Minutes

coordinates internal initiatives related to the course evaluation and feedback system, collects feedback from all stakeholders, and continuously reviews the course evaluation and feedback system, b) Mandate student course representatives in each course that meet with the instructor after a mid-term course evaluation and after the final course evaluation to discuss feedback. The goals of this measure are to motivate students to provide feedback by showing that their feedback has a direct impact on the course and that their feedback is taken seriously and to establish a personal work relationship that allows students and the instructors to take each other's viewpoint to improve the course experience, c) Asking alumni about the impact of their education on their job

6) There was no update from the Programmatic Practice Relevant Assessment Subcommittee.
7) There was no update from the Open Education Subcommittee.

Comments of the Committee :

Thesis Subcommittee:

EB: The coaching rule isn't always feasible if, for example, a coach should coach 20 students, he/she has insufficient time to meet the standard of the coaching rule

2) GH: That departments don't follow the minimum number of thesis coaching sessions is not a fault of the system. Departments receive remuneration per thesis student to make up for the time the coaches and co-readers are supposed to invest in the thesis process.
3) MS: It would be useful to create an overview with all thesis rules across departments thus unity can be brought about

MS: Teachers experience tension between giving fast feedback in the TOP programme and assessing a thesis slowly and thoroughly because it requires time to read and provide feedback to he entire document. Therefore, it would be better to consider informing students as soon as possible whether they have passed or not.

5) CS: Other master programmes could benefit from the following two HOKA projects: a) The blending learning student trajectory and b) The MSc FI works with a Canvas based learning environment which has been well received by students because it has improved their experience
6) According to CS the thesis doesn't make any sense because a) It misses resources and b) It's a structurally flawed system.
7) MS: Summary: In the thesis process, RSM should look at clarity of rules, use platforms established by HOKA funding and discuss the purpose and value of the thesis
8) MS: Studies have shown that students experience more negative emotions about the thesis process in June than in January. Therefore, RSM should find a way a) To make students more self directed and b) To make them use the resources from early on.
9) GH: RSM should encourage students to prepare the thesis from early on. However, the thesis trajectory is a learning process for students. It's in human nature that people become uncertain and negative just before a deadline
10) EV, JS: From the student perspective the master is well organised. However, students are disappointed in the thesis project because of the inconsistency between coaches, co readers and the alignment with the thesis manual.
11) JS: It would be better to standardised feedback because it often depend on the feedback students receive whether they like the thesis process or not.
12) KK wonders whether student feedback should be taken as face value For example there are different scenarios for having insufficient meetings A student might ask for help, but the supervisor doesn't react or a student doesn't actively contact the coach. In the latter case it isn't the task of teachers to chase a student. If RSM would like this to happen other parties such as student services should contact students about the meeting and not the coach. During the thesis process students can ask for academic i put from their coach/ reader but other kind of support for instance a role as a life coach is too much to ask from thesis

supervisors.

13) KK: With feedback for students, it would be better to make a difference between bad feedback and good feedback that is only perceived bad by a student.
14) KK: To do something about the feedback problems, it would be better to evaluate what is really happening, because then the school could help in the right direction.
15) JY: In the thesis project there is a misalignment of what RSM wants to be and what RSM really is. In the master RSM focusses on students preparing for job . However, faculty should also publish because it's a research university. Therefore, there is less time for prerequisites in the thesis process such as going in depth of articles and greater reflection which is important for the thesis process. To improve the thesis process, it would be better to acknowledge the issues in the thesis process and consider the questions: a) Could RSM allocate more time for the thesis and b) Is the thesis the best way of ending programmes?
16) MS: It would be better to work on the thesis topic in a next academic year subcommittee as there are still many unresolved issues.

Diversity & Inclusion Subcommittee:

17) GH: A lack of financing for Harvard teaching cases is a misunderstanding RSM has had an unlimited use agreement with Harvard Business School for two years already, which means RSM teachers can simply add any teaching case via a Canvas plugin to their course material, without any additional costs for their department. This has been communicated actively several times to teaching faculty and is also described in detail in the teaching manual. Harvard representatives even visited the school this spring for an info session to which all MSc teaching staff was invited, but only two PhD students showed up.
18) MS: It would be better if the next academic year's MSc PC will establish a Communication Subcommittee because there is a lot of miscommunication between departments within RSM.
19) GB is concerned that RSM doesn't prioritize a diverse candite over a more qualified candidate, as RSM will be seen as a male faculty. In addition, many female professors feel uncomfortable due to inappropriate comments from students during lectures and something should be addressed
20) GH: When international female assistant professors become associate professors, we find that they often go to other (often their home) countries because of either higher salary and/ or family obligations.
21) MS: To prevent students' misconduct, it would be better to offer a module on ethical behaviour in academia.
22) GH: To improve inclusivity in the class student advisors can contact teachers about the adaptions needed in a for disabled students (e.g., video subtitles) without mentioning the students' names. In addition, during the first lecture of the year, teachers could indicate that students who need adaptions in a course due to their disabilities can talk to a study advisor or the teacher to arrange this
23) PBT: Some adaptations for disabled students are also useful for all students. For example, subtitles during a lecture helps all students better understand the content.
24) PBT: In RSM departments where most teachers are male, female professors score lower on student course evaluations and vice versa

Course Evaluation Subcommittee

25) AS: Some of the main issues such as student teacher contact are already being addressed in other projects or initiatives.
26) According to CS because of the importance of the course evaluations the course evaluation survey should be under permanent review to improve it.
27) GH agrees with CS. However, the course evaluations shouldn't be changed every year because then no comparison can be made between course evaluations from different academic years. This comparison is necessary to see how courses develop.
28) SZ: A few years ago, in the department there were problems with the tool. Some surveys showed flaws and changes couldn't be implemented Therefore, it would be better to redesign or improve the tool. In addition, students should be positively encouraged to participate in the questionnaire to increase the response rate.

29) MS: It would be good if the Course Evaluation Subcommittee gives written recommendations how to improve the course evaluation survey
30) MS: Alumni questionnaire results show that alumni see the value of courses which scored low during the student course evaluations. This is because students don't see the value of courses during their studies but find out later that the content is important in practice.

4. Closing remarks

1) MS thanked the MSc PC members for their efforts over the past academic year.
2) JU thanked AL for her efforts over the academic past year.

5. Action points

What	When	Who
MS will write a letter about the subcommittee outputs	By July	Maciej Szymanowski
MS will change the change of the learning objects and the name of the course in the HRM programme letter	By July	Maciej Szymanowski
MS will send a correction email to Dr Rebecca Hewett regarding the change of the learning objects and the name of the course proposal	By July	Maciej Szymanowski

Next meetings: