

# Minutes MSc PC – 19 December 2024

Online meeting via Teams and T9-67 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)	PS: Pravar Saran (BIM)
SML: Sofia Murell Lema (PM)	EB: Emanuel Ubert (SM)
SP: Suus Pleyte (SM)	SJ: Sarah Janders (MM)
GB: Guido Berens (GBS, P-MM)	KB: Kathrin Borner (MI, MBI)
JS: Jeffrey Sweeney (BIM)	NL: Niccolò Di Leo (SE)
MAS: Maartje Schouten (POC)	AR: Anna-Maria Radeva (FI)
MP: Mihail Pop (MScBA BAM)	SZ: Solomon Zori (MScBA AFM)
AD: Andreas Distel (SE)	
RH: Reina Hamersak MScBA MiM)	
PJ: Patryk Jarmakowicz (MI)	
SG: Shanifa Goelab (POC)	
KK: Korcan Kavusan (MscBA MIM)	
LF: Luca Fanelli (SCM)	
LW: Lot van Westerveld (GBS)	
DY: Dong Yan (FI)	Guests
EH: Evi Hommez (MScBA P-MIM)	MW: Maarten Wubben (Academic Director MSc GBS) JM: Joris Meijaard (Academic Director MSc SE) LM: Lucas Meijs (Chair Examination Board) BG: Brenda Grashoff (Secretary General / Team member Examination Board)

## 1. Opening and announcements

The chair welcomes everybody present.

## 2. Approval of minutes from MSc PC meeting 21 November 2024— see attachment.

The minutes were approved.

## 3. Request for consent on ILO changes in the MSc GBS programme – Maarten Wubben

MW informed the Committee about the ILO change proposal in the MSc GBS programme.

- 1) The department would like to change the ILOs because a) ILOs should be improved and or updated by fewer ILOs and assessments where what is being learnt can still be properly measured, b) The NVAO wants ILOs to be further alignment with the Dublin Descriptors (DD), c) Replace the knowledge, skills and attitude framework with the Competency-based Framework, d) The NVAO recommends more emphasis on morality in ILOs and e) Maintain identity of GBS: help business address sustainability challenges.
- 2) MW discussed the improved ILOs with stakeholders (alumni teachers and people from the field) and he received positive feedback.

3) During the revision, the department used the key focus points of the old ILOs to design the new ILO: a) Old ILO 1.3. Construct progressive organisational strategies and business models for sustainability changed to New ILO 1: Construct innovative organisational strategies, interventions and business models, drawing from interdisciplinary approaches, that effectively help address complex sustainability challenges, (DD applying knowledge and understanding), b) Old ILO 3.3. Critically evaluate solutions to sustainability challenges to make reasoned decisions for courses of action changed to new ILO 2: Critically evaluate diverse solutions to complex sustainability challenges to make reasoned morally responsible decisions for courses of action that positively impact societal stakeholders and the environment (DD: Making judgement), c) Old ILO2 Students are able to design and implement sound sustainability management research projects changed to New ILO3: Design and conduct sound management research projects that apply evidence-based methods to address complex sustainability challenges (DD: Applying knowledge and understanding), d) Old ILO 3.1. Demonstrate a reflexive and creative attitude to handling sustainability dilemmas and old ILO 3.2. Demonstrate professional communication skills to effectively collaborate and proffer practical organisational solutions to sustainability challenges changed to new ILO 4: Collaborate effectively in diverse teams, demonstrating creativity, a self-reflective attitude and a positive outlook to collectively address sustainability dilemmas and achieve shared goals (DD: Competency: Collaborator), e) Old ILO 3.2. Demonstrate professional communication skills to effectively collaborate and proffer practical organisational solutions to sustainability challenges changed to new ILO 5: Communicate theory-based, practical organisational solutions to sustainability challenges clearly and persuasively, tailoring messages for varied professional audiences both orally and in writing (DD: Communication skills) and f) New ILO 6: Demonstrate self-regulated learning and autonomy by setting and achieving developmental milestones as part of a continual progression toward becoming a positive impact agent (DD: Learning skills. Competency Positive Impact Agent), is only indirectly based on old ILOs.

4) An overview of the new GBS programme ILOs

1: Construct innovative organizational strategies, interventions and business models, drawing from interdisciplinary approaches, that effectively help address complex sustainability challenges
2: Critically evaluate diverse solutions to complex sustainability challenges to make reasoned, morally responsible decisions for courses of action that positively impact societal stakeholders and the environment
3: Design and conduct sound management research projects that apply evidence-based methods to address complex sustainability challenges
4: Collaborate effectively in diverse teams, demonstrating creativity, a self-reflective attitude, and a positive outlook to collectively address sustainability dilemmas and achieve shared goals
5: Communicate theory-based, practical organizational solutions to sustainability challenges clearly and persuasively, tailoring messages for varied professional audiences both orally and in writing.
6: Demonstrate self-regulated learning and autonomy by setting and achieving developmental milestones as part of a continual progression toward becoming a positive impact agent.

Comments of the Committee:

- 1) MS: The collaboration, communication and skills competencies are complementary and difficult to separate. Therefore, it would be better to combine these competencies in an ILO. However, there will be a chance that the ILO losing its focus.
- 2) MP: There is a similarity in the DDs of new ILO 1 and new ILO 3. Therefore, it would better to emphasise that new ILO 1 is about business models and new ILO 3 describes the researched-based context.

The proposed ILO changes in the MSc GBS programme were unanimously accepted by the Committee: MS will write a consent letter.

#### 4. Update on RSM's attendance list system – Maciej Szymanowski

MS updated the Committee on RSM's attendance list system.

- 1) The current attendance list system doesn't work for students who are absent due to personal circumstances and teachers because students must share information with teachers that they don't want to share and teachers don't want to make decisions about students' personal circumstances.
- 2) PM indicated that the RDIS department is running a pilot with student attendance tracking software to research whether the attendance list system could be adopted by the software.
- 3) During the MSc PC January meeting, the Committee will get an update on this pilot.

#### 5. Request for consent on ILO changes in the MSc SE programme – Joris Meijaard

JM informed the Committee about the ILO and curriculum changes in the MSc SE programme.

- 1) The old ILOs are more focused on the (thesis) skills competency, there is just one ILO focused on the attitude competence and according to the department, it would be more effective for the programme if the competencies were more condensed regard to the element of research and making more explicit what the programme delivers. Old ILOs Figure 1.

**Old ILOs SE**

Knowledge	Skills	Attitudes
1. Students define, describe, and explain entrepreneurially oriented theoretical insights and factual findings on management of entrepreneurial processes	4. Students practice and apply tools and concepts to explore the entrepreneurial process	10. Students assess and evaluate consequences from their own actions for themselves and others in the entrepreneurial process, reflecting critically and with a creative attitude.
2. Students identify, explain, and analyse complex phenomena and research questions especially about the distinction between the nature, the problems, the possibilities, and the limitations of strategic entrepreneurship research	5. Students formulate research questions based on managerial theories and concepts	
3. In analysing strategic entrepreneurship related issues, students combine and connect knowledge and theories from different sub disciplines and on that basis, be able to design solutions.	6. Students select a (qualitative or quantitative) research method for their research questions.	
	7. Students assess and evaluate the results from their own research and formulate theoretical and practical implications	
	8. Students assess and evaluate uncertainties in the entrepreneurial process and be able to formulate an opinion even with incomplete and/or conflicting information.	
	9. Students are able to effectively and efficiently communicate both in writing and verbally with people and groups of a diverse nature.	



Figure 1.

- 2) The motivations for the ILO changes are a) The current ILOs can be more strongly aligned with the Dublin Descriptors and programme mission, vision, and narrative and b) In light of anticipated changes, there is a need to create future-proof ILOs.
- 3) The motivations for the programme changes are a) Clearer setup and narrative, b) No small courses, less small assessments. c) Extra deliverables with thesis, to anchor Assurance of Learning and d) More student engagement and ownership of the learning journey.
- 4) The changes were validated through a) Multiple meetings with other departments to understand the requirements and be inspired by other programmes' developments, b) Workshops and AI to better align the ILOs with the Dublin Descriptors and the programme mission, vision & narrative and c) Two meetings with key members of the SE team (professors and lecturers) to gather feedback on the proposed ILO changes. This resulted in productive adjustments and group acceptances of the new ILOs.
- 5) The new ILOs: a) ILO 1: Cultivate a resilient, growth-oriented mindset to drive continuous learning and entrepreneurial success. Students learn how to develop a growth-oriented mindset to foster continuous learning and entrepreneurial success and how to sustain it as a graduate, b) ILO 2: Apply foundational and new strategic entrepreneurship theories to complex business and societal challenges, c) ILO 3: Formulate research questions based on strategic entrepreneurship knowledge to generate actionable learning outcomes.

Students learn how to formulate research questions for different situations thus each stakeholder gets results appropriate to their topic, d) ILO 4: Design business solutions by integrating state-of-the-art multidisciplinary tools and skills to create positive economic, social, and environmental impact, e) ILO 5: Make informed decisions under various degrees of uncertainty, while considering social and ethical responsibilities, f) ILO 6: Communicate entrepreneurial insights effectively to diverse stakeholders across various social and professional contexts. Students learn how to communicate with different stakeholders and they should demonstrate their ability to do so and g) ILO 7: Engage in creative, viable, and impact-driven actions to become agents for positive change. The positive change is already visible in the other ILOs but ILO 7 has been added so that students can demonstrate their ability to create a positive change.

- 6) Explanation of MSc Se vision, mission and narrative. a) Vision: The SE programme delivers the next generation of ambitious, resilient and responsible entrepreneurs who will positively impact the world, b) Mission: The student completes an experiential, challenging, scientific, fun and inspirational journey to unlock his/her entrepreneurial mindset and c) Narrative: In an inspiring, collaborative, safe and open setting, the student experientially learns all aspects of strategic entrepreneurship. He/she discovers and creates relevant entrepreneurial opportunities with positive impact, bringing and pivoting them into validated and real business solutions, and subsequently masters how to realise those in a startup, scaleup and corporate settings, with explicit attention to the complex volatility of bringing positive impact to the real world.
- 7) Figure 2. Depicts how the new ILOs confirm programme's DNA remains

ILO	Vision Alignment	Mission Alignment	Narrative Alignment
Cultivate a resilient, growth-oriented mindset to drive continuous learning and entrepreneurial success.	Fosters resilience and responsibility, preparing students to positively impact the world.	Encourages unlocking a resilient and entrepreneurial mindset through inspirational and experiential learning.	Develops resilience in a safe and open setting, enabling students to navigate challenges and thrive while pursuing impactful opportunities.
Apply foundational and new strategic entrepreneurship theories to complex business and societal challenges.	Equips students to tackle complex challenges with ambition and responsibility.	Introduces scientific, challenging learning experiences that deepen understanding of strategic entrepreneurship.	Encourages applying theories to validate and pivot entrepreneurial opportunities into real and impactful business solutions in dynamic environments.
Formulate research questions based on strategic entrepreneurship knowledge to generate actionable learning outcomes.	Encourages systematic exploration of entrepreneurial opportunities, driving ambition and responsibility.	Promotes critical thinking and scientific inquiry as part of the entrepreneurial journey.	Reinforces the collaborative discovery of opportunities and solutions through structured research and open learning environments.
Design business solutions by integrating state-of-the-art multidisciplinary tools and skills to create positive economic, social, and environmental impact.	Develops entrepreneurs who generate positive economic, social, and environmental change.	Facilitates experiential learning by introducing multidisciplinary tools and approaches.	Aligns with the focus on designing validated, scalable solutions with attention to sustainability across startup, scaleup, and corporate settings.
Make informed decisions under various degrees of uncertainty, while considering social and ethical responsibilities.	Prepares responsible entrepreneurs capable of navigating uncertainty while maintaining ethical integrity.	Builds resilience and responsibility through experiential and challenging decision-making activities.	Supports learning in volatile entrepreneurial ecosystems with a focus on ethical, informed decision-making aligned with societal impact.
Communicate entrepreneurial insights effectively to diverse stakeholders across various social and professional contexts.	Prepares students to positively influence diverse stakeholders, amplifying their impact.	Inspires clear and impactful communication skills tailored to professional and societal audiences.	Reinforces collaborative and inclusive communication, enabling effective engagement with stakeholders across entrepreneurial ecosystems.
Engage in creative, viable, and impact-driven actions to become agents for positive change.	Inspires the next generation of entrepreneurs to lead transformative change.	Provides an inspirational journey focused on creativity, viability, and impactful actions.	Enables students to create, validate, and scale solutions for systemic positive change, mastering entrepreneurship across diverse contexts.

See appendix for SE vision, mission narrative

Figure 2.

- 8) The curriculum changes are a) The programme structure is simplified but basically the same, b) The first core course will be more experiential and incorporate and extend the currently extracurricular onboarding activities for example meetings with alumni and looking at different parts of the system in Rotterdam and Delft to see which business opportunities are available. This is in the first part of the curriculum because the course is about recognising the opportunities and students could find their focus on why they follow this master, c) The electives are structured in 3 core tracks: Students can still freely mix and match to their preferences. Some tracks may be shared with other programmes. Additional shared tracks with other MSc-programmes are under development and d) The thesis is extended with two smaller deliverables to show reflection on learnings and translation to practice. So that students could show how they would develop during their career.
- 9) The department will add the 2 ECTS from the current smaller courses to the thesis trajectory in the MSc Strategic Entrepreneurship for the 2025-2026 academic year. The aim is to improve students' ability to demonstrate how they have developed and what they have achieved on the programmes' learning objectives. For the two additional ECTS, students will deliver two components to the thesis: 1. A summary reflection on the learning process: This will be the form of a preface describing their motivation and learning process. Additionally, students will create a short pitch/video in which they share their personal ambitions for the



coming years, as well as a highlight and a challenge from their learning journey and 2. A short pitch/video presenting practical findings of the thesis, and a companion SE-blog post.

Comments of the Committee:

1) MS noticed that the new ILOs are very academically focused while the MSc SE students are more practiced oriented. Therefore, MS wonders how this works.

JM: The ILOs provide tools which students could use in practice to better and more easily implement their work as entrepreneurs.

The proposed ILOs and curriculum changes in the MSc SE programme were unanimously accepted by the Committee: MS will write a consent letter.

## 6. Voting on the MSc Management of Innovation ILOs adjustment proposal

MS updated the Committee on the MSc PC request changes to the MSc MI programme ILO adjustment proposal.

- 1) On request of the PC, Academic Director Juan Madiedo replaced the word graduates with students in the ILOs.
- 2) The Committee had indicated that ILO 6 was formulated too generally. Therefore, it would be better to reformulate ILO 6 specifically by adding the terms self-leadership and people-oriented leadership. After considerations, the department decided not to change ILO 6 for various reasons.
- 3) The committee wonders whether all ILOs are necessary because they overlap with ILO 1 as the first ILO includes all elements and the other ILOs dive deeper into the topic but the department decided not to change the ILOs because there are small nuances between the different ILOs.

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

## 7. Subcommittees: Membership, brainstorming about relevant stakeholders, goals

The members discussed the stakeholders and goals per subcommittee.

- 1) The stakeholders of the Career preparation, Engagement with Companies and Alumni Subcommittee could be a) Career Centre, b) MS as teacher of the Your Future Career course and c) People from the EUR Impact at Core project which would like to see collaboration between students and companies.
- 2) The Course Evaluation Subcommittee stakeholders could be policy advisor Ad Scheepers and former MSc PC member Claus Schmitt. In addition, the subcommittee would probably focus on problems with the written feedback, for example timing and low response rate. Other focus topics could include formative in-class feedback, peer-review feedback and expertise feedback.
- 3) Stakeholders of the AI Assessment Subcommittee could be a) Ella Akin from LIT and b) Academic Director of the MSc BIM programme Dimitrios Tsekouras because he is specialised in AI in education.
- 4) To establish the Thesis Assessments subcommittee's goal, the subcommittee uses a data-driven approach and then focuses the main problem of the thesis. Stakeholders who could help the subcommittee members are MSc MI Academic Director Juan Madiedo because he was involved in the thesis assessments development process and MS because he is involved in the Research Educational Platform project.
- 5) The goal of the TER Subcommittee is to make the TER document understandable and readable for teachers and students. Stakeholders at this topic could be a) Brenda Grashoff and Ingrid Bogenrieder of the EB, b) The following programmes MBA and CEMS and c) The Bachelor Programme Committee.
- 6) The PAC Subcommittee would like to standardize the following of the PACs a) The formation and b) How and which topics the PACs should work on, as currently every master its own way of working with the PACs. In this process, the subcommittee would like to collaborate with the SR.

Comments of the Committee:

- AD is in favour of the collaboration between students and companies. However, students should be more incentivised to take this part of their education more seriously because as its regular occurrence that company managers come to campus and then there are almost no students present.

### Overview of the subcommittees and topics

Topics	Members	Stakeholders	Goals
Career Preparation, Engagement with Companies and Alumni	<ul style="list-style-type: none"> <li>Emanuel Ubert</li> <li>Andreas Distel</li> <li>Lot van Westerveld</li> <li>Niccolo Di Leo</li> </ul>	<ul style="list-style-type: none"> <li>Career Centre,</li> <li>Maciej Szymanowski as teacher of the Your Future Career course</li> <li>People from the EUR Impact at Core project</li> </ul>	
Course Evaluations	<ul style="list-style-type: none"> <li>Guido Berens</li> <li>Shanifa Goelab</li> <li>Dong Yan</li> <li>Korcan Kavusan</li> </ul>	<ul style="list-style-type: none"> <li>Policy Advisor Ad Scheepers</li> <li>Former MSc PC member Claus Schmitt</li> <li>IDEA Project Lead Julia Cselotei</li> </ul>	<ul style="list-style-type: none"> <li>The subcommittee would like to focus on problems with the written feedback,</li> </ul>
AI Assessments	<ul style="list-style-type: none"> <li>Evi Hommez</li> <li>Patryk Jarmakowicz</li> <li>Pravar Saran Saran</li> <li>Solomon Zori</li> </ul>	<ul style="list-style-type: none"> <li>Ella Akin from LIT</li> <li>Academic Director of the MSc BIM programme Dimitrios Tsekouras</li> </ul>	
Thesis Assessments	<ul style="list-style-type: none"> <li>Jeffrey Sweeney</li> <li>Jelle de Vries</li> <li>Kathrin Borner</li> <li>Kristina Vereshchagina</li> </ul>	<ul style="list-style-type: none"> <li>MSc MI Academic Director Juan Madiedo</li> <li>Maciej Szymanowoski</li> </ul>	
TER	<ul style="list-style-type: none"> <li>Mihail Pop</li> <li>Maartje Schouten</li> <li>Suus Pleyte</li> <li>(Reina Hamersak)</li> <li>(collaboration with BSc</li> </ul>	<ul style="list-style-type: none"> <li>Brenda Grasshof of the EB</li> <li>Ingrid Bogenrieder of the EB,</li> </ul>	<ul style="list-style-type: none"> <li>The goal of the TER Subcommittee is to make the TER document understandable and</li> </ul>

	PC and FC)	<ul style="list-style-type: none"> <li>the MBA and CEMS programmes</li> <li>Bachelor Programme Committee.</li> </ul>	readable for teachers and students.
PAC	<ul style="list-style-type: none"> <li>Sarah Janders</li> <li>Reina Hamersak</li> <li>Luca Fanelli</li> <li>Anna-Maria Radeva</li> </ul>	<ul style="list-style-type: none"> <li>SR</li> </ul>	<ul style="list-style-type: none"> <li>The PAC Subcommittee would like to standardize the following of the PACs a) The formation and b) How and which topics the PACs should work on, as currently every master its own way of working with the PACs</li> </ul>

## 8. ChatGPT fraud during in-class assignments – Lucas Meijs, Brenda Grashoff

MS and the Examination Board (EB) members informed the Committee about the discussion they had about ChatGPT fraud during in-class assignments.

- 1) MS: The EB is in favour of discontinuing the in-class assignments, but MS would like to know what other PC members think of this perspective.
- 2) LM explained that a) The EB isn't involved in formative assignments. Therefore, there is no problem if a teacher will do a formative in-class assignment, b) A rule of the school is that phones are prohibited in the examination environment. Therefore, any summative exam taken with a phone is an invalidated exam and that has nothing to do with ChatGPT. However, the EB can't ban in-class assignment if the school allows it and c) The in-class assignments are complex because it's sensitive to fraud and it's difficult to arrange facilities for students with special needs. Therefore, the EB would like to discontinue the summative in-class assignments.
- 3) BG, LM: The EB uses the TER document, established by the Dean of Education as a framework to write the Rules & Guidelines document. The Rules & Guidelines document describes the rules how exams should be organised. It's an instructional document for examiners. The In-class assignments aren't described in the Rules & Guidelines document. However, the school could include in the TER that it's no longer allowed to give summative in-class assignments to students which would allow the EB to declare the summative in-class assignments invalid.
- 4) BG: The EB's role is to protect the quality of education with the Rules & Guidelines document but there is a legal difference between the TER and the Rules & Guidelines document. According to the WHW Act, it's mandatory for the EB to write the Rules & Guidelines document but the EB doesn't write the TER document. It could advise the Dean of Education about topics in the TER and use it as a framework for the Rules & Guidelines document.

Comments of the Committee:

- 1) MAS indicated that the Rules & Guidelines document is stricter than the TER document.  
LM: The Rules & Guidelines document is stricter because it's a manual for examiners and the TER is for students and teachers.

- 2) MS: Many teachers aren't aware of the TER and Rules & Guidelines documents.
- 3) MAS would like to keep the summative in-class assignment in the form of a presentation, as this is an important part in the MSc POC programme.
- 4) DY: The mandatory in-class participation is important for students to develop their critical thinking skills.
- 5) LF: The ChatGPT fraud issues were related to the in-class quizzes and not to the presentations. However, the ChatGPT fraud issue was solved by the use paper-based quizzes and the mandatory lectures.

## 9. Closing remarks

- 1) JV indicated that students are concerned about requesting accommodations for alternative assessments, The MSc SCM programme discusses how to accommodate the in-class test for students with special needs.

## 10. Action points

What	When	Who
MS will write a consent letter about the new ILOs in the MSc GBS programme	By January	Maciej Szymanowski
MS will write a consent letter about the New ILO proposal in the MSc SE programme	By January	Maciej Szymanowski
All subcommittees will provide AL with information about the goals and stakeholders of the subcommittees	By January	One member of a subcommittee

## 11. Next meetings:

- 30-Jan-25, 10.00h
- 20-Feb 25, 10.00h
- 27-Mar-25 09.30h
- 17-Apr-25, 09.30h
- 22-May-25, 09.30h
- 19-Jun-25, 10.00h