

# Guide on Representation



*The PhD chapter at KTH/ Doktorandsektionen vid Tekniska Högskolans Studentkår*

Antagen av doktorandsektionens styrelse den 9 juni 2016 och gäller till vidare.  
Senast ändrat 14 oktober 2019.

Adopted by PhD chapter board on the 9th of June 2016 and valid till replaced or repealed.  
Most recently revised on 14th October 2019.

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# TABLE OF CONTENTS

<b>Table of Contents</b>	<b>2</b>
<b>Document History</b>	<b>6</b>
<b>Abbreviations</b>	<b>7</b>
<b>Formalities</b>	<b>8</b>
<b>Background</b>	<b>9</b>
<b>Working Principles</b>	<b>11</b>
<b>Laws and Policy Documents</b>	<b>13</b>
The Swedish Parliament Governing Documents (Laws)	13
Högskolelagen (Higher Education Act)	13
Högskoleförordning (Higher Education Ordinance)	13
Studentkårsförordning (Student Union Ordinance)	13
KTH Student union Governing Documents	13
THS Policy Documents	13
The PhD Chapter Governing Documents	13
PhD Chapter Statutes (updated 18 October 2019)	13
PhD Chapter Bylaws (updated 18 October 2019)	13
PhD Chapter Working directives (updated 18 October 2019)	13
PhD Chapter Decisions in Meeting Minutes	13
<b>The Organisation</b>	<b>14</b>
<b>Role Description and Practices</b>	<b>16</b>
National Level Representation	16
Union level	18
KF (Kårfullmäktige / The THS Student Council)	18



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The nominating committee (Valberedning)	18
Chapter auditors (Revisörer)	18
Standard bearers (Fanbärare)	19
Masters of Ceremonies group (Doktoranders Integrerade Klubbmästeri, DrInK)	19
The Board of Directors	19
The Presidium	20
The Chairperson role	20
The Vice Chairperson role	21
The Treasurer role	21
The Webmaster role	22
The Communication Manager role	22
The Education Manager role	23
The Council Coordinator role	23
The Business Manager role	24
The Event Manager role	24
The Working group Manager role	25
KTH Central Representation	25
FR (Fakultetsrådet / The Faculty Council)	25
FN/FA (Forskarutbildningsnämnd or Forskningsansvariga-gruppen / Doctoral education board or The directors of doctoral studies group)	29
RU (Resursfördelningsutskottet / The Resource Allocation Committee)	29
UN (Utbildningsnämnden/ The Education Committee)	30
FN (Forskningsnämnden/ The Research Committee)	30
Future Faculty Group	30
AU (Anställningsutskottet / The Employment Committee)	31
BN (Befordringsnämnden / The Promotion Committee)	31

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RN (Rekryteringsnämnden/ Recruiting Committees)	31
Docent (Docent Committees)	43
JML-grupp (Jämställdhetskommittén / The Equality Committee)	45
KTH-S (The KTH-Sustainability Council)	45
Språkkommittén / The Language Committee	47
Stipendierådet / The Central Grants Committee	50
US (Universitetsstyrelsen / The University Board)	50
KTH Local Representation	51
PhD Council Positions	51
Board member(s)	52
Council chairperson	52
Council vice chairperson(s)	53
Educational Manager	53
Social responsible	53
Program representative(s) - PAD	54
Council member(s)	55
School Positions	56
Executive group	56
Strategic council	57
Quality Council for doctoral studies	59
Doctoral education program council(s)	60
Quality council - basic education	60
Quality council - administration	60
Committees and councils: safety, sustainability, equality	60
Future faculty (Recruitment and docentship)	60

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Executive groups (department level)	60
<b>Contacts</b>	<b>60</b>
School of Architecture and the Built Environment (ABE)	62
School of Electrical Engineering and Computer Science (EECS)	64
School of Engineering Sciences (SCI)	66
School of Engineering Sciences in Chemistry, Biotechnology and Health (CBH)	68
School of Industrial Engineering and Management (ITM)	70
<b>Time compensation</b>	<b>73</b>
Working process	74
KTH Policies	75
Examples	75
<b>Stress handling</b>	<b>79</b>

## DOCUMENT HISTORY

Version	Description, By	Date
Initial version	Presented by the chapter board 15/16 chapter meeting n.2	2016-06-09
Version R1	Revised for the chapter board 18/19 meeting n.1 By: Robin Palmberg and Tage Mohammadat	2018-06-08
Version R2	Revised for the chapter meeting 18/19 meeting n.2 By: Robin Palmberg and Tage Mohammadat	2019-11-01
Dr-2019-PB-05/0002	Revised for the PhD chapter board 19/20 meeting n.1 By: Emma Riese and Tage Mohammadat	2019-08-14
Dr-2019-PB-05/0003	Input added from PhD councils internal documents: David Leffler Sherif Zhakhour Sofia Eckersten Nikolas Alexander Theissen Compiled and Revised for the PhD chapter board 19/20 meeting n.9 By: Emma Riese Tage Mohammadat Alessandro Enrico	2019-10-14




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## ABBREVIATIONS

- KTH: Kungliga tekniska högskolan (The Royal Institute of Technology)
- US: Universitetsstyrelsen (The university board)
- SR: Strategiskrådet (The strategical council)
- FR: Fakultetsrådet (The faculty council)
- UN: Utbildningsnämnd (The education board)
- FF: Fakultetsförnyelsen (The future faculty)
- FU: Forskarutbildning (The doctoral education)
- THS: Tekniska högskolans studentkår (KTH student union)
- KF: Kårfullmäktige (The union council or the general assembly)
- KS: Kårstyrelsen (The union board)
- CFU: Chef för utbildningsinflytande (Head of educational affairs)
- Dr/THS: Doktorandsektionen vid Tekniska Högskolans Studentkår (PhD Chapter at KTH)
- PAD: Program ansvarig doktorand (PhD student representative for the program)
- DrInK: Doktorand Integrerade Klubbmästeriet (Master of ceremonies group)
- SFS: Sveriges förenade studentkårer (The Swedish National Union of Students)
- SSCO: Stockholms studentkårer centralorganisation (Stockholm's student unions central organisation)
- SACO/SULF: The Swedish Association of University Teachers and Researchers
- TCO/ST: Union for civil servants

## FORMALITIES

<p>To: Doctoral students at KTH;</p>	 <p><i>PhD Chapter at KTH</i> <i>Doctoral students' network</i></p> <p>Doktorandsektionen vid Tekniska Högskolans Studentkår</p>
<p>Attention to: THS/PhD school councils; THS/PhD female doctoral committee; THS/PhD nominating committee;</p>	<p>Copy to: THS/PhD auditors; THS head of educational affairs; THS board;</p>
<p>Date of Issuance/revision: 2018-06-18 (2019-08-14)</p> <p>Effective Date: 2018-07-01</p>	<p>PM Type: Guide</p> <p>Responsible: PhD chapter board, e-mail: baord@dr.kth.se</p>
<p>Period: 2019-07-01 to further notice</p>	<p>Diary number: Dr2019-PB-05/0002</p>



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## BACKGROUND

PhD students at KTH can fill different vacancies and representatives at THS, KTH, and other posts on the country level such as trade unions and the Swedish national union of students.

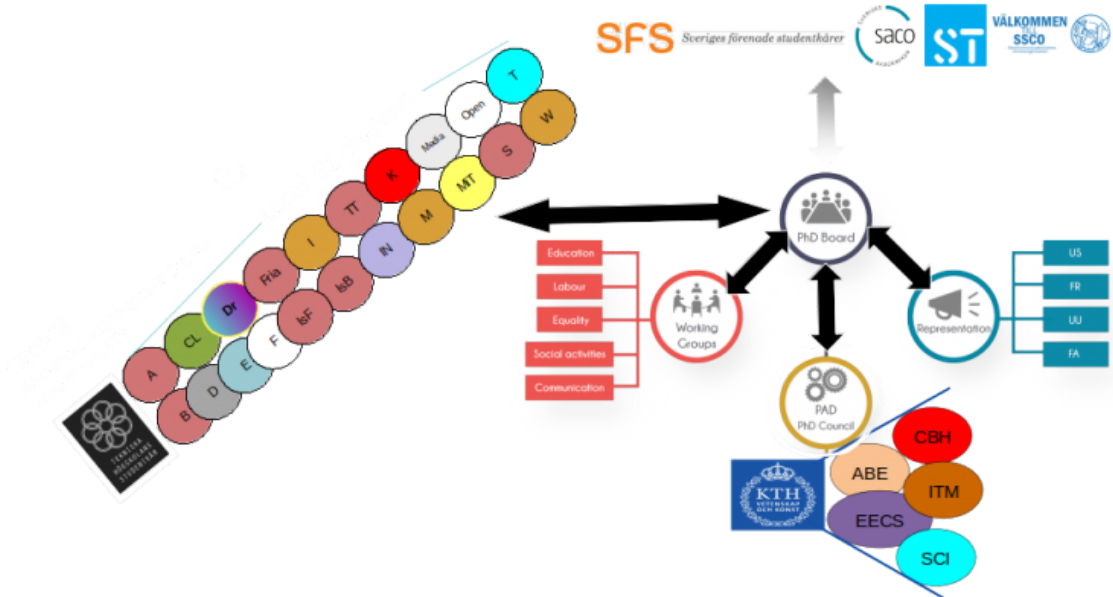
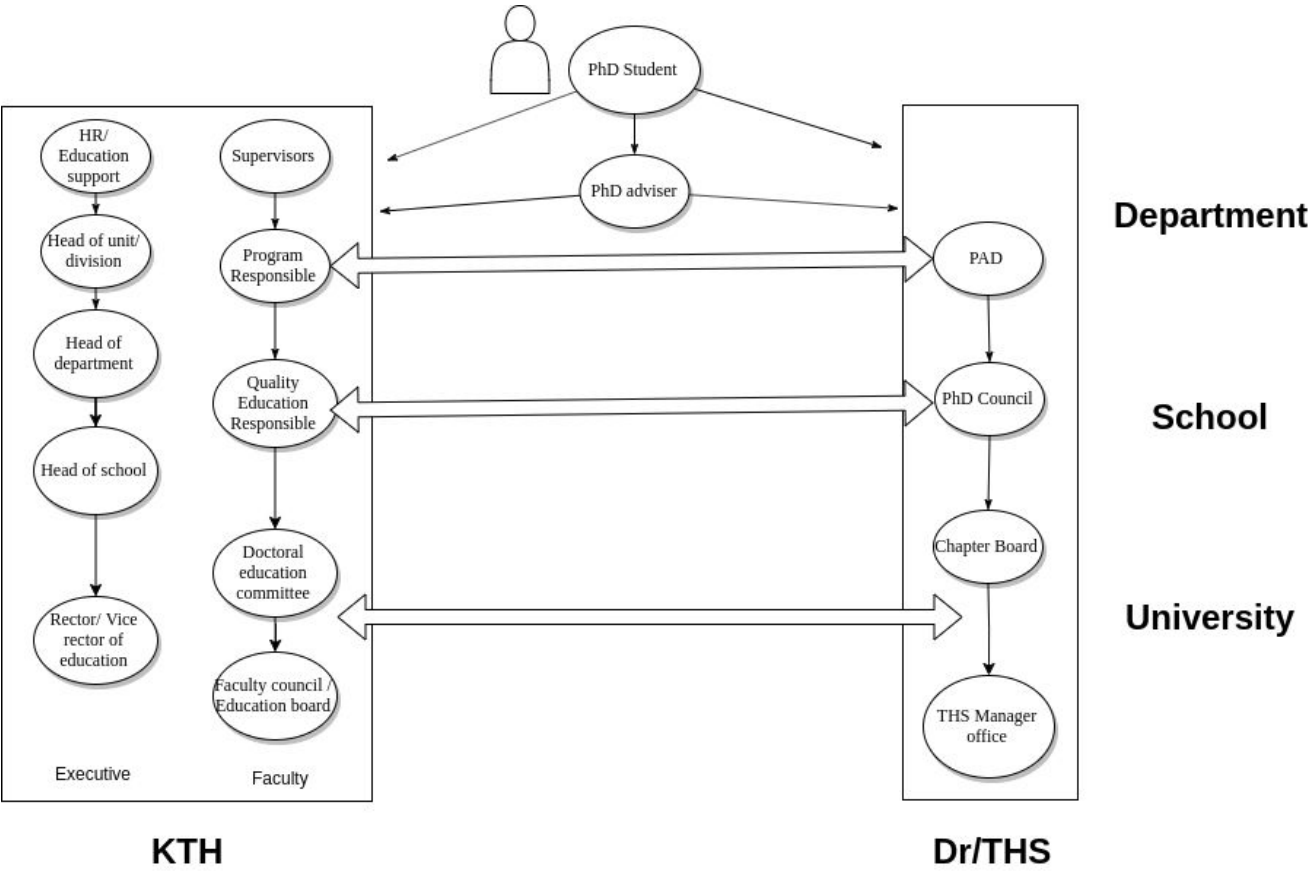
Being representative, you are exercising the Swedish law with regards to students influence whenever decisions are prepared or made that affect education “Studenters rätt att utöva inflytande (kap 1, 4a§) och rätt till representation när beslut fattas eller beredning sker (kap 2, 7§)” Högskoleförordning (1993:100). By being a representative, you work together with the rest of the board to address issues and strategic changes for the PhD students in general.

As a representative, it is your responsibility to inform the board or THS central about the representative tasks assumed by you. It is also your responsibility to raise topics that either you or the board or THS has decided would improve the educational experience of the students at KTH. The chapter expects that the person on this position makes sure that the decisions related to PhD students that are made both in the board and in the committee have the best possible outcome for the PhD students. The person on this position answers ultimately to the chapter. Thus, it is crucial not to have your own agendas that might not go along with the best possible outcome for the rest of the PhD students.

Organising representation can be deemed important for many reasons such as:

1. Legitimacy: PhD representation is part of the bigger picture of students' right to exercise their influence grounded by the Swedish law whenever decisions are prepared or made within the university that affect education “Studenters rätt att utöva inflytande över utbildningen vid högskolorna” (kap 1, 4a§, Högskolelag (1992:1434)) och “finns det en bestämmelse om studenternas rätt till representation när beslut fattas eller beredning sker” (kap 2, 7§, Högskoleförordning (1993:100) ). As per KTH guideline on student influence such a right to appoint representatives is bestowed to the student union (THS) also grounded in “7 § En studentkår vid en högskola får utse sådana ledamöter i styrelsen som studenterna enligt 2 kap. 4 § högskolelagen (1992:1434) har rätt att utse. En studentkår vid en högskola får också utse och entlediga sådana representanter som avses i 2 kap. 7 § högskolelagen.” Studentkårsförordning (2009:769). THS delegates such decisions to the PhD chapter embodied by its chapter meeting and its executive body the board. Having an organised and legitimate representation, helps us help you get your due time, see Dnr930-2005-0345.

2. Synergies and effectiveness: In order for PhD student influence to work, we need to be communicative in a structured way. This enables us to help each other whenever needed; exchange experiences and knowledge; lobbying effectively to address our issues by solidifying them, raising them at the right forum, venue with the right people, etc. We've representatives at THS highest governing bodies, different levels within KTH and different schools (See this diagram for THS/PhD chapter connections within KTH and with other student organisations).



THS/Dr connections within KTH and with other relevant organisations



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## WORKING PRINCIPLES

1. Ground principles
  - 1.1. Dr work shall be democratic, and has no religious or party political affiliations.
  - 1.2. Dr is a non-profit organisation and shall not conduct business to accumulate profit but rather furthering the development of education according to established scope, mission, vision and plans.
2. Scope of work
  - 2.1. Dr work shall cover PhD students in all the educational programmes of KTH Royal Institute of Technology at the postgraduate levels (3rd cycle). The activities shall relate to the development of education and its conditions.
  - 2.2. Dr may have opinions and advocate for educational policies with respective national and european level organisations, if they connect to doctoral education and research questions at KTH.
3. Vision
  - 3.1. Identity: Fellowship and pride. Dr shall be an important component of the students community at KTH, with an explicit pride for KTH and doctoral students.
  - 3.2. Aspiration: Progress through ambition. Dr as an organisation and its members, shall always strive to do better through maintaining high standards for impact and aiming towards continuous improvements.
  - 3.3. Procedure: Joy in participation. Dr as an organisation and its members shall always strive to maintain joy in participation.
4. Representation
  - 4.1. Dr representatives shall represent all doctoral students at KTH, even those who are not members of the PhD chapter.
  - 4.2. Dr representatives shall aim to work ethically, responsibly, systematically, holistically, strategically, transparently, sustainably and meticulously for the overall interest of doctoral students and KTH and shall strictly not push personal agenda in association with the representational role.
  - 4.3. Dr representatives shall advocate and convey established opinions, positions, views, operational plans or particular stances reflected at chapter or board or council meetings. In case no established opinions or views, stances or plans are in effect, the representatives are advised to formulate and anchor their own stance on the matter at hand.

- 4.4. Dr representatives shall aim to follow relevant KTH guidelines and work to minimise costs associated with expenditures subject to compensation in connection with their work.



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## Laws and Policy Documents

### The Swedish Parliament Governing Documents (Laws)

[Högskolelagen \(Higher Education Act\)](#)

[Högskoleförordning \(Higher Education Ordinance\)](#)

[Studentkårsförordning \(Student Union Ordinance\)](#)

### KTH Student union Governing Documents

[THS Policy Documents](#)

### The PhD Chapter Governing Documents

[PhD Chapter Statutes \(updated 18 October 2019\)](#)

[PhD Chapter Bylaws \(updated 18 October 2019\)](#)

[PhD Chapter Working directives \(updated 18 October 2019\)](#)

[PhD Chapter Decisions in Meeting Minutes](#)

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## The Organisation

According to THS bylaws, Dr statutes, Dr bylaws and chapter meetings decision the following applies:

1. The chapter meeting  
The chapter meeting shall be the highest legislative and decision-making body at Dr.
2. The board of directors
  - 2.1. The board shall be the highest executive body at Dr that chiefly administers resources.
  - 2.2. The board shall primarily conduct business through meetings of the board member consisting of five to ten board members of directors electable by the Dr chapter meeting.
  - 2.3. Dr board can have adjunct members who shall have a right to attend Dr board meetings and to contribute to the discussion; this includes:
    - 2.3.1. THS head of educational affairs with focus on doctoral question. This person shall be the contact person from/to THS central or the management team.
    - 2.3.2. Representatives from PhD school councils or Dr functionary body.
    - 2.3.3. Co-opted members. This for example can be provisional board members, representatives from other student organisation, doctoral ombudsperson, other interested members of the chapter.
3. PhD school councils
  - 3.1. Dr shall have school-level representation, which consists of PhD school councils. PhD School councils are subject to the PhD chapter bylaws and have the following objectives:
    - 3.1.1. to promote more effective and higher quality PhD education and research
    - 3.1.2. to promote a stimulating working environment
    - 3.1.3. to improve the general conditions for the PhD students, at the given KTH School.
4. Dr shall have educational council consisting of all PhD student representatives at KTH doctoral programmes (PADs).
5. Dr functionaries, which shall comprise:
  - 5.1.1. Auditors (Revisörer)
  - 5.1.2. Master of ceremonies (DrInK)
  - 5.1.3. Standard bearers (Fanbärare)
  - 5.1.4. Nominating committee (Valberedning)
  - 5.1.5. Women PhD committee (WOP@KTH)
  - 5.1.6. Advisory board, appointed and summoned by Dr board or Dr chairperson as consultants in matters of special nature. This can include previous board members or experts, important contacts from student and trade unions.



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- 5.1.7 . Working groups, established by Dr chapter meeting or appointed by Dr board or the board member with focus on workgroups to perform specific tasks inlines with Dr mission and operational plans.
  - 5.1.8 . Committees, established by Dr chapter meeting or initiated by Dr board or the board member with focus on workgroups to carry out specific missions inlines with Dr mission and operational plans.

## Role Description and Practices

Unless otherwise specified in statutes or bylaws or working directives:

### National Level Representation

National level representation is mostly covered by the Swedish national union of students from student union perspective or relevant labour unions, e.g. SULF, who may contact KTH doctoral section to get representatives according to existing needs. Role description in the national level are primarily decided at that level and the chapter does not control it. Additionally, PhD representation from KTH at the national level may be required to give input to Swedish authorities (UKÄ or UHR) on KTH quality system, or educational programs or other national-level errands.

The Swedish higher education authority (UKÄ) continuously evaluates PhD programmes at KTH. One part of this evaluation consists of an interview with student representatives from the PhD programme being evaluated. According to the [UKÄ guidelines for evaluation of third cycle programmes](#), the student union will first be asked to nominate PhD representatives for each evaluation. If the student union does not do this before the given deadline, KTH will be contacted to ensure PhD representation at the interviews. Main principles for evaluation of postgraduate education

1. Programme evaluations of the third-cycle level are based on third-cycle programmes in their entirety, which comprises thesis work, courses and other parts.
2. The method is based on the assumption that the two levels of third-cycle education, licentiate degrees and doctorate degrees, are evaluated as a group. This is because both degrees are covered by the same requirements for research quality that apply to the general and the fine, applied and performing arts programmes that lead to qualifications at third-cycle level. Degree of doctor and degree of doctor in the fine, applied and performing arts have different qualification descriptions and will be assessed using the same process

Programme evaluations at the third-cycle level include four assessment areas:

1. Preconditions
2. design, implementation and outcomes (including gender equality and follow-up, measures and feedback)



3. doctoral student perspective
4. working life and collaboration

The assessment areas contain one or more assessment criteria. An overall assessment will be given for each assessment area. For the evaluations to be legally correct, predictable and transparent, the assessment criteria are to be made known in advance and be common to all programmes within the same evaluation. According to UKÄ, doctoral students to be interviewed should preferably be appointed by a doctoral student organisation that either belongs to a doctoral student union or has union status at the higher education institute (HEI). If the doctoral student union is unable to recruit doctoral students, UKÄ, in consultation with the HEI's quality officer or other designated person, will ensure that doctoral students are recruited for the interviews.

The assessment process itself depends on the framework established by UKÄ. This process only concerns the nomination of PhD students for the interviews from doctoral organisation viewpoint and should only be considered as guidelines regarding how to handle this matter of representation.

1. KTH quality coordinator email THS Head of educational affairs, PhD chapter board, the affected local PhD council as well as the schools research education responsible and heads of affected departments when he or she knows that an evaluation will take place. This should take place a few months before the interviews so that all parties are given appropriate time to prepare. The email should contain information regarding the interview as well as this document.
2. The affected schools local PhD council, research education responsible and heads of affected departments are given the opportunity to nominate PhD students to PhD chapter board through education manager or THS Head of educational affairs for the interview. In the case of more nominations than positions for the interview, priority will be given in the order stated above.
3. PhD chapter board through education manager or THS Head of educational affairs, depending on existing delegation, will send in the final list of nominated PhD students to UKÄ 1 working day before the deadline given by UKÄ.
4. PhD chapter board through education manager or THS Head of educational affairs, depending on existing delegation, contact the nominated students with information regarding the interview. This information concerns which areas will be asked about, general attitude and things to think about during the interview etc. as well as other details given by KTH quality coordinator.

5. After the interview, the local PhD council is responsible for following up the results with the interviewed PhD students. This can concern views on the process itself as well what measures should be taken for the programme looking ahead.

## **I. Union level**

### **● KF (Kårfullmäktige / The THS Student Council)**

KF is the highest decision-making body of THS. PhD students participation there strengthens the representative voice of THS. Role description of KF member is described at the union council relevant delegation. The recommendation is to give these positions to members not part of the PhD chapter board, however, one of the KF representatives may also be part of the PhD chapter board to maintain a natural communication channel between KF and the board.

Vacancies: 4 regular (ordinarie) + 2 substitute (suppleant) positions

Note: All THS members have the right to be at KF meetings. Chairpersons also have the right to speech (yttranderätt), but only the elected council members have the right to vote.

Contact: [kf@dr.kth.se](mailto:kf@dr.kth.se)

### **● The nominating committee (Valberedning)**

This is where nomination for candidates to chapter vacancies are overseen and supervised. The PhD chapter nominating committee is expected to participate in the union level nomination process.

Contact: [nominations@dr.kth.se](mailto:nominations@dr.kth.se)

Vacancies: 3 regular (ordinarie)

### **● Chapter auditors (Revisörer)**

The auditors have authority to recommend freedom of responsibility for the chapter governing bodies.



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Contact: [auditors@dr.kth.se](mailto:auditors@dr.kth.se)

Vacancies: 2 regular (ordinarie)

## ● **Standard bearers (Fanbärare)**

This post constitutes a standard bearer and a vice standard bearer for KTH ceremonial functionaries.

Vacancies: 2 regular (ordinarie)

Contact: [fanb@dr.kth.se](mailto:fanb@dr.kth.se)

## ● **Masters of Ceremonies group (Doktoranders Integrerade Klubbmästeri, DrInK)**

The Master of Ceremonies group is responsible for the Chapter's parties, pubs, and recreational activities..

Vacancies: 3 regular (ordinarie)

Contact: [DrInK@dr.kth.se](mailto:DrInK@dr.kth.se)

## ● **The Board of Directors**

### ■ Dr board shall have the following duties:

- Answer to the Chapter Meeting regarding the Chapter's operations and management;
- Remit more important decisions to the Chapter Meeting;
- Implement Chapter Meeting decisions;
- Manage and be responsible for the Chapter's resources, process submitted motions, handle the Chapter's correspondence, and otherwise manage ongoing business;

- 
- Appoint doctoral representatives at KTH and functionaries for the PhD Chapter and nominate representatives to the commissions of trust that are formally appointed by KTH board or THS union council;
    - Anchor and represent doctoral opinions at KTH in matters concerning research and research education.
    - Administer elections for provisional posts, if the nominating committee is not active.
  - Dr board is responsible for Dr resources and accountable before the chapter meeting and THS union council for its activities. Dr board operations are audited by Dr auditors.
  - In case of reported lack of capacity of a board member to perform assigned duties at an acceptable quality in correspondence to established working principles and in the absence of notice of leave or resignation from the member in question, the board shall pass a motion recommending discharge-of-responsibility or vote-of-no-confidence for a chapter meeting to decide on the matter.
- The Presidium
- Leading Dr strategical, executive and operational work, including summoning the meetings of Dr.
  - Representing Dr to other parties internally in THS as well as to other actors outside of the organisation, including informing the board of THS of the chapter's activities through official protocols or reports, upon request.
  - Maintaining contacts with regional, national and international organisations that are concerned with research and research education.
- The Chairperson role

The responsibilities of the chairperson:

- Strategic responsibility: Responsible for the future of the chapter and for having a strategy for how the activities during the coming year should affect the chapter.
- Representational tasks: The Chairperson is the main nominee for the role of PhD representative in the University Board (US) at KTH. Functions as contact person for the chapter in all tasks that are not related to any of the other representational tasks.



- Board tasks: Responsible for the progress of the work of the board, calls to and leads the board meetings.
- Chapter tasks: Calls to and leads the chapter meetings, ultimately responsible for the communication with the chapter.
- Union tasks: Represents the chapter in the Ordföranderådet (OR) at THS Student Union.

### ○ The Vice Chairperson role

- The responsibilities of the vice chairperson, if elected, shall primarily be to fill in when the chairperson is absent and perform some of the chairperson's responsibilities, in addition to:
  - Executive responsibility: Responsible for the executive part of the board. Works in close collaboration with the chairperson.
  - Representational tasks: The Vice Chairperson is the main nominee for the role of PhD representative in the Faculty Board (FR) at KTH.
  - Board tasks: Responsible for coordinating the work of the board, communicates with the board members to find solutions for cooperation and planning.
  - Chapter tasks: Books the people and locations for chapter events regarding decision making, such as chapter meetings and council election meetings.
  - Union tasks: Represents the chapter in the Vice Ordföranderådet (VOR) at THS Student Union.

### ○ The Treasurer role

The treasurer's responsibilities shall be:

- Fiscal responsibility: Responsible for the budget, the accounting and reimbursements. Works in close collaboration with the Presidium.
- Representational tasks: Represents the chapter at the Resource Allocation Committee at KTH

- Board tasks: Responsible for communicating and coordinating the fiscal activities within the board. Also responsible for the prognosis and documentation of the time compensation.
- Chapter tasks: Responsible for communicating and coordinating the fiscal activities within the chapter. Working groups with their own budget shall communicate with the treasurer to ensure that the money is being accounted for correctly.
- Union tasks: Represents the chapter in the Ekonomiska Rådet (ER) at THS Student Union.

### ○ The Webmaster role

The board member responsibilities shall be:

- IT responsibility: Responsible for the information technology part of the PhD Chapter. Makes sure that web pages, social media and mailing lists are updated and working. Works in close collaboration with the communication manager.
- Representational tasks: Coordinates the chapter in the Future Faculty group at KTH
- Board tasks: Makes sure that the platforms for communication is working as they should and updates it accordingly to fit with new needs and possibilities in technology.
- Chapter tasks: Same as board tasks
- Substitute: Communication manager

### ○ The Communication Manager role

The board member responsibilities shall be:

- Communication responsibility: Responsible for the communication of the board through the information channels described in the communication policy. Works in close collaboration with the Webmaster
- Representational tasks: Represents the chapter at the Language Committee at KTH
- Board tasks: Responsible for taking the minutes during the board meetings. Also responsible for the management of documentation and data within the board and chapter.

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- Chapter tasks: Responsible for taking the minutes during the chapter meetings.
  - Substitute: Webmaster

## ○ The Education Manager role

The board member responsibilities shall be:

- Educational responsibility: Responsible for the educational issues that might affect the work and studies of the PhD Students. Focuses on working with PADs and leading the education council. Works in close collaboration with Councils Coordinator.
- Representational tasks: Represents the chapter at the Education Committee at KTH
- Board tasks: Responsible for addressing issues related to education at board meetings and informing the board about educational changes.
- Chapter tasks: Responsible for collecting and addressing issues related to education among the chapter members.
- Union tasks: Represents the chapter in Utbildningsrådet (UR) at THS Student Union.
- Substitute: Council Coordinator

## ○ The Council Coordinator role

The board member responsibilities shall be:

- Educational responsibility: Responsible for the educational issues that might affect the work and studies of the PhD Students. Focuses on gathering information from the councils about the education and work at the school level. Works in close collaboration with Education manager.
- Representational tasks: Represents the chapter at the directors of doctoral studies group at KTH
- Board tasks: Responsible for addressing issues related to education at board meetings and informing the board about educational changes.
- Chapter tasks: Responsible for collecting and addressing issues related to education among the councils.

- Union tasks: Representative at Skolråd at THS Student Union.
- Substitute: Education manager

## ○ The Business Manager role

The board member responsibilities shall be:

- Business responsibility: Responsible for the connections with research institutes and companies (from hereon: partners) that might be interested in starting collaborations with the PhD Chapter. Works in close collaboration with Event manager and Working group manager.
- Representational tasks: Represents the chapter at the Central Grants Committee at KTH.
- Board tasks: Communication between the board and the partners.
- Chapter tasks: Communication between the chapter and the partners. Set up partner events together with Event manager.
- Substitute: Event manager, Working group manager

## ○ The Event Manager role

The board member responsibilities shall be:

- Event responsibility: Responsible for coordination and communication about the events that take place within the chapter. Also responsible for the communication between the board and the Master of Ceremonies group. Works in close collaboration with Business manager and Working group manager.
- Representational tasks: Represents the chapter at the KTH Sustainability Council.
- Board tasks: Coordinator of the events that the board wants to organize. Responsible for giving the plan of the events to Communication manager.
- Chapter tasks: Coordinator of the events that chapter members want to organize.
- Substitute: Business manager, Working group manager





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## ○ The Working group Manager role

The board member responsibilities shall be:

- Working group responsibility: Responsible for the coordination and communication of the working groups and committees that might arise within the chapter, e.g. Women PhD committee. Works in close collaboration with Business Manager and Event manager.
- Representational tasks: Represents the chapter at the Equality Committee at KTH
- Board tasks: Communication between the board and the working groups.
- Chapter tasks: Coordinating and communicating between the working groups. Also responsible for the chapter hall.
- Substitute: Event manager, Business manager

## II. KTH Central Representation

At KTH central level, the PhD Chapter has PhD student representatives (doktorandrepresentanter) in various committees at KTH as follows:

### ● FR (Fakultetsrådet / The Faculty Council)

The Faculty Council represents the entire faculty and acts as an advisory body to the President. The Council has overall responsibility for issues relating to the quality of education, research and community interaction.

The Faculty Council is made up of the following:

- Seven teachers holding a teaching appointment at KTH and who have scholarly or artistic competence, i.e. a doctorate or equivalent; one of whom is the chairman;
- Three external members who are not employed at KTH;
- Students, who have the right to be represented by three members.

Contact: [vicechair@dr.kth.se](mailto:vicechair@dr.kth.se)

Vacancies: 1 regular (ordinarie) + 1 substitute (suppleant) position

## Preface: About The Faculty Council

The Faculty Council has overall responsibility for the quality of KTH's education, research and cooperation with society, as well as for the quality of recruitment and promotion processes for teachers and researchers. The faculty council is an advisory body to the Rector.

The faculty council consists of thirteen members, including the chairperson. Seven members who are teachers' representatives at KTH and have scientific or artistic competence, i.e. have obtained a doctorate or equivalent, one of whom is the chairperson. The council includes three external members who are not employed at KTH. Three representatives of the labour union organizations have the right to attend the faculty council meetings.

Students are entitled to be represented by three members, one of them is usually a doctoral student representative. The student representatives are formally elected at the student union council (THS Kårfullmäktige), but it is not uncommon that the nomination of the doctoral student representative is delegated to the doctoral student chapter.

## Description of the position

The doctoral student representative works with the student representatives to reflect opinions and decide on issues raised at the faculty council on behalf of all KTH students. This in practice requires extensive awareness about the raised issues along with healthy communication with the student union especially THS heads of educational affairs (CFU)s, the PhD chapter steering board and PhD doctoral programme responsible persons (PAD)s.

## Description of the work

It follows from the Swedish higher education law in Section 2, article §6, that: decisions requiring assessment of (1) organization, implementation or quality of education, or (2) organization or quality in both research and artistic development work shall be taken by persons with scientific or artistic expertise. Furthermore, if the assessment is to be made by a group of persons, the majority of the persons in the group should have scientific or artistic competence. The faculty council is a group of such expertise and is the organ at KTH which essentially takes such decisions. The faculty



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can further delegate the decisions further, if so stated, to committees and preparation groups. The faculty council committees are listed as follows:

- The Education Committee
- Resource Allocation Committee
- Employment Committee
- Recruitment Committees
- Promotion Committee
- The Faculty's Nomination Committee

The work formally centers around monthly meetings that take decisions or decide on how to prepare or delegate them further to working groups or committees. Each meeting can take up to 5 hours.

## Expectations from the chapter on the position

The doctoral student representative is expected to participate in all meetings. Each meeting takes around five hours in addition to one to two hours of preparation with the dean, vice dean and the student union heads of educational affairs. This is exclusive of any personal preparations. As a rule of thumb, 12 to 15 hours per month can be expected.

The representative is expected to have an awareness about all the issues being discussed at the faculty council and the current stance, opinions, or views of the students on relevant matters. Special focus on issues that influence the conditions related to students' learning experience or working environment for employed students.

## The positions responsibility towards the chapter

The doctoral student representative is expected to keep the chapter updated by reporting to the chapter board on updates, status of issues raised and discussion about issues to be raised.

## A brief description of typical events and meeting that occur during the term of this position

Lunch meetings and occasionally study visits.

### Notes:

The Faculty Council has overall responsibility for the quality of KTH's education, research and cooperation with society, as well as for the quality of recruitment and promotion processes for teachers and researchers. The faculty council is an advisory body to the Rector.

The Faculty Council consists of teachers' representatives, including the dean and vice dean, who form the majority. In addition, the council includes labour union representatives, external members and student representatives. The faculty council can delegate work to committees or working groups formed on ad-hoc basis depending on the work being tasked to it. For stated regular delegation see steering document, Dnr V-2018-0126 "Fakultetsrådets delegationsordning".

During the period as a doctoral student representative, one aim is to raise strategic questions related to doctoral education or the working environment of doctoral students. Additional aim is to keep an eye on how raised issues or decision can negatively affect the learning experience or conditions of students.

It is important to note that just keeping eye on issues during meetings can require at least 12 hours per meeting per meeting: 5-10 hours preparation, 2 hours pre-meetings, 5 hours meeting. This is in addition to commute time if the person representing is not on campus and translation time if the person does not speak Swedish. All meetings are in Swedish. If the person representing wants to raise a question or an issue, extra work is expected such talking to the chapter board, THS heads of educational affairs, PhD representatives at the local schools. If such questions/issues are raised, a proportional effort has to be made for following up. The process of raising issue to get some actions done in term of policy or guidelines can take one year.

Example for things that went well is a question about relevant guidelines that describe institutional duties for PhD students. Allocation of resources for PhD courses did not go as smooth.



- **FN/FA (Forskarutbildningsnämnd or Forskningsansvariga-gruppen / Doctoral education board or The directors of doctoral studies group)**

A group of the responsables for PhD students' programs in all schools at KTH. PhD issues of all forms, both individual and strategic are discussed here and debate is common. However, no decisions are taken but only recommendations on how to proceed next in the issue either directly at school level or for consideration in subsequent committees or councils.

One example of policy discussed here was the drafting of a complaint by the PhD Chapter to address misconduct at structural level, which led to revision of the role of the FA and PA, and hopefully also to acknowledge the work of the PAD.

Contact: edu@dr.kth.se

Vacancies: 1 regular (ordinarie) + 1 substitute (suppleant) position

- **RU (Resursfördelningsutskottet / The Resource Allocation Committee)**

This committee is tasked to investigate, propose and monitor the distribution of state funds within KTH. The question of how the distribution system affects the quality of education and research should be given special consideration. Students have the right to be represented by three members. The committee will be a preparatory body to the Faculty Council concerning the distribution issues. Due to revisions on the RU strategy, the committee is not as active.

Contact: edu@dr.kth.se

Vacancies: 1 regular (ordinarie) + 1 substitute (suppleant) position

## ● UN (Utbildningsnämnden/ The Education Committee)

The three main tasks of the Education Committee are:

Overall dimension of education on undergraduate and postgraduate level

- Administering KTH's quality development effort and follow-up on undergraduate and postgraduate education;
- Administering KTH's general development of rules and guidelines concerning education.

Contact: [edu@dr.kth.se](mailto:edu@dr.kth.se)

Vacancies: 1 regular (ordinarie) + 1 substitute (suppleant) position

## ● FN (Forskingnämnden/ The Research Committee)

The committee works with research and research ethics questions as delegated by the faculty council:

Contact: [research@dr.kth.se](mailto:research@dr.kth.se)

Vacancies: 1 regular (ordinarie) + 1 substitute (suppleant) position

## ● Future Faculty Group

THS Future Faculty is a group of student representatives who represent student perspective and take part of the decision making process with regards to recruitment, employment and promotion of teachers at KTH. Through this group, representatives are assigned to meetings at recruitment committees (RK), employment committee (AU), promotion committee (BN) and docent committees. The responsible for this group from the union is primarily THS educational affairs with a focus on quality and development ([utbildning@ths.kth.se](mailto:utbildning@ths.kth.se)). From the PhD chapter the contact point is ([ff@dr.kth.se](mailto:ff@dr.kth.se)).

An example for workshop about THS future faculty: [THS CHU presentation \(En\)](#), ([Sv](#))

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## ● AU (Anställningsutskottet / The Employment Committee)

The three main tasks of the Employment committee are:

- Promotion matters; including both preparation and decision finalisation on these;
- Teacher recruitment matters; including both preparation and decisions;
- Administering KTH's quality development effort regarding teacher recruitment/promotions, as well as follow-up of this.

Vacancies: 5 regular (ordinarie) + 5 substitutes (suppleant) positions

Contact: ff@dr.kth.se

## ● BN (Befordringsnämnden / The Promotion Committee)

(Former: CTFN / Centrala tjänsteförslagsnämnden / The Central Appointments Committee)

Responsible for dealing with matters that relate to the promotion of associate professor to professor and the promotion from assistant professor to associate professor.

Vacancies: 5 regular (ordinarie) + 5 substitute (suppleant) positions

Contact: ff@dr.kth.se

## ● RN (Rekryteringsnämnden/ Recruiting Committees)

There are different recruiting committees (Rekryteringskommitté, RK) at each school that is responsible for preparing and submitting proposals for the recruitment of the following positions: Professor, Associate Professor and Assistant Professor. From each committee, a recruitment board (rekryteringsnämnd/RN) is formed to attend to each specific errand. Student representatives are expected to be organised at the school-level but as of now, it is mainly arranged by [THS Future Faculty](#) and PhD student representation is either non existence or on arbitrary basis.

Vacancies: 5 regular (ordinarie) + 5 substitute (suppleant) positions

Contact: ff@dr.kth.se

Note: THS Future Faculty is a group of student representatives who represent student perspective and take part of the decision making process with regards to recruitment, employment and promotion of teachers at KTH. Through this group, representatives are assigned to meetings at recruitment committees (RK), employment committee (AU), promotion committee (BN) and docent committees.

## Preface: About The Promotion Committee

The promotion committee is responsible for handling cases relating to promotion of assistant and associate professors. The committee gives recommendations to the dean of faculty or head of school on the cases. The committee comprises a chairperson, teacher representatives, external experts and student representatives as voting members of the committee. Usually, attendance of personnel department, who does not take part of the decision, is expected to provide support for the meeting. Students are entitled to be represented.

The students' representatives are usually appointed centrally by the student union but it has been often the case that doctoral student representatives are appreciated to provide doctoral perspectives on the cases.

## Description of the position

The promotion committee takes decision in a form of a meeting which follows the following agenda:

1. Opening of the meeting
2. Electing a member to check the minutes
3. Approval of the agenda
4. Conflict of interests
5. Interview with the applicant
6. Questions to school representative
7. Assessment





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8. Decision

9. Other matters

10. Closure of the meeting

In view of the principle of impartiality, the participants in the meeting shall not have any conflict of interest and that must be clarified at the beginning of the meeting.

During the interview with applicant, it is necessary to clarify any details that are necessary to justify the decision to be made.

## Description of the work

The committee members are expected to provide a suggestion to the dean on the faculty or the head of school on the candidate application leaning towards KTH promotion criteria. The following references are relevant for the promotion criteria as provided in KTH steering documents in the intranet:

Appendix 1 – Employment as professor of KTH's appointment procedure for teachers applies for assessing merits for making decision regarding the promotion of associate professors to professors.

Appendix 2 – Employment as associate professor of KTH's appointment procedure for teachers applies for assessing merits for making decision regarding the promotion of assistant professors to associate professor.

## Expectations from the chapter on the position

The doctoral student representative is expected to prepare his/her decision in a factual basis with reference to the merits of the applicant described in the application profile and leaning towards the

promotion criteria. It is recommended that the student representative makes a higher emphasis on reviewing the applicant's qualification on high standards of teaching. A holistic coverage on the course analysis and course evaluation to assess teaching quality is recommended.

As a rule of thumb, the meeting takes around 1.5 hours and require 4 hours of preparation.

## The positions responsibility towards the chapter

The doctoral student representative is expected to keep the chapter and the student union head of educational affairs updated whenever the representative cannot be present.

### Additional notes;

The recruitment/promotion of teachers, herewith meaning assistant, associate and professors, is exercising public authority which is according to the Swedish constitution shall be made objectively, impartially and transparently. It shall also be based on factual circumstances such as merit and ability. The decision of promotion is done by the president of KTH, however the recruitment/promotion committee makes an important contribution by providing specific recommendations to the president in view of the application profile, the position and the school suggestions. The committee recommendation affects the decision and the decision affect the excellence of KTH as a world-class leader in education and research.

The promotion committee consists of:

- Chairperson
- Teacher representative(s)
- student representative(s)
- expert(s)



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Note: The promotion committee may also have a school representative that can answer to questions related to the school. A secretary may also be present. Both the secretary and the school representatives do not participate in the recommendation decision made by the committee.

The recruitment/promotions committee takes decision in a form of a meeting which follows the following agenda:

1. Opening of the meeting
2. Electing a member to check the minutes
3. Approval of the agenda
4. Conflict of interests
5. Interview with the applicant
6. Questions to school representative
7. Assessment
8. Decision
9. Other matters
10. Closure of the meeting

In view of the principle of impartiality, the participants in the meeting shall not have any conflict of interest and that must be clarified at the beginning of the meeting.

During the interview with applicant, it is necessary to clarify any details that are necessary to justify the decision to be made.

During the session where questions can be asked to the school representatives, the student representative may ask questions that are deemed relevant and answerable by the school representative. For example: specific questions regarding the school recommendation and the applicant collaboration.

During the assessment session, the student representative may ask specific question that the student representative thinks the expert is the right person to answer. For example, the student representative may ask the expert on the academic and research leadership of the applicants if it is not pointed out clearly in the expert letter.

### Decision making process:

Since committee members are expected to decide at each point on the qualification of the applicant to the position under consideration, the student representative should prepare a reference from the applications that substantiate his or her decision on each point. It is recommended that the student representative makes a higher emphasis on reviewing the applicant's qualification on high standards of teaching. A holistic coverage on the course analysis and course evaluation to assess teaching quality is recommended.

Employment as professor of KTH's appointment procedure for teachers applies for assessing merits for making decision regarding the recruitment/promotions of associate professors to professors.

Employment as associate professor of KTH's appointment procedure for teachers applies for assessing merits for making decision regarding the recruitment/promotions of assistant professors to associate professor.

Prior to attending the meeting, the student representative is recommended to prepare his/her decision in a factual basis with reference to the merits of the applicant described in the application profile. Reference to answers made during the meeting can be considered as well.

recruitment/promotions for associate professors to professors

Assessment ground	Reason for approving	Reason for not approving
Academic leadership The applicant shall have demonstrated their academic leadership in research and teaching activities. 'Academic leadership in research activities' means, for example, building up and leading a research group at their own university, establishing research collaboration within or outside their own university, and likewise meaningful initiatives for research development within the subject field. 'Academic leadership in teaching activities'		



means, for example, leading, building up or developing degree programmes, establishing educational activities and pedagogical third-stream initiatives within or outside the university. The academic leadership shall be assessed as strong within at least one of the two qualifying criteria.		
Third-stream activities The applicant should produce documented experience of third-stream activities through their research or educational activities.		
Research expertise shall also be such that the applicant: - Is internationally recognized within the area of the appointment, e.g. demonstrated through invitations to hold lectures and examination and external review assignments of a not insignificant scope.		
Research expertise shall also be such that the applicant: - Has a significant scope of high-quality research publications, demonstrates currency and has published in respected international journals or other forms of publication that are current within the specific subject field.		
Research expertise shall also be such that the applicant: - Has built up their own research activities. This should be funded by their own research grants obtained in national and international competition from research councils, foundations, trade and industry, etc. The activity should, among other things, include Ph.D. students.		
Teaching expertise shall also be such that the applicant: - Has carried out high quality third-cycle teaching to an appreciable extent as well as first- or second-cycle teaching. The teaching initiatives shall be current, evaluated and analyzed.		
Teaching expertise shall also be such that the applicant: -Can demonstrate documented responsibility for and independent organization or courses or course components, development of teaching and also experience of administering courses and study programmes within the university		
Teaching expertise shall also be such that the applicant: -Can demonstrate documented experience of individual third-cycle supervision. By this it is meant that the applicant shall normally have been the principal supervisor for at least one Ph.D. student who has obtained a degree of doctor. Being a principal		

supervisor means taking responsibility for the entire process from recruitment and admission to higher education qualification, and also active supervision work both in third-cycle courses and their own thesis work.		
Teaching expertise shall also be such that the applicant: - Can demonstrate documented experience of individual supervision in addition to supervision of Ph.D. students, e.g. supervision of students working on degree projects or supervision of postdocs.		
Is very familiar with current pedagogical development within the subject field of the appointment as well as related research methodology, learning-focused teaching methods and examination formats and evaluation methods.		
The assessment criteria for appointment as a professor shall be the degree of expertise required as a qualification for employment. In addition, the following assessment criteria apply in relation to the employment profile laid down: - The degree of expertise to develop and lead activities and staff. This includes knowledge of diversity and equal treatment issues with a particular focus on gender equality.		
The assessment criteria for appointment as a professor shall be the degree of expertise required as a qualification for employment. In addition, the following assessment criteria apply in relation to the employment profile laid down: - The degree of administrative and other expertise.		
The assessment criteria for appointment as a professor shall be the degree of expertise required as a qualification for employment. In addition, the following assessment criteria apply in relation to the employment profile laid down: - Interpersonal skills.		

Where to find information:

Assessment ground	Where to find?
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<p>Academic leadership The applicant shall have demonstrated their academic leadership in research and teaching activities. 'Academic leadership in research activities' means, for example, building up and leading a research group at their own university, establishing research collaboration within or outside their own university, and likewise meaningful initiatives for research development within the subject field. 'Academic leadership in teaching activities' means, for example, leading, building up or developing degree programmes, establishing educational activities and pedagogical third-stream initiatives within or outside the university. The academic leadership shall be assessed as strong within at least one of the two qualifying criteria.</p>	<p>In CV, section 5. Management and Collaboration and especially subsection "5.3 Management tasks and administration" and "5.5 External contacts and external activities"</p> <p>Note: Sometimes it is not always possible to hold a leadership positions or 'do third-stream activities', so instead 2 questions may be asked:</p>
<p>Third-stream activities The applicant should produce documented experience of third-stream activities through their research or educational activities.</p>	<p>1. to the applicant: as to whether would he/she plan/consider doing it?</p> <p>2. to the school representative may be asked with regards to how do you see the applicant leadership potential if he/she would have been given a chance?</p>
<p>Research expertise shall also be such that the applicant:</p> <ul style="list-style-type: none"> <li>- Is internationally recognized within the area of the appointment, e.g. demonstrated through invitations to hold lectures and examination and external review assignments of a not insignificant scope.</li> </ul>	<p>In expert statements. They are the best to judge here. Sometimes it is good to also look at the CV "3.3 List of publications" and look for the following indicators:</p>
<p>Research expertise shall also be such that the applicant:</p> <ul style="list-style-type: none"> <li>- Has a significant scope of high-quality research publications, demonstrates currency and has published in respected international journals or other forms of publication that are current within the specific subject field.</li> </ul>	<p>1. Publications in journals such as IEEE transactions or Nature</p> <p>2. High citations (from: google scholar, indicator of impact)</p> <p>3. papers authored alone (, indicator of independence).</p>
<p>Research expertise shall also be such that the applicant:</p> <ul style="list-style-type: none"> <li>- Has built up their own research activities. This should be funded by their own research grants obtained in national and international competition from research councils, foundations, trade and industry, etc. The activity should, among other things, include Ph.D. students.</li> </ul>	<p>4. papers authored by different many co-authors (indicator of collaborations and probably independence)</p> <p>5. see if the PhD supervisor of the applicant is not most often a co-author (if so, it is an indicator of dependency. This is bad!)</p>

	<p>6. See if the applicants managed to secure funds in “3.5 Received funding”</p> <p>7. In section “3.9 Assignment as reviewer and independent expert”, see if the applicant has been assigned for PhD defense or Journal reviewer/editor.</p>
<p><b>Teaching expertise shall also be such that the applicant:</b></p> <p><b>- Has carried out high quality third-cycle teaching to an appreciable extent as well as first- or second-cycle teaching. The teaching initiatives shall be current, evaluated and analyzed.</b></p>	<p>CV section: “4.2 Listed teaching experience”, “4.3 Theoretical Knowledge”, “4.4 Approach” and “4.5 Proficiency as a teacher” and appendices. Look for the following <b>hard</b> requirement;</p> <ol style="list-style-type: none"> <li>1. At least documented 15 credits on teaching and learning.</li> <li>2. Given courses should have been analysed. Seeing progress in student feedback is a good indicator.</li> <li>3. Main supervision of at least one PhD student and (degree projects or postdoc).</li> </ol>
<p><b>Teaching expertise shall also be such that the applicant:</b></p> <p><b>-Can demonstrate documented responsibility for and independent organization or courses or course components, development of teaching and also experience of administering courses and study programmes within the university</b></p>	
<p><b>Teaching expertise shall also be such that the applicant:</b></p> <p><b>-Can demonstrate documented experience of individual third-cycle supervision. By this it is meant that the applicant shall normally have been the principal supervisor for at least one Ph.D. student who has obtained a degree of doctor. Being a principal supervisor means taking responsibility for the entire process from recruitment and admission to higher education qualification, and also active supervision work both in third-cycle courses and their own thesis work.</b></p>	
<p><b>Teaching expertise shall also be such that the applicant:</b></p> <p><b>- Can demonstrate documented experience of individual supervision in addition to supervision of Ph.D. students, e.g. supervision of students working on degree projects or supervision of postdocs.</b></p>	
<p><b>Is very familiar with current pedagogical development within the subject field of the appointment as well as related research methodology, learning-focused teaching methods and examination formats and evaluation methods.</b></p>	





<p>The assessment criteria for appointment as a professor shall be the degree of expertise required as a qualification for employment. In addition, the following assessment criteria apply in relation to the employment profile laid down:</p> <ul style="list-style-type: none"> <li>- The degree of expertise to develop and lead activities and staff. This includes knowledge of diversity and equal treatment issues with a particular focus on gender equality.</li> </ul>	<ul style="list-style-type: none"> <li>- See if the applicant reflected in the CV on diversity/gender equality or being involved in one of KTH committees on that.</li> <li>- See if the applicant held a management position such as unit head, department head, division head, leader in center.</li> <li>- See in the school statement if they have a positive judgment on that.</li> </ul>
<p>The assessment criteria for appointment as a professor shall be the degree of expertise required as a qualification for employment. In addition, the following assessment criteria apply in relation to the employment profile laid down:</p> <ul style="list-style-type: none"> <li>- The degree of administrative and other expertise.</li> </ul>	<p>Questions may be asked to:</p> <ol style="list-style-type: none"> <li>1. the applicant to clarify his/her stance on that.</li> <li>2. the school representative on its view on the applicant's if it is not clear from the provided document.</li> </ol>
<p>The assessment criteria for appointment as a professor shall be the degree of expertise required as a qualification for employment. In addition, the following assessment criteria apply in relation to the employment profile laid down:</p> <ul style="list-style-type: none"> <li>- Interpersonal skills.</li> </ul>	

#### Recruitment/Promotion for assistant professors to associate professors

Assessment ground	Reason for approving	Reason for not approving
<p>Teaching expertise for an associate professor shall be such that the applicant:</p> <ul style="list-style-type: none"> <li>- Has carried out high quality first- or second-cycle teaching to an appreciable extent. The teaching initiatives shall be current, evaluated and analyzed. The applicant should be able to demonstrate some experience from all levels of education.</li> </ul>		
<p>Teaching expertise for an associate professor shall be such that the applicant:</p> <ul style="list-style-type: none"> <li>- Can demonstrate documented experience of organization of courses or course components at university level.</li> </ul>		
<p>Teaching expertise for an associate professor shall be such that the applicant:</p>		

- Can demonstrate documented experience of individual supervision, e.g. of degree projects or within third-cycle studies.		
Teaching expertise for an associate professor shall be such that the applicant: - Is familiar with current research and pedagogical development within the subject field of the appointment as well as related research methodology and learning-focused teaching methods		
Teaching expertise for an associate professor shall be such that the applicant: - Can demonstrate some experience of leading and organizing courses and study programmes.		
Research expertise for an associate professor shall be such that the applicant: - Has demonstrated the ability to independently formulate and solve research problems.		
Research expertise for an associate professor shall be such that the applicant: - Is active within, or has close links to, the international research front.		
Research expertise for an associate professor shall be such that the applicant: -Has published research works to not insignificant extent in internationally recognized scientific journals or other publication forms that are relevant to the specific subject field.		
Research expertise for an associate professor shall be such that the applicant: -Has demonstrated the ability to lead research activities. Such ability may be demonstrated through, for example, documented experience of project management in research projects, supervision of third-cycle courses or study programmes, supervision of postdocs or other relevant management assignments		
Research expertise for an associate professor shall be such that the applicant: - Has demonstrated the ability to search for, receive funds for and run research projects based on, for example, publications, reports and decisions concerning research grants awarded		



## ● Docent (Docent Committees)

There are different docent committees at each school that is responsible for preparing and submitting proposals for the assessment and recommendation for admission for docentship committees at the schools.

Vacancies: 5 regular (ordinarie) + 5 substitute (suppleant) positions

Contact: ff@dr.kth.se

### Description of work.

Docentship is an academic title showing a higher scientific competence than a doctorate. A docent is not an employment but rather a mark of competence regarding research and teaching expertise. Admission as a docent is a step in an academic career through which researchers and teachers can become main advisor to doctoral students and build up their own research groups. The title of docent may also have the function of unpaid connection to the university, in order to support cooperation with external parties through, among other, assistant supervision at third-cycle level. Docents are accepted in subjects related to KTH's third-cycle subject areas and are expected to perform certain tasks as stated in the instructions.

### Eligibility requirements

Eligibility as docent at KTH applies to those who

1. hold a doctorate or have equivalent research expertise, and
2. have demonstrated research and teaching expertise.

Teaching expertise for a docent shall be such that the applicant

- Have experience of teaching at second cycle and third cycle or in other corresponding context outside the university. This means, for example, having responsibility for an essential element within a course.
- Have undergone third cycle supervision training of at least 3 hp.
- Have demonstrated the ability to supervise students through, among others, assisting for

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supervision of doctoral thesis. Research expertise for a docent shall be such that the applicant

- Has demonstrated the ability to independently formulate and solve research problems.
- Is active within, or has close links to, the international research front.
- Has published research works to not insignificant extent in internationally recognized scientific journals or other publication forms that are relevant to the specific subject field. 2 (4)
- Has a scope of scientific production that should normally be considered as corresponding to at least the double of that required for the doctorate.

Even if the eligibility requirements are met, an applicant may only be admitted as a docent if the school has showed that docentship is useful for KTH's research and education at second cycle and third cycle and how the subject area relates to a third-cycle subject area at KTH.

Tasks for docents Admitted docents are expected to

- be principal supervisors for doctoral students,
- serve as faculty examiner and participate in grading committees during public defence of doctoral thesis within the subject area,
- contribute to teaching within the subject area at second cycle and third cycle, and
- conduct research activities at international level.

Assessment of research expertise

The Employment board normally appoints an expert to assess the scientific skills, if it is not evidently unnecessary for examination of the expertise. Expert assessment may be evidently unnecessary if applicants have an international academic title equivalent to a docentship at KTH or have recently been assessed for a promotion to Associate Professor at KTH. The Expert assessment is submitted to the Dean of Faculty. If the applicant has demonstrated research expertise then the applicant will be assessed regarding teaching expertise.

Assessment of teaching expertise and docent interview

A docent committee at the school is responsible for the examination of teaching expertise and the docent interview (which may only be held once). The Docent committee is appointed according to section 5. After the docent interview, the Chairman of the committee should write a brief statement on

- (1) the interview with special emphasis on supervision, and
- (2) the applicant's other documented teaching qualification. The statement should be written in English.



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### Questions at the docent interview

Questions to be discussed by the Docent committee during the interview. Applicants must be informed of the appendix before the interview.

- Subject area of the docentship
- Teaching experience and expertise regarding teaching and supervision
- Development of skills within third cycle teaching
- Individual study plan (for third-cycle studies)
- Rules regarding third cycle studies and rights and obligations for doctoral students
- Equal opportunities
- Diversity and inclusion
- Ethics and integrity
- Reasons for the application
- Self-awareness and continued development

## ● **JML-grupp (Jämställdhetskommittén / The Equality Committee)**

Questions related to gender and equal treatment

Contact: [social@dr.kth.se](mailto:social@dr.kth.se)

Vacancies: 1 regular (ordinarie) + 1 substitute (suppleant) position

## ● **KTH-S (The KTH-Sustainability Council)**

KTH-Sustainability focuses on the integration of environment and sustainable development in education, research and collaboration. Sustainable Campus is responsible for KTH's environmental management system and environmental issues surrounding the campus.

KTH-Sustainability started as a project running up to 2015 focusing on the integration of environment and sustainable development in education, research and collaboration. The project is led by the Vice President for Sustainable Development, Professor Göran Finnveden. The project's steering group, KTH-Sustainability council, involves faulty representatives appointed by the

Faculty Council, student and PhD student representatives appointed by the student union (THS), the environmental manager and KTH-Sustainability's project leader.

Contact: [social@dr.kth.se](mailto:social@dr.kth.se)

Vacancies: 1 regular (ordinarie) + 1 substitute (suppleant) position

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## ● Språkkommittén / The Language Committee

The Language Committee monitors language issues in a broad sense on behalf of KTH students, faculty, and staff. The Committee is tasked to implement parts of KTH's Language Policy and provides advice in linguistic matters of a general nature.

Contact: social@dr.kth.se

Vacancies: 1 regular (ordinarie) + 1 substitute (suppleant) position

Each position has a testament that is divided into two parts, a static and a dynamic. The static testament is an open letter with the purpose of giving a clear image of the work performed in the position addressed and should therefore not be altered if it is not found necessary to do so. The dynamic testament is a personal letter from the current position holder to its successor with more detailed information about ongoing work.

### Description of the position

In this position you are the board member who is responsible for the communication and representation at the meetings with the language committee.

As a board member you work together with the rest of the board to address issues and strategic changes for the PhD students in general. A lot of the work is discussed in board meetings where specific tasks can be assigned to specific board members.

As the representative in the language committee it is your responsibility to inform the board about the tasks revolving languages at KTH. It is also your responsibility to raise topics that either you or the board has decided would improve the lives of the PhD Students at KTH.

### Description of the work

The work mainly consists of meeting with the board and the language committee. The committee meets once every other month and discusses questions raised by the administrations from the schools at KTH or by the members of the committee. Your position in the committee is as much valued as the rest and that means that the PhD chapter has the possibility to make things happen here.

During the board meetings you attend to the same tasks as the rest of the board members and that would be to discuss about and decide on questions raised regarding the chapter and the position as a PhD student at KTH. The board has a lot of power since it is supported by THS as well as the councils at KTH. When in the board, think of what you want to achieve and make it happen together with the rest of the board.

## Expectations from the chapter on the position

The chapter expects that the person on this position makes sure that the decisions related to PhD students that are made both in the board and in the committee have the best possible outcome for the PhD students.

## The positions responsibility towards the chapter

The person on this position answers ultimately to the chapter. Thus, it is crucial not to have your own agendas that might not go along with the best possible outcome for the rest of the PhD students.

## A brief description of typical events and meeting that occur during the term of this position

The board meets once per month and the language committee meets once every other month. It is a good idea to prepare for these meetings by reading the agendas beforehand and making the PhD board aware of what is going on in the committee so that everyone has a possibility to raise questions and ideas.

Further notes:





Each position has a testament that is divided into two parts, a static and a dynamic. The static testament is an open letter with the purpose of giving a clear image of the work performed in the position addressed and should therefore not be altered if it is not found necessary to do so. The dynamic testament is a personal letter from the current position holder to its successor with more detailed information about ongoing work.

During my time on this position I have mostly focused on getting a grasp on how the structure of the PhD chapter is and how the Language Committee works. I'm happy that I found my place quite fast in the language committee as I managed to raise the question about why PhD Students don't get to account for the points taken when studying Swedish even though it takes time from their work. The committee also felt that this was unfair and issued that as a term in the new regulations about language knowledge for new recruits at KTH.

Think of the committee as your colleagues since they are eager to learn more about the PhD students take on the questions processed by the committee. Use this and let them know more about the PhD students view on stuff in general.

## ● **Stipendierådet / The Central Grants Committee**

The Central Grants Committee – under University Administration (Universitetsförvaltningen) – consists of a maximum of 16 members, with a broad representation of interests (no substitutes), ten members appointed at the different schools, one member from University Administration, three students including one student who is appointed by the THS, foundation responsible for the KTH-affiliated foundations and a chairman, which is appointed by the President.

Contact: [business@dr.kth.se](mailto:business@dr.kth.se)

Vacancies: 1 regular (ordinarie) + 1 substitute (suppleant) position

## ● **US (Universitetsstyrelsen / The University Board)**

The University Board is the top executive unit, governing KTH's activities in most respects. Decisions are taken in strict accordance with the Swedish Higher Education Ordinance in matters of the following nature:

- Important matters concerning internal organization;
- Annual Report, budget issues, other reports and statements of major importance;
- Measures taken on account of facts and reports presented to the Board by the National Audit Bureau;
- Rules and regulations of major importance;
- Other matters of a principal nature.

Vacancies: 1 regular (ordinarie)

Contact: [chair@dr.kth.se](mailto:chair@dr.kth.se)

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### III. KTH Local Representation

At KTH local (school) level, the PhD councils has right to appoint representatives for school executive council, strategic council, and doctoral education councils. Moreover, the PhD students can be representatives in more committees and working groups that affects the education and education environment of PhD students.

The following general notes apply:

- PhD councils shall be able to appoint further provisional representatives at the program level or the department level.
- Dr/THS shall establish representatives based on PhD council appointment, school recommendation or applicable THS central frameworks.

Consult the respective school management and the PhD school councils (doktorandråd) for more details, however the general breakdown of representational posts follow the structure of the schools as follows.

General description of positions:

### PhD Council Positions

The objectives of a PhD Council are to promote more effective and higher quality PhD education and research, to promote a stimulating working environment and to improve the general conditions for the PhD students at the given KTH School. A PhD Council shall work towards a greater unity and fellowship among the PhD students at the given and shall maintain good contacts with the PhD students working centrally at KTH. The council meeting is the supreme school-level decision making body and the council board is the supreme school-level executive level.

In addition, the following applies from the working directives:

- PhD Councils shall maintain contact with Dr board, e.g. through councils coordinator or education manager, for matters concerning appointment of representatives and council members, anchoring of opinions regarding research and education and other questions of consultory nature.
- PhD Councils shall work to influence chapter operation through participating in chapter meetings.
- Unless otherwise specifically decided, doctoral representatives at the councils, departments or educational programs shall also contribute to future faculty representational errands (docentship, recruitment, promotion and employment) centrally at KTH in affinity to their role or representational interest.

## Board member(s)

The PhD Council Board is responsible for:

- a) Contributing to the development of research and research education at the school through exercising and organising PhD student influence at the school, including appointment of provisional PADs and other PhD council functionaries, if needed;
- b) Promoting greater unity and fellowship among the PhD students;
- c) Communicating to relevant PhD students at the school and PhD Chapter Board on appointment of doctoral representatives at the school and other decisions at the school concerning education or conditions affecting doctoral students.

If the PhD Council meeting wishes so, members of the board or council can be also PADs or with other specific roles within the board, e.g. PhD Council Treasurer, PhD Council with Social Affairs focus, or PhD Council with Education Manager role.

## Council chairperson

The council chairperson leads the council's board. All the members of the PhD Council Board are equally responsible for the PhD Council. The PhD Council Chairperson is responsible for the

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communication with the PhD Chapter. The Council Chairperson shall communicate in written form to the PhD Chapter Board the names of any PhD student representatives that need to be appointed to the commissions of trust at the given KTH School. This includes decision on time compensation for doctoral representatives.

The chairperson is the main nominee for the executive group.

## Council vice chairperson(s)

By default, there is one vacancy for the position of PhD Council vice chairperson. However, the school council meeting or school council board or the school council nominating committee shall have the right to decide on the number of vice chairpersons deemed necessary.

The vice chairperson fills for the chairperson when absent and share part of her/his duties as mentioned in the council chairperson profile.

The vice chairperson is the main nominee for strategic council.

## Educational Manager

See council board roles above.

If specified, the education manager is the main representative for quality council of doctoral studies at the school.

## Social responsible

See council board roles above.

The social responsible has the main duties of organising social events for doctoral students at the council.

Furthermore, the social responsible is the main representative for sustainability, equality and safety questions at the council of doctoral studies at the school.

## Program representative(s) - PAD

According to the bylaws, the following applies:

i. Name

PAD is an acronym for “Programansvarig Doktorand”, in English “PhD student representative of the program”.

The PADs can also have deputy PADs or specialisation/track specific PADs within the program.

ii. Responsibilities

PhD Council PADs duties are to work together with their PhD Program Director (PA), or PhD program administration or the Director of Third Cycle Education (FA) or FA deputy at the given KTH School, in order to:

- a) Advocate for improved quality of the PhD program;
- b) Advocate for PhD students' rights and their conditions at their PhD program;
- c) Arrange social and educational activities for the PhD students in their PhD program with resources from the given PhD program;
- d) Help the election process by informing, identifying and training possible candidates to become PADs at the end of their mandates.
- e) Communicate with the PhD Council on ongoing activities or issues.

PADs shall have a formal position to represent all the PhD students at the given PhD program and in all the management and decisional meetings for the given PhD program.

PADs shall be able to participate in executive departmental meetings when decisions concerning conditions of PhD studies and PhD students are taken.

PADs shall inform, involve and delegate their role to the PhD Council Board if the matter of discussion is of greater relevance than their PhD program itself.

PADs shall ensure that every new PhD student at their PhD program is reached by the PhD Chapter, PhD Council and PAD information about their rights and

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opportunities as PhD students.

PADs shall attend and pay an active role in the PhD Chapter Education Council, by ensuring that the opinions of the PADs in the Education Council reflect the opinions of the group of PhD students in their PhD programs.

iii. Election

PhD Council PADs are elected annually by the PhD Council Election Meeting. For each PhD program at the given KTH school, 1 (one) PAD and 1 (one) Deputy PAD shall be elected by the corresponding PhD Council. Each PAD or Deputy PAD elections must be approved by the PhD Chapter Board through the PhD Chapter Chairperson or Vice Chairperson signature on the PhD Council Election Meeting protocol. Elections of PhD Council PADs must be announced and reported on the PhD Council KTH Social webpage or other relevant channels.

iv. Eligibility

A PhD Council PAD must be at least a PhD student at the given KTH School enrolled in the corresponding PhD program that the PAD shall represent.

v. Mandate period

A PhD Council PAD and Vice PAD can only be elected for 1 (one) year at the PhD Council Election Meeting. The mandate shall be extended every year by means of reelections.

vi. Vacancy

In case of vacancy for both a PAD and the correspondent Deputy PAD, the PhD Council Board can directly appoint a Provisional PAD with mandate until the following PhD Council Election Meeting.

vii. PhD Chapter Education Council

All the PADs at KTH are part of the PhD Chapter Education Council and have the responsibility to attend the PhD Chapter Education Council Meetings called by the PhD Chapter Board.

## Council member(s)

Council members are council board, PADs, in addition to helpers and deputies on unspecified mandate.

## School Positions

### Executive group

Who's in the Executive Group?

The executive group consists of:

- the Dean (Head of School),
- the heads of all departments,
- some administrative staff (head of Administration, HR, and Finance are almost always there. Sometimes other administrative groups are present).
- Director of First and Second Cycle Education (GA)
- Director of Third Cycle Education (FA)

Finally, two positions are always held open for student representatives in this group, one from first/second cycle education and one from third cycle education.

What is the Executive Group? The Executive Group discusses how the school is run, a sort of advisory group to the Dean. Mostly the content of meetings consist of reminders about important upcoming events at the school and summaries from the other organizational groups at the school. For example the head of school reports from the Strategic Council, GA from the GRU-council and FA from the Doctoral studies council.



So topics vary, could be about anything from discussing new masters programs, discussing interview processes for new faculty, recruitment processes for new PhDs, how to prepare for upcoming quality reviews for educational programs, reminders on information that should be further delegated by department heads to other faculty and/or students. Could also be about how strategic goals (impact, sustainability, gender equality) are being translated into action at both university and school level. Occasionally the budget of the school is also presented at a high level by the head of the economy. Usually this stays at the level of looking at the yearly balance between departments at the school, and then the school as a whole relative to the other schools at KTH.

For more information about the topics discussed in the Executive group you can look through some of the previous meeting notes. Meeting notes from all Executive Group meetings (in Swedish) can be found the school intranet (for example) .

So, how often do they meet? Usually 1 meeting/month, for roughly 2 hours. Meetings are held in Swedish. Sometimes at the beginning of each semester a multiple day workshop is held somewhere outside of KTH to e.g., discuss an action plan for strategic goals or how to improve the efficiency of the executive group meetings or improve communication between departments. I have not personally attended any of these workshops however, only the monthly meetings.

How much time does it take? Not a lot. Some preparation before meetings is required. The head of administration usually sends out documents and material that will be referred to during the meeting a week in advance of each meeting. A rough estimate is 1-2 hours of preparation before each meeting. Could be more, or could be less however depending on content and your own ambition level. If you would like to bring up your own discussion point as representative of the PhDs in one of the meetings then you are welcomed to do so as well. E-mail the head of administration before the meeting if you would like to have a point added to the agenda.

The way I personally view the role as PhD representative in this group is to primarily attempt to extract issues that relate to doctoral studies within the Executive Group meetings. Usually this is only a small portion of all the content (mainly news from the FA). Regardless, even the other content can be very interesting to listen too as well. I feel I have learned a great deal about how the school is organized and how strategic goals are pursued because of it.

Sounds fun! It is! And very important!

## Strategic council

**What is the Strategic Council?** The Council is more of a discussion forum for common school issues than an actual decision- making council. As the name suggests its purpose is to discuss strategic issues related to development and improvement of the School. This can include issues such as:

- Policy- and operations documents for the School
- Improving the health and work environment in the School
- Promoting collaboration between the School and external actors
- Integrating sustainability into the education
- Increasing diversity and gender equality in the workplace

Rather than formally deciding on these issues, the council is an opportunity for representatives of the different facets of the School as well as external actors to discuss them – often in a workshop-like format.

**Who's in the council?** The council is elected for a three year mandate (probably). It includes the Head of School who acts as chairman. Then there are several teachers, research and administration representatives, as well as external representatives from “the industry” which seem to vary between mandates.

And then there is you! And you are elected into the Council through THS rather than through the Strategic Council's election process.

**So, how often do they meet?** Around two or three times per semester seems to be the average. And around two hours per meeting.

**Doesn't sound like a lot work. How much time does it take?** Not a lot. But it does require a bit preparation before the meetings, e.g., reading up on policy documents and material that will be discussed in the meetings. So in total maybe 1/2 hour per week on average? Maybe less? Maybe

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more? I don't know I didn't really time it. And I'm bad at math.

**Sounds fun!** It is! And  
very important!

## Quality Council for doctoral studies

**What is the Quality Council for doctoral studies?** This council is about the Doctoral programmes at the school. The Council coordinates and conducts development work related to the different programmes. The Council address issues related to admission to doctoral programmes, the establishment of the eISP as well as who gets to be a member (what criteria the person should fulfil) in the committee at the defense. The doctoral programmes are different, but at the Council meetings, shared quality aspects are discussed

### **Who's in the council?**

The Director of Third Cycle Education (FA) is head of the Council and in charge of the meetings. Programme Directors (PA) or deputy Programme Directors at the school are summoned to the meetings.

And then there is you! And you are elected into the Council through THS rather than through the Strategic Council's election process.

**So, how often do they meet?** Since fall 2019 the Council meet about once a month. The council usually meet for 2 hours.

**Doesn't sound like a lot work. How much time does it take?** As a doctoral representative, you are expected to attend the meetings. You may also read documents sent out before the meeting, in order to get there prepared. It could be an idea to share info to all doctoral students at the ABE-school per email, if the discussed issues should be shared with all doctoral students, but that info might be available on KTH social by now. That's good.

**Sounds fun!** It is! And  
very important!

## Doctoral education program council(s)

Refer to description of quality council for doctoral education.

## Quality council - basic education

Contact THS head of educational affairs or THS school councils for more details.

## Quality council - administration

Contact THS head of educational affairs or THS school councils for more details.

## Committees and councils: safety, sustainability, equality

Refer to description in the central level.

## Future faculty (Recruitment and docentship)

Refer to future faculty group description in the central level.

## Executive groups (department level)

Refer to future faculty group description in the central level.



## Contacts

Organ	Sub-organ	Functionary E-mail
University Board/US		chair@dr.kth.se
Strategic Council/SR		chair@dr.kth.se
Faculty Council/FR		vicechair@dr.kth.se
Educational errands	General	edu@dr.kth.se
	Education Board/UN	edu@dr.kth.se
	Doctoral education group/FA	edu@dr.kth.se
	Basic education group/GA	-
	Education administration/UA	edu@dr.kth.se
	Resource allocation/RU	edu@dr.kth.se
	Grant allocations/stip. råd	edu@dr.kth.se
Research errands		research@dr.kth.se
Future faculty errands		ff@dr.kth.se
	Employment board/AN	ff@dr.kth.se
	Recruitment boards/RN	ff@dr.kth.se
	Promotion board/BN	ff@dr.kth.se
	Docentship errands	ff@dr.kth.se
Others		
	Sustainability errands	social@dr.kth.se
	Equality errands	social@dr.kth.se
	Language errands	social@dr.kth.se

### Doktorandsektionen vid Tekniska Högskolans Studentkår

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Postal address: Drottning Kristinas väg 15 – 10044 Stockholm

Union positions		
	Chairperson, Dr	chair@dr.kth.se
	Vicechairperson, Dr	vicechair@dr.kth.se
	Treasurer, Dr	treasurer@dr.kth.se
	Educational Manager, Dr	edu@dr.kth.se
	Communication Manager, Dr	communication@dr.kth.se
	Council Coordinator, Dr	councils@dr.kth.se
	Business Manager, Dr	business@dr.kth.se
	Webmaster/IT responsible, Dr	it@dr.kth.se
	Events Manager, Dr	events@dr.kth.se
	Workgroup Manager, Dr	workgroups@dr.kth.se
	Union Council, Dr	kf@dr.kth.se
	WOP, Dr	wop-committee@dr.kth.se
	Nominating committee, Dr	nominations@dr.kth.se
	Masters of ceremonies, Dr	DrInK@dr.kth.se
	Chapter hall responsible, Dr	lokal@dr.kth.se

## • School of Architecture and the Built Environment (ABE)

The list of representatives can be described as follows:

Organ	Sub-organ	Dr Functionary E-mail
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Executive Group/LG		abe-chair@dr.kth.se
Strategic Council/SR		abe-vicechair@dr.kth.se
Educational errands	General	abe-edu@dr.kth.se
	Quality council/3rd cycle	abe-edu@dr.kth.se
	Quality council/1st & 2nd cycle	-
	Quality council/admin	-
Architecture Program		abe-pad@dr.kth.se
Art, technology and design		abe-pad@dr.kth.se
Civil and architectural engineering		abe-pad@dr.kth.se
Geodesy and geoinformatics		abe-pad@dr.kth.se
Studies in the humanities and social sciences of technology, science and environment	History of science, technology and environment philosophy	abe-pad@dr.kth.se
	Philosophy	abe-pad@dr.kth.se
	Technology and Learning (ITM)	
Land and water resources engineering		
Planning and decision analysis		
The built environment and society: management, economics and law	Business studies	
	Real estate and construction	
Transport science		
Departments/LG		
	Architecture	
	Civil and Architectural Engineering	

	Philosophy & History	
	Real Estate and Construction Management	
	SEED	
	Urban Planning and Environment	
THS/Dr ABE Council		abe-council@dr.kth.se
	Chairperson, ABE/Dr	abe-chair@dr.kth.se
	Vice chairperson, ABE/Dr	abe-vicechair@dr.kth.se
	Presidium, ABE/Dr	abe-presidium
	Educational Manager, ABE/Dr	abe-edu@dr.kth.se
	Social Responsible, ABE/Dr	abe-social@dr.kth.se
	Council board, ABE/Dr	
	PADs, Dr/ABE	abe-pad@dr.kth.se
	Council, Dr/ABE	abe-council@dr.kth.se

- **School of Electrical Engineering and Computer Science (EECS)**

The school's work is described through the established work- and delegation scheme. It describes all the school's groups and councils. Decision made by the Head of School's is published in the school's document archive.

The list of representatives can be described as follows:

Organ	Sub-organ	Dr Functionary E-mail
Executive Group/LG		eeecs-chair@dr.kth.se

**Doktorandsektionen vid Tekniska Högskolans Studentkår**

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Postal address: Drottning Kristinas väg 15 – 10044 Stockholm





Strategic Council/SR		eecs-vicechair@dr.kth.se
Educational errands	General	eecs-edu@dr.kth.se
	Quality council/3rd cycle	eecs-edu@dr.kth.se
	Quality council/1st & 2nd cycle	eecs-edu@dr.kth.se
	Quality council/admin	eecs-edu@dr.kth.se
Electrical Engineering		eecs-pad@dr.kth.se
Information and Communication Technology		eecs-pad@dr.kth.se
Computer Science		eecs-pad@dr.kth.se
Mediated Technology		eecs-pad@dr.kth.se
Departments/LG		eecs-board@dr.kth.se
	Communication	eecs-board@dr.kth.se
	Computer Science	eecs-board@dr.kth.se
	Electrical Energy Engineering	eecs-board@dr.kth.se
	Electronics and Embedded Systems	eecs-board@dr.kth.se
	Human Centered Technology	eecs-board@dr.kth.se
	Intelligent Systems	eecs-board@dr.kth.se
THS/Dr EECS Council		eecs-council@dr.kth.se
	Chairperson, EECS/Dr	eecs-chair@dr.kth.se
	Vice chairperson, EECS/Dr	eecs-vicechair@dr.kth.se
	Presidium, EECS/Dr	cbh-presidium
	Educational Manager, EECS/Dr	eecs-edu@dr.kth.se
	Social Responsible, EECS/Dr	eecs-social@dr.kth.se

	Council board, EECS/Dr	eecs-board@dr.kth.se
	PADs, Dr/EECS	eecs-pad@dr.kth.se
	Council, Dr/EECS	eecs-council@dr.kth.se

## • School of Engineering Sciences (SCI)

The SCI school organisation is a line organisation in which administration and faculty are organised in two separate sections.

The list of representatives can be described as follows:

Position	Sub-organ	Functionary E-mail
Executive Group/LG		sci-chair@dr.kth.se
Strategic Council/SR		sci-vicechair@dr.kth.se
Educational errands	General	sci-edu@dr.kth.se
	Quality council/3rd cycle	sci-edu@dr.kth.se
	Quality council/1st & 2nd cycle	sci-edu@dr.kth.se
	Quality council/admin	sci-edu@dr.kth.se
Aerospace engineering		sci-pad@dr.kth.se
Physics	Physics	sci-pad@dr.kth.se
	Biological physics	sci-pad@dr.kth.se
Applied Physics	Physics	sci-pad@dr.kth.se
	Biological physics	sci-pad@dr.kth.se
Vehicle and maritime engineering		sci-pad@dr.kth.se
Solid mechanics		sci-pad@dr.kth.se

### Doktorandsektionen vid Tekniska Högskolans Studentkår

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Postal address: Drottning Kristinas väg 15 – 10044 Stockholm



Mathematics		sci-pad@dr.kth.se
Applied and computational mathematics		sci-pad@dr.kth.se
Engineering mechanics		sci-pad@dr.kth.se
Departments/LG		sci-board@dr.kth.se
	Aeronautical & Vehicle Engineering	sci-board@dr.kth.se
	Physics	sci-board@dr.kth.se
	Applied Physics	sci-board@dr.kth.se
	Solid Mechanics	sci-board@dr.kth.se
	Mathematics	sci-board@dr.kth.se
	Mechanics	sci-board@dr.kth.se
THS/Dr SCI Council		sci-council@dr.kth.se
	Chairperson, SCI/Dr	sci-chair@dr.kth.se
	Vice chairperson, SCI/Dr	sci-vicechair@dr.kth.se
	Presidium, SCI/Dr	sci-presidium
	Educational Manager, SCI/Dr	sci-edu@dr.kth.se
	Social Responsible, SCI/Dr	sci-social@dr.kth.se
	Council board, SCI/Dr	sci-board@dr.kth.se
	PADs, Dr/SCI	sci-pad@dr.kth.se
	Council, Dr/SCI	sci-council@dr.kth.se

## • School of Engineering Sciences in Chemistry, Biotechnology and Health (CBH)

The school's work is described through the established scheme of delegation. CBH is lead by the Head of School, and the work is delegated as seen in the organisational chart.

The list of representatives can be described as follows:

Position	Sub-organ	Dr Functionary E-mail
Executive Group/LG		cbh-chair@dr.kth.se
Strategic Council/SR		cbh-vicechair@dr.kth.se
Educational errands	General	cbh-edu@dr.kth.se
	Quality council/3rd cycle	cbh-edu@dr.kth.se
	Quality council/1st & 2nd cycle	-
	Quality council/admin	-
Biotechnology		cbh-pad@dr.kth.se
Theoretical chemistry and biology		cbh-pad@dr.kth.se
Chemical science and engineering	Chemistry	cbh-pad@dr.kth.se
	Chemical engineering	cbh-pad@dr.kth.se
	Fibre and Polymer Science	cbh-pad@dr.kth.se
Technology and health		cbh-pad@dr.kth.se
Medical technology		cbh-pad@dr.kth.se
Departments/LG		
	Medical Engineering & Health systems	
	Protein Science	

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	Theoretical Chemistry and Biology	
	Industrial Biotechnology	
	Gene Technology	
	Engineering Pedagogics	
	Chemistry	
	Chemical Engineering	
	Fibre and Polymer Technology	
THS/Dr CBH Council		cbh-council@dr.kth.se
	Chairperson, CBH/Dr	cbh-chair@dr.kth.se
	Vice chairperson, CBH/Dr	cbh-vicechair@dr.kth.se
	Presidium, CBH/Dr	cbh-presidium
	Educational Manager, CBH/Dr	cbh-edu@dr.kth.se
	Social Responsible, CBH/Dr	cbh-social@dr.kth.se
	Council board, CBH/Dr	
	PADs, Dr/CBH	cbh-pad@dr.kth.se
	Council, Dr/CBH	cbh-council@dr.kth.se

• **School of Industrial Engineering and Management (ITM)**

The list of representatives can be described as follows:

Organ	Sub-organ	Dr Functionary E-mail
Executive Group/LG		itm-chair@dr.kth.se

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Postal address: Drottning Kristinas väg 15 – 10044 Stockholm

Strategic Council/SR		itm-vicechair@dr.kth.se
Educational errands	General	itm-edu@dr.kth.se
	Quality council/3rd cycle	itm-edu@dr.kth.se
	Quality council/1st & 2nd cycle	itm-edu@dr.kth.se
	Quality council/admin	itm-edu@dr.kth.se
Energy and environmental systems	Energy technology	itm-pad@dr.kth.se
	Industrial ecology (ABE)	itm-pad@dr.kth.se
Industrial economics and management	Industrial economics and management	itm-pad@dr.kth.se
	Economics	itm-pad@dr.kth.se
Production engineering		itm-pad@dr.kth.se
Machine design		itm-pad@dr.kth.se
Materials science and engineering		
Departments/LG		itm-board@dr.kth.se
	Energy Technology	itm-board@dr.kth.se
	Industrial Economics and Management	itm-board@dr.kth.se
	Learning in Engineering Sciences	itm-board@dr.kth.se
	Machine Design	itm-board@dr.kth.se
	Materials Science and Engineering	itm-board@dr.kth.se
	Production Engineering	itm-board@dr.kth.se
	Sustainable Production Development	itm-board@dr.kth.se
THS/Dr ITM Council		itm-council@dr.kth.se

**Doktorandsektionen vid Tekniska Högskolans Studentkår**Organisation number: 802412-5026, Website: [www.dr.kth.se](http://www.dr.kth.se), E-mail: [contact@dr.kth.se](mailto:contact@dr.kth.se)

Postal address: Drottning Kristinas väg 15 – 10044 Stockholm

Diary number: Dr2019-PB-05/0002

Date (revised): 2016-06-09 (2019-10-14)



*PhD Chapter at KTH*  
*Doctoral students' network*

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	Vice chairperson, ITM/Dr	itm-vicechair@dr.kth.se
	Presidium, ITM/Dr	itm-presidium
	Educational Manager, ITM/Dr	itm-edu@dr.kth.se
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	Council board, ITM/Dr	itm-board@dr.kth.se
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	Council, Dr/ITM	itm-council@dr.kth.se

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## TIME COMPENSATION

Time compensation for commission-of-trust positions for PhD students officially appointed by KTH student union at the central and national level is subject to rector's decision Dnr. V-2016-0451 in effect since the 1st of July 2017. As per PhD chapter board protocol on September 19, 2017, a [work-group](#), had been created to investigate and propose how time-compensation can be managed with the aim to provide guidelines for the board members. On the [28<sup>th</sup> of February 2018](#), the board decided to adopt a procedure on how to work with time compensation. This document details this procedure in effect. Due to absence of school level policies, similar compensation policy has been adopted for school level representatives.

The following is considered for the guiding principles of time compensation

- 1- Transparency: representational work to be compensated needs to be communicated. This in practice means that individual work (to be done, or already done) needs to be communicated with the board and be verifiable by means of supporting documents such as meeting minutes.
- 2- Sustainable representation: representational work to be compensated shall take into account preparation work, documentation and handover. This in practice means reading up on relevant policy documents, reporting highlight work to relevant representatives in the different levels, updating relevant testaments and participating in handover.
- 3- Representational effectiveness: a base time shall be allocated for educational purposes about the post and should be allocated for trying out ideas and explore possibilities without being accounted. This in practice means the allocation of time equivalent to approximately 3 ECTS per academic year as a fixed rate (~5% in percentage).
- 4- Inclusiveness: representational work to be done or already done needs to consider members who serve national wide representation in connection with representational duties at KTH, this includes the union of students union (SFS), Eurodoc, European Student Union (ESU)<sup>1</sup>.
- 5- Experience-based time factor for prognosis: this implies that for budgeting purposes, time prognosis shall be made based on input of past members. This is to reduce bias when budgeting.

Based on the above, the following is proposed:

- i. Members of intensive working bodies with more strategic duties tied to them, e.g. chapter board at KTH central or other representatives at national and european level should be allocated 5% per their involvement for one term. This also includes chairpersons of school councils. Regardless of the member's extent of involvement, this fixed rate of unaccounted time can be granted.

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<sup>1</sup> Participation within workers unions, e.g. professional unions (SACO) and civil servant trade union (TCO/ST) are usually compensated using different guidelines.



ii. Representation work should be compensated as incurred.

iii. To assist scheduling and planning for engaged members, an initial estimated workload duties can be obtained as follows:

Estimated workload duties (/term, %) = 5% +  $\frac{\text{Sum}(\text{workload multipliers} \times \text{meetings in hours})}{8.5^2}$  The numbers to be actually claimed by each member shall be compensated as incurred, i.e. could be different from the estimated numbers. Additionally, national representations and european-level representations are included.

The workload multipliers can be described as follows:

Meeting Type**	workload multiplier (xNumber of hours)
US/LG	5*
FR/SR	4*
FF (AN/BN/RN/Docent)	3-4
UU/UN/UA/FA/KR/RU	2-4*
Språk/Stipen/Sustainability/JML	2-4*
Board/Chapter/Council meetings	2-3*
Other representations	2-5*

\*: depending on whether the participant made some extra efforts such as raising issues that require extra time.

\*\*: see the overview of vacancies for the meeting type.

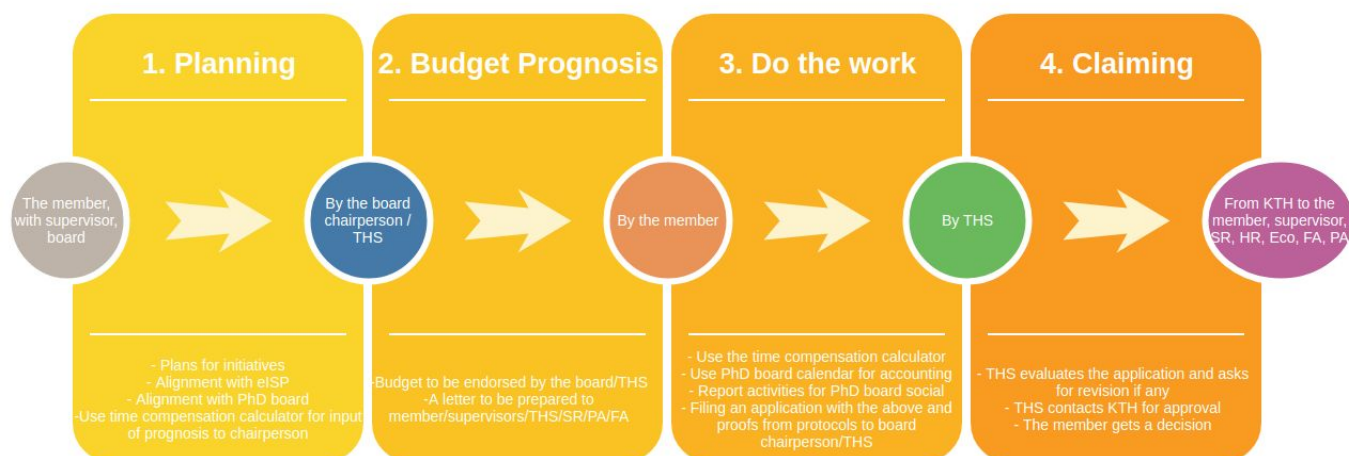
## Working process

The process of working with time compensation can be described as follows:

Planning: starting with the board member planning whereby the member, within the capacity of her/his involvement would self-describe what activities he/she would like to take part. At this stage, the member can make use of time compensation using the multipliers. The stage ends by submitting application for 'Prognosis of workload within commission of trust to the chapter board presidium or to THS central if such delegation exists.

Budget prognosis: the board presidium/THS, or whomever is delegated with this task, takes responsibility of endorsing the application and sending a memo to the member's respective supervisor SR/FA/PA and CC: member/THS. At this point, if not done yet, the board member can already report the prognosis in the ISP, under section 3.4. "Past and planned leaves/appointments eligible for extensions", with reason being "commission of trust".

<sup>2</sup> According to KTH local agreement on working hours for teachers, "Lokalt avtal om arbetstid för lärare", PhD students have an average of 850\*-878 hours/term or 106 days/term for simplicity.



Doing the work: here the member is responsible to use accessible medium to register for activities. Reporting is part of compensated time and would enable quality improvement, transparency and accountability. During this period, the activities can be recorded, e.g. in the time compensation calculator in the corresponding tabs. This stage ends by filing application for time compensation to the chapter board presidium/THS for approval.

Claiming: This is done by THS where it takes responsibility of approving the claims and making sure it is within the total possible claimable budget. Then, the member would file the application to corresponding KTH personnel where successful compensation claims will result in issuance of letters to the member and respective supervisors, SR, FA, PA, economy, HR, THS. At this point, once applicable, the board member can commit the actual "commission of trust" in the ISP, under section 3.4. "Past and planned leaves/appointments eligible for extensions". The member takes responsibility for applying for extension at the respective department citing, KTH policies and agreed time.

Actual time to be compensated for activities, beyond the fixed proportion, is to be based on 'as incurred'. Proofs by means such as certificates, minutes, emails, calendar events, etc. would be needed. As long as it is not 20% beyond planned, a statement of justification might not be needed.

## KTH Policies

[Dnr 930-2005-0345 Time compensation policy for school-level representation](#)

[Dnr V-2016-0451 Time compensation policy for central and national level representation](#)



## Examples

Emma Riese/EECS		
Item	Hours	%
Fixed rate	-	5%
Board meetings	5x10x1	
Chapter meetings	5x2x4	
US meetings	5x5x4	
SR/FA meetings	5x5x4	
Miscellaneous strategic errands	24	
Dr x THSC meetings	2x4x4	
Dr x STHLM meetings	2x4x4	
Total		49%

Tage Mohammadat/EECS		
Item	Hours	%
Fixed rate	-	5%
Board meetings	4x10x1	
Chapter meetings	4x2x4	
FR meetings	4x5x4	
FF coordination meetings	0.5x20	
Miscellaneous executive errands	24	
Dr x THSC meetings	2x4x4	
Dr x STHLM meetings	2x2x4	
Total		34%

Alessandro Enrico/EECS		
Item	Hours	%
Fixed rate	-	5%

Board meetings	2x10x1	
Chapter meetings	2x2x2	
EECS council/board meetings	5x5x3	
EECS doctoral program council meetings	3x2x2	
FF meetings	2x3x4	
Miscellaneous KTH Councils errands	24	
Dr x THSC meetings	-	
Dr x STHLM meetings	-	
Total		25%

Rinat Yapparov/SCI		
Item	Hours	%
Fixed rate	-	5%
Board meetings	2x10x1	
Chapter meetings	2x10x1	
Scholarship grants meetings	2x4x1	
Events management	12	
FF meetings	2x3x4	
Miscellaneous Social and IT errands	24	
Dr x THSC meetings	-	
Dr x STHLM meetings	-	
Total		18%

PAD, 7.5%(10%) example		
Item	Hours	%
Fixed rate	-	-
Dr Councils meetings	2x4x2	
Chapter meetings	4x1x4	
Doctoral education (Quality/Program Council)	3x4x4	
Committees and workgroups	-(16)	

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FF meetings	2x3x4 (4x3x4)	
Miscellaneous Social and E-mail errands	24	
Dr x THSC meetings	-	
Dr x STHLM meetings	-	
Total		7.5% (10%)

More intensive council-level , 15% (20%) example		
Item	Hours	%
Fixed rate	-	-(5%)
Dr Councils meetings	4x4x2	
Chapter meetings	4x1x4	
Doctoral education (Quality/Program Council)	3x4x4	
Executive group meetings	3x4x4	
Committees and workgroups	16	
FF meetings	2x3x4 (4x3x4)	
Miscellaneous Social and E-mail errands	24	
Dr x THSC meetings	4x1x4	
Dr x STHLM meetings	-	
Total		15% (20%)

## Stress handling

Being a PhD student and with commission-of-trust, means you have minimally between 2 to 4 job descriptions and responsibilities, each one of them can be a job on its own. This situation can cause the representative to be under stress pressure and makes one prone to burnout or even sickness due to stress. As such, this section gives you advice on how to manage the stress situation, usually given by psychologists to those who are under stress conditions:

1. Say no

When you are not sure if you have enough time or energy or possibility or it does not feel ok to do, say no for the given duties.

2. Ask for help

Usually there are other people who have done the task you are doing or have better perspective about how it can be done. Asking for help can be good for the overall quality of the work and can give you more respect from others.

3. Set limits to your duties

You can take as many tasks as you can, but you need to be aware about your limits and do not take more than you can do within your 100% of your work duties (40 hours per week). The nature of non-profit organisation is that there is always ways for improvement, its work is not always urgent and can as well get delayed, others can come with different perspectives and ideas and can even do a better job. Working overtime does not always pay more, in fact it can reduce quality and poor quality can incur more indirect costs to the organisation than none. Furthermore, if the task at hand can not be done by one person at a regular pace in most of the times, it means there is deeper and systematic issue that needs to be resolved to make the work more sustainable. Try to solve the issue by perhaps signal the need for increasing people resources, changing structure & hierarchy, changing work description, etc.

4. Prioritise

Being a representative in a non-profit organisation working for the interests of members against government agency providing higher education and research services to the society can also mean that even if you set particular tasks and scope for yourself, you can not control what happens in the organisations outside of you, what the individual errands from members, or new decisions by the umbrella organisations or the personnel or research project you work with. Even if nothing unusual happens, the assigned tasks might come sporadically and just align at once causing temporal spikes in demand. In this case, if saying no does not work, if the task at hand:

- a. is important and urgent: prioritise



- 
- b. is important and less urgent: delay and reschedule
    - c. important but not really within your immediate scope of work: ask for help or delegate
    - d. less important: ignore or say no
  - 5. Take rest  
After spikes of stressful periods, take rest to recover. Take vacations and weekends seriously by aiming not to use them for planning to work more or compensate for things you missed during work hours.
  - 6. Differentiate between work time and personal time  
Avoid mixing between work and personal time. Representation work should be done in work time. If you need to work from home, try to set time and space such that you do not over do it. Try not to use personal phone for work emails because it can easily distract your attention.
  - 7. Do one thing at a time  
It can be tempting to multi-task in order to finish multiple things more efficiently, this is simply not inline with how the brain works. When doing one thing at a time, try to adjust your work pace such that you do not feel always under pressure and in a rush. Your brain can adjust to the stress level you have by setting into 'stress response program' which does not work all the time, and the brain can shut down for recovery causing sharp reduction in mental capacity one has. The effect can sustain for a time corresponding to stress condition prominence.
  - 8. If none of the above works and you feel very excited and interested about your work, try not to use all your energy and time for work. Use 50% - 75% and keep the rest for your other stuff in life.