

**Vernieuwingsimpuls  
Innovational Research Incentives Scheme  
Grant application form 2015**

*Please refer to Explanatory Notes when completing this form*

**Veni scheme**

**Registration form (basic details)**

**1a. Details of applicant**

Title: Dr

First name: Alfred

Initials: A.T.M.

Prefix:

Surname: Archer

Male/female: Male

Address for correspondence (for the entire period of the Veni round): Tilburg Center for Logic, General Ethics, and Philosophy of Science, Tilburg University, P.O. Box 90153, 5000 LE Tilburg, The Netherlands

Preference for correspondence in English: Yes

Telephone: +31 13 466 3556

Email: a.t.m.archer@uvt.nl

Website (optional): <http://alfredarcher.weebly.com/about.html>

Use of extension clause: No

**1b. Title of research proposal**

The Value of Admiration

**1c. Summary of research proposal**

Admiration plays an important role in our lives. But **what is the nature of admiration and what role should it play in our lives?** This issue is important, as admiration may hold the key to improving our characters. The Scottish Enlightenment philosopher Adam Smith (1759) claimed that admiration leads to a desire to emulate. Admiration for the virtuous may lead us to become more virtuous ourselves. This project will draw on methodologies from philosophy and psychology to develop a richer understanding of the way in which admiration shapes our lives. The project will use these findings to explore the implications for moral responsibility, education and leadership.

The project will consist of 3 sub-projects:

**A – The Nature of Admiration.**

This subproject will provide a conceptual analysis of admiration and its link to motivation. It will argue that a fundamental feature of admiration is that it serves to focus attention towards features of the admired object that are perceived as valuable. It will then explain the link between admiration and the various motivational responses associated with it.

**B – Evaluating Admiration**

This subproject will investigate how we should evaluate feelings of admiration. First, the project will investigate when feelings of admiration are fitting, arguing that admiration is a fitting response to valuable features of an object of admiration. Second, the project will investigate when feelings of admiration are morally appropriate, arguing that we can be morally responsible for our feelings of admiration.

**C - Admiration in Context**

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Admiration is claimed to have an important role to play in education (Zagzebski (2010, 2012)) and leadership (Weber 1968). This subproject will draw on the work from subprojects A and B to investigate the role that admiration should play in education and leadership. This has important practical implications for Organisational Studies and education research and practice.

**1d. Keywords**

admiration; philosophy of emotion; moral psychology; moral philosophy; value theory

**1e. Current institution of employment**

Tilburg Center for Logic, General Ethics, and Philosophy of Science, Tilburg University

**1f. Prospective host institution (If known)**

Tilburg Center for Logic, General Ethics, and Philosophy of Science, Tilburg University

**1g. NWO Division (Choose one)**

Interdivisional*	
ALW	
CW	
EW	
GW	x
MaGW	
ZonMw	
N	
STW	

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**1h. Main field of research**

code + main field of research: 33.25.00 Moral Philosophy/ Ethics

Other fields of research, in order of relevance

Code	Other fields of research
33.90.00	Philosophy of Emotion
33.90.00	Philosophy of Mind
33.35.00	Epistemology

**1i. Public summary of your research proposal**

**Title** The Value of Admiration

**Personal details** Dr. A.T.M. (Alfred) Archer (m) Tilburg University - Philosophy

**Summary**

We admire heroes, saints, and film stars but what is admiration and what role should it play in our lives? Using tools and insights from philosophy and psychology, this project will investigate the nature and value of admiration, when admiration is appropriate and admiration's role in education and leadership.

**Research proposal**

**2a1 and 2a2. Description of the proposed research**  
(max. 2000 words on no more than 6 pages, see Notes)

**Objectives and Motivation**

Wesley Autrey became famous when he jumped onto the subway tracks in front of an oncoming train to save the life of a fellow passenger. Autrey was called 'The Harlem Hero', awarded a Bronze Medallion for exceptional citizenship and received special recognition in the annual State of the Union address. Admiring those who perform extraordinary acts such as Autrey's is a natural part of everyday life. We feel admiration for heroes and saints, sports and film stars, as well as those close to us who excel in a more modest way. **But what is the nature of admiration and what role should this emotion play in our lives?**

This issue is important, as admiration may hold the key to improving our characters. The Scottish Enlightenment philosopher Adam Smith (1759) claimed that admiration leads to a desire to emulate. Admiration for the virtuous may lead us to become more virtuous ourselves. Admiration may also be an important driver in societal change. Admiration has been claimed to have an important role to play in the success of charismatic political leaders (Weber 1968) such as Nelson Mandela and Martin Luther King.

This project will draw on insights and methodologies from philosophy and psychology to develop a richer understanding of the way in which admiration shapes our lives. These findings will be used to explore the implications for moral responsibility, education and leadership.

**Topic Description**

What is the nature of admiration and what role should this emotion play in our lives? My project will investigate this question through 3 sub-projects:

**Subproject A - The Nature of Admiration**

This subproject will have the **descriptive** aim of providing an account of the nature of admiration. First, it will examine Linda Zagzebski's claim that a desire to emulate is a fundamental feature of admiration (2015 p.209). Conversely, Gotthold Lessing (1756) and Soren Kierkegaard (1849) claim that admiration is a *paralyzing* emotion. Recent psychological research supports the existence of a link between admiration and emulation (eg. Algoe & Haidt (2009), Galliani & Vianello, (2012)). However, this evidence only supports a *contingent* rather than a *necessary* connection between admiration and emulation. Moreover, there several motivational responses associated with admiration, including motivation to applaud, commend or support the object of admiration and none of these is more fundamental than the others.

I will then offer a unified explanation for the various motivational responses associated with admiration. Rene Descartes' claimed that: "Admiration is a sudden surprising of the soul which causes it to *carefully consider* those objects which seem to it to be rare and extraordinary," (1649 Art 70.) This fits with a theory of emotions defended by Michael Brady according to which the emotions serve to "capture and consume," attention (2013). I will argue that a fundamental feature of admiration is that it focuses attention towards features of the admired object that are perceived as valuable. I will test this claim empirically through collaboration with my colleagues Dr. Matteo Colombo (Moral

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Psychology) and Dr Niels Van de Ven (Social Psychology). I will then explain why admiration may lead to a desire to emulate, by appealing to my earlier work on the connection between value judgments and motivation (See Archer (Forthcoming e)).

### **Subproject B – Evaluating Admiration**

Recent years have seen a growth in philosophical interest in the *appropriateness* of emotions (eg. Gibbard (1990), Blackburn (1998), D’arms and Jacobson (2000)). This subproject will investigate how we should **evaluate** admiration. As D’arms and Jacobson (2000) explain, an emotion can be *fitting* without being *morally appropriate*. This creates two research questions: When are emotions of admiration fitting? And when are they morally appropriate?

Drawing on my work in Sub-project A, I will argue that admiration is a fitting response to valuable features of an object of admiration. This opposes the view that admiration is only fitting for those who act in a practically rational way. This view is assumed by several moral philosophers (eg. Baron (1986), Fairbanks (1999) and Jollimore (2006)), who argue that admirable immorality provides problems for the view that moral reasons are overriding (see Archer (2014)) for an account of overridingness).

Next I will investigate when feelings of admiration are *morally* appropriate? Gary Watson (1996) has argued that moral responsibility has two *faces*: attributability and accountability. I will argue that we can be morally responsible, in both senses, for our feelings of admiration. Admiration can reveal our deepest held values, by revealing what we find valuable in people. Admiration can also be subject to moral requirements. Admiring the immoral can be morally wrong, as it can make us more likely to emulate, applaud or commend the immoral. I will then draw on my earlier research on supererogation (Archer (2013), (Forthcoming a), (Forthcoming b), (Forthcoming c), (Forthcoming d), (Forthcoming f)) and moral exemplars (Archer (2015), (Forthcoming g), Archer and Ridge (2015)), to argue that we can have duties to admire exemplars and supererogatory acts, in order to morally improve ourselves. This challenges the common assumption that we are only responsible for actions, not emotions (Eg. Taylor (1970)).

### **Subproject C - Admiration in Context**

I will apply my findings from subprojects A and B to **normative** questions about the use of admiration in education and leadership.

**Admiration in Education.** Admiration is claimed to have a key role to play in education (Zagzebski 2010, 2012). However, recent psychological research suggests that envy is more motivating than admiration (Van de Ven et al. 2011). This supports the doubts about the motivational power of admiration raised by Lessing (1756) and Kierkegaard (1849) and suggests that it is envy that should be playing the more prominent educational role. I will argue that by focusing our attention towards the valuable features of an object (see Subproject A), admiration has educational value that goes beyond any direct motivational results - in helping us understand *value*.

**Admiration and Leadership.** Inspiring admiration in others can be a powerful tool. Max Weber claimed that this is the basis of charismatic leadership (1968, pp. 358-359). I will show how my findings in Subproject A vindicate Weber’s claim, by explaining how admiration can help sustain the position of leaders by focusing attention towards their valuable properties. But does this ability create special moral responsibilities? Those who inspire admiration in others, such as politicians and sports stars, are often criticized when they serve as inappropriate examples for others. I will argue that those who inspire

admiration in others incur special moral duties as a result.

### **Approach and Methods**

This aim of this project is to provide a comprehensive, integrated account of the nature and value of admiration.

The first methodology will be the main method of analytic philosophy – **conceptual analysis**. This method involves providing necessary and sufficient conditions for the correct application of a concept to provide a fuller and more precise understanding of the concept (See Audi (1983)). This is sometimes seen as an *a priori* procedure. However this is an inappropriate method for achieving the kind of comprehensive integrated account I seek. Therefore, I will employ a methodology that Konrad Biniki calls “**connected conceptual analysis**,” (2011). This method, inspired by the work of Strawson and Wittgenstein, involves taking a *holistic, descriptive, and connected* approach to conceptual analysis. Key to this approach is holism, which claims that an adequate philosophical analysis will draw on the insights of a range of different disciplines. My analysis will be informed not only by philosophical work on admiration but also by relevant work in neuroscience, social psychology and developmental psychology. Where I find relevant gaps in this literature I will collaborate with my colleagues at Tilburg University in Social Psychology (Dr. Niels Van de Ven) and Experimental Philosophy (Dr. Matteo Colombo) to utilize **experimental methodologies** that will inform my analysis.

Finally, this project will employ the main method of moral philosophy - **reflective equilibrium**. This involves trying to find a coherent balance between our considered judgements about particular cases, the principles that govern them and relevant theoretical considerations (See Daniels (2013)). This method will be important in addressing the normative and evaluative parts of my project.

### **Innovation and Originality**

In recent years there has been a surge in philosophical interest in the nature of appraising emotions such as shame, guilt and anger (see for example Arneson (2007), Deonna et al. (2011), Hutchinson (2008), Maibom (2010), Morgan (2008), Murphy (2005), Pettigrove and Parsons (2012)). Despite the resurgence in philosophical interest in the emotions, admiration is an emotion that has received little attention from contemporary philosophers. This stands in contrast to the philosophers of the enlightenment, many of whom saw admiration as an emotion that plays a key role in our lives. Rene Descartes, for example, described admiration as, “the first of all passions,” (1649 a.53).

While this work is suggestive and insightful, it is uninformed by over two hundred years of important work in both philosophy and psychology that has been undertaken since the time of the enlightenment. Recent decades have seen an increasing number of psychologists turn their attention to admiration (eg. Algoe, S. B., & Haidt, J. (2009), Galliani & Vianello, (2012). Haidt & Seder (2009), Schindler et al. (2013, Forthcoming), Schlenker (2008), Searle (1971), Sweetman et al. (2013), Van de Ven, et al. (2011). Immordino-Yang, M. H., & Sylvan, L. (2010)). This research has addressed a number of interesting questions about the *psychology* of admiration. However, it has not addressed the *philosophical* questions concerning when admiration is fitting and whether we can be morally responsible for our feelings of admiration.

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My project will bring a much-needed cross-disciplinary integration to the study of this important emotion. The questions I address in this project lie at an interdisciplinary intersection between philosophy and science, bringing together value theory, philosophy of mind, and moral philosophy, on the one hand, and neuroscience and psychology on the other. This project will integrate our knowledge of admiration across these disciplinary boundaries and enhance our understanding of the role that admiration plays in our lives.

### **Output**

I commit myself to:

- Publishing two papers a year in leading academic journals including philosophy journals and interdisciplinary journals such as *Emotion Review*.
- Organizing a specialized international workshop at Tilburg.
- Collecting the proceedings into a volume to appear with a top academic publisher.
- Summarizing my results in a book, to appear with a top academic publisher.

### **International Collaboration and Plan of Work**

My host institution, Tilburg University, has two outstanding research centers. I am a fellow at The Tilburg Centre for Logic, Ethics and Philosophy of Science (TiLPS), where I collaborate with distinguished resident and visiting fellows including Prof. Alan Thomas and Dr. Bart Engelen (Value Theory) and Dr. Matteo Colombo (Moral Psychology) and Dr. Lauren Ware (University of Stirling/ TiLPS Visiting Fellow). Second, The Tilburg Centre for Behaviour Economics Research (Tiber) – where I collaborate with Dr. Niels Van de Ven (Social Psychology).

I will be a visiting scholar at the Centre for the Study of Perceptual Experience in Philosophy at The University of Glasgow, where I will work with Professor Michael Brady, who is a leading expert in the Philosophy of Emotion.

I will also be a visiting scholar at The Genevan Research Group on Emotions, Values and Norms (THUMOS). Giving me with the opportunity to work alongside the group's many experts in the Philosophy of Emotion, including Dr. Julien Deonna and Dr. Fabrice Teroni.

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<b>Period</b>	<b>Topic</b>	<b>Special Activity</b>
Jan –Apr 17	Literature Review	Send Out Workshop Call for Papers
May – Aug 17	Subproject A: The connection between admiration and emulation.	Workshop Organisation
Sep – Dec 17	Subproject A: Defining Admiration	Host Workshop
Jan – Apr 18	Subproject B: Evaluating Admiration	Visit to University of Glasgow
May – Aug 18	Subproject B: Admiration and Fittingness	Deadline for chapters for collected volume.
Sep – Dec 18	Subproject B: Admiration and Moral Responsibility	Visit to University of Geneva Begin Editing Collected Volume.
Jan – Apr 19	Subproject C: Admiration and Education	Finalize Collected Volume
May – Aug 19	Subproject C: Admiration and Leadership	Finalize book manuscript
Sep – Dec 19		Wrap up project. Finalize manuscript and contact publishers

**Knowledge Utilization**

My project has the potential to make a significant contribution to our understanding of the nature of admiration and the role of emotion more generally. There is a growing recognition of the importance of emotions in rational decision-making (Eg Fredrickson and Branigan (2005), Brady (2013)). My project will extend this research to deepen and broaden our understanding of the role admiration should play in our lives. I will insure that my investigation of admiration will prove valuable beyond the academy and provoke a wider conversation on the role it plays in our lives. My knowledge utilization activities will begin in the second year of the project and continue until the end of the project.

The primary focus of my knowledge utilisation activities for Subproject A will be on disseminating my research from Subproject A will be informing **psychological research** into the emotions. While much valuable work exists in the psychology of emotion, it often lacks the conceptual clarity that is distinctive of philosophy. My work in Subsection A has the potential to provide this clarity to psychological discussions about the psychology of admiration. I will collaborate with the social psychologist Dr. Niels van de Ven at The University of Tilburg to present a paper at The International Society for Research on Emotion, an interdisciplinary society for the study of emotions. We will then submit this paper to the interdisciplinary journal *Emotion Review*.

My work on admiration in education in Subsection C has a valuable role to play in informing educational research and practice. I will to work alongside education experts to help inform and disseminate my work on the educational value of admiration to **educational researchers and practitioners**. I will disseminate my work amongst educational researchers by presenting my research at education research conferences such as The European Educational Research Annual Conference and The Annual Conference of The Philosophy of Education Society of Great Britain. I will then collaborate with my contacts in educational research, such as Dr. Claire Cassidy (University of

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Strathclyde) to disseminate my work amongst educational practitioners. I will first develop policy proposals for the use of admiration in education. In particular I will draw on the experience of my collaborators in informing Scottish Educational policy to investigate ways in which the use of admiration in education could inform educational policy in The Netherlands and internationally. I will then develop a training workshop for educational practitioners on the valuable role of admiration in education.

My work on the role of admiration and leadership in Subsection C has the potential to make valuable contributions to inform research in **Organisational Studies**. I will work alongside experts in Organisational Psychology (such as Dr. Juliette Schaafsma, University of Tilburg) to explore the implications of my research on the moral responsibilities of leadership for Organisational Studies. I will present this work at leading conferences in the field, such as The European Group for Organisational Studies. I will also develop educational workshops that organisations can use to inform their leadership of the special moral responsibilities that come with being someone who people admire.

This work on the moral responsibilities of leadership also has the potential to make a valuable contribution to **Business Ethics**. I will draw on Tilburg University's strengths in Business Ethics (eg. Prof. Wim Dubbink) to develop ways of disseminating my work on admiration and leadership. I will present my work on the special moral responsibilities of leadership at leading conferences in Business Ethics, such as The European Business Ethics Research Network Annual Conference.

Finally, I intend my entire project, particularly the evaluative questions addressed in Subproject B, to facilitate a **wider societal conversation** about the value of admiration. I will do this in a number of ways. First through the creation of a publicly engaging website and blog that will disseminate research, create a forum for people to provide testimonials of their experiences of admiration and act as a resource for people wishing to find out about admiration and the philosophy of emotion more generally. Second, I will produce a series of publicly engaging articles, lectures and podcasts. I will write articles aimed at a general audience for *Philosophy Now* and *The Philosophers Magazine* and arrange to be interviewed for the popular philosophy podcast *Philosophy Bites*.

**2b. Knowledge utilisation**

(max. 750 words on no more than 2 pages, see Notes)

My project has the potential to make a significant contribution to our understanding of the nature of admiration and the role of emotion more generally. There is a growing recognition of the importance of emotions in rational decision-making (Eg Fredrickson and Branigan (2005), Brady (2013)). My project will extend this research to deepen and broaden our understanding of the role admiration should play in our lives. I will insure that my investigation of admiration will prove valuable beyond the academy and provoke a wider conversation on the role it plays in our lives. My knowledge utilization activities will begin in the second year of the project and continue for a further year after the completion of the project.

The primary focus of my knowledge utilisation activities for Subproject A will be on disseminating my research from Subproject A will be informing **psychological research** into the emotions. While much valuable work exists in the psychology of emotion, it often lacks the conceptual clarity that is distinctive of philosophy. My work in Subsection A has the potential to provide this clarity to psychological discussions about the psychology of admiration. I will collaborate with the social psychologist Dr. Niels van de Ven at The

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University of Tilburg to present a paper at The International Society for Research on Emotion, an interdisciplinary society for the study of emotions. We will then submit this paper to the interdisciplinary journal *Emotion Review*.

My work on admiration in education in Subsection C has a valuable role to play in informing educational research and practice. I will work alongside education experts to help inform and disseminate my work on the educational value of admiration to **educational researchers and practitioners**. I will disseminate my work amongst educational researchers by presenting my research at education research conferences such as The European Educational Research Annual Conference and The Annual Conference of The Philosophy of Education Society of Great Britain. I will then collaborate with my contacts in educational research, such as Dr. Claire Cassidy (University of Strathclyde) to disseminate my work amongst educational practitioners. I will first develop policy proposals for the use of admiration in education. In particular I will draw on the experience of my collaborators in informing Scottish Educational policy to investigate ways in which the use of admiration in education could inform educational policy in The Netherlands and internationally. I will then develop a training workshop for educational practitioners on the valuable role of admiration in education.

My work on the role of admiration and leadership in Subsection C has the potential to make valuable contributions to inform research in **Organisational Studies**. I will work alongside experts in Organisational Psychology (such as Dr. Juliette Schaafsma, University of Tilburg) to explore the implications of my research on the moral responsibilities of leadership for Organisational Studies. I will present this work at leading conferences in the field, such as The European Group for Organisational Studies. I will also develop educational workshops that organisations can use to inform their leadership of the special moral responsibilities that come with being someone who people admire.

This work on the moral responsibilities of leadership also has the potential to make a valuable contribution to **Business Ethics**. I will draw on Tilburg University's strengths in Business Ethics (eg. Prof. Wim Dubbink) to develop ways of disseminating my work on admiration and leadership. I will present my work on the special moral responsibilities of leadership at leading conferences in Business Ethics, such as The European Business Ethics Research Network Annual Conference.

Finally, I intend my entire project, particularly the evaluative questions addressed in Subproject B, to facilitate a **wider societal conversation** about the value of admiration. I will do this in a number of ways. First through the creation of a publicly engaging website and blog that will disseminate research, create a forum for people to provide testimonials of their experiences of admiration and act as a resource for people wishing to find out about admiration and the philosophy of emotion more generally. Second, I will produce a series of publicly engaging articles, lectures and podcasts. I will write articles aimed at a general audience for *Philosophy Now* and *The Philosophers Magazine* and arrange to be interviewed for the popular philosophy podcast *Philosophy Bites*.

**2c. Number of words used: section 2a** \_\_\_\_\_1999\_\_\_\_\_ (max. 2000 words)

**Number of words used: section 2b** \_\_\_\_\_710\_\_\_\_\_ (max. 750 words)

**2d. Literature references**

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Weber, M. (1968) *On Charisma and Institution Building* (London: University of Chicago Press).

Zagzebski, Linda (2006). The admirable life and the desirable life. In T. D. J. Chappell

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(ed.), *Values and Virtues: Aristotelianism in Contemporary Ethics*. Oxford University Press.

Zagzebski, Linda (2010). 'Exemplarist Virtue Theory'. *Metaphilosophy* 41 (1):41-57.

Zagzebski, L. T. (2012). *Epistemic Authority: A Theory of Trust, Authority, and Autonomy in Belief*. Oxford University Press.

Zagzebski, L. T. (2015) 'Admiration and the Admirable.' *Proceedings of The Aristotelian Society* Vol. 89 pp. 205-221.

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**Cost estimates**

**3a. Budget**

Also check the Explanatory Notes accompanying the form.

The maximum amount of a Veni grant is € 250,000 spread over a period of maximum 3 years. If the proposed research is of shorter duration, the maximum amount will be reduced accordingly.

Staff	Description			Year 1	Year 2	Year 3	Year 4	Total
		FTE**	Months					
WP*	<b>Applicant</b>	1	36	65,118 .96	67,157 .28	69,159 .84	0	201,436.08
NWP*	..	..	..	..	..	..	..	..
<b>Total Staff</b>		..	..		..	..	..	201,436.08
Equipment	..			..	..	..	..	..
<b>Total Equipment</b>				..	..	..	..	0
Investments	..			..	..	..	..	..
<b>Total Investments</b>				..	..	..	..	0
Materials	..			..	..	..	..	..
<b>Total Materials</b>				..	..	..	..	0
Travel	Research Visits and Subsistence Costs (Glasgow Year 2, Geneva Year 3, Conference Presentations)			1000	5000	5000	0	
<b>Total Travel</b>				1000	5000	5000	0	11000
Other	..			..	..	..	..	..
<b>Total Other</b>				..	..	..	..	0
<b>Grand total</b>				66,118 .96	68,157 .28	70,159 .84	0	212,436.08

- Use for each staff member, type of equipment, type of investment or type of material one row. You can add rows under the (bold print) headings. You cannot add headings.
- Years are Project Years. For example: if your intended starting date is 1 October 2016, then Year 1 ranges from 1 October 2016 to 30 September 2017. Etcetera.

\* WP = Scientific Staff; NWP = Non Scientific Staff

\*\* Fill out the time you spend on your Veni (including any FTE that your university may pay for work on your Veni). If your university pays (part of) the time you spend on your Veni you can indicate this in 3b.

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**3b. Cofinancing 'in kind'**

Cofinancer/party	Description	Estimated value in Euro
..	..	0

**3c. Cofinancing 'in cash'**

Cofinancer/party	Description	Euro
..	..	0

**3d. Totals**

<b>Grand total</b>	212,436.08
<b>Requested budget</b>	212,436.08

**3e. Intended starting date** (see Notes)

1/1/17

**3f. Have you requested any additional grants for this project either from NWO or from any other institution, and/or has the same idea been submitted elsewhere?** no

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**Curriculum vitae**

**4a. Personal details**

Title(s), initial(s), first name, surname: Dr A.T.M. Alfred Archer

Gender: Male

Date and place of birth:

Nationality/nationalities:

Birth country/countries of parents:

**4b. Master's ('doctoraal')**

University/College of Higher Education: University of Edinburgh, UK

Date (dd/mm/yy): 01/09/10

Main subject: Philosophy (specialization ethics (MSc))

University/College of Higher Education: University of Glasgow, UK

Date (dd/mm/yy): 01/07/09

Main subject: Philosophy and Politics (MA)

**4c. Doctorate**

University/College of Higher Education: The University of Edinburgh, UK

Starting date (dd/mm/yy): 01/09/2011

Completion date (dd/mm/yy): 30/06/2015

**Supervisor ('Promotor'): Dr. Elinor Mason and Prof. Mike Ridge**

**Title of thesis: "Beyon Duty: An Examination and Defence of Supererogation"**

**4d. Work experience since completing your PhD**

**Current and previous positions. Specify per appointment: period, number of fte, type of position and institution.**

<b>Position</b>	<b>Period (date-date)</b>	<b>Number of fte</b>	<b>Type of position</b> (fixed term, permanent, tenure track, other)	<b>Institution</b>
Assistant Professor	1 August 2015 - Present	1.0	Tenure Track	Tilburg University (NL), Tilburg, Centre for Logic, General Ethics, and Philosophy of Science
Teaching Fellow	1 January 15 - 1 July 15	1.0	Fixed Term	Bristol University (UK)

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**Work experience in months spent since completing your PhD**

Please include the calculation

<b>Experience</b>	<b>Number of months</b>
Research activities	4 (at 30%)
Education	12
Care or sick leave	0
Management tasks	0
Other, please specify	

**4e. Academic staff supervised**

	<b>Role as (co-) supervisor</b>
<b>PhDs</b> Ongoing	0
Completed	0
<i>Subtotal PhDs</i>	0
<b>Postdocs</b>	0
<i>Subtotal postdocs</i>	0
<b>Master students</b>	1
<i>Subtotal master students</i>	1
<b>Other</b>	0
<i>Subtotal other</i>	0

**4f. Brief summary of research over the last five years (249 Words)**

My dissertation was in **moral philosophy** on the topic of **supererogation** or acts that are beyond the call of duty. These acts are problematic for ethical theory, which often operates under the assumption that the morally best thing to do is always what is morally obliged. While this problem is increasingly recognized in moral philosophy, there remain a number of debates that have failed to acknowledge the existence of acts of this sort. I investigated the implications of accepting the possibility of supererogation for three issues in moral philosophy: The relationship between morality and self-interest, the debate about whether an internal connection exists between moral judgements and motivation and the issue of whether moral reasons are overriding. I have published seven journal articles based on this research in leading international journals such as *Ratio*, *Theoria* and *Utilitas*.

I have also pursued research in **moral psychology**, particularly in relation to moral exemplars. I have published three papers in this area in *Philosophical Studies*, *The International Journal of Philosophical Studies* and *Royal Institute of philosophy Supplementary Volume*.

I also have research interests in **applied ethics**. I have published a paper on sporting integrity in *Sports, Ethics and Philosophy*. I have also published a paper on biomedical enhancement in *Bioethics*.

In **political philosophy** I have researched the role that markets should play in a just society. This research has produced two published papers so far one in *The Journal of Ethics and Social Philosophy* and the other in *Social Theory and Practice*.

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**4g. International activities**

(Max. 250 words)

I am currently involved in three international collaborations. I am co-authoring an applied ethics paper on the ethics of cryonic storage of the dead with Dr. Lee John Whittington (University of Edinburgh, UK). I am working with Dr. Joanna Burch-Brown (University of Bristol, UK) on a paper in Environmental Ethics on biodiversity. I am also working on a paper on the nature of aesthetic norms with Dr. Lauren Ware (University of Stirling, UK).

**4h. Other academic activities**

- **Departmental Service**

2015

Masters tutorial on Philosophical Methodology at University of Tilburg.  
Test Lecture for prospective students University of Tilburg.

2014

Tutor Mentor for University of Edinburgh Philosophy Career Development Students  
Speaker at 'How to Run a Tutorial', University of Edinburgh, Philosophy  
Postgraduate Professional Development Seminar

2012-2013

Convener of University of Edinburgh Bioethics Reading Group

- **Conference & Workshop Organisation**

2013

Co-Organizer University of Edinburgh Bioethics Workshop  
Co-Treasurer University of Edinburgh Graduate Epistemology Conference

- **Refereeing Work**

*Ethics, Nous, American Philosophical Quarterly (x3), The Southern Journal of Philosophy, Social Theory and Practice, Journal of Applied Philosophy, Erkenntnis, Journal of Value Inquiry, Philosophy and Public Issues, Journal of Medical Ethics (x3), American Society for Aesthetics Graduate E-Journal, Praxis*

University of Edinburgh Young Researchers Workshop 2013 University of Edinburgh  
Graduate Epistemology Conference 2013

- **Popularization**

Forth. Author of 'A Fortunate Man and Integrity'. An article for *TANT* a cultural magazine.

2015 Author of 'Dedication' a short story for *The Journal of Microliterature* that deals with themes of integrity, love and forgiveness.

2014 Involved in the planning for University of Edinburgh's One-Day Philosophy Workshop for The Children's University.

Part of University of Edinburgh's Philosophy in Schools Outreach Team teaching Philosophy in primary and secondary schools.

2013 Philosophical Researcher and Consultant for *Enlighten Up!* A television programme made by Hopscotch Films for BBC Learning on the philosophy of The Scottish

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Enlightenment.

2012 Author of "Doughnut: Experiments with a Hole" In Peter Worley (Ed.) *The Philosophy Shop* (Carmathen: Independent Thinking Press). A pedagogical resource for teaching Philosophy in schools.

**- Professional Membership**

American Society for Aesthetics, British Society for Aesthetics, European Society for Aesthetics, European society for Philosophy of Emotions, International Association for Philosophy of Sport, International Society of Utilitarian Studies, Royal Institute of Philosophy, Society for Applied Philosophy

**- Other Professional Service**

2015

Research Assistant for Guy Fletcher (Ed.) *The Routledge Handbook of Wellbeing*.

2014 - Present

PhilPapers Section editor for 'Supererogation'.

2014

Research Assistant for The Integrity Project (University of York)

2013- 2014

Secretary of British Postgraduate Philosophy Association

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**4i. Scholarships, grants and prizes**

Please list the research scholarships/grants and a link to the website for which you have successfully applied and/or prizes that you have won and indicate the amount of money involved.

\*In case of a consortium grant please specify the amount allocated for your own group or lab.

<b>Scholarship/Grant/ Prize Formal applicant</b>	<b>Amount</b>	<b>*</b>	<b>Year of award</b>
<b>University of Edinburgh Career Development PhD Studentship</b>	<b>£24,000 = €32,672.69</b>		<b>2011</b>
<b>American Society for Aesthetics Graduate Travel Bursary</b>	<b>\$1,500 = €1,390.05</b>		
<i>Subtotal</i>	<b>€34,062.74</b>		
<b>Scholarship/Grant/Prize Formal co-applicant</b>			
<b>Edinburgh Graduate Epistemology Conference 2013. Scots Philosophical Association, Analysis Trust, Mind Association, Eidyn Research Centre</b>	<b>£3,400 = €4,628.63</b>		<b>2013</b>
<i>Subtotal</i>	<b>€4,628.63</b>		
<i>Total</i>	<b>€38,691.37</b>		

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**Output**

**5a. Output indicators**

Please identify the most important output indicators in your field. (Max. 250 words)

In philosophy the most important output indicators are the rankings of the journals in which research is published. I have included the rankings of the journals my articles are published in from The Excellence in Research in Australia (ERA), a widely used measure of journal quality. A\* is the highest ranking and C the lowest.

**5b. Output**

**Journal Articles in International Refereed Journals** (15 Journal articles)

- (1) Archer, A. (forthcoming). Evil and Moral Detachment: Further Reflections on The Mirror Thesis. *International Journal of Philosophical Studies*. (Rated A on ERA)
- (2) Archer, A. (forthcoming). The Supererogatory and How Not To Accommodate It: A Reply to Dorsey. *Utilitas*, 1-10. (Rated A on ERA)
- (3) Archer, A. (forthcoming). Motivational Judgement Internalism and The Problem of Supererogation. *Journal of Philosophical Research* (Rated B on ERA)
- (4) Archer, A. (forthcoming). Moral Enhancement and Those Left Behind. *Bioethics* (Rated A\* on ERA)
- (5) Archer A. (Forthcoming). On Sporting Integrity *Sport, Ethics and Philosophy*. (Rated C on ERA)
- (6) Archer, A. (forthcoming). Are Acts of Supererogation Always Praiseworthy?. *Theoria*. (Rated A on ERA)
- (7) Archer, A. (2015). Do We Need to Make Room for Quasi-Supererogation?. *The Journal of Value Inquiry*, 1-11. (Rated A on ERA)
- (8) Archer, A. (2015). Divine moral goodness, supererogation and The Euthyphro Dilemma. *International Journal for Philosophy of Religion*, 1-14. (Rated A on ERA)
- (9) Archer, A. (2015). Community, Pluralism, and Individualistic Pursuits. *Social Theory and Practice*, 42(1), 57-73. (Rated A on ERA)

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- (10) Archer, A. (2015). Saints, Heroes and Moral Necessity. *Royal Institute of Philosophy Supplement*, 77, 105-124. (Not rated on ERA but this is an annual supplement to the journal *Philosophy* which is rated A).
- (11) Archer, A., & Ridge, M. (2015). The heroism paradox: another paradox of supererogation. *Philosophical Studies*, 172(6), 1575-1592. (Rated A\* on ERA)
- (12) Archer, A., & Wilson, A.T. (2014). Against Vote Markets: A Reply to Freiman. *Journal of Ethics and Social Psychology*. August, 2014. (Rated A on ERA)
- (13) Archer, A. (2014). Forcing Cohen To Abandon Forced Supererogation. *Journal of Ethics and Social Philosophy* (March 2014). (Rated A on ERA)
- (14) Archer, A. (2014). Moral Rationalism Without Overridingness. *Ratio*, 27(1), 100-114. (Rated A on ERA)
- (15) Archer, A. (2013). Supererogation and Intentions of the Agent. *Philosophia*, 41(2), 447-462. (Rated B on ERA)

**Reviews** (7 Book Reviews)

- (1) Review of Lisa Tessman (Forthcoming). Moral Failure: On The Impossible Demands of Morality. *Philosophical Quarterly*.
- (2) Review of Steve Bein (Forthcoming). Compassion and Moral Guidance. *Ethical Theory and Moral Practice*.
- (3) Review of Greg Scherkoske (2014) Leading a Convincing Life: Integrity and the Virtues of Reason, *Philosophy* 89, pp 495-499.
- (4) Review of Sebastian Schleidgen (Ed.), (2014). Should We Always Act Morally: Essays On Overridingness. *Ethical Theory And Moral Practice*, Vol. 17 No.2 pp.349-350.
- (5) Review of Roger Tiechmann (2012). Nature, Reason and the Good Life. *Journal of Value Inquiry* Vol. 46 (1) pp. 113-116.
- (6) Review of Tim Mulgan (2012). Ethics for a Broken World. *Philosophy Now*
- (7) Review of Matthew J. Goodwin (2012). New British Fascism of the British National Party. *Political Studies Review* Vol. 10 (3) p. 451.

**Conference Proceedings** (2 conference proceedings)

- (1) Aesthetic Judgements and Motivation". *Proceedings of The European Society*

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*of Aesthetics 2013*

- (2) "A Further Advantage of Ecumenical Expressivism". *Philosophical Writings Special Issue: Proceedings of the Fifteenth Annual British Postgraduate Philosophy Conference*.

**5c. Top publications**

- (1) Archer, A., & Ridge, M. (2015). The heroism paradox: another paradox of supererogation. *Philosophical Studies*, 172(6), 1575-1592.
- (2) Archer, A. (2014). Moral Rationalism Without Overridingness. *Ratio*, 27(1), 100-114.
- (3) Archer, A. (2015). Saints, Heroes and Moral Necessity. *Royal Institute of Philosophy Supplement*, 77, 105-124.
- (4) Archer, A. (forthcoming). Moral Enhancement and Those Left Behind. *Bioethics*
- (5) Archer, A. (forthcoming). Evil and Moral Detachment: Further Reflections on The Mirror Thesis. *International Journal of Philosophical Studies*.

**5d. Median impact factors for your own field**

Compulsory for ZonMw applications. For other NWO divisions, this is only compulsory if you have mentioned impact factors of the journal under question 5a (See Notes).

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**Statements by the applicant**

- My thesis manuscript has been approved and I will send the official declaration to NWO.**  
(Compulsory for Veni applicants who have not yet received their doctorates, to be sent by post and as a PDF using the electronic system.)

**Ethical aspects**

	Not applicable	Not yet applied for	Applied for	Received
Approval from a recognised medical ethics review committee	X			
Approval from an animal experiments committee	X			
Permission for research with the population screening Act	X			

If applicable you need to send a copy of (one of) the aforementioned documents to NWO when your application has been granted and before the start of your project.

By signing this form I endorse the code of conduct for laboratory animals and the code of conduct for biosecurity/possibility for dual use of the expected results and will act accordingly if applicable.

- X I have completed this form truthfully.
- X By submitting this document I declare that I satisfy the nationally and internationally accepted standards for scientific conduct as stated in the *Netherlands Code of Conduct for Scientific Practice 2012*<sup>1</sup> (Association of Universities in the Netherlands)
- I have submitted non-referees.<sup>2</sup>

Name: Alfred Arcger

Place: Tilburg

Date: 30 December 2015

<sup>1</sup> More information:

[http://www.vsnu.nl/files/documenten/Domeinen/Onderzoek/The\\_Netherlands\\_Code\\_of\\_Conduct\\_for\\_Scientific\\_Practice\\_2012.pdf](http://www.vsnu.nl/files/documenten/Domeinen/Onderzoek/The_Netherlands_Code_of_Conduct_for_Scientific_Practice_2012.pdf)

<sup>2</sup> It is possible to indicate non-referees (maximum of three names). The non-referees will NOT be asked to assess your application. Do not incorporate the names in the application. Please submit a separate PDF file with the names of non-referees via the electronic system at the same time as your proposal.

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Please submit the application to NWO in electronic form (PDF format is required!) using the Iris system, which can be accessed via the NWO website ([iris.nwo.nl](http://iris.nwo.nl)). The only exception to this rule concerns applications within the Medical Sciences. The Medical Sciences division uses a similar system called ProjectNet, to which access is provided via the division's own website ([www.zonmw.nl](http://www.zonmw.nl)). For any technical questions regarding submission, please contact the Iris helpdesk ([iris@nwo.nl](mailto:iris@nwo.nl)).