Institution: University of Aberdeen

Unit of Assessment: 30 (Philosophy)

1. Unit context and structure, research and impact strategy

Unit Context and Structure

Philosophy at Aberdeen comprises 8.8 submitted full time equivalents (FTEs) and is located within the School of Divinity, History and Philosophy. The Unit's research is focused on three disciplinary fields (epistemology, history of philosophy and metaphysics and philosophy of science), each pursued by several researchers. The Unit has also established the interdisciplinary *Centre for Knowledge and Society* (CEKAS), with academic and non-academic members from across the University and beyond. For Philosophy, CEKAS acts as the primary vehicle for forging interdisciplinary connections and collaborations and for achieving societal impact.

Research and Impact Strategy

This assessment period has seen a strategic refocusing of the Unit to place greater emphasis on interdisciplinary and impactful research. This refocusing began early in the cycle, following the closure in 2015 of the Northern Institute of Philosophy and the departure of its director and other staff. Drawing on the existing strengths of its members, the Unit identified three broadly construed disciplinary clusters, subsequently strengthened through significant investment in senior staff: epistemology (**Kallestrup**, **Luzzi**, **Moretti)**, history of philosophy (**Beaney**, Laffin, **Lord**, **Thornton**) and metaphysics and philosophy of science (Entwistle, **Stegmann**, **Sweeney**, **Torre**). Our research strategy is to sustain excellence in these core areas and enrich them through cross disciplinary engagement. Apart from advancing fundamental research at international level, all staff members pursue lines of inquiry that connect such research to "real world" problems. This is where our research strategy ties into our impact strategy.

The Unit's approach to impact is to capitalise on its disciplinary expertise and collaborate with specialists from other disciplines to address societal challenges. In addition to producing research that furthers our specialist knowledge, we are committed to applying that knowledge to projects that (a) are societally-focused; (b) are inter- or multi-disciplinary; and/or (c) have a strong public engagement or impact element. In order to facilitate our interactions with experts from other disciplines, and to build the Unit's profile and networks in ways that promote impact and interdisciplinary collaboration, the Unit established CEKAS in 2018. The membership of CEKAS includes experts from across the University (e.g., Politics, Visual Studies, Education), academics at other HE institutions (e.g., Sociology, Brunel) and non-academic participants (e.g., secondary school teachers), in addition to the Unit itself. The Centre is organised around three themes, (1) Education and Learning, (2) Social Epistemology, and (3) Health and Wellbeing. These themes deliberately cross-cut our three disciplinary clusters and dovetail with the University's broader Interdisciplinary Challenges "Social Inclusion and Cultural Diversity" and "Health, Nutrition and Wellbeing", as articulated in the University's *Aberdeen 2040* strategy (see ***REF5a***).

CEKAS's collaborative and interdisciplinary approach reflected and strengthened work undertaken in the Unit. Accordingly, the Unit's two impact case studies by **Lord** and Entwistle, respectively, arose from research produced before its establishment (section 4). The institutionalisation of our approach to impact via CEKAS provides the Unit with a long-term structure and catalyst for further impactful research. Its success has already become evident during this assessment period. Staff have initiated several multi-disciplinary projects, often undertaken following visits from speakers in the *Knowledge and Society* seminar run by CEKAS. In *Epistemic Aims of Education*, **Moretti** collaborates with researchers in Education to develop a conception of education that rehabilitates the German idea of *Bildung* as the ultimate educational objective and rejects the thesis that competence is a foundational notion. The

project was awarded a Large Grant from the The Philosophy of Education Society of Great Britain in 2020. **Luzzi** collaborates with sociologist Adrienne Milner (Brunel) on *Sex Discrimination in Sports* (section 4). **Stegmann** works with Visual Culture scholar Silvia Cassini (Aberdeen) on *Imaging SARS-Cov-2* (section 3). When **Thornton** and Entwistle joined the department in 2020, CEKAS provided a ready structure for their collaborative project *Practical Ethics of Care for the Dead and Bereaved* (below).

While interdisciplinarity figures prominently in our impact activities, the Unit also recognises the potential of interdisciplinary approaches to enhance core philosophical research. For example, **Stegmann**'s British Academy project *Scientific Metaphors in Action* combined original historical work with philosophical inquiry. His archival research generated new insights into the history of molecular biology, which in turn addressed longstanding questions in philosophy of biology. Since 2019, **Stegmann** has teamed up with cognitive psychologist Filipp Schmidt (Giessen) to investigate how visual perception affects research practices in the life sciences.

CEKAS now determines the Unit's approach to ancillary research activities. For example, when Aberdeen hosted the Annual General Meeting of the Scots Philosophical Association (SPA) in 2018, we invited speakers for the CEKAS theme *Philosophical Perspectives on Health.* Similarly, when hosting the 2019-20 Centenary Fellows of the SPA, the Unit selected Fellows who could contribute to CEKAS-run projects (Anderman contributed to **Lord**'s project on *Spinoza and Politics*; Ulatowski was to contribute to **Moretti**'s project on *Epistemology and Education* (visit postponed due to Covid-19)).

The University's sustained investment into several research centres (section 3), in addition to CEKAS, have greatly facilitated the Unit's interdisciplinary aims. Furthermore, the Unit benefited from support from the Grants Academy and the Public Engagement with Research Unit (see *REF5a*). For example, Entwistle convened one of the Grant Academy's "Conversations on" series regarding "Dying and grieving in the time of Covid-19". Featuring presentations from a funeral director, an anthropologist, an archaeologist and two clinicians that prompted a wide-ranging discussion. The event resulted in a new, interdisciplinary collaborative team including **Thornton**. Led by Entwistle, the team is pursuing a grant application in response to the UKRI-Covid-19 open call (*Practical Ethics of Care for the Dead and Bereaved*).

Research Governance

University and School policies also provide the framework for the Unit's activities. The School's research governance is presided over by the School Research Committee, on which **Stegman** represents Philosophy. Convened by the School Director of Research (SDR), it is accountable to the School Executive, the Head of School, **Sweeney** and the University Research Policy Committee (see *REF5a*). The School's Research and Impact Policy (approved 2015) is periodically reviewed and aligns with the School's annual and strategic plan.

All our staff undertake training on policies and frameworks in support of **research integrity**, including online training on the themes of "Research Ethics and Governance" and "Research Integrity". Other training is provided by the University's *Researcher Development Unit* (see *REF5a*). The School's Ethics Officer monitors adherence to guidelines and offers practical support with applying for ethical approval on relevant research. The School raises awareness of these policies via the School Forum, Discipline Meetings and annual research support interviews. The SDR and Research Committee monitor the Unit's compliance. The central procedures at School level for creating and maintaining high standards of research integrity are the research interviews and the peer-review system for funding applications (section 2). At the Unit level, our Work-in-Progress seminars offer peer feedback on papers and grant applications in development and are an effective means of enhancing research quality and maintaining research integrity.

Since our research and impact strategy emphasises collaboration and interdisciplinarity, the Unit

makes its research as widely available as possible to both academic and non-academic audiences. The Unit embraces the University's and School's efforts towards an **open research environment** (supported by Library colleagues from the Scholarly Communications Service, see *REF5a*). The Unit complies with the REF's Open Access (OA) Policy, which is facilitated by University and School policies that allow OA funding where appropriate. The School's support of web-based visibility and online dissemination through Social Media has encouraged **Lord** and **Torre** to maintain active project websites, as well as a blog and Twitter and Facebook accounts, for their Arts and Humanities Research Council (AHRC) and Leverhulme projects (section 4). These platforms helped to disseminate research in philosophy and other disciplines and attracted a following that extended beyond academic audiences.

Outlook

This is an exciting period of growth and investment for the Unit and, over the next 5 years, it is committed to further developing its research and impact strategy around CEKAS. The strategy is for every member of the Unit to lead a CEKAS project and to apply for grant funding to support that project within the next assessment period. All staff will be supported to produce high-quality publications within their area and to pursue associated collaborations and activities. The three CEKAS priority areas are led and given direction by three new professorial appointments. **Beaney,** in addition to being Director of CEKAS, will shape the CEKAS priority area Education and Learning with a cross-cultural dimension. **Beaney** has long spearheaded disciplinary efforts to expand the current (Western) canon of the history of philosophy to include, for instance, Eastern philosophy.

Kallestrup has joined us from the University of Copenhagen to expand the Unit's research strength in epistemology and metaphysics. **Kallestrup** is interested in the cognitive, ethical and epistemological dimensions of groups. His work bridges the gap between traditional epistemology and the "real world" of institutions and organizations. **Kallestrup** will lead the CEKAS priority area Social Epistemology.

Entwistle has a 0.2 : 0.8 split appointment in Philosophy and Medicine (UoA2), respectively, and is a Visiting Professor at the National University of Singapore. By developing capacity to address challenges arising in medicine and healthcare, Entwistle will lead the CEKAS priority area Health and Wellbeing. In her Wellcome Trust Collaborative Grant *But why is that better?* she employs the tools of applied philosophy in order to improve healthcare quality through collaborations with non-academic stakeholders (section 4).

2. People

Staff Development

Philosophy is home to 8.8 FTE category A staff (9 by head count) as well as two research staff who have been submitted to other UoA. There are four professors, **Beaney** (the Regius Chair of Logic, 0.8), **Lord**, **Kallestrup**, and Entwistle (0.2, submitted with UoA2); two readers (**Moretti**, **Stegmann** (currently Head of Discipline)); three senior lecturers (**Luzzi**, **Sweeney** (currently Head of School), **Torre**); and two lecturers, Laffin (0.5, submitted with UoA32) and **Thornton**. The Unit also has 0.5 Teaching and Scholarship staff (Hough).

Philosophy experienced some staff movement within this census period and has emerged a dynamic Unit with a clear vision. Changes in the staffing profile provided the opportunity for the Unit to revise its strategy for research and impact (section 1). Alongside investing in the professorial positions, the Unit has focused on developing the research profiles of its existing staff. This approach has resulted in all category A staff (except those hired during the reporting period) being promoted during the reporting period (**Lord** to Professor; **Moretti** and **Stegmann** to Reader; **Luzzi**, **Sweeney** and **Torre** to Senior Lecturer).

Staff development was achieved through a range of measures that are still in place. All staff are allocated the same number of hours for research in the workload model (640 hours for 1.0 FTE, equivalent to 40% of staff time). Major grant applications are recognised in the workload model (20 hours) and additional "mini-research breaks" are available, on a case-by-case basis, for large-scale impact activities and managing major grants. These measures have supported, for instance, **Lord**'s impact activities and **Luzzi**'s AHRC application (section 4).

The School also offers a generous research leave policy to support staff development. All research staff may apply for 1-in-6 semesters leave (more frequent than the University mandated minimum of 1-in-8), with the option to save and take 2-in-12. Thanks to these policies, all permanent staff, with the exception of **Sweeney** who is Head of School, have had at least one period of research leave over the assessment period. These leave arrangements have facilitated the completion of two book projects that form part of our submission (**Luzzi**, **Moretti**). New staff who have a period of probation may apply for research leave in the first full year after passing probation.

The Unit invests significant time in supporting staff development on an individual basis. The Head of Discipline holds the Annual Review, in which research objectives and achievements are discussed as part of thinking about long-term career goals, alongside other academic duties. As an additional measure, the School Director of Research (SDR), together with the Head of Discipline (who is also the line manager) and the Unit's Research Lead (RL), convene the annual Research Support Interviews. The interviews discuss how best to facilitate an individual's research objectives, their plans for impact and engagement as well as medium- and long-term plans for collaborations, grant applications and research leave. They also provide guidance on participating widely, and at senior levels, in national and international societies and journal editorial boards. They also provide an opportunity to ensure research is conducted in line with University-wide governance frameworks (e.g., for ethics and integrity).

Outside the Interview, the SDR and RL offer support for attracting external funding during the planning and application stages, for example by ensuring that grant applications are internally reviewed by at least two colleagues and by providing access to previously successful (and anonymised) applications by members of the School. This assistance has been particularly beneficial for **Torre**'s and **Stegmann**'s grant applications (section 4). Other supportive functions include help from an identified Business Development Officer within the Research and Innovation office with identifying possible sources of funding. The Centre for Academic Development provides a suite of training courses (see **_REF5a_**).

Staff development is an important aspect of the activities of the School Research Committee. The SDR and RL sit on the Committee, which meets 2-3 times per term. It discusses wider research strategy and decides on individual applications for School Research Funds (up to GBP800 p.a.). In Philosophy, researchers additionally have access to an equal share of the annual Staff Grant of the Scots Philosophical Association (SPA), which may be used for research travel or to organise research events. Training in aspects of research is available through the University's Staff Development Unit and is allocated time in the workload model. This strong foundation of developmental support for our researchers is reflected in the University's HR Excellence in Research Award (see **_REF 5a_**).

Together, these measures have strengthened the Unit's capacities for grant capture (section 3), public engagement and impact (sections 2 and 4) and postgraduate research student (PGR) supervisions (following section). They enable staff to assume significant roles in research leadership, for example **Sweeney**'s membership of the AHRC Peer Review College and **Lord**'s election to the Chair of the _Society for European Philosophy_ and membership of the Management Committee of the _British Society for the History of Philosophy_. The measures have also helped to raise the international visibility of its staff, for example in the form of Visiting Professorships (section 4).

In addition to developing existing staff, the Unit's strategic refocusing shaped the **hiring of new staff**. In light of our strategy to be more outward facing (to other disciplines and beyond the academy), in 2016 the Unit hired Laffin (submitted with UoA32), jointly with Divinity (50:50). The next stage of investment in Philosophy was the recruitment in 2020 of three permanent professorial staff, who complement existing research strengths and enhance CEKAS. The University's Strategic Investment initiative allowed recruiting **Beaney** from King's College London to the historic Regius Chair of Logic (0.8 appointment; Beaney also holds a part-time position as Professor of the History of Analytic Philosophy at the Humboldt University Berlin). **Beaney** enhances the Unit's strength in the history of philosophy and brings new expertise and collaborations in Chinese philosophy. **Kallestrup** has joined the Unit in support of its expertise in epistemology (**Luzzi**, **Moretti**). As a 0.2 joint appointment with the Medical School, Entwistle brings expertise in applied philosophy and ethics of healthcare. In this, the Unit has balanced its demographic profile through its senior hires. It has also appointed **Thornton** as an Early Career Researcher on a Teaching and Research contract, thus maintaining a commitment to sustaining the discipline. Eight out of nine category A staff are on open-ended contracts.

Early Career Researchers
By nurturing early career researchers (ECRs), the Unit expands its horizons and connects to other disciplines. For instance, Laffin was hired with the expressed goal of supporting collaborative research and teaching within the School, contributing expertise in ethics and philosophy of religion. More recently, two fixed-term Lecturers have contributed their expertise in phenomenology (Bortolan in 2019) and recent French philosophy (**Thornton** in 2020). **Thornton**'s additional expertise in applied ethics makes an important contribution to CEKAS, particularly for its priority area Health and Wellbeing (section 3). Both were offered Teaching and Research as opposed to Teaching and Scholarship contracts, reflecting the Unit's willingness to invest in ECR research.

ECRs benefit from the University's commitment to the *Concordat to Support the Career Development of Researchers* (see **REF5a**). The School and Unit implement its recommendations by, for instance, reducing the teaching and administrative duties of ECRs by 30% in the first year and 20% in the second year to ensure that they maintain their research profile. Probationers receive no reduction in their third year in order to ensure that they are able to cope with a full load prior to confirmation in post. During their probation period, ECRs have a probationary mentor who works with them and their line manager to ensure a balance between their research and teaching/administrative duties. The Unit's past probationary staff (Laffin and Bortolan) both passed probation, in Laffin's case one year early. Bortolan subsequently left Aberdeen to take up a permanent post at the University of Swansea in December 2019.

The Unit's research environment has been significantly enhanced by hosting 11 postdoctoral researchers during the assessment period, either on externally funded staff projects (Baker, Bennett-Hunter, Brouwer, Crull, Ferrari, **Luzzi**, Melis), as Marie Curie Fellows (Edwards, Meadows) or as Lord Gifford Fellow (Manning). Postdoctoral researchers on externally funded projects are mentored by the Principal Investigator. Researchers on their own projects work closely with a staff member and are offered mentorship. In addition, the School offers research funding through the School Research Committee to staff on temporary research contracts as well as the option to attend a Research Interview, thus providing the same bespoke support available to permanent staff. Postdoctoral researchers have a dedicated representative on the School Research Committee and University Postdoctoral Researchers' Committee. Many of our postdoctoral researchers have gone on to permanent academic posts at other institutions, including UC Irvine (Meadows) and the City College of New York (Crull).

Postgraduate Researchers

Growing a community of Postgraduate Researchers (PGRs) is an integral part of delivering our research and impact strategy. Many of our PhD students participate in international collaborations and interdisciplinary projects, thereby contributing to impactful research on "real

world" problems.

We offer two **PGR programmes**, the PhD and the MLitt by Research. In order to widen access, our PGR programmes can be studied full-time or part-time, on campus or by distance-learning. This flexibility supports UK students with caring responsibilities, work, disabilities and economic disadvantages. It also allows us to recruit international students who would otherwise be unable to study in Aberdeen. Distance-learning students are supervised online, and they may visit Aberdeen at any time and for any duration.

The flexibility of our PGR programmes is part of a wider strategy of fortifying and adjusting PGR recruitment in line with our new research and impact priorities. An important, additional component of this strategy was increasing our efforts to raise the level of financial support for PhD students through internal and external sources. Furthermore, offering joint PhD supervisions between Philosophy and other disciplines has attracted applicants interested in interdisciplinary projects and helps deliver our impact strategy.

As a result of the Unit's efforts, 11.5 PhD students (FTEs) completed their degrees during the census period. Many are now in academic positions (e.g., Hungarian Academy of Sciences, Manchester Metropolitan U, U Bergen, U Bonn, U Stirling, Van Leer Jerusalem Institute). We currently have a healthy population of four MLitt and 13 PhD students. Three PhD students study by distance and two study part-time. Currently, our staff co-supervise PhD projects with History, Politics (both **Lord**) and Divinity and Religious Studies (Laffin).

Staff have succeeded repeatedly in internal competitions for the University's Elphinstone PhD fee-waiver scholarships. Overall, four students have been funded through the scheme. One PhD student has been funded by the AHRC through **Lord**'s *Equalities of Wellbeing* project (degree completed in 2017). Three PhD students are funded by the European Commission's Horizon 2020 Marie Sklodowska-Curie programme, through the interdisciplinary "POLITICO" project on *Political Concepts*, which funds 11 such students at Aberdeen. These students are employed as Early Stage Researchers (ESRs), with a dedicated training and seminar programme, travel and conference organizing funds and the opportunity to arrange placements outside the University. Three Philosophy ESRs are jointly supervised by Philosophy (**Lord**) and colleagues in Politics (2 students) and Hispanic Studies (1 student). Most recently, **Luzzi** and **Moretti**'s network on *Epistemic Values, Virtues and Vices* was successful in the School competition for James Beattie Scholarships for overseas candidates (partial fee waivers and stipends).

All PhD students have both a first and second supervisor. The progress of PhD and MLitt students is monitored through the School's framework, overseen by the School PGR Director, supported by a dedicated School administrator and Unit-level PGR Lead (**Moretti**). Every six months, FT students and supervisors review the student's progress, which is recorded in writing. At the 12-month stage, a formal review with interview assesses the quality of written work, and a further review takes place at the 24-month stage.

Throughout their course of study, PGRs receive training on topics such as getting published, grant writing and building a career. This training is provided by the University's *Postgraduate Research School*, which also provides initial induction for all incoming students (see *REF5a*). In addition, doctoral researchers are encouraged to attend the Scotland-wide training sessions of the Scottish Graduate School in Arts and Humanities (SGSAH), to which **Lord** and **Moretti** have contributed. These sessions have the added benefit of helping students to network.

The *Postgraduate Research School* also provides staff training related to PGRs (see *REF5a*). All new supervisors receive central training in order to ensure quality supervision. Furthermore, staff can undertake training for enhancing the chances of capturing SGSAH Doctoral Training Partnerships for prospective students. The SGSAH acts as distributor in Scotland of AHRC doctoral funds (full fees and maintenance). **Luzzi** took part in this training, which provided a platform for peer review and strengthening of application drafts.

Apart from providing our PGRs with office space and a PC (shared, in some cases), we emphasise integration into the Unit's research activities. PGRs are expected to attend the *Philosophy Colloquium* and the *Knowledge and Society* seminar as a crucial part of their training. We also encourage them to suggest possible speakers so that topics reflect their research interests. PGRs have priority in question and answer sessions and meet speakers informally over drinks/dinner (subsidised). Furthermore, PGRs are encouraged to attend or co-organise reading groups, for example, on epistemology (run by **Luzzi** and **Moretti**) and Spinoza (run by **Lord**). In their second and third years, PhD students present their research in our Work-in-Progress seminars. We include distance-learning students by making the events available online or recording it where possible.

PGRs may apply via the PGR coordinator for up to GBP250 per annum from the annual SPA grant, as well as for up to GBP100 from the School Postgraduate Research Committee, to support travel to conferences outside Aberdeen. We offer our on-campus PhD students opportunities for paid tutorial teaching, which most of them take up in the second year of their studies.

The integration of PGRs into our research activities can result in collaborative student-staff research. For instance, Christos Georgakakis co-authored with **Moretti** an entry for the *Internet Encyclopaedia of Philosophy*, which became essential for one of **Moretti**'s book chapters. As paid research assistants for **Lord**'s (*Equalities of Wellbeing*) and **Stegmann**'s (*Scientific Metaphors in Action*) projects, Christos Georgakakis, Elaina Gauthier-Mamaril and Christopher Thomas assisted with organising conferences, analysing texts, and editing publications, giving them valuable experience of the research process.

PGRs are encouraged to organise events, for which they may draw on SPA funds (GBP2000 p.a.). Having applied successfully for a SPA conference grant, Alessio Persichetti and Georgakakis organised a workshop on *Philosophy and Education* in 2019, which attracted 20 participants from the UK and Germany. Persichetti's presented paper has since been published in *Educational Philosophy and Theory.* Several other PhD students secured external travel grants to work with international experts to support and enhance their research and international experience. An Australian Research Foundation grant enabled Balint Kekedi to complete his thesis working with Stephen Gaukroger at the University of Sydney. Two students were awarded funds from the ERASMUS programme to study in Europe, and two students obtained Santander Travel grants, including Christopher Thomas to study with Don Garrett at New York University.

As a consequence of integrating PGRs into our research activities, as well as through their own collaborative activities, our PGRs have developed a strong sense of community. To further promote cohesiveness, the Unit organises social events such as the annual reading party in the Scottish Highlands. Looking ahead, we have launched a taught MLitt in Philosophy and Society (coordinated by **Kallestrup**), which is closely linked to CEKAS. The taught MLitt will provide a route to PGR study, particularly for students without an undergraduate Philosophy degree or who have spent several years outside of academia, and it will expand and diversify our postgraduate population further.

Promoting Equality and Diversity

The Unit integrates equality and diversity into its research and impact strategy. Several staff investigate equality and diversity issues as part of their research portfolios. It is, in addition, one of the areas where our strategy of focusing on "real world problems" becomes most concrete. **Lord**'s work on *Equalities of Wellbeing* prompted the charity Shelter to revise its recommendations on the UK housing crisis (section 4). **Luzzi**'s project *Sex Segregation in Sports* investigates sports activities across the UK (section 4). **Lord**'s and **Luzzi**'s projects both fall within the CEKAS priority area of Health and Wellbeing. With his advocacy for diversifying

the canon of philosophy at large, **Beaney** adds a commitment to engaging in other cultural traditions, thus contributing to the CEKAS priority area of Education and Learning. In support of this commitment, **Beaney** has been appointed to the Board of the University's Confucius Institute and is establishing an exchange programme with Wuhan University, a strategic partner of the University of Aberdeen.

The Unit leads the School's promotion of equality and diversity. **Luzzi**, **Lord** and **Sweeney** led the School's Athena SWAN Bronze accreditation in 2017 and therefore shaped the School's policies on equality and diversity. The School is now working towards an Athena SWAN Silver award.

Under the oversight of the Head of School (**Sweeney**), the Academic Line Managers, SDR and School Director of Equality and Diversity are charged with ensuring adherence to all broader University frameworks on equity between staff. The School has established an Equality and Diversity Committee, whose remit extends beyond gender to encompass all protected characteristics. The SDR sits on this Committee, where all UoAs are represented. The School Director of Equality and Diversity sits on the School Executive Committee.

Promotion within the Unit follows School and University guidelines, which include the anonymised assessment of promotion applications by trained role analysts. Both our female category A staff, **Sweeney** and **Lord**, were promoted during the census period (to Senior Lecturer and Professor, respectively). The development of our female staff is also evidenced by **Sweeney** joining the University's senior management team as Head of School, and **Lord** taking on leadership roles within the census period as Head of Discipline and School Director of Postgraduate Research. All School leadership positions are subject to open and competitive appointment processes.

Staff recruitment follows the University's Equality and Diversity Policy, which promotes equality and diversity at all levels and for all protected characteristics. All staff are required to undertake Equality and Diversity and Unconscious Bias training. Staff on job selection committees must additionally complete the course, Equality and Diversity in Recruitment and Selection.

Key decisions about research resource allocation (research leave, school research funding) are taken though open transparent processes. Research support is available equally to all research staff, whether on full- or part-time contracts (adjusted pro rata), open-ended or temporary contracts.

The School management, through the line management system, recognises the impact of caring, ill health or other reasons for consideration and supports flexible working arrangements in line with broader University policies. In addition, where required, the Unit arranges work on a case-by-case basis via the School workload model, for instance in preparation for retirement and including remote working. The Unit was therefore able to respond quickly and effectively to Covid-19 restrictions and changes in staff circumstances. Flexible work arrangements also apply for PGRs, such as switching between part-time and full-time study or distance-learning and on campus study.

Diversity and equality considerations informed the Unit's approach to selecting research outputs and impact case studies for REF2021. The publications of our female category A staff (**Sweeney** and **Lord)** contribute to the selected research outputs in proportion to their FTEs (22%). In addition, both our impact case studies arose from the research of our female staff (**Lord** and Entwistle, respectively). This demonstrates the absence of structural barriers to achieving and showcasing research impact. There was bespoke Equality, Diversity and Inclusion (EDI) training for staff involved in REF decision-making, including selection of the output portfolio.

Within the Athena SWAN Bronze award, the School and Unit committed to the creation of a family-friendly fund to assist conference attendance. In addition, the Unit implements the British

Philosophical Association and Society for Women in Philosophy (UK) (BPA/SWiP) Good Practice Scheme and Guidelines for Accessible Conferences. Consequently, we strive for gender balance among speakers in our seminars and conferences, as well as inclusion of perspectives departing from "core" analytic philosophy (e.g., continental, non-Western philosophy). **Luzzi**'s workshop *Sex Segregation in Sports*, for example, featured a majority of female speakers (3/5) and included the director of an organisation promoting gender inclusivity in sports ("Leadership, Equality and Active Participation in Sports for LGBTI people in Scotland"). Similarly, Stegmann's workshop on Kant's *Intuitive Understanding* had an equal gender distribution (3/6). During these and other events, the Unit follows the seminar conduct policy, which ensures a fair distribution of questions, for example by giving priority to students over faculty and by enforcing the "one question per question" rule.

3. Income, infrastructure and facilities

Research Income

The Unit pursues a strategy of combining research in core areas of philosophy with research leading to impact in the three priority areas of CEKAS (section 1). To sustain core research along with projects that expand interdisciplinarity and impact, category A staff apply regularly for major research grants. During the assessment period, the Unit achieved GBP795,051 of external research income or GBP12,907 per FTE.

Externally funded projects that supported fundamental research in logic, metaphysics and philosophy of science included Meadows's *Set Theoretic Pluralism* (Leverhulme, 2015-18), **Torre**'s Leverhulme Trust network grant *What's so Special about First-Person Thought?* (2016-19) and **Stegmann**'s British Academy Mid-Career Fellowship for *Scientific Metaphors in Action* (2019). **Sweeney**'s and Wright's project *Relativism and the Nature of Rational Tolerance* (Leverhulme, 2011-15) was grounded in epistemology.

In history of philosophy, **Lord** was awarded a major AHRC grant for *Equalities of Wellbeing in Philosophy and Architecture* (2013-16). Her project took an interdisciplinary approach and led to significant impact, which is reflected in an impact case study (section 1). Entwistle brought her Wellcome Trust Collaborative Award to the Unit (*But why is that better?*, 2018-2022). This ongoing project raises the Unit's interdisciplinary engagement, particularly in the CEKAS priority area of Health and Wellbeing (section 4).

All staff apply for smaller sums to organise conferences and support research visits, research assistance and conference presentations. Such applications are submitted to external funders (e.g., SPA and the Mind Association) and internally to the School's Research Committee.

Philosophy receives regular income from several sources to support research activities. The SPA awards an annual research grant for staff and PGRs, which sustains the *Philosophy Colloquium* and *Knowledge and Society* seminar as well as individual research. Over the assessment period, the Unit received an additional GBP10,000 from SPA for the research visits (of around 3 weeks each) of its Centenary Fellows (Jennan Ismael, Columbia U; **Beaney** - prior to his appointment; Joe Ulatowski, U Waikato; and Kerstin Andermann, Leuphana U). An annual grant from the Royal Institute of Philosophy funds the Annual Public Lecture (section 4). The Unit is represented on the Bednarowski Trust, which funds 3-4 week research visits by 2-3 Polish philosophers each year. **Lord** sits on the University's Gifford Committee, which organises the longstanding Lord Gifford lectures by a major figure in Natural Theology.

Infrastructure

Recognizing the need for a structure that would facilitate implementation of its strategy of impactful research, the Unit founded CEKAS with the support of the School (section 1). Since 2018, CEKAS functions as an umbrella for collaborative projects with societal impact and a

forum for exchanging ideas with colleagues outside Philosophy that can be developed into new projects and funding applications.

In the CEKAS priority area Health and Wellbeing alone, such collaborations have led to three major initiatives: **Luzzi** and Milner's work on *Sex Discrimination in Sports* (section 4); **Stegmann** and Casini's *Imaging SARS-Cov-2* (section 1); and Entwistle and **Thornton**'s *Practical Ethics of Care for the Dead and Bereaved* (section 4). All projects feature female academics as PI (Entwistle) or co-PI (Milner, Casini). These projects demonstrate that the Unit is not only pursuing research of societal relevance but has succeeded in creating the infrastructure needed to respond flexibly to urgent societal needs.

In addition to CEKAS, the School invests in a number of cross-disciplinary Research Centres of which Unit staff are members: the *Centre for Early Modern Studies* (CEMS), the *Centre for Civil Society and the Rule of* Law (CISRUL) and the *Centre for the History and Philosophy of Science, Technology and Medicine* (CHPSTM). **Lord**'s engagement with CISRUL led to a joint conference (*New Materialisms and Politics*), and she supervises ESRs who are funded through the highly competitive European Commission Horizon 2020 Marie Sklodowska-Curie "POLITICO" programme (section 2).

Research infrastructure was greatly enhanced in 2012 with the opening of a new University Library (see *REF5a*). The Sir Duncan Rice Library supports the Unit's research and impact activities through its holdings as well as a dedicated annual budget for books and inter-library loans (ILLs). The Unit is committed to **open access** of our research outputs, and our Libraries run the Aberdeen University Research Archive (*AURA*), our open access repository. The Library also offers Subject Development Awards to rapidly respond to new areas of research. **Stegmann** and Casini received an Award to purchase books in preparation for a joint grant application (section 4).

The University and School policies and structures support Philosophy's research activities and funding successes. The Unit's Research and Impact Lead (currently **Stegmann**) sits on the Research Committee and implements the School's support framework at Unit level. This includes assigning internal peer reviews for grant applications and participating in the annual research support interviews (section 2). The projects of **Lord**, **Torre** and **Stegmann** all benefitted from this support. Additional support structures include the University Research and Innovation office, which updates researchers about funding opportunities and assists with preparing grant applications and managing large grants (see *REF5a*). Furthermore, the School provides administrative assistance with grant applications and management, workshop organization, hosting external speakers and visitors and employing research assistants. Institutional support comes from the Public Engagement with Research Unit (PERU) for public engagement events and from Communications for media work (see *REF5a*).

Building on the Sustainability theme of the University's *Aberdeen 2040* strategy, the Unit has committed to the BPA Environmentally Responsible Travel Scheme. While travel remains important for establishing and maintaining research connections, Unit staff are committed to considering using video conferencing and less damaging modes of travel.

4. Collaboration and contribution to the research base, economy and society

Collaborations and the research base

The Unit has actively sought out collaborations with colleagues in other institutions, both in the UK and internationally, as a means of drawing on a large and diverse set of expertise. **Torre**'s and **Moretti**'s work exemplify the success of this approach. Over the assessment period, they built and maintained extensive international networks of scholars to pursue research in metaphysics and epistemology, respectively.

Between 2014 and 2019, **Torre** was co-PI on three externally funded projects with colleagues in Vienna (Max Kölbel) and Barcelona (Dan Lopez de Sa). He expanded his collaborations to include the Institut Jean Nicod in Paris (Francois Recanati), the ConceptLab in Oslo (Herman Cappelen) and LOGOS in Barcelona (Manuel Garcia-Carpintero), as well as UK institutions (Ofra Magidor in Oxford and Simon Prosser in St. Andrews). These institutions constituted the Leverhulme International Network *What's So Special about First-Person Thought?*, which **Torre** led as PI (2016-2019). **Torre** organised annual conferences as the main vehicle of interaction, with each focussing on different aspects of the topic (i.e., the problem of first-person thought (Barcelona, 2017), the roles of imagination and simulation (Boston, 2018) and a concluding conference in Edinburgh in 2019). An early collaborative output was the 2015 volume *About Oneself: De Se Thought and Communication* (OUP) co-edited with Garcia-Carpintero.

International collaborations are also central for **Moretti**'s research in epistemology. During this assessment period, **Moretti** co-wrote two books, one with Nikolaj Pedersen (Yonsei, Seoul) and the other with Kevin McCain (Alabama). The books, *Non-evidentialist Epistemology* (forthcoming, Brill) and *Appearance and Explanation* (under contract with OUP), will be published in the next cycle. In addition, **Moretti** co-edited two special issues for *Synthese*, one with Tommaso Piazza (Pavia) on defeaters (2018) and the other with Peter Hartl and Akos Gyarmathy (both Hungarian Academy of Sciences) on truth (2020).

Like **Torre** and **Moretti**, **Lord** and **Stegmann** organised international conferences, such as *Spinoza and Proportion* (2015) and *Intuitive Understanding* (2018), respectively. In 2014 and 2018, **Lord** organised the annual *Scottish Seminar in Early Modern Philosophy* at Aberdeen. All staff have international research connections, as evidenced by invitations to give talks at leading conferences and institutions around the world. Staff review applications for international funding bodies (e.g., National Science Foundation, German Research Council, Belgian National Grant Foundation) and scholarly monographs for international publishers (e.g., CUP, Princeton UP, OUP, Routledge). They routinely act as reviewers for leading philosophy journals, both general and specialist.

The significance and success of the Unit's research is reflected in the leadership roles that staff hold within the profession. **Beaney** is Editor-in-Chief of the *British Journal for the History of Philosophy (BJHP),* Palgrave Macmillan's monograph series on the *History of Analytic Philosophy* and President-Elect of the *Society for the Study of the History of Analytic Philosophy*. He is Chair of the UK Committee of the Philosophy Summer School in China Programme, which organises this prestigious annual summer school in collaboration with the Chinese Academy of Social Sciences. **Beaney** is Visiting Chair Professor at Tsinghua University and has taught at many of China's other elite universities (e.g., Peking, Beijing Normal, Wuhan). **Lord** was Chair of the *Society for European Philosophy*, sits on the Management Committee of the *British Society for the History of Philosophy*, is on the editorial board of *BJHP* and is a member of council of the Royal Institute of Philosophy. **Moretti** holds a Visiting Professorship at the Munich Center for Mathematical Philosophy (since 2014) and has recently been appointed as Fellow of the Bochum research group *From Perception to Belief and Back Again*. **Stegmann** held a Visiting Professorship at the University of Utrecht (2016). **Sweeney** and **Beaney** are members of the AHRC Peer Review College.

Contributions to Society

As part of their overall research profile, everyone in the Unit undertakes interdisciplinary and collaborative work that is geared towards societal impact (section 1). Prior to the establishment of CEKAS in 2018, this approach generated the Unit's impact case studies.

Both case studies serve as prime examples of the Unit's contributions to society. Case study 1 emerged from **Lord**'s AHRC project *Equalities of Wellbeing in Philosophy and Architecture*. It investigated Spinoza's concept of equality and, in collaboration with architectural theorist Peg Rawes (UCL), architects and charities (e.g., Shelter and The Equality Trust), articulated its implications for the UK housing crisis. The project had societal impact by, for instance, leading

Shelter's Policy Manager to specific conclusions set out in an influential report on the housing crisis. Case study 2 emerged from Entwistle's work at Aberdeen's Medical School on healthcare provision. The project uncovered epistemic and ethical uncertainties in person-centred approaches and developed recommendations for redesigning healthcare provisions that respect the plurality of what makes for "living well". These recommendations were co-developed with non-academic stakeholders and adopted by, for instance, the Scottish Government.

A very different kind of societal contribution pre-CEKAS was **Stegmann's** influence on the production of a new cultural artefact, a popular science book called *Life's Greatest Secret* (2015, Polis). Its author, Matthew Cobb, drew on **Stegmann**'s expertise and incorporated central findings of his research. Four of the aspects praised by book reviewers and the public (e.g., on Goodreads) are directly attributable to **Stegmann**'s work (e.g., the excitement around a previously unpublished diagram and a critical appreciation of informational metaphors in the life sciences).

Since the establishment of CEKAS, new initiatives are being pursued. Within the priority area Health and Wellbeing, **Luzzi** has established a network *Sex Discrimination in Sports* with sociologist Adrienne Milner (Brunel) and non-academic bodies such as SportEngland and LEAP Sports Scotland. This laid the groundwork for a joint funding application to the AHRC with **Luzzi** as PI, which is currently being revised. The project scrutinises sports policies that segregate on the basis of sex, which are widespread for many sports at almost all levels. A shift in policy motivated by the project's findings would affect the eligibility of a large number of athletes.

Entwistle and **Thornton** will further enhance the priority area Health and Wellbeing. Entwistle's project *But why is that better?* uses the tools of applied philosophy and ethics to help deliver on the promise, and avoid the pitfalls, of healthcare quality improvement. Entwistle collaborates with academic partners from other disciplines (Alan Cribb from KCL's Centre for Public Policy Research) as well as with non-academic stakeholders (e.g., NHS Education Scotland Digital Team, WHO Global Health Ethics Unit). **Thornton**'s research into the connections between French philosophy and psychoanalysis in the 20th century is influencing the training of psychoanalysts in the UK. As instructor for the major UK training organization "The SITE for Contemporary Psychoanalysis", **Thornton** will train prospective psychoanalysts in 2021.

For the CEKAS priority area Education and Learning, **Moretti** has brought together colleagues from philosophy and education to form the *Epistemology of Education Network*, which he now directs. In collaboration with teacher Alessia Marabini (Bologna) and educationalist Ben Kotzee (Birmingham), **Moretti** investigates questions of educational injustice and the epistemic aims of education. **Moretti**'s conference on *Social Media and Public Pedagogy*, postponed due to Covid, extends his work to the role of social media in contemporary society.

Beaney's appointment as Director of CEKAS will give the priority area Education and Learning a cross-cultural dimension (see previous section). The priority area Social Epistemology is currently developing under **Kallestrup**'s leadership and in close collaboration with **Moretti** and **Luzzi**. The Unit will support the establishment of a research network on the cognitive, ethical and epistemological dimensions of groups, including the challenges faced by "real world" organizations and institutions.

Public Engagement

In line with CEKAS' mission to apply philosophical expertise to societal challenges, we are committed to engaging with the local community and wider public. A long-running outreach initiative is the annual public lecture by a major visiting speaker, funded by the Royal Institute of Philosophy and organised by **Luzzi**. The lecture, given in a local cinema and combined with a film screening that relates to the topic, attracts an audience of 80-100. In 2018 and 2019, **Lord** and **Stegmann** presented research to the public at the University's May Festival (see *REF5a*), where **Torre** and **Stegmann** also organised external speaker events.

Relatedly, the Unit runs Café Philosophique events, hosted in a pub, in which short staff presentations are followed by guided group discussions. These events attract a wide audience from Aberdeen City and Aberdeenshire. As part of the *Equalities of Wellbeing* project, **Lord** organised screenings of the project film at architectural offices, Shelter, Aberdeen City Council and the Edinburgh Young Planners' Institute and published several public-oriented pieces on related topics.

As part of its Education and Learning priority area, the Unit has established a strong profile in teacher training supporting the teaching of philosophy in primary and secondary schools. In 2014, **Luzzi** developed *Philosophy with Children,* a one-day Continuing Professional Development course for teachers; he now teaches it twice annually. Teachers are introduced to methodologies of philosophy with children and provided with the practical tools to facilitate discussion in classrooms. To date, over 100 teachers have undertaken the training, and **Luzzi** was invited to present *Philosophy in Schools* to the Scottish Parliament in 2014.

On this basis **Luzzi** has developed the Aberdeen Philosophy in Education Group, a non-credit-bearing programme which trains Philosophy students in these methodologies and places them in local schools. Over 50 students have participated in the programme since its inception in 2014, resulting in proven educational benefits for pupils, increased public awareness of philosophy and career benefits for participants.

Staff reach non-academic audiences through invited lectures and contributions to public-oriented media. **Lord** gave the 2019 Royal Institute of Philosophy public lecture at Oxford and wrote for *The Philosopher, The Philosopher's Magazine, The Conversation, Aeon* and *The Forum* blog. In 2015, **Luzzi** was interviewed by Radio Merseyside on gender equality in sports and made contributions to *The Conversation* and the *Being Human Festival.*

Our public engagement events are a natural consequence of CEKAS' mission to apply philosophical expertise to societal challenges. In addition, we see them as being integral to our impact strategy because they are more than a one-way street. As new challenges and questions are raised, they feed back and shape our research.