

Minutes MSc PC – 24 November 2020

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

Present	Absent
MS: Maciej Szymanowski (Chair, MM)	CK: Cynthia Kong (SCM)
AL: Annelie van der Leelie (Minutes)	ASE: Anastasia Sergeeva (OCC)
FW: Frank Wijen (SM)	
GB: Guido Berens (GBS)	
MW Mike de Witte (BIM)	
AB: Anne Burmeister (HRM)	
SM: Susana Mendes (HRM)	
SK: Sofia Klingelhofer (GBS)	
MM: Marlies Mons (MM)	
JM: Juan Madiedo (MI)	
GH: Gabi Helfert (PM)	
SZ: Solomon Zori (AFM)	
TH: Ties Hitzert (SE)	
JA: Jens Angele (SM)	
CH: Claudia Heese (OCC) left at 10.00 hrs	
BS: Benjamin Schubert (SCM)	
TL: Tim van der Linden (AFM)	
FM: Florian Madertoner (FI)	
AS: Ad Scheepers (PM)	
SC: Seleyna Celik (FI)	
PC: Philipp Cornelius (BIM)	
MH: Magnus van Haaren (MI)	
RB: Rajae Bolghiran (MScBA BAM)	
YL: Yu Liu (SE)	
JN: Jurriaan Nijholt (MScBA P-MIM)	
MB: Marietje Bosma (MScBA P-MIM)	Guests
KK: Korcan Kavusan (MscBA MIM)	AWL: Anna de Waard-Leung (Programme Manager of the PQI-HOKA Project)
MAM: Mersad Arab Maghsoodi (MScBA MIM)	RW: Raymond van Wijk (Academic Director of the Part-time Master Bedrijfskunde)

1. Opening and announcements

The chair welcomes everybody present.

MS introduces the new faculty and student members. The new faculty member is Korcan Kavusan and the new student member is Mersad Maghsoodi. They are both representatives of the Master in Management programme.

2. Approval of minutes from MSc PC meeting 27 October 2020 – see attachment

The minutes were approved.

3. PQI-HOKA implementation – Anna de Waard -Leung

AWL informs the committee about the PQI-HOKA 2020 forecast and the re-allocation of the project and priorities.

1) The PQI-HOKA 2020 is on track to make full use of the available PQI-HOKA budget of approximately €2 million for the bachelor and master portfolios.

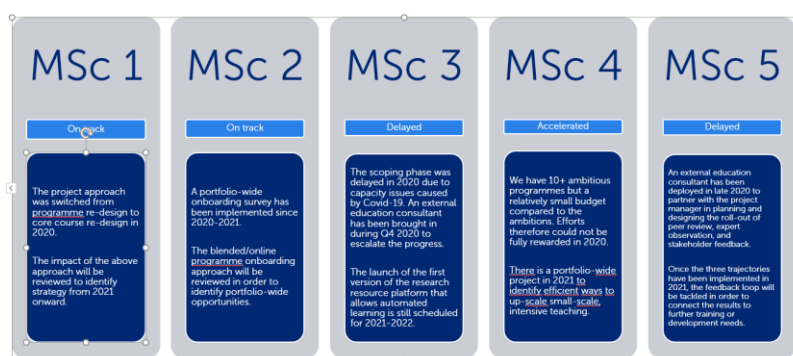
2) To support the Covid-19 adaptations to both portfolios, they have deployed €440K, of which approximately 80% is spent on deploying extra human resources to reduce the workload of faculties. For example, extra supporting material/services, interim faculty or PHD and TA's.

3) Finance update: The projects Mission, Improved onboarding, Research resources platform, Assessments of teaching and Adaptive online education have an underspend budget due to the Coronavirus all that money is needed for the Small-scale intensive education project. For instance, for providing small-scale workshops in large master programmes, creating 100% online courses, piloting some intervention to increase the efficiency and creating blended material for students.

4) See below an overview of the general progress update on the MSc PQI/HOKA portfolio with the projects MSc 1 Mission, MSc 2 Improved onboarding, MSc 3 Research resource platform, MSc 4 Small-scale intensive education and MSc 5 Assessment of teaching. The light blue square provides a progress update. In addition, the dark blue box provides an explanation of what has happened to each project and its current status. The second paragraph is a summary about the next step in the process.

General progress update: MSc PQI/HOKA

RSM Erasmus



The projects MSc 1, 2 and 4 are more focussed on a bottom-up approach which means that these projects are more course or programme specific while MSc 3 and 5 are more portfolio-wide projects. Currently, for 2021, AWL is collaborating with the Academic Directors to identify the initiatives on a portfolio level thus that the output of these projects will benefit all the master programmes.

5) Roles in the PQI/HOKA: a) The PQI/HOKA Steering subcommittee reviews and considers project initiatives, aligns the PQI/HOKA strategy with portfolio/programmes vision and makes recommendations to the PQI/HOKA Steering Committee, b) The PQI/HOKA Steering Committee guides the implementation of the PQI/HOKA projects and also monitors their progress and impact. c) The HOKA Working Group monitors the progress and impact of the PQI/HOKA projects and provides feedback to PQI/HOKA Steering Committee on the implementation of the PQI/HOKA projects, d) The role of the participatory bodies is twofold, as the programme committees are actively monitoring the projects, while the Faculty Council monitors the progress of the projects.

Comments of the committee:

1) FW wonders to what extent the HOKA money will be used to absorb the enormous influx of more master students. AWL replies that the HOKA budget for 2021 has been adjusted to the increase of the student population This means that the departments will receive a new budget which is cohort to the size of the programme. However, HOKA money isn't the main source to support the growth of the student population.

2) MS asks whether there is a strategy on how the departments can collaborate more on the PQI/HOKA projects. AWL indicates that firstly, the HOKA topics will be discussed during the Academic Directors meeting, thus all the AD's are involved in what is happening.

Secondly, the departments will be asked to share their best practises from the HOKA projects. Thirdly, AWL and LIT will already categorise the applications so that departments with almost similar initiatives will be connected to the same programme manager. Finally, it will be investigated how collaboration between the departments can be improved

4. New premaster programme 2021/2022

RW explains the online modular pre-master.

RSM is developing a new online modular pre-master because a) The Dutch government wants to create more permeable paths to a university master degree, b) Ambitious HBO bachelor graduates are very interested in joining the RSM MSc programmes and c) Ambitious applicants from domestic and international universities are currently rejected because their curricula lack statistics and research skills which are required for those master programmes.

The current premasters are designed in a way that the students can take the respective courses as a part of the BSc BA/IBA programmes. (In Dutch this is called 'Aanschuifonderwijs.'). In addition, there is the part-time MIM premaster which is a new separate part-time premaster in Dutch that happens in an online/blended format on a Friday afternoon. However, the current configuration gives problems because of a) The cap on the IBA premaster in order to prevent an intake of too many Dutch students, negatively impacting the balance of students, b) Students have to be in the Netherlands for a full year ahead of their MSc to participate in a 30 EC programme and c) It is not modular, therefore, the Aanschuifonderwijs is an unattractive preposition for many non-EEA students due to the fact that sometimes they only missing one or two courses to qualify but required to spend a full year at RSM. Finally, this configuration is only attractive for HBO graduates but not for university graduates who only need statistics.

For the future RW suggests a) Keeping the blended Dutch-language premaster, b) Offering an English-language premaster as modular, online programme thus that students participate from wherever they are, c) Offering the possibility to take modules independently, thereby offering more flexibility and a broader reach, d) Abandoning the premaster participation in the BSc classes e) The Part-time Dutch premaster and the English online module premaster will consist of the same courses which are focussing on training the research skills of the students. Moreover, if premaster students are lacking behind with statistics and research training, they can follow the Modules of Stats course which will be offered a few times per academic year and f) The target premaster seats of 2021-2022 will be 150 seats for the Dutch modular online premaster and 190 seats for the English modular online premaster, which then consist of 340 students.

The current states of the modular online premaster is that a) RSM Executive Board gave their permission in late October, b) They will start the recruitment of the programme at the Master Open Day in late November and c) They ask for advice of the MSc PC and the Examination Board..

Suggestions of the committee:

- 1) FW: During the development of the new premaster, it should also be considered whether there is sufficient teaching capacity. If this isn't the case, careful consideration should be given to how this problem can be solved.
- 2) MS: It would be more efficient to turn the Module of Statistics course into a self-study course because it is cheaper, and it could also be used for a prep course for all master students who want to increase their knowledge of statistics. Thus, that more students can benefit, even if it isn't an advice or requirement of the Admission Office.
- 3) MS: It would be useful to align the Modules of Statistic course with the thesis trajectory in the master programmes because there are many overlaps.

4) MM: RSM shall communicate the information about the new premaster and Modules and Statistic course at an early stage to prospective students so they know what they can expect.

The proposed new premaster was unanimously accepted by the committee. MS will write a letter of recommendation.

5. Discussing plans of the PC subcommittees

An overview of what the subcommittees have done until now.

1) AB: Firstly, The HOKA subcommittee has had its first meeting with the HOKA Working Group. During this meeting they decided on the criteria to be used by the HOKA Working Group is going to evaluate the progress initiatives. Secondly, they discussed how and when these initiatives will be reported. Additionally, it was striking that the topics were discussed on a high level. However, in the past it was difficult to discuss the initiatives separately. Finally, JN indicated that at the request of the HOKA Working Group, AWL is working on improving the indicators which measures the projects.

2) Online Education Social Interaction subcommittee: TH explains that the committee will collect and share the best practices in the field of social interaction. Therefore, they want to set up initiatives on how to improve the social direction between students and between students and faculty. RB adds that they are now focussing on how these initiatives can be implemented during this academic year. As an output the committee would like to organise a case study challenge in order to involve students of all the master programmes, thus, enhance multidisciplinary thinking.

3) Online Education Best Practices subcommittee: Through PAC's, the committee has collected and researched information about the interaction between students and faculty. The results show that the interaction across the programmes is well as students are given the opportunity to give feedback to faculty. At a later stage the parties will discuss this information again with each other.

4) The Impact subcommittee reviewed the output documents of last year subcommittees. However, for the Enforcement of TER, The Guidelines of learning analytics adaptive education and the Educational Material subcommittees it is yet unclear which impact they have had.

6. Closing remarks

None.

7. Action points

What	When	Who
MS will write a recommendation letter about the online modular premaster	By December 2020	Maciej Szymanowski

Next Meetings:

15-Dec-20, 10.00h

19-Jan-21, 09.30h

16-Feb-21, 10.00h

23-Mar-21, 10.00h

20-Apr-21, 10.00h

25-May-21, 10:00h

22-Jun-21, 10:00h