

DATE

4 June 2019

OUR REFERENCE

EWI19/BOZ/8343/LvdP

## Concept-minutes 153<sup>rd</sup> PC-AM (OLC-TW)-meeting Tuesday 23 April 2019, 15:45 hrs.

5 *present:* Hil Meijer (chairman), Bodo Manthey, Gjerrit Meinsma, Dieuwertje Alblas, Femke Boelens (from 15:57 hrs.), Linda ten Klooster, Lotte Weedage, Jan Willem Polderman (PD), Justus Sleurink (educational officer Abacus) and Lennard van der Putten (writing minutes)

10 *absent with notice:* Judith Timmer, Yael Veenstra-Konzizky (B-coordinator), Jan Schut (M-coordinator)

### 1. Opening

The chairman opens the meeting at 15:48 hrs.  
The chairman announces that Boelens will join the meeting later and that Timmer, the B-coordinator and the M-coordinator have opted out.

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### 2. Minutes 152<sup>nd</sup> meeting 12 March 2019

- *Textual corrections:*

20 p. 1, l. 44: "be stated" should be replaced by "describe" and "has" should be replaced by "have".  
p. 2, l. 93: The comma at the end of the sentence should be replaced by a full stop.  
p. 3, l. 146: "is" should be replaced by "it".  
p. 3, l. 152/153: "his first impression was fine" should be replaced by "in his first impression he was fine with it".  
p. 3, l. 157: "could see in" should be replaced by "could foresee to be part of".

25 The minutes are approved with the above textual corrections.

- *In response to the points raised in the minutes:*

30 p. 3, l. 143-158: The PD says that he misses in the document on the language policy why the document has been written and the reason why there should be set up a language policy. He states that it is good to make an international policy rather than an English policy, since the document as stated describes an English-only policy. The document originates at TCS and the question during the PD-meeting was whether AM benefits from such a language policy. The chairman mentions that the request for an advice to the vice-dean for education came from the stuurgroep-OW.

35 - *Actions:*  
323, 324 and 325: Done, to be removed from the list.  
326: Sleurink has discussed the list of ideas with the student PC-members and he will send an e-mail to the rest of the PC. The chairman asks the PD if this is satisfactory, the PD agrees. The chairman will make sure that the list will be added to today's documents. Sleurink says that the list will be adapted in response to today's meeting. Action remains on the list.

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### 3. Advices/correspondence

- *Mail to Mastermath:*

45 The chairman mentions that he has sent an e-mail to Mastermath about Continuous Optimisation and Geschiedenis van de Wiskunde, written together with Alblas and Weedage.  
Weedage says that the minutes of the Mastermath meetings are not good and wonders whether the PC could do something with it. The PD responds that it is better if one of the attendees mentions it during the Mastermath meeting.

50 - *Mail Cynthia Souren on the PC's annual report:*  
The chairman has sent the annual report to the PC. He remarks that advices 116 and 124 have not been implemented and asks the PD why that is. The PD responds that he has forwarded advice 116 to the M-coordinator, but perhaps the advice was lost during the transferal between Van

Grinsven and Schut.

55 Weedage says that the questionnaires on the master courses currently are sent before the courses end, while she thinks that it is better to send the questionnaires after the exam. Otherwise students forget to fill the questionnaires in, since the majority does not fill them in while studying for the exams. The PD will discuss with Cynthia Souren if the master course questionnaires can be sent after the exam instead of before. **[action PD]**

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#### 4. Announcements

- *Name change bachelor's programme:*

65 The PD announces that the bachelor's programme name changes officially from 1 May to "Applied Mathematics". This means that the programme gets a new CROHO-number and the old CROHO-number will cease to exist. As a consequence, students erroneously receive e-mails that the programme will cease to exist. The PD has sent rectification mails to the students about this. However, also the students' travel product will be stopped. Boelens has telephoned with DUO and she has solved the problem for herself, since the fine for not stopping one's travel product in time is very high. This problem needs to be solved for all students as soon as possible, so the PD has submitted the problem to the head of CES. The PD asks Boelens to send him an e-mail on how to solve the problem step by step. Boelens says she will.

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- *Changes in TOM:*

75 The PD says that the education model will be changed, but not for the upcoming academic year. The 0/15-rule will be changed in the academic year 2020-2021.

- *Programming line:*

80 The PD mentions that the programming line in the bachelor will be reconstructed. A committee of students and employees has been set up to review the programming line and to come up with a new guideline on what programming skills AM-students should acquire.

- *Education site visit:*

85 The PD announces that the Education site visit committee will visit the UT on 12 July. The student panel to receive them needs to be composed. The chairman adds that on 8 May there will be a peer-review for the institution's education accreditation and that there will be one panel per faculty. There are enough applications from the other EEMCS-programmes and the chairman asks if we should also supply some applicants. The PD responds that we should do this if there are available candidates. The chairman will inform the faculty that he and Boelens are candidates for the faculty panel.

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- *Pre-registrations:*

95 Ten Klooster mentions that there are currently 155 pre-registrations and that the weighted number of pre-registrations is 59. The PD adds that the number of non-European pre-registrations has decreased compared to this time last year, while the number of Dutch and European pre-registrations has increased slightly.

#### 5. Proposed changes in the Data Science track

- *Proposal for changes in the Data Science track*

100 The PC's suggestion on adding the additional requirement of choosing at least one of the three "Machine Learning"-courses has been implemented.

- *Evaluation Deep Learning course*

105 The student members find this evaluation constructive and useful for students. Weedage thinks it is bad that students have not mentioned in the SEQ that the assignments and exam were not graded before the resit, while they did complain among themselves. The chairman will pass the PC's comments on the course evaluation on to the teacher. **[action Chairman]**

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- *Course description Statistical Learning*

110 The chairman says that the base question to the PC is if we want this as a new course. Meinsma mentions that this course already has been discussed. The chairman clarifies that the course

schedule has been discussed, but the learning goals are new.

Weedage notices that there are two books obligatory for the course, which seems unnecessary. Meinsma says that the pdf-version of at least one of the books is freely available on the internet. Depending on how much of the book is used, snippets of the book could be published on Canvas. For that purpose, the copyright regulations need to be examined.

The chairman mentions that the learning goals have not been formulated in the proper way, so they need to be reformulated. The PD adds that the proposed teacher of the Statistical Learning course is new, so it would be good to give an example of a well-formulated learning goal in order for him to reformulate the learning goals. The chairman says that the course description is not very inviting and suggests to add a descriptive paragraph on the contents of the course.

The chairman notices that it is yet unknown when the course will be given. Weedage suggests to ask this in the advice. Since it is suggested to follow this course before following the Deep Learning course, it is likely to teach the course in quartile 1A.

The chairman will write an advice on the course description of Statistical Learning, suggesting to reformulate the learning goals using an example, to examine the copyright regulations regarding the required books and suggesting to teach the course in quartile 1A. **[action Chairman]**

## 6. Master Teaching and Examination Regulation (OER) 2019-2020

The chairman suggests to discuss the document summarising all proposed changes first.

- *Meeting Master Faculty Section 2019-2020:*

\* *p. 2, article A4.7:* Meinsma notices that this article mentions the term “exam”, while elsewhere in the document the term “interim-exam” is used and asks why these terms are used interchangeably. The PD clarifies that the term “interim-exam” means passing a course (“tentamen” in Dutch) and the term “test” is used for partial tests (“deeltoets” in Dutch). The grade of an interim-exam is valid forever, while the grade of a test expires at the end of the year.

\* *p. 2, article A5.3:* The suggested change is to remove the “in particular” phrase in this article, while the chairman suggests to leave this phrase in. If a student for some reason forgets to apply for Cum Laude, he will not receive the title, which would be a shame. The PD says that this will hardly ever happen. It is not wise to make a suggestion if it turns out to be a disappointment. The PD remarks that also the supervisor can request an exception. This way the Examination Board will not have a lot of requests that would be rejected any way. The PC agrees to keep the suggested change and remove the “in particular” phrase.

\* *Composition assessment committee:* The chairman asks if the composition will be changed again. The PD says that it will be discussed in the steering committee another time. The chairman suggests that we would like to have a faculty-wide point of view. This will be stated in the advice. The PD adds that it is also possible to make regulations for the programme only, but then it needs to be stated in the TER, which is undesirable.

- *Faculty section (A):*

\* *p. 8, art. A2.2, item 3b:* Meinsma notices that there is stated a list of English-speaking countries and wonders why for example South Africa is not mentioned. He thinks it is a bit arbitrary. The PD clarifies that this is the list mentioned on the UT-website.

\* *p. 17, art. A6.2:* Weedage says that item 5b should be reformulated, since it does not fit in the sentence.

- *Programme-specific section (B):*

\* *General remark:* Boelens notices that throughout the document many times the American English word “specialization” is used rather than the British English “specialisation”. This should be straightened.

\* *p. 4, art. B1.1:* The PD says that “OR” should be replaced by “MOR”, since the specialisation is now called MOR. Manthey says that this was not communicated to staff or students. Boelens and Weedage add that it is still called OR on the UT-website. The chairman suggests to ask specifically in the advice what the official name is.

\* *p. 4, art. B2.1:* The chairman suggests to replace “The programme offers” by “The programme contributes to”.

\* *p. 7, art. B4.2:* The chairman notices that the Data Science course has been added to the list,

while the Data Science track is dropping the Data Science course, so this needs to be removed. Weedage notices that the use of capital letters and small letters in the course list is inconsistent.

170 \* *p. 8, art. B4.3*: The chairman mentions that the chair name of Applied Analysis is stated incorrectly and needs to be corrected: “and Mathematical Physics” should be removed.

\* *p. 9, art. B4.4*: Weedage asks if the requirement to include at least one Mastermath course should be included here, since the Continuous Optimisation course is obligatory. The conclusion is that it does.

175 \* *p. 10, art. B4.7*: Weedage asks if the Networks of Queues course should be listed here, since the course is no longer given. The chairman will include this question in the advice.

The chairman will write a positive advice on the Master TER, provided that the given suggestions will be implemented. **[action Chairman]**

## 180 7. Reflection Report for Education Site Visit (accreditatie)

The PD says that there are two critical reflections, namely one on the bachelor’s programme (BAM) and one on the master’s programme (MAM). The structure in both documents is the same:

185 Standard 1 mentions the programme intended learning outcomes (PILOs), Standard 2 elaborates on how to realise these PILOs, Standard 3 elaborates on how to test these PILOs and Standard 4 claims that we have achieved the desired level. The question for the PC is if they think that these documents are complete. The PD mentions that every Standard needs to be concluded with a proper reflection and asks for the PC’s opinion on this. The chairman adds as a specific question how we should organise writing an analysis of the programme’s strong and weak points.

190 The PD announces that the deadline for the critical reflections is on 8 May and it would be best if students co-write the reflections. The student PC members like to write along, but they would prefer the PD to be present while writing.

The PC’s impression of the documents stated as such is that the general scope is fine. The chairman notices on BAM page 13 that there is some copy-paste error in the text. This appears to be an error by copying the text from Word to LaTeX.

195 In BAM paragraph 2.3.6, modules 4 and 6 and the Complex Function Theory course should be added to subdomain ‘Calculus and Analysis’. Also, the elective Graph Theory course should be added to subdomain ‘Discrete Mathematics and Algebra’.

200 The PD mentions that writing the relation with the DSFR is more difficult for the master (MAM paragraph 2.2.5). Meinsma says that in the second bullet item could be referred to the internship, since all students deal with other disciplines during their internship. Weedage adds that students work together with other programmes during some courses. The PD says that we could also make the choice not to meet the international norm.

205 The PD wonders, regarding the fifth bullet item, in which part of the master do students work in a multidisciplinary team. Weedage says that some students do their final project in cooperation with another programme. The PD replies that this does not count, since the final project is an individual assignment.

210 The PD asks, regarding the last bullet item, if the PC recognises the organisation of information events on students’ future careers. Meinsma mentions that the UT organises the Career Fair (Bedrijvendagen), so it is not necessary for AM to organise similar events.

The PD asks if the contents of Standard 4 is convincing enough. The PC agrees. The chairman says that the input of the PC members will be sent to the PD.

## 215 8. Annual Report Programme Committee Applied Mathematics 2017-2018

The annual report of the PC has been discussed at agenda item 3 (Correspondence).

## 9. Mastermath meeting 5 April 2019

This document is acknowledged by the PC for information.

## 220 10. List of ideas WSV-gelden

This will be discussed during the next meeting.

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## **11. Any other business**

There are no items raised by the attendees.

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## **12. Questions**

There are no questions.

## **13. Closure**

The meeting closes at 17:31 hrs.

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## Actions

Nr	Description	Meeting	Responsible
326	Collect ideas from students for the goal of the "WSV-gelden"	12/3/2019	Sleurink
327	Discuss with Cynthia Souren if the master course questionnaires can be sent after the exam instead of before	23/4/2019	PD
328	Pass the PC's comments on the Deep Learning course evaluation through to the teacher	23/4/2019	Chairman
329	Write an advice on the course description of Statistical Learning, regarding the comments mentioned in the 153 <sup>rd</sup> minutes	23/4/2019	Chairman
330	Write a positive advice on the Master TER, provided that the given suggestions are met	23/4/2019	Chairman

## Points of attention

Nr	Description