

**Minutes 155<sup>th</sup> meeting of the Education Committee CE/CEM/CME  
November 29<sup>th</sup>, 2018**

Present: Bogers, Borsje, Brago de Carvalho, Bralts, Van Brenk (guest), Brugnach,  
Van Buiten, Busscher, Drenth, Geurs (chairman), Kemna, De Lange,  
Miller, Roussev, Vonk (minutes), Willemsen (guest), Van Zuilekom (guest)  
Absent: Blokhuis, De Graaf, Vermeulen

**1. Opening**

Geurs opens the 155<sup>th</sup> meeting of the Education Committee at 10.30 and proposes a few changes to the agenda. The meeting will start with a short presentation given by Van Zuilekom about the Test Assessment and afterwards agenda point 4 will be discussed.

The new student members of the Education Committee are introduced. Bralts will replace De Lange and Roussev will replace Drenth. Willemsen will replace Van Brenk as the officer of education affairs of ConceptT. Furthermore, Borsje will temporarily replace Vermeulen.

**2. Draft minutes 154<sup>th</sup> meeting Education Committee**

*Textually:*

- Page 1, line 26: Geurs is misspelled.
- Page 3, line 87: The text should be revised such that it states 'Brugnach's experiences on collaborations' instead of ideas.
- Page 4, line 132: Brugnach expresses that she thinks that surveys are more than just biased and that better a formulation of her opinion should be revised to: 'Brugnach has some reservations on the statistical interpretations of the surveys.'
- Page 4, line 153: Brugnach mentions that the organizational structure is difficult for foreign students to catch. She mentions that the fault lies at the system and not the students. The minutes should be rewritten as: 'Brugnach raises a concern on how information is given to foreign students about how the educational system works.'
- In general, Miller remarks that there are a lot of Dutch particles in the minutes.

*With reference to:*

- Page 3: Busscher mentions that students were asked to bring up suggestions for master courses, but this is not set for this agenda. Geurs affirms that this can be discussed.

From page 5 further discussion of the minutes is skipped for the sake of time.

*Action points:*

	<i>Action point</i>	<i>Staged by</i>	<i>Done by</i>	<i>By</i>
1.	Put on the agenda in the November meeting: - Preparation Master Thesis and Research Methodology & Academic Skills - discuss the way the curriculum has been changed and how to improve a next time - review module 4 - the revised manual of module 6	October 2018	November 2018	Geurs, Ruijgh, Miller

2.	Give an update on the meeting with Voorde-Ten Braak about the problem of 'free-riding'	October 2018	November 2018	Miller
3.	Discuss the action plan for Geo Risk Management and give an update about the meeting with the lecturer of this subject	October 2018	November 2018	Miller
4.	Contact the persons that are proposing new master courses and ask for course information sheets	October 2018	November 2018	Miller
5.	Bring up ideas about collaboration with other studies / departments of the campus. (governance and ITC)	October 2018	November 2018	Brugnach
6.	Provide an annual report about the Education Committee meetings of the last academic year. Decisions and advices have to be discussed in this report.	October 2018	November 2018	Geurs
7.	Present a plan for module 7	October 2018	November 2018	Miller
8.	Take a look at the problem why some lecturers don't change anything in a course despite recommendation in the evaluation of the year before	October 2018	November 2018	Miller
9.	Send a general note to all lecturers to emphasise the importance of quality assurance	October 2018	November 2018	Miller
10.	Make a general document of what has been done with the surveys to make clear to students that surveys are important and inform international students	October 2018	November 2018	Duyvestijn
11.	Take a look at the academic writing skills in the bachelor as well as the length of the graduation.	October 2018	November 2018	Miller

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- *Action point 1:* Miller has proposed a joint CE course for Research Methodology and Academic Skills and he awaits the response from the groups. This point remains on the action list.
  - *Action point 2:* Kliphuis will take over the task from the 1<sup>st</sup> of January and it will be discussed at the next meeting. This point remains on the action list.
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- *Action point 3:* Miller has not been able to get in contact with the teacher of Geo Risk Management. This point remains on the action list.
  - *Action point 4:* This has not been completed yet. This point remains on the action list.
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- *Action point 5:* This action point has been completed. During the meeting Brugnach will share her ideas.
  - *Action point 6:* This action point will be discussed at this meeting.
  - *Action point 7:* This is still ongoing and will be discussed at the next meeting. This point remains on the action list.

- 60 - *Action point 8:* Miller and Kemna are looking at the problem, but they emphasize the difficulty in tracking what is an issue and whether the teacher has responded to it. A Canvas page has been made and a procedure on how to respond has to be made. The task is still ongoing.
- *Action point 9:* This action point has not been completed and remains on the action list.
- 65 - *Action point 10:* This task has been taken over by Kemna. Duyvestijn informed Kemna that Canvas has been organized better and that the Programme Director and Study Advisor will inform bachelor students better during lectures. The student members replied with the advice to place an additional note on Canvas and add an explanatory text in the mail on why to fill in the survey.
- 70 - *Action point 11:* Miller is looking at the academic writing skills line and in a broader sense to for example the software line that is being used. This is still ongoing, and this point remains on the action list.

75 The minutes of the 154<sup>th</sup> meeting are hereby approved.

### **3. Announcements**

#### ***Preparations Master Thesis and Research Methodology & Academic Skills***

80 Miller has shared the progress on this point during the action point 1.

#### ***Accreditation***

Miller mentions that the programme had a positive accreditation outcome for the bachelor and both master programmes.

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### **4. Test assessment committee / review module 4**

90 Van Zuilekom starts with a short presentation about the Test Assessment (TA). The idea was to involve students in the TA, but they were not present during the first session. Miller still finds the presence of students desirable for the sake of transparency, but Van Buiten opposes this because inviting a student goes against the peer review idea of the TA. He also adds that there are still a lot of things unclear about the TA, like the composition of the board, the status of the report and the teachers involved. The current system is a carousel where teachers of the previous and upcoming modules are involved, but a system where module coordinators of similar modules are involved may take away the idea of giving 'forced' unsolicited feedback to a teacher who may not be interested in that at all.

95 Geurs expresses his concern that the work load for teachers will be too large, especially when all the master courses have to be assessed, and he proposes an alternative setting, for example a one-day workshop.

100 Miller acknowledges the concerns raised and states that he first wants to continue with the current method for a few cycles to gain experience and then evaluate whether the Test Assessment can be done differently or more efficient.

105 Van Buiten suggests adding practicability to the Test Assessment and Borsje asks what will be done with the report after the evaluation and that more should be done than only writing reports. A reflection is also necessary. Van Zuilekom replies that the module team will write a short report.

Busscher raises his concern that the student involved should not necessarily be an Education Committee member to get more opinions of students.

110 Van Zuilekom is thanked by Geurs and leaves at 11.00.

## **5. 'Keuzegids'**

Miller mentions that the Keuzegids overall gives room for improvement. We score a six. There are specific things about organisational and subject lines. Scientific writings scores poorly. The teachers got a 1 for the second year in a row. Miller states that the program knows where to improve itself and the issues will be addressed in the action plan for next year.

Kemna mentions that the NSE is a large part of the Keuzegids and mentions that more effort is put in letting more students fill in the NSE.

## **6. Accreditation**

This was already discussed during the announcements. No further remarks were made.

## **7. International students in Education Committee**

Van Brenk explains that when bringing up new members for the Education Committee (EC), the question has risen how many internationals should be join the EC, and that one or more international students may be preferable. Geurs replies that increasing the student number would also mean increasing the staff number, which he finds undesirable.

Van Brenk supposes aiming at having at least one international student present at the EC. Miller thinks an international bachelor and master student are wanted in the EC as they have different experiences and difficulties. Formulating this as a necessity is not feasible but having two international students should be the goal.

The members agree on this.

## **8. Annual report Education Committee**

The annual report is a brief report that describes the most important matters of the year. Van Buiten proposes to add an appendix on the legal framework. Geurs replies that he has added this to the House Rules of which translations are also available. It is remarked that there are still some Dutch terms and incorrect dates in the report which Geurs will change.

Drenth asks what the correct English translation of 'opleidingscommissie' is, as there are multiple translations being used. Miller replies that the correct translation is Education Committee and that changes will be made for consistency.

## **9. Any Other business**

### *Ideas for new master courses*

Busscher spoke with a lot of master students about additions to the curriculum:

- Python: There is a desire to reintroduce the Python course as it was appreciated by students. This course was initially setup for PhD-students. Dependent on the return of the respective teacher this course could be reintroduced, probably as a capita selecta course.
- GIS: Water Engineering students desire a GIS course as this is now no longer part of Data Analysis in Water Engineering. Geurs mentions that there is an online GIS course offered by ITC which could be opened for CE students, but there are still some complications.
- Internship: CME students would like to take an internship in their master. This has been discussed a lot as teachers do not see the need for an internship, given this is also possible during the master thesis, but students still desire an internship. Miller mentions that we score low on 'work preparedness' on the NSE, and Eindhoven and Delft do offer an internship. Busscher will inform with the students why they want an internship such that a more substantive discussion can be held.

### *Transport Modelling and Forecasting*

175 This course got cancelled last minute, and there is no guarantee that it will be offered next year. Geurs adds that the accreditation committee concerns that we offer too many courses and that a critical reflection on the courses offered has to be made.

### *Revising master structure*

180 Miller will share the proposed changes for master courses before the end of March and this topic will then be discussed in the March meeting.

### *New transport courses*

185 Geurs mentions that he aims to offer two or three courses together with ITC and a new course on traffic safety.

### *Legal and Governance*

Due to objections from the TU Delft the course has not been changed to a 5 EC course and remains 7,5 EC.

### *190 Collaboration with other faculties / universities*

Brugnach mentions that collaboration with ITC works out fine. For the new course Water Governance for Engineers together with BMS the collaboration is more challenging. She thinks the problem is based on the workload as teachers are not keen to join the course. Geurs adds to this that for module 7 the collaboration with BMS is also difficult. Miller confirms that there are some issues with the collaboration with BMS, mainly related to workload. He will discuss this with René Torenvliet of BMS.

### *Course evaluations*

200 To increase the response rate of the course evaluations the idea is brought up by the students to split the evaluation in a pre and post exam version, as students often depend their review on the exam result. In this way the evaluation can be held during the lectures before and after the exam. Kemna mentions that splitting the SE Q is technically not possible.

205 Another idea is then to do the entire evaluation in the next course. This is more difficult for the master programme where not all students take the same courses, but the response rate is much lower in the master than in the bachelor. Therefore, Kemna will start a pilot with some master courses to try this idea.

### *210 Module 6*

Miller mentions that remarks to the module 6 guide can be sent to the module coordinator.

## **10. Closure**

215 Geurs thanks the members that leave the Education Committee for their contribution and closes the meeting at 12.15.

	<i>Advices</i>	<i>Date of advice</i>
1.	Wanneer de Engelstalige Bachelor generatie aan de Bachelor Eindopdracht begint, zal enkel een Engelstalige flyer voor externe organisaties worden gebruikt. Tot die tijd moet zowel een Nederlands- als Engelstalige flyer beschikbaar zijn.	januari 2018
2.	Flyer externe organisatie Master: Gebruik enkel een Engelstalige flyer. Kort de tekst in tot twee A4. Formuleer de flyer zodanig dat alle drie de vakgroepen deze kunnen gebruiken. Verwijs door naar de eindtermen op de site in plaats van het bijvoegen van de leerdoelen.	januari 2018
3.	Protocol beoordeling Bachelor Eindopdracht: Beschouw de criteria als hulpmiddel bij de beoordeling, en laat een scoring op onderdeel en het gebruik van een weging tussen (sub)criteria achterwege.	januari 2018
4.	Positief advies m.b.t. het nieuwe mastercurriculum met inachtneming van een aantal aandachtspunten	maart 2017
5.	The Education Committee advises positively on both the Bachelor OER and the CEM/CME Master OER.	May 2018
6.	The education Committee advises the dean to invest in the educational quality: invest in more student assistants, invest in teacher quality in many different ways, invest in lab facilities that can be used in teaching and invest in the mathematics cases.	May 2018

	<i>Decision</i>	<i>Date of the decision</i>	<i>Date of evaluation</i>
1.	Verslagen van de OLC vergaderingen zullen na vaststelling op de webpagina van de OLC worden gepubliceerd, evenals het huishoudelijk reglement.	januari 2018	June 2018
2.	The minutes of the Education Committee are no longer put on the internet, but they are put on the intranet. This is done because the minutes are not open for everyone.	June 2018	

230 **Action points**

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2.	Give an update on the meeting with Voorde-Ten Braak about the problem of 'free-riding'	October 2018	January 2019	Miller
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4.	Contact the persons that are proposing new master courses and ask for course information sheets	October 2018	January 2019	Miller
5.	Present a plan for module 7	October 2018	January 2019	Miller
6.	Send a general note to all lecturers to emphasise the importance of quality assurance	October 2018	January 2019	Miller
7.	Take a look at the academic writing skills in the bachelor as well as the length of the graduation.	October 2018	January 2019	Miller
8.	Add an explanatory text about quality assurance to the course evaluation email and place this text on the Canvas page of every module	November 2018	January 2019	Kemna
9.	Discuss collaboration with the BMS faculty with René Torenvliet	November 2018	January 2019	Miller