

RSM Master Programme Committee

Annual report 2021-2022

Annual Report MSc PC 2021/ 2022

MSc Programme Committee, Rotterdam School of Management, Erasmus University | August 2022

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RSM MSc Programme Committee

Programme committees (in Dutch *opleidingscommissies*) play an essential role in the quality control cycle of RSM. Their role and functions are defined in the Dutch higher Education Act and can be summarised as follows:

- Giving advice on the teaching and examination regulations (TER).
- Judging the (quality of) implementation of the TER.
- Advising the Dean of Education, solicited or unsolicited, on any issue regarding teaching and education.

According to the Higher Education and Research Act (*Wet op hoger onderwijs en wetenschap*, WHW), each degree programme or group of degree programmes should have a programme committee (PC). It is composed of students following the programme(s) and instructors teaching in the programme(s), in equal numbers. The Dean (or their representative) will discuss any new policies or education-related decisions in advance with the PC. In addition, the PC can make active suggestions related to the quality of education in the respective programmes.

RSM MSc Programme Committee represents the following programmes:

- MScBA in Accounting and Financial Management (MScBA AFM)
- MSc in Business Information Management (BIM)
- MSc in Finance and Investments (FI)
- MSc in Global Business & Sustainability (GBS)
- MSc in Human Resource Management (HRM)
- MSc in Management of Innovation (MI)
- MSc in Marketing Management (MM)
- MSc in Strategic Entrepreneurship (SE)
- MSc in Strategic Management (SM)
- MSc in Supply Chain Management (SCM)
- MScBA in Business Analytics & Management (MScBA BAM)
- MScBA Parttime Master in Management (MScBA P-MIM)
- MScBA Master in Management (MScBA MIM)

The RSM MSc Programme Committee consists of representatives of 13 pre-experience MSc/MScBA programmes. Each programme is represented by a student member and a faculty member/instructor. The programme committee has a monthly plenary meeting in the months September to June. These meetings are usually also attended by the Executive Director MSc Programmes and the Policy Advisor for RSM's pre-experience programmes. Individual subcommittees meet independently throughout the year to discuss issues and report back to the plenary meeting. The programme committee is supported by a secretary for administrative tasks.

Due to the fact that the programmes represented are one-year master programmes, student members change each year. Recruitment of new student members happens between the end of August and mid-September. Faculty members usually serve for a longer term. All committee members are appointed by the Dean.

Members 2021/2022

Representatives for faculty members

- Dr Solomon Zori (MSCBA AFM)
- Dr Philipp Cornelius (BIM)
- Dr Florian Madertoner (FI)
- Dr Guido Berens (GBS)
- Dr Anne Burmeister (HRM)
- Dr Juan Madiedo (MI)
- Dr Maciej Szymanowski (MM) (Chair)
- Dr Yu Liu (SE)
- Dr Frank Wijen (SM)
- Dr Morteza Pourakbar (SCM)
- Dr Maciej Szymanowski (MScBA P-MIM)

- Dr Korcan Kavusan (MScBA MIM)

Representatives for students

- Carmen Damen (MScBA AFM)
- Rabia Guney (BIM)
- Antje Nikkels van der Veen (FI)
- Kai Simon Lang (GBS)
- Elianne de Jong (HRM)
- Andrea Da Fre (MI)
- Laurens Boeren (MM)
- Viviana Mercuri (SE)
- El Mehdi Trifaia (SM)
- Hilde Dales (SCM)

- Marietje Bosma (MScBA P-MIM)
- Jan Müller Popkes (MScBA MIM)

Official secretary to the MSc Programme Committee

- Annelie van der Leelie, MA

Regular other participants in the plenary meetings

- Dr Gabi Helfert, Executive Director MSc Programmes
- Dr Ad Scheepers, Policy Advisor

Contact

- Annelie van der Leelie, MA: vanderleelie@rsm.nl
- Dr Maciej Szymanowski: mszymanowski@rsm.nl

Meetings

The Programme Committee held 10 plenary meetings in total. Minutes of all these meetings are available online.

Online communication

The Programme Committee website was updated at least monthly with the agenda and the meeting minutes. Minutes were additionally sent out at least a week before the next meeting to all members of the PC by email.

Activity of the Programme Committee

The Programme Committee works on solicited or unsolicited topics related to quality of education of represented programmes. The solicited topics are topics which the Programme Committee is asked to consider by the Dean of Education and other stakeholders. The unsolicited topics on which the Programme Committee works are a result of a yearly process of identifying high priority issues and forming Programme Committee's advice on how they should be approached.

Unsolicited topics

Priorities set by the Programme Committee

In the meetings of September, October and November 2021, the Programme Committee discussed which topics will be their priority for the academic year from 2021/2022. Due to the large number and variety of topics, subcommittees were quickly formed and PC members assigned themselves to these subcommittees (see Appendices A1, C1, C2, C3).

- HOKA Subcommittee
- Impact Subcommittee
- Online Education Social Interaction Subcommittee
- PAC SR Collaboration Subcommittee
- Competency Framework / Transition to Programmatic Subcommittee
- Diversity and Inclusion Subcommittee

Subcommittee on HOKA

In the meeting of October 2021, the HOKA Subcommittee informed the Committee that during the HOKA Working Group meeting it was discussed how the remain HOKA money should be allocated towards improving TA positions or making small changes to certain courses and allow for some more flexibility. In December the subcommittee indicated that they had been updated on the HOKA plans of 2022. In addition, the Dean of Education Michel Lander informed the Committee about the new design of the HOKA programme. During the March MSc PC meeting, the HOKA Subcommittee reported the following new projects for 2022 had emerged during the HOKA Working Group meeting a) Implementing a game so that students will become positive change agents, b) Creating a competency framework. This is about which competences RSM students have when they graduate, c) The MSc MM programme would like to have feedback from the HOKA Working Group on their new research platform and d) The course evaluation. Furthermore, in the April meeting the subcommittee indicated that the HOKA Working Group is trying to incorporate the mission of positive change and the sustainable development goals into the thesis and courses. In addition, the HOKA Project Team would like to know whether, according to the MSc PC, they have made sufficient progress with the projects and whether it is sufficiently transparent (see Appendices A2, C2, C4, C7, C8).

- According to the Committee the HOKA projects are progressing well and are transparent. However, for new MSc PC members it's initially unclear what HOKA entails. In addition, it's unclear how the budget is spent and how the application process for the projects proceeds. Moreover, the Committee suggested to keep the thesis structure independent from the HOKA projects because students should write a thesis on a topic they believe in and this topic shouldn't be imposed (see Appendix C8).

Subcommittee on Impact

During the meeting in December, the Impact Subcommittee informed the MSc PC that they had reviewed the output documents of the previous subcommittee and the MSc PC's annual report from last year. In January, the subcommittee indicated that they would like to focus on creating an overview of which projects should be evaluated and on establishing a framework for future projects thus they would be evaluated effectively. At the end of the academic year the subcommittee created a document with topics which should be reviewed by the next Impact Subcommittee (see Appendices C2, C4, C5, C10).

Subcommittee on Online Education Social Interaction

In January 2021, the subcommittee explained that they had planned an offline event but that it had been postponed due to COVID-19 measures. However, the subcommittee has avoided online events because students are no longer interested. Therefore, the subcommittee wanted to organise an offline social event on campus in March or April but in June the subcommittee found itself unable to organise it, firstly because the pandemic and secondly there was less demand from students for such events. In addition, the subcommittee indicated that it would be better if they were better informed about the budget and the target group (see Appendices C4, C5 C10.)

Subcommittee on PAC SR Collaboration

In December 2021, the SR chair Lilian Paardekooper informed the MSc PC that the SR in collaboration with the PAC SR Collaboration Subcommittee would like to develop MSc PC and PAC manuals to create consistency between the master programmes regarding the MSc PC and PAC committees (see Appendices A3, C4, C5, C7).

- The MSc PC suggested the SR and the subcommittee to include the following topics in the manuals a) More tools to recruit students, b) Explanation about the students role in the committee, c) Offer the rejected students of the MSc PC a place in PAC, d) The SR could present itself during the programme kick-off activities and inform students about the MSc PC, e) Establishing an exchange between predecessors and current students to share information and f) Establishing a MS Teams channel for the PACs to share information (see Appendix C4).

By 22 April, the draft manuals were finished but weren't discussed during the MSc PC meeting (see Appendix C8).

Subcommittee on Competency Framework / Transition to Programmatic Education

The Competency Framework and Transition to Programmatic Education dealt with the future education plans of RSM. However, this is such an important topic that it was discussed during almost every meeting as an independent topic (see sub header Future of education at RSM / Competency Framework) (see Appendices C4, C5, C7, C10).

Subcommittee on Diversity and Inclusion

In December 2021, the Diversity and Inclusion Subcommittee informed the MSc PC that they would like to research whether the groups of for assignments are sufficiently diverse. Therefore, within a month the subcommittee was invited by the Diversity and Inclusion Working Group jointly develop a questionnaire on various aspects of this topic. During the MSc PC meeting in March the subcommittee updated the PC on the questionnaire that was sent to all RSM students. The focus of the survey is on diversity in the group formation process as the main question does group formation influence the diversity of the group? Moreover, the questionnaire contains open questions thus students could share their own experience. In June 2022, the subcommittee reviewed the

results of the questionnaire and presented them during the last MSc PC meeting (see Appendices A4, C4, C5, C7, C10).

Review on how PACs performances across programmes

During the meeting of 22 February 2022, the MSc PC discussed PACs performances across programmes. In the end, the Committee concluded that a) The MSc MM PAC works with a bottom-up approach, b) The MSc HRM PAC collaborate with professors and coordinator, c) Coordination of the MScBA P-MIM PAC goes through the Academic Director of the programme d) MSc SCM and MScBA MIM PACS gather information via students and questionnaires and e) MSc SE PAC has difficulties to gather feedback because students are divided over different electives (see Appendix C6).

Education during the academic year 2022-2023

During the January and June meetings, the Committee discussed why many students don't want to campus and they concluded that there are students who would like to come to campus because some parts of the study, for example brainstorming on group work, is difficult online. But the reasons why students don't want to come to campus are for instance a) Some of them live too far away, b) Only 75 students were allowed in the classroom c) Students don't want to come for one lecture or workshop per day, d) Some students work, e) Some students feel uncomfortable in large crowds, and f) Due to COVID-19 students don't have a connection with each other. The solution to this is that RSM should consider which high-quality education they want to offer thus students could choose the programme that best suits their situation. However, the master education will generally require students to return to campus because no programme can't be followed exclusively online (see Appendices C5, C10).

Solicited topics

Future of education at RSM / Competency Framework

In the MSc PC October 2021 meeting, dr Maciej Szymanowski explained to the Committee that the Committee of Online and Personal Training wants future education to be more personalised which means that knowledge acquisition wouldn't take place during lectures but in a self-learning environment (see Appendix C2).

- During the discussion the PC gave a few suggestions for future education, for example, to implement the applied projects education should become more flexible. In addition, the Committee also formulated a few questions on this topic for the Dean of Education Michel Lander who was invited to the next meeting (see appendix C2, C3).

During the meeting in November, The Committee invited the Dean of Education Michel Lander to present the Education Strategy Plan. He indicated that the education would shift from a knowledge-based approach to a competency -based approach with the focus on skills and attitude instead of knowledge. The number of assessments will be reduced because students will build a portfolio which will be assessed interdisciplinary at the end of education. Therefore, RSM is developing a competency framework which will consist of two pillars a) The general competencies that every student should have at the end of their education and b) Competencies which are programme specific. Formats will be designed to provide good feedback formats will be designed.

A month later, in the December meeting, the committee members reflected on the Dean of Educations' presentation of the Dean of Education and they are positive. However, there are also a few critical notes, for example a) That the competency-based approach could result in standard student skills profiles which could lead to a homogeneous group of professionals, b) The academic education at RSM should be distinguished from higher vocational education. c) In the competency-based approach there should be sufficient space for academic reflection, d) The labour market demands academically trained personal according to the current education system, e) Programmatic assessment would reduce academic rigor because teachers don't know how much academic knowledge students possess and f) In the programmatic assessment system subjective assessment could provide subjective assessments and picky bagging.

In April 2022, The Dean of Education Michel Lander gave an update on the Competency Framework. He explained that RSM has started the transition to the Competency Framework based education because of demand from the labour market. In addition, he indicated that the Competency Framework is being piloted and a Competency Framework Working Group will be established (see Appendices C3, C4, C8).

- After the discussion in the April meeting, the PC is reluctant to give consent on the Competency Framework but would rather give advice (see appendix C8).

During the MSc PC meeting in May, the Dean of Education Michel Lander and the Committee discussed the Competency Framework and in June they voted on the Competency Framework as a tool which can adopt by programmes (see Appendix C9, C10).

- The MSc PC in a vote has one member voted against and sixteen members voted in favour of the Competency Framework proposal (see Appendix B1, C10).

Exam issues

In the November 2022 meeting, dr Maciej Szymanowski explained to the Committee that regarding the rules of open book vs no open book exam the teacher decides which material is used during an exam if it isn't an e-book (see Appendix C3).

- During the meeting, the MSc PC gave a few comments to the topic discussed.

Curriculum change in the MScBA AFM programme

During the meeting of February 2022, the MSc PC was asked by the Academic Director dr Evelien Reusen to give consent on the curriculum change in the MScBA AFM programme. According to dr Reusen, the reason for the request redesign is to better reflect the latest developments in the field i.e., to adapt and innovate the curriculum to remain relevant, timely and most effective in preparing students for a career in AFM. One of these developments is the increasing importance of analytics. Therefore, the department wants to introduce the new core course Analytics in Accounting and Financial Management and simultaneously ensure integration by explicitly focusing the new core course on applications related to the other three core courses (see Appendices B2, C6).

- After the discussion, the Programme Committee in a vote has unanimously decided to give consent to the proposed change in the MScBA AFM programme.

Update on the course evaluation project

For the February meeting, the MSc PC had invited Policy Advisor dr Ad Scheepers to give an update on the course evaluation project. He explained that in 2019 the Taskforce Optimisation RSM SET had been established to improve the course evaluations in terms of a) Implementing the validated and standardised short version questionnaire for the BSc and MSc course evaluations, b) Improving the reliability and response rate and c) A pilot with an in-class tool evaluation. During the December 2019 MSc PC meeting, the committee approved the proposed changes and in spring 2020 the questionnaire and the pilot were implemented. In addition, dr Scheepers answered questions about among other things, the evaluation of teachers with the questionnaire, the validity of the questionnaire, the overall opinion question in the survey, and the response rate. He concluded that a) The validity of the questionnaire meets the standards for measuring course and teaching quality, b) The reliability of the questionnaire has increased due to increased validity, c) The response rate and reliability are at a sufficiently high level, d) The HR-related quality rating is no longer biased by course-specific information and e) The information on improvement-related aspects can independently be acquired by teachers. Furthermore, the Policy Advisor indicated that in addition to the questionnaire courses are also evaluated by the in-class tool and the HOKA project Alternative Assessment of Teaching Quality (see Appendices B3, C6).

- After the discussion, the Programme Committee decided that dr Scheepers could respond to the comments of the committee members after the meeting.

EC change in the core courses of the MSc HRM programme

In the PC meeting of April, the MSc PC was requested by the Academic Director dr Rebecca Hewett to give consent to a change in the MSc HRM programme. She explained to the Committee that the reason for the request is that the department would like to reduce 0.5 EC from each of four content courses (from 4,5 EC to 4 EC each) and allocate these 2 ECs to the Professional Development and Consulting track which will as a result will increase from 3 EC to 5 EC (see Appendices B4, C8).

- The Programme Committee accepted the proposal. They advised dr Hewett to consider the following issues:
 - a) Whether the process of grading students on progress is fair because each student has a different starting tier and trajectory, b) Students may face problems caused by companies involved. Moreover, it may be difficult for the Professional Development and Consulting track instructor to be aware of this and resolve issues because he/she has limited control over this, c) RSM should ensure that students participating in company projects are only assigned by companies with these projects and aren't assigned to other company projects or goals, d) All company projects should be comparable to ensure fairness and e) There is likely going to be friction between the focus of the company and RSM.

Curriculum change in the MSc SCM programme

In this academic year academic year, the Academic Director dr Niels Agatz was invited to discuss the curriculum change in the MSc SCM programme. During the May meeting, he explained that the department would like to change the current Your Future Career course from optional to a mandatory, from mostly asynchronous, computer mediated, to a synchronous format in which there are various moments in which students reflect on their progress in a peer group and from a low intensity, 1 EC per 7 months to higher intensity, 1 EC in 3 weeks (in January block) (see Appendices B5, C9).

- After the discussion, the PC voted unanimously in fr of the proposal. The Committee advises dr Agatz to look into the transition rule for students who haven't completed the Research Methods and Skills course in the previous year.

Teaching and Examination regulations 2022-2023

In the meetings of May and June 2022, the Executive Director of the RSM Board Claudia Rutten and Anouschca Bholanath of the RSM Legal Department introduced the changes to the Teaching and Examination Regulations for the academic year 2022/2023 and asked for consent. During the meetings the following main topics were discussed a) Amendments have been added to the TER due to course adaptations which are already approved by the PC b) Some wordings have been changed because of clarification, c) The 60-40 rule can be applied at programme level instead of at the course level. This rule isn't completely new since it was already a part of the examination rule, d) The rule that teachers computing the grades in the administrative system and the student system has been included in the TER and e) The cum laude/ summa cum laude rule has been adopted to the grade of the examination of the thesis trajectory is at least an 8.0 in the first submission attempt due to resit option is meant to improve an unqualified thesis and not to obtain (summa) cum laude. The changes in in the P-MIM were a) Some pronouns names and dates have been changed in the TER and R&G b) To be consistent with the documents of other programmes, the TER and R&G have been separated, c) The 'rechtsbescherming'/ complaint procedure has been removed from the TER and R&G, d) Currently, the documents are being updated with the approved changes of 2021-2022 e) Article 2.3 of the TER is still pending, but it's about rectification of names and f) Article 5.1 of the TER describes that from next academic year examiners can also register grades. Furthermore, in June they explained that the Examination Board decided to delete the (summa) cum laude rule from R&G document (see Appendices B6, C9, C10).

- No major issues were raised by the PC members. However, many members had reluctance against the (summa) cum laude rule but in the end the MSc PC, in a vote has unanimously decided to give consent to the proposed TER.

EC changes in the MSc GBS programme

During the June 2022 meeting, Academic Director of the Global Business and Sustainability programme dr Maarten Wubben presented the EC changes in the master and asked consent from the Programme Committee. dr Wubben explained that the department wants to restructure the GBS programme based on the current challenges. Therefore, they want to a) Reduce the 4 EC for the Research Methodology I course to 1 EC, b) Increase by 3 EC the Research Methodology II course and c) Shift the Sustainability Grand Challenges from January shift to block 2 (see B7, C10).

- The proposed proposal was unanimously accepted by the Committee.

Input from GBS student representative Simon Lang

During the meeting of 22 March 2022, the GBS student representative Simon Lang indicated that the GBS PAC members had received complaints about the selection process of the exchange programme. Therefore, he suggested to improve the selection process on the following topics: a) The grading system, b) The definition of academic motivation should be clarified, c) It should be clarified which grades applicants need for their application, d) Creating an overview of the number of applicants per university in the previous years and e) The expectation regarding motivation should be clarified. Furthermore, in the June meeting Lang suggested that the MSc PC should improve the selection exchange programme process (see Appendices C7, C10).

- The Programme Committee agrees that the selection exchange process should be more transparent. Therefore, the PC consider establishing a selection exchange process subcommittee.

Appendix

Appendix A: Unsolicited topics

Appendix A1: Overview of the subcommittees

+ Overview of the subcommittees	
Topics	Members
HOKA subcommittee	Antje Nikkels van der Veen Laurens Boeren Guido Berens Solomon Zori Anne Burmeister
Impact subcommittee	Rabia Guney El Mehdi Trifaia Frank Wijen
Online Education Social interaction subcommittee	Florian Madertoner Viviana Mercuri Simon Lang Carmen Damen 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 Juan Madiedo Philipp Cornelius Yu Liu Morteza Pourakbar Jan Muller-Popkes
Diversity and Inclusion subcommittee	Elianne de Jong Andrea Da Fre Anne Burmeister Marietje Bosma Korcan Kavusan

Appendix A2: HOKA Subcommittee

Output HOKA Subcommittee

“The subcommittee has been involved in the meetings of HOKA MSc Steering Subcommittee, which take place about once every six weeks. During these meetings, Anna de Waard and Alexander Baanen informed us well about the progress in the HOKA allocation and allowed sufficient room for questions and feedback. The 2021 reports were also shared with the MSc Programme Committee as a whole, who were also satisfied with the degree of transparency and progress (see the attached letter).”

Rotterdam School of Management
Erasmus University

Prof. dr. Michel Lander
Dean of Education

CC: Gabi Helfert
Executive Director, MSc Programmes

28 April, 2022
Opinion MSc Programme Committee on HOKA

Dear Professor Lander,

With this letter, we would like to share our opinion about the progress and transparency in the HOKA projects pertaining to RSM's MSc programmes, as requested by Alexander Baanen and Anna de Waard-Leung.

We have discussed the *2021 PQI-HOKA Report* and the *Interim Report 2021* during MSc PC meeting on 26 April and concluded that the reporting is transparent and professional, and that the projects seem to have made sufficient progress. A few suggestions were made during the discussion:

- Although the HOKA budgets were discussed with the Subcommittee of the MSc Programme Committee during the meetings of the MSc Steering Sub-Committee, the two reports that were shared with our Committee did not include information about the budgets allocated to the different projects. This information would be useful for the Committee as a whole as well.
- With regard to HOKA project MSc 1 (Mission), we discussed the idea of stimulating the "mission footprint" of MSc theses (see p. 15-16 of the *PQI-HOKA Report* p. 27-28 of the *Interim Report*). During the last meeting of the Steering Sub-Committee, it was already suggested that the proposed idea of asking students to explicitly match their thesis to one of the SDGs (e.g., when they submit their final version) might be too restrictive, because topics like business

ethics do not clearly seem to fit with one of the SDGs. Following up on this suggestion, our Committee would suggest that even asking students to fit their thesis into an 'expanded' SDG framework (which includes topics like business ethics) might make them feel pressured to use this framework, which would be problematic in light of academic freedom. One possibility could be to ask students first whether they would like to share something about how their thesis fits with the mission of the school, and only show them the framework if they wish to do so.

We hope that you would consider these suggestions and are looking forward to your response.

Best regards,



Dr. Maciej Szymanowski
Chair, MSc Programme Committee

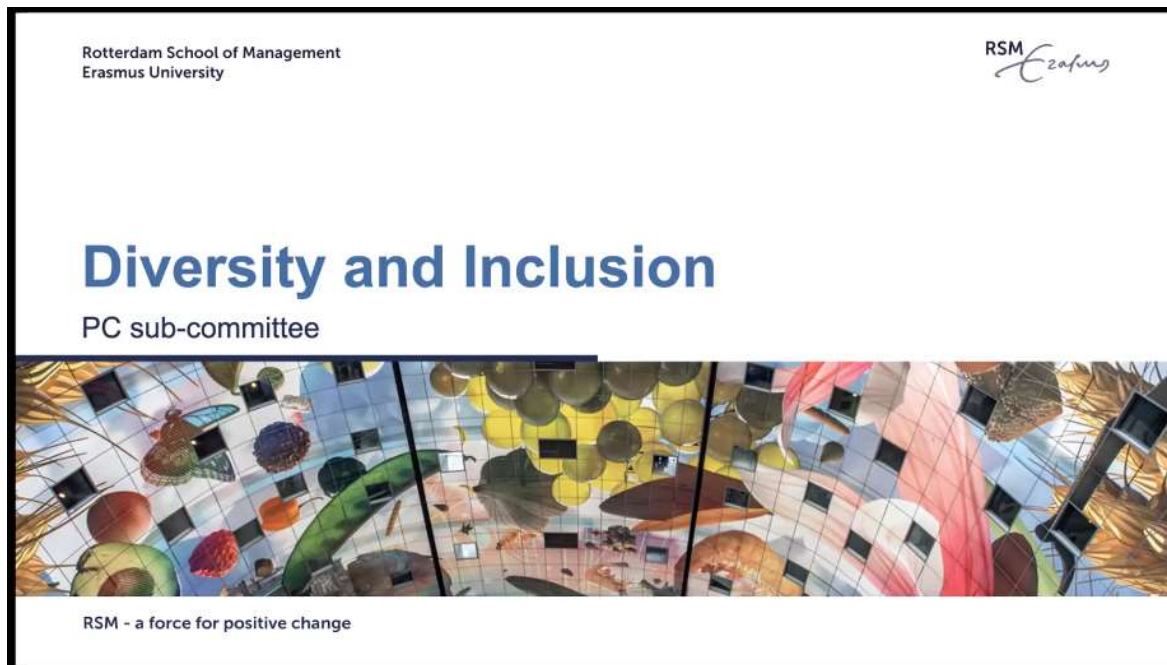
Appendix A3: Diversity and Inclusion Subcommittee

Summary of the Diversity and Inclusion Subcommittee

The Diversity and Inclusion Sub-Committee

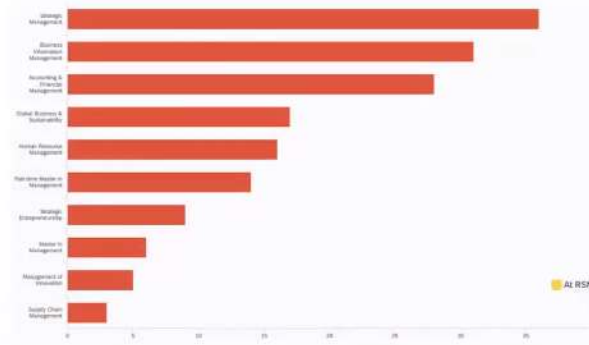
- Created D&I subcommittee based on ideas from students
- Conducted alignment meeting with faculty lead D&I Dr. Inga Hoever and D&I working group to make sure that our efforts complement and inform what is happening at a school-level in terms of D&I efforts
- Designed and conducted survey with 165 master students on D&I, focused on inclusion and exclusion experiences as well as work group composition for group assignments
- Presented results and shared report with PC committee members on 28th of June

PowerPoint Presentation of the Diversity and Inclusion Subcommittee

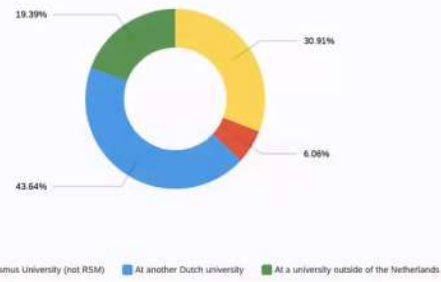


Survey sample

165 respondents
10 programs



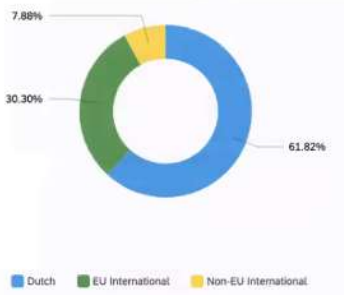
Bachelor education



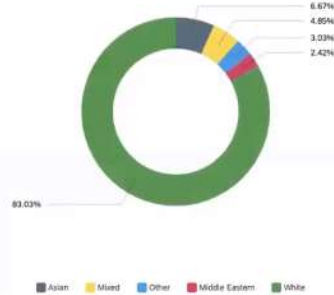
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Survey sample

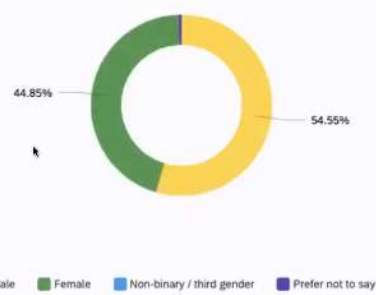
Nationality



Ethnic group

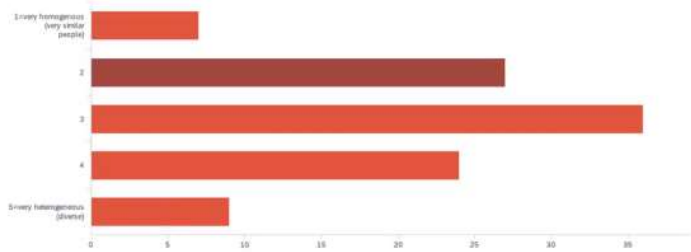


Gender



3

Group Diversity

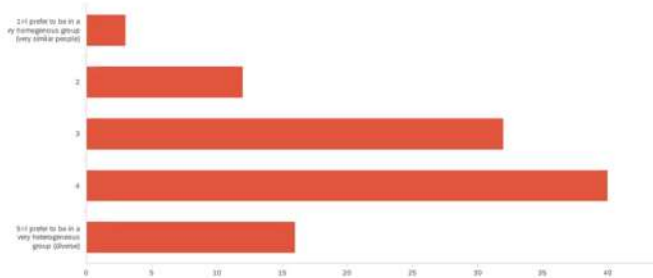


On average, sentiment towards group diversity appears to be neutral.

Diversity is perceived along different dimensions

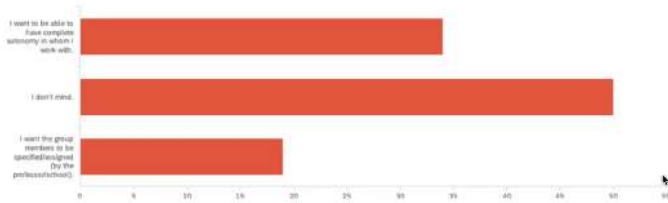
- Nationality (Dutch and EU overall represent the largest group. Diversity and performance are perceived as inversely proportional)
- Age (not relevant to most students)
- Gender (Students observe a fairly balanced situation when it comes to the female/male ration within groups)

Group Composition Preference



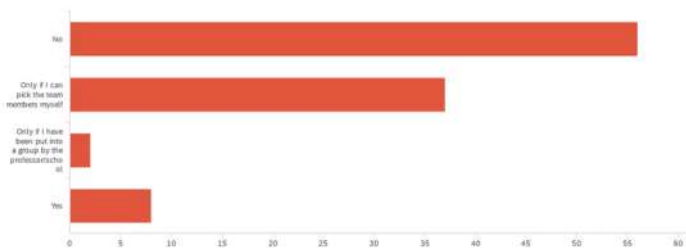
- Students prefer diverse environments to work in

Group Formation Strategy



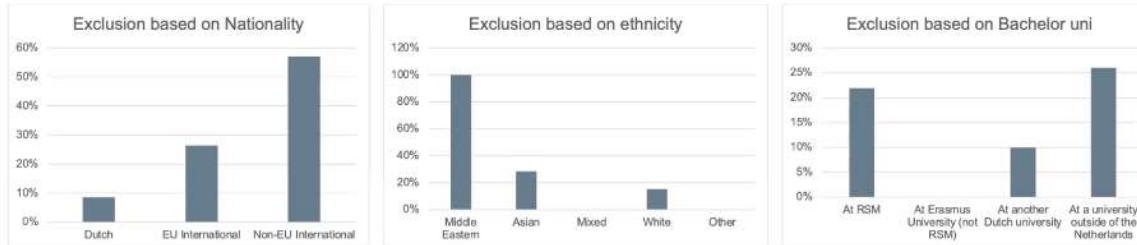
- It would be interesting to investigate the selection criteria for students if/when given full autonomy over the formation of groups
- The word "friends" is widely used, highlighting how pre-existing ties can influence group formation

Group Maintenance during core courses



- Flexibility from the program and frequently switching groups during core courses is preferred
- It is likely that students prefer to get to know as many classmates as possible, to enlarge their networks
- Are these results influenced by the pandemic and online classes?

Exclusion takeaways



Survey take-a-ways

- 'RSM feels Dutch-centric'
- Diversity and Inclusion is perceived as a somewhat prominent topic at RSM in general, but has limited perceived prominence in the master programs
- Gender-neutral bathrooms: only preferred if an addition to the current situation, not as replacement
- 'RSM is already very inclusive and diverse, and we should be proud of that'
- 'Incorporate more diversity/inclusion in the educational material'

Appendix B: Advice and consent letters

Appendix B1: Consent on Competency Framework

Rotterdam School of Management
Erasmus University

Professor Ansgar Richter, Dean RSM
CC: Dr Gabi Helfert, Professor Michel Lander,
RSM Faculty Council

RSM MSc Programme Committee
Dr Maciej Szymanowski
mszymanowski@rsm.nl

Rotterdam, 14 July 2022

RE: Letter of Consent on the competency Framework

Dear Professor Richter,

The RSM MSc Programme Committee (PC) was requested to give consent on the implementation of the Competency Framework in the RSM master education. The proposed change was presented to the committee during the meetings of 23 November 2021, 26 April and 24 May 2022 by the Dean of Education Professor Michel Lander. According to Professor Lander, the reason for the request is that 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 their study programme, for example communication, leadership, getting things done, self-awareness and critical thinking and b) Competencies which are programme specific. To provide good feedback on students' learning developments, standard feedback formats will be designed. This feedback could be given by peers and/or teachers. This will change the education form to a competency-based approach with an increased focus on skills and attitudes in addition to knowledge, which serves as a basis for improving alignment within and between programmes, it also helps to define a better balance between feedback and assessment, learning activities and learning objectives and it helps to decide on prioritisation and strategic investment in the broader education strategy

After several discussions, the MSc PC in a vote has one member voted against and sixteen voted in favour of the proposal with the conditions that firstly there should be a pilot e.g., in two courses thus that the framework can be approved. Secondly, the Competency Framework should be used as a set of tools available to, but not compulsory for the programmes. They also advised Professor

Lander to consider the following issues contributed by various members of the committee:

Proposed Competency Framework:

- The faculty and students lack a clear idea of what the Competency Framework education would imply in practice. Among others, it isn't clear what are low stakes and high stakes assessments. It doesn't seem sufficiently explicit why RSM should change a good educational structure when it is unknown how the new design will work.
- The competency-based approach in the future education is important, especially for master students who would like to develop professional skills which are important for the labour market. However, the competency framework shouldn't lead to standard skill profiles of students, which will prevent the graduates from differentiating from each other.
- The knowledge-based approach is important because students learn skills, for example critical reflection, which they will need during their careers.
- It's unclear if programmatic assessment would reduce amount and labour intensity of assessment.
- The idea is to allow students to focus on different competences, should they also be able to focus to a different degree on skills & attitudes vs knowledge?

Balancing knowledge vs skills & attitudes focus:

- The master programmes should continue to distinguish themselves from MBAs and higher vocational education through specialised knowledge, critical and analytical thinking. To achieve this, the knowledge (vs. skills and attitudes) components of the curricula should remain the focus.

Implementation issues:

- Currently RSM's educational culture is largely centred focused on academic achievement such as high grades and cum laude distinction. Therefore, RSM should consider how it will change the mindset of the professors and students to refocus on self-regulation which seems necessary for competency framework-based system.
- It could be better to consider a change of the length of the courses. In the current system students chase deadlines.
- The faculty teaching load shouldn't increase, as this would reduce the time available for research.

- There is also a possibility to combine the knowledge-based and competency-based approaches for instance in a case-based education.
- RSM should consider that a competency-based approach should also leave sufficient space for academic reflection.
- The competency-based learning should be linked and integrated with the knowledge-based approach. For instance, in MSc HRM where the competency framework is being implemented, students learn the theory in the core courses and apply this knowledge in practice during the electives.

Assessment/student incentives issues:

- In the programmatic assessments system, subjective assessments and freeriding should be avoided.
- There is a danger that students are unable to accumulate the competencies during the academic year and deliver a subpar output at the end of the academic year, an outcome which can be more likely in case of fewer intermediate assessment moments.
- RSM should consider that if over-assessment is reduced, students put less effort into the parts of the study that aren't going to be assessed.
- If RSM were to use only programmatic assessment the academic rigour would be reduced because the teachers wouldn't be able to determine how much academic knowledge the students have. Therefore, it would be better to assess theory (knowledge) and practice (skills and attitudes) separately.
- RSM should consider an undesirable situation that student choice of competencies to focus on is based on how easy it is to achieve results.
- It isn't clear if the transition from many small assignments at course level to fewer but larger assignments at a programme level will reduce the workload for students and faculty.

The MSc PC is grateful to Professor Lander for his work in this project and wishes everyone involved a lot of success with the Competency Framework.

Kind regards,



Rotterdam School of Management
Erasmus University

On behalf of the RSM MSc Programme Committee
Chairman of the committee Dr Maciej Szymanowski

Appendix B2: Consent letter on the curriculum change in the MScBA AFM programme

Rotterdam School of Management
Erasmus University

Professor Ansgar Richter, Dean RSM
CC: Dr Gabi Helfert, Dr Evelien Reusen
Professor Michel Lander, Faculty Council

RSM MSc Programme Committee
Dr Maciej Szymanowski
mszymanowski@rsm.nl

Rotterdam, 10 March 2022

RE: Consent of RSM MSc Programme Committee for a curriculum redesign in the MScBA Accounting & Financial Management

Dear Professor Richter,

The RSM MSc Programme Committee (PC) was requested to give consent to a redesign in the curriculum of the MScBA AFM programme. The proposed change was presented to the Committee during the meeting of 22 February 2022 by Academic Director, dr Evelien Reusen. According to dr Reusen, the reason for the request redesign is to better reflect the latest developments in the field i.e., to adapt and innovate the curriculum to remain relevant, timely, and most effective in preparing students for a career in AFM. One of these developments is the increasing importance of analytics. Therefore, the department wants to introduce the new core course Analytics in Accounting and Financial Management and simultaneously ensure integration by explicitly focusing the new core course on applications related to the other three core courses.

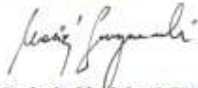
One of the discussion points was whether it would be better to offer a specific core course on sustainability as students would be more aware of the topic than if it was integrated into other courses. Dr Reusen has indicated that the department's strategy is to reflect on sustainability aspects in all the core courses. The planned additional elective course 'Integrated Measurement and Reporting' is designed to deal extensively with issues surrounding sustainability and ESG reporting. Another point of discussion was that students should also learn about business **ethics** and ethical decision making in relation to data analytics. Dr Reusen promised to consider this feedback. Furthermore, the MSc PC is concerned that topics such as budgeting and cost accounting will only be taught in the Management Control elective while each MScBA AFM student needs this

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basic knowledge. Dr Reusen responded that budgeting and cost accounting is part of the core course on financial decision-making and control. Finally, the Programme Committee has advised the department to consider what is their goal in terms of students' level of data analytics knowledge after following the new core course Analytics in Accounting and Financial Management.

The RSM Programme Committee, in a vote has decided unanimously to give consent to the proposed change in the MScBA AFM programme. The Committee wishes everyone involved a lot of success with the redesign.

Kind regards,



On behalf of the RSM MSc Programme Committee
Chair of the committee Dr Maciej Szymanowski

Appendix B3: Letter on the course evaluation questions

Rotterdam School of Management
Erasmus University

Professor Dr Ad Scheepers
CC: Dr Gabi Helfert
Professor Michel Lander

RSM MSc Programme Committee
Dr Maciej Szymanowski
mszymanowski@rsm.nl

Rotterdam, 10 March 2022

RE: MSc PC questions about the course evaluations

Dear Dr Scheepers,

The RSM Master Programme Committee would like to thank you for the presentation on the update of the course evaluations during the MSc PC meeting of 22 February 2022. Since, the MSc PC considers the course evaluations to be a very important topic, we would like to ask you to answer the following questions.

The questions are preceded with abbreviations of the members who asked them. The full names in the attachment to this letter.

- GB: What is the the non-response bias in the course evaluations?
- GB wonders whether the in-class tool is useful because the PAC questionnaires also contain course-specific questions and students shouldn't receive too many questionnaires.
- For the course quality improvement MS wonders how, many classes work with the in-class tool?
- JM: Can RSM ensure the data quality (e.g. reliability and validity of the measurement instruments) of the course evaluations? Is it known how students interpret the questions on the course evaluations? We really measure the course and teacher quality?
- MS: Does RSM have a framework listing teaching quality dimensions and measurement approaches for each of the dimensions? Which dimensions of teaching quality are supposed to be measured in student course evaluations, which by experts and which by peers?

The RSM Programme Committee, would like to invite you to one of the MSc PC meetings (e.g. in fall

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2022) to discuss the questions.

Kind regards,



On behalf of the RSM MSc Programme Committee
Chairman of the committee Dr Maciej Szymanowski

Attachment

Abbreviations

Appendix B4: Consent letter on the EC change in the core courses of the MSc HRM programme

**Rotterdam School of Management
Erasmus University**

Professor Ansgar Richter, Dean RSM
CC: Dr Gabi Helfert, Professor Michel Lander,
Dr Rebecca Hewett, RSM Faculty Council

RSM MSc Programme Committee
Dr Maciej Szymanowski
mszymanowski@rsm.nl

Rotterdam, 12 May 2022

RE: Consent of RSM MSc Programme Committee for an EC change in the MSc Human Resources Management

Dear Professor Richter,

The RSM MSc Programme Committee (PC) was requested to give consent to a change in the MSc HRM programme. The proposed change was presented to the Committee during the meeting of 26 April 2022 by Academic Director, Dr Rebecca Hewett. According to Dr Hewett, the reason for the request is that the department would like to reduce 0.5 EC from each of the four content courses (from 4.5 EC to 4 EC each) and allocate these 2 ECs to the Professional Development and Consulting track which will as a result increase from 3 EC to 5 EC. This change is related with partial transfer of student learning and assessment from the content courses to the Professional Development and Consulting track. Such transfer is expected to help students integrate learning across courses and reduce redundancy in assessments.

The MSc PC voted unanimously in favour of the proposal. PC also advises Dr Hewett to consider the following issues:

- Whether the process of grading students on progress is fair because each students has a different starting tier and trajectory,
- Students may face problems caused by companies involved, moreover it may be difficult for the Professional Development and Consulting track instructor to be aware of this, and solve issues as he/she has limited control over them,
- RSM should be sure that students taking part in company projects are only tasked by companies with these projects and aren't assigned to other company projects or goals,
- All company projects should be comparable to ensure fairness,
- There is likely going to be friction of focus between the company and RSM in the project. On the one hand the

company wants to get the best result out of the project so that it can benefit from it. On the other hand, it is important to RSM that during the project students can apply the knowledge they have learned in the content courses.

The MSc PC is grateful to Dr Hewett for her work in this project and wishes everyone involved a lot of success with the EC change.

Kind regards,



On behalf of the RSM MSc Programme Committee
Chairman of the committee Dr Maciej Szymanowski

Appendix B5: Consent Letter on the curriculum change in the MSc SCM programme

**Rotterdam School of Management
Erasmus University**

Professor Ansgar Richter, Dean RSM
CC: Dr Gabi Helfert, Professor Michel Lander,
Dr Niels Agatz, RSM Faculty Council

RSM MSc Programme Committee
Dr Maciej Szymanowski
mszymanowski@rsm.nl

Rotterdam, 14 June 2022

RE: Consent of RSM MSc Programme Committee for a curriculum change in the MSc Supply Change Management

Dear Professor Richter,

The RSM MSc Programme Committee (PC) was requested to give consent to a change in the MSc SCM programme. The proposed change was presented to the Committee during the meeting of 24 May 2022 by Academic Director, dr Niels Agatz. According to dr Agatz, the reason for the request is that the department would like to change the current Your Future Career course from optional to a mandatory, from mostly asynchronous, computer mediated, to a synchronous set-up in which there are various moments in which students reflect on their progress in a peer group, and from a low intensity, 1EC per 7 months to higher intensity, 1 EC in 3 weeks (in January block).

The proposed change was motivated by a need a) for better career preparation, b) helped in identifying students' competencies and skills and c) more face-to-face peer interaction. In addition, dr Agatz also requested approval to reduce 1 EC from the Research Methods and Skills course (from 4 EC to 3 EC) and shift this 1 EC to the Your Future Career course. The change in the Research Methods and Skills course is related to the fact that the Research Methods and Skills course is suitable for pass/fail grading and the slight adjustments of the workload in the assignments.

The MSc PC voted unanimously in favour of the proposal. The committee also advises dr Agatz to look at the transition rule for students who haven't completed the Research Methods and Skills course in the previous year.

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The MSc PC is grateful to dr Agatz for his work and wishes everyone involved a lot of success with the curriculum change.

Kind regards,



On behalf of the RSM MSc Programme Committee
Chairman of the committee Dr Maciej Szymanowski

Appendix B6: Consent letter on the TER

Rotterdam School of Management
Erasmus University

Professor Ansgar Richter, Dean RSM
CC: dr Gabi Helfert, Professor Michel
Lander, Examination Board, RSM Faculty
Council

RSM MSc Programme Committee
dr Maciej Szymanowski
mszymanowski@rsm.nl

Rotterdam, 13 July 2022

RE: Letter of Consent on the changes in the TER for the academic year 2022-2023

Dear Professor Richter,

The RSM MSc Programme Committee (PC) was requested to give consent on the changes in the TER for the 2022-2023 academic year. The issue was discussed during the meetings of 24 May and 28 June 2022. The proposed changes were presented to the Committee by people of the legal department of RSM Claudia Rutten and Anouschca Bholanath and by Jannet van der Woude from the Examination Board. In this meeting the PC members were also informed about the reasons for the changes.

There were no major issues raised by the PC members. An example of a point discussed was the cum laude/ summa cum laude rule has been adopted to the grade of the examination of the thesis trajectory is at least an 8.0 in the first submission attempt in the R&G. Although the rule has been deleted from the document, the MSc PC members expressed the following opinions. These views are not PC conclusions but I list them to add to the discussion on the topic.

- The coach and the co-reader could decide if student can obtain the (summa) cum laude distinction despite not graduating during the first submission period.
- It is up to the students whether they want to hand-in their thesis at the first or second attempt to pass (summa) cum laude.
- The first attempt rule excludes students who are doing thorough research (e.g., data collection/ analyses) from passing cum laude because they should hand-in the first version before they finished their research.

- If the first thesis version is to count towards a cum laude degree, the deadlines for the first attempt should also be better aligned between programmes.
- In the MscBA P-MIM master, there are students who work for a company and therefore it takes longer to collect data for the thesis than other students. As a result, the working students would be excluded from passing cum laude according to the new rule.

The RSM Master Programme Committee, in a vote has unanimously decided to give consent to the proposed TER.

Kind regards,



On behalf of the RSM MSc Programme Committee
Chairman of the committee Dr Maciej Szymanowski

Appendix B7: Consent letter on the ECs changes in the MSc GBS programme

Rotterdam School of Management
Erasmus University

Professor Ansgar Richter, Dean RSM
CC: dr Gabi Helfert, Professor Michel
Lander, dr Maarten Wubben, RSM Faculty
Council

RSM MSc Programme Committee
dr Maciej Szymanowski
mszymanowski@rsm.nl

Rotterdam, 13 July 2022

RE: Consent of RSM MSc Programme Committee for an EC change in the Global Business & Sustainability

Dear Professor Richter,

The RSM MSc Programme Committee (PC) was requested to give consent to a change in the MSc GBS programme. The proposed change was presented to the Committee during the meeting of 28 June 2022 by Academic Director, dr Maarten Wubben. According to dr Wubben, the reason for the request is that the department would like to restructure the GBS programme based on the current challenges a) the pace of the Research Methodology I course is not intensive enough b) the pace of the Sustainability Grand Challenges course is too intensive c) the Research Methodology II course is underfinanced and d) it's preferable to focus more on core courses before Christmas break and on the thesis after it.

Therefore, MSc GBS programme wants to implement the following changes.

- a) Reduce the 4 EC for the Research Methodology I course to 1 EC
- b) Increase by 3 EC the Research Methodology II course. This way, the January the Research Methodology II course would fit well with 1 EC workshops in block 3, 4 and 5.
- b) Shift the Sustainability Grand Challenges course from January to block 2. This way students would have four weeks for the capstone course instead of three weeks.

The MSc PC voted unanimously in favour of the proposal. PC also advises dr. Wubben to consider the following issues:

- at the Sustainability Grand Challenge course, it would be useful to prepare students for a

- project-based course on a conceptual level (e.g. project management skills).
- Considering whether the new structure of block 2 won't increase the workload of students too much.

The MSc PC is grateful to dr. Wubben for his work in this project and wishes everyone involved a lot of success with the EC change.

Kind regards,



On behalf of the RSM MSc Programme Committee
Chairman of the committee Dr Maciej Szymanowski

Appendix C: Minutes

Appendix C1: Minutes 28 September 2021

Minutes MSc PC – 28 September 2021

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

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

1. Opening and announcements

The chair welcomes everybody present.

2. Approval of minutes from MSc PC meeting 22 June 2021 –see attachment

- GB: The expression "higher educational thesis" should be changed to "higher vocational education thesis".
- GH: The Dean replied on the topic of the course manual for the thesis that at the moment there is no separate thesis course manual available, but that the thesis is the final work piece in which all intended learning outcomes of the programme should be assessed.

3. Introduction of the PC members

- Laurens Boeren: He completed his bachelor at the Erasmus University College and he is representing the MM programme.
- Hilde Dales: She is a board member of the SR and she is representing the SCM programme.
- Elianne de Jong: She studied BSc Psychology and the MSc OCC at the EUR. This year she is studying and representing the HRM programme.
- Guido Berens: Teaches at the GBS programme.
- Yu Liu: Assistant Professor at the Strategic Entrepreneurship department.
- Simon Lang: He has obtained his bachelor's degree in Frankfurt and he is representing the GBS programme.
- Viviana Mercuri: She studied the MSc Management at the Bocconi University in Milan, She is representing the SE programme.
- Marietje Bosma: Besides the MScBA P-MIM, she is also studying Logistics at the TU Delft. In the MSc PC she is representing the P-MIM programme for the second year.
- Antje Nikkels van der Veen: She completed the BSc Medicine and is representing the FI programme.

- Philipp Cornelius: Teaches at the BIM programme.
- Rabia Guney is representing the BIM programme.
- Michel Lander: Dean of Education of RSM.
- Florian Madertoner: Lecturer at the finance department and he teaches in the bachelor, master and executive education programmes.
- El Mehdi Trifaia is representing the SM programme.
- Carmen Damen: She has obtained her bachelor's degree at the Nyenrode Business University and she is representing the AFM programme.
- Gabi Helfert: Executive Director of the MSc programmes.
- Frank Wijen: Associate Professor at the Strategic Management department.
- Annelie van der Leelie: Secretary of the BSc and MSc PC's.
- Maciej Szymanowski: Chair of the PC. He is representing the MM programme.

4. Introduction regarding rights and responsibility 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 and thesis trajectory.
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).
6. Rankings

Explanation of the different committees

- The MSc PC gives advice to the Dean and Dean of Education about the study programmes. One task of the PC is to approve the TER. It consists of representatives of 13 of the 14 MSc programmes at RSM.
- There is a separate PC for the MSc International Management/CEMS, as this is an 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 operates EUR-wide and advises the EUR executive board (*College van Bestuur*).
- 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 usually 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, course evaluation changes or the TER. After being approached the PC has 8 weeks to respond. There are two types of initiatives; The Programme Committee Priority Issues Programme and Ad-hoc issues. The Programme Committee Priority Issues Programme exists of issues that the committee defines for itself as focal points of action for the entire 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. In November, the PC selects the issues and forms subcommittees to work on those problems. In December/ 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 topics 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. Formation of the subcommittees HOKA, Impact and Online Education Social Interaction subcommittee

MS explains that the subcommittees would be formed based on the new priority issues. However, this year, the work of three subcommittees should be continued, namely the HOKA, Impact and Online Education Social Interaction subcommittees. a) The HOKA subcommittee in collaboration with the HOKA Working Group reflects firstly, on how the money is being spent. Secondly, the subcommittee deals with how the projects are working, b) The Impact subcommittee deals with what the PC has done in the previous academic year and ensures that some of these projects continue to run and c) The Online Education Social Interaction subcommittee will organise student events to stimulate social interaction between students. The committee has already formed the existing subcommittees (see table):

Overview of the subcommittees

Topics	Members
HOKA	Antje Nikkels van der Veen Laurens Boeren Guido Berens
Impact committee	Rabia Guney El Mehdi Trifaia
Online Education Social interaction	Florian Madetoner Viviana Mercuri Simon Lang Hilde Dales

7. Closing remarks

8. Action points

What	When	Who
All members should read the draft annual report and Code of order in advance of the next meeting.	By October	All MSc PC members
Scouting of high priority issues for the new subcommittees	By October	All MSc PC members
Introducing the MSc PC and PAC in all the master programmes.	By October	All MSc PC student members

Next meetings:

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

Minutes MSc PC – 28 October 2021

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

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

1. Opening and announcements

The chair welcomes everybody present.

Announcement:

MS: AL has established a team environment for the MSc PC in which the committee documents will be stored. Therefore, from now on, the agenda email will also contain a link to the meeting documents in Teams.

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

The minutes were approved.

3. Collaboration between SR and MSc PC -Lilian Paardekooper

LK informed the committee on the SR:

1. She would like to receive feedback on the SR training she gave to the students in September.
2. SR can help in recruiting PAC members.
3. LK would like to have the contact details of the SR Collaboration subcommittee members so that they can cooperate.

Comments of the Committee:

1. LB, RG: The MSc PC students were positive about the SR training.
2. EMT, LB: The MM and SM programmes have already formed PACs. In addition, the PAC members have already been informed of their role in the committee.
3. MS: It would be useful to set up a SR folder in the MSc PC team environment.
4. HD: SR works with the in-class tool for questionnaires and this tool would also be useful for PAC members because it is easier to use a tested questionnaire.

4. Formation of the subcommittees

Update on the subcommittees:

1. HOKA subcommittee: During the last HOKA meeting it was discussed how the remaining HOKA money should be allocated towards improving TA positions or making small changes to certain courses and allowing some more flexibility.
2. Impact subcommittee: The subcommittee is examining which topics from last year still need to be worked on.

New priority issues:

During the meeting, the committee came up with the following priority issues: a) Open book examination issues, b) Guidelines for assignments and essays, c) Avoiding proximity and conflicts of deadlines for exams and assignments, d) Collaboration between the SR, PAC and the MSc PC, e) Future of education at RSM and f) Complementary skill course focused on personal development for example video editing, presenting and public speaking. For these topics the following subcommittees have already been established. However, not all MSc PC members have decided yet who will be part of which subcommittee (see table):

Overview of the subcommittees

Topics	Members
HOKA	Antje Nikkels van der Veen Laurens Boeren Guido Berens
Impact committee	Rabia Guney El Mehdi Trifaia
Online Education Social interaction	Florian Madetoner Viviana Mercuri Simon Lang Hilde Dales
PAC SR Collaboration	Hilde Dales
Complementary skills	Maciej Szymanowski
Future of education / Societal Impact	

5. Future of education at RSM

The committee's ideas on future education:

1. MS: The Committee of Online and Personal Training (which is a part of the Community of Learning & Innovation) wants future education to be more personalised with a focus on: a) Personal development, where students follow courses which contribute to their own future, b) Knowledge acquisition, and c) Knowledge application. This means that knowledge acquisition would take place not during lectures but in a self-learning environment, where students can follow the courses at their pace. Students would learn to apply their knowledge application while working on applied projects, these are projects such as TU Delft's Solar car. However, students can only be a part of an applied project if they have reached a certain level at the knowledge acquisition part.

2. ANV: Students should be trained more in how to present themselves. This training could, for example, already be done in the introduction week.
3. SL: The GMAT should be changed because of a) The diversity of students within a programme should be increased and b) The GMAT test students on quantitative skills which aren't important in some master programmes.
4. VM: Instead of the GMAT, RSM could use a conversion programme to compare the foreign and Dutch degrees.

Comments of the committee:

1. JM: In the current self-learning system, the teacher has no control over what the students do because they set their own goals and this causes problems when students fail the course.
2. JM: The self-learning system would work better in a module or a programme.
3. MB: In order to implement the applied projects, education should become more flexible.

6. Formulating questions to the Dean of Education regarding adaptive education and future education at RSM

The MSc PC members have collected the following questions for the Dean of Education:

1. MB: Could education be made more flexible to implement the applied projects?
2. MS: What will the school do in terms of growth? Does RSM want to grow or not? Is there a preference for attracting European versus non-European students?
3. MS: How can the mission Positive Change be linked to the admission process?
4. JM: Is it possible in the future to use algorithms or artefactual intelligence during the admission process to steer students to the programme which suits them?
5. JM: What role will quantitative grading play in future education?
6. HD: How will the knowledge be shared between faculty and programmes within the university?
7. LB: What main metric is RSM hoping to improve in the coming years?

7. Closing remarks

8. Action points

What	When	Who
AL will send the contact details of the SR collaboration subcommittee members to LK.	By November	Annelie van der Leelie
AL will set up an SR folder in MSc PC teams	By November	Annelie van der Leelie
.AL will invite Carla Dirks – van den Broek to the next MSc PC meeting	By November	Annelie van der Leelie

Next meetings:

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

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 to examine how to better disseminate and distribute 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) Embed 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 that 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 contribute 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

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

Minutes MSc PC – 21 December 2021

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

Present	Absent
MS: Maciej Szymanowski (Chair, MM, MScBA BAM)	VM: Viviana Mercuri (SE)
AL: Annelie van der Leelie (Minutes)	KK: Korcan Kavusan (MScBA MiM)
GB: Guido Berens (GBS)	RG: Rabia Guney (BIM)
AS: Ad Scheepers (PM)	(MScBA BAM)
SZ: Solomon Zori (MScBA AFM)	(MScBA P-MiM)
EMT: El Mehdi Trifaia (SM)	
LB: Laurens Boeren (MM)	
PC: Philipp Cornelius (BIM)	
JM: Juan Madiedo (MI)	
AB: Anne Burmeister (HRM)	
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)	
FW: Frank Wijen (SM)	
SL: Simon Lang (GBS)	
YL: Yu Liu (SE)	
ANV: Antje Nikkels van der Veen (FI)	
MB: Marietje Bosma (MScBA P-MiM)	
JMP: Jan Müller-Popkes (MScBA MiM)	Guests
MP: Morteza Pourakbar (SCM)	LK: Lilian Paardekooper (SR chair)

1. Opening and announcements

The chair welcomes everybody present.

2. Approval of minutes from MSc PC meeting 23 November 2021 –see attachment

The minutes were approved.

3. SR guidance for MSc PC and PAC members – Lilian Paardekooper

LK informed the committee that SR has started creating a manual for MSc PC and PAC members. Currently they are working on the PAC manual to create consistency between the master programmes in terms of the MSc PC and PAC committees. Therefore, she has asked the MSc PC members whether they would like to add topics to the manual, for example about gathering feedback or the recruitment process.

Comments of the committee:

- MS: In some master programmes there are no volunteers to join the MSc PC and/ or PAC committees. Therefore, it would be better to have another tool behind the scenes of the current recruitment process to attract students, for example, additional advertising or sharing extra information.

- 2) HD: In order to improve the recruitment process, the MSc PC manual could include messages about the role description of the students in the committee. This information could then be shared with the students at the beginning of the new academic year.
- 3) LB: During the PAC recruitment process in the MM programme, students who had applied for the MSc PC were asked to participate in the PAC. In addition, calls were placed on Facebook and the WhatsApp group.
- 4) LB: The questionnaire response rate is very low in the MM programme. However, PAC is trying to find a solution for this problem.
- 5) GH: To improve the recruitment process, it would be better if SR presents itself during the programme-specific kick-off activities and informs the students about the MSc PC with information on how the PC is organised, the successes of the committee of the previous year and that students can make a difference if they join the PC.
- 6) MS: After the Kick-off session, a Q&A session could be organised for interested students in which the role of the committee and its members are explained in detail.
- 7) JMP: It would be better to establish an exchange between predecessors and current students where they can share information about workload and role description.
- 8) SZ, GH, MS: SR could use MS Teams to keep track of what the PAC has done in the recent years, thus new members can also find this information.

4. Reflection on the presentation of future education by Michel Lander

The MSc PC reflects on the discussion they had with the Dean of Education Michel Lander during the last MSc meeting on the future education.

Comments of the committee:

- 1) EMT is positive about the competency-based approach in future education at RSM because especially master students would like to develop professional skills which are important for the labour market. However, he is concerned that the competency-based approach will result in standard skills profiles of students, which will prevent the masters from differentiating from each other which could lead to a homogenous group of professionals.
- 2) FW: If the possibility of independent academic research will be reduced, it will be difficult to maintain the integrity and quality of academic education as it will increasingly resemble higher vocational education. In addition, the knowledge-based approach is important because students learn skills which they will need during their career, for instance critical reflection.
- 3) AB: The university should continue to provide academic education to distinguish itself from higher vocational education. However, during the education, the focus should also be on the student's competence.
- 4) SZ: RSM should work simultaneously with the competency-based and knowledge-based approach. For instance, students in the MSc BA AFM programme learn the theory in the core courses and apply this knowledge in practice during the electives.
- 5) GB: It would be better to shift the education to the competency-based approach if there is sufficient room for academic reflection.
- 6) EJ: The HRM programme could be used as an example of simultaneous competency- and knowledge-based education because the courses are practical structured yet academic.
- 7) HD: The current system still has its value because the labour market still demands academically trained personal. However, RSM should focus more on the competency-based approach because the bachelor educations are too knowledge focused.
- 8) LB: The focus of RSM should be on the knowledge-based approach because it is an academic education. However, LB is positive towards combining the two approaches, for instance in a case study.
- 9) MS: If RSM were to use only programmatic assessment the academic rigour would be reduced because the

teachers wouldn't be able to determine how much academic knowledge the students have. Therefore, it would be better to assess theory and practice separately

- 10) AF: Whether the competency-based and knowledge-based education could be combined depends on the number of students per master but it works well in the MI master.
- 11) MS wonders whether programmatic assessment is the solution to the problem of the over-assessment
- 12) FM: RSM could reduce over-assessments by working with interdisciplinary assessments
- 13) HD: In the programmatic assessments system, subjective assessments and piggybacking should be avoided. A solution to this would be to add an individual assignment such as an essay
- 14) JM CD: Subjectivity could be reduced by a) assessing the student's argumentation and b) Using a template that states what is expected of students and how the assignment will be assessed

5. Discussing plans of PC subcommittees

An overview of what the subcommittees have done until now:

- 1) The HOKA subcommittee: In November the subcommittee was updated on the HOKA plans for 2022. In addition, the Dean of Education Michel Lander informed the committee on the new design of the HOKA programme in which the focus will shift from the small individual projects to the RSM-wide projects
- 2) The Impact subcommittee reviewed last year's annual report
- 3) The Online Education Social interaction subcommittee planned an offline event for students which is postponed due to the COVID-19 measurements. However, the subcommittee would like to avoid an online event because students aren't interested in it anymore.
- 4) The plans of the PAC SR Collaboration subcommittee were discussed under topic 3 the SR guidance for MSc PC and PAC members
- 5) The Competency Framework and Transition to programmatic assessments subcommittees would like to collect their feedback on the topic Reflection on the presentation of future education and share this information with the departments and PACs
- 6) The Diversity and Inclusion subcommittee would like to research by a questionnaire whether the groups for assignments are sufficiently diverse

6. Closing remarks

7. Action points

What	When	Who

Next meetings:

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
26-Apr-22, 10.00h

Minutes MSc PC – 25 January 2022

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

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

1. Opening and announcements

The chair welcomes everybody present.

2. Approval of minutes from MSc PC meeting 21 December 2021 – see attachment

The minutes were approved.

3. SR draft PAC manual, discussion on how PACs function –Lilian Paardekooper

LK informed the committee about the draft PAC manual:

- 1) The PAC manual will be updated to include more task specification, examples of current issues with solutions and workload estimation
- 2) LK and HD call on PAC members to pass on the problems they encounter with PACs and the solutions they use, thus these can be included in next year's PAC manual
- 3) Once the PAC manual is finalised, LK and HD will work on the MSc PC manual. This manual will focus on recruitment

Comments of the committee:

- 1) MS: In order to make the MSc PC manual as representative as possible, it would be useful to gather information from stakeholders on, for example, how students keep in touch with fellow students, what happens in and out the classrooms and how the teamwork proceeds.

4. Discussing plans of PC subcommittees

An overview of what the subcommittees have done until now:

- 1) There is no update on the HOKA subcommittee
- 2) For the current academic year, the Impact subcommittee would like to focus on a) Creating an overview of which projects should be evaluated and b) Establishing a framework for future projects thus they would be effectively evaluated.
- 3) The Online Education Social interaction subcommittee would like to organise an offline social event on campus in March or April
- 4) The plans of the PAC SR Collaboration subcommittee were discussed under topic 3 SR draft PAC manual, discussion on how PACs function
- 5) The Transition to Programmatic Assessment subcommittee is awaiting on an invitation for a programmatic assessment meeting from the Dean of Education Michel Lander to share the subcommittee's perspective on this topic
- 6) The Diversity and Inclusion Working Group has invited the Diversity and Inclusion subcommittee to collaborate on the development of a survey on various aspects on this topic

During this agenda topic, committee members discussed why many students don't want to come to campus and after the discussion the committee concluded that:

- 1) There are also students who would like to come to the campus
- 2) The reasons why students don't come to the university are: a) Some of them live far away or abroad, b) Not everyone can come to the campus at the same time because only 75 students are allowed in a classroom at a time, c) Students don't want to come for one lecture or workshop per day, d) Some students work, e) Some students feel uncomfortable in a large crowd and f) Due to Covid-19 students can't have informal interaction which leads to difficulties in building up a relationship with each other and because there is no connection, it is easier to decide to follow the campus activity online.
- 3) The solution to the problem could be a) Introduce offline/ online lunch breaks during lectures to encourage the relationship development, b) Encourage communication from faculty, expressing engagement and eagerness to meet people in person. Moreover, promote campus events, c) Giving students time to switch from online to offline education (again), d) Designate a small group of students within a programme to organise social events for students from the same programme, e) Allow students to use rooms on campus where they can attend online lectures together, f) Allow students to invite teachers to lecture from a room with several students and g) Don't host live online sessions anymore and upload the recording one or two days in delay. This is a measure which should be applied with caution because it slightly forces students to come to campus

5. Closing remarks

6. Action points

What	When	Who

Next meetings:

22-Feb-22, 10.00h 28-Jun-22, 10.00h
22-Mar-22, 10.00h
26-Apr-22, 10.00h
24-May-22, 10.00h

Minutes MSc PC – 22 February 2022

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

Present	Absent
MS: Maciej Szymanowski (Chair, MM, MScBA BAM)	ANV: Antje Nikkels van der Veen (FI)
AL: Annelie van der Leelie (Minutes)	EMT: El Mehdi Trifaia (SM)
GB: Guido Berens (GBS)	SZ: Solomon Zori (MScBA AFM)
AS: Ad Scheepers (PM)	PC: Philipp Cornelius (BIM)
FM: Florian Madertoner (FI)	FW: Frank Wijen (SM)
GH: Gabi Helfert (PM – from 11:00)	AF: Andrea Da Fre (MI)
YL: Yu Liu (SE)	(MScBA BAM)
LB: Laurens Boeren (MM)	(MScBA P-MIM)
JMP: Jan Müller-Popkes (MScBA MIM)	
MB: Marietje Bosma (MScBA P-MIM)	
JM: Juan Madiedo (MI)	
AB: Anne Burmeister (HRM)	
HD: Hilde Dales (SCM)	
RG: Rabia Guney (BIM)	
CD: Carmen Damen (MScBA AFM)	
EJ: Elianne de Jong (HRM)	
VM: Viviana Mercuri (SE)	
KK: Korcan Kavusan (MScBA MIM)	
SL: Simon Lang (GBS)	Guests
MP: Morteza Pourakbar (SCM)	ER: Evelien Reusen (Academic Director MScBA AFM)

1. Opening and announcements

The chair welcomes everybody present.

2. Approval of minutes from MSc PC meeting 25 January 2022 – see attachment

- 1) GB: The word test in the topic SR Draft PAC manual should be changed to task
- 2) GB: The name of the *Transition to Pragmatic assessments Subcommittee* should be changed to *Transition to Programmatic Assessment Subcommittee*

3. Review on how PACs performance across programmes

An overview on how PACs performances across programmes:

- 1) MS: According to the MSc MM Academic Director Bram van den Bergh, the PAC is more about the atmosphere in the programme and the emotions of students (the vibe) in a programme than about the course evaluations.
- 2) LB: The MSc MM PAC and Academic Director Bram van den Bergh use a bottom-up approach. They focus on how students experience the course and whether changes in the programme have improved it or not. The PAC gathers feedback from students via WhatsApp groups or thesis groups. In addition, if there are students who have problems with a course, the PAC directly contacts the teacher.
- 3) EJ: The MSc HRM PAC consists of three students who collaborate with the coordinator and professors. The PAC collects feedback through surveys.
- 4) MB: The MScBA P-MIM PAC consists of three students from the first year and three students from the second. All the PAC communication goes through the Academic Director Raymond van Wijk

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- 5) HD: The MSc SCM PAC gathers the feedback via surveys and has received good results. This is probably because the PAC collaborates with STAR for the surveys. However, the PAC is currently the contact point for students when there are problems.
 - 6) JMP: The MScBA MIM PAC collects feedback through conversations with students and questionnaires. Moreover, students who have problems with a course can always contact the PAC individually.
 - 7) VM: For the MSc SE PAC it is difficult to gather feedback because students are divided over many electives.
 - 8) The timing of PAC-surveys varies per programme (in the middle of a course or after an exam) due to the different length of the courses

Comments of the committee:

- 1) FM: The evaluation immediately after an exam doesn't give an accurate picture of the reality of a course

4. Curriculum Change in the MScBA AFM programme – Evelien Reusen

ER presented the planned changes in the MScBA AFM programme.

- 1) The overall goal of the programme is to better reflect the latest developments in the field i.e., to adapt and innovate the curriculum to remain relevant timely and most effective in preparing students for a career in AFM
- 2) One of these developments is the increasing importance of analytics. Therefore, the academic director wants to introduce the new core course Analytics in Accounting and Financial Management and simultaneously ensure integration by explicitly focusing the new core course on applications related to the other three core courses.
- 3) The consequences of the curriculum change are a) Repositioning of Management Control; currently included as a core course, this course will become an elective, b) Moving small portions of content of the core courses 'Financial Information and Decision Making' and 'Business Analysis and Valuation' to the new core course. In addition, the programme creates space for new topics in both courses. This helps cover some core issues in management control in 'Financial Information and Decision Making', which will be relabelled as 'Financial Decision Making and Control' and further integrate and align the core courses 'International Financial Reporting' and 'Business Analysis and Valuation'. The latter change leads to repositioning and renaming 'Business Analysis and Valuation' to 'Reporting Analysis and Valuation' and c) Adjust the current 'Accounting Analytics' elective to become a more advanced data analytics course focusing on 'Algorithms in Accounting and Control'
- 4) The additional plan is to offer an elective course 'Integrated Measurement and Reporting' because the importance of sustainability has also increased, and it ties with the school's mission.

Comments of the Committee:

- 1) SL: It would be better to offer a specific course on sustainability as students would be more aware of the topic than if it was integrated into other courses.
- 2) AB: Students should also learn about business ethics and ethical decision making in relation to data analytics
- 3) FM is concerned that the topics budgeting and cost accounting will only be taught in the Management Control elective while each MScBA AFM student needs this basic knowledge.
- 4) MS: The programme should decide which level of knowledge (basic or expert-based data analytics knowledge) students should possess after following the new core course Analytics in Accounting and Financial Management. He suggests teaching expert-based knowledge in an elective.

The proposed curriculum change in the MScBA AFM programme was unanimously accepted by the committee. MS will write a letter of consent.

5. Update on the course evaluation project – Ad Scheepers

AS updated the committee on the course evaluation project.

- 1) Timeline: In 2019, a report on general guidelines to optimise the course evaluation was created. Based on this

report, the Taskforce Optimisation RSM SET was established to improve the course evaluations in terms of a) Implementing the validated and standardised short version questionnaire for the BSc and MSc course evaluations, b) Improving the reliability and response rate and c) A pilot with an in-class tool evaluation. During the December 2019 MSc PC meeting, the committee approved the proposed changes and in spring 2020 the questionnaire and the pilot were implemented. In the February 2022 meeting, AS answered questions from the committee on the various topics which are described below.

- 2) Question 1: Is it still possible to add questions to the questionnaire to evaluate each teacher?
AS: The current questionnaire is shorter than the previous questionnaire, but each instructor is evaluated separately.
- 3) Question 2: Does the questionnaire also ask to what extent the students achieve the learning outcomes?
AS: It is a standard questionnaire mainly intended for HR purposes and focusing on the quality of teaching and courses. The learning outcomes are more about course improvement which can be evaluated using the in-class tool or measurements such as exams and assignments.
- 4) Validity of the questionnaire question 3: Does the questionnaire measure what RSM wants to measure?
AS: It was the intention of the RSM task force to develop a new, valid, short and standardised questionnaire that would focus on the quality of teaching and the courses. In developing the questionnaire, the Taskforce used a) The experience and expertise of the RSM Taskforce, b) Research on SET, c) Best practices with validated SET items and d) Expert views on which question to ask students and which not.
Question 4: What concepts does the questionnaire measure?
AS: After performing a factor analysis, it turned out that the old questionnaire measured different concepts and dimensions which made it unclear what was being represented. Hence, what was being measured differed per course. In the current questionnaire, the concepts, and dimensions *course and teacher quality* and *student attendance and study intensity* were measured, making this questionnaire more valid.
Question 5: Does the abridged questionnaire provide the same information as the old questionnaire?
AS: The old questionnaire measured different (per course) underlying concepts, whereas the current questionnaire is more uniform because it focuses on the same concepts in each course.
- 5) Question 6: Is the overall opinion question still included in the current questionnaire?
AS: The overall opinion question is still included in the current questionnaire because a) It can be compared to the previous questionnaire and b) It functions as one of the KPI's for the HOKA project evaluations. However, the individual scores of the current questionnaire are also considered.
- 6) AS: The response rates of the old and current questionnaire for the core courses are similar and the response rates in the elective course evaluation are low but have increased with the current questionnaire
- 7) AS concluded that a) The validity of the questionnaire meets the standards for measuring course and teaching quality, b) The reliability of the questionnaire has increased due to increased validity, c) The response rate and reliability are on a sufficiently high level, d) The HR-related quality rating is no longer biased by course-specific information and e) The information on improvement-related aspects can independently be acquired by teachers.
- 8) AS: In addition to the questionnaire, courses are also evaluated by the in-class tool (for improvement purposes only; course-specific questions, for lecturer only, to be used during or at completion/lecture period) and MSc5 HOKA project Alternative Assessment of Teaching Quality (expert observations of teaching, peer-review of teaching, stakeholder feedback)

Comments of the committee

- 1) FM: The response rate on the course evaluation doesn't have to be proportionally lower for the electives than for the core courses. The result also has to do with fewer students in the electives.
- 2) FM: The term *student attendance* should be changed to *student participation*, because in online/hybrid education is no longer about how many students were present during the course but about how many students saw the lecture/recording.
- 3) FM: Educational experts are more focused on theory than on teaching in practice. From the teacher's

- perspective the educational quality feedback from peer evaluation is more important.
- 4) GB wonders what the non-bias response rate is in the course evaluations. To get a good overview of this, it's useful to compare the PAC questionnaires about the same course with the course evaluations, because the PAC questionnaires give a different perspective
 - 5) GB wonders whether the in-class tool is useful because the PAC questionnaires also contain course-specific questions and students shouldn't receive too many questionnaires
 - 6) JM wonders whether RSM ensures the data quality of the course evaluations
 - 7) JM: Information about the non-bias response rate could also be investigated by looking at the final grades. Who responds to the questionnaires, students with low or high grades or is it equal?
 - 8) JM wonders whether it's known how students interpret the questions on the course evaluations
 - 9) JM wonders whether the dimension *course and teacher quality* really measure the teaching quality
 - 10) JM doubts the results of the factor analysis because on the one hand, the two dimensions are good for the analysis, while on the other hand the items are supposed to be measured separately
 - 11) MS: In order to have the quality of the teacher assessed by experts or peer-reviews, it should be clear which criteria a teacher should meet
 - 12) MS: The validity of the course evaluation is more important than the reliability of the response rate. However, the reliability of the response rate could be improved by excluding the extreme scores. In addition, the confidence interval can be based on the size of the sample.
 - 13) For the course quality improvement MS wonders how many classes work with the in-class tool and how it is integrated into the workflow. He suggests integrating the in-class tool at the programme level as it is difficult to assess courses without knowing the programme context.

MS will write a letter so that AS can respond to all the comments.

6. Discussing plans of PC subcommittees

Not discussed

7. Closing remarks

8. Action points

What	When	Who
MS will write a letter of consent about the curriculum change in the MScBA AFM programme	Before 22 March	Maciej Szymanowski
MS will write a letter about the course evaluations	Before 22 March	Maciej Szymanowski

Next meetings:

22-Mar-22, 10.00h
 26-Apr-22, 10.00h
 24-May-22, 10.00h
 28-Jun-22, 10.00h

Minutes MSc PC – 22 March 2022

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

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

1. Opening and announcements

The chair welcomes everybody present.

2. Approval of minutes from MSc PC meeting 22 February 2022 – see attachment

- 1) AS: The sentence *The response rate and reliability are sufficient on a high level* in the topic update on the course evaluation project should be changed to *The response rate and reliability are on a sufficiently high level*
- 2) AS: The sentence *The HR-related quality rating is no longer biased by related information* in the topic update on the course evaluation project should be changed to *The HR-related quality rating is no longer biased by course-specific information*
- 3) GB: The sentence *while on the other hand the dimensions are supposed to be measured separately* in the topic update on the course evaluation project should be changed to *while on the other hand the items are supposed to be measured separately*
- 4) GB: The abbreviation *LS* in the topic Curriculum change in the MScBA AFM programme should be changed to *SL*

3. Process of student selection of exchange programme – Simon Lang

SL explained that the GBS PAC members had received complaints about the selection process of the exchange programme and that the process could be improved in the following ways:

- 1) Grading system: a) The grading system of the selection process is very unclear. It would be better if applicants know how many points they would receive per criteria and in total. This would allow the students to better

compare their position in the selection process, b) There should be a better differentiation of criteria whereby in the extracurricular engagement for example a direct RSM engagement should have more value than an engagement in sports initiative. In addition, students with more practical experience should also receive a better spot in the selection process than students with less practical experience.

- 2) Comparison with other applicants: In order to obtain more transparency, it would be better to have an anonymous comparison system so that it's clearer to students why they didn't get a spot
- 3) The definition of academic motivation should be clarified as it's very unclear to applicants what is meant by the definition
- 4) Applicants should receive more explicit information regarding the update of the grades as it's unclear which grades students need for the application.
- 5) There is differentiation within the process between the top three priorities of applicants and the alternatives. To improve this, it would be better to introduce a bonus point system for priorities to benefit those who clearly set their priorities rather than aiming for prestige because if there is a better distribution of applicants the process would be better for students who know where they want to do their exchange programme
- 6) It would be better to create an overview of the number of applicants per university in the previous years, thus current applicants know which competition they can expect which a) Allow students to better assess their chances of being admitted to the desired exchange spot, b) Improves the distribution of applicants and c) It reduces frustration
- 7) The expectation regarding motivation letter should be clarified as creativity isn't encouraged

Comments of the committee:

- 1) HD is in favour of improving the selection process. However, in her opinion the criteria for the motivation letter are clear because applicants receive an email prior to the interview outlining the important components that will be considered
- 2) HD: Applicants in the bachelor programme often have unrealistic expectations about the selection process because they expect to get a spot anyway
- 3) EJ: Many suggestions aren't feasible because for example, the point systems will rigidify the process.
- 4) EJ: It would be better to improve the transparency of the process and the communication to the applicants thus students know what their chances are
- 5) GH: In the bachelor programmes the exchange is a credited part of the curriculum, and in the master programmes it is offered as an add-on that is not subsidized by the government. Therefore, the process in the master programmes can differ from the bachelor programmes
- 6) FM: More transparency and explanation of the selection criteria won't solve the frustration problem of applicants as students can't assess their suitability for the exchange programme
- 7) FM: Nowadays, for students, the extracurricular activities aren't about expanding their knowledge but about CV building.
- 8) JMP: The main goal is to improve the transparency in the selection exchange process as students should know in advance what the criteria of the process are and this should be properly communicated to students
- 9) MS: The next step should be that SL will discuss the input from the MSc PC with the head of the International Office Linda de Vries. In addition, the MSc PC could establish a selection process exchange programme subcommittee in the upcoming academic year to improve the process

4. Discussion plans of the PC subcommittees

An overview of what the subcommittees have done until now:

- 1) Competency Framework/ Transition to Programmatic subcommittee: During a meeting with the Competency Framework Group in March the subcommittee will learn more about the competency framework and the learning goals
- 2) The Impact subcommittee asked MS whether he would like to reply to the email that the subcommittee sent him

- 3) The Diversity and Inclusion subcommittee has sent a questionnaire about diversity and inclusion to all RSM students. The survey focuses on diversity in the group formation process, as main question does the group formation (when students are assigned a group or when students can choose the group) influence the diversity of the group? In addition, the questionnaire contains open questions about experience of inclusion/ exclusion of students. When analysing the results, the subcommittee will research whether there is a difference between student groups and / or master programmes
- 4) The HOKA subcommittee: The onboarding process for students is one of the HOKA projects. In addition, during the HOKA Working Group meeting, the following new projects for 2022 were created: a) Implementing a game so that students will become positive change agents. According to the subcommittee, the game could be a part of the Future Career module thus it isn't enforced on every student, b) Creating a competency framework. This is about which competences RSM students have when they graduate, c) The MSc MM programme would like to have feedback from the HOKA Working Group on their new research platform and d) The course evaluation. The concern of the HOKA Working Group was that it isn't clear who the experts in the peer-review would be
- 5) The PAC SR collaboration subcommittee has almost completed the PAC and MSc PC manuals
- 6) There is no update on the Online Education Social interaction subcommittee

5. Discussion to switch from online to hybrid meetings

MS asked the committee members whether they would like to switch from online MSc PC meetings to offline or hybrid MSc PC meetings

Comments of the committee:

- 1) MS is in favour of hybrid meetings
- 2) FW has bad experiences with hybrid education
- 3) GH, GB: Meeting room T3-42 frequently has technology problems, so hybrid meetings are difficult
- 4) GH is in favour of online meetings, also because the attendance of members in online meetings is higher than in offline meetings
- 5) RG is in favour of online meetings because she doesn't know whether the quality of the meetings would be better offline
- 6) FM would like to give hybrid meetings a chance
- 7) AB prefers to keep the online meetings. However, she can be flexible

After the discussion, the committee decided to keep the MSc PC meetings online

6. Closing remarks

7. Action points

What	When	Who
SL will schedule a meeting with Linda de Vries about the selection process of the exchange programme	Before 26 April	Simon Lang
MS will reply to the email of the Impact Subcommittee	Before 26 April	Maciej Szymanowski

Next meetings:

26-Apr-22, 10.00h
 24-May-22, 10.00h
 28-Jun-22, 10.00h

Minutes MSc PC – 26 April 2022

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

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

1. Opening and announcements

The chair welcomes everybody present.

2. Approval of minutes from MSc PC meeting 22 March 2022 – see attachment

- 1) GB: Agenda item 4, point 4: 'The HOKA subcommittee is working on the improvement of the onboarding process for students'. This is indeed one of the HOKA projects but our subcommittee is not really working on this project, so this should be changed.
- 2) GB: The sentence *Their new thesis trajectory* should be changed to *Their new research platform*

3. Overview of the HOKA projects 2021 -HOKA subcommittee

The HOKA subcommittee updated the committee on the HOKA projects of 2021.

- 1) LB: The HOKA Working Group is trying to incorporate the mission of positive change and the sustainable development goals into the thesis and courses.
- 2) GB: The HOKA Project Team would like to know from the MSc PC a) Whether it has made sufficient progress with the projects and b) Whether it is sufficiently transparent.

Comments of the committee:

- 1) GB: The projects are progressing well and the process is transparent. Moreover, the projects are handled flexibly.
- 2) LB: In the beginning, it was unclear what the HOKA projects meant, but after a good explanation, it is clear what the HOKA team is striving for.
- 3) AB: The HOKA report is very comprehensive and clear per theme. However, it is unclear how the budget is spent and how the application process for the projects is processed.
- 4) MS: It would be better to keep the thesis structure independent from the HOKA projects (e.g. Mission) because

- students should write a thesis on a topic they believe in and this topic shouldn't be imposed.
- 5) EMT: If the RSM Mission is included in the thesis, the student is encouraged to write a thesis in a specific context, and this detracts from the student's development.

The MSc PC was unanimously in favour of the HOKA programme. The HOKA subcommittee will write a letter.

4. RSM Competency Framework – Michel Lander

ML informed the committee about the RSM Competency Framework.

- 1) RSM started the transition to the Competency Framework based education because there is a demand from the labour market, programmes and students to improve their skills and attitude developments
- 2) a) The Competency Framework is currently being piloted to ensure that RSM is adopting the elements which work, b) Programmes decide in their own time and spaces when and what they would like to implement of the Competency Framework-based education and c) In this transition there is a distinction between negotiable and non-negotiable elements. RSM is mandatory to implement the non-negotiable elements because of the accreditation requirements.
- 3) A Competency Framework Working Group will be established to assess the things that are happening in the process. ML asked which MSc PC member would like to participate in this working group.

Comments of the committee:

- 1) FW is in favour of reducing the overassessment. However, RSM should consider that students put less effort into study components that aren't assessed.
- 2) FW: It is good to improve students' skills and attitude development. However, the master programmes should continue to distinguish themselves from MBAs and higher vocational education through specialised knowledge, critical and analytical thinking.
- 3) MS wonders why RSM should change a good organisational structure when it is unknown how the new design will work.
- 4) MS is concerned that students are unable to accumulate the competencies during the academic year and deliver a sophisticated output at the end of the academic year
- 5) EJ: The RSM culture is focused on high grades and cum laude. Therefore, it is difficult to change this to a competency framework-based system.
- 6) According to EJ, RSM should consider how it will change the mindset of the professors and students from the current RSM culture to the competency framework-based system
- 7) EMT is in favour of the competency framework system because it is aligned with the labour market
- 8) EMT: In the Competency Framework it is contradictory that students are expected to assess themselves while this is also a learning objective.

The committee is reluctant to give consent at this point, but would rather only issue advice. The committee requests more concrete suggestions. GH suggests scheduling a separate meeting with the Dean of Education and a delegation of the PC to enable a more in-depth discussion before the next PC meeting.

5. EC change in the core courses of the MSc HRM programme – Rebecca Hewett

RH presented the planned EC changes in the core courses of the MSc HRM programme:

- 1) The recent history of the MSc HRM: a) In 2020 the core courses were modernised, b) In 2021 the MSc OCC and MSc HRM were merged and c) Currently, the department is waiting for approval from the NVAO to change the name MSc HRM to People Organisation and Change.
- 2) Currently, the department is working on a) Creating explicit coherence between the core courses, b) fewer more meaningful assessments and c) Greater emphasis on self-directed learning.
- 3) The core courses in the MSc HRM programme focus on a) Subject-specific knowledge, b) Delivered by research professors and c) Summative assessment is reduced. The emphasis is mainly on knowledge with

more on feedback and less on grading.

- 4) Alongside all the core courses students follow the Professional Development and Consulting course. This course consists of three main components a) A 4-month company project in which the assessments focusing on the application of knowledge in 'content courses' are linked to a company project. Moreover, the assessments of the company project integrate this knowledge into a whole, b) Personal professional and consulting skills and c) Portfolio of learning in which the feedback students receive from different courses on their competencies is categorised. So that the student's progression becomes visible. In a summative manner, the Professional Development and Consulting track firstly focuses on applying knowledge from the content courses and creating coherence across courses. Secondly, students develop consulting and professional development skills and finally students work on self-development through personal reflection and coaching, linked to feedback from knowledge courses and the company project.
- 5) RH requested the MSc PC for approval to shift the 4,5 EC for the core courses to 4 EC and to shift the 3 EC of the Professional Development and Consulting track to 5 EC. The department would like to shift the ECs because the knowledge will be integrated through the Professional Development and Consulting track and therefore, students will be assessed less in the content courses.

Comments of the committee:

- 1) EMT wonders whether the process of grading students on progress is fair because each student has a different starting tier and trajectory.
- 2) MS: If students have problems with the company, it is difficult for the Professional Development and Consulting track instructor to be aware of this as he/she has no control over it.
- 3) EMT: RSM should be sure that students are only working on the company project and aren't assigned to other company projects or goals.
- 4) EMT: All company projects should have the same tier.
- 5) MS: There is a friction of focus between the company and RSM. In the project. On the one hand the company wants to get the best result out of the project so that it can benefit from it. On the other hand, it is important to RSM that during the project students can apply the knowledge they have learned in the content courses.
- 6) EMT: Before MSc HRM starts working with the company project, it would be useful to evaluate the courses which work similarly thus the new project will work better.

The proposed EC change in the MSc HRM programme was unanimously accepted by the committee. MS will write a letter of consent.

6. SR PAC and MSc PC manuals

Not discussed

7. Discussing plans of the PC subcommittee

Not discussed

8. Closing remarks

Not discussed

9. Action points

What	When	Who
The HOKA subcommittee will write a letter about the committee's view on the HOKA projects	Before 24 May	The HOKA subcommittee
MS will write a letter about the EC change in the MSc HRM programme	Before 24 May	Maciej Szymanowski
AL will schedule a meeting between a delegation and the DoE to discuss the Competency Framework	Before 24 May	Annelie van der Leelie

Next meetings:

24-May-22, 10.00h

28-Jun-22, 10.00h

Minutes MSc PC – 24 May 2022

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

Present	Absent
MS: Maciej Szymanowski (Chair, MM, MScBA BAM)	KK: Korcan Kavusan (MscBA MIM)
AL: Annelie van der Leelie (Minutes)	YL: Yu Liu (SE)
GB: Guido Berens (GBS)	MP: Morteza Pourakbar (SCM)
AS: Ad Scheepers (PM)	FW: Frank Wijen (SM)
EMT: El Mehdi Trifaia (SM)	JMP: Jan Müller-Popkes (MScBA MIM)
AF: Andrea Da Fre (MI)	ANV: Antje Nikkels van der Veen (FI)
JM: Juan Madiedo (MI)	GH: Gabi Helfert (PM)
PC: Philipp Cornelius (BIM)	AB: Anne Burmeister (HRM)
FM: Florian Madertoner (FI)	(MScBA BAM)
SZ: Solomon Zori (MScBA AFM)	(MScBA P-MIM)
LB: Laurens Boeren (MM)	
CD: Carmen Damen (MScBA AFM)	Guests
MB: Marietje Bosma (MScBA P-MIM)	LP: Lilian Paardekooper (SR chair)
HD: Hilde Dales (SCM)	ML: Michel Lander (Dean of Education)
RG: Rabia Guney (BIM)	JW: Jannet van der Woude (Examination Board)
EJ: Elianne de Jong (HRM)	CR: Claudia Rutten (Executive Director of the RSM Board)
VM: Viviana Mercuri (SE)	ABH: Anouschca Bholanath (RSM legal department)
SL: Simon Lang (GBS)	ECE: Eileen Clares Escalante (Master Programme Manager)
	NA: Niels Agatz (Academic Director MSc SCM)

1. Opening and announcements

The chair welcomes everybody present.

2. Approval of minutes from MSc PC meeting 26 April 2022 – see attachment

- 1) GB: The sentence of agenda item 3: *The MSc PC was unanimously in favour of the HOKA programme* should be omitted.

3. Curriculum change in the MSc SCM programme – Niels Agatz

NA presented the planned curriculum change in the MSc SCM programme.

- 1) The optional Your Future Career course will become a mandatory course in the January block thus students
 - a) Are better prepared for their careers,
 - b) Are helped to identify their competencies and skills and
 - c) it is a cohort based synchronous set-up in which there are various moments where students reflect on their progress in a group.
- 2) NA requested the MSc PC for approval to shift the 4 EC for the Research Methods and Skills course to 3 EC and the department would like to add the 1 EC to the Your Future Career course because
 - a) The Research Methods and Skills course is suitable for pass/fail grading and
 - b) In this course there are slight adjustments of workload in assignments, which is more suitable for the course and fits 3 EC.

Comments of the committee

- 1) AS: It would be better if the department should discuss with the EB the transition rule for students who haven't completed the Research Methods and Skills course in the previous year.

The proposed curriculum change in the MSc SCM programme was unanimously accepted by the committee. MS will write a letter of consent.

4. Proposed updates to the RSM MSc Teaching and Examination regulations 2022-2023 – EB

ML, JW, ECE and ABH updated the committee on the changes in the TER

- 1) Amendments have been added to the TER due to course adaptations which are already approved by the PC.
- 2) Some wording has been changed because of clarification
- 3) The 60-40 rule can be applied at programme level instead of the course level. This rule isn't completely new as it was already part of the examination rule
- 4) The rule that teachers computing the grades in the administrative system and the student system has been included in the TER
- 5) The cum laude/ summa cum laude rule has been adopted to the grade of the examination of the thesis trajectory is at least an 8.0 in the first submission attempt due to resit option is meant to improve an unqualified thesis and not to obtain (summa) cum laude

Comments of the committee:

- 1) MS: Academic Directors would like to have a TER document in which the changes are clearly visible.
- 2) MS: From a faculty perspective it would be better to work on the priority of smoothness of operations
- 3) FM: The sentence *The classification 'cum laude' will be awarded if the student has fulfilled at least the following conditions* should be changed to *The classification 'cum laude' will be awarded if the student has fulfilled the following conditions. (R&G article 7.3)*
- 4) FM: It would be better to add to the (summa) cum laude rule that if a student has received an official warning, he/she can't pass (summa) cum laude anymore
- 5) According to RG it is up to the students whether they want to hand-in their thesis at the first or second attempt to pass (summa) cum laude
- 6) SZ: The first attempt rule excludes students who do thorough research (e.g., data collection/ analyses) from passing cum laude because they have to hand-in the first thesis version before they finished their research
- 7) JM: If the first thesis version has to count towards a cum laude degree, the deadlines for the first attempt should also be better aligned between programmes
- 8) FM: It would be better if there was a list indicating what personal circumstances are
- 9) MB: in the MscBA P-MIM master, there are students who work for a company and therefore take longer to collect data for the thesis than other students. As a result, the working students would be excluded from passing cum laude according to the new rule.

The proposed changes in the TER were unanimously accepted by the committee. However, the PC in an unofficial vote, has five members voted against, another four abstained and five members voted in favour of the cum laude/ summa cum laude rule in the R&G.

5. "Continuation of the discussion about RSM Competency Framework

MS explained to the committee that the Competency Framework and Transition to programmatic subcommittees decided that they would like to suggest to the PC about the Competency Framework based education system.

- 1) On the one hand the subcommittees recommend the PC to support the Competency Framework proposal if the framework could be used by teachers as a tool instead of a fundamental change to the education system. On the other hand, the subcommittees advise the MSc PC to reject the proposal if the Competency Framework will be a fundamental change of the education system because the committee has little (scientific) information about

a) How the change will impact the learning goals, b) How the Competency Framework will fit in the large master programmes, c) What are the best practices in implementation and logistics, for instance, the capacity requirements, d) What would change completely on course and programme level compared to the current programme design, e) How will the framework be funded and f) What is the timeline of implementation?

Response from ML:

- 1) The shift to the Competency Framework is supported by scientific evidence.
- 2) The Competency Framework could be a fundamental change. However, programmes could use the framework as a template to redesign their curriculum. eventually, the Academic Directors decide whether the programmes will (partially) implement the framework or not.
- 3) The MSc HRM, SM, and SE programmes are running pilots which are additionally funded.
- 4) With the Competency Framework, faculty should perform as teachers in the core courses and as mentors during the relationship building activities.
- 5) The RSM timeline uses the phase approach whereby results will be measured by a trial-and-error system

Comments of the committee:

- 1) EMT: It is still unclear How the Competency Framework based education will work in practice. For example, how will the high and low stake assessment be implemented?
- 2) LB wonders whether the transition from more small assignments at course level to fewer large assignments at programme level will reduce the workload for students and faculty.

6. SR PAC and MSc PC manuals – Lilian Paardekooper

Not discussed

7. Discussing plans of the PC subcommittee

Not discussed

8. Closing remarks

Not discussed

9. Action points

What	When	Who
MS will write a letter about the curriculum change in the MSc SCM programme	Before 28 June	Maciej Szymanowski
MS will write a letter about the TER	Before 28 June	Maciej Szymanowski
The final output of the subcommittees should be completed and shared	Before 28 June	All Subcommittees

Next meetings:

28~Jun-22, 10.00h

Minutes MSc PC – 28 June 2022

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

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

1. Opening and announcements

The chair welcomes everybody present.

Announcement

- 1) MS: The student members will leave the committee because they will graduate.
- 2) JM will leave the committee because he will become Academic Director of the MSc MI programme.
- 3) SL: Recommends that the next PC will contribute to improving the process of student selection of exchange programme.

2. Approval of minutes from MSc PC meeting 24 May 2022 – see attachment

The minutes were approved

3. ECs changes in the MSc GBS programme – Maarten Wubben

MW presented the planned ECs changes in the MSc GBS programme.

- 1) The department would like to restructure the GBS programme based on the current challenges a) The pace of the Research Methodology I course is slow b) The pace of the Sustainability Grand Challenges course is

rushed c) The Research Methodology II course is underfinanced and d) It's preferable to focus more on core courses before Christmas and on the thesis after.

- 2) MW requested the MSc PC for approval a) To shift the 4 EC for the Research Methodology I one course to 1 EC and the department would like to add the 3 EC to the Research Methodology II course. So, in January the Research Methodology II course combined within Block 3, 4 and 5 1 EC workshops b) To shift the Sustainability Grand Challenges course from January to block 2 before the Christmas break thus students have four weeks for the capstone course instead of three weeks.

Comments of the committee:

- 1) SL is positive about the swap of the Sustainability Grand Challenge course from January to Block 2 because the January Block was rushed.
- 2) MS: At the Sustainability Grand Challenge course, it would be useful to prepare students for a project-based course on a conceptual level.
- 3) MS advises to pay attention that the new structure of Block 2 won't increase the workload of students too much.

The proposed ECs changes in the MSc GBS programme was unanimously accepted by the committee. MS will write a letter of consent.

4. "Continuation of the discussion about RSM Competency Framework"

MS informed the committee about the RSM Competency Framework.

- 1) The Competency Framework is a tool which can adopt by programmes.
- 2) The MSc PC should vote on the Competency Framework as a tool that can be voluntary adopted by the programmes.
- 3) MS would like to know the opinion of the committee members on the Competency Framework.

Comments of the committee:

- 1) FM will approve the Competency Framework tool with the condition that there will be a pilot in e.g., two courses thus that the framework can be approved.
- 2) MS: Competencies are important. However, he wonders whether the Competency Framework is useful for each individual student.
- 3) FW is in favour of a competency approach. However, the substantive content shouldn't disappear.
- 4) MP: It would be better to wait with voting until the pilot in the MSc HRM programme is completed as there is currently little empirical evidence on the Competency Framework.
- 5) EMT: From a student perspective it's stressful to know that in your one-year master programme a framework is being tested.
- 6) EMT: It is difficult to assess what the Competency Framework means because the document contains too many gaps in the specifications.
- 7) EMT: It would be better to clarify the definitions of low stakes and high stakes assessments.
- 8) EJ: From student perspective students don't know that a framework is tested during their academic year.
- 9) EJ: In the MSc HRM programme, students still should make a cultural change from a high-grade focus to a personal development focus.
- 10) AB: The change in the MSc HRM programme from a faculty perspective to an integrated perspective has led to more exchanges and conversations between faculty members resulting in more alignment of more course content and competencies. This has also improved the study experience of students.
- 11) JM is positive about the Competency Framework. However, programmes which want to discontinue the tool, should be given the opportunity to return to the old style of education or an alternative should be offered.

The MSc PC gave consent to the Competency Framework proposal, with 16 votes in favour of the proposal and one vote against it.

5. Proposed updates to the RSM MSc Teaching and Examination regulations 2022-2023 – EB

CR and ABH updated the committee on the changes in the P-MIM TER/ R&G.

- 1) Some pronouns names and dates have been changed in the TER and R&G.
- 2) To be consistent with the documents of other programmes, the TER and R&G have been separated.
- 3) The 'rechtsbescherming'/ complaint procedure has been removed from the TER and R&G.
- 4) Currently, the documents are being updated with the approved changes of 2021-2022.
- 5) Article 2.3 of the TER is still pending, but it's about rectification of names
- 6) Article 5.1 of the TER describes that from next academic year examiners can also register grades.
- 7) In the pre-experience R&G, the rule related to cum laude/ summa cum laude only being possible if the thesis is passed at the first attempt has been deleted. However, a thesis resit is not possible if the thesis was already passed at the first attempt.

The proposed changes in the TER were unanimously accepted by the committee. MS will write a letter of consent

6. Discussing plans of the PC subcommittee

An overview of what the subcommittees have done during the academic year.

- 1) The HOKA subcommittee will write a short reflection about what they discussed during the academic year.
- 2) The Impact subcommittee has created a document with topics which should be reviewed by the next Impact subcommittee.
- 3) The Online Education Social Interaction Subcommittee was unable to organise an event due to the COVID-19 pandemic and online events were not considered as valuable. In addition, there was less demand from the students for such events. Furthermore, the subcommittee indicated that it would be better if the committee was informed in advance of who the events should be for (all master students or a master programme) and what the budget is.
- 4) The Competency Framework / Transition to Programmatic subcommittee had discussed the Competency Framework in meetings and email exchange.
- 5) In collaboration with the RSM Diversity and Inclusion Work Group, the Diversity and Inclusion subcommittee investigated through a questionnaire the diversity of inclusion in project/ work groups. About 60% of the participants of the survey were Dutch and the most represented ethnic group was white. The results depict that students a) Find the national diversity important in the group, b) Prefer a diverse environment to work in c) Prefer to form groups themselves instead of being placed in a group by the professor and d) Prefer to change groups during the year. Regarding the question about exclusion the results show that Dutch students didn't experience exclusion, the non- Dutch European students did experience some level of exclusion, and the non-European students had high levels of experienced exclusion. Among ethnic backgrounds feelings of exclusion were most prevalent among the Asian and Middle East students.

Education form during the academic year 2022-2023

MS explained that as a result of the pandemic that students had more time for extracurricular activities which led to fewer students came to attend classes on campus. Therefore, he wondered what the policy will be for the next academic year.

Comments of the committee:

- 1) SL: Students are positive about visiting the campus. However, mandatory attendance is outdated as students are used to online education. Therefore, flexibility will be the new standard.
- 2) YL: The bachelor education will require students to come back to campus.
- 3) GH: The master education will generally require students to return to campus. There might be online

components, but no programme can be followed exclusively online. However, the final decision on which elements of a course will take place online and which on campus lies with each instructor.

- 4) VM: Being back on campus is good because some parts of the study, for instance brainstorming on group work, is difficult in an online environment.
- 5) EMT: RSM should incentivize physical attendance on Campus but also enable students who can't come to the university to follow their master programme.
- 6) KK: RSM should consider which high quality education they want to offer. Students will then choose the programme that best suits their situation.
- 7) FW: The best way to provide high quality education is teaching on campus.
- 8) MS: When considering high quality education, RSM should also consider that education should remain accessible to all.

7. SR PAC and MSc PC manuals – Lilian Paardekooper

Not discussed due to absence SR representative

8. Closing remarks

MS would like to thank all the committee members for their contribution to the committee over the past year.

9. Action points

What	When	Who
MS will write a letter of consent regarding the EC changes in the MSc GBS programme	Before 13 July	Maciej Szymanowski
MSc will write a letter of consent for the Competency Framework	Before 13 July	Maciej Szymanowski
MS will write a letter of consent about the TER	Before 13 July	Maciej Szymanowski
The final output of the subcommittees should be completed and shared	Before 13 July	All Subcommittees

Next meetings:

Will be scheduled and published in late August