

Examination Board
Annual report
2022-2023
Erasmus School of Philosophy
Erasmus Universiteit Rotterdam

Preface

In the past year, all education and examination could take place as planned; all corona measures were abolished. Great for the Examination Board (EB), but even more so for students and staff. Residual effects can be handled through individualized measures. This yearly report will therefore no longer pay special attention to corona. Yet, a new 'disruption' appeared on the scene of university education this academic year: generative AI, especially ChatGPT. Opinions differ on the educational value of such software. However for the reliability of (unproctored) examination – essays and theses - it constitutes a 'real and present danger'. Issues around generative AI will be dealt with specifically in §2.9. Another pressing fraud concern is plagiarism and fraudulent referencing. Last year, three (BA) theses were declared invalid on these grounds; more on this in §2.7.

In 2023-2024 we welcome the start of a wholly new master: Societal Transitions, an interdisciplinary program hosted by ESPhil. As this program is interdisciplinary rather than philosophical, it raises new questions for the EB. The master Philosophy Now is at present in its fourth year, while the Research Master in Philosophy & Economics has a long track record. The 'Second Degree' program (Bachelor in Philosophy of a Specific Discipline) remains the most important program within ESPhil; it attracts students from all academic disciplines, also from outside of EUR. Of course, ESPhil also maintains its fulltime bachelor program, as well as a parttime equivalent.

Dutch law (WHW art 7.12b.5) determines that the EB draws up a yearly report and sends this to the dean of the faculty. The present report deals with the activities of the Examination Board of the Erasmus School of Philosophy (ESPhil) of Erasmus University Rotterdam, 1 September 2022 through 31 August 2023. It was established and approved by the EB on December 7, 2023.

Dr Gijs van Oenen
Chair Examination Board
Erasmus School of Philosophy

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1. THE EXAMINATION BOARD

1.1 The context in which the EB is active

Pursuant to new legislation, but also to aspirations and desiderata from the Inspection on Education (Onderwijsinspectie) and the accreditation organisation NVAO, the role of examination boards in academic education has transformed considerably in recent years. Crucial here is the strengthening of the position of the examination board (EB), especially in its relation to the director of education and the board of the university. The EB has been provided with more tasks to perform, and more legal powers to do so. Simultaneously, there has been a tendency to see the EB as a kind of internal inspection agency – an idea which finds little support in the literature on education law, or in the law.

The EB deploys its activities within the framework of the Teaching and Examination Regulations of the bachelor and master programs offered by the Faculty, and the Rules & Regulations drawn up by the EB itself. It should be realised that ESPhil is a relatively small Faculty, which to a greater extent than other Faculties needs to pool its resources and administrative functions. At the same time, however, it is essential to safeguard the autonomy of the EB. As an independent administrative body endowed with its own legal powers, it does not have to answer to Faculty management, representative bodies, or the executive board of EUR – other than in the form of this yearly report.

In carrying out its responsibilities, the EB want to fulfill a threefold role: facilitate, signal, control. The EB facilitates by informing examiners about relevant rules and regulation, and by constructively responding to any questions or requests they may have. It signals by relating in an open and active way with Faculty processes and practices concerning examination. It controls by supervising the correct application of procedures, and by deciding on a variety of requests from staff and students. Together with program management, the EB aims to actively contribute to the development of measures and procedures that positively influence the quality of examination.

1.2 The programs over which the Examination Board has authority

The EB has authority over the BA philosophy (fulltime and parttime), the BA Philosophy of a Specific Discipline, the master Philosophy Now (fulltime and parttime), the Research Master in Philosophy and Economics, and the master Societal Transitions. Students can no longer enroll in the former master program 'Filosofie van een Wetenschapsgebied'.

The Teaching and Examination Regulations (TERs) of the programs offered by the Faculty, have been established on September 1, 2022, by the dean, after consent given by the Faculty Council and the Program Committee.

1.3 Powers and responsibilities of the Examination Board

The law (WHW art. 7.10-7.12) determines that:

- the exam can encompass an investigation initiated by the EB itself;
- the EB can extend the validity of exams passed, in individual cases;
- the EB provides a diploma to those who have passed the exam, after having received testimony from the university board that the relevant procedural demands have been fulfilled. It also provides – on request - a certificate to those who have taken one or more partial examinations, but have not passed an exam.

It furthermore determines that the charges and powers of the EB include:

- securing ('borgen') the quality of examinations (tentamens) and exams (examens), including the bachelor and master theses;
- establishing binding guidelines to determine the results of examinations and exams, within the framework of the TER;
- granting permission for a 'free curriculum' (as mentioned in WHW 7.3j);
- granting exemptions for passing one or more examinations;
- securing the quality of the organisation and procedures concerning examinations and exams;

In addition, the law determines that the EB is empowered to:

- impose sanctions in cases of academic fraud
- appoint examiners
- draw up a regime for compensatory examination ('compensatieregeling').

The Faculty Regulations (ESPhil Faculteitsreglement) furthermore charge the EB with:

- advising the executive board of EUR about the iudicium abeundi, after consultation with the dean;
- decide on requests concerning the colloquium doctum.

The TERs determine that the EB decides on requests for admission to the master Philosophy Now!, and the master Societal Transitions.

In addition, the EB monitors the results of all examinations. Whenever necessary, it informs the Program Committee and the director of education about its findings.

1.4 Composition of the Examination Board

The EB consists of four members (Faculty regulations art 4.2.3). The dean appoints the members on the basis of their professional competence and ensures the independent functioning of the EB.

The composition of the EB during 2022-2023 was as follows:

- Dr Katharina Bauer (member, assistant professor)
- Dr Julien Kloeg (member, assistant professor)
- Marit Nieuwenhuys MSc (member, RISBO examination expert)
- Dr Gijs van Oenen (chair, associate professor)
- Drs Ticia Herold (secretary)
- Marloes Westerveld MA (secretary, December 2022- May 2023)
- Rebecca van der Have MA (secretary, June 2022 – November 2022)

Secretary Ticia Herold deals with the day-to-day administrative business and the correspondence of the EB. Together with the chair she constitutes the executive committee of the EB; they confer frequently on issues like students requests, suspicions of fraud, possible CBE-appeals (Board of Appeals for Examinations), and consultation with education management. In exceptional cases, the full EB is consulted. All issues of principle and policy are discussed in the regular meetings of the EB.

1.5 Time allocation and support

The chair has been allocated 0,2 fte; the other members 0,05 fte each. The external member (from Risbo) participates on a contract basis, calculated at 32 hours per year (ca 0,015 fte).

The two secretaries together on average spend one and a half day each week on administration, like handling student requests, correspondence, exam requests, and exam administration. This can rise to two or three days per week in particularly busy times, for instance when BSA advice has to be issued, or deadlines for the organisation for exams have to be met. The exam administration of ESPhil, together with the central student administration of EUR, takes care of the administrative organisation of centrally administered written exams.

1.6 Facilities

The EB makes use of the material facilities at the disposal of ESPhil.

1.7 Meetings and consultation

The executive committee of the EB convenes whenever necessary. The chair joins meetings of the Program Committee and the Faculty Council, whenever pertinent. There is regular consultation between the director of education (vice-dean of education), the policy officer education, and the EB chair.

The EB held plenary meetings on 22 September, 1 December, 2 February, 16 march, 11 may en 15 June.

The minutes of these meetings are shared with the Program Committee and the Faculty Council.

The chair participates in the regular meetings of the OVE, the informal council of chairs of EUR Examination Boards. One of the secretaries participates in the OSE, the informal council of the secretaries of EUR Examination Boards. Chair and secretary have also participated in a number of thematic OVE/OSE meetings.

2. HOW POWERS AND RESPONSIBILITIES HAVE BEEN EXERCISED

2.1 Regulation

EB regulations

The EB Rules and Regulations for the BA and MA programs for 2023-2024 have been textually modified. The most important changes are the thesis procedure in the bachelor – always a difficult issue – and the regulation for the resits of smaller examination parts.

Teaching and Examination Regulations (TER)

The EB has given advice on the TERs for the bachelor- en masterprograms offered by ESPhil.

Examination plan

An examination plan has been drawn up for all programs of ESPhil by education management. These plans explicate the Faculty's vision on examination and show how the intended learning outcomes relate to the learning goals formulated for all courses in the program. The plans also indicate why the particular combination of examination forms has been chosen for each program, fitting the learning goals, the intended learning outcomes and the set-up of the program; it also describes in detail the examination forms for each part of the program.

In the Examination plan, the following quality requirements are used:

- Validity (does the examination actually measure what it intends to measure);
- Reliability (is the examination objective; does it differentiate between students who studied well and students who didn't; is the examination well-adjusted to the knowledge level of the students);
- Transparency (do the students know what to expect);
- Standardization (are clear criteria used for assessing the examination).

In 2021-2022, the EB found that examination plans were not up to date for all programs and brought this to the attention of education management. In 2022-2023, education management has been drawing up new examination plans. These plans will be finalized in the fall of 2023.

Examination policy

A new examination policy has been formulated in 2022-2023, in a joint effort by education management (in the lead) and the EB. This document will be finalized in the fall of 2023, as the policy has to be amended to include examination forms employed in the master Societal Transitions.

Examination protocol

The Examination protocol provides instructions and advice for examiners regarding the construction and assessment of examinations. It contains separate chapters for all forms of examination used in the programs of ESPhil. The Protocol has been drawn up in 2017 and has been revised in 2020 and 2022. A newly revised version will be published in October 2023. All ESPhil course examiners are informed about the protocol.

2.2 Appointing examiners

Examination is by law a prerogative of examiners. No one can 'second guess' the findings of an examiner (although the Board of Appeal for the Examinations can invalidate a decision by an examiner on procedural grounds). The examiner constructs examinations and determines grades independently and objectively,

within the framework of assessment plan, assessment policy, and the TER. Examiners for courses [‘onderwijseenheden’] are appointed by the EB, after a nomination by the director of education. Examiners for theses [scripties] are individually appointed by the EB. The EB has established a document with criteria for who can be appointed as an examiner.

When an examiner repeatedly and gravely fails in the execution of responsibilities, or chronically fails to comply with the TER, the EB is empowered to withdraw the power of examination. This situation has not occurred in 2022-2023.

During an Exam training day for the EB’s of the university organised in March 2023, the chairs and secretaries of the EB’s were in agreement that the power to appoint, or withdraw an appointment, is not easily effectuated, as there are too many easy ways for education management to elude this particular EB intervention, for instance by appointing ‘pro forma’ examiners.

2.3 Examination and quality assurance

From 2021-2022 on, written exams (in the central exam hall) all use the ANS softwareprogram. Exams are now much better readable (not handwritten!), more readily available, and easy to grade for examiners. Moreover, statistics about the exam results are readily available, for examiners and EB.

Quality assurance examinations

The EB informs examiners about the quality requirements for examinations and their responsibilities as examiners through the Examination Protocol, the EB Rules and Regulations, and informative email messages. The EB facilitates examiners in the construction of valid en reliable exams and model exam answers through two informative leaflets [handreikingen] available at myeur (at present only in Dutch). See <https://my.eur.nl/nl/esphil-employee/examencommissie/regelingen/handreikingen>.

Exams are constructed by the examiner responsible for the course and are checked by a second reader (who must also be qualified as examiner). They both fill out a form, the *Peer Review Check List*. This contributes to safeguard the quality of written examinations. The checklists have to be handed in with the EB. In spring 2023, the EB introduced a new procedure for handing in the checklists, also in order to improve the response rate, which has dropped post-covid.

All written exams are also evaluated by students. The results of these evaluations form part of the EB exam monitor. A new version of this monitor has been developed by the EB. In spring 2023, a sample dossier has been assembled and discussed. Procedures have been developed to systematically gather statistics, documents and other relevant information. Sources are ANS, student evaluations, exam info on Canvas. In this way, an institutional environment has been created enabling EB members to easily access all information needed to monitor and discuss examinations after each course ‘block’.

2.4 The quality of the assessment of bachelor and master theses

The procedure

As announced in the 2021-2022 report, a change in the initial phase of the BA thesis supervision has been implemented. Tutors now make an inventory of the supervision preferences of thesis students and on this basis send all supervisors a proposal which students to supervise. This innovation has worked well. Less

problems arose this year around matching students, supervisors and advisers; it should be added that in any case less students than previous years signed up for thesis writing.

For the sake of objectivity, all theses are assessed by two (or in the ReMa: three) examiners. All thesis examiners independently fill out a thesis assessment form. In the BA, advisers and supervisors preferably do not belong to the same disciplinary (sub)field. The appointment of advisers for BA theses is a task mandated to the EB. In the MA, the student can propose both the supervisor and the advisor, and there is no restriction as to disciplinary background. The MA thesis examiners together constitute the graduation committee which organises the 'viva' exam.

The EB notes that some examiners are still appointed a disproportionate number of adviserships, as a consequence of the 'task model' specifying the number of hours available for thesis examination, and other examiners being asked more often for supervision. This situation is undesirable. Yet the most readily available alternative is to limit the free choice of a supervisor, and consequently topic, for students. This is not an attractive option. With quite a number of recent new faculty appointments, however, there is a fair chance that this problem will be alleviated in 2023-2024.

The thesis assessment form

These forms has been further improved this year, with a clearer lay-out and the addition of a word count box. The BA thesis application form now also explicitly informs the student about the required (maximum) number of words. This is for reasons of equal treatment, and to prevent that advisers are suddenly confronted with overly long theses.

The BA form also aims to better alert examiners to the importance of a sufficient philosophical level, for all theses, and of a plausible and convincing link with the student's main field of study, for BPSD theses. Examiners however still do not always give these issues sufficient serious attention. In some cases, examiners did explicitly note that there was (too) little philosophical substance or (too) little connection with the main field of study, but – contrary to the instructions on the form – did not mark the thesis as insufficient.

The EB – in this case the executive committee – checks all assessment forms handed in and sends them back to the examiners when they are not correctly filled out, or insufficiently argued, or otherwise leave important issues open.

The assessment

No specific thesis review has been scheduled for 2022-2023, as such a general and broad review is a very time-consuming effort and likely not the most efficient or effective form of quality assurance. However, all thesis forms but also all individual theses are checked by (the executive committee of) the EB, on compliance with formal rules and on signs of fraud. This oversight has been carried out more strictly this year because of the widespread availability of ChatGPT and similar software. Turnitin reports are always reviewed (not just the plagiarism percentage). Where signals of possible fraud have been encountered, a further investigation has been carried out. For more details and results, see §2.7 and §2.9.

Other matters

In one case, the judgments of supervisor and adviser of a BA (BPSD) thesis differed 1,5 point or more. Pursuant to the R&R, a third examiner has been assigned.

Also, in one (ReMa) 'in viva' exam a cum laude judicium was awarded while this was not warranted. This happened partly because the so-called 'blue form' filled out by the examiners did not mention that a mark of 8,25 is required for cum laude – next to an average mark of 8,25 for the program as a whole.

2.5 Awarding diplomas and certificates

By awarding a diploma, the EB establishes that a student has met the learning outcomes and the conditions the TER lays down regarding knowledge, understanding and skills required for the acquisition of the degree.

In the year 2022-2023, 61 bachelor exams en 26 masterexams have been awarded. The organisation of the exams is a responsibility of the EB.

The EB yearly organises an occasion – this year on September 19 - in which BA exams are officially (and festively) handed out, and students are given an opportunity to publicly present their thesis before a live audience. Attendance is not compulsory; students can also collect their diploma at the ESPhil exam administration.

Master diplomas are handed out after the individual viva exam session.

The number of diplomas handed out is as follows:

- Bachelor Wijsbegeerte (fulltime and parttime, Dutch): 15
- Bachelor Philosophy of a specific Discipline: 46
- Master Philosophy: 16
- Research Master in Philosophy and Economics: 10

2.6 Binding study advice (binded studieadvies, BSA) bachelor Philosophy

Introduction

Starting September 1, 2014, the binding study advice at ESPhil followed EUR policy 'Nominal = normal' (N=n). This implies that at the end of the first year of enrollment, a fulltime student must have earned the 60ec of the full first bachelor year. For parttime students this must be achieved at the end of the third year of enrollment. EC's granted by the EB because of exemptions are included in this count.

Cohort 2022 fulltime (first year of enrollment):

BSA issued in August 2023: 19 positive, 8 negative, 5 postponed, 9 discontinued.

Cohort 2020 parttime (first year of enrollment), BSA after three years of enrollment:

BSA issued in August 2023: 10 positive, 1 negative, 0 postponed, 35 discontinued.

2.7 Fraud and sanctions

The EB is charged with checking for fraud, investigating suspicions of fraud, and imposing sanctions. This often involves examiners who suspect fraud and are obliged to report this to the EB. The EB investigates the suspicions – which always involves asking the student to provide their view - and can impose a

sanction, in accordance with the rules and procedures of administrative law. The most common form of fraud is plagiarism.

Preventing fraud is also important. The EB therefore encourages, partly in cooperation with education management, that instructors and examiners foster a correct understanding of the rules of plagiarism, and other forms of fraud, by students; and also, that students arrange their work processes in such a way that fraud is being avoided or prevented.

All essays and (written) assignments must be handed in through the Turnitin facility and checked on plagiarism.

In the 2023-2024 R&R, fraud explicitly includes 'ghost writing', defined as 'having someone else (or something else, like generative AI software) write a text, wholly or in part, which constitutes part of an exam, or thesis.'

Fraud in examinations

In 2022-2023, three cases of suspicion of plagiarism in (essay) examinations have been reported to the EB, in two courses in total. One case involved a student who had uploaded the exam product of a fellow student, almost without any changes. For two of these students, the (partial) exam [opdracht] has been declared invalid. The third student (the one whose exam product was uploaded by another student) received a warning.

Three essays – partial exams – have been declared invalid because of the (fraudulent) use of ChatGPT, or comparable software. This is of course a novum. Like with plagiarism, in these cases suspicions of fraud were reported to the EB. In 2022-2023, the EB did not have access to the Turnitin-boxes in all courses; moreover, it would be practically impossible for the EB to actively investigate here. Some examiners are considerably more alert on this issue than others. Many will have no clear sense what to look for. For AI-related fraud, see more specifically §2.9.

Fraud in thesis writing

On both Ba and MA assessment forms, the Turnitin plagiarism percentage must be stated. This procedure didn't work well, as in the present system the thesis is uploaded only after the forms have been handed in. This meant that in most cases, the Turnitin check is performed 'post facto' by the EB secretary or chair. In the 2023-2024 procedure, the thesis must be uploaded before the assessment.

As mentioned, in 2022-2023 the EB chair has performed a stricter check on thesis fraud because of the widespread availability – and most likely use - of generative AI software. This check was based on an intensive scrutiny of the Turnitin-reports, and an equally intensive check of reference validity.

Five BA theses came under suspicion of plagiarism and/or fraudulent reference practices. All five were BPSD theses. In all cases the suspicion existed that AI software (like ChatGPT) had been used to write or edit (parts of) the text. In one case this was part of the grounds for invalidation of the thesis; two other theses were declared invalid because of plagiarism and/or fraudulent reference practices.

In one case, investigation led to insufficient proof to show the use of AI. In the second case, a number of claims was found in the text for which no confirmation could be found in the sources adduced, plus a number of prima facie implausible claims which lacked sources. Here, the student was able to provide convincing explanations and no sanctions were imposed.

The third case concerned a report by the supervisor that some of the titles mentioned in the notes could not be retraced through established bibliographical search methods. Investigation showed that a

considerable number of titles mentioned did not exist, and/or were ‘fabulated’ by ChatGPT; also in other respects, the referencing was found to be seriously flawed. This thesis was declared invalid.

In the fourth and fifth case the EB found a large (upwards of 30) number of fraudulent flaws and defects in the referencing, which – partly in connection with not fraudulent but nevertheless problematic passages and references – shows up a pattern of almost literally copying of many short text passages with wrong or missing source referencing and missing quotation marks, as well as strategic paraphrasing, which together create the misleading impression of original insights and formulations. Both theses have been declared invalid.

This kind of fraud is not easy to establish. It requires careful and time-consuming investigation of sources and referencing. The use of ChatGPT and other generative AI is hard to track down; in addition, not all use of such software is necessarily fraudulent. A known fact, corroborated by the EB investigation, is that such fraud is less easily detected when unspecific source references are accepted by examiners, such as (Foucault 1975) rather than (Foucault 1975, 181). The EB even found theses with such unspecific referencing regarding literal quotations in quotation marks.

It should be noted that there are many other ways in which students can acquire assistance in writing their thesis or essay, fraudulent or not. Commercial providers also operate in this field – like the Dutch website Studiegids.nl which explicitly and in detail offers paid services for ‘outsourcing’ thesis writing, because ‘the writing of a thesis is a time-consuming and sometimes stressful task’. Rates vary from 10-17 euros per page, ‘guaranteed plagiarism-free’.

Proctoring

The EB received a small number of reports by the university exam organisation of possible fraud in centrally organised exam. It found no reason for further investigation or sanction.

2.8 Other activities and decisions

Declaration concerning students with function restrictions [functiebeperkingen]

Students with temporary or chronic forms of function restrictions can make use of special facilities, within bounds of reason. These facilities, like modified examination facilities, intend to equalize the chances of study success. Students with dyslexia may a) take exams in special rooms, with added exam time or the use of Textaid. For students with a temporary function restriction, individual solutions are sought, such as taking the examination in a designated room at ESPhil. In 2022-2023, 18 declarations concerning function restriction have been issued.

Advice on the valuation of non-Dutch diplomas regarding PhD applications

No such advice was needed.

Legal issues, complaints and controversies

Two appeals have been lodged with the EUR Board of Appeals for Examinations (CBE) against EB decisions. Both cases involve denial of admission to the new Master program Societal Transitions. In one case, a settlement has been reached, and the student has been admitted. In the other case, the appeal was found to be without merit.

A student complained with the EB that access had been refused to a written examination when unable to show a valid official ID. The student adduced that exam officials are not legally empowered to demand the showing of such ID. Although indeed a very limited number of government officials – not including examination officials - may ask for a valid official ID, EUR does have a legitimate interest in establishing the identity of an examinandus, and asking for a valid official ID is not disproportional.

Action or issue	Number
Exemption requests granted	25
Exemption requests denied	8
Internships approved	4
Request and approval increased study load course	0
Request and approval studying abroad	8
Declarations on functional restriction issued	21
Number of EB meetings	6
Number of fraud sanctions imposed	7
Number of (new) appeals cases with CBE	2

2.9 The use of generative AI and cloud-based software as writing assistant

A new reality in academic education this year is the free availability of cloud-based and/or AI-based software that students can use as writing assistant, a development kickstarted by the introduction of ChatGPT 3.0 in November. Many programs have since become available: new versions of ChatGPT, Bing, Bard, Grammarly, Quillbot, and other commercial software. In part, such software is being integrated in commonly and widely available software, such as Word.

There is no university wide, or faculty wide, consensus on the desirability or acceptability of student use of such software. Moreover, there is such a wide variety of application – spelling correction, grammar correction, style advice, paraphrasing, editing, ghostwriting – that a straightforward answer to what should and what should not be allowed is not easily found. It will become increasingly difficult to distinguish between what is written by a student, and what has been produced through assisted writing, or ghostwriting. As for instance Grammarly advertises its product: ‘Instantly generate clear, compelling writing while maintaining your unique voice.’

In any case, the EB has a clear responsibility to set rules for what is and what is not fraudulent use of such software, and to enforce those rules. Its view may not always align with that of education management. Yet, students have a legitimate interest in knowing what is expected from them. To that end, the director of education and the EB have sent around in april 2023 a joint statement about the use of ChatGPT and generative AI to both staff and students, with the following guidelines:

- a Chatbot (or similar AI software) may be used exploratively, but the scientific value of such exploration is very limited. A Chatbot text is not a valid source and therefore cannot be considered scientifically valuable information.
- text samples of any size *produced* by a Chatbot (or similar AI software) may not be copied in assignments. If this happens, it could be considered fraud.
- text samples of any size *edited* by a Chatbot (or similar AI software) may not be copied in assignments. If this happens, it could be considered fraud.

Detection of the use of ChatGPT, or similar software, remains a fraught issue. Since spring 2023 Turnitin features an AI-indicator which reports the percentage of text which is deemed to be AI-generated. More AI-detection systems exist on the Internet, including one by OpenAI, the maker of ChatGPT. Although valuable, none of these systems is fully reliable. And here as well, the situation is fluid as AI writing assistants and AI detectors evolve and go head-to-head in a race for superiority.

All the more important is that both examiners and EB are alert on signals of possible use of generative AI that violates the guidelines. The EB will brief and facilitate examiners on this matter as much as possible.

3. LOOKING AHEAD

1. The use of generative AI and cloud-based software as writing assistant

No doubt this is the main EB concern in the coming year. In philosophy examinations, essay and thesis writing is even more important than in other disciplines. Ways and means need to be found to guarantee the reliability and integrity of such examination, in times of rampant generative AI.

Even when, or perhaps especially when, it is felt that generative AI use should be integrated into courses in the philosophy curriculum, it should be well understood by instructors and examiners that examination needs to assess the knowledge and skills of students, not of AI software. Instructors and examiners should be on high alert concerning the possible consequences of generative AI for the design of their exams. To further this awareness, the EB will send around in the fall of 2023 the document 'Guidelines for examiners concerning fraud, plagiarism and generative AI use' containing practical information, instructions and guidelines. It is also desirable that the issue is addressed and discussed at plenary faculty meetings.

2. The quality of theses and thesis supervision

This is a continuing point of concern, also because of the use of generative AI, and the flawed referencing practices the EB encountered in its review of (BA) theses. Supervisors/examiners need pay more attention to the validity of student's referencing practices, and ESPhil education should impress upon students that referencing constitutes an integral and important part of academic research, rather than some subordinate administrative burden.

3. The new master Societal Transitions

The examination in this master deserves special attention for several reasons. First, the program is completely new. Second, it is an interdisciplinary program, not a philosophy program. Third, this also implies that a considerable number of instructors and examiners will not be members of ESPhil staff. Fourth, examination forms in the master ST in part differ considerably from the forms commonly found at ESPhil. For these reasons, the EB will keep close tabs on ST examination.

4. Examination monitor

The EB now has created the infrastructure to perform an exam monitor after each course block. The EB will evaluate the outcomes of this monitor to see whether this provides a realistic and useful check on exam quality.

Appendix TABLES

Aanvangscohort / starting year Opleiding/Program	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
BA Wijsbegeerte VT	48	35	25	22	37	37	38	46	38	32	50
BA Wijsbegeerte DT	36	21	18	34	32	46	24	21	21	45	46
BA Philosophy of a specific Discipline	81	29	41	62	98	214	234	258	261	242	206
MA Philosophy	14	26	10	10	16	18	20	20	18	29	33
MA Filosofie van een Wetenschapsgebied	3	5	6	10	8	4	3	-	-	-	-
ReMa in Philosophy and Economics	5	4	4	7	11	6	9	7	15	10	13

Number of diplomas issued per program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
BA Wijsbegeerte VT	31	8	11	12	8	17	11	12	13	13 +6*	12+10*

