

Minutes MSc PC – 18 April 2024

Online meeting via Teams and T3-42; 09:30–11:30 hours

Present	Absent
AL: Annelie van der Leelie (Minutes)	SZ: Solomon Zori (MScBA AFM)
MS: Maciej Szymanowski (Chair, MM, BAM)	AS: Ad Scheepers (PM)
CS: Claus Schmitt (FI)	KB: Kathrin Borner (MI, MBI)
SML: Sofia Murell Lema (Team Lead MSc PM)	LL: Larissa de Liedekerke (MSc MBI)
AN: Anna Nikulina (SCM)	KK: Korcan Kavusan (MscBA MIM)
MC: Marta Cazzamalli (POC)	NN: Nargiz Najaf (BIM)
PBC: Philipp Cornelius (BIM)	(MScBA pMiM)
SET: Shinouk Ettema (MScBA P-MIM)	MAS: Maartje Schouten (POC)
NZ: Nadine Ziegengeist (FI)	
IH: Ian Hermes (MScBA MiM)	
FH: Felicitas Huffer (SM)	
BS: Bianca Stoiciu (MI)	
KR: Kristupas Radzvila (SCM)	
EB: Emanuel Ubert (SM)	
TC: Teodora Comanescu (GBS)	
DB: Daiana Botezatu (MScBA AFM)	
GB: Guido Berens (GBS)	
YL: Yu Liu (SE)	
FM: Felix Mayer (SE)	Guests
MK: Michelle Kossoi (MM)	AK: Annemarie Kersten (Cluster Lead/ Director of Academic Services)
BB: Bas Bogers (MScBA BAM)	AB: Alexander Baanen (Project Manager Quality & Innovation)

1. Opening and announcements

The chair welcomes everybody present.

2. Approval of minutes from MSc PC meeting 21 March 2024 – see attachment.

GB: The sentence *SML wonders whether the workload for the optional Your Future Career course will increase as the study load of the course is equal to 1 EC* should be changed to *SML wonders whether the workload for the MSc BA AFM master programme will increase as the study load of the optional Your Future Career course is equal to 1 EC*.

3. Discussion on HOKA report – Alexander Baanen

AB informed the Committee about the HOKA report 2023.

- 1) For the master educations, the following HOKA projects were worked on a) MSc 1 Mission, b) MSc 3 Research Resource Platform, c) MSc 4 Small-Scale Intensive Education and d) MSc 5 Assessment of Teaching Quality.
- 2) MSc 1 Mission: From 2021, RSM would like to focus more on the structural integration of the mission in the programmes instead of the bottom-up approach as before 2021 because many efforts such as implementation of the mission in the SDG's had already been done. Therefore, in 2022, data driven tools (the curriculum map tool and the assurance learning tool) were developed to see in relation to the mission what is

taught, how is it taught and when the topic is taught. By 2023, these tools have been optimised and are updated throughout the year by the RSM One Project education coordinators. In addition, a self-help guide for evaluating and (re)formulating programme ILOs has been developed and distributed in 2023. This will give the MSc programmes the incentive and tools to (structurally) align the programme ILOs with the RSM mission, vision and educational strategy.

- 3) MSc 2 Onboarding: The onboarding project was mostly concluded in 2022 and maintained by MSc Programme Management in 2023. In addition, the HOKA Project Team reports on the data.
- 4) MSc 3 Research Resource Platform: This project was initiated in 2021 and launched as a pilot in 2022-2023. The pilot has been extended and currently the platform and its services are being optimised. Last year, the research education platform was used in the MSc (BA) MM, MI, POC and MIM programmes. Once the platform is optimised, it will be introduced in other master programmes. Moreover, new modules have been added to the platform over the past year, such as research integrity, data analyses research questions formulation, literature review and Module Zero. Module Zero helps students go through the thesis trajectory. Furthermore, to improve the platform's service, an ambassador programme has been established where students could quickly contact a student assistant when they have questions.
- 5) MSc 4 Small-Scale Intensive Education: This project focuses on structural impact in the programmes. Regarding the impact of the mission project, many related initiatives have already been done. For instance, the mission is already visible in the ILOs and courses. However, for the topic assessment, there is an imbalance as some programmes have too many assessments and in other programmes there is a discrepancy between summative and formative assessments. Therefore, in 2023, LIT has been asked to implement an analysis of all programmes based on the data driven tools thus all Academic Directors could be informed about a) What the current landscape of the assessments look like, b) What the issues are and c) How the issues could be solved in the master programmes.
- 6) MSc 5 Assessment of Teaching Quality: The aim of the project was to get a better understanding of how teachers perform beyond the student satisfaction score, as that isn't always a good representation due to low response rate and a one-dimensional response. Therefore, different methods of assessing teachers' performance are being explored, for example, peer-review and expert assessment. In 2022, there was a pilot and these results should be passed on to the Executive Board as these methods can then be implemented.

Comments of the Committee:

- 1) MS: The mission example of the HOKA report indicates that each role is for each ILO but this isn't how ILOs are organised in the master programmes.
- 2) From the MSc PC perspective, MS wonders how the HOKA report will provide information to students about the structure of what and how they learn during the master because students would like to know the narrative of their education because then they know what they are working on.
AB: Informing students is part of MSc 4 Small-Scale Intensive Education the Scope Education project. This project communicates the structure of the programme to stakeholders, students and new employees and explains how different roles, competences and skills are developed. This narrative is important because with the e-portfolio, students work on their competences and skills at an individual level and knowing the structure of the programme makes it is easier for them to work on the e-portfolio.
- 3) SML wonders whether some SDGs aren't in the data because this is required.
AB: It's unclear why this happened but this is being investigated and also how all SDGs could be a part of the data next time.
- 4) SML wonders whether monitoring of the SDGs and the connection to ILOs will continue if HOKA projects stop in the future.
AB: If HOKA stops, the projects will continue.
- 5) MS would like to publicise the platform more but it's difficult. Therefore, he suggested that PC members introduce the platform in their masters. In addition, he indicated that the Committee could suggest writing an

- advice letter to Dean for introducing the platform in RSM's master programmes.
- 6) FH: It would be better to publicise the platform more because it's unknown to students.
 - 7) MS: To raise awareness about the platform, it would be better to inform PC members about it during the September MSc PC meeting or organise an online presentation about the platform for the new students.
 - 8) CS: It would be better to remind people at the beginning of the academic year that there is a new Canvas page every year.
 - 9) EB: For MSc 4 reducing classes may be a nice structural idea but the only thing that helps is more personnel.

4. TER 2024-2025 – Eveline Jansen, Annemarie Kersten

AK updated the Committee on the TER.

- 1) This year, the changes to the TER are minimal. The changes concern text details or minor elements in the programmes.
- 2) Article 4.1. and 5.3. have been updated.
- 3) Due to the suggestion of the FC, efforts have been made to align the BA/IBA TER and the master TER as much as possible.

Comments of the Committee:

- 1) CS: Currently, the post-exam procedure consists of a) Publishing the exam and answer models, b) Organising a debriefing and a perusal and c) Answering students' questions about the exam. To improve this process, it would be better to publish the exam and answer model according to the RSM rules but for the debriefing and perusal sessions to be organised by teachers at their own discretion.
- 2) CS: If students go for a resit with a sufficient, it affects the internal organisation of resits because as it costs a lot of time and money.
- 3) CS: The eight-hours perusal time is too long, as students have all the time they need to check the answers. This has created a system where students are more likely to discuss with teachers about the answers to get a higher grade. To prevent this, teachers are going to change the exam design from qualitative to quantitative exams.
- 4) CS: It would be better if the TER focuses more on how many resources RSM uses for what, as this will increase the quality of education.
- 5) AN: The eight-hours perusals have increased the workload for teachers. Therefore, it would be better if teachers can schedule perusals taking into account that the perusal doesn't overlap with other courses thus students can attend the perusal.
- 6) AN: Article 5.1. indicates that teachers have 20 working days to grade assessments but Article 5.3. adds that the perusal should take place within these 20 working days, which is undoable for teachers. Therefore, it would be better to schedule the perusal after the grade assessment is published.
- 7) AN: It would be useful for teachers, to receive a list of the changes made to the TER, because in such a large document, the changes are difficult to find unless you read the TER thoroughly.
- 8) FH: It isn't good to offer students too many exam reviews. It would be better if students think the grade is unfair, that they should make more effort to discuss the issue with the teacher, with a more realistic chance of specific feedback and grade adaptations.
- 9) AK: If the BSc and MSc PCs are dissatisfied with the perusal timeframe, it would be better to start the discussion with the FC as they have the right to approval on this topic in the TER.
- 10) FM: Discussions with students about exams will also decrease if they receive specific feedback on the exams.
- 11) PBC disagrees on Article 4.1.2. the change in the improvement options for small (20%) assignments because
 - a) Students prefer small assessments because it allows them to show what they have learnt per assessment and it reduces students stakes,
 - b) There is no point in giving an improvement assessment for assignments that count 20% because the other small assignments are the improvement options,
 - c) It's too expensive to create an improvement option for every assignment,
 - d) Teachers workload will increase and
 - e) The quality of

education will be reduced.

MS: There are courses where students receive a final grade for the various 20% assignments afterwards and then fail. These students can use the improvement option.

PBC's comment is about courses where students are graded for every 20% assignment.

12) EB: RSM should be careful with the resits conditions because students will strategically use the conditions to, for example, not study for the first exam because they can take the resit.

13) GB: Article 4.1.3. indicates that teachers could set a minimum grade to enter the improvement option but no maximum grade. This is detrimental for teachers who don't want students with a high grade to participate in the resit.

AK: Teachers could set a cap on the maximum grade of the improvement option.

MS wonders whether a cap on the improvement option is fair because if teachers only want students with an insufficient grade to have access to the improvement option, these students would never be able to achieve a grade higher than a 5.5.

5. Questions from the PC about the Alumni office

PC members discussed questions they would like to ask Director Alumni Relations Sue Martin about the Alumni Office and the connection between current students and alumni.

- 1) MS: What more could be done to promote the Mentor Me platform and other activities of the Alumni Office to current students?
- 2) MS: How could the MSc PC help promote alumni office activities among students?
- 3) CS: An alumni feedback channel could be good for RSM. Therefore, CS wonders a) If there is a feedback channel for alumni thus the school could understand the impact RSM has in the society, b) Is there a data collection on alumni feedback and c) How is the alumni feedback communicated internally within RSM?
- 4) CS: It should be important for alumni to build a relationship with RSM's faculty. Therefore, CS wonders how faculty could provide more incentives to alumni?
- 5) FH: Has the Alumni Office studied how other universities use alumni relations. By doing so, RSM may be able to improve its alumni relations.
- 6) MS, FH: It would be a good idea to establish an alumni 3 tier system in which a) Group 1 will be alumni who are very interested in collaborating with RSM, b) Group 2 will be alumni who would like to participate in alumni activities with students and c) Group 3 will consist of the majority of alumni who have almost no connection with the school. The tier system is important because otherwise, there might be too many alumni who want to build a close connection with the school, making the system ineffective.

6. Update from the PC subcommittees

- 1) The AI in Education Subcommittee has shared the document with people from RSM. There will be a meeting with people from RSM to see whether the report should have some updating.
- 2) The Course Evaluation Subcommittee will have a meeting with people involved in the course evaluations.
- 3) The Diversity and Social Safety Subcommittee focuses on social sustainability and has designed a social inclusion checklist. They will send the draft report to people they collaborated with to see if they have any feedback on the document. After this update, the subcommittee will finalise the report and present it to the Committee during the next meeting.
- 4) The Open Education Subcommittee report is finished. It will be shared with the Committee and they are asking for feedback from the committee members.
- 5) The Career Preparation Subcommittee is finalising the final document. The main topics are the Mentor Me Platform and Your Future Career course. When the documents are shared with the Committee, the subcommittee would like to receive feedback.

7. Closing remarks

8. Action points

What	When	Who

Next meetings:

16-May-24, 09.30h

13-Jun-24, 09.30h