CV template for the employment and promotion of teachers

Established by the Employment Committee 13 December 2016, minutes no. 20/2016

In order to facilitate the processing of applications, KTH uses a CV template which specifies the data required in the process. Different points in the template hold more relevance depending upon the position applied for. The following instructions apply to the applicant:

1. The CV template should be used with the retained numbering.
2. Applications should be written in English.
3. Applications should be addressed to the President (a signature is not necessary).
4. Apply online via the KTH recruitment system.
    a) CV and the attachments are to be uploaded in one file.
    b) Publications are to be uploaded separately.
5. Your application must be received no later than the date stated in the advertisement.
6. KTH conducts reference checks on the candidate proposed for the position.

Application for Docentship -- Gabor Fodor

1. Basic information	
1.1.	Name: Gabor Fodor
1.2.	Date of birth: 1964-07-16
1.3.	Male
1.4.	Home address and telephone number: Astrakangatan 124, 165 52 Hässelby, Sweden, +46 768428229
1.5.	Workplace address, telephone number and e-mail address: Department of Automatic Control, KTH Royal Institute of Technology, Osquldas väg 100 44 Stockholm, Sweden. +46 768428229, gaborf@kth.se; Ericsson Research, Torshamnsgatan 23, 164 80 Kista, Sweden. +46 768428229, Gabor.Fodor@ericsson.com.
1.6.	Current employment with title, subject area and placement. Specify the date of employment. **A1: Attach a certificate of employment** from your current employer with title, period of employment and placement. Adjunct Professor in Wireless Systems, Department of Automatic Control, KTH Royal Institute of Technology. Master Researcher, Ericsson Research, Ericsson AB.
1.7.	Previous employment (include possible parental leave and other leaves of absence). State time periods: Systems Engineer, ABB Atom, Västerås, Sweden, 1988-1993.
1.8.	Other.
2. Higher education degrees and evaluations	
2.1.	Higher Education degrees. Specify year of graduation, type of qualification (for example, Licentiate of Technology, Doctor of Philosophy). **A2: Attach certificates of Higher Education Degrees.** M.Sc. in Electrical Engineering (1988). Ph.D. in Communications Engineering (1998).
2.2.	Appointment as docent. State the year of appointment. Attach certificates. ----
2.3.	Evaluation of own scientific field (research council etc.) ----
2.4.	You may attach previous expert opinions (for the last five years).
	A4: Attach expert opinions from 2017.
3. Research merits	
3.1.	Describe your research profile (maximum 1 page): My area of research is in the field of wireless communications and wireless systems, including the design, modelling, performance analysis and optimization of physical layer and medium access control algorithms, radio resource allocation and interference management. I have a particular interest in the analysis and optimization of wireless access networks, including cellular and local area networks, device-to-device communications within and outside of the coverage of cellular infrastructure, and vehicle-to-anything communications. Within these areas, my research is concerned with developing multi-antenna receiver techniques, channel estimation, power control and interference mitigation algorithms, and spectrum management schemes. I have published more than 100 research articles in peer reviewed international journals and conference proceedings.

	My research profile is characterized by contributing to and bridging over basic and applied research. The aim of my basic research activities is to lay the foundations for spectral and energy efficient and scalable wireless systems that serve as technology enablers for emerging wireless services. The aim of my applied research is to facilitate the application of basic research results in the standardization and development of new wireless systems and economically viable services. Indeed, in contrast to existing wireless systems, the new generation of wireless systems must be able to support a wide range of mobile broadband, massive machine type and mission critical machine type services. These services impose new requirements on the reliability, latency, energy efficiency and scalability of the communications solutions among wireless infrastructure nodes, smartphones, wearable devices, vehicles and other autonomous devices such as robots, machines, and self-driving cars. The economically viable deployment of such new services requires and justifies both basic and applied research and standardization. My research profile, experience and current form of employment enable me to continue being part of currently ongoing KTH research projects (both as primary investigator and member), as well as European projects. I am active in patenting industrially applicable research results that lead to innovative technical solutions; I have more than 50 granted and pending patent applications in Europe and in the United States of America. I have also contributed to the standardization of physical layer and medium access control layer signaling procedures and protocols by authoring and co-authoring more than 50 standardization contributions to the 3rd Generation Partnership Project (3GPP).
3.2.	Describe your planned research activities (maximum 2 pages). 1. <u>Planned research activities.</u> Currently I am active in the field of scalable and distributed algorithms for channel estimation and receiver design in multi-user multiple input multiple output (MIMO) systems. This area of research is of great interest to the research and wireless system standardization communities in the context of fifth generation (5G) cellular systems. My recent and planned contributions combine basic and applied research results obtained in the ongoing research projects Hardware-Aware Resource Allocation and Signal Processing Techniques (HARALD, ACCESS), Spectrum Sharing in Millimetre Wave and Massive MIMO Networks (SPECS, ACCESS) and Vehicle Communications for 5G Networks (5GCAR, EU Horizon 2020). I am primary investigator of HARALD and SPECS and task leader in 5GCAR. I am also contributing to the field of device-to-device (D2D) communications. D2D communications are attracting interest within academia and industry due to their capability to enhance spectral efficiency and reduce the energy consumption of mobile broadband and critical machine communication based services. Such services are currently developed and experimented with by the wireless, automotive and energy production industries. My recent and planned contributions within this field include developing and analysing algorithms that integrate D2D communication solutions with multi-antenna-equipped cellular networks operating in traditional and millimetre-wave spectrum. I plane to contribute my results to the deliverables of the 5GCAR project, which is explicitly targeting D2D communications for the enhancement of intelligent transportation systems and vehicle safety solutions. I am part of a team at KTH that focuses on developing scalable spectral- and energy-efficient algorithms for full duplex cellular networks. Full-duplexing in cellular networks is a relatively new promising research field that has the potential of becoming an important technology enabler in 5G cellular networks. My recent results in full duplex communication networks have been presented at leading IEEE conferences and journals. With my newly started research seed project, Nano-Machines to MIMO Wearables and Smart Phones Communications (NAOMI, Wireless@KTH), I am currently opening a new research area that concerns integrating in-body nanonetworks with the cellular ecosystem. In NAOMI, I plan to build on my competence in the area of MIMO signal processing and resource allocation to develop and analyse technology enablers for the communication between in-body nanonetworks and outside-of-the-body wearable devices and smartphones. 2. <u>Collaboration with the society and the business world.</u> I am currently task leader of radio interface design in the H2020-ICT project "5GCAR: Fifth Generation Communication Automotive Research and Innovation." In 5GCAR, I am actively collaborating with 10+ European universities (Chalmers, Kings Collage London, Centre Tecnològic de Telecomunicacions de Catalunya (CTTC)), small and medium size enterprises (Sequans), telecommunications equipment vendors

	(Huawei, Nokia), mobile network operators (Orange), car manufacturers (Volvo) and other industry players (Bosch, Marben). As adjunct professor supported and part-time employed Ericsson Research, I am naturally part of industrial and standardization projects and pre-standardization coordination with mobile network operators specifically in the 3rd Generation Partnership Project's Radio Access Network (RAN) working groups. I have been cooperating and published several conference contributions and journal articles on device-to-device (D2D) communications with Prof. Andrea Abrardo and Prof. Marco Moretti since 2012. I am also collaborating with Prof. Miklos Telek of the Budapest University Technology and Economics in the area of channel estimation and receiver design for multi-antenna communication systems. I am also working on joint publications related to D2D and vehicle communications with Prof. Yevgeni Koucheravy at the University of Tampere. I am cooperating with the research group of Prof. Rodrigo Cavalcanti at the University of Fortaleza (https://br.linkedin.com/in/frpcavalcanti) for developing physical layer algorithms for dynamic time division multiplexing cellular networks.
3.3.	List your publications (in a numbered list). If there are fewer than ten authors, all co-authors are specified in published order of names. Otherwise the first author, the applicant's name and the number of co-authors are stated. • Describe the articles reviewed by experts/referees in international journals. I have published more than 110 journal and peer reviewed conference papers and co-authored 7 book chapters: **Journal articles:** [1] M. Telek, A. Pfenning and G. Fodor, "Computing the Completion Time of Large Markov Reward Models", Acta Cybernetica, 13 (1998), pp. 439-452, 1998. [2] M. Telek, A. Pfenning and G. Fodor, "Effective Numerical Analysis of the Completion Time of Markov Reward Models", Computers and Mathematics with Applications (Elsevier Science), Vol. 36, No. 8, pp. 59-65, October 1998. [3] G. Fodor, A. Racz and S. Blaabjerg, "Simulative Analysis of Routing and Link Allocation Strategies in ATM Networs Supporting ABR Services", IEICE Transactions on Communications, Spec. Issue on ATM Traffic Control and Performance Evaluation, Vol. E81-B, No. 5, pp. 985-995, May 1998. [4] G. Fodor, S. Blaabjerg and A. T. Andersen, "Modeling and Simulation of Mixed Queueing and Loss Systems", Wireless Personal Communications (Kluwer), Issue 8:3, pp. 233-256, August 1998. [5] T. Marosits, S. Molnar and G. Fodor, "Supporting All Service Classes: A Novel Traffic Control Framework for ATM Networks", Journal of Informatics, Special Issue on Design Issues of Gigabit Networking, Vol. 23, no. 3, pp. 305-315, 1999. ISSN 0350-5596. [6] G. Eneroth, G. Fodor, G. Leijonhufvud, A. Racz and I. Szabo, "Applying ATM/AAL2 as a Switching Technology for 3rd Generation Mobile Access Networks", IEEE Communications Magazine, Vol. 37, No. 6, pp. 112-122, June 1999. [7] G. Fodor, P. Barta, A. Marquetant, A. Racz and T. Henk, "Modeling and Analysis of Routing and Resource Allocation Techniques in Multiservice Networks", International J. of Communication Systems (WILEY), Vol. 12, Issue 2, pp. 103-123, 1999. [8] A. Valko, A. Racz and G. Fodor, "Voice QoS in 3rd Generation Mobile Systems", IEEE Journal on Selected Areas in Communications, Vol. 17, No. 1, pp. 109-123, January 1999. [9] S. Racz, M. Telek an G. Fodor, "Link Capacity Sharing Between Guaranteed and Best Effort Services on an ATM Transmission Link under GoS Constraints", Telecommunication Systems, Kluwer Academic Publishers, Vol. 17, No. 1-2, pp. 93-114, May/June 2001.

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[89] A. Racz, G. Fodor, N. Reider, "On Scheduling and Power Control in Multi-Cell Coordinated Clusters", IEEE Globecom, Honolulu, HW, USA, December 2009.

[90] G. Fodor, M. Johansson, P. Soldati, "Near Optimum Power Control Under Fairness Constraints in Coordinated Multipoint Transmission Systems", IEEE Global Communications Conference (Globecom), Honolulu, HW, USA, December 2009.

[91] I. Siomina, A. Furuskär and G. Fodor, "A Mathematical Framework for Statistical QoS and Capacity Studies in OFDM Networks", IEEE Personal, Indoor and Mobile Radio Communications Symposium (PIMRC), Tokyo, Japan, September 2009.

[92] G. Fodor, P. Skillermark, A. Furuskär and J. Yang, "On the Impact of Scheduling and Power Control on Interference Variation in MIMO OFDM Systems", IEEE Wireless Communications and Networking Conference (WCNC), Budapest, Hungary, April 5-9, 2009.

[93] N. Reider and G. Fodor, “On Opportunistic Power Control for MIMO-OFDM Systems”, 6th IEEE Broadband Wireless Access (BWA) Workshop, Miami, FL, USA, December 2010.

[94] G. Fodor, S. Sorrentino, M. Johansson and P. Soldati, “On the Impact of Uplink Power Control in Network MIMO Systems with MMSE and SIC Receivers”, IEEE International Symposium on a World of Wireless, Mobile and Multimedia Networks, (WoWMoM), Montreal, Canada, June 2010.

[95] N. Reider, G. Fodor, A. Racz, “Opportunistic Target SINR Setting for the MIMO Broadcast Channel”, European Wireless, Lucca, Italy, May 2010.

[96] N. Reider and G. Fodor, "A Distributed Power Control Scheme for Cellular Network Assisted D2D Communications", IEEE Globecom, Houston, TX, USA, 5-9 December 2011.

[97] M. Belleschi, G. Fodor and A. Abrardo, "Performance Analysis of a Distributed Resource Allocation Scheme for D2D Communications", IEEE Workshop on Machine-to-Machine Communications, Houston, TX, USA, December 2011.

[98] P. Soldati, M. Johansson, G. Fodor and S. Sorrentino, "On Pilot Dimensioning in Multicell Single Input Multiple Output Systems", 7th IEEE Broadband Wireless Access (BWA) Workshop, Houston, TX, USA December 2011.

[99] M. Belleschi and G. Fodor, "Performance Analysis of Network Assisted D2D Communications", Swedish National Computer Networking Workshop (SNCNW), Linköping, Sweden, June 2011.

[100] M. Fallgren, H. AE. Oddsdottir and G. Fodor, "An Optimization Approach to Joint Cell and Power Allocation in Multicell Networks", IEEE International Conference on Communications (ICC) 2011 Workshop on Planning and Optimization of Wireless Communication Networks (PlanNet), Kyoto, Japan, June 9, 2011.

[101] A. Abrardo, M. Belleschi, G. Fodor and M. Moretti, "A Messages Passing Approach for Resource Allocation in Cellular OFDM Communications", IEEE Global Communications Conference (Globecom), Anaheim, CA, USA, 3-7 December 2012.

[102] M. Fallgren, G. Fodor and A. Forsgren, "Optimization Approach to Joint Cell, Channel and Power Allocation in Wireless Communication Networks", 20th European Signal Processing Conference (EUSIPCO '12), Bucarest, Romania, 27-31 August 2012.

[103] Marzio G. da S. Rego, Tarcisio F. Maciel, Henrique Barros, Francisco R. P. Cavalcanti and G. Fodor, "Performance Analysis of Power Control for Device-to-Device Communication in Cellular MIMO Systems", 2nd International Workshop on Self Organizing Networks, IWSoN, Paris, France, August 28-31 2012.

[104] Q. Lu, Q. Miao, N. Brahmi and G. Fodor, "Radio Resource Management for Network Assisted D2D in Cellular Uplink", IEEE & CIC International Conference on Communications in China (ICCC), Xian, China, 12-14 August 2013.

[105] G. Fodor, D. D. Penda, M. Belleschi, M. Johansson and A. Abrardo, "A Comparative Study of Power Control Approaches for Device-to-Device Communications", IEEE International Conference on Communications (ICC), Budapest, Hungary, June 2013.

[106] J. M. B. da Silva Jr, G. Fodor, T. F. Maciel, "Performance Analysis of Network Assisted Two-Hop D2D Communications", 10th IEEE Broadband Wireless Access Workshop, Austin, TX, USA, December 2014.

[107] G. Fodor, P. Di Marco, M. Telek, "Performance Analysis of Block and Comb Type Channel Estimation for Massive MIMO Systems", First International Conference on 5G for Ubiquitous Connectivity, Levi, Finland, November 2014.

[108] K. Guo, Y. Guo, G. Fodor and G. Ascheid, "Uplink Power Control with MMSE Receiver in Multicell Multi-User Massive MIMO Systems", IEEE International Conference on Communications (ICC), Sydney, Australia, June 2014.

[109] G. Fodor and M. Telek, "On the Pilot-Data Trade-Off in Single Input Multiple Output Systems", European Wireless, Barcelona, Spain, May 2014.

[110] G. Fodor, A. Pradini and A. Gattami, "On Applying Network Coding in Network Assisted Device-to-Device Communications", European Wireless, Barcelona, Spain, May 2014.

[111] L. Qianxi, M. Qingyu, G. Fodor and N. Brahmi, "Clustering Schemes for D2D Communications Under Partial/No Network Coverage", IEEE Vehicular Technology Conference (VTC) Spring, Seoul, June 2014.

[112] A. Pradini. G. Fodor, G. Miao and M. Belleschi, "Near Optimal Practical Power Control Schemes for D2D Communications in Cellular Networks", European Conference on Networks and Communications (EuCNC), Bologna, Italy, June 23-26, 2014.

[113] L. Srikar Muppirisetty, H. Wymeersch, J. Karout, G. Fodor, "Location-Aided Pilot Contamination Elimination for Massive MIMO Systems", IEEE Globecom, San Diego, CA, USA, 6-10 December 2015.

[114] G. Fodor, P. Di Marco, and M. Telek, "On the Impact of Antenna Correlation on the Pilot-Data Balance in Multiple Antenna Systems", IEEE International Conference on Communications (ICC), London, UK, June 2015.

[115] A. Abrardo, G. Fodor, B. Tola, "Network Coding Schemes for D2D Communications Based Relaying for Cellular Coverage Extension", IEEE Signal Processing Advancements for Wireless Communications (SPAWC), Stockholm, June 2015.

[116] V. Saxena, G. Fodor, E. Karipidis, "Mitigating Pilot Contamination by Pilot Reuse and Power Control Schemes for Massive MIMO Systems", IEEE Vehicular Technology Conference Spring, Glasgow, Scotland, May 2015.

[117] Hossein Shokri, Federico Boccardi, Elza Erkip, Carlo Fischione, Gabor Fodor, Marios Kountouris, Petar Popovski, and Michele Zorzi, "The Impact of Beamforming and Coordination on Spectrum Pooling in MmWave Cellular Networks", IEEE Asilomar Conference on Signals, Systems and Computers, Pacific Grove, CA, USA, 6-9 November 2016.

[118] J. M. B. da Silva Jr, Y. Xu, G. Fodor and C. Fischione, "Distributed Spectral Efficiency Maximization in Full Duplex Cellular Networks", IEEE International Conference on Communications (ICC) Workshop on Novel Medium Access and Resource Allocation for 5G Networks, Kuala Lumpur, Malaysia, 23-27 May 2016.

[119] N. N. Moghadam, H. Shokri, G. Fodor, M. Bengtsson, and C. Fischione, "Pilot Precoding and Combining in Multiuser MIMO Networks", IEEE International Conference on Acoustics, Speech and Signal Processing (ICASSP), New Orleans, LN, USA, March 5-9, 2017.

[120] K. Guo, S. Dai, C. Zhang, G. Fodor, and G. H. Ascheid, "Massive MIMO Aided Multi-Pair Relaying with Underlaid D2D Communications", European Wireless, Dresden, Germany, 17-19 May 2017.

[121] J. M. B. da Silva Jr., G. Fodor, and C. Fischione, "On the Spectral Efficiency and Fairness in Full-Duplex Cellular Networks", IEEE International Conference on Communications (ICC), Paris, France, 21-25 May 2017.

[122] K. Ardah, Y. C. B. Silva, W. Freitas, Jr., F. R. P. Cavalcanti; and G. Fodor, "An ADMM Approach to Distributed Coordinated Beamforming in Dynamic TDD Networks", 17th IEEE Workshop on Computational Advances in Multi-Sensor Adaptive Processing, Curacao, Dutch Antilles, 10-13 December 2017.

Book Chapters:

[123] A. Valko, A. Racz, G. Fodor and L. Westberg, "An Efficient Simulation Environment for 3rd Generation Cellular Networks", pp. 544-563, in "Performance Analysis of ATM Networks", edited by Demetres Kouvatsos, Kluwer Academic Publishers, ISBN 0-412-83640-8, 2000.

[124] S. Racz, M. Telek and G. Fodor, "Link Capacity Sharing Between Guaranteed and Best Effort Services", Chapter 5 in "System Performance Evaluation Methodologies and Applications", edited by Erol Gelenbe, CRC Press, ISBN 0-8493-2357-6, 2000.

	[125] G. Fodor, C. Roobol, B. Olin, F. Persson, B. Williams, "Providing Differentiated and Integrated Services over UMTS Access Networks", in the "Wireless IP and Building the Mobile Internet", edited by S. Dixit and R. Prasad, Artech House, ISBN 1-58053-354-X, pp. 133-160, 2003. [126] G. Fodor, A. Racz, N.Reider and A. Temesvary, "Architecture and Protocol Support for Radio Resource Management in the 3GPP LTE System", book chapter in "3GPP LTE Handbook", Auerbach Publications, ISBN 10: 1420072102, ISBN 13: 9781420072105, April 2009. [127] G. Fodor, S. Sorrentino and S. Sultana, "Network Assisted D2D Communications: Use Cases, Design Approaches and Performance Aspects", in Mumtaz, Rodrigues (eds), "Smart Device to Smart Device Communications" (Springer), 2014, ISBN 978-3-319-04963-2. [128] Nandana Rajatheva, Satoshi Suyama, Wolfgang Zirwas, Lars Thiele, Gabor Fodor, Antti Tölli, Elisabeth Carvalho, Jesper Hemming Sorensen, "Massive Multiple Input Multiple Output (MIMO) Systems", Chapter 8 in: A. Osseiran, J. F. Monserrat, P. Marsch, "5G Mobile and Wireless Communications Technology", Cambridge University Press, June 2016. ISBN: 9781107130098. [129] Zexian Li, Fernando Sanchez Moya, Gabor Fodor, Jose Mairton B. da Silva Jr., Konstantinos Koufos, "Device-to-Device Communications", Chapter 5 in: A. Osseiran, J. F. Monserrat, P. Marsch, "5G Mobile and Wireless Communications Technology", Cambridge University Press, June 2016. ISBN: 9781107130098.
3.4.	Other publications including books and patents. I have 40 granted patents related to wireless communication networks and systems, granted in the United States, Europe, Spain and Germany: [P1] I. Widegren, G. Fodor, B. Williams, J. Oyama, "Application Influenced Policy", US Patent, US6621793B2 , Granted: 2003-09-16. [P2] G. Fodor, M. Telek, S. Racz, "Link capacity sharing for throughput-blocking optimality", US Patent, US6788646B1, Granted 2004-09-07. [P3] G. Fodor, J. Oyama, I. Widegren, B. Williams, "RSVP Handling in 3G Networks", European Patent, EP1250787B1, Granted 2006-06-07. [P4] G. Fodor and A. Tuoriniemi, "A method for discovering the capabilities of a candidate access router." Spanish Patent, ES2300641T3, Granted 2008-06-16. [P5] G. Fodor, S. Racz, M. Telek, "Optimizing throughput blocking through joint use of connection capacity", German Patent DE60037270T2, Granted 2008-12-04. [P6] F. Persson and G. Fodor, "A QoS Parameters Translator", European Patent, EP1504573B1, Granted 2010-02-03. [P7] G. Fodor and A. Eriksson, "Method and system for handling context of data packet flows", US Patent, US7706325B2, Granted 2010-04-27. [P8] G. Fodor and A. Tuoriniemi, "Technology-independent access selection based on application requirements and network conditions", German Patent, DE60332877D1, Granted 2010-07-15. [P9] G. Fodor, "Method and apparatus for allocating radio resources in a mobile radio network", US Patent, US8238928B2, Granted 2012-08-07. [P10] A. Eriksson and G. Fodor, "Flow control packet mobile communication" Spanish Patent, ES2388667T3, Granted 2012-10-17. [P11] G. Fodor and M. Kazmi, "Discontinuous Transmission and Reception", US Patent, US8320271B2, Granted 2012-11-27. [P12] M. Kazmi, G. Fodor and W. Muller, "Semi-distributed, quality-of-service-based scheduling protocols, with minimum control plane signaling", European Patent, EP2266359B1, Granted 2013-03-20. [P13] M. Kazmi and G. Fodor, "Method for Load Balancing of Devices in Idle Mode", US Patent, US8660558B2, Granted 2014-02-25. [P14] G. Fodor and M. Kazmi, "Method and arrangement in a communication system", US Patent, US8718634B2, Granted 2014-05-06. [P15] M. Kazmi and G. Fodor, "Selecting a cell associated with a radio access technology", US Patent, US8838102B2, Granted 2014-09-16. [P16] G. Fodor and J. Östergård, "Method and arrangement in a wireless communication system", US Patent, US9065501B2 Granted 2015-06-23. [P17] M. Kazmi, G. Fodor, "Method for generating a congestion flag based on measured system load", US Patent, Grant US9232432B2, Granted 2016-01-05. [P18] M. Kazmi and G. Fodor, "Methods and arrangements for ad-hoc wireless networks", US Patent,

	US9277520B2, Granted 2016-03-01. [P19] G. Fodor, E. Dahlman, G. N. Klang, S. Parkvall, L. Wilhelmsson, "Network nodes, devices and methods therein for enabling device to device communications", European Patent, Grant EP2898746B1, Granted 2016-05-18. [P20] G. Fodor. M. Kazmi and I . Siomina, "Coverage Extension of Position Services", US Patent, US9366760B2, Granted 2016-06-14. [P21] W. Muller, G. Fodor, A. Furuskar, "Intercell interference coordination for radio resource control", European Patent, EP2347618B1, Granted 2016-08-17. [P22] G. N. Klang and G. Fodor, "Interference Management for D2D System", US Patent, US9445422B2, Granted 2016-09-13. [P23] Q. Lu, G. Fodor, Q. Miao, "Method and arrangement for D2D discovery", US Patent, US9560513B2, Granted 2017-01-31 [P24] G. Fodor, S. Parkvall, E. Dahlman, "A method and a user equipment for peer-to-peer communication", European Patent, EP2727424B1, Granted 2017-01-25. [P25] G Fodor, M Kazmi, YPE Wang, "Method and Arrangement for Interference Mitigation", US Patent US Patent 9,819,470, Granted 2017. [P26] M Kazmi, G Fodor, "Methods for Service Acquisition in Device-to-Device Operation", US Patent 9,788,171, Granted 2017. [P27] I Siomina, G Fodor, "Transmit Configuration Adaptation for Device to Device Communications Based on Timing Measurements", US Patent 9,775,122, Granted 2017. [P28] K Dimou, G Fodor, A Furuskär, W Müller, A Simonsson, Intercell interference coordination for radio resource control, US Patent 9,775,067, Granted 2017. [P29] G. Fodor and M. Kazmi, "Method and apparatus for cooperative positioning in a wireless communication network", US Patent 9,756,493, Granted 2017. [P30] B. Lindoff, G. Fodor, M. Kazmi, S. Parkvall, "Handling of Simultaneous Network Communication Transmission and D2D Communication Transmission" US Patent 9,749,966, Granted 2017. [P31] G. Fodor, Z. Li, "Method and Arrangement for D2D Discovery", US Patent 9,736,817, Granted 2017. [P32] A Gattami, G Fodor, GN Klang, "Methods and Nodes for Supporting D2D Communication", US Patent 9,723,643, Granted 2017. [P33] G Fodor, E Dahlman, GN Klang, S Parkvall, L Wilhelmsson, Network Nodes, Devices and Methods Therein for Enabling Device to Device Communication, US Patent 9,706,589, Granted 2017. [P34] G. Fodor and M. Belleschi, "Methods and Apparatuses for Enabling Direct Mode Communication Between User Equipment", US Patent 9,603,177, Granted 2017. [P35] M. Kazmi and G. Fodor, "Proactive Admission Control for Multi-coverage D2D Communications", US Patent 9,629,022, Granted 2017. [P36] M. Kazmi, G. Fodor and D. Hui, "Channel State Information Feedback for Full Duplex Cellular Communications", US Patent 9,838,193 B2, Granted December 2017. [P37] G. Fodor and T. Hedberg, "Methods and Arrangements in a Cellular Communications Network", US Patent 9,888,488 B2, Granted February 2018. [P38] N. Brahmi and G. Fodor, "Managing Resources for Device-to-Device D2D Discovery in an Ad-Hoc Radio Communication Network", US Patent 9,907,081 B2, Granted February 2018. [P39] R. Moosavi, G. Fodor and M. Hessler, "Methods and Apparatus to Account For Effective Downlink-Channels Arising from Beamforming Uplink Reference Signals", US Patent 9,912,389 B2, Granted March 2018. [P40] N. Brahmi and G. Fodor, "Method and Radio Node for Managing Resource for D2D Discovery In an Ad-Hoc Radio Communications Network", US Patent 9,949,281 B2, Granted April 2018.
3.5.	Account for any funding you have received. Give a brief description of your role in the application process. State the principal applicant and co-applicants. **A5: Attach certificates for funding.** **1. MATTHEW: Millimeter Wave Meets Massive MIMO – Swedish Foundation for Strategic Research (SSF) Mobility Grant 1.3 MSEK (SM13-0008), 2013.** I was the primary author of the application, as well as the sole applicant for the grant facilitating mobility between industry (Ericsson Research) and academia (KTH Department of Automatic Control). The co-author and Host at KTH for mobility was Prof. Mikael Johansson. **2. HARALD: Hardware Aware Resource Allocation and Signal Processing Techniques -- ACCESS grant, 0.5 MSEK, Project Investigator: G. Fodor, 2017.** I was the primary author of the application, while Prof. Mikael Johansson was co-author and co-applicant.

	3. SPECS: Spectrum Sharing in Massive MIMO Networks -- ACCESS grant, 0.5 MSEK, Project Investigator: G. Fodor, 2017. I was the primary author of the application, while Prof. Carlo Fischione was co-author and co-applicant. **4. BUSE: Beyond User in the Loop: User in the Service -- Wireless@KTH Seed Project, 0.5 MSEK, main project leader: G. Fodor, 2015-2016. (**https://www.kth.se/profile/gaborf/page/buse**)** I was the primary author and main applicant, while Prof. Mikael Johansson was co-author and co-applicant. **5. NAOMI: Naomi: Nano-Machines to MIMO Wearables and Smart Phones Communications: Wireless@KTH Seed Project, 0.5 MSEK, main project leader: G. Fodor, 2017. (**https://www.kth.se/profile/gaborf/page/naomi**)** I was the primary author and main applicant, while Prof. Wouter Metsola Van Der Wijngaart was co-author and co-applicant.
3.6.	Describe active participation in national and international conferences over the past five years. State activities, such as plenary lectures, invited lectures, articles or items, chairmanship, session organisation etc. • I participated at around 40 IEEE conferences during 1998-2017. I was keynote speaker at the European Wireless '15 (Workshop on Device-to-Device Communications for 5G Systems) in 2015. • I was panelist at the Broadband Wireless Access Workshop (in conjunction with IEEE Globecom) in 2013. (http://bwaws.org/GLOBECOM2013/) • I am regular reviewer of the following IEEE and other internationally recognized journals (a list of recently reviewed journal papers is available at https://publons.com/author/696180/gabor-fodor#profile): • IEEE Transactions on Wireless Communications • IEEE Wireless Communications • IEEE Transactions on Mobile Computing • IEEE Transactions on Communications • IEEE Communications Magazine • I served as a member of the Technical Program Committee at numerous IEEE conferences, symposia and workshops, including IEEE Globecom and IEEE International Conference on Communications (**A10.B1: all listed memberships are attached as a printout from EDAS**): • IEEE Globecom (Wireless Networking Symposium) 2009, 2010, 2011, 2012, 2013, 2014, 2017 • IEEE International Conference on Communications (Mobile and Wireless Networks Symposium) 2014, 2015, 2016 • IEEE International Conference on Communication, Networks and Satellite (COMNETSAT) 2016 • IEEE Conference on Standards for Communications & Networking (CSCN) 2015 • International Teletraffic Congress (ITC) 2012 • IEEE International Symposium on Personal, Indoor and Mobile Radio Communications (PIMRC) 2008, 2011 • The International Wireless Communications and Mobile Computing Conference (IWCMC) 2010 • European Wireless 2009 • The 5th International Wireless Communications and Mobile Computing Conference (IWCMC) 2009 • IFIP/IEEE Wireless Days 2008 • IEEE International Symposium on a World of Wireless, Mobile and Multimedia Networks (WoWMoM) 2006, 2007 • NETWORKING 2005 • Association for Computing Machinery (ACM) International Workshop on Wireless Mobile Applications and Services on WLAN Hotspots 2005 • Performed 40 reviews for journals including IEEE Transactions on Wireless Communications and Wireless Personal Communications; placing myself in the 95th percentile for verified review contributions on Publons up until May 2018. (**A10.B2: Publons printout is attached to this CV.)**
3.7.	National and international awards. I was co-recipient of the IEEE Communications Society Stephen O Rice prize in 2018 for the following journal article [32] (https://www.comsoc.org/about/memberprograms/comsoc-awards/rice):

	• Hossein Shokri-Ghadikolaei, Carlo Fischione, Gabor Fodor, Petar Popovski, Michele Zorzi, "Millimeter Wave Cellular Networks: A MAC Layer Perspective", IEEE Transactions on Communications, Vol. 63, Issue 10, pp. 3437 – 3458, July 2015. Three of my journal papers and one book in which I co-authored a chapter are named as "Best Readings in Device-to-Device Communications" by the IEEE: • G. Fodor, E. Dahlman, G. Mildh, S. Parkvall, N. Reider, G. Miklós, and Z. Turányi, "Design Aspects of Network Assisted Device-to-Device Communications," *IEEE Communications Magazine*, vol. 50, no. 3, pp. 170-177, March 2012. • J. M. B. da Silva, Jr. and G. Fodor, "A Binary Power Control Scheme for D2D Communications," *IEEE Wireless Communications Letters*, vol. 4, no. 6, pp. 669-672, December 2015. • G. Fodor, S. Parkvall, S. Sorrentino, P. Wallentin, Q. Lu, and N. Brahmi, "Device-to-Device Communications for National Security and Public Safety," *IEEE Access*, vol. 2, pp. 1510-1520, December 2014. • S. Mumtaz and J. Rodriguez (editors), *Smart Device to Smart Device Communication*, Springer, 2014. o Chapter 5: G. Fodor, S. Sorrentino and S. Sultana, "Network Assisted D2D Communications: Use Cases, Design Approaches and Performance Aspects"
3.8.	Membership in academies/committees, etc. • I am Board member of the joint Swedish Chapter of the IEEE Information Theory Society, Communications Society and Vehicle Communications Society, responsible for industrial activities (http://sites.ieee.org/sweden/vtcomit-vehicular-technologycommunicationsinformation-technology/) • I am member of the Telecommunications Committee of the Hungarian Academy of Sciences (http://mta.hu/koztestuleti_tagok?PersonId=15165 – (in Hungarian)).
3.9.	Assignments as reviewer /independent expert • Editorial/advisory board in international journals. • Referee assignments for journals. State the journals and number of assignments per year. • Assignments as opponent. • Assignments providing expert opinions, for example regarding employments I was member in the following Ph.D. Grading Committees: • "Mobility and Opportunistic Resource Allocation in Wireless Multimedia Networks", Vladimir Vukadinovic, KTH, 2010, ISBN 978-91-7415-628-7. • "Performance Engineering of Mobile Broadband - Capacity Analysis, Cellular Network Optimization, and Design of In-Building Solutions", Lei Chen, Linköping U, 2013, ISBN 978-91-7519-675-6. • "Towards Energy Aware Wireless Network Operation: Algorithms for Load-Aware Network Topology Control", Emmanuel Pollakis, Technical University of Berlin, 2017. (https://depositonce.tu-berlin.de/handle/11303/6516) I served as opponent at the following Licentiate Thesis defense (2018): • "Resource Allocation for Max-Min Fairness in Multicell Massive MIMO", Trinh Van Chien, Linköping University, Thesis No. 1797, 2018, ISBN 978-91-7685-387-0
3.10.	Other scientific work • Exhibitions. • Creation of, participation and collaboration in international networks. • Scientific qualifications in trade and industry, and outside university. • Other scientific leadership or development work which you would like to highlight. I am currently serving as Task Leader in the European H2020 project 5GCAR for Task 3.2 "Radio Interface

	Design for Sidelink Communications".

4. Pedagogical merits

To support the reporting and assessment of pedagogical merits, KTH uses a pedagogical portfolio. The following items and titles are based on that portfolio. For an in-depth description, see the basic document "Pedagogical portfolio at KTH Teacher Support Web": https://www.kth.se/en/om/work-at-kth/cv-mall-for-anstallning-av-larare-1.471907

Expected extent of descriptive and reflective sections in paragraph 4.1, 4.3, 4.4 and 4.6: 3-5 pages.

4.1. Give a brief summary of your **profile as a teacher** in higher education (maximum half a page).

I have been mentoring, teaching and supervising undergraduate and graduate students in the field of wireless communications at Ericsson Research since 2007 and at KTH since 2012. During these years, I have helped 13 students in their master thesis projects (as industrial or academic supervisor) and 6 doctoral students (as secondary supervisor) to publish at conferences, in magazines, journals, book chapters, patent applications, and Ericsson internal technical reports and standardization contributions. (https://www.kth.se/profile/gaborf/page/master-students, https://www.kth.se/profile/gaborf/page/ph-d-students). I also contributed with lectures to EQ2450: "Seminars in Signals, Sensors and Systems", EQ2460 "Seminars in Wireless Systems" and EQ2461 "Seminars in Information and Network Engineering". I have also contributed to define and am one of the teachers of the course "Wireless Networks" (EP2950, https://www.kth.se/student/kurser/kurs/EP2950).

My subject area in research and teaching is wireless communication networks. As master researcher at Ericsson Research and as adjunct professor at the Department of Automatic Control of KTH, I have been involved in researching and standardizing technologies for wireless communications for 20 years. Supervising master students and doctoral students has been the single most rewarding part of my work at KTH, where teaching, research and service meet and reinforce one another. In fact, my main motivation to become an Adjunct Professor at KTH has been the opportunity to get involved in teaching and doctoral supervision.

I realize that consciously learning from professionals at the pedagogic courses that I have attended and am attending, from own experience and from the students themselves is essential in becoming a good teacher and supervisor. These activities together help me to maintain a high quality of my teaching, supervision and the final "product", including the dissertation, associated research papers, and the independent thinker and researcher whom the student is becoming.

My underpinning belief, conviction and experience on teaching and learning is that finding the individual approach to motivating the student for learning, and providing the help and feedback are key to the reaching the desired learning outcomes. My experience has been that most students are capable of achieving more than what they believe if only they are inspired and supervised at the level that fits their individual stage in their development. Therefore, I see myself as the facilitator in the learning process, whose main task is to stimulate active and deep learning by motivating, providing feedback, and guiding the student towards reaching and exceeding the learning objectives.

4.2. List your experiences of teaching in undergraduate, advanced/master level and doctoral level (first, second and third cycle), as well as further education. (You can leave comments under point 4.5.)

1. Teaching.

My main teaching experience is lecturing and preparing parts of the course material as a teacher for the course EP2950 Wireless Networks. This course includes the following teaching and learning occasions (TLO): lectures, laboratory exercises, home assignments, project and written examination. I defined parts of the intended learning outcomes (ILOs) of the course, prepared the material for the part of the course (all TLOs) concerned with cellular networks, and was giving all lectures on cellular networks. This course will remain the core of my second cycle teaching for the near future.

I also gave invited lectures and led seminars in EQ2450: Seminars in Signals, Sensors and Systems, and EQ2460 Seminars in Wireless Systems and EQ2461 Seminars in Information and Network Engineering.

I am also acting as master thesis project examiner for EL201X and EL205X as detailed below.

- EP2950 Wireless Networks: 2018 (Teacher), KTH, Second Cycle Level, 7.5 credits, 25 participants. Teaching formats: lectures, home assignments, laboratory exercises, project work. Examination format:

Written examination.

- EQ2450 Seminars in Signals, Sensors and Systems, 2012 (Giving seminars), KTH, Second Cycle Level, 3.0 credits, 20 participants. Teaching formats: seminars. Examination format: written essay.
- EQ2460 Seminars in Wireless Systems 2013 and 2018 (Giving seminars) KTH, 3.0 credits, 20 participants. Teaching formats: seminars. Examination format: written essay.
- EQ2461 Seminars in Information and Network Engineering 2018 (Giving seminars)3.0 credits
- EL201X Degree Project in Automatic Control, Advanced Level, Second Cycle, 30.0 hp
- EL205X Degree Project in Automatic Control, Advanced Level, Second Cycle, 30.0 hp

2. Production and development of teaching and learning material.

I created the following course materials for the above listed courses:

- EP2950: Lectures 2-6: Course material. Home assignments for cellular networks. Problems for the written examinations.
- EQ2450: Seminar material for 2 seminars.
- EQ2460: Seminar material for 2 seminars.
- EQ2461: Seminar material for 1 seminar.

3. Educational administration and formal leadership roles.

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4. Collaboration within study programme.

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5. Teaching of general skills.

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6. Supervision at bachelor and advanced/master level (first and second cycle level).

I acted/am acting as the industrial supervisor or examiner at KTH for the following master thesis projects:

1. Gustavo Azzolin De Carvalho Pires (KTH, 2006)
2. Chrysostomos Koutsimanis (KTH, 2007)
3. Jinghong Yang (KTH, 2008)
4. Hildur AEsa Oddsdottir (KTH, 2010)
5. Zhe Li (KTH, 2012)
6. Yufeng Zhou (KTH, 2013)
7. Aidilla Pradini (KTH, 2013)
8. Vidit Saxena (examined at Lund University, 2014)
9. Peiyue Zhao (KTH, 2015)
10. Ming Peng (KTH, 2018), examiner at KTH
11. Zhingyan Bi (KTH, 2018)
12. Anders Enqvist (KTH, 2018), examiner at KTH
13. Charlie Pettersson (examined at Umeå University, 2018)

7. Supervision at doctoral level (third cycle level). State the student's name, university, year of admittance, funding, type of degree, when it was issued or is expected to be issued. Describe your role and the extent of your involvement as supervisor. (A6: Documents supporting your role as main supervisor should be attached to the application. If you have been de facto main supervisor, this should be supported by certificates.)

I acted and am currently acting as secondary supervisor for the following doctoral (Ph.D.) students (all at KTH):

- José Mairton Barros Da Silva Junior, 2015-
- Demia Della Penda, 2013-2018

- Hossein Shokri, 2014-2017
- Nima Moghadam, (de facto primary supervisor during 2016-2017)
- Shashi Kant, 2017-
- Peiyue Zhao, 2015-

8. Pedagogical activity outside the higher education institution e.g. via collaborations with the society and the business world.

I was mentor within Ericsson for the following newly employed colleagues:

- Marco Belleschi
- Aidilla Pradini
- Piergiuseppe Di Marco

9. General public presentations.

- Keynote speech at the Device-to-Device Communications Workshop of the European Wireless'15 conference.
- ACCESS Seminar, December 2014: "On the Pilot-Data Trade-Off with Block and Comb Type Arrangements in Massive MIMO Systems", https://www.access.kth.se/en/aboutaccess/newsandevents/seminars/internalseminarseries/presentations-2014-1.540243
- ACCESS Seminar, December 2015: "On the Impact of Antenna Correlation and CSI Errors on the Pilot-to-Data Power Ratio", https://www.access.kth.se/en/aboutaccess/newsandevents/seminars/internalseminarseries/presentations-2015-1.620113
- Wireless@KTH Seminar, October 2017: "Device-to-Device Communications: From Classic to Cooperative and Social", https://wireless.kth.se/blog/events/d2d-device-to-device-communication-from-classic-to-cooperative-and-social/

10. Development and use of e-learning/blended learning as teaching method.

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11. Other pedagogical merits, for example pedagogical work related to internationalisation, diversity, sustainability or prizes and awards.

4.3. Theoretical knowledge (maximum 2 pages)

- Describe your insights into theory and research on teaching and learning relevant to higher education.
- List your higher education courses in teaching and learning that you have completed. For courses taken outside of KTH, state year, university, course designation, number of credits and the course goals and aims for each course. (**A7: Attach course certificate with passing grade for each course.)** Knowledge/competencies regarding teaching and learning that correspond to course fulfilment acquired in other ways are to be described in a similar way. Explain in what way your knowledge/competencies correspond to the course requirements and provide certificates or equivalent documents.

Higher Education Courses:
LH207V Doctoral Supervision: completed in December 2017. (3p)
LH231V Teaching and Learning in Higher Education: currently attending (finishing June 2018) (7.5p)
LH216V Develop the Learning by Using Grading Criteria: currently attending (finishing June 2018) (1.5p)

Insights into Theory and Research on Teaching and Learning Relevant to Higher Education:

Since the educational system is part of the society at large, educational development reflects the development of society and, due to globalization, the interaction between societies and national states. This development includes advances in our understanding of deep learning and the role of the teacher in that process as well as advances in technology (massive open online courses, application of social media and internet technologies and mobile broadband services). In particular, the educational system is largely affected by the supply and demand for education, and the informal and social networks that surround people and institutions of the educational system. Therefore, I believe that understanding the interplay between advancements in pedagogy, technology and globalization is decisive for understanding the current educational development. Below I reflect on the theory and research on teaching and its links to technology advancements from the perspective of the courses that I am teaching and the doctoral supervision activities that I am involved in.

There are three main insights in deep learning that have a major impact on my mind set and my teaching practice. First, focusing on what the student does rather than on the activities of the teacher is a key step toward outcome based education in general and facilitating deep approaches to learning. Indeed, designing the teaching activities from the student's perspective has been proved to stimulate deep learning. Second, constructively aligning the intended learning outcomes (ILO) with the teaching activities and assessment methods according to the theory and concept of the structure of observed learning outcome (SOLO) has a concrete and practical impact on course design, lecturing and examining students. Finally, active and inductive learning methods provably lead to better and long-lasting understanding of difficult-to-grasp concepts. A practical example of this insight is when students learn inductively by moving from specific examples and experiences to general principles, rather than the other way around. These three main insights – focusing on student activities helps to achieve deep learning, constructively aligning course objectives, teaching activities and grading criteria helps students to reach ILOs and active and inductive learning methods go hand in hand with deep approaches – have had a major impact on how I prepare my course and how I engage students in learning activities, as I will exemplify in Section 4.4.

These above cornerstones are complemented by other research results that turn out to be useful in the practice of teaching and doctoral supervision. Temporal motivation theory (TMT), suggests that learning is motivated if the probability of success -- in terms of clear understanding and being able to apply the newly learnt concept – is assessed high by the learner. The motivation for the learning effort can be reinforced if the learner sees the value of getting the concept in place and perceives the ILO as applicable in his/her situation. On the other hand, if a perceived long delay until realization (making some use of the knowledge) is demotivating and leads to procrastination. Therefore, theory suggests and practice confirms that continuous assessment and frequent constructive feedback motivates students to take an active and deep approach to learning rather than procrastinating and trying to get away with surface learning.

Active learning can be defined as a collection of instructional methods that engage students in the learning process by requiring them to do meaningful learning activities and think about what and why they are doing. Because the key ingredients of active learning are student activities, engagement and consciousness about such activities, active learning is often contrasted to the traditional lecture, where students passively receive information from the lecturer. However, lectures can be made interactive to a varying degree. Indeed, lectures can make use of online tools (e.g. socrative.com), or can contain interactive and peer-instructed short sessions that break the monolog of the lecturer, and engage students. These practices enable the lecturer to apply the theory of collaborative learning, cooperative learning and problem-based learning (PBL), and thereby bringing student activities in focus, while still going through the same amount of theory as during a traditional lecture. Indeed, documented research provides evidence that promoting student engagement during traditional lectures by designing activities around important learning outcomes gives better results for a vast majority of students in terms of reaching the ILOs.

While maintaining high motivation and stimulating active learning are essential, from the students' point of view, it is the assessment and the grading criteria that define the actual curriculum. Therefore, aligning the course curriculum and the associated ILOs with the teaching activities and also with the assessment -- that can be associated with all or a subset of the teaching and learning occasions – is fundamental in reaching the ILOs and reaching a high level of understanding. Research results propose that the highest level understanding is performative, that is students who have reached this level of understanding act differently due to the fact that they understood the set of concepts and their linkage as compared with how they would act without this level of understanding. The SOLO taxonomy is a practically useful tool

	in aligning the level of understanding that we wish to achieve for the ILOs with the assessment and associated grading criteria, and making this alignment clear for the students. As a summary, theory and research on teaching and learning have proposed a number of key ideas related to providing motivation, constructive alignment, student activity focus, and active and problem based learning that result in a variety of teaching and supervising practices. These practices provably lead to deeper understanding levels, including the level of performative understanding, which makes students act differently and enables them not only to apply knowledge but also to develop new knowledge.
4.4.	Approach. Describe your underpinning view on teaching and learning and your practice as a teacher and supervisor in higher education. <u>My view on teaching and learning; my practice as a teacher and supervisor:</u> I believe that a mission statement, both as a teacher in second cycle and as a doctoral supervisor is important, because it provides a reference and compass that I can rely on in case of dilemmas, conflicts or difficulties that one faces when working as a teacher in higher education. As a second cycle teacher, I see teaching as a serious intellectual endeavour and as equally important part of my work as research. I will always begin my teaching with questions about the student learning objectives, based on the trust that students want to learn. I accept that it takes time to evaluate the outcome of my teaching and make necessary changes. My goal as a doctoral supervisor is to help students become productive and independent researchers and part of the research community, and ultimately teaching the craft of research by mentoring, guiding and managing them through the doctoral process. I view doctoral supervision as a process that contains elements of teaching, doing research and providing service, during which the supervised student becomes my colleague. I realize that different students need different types of mentoring, guidance and teaching, and it is therefore important that I regularly discuss and consult with the student, monitor his or her progress, and provide feedback. From day one, I consider myself and the doctoral student as a team, who think win-win in terms of common objectives (joint publications and joint research goals). The above mission statement is a result of two key influences: my concept of supervision and my experience as a doctoral student. My concept of supervision incorporates the functional (project managerial and progress monitoring) aspects and encouraging students along a path toward increasing independence. My past experience as a doctoral student is essentially an instantiation of this concept, where I always felt that I am part of a well panned project in which I am expected to take an increasingly independent role and become part of a community. For me engaging in academic and industrial research and publishing results are the single most rewarding professional activities. I am driven by building understanding and applying new knowledge to relevant engineering problems. I am also eager to involve others (including students) in the experience of the "joy of understanding" and mastering ideas and concepts that may be scary in the beginning of a course. I see therefore my teacher role as an ambassador of my area of expertise, who can influence structure (e.g. course organization, choice of literature, clear learning objectives aligned assessment and grading criteria), provide motivation by showing the relevance of the subject and showing the reward of learning the ILOs and giving formative, continuous and constructive feedback. I also realize that these activities require that I truly master my subject matter, which in turn requires intellectual effort. In this respect research and teaching activities go hand in hand, since creating research impact also requires to building up knowledge and applying knowledge to challenging problems. I also think that constructively aligned teaching activities – in, for example, helping students learning difficult but very useful concepts for designing and dimensioning wireless communication networks – also align research results with subjective aspects such as the personality and personal experience of the teacher. In my own example I build on real life examples of wireless network design and dimensioning and hard earned lessons due to my background in industry. I often experience that this kind of experience raises students' interest and helps me preserving students' attention during my lectures. As a doctoral supervisor, thinking "win-win" is a healthy start, but giving regular and practically useful

	feedback, encouraging developing technical writing skills, helping to find a good balance between work and private life, and being available and helping through the tough times are also important parts of the supervisory, coaching and project managerial role. As one of my students is approaching the completion of his studies, I am realizing that it is also important to help him become part of the research community and help him to learn the whole spectrum of tools and activities that are part of being a researcher. This includes the art of compiling applications for funding, taking initiative for organizing conferences and workshops, becoming visible outside the specific community of peers, and building up a strong network with industry. I believe I can play a role in this process that prepares the student for his post-doc position due to my industrial affiliation. I also realize that as an active secondary supervisor, I am part of a team, rather than bearing full responsibility for the student's progress. Becoming a good team player implies contributing with my strength and soliciting help from the main supervisor and other department members when this is useful and efficient. When I become main supervisor, it will be useful to preserve the team spirit for the good of the student and myself.
4.5.	Proficiency as a teacher. Describe the proficiency you have attained as a teacher on all levels. Relate to the areas you have mentioned under points 4.3 and 4.4. Write sub-headings corresponding to those in point 4.2. **A8: Verify your work with attached course analyses and other documents.** <u>Proficiency as Teacher:</u> My proficiency as teacher includes my experience and skills in supervising students at the second and third cycle, and teaching at the second cycle. In the past 10 years, I have supervised 10+ master thesis projects (https://www.kth.se/profile/gaborf/page/master-students), including the currently ongoing 4 master thesis projects under my supervision and/or examination. I supervised and am currently supervising, as secondary supervisor six doctoral students (https://www.kth.se/profile/gaborf/page/ph-d-students) at KTH, and one doctoral student at the University of Fortaleza in Brazil. Also, I created a large part of the course material of the course EP 2950 Wireless Networks, and was teaching that course during 2018. I acquired pedagogical education from the main pedagogy course at KTH (including LH 207 on doctoral supervision, LH231 on teaching and learning in higher education and LH216 develop learning by using grading criteria), totalling in 12p by June 2018.
4.6.	**Educational development work/projects. Describe your development as a teacher and how you want to continue developing teaching-learning in higher education**. <u>Development as a Teacher:</u> My view on developing as a teacher at KTH is driven from within, since I have always loved and enjoyed teaching, mentoring and working with young and talented people. Also, my conviction and recurring experience is that both second and third cycle students highly appreciate and enjoy when the learning material is enriched with industry experience. I plan to utilize the opportunity of attending continued pedagogic courses, both on developing online courses and blended learning and on integrating sustainable development in university teaching. In fact, I am enrolled for LV 219 Supervision and Assessment of Degree Project Work in First and Second Cycle for Fall 2018 and plan to undertake LH 218V Teaching Strategies and Design for Online and Blended learning during Spring 2019. Professional development for me is especially challenging, since my area of expertise – wireless systems – and its interrelated disciplines are undergoing a rapid development. Maintaining expertise in this professional area, and remaining an active member of the research community, therefore, requires a continuous effort. Likewise, capitalizing on new insights in pedagogy, and new teaching tools and techniques require a continuous development of my practice as a teacher in higher education. At the same time, new pedagogic insights, recommended practices and new teaching tools make professional development enjoyable. My experience of teaching thus far indicated that the most efficient way of my professional development is to get engaged of the virtuous cycle of experience, collecting feedback, reflection, discussion, and finally testing and renewal. This virtuous cycle is ultimately kept alive by my conviction that I indeed can improve my

teaching practice and it can be reinforced by the many opportunities at KTH, including workshops and the pedagogic courses of varying credit points and efforts.

Currently, I have much longer and richer experience on master thesis and doctoral supervision, than lecturing in second cycle, although participating in the course design and lecturing in EP2950, as well as lecturing in EQ2450, EQ2460 and EQ2461 have helped me to gain experience in second cycle as well. My development cycle mentioned above is initialized by this experience, and intertwined by the pedagogic courses LH207V, LH231V and LH216V and the feedback from students and teacher colleagues. In the future, I plan to build on these experiences and improve my teaching skills both by dialogues with colleagues, and own reflection as well as dedicated conscious efforts on attending workshops and courses. I am specifically interested in developing online courses and learn to use online tools, because I believe these techniques are and will become increasingly important in higher education.

5. Management and collaboration

5.1. Describe your leadership profile

- Account for your personal view of academic leadership. Highlight challenges and tools for gender equality, diversity and equal treatment work at an institute of technology (1-2 pages).

My Leadership Profile:

My leadership profile has evolved during the industrial and academic projects in which I have been involved in the past 15 years. I am currently affiliated with the Radio Department of Ericsson Research and the Department of Automatic Control at the School of Electrical Engineering and Computer Science, and I am acting as project/team leader at both affiliations. I am also task leader in the European 5G Infrastructure Public and Private Partnership (5GPPP) project 5GCAR, which involves leading a task with more than 10 academic and industry partners. I believe that acting as project and team leader at the Research Department of Ericsson helps me develop and reinforces my academic leadership, which I take advantage of when leading projects at KTH. Many of the research projects at KTH cooperate with industry partners and aim at reaching industrial impact by applying research results in industrial environments. (See the list of recent project and team leader roles at the end of the current section 5.1.)

As a primary investigator and project leader at KTH, I develop and articulate visions that are inspiring but anchored in evolving contemporary research results. Two of my recent research projects serve as an example for formulating and communicating my vision of nano-machine communications to smart phones (Naomi project) and exploring the social aspects of device-to-device communications (BUSE project). Both Naomi and BUSE have involved participants from Ericsson Research and KTH, and I acted as project leader for both. One of my most successful, and at that time highly controversial visions was a technology that would enable smart phones to communicate with other smart phones with only a light involvement or without the involvement of the cellular infrastructure and resulted in a highly cited journal article (2012). Today, this technology is standardized by the 3rd Generation Partnership Project.

My experience in industry and academia made me realize the importance of communicating and convincing my environment and stakeholders of the vision so that this vision (e.g. inside-the-body nano-machine communications to smart phones) gets resources and support. I believe that my double affiliation has helped me to develop an ability of articulating visionary ideas that must characterize academic leadership. For example, the vision of bringing communication technology to the cellular networks that enable energy efficient communication in the millimetre wave bands resulted in the SSF financed project (Matthew) and later in an award-winning journal article (Stephen O. Rice prize of the IEEE Communications Society).

I also believe that my leadership profile relies on acknowledged research results that are recognized by the international research community of communications researchers and engineers. I am a board member of the Institute of Electrical and Electronics Engineers (IEEE) Communications and Information Society Sweden Chapter, and in that capacity have the opportunity to contribute and shape the Chapter's activities by organizing conferences, seminars and workshops. The IEEE Sweden activities help me develop as a team player, since the IEEE communications community in Sweden engages more than 100 members.

My view on academic leadership is that good leadership is empowered by a burning desire to contribute to the advancement of science – in my case applied science for the development of communications

technologies – and to have impact on my peer researchers and on society. This empowerment in turn must come from a conviction that the goals and visions of my projects are "right" in the sense that they are inspiring, achievable and have a positive impact on a narrower or broader community and parts of the society. I am fully aware that the best way to communicate and radiate this conviction is through providing good examples of reaching international recognition and being part of my community.

My leadership profile includes my desire to bridge the gap between academia and industry. I think it is possible and necessary to identify the research problems arising in industry projects by raising such problems to the appropriate level of abstraction and working on such problems with scientific rigor. An example of successfully defining research activities and publishing results at top venues is my recent research on dynamic time division duplexing (DTDD) systems, triggered by industry and standardization activities, published in [43, 44], [122].

As a team and project leader at KTH and at Ericsson Research, as well as in European projects, I have been closely cooperating with and leading teams that consisted of researchers with vastly diverse backgrounds in terms of age, gender, ethnicity, religion or sexual orientation. At Ericsson, I have been regularly trained to recognize and act upon unconscious bias and specifically to attract young women to Research. Also, I was trained to recognize such phenomena in higher education within the LV207 doctoral supervision and LV231 teaching at higher education courses. Unfortunately, recent research suggests that despite progress, negative discrimination of female researchers still occurs even in Swedish universities and specifically by research grant committees. Eliminating such discrimination clearly requires the engagement of leaders at all levels. I personally believe that being a role model as a leaders in treating all individuals equally and creating a truly inclusive environment is necessary but in itself not sufficient to reach equal treatment of all. To eliminate even unconscious bias and unintentional unequal treatment requires that all project members and all institution colleagues get regular training and opportunity to discuss and reason about inclusion in projects, promotion processes and grants distribution. In my view consciousness, continuous discussions and transparency in the processes and in the organization create the foundation of equal treatment. It is then the prime responsibility of leaders to nourish these factors in their circle of influence.

As a summary, my leadership profile involves researcher skills, the enthusiasm of being visionary and the ability of communicating the visions and results.

Research projects and activities where I played a leading role:

- I was acting as project leader and team leader for various Ericsson Research projects, including "Future Networks" (about 12 man-years, 2009) and "Future Radio Access" (about 18 man-years in total, 2010-2015). Currently I am leading a team of 15 researchers and standardization delegates for the standardization of Vehicle-to-Anything (V2X) communications for 5G systems at Ericsson
- I am currently acting as team leader of 14 people for the Ericsson Research project on Intelligent Transportation Systems (called TAHITI = Transportation and Automotive Holistic Initiative for Trials and Innovations).
- I am also task leader of Task 3.1 in the European Project 5GCAR Work Package Radio Interface Design. This task includes a total of 10 academic (Centre Tecnològic de Telecomunicacions de Catalunya, Centro Tecnológico de Automoción de Galicia, Chalmers University of Technology, King's College London) medium enterprise (Marben, PSA Group, Sequans, Bosch), telecommunications industry vendors (Ericsson, Huawei, Nokia), and mobile network operators (Orange).
- I have been and currently am project leader for the following projects at KTH, Department of Automatic Control:
    - SSF Matthew: Millimeter-Wave Massive MIMO Cellular Networks, **1.4 MSek** 2014-2016
    - ACCESS SPECS: Spectrum Sharing in Cellular Networks **0.5 MSek**; 2017-2018
    - ACCESS HARALD: Hardware Impairments in Massive MIMO Cellular Networks **0.5 MSek**; 2017-2018
    - Wireless@KTH BUSE: Beyond User in the Loop, User in the Service **0.5 MSek**; 2016-2017
    - Wireless@KTH Naomi: Nanomachines to MIMO Wearables and Smart Phones Communications **0.5 MSek**, 2017-2018.

5.2. Management education

- List your education within management and the area of gender equality, diversity and equal treatment.

Leadership For Professionals: At Ericsson, I successfully completed a course on Leadership for Professionals (LFP).

Minimizing Unconscious Bias: At Ericsson, I successfully completed a course on Minimizing Unconscious Bias. This course has helped me to recognize on myself and in my surrounding signs of conscious and unconscious (hidden) signs of bias or unfair treatment in situations of job interviews, working meetings, project activities and during the daily the work with a master or Ph.D. student. In my practice, three of the supervised master students (Jinghong Yang, Hildur AEsa Oddsdottir and Aidilla Pradini), one of the supervised Ph.D. students (Demia Della Penda) and one of the colleagues for whom I acted as a mentor (Nadia Brahmi) are women and represent different cultural background. Thanks to my basic attitude to working in close cooperation on a daily basis with individuals, and perceiving other people as individuals rather than perceiving people as belonging to a specific gender, minority or majority group or cultural background, I have found it very rewarding and enriching to work in joint projects with these (and all the other) students. After completing the Minimizing Unconscious Bias course at Ericsson, I actively remind team members of recognizing and act upon signs of bias.

As project manager and team leader at Ericsson and at KTH, I have had the opportunity to work with colleagues, managers, decision makers and customers from all around the world in the past 20 years. This experience has helped me to consider diversity as an asset, rather than an issue. In my practice, equal treatment is an indistinguishable part of professionalism.

5.3. Management tasks and administration

- List your current and earlier management and/or administrative tasks. Describe your experience of unit supervision specifying the duration and the unit's size. Unit refers to research group, department and school etc.
- Membership in boards/councils within universities over the past five years.
- Own initiatives and work within the area of gender equality, diversity and equal treatment.

I was acting as project leader and team leader for various Ericsson Research projects, including "Future Networks" (about 12 man-years, 2009) and "Future Radio Access" (about 18 man-years in total, 2010-2015). Currently I am leading a team of 15 researchers and standardization delegates for the standardization of Vehicle-to-Anything (V2X) communications for 5G systems at Ericsson.

During 2010-2011, I was project co-leader of the joint Ericsson-KTH project partially funded by VINNOVA "Simple and Efficient Radio Access Networks" (SERAN).

Since January 2017, I am team leader of a team of 15 researchers (all employed at Ericsson) with the task of standardizing vehicular communications in the 3rd Generation Partnership Project Radio Access Network Work Group 1 (3GPP RAN WG1).

Since June 2017, I am task leader of the task "Radio Interface Design for Vehicular Communication Sidelink" in the 5GCAR H2020 project. This task of 5GCAR involves 10+ partners.

5.4. Research policy assignments

- Member of state research councils or committees within them.
- Member of other boards or committees providing grants.
- Assessment of Swedish and foreign research applications (number/year over the past five years).
- Member of international research councils, programmes, committees or advisory groups.
- Other important expert and leadership assignments.

At Ericsson, I have been an advisor of the Steering Board for the university cooperation with the Brazilian university University of Ceara at Fortaleza since 2015. Each research project with the University of Ceara at Fortaleza is defined for 3 years and includes 2-3 work packages in the area of signal processing, resource management and network dimensioning.

5.5.	External contacts and external activities (experience of and plans for collaboration directly linked to individual research and education activities will be accounted for under points 3.2 and 4.2) • Collaboration with trade and industry as well as authorities. • Member of boards within companies and authorities. As adjunct professor, I am naturally involved in a variety of joint activities and joint research projects between KTH EECS and Ericsson Research. The specific short-term plans extend and build on the currently ongoing three research projects, of which I am currently project leader and involve both KTH and Ericsson Research: • SPECS: The SPECS project is planned to continue until 2018-08-31, after which we plan to continue with SPECS II, directly financed by Ericsson. This project develops techniques that enable the "Spectrum without Borders" vision by facilitating spectrum pooling and spectrum sharing among multiple network operators [34-35]. • HARALD: The HARALD project is planned to continue until 2018-08-31, after which we plan to continue with HARALD II, directly financed by Ericsson; • The Naomi project (financed by Wireless@KTH) will be running until 2018-12-31. The Naomi project involves 3 researchers at Ericsson Research (Hamed Farhadi, Nafiseh Shariati and Christer Törnevik) and we are currently discussing the possible continuation of this project in 2019.
6. **Attached publications**	
6.1.	List maximum ten of your publications which you would like to cite in the first instance. Write a list with a brief explanation to the choice. Publications should be uploaded separately in the KTH recruitment system.
7	Summary of documents and certificates that should be attached to your application
7.1	Scan your documents and certificates in the same order as listed below. The file should be attached to your complete CV and uploaded in the KTH recruitment system. Enclose following where relevant: 1. Section 1.6 Certificate of employment from your current employer with title, period of employment and placement. 2. Section 2.1 Certificates for Higher Education degrees. Specify year of graduation, type of qualification (for example, Licentiate of Technology, Doctor of Philosophy). 3. Section 2.2 Certificate for docent with year of appointment. 4. Section 2.4 You may attach previous expert opinions (for the last five years). 5. Section 3.5 Certificates for funding you have received 6. Section 4.2 Documents supporting your role as main supervisor should be attached to the application. If you have been de facto main supervisor, this should be supported by certificates. 7. Section 4.3 Certificates confirming completed higher education courses in teaching and learning. Attached course certificate with passing grade for each course. See section 4.3 regarding See section 4.3 regarding knowledge/competencies acquired in other ways and requested certificates or equivalent documents. 8. Section 4.5 Proficiency as a teacher. Verify your work with course analyses and other documents showing your qualifications in teaching.

KTH Universitetsförvaltning

Stockholm May 16th 2018

CERTIFICATE OF EMPLOYMENT

This is to certify that Dr. Gabor Fodor, born July 16 1964, holds a position as an Adjunct Professor at the Royal Institute of Technology (KTH), School of Electrical Engineering and Computer Science, Department of Automatic Control, Stockholm, Sweden from November 1st 2017.

Dr. Fodor holds a part-time position of 40% which means 16 working hours per week.

Dr. Fodor previously held a part-time position as a Researcher from March 1st 2012 until October 31st 2017 at the same Department.

Royal Institute of Technology

Stockholm, Sweden

Karin Gullin

Human Resources Division
University Administration

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BESLUT	Datum:	Diarienummer:	KS-kod
	20171031	VL-2017-0036	2.5.1

Beslutat av Sigbritt Karlsson, rektor	Expeditionsdatum 20171115 KD
Föredragande Annica Fröberg, personalchef	För åtgärd Personal/löner (persadm@kth.se) Registrator UF KTH (registrator@kth.se) Irina Radulescu
Övriga närvarande Katja Grillner, fakultetens dekanus Anders Lundgren, förvaltningschef Stefan Östlund, skolchef	För kännedom Gabor Fodor, Bo Wahlberg, fakultetsrådet, Kia Vejdegren, ceremonimästare Anna Almlöw Schultz, Christina Engström, Anton Ridderstad, Seija Natri, Lolo Edström, Johan Schuber, Liz Adamsson, hrkth@kth.se

Anställning av adjungerad professor i trådlös systemteknik

Beslut

Rektor beslutar om att anställa Gabor Fodor som adjungerad professor i trådlös systemteknik från och med den 1 november 2017 och tills vidare dock längst till och med 31 oktober 2020. Om Gabor Fodors anställning vid Ericsson avslutas ska även anställningen som adjungerad professor vid KTH avslutas.

Bakgrund

Skolchefen vid skolan för elektro- och systemteknik (EES) har anhållit om att inrätta en adjungerad professur i trådlös systemteknik (Wireless Systems Engineering) med Gabor Fodor som innehavare.

Anställningens omfattning ska vara 40 procent av en heltid från och med den 1 november 2017 och tills vidare dock längst till och med 31 oktober 2020. Anställningen ska finansieras till hälften av KTH med externa medel och till hälften av huvudarbetsgivaren Ericsson. Lön motsvarande 20 procent av en heltid utbetalas från KTH. Om Gabor Fodors anställning vid Ericsson avslutas ska även anställningen som adjungerad professor vid KTH avslutas.

Dekanus har den 30 juni 2017 utsett sakkunniga i ärendet. De sakkunniga är eniga om att Gabor Fodor är behörig för en anställning som adjungerad professor.

Efter en sammanvägning av den sökandes meriter och vad som i övrigt framkommit i ärendet föreslår dekanus att rektor anställer Gabor Fodor som adjungerad professor.

Bilaga 1: KTH:s uppförandekod för medarbetare
Bilaga 2: avtal om samverkan

Vid protokollet

Katarina Bröms

KTH
Universitetsförvaltning
Brinellvägen 8 | 100 44 Stockholm
08 790 60 00 | registrator@kth.se | www.kth.se

Bilaga till beslut om anställning av adjungerad professor

Rektor har beslutat att anställa Gabor Fodor som adjungerad professor i trådlös systemteknik.

Anställningens omfattning:	40 procent av heltid på KTH
Lön vid heltid:	57.321 SEK KTH betalar lön för 20 procent av en heltid Lön för övrig tid utbetalas av huvudarbetsgivaren Ericsson
Personnummer:	640716-2376
Adress:	Astrakangatan 124, 165 52 Hässelby

Code of Conduct for employees and fellow workers

At KTH we work for a better future by improving society and identifying smart solutions to current and future challenges. We are at the service of humanity for the society of tomorrow.[1]
The KTH value platform[2] is based on equal opportunities and takes a stand against all forms of discrimination, harassment, sexual harassment and victimisation. This is a quality issue.

HR Policy and Value Platform

This Code of Conduct complements existing legislation, agreements, regulations, internal rules and guidelines. It is based on the HR Policy[3] with guidelines established by the KTH Board on 1 Jan 2015. The Code is a guide and a tool in day-to-day, ongoing operations at KTH.
Its purpose is to create a good working environment[4] and to clarify employees' responsibilities and what is expected of every employee and fellow worker.
Being a KTH employee and fellow worker must be based on KTH basic values, which in turn are based on the joint value platform for all government employees. Well-developed teamwork, leadership and management are prerequisites for well-functioning operations.

As a KTH employee or fellow worker, I agree to the following:

- I always lead by example, use a professional approach in meetings and in my communications. I treat all employees, students and other collaboration partners with respect and consideration, regardless of gender, gender identity or expression, religion or other belief, social background, sexual orientation, disability, ethnicity or age.

- I understand the importance of a good working relationship with my colleagues and with my manager and I take responsibility for my working tasks, my work and its quality.

- I contribute to, and work consciously for, a good working climate. I react and inform my immediate manager, another manager, the HR function, the health and safety or union representative if I perceive that there is discrimination, harassment, sexual harassment or victimisation occurring among my colleagues and/or students. I am aware that my contribution to the work for a good working climate may affect my individual salary level and/or career development.

- I am aware that discrimination, harassment, sexual harassment, victimisation or offences against the KTH basic value platform and KTH guidelines may result in disciplinary action and in extreme cases to a police report and/or dismissal from my job or connection with KTH.

- I respect the fact that my immediate manager, as employer representative, has the responsibility to lead and distribute the work of the relevant employees within the framework of the conditions prevailing at our workplace and within our research.

1 Vision 2027 , 2 Ethics Policy for KTH V 20140516, 3 The KTH HR Policy 2015-0753 and the guidelines concerning becoming an employee, management, equal opportunities, work, skills and salary levels are provided for all new employees at KTH. Other groups include Professors Emeriti, affiliated faculty, adjunct faculty, scholarship holders and consultants. 4 AFS 2001: 1 Systematic Work Environment Management, AFS 2015: 4 Organisational and social working environment.

Avtal vid anställning av adjungerad professor

Mellan Kungliga Tekniska högskolan (KTH) och Ericsson AB, org. nr. 556056-6258 (Ericsson) (nedan enskilt benämnda "Part" och gemensamt "Parterna")

har denna dag träffats följande avtal angående samverkan inom området Trådlös Systemteknik (Wireless Systems).

1. Anställning

Gabor Fodor (Arbetstagaren) är anställd av Ericsson. KTH avser att anställa Arbetstagaren, som adjungerad professor i ämnet Trådlös Systemteknik, under förutsättning att gällande behörighetskrav anses uppfyllda efter sedvanlig behörighetsprövning. Anställning som adjungerad professor ska gälla tillsvidare, dock längst till en viss tidpunkt, och kan förnyas. Den sammanlagda anställningstiden får dock inte överstiga 12 år (HF 4 kap 11§).

2. Arbetstagarens lön och andra kostnader

Arbetstagaren ska ha rätt att under den tid som anges i p 9 avsätta 40 % av sin anställning vid Ericsson för verksamheten som adjungerad professor vid KTH. Ericsson kommer att göra avdrag från arbetstagarens ordinarie lön vid Ericsson i en omfattning på 20 %, och 20 % kommer att ersättas av KTH från externa medel.

Beträffande andra kostnader förenade med anställningen som adjungerad professor skall detta överenskommas mellan partnerna i förhållande till olika projekt.

3. KTH:s åtagande

För Arbetstagarens verksamhet vid KTH åtar sig KTH att tillhandahålla nödvändiga resurser inklusive lokaler och teknisk utrustning samt se till att anställnings- och tjänstgöringsförhållanden är i enlighet med gällande lagar, bestämmelser och avtal inom utbildningssektorn.

4. Arbetstagarens verksamhet

Arbetstagarens verksamhet vid KTH ska bedrivas inom området Trådlös Systemteknik och omfatta arbetsuppgifter enligt överenskommelse mellan parterna (bilaga).

Arbetstagaren är införstådd med att gränsdragningsproblem kan uppstå i verksamheten och förbinder sig att i sådana fall samråda med ansvarig chef på berörd institution samt ansvarig chef på Ericsson. För det fall Arbetstagarens verksamhet kommer att inbegripa medverkan i samverkansprojekt med annan industripart ska ett samverkansavtal tecknas mellan alla i projektet ingående Parter.

5. Publicering

Forskningsresultat som uppkommer i samband med Arbetstagarens verksamhet vid KTH får publiceras fritt, förutsatt att vad som framgår nedan beaktas, i enlighet med gällande vetenskaplig praxis och i övrigt nyttjas i Parternas utvecklings- och forskningsarbete. Ericssons rätt till skydd av företagshemligheter ska dock iakttas. Inför publicering av forskningsresultat som Arbetstagaren kan ha varit med och genererat ska Ericsson få ett utkast av publikationen för granskning. Ericsson äger att inom en månad från mottagandet av utkastet begära att publiceringen fördröjs i syfte att Parterna ska komma överens om att undanta företagshemligheter som tillhör Ericsson eller för att Ericsson ska kunna söka patentskydd. Har Ericsson inte gjort någon invändning mot publiceringen inom en månad är publiceringen tillåten. En publicering kan som längst fördröjas med tre (3) månader från det att Ericsson lämnat invändning mot publiceringen. Vid patentering kan publiceringen skjutas upp under totalt maximalt fyra (4) månader från det att utkastet för den planerade publiceringen har mottagits.

6. Äganderätt

Äganderätt till resultat som Arbetstagaren generar med stöd av finansiering enligt detta avtal tillkommer Ericsson. Rättigheter som Arbetstagaren genererar tillsammans med anställd eller student vid KTH tillfaller respektive rättighetshavare enligt lag.

KTH har rätt att fritt och utan att utge ersättning nyttja samtliga resultat för forskning, utveckling och utbildning, undantaget när resultat uttryckligen är konfidentiella.

7. Ansvar

Part ansvarar för skada eller förlust som denne uppsåtligen eller av vårdslöshet vållat den andre Parten under utförandet av detta avtal eller genom att bryta mot detta avtal. Ansvaret omfattar inte ersättning för indirekt skada eller förlust, förlust till följd av att resultatet inte kan nyttjas på avsett sätt eller följdskador såsom inkomstbortfall, utebliven vinst och kapitalkostnader. Parts sammanlagda skadeståndsskyldighet är begränsat till ett belopp motsvarande ersättningen enligt punkt 2 ovan per år. Part ansvarar endast för skada som har upptäckts inom ett (1) år efter avtalets upphörande.

8. Avtalstid

Avtalet gäller från och med den dag då anställning som adjungerad professor inleds och tills vidare, dock längst till och med den tidpunkt som anställningsbeslutet anger. En förutsättning är också att Arbetstagaren samtidigt är anställd vid Ericsson. För det fall Arbetstagarens anställning vid Ericsson upphör, upphör detta avtal automatiskt att gälla samma datum som anställningen upphör. Ericsson äger skyldighet att informera KTH för det fall Arbetstagarens anställning är på väg att upphöra.

I samband med prövning av frågan om förnyad anställning av Arbetstagaren som adjungerad professor ska även frågan om förlängning av villkoren i detta avtal prövas.

9. Tvist

Tvist angående detta avtal ska avgöras i allmän domstol, där första instans ska vara Stockholms tingsrätt och svensk lag ska vara tillämpligt.

10. Godkännande

Parterna godkänner avtalet genom sina underskrifter.

Datum: 2017-10-23

Ericsson AB

.....

Sara Mazur, Vice President, Head of Ericsson Research

Datum: 171026

Kungliga Tekniska Högskolan

.....

Stefan Östlund, Skolchef

.....

Nina Macpherson, SVP and Chief Legal Officer

.....

Bo Wahlberg

Avdelningschef
Regelverksenheten
KTH

Jag har tagit del av detta avtal och förbinder mig att med avseende på allt som berör mina rättigheter och skyldigheter enligt detta avtal följa vad som avtalats mellan Parterna.

.....

Arbetstagaren Gabor Fodor, Pers.nr: 640716-2376

84/1988 szám

Bélyeg helye

BUDAPESTI MŰSZAKI EGYETEM

A. Tü. 1124. r. sz. B. Gy. – PIÉRT – Nyomell – fnyv 5

84/1988 szám

Oklevél

Ezt az oklevelet FODOR GÁBOR ANDRÁS számára állítottuk ki, aki az 1964 év július hó 16. napján Budapest városban (községben) megyében Magyar országban született, és az 1983/84 tanévtől az 1987/88 tanévig a Budapesti Műszaki Egyetem Villamosmérnöki Kar Híradástechnikai Szakán tanulmányi kötelezettségeinek eleget tett.

Az Állami Vizsgáztató Bizottság 1988. évi június hó 21.-i határozata alapján nevezettet okleveles villamosmérnöknek nyilvánítjuk

Oklevelének minősítése jó

Kelt, Budapest, 1988. év június hó 25.-én.

P. H.

BUDAPESTI MŰSZAKI EGYETEM

Áll. Vizsg. Biz. elnöke(i) rektor (~~dékán, főigazgató, igazgató~~)

No 887-PhD

Nos Rector Magnificus

Universitas Scientiarum Technicarum Budapestinensis

et

Consilium Doctorum Sectionis Electrotechnicae

lecturis salutem!

Fidem facimus indubiam vigore praesentium et attestamur, quod cum

dominus

Gabriel Andreas Fodor

die sexta decima mensis Iulii anno 1964 civitate Budapestini natus se in doctrina technicae eruditionem et scientium adeo excellenter consecutum esse eandemque etiam doctrinam tot novis et tantis auxisse, ut eidem studia doctrinae motu suo navare posset, sicut cum Regni leges tum Universitatis nostrae statuta requirunt, haud dubie comprobasset, eumdem itaque dominum attributa nobis legitima potestate hodie ad gradum doctoratus promovimus et declaravimus dantes et concedentes ei ius titulo

doctoris philosophiae

sive perscripto sive contracto utendi.

In quorum fidem et testimonium hoc diploma universitatis sigillo munitum et consuetis subscriptionibus roboratum eidem dandum curavimus.

Datum Budapestini die vicesima mensis Maii anno millesimo nongentesimo nonagesimo nono.

/Prof.Dr. Ladislaus Pap/
Decanus

/Prof.Dr Ladislaus Zombory/
Praeses Doctorum Consilii

/Prof.Dr. Acatius Detrekői/
Rector

Szám: 887-PhD

Mi, a Rektor

a

Budapesti Műszaki Egyetem

és a

Villamosmérnöki Szak Doktori Tanácsa

köszöntjük az olvasót, és ezennel hitelt érdemlően tudatjuk, hogy

Fodor Gábor András

aki Budapest városban, 1964. évben július hónap 16. napján született, miután a műszaki tudomány magas színvonalú ismeretét, annak új eredményekkel gazdagító művelését és ezzel az önálló kutatómunkára alkalmasságát a törvényes jogszabályokban és az Egyetem Szabályzatában meghatározott módon kétséget kizáróan bizonyította, a törvény erejével ránk ruházott hatalomnál fogva a mai napon doktorrá avattuk, és őt a

doktor (PhD)

cím (vagy a "Dr." rövidítés) használatára feljogosítottuk.

Ennek hiteléül ezt a doktori oklevelet Egyetemünk pecsétjével és sajátkezű aláírásunkkal megerősítettük, és részére kiszolgáltattuk.

Kelt Budapesten, az 1999. évben, május hónap 20. napján.

/Dr. Pap László/
Dékán

/Dr. Zombory László/
a Doktori Tanács Elnöke

/Dr. Detrekői Ákos/
Rektor

LINKÖPINGS UNIVERSITET

Linköping, Sweden

September 8, 2017

KTH Royal Institute of Technology
100 44 Stockholm

Re: Assessment of Dr. Gabor Fodor for adjunct professorship (VL-2017-0036)

I am writing this letter in response to my assignment as expert evaluator of Dr. Gabor Fodor for an adjunct professorship in Wireless Systems at KTH.

Dr. Fodor has published more than 100 peer-reviewed journal articles and conference papers, and co-authored seven book chapters. A significant fraction of his journal articles are published in journals that are internationally well renowned. Overall the list of publications is impressive, especially considering that the candidate is based in industry – although many of the more recent papers have long author lists and the specific contribution by the candidate is not clear. The papers supplied with the application are all of very high quality, and they include work co-authored with others as well as a single-author paper. Dr. Fodor also is the co-inventor on 24 granted patents, which constitutes clear evidence of a solid experience and high qualifications as technical innovator and leader.

In terms of pedagogical experience and skills, Dr. Fodor has co-supervised Ph.D. students at KTH. This co-supervision has resulted in many co-authored papers, which demonstrates a significant commitment to working with students. He has also supervised many master students, working at Ericsson. He has furthermore served as mentor for several individuals. Teaching experience in-class is limited to some tutorial series within Ericsson and some external tutorial and plenary talks, and there is no evidence of substantial experience of teaching or development of university courses. While this may be recognized as a weakness for an appointment to a professorship, it should not preclude the appointment on an adjunct position in the specific case in question. Dr. Fodor also provides an essay about reflections on learning in wireless communications. While this essay contains few original thoughts and ideas, it does demonstrate that Dr. Fodor has thought deeply about his approach to teaching and student supervision.

Dr. Fodor's leadership experience includes project management and team-leader work at Ericsson. He also leads some KTH-internally funded research projects, and an SSF mobility grant. There is no doubt that he has excellent leadership qualities, although the application does not document in detail, beyond the list of publications, the specific scientific impact of the projects conducted under his leadership.

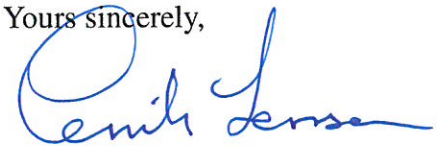
Linköping University
Dept. of Electrical Engineering (ISY)
581 83 Linköping, SWEDEN

Prof. Erik G. Larsson
Phone: +46-13-281312
Email: erik.g.larsson@liu.se

Overall Dr. Fodor is without doubt very highly competent in his technical field, and in my view well qualified to teach and supervise students at KTH. His current presence there, within the SSF mobility grant, and his involvement in the co-supervision of students (notably, with many joint publications) further substantiates that his intentions to contribute to the academic environment are genuine. I find that he satisfies the requirements for an appointment as adjunct professor, and I believe that he will be an asset for KTH.

Please feel free to contact me by telephone (+46-13-281312), should you have any questions.

Yours sincerely,



Erik G. Larsson
Professor of Communication Systems
IEEE Fellow

Aalto University

Kungliga Tekniska Högskolan
Brinellvägen 8
100 44 Stockholm
Sverige

EVALUATION OF DR. GABOR FODOR FOR AN ADJUNCT PROFESSORSHIP IN WIRELESS SYSTEMS

On the request by at KTH Royal Institute of Technology, I hereby give my evaluation of Dr. Gabor Fodor for the position of an adjunct professor in wireless systems:

Research expertise: Dr Gabor Fodor is internationally recognized researcher in the area of wireless systems. His research has had great influence on the development of the field. He has published 39 journal articles and more than 100 peer-reviewed conference articles. Majority of his papers have been published in prestigious IEEE journals and conferences. The IEEE Communications Society has listed three of his journal papers among the best readings in device-to-device communications – which is a significant recognition. His paper on the design aspects of network-assisted device-to-device communications has been cited 964 times according Google Scholar. Altogether, his works have received more than 4300 citations.

Dr Fodor's research work is both academically interesting – including detailed mathematical modeling and optimization – as well as of high practical relevance. The latter is demonstrated by the high number of patents (24) in which Dr. Fodor is a co-inventor.

Dr Fodor has a limited experience in obtaining research funding (in total 2.3 MSEK out of which 0.5 MSEK is KTH internal funding). This is understandable, as he has been working in the industry. Dr Fodor nevertheless has demonstrated skills to lead research and development projects.

Teaching expertise: Dr Fodor has acted as a mentor for several newly employed collages at Ericsson, instructed 10 Masters's thesis, and he is currently co-supervising five doctoral students. In addition he has given several tutorials in conferences. Based on his reflection of the current educational development, Dr Fodor seems to have broad view and understanding the requirements on the skill set that new graduated engineers should have. He is also well aware some of the emerging new teaching tools. However, he has no experience in organizing courses and no formal pedagogical training. His teaching skills are quite typical for a person that has been working in the industry.

Summary: Dr Fodor is by no doubt among the leaders within the research and development area of wireless systems. He has demonstrated ability to lead research projects and to collaborate with academia. Based on the documents, he also seem to have interest in current pedagogical developments within the field. In my opinion, Dr Fodor has expertise in both research and teaching and is qualified for employment as an adjunct professor.

In Espoo 21.8.2017

Riku Jäntti
Professor, D.Sc.

Department of Communications and Networking (Comnet)
Aalto University School of Electrical Engineering
P.O. Box 15500
FI-02015 TKK, Finland

Tel. +358 50 597 8588

E-mail: riku.jantti@aalto.fi

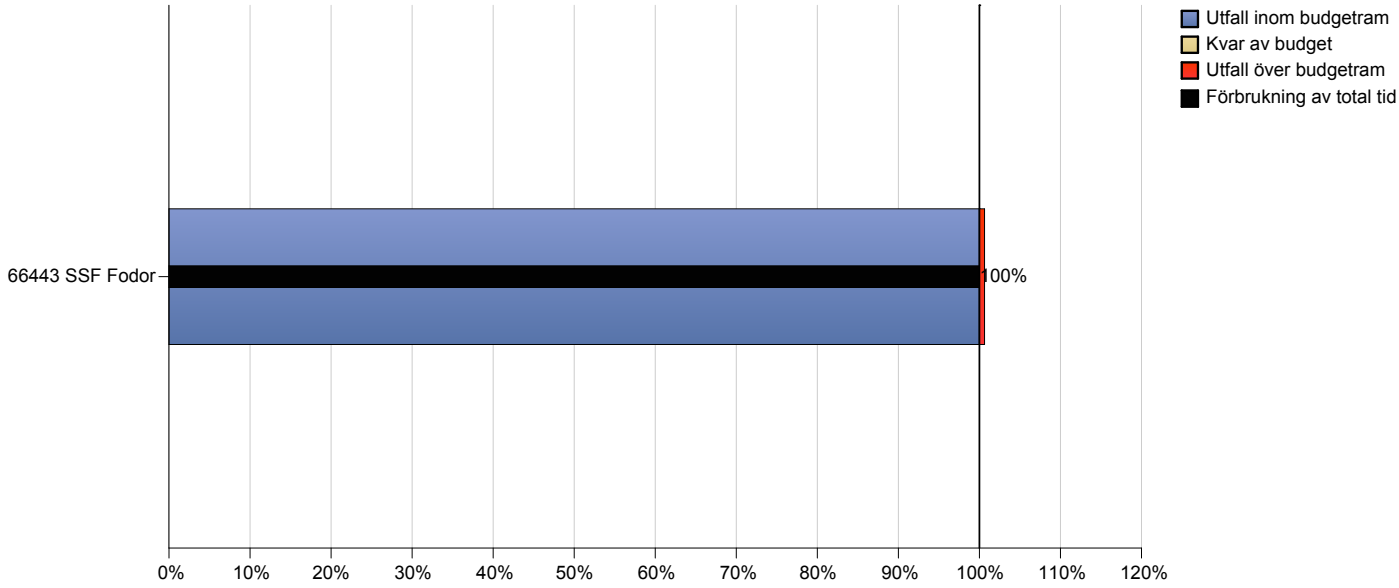
EP-3 Projektledarrapport - Tidsbestämda projekt

Utfall och budget kostnader för hela projektets livslängd

Projektledare : Fodor, Gabor
T.o.m period : Februari 2017

Utfall och budget kostnader för hela projektets livslängd

Tidsbestämda projekt med budget. Från projektets startdatum tom sista dispositionsdatum.
OBS! Utfall över budget max 120% i diagram, se tabell nedan för exakt värde.



Tidsbestämda projekt		Utfall t.o.m Februari 2017 (1)	Total budget (2)	Kvar av budget	Förbrukn av budget	Tid Forbrukad
66443 SSF Fodor	-	1 418 910	1 409 960	-8 950	101%	100%

(1) Utfall avser totalt utfall från start till och med senast stängd period.
(2) Total budget är projektets totala budget under hela livslängden
Enkel indikation om förbrukad total budget skiljer sig från förbrukad total tid.
Syftar till för att uppmärksamma fall då kostnaderna eller tiden springer iväg.

!! Förbrukad total budget - Förbrukad total tid > 25%
! Förbrukad total budget - Förbrukad total tid > 10%
- Förbrukad total budget följer förbrukad total tid

EP-3 Projektledarrapport - Årets utfall samtliga projekt

Årets utfall och budget kostnader för alla projekt 2017

Projektledare : Fodor, Gabor
T.o.m period : Februari 2017

Utfall och budget kostnader 2017

Alla projekt, men bara projekt med budget syns i diagramet.
OBS! Utfall över budgetram max 120% i diagram, se tabell nedan för exakt värde.

Då budget saknas visas inte diagram

Riktvärde för budgetförbrukning 16.7% vid linjär förbrukning över hela året.

Projekt	Utfall Februari (1)	Utfall t.o.m Februari 2017 (2)	Budget 2017 (3)	Kvar av budget	Förbrukning av budget	Ställning enl. balansräkning(4)
66148 BUSE	53 409	103 028				146 972
662576 HARALD						500 000
Summa	**53 409**	**103 028**				**646 972**

(1) Utfall för senast stängd period
(2) Utfall För innevarande år t.o.m. senast stängd period
(3) Budget för innevarande år
(4) Visas endast på icke tidsbestämda verksamhetsprojekt
"L" efter projektnamnet betyder att årsbudgeten beräknats som årets andel av en linjär förbrukning av total budget. Utgångspunkt är återstående total budget vid årets början. Slutpunkt är sista dispositionsdatum för projektet.

Personalkostnader (TKr)

Projekt	Utfall 2017			Budget 2017
	Januari	Februari	**Totalt**	
66148 BUSE	34	34	**68**	
Summa	**34**	**34**	**68**	

Ett negativt belopp är en omföring mellan projekt avseende tidigare perioders. Nollvärden uppkommer då värdet avrundats.

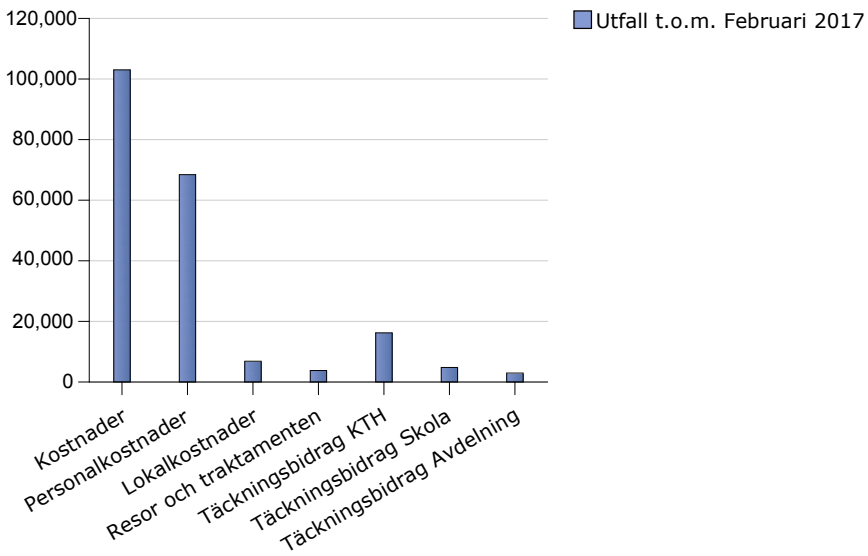
Projekt : 66148 BUSE

BUSE Wireless Fodor

T.o.m period : Februari 2017

Projektledare : Fodor, Gabor
Org kod : EL Reglerteknik
Finansiär : - Ingen finansiär
VH : 3 FORSKNING OCH FORSKARUTB

Projektets ställning enl. balansräkning	Belopp
Ställning	146 972
Myndighetskapital	146 972



Riktvärde för budgetförbrukning 16.7% vid linjär förbrukning över hela året.

Resultaträkning för avslutade bokföringsmånader		Utfall Februari	Utfall t.o.m Februari 2017
Kostnader	Personalkostnader	34 220	68 441
	Lokalkostnader	3 422	6 844
	Resor och traktamenten	3 789	3 789
	Täckningsbidrag KTH	8 110	16 220
	Täckningsbidrag Skola	2 395	4 791
	Täckningsbidrag Avdelning	1 471	2 943
	Summa kostnader	**53 409**	**103 028**
Resultat		**-53 409**	**-103 028**

Projekt : 66148 BUSE

BUSE Wireless Fodor

T.o.m period : Februari 2017

		Utfall Februari	Utfall t.o.m Februari 2017
Personalkostnader	Fodor, Gabor	34 220	68 441
Summa personalkostnader		**34 220**	**68 441**
Lokalkostnader	Hyra	3 422	6 844
Summa Lokalkostnader		**3 422**	**6 844**
Resor och traktamenten	Johansson, Karl Henrik	3 789	3 789
Summa Resor och traktamenten		**3 789**	**3 789**

Personalkostnader (TKr)		Utfall 2017		Totalt
		Januari	Februari	
Personalkostnader	Fodor, Gabor	34	34	68
Summa Personalkostnader		34	34	**68**

Ett negativt belopp är en omföring mellan projekt avseende tidigare perioders. Nollvärden uppkommer då värdet avrundats. Totalsumman kan då visa 1 om flera avrundade värden summerats.

Projekt : 662576 HARALD

ACCESS Ericsson HARALD Fodor

T.o.m period : Februari 2017

Projektledare : Fodor, Gabor
Org kod : EL Reglerteknik
Finansiär : 2068 Ericsson Telefonab. L M
VH : 3 FORSKNING OCH FORSKARUTB

Projektets ställning enl. balansräkning	Belopp
Ställning	500 000
Övriga balansposter	500 000

Riktvärde för budgetförbrukning 16.7% vid linjär förbrukning över hela året.

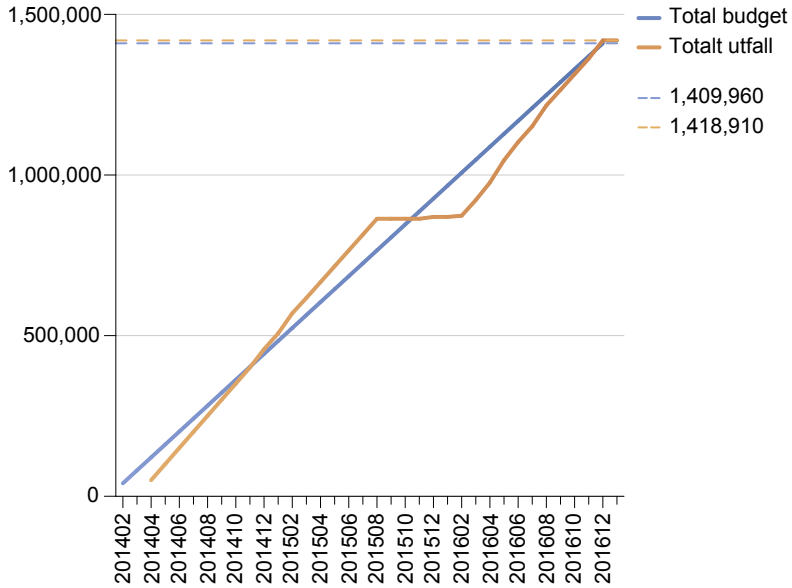
Resultaträkning för avslutade bokföringsmånader		Utfall Februari
Intäkter	Bidrag fr externa finansiärer	-500 000
	Summa intäkter	**-500 000**
Resultat		**-500 000**

Projekt : 66443 SSF Fodor

SSF Fodor

T.o.m period : Februari 2017

Projektledare : Fodor, Gabor
Org kod : EL Reglerteknik
Finansiär : 3006 Stiftelsen Strategisk Forskning (SSF)
VH : 3 FORSKNING OCH FORSKARUTB
Start : 2014-02-27
Sista disp datum : 2016-12-31
Antal månader totalt : 35
Antal månader kvar : 0
Kvar av total budget : **-8,950**
Förbrukning :
- **Total tid :** 100%
- **Total budget :** 101%
- **Tid jmfrt budget:** -



Resultaträkning för avslutade bokföringsmånader		Utfall t.o.m Februari 2017	Totalt utfall	Total budget	Förbrukn av totalbudget
Intäkter	FoFu-anslag			107 920	
	Bidrag fr externa finansiärer	0	1 302 040	1 302 040	
	Övriga intäkter	2 535	12 669		
	Summa intäkter	**2 535**	**1 314 709**	**1 409 960**	
Kostnader	Personalkostnader		935 272	920 030	102%
	Lokalkostnader		80 791	84 643	95%
	Resor och traktamenten		5 874		
	Utrustning exkl avskr		13 598		
	Drift och övrigt		43 198	60 000	72%
	Täckningsbidrag KTH		219 748	215 655	102%
	Täckningsbidrag Skola		59 588	57 870	103%
	Täckningsbidrag Avdelning		60 434	71 762	84%
	Finansiella kostnader		406		
	Summa		**1 418 910**	**1 409 960**	**101%**
Resultat		**2 535**	**-104 201**	**0**	

Årsbudgeten har beräknats som årets andel av en linjär förbrukning av total budget.

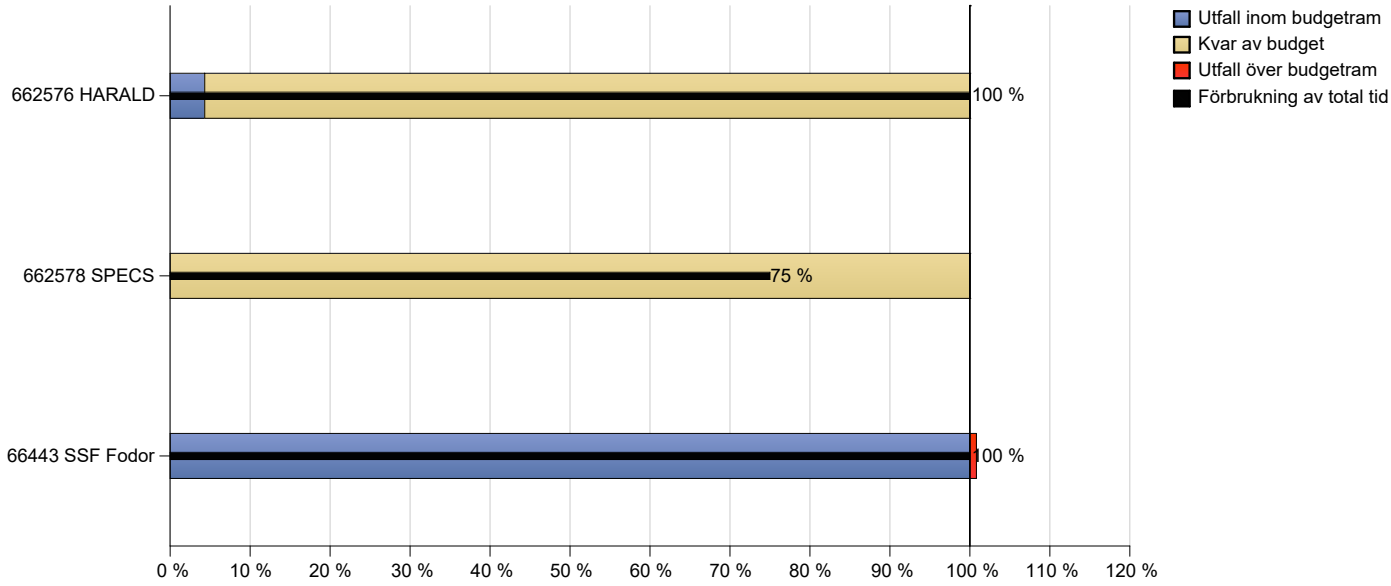
EP-3 Projektledarrapport - Tidsbestämda projekt

Utfall och budget kostnader för hela projektets livslängd

Projektledare : Fodor, Gabor
T.o.m period : April 2018

Utfall och budget kostnader för hela projektets livslängd

Tidsbestämda projekt med budget. Från projektets startdatum tom sista dispositionsdatum.
OBS! Utfall över budget max 120% i diagram, se tabell nedan för exakt värde.



Tidsbestämda projekt		Utfall t.o.m April 2018 (1)	Total budget (2)	Kvar av budget	Förbrukn av budget	Månader kvar	Tid Forbrukad
662576 HARALD	!!	21 627	500 000	478 373	4%	**0**	100%
662578 SPECS	!!	0	500 000	500 000	0%	**4**	75%
66443 SSF Fodor	-	1 421 445	1 409 960	-11 485	101%	**0**	100%

(1) Utfall avser totalt utfall från start till och med senast stängd period.
(2) Total budget är projektets totala budget under hela livslängden
Enkel indikation om förbrukad total budget skiljer sig från förbrukad total tid.
Syftar till för att uppmärksamma fall då kostnaderna eller tiden springer iväg.

!! Förbrukad total budget - Förbrukad total tid > 25%
! Förbrukad total budget - Förbrukad total tid > 10%
- Förbrukad total budget följer förbrukad total tid

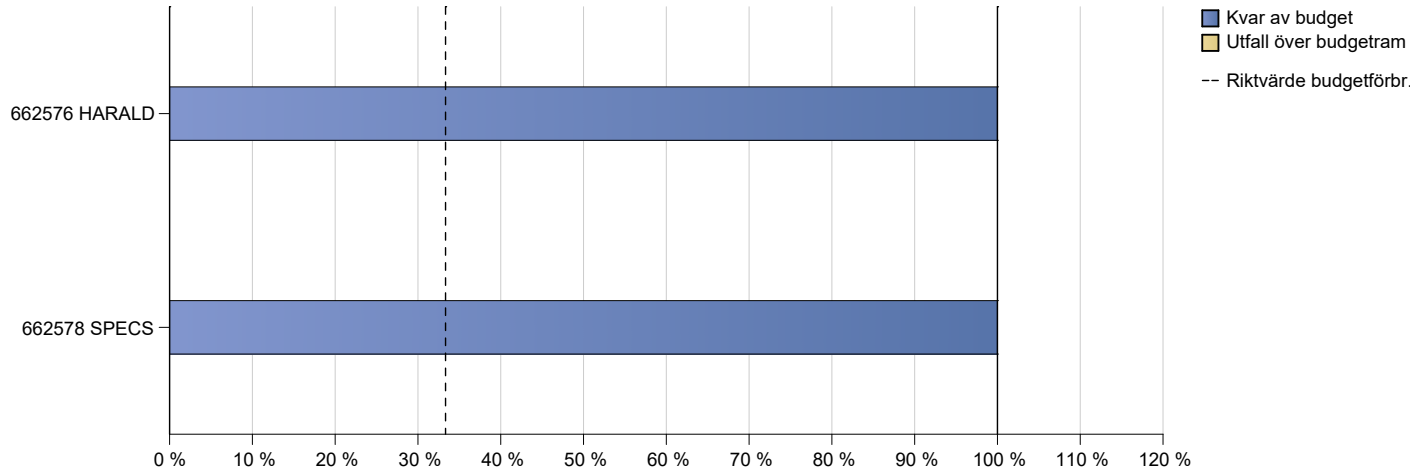
EP-3 Projektledarrapport - Årets utfall samtliga projekt

Årets utfall och budget kostnader för alla projekt 2018

Projektledare : Fodor, Gabor
T.o.m period : April 2018

Utfall och budget kostnader 2018

Alla projekt, men bara projekt med budget syns i diagramet.
OBS! Utfall över budgetram max 120% i diagram, se tabell nedan för exakt värde.



Riktvärde för budgetförbrukning 33,3% vid linjär förbrukning över hela året.

Projekt		Utfall April (1)	Utfall t.o.m April 2018 (2)	Budget 2018 (3)	Kvar av budget	Förbrukning av budget	Ställning enl. balansräkning(4)
66148 BUSE							192 345
661481 Naomi		25 098	118 350				80 154
662576 HARALD	L			478 373	478 373		
662578 SPECS	L			500 000	500 000		
Summa		**25 098**	**118 350**	**978 373**	**978 373**		**272 500**

(1) Utfall för senast stängd period
(2) Utfall För innevarande år t.o.m. senast stängd period
(3) Budget för innevarande år
(4) Visas endast på icke tidsbestämda verksamhetsprojekt
"L" efter projektnamnet betyder att årsbudgeten beräknats som årets andel av en linjär förbrukning av total budget. Utgångspunkt är återstående total budget vid årets början. Slutpunkt är sista dispositionsdatum för projektet.

Personalkostnader (TKr)

Projekt	Utfall 2018					Budget 2018
	Januari	Februari	Mars	April	**Totalt**	
661481 Naomi	17	18	17	17	**70**	
662576 HARALD						345
662578 SPECS						345
Summa	**17**	**18**	**17**	**17**	**70**	**690**

Ett negativt belopp är en omföring mellan projekt avseende tidigare perioders. Nollvärden uppkommer då värdet avrundats.

Projekt : 66148 BUSE

BUSE Wireless Fodor

T.o.m period : April 2018

		Utfall fg år
Personalkostnader	-, -	4 800
	Fodor, Gabor	207 922
Summa personalkostnader		**212 722**
Lokalkostnader	Hyra	*20 792*
Summa Lokalkostnader		**20 792**
Drift och övrigt	IT- och kontor	*1 367*
Summa Drift och övrigt		**1 367**

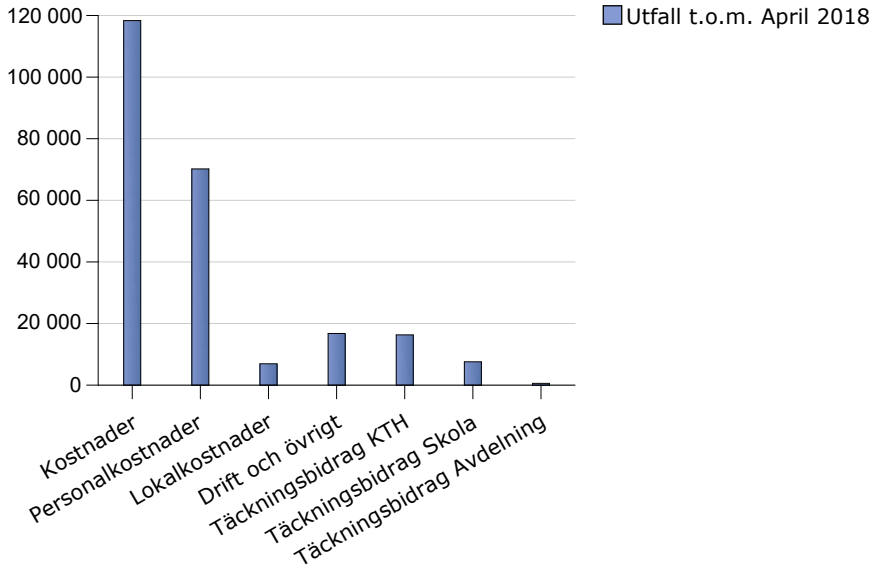
Projekt : 661481 Naomi

Naomi Wireless Fodor

T.o.m period : April 2018

Projektledare : Fodor, Gabor
Org kod : JL Reglerteknik
Finansiär : - Ingen finansiär
VH : 3 FORSKNING OCH FORSKARUTB

Projektets ställning enl. balansräkning	Belopp
Ställning	80 154
Myndighetskapital	80 154



Riktvärde för budgetförbrukning 33,3% vid linjär förbrukning över hela året.

Resultaträkning för avslutade bokföringsmånader		Utfall April	Utfall t.o.m April 2018	Utfall fg år
Kostnader	Personalkostnader	17 328	70 195	35 515
	Lokalkostnader	1 733	6 931	3 551
	Drift och övrigt		16 768	
	Täckningsbidrag KTH	4 027	16 313	8 417
	Täckningsbidrag Skola	1 870	7 574	2 486
	Täckningsbidrag Avdelning	140	569	1 527
	Summa kostnader	**25 098**	**118 350**	**51 496**
Resultat		**-25 098**	**-118 350**	**-51 496**

Projekt : 661481 Naomi

Naomi Wireless Fodor

T.o.m period : April 2018

		Utfall April	Utfall t.o.m April 2018	Utfall fg år
Personalkostnader	Fodor, Gabor	17 328	70 195	35 515
Summa personalkostnader		**17 328**	**70 195**	**35 515**
Lokalkostnader	Hyra	1 733	6 931	*3 551*
Summa Lokalkostnader		**1 733**	**6 931**	**3 551**
Drift och övrigt	Övriga kostnader		16 768	
Summa Drift och övrigt			**16 768**	

Personalkostnader (TKr)		Utfall 2018				Totalt
		Januari	Februari	Mars	April	
Personalkostnader	Fodor, Gabor	17	18	17	17	70
Summa Personalkostnader		17	18	17	17	**70**

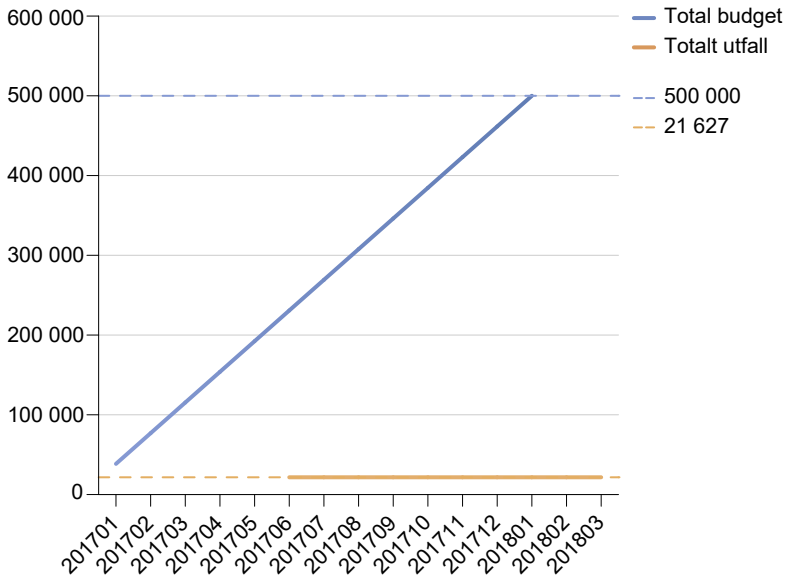
Ett negativt belopp är en omföring mellan projekt avseende tidigare perioders. Nollvärden uppkommer då värdet avrundats. Totalsumman kan då visa 1 om flera avrundade värden summerats.

Projekt : 662576 HARALD

ACCESS Ericsson HARALD Fodor

T.o.m period : April 2018

Projektledare : Fodor, Gabor
Org kod : JL Reglerteknik
Finansiär : 2068 Ericsson Telefonab. L M
VH : 3 FORSKNING OCH FORSKARUTB
Start : 2017-01-01
Sista disp datum : 2018-01-31
Antal månader totalt : 13
Antal månader kvar : 0
Kvar av total budget : 478 373
Förbrukning :
- **Total tid :** 100%
- **Total budget :** 4%
- **Tid jmfrt budget:** !!



Resultaträkning för avslutade bokföringsmånader		Budget 2018	Totalt utfall	Total budget	Förbrukn av totalbudget
Intäkter	Bidrag fr externa finansiärer		21 627	500 000	
	Summa intäkter		**21 627**	**500 000**	
Kostnader	Personalkostnader	344 827		344 827	
	Lokalkostnader	34 483		34 483	
	Drift och övrigt	-21 627	21 627		
	Täckningsbidrag KTH	81 724		81 724	
	Täckningsbidrag Skola	24 138		24 138	
	Täckningsbidrag Avdelning	14 828		14 828	
	Summa	**478 373**	**21 627**	**500 000**	**4%**
Resultat			**0**	**0**	

Årsbudgeten har beräknats som årets andel av en linjär förbrukning av total budget.

Projekt : 662576 HARALD

ACCESS Ericsson HARALD Fodor

T.o.m period : April 2018

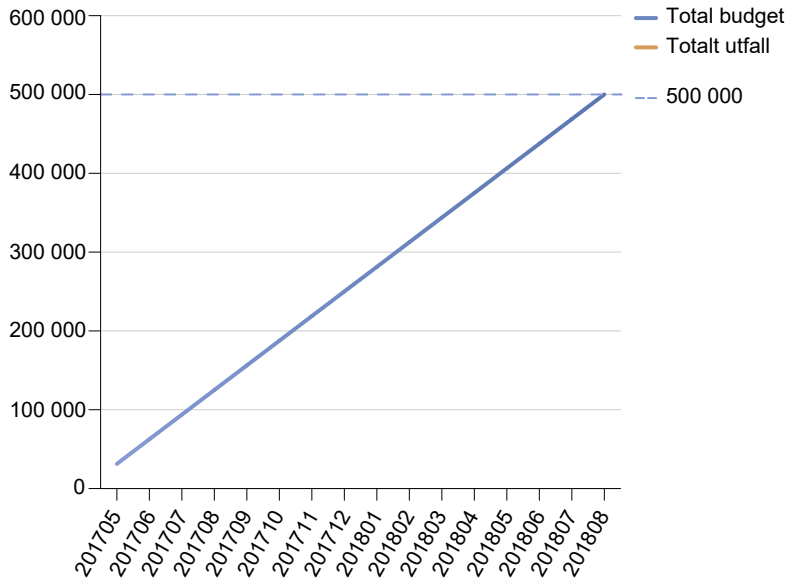
		Budget 2018	Utfall fg år
Personalkostnader	-, -	344 827	
Summa personalkostnader		**344 827**	
Lokalkostnader	Lokalkostnader	34 483	
Summa Lokalkostnader		**34 483**	
Drift och övrigt	Drift och övrigt	-21 627	
	Övriga kostnader		*21 627*
Summa Drift och övrigt		**-21 627**	**21 627**

Projekt : 662578 SPECS

ACCESS Ericsson SPECS Fodor

T.o.m period : April 2018

Projektledare : Fodor, Gabor
Org kod : JL Reglerteknik
Finansiär : 2068 Ericsson Telefonab. L M
VH : 3 FORSKNING OCH FORSKARUTB
Start : 2017-05-30
Sista disp datum : 2018-08-31
Antal månader totalt : 16
Antal månader kvar : 4
Kvar av total budget : 500 000
Förbrukning :
- Total tid : 75%
- Total budget :
- Tid jmfrt budget: !!



Resultaträkning för avslutade bokföringsmånader		Budget 2018	Totalt utfall	Total budget	Förbrukn av totalbudget
Intäkter	Bidrag fr externa finansiärer		0	500 000	
	Summa intäkter		**0**	**500 000**	
Kostnader	Personalkostnader	344 827		344 827	
	Lokalkostnader	34 483		34 483	
	Täckningsbidrag KTH	81 724		81 724	
	Täckningsbidrag Skola	24 138		24 138	
	Täckningsbidrag Avdelning	14 828		14 828	
	Summa	**500 000**		**500 000**	
Resultat			**0**	**0**	

Årsbudgeten har beräknats som årets andel av en linjär förbrukning av total budget.

Projekt : 662578 SPECS

ACCESS Ericsson SPECS Fodor

T.o.m period : April 2018

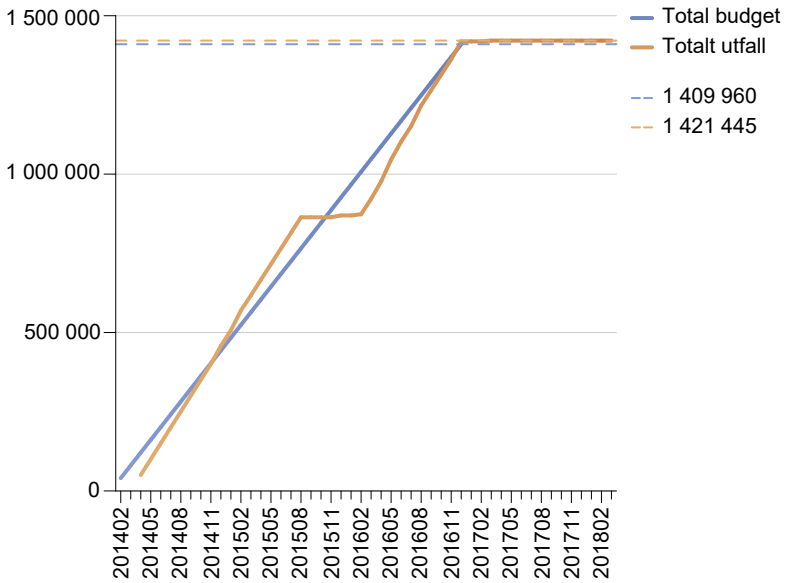
		Budget 2018
Personalkostnader	-, -	344 827
Summa personalkostnader		**344 827**
Lokalkostnader	Lokalkostnader	34 483
Summa Lokalkostnader		**34 483**

Projekt : 66443 SSF Fodor

SSF Fodor

T.o.m period : April 2018

Projektledare : Fodor, Gabor
Org kod : JL Reglerteknik
Finansiär : 3006 Stiftelsen Strategisk Forskning (SSF)
VH : 3 FORSKNING OCH FORSKARUTB
Start : 2014-02-27
Sista disp datum : 2016-12-31
Antal månader totalt : 35
Antal månader kvar : 0
Kvar av total budget : **-11 485**
Förbrukning :
- **Total tid :** 100%
- **Total budget :** 101%
- **Tid jmfrt budget:** -



Resultaträkning för avslutade bokföringsmånader		Totalt utfall	Total budget	Förbrukn av totalbudget
Intäkter	FoFu-anslag		107 920	
	Bidrag fr externa finansiärer	1 302 040	1 302 040	
	Övriga intäkter	12 669		
	Summa intäkter	**1 314 709**	**1 409 960**	
Kostnader	Personalkostnader	935 272	920 030	102%
	Lokalkostnader	80 791	84 643	95%
	Resor och traktamenten	8 409		
	Utrustning exkl avskr	13 598		
	Drift och övrigt	43 198	60 000	72%
	Täckningsbidrag KTH	219 748	215 655	102%
	Täckningsbidrag Skola	59 588	57 870	103%
	Täckningsbidrag Avdelning	60 434	71 762	84%
	Finansiella kostnader	406		
	Summa	**1 421 445**	**1 409 960**	**101%**
Resultat		**-106 736**	**0**	

Årsbudgeten har beräknats som årets andel av en linjär förbrukning av total budget.

Projekt : 66443 SSF Fodor

SSF Fodor

T.o.m period : April 2018

		Utfall fg år
Resor och traktamenten	-, -	2 535
Summa Resor och traktamenten		**2 535**

To whom it may concern:

This is to certify that Gabor Fodor took a major role in the supervision of Nima Moghadam (https://www.kth.se/profile/nimanm) from Fall 2016 until Nima's graduation in June 2017, leading the technical discussions that resulted in Nima's two last journal publication submissions during his PhD studies. Thereby, he acted as de facto main supervisor during this period. Formally, Gabor was elected secondary supervisor for Nima Moghadam from January 1, 2017.

Professor Mats Bengtsson,
School of Electrical Engineering and Computer Science

Stockholm, May 14, 2018.

Resultat

Du har totalt 3,0 högskolepoäng i Ladok. Forskarutbildningskurser är ej inkluderade.

Du kan se dina inlämnade och rättade tentor på sidan Skrivna tentor.

Kursresultat

☑ Visa kursmoment Visa: ○ avslutade ○ oavslutade ◉ alla kurser

Kurskod	Kursnamn	Poäng	Betyg	Datum
LH231V	Lärande och undervisning i högre utbildning	(7,5)		
LH216V	Utveckla lärandet med betygskriterier	(1,5)		
	Totalt avklarade poäng:	**3,0**		

Kurskod	Kursnamn	Poäng	Betyg	Datum
LH207V	Forskarhandledning	3,0	**P**	2017-12-14
INL1	Inlämningsuppgift	3,0	P	2017-12-14
	Totalt avklarade poäng:	**3,0**		

Senast ändrad: 2018-01-25 16:01

Innehållsansvarig: studentdata@kth.se

Results

You have a total of 3.0 KTH credits in LADOK. Postgraduate courses are not included.

Find your submitted and graded exams here.

Registered results on courses

☑ Show partial results Show: ○ completed ○ incomplete ◉ all courses

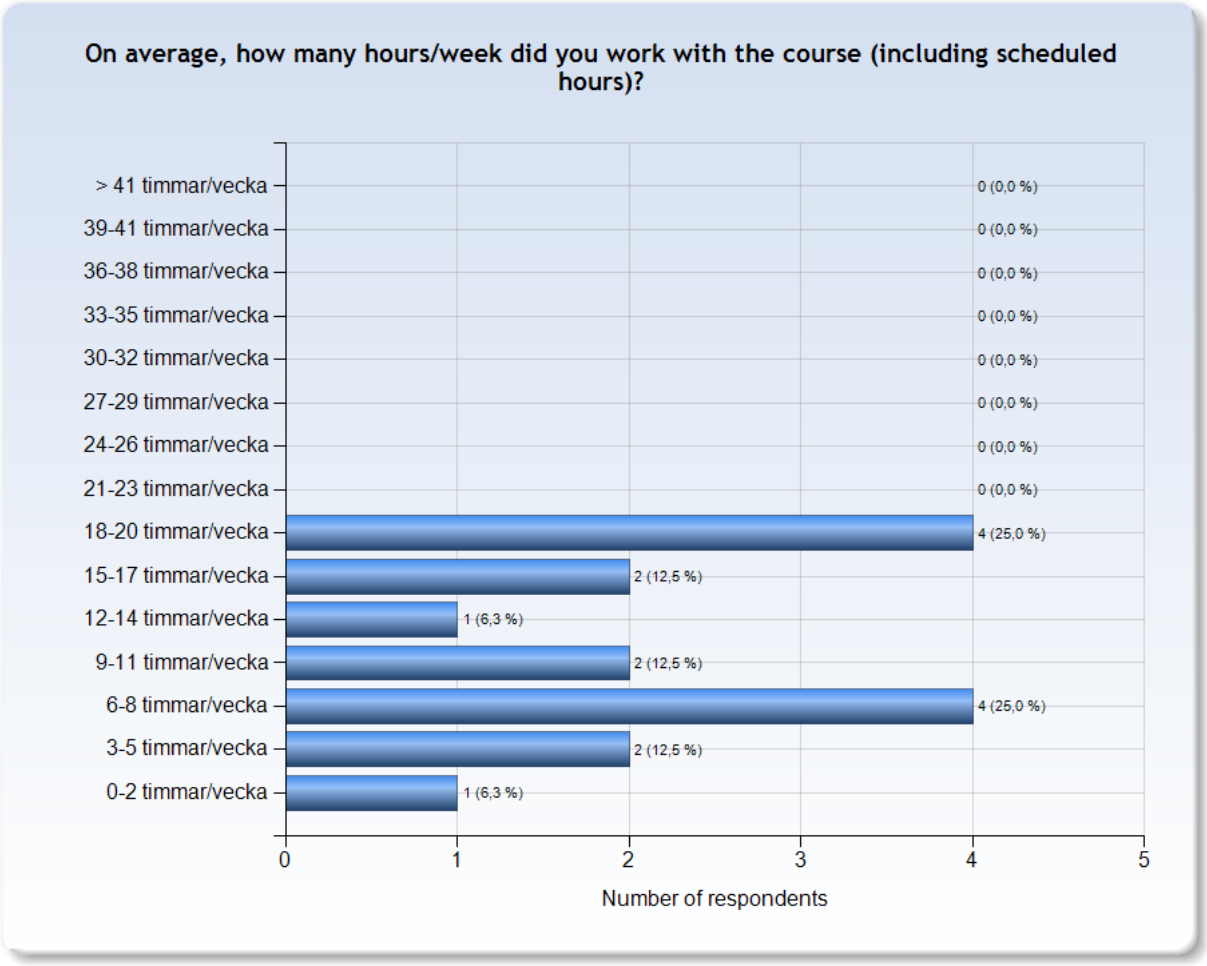
Course	Course name	Credits	Grade	Date
LH231V	Teaching and Learning in Higher Education	(7.5)		
LH216V	Develop the Learning by Using Grading Criteria	(1.5)		
LH207V	Doctoral Supervision	3.0	**P**	2017-12-14
INL1	Assignment	3.0	P	2017-12-14
	Credits total:	**3.0**		

Last updated: 2018-01-25 16:01
Page responsible: studentdata@kth.se

EP2950 - 2018-05-29

Antal respondenter: 23
Antal svar: 16
Svarsfrekvens: 69,57 %

ESTIMATED WORKLOAD



Comments

Comments (I worked: 0-2 timmar/vecka)
I had already studied most of the contents of the course during my bachelor

Comments (I worked: 3-5 timmar/vecka)
We studied for this course more than other technical courses that we have.

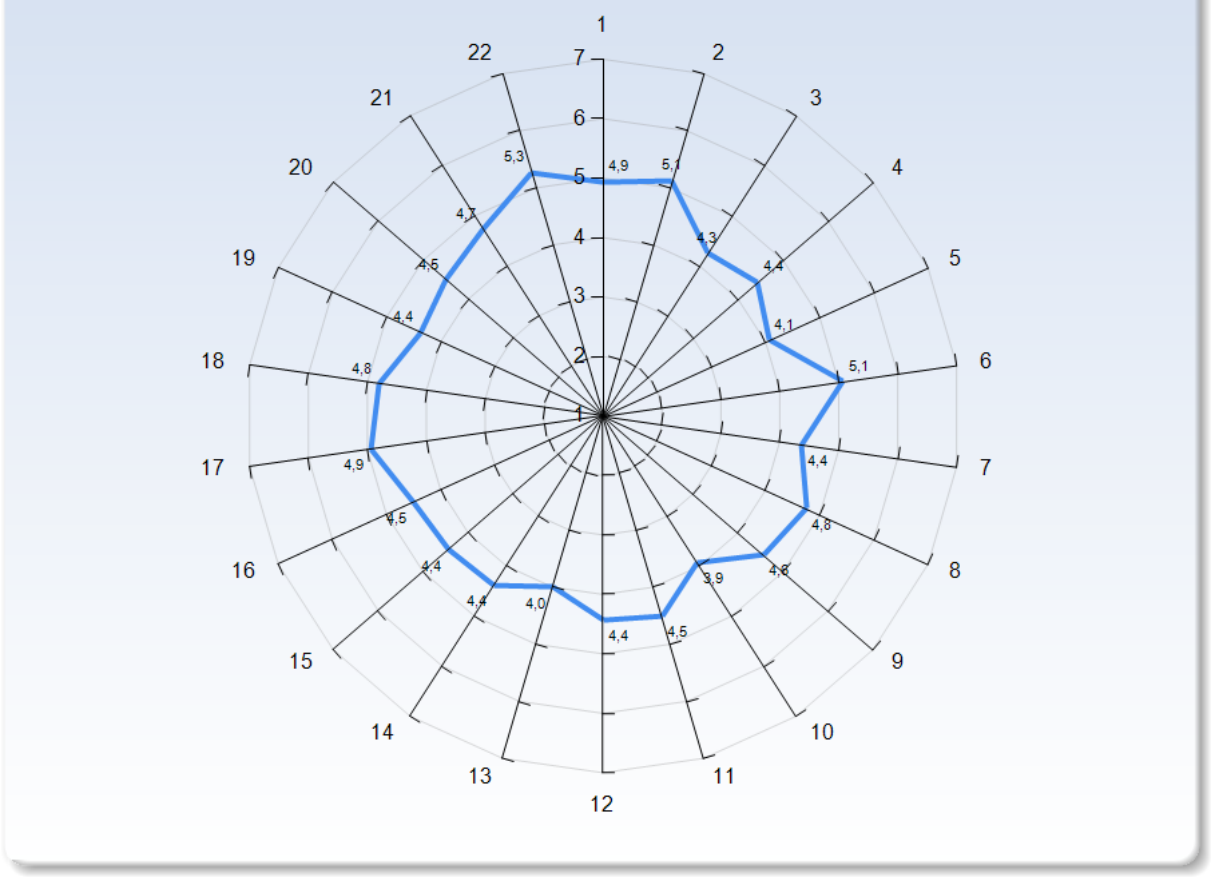
Comments (I worked: 15-17 timmar/vecka)
The load throughout the period was above average. Some of the assignments required significantly more time. The project was slightly more time-consuming than expected.

LEARNING EXPERIENCE

The polar diagrams below show the average response to the LEQ statements for different groups of respondents (only valid responses are included). The scale that is used in the diagrams is defined by:

1 = No, I strongly disagree with the statement
4 = I am neutral to the statement
7 = Yes, I strongly agree with the statement

Note! A group has to include at least 3 respondents in order to appear in a diagram.


Average response to LEQ statements - all respondents
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
7
6
5
4
3
2
1
4,9
5,1
4,3
4,4
4,1
5,1
4,4
4,8
4,6
3,9
4,5
4,4
4,0
4,4
4,4
4,5
4,8
4,9
4,4
4,6
4,7
5,3

KTH Learning Experience Questionnaire v3.1.3

Meaningfulness - emotional level

Stimulating tasks

1. I worked with interesting issues (a)

Exploration and own experience

2. I explored parts of the subject on my own (a)
3. I was able to learn by trying out my own ideas (b)

Challenge

4. The course was challenging in a stimulating way (c)

Belonging

5. I felt togetherness with others on the course (d)
6. The atmosphere on the course was open and inclusive (d)

Comprehensibility - cognitive level

Clear goals and organization

7. The intended learning outcomes helped me to understand what I was expected to achieve (e)
8. I understood how the course was organized and what I was expected to do (e)

Understanding of subject matter

9. I understood what the teachers were talking about (f)
10. I was able to learn from concrete examples that I could relate to (g)
11. Understanding of key concepts had high priority (h)

Constructive alignment

12. The course activities helped me to achieve the intended learning outcomes efficiently (i)
13. I understood what I was expected to learn in order to obtain a certain grade (i)

Feedback and security

14. I received regular feedback that helped me to see my progress (j)
15. I could practice and receive feedback without being graded (j)
16. The assessment on the course was fair and honest (k)

Manageability - instrumental level

Sufficient background knowledge

17. My background knowledge was sufficient to follow the course (f)

Time to reflect

18. I regularly spent time to reflect on what I learned (l)

Variation and choices

19. I was able to learn in a way that suited me (m)
20. I had opportunities to choose what to do (m)

Collaboration

21. I was able to learn by collaborating and discussing with others (n)

Support

22. I was able to get support if I needed it (c)

Learning factors from the literature that LEQ intends to examine

We tend to learn most effectively (in ways that make a sustained, substantial, and positive influence on the way we think, reflect, act or feel) when:

a) We are trying to answer questions, solve problems or acquire skills that we find interesting, intriguing or important

b) We can speculate, try out ideas (intellectually or practically) and learn from experience, even before we know much about the subject

c) We are able to do so in a challenging yet supportive environment

d) We feel that we are part of a community and believe that other people have faith in our ability to learn

e) We understand the meaning of the intended learning outcomes, how the environment is organized and what is expected of us

f) We have sufficient background knowledge to manage the present learning situation

g) We can learn inductively by moving from specific examples and experiences to general principles, rather than the other way around

h) We are challenged to develop a proper understanding of key concepts and successively create a coherent whole of the content

i) We believe that the work we are expected to do will help us to reach the intended learning outcomes

j) We can try, fail, and receive feedback in advance of and separate from any summative judgment of our efforts

k) We believe that our work will be considered fairly and honestly

l) We have sufficient time to learn and devote the time necessary to do so

m) We believe that we are in control of our own learning, not manipulated

n) We can work collaboratively with other learners struggling with the same problems

Literature

Bain, K. (2004). *What the Best College Teachers Do*, Chapter 5, pp. 98-134. Cambridge: Harvard University Press.

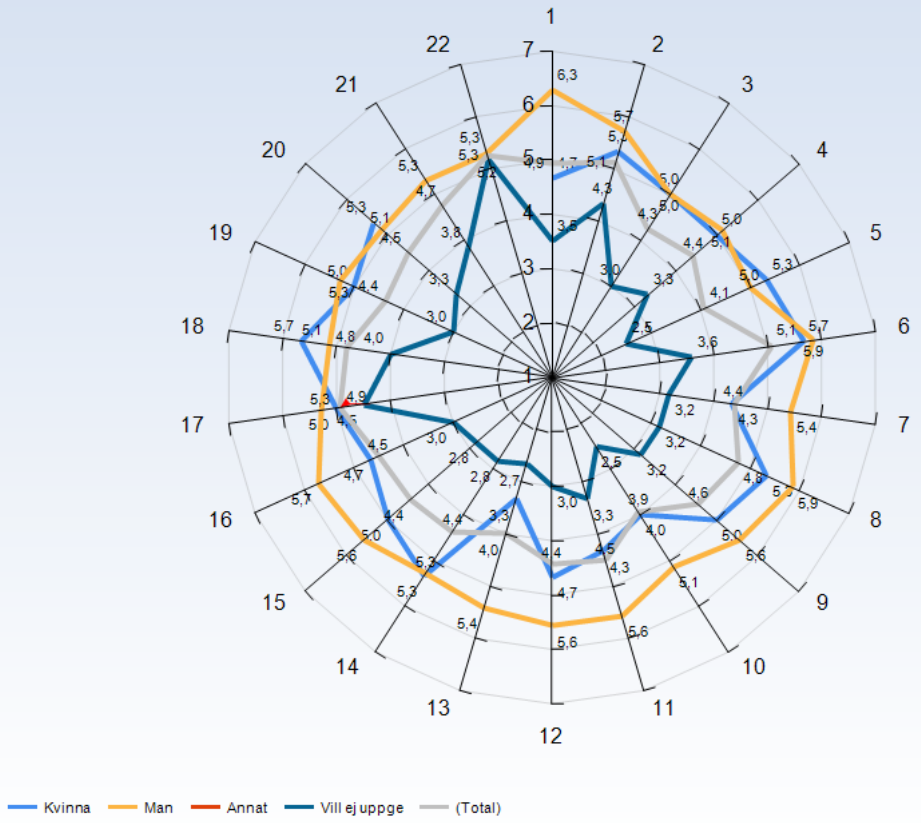
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

Elmgren, M. & Henriksson, A-S. (2014). *Academic Teaching*, Chapter 3, pp. 57-72. Lund: Studentlitteratur.

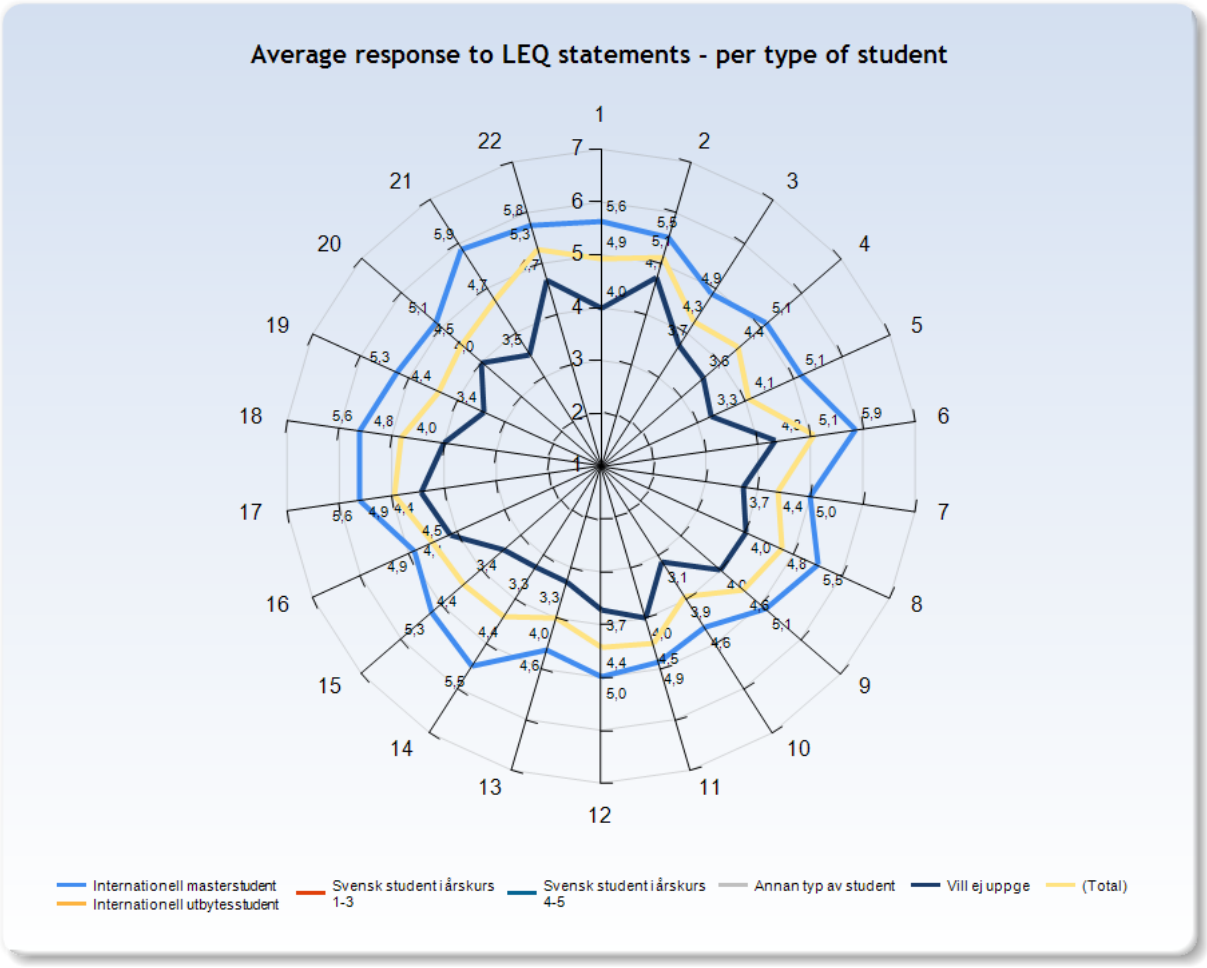
Kember, K. & McNaught, C. (2007). *Enhancing University Teaching: Lessons from Research into Award-Winning Teachers*, Chapter 5, pp. 31-40. Abingdon: Routledge.

Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



Comments


Average response to LEQ statements - per type of student
Internationell masterstudent
Internationell utbytesstudent
Svensk student i årskurs 1-3
Svensk student i årskurs 4-5
Annan typ av student
Vill ej uppge
(Total)

Comments

GENERAL QUESTIONS

What was the best aspect of the course?

What was the best aspect of the course? (I worked: 0-2 timmar/vecka)
The laboratories

What was the best aspect of the course? (I worked: 3-5 timmar/vecka)
experiments
The only good thing about this course was project but the exam was freaking strange, the model question that they gave us was something else and the exam was something else. Also, one course by 3 professor is very strange for students. As they have their own mentality and students just not have only one course, they have other courses as well. Even the home assignment except the sensor part was more like they asked us about earth in home assignment and in exam they ask to evaluate the mars.

What was the best aspect of the course? (I worked: 6-8 timmar/vecka)
Notting
The laboratory assignments were really good. They were interesting and fun, and doing them helped understand various concepts covered by in the course. The lectures are also good.
Let us know the different wireless network

What was the best aspect of the course? (I worked: 12-14 timmar/vecka)
The labs

What was the best aspect of the course? (I worked: 15-17 timmar/vecka)
Nothing I can come up with
The project fair at the end

What was the best aspect of the course? (I worked: 18-20 timmar/vecka)
preparing the poster and having a discussion on some interesting papers. participating in the lab.
Being able to correlate the theory with practical issues.
Interesting topics

What would you suggest to improve?

What would you suggest to improve? (I worked: 3-5 timmar/vecka)
no
Please, we beg you to change the criteria of this course, you didn't solve one numerical problem in the classroom and then the whole exam was full of too many numerical s. Please, have some mercy on the poor souls called students.

What would you suggest to improve? (I worked: 6-8 timmar/vecka)
Have more reasonable home assignments and exam questions.
The Canvas Page for the course could be better organized. I don't like that information for both lectures and laboratories is provided in the calendar. For example, when going to Flemingsberg for the first time, I tried to find the address on my phone but the calendar function doesn't work well on mobile. It also wasn't until late in the course that I realized that the lecture slides were provided in the calendar and had previously been trying to find them under files in canvas. As the filenames of the lectures don't specify which lecture they are, I had to go though all of the files and sort them. The frontpage for the course is good, but it would be helpful to maybe have the information that is under the calendar part also available elsewhere, e.g. have a page called lectures, and another one called laboratories. It could also be helpful to make the filename of the lectures slides include which lecture they are for.
Reduce some points of the course

What would you suggest to improve? (I worked: 9-11 timmar/vecka)
Maybe give more typical exercises and exams with the solution so that we can train more

What would you suggest to improve? (I worked: 12-14 timmar/vecka)
The workload of the course was too much compared to other courses. We had 3 homeworks, consisting out of several problems + the poster presentation and on top of that a 4 hour exam. That just doesn't relate to the workload of other courses. Especially, all the assignments were P/F and a requirement to do the exam. At least give some extra credit on the exam for all of those assignments. Also, there were too many topics covered in the course. Focus on some rather than doing a lot but not very detailed.

What would you suggest to improve? (I worked: 15-17 timmar/vecka)
First, please!! Arrange enough lectures since you emerge 3 parts courses together so that we won’t have a hard time digesting so much stuff in such limited time!! After all, we don’t only have this course in one period!
Gabor: Gabor by far was the best instructor in the course to me. He had a very good understanding of what to explain and how. His slides were the only ones that were actually useful. He should be given more time because his time during the class was limited, which meant that he had to go through many of materials quickly. His exam questions were relevant from the course materials, but not really the example problems. I think he truly wanted us to learn and benefit, and I can say that I did (even if I didn't do well in the exam!) Viktoria: WLAN was the most difficult part of the course. Her slides could be better as we always were forced to find other resources. The home assignments were too challenging. She asked us things in the exam that we almost never practiced. Even the theoretical questions were from a different world. I do not understand really what we are supposed to understand from her part. It is really important to clarify to us what we are expected to achieve and it would be nice to guide us on how to do that. Carlo: I liked the presentation of this professor. His slides were partially informative, but there were many areas that were not helpful either for the assignments or the example problems for the exam. The example problems taught us many things and the questions in the examples were relevant in the exam. Exam problems: We were told that we can focus on the example problems and the home assignments and that the exam would be similar, but it was not except for WSN's part. I am really demotivated and I have to say that this exam experience was the worst of my life. I believe the questions needed more time (at least 5 hours), which lead to a large degradation of my overall performance (and I believe others as well) as I checking the time over and over. In the end, I could not focus properly on the questions. I urge the course responsible to reevaluate the passing criteria.

What would you suggest to improve? (I worked: 18-20 timmar/vecka)
in my opinion, it would be more helpful to tell students what kind of question will be at exam from the very first days of the lecture. even though I studied a lot during the term for this course, again I'm struggling in 2 weeks before the exam. which is really stressful. Home assignment for 2nd and 3rd part was really hard. I can tell I wasted a lot of time for discovering about solutions. anyway, most of my answers were wrong. If we have kind of problem solvation sessions in the middle of the period it will be really useful(like what we had in last week before the exam with Victoria and Carlo) which was even mooooooooore helpful than lecture!!
The project can have also a design part, developing an actual solution (and maybe that can relate to a Master Thesis)
5 Labs, 3 home assignments, 1 project and 1 extensive exam. Maybe cut something or increase the course HP.

What advice would you like to give to future participants?

What advice would you like to give to future participants? (I worked: 3-5 timmar/vecka)
try to understand with examples
I would suggest them dont take this course if its the same by teaching too many professors.

What advice would you like to give to future participants? (I worked: 6-8 timmar/vecka)
This course is a lot probability and queuing theory. You need to study that more than wireless theory
Spend more time in this course

What advice would you like to give to future participants? (I worked: 15-17 timmar/vecka)
If it's manDorothy, please do not choose. It's waste of time having no expected grades and nothing to learn!
The course was restructured recently and it is better not to take it.

What advice would you like to give to future participants? (I worked: 18-20 timmar/vecka)
try to really learn mathematics parts and equations. go and ask your professor. ask more questions during the semester.groupwork will help a lot. try to have some problem solvation sessions with your classmates. course handbooks are not for fun READ THEM. they are really helpful, at the first glance they are terribly hard but after a while, you start to understand them.
Spend time with the homework and labs, because you will get almost everything needed for the exam.
Start with home assignment in time. The course is quite demanding.

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 3-5 timmar/vecka)
No
please solve the exam before putting it for students, it was 4 hours exam not 2 week home assignment. I literally wanted to kill myself. I studied with all my will throughout the year and in the end, my whole struggle has been flushed down the gutter by one strange exam.

Is there anything else you would like to add? (I worked: 6-8 timmar/vecka)
This course did not feel 100% and it is obvious that it is a new course.
No

Is there anything else you would like to add? (I worked: 15-17 timmar/vecka)
I want to say! I don't judge too much about the course content, since it has been reformed which combines 3 parts but each parts with so many stuff but only gave us 3-4 lectures! Secondly, why the home assignment is different from what we learnt from lectures? And I do want to achieve a good grade or pass this course, so I studied so hard following the instruction that you gave us (exam problem list), especially for the second part WLAN, but we have never encountered such content before, either in literature or home assignment or exam problem list, how are you expected us to solve that questions?
Please reevaluate the passing grade for the exam! Thank you.

Is there anything else you would like to add? (I worked: 18-20 timmar/vecka)
having 3 professors for a course is really nice. I appreciate that. maybe its funny but Room number Q13 was really small!!! with a bigger classroom (brighter classroom) I feel more alive.distanve between board and students was really near.
Overall a good master/advanced course

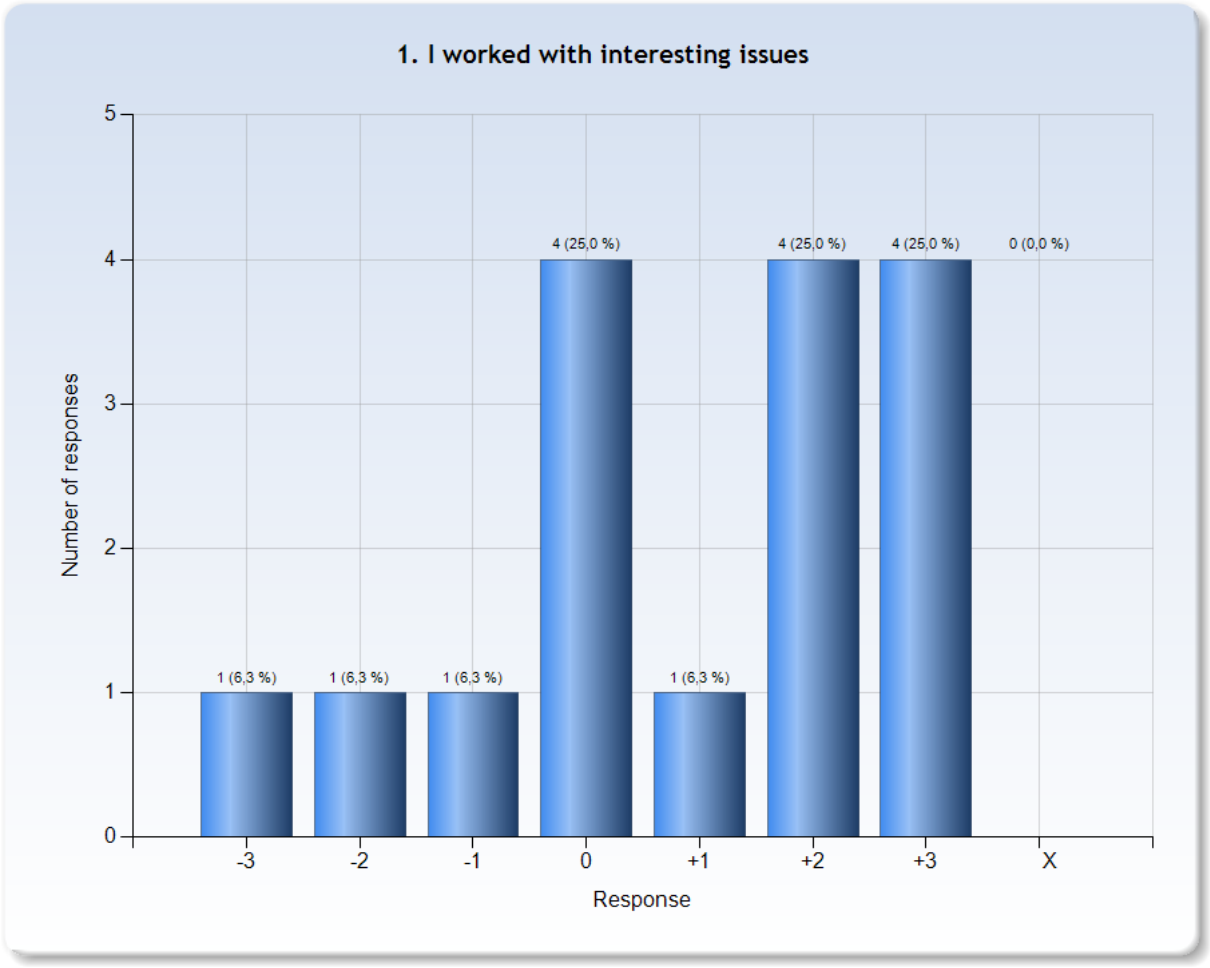
SPECIFIC QUESTIONS

RESPONSE DATA

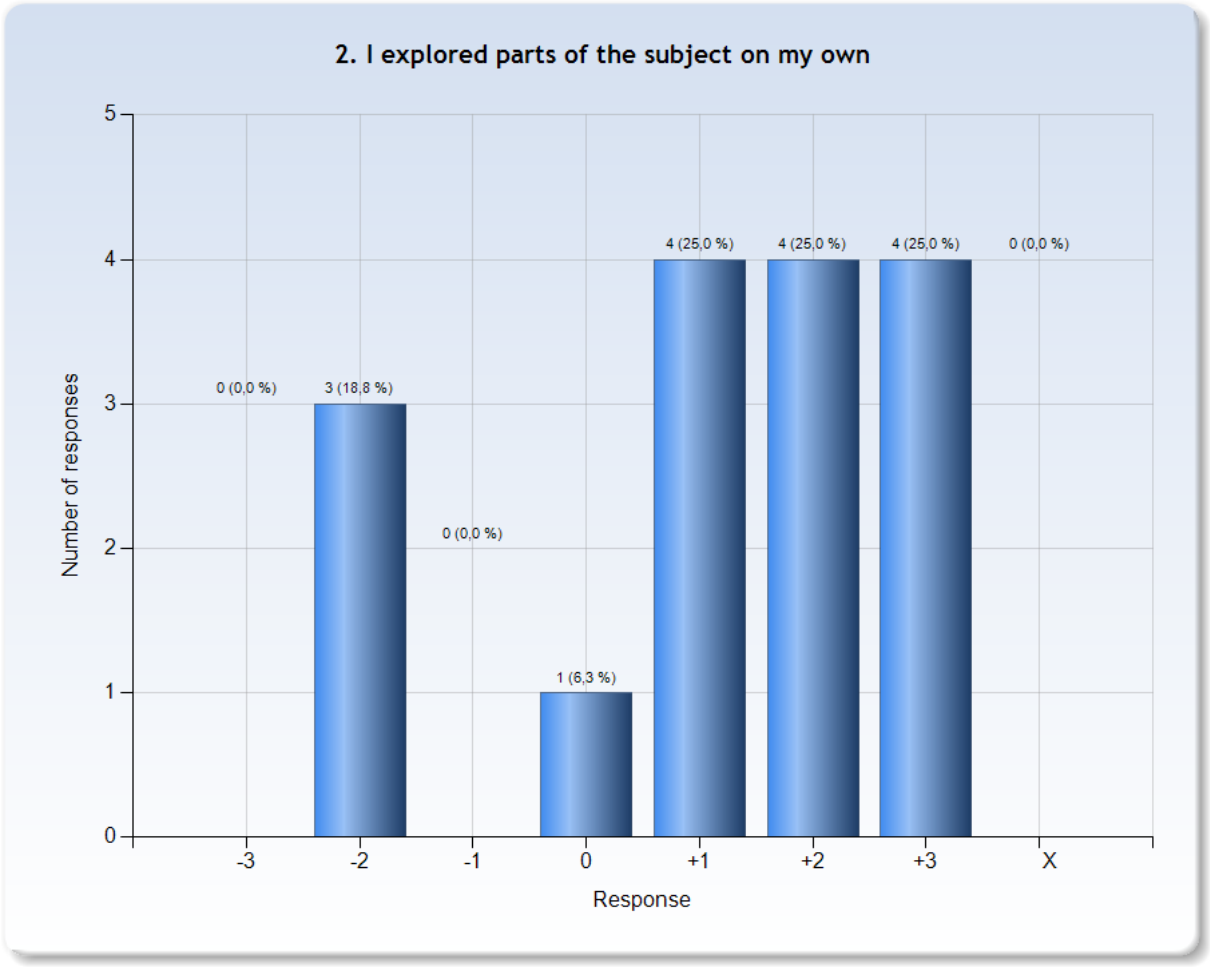
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-3 = No, I strongly disagree with the statement
0 = I am neutral to the statement
+3 = Yes, I strongly agree with the statement

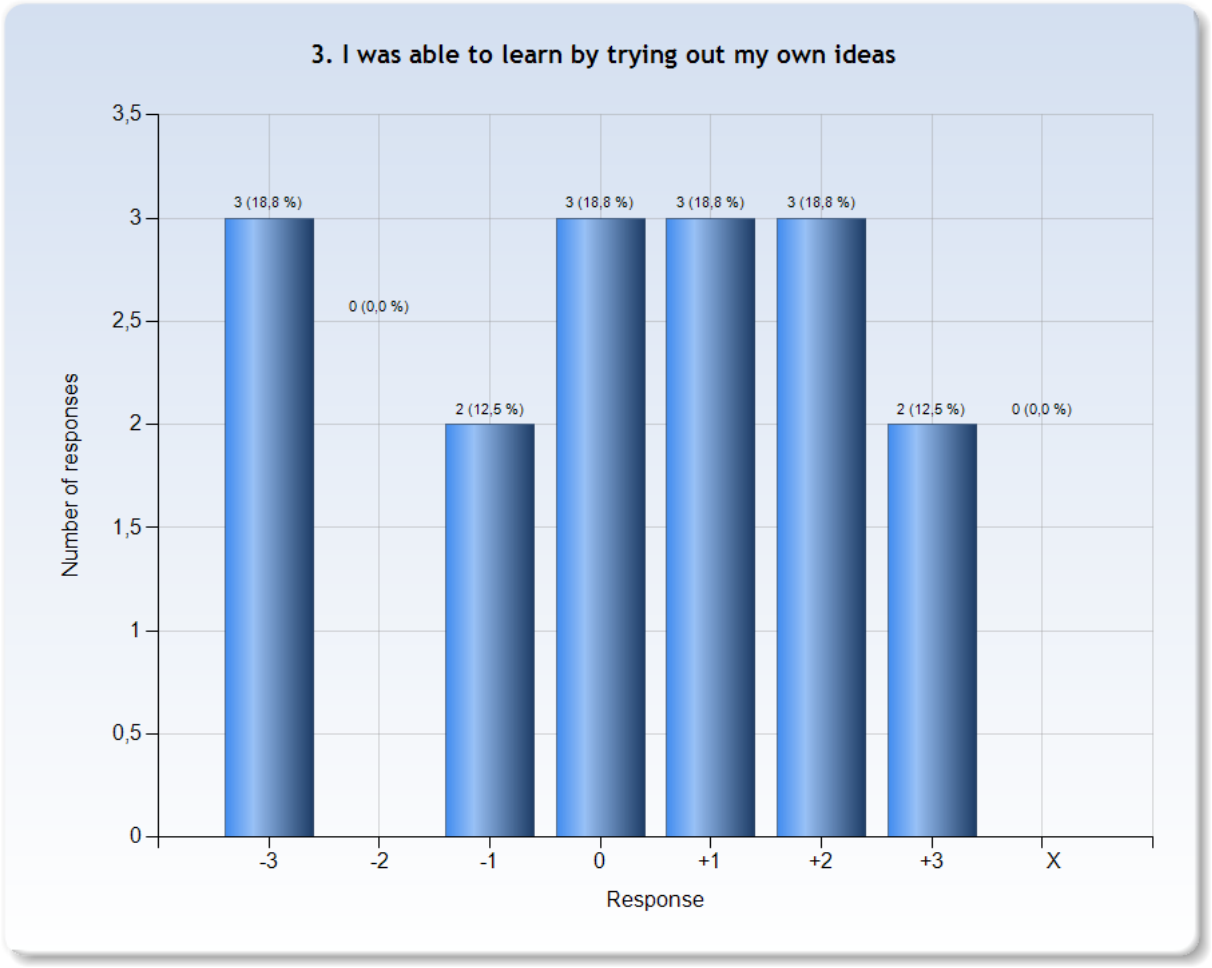
X = I decline to take a position on the statement


1. I worked with interesting issues
Number of responses
Response
0
1
2
3
4
5
-3
-2
-1
0
+1
+2
+3
X
1 (6,3 %)
1 (6,3 %)
1 (6,3 %)
4 (25,0 %)
1 (6,3 %)
4 (25,0 %)
4 (25,0 %)
0 (0,0 %)

Comments

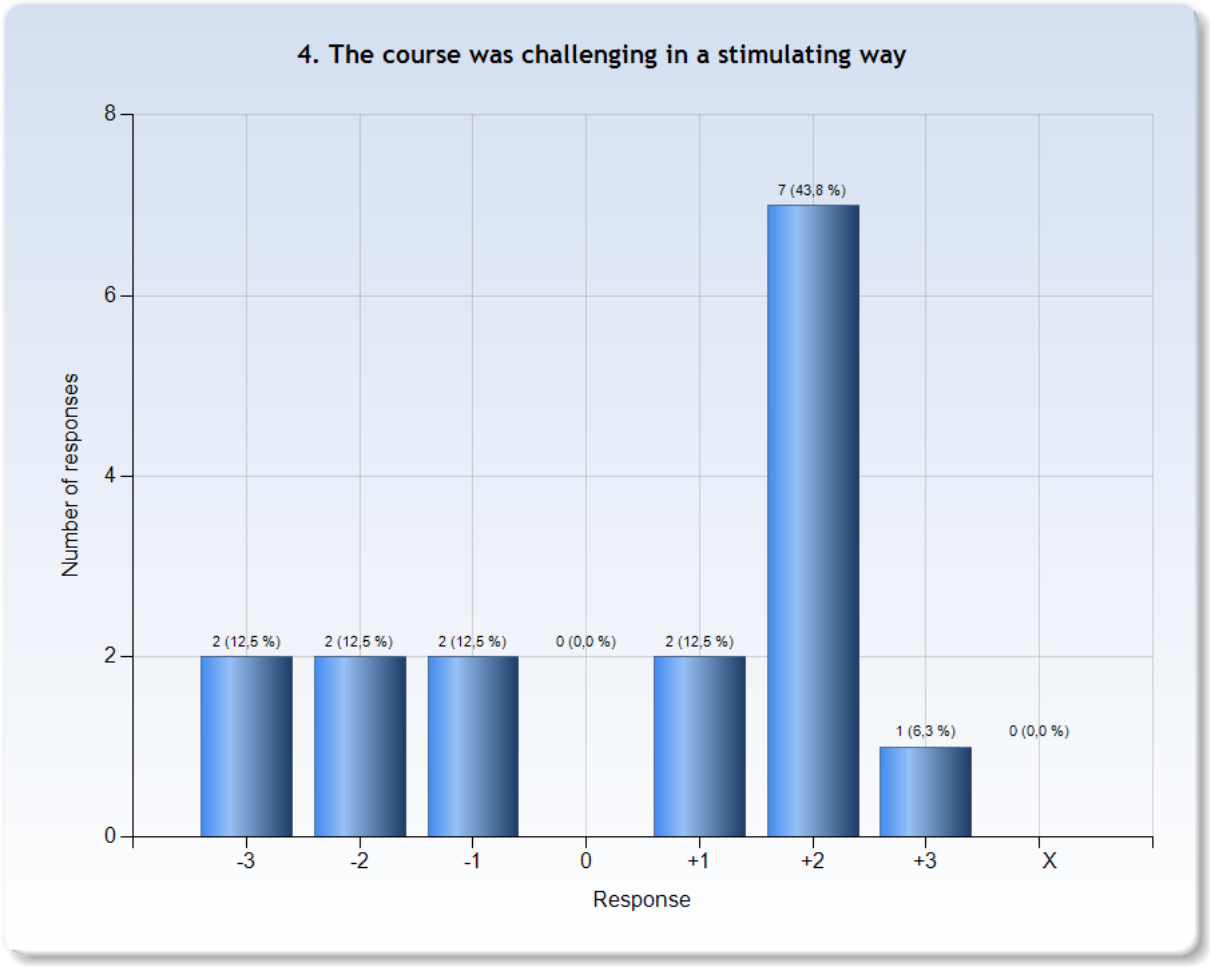

2. I explored parts of the subject on my own
Number of responses
Response
0 (0,0 %)
3 (18,8 %)
0 (0,0 %)
1 (6,3 %)
4 (25,0 %)
4 (25,0 %)
4 (25,0 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X

Comments



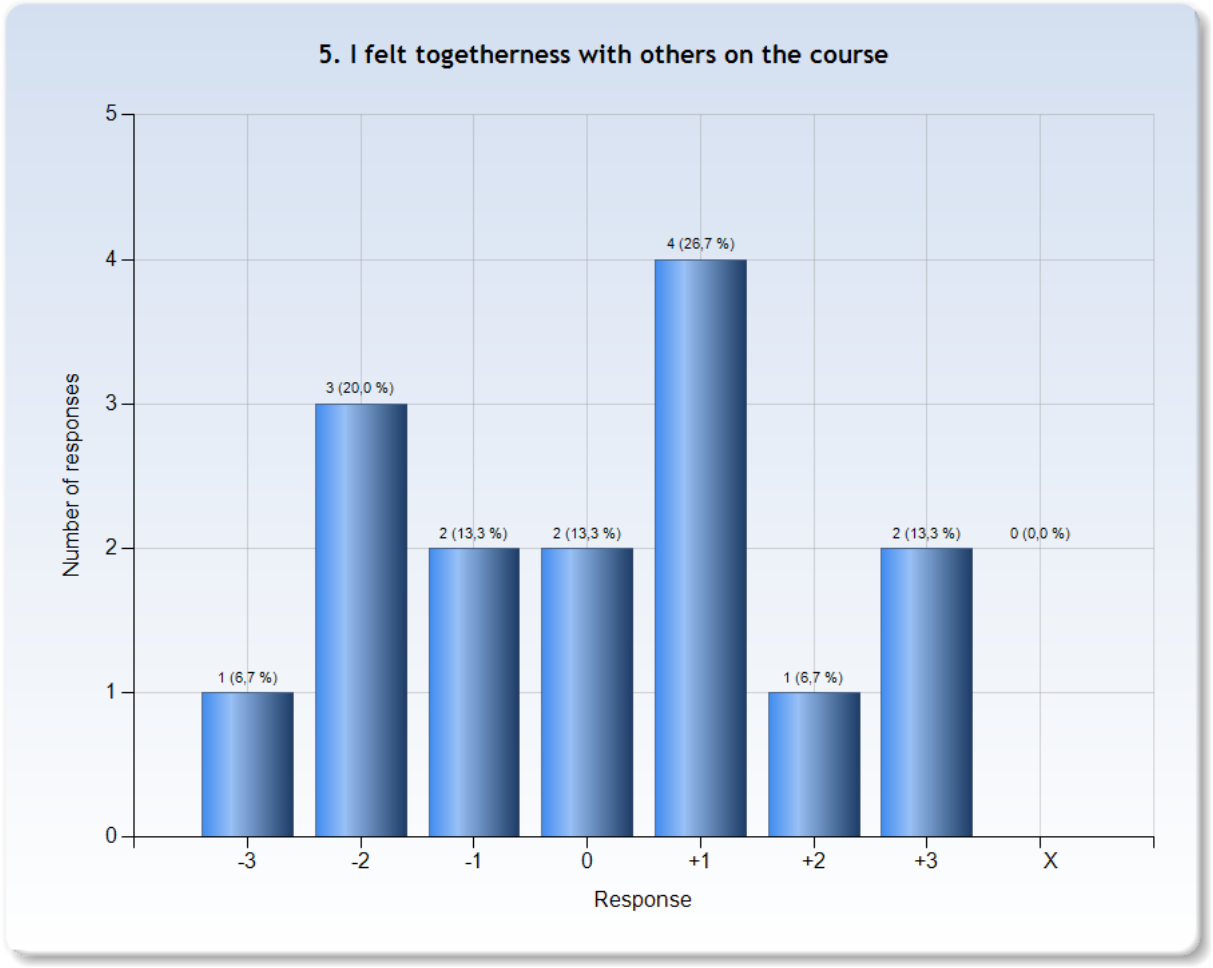
Comments

Comments (My response was: -3)
There was no room for creativity in this course

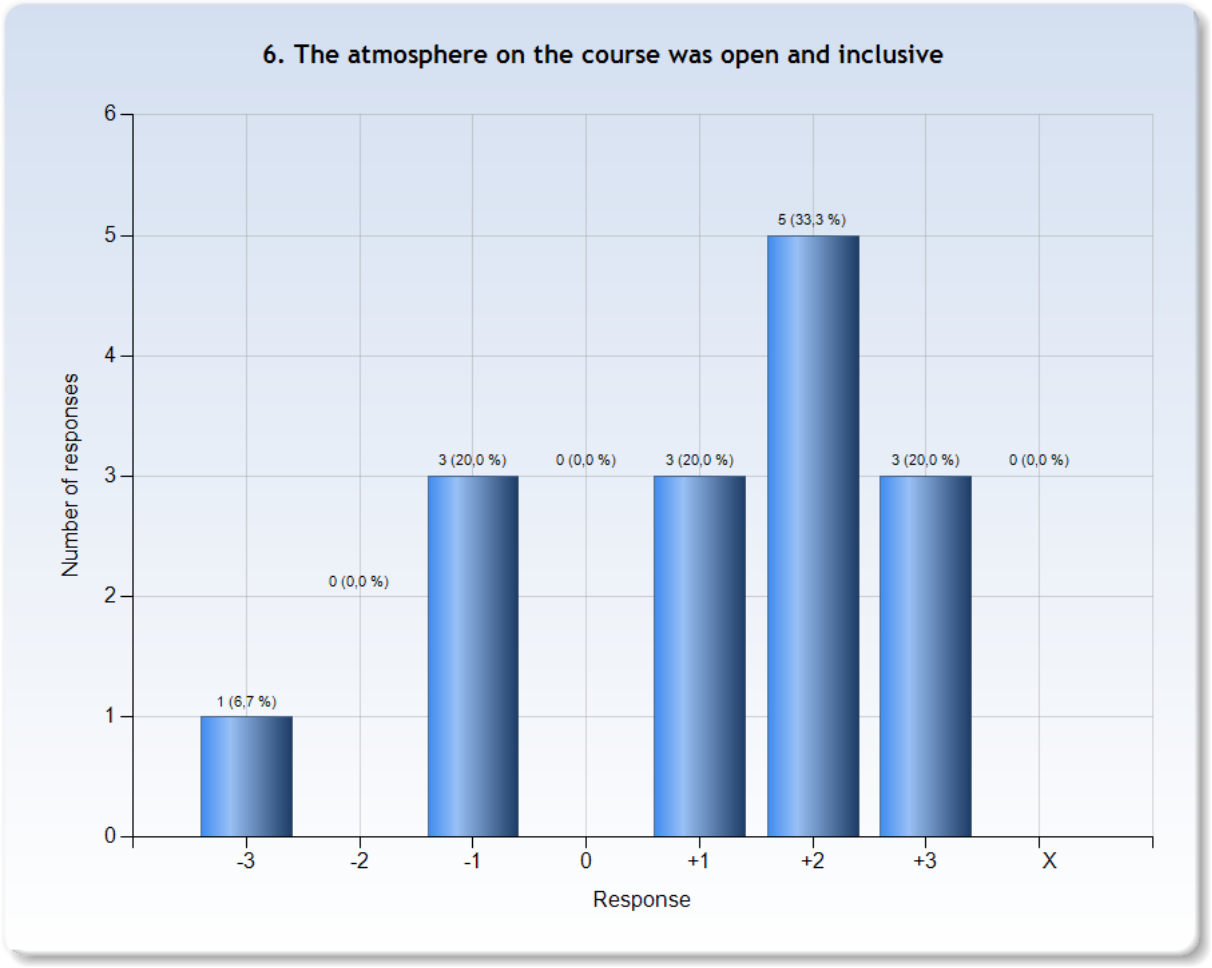


Comments

Comments (My response was: -3)
It was challenging but not stimulating


5. I felt togetherness with others on the course
Number of responses
0
1
2
3
4
5
1 (6,7 %)
3 (20,0 %)
2 (13,3 %)
2 (13,3 %)
4 (26,7 %)
1 (6,7 %)
2 (13,3 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

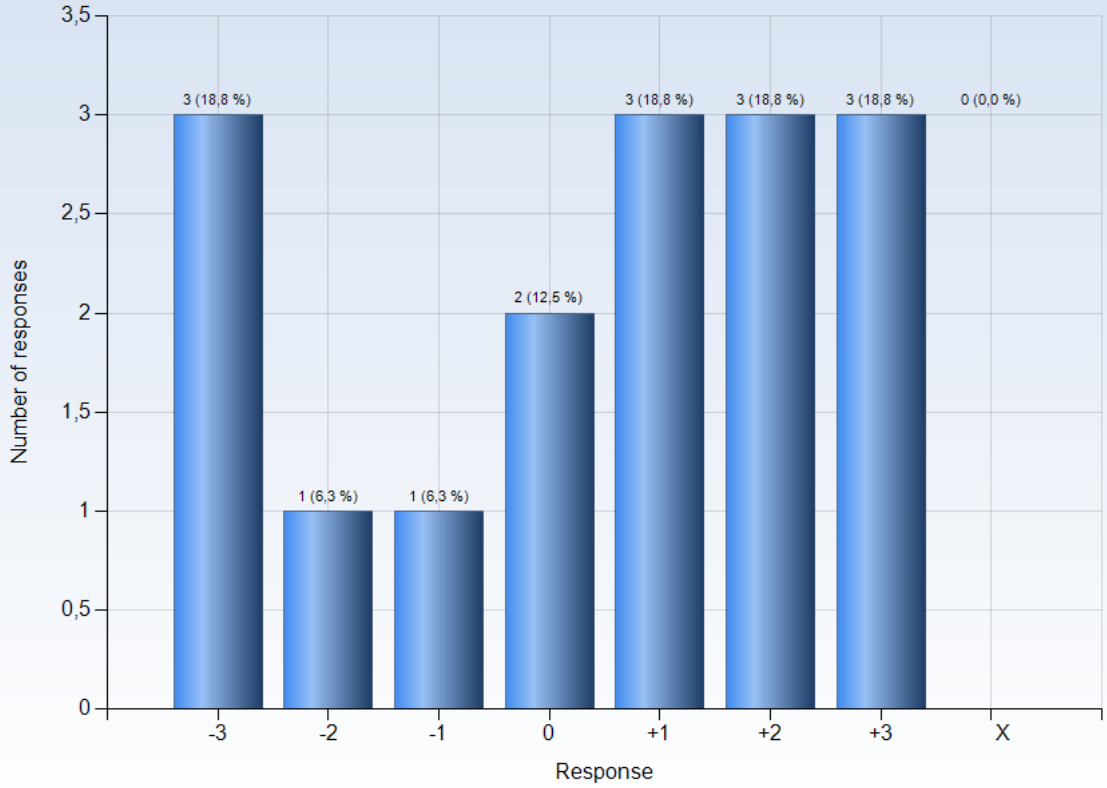
Comments



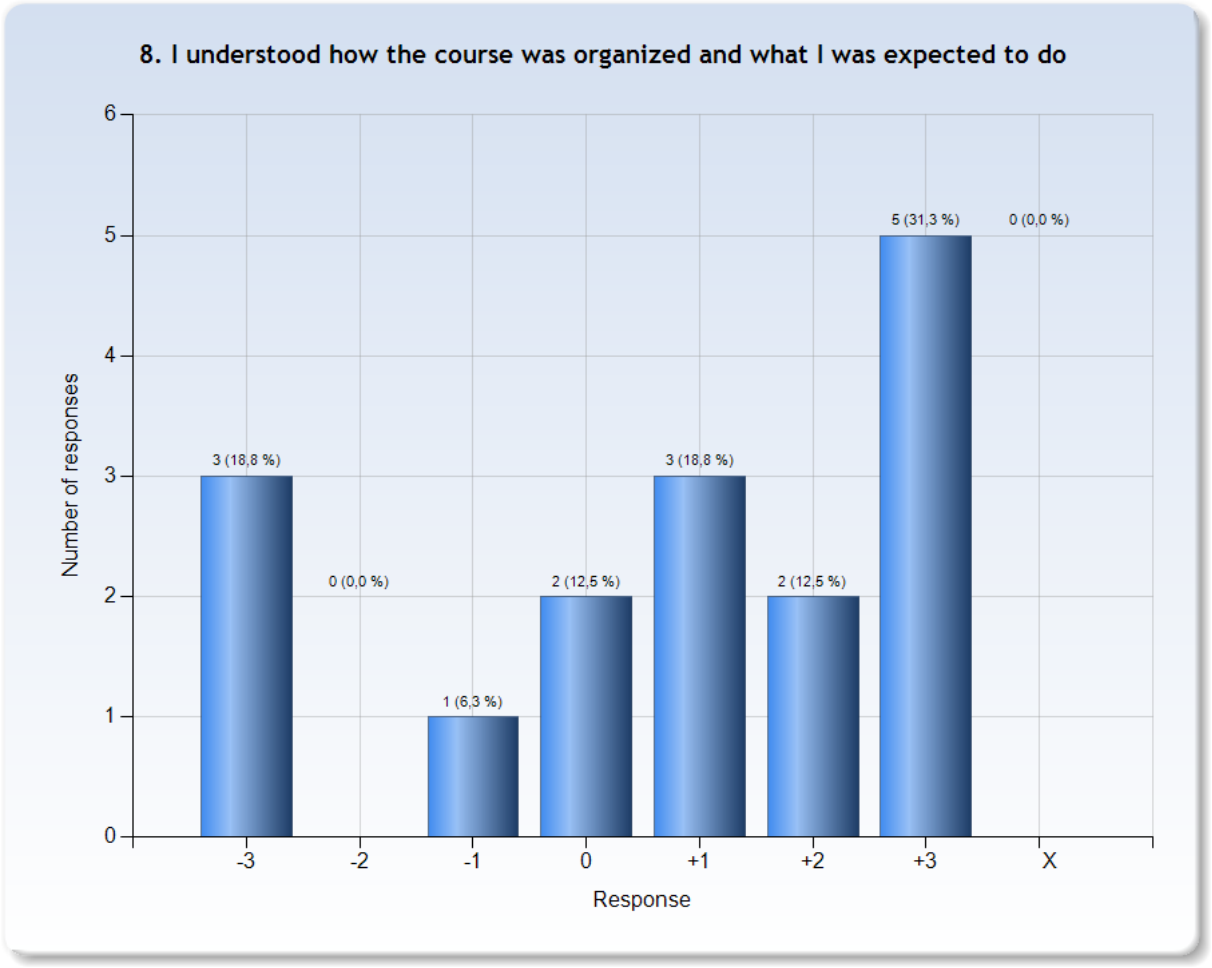
Comments

Comments (My response was: +1)
The class had a nice atmosphere but the final exam did not

7. The intended learning outcomes helped me to understand what I was expected to achieve

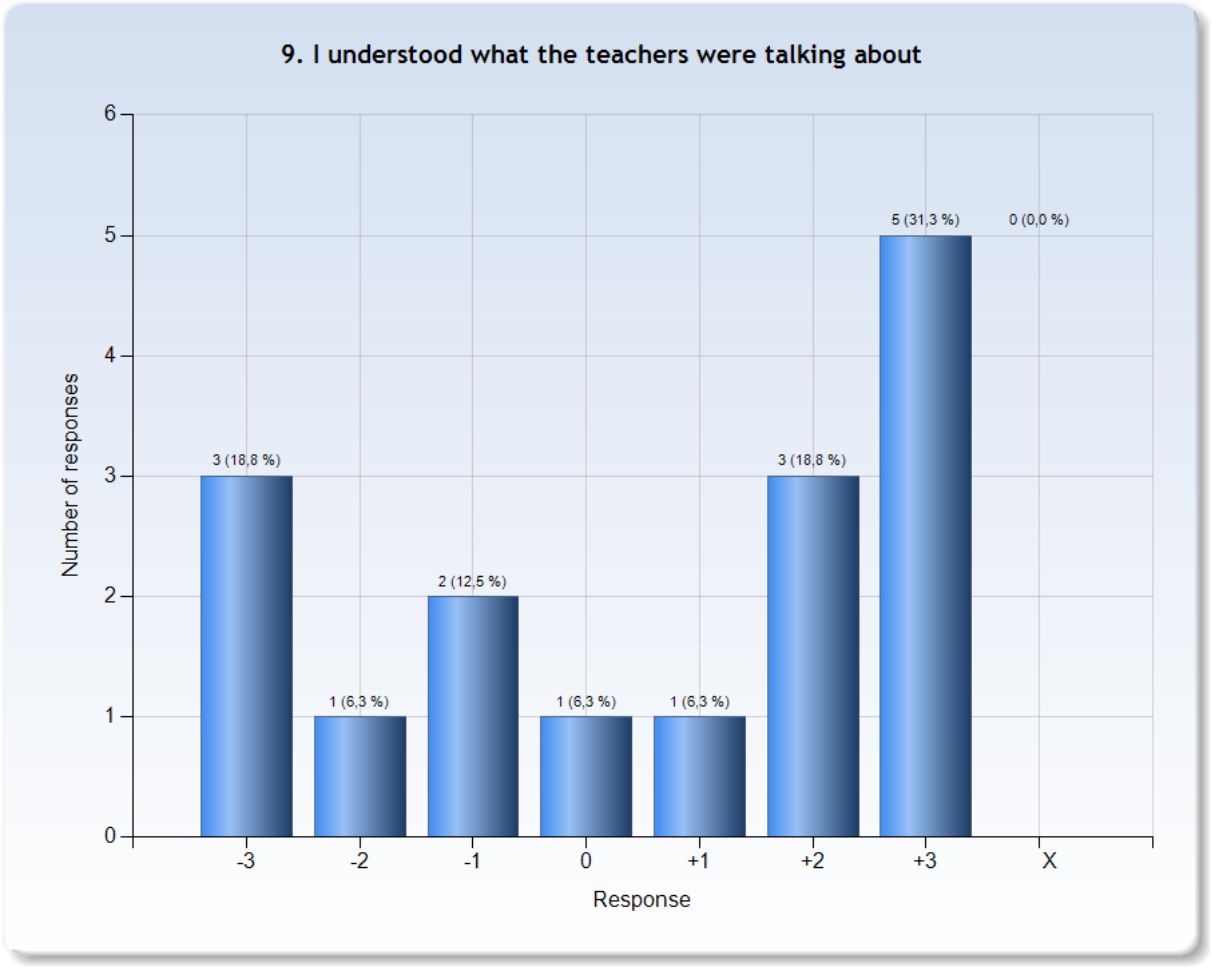


Comments



Comments

Comments (My response was: -3)
super strange organised
I have conflicting views on what the course was about and what I got from it eventually



Comments

Comments (My response was: -3)

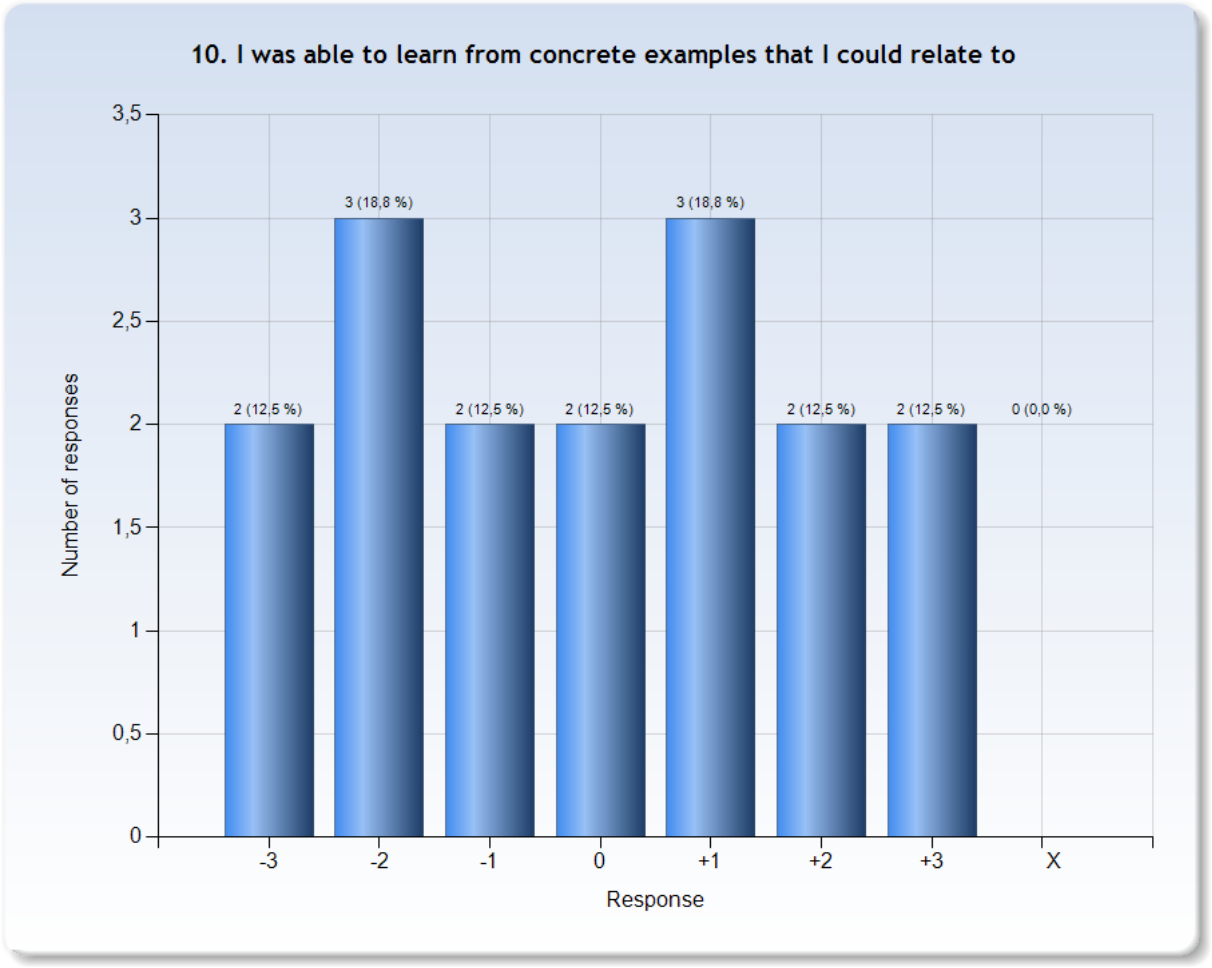
Taught something else exam was something else

Comments (My response was: -2)

Many of the discussions were in different dimensions and it was difficult to follow some of the instructors

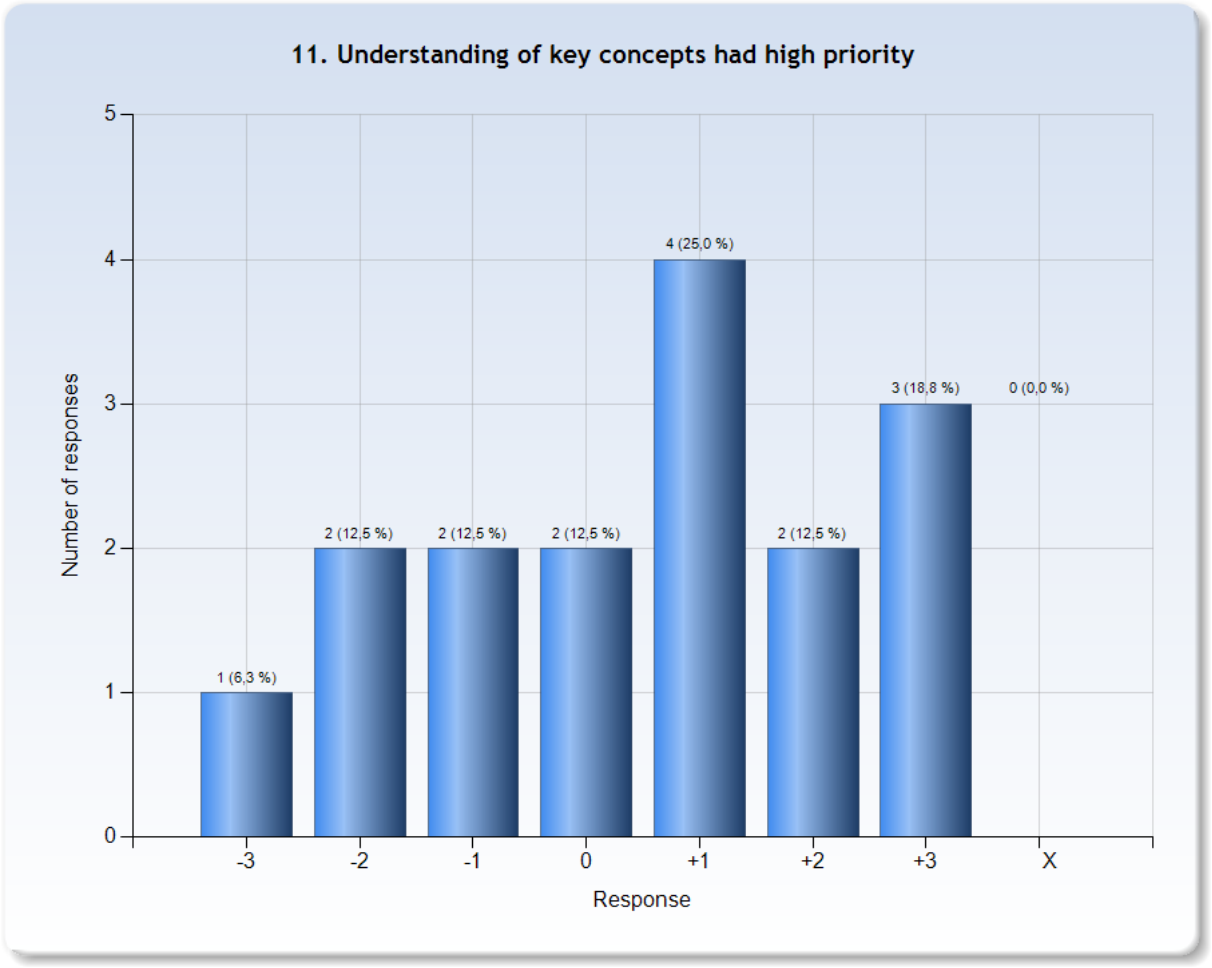
Comments (My response was: +3)

nice presentations with lots of practical examples



Comments

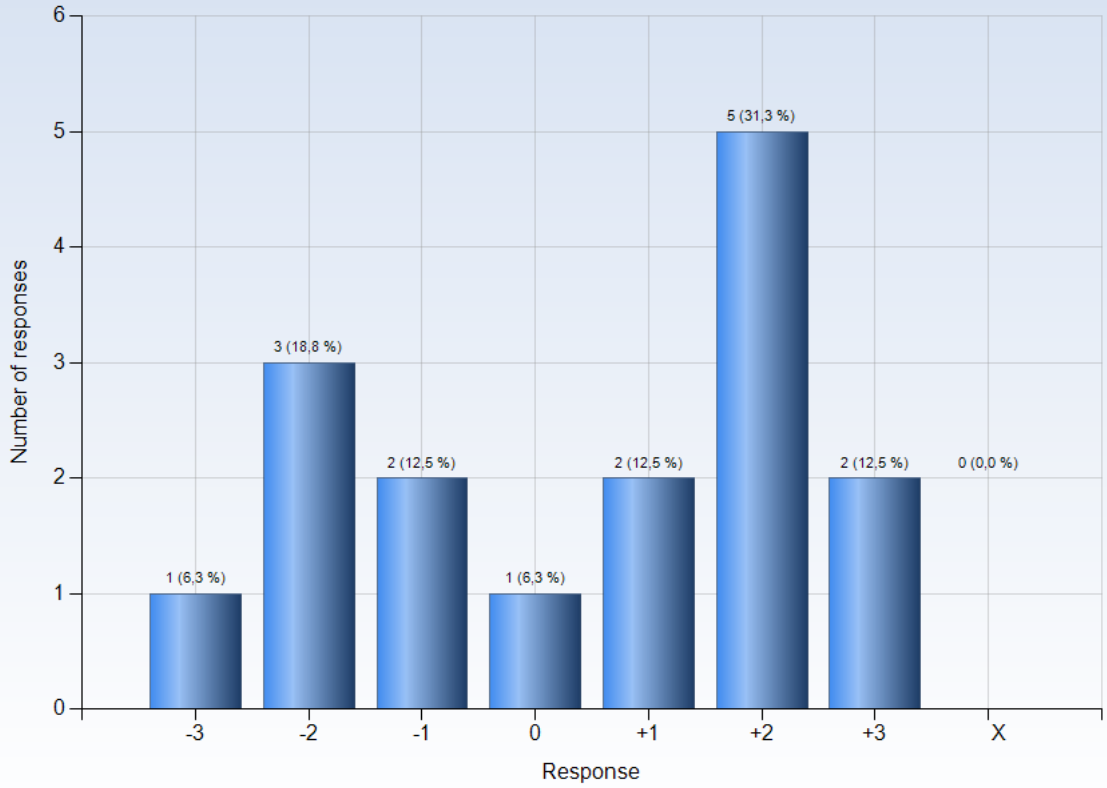
Comments (My response was: -2)
In the class yes, in the exam no.



Comments

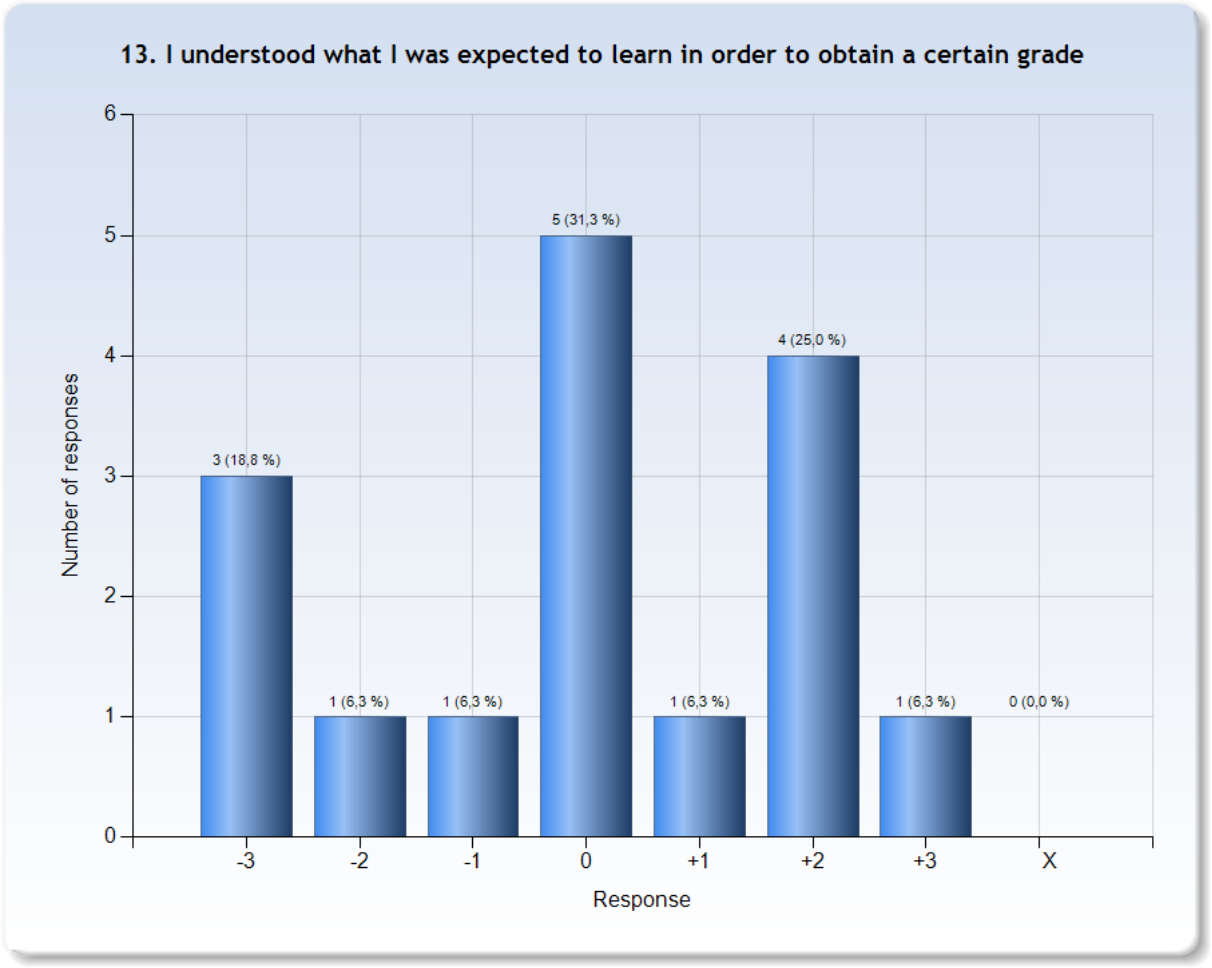
Comments (My response was: -2)
Gabor focused on this. Carlo and Viktoria taught differently

12. The course activities helped me to achieve the intended learning outcomes efficiently



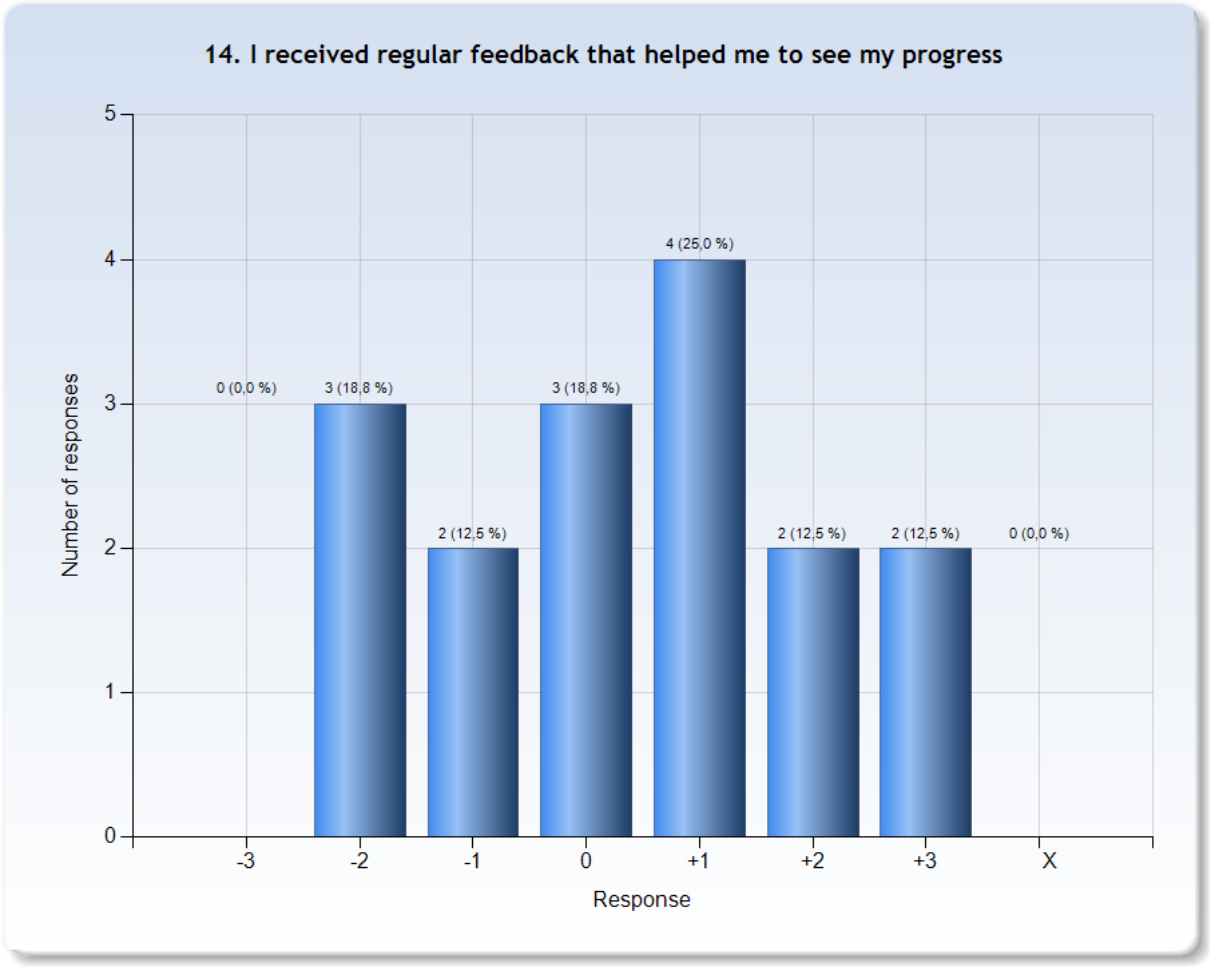
Comments

(My response was: -2)
I am not sure what the intended learning outcomes are to be very honest



Comments

Comments (My response was: -3)
Definitely not the case. The exam had a very strange structure that was not helpful to the students. Given each lecturer's style, it was just confusing to us and contributed to us not being able to answer properly

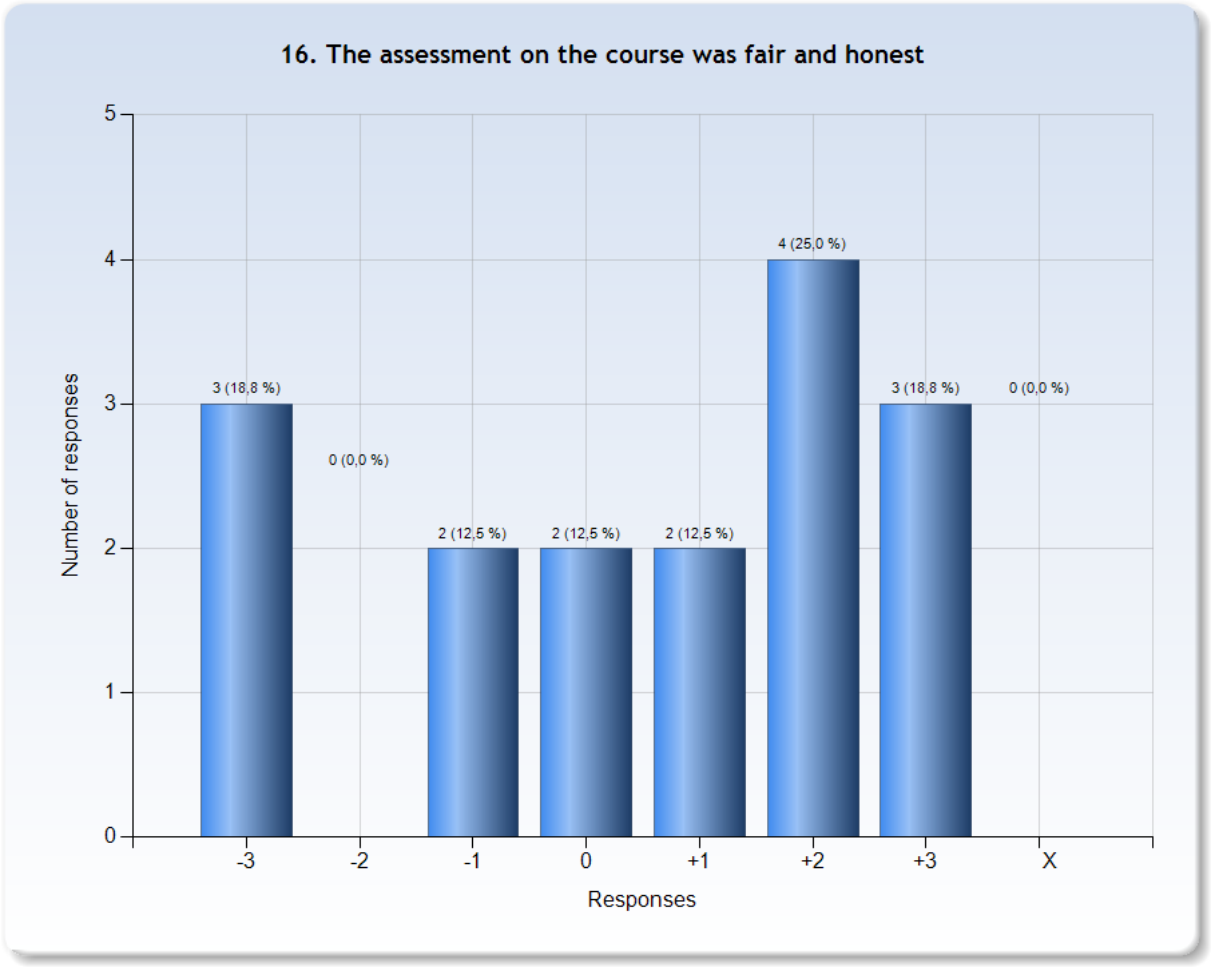


Comments

Comments (My response was: -2)
didn't really see a correction of our homeworks if I'm not mistaken? Only a general right solution was given in the mock exam at the end of the course

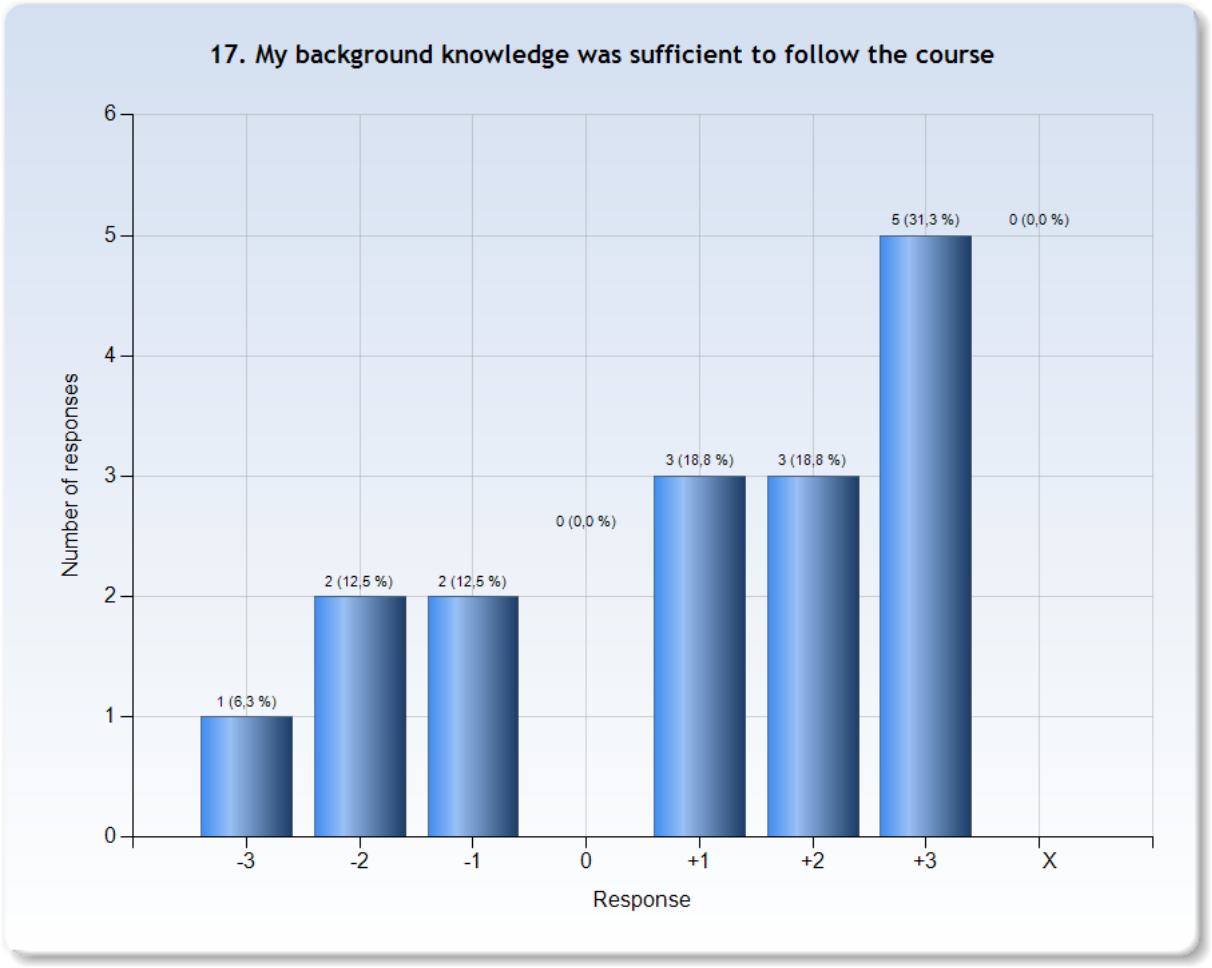
Comments

Comments (My response was: -2)
All assignments were needed to pass. Gabor gave good feedback. Viktoria had limited feedback. No feedback from Carlo.



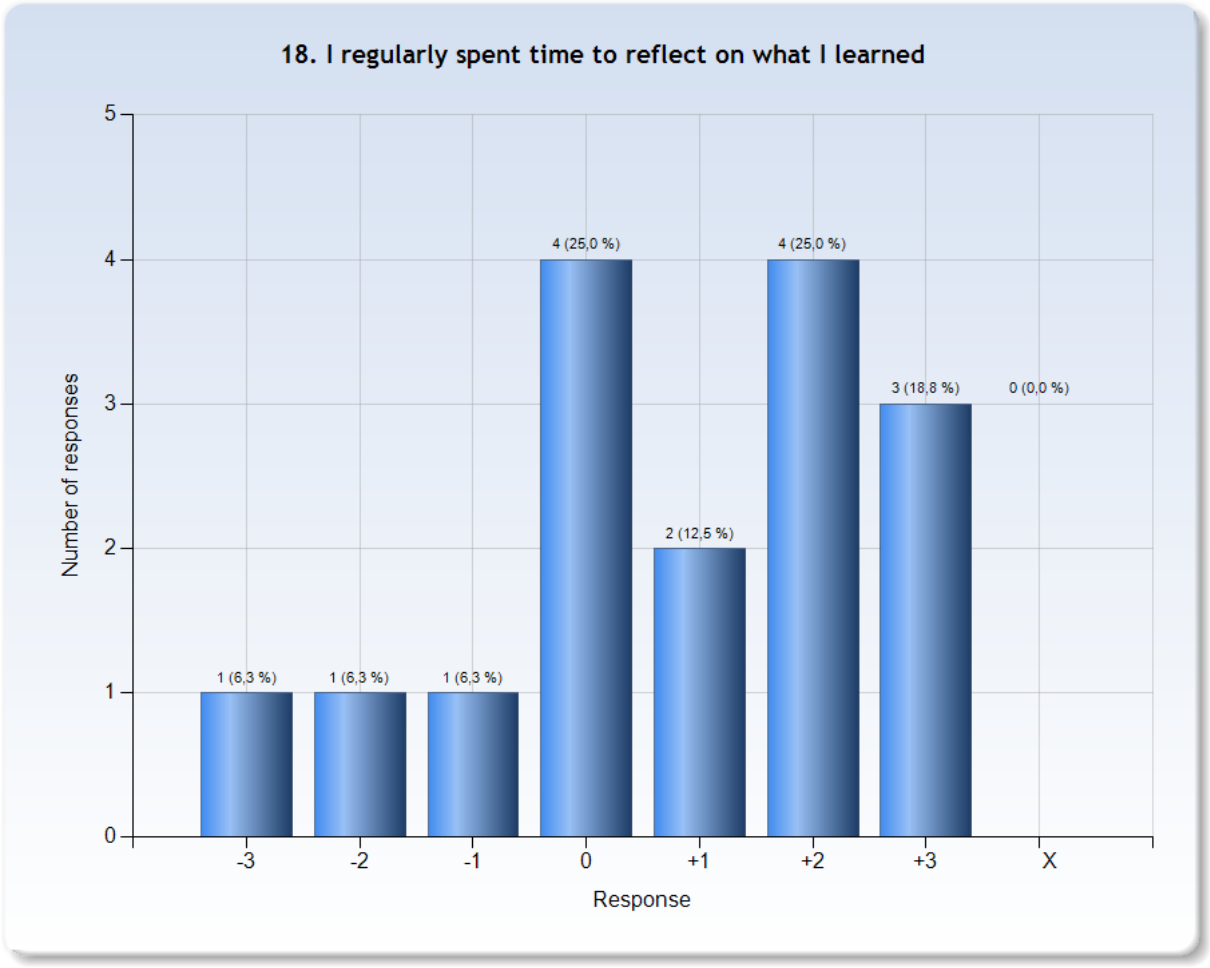
Comments

Comments (My response was: -3)
The exam was unbelievably unfair, the rest was honest.

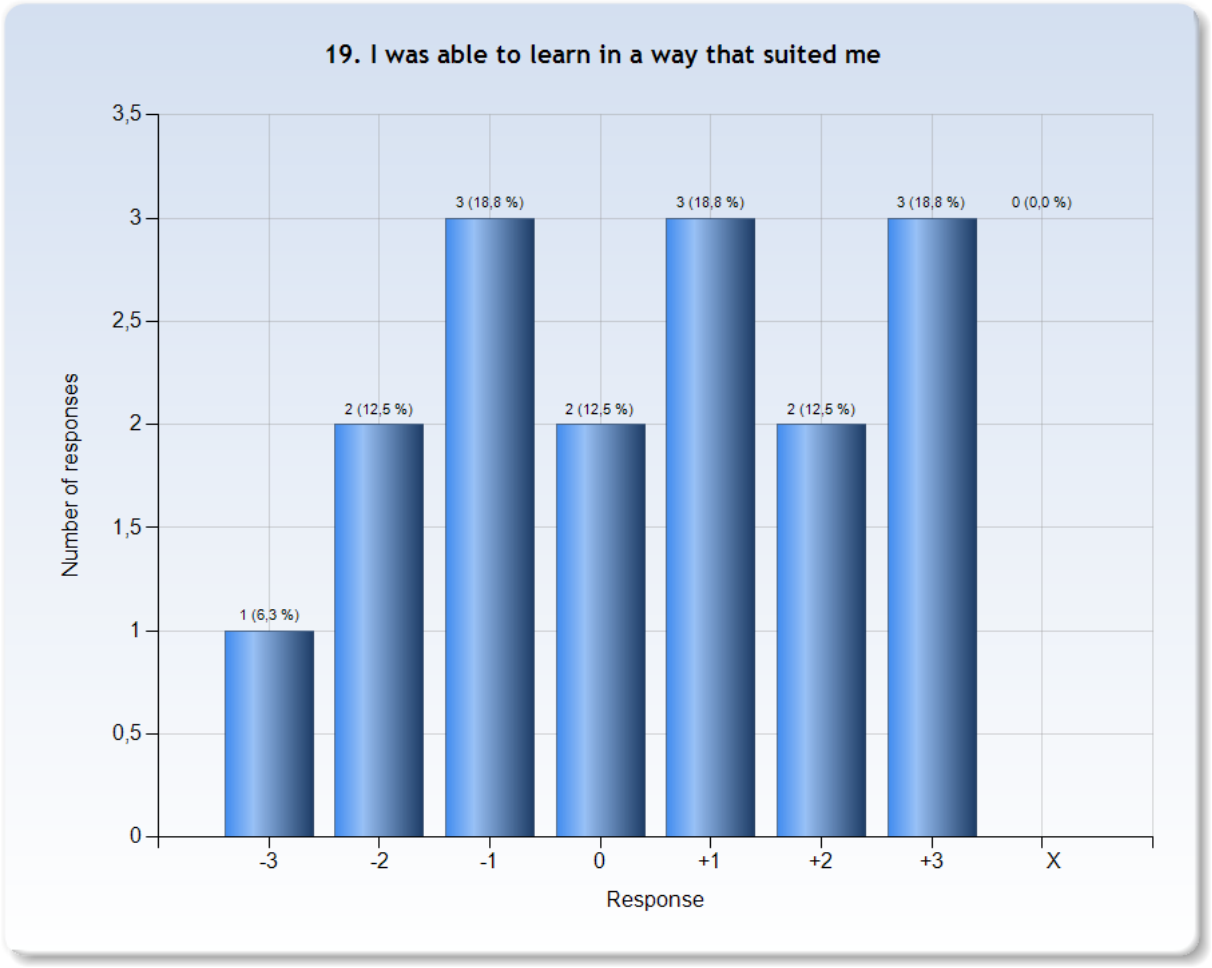


Comments

Comments (My response was: +1)
hadn't taken the queing course but it was manageable with a bit of extra work

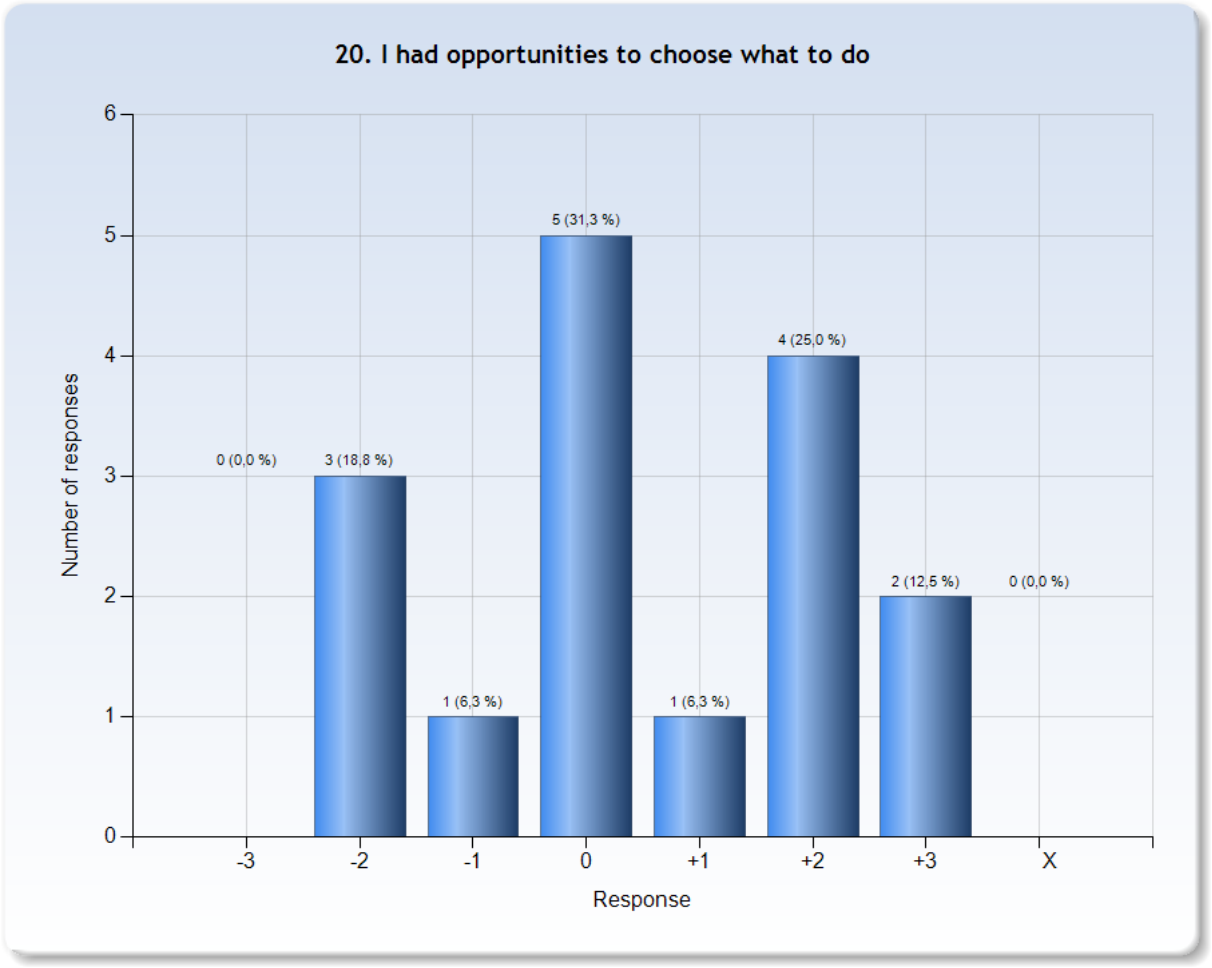

18. I regularly spent time to reflect on what I learned
Number of responses
Response
0
1
2
3
4
5
-3
-2
-1
0
+1
+2
+3
X
1 (6,3 %)
1 (6,3 %)
1 (6,3 %)
4 (25,0 %)
2 (12,5 %)
4 (25,0 %)
3 (18,8 %)
0 (0,0 %)

Comments



Comments

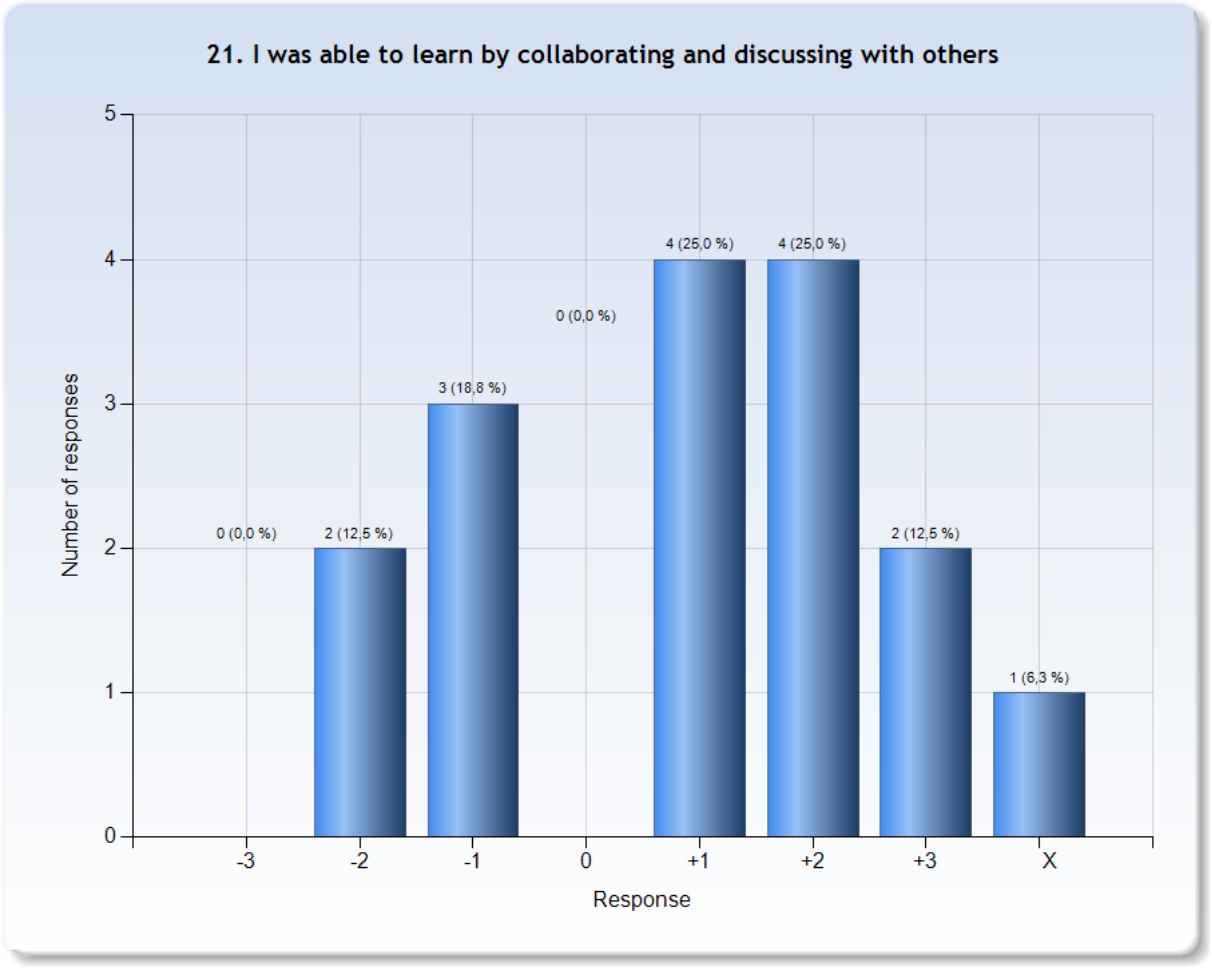
Comments (My response was: -3)
Studying for exam is not the best way to learn at all!



Comments

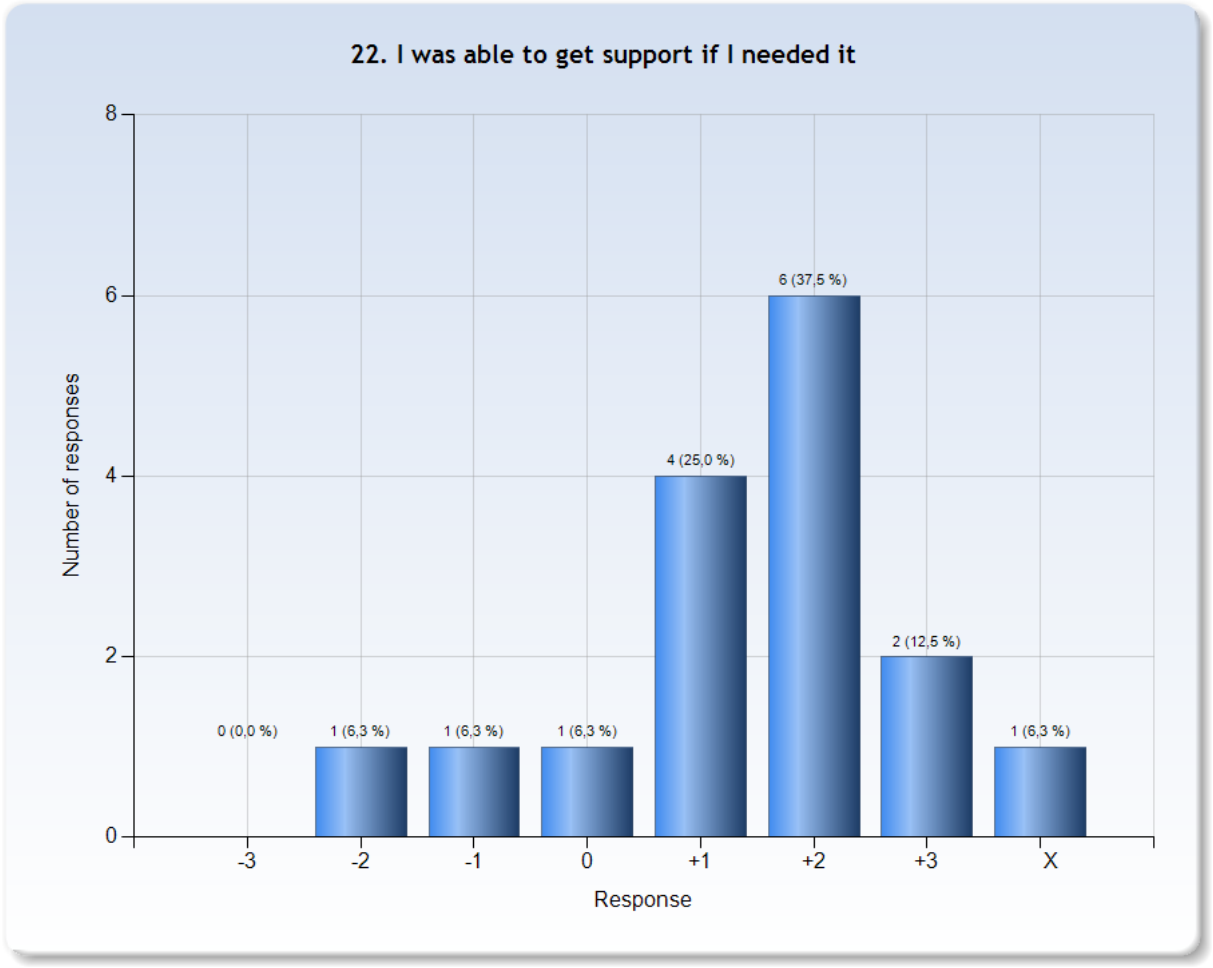
Comments (My response was: 0)

only for the project



Comments

Comments (My response was: -2)
Hardly any discussion occurred during class/lab time.



Comments

Comments (My response was: +1)
I met with all the instructors of the course when I needed help

Current conferences where I am on the TPC

All conferences are shown. You can also view only current conferences.

Conference (reviews assigned and requested)	Role (all actions)	Membership and tracks (change)	Reviews due (review)	Interests (edit)	Want / Can / If needed (claim)	Reviews assigned / confirmed (notify) / completed / missing	Review length indicator	Reviews requested	Assign reviewers from TPC	Download papers (stamped with paper and page numbers)	U re c re
IEEE PIMRC2015 M2M Workshop	TPC member	declined									
CSCN'15	TPC member	accepted every track	Aug 19, 2015 19:59:00 EDT	conference has no topics	*Advances in Vehicular Communications*: 0/0/0; *IEEE CSCN 2015 (Main Track)*: 0/0/0; *Optical Wireless Communication*: 0/0/0; *Software Defined Sensors Networks and IoT: perspective and proposals for new*	0/ 0 / 0					

					standardization activities: 0/0/0					
IEEE WCNC 2015 - Track 2- MAC and Cross-Layer Design	TPC member	declined								
IEEE PIMRC 2016 Workshop IoT	TPC member	accepted every track	Jun 9, 2016 03:00:00 EDT	edit	0/28/0	0/ 3 / 0				
CSCN'16	TPC member	declined								
WPMC'17	TPC member	declined								
IEEE PIMRC 2017 Workshop WS-07	TPC member	accepted IEEE PIMRC 2017 Workshop WS-07 on "The Internet of Things (IoT) - the Road Ahead: Applications, Challenges, and Solutions"	Sep 13, 2017 23:59:00 EDT	edit	not enabled	0/ 0 / 0				
Globecom2017 MWN	TPC member	accepted every track	Jun 15, 2017 23:59:00 EDT	edit	not enabled	0/ 1 / 0				
WF-5G'18	TPC member	accepted every track	May 15, 2018 23:59:00 EDT	edit	*2018 IEEE 1st 5G WORLD FORUM 2018*: 0/0/0;	0/ 0 / 0				

5G Special Topical Area Conference Propositions: 0/1/0;
5G Special Vertical Conference Propositions: 0/0/0;
Doctoral Symposium Paper Submissions: 0/0/0;
Exhibitions: 0/0/0;
Hackathon: 0/0/0;
Industry Forum Panel proposal submissions: 0/1/0;
Start-ups: 0/0/0;
Track 1: 5G Technologies: 0/19/0;
Track 2: 5G Application and Services: 0/6/0;
Track 3: 5G & IoT: 0/3/0;
Track 4: 5G Security and Privacy: 0/2/0;

Track 5: 5G Trials, Experimental Results and Deployment Scenarios: 0/0/0;
Track 6: 5G Hardwares and Test / Measurements: 0/5/0;
Track 7: 5G Special Verticals: 0/0/0;
Track 8: 5G Special Topicals: 0/1/0;
Tutorial Proposal Submissions: 0/2/0;
Workshop and Special Session Proposal Submissions: 0/0/0;
Workshop on 5G Cloud Native Design: 0/0/0;
Workshop on 5G- Satellite Networks: Applications, Challenges and Standards: 0/0/0;

					Workshop on IoT in the 5G Era: 0/0/0; *Workshop on MEC-IoT Integration for 5G*: 0/0/0; *Workshop on the Tactile Internet*: 0/0/0				
Globecom2018 MWN	TPC member	accepted every track	Jun 15, 2017 23:59:00 EDT	edit	not enabled	0/ 0 / 0			
IEEE COMNETSAT 2018	TPC member	invited every track	Nov 6, 2018 06:59:00 WIB	after acceptance	*Broadband & Photonics*: 0/0/0; *Communications*: 0/0/0; *Network*: 0/0/0; *Satellite*: 0/0/0	0/ 0 / 0			
IEEE WCNCW CmMmW5G 2018	TPC member	accepted all tracks	Jan 11, 2018 05:59:00 CET	conference has no topics	0/0/0	0/ 1 / 0		COMPASS Paper review	
CoCoNet'18	TPC member	declined							
ICSigSys2018	TPC member	declined							
ICCC'12 - WNA	TPC member	declined							
GC14 WS - TCS	TPC member	declined							

INFOCOM'2014	TPC member	declined				
INFOCOM 2016	TPC member	declined				
Networking 2013	TPC member	declined				
IoTaIS 2018	TPC member	invitation expired Apr 10, 2018 17:00:00 EDT	Sep 28, 2018 19:59:00 EDT	after acceptance	*Application and Services*: 0/0/0; *Computing and Devices Technologies for IoT*: 0/0/0; *Connectivity for IoT*: 0/0/0; *Intelligence Systems*: 0/0/0; *Vertical Oriented IoT Applications*: 0/0/0	0/ 0 / 0

EDAS at 172.30.0.206 (Thu, 10 May 2018 15:08:08 -0400 EDT) [User 762609 using Win7:Firefox 59.0 cached 0.112/1.573 s] Request help

Current conferences where I am on the TPC

All conferences are shown. You can also view only current conferences.

Conference (reviews assigned and requested)	Role (all actions)	Membership and tracks (change)	Reviews due (review)	Interests (edit)	Want / Can / If needed (claim)	Reviews assigned / confirmed (notify) / completed / missing	Review length indicator	Reviews requested	Assign reviewers from TPC	Dov pa (sta v pa and nun
NETWORKS 2008	reviewer	declined								
NETWORKS 2010	TPC member	declined								
ICCVE 2012	TPC member	declined								
ICCVE 2013	TPC member	invited every track	Oct 27, 2013 19:59:00 EDT	after acceptance	*Digest Papers Track 01 - Wireless Communications and Vehicular Networking*: 0/0/0; *Digest Papers Track 02 - Mobile Internet, Mobility Internet and Internet of Things*: 0/0/0; *Digest Papers*	0/ 0 / 0				

Track 03 - Cooperative Driving, Intelligent and Autonomous Vehicles: 0/0/0; *Digest Papers*
Track 04 - Automotive Electronics and Automatic Control: 0/0/0; *Digest Papers*
Track 05 - Transportation and Connected Vehicles: 0/0/0; *Digest Papers*
Track 06 - Electric Vehicle and Transportation Electrification: 0/0/0; *Digest Papers*
Track 07 - Geographic, Spatial and Social Information Systems: 0/0/0; *Digest Papers*
Track 08 - Manufacturing and Product Safety Engineering in Connected

Vehicles: 0/0/0; *Digest Papers Track 09 - Practices, Recommendations and Standards in Connected Vehicles*: 0/0/0; *Digest Papers Track 10 - Policy, Economics and Social Implications of Connected Vehicles*: 0/0/0; *Full Papers Track 01 - Wireless Communications and Vehicular Networking*: 0/0/0; *Full Papers Track 02 - Mobile Internet, Mobility Internet and Internet of Things*: 0/0/0; *Full Papers Track 03 - Cooperative Driving, Intelligent and Autonomous Vehicles*: 0/0/0; *Full Papers Track 04 - Automotive Electronics and*

Automatic Control: 0/0/0; *Full Papers Track 05 - Transportation and Connected Vehicles*: 0/0/0; *Full Papers Track 06 - Electric Vehicle and Transportation Electrification*: 0/0/0; *Full Papers Track 07 - Geographic, Spatial and Social Information Systems*: 0/0/0; *Full Papers Track 08 - Manufacturing and Product Safety Engineering in Connected Vehicles*: 0/0/0; *Full Papers Track 09 - Practices, Recommendations and Standards in Connected Vehicles*: 0/0/0; *Full Papers Track 10 - Policy, Economics and Social*

					Implications of Connected Vehicles: 0/0/0; *Invited Papers*: 0/0/0; *Lightning Talks*: 0/0/0		
GC' 15 - Wireless Networks	TPC member	declined					
ICNC'15 GCNC	TPC member	declined					
APCC 2016	TPC member	declined					
CCECE 2016	TPC member	declined					
Globecom2016 CSSMA	TPC member	declined					
Globecom2016 MWN	TPC member	invitation expired Jun 14, 2016 20:00:00 EDT	May 31, 2016 23:59:00 EDT	after acceptance	0/0/0	0/ 0 / 0	
IEEE COMNETSAT 2016	TPC member	invitation expired Jun 21, 2016 03:59:00 UTC	Sep 22, 2016 23:59:00 EDT	after acceptance	*Broadband & Photonics*: 0/0/0; *Communications*: 0/0/0; *Network*: 0/0/0; *Satellite*: 0/0/0	0/ 0 / 0	
ICNC'16 GCNC	TPC member	declined					
WINCOM'16	TPC member	declined					

ARiEET'2017	reviewer	invitation expired Jan 19, 2018 08:00:00 UTC	Dec 8, 2017 10:59:00 EST	after acceptance	*Track 01 - Communication Systems*: 0/0/0; *Track 02 - Controls*: 0/0/0; *Track 03 - Renewable Energy Sources, Smart Grids Technologies and Applications*: 0/0/0; *Track 04 - High Voltage Engineering and Insulation Technologies*: 0/0/0; *Track 05 - Power Electronics Systems and Application*: 0/0/0; *Track 06 - Circuit and Systems*: 0/0/0; *Track 07 - Signal Processing*: 0/0/0; *Track 08 - Power Generation, Transmission and Distribution*: 0/0/0; *Track 09 - Electrical*	0/ 0 / 0

						Machines and Adjustable Speed Drive: 0/0/0; *Track 10 - Computer and Information Technology*: 0/0/0	
2017 IEEE SCOReD	reviewer	declined					
RESEECS'2017	reviewer	invitation expired Jan 5, 2018 08:00:00 UTC	Nov 19, 2017 10:59:00 EST	after acceptance		*Track 01 – Mathematics, Statistics, Modeling and Analysis*: 0/0/0; *Track 02 – Physics, Chemistry and Biology*: 0/0/0; *Track 03 – Electrical, Electronics and Computer Engineering*: 0/0/0; *Track 04 – Materials Science & Engineering*: 0/0/0; *Track 05 – Mechanical Engineering*: 0/0/0; *Track 06 – Manufacturing Engineering*:	0/ 0 / 0

					0/0/0; *Track 07 – Chemical, Environmental, and Process Engineering*: 0/0/0; *Track 08 – Computer Sciences and Applications*: 0/0/0	
AVAREIT'2018	reviewer	invitation expired Mar 1, 2018 15:00:00 UTC	Jan 10, 2018 10:59:00 EST	after acceptance	*TRACK 1: ENGINEERING*: 0/0/0; *TRACK 2: INFORMATION TECHNOLOGY*: 0/0/0	0/ 0 / 0
I4CT'2018	reviewer	declined				
ICOCOE'2018	reviewer	invited every track	Jun 1, 2018 11:59:00 EDT	after acceptance	*Track A: Computer*: 0/0/0; *Track B: Communication*: 0/0/0	0/ 0 / 0
ICACCI-2018	reviewer	declined				
SISTECH'2018	reviewer	invitation expired Jan 18, 2018 00:00:00 UTC	Jan 10, 2018 10:59:00 EST	after acceptance	*A. Heritage and Islamic civilization*: 0/0/0; *B. Wellness and Quality of Life*: 0/0/0; *C. Science & Technology*:	0/ 0 / 0

					0/0/0; *D. Information and Communications Technology (ICT) and Engineering*: 0/0/0; *E. Law, Shariah dan Social Science*: 0/0/0				
WOMRAC'2018	reviewer	declined							
PIMRC'11 - LPAN	TPC member	invitation expired Jan 1, 2011 00:00:00 UTC	May 26, 2011 20:00:00 EDT	after acceptance	0/0/0	0/ 0 / 0		review review	
ICT 2015	TPC member	declined							
ITC 2011	TPC member	declined							
ITC 2012	TPC member	accepted every track	Apr 7, 2012 01:59:00 CEST	edit	3/11/10	0/ 3 / 0		Meta review review	
ICUMT 2011 Budapest	TPC member	declined							
IEEE BWA 2008	chair	accepted every track	May 30, 2008 19:59:00 EDT	conference has no topics	*4th IEEE Workshop on Broadband Wireless Access*: 5/20/1; *to be deleted*:	4/ 15 / 4		Meta review Meta review	

					0/0/0			review review review
BWA-WS 2009	chair	accepted no tracks	May 28, 2009 19:59:00 EDT	edit	3/15/1	0/ 13 / 0		Meta review review review
APWiMob 2014	reviewer	declined						
IWCMC 2010	TPC member	accepted every track	Mar 1, 2010 18:59:00 EST	conference has no topics	0/0/0	0/ 0 / 0		Meta review Meta review review review
EW09	TPC member	accepted no tracks	Apr 7, 2009 20:00:00 EDT	conference has no topics	0/0/0	0/ 3 / 0		Meta review review

GC'12 Workshop - BWA	chair	accepted every track	Oct 27, 2010 19:59:00 EDT	not chosen	not enabled	0/ 0 / 0		review review
GC12 WN	TPC member	accepted every track	Jan 30, 2011 19:00:00 EST	edit	7/73/75	0/ 4 / 0		review review
GC13 CogRN	TPC member	declined						
GC13 WN	TPC member	accepted every track	Jan 30, 2012 19:00:00 EST	edit	0/194/0	0/ 2 / 0		review
GC14 WN	TPC member	accepted every track	May 23, 2014 19:59:00 EDT	edit	9/22/73	0/ 3 / 0		
IEEE BWA	chair	accepted every track	Jan 26, 2008 18:59:00 EST	conference has no topics	5/6/21	0/ 7 / 5		Meta review Meta review review review

GC'09-WNS	TPC member	accepted every track	May 28, 2009 19:59:00 EDT	edit	13/23/0	0/ 5 / 0		Meta review review review review
GC10 - WN	TPC member	accepted every track	May 30, 2008 19:59:00 EDT	conference has no topics	30/23/20	0/ 4 / 0		Meta review review review review
BWA 2010	chair	accepted every track	May 30, 2008 19:59:00 EDT	conference has no topics	20/42/30	0/ 15 / 0		Meta review review review review
GC'11 - CORM	TPC member	declined						

								Meta review	
GC'11 - WN	TPC member	accepted every track	May 18, 2011 19:59:00 EDT	edit	0/1/0	0/ 4 / 0		Meta review review review	
ICC'14 MWN	TPC member	accepted every track	Nov 30, 2013 18:59:00 EST	edit	not enabled	0/ 5 / 0			
ICC'15 (03) MWN	TPC member	accepted every track	Mar 7, 2015 18:59:00 EST	edit	7/18/34	0/ 4 / 0			
ICC'16 MWN	TPC member	accepted every track	Dec 15, 2015 18:59:00 EST	edit	16/378/46	0/ 3 / 0		review-MWN	
ICC'18 AHSN	TPC member	invitation expired Nov 29, 2017 23:59:00 EST	Dec 4, 2017 23:59:00 EST	after acceptance	0/0/0	0/ 0 / 0			
PIMRC 2008 MAC Track	TPC member	accepted every track	Apr 30, 2008 19:59:00 EDT	edit	*PIMRC 2008 MAC & Cross-Layer Design Track*: 18/3/16; *PIMRC 2008 MAC*	0/ 5 / 0		Meta review Meta	

					& Cross-Layer Design Track POSTERS: 0/0/1			review review review	
WoWMoM'2006	TPC member	accepted every track	Jan 28, 2006 18:55:00 EST	edit	*Extended Track*: 2/0/0; *IEEE Symposium on a World of Wireless, Mobile and Multimedia Networks (WoWMoM 2006)*: 11/0/0; *Poster Papers*: 3/0/0; *Regular Paper*: 4/0/0	0/ 8 / 0		Meta review review	
IFIP Wireless Days	TPC member	accepted Broadband Wireless	Sep 3, 2008 19:59:00 EDT	conference has no topics	0/0/0	0/ 2 / 0		Meta review review	
ICUMT 2010 (Telecommunications)	TPC member	declined							
IWCMC 2009 Cross-Layer Optimized Wireless Networks Symposium	TPC member	accepted every track	Mar 21, 2009 00:00:00 EDT	conference has no topics	0/0/0	0/ 0 / 0		Meta review Meta review	

NETWORKING 2005	TPC member	accepted Performance of Computer and Communication Networks	Jan 21, 2005 12:00:00 EST	edit	0/0/0	9/ 1 / 9		review review Meta review review	
TENCON 2017	reviewer	accepted every track	Sep 9, 2017 23:59:00 EDT	not chosen	*Aerospace Technology*: 0/1/0; *Antenna and Microwave*: 0/5/0; *Biomedical Engineering*: 0/7/0; *Circuit & Systems*: 0/3/0; *Computational Intelligence, Cloud Computing and Big Data Analytics*: 0/9/0; *Computer Architecture & Systems*: 0/7/0; *Disasters and Humanitarian Technology*: 0/1/0;	0/ 0 / 0			

Engineering Education: 0/0/0;
Engineering Management: 0/0/0;
Marine and Offshore Engineering: 0/1/0;
Multimedia Engineering: 0/2/0;
Photonics: 0/1/0;
Power & Energy: 0/55/0;
Robotics, Control System & Theory: 0/10/0;
Signal and Image Processing: 0/22/0;
Social Implications of Technology: 0/2/0;
SS 01 - Predictive internet of things for vehicle navigation system: 0/0/0;
SS 02 - Recent Advances in Electrophysiology: 0/0/0;
SS 03 - Human Robot Interaction:

0/0/0;
SS 04 - Modeling and Applications to Secure Computing: 0/0/0;
SS 05 - Bio-signal Processing using Emerging Technology in Healthcare: 0/0/0;
SS 06 - Recent Advancements in Medical Devices and Healthcare Computing System: 0/0/0;
SS 07 - Big Data Provenance: 0/0/0;
SS 08 - Recent Advances in Systems Engineering: 0/0/0;
SS 09 - Big Data Analytics, Privacy and Security: 0/0/0;
SS 10 - Smart Grid Technologies-Challenges and Opportunities: 0/0/0;

					SS 11 - Fractional Calculus & Its Engineering Applications: 0/0/0; *SS 12 - Smart Cities and Internet of Things*: 0/0/0; *System, Man and Cybernetics*: 0/3/0; *Wireless Communications & Networks*: 0/15/0; *Devices, Materials & Processing*: 0/5/0; *Software & Database Systems*: 0/1/0			Meta review
CCNC'2008 - 2nd IEEE BWA Workshop	TPC member	accepted every track	Sep 3, 2007 20:00:00 EDT	conference has no topics	0/0/0	1/ 2 / 1		Meta review review review	

IEEE WoWMoM 2007	TPC member	accepted every track	Jan 21, 2007 19:00:00 EST	edit	*Extended Paper*: 4/0/0; *Poster*: 0/0/0; *Regular Paper*: 11/6/9	4/ 5 / 4		Meta review	review
WMASH'03	TPC member	accepted every track	Jul 7, 2003 20:00:00 EDT	edit	0/0/0	0/ 2 / 0		Meta review	review
ACM WMASH'2004	TPC member	accepted every track	Jul 15, 2004 19:00:00 EDT	edit	0/0/0	0/ 5 / 0		Meta review	review
ACM WMASH'2005	TPC member	accepted every track	Jun 30, 2005 17:00:00 EDT	edit	7/0/0	1/ 5 / 1		Meta review	review
EDAS	TPC member	accepted all tracks	Jul 20, 2009 19:59:00 EDT	not chosen	0/0/0	0/ 0 / 0		review	review

EDAS at 172.30.0.206 (Thu, 10 May 2018 15:05:12 -0400 EDT) [User 100468 using Win7:Firefox 59.0 cached 0.424/5.285 s] Request help

Gabor Fodor

https://publons.com/a/696180

Awards on Publons

September 2016: Sentinels of Science: Computer Science

Peer Review Summary

Performed 57 reviews for journals including *IEEE Transactions on Wireless Communications* and *IEEE Transactions on Communications*; placing in the 97th percentile for verified review contributions on Publons up until May 2018.

10	IEEE Transactions on Wireless Communications
5	IEEE Transactions on Communications
5	Wireless Personal Communications
4	Journal of Network and Computer Applications
3	IEEE Transactions on Signal Processing
3	IEEE Transactions on Mobile Computing
3	IEEE International Symposium on Personal, Indoor and Mobile Radio Communications, PIMRC
3	IEEE Wireless Communications and Networking Conference (WCNC)
3	IEEE Access
2	IEEE Communications Magazine
2	Wireless Communications and Mobile Computing
2	IEEE International Conference on Communications (ICC)
2	IEEE Communications Standards Magazine
1	IEEE Journal on Selected Areas in Communications
1	IEEE Wireless Communications
1	IEEE Transactions on Vehicular Technology
1	Future Generation Computer Systems
1	Electronics Letters
1	IEEE Vehicular Technology Magazine
1	IEEE Global Communications Conference
1	Proceedings of the IEEE Globecom
1	Mobile Information Systems
1	IEEE Wireless Communications and Networking Conference Workshops (WCNCW)