

# Minutes MSc PC – 19 June 2025

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

Present	Absent
AL: Annelie van der Leelie (Minutes)	(MBI)
MS: Maciej Szymanowski (Chair, MM, BAM)	KV: Kristina Vereshchagina (MScBA AFM)
JV: Jelle de Vries (SCM)	SG: Shanifa Goelab (POC)
KB: Kathrin Borner (MI, MBI)	EB: Emanuel Ubert (SM)
MAS: Maartje Schouten (POC)	SML: Sofia Murell Lema (PM)
EH: Evi Hommez (MScBA P-MIM)	
MP: Mihail Pop (MScBA BAM)	
KK: Korcan Kavusan (MscBA MIM)	
NL: Niccolò Di Leo (SE)	
PJ: Patryk Jarmakowicz (MI)	
GB: Guido Berens (GBS, P-MM)	
JS: Jeffrey Sweeney (BIM)	
AD: Andreas Distel (SE)	
RH: Reina Hamersak MScBA MiM)	
PS: Pravar Saran (BIM)	
LF: Luca Fanelli (SCM)	
LW: Lot van Westerveld (GBS)	
AR: Anna-Maria Radeva (FI)	
SJ: Sarah Janders (MM)	
SZ: Solomon Zori (MScBA AFM)	
DY: Dong Yan (FI)	Guests
SP: Suus Pleyte (SM)	MB: Mirko Benischke (Acting Dean of Education)
	AR: Arthee Ramsay (Project Manager)

## 1. Opening and announcements

The chair welcomes everybody present.

## 2. Approval of minutes from MSc PC meeting 22 May 2025– see attachment.

The minutes were approved.

## 3. Approval Education Vision document – Mirko Benischke

MB discussed the updated version of the Education Vision document with the committee members..

- 1) The Education Vision document was developed in consultation with the RSM community including students, faculty and people from professional and educational services. This was followed by a validation round with Academic Directors, the Educational and Professional Services team leaders, Department Heads, the Executive Board and BDRM managers. Currently, the team asked approval of the document on the MSc PC and the Faculty Council (FC) (the BSc PC has already approved the document) and eventually, the document has to be formally approved by the Executive Board.
- 2) After Summer, the RSM strategy process will start and the aim is to translate the new EUR strategy into the

RSM strategy. Ideally, the RSM education strategy would be aligned with the process but the education strategy had to start earlier due to the education vision will inform the next step in the Future Proof project discussion.

- 3) The educational vision isn't a strategy but outlines the ideal state of education in five years but it doesn't prescribe how RSM will achieve it.
- 4) The principles in the document are: a) That RSM emphasises that the school is a research-based university and works with scientific education. This is reflected for example, in knowledge in practice isn't only about applying knowledge but also about using knowledge to create new things e.g. processes and/or insights. RSM's purpose is to a) Empower people to live self-determined lives and the school does this through education, which means that RSM alumni should have more choices in life. These choices are reflected in the career paths and b) In a changing world, the university should be a stable anchor of society, meaning that university students receive guidance on competencies and knowledge which students need at that time.
- 5) The profiles are translated into quality standards, meaning there is a quality standard for each programme to measure the extent to which students represent the professional profile. To graduate, students should meet the quality standards of each profile. The profiles are: a) The thought leader: A thought leader is a person who uses knowledge to create insights. This means that students could be a thought leader in any context, for instance as a thought leader in a team, in a NGO or in the student's community environment, b) Professionals: RSM graduates should be ready to add value to an organisation they work for in the future and c) Change Agents: RSM alumni shouldn't only maximise their own career and benefits but also give something back to society. It's important to know that these profiles are school level and the emphasis of the profiles will differ between RSM educations, as the master, bachelor and MBA programmes focus on different parts of the profiles and profile quality standards.
- 6) The educational principles are translated into five core principles: a) The scholarly Excellence: is what RSM's learning environment reflects in five years. RSM students should be involved in a learning environment that values scholarly excellence and promotes charity meaning that students feel they are in an intellectual environment and have acquired scholarly literacy, b) RSM would like to offer future-oriented personal development, meaning that RSM teaches not only knowledge but also professional skills, c) The learning ecosystem. The important part of the university is education but for students its combined with various services, for example, alumni services and/ or student association. In short, students have the opportunity to build their student environment which is co-created by the university, d) Future ready competencies, RSM .will teach students competencies which are currently important but also pseudo competencies, these are competencies which will be important in the future. Therefore, RSM will regularly update the curricula in view of future important competencies, for instance AI and e) RSM will provide education at scale but that doesn't mean that RSM is unable to offer excellence education.
- 7) MB asked the MSc PC members to give consent to the profiles and advice to the vision and principles.

#### Comments of the Committee:

- 1) MAS agrees that RSM should raise thought-leaders. However, thought-leaders also require a in-depth knowledge and that has a tension with some of the current master admission policy where students don't need a specialisation to go into another degree, leaving students without the skills to become thought-leaders.  
MB: RSM should look at what the purpose of selection is and the task lies with the Academic Directors to translate the vision into the programme specific strategy.
- 2) MS, JS: To make the Education Vision document clearer, it would be better to add a paragraph to the document clarifying terms, for example profile, vision and educational principles.
- 3) GB: It would be better to change the word 'ability' to 'potential' in the Change Agent profile because otherwise it feels forced to do something which impact stakeholders which might not always be feasible.
- 4) MS: To clarify the document, it would be better to put terms for example, vision, profiles and/ or educational

principles in the title of the paragraphs.

- 5) MS: The term profiles is confusing because currently the term profiles refers to the specialisations in the Competency Framework but in the Education Vision document the term profiles refers to the students professional identity, all of which should be addressed. Therefore, it would be better to change the term profile in the Education Vision document.
- 6) MS: In the profile professionals, it would be better to change the wording be a professional from day one because alumni should have the chance to develop themselves during their career.  
MB: The school has a promise to the labour market that RSM alumni could help companies from day one.
- 7) MAS: it would be better if the Acting Dean of Education communicates to RISBO what RISBO should teach teachers to align with the expected vision thus teachers are equipped with skills to implement these components in their courses.

The Committee voted on 'Our graduates – how we will transform our learning' section in the Education Vision document and in a vote, three members abstained and fifteen members were in favour of the proposal, so the proposal was accepted by the Committee. MS will write a advice consent letter.

#### 4. TER 2025-2026

MS informed the Committee about the changes in the TER 2025-2026.

- 1) Programme Manager Eveline Jansen indicated to the Committee that from the MSc PC feedback, the following TER changes have been implemented: a) The table from Art. 2.3.1: Has been removed, as more programmes now deviate from this (standard) pattern, b) Footnote 5 has been adjusted for programmes (e.g. GBS and MiM) which have their own career courses and c) Footnote 9 has been removed and rephrased in Article 4.4.1.
- 2) Additionally, there are more changes a) Article 2.3.4: Addition about the honours class, to specify that it's extra-curricular and b) Information about MSc programmes (curriculum overviews and ILO's) has been updated.

The proposed changes to the TER were unanimously accepted by the Committee. MS will write a consent letter.

#### 5. Final subcommittees outputs

The subcommittee presented the final documents to each other.

- 1) The Evaluation Subcommittee discussed the course evaluation problem with stakeholders. The main problems are: a) The timing, the course evaluation is conducted after the exam, leading to bias (i.e., the evaluation can be influenced by the difficulty of the exam), b) The response-rate: The participation rate in course evaluation is typically very low, which is also likely to cause bias. It could be partly caused by the timing issue, as students may be busy with other exams, and course improvements are no longer relevant to them and c) The wording: Some words used in the course evaluation form aren't specific and also seem to relate more to the "entertainment role" of the teacher than to learning. The subcommittees 'recommendations are: a) Timing: Focusing the course evaluation on the course itself and opening the course evaluation questionnaire before the last lecture. RSM should also offer students the possibility to evaluate the final exam. But this could be done either during the exam by simply appending the evaluation questionnaire at the end of the final exam sheets or by evaluating the exams in a combined survey for all courses offered in the period, b) To increase the response rate for the course evaluations there is a short video available, explaining the importance of course evaluations to students. This video could be shown by teachers to students during the lectures. Additionally, the questionnaire could be made mandatory. However, pilots from other faculties depicted that mandatory questionnaires resulted in a high administrative burden and lower quality responses and c) The wording: Based on interviews with stakeholders, it was mentioned that the wording of the evaluation is ambiguous and often unnecessarily focuses on negative aspects of the course experience (things to be improved). Therefore, the subcommittee recommends giving the evaluation more structure, for example, by

including clearly separate sections on course content and organization, on teaching evaluation, on student input/workload, and a section with open comments.

- 2) A Career Preparation Engagement with Companies and Alumni Subcommittee member explained that: a) The Alumni Relations Services currently isn't integrated into the master programmes. It's more a Programme Advisory Committee for alumni. According to the subcommittee that's a good thing thus alumni could share their opinions with each other, b) The Career Services department offers many opportunities for students but students aren't really involved because students don't always know which workshops to choose, the information doesn't always align with the master programme and/ or timing could be a problem. To reduce the gap, it would be better to communicate and integrate the Career Services in the master programmes.
- 3) The PAC Subcommittee recommends aligning PAC processes between different master programmes thus all PACs have the same quality and procedures as there are currently different PAC procedures and experiences, for example, the student selection and PAC visibility. In addition, the role of the PC student representative is unclear and there is no connection between the different PACs resulting in PACs not sharing their experiences. Therefore, the subcommittee suggested the following solutions a) Align the student selection process between masters, b) Make the role of the PAC's PC student representative clear. In addition, the PC student representative should share information from PACs which could be important to all master programmes in the Programme Committee, c) The PAC Subcommittee members created a timeline to structure the PACs and d) They also created a folder with templates for PAC members.
- 4) The Thesis Subcommittee made observations of qualitative analysed student feedback questionnaires, asked the thesis coordinators through questionnaires what their thesis observations and experiences are and used data from the Top system to see the quantitative different types of correlations and heterogeneities in grading. The main conclusion is that there is a holistic across programmes way of evaluating the thesis trajectories and that their evaluation is necessary to see whether further changes to the programmes and thesis are delivered as any kind of adverse effects. The subcommittee concluded that a) In thesis categories ethics and self-management were applied differently across some programmes and b) There were differences in the average effective grading in different programmes. Therefore, it would be better to create consistency in standardisation across programmes, for example that all evaluations use a standard rubric. In addition, the subcommittee tried to show transparency in the thesis process thus decision makers continue to make the right decisions.

Comments of the Committee:

Course Evaluation Subcommittee:

- 1) According to MAS's experience, the questionnaire response-rate will increase if the surveys are conducted during the last class.
- 2) MS suggested putting the following information on the first paragraph of the Course Evaluation subcommittee document: The MSc PC advises the Dean to conduct the course evaluations on the last day of the course and resolve the exam evaluation as a separate issue. After that the reasons and recommendations could be explained. Then the recommendations are more likely to be followed.

Career Preparation Engagement with Companies and Alumni Subcommittee

- 3) MS indicated that the Career Preparation document was very well written. However, he asked to put the subcommittee members names on the document.

PAC Subcommittee:

- 4) MS: The PAC Subcommittee has many great ideas. Therefore, it would be better to translate the ideas into concrete things to maintain it, for example, to keep continuity, it would be good to always have a PAC subcommittee which could help coordinate the process between the masters and the recruitment.
- 5) LF: To improve the PACs, it would be better to involve Executive Director Quality and Innovation Anna de Waard-Leung and Education Coordinator Alfredo Trovato.
- 6) SJ: Currently, there is no information about the PACs for the Academic Directors who should introduce the

PACs to the incoming students. Therefore, it would be better to organise workshops for the Academic Directors about PAC so that they could better introduce the PACs.

- 7) MS would like to schedule a meeting with Education Coordinator Alfredo Trovato to discuss the design of the PAC processes.
- 8) LW: For students, the difference between PAC and the MSc PC is unclear. Therefore, it would be better to provide students with information about the difference between the committees at the beginning of the academic year.
- 9) AR: Currently, there is no aligned process for PACs to write the annual report. Therefore, it would be better to align this process between the PACs.

Thesis Subcommittee:

- 10) MS: It would be good to share the thesis subcommittee document with the Dean, Academic Directors and Thesis Coordinators.

## 6. Updates in the Code of Order

MS updated the Committee on the Code of Order.

- 1) During the meeting, there was no time to vote on the Code of Order but the following changes will be made in the document: a) The wording and name issues and b) Changes in the PC processes for example information about the PACs will be added to the document.
- 2) The MSc PC will discuss the updated Code of Order in September.

## 7. Closing remarks

MS thanked everyone for the good collaboration over the past academic year.

## 8. Action points

What	When	Who
MS will write a consent letter on the 'Our graduates – how we will transform our learning' section in the Education Vision document	By July	Maciej Szymanowski
MS will write a consent letter on the TER 2025-2026.	By July	Maciej Szymanowski
MS would like to schedule a meeting with Education Coordinator Alfredo Trovato to discuss the set-up of the PAC processes.	By September	Maciej Szymanowski

## 9. Next meetings:

2025-2026 dates TBD