **philosophy of science**. In addition, it hosts a major new research centre that builds upon its strengths in these research clusters: *Eidyn: The Edinburgh Centre for Epistemology, Mind and Normativity.*

Understanding the relevance of philosophy for society at large has always been central to our vision and research strategy, and over the years we have come to develop that strategy with two main non-academic beneficiaries in mind. The first is the **general public**, and all of Philosophy's clusters have generated impact of this kind. Philosophy has been very proactive in using its research in public engagement activities, where this includes both large-scale ventures reaching international audiences and more focused projects, such as initiatives in local schools. The second reflects Philosophy's specific research profile and concerns a group of beneficiaries, which we can describe under the general heading of *Science, Technology and Society*. As detailed below, and further illustrated by our impact case studies, the range of beneficiaries in this regard has been extensive, and spans from **artists** and **technology developers** to **large public bodies** and **policy makers**. While the main driver for this impact is Philosophy's research in mind and cognition, all of its clusters generate impact under this heading.

b. Approach to impact

Public Engagement
Philosophy has a long history of public engagement, most notably through its regular programme of public lectures, such as the long-standing A. E. Taylor, Gifford, and Nature of Knowledge lectures. Public engagement activities have been routinely incorporated into the research activities of its clusters and it also forms a key part of the mission statement of the new *Eidyn* research centre. Highlights include:

MOOC: Edinburgh Philosophy was the first non-US philosophy department to offer a 'Massive Open Online Course' (MOOC). Launched in January 2012, it now runs twice a year. The course offers an introduction to philosophy by focussing on a selection of topics which showcase Philosophy's research strengths (e.g. moral relativism, epistemic luck, scientific methodology). The MOOC has proved extremely popular, attracting an international enrolment of c. 100k students in its first run. *Eidyn* approached local secondary schools about integrating the MOOC into their teaching, and a number of them have done this (c. 12). These schools are supported with regular faculty visits and monitored online discussion boards.

Philosophy in Schools: Philosophy runs a 'Philosophy in Schools' programme in conjunction with *The Philosophy Foundation*, a charity that specialises in outreach activities. This involves a training programme for faculty and PGRs interested in working with schoolchildren (at all levels), and the co-ordination of philosophy sessions in local schools. This initiative is financed by a PPLS grant (£3k pa). Philosophy also participates in an annual Edinburgh Sutton Trust Summer School for secondary schoolchildren from throughout the UK (especially from groups that are underrepresented at University), where they get the chance to explore philosophical topics under the guidance of faculty and PGRs. In both cases, the topics covered reflect Philosophy's main areas of research strength, and we feel that this contributes to our success in these initiatives (e.g. 98% of students at the 2013 Summer School positively rated the Philosophy seminars).

Hume Tercentenary: In 2011 Philosophy co-organised with the Institute for Advanced Studies in the Humanities (IASH) a range of public events (lectures, an art exhibition, etc) to celebrate David Hume's tercentenary. Each event typically involved collaborations between faculty and distinguished figures from within and beyond academia.

New Enlightenment Lecture: In 2012 Philosophy instituted a new series of public lectures, which are delivered annually by a prominent female philosopher. Organised by the Edinburgh

Women in Philosophy Group (composed of both Philosophy faculty and PGRs), the goal of the lectures is to raise the public profile of significant female philosophers.

Science, Technology and Society

An important theme that bridges key strands in Philosophy's research is the relationship between science, technology and society. In this field it is clear that we can interact directly with a variety of non-academic beneficiaries of our research. The wide variety of impacts achieved in this regard demonstrates the reach of our research, while the depth of our impact in areas such as policy making demonstrates its significance.

Public Discourse: The recent advances of technology and cognitive science are often represented in the public realm as constituting a threat to human well-being. Philosophy has employed its unique strengths in relevant research areas to help improve the quality of this discourse. From the mind and cognition cluster, Vierkant has contributed to public debates about the relationship between neuroscience and free will (e.g. contributions to film festivals organised by the British Science Society and the Scottish Council on Human Bioethics). From the history of philosophy cluster, Phemister has participated in an IASH series of public events concerning the relationship between nature and technology. From the epistemology cluster, Pritchard was the central contributor to a short film that examines the importance, and limitations, of rationality in a technological world (directed for Creative Scotland, as part of their 'Scottish Shorts' scheme). From the philosophy of science cluster, Massimi has been active in forging collaborations with museums (e.g. National Museums of Scotland as part of an online public lecture) and in engaging the public on science and philosophy (e.g. BBC Radio4 'In Our Time', BBC Radio3 'Night Waves', dedicated sessions in the *How the Light Gets In* international festival). Faculty from all five clusters regularly participate in events organised by *Café Scientifique*, a body that hosts public discussion fora devoted to issues in science and technology. Recent Philosophy-led events include 'Time Travel' (Richmond) and 'Science *versus* Pseudo-Science' (Pritchard), both of which were hosted by Edinburgh's Filmhouse Cinema.

Policy Making and Civil Society: New thinking about the relationship between the mind and environment has implications for public policy and civil society. Our research in mind and cognition is well placed to help guide policy making in this regard, as detailed in Vierkant's impact case study. Vierkant is also scientific advisor on an AHRC project based in the College of Medicine and Veterinary Medicine, 'Banking on the Brain: The Neurological in Culture, Law and Science', which brings together practitioners and academics in the area of brain banking with a view to making recommendations to policy makers. From the ethics cluster, Ridge has served on a special committee convened by the Royal Society of Edinburgh to scrutinise, on behalf of the Scottish Government, the 'End of Life Assistance (Scotland) Bill' (RSE Advice Paper 10-06).

Education: There is considerable interest from educators outside the academy in the kind of empirically informed epistemology and philosophy of cognitive science that is undertaken within Edinburgh Philosophy. From the epistemology cluster, for example, Pritchard was an academic advisor on a pilot project (led by an educational theorist not employed in an HEI and supported by the Director of Education at East Renfrewshire Council) that examined how best to quantify the benefits of exposing primary schoolchildren to critical thinking skills.

Creating Cultural Capital and Economic Prosperity: Artists often use our research to inform their work. From the history of philosophy cluster, Richmond's work on Berkeley and the philosophy of space and time was the inspiration for Noreen Jennison's 2009 art installation at the Edinburgh College of Art (before merger with the University), and the 'Embodied Values: An Ecological Metaphysics and Ethics' impact case study makes clear that contemporary artists have been directly informed by Phemister's work on ecological philosophy. From the ethics cluster, Ridge was the academic advisor for a production by the National Theatre of Scotland ('Girl X') that explored issues in medical ethics regarding child disability. From the mind and cognition cluster, Clark's work on extended cognition has inspired visual artist Catherine Street, sonic artist Ivani Santana, bio-digital architect Dennis Dollens, and film-maker Jake Ivan Dole. Clark's research has also struck a chord with the IT community and informed the creation of new technology, as demonstrated by the 'The Extended Mind, in Science and Society' impact case study.

General Support

These two broad approaches to impact have been centrally supported in a number of ways. There are funds available at both College and School level to support impact/knowledge exchange (KE) activities, and Philosophy faculty have taken advantage of both funds (e.g. a 2011 PPLS grant of c. £2.5k for a pilot project that led to the large pan-European *Eidyn*-hosted 'C2Learn' project which incorporates an extensive KE component). Applications to these funds go via the Research Director (Pritchard) and the Impact Officer (Lavelle), who ensure that a strategic eye can be cast on such bids, and who can also ensure that those who could benefit from this funding are encouraged to apply. Part of the remits of the Research Director and Impact Officer posts is to elicit potential impact from the research being conducted within Philosophy. This involves such activities as thinking creatively about the research being conducted within Philosophy, working with faculty whose research has potential impact to ensure that this is met, and working on impact plans from faculty as part of grant applications.

Eidyn has its own KE Officer who assists with impact activities. In addition, Philosophy is supported by the PPLS Research Office, which has three full-time experienced members of staff who are well-versed in impact issues. It is also centrally supported by the College KE Office, which has provided training for Philosophy faculty on developing impact (e.g. a recent 'learning lunch' briefing session that all faculty attended).

c. Strategy and plans

The principal focus for our future impact strategy is our new *Eidyn* research centre. *Eidyn* builds on our research strengths across all five of our clusters, and offers us the opportunity to seek out impact in a more focussed and co-ordinated way. *Eidyn* has its own KE Officer and administrative support, and this infrastructure, in conjunction with the centrally provided resources within the University described above, puts us in an excellent position to promote the impact of our internationally-regarded research over the next decade. For example, *Eidyn* has arranged for the Beltane Public Engagement Network (based in Edinburgh's Institute for Academic Development) to run (early 2014) a storytelling workshop for Philosophy faculty involved in public engagement activities, with the specific goal of supporting the *Philosophy in the Playground* initiative (see below). Highlights of forthcoming *Eidyn* impact activities:

Philosophy in the Playground (from spring 2014): A series of daytime events aimed at parents with young children, to be held at a local arts centre. While the children are entertained by trained centre staff, the parents are introduced, in a lively and accessible manner, to core *Eidyn* research themes of interest to them (as identified by a survey conducted by the PPLS Marketing Officer). Topics include: 'Who Makes Decisions, You or Your Brain?' and 'Is Technology Making us Dumber?' This venture is supported by a College KE grant (c. £2K) and matching support from *Eidyn*.

Education and Extended Knowledge (autumn 2014): A workshop, jointly organised with the University's School of Education, devoted to the implications of extended cognition for educational policy. It will bring together a range of academics (from philosophy, education, cognitive science) and educational policy makers (e.g. from the Scottish Government's Education Scotland body). The workshop forms part of the *Eidyn*-hosted 'Extended Knowledge' project (AHRC, c. £510k, 2013-15).

d. Relationship to case studies

All three of our impact case studies fall under the *Science, Technology and Society* rubric, and demonstrate the effectiveness of our targeting impact along these specific lines. Indeed, in all three cases the fundamental issue is a specific challenge posed by contemporary science and technology, whether it be concerning our relationship to nature in a technological world (***Embodied Values: An Ecological Metaphysics and Ethics***), our conception of ourselves as free moral agents in the context of contemporary neuroscience (***Neuroscience, Free Will, Moral Responsibility, and the Church of Scotland***), or the changing nature of our cognition in an increasingly technological society (***The Extended Mind, in Science and Society***). All three impact cases studies also have a public engagement dimension, thereby also illustrating our impact strategy of making such engagement a core component in our activities.