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
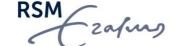
Block 3 and 4 many students enroll in the Business Analytics Application with Python elective which means that if everyone chooses the same elective there is something wrong with the core part of the programme, c) On the verge of overtaking R as most used language for thesis, d) Students indicate that 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 Digitazation 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
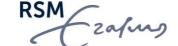
write a letter of consent.

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 You 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

RSM Erasmus

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

RSM - a force for positive change

RSM