

**Minutes 182<sup>th</sup> PC-AM-meeting**  
**Tuesday 4 April 2023**  
**15:45 – 17:15 hr. Ravelijn 3411**

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*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, Annika Betken(replacing Proksch), F. Schuller, J. Schut(M-coordinator), J.P. Boon

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*Absent with notice:* K. Proksch

**1. Opening**

The chairman opens the meeting at 15.49.

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**2. Minutes 181st meeting 21 February 2023**

Page 3 Line 125: *Him* instead of *me*

Page 5 Line 212: Misspelling of several names

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Van der Veer asks what was actually done differently in the Grasple exam of LS2 (line 52). The PD responds that the teacher changed the way of questioning of the exam. The passing percentage of the Grasple exam was now 75 percent instead of 25 percent of last year.

Manthey comments that he talked to the teacher of Discrete Mathematics (line 215).

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With these changes, the minutes are adopted.

Action points:

- 436a – *Remains on the list*

The B-coordinator and the PD have talked to the teacher. They asked the teacher to work out a plan. They have not received this yet.

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- 452 - *Can be removed from the list*

This item will be discussed in point 5.

- 453 – *Can be removed from the list*

The B-coordinator had a meeting with the study advisor. The bottleneck in her opinion is that looking at the timetable, the workload does not seem to be evenly distributed. However, if she compares it to last year's timetable, it is more or less the same. The students had to prepare 9 hours for Tuesday, while they had 4 hours of classes on Monday and 8 hours of classes on Tuesday. However, last year, they had 8 hours of lectures on Monday and 4 hours of preparation for Tuesday, and still 8 hours of lectures on Tuesday. She does not think that there is much of a difference. The students experience it as more uneven, even though it is not much more than last year. The chairman says that having all lectures at the beginning of the week feels really dense. The B-coordinator adds that this was the case from week 1, so it was rather overwhelming for the students.

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45 Usually, there is a meeting with the double degree students to indicate what they can expect. This was not the case this year.  
Most double-degree students in Physics stopped within 4 weeks. The B-coordinator thinks this is too quick to decide whether you can handle it. Most of the students also indicated it was a choice problem. Furthermore, according to  
50 the study advisor, it was also a snowball effect. When one stopped, the others started to follow. The observation is that students don't seem to be used to making a lot of hours due to corona.  
The timetable is something they have to look into. During the last meeting it was discussed that there was compulsory attendance in Physics together with an  
55 Analysis lecture, but this was only in the first week. There was an overlap with compulsory Physics labs and Analysis tutorials. The B-coordinator says that we as a programme should look at the timetable for next year, such that the double degree students have a smoother start.  
The chairman concludes that there can be expectation management for the  
60 students and better preparation of the timetable.

- 456 – *Can be removed from the list*  
The chairman and the PD decided it should be a programme-specific issue. It is written and it will be discussed later in the meeting.
- 457 – *Can be removed from the list*  
65 The chairman wrote the advice.
- 458 – *Can be removed from the list*  
The chairman wrote the advice.
- 459 – *Can be removed from the list*  
70 Geerts talked to the students, and he said that the sample test was actually rather similar to the real exam, so there was no real issue.

### 3. Announcements

Geerts will not continue with the PC from September onwards.

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### 4. Advices / correspondence

- *Advice on course description Reinforcement Learning (182)*

- *Advice on course description Algebra and ADM (183)*

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The course has already started, but it is still good that the course description will be improved.

- *Mail from PD about Reinforcement Learning*

- *Mastermath OC meeting 14 April online*

- *Mail from chairman to PD about video lectures*

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The PD says that video lectures are still a difficult issue. All the teachers have different opinions. There is a general feeling that a live recording is nearly impossible. The teachers are afraid of the complications of having to respond to students asking questions when they are not there. It also depends on the course. For master students, recordings are perceived differently than for bachelor students. The final thing is that there are issues with the available rooms. If there is no room available, it has to be  
90 online, whether the students or the teacher like it or not. The PD is not in favour of forcing teachers to have videos of every lecture. Any teacher has a responsibility that

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95 there is a way to recover for the student in case of missing a lecture. A recording is not the only option then, the lecture slides can also be sufficient. The chairman summarizes that the policy from the AM management is that if teachers are willing to provide (live) recordings, please do so, but if they want to stick to physical lectures, that is fine. He asks how this policy will be communicated. There is a DAMUT newsletter for the staff. Lanting suggests placing an announcement on the Canvas pages for AM. Schuller advises to include the reasons for this policy.

100 Betken asks if the teacher is responsible for setting up the live recording, or if someone else arranges this for the teacher. As a teacher, this would influence her decision regarding a live recording. The PD agrees that the support from the university is bad. Betken replies that a TA set up the recording for every course is not possible, but the information is relevant.

#### 105 **4b. Mail from PD about Capita Selecta including form**

110 The PD says that the amount of information that is given in Osiris varies a lot for each Capita Selecta (CS). This means that the Examination Board does not know what a certain course entails. The course descriptions are relatively vague in what they contain. The CS are a flexibility you want to offer as a programme. In BME, the students have to inform the examination board of the topics and the examination, and then the Examination Board approves or not. The Examination Board can also look at whether the CS fits in the student's programme. The form that is suggested mimics the implementation at BMT. Lanting asks how popular a CS is. For BME, it is quite popular.

115 The chairman says that this implementation allows a student to study something that this student is enthusiastic about. You can also always do a regular course. Manthey says that this is a completely different situation from last year when Schwenninger had a topic in mind that he wanted to teach. Now the student comes up with a topic.

120 The chairman says that the question at hand is whether the proposal is sufficient. What is suggested, is a form that a teacher and a student can fill in. On the form, "Name" should change to "Student name". He believes that there should be some sort of instructions for the students, that says "send to Examination Board before execution". He asks what will we put into Osiris. Boon asks how the student can decide on the number of ECs of the CS. The standard is 5 EC. Lanting does not think this solves the original problem. In principle, a student might be interested, but 5 EC might not fit into their study plan. The PD says that there is a maximum of 5 EC, but it can be adapted.

125 Geerts asks if we should add a timeline for the procedure with the Examination Board. The chairman thinks this is not necessary since there are regular meetings. Manthey says that when the student goes to the Examination Board to sign off their programme, a CS can be discussed. The PD says that in principle it is up to the Examination Board. The Examination Board can mandate the M-coordinator to approve the CS if it is relatively standard, else they can approve it themselves.

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135 The PD says that in BME, the CS sometimes became an enlargement of the Master thesis. This is okay, as long as the CS and the Master Thesis are in the end separate. Lanting comments that not everyone knows at this stage what topic they will study for their

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140 thesis. The PD explains that it can be connected, but it should not be muddled. There should be a clear-cut end to the CS. The studied material will not be incorporated into the thesis, and the CS and the Master thesis should be graded separately. The M-coordinator suggests as a guideline handing in this form two months before the start of the CS.

145 The chairman asks what we should put on Osiris. The PD thought of the second page of the document. The chairman responds that that is a very dry document. Also, it is not even close to a description we would use for a regular course. It is of course not a regular course. Lanting is missing the possibility to do something other than your track.

The chairman summarizes the discussion. This form will be adopted, given the following changes are implemented.

- Change name to student name.
- Add procedure somehow
- 150 - Number of ECs should be part of the form

**Action point (Chairman):** Write an advice regarding the suggested form for the Capita Selecta.

### 5. Evaluation bachelor courses

155 - *Module 2*

In module 1, the results of Analysis and Calculus were quite dramatic. We don't have the number of students that passed after the resit. This will be available for the next meeting. The chairman asks the students how they see the evaluation of the teacher and the plan for next year. Boon thinks that they took the feedback quite well. What he was missing in some parts of the plan for next year, were specific improvement points. For example, improving the distribution of the workload is still rather vague. The chairman reacts that on pages 26 and 27, they do say this. Lanting says that what she gets from this, is that there is not really something wrong with the course, but the students don't know how to effectively plan and study. The chairman completely concurs with that. He says that there is a deep frustration among the lecturers that students are not attending learning activities. Lanting says that this brings her back to what we discussed before. She thinks that student tutors would be very beneficial for first-year students. These students would help the first-year students not material-wise but study-wise. The chairman says that this was the first time this was taught, and it was far from optimal. This was partially due to the teachers that had to get to the right level, but also there is an issue with the work attitude of the students. There is a suggestion from the students, which has been suggested now three times in a row. He asks the PD to react to this. The PD says that he has been looking into what he can do. He wants to have a lecture at the start of quartile two about studying habits. This might sound late, but the students have to have some good and bad experiences before being able to listen to someone about this. This is what the programme can do. The idea of student tutors is an idea that he would really like to work out with the students of the PC to see how the programme can realise this.

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180 The chairman concludes that after a long period of deliberation, the PD would like to reach out to the students, and the students like to see that.

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**Action Point (Lanting & PD):** Arrange a meeting to discuss the idea of student tutors.

**Action Point (B-coordinator):** Find the number of first-year students that are still doing AM, and the number of students that passed Analysis and Calculus 1.

- *Module 6*

185 This module is not going to be taught anymore.

### 6. Evaluation master courses

- *Algorithms Data Structures and Complexity*

- *Optimal Control*

190 - *Stochastic Processes*

Geerts is surprised he did not see a response from the teacher. The students commented that there was no minimum grade for the final exam (question 2.7 in the survey). He also received this comment from the students. If the homework assignments were done sufficiently, getting a proper grade on the exam was unnecessary. This made studying for the final exam hard motivation-wise. The chairman says that a student can pass the course without doing work since there is no individual component.

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**Action Point (Chairman):** Suggest that there is a minimum grade of 5.0 for the final exam of Stochastic Processes. Send this advice to the PD.

200 - *Applied Functional Analysis*

- *Markov Decision Theory and Algorithmic Methods*

*Mastermath courses*

205 Geerts comments that he sees no open replies. The chairman just received them and will forward the email with those replies to Geerts and Lanting.

- *Set Theory*

- *Systems and Control*

- *Continuous Optimization*

- *Discrete Optimization*

210 Betken says that many students said they would like exercise classes. The point can be raised that tutorials should be included. The chairman says that there were explicit instructions to have 2 hours of lecture and then an interactive session. Manthey says that there are two types of MasterMath courses. The chairman says that even then you should have an interactive session. Manthey thinks that at least some of the courses do some interactive things. The chairman says it is a valid point that the students can bring to the MasterMath meeting. The PD says that if there is just a 2-hour session with passive listening to a lecture, then having an online possibility is very nice for the students. If there is an interactive session, then being present is much more valuable.

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### 220 7. Bachelor EER 2023-2024 Section A and B, Programme-specific appendix

General document

Page 13, Article 3.6.5c, page 11. MyTimetable is mentioned for but not defined in the list of terms.

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225 Programme specific part  
*Page 21 (section 9):* The Programme Intended Learning Outcomes (PILOs) numbers 7 and 8 have been split. Number 7 is about communicating, and 8 is about collaboration. The chairman thinks that number 7 is fine, but number 8 is not. He does not know how a teacher should document collaborative skills in projects. How can collaborative skills be tested? It can only be tested in the first 8 modules during the project. He does not know whether it is part of the assessment, and how it is part of the assessment. The B-coordinator replies that there are sessions about collaboration skills in modules 1 and 3. The students have to earn a passing grade to be able to do the project of those modules. The Chairman says that at least it is tested, but he thinks it would be better if it were also tested in year 2. The B-coordinator will come up with a plan on how to incorporate this in year 2.

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*Page 22:* Geerts says that the Cum Laude regulations can change. Which regulation applies to a specific student when this student aims for Cum Laude? The chairman says that a student can apply to the EER that was valid the moment he started. If there is a more convenient rule when the student finishes, he can probably apply for that too. Geerts asks if this is written down somewhere. It is not. The PD says that the programme indeed looks at the EER that was valid the moment the student starts. Otherwise, the student might have made different decisions. Manthey says you cannot change the rules during the game.

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The chairman says there was a comment from the person checking students' files for fraud. Suppose that a student did a course at a different programme, and fraud was committed. The question is whether it is available to the person that is checking if the student applies for cum laude. This happens in minors for example. If a student takes a course elsewhere, it is almost impossible to get information on possible fraud. So implementing the rules as such is almost impossible. Manthey says that a student can be excluded if there is information, and if there is no information the rules can still be applied. The chairman says that is exactly the point. The students would know it among each other but the programme would not. The PD says that this discussion was held among the PDs of EEMCS. It was said that academic fraud within the programme will be included. Some PDs thought it was better to say that if a student committed any kind of fraud, he would be excluded anyway. Schuller suggests letting the student confirm that he was not convicted of any academic fraud by signing some form. If that turns out to be wrong, there could be severe consequences. The chairman asks if that could be a suggestion. The PD says that other suggestions were to say "within our programme".

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There was also a discussion about whether the stain of academic fraud stays with a student throughout his entire study, or if he starts with a clean slate on a new programme (for instance Master/Bachelor). The chairman believes that should be separated since it is a separate programme.

*Page 23:* The chairman asks if the PC is happy with the omission of Leren Lesgeven. The PD says that there was a case where a student passed the Leren Lesgeven minor but did not get the teaching allowance due to some issues. This is something that is decided by ELAN, not by Applied Mathematics. The AM programme cannot issue the allowance, since they are not legally allowed. Lanting says that she did not get the certificate from ELAN directly, but indirectly through Mathematics. The chairman says it would be better to state explicitly that we do not issue the degree. That would make the procedure clear. The PD says it would be good to include this on the Canvas page of the minor. Lanting thinks it would be better to still include the minor in the EER, but state that the

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275 certificate is not issued by AM. The B-coordinator says there are many minors, and only this one is mentioned in the EER. The chairman says the only reason we might want to include a comment here, is that becoming a teacher is part of this bachelor programme, and it is a very valuable job afterwards. Manthey says that this is a set of rules, not an advertisement. The chairman then thinks it is better to not include it in the EER. The B-coordinator agrees with the PD to put on the minor page of AM that a student can do the minor Leren Lesgeven and ELAN will issue the certificate.

280 *Page 24:* The chairman suggests that the following statement is changed: "If improvement steps are recommended, these are documented and shared with the teacher." The chairman would suggest that the PD shares the recommendation with the teacher.

285 *Page 25:* Schuller says that *colstruction* is not really an English word. It is not understandable for anyone outside the university bubble. It is the Dutch word for lectorial. This should be changed to lectorial, or lectorial should be added in brackets. Betken suggests that the word SS (Self Study) is removed from the tables, as it is not used.

290 *Page 28:* The PD says that there is this Modelling 2 project. On the website of Physics, it says that the student has to do Modelling 2 and a project on Electro Magnetism, while the student has no course on Electro Magnetism. It should be one combined project. The PD has to modify this page slightly, depending on what the programme management of Physics replies.

295 *Page 34:* The PD says that there is an intake meeting for students before starting the programme. The EER only states the rules after starting the programme. The chairman asks what the status of the intake is. The B-coordinator replies that the intake is still there, but is not mandatory. The chairman concludes that it is natural not to include it here.

300 To conclude, the PC would like to see the following points changed.

- Define MyTimetable
- It might be good to add something in year two on testing collaborative skills
- Have a particular implementation on documenting fraud in case of Cum Laude
- Make explicit that the PD shares input from the PC with the teacher
- 305 - Acknowledge that the teaching qualification is not part of our programme
- Orientational talk is removed
- SS should be removed from the tables
- Colstruction should have in brackets (Lectorial)

310 The PC is generally positive, but, before we consent, we would like to see it again.

**Action Point (Chairman):** Write an advice on the B-EER including a list of suggestions.

### 8. Master EER 2023-2024 Part A, Faculty section

315 The document arrived too late. This topic will be discussed next meeting.

### 9. AOB / Questions before closing the meeting

Lanting asks if the AM programme is responsible for the information about AM on the

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320 university website. She thinks the subjects per module should be added, as it was asked for multiple times during the open days.

**Action Point (B-coordinator):** Ask the responsible persons to change the information about the AM programme on the website.

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## 10. Closure

The chairman closes the meeting at 17.21.

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*Next meeting: 16 May 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
460	Write an advice regarding the suggested form for the Capita Selecta.	04/04/2023	Chairman
461	Arrange a meeting to discuss the idea of student tutors.	04/04/2023	Lanting & PD
462	Find the number of first-year students that are still doing AM, and the number of students that passed Analysis and Calculus 1.	04/04/2023	B-coordinator
463	Suggest that there is a minimum grade of 5.0 for the final exam of Stochastic Processes. Send this advice to the PD.	04/04/2023	Chairman
464	Write an advice on the B-EER including a list of suggestions.	04/04/2023	Chairman
465	Ask the responsible persons to change the information about the AM programme on the website.	04/04/2023	B-coordinator