Report on Development Dialogue

Programme details	
School	Erasmus School of Philosophy
Programmes	• B Filosofie (CROHO 56081) • B Philosophy of a Specific Discipline (CROHO 57084) • M Philosophy (CROHO 66081) • M Philosophy (research) (CROHO 60128)

Accreditation details			
NVAO Framework	2018		
Date site visit	21 and 22 November 2023		
Panel	*Chair*	Prof. dr. Martin van Hees professor of Moral and Political Philosophy, VU University and Dean of Amsterdam University College (AUC)	
	Member	Prof. dr. Gerd Van Riel, professor of Ancient Philosophy and Dean of the Institute of Philosophy, KU Leuven	
	Member	Prof. dr. Martine Prange, professor of Philosophy of Humanity, Culture, and Society, Tilburg University	
	Member	Prof. dr. Mariëtte van den Hoven, professor of Medical Ethics, Amsterdam UMC	
	Member	Prof. dr. Vincent Blok, professor of Philosophy of Technology and Responsible Innovation, Wageningen University	
	Student member	Tim van Alten, MSc student Philosophy of Science, Technology and Society, University of Twente.	
	Secretary	Dr. Fiona Schouten (Academion)	
Panel conclusions	*Standard 1*	• B Filosofie • B Philosophy of a Specific Discipline • M Philosophy • M Philosophy (research)	All programmes meet the standard
	Standard 2	• B Filosofie • B Philosophy of a Specific Discipline • M Philosophy • M Philosophy (research)	All programmes meet the standard

	Standard 3	• B Filosofie • B Philosophy of a Specific Discipline • M Philosophy • M Philosophy (research)	All programmes meet the standard
	Standard 4	• B Filosofie	Meets the standard
		• B Philosophy of a Specific Discipline	Partially meets the standard
		• M Philosophy	Meets the standard
		• M Philosophy (research)	Meets the standard
NVAO decision	B Filosofie		16 July 2024
	B Philosophy of a Specific Discipline		24 July 2024
	M Philosophy		9 september 2024
	M Philosophy (research)		12 september 2024

Development dialogue details	
Date	22 November 2023
Participants	Representatives of the panel and the ESPhil Programme Management Team.

Context development dialogue
In line with the NVAO assessment framework (2018), each study programme or cluster of study programmes conducts a 'development dialogue' (ontwikkelgesprek) with the assessment panel following the assessment visit. During this development dialogue, future developments and potential improvements are discussed from a development perspective. The agenda is drawn up by the programme management. Although the development dialogue is part of the programme review, outcomes are not part of the accreditation assessment. Pursuant to the Higher Education and Scientific Research Act (WHW), article 5.13 paragraph 6, we publish the report of these discussions with this document.

Discussion points
1. The future (education) profile of ESPhil 2. How to implement a policy on diversifying the curricula?

Discussion takeaways
1. The future (education) profile of ESPhil

The management asked the panel about their perspective on how ESPhil should position themselves as a School and what could be improved within the programmes to match this profile.

Research and impact driven education
ESPhil is committed to contribute to the EUR's overarching mission of generating a positive societal impact through research and education This commitment is pivotal for the school's strategic direction. The school also aims to make an active contribution to the strategic direction of the EUR.
To effectively achieve the goal of positive societal impact, the panel advises that it is imperative to establish a clear definition of 'impact' within the context of ESPhil. This definition should be developed in collaboration with both staff and students to ensure a shared understanding and commitment to the school's mission. The co-creation process will facilitate a more inclusive and comprehensive approach to impact-driven education.
It is recommended that once a more precise operationalization of 'impact' is established, ESPhil should introduce its students to the concept of impact and research-driven education at an early stage in their academic journey. This could be implemented through reflection assignments that encourage students to engage with the school's mission and understand the importance of their studies in creating societal change.
Furthermore, ESPhil should continue to maintain a robust research profile. This will not only enhance the school's academic reputation but also support educational innovations and practical applications of philosophical inquiry. The term 'engaged scholarship' should be emphasized to accurately reflect the school's dedication to impactful research and education.
Lastly, ESPhil is encouraged to seek out and enhance synergies with other schools within EUR. By doing so, ESPhil can leverage interdisciplinary collaborations that enrich both research and educational outcomes, thereby contributing to a more integrated and impactful approach to addressing societal challenges.

Interdisciplinary connections
ESPhil is committed to fostering interdisciplinary connections that enhance its educational and research landscape. A key aspect of ESPhil's unique profile is its critical and connected stance towards other disciplines, which positions the school as a catalyst for creating new concepts and opportunities. ESPhil places a strong emphasis on interdisciplinarity and actively seeks collaborations with other disciplines. These collaborations are essential for broadening the scope of philosophical inquiry and ensuring that the education provided is relevant and impactful in a variety of contexts.
One of the main challenges faced by ESPhil is the translation of inter- and transdisciplinary research into the educational curriculum. This requires innovative approaches to integrate diverse fields of study and research outcomes into relatively short courses.
An opportunity that has been identified is the exploration of (interdisciplinary) internships. Such internships would provide students with hands-on experience in applying philosophical concepts across different fields. However, this initiative is constrained by supervision capacity limitations, which necessitates careful consideration and planning.
To address these limitations, the panel offered alternative solutions. One such solution is the organisation of challenges with stakeholders, which would allow students to engage with real-world problems and collaborate with external partners. Another alternative is the incorporation of community service learning, where students can apply their

philosophical knowledge in community-based projects, thereby gaining practical experience while contributing to societal well-being.

<u>Public philosophy</u>
ESPhil recognizes the value of public philosophy as a bridge between academic inquiry and societal challenges, and it seeks to enhance its role in the broader community.
A key aspect of this initiative is the approach to stakeholder involvement. ESPhil aims to use its connections with stakeholders strategically to achieve meaningful impact. These connections are not viewed merely as an end goal but as a vital means to extend the reach and applicability of philosophical research and discourse. This effort supports philosophical inquiry by bringing in diverse perspectives and challenges from outside the traditional academic sphere. However, it is crucial that these connections do not compromise the philosophical nature of the school's work. Maintaining the integrity and depth of philosophical thought is paramount while engaging with external partners.
Furthermore, ESPhil hosts several courses both on bachelor and master level that focus on the roles and impact of philosophers in society. These courses are designed to provide students with a clear understanding of how their skills and knowledge can be applied in various contexts, both within academia and beyond. By doing so, ESPhil aims to prepare students for active and impactful roles in addressing societal issues through philosophical insight and analysis.

    2.   Diversifying the curricula
The management also asked the panel to advise on how to implement its D&I vision into all ESPhil's educational programmes.

<u>Inclusive Curriculum</u>
ESPhil is currently engaged in efforts to create a more inclusive curriculum. This initiative has seen active participation from some faculty members who are keen on integrating a broader range of perspectives and content into the curriculum. These efforts are aimed at reflecting a diversity of philosophical thought and catering to the evolving educational needs of the student body.
However, it is noted that there is a spectrum of engagement among the faculty, with some members preferring to maintain a traditional profile for the curriculum. This preference underscores the importance of balancing innovation with the preservation of classical philosophical teachings that form the foundation of the discipline.
In terms of student preferences, there is a clear demand for both diversity and tradition in the philosophical curriculum. Students have expressed interest in engaging with a wide array of philosophical ideas and approaches, including those that may have been historically underrepresented or marginalized. At the same time, there is also a strong desire to retain the traditional elements that have long been central to philosophical study.
The dual demand from students presents an opportunity for ESPhil to consider how best to integrate these preferences into a cohesive curriculum. The challenge lies in designing a curriculum that honours the rich traditions of philosophy while also expanding its boundaries to include a wider range of voices and concepts.

<u>Balancing the philosophical Canon and Diversity</u>
A Diversity & Inclusion Committee has been established with the support of ESPhil's Board. The committee's primary task is to review existing courses and syllabi to identify

areas where diversity in perspectives can be improved. By doing so, the committee will play a crucial role in ensuring that the curriculum reflects a wide range of philosophical thought.

The panel advises for the management of ESPhil to take a proactive stance by formulating and communicating a clear position on the importance of curriculum diversity. Additionally, management should be committed to engaging in discussions with teachers to collaboratively implement changes. This collaborative approach is essential for fostering an environment where curriculum development is a shared responsibility.

Epistemic and Geographical Diversity
The panel remarks that ESPhil's curriculum already showcases a commendable level of diversity, with a wide array of epistemic viewpoints and geographical origins included in its courses. Building on its existing strengths, ESPhil plans to develop a systematic approach to further diversify the curriculum. The strategy will involve leveraging the available expertise within the faculty to introduce new content and perspectives that enhance the school's educational breadth. By systematically assessing the curriculum, ESPhil aims to ensure that its offerings remain at the forefront of philosophical education, reflecting the dynamic and multifaceted nature of the field.