

Minutes MSc PC – 12 February 2026

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

| Present | Absent |
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| AL: Annelie van der Leelie (Minutes) | MJ: Mariel Jurriens (MI, MBI) |
| MS: Maciej Szymanowski (Chair, MM, BAM) | AT: Alfredo Trovato (PM) |
| LRS: Lisanne van Rijn-Szewczyk (SCM) | AD: Andreas Distel (SE) |
| MAN: Maurice Annaars (MScBA AFM) | |
| MA: Moritz Appels (POC) | |
| JB: Julia Botma (MBI) | |
| FB: Felix Boesch (MScBA BAM) | |
| SZ: Solomon Zori (MSc BA AFM) | |
| RG: Robin Groen (MScBA P-MiM) | |
| TC: Tony Choi (GBS) | |
| JS: Jeffrey Sweeney (BIM) | |
| AH: Anh Hoang (GBS) | |
| AJ: Amber Jong (MI) | |
| NN: Natalie Nieuwenhuizen (MScBA MiM) | |
| TM: Tom Mom (MSc BA P-MIM) | |
| NP: Nirmay Panchal (SE) | |
| RU: Roos Uijterwaal (POC) | |
| LR: Lora Raguz (BIM) | |
| TB: Toby Boontjes (SCM) | |
| MJ: Mehek Jain (FI) | |
| MC: Mert Cetin (MScBA MIM) | |
| RD: Robin Dottling (FI) | |
| IY: Irem Yildirim (MM) | |
| IS: Isidora Sidorovska (SM) | Guests |
| LC: Luca Coban (SM) | AN: Anna Nikulina (Associate Academic Director of the MSc SCM programme) |

1. Opening and announcements

The chair welcomes everybody present.

2. Approval of the Minutes from the MSc PC on 15 January 2026 – see attachment

The Minutes were approved.

3. Update on the approval for the curriculum changes in the MSc SCM programme

AN updated the Committee on its questions about the proposal to use 1 EC for the personal and Professional development of the students.

- 1) The department would like to focus on the soft skills that students acquire through teamwork and trying to prevent free-riding.

During the MSc PC meeting in January, the MSc PC had some comments on the proposal which AN wanted to discuss in the February meeting.

- 2) Comment 1: The teamwork course is very time-consuming but AN explained that the course will take six contact hours plus some study time. Students will receive 0.5 ECTS per Block for this course which means they will spend a maximum of twelve hours per Block on the course. The department reserves time for the course otherwise it won't take place.
- 3) Comment 2: If the skills course depends on the teamwork, it will be difficult for students to pass. AN indicated that the deliverables required by the programme are generally individual. The only group deliverable is making a team charter but the other deliverables giving feedback to team members and providing a final reflection on the learnings of the teamwork will be done on an individual base.
- 4) The department would like to make the skill course as flexible as possible for the students. Therefore, there will be contact moments to form teams, give each other feedback and reflect on the results. In addition, the department would like to create a library of materials from which students can pick and choose topics based on the team needs, for example, time management, cultural differences or conflict management.
- 5) The skills course is intended for full-time students who follow the programme for one year. However, there should be a solution for the exchange students and students who follow the programme for two years.
Situation 1: The solution for the exchange students could be a) To form teams of exchange students only as they don't need officially to complete any skills-related courses. This will isolate exchange students from the experience of the programme but it will prevent core students from having any issues with teammates who don't want to focus on the skills side or b) Keep exchange students blended with core students and explain to the exchange students the benefit of participation in the teamwork and the extra motivation factor could be that the exchange students still receive feedback from core students and have to report individual contribution to all team assignments in each core course. Situation 2: The solutions for students who don't take all courses in one year could be a) To follow the skills course or module in the first year, so that students have the necessary soft skills, b) The department will try to form teams of students in the same situation or c) If such students already did this course/module and the following year they are in a team with new students the same logic of explanation as for exchange students applies.
- 6) The department would like to ask consent on the proposal transformation of the research skills course into a broader skills course including also professional skills related to student team collaboration.

Comments of the Committee:

- 1) JS: It would be better to implement a soft skills course for every master programme because these skills are valuable for all students.
- 2) MS: it would be better to make the self-study part on the pick and choose topics structural because students should prepare this information to be able to give peer-feedback.
- 3) MS is concerned that students won't be able to write their thesis if they don't pass the soft skills course.
- 4) MS suggested that it would be better if the department will contact the CLI department to discuss the possibility of soft skills.
- 5) JS is concerned that the MSc PC will miss the chance to monitor the impact of the change at a local level which could have a broader impact at the system level. Therefore, it would be better if the PC could also monitor further adjustments.
- 6) RG: It would be better to develop a course design document with questions and information about the course redesign which other programmes could use in the future.

The Committee voted on the proposal for the transformation of the research skills course into a broader skills course including also professional skills related to student team collaboration and in a vote, one member abstained and twenty-one members were in favour of the proposal. MS will write a consent letter with the following advice.

4. Update about the progress of the subcommittees

The subcommittees updated the Committee on their process.

- 1) The Assessment Policy Advice subcommittee had a second meeting with people of the Assessment Policy Project who explained the timeline and checkpoints on which they would like to receive feedback from the Subcommittee in the future. In the meantime, the Subcommittee could investigate what types of assessments are used within RSM and whether these will fit within the framework.
- 2) The Thesis Trajectory Subcommittee had two meetings to discuss what the focus will be regarding the contribution of the thesis trajectory because a variety of matters is happening, for example, changes to the thesis manual and grading. Therefore, the Subcommittee would like to keep contact with the Dean of Education Office to be informed and align with all the processes. In addition, from a coach and student perspective the Subcommittee would like to explore, a) The cultural heterogeneity at thesis approach, b) The thesis communication style process and c) The expectation and grading process of the thesis. The main reason why the Subcommittee would like to use the coach perspective is because this hasn't been evaluated before. From a coach perspective the Subcommittee will research how the changes, differences and variations in coach approach relate to the thesis objectives and learning outcomes. Due to limitations, the Subcommittee will implement secondary data research to identify current gaps in data and knowledge by using top data and student evaluations. ultimately, the Subcommittee would like to provide recommendations on how to streamline, change and adapt the student evaluation process and installing new coach evaluations.
- 3) The Quality of Education Subcommittee had a few meetings to determine the scope of the Subcommittee. This was challenging because the application could be quite straightforward and there is a lot of research done on this topic but the Subcommittee is working on prior research on the best practises of other universities and theoretical research. In addition, the Subcommittee has been approached by Alex Baanen of the Quality and Assurance Office to meet with them, as they would like to get feedback from the Subcommittee. Therefore, the Subcommittee should find out to divide its time between the internal process and the Dean of Education.
- 4) The BAO Subcommittee is waiting for an invitation from the Dean of Education Office Subcommittee.
- 5) The PC Visibility Subcommittee would like to make the MSc PC more visible with the goal that people know how to approach the PC. To achieve this the Subcommittee could explain the limits, possibilities and contributions of the PC are and its legal aspects. In addition, the Subcommittee would like to give a presentation during the next MSc PC meeting to see whether the essence of the PC and PACs accurately represented. The presentation will then be shared with the Academic Directors and other stakeholders within the school to make the Committee more visible. The idea is that next academic year subcommittee could share the presentation with the Executive Board and the Examination Board thus there will become more understanding on how the MSc PC works.
- 6) The PAC subcommittee members discussed their own PAC experience and there were differences in the onboarding processes and PAC member commitments. However, it would be better if the PAC members could be remunerated in the future as this will increase member engagement but the Subcommittee would like to focus on improving the onboarding process as the recruitment and forming processes were unclear to everyone. Therefore, the Subcommittee would like to structure the onboarding process and informing the applicants about it.
- 7) The Admission Subcommittee would like to a) Inform the PC about the new finance admission process, which has already been done during the PC meeting in January and b) Create a one-page about the legal and operational constraints and spillover effects which could be provided as additional information to Academic Directors if they would like submit an application for a different admission process. In addition, it would be better in an admission process to improve the different stages of communication to the applicants and determine how much information should be shared with them in different stages of the process, for example whether the applicants have been selected for the next round or not and how likely it is that

applicants will be accepted into the programme.

- 8) The AI as a Competence in AI Learning Process Subcommittee doesn't yet know which topic they would like to focus on, as there are many AI topics. There are different perspectives between the Subcommittee and the stakeholders, as the Subcommittee would like to focus on the processes that take place in the school thus, they can focus on specific topics later while the stakeholders would like to see the Subcommittee to focus on specific topics before the meeting. Therefore, the Subcommittee would like to have a list of topics it would like to focus on during the second meeting. The topics that the Subcommittee would like to focus on are AI directions and priorities regarding students' attitudes and perspective on AI use. The goal of the Subcommittee is to provide AI guidelines.

Comments of the Committee: operational
Assessment Policy Advice Subcommittee:

- 1) MS is concerned that RSM is moving from a freedom to a regulated policy system which may have consequences for individuals who employ assessment policies which won't fit in the framework.

The PC Visibility Subcommittee:

- 2) LR: Students are more familiar with PAC than the MSc PC because the PAC is more visible in the school, for example by giving presentations in the class. Even PAC members don't know what the MSc PC is.
LC: The Subcommittee would like to make the MSc PC visible within the organisation and inform students about it by for example sending an email to students with information about who the PC is and what it has done in the previous academic year thus students know what the Committee entails.

The Admission Process Subcommittee:

- 3) MS: To reduce the number of applications, it would be better to divide the low-quality applicants (applicants who aren't interested in the programme) from the others by giving applicants an assignment that reveals which applicants have really been paid attention to the assignment. This assignment is easy to check and reveals which applicants are really interested in the programme.

The AI as a Competence in AI Learning Process Subcommittee

- 4) LR: It would be good to provide AI guidelines for students because many people use AI but don't know how to use it correctly. For the Subcommittee it could be interested to research how the RSM bachelor programmes deal with AI.
- 5) RG: If AI is a machine course, it would be better to create an AI course as an extension of the methodology courses like regression and qualification in which AI could also be used as a research tool.
- 6) MS: It would be better to include AI use in the bachelor's academic skills course. However, not each master student has followed that bachelor course. Therefore, it would be better to provide master students with information about AI use through a report or advice master programmes to include an AI course in the programme, for example in the skills course or during an AI conference.

5. Closing remarks

6. Action points

| What | When | Who |
|---|----------|---------------------|
| MS will write an advice/ consent letter about the curriculum changes in the MSc SCM programme | By March | Maciej Szymanowoski |

8. Next meetings:

19-Mar-26, 10.00h, 16-Apr-26, 10.00h, 28-May-26, 10.00h, 18-Jun-26, 10.00h