



tropEd JUNE GA 2021

Virtual Meeting – Minutes

Thursday, June 17, 2021 – Friday, June 18, 2021

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Participants

Romy Kuempfel (RK)	Martina Manhart (MM)
Guenter Froeschl (GF)	Nuria Casamitjana (NC)
Govert van Heusden (GvH)	Raja Benkirane (RB)
Marie Lindkvist (ML)	Bruno Broucker (BB)
Rodney Reynolds (RR)	Karin Gross (KG)
Alberto Matteelli (AM)	Bernadette Peterhans (BP)
Giulia Gardini (GG)	Hans-Friedemann Kinkel (HFK)
Maaïke Flinkenflogel (MF)	Maria Rosario Martins (MRM)
Lisa Hoffaeller (LH)	Yolanda Amat (YA)
Anne-Kathrin Fabricius (AKF)	Eva Mertens (EM)
Jani Puradiredja (JP)	

Full Members	12
Collaborative Members	3
Individual Members	2

Thursday, 17 June 2021

Session 1, 11am – 1pm, CEST (Chaired by Günter Fröschl)

Present: BB, GF, RK, AM, LH, MF, RR, EM, MRM, MM, ML, KG, JP, HFK, YA, FY, AKF, GvH, RB, NC, BP

Introduction and Agenda presentation by GF

Review of February GA Minutes

Voting: accepted unanimously

Comment: missing recognition file during last GA was resolved and in total three students were awarded tropEd recognition in February 2021

TropEd Office

- Relocation to Munich has not officially taken place → Axel Hoffmann will aim to resolve this issue in July and ensure the legal transfer of the office to Munich
- Axel Hoffmann will remain treasurer until the end of this year
- Publication 'Teaching in times of COVID': Analysis done, discussion part currently being refined → manuscript should be completed soon (then will be shared with co-authors for review)
 - o Accepted ECTMIH for oral presentation of the abstract

Membership Issues

- Geneva officially withdrawing from tropEd (leaving end of 2021)
 - o Change in leadership in Geneva → drop-out of tropEd
- Palestine visit planned but uncertain due to political situation
- LSHTM long term issue of not responding and no official letter of withdrawal → decision on termination of membership
 - o Objections: none
 - o Acceptance: 10
 - o EC will issue letter of termination following the GA (if there is no response by LSHTM within 4 weeks of information)

Financial Review

- Only two minor points
- Correction in annual statement: wrong date (2019 instead of 2020)
- Correction of specification of secretariat expense (issue resolved)
- Financial reviewers dismissed and review accepted (Abstain: 0; Against: 0; Accepted: 9)

Working Group Feedback

Membership Changes

- See Google Drive for detailed info and documents
- Change from full/collab. Member structure to all academic institutions become full members (having full voting rights)
 - o Institutions from HIC: 1500€
 - o Institutions from LMICs (defined by OECD): 500€
 - o But everyone would get full voting rights
- New fees will apply for 2022
- Vote on decision (only by full member institutions): Objections (0), Abstain, Acceptance (9)

Course Accreditation

- This process may remain as is now also for future GAs that will take place in person
 - o More time efficient but lack of larger discussions
 - o EC will decide on how to do this for future presence GA
- Lack of participation in course revision
- tropEd secretariat will allocate reviewers to courses for review (still can choose but after certain time, secretariat will assign participants to review group)
 - o feedback/comments: already include in initial communication which group people would like to be part of in revision (RR) → communicate revision participation as soon as possible; be less prescriptive (AM) but rather approach people who have not signed up by a certain time
- need to ensure that groups are large enough (HFK)
- Issue of not finding enough reviewers/people not signing up to review has repeatedly happened → decreased interest in reviewing courses (connected maybe to the process of course accreditation) (BB)
- Online accreditation process very different to face-to-face procedure which may affect willingness to be reviewer → find a new format for accreditation
 - o Do accreditation during the actual GA (not within the sessions but after first day/morning of second day)
 - o Break out session at end of day one of the actual GA for course accreditation
- **During the first session of the GA people will choose from submitted courses to review/which review group they want to join and then the groups decide a time during the GA to meet and review (evening of first day or morning of second day; not in actual GA sessions but after or before) → Main discussion with course reps and main comments will take place during GA outside of sessions (group exercise during GA days)**
 - o Keep revision online before GA
 - o Then dedicate time during GA to meet with coordinator and discuss the comments
- Online: more to the point, precise, efficient
- Blocking Monday before the GA for course revision so everyone knows beforehand when to plan some time to review courses
- EC will decide on new accreditation process for next GA

Review of courses

Blue Group (ENSP)

- Both Cat 2 due to no major issues but multiple smaller improvements requirement

Red Group (ITM)

- Cat 2 (more detail needed, minor suggestions)

Purple Group (Heidelberg)

- All courses re-accreditation & one course now offered in different language
- Mixed Methods: Cond. Cat 1 (minor remarks)
- Cat 2 courses: use of active verbs in learning objectives; clarify assessment procedures; relative weight of learning methods

Yellow Group (KIT)

- Cat 2 (assessment & content issues)

Green group (Charité)

- Cond. Cat 1 (only clarifications on procedural aspects)

Session 2, 2pm – 4pm, CEST (Chaired by Romy Kümpfel & Bruno Broucker)

Annual Report (Romy Kuempfel)

See the Annual Report and PPT for detailed information on the report

Comments, Q&A:

- The AR should contain indicators that are relevant for the new strategic vision.
- Present quantitative data across several years to see dynamics.
- Misunderstanding: many students in tropEd courses would not see themselves as tropEd students.
- In Berlin student numbers went up also due to more engaged new staff member.
- In the survey the network learning aspect is missing.
- Include a question on: „can applicants apply to something like a track option that follows largely tropEd concepts? “; and if yes => „which share of your students did choose to do so?“ (0-25%, 26-50%, >50%)
- Include a question: „which number of students were in the reporting year interested in tropEd recognition (regardless of whether eventually they went for it)?“
- ‘Learning’ as part of tropEd vision not addressed in annual report

Suggestion: collect annual report data through a google drive spreadsheet with ongoing annual data; thereby constant institutional data can be kept.

Scientific Session – Plagiarism (Dr. Tine Verdonck)

See PowerPoint in google drive for detailed information (no notes were taken on the presentation)

Discussion

- **Type of work which is being plagiarised** as defining whether punitive measures will be taken (what was the document supposed to be? As English assignment less severe than being an incidence in master’s thesis)
- Question of being **punitive or supportive**? What measures are in place at institutions to mitigate such incidences/Are students receiving proper education on scientific rigour?
- Discussing such issues with colleagues informally?
- What actions to take? (**intentionality** as a criterion for how to deal with such a case like ‘Philippe’)
- Slippery slope/grey intermediary area? (use case of Philippe to learn how to deal with issues of plagiarism)
- **Recognise pattern of behaviour** of plagiarism before it becomes a problem in a more important work (preventing plagiarism to become a habit)
- Was **student aware** that he/she was plagiarising? (**Awareness**)
- Using cases like the one presented to learn from it and how to deal with such incidences (includes much subjective judgement) but not sanction
- Behaving knowingly and recklessly
- ‘it is not really important’ has come up as a way to excuse the case of Philippe
- Courage to deviate from (suboptimal) common practice
- Self-plagiarism issues
- Co-authorship responsibility for plagiarism?

- Teachers/Professors being role models
- Teach students as soon as possible about scientific rigour to prevent these incidences in more severe situations
- Should plagiarism cases be shared between tropEd institutions?
 - o Confidentiality of cases?
 - o Time: only communicate very serious misconduct; integrity commissions to communicate between institutions to prevent repetition of such behaviour → sharing the name of cases may end up being penalty in the end because the reputation of that student may be harmed
- Handing down lecture slides to another lecturer: reflect on the contents and where they come from
- Ghost writer issue: impossible to prove and control

Friday, 18 June 2021

Session 3, 11am – 1pm, CEST

Open Session Students

- tropEd too institution-centred → need more focus to be placed on students and their experiences
- Appeal to tropEd: Can processes become somewhat more centralised → decentral nature & lack of attention towards students experiences and needs = major barrier to mobility
- Organisation of tropEd events e.g. Symposia or open scientific sessions?
 - o Establish WG Students for organising Webinar/Seminar with content by some network members and students
- Issues addresses regarding difficulties of application to advanced modules are difficult to solve as admission questions are not in the hand of representatives but institutions → institutional issue which is difficult to change
- With the new recognition tropEd will be easier to promote
 - o Focus here more on the possibilities and potentials of tropEd rather than the challenges
- Promote tropEd Alumni network and foster student exchange → re-activate the existing FB pages and delete any confusing pages
 - o Proposition of buddy programme → difficult due to the nature of being a tropEd student which is fluctuating a lot
- Need more work by network members to support students (question of funding comes up again because this would require more time of representatives that are already busy with other things) BUT clear that the isolated focus by the network on course accreditation need to change
- All of the issues addressed are NOT new → have come up multiple times over recent years
 - o What can and does the network want to be?
 - o What is the role of home institutions?

WG Students: Günter, Romy, Jani, Eva → Who else is interested in joining a group ? (include students here as well)

Website Launch, Q&A

- No major remarks
- Feedback to be provided after GA
- Function of searching by dates not working

→institutions should check their own pages and the rest of the website to see whether information needs to be updated

Session 4, 2pm – 4pm, CEST

Strategic Vision (Rodney Reynolds)

Goal: Refine strategic vision for tropEd

Presentation of current status of WG strategic vision

Break out rooms (4): Enable working towards new profile document that reflects language and ideas that have been developed in the past year(s)

→look at aims and objectives that have been developed and see how these can be incorporated in a profile document/statement

1) Learning & Teaching (Bernadette & Marie)

- become more of learning network e.g. learning from each other and become better at home by being present in this network →What is really a learning network? (need for a reformulation!)

→ professional learning networks gaining more importance

→include a clearer definition on what 'learning network' means to tropEd

- Adaptations due to COVID →learned about different and new modalities of teaching

- teaching: need for revision in profile statement

- equity issue needs to be considered in this discussion: with hybrid teaching issue arises for people from LMICs and certain contexts with limited connection/electricity and also for students that have no private space where they can learn/study

2) Reference role & what aspects of previous discussions need to be included in tools for describing tropEd (Rodney) & Recruitment

- Integrate categories: aims, outputs and tropEd as reference network

- How did tropEd become reference network and how does that affect the vision?

- What tools are we using to become reference network?

- international conferences = opportunities for networking

- new website

- member institutions (better embedding of tropEd in institutions)

- more robust alumni networks

- social media presence

3) Accreditation (specifics on the way in which new language can be formulated that reflects on aspects of accreditation changes)

- quality culture & procedure of accreditation is rather the focus than the output

- accreditation process reveals politics of every institution

- mutual understanding is crucial = learning procedure for everyone
- many interrelations with other topics
- accreditation enables mobility, influences capacity to recruit new members and interest of new members (may be perceived as too complicated or interfering too much with institutional culture)
- quality assurance
- point of concern: too administrative and technical as it is now? (importance of technical accreditation process?)
- Agreement again with output from Brescia GA Strategic Vision Session

- ➔ **The working group will come together and synthesise the input from this session into a formal tropEd profile**
- ➔ **Use the output of this session to formulate new profile (concise) (only WG)**

Updates & News (Nuria) see also Presentation on Google Drive

- ECTMIH: Abstract accepted as oral presentation (Jani will present and Günter will be present as well)
- EGHRIN: launch of this new association (Günter applied to be on board of EC)
- CUGH 2022: EGHRIN in touch regarding collaboration → tropEd should do something (invite director to next/future GA and introduce CUGH and think of potential collaboration)
 - Conference: registration opening 24th June 2021
 - Organise virtual satellite session by tropEd for this event? (visibility for tropEd)
 - Potential topic? (LMICs in global health teaching? Decolonisation of global health as a learning and teaching network? COVID's impact on teaching and learning? Equity in global health and social determinants of health & learning in tropEd)
 - Use this to function as student oriented activity
 - Session can be composed of different formats (3 hours)
 - Create WG that may organise this session (interested: Günter, Nuria, Rodney, Romy)

Closing Remarks & To do's

NEW FALL GA DATE: Oct 28 – Oct 30, 2021 (will send out invitation to all members after GA)

- ➔ Feb 2022 GA as online event? (already plan as distance-based events)
- ➔ Consider hybrid GAs (one GA per year as online event, and other two as presence/hybrid meetings)
- ➔ Tanzania for June GA 2022? (see what will be possible)
- ➔ Website modifications will be happening based on feedback by the network
- ➔ Finances: axel will remain treasurer until the end of the year
- ➔ Uppsala withdrawing from tropEd as a member

To do Secretariat

- Guest list from this GA into October GA (think of potential guests for October GA 2021)
- Plan next EC meeting
- Make plan for Student WG

Feedback/Comments

- Produce short film on history of tropEd for 25th anniversary celebration? (proposition by Rodney)

Next EC Telco (Agenda following June GA)

- New course revision procedure for next GA
- Courses from June GA
- Website idea Rodney → incorporating slack in the website to reduce email communication
- Initiate procedure to exclude London School of Hygiene and Tropical Medicine
- Satellite session for CUGH by tropEd
- Withdrawal Uppsala