

# RSM Master Programme Committee

## Annual report 2023/2024

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# Annual Report MSc PC 2023/ 2024

*MSc Programme Committee, Rotterdam School of Management, Erasmus University | August 2024*

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## RSM MSc Programme Committee

Programme committees (in Dutch *opleidingscommissies*) play an essential role in RSM's the quality control cycle. Their role and functions are defined in the Dutch higher Education Act and can be summarised as follows:

- Giving advice on the teaching and examination regulations (TER).
- Judging the (quality of) implementation of the TER.
- Advising the Dean of Education, solicited or unsolicited, on any issue regarding teaching and education.

According to the Higher Education and Research Act (*Wet op hoger onderwijs en wetenschap*, WHW), each degree programme or group of degree programmes should have a programme committee (PC). It is composed of students following the programme(s) and instructors teaching in the programme(s), in equal numbers. The Dean (or their representative) will discuss any new policies or education-related decisions in advance with the PC. In addition, the PC can make active suggestions regarding the quality of education in the respective programmes.

RSM MSc Programme Committee represents the following programmes:

- MScBA in Accounting and Financial Management (MScBA AFM)
- MScBA in Business Analytics & Management (MScBA BAM)
- MSc in Business Information Management (BIM)
- MSc in Finance and Investments (FI)
- MSc in Global Business & Sustainability (GBS)
- MSc in Management of Innovation (MI)
- MSc in Marketing Management (MM)
- MScBA Master in Management (MScBA MIM)
- MSc in Medical Business & Innovation (MBI)
- MScBA Parttime Master in Management (MScBA P-MIM)
- MSc in People Organisations & Change (POC)
- MSc in Strategic Entrepreneurship (SE)
- MSc in Strategic Management (SM)
- MSc in Supply Chain Management (SCM)

The RSM MSc Programme Committee consists of representatives of 14 pre-experience MSc/MScBA programmes. Each programme is represented by a student member and a faculty member/instructor. The programme

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committee holds monthly plenary meeting from September to June. These meetings are usually also attended by the Executive Director MSc Programmes and the Policy Advisor for RSM's pre-experience programmes. Individual subcommittees meet independently throughout the year to discuss topics and report back to the plenary meeting. The Programme Committee is supported by a secretary for administrative tasks. As the programmes represented are one-year master programmes, student members change every year. Recruitment of new student members happens between the end of August and mid-September. Faculty members usually serve for a longer term. All committee members are appointed by the Dean.

## Members 2023/2024

### Representatives for faculty members

- Dr Solomon Zori (MSCBA AFM)
- Dr Philipp Cornelius (BIM)
- Dr Claus Schmitt (FI)
- Dr Guido Berens (GBS)
- Dr Maartje Schouten (POC)
- Dr Kathrin Borner (MI)
- Dr Maciej Szymanowski (MM) (Chair)
- Dr Yu Liu (SE)
- Dr Emanuel Ubert (SM)
- Dr Anna Nikulina (SCM)
- Dr Maciej Szymanowski (MScBA BAM)
  
- Dr Korcan Kavusan (MScBA MIM)

### Official secretary to the MSc Programme Committee

- Annelie van der Leelie, MA

### Regular other participants in the plenary meetings

- Dr Gabi Helfert, Executive Director MSc Programmes (until February 2024)
- Sofia Murell Lema, Team Lead MSc PM (from March 2024)

## Meetings

The Programme Committee held a total of 10 plenary meetings. Minutes of all these meetings are available online and attached.

## Online communication

The Programme Committee website was updated at least monthly with the minutes and agenda. Minutes were additionally sent out at least a week before the next meeting to all members of the PC by email.

### Representatives for students

- Daiana Botezatu (MScBA AFM)
- Nargiz Najaf (BIM)
- Nadine Suarez Ziegengeist (FI)
- Teodora Comanescu (GBS)
- Marta Cazzamalli (POC)
- Bianca Stoiciu (MI)
- Michelle Kossoi (MM)
- Felix Mayer (SE)
- Felicitas Hüffer (SM)
- Kristupas Radzvila (SCM)
- Bas Bogers (MScBA BAM)
- Shinouk Ettema (MScBA P-MIM)
- Ian Hermes (MScBA MIM)
- Larissa de Liedekerke (MSc MBI)

### Contact

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## Activity of the Programme Committee

The Programme Committee works on solicited or unsolicited topics related to the quality of education of the represented programmes. The solicited topics are those requested by the Dean of Education and other stakeholders. The unsolicited topics on which the Programme Committee works are the result of an annual process of identifying high priority issues and forming Programme Committee's advice on how they should be approached.

## Unsolicited topics

### Priority set by the Programme Committee

During the meeting in September, the PC chair informed the other members about the MSc PC subcommittees of the academic year 2023-2024. In the meetings of October and November the Programme Committee discussed which topics will be their priority for the academic year 2023-2024 and formed the following subcommittees:

- AI in Education Subcommittee
- Course Evaluation Subcommittee
- Diversity and Social Safety Subcommittee
- Open Education Subcommittee
- Career Preparation Subcommittee

At the end of the academic year, all subcommittee outputs are compiled in a letter and sent to the Dean (see Appendices A1, A7, C1, C2, C3).

### Subcommittee on AI in Education

In the meeting of November 2023, the AI in Education Subcommittee informed the PC that it would like to research the following topics: a) A status quo analyses, what is the university currently doing with AI? b) On which parts of AI has the subcommittee an impact? c) What is the perspective of students' and teachers' on AI and what does AI mean in education?

The subcommittee gathered information and decided that it wanted to provide suggestions on a) Educating teachers on AI use, b) Educating students on AI use and c) The assessments and general adaptations.

As final output, the subcommittee presented a letter in June discussing the following topics a) A general introduction of AI in education and a SWOT analysis, b) Opinions on AI from different universities and organisations, for example Mckinsey, c) Relevant tools, d) Fulfilling the issue of education for teachers on AI use, regarding their technical, didactic, operational and administrative levels, e) AI education for students. The important topic is to interact with the bachelor programmes thus the educations are aligned with the AI rules, f) What role AI could play in learning and course tasks, g) How AI could be used to bridge the gap between the students' heterogeneous skills. However, to prevent the heterogeneous skills gap between students, they should be properly trained in how to deal with AI, h) AI in assessments. AI could be used as second vents for testing methods and i) References. The plan is to send the document to the Dean of Education and Learning Innovation Consultant Ella AKIN from LIT (see Appendices A2, C3, C4, C10).

## Subcommittee on Course Evaluations

On 30 November 2023, the subcommittee explained that it would like to focus on a) Low response rate, b) improving student feedback to teachers, c) Creating a course evaluation alumni database and d) Changing the timeframe of the course evaluations (see Appendices A3, C3).

- The MSc PC members suggested that it's difficult to rely on alumni course evaluations because their knowledge of their jobs and practices doesn't always match the future jobs and practical experiences of current students. Therefore, it would be better to organise a conference per master programme between alumni, students and faculty in which alumni give information about their practice experience, students learn about their future and faculty know what has happened in the industry and could adapt the education to it. In addition, the response rate will increase if RSM clarifies what happens to student feedback as it's important that students know why they should give feedback and whether it's useful to them (see Appendices A3, C3).

In December, the subcommittee indicated that for this academic year it would like to focus on the topics a) Helping PAC members gather the best feedback and b) Improving the feedback teachers receive (see Appendix C4).

During the meeting of 29 February 2024, the subcommittee explained that they are working on a document about their course evaluation ideas and what the next steps will be. Moreover, subcommittee members have the following concerns about the course evaluations a) There is no incentive for students to complete the course evaluations because the improvements are for the next cohort and b) Teachers are concerned that course evaluations would affect their careers in a negative way.

A month later, in the March meeting, the subcommittee indicated that PACs should appoint student representatives to implement a mid-term evaluation in the middle of a course. This evaluation is then discussed with the lecturer. In addition, the student representatives and the lecturer also discuss the final evaluations at the end of the course.

In May, the subcommittee explained how the PACs could be more involved in providing feedback on a programme level. Therefore, it suggested establishing a feedback network in which the PACs appoint student representatives to provide mid- and end term feedback to the teacher. This feedback would also be communicated to the PACs. In addition, the subcommittee suggests to a) Set-up the Teacher of the Year award, b) No longer basing the teacher performance assessment on the course evaluations but using student representative feedback for this purpose and c) Improving the onboarding period of PAC members at the beginning of the new academic year (see Appendices C6, C7, C9).

- A MSc PC faculty member indicated that in the master programmes, there is too little time for external people to provide feedback, as some courses last only three or six weeks. In short, practical implementation given the timelines of the core schedules is a challenge (see Appendix C7).

On 13 June 2024, the subcommittee updated the Committee on its results and possible solutions. It concluded that student course evaluation feedback isn't optimal. According to the subcommittee, solutions could include a) Peer-reviews, b) Assessment of teaching by external experts and c) To improve feedback between students and teachers, it would be better if PAC members choose two student representatives per course who would collect feedback and discuss this feedback with the teacher. To ensure that the process runs smoothly, the subcommittee suggested appointing one central owner of PACs at RSM to ensure the reliability of internal administration. The



bachelor educations have templates for good PAC processes that could be used in the master programmes (see Appendix C10).

### **Subcommittee on Diversity and Social Safety**

On 30 November 2023, the subcommittee was inventorying of what is happening within RSM in terms of diversity and inclusion. In February, it indicated that it would like to focus on the topic of internationalisation and making the class experience more inclusive, as it seems that international students are pitted against Dutch students. During the meeting of March, the subcommittee explained that it would like to develop a checklist for teacher and student behaviour in the class environment. In May, the subcommittee produced an inclusive classroom environment checklist of recommendations consisting of three parts, topics that teachers could implement in advance for a course, on the first day of a course and during the course. The challenges are a) How could the checklist best be distributed to teachers thus they can use it and b) Is the checklist not too long so that the document is no longer useable? (see Appendices A4, C3, C6, C7, C9).

- To disseminate the checklist, a MSc PC faculty member suggested that it would be better to distribute the checklist through an explanation video which could be shown during the department meetings or to put the checklist on the IDEA website for teachers to download (see Appendix C9).

During the final presentation in June, the subcommittee updated the Committee on the checklist and indicated that the next steps would be to a) Include the checklist in the online teachers' manual, b) Attend department meetings to provide information about the checklist, c) Create a video showing the elements of the checklist and examples of actions and d) Align with the ongoing inclusive education initiatives being developed through LIT. Besides implementation, the subcommittee also recommends monitoring the use and effectiveness of the checklist by measuring a) Adoption rate and utility of the checklist for instructors and b) Students' perceptions of inclusion (see Appendix 10).

### **Subcommittee on Open Education**

In the November meeting, the Open Education Subcommittee explained that the goal was to identify best practises in open educational activities in RSM master programmes. It will collect information through interviews and questionnaires with among others, teachers, all Academic Directors and Career Centre employees. Based on the results, the subcommittee would like to create an open education best practices list, making it easier for teachers to use the open education tools (see Appendices A5, C4, C5, C6).

On 29 February 2024, the subcommittee indicated that it's reviewing the results and the next step is to write a recommendation letter (see Appendix C6).

During the May meeting, the subcommittee presented the final document. In the report it indicated that it had chosen the topic of open education because it aligns with RSM's strategy and for students, the involvement of external stakeholders is important because students then know that what they are studying is relevant to the labour market. The subcommittees approach was to investigate how and what master programmes are doing regarding open education. Based on the information gathered from AD's, PM and the Career Centre, the subcommittee compiled a best practises list for the programmes to use. The results are a) Every programme does something with open education but there is no standard approach, b) Some programmes have informal alumni committees, c) RSM has activities involving stakeholders in courses, introduction weeks and projects but there is a lot of variation. The most popular activities are guests' lectures and consultancy projects and d) Teachers often collaborate with stakeholders from the personal network (often alumni), an alumni database or Career Centre for

consultancy projects. The subcommittee's recommendations are a) To organise industry days, b) To create a programme specific stakeholders (alumni) database as it will be clear which stakeholders could be invited with the right topic and c) To improve collaboration with Career Centre on the consultancy projects. For the last meeting, the subcommittee added to the report that the Alumni Office would like to start an Alumni Advisory Board project. However, the subcommittee explained that the advisory board isn't popular by Academic Directors because they don't want another committee telling them what to do. Therefore, the subcommittee suggests holding industry days (see Appendices A5, C9, C10).

### Subcommittee on Career Preparation

In the November meeting, the subcommittee informed the PC about inventorying what career advice already exists within RSM but the main focus of the subcommittee would be on increasing the alumni and company network to improve communication between them and students. Next steps are a) Looking at alumni networks of other universities and b) Integrating the alumni network into the programmes (see Appendix A6, C3).

On 21 December, the subcommittee indicated that students get insufficient information about career preparation from the university and the industry. Therefore, the subcommittee decided to focus on improving a) The MentorMe platform, the Future Career course and b) The connection between the school and the industry. Therefore, the final document will consist of an overview of information about the current gaps in the career preparation, best practises and the general solution for the future (see Appendices C4, C5, C6, C10).

### Questions from the MSc PC about scheduling of lectures and exams

During the meeting on 21 December, the PC members discussed which questions they would like to ask about scheduling and in the meeting of February, Julia Roos answered the committee's following questions:

- *Is it possible to schedule courses twice per academic year instead of once? Because scheduling the entire year in advance leads to problems when teachers would like to change the setup of a course later in the academic year.*

Scheduling is a EUR-wide process and RSM is the only faculty which would like to schedule more than once a year. The main reasons why the other faculties would like to schedule once a year are that a) Students would like to know their entire schedule a year in advance and b) The schedulers would have a shorter peak period.

- *The scheduling of lectures/lessons causes for inconsistency/ large gaps between sessions on the same day. Could something be done about that?*

The room allocation process is also EUR-wide. Therefore, the schedule stands are consistent but due to no room availability the schedulers are forced to use different days and time slots during the week, which causes inconsistency in students schedules. In addition, during the scheduling process, the schedulers try to align individual teachers' preferences to minimise gaps in students' schedules.

- *Would it be possible to give students a week off in the Spring which could be used for e.g., a) A study trip because currently, in the MSc POC programme a study trip is being organised and therefore it's asked whether the course attendance policy can be changed and b) To improve student well-being because there is no break for students between January and July.*

In the master programmes, there was a week off in the Spring semester called 'The White week'. This week was reserved for student organisations to organise the study trips but many student organisations planned the trips outside the White Week. Therefore, it was decided to delete the week. Currently, there are no plans to reintroduce a free week.

- *What are the basic variables or constraints that should be considered when scheduling a session?*  
For scheduling, the teachers are asked to provide the information about a) Course information, b) Instructor names and whether teachers have other teaching commitments during the same block, c) In which weeks will the take activity take place, what kind of activity it is, the duration of the session and whether it's an on or off campus activity, d) What kind of exam it will be and the duration and e) What kind of room the teachers need for the course and exam. The main constraints during the scheduling process are that a) Students follow more courses in one block and these courses can't overlap and b) The room availability.
- *To what extent are teachers' preferences about when they are available to teach considered?*  
The schedulers consider the teachers preferences as much as possible. However, it's often difficult because a) Many teachers want the same thing and b) There are problems with room availability. During the scheduling process, to avoid classes being packed on a few days, the schedulers try to spread things out but try to avoid students having classes of six consecutive hours of classes without a lunch break.
- *Could the university use off-campus facilities?*  
RSM doesn't rent facilities off-campus because these fees are on top of the costs the school already pays for using the on-campus facilities.
- *When scheduling, it would be better to consider the quality of the room, as some rooms have air and sound equipment problems and if facilities aren't working, it costs teachers time.*  
Julia Roos agrees with the Committee that all facilities in the room should work while teaching on campus. Therefore, during the summer break, the rooms will be checked so that the rooms are in a proper working condition for the new academic year. Unfortunately, the schedulers can't guarantee that all facilities will continue to work throughout the year. The advice is that if there are facility problems, teachers could call the service desk or the RSM's facility team to help them. If the problems can't be solved, the scheduling team will try to move the course to another room as soon as possible (see Appendices C4, C6).

## Discussion on HOKA report

For the April meeting, the Committee invited Project Manager Quality & Innovation to get an update on the HOKA report. He explained that for the master educations, the following HOKA projects had been worked on

a) MSc 1 Mission: From 2021, RSM would like to focus more on the structural integration of mission in the programmes instead of the bottom-up approach because many efforts such as implementation of the mission in the SDG's had already been done. Therefore, in 2022, data driven tools 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,

b) 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 and to improve the platform's service, an ambassador programme has been established where students could quickly contact a student assistant when they have questions.

c) 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. However, with 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 what the current landscape of the assessments look like, what the issues are and how the issues could be solved in the master programmes and d) 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 (see Appendix C8).

- To improve the visibility of the research education platform, The MSc PC members suggested that PC members could introduce the platform in the master and publicise more about it, as the platform is still unknown to students (see Appendix C8).

### **Discussion on RSM's alumni network**

Based on the MSc PC members' questions, the Alumni Relations Office team (CAR) informed the Committee about the alumni network in May. They explained that CAR's tasks are a) Organising alumni events (Some of which are also open to students, as the aim to bring students and alumni together based on a topic of interest), b) Providing scholarship programmes and fundraising on a lower level, c) Mentoring through the MentorMe programme, d) Alumni involvement in the school (by the employment survey). In collaboration with other departments, CAR ensures alumni involvement in programmes, student recruitment and career events. CAR's role is to capture and store the information in one place, e) The graduation ceremony, f) Storytelling, CAR tries to tell study and career stories of faculty and alumni through social media, the website and the Alumni Magazine. G) The International Chapters is a way to stay connected with alumni abroad and H) The RSM Advisory Board (CAR would like to establish an Alumni Advisory Committee to collect feedback in a structural way that could influence the quality of the programme and students experience. With this committee, the school will have a sounding board to better understand marketing requirements and alumni experience to educate students who have a global impact). In addition, CAR engages online by having LinkedIn communities based on the different master programmes. The community shares information about events and information resources. Moreover, LinkedIn shows where alumni are located and working. Moreover, from last year there is a career support programme. This includes career days and highlighting the resources RSM has to offer on campus and online throughout the year to help alumni in their career trajectory. Furthermore, there is the alumni stewardship. These alumni work in the community as mentors, speakers and give donations (see Appendices C8, C9).

- The MSc PC members suggested that a) It would be better if RSM establish an alumni data tracking system to see what impact the school has in society and base the teaching quality on that, b) The Academic Directors aren't in favour of an Alumni Advisory Board because a) Much has already been indicated to the ADs how things should be arranged within RSM, b) Scheduling issues. It's difficult to plan meetings. Therefore, it would be better to establish an alumni focus group which meets once every two years to discuss the design of education and c) Students indicated that it's difficult to participate in the MentorMe programme because a) Industries are represented in the programme and b) Students requests are declined many times before finding an alumni mentor (see Appendix C9).

## Update to PC introduction presentation

On 13 June 2024, the MSc PC chair Maciej Szymanowski asked the Committee members whether they had any suggestions to improve the MSc PC onboarding process (see Appendix C10).

- Some MSc PC student members suggested developing a one- or two-pages document with information about how the MSc PC works (meetings, unsolicited and solicited topics) and legal perspectives, as the current MSc PC information students receive at the beginning of the academic year is too general.
- A MSc PC faculty member suggested improving the subcommittee process by a) Providing members an overview of what the previous subcommittees have done before selecting new subcommittee topics. In addition, it would also be better if during the topic selection process, consideration is given to who within the school is relevant to approach for the specific topic. This procedure would prevent miscommunication and it becomes visible what has already been done within RSM on the topic, b) Inviting the Dean of Education to the September or October meeting thus members will get a better understanding of what initiatives are being worked on in the school and c) Change the subcommittee's feedback process for example to the system that one subcommittee provides feedback to two other subcommittees (see Appendix C10).

## Solicited topics

### A credit change in the MSc MI programme

During the meeting of 25 January 2024, Academic Director of the Management Innovation programme Dr Juan Madiedo asked for consent from the Programme Committee for the following changes a) Allocating 1 EC from a core course to the new Positive Impact Agent Trajectory (PIA) and b) Merging the Research Fundamental course (4ECs) with the Thesis Trajectory (16 ECs) in the MSc Management and Innovation programme. The reason for the request is that the department would like to a) Reduce ECs of the Design Thinking course from 6 to 5 ECs. The free credit will be allocated to the activities in Block 1. By allocating the extra credit to the activities, students will receive assignments during the sessions that will go towards the project in the core courses of Block 2 and b) The Research Fundamental course will be merged with the Thesis Trajectory as students will work on the thesis from the beginning of the academic year. Merging the credits has the following other advantages: a) The big assignments of the Research Fundamental course are removed and the thesis proposal will be used as a summative assignment with a pass-fail system. In addition, the quantitative assignment will become the final thesis submission, b) Students will have a jumpstart with their thesis project which spreads the work on the thesis better over the academic year and c) The feedback process will be improved as it's more effective and easier to give feedback on smaller parts of the thesis because if students receive feedback faster, they are back on track with the thesis more quickly (see Appendices B1, C5).

- The MSc PC voted unanimously in favour of the proposal and advises dr Juan Madiedo to consider the following issues: a) Working on the thesis as compared to working on a course from the beginning of the academic year when students don't yet know the thesis topic could mean that they are less motivated as they don't perceive they are making progress on thesis work, b) If the Research Fundamental course is combined with the Thesis Trajectory, students might be assessed on mistakes made during the Research Fundamental course when submitting the final thesis. In addition, the two course have different learning goals and c)

Problems could be arise with the final grading system because the final thesis of all master programmes should be assessed with the same rubric (Appendices B1, C5).

## Response from the Dean

On 29 February 2024, the MSc PC indicated that the Dean and the Dean of Education take the MSc PC seriously because they took the time to respond to the MSc PC annual report. However, the letter shows which topics the Dean and Dean of Education focus on, as some subcommittees were specifically mentioned and others weren't (see Appendices B2, C6).

## MScBA BAM programme redesign proposal

In the PC meeting of March, the PC was asked by Academic Director Robert Rooderkerk to give consent and advice regarding the following curriculum changes a) Add a core course on coding in Python in Block 2, b) Remove the Python elective in Block 3-4 as most of its content would be covered in the new Python core course in Block 2, c) Devote one core elective completely to supply chain/operations, d) Make the digital economy analytics course an elective in Block 3-4 and e) Add a third elective to Block 3-4, either on Accounting/Finance and/or deep learning. The reason for the requests is as follows: a) Reasons to increase focus on Python are: 1) Currently, Python is only offered in digital form in the Management Science and the Digital Economics Analytics courses, 2) In Block 3 and 4, many students enroll in the Business Analytics Application with Python elective which means that if everyone chooses the same elective there is something wrong with the core part of the programme, 3) On the verge of overtaking R as most used language for the thesis, 4) Students indicate that Python is regularly asked in vacancies and 5) Debate about which is better, e.g., R is more rooted in statistics and great visualization, Python is very useful for big data, deep learning, and production environments, b) The reasons for introducing an operations course are 1) SCM and the BIM programmes offered a joint elective (Economics of Digitization and Supply Chain). However, during this elective, students are given so much information that they can't cope with it and 2) Students felt that operations was underrepresented and didn't see a coherent narrative throughout the course and c) The reason for introducing an additional elective in Block 3-4 is that the elective "Algorithms in Control" was no longer offered and a suitable alternative couldn't be found in time (Appendices B3, C7).

- The MSc PC voted unanimously in favour of the proposal and advises dr Robert Rooderkerk to consider the following issues: a) In human resource management, there is an increasingly move towards people analytics. Therefore, it would be a good idea to have a shared interdisciplinary POC/BAM elective in which POC students learn how to handle data and BAM students learn how to handle people analytics, b) It would be better to give the personal development element a larger role in the curriculum because it's an important part of education, c) There is a chance that BAM would receive more applications from students without knowledge of Python because they expect to learn about Python during the core courses in the master and d) The Python course should not only focus on learning "applied" Python skills but also on more "conceptual" knowledge of programming. Such knowledge would serve the students for longer time, e.g. when new languages appear, and provide more value added compared with plentiful online, free Python courses, and AI programming aids (e.g. ChatGPT) (see Appendices B3, C7).



## Curriculum change MScBA AFM programme

During the meeting on 21 March 2024, the Programme Committee was requested to give consent on the proposed change in the MSc BA Accounting and Financial Management programme. The change was presented to the Committee by Academic Director Dr Evelien Reusen. The PC members learned that the department would like to introduce a data and coding course that spans Block 1 and 2 (2 EC) in addition to the Analytics in Accounting and Financial Management core course. The main reasons for the change are a) The availability of rapidly developing data technologies and an increasing wealth of data have created new challenges and opportunities for financial professionals. To prepare students for these developments demands in the labour market, the department has increased emphasis on data analytics in the curriculum and b) The new Data & Coding course will 1) Improve the learning of the Analytics core course with more focus on concepts, specific techniques and analytics / AI applications and 2) Refocus the research skills training on accounting theory, critical reflection and writing in preparation for the master thesis trajectory. The consequences of the change are a) The ECs of the Analytics course will be reduced from 5 to 4 ECs and b) Your Future Career course will be offered as optional with no EC attached to it (see Appendix B4, C7).

- Despite MSc PC being in favour of the Data & Coding course proposal, members haven't yet voted on the proposal. The Committee believes that Your Future Career course should remain a mandatory element of the programme and considers it feasible. PC members believe that Your Future Career course as a mandatory course motivates students to get better prepared to transition their professional lives. The committee believes that making Your Future Career course optional would result in many students not taking the course as its benefits, while crucial for the programme and the students, are, for many, clearer from hindsight (see Appendices B4, C7).
- During the June meeting, the chair updated the committee members on the MScBA AFM programme proposal. He explained that after the presentation during the MSc PC on 21 March 2024, the PC decided not to vote on the proposed changes. The Committee ask the programme to update the changes and come back to discuss the topic again to get the Committee's approval, meanwhile, the Dean of Education contacted the MSc PC chair to inform him that according to RSM's lawyers, the MScBA AFM programme can make the changes because the PC only gives consent to the ILOs and the ILOs haven't been changed. Therefore, the Dean of Education decided to approve the AFM changes. Currently, the Committee is awaiting the Dean of Education letter explaining why he approved the changes and why nothing was done with the MSc PC's advice (see Appendix C10).

## Teaching and Examination regulations 2024-2025

In the meetings of April and May 2024, Cluster Lead /Director of Academic Services Dr Annemarie Kersten introduced the changes to the Teaching and Examination Regulations for the academic year 2024-2025 and asked for consent. During the meetings, the following topics were discussed a) Article 4.1. and 5.3. have been updated and b) Due to the suggestion of the Faculty Council (FC) efforts have been made to align the BA/IBA TER and the master TER as much as possible. In addition, The FC disagrees with the change in Article 4.1.2. of *For entrance to improvement options the examiner can impose minimum grade requirements. It is not allowed to set a minimum grade for participation as entry requirement for the improvement option. The examiner may set a cap on the grade for the improvement option to an improvement option is only granted for failed components graded between 3,5 and 5,5 (up to and including a 5,4). The maximum grade for the improved component is a 7,0*, because students

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who have access to the improvement option can get a grade of 7.0. while students who passed the assignment with a grade of 5.5 aren't given the opportunity to improve their grade. Therefore, the FC would like to propose setting the cap on a 5.5 thus students with a failing grade can get a pass. Moreover, the FC explained that they had an issue with publishing the answer models and assessment criteria within five days after the assignments or tests. Therefore, the Dean of Education proposed to adjust Article 5.1. thus the answer models and assessment criteria could be published later and more towards the perusal, allowing more time for grading and if needed adjusting the assessment criteria (Appendices B5, C8, C9).

- There were no major issues raised by the PC members. Examples of discussion points were Article 4.1.2. about improvement options and resists and Article 5.3.5. Debriefing session and perusal of written test. After the discussion in the May meeting, the Committee voted on the discussed changes and in a vote, one member abstained and thirteen members voted in favour of the proposal (see appendices B5, C8, C9).



## Appendix

### Appendix A: Unsolicited topics

#### Appendix A1: Overview of the subcommittees

##### Overview of the subcommittees and topics they intend to work on

Topics	Members
AI in Education <ul style="list-style-type: none"> <li>- Exploit pros and tackle cons</li> <li>- How to counter fraud/ plagiarism and misuse of AI tools, especially ChatGPT</li> <li>- How to productively use AI: prompting, conceptual thinking etc.</li> </ul>	Maciej Szymanowski Ian Hermes Nargiz Najaf Korcan Kavusan Felicitas Huffer (secretary) Nadine Ziegengeist (whip) Philipp Cornelius Yu Liu Emanuel Ubert Bas Bogers
Course Evaluations <ul style="list-style-type: none"> <li>- Student evaluations: response rate, student frustration</li> <li>- Alumni evaluations,</li> </ul>	Larissa de Liedekerke (whip, secretary) Claus Schmitt (whip, secretary) Guido Berens
Diversity and Social Safety Whip position not assigned. <ul style="list-style-type: none"> <li>- Sexually unwanted behaviours</li> <li>- Social safety</li> <li>- Inclusion in the classroom</li> </ul>	Michelle Kossoi Maartje Schouten Teodora Comanescu (secretary) Solomon Zori
Open Education. <ul style="list-style-type: none"> <li>- Advisory from business on programs' business relevance</li> <li>- Connecting to local businesses to solve real-world problems (on campus or at office) to get hands on experience.</li> </ul>	Anna Nikulina (whip, secretary) Shinouk Ettema Bianca Stoiciu Kristupas Radzvila Daiana Botezatu
Career Preparation <ul style="list-style-type: none"> <li>- YFC more advanced, alumni contact,</li> <li>- Connecting to local businesses to solve real-world problems (on campus or at office) to get hands on experience,</li> <li>- Internship and networking opportunities</li> <li>- More opportunities like 'RSM management week'</li> <li>- More on-campus recruitment events</li> <li>- Greater promotion of research projects to boost CVs</li> </ul>	Nargiz Najaf (whip, secretary) Marta Cazzamalli (whip, secretary) Bianca Stoiciu Felix Mayer Maciej Szymanowski

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## Appendix A2: AI in Education Subcommittee

### **Programme Committee 2024**

#### *Subcommittee – AI in Education*

*Members: Nadine Suarez Ziegengeist, Felicitas Hüffer, Bas Bogers, Ian Hermes, Korcan Kavusan, Maciej Szymanowski, Nargiz Najaf, Yu Liu, Philipp Cornelius, Emanuel Ubert*

*Submission Date: 06.07.2024*

## 1. Introduction

Generative AI refers to any AI system that can produce material, such as pictures, texts, sounds, and codes, from the data used to train the GPT-based Large Language Model (LLM) (Bender et al., 2021; Chiang, 2023). Much of the Internet's Worldwide Web serves as the core dataset for modern LLMs, which are subsequently given extra selected data to customise their replies for specific tasks. The purpose underlying this subcommittee's research on the topic "AI in education" is twofold. Firstly, AI offers a lot of potential opportunities to faculty members, many of which are currently not being utilized to their full potential. Secondly, especially since the introduction of ChatGPT, students are using AI as part of their day to day during their studies. At the same time, from the student side, it has been conveyed that there is a general lack of knowledge on proper AI guidelines, e.g. when it is admissible to use and when not. This issue is exacerbated by the fact that depending on program, course, teaching format and teacher preferences, arguably, different knowledge levels in terms of effective usage of AI may result in an unequal learning experience for students. Leveraging such a powerful tool benefits both students and faculty, which is why this report displays some key considerations, as well as RSMs' current stance and expertise on this topic.

## 2. Status quo

This section will serve as background information for the whole document and sketch the current landscape of AI in general and in education. The status quo starts with three must-read articles, which outline some important implications of the use of AI in education. The chapter then proceeds with a short introduction into AI.

### Recommended reads:

- UNESCO Guidance for Gen AI in Education:  
<https://unesdoc.unesco.org/ark:/48223/pf0000386693>

- Strengths of incorporating AI, empowering people:  
AI Should Augment Human Intelligence, Not Replace It (HBR, 2021)

- SWOT of ChatGPT:

Implications for educational practice and research (Farrokhnia et al., 2023).

Generative AI is a powerful tool that makes it easy for people to solve problems, come up with new ideas, and summarize information quickly. It is great at giving many different viewpoints fast, which can help students learn quicker, though sometimes the quality of what they learn might

not be the best. An upside is that anyone with an internet connection can use it, making it available to a wide audience.

An issue is that it is often hard to derive how AI comes up with its answers. Further, AI can be deceiving as its prone to hallucinate, even generating made up references. The quality of what AI produces really depends on the prompt, therefore, it is paramount to be careful when employing it as a tool.

*Blackbox*: Another weakness is that it can be very hard to derive how the GPT derived at the answer. Thereby, it might be able to predict the future, but it cannot show how to get there (only the final goal, not the path towards it). *Overly convincing*: AI can make up answers and present them as factual. Thereby, the answer/output is possibly inaccurate and/or biased. An important understanding is that the quality of the generated output, depends on the quality of the input.

## 2.1. Opportunities

*New role of teachers (Unesco, 2023 (1); Unesco, 2023 (2)):*

Teachers can be the ...

- .. intellectual guide of students. Support understanding and application (as opposed to theoretical explanation).
- ... force to foster interaction & collaboration. Focusing on deepening knowledge.

Where Gen AI can aid teachers to ...

- ... create lesson plans, preparing (study) materials and even providing feedback. In the future, perhaps also assessing assignments.
- ... help to address the challenges created by limited resources in teaching, e.g. increasing students : teacher ratio.

Focus on human-centered AI approach (i.e., AI should aid, not replace learning) and the main goal of classrooms should be to foster high-order thinking. This is something that should be clear and understood to teachers, to “be able to provide a wide variety of instruction strategies”.

Therefore, we suggest organizing training sessions for teachers on different teaching strategies so that students attain this high order thinking in class. This will be describe in more depth in later sections of this report.

*Personalized learning:*

In the (2023 (2), page 17) article, Stuart J. Russel explains that we possibly end up with more teachers, depending on the direction a university chooses for its teaching methods. For example, the method could be that teachers are assigned to smaller groups of students, acting as an ‘intellectual guide’. A major benefit of a method like this is that each group would have a different

learning path. This could tackle the problem of the ineffectiveness of traditional ways of teaching for some students (Bajak, 2014).

*Improved (student?) productivity:*

Study of Harvard & BCG (Dell'Acqua, 2023): Use of AI at work increased productivity. Also, the article shows that there are two patterns of successful AI use by people:

- Centaurs: dividing and delegating tasks to AI or themselves
- Cyborgs: fully integrate AI in their task flow and continually interact with AI.

Further, the article concludes that the capabilities of AI create a jagged technological frontier. The "jagged frontier" conceptualizes how AI profoundly increases productivity on some tasks but provides no value or even diminishes performance on seemingly similar tasks. As with any tool, we need to learn the best applications & techniques for hewing knowledge work effectively.

## 2.2 Threats

Main point: AI development should be controlled and supervised within the university.

*Critical thinking:*

Uncontrolled AI in education can cause students not to learn to use critical thinking skills. Darwin et al. (2024) say that AI can help improve critical thinking skills, but there are some important warnings to pay attention to. It's important to use AI wisely, knowing what it can and can't do, to really help people think better. In the end, it is important for students to realize that the point is not to know, but to understand.

*Reduced variety of opinions:*

Another threat of AI is that it has the potential to reduce the variety of opinions. This can also be referred to as 'echo chambers', which is a term often used in news and social media to describe a situation where individuals are exposed mainly to viewpoints that reinforce their existing beliefs, through continuous communication and repetition within a closed system, shielded from opposing arguments. The echo chambers are restricting diversity of opinion and undermining open debate (European Parliament, 2021). In short, while AI has the potential to unite, it can also very well isolate people and their opinions (Ohagi, 2024; Oluwafemidiakhoa, 2023).

*Becoming too reliant on Gen AI:*

Also, RSM should not become too reliant on (Gen.) AI, since these are managed by private companies (Unesco (2), 2023). As concisely put in the article: "*The result is that schools [...] will end up paying for services through contracts that enable the AI provider to offset the operating costs. Ultimately, public educational funds will be extracted from schools to keep global AI companies profitable.*" Thereby, "... schools may become dependent on technology companies and lose their autonomy over everyday routine functions, with the result that public education

*becomes conditional on unaccountable private technical systems.*

*Additionally, AI is enormously demanding of energy resources. Running AI in schools worldwide will likely contribute to further environmental degradation.” (All from Unesco 2023 (2), starting page 6).*

*Use of Gen AI output:*

Selling false/biased information, which can be incorporated by students as factual. Students could potentially submit work that is not theirs (but rather from GPT), which cannot be checked as of now. There is some research into this but nothing substantial yet (Trukhanovich, 2024)

#### **Main takeaways:**

The section highlights AI's potential to transform education with personalised learning and administrative efficiency by redefining teachers as intellectual guides. However, it emphasises the need for critical supervision and transparent understanding of technological capabilities to ensure ethical use, maintain academic integrity, and preserve critical thinking. The analysis advises against over-reliance on external AI providers and advocates for environmentally conscious adoption, highlighting the necessity of strategic, responsible integration of AI technologies.

### **2.3 Requirements of the job market: skill change (e.g. focus on soft skills)?**

As AI technologies like ChatGPT automate routine tasks, the job market increasingly values skills such as creativity, critical thinking, and problem-solving. This shift requires students and educators to focus on developing these higher-level skills to stay competitive. Although automation poses risks of job displacement, it also creates new high-skilled job opportunities and can enhance economic productivity, as evidenced by studies in France and Finland.

Additionally, AI is transforming talent acquisition and management, necessitating that both job seekers and current employees adapt by acquiring skills to effectively collaborate with AI, and employers to prioritize training in these areas.

## **3. AI in Education**

### **3.1. Opinions on AI: from education and business**

The rapid emergence of artificial intelligence (AI) technologies is reshaping the landscape of higher education, compelling universities to reevaluate their teaching methodologies, curricula, and the overall educational experience they provide. Universities and consulting firms have published their stands on the issue.

**Harvard** has published numerous reports and interviews with faculty members on AI since the beginning of 2023. In general, Harvard educators are not overly worried about growing concerns over generative artificial intelligence, like ChatGPT, in education, as many previously new technologies promised to upend the field, but never did. Instead, AI would require educators to get smarter about how they teach to truly take advantage of what AI has to offer. Education needs to be changed from educating students to do what AI does well, as they will be just prepared to lose to AI. Students should be educated in what AI can't do.

**Recommended read:** [Artificial Intelligence](#), [Educating in a World of Artificial Intelligence](#), [Embracing Artificial Intelligence in the Classroom](#), [Get on Board with AI](#), [Experimenting With AI In The Classroom](#)

Harvard has the “Kempner Institute for the Study of Natural & Artificial Intelligence at Harvard University” which is dedicated to AI. In collaboration with HBS, a new undergraduate course on AI was released.

**Recommended read:** [Kempner Institute](#)

**Stanford** has also published numerous articles. The overall narrative does not differ greatly from Harvard. Potentials of AI are seen in support for teachers and learning without fear of judgement. Additionally, at Stanford a demand for a change of curricula is seen that equips students to edit and curate AI, forcing them to engage deeper with subjects. Risks include that outputs do not reflect cultural diversity, models often do not optimize for learning and lack stimulation of critical reflection, incorrect responses come in pretty packages and advances in AI technology exacerbate a motivation crisis.

Stanford's initiatives on AI are led by the Stanford AI Laboratory (SAIL) which offers a large number of courses on AI as well as the Stanford Human-Centered AI initiative which was founded in 2018 and conducts research on the field and employs experts.

**Recommended read:** [Stanford AI Lab](#), [Stanford Human-Centered AI Initiative](#), [AI will transform teaching and learning](#)

**Bocconi University** has launched a new initiative, Dondena AI and society initiative (DAISI) focussing on the impact of AI on Society and on the application of AI and computational tools to Social Science research. There are three initiatives: 1) connecting researchers at Bocconi, 2) organizing courses and workshops, 3) inviting external scholars.

In addition, Bocconi operates an Artificial Intelligence Lab where research is published.

**Recommended read:** [Dondena AI and Society Initiative](#), [Bocconi Artificial Intelligence Lab](#)

**Boston Consulting Group** has published multiple articles on the future of higher education which are addressed at universities. Besides a chance for reskilling and upskilling, an opportunity to close the digital divide between low- and high-income households, and global education quality, BCG shares some relevant recommendations for universities.

BCG highlights changes to employability of graduate students. Four types of skills are especially critical and should be emphasized: 1) digital skills (knowledge on AI, ML, cloud computing, big data), 2) soft skills (active learning, resilience, stress tolerance, and flexibility), 3) meta skills (cognitive skills such as problem-solving, critical thinking, and creativity in today's complex and

fast-paced work environment) and 4) technical skills (role-specific competencies to differentiate themselves).

### Exhibit 1 - Universities Must Update a Variety of Practices



Source: BCG analysis.

**Recommended read:** [Ten lessons for universities](#)

**McKinsey & Co.** are less active in publishing advice for universities. The potential for humans to outperform AI is seen in two fields, 1) creativity and social skills and 2) social skills and perceptiveness.

**Recommended read:** [Higher education](#)

**Rotterdam School of Management** To the best of our knowledge (from the student perspective) currently does not provide an equivalent website to, e.g. Bocconi, and or information on any university initiatives on AI as done by, e.g. Stanford AI Laboratory (SAIL) or Harvard Kempner Institute. There is some information shared on the FAQs, but overall, the information is hard to find, too generalized to be applied to specific courses and not easily accessible to students. This is something we noticed to a strong degree, as even while we were writing this report, it took us way too long to realize that there is a team at RSM (surrounding Ella Akin) working extensively on some AI topics we had previously identified as not being addressed by RSM. This realization led to a very fruitful meeting between Elle, and Nadine Suarez Ziegnegeist and Felicitas Huffner, two members of this committee. In consequence, part of this report has been affected significantly by this. We find it very important to highlight the lack of communication between different working groups, as well as the lack of sources to even find out who at RSM is working on what. We were essentially two working groups working on the same topic, and it took months for us to realize this and subsequently we reached out to discuss this.



## Main takeaways:

Leading universities and consulting firms are adapting to the rise of AI by shifting educational focus towards developing critical thinking, creativity, and social skills—abilities that AI cannot replicate (yet). Harvard, Stanford, and others advocate for using AI to support learning, emphasizing the importance of digital, soft, meta, and technical skills to prepare students for the future workforce. They recommend a proactive engagement with AI technologies, underscoring the need for education to evolve alongside these advancements to equip students for a world increasingly influenced by AI.

### 3.2. Relevant Tools

AI technology is fast evolving, and the landscape of available applications is becoming increasingly complex. Next to ChatGPT, a lot of other tools are available that are relevant for university education and might change the teaching and learning experience soon:

- **GPT-3 by OpenAI:** Offers educational applications for tutoring, answering questions, generating educational content, and more.
- **Grammarly:** Helps students improve their writing skills by checking for grammatical errors, offering style suggestions, and detecting plagiarism.
- **Blackboard Learn:** Provides insights into student performance and engagement, helping educators tailor their teaching strategies.
- **Google Expeditions:** Creates immersive learning experiences through Virtual Reality (VR) and Augmented Reality (AR) apps, e.g. virtual field trips, 3D models for anatomy, or historical recreations.
- **Iris.ai:** Helps students and researchers sift through vast amounts of academic papers and data, making it easier to find relevant studies and information.
- **Turnitin:** Offers plagiarism detection capabilities and also offers feedback tools that can help students improve their writing by identifying areas for improvement.
- **Labster:** Offers virtual laboratory simulations that allow students in science courses to conduct experiments and practice lab techniques in a risk-free, virtual environment.
- **Carnegie Learning's MATHia:** Provides one-on-one tutoring in specific subjects, using AI to simulate a human tutor's guidance and offer detailed, step-by-step assistance in problem-solving.
- **Microsoft's Immersive Reader:** Makes learning more accessible for students with disabilities, such as text-to-speech, speech-to-text, and readability adjustments.
- **Quizlet:** Creates study sets for a variety of subjects. It offers features like flashcards, quizzes, and games to make studying more interactive.

### Main takeaways:

The number of education related AI tools available for students and teachers is rapidly increasing. It is crucial for the quality of education and the applicability for professional work that the university is knowledgeable of recent technological developments, opportunities, and threats. Furthermore, students and faculty will face a choice whether to use more powerful tools or those tools licensed by RSM (e.g. Erudite). Consider explaining what (privacy) issues exist when using non-RSM licensed tools.

## 4. Looking forward

### 4.1 Education of teachers on AI use (PC recommendation)

The development of generative AI tools brings many potential benefits and challenges to university education. Educating teachers about how they can exploit potential benefits and manage potential risks is vital for the quality and rigor of education at RSM. Such education can be at different levels such as didactical (the role of AI in the education in our school), operational (how teachers can use AI to improve the effectiveness of the teaching), and administrative (how to regulate the use of AI within courses).

At the didactical level, teachers can be trained about how RSM envisions the role of AI in its education. There can be different possibilities here. For example, AI can be useful to increase the rigor of currently used learning tasks, such as take-home assignments, or to develop new learning activities, such as asking students to evaluate the assignments done by AI tools.

At the operational level, teachers can be trained on the capabilities and differences of different generative AI tools and how they can be used to create personalized and inclusive learning tools. One example is using generative AI tools such as ChatGPT to create virtual teaching assistants who can answer student questions based on materials specified by teachers.

At the administrative level, teachers can be trained in authorized and unauthorized uses of generative AI. Recent developments at RSM in this regard, and the inclusion of AI concerns in the RSM examination manual are very good steps to this end and should be encouraged to continue. Another very useful training for teachers would be about developing assessments that can leverage potential benefits of AI while minimizing the risks of its unauthorized use.

To begin with developing a comprehensive AI training for teachers, the school can start with documenting AI use by teachers in order to develop understanding of this space. Top-down creation of resources or training may be costly and with uncertain benefits

RSM already has a large body of resources on the role of AI in education. It is also important to facilitate teachers' access to these existing resources in a practical and user-friendly way. For example, Vrije Universiteit Amsterdam (VU) has a simple and neat "Teaching and AI" web page which provides access to a range of materials developed by the university (<https://vu.nl/en/education/more-about/teaching-and-ai>).

### Main takeaways

Educating teachers on the role of AI in university education spans didactical, operational, and administrative levels, focusing on integrating AI into teaching practices and curriculum, utilizing AI for personalized and inclusive learning, and understanding the regulatory framework for its use. Encouraging documentation of AI use and selective and cautious investment in training resources can aid teachers in navigating the evolving AI landscape in education at RSM.

## 4.2 Education of students on AI use (PC recommendation)

### *How could students be educated?*

The PC proposes a number of options, which could be pursued to integrate AI topics into the student curriculum. Certainly, we are aware that are resource and time limitations to consider, which is why a range of ideas are proposed, which vary in their recourse intensity.

- Extend the current Q&A web page to include some basic information or helpful links to redirect students to where they can find information on AI pertaining to their program of study.
- Create a dedicated Canvas page that lists relevant information and resources of how students and educators can and should engage with AI during their studies and work @RSM. The Canvas page could, for example, contain the university's rules and regulations surrounding AI, pre-recorded educational videos, manuals, articles, best practices, and outside links to useful and relevant resources. The site could also get regularly updated. Each course can then link to that Canvas page in their course manual and students and educators can engage with the materials on an "individual needs" basis.
- Consider the possibility of creating a brief **core course for Bachelor students**. The course could, for example, cover the use of AI within the academic context, ethical considerations or case studies on the application of AI within university guidelines and how to leverage AI to maximize the learning experience. Alternatively, if this requires too many resources, AI topics could be added as a skills component of an existing course.

- Consider the possibility of adding compulsory AI Canvas page task/ “to-dos” for **Master students** as part of their Introduction week. Some Master programs already have tasks to be submitted on a pass or fail basis, which sum up to 1 credit during the introduction week. Given the shortness of the Master programs, this seems more realistic than a whole course

- Make it compulsory for teachers to publish their **AI guidelines** at the beginning of each course. This can be facilitated by creating some standard templates for teachers to work with, for example a brief table, as shown below. Ultimately, this has the potential to educate students through increased transparency and accountability.

- o Example table which could be required as part of the course manualcourse manual:

Course tasks*	AI use*	Comments
<b>Primary learning material</b>	Discouraged	AI should not be used as a tool to circumvent required readings and similar.
<b>Supplementary learning material</b>	Encouraged	Use AI to check definitions of concepts used in the course
<b>Assignments</b>	Restricted for specific purposes	Allowed only for language check, otherwise not allowed.
<b>Exam preparation</b>	Encouraged	Use AI to create practice exam questions
<b>Other</b>	-	-
*Suggested entries: Not allowed, Discouraged, Restricted for specific purposes, Encouraged, Required		

*How should the moral aspect be addressed (incl. awareness on purpose of study for students/intrinsic motivation)?*

Teachers should **highlight their expectations** on the use of AI, provide guidelines and examples for their students as well as illustrate examples on what would constitute breaking the guidelines.

- Encourage **open discussions on moral and ethical dilemmas** related to the use of AI, for example using case studies.
- Include **reflective tasks** at the end of AI-powered assignments so that students understand that the misuse of AI is a disservice to their own academic journey.

- Students are allowed to use the AI tools but are encouraged to incorporate **citations to AI tools** wherever they used it, similarly to academic referencing. --> currently implemented in certain BSc courses/programmes.

Teachers could guide students in the use of AI tools with:

- **Concrete examples of AI tools adoption** in the context of the course, which can help students understand the application of AI and its value for learning.
- **AI related skills with clear implications for competences (can be contextualized by teachers for courses)**

#### Main takeaways:

Some sections could be removed, others need more specificity. Suggested themes:

- AI advent means education can and should shift to learning to learn (identify, evaluate, and integrate knowledge). Thesis trajectory/research training can be used to develop underlying skills.
  - o Consider making research skills, including integrity (including integrity statement/non plagiarism declaration) for all/many courses
- Teachers should consider if and how students can or should use AI in their course and communicate it to students
- A number of specific changes (e.g. declaration of AI use in thesis, course manuals, etc. Should be adapted.

### 4.3 Assessment/General Adaptations

This chapter delves into the resilience of traditional assessment methods in the face of Generative AI's impact, specifically focusing on ChatGPT's role (Digital Learning Institute, n.d.; Utrecht University, n.d.) It presents strategies that RSM might adopt to harness AI's advantages while mitigating potential drawbacks. The analysis extends previous sections by evaluating the current assessments' robustness as per the "Teaching and Examination Regulations for Pre- experience MSc Degree Programmes 2023 – 2024," and explores ways in which educational bodies can evolve to accommodate the transformative influence of AI.

## 4.4 Resilience of current assessment methods to AI

### *Closed and Open-Book Exams*

Current exams are mostly based on traditional approaches, such as closed or open book. The usefulness of AI, including ChatGPT, varies greatly depending on the evaluation type. For example, in closed and multiple-choice tests, the use of AI is naturally constrained by examination norms that prohibit the use of external aids such as smartphones or the internet. This approach limits AI's ability to compromise the integrity of such assessments. Open-book tests, on the other hand, present a completely different scenario. The possibility of restricting AI's use is greatly diminished, particularly in un-proctored contexts, thereby leaving these assessments exposed to the risks of AI. This changes once the environments for open-book assessments are controlled or monitored.

### *Group and Individual Assignments*

Furthermore, AI's utility extends to individual and group assignments, extending its benefits beyond content generation to include structuring, creating ideas, and even improving the structural and stylistic aspects of writing. ChatGPT, the most used Generative AI, stands out for its capacity to create well-structured texts with a consistent writing style, making it an invaluable tool for students who struggle to organize their thoughts or frame their arguments effectively.

AI-powered assistants excel at creating content on a wide range of topics. Such a feature is extremely valuable to students, providing them with a solid foundation for their tasks or a technique to overcome obstacles to writing. Furthermore, ChatGPT provides a way to construct generic personal views and arguments, which might demotivate students to develop their own ideas and improve their argumentation abilities in academic work.

ChatGPT's adaptability is demonstrated by its vast applicability across numerous disciplines and types of academic projects, ranging from papers to homework assignments, making it an adaptable support for students engaged in a variety of academic assessments. It does more than just propose ideas; it also helps students refine their drafts by addressing grammar and spelling issues, boosting the quality of their writing. Furthermore, it provides advice on improving writing styles, promoting the construction of clear, concise, and impactful paragraphs.

ChatGPT serves as a learning and improvement tool and enhances content and style. As a self-learning program, it allows students to compare their work to different writing styles and techniques, resulting in a better grasp of the issue at hand. Its functionality extends to individual areas of an academic paper, providing specialized assistance ranging from the introduction, theoretical framework, methodology, data analysis, and conclusion sections. ChatGPT also offers both assistance to quantitative and qualitative data analysis methodologies, providing instruction on analytical approaches, programming advice for tools such as R, SPSS, and Stata, and even formatting using LaTeX. Its capacity to comprehend statistical outputs and generate

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text in response is crucial in the findings section, while its support in developing a conclusion based on all portions of the paper illustrates its broad utility in the academic writing process. The advent of AI presents both challenges and opportunities for academic integrity in individual and group assignments. On one hand, the risk of students delegating their tasks to language models undermines the authenticity of their work. On the other hand, the benefits AI brings to academia are significant, enhancing research, learning, and analytical capabilities. Therefore, it is crucial to establish a nuanced balance in the utilization of AI, focusing on the extent and manner of its application to ensure it serves as a tool for enhancement rather than as a shortcut to academic achievements.

### *Other Assessments*

Internships are typically hands-on and require active participation in a real-world setting. While AI can assist in preparing reports or presentations related to the internship, it cannot replace the actual hands-on experience and skills gained. There is a moderate risk if the internship involves a significant amount of report writing or research where AI could be misused.

Oral tests, with their low risk level, emphasize the importance of verbal articulation and immediate comprehension, areas where AI's direct influence is minimal due to the live, interactive nature of these assessments. However, the indirect use of AI for preparation underscores a subtle impact on the learning process, potentially affecting the authenticity of a student's understanding.

Presentations carry a moderate risk due to AI's capabilities in assisting with content creation, which includes speech writing and visual aids. This assistance, while beneficial for organizational aspects, raises concerns about overreliance on AI-generated content, which could detract from the student's personal engagement with the material and the development of presentation skills.

Practical exercises, particularly in fields like communication skills, are noted for their low risk. These exercises demand direct, personal interaction and the application of skills in real-time settings, aspects that AI currently cannot replicate. Lastly, participation performance assessments, which also carry a low risk level, highlight the significance of personal engagement and interaction within educational settings. The interactive and personal nature of class participation makes it resistant to AI substitution, focusing on the student's active involvement and contribution to the learning environment. This variety of assessment forms, each with its distinct relationship to AI, showcases the nuanced landscape of educational assessment in the age of artificial intelligence.

#### 4.5 Strategies to integrate and mitigate AI

Given AI's benefits and drawbacks, RSM must navigate this properly. Based on the information, educators should focus on closed-book exams over open-book exams. To maximize ChatGPT's capabilities while minimizing its limitations in accessing current or restricted-access materials, educators are encouraged to create assignments that require analysis or reflection on recent events, as well as to frame questions around materials that AI cannot easily access, such as recent publications or articles behind paywalls. However, these solutions are not without drawbacks, as students can enter recent information or restricted-access texts directly into the chatbot.

To improve the robustness of evaluations, encourage personal reflection and process-oriented questions, which are less conducive to AI production, as well as explicitly establishing guidelines to ensure students submit their own work and correctly credit sources. Using ChatGPT as a reference tool enables instructors to anticipate possible AI-generated responses, resulting in more AI-resistant assignments.

Post-assessment procedures, such as oral exams or discussions regarding submitted work are useful for determining the validity of students' work and grasp of the subject, however, they are also subject to time and resource constraints. The alignment of assessment design with learning objectives, especially in an environment where AI can successfully structure and summarize material, necessitates the investigation of alternative assessment methods such as internships, oral presentations, and practical exercises.

These approaches address a larger range of learning objectives, particularly those not immediately related to writing skills. Finally, engaging in discussions about the ethical use of AI in learning, as well as clarifying in the Teaching and Examination Regulations (TER) that unreported AI assistance constitutes academic dishonesty, are critical steps toward adapting educational practices to technological advancement.



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**Main takeaways:**

AI poses a significant threat to the integrity of open-book tests and assignments. However, the tools and human capabilities to detect AI-generated output are also improving. It is essential that the instructors/evaluators are provided with clear guidelines and necessary tools to enforce the university's integrity policy. Recent developments to this end, such as the inclusion of such guidelines in the examination manual, are welcome and their further development should be encouraged.

AI presents both challenges and opportunities for academic integrity in individual and group assignments. On one hand, the risk of students delegating their tasks to language models undermines the authenticity of their work and the development of skills and insights that their education is expected to facilitate. On the other hand, AI can be a useful tool to improve students' access to new information to structure and adequately express their ideas. It is crucial that AI is used as a complement rather than a substitute to students' own skills, capabilities, and efforts.

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## Appendix A3: Course Evaluations Subcommittee

### Course evaluations subcommittee – PACs

[Draft]

Date: June 6<sup>th</sup>, 2024

Authors: Larissa De Liedekerke (MSc student), Julia Cselotei (RSM IDEA Project Leader), Claus Schmitt (Senior Lecturer), Guido Berens (Assistant Professor)

#### Current state of the course evaluation system and the role of PACs

Currently, the collection of feedback on courses from students at RSM seems inconsistent and varies between programs. It depends not only on the PAC members (who change each year), but also on the academic directors. There is no central owner of the process, and this often leads to processes not being standardized and a diffusion of responsibility. We have found that students sometimes feel that the written course evaluation form does not concern them as they are not affected by the changes that could be made to the course by the time they give feedback at the end of the semester, and they do not know what influence it can have on the future of the course or the promotional decisions of faculty members. The forms can also sometimes be seen as time-consuming or unimportant.

Finally, the content of the current evaluation form seems to focus on student satisfaction with the contents and organization of the course, rather than on the degree of learning or impact. For these reasons, it seems problematic to use the current student course evaluations for tenure and promotion decisions of faculty members. For this, we suggest the use of peer reviews, or reviews of teaching by external experts. For getting the feedback between students and teachers across, **we believe that self-nominated student representatives in each course and PAC members are crucial to implement.**

In reviewing the workshops and guidance that Master PAC members receive during their first semester, we believe that there should be a focus on understanding the importance of student feedback and course evaluations, and some guidelines for its delivery. We have found that there are already several high-quality resources available at RSM that have been created by the BSc Student Representatives (see below). However, we have identified that there may be a lack of appropriate distribution of these materials, which should be addressed for next academic year **by appointing an owner/person responsible for PACs every year.** This person could then ensure that the process is more standardized so that communication (e.g., sending everyone the resources mentioned below) with the PACs is streamlined.

#### Possible solutions for using PACs more effectively

The following paragraphs contain practical suggestions to improve the current situation:

**Assign one central owner of PACs at RSM who ensures the reliability of our internal administration (standardization, stakeholder communication, continuity throughout time).** This includes providing PAC members with the relevant materials, informing academic directors about the role of PACs, and helping with the information about PACs that is disseminated to students. In addition, the person responsible for the PACs creates motivational

short videos that inform PAC members about their role and importance and highlight the role of the PAC for instructors (based on the BSc material for PAC members, see below).

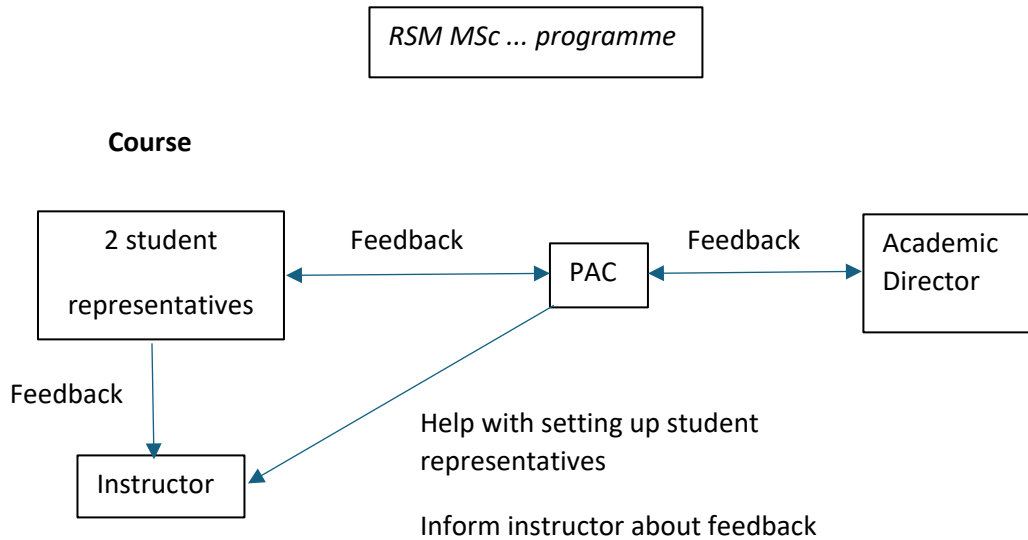


Figure 1: Role of PACs

**Use PACs to facilitate feedback in each program.** Figure 1 outlines a possible role that PACs could play internally to facilitate feedback between instructors and course participants:

- PACs are briefed after being appointed. A particular focus in briefing PAC members should be put on being sensitive with providing feedback to instructors to ensure that instructors have a positive experience with additional feedback (emotional impact of feedback, possible biases, promotion and tenure decision impact).
- PACs introduce themselves to the course instructors and help in appointing two course representatives for each course. After the course representatives are appointed, they connect with the PAC members and organize a meeting after each course block (with the academic director).
- PAC members share a mid-term feedback form with each course instructor. The mid-term feedback form contains an overall score that captures the learning experience and three open questions (What should I stop doing? What should I start doing? What should I keep doing?). Course instructors are informed by the PACs to meet the course representatives after the mid-term feedback and after the course is completed for a lunch meeting to discuss the feedback.
- At the end of each year, the PAC nominates the best teacher of the program based on the feedback and hands out the award to the instructor together with the academic director to the instructor.

**Available resources**

In the academic year 2021-22, Hilde Dales and Lilian Paardekooper of the BSc Student Representatives (BSc SR) created a manual for the MSc PACs, based on their own experience within the BSc SR. They reached out to the MSc Programme Committee at the beginning of the academic year, as they felt that the newly established PACs could benefit from the experience of the BSc SR. Typically, SR members in the BSc have several years to get used to their

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roles, while MSc PAC members only have (less than) one year. The manual they created contained both general and specific guidance on how the PACs could function effectively, as well as a link to several tools they created. In the manual, the authors emphasize that the PAC members should reach out to all course teachers and schedule a meeting with them to discuss the mid-course feedback they received from the students. The tools that the manual links to are [ready-made templates](#) for:

- An introductory email to the teachers of each course
- A Powerpoint slide that PAC members could show at the end of the first lecture of a course, asking for feedback and displaying their contact details
- A survey in Google Forms to collect feedback from students
- A one-page report to provide feedback on a course to the teacher

The members of the current subcommittee went through the manual and provided suggestions regarding how it could be updated so that it might be used again in the future. We also contacted the original authors of the manual (who are still studying for their master's degrees at RSM) and the current chair of the BSc SR but did not hear back from them yet. For teachers, the RSM website provides information on an in-class evaluation tool that teachers could use to collect feedback from students:

<https://my.eur.nl/en/rsm-employee/education/learning-innovation/evaluation>

This website includes guidance on how to use the tool. However, it seems that few teachers are using this. In fact, when we tried out the tool in February of this year, we could not access it. The provider of the tool (Business Monitor) has now made it accessible again. However, the tool did not work earlier because efforts are underway to make it accessible directly through Canvas. Once this project is completed, this might also lead to a higher awareness and usage of the tool by teachers.

## Appendix A4: Diversity and Social Safety Subcommittee

### 2023-2024 Program Committee RSM Diversity and Social Safety Subcommittee Letter

Members of the Subcommittee: Teodora Comanescu, Michelle Kossoi, Maartje Schouten, Solomon George Zori

To whom it may concern,

With this letter we would like to share with you our subcommittee's activities over the past year and offer our recommendations for improving RSM's educational policies at the MSc level. Our activities focused on developing ways to create a more inclusive classroom. This culminated in a checklist for how to create a more inclusive classroom. The goal of this checklist is to be actionable, giving concrete tools to instructors that can be (relatively) easily implemented and oftentimes only adjust current practices in a minor way. In this letter, we will outline the need for this checklist, the process we undertook to develop this list, and further steps we recommend for the future.

#### Need for Inclusive Classrooms

RSM's MSc level courses are incredibly diverse, especially in terms of nationality and gender. Diversity brings many benefits, such as new perspectives and a greater pool of knowledge to draw from, but it also brings many challenges, such as misunderstandings, being othered, and feeling like you do not belong. These challenges can manifest in a variety of ways: Feeling excluded in terms of language when your fellow group members have a shared language, but you don't; Not understanding the tacit rules of conduct because you weren't raised in a community that is intimately familiar with Dutch and RSM's academic norms and traditions; Misinterpreting expectations in terms of timeliness, deadlines, quality of work, or how to be a group member. Through discussions with stakeholders we learned that these are just a few of the situations that commonly occur and make students feel like they are not truly a member of the RSM community.

These observations were further highlighted by the AY2022-2023 subcommittee's work and recommendations. Through interviews with a number of leaders of RSM, they observed that there is a gap between students and faculty in the dialogue about diversity and they recommended as a next step to develop a checklist that can empower faculty to make their classes more inclusive. The checklist was specifically proposed as a tool that helps busy faculty and course instructors to make their classes more inclusive without needing them to be fully immersed in the research and insights on inclusion.

A further need we perceived for this checklist emerged from our research process when we examined the tools that the university currently offers: While well-intentioned, the toolboxes offered by EUR are intended to teach students explicit inclusion-related skills rather than setting the instructor up for an inclusive classroom atmosphere. Teaching inclusion-related skills is indeed incredibly important, but should have its own place in our curriculum, whereas the checklist we have developed can be

implemented across courses and is intended to be easy to use in any instructional context. In other words, there is a strong need for simple, actionable recommendations on this topic at this university.

## **Research Process**

Our research process started by examining the progress made by the diversity and social safety subcommittee of the previous academic year's programme committee. In their final letter, they expressed the idea for a diversity and inclusion checklist that integrated their findings, which should be made available to teaching staff. Our subcommittee decided that we would build upon this idea and develop a checklist, which follows in this letter.

Building upon the conclusions reached by last year's subcommittee, we reached out to relevant stakeholders within RSM that are working on these matters. Firstly, we met with Julia Cselotei, Project Lead for the IDEA (Inclusion, Diversity, Equity and Access) initiative. In this meeting, Julia discussed the priorities that her group is currently working on, to see how we could best include these within our checklist. Secondly, we met with Iris Flipsen, HR Business Partner. Within this meeting, Iris was able to guide our subcommittee towards the strategic priorities of RSM and the vision for future education at the school- and university-level. This was helpful for our subcommittee as it allowed us to include components in our checklist that align with objectives to create agents for positive societal change.

Alongside these meetings, members of the subcommittee searched for information about inclusive teaching on the websites of other universities, relevant practitioner-oriented publications (e.g., Inside Higher Ed), and information which is publicly available from RSM and EUR as a whole. Based upon our conversations and our information search, we drafted a checklist. This draft checklist was shared with the stakeholders we had meetings with, as well as Seval Gündemir, Associate Professor at RSM and recipient of the NOW Advancing Equity in Academia grant, and Helay Jelja, student member of the IDEA steering committee. We shared the draft with these stakeholders to be able to get their feedback, and see if we had properly incorporated the information we gathered from them, as well as if we had missed anything that they believed should be added. We revised the checklist based upon their feedback and shared it with the rest of the programme committee for another round of feedback from faculty and students. Thus, we were able to arrive at the final version of the checklist, which we have included in this recommendation letter.

## **Next Steps:**

- **Towards effective implementation:** Unfortunately, we ran out of time to thoroughly investigate the best ways to implement this checklist. However, we see several ways in which the list could be implemented effectively:
  - o Inclusion in the online manual for teaching staff. The checklist is largely aligned with the sections of this online manual, dividing between activities to take place prior to the course, on the first day of the course, and during the course. The teaching manual is a helpful resource when planning and preparing a course, especially for newer instructors.
  - o Visiting department meetings. To highlight the existence of the checklist, we also recommend that it be discussed during department meetings. This discussion should focus on the importance of inclusion in teaching and the ease of use of the checklist.
  - o Create a brief video which highlights the elements of the checklist and example actions that can be taken.



- Align with ongoing inclusive teaching initiatives that are being developed through LIT. Specifically to Marijn van den Doel, learning innovation consultant at EUR, who is also currently working on developing an inclusive education toolkit for educators.
- **Towards effective use:** In addition to implementation, we also recommend tracking the use and effectiveness of the checklist.
  - Measure adoption rate and utility of the checklist for instructors.
  - Measure the perceptions of inclusion among students. This can be done by adaption existing climate for inclusion measures to a classroom setting and including these in the course evaluation surveys at the end of each course, or it can be done by developing our own inclusion measurement instrument, which focuses specifically on the items listed in the checklist below.

### **Creating a Socially Safe and Inclusive Classroom**

The purpose of this document is to equip you, as an instructor, with practical tools to cultivate a socially safe and inclusive classroom environment, therefore creating an optimal learning environment for all students.

#### **What does this mean?**

Creating a socially safe and inclusive classroom means creating an environment where everyone feels that they can be themselves without repercussions (explicit or implicit) due to the mutual respect that exists, and to learn without judgment. Teaching inclusively means embracing student diversity in all forms — race, ethnicity, gender, disability, socioeconomic background, ideology, even personality traits like introversion — as an asset. It means designing and teaching courses in ways that foster talent and learning in all students, including those who come from groups traditionally excluded in higher education.

#### **Why is it important?**

This is aligned with the larger goals of the Rotterdam School of Management to be a force for positive change and provider of transformative education, whereby we prepare the leaders of tomorrow, not just of today. Social safety and inclusion in the classroom lead to students being more sustainable and inclusive after graduating, as they enable all to function at their optimal level. Social safety and inclusion are not a means to an end, but an end in and of itself now that the world of work is becoming more diverse, requiring the leaders of tomorrow to be able to lead in a way that appreciates the uniqueness of all employees, while creating a sense of purpose. What better place to learn how to do this than in a classroom, which reflects this. As an instructor, you have the opportunity to lead by example and model inclusive behaviors for students to observe and implement.

The recommendations in this checklist are based on two foundational principles:

1. Inclusive teaching is a mind-set - For every teaching decision you make, ask yourself, “In what way can I make sure all students are optimally included, can participate and learn to their fullest potential?”
2. The more clarity about expectations, the better for all students – you create clarity via classroom interactions and structured course design – too little clarity about expectations leaves too many students behind.

This document is divided into three sections:

- 1) Actions you can take prior to the course.
- 2) Actions you can take on the first day of class.
- 3) Actions you can take on during the course.

Although you set the tone, creating an inclusive and socially safe classroom environment is a joint responsibility of both instructors and students.

This guide is based on a literature search and discussions with experts and stakeholders conducted by the 2023-2024 Program Committee Subcommittee on Diversity and Social Safety. For further reading, we recommend, a. o.: Sathy, V. & Hogan, K. A. (2019) How to make your teaching more inclusive: Advice Guide. Chronicle of Higher Education. <https://www.chronicle.com/article/how-to-make-your-teaching-more-inclusive/>

**Before the start of the course:**

	<b>What:</b>	<b>Examples:</b>	<b>Why:</b>
1.	Design courses in which you speak less – create active participation opportunities for your students.	<ul style="list-style-type: none"> <li>• Flipped classroom</li> <li>• Experiential activities</li> <li>• Group activities</li> <li>• Role plays</li> <li>• Brainstorms</li> </ul>	This will create a sense of connectedness for the students to the learned material and give a clearer answer to the question of why they are here. Moreover, it will make them responsible for their own learning, which helps retention of the material.
2.	Design a course with multiple, low stakes assessments; Reduce the stakes of major papers and tests	<ul style="list-style-type: none"> <li>• Include non-graded quizzes</li> <li>• Include repeated assignments with small contributions to the grade</li> <li>• Allow students to drop one or two of their worst scores on exams, assignments, or quizzes</li> <li>• Let students replace an earlier score with a cumulative final grade</li> </ul>	<p>When a single exam or a paper carries a lot of weight, you risk letting that one experience or day wreak havoc on a student's grade.</p> <p>By using multiple lower stakes assessments, you are able to evaluate the learning of every student in the class and you can adjust the way you address concepts, your use of teaching methods, and which areas of improvement exist for students.</p> <p>For more information, check out: <a href="https://www.eur.nl/en/course/how-construct-group-assignments-alternative-modes-assessment-beq">https://www.eur.nl/en/course/how-construct-group-assignments-alternative-modes-assessment-beq</a></p>
3.	Reflect on the diversity of your examples and cases; adjust illustrative cases to the students in your classroom.	<ul style="list-style-type: none"> <li>• Use cases and examples that are set in a diversity of locations, cultures and have protagonists with different genders.</li> <li>• Evaluate whether actors are presented in a stereotyped manner</li> <li>• Acknowledge if all the literature is set in a western-European/North-American context and ask yourself if this is necessary.</li> </ul>	<p>This helps students answer the question: Why should I care? It can also help students relate to the course material and feel seen.</p> <p>For more information, check out: <a href="https://www.eur.nl/en/course/how-make-design-my-coursemodules-more-inclusive-diverse-group-students">https://www.eur.nl/en/course/how-make-design-my-coursemodules-more-inclusive-diverse-group-students</a></p>

4.	Clearly provide information on where students can get the appropriate accommodations for their needs when taking an assignment, test, or exam, or even just to be able to attend class effectively.	<ul style="list-style-type: none"> <li>• Messaging through the course manual</li> <li>• Messaging through Canvas announcements</li> </ul>	This helps all course participants keep track of expectations, information, and tasks in the course.
5.	Incorporate technology where useful to allow your study materials to be accessible by all, especially to help include students with disabilities.	<ul style="list-style-type: none"> <li>• Closed captions for your recorded materials and lectures</li> <li>• Alt text for images</li> <li>• Transcripts for audio materials</li> </ul>	You can refer to more tips on how to use this here: <a href="https://libguides.eur.nl/digital_accessibility">https://libguides.eur.nl/digital_accessibility</a>

### Day one of the course:

	What:	Examples:	Why:
1.	Clarify expectations and norms for the classroom environment. These could also be co-created with students.	<ul style="list-style-type: none"> <li>• Communication expectations (e.g., email, response times)</li> <li>• How you want to be called (first name, Dr., Prof., etc.) and preferred pronouns</li> <li>• Establish norms for language spoken in class</li> <li>• On time expectations</li> <li>• Preparation and participation expectations</li> <li>• How differences of opinion are approached</li> </ul>	<p>By stating your expectations, you clarify the norms in the classroom, which is especially useful to people who are used to different ways of working and conduct in an educational setting.</p> <p>For more information, check out: <a href="https://www.eur.nl/en/course/how-create-culturally-inclusive-classroom">https://www.eur.nl/en/course/how-create-culturally-inclusive-classroom</a></p> <p>For more information, check out: <a href="https://www.eur.nl/en/course/how-improve-intercultural-communication-your-teaching">https://www.eur.nl/en/course/how-improve-intercultural-communication-your-teaching</a></p>
2.	Share some information about yourself.	<ul style="list-style-type: none"> <li>• Professional background AND</li> <li>• Personal details to make you more relatable, such as cultural/ethnic background, hobbies, family, favourite food/music/movie</li> </ul>	It makes you seem more like a person that the students can get to know, rather than an authority figure at a distance. This makes students feel like they belong.
3.	Connect with students personally.	<ul style="list-style-type: none"> <li>• Use preferred student names (get name tents printed to help you with this) with correct pronunciation</li> <li>• Respect and use correct pronouns</li> </ul>	This makes students feel seen and like they belong in the university and your classroom.
4.	Explicitly communicate information about assignment and exam deadlines.	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Slide with deadlines and assignment highlights</li> </ul>	You are enabling anyone to participate on equal footing by knowing what they can expect.
5.	Explicitly discuss the actions for creating mutual respect.	<ul style="list-style-type: none"> <li>• Ask students what behaviors lead to creating mutual respect; brainstorm</li> </ul>	You create shared responsibility for the atmosphere in the course.
6.	Emphasize the importance of effort, motivation, and ability to learn over time rather than innate abilities. This combats self-doubt, encourages students and can make them feel like they belong.	<ul style="list-style-type: none"> <li>• Add phrases like 'yet'- "you haven't mastered this yet" rather than "you haven't mastered this".</li> </ul>	It is important for learning efficacy that students believe that by being in your class they can master the skills or knowledge that you teach. This requires them to believe that their knowledge and skills are malleable and can grow over time.

**During the course:**

	<b>What:</b>	<b>Examples:</b>	<b>Why:</b>
1.	Allow students time to think about the assignments you give or questions you pose.	<ul style="list-style-type: none"> <li>• Get comfortable with silence in your classroom.</li> <li>• Structure the activity by setting a time for the thinking portion of the exercise (e.g., think-pair-share)</li> </ul>	This gives everyone a chance to participate, not just those students who are very comfortable speaking in large groups and making mistakes in public. This also addresses intercultural differences in the way students learn.
2.	Let students voice their opinions, while being respectful and open-minded to what they have to say.	<ul style="list-style-type: none"> <li>• Encourage students to try, and try again.</li> <li>• Even if they answer something incorrectly, respond with a phrase like “that’s an interesting thought, thank you for sharing!”</li> <li>• Highlight students’ thought process or correct steps</li> <li>• Move onto the next student</li> </ul>	You are the authority figure, what you say and do matters for the students in your class. Person-focused, negative treatment of students will prevent anyone from participating, thereby reducing the feelings of safety in the classroom. You have the ability to ensure that all students feel like a valuable member of the classroom, even those with marginalized opinions or identities. This is your opportunity to redirect opinions to facts, and introduce nuances into their thinking.
3.	Allow anonymous participation.	<ul style="list-style-type: none"> <li>• Use Mentimeter</li> <li>• Use note cards to let students share their answers</li> <li>• Cold calling is generally inadvisable when trying to create an inclusive classroom.</li> </ul>	This allows students with a minority opinion, introverted personality, or who aren’t sure about the right answer to participate. Cold calling makes an (implicit) assumption about active classroom participation as solely based on verbal contributions in public. There are many ways in which students can actively participate, and it is up to you to allow for a variety of ways (see more on this below) to ensure all students feel welcome.
4.	Add structure to small-group discussions-take time to teach students how to participate in small groups.	<ul style="list-style-type: none"> <li>• Assign and rotate roles</li> <li>• Be explicit about the importance of sharing names and putting phones away</li> </ul>	This enables all students to participate effectively in groups.
5.	Incorporate example test questions in lectures and other study materials to prepare students for what to expect during the high-stakes assessments. Moreover, make sure to write exam questions that accurately reflect and align with class material.	<ul style="list-style-type: none"> <li>• Mock exams</li> <li>• Past exams</li> </ul>	This enables all students to do well on your tests rather than only those who have had more experience with academic testing.
6.	Provide feedback in a timely manner.	<ul style="list-style-type: none"> <li>• Provide estimates for when feedback should be expected</li> </ul>	This allows a student to use the feedback during the course and gives them an assessment of their standing in the class so they can correct course if needed.
7.	Encourage students to share their own cultural experiences and perspectives, or alternative views. Especially in a highly international environment like EUR, this can be extremely valuable.	<ul style="list-style-type: none"> <li>• Examples during class and voicing of non-Western perspectives can be highly valuable to making the information shared be applied to more contexts</li> </ul>	Education generally is still highly western-centric, therefore it’s good to invite voices who grew up elsewhere to share their potentially diverging views. Moreover, we advise caution with stereotypes, and potentially culturally insensitive humor.
8.	Acknowledge that students might be dealing with many things in their life (e.g. mental health, personal issues at home, financial problems, health issues etc.).	<ul style="list-style-type: none"> <li>• Allow for flexibility within the classroom accordingly.</li> </ul>	This ensures a more equal footing and opportunity for all your students to succeed (i.e. equity is not the same as equality).

## Appendix A5: Open Education Subcommittee

### Master Programme Committee AY 2023-2024

#### *PC sub-committee on Open Education*

Daiana Botezatu (MScBA FAM), Shinouk Ettema (MScBA P-MIM), Anna Nikulina (MSc SCM), Kristupas Radzvila (MSc SCM), Bianca Stoiciu (MSc MI)

v05.06.2024

#### **1. Introduction.**

*Disclaimer:* In AY 2022-23 a PC sub-committee on Open Education was formed with the focus on facilitating involvement of external stakeholders in education. The advice of the subcommittee was to create an RSM-wide public engagement portal. At the time of developing the topic for academic year 2023-2024 subcommittee, the PC has not received a response of the Dean and Dean of education to this proposal. For this reason, as the 2023-2024 subcommittee, we decided to focus on a different approach to this topic.

*Relevance of the topic for AY 2023-2024 and going forward.*

For our subcommittee, we defined 'Open education' as all activities that *directly* involve/engage external stakeholders in the programme design or educational activities (such as consultations about curriculum, guest lectures, company visits, internship-based thesis projects, etc.).

To start off our work, we looked at RSM Educational Strategy for 2022-2025 and confirmed that the topic of Open education is highly relevant and directly related to it: it connects to the first strategic priority of enhancing the quality of our educational offering. One key aspect that stood out for us was the intention to increase involvement of and co-creation with external stakeholders such as businesses, public sector organisations, regulators and NGO's. Additionally, we were intrigued by the emphasis on facilitating cross-school coordination, allowing for greater flexibility and integration of programme elements across different courses.

The enhanced connection with external stakeholders is perceived by our subcommittee members as one of the ways of ensuring high quality of the business education, as well as relevance of the skills and knowledge that the students acquire during their master studies.

#### **2. Our approach.**

Many master programmes have developed successful processes and practices of engagement with external stakeholders. However, due to the diversity of RSM masters and high degree of independence of the departments that design and deliver them, there is currently little exchange of best practices related to external stakeholder engagement and management. For that reason, we believe it will be valuable to generate a list of such practices and share this knowledge with the Dean of Education, Programme management and Academic Directors of the programmes.

In our work, we aimed not only collect information about existing activities, but to also focus on the 'how' aspects of best practices, so it becomes clear how they were implemented or what are potential challenges in their implementation.

Given the future-proof focus of RSM in the upcoming years, we also strived to spotlight as much as possible the practices that do not require substantial resources or costs for the school.

To collect information for our project, we studied the curriculum of all master programmes (at [www.rsm.nl](http://www.rsm.nl)), interviewed all academic directors (Ads), except CEMS programme, and had discussions with the Cluster lead Educational excellence, as well as an employee of the Career Center and an employee of the Alumni Office. The full list of interviewees can be found in Appendix 1.

It is not our goal to demonstrate in this report which programmes have more points of contact with external stakeholders and which potentially lag behind. For this reason, we do not directly mention in the text which programmes already have incorporated or are planning to incorporate certain practices.

### **3. Results**

#### **3.1. Engagement of external stakeholders in the curriculum design.**

During our project it became clear to us that RSM students place high importance on the engagement of external stakeholders in the programme design, It is perceived as 'guarantee of the relevance' of their studies (this answers the concern about 'how do we know that will learn what is needed in the job market and what makes us employable?').

*Current ways to review the course and programme design.*

Most programmes review the individual course design and content internally, following the course evaluations and also meetings with PACs that provide less structured but more direct feedback to the ADs and course coordinators. This relates primarily to core courses; electives are reviewed more ad hoc based on the evaluations and demand for them. Most ADs recognize that course coordinators look at their courses frequently enough to ensure the content is up to date. There is also the general understanding that the coordinators undertake informal consultations with their own connections in practice, whenever needed. Overall, due to the traditional independence of the course instructors, we did not discover (as expected) any structural or standardized approach to the course review across the programmes.

The approach to the development of ILOs or programme design as well as their evaluation also varies. In one case, a master program was fully designed based on the 'market requirements' to offer relevant knowledge and skills to the students; however, this is an exception. In some cases, this process of creating and reviewing of the programme is very informal, but coordinated by the AD to a certain extent, whereas one of the programmes has an alumni board (where around 70% of members remain the same, the rest changing annually) to review the curriculum. There are also instances where alumni and professionals' survey results are used to evaluate the programme curriculum and the approach to the programme delivery. Focus groups are organized by some programmes to discuss with alumni and professional bodies the results of such evaluations (e.g., the Alumni office coordinated three focus groups recently). Feedback from such sessions is then conveyed to the faculty/course coordinators. Some programmes follow an 'indirect' approach and review the curriculum of other schools that offer similar master programmes. Finally, according to some ADs, there is an idea or intention to have an alumni board or introduce a structured evaluation process, or an intention to have regular meetings with industry experts, alumni student representatives and course instructors to discuss the programme curriculum.

### *The idea of having Programme advisory boards.*

In the past, one master programme had an advisory board that comprised of several representatives of various companies (similar in some ways to RSM advisory board). We interviewed the former programme AD who established this practice. It was created by the initiative of the AD from the personal industry connections and met 2-3 times per year. The questions discussed in these meetings included curriculum, ILOs, etc. The practice was never institutionalized; according to the interview with the former AD, it was difficult to schedule meetings with the board members (around two times per year) due to complex agendas. With the change of AD, this practice was discontinued.

During our interviews we asked the current ADs whether they think having such boards at the programme level would be a good initiative – should this practice be institutionalized? The opinions were mixed: while there is recognition of potential benefits by quite some ADs, the concerns are extra workload related to finding members for such boards, unclarity of how to approach selection of the stakeholders for them, as well as the complexity of ‘running’ them. Other ADs stressed that having ‘another board that will tell us what to do’ is unnecessary as there are already enough boards and advisory bodies around. As of now, we do not perceive this initiative as something that all programmes would like to introduce and consistently follow.

During one of the recent PC meetings (May 16, 2024) the Alumni office informed the PC members that they are currently coordinating a project of creating alumni advisory boards at the programme level. We informed the alumni office about concerns related to such boards that had been raised by the ADs.

### *The idea of “Industry days” to discuss the curriculum.*

This is not an existing practice yet, but several programmes mentioned the idea of having annual (or bi-annual) days where industry representatives would be invited to discuss the curriculum of master programmes and provide their input and view on what is important to include in the courses, discuss ILOs, relevant competences, etc.

Such initiatives allow for checks of the curriculum relevance, however, there are still uncertainties about them, in particular: 1) which organisations should be invited to ensure balanced representation of different interests and who exactly to invite – the participants should be willing to think along and provide input that is relevant not only for their particular organisation. Potentially, the participants can be the organisations with already established connection with the faculty through real-life cases or guest lectures or thesis projects. In addition, organisations where a large share of graduates start their careers can also be considered; 2) such industry days require a certain organisational effort and cost; and it is not exactly clear how to approach this aspect.

Another idea that was mentioned is to have discussions about the curriculum with the recent alumni (who graduated not more than 5 years ago) to gather their feedback on the programme and ideas on what can be changed or improved. A separate question to resolve for this activity is the necessity to maintain a comprehensive and up-to-date list of alumni and (just as with the boards or industry day) find right participants for such feedback sessions.



### 3.2. Engagement of external stakeholders in the delivery of master programmes

According to our interviews and study of programme curricula, the following open education activities are present across the programmes:

Introduction week activities	<ul style="list-style-type: none"> <li>- <b>Alumni panels/presentations</b> in which recent alumni share own experiences with the programme and give some tips to the students</li> <li>- <b>Company visits</b> where students can observe actual processes and practices relevant for the study programme, typically combine a tour with the company presentation</li> </ul>
Core courses	<ul style="list-style-type: none"> <li>- <b>Guest lectures</b></li> <li>- <b>Company visits</b></li> <li>- <b>Consultancy projects</b><sup>1</sup> (mini-cases - e.g. companies not only provide a guest lecture but also bring a real problem to solve or real data set to work with or bigger cases on which student teams work for several weeks). Within these projects: <ul style="list-style-type: none"> <li>o Training on the consulting approach (by consultants)</li> <li>o Weekly engagement of company stakeholders (assignment of company coach)</li> <li>o Engagement of alumni as coaches/judges of student teams for real-life cases</li> </ul> </li> </ul>
Elective courses	<ul style="list-style-type: none"> <li>- <b>Guest lectures</b></li> <li>- <b>Consultancy projects</b> (mini-cases or bigger cases) for student teams</li> <li>- <b>Company visits</b></li> <li>- <b>Company-based research projects</b> - internships in external organisations count as an elective (individual student work on a problem)</li> </ul>
Honors programme	<ul style="list-style-type: none"> <li>- <b>Consultancy projects</b> on which student teams work for several weeks/months</li> <li>- <b>Company visits</b></li> </ul>
Thesis projects	<ul style="list-style-type: none"> <li>- <b>Thesis internships</b> offered by the external stakeholders</li> </ul>
<i>Your future career course</i>	<ul style="list-style-type: none"> <li>- <i>Alumni act as mentors for the students</i> <i>This is out of scope in our sub-committee project as another subcommittee related to Career prospects is working on this.</i></li> </ul>

Most academic directors believe the connection to external stakeholders is sufficient (although some admit that the student evaluations show desire for enhancing this connection).

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<sup>1</sup> Depending on the programme, the term ‘consultancy project’ or ‘real-life case’ or ‘organisation-based research project’ is used; in essence, it is the same as the students (typically working in a group but not always) are supposed to tackle the real-world challenge and propose a solution to it.



In general, within each programme course coordinators and instructors are free to choose which type of activities to use and how to engage stakeholders in their courses. In some programmes there is a soft guidance from ADs in terms of the number of such activities (e.g. 2 guest lectures per course is a target).

There is a lot of variety in the types of activities present in the master programmes. For instance, all programmes use guest lectures, but thesis internship are used and encouraged to a very different extent. There are programmes that actively search for thesis projects for students; there are programs that maintain a neutral attitude to CBPs (the coaches will coach students on such a project if a student finds this herself), but also there are programs that actively discourage CBPs due to concerns about their academic quality of the problems proposed by organisations or about the extra workload of such projects.

Some programmes use consultancy projects as an obligatory part of the curriculum, others apply them in elective courses, and ADs of several programmes believe finding such relevant projects for the students is too difficult.

What can be considered as useful practice is an initiative undertaken by ADs in some programmes to create a list or database of the stakeholders that are involved in the educational activities<sup>2</sup>, particularly in guest lectures (see Appendix 2). This allows to see which activities are present, which stakeholders participate recurrently but also to get an overview whether several faculty members reach out to the same organisations. It also helps to preserve contacts of external stakeholders in case the faculty members leave, or new faculty members require assistance in connecting to stakeholders. Such databases are updated annually with the help of educational coordinators in order to keep them up to date.

### **3.3. The way stakeholders are contacted and engaged.**

What was of particular interest for us were the channels through which external stakeholders are contacted (the 'how' aspect). Below we will outline how external stakeholders for different types of educational activities are found.

- The most prevalent way to engage with external stakeholders and find *alumni panelists* for the introduction week or *guest lecturers for core/elective courses* is to use personal connections and networks. It is much easier for senior faculty due to their extensive networks but this can be challenging for junior and newly hired faculty members. Typically, informal help is offered to the junior faculty members if they need to connect with external parties. The databases of external stakeholders mentioned in 3.2 are used for this purpose in some programmes.
- *Company visits* are organized using personal connections, as are guest lectures.
- *Thesis projects* are sometimes found through instructors' personal connections – these projects then are made available for the interested students on Canvas to apply. In some cases, faculty is also involved in matching the student with the project (to ensure the best match of student skills with the stakeholder requirements, only in situations where this also is relevant for own research interests). Placements of thesis project flyers on LinkedIn (in essence passive cold calling) also sometimes bring in thesis projects and allow for extension of the network of educational partners. In some cases students find such projects through own initiative.
- *Consultancy projects* are a type of activity highly valued by the students, but also challenging to bring in as they require substantial commitment of time from the participating organisations. Three

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<sup>2</sup> We are aware that there has been recently a request from the Dean of Education to ADs to provide a list of activities in (core) courses for the purposes of accreditation. However, such request is reactive in nature and does not duplicate the proactive approach undertaken by some programmes.

ways of bringing in such cases were discovered: 1) reaching out through personal network 2) using Career Center services 3) using special other EUR resources / channels that may not be applicable for all programmes, such as Erasmus Verbindt which provides connections to Rotterdam organisations. <https://www.eur.nl/over-de-eur/strategie-2024/van-strategie-naar-praktijk/erasmus-verbindt> or Erasmus center for Innovation <https://www.erim.eur.nl/erasmus-centre-for-innovation/> or FSR <https://fsr.nl/>. The reliance on personal network is again predominant. We found that currently very few programmes use Career Center's help to bring in real-life cases that can be used in courses. On one hand, ADs either do not consider this channel in general, or think that asking organisations to pay a fee for participation is not appropriate (Career Center asks for a certain fixed fee for organisations to participate in such projects; this is a standard requirement). On the other hand, Career Center would not have capacity to work with all the master programmes due to limited number of employees, yet, according to the interview, there is capacity to help more programmes.

### *Engaged alumni*

Several ADs mentioned that they intend to start an initiative to maintain their own database of alumni (or an active LinkedIn page which most programmes do have but few actively manage and maintain due to lack of time and resources). Such a database or list of alumni can be used for any type of engagement activities. However, such initiatives have not been realized yet (except for one programme). The alumni office maintains a general database of alumni and can provide list of names and contact details to ADs/faculty on request; however, they typically only help reaching out to alumni if direct connection from the faculty does not work. It is necessary to mention that there is a rather skeptical attitude among ADs towards the value of help they get from the alumni office; ADs also believe that the focus of this office is primarily on MBA and not on the master programme level.

Another way to engage with alumni is by creating more one-to-one connections during thesis projects. It was mentioned that the thesis project is the only educational activity in the programmes where the instructor and the student interact one-to-one which allows to create networking opportunities for the future. In certain programmes such connections become a common source for finding stakeholders for guest lectures, thesis projects, etc. However, in general this is a very informal and personality-dependent practice.

## **4. Recommendations and next steps**

RSM as an organisation has a strong tradition and culture of independence, and as we already mentioned above, the departments take pride in their freedom to design and deliver educational programmes and in being centres of expertise in their own fields. For this reason, strong 'push' for implementation of standardized approaches and implementation of practices and processes may not be welcomed by the ADs and instructors of the master programmes. However, in some situations the benefit of organizing certain events centrally or supporting individual programmes with shared resources is still worth considering.

### **4.1. Future engagement of external stakeholders in the curriculum design**

We recommend looking into the option of organizing 'Industry days' where external stakeholders take part in the discussion of the master programme curriculum, ILOs, and potentially also the way of delivery of the programmes. This is easier to organize than advisory boards and is perceived by many as valuable but less binding and complex as having advisory boards. Such events can be also a way to advertise strong connections with diverse set of stakeholders, which would likely be viewed as a strong point of the business school by the current and potential students.

This can be implemented as a pilot for one-to-two programmes and scaled to the RSM-wide event once per year or once per two years (bi-annual is potentially more feasible). However, this requires the coordination at RSM level and such events come at a cost.

*Potential points of attention to consider:*

The timing must be right and should allow for incorporating feedback into the following AY curriculum, so potentially such sessions should fall within January-April (not later than that).

The invited stakeholders must represent different interests and views (as one of the ADs said “if you invite a banker, you must invite the regulator”) to avoid the biased recommendations – so the main question is who to invite and through which networks to find the right candidates (active alumni, traditional thesis ‘partners’ or consultancy project participants, representatives from professional associations, but also government bodies and NGOs...).

It is most likely that the departments will need to have freedom to invite relevant external stakeholders, but RSM can co-create the day agenda with them and provide organisational support for efficiency purposes. A robust approach to the curriculum review that involves external stakeholders can benefit the quality of the education but also the reputation of the school among the students and ratings of RSM.

#### **4.2. Future engagement of external stakeholders in the delivery of master programmes**

*Databases of open education activities and external stakeholders*

We recommend encouraging all the programmes to have such a database; not only it creates transparency within each programme about which open education activities take place and which stakeholders are engaged but it helps with the situations with the change of instructors/faculty involved in the courses and in the case of the change of AD: the information about the programme is maintained and easily transferred to new stakeholders.

*Consideration on the structural basis of potential involvement of Career Centre*

As the use of services of the Career Centre is very inconsistent among the master programmes, it is potentially interesting to evaluate whether the programmes can benefit more from the structured collaboration with the Career Centre, e.g. in the situations when bringing sufficient number and high quality of consultancy projects is required by a certain deadline (e.g. honors programme or core courses that involve such projects).

*Consideration about how RSM can create engaged alumni*

While this does not represent a direct scope of work of our subcommittee, the importance of the role of alumni in the open educational activities has been stressed by all interviewees. The potential topic of investigation for future year PC subcommittees would be how we at RSM can structurally create engaged future alumni already during our master programmes. While our interviewees mentioned personal connections created by some faculty during the master thesis project, potentially more activities during the master year can be offered that would encourage future alumni to proactively come back and contribute to the success of the future generations of RSM students.

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## Appendix 1, interviewee list

AFM – Evelien Reusen  
BAM - Robert Rooderkerk  
BIM - Dimitrios Tsekouras  
FI - Thomas Lambert  
GBS – Maarten Wubben  
MI - Juan Pablo Madiedo Montanez  
MBI - Amir Omidvari  
MiM - Bas Koene, Irma Bogenrieder (former AD)  
MM - Bram van den Bergh  
PMiM - Raymond van Wijk  
POC - Anne Nederveen-Pieterse  
SCM - Michael Becker-Peth  
SE - Joris Meijaard  
SM - Marc Baaij

Educational services department – Gabi Herfert, Cluster lead Educational Excellence  
Career Centre – Laura van Steenwijk, Employer Relations Manager  
Alumni office – Bruno Hasa, Alumni Relations Manager

*All interviews were conducted by one of the subcommittee members (one to one), some of them took place online, but the majority in person on campus.*

## Appendix 2. An example layout of the external stakeholder database/list

Name	Organisation	Position	Email	LinkedIn	Course Involvement (name, code)	Year(s) of Involvement	Contact Person(s) in the programme

## Appendix A6: Career Preparation Subcommittee

### Subcommittee: Career Advisory

Members: Marta Cazzamalli, Nargiz Najaf, Bianca Stoiciu, Maciej Szymanowski (*proofreader*)

**Committee Problem Statement:** RSM excels in delivering academic knowledge to its students but does not adequately prepare students for practical, real-life industry environments. A hands-on learning approach is crucial to prepare them for smooth integration with real life and to enhance student success post-university.

#### I. INTEGRATING CAREER ADVISORY INTO THE CURRICULUM

**Problem Statement:** Currently, the main and sole part of the Master's curriculum that strives to help students prepare for their careers is the Your Future Career (YFC) course. The course provides a solid knowledge base, helping students refine professional tools like LinkedIn profiles and CVs. However, the content is high-level and does not provide students with knowledge and advice on the industry-specific to their Master's programme - i.e., students from MSc BIM and MSc F&I require different (soft) skills, CVs, and exploration of potential careers and so on. Additionally, the program suffers from low engagement due to limited direct interaction with professionals. This often results in students choosing less demanding modules that do not fully enhance their career readiness.

#### **Solutions:**

- a. **Tailored YFC 2.0:** Transform YFC into a dynamic, year-round module that integrates with and is managed by each MSc program, offering practical, high-engagement learning through guest lectures, case studies, and company workshops. The career advisory should become a separate module (YFC 2.0) in each MSc programme, it should consist of two elements - its own modules (e.g., CV preparation, interview training, mentoring, career option discovery) and elements integrated into courses (guest lectures, hands-on case studies, company days, workshops). Conclusively, it is a practical and high-engagement course that continues throughout the year with a foundation in its own modules and practical experience integrated into all courses. It emerges as an advanced version of the current YFC tailored towards the needs of each programme, with a more practical approach.
  
- b. **Partnerships for Growth:** It has been shown in the scientific literature that the addition of technologies such as AI has meant that there is an increasing demand for not only hard skills such as programming or knowing how to interact with such software, but also soft skills. These are skills such as time management, teamwork skills, communication skills, problem-solving skills, leadership, etc. Organisations across campus offer such training and advice. YFC should refer students to organisations, such as "Lifeversity", and invite them to hold these workshops as part of the more generic preparation and soft skill training. By doing so, YFC management outsources activities to trusted parties and saves itself time to prepare more hands-on course-specific experiences. Partner with Lifeversity to offer modules on essential soft skills, complemented by real and virtual classes that end with certifiable achievements.

## II. BUILDING AN ACTIVE ALUMNI NETWORKS

**Problem Background:** The university currently operates a platform called MentorMe in which previous alumni are present, and students have the opportunity to schedule a chat with them to ask questions. The main issue that students run into is that there is an extremely limited number of alumni present on the platform and they are limited to almost exclusively representatives of only a few programmes - BSc BA/IBA, MSc SM and MSc F&I. This therefore makes it difficult to connect to more recent graduates and receive more up-to-date knowledge. Lastly, the platform is not widely known by students due to a lack of promotion and information sharing on the platform, which ultimately results in its underutilisation.

### **Solution:**

- a. MentorMe 2.0 & Automation:** Creating an interactive alumni network (akin to Facebook) can be easily done by overhauling MentorMe into a comprehensive platform that automatically enrolls graduates and encourages them to update career information and help out fellow younger generation students. The alumni can have their accounts automatically created upon graduation using data from the Alumni Relations office. Then automatic reminders are sent to remind them to update and stay active on their accounts.
- b. Interactive FAQ Integration:** To avoid repetition of the same basic questions directed towards alumni, FAQ pages/discussion boards can be created where alumni can answer general questions. If students have different questions they can connect to these mentors directly.
- c. Visibility and Access:** Enhance MentorMe's visibility by integrating it into the my.eur.nl portal, continuously promoting it during all courses and activities (especially YFC 2.0).

## III. LEVERAGING ALUMNI NETWORKS FOR INTEGRATED CAREER ADVISORY (I & II)

**Problem:** Currently alumni network is not engaged much in the curriculum activities across the MSc programmes. This lack of active alumni involvement limits opportunities for practical learning experiences such as case days, in-house company visits, and mentoring sessions that are vital for preparing students for real-world challenges.

**Solution:** The alumni are encouraged to put their tips into writing and that is provided as a career guide/tips in YFC. The alumni are constantly invited for guest lectures and workshops. The alumni are mentoring current students - one alumni is matched with 1+ people and mentors them throughout the year providing practical advice on future careers and applications/jobs/etc.

To maximize the benefits of the revamped career advisory curriculum and the robust alumni network, it is essential to systematize alumni involvement in practical course elements and YFC activities. The alumni network should be utilized to facilitate partnerships with companies, enhancing the availability and diversity of hands-on learning modules tailored to the specific needs of each master's program. This can be achieved by:

- a. Alumni-Driven Initiatives:** Encourage alumni to lead and organize practical learning opportunities such as in-house days and case studies, leveraging their industry positions and networks. These activities can be incorporated into the YFC practical modules, making it easier for MSc programmes to organize such events by leveraging the newly established alumni network.

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Addition of some modules targeted at in-house visits to companies to conduct workshops. A practical example of this is the in-house visit at FrontDesk (Delft) during the POC introductory week or the in-house day scheduled at Rituals. More of these could be scheduled for more master courses. These company visits can host workshops more targeted at each master course, for example, for the POC course a consultancy case can be explained and brainstorming sessions can take place in groups along with discussions with employees to create more targeted approaches.

- b. Alumni as Mentors and Guest Speakers:** Integrate alumni more deeply into the curriculum by having them participate as mentors, guest lecturers, and interview coaches for YFC and all MSc courses, providing students with direct insights and guidance from industry insiders. By integrating the alumni network into career activities within the curriculum, more specific advice on the actual application process, career prospects, tips for landing jobs and others can be provided to students.



## Appendix A7: Master Programme Subcommittee letter 2023-2024

**Rotterdam School of Management  
Erasmus University**

Professor Werner Brouwer, Acting Dean RSM  
CC: Dr Gabi Helfert, Professor Michel Lander,  
Sofia Murell Lema

RSM MSc Programme Committee  
Dr Maciej Szymanowski  
[mszymanowski@rsm.nl](mailto:mszymanowski@rsm.nl)

Rotterdam, 17 July 2024

RE: Output of the subcommittees 2023-2024

Dear Professor Brouwer,

To improve education, the Master programme Committee forms subcommittees each academic year to work on unsolicited topics. This year the PC members have chosen the following topics:

- AI in Education Subcommittee
- Course Evaluations Subcommittee
- Diversity and Social Safety Subcommittee
- Open Education Subcommittee
- Career Preparation Subcommittee

To inform you about the good output of this academic year, the reports are added to this letter.

Kind regards,



On behalf of the RSM MSc Programme Committee  
Dr Maciej Szymanowski, C

Burgemeester Oudlaan 50 | 3062 PA Rotterdam | The Netherlands | [www.rsm.nl](http://www.rsm.nl)

**RSM**  
Erasmus

Classification: Internal

Please find the reports on Appendices A2-A6 of this report.

## Appendix B: Advice and consent letters

### Appendix B1: Consent letter for changes in the MSc MI programme

Rotterdam School of Management  
Erasmus University

Professor Werner Brouwer, Acting Dean RSM  
CC: Dr Gabi Helfert, Professor Michel Lander,  
Dr Juan Madiedo, RSM Faculty Council

RSM MSc Programme Committee  
Dr Maciej Szymanowski  
mszymanowski@rsm.nl

Rotterdam, 12 February 2024

**RE: Consent of RSM MSc Programme Committee for changes in the MSc  
Management and Innovation programme**

Dear [Professor Brouwer](#),

The RSM MSc Programme Committee (PC) was requested to give consent for the changes a) Allocate 1 EC from a core course to the new Positive Impact Agent Trajectory (PIA) and b) To merge the Research Fundamental course (4ECs) with the Thesis Trajectory (16 ECs) in the MSc Management and Innovation programme. The proposed changes were presented to the Committee during the meeting of 25 January 2024 by Academic Director [dr Juan Madiedo](#). According to [dr Madiedo](#), the reason for the request is that the department would like to a) Reduce ECs of the Design Thinking course from 6 to 5 ECs. The free credit will be allocated to the activities in Block 1. By allocating the extra credit to the activities, students will receive assignments during the sessions that will go towards the project in the core courses of Block 2 and b) work on Thee Research Fundamental course will be merged with the Thesis Trajectory because students will the thesis from the beginning of the academic year. Merging the credits has the following other advantages:

- The big assignments of the Research Fundamental course are removed and the thesis proposal will be used as a summative assignment with a pass-fail system. In addition, the quantitative assignment will become the final thesis submission,
- Students will have a jumpstart with their thesis project which means the work on the thesis will be better spread over the academic year,
- The feedback process will be improved as it's more effective and easier to give feedback on smaller sectins of the thesis because if students receive feedback faster, they are back on track with the thesis more quickly.

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Classification: Internal

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ujiv

The MSc PC voted unanimously in favour of the proposal and advises dr Juan Madiedo to consider the following issues:

- Working on the thesis as compared to working on a course from the beginning of the academic year when students don't yet know the thesis topic can mean they are less motivated as they do not perceive they are making progress on thesis work.
- If the Research Fundamental course is combined with the Thesis Trajectory, students might be assessed at the final thesis submission for mistakes made during the Research Fundamental course. The PC members wonder whether this is fair as the Research Fundamental course is designed to learn how to implement research. In addition, the two course have different learning goals,
- There could be problems with the final grading system because the final thesis of all the master programmes should be assessed with the same rubric. This rubric focuses on the final product than on all the steps that led to the thesis. It would be better if the program defines how the new thesis process relates to the final thesis rubric because otherwise a) Flexibility in grading could occur and b) The explanation will make it clear to students how the process is works and that it's fair.

The MSc PC is grateful to Dr Madiedo for his work and wishes everyone involved a lot of success with the changes.

Kind regards,



On behalf of the RSM MSc Programme Committee  
Chairman of the committee Dr Maciej Szymanowski

## Appendix

### PowerPoint Juan Madiedo



#### ADJUSTMENTS IN A NUTSHELL

- Allocate 1 EC to the activities of the "new" Positive Impact Agent Trajectory (PIA)...
  - ... add (GPA) value to the intro activities of the trajectory
  - ... even the ECs of all core courses at 5 ECs
- Merge the the Research Fundamentals Course (4ECs) and those of Thesis (16ECs)...
  - ... reflect the current work of the Research Trajectory
  - ... rationalize grading

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### The Positive Impact Agent Trajectory (PIA)

**AUTUMN SEMESTER**

The diagram shows a vertical timeline for the Autumn Semester. At the top is 'Block 1 & Block 2'. Below this are two columns for 'Extra Courses Block 1 (3 ECTS)' and 'Extra Courses Block 2 (3 ECTS)'. The first column contains 'Strategy of Innovation (M2)', 'Organization of Innovation (M2)', and 'Year Future Career (M2)'. The second column contains 'Implementing Innovations (M2)' and 'Design Thinking (M2)'. A yellow arrow points from the 'Strategy of Innovation' course to the 'Design Thinking' course. To the right of the arrow is a hummingbird icon. At the bottom is a dark blue bar for 'Research Fundamentals (M2)'.

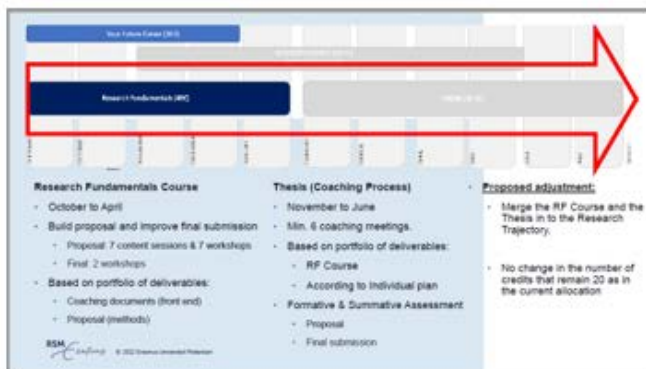
- Block 1 & Block 2
- B1: in 2023 - 5 Sessions focused on Positive Impact
  - RSM Positive Impact Director
  - RSM IDEA Faculty Representative
  - Erasmus X (2 sessions)
  - Crip Camp Documentary (Extra)
- B2: Design Thinking & Implementing Innovation Courses
  - Ideating a "solution" and developing a MVP
  - Submission to the Hummingbird Fund
- **Total 11 ECs = 5 + 6 (Courses Block 2)**

### EC Adjustment to Support PIA

**AUTUMN SEMESTER**

This diagram is identical to the one above, but with a red circle around the 'Design Thinking (M2)' course in the second column. A yellow arrow points from the 'Strategy of Innovation' course to the circled 'Design Thinking' course. To the right of the arrow is a hummingbird icon. At the bottom is a dark blue bar for 'Research Fundamentals (M2)'.

- Current activities in Block 1 strongly related to the Design Thinking course contents.
- **Proposed adjustment:**
  - Reduce ECs of Design Thinking from 6 to 5
  - Allocate the "free" credit to the activities of Block 1
- **Total 11 ECs = 1 (Block 1) + 10 (Block 2)**



## Appendix B2: Letter from the Dean about the annual report 2022-2023

Rotterdam School of Management  
Erasmus University

Dean's Office	
Visiting address	Burgemeester Oudlaan 50
Postal address	P.O. Box 1738 3000 DR Rotterdam
E-mail	dean@rsm.nl
Website	www.rsm.nl

Our reference	Your reference	Date
WB/AvdL/bd/RSM0004577		8-2-2024

Subject  
Annual report and questions

Dear MSc Programme Committee Members,

Thank you for sending the annual report and questions. Please find below my responses to the recommendations and questions you have posed in the annual report. This response has been drawn up in close coordination with the Dean of Education and MSc Programme Management.

- The thesis subcommittee raised issues on practicalities and support given during the thesis trajectory. These have to do with feedback, coordination, and support. The Dean of Education (DoE) and the executive director for the MSc programmes have yearly discussions with all programmes in which we also review the master thesis process. This is based on the thesis trajectory evaluations filled out by students. When issues arise, either in the process or with individual supervisors, these are then discussed. We realise this happens only after the fact, and therefore, during the process there is a coach and co-reader manual for faculty and a thesis manual for students to follow. This will, however, not make the process smooth for everyone, and we hope that the PC and PAC representatives will inform the Academic Director (AD) and thesis coordinator 'in real time' if they receive complaints along the lines below during the next year.
- The course evaluation system subcommittee fielded a number of ideas for improving the course evaluation system. SETs are an important yet problematic instrument for course evaluation, both because of response rates as well as the timing of the evaluations.
  - Your first suggestion for a permanent working group is not a priority for the Dean of Education. We recently had such a task force. Additionally, there is a need for consistency across SETs over years in order to identify trends, hence changes every year are simply not ideal. In the past academic year, we have run experiments in particular programmes, such as the MSc MM and the BSc, to see how we can improve the SETs, and this year, we are doing the same in the MSc AFM. Additionally, to overcome some of the limitations of SETs in HOKA project 6, we have experimented with expert evaluations of teaching, which are now under consideration for implementation, so as to complement the SETs.
  - The suggested change to add a comment field that focuses on the positive points of the course was introduced this year. In the course evaluation form, the first open section is on requesting feedback on positive aspects of the course, and only the second comment field requests points for improvement.
  - Channels for feedback already exist. Most MSc programmes have PACs – and those programmes that do not are asked to install one. The PAC is the main channel to discuss courses with the Academic Director, also during the course. It is important that the Academic Director remains the primary contact person for feedback on courses because any changes based on feedback provided must fit with the educational expectations set for the programme. The AD is there to ensure such consistency.

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- Faculty development is an important aspect of continuous professionalisation. Plenty of opportunities are offered formally, from the Universal Teacher Qualification (UTQ), Senior Universal Teacher Qualification (SUTQ), Senior Examiner Qualification (SEQ) to microlabs and international teacher programmes. The Learning Innovation Team is available to offer support for the development and re-design of syllabi and curricula. Additionally, quite some departments work with buddy systems and academic directors have the obligation to help faculty that have received student evaluations below expectation. Finally, the expert feedback (HOKA 6) will also help in identifying developmental opportunities for faculty.
- During the MSc Kick-off, we already inform students about the importance of participating in course, programme, and thesis evaluations and encourage them to respond to the survey requests. Additionally, EUR has created a video ([https://www.youtube.com/watch?v=er\\_NgPvaYmk](https://www.youtube.com/watch?v=er_NgPvaYmk)) on the subject, and we will use it more frequently going forward, for instance during the programme introduction week. I also suggest that the student representatives in the PC and PAC take the lead and actively stimulate their peers to fill out the evaluations.
- We have minimal data on students such as their nationality, sex, and whether a student has an RSM bachelor degree or not ("internal/external"). Beyond this we do not collect personal data (in line with the data privacy act GDPR). These cohort characteristics are available at programme management for all cohorts and can be shared with faculty members upon request on a programme level.
- Your point on alumni is somewhat of a stretch when dealing with SETs. The alumni office works with alumni, as they are important for rankings and accreditation, and alumni also serve as mentors for our students or come to campus as guest speakers or recruiters. Moreover, EUR already has the Erasmus Trust Fund which many alumni donate to, and which supports students as well as a number of high-impact projects (<https://trustfonds.nl/>). Additionally, the DoE is asking every programme to install a corporate and alumni advisory body to meet and reflect on the relevance of the curriculum at least once every year.
- Allow us to also comment on the recommendations and next steps of the Diversity and Inclusion sub-committee:
  - We are currently incorporating a list of guest lectures offered into the yearly programme appraisal file, which will help broaden the pool of industry contacts for every faculty member.
  - The DoE appreciates the sentiment to improve the international classroom experience by increasing the number of cases from different industries and countries. This is within the discretion of the individual faculty member, preferably in consultation with the AD of the programme, but the DoE will bring it to the attention of the Academic directors.
  - The DoE very much appreciates the sentiment for an award focussing on D&I (albeit the positive change award was handed out in line with the direction you are suggesting). We appreciate the MSc programme committee's advice and will also take this up with the Faculty Council.
  - The survey is really a point to be investigated with the IDEA task force.
  - Creating an inclusivity checklist for teachers is a great suggestion, and the DoE would happily incorporate a list to that effect in the yearly programme reports.
- In terms of the suggestions of the onboarding faculty subcommittee, the DoE has the intention to meet the new faculty to bring them up to speed on the education strategy and the direction of the school. This does not fully compensate for what is described, but we hope it nonetheless helps. Regarding your other suggestions:
  - We would happily have the Learning Innovation Team (LIT) / the Community for Learning and Innovation (CLI) play a more prominent role in the onboarding of new faculty.
  - As mentioned earlier, some academic departments already work with a mentoring system for new faculty, and we certainly encourage all departments to implement such a system.



- 
- Inviting new faculty to join the master kick-off and campus tour is a great suggestion. We will certainly do this.
  - Another excellent suggestion is the creation of a one-pager for new teachers. This suggestion will be shared with RSM Education Services.

I hope these answers provide a sufficient response to your questions. If not, please do not hesitate to let me know.

Kind regards,



Werner Brouwer

## Appendix B3: Consent letter for changes in the MScBA Business Analytics & Management programme

Rotterdam School of Management  
Erasmus University

Professor Werner Brouwer, Acting Dean RSM  
CC: Dr Gabi Helfert, Professor Michel Lander,  
Dr Robert Rooderkerk, RSM Faculty  
Council

RSM MSc Programme Committee  
Dr Maciej Szymanowski  
mszymanowski@rsm.nl

Rotterdam, 6 June 2024


**RE: Consent of RSM MSc Programme Committee for changes in the MScBA  
Business Analytics & Management programme**

Dear Professor Brouwer,

The RSM MSc Programme Committee (PC) was requested to give consent and advice regarding the following curriculum changes a) Add a core course on coding in Python in Block 2, b) Remove Python elective in Block 3-4 as most of its content would be covered in the new Python core course in Block 2, c) Make one core elective completely devoted to supply chain/operations, d) Make the digital economy analytics course an elective in Block 3-4 and e) Add a third elective to Block 3-4, either on Accounting/Finance and/or deep learning. The proposed changes were presented to the Committee during the meeting of 21 March 2024 by Academic Director dr Robert Rooderkerk. According to dr Rooderkerk, the reason for the requests are as follows.

- The reason to increase focus on Python: a) Currently Python is only offered in digital form in the Management Science and the Digital Economics Analytics courses, b) In Block 3 and 4 many students enroll in the Business Analytics Application with Python elective which means that if everyone chooses the same elective there is something wrong with the core part of the programme, c) On the verge of overtaking R as most used language for thesis, d) Students indicate that vacancies regularly ask for Python and e) Debate on what's better, e.g., R more rooted in statistics and great visualization, Python very useful for big data, deep learning, and production environments,
- The reason to introduce an operations course: a) SCM and the BIM programmes offered a joint elective (Economics of Digitization and Supply Chain). However, during this elective, students are given so much information that they can't cope. In addition, according to student's feedback, the elective is seen as niche and insufficiently focus on supply chain as a topic and b) students felt that operations were underrepresented and didn't see a coherent

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narrative throughout the course.

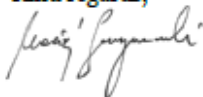
- The reason to introduce an additional elective in Block 3-4: a) the elective "Algorithms in Control" was no longer offered and a suitable alternative couldn't be found in time, perhaps this space could be filled by, another elective in the Accounting/Finance domain or a technical elective on advanced machine learning, as some students have expressed a desire for this.

The MSc PC voted unanimously in favour of the proposal and advises dr Robert Rooderkerk to consider the following issues:

- In human resource management, there is an increasingly move towards people analytics. Therefore, it would be a good idea to have a shared interdisciplinary POC/BAM elective in which POC students learn how to handle data and BAM students learn how to handle people analytics.
- It would be better to give the personal development element a larger role in the curriculum because it's an important part of education.
- There is a chance that BAM would receive more applications from students without knowledge of Phyton because they expect to learn about Phyton during the core courses in the master.
- The Python course should not only focus on learning "applied" Python skills but also more "conceptual" knowledge of programming. Such knowledge would serve students for longer, e.g. when new languages appear, and provide a more value added compared with plentiful online, free Python courses, and AI programming aids (e.g. ChatGPT).

The MSc PC is grateful to Dr Rooderkerk for his work and wishes everyone involved a lot of success with the changes.

Kind regards,



On behalf of the RSM MSc Programme Committee  
Chairman of the committee Dr Maciej Szymanowski

Appendix

PowerPoint by Robert Rooderkerk

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## BAM Program Design Proposal

Robert Rooderkerk, Academic Director MScBA Business Analytics & Management



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March 21, 2024



### Why the need for a redesign?

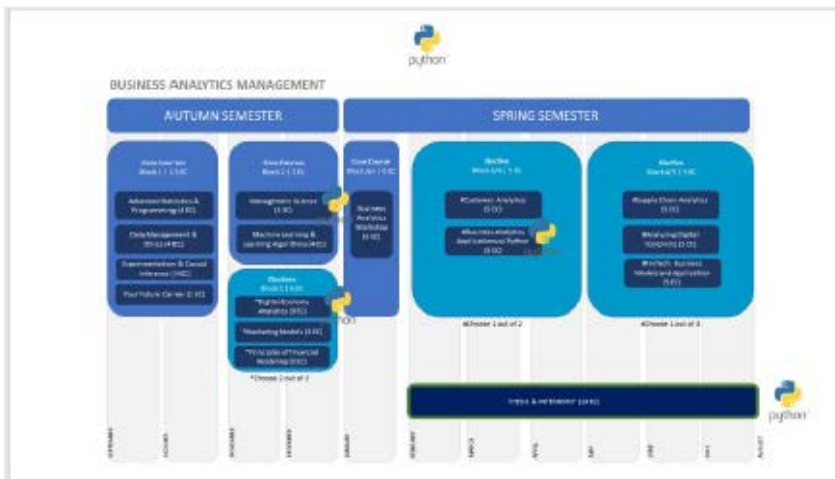
1. Need for more Python in the core
2. Need for more operations/SCM in the core
3. Need for an additional elective in Block 3-4

### 1. Need to move Python into the core



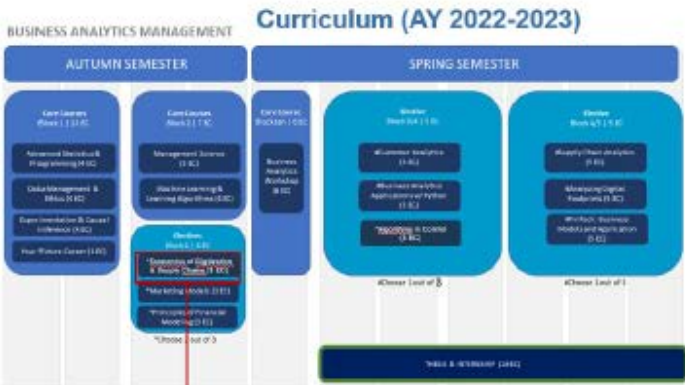
- On the verge of overtaking R as most used language for thesis (last year 40-40-20 [other])
- Students mention that vacancies regularly ask for Python (more so than R)
- Lot of debate on what's better, e.g., R more rooted in statistics and great visualization, Python very useful for big data, deep learning, and production environments
- Imbalance in student preferences for block 2 electives, used to be 15% for Accounting elective, and the rest equally split between Customer Analytics and Python elective. This year without the Accounting elective in Block 3-4\*, the split was 2:1 in favor of "the Python course"
- Angelos Tsoukalas (Management Science) and Olga Slivko (Digital Economy Analytics) use Python but have to rely on students self-learning Python

\* Absent due to departure of faculty member

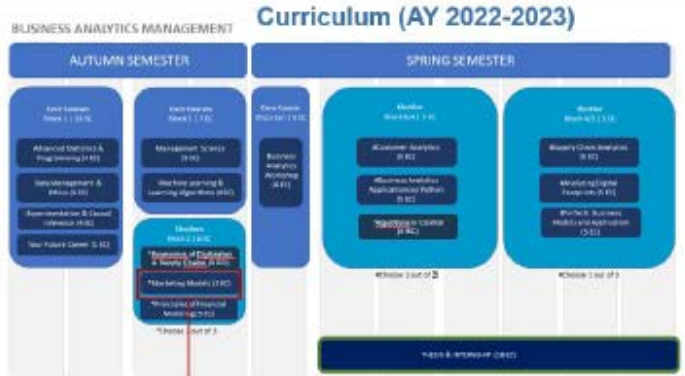


## 2. Need for operations/SCM in the core

- Clear core elective (foundational business model) courses on (i) Marketing and (ii) Finance & Accounting
- One on Supply Chain/Operations missing

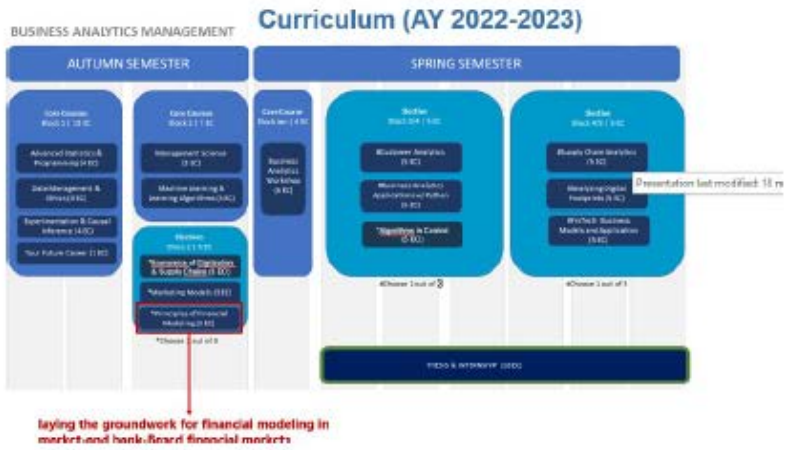


Course co-taught by SCM and BIM that covered digitization (e.g., platforms, digital business models) and effect of digitization on supply chains. Doing too much, "arranged marriage"

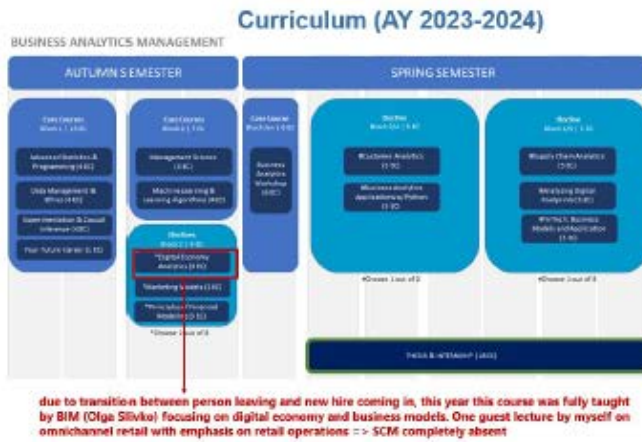


focuses on two aspects of marketing analytics: 1) how to translate managerial problems into analytical problems, and 2) how to solve these analytical problems with marketing models.





laying the groundwork for financial modeling in market and bank-based financial markets



due to transition between person leaving and new hire coming in, this year this course was fully taught by BIM (Olga Slivko) focusing on digital economy and business models. One guest lecture by myself on omnichannel retail with emphasis on retail operations => SCM completely absent



## 2. Need for operations/SCM in the core

- SCM and BIM offered a joint elective as part of an "arranged marriage"
- Did not work
- We were trying to do too much: showing how digitization changes supply chains (e.g., IoT, omnichannel, etc.) and discussing business models in the digital economy
- Students felt there was an underrepresentation of operations and did not see a coherent story throughout the course
- This year due to Erick Haag (SCM) no longer being available Olga Slivko (BIM) taught a course that mostly focused on the BIM component of the course
  - Course temporarily changed name: Digital Economy Analytics instead of Economics of Digitization and Supply Chains
  - Course evaluated better but not seen as a core elective ("more niche", "we need other knowledge first", "supply chain perspective missing")

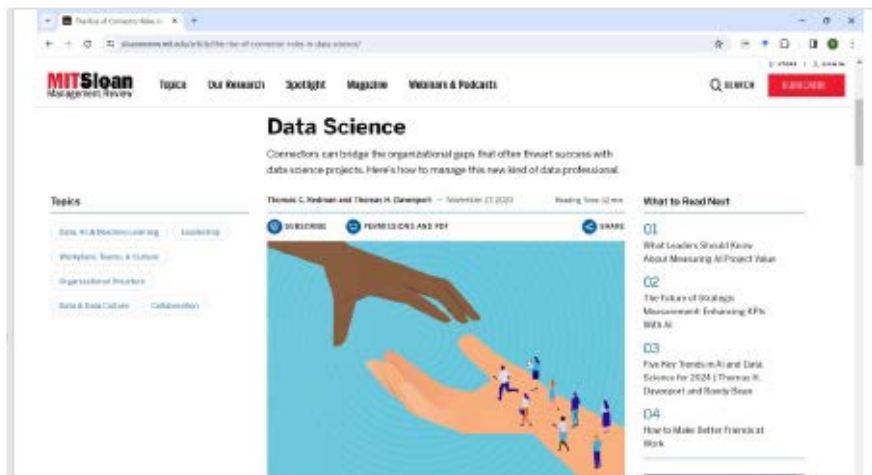
## 3. Need for an additional elective in Block 3-4

- Due to the departure of Iuliana Sandu her elective "Algorithms in Control" was no longer offered and no suitable alternative could be found on time
- This space could be filled by (a) another elective in the Accounting/Finance domain or a (b) a technical elective on advanced machine learning as a part of our student base has expressed a desire for this



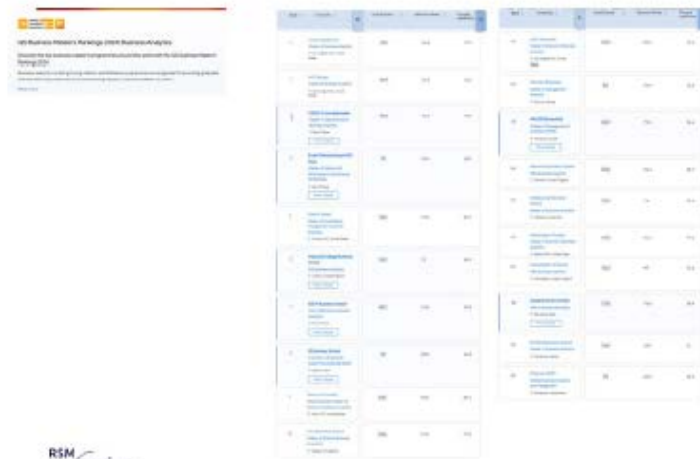
## Positioning of BAM

- Important in the redesign is to consider BAM's positioning
- We are not a Computer Science program and want a strong business component
- Falling under the BA CROHO means we have limited means to "select at the gate," resulting in a lot of heterogeneity (some crave for more technical courses, others struggle to keep up)
- We mainly deliver the connectors to the job market, a much needed function



### Our positioning works

- > 95% find a job within a month
- Top 3 among RSM master salaries
- #20 in Global QS ranking out of 150 programs (#9 in Europe)



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## Most attractive redesign solution\*

\* As deemed by BAM Faculty, PAC, Department Heads, and myself as AD

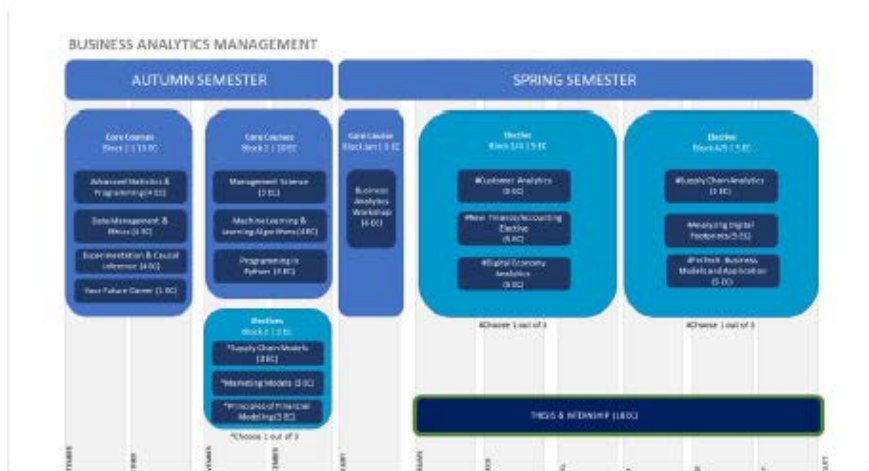
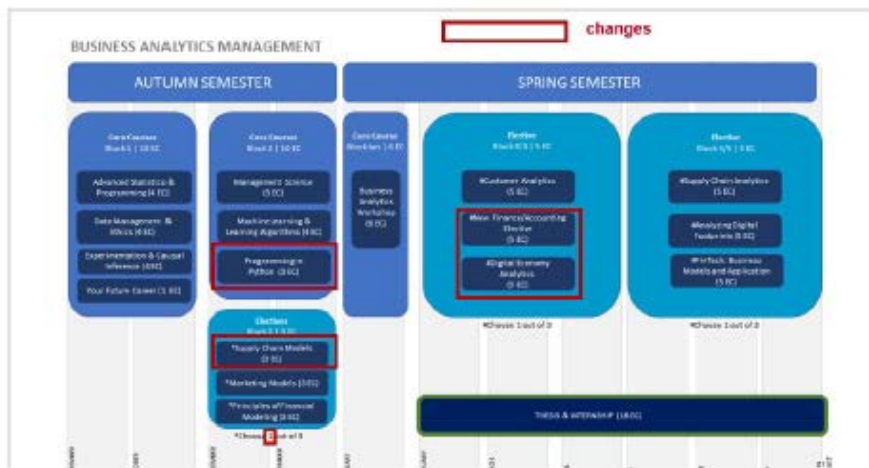
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### Redesign principles

1. Add a core course on coding in Python in Block 2; allows other courses in same block to focus on models/analytics
2. Make room for this elective by having students follow 1 out of 3 business electives in Block 2 instead of 2 out of 3
3. Scrap Python elective in Block 3-4 (most content in new Python core course in Block 2)
4. Make one core elective completely about supply chain/operations
5. Make the digital economy analytics course an elective in Block 3-4
6. Add a third elective to Block 3-4, either on Accounting/Finance and/or deep learning (could even consider adding both if student numbers could go up a bit)

### Considerations

- Core electives now all center on a business field: operations, marketing, finance/accounting
- First block built around R; good entry language, needed for causal inference and ML course
- Python course in Block 2 would have to coordinate content with Machine Learning course
- Content of Block 3-4 "Python elective" could be moved to new Python core course



## Appendix B4: Consent letter on the changes in the MSc BA AFM programme

Rotterdam School of Management  
Erasmus University

Professor Werner Brouwer, Acting Dean RSM  
CC: Dr Gabi Helfert, Sofia Murell Lema,  
Professor Michel Lander, Dr Evelien Reusen,  
RSM Faculty Council

RSM MSc Programme Committee  
Dr Maciej Szymanowski  
mszymanowski@rsm.nl

Rotterdam, 11 April 2024

**RE: Consent of RSM MSc Programme Committee for a change in the MScBA  
Accounting and Financial Management programme**

Dear Professor Brouwer,

The RSM MSc Programme Committee (PC) was requested to give consent on the proposed change in the MScBA Accounting and Financial Management programme. The change was presented to the Committee during the meeting of 21 March 2024 by Academic Director dr Evelien Reusen. In this meeting the PC members learned that the department would like to introduce a data and coding course that spans Block 1 and 2 (2 EC) in addition to the Analytics in Accounting and Financial Management core course. The main reasons for the change are:

- The availability of rapidly developing data technologies and an increasing wealth of data have created new challenges and opportunities for financial professionals. To prepare students for these developments demands in the labour market, the department has increased emphasis on data analytics in the curriculum,
- The new Data & Coding course will a) Improve the learning of the Analytics core course with more focus on concepts, specific techniques and analytics / AI applications and b) Refocus the research skills training on accounting theory, critical reflection and writing in preparation for the master thesis trajectory.

Consequences of the change are:

- The EC of the Analytics course will be reduced from 5 to 4 ECs,
- Your Future Career course will be offered as optional with no EC attached to it.

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Classification: Internal

Despite MSc PC being in favour of the Data & Coding course proposal, the members haven't yet voted on the proposal. The Committee believes that Your Future Career course should be kept as a mandatory element of the program and considers it feasible.

PC members believe that Your Future Career course as a mandatory course motivates students to get better prepared to transition their professional lives. The committee believes that making Your Future Career course optional would result in many students not taking the course as its benefits, while crucial for the programme and the students, are, for many, clearer from hindsight.

The Committee believes a solution which features proposed additions to the programme as well as an obligatory Your Future Career course exists. For example:

- Your Future Career course could be reduced to 0.5 EC from 1 EC.
- Your Future Career course could be offered in combination with the Presentation and Communications course for 1 EC.

The MSc PC is grateful to dr Reusen for her work and invites her to present an updated proposal to the Committee.

Kind regards,



On behalf of the RSM MSc Programme Committee  
Chairman of the committee Dr Maciej Szymanowski



## Appendix

### Proposal from Evelien Reusen

Rotterdam School of Management  
Erasmus University

## Curriculum change MSc Business Administration – Accounting & Financial Management

### Proposed changes

The availability of rapidly developing data technologies and an increasing wealth of data have created new challenges and opportunities for financial professionals. To prepare our students for these developing demands in the labor market, we have increased our emphasis on data analytics in the curriculum. More specifically, in Academic Year 2022-2023 we introduced 'Analytics in Accounting and Financial Management' as a core course. We now propose to introduce a dedicated [data & coding course spanning blocks 1 and 2](#). This course will account for a total of 2 EC. The course intends to (partly) use instructional videos and online platforms for self-paced learning, addressing current challenges in coding skills acquisition.

By doing so, we can improve the learning in the Analytics core course, focusing more on concepts, specific techniques, and analytics/AI applications in the field. Additionally, this change allows the Research Skills training to refocus on accounting theory, critical reflection, and writing – in preparation for the Master Thesis trajectory.

Below is a graphical overview of our current and proposed curriculum (detailed course list is attached in the Appendix). The main change consists of the introduction of the [data & coding course spanning block 1 and 2](#), as visualized in the figure.

This change has some other consequences for the program, including:

- The EC of the 'Analytics' course will be reduced from 5 to 4 EC.
- Your Future Career will be offered as 'optional' with no EC attached to it.

Overall, the programme components as described in the TER remain the same:

- Core Courses and Research Clinic: 26 EC
- Electives: total 18 EC
- Thesis: 16 EC

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### Curriculum Overview

#### Current curriculum

Autumn Semester		Spring Semester			
Core courses – Block 1	Core courses – Block 2	Core – Skills	Elective – Block 3	Elective – Block 4	Elective – Block 5
Financial Decision Making and Control (5)	Reporting, Analysis & Valuation (5)	ABFM Research Skills (4)	Program or Free Elective (6)	Program or Free Elective (6)	Program or Free Elective (6)
International Financial Reporting (5)	Analytics in Accounting & Financial Management (5)		Thesis (16)		
Presentation & Social Skills (1)			ABFM Honours Course		
Your Future Career (1)					

#### Planned curriculum

Autumn Semester		Spring Semester			
Core courses – Block 1	Core courses – Block 2	Core – Skills	Elective – Block 3	Elective – Block 4	Elective – Block 5
Financial Decision Making and Control (5)	Reporting, Analysis & Valuation (5)	ABFM Research (4)	Program or Free Elective (6)	Program or Free Elective (6)	Program or Free Elective (6)
International Financial Reporting (5)	Analytics in Accounting & Financial Management (6)		Thesis (16)		
Data & Coding (2)			ABFM Honours Course		
Presentation & Communication (1)					
Your Future Career					

Appendix: List core courses, new curriculum AFM

Core courses:	
4 EC	Analytics in Accounting and Financial Management
5 EC	Financial Decision Making and Control
5 EC	International Financial Reporting
5 EC	Reporting, Analysis and Valuation
2 EC	Data & Coding
4 EC	AFM Research
1 EC	Presentation and Communication
26 EC total	

## Appendix B5: Consent letter on the TER 2024-2025

**Rotterdam School of Management  
Erasmus University**

Professor Werner Brouwer, Acting Dean RSM  
CC: Dr Gabi Helfert, Sofia Murell Lema,  
Professor Michel Lander, Dr Annemarie  
Kersten, Examination Board, RSM Faculty  
Council

RSM MSc Programme Committee  
Dr Maciej Szymanowski  
mszymanowski@rsm.nl

Rotterdam, 20 June 2024

**RE: Letter of consent on the changes in the TER for the academic year 2024-2025**

Dear Professor Brouwer,

The RSM Programme Committee (PC) was requested to give consent on the changes in the TER for the 2024-2025 academic year. The issue was discussed during the meetings of 18 April and 16 May. The proposed changes were presented to the Committee by Cluster Lead/ Director of Academic services Dr Annemarie Kersten. In these meetings the PC members were also informed about the reasons for the changes.

There were no major issues raised by PC members. Examples of discussion points were Article 4.1.2. about improvement options and resists and Article 5.3.5 Debriefing session and perusal of a written test, the MSc PC members expressed the following opinions. These views aren't PC conclusions but I listed them to add to the discussion on the topic.

- To improve the post exam procedure, 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,
- The eight-hours perusal time is too long, as students have all the time they need to check the answers. This longer perusal time resulted in a drastic increase students discussing with teachers about the answers to get a higher grade. This in turn, made some teachers change the exam design e.g. from qualitative to quantitative exams. In addition, the eight-hour perusal has also increased the workload of teachers,
- A teacher disagrees (for courses where students are graded for every 20% assignment) 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

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**RSM**  
*Erasmus*

Classification: Internal

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) Teacher's workload will increase and e) The quality of education will be reduced.

- Regarding the change of the cap grade in the improvement option (*The examiner may set a cap on the grade for the improvement option to an improvement option is only granted for failed components graded between 3,5 and 5,5 (up to and including a 5,4)*), it is very important to communicate this very well to the faculty to prevent inconsistency between teachers.

After the discussion, the Committee voted on the discussed changes in the TER and in a vote, one member abstained and thirteen members voted in favour of the proposal.

Kind regards,



On behalf of the RSM MSc Programme Committee  
Chairman of the committee Dr Maciej Szymanowski

## Appendix C: Minutes

### Appendix C1: Minutes 21 September 2023

# Minutes MSc PC – 21 September 2023

Online meeting via Teams 10:00–12:00 hours

Present	Absent
MS: Maciej Szymanowski (Chair, MM, BAM)	BS: Bianca Stoiciu (MI)
AL: Annelie van der Leelie (Minutes)	CS: Claus Schmitt (FI)
GH: Gabi Helfert (PM)	AS: Ad Scheepers (PM)
GB: Guido Berens (GBS)	MIP: Malgorzata Iwanczuk – Prost (MI, MBI)
SZ: Solomon Zori (MScBA AFM)	(MSc MBI)
MS: Maartje Schouten (POC)	(MScBA pMiM)
MK: Michelle Kossoi (MM)	
MC: Marta Cazzamalli (POC)	
KR: Kristupas Radzvila (SCM)	
TC: Teodora Comanescu (GBS)	
DB: Daiana Botezatu (MScBA AFM)	
FM: Felix Mayer (SE)	
IH: Ian Hermes (MScBA MiM)	
KK: Korcan Kavusan (MscBA MIM)	
PBC: Philipp Cornelius (BIM)	
YL: Yu Liu (SE)	
AN: Anna Nikulina (SCM)	
SET: Shinouk Ettema (MScBA P-MIM)	
NZ: Nadine Ziegengeist (FI)	
EB: Emanuel Ubert (SM)	
FH: Felicitas Huffer (SM)	
BB: Bas Bogers (MScBA BAM)	
NN: Nargiz Najaf (BIM)	

### 1. Opening and announcements

The chair welcomes everybody present.

### 2. Approval of minutes from MSc PC meeting 27 June 2023 – see attachment.

GB: The sentence *Creating a (one-page) document for both department chairs and new faculty members, containing details (including links and contact information) regarding*. Should be changed to *Creating a (one-page) document for both department chairs and new faculty members, containing details (including, links and contact information) regarding teaching philosophy*.

### 3. Introduction of the MSc PC members

- Maciej Szymanowski: Chair of the PC. He represents the MSc MM and MScBA BAM.
- Michelle Kossoi: She obtained her bachelor's degree in Tilburg and she is representing the students in the MSc MM.
- Kristupas Radzvila: He studied in Amsterdam and he represents the students in the MSc SCM.
- Nargiz Najaf: She studied IBA at RSM and she represents the students in the MSc BIM.

- Guido Berens: He is an Assistant Professor and he represents the teachers in the MSc GBS.
- Maartje Schouten: She is an Assistant Professor and represents the teachers in the MSc POC, the successor of the MSc HRM.
- Marta Cazzamalli: She studied in Rotterdam and she represents the students in the MSc POC.
- Felicitas Huffer: She obtained her bachelor's degree in Maastricht and she represents the students in the MSc SM.
- Felix Mayer: He studied in Germany and he represents the students in the MSc SE.
- Nadine Ziegengeist: She studied in Germany and Canada and represents the students in the MSc FI.
- Gabi Helfert: Executive Director of the MSc programmes – not a member of the MSc PC, but a guest.
- Anna Nikulina is a faculty member who represents the teachers in the MSc SCM.
- Shinouk Ettema represents the students in the MScBA pMiM.
- Theodora Comanescu: She studied economics in Rotterdam and represents the students in the MSc GBS.
- Ian Hermes represents the students in the MScBA MiM.
- Daiana Botezatu represents the students in the MScBA AFM.
- Philipp Cornelius: Assistant Professor, he represents the teachers in the MSc BIM.
- Yu Liu: She is an Assistant Professor and represents the teachers in the MSc SE.
- Solomon Zori is a faculty representative for the MScBA AFM.
- Emanuel Ubert: He is an Assistant Professor and represents the teachers in the MSc SM.
- Bas Boger: He obtained his bachelor's degree in Amsterdam and he represents the students in the MScBA BAM.
- Korcan Kavusan is the faculty representative of the MScBA MiM.
- Annelie van der Leelie: Secretary of the BSc and MSc PCs.

#### 4. Introduction regarding the rights and responsibility of the MSc PC

The PC is all about quality of education. There are different sources of input and feedback for the quality of education.

- 1) Student evaluations of teaching on different levels like programme and course level, master and thesis trajectory. Student evaluations show what went well in the past academic year and what should be improved in the coming academic year.
- 2) Graduate surveys.
- 3) Annual performance reviews of the faculty and the Academic Directors. They discuss what happened in the previous academic year and what the vision is for the coming academic year. A number of these changes are also discussed later in the MSc PC, for example a change in the curriculum or adding a course to a programme.
- 4) The Examination Board and Examination Monitor review the quality of the examinations.
- 5) Accreditations (NVAO, AACSB, EFMD). Accreditations are reviews of RSM's education, strategy and teaching quality level by an independent body to ensure that RSM is on par with what it should be.
- 6) Rankings.
- 7) Nationale Studenten Enquete (NSE) which is always implemented between February and March. The results are very important to the school because the NSE shows what could be improved in the programmes.
- 8) There is an International Student Barometer which takes place every two years.
- 9) Regulatory framework: All programme committees should follow the Dutch Higher Education ACT (WHW) Article 9.18. Programme Committees and Article 7.13. Teaching and Examination regulations (only exist in Dutch). In addition, the school has RSM Faculty Regulations which are aligned with the articles in the WHW.

Explanation of the different committees

- The MSc PC gives advice to the Dean and Dean of Education about the study programmes. One task of the PC is to approve the TER.
- There is a Bachelor Programme Committee.
- There is a programme committee for the MBA programmes.
- There is a separate PC for the MSc International Management/CEMS, as this is an 18-month programme with additional requirements and separate Teaching and Examination Regulations (TER).
- The Faculty Council operates for the whole school, not only the educational programmes, but also for research and operations. They give advice to the Dean of RSM, also e.g., related to IT, personnel, budget and parts of the

TER. The University Council operates EUR-wide and advises the EUR Executive Board (*College van Bestuur*).

- The Programme Advisory Committees (PACs) are informal committees for individual RSM MSc programmes. In those PACs the Academic Director and students discuss suggestions and changes for the programme itself. One of the students is usually also a member of the MSc PC and a link between the committees.

## 5. PC proceedings and yearly agenda

MS Explained different aspects of the committee.

- 1) The composition: The committee consists of a) A secretary, b) A chair, c) 1 faculty and 1 student member of each programme (but sometimes a faculty member represents two programmes) and d) Different kind of guests such as the Executive Director, Policy Advisor and guests related to specific agenda topics. The contact person of the committee is the secretary.
- 2) Yearly Agenda: a) On response topics, the MSc PC will be approached by the school for consent or advice. One of the important topics each year is the TER, and b) There are two types of MSc PC initiatives: The Programme Committee Priority Issues and ad-hoc issues. The Programme Committee Priority Issues are committee-defined focal points of action for the entire year. In October/ November, members scout for important issues in their own programme. Importantly, those topics should be related to the quality of education and should be relevant to the whole master portfolio. In November, the PC selects the issues and forms subcommittees to work on those topics. In December/ February, the subcommittees present a draft proposal about their topic and in March/ April the subcommittees have their final output. Those outputs can take on different forms, e.g., a report, a presentation, an overview, or a recommendation letter. The second committee may also bring up ad-hoc issues. Those topics should be submitted to the agenda a week before the meeting.
- 3) The meetings are held once a month in a hybrid form. All documents discussed in these meetings are available in the MSc PC Teams environment. During the meeting there is a procedure how the topics are discussed. It starts with the introduction of the topic, then each member can indicate which topics they regard as important, and then the committee divides the time on those issues in the ensuing discussion. In addition, if necessary, a PC member can always ask for more information. Lastly, the MSc PC members vote to approve the advice or consent.
- 4) If absent, a) Notify the secretary and b) Share your input into issues on the agenda with the secretary. For faculty: if you are absent more than twice in a row, please find someone to cover for you. If you are more than 1/3 absent, your Head of Department will be approached.
- 5) From this academic year, the MSc PC will require guests with a request for consent or advice to really send in the document one week before the meeting with a clear description of what the guest wants from the Committee, as this wasn't always clear in the previous academic year.
- 6) The TER should be approved by the PC every year. On this document the committee gives consent, advice, and can bring in their own initiatives.

## 6. Overview of last year subcommittees

An overview of previous academic year subcommittees.

- 1) The HOKA Subcommittee dealt with how the money of innovation should be spent. However, last year the subcommittee wasn't involved in the process.
- 2) The Programmatic Practice-Relevant Assessment Subcommittee dealt with the change from examination to project-based education. It's a current issue so this one could be continued.
- 3) The Thesis Subcommittee researched what the friction points are in the thesis process, for example the co-reader choice.
- 4) The Course Evaluation Subcommittee worked on topics like response rate and how are course evaluations formulated. Last year the subcommittee indicated that faculty framed the course evaluations as a negative component, whereas it should be seen as a positive topic.
- 5) The Diversity & Inclusion Subcommittee monitored the diversity and inclusion within RSM.
- 6) The Onboarding Faculty Subcommittee has reviewed different aspects of the onboarding for faculty and how improve the process.
- 7) The Open Education Subcommittee was related to how to make education more open to for example society, alumni and business world to be better embedded in society context.



Comments of the Committee:

- 1) MS: It would be useful if current MSc PC members could build on the subcommittees from last year because it would be more impactful.
- 2) MS would like to add an EB Subcommittee for this year because the EB would like to have PC student members involvement in the complaint procedure.

## 7. Closing remarks

## 8. Action points

<b>What</b>	<b>When</b>	<b>Who</b>
All members should read the draft annual report and the Code of Order advance of the next meeting	By October	All MSc PC members
Scouting of high priority issues for the new subcommittees	By October	All MSc PC members
Introducing the MSc PC and PAC in all the master programmes	By October	All MSc PC members

### Next meetings:

13-Oct-23, 10.00h    21-Mar-24, 10.00h  
30-Nov-23, 10.00h    18-Apr-24, 09.30h  
21-Dec-23, 13.30h    16-May-24, 09.30h  
25-Jan-24, 09.30h    13-Jun-24, 09.30h  
29-Feb-24, 09.30h

# Minutes MSc PC – 13 October 2023

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

Present	Absent
MS: Maciej Szymanowski (Chair, MM, BAM)	AL: Annelie van der Leelie (Minutes)
GH: Gabi Helfert (PM)	GB: Guido Berens (GBS)
BS: Bianca Stoiciu (MI)	AS: Ad Scheepers (PM)
CS: Claus Schmitt (FI)	MIP: Malgorzata Iwanczuk – Prost (MI, MBI)
SZ: Solomon Zori (MScBA AFM)	BB: Bas Bogers (MScBA BAM)
MS: Maartje Schouten (POC)	(MScBA pMiM)
MK: Michelle Kossoi (MM)	EB: Emanuel Ubert (SM)
MC: Marta Cazzamalli (POC)	YL: Yu Liu (SE)
KR: Kristupas Radzvila (SCM)	DB: Daiana Botezatu (MScBA AFM)
TC: Teodora Comanescu (GBS)	FM: Felix Mayer (SE)
LL: Larissa de Liedekerke (MSc MBI)	PBC: Philipp Cornelius (BIM)
FH: Felicitas Huffer (SM)	
IH: Ian Hermes (MScBA MiM)	
KK: Korcan Kavusan (MscBA MIM)	
NN: Nargiz Najaf (BIM)	
NZ: Nadine Ziegengeist (FI)	
AN: Anna Nikulina (SCM)	
SET: Shinouk Ettema (MScBA P-MIM)	

## 1. Opening and announcements

The chair welcomes everybody present.

## 2. Approval of minutes from MSc PC meeting 21 September 2023– see attachment.

The minutes were approved.

## 3. Formation of the subcommittees

During the meeting, the MSc PC mentioned the following priority issues and the topics they would like to work on:

- 1) Thesis: a) There are problems with the allocation process, and b) There is less time in the research skills seminar, for example to learn the methodology for working with empirical data, which may lead to a discrepancy between students who learned a lot about statistics in their bachelor education and others who haven't, c) Amount of methodology preparation for the thesis and d) How much access do students have to learning software and exercise for their thesis?
- 2) Course evaluations: a) Low response rate, b) To provide alumni course evaluations to investigate whether the RSM education matches with the professional skills that alumni need in practise for their jobs and c) Feedback: there are masters which only work with assignments instead of exams. Students work harder for summative feedback because they receive a grade but peer-review formative feedback is taken less seriously. Perhaps there should be an alternative for the formative feedback.
- 3) Sustainability: a) How are sustainability competences included in each master programme? and b) How is the school mission, being a force for positive change, included in the learning objectives of the master programmes?
- 4) Housing crisis Rotterdam: a) Due to the housing crisis, many students live outside Rotterdam which causes

- problems with early start on campus and b) RSM should make a policy on whether students can access online education or should be attended a course on campus as there are differences between teachers.
- 5) AI: a) RSM should create a policy on AI. Therefore, guidelines and recommendations are welcome, b) How can AI be an important tool in the quality of education? Because students need the skills for the job market, c) Should the grading system be changed? Because the use of AI will be more and more integrated in education and d) How can AI best be used in education in a way that students and teachers benefit from it?
  - 6) RSM admission procedure: a) How should the admission procedure look like? The procedure should be changed because too many students are coming to RSM, leading to capacity problems in the master programmes. For instance, scheduling issues and room capacity.
  - 7) Diversity & Inclusion: a) The subcommittee could work on the topics of the previous Diversity & Inclusion subcommittee, b) What is RSM's role in developing good, citizens when it comes to sexually unwanted behaviour and c) In collaboration with partners such as Erasmus X inventories of which issues there are in the field of diversity and inclusion.
  - 8) Scheduling: a) According to students, there is no routine in the master programme schedules which causes problems with study planning and/ or students' working days. Therefore, it would be useful to investigate how the current master programme schedules are created, b) There are huge gaps (3 hours) between courses in a day at the university, and c) Exams are scheduled too tightly one after the other so that there is often no study day in between.
  - 9) Career advice: a) There is almost no information and help in all master programmes about how and what students can expect from the job market after graduation. A solution could be to establish an alumni network to provide the current students with this information.
  - 10) Open education: a) The subcommittee could work on the topics of the previous Open Education subcommittee, b) Inventories whether RSM learn students the competences which are important to the job market and c) Establish a business advisory committee in which RSM could discuss with business stakeholders which competences and skills students should have when they graduate thus it matches with the job market.
  - 11) Teachers' professional development: a) The needs and requirements of teachers regarding of professional development should be investigated, as there are currently professional development courses from RISBO and LIT in which teachers aren't interested.

The MSc PC decided that it's useful for subcommittees to continue working (where possible) on topics started in previous years. To see what has been done with the topic, current subcommittees can send a letter to the interested party or invite them to discuss it at a MSc PC meeting.

Comments of the Committee:

- 1) CS: At RSM, it's difficult for the PC to see what is happening at different tiers because many things are happening in isolation. To create insight for the PC, it would be better if those things were coordinated.
- 2) GH: To see what is happening at the school, the Committee has the right to invite the Dean or Dean of Education to the meeting twice a year.
- 3) AN: Regarding the accommodation issue / scheduling process: Most of RSM masters are full time programmes which means that students knew before they started their studies that they had to come to campus to learn and if students have problems with, for example, starting early on campus or combining work and study because they live too far away, that is their own responsibility because they chose the master and knew it was a full time programme.
- 4) GH: If the PC would like to discuss the scheduling topic, it would be useful to invite Annemarie Kersten because she can give information on the current scheduling process and can also act as a liaison to the EUR education and student affairs department and facilities office.
- 5) GH: It would be better to keep in mind that there are many opinions about scheduling, e.g. differences per year or between students and you will never make it right for everyone. However, scheduling could be optimised on key elements such as right rooms and not too much overlap of long sessions.
- 6) GH: Sustainability is already being worked on at RSM. For example a) There is an overview in the curriculum information system SQill where we can see in each syllabus which sustainability goals are addressed in which

course, b) There is an overview of which theses are related to sustainability goals, c) Based on the master annual reports, the Academic Directors, Dean of Education and Executive Director discuss what the plans for each master programme are, where also the representation of the sustainable development goals, ethics and the mission in the programme are being discussed, d) The university proclaimed a climate and ecological emergency which gives RSM a push in that direction and e) Sustainability and climate are also important in practice because many companies will also have to take it into account with the new EU [CSDDD directive](#).

During the meeting, the following subcommittees have already been established. However, not all MSc PC members have decided yet who will be part of which subcommittee (see table)

### Overview of the subcommittees and topics they intend to work on

Topics	Members
AI in Education <ul style="list-style-type: none"> <li>- Exploit pros and tackle cons</li> <li>- How to counter fraud/ plagiarism and misuse of AI tools, especially ChatGPT</li> <li>- How to productively use AI: prompting, conceptual thinking etc.</li> </ul>	Maciej Szymanowski Ian Hermes Nargiz Najaf Korcan Kavusan Felicitas Huffer (secretary) Nadine Ziegengeist (whip) Philipp Cornelius
Course Evaluations <ul style="list-style-type: none"> <li>- Student evaluations: response rate, student frustration</li> <li>- Alumni evaluations,</li> </ul>	Larissa de Liedekerke (whip, secretary) Claus Schmitt (whip, secretary) Guido Berens
Diversity and Social Safety Whip position not assigned. <ul style="list-style-type: none"> <li>- Sexually unwanted behaviours</li> <li>- Social safety</li> <li>- Inclusion in the classroom</li> </ul>	Michelle Kossoi Maartje Schouten Teodora Comanescu (secretary)
Scheduling issues/ facilitating commuting /Accessibility. <ul style="list-style-type: none"> <li>- The scheduling of lectures/lessons, causes for inconsistency/large gaps between the sessions within the same day.</li> <li>- Accessibility to materials online (online recorded lectures for example)</li> <li>- Possible extern stakeholder Annemarie Kersten</li> </ul>	Kristupas Radzvila (secretary) Shinouk Ettema (whip) Bas Bogers
Open Education. <ul style="list-style-type: none"> <li>- Advisory from business on programs' business relevance</li> <li>- Connecting to local businesses to solve real-world problems (on campus or at office) to get hands on experience.</li> </ul>	Anna Nikulina (whip, secretary) Shinouk Ettema Bianca Kristupas Radzvila
Career Preparation <ul style="list-style-type: none"> <li>- YFC more advanced, alumni contact,</li> <li>- Connecting to local businesses to solve real-world problems (on campus or at office) to get hands on experience,</li> <li>- Internship and networking opportunities</li> <li>- More opportunities like 'RSM management week'</li> <li>- More on-campus recruitment events</li> <li>- Greater promotion of research projects to boost CVs</li> </ul>	Nargiz (whip, secretary) Marta Cazzamalli (whip, secretary) Bianca Stoiciu Felix Mayer Maciej Szymanowski
The Open Education and Career Preparation subcommittees have a link because there is overlap in that both relate to the interface between academia and industry.	

Topics	Members
Therefore, the subcommittees could be merged/reshuffled.	

The following topics not chosen as subcommittee topics will be discussed at one of the MSc PC meetings: a) Admission process, b) Overview of how sustainability is present in each of the programmes, c) Teacher development, d) Answers to the PC letters 2022/2023, e) Formative feedback and f) Thesis process.

#### 4. Closing remarks

#### 5. Action points

What	When	Who
All subcommittees should discuss on which topic(s) they would like to work on this academic year	By November	All MSc PC members

#### Next meetings:

30-Nov-23, 10.00h    18-Apr-24, 09.30h  
 21-Dec-23, 13.30h    16-May-24, 09.30h  
 25-Jan-24, 09.30h    13-Jun-24, 09.30h  
 29-Feb-24, 09.30h  
 21-Mar-24, 10.00h

# Minutes MSc PC – 30 November 2023

Online meeting via Teams 10:00–12:00 hours

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

## 1. Opening and announcements

The chair welcomes everybody present.

### *Opening announcements*

- MS: RSM organised a sustainability discussion to take the next step in sustainability or mission efforts within RSM. The following topics were discussed: a) Introducing carbon budget for e.g., individual faculty or departments thus employees are role models in sustainability and not just teaching about it, b) How to collaborate more with the external world on sustainability and c) From students' perspective students choose a study at RSM based on the sustainability claim. However, there are very few sustainability topics in the bachelor's year 1 programme while there are slightly more in BA 2. Therefore, it would be better if RSM integrated more sustainability into the core courses because combining business and sustainability saves time as the topics no longer need to be discussed separately.

## 2. Approval of minutes from MSc PC meeting 13 October 2023— see attachment.

The minutes were approved.

### 3. Review of the PC activity 2022/2023

MS updated the Committee on the PC activities in 2022/2023.

- 1) The final output of the subcommittees is usually in May or June, but that is the same period when many members leave the Committee, so little is done with the output. Therefore, two years ago, the PC established a subcommittee to investigate within RSM whether the recommendations of the subcommittees were being done but this subcommittee received little cooperation within the school. Hence, it would be better for this year if each subcommittee checked what was done with the previous year's recommendations on different topics. In addition, an email was sent to the Dean asking him to reply to the subcommittees' recommendations and last year's advice letters.
- 2) Programme Practice Relevant Assessment Subcommittee: Programmatic assessment is the process by which knowledge is assessed and tested in a multitude of ways over the prolonged period. In the previous academic year, the programmatic assessment method was implemented in the MSc POC programme and the MSc SE and MSc SM programmes are working on the implementing programmatic assessment education. The subcommittee's output is a review of the implementation of programmatic assessment in the POC programme. The main issues yet to be addressed in the master are a) Teaching and coaching capacity and b) AI interferes with relying on student essays.
- 3) The Thesis Subcommittee found that students would like to have a) More feedback and b) More coordination or alignment between master programmes. This would be difficult to implement because a) it's a labour-intensive process and b) Programmes have different thesis implementations. However, there is a research education platform tool which students can use for the thesis. In addition, the result of the Thesis Subcommittee's student questionnaire indicates that the communication and the thesis trajectory went well.
- 4) The Course Evaluation Subcommittee: In the report, the subcommittee indicated how the course evaluations should be and that it should serve RSM, students and the society because they provide the incentive structure, so that it has an indirect impact and channels our effort in certain direction. Moreover, there runs a process to improve the course evaluation and use other evaluation methods, for example peer-review and pedagogical experts.
- 5) The Diversity & Inclusion Subcommittee focused on the diversity of the faculty, cases and guest lectures.
- 6) The Onboarding Subcommittee recommendation to the HR department is to create a one-page document for department chairs which contains all the onboarding information.
- 7) The Open Education Subcommittee advises creating a platform where companies could find collaboration within RSM for e.g., guest lectures, company project or consulting. The current Open Education Subcommittee is still shaping the topic for this year and is waiting on the response of last year's advice.
- 8) In the previous years the HOKA Subcommittee was established to give feedback on HOKA projects. However, last year, the HOKA Subcommittee was no longer necessary because many HOKA projects are running. Therefore, there is no output from this subcommittee in the annual report.

Comments of the Committee:

- 1) GH: In the email to the Dean, there was no specific request to reply to the subcommittee's outputs. Therefore, it would be better to indicate to the Dean the PC would like to have a response to the subcommittees output.
- 2) GB: The Thesis Subcommittee student questionnaire is biased because a) Not all master programmes are represented and b) The issues raised are very programme specific.
- 3) GH: In the course evaluation process GH isn't sure whether departments actually follow the recommendation to have periodic peer-reviews and expert reviews for teachers. She suggests that a new task force on course evaluations should be established under the lead of Policy Advisor Ad Scheepers to look at the subcommittee's recommendations and determine what the next step will be.
- 4) GH: For the Onboarding Subcommittee, GH suggests contacting Barry van der Hoeven from the HR department to ask whether he could develop an RSM-wide checklist of what should be done during the faculty onboarding process.
- 5) MS: For the Open Education Subcommittee, it would be an idea to organise an event for students, alumni, and companies to strengthen collaboration.
- 6) MS: Regarding the HOKA, it would be good if the PC to know how the HOKA projects are going. Therefore, it would be a good idea to invite Alex Baanen to represent the HOKA report to the MSc PC.

#### 4. Formation subcommittees

- 1) AI in Education Subcommittee: During the first subcommittee meeting, the Committee decided that they would like to focus on smaller subtopics and form subcommittees in the subcommittee to work on. In addition, the subcommittee is distributing tasks between the members to investigate which topics about AI in education are important topics. Topics that are being researched are a) A states quo analysis, what is the university currently doing with AI? what should be improved? b) Which parts of AI does the subcommittee have an impact on? c) What are the students and teachers' perspectives on AI? and d) What does AI mean in education. The subcommittee will decide in the next meeting which topics they would like to work on this academic year.
- 2) Course Evaluation Subcommittee: During the first subcommittee meeting, CS gave an update on what the previous Course Evaluation Subcommittee did and how the current committee can build on that. Topics the subcommittee would like to work on are a) Low response rate, b) Improving student feedback to teachers, c) Creating a course evaluation alumni database and d) Changing the timing of the course evaluations.
- 3) Diversity & Social Safety Subcommittee: The subcommittee is inventorying of what is happening within RSM in terms of diversity and inclusion. In addition, the subcommittee sees a gap in the data from last year's Diversity & Inclusion Subcommittee and therefore the current subcommittee would like to make the output more comprehensive.
- 4) The Open Education Subcommittee would like to work on to collaborate with the Career Preparation Subcommittee on certain aspects if the Open Education Subcommittee knows which topics, they want to focus on to avoid duplication or asking the same questions. Moreover, the subcommittee would like to know the Dean's response on the previous year Open Education Subcommittee proposal.
- 5) Career Preparation Subcommittee: The subcommittee is inventorying what career advice already exist on within RSM. There is a general platform where students can communicate with alumni. However, the Committee would like to focus on increasing the alumni and company network to improve communication between them and students. Next steps are a) To look at other universities where the alumni network is better utilised and b) To integrate the alumni network into the programmes. The MSc POC programme is leading the way in this regard.

Comments of the Committee:

##### AI in Education Subcommittee

- 1) MS: Currently, there are two trainings for thesis coaches about AI. In the workshop, AI was used a) Correctly as a research tool and b) To cheat. The result showed that AI isn't yet capable of writing a very good thesis.
- 2) SZ: The AI tool isn't yet working for the MSc BA AFM programme because the tool provides the wrong answers.

##### Course Evaluation Subcommittee

- 3) MS: It's difficult to rely on alumni course evaluations because their knowledge of their jobs and practices need not match the future jobs and practical experiences of current students. Therefore, it would be better to organise a conference per master programme between alumni, students and faculty in which alumni give information about their practice experience, students learn about their future and faculty know what has happened in the industry and could adapt the education to it. However, a conference is difficult because companies have their own perspective on the industry and which requirements employees should have.
- 4) KR: It would be better if RSM clarifies what happens to student feedback because it's important to students know why they should give feedback.
- 5) SZ: In course evaluations, it would be useful if a) lecturers could immediately adjust the course in response to student feedback, thus students see that something is being done with their feedback on the course evaluation and b) Faculty should emphasise that student feedback will be used to improve the course in the next academic year.
- 6) FM: Response rates will increase and the quality of student feedback will improve if students know that they also benefit from the course evaluations.
- 7) FH: It would be good if RSM indicates to students that improving the course evaluations keeps the school's reputation high, as this is also important to alumni because if RSM's reputation remains high, it's easier for alumni to get jobs.

##### Diversity & Social Safety Subcommittee

- 8) MS: Diversity and inclusion is a broad topic. Therefore, it would be better for the subcommittee to find out which diversity and inclusion topics are important to them. Thereby, the subcommittee could look at which



- diversity and inclusion topics are currently important to RSM.
- 9) SZ: It will be better if the subcommittee will get an overview of RSM's current important diversity and inclusion topics. Then the subcommittee should decide on which topics they would like to focus on.
  - 10) GH: The Inclusion Diversity Equity and Accessible steering Committee and the Education Working Group have collected data which the subcommittee could help to create an overview of the current important diversity and inclusion topics at RSM. In addition, there are already initiatives to increase the inclusion at the school.

#### Career Preparation Subcommittee

- 11) AN: It would be good for the subcommittee to contact RSM's Alumni Relation Office, as this department has the knowledge, data and the recourses that the Committee needs.

### 5. Closing remarks

### 6. Action points

What	When	Who
MS and AI will write a follow-up email to the Dean about the previous year subcommittee outputs.	By December	Annelie van der Leelie Maciej Szymanowski
AL and GB will draft an email about the Onboarding Subcommittee recommendations for the HR department	By December	Annelie van der Leelie Guido Berens
AL will invite Alex Baanen to present the HOKA report	By December	Annelie van der Leelie

#### Next meetings:

21-Dec-23, 13.30h    18-Apr-24, 09.30h  
 25-Jan-24, 09.30h    16-May-24, 09.30h  
 29-Feb-24, 09.30h    13-Jun-24, 09.30h  
 21-Mar-24, 10.00h

# Minutes MSc PC – 21 December 2023

Online meeting via Teams and T3-42; 13:30–15:30 hours

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

## 1. Opening and announcements

The chair welcomes everybody present.

### *Opening announcements*

- MS: During the first AI thesis coach training, participants learned a) How to use AI properly, b) How people can cheat with AI and c) How to evaluate in the AI programme. One of the findings was that cheating with AI doesn't work very well. In the second session, attendees learned about prompting. For example, how to give different specify tones and other requirements. The result was a) The user should have the skills to indicate to AI what he/she wants and b) AI is only worthwhile for specific aspects in the thesis process. In addition, the group focused on authorship issues such as plagiarism and people signing for papers they haven't worked on. However, these are no AI issues but ghost writing is. Therefore, they are redefining the definition of authorship regarding ghost writing. Furthermore, the group is investigating whether students could work with AI generated preliminary feedback in the thesis process like basic criteria comprehensiveness and completeness thus coaches could focus on the content of the thesis. According to MS, the strongest conclusion is that students are overconfident about their thesis research skills and procrastinate in developing the skills causing them run into trouble at the end. With the use of AI, this problem will increase because students might think that if they get trouble at the end of the thesis process, they can use AI. However, students forget that they should have the skills to use AI to do so.
- GH: For the academic year 2025-2026, the FC received a proposal to set two additional caps: a) A cap of 150 students for the MSc SCM programme and b) A cap of 100 students for the MSc POC master. The reason for the caps is capacity limits in the teaching department and due to the financial savings, it's impossible to recruit

more teachers. In addition. If the FC gives consent to proposal, this means that (with the exception of the MSc MI and MSc MBI programmes) that all RSM masters have a cap in their admission process.

Comments of the Committee:

- 1) CS: Admission caps are important because too many students mean problems such as a) Faculty should work more without compensation, b) Insufficient room capacity, c) The quality of education and d) Financial problems because it takes two years for RSM to receive the reimbursement for additional students. To improve the admission policy, it would be better to change the fairness argument of who clicked first in the programme to selective criteria which the school would like to have. This change will improve the education experience.
- 2) MS: It would be a good idea to invite the Executive Director of Recruitment Amy Janssen – Brennan to a MSc PC meeting to discuss the admission policy. MS is interested in how the algorithm is adjusted and whether staff who work more because of the number of students will be compensated.
- 3) KR wonders whether putting caps on master programmes is the long-term solution because the real problem has to do with teaching and facility limits. Therefore, it would be better to change something in the capacity.
- 4) FM: To get the best motivated students in the master programmes, it would be better to use the motivation letter as an admission criterion.
- 5) GH: The motivation criterion isn't useful in the admission process as it's a bad predictor of study success and the increasing use of AI tools for written applications will further decrease the predictive value. To make the motivation criterion valid, an assessment should be added to the admission process but that's not feasible due to the high numbers of applications.

## **2. Approval of minutes from MSc PC meeting 30 November 2023 – see attachment.**

- 1) GB: The word *budget* should be changed to *Carbon budget*.
- 2) GB: The sentence *So that it has an indirect impact on channels and efforts in certain directions* should be changed to *So that it has an indirect impact and channels our effort in certain direction*.

## **3. Questions from the MSc PC about scheduling of lectures and exams**

The PC members discuss which questions they would like to ask to ES Management Consultant Dr Annemarie Kersten and Julia Roos about the scheduling of lectures and exams.

- 1) MS: Some people are negative about the quality of scheduling at RSM but it would be better to keep in mind that other universities have the same problems or even worse. There are universities where the course day, time and room can change every week. However, at RSM the course timeslots stay the same and there is less changing of rooms.
- 2) MAS: Would it be possible to give students a free week in the Spring which could be used for e.g., a) A study trip because currently, in the MSc POC programme a study trip is being organised and therefore is asked whether the course attendance policy can be changed and b) To improve student well-being because there is no break for students between January and July.
- 3) KR has three questions a) What are the basic variables or constraints that should be considered when scheduling a session, b) To what extent are teachers' preferences about when they are available to teach considered and c) Could the university use off-campus facilities?
- 4) SZ: When scheduling, it would be better to consider the quality of the room, because some rooms have air and sound equipment problems and if facilities aren't working, it costs teachers time.
- 5) MS: Is it possible to schedule courses twice per academic year instead of once? Because scheduling the entire year in advance leads to problems when teachers would like to change the setup of a course later in the academic year.

Comments of the Committee:

- 1) GH: In the past, the EUR had an Erasmus-wide *Witte Week*. During this week, no classes were scheduled and study trips could be organised. However, in practice, the trips were organised at other times of the year and in addition, the Witte Week created capacity issues in terms of facilities, which is why it was discontinued. If students would like to reintroduce a free week, the University Council should be contacted as this issue would be a university-wide decision.
- 2) FM: If the free week for students will be reintroduced, it would be better to introduce it RSM-wide, since the electives are master cross-curricular, where without a school-wide break no study trip can be organised.

- 3) MK: It would be nice if students are given some time to decompress between January and July as these months are stressful.
- 4) MAS: Scheduling once per academic year also creates problems for new faculty, because they can't schedule their own course that year.

#### **4. Update from the PC subcommittees**

- 1) The AI in Education Subcommittee: During the last subcommittee meeting, the Committee created an agenda with the following topics: a) Starting with the status quo, looking into what is the current state of AI and sharing some best practices from other universities and industry, b) Looking at implications of AI what are the challenges and chances for faculty and students and c) The idea with the looking forward topic is which recommendations does the subcommittee want to give and this are three main topics a) Educating teachers on AI use. This relates to how teachers are educated from the university to have an equal level of understanding of AI and how they should use the tool in the class, b) Educating students on AI use and c) The assessments and general adaptations.
- 2) The Course Evaluation Subcommittee would like to focus on two topics: a) The subcommittee would like to help the PAC members to gather the best feedback, for example, by providing suggestions and improving the PAC manual and b) How to improve the feedback that teachers receive? More specifically how teachers collect feedback during a course and indicate the importance of building a personal working relationship between teachers and students and ultimately not using the course evaluation form as the only feedback tool. The challenge is to think could RSM provide guidance and show what teachers personally gain from the feedback.
- 3) The Diversity & Social Safety Subcommittee is figuring out which topic they would like to focus on. There is much movement in inclusion and diversity at RSM and the university. In the new year, the subcommittee is meeting the IDEA project leader to discuss a) What they would like to see where the Committee could focus on, b) What the IDEA is doing and c) Whether the subcommittee and IDEA could collaborate to have the most impact at the school. In addition, the Committee would like to know the university strategy regarding the definition of diversity and inclusion as a part of the university policy and future direction on this topic. This information should reveal how the university is doing in terms of diversity and inclusion.
- 4) The Open Education Subcommittee members know what topic they would like to focus on. They interviewed the Academic Directors and the Executive Director about open education. From this it emerged that a) Faculty check the educational strategy because it's useful to see whether the topic they are focussing on is relevant to the school and b) The subcommittee will keep a questionnaire for teachers about open education, asking if and how they use open education for example, guest lectures, company visits and or real-life cases in their course. Based on the results of the questionnaire, the Committee would like to create an open education best practices list, making it easier for teachers to use open education tools in their courses.
- 5) The Career Preparation Subcommittee has noticed that students get insufficient information a) From the industry about their possibilities and b) About what will happen after graduation. In addition, the Future Career platform isn't clear to every student. Therefore, the subcommittee would like to form a problem statement and focus, for example, on improving the Mentor Me platform. Moreover, the Committee would also like to investigate the connection between RSM and the industries.

Comments of the Committee:

##### **Course Evaluation Subcommittee**

- 1) MS: It would be good if the feedback is filtered before the teacher receives it because the very negative impolite feedback could damage a teacher.
- 2) FM noted that some course evaluations are more about the entire master programme than the course. In the MSc SE programme, there is nothing in place to evaluate every course on an individual basis.

##### **Diversity & Social Safety Subcommittee**

- 3) MS: Currently, admission and diversity is a prominent topic. It's difficult because on one hand RSM isn't allowed to collect data on diversity but on the other hand the school should be diverse.
- 4) CS: It's important for the university to be diverse and include minorities. Therefore, it would be better to investigate what the diversity composition of students is, because then it becomes clear how the diversity of society is reflected in the university. In addition, it would be a good idea to encourage and support minorities to apply to certain master programme at RSM.
- 5) MS: Students aren't sufficiently aware about what happens at RSM and what the school stands for. Therefore, it would be useful to inform them about topics related that, for example, sustainability and diversity.

## 5. Closing remarks

## 6. Action points

What	When	Who
All members will send their questions about RSM's admission policy to AL	By January	All members
AL will invite Executive Director of Recruitment Amy Janssen – Brennan to a MSc PC meeting to discuss the admission policy	By January	Annelie van der Leelie
AL will add the course manual discussion to a future MSc PC meeting	By January	Annelie van der Leelie
AL will invite the head of the alumni office to discuss the alumni topic	By January	Annelie van der Leelie

### Next meetings:

25- Jan-24, 09.30h    18-Apr-24, 09.30h  
 29- Feb- 24, 09.30h    16-May-24, 09.30h  
 21-Mar-24, 10.00h    13-Jun-24, 09.30h

# Minutes MSc PC – 25 January 2024

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

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

## 1. Opening and announcements

The chair welcomes everybody present.

### Opening announcements

- MS: The Dean has responded to the MSc PC letter but the Dean of Education is still working on the Document. Probably the PC could discuss the letter during the next meeting.

## 2. Approval of minutes from MSc PC meeting 21 December 2023 – see attachment.

- The minutes were approved.

## 3. A credit change in the MSc MI programme – Juan Madiedo

JM presented the credit structure adjustment: 2024-2025 academic year, in the MSc MI programme.

- The changes are a) Allocate 1 EC from a core course to the new Positive Impact Agent Trajectory (PIA) and b) To merge the Research Fundamental course (4ECs) with the Thesis Trajectory (16 ECs).
- Change 1: The Positive Impact Agent Trajectory is related to the positive impact agent role in the Competency Framework. The trajectory consists of activities in Block 1 and 2, a) Block 1 consists of four motivational sessions in which topics on positive impact are discussed, for example the organisation Erasmus X's topic on accessible education for everyone. These sessions should create motivation and incentive students to think about how they can have positive impact on society and b) In Block 2, students should follow two core courses, the Design Thinking course and the Implementing Innovation course. During the Design Thinking course, students devise a project that will have an impact on society and in the Implementing Innovation course, the project idea will be further developed. All this will lead to the final submission of the project to the Hummingbird Fund (The fund is a body of RSM in which members of the RSM community could submit ideas

- for projects that have a positive impact on education at the school and applicants could receive 2.000 euros to fund the projects) Submitting the project to the Hummingbird Fund is mandatory for the students because these projects are a lot of work and it would be nice if something is actually done with them.
- 3) Currently, the Design Thinking course has 6 ECs and the Implementing Innovation course has 5 ECs. The department would like to reduce ECs of the Design Thinking course from 6 to 5 ECs. The free credit will be allocated to the activities in Block 1. By allocating the extra credit to the activities, students will receive assignments during the sessions that will go towards the project in the core courses of Block 2. It isn't a big change but it's a different sequence from the current academic year.
  - 4) Change 2: The Thesis Trajectory will be part the Competency Framework, activities will be developed for this track thus students will develop competencies as critical thinker and communicator through lectures and workshops. The portfolio will be eventually used for the thesis proposal.
  - 5) The thesis time frame will be a) October – December: Students will build a thesis competency framework portfolio, b) In January, students learn about the research methods and c) With the competences developed and research method devised, the thesis proposal will be submitted in February. After that, students will work individually on the thesis in collaboration with coaches. The first deadline of the entire thesis is in the second week of June.
  - 6) The department would like to merge the Research Fundamental course with the Thesis Trajectory due to students work on the thesis from the beginning of the academic year. Merging the credits has the following advantages a) The big assignments of the Research Fundamental course removes and the thesis proposal will be used as a summative assignment with a pass-fail system. In addition, the quantitative assignment will become the final thesis submission, b) Students will have a jumpstart with their thesis project which prevents the thesis from being shelved and spreads the work on the thesis better over the academic year and c) The feedback process will be improved as it's more effective and easier to give feedback on smaller pieces of the thesis because if students receive feedback faster they are back on track with the thesis more quickly.

#### Comments of the Committee:

- 1) GB: To work on the thesis from the beginning of the academic year could create two challenges a) Students don't know the thesis topic yet which makes it more difficult for them to work on the thesis and b) Since the thesis topic isn't yet known to students, it also becomes difficult for them to apply the correct research method in the course.  
JM: In the October-December period, students will use the motivational sessions, workshops and coach assistant to decide on the thesis topic. This topic should be known in January thus they can work with it during the methodology course.
- 2) MS: If the Research Fundamental course is combined with the Thesis Trajectory, students might be assessed at the final thesis submission for mistakes made during the Research Fundamental course. MS wonders whether this is fair because the Research Fundamental course is meant to learn how to implement research. In addition, the two course have different learning goals.  
JM: The Research fundamental course won't affect the final grade because it's a pass/fail course.
- 3) MS: If the Research Fundamental course is merged with the Thesis Trajectory, students would only be interested in their own thesis from the beginning of the academic year, which may lose students motivation to want to explore the other research methods.
- 4) AN is positive about merging the courses. However, there could be problems with the final grading system because the final thesis of all the master programmes should be assessed using the same rubric. This rubric focuses too much on the final product than on all the steps that led to the thesis. She wonders how the department will solve this issue.  
JM: For the competences students should learn in the workshops, there are rubrics aligned with the final thesis rubrics.
- 5) AN: It would be better if the department defines how the new thesis process relates to the final thesis rubric because otherwise a) Flexibility in grading could occur and b) The explanation will make it clear to students how the process is works and that it's fair.
- 6) MS: It would be better to spread the allocated 1 EC over Block 1 and 2, otherwise students who follow the course for the second time could expect a grade two weeks after the Block 1.
- 7) According to MS, it will be unclear to students that the motivational sessions of Block 1 are an introduction to



an assignment in the larger Design Thinking course of Block 2. In addition, because of the different courses, students might want to change groups and/or topics which might increase the workload of teachers.

JM: It's mandatory for students to stay in the same group. However, to keep students motivated, the project initiative should come from the students themselves.

- 8) DB is concerned that working on the thesis from the beginning of the academic year a) Could increase the workload for students because they have other courses alongside it and b) That students in the exam period will choose to pass the exam with a grade and intentionally fail the Research Fundamental course because it works with the pass -fail system.

The proposed changes in the MSc MI programme were unanimously accepted by the Committee. MS will write a letter of consent.

#### **4. Update from the PC subcommittees**

- 1) The AI in Education Subcommittee is working on the following topics a) Insights into AI at other universities and consultancy, b) Sub-tools used in AI and c) Implications of AI for education, teachers and students. During the next subcommittee meeting they would like to discuss what the form of the output will be, for example, one page with the main topics. Moreover, the members would like to finalise the draft document thus the MSc PC members could provide feedback on it during the MSc PC in meeting in February.
- 2) The Course Evaluation Subcommittee: During the previous subcommittee meeting the members discussed two topics, a) The PAC manual isn't much used and is very unfamiliar to students and b) The way formative feedback tools are used by teachers. Soon, the subcommittee will have a meeting with someone from the Learning Innovation Team to discuss which formative feedback tools are available.
- 3) Soon, the Diversity & Social Safety Subcommittee will have a meeting with the RSM's D&I initiatives project leader to discuss what is going on regarding diversity and inclusion within the school, thus the subcommittee can align the topics it wants to work on. Possible topics include sexual safety for students and international student inclusion.
- 4) The Open Education Subcommittee members are interviewing the Academic Directors about the best practices in open education topics, for example stakeholder connections, guests lecturers, and internships. After that, the subcommittee would like to create an overview of how each master programme deals with open education and if necessary, the subcommittee would like to expand their research to include a questionnaire for the teachers about education in the programme but this depends on the response from the Academic Directors. In addition, the committee would like to submit their draft report in March.
- 5) The Career Preparation Subcommittee: During the previous subcommittee meeting, the members discussed a) The gap in career preparation offerings and b) How the subcommittee's solutions could have a longer-term impact. The next step is to create a holistic overview for all master programmes. The final report will consist of an overview with information about the current gaps in the career preparation, the best practices and the general solution for the future.

Comments of the Committee:

##### **Course Evaluation Subcommittee**

- 1) MS: It would be better if the MSc PC could provide a starter pack in the Teams environment for the new student PC members, including the PAC manual.
- 2) MAS: Other tools to get formative feedback are a) The Plus Delta method and b) The behavioural anger skills in performance evaluation research. This method specifically measures what should change about the teacher's action to improve themselves.

##### **Open Education Subcommittee**

- 3) MS: It would be better to establish checkboxes for stakeholder involvement so that its visible which activities take place, for example, guests' lecturers, workshops or getting feedback.

##### **Career Preparation Subcommittee**

- 4) MS: To expand RSM's alumni network it would be better if the programmes encourage current students to become an active member of the alumni network.



## 5. Closing remarks

## 6. Action points

<b>What</b>	<b>When</b>	<b>Who</b>
MS will write a letter about the changes in the MSc MI programme	By February	Maciej Szymanowski
AL will add the course manual discussion to a future MSc PC meeting	By February	Annelie van der Leelie
AL will invite the head of the alumni office to discuss the alumni topic	By February	Annelie van der Leelie

### Next meetings:

29- Feb- 24, 09.30h

21-Mar-24, 10.00h

18-Apr-24, 09.30h

16-May-24, 09.30h

13-Jun-24, 09.30h

# Minutes MSc PC – 29 February 2024

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

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

## 1. Opening and announcements

- 1) The chair welcomes everybody present.
- 2) GB was chair during the meeting as MS was unable to attend.

## 2. Approval of minutes from MSc PC meeting 25 January 2024 – see attachment.

GB: *The International Office should change to the Learning Innovation Team.*

## 3. Discussion about class scheduling RSM – Julia Roos

JR answered the Committee's questions:

- 1) **Is it possible to schedule courses twice per academic year instead of once? Because scheduling the entire year in advance leads to problems when teachers would like to change the setup of a course later in the academic year.**  
JR: RSM schedulers are also in favour of scheduling courses twice per academic year. However, scheduling is a EUR-wide process and RSM is the only faculty which would like to schedule more than once a year, but people from RSM repeatedly raised this issue but it's always outvoted by the other faculties. The main reasons why the other faculties would like to schedule once a year are that a) Students would like to know their entire schedule a year in advance and b) The schedulers would have a shorter peak period.  
GH suggested that if the PC would like to change the scheduling process from once to twice year, they should contact the University Council and/ or the EUR Executive Board.
- 2) **The scheduling of lectures/lessons causes for inconsistency/ large gaps between the sessions within the**

same day. Could something be done about that?

JR: The schedulers always try to avoid inconsistency and gaps in students' schedules. However, the room allocation process is also EUR-wide. Therefore, schedule stands are consistent but due to no room availability the schedulers are forced to use different days and time slots during the week which causes inconsistency in students' schedules. In addition, during the scheduling process, the schedulers try to align individual teacher preferences to minimise gaps in students' schedules. Moreover, teachers could only indicate their preferences for working days and not their preferred time slots (with exceptions if necessary).

- 3) **Would it be possible to give students a week off in the Spring which could be used for e.g., a) A study trip because currently, in the MSc POC programme a study trip is being organised and therefore it's asked whether the course attendance policy can be changed and b) To improve student well-being because there is no break for students between January and July.**

JR: Four, five years ago, in the master programmes, there was a week off in the Spring semester called 'The White week'. This week was reserved for student organisations to organise the study trips but many student organisations planned the trips outside the White Week. Therefore, it was decided to delete the week.

Currently, there are no plans to reintroduce a free week. The main reason is that due to the long academic year (compared to other universities worldwide) resits are very late at the end and adding an extra week to the academic year will push resits to a point where there might not be any support from the EB to organise resits. However, there is the smarter academic year project. The project group is investigating how to shorten the number of weeks of the academic year to reduce the workload of students and teachers.

- 4) **What are the basic variables or constraints that should be considered when scheduling a session?**

JR: For scheduling, the teachers are asked to provide the following information a) Course information such as course code, title teaching block and when a course starts, b) Instructor names and whether teachers have other teaching commitments during the same block, c) In which weeks will the take activity take place, what kind of activity it is, for example a lecture or workshop, the duration of the session and whether it's an on or off campus activity, d) What kind of exam it will be and the duration and e) What kind of room the teachers need for the course and exam. The main constraints during the scheduling process are that a) Students follow more courses in one block and these courses can't overlap and b) The room availability. The schedulers don't have influences on the room availability as it's an EUR-wide process.

- 5) **To what extent are teachers' preferences about when they are available to teach considered?**

JR: The schedulers consider the teachers preferences as much as possible. However, often it's difficult because a) Many teachers want the same thing, for example to teach on the same day and timeslot and b) There are problems with room availability (especially in the Fall semester) During the scheduling process, to avoid classes being packed on a few days, the schedulers try to spread things out but try to avoid students having classes of six consecutive hours of classes without a lunch break. However, they have also asked to cluster classes thus students have time for an internship or a jobs.

- 6) **Could the university use off-campus facilities?**

JR: RSM doesn't rent facilities off-campus because these fees are on top of the costs the school already pays for using the on-campus facilities. In addition, last year EUR made a statement that due to budgeting reasons, they don't want to rent external locations so the faculties should work with the facilities on-campus.

- 7) **When scheduling, it would be better to consider the quality of the room, because some rooms have air and sound equipment problems and if facilities aren't working, it costs teachers time.**

JR agrees with the Committee that all facilities in the room should work during teaching on campus.

Therefore, during the summer break, the rooms will be checked so that the rooms are in a proper working condition for the new academic year. Unfortunately, the schedulers can't guarantee that all facilities will continue to work throughout the year. The advice is that if there are facility problems, teachers could call the service desk or the RSM's facility team to help them. If the problems can't be solved, the scheduling team will try to move the course to another room as soon as possible.

Comments of the Committee:

**Would it be possible to give students a week off in the Spring which could be used for e.g., a) A study trip because currently, in the MSc POC programme a study trip is being organised and therefore it's asked whether the course attendance policy can be changed and b) To improve student well-being because there is no break for students between January and July.**

- 1) MAS: A study trip will be organised for the MSc POC programme. Therefore, it would be better if the elective exams are held at the beginning of the exam week as there will be space to plan a study trip later in that week.

#### **4. Response from the Dean to the MSc PC annual report and questions letter**

Gb discussed the Dean's response letter with the Committee.

- 1) The Dean and the Dean of Education take the MSc PC seriously because they took the time to respond to the MSc PC annual report. They indicated with some explanation that some topics will be implemented and others don't.

Comments of the Committee:

- 1) TC: The letter shows which topics the Dean and Dean of Education focus on, as some subcommittees were specifically mentioned and others weren't.
- 2) GB: If current MSc PC members think if issues arising from last years subcommittees have been ignored in the letter, please inform AL so the PC can discuss the topics.

#### **5. Update from the PC subcommittees**

- 1) The AI in Education Subcommittee met last week and is working on the final document which they would like to present during the next PC meeting.
- 2) The Course Evaluation Subcommittee discussed with LIT what the obstacles are in the course evaluations. In addition, the subcommittee is creating a document about their course evaluations ideas and what the next steps will be. The main concerns about the course evaluations are a) For students there is no incentive to complete the course evaluations because the improvements are for the next cohort and b) Teachers are concerned that course evaluations would affect their careers in a negative way.
- 3) Like last academic year, The Diversity and Social Safety Subcommittee would like to focus on the topic of internationalisation and making the class experience more inclusive, as it seems that international students are pitted against Dutch students. In addition, the subcommittee had a meeting with IDEA's project manager with whom they will collaborate because they are working on the same topics and with the same information sources.
- 4) the Open Education subcommittee conducted interviews with all ADs to create an overview of what each programme is doing on the topic of open education, including guests lectures and the use of the Career Centre. Currently the subcommittee is combining all the insights and the aim is to have a recommendation letter ready by March. In addition, the subcommittee implemented interviews with the Career Centre employees. They explained that a) If companies would like to collaborate with RSM, they must pay a fee because according to Dutch law students aren't allowed to give free advice on the industry and b) There isn't much collaboration between the Career Centre and the ADs, because the ADs find the Career Centre too commercial with less scientific focus. However, the Career Centre is the link between students and the industry but they don't have the recourses to show what kind of work the Career Centre employees do.
- 5) The Career Preparation Subcommittee is looking at the Your Future Career course and the Mentor Me platform issues. The subcommittee would like to improve the Mentor me platform because a) There is a large under-representation of master programmes and b) It should be more user-friendly and better known among students. On the platform, the subcommittee would like to create an internal Facebook page to create an accessible network between students and alumni. In addition, the subcommittee would like to improve the Your Future Career course by adding soft skill training and more modules, for example but before the changes are implemented, they would like to have feedback from students through questionnaires on these plans.

Comments of the Committee

**Course Evaluation Subcommittee**

- 1) MAS: In the course evaluations, it would be better to use a feedback tool in the middle of the course and present the feedback to the students as this increases the student participation in course evaluations.
- 2) MAS: The current course evaluations don't show how teachers' instructions are. Therefore, it would be better to separate the course evaluations from the teachers' performance decision.

**6. Closing remarks**

**7. Action points**

What	When	Who
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**Next meetings:**

- 21-Mar-24, 10.00h
- 18-Apr-24, 09.30h
- 16-May-24, 09.30h
- 13-Jun-24, 09.30h

# Minutes MSc PC – 21 March 2024

Online meeting via Teams; 10:00–12:00 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	MC: Marta Cazzamalli (POC)
AN: Anna Nikulina (SCM)	BS: Bianca Stoiciu (MI)
KK: Korcan Kavusan (MscBA MIM)	MK: Michelle Kossoi (MM)
PBC: Philipp Cornelius (BIM)	YL: Yu Liu (SE)
SET: Shinouk Ettema (MScBA P-MIM)	FM: Felix Mayer (SE)
NZ: Nadine Ziegengeist (FI)	(MScBA pMiM)
IH: Ian Hermes (MScBA MiM)	
FH: Felicitas Huffer (SM)	
NN: Nargiz Najaf (BIM)	
KR: Kristupas Radzvila (SCM)	
EB: Emanuel Ubert (SM)	
MAS: Maartje Schouten (POC)	
TC: Teodora Comanescu (GBS)	
DB: Daiana Botezatu (MScBA AFM)	
GB: Guido Berens (GBS)	Guests
LL: Larissa de Liedekerke (MSc MBI)	RR: Robert Rooderkerk (Academic Director MSc BA BAM)
BB: Bas Bogers (MScBA BAM)	ER: Evelien Reusen (Academic Director MSc BA AFM)

## 1. Opening and announcements

- 1) The chair welcomes everybody present.

### *Opening announcement*

- 1) MS introduces Sofia Murell Lema to the Committee. As Executive Director Gabi Helfert has changed position, from now on, Sofia will replace her in the Committee. Sofia will represent PM and the Dean of Education.
- 2) SML is the new Team Lead of Master Programme Management and she has taken over a few tasks from Gabi Helfert including the PC. In addition, she is also the programme manager of BAM.

## 2. Approval of minutes from MSc PC meeting 29 February 2024 – see attachment.

The minutes were approved.

## 3. MScBA BAM programme redesign proposal – Robert Rooderkerk

RR: presented the BAM Programme redesign proposal.

- 1) The department would like to redesign, because there is a need for a) Python in the core courses, b) Operation/SCM in the core courses and c) An additional elective in Block 3-4.
- 2) Students, faculty, the PAC and the department heads would like to use Python because a) Currently Python is only offered in digital form in the Management Science and the Digital Economics Analytics courses, b) In Block 3 and 4 many students enroll in the Business Analytics Application with Python elective which means that if everyone chooses the same elective there is something wrong with the core part of the programme, c) On the verge of overtaking R as most used language for thesis, d) Students indicate that vacancies regularly

- ask for Python and e) Debate on what's better, e.g., R more rooted in statistics and great visualization, Python very useful for big data, deep learning, and production environments.
- 3) The department would like to have an operation course because a) SCM and the BIM programmes offered a joint elective (Economics of Digitization and Supply Chain). However, during this elective, students are given so much information that they can't cope. In addition, according to student's feedback, the elective is seen as niche and insufficiently focus on supply chain as a topic and b) Students felt that operations were underrepresented and didn't see a coherent narrative throughout the course.
  - 4) The department would like to have an additional elective in Block 3-4 because a) The elective "Algorithms in Control" was no longer offered and a suitable alternative couldn't be found in time, perhaps this space could be filled by a) Another elective in the Accounting/Finance domain or b) A technical elective on advanced machine learning, as some students has expressed a desire for this.
  - 5) In summary, the three redesign parameters are a) Python in the core course, b) An elective in Block 2 and c) An additional elective in Block 3-4.
  - 6) Important to consider in the redesign is BAM's positioning: a) BAM is a Computer Science programme and would like to have a strong business component, b) Falling under the BA CROHO means that they have limited resources to "select at the gate," resulting in a lot of heterogeneity (some crave for more technical courses, others struggle to keep up) and c) The master would like to deliver connectors to the job market, a much needed position.
  - 7) According to the department, the most attractive redesign solution is a) Add a core course on coding in Python in Block 2. This allows other courses in same block to focus on models/analytics, b) Make room for this elective by having students follow 1 out of 3 business electives in Block 2 instead of 2 out of 3, c) Delete Python elective in Block 3-4 (most content in new Python core course in Block 2), d) Make one core elective completely about supply chain/operations, e) Make the digital economy analytics course an elective in Block 3-4 and f) Add a third elective to Block 3-4, either on Accounting/Finance and/or deep learning.

#### Comments of the Committee:

- 1) MAS: In human resource management, there is an increasingly move towards people analytics. Therefore, it would be a good idea to have a shared interdisciplinary POC/BAM elective in which POC students learn how to handle data and BAM students learn how to handle people analytics.  
RR: That would be a good idea. However, the POC programme should bring in supervision expertise and the MScBA BAM should expand the student base.
- 2) CS: For master programmes, it would be important to keep track of where alumni end up at the job market and what the time series trends in it are, as this will show what impact RSM's education has in the industry and can be adjusted if necessary.
- 3) CS: It would be better to give the personal development element a larger role in the curriculum because it's an important part of education.
- 4) SET is positive about the Phyton core course.
- 5) BB: Students are positive about the changes because a) Phyton is a must because the industry demands it and b) The additional supply chain elective provides flow between the other electives.
- 6) MS is concerned that BAM would receive more applications from students without knowledge of Phyton because they expect to learn about Phyton during the core courses in the master.
- 7) According to BB, applicants already expect to learn about coding in different ways during the programme because that is advertised externally.

The proposed changes in the MSc BA BAM programme were unanimously accepted by the Committee. MS will write a letter of consent.

#### **4. Curriculum change MSc BA AFM programme – Evelien Reusen**

ER presented the MSc BA AFM programme curriculum change proposal to the Committee.

- 1) The availability of rapidly developing data technologies and an increasing wealth of data have created new challenges and opportunities for financial professionals. To prepare students for these developments demands in the labour market, the department has increased emphasis on data analytics in the curriculum. Therefore,



in the academic year 2022- 2023 they introduced "Analytics in Accounting and Financial Management" as a core course.

- 2) Currently, the department is proposing to introduce a Data and Coding course that spans Block 1 and 2 (2 EC) in addition to the Analytics in Accounting and Financial Management core course.
- 3) The new Data & Coding course will a) Improve the learning of the Analytics core course with more focus on concepts, specific techniques and analytics / AI applications and b) Refocus the research skills training on accounting theory, critical reflection and writing in preparation for the master thesis trajectory.
- 4) Other consequences are a) The EC of the Analytics course will be reduced from 5 to 4 ECs and b) Your Future Career course will be offered as optional with no EC attached to it.

#### Comments of the Committee:

- 1) IH is concerned that if the Your Future Career course is optional and not linked to credits, students will neglect the importance of personal development and drop the course.  
ER: The department is aware of the risk that if the Your Future Career course becomes optional, only a small number of students will follow the course. However, the Data and Coding course is also important for students future career as they will have better chances in the labour market with these skills.
- 2) 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.  
ER: The Your Future Career course will be an online module where students can follow their own pace. In addition, students who will follow the course are willing to make an additional investment in themselves.
- 3) SET, IH: It would be better to allocate 0.5 EC to the Your Future Career course because it would motivate students to take the course. Without allocating credits to the course, students prioritise other things such as jobs, jobs application or thesis.
- 4) MS: At first, the promotion of the voluntary course would have an impact on students, but once they get busy studying, the Your Future Career course will no longer be a priority, meaning that in practice, 5-10% of students will take the course. The will is there among students, but not the ability.
- 5) CS: It would be better if RSM understands the importance of personal development because then there will be more interest in the topic because with the learned personal development skills students will become the professional, they want to be.
- 6) FH: With the Your Future Career course, RSM distinguishes itself from other universities because it not only value knowledge and theory but also the personal development of students to professionals. The personal development element in education could be the deciding factor for people why they would like to study at RSM.
- 7) MS: For the prestigious MBA programmes, the future career topic is so important that it's part of the core education. The Your Future Career course is about how students think, what motivates them to study and students will learn to understand themselves. Therefore, it would be better to use the programme framework in which the knowledge is moulded around the student's persona.
- 8) IH: It would be better to combine the soft skills course and the personal development skills into a new 1 EC course in which students learn about presenting and practice their personal development skills. In that case the course would be mandatory and the students would be motivated.
- 9) DB: Due to the high workload, the Your Future Career course isn't a main priority for current students. Often students start the course a day before the deadline. Therefore, it would be better if students could have individual discussions with the Career Centre about their future career, as targeted questions could be asked there.
- 10) MS: During the Your Future Career course, students don't yet see the value of the course. However, alumni indicate that they have benefited a lot from the course. For example, during the application process.
- 11) CS, BB: Before the MSc PC votes, it would be better if members receive more information about how the Your Future Career course is evaluated by students and alumni because most students recognise the value after they graduate.
- 12) DB: It would be better if the PC separates the Data and Coding course from the Your Future Career course in the voting process because the proposal is about the Data and Coding course and the programme needs the course to make the master less demanding for students.



During the discussion ER indicated that the department would investigate the Committee's suggestions.

Despite MSc PC being in favour of the Data & Coding course proposal, the members haven't yet voted on the proposal as the Committee believes that the above suggestions for the Your Future Career course should be investigated before it's offered as an optional course. MS will write a letter of consent.

## 5. Update from the PC subcommittees

- 1) The AI in Education Subcommittee has a draft version of the final output and feedback can be given during the next meeting, thus the document can be improved.
- 2) The idea of the Course Evaluation Subcommittee is that the PACs should assign student representatives to implement a mid-term evaluation in the middle of a course. This evaluation is then discussed with the lecturer. In addition, the student representatives and the lecturer also discuss the final evaluations at the end of the course.
- 3) The Diversity and Social Safety Subcommittee would like to develop a checklist on behaviours displayed by instructors and students in the class environment. The subcommittee's ambition is a) To link two metrics to see whether there are improvements and b) To see to what extent these behaviours are transferable to the offices.
- 4) The Open Education subcommittee draft report will be reviewed and the next step is to share the draft document with the PC for feedback.
- 5) The Career Preparation Subcommittee finalises the draft document and the next step is to share the report with the entire Committee for feedback.

Comments of the Committee

### Course Evaluation Subcommittee

- 1) MAS: In the bachelor educations, mid-term and final evaluations are conducted by SR representatives but according to MAS, this system is not well organised and not useful. In addition, in the master programmes, there is too little time for external people to give feedback because some courses last only three or six weeks. In short, practical implementation given the timelines of the core schedules is a challenge.

## 6. Closing remarks

## 7. Action points

What	When	Who
MS will write a letter about the MSc BA BAM redesign proposal	By May	Maciej Szymanowski
MS will write a letter about the changes in the MSc BA AFM programme	By May	Maciej Szymanowski

### Next meetings:

18-Apr-24, 09.30h

16-May-24, 09.30h

13-Jun-24, 09.30h

# 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.

- 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.
- 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

# Minutes MSc PC – 16 May 2024

Online meeting via Teams; 10:00–12:00 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)	TC: Teodora Comanescu (GBS)
KB: Kathrin Borner (MI, MBI)	MC: Marta Cazzamalli (POC)
AN: Anna Nikulina (SCM)	LL: Larissa de Liedekerke (MSc MBI)
GB: Guido Berens (GBS)	BB: Bas Bogers (MScBA BAM)
PBC: Philipp Cornelius (BIM)	YL: Yu Liu (SE)
SET: Shinouk Ettema (MScBA P-MiM)	FM: Felix Mayer (SE)
DB: Daiana Botezatu (MScBA AFM)	EB: Emanuel Ubert (SM)
IH: Ian Hermes (MScBA MiM)	SML: Sofia Murell Lema
FH: Felicitas Huffer (SM)	KK: Korcan Kavusan (MscBA MiM)
NN: Nargiz Najaf (BIM)	NZ: Nadine Ziegengeist (FI)
KR: Kristupas Radzvila (SCM)	(MScBA pMiM)
BS: Bianca Stoiciu (MI)	
MAS: Maartje Schouten (POC)	Guests
MK: Michelle Kossoi (MM)	BH: Bruno Hasa (Corporate & Alumni Relation Manager)
	LR: Lori Raine (Executive Management Assistant)
	MHM: Meta Haag - Mikec (Associate Director Corporate & Alumni Relations)
	AK: Annemarie Kersten (Cluster Lead/ Director of Academic Services)

## 1. Opening and announcements

The chair welcomes everybody present.

## 2. Approval of minutes from MSc PC meeting 18 April 2024 – see attachment.

The minutes were approved.

## 3. Discussion on RSM's alumni network - Lori Raine, Bruno Hase, Meta Haag- Mikec

LR, BH and MHM informed the Committee about the alumni network.

MHM:

- 1) The Corporate and Alumni Relations Office (CAR) is located in the Bayle Building and aren't much visible in the Mandeville Building but this will change in the future.
- 2) RSM has 52,500 alumni of whom about 25% live abroad but this group is very active in the RSM alumni network. Therefore, RSM has 35 International Chapters in different countries and cities around the world. In this way, alumni could stay connected with each other and RSM.
- 3) In collaboration with partners the Corporate and Alumni Relations Office tries to organise approximately 70 events or engagement opportunities per year.
- 4) CAR's tasks are: a) Organising alumni events, b) Providing scholarship programmes and fundraising on a lower level, for example for the Hummingbird Fund which supports students initiatives. Major fundraising is done by the external organisation Erasmus Trust Fund, c) The Mentoring, d) Alumni involvement in the school. In collaboration with other departments, CAR provides that alumni are involved in the programmes, student



recruitment and career events. The role of CAR is to capture and store the information in one place. However, the connection with alumni is often based on the individual level, for instance with a teacher, e) The graduation ceremony, f) Storytelling, CAR tries to tell study and career stories of faculty and alumni through social media, the website and the Alumni Magazine. G) The International Chapters is a way to stay connected with alumni abroad and H) The RSM Advisory Board.

BH:

- 5) From last year, CAR collaborated with MSc master programmes to organise programme specific alumni events which are also open to students, as the aim is to bring students and alumni together based on the topic of interest. This formula has been successful and will be emulated in the future.
- 6) CAR engage online by having LinkedIn communities based on the different master programmes. The community shares information about events and information resources. Moreover, LinkedIn shows where alumni are located and working.
- 7) Last year, an alumni career support programme has been established. This includes career days and highlighting the resources RSM has to offer on campus and online throughout the year to help alumni in their career trajectory. In addition, CAR promotes initiatives about career topics from other stakeholders to alumni. Furthermore, there is the alumni stewardship. These alumni work in the community as mentors, speakers and give donations.
- 8) MHM: Alumni are already involved in courses and the curriculum through a) The employment survey. This questionnaire is sent six months after the master graduation. The questions focus on how quickly alumni find their jobs and where they work. The survey results are that a) More alumni contribute to the school's quality assurance. Therefore, three alumni focus groups (AFM, F&I and MIM) have been established and the topics discussed are programme specific and b) A draft plan to establish a Alumni Advisory Committee to collect feedback in a structural way that could influence the quality of the programme and students experience. With this committee the school will have a sounding board to better understand marketing requirements and alumni experience to educate students who have a global impact.
- 9) BH: There is interaction between students and alumni through a) Alumni events which are also open to students, b) Networking events where students and alumni could have conversations, c) Inviting alumni as speakers for lectures, d) Onboarding of alumni after graduation by offering career trajectory assistance and e) The MentorMe programme.
- 10) BH: The MentorMe programme has been established in 2013. Currently there are 1400 alumni mentors and last year there were 750 consultations. Alumni would like to participate in the programme because they find it a meaningful way to return to the university.  
In the MentorMe programme, there is a free approach where students and alumni can decide how many consultations are needed. Many students favour one consultation because they are busy. The consultations are career focused and could include the following topics application letters, C.V. tracks, and preparation for job interviews. CAR runs the MentorMe programme in collaboration with the Career Centre. The Career Centre is responsible for onboarding students into the platform and training them how to best use the programme. CAR is responsible for alumni and makes recourses available. An example in practice is the POC Mentoring Circles a) Students formulate individual professional development goals, b) The alum mentor follows a mentor training and guides three mentoring circles and c) CAR supports recruitment and stewardships but the programme is led by Programme Management.
- 11) BH wonders how the MSc PC members could strengthen the alumni network.

Comments of the Committee:

- 1) CS: It's difficult for teachers to contact alumni because the university email address doesn't exist after graduation.
- 2) CS: RSM focuses a lot on course evaluations which is valuable information. However, alumni have the impact in society. Therefore, it would be better if RSM establish an alumni data tracking system to see what impact the school has in society and base the teaching quality on that. The tracking system could consist of different aspects a) Education: Receiving feedback from alumni to improve education, b) Building a personal working relationship between teachers and students to keep meetings with student representatives, for example, thus they could be used as alumni as guest speakers later. This is important because alumni are role models for current students., c) Teachers impact: with the data, teachers could explore the impact of their education in

- society, d) The innovation aspect such as what new companies, startups and ideas the alumni bring to society and e) The commercial aspect how can RSM ensure that more alumni pursue post-graduation education creating a lifelong connection between alumni and the school. To realise these elements, CS suggested a) A standardised system that provides alumni feedback to teachers and b) An institutional system that involves alumni in the post-graduation system.
- 3) AN: The Academic Directors aren't in favour of an Alumni Advisory Board because a) Much has already been indicated to the ADs how things should be arranged within RSM and b) Scheduling issues. It's difficult to plan meetings. Therefore, it would be better to establish an alumni focus group which meets once every two years to discuss the design of education. In doing so, it's important to have a balance in the group between alumni and other stakeholders of RSM e.g. different industries such as NGOs vs `business.
  - 4) GB: For master programmes, it's difficult to invite alumni to specific programme events because not all alumni are part of the LinkedIn Alumni Community. To invite more alumni, it would be better to find solutions on how to reach alumni outside the LinkedIn Alumni Community.  
BH: To reach as many alumni as possible, cross promotion across different channels is used.
  - 5) MS: Students indicated that it's difficult to participate in the MentorMe programme because a) Industries are represented in the programme and b) Students requests are declined many times before finding an alumni mentor. To improve the system, it would be better to get more active alumni in the network for example teachers could recruit prospective alumni in the classroom and label the new alumni in the RSM database with the alumni expertise, as it would be easier for students to find an alumni mentor.  
BH: There are alumni mentors who haven't received any requests from students. Therefore, it would be important to solve the mismatch in the system.
  - 6) CS: Increasing the alumni network is a RSM responsibility. Therefore, it would be better to have one employee with a teacher's perspective recruiting alumni for the network.

#### 4. TER 2024-2025 – Annemarie Kersten

AK updated the Committee on the TER 2024-2025.

- 1) The Faculty Council (FC) disagrees with the change in Article 4.1.2. of *For entrance to improvement options the examiner can impose minimum grade requirements. It is not allowed to set a minimum grade for participation as entry requirement for the improvement option. The examiner may set a cap on the grade for the improvement option to an improvement option is only granted for failed components graded between 3,5 and 5,5 (up to and including a 5,4). The maximum grade for the improved component is a 7,0*, because students who have access to the improvement option can get a grade of 7.0. while students who passed the assignment with a grade of 5.5 aren't given the opportunity to improve their grade. Therefore, the FC would like to propose setting the cap on a 5.5 thus students with a failing grade can get a pass. However, this rule won't include the thesis grade.
- 2) AK indicated the MSc PC concerns about the eight-hours perusal time to the FC. The Faculty Council acknowledged the issue but there is no proposal to change it for this year.
- 3) The FC indicated that they had an issue with publishing the answer models and assessment criteria within five days after the assignments or tests. Therefore, the Dean of Education proposes to adjust Article 5.1. thus the answer models and assessment criteria could be published later and more towards the perusal, allowing more time for grading and if needed to adjust the assessment criteria.

Comments of the Committee:

- 1) MS: The change in the cap grade is drastic. Therefore, it would be better to communicate this very well to faculty because if teachers don't comply this rule students will be shocked when other teachers use this rule to restrict students' ability to improve grades.
- 2) AN: It would be better to add to the TER that the improvement rule excludes the thesis.
- 3) CS: There are long-term strategic issues with the TER: a) There is a resource allocation mismatch as more man hours are allocated to assessments than to creating good educational content and b) There are so many rules in the TER in which the workload aspect and resources aren't described, making it difficult to categorise it, for example in the case of the higher learning goals, thus from the teachers' perspective, the rules become impractical implications. Therefore, from a strategic perspective, it would be better to work with groups involved in the TER to see whether the rules could be simplified.  
AK would like to discuss these issues during a MSc PC meeting at the beginning of the academic year.



- 4) AN: It makes no sense to publish exam questions without answers five days after the test or assignment because students want to know the answers. However, it's difficult to publish final grading answer models so soon. Therefore, it would be better to indicate that the answer models are primarily.

After the discussion, the Committee voted on the discussed changes in the TER and in a vote, one member abstained and thirteen members voted in favour of the proposal.

## 5. PC Subcommittees Presentations

- 1) The AI in Education Subcommittee has already received feedback from the MSc PC members on their draft document. In addition, the subcommittee discussed their results with the Learning Innovation Consultant Ella Akin from LIT and it turned out that LIT has already indicated the same suggestions from the subcommittee's document to the Dean of Education. Therefore, the subcommittee will discuss whether and which parts of the document they will submit to the Dean of Education and how to improve communication between the subcommittee and an RSM department for the coming years thus the same suggestions on a topic aren't given.
- 2) The Course Evaluation Subcommittee has ideas on how the PACs could be more involved in providing feedback on a programme level. Therefore, they suggest establishing a feedback network in which the PACs appoints student representatives who could give mid- and end term feedback to the teacher. This feedback would also be communicated to the PACs. In addition, the subcommittee suggests to a) Set-up the Teacher of the Year award, b) Stop basing the teacher performance assessment on the course evaluations and use feedback from the student representative for this and c) Improve the onboarding period of PAC members at the beginning of the new academic year.
- 3) The Diversity and Social Safety Subcommittee would like to create a document with information that teachers could implement in practice. Therefore, based on the recommendations of the previous diversity subcommittee, the current subcommittee has created a checklist of recommendations for creating an inclusive classroom environment. The checklist consists of three sections: topics that teachers could implement in advance for a course, the first day of a course and during the course. The challenges are a) What is the best way to distribute the checklist to teachers thus they can use it and b) Is the checklist not too long so that the document is no longer useable? In addition, the checklist was distributed to PC members for feedback.
- 4) The Open Education subcommittee chose the topic of open education because it aligns with the RSM strategy and for students, the involvement of external stakeholders is important because students then know that what they are studying is relevant to the labour market.  
The definition of open education is everything that directly involves external stakeholders e.g. a real life case that stakeholders bring in for students to solve.  
The subcommittee's approach was to investigate how and what the master programmes are doing regarding open education. Based on the information collected from AD's, PM and the Career Centre, the subcommittee compiled a best practises list for the programmes to use.  
The report is structured in two parts a) Involvement in curriculum development, for example the discussion of learning goals and b) The delivering of education, for instance the involving of guests' lectures. The subcommittee's results are a) Every programme does something with open education but there is no standard approach, b) Some programmes have informal alumni committees. Therefore, the subcommittee suggests organising an industry day once every two years with different stakeholders from different types of organisations to discuss how the programmes would look like regarding delivering relevant value to the outside world, c) RSM has activities involving stakeholders in courses, introduction weeks and projects but there is a lot of variation. The most popular activities are guests' lectures and consultancy projects and d) Teachers often collaborate with stakeholders from the personal network (often alumni), an alumni database or Career Centre for consultancy projects.  
The subcommittee's recommendations are a) To organise industry days, b) To create a programme specific stakeholders (alumni) database because then it's clear which stakeholders could be invited with the right topic, and c) To improve collaboration with Career Centre on the consultancy projects.

- The subcommittee will update their output on the Alumni Advisory Board topic.
- 5) There was no update from the Career Preparation Subcommittee.

Comments of the Committee

**AI in Education Subcommittee**

- 1) CS: It would be better if communication within RSM improved. However, it would be useful if the subcommittee still submits the document to the Dean of Education, as the issue should be kept under review.

**Diversity and Social Safety Subcommittee**

- 2) MS is concerned that if the checklist will be distributed as a written document many teachers won't read it and implement it. Therefore, it will be better to distribute the checklist through an explanation video which could be showed during the department meetings. Moreover, the checklist could be put on the IDEA website for teachers to download.

**Open Education Subcommittee**

- 3) CS is in favour of the subcommittee's initiatives. However, it would be difficult to implement it due to the RSM structure.
- 4) MS: It would be better if CAR would help the programmes by updating the alumni database thus teachers could approach the right alumni for a specific topic.

**6. Closing remarks**

**7. Action points**

<b>What</b>	<b>When</b>	<b>Who</b>
AL will put the topics the TER simplification and the discussion on perusals on the agenda of the October MSc PC meeting	By June	Annelie van der Leelie
All subcommittees will provide feedback on all the subcommittees' draft reports and finalise their own output.	By June	All subcommittees

**Next meetings:**

13-Jun-24, 09.30h

# Minutes MSc PC – 13 June 2024

Online meeting via Teams; 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)
KR: Kristupas Radzvila (SCM)	TC: Teodora Comanescu (GBS)
KB: Kathrin Borner (MI, MBI)	MC: Marta Cazzamalli (POC)
AN: Anna Nikulina (SCM)	LL: Larissa de Liedekerke (MSc MBI)
GB: Guido Berens (GBS)	MAS: Maartje Schouten (POC)
PBC: Philipp Cornelius (BIM)	YL: Yu Liu (SE)
SET: Shinouk Ettema (MScBA P-MIM)	BS: Bianca Stoiciu (MI)
MK: Michelle Kossoi (MM)	EB: Emanuel Ubert (SM)
BB: Bas Bogers (MScBA BAM)	NN: Nargiz Najaf (BIM)
FM: Felix Mayer (SE)	KK: Korcan Kavusan (MscBA MIM)
SML: Sofia Murell Lema	NZ: Nadine Ziegengeist (FI)
	CS: Claus Schmitt (FI)
	DB: Daiana Botezatu (MScBA AFM)
	IH: Ian Hermes (MScBA MiM)
	FH: Felicitas Huffer (SM)
	(MScBA pMiM)

## 1. Opening and announcements

The chair welcomes everybody present.

### Announcement

- 1) MS: Kathrin Borner is the new faculty representative for the MSc MI programme.
- 2) MS updated the Committee on the MScBA AFM curriculum change issue.
  - 1) After the presentation during the MSc PC on 21 March 2024, the PC decided not to vote on the proposed changes. The Committee ask the programme to update the changes and come back to discuss the topic again to get the Committee's approval.
  - 2) The Dean of Education contacted the MSc PC chair to inform him that according to RSM's lawyers, the MScBA AFM programme can make the changes because the PC only gives consent to the ILOs and the ILOs haven't been changed. Therefore, the Dean of Education decided to approve the AFM changes.
  - 3) Currently, the Committee is awaiting the Dean of Education letter explaining why he approved the changes and why nothing was done with the MSc PC's advice.
  - 4) In the future, it would be better for the PC if the ILOs of a course also change, as the Committee can then give consent.

## 2. Approval of minutes from MSc PC meeting 16 May 2024– see attachment.

GB: The sentence *In addition, the subcommittee suggests to (...) b) Stop basing the teacher performance on the course evaluations (...)*. Should be changed to *In addition, the subcommittee suggests to (...) b) Stop basing the teacher performance assessment on the course evaluations (...)*.

### 3. PC Subcommittees Presentations

The subcommittees presented their final documents to each other.

- 1) As the final document, the AI in Education Subcommittee wrote a letter discussing the following topics: a) A general introduction of AI in education and a SWOT analysis, b) Opinions on AI from different universities and organisations, for example McKinsey, c) Relevant tools, d) Fulfilling the issue of education for teachers on AI use, regarding their technical, didactic, operational and administrative levels, e) AI education for students. The important topic is to interact with the bachelor programmes thus the educations are aligned with the AI rules, f) What role AI could play in learning and course tasks, g) How AI could be used to bridge the gap between the students' heterogeneous skills. However, to prevent the heterogeneous skills gap between students, they should be properly trained in how to deal with AI, h) AI on assessments. AI could be used as second vents for testing methods and i) References. The plan is to send the document to the Dean of Education and Learning Innovation Consultant Ella AKIN from LIT.
- 2) The Course Evaluation Subcommittee researched materials on course evaluations and spoke with RSM IDEA Project Leader Julia Cselotei and Learning Innovation Consultant Ella AKIN from LIT. This revealed that student course evaluation feedback isn't optimal because a) Students don't take the evaluations seriously, b) Response rates are low and c) Course evaluations are important for faculty HR evaluations but this doesn't work well due to low response rates. According to the subcommittee, solutions could be a) Peer-reviews, b) Assessment of teaching by external experts and c) To improve feedback between students and teachers, it would be better if PAC members choose two student representatives per course who would collect feedback and discuss this feedback with the teacher. To ensure that process runs smoothly, the subcommittee suggested appointing one central owner of PACs at RSM to ensure the reliability of the internal administration (standardisation, stakeholder communication, continuity through the year). The bachelor educations have templates for good PAC processes that could be used in the master programmes.
- 3) The Diversity and Social Safety Subcommittee created a checklist that could empower faculty to make the classes more inclusive. The next steps are a) To add the checklist to the online teachers' manual, b) To visit department meetings to provide information about the checklist, c) To create a video showing elements of the checklist and examples of action and d) Align with ongoing inclusive education initiatives developed through LIT. Besides implementation, the subcommittee also recommends monitoring the use and effectiveness of the checklist by measuring a) Adoption rate and utility of the checklist for instructors and b) Perceptions of inclusion among students.
- 4) The Open Education Subcommittee. The subcommittee's recommendations are a) Organising industry days, b) Creating a programme specific (alumni) stakeholders because then it's clear which stakeholders could be invited to the right topic, and c) Improving collaboration with Career Centre on consultancy projects. The Open Education subcommittee added to the final document that the Alumni Office would like to start an Alumni Advisory Board project. However, the subcommittee indicated that the advisory board isn't popular by Academic Directors because they don't want another committee telling them what to do. Therefore, the subcommittee suggests holding industry days where stakeholders and the school could discuss which topics the programmes should or shouldn't be in the programmes.
- 5) The Career Preparation Subcommittee. Would like to create a Your Future Career 2.0 course which extends the current Your Future Career course. The subcommittee would like to implement the following ideas a) Integrate more guests lectures and industry representatives into the regular courses to bridge the gap between career considerations and knowledge, b) To establish a alumni community which connects with current students, for example through Facebook interaction groups and improving access to and visibility of the MentorMe programme and ,c) To involve more alumni on campus for instance by having alumni organise their own events for students.

Comments of the Committee

#### Course Evaluation Subcommittee

- 1) MS is in favour of a PAC coordinator.
- 2) MS: To improve PAC members' knowledge about the PAC process, it would be better if they attend the SR training.
- 3) MS: For next academic year, it would be better if the MSc PC establishes a PAC Coordinator subcommittee consisting of two student members and a faculty member. This subcommittee could design and deliver PAC

trainings to PAC members and remain the contact point throughout the year.

#### **Diversity and Social Safety Subcommittee**

- 4) MS is in favour of showing the inclusion checklist during department meetings because teachers will know that there are existing tools to make classes inclusive.
- 5) SML: It would be a good idea to add the inclusion checklist to the teacher's' manual, as this would make it easier for teachers to find the document.

#### **Career Preparation Subcommittee**

- 6) MS: The Your Future Career course is important to prepare students well for the labour market. Therefore, it would be better if ILOs will be added to the course.

### **4. Update to PC introduction presentation**

MS asked the MSc PC members whether they had any suggestions to improve the MSc PC onboarding process.

- 1) MS would like to find a solution that the subcommittees output is finished earlier, e.g., in March.

#### Comments of the Committee

- 1) AN: To improve the subcommittee process, it would be better if PC members receive an overview of what the previous subcommittees have done before the new subcommittee topics are selected. In addition, it would also be better if during the topic selection process, consideration is given to who within the school is relevant to approach for the specific topic. This procedure would prevent miscommunication and it becomes visible what has already been done within RSM on the topic.
- 2) AN: To get a better idea of what initiatives are being worked on in RSM, it would be useful to invite the Dean of Education to the MSc PC October meeting. Moreover, this information will also help in selecting the right subcommittee topics.
- 3) AN: To receive feedback on the subcommittee's outputs, it would be better to change the feedback process to one subcommittee provides feedback to two other subcommittees, as everyone would the same workload, and it would give clarity on what to read.
- 4) BB, KR: In the beginning of the academic year, new MSc PC student members receive too much general information about how the PC works which makes it very unclear. Therefore, it would be better to develop a one- or two-pages document with information about how the MSc PC works (meetings, unsolicited and solicited topics) and legal perspectives.

### **5. Closing remarks**

### **6. Action points**

<b>What</b>	<b>When</b>	<b>Who</b>
AL will contact the SR to ask whether the new PAC members could attend the SR training in September.	By July	Annelie van der Leelie

#### **Next meetings:**