Graduate School

FACULTY OF SOCIAL SCIENCES

GRADUATE SCHOOL STAFF GUIDES

COURSE MANAGEMENT INFO

Version 3.2 – October, 2020

LUND UNIVERSITY

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FACULTY OF SOCIAL SCIENCES

COURSE MANAGEMENT INFO

DOCUMENT CONTENTS

1. INTRODUCTION

If you are reading this, you are probably going to teach or even coordinate one of our courses – or you have some interesting plans for a course that you would want to pitch. In any case: **Welcome to Graduate School! Glad to have you onboard!** Any lingering questions after having read this document? Just ask!

If you are set to become a thesis supervisor or examiner, we have a specific booklet for those tasks available for download from our Staff resource pages, here:

www.graduateschool.sam.lu.se/staff/staff-resources/thesis-information-for-supervisors

Courses @ Graduate School

Graduate School is a "virtualised" department, with a small administrative core that organises and runs four interdisciplinary programmes (Global Studies, Development Studies, Middle Eastern Studies and Social Studies of Gender) as well as courses at the master's level. In addition, we run a range of elective courses, courses in theory of science and methods, and faculty-level PhD courses.

The "virtualised" bit is because we do not employ any teachers, but "borrow" capacity from the various departments as needed. In any given year, more than 100 teachers from around the faculty will be teaching, supervising and/or assessing theses or helping out in other ways. As you are reading this document, now it is likely your turn to join us: *welcome!*

One challenge is that teachers will be used to how their own department goes about things – but this varies greatly between units. Graduate School is no exception: we have our own administrative routines, hence this document that outlines course management and associated processes from the earliest tentative course idea springing up, to the point when the actual and very manifest course is being put to bed after a successful term.

This document

In this chapter we introduce Graduate School itself, and how we came about. In ensuing chapters we go through:

- What sort of courses we offer, and what you may want to think about if you have an idea to pitch.
- How we develop a course concept into an actual course.
- How we prepare courses before they run (finding teachers, creating course guides, reimbursement procedures etc.)
- Important processes while a course is being run
- Wrapping up a course (reporting grades, reporting surveys, teacher meetings, course dossiers etc.)

Your Graduate School team

Up-to-date information about Graduate School can be found on our website: graduateschool.sam.lu.se
General email address: master@sam.lu.se

Programme Directors

At Graduate School we have five programme directors, one for each Master programme we oversee or plan for. The programme directors act as academic anchors for the core theme of the programme, and help safeguard programme identity, focus and cohesion, and are permanent senior lecturers at the Faculty.

Students will regularly meet the directors who also tend to teach in the programme Profile courses. They will have a decisive role when tweaking core programme content in those profile courses, and because they also organise student representative meetings will know a lot about what students are asking for (and about). The programme directors are very much involved in thesis-preparatory work, organising, among other things, thesis proposal seminars and a *Thesis Introduction Day* late in the second term.

Methods Director

Methods teaching is a big thing at Graduate School, and we serve not only our own students, but many others as well. The Methods Director oversees methods-related planning, and makes sure the methods courses we offer are relevant to our students and fit together in a systematic fashion (this will be discussed later in this booklet).

Mission control – the office team

As a teacher/coordinator you will primarily be in touch with the "mission control team" comprising the Director of Studies and a crew of coordinators that together keep things on track, and help you in your everyday work.

Graduate School Board

The Graduate School Board is our formal decision-making body and comprises the Director of Studies (chair), the Programme Directors, the Methods Director, representatives from the collaborating departments (usually Directors of Study in said) and student representatives. The Board usually meets five times per year.

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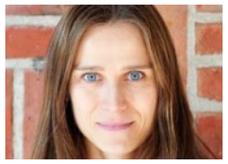


Marta Kolankiewicz

Lucie Larssonova

Shai Mulinari

Frank Schreier

Mikael Sundström

Christopher Swader

Yagmur Yilmaz

Emailing with the Graduate School office team

The Graduate School administrative staff works together as a closely knit team. This means that we are always in close communication with one another. We have given some hints above whom to turn to based on your errand, but even if you don't know what our specific tasks are, you can email any of us and we will pass your errand on to the person directly responsible. We also are in the habit of cc'ing one another in emails so that we all are kept in the loop. So don't be concerned if our Director of Studies is included in our email correspondence – that's standard procedure.

Our Master's Programmes – an overview

Basic Structure

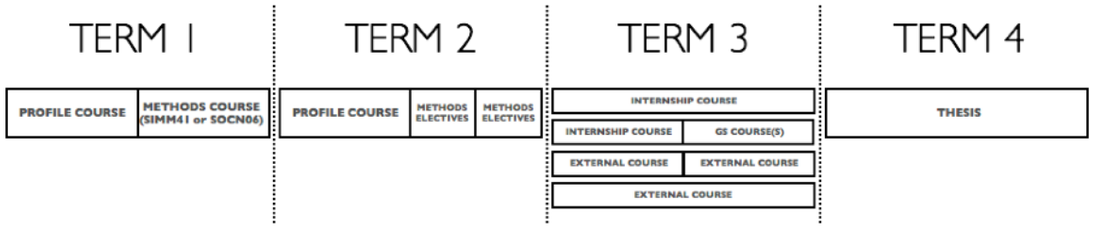
Our four existing masters programmes all have a similar structure and comprise a total of 120 Swedish credits (2 years) – we are also hard at work setting up a fifth program which will have slightly different features.

The **first** term for all existing four programmes begins with a profile course (15 credits) introducing the students to the main themes and issues of the programme. This is followed by a course in research methods (15 credits).

The **second** term begins with a second profile course (15 credits) directly related to the main theme of the programme. Through the profile course students further increase their understanding and knowledge through a deeper comprehension of theories and current research. This is followed, in the second half of the second term, by two research methods (or theory of science) courses (each 7.5 credits).

The **third** term consists of optional courses to be taken at Lund University or any other recognised university in Sweden or abroad. The courses are chosen after approval of the programme coordinator, and enable students to tailor the programme to suit their particular interests. During this term students also have the option to go on exchange studies or to do an internship, abroad or in Sweden.

During the **fourth** and final term students complete the programme by means of a written thesis, which provides the opportunity to demonstrate mastery of theories, methods and argumentation.



Thesis Preparation Track (terms 1-3)

Graduate School and other stakeholders around Lund University (e.g., the Academic Support Center (ASC), the Student Health Centre (SHC), the Social Sciences Faculty Library and others) organise meetings, workshops, lectures etc. with the aim to preparing students for writing their master's thesis. The *Thesis Preparation Track* (TPT) structures these activities into a coherent track that they will encounter throughout terms 1-3.

No matter what previous experiences students may have from their home universities and Bachelor degrees, Graduate School aims to make sure that all of them will be well prepared for writing the master thesis.

You and the Master Programme Structure

As a Graduate School teacher, you will be plugged into a coherent master programme structure. Some courses are closely and actively interlinked, while others are more autonomous in character. If you are a new teacher, your course coordinator will go through any links you need to be aware of. If you are a new course coordinator, the Director of Studies will discuss these things with you.

In all courses, you will encounter Graduate School students, but almost always at least some other students too – mostly master level students belonging to other programmes, but some courses also include PhD students and exchange students.

There are four interdisciplinary master's programmes within Graduate School: *Development Studies, Global Studies, Middle Eastern Studies* and *Social Studies of Gender* – the fifth, *Social Scientific Data Analysis* will accept its first cohort in 2021.

For details about *all* courses offered by Graduate School, see:
graduateschool.sam.lu.se/education/masters-courses

2. SO YOU HAVE AN IDEA TO PITCH?

At Graduate School, we are always looking over what we offer in terms of courses – and we regularly get course proposals from teachers. We, like all other units at the Faculty, face economic constraints, and must carefully balance what we already offer and potential new offerings, however. In this chapter you'll learn more about the type of courses we offer, and how they connect to our overarching programme structure – this will give you an idea if your proposed course might be a suitable match.

Preparing a pitch for a new course? Here is what you need to know

Course types

Graduate School offers five distinct types of courses: profile courses, methods courses, "reading" courses, internship/fieldwork courses and thesis courses. Let's run through them in turn (we'll also talk a bit about options related to the *Thesis Preparation Track*):

Profile courses

Each of our programmes offers two profile courses (locally referred to as SIMPs). These courses are the core of the programmes, and where they get their individual "flavour". Together the courses comprise 30 credits. In the case of Global Studies, for instance, the first course incoming students encounter is the 15 credit course *Introduction to Global Studies*. The next term (spring) the second profile course *Globalisation, Conflict, Security and the State* will go deeper in globalisation-related matters. The special role of these courses makes it unlikely that we will switch them out based on a replacement proposal. Ideas connected with these courses are still welcome – actively so – and the programme director for the programme in question and/or the relevant course coordinator will be a good first stop to see if the idea(s) can somehow be worked into the profile course.

Methods courses

Methods courses (locally referred to as SIMMs) are a big thing at Graduate School. These courses service not only Graduate School's own students, but lots of other students around the Faculty too. In many cases we also collaborate with the PhD candidate side of things, and for that reason many of our offered courses double up as PhD candidate courses.

In a select few courses we also include staff – thus providing a new way for staff members to branch out into new methods areas. Pitching an exciting new methods alternative stands a relatively good chance to be turned into an actual course. It is important that you understand how we structure our thinking about methods teaching however.

Progression is an important aspect when we organise our methods courses. Somewhat simplified we think in terms of *levels.* All our students first encounter a 15 credit sweeping introduction course in methods, where they get to familiarise themselves with a wide array of methods, and some philosophy of science. This course is by far the faculty's biggest master level one, with more than 150 enrolled students.

We then organise a number of (7.5 credit) elective methods courses on one of three *levels.*

- *Level one* courses require no previous training, but will introduce a specialised method to newcomers (though they will normally have touched upon related aspects in the preceding methods sweep). An example is our offered course *Introduction to Quantitative Methods*. Some of these courses will be open to PhD students too.
- *Level two* courses require some documented previous experience – i.e. we aim to provide a level of progression in the method in question. An example is our offered course *Quantitative Methods: Multivariate Analysis*, that will require students to have concluded *Introduction to Quantitative Methods* (or something equivalent). We routinely collaborate with the PhD candidate teaching committee to make sure these courses fit their requirements too.
- *Level three* courses are highly specialised, and requires level two training to be meaningful to students.

When you pitch a methods course to us, you need to think through what sort of previous experience students would need to successfully complete it. That means taking a careful look at what is already on offer, and on what level, and how your proposed course would fit into that structure. As you will see below, the determined course level (1, 2 or 3) will also affect *when* in the academic year it can be offered. Also, make sure that you conceptualise 7.5 credit courses. If you think 7.5 credits would be insufficient, then you can of course think in terms of a 7.5 (level 1) + 7.5 (level 2) credit block, but each of these two courses need to be self-sustained, i.e. the level 2 course must cater for students who have equivalent level 1 experience from somewhere else.

"Reading" courses

Some courses are neither methods-oriented, nor one of the focused profile courses. We label these courses, that all reside in term three (autumns), *reading courses*. Historically they have been 15 credit courses, but 7.5 credit ones are possible. They primarily serve Graduate School students (we want to make sure we offer a full set of "home-grown" options this term), but are open to other students too.

Unless in unusual circumstances, these courses are part of a zero-sum game: if we set up a new course, an existing one needs to be dismantled. This means that pitches of this kind really must be something out of the ordinary to succeed.

Internship/fieldwork courses

Graduate School offers two different internship courses as well as a fieldwork course, all of which are placed in term 3 (autumns). One of the internship options is a full 30 credit course, meaning that students are away for a full term, while the other internship option covers half a term (either the first or the second half). The fieldwork course takes place during the first half of the autumn. This is more or less "un-pitchable territory" but if you have internship/fieldwork-related ideas, please contact the course coordinator and discuss them.

Thesis Courses

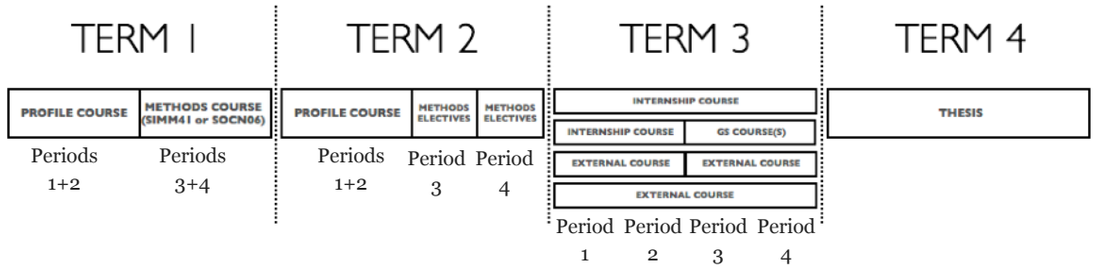
Technically we offer an astounding number of thesis courses as each of these need to reflect a specific programme+major+credit (15 or 30) combo. In reality we treat all these as one (a separate information booklet describes related processes in detail), and this too is more or less "un-pitchable territory".

Thesis Preparation Track

If you have been thinking about elements that might improve students' thesis-writing skills, we are all ears. We have set up a *thesis preparation track* with that in mind, to get a firm grip on preparatory activities that range from individual seminars to interconnected series of events. If you have an idea, first pitch it to the two *Thesis Preparation Track* coordinators. If your idea passes that hurdle, the coordinators will then proceed to talk to the Graduate School Director of Studies.

Course timing

Any course you have in mind will have to fit the Graduate School structure. It would be no use, for instance, to pitch a spring term reading course as the programme design would prevent our students from attending. This is basically what is possible in terms of timing (we only discuss truly pitchable alternatives):



- *Methods course, level 1* (7.5 credits)
  primarily: term 2, periods 3 or 4
  potentially: term 3, any period
- *Methods course, level 2* (7.5 credits)
  primarily: term 2, period 4
  potentially: term 3, any period
  (coordination with required level 1 course necessary)
- *Methods course, level 3* (7.5 credits)
  term 3, any period
  (coordination with required level 2 course necessary)
- *Reading course* (normally 15 credits)
  Term 3, either half
- *Thesis Preparation Track activity*
  Terms 1-3 (TPT coordinators have final say when)

Course resources / hours allocation

You need to have an initial idea of resource allocation for Graduate School courses, so you can match expectations/requirements and probable outcome, and so work out a credible pitch. This is a very generalised and rough resource allocation scheme:

Methods courses (7.5 credits): 180-190 clock hours (approximately 30-40 students)

Reading courses (15 credits): about 250-270 clock hours (approximately 25-50 students)

On top of these hours, we allot course coordination hours (appr. 20 clock hours for a 7.5 credit course) for each term the course is being run. These hours usually go to the course coordinator(s).

We also devote earmarked resources for the actual development of the course, and extra coordination hours the first time a course is run. How much? This is decided by the Director of Studies and depends on the type of course and other variables.

As you can see, methods courses are, relatively speaking, dearer in terms of resources than reading courses – this is because most if not all methods courses include seminars and workshops that will require more concentrated teacher capacity.

Now, clock hours are converted into "activity hours", and since such conversion schemes differ wildly across the faculty units, here is a conversion list that reflects how we do things at Graduate School:

- 1 lecture hour = 4 clock hours
- 1 regular seminar hour = 2 clock hour
- 1 seminar hour when you need to read student texts in advance = 3 clock hours
- We also assign 1 clock hour per student for their examination, e.g., a graded final paper. Please note that if you, say, use two different but shorter papers for grading purposes, the remuneration still stays the same: 1 clock hour per student.

As long as the total number of hours, after conversion into clock hours that is, do not exceed the outer envelope that has been agreed upon, and you have a clear pedagogical idea why you do what, you will have a great deal of freedom to design the course any way you want. The Director of Studies has final and formal say, but in reality this is an ongoing discussion rather than any veto-like directives. Discord in this respect is decidedly uncommon.

Planning ahead

From first pitch or kernel of an idea to the first time a course is actually given will take anything from 1.5 to 2 years, unless we need to fast-track development because of some emergency. Setting up a PhD candidate level course can be somewhat quicker.

Pitch to whom?

You can always approach the Graduate School Director of Studies with your ideas.

If you aim to pitch a potential new *methods* course, you may want to check with the GS Methods Director first to see if the idea can fly.

If you are primarily thinking about a PhD Candidate course, the Vice Dean responsible for PhD education should be your first port of call.

If you have ideas connected with thesis matters, our *Thesis Preparation Track* coordinator team is a good start.

3. ESTABLISHING A BRAND NEW COURSE

At this point, it has been decided that the envisaged course will provide value addition to our existing offerings, and we enter the production stage. A number of things now need to happen for a course to be properly established. We will discuss each item in more or less chronological order in this chapter, but here is an overview (as you will see, you as a course coordinator will not be actively involved in every step)

Tech system notes

LUBAS stands for Lunds universitets utbildningsdatabas (the Lund University education database) and is a repository for course and programme related information, more particularly syllabi and course literature. As a coordinator or teacher you will not normally need access to or think about this system. More info here: tinyurl.com/LU-lubas

UBAS is a close relative to LUBAS where our faculty keeps track of syllabus revision work and decisions. This arcane little world with its terrible GUI is not one you will encounter as a teacher or coordinator. Give thanks to your preferred deity.

Canvas is Lund University's student/course management & Learning Management System (LMS). It is integrated with a range of other admin systems, such as the TimeEdit scheduling system.

From idea to a course that is ready to go: an overview

Course types

Graduate School technical fundamentals

- The position in the Graduate School system (type of course, content/focus/level, GS term, period, size in terms of credits & students) is established.
- A course coordinator/developer is formally assigned.
- The final outer budgetary envelope (teaching, coordination and development hours) is agreed upon.
- The potential teaching team composition is discussed (to make sure there is suitable teaching capacity available). Relevant Directors of Study are contacted so we can pin down needed teachers.
- Planning deadlines/milestones are set (the whole process from idea to actual course start is usually 1.5 – 2 years).

Syllabus work

- The fundamental course idea is put to the Faculty Board for a decision to establish the course. The course is assigned a course code and is registered in LUBAS together with a course description, which is published on LU's website.
- A tentative syllabus is created by the coordinator and helped by GS staff
- The tentative syllabus is sent to the Faculty's *Course Syllabus Group* for analysis.
- The syllabus is revised based on input from the Course Syllabus Group
- The Graduate School Board also establishes the course syllabus (and literature, see below)
- The course is input in the LUBAS & UBAS administrative systems
- The LU admissions dept. is notified

Course literature

- Relevant course literature is identified
- GS Board course literature decision is rendered (usually at the same time as the syllabus decision is being made)
- Library is made aware of the literature decision(s)

Spreading the word and attracting interest

- Target student groups are identified. Potential targets: internal Graduate School students; external master students (that will apply through the national systems); exchange students; PhD level students.
- National and local information and admission systems are set to accept students
- GS information channels are used to announce and promote the course as needed

Preparing for the first run

- Finalisation of the first run teaching team
- A course guide is designed
- A course schedule is set up
- Preparing Canvas
- Preparatory teaching team meeting organised

The course is ready to fly!

From idea to a course that is ready to go: the details

We now spell out in greater details what will happen, and what you as a course coordinator need to do and keep track of. We will more or less adhere to the structure and terminology that we used in the overview.

Graduate School technical fundamentals

The first thing to do is to agree on the scope and positioning of the course. This will usually be the job of the Director of Studies and, in the case of methods courses, the Methods Director. One or more meetings to discuss these things will be set up, and at the end of this process you should have a good idea of things like:

- How many credits the course will cover
- When it is to be run (Autumns/Springs and which period in that term)
- When the course will be run the first time (usually 1.5 – 2 years away)
- How many clock hours you should plan for and how you convert class activities into clock hours
- How Graduate School aims to reimburse your development and course coordination efforts
- What you need to tell your home department's Director of Studies
- How many students you should plan for
- If you are expected to link to existing courses in some way
- (if a methods course) whether this is a level 1, level 2 or level 3 course
- What Graduate School expects from a course coordinator, and from the wider teaching team
- Who in the Graduate School team to turn to for help with different matters (not least the impending course syllabus and course guide work)

We also need to talk about the probable composition of the teaching team. If you (as course coordinator) have specific people in mind, which is likely, you can aid the process by informing them that you would want them to participate, and asking them informally to check with their department Director of Study (DoS) what he or she thinks about such plans. At a later stage, the Graduate School Director of Studies will approach the department DoS with more formal requests to have this or that teacher teach Y number of hours in this or that course, but it really helps if everyone is onboard with the general idea at an early stage.

Graduate School can sometimes help you find teachers with the right competencies if you feel that your own network does not suffice to cover all planned course aspects. *It is important that you notify Graduate School at an early stage if such help is needed.*

Teaching teams comprise everything from two to more than ten teachers (2-4 is the standard, though). *We strongly prefer multi-disciplinary teams.*

Important! External teaching team members

If you are interested in pulling in an external (non-LU staff member) lecturer onto your teaching team, *make sure to check it with the GS Director of Study first before finalising your teaching plan.*

We are formally charged primarily to try to find suitable *permanent staff at the Faculty*, and if that is not possible we try to locate *permanent staff from other parts of the University*.

For non-LU permanent staff hires – and this includes paid guest lecturers – we need to investigate their existing LU employment status, to make sure we are allowed to hire him or her.

Syllabus work

The syllabus is the formal core of the course, and the first major part of the development process will be to design a well thought-through syllabus.

To get an idea what a syllabus that adheres to the latest faculty guidelines looks like, make sure you are sent an example by Graduate School. This will likely be a recently revised course that the faculty course syllabus group has signed off on.

Using the set headings and general style, you then write a first syllabus draft. In this process you will be helped by Graduate School staff (you will learn who to turn to in the first meeting(s) with the Director of Studies).

Because of the overarching importance of this legally binding document, the revised draft will be studied very closely by the faculty's course syllabus group – and will in the end need the approval of the Graduate School board.

The Graduate School team member who will assist you in this work will also provide relevant deadlines:

- Preliminary draft
- Second draft ready for faculty Board approval (deadline based on when the Board convenes)
- "Proper" draft ready for processing by the *Course Syllabus group* (deadline based on when this group convenes)
- Final version put to the Graduate School Board (your deadline will be based on when the Board convenes)

At the end of all this, the course is formally established. We add that it is *Graduate School policy that all course syllabi must be revised after, at most, five years* (these documents tend to become dusty and removed from teaching realities if left unrevised). We strongly suggest that a special syllabus revision is considered after the first run, as the teaching team usually wants to tweak the course at that point. Please note that the technicalities of syllabi revisions make the process ponderously slow: you need to initiate changes as far ahead as possible.

As part of this development process, the syllabus will be entered into backend admin systems, which will then also push them into LU-wide and national systems as needed. This is not something you need to worry about, however.

Some courses, especially level 2 and level 3 methods courses, are intended to accept PhD candidates as well as master-level students. PhD candidates can gain access to courses in one of two ways depending on how the course is set up:

- If the course only has a master-level syllabus, PhD candidates need to gain permission from their PhD-education Director of Studies to include the course in their education. If it is found acceptable, they will then apply to the course just as any other master student, and credits will be converted to PhD level credits by the department in question.
- A course can be designed to have a complementing PhD-level syllabus (including a distinct course code). Normally that syllabus would be a plain copy of the master-level one, that would still need to be approved in a separate process. The resulting "proper" designation as a PhD-level course will allow automatic inclusion in different PhD-centric systems and information channels, and no bespoke credit transfers would be necessary.

Whenever feasible, at Graduate School we prefer the second route, as it makes for much more transparent and less bespoke administrative and financial routines. We collaborate closely with the board of PhD educators/decision-makers to make sure that they are aware of our plans, and to get ideas for new courses from that side of the fence. It is in the end their call whether one of our existing or proposed courses can be turned into a "proper" PhD course in this way. *What you need to be aware of as a course coordinator/planner is that examiners should normally have gained an associate professorship (docent) to be allowed to examine/grade PhD candidates.*

Detailed formal (faculty) instructions about course syllabi

You can find more about course syllabus formalities at the Faculty here:

www.sam.lu.se/en/internal/research-and-education/first-and-second-cycle-education

Course literature

Concurrently with the syllabus work, you need to start thinking about the course literature you aim to base your teaching on. We sometimes get questions about how many pages this should encompass. As a rough rule of thumb, students should read about 2,500 pages for a 15 credit course (half that for a 7.5 credit course). The type of literature in a masters course should also be more specialised/advanced than at the Bachelor level.

Is this a rule set in stone? No. In a narrowly focused and difficult methods course, for instance, a single hefty book might be all that students will need, or have time, to absorb. In other courses, a great deal of background material might be required. If you are thinking of significantly diverging from the 2,500 page norm, you should however discuss it with your teaching team, and with the director of studies (and with the Methods Director if you are developing a methods-oriented course).

It is also a good idea to check whether the texts you would like to use have already been used in previous Graduate School courses that the students might have encountered. If they have, it does not mean that you cannot include them in your course, but it may give you reason to actively reflect on alternatives or to complement that text with other resources.

It is also key to check availability of texts for students – online or at the library. If you would like to use a book that is *not* available to students, it is possible to ask the library to order it – but clearly the library make their own cost/benefit analyses, and we can never (nor would want to) force the library to buy books.

Apart from content and page count, we ask you to at least consider things like author gender (im)balance, age of the referred books (are there newer alternatives?), cost, availability, type (articles demand more than textbooks) etc. These are not generally aspects we will then actively pursue or criticise – but they *are* worth thinking about. In the end, it is your course, and your selected course literature, and if you have been assigned a role as course coordinator, it means that we have a lot of faith in your ability to select wisely.

A suggested literature list will be presented alongside the syllabus for maximum transparency when the Graduate School Board and the course syllabus group go to work. It is, generally speaking, less arduous to change reading lists than the foundational course syllabus, and the Graduate School team member who will assist you in this work will also provide relevant deadlines here.

Course books to teaching team members

As the likely course coordinator, you will obviously need access to the finally included course books. To the extent that you lack such access, and are unable to secure it via, for instance, teacher review copies from the publisher (an obvious first route), you can ask the Graduate School team to purchase the relevant books for you (this is something we provide as a service as we believe the whole course will benefit from it).

If you want to review books for *potential* inclusion, we first ask you to prod the publisher for a review copy, but you can also ask the Director of Studies for extra assistance in this respect. If granted, the GS team will order and pay for these books.

Guidelines for Graduate School course literature in itemised form

Literature list structure

- Use the Harvard style of referencing.
- Course literature shall be listed in an enclosure to the syllabus
- Required reading shall be listed under a headline.
- Book and articles shall be listed separately.
- Articles shall be listed individually if they amount to more than 20 % of the course literature. Otherwise they can be omitted (but should still be listed in the course guide). If articles are omitted the total number of article pages shall be stated.
- Literature that is *not* compulsory shall be listed under the headline ”Optional supplementary readings”.
- Include first publication year as well as latest edition. Students are in general observant of the publication year.
- ISBN-number shall be specified.
- State the no. of pages to be read for each book and article.
- State the no. of pages to be read for the whole course, as in “xxx pages of obligatory readings”.
- Check consistency of the list. Students shall be able to use it as a “style guide model”.

You can download a course literature list template (Word format) here:
tinyurl.com/GSlittemplates

Accessibility and price

- Make sure that the literature is currently available at the publisher's?
- Will a newer edition be available? (this can cause much confusion for students unless specified)
- Make sure that articles are available online in full text (via LUBsearch).
- Indicate if the book is available as an e-book.
- Try using at least two thirds of each assigned book within the course, as students often find it expensive to buy books.

Type of literature

- Consider representation based on for instance gender, area of origin etc. in the choice of authors.
- Consider the degree of difficulty (introductory of deepening). Depends on students' previous knowledge.

Amount of literature

- Assume a certain no of pages per week, appr. 200-250 p. The number of pages can vary depending on if it is a monograph (one single overarching argument) or an edited volume with several arguments, or if the literature is composed of articles, reports, policy documents etc.
- A general recommendation is a total amount of 2,500 +/- 10 % pages per 15 credits at the advanced level.

Spreading the word and attracting interest

Depending on what student groups the course is primarily intended to serve, we need to decide how many students we are aiming for, including how many we will accept from outside of Graduate School (exchange students; students applying through the national application system; others).

We will also use Graduate School's information outlets, and wider network, to spread the word as needed.

One thing to keep in mind is that we do not get to know exact student numbers until fairly late in the game – this is because we have to wait for processes outside of our control and (in the case of methods electives in the second term) for our internal allocation processes to have been completed. In this latter case, the "internal" wait is primarily a conscious decision based on a desire to allow Graduate School students, and associated programme students, enough time to make well-informed decisions.

We discuss these matters a bit more in the next chapter.

PhD candidates in dual PhD/master level courses

PhD candidates from LU and from other universities have the possibility applying for our "official" PhD level courses. They apply through a link on the Faculty PhD web site (as Graduate School coordinates these courses, we make sure that web page is always up to date). If you want to promote the course to attract more PhD candidate interest, make sure they find the page in question:

www.sam.lu.se/en/staff/for-faculty-staff/courses-for-phd-students-and-teachers/faculty-phd-courses

The last day to apply for courses is two weeks before the courses starts. The spots for joint master/PhD student courses are limited, and depend on how many master students that apply. If access is constricted, PhD candidate applicants are prioritised as follows:

1. Doctoral students from the Faculty of Social Sciences, Lund University
2. Doctoral students from other faculties at Lund University
3. External doctoral students

Preparing for the first run

Course Guide

All Graduate School courses have their own *Course Guides*. These guides are notably more detailed than most teachers will be used to, and they must all adhere to a common layout standard that we have adopted. This will entail real work the first time a course is given, but the good news is that we will help you with much of that work, including all layout matters. You will be contacted at an early stage so that we may start work on a first draft of the guide. After that, we, and you, go through several revision drafts until we are all satisfied that the guide meets the set standards. You will be given one or more existing course guides to help you get an idea of what needs to be done.

You will probably notice that work on the course guide forces you to make explicit many things that otherwise tend to be left in a slightly vague state, such as what actually happens if students miss a specific mandatory activity. We find that the initial development of a course guide tends to positively impact pedagogical thinking, *and* makes everything more clear to students, resulting in less confusion and far fewer querying emails both to teachers and the Graduate School admin team.

We thus strongly encourage the development of as rich a document as possible: ideally, students should not have to locate supplemental instructions elsewhere, and questions students tend to pose should, whenever possible, be answered upfront in the guide. We also like to see some elaboration of individual lectures, seminars and other activities in the form of (at least) a couple of paragraphs explaining what is on offer each specific date. The only thing we do *not* include in the guide is the *locus* for any given activity (we do include date, time, activity etc.) This is a conscious and strategic decision: we want students regularly to check the Liv@Lund / TimeEdit schedule, as that is where any sudden changes will be indicated. For that reason too, we actively discourage any separate schedule-like files elsewhere on the course site.

Important!

The course guide is our primary way to carry out quality assurance work on information that is distributed to students (across all our course guides we catch many hundreds of errors before they cause confusion for students!), and it is also what we base our Canvas construction work on (see appendix 1). It is for those reasons extremely important that the guide includes *all* the information a student would need to manage his/her part of the course.

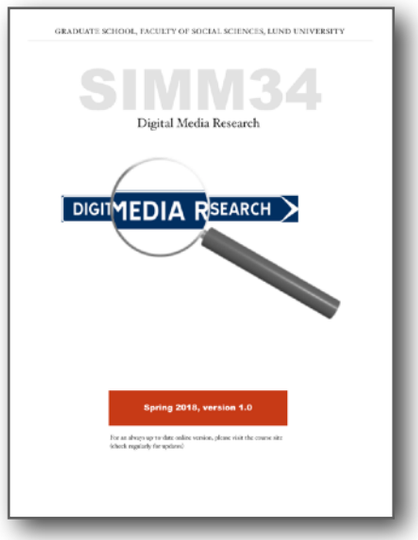
Course guides tend to include the following information:

- Introduction to Graduate School (not all students are GS students after all)
- Course introduction and learning outcomes
- Grade assessment method and information about plagiarism
- Presentation of the teaching team
- Course resources (books, articles, other) in detail, with links
- Course overview (schedule)
- Detailed plan of each activity, including required reading
- Information what happens if a student misses a mandatory activity

The rest of the required preparations are the same whether the course is brand new or has been run many times before – for that reason please turn to the next chapter for more information and instructions.

But Whoa! Why make both a Course Guide *and* Canvas?

Well, because we think they have very different jobs! The course guide is intended to help both the teaching teams, and give students a chance to see what's up well before the Canvas site has opened. It also makes us able to look into the course and help with quality assurance at an early stage. On the next page you'll find more detailed thinking about this in figure form. That will also give you an idea of the related yearly work cycle.



Benefits of course guides

Teaching team

- Comprehensive understanding of the entire course – reduces risk that teachers will only fully "see" their own course components
- Essential when switching in new course leaders
- Quality assurance help from GS staff
- Will aid later Canvas site construction
- Availability is not contingent on Canvas access

Graduate School

- Can gain a detailed understanding of the course and pedagogical approaches ("looking into the black teaching box") at the planning stage (and later)
- Can actively aid quality assurance in the course development phase
- Makes it possible to ensure a similar look and feel of course content across all courses – leaving teachers free to focus on content and pedagogical approaches.
- Makes it possible to "archive" a course with all planning details intact in a single, well-planned document

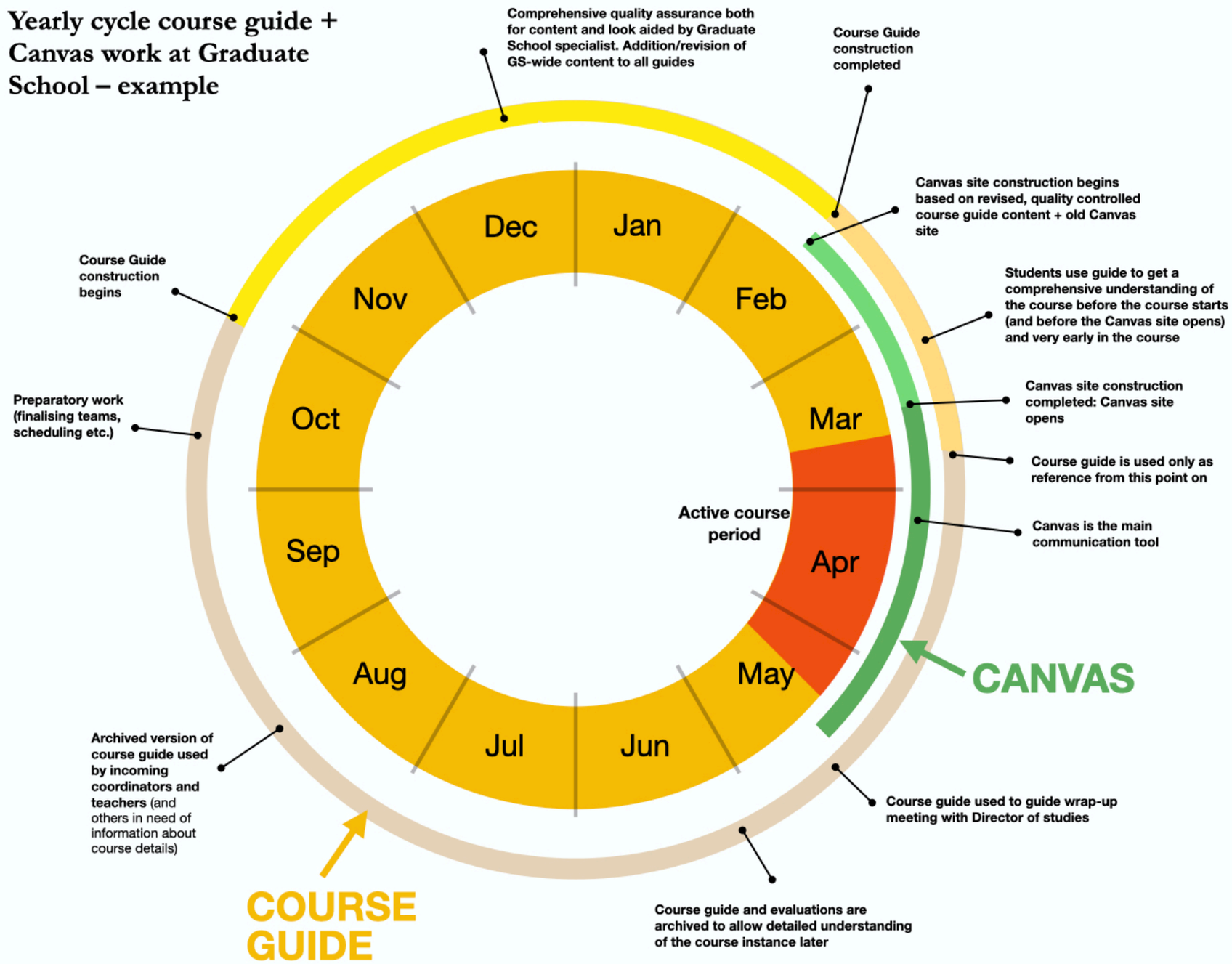
Students

- Can get a holistic view of a course (where Canvas is more task-centric)
- Can get a full understanding of a course long before a Canvas site is up and running.
- Better quality assurance of course information both in guide and on Canvas
- Availability is not contingent on Canvas access

Benefits of Canvas

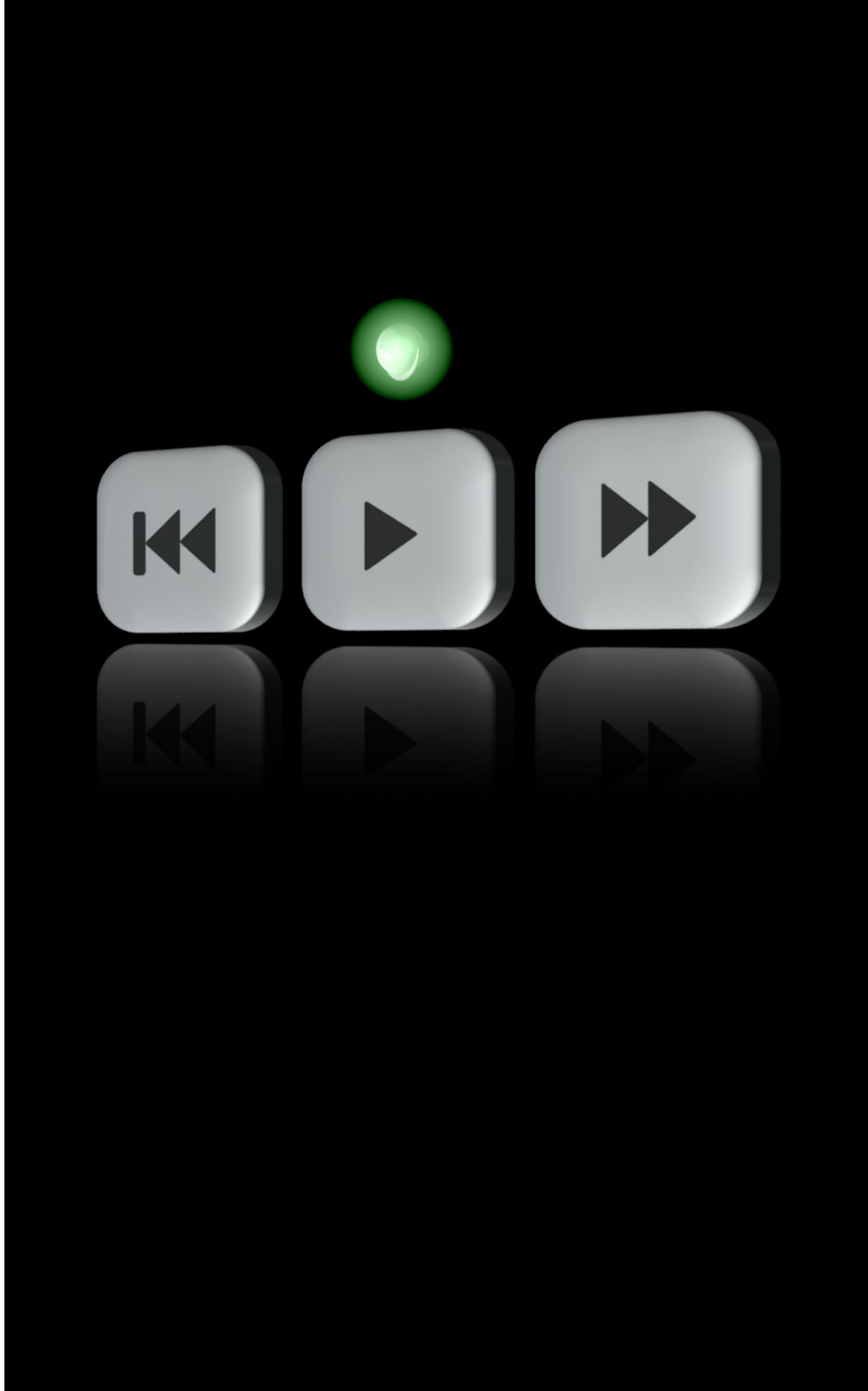
- Unmatched one-stop-shop student-student and student-teacher communication channel when the course is actually up and running
- Offers a wealth of pedagogical opportunities.
- Task orientation ideal when students plan their work days/ periods.

Yearly cycle course guide + Canvas work at Graduate School – example



4. PREPARING YOUR COURSE FOR A NEW TERM

Whether a brand new course, or one that has been run many times before, this is what you need to do to prepare it for liftoff.



Tech system notes

LUBAS stands for Lunds universitets utbildningsdatabas (the Lund University education database) and is a repository for course and programme related information, more particularly syllabi and course literature. As a coordinator or teacher you will not normally need access to or think about this system. More info here: tinyurl.com/LU-lubas

UBAS is a close relative to LUBAS where our faculty keeps track of syllabus revision work and decisions. This arcane little world with its terrible GUI is not one you will encounter as a teacher or coordinator. Give thanks to your preferred deity.

Canvas is Lund University's student/course management & Learning Management System (LMS). It is integrated with a range of other admin systems, such as the TimeEdit scheduling system.

Getting off the ground: an overview

Whether a brand new course, or one that has been run many times before, this is what you need to do to prepare it for liftoff.

Fundamentals

- If needed: syllabus is revised (ideally 6+ months ahead)
- If needed: literature list is revised (6+ months ahead)
- If needed: revised hours budget agreed (6+ months ahead, preferably more). See previous chapter for a discussion about underlying remuneration principles.
- The coming term's teaching team composition is settled/approved (at least 1 month ahead, preferably much more)
- Student number scenarios are discussed (may affect hours budget)
- Scheduling finalised
- Course guide updated & checked
- If needed: new Graduate School procedures/processes disseminated

Priming technical/admin systems

- Populating the course with students (LADOK is prepared)
- Canvas is prepared
- TimeEdit (the scheduling database) is prepared

Teaching team meeting(s)

- Teaching team is convened to prepare for the coming iteration of the course

Getting off the ground: the details

We now spell out in greater details what will happen, and what you as a course coordinator need to do and keep track of when preparing the course. We will more or less adhere to the structure and terminology that we used in the overview.

Fundamentals: syllabus revision (if needed)

The syllabus is the core of the course, and the first major part of the development process will be to make sure the syllabus is in order.

The most important aspects are the *learning outcomes* and *how the course is graded*, and we ask coordinators to make sure that their plans and the course syllabus statements are in fact in agreement. A secondary concern is that the syllabus structurally conforms with the latest faculty guidelines.

Recurring syllabi updates

It is Graduate School policy that all course syllabi must be revised after, at most, five years. We keep track of this, and you will be told well ahead if such a revision round is on the cards, and you will then be assisted through this process by our team. If you for some reason carry out a thorough revision before it is mandated by the five-year rule, we simply reset the clock, meaning that the deadline for the next forced revision is pushed five years down the line.

Fundamentals: literature revision (if needed)

Much more common than course syllabus revision are changes to the course literature list. When you want to make such changes, you notify Graduate School (usually the team member who is in charge of Board meeting preparations) and send a revised list, where changes are emphasised (both incoming and outgoing stuff), together with a few paragraphs explaining why the changes are requested.

Changes can be accepted no later than eight weeks before the course starts, as the library will have to have time enough to make potential changes in their own systems. Because Board meetings seldom take place at that precise time, we ask for changes at least 3 months in advance so we can guarantee correct processing.

You can download a template (Word format) here:

tinyurl.com/GSlittemplates

If a revision is on the cards, you may want to consult the "Establishing a brand new course" chapter in this booklet which includes a more detailed list of things to think of when it comes to course literature.

Course books to the teaching team

As a course coordinator or teacher who will teach a sizeable chunk in a course, you will need access to the included course books. If one or more members of the teaching team lack such access, the course coordinator can ask the Graduate School team to purchase the relevant books (this is something we provide as a service as we believe the whole course will benefit from it).

Fundamentals: course guide revision

All Graduate School courses have their own *Course Guides*. Course guides tend to include the following information:

- Introduction to Graduate School (not all students are GS students after all)
- Course introduction and learning outcomes
- Grade assessment method and information about plagiarism
- Presentation of the teaching team
- Course resources (books, articles, other) in detail, with links
- Course overview (schedule)
- Detailed plan of each activity, including required reading
- Information what happens if a student misses a mandatory activity

Much of this will, from your POV, happen automagically. We want you to focus on core teaching content, not on layout, digging up links, illustrations etc. (but if you want to include your own pictures, you are more than welcome to do so!) The first draft you are presented with will already look a fair bit like the end product, meaning that you can concentrate on refreshing the included information which is normally based on the last iteration of the course.

Fundamentals: Finalisation of the teaching team – and their hours

Long before the course is set to start, you will be sent an email asking for a *preliminary hours report*, where teachers, and their hours, will be outlined. The report should be in the following format.

You will find an Excel document you can use for these purposes here:

tinyurl.com/GSlittemplates

In that document: just add relevant figures to the green columns and it will calculate the converted clock hours for you.

The default is always last term's hours allocation – and the same teaching team members. If you want to discuss changes – maybe to suggest some teaching team alterations, redistribution of hours, or perhaps a pedagogical experiment requiring temporary extra resources, this is the time to do it (changes must be approved by the Director of Studies).

Depending on the course, the Director of Studies may ask you to think in terms of a couple of different student number scenarios: e.g., setting up a complementing hours budget for a larger group of students. If this is the case, and it has not been done before, the Director of Studies will approach you at an early stage with a request.

We of course realise that preliminary numbers are just that, preliminary, and that changes may occur, but this is what we in turn use as the basis for the bi-annual reports we use to prepare individual departments what capacity we are looking for ahead (they need to plan too!). This is also the reason why we have to do these things very early: we need to lock

down teaching capacity before departments have already signed up their teachers for their internal courses.

The previous chapter discussed details of hours allocation – consult as needed.

Fundamentals: Scheduling

Overarching scheduling will be a big part of the Course Guide revision work where you settle the order and type of course activities, but it will also have to be merged with "official"/technical scheduling and room booking procedures. These are usually kicked off relatively early. Graduate School's own lecture theatres and certain other rooms can be booked at any time, but in many cases, rooms are not "freed up" for booking until later than we would have wished.

The Graduate School office usually kicks off this process by a mail to the course coordinator with some instructions and a tentative schedule based on the previous year – we find that this is easier for course coordinators than having to start from scratch each time. These initial proposals + instruction mails are sent out no later than (but usually well before):

- April 10 (mail concerning the upcoming Autumn term)
- October 10 (mail concerning the upcoming Spring term)

Setting up the course schedule can be work intensive as you will have to consult with your teaching team and sync with the Graduate School team member in charge of scheduling. The final course schedule must be fixed at least a full month (taking holidays into consideration) before the start of the course in order for rooms to be booked in TimeEdit (the backend scheduling system we use).

If you furnish a schedule with your preferred dates and times at a much earlier stage, there is an improved chance that it can be turned into proper bookings with a minimum of fuss (snags obviously become more likely the closer you get to the deadline, as competing demands will be more prevalent), but there is always a chance that we need to come back to you with suggested tweaks if there are nevertheless clashing requirements. Scheduling changes tend to propagate "automatically" to the course guide that is concurrently being updated, but it is of course in your interest to check that everything in the Guide is shipshape before the course commences.

Important!

Course coordinators should always add the relevant deadlines for the final examination as well as two re-examination opportunities. We would suggest that the first re-examination is positioned around 3-4 weeks after the first exam opportunity. The *second* reexamination can be set in early January for Autumn courses or in mid/late August for Spring courses.

Priming technical/admin systems

Preparing the Canvas course management system

The basic set-up for the course will be done by the Graduate School team. What you will need to do is to upload the Course Guide and any other important information that students need. The schedule will automatically appear based on TimeEdit entries (see *scheduling*). Now, Canvas can be used in a variety of ways, and while we help you set it up, we rarely interfere when it comes to how you want to use it (see appendix 1). One thing to keep in mind, however, is that we *strongly* encourage all relevant course information to be included in the course guide to minimise confusion – we also use the guides to set up the Canvas page. Separate pdf:s with instructions are often a distraction if that information could just as well have been included in the course guide itself. There are obvious exceptions: sometimes you don't want to provide information about a coming task in advance as that might lead to strategic reading by the students. In such cases it makes eminent sense to add detailed instructions in the course assignment in question, and lock that so it will not be shown before a set date. But across our entire roster of courses, this is exceedingly rare – in a vast majority of cases all information can, and should, be include directly into the course guide.

A tip is to make sure the Canvas assignments include options for complementing hand-ins if that is part of what students are supposed to do if they miss mandatory seminars or hand-in deadlines. If you don't, students will have no option but to mail you these extra assignments, which inevitably makes it hard(er) to keep track of what's going on.

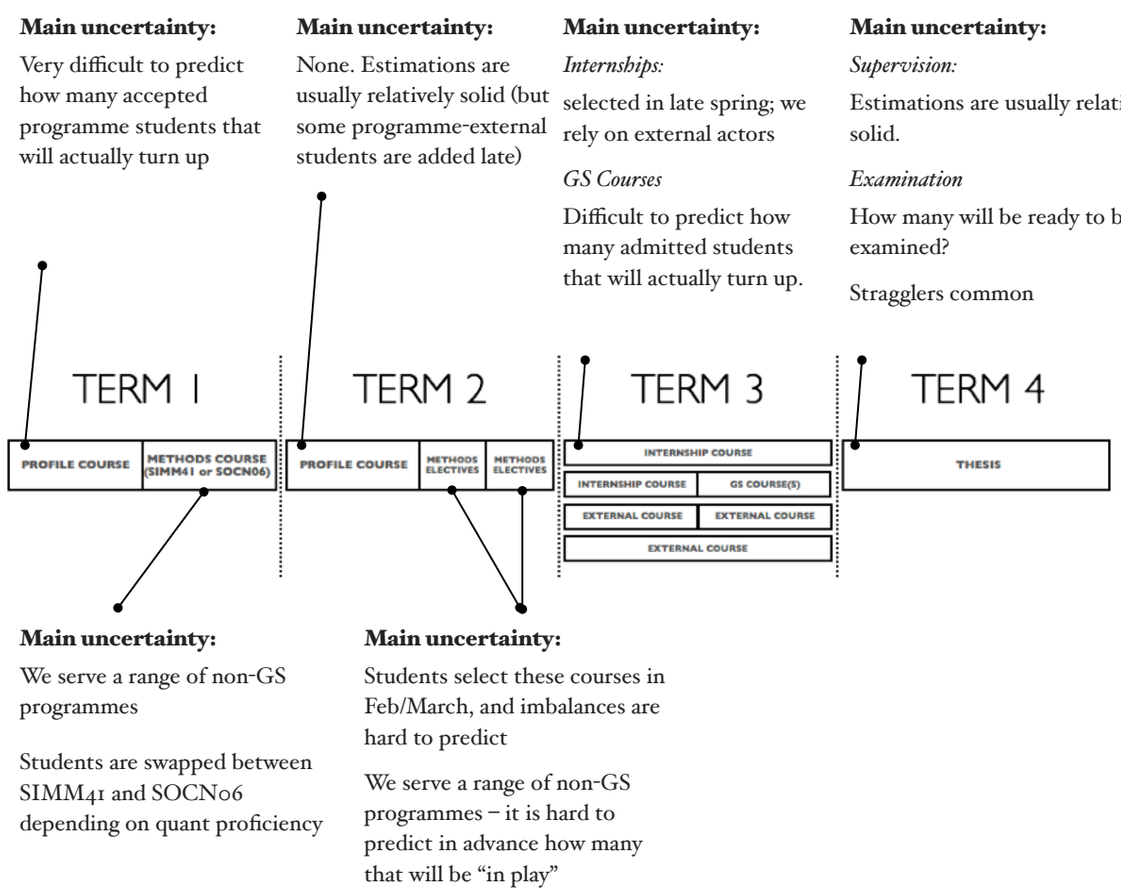
Also, don't forget to add extra assignments connected to the (usually two) re-examination opportunities.

Appendix 1 in this booklet details the technical steps needed to set up Canvas.

Populating the course – and admin systems – with actual students

At this point, the course is ready for actual students. This population bit can be a bit murky, and we get a lot of reasonable questions from course teachers and coordinators about it: when do students appear in Canvas? How many students will you actually encounter in the course? Etc. The problem is that it is in fact murky to us too.

This is an overview of the main uncertainty factors we face:



Not least because Graduate School is set up to accommodate not only our own students but a raft of students from other parts of the faculty as well, the resulting logistics is complicated stuff.

Some uncertainty is completely unavoidable, like trying to calculate how many new programme students that will actually turn up.

In other cases, we have consciously accepted a greater level of uncertainty. It would be possible, for instance, to insist on using the national systems to organise autumn applications for the term two methods electives, but we simply don't believe that students can make well-informed decisions before they have completed the mandatory methods overview course in the second half of term 1. For that reason we organise a local application process in the February/March timeframe, and accept a higher level of uncertainty (and more administrative overhead) as a result.

In all cases, we are fully aware of teachers' and coordinators' desire to quickly know how many students they can count on, and constantly work to minimise uncertainty in this respect, and so improve the estimations we share with the teaching teams – constraints allowing. But the final number of students registered for the course will in the end be clear only on the day the course actually starts – as this is the last day that they are formally able to register. An exception is the profile courses in the first term: because many international students encounter immigration hurdles, and may also need to furnish proof that they can be upgraded from conditionally admitted to fully admitted, we must accept final registrations some 10 days into the term.

Admitted students are automatically pushed to the relevant Canvas course site, but as a course coordinator and teacher you need to be aware that this list too is liable to change until registration finally closes. For the best current guesstimates, please contact the Graduate School team member in charge of admissions.

Preparatory teaching team meeting is organised

The reason we even mention preparatory meetings, which are obviously something most seasoned teams organise as a matter of course, is that we want to emphasise that teaching at Graduate School is in many ways very different from teaching at your home department. One reason is that teams are mostly interdisciplinary in character: this requires much more coordination between teachers (and admins) to end up on the same page. Students, too, are different, and this clearly affects the teaching context, both for good and bad. We have seen teachers baffled by students' apparent lack of knowledge of what they, the teachers, consider basic discipline knowledge, or by their eagerness to veer off in unexpected directions. You may encounter "wise novices" – students with plenty of social science experience, but apparent newbies in your discipline sitting next to people having studies your exact discipline for several years.

All this makes it harder to farm out more or less "independent" course blocks to individual teachers (such disjointedness will simply put be more noticeable in this teaching context).

Tight planning, and tight and evident links between course parts are for that reason even more important when organising and teaching our courses. This is also why we place extra emphasis on course guide work: we have noticed that teaching teams do a fair bit of "course tightening" when they make tasks and teaching activities manifest in this way – and tend to talk more about their courses with one another. The preparatory teaching team meeting(s) tend to be grounded in the then current Course Guide draft, and one major aim, of course, is to iron out any remaining kinks.

Course intro meeting – some pointers

There should be an introductory meeting for all courses which involve a brief overview of the learning outcomes and structure of the course, the schedule, readings, examinations as well as what students can expect from you and what you expect from them. Experienced teachers can probably check out at this stage, and proceed to the next chapter (just make sure that you need to make space for a Graduate School team member to carry out a roll call, and maybe disseminate some Graduate School-specific information).

Because all Graduate School teaching is English-only, we tend to be one of the first stops for new international members of staff, so we add a little extra "Lundian colour" here to illustrate what these introductory meetings tend to be all about.

As always, make the most of this session to introduce yourself as a course coordinator and as such the obvious reference point for the course – and to get to know the students better.

Make them aware of where they can find literature, especially if any texts are difficult to find (also let them know if any books are also available as e-resources). You can also choose to make an introductory lecture about the overarching topic of the course, depending on how much time you have. Hand out material as needed; suggest study techniques that make sense in your course etc. etc. Also emphasise that students should regularly check the on-line schedule, and course messages for changes.

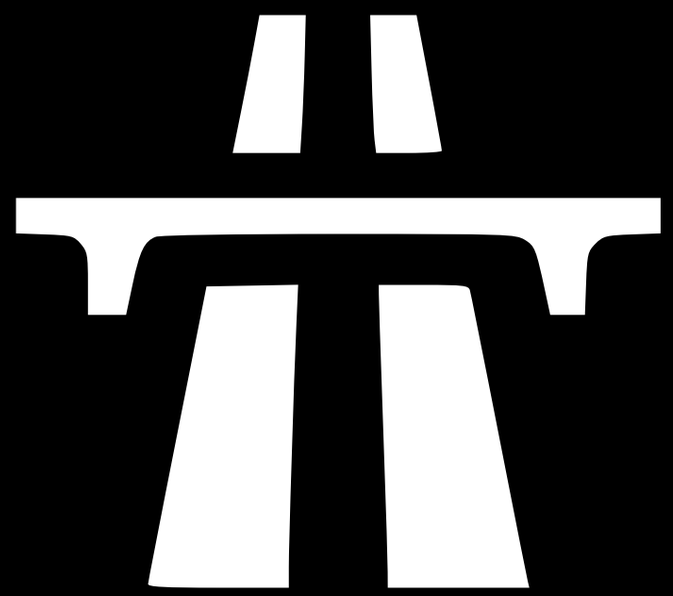
All this is, in some form or other, old hat to most teachers. Less ancient headgear is that it *really* helps if you can somehow explain the *context* of your course in the wider Graduate School system. Identified linkages to previous as well as upcoming courses really add a patina of professionalism to the course, and to Graduate School as a unit.

Graduate School will normally send a team member to carry out a roll call and disseminate information, so please make space for this in your planning.

Important! Demonstrate and highlight the course guide!

We *very* strongly suggest that you show students the Course Guide you have been working so hard on, and promote its use as a go-to Document to Rule them All (*Ash course guide durbatulûk* in Tolkien-speak). To make plain that the course is laid out in some detail in the Guide and that most common questions are in fact answered in it, will work wonders later – promise. Leaving the guide with a brief comment about its general usefulness, and how it can be downloaded later will significantly limit usage and by extension utility (e.g., fewer querying emails to you!). This is particularly salient the first week or so to help students see the overarching structure of the course: that is much harder to understand when browsing around on a Canvas course site!

5. WHILE THE COURSE IS RUNNING



Road Assistance

While the course is running there is usually less interaction between the teaching team and the Graduate School office team. Obviously, if you encounter any issues, the team is there to assist you – never hesitate to contact us. A few things, such as how to deal with suspected plagiarism (a complicated and sensitive issue) or other forms of cheating, or how to help students if you feel that they need some form of outside support, are discussed here, however, as we find that information about these matters are a bit too scattered around a variety of web sites to be comprehensively accessible.

Student Counselling at Graduate School

If students approach you with problems they are having outside of the core academic parts of the course, our student counselling services should be the first stop. Recommend students to contact us to reserve a time (they will find information on our site, and in the Student Handbook).

Student Counselling outside of Graduate School

It is important to remember that Graduate School courses serve many students who are not enrolled at Graduate School itself. These students should primarily talk to their local department student counsellors.

Help and support functions – and the Student Handbook

Lund university maintains a range of different support functions. We run through many of them in the beefy *Student Handbook* that all Graduate School students receive when they come to Lund. We have found that other students (and teachers too!) often benefit from this information. The Student Handbook is always available here:

www.graduateschool.sam.lu.se/current-students/newly-admitted-students

If/when students approach you to find out about such resources and support functions, it might for that reason be a good idea first to direct them to the Student Handbook.

Important! GDPR compliance

Several cloud services are deemed not in compliance with the General Data Protection Regulation. We ask all our teachers to use alternatives services if you maintain any records where students can be identified. Instead of Dropbox, use LUBox; instead of Google Docs/Sheets, use Microsoft Office's cloud/sharing services. Doodle is also regarded as suspect in this respect.

Aiding Students with Special Needs

We already mentioned some important resources and information sources (e.g., the Student Handbook). But what sort of student problems might you actually run into?

Graduate School accepts many international students (normally 60-70 % of any given cohort), and so social issues, housing problems, and trouble with the Migration Agency (Migrationsverket) are perhaps more common in our setting. We are experienced in dealing with such issues, and organise events and meetings to, for example, help students find a "home" in Lund (our Autumn Soup lunch, where we introduce some help functions and also religious community liaisons in Lund is one example).

Our students are, generally speaking, high achievers, and may be unused to the idea that they have finally ended up in a place where they are surrounded by people at least as able as they are. As a teacher, you are well placed to help us catch potentially related anxiety early on, in order for us to provide extra assistance. Keep on the lookout for students who suddenly seem to falter, or drop out unexpectedly: we need to know!

A complication that you need to be aware of is that students may contact Pedagogical Support without us ever knowing about it. If a student, for example, claims that he or she has been promised extended hand-in times, this may be true even though we have not informed you (we obviously would if we were told). In these cases, ask students to contact a Graduate School study counsellor ASAP to confirm the situation. You are under no obligation to (indeed should not) alter hand-in dates until you have been asked to do so by a member of the Graduate School team.

The pedagogical support unit can add extra resources to aid students. Support for students includes: note-taking help, peer mentoring, exam support, pedagogue investigation, audio

books, extra supervision connected to exams. Professional investigation of reading and writing difficulties.

This secrecy may sound absurd, but privacy is obviously of paramount importance when, say, a student seeks medical or psychological help. It must be up to the student if and when to divulge related information.

FAQs

Q: I suspect plagiarism or other kind of cheating. What do I do?

A: *Appendix 3 in this manual deals extensively with this unpleasant part of teaching.*

Q: A student has a doctor's certificate and now demands pedagogical support (e.g., a custom-tailored exam form). What do I do?

A: *Teachers should never have to make such decisions – this is done by the pedagogical support unit. If they deem it necessary, you will get a document (usually via the Director of Studies or the Study advisor) stating what sort of extra help / altered exams etc. you should allow. Direct the student to that unit. See links box below.*

Q: A student seems to have psychological difficulties (stress, anxiety, serious procrastination issues, depression), or has even contacted me about that. What resources does the university offer that I can suggest.

A: *Lund University has a unit called Studenthälsan (Student Health Councelling).* See links box below.

This unit has a team of psychologists, psychiatrists etc. that are specialised on the specific psychological challenges facing students, including international students. Some problems are dealt with directly by the team, others are directed to the wider resources available in the general Swedish welfare system. The unit also offers special courses focusing on procrastination (Swedish and English) and public speaking anxiety (Swedish) that can be helpful to students who tend to suffer from these issues.

Normally, you should refer a student to the Graduate School student counselling services, but you can also direct students directly to Student Health services – they can book times directly in a web system.

The University's multi-faith chaplaincy also provides personal counselling to students of all faith (but also to non-religious students)

Relevant links

Pedagogical support unit

www.lunduniversity.lu.se/student-life/preparing-to-come/students-with-disabilities

Studenthälsan Student Health Councelling

Student-facing page:
www.lunduniversity.lu.se/current-students/health-care/student-health-counselling

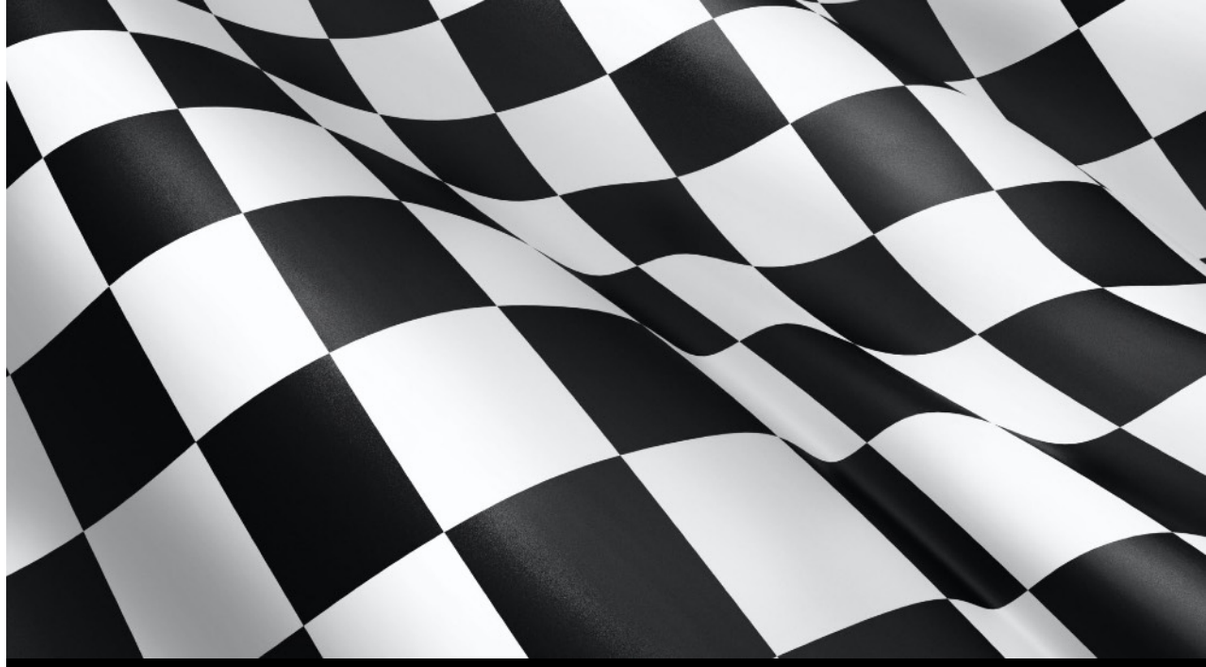
Staff-facing page:
www.staff.lu.se/research-and-education/education-support/student-support/student-health-centre

Advice and tips which can be used as guidance in various situations involving students who need help of different kinds:
www.staff.lu.se/sites/staff.lu.se/files/dealing-with-difficult-student-issues.pdf

The University's multi-faith chaplaincy
www.lunduniversity.lu.se/student-life/faith-and-spirituality

6. WRAPPING UP THE COURSE

Wrapping up a course entails reporting grades, organising and managing course assessment surveys, writing a brief course "epitaph" that will form part of the wrap-up "dossier", setting up a course assessment meeting, reporting final hours and (for us at Graduate School) settling financial scores with participating departments. In this section we'll run through each of these items in turn.



Tech system note

Sunet Survey aka Survey & Report is a powerful tool for creating surveys in various formats and it can be administered on paper or online. Respondents can be tracked by specific individual or they can be anonymous, as is the case with our course surveys.

Course surveys

Course evaluations are an important part of the wrap-up process and will be discussed at the course assessment meeting. No later than the weeks before a course draws to a close, Graduate School staff will contact the course coordinator to begin creating the course evaluation survey that is sent out to students in the last week of the course. This section will go over the process and timeline of creating a Graduate School course evaluation and discuss the advantages and limitations of the evaluation system we use.

Graduate School course evaluations feature multiple choice questions as well as open-ended questions that allow short or long text responses, which are the most common, but Survey & Report offers a variety of question types when creating a survey. Results from multiple choice questions are compiled and shown in bar graph format and individual responses to open ended questions are shown one by one.

Paper and online surveys – pros and cons

Both the paper and online survey formats have their pros and cons: Online surveys allow surveys to be sent out in short order, do not need to be sent out in conjunction with a lecture or seminar, and in the case of text responses, allow the respondent to write as much as they'd like and show easily readable, neatly compiled responses. However, because online surveys are emailed to students, response rates of 50% or even lower are a potential risk. We find that online response rates can be increased significantly when teachers stress the importance of completing the survey as it indicates that the course evaluation is a key part of the class. Students are more likely to respond to an online survey if you, the teacher, are asking them to participate.

Paper surveys, on the other hand, must be filled out in person by hand and collected immediately. This gives the advantage of very high response rates, especially if distributed during a mandatory final seminar which nearly all students attend. Because these are done during class time, students tend to give more detailed responses. Paper survey results are scanned and uploaded to Survey & Report which then parses and organises responses by question.

Because students write their own responses by hand, the compiled paper survey responses can be quite long and sometimes hard to read, as Survey & Report shows each student's handwritten comments for each question.

At times, students have more to say than what can fit in the text box, and they may choose to write outside of the box. Unfortunately, Survey & Report only compiles responses within the boxes given, so anything written outside of the boxes is not collected.

Graduate School's course survey structure

Graduate School's course surveys share a common structure and contain both core questions that are seen in all our course surveys as well as course-specific questions that vary from survey to survey based on course content. These common questions are used as a metric for all Graduate School courses and help give us an overview of student perspective on the courses we offer. About three weeks before the end of the course, Graduate School staff will send you the text of the course evaluation from the previous year for you to review and make changes if necessary. For example, you may find that some course-specific questions are no longer relevant for the current year or perhaps literature referenced in a previous survey is no longer used. All our surveys contain the same general questions that are applied to all Graduate School course surveys, but they also contain course-specific questions that are open for your revision. Feel free to update the language or content on those course-specific questions, or if you feel the survey needs new questions, to write up something new. In the case of new questions, be sure to let us know the format you'd prefer: yes/no, multiple choice, text field, etc. If you'd like to revise the survey sooner than three weeks before the course ends, let us know.

Survey distribution

The way in which the surveys are distributed is dictated by the survey format. Online surveys can be sent out in short order, while papers surveys must be distributed and collected during class time. This means that Graduate School staff require advance notice of when you would like the surveys to be ready for pickup so that we can edit and print them in time. Once they are ready, you can pick them up from the Graduate School office in advance of your course meeting. When you distribute them to the students, please be sure to remind students not to bend or tear the pages. Each page has an individual bar code that must be readable in order for Survey & Report to collect the data on the page. The sheets of paper will be run through a scanner, so do not staple the completed surveys.

If surveys are distributed on paper, be sure to collect all the surveys in class as soon as they are completed and return any blank surveys as well. Please do not allow students to take the surveys home with them and complete them on their own time – those tend not to be

returned to us and it's difficult to know if all respondents have submitted. The collected surveys are to be returned to Graduate School staff either by dropping them off at our office or via the internal post (box number 35). The surveys will be scanned as one PDF file and uploaded into Survey & Report, which then parses the answers by respondent and generates evaluation results in PDF format.

Electronic surveys are usually sent out on the last day of the course. If you wish, you can give us a specific time and date for the surveys to be sent, for example, on the day of the final seminar or the day after it. Students are emailed a notification as well as two additional reminders in the first week after the survey is sent. The survey is generally open for two weeks, but we can close a survey on a specific date if so desired. Once it is closed, Graduate School staff will generate the evaluation results for the course in PDF format. Should you want to review the data in SPSS, we can export it for you by request.

Evaluating the results

Once the evaluation results are ready, they are distributed via email in advance of the course's teaching team meeting and are normally also available on paper on the day of the meeting. Should you have any questions about the survey process or require the evaluation results sooner than the planned team meeting, don't hesitate to contact Graduate School staff. We'll be happy to answer any questions you may have or provide you with the information you need as soon as it becomes available.

Reporting grades

Reporting grades is a two-step process. First grades need to be entered into LADOK, then they need to be "attested" by a designated teacher (usually the course coordinator, *kursansvarig lärare*). We work with teachers from many different departments and are very pragmatic here. Some teachers are used to both enter and attest grades themselves – that's fine. In other cases teachers prefer to compile lists with grades that we then enter into LADOK, whereupon the teacher attests them. That is fine too.

We have a mandated obligation to enter examination results into LADOK as promptly as possible, however, and never later than 15 working days after an examination takes place. For this reason Graduate School needs the grades to be processed relatively quickly.

If you have not already done so, please apply for the examiner role for Graduate School in LUCAT (see info box below). This allows you to log in and "sign" (*attest* in Ladok-lingo) the course grades once they have been reported. *Please note that access to your home department's courses in LADOK, does not necessarily mean that you also have access to Graduate School's offerings. You may need specifically to apply for Graduate School access.*

Students will eventually be able to locate their grades in LADOK, but many teachers also opt to inform students by means of the individual comments on their final Canvas examination too. This can certainly help calm students' nerves as the LADOK processing does take a few extra days – just be sure to state the correct grade, and to make sure students have actually completed all assignments! Your comments can potentially be viewed as decisions, and we are never to change official decisions in ways that are detrimental to the recipient (*negativa myndighetsbeslut*).

The Graduate School Director of Studies is always listed as a grade "attestant", meaning that he can attest all grades in an emergency.

Reporting final hours

You (course coordinator) have already sent us the preliminary hours for the course, and we used that report when initially requesting teacher capacity from the various departments. Now it is time to confirm how things actually panned out. You (course coordinator) will receive a mail from us asking for the *final* hours (it will list the preliminary hours we have on record). If they differ from the preliminary hours, please provide comments so we can keep track of changes.

Your report should again be in the format you find below. You will find an Excel document you can use for these purposes on our *Staff Resources* page:

tinyurl.com/GSlittemplates

In that document: just add relevant figures to the green columns and it will calculate the converted clock hours for you. For courses that extend over the new year, you report all hours as if they belonged to the autumn).

Once this is done, you (teachers and coordinators alike) should not have to report the hours in any other way, unless your local Director of Studies explicitly requests it. We compile biannual hours reports that we send to directors of study and to relevant admins in partner departments – and automagically reimburse these departments for your efforts.

The course "epitaph" document

We ask course coordinators to furnish some information which will be included in the eventual (and grandly named) course "epitaph".

The most important stuff is a short text about the course as viewed from your perspective, and a few tentative sentences about future course planning. Relate, when pertinent, to any patterns you can see in the student surveys (e.g., if you plan to implement changes based on student feedback).

Also include a list of students who have at this point *not* completed the course, and what they need to do in order to complete it. The reason is that some students disappear from our radar for extended periods, and when they eventually resurface to ask what they need to do in course X in order to complete it, it may in fact be hard to reconstruct unless we have this information stored in an organised fashion.

If you have drafted an epitaph by the course assessment meeting, it tends to aid the discussion there. After the meeting, you will have the opportunity to revise it before it is included in the wrap-up *course dossier* document (see below).

Course Assessment Meeting

The course assessment meeting is where course teachers and Graduate School staff come together for an hour or so to discuss how everything went and to talk about plans for the future. As this is often the only time when we at Graduate School meet a majority of our course teachers, we also share (and gather) important general information in these meetings, and sometimes help with wrap-up practicalities.

When and how do you learn about these meetings, and who should participate?

Graduate School initiates the process by sending a request to the course coordinator, who is then expected to come up with some preferred dates when as many teachers as possible from that course can participate (as a course teacher you should thus be contacted by your coordinator). The coordination will in many cases be initiated at an early point – indeed sometimes well before the course actually starts (the aim is to aid teachers' and coordinators' planning). We do prefer to see as many of the involved teachers as possible (we don't have any proverbial water coolers for you to hang around, so this is our chance to get to talk to you properly), but we fully realise that it is sometimes difficult to gather the entire crew, and trust the coordinator to organise this in the best way possible. In some cases, where two courses are closely interlinked, we think it a good idea to combine meetings in order to discuss potential course linkages with both teams. When this is the case, we will let you know.

How can you prepare for the meeting?

In most cases, all course teachers will be sent course survey results before the meeting, and it is clearly a good thing if you have had the time to read through these. We ask course coordinators to bring along the draft course "epitaph" (see above) to aid discussions.

If you know that some teachers in the teaching crew will not be teaching the course again, it is greatly appreciated if they return course books to the Graduate School team at this point so we can hand them on to the incoming replacement teacher(s).

Meeting structure

We have an initial agenda (see below), but also allot plenty of time to open-ended discussions – after all we want to catch what you find important!

Graduate School information

- Structural matters that might affect courses and course coordination, including quality assurance measures, hours allocation, course prepping/information, grading issues and more.
- Upcoming important dates (e.g., for syllabus changes, literature changes, 5-year syllabus revision planning etc.)

General impressions of the course: how did it go, and what could be changed next time?

- Survey results discussion
- Potential changes for next time: course structure
- Potential changes for next time: course literature
- Potential changes for next time: teaching team composition
- GS admin services and information: did you get the help you needed? And don't be shy: we can take constructive criticism!
- Course guide

Course "epitaph"

- Work on the brief epitaph text about future plans (possibly with reference to course survey results). The "epitaph", plus a lightly redacted version of the survey results and some other technical material will be lodged as a "course wrap-up dossier" at the next Graduate School Board meeting (see below).

Course linkages (when relevant)

- Discussion about linkages between your course and "related" courses, and how/when to make such evident to students.

New pedagogical ideas you have piloted, if any

- We want to hear about any new ideas you have tried out and how they worked
- GS might spread ideas that have come up in other course meetings

Technical matters

- LADOK grading finalisation if required.

The final course "dossier"

After (sometimes at!) the meeting, you (course coordinator) will finalise the course epitaph document and mail it to the assigned Graduate School team member. Unless we have for some reason decided on further meetings, this is it for you this term! Thank you, sayonara, and hope to see you again soon!

Our final wrap-up bit is to compile a "course dossier" including:

- the finalised course epitaph document (see above)
- a lightly redacted version of the survey results
- the term's course guide
- potential extra comments

The dossier is then "lodged" with the Board when it next convenes. The lodging is formally a Board information item, and it turns the dossier into a formally recognised and traceable document. This is our way to guarantee an officially maintained institutional memory of what has transpired, and also to provide students, through their student representatives on the Board, their mandated (and reasonable) access to the course survey feedback we have received, together with the teaching team's reactions to that feedback, and an outline of future plans.

APPENDIX I

SETTING UP CANVAS

Canvas is the current student/course management system that will be your primary web-based interaction platform when running your course. It has many different functions, and our suggestions here are only meant to help you set up basic functionality in ways that Graduate School students will recognise.

Tech system notes

Canvas is Lund University's student/course management & Learning Management System (LMS) system. It is integrated with a range of other admin systems, such as the TimeEdit scheduling system.

Urkund is an automated plagiarism control system used throughout the university. It is integrated in Canvas, and will warn you if its pattern-matching algorithms has been detected something suspect (warnings will appear in Canvas when you prepare to download student assignment texts.

When can you start working in your Canvas site?

Graduate School rummages around under the Canvas hood to set up a basic site that you can then work on. We usually give you access to your Canvas site a.k.a. Canvas "card" about three weeks before the course start. Students are automatically added to the course once they are registered in Ladok. This usually occurs in the week leading up to the course start. We can also give early access to the expected students if necessary. Contact us if you experience any problems of if you have any questions about this.

From Course Guide to Canvas

The Course Guide reused

Many departments expect the course coordinators to build Canvas cards for their courses on top of designing the course itself and creating course content. At Graduate School, you have already created a Course Guide and provided the students with detailed information about the course structure, descriptions of the course sessions, and the list of reading that they should do before a lecture or a seminar. Taking that into account, we decided to make use of what you have worked on and into a Canvas card that has all the information that the Course Guide.

Quality Assurance and less work for you

We aim to take the burden of building Canvas cards from scratch off of your shoulders, but one of the key objectives of this undertaking is to make sure that all the Canvas cards built for our courses have a standard design so that our students always know what they can expect from our Canvas cards and have a smooth experience with the platform in general.

The importance of the course guide

When we build your Canvas card, we rely entirely on how you structured the course and the session descriptions, reading lists etc. that you included in your Course Guide. Therefore, the more detailed your Course Guide is, the more well-structured and complete your Canvas card will be when you get access to it. The best way is of course to make sure everything needed is in the course guide before we start the conversion of that information to Canvas!

What to expect when you take over your Canvas card

You might notice some things that don't work quite the same way as the previous e-teaching platforms that you may have used, e.g. Live@Lund. Here is a list of various Canvas features (or lack thereof) that might seem new to you.

The "Welcome Module"

The first module, which we call the "welcome module", is modelled after the template that we use for every single Graduate School course card. It is important that this module remain on the top of the page since it has essential information about the course, which we want our students to be able to easily access.

Course overview a.k.a. the "Syllabus" page

Despite the confusing name, the "Syllabus" page that you can see in the left menu on your homepage offers an overview of the course: Students can access the official course syllabus and literature list, find contact information for the course coordinator and the study advisor and also view the entire course schedule on this page.

Canvas calendar

You may notice that the Canvas calendar is different than what you used to have in Live@Lund. It is certainly more user friendly as you can access the schedules of all your courses on the same page and filter the one/s you would like to see.

When we create your course card for the first time, we make sure that your course schedule on TimeEdit is synced to the Canvas calendar. This means that the course schedule automatically includes the location, times and dates of all the sessions scheduled using TimeEdit. Even if you want to make changes to your schedule, the location and time information will be updated on Canvas after an hour or two. Don't forget to remind your students to check their Canvas calendars regularly for such changes.

Making submitted assignments visible to multiple students

This is a very important point if you expect your students to read and give feedback on assignments authored by several members of their seminar group. Unfortunately, there is no straightforward way to make the submitted assignments visible to each and every student on

Canvas, unlike Live@Lund. There is a peer review option, but that unfortunately doesn't work when a student is expected to read multiple assignments before a seminar.

The best solution that we could find to this problem is to have students upload their papers both to an assignment page (where you will be able to give the students feedback and grade their papers) and to a discussion page (where they will share their assignments with their classmates and download theirs to read in preparation for giving feedback). If you mentioned in your Course Guide that the students need to read multiple assignments for a seminar, you will see that we have created discussion pages and linked them under such assignments in various modules.

Supplemental Instruction (SI) and Thesis Preparation Track (TPT) information

(*This concerns the programme directors & the SIMP course coordinators*)

We want to make sure that the new students are aware of the additional support activities that we offer at Graduate School, namely the SI sessions held by our mentors and the workshops that are organised by the Thesis Prep Track (TPT) team, Maja Carlson from Sambib and Tony Ingesson from the Political Science department. You will see that the "welcome module" of your Canvas card has two separate pages about SI and TPT. Note that the SI mentors and the TPT team will be able to share updates and announcement on the course card about their activities.

Your first steps

The Canvas card will be *almost* done when you get access to it, but there will be few things that you will need to do before it is ready to go.

Share a welcome text

We recommend you to welcome your inbound students in a *course announcement* before the introductory lecture. In our experience, students begin visiting in noticeable numbers about one week before the course starts, which is when they register themselves to the course – not least to check up the upcoming schedule). Select "New announcement" from the right hand menu on the course homepage to get to the relevant editor.

Tweak the baseline Canvas card

If you think you need to make changes in the Canvas card, you are more than welcome to do so. We think it through very carefully when we build your page, but we also know that it is not always possible to perfectly translate a Course Guide into a Canvas card. Feel free to make the changes that you think will improve the experience of your students.

You can always contact us if you are unsure about the structure of your Canvas card or if you see any other problems.

Add the missing pieces

We highlight certain lines or phrases on various pages just as a reminder for you to clarify some information that we thought could be confusing to the students or to add a file that is marked as "Available on Canvas" (i.e. an article that is supposed to be shared with the students on the "Course resources" page). Please make sure that you fix these before the next step.

Publish the course page

The course card itself will not yet be published when we hand it over to you, but you will notice that a majority of the modules and most pages have been published (they will have a green check mark right next to them). We use this to indicate that those modules and pages should be ready to go.

Please let us know when you think the rest of the teaching team should be added to the Canvas card and when you think it is time to give access to the expected students.

What else can you do with Canvas?

While we provide you with the architectural blueprint of your course, you will still need to actively maintain its upkeep. Here are some of the features/tools you may need!

Canvas Instructor Guide

Canvas has a very comprehensive Instructor Guide where you can find instructions on pretty much everything you might want to do: tinyurl.com/y3n5l3pw

In case you cannot find the information that you're looking for in the guide, we recommend you to visit the Canvas forums: community.canvaslms.com

Adding files to the Canvas card

If you would like to upload documents to the course card, you need to select "Files" from the left menu on the homepage. You can drop the documents you want to upload on the course files folder. Alternatively, if you want to share a document on a specific page, you can go to that page, click edit and then upload a file through the right hand menu.

It is preferable to add links to the document on the relevant pages or maybe modules to make sure that they are easy to locate. Also think a bit about the naming of said documents: "Lecture 3 (October 16). Harry Potter in International Politics" is a far, far better document title than "John's lecture slides".

The Graduate School team can help you copy a full set of documents from a previous term to the current term – just tell us if this is something you would like (and tell us which categories you would like to have copied). *If you avail yourself of this service, just make sure you delete any obsolete documents that slip through.*

Important!

Canvas offers a lot of different ways for you to share information. Please opt for creating a page and add it to the relevant module instead of uploading files that contain essential information for your course. Uploading multiple files can clutter the card and make it harder for students to find what they are looking for.

Assignments

It is a good idea to make all the assignments visible to the students in advance so that they know what to expect and to include clear instructions. We create assignment pages using the instructions that you included in the Course Guide, but if you need to add more information about an assignment, you can do so by clicking on "Edit" on the assignment page. For instance, you will obviously want students to find exam assignment texts only at the start of the examination period. You can add these texts to the assignment description when it is time to for the students to see it.

In addition, you may need to rethink how you want the students to submit make-up assignments that may result from missing mandatory activities. If there isn't a page where these assignments can be submitted, students will have no recourse but to send these to you via email and their emails will quickly populate your inbox. Also, make sure that the make-up assignment instructions in Canvas correspond with the information shared in the Course Guide.

When you create a new assignment, select "Online" and "File uploads" as the submission type. Then click on "Restrict upload file types" and enter PDF in the text box that pops up.

Important!

Course coordinators should always make sure that there are relevant hand-in pages for two re-examination opportunities in the Canvas card. We would suggest that the first re-examination is set around 3-4 weeks after the first exam opportunity. The second reexamination can be set in early January for Autumn courses or in mid/late August for Spring courses.

Automatic plagiarism control – Urkund

You can connect your assignments to Urkund in Canvas and have the system check the submitted papers for plagiarism automatically. You do not have to use this for every single assignment and you can also choose whether to make the Urkund reports visible to your students or not. If you mentioned that an assignment will be checked for plagiarism in your Course Guide, it should connected to Urkund, but you can always edit the assignment pages and change that. For further information on Urkund and to view/interpret a sample report, please review this document: urkund.com/en/

If you have any questions or problems, please don't hesitate to ask the Graduate School team member in charge of Canvas, or the LU tech support for general questions (tel. 222 90 00, mail: service@ldc.lu.se).

But Whoa! Why make both a Course Guide *and* Canvas?

Well, because we think they have very different jobs! The course guide is intended to help both the teaching teams, and give students a chance to see what's up well before the Canvas site has opened. It also makes us able to look into the course and help with quality assurance at an early stage. On the next page you'll find more detailed thinking about this in figure form. That will also give you an idea of the related yearly work cycle.

Benefits of course guides

Teaching team

- Comprehensive understanding of the entire course – reduces risk that teachers will only fully "see" their own course components
- Essential when switching in new course leaders
- Quality assurance help from GS staff
- Will aid later Canvas site construction
- Availability is not contingent on Canvas access

Graduate School

- Can gain a detailed understanding of the course and pedagogical approaches ("looking into the black teaching box") at the planning stage (and later)
- Can actively aid quality assurance in the course development phase
- Makes it possible to ensure a similar look and feel of course content across all courses – leaving teachers free to focus on content and pedagogical approaches.
- Makes it possible to "archive" a course with all planning details intact in a single, well-planned document

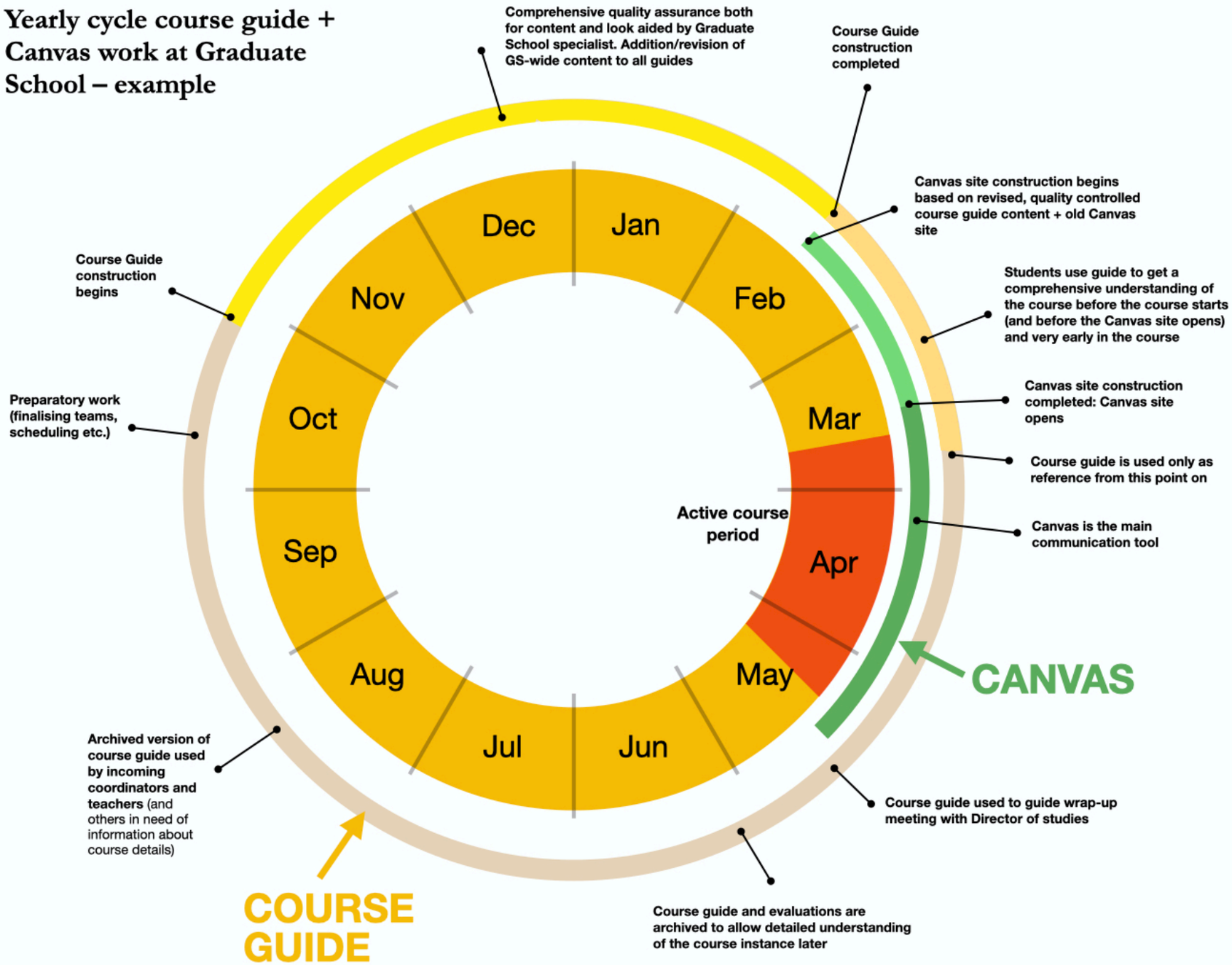
Students

- Can get a holistic view of a course (where Canvas is more task-centric)
- Can get a full understanding of a course long before a Canvas site is up and running.
- Better quality assurance of course information both in guide and on Canvas
- Availability is not contingent on Canvas access

Benefits of Canvas

- Unmatched one-stop-shop student-student and student-teacher communication channel when the course is actually up and running
- Offers a wealth of pedagogical opportunities.
- Task orientation ideal when students plan their work days/ periods.

Yearly cycle course guide + Canvas work at Graduate School – example



APPENDIX II

PROCESSING STUDENT COMPLAINTS

It is actually relatively rare, but it does happen that students complain about what happens in a course to the point when it is hard to know what to do. The Faculty has set up a common process for these occasions, so both students and teachers know the options. In this appendix we present the faculty guidelines in full.

Processing of complaints from students concerning first and second cycle education at the Faculty of Social Sciences

The present document describes the processing of education-related complaints from students at the Faculty of Social Sciences.

Before students proceed with a complaint, they should find out what rules apply in various situations. Students' rights and obligations at Lund University (LU) are described in the List of students' rights (see link below). For example, the list describes what applies to the study environment, course syllabi and timetables, exams and assessment, degree projects and course evaluation. Another important document that governs education is the relevant course syllabus. It is also possible to obtain information by contacting the study advisor at the department.

Students with a complaint can primarily turn to the relevant lecturer/course director or to the programme director. In many cases the problem can be solved closest to where it arose. For further processing of a complaint, please see the flow chart below.

At LU there is a student representative to whom students with a complaint can turn for support and help. The student representative is not part of the University administration, but an independent party whose role is to support and guide the students' unions and the students in their case. The students can also obtain support and advice from the Social Sciences Students' Union. Support from the student representative or the Social Sciences Students' Union does not require membership in the students' union.

The flow chart below aims to clarify the work flow and contact people in cases of student complaints at the Faculty of Social Sciences. The fundamental principle is that a case is to be processed promptly, documented and registered according to the usual procedures. All student complaints that become cases are to be registered at LU (official document).

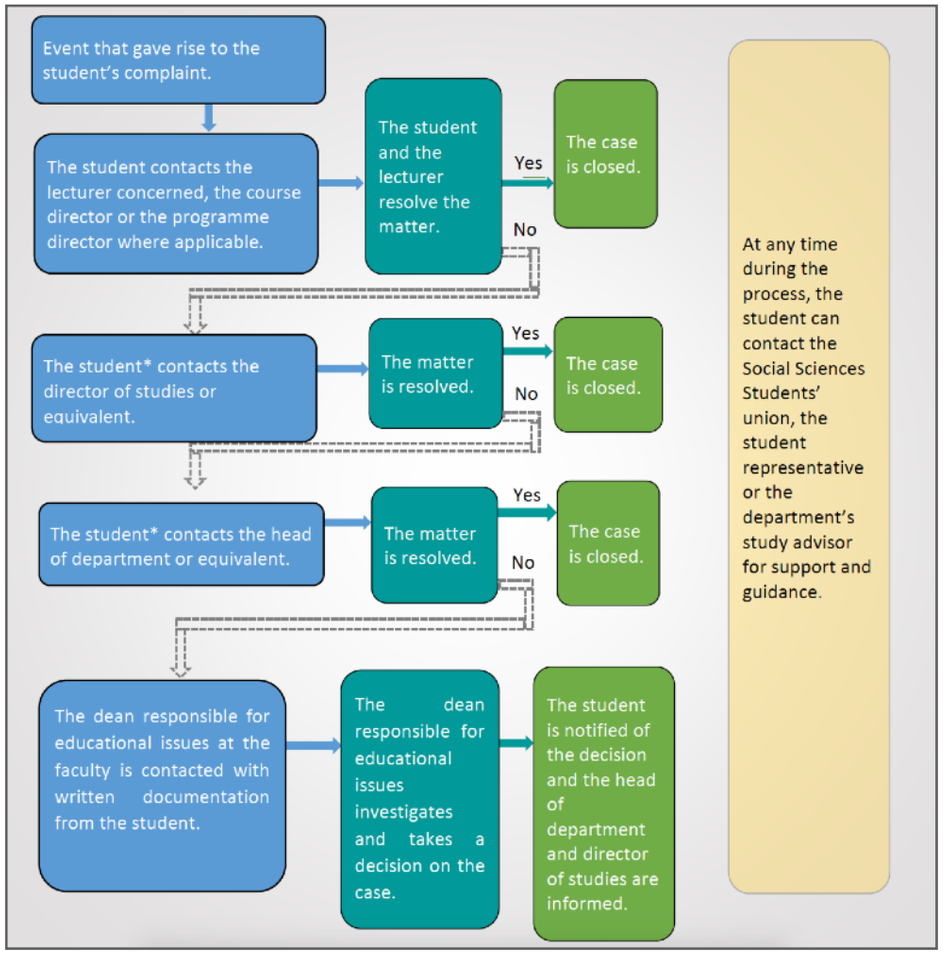
The description of the procedure does not prevent a student from appealing a decision pursuant to Chapter 12 of the Higher Education Ordinance (see below) or reporting LU to the Swedish Higher Education Authority. At LU, it is also possible to turn directly to the vice-chancellor according to guidelines approved on 12 March 2015 (see link below).

The procedure description/flow chart does *not* cover:

- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment of qualifications and admission, approved leave from studies, deferred entry, credit transfer of previous studies, requests for exemption from study components and applications for degree certificates. If the decision on such matters goes against the applicant, he or she can apply to the Higher Education Appeals Board. Information on how to do this is to be attached to the decisions.
- Disciplinary matters, that are to be processed by the vice-chancellor/disciplinary board (pursuant to Chapter 10 Section 3 of the Higher Education Ordinance).
- Changes to grading decisions (pursuant to information approved on 2 December 2015, see link below).

The present document is to be published on each department's website and information about the document should be disseminated to new students at the Faculty of Social Sciences in connection with course/programme introductions. The document was produced in collaboration with the Social Sciences Students' Union.

Processing of students' complaints at the Faculty of Social Sciences



* The lecturer or the director of studies concerned can also choose to take unresolved issues to the next level.

Relevant links

List of rights for students at Lund University
www.lunduniversity.lu.se/sites/www.lunduniversity.lu.se/files/list-of-rights-lund-university.pdf

Guidelines on handling complaints from students concerning first, second and third cycle studies at Lund University (LU central document regulating these matters). Document approved on 12 March 2015.

www.staff.lu.se/sites/staff.lu.se/files/guidelines-on-handling-complaints-from-students-concerning-first-second-and-third-cycle-studies-at-lund-university.pdf

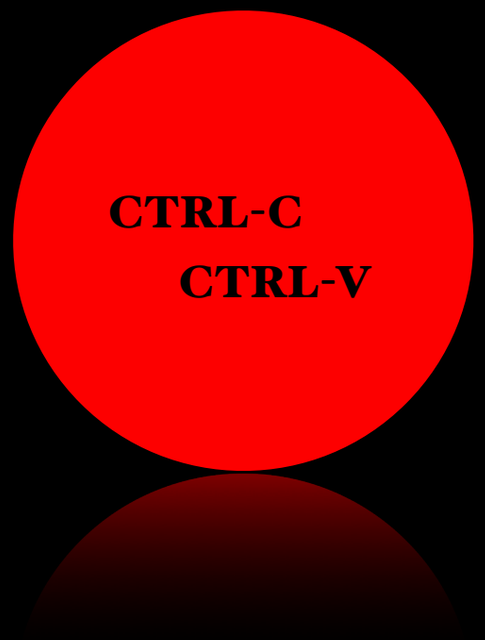
How to process cases of discrimination or harassment
www.staff.lu.se/employment/work-environment-and-health/health-and-wellness/victimisation-and-harassment

Changes to grading decisions (official document approved on 2 December 2015).
sam.lu.se/internt/sites/sam.lu.se.internt/files/information_om_andring_av_betyg_-_2015-12-02.pdf

APPENDIX III

MANAGING SUSPECTED CASES OF PLAGIARISM

Plagiarism is rare, but if you expect plagiarism (or other forms of cheating) is on the cards – this is what you do.



Tech system note

Urkund is an automated plagiarism control system used throughout the university. It is integrated in Canvas, and will warn you if its pattern-matching algorithms has been detected something suspect (warnings will appear in Canvas when you prepare to download student assignment texts.

Dealing with Plagiarism

The formalities

Dealing with cheating and plagiarism is a hard and sometimes painful experience for all involved. It is also a necessity: as employees at Lund University, we are in fact *obliged* to report suspected cases *regardless* of the motivation of the student and the teacher to fail a student for plagiarism – or not:

If an employee has cause to suspect an attempt by a student to deceive, by prohibited aids or other means, during examinations or other forms of assessment of study performance, the employee is obliged to report this. This obligation applies to all university employees and all education cycles"

Lund policy Reg. no LS 2010/722, 2012.

Lund University defines plagiarism as

"…a lack of independence in the design and/or wording of academic work presented by a student compared to the level of independence required by the educational context. Deceitful plagiarism is a lack of independence combined with an intent on the part of the student to present the work of others as his or her own."

13 December 2012 1 Reg. no LS 2010/722 DECISION

Preventative measures

There are ways of preventing a lot of unintentional plagiarism. Making students aware of what plagiarism is and how to reference correctly is one of them. Graduate School provides a text on Academic writing and plagiarism to students upon arrival in the Student Handbook – see info box on next page – and students are reminded of this throughout their programme via the relevant course guides and other sources. Course coordinators and teachers should also explicitly discuss plagiarism and how to avoid it when the course kicks off. This is also a good time to mention our automated plagiarism control system *Urkund*. Assignment and exam instructions must also be clear and precise so that they cannot be interpreted in ways that might suggest that insertion of unreferenced text chunks is permissible or even desirable.

All of this is important – we need to be able to verify that a charged student has in fact received information about plagiarism, or the case is severely weakened.

Determining Plagiarism

According to Lund policy, the following should usually constitute valid grounds for suspicions of deceitful plagiarism:

- Paraphrasing without any form of citation
- Verbatim copying not marked as a quotation (with or without citation)
- Text, with or without citation, that is too similar to the original to be considered independently formulated

The above is relative to course objectives and the level of independence expected from the students when producing content.

Copying one's own previous work is also considered plagiarism and the same regulations apply.

Web: tinyurl.com/LUplagiarism (a complete outline of these regulations).

Detecting plagiarism

Teachers tend to note plagiarism in a variety of ways, but the automated service *Urkund* is a potent tool that is integrated in Canvas and that will automatically compare assignments to its vast database of existing texts.

When plagiarism is suspected

Once there is a suspected case of plagiarism, the official stance is that the lecturer must refrain from discussing it with the student but rather report the incident to the Vice-Chancellor. But there is a bit of a grey area – the *Lund University Guidelines on Plagiarism* clearly state that there must be *valid grounds* to report plagiarism or attempts to cheat. 'Valid grounds' are defined thus:

There must be some objective basis for the suspicion; it must be based on something more than subjective intuition. A suspicion with very shallow support may be enough for a report [to the Vice-Chancellor] to be required. A deliberation over the strength of possible evidence should not as a rule be necessary at this stage.

These are the formally mandated requirements, but there are obviously cases where you as the teacher may be unsure if the grounds are indeed valid. As a result, there may well be

situations where you feel that some sort of discussion with the student will be necessary to determine the strength of the potential plagiarism case.

Reporting plagiarism

Assuming that you have concluded that you have a case of plagiarism on your hands, you will now have to prepare a formal report that will be sent to the Disciplinary Board – a central university entity headed by the Vice-Chancellor. The quality of this report will very often determine the outcome of the case. Forming the report is usually a joint effort where you, the Director of Studies and others in the admin team will compile the required information.

The report is to be emailed to: disciplin@lu.se and must include the following:

- The student's name and personal number
- The student's address
- Name of the relevant course, and how many credits it comprises
- Name of the relevant course component, and how many credits it comprises
- Relevant facts of the case. *This is the core component of the report.*
- Reports from *Urkund* (or other tools) when it has been used
- Information about the source material from which the student is supposed to have plagiarised (for printed matter, include the front page of each source and the pages on which there are parts which have been plagiarised). It is important that relevant passages are highlighted so that both the reported student and the members of the Disciplinary Board will see exactly which parts of the student's paper he or she is suspected to have plagiarised and which sources they relate to.
- Information about any tools permitted at the exam (this is rarely if ever relevant at Graduate School)
- Notes from and about any related talks with the student
- How the student has (or should have) learnt about plagiarism (a reference to the Student Handbook text, course guide, and any additional course-specific information about this will suffice)
- Witness accounts if pertinent

Who reports?

At Graduate School, the teacher who has detected the plagiarism is the primary agent writing the report, and going to the relevant Disciplinary Board hearing. The reason is that the teacher normally has detailed overview of the assignment in question, and how plagiarism came to be suspected. In some cases the student might be suspected to have copied not only text, but ideas, and structural components from someone else and this is an additional reason why it is important that the person *reporting* the student is also the one who writes the report. If the teacher is wholly unable to do this, it does happen that the course coordinator or the Director of Studies step in instead.

Important!

This task is considered seriously important. We realise that writing a report and going to a hearing are time-consuming tasks. We thus remunerate teachers who the Director of Studies deems will need to go through this process (see more below) with up to four clock hours per case (caveat: the teacher's department Director of Studies will have to agree to such additional hours).

The investigation phase

Once a report has been submitted, a full investigation will be carried out. The suspected student will be informed at an early stage by the University's Legal Division and will be given generous opportunities to provide their own account of what has transpired. This statement may then be sent back to the person who submitted the report for further comments. The investigator might also want further information to complement the initial report.

Once the investigation is complete, it is sent to the *Disciplinary Board* and the student is given the opportunity to attend the meeting and speak. The board can then put questions to both the student and the Graduate School representative (normally the teacher who wrote the report) and will then discuss the case in private in order to come to a decision. The student will be informed both orally and by means of a written decision that will be sent within a week of it being made.

Web: tinyurl.com/LUplagiarisminfo (student information about this process)

Decision & penalties

If the student is *cleared* then the work in question should be assessed normally.

If the student is found *guilty*, the Disciplinary Board (formally the Vice-Chancellor) will either issue a warning or suspend the student from the university for a set period of time (this also includes suspension from examinations and other activities within the context of education).

It is at that point up to the relevant course examiner to decide whether to pass or fail the student, even if a grade has already been submitted. This is one of the few cases when a grade decision can be annulled.

Students can appeal the decision made by the board.

Further Graduate School quality assurance measures

Apart from drawing up a formal report of plagiarism, there are of course different measures and combinations of measures that can be taken with the aim to improve the situation in the future, including:

- informing the student why the lecturer deems the work to be of poor quality and thus why a lower grade is given to the student (or why it needs to be redone) – above and beyond the actual plagiarising
- encouraging the student to sign up for courses in academic writing
- reviewing and potentially beefing up informing to future students taking the course in question regarding the requirements built into the assessment
- reviewing and potentially redesigning the course/component of the course in such a way that future students will not misunderstand the purpose of the assignment(s)
- reviewing and potentially redesigning the broader study programme
- reviewing and potentially suggest alterations to Lund University's guidelines and/or local instructions

The process from A to Z – from a teacher's POV

When you suspect a student has plagiarised (or cheated in some other way):

1. Read through this text and notify the Graduate School Director of Studies (DoS).
2. A meeting with the student is set up (usually you, the DoS and the student, but sometimes only you and the student – this format is up to you).
3. If you and/or the DoS deems that there are grounds for a proper plagiarism case: compile the report (confer with the DoS about the process).
4. You or the DoS send the report to disciplin@lu.se. *This should be done as soon as possible after the noted offence*.
5. The investigator may request additional information to complete the report.
6. You will be called to an oral hearing about the case. *This may be many months after the report was sent.*
7. You will be informed of the rendered decision.
8. If the student is found *not guilty* you will have to decide whether or not to pass or fail the student, and inform the GS admin team.
9. If the student is found *guilty,* Graduate School will inform course coordinators and teachers if the student is not allowed to join their educational activities.

Sources referred to in this text and further resources for students and staff

To learn more about Academic writing and plagiarism visit
libguides.lub.lu.se/mastersprogrammes/academicwriting

Lund University page on how to avoid plagiarism, including Lund policy on plagiarism:
www.lunduniversity.lu.se/current-students/academic-matters-support/academic-support-centre/avoiding-plagiarism

Guide to Academic Integrity provided by the Lund University libraries:
www.lub.lu.se/en/services-and-activities/student-support/academic-writing/academic-integrity

How to avoid plagiarism:
awelu.srv.lu.se/academic-integrity/plagiarism/avoiding-plagiarism/

Disciplinary Process – Lund University:
www.lunduniversity.lu.se/current-students/academic-matters-support/student-rights-guidelines/cheating-disruption-and-harassment

Excerpt from the Student Handbook

This is the information we disseminate to all Graduate School students. Similar information is included in most Course Guides too – this is something you can refer to if a student wonders where such information is to be had.

Academic honesty

Academic honesty means that you as an author are responsible for your work and that you must be able to support the statements you make. Likewise, citation and referencing must be done correctly and it is never allowed to copy, fabricate or manipulate your data. This means that everything you hand in has to be made and written by you and nobody else. If that is not the case you can be accused of plagiarism, a serious offence. The penalties for plagiarism at LU are for example suspension between 2 weeks and 6 months.

Plagiarism – and how to avoid it

If you copy, paraphrase or translate materials from websites, or library or other sources in your written assignments or thesis without giving full and proper credit to the original author(s), you are committing plagiarism. Accusations concerning plagiarism are taken very seriously and the consequences for your academic career and professional future may be disastrous, involving not only the loss of credit for courses in which the offence occurred, but even suspension for a certain time from your degree programme, not to mention having to live with a lingering reputation for dishonesty. Submitting the work of others as if it were your own is unacceptable. Plagiarism must be understood and avoided at all costs.

Students should expect to have their papers checked for plagiarism electronically. Whenever you use the words or ideas of others, fair academic practice requires that you identify your sources fully and accurately. Simply mentioning an author's work at the beginning of a paper does not mean that you are then free to copy or paraphrase from that work; specific references must be given each time you quote or paraphrase. The fair use of evidence from primary and secondary sources is the basis of academic discourse, and abuse of this fairness undermines the very nature of scholarly research. Although plagiarism is not always illegal (since copyright laws usually presume a financial motive), it is nevertheless a form of intellectual theft and fraud. By committing plagiarism you show disrespect for the fundamental values of the academic community.

If you find yourself in doubt about quotations or your use of sources, it is always a good idea to provide full information.

To learn more about LU policy about Academic honesty visit LUB's page on Academic conduct: libguides.lub.lu.se/mastersprogrammes/academicwriting

APPENDIX IV

GRADUATE SCHOOL: A BRIEF HISTORY

An innovative organisational solution to the problem of managing and exploring interdisciplinarity is now a teenager, and an established part of the Faculty of Social Sciences.

A brief history

Graduate School's story began with a push for internationalisation at Lund University prompted primarily by Sweden's adoption of the *Bologna Process* regulations. In 2004, Sweden began the process of reforming the preexisting higher education structure to follow a common European model. The Bologna Process inspired a number of new developments here at the Faculty of Social Sciences. The Faculty Leadership sought to create two-year Master's programmes in accordance with Bologna regulations as well as creating international programmes and courses on the faculty level, and it was decided that the Faculty of Social Sciences should create international master programmes at the faculty level. There already were two international master programmes in existence at the faculty – Welfare Policies and Management and International Development and Management, but those belonged to the Political Science and Human Geography departments respectively. Coordinating master programmes at the faculty level was something that had not been done before.

An advisory board comprised of representatives, usually Directors of Study from nearly every subject at the faculty, was assembled to decide which subject areas should be chosen to become international programmes and courses that might best serve the needs and interests of Social Sciences students. The response to the proposed additions was positive, particularly from departments with lower student rates. A common, faculty level master programme could be more cost effective to run than one at a single department and could even offer courses in theory and method to not only its own programme students but also to students in smaller master programmes elsewhere within the faculty, thereby allowing departments to offer a wider variety of programmes to students.

Developing Interdisciplinarity

While the intention for the programmes to be international was a primary focus from the start, the interdisciplinary aspect of the proposed programmes came later.

The advisory board discussed the issue of how to create a faculty-wide, interdisciplinary master programme at length and decided that such programmes should be theory-based, designed to focus on a major – a primary field of study within the programme subject – and also require applicants to meet the eligibility requirements for their major. Fulfilling major requirements in one field on the bachelor's and subsequently the master's level would then allow a graduate to have the possibility to continue to a PhD.

11 different programme topics were suggested and of those, three were ultimately selected and are still the backbone of Graduate School today: the MSc Programmes in *Development Studies, Global Studies*, and *Social Studies of Gender*. These would be led by a Director of Studies with individual Programme Directors for each of the three programmes and a board made up of the departments participating in the interdisciplinary cooperation. Once the subject areas were decided upon, the advisory board for deciding upon faculty-level international master's education became the steering committee for the three new programmes. Among those in that committee was Kjell Nilsson, who became the first Director of Studies of Graduate School. Franz-Mikael Rundquist would become the Programme Director for Development Studies, Catarina Kinnvall the Director for Global Studies, and Sara Goodman the Director for Social Studies of Gender.

The name "Graduate School" was decided upon, with the intention that the name should communicate its offerings to international students, and to indicate that international master level programmes and courses as well as a few international PhD courses were available there.

Graduate School welcomed its first programme students in the Autumn of 2007. Located in the Eden building, Graduate School was made up of its Director of Studies Kjell Nilsson, two administrative staff, and 9 students in Social Studies of Gender, 26 students in Global Studies, and 23 students in Development Studies.

Although the general opinion towards the newly created international, interdisciplinary programmes and courses was enthusiastic, some at the faculty were still unsure about the idea of international programmes, particularly with regards to having to teach courses in English. Initially, Graduate School sought to incentivise potentially reluctant teachers to lecture on its courses by offering them a few more teaching hours, but as time went by Graduate School was able to find more and more teachers who simply enjoyed working with international students and teaching in English.

Director of Studies Kjell Nilsson's ability to network within the faculty, garner support for and subsequently structure three unique, ambitious interdisciplinary master programmes helped to bring the concept of Graduate School to life. He and the steering committee set the stage for the next level of development for the organisation. In this period, Kristina Jönsson became the new programme director for Development Studies.

In September 2010, Lena Örnberg took the reins as Graduate School Director of Studies. The numbers of programme students had decreased since the programmes' first year, which led to some criticism as to the perceived success of the interdisciplinary programmes. Lena sought to improve both the student experience as well as numbers of students in the programmes by placing emphasis on student events and administrative structure. Teaching and administrative staff would have increased contact, such as at teaching team wrap-up meetings at the end of courses, to create more cohesion between the two groups and to relieve teaching staff of unnecessary administrative tasks. The number of students began to grow and an additional third full time administrative position was added.

Finding (and Creating) a Physical Home

It was at this time that Graduate School moved from the Eden building to Gamla Kirurgen. There the programme would have its own classrooms and study area, separate from other departments. This fostered a feeling of "home" and a sense of belonging among Graduate School students. Events like programme introduction day, potlucks, fika, and information lunches that include both students and staff bring class cohorts together and familiarise them with staff, so students know who to turn to when in need of support.

Seeking to further improve structure and processes, the Graduate School team traveled to the University of Amsterdam in Spring 2011 to meet with colleagues there working with their interdisciplinary Master Programme in International Development Studies. While comparing programme structure and administrative processes with their Amsterdam colleagues, the Graduate School team were somewhat surprised (and pleased) to discover that their Dutch counterparts were impressed by Graduate School's thoroughness in interdisciplinarity. The difference was that the interdisciplinary focus was not limited to the makeup of the student body or the teachers – even the courses were interdisciplinary, down to mixed, interdisciplinary teaching teams on a single course. University of Amsterdam staff thought mixing teaching teams was incredibly ambitious and would not be possible at their university. Lena later remarked that this difference was a testament to the efforts made by the original steering committee that made a truly interdisciplinary Graduate School possible. This practice of interdisciplinary teaching teams continues at Graduate School today and is seen as a strength by staff and students alike.

A Maturing Organisation

By the time Lena left her post as Director of Studies in late 2014, student numbers had risen dramatically and a place in a Graduate School programme became highly sought after by international students. Around that time Lena left, programme directors Kristina Jönsson (Development Studies) and Sara Goodman (Social Studies of Gender) stepped down from their posts. Karin Steen took over for Development Studies and Rebecca Selberg took over for Social Studies of Gender. In 2017, Rebecca stepped down and the role has now been taken on by Marta Kolankiewicz.

After Lena's departure, the remaining admin team members successfully managed programme admissions until Mikael Sundström was installed as the new Director of Studies in the spring of 2015. Since then, Graduate School has looked for complementing ways to develop, further increasing its reach by way of communications material and processes and improved overall quality of courses, particularly methods courses. Programme and course guides and the very handbook you are reading now have been designed, reworked and reformulated to provide comprehensive information with a unique, signature style. Students are kept up to date with a bi-weekly *Newsflash* email with an overview of upcoming important Graduate School information as well as interesting events and activities around the faculty and the university.

In the last five years we have also been placing extra focus on our theory and methods courses offerings. A *Methods Director* position (currently held by Shai Mulinari after a productive stint by our current programme director Chris Swader) has been introduced to keep track of and develop the various courses in theory of science and methods. The aim is to further develop the quality, design, and variety of the method courses that are offered to Graduate School students as well as many other master and PhD students. In addition, we have set about documenting all available theory and method courses at the Faculty of Social Sciences, providing a clearer overall picture of the state of theory and method courses at the faculty.

A New Growth Period

In 2018 two momentous decisions were rendered. First, Graduate School would become the new home of the *Middle Eastern Studies* programme from 2019, with Rola El-Husseini as the designated Programme Director.

Second, Graduate School was to develop a brand new master programme, labelled *MSc in Social Scientific Data Analysis (SSDA)*, slated to start in 2021. Chris Swader is the designated Programme Director for the SSDA.

When these developments have concluded, Graduate School will have grown from 180 full-time student equivalents (*Helårsstudent*, HÅS) to 280!

Graduate School – Our House!

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.

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.

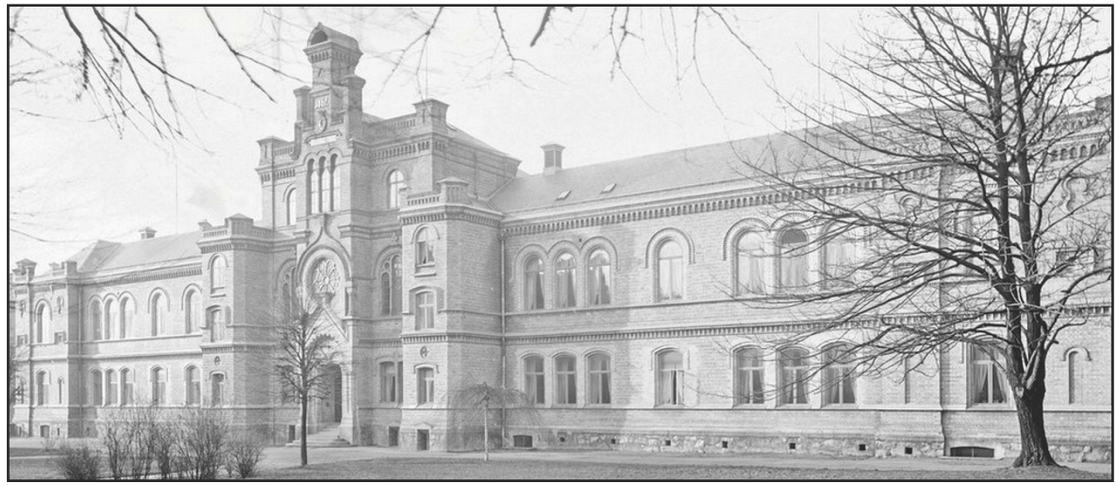
Inside, changes have been much more far-reaching. Among other things, what is now the stairwell in the third floor used to be the very heart of the building as it housed the central operation theatre.

Helgo Zettervall (1831–1907)

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

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).

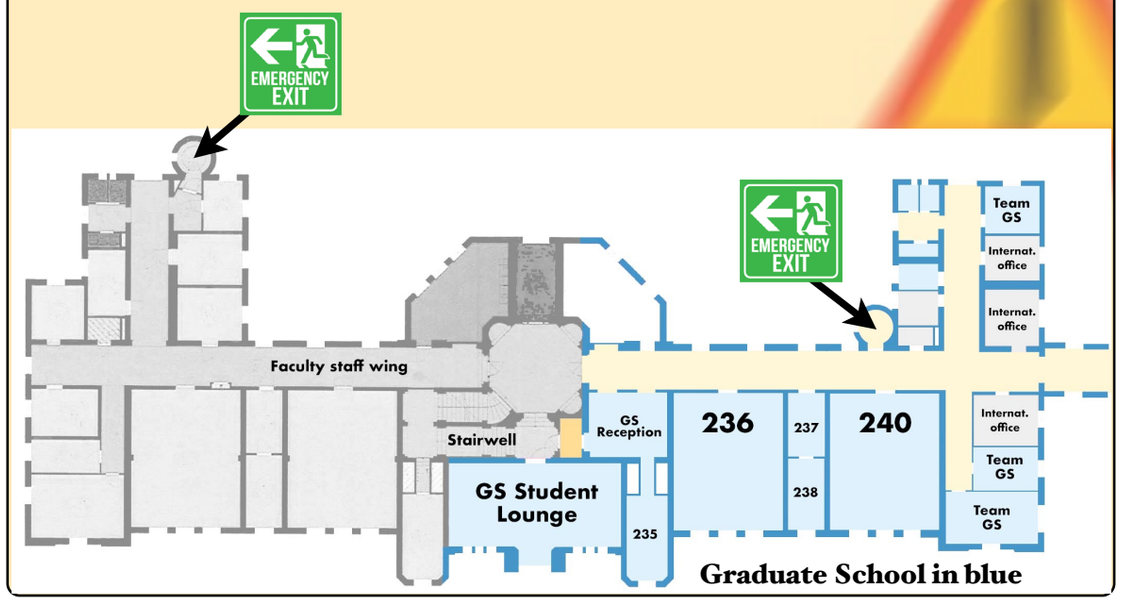
Over the years, the building has housed a range of University units, notably the "UB3" University Library branch on the top floor. Today it is predominantly a social science building, with the central Faculty Administration, the International Office, Graduate School and the School of Journalism as main anchors. The 150-year old is still going strong!



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

Important!

We ask all our teachers to take note of the emergency exits (see below), and to be prepared to guide students to the assembly area at the *front* of the building in case of a fire or other hazard demanding evacuation.



Graduate School in blue