

# Minutes MSc PC – 22 January 2019

Mandeville, T3-42, 13:00 – 15:00 hours

Present	Absent
MS: Maciej Szymanowski (Chair, MM)	EG: Egemen Genc (FI)
SB: Sigrid Batenburg-Mudde (minutes)	AG: Anxhela Gore (OCC)
CK: Cynthia Kong (SCM)	AK: Alisa Knuutinen (MI)
GB: Guido Berens (GBS)	SH: Sarah Horn (BIM)
TL: Tsi Kwan Lam (GBS)	FW: Frank Wijen (SM)
RH: Rebecca Hewett (HRM)	FP: Francesco Perniciaro (AFM)
AS: Ad Scheepers (PM)	SZ: Solomon Zori (AFM)
JM: Juan Maldiedo (MI)	
GH: Gabi Helfert (PM)	<b>Guests</b>
KP: Kudrat Kaur Paramjit (SE) (left at 14:00)	Raymond van Wijk, acting Academic Director SM
YN: Yannick Niesen (SCM)	
DT: Dimitrios Tsekouras (BIM)	
YS: Yasemin Sezer (MM)	
WH: Wim Hulsink (SE)	
GI: George-Stavros Isichos (SM)	
BK: Bas Koene (OCC)	
LV: Lara in t Veld (FI)	
VS: Verena Stuber (HRM) (arrived at 14:00)	

## 1. Opening and announcements

The chair welcomes everybody present and wishes all a effective and productive Programme Committee year. He hopes that the MSc PC is able to deliver a few good proposals this Academic Year.

No other opening announcements.

## 2. Redesign MSc in Strategic Management – guest Raymond van Wijk

Raymond is representing Strategic Management on behalf of Anna Nadolska, Academic Director. Raymond thanks for the opportunity to be here. Raymond and Anna would like to know the thoughts off the MSc Programme Committee.

The master has been playing around for quite some years now as they have problems that are not so easy to solve.

**Why do we need to change?**

- Number of students fluctuates; we aim for 200 students and over the years we have not been able to attract enough

Year	Size	% external	Recommendation score
2013/2014	190	59	3.7
2014/2015	204	55	3.6
2015/2016	171	63	3.9
2016/2017	151	61	3.9
2017/2018	181	72	3.7
2018/2019	187	53	Program still running

- Recommendation scores for the program are low

**Why do we need to change? (2)**

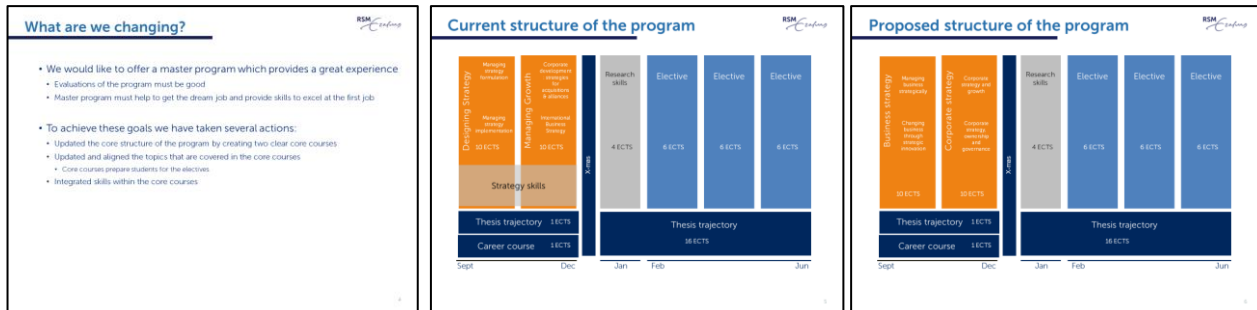
- Core course evaluations vary substantially and often are below 4.0

Course	Average student opinion						
	1	2	3	4	5	6	7
RSM-2018 Marketing Strategy Formulation (formerly RSM2018 The Strategy Process)	4.1	4.0	5.9	4.1	3.7	3.4	3.7
RSM-2018 Marketing Strategy Evaluation	4.0	4.0	4.7	4.0	4.2	4.1	4.0
RSM-2018 Strategic Management: Strategies for Acquisition and Mergers (formerly RSM2018)	4.2	3.7	4.0	4.3	3.8	4.1	3.7
RSM-2018 Strategic & Investment Banking (formerly RSM2018 Strategic & International Business)	2.4	3.1	3.3	4.1	3.7	3.8	4.1
RSM-2018 Strategic Data	N/A	N/A	3.7	N/A	N/A	N/A	N/A
RSM-2018 Research-Centred (formerly RSM2018)	4.1	3.3	3.3	3.6	3.5	3.6	3.7
RSM2018 Research Methods	3.5	3.6	3.6	3.6	3.5	N/A	N/A
RSM2018 Research Methods	3.1	3.3	3.4	3.4	3.4	N/A	N/A
RSM2018 Research Methods	N/A	3.3	3.2	3.4	2.7	N/A	N/A

\*\*N=2018 we had the evaluation split for groups 1 and 2

Why do we feel we need to change? In the past few years they were running a good programme, and were used to have around 200 new intake of students in the programme. However, this is fluctuating. We have a large

number of students coming from abroad. But what really set this in motion is that the recommendation score is below 4.0. Scores of core courses are evaluated well although fluctuating a lot. In the handled topics is room for improvement, feedback from students say that is not valuable for their job.



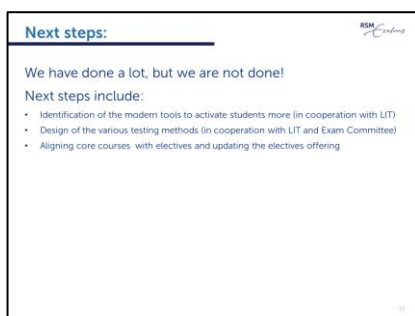
What are we changing? It is not always clear to students what they can do with a MSc in Strategic Management, while it is a very broad master. In future the master would like to focus more on skills. The topics are updated and aligned. What students learn as a topic, they also learn to apply this. In the first block the main focus lies on business strategy (how do you become competitive? What does it mean on a higher level?). The focus in the second block lies mainly on corporate strategy.



Every block has its own learning goals. See above.



The Business Strategy course has a number of skills sessions. These are the orange sessions in the above slides. Same for the Corporate Strategy course.



A lot of work has been done but there are still some steps to take. They want to identify modern tools to activate students more, design various testing methods, and align courses with electives and updating the electives offered.

Raymond asks whether there are questions.

GB: does your programme work with real companies? Raymond confirms but also wonders to what extent they can make this happen.

GS: Nine out of ten students will go into consulting after graduation so these are changes (more skills oriented) in the right direction. In terms of content students are not able to identify if something is good or bad. The group is quite big so how to interact with the group is quite important. And there need to be a better division between theoretical and practical skills. Raymond explains that the lecturer who teaches the elective Managing Strategic Consulting will teach the business skills course. The skills he teaches in the elective will now be taught in the business skills course.

JM: if 90% will start a consultancy job is this set-up the right one then? And do you want to deliver all consultants? According to Raymond 3 out of 4 go into consultancy. Not all of them end up in big companies.

CK: The courses seem a bit long with 18 sessions. Raymond explains that 18 sessions per block are divided over two core courses and three lecturers. And the same for the second block.

KP: She would like to receive some clarification on the blocks. Will the courses run simultaneously or serial? Raymond replies that the first core course will run serial, so one after the other. And the second will run parallel. There is one big assignment at the end of a course and the two modules will have a separate part in the assignment that will be graded individually.

RH: worries about the plan to review the electives later. Will the current electives align with new learning objectives or will there be a miss alignment? Raymond thinks this a very good point and they feel that the electives are still very much in line. They still deepen certain topics, but they want to fine tune these topics.

TL: Is there a reason for the fluctuating numbers? Raymond explains that they had a lower recommendation and that this did lead to a dip in the numbers two years later.

LV: Do you make use of the extensive alumni network? What are your alumni doing at the moment? Use alumni at information days, let alumni give guest lectures. Raymond thanks for this suggestion.

BK: this is a pretty technical story. Why do you want to do your master at RSM? The vision for the programme is missing in this story.

BK: The programme is very big. SM has a lot of different elements as entrepreneurship and family business. How do things come back in the programme? For example Marketing Management uses tracks. Do you have ideas about it?

BK: Concerning M&A do you tend to use expertise from other programmes, for example FI?

BK: The big challenges of strategy are easily conveyed, they are in every newspaper and they are there for every company. You might not have to visit companies but you can invite key people in business that are dealing with key challenges in companies. That would have a similar effect as visiting sites.

MS: The course burden seems to be big and hard to grasp. Learning objectives can be less, so you can focus more.

MS: The mission seems not to be incorporated. How can you build this in your programme? Our mission can be easily incorporated in this programme, as you talk about growth and so.

MS: Where do you want to go? This change seems to be demand driven. Do you want this?

MS tells how Marketing Management designed their programme. It seems that SM want to put everything into one course. Is this how you want to move forward? Raymond explains that this is not one course but two modules, so there are four core courses. We present it as two because this is one topic and the other concerns another topic. We try to show that the topics are related and that the bigger core courses are also related. We still have a lot of theory in the courses but try to achieve that students will be able to use the theory more in using skills. So we have something similar in mind as Marketing Management does.

Raymond thanks everybody for the feedback. He noted all suggestions and comments down and will take it

back to Anna Nadolska.

MS will write advice and will add suggestions made to this advice. Consent is not needed as the content and credits will not change.

### 3. Approval of minutes from MSc PC meeting 18 December 2018 – see attachment

This agenda item is moved because of the above agenda item.

GB would like to have it more clear who said what in de discussion with Eric Waarts. SB will try to adjust this.

### 4. Closing remarks

As AS is preparing the start of his presentation MS moves over to the closing remarks. He would like to form new subcommittee based on the list from last meeting. He wants a few subcommittees with several academic members per committee, who are able to write a good and solid recommendation.

GH recommends the subcommittees to be in contact with her as there are already people working on the subjects mentioned in the list. She can connect the subcommittee members with those persons.

Suggested topics are:

Topics	First choice	Second choice
Thesis; pressure last block, selection process topic, plagiarism, transparency	Juan Guido Dimitrios	
PAC; improve, involve on development	Verena	Tsi Kwan Bas
Honours academy		Yannick Wim
Teaching quality; sharing best practices, LIT, practitioners	Cynthia Lara	Guido Dimitrios
How to use funding?	Rebecca Bas	
Resit; standardise, make available for everyone	Tsi Kwan	Juan Rebecca
Law; how to communicate?		
Prep courses; how to do this?		
Recruitment of MSc PC student members	Yannick Verena	Lara
Equis	George Yasemin	
Presence PC members		

WH first choice would be 'Thesis in last block'.

For those who were not present please indicate your first and second choice in the above table. Next meeting it will be decided which subcommittees will be formed.

### 5. Presentation SET – Ad Scheepers

Ad Scheepers is present to give an update on the Student Evaluations of Teaching issues and the initiatives that have been taken to address these issues. See also attached presentation.

## 1. SET project research and practices inventory

a. Literature study and peer studies were done. Learnings have been noted (see below slide)

### Guidelines summary

- **Consider SET as a process.** With discernible and interconnected steps. A quality cycle process
- Use valid measurements. Consider purpose of SET, theoretical basis of items, scales and dimensions, multidimensionality, standardisation.
- **Course improvement versus HR instrument.** Assess course quality and teacher quality separately. Use different sources for assessing teacher quality.
- **Reliability.** Check reliability of instruments, but especially *inter-rate reliability*, systematically.
- **Optimisation of response rates.** Optimise reliability by high representativeness and high inter-rater reliability. Or, alternatively, make SET mandatory with relevant checks.
- **Response quality.** Make SET non-anonymous. Or make SET anonymous, but provide strategies and support for interpreting, educate students, (use software to) remove swear words or offensive comments.
- **Bias control.** Clearly stated goals, multidimensional ratings, valid measuring scales, high consistency reliability, representative sample, interpretation in accordance with goals, respondents' characteristics considered, knowledge of statistics interpretation, uniform grading policy, use multiple forms of interpretation, be aware of students limitations in experience, balanced teacher teams.

b. Report will be finalized this week and can be shared by Ad on request

2. **EvaSys** → evaluating the system and how we use it today. A lot of functionalities were found in the system that we currently do not use. Also, it was found that some settings were not right and we will need to fix these settings in the upcoming future.

3. **Task force optimization SET (RSM)** → there are three task force groups (optimisation, HR, review system). They are currently looking at the questionnaire, timing, the response rates and response quality.

BK: Evaluations that we have now are very generic and used for evaluation and not specific at all. You can add one or two questions but the main set is general.

According to Ad most evaluations have 16 to 18 generic questions, but most courses have 28 questions because lecturers added a number of items. However, do we use valid measurements? We never check if these are the right questions. We assume we measure what we want to measure. It is important to check if you use the right instruments.

There are a lots of ways to optimise response rate; mandatory is one way. But then response quality is a problem. Ad explains that we have to look at all the points mention in the 'Guidelines summary'.

JM: In Ontario a student evaluation cannot effect your tenure track. Is the university thinking about this?

AS: There is not a direct connection. In Ontario they used some selected research based on course evaluations. These results are debated so Ad is not sure if they have a real basis. So the university is not doing anything directly.

Ad proceeds with his presentation. At the moment the task force tries to optimise the questionnaire. A test has been done with a long version, a short version and a very short version. We now try to find out if it measures what we want to measure and if each of this versions gives us the same information. So that we might substitute the original long version.

Ad explains that the task force has a one step at a time approach. First investigate, make a recommendation and move to the next task force.

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In the next meeting we will discuss further on SET.

## **6. Update of the PC Code of Order**

This agenda item is postponed to next meeting as there is no time left.

## **7. Action points**

- Presentation pilot results Student Evaluation (Ad and Dimitrios)
- MS will work on recommendations previous year
- MS will write advice on premaster

### **Next Meetings:**

21-Feb-19, 13:00h

21-Mar-19, 13:00h

11-Apr-19, 10:00h

21-May-19, 13:00h

25-Jun-19, 13:00h