

Annual Report Academic Year 2022/2023

Programme Committee CSE

Members

The Programme Committee consists of four teachers and four student members (Table 1). The student members are chosen through an election which is held during the TOSTIS activity organized by the study association C.T.S.G. Alembic. Teacher members are appointed in consideration with the other members and the Programme Director.

Table 1: Programme Committee members

	Name	Function or Group	Date of taking office
Teacher members	Prof. dr. J.A. Faria Albanese (chair)	Catalytic Processes and Materials (CPM)	September 2019
	dr. J. A. Wood	Soft Matter, Fluidics and Interfaces (SFI)	October 2022
	dr. M. A. Hempenius	Sustainable Polymer Chemistry (SPC)	March 2022
	prof.dr.ir. J. Huskens	Molecular Nanofabrication (MnF)	February 2020
Student members	B.M. Jager	Student M-CSE (MME)	October 2020
	J.J. ter Horst	Student M-CSE (CPE)	October 2021
	X. Cao	Student B-CSE	October 2022
	N. E. Pinto	Student B-CSE	October 2022
Advice & Support	prof.dr.ir. J.E. ten Elshof	Programme Director (till 1 st March)	-
	dr.ir. L.E. Krab-Hüsken	Programme Director (from 1 st March)	-
	E.M.E. Brus	Programme Coordinator (B-CSE)	-
	C.C. Diepenmaat MSc	Study Advisor and Programme Coordinator (M-CSE)	-
	J. Hoogland	Commissioner of Educational Affairs C.T.S.G. Alembic	September 2022

Meetings

The CSE Programme Committee met on the following dates:

- 27th of October 2022
- 8th of December 2022
- 19th of January 2023
- 16th of March 2023
- 6th of April 2023
- 9th of May 2023
- 29th of June 2023

Meeting October 27th 2022

Educational evaluation	<ul style="list-style-type: none"> - Matlab Module 1: More time has been scheduled for tutorials. The exercises and Powerpoints have been checked and corrected. The Matlab reader is now available as a digital PDF and chapter 3 of the General Laboratory Manual (GLM) has been changed. Old Matlab graphical user interfaces have to be replaced with apps.
Discussions curricula	<ul style="list-style-type: none"> - The Erasmus program, Membrane Engineering for Sustainable Development (MESD) is approved.
General education	<ul style="list-style-type: none"> - The idea of a diagnostic test for mathematics for first-year students was proposed. This is for students to see if their mathematics level is sufficient. The goal is to make students aware of their mathematics level.
Other business	<ul style="list-style-type: none"> - The first-year practical coordinator P.P. Veugelers will retire in July, a vacancy will open soon. - The '100 days program' was finished, this program is for international students to fit in the bachelor and city.

Meeting December 8th 2022

Educational evaluation	<ul style="list-style-type: none"> -
Discussions curricula	<ul style="list-style-type: none"> - It was discussed that Calculus 2 could be improved if the course was taught by CSE teachers.
General education	<ul style="list-style-type: none"> - Students stated that the lab equipment was bad sometimes. When the issue is addressed more clearly, the lab equipment can be replaced, if necessary, since there is money for new equipment.
Other business	<ul style="list-style-type: none"> - Teachers experienced inappropriate behaviour from students, like being shouted at or inappropriate Kahoot names. This behaviour occurs most frequently to female teachers. It was summarized that a workshop or training in module 1 about professionalism and/or active bystander with the discussed issues covered would create more awareness. This is a point to discuss during the internal discussion.

Meeting January 19th 2023

Educational evaluation	<ul style="list-style-type: none"> - The structure of the Quality Assurance Committee (QAC) documents is slightly changed in order to have the SPM suggestions and LPM comments side by side in columns. - Student response rates to module feedback surveys are high towards the beginning of the bachelor study (Module 1) and then significantly decrease - Modules 4, 8a and 8b have greater appreciation and response rate than from previous years.
Discussions Curricula	<ul style="list-style-type: none"> - The organization of the electrochemistry course in Module 4 (Bachelor) was not received well by students. This was expected since this was taught alongside 'conceptual modelling' which is a relatively vague and new style of learning/teaching for students/professors. The lecturer in charge is focused on continuously implementing feedback and improving this module such that it will be evolved and established within a few years.
General Education	<ul style="list-style-type: none"> - In the Bachelor's programme, the latest cohort of students are required to reflect on the development of their skills. Each module addresses one or more skills from a list of essential skills. It is expected that by the end of their bachelor's degree, students will have achieved and reflected upon all these skills.
Other Business	<ul style="list-style-type: none"> - The 'Summary of Course' Reviews document has been updated to include information from the 2021/2022 academic year. Information from the 2020/2021 academic year will now also be added to this document.

Meeting March 16th 2023

Educational evaluation	-
Discussions Curricula	-
General Education	-
Other Business	<ul style="list-style-type: none"> - L. E. Krab is the new programme director, A. J. Onnink is the new programme manager and J. J. van Lente succeeds P. P. Veugelers in handling practical courses. - The canvas page for the programme has been updated to make it clearer and reduce the amount of double information.

Meeting April 6th 2023

Educational evaluation	<ul style="list-style-type: none"> - Module 1 is received well by students. - It is pointed out that students were not satisfied with the grades for the project. The new method for grading the project is explained. Now, the teachers will ask questions to individual students during a discussion session to get a more individual grade instead of the individual presentations. This system led to a higher deviation in grades. For teachers, this was nice, however, for students this individual part had too much dependence on the grade. - Module 5 scores low, and students find the workload not doable and the module not well organized. However, the feedback was given quite late. - Modules 2 and 6 are very well appreciated by students.
Discussions curricula	<ul style="list-style-type: none"> - In module 5, the general problems were with the content of the ICP and project lectures. Other issues were that TAs were too harsh with feedback, and the deadline for the intermediate report of the project was on the same day as an exam. Changes for the following year; the lecture slides and the exams will be changed to encourage critical thinking. Other suggestions were, discussing some processes in depth and others more general. The point is also raised that the problem with the ICP course has a deeper issue. - A document about the completion time of the final assignment is discussed, which was created to see if research groups push students to work longer. International students complete their final assignment in shorter times, due to economic restraints. Bachelor students need to ask permission from BOZ-CSE to get a time extension. The student members think this rule should also be applied for Master students when the delay is more than a month.
General education	<ul style="list-style-type: none"> - It is noted that the grade for Numerical methods is quite high 8.7 even with a change in course structure. (Students cannot just simply copy codes to get a high grade.) - The time pressure of the labs is changed in module 6, however the solutions provided by the OLC were not taken up. - It is suggested to have a stronger integration between the Matlab course of modules 1 and 2 and the numerical methods course of module 6.
Other business	<ul style="list-style-type: none"> - An update on the quality agreement budget has been given. - Three main changes in the Bachelor EER are explained. First, the words 'bijlage' and 'appendix' as reference for the program-specific part have been changed to 'deel' and 'part' in the Dutch and English versions, as the word appendix suggests something less important. Second, due to different interpretations of the right to “inspect model test questions (such as akin tests, past tests, that are representative of the test or examination)” has been extended with “or tutorial assignments”. Third, the time that students have the right to ask for inspecting an exam after the group discussion is decreased from 5 to 1 working day, due to this being a more practical period to arrange a meeting. These changes apply to the bachelor EER, the master EER can be changed, but is not desirable. The OLC has the right to consent on the program-specific part of the EER. - It is suggested to change the enrolment deadline for courses. Now this is the Sunday before the start of the module, and this is impractical for organizing the module (for example scheduling labs). This will be kept into account for next year.

Meeting May 9th 2023

Educational evaluation	<ul style="list-style-type: none"> - MME: Four profiles are drafted. These courses would put more focus on the molecular way of thinking. Implementation of this will have to be moved further as there are too many parts that might need more discussion. - It was wanted for the improvement plan to be evaluated annually, this is not possible, but what is done will be mentioned if relevant.
Discussions curricula	<ul style="list-style-type: none"> - A maximum of 3 weeks postponement of a bachelor's assignment has been added, this is to protect students who may graduate in September from getting into problem with enrolling for the master and still have to pay the college fee. The Examination board may still make exceptions to this.
General education	<ul style="list-style-type: none"> - The mentor program is no longer mandatory. Those who want can still have a mentor assigned (teacher within the course).
Other business	<ul style="list-style-type: none"> - The UT may reconsider being an English-University and become a Dutch-and-English University, engineering studies will most likely stay English taught. Language courses of Dutch could be given extra credits as incentive for international students to take them, increasing the likelihood of them continuing their (student)career in the Netherlands. - Discussions regarding cutting ties with the fossil industry are held university wide, but there are concerns that the point of view of our students and research groups are not well-presented. - Changes have been made to the EER. The B-EER has undergone a change in language to be more inclusive, this was done by changing the pronouns used in the text. A change is made to the safety requirements regarding students from outside the study. - M-EER: Some spelling and grammar was fixed, along with an explanation of the deficiency courses given to non-Dutch-students as well as the accompanying requirement of the MatLab courses.

Meeting June 29th 2023

Educational evaluation	<ul style="list-style-type: none"> - Characterization: It was remarked that the OSIRIS description did not match the actual course. The study load was per opinion of the students not well distributed throughout the course, also regarding the ECs per subject. Also, the project was theoretical and included no practical work - Polymer physics: Survey is mostly made by physicists, thus not being representative for our study. Extra reading material and assignments may be added while not increasing the difficulty of the course. - M3 of the bachelor is not well appreciated. The module coordinator has suggested adding a practical and more coherence between the subjects. The project will also be changed, it is unknown if the poster presentations will be removed. Quantum is nice, SPM is unclear and needs more coherence, linear algebra will have better videos and additional material will be given.
Discussions Curricula	<ul style="list-style-type: none"> - The practical for Project Organic Materials (POM) in the Molecules and Materials Engineering (MME) track may be moved (with a lesser difficulty) to the bachelor program. - M5 has been changed, only having 9 or 10 processes instead of 12 as well as having a different structure.
General education	<ul style="list-style-type: none"> - It is reminded that to get results from surveys it is necessary to remind the students shortly after the end of the course. - The Essential skills listed should be consistent for the Master courses - AI reports are too lengthy if one needs to comment on all help programs used. Further it is still impossible to check whether AI has been used or not. It is commented that grammar and spell checkers should not have to be reported.
Other business	<ul style="list-style-type: none"> - B. Siersema is introduced as the candidate chairperson and Educational Affairs of Alembic. - Several student members are graduating and will leave the OLC, this includes: B.M. Jager, J.J ter Horst and X. Cao.