

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 subcommittees 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

What	When	Who
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

8. Next meetings:

13-Jun-24, 09.30h