

Docent application

I: Appendices

Olof Mogren

November 2025

I. Appendices

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To Whom It May Concern

Stockholm, 2025-11-03

Certificate of Supervision

This is to certify that Olof Mogren supervised the doctoral student Edvin Listo Zec, date of birth 1992-06-25, at KTH Royal Institute of Technology.

Olof Mogren served as the doctoral student's assistant supervisor from admission 2021-03-01 until the doctoral student's graduation (Degree of Doctor) on 2025-02-11.

For any additional information, please do not hesitate to contact us.

A handwritten signature in black ink, appearing to read "Emanuel Borg".

Kind regards,

Emanuel Borg
Group Manager for Doctoral Education Support
KTH Royal Institute of Technology
EECS University Administration
School's Office of Student Affairs

Phone: +46 8 790 43 26
Email: doctoral-education-support@eeecs.kth.se

10 november 2025



LUNDS
UNIVERSITET

Matematikcentrum
Matematisk statistik

Intyg: handledning av doktorand

Härmed intygas att Olof Mogren är biträdande handledare till doktoranden John Martinsson, 910228-5237, från antagningsdatum 2022-02-07. Olof Mogren kommer att fortsätta som biträdande handledare till och med John Martinssons disputation.

Med Vänlig Hälsning

A blue ink signature of the name Maria Sandsten.

Maria Sandsten
Professor i matematisk statistik
Huvudhandledare

I.3. English translation of certificate of supervision - LTH

(Please see the previous page for the original signed document from Lund University.)

Certificate: Supervision of doctoral student

This is to certify that Olof Mogren is the assistant supervisor for the doctoral student John Martinsson, 910228-5237, from the admission date of 2022-02-07. Olof Mogren will continue to serve as assistant supervisor up to and including John Martinsson's public doctoral defence.

Sincerely,

*Maria Sandsten
Professor in Mathematical Statistics
Principal Supervisor*



Course certificate

9 April 2024

LUND'S UNIVERSITET
Lunds Tekniska Högskola

Olof Mogren
800419-6633

has successfully completed

Readership Course (GB_S91)
(*Docentkurs*)

Spring 2024

The course corresponds to 3 weeks of full-time work within the qualifying programme in teaching and learning in higher education at LTH.

Course aim

The aim of the course is to prepare a future reader for the functions of research supervisor, researcher, and faculty examiner/member of examining committee.

Content and instruction

The course includes components on the formal aspects of research supervision, the processes of research supervision, development of third-cycle studies, academic conduct, good scholarship, development of research teams, and examination in third-cycle studies.

The course consists of lectures, group discussions and written assignments reported individually and in groups.

Learning outcomes

For a Pass on the course, participants shall demonstrate knowledge of the models and theories applicable to analysis of third-cycle studies at LTH; demonstrate knowledge of the procedures and principles for appointing readers at LTH; demonstrate knowledge of the regulations and ethical principles governing third-cycle studies and their application at LTH and Lund University; be able to analyse and develop aspects of third-cycle studies and research supervision at LTH, such as supervision and planning of third-cycle studies; be able to analyse and develop examination of third-cycle studies at LTH and be able to identify risk areas and act on the principles of academic conduct in third-cycle studies.

A handwritten signature in black ink.

Anders Ahlberg
Senior lecturer, LTH

A handwritten signature in blue ink.

Michael Cimbritz
Senior lecturer, LTH



CHALMERS

CHALMERS TEKNISKA HÖGSKOLA | CHALMERS UNIVERSITY OF TECHNOLOGY

TEKNOLOGIE DOKTORSEXAMEN
i Data- och informationsteknik

*DEGREE OF DOCTOR OF PHILOSOPHY
in Computer Science and Engineering*

Olof Mogren

19800419-6633

Göteborg den 31 maj 2018
Gothenburg 31 May 2018

Susanne Rudeke

Examenshandläggare
Officer of Degree

Stefan Bengtsson

Rektor
President

Olof Mogren

Namn/Name

19800419-6633

Personnummer/Personal identity number

Teknologie Doktorsexamen i Data- och informationsteknik

Degree of Doctor of Philosophy in Computer Science and Engineering

Examinator/Examiner: Professor David Sands

Huvudhandledare/Dissertation adviser: Doktor Richard Johansson

Betygsnämndens ordförande/Chairman of the committee: Professor Hercules Dalianis

Kurs Course	Högskolepoäng Credits	Betyg Grade	Datum Date
JT Schwartz Int School for Scientific Research on Data mining 6,0 and modelling of complex techno-socio-economic systems - Messina, Italien <i>JT Schwartz Int School for Scientific Research on Data mining and modelling of complex techno-socio-economic systems - Messina, Italien</i>	6,0	Godkänd ¹ Pass	2012-07-21
Introduktionsdag för doktorander <i>General Introduction for Doctoral Students</i>	0,0	Godkänd ¹ Pass	2013-05-07
2013 International Summer School on Trends in Computing, 3,0 Tarragona, Spanien <i>2013 International Summer School on Trends in Computing, Tarragona, Spanien</i>	3,0	Godkänd ¹ Pass	2013-06-26
Boosting <i>Boosting</i>	7,5	Godkänd ¹ Pass	2013-12-18
Teaching, learning and evaluation <i>Teaching, Learning and Evaluation</i>	3,0	Godkänd ¹ Pass	2014-06-25
Forskningsetik och hållbar utveckling <i>Research Ethics and Sustainable Development</i>	3,0	Godkänd ¹ Pass	2014-11-24
Probabilistic graphical models <i>Probabilistic graphical models</i>	7,5	Godkänd ¹ Pass	2015-06-02
Machine Learning Reading Course <i>Machine Learning Reading Course</i>	4,5	Godkänd ¹ Pass	2015-06-09
Deep Learning Summer School, Montreal 2015 <i>Deep Learning Summer School, Montreal 2015</i>	4,5	Godkänd ¹ Pass	2015-08-12
Licentiatuppsats <i>Licentiate thesis</i>		Godkänd ¹ Pass	2015-11-20
Deep learning <i>Deep learning</i>	7,5	Godkänd ¹ Pass	2016-06-17
(FDAT085) Frontiers of security research <i>(FDAT085) Frontiers of security research</i>	7,5	Godkänd ¹ Pass	2017-06-08
Läskurs i reinforcement learning <i>Self-study course in reinforcement learning</i>	7,5	Godkänd ¹ Pass	2018-03-29

Kurs <i>Course</i>	Högskolepoäng <i>Credits</i>	Betyg <i>Grade</i>	Datum <i>Date</i>
Doktorsavhandling <i>Doctoral thesis</i>		Godkänd ¹ <i>Pass</i>	2018-03-23
Representation learning for natural language <i>Representation learning for natural language</i>			

Datum för avslutade studier: den 29 mars 2018

Date of completed studies: 29 March 2018

Noter/*Notes*

1 Betygsskala: Godkänd (G)
Grading scale: Pass (G)

To the Docent Committee

LTH, Faculty of Engineering
Lund University

Subject: Letter of Support for Dr. Olof Mogren's Docent Application

To whom it may concern,

It is with great pleasure and without reservation that I write this letter to wholeheartedly recommend Dr. Olof Mogren for the title of Docent in applied mathematics at LTH, Lund University. As Head of the Department of Computer Science at RISE Research Institutes of Sweden, I have had the privilege of witnessing Dr. Mogren's exceptional development throughout his entire tenure at our institute.

Since completing his PhD, Olof has established a distinct and highly relevant research agenda at the intersection of artificial intelligence and environmental science. He has demonstrated remarkable independence and scientific vision, successfully securing over 20 MSEK in competitive external funding. This has enabled him to build and lead his own research team, the RISE Deep Learning Research Group, which has become a vital part of our department's strategic focus. His work is a cornerstone of our research agenda, and he is one of the key research leaders within our national Center for Applied AI.

Dr. Mogren's research portfolio is characterized by both methodological innovation and significant societal impact. His contributions span several critical areas, including environmental soundscape analysis, federated learning for decentralized data, and computer vision for Earth observation. This body of work, comprising over 40 peer-reviewed papers and more than 1990 citations, clearly demonstrates a research production and impact that corresponds to more than an additional doctoral thesis. His leadership extends beyond his own group; he is a co-founder of the influential Climate AI Nordics network and plays a leading role in the AI work within the national CLIMES research centre. This ability to initiate and lead large-scale collaborations is a testament to his standing in the research community.

In addition to his research excellence, Dr. Mogren has proven to be an outstanding supervisor and educator. He has expertly guided PhD students, including Edvin Listo Zec to a successful defense at KTH and John Martinsson in an ongoing, promising collaboration with Professor Maria Sandsten at LTH. His mentorship of over 20 MSc students further showcases his commitment to fostering the next generation of researchers. His pedagogical skills are also evident in his curriculum development for courses at Uppsala University and his frequent dissemination of complex topics to the public through national media appearances and a TEDx talk.

Olof's ambition to become a Docent at LTH is a natural and welcome step in his career trajectory. His existing collaboration with Professor Sandsten is already a model of the interdisciplinary synergy that is crucial for tackling complex societal challenges. Granting him the title of Docent would formalize and strengthen this bond, empowering him to further integrate into the rich academic environment at LTH and Lund University, initiate new projects, and co-supervise more students.



In summary, Dr. Olof Mogren is an outstanding candidate who meets and exceeds all the criteria for a Docent. He is an independent and innovative researcher, a dedicated supervisor, and a collaborative leader with a strong international standing. We at RISE fully support his ambition, and I am convinced that he will be a valuable and dynamic asset to LTH.

Yours sincerely,

Hanifeh Khayyeri

Head of Department

Department of Computer Science

RISE Research Institutes of Sweden

A handwritten signature in blue ink, appearing to read "Hanifeh Khayyeri".



LUND
UNIVERSITY

November 10, 2025

Centre for Mathematical Sciences
Mathematical Statistics

Recommendation for Dr. Olof Mogren's Docent Application

I write in support of Dr. Olof Mogren's application for the title of Docent. I have had the opportunity to collaborate closely with Olof in my capacity as supervisor for the PhD student John Martinsson. Our joint supervision on Mr. Martinsson's project in soundscape analysis has been very effective. Dr. Mogren's expertise in machine learning provides a valuable complement to my background in statistical signal processing and time-frequency analysis. This combination offers our student comprehensive guidance from two distinct but related perspectives. In our work together, Olof has consistently demonstrated his dedication and insight as a supervisor, matched by a natural, collaborative approach to our joint work. Our supervisory discussions are consistently constructive and forward-looking, with a focus on the student's development. In my view, he already demonstrates the scientific maturity and independence required for the Docent level. Granting Dr. Mogren this title would be a logical step to formalize what is already a successful and productive research collaboration. It would undoubtedly benefit future interdisciplinary projects within Centre for Mathematical Sciences and LTH.

Therefore, I give Dr. Mogren my strong recommendation.

Sincerely

Maria Sandsten
Professor in Mathematical Statistics

Matematikcentrum
Prefekt

Prefektyttrande angående Olof Mogren ansökan om antagning som docent

Olof Mogren ansöker om att bli antagen som docent i tillämpad matematik vid LTH. Detta ligger i linje med institutionens utvecklingsplan, där vi har en bred och växande verksamhet inom maskininlärning.

Hans expertis inom området utgör ett värdefullt komplement till vår forskningsgrupp inom statistisk signalbehandling och tids-frekvensanalys. Kombinationen av dessa kompetenser ger våra doktorander tillgång till vägledning från två olika men nära relaterade perspektiv.

Institutionen föreslår att ämnet för hans docentkompetens är Tillämpad matematik som numera är ett etablerat forskarutbildningsämne vid LTH.

Jag bedömer att Olof Mogren uppfyller samtliga kriterier avseende som krävs för antagning som docent vid LTH, och att hans verksamhet väl harmonierar med institutionens långsiktiga utvecklingsplan. Jag stödjer därför hans ansökan.

För verksamheten,

Erik Lindström, Professor & ETP
Prefekt, Matematikcentrum

Som sakkunniga föreslår jag:

Natasa Sladoje, Professor Uppsala Universitet

<https://www.uu.se/kontakt-och-organisation/personal?query=N3-85>

<https://scholar.google.com/citations?user=n4uDNF8AAAAJ>

Carolina Wählby, Professor Uppsala Universitet,

<https://www.uu.se/kontakt-och-organisation/personal?query=N96-5999>

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<https://scholar.google.se/citations?user=ksNAb2kAAAAJ>

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Gustaf Hendeby, Docent Linköpings Universitet

<https://liu.se/en/employee/gushe66>

<https://www.hendeby.se/>

<https://scholar.google.com/citations?user=7q6fhuMAAAAJ>

Markus Liwicki, Professor Luleå Tekniska Universitet

<https://www.ltu.se/personal/m/marcus-liwicki>

<https://scholar.google.com/citations?user=n1Y4zq4AAAAJ>

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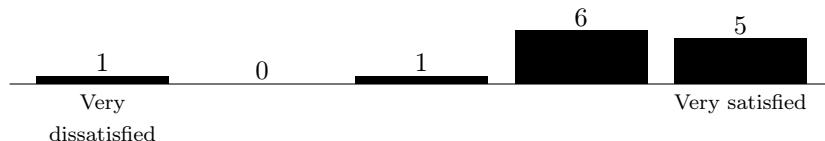


SAMMANSTÄLLNING AV FEEDBACK FORM CLIMES SUMMER SCHOOL

Feedback form for the 2024 climes summer school on impacts of climate extremes

Sammanställd Antal svar Tillgänglig Kontaktperson	13 2024-06-20 – 2024-07-07 Gabriele Messori (gabriele.messori@geo.uu.se), verksam vid Meteorologi
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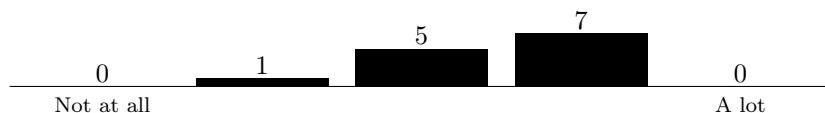
1. Overall, how satisfied were you with the summer school? This includes all different aspects from lecturers, content and forms of instruction to scheduling. You can also comment on your answer. (*Medel = 4,1, SD = 1,1*) (1 = *Very dissatisfied*, 5 = *Very satisfied*)



KOMMENTAR

- Overall satisfied, but I would have liked more lectures and less time spent working on the exercise [4]
- Overall, I was satisfied with the summer school. There was a good blend of lectures, exercises, breaks and social activities and an interdisciplinary mix in both students and lecturers. One logistical thing that I think could be improved is publishing the schedule and list of sessions/speakers further in advance before the summer school. In this case it was still unclear what exactly this school will be about until very late, and a detailed schedule may help some people make a more informed decision about whether or not the school would be a good fit for them. [4]
- I liked that the summer school covered different aspects of the climate change studies. One thing that was challenging was the collaboration with people from different fields, in such short amount of time. One idea for improvement for next year would be to have more discussion groups or activities to get to know each others research. [4]
- There was a great diversity of topics and approaches. [5]
- The lectures are really interesting and experically, the research combines medical field and climate data, which is really attractive. [5]

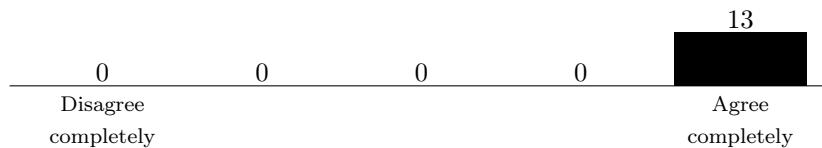
2. Did you contribute to other students' learning during the summer school? In other words, to what extent did you take responsibility for the learning of others e.g. when doing group work? You can also comment on your answer. (*Medel = 3,5, SD = 0,6*) (1 = *Not at all*, 5 = *A lot*)





KOMMENTAR

- I thought it was a mutual exchange [3]
 - I tried to do that, but it was challenging given the short amount of time to work on the assignment. [3]
 - I feel we all learned a bit of everyone. We were a very interdisciplinary group and often times we would share practices of our field. [4]
 - I supported the group for the exercise, and also I learned a lot from them, people from different backgrounds can really give different ideas about one topic, which is really cool! [4]
 - During group work I could not really take responsibility for the learning of others as it was the first time for me working with such impact data and other group members already did. However, because of the (also informal) exchange with others from different disciplines I would say that everyone was able to learn new points of view from someone which will now help us during our PhD. [3]
3. I feel that students were treated well in the training event (e.g. as regards equal treatment or programme affiliation) and that no one was put at a disadvantage by the organisation, content or performance of the teaching. (*Medel = 5,0, SD = 0,0*) (1 = *Disagree completely*, 5 = *Agree completely*)



4. Were the topics covered relevant and interesting? You can also comment on whether you think that any major topic area related to impacts of climate extremes was missing from the school. (*Medel = 4,1, SD = 0,6*) (1 = *Not at all*, 5 = *Very much so*)

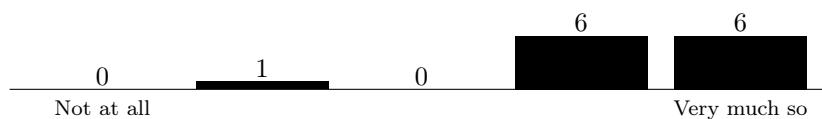


KOMMENTAR

- An opening talk focused on the red threat behind the lectures and the exercise would have tied everything together a lot better. I felt that most of the times I did not know why we were focusing on the things that we did. Perhaps a section on how climate extremes are studied in different fields, and what the future of the focus has in store would have been nice [4]
- I particularly enjoyed the session on AI and Lecture #2 on climate impacts. I struggled with some of the social science concepts (I was skeptical about roleplay and drawing). [3]
- Covering all possible topic areas related to the impacts of climate extremes would not be possible, and I think a good mix was chosen for the summer school. Perhaps some perspectives from policymakers for example city planners and how they deal with the impacts of climate extremes and how they use climate information would be interesting. [4]



- I would not change the topics but how in depth we learn from them. However, this would entail a longer summer school. [5]
 - As someone from a climatology background, I would have liked a bit more on the "hazard" side. I also felt hard to relate to the patient researcher soft skill, as the medical field is very far from climatology research. [3]
 - The application of climate model in impact exposure seems a bit limited from the lecture, which could add a bit more in the next school. [4]
 - I think all topics were interesting. Maybe an additional point of view from insurance perspectives would have been also interesting [4]
5. Was the practical exercise was well-structured and instructive? You can also comment on your answer. (*Medel = 4,3, SD = 0,8*) (1 = Not at all, 5 = Very much so)



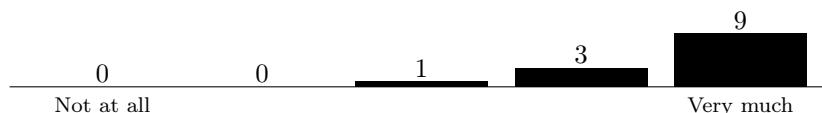
KOMMENTAR

- The exercise was clearly structured and we learned something from it. However, what was really missing was a clear introduction on WHY we were doing the exercise in the first place (what were you trying to tell us with it? What was the end goal? Why AI? AI as an alternative to what?) [2]
 - I like it a lot, above anything else, because it showed how complex in real life these projects can be. [5]
 - Thank you for the interesting exercise. It was a great concept, as the task was new to everyone in my group and still we could profit from each other's expertise. It was hard for us to follow the instructions sometimes and we could not manage to do the task for the requested 15 events. For us, it was way more interesting to look at specific events and focus on the details in each case. [4]
 - The exercise was very well structured and it was insightful to see the challenges and opportunities pertaining to using LLMs for research on climate extreme impacts. I think it would have been more insightful if the different groups had different tasks maybe focussing on different aspects of the problem of using LLMs for impact research. I also think that it would have been helpful if the discussion at the end led to some sort of conclusion or outline of the future direction of this sort of research and how we could contribute to and benefit from it. [5]
 - The assignment was well structured but in my opinion too long for the short amount of time we had to work on it. It was a good idea to use ChatGPT as an spreadsheet function, but at the same time it was quite tedious to work on spreadsheets. [4]
 - The goal was a bit unclear. [4]
 - yes, it's clear to follow the instructions [5]
6. Please provide constructive suggestions for future summer schools. This is the first (but hopefully not the last) summer school that we have run on this topic, and we welcome your feedback to improve future schools on impacts of climate extremes that we may organise. (*Antal besvarade = 4*)



- A networking event would have been much appreciated. The time of the year is tricky, as everyone is away, but I would have loved to have the chance to meet more people working on similar topics within the department/school. Poster presentations from the school participants open to the everyone at the hosting school/department are always a good way to bring more people together. I also feel that it would have been nice to spend a bit more time introducing the participants and talking about what everyone is working on.
- A future summer school about the atmospheric dynamics that are responsible for such extreme events.
- Maybe, it would be possible to find a different room for next time, where no key card is required
- I don't know how complicated it could be, but maybe the next practical exercise could also contain the social aspects. So we can apply everything we learn in during the week.
- One thing which I think was lacking from this summer school was the opportunity to talk about my own research and how the methods discussed and used such as LLMs could fit in there. Learning more about the others' research would also encourage more collaboration. To allow this, there could be short poster or oral presentations by the participants about their research, which is broadly in the area of climate extreme impacts but could be more narrowly pre-defined by the school organizers.
- It would be interesting to have a more in-depth summer school, focusing on only a couple of the aspects that were presented in this years summer school. For example, modeling climate change phenomena with AI.
- I really liked it. I would maybe ensure a bit more of in-depth content of the different topics. However, this would make the summer school longer in days.
- it would be interesting to make a survey before the summer school and collect ideas from the student, and design some exercises, which may balance the interest of them.
- Really liked it, also good timing with midsommar for a few additional days off in wonderful Sweden ;-)

7. Did you enjoy the two social activities (dinner and darts/minigolf/shuffleboard)? You can also comment on your answer. (*Medel = 4,6, SD = 0,6*) (1 = Not at all, 5 = Very much)



KOMMENTAR

- I loved the dinner! Perhaps would have been best to have both events on the same afternoon/evening, and reserve another "social" slot for a networking event. [3]
- The dinner was great to get to know the other participants. Thanks a lot for the organization of the choir. Also, the social activity was nice, however, we mostly stayed in the small group - maybe a city/botanical garden tour or small hike would have been an alternative. [4]
- The flashmob choir was the best! [5]
- Very nice! [5]



- Yes, I was a bit worried about the dinner being adapted to food restriction but it was great! Maybe it could be advertised in advanced that it would be taken into account. This may seem silly/obvious but depending on the country I have had several issues with that. If it was said in advanced and I missed, please disregard this! [5]
 - it's super fun! [5]
8. Here you can add any comments, suggestions or thoughts concerning the summer school not covered by the above questions. (*Antal obesvarade = 9*)
- Thank you :)
 - In the application process for the summer school, no information about my research activities other than my affiliation were requested. This made me wonder on what basis participants were selected, and whether it may be better to ask for short research summaries or statements of purpose.
 - Thank you all for the organisation!
 - really enjoy the summer school!