

Minutes MSc PC – 23 November 2021

Online meeting via Zoom 10:00–12:00 hours

Present	Absent
MS: Maciej Szymanowski (Chair, MM, MScBA BAM)	JMP: Jan Müller-Popkes (MScBA MIM)
AL: Annelie van der Leelie (Minutes)	KK: Korcan Kavusan (MscBA MIM)
GB: Guido Berens (GBS)	YL: Yu Liu (SE)
SZ: Solomon Zori (MScBA AFM)	ANV: Antje Nikkels van der Veen (FI)
EMT: El Mehdi Trifaia (SM)	MB: Marietje Bosma (MScBA P-MIM)
LB: Laurens Boeren (MM)	AS: Ad Scheepers (PM)
PC: Philipp Cornelius (BIM)	(MScBA BAM)
JM: Juan Madiedo (MI)	(MScBA P-MIM)
AB: Anne Burmeister (HRM)	FW: Frank Wijen (SM)
HD: Hilde Dales (SCM)	
FM: Florian Madertoner (FI)	
GH: Gabi Helfert (PM)	
CD: Carmen Damen (MScBA AFM)	
EJ: Elianne de Jong (HRM)	
AF: Andrea Da Fre (MI)	
VM: Viviana Mercuri (SE)	
SL: Simon Lang (GBS)	
RG: Rabia Guney (BIM)	Guests
MP: Morteza Pourakbar (SCM)	ML: Michel Lander (Dean of Education)

1. Opening and announcements

The chair welcomes everybody present.

2. Approval of minutes from MSc PC meeting 28 October 2021 – see attachment

The minutes were approved.

3. Future education and adaptive education – Michel Lander

ML presented the new education strategy plan to the committee:

- 1) The new education strategy plan has three pillars: a) Impactful knowledge, b) Transformative education and c) Purposeful engagement. These pillars are underpinned by a cohesive school culture and organisation.
- 2) According to RSM education should be a) A competency-based approach with an increased focus on skills and attitudes instead of mainly on knowledge, b) Which serves as a basis for improving alignment within and between programmes, c) It helps to define a better balance between feedback and assessment, learning activities and learning objectives and d) It helps to decide on prioritisation and strategic investment in the broader education strategy.
- 3) RSM is developing a competency framework for students. This framework will consist of two pillars a) The general competencies that every student should have at the end her/his study programme, for example communication, leadership, getting things done, self-awareness and critical thinking and b) Competencies which are programme specific. In order to provide good feedback on students' learning developments, standard feedback formats will be designed. This feedback could be given by peers and/ or teachers. Next steps in the design are a) Creation role definitions, b) Identifying competencies and c) Next round of feedback.
- 4) In the educational format the following education strategy plan priorities will be implemented a) Enhance the

quality of educational offering which means a more competency-based approach instead of the knowledge-based approach and reducing the assessments, b) Ensure continuous curriculum improvement and innovation. These innovations will be funded by the HOKA Fund. This priority will be examine how to better disseminate and distributed the information from the innovations, c) Optimise the educational portfolio. This will involve examining the relevance of the study programmes and what changes should be made, d) Embedded the importance in education. This priority coincides with the competency framework e) In the priority grow RSM management education footprint, the focus is on education at RSM, f) Foster diversity inclusion and wellbeing, g) Support and develop faculty and staff, which means to allow (junior) faculty to get recruited to have a more formalised formation. Therefore, RSM will develop a toolkit with information about e.g., the difference between bachelor and master courses and information about different pedagogical forms and h) Embrace digital information. Here it will be necessary to look at which elements RSM will/ won't keep from the digital transmission it has made in response to the Coronavirus

- 5) From these educational strategy priorities there are the following key projects have emerged 1) Quality, consisting of a) Creation of what should future education look like? b) Rethinking about assessments and c) Improving individual programmes on for instance assessments and workload. 2) Innovation, consisting of a) Learning and education, b) In the future HOKA money will be used to invest in the new educational model and for projects which contributes to the overall development of the school and c) With the education innovation RSM should have a clear view of the elements they want to invest in related to the competency framework and 3) Alignment. These projects are a) Redesign the educational service department to better suit the new educational format forward and to reduce the workload in the system, b) How to implement diversity and inclusion in the programmes and c) In the future, RSM would like to introduce impact certificates which means that during the MSc electives period RSM would like to offer impact certificates on topics, for example energy transition and the Rotterdam harbour, This would then be a cross programme track where a diverse set of ideas will be raised.

Questions from the MSc PC

In the meeting of 28 October 2021, the committee had collected questions for ML on adaptive education and future education. During the current meeting, ML responded to these questions as follows:

- 1) Could education be made more flexible to implement applied projects? ML: For the thesis and applied projects in the programmes this is possible because a final piece could also be a (group) business plan thesis and for the applied projects the impact certificates are a good example.
- 2) a) What will the school do in terms of growth? Does RSM want to grow or not? b) Is there a preference for attracting European versus non-European students? ML: a) There are limits to growth of the school due to resourcing issues and the high workload for staff and b) The most important element for RSM is to maintain diversity in the classroom. However, the focus is mainly on Dutch and European students because they often stay in the Randstad region to work.
- 3) How can the mission Positive Change be linked to the admission process? Is it possible in the future to use algorithms or artificial intelligence during the admission process to steer students to the programme which suits them? ML: RSM receives too many applications to change the admission system. Therefore, the school can only think of a new system if RSM stops growing, otherwise it would have to invest too much in new staff.
- 4) What role will quantitative grading play in future education? ML wants to change quantitative grading into formative grading.
- 5) HD: How will knowledge be shared between faculty and programmes within the university? ML: RSM would like to share information with other faculties through a centrally coordinated system which should be established, and the Deans of Education of other faculties are also eager to establish such a system, thus it will come.
- 6) What main metric is RSM hoping to improve in the coming years? ML: Firstly, students' satisfaction, particularly that they feel prepared for labour market when they completed their education. Secondly, the labour market which will recognise the educational change at RSM by the new applicants

Comments of the committee:

- 1) EJ: It would be better to change the length of the courses because with the current system students chase deadlines.
- 2) EMT: RSM should ensure that students choose the right competencies to work on in the competency framework and not choose the easy way to get high results.
- 3) RG is very positive about the new educational model.

4. Exam issues

MS informed the committee about the email that the MSc PC received from the EB and the Dean of Education regarding the rules of open book vs no open book exams. The email indicates that the teacher decides which material will be used during an exam as long as it isn't an e-book.

Comments of the committee:

- 1) GB: It is a pity that e-books can't be used because that would be more environmentally friendly.
- 2) LB: It would be better to have longer exams to reduce the time pressure during exams. Therefore, he wonders why the EB has shortened the examination time.
- 3) EMT: When revising the TER, the MSc PC should propose to set a deadline for when teachers are able to determine and communicate to students which material is allowed during an open book exam. This deadline would also give the EB more time to review the requested material.
- 4) MS: It would be better to suggest a time instead of a deadline for teachers to determine and communicate which material is allowed during the exam because a suggestion creates expectations but there is still the possibility to change things just before an exam.
- 5) FM: If students should take the online exam on campus, they are only allowed to use the universities' Chromebooks, but not all software can be used on the Chromebooks, which will create a difference between students who work from home on their own laptops (they have access to all software) and students on campus.

5. Formation of subcommittees

During the meeting the committee has established the following subcommittees. However, not all MSc PC members have yet decided who will be part of which subcommittee (see table)

Overview of the subcommittees

Topics	Members
HOKA subcommittee	Antje Nikkels van der Veen Laurens Boeren Guido Berens
Impact subcommittee	Rabia Guney El Mehdi Trifaia
Online Education Social interaction subcommittee	Florian Madertoner Viviana Mercuri Simon Lang Hilde Dales
PAC SR Collaboration subcommittee	Hilde Dales
Competency framework subcommittee	Maciej Szymanowski El Mehdi Trifaia Anne Burmeister
Transition to programmatic subcommittee	Maciej Szymanowski Florian Madertoner Elianne de Jong Carmen Damen

	Juan Madiedo
Diversity and Inclusion subcommittee	Elianne de Jong Andrea Da Fre Anne Burmeister

6. Closing remarks

7. Action points

What	When	Who
AL will create an overview of the subcommittees and send it to the committee members	By December	Annelie van der Leelie

Next meetings:

21-Dec-21, 10.00h	26-Apr-22, 10.00h
25-Jan-22, 10.00h	24-May-22, 10.00h
22-Feb-22, 10.00h	28-Jun-22, 10.00h
22-Mar-22, 10.00h	