### Transdisciplinarity

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#### Short bio

#### At the Erasmus University

- Studied Economy/Philosophy
- Erasmus School of Economics (BA/Honours)
- Erasmus University College (Humanities/Economics)
- Erasmus School of Philosophy (Vice Dean/Convergence)

#### Other places

- Nederlandse School voor Openbaar Bestuur
- Raad voor Volksgezondheid en Samenleving
- Codarts, University for performing arts

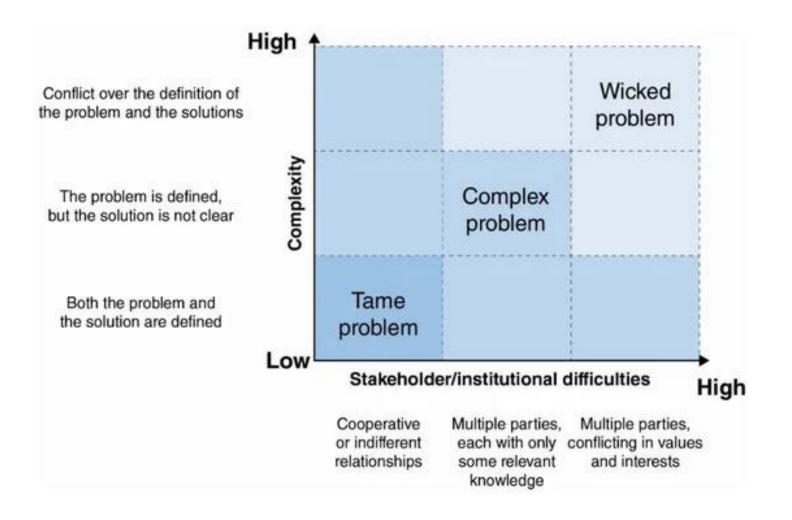
### What is the question?

## Making societal impact

- Third mission of universities/institutes of higher education
- Concerns like the climate change, artificial intelligence and geopolitical tensions have a disruptive force and affect our daily lives. They can and, most likely, will endanger our future and the those of future generations.

(Re)position universities and institutes of Higher Education

## Complex societal concerns



### Societal concerns

- Working across disciplines: different insights
- Working with non-academic stakeholders: different interests

 Relating to non-academic knowledge: different insights/interests

Implications for research and education

# Trans disciplinarity (What not to do?)

- Don't let methodologies determine which issues can be addressed
- Don't get stuck in debates on the difference between fundamental and applied knowledge (both!)
- Don't get stuck in the ongoing debates on disciplinary knowledge (dynamic and diverse)

## Trans disciplinarity (What to do?)

- Acknowledge that science is not a neutralizer and develop ways to deal with conflicts of interests (normative aspect)
- Acknowledge the importance of diversity of knowledge and develop academic ways to deal with conflicts of interests (prepare for a societal debate)
- Invest in long term engagement

Replace problems by concerns

## *Trans* disciplinarity

- Acknowledge knowledge-position dependency
- Selection of participants (consortia)
- New knowledge, will bring new issues

It is very necessary, but not a panacea