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Institution:	The University of Nottingham
Unit of Assessment:	UOA 32 Philosophy
a. Overview	<p>The returning unit consists of research active staff within the Department of Philosophy, a department within the School of Humanities, itself within the Faculty of Arts. It houses a rich and diverse research culture with particular strengths in metaphysics and ethics, and further expertise in a wide range of areas, including: the philosophy of art, agency, feminist philosophy, the philosophy of David Hume, logic, the philosophy of language, the philosophy of Merleau-Ponty, the philosophy of sport and political philosophy. Units in the School also enjoy the facilities and expertise available from the Centre for Advanced Studies in the Humanities and Social Sciences (CAS), whose role is to support research grant applications, and to provide cutting edge research, teaching, and learning facilities for the postgraduate and ECR community.</p> <p>The Head of the Department (Tallant) reports to the Head of School (Mossman) and sits on the School's Management Committee. The Department has its own Director of Research (Mackie) who supports and develops research projects within the unit and is a member of the School Research Board. PGR recruitment and development/training are overseen by the Department's PG Admissions Officer (Holroyd) and Director of Graduate Studies (Noonan), respectively.</p>
b. Research strategy	<p>Plans reported at RAE2008 were primarily constituted by individual staff members' personal research plans, and additionally noted a commitment to collaborations wherever possible. Through a series of meetings in 2008-09, reviewing the results of RAE2008, BGP1 and determining future priorities, Research Committee broadened the scope of the unit's vision, with particular attention to issues requiring concerted, collective action. Revised plans were developed with the aim of enhancing the on-going research activities of individual researchers, supporting them in producing published work of the very highest quality and preserving existing clusters of research excellence; encouraging initiatives whose realisation would benefit the unit as a whole, and/or would involve public engagement or collaboration with other institutions and disciplines. We briefly outline these plans and some of the actions taken to bring them to fruition.</p> <ol style="list-style-type: none"> 1. To support staff in producing research of the highest quality the unit fosters a rich seam of internal research groups (see section ci) and, with financial support, staff are encouraged to present research at national and international fora. 9 outputs that received scrutiny at internal research groups have been accepted for publication in the period and faculty have given more than 220 invited/keynote addresses at workshops, conferences and colloquia (list available on request). This has facilitated the publication of more than 60 articles in journals given the highest ranking by the European Science Foundation, 6 monographs, and 2 edited collections. 2. Generate increased research income. The UoA reports research income of £592.9k (see REF4b), up from £373k at RAE2008 (at which it reported income more than 10 times higher than that reported at RAE2001); nearly a doubling of income pro rata. Also notable is that research funded by AHRC grants has been undertaken in each year of the REF period. 3. Enhance the experience of graduate students, especially through the organisation of PGR focused events. The unit has organised (independently or collaboratively) 30 workshops/conferences in the period, many of which have been focused specifically on the needs of the PGR community: these have included specially organised PGR-focused workshops led by visitors, Pigden (Otago, 2011), Meyer (Colgate, 2012), and Hawley (St Andrews, 2013), and graduate workshops attached to major conferences on Aesthetics (2011, 2012) and Metaphysics (2012). For further details, see section e. 4. Strengthen collaborative research, and especially cross-institutional, national and international ties—especially where interdisciplinary work is in prospect. Work by Mumford, at the intersection of philosophy and healthcare, has yielded 4 outputs co-authored with colleagues at other HEIs or from other subject areas. In total, faculty have published 24 co-authored papers and been involved in 12 funded research projects or networks involving multiple disciplines or HEIs (see section e). Additional collaborative groups include the 'Automaticity' research group, run by Holroyd, involving colleagues from Psychology and the University of Sheffield; both Tallant and Romdenh-Romluc also organise interdisciplinary research groups hosted at Nottingham. These involve colleagues from Architecture, Theology, Classics, Archaeology and Art-History. 5. To retain research strength in metaphysics and enhance its provision in moral philosophy the unit has maintained a core of staff with research expertise in metaphysics (6

faculty, with 3 full Professors) and made two junior appointments in the area of moral philosophy (**Holroyd; Leibowitz**), adding to the two faculty working in the area (**Sinclair; Woodard**).

Goals for the period 2014-19 were determined by the Director of Research, Head of Department and Impact Officer, during a series of informal meetings during 2013, which reviewed current performance ahead of REF2014. Building on strengths in metaphysics and ethics, these are to:

6. Further enhance research excellence through increased use of internal research groups (see section ci), as appropriate, and continuing to encourage staff to present research widely. The unit will mentor and develop individuals' research plans through the activities of the Director of Research and, for junior staff, via regular and supportive mentoring arrangements (see section ci).

7. Increase research funding and fellowships through on-going mentoring of funding applications by the Director of Research; strengthening of applications through the internal peer-review scheme run by CAS, and developing innovative inter-disciplinary research projects. The unit will also develop a large AHRC bid, drawing upon its research strengths in metaphysics.

8. Bring the Department's research activities into closer alignment with its public engagement priorities by continuing to encourage collaborative work, especially with partners in healthcare, and bringing to fruition a PhD project, starting September 2013, supervised and funded jointly between Philosophy and the School of Nursing. We will ask prospective appointees to demonstrate impact-potential, and continue to implement the strategies described in REF3a.

9. Further encourage the participation of faculty members in activities that support the discipline by adopting a new work-load model that allows for such activities to be accounted for, and giving greater recognition for such activities in the annual performance review process.

10. Continue to grow the PG community whilst further enhancing the experience of graduate students by organising a significant number of workshops and conferences, especially those designed to enhance the experience of graduate students. The UoA also benefits from inclusion in the Midlands Three Cities AHRC BGP2 Doctoral Training Partnership, which delivers 410 studentships for the arts and humanities. Together with the careful support of existing PhD students (through the processes described in section cii), this funding will enable us to realise a very significant increase in numbers, **doubling PhD graduations during the next period**.

Once in possession of the results of REF2014 these goals will be reviewed in order to optimise a strategic approach to the growth of the UoA.

c. People, including:

i. Staffing strategy and staff development The overarching staffing aims of the unit are to appoint, support and retain a body of excellent philosophers, giving appropriate support to faculty at all points in their career, and providing them with opportunities to progress. This is to be achieved whilst maintaining and further enhancing the areas of research excellence within the unit, and fostering the next generation of philosophers.

In view of these aims, and having returned six full professors out of a total return of 15.5 at RAE2008, it was decided to focus academic appointments in the current period at junior level. The focus on junior appointments reflects the conscious effort on the part of the unit to foster the next generation of philosophers, rather than hiring in more established figures. Of these appointments, **Jago's** (2011) appointment further added to the unit's research strength in metaphysics, whilst also adding expertise in mind and logic. **Leibowitz** (2010) and **Holroyd** (2012) also took up continuing positions; both of these serving to augment research expertise in moral philosophy.

To support the development of new appointees the unit deploys a range of strategies. New faculty members have been given reduced teaching commitments in their first year. This has a dual effect. First, through the lighter load, new appointees are supported in developing a substantial research portfolio. The successful deployment of the provision is readily demonstrated; for example, during 2011 **Jago** used the reduction to complete two journal articles (*Mind*, *Journal of Philosophical Logic*) and to draft *The Impossible*, a research monograph forthcoming at OUP. The reduction also facilitates the completion of at least 30 credits of the University's Postgraduate Certificate in Higher Education (PGCHE), unless exempt through a prior qualification or three years of teaching experience in a UK HEI; this pedagogical training is crucial to a sustainable career in HE.

In addition to the activities undertaken as a part of general staff development, new appointees and

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staff on temporary contracts are assigned a mentor within the Department. Female appointees have the opportunity to seek an additional external mentor through a scheme co-ordinated by **Romdenh-Romluc** on behalf of the **Society for Women in Philosophy** (SWIP). Appointees have regular discussions with the Director of Research to help them with grant applications, publication, and the prioritisation of research; this has led to a range of success's including **Leibowitz** (with **Sinclair**) recently being awarded an AHRC ECR research grant for a project on explanation.

From 2012, the wider University provides further support through a Research Leaders' Programme designed to support the development and advancement of identified key academics in their strategic research leadership roles, in order that they can deliver "World Leading Research with Impact". Mindful of developing junior staff, the unit has two nominees to the Programme (**Romdenh-Romluc**; **Jago**) and both stand to receive a range of research-focused training.

As new appointees, postdoctoral fellows are fully integrated into the unit, receiving the same travel, training and mentoring support as permanent faculty. During the period the unit has supported three such fellows (**Anjum**, **Schrenk** and **Robson**). These have been extremely successful: for example, **Anjum**'s fellowship led to collaboration with **Mumford** on the metaphysics of powers and causation, to date producing 10 co-authored articles as well as a co-authored monograph.

The University developed a plan to implement the Concordat to support the Career Development of Researchers, including postdoctoral fellows, involving a Steering Group and a benchmarking exercise. Consequently, a new form of annual review is undertaken, *Personal Development and Performance Review* (PDPR), with a stronger focus on professional and staff development than the previous system, and which provides resources and training to support researchers. PDPR requires faculty to set goals—including research, funding and publication goals—with the advice of senior colleagues, and to develop strategies to help meet them. The process allows faculty to identify training needs that can be undertaken via the University's extensive training programme.

Rewarding progression through promotion is key to the unit's staffing strategy and the University's HR Department ensures that promotions procedures for staff are transparent at all stages of their careers. Promotion is on merit and without regard to a unit's financial situation. We report three promotions during the period; all from lecturer to associate professor (**Jenkins** (Nottingham dates, 2006-11), **Woodard**, and **Tallant**).

To support staff of all levels, the University's Equal Opportunity Policy contains Disability, Gender and Race Schemes and Action Plans, and includes an online training package. Staff in the unit undertake this training. The School is committed to implementing a policy of Equal Opportunities. To supplement this, and to help implement recommendations from the British Philosophical Association report, 'Women in philosophy in the UK', in February 2013 the unit formed an 'Equality and Diversity Committee' charged with taking a pro-active approach to ensuring that the unit is taking every step possible to guarantee the very best environment for all of its members.

In addition to using funded conference travel to generate excellent research outputs, staff are encouraged to network and develop collaborative research projects. During the period staff at all levels have been able to develop research projects and collaborations in this way. To illustrate: funding for travel led to **Romdenh-Romluc**'s formative collaboration with her co-editors of the *Routledge Research in Phenomenology* series; it also led to the collaboration resulting in **Predelli**'s role as Principal Researcher on a three-year project, **Content and Context**, based at the University of Barcelona. Financial support for travel comes in the form of a Departmental allowance provided to all staff (including temporary staff): £500 for domestic travel; £1000 for international. Staff may apply to the Head of School for additional funds.

To assist research momentum outside leave periods, all staff with a research element built into their contracts have a weekly teaching-free day during term. To help develop that momentum into substantial projects, all faculty on research-related contracts may apply for a semester of University research leave after at most four years of service; guidance on the development of these projects is provided by the Director of Research. All such applications from the unit in this period have been successful. Regardless of level, these leave periods enable the completion of a considerable range of outputs: e.g. **Noonan** completed much of the monograph *Kripke*; **Tallant** completed four journal articles; **Sinclair** completed 3 articles and an output in an edited collection.

Through PDPR and bid-mentoring, the unit supports and encourages applications to external

bodies for further research leave. All applications are mentored by the Director of Research, staff at CAS and the University's Arts & Social Sciences Peer Review College. These processes have successfully supported a range of applications (see section d). This leave is particularly effective in allowing faculty to bring large-scale research projects to fruition: e.g. **Romdenh-Romluc's** leave facilitated the completion of her book on Merleau-Ponty and 4 further research outputs.

To promote research excellence among staff at all stages of their careers, the unit hosts a range of research groups designed to support and enhance staff and PGR research interests, including groups on *Metaphysics*, on *Ethics* and on the *Philosophy of Time*. All of them have run weekly during term time. In addition, members of staff have benefited from the Staff **Work in Progress Seminar**, a weekly seminar at which members of staff from all levels are invited to present and comment upon early-stage drafts of outputs. 9 outputs by faculty were enhanced at such groups (see section b). Beginning with the 2012 'Automaticity Boot Camp', held over two days, there is also a regular series of day-long intensive discussions of the philosophical and psychological literature on automaticity, which has been attended by researchers from Nottingham, York and Sheffield. **Holroyd**, joint with Stafford (Psychology, Sheffield), developed a project drawing on themes discussed at this group. In early 2013 it successfully passed the Outline Application stage at the Leverhulme Trust and has recently been submitted as a Detailed Application. Where staff are active in developing such substantial research grant bids (in the period, **Currie** (Nottingham dates, 2000-13) and **Holroyd**), the unit allows for a reduction in workload against expected load.

To support faculty engagement with industry, all staff may apply to act as a consultant to an external company for up to 50 days per annum. **Mumford** and **Tallant** use this provision to consult with software companies, with both making substantial contributions to external partners (see the impact case study *Changing Software Through Metaphysics*).

ii Research students BGP1 awarded the unit one PhD scholarship, available every second year. From a base of 9.33 PhD graduations at RAE2008, the unit looked to grow the PGR community, steadily, focusing on enhancing and enriching the environment for PGR students, and using the excellence of the environment as a tool with which to attract future applicants. To further augment PGR recruitment the unit took advantage of funding available within the School, and **Currie's** AHRC research grant provided the unit with a further scholarship; another candidate, **Tugby**, completed his PhD in 2009 supported by AHRC funding gained by **Mumford**.

The success of the strategy is evident. At REF2014 the unit reports 10.5 PhD graduations, which, given the disparity in period, marks a **35% increase in the number graduations per annum** that were achieved at RAE2008. We also note that **the unit currently has more than 20 students engaged in doctoral studies**, marking a significant increase in student numbers, even ahead of the anticipated positive impact of BGP2.

To ensure that the graduate experience is of the highest quality, the unit deploys a number of strategies, concerning **supervision, review and training**. Steps are also taken to ensure: a **stimulating research environment** for PGRs; that PGR **career development** is well supported, and that PGRs are supported in securing **additional funding**.

Supervisions for every doctoral student are frequent and each student is appointed two supervisors, with one designated as primary. The strength of the unit's supervisory arrangements is perhaps most vivid in the high degree of collaboration between faculty and research students. The following students have published with faculty during the period: **Ichino** (2012, 2013) (with **Currie**); **Ingram** (2012, 2012) (with **Tallant**), **Kerry** (2012, 2012, 2013) (with **Mumford**), **Smart** (2012) (with **Barker**) and **Tugby** (2009) (with **Mumford**). **Tugby** and **Mumford** have also edited a volume of essays, *Metaphysics and Science* (OUP, 2013).

The annual **review** process requires students to present written work, a thesis plan, bibliography and a plan for completion. The review is carried out on a one-to-one basis by an academic who is not a supervisor; students are presented with a written report on their progress and required to discuss the report with their primary supervisors, who can, if problems emerge, recommend action (e.g. moving to an MPhil). Problems noted during review can be addressed through discussions and revisions to thesis plans, undertaken with supervisors. Training may be recommended as a part of review, and substantial support for research students is provided by the Social Science and Arts Graduate Centre (SSAGC). In 2012 the SSAGC designed a Faculty Training Programme, tailoring content for specific stages of the PhD, in response to the new AHRC Research Training

Framework, and in support of the Concordat to Support the Career Development of Researchers.

All students are required to take the SSAGC's core **training** programme. Further sessions recently attended by the unit's PGR students, include: Advanced presentation skills for researchers; presenting academic work to a public audience; Organising a Conference; Further Presentation Skills for Researchers; Review your Conference Presentation Skills; Questionnaires, and Designing Surveys. Additional training sessions run by the Graduate School, include Introduction to Research and Preparing for your Viva. Training delivers the key research skills identified in the AHRC's Research Training Framework and Vitae Researcher Development Framework.

To further foster a varied and intellectually **stimulating environment** for PGRs, the unit encourages visiting students. Students from Barcelona, Bristol, Canterbury (New Zealand), Göttingen, Milan, Stockholm, and UC Davis have visited during the period. The unit also subsidises the Research Postgraduate Seminar, which runs weekly during term time. Most research students present work there at least once annually—often more frequently. MA students often attend (and sometimes also give papers) in order to advance their philosophical development; the environment also serves to encourage them to consider doctoral training for themselves. Postgraduate students at all levels then attend the weekly Departmental seminar and are encouraged, with a subsidy, to dine with the speaker. This enables students to build a range of contacts within academia. The unit also subsidises an annual 'Thesis Reading Day', where PGRs (typically, around 5-7) exchange and comment upon latter-stage thesis drafts—and PGRs are active participants in the unit's research groups. To ensure that student views remain central to the unit's decision-making process, they are represented at the Postgraduate Learning Community Forum. Its recommendations are acted on by the Department's Management Committee.

The unit itself participates in an annual workshop, held at Lake Garda, Italy, run jointly with the Universities of Milan and York, with the aim of bringing together research students for an intensive few days of work on a chosen theme. In 2012, this was attended by **Ichino, Ingram** and **Andow**. Two similar events run with the University of Birmingham also took place in 2012. Financial assistance is provided to research students attending these and other research events outside the unit, and many students attend and read papers at multiple conferences each session. The use of research funds to support the activities of research students is also encouraged, particularly where this includes travel to overseas conferences. A number of graduate workshops have also been organised in connection with funded projects (see section e).

Teaching experience is regarded as a crucial part of **career development** for PGRs, who are normally invited to undertake seminar work and supervised marking, working as a TA, from their second year of research onwards, and only once they have taken University approved training. Module convenors moderate marking and attend at least one of each TAs teaching sessions, providing constructive feedback. Alongside a careful monitoring arrangement, TA's are required to enrol on the nationally recognised Associate Teachers' Program, completion of which can be used to demonstrate teaching accomplishment when applying for academic posts. In their writing up year, students sometimes convene modules in their specialist areas: e.g. **Barnes** (Aesthetics, 2008); **Tugby** (Chance in the World, 2009). If there is a period between doctoral completion and employment then, where possible, the unit tries to support students through teaching allocation. The Department also offers those applying for posts a mock interview.

Students are encouraged to seek **additional funding** for events and activities that directly support their own research. For instance, in 2012 **Andow** secured funding from the Graduate School and from the *Mind Association* to organise a major international conference on the role of intuitions in philosophical method (see section e for a list of speakers). Another student (**Ingram**) secured U21 funding to spend a month during Spring of 2013 at the University of Virginia, working with Professor Trenton Merricks, developing a paper on a topic a little outside his main thesis area.

The vitality of the programme provided is evident in a range of ways, from the very high levels of student/faculty co-publication and frequent successful securing of funding for additional projects, through to the placement record. Indicative examples of placement include: **Tugby**, who begins a permanent lectureship at Durham in September 2013, having previously been a teaching fellow at the University of Birmingham, and two former students who are currently employed as post-doctoral research fellows: **Loss** at Universidad Nacional y Autonoma de Mexico in Mexico City; **Smart** at the University of Johannesburg. The unit also reports a range of employment outside HE:

Acquah is engaged in education and policy research and **Gentile** and **Beesley** have chosen to undertake further programmes of education ahead of seeking careers. Others (**Matheson and Barnes**) are pursuing careers in education, away from HE.

d. Income, infrastructure and facilities Since time is the principal research tool in philosophy, the unit helps its members to reduce their teaching and administrative workload through buy-outs provided by research grants and **Currie, Mumford** and **Sinclair** have each benefited from workload reductions from the buy-outs provided by AHRC grants. These buy-outs have themselves resulted in further outputs with, for instance, **Mumford** taking advantage of this facility in order to produce some **13 outputs**. Two of these grants (**Currie, Mumford**) involved multiple HEIs. Internally, the Dean of Arts Fund provides additional research time, primarily through the provision of teaching relief where a project requires completion. Awards have been made to **Nolan** (2009) (Nottingham dates, 2006-11), **Leibowitz** (2012) and **Woodard** (2013). To help provide further time for research, the unit has two permanent teaching-only staff: **Mason** and **Fisher**.

Nearly half the staff returned to REF2014 have attracted significant external research income during the period and **6 externally funded fellowships** have been secured, by senior and junior staff: **Currie** (2008-09), **Barker** (2010-11) and **Sinclair** (2010-11) were all recipients of AHRC research fellowships; **Mackie** (2010-11) and **Romdenh-Romluc** (2009-10) were awarded Mind Research Fellowships, and **Predelli** (2012-13) has recently completed a Leverhulme Senior Research Fellowship. As noted in section b, the unit reports income of £592.9k.

Philosophy, as a part of the School of Humanities, has also been the beneficiary of **an £8 million investment** from the University in the form of new resources and facilities as part of the move to the new Humanities Building (2011). It accommodates all research staff and students in Philosophy. Each research student is provided with a dedicated workspace and networked computer and all faculty have dedicated offices with networked computers giving them access to the library catalogue, and very large collection of electronic resources (journals, books, databases, etc.). The wider scholarly infrastructure includes excellent access to academic resources. The Hallward (Arts & Social Sciences) Library has over 1.3 million printed and e-books, more than 35,000 journals, and 230 full-text and bibliographic databases.

The organisational structure outside the unit includes CAS. This was created in 2010, with £100K of annual funding, to support emerging research areas (especially interdisciplinary research clusters), and to develop projects on RCUK strategic themes. It offers research development funds, a dedicated building with facilities for postdoctoral and visiting fellows, and space for hosting research events, used (e.g.) by **Jago** and **Tallant** to host visiting research presentations on metaphysics during 2013. Grant application advice from CAS (and its predecessor, the Humanities Research Centre) has been fundamental to our increased research awards. The Graduate School (22 staff) supports all postgraduates and EC staff with workshops and training (see section cii).

The operation and organisation of the School of Humanities, of which the unit is a part, is maintained via an annual School Planning process, and was augmented in 2010-11 by a comprehensive Faculty Review involving external consultants and administrative, academic and technical staff at all levels, including **Tallant** and **Mumford** from within the unit. The Head of Department (**Tallant**) also sits on the School Management Committee, ensuring the unit's representation in the School's operational, decision-making process.

Beyond the faculty level, the Universities of Nottingham and Birmingham collectively contribute to two resources accessed by the unit. In 2012, the strategic development fund awarded **Jago and Tallant** (and colleagues from Birmingham) £5k to support a series of metaphysics workshops. The unit was also awarded a 'Brazil Visiting Fellowship' in 2012, enabling Dr Zimmermann (Sports Science, University of Sao Paolo) to visit; yielding an item co-authored with **Mumford**.

e. Collaboration and contribution to the discipline or research base The unit has **organised major conferences in every year of the REF period; altogether more than 30** conferences and workshops, some devoted to the needs of research students and most including student speakers. A number have been organised in conjunction with AHRC research projects. Here we highlight a few of these events to illustrate the variety of subjects and approaches.

The AHRC funded **Metaphysics of Science** (Sept 2009) conference hosted more than fifty speakers including Katherine Hawley, Laurie Paul, James Woodward and research students from

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many institutions. The **State of Aesthetics** (June 2011) was an interdisciplinary conference funded by the AHRC, the Institute of Philosophy, the British Society of Aesthetics, the University of Leeds, the University of Nottingham, and the Open University. Speakers included Ivan Gaskell (Harvard, History), Jane Heal (Cambridge, Philosophy) and Chris McManus (UCL, Psychology and Medical Education). September 2012's workshop on **Intuitions, Experiments and Philosophy** was organised by **Andow** (a PhD student). It was the 3rd Workshop of the UK Experimental Philosophy Group UK, funded by the University and a Mind Association Major Conference Grant. Speakers included research students from over a dozen institutions worldwide as well as Jessica Brown (St Andrews), Fiery Cushman (Brown), Bence Nanay (Antwerp) and Shaun Nichols (Arizona).

International collaborations have been extensive and have involved members of staff from all levels. **Predelli** has been Principal Researcher on a three-year project *Content and Context* (University of Barcelona, funded in part by the Spanish Government and a European FP7 programme grant) and an Associate member of *Institut Jean Nicod*. **Mumford** is or has been: a Visiting Professor at *Causation in Science* (Norwegian University of Life Science) and *Dispositions, Holism and Agency* (University of Granada); a cooperating individual researcher at *Powers and the Identity of Agents* (funded by the Austrian Science Fund); and a member of the international advisory board to *Power Structuralism in Ancient Ontologies* (Oxford University; funded by the European Research Council). Indicative of the international engagements of junior staff, are: **Holroyd's** participation in the *Nomos Network* (organised by University of Valencia, ICREA, Universitat Autònoma de Barcelona, and Universidad Autónoma de Madrid); **Tallant's** Associate Membership of the *Centre for the Philosophy of Time* (University of Milan), and **Romdenh-Romluc's** invited membership of two research groups, the *American Society for Existential Phenomenology* and the *Nordic Society for Phenomenology*.

Numerous **national collaborations** involve both junior and senior staff. **Jago** and **Tallant** are, with colleagues at Birmingham, co-founders of the *Midlands Metaphysics of Science Association*, hosting three workshops to date. **Mumford** was CI on the AHRC funded *Metaphysics of Science* project (with colleagues at Birmingham and Bristol), completed in 2009; he is now involved in a number of projects arising from this. **Currie** was CI on the AHRC funded *Method in philosophical aesthetics* project (with colleagues from Leeds). **Holroyd** and **Romdenh-Romluc** are members of the *Implicit Bias and Philosophy Network* and **Holroyd** is organiser of the *Automaticity group*.

The unit makes a rich contribution to a range **academic associations** and during the period faculty hold or have held the following significant positions: Chair of the *British Philosophy of Sport Association*, President of the *Philosophy of Time Society*; an advisor to the *Carnegie Trust* for the Universities of Scotland (reviewing applications for graduate scholarships); referee for the Italian *National Agency for the Evaluation of Universities and Research Institutes* (an evaluation of outputs by Italian academics) and the Belgian *Fund for Scientific Research* (evaluating postdoctoral applications for funding). Further, the unit includes two committee members of the *British Society for Ethical Theory*, two members of the executive committee of the *Society for Women in Philosophy* and two members of *The Analysis Committee*.

The journal **Analysis** is edited by Emeritus Professor **Clark**, who relies extensively on colleagues for refereeing, and the University provides editorial office space and equipment. Faculty involvement in the running of journals extends well beyond this and during the period staff have been involved in editing: *Mind and Language*; *The Australasian Journal of Philosophy*; the *British Journal of Aesthetics*; *Journal for the Philosophy of Sport*; *Sport, Ethics and Philosophy*, and *The Stanford Encyclopaedia of Philosophy*. Staff are also frequent reviewers and referees for publishers and journals, advise on appointments and promotions here and abroad, and have reviewed funding applications for the Canadian SSHRC and UK AHRC.

In **supporting the next generation of academics**, staff have examined doctorates at Barcelona, Bristol, Cambridge (Linguistics; Philosophy), Durham, Free University of Brussels, KCL, LSE, McGill, Oxford, Paris VI, Geneva, Nancy, Reading, The Sorbonne, Trinity College Dublin, Tromsø, University of Paris X, and St Andrews, and externally supervised doctoral students at the Universities of Nancy, Porto, Tromsø and Stockholm, The Polish Academy of Sciences, and the Norwegian University of Life Sciences.