UNIVERSITEIT TWENTE.

FACULTY ELECTRICAL ENGINEERING, MATHEMATICS AND COMPUTER SCIENCE

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Minutes 185th PC-AM-meeting
Tuesday 19 September 2023
15:45 – 17:15 hr. Zilverling 2126

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5 *Present:* A.A. Stoorvogel(PD), M. Snoeren, N. Luijten, E. van der Veer, B. Manthey, A. Betken(replacing Proksch), F. Schuller(Chairman), J. Schut(M-coordinator), J.P. Boon, Q. Van Dongen(Abacus), J.B. Timmer(B-coordinator), C. Pérez

Absent with notice: K. Proksch, L.S. Lanting

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1. Opening

The vice-chairman (Schuller) opens the meeting at 15:48.

15 **2. Election of the PC-AM chair and vice-chair**

Schuller is suggested as chair. Schuller nominates Manthey as vice-chair. All members are in favour of these appointments. Schuller and Manthey accept.

20 **3. Minutes 184th meeting 13 June 2023**

Page 1	Line 43: Students who will serve as mentors
Page 2	Line 64: absent.
	Line 73: delete Manthey says
Page 3	Last line: in the course
Page 4	Line 138: will be available
	Line 144: No reaction has been provided
Page 5	Line 210: without enrolling in Osiris
Page 6	Line 234: The PC agrees he has
	Line 263: Spell out CS. Geerts suggests adding them
Page 7	Line 311: Proksch is misspelled
	Line 317: delete the article before van der Kooij
Page 8	Line 329: WSV instead of WSG
	Line 332: Goseling is spelled with one O.

35 There is a small discussion on the topic of students being able to go to exams without being registered in Osiris. The PD says the consequences of being rejected from an exam due to not registering can be very high. The chairman thinks a procedure could be put in place to handle this. The system could be lenient with first-year students.

40 With these changes, the minutes are approved.

<u>Action points:</u>

The previous chairman has done all the action points appointed to him.

- *467a – Can be removed from the list*
- *477 – Can be removed from the list*
- *478 – Can be removed from the list*
- *479 – Can be removed from the list*
- *480 – Can be removed from the list*
- 481 – *Stays on the list*
  The PD contacted Matthias Walter. They wondered whether they should contact first-year students, as they don't necessarily have to use it yet. The PD and Walter also think there should be a manual explaining how Jupyter Lab works and its use. They are working on the manual currently.

4. Announcements

Pérez is the new staff member, and Snoeren is the new student member.

5. Advice / correspondence

- *Mail correspondence Sem Geerts*
  The PD took the comments into account as he saw fit. The EER is adopted.
- *Mail PD – Update MSc EER Part A – answers to the FC*
- *Mail PD – Master EER*
- *Mail Meijer – Master EER*
- *Mail Meijer - Update MSc EER Part A – answers to the FC*
- *Advice Cheat sheet for Queueing Theory*
  It was missing before how the teacher wants to handle the cheat sheet next year. The point has been made now.
- *Advice Resits in the holiday period*
- *Advice Bachelor EER 2023-2024*
- *Advice Master EER 2023-2024*
- *Mail Anton Stoorvogel Non-Linear Optimisation and Learning*
  Two years ago the PC approved the new curriculum, including the description of the course Non-Linear Optimisation and Learning. Later, it was decided that the description of this course was not yet complete. Hoeksma has made a new version. The chairman will send the new version to all PC members and it will be discussed via email.

6. Evaluations

A   Mail from Beursgens, Snoeren and Idzenga about evaluations
The PD asks if the replacement of Beursgens has been arranged. Snoeren responds that it has been arranged.

B   Report 2 Module 3
Boon wonders why there are no comments from the lecturer. Snoeren says the lecturer did not hand in any comments.

85   Boon says that people not showing up at tutorials is an overarching theme in the bachelor. This is a topic he thinks should be picked up with the student mentors. The chairman wants to discuss this further in another meeting.

Signals and transforms

90   The PD reacts to the comment that some students suggested having another book that was not written by Meinsma. The lecture notes have not been written by Meinsma only, it has been worked on by many different persons. The PD says that it is difficult to find a book that covers all topics of the course.

95   Perez has a general comment about this module. The students said they found it relaxing compared to other modules. He wonders how that can be the case if it has Probability Theory and Signals and Transforms. There should still be plenty of theory. Van der Veer responds that in his opinion, this module feels more like calculating than working solely on proofs. Boon adds that the Dutch high school system is more focused towards calculating
100   results rather than proving results. Therefore the switch to the first few modules in Applied Mathematics is considered hard. Perez says that it does not explain why PT does not seem to include Analysis. The PD says there are Analysis concepts in PT. However, he does not think PT has a lot of proof questions. It has always been the case that this module is viewed as less difficult, but still, it is not trivial. The chairman says that the students have settled in
105   as well by then. Boon says there is some proving in PT, but students have done so much proving by then that it is considered a little less difficult than before. Van der Veer points out that the group of people that consider module 4 as easy, is the group that passed the Analysis courses. There could be survivorship bias.
        The chair says that some comments seem controversial. Mantey says that both opinions
110   have been said, and therefore both are written down.

Modelling and Programming

        Boon says that the implementation of a particular system has been approved by the students and teachers. The teacher will include the procedure on how to find the peaks in
115   the data. Boon suggests teaching formatting the data accordingly as well. The PD says that this is exactly the kind of thing that you encounter when working with data in practice. The idea of a project is to let students struggle with these kinds of things.

C   Report 2 Module 7

120   Van der Veer says that some of this feedback is not useful for the AM programme committee, as only TCS students filled it in. Their comments are not particularly constructive. Only the comments on LM and ADM are useful.

        The B-coordinator says that the plan was to exclude TCS students from the panel evaluation.
125   TCS complained that they had no evaluation and wanted to be added last minute. Then the panel evaluation staff was a student short, so a TCS student was asked to help the AM

students with chairing the panel evaluation. He chaired the Algebra meeting. The programme management is not happy with the way it went. The B-coordinator has some ideas on how to improve the evaluation this year. The PD adds that the comments that the TCS students made, are examples of how to not give feedback. He thinks that comments are only useful when they are constructive. For mathematics students they usually encounter no problems, but now with the TCS students it got out of hand.

ADM
No comments.

LM
Van der Veer is surprised to read that the students found the exam too easy. The structure of the exam was the same as last year, and then the pass rate was much lower.

Project
Boon says that the distribution of tasks is not evaluated in this evaluation. There were apparently no AM students available. In previous years, the AM students were struggling with the task distribution. Since they are usually slower in coding than TCS students, they sometimes get left behind while the TCS students do everything. This topic is sadly not evaluated here so he cannot see how it is going now.

Algebra
The B-coordinator says that the teacher who was there was not happy. The evaluation was only a one-way discussion. Snoeren says that the group was too big, and everyone was angry at the teacher. The B-coordinator says she is working on a plan to improve the evaluation. When it is finished, she will send it to the PC.
The students were split into groups of four. The moderator was from TCS. He was late and perhaps biased. The PD says that generally AM student moderators handle this well, but this was a TCS student who might have been instructed differently. This evaluation must be done differently and more constructively.

Perez asks what it means that the material was made on demand. Van der Veer answers that the book was still being written while the course was given. The teacher wanted to remake the course, but the book was not yet finished when the course started. Hence, he was making the book while already lecturing. He was always ahead of the lectures. The PD says that students could not work ahead but he does not think that was a problem.

D   Report 2 Module 11
Reflection on Mathematics Research I
In the comments it reads that there was no clear schedule or structure, the course started only after a few weeks, it was not worth 5 EC, and students found it quite boring. Boon says

170   that the course was making a poster pitch about the historical background of your thesis field. There was a part on philosophy about how mathematicians think of themselves as a use in the work environment. Van Dongen says it was about how mathematics is related to other fields. Boon says that the students say they can write things about this, but don't find it interesting. The chairman does not think it is surprising. He wonders what the level of the course is.

175   The B-coordinator says that they have seen these kinds of comments before. The lecturer says that students struggle with this course. However, he also said that in the master, there is a similar course, and students do enjoy it there. Manthey asks who teaches the master course Pioneers. It is the same teacher, Dijksterhuis. The chairman says he does not see the university level in this.

180   The PD says that they have to realise that AM is working on a new curriculum. There is some room in module 11 in the new programme. The programme management wants the students to be able to already work a bit on their Bachelor Assignment. This is the reason why in Reflection I, the students have to read a fundamental paper of the field.

Manthey says that when he supervised a thesis student, he just handed out the classic

185   paper. He does not think we can expect the students to find a paper that is both readable and classical. He thinks this assignment was more of a burden to the student than a help. Boon thinks it would be more beneficial to go through the poster presentation, as students have never done that before. The chairman thinks that is something the supervisor should do, as you have to learn to do that on the object that you are treating. He does not see how

190   to put it on another course. The PD says that for the new curriculum, they still want the jump-start idea. They are now thinking about what they want for that module. So, there is an option to do things differently.

Graph theory

195   No comments.

Mathematical optimization

This was the last time this course will be taught in module 11. Hoeksma suggests moving what he teaches in module 6 to module 11.

200

Complex function theory

The chair wonders how it is possible that very basic things in mathematics were not understood. Boon asks why there is a course when you are doing your bachelor assignment. The PD explains that some programmes put 15 EC of bachelor thesis in Q4. Mathematics

205   stretches it out over Q3 and Q4. The main problem that we have with CFT, is what to do when people fail. There is a clear separation between the bachelor and master, so if a student fails, they cannot start with their master. Students would then have one year delay because of a 3 EC course. Students have a hard time working on CFT, as their attention is focused on the thesis. Zwarts, the teacher of the course, also said that only a fraction of

210   students showed up to tutorials. The people who did show up asked no questions. The PD

thinks it is nice to have something else to focus on other than the Bachelor Thesis.
Often there is an extra resit at the end of August. However, an exam at the end of August
generally does not yield very good results. There was a suggestion in the examination boards
to have an extra resit for CFT in Q1. They also want to have a few tutorials on the course

215   then, so that students have more structure to work on the course. This would be a more
constructive way to help students pass their CFT exam.
The chairman wonders if a student who is at the end of their bachelor still needs three
chances on a course that is well taught. He does not think so. The PD says if a student did
not study well at the beginning of M11 because of the thesis, they cannot make the first

220   exam. The resit is right after the bachelor presentation, so that is also not helpful. He wants
to create a scenario in which students are constructively helped.
The chairman thinks the whole notion of a resit immediately after the first test needs a
discussion another time.

225   *E   Module 11 (from last meeting)*
No comments.

F   Module 12 (from last meeting)
No comments.

230

G Complex Function Theory Zwart (201500405)
Already discussed.

H Spatial Statistics van Lieshout (201700364)

235   Boon says that lecture notes would be nice, or at least follow the notation of reference
notes more closely.

I   Deep Learning for MIA Wolterink (202100107)
This course is highly evaluated.

240

J   Reinforcement Learning Zander (202100109)
This course is highly evaluated.

K   Signal Values

245   No comments.

L   Time Series Analysis Betken (191571090)
No comments.
M Numerical Math Differential Equations

250   There is one double-degree student with comments that are not constructive. The B-
coordinator already discussed this with the module coordinator.

N   Analysis Stoch Processes Maths

No comments.

255

The chair asks the PD if there is a way to change the questions that are being asked in the surveys. The PD says for the bachelor level, these surveys are being made on a university level and changing the questions is very difficult. The master questionnaires are made on a faculty level. The PD will try to see if the surveys can be changed. The chairman says that

260   some questions do not make sense for the courses that we teach. Some questions are not particularly useful.

The PD says that it is indeed hard to conclude anything from the very general questions. The chairman thinks the questionnaire is of very low quality. Manthey agrees that the numbers

265   have no meaning. Perez asks if it is possible to append our questions. The PD says that the low quality of the surveys is the reason that AM has panel meetings. The chair says that the students as well as the PC committee know that the questionnaire is useless, but still, we keep sending it. The PD says that the rector sadly enjoys the survey.

270   Van der Veer suggests having a master evaluation panel. Now Abacus organises a master evaluation lunch, but not many people go to it. He does not know why Abacus has to organize it. The PD says that he of course supports that there is a master evaluation lunch. Van der Veer responds that currently, Abacus has to organise it, not the programme management. The chair says the number of evaluations should not become too much. The

275   negative image of the surveys radiates off to the other evaluations. The PD says he wants open questions, and that there can be a discussion. That is why he likes the panels. At the moment the bachelor panel meetings are good. A higher attendance would be appreciated for the master evaluation lunches, but in principle, it works rather well.

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7.   AOB / Questions before closing the meeting

Van der Veer asks how many first-year students there are. The B-coordinator says there were 48 students at the start of the year. Currently, there are about 30 AM students, three double-degree students with Physics and three with TCS. Perez is happy to state that the

285   number of students being present at tutorials hasn't dropped yet.

8.   Closure

The chairman closes the meeting at 17.17.

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295   *Next meeting: 21 November 2023*

Nr	Description	Meeting	Responsible
481	Inform students about Jupyter Lab.	13/06/2023	PD