Minutes MSc PC – 19 November 2019

Mandeville, T3-42, 12:00 – 14:00 hours

Present	Absent
MS: Maciej Szymanowski (Chair, MM)	AS: Ad Scheepers (PM)
AL: Annelie van der Leelie (Minutes)	HF: Heleen Francoys (SM)
DT: Dimitrios Tsekouras (BIM)	BK: Bas Koene (OCC)
EV: Elisa Vandensteene (BIM)	WH: Wim Hulsink (SE)
AD: Annelore Doezé (SE)	SZ: Solomon Zori (AFM)
FM: Florian Madertoner (FI) left at 12.44 PM	AST: Adam Stożek (AFM)
NG: Niccolò Ghiggia (HRM)	MA: Munther Alahmad (SCM)
TM: Tom van Mierlo (GBS)	FW: Frank Wijen (SM)
AG: André van Gorp (MI)	JM: Juan Madiedo (MI)
JF: Jan-Filipp Fuhrmann (FI)	
MC: Marcell Csomor (OCC)	
JME: Julija Mell (HRM)	
GB: Guido Berens (GBS)	
CK: Cynthia Kong (SCM)	
GH: Gabi Helfert (PM)	
EC: Elena Corsiglia (MM)	
	Guest
	YK: Yanick Kuper (coordinator BIM)

1. Opening and announcements
The chair welcomes everybody present.

GH makes two announcements:
1) A university-wide HOKA audit took place in November. The plans of RSM were not discussed in detail. However, the university approved the university planning, so RSM can continue with their projects.
2) All students have received an e-mail to participate in the International Student Barometer survey. This is an important survey for RSM to receive feedback from (international) students about how they perceive things such as the admission process, the programme and campus organisation. It's less relevant for marketing purposes (no ranking), but really used to collect feedback. Therefore, GH asks the student members of the PC to promote participation among their fellow students.

2. Approval of minutes from MSc PC meeting 22 October 2019 — see attachment
The minutes were approved.

3. Changes in the MSc HRM — Rebecca Hewett
MS is replacing Rebecca for this topic because she is absent due to illness.
HRM is asking for consent due to changes in the MSc HRM programme.
Context for review:
1) Student feedback is very positive, and the master is ranked #3 in Western Europe in the Eduniversal Ranking. The strengths of the programme are its academic focus, level of workload, contact with the teaching team, level of students, and satisfaction with teachers. The weaknesses of the programme are a lack of coherence between courses, lack of skills training/ job preparation and lack of flexibility in the programme.
2) Student numbers are small (20-30) and have been dwindling and not improving. The department aims at 50-80 students. MS wonders why students don't choose for this master. JF replies that the information of what

students are going to study is to abstract. TM adds that the marketing of a programme is important. GH indicates that they did a lot on marketing for HRM. Examples are an information session apart from the master open day, social media, and they did research on different programme names, but didn't find a clear preference. AG notes that he didn't choose HRM because he is not interested in a career as recruiter, which is what he believed to be the most likely option for him. NG agrees, students would like to prepare for more strategic HRM positions, but the master doesn't accommodate that because of the lack of management courses.
3) They are a combined OB/HR department, so the MSc needs to recognise their specialisation.

Review process:
1) Carpe Diem sessions with the whole (potential) teaching team and LIT, focusing specially on the whole programme flow, developing a new elective portfolio, and coherence of the core courses.
2) Research on other Dutch/Belgian HRM programmes and other European competitors.

The main changes are:
1) Online prep course. JME mentions that prep course has been developed because there is a wide variety in backgrounds among the students, and this course allows everyone to start at the same level. DT asks whether students can fail for the course. JME replies that it is a test of what level the student is at and if necessary the student gets access to more resources to update his/her knowledge. GH points out that if the prep course starts before the academic year, RSM may offer the course, but can't make it mandatory/award credits.
2) Refocus on core courses: Building on a new IBA/BA format, placing leadership as more central and greater focus on the work in 21st century (e.g. mega trends). MS mentions that they are building a new OB/HR format because of the changes in the bachelor.
3) Professional development content moves from elective to a core course.
4) New electives bring HRM up to date: HR analytics, talent acquisition, internship and negotiation. In the opinion of EV the HR analytics course should be a core course, not an elective. NG and MS however express their doubts about that, because not all students are into it and should have more background knowledge which need to be required or need to be developed in an earlier course.
5) More partnership with MSc OCC: combined research methods and professional development track and more shared electives for efficiency.
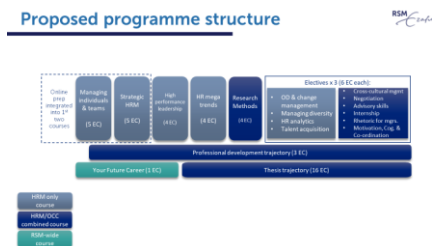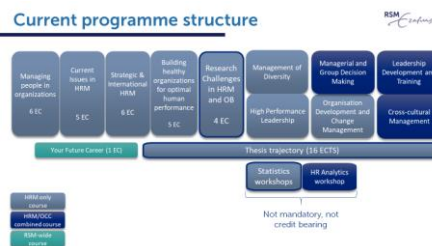
NG notes that the students are very positive of the changes but there are still two issues.
1) The High Performance Leadership elective move to a core course; this course is very unpopular under students. This is due to the fact that the focus of the course is too much on leadership instead of management.
2) Students welcome the opportunity for an internship but believe that 6 credits are not enough. EV replies that in the BIM programme, there is a company-based research project which is integrated with the thesis. A student replaces one elective for the company research project. It is worth 6 credits and is a fulltime internship where students write their thesis at a company. DT adds that there are requirements for this trajectory. The internship must be related to the thesis and beside the thesis students must also write a report that will be graded by the company and academic coach. AG reports that in the MI programme students can choose between a research project at a company, combined with a thesis, and a separate internship. Furthermore, they have company-based electives.
During the voting process everyone agreed with the implementation of the changes in the MSc HRM programme. MS will write a letter of consent.

4. BIM research methods online course (January 2020) – Dimitrios Tsekouras

DT wants to inform and ask for an advice from the PC on the change in the BIM Research Methods Online course.

BIM wants to make the course an online course because:
1) Students have different timelines, so the content becomes relevant at different points in time.
2) Not mandatory attendance.
3) Online tests and thesis proposal pass were already the elements to pass the course.

The course has the following learning goals: basic understanding how to write a good thesis, create a rigorous scientific research report, formulate a research question, conduct literature review, comprehend research methodologies across research objectives, understand the foundations of academic writing and write a sound thesis proposal for an academic study. The online course will be available on Canvas and consists of different modules such as foundation of scientific research, introduction, literature review, conceptual framework and hypotheses development, research design and methodology, results and conclusions and academic writing and thesis project management. At the end of each module, the student is given an assignment to complete this part. After that, the student gets access to the next module. In order to pass the course, 8 of the 10 answers of each module must be correct (75%) and they also have to pass their proposal. The course is adaptive and personalised: if students fail a module, then these questions will be reinforced later on. In addition there are two in-class session will be held where students can ask questions about the course.

FM asks whether asking for 8 out of 10 answers to be correct for a pass is not too much. DT replies that this rule gives the students more challenge to complete the course. CK wonders what the timeline is. DT notes choosing the thesis topic and the coach connection will be finished in November, the online course will start in January and it stops before the electives, so the students can hand in their proposal at the beginning of February. MS mentions that the course is well-organised, but he is concerned that students think, I need to learn this because I don't want to redo the exams. He also wonders what students think of the module. NG notes that it is handy to indicate beforehand what the average timeframe of a module is, so that students can structure their workload. Moreover, it should be made clear that failure means that more time must be invested. AG indicates that he is missing the help of a teacher by formulating a research question. DT replies that this will be done by the coaches in November. FM wonders why the following module is locked until you complete the previous one. According to DT that has something to do with the limits of Canvas. In the opinion of MS, it is important that students are independent in their choice how they want to do a module, on the other hand the locked module provides clarity of the learning path. EV asks whether students can use their notes during the online exam. DT explains that there is a time limit during the assessment and not all the questions are based on the notes. GH points out that once the project is completed, it can become a pilot for other programmes, as one of the MSc HOKA projects is to generate a shared research resource platform and materials. DT agrees.

5. Discussion on proposed priority issues for the PC

All members have raised proposal priority issues for the PC.

Proposed topics	Person who mentioned the topic in the meeting
Elective registration system, market system to assign electives by preference	Julia Mell
Improvement of onboarding module	André van Gorp
Collaboration with companies for assignments	Marcell Csomor
Buying and selling handbooks. How can it be facilitated?	Adam Stożek
Knowing demands and profile of coaches' beforehand (more structure in the thesis period)	Annelore Doezé
School's mission in teaching	Tom van Mierlo
Honours programmes	Guido Berens

Access to good TAs
   • Relates to HOKA project
   • BIM has a pool of 6 TAs for a year
	Elena Corsiglia
	Cynthia Kong

TER enforcement • Perusal and regrading • Timeliness of grading	Niccolò Ghiggia Elena Corsiglia
Consistent referencing system for assignments and thesis	Elisa Vandensteene
Guidelines for learning analytics/ adaptive education	Dimitrios Tsekouras Maciej Szymanowski

Each member has to choose a topic they would like to work on.

The following sub-committees have already been formed:

Topic	Members sub-committee
HOKA	Guido Berens Florian Madertoner Heleen Francoys Niccolò Ghiggia
Improvement of the on-boading process	André van Gorp

6. Closing remarks
None.

7. Action points

What	When	Who
Each member has to choose a topic they would like to work on	By December 2019	all MSc PC members

Next Meetings:
23-Jan-20, 12.00h   23-Apr-20, 12.00h
20-Feb-20, 12.00h   26-May-20, 12:00h
24-Mar-20, 12.00h   25-Jun-20, 15:00h