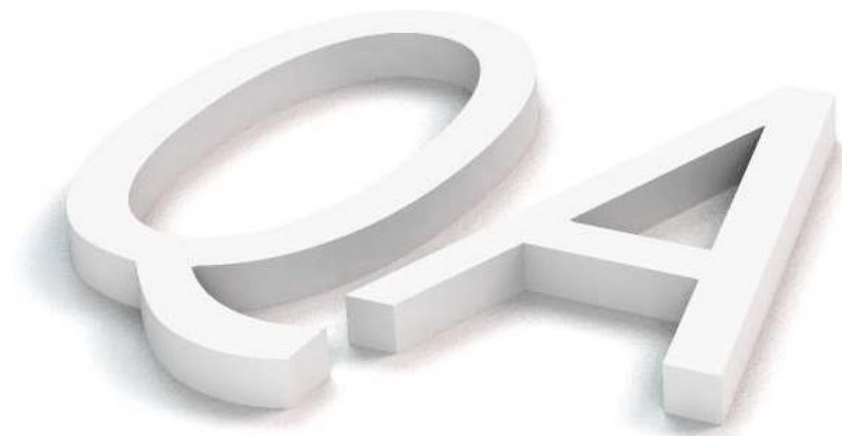


GRADUATE SCHOOL NEWSLETTER



ISSUE FOCUS
QUALITY ASSURANCE

ISSUE #11, Autumn 2018

The newsletter is also available online: tinyurl.com/GSstudentnews



Credit: CCo Public Domain

1

Letter from the Director of Studies



Mikael Sundström
Director of Studies

Striving for Quality

The late Steve Jobs had one overriding obsession: quality. He could drive people to the brink of madness (and potentially beyond) in his continuous quest for improved quality. Some of this probably came from his father Paul Jobs. When they were out working on a fence, Paul told the young Steve: “You’ve got to make the back of the fence, that nobody will see, just as good looking as the front of the fence. Even though nobody will see it, you will know, and that will show that you’re dedicated to making something perfect.” This lesson stuck and when designing the pioneering Macintosh years later, Jobs demanded that every detail, down to the circuit boards that no sane user would ever see, be made “beautiful”.

In a university, information is both lifeblood and end product. Our researchers find, weigh, systematise and refine it; our lecturers make it approachable and teach it; our admins make sure that teachers and students have the right information at the right time; our students – you – encounter it, process it, learn how to assess and make use of it.

It is a mind-bogglingly complex machinery, and we always need to keep on our toes to make sure that it is running smoothly. *Quality Assurance* has an almost depressingly dry and bureaucratic ring to it, but to think through processes and systems to help us manage this avalanche of live information is in fact a core aspect of what we do every day.

In this issue you will read about Quality Assurance at the University from a variety of perspectives. Let me just add that for us at Graduate School, this is not a sideshow; something we are told to do and then grudgingly do. It is a core of our mission. If we do things right, then our wonderful teachers and students will make the organisation sing. And if we don’t...

People like Steve Jobs are few and far between, but he can still provide inspiration for mere mortals. In our constant work to reduce or eliminate information ambiguities, we sometimes revisit obscure nooks and crevices to make sure that they too are up to scratch. Even though few people will see them, *we* will know, and this will remind us that we are dedicated to making it perfect. We will certainly not always succeed (if you ever think that, the cause is already lost), but we will damn well strive for it. Consider that a promise.

Mikael Sundström

Director of Studies, Graduate School



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 27, 14:30-16:00, Eden Auditorium
- Information meeting about master thesis: October 11, 15:30-16:30, Lux Aula, upper
- Information about exchange studies, November 8, 15:00, Eden Auditorium

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 eccentricity). 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!

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

What's ahead



Katie Ahlstedt
Programme coordinator

STUDY PERIOD	DATES (AUTUMN 2018)	COURSE
1	Sep 3 – Oct 2	First profile course
2	Oct 3 – Nov 4	
3	Nov 5 – Dec 4	Methods course
4	Dec 5 – Jan 20 (winter break Dec 22 – Jan 6)	

TERM 3

Options

3

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

What's ahead



Katie Ahlstedt
Programme coordinator

STUDY PERIOD	DATES (AUTUMN 2018)
1	Sep 3 – Oct 2
2	Oct 3 – Nov 4
3	Nov 5 – Dec 4
4	Dec 5 – Jan 20 (winter break Dec 22 – Jan 6)

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 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 20-24
- Submit the final version of your thesis proposal on Live@Lund: November 26
- Thesis course start January 21, 2019, 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/GStthesisproposal2019

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 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!



Credit: CCo Public Domain

Issue focus: Quality Assurance

4

A Sustainable University



Katie Ahlstedt
Programme Coordinator

When choosing a course, programme, or university, how do you know that the education you will receive is of quality? What guarantees are provided that your education is founded on research, that the courses you're taking will pedagogically prepare for any further studies in the subject, that your teacher is qualified to teach you, and ultimately, that your education is relevant to the job market? Quality assurance is both the policy and the process at Swedish Higher Education Institutes that is supposed to provide this guarantee.

Quality Assurance

The Lowdown

Quality assurance for higher education in Sweden is regulated by the Swedish Higher Education Authority (Swedish: *Universitetskanslersämbetet*, abbreviation: UKÄ) which is controlled by the government. The UKÄ assesses the quality of education and research at Higher Education Institutes (HEIs) by taking the following four components into account: institutional reviews of the HEI's quality assurance processes, programme evaluations, thematic evaluations, and the appraisal of applications for degree-awarding powers. In January 2017 all Swedish Higher Education Institutes were made responsible for establishing their own systems of quality assurance for education, which is a way that helps to split the responsibility of continuously working quality assurance between the UKÄ and HEIs themselves. Under the new plan, the UKÄ will begin auditing each HEI's quality assurance system on a rolling 6-year basis starting in 2019. Lund University is due to be audited in 2020, which means that each faculty at LU is currently working hard on producing its own system for quality assurance.

At LU Central

Before you can establish a system, you need to be sure to have some solid founding principles that will guide its developmental trajectory. On March 15, 2018, Lund University Central issued its *Policy for Quality Assurance and Quality Development of Education* which was supposed to do just that. Considering the sprawling scope of the university and the number of differences that can be found in the routines and structures of each faculty and department, it is unlikely that one single system of quality assurance would work for everyone. As long as the goals for quality assurance are the same across the board for the entire university, the systems themselves can be allowed to vary. Not only does this give each faculty the freedom to produce their own systems of quality assurance tailor-made to their own routines, it also helps to ensure the effectiveness and sustainability of these systems. After all, no one wants to do all that work in building a system only to see it collapse in 5 years time.

Criteria for Quality Assurance at Lund University

1. Actual study results correspond to learning outcomes and degree objectives;
2. Student-centred learning is in focus;
3. Educational programmes have a scientific basis and/or artistic basis as well as a basis of proven experience;
4. Teaching staff, including supervisors, have appropriate subject-matter, university educations, subject didactics and other relevant skills, and the teaching capacity is sufficient;
5. The educational programs are relevant to the students and the doctoral students, and meets the needs of society;
6. Students and doctoral students have influence in planning, implementation and follow-up of the educational programs;
7. A suitable and accessible study and learning environment with well-functioning support activities exists;
8. A continuous monitoring and development of the educational programs takes place;
9. Internationalisation and international perspectives are promoted in the educational programs;
10. Gender equality and equal treatment perspectives are integrated into the educational programs;
11. Subject-relevant perspectives in sustainable development are promoted in the educational programs.

Read more about what the UKÄ does here: tinyurl.com/HigherEdAuthority

LU's policy on Quality Assurance (*in Swedish*): tinyurl.com/LUpolicy

Lund University's Policy on Quality Assurance also establishes some common processes by which any system of quality assurance should operate. These processes should occur at the faculty levels and should contribute to the system of quality assurance while simultaneously supporting the development of the education. This is when they should occur:

- at the establishment and dismantlement of an education or programme;
- during evaluation of ongoing educations;
- in quality dialogues that review the results of the quality work, including course evaluations.

At the Faculty of Social Sciences

Lena Örnberg, the former Director of Studies at Graduate School, is the project leader for this work at the Faculty of Social Sciences and together with her project group (comprised of Mårten Frostgård, Malin Schatz, and Helen Wiman) is responsible for producing a system of quality assurance for all education offered at our faculty. A big part of this work entails developing methods for recurring evaluation of all levels of education in order to create a transparent process. This means that the group has to do a lot of digging to find out what all the departments at the faculty are already doing to evaluate and promote the quality of their educations. We also need to have a good idea about what our neighbours at other faculties, and even other universities, are doing, so that we know that our methods are well anchored in a variety of perspectives. These different routines and methods then need to be catalogued and sorted in order to find that which may be applicable to the entire faculty.

What's the next step? Choosing a method for evaluation, and then testing it in a pilot study, of course! The project group has a tight schedule this fall in order to have a fully working system in place by January 2019. We look forward to seeing what they come up with!



Credit: CCo Public Domain

Issue focus: Quality Assurance

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Where do students fit into quality assurance? And why should they care about it? We asked the Social Sciences Student Union to break it down for us.



Quality Assurance: Student Perspective



Kajsa Ekelund
President of the Social
Sciences Student Union



Albin Lagerlöf
Student Representative,
Board of the Social
Sciences Student Union

Quality Assurance: Student Perspective

Why is Quality Assurance in Education Important?

To assure high quality education is in everyone's interest – not the least the students'! One of the reasons why students choose Lund University is because they want their education to be one of the best. Students invest so much in their education, both commitment, time and money, because they want as much as possible out of their education. Lund University strives to be a university of world-class, and essential to that goal is to make sure the students receive an education they value. The students' hopes and expectations of their education, and Lund University's aim to be a world-class university, goes hand in hand.

How is the Student Union Involved in Quality Assurance Work?

The Social Sciences Student Union is already involved in many parts of the work at the Faculty. With student representatives, we take part in different working groups together with the Faculty Management, in order to monitor and coordinate the work with quality assurance. We will also participate in quality dialogues together with the departments and the Faculty Management, where the purpose is to review the quality work at the departments, and also work towards quality development and improvement.

Which of LU's Criteria for Quality Assurance Does the Student Union Consider Most Important?

See page 5 for the full list of LU's Criteria for Quality Assurance!

The criteria cover many areas, from gender equality perspectives to focusing on students' learning processes and learning outcomes. It is therefore hard to say that one criteria should be more important than another. One criterion we consider to be highly relevant is the one stating that "students and doctoral students have influence in the planning, execution and follow-up of education." To be able to influence all these steps of our education is essential, especially from a quality aspect. However, all criteria have a purpose and are important, since they all complement each other and are a part of the quality assurance work.

What Do We Need to Work to Improve?

The Student Union believes that all of Lund University's criteria need to be worked on. It would not be necessary to have these different criteria to aim for, if Lund University already lived up to all of them. However, one important aspect is rather how we should work with the different criteria. To achieve an education of high quality, it is important to not only discuss the criteria themselves but also how we through different procedures can apply them to our education. For example, we consider the participation in quality dialogues to be a meaningful opportunity for the students to make their voices and opinions heard.

How Can Students Get Involved in this Work?

We always encourage students to become active, for example, as student representatives in all of the different decision making and preparatory bodies at their departments. However, one issue is that too many parts, even at Graduate School, mostly work in Swedish. In order to still be able to influence and affect your education, become a course representative! Thereafter you can form a study council at the Student Union, together with more course representatives from Graduate School, and therefore get the opportunity to make an impact in many ways! Don't hesitate to contact us if there's a problem, if you want to become active or if you have questions about how the student union works!

Want to Get Involved?

At the Social Sciences Student Union there is lots you can do to make the most out of your time at University, both for yourself and for your fellow students!

Find out more at:

www.samvetet.org

Remember: The newsletter is also available online here:
tinyurl.com/GSstudentnews

(Very handy as that version has clickable links!)



6

Internship Stories



Sofie Trier Jensen
Social Studies of Gender, Cohort, 2016

The Burning Question: Internship?!?

Whether you've just completed one or plan on pursuing the option in your third term, Graduate School students often have internships on their minds. But what kind of work is actually produced in the final report for the internship course SIMR41/SIMR42, and where can your reflections lead you?

Sofie Trier Jensen is a Graduate School alumna who completed her master's degree in Social Studies of Gender with a major in Gender Studies this past spring 2018. During her third term of studies at Graduate School, Sofie had the opportunity to intern for Mangfold, Cecilie Nørgaard in Copenhagen which is an organisation that works to integrate research-anchored perspectives in culture and education. Here's a look at an abridged version of Sofie's final internship report for the course.

The Creating of a Gendered Person

An Exploration of Form and Content

Is it possible to create knowledge that is accessible to more people, while maintaining the same validity and status as that of a traditional academic writing? That was what I wanted to explore in my internship report.

My main claim is that guidelines and procedures about academic writing are not objective or neutral standards, but moulded by political forces. The ongoing neo-liberalisation of the education sector, characterised by evaluations, rankings and calculations, are thus in risk of suppressing the critical potential of feminist studies and other critical fields. My appeal is thus that we should make deliberate and judicious choices, rooted in our methodology and not just thoughtlessly inscribe our material into fixed templates on the basis of old habits and the hunt of academic recognition.

Accordingly I have create a collage with the purpose of making gender socialising as an omnipresent praxis more visible and relatable – to more people – also outside of academia.

The Big Blue Binder

When I was a kid I used to flip through this big blue binder. On the back of the binder it said SOFIE, written with capital letters. The binder was about me! The binder documented my entire life with pictures, a birth certificate, birthday cards, drawings... I would flip and flip and flip from one end of the binder to the other glaring at myself laughing, eating, playing, sleeping... First day at kindergarten, holidays, holding my baby-sister for the first time, losing a tooth, building a snowman, having ice-cream. Flip flip flip – and as I grew the binder grew with me, more pictures, now statements from school, letters, even some of my hair glued to a piece of paper. I would gradually understand more and more about time, about who I was and where I came from. I really loved that binder, it made me feel as if I was a part of something wonderful and that the life that I lived was just picture perfect.

I recently revisited the binder. I took it from my bookcase – dusty old thing and heavy too – and placed myself in the corner of my sofa with the binder in front of

me. Soon I got pulled into the story of my life once more. This time however I am an adult, an analytical and critical adult – and now I see things differently.

The Aftermath

I am aware that there might be some without a photo album of their own, some without photos at all, some without family members to take their photo or maybe someone whose photos for some reason are too painful to look at. Nevertheless, my hope is that most readers will be able to relate to the universe of the collage, that they will experience some sort of familiarity with the composition of the pictures, with the atmosphere, with the motives of the drawings, and with the praising words from a parent. That they will understand and sense the continuity and repetition of a certain gendered existence and that they, regardless of their own gender identity and expression, will recognise the mechanisms of gender socialising. Repetition is a central theme in my collage: repetition of words, expressions, and visuals, repetitions in the sense of continuity throughout time and space and in the sense of a tireless child flipping and flipping in a big blue binder, day out and day in, year after year.

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7

Alumni Perspective



Jonatan Grinde
Development Studies, 2015 cohort

Where Are They Now?

While here at Graduate School, we talk a lot about everything you have to do to attain your degree, but sometimes you just want to know what happens after everything is done. How do students go from “simply” holding a degree, to holding a job? And what do they actually do on the job?

Graduate School alumnus Jonatan Grinde shares his working experiences after Graduate School.

Alumni Perspective

I finished Graduate School little more than a year ago, in May 2017, taking my master’s in the Development Studies Programme. In the fall of 2016 I did my internship at *Forum Syd* in Stockholm. Forum Syd can be described as an international human rights/aid organisation spread out across 6 offices around the world, and engages in several different approaches toward development. For example, Forum Syd functions as a civil society platform, implements its own development programmes, funds other development projects, and promotes advocacy around issues connected to rights and development. I began as an intern at the communications department, but was lucky to get a part-time position at the secretary general’s office once my internship was over. My main assignment consisted of writing reports, which I did parallel to writing my thesis.

In early May, about one month before graduating and getting ready to leave Forum Syd, I was offered a position as a Sub-Granting Officer, which is what I’m currently doing now. The work as a sub-granting officer at Forum Syd is diverse but is based around managing the grant that Forum Syd receives from donors and “passes on” to other organisations. Forum Syd’s value in this process is its expertise in a rights-based approach to development and a strong focus on supporting and strengthening smaller organisations, primarily in partnering countries, but also in Sweden. So, in any given work day, I would say I do at least two of the following: assess project applications and reports, monitor and support ongoing projects, conduct capacity strengthening courses, coordinate and develop internal grant-management, and drink coffee. Next to this, sub-granting officers also do follow-up and evaluation trips in order to travel to the projects Forum Syd supports.

For me, my first year since graduation has been about trying as many different things as possible. In turn, my experience from the development sector thus far is that there is a call for new kinds of development partners where the role of academia is usually emphasised. That said, if or when you leave the academic world, draw on whatever parallels you can from what you’ve learned throughout your studies. I promise that you already know so much more about some things than what long-time working professionals do; don’t be afraid to express that. Also, although more experienced staff knows how to “walk the walk”, they also have institutionalised common practices and norms. This gives you the opportunity to be innovative and come in with a fresh perspective on things.



UNIVERSITY of DENVER

8

International Partnerships

After Graduation and the end of the spring semester, Katie, Milan, and Helena all packed their bags to fly to Denver, Colorado to spend a week with staff from the University of Denver, one of Lund University's strategic partners. We received 2 ICM scholarship placements to help fund our trip and went with the intention of kickstarting an inter-departmental collaboration with the Josef Korbel School of International Studies. Our goal – to facilitate the development of co-developed joint courses, increased opportunities for e-learning, and regular staff and student exchanges.



Katie Ahlstedt
Programme
Coordinator



Milan Burke
Programme
Coordinator



Helena Falk
Programme
Coordinator

Building International Partnerships

Why Denver?

During the past year, Graduate School has been more seriously looking into the possibility of initiating a deeper kind of collaboration with an international partner. At Graduate School, we pride ourselves on maintaining a strong international profile: we have a Double Degree programme with Fudan University in China, all of our courses are in English, and we have students from every continent, representing 40+ different countries around the world. Building a new international collaboration would not only strengthen this profile, but also help to ensure that our course curriculum keeps growing in new and interesting ways. And our students would only benefit from an improved international network at their disposal.



University of Denver sign upon entering campus from the train

The beginnings of Graduate School's partnership with the Josef Korbel School of International Studies happened somewhat serendipitously early this winter 2018. The University of Denver and Lund University have been strategic partners for a while, which means that both universities have decided to work together to encourage cooperation between their collective departments, staff, and students. The Faculty of Social Sciences, more specifically with the Department of Political Science and the Department of

Gender Studies, had also started working with different departments at DU, all of which encouraged us to take a closer look at what Denver could offer Graduate School.

Our search led us to the Josef Korbel School of International Studies. The parallels between our schools' subjects quickly became obvious. Korbel offers 8 different MA programmes in the Social Sciences, which can be combined with 7 different Graduate Certificate programmes, overall showing a strong tendency to embrace an interdisciplinary approach to education. Even more promising, Korbel is home to a number of research centres and institutes, which provide ample research and internship opportunities for students.

Find out what Korbel has to offer here!

tinyurl.com/Korbelprogrammes

tinyurl.com/KorbelCertificates

tinyurl.com/KorbelCenters

With so much shared subject matter, we believed that it would be highly beneficial for us to investigate the possibility of establishing a co-owned joint course with Korbel, along with pursuing the traditional options of increased staff and student mobility between our two institutions.

Our Trip

During our week in Denver, we were warmly received by the staff and students at Korbel. We had the opportunity to meet with the heads of departments, the directors of a number of the research centres and institutes, the coordinators at the DU international office, educational administrators from a variety of programmes, friendly student workers, and even the dean of Korbel herself, Pardis Mahdavi, to discuss the various ways in which Graduate School and Korbel could collaborate. Korbel showed great enthusiasm in working with us and were eager to help us brainstorm the ways in which we could get around some of the most common restrictions in



The Sie Center, home to the Josef Korbel School of International Studies

international partnerships between universities, namely, tuition fees!

We homed in on some of the potential routes our partnership could take. Graduate School is currently in the process of developing a fourth methods-heavy programme and also more graduate-level methods courses. Since we already are planning the development of this new course curriculum, we could quite easily borrow components and even teaching capacity from Korbel and bake them into our new programme and courses, as mandatory elements. This would be a way for us to go beyond the normal international cooperation agreement



The Mary Read Building, housing the University Administration

and would encourage a more long-term collaboration between our two schools. Both of us are interested in facilitating more e-learning in education. In the model of a co-owned joint course, Graduate School and Korbel hope to explore ways in which we can integrate technology into the classroom so that we can more easily put our students in connection with one another.



Getting a tour of the library at the Anderson Academic Commons.



Milan, Katie, and Helena enjoying brunch in the city

We also talked about setting up an internship exchange for students of Korbel and Graduate School. Korbel is looking to receive more international students, and we are looking to provide internship options for our students wanting to go away on internship during their third term. We were quite blown away at the diversity of the research centres and institutes, and many of the directors were very enthusiastic about receiving

Graduate School student interns for an autumn term. This is something we look forward to exploring further as we continue building our relationship with Korbel.



When in Denver, do cool stuff!

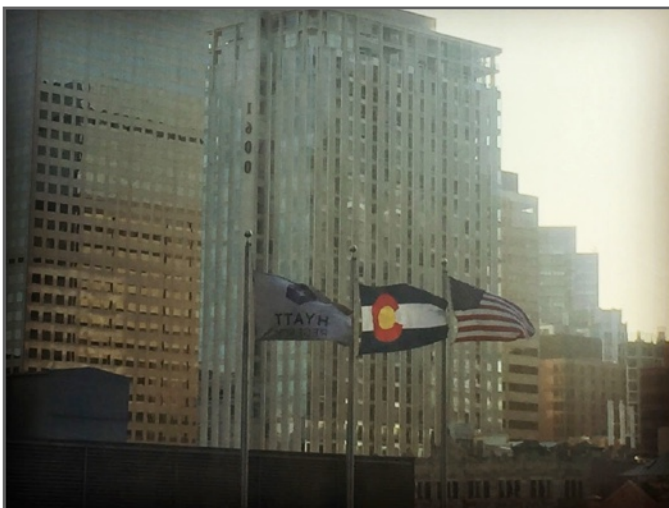
The trip as a whole was really a worthwhile experience. We made great connections and now have loads of ideas about how we can continue our future relationship with Korbel. What else did we enjoy about Denver? The mountains, the Mexican food, the hospitality, the micro breweries, the constantly sunny weather, the free mall ride, the RiNo district, Denver Comic Con, the Fire Department Museum, the American breakfasts... we could really go on. If you haven't been, we highly recommend it!

The Next Step

Since our return to Lund we were happy to welcome the acting dean of Korbel, Pardis Mahdavi, to Graduate School the week after we returned from our trip. It was a great opportunity to have her meet our director of studies Mikael Sundström, to show her around our campus, and to follow up on some of the discussions we had had at Korbel. Staff will continue to travel to and from our two universities and we work to build this partnership. Our methods director Chris Swader will be traveling to DU in mid-September to further investigate the potential for collaboration on methods courses. One of the things Chris plans to check out is the Frederik S. Pardee Centre for International Futures and their model for global forecasting, which we think may provide interesting content for a future methods course. We also look forward to receiving a visit from the Vice Provost for Internationalisation, Luc Beaudoin, this autumn. All in all, it is safe to say that the ball is rolling. Stay tuned for more!

Katie Ahlstedt
Programme Coordinator, Graduate School

Curious about the internship options at Denver? Contact Katie for more information!



Facts about Denver

- The city of Denver is situated at the eastern foot of the Rocky Mountains, in the State of Colorado in the United States. The mountains are a distinguishing feature of the Denver city skyline.
- Denver falls in the *Mountain Time Zone*, which means that it is 9 hours behind Swedish time.
- Denver is nicknamed *The Mile High City* because its elevation is precisely one mile, or 1 609 meters, above sea level.
- Denver's high altitude can make you feel more easily winded if you happen to go for a run. And since the atmosphere is thinner and filters less UV radiation, you are more prone to get a sunburn. Don't forget to pack your sunscreen!
- While tornadoes are common on the plains, they do not happen all that often close to the mountains. The Denver International Airport lies on the edge of the tornado risk zone, so you will still see signs directing you to tornado shelters.
- The population of Denver is about 700,000 which makes it the 19th most populous city in the United States. Denver's population has increased by 17% since 2010.
- Denver was named the best place to live in the United States in the 2016 *U.S. News & World Report*.



The baggage claim at DEN also doubles as a tornado shelter. This was somewhat shocking to the three of us who hail from New York, Hawaii, and Sweden.



9

Everybody's heard of it, but what is the deal with Erasmus+? Who is applicable and what is the potential for Graduate School students in their third elective term of studies? Researcher Annika Hughes takes a closer look at the programme to give us the ins and outs.

Erasmus+



Annika Hughes
Researcher

Erasmus+

What is Erasmus+?

Erasmus (the European Region Action Scheme for the Mobility of University Students) is a European Union (EU) student exchange programme that was founded in the late 1980s and changed its name to Erasmus+ in 2014. The objective is to provide foreign exchange options for students from within the EU and it involves many of the best universities across the continent. Its budget of €14.7 billion provides opportunities for over 4 million Europeans to study, train, gain experience and volunteer abroad.

The programme involves cross-border cooperation between states to aid the growth of international studying. Students can go abroad for between 3 to 12 months and there are over 4000 students involved in the programme at any one time. Any student of any nationality, studying at a higher education institution which is awarded the Erasmus Charter for Higher Education can apply. The mobility is carried out in the framework of prior institutional agreements between sending and receiving Higher Education institutions – therefore the decision on where to go should first be discussed with the sending institution.

In Sweden it is the University and Higher Education Council (Universitets- och högskolerådet) that is responsible for Erasmus+, together with those universities and higher education institutions that participate in the programme. The programme is financed by the European Commission. The aim of Erasmus+ is to contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusions, as well as the aims of ET2020, the EU's strategic framework for education and training. Erasmus+ also aims to promote the sustainable development of its partners in the field of higher education and contribute to achieving the objectives of the EU Youth Strategy. Specific issues tackled by the programme include:

- Reducing unemployment, especially among young people
- Promoting adult learning, especially for new skills and skills required by the labour market
- Encouraging young people to engage in European democracy
- Supporting innovation, cooperation and reform

For statistics and reports on the Erasmus+ programmes:
tinyurl.com/eplusprogrammes

- Reducing early school leaving
- Promoting cooperation and mobility with the EU's partner countries

Students Can Also Apply for Work Internships

Erasmus+ also allows students to apply for an internship at a company or an organisation in one of the member countries. The student has to prove that the internship is relevant to their studies. Students often have to find their own internship which is then approved by their university or higher education institution.

Highly relevant for
Graduate School students!

What does an Erasmus+ Scholarship Cover?

Students can apply for an Erasmus+ EU grant to help cover travel and subsistence costs during their study periods abroad. Regardless of whether or not they receive an Erasmus+ EU grant, Erasmus+ students are exempted from paying fees for tuition, registration, examinations and access to laboratory and library facilities at the host institution. Any student undertaking an Erasmus study programme in a partner institution is eligible for an Erasmus Scholarship.

The scholarships for study exchanges within Europe are currently between 315 and 420 Euro per month. For work internships within Europe you can receive a higher amount than for studies. For studies and work internships outside Europe the scholarships are larger and students can also apply for a travel grant.

As of the summer of 2014, students can apply for and receive Erasmus exchanges more than once. They can however participate in maximum 12 months exchange (studies or internship) per educational level. That means 12 months at bachelor level, 12 months at masters level and 12 months at PhD level.

Where Can Students Go on their Scholarships?

This is up to the applicant to decide by researching Erasmus exchange partner institutions and suitability of the course on offer. There are over a thousand institutions that are partners in the Erasmus Exchange programme based throughout the world.

Lund University has agreements with approximately 400 universities and other higher education institutions in Europe. Students can find a list of the student exchange agreements within Social Sciences on the Faculty website:

tinyurl.com/whericanistudy

Countries Part of Erasmus

Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Great Britain, Greece, Hungary, Ireland, Iceland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovenia, Slovakia, Spain, Turkey. Even some islands and other areas outside Europe that belong to or have a connection to the EU are approved for study, for example, Réunion, Martinique, the Azores, Greenland, French Polynesia, Aruba amongst others!

How to Apply?

Students should contact their International Office at the Faculty or their programme administration to get information about the possibilities of studying or doing a traineeship abroad.

Once students have been selected for an Erasmus mobility study placement through their faculty, they may apply for an Erasmus mobility grant online. They need to hand in the application well in advance of their Erasmus placement, at least one month before the start of the exchange. N.B. Applications received later than this will not be processed. More information about the Scholarship and how to apply can be found on tinyurl.com/mobilitygrant

Students will need to fulfil the conditions set out in tinyurl.com/grantconditions – e.g. not have previously been on Erasmus studies or training for more than 12 months per level (Bachelors, Masters or PhD level), they must have studied at university (full-time) for at least one year by the date of departure, they must have been nominated for Erasmus mobility exchange studies through Lund University, they will not pay fees to the host university, the studies must be full-time and last for no less than 3 months and no more than 12 months, they will not accept any other grant or kind of funding from EU bodies/the Swedish Council for higher education during the exchange period,

they will be living in the host country during the exchange period (this includes Denmark), etc.

Mandatory Language Assessment

Students who go on an Erasmus exchange or internship are required to take a language test before and after their time abroad. The host institutions/companies do not have access to the results, so students are in no danger of losing their placements if they do not achieve a certain level. The purpose of the test is to evaluate the importance of mobility for improving language skills.

After submitting their application for an Erasmus scholarship they will automatically receive a link to the test via e-mail. The test is available in Czech, Danish, Dutch, English, French, German, Greek, Italian, Polish, Portuguese, Spanish and Swedish. Students will take the test in the language that will be the primary language of the course/internship. If the primary language is not included in the languages listed above, students do not need to take a language test. Find out more about the test on tinyurl.com/erasmuslanguagetest

Online language course

Students who feel the need to develop their skills in the study language can take an online study course before and during their time abroad. Students who receive results from the language test below level B2 (B1, A1 or A2) will automatically be eligible to attend the course. Students whose results are levels B2, C1 or C2 can also request to attend the course. Students can find more information about the online language course on tinyurl.com/erasmusonlinetest

Important Dates

International Office at the Faculty of Social Sciences has an information meeting for students wishing to go on exchange – 15.00 hours on Thursday 8th November 2018 at Eden.

The application periods for exchange are between 1 – 25th November 2018 and 1 – 25 February 2019.

Check out the Faculty's website to stay updated on the latest:

tinyurl.com/applyandinfo

Sources

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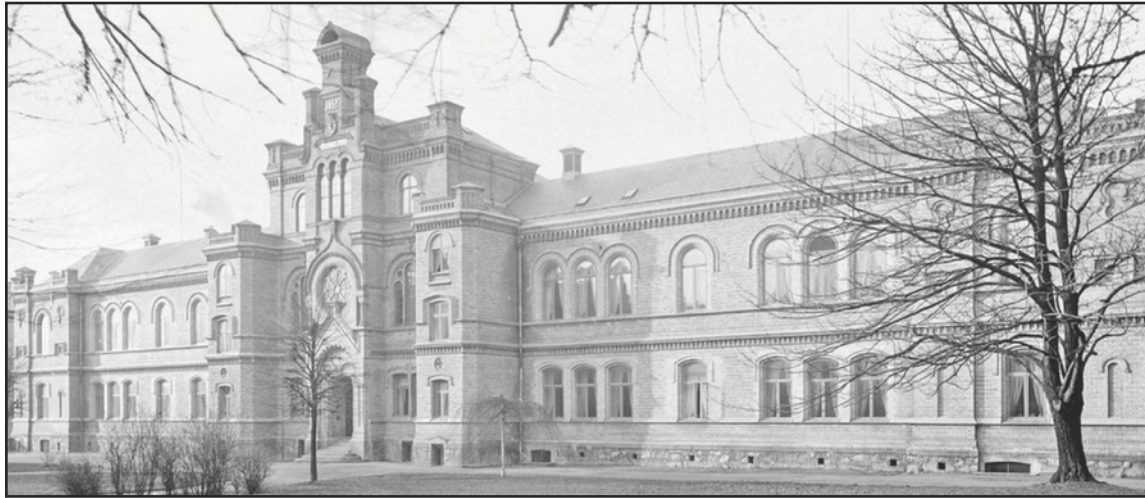
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www.lunduniversity.lu.se/current-students/study-abroad-opportunities/grants-scholarships/erasmus-mobility/language-assessment-and-online-language-courses-for-erasmus-students

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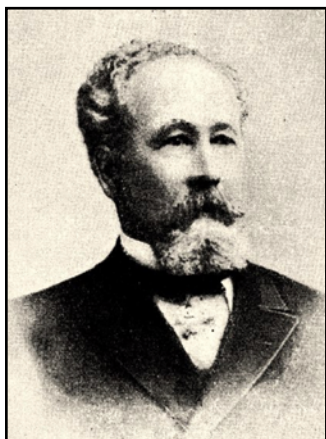
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Picture of the surgical clinic by Per Bagge in 1906. Reproduction: University Library, Lund University.

10

Our House!



Helgo Zettervall
(1831–1907)

Renowned architect who designed the open surgery clinic along with many other buildings around Lund, including the main university building

Graduate School is housed in what is now known as “the old surgery clinic” (Gamla Kirurgen). Our two lecture halls (236 & 240) used to be ten-bed wards with an observation room (238) and pantry (237) sandwiched in-between. From the observation room, nurses could keep a watchful eye on recovering patients through two windows that have since been removed. The Student Lounge still has a vaguely religious look to it, and was indeed used as a church room in the past.

Read on for some more glimpses into the past of this intriguing building that turns 150 this year!*

*) A plaque above the main entrance states that the building is from 1867, but it was not opened for business until 1868

The Forgotten Jubilee

In 1868, the house we now inhabit finally opened for business as Lund’s main open surgery clinic. The famous and prolific architect Helgo Zettervall designed the building’s late gothic style, and although it has undergone substantial renovations in 1905, 1928 and 1978, many of his original ideas remain intact. The most notable changes in the intervening years was probably the installation of many more windows than Zettervall had opted for, and the wing extensions to increase floorspace.

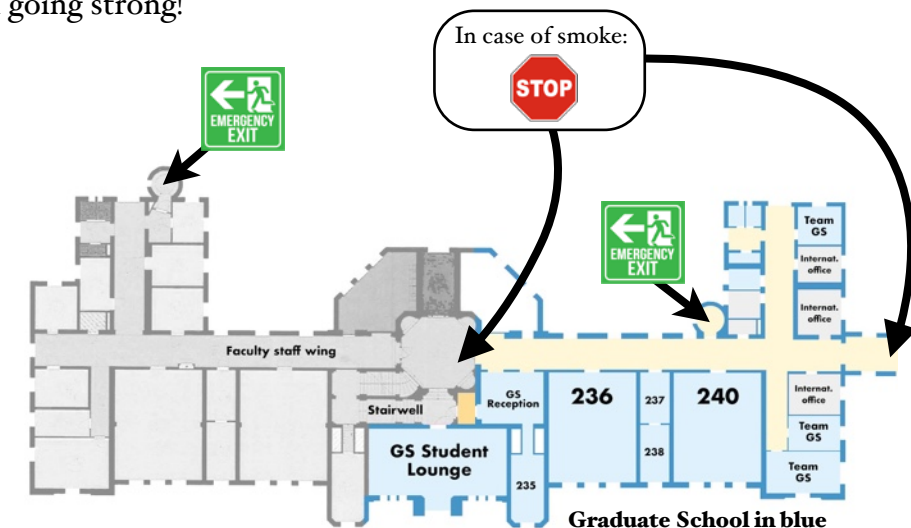
Inside, changes have been much more far-reaching. Among other things, what is now the stairwell in the third floor used to be the very heart of the building as it housed the central operation theatre.

When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive changes (this status was removed in 2005).

The building has housed a range of University units, notably the “UB3” University Library branch on the top floor. Today it is predominantly a social science building, with the central faculty administration, the international office, Graduate School and the school of journalism as main anchors. The 150-yearold is still going strong!



Mass in what is currently our Student Lounge
(Pic credit: Sydsvenska Medicinhistoriska sällskapet)





11

What's happening at Graduate School

Past Events

Practitioner Seminar Series

Spring 2018 saw the Practitioner Seminar Series which invites development practitioners and lecturers from other fields to talk more in-depth about what they do. Graduate School had the pleasure of hosting four speakers to share their work experience with our students as well as a seminar on academic writing and publishing and Lunch with PhD's. Students were able to hear more about the work of the Swedish International Liberal Centre in Post-Soviet Eastern Europe, working in humanitarian assistance on issues of Gender-Based violence with the International Red cross, PhD research on the projectification of public administration and working with the Women's International League for Peace and Freedom. We look forward to planning the next series to be held during the spring term of 2019 and look forward to your input and suggestions for speakers!

English Language Seminars

In May of 2018 Graduate School and the Department of English co-arranged language seminars for our 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 semester, Graduate School held its annual Thesis Introductory Day, a joint event for students a part of the younger cohorts of all three 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 Erik Hannerz from Sociology on fieldwork and epistemological reflections. In the end of the day the students were divided into their programme groups to start working on thesis research designs.

Graduation Ceremony 2018

The faculty of Social Sciences held its graduation ceremony for 18 programs on June 4th this year in the AF building. The day was celebrated with fanfare together with students, family and friends from around the world. We were honoured to have Pia Rehnquist, Editor-In-Chief of Sydsvenska Dagbladet and Lund Alumna, as the keynote speaker. Student speakers were Ivanna Read from Media and Communications as well as Graduate School Studies Emilie Castillo from Social Studies of Gender.



Graduating Development Studies students



Graduating Global Studies students



Graduating Social Studies of Gender students

Coming Events

Autumn Potluck Dinner

September 20, 17.00-18.30, Student Lounge

Every year we invite both our 1st year and 2nd year students who are in town to join our 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 27, 14.30, Eden Auditorium

Information Meeting: Thesis Planning

October 11, 15:30, Lux Aula

Information Meeting: Exchange Studies (in English)

November 8, 15:00, Eden Auditorium

Application period for exchange studies Autumn 2019: November 1 - 25.

Soup Lunch

Date TBA

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 10, 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, Helena Falk will be taking a leave of absence this fall to pursue full-time work at the Union of Civil Servants. Johanna Hansen will be joining us as the new programme coordinator for the autumn and will be taking over the majority of Helena's tasks. Welcome Johanna! Magrith Mena Portocarrero, Faith James, and Frank J. Schreier will be working at Graduate School's student reception desk this fall, which will be open Mondays and Wednesdays from 10-13 except for during the beginning of the term when the opening hours are extended to include Fridays.



My name is Johanna Hansen and this semester I will be working as the new programme coordinator at Graduate School, this fall, substituting for Helena Falk. Before this, I was working at the Faculty International Office with student mobility. I am a "Skåne girl" and have lived in and around Lund all my life. I have a master's degree in Social Work from Malmö University but have also taken some courses at Lund. Before I started working at Lund University I worked for an NGO, coordinating different projects for unemployed, immigrants, school drop-outs, and people with disabilities, with the aim to get them closer to education, work, and to reduce social exclusion.

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*

Nicklas Guldåker, *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*