

Minutes 181th PC-AM-meeting
Tuesday 21 February 2023
15:45 – 17:45 hr. Ravelijn 3411

5

Present: H.G.E. Meijer(chairman), A.A. Stoorvogel(PD), J.B. Timmer(B-coordinator), S.J. Geerts, L.S. Lanting, N. Luijten, E. van der Veer, N.F. Berg (Abacus), B. Manthey, S. Langer(replacing Proksch)

10

Absent with notice: F. Schuller, J. Schut(M-coordinator), K. Proksch

Absent without notice: J.P. Boon

1. Opening

15

The chairman opens the meeting at 15.46.

There are three main points from the master evaluation lunch meeting. These points will be discussed at any other business.

2. Minutes 180th meeting 17 January 2023

20

Page 2 Line 59: No announcement

Line 75: First year students

Line 86: Rewrite line!

Page 3 Line 138: Calculus and Analysis

25

Line 142: Right signal to first year *students*

Page 4 Line 164: Statistics has a different number of ECs

Page 6 Line 271: The students offer their help.

With these changes, the minutes are adopted.

Action points:

30

- 436a – *Remains on the list*

A meeting has been scheduled.

- 445a – *Can be removed from the list*

Done, proposal MIO discussed during the previous meeting.

- 447a – *Can be removed from the list*

35

Done, course proposal will be discussed in the next meeting.

- 452 – *Remains on the list*

Ongoing process.

- 453 – *Remains on the list*

- 454 – *Can be removed from the list*

40

Done, advice is written

- 455 – *Can be removed from the list*

Done, advice is written

45

3. Announcements

- Mastermath announcing meeting on 14 April 2023 (FYI)

The master students can decide whether they want to go to that meeting.

50

The PD says that for LS 2, there was some discussion about the Grasple exam. The specific manner of grading was designed to get the guessing game out of the picture, but it was perceived badly by the students. For the resit, it will be done differently. The chairman adds some background. In this particular examination procedure, there was first a Grasple test. The student had to pass that to be allowed to do the written test.

55

This examination procedure was also used in LS 1. The teacher of LS 2 wanted to try to streamline the examination in LS 1 and LS 2, so the teacher also used it for LS 2. It did not work out the way it was intended. The PD is on top of it.

60

4. Advices / correspondence

- *Advice on description Mixed-Integer Optimisation*

- *Advice on AM module 8 after decoupling*

The PD says the mail is fine. It is an urgent matter, and it will be finalised this week. The chairman asks if the PD has communicated the first two advices to the teachers. The PD says he did so last week. The chairman says that Walter told him that he did not receive it yet. Werner received it after asking for it. The PD will check if the mail went to Walter.

65

- *Mail from the chairman – Module 4*

The PD says there were some issues with module 3, so it has not been resolved yet. It will be resolved this week.

70

The chairman says that this email comes from many talks with colleagues (PhD, staff, support staff). There is more and more frustration that they do not get information on what they teach, when they teach, and what their timetables will be. Some people worry about the quality of their teaching since they have little time to prepare. The chairman says he knows that the PD has a very busy job, but he wants the PD to know that this is being discussed among colleagues.

75

The PD says that indeed he has a very busy job, but the delay is only on him to a small extent. What always happened is that all the programmes make a draft schedule. This is collected by the central scheduling office, and after some time a schedule is given back. What happened this year, is that due to the shortage of lecture rooms, they first spent time internally to try and find all the rooms. Because of this, AM received the information extremely late. Furthermore, they have decided to move to a new software, because the old software gave more and more difficulties. This also caused some delays. The PD is frustrated by the fact that he asked for this new software years ago and the delivery got delayed many times. The chairman says that he feels his pain. He just has to voice something that the staff feels, because some people are losing the joy in their work.

80

85

The PD says he is fully aware of it. He has been talking to the faculty that there is no flexibility in staffing to handle things properly. There has been progress, but it is not

DATE: 9 APRIL 2023

OURREF: EEMCS23/BOZ/10898/NL

90 visible to the staff members. Manthey says that for teachers this feels like a big black box, in which you send emails but nothing happens. Then they blame the first people that they think are responsible. The chairman emphasizes that the PC blames it on the task, not on the PD. The PD says he knows that it is not going well. The chairman states that the frustration partially is that there is a delay regarding information flow.

95 The PD says that the old software was not working. The chairman asks if the PC can send something to the dean or head of department to support the PD. The PD says the faculty council has done a similar action towards the dean. The dean asked the PD personally how he was going to resolve this. What he desperately needs is a better system for next year. Currently, he is working on getting that system set up, with better announcements and better time scheduling. They want to announce the general teaching early, and the
100 finetuning at the end. The chairman says he hears two things: deep frustration at the PD's side regarding difficulty with scheduling, and a crisis mode since there is no flexibility in the staffing. The chairman says the staffing sort of works but it is rather tight. The PD says that some things take forever, and he does not know why, which is extremely frustrating. The chairman says he has raised his concerns. He understands the
105 frustrations of the PD. Some teachers have a hard time keeping the joy in their work.

5. Evaluation bachelor courses

- *Module 8*

110 No comments.

6. Evaluation reports master courses

- Statistics and Probability

115 Manthey asks if no math student is taking this course. The PD says that the course is offered by the Mathematics department, but not evaluated by the programme that it is intended for. The PD says that he had a discussion with IEM about courses that we teach, but they are only for IEM students. Then IEM will do the evaluations. There are
120 courses that we teach that are for multiple programmes. In those cases, the Mathematics programme will do the evaluations.

The chairman mentions that it struck him in this evaluation that the teacher is against recording, but the students say they would like that. Geerts says that the teacher said arranging a recording makes him lose too much time. However, the students cannot help missing a lecture if they are ill. The teacher would be willing to record a lecture if
125 someone else arranges it for him.

The PD says that the university thinks the streaming should be such that students that cannot be there can have an equivalent experience. He thinks this is unattainable. What he does for his courses, is use the videos from two years ago as a backup. The problem that the teachers have, is that it takes 15 minutes to set up the streaming.

130 Geerts says that he misses a general policy at university, faculty or programme level. This has been going on for two years. The chairman says that at the various levels people act differently, so the only way to deal with it properly is to go to the highest level.

DATE: 9 APRIL 2023

OURREF: EEMCS23/BOZ/10898/NL

135 **Action Point (Chairman):** Send a message on the behalf of the PC regarding a policy for live streaming and recordings to the University council.

- Game Theory

The chairman remarks that it is a very positive evaluation.

- Measure and Probability

140 Van der Veer remarks that there are six responses, but only four people made the exam. Lanting explains that since the group of students following the course was very small, the teacher specifically asked the students to do this.

The chairman notices that there seemed to be a clash in schedules. Some students could not follow the classes. In this case, he wonders how the schedule is being made, it feels arbitrary. Is there some coordination to reduce schedule clashes?

145 The PD mentions an example of an elective master course that clashes with an obligatory master course. He received an email from the scheduler that he tried to minimize the clashes. The PD might talk with the scheduler to talk about these conflicts.

150 The chairman says that currently the procedure is a bit unclear. Would it be a suggestion that the M-coordinator investigates the schedule per quartile, and see where they could place the courses? The PD remarks that all modules send in their requirements, which causes clashes immediately. The small rooms are often less popular, so usually, there are fewer problems for us. He does not know why there are so many conflicts in this module.

155 The chairman concludes that the procedure is unclear for teachers, and that might be optimized. He understands that it is not the most urgent matter.

7. Learning objectives

160 - *Reinforcement Learning*

Geerts noticed that the percentages in the grading got changed.

165 The chairman strongly suggests not including the tool in the learning goals. Instead include the tool in the description. Furthermore, he was wondering if any efforts have been made to see if there is an overlap with the course Deep Learning. The PD does not think there is overlap, because the underlying procedures are very different. The chairman comments it would be nice if the connection is made clear. Manthey asks if Deep Learning is required preknowledge. The chairman responds that it is not required, but it is not a bad idea. The PD says that they might want to clarify the connection. Langer notices that the aims sound rather theoretical.

170 The chairman wonders how the learning goal "give a scientific presentation" is organized. You first have to teach it before you can judge a student on this aspect. He asked the teacher, and it actually is peer review that she intends. If a teacher does not step in and give very specific feedback, a student cannot improve. So why are the students judged on presentation skills? Manthey suggests leaving that learning goal out.

175 It is never bad to train presentation skills but the objective does not seem to be training.

UNIVERSITEIT TWENTE.

FACULTY ELECTRICAL ENGINEERING, MATHEMATICS AND COMPUTER SCIENCE

DATE: 9 APRIL 2023

OURREF: EEMCS23/BOZ/10898/NL

The PD says that the focus is much more on understanding and extracting information from a scientific paper than giving a presentation.

180 To conclude, the tool has to be moved to content, the connection with Deep Learning has to be checked out, and the last learning goals should be changed. The PC is positive if these changes are implemented.

Action point (Chairman): Write a positive advice for the learning goals of Reinforcement Learning. Include the clause that the learning goal of the presentation should be a scientific discussion.

- *Algebra*

185 The chairman says that previously, what was being taught was actually different from what was being described. He thinks it is nice that the teacher has come up with a more coherent description of what is actually being taught.

190 Furthermore, he is wondering how in the new curriculum this course is connected with the new module 6, in which optimization is the core theme. The PD says that a meeting is scheduled to discuss the connection.

Since the topics change, the learning goals should also change. The PD understood that they delete two learning goals and keep the other learning goals the same.

Action Point (Chairman): Write a positive advice for module 7, agreeing that two learning goals are dropped from Algebra and Discrete Mathematics.

195 - Discrete Mathematics

Geerts asks if the connections with the curriculum are concerning the old or new curriculum. The PD responds it is concerning the old curriculum. Furthermore, this particular module will not change so much in the new curriculum. The PD is fine with the proposed learning goals.

200 The chairman says that regarding Generating Functions, the way they teach it is not the most important item. However, it is a recurrent item in the bachelor. It reappears in DE and Probability Theory. It is one of those few elements that reappear in multiple modules. The lecturers write it is isolated, but he does not think that is correct. He believes that they have not thought about the whole overarching theme. The PD says that they meant that the "topics were isolated in this course". The chairman says that he strongly disagrees with the statement as such. He would object. What is the argument to support this change? The PD says the teachers are trying to focus on other subjects, and not spreading the topics too thin. Manthey thinks it heavily depends on whether Generating Functions here fulfil a connecting task. If it does, then it is important. The
205
210
The chairman says he sees students struggle with learning lines and diagonalization, so it can't hurt to do it again later.

Who is in favour of these changes: Geerts, Langer, Van der Veer, Lanting, Manthey.
Against: Chairman. Therefore, no objection will be made.

215 Manthey does want to talk to the teachers to discuss these issues.

DATE: 9 APRIL 2023

OURREF: EEMCS23/BOZ/10898/NL

8. M-AM thesis

220 Geerts has written a text on the general feeling that master students do not enjoy their thesis, and explains the situation. He thinks that there can be more guidance by the AM programme. He is wondering what we can do. He suggests providing a room where students can work on their thesis, and add a preparation phase of 5 ECs. The chairman responds that there is an issue regarding the rooms since there is a huge shortage of rooms. Floor two of the Zilverling is being emptied. Those rooms will hopefully come back, but we cannot make any promises. Langer responds that there is indeed a problem with the rooms. She did not have room during her post-doc time. The PD says that floor 225 2 is being emptied, and they recognize that Mathematics needs more room. He acknowledges that a workplace for students may help them to structure their workdays.

230 The other suggestion is a split preparation phase, so students know better what they are up to. The chairman has an email with thoughts of the M-Coordinator. The M-coordinator wrote: there is a lack of guidance for students. This is possibly a serious problem affecting the quality of the education. If a lack exists, it must be investigated. If so, the ideas uttered by Geerts could be of help to investigate this.

235 Geerts says the manual even states that there is a part where you start and make a planning, but many students don't do that. If this is written down as a goal, why not split it, and ensure that it is being done?

The M-coordinator writes that students should address these questions to their supervisors and ask for a meeting if necessary. The supervisors should make clear that they appreciate the students being in the lead of their master thesis.

240 The chairman says that if a student feels helpless, they should tell their supervisor, and the supervisor should act upon that. Geerts asks what it takes away if we implement his plan. Manthey thinks it takes away the independence of the student. That is a danger that he sees. If there is a lack of guidance, something needs to be done. But that is different from a perceived lack of guidance. The PD says that the planning is a living document that needs to be updated regularly. He does not see how this boundary would help. He does see that there is a lot of new staff coming in. It would be good to update 245 the manual so that we as a programme make clear what we expect from the supervisors.

250 The M-coordinator writes the following. Splitting the master thesis in 40 ECs could be a solution. At the time, CS and BIT made a choice to have research topics of 10 ECs. Applied Mathematics chose to keep topics of 40 ECs. This discussion could be started again. You could take ideas from CS or BIT. Regarding procedure and planning, on the one hand, students could be more informed about this. On the other hand, there are tools available. Even if some parts are outdated, they still serve as a guideline. The student should ask the study advisor if there are mental problems. 255

The PD could ask the study advisor if she sees problems with the master thesis. The PD says that he has a weekly meeting with the study advisor to discuss these problems. We do see a rise in the number of students who have mental issues.

260 Geerts says that by not doing his suggestion, the programme has a goal in mind, like the independence of the student. Is it in the end the students wanting this plan, and the programme not wanting it because they want the students to be independent? He can make a survey and send it out to the students to find out what the opinion of the

DATE: 9 APRIL 2023

OURREF: EEMCS23/BOZ/10898/NL

265 students is. The chairman asks the PD if he would be able to give concrete figures on the number of master students with mental issues. Manthey thinks that figures might help, but it might also be more something that the supervisor has to handle.

270 The PD says that a big project like the master thesis is very hard for the students. They have questions like "when is it sufficient". Geerts thinks that the problems will be taken away by the preparation. Manthey thinks the preparation is not very realistic. Lanting says that even if you don't want the preparation phase, communicating expectations to the students is at least good.

The PD says that the problem is that not everything cannot be planned. Updating the guide is a good idea, especially with all the new teachers.

275 Langer says that she has a master student with mental issues and it is really individual how to deal with that.

The chairman says that at this point he finds it hard to make a concrete point out of this. Geerts wants to talk with the M-coordinator about this topic.

280

9. AOB / Questions before closing the meeting

285 Regarding Markov Decision Theory, the final part of the course was experienced as way too hard and time-consuming. Lanting explains that the course has four main parts, and students get a grade for each part. The last part was over a period of 1.5 weeks. It was unclear to students what was expected. It was not mentioned that making this part was compulsory. The PD would like these comments to go to the teacher of the course.

290 The learning goals of Deep Learning are very practical, while the examination was very theoretical.

290

Action point (Chairman): Suggest to the Examination Board that they look at the examination of Deep Learning.

295 There is an issue with Scientific Computing. Geerts says that the old system is being picked up again by the new teacher. The direct feedback from the student was that they also would like grades for the practical, and not only a grade for the exam. The PD talked to the teacher. The first assignment had already been distributed, so it was too late for it to be graded. She was worried about changing the grading system when the course has already been started. The teacher was very open to changing the grading system next year. The chairman says she can offer it to the students, but it will not be done if someone objects. He would suggest that the teacher discusses this with the students. Maybe for the remaining three assignments this could be done. The PD already suggested this to her, but she was hesitant to change it now.

300

305 The chairman overheard a PhD student teaching a tutorial where the students were talking Dutch. He specifically asked them to speak in English, but they refused. He could not help but go since he could not help them. Manthey asks what the situation was. The chairman explains that there were two students in the room, and they were asking each other how to interpret the question. The PhD student was sitting next to them, and he could not help the students with their question since he could not understand them. It was an Applied Mathematics course.

310

UNIVERSITEIT TWENTE.

FACULTY ELECTRICAL ENGINEERING, MATHEMATICS AND COMPUTER SCIENCE

DATE: 9 APRIL 2023

OURREF: EEMCS23/BOZ/10898/NL

10. Closure

The chairman closes the meeting at 17.27.

315

Next meeting: 4 April 2023

Nr	Description	Meeting	Responsible
436a	Ask the teacher for a design of a Statistics course for the next academic year.	17/01/2023	PD
452	Make a new plan on how to offer Calculus and Analysis next year.	17/01/2023	PD
453	Make an inventory of the real bottlenecks of the double degree programme with Physics and Mathematics.	17/01/2023	B-coordinator
456	Send a message on the behalf of the PC regarding a policy for live streaming and recordings to the University council.	21/02/2023	Chairman
457	Write a positive advice for the learning goals of Reinforcement Learning. Include the clause that the learning goal of the presentation should be a scientific discussion.	21/02/2023	Chairman
458	Write a positive advice for module 7, agreeing that two learning goals are dropped from Algebra and Discrete Mathematics.	21/02/2023	Chairman
459	Suggest to the Examination Board that they look at the examination of Deep Learning.	21/02/2023	Chairman

320