

Institution: University of Dundee
Unit of Assessment: UoA 30 Philosophy
1. Unit context and structure, research and impact strategy

1.1 Overview

The Philosophy Unit of Assessment at the University of Dundee consists of seven academic staff (6.2 FTE): one Professor, four Senior Lecturers and two Lecturers. During the last seven years, the unit has increased in size from the 5 FTE returned in REF 2014. It is situated within the School of Humanities where research is supported by the Arts & Humanities Research Institute (AHRI). This forms the context, structure and strategic framework for the unit's research. Philosophy offers a central node to interdisciplinary research in the AHRI and wider University. To achieve maximum effect with a small FTE, the unit has enhanced its position in the study of continental philosophy by forming an integrated threefold interdisciplinary research programme that focuses on (1) art and philosophy, (2) science and technology and (3) core continental philosophy. We refer to this programme by the abbreviation ASC3. Philosophy's research, impact and engagement activities pursue these strands either singly or in combination. ASC3 is the unit's response to the respective challenges of team size, the opportunities offered by the forward momentum of the team's research successes and the need to be distinctive and sustainable. It also encapsulates the unit's agenda for interdisciplinary projects with the University's Duncan of Jordanstone College of Art & Design (DJCAD) and School of Life Sciences. This in turn will form a central part of the unit's emerging impact strategy on the theme of creative pedagogies.

1.2 REF 2014: Plans and Implementation

The Philosophy team achieved its main targets as set out in REF 2014. Based on its academic success, the continental philosophy specialism was extended, increasing the unit's distinctive international reputation as a specialist research centre for modern European philosophy. Although two of its members departed during this reporting period, the unit's growing reputation has attracted significant staff investment with four new strategic appointments: **Keohane**, **Sellbach**, **Röck** and **Ruda**. The commitments to aesthetics and technology, set out in 2014, were expanded into the art and science strands of our ASC3 programme. The unit continues to recruit national and international postgraduate researchers (10 PhDs were awarded in this subsequent reporting period and 9 postgraduate researchers are currently based in the unit) and it maintains a high international research profile.

The outcomes of REF 2014 demonstrated the plausibility of the unit's strategy to specialise in continental philosophy with a distinct aesthetics strand. This motivated the unit in the current cycle not only to consolidate but to grow the scope of its research activities, and through its establishment of transdisciplinary arts and life-sciences collaborations to distinguish itself from other UK, European and North American continental philosophy programmes. Institutional restructuring offered the unit unique opportunities for postgraduate module collaborations with DJCAD and Life Sciences which are designed to open up new avenues for interdisciplinary research. To consolidate and highlight its distinctive identity, the unit established the ASC3 programme as the key driver of its research strategy. This clarified the interdependence of the unit's research themes as art, science and core continental philosophy.

1.3 Organisation of Research: the AHRI

The Arts & Humanities Research Institute (est. 2009) is managed by the School's Research and Knowledge Exchange Committee (RKEC) and is responsible for the research environment within

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which the School's academics work. It formulates the School's research strategy and manages its research budget. The strategic objectives of the AHRI are: to build bridges between disciplines within and beyond the humanities; to promote partnership-based research within and beyond academia; and to create an environment for research postgraduates to thrive and become leaders in their fields.

Following REF 2014, the AHRI accelerated this strategy by overseeing a systematic shift from discipline-based organisation of research to the development of thematic centres. It currently comprises five centres – one of which is the Scottish Centre for Continental Philosophy – and includes two others shared with other HEIs. The structure of the AHRI aims to encourage and embed interdisciplinary and collaborative approaches to research, enabling the School to maximise the potential of overlapping research themes across and beyond the School. The centres established as part of that shift are responsible for giving shape and focus to the range of Humanities research and developing both research collaborations and public engagement. They also provide important focal points for the postgraduate research culture in the School (all PGRs are affiliated to at least one centre). The centres are designed to be flexible and facilitative, and to enable relatively small disciplinary units with porous boundaries to coalesce into a larger and more dynamic research environment. Staff members contribute to the work of other centres as well as research groups in other Schools: for example, **Sellbach** is a member of the Centre for Critical & Creative Cultures (based in the English Language & Literature unit); **Smith** has collaborated with the Centre for Poetic Innovation (jointly run between Dundee and St Andrews) and helped to launch the Interdisciplinary Legal Studies Research Cluster with the School of Law (2019). This is consistent with the AHRI's interdisciplinary mission and demonstrates the advantages of its unified organisation of research. The thematic approach to research organisation is not restrictive and the AHRI deliberately embraces the full diversity of theoretical and practical research in the humanities which is of particular importance to the interdisciplinary outlook of the Philosophy unit.

The unit is a constituent element of this broader environment, which strategically enables it, as a small team, to maximise and enhance its activities through access to pooled financial resources, research management and shared training events. For example, it has enabled members of the unit to maintain high levels of research and publication activity. The 16 outputs submitted to REF 2021 represent less than half of the outputs that were available for submission (including an additional three authored or co-authored books and two edited collections). Philosophy has representation on the RKEC. This engages the unit in dialogue with other centres and facilitates joint events and grant applications across the School. Philosophy derives funding for staff conferences and research travel from the AHRI budget. The AHRI also supports Philosophy's impact and outreach activities within a larger operational arena: it builds partnerships with non-academic users of humanities research to achieve collaborative impact (see section 1.6) and supports the wider dissemination of philosophy research through public events.

1.4 The Scottish Centre for Continental Philosophy (SCCP)

All research in the unit is directly organised under the Scottish Centre for Continental Philosophy (SCCP), one of the AHRI's centres. Established in 2014, the SCCP fosters team identity and organises research events, outreach and communication with non-academic audiences. The centre attracts funding from the Scots Philosophical Association to support its activities (see section 3.1). Its website provides staff and postgraduate researchers with a repository and platform for their work. The interdisciplinary spirit of the SCCP was reflected in its inaugural conference 'Acinemas: Aesthetics and Film in the Philosophy of Jean-Francois Lyotard' (2014), which attracted participants from Australia, South Korea, Germany, Belgium and France.

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Two series of Visiting Speaker Seminars are run by the centre: a general Philosophy research seminar and, since 2018, a Philosophy-Biology seminar in collaboration with the School of Life Sciences at Dundee. These receive funding from the Royal Institute of Philosophy, the AHRI budget, the School of Life Sciences and the Scots Philosophical Association, and they have attracted such notable international scholars as Don Ihde (Stony Brook) in 2016 and Slavoj Žižek (Ljubljana) in 2018.

The SCCP also serves as a hub for connecting with external organisations. For example, it was involved in the LABEX-funded project on 'Le Sujet Digital' (2012-15), based at Paris VIII. The project involved a yearly seminar held in Dundee and in Paris and resulted in four publications, among them *Le Sujet Digital* (2015) which included a contribution from **Smith**. In 2017 the centre was involved in a series of collaborative workshops which brought together researchers from Dundee's School of Life Sciences and Exeter University working on the Horizon 2020 project ProBIO, as well as from the Integrative BioPhilosophy Centre in Kassel. This led in 2018 to an interdisciplinary conference – 'Process, Life, Reality: Investigating Dynamic Modes of Being' – hosted in Dundee by the SCCP, involving researchers from various fields, which enlarged the established research group and has laid the ground for future international collaboration.

1.5 Philosophy Research Strategy: ASC3

The unit's research strategy is sustained by a managed environment of interdependent elements, including: workload allocation, support for research leave, and funding for conference and travel costs. The effectiveness of these interdependencies relies on the proper functioning and management of its key elements: academic, regulatory and pedagogic. This has been sustained by ambitious publication plans, good market positioning, robust staffing policies and the governance of sustainable development to nurture the unit's aspirations. The team's strategic ambition to build a research unit of international consequence committed to academic excellence, diversity and the fulfilment of staff potential was born of a collective appraisal of both its past achievements and scoping new collaborative opportunities within the University. The unit's ambitions are sustained in tiered fashion by the Philosophy team, the SCCP and the AHRI.

The ASC3 strategy has three constituent research elements, each of which encompasses a distinct self-sustaining research project, graduate teaching, and a current and future publication and impact plan.

(a) ASC1 – Art and Philosophy

The unit has developed a clear reputation for hermeneutical approaches to aesthetics, film and literature. This is demonstrated in **Davey's** recent work on the ontology of aesthetic practices and the speculative nature of aesthetic understanding. Through **Keohane** the unit is pioneering philosophical investigation into representations of nudity and naked truth in contrast to alethic and correspondence approaches. **Sellbach** contributes explorations of philosophy as performance practice to the team's engagement with DJCAD. This notably includes 'Pantomime Ethologies', a collaborative creative research project investigating the imaginative dimensions of Jakob von Uexküll's philosophy of biology. Innovative post-phenomenological and information-informed approaches to Kantian aesthetics are the hallmark of **Smith's** contribution to this element of the unit's research. **Woodward's** publications on Lyotard and film are benchmark achievements in the field.

(b) ASC2 - Science and Technology

The unit promotes research into the metaphysical and historical dimensions of science and technology. **Röck's** publications explore intersections between process thought and life sciences.

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This work is enhanced through engagement with **Sellbach's** contrasting work on the imaginative, felt dimensions of science. Both bring a special focus to current debates, from methodologies in the sciences to more specific notions of species, pathology and climate change. Through **Smith's** work on 'exceptional technologies' the unit makes innovative contributions to current debates in the philosophy of technology and the use of technology in education. **Woodward's** research on the history of philosophy of information in the continental tradition also notably enhances the ASC2 element of the unit's research strategy, as well as its pursuit of creative ways to develop and transmit information in different contexts.

(c) ASC3 - Core Continental Philosophy

The unit's research outputs make well-regarded contributions to contemporary debates within hermeneutic thought, Derridean scholarship, process philosophy, social critique and nihilism. **Davey's** work expands the conceptual range of contemporary hermeneutics and shows its value in articulating the nature of artistic practice. **Keohane's** writings investigate the consequences of applying Derrida's thought to debates about nationalism, cosmopolitanism, and the idea of 'national philosophies'. His work contributes to philosophical discussion of linguistic justice in the context of the global use of English. **Röck's** research makes an important contribution to process thought by leading debates in contemporary metaphysics and ontology and placing them in their historical context. **Ruda's** research demonstrates the continuing relevance of German Idealism to contemporary social and political thought. **Sellbach's** work in continental philosophy contributes to feminist, queer and performance theory. **Smith's** publications investigate how counterfactuals and paradoxes can be used to better shape our understanding of technology. **Woodward's** research explores continuing concern with Nietzsche's nihilism and its formative influence on poststructuralism and post-humanism. Both the AHRI, the SCCP and the unit's research seminars serve as public windows in which to present and integrate, as well as to experiment with, its research projects and to explore overlapping interests and research potentials.

The strategic aim of ASC3 has been to create a supportive environment allowing the team to maximise its potential and establish a platform for consequential engagement beyond the institution and beyond academia. The unit promotes a variety of young philosophical voices. Its participatory ethos creates a research environment to which all contribute and from which all can derive benefit. Implementing the ASC3 strategy helps to ensure that our research supports our commitments to sustainable excellence and relevance to contemporary philosophical and social debate, with a capacity for international impact, outreach and engagement. This process is guided and underwritten by regular team meetings as well as research meetings which are held twice per semester to monitor and review envisioned projects, outputs and collaborations. Such joint discussions were the genesis of the impact case studies of **Davey** and **Smith** and have opened the door to an interdisciplinary impact project on creative pedagogy post-2021 (see section 1.6). These are essential fora for monitoring staff research needs, fostering an open exchange of ideas, nourishing potential collaborations and testing future plans.

By establishing the strategic centrality of ASC3, the unit has promoted greater cross-team cooperation, benefiting both postgraduate researchers and the rate of staff publications. This resulted, for example, in a joint article (**Röck** and **Smith**), participation in the AHRC-funded project InGame (**Smith** and **Sellbach**), and a joint workshop on philosophy and technology (**Smith** and **Woodward**). In addition, the unit's bi-weekly research seminar and its associated guest-lecture and workshop programme have further consolidated the team and proved an effective mechanism for engendering cross-thematic engagement and cooperation. The tangible excitement created by real achievement and a sense of growth has opened the unit and its wider community to a sense of its potential. The team's successes in the present REF cycle, made possible by the well-

functioning of the AHRI research environment, have established solid foundations for the next phase of the unit's development towards greater excellence in its research.

1.6 Future Strategic Aims for Research and Impact

During the next REF cycle the unit will extend its established ASC3 model into an ASC3+ model by demonstrating the timeliness of philosophy's capacity to intervene as a critical and creative practice in Dundee city's themes of discovery and recovery. Dundee is branded as a 'City of Discovery', yet the concept of discovery has problematic connotations of colonisation and capital. 'Recovery' will be a key theme driving research and innovation in the post-Covid-19 pandemic world and will provoke critical questions concerning recovery of what, and for whom. The unit will grow its established research mission around the interrogation of questions of this nature.

This will be achieved through the collective impacts of following research trajectories: **Keohane** on the 'naked truth' and the political ontology of nudity in philosophy and Abrahamic religions; **Ruda** on rediscovering the contemporary relevance of German Idealist philosophies of freedom and the dialectical tradition of the nineteenth century; **Röck** on truth and scientific discovery in a putatively 'post-truth' world; **Sellbach** on practice-led philosophy through performance, and on how concepts of discovery can be reinvented through transversal and contingent recoveries (of narratives of difference, of ecologies, and of encounters with non-human animals); **Woodward** on the philosophy of information through the lenses of neglected approaches in the post-Kantian continental tradition; and **Smith** on intersections between philosophy of technology, educational practice, and intergenerational justice.

The unit has also established a related strategy to deliver impacts around the theme of creative pedagogies. This will be achieved through a number of projects. They include **Davey's** exploration of the impact of hermeneutical concepts on nursing practice, which evolved from his research on philosophical hermeneutics, and **Smith's** project on different narratives of the Tay Bridge Disaster, which builds on his research on the philosophy of technology. In addition, projects with a focus on the hermeneutics of knowledge and knowledge exchange, based on the unit's interdisciplinary work with DJCAD and Life Sciences, will be developed. This will be an attempt to formulate a creative pedagogy that rejects the traditional boundaries between the humanities/sciences and the arts. The aim will be to find modes of interdisciplinary teaching that generate interdisciplinary research. The development of such a pedagogy will also be supported through collaboration with colleagues in the School of Education & Social Work.

This strategy will also be facilitated by the involvement of both **Smith** and **Sellbach** with the AHRC-funded InGame project, which has so far brought £71,537 of research funding to the unit. This provides an axis to explore interdisciplinary teaching and learning potential through games (both analogue and digital) and builds on **Smith's** interest in the philosophy of technology and the impact technology has on learning. Furthermore, **Smith's** project and Impact Case Study on 'localising philosophy' involves collaboration with schools and other education sectors and provides further momentum for the development of creative pedagogies. Both **Ruda** (in collaboration with the Cooper Gallery, Dundee) and **Keohane** (in collaboration with the Stills Gallery, Scotland's Centre for Photography, Edinburgh) have already taught creatively in social and cultural environments, establishing routes and connections that allow for creative pedagogies to have impact beyond the traditional institutions of learning. **Woodward's** present engagement with the Melbourne Summer School also provides a route to international impact. There are plans to establish a similar event in Scotland, which will not only disperse the ASC3 themes among an international cohort of students but also apply the results of our work on creative pedagogies.

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The combined expertise of the unit's recent appointments will not only produce an impact project on creative pedagogies. They will also further consolidate and coordinate research strategy as well as public engagement activities across the ASC3 themes, pooling expertise in new interdisciplinary directions. For example, **Ruda** and **Röck** are collaborating with Christoph Menke (Goethe-University Frankfurt am Main) on a project that explores the potential of Naturphilosophie to give distinctive shape to contemporary ecological and political debates about the environment. As part of this engagement with science, biology and nature, collaborations with Dundee's Schools of Health Sciences and Medicine are being developed in order to extend ethical awareness in the nursing community about the demands around mortality, under the constraints of uncertainty and limited resources highlighted by the Covid-19 crisis. These plans also involve **Sellbach** (to emphasise ethical and performative issues) and **Smith** (to investigate the impact of technology on these issues).

The core continental philosophy theme will also be developed in the coming cycle via two of **Ruda's** collaborative projects: one on 'Reading Hegel', with Slavoj Žižek (Ljubljana) and Agon Hamza (Kosovo); and one on questions of political regression and stagnation in history, with Andrew Cole (Princeton) and Rebecca Comay (Toronto). **Woodward** is developing a Philosophy of Information project, which will in turn enhance the unit's commitment to the philosophy of technology.

All of these projects will provide the basis for the unit's research funding bids and its further development of a postgraduate research cohort, framed within the broader theme of Discovery/Recovery and how Philosophy can contribute to its analysis.

1.7 Open Research Environment

Support for Open Access (OA) is provided centrally by the University's Library & Learning Centre (LLC). An LLC liaison representative is a member of the School RKEC and advises the committee on all matters relating to open research. Outputs and data sets that meet OA requirements are made available through the LLC's online repository 'Discovery'. All of the unit's submitted 'in-scope' outputs are compliant with OA requirements. Support for an open research environment is additionally provided by the School's dedicated Public Engagement Officer, who promotes public awareness of our research, for example, by working with staff to identify and organise events that share research insights with wider audiences. The SCCP is committed to an open research culture, creating an interdisciplinary and welcoming environment for the speaker series. Seminars are recorded by video and made available on the centre's website. For the academic year 2020-21 the series will move online, open to a worldwide audience, and in addition to the centre website the recordings will also be made available on the University YouTube channel and the website of the Royal Institute of Philosophy. Furthermore, the journal *Parrhesia: A Journal of Critical Philosophy*, edited by **Woodward**, is a member of Open Humanities Press which promotes open access scholarship.

1.8 Research Integrity

Research integrity and good practice in research ethics are embedded in the University's strategic priorities (institutional statement). The unit is supported in these areas by two School of Humanities officers who work together, and with relevant University groups, to raise awareness of the principles articulated in the *Concordat to Support Research Integrity* and the University's related procedures. The Research Integrity Lead (RIL) – alongside the Associate Dean for Research who acts as deputy lead – is a member of the University Research Integrity Group, advises staff and students on matters relating to research integrity, and is responsible for promoting a culture of research integrity in the School. The RIL also promotes the University's

online research integrity training (available since 2016) which is currently mandatory for research postgraduate students and recommended for staff. The Research Ethics Officer advises staff and students on ethical standards of research practice involving human participants.

2. People

2.1 Staffing strategy

Since 2014 the staffing strategy of the School of Humanities within which Philosophy sits has been two-fold: (1) to consolidate established research strengths; (2) to make staff appointments which bridge disciplines and facilitate collaborative research. Priority has been given where possible to building capacity in practice-based research. Within this context, the unit continues to maximise its established strengths in European philosophy. The departure of two members of staff did not disrupt the coherence of the unit's strategy but allowed for new appointments to strengthen **Woodward's** research in French Philosophy and cultural criticism, **Davey's** work in aesthetics and hermeneutics and **Smith's** work on the philosophy of technology, as well as establishing the basis for new interdisciplinary projects with DJCAD and the Life Sciences.

The following four strategic appointments were made during this reporting cycle: (1) **Röck** to develop core continental philosophy, history of philosophy and interdisciplinary work with Life Sciences; (2) **Ruda** to develop core continental philosophy, political philosophy and history of philosophy; (3) **Keohane** to enhance collaboration with DJCAD and to engage with political and diversity issues; (4) **Sellbach** to develop interdisciplinary work with DJCAD and Life Sciences, to add competence to gender feminist philosophy, queer theory, and to build the School's practice-based agenda through performance philosophy. These appointments have substantially consolidated the team's identity and direction and are aligned with the School's interdisciplinary staffing strategy. **Davey** has reduced his commitment to 0.2 FTE (since 2017), maintaining a research, supervisory and administrative presence in the team.

2.2 Staff development and support for research

The unit's structures for staff development and support for research are provided by the AHRI and the School, which in turn reflect the principles of the *Concordat to Support the Career Development of Researchers*. Staff development is fostered through an annual process of Objective-Setting & Review (OSAR) run by the Dean and School professoriate, which enables staff to reflect on their progress, to identify any impediments and discuss with their reviewer appropriate professional development opportunities in order to support their career ambitions. The process is designed to support staff and to identify opportunities and routes to increased success. The OSAR process is complemented by the Annual Research Review (ARR) which was first implemented in 2016 and offers developmental feedback on research plans, progress and outputs via internal peer review by an ARR panel, formed from members of the School Research and Knowledge Exchange Committee (RKEC) plus an Associate Dean for Research from another School.

All full-time staff with significant responsibility for research receive a standard 30% workload allocation for research and research-related activity. Recipients of external funding receive additional workload time for research (calculated according to type of project and funding). All staff in the School can apply for a Research & Scholarship Focused Semester (RSFS) which relieves them from most teaching and administrative duties, allowing for a concentrated period of focus on research (typically used to bring a major project to completion or to accelerate a new one). The RSFS scheme is School-based and is managed by RKEC. In addition, all staff can apply to the University for a formal leave of absence (sabbatical) to pursue research, although the RSFS has become the normal route to enhancing research time in the School. During this reporting period,

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three members of the Philosophy unit have had such a research focused semester (**Röck, Smith, Woodward**).

Early career researchers are supported by the institution's induction provisions for new junior staff. These include: working with an academic line manager to agree annual objectives over a three-year probationary period (monitored by the Dean); support of a mentor who provides help and advice as a 'critical friend' (appointed by the Dean); and mandatory completion of the University's programme for the Postgraduate Certificate in Academic Practice in Higher Education. To meet these requirements, early career researchers receive a workload remission of ten percent in year one, followed by five percent in the remaining years. Early career staff also have access to a cross-institutional Teaching, Research & Academic Mentoring Scheme (TRAM) (institutional statement). All other staff are encouraged to participate in the voluntary Professional Development Mentoring Scheme managed by the institution's Organisational & Professional Development unit (OPD).

The AHRI also makes funds available to support the development of staff during the early stages of their careers. For example, **Röck** received £3,000 to organise an international interdisciplinary conference 'From Thing to Being' (2018) and **Keohane** received £3,000 to support research travel (e.g., Boston, Reykjavik) for his monograph *Cosmo-Nationalism* (2018).

The AHRI supports individual and collaborative research through its budget. Each member of the unit has access to an annual research allowance to support research activities, and additional funds can be applied for on a responsive-mode basis. RKEC normally meets every two weeks during semester to ensure that funding requests are responded to quickly. Since 2013 it has disbursed £538,389 to researchers in the School to support national and international research, conference attendance and public engagement activities. RKEC also organises internal peer review and feedback for colleagues preparing external funding applications, in line with the University's partnership model for grant applications (institutional statement).

2.3 Postgraduate researchers

Supervision of postgraduate researchers is regulated by a code of practice stipulating the minimum number of supervisions (initially once a fortnight and later once a month). PGRs are also supported by a Thesis Monitoring Committee which consists of academic staff other than the supervisors and meets twice per annum (normally June and December). The Thesis Monitoring Committee in June also serves as a formal annual progress review, for which PGRs have to provide a substantial sample of written work, and it determines whether PGRs can proceed into the next year of their research.

As a constituent member of the Scottish Graduate School for Arts & Humanities (SGSAH), all PGRs within the School of Humanities have access to its Scotland-wide training and support structures. They provide an extensive combination of core training for arts and humanities researchers, more focused training via three Knowledge Exchange Hubs (Citizenship, Culture and Ethics; Creative Economies; Heritage) and subject-specific training through the Doctoral Training Partnership (known since 2019 as 'Discipline+ Catalysts'). For Philosophy PGRs, the SGSAH training sessions cover such topics as writing and presenting papers, the academic job market and non-academic careers. **Röck** is a member of the national panel for the SGSAH 'Discipline+ Catalyst' for Philosophy and Theology. The University provides further training opportunities for PGRs offered by OPD, such as the PhD Thesis Bootcamp, which is a series of workshops on writing and editing.

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Alongside supervision and formal training, doctoral students are familiarised with the conventions of academic culture in several ways. They are expected to present their work-in-progress at the School's Postgraduate Forum (held twice per semester) and annual Postgraduate Conference, and to attend research seminars hosted by a cognate centre. All PGRs are members of at least one of the AHRI research centres. The AHRI also supports the career development of PGRs through its Doctoral Fellow scheme. Each year, each AHRI centre has a remunerated Doctoral Fellow attached to it. Doctoral Fellows support and promote the work of the centres and gain wider experience of academia; those attached to the Scottish Centre for Continental Philosophy in recent years have, for instance, helped to maintain its social media presence and assisted with conference organisation.

Once upgraded to full PGR status (usually after the first year of full-time study) PGRs are permitted to tutor on an undergraduate module at Level 1 or 2. This is an important part of career development, and the training and mentoring of PGRs in teaching techniques and assessment is well supported by the institution's Academic Skills Centre. Philosophy PGRs also have opportunities to teach beyond Dundee. Berger-Soraruff (doctoral researcher) held a week-long (10 hour) public lecture course at the Melbourne School of Continental Philosophy on 'Bernard Stiegler: from *Technics and Time* to *The Automatic Society*' (2016).

All full-time PGRs in the School of Humanities have shared office space and individual computer facilities from the very start of their research. They are represented formally by the Postgraduate Staff-Student Liaison Committee, which is chaired by the School's student Vice-President for Postgraduates (VPP). The VPP also sits on RKEC, which helps to integrate the postgraduate research community into the formal work of the School. Postgraduate researchers can apply to the AHRI for financial support for conference attendance and research travel, and since 2013 it has disbursed £17,542 for these purposes.

2.4 Equality and Diversity

The School of Humanities has a strong policy of equality, diversity and inclusion, in consonance with the institution's EDI policies. It has appointed an EDI officer to oversee the implementation of EDI policies and to engage with staff, students, student union representatives and professional services to ensure that the Equality Act (2010) is followed, and that inclusion and diversity are embedded within the working culture of the School. It is mandatory for all staff to complete online modules on 'Diversity in the Workplace' and 'Disability'. EDI is a standing agenda item at RKEC meetings to ensure that all research and research-related matters are considered in that context.

The School's appointment procedures follow the Equality Act (2010) and reflect the requirements for an Athena SWAN application. The unit's gender balance on the REF 2021 census date was 5 males and 2 females. The age profile was: 3 staff in the 30-39 age range, 3 in the 40-49 range, and 1 in the over-60 range. The grade profile of the unit's FTE was: 2 Lecturers, 4 Senior Lecturers, 0.2 Professors. All Category A staff are on permanent contracts; there were no early career researchers on the census date. The School has flexible working patterns for research staff, who nominate a weekly research day during semesters. The OSAR and ARR processes ensure that research expectations are adjusted for individual circumstances (e.g., parental leave, caring responsibilities, long-term illness).

As a unit that specialises in continental philosophies with an interdisciplinary outlook, reflecting on diversity, engaging critically with cultural hegemonies and supporting inclusiveness is central to our research, teaching and community. This is an area that we have developed substantially since 2014 with researchers working on feminist philosophy and queer theory as well as philosophy for

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children (**Sellbach** and **Smith**). We encourage and supervise students writing about feminism, transgender issues, disability, race theory, non-Western philosophies and postcolonial studies. **Woodward** sits on the School of Humanities' Diversity Working Group.

2.5 Preparation of REF Submission

In preparing its submission, the unit's Planning Group was guided by the University's REF 2021 Code of Practice, which framed our decision-making process in the context of the principles of equality, diversity and inclusion. The Planning Group made its decisions on outputs and attributions in a manner that aimed to maximise the overall quality profile for the submission, based on a thorough process of internal and external evaluation. All staff were invited to propose potential Impact Case Studies through a series of impact workshops. The submitted Impact Case Studies reflect the Planning Group's view of the strongest demonstrable research impacts which emanated from the unit in the reporting period. All members of the Planning Group completed mandatory unconscious bias training prior to the decision-making process.

3. Income, infrastructure and facilities

3.1 Income

The unit received external income during this reporting period to support several aspects of its research mission. The Scots Philosophical Association (SPA) awarded the unit £5,000 in 2018 to establish a 'Dundee Fellowship Series' for bringing visiting scholars to the Scottish Centre for Continental Philosophy (SCCP). As a result, both Alexander Galloway (New York University) and Marcia sá Cavalcante Schuback (Södertörn University) spent time at the centre in 2018. The SPA also supported James Williams' (member of the UoA until 2015) project 'Object, Value, Canon' (2013-15; £4,251) and the work by **Smith** and Williams on the 'Digital Subject' (2014-15; £3,172), which fed into the collaboration with Paris VIII mentioned in section 1.4. The SPA also sponsored the inaugural conference of the SCCP noted in section 1.4 (2014; £1,355) and the centre's conference on the 'Hermeneutics of Practice' (2016; £1,200). This event led to a special issue of the *Journal of the British Society for Phenomenology*, guest edited by **Davey**, on 'Philosophical Hermeneutics and Ontology' (2017). The Royal Institute of Philosophy provides £1,500 per annum to support the SCCP's research seminar series. Both the Royal Society of Edinburgh and the Czech Academy of Sciences financed **Röck's** research fellowship with the Czech Academy of Sciences (£2,000), which was used to develop her work on intersectional phenomenology and process ontology (forthcoming as a monograph).

The unit has also benefited from the School's development of a practice research strategy and partnerships with the creative industries in Dundee. The AHRC Creative Industries Clusters Programme, InGame (2018-23), a collaboration with Abertay and St Andrews and involving **Sellbach** and **Smith** as co-investigators, includes an award of £1,658,483 for Dundee, of which £71,537 was apportioned to the unit in this reporting period. The project aims to enhance the scale and value of the videogame cluster in Dundee in alignment with UK government strategic investment in creative industries. **Sellbach** and **Smith** contribute expertise on game phenomenology, the philosophy of design and the philosophy of play.

3.2 Infrastructure and facilities

The AHRI and its constituent centres provide the facilitating mechanisms of the unit's research environment. The AHRI is managed by the School of Humanities Research & Knowledge Exchange Committee (RKEC) and is co-chaired by the Associate Dean for Research & Scholarship and the Associate Dean for Knowledge Exchange & Partnerships. Its core membership comprises the heads of the AHRI's research centres, which embeds regular dialogue

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between the centres in the School's research management structure. RKEC also includes representation from the School's research postgraduates, the Library & Learning Centre, and the institution's Research & Innovation Services.

The AHRI supports the unit's research in a number of ways. As noted in section 2.2, for example, it disburses the School research budget to support a wide range of activity, and it coordinates the peer review of external funding applications for staff and PGRs. The AHRI also hosts a Humanities Research Forum on a periodic basis, a one-day event for all School of Humanities researchers designed to build links across disciplines and other subjects in the University. In all of its work, the AHRI is supported by a Research Administration Lead, a Postgraduate Officer and a Public Engagement Officer.

The AHRI has also taken steps to build support mechanisms for research impact: it organises periodic Impact Accelerator events, which are designed to help staff identify impact pathways for their research; it encourages staff to apply for an RSFS to focus on impact projects; its peer review of funding applications pays close attention to impact plans (where appropriate); and it commits funds to support impact activity. The projects behind the unit's Impact Case Studies both received contributions from the AHRI budget.

The unit's researchers are also supported by institution-level offices in preparing and costing funding applications: Research & Innovation Services and Research Finance (institutional statement). The newly established (2019) Doctoral Academy is enhancing support for all RPGs in the University (institutional statement).

Members of the unit are based in the Tower Extension building of the University's main campus, adjacent to the other disciplines within the School and a short walk from the School administrative offices and reception. Staff members have individual offices. The office space for research postgraduates is also situated in the Tower Extension building, integrating postgraduates into the research culture of the unit and the rest of the School. Staff and postgraduates have access to several shared study and social spaces within the School and the University. In the School, most research-related spaces are based in the Baxter Suite, alongside the School Office and meeting rooms. The Baxter Suite contains a postgraduate research space, exhibition space, and a lecture theatre with flexible seating that is used for guest lectures, postgraduate fora, conferences, exhibitions and launches. The School also has a significant research resource located in the city's Vision Building, which houses several enterprises associated with the creative industries, as well as the InGame project's facilities, in which **Sellbach** and **Smith** are involved.

4. Collaboration and contribution to the research base, economy and society
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Collaborative work is integral to the research and impact strategy of the AHRI and its constituent centres. Through its Scottish Centre for Continental Philosophy (SCCP) the unit has developed a number of collaborations with academic and non-academic partners, consonant with its size and research themes. They are evidence of the significance of the unit's research and expertise, and of its wider contributions to society. Members of the unit have also made sustained contributions to the general operation of the discipline at national and international level during this reporting period.

Collaborations:

The unit's principal collaborations in this reporting cycle were those which underpinned its Impact Case Studies: **Davey's** work with the Calgary Nursing Centre in Canada, which developed ways

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to extend the benefits of hermeneutical approaches to care for the nursing community; and **Smith's** partnership with Dundee City Council and local teachers to use philosophy to enhance the digital skills of young people. Both projects are important contributions to wider society. **Smith** is also collaborating with British Telecom as part of their 'Skills for Tomorrow' initiative.

Sellbach and **Smith** are co-investigators for the AHRC Creative Industries Clusters Programme, InGame (2018-23), a collaboration with Abertay and St Andrews and the creative industries in Dundee. The project connects research with commercial activity through a research platform designed to lower the risk threshold for creative activity. It promotes and supports games-sector innovation, and as such is an important contributor to the local economy which has a substantial games sector. The unit's participants contribute expertise on game phenomenology and philosophies of design and play.

Davey was invited by Santiago Zaballa to join the Vattimo Research Group in Turin where he also collaborates annually with Chiurazzi promoting Graduate Teaching in Hermeneutics and Aesthetics (British Council funded). **Ruda** collaborated with the Cooper Gallery in its philosophical engagement 'All That is Solid Melts' (2019), and he helped to organise the gallery's '12-Hour Non-State Parade' symposium (2020).

Conference hosting:

The unit also contributed to the research base of the discipline during this reporting period by hosting ten conferences in Dundee, each related to one of its ASC3 strategic themes. Following the inaugural conference of the SCCP in 2014 (see section 1.4), the art and philosophy theme was developed by an interdisciplinary conference on 'The Ends of Art' (2015), in collaboration with the University's college of art and design, DJCAD. Five conferences explored the intersections of philosophy, science and technology: (1) 'Digital Subject UK' (2015); (2) 'Continental Philosophy & Information Technology' (2017); (3) 'From Thing to Being' (2017); (4) 'Process, Life, Reality: Investigating Dynamic Modes of Being' (2018); and (5) 'Materialist Pedagogies' (2019). Core continental philosophy was represented by 'The Hermeneutics of Practice' (2015) and 'Continuities in Modern French Philosophy' (2016), as well as by a special conference on 'Hermeneutics' (2016) in honour of **Davey**.

Editorial contributions:

Ruda is co-editor-in-chief of the journal *Crisis and Critique* and **Woodward** is the editor of *Parrhesia: A Journal of Critical Philosophy*. **Davey** guest edited a special issue of the *Journal of the British Society for Phenomenology* (2017). **Davey** also serves on the editorial or advisory boards of the academic journals *Canadian Journal for Applied Hermeneutics*, *Internationales Jahrbuch für Hermeneutik*, *Nordic Journal of Aesthetics* and *Tropos: Journal of Hermeneutics & Philosophical Criticism*, and **Röck** is on the editorial board of *Philosophical Quarterly*. **Röck** is also a co-editor of the book series *Metaphysic and Ontology* (Duncker & Humblot). **Woodward** is an editor of the translation series 'Groundworks' (Rowman & Littlefield International) and serves on the editorial board for the series 'Nietzsche Now' (Cambridge Scholars Press) and 'Advances in Critical Thought' (Anthem Press).

Peer-review contributions:

Members of the unit have also peer-reviewed article manuscripts for many different academic journals – including *Culture Theory Critique*, *Deleuze Studies*, *Derrida Today*, *French Studies*, the *Journal of Aesthetics & Phenomenology*, *Philosophy of Technology* and *Techne* -- and book manuscripts for leading publishers, including Cambridge, Edinburgh, Liverpool and Northwestern university presses, Bloomsbury, Routledge and Verso. Until 2017, **Davey** was a member of the

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AHRC Peer Review College. **Röck** has peer reviewed for Rannis (the Icelandic research fund), and **Ruda** is a member of the ARRS (Slovenian Research Agency) Evaluation Panel (since 2017). Members have also served as external examiners of seven PhD theses (Cardiff, Galway, Loughborough, Newcastle, Royal Holloway, Staffordshire and Turin).

Invited talks:

The unit's research is widely recognised, as indicated by the range of invited talks in this reporting period. Four keynote addresses were delivered: **Keohane** at a conference at the University of Edinburgh on 'Mother Tongues and Other Tongues' (2016); **Smith** at a conference at Radboud University on 'Mapping Crossed Roads: Three Key Problems for Philosophy of Technology Today' (2018); and **Woodward** at the annual conferences of the British Society of Phenomenology (Brighton, 2017) and the Friedrich Nietzsche Society (Newcastle, 2018). Other invited talks included: **Davey** at the universities of Calgary (2014), Turin (2017) and Central University Illinois (2018); **Sellbach** at Goldsmiths (2018); **Smith** at the Publishing Sphere conference in Montreal (2019); and **Woodward** at the China Academy of Art, Hangzhou (2019). In addition, panels have been devoted to the work of **Ruda** on German Idealism (at the conference of the American Society for Phenomenology & Existential Philosophy, 2017), **Sellbach** on environmental philosophy and animal studies (at events at the LSE in 2018 and Goldsmiths in 2019 to discuss her co-edited collection *The Edinburgh Companion to Animal Studies*) and **Smith** (an invited panel at the University of Twente, to launch Smith's monograph *Exceptional Technologies* in 2018).

Engagement with wider audiences:

Members of the unit are committed to engaging with wider audiences through their research. For example, as part of the efforts of 'Ragged University' to localise and share knowledge, **Röck** has given three public presentations in Edinburgh since 2018 (future events are postponed until the end of the current health crisis). **Smith** spoke about his work at a Pecha Kucha event at the Dundee Rep Theatre in June 2020 to an audience of 400 people. **Woodward** teaches open Philosophy classes for the general public in conjunction with the Melbourne School of Continental Philosophy. As part of this collaboration he presented a two-week public seminar on 'Lyotard's Aesthetics' in 2014. He has also given public lectures: 'See How Desire Works: Watching David Lynch with Jean-François Lyotard' at the University of Staffordshire, 2016, and 'Les Immatériaux: Experiments in Art and Philosophy' at the Victorian College of the Arts, Australia, 2016.

Visiting Positions and consultative work:

Since August 2019 **Ruda** has been a permanent Visiting Professor at the Capital Normal University, Beijing and the University of Nanjing, as well as a Professor at the European Graduate School (Saas Fee / Malta). **Sellbach** is an International Research Fellow with Radical Matter: International Laboratory for Fine Art, Philosophy and the Wild Sciences, Royal College of Art, London. **Smith** was an academic consultant for a Somerset House exhibition based on Jonathan Crary's book *24/7*, having direct input into the organisation of the exhibition and contributing to the catalogue.

This range of collaborations and contributions from a small unit is further testimony to the success of its ASC3 strategy, which gives it a distinctive identity, as well as to the support structure provided by its wider environment.