

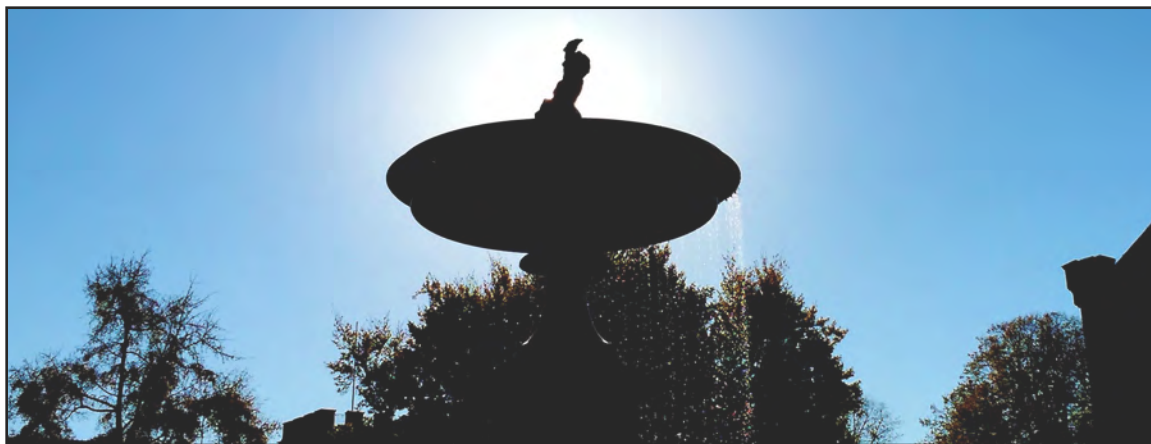
GRADUATE SCHOOL NEWSLETTER



Special focus: mentoring

ISSUE #13, Autumn 2019

The newsletter is also available online: tinyurl.com/GSstudentnews
(very handy, as that version has clickable links)



1

Letter from the Director of Studies



Mikael Sundström
Director of Studies

A look at mentoring

Dear students,

The picture you see on this page is entitled *before the exam*, and was drawn by my grandfather in the early 1930s when he was studying theology at Lund University (the first one in my family to have taken this big step). Note the demons that are haunting the poor student as he anxiously waits outside the professor's study, waiting for his turn to take an oral exam. Some feelings transcend time and space, eh?

These events were, shall we say, a bit different from what you will experience at Graduate School. On one occasion, my grandfather was to demonstrate his command of Old Testament exegesis. On the appointed day he duly trudged over to the professor's home. After a nerve-wracking wait outside the inner sanctum (see picture) a servant finally invited him to enter the study where the professor was already waiting behind his fearsome oak desk. My grandfather sat down in a rather less magnificent chair opposite and waited. After a long appraising glance at his nervous student, the professor raised an index finger to enjoin, if that had been physically possible, an even more complete silence, then said a single word with ominous deliberation before leaning back again: "gnosis!"

As no instructions or queries had in fact been uttered, my grandfather thought it wise to remain quiet and hope for something slightly more substantial. After a full minute of eerily elongating nothing, the professor leaned forward again. "The student has failed his exam, and may now leave" – and that was that.

The perceived distance between teachers and students has been considerably reduced in the intervening decades, but some of the anxieties that my grandfather experienced in the 1930s will be readily recognisable to you too. In this newsletter issue we discuss one way to breach the remaining communicative barriers between students and teachers: *mentors*. That is in fact our mentors' main job and brief: to offer you ways to ask questions you might hesitate to put directly to your teachers, and to inform teachers of various student concerns. Done right, both students and teachers benefit from this arrangement. So how is it done right? Well, it is at least not a matter of plain gnosis. Read on to learn more!





2

Some information about what's ahead for our new programme students entering their first term of studies!

STUDY PERIOD	DATES (AUTUMN 2019)	COURSE
1	Sep 2 – Oct 1	First profile course
2	Oct 2 – Nov 3	
3	Nov 4 – Dec 3	Methods course
4	Dec 4 – Jan 19 (winter break Dec 22 – Jan 6)	



Lucie Larssonova
Programme coordinator

Term One

As a new incoming programme student, you will have already received the Student Handbook which tells you everything you need to know about the first term. This autumn will in no small part be about getting to know your peers, your teachers, and getting the general scope of your master's programme. To help you kick-off your studies on the right foot, we will be arranging a number of information meetings during the first part of the term. These are some important dates for you to note:

- Information about elective courses, internships, and the one-year master: September 30, 13:30-15:00, Palaestra's auditorium, lower
- Information meeting about master thesis: October 28, 13:15-15:00, Lux Aula, lower
- Information about exchange studies, November 7, 12:00, R:236, Gamla Kirurgen

But of course, there is more to it than information and planning for your studies! Graduate School arranges social activities during the autumn term such as the autumn potluck dinner, lunch with the Student Health Services and the Student Chaplains, and a "fika" to celebrate the day of Lucia (a Swedish cultural tradition). You can check out our website for more information on these events.

Web: graduateschool.sam.lu.se/about/events-at-graduate-school

We wish you all the best in your first term at Graduate School!

TERM 3

Options

3

Some information about what's ahead for our programme students entering their third term of studies this autumn!

STUDY PERIOD	DATES (AUTUMN 2019)
1	Sep 2 – Oct 1
2	Oct 2 – Nov 3
3	Nov 4 – Dec 3
4	Dec 4 – Jan 19 (winter break Dec 22 – Jan 6)

What's ahead



Lucie Larssonova
Programme coordinator

Term Three

For our second-year students, the autumn term differs a great deal depending on where you are and what you are doing. Some of you are staying in Lund taking courses while others are travelling near and far to do internships or go on exchange studies. But there is one thing which you all will have in common: you will all be spending a good deal of time preparing your research projects for the start of the thesis course this spring.

By the start of the autumn, you will be given access to Graduate School's Thesis Portal "SIMVo7" on Live@Lund. This is where you will find the bulk of information about the thesis course and is also where you eventually will be uploading your thesis proposals. Here is a quick list of upcoming deadlines for the thesis this autumn:

- Submit the first draft of the thesis proposal for the Midterm seminars on Live@Lund: November 13
- Midterm seminars with your programme director: November 18-22
- Submit the final version of your thesis proposal on Live@Lund: November 25
- Thesis course start: January 20, 2020, which is also when you will be assigned a supervisor

The midterm seminars will be led by your programme director. It is a great opportunity to give and receive feedback on your research ideas and to find a strong connection between your programme and major, as we know this can be a bit tricky. You'll find more information on the thesis proposal on our website:

tinyurl.com/GSthesisproposal2019

We realise that many of you are unable to participate in the midterm seminars this November. In order to accommodate our students away on a study abroad term or internship, Graduate School will also be setting up a distance midterm peer group review for any distance students who would like to receive some feedback on their thesis proposal drafts before final submission. Stay tuned to the Thesis Portal for more information!

MENTORING @ GRADUATE SCHOOL

4

Meet our Student Mentors



Lucie Larssonova
Programme Coordinator

In this segment we take a closer look at what Supplemental Instruction is and how mentoring works at Graduate School, as well as introduce our new SI mentors for the 2019/20 academic year.

We asked our mentors to explain why they decided to apply for the SI mentorship positions and what they are hoping to achieve in their new roles.



From left to right: Vandana Hettiaratchi, Development Studies; Yvonne Jila, Social Studies of Gender; Tatsiana Rahozina, Global Studies; Lisa Stalder, Social Studies of Gender

Meet our Student Mentors

Supplemental Instruction

Supplemental Instruction (SI) is an academic assistance program, developed at University of Missouri-Kansas City, USA. The program is based on collaborative learning between student groups and a student mentor who has previously studied and successfully completed the course at hand. At Lund University, the Supplemental Instruction method is used at the Faculty of Engineering, Faculties of Humanities and Theology, and Faculty of Social Sciences.

Read more about
SI-PASS at
si-pass.lu.se/en/

SI are interactive, peer-assisted and informal study sessions, where new students can discuss readings, compare notes and develop learning tools. The sessions are facilitated by SI mentors, students who have previously done well in the program and who have received training in the SI method. SI is complementary to regular teaching and tutoring.

Mentoring at Graduate School

At Graduate School, SI mentors are second-year master students who have achieved good study results during their first year, in order to share their knowledge and experience with first-year master students. The mentor role extends through the entirety of the fall term (first profile course of each respective program, 15 credits & SIMM51, 15 credits), as well as the first half of the spring term (second profile course of each respective program, 15 credits).

The primary role of an SI mentor at Graduate School is to lead student meetings and facilitate discussions within the group so that participants have a better understanding of their course work. Although SI is primarily focused on academic assistance, Graduate School encourages its group of mentors to also organize a couple of social events for new program students.

So, without further ado, let's meet Graduate School's mentors for the 2019/20 academic year!

Vandana Hettiaratchi, Development Studies

Hi everyone! I am Vandana Hettiaratchi and I am currently going to start my second and final year in the Development Studies programme. Having previously been a Teaching Assistant during my Bachelors in Sri Lanka, I applied as a SI Mentor for this year. I applied for a SI Mentor as I have always enjoyed interactive, collaborative and peer-learning sessions, and enjoyed helping people around me whenever and in whatever way I can. Through this experience, I hope to improve my communication and teaching skills, as I have been thinking of a career in academia, as well as to make a contribution and help someone out and most importantly to gain knowledge, meet new people and have fun!

Yvonne Jila, Social Studies of Gender

How do I get my voice present in my paper? How do I authentically reflect on my experiences in my own paper? These are some of the questions I had when I started my program last year in 2018. Coming from a different academic background where students are required to respond to a specific set of essay questions at the end of each term, the SI sessions became the space where my questions about the paper writing process were answered. Through these sessions, with the help of fellow first year students and our SI mentor, I found my voice and I embraced the writing process.

I am excited to be a mentor for the Social Studies of Gender programme. As a student, I am very passionate about knowledge sharing and having done facilitation work previously in my career, I look forward to creating and facilitating a safe space where students can freely and confidently discuss course literature and concepts outside the classroom environment. Above all, I would be pleased to pass on knowledge and experiences gained from my SI encounter, as well as strategies such as creating mind maps and developing a glossary of terms for each text or theory. My sincere expectation is for the students to be inspired to take charge of their work and use the SI space to learn from each other as well as to navigate challenges such as those that I had.

Given that re-reading text always brings in a different and nuanced understanding of material, I also see this as a great opportunity to revisit previous texts, not only with the objective of aiding discussions with my SI mentees but also to inspire my own academic work and career trajectory. Thus, I look forward to reconnecting with the topics of intersectionality, masculinities, post-colonialism, among others.

Tatsiana Rabozina, Global Studies

Hello and welcome all new students of Graduate School!

My name is Tanya, and I'm the second year student of Global Studies. This year, I am going to be an SI-mentor for first-year students of Global Studies.

Before becoming a student at Lund University, I did a bachelors in IR at Belarusian State University. What led me to become a student at Graduate School was my passion for world politics and eagerness to deepen my knowledge about it. As it turned out, it was more than just a decision, it was one of the greatest decisions I've ever made.

Apart from being a student at Graduate School, I take part in MUN (Model United Nations) conferences. So far I have attended conferences in Minsk, Munich, Vladivostok, Rome, Edinburgh, Nottingham, Budapest, Uppsala and Malmö. This hobby helps me to apply the knowledge I get at university in reality and develop myself through interaction with like-minded people who share my passion.

In the role of an SI-mentor this year, I hope to be, first of all, helpful for you at the start and throughout the first year of your new academic journey. I know how important it is to get this kind of support from my personal experience, so I hope that our sessions will serve you as a platform to deepen your understanding of what you learn in class as well as your understanding of the learning process at Graduate School. At the same time, I hope that these sessions can be a meeting where everybody feels comfortable in order to exchange views and hold discussions freely because this is going to be an equally beneficial learning space for all of you. Last but not least, I hope that these sessions can help us to get to know each other and become good friends. I will also do my best to introduce all of you to other second-year students whose experiences and knowledge can be helpful for you as students of Graduate School.

I am looking forward to meeting all of you in September and hope your time at Graduate School will be as great as you expect it to be!

Lisa Stalder, Social Studies of Gender

Looking back on my first year at Graduate School, I am happy about having come to Lund, about the friendships I've made and about everything I've learned so far during the first half of my programme. On one hand I am very enthusiastic about the course content and literature; on the other hand I have benefited enormously from sharing and discussing with my class mates. We all bring different backgrounds, experiences and cultural baggages to the classroom through which we approach the theories introduced during the courses. For me, collectively and critically engaging with the literature through these different approaches is an important part of the learning process at Graduate School.

As an SI-mentor I hope to pass on my enthusiasm, to share some of my experiences as an international and first-year Master student in Lund and to contribute to creating spaces for discussion and learning among peers that complement the formal classes. Also, meeting with the next generation of Graduate School students is a great opportunity for me to think about already familiar material from new perspectives and to get an insight into course content that did not form part of my own curriculum.

During the upcoming term I will take on the role of the SI-mentor for SIMP₄₅ and SIMM₅₁. Being enrolled in the Social Studies of Gender programme I am less familiar with the course content of SIMP₄₅. Nevertheless, I can support students with more technical aspects, such as how to develop topics for course papers and how to go about writing them etc. The SI-mentorship spaces are also meant to help you make friends and exchange information about anything related to being a new student in Lund.

I wish you a great beginning of the term and I am looking forward to meeting you soon!

Interested in becoming a mentor?

Graduate School announces vacant SI positions in the spring. If you are a first-year student and are interested in working as a mentor for your programme next year, contact your academic advisor for more information!

Developing mentoring

In the coming year we will be developing mentoring further not only at Graduate School, but around the faculty. Graduate School team members Bulēza & Lucie, ably assisted by Hario and Christine who have penned a related article in this issue (next page!), are wrapping up work on a report about what we actually do in the various departments in this respect. That report will then kick off wider discussions about mentoring; what it is and can potentially become.

MENTORING @ GRADUATE SCHOOL

5

SI mentoring

At Graduate School we are always looking to develop and improve, which is exactly what we aim to do when it comes to SI mentoring!

Christine Sandal and Hario Priambodho graduated from the Media and Communication programme in 2018. They are both trained SI leaders there, and as mentoring at MKV has proved successful, we have contracted Christine and Hario to write a report on mentoring at the Faculty of Social Sciences.

In this article they discuss some of the fundamental features of mentoring.



Hario Priambodho

Christine Sandal

Equal opportunity to flourish: SI mentoring for Master's students from the Media and Communication perspective

In a program and also university setting where students come from various different academic backgrounds and nationalities, it is paramount that each incoming first-year master's student should have the opportunity to quickly adjust to their new environment. One way to facilitate this process, which has been proven based on the experience of the Media and Communication (MKV) department, in enhancing both students' academic performance and social wellbeing, is through SI (Supplementary Instructions) mentoring. In MKV, which is grounded in critical approaches on contemporary socio-cultural issues in media, mentoring is an integral and important part of the master program. As alumni of the program and SI leaders for two cohorts, we would like to share our insights on how SI mentoring can be utilized to improve student life. We are hoping to also ensure the continuity and preservation of the key mentoring concepts and philosophies that we have employed.

Getting started

A good mentoring program starts with the selection of new SI leaders. In collaboration with the program director and SI coordinator, previous SI leaders typically come up with a list of potential mentors from the first-year students. The recommended students are chosen based on their regular attendance and participation in SI meetings, willingness to help others, social skills, academic performance, while also taking into consideration their backgrounds and gender. Following this, a handover takes place where the outgoing SI leaders provide the new leaders with insights to set their expectations and get them used to the routines. Just before the start of the new term, the incoming SI leaders participate in an SI training program where they are familiarized with the SI concept to uphold the standards of SI. During the MKV department's welcome event at the end of August, first-year students are introduced to their SI leaders. After the formal introduction, the SI leaders organize a social picnic, where new students are free to socialize, converse, and ask the SI leaders about their experience of the program. All this to lessen anxiety and give them a smooth start.

The mentoring cycle

Moving into the academic year, the SI leaders (3-4 mentors at MKV) come up with dates for meetings, which are then integrated into the course schedule. Preferably the meetings are held weekly, in order to establish the continuity crucial for good attendance. Moreover, group sizes of 6-15 students per SI leader ensures the possibility of lively discussions and provides a small enough setting to feel safe. The fika provided during the meetings also contributes to this relaxed and informal atmosphere. In general, the meetings begin with SI leaders asking the students about initial concerns and questions regarding the previous class content, future assignments, but also how they are getting along. Afterwards, SI leaders facilitate a lively discussion centered on course content and literature. While not answering direct questions (as SI leaders are not teachers), they lead the direction of the discussion and give additional insights based on previous experience. At the conclusion of a meeting, talking points are summarized and ideas for the next meeting are pitched. Ideally the SI leaders meet for a short evaluation while cleaning up. In addition to the SI core as described above, MKV mentoring also entails social events occasionally organized by the SI leaders, such as board game afternoons or end of term potluck events. Academically, the SI leaders are also involved in the organizing of the yearly MKV postgraduate symposium and the “excellent thesis” book launch.



Values and trust

So what values do SI mentoring bring at the master's level? For first year students the meetings are safe environments where no question is too stupid. It is a forum to find help with difficult course matters but also an opportunity to dive deeper into talking points. Meetings moreover lessen anxieties on course assignments in terms of structure and expectations. On the flip side, SI leaders have the opportunity to gain valuable pedagogical, leadership, and social experience,

which will be beneficial in their future careers. SI mentoring can also provide a number of benefits for lecturers. Firstly, it can contribute to a positive learning environment. Secondly, SI mentoring can also preemptively identify potential problems; from the simplest (e.g. formatting, citations) to bigger issues (e.g. course structure, grades), which lessens the strain lecturers may get from students. With that said, being an SI leader is a balancing act between being students but also living up to the expectations entrusted by the department. On one hand, trust needs to be established with the first-year students in order for them to perceive SI as a safe environment for them to open up. On the other hand, trust also needs to be built with the SI coordinator and lecturers so they know the SI leaders will reliably perform their responsibilities independently.

Looking forward, we hope that SI mentoring will continue to give students with different backgrounds an equal opportunity to get through their studies and adapt to student life in Lund. With the help of SI complemented by other social and academic activities, a sense of belonging within each department's program can be achieved.

Hario & Christine

INTERNSHIP STORIES



6

Internship Stories



Andrea Tock
Social Studies of Gender, 2017 cohort

Andrea Tock is a Graduate School alumna who completed her master's degree in Social Studies of Gender, with a major in Gender Studies, spring 2019. During her third term of studies at Graduate School, Andrea had the opportunity to intern for IM.

“Interning in development gave me a glimpse into that world and allowed me to think about development as a political project, one that covers a multitude of theoretical and political stances and a wide diversity of practices that in no way can be homogenised.

IM Swedish Development Partner

In the early 21st century it seems as an obvious choice for students in universities – especially in the Global North – to do an internship before finishing studies since this will lead them to increase their networks, make contacts and gain important references for future employment. To be honest, I was wary of doing an internship; I had worked before so I did not feel that I needed to do an internship to gain work experience, especially an unpaid one. However, I changed my mind later when I saw the advertisement from IM Swedish Development Partner since I knew, from an acquaintance who worked there, that they supported sexual and reproductive rights, LGBTQ+ issues and feminist collectives. That IM's Head Office is in Lund was extremely convenient and was an opportunity to learn about Swedish work-culture.

IM Swedish Development Partner was founded in 1938 and is currently working in thirteen countries worldwide – Guatemala, El Salvador, Zimbabwe, Malawi, Moldova, Romania, Sweden, Zambia, Palestine, Lebanon, Jordan, India and Nepal. In ten years, IM has made a tough and conscious journey from an organisation which implements its own activities, runs rehabilitation centres and supports partner organisations in service delivery, to a frame organisation which only supports civil society organisations who apply a rights based approach.

During my first week, I had a critical gaze; I think I was expecting to confirm my opinion on development agencies as new forms of colonialism. However, as weeks passed, my opinion about development became nuanced and I got a glimpse of ways that democratic practices and ownership can be achieved – though not fully. Interning in development gave me a glimpse into that world and allowed me to think about development as a political project, one that covers a multitude of theoretical and political stances and a wide diversity of practices that in no way can be homogenised.

In my starting week, I was immediately involved in the most important work for the International Department, which was the writing of an application for funds to SIDA. I was given access to the main document and was able to edit it; I was surprised by being included in important meetings where I learned how people approach big scale projects and how they managed time efficiently to get things done in time. Teamwork and trust in one another were crucial to perform well.

The warnings about the irreversibility of global warming, the rising of extreme right-wing organizations, the accumulation of wealth in never-seen-before rates and the shrinking space for civil society were discussed during the meetings as well as during Fika – a favourite of Swedish work culture. In a more personal matter, I learned about the ways in which the work environment is different from my home country while also getting to practice my Swedish language skills. I got to explore and think about the relation between development, academia and activism and whether there should be a symbiotic relation or not.



A photo of the whole office with the Dalai Lama for IM's 80th anniversary

Interested in pursuing an internship?

Information about the third term and Graduate School's internship course can be found here:

tinyurl.com/LUGSinternships



7

Where Are They Now?

Graduate School alumnus Agga Soediono shares his working experiences after Graduate School.

Alumni Perspective



Agga Soediono
Global Studies, 2011 cohort

“Although the master program was multidisciplinary, it allowed me to build a strong foundation in research methodologies and theoretical framework while developing understanding in current political, economic and social trends.

Alumni Perspective

I graduated from Lund University in 2013 and completed the Master Program in Global Studies with a major in Media and Communication Studies. Coming from a different education system in the United States, I first found that studying in a completely different academic environment and system has its own learning curve. Particularly, the liberal arts approach that the Swedish academic system emphasizes in ensures every student has a fair share to a quality learning environment. Although the master program was multidisciplinary, it allowed me to build a strong foundation in research methodologies and theoretical framework while developing understanding in current political, economic and social trends. During the elective term, I had the opportunity to work as an intern at the Public Affairs Section of the U.S. Embassy in Copenhagen, Denmark. During my internship, in addition to my day-to-day responsibilities in public- and press- relations, I was particularly assigned to work on an outreach program, which was a partnership project between the governments of Denmark and the United States to work on social inclusion and integration for immigrants in both countries. This project provided me with the opportunity to put theory into practice and, as a result, I decided to write my thesis on this topic.

After completing the master program, I worked as a strategic communications consultant at T-Media Communications, a start-up media and advertising company in Los Angeles, where I provided my skills and expertise in digital and traditional advertising for a couple of years. However, I knew very well that I wanted to make a difference in the world and my internship experience in diplomacy where I applied my academic skills and made meaningful impacts sparked my interest to make this a career. Based on my passion in also serving the public, I decided to apply and was hired by the U.S. Department of State in 2016. As a Consular Officer and part of the U.S. Foreign Service, our work includes providing consular services and protection to U.S. citizens overseas and facilitating legitimate travel of foreign nationals to the United States by applying our immigration law and preventing fraud to help combat transnational criminal activities. Additionally, we also implement projects in collaboration with the civil society to strengthen our bilateral, multilateral and overall international relations. Albeit this experience might sound very customer service oriented, our work is actually very impactful to the global politics, as well as economic and social aspects.

Being on the so called “frontline of diplomacy”, over the past three years I have served at the U.S. Consulate General in Chennai, India (2016-2018) and currently at the U.S. Embassy in New Delhi. These assignments come at a critical time since as an emerging economy India plays an important geopolitical power and is one of the closest U.S. partners in the region. As a Consular Officer, I utilized my crisis management skills and provided consular protection to our fellow citizens who were affected by the massive and disastrous floods in South India. During my stint in Chennai, I facilitated exchanges of ideas, skills, and people-to-people contacts through visa adjudications and outreach programs. Moreover, our overall inter-agency work in the capital of India has also contributed more to the global economy where we facilitated exchanges of new entrepreneurial ideas, innovations and technologies. As a result, each of my daily interactions has added more knowledge about the dynamic political climate and social conditions on the ground, which consequently enables us to devise better foreign policy. In utilizing my management skills, I also led and coordinated the U.S. Mission to India’s Women’s Empowerment and Gender portfolio. With the focus on civic participation, security, and economic capacity building, my leadership culminated in the implementation of The Global Entrepreneurship Summit: Women First, Prosperity for All in 2017 where we showcased and shared best practices based on equal political and economic participation.

Although our work regularly requires us to move to a different environment and country every couple of years, the work in diplomacy itself has enabled me to hone more refined management skills and has heightened my cultural awareness and sensitivity where I work with people from a different culture and often times in a challenging environment. After all, this is exactly the type of skills that I developed during my academic years at Lund University where I collaborated with other students from different backgrounds, cultures and perspectives and worked in the most constructive way towards a common goal. Thanks so much Graduate School and all the best!

**Interested in reading about
other Graduate School
alumni?**

Find more alumni stories here:

tinyurl.com/LUSalumni



8

Working in Sweden

Culture shock is not just limited to international students – take it from two of Graduate School's Program Coordinators! Frank Schreier and Bulëza Emerllahu both studied international Master's programs at Lund University and decided to pursue careers within the university after their studies.



Frank Schreier
Graduate School



Bulëza Emerllahu
Graduate School

Working in Sweden

Since I moved to Sweden from the United States, I've faced my share of culture shock moments. I'll admit that the differences between the two countries aren't the most dramatic (by comparison with other places throughout the world), but there are little things that you have to get used to when moving to any new culture. However, throughout my whole experience, I have to admit that my biggest culture shock came not from moving, studying, or living here, but actually from working here.

I'll give you a little background about me first. I spent nearly five years working full time, corporate jobs in the United States before coming here to pursue my master's. And I can say firsthand that Corporate America definitely lives up to some of its stereotypes. Since that was my first work experience (and almost half a decade's worth), a lot of those values and habits were ingrained in me; they were all I knew. Like most of us, I had heard the rumors of Scandinavia's fabulous work culture. And while buried in my mountain of a workload in the U.S., I can admit to longing for something more like what exists here. I just had no clue how hard it would be for me to adapt to it!

As early as the job interview, I recognized a stereotype: my soon-to-be boss asked me what I did in my free time. I hadn't really prepared for the question, since I didn't believe that it was true that Swedish employers care about that kind of thing (despite having been told this!); I was definitely caught off guard a bit. Fast forward to my first few weeks, and I still couldn't believe that fika is such a real thing, and yes, it is actually built into the workday. Optional to attend, but happening consistently nonetheless.

On a more serious note, it's also true that the hierarchies feel a lot flatter. I see my supervisors regularly, and never think twice about contacting them with any issues or questions. More than that, with so many of my colleagues in permanent positions, there is a lot less competition among us. That takes off the pressure of having colleagues trying to out-perform you, and really keeps the team dynamic and friendly.

So, with all of these great benefits, why was it taking me so long to adapt? I found myself working in one of the world's best work environments, and yet I somehow couldn't break free of my past. I found myself at the beginning worrying and over-analyzing every email I sent to my boss, dressed up to work every day, and didn't allow myself to go to fika for fear that I wouldn't appear

serious enough as a new employee to my colleagues or leadership. What was going on with me?

It finally set in that, despite having lived in this country for two years, I was still experiencing culture shock. Work culture shock, which was something I had never even considered before. Admitting it was the first step, and after I started pushing myself to attend more fikas, feeling less scared that if I made a mistake that I would be fired, I started feeling the positive effects of working in this new environment more deeply. And trust me – I really, really like it here.

Frank Schreier, Graduate School

In February of this year I became a programme coordinator at Graduate School. Walking to work on my first day held mixed feelings for me. I couldn't but think about how this felt like being a student again. Leaving Eden on my left side, a place where I had spent many hours with my classmates, be it studying until late at night or drinking coffee and talking about how we missed home, I headed to Gamla Kirurgen.

It's been five months into the job as a program coordinator now and I can definitely say that my learning curve has been steep. As students, we don't see this enormous apparatus that keeps this place running. We turn to different people when we need something of course, but we don't really see the other side for what it is. It has been eye-opening to see how much work it is to not only keep a programme running but also make it better every year. Develop courses and student services, think forward and be creative. These are challenges that are not always a piece of cake in large organizations.

Having had organization theory and system theory in my studies, I tend to analyse my new environment with these eyes. But while I had an image of big organizations previously, I now get to experience one from the inside being an active member in it. And it has opened my eyes to the importance of individuals. One idea, one person, one team: it doesn't take more than that for improvement and change to happen.

That is what I like most about the job. The moments when we question why we do what we do, the moments when I read through thoughtful evaluations from students, the moments when something is taken care of in the best possible way, leaving us happy about the work we do.

I am grateful to work in an international team of talented colleagues with different strengths, interests and backgrounds. While we certainly have stressful periods, there is always time for jokes, a cosy fika and a good story.

I hope that you enjoy your studies at Graduate School and always have the feeling that you and your ideas matter as a student.

Wishing you an inspiring and great time at Lund University!

Bulëza Emerllahu, Graduate School



9

International Opportunities



Katarina Follin,
International Coordinator

Are you interested in the possibility of studying abroad for a term during your third term, or are you perhaps just curious about the international opportunities available to you? If so, then you may be pleased to know that the International Office at the Faculty of Social Sciences offers resources to help and guide you further!

International Opportunities

Lund University is a research-intensive and multidisciplinary university with extensive cooperation worldwide. The vision of the University is to be a world-class university that understands, explains and improves our world and the human condition. International cooperation is a prerequisite and internationalisation is therefore one of the university's four strategies to develop education, research, innovation and collaboration with the community.

Well-integrated and meaningful periods abroad increase the quality of our research and education, and it prepares students for an increasingly globalised labor market. International mobility is also a requirement for the global classroom.

Why go on exchange studies?

In case the thought of packing your bags, travelling to a new country, and studying abroad isn't enticing enough, we have jotted down some of our top reasons for why we think an exchange term is worth considering:

Your CV will stand out! Any level of international experience looks great on a CV and, who knows, the experience could one day prove to be the 'little extra' that sets you apart during a recruitment process.

To build or improve your language skills. There's no time like the present to touch up on those foreign language skills or, better yet, why not learn another language altogether?

An opportunity to form an international network. Chances are, in an increasingly globalised world, having several international contacts will at some point come in handy!

It's a great way to learn about new cultures and traditions: Not only will you gain from learning about new cultures and traditions, you will also be able to return the favour, by introducing a different set of views and values to your host country.

Make lasting (lifelong?) friendships! Being immersed in a strange and unknown environment becomes a little less strange and unknown if you make a friend or two that can help you along the way; these friendships are undoubtedly ones you will cherish for years to come.

Experiencing a new academic system, adapting to an unfamiliar educational system and teaching style, may not sound like the easiest of feats, but new contexts of teaching lead to new levels of learning.

Broadening your horizons: When you're immersed in a different cultural context, you discover other perspectives from which to see and make sense of the world around you, be it abroad or at home.

A means to gain independence: Maybe you've already experienced living on your own, maybe you haven't – regardless, moving to and living in a foreign place allows you to realise a newfound sense of independence.

Establishing a unique academic profile: Studying abroad is an opportunity to truly personalise your academic profile, to take courses which may not be available to you in Lund or even in Sweden.

Practical information, dates & deadlines

As a student at the Faculty of Social Sciences, you have excellent opportunities to spend a period abroad with one of our top-ranked partner universities world-wide. Some of the opportunities and programmes also have funding that you can apply for.

The Faculty of Social Sciences also has agreements with Fudan University in China and Taras Shevchenko National University of Kyiv in Ukraine that allow eligible students to apply for a period of study at one of these universities and obtain a Master's degree in addition to the two-year Master's degree from Lund.

More information is available on Graduate School's website:
tinyurl.com/y6zluedv

General application period

1 November – 20 November

Information meeting

7 November

Second application period

1 February – 20 February

The International Office at the Faculty of Social Sciences offers support and guidance surrounding the various international opportunities that are available to students at the Faculty.

Send an email to outgoing@sam.lu.se or stop by during our visiting hours to find out more!

Visiting hours

Tuesdays: 10-12.00

Wednesdays: 13-15.00

The International Office coordinates more than 200 incoming and 200 outgoing exchange students per year, through roughly 150 agreements with higher education institutions abroad. There are currently three full-time employees responsible for coordinating exchange studies, overseeing international partnerships/agreements and working with other questions related to internationalisation of higher education: Katarina Follin, Andjela Milovanovic and Lina Jönsson.

Outgoing exchange students:
tinyurl.com/LUFACexchange

Contact International Office:
tinyurl.com/internationaloffices



10

You may have heard the terms LERU or U21, but wonder what they are and do exactly.

The following article summarises the two organisations and provides links where you can find further information about them.

International
networks:
LERU & U21



Annika Hughes,
Graduate School

LERU and U21

LERU

The League of European Research Universities (LERU) is an association of some of the most renowned research universities in Europe. Founded in 2002, as a partnership of 12 leading research universities, the League expanded its membership to 23 universities in 2017. Member universities are based in 12 European countries – Lund University is the only Swedish member. Membership, which is by invitation, is periodically evaluated against a broad set of qualitative and quantitative criteria, such as research volume, impact and funding, strengths in PhD training, size and disciplinary breadth, and peer-recognised academic excellence.

On its webpage, LERU states that it “aims to advance the understanding and knowledge of decision makers, policy makers and opinion leaders about the role and activities of research-intensive universities. Drawing on the impressive academic potential and expertise of its network, LERU has a strong and significant impact on research, innovation and higher education policy in Europe.”

LERU has the statutory aims to advocate the values below, to influence policy in Europe and to develop best practice through mutual exchange of experience:

- The creation of new knowledge through basic research, which is the ultimate source of innovation in society;
- The promotion of research across a broad front, which creates a unique capacity to re-configure activities in response to new opportunities and problems.
- Education through an awareness of the frontiers of human understanding;

LERU is lobbying towards the EU-institutions with the aim of advocating the interests of fundamental science research in Europe and with the aim of setting and influencing the European research agenda. LERU aims to make the European universities opinions more clearly heard. The European Commission (EC) actively seeks input from the academic community on many different issues – current developments in research, innovation, research funding and education.

LERU’s policy development activities are undertaken at the request of the Rectors’ Assembly. Policy Groups, Thematic Groups and Network Groups, consisting of LERU Vice-Rectors or other senior members of staff, are established as needed to help elaborate LERU policy positions and are key to producing papers, notes, statements or round tables.

The various activities of these groups are coordinated by the LERU Office. Additional activities such as the Doctoral Summer School are organised in collaboration with an organising member university.

Over the recent period LERU has been intensively involved in the governance and working structure of Horizon 2020 (H2020). LERU uses the expertise of its members in meetings with EC officials.

U2I

Universitas 21 (U2I) is the leading global network of research-intensive universities, working together to foster global citizenship and institutional innovation through research-inspired teaching and learning, student mobility, connecting students and staff, and wider advocacy for internationalisation. Collectively, its 25 members enrol over 1.3 million students and employ over 220,000 staff and faculty. Their collective budgets amount to over US\$25bn and they have an annual research grant income of over US\$6.5bn. Lund University is the only Swedish member.

All U2I member institutions are research-led, comprehensive universities providing a strong quality assurance framework to the network's activities.

U2I universities often open their programmes up to visiting students from other U2I members in the form of international scholarships and summer schools. For more information, please see the appended links or contact the International Office for more details.

At the U2I annual meeting, Presidents of the member universities review activities and achievements from the past year, set the strategic direction for the network over the forthcoming year and discuss issues of importance to their universities and to higher education more generally. This meeting extends over two days and the agenda is set in consultation with members and with academic input from experts.

Composed of a smaller number of Presidents from around the network, the Executive Committee meets virtually between annual meetings and has oversight for the network, its activities and its interactions with members as well as external bodies.

Each member university appoints a senior person to be its U2I Manager to be the liaison point between the university and the network and to promote and foster network engagement at institutional level. The U2I Managers meet up to

five times a year, either face-to-face or virtually, both to exchange ideas and best practice, and also to provide guidance to the Executive Committee and the Presidents and thereby having operational oversight for network activity. The U2I Secretariat exists to support the management of the network and its activities. With expert support in the areas of Student Experience, Educational Innovation, Researcher Engagement and Leadership & Management, the Secretariat is a point of reference for members in all aspects of the network's activities and supports collective activity and innovation.

On 22nd March 2018, U2I released its position paper on the European Union's Ninth Framework Programme for Research and Innovation (FP9). The paper reflects the experiences of the network's EU and non-EU members with past and current EU Research and Innovation programmes. The main finding is a significant reduction in involvement and funding of non-EU members of U2I in the current Framework Programme, Horizon 2020, compared to its predecessor. The network's key recommendation for the design of FP9 is to see strengthening global collaboration in research and innovation as a key target for the programme, with enhanced supports, removal of barriers and mobilised international commitment for the programme.

Remember: The *Student News* newsletter is also available online here: www.graduateschool.sam.lu.se/about/the-graduate-school-newsletter
(Very handy as that version has clickable links!)

Relevant links

About LERU: leru.blogg.lu.se & www.leru.org/about-leru

LERU members: www.leru.org/members | LERU groups: www.leru.org/leru-groups.

More about LERU and Horizon 2020:
www.leru.org/publications/beyond-the-horizon-lerus-views-on-the-9th-framework-program-me-for-research-and-innovation

About U2I: www.universitas21.com

U2I members: www.universitas21.com/member/

U2I exchanges: <https://universitas21.com/global-opportunities>



11

What's happening at Graduate School

Past Events

Practitioner Seminar Series

For its Practitioner Seminars, Graduate School regularly invites experts from different fields to share their experiences from a specific organisation or discipline. This spring the focus of the event was on the Öresundsregion and the possibilities it holds for students looking to kick-start their career. The students learned about the characteristics of Scandinavian workplace cultures and the benefits of multicultural teamwork. The event ended with some hands-on job hunting advice and an open dialogue on recruitment in Sweden.

English Language Seminars

In spring of 2019, Graduate School and the Department of English continued their successful collaboration in co-arranging language seminars for thesis writing students. In these seminars, students received hands-on feedback on their thesis drafts and had the opportunity to discuss academic writing in English with peers and experts from the department.

Thesis Introduction Day

At the very end of the spring term, Graduate School held its annual Thesis Introduction Day, a joint event for students who are part of the younger cohorts of all four master programmes and their programme directors. During the day we listened to inspirational talks by Diana Mulinari from Gender Studies on the role of social science and social scientists in relation to social change, and by Niklas Altermark from Political Science on writing: power, language and the research process. At the end of the day, the students were divided into their programme groups to start working on thesis research designs.

Graduation Ceremony 2019

The Faculty of Social Sciences held its graduation ceremony for 19 programs on June 11th of this year in the main University building. The day was celebrated with fanfare together with students, family and friends from around the world. We were honoured to have Tomas Ramberg, Honorary Doctor at the Faculty of Social Sciences, as the keynote speaker. Student speaker was Frank Schreier from Media and Communications.



Graduating Development Studies students



Graduating Global Studies students



Graduating Middle Eastern Studies students



Graduating Social Studies of Gender students

Coming Events

Autumn Potluck Dinner

September 16, 16.00-17.30, Student Lounge

Every year we invite both our 1st year and 2nd year students who are in town to join out potluck dinner together here at Graduate School. Everyone is welcome to bring a dish to share with others, many people opt to bring a dish representative of their home country, but any dish is welcome. This is normally a festive occasion, and a great way to get to know your fellow classmates in a relaxed setting.

Information Meeting: 3rd term Studies and 1-year Master "Emergency Option"

September 30, 13.30, Palaestra Auditorium

Information Meeting: Thesis Planning

October 28, 13:15, Lux Aula

Information Meeting: Exchange Studies (in English)

November 7, 12:00, R:236

Application period for exchange studies Autumn 2019: November 1 – 20.

Soup Lunch

November 6, 12.00-13:00, Student Lounge

At this annual event we invite all our students to come eat some vegetarian soup with us in the student lounge. We invite representatives from some of the student support services to share with students what kind of services they offer. This includes staff from the academic support centre, student chaplaincy, as well as student counsellors.

Lucia Fika

December 13, 15:00, Student Lounge

Come celebrate Lucia with other Graduate School students in the Student Lounge! This includes Lucia snacks like glögg (non-alcoholic mulled wine), lussekatter (saffron buns), and other seasonal treats.

Good to Know

Newsflash: A Smarter Way to Reach You?

You may have noticed an email from us in your inbox with all sorts of news items. We primarily list events at the Faculty of Social Sciences, (and primarily in English). If you are not receiving this email and think you should, then please email us at master@sam.lu.se. And most importantly, if you have news that you would like to include, please let us know!

Student Representatives

Do you have an idea about how to make your programme better? Get in touch with the student representative for your programme to ensure that your feedback gets heard! You can reach all student representatives at boardrep.graduate@samvetet.lu.se

Staff News

Graduate School's team of directors remains the same this autumn. On the administrative side of things, Milan Burke will be taking a leave of absence for one year as of October 2019. Johanna Hansen will be returning from her parental leave and will be working part-time as of November 2019. Welcome back, Johanna! Two students will be working at Graduate School's student reception desk this autumn, which will be open on Mondays, Wednesdays and Fridays from 10-13.00 each week.

Switching from Live@Lund to Canvas



Advance warning

The university is in the process of switching from Live@Lund to Canvas. For Graduate School courses, this will be implemented in the summer of 2020, meaning that you will be using Canvas from that point on. We will obviously furnish more information about this transition as it draws near.

Sabar Valizadeh is in charge of the migration project at the Faculty. We asked Sabar to say a little something about what's ahead.

At the Faculty of Social Sciences we are very excited over the implementation of Canvas. For the last couple of years, several of the teaching staff have contacted both Live@Lund and LUVIT with concerns regarding the limitations of these two platforms. By implementing Canvas across the Faculty and most of the University we can not only ensure that our students receive a unified experience regardless of where they are studying a specific term, but also allow teachers to more or less design and carry out their courses as they would like to without experiencing much technical restraints.

The Canvas platform will be implemented at all departments of the Faculty in the next coming two years. Currently, I am visiting all departments to speak to the management team as well as the administrative staff to set up a plan for how to best carry out this task. So far, most departments are opting for trying out a few courses in autumn 2019 and carrying over the rest of the courses in autumn 2020. For departments who share programmes we are doing our best to coordinate the migration to ease the student experience.

Sabar Valizadeh, Project Manager

Graduate School Board

The Graduate School Board meets 2-3 times per term in order to make decisions about our course syllabi, course literature, and overall general policies. Board meetings provide an important opportunity for Graduate School to connect with the heads of other Faculty institutions for the purpose of exchanging information.

Here are the current the members of the Graduate School Board:

Mikael Sundström, *Director of Studies for Graduate School*

Jakob Gustavsson, *Director of Studies for Political Science*

Marta Kolankiewicz, *Programme Director for Social Studies of Gender*

Leili Laanemets, *Director of Studies for Social Work*

Rola El-Husseini, *Programme Director for Middle Eastern Studies*

Henrik Gutzon Larsen, *Director of Studies for KEG*

Jan-Olof Nilsson, *Director of Studies for Education, Social Anthropology and Sociology*

Annika Bergman Rosamond, *Programme Director for Global Studies*

Rebecca Selberg, *Director of Studies for Gender Studies*

Anna Sonander, *Director of Studies for Sociology of Law*

Karin Steen, *Programme Director for Development Studies*

Chris Swader, *Methods Director for Graduate School*

Student representative, *Middle Eastern Studies*

Student representative, *Social Studies of Gender*

Student representative, *Global Studies*

Student representative, *Development Studies*

Important Autumn Term Dates

August 20: Arrival Day

August 30: Programme Introduction Day

September 2: Course start period 1

September 3: Document drop-off for conditionally admitted students

September 16: Autumn Potluck & third term information

September 30: Third term information meeting

November 4: Methods course introduction day

November 6: Soup lunch

November 7: Information meeting, exchange studies

December 13: Lucia fika

Dec 22 – Jan 6: Winter break

January 19: Autumn term ends

January 20: Spring term begins