IM Programme Committee Meeting

11 November 2022, 9:00- 10:30, MS Teams, Mandeville T5-40

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| Members present: | Programme Management: |
| * Helge Klapper, faculty IM PC member, chair (HK)
* Brian Pinkham, Faculty PC member (BP)
* Meir Shemla, faculty IM PC member (MShe)
* Zwenneken Harbers, student IM PC member (ZH)
* Olena Krynina, student IM PC member (OK)
* David Kraandijk, student IM PC member (DK)
 | * Rene Olie, Academic Director, IM/CEMS (RO)
* Gabi Helfert, Executive Director MSc Programmes (GH)
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| Absent: |  |
| * Carla Dirks-van den Broek, Secretary Examination Board RSM (CD)
* Gina Kim, Programme Manager, IM/CEMS (GK)
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## Opening & announcements

## Agenda:

## Courses

**International Strategy**

* RO: suggests splitting class in morning and afternoon session for better participation.
	+ BP: 65 students is typically not an issue in a case-based class, but students are commenting on the competitive pressure. In particular the fact that men often participate more vocally than women. Breaking up the classroom would create a more even playground. That would create more work for the teachers, however.
	+ An alternative is to change the format of the class altogether, to run it more like a workshop in MBA style; first sessions look at frameworks and theories that apply to internationalization, followed by a consultancy type project. Students would still work on a live case like they do now, but they would get more detailed personal coaching sessions.
		- DK: wonders whether this is similar to how the class was taught last year under Prof. Kleijn. Says that the risk of the format proposed by BP is that it repeats some theories that most students already encountered during their Bachelors. Says the consultancy idea sounds very interesting.
		- OK: says that she came from an economics background, so the theories were mostly new.
		- BP: currently, students are encouraged to go out and find a live case to work with. They work with a firm to find an issue to work on. Before, he tried a setup where he would provide a case, but students didn’t find that to be as interesting as finding their own case. That said, the risk of students having to find their own case is that it might take longer to find the case as well as the issues that the students can address. The positive is that presentations are really unique for each group.
		- Furthermore, the feedback received from students indicates that most students do learn new things even when theories are addressed in the course that students have encountered before. But of course, it’s something to keep in mind.
	+ ZH: with Global Leadership, the class was split up in two groups as well, and that really helped make the interaction easier. Speaking up in class is then easier. For the presentations, the whole class was together, this was a good format. Perhaps interesting for International Strategy?

**Supply Chain Management**

* RO: overall went well. Course was not really well advertised in the course description however. And currently it’s not a Hard Skills course anymore.

## IM/CEMS Faculty Day

* RO: there are things going on in the background at IM/CEMS: RSM has refocused its education strategy on educating students to become forces for positive change.
	+ Students (in this vision also called “learners”) distinguish themselves through a set of 6 competencies: expertise, positive impact agent, collaborator, communicator, leader, critical thinker. These have a lot of overlap with the 5 CEMS programme pillars.
		- Expertise: CEMS students are globally experienced management experts, which means that they are internationally educated as well as broadly educated (they are generalists more than specialists).
* Purpose of the Faculty Day
	+ Learning more about the IM/CEMS curriculum to understand the “bigger picture”
	+ Getting informed about colleagues in the programme and their courses
	+ Sharing best practices
	+ Discussing the pedagogical format and forms of assessment in classes
	+ Shaping a coherent narrative for the entire programme.
* Ultimate goal: end up in top 3 programmes in the CEMS network.
* Programme:
	+ Synergies between courses;
	+ Sharing best practices (what works for CEMS students, and how are they different from other students?;
	+ Heterogeneity between students;
	+ Grade distribution;
	+ Strengthening connections between Fall and Spring semseter students (CEMS is a lot about networking, this connection is lacking right now);
	+ The student journey;
	+ What is the couleur locale of CEMS at RSM? (what is our unique selling point?);
	+ Do courses build on each other?
* All staff and other people connected to CEMS are invited. RO indicates that the three students that are part of the IM PC (Zwenneken, Olena, and David) are also invited to take part in the Faculty Day.
* Location: off campus, probably in a hotel, will include dinner
* Responses:
	+ HK: love the idea, it is overdue. Would try to make it lightweight; focus on courses. If you want to mention something about the programme overall, make it as short as possible. Idea: huge board with post-it notes from teachers, and find connections between them. Or, a number of short presentations by teaching staff where they can explain shortly how they teach their courses.
	+ BP: most important to have conversation, because we (teaching staff) are all working in isolation currently. Also, trying to find more synergies between courses would be useful.
	+ DK: good that students are invited, will try to be present.
	+ ZH: agrees that it is a good idea to find synergies between courses, especially considering the nature of CEMS as a multidisciplinary programme.
	+ OK: appreciates the chance to talk to more of the teaching staff, to hear about the motivation for a number of teaching decisions
* HK: is there anything specific that the students would like to see discussed?
* (students remain silent, shake their heads)
* BP: feel like we also need to have clarity on whether we’re continuing to run hybrid classes or not. BP personal opinion: is not in favor of hybrid, even though some students may like it. Does not want to teach twice, and feels that it might be distracting for some people in class.
* RO: would like to have a private discussion with the three of you (the three students present) to discuss how they can contribute. Would also like to catch up with other students to understand their student journey, so we can improve on this.
	+ ZH: could invite student board representative as well?
	+ RO: agreed. Asks students whether they would be interested to be present at Faculty Day physically?
		- All three students indicate that that would be fine for them.
* BP: would also useful to have input from CEMS alumni.
	+ ZH: perhaps some first years as well?
	+ RO: will organize a moment to have a discussion with the three students, including the student board representative (Anas Soliman)

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