Minutes MSc PC – 21 March 2023

Hybrid meeting via Teams and in T3-42 10:00–12:00 hours

Present	Absent
MS: Maciej Szymanowski (Chair, MM, BAM)	MLP: Michal Pilch (BIM)
AL: Annelie van der Leelie (Minutes)	SZ: Solomon Zori (MScBA AFM)
EB: Emanuel Ubert (SM)	JA: Jorrit Alkema (HRM)
YL: Yu Liu (SE)	AM: Alla Molibog (HRM)
GB: Guido Berens (GBS)	AS: Ad Scheepers (PM)
RG: Rob Geurts (MScBA BAM)	PBT: Pedro Barbosa Tinnemans (MBI)
BES: Baris Eren Sezer (MM)	PBC: Philipp Cornelius (BIM)
JU: Jule Ulrych (MScBA MIM)	WV: Wim van Vliet (MScBA P-MIM)
KK: Korcan Kavusan (MscBA MIM)	SV: Stefan Vuksa (FI)
RSV: Romee Servant Volquin (SE)	HPW: Han Pei Wu (SCM)
EV: Eric Vaupel (MScBA AFM)	CS: Claus Schmitt (FI)
GH: Gabi Helfert (PM)	MP: Morteza Pourakbar (SCM)
SO: Sam Oor (MI)	(MScBA P-MIM)
MIP: Malgorzata Iwanczuk – Prost (MI, MBI)	Guests
JS: Jonas Schmidt (GBS)	JM: Joris Meijaard (Academic Director MSc SE)
NE: Nico Eymael (SM)	LJ: Luca de Jong (FC Chair)

1. Opening and announcements
The chair welcomes everybody present.

2. Approval of minutes from MSc PC meeting 21 February 2023—see attachment.
The minutes were approved.

3. SE Programme Revision – Joris Meijaard
JM presented the SE Revision proposal to the MSc PC.
1) The Strategic Entrepreneurship master a) Is a 1-year 60 ECTS programme in Business Administration, b) Prepares students for an entrepreneurial career within an existing organisation and/or for a starting a new business with their own entrepreneurial team, c) Takes students on an intensive experimental learning journey filled with multiple rounds of entrepreneurial experience self-reflection and self-efficacy and d) Delivers graduates who are competent in new venture development, who can think outside the box and who make appropriate decisions given the entrepreneurial managerial and social context.
2) The current curriculum consists of a) Four core courses (Opportunity creation, Validation and Pivoting, Start-up and Growth, Corporate Entrepreneurship) with a clear narrative related to the entrepreneurial process, b) Three electives and c) A researched-based master thesis.
3) Students are critical of the current curriculum because they a) Can't apply the learning material during the curriculum to their own business, b) Can't work on their own business idea during the curriculum, c) Struggle with the balance between the study and their own business which may lead to study delays and d) Think a researched-based thesis add less value to their career situation.
4) Based on the criticisms, the department would like to optimize the programme so that a) Engaged students who are committed to their learning journey and that they are happy about their study. To improve student engagement, the department would like to work with the competency framework where students develop in the following six roles: Expert Strategic Entrepreneur, Critical Thinker, Positive Impact Agent, Collaborator,

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Communicator, and Leader, b) Students are satisfied after graduation and they are great entrepreneurial inspiration to each other c) Employees are satisfied about the alumni and that alumni can establish successful ventures and d) Teachers are proud of their jobs accomplishment of the graduates.

5) To achieve the revision the department would like to work with a two-step approach. For 2023-2024 they want to pilot the changes with a) A reflective track for students focused on competency development, b) A reflective participant-observer new venture thesis, c) The FBF-environment collecting competency development for students that opt into the above pilot and d) Any steps towards competency-based education that already make sense within each course. In 2024-2025, follow-up on integrated competency-based learning. The department is currently preparing this by a) Starting to integrate competency-based learning into all their thinking about education, b) Learning from the pilots and having the infrastructure in place to shift in 2024-2025 or c) Doing an additional pilot if the midterm evaluation is negative.

6) In the intended curriculum 2024-2025 a) Alongside the core courses and the electives, students follow the Reflection and Personal Competency track where they build a portfolio with information about the applications which they have learned related to their personal competency development and b) Students can opt for a venture thesis or a research thesis.

7) For the entire process the programme uses these key elements, a) Develop and Execute reflection pilot course, b) Develop and execute new venture thesis pilot, c) Setup and learn from experiment and evaluation, d) Develop and pilot reflection and self-discovery infrastructure, e) Develop ecosystem for partner coaches and mentors and f) Optimize assessment structure.

8) This process involves the teachers, LIT, project manager, CITO and FBF.

9) JM asks for approval for the first phase of the proposal, the pilot in 2023-2024.

Comments of the Committee:

1) GB asks whether students can do internships in the new MSc SE programme.
   JM: There are two kind of internships a) Students who have their own business can work on their business with people from outside RSM or b) Students can be part of start-ups in the ecosystem which are close to the market thus students can help to development the business.

2) MS: It would be better to teach students how to organise themselves in terms of project management, as this experience of learning by doing, making mistakes will help students know how to implement a self-reflection at a later stage of their studies.

3) NE is in favour of the venture thesis as an important element for programmes where students will immediately apply their knowledge in practice.

The proposed SE revision is unanimously accepted by the Committee. MS will write a letter of consent.

4. Perusals – Luca de Jong

LJ informed the Committee about the FC's perusal proposal.

1) The proposal is to change the perusal time of exams in the ANS system, from the common (currently there is no minimum perusal time) 2 to 3 hours per perusal to 24 hours per perusal.

2) The reason for the change is that the current perusal time of 2 hours is too short resulting in a) Students being too rushed to review the exam, b) They don't have time for the perusal or forget it and c) Students having to respond too quickly which often leads negative comments. Therefore, it would be better to extend the perusal time as this would give students sufficient time to review the exam, learn from it, and formulate an appropriate comment.

Comments of the Committee:

1) NE is favour of the proposal because perusals are often only announced a week in advance. Students are likely to already have commitments at the time of the perusal. In addition, it takes time to learn from your exam mistakes.

2) YL is positive about the proposal due to the students' concerns. She states that there are other ways to protect

the content of the exam than shortening the time frame of review.
3) MIP is in favour of extending the perusal time of ANS exams to 24 hours, as students should have more time to reflect on the exam. This is possible because the perusal is conducted on an online platform. However, it would be better to give teachers more re-grading time because they receive more questions from students.

The Programme Committee in a vote has one member who abstained and thirteen members who voted in favour of the proposal. MS will write a letter of recommendation.

5. Discussing the progress of the PC subcommittees

1) There is no update from the Open Education Subcommittee. However, next time they can present a final draft document.
2) There is no update from the Onboarding Faculty Subcommittee. However, they can write an output document with recommendation about the onboarding process for faculty.
3) The Diversity Inclusion Subcommittee would like to invite Associate Dean of Inclusion Inga Hoever to the next PC meeting to get an update on the current state of diversity at the university. In addition, the subcommittee noted that there is a gap of dialogue about diversity between students and the university. For example, more western case studies are used in education than non-western and male guest lecturers are often invited than female guest lectures. MS asks the sub-committee to prepare their questions in a more precise way and submit them to Dr Hoever ahead of the meeting so she can prepare.
4) The Course Evaluation Subcommittee indicated that a) There are differences between teachers and between programmes on how they receive feedback. For instance, some professors don't have contact with students about feedback or course evaluations while other teachers schedule a midterm session to discuss them, b) The course evaluations couldn't be used as a feedback instrument, but more as a control mechanism, c) Students should be more aware that their feedback can improve education. However, students feel more engaged in the evaluations if they feel they have something to gain from it, and d) Compared to the paper course evaluations, the response rate for the online course evaluations decreased. The next steps of the Course Evaluation Subcommittee are a) To create a manual for teachers with information about how to get feedback and how to use it, b) To learn LIT's opinion on the course evaluations and c) to create a questionnaire for employees and students to get information about how students get motivated to fill in the survey and how the feedback is perceived.
5) The Thesis Subcommittee conducted a questionnaire among SE students with the following result a) Most students prefer a venture thesis instead of the research thesis because it better fits their future and b) Students would like to have better collaboration and communication with the thesis supervisors on finding a co-reader because there are many differences. Some students get support from their supervisors in finding a co-reader and others have to find a co-reader themselves which creates unfairness. Therefore, the subcommittee would like to work on an output document which contains a) A list of topics that go wrong in thesis process, b) A list of co-readers thus it becomes easier to find one and c) Guidelines with information about how to create fairness in the thesis process.
6) There's no update from the Programmatic Relevant Assessment Subcommittee.
7) There's no update from the HOKA Subcommittee.

Comments of the Committee:
Onboarding Faculty Subcommittee
1) MS: It would be useful to create a document for the department heads and new faculty with information about which RSM department (HR, PM, own department) handles which part of the faculty onboarding process. In addition, it would be better to update this document every year thus for example the links still work or the contact details are still up to date in the document.
Diversity & Inclusion Subcommittee
2) GH: The RSM Steering Committee IDEA would like to establish a communication platform where students can discuss IDEA topics with the IDEA committee. Therefore, a student assistant has been hired to discuss with the

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SR and the Diversity & Inclusion Committee how the platform should look like.
3) MS: It would be good if the IDEA Committee invited people once a year to discuss the practice of diversity and inclusion as well as any shortcomings.
4) RG noted that female teachers receive more inconsiderate student feedback compared to male teachers. This should be considered in course evaluations because they are important for the teacher's career and female teachers might get worse results than male teachers.

Course Evaluation Subcommittee
5) MS: The problem is that the questionnaire will have a biased response rate as selected people will participate in the survey and the subcommittee is limited to the questions. Therefore, it would be better to implement the questionnaire in the last session of the class.
6) JS: Many students participate in course evaluations when something negative has happened. Therefore, the result of evaluations is often negative, which is bad for the teacher's career.
7) RG: Lecturers have heard from graduates that there are courses which they experienced negatively as students but appreciate as alumni because this knowledge is important in practice.
8) GH: In Marketing Management, programme management is currently conducting a pilot where the surveys in the electives are split into two: A survey about teaching, and a survey about the exam. The survey about teaching can be completed during the last session in class, the one about the exam contains only the exam question and is available after the exam. We will evaluate this pilot, but we also need to keep the number of surveys manageable, as each survey, no matter how few questions, means additional workload for programme management, and we have a large number of courses to cover.
9) MS: It would be better to simplify the output for the subcommittee as the ideas are too big for the time left.

6. Closing remarks

7. Action points

What	When	Who
MS will write a letter of consent about the MSc SE Revision	By April	Maciej Szymanowski
MS will write a letter of recommendation about the perusals	By April	Maciej Szymanowski
The Diversity and Inclusion subcommittee will prepare questions for Associate Dean of Diversity & Inclusion Inga Hoever to discuss in the next PC meeting and send them to AL	By 11 April	Pedro Barbosa Tinnemans Jule Ulrych Eric Vaupel
AL will invite the Associate Dean of Diversity & Inclusion Inga Hoever to the next PC meeting.	By April	Annelie van der Leelie
AL will update the Subcommittee overview	By April	Annelie van der Leelie

Next meetings:
18-Apr-23, 10.00h
30-May-23, 10.00h
27-Jun-23, 10.00h

RSM Erasmus