ROTTERDAM SCHOOL OF MANAGEMENT ERASMUS UNIVERSITY

RSM Erasmus University

FACULTY COUNCIL

MINUTES 119TH FC MEETING – 2 MARCH 2010

Attendees

FC Members	Guests	MT	Official Secretary
Guido Berens	Adri Meijdam	Steef van de Velde	Catheleyne Jurgens
Tom Mom	Stijn van Osselaer		
Zvezde Klingenberg	Ilan Oshri		
Susanne Dekker	Komeel Luth		
Mignon van Halderen			
Bernardo Lima			
Yuuki Peters			
Martine Schey			
Dewi Vermeulen			
Daniël Timmer			

1. Opening
Guido opens the 119th FC meeting and welcomes everyone.

2. Agenda
There are no questions or further points to be added to the agenda.

3. Minutes
The minutes are then approved without further remarks or amendments.

4. Announcements
The MT makes one announcement:
1. In the latest Financial Times ranking RSM climbs up one place.

The FC makes one announcement:
1. Students can apply for a position in the Faculty Council 2010-2011 from 8-18 March. The elections will be in May.

5. Interaction in BSc Programmes
The FC would like to have an open discussion on the possibilities of increasing the involvement of, and interaction with, students in the BSc programmes. According to the FC, one of the possible improvements that could be made in the BSc programmes is increasing and improving the use of case-based teaching. Therefore the FC invited Professor Van Osselaer who is very experienced with this method; Dr. I. Oshri who is responsible for RSM's Case Development Centre; Drs. J. van der Woude, who is responsible for the BScBA programme (unable to attend); and Drs. A. Meijdam who is responsible for the BScIBA programme.

Questions to Prof. Van Osselaer are: what is your experience with case-based teaching, and what are the pitfalls of case-based teaching, and in what way can the school facilitate case-based teaching?

Prof Van Osselaer is a proponent of case-based teaching but he mentions three things to keep in mind:
1. Avoid a system in which students argue about grades
   At the start of the course he is very clear that the grades are more subjective than for example with multiple choice questions. Students get a grade and feedback on their papers regarding what they

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can improve next time. Unless something is fundamentally incorrectly graded, there is no room for discussion.
2. The course process has to run smoothly which requires a lot of effort from the teacher;
3. Prof. Van Osselaer strives for new cases every year which requires time investment.

Other interactive teaching methods are possible in large groups even up to 1,000 students. A lot of weight is then on the students as well, e.g. not to chat in class. Besides using cases in his teaching, Prof. Van Osselaer gives bonus points for active student participation in class. For those who do not feel comfortable to speak up in such a large class, the alternative is to participate in lab studies.

Mignon wonders how she could learn to teach cases as this is not provided at RSM. Prof. Van Osselaer replies that overall it requires investment of time. He collected useful information from other collegues; asked seniors to discuss case slides; and nowadays he still gathers his information from talk shops, also with junior faculty.

Prof. Van Osselaer thinks the cheapest and most effective way is mentoring by senior faculty. He believes in co-teaching so two teachers join each other's courses and give feedback afterwards. Furthermore, he always makes notes after a course, what went well and what did not. The vice-Dean mentions that case-teaching courses and workshops are offered and networks exist.

Prof Van Osselaer adds two other issues he thinks RSM should focus on:
1. Bring in EUR research into class so really walk the talk of being a research based School. Take an abstract of a research paper, advance a proposition, and start a discussion with the students about the implications.
2. "Pride" should be brought into the School so students feel connected with the School which should result in "I Will give back".

Dr. Oshri, Director of the Case Development Centre, explains that the Centre produces teaching cases by converting the material faculty supplies. He thinks someone's personality is important to make cases successful in class. Furthermore, when students leave the class, they must have learned at least one thing out of a case. Dr. Oshri prefers to use short cases; present a real-life case by limited information in ½ - 1 page. The plus-point of such a mini-case is that it is easy to use in the middle of a lecture and give students 10 minutes to collect ideas and produce a practical, down-to-earth approach.

Another approach is to combine theory and a case in a slide presentation in which you pop-up parts of your story which leads to a full picture in the end. Furthermore, he recommends the use of simulation by which students have a real-life experience with results coming out. RSM could buy these simulations from specialised companies. Students can be asked for a small fee of €5.-, after all they have to buy text books and readers as well. This happens now on an individual level. Dr. Oshri recommends the School to focus more on practice-based cases which the Centre can support. Start with short/small cases which does not require a massive investment from teachers. Furthermore, create a mentoring system.

What is the role of programme managers in communicating interactive teaching methods?
Main objective of PM is to make students active in class during the whole semester. Therefore PM supports initiatives of teachers such as interactive learning and incentives for students, by which this goal will be achieved. PM is willing to pay more for alternatives e.g. cases, than the automatic mechanism of plenary lectures. The students emphasize that webcasts are very useful especially supplementary to plenary

lectures. This provides them with the opportunity to look back in order to properly prepare for exams. Prof. Van Osselaer wonders if there is a difference in failure/ pass rates since the introduction of webcasts. Mignon remarks that student evaluations play an important role in Tenure Track evaluation and she wonders if case-based teaching is evaluated as well in the system. Prof. Van Osselaer affirms that case-writing is positively evaluated by the PMT Committee in light of teaching quality. The emotion-driven factor of student evaluation is mentioned; in MBA programmes this is less so while there is more bonding between students and lecturer. Students should be more aware of the impact of this tool. Adri Meijdam mentions that they started to work with a new system. Students of the Student Representative Association (SR) go to each course and have to write several reports including a mid-term review in the middle of the course. Programme Management is only interested in overall large numbers to check that the content and quality are sufficiently high. Adri thinks the SR publishes these reports on their website. Prof. Van Osselaer mentions that these reports should also be available to the PMT Committee. He adds that besides research, academic staff should also compete in teaching while avoiding the stand-up comedian factor.

6. Any other business
Yuuki wonders how he can use the alumni network to get in contact with companies. RSM does not want their alumni overwhelmed with emails from students so a list with contact information is not feasible. Within the IBA programme there is more connection so the network works better. For the BA Programme they are working to improve this. For example, PM is now working on an (alumni) event for the 40th anniversary on 9 October.

No further items to be discussed.

7. Closure
Frank closes the meeting at 12.30 hrs.

Next FC meeting 6 April 2010 10.30 am in T03-42.

To do before the next meeting

Agenda Point	Task	Person Responsible
5	Writing a letter of advice on interactive learning in lectures	Guido, Dewi, Mignon, Martine and Yuuki
-	Prepare 'Research Impact' as topic for the next FC meeting	Guido and Tom