

Minutes MSc PC – 28 September 2020

Online meeting via Zoom 09:30– 12:30 hours

Present	Absent
MS: Maciej Szymanowski (Chair, MM)	AS: Ad Scheepers (PM)
AL: Annelie van der Leelie (Minutes)	GVB: Gerrit van Bruggen (MScBA)
FW: Frank Wijen (SM)	
GB: Guido Berens (GBS)	
MW Mike de Witte (BIM)	
AB: Anne Burmeister (HRM)	
SM: Susana Mendes (HRM)	
SK: Sofia Klingelhoef (GBS)	
MM: Marlies Mons (MM)	
JM: Juan Madiedo (MI)	
GH: Gabi Helfert (PM)	
CK: Cynthia Kong (SCM)	
SZ: Solomon Zori (AFM)	
TS: Ties Hitzert (SE)	
JA: Jens Angele (SM)	
CH: Claudia Heese (OCC)	
BS: Benjamin Schubert (SCM)	
TL: Tim van der Linden (AFM)	
FM: Florian Madertoner (FI)	
MH: Magnus van Haaren (MI)	
SC: Seleya Celik (FI)	
PC: Philipp Cornelius (BIM)	
ASE: Anastasia Sergeeva (OCC)	
YL: Yu Liu (SE)	
RB: Rajae Bolghiran (MScBA BAM)	

1. Opening and announcements

The chair welcomes everybody present.

2. Approval of minutes from MSc PC meeting 25 June 2020 – see attachment

1.GB: The sentence *However, teacher can restrict this option to a certain grade to prevent students from exceeding the deadline of the test* should be clarified.

2. GB: In the sentence *examples of measures are a gap*, the word *gap* should be changed to *cap*.

3. Introduction of the PC members

- Guido Berens: Teaches at the GBS programme.
- Annelie van der Leelie: Secretary of the BSc and MSc PC's.
- Gabi Helfert: Executive Director of the MSc programmes.
- Anastasia Sergeeva: She has been working for RSM since March 2020 and she teaches in the OCC programme.
- Anne Burmeister: Assistant Professor in the HRM programme and she teaches in the bachelor, master and MBA programmes at RSM.
- Benjamin Schubert: He studied BSc International Business Administration at the University of Twente and he is representing the SCM programme.

- Claudia Heese: She studied International BSc in Psychology at the EUR and she is representing the OCC programme.
- Cynthia Kong: Assistant Professor at the Technology Operation and Management department. She is representing the SCM programme.
- Florian Madertoner: Lecturer at the finance department and he teaches in the bachelor, master and executive education programmes.
- Frank Wijen; Associate Professor at the Strategic Management department.
- Jens Angele: He is representing the SM master. During his bachelor, he was involved in university politics and politic education at the University of Mannheim.
- Juan Madiedo: Assistant Professor at the Technology Operation and Management department and he teaches in the MI programme.
- Magnus van Haaren: He studied at the Erasmus University College and he is representing the MI programme.
- Marlies Mons: she studied IBA at RSM and she is representing the MM programme.
- Mike de Witte: He studied IBA at RSM and he is representing the BIM programme.
- Philipp Cornelius: Assistant Professor, he teaches in the BIM programme.
- Rajae Bolghiran: She studied BA at RSM and she is representing the MScBA BAM programme.
- Seleyna Celik: She has obtained her bachelor's degree at RSM and she is representing the FI Programme.
- Sofia Klingelhofer: She studied in Munich and this year she is representing the GBS programme.
- Solomon Zori: Assistant Professor at the AFM department and he teaches in the AFM, FI electives and MBA programmes.
- Susana Mendes: She studied IBA at RSM and she is representing the HRM programme.
- Ties Hitzert: He studied International Finance and Control and he is representing the SE programme.
- Tim van der Linden: He studied BA at RSM and he is representing the AFM programme.
- Yu Liu: Assistant Professor at the SE department.
- Maciej Szymanowski: Chair of the PC. He is representing the MM programme.

4. Introduction regarding the rights and responsibilities of the MSc PC –Gabi Helfert

The PC is all about quality of education. There are different sources of input and feedback for the quality of education.

1. Student evaluations of teaching on different levels like programme and course level, master thesis trajectory and thesis supervision.
2. Graduate surveys.
3. Annual performance reviews of the faculty and the academic directors
4. Examination Board and Examination Monitor
5. Accreditations (NVAO, AACSB, EFMD) – this year there will be no accreditation.

Explanation of the different committees

- The MSc PC give advice to the Dean of Education about the study programmes. Another task of the PC is to approve the TER.
- There is a different CEMS PC because CEMS is a 18-month programme with additional requirements and a separate TER.
- The Faculty Council operates for the whole school, not only the educational programmes, but also research and operations. They give advice to the Dean of RSM, also e.g. related to RSM HR policy for employees, campus facilities and parts of the TER. The University Council is doing the same Erasmus-wide.
- The Programme Advisory Committees (PACs) are informal committees for individual RSM MSc programmes. In those PACs the academic director and students discuss the suggestions and changes for the programme itself. One of the students is also a member of the MSc PC and a link between the committees.

For further information about the presentation see attached slides which are shared with the MSc PC members.

5. PC proceedings and yearly agenda – Maciej Szymanowski

MS: The MSc PC is a body that is both approached by the school for input/ feedback, but also initiates its own input/ feedback. If the PC is approached it is usually a request for advice or consent on the different topics like course changes or the TER. After being approached the PC has 8 weeks to respond. There are two types of initiatives: the Programme Committee Priority Programme and ad-hoc issues. The Programme Committee Priority Programme exists of issues that the committee defines for itself as focal points of action for the whole year. In October/ November the members scout for important issues in their own programme. It is important that those issues need to be related to the quality of education and they need to be of interest for all the programmes. From this year, however; there will be one subcommittee focusing on the previous year report and the implementation of last year's issues. In December the PC selects the issues and forms subcommittees to work on those problems. In January/ February the subcommittees present a draft proposal about their issue and in March/ April the subcommittees have their final output. Those outputs can take on different forms, e.g. a report, a presentation, an overview or a recommendation letter. The second initiative of the committee are the ad-hoc issues. Those subjects need to be submitted to the agenda a week before the meeting. During the meeting there is a procedure in place for how the topics are discussed. It starts with the introduction of the topic, then each member can indicate what the important things are for her or him, and thereafter the committee divides the time on those issues in the ensuing discussion. Lastly, the MSc PC members vote to approve the advice or consent.

6. Continuing online education – request for feedback and advice (Gabi Helfert)

GH: RSM has guaranteed that the required teaching and exams in the fall semester can be attended remotely and there aren't mandatory physical activities on campus. However, currently EUR and RSM have to decide whether they are continue with this hybrid model in the spring semester. Therefore, the Dean of Education, would like to have information about the student experience and how the online education can be further improved.

Comments of the committee:

Recommendations on the improvement of hybrid education

- 1) Communication: a) TL suggests giving students very clear information on how the hybrid module and exams work in a the programme or a course and b) SK and MM indicate that students want an explanation from the school as why some students can follow offline education, while others can only follow online education.
- 2) Recording lectures: a) SC and BS ask for deadlines to be implemented for uploading the recordings, so that students can make a schedule, b) In PC's opinion, recording lectures only work for monologue lectures because in the case-based classes students learn to discuss and that is impossible by watching a recording and c) JM indicates that students should be aware that teachers aren't mandatory to record the session and if RSM decides to make recordings compulsory, it may lead to copyright and privacy issues for the teacher.
- 3) Thesis supervision: GB notes that during the thesis trajectory students should have the opportunity to meet with their coaches on campus, because it is an individual process which can be very stressful for students. In addition, if students face problems, it may be difficult to resolve those issues in an online meeting.
- 4) Hybrid education: a) According to FM hybrid education is dangerous and worsens the quality of education compared to pure online and pure offline education. In addition, it would be easier for teachers if they can use one licence channel for their lectures. For example, FM ask a subset of students to have a Zoom call with him which will be live streamed on YouTube and the students can interrupt FM just like they would in a real-life setting. Moreover, there will be an assistant who monitors the live chat, thus the students who aren't in the Zoom call can also interrupt, b) AB suggests that the school should decide at an earlier stage that they are going to work with online education due to teachers have to prepare or redesign their courses. In addition, RSM should also invest in studio space and technology to improve and increase the quality of online education, c) SZ wonders whether the online education is accreditation compliant. In addition, he indicates that it would be better if RSM as a whole would provide an approach of how educational content can be delivered to students and d) BS and ASE suggest to stop with the hybrid module of education and only use online education because the hybrid model doesn't contribute the social aspect due to restrictions in terms of distance and number of students. Moreover, the school

has an example position towards the society in complying with the Corona rules.

5) Creating groups: RB explains that it is difficult for students to form groups by their own if they don't know each other. CK, SC, MW: This problem could be solved through facilitating students to get to know each other, group making by teachers or open a channel where students can go if they don't yet have a group, thus they can form a group.

6) Socialising and exclusion: Due to the online education many students are missing the social contact they normally have through the university and experience feelings of exclusion. The solutions for these problems could be a) MS: Using cameras as a social norm, b) FM: Social conversations during the breaks and after the class and c) MM: Online pub quizzes for example organised by student associations.

7) Classes and Breaks: CH indicates that the classes shouldn't last longer than two hours due to students can't focus anymore after that time. MM adds that the breaks during the classes should be used as breaks and not as a Q&A time. FM notes that if students ask an important question during the break the teacher should repeat that topic during the class or implement an extra Q&A hour. CK adds that teachers of the SCM programme use Spotify playlists which students can add their songs to during the break to keep the students logged in.

Best practices in online education

According to the committee the following practises of online education went very well over the last months:

1) SC and MM: The communication through Canvas is going very well.

2) TH and FW: The use of breakout rooms works very well. Specially to discuss case studies.

3) GB: The help of LIT in answering questions from teachers on the technical aspects.

4) RB: The use of breaks during the lessons.

5) MM: Teachers ask students about their well-being before the lecture. Therefore, students feel included.

6) MW, FW and CH: The pre-recorded classes are working very well. The students like to have pre-recorded sessions combined with online live classes where the content and their input will be discussed.

MS will write a letter of advice.

7. Proposal for caps in student numbers of the MScSE and MScSM programmes 2021/2022 – request for consent (Gabi Helfert)

GH reports that the Department of Strategic Management and Entrepreneurshi (SME) has requested to introduce caps on the MScSE and MScSM programmes, due to the unexpected combined 66% increase of new enrolments in these two programmes in the current academic year, which will led to a critical workload situation for the department. Therefore, the Dean asks the committee for a positive advice to cap the intake for MSc SE at 125 and for the MSc SM at 300 new students maximum in the academic year of 2021/2022.

Comments of the committee:

MM wonders whether the increase in enrolments is a result of the Corona pandemic, or whether that is expected that the number of students will decrease again after the current academic year. GH replies that the school assumes the pandemic to be the main reason for the increase. However, since it is uncertain how long its effects will persist, the department has requested to issues these caps.

The Master Programme Committee, in a vote has unanimously decided to give consent to introduce. MS will write a letter of consent.

8. Closing remarks

None.

9. Action points

What	When	Who
Form PACs	By October 2020	Each student rep for their programme
Scouting for focal issues to build sub-committees	By November 2020	All MSc PC members
MS will write a letter of consent on the caps on the MScSE MScSM programmes	By October 2020	MS
Ms will write a letter of advice on the online education	By October 2020	MS

Next Meetings:

27-Oct-20, 09.30h
24-Nov-20, 10.00h
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