Rotterdam School of Management
Erasmus University

IM Programme Committee Meeting
4 November 2020, 9:30-11:00, via Zoom

Present:

- Antoine d'Aietti, Student Member
- Gabi Helfert, Executive Director MSc Programmes
- Gina Kim, Programme Manager IM/CEMS
- Svenja Nolte, Student Member
- René Olie, Academic Director IM/CEMS
- Brian Pinkham, Instructor Member
- Meir Shemla, Instructor Member

1. *Opening & announcements – Brian Campbell Pinkham*

- Agenda:

    - Review Feedforward on Online Teaching

    - Grade Expectations CEMS

    - Feedforward Survey

2. *Approval of minutes of last meeting*

- Not applicable.

3. *Review Student and Staff Feedback on Online Teaching*

- In general IM/CEMS is doing very well.
    - IM/CEMS seems to be doing better than other programmes, with faculty generally tending to be more willing to try out new platforms and formats for online teaching.
- Students have however complained about lack of stable internet connection
    - Not something that can be solved in a PC meeting as this issue up should be taken up with University Council
    - Potential support of Erasmus Trust Fund
        - Can provide students with funding to provide necessary goods on an individual basis.
        - Information at eur.nl/corona
- Online teaching and socialisation
    - What does the current online teaching environment mean for the incoming cohort/next academic year?
    - Students have asked about the possibility for a safe, IM/CEMS-only space on campus. Such a space is however unfortunately not feasible: rooms cannot be reserved 24/7, there would need to be a supervised registration system.
- Issue regarding the mandatory use of cameras during online assessment
    - Students feel uncomfortable with this situation (potential issues of privacy)
    - Faculty thinks it is something they are entitled to ask (in order to best be able to prevent fraud)

RSM Erasmus

- Non-Dutch students have reported that it is sometimes difficult to access COVID-related information in English, and ask if this information could be provided by the programme/faculty/university.
  - This problem has not been raised by students of other programmes.

Grade Expectations CEMS

- Brian: Students have expressed complaints that their grades do not correspond with the grades they expect to receive in this programme.
  - How can expectations regarding grades be better communicated to/clarified for students?
  - Students receive information on the Dutch grading system and on average frequency of grades within the Netherlands as a part of a standard packet at the beginning of the programme (a factsheet that they receive when their participation in IM/CEMS is confirmed).
  - Should this information be made public and widely available on our website, as is done by other universities?
- Svenja: Students aren't always aware of what a "good grade" is within Dutch grading standards.
  - Need for an overview that compares Dutch grading system to other grading systems to put grades in perspective.
  - Or, a percentile, i.e. where a specific student's grade results fall within a cohort as a percentage
- Antoine: there are grade discrepancies between fall core courses and spring electives, which is possibly due to heavier workload in the core courses.
- Brian and Meir: concern about grade inflation/deflation by grading too harshly or too leniently compared to instructor colleagues of other courses.
  - René: Will compile a document that allows for an internal comparison of IM/CEMS course grades over the last 3-5 years in order to assess whether courses have been consistently under or over graded over the last few years.
  - René: A meeting with all professors teaching during the first semester will be organised to discuss any common problems, including grade expectations.

Feedforward Survey

- Data collected from students and from faculty for report for Eric Waarts regarding best practices and points for improvement in COVID-19 online instruction
- Svenja and Antoine on faculty comments:
  - Antoine: Feedback from faculty quite similar across programmes and to what they were discussing last time → all on same page.
  - Svenja: Controversy around the usefulness and ease of use of breakout rooms
    - Overall breakout rooms and in-between quizzes make classes easier to follow.
    - Does staff need further support to be taught to use breakout rooms more effectively?
- Students seem very interested in their study styles according to survey that Brian sent out earlier.
  - Instrument already in Qualtrics.
  - Students have noticed that staff are making an effort to connect learning styles with the online learning environment.

RSM

- Many faculty members are saying that they are over assessing.
  - Assignments may be dropped because they are deemed unnecessary.
  - Equity of workloads is important
    - Students signal a discrepancy in workload between different courses.
  - Svenja: This was already a problem last April, particularly because there was course overlap between block 4 and 5 due to COVID-19.
    - Too many assignments in too short a time cause extra stress for students and may lead to students experiencing certain courses negatively.
    - It might be better to have a single longer assignment than e.g. three shorter assignments in quick succession.

4.   *Decisions & Action Items*

Decision Recruitment Students to PC
- Home students will all be on exchange so would not be able to speak on what is happening at RSM now.

Meeting Course Coordinators at the End of the First Semester

- Grade reflection past 3-5 years to assess possible over- and under-grading

- Over-assessing students because of too many assessment moments within courses

- Assessing student contribution and participation during online teaching

- Any other shared experiences/difficulties professors had during this term

Programme Committee (PC) Meeting February

- Incoming Cohort

PC Meeting May

- Teaching and Examination Regulations