

226th FC external meeting

Thursday April 8th 2021, 10:00 AM – 11:00 AM, Online via Zoom

FC members	Guests	EB
Jacomijn Klitsie (JK) (C)	Willem Koolhaas (WK)	Ansgar Richter (AR)
Mohammad Ansarin (MA) (VC)	Ad Scheepers (AS)	Peter Roosenboom (PR)
Silvija Prancane-Verhoef (SPV)		
Helen Gubby (HG)		
Marja Flory (MF)		
Tristan Davanzo (TD)		
Mathilde de Jonge (MdJ)		
Keisha Mathews (KM)		
Malin Holm (MH)		
Younes Assou (YA) (VC)		

Secretary to the Faculty Council: Rixt Baerveldt

1. Opening

2. Agenda

3. Announcements

Roadmap questions

JK: We received the response to the question about the roadmap. If it is ok with you, I would like to briefly discuss some questions we had. We are happy that some numbers were provided. We had some questions about the EU and non-EU students. There were a couple of tables in which the numbers for the MSc students were adjusted in the different scenarios and the bachelor students were kept constant. Is there a specific reason for that? AR: I do not have this right in front of me. Do you mean the international students? Overall, we see an increasing bachelor growth. The number of international students has been declined. We want to keep it on the same level, rather than grow. If we keep the number, the proportion will decline. JK: Alright thanks for clarifying.

JK: You have now included some part-time PHD students. Most likely, the funding for the PHD comes from the companies. We would like to make sure that there is no influence of the companies in the PHD. That is a general concern, we have made some provision to make sure that there is no undue influence. AR: The criteria for the PHD are the same as for the full-time PHD program. I do not think that there is much of a problem there. If you look at who has done the part-time PHD, they are not necessarily driven by corporate influences. Should we provide an overview of the provisions that are in place? JK: Yes, that would be helpful.

JK: We were wondering about the height of the fee. Does it not counter the idea of education for everyone? And have you provided some kind of support for people that want to join the part-time PHD without having this backup. AR: We have not considered this yet. PR: In some cases, tuition fees are waived or lower. We can also compile this overview for you. JK: That would be great.

JK: The RSM BV income has not been quantified. We were wondering if these are steady. AR: Income is really

what we can expect if you look at the current situation. We are also going to run a project on the value transfer between RSM BV and the RSM faculty. There is no reason why executive education should not make financial contribution. They are able to do this. If that is not the case at the moment, that is partly to do with the dividends in past years. We have even received a dividend in 2020. We are able to generate dividend income from RSM BV. I do not see a reason that it would change going forward. I almost see it being unethical if they did not. It will help generate a surplus to put in education activities.

MA: You mention that it is not because of corporate interest. What interest do they have to pay thousands of people for their people to do a PHD? There are people that have done a corporate career and want to move in a different part of their career. Some people pay it themselves too. Companies see this as a way to invest in continuous education, in other situations companies invest in an MBA or executive MBA program. They see it as a way of keeping the commitment of their employees. I think that is the primary reason. I do not see any situations where companies want to see a particular result out of a specific research. AR: That is a good point.

MF: Is it possible for a full-time professor to take on a PHD candidate without sending him to our part-time program? Every professor can take any candidate they want, is it possible to take on a candidate that is not involved in the part-time program? AR: I do not really get it. They are part-time and full-time. We have limited capacity, but these are the options that are available. MF: A couple of years ago it was still possible to supervise a PHD candidate that was not in any program. I remember someone that wanted to do a PHD. The professor said that he wanted to take her on, but only if she was going to the part-time program. AR: If a professor wants to do this, the student needs to be enrolled.

4. Follow-up to-do list 225th meeting

5. Approval Minutes 225th meeting

Minutes have been approved.

6. Assessment of Teaching Quality

AS has joined the meeting to discuss this point and has done a presentation.

JK: Some things that seemed to be planned in the evaluation may already be used? Is it already being used, or will you ask for formal advice from us? AS: They have not changed yet, and we have done some testing. We have not used it at all. Only information from student evaluation was used and if it is implemented, we will start using it. Seeing that we have so many teachers in the program, we cannot observe every teacher every year. We have thought of doing an observation every three years. If it is a tenure tracker, it might be helpful to do it more often.

JK: We also were wondering about the costs of this. If you hire someone, it might be costly. It seems that it is something that we as a FC should have a full briefing on before it will be implemented. AS: That is also the plan. There is room to consult and ask advice. That will be during the second try-out phase in the fall. We want to consult the second controller as it might be costly. That is also why we spread the observations to once in three years. The budget from the HOKA project was not enough, which was one of the reasons why we postponed it. The costs mainly go to employing experts to observe. Peer-review should not cost a lot of money. It is not clear where the coordinator would be placed. It needs careful consideration in this whole process. JK: That is good to know.

MF: You said that you are relying on HOKA money, but you said it was going to be an HR instrument. It has to do more with HR, instead of quality of teaching. How can you use HOKA for that? The HOKA money is meant to help students to get better education. If we spent HOKA money on a coordinator, is that the right way? AS: What is also in our project plan, is that if we implement the tracks, it is also the goal to make improvements in

course delivery. That is the second goal of the whole project. If you have information on how teaching is done, we also have information on what to improve. If we have the advice from the experts and the peers, we also can see what instruments and facilities we have to make this possible.

MF: I am not against the peer-review, but it increases workload. Are we going to get paid for it or not? It is difficult to review your peer. AS: We wanted to see how much time it would take, and what we found is that an observation is a one-on-one observation. If you do that once in three years, it would take around 2 hours per three years. MF: I do not agree with that, there is much more work. AS: They found that they could do that in two hours. It helps that we have observation forms. One risk in the system, it should be accepted by all teaching faculty. It is a rightful concern. JK: We welcome the fact that the assessment is broader. The workload and also the potential for uncomfortable situations with conflicts worries us a bit.

JK: We are very happy that our members are involved in the process and it has been noted that we would need to see the full specifics for approval, when you get there.

7. Strategy

WK has joined the meeting to discuss the topic. AR has introduced the topic.

AR: The strategy is the result of two years of work. It started before I joined RSM. It has been a really inclusive process and that has translated to the content of the proposal. We have talked with lots of stakeholders, both internal and external. We have done formal interviews with the CVB of the university. The strategy is very comprehensive that are pillars of the strategy. There are a number of dimensions that were not represented in the former strategy. We have new strategies opportunities. It really recognises the needs of our internal stakeholders, such as work pressure. We have an internal and external perspective that are combined in the strategy. I can also promise that the implementation process will be equally inclusive.

WH: I would like to add that in the discussion with the advisory board, we got some strong advice to not see this as the end-result of the strategy. For the years to come, we need to engage in discussion and ask for feedback, to make sure that the engagement of stakeholders is continued. We take that to heart.

JK: We have a few questions about the document. What is the crossmatch with the roadmap documentation and the strategy document? AR: The activity analysis has been parallel but interconnected. The focus of the activity analysis is to get us a financial pillar. What you are seeing, is that we are already doing a lot of engagement, but we have not found a good way of monetizing our engagement activities. That is an example of where the strategy and the activity analysis generate the resources to do this engagement work. There are lots of places where I see clear interconnections. Strategy is developed as an internal asset, as the strategy needs to be owned by us. JK: At some points, we lost the ambition for efficiency that we have seen in the activity analysis. It is good to see that the consultants were onboard with the strategy.

JK: You are worried about the differentiating factor of the RSM culture. The differentiated culture from digital types of business schools, is that solved in this strategy? AR: There are 18.000 business schools, and it is a competitive area. If you look at any particular indicator, you will find some relevant competitors. The thing that characterized RSM is the unique combinations of these things. We are a large-scale school that is part of a public university but has top-tier MBA and executive MBA programs. The unique combination makes us distinct. JK: Especially the competition of the online business schools. What is the priority of the online programs? AR: One thing we have learned about these programs, is that we should at this point we should offer these programs as private programs for legal reasons. As a result of this, we are now pushing this development as part of the portfolio of RSM BV. It will involve colleagues of RSM, but as a legal entity we will use RSM BV to implement and run these programs. This will be done under this strategy. It would be nice if you would also be aware of that strategy.

JK: You end the slide-deck with a slide that says that you are moving to concrete project. The indicators of these slide you are already doing, and some are goals. Do you have a clear indication on where there are more ambitions than current performance? AR: There are some ambitions where we are going beyond. We have had lots of discussions on how specific we should be. This strategy is significantly more specific than a lot of strategies are. If you are asking for some specific examples, I have already mentioned the MBA programs which need a lot of catch-up to do. Also, if you look at market position, we need to regain some ground there. We have already achieved this in research. There is lots of work to do in our internal structures, such as diversity. These are just some examples. There is far more work to be done on the engagement. Those projects are at an early stage and will dominate our work in the coming year. WK: The relationships with companies and alumni in the area shows a lot of potential. We have a lot of alumni in leadership positions. An important part of the strategy is to develop that potential with these people. We should involve them more. JK: This will be discussed in the next steps to be taken? WK: Absolutely.

AR: Can I get a response as to whether you find this exciting. MA: No, I do not find much difference to what we were discussing last year. Except for the part of the consultants. WK: Do you think that is a bad thing? For me, it would be a good thing that we are on the right way. MA: I care a lot about the quality of what we do. I could not find anything in the document that makes me feel like we are going to increase that quality directly. MF: I do not find it very exciting either, but that is about the process. We have such good consultants in-house. It would be nice if some of those professors would have come together and talked with other employees and show that we could do this internally. JK: They were in the working group. MA: It is usually the full-time PHDs that excel. AR: The emphasis here is on proportion. If you look at the doctoral studies, they are already joining great institutions. It would be nice to have some of the other leading business school among those destinations. In some sense it is not quite true that we are reducing the number of PHD students. We are reducing the number of students that are financed from the first money-stream income. We are distributing the same money over a longer time. We are investing massive amount of money into our PHD students. We are putting an additional emphasis on quality, that is the overall objective. Do you see the number of PHD graduates growing in the next 10 years? AR: In the full-time program it will probably be the same. For the years to come, there is a big throughflow of PHD students, and it is our responsibility to make sure they have successful careers in institutions.

8. Any other business

9. Closing

To do before next meeting	Person responsible	Progress
Send overview of provisions of part-time PHD	AR, PR	
Send and overview of tuitions being waived or lowered in part-time PHD	AR, PR	