

Minutes CBH Third-Cycle Quality Council Meeting 2-2021

Date and time: 2021-05-31, 13.00-15.00

Place: ZOOM

Present: Christina Divne, Director of Third-Cycle Education and Chair (FA)
Inger Odnevall, 1st Deputy Director of Third-cycle education (vice FA)
Svein Kleiven, Deputy Director of Third-cycle education/Program Director (vice FA/PA)
Åsa Emmer, Program Director (PA)
Ines Ezcurra, Program Director (PA)
Jai White, Doctoral council CBH
Matilda Larson, Teacher representative, Campus Flemingsberg
Aman Russom, Teacher representative, Campus Solna/SciLifeLab
Eva-Rut Lindberg, Coordinator third-cycle education
Fredrik Häggström, Coordinator third-cycle education
Kristina Jansson, Coordinator third-cycle education
Minna Hakkarainen, Teacher representative, Campus Valhalla
Per Dalhammar, Education administration manager (UA)
Mia Hjertén, Secretary

Unable to attend: Alexandra Rudyk Kinnander, Administrator third-cycle education
Johan Rockberg, Teacher representative, Campus Albanova-BIO
Johanna Hagerman, Coordinator third-cycle education

Minutes <https://www.kth.se/social/group/cbh-fou/>

1. Opening of the meeting

Christina opens the meeting and welcomes everyone

2. Appointment of secretary and certifiers

Secretary: Mia Hjertén; Certifiers: Christina Divne and Fredrik Häggström

3. Additional point to be added to the agenda

No additional points

4. Approval of the agenda

The agenda was approved

5. Previous meeting minutes

The minutes were approved without any comments

6. Information from FA

Feedback from the quality dialog with the president's office

School report, App 2

The targeted areas to follow up.

Sustainability (Quality dialog report, App 3; Sustainability Office ppt, App 4)

- Acknowledges that the doctoral programs have considerable sustainability content in the projects, but the goal needs to be reached for ALL students
- New sustainability goals requires that we by 2025 reach level 2 according to the CDIO standard for sustainable development (program councils)

At least two sustainable development learning experiences, where at least one is substantial... plan for extended integration. We need to fulfill that every students are aware of the goals

- It is stressed that we have to ascertain that also the climate goal is fulfilled, by 2022 we need to have mandatory course/module that examines knowledge and skills for transition to a climate neutral society (program councils)

<https://intra.kth.se/styrning/miljo-hallbar-utveckling/styrande-dokument-for-mhu/overgripande-hallbar-klimat/utbildning-1.1046324>

Feedback from the quality dialog with the president's office, cont.

JML (App 6)

- Good examples: several are noted
- Risk: statistics from doctoral follow up 2020

Quality in education (App 7)

- Good examples: several are noted
- Risk: offensive treatment

Digitalisation

Please read more in the information at social page

ASP status

- ASP template updated with reformulated sustainability goal to include JML and climate (App 9)
Latest addition: Demonstrate the ability to contribute to a sustainable, equal and climate neutral societal development with knowledge and skills
- Pilot ASP (probably EECS) to be reviewed by reading group in the Education Board (possibly in June). We are today not certain that we are going to receive it.
- Seminar courses for all doctoral students at CBH, where doctoral students can get credits for seminar activities was raised by the doctoral council already 2018. Some faculty members at the chemistry departments object to mandatory seminar courses. It has to be solved before the study plans for the chemistry study plans are finalized.

- Latest templates:
<https://intra.kth.se/utbildning/utbi/planera-utbildning/allman-studieplan/doktorsprogramsbeskrivning-1.1063976>
<https://intra.kth.se/utbildning/utbi/planera-utbildning/allman-studieplan/mall-for-allman-studieplan-1.1021978>

Internal audit of the schools' handling of ISP (interview with FA March 9, report June 2021)

- The internal auditors found issues with how CBH handle ISPs, including extensive delays to establish the first eISP, delays in annual update of the eISP, files not being filled out (study activity, funding etc.).

We have started, in various degrees, going through all incomplete ISPs at the school. We need to have an internal audit and go through why they are incomplete and get the mandate to do this work. We also need to have a harmonized view of what needs to be filled out in the ISP.

Internal auditors' comments

- KTH partly fulfills the Higher Education Ordinance requirements
- The electronic system supports and strengthens the handling of ISPs
- KTH should follow up handling of ISPs systematically at the central level
- KTH should clarify and stress the legal importance of the ISP and the personal responsibility of the doctoral student

FA's comments

- To remedy these shortcomings we need an internal CBH ISP audit fall 2021 – coordinators, PA and vice FA/FA
- All vice FA need to continuously monitor that ISPs for newly admitted students are established, and that all ISPs are updated according to the regulations (delegated responsibility from head of school and the president)

Introduction to new students – ongoing at the central level

- Sara Gunningberg (EDO) – central KTH level project to harmonize and concretize how information should be communicated to students at KTH
- Should be a complement to the existing communication strategy
- Concrete plans for communication
- Easier for students to follow their studies and feel like they are part of “One KTH”
- Concerns everyone who is admitted to studies
- Equal accessibility to communication, same information, clear and consistent information and based on the students' needs

Updated regulations for education from 2021-07-01 (App 10)

- Course memo mandatory
- Examiner responsible for course memo
- Course memo should be available from course start

Course development project 2021-2022, new courses spring 2021:

- *FCB3201 Methods in Current Research in Medical Biotechnology 3 hp*
- *FCB3202 Molecular Quantum Mechanisc 7.5 hp (CB2070)*
- *FCB3203 Biocatalysis for Doctoral Students 4.0 hp (BB2460)*
- *FCB3204 Molecular Modeling 7.5 hp (BB2280)*
- *FCB3205 Biomolecular Structure and Function for Doctoral Students 7.5 hp (BB2165)*
- *FCB3206 Mammalian Cell Technology 6.0 hp*
- *FCB3207 Molecular Enzymology for Doctoral Students 4.0 hp (BB2020)*
- *FCB3208 ongoing (CB2090)*

Halftime seminar information (Doctoral council)

- Not an examination, cannot “fail” it is a progression check up
- Progression check at halftime milestone, qualify for 50% salary step
- Summarize *all* studies and receive constructive feedback in the seminar and in the meeting afterwards
- Should be a strong focus on the degree objectives
- Halftime can look different for different students
 - *Student 1: preliminary results but no publications, 45 hp courses*
 - *Student 2: one publication, 1 manuscript, 15 hp courses*
 - *Student 3: one publication, 35 hp courses*
- A student cannot pass or fail any of these situations
- Halftime is not the same as licentiate degree (a licentiate is not half a doctoral degree since the degree objectives differ)

The CHE doctoral program has information on the intranet, for questions contact vice FA Inger. The half time protocol shall be uploaded in the ISP section 10 (Attachments).

7. Points raised by the third-cycle administration and PA

Svein – at the PA meeting we mainly discussed the canvas page for the students.

It is important that the PAs are spreading information about the Canvas. We can use the carbon copy for this.

We need a supervisor Canvas with information that they have problem finding today and things/information that are too big to send as an attachment in an e-mail.

Students should be able to communicate in the Canvas.

Ines/Pelle – there is a Nordic 5 PhD level collaboration between the universities to promote the students to take courses free of charge. There is a joint database and an agreement between the five universities. <https://phdcourses.nordicfivetechnology.org/>

Please do not advertise this until it is possible to admit courses in a uniform simple procedure.

UKÄ also points out that it is very important that a subject can offer subject courses.

UNITE is another similar network with quite a lot of activities and courses free of charge.

It is very positive when students go to other universities to take courses.

8. Points raised by the Doctoral council

- Results from Doctoral follow up 2020 regarding offensive treatment (school report p. 15-17 App 2) – what can we do? Mandatory equality ethics course? Leadership course?
- Salary ladder requirements based on merits – we still need concretization of the assignments. One question is – should it be included in the study plan? There is a tab for it that can be used – should it be mandatory for everyone to use it? It should be possible to write in the ISP what is expected of 30 – 50 – 80%. For each program, it is important to clarify for the supervisors that we can help to clarify the goals for each level. **If there could be some guidelines it should be a great help.** There is many supervisors who has the competence in this and that needs to be appreciated.
- There is resistance to change. How can the doctoral council work with QC to implement change? Please send any ideas to Jai. Should there be a quality ethics course as well?

A suggestion is to have a workshop on an important subject

9. Update on JML integration and further discussions

EQ Office - Integration levels:

Level 1: Basic JML knowledge (mandatory)

- Basic knowledge about equal opportunity (jämsällldhet, inget av könen diskrimineras i t.ex. arbetslivet) and equality (jämlighet inför lagen) as a goal for sustainable development
- Basic knowledge about how unequal opportunity and inequality affects technological and societal development
- Basic knowledge about how organisations work with questions of equal opportunity, diversity and equality

Level 2: Basic JML knowledge and basic gender theory (for example a module)

Level 3: Deepened JML knowledge and gender theory (whole course, or course where several modules are given different years)

EQ-Office - We will need to address at the program level:

- **Content (innehåll):** how and where do we provide knowledge about JML in the program (courses, thesis work, supervision)
- **Plan (utformning):** there needs to be a clear structure for when and how the JML is integrated in the programs, and for how JML is followed up (e.g. program analyses)

- **Implementation (genomförande):** refers to how the teachers/supervisors performs the JML education to promote an education environment that provides equal opportunity and honors equality (gender-aware and inclusive pedagogy), and that there are routines and information to work against all types of harassment

It is a general mindset how we treat each other, we needs to be raw models

JML integration 2021-2022

2021

- Feb 8 Task force meeting 1
- Feb 22 Mandatory PA workshop
- Feb 25 Task force meeting 2
- Apr 27 PriU meeting
- May 10 PA workshop (10 programs/school – CHE, BIO and TH)
- May 17 Task force meeting 3
- May 21 Follow up of PA workshop (May 10) with GA/FA
- CBH inclusive leadership course: 3 full days for leadership functions (Apr, May, June)
- May 24 KTH workshop on actions against discrimination
- Sep (beginning) EQ Office needs info about where and when JML will be integrated (course code and name, name of teacher responsible of integration, when the course is given and when the JML content is provided)

Level 1 and 2

Level 1: Mandatory module in canvas given early, at admission as part of the introduction, should contain fundamental information. Can be examined by quiz and an assignment (P/F)

Level 2: To achieve progression towards level 2, elective workshops and/or seminars (e.g. invited experts) can be offered once per year. Gender awareness, examples that relate to the students' future job market (research, industry etc.)

General confusion regarding how to implement JML at the third cycle. FAs at KTH would like to discuss if a joint effort can be made. Will probably be discussed at Forskarutbildningsutskottet in June.

Annika Vänje is making a JML module for the TH program (Technology and Health)

Actions by EQ Office

The gender research network is a lot of producing material that we can use

- Short thematic texts (3-5 pages) on the different main themes (June?) programs can pick and choose suitable texts to include in modules or courses
- Follow-up movies (maybe ready in the fall) – programs can add own relevant examples

- Most of the "Necessären" (toilet bag) is expected to be translated to English after the summer
- Presentation from follow up with EQ Office in App 11.

Unanswered question:

The doctoral council and teachers have raised the importance of having the possibility to be educated by, and ask questions to, experts. Who are the experts that we can engage? In beginning of September, we need to have a clear picture of when JML will be included.

From the survey – what does the council think – should we try to get some more current information from the students that took part in the survey? There are things happening between students after lecture hours. We have seen this data point, should we do anything about it? We must do something about it even if we do not know if it is inside or outside the education - if it is in the past or in the present. This has to be discussed with Mikael.

10. Additional points

No additional points

11. Upcoming meeting QC, PC, FADR

QC3 2021 planned for late Sep 2021 (extended?)

How do you want to meet in the fall? Via zoom or IRL? Suggestion to continue with some of meetings in Zoom. Next meeting (QC3) in Zoom and last meeting (QC4) in person.

Program directors to plan PC meetings (at least 4/year). It is important to discuss everyday issues in the program councils

At the end of this year, the assignment end for FA and vice FA.

Mikael's assignment as head of school also ends at the end of the year.

12. Closure of meeting

Justeras



Christina Divne

Justeras



Fredrik Häggström