

Teacher Times

GRADUATE SCHOOL – TEACHER & FRIENDS NEWSLETTER, AUTUMN 2017

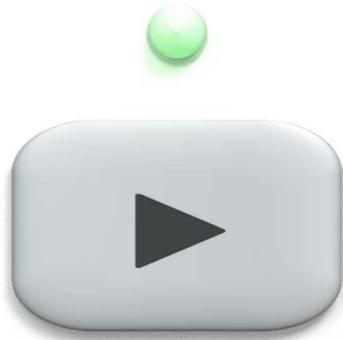


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LUND UNIVERSITY
Faculty of Social Sciences

Issue 3 – autumn 2017



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Letter from the Director of Studies



Mikael Sundström
Director of studies at
Graduate School

You get this newsletter because you are teaching in one of our courses, supervise or examine Graduate School theses, or are in some other capacity a special friend of ours. Since it is one of relatively few English-only information outlets, we try to widen the scope beyond Graduate School itself, so feel free to distribute it to international staff.

Dear Teachers & friends,

Time for another issue of the *Teacher Times* to let you know what's cooking over at Graduate School. For newcomers: as a virtualised department, Graduate School organises no retreats or all-hands-on-deck staff meetings, nor do we meet our teachers regularly in the lunch room or by the proverbial water coolers. This is our way to keep you up to date with what we are working on, and also to more generally spread information in English about things that (at least to us) seem important or in some way unduly hovering under the radar.

As Graduate School turns ten this year, we have had occasion to look unwontedly hard at our own past, and also to think more about the next ten years: Where should we be in 2027? John Carmack – a legendary computer game developer – has famously stated that “A strong team can take any crazy vision and turn it into reality”. With Katie, Helena, Milan, Chris, Annika, Karin and Marta on the crew, that is actually worth heeding, because that is one helluva creative and strong team to be working with.

On October 20, we hosted our ten-year anniversary event. For the first leg of that event we had invited a distinguished panel of past and present stakeholders. The final question to the panel was how and in what way it was in fact better to have a Graduate School (this odd organisational beast) at the faculty, than to be without one. The answers were remarkably similar – Graduate School is ideally placed to be a testbed for new ideas and collaboration opportunities.

That reflects what I myself find so exciting: our small size, virtualised environment and close but never stifling ties with both departments and the core faculty organisation make us highly agile.

My strategic focus as the current caretaker of Graduate School is in the end a simple one: collaboration, collaboration, collaboration. Graduate School should be a proactive, dedicated and reliable collaboration engine and partner. If Heads and Directors of Study across the faculty regularly and without prodding think “maybe we could work with Graduate School on this...”, then we have succeeded. If they don't, we just need to work harder. And we will.

Mikael Sundström, Director of Studies, Graduate School



WHAT'S BREWING?

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News and
information from
Graduate School

With the autumn term well under way, and our 10-year anniversary behind us, we are preparing for 2018, as well as starting the long and winding work wrapping up this calendar year. Here you can read about staff changes, and some of the things we are currently working on. We also add information about events that may be of more general interest to teachers.

Staff News

Helena Falk is back full-time on the coordinating team after her maternity leave (dad's turn now to look after little Ingemar). Shoshana Iten is on a leave of absence for a year to pursue a 1 year master's in sustainable urban planning. Katherine Anderson Ahlstedt has joined the team during this period, and will present herself below. Our student receptionist Amaranta Lucia Thompson has been joined by first-year student Magrith Mena (we like to have one experienced and one incoming student on that team if possible).

The directors' team is unchanged, and our methods director Chris Swader has also been given a renewed lease as methods coordinator at the Faculty. That role is all about initiating discussions across departmental boundaries, encouraging (but not imposing!) more collaboration – that suits us at Graduate School to a tee.



My name is Katie Ahlstedt and I am the new programme coordinator at Graduate School. I have been working at Lund University since 2013, previously as the educational administrator for the Department of English. My education has primarily focused on language, literature, and writing. I was born and raised in New York State and began my undergraduate studies there. I completed both my bachelor's and master's degree in English and English Literature here at Lund University.

Course work

Sim35 – Digital Ethnography

As this is being written, Magnus Andersson from the Department of Communication and Media is working on the details for the new *SIMM35 – Digital Ethnography* course, which will join our cluster of methods courses in the spring. “Digital ethnography” – what's that? Well, to give you an idea, this is how the subject is introduced to prospective students:

Highlights what we study, and how

Digital ethnography focuses on the various ways in which social interaction and social worlds intersect across online and offline environments. This approach uses various qualitative ethnographic methods to critically reflect on traditional social scientific concepts and distinctions and how these are articulated in new ways within contemporary everyday lives. A key aspect of this course is that the digital is understood as an expansion of spaces where everyday lives play out, as well as something that affects the way the ethnographer conducts research. In such a way, digital ethnography highlights not only what we study, but how we study it.

Different methodological practices

The practice-led course follows the inductive and iterative principle of ethnographical methods, beginning with concrete methodological practices and the craft knowledge of qualitative research. The first part of the course is devoted to digital ethnographical practices, such as observation and multi-modal textual analysis of digital media forms. From this starting point follows fieldwork and analyses, structured in three parts: 1) selves and social interaction; 2) socialities and participatory collectivities; and 3) mobile phones. Overall, the course critically examines how digital ethnography offers a reflexive knowledge about the intersections between the online and offline world, subjective and material relations, and the interplay between the private and public spheres.

Welcome onboard Magnus & team – the evolving collaboration with you and your department is a valuable addition to what we do.

SIMM30 – *Participatory Methods of Change and Development in a new guise*

The SIMM30 course is undergoing top-to-bottom renovation in preparation for next spring. Axel Fredholm (dept. of Sociology) and Yahia Mahmoud (dept. of Human Geography) are reconstructing this popular course to fit the new requirements of our spring methods blocks. We look forward to see the fruits of your labours Axel and Yahia – thanks for your hard work.

Spring methods course cluster finalised

We are offering the following methods courses next spring:

Period 3 (March 20 – April 24)	Period 4 (April 25 – June 3)
<ul style="list-style-type: none">• SIMM16 Quantitative Methods (7.5 credits)• SIMM25 Fieldwork (7.5 credits)• SIMM34 Digital Media Research• SIMM23 Theory of Science• SIMM30 Participatory Methods of Change and Development (7.5 credits)	<ul style="list-style-type: none">• SIMM32 Quantitative Methods: Multivariate Analysis (7.5 credits)• SIMM27 Methods of Text and Discourse Analysis (7.5 credits)• SIMM29 Evaluation Research: Theories and Methods (7.5 credits)• SIMM35 Digital Ethnography

This is the first time we have been able to offer two elective periods in this manner, and this has allowed us to, also for the first time, provide some orderly progression opportunities. A case in point is the progression option from SIMM16 to SIMM32, where quant-minded students can connect two courses to dig deeper in quant in an organised fashion. This is how we aim to work in future: progression opportunities should be evident and pre-planned, meaning

that teachers in the somewhat more basic course must be actively aware of the more advanced course, and plan linkages between the two (and vice versa). Clearly, this is a long-term project, and we will be looking for feedback from our colleagues around the faculty in the months and years ahead to get this just right.

Course collaboration with the Dept. of Sociology

At the time of writing, the introductory *SIMM41 – Methods for Research in the Social Sciences* course has just kicked off. That 15-credit course, ably led by Marta Kolankiewicz from the Dept. of Gender Studies, is *by far* the biggest and most complex on our roster. This year she and her team are managing some 125 students, serving not only Graduate School itself, but a number of other programmes as well.

One complication is that incoming students are radically heterogeneous in terms of their knowledge of methods. A particular problem has been the quant part of SIMM41, where more proficient students have complained about having to rehash basics, even while complete newbies struggled.

As it turns out the Dept. of Sociology has concurrently been running a similar methods course in the autumns, the SOCNo6 *Sociology – Methods and Social Analysis*. This course too is introductory in character, and teachers have experienced similar problems in managing students with highly different quant backgrounds.

SOCNo6 had integrated a quant track that was on the whole more advanced than SIMM41's equivalent block, but in other respects the two courses had remarkably similar aims. This has led us to initiate a “student swap” programme, where experienced “quanters” were shifted to SOCNo6 while less experienced students (in that respect) were shifted to SIMM41. We hope that this organised matching will provide better a quant level for both groups of students, and will evaluate and probably deepen the collaboration further after the 2017 run.

Thesis course changes

As you will see later in this issue, we are working on a “thesis preparation track” to coordinate resources and ambitions leading up to the thesis course itself. We are also reviewing supervisor and examiner remuneration levels, and will be introducing new thesis-focused resources.

Pedagogical development: notes & dates

Education for teaching in higher education, spring 2018

Teachers and PhD students at the Faculty of Social Sciences are invited to apply to spring courses for teaching in higher education. The following courses are provided in English:

- Course design in higher education, 3 weeks
- Teaching and learning in higher education: blended course, 2 weeks or 3 weeks

More info here: tinyurl.com/2018pedacourses

Teaching Academy

Applications for inclusion in the pedagogical Academy are invited once a year, usually in mid-September. An appointment as either Excellent Teaching Practitioner (ETP) or Qualified Teaching Practitioner (QTP) brings with it a salary supplement equivalent to that of a *docent* appointment (ETP) or half that amount (QTP). If you feel you want to learn more about the Academy and the application process, Vice-Dean Lena Eskilsson wrote a piece about it in our last issue, available here: tinyurl.com/sfakteachacademy

Pedagogical projects

You can apply for funding to develop a pedagogical project (up to one month full time), such as new teaching methods, pedagogical leadership, new pedagogical material etc. If this sounds enticing, you might want to start thinking about the application which is due in by **May 15**. The completed application should be sent to Malin Schatz:

malin.schatz@sam.lu.se

Link to the application form can be found here: tinyurl.com/applyteachproj

New E-resources

Mimmi Barmark who convenes both our spring quant courses has co-authored a book about basic statistics. To complement that work she also created a set of e-resources in Swedish showing how to use SPSS in practice. Mimmi has allowed us at Graduate School



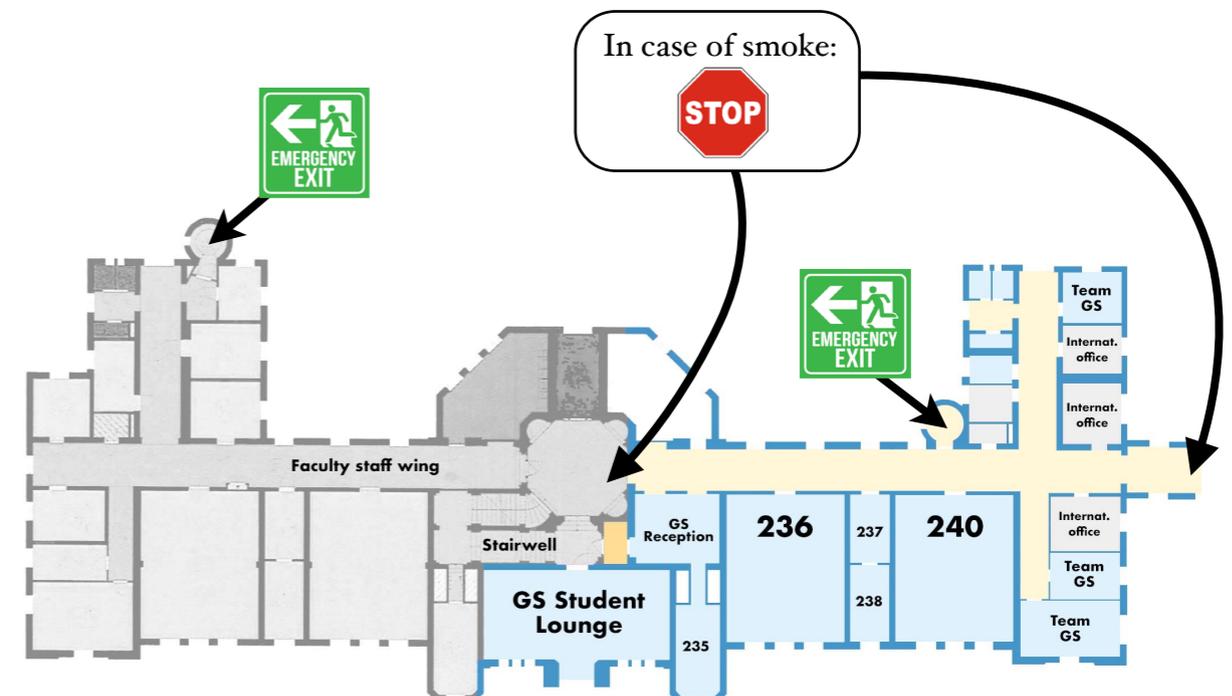
to subtitle these resources in English and to publish them via our web site, so that students who might need a refresh when, say, they are writing their thesis can easily find and use them.

Web: graduateschool.sam.lu.se/resources-o

Safety note

Many of you visit Graduate School (or our friends in the International Office) or teach in one of our two lecture theatres. We think it is important that you know something about what to do in case the building needs to be evacuated (e.g., if there is a fire). A common mistake noted in our fire drills is that students (and maybe staff too on occasion) tend automatically to head for the main stairwell – even when smoke is in evidence. In a live situation that could turn out to be a lethal mistake. Once in the Graduate School / International Office corridor, there are two additional ways out: you can use the corridor leading over to the Dept. of Gender Studies (unless, of course, that should be barred or smoke-filled), and an emergency exit. We ask you to note the location of this exit, which seems to be easy to overlook.

Once evacuated, staff and students in the building should congregate at the *front* of the building by the sign shown to the right. The lawn at the back of the building sport similar signs, but they pertain to neighbouring buildings.





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Looking back



Milan Burke,
Programme coordinator

Milan Burke has dug through the archives to record more about Graduate School's ten-year history. This exploration also informed parts of our October 20 anniversary event, where we learned yet more about the early days of our unit, and the sort of visions that informed its creation.

A history of Graduate School

The Beginning

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, Catharina 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.

International Outreach

Graduate School used the experience it gained in collaborating with many departments and extended its global reach in 2008 when it entered a cooperation with Fudan University in Shanghai, China to create a Double Degree Programme. This agreement allows Graduate School students and Fudan students to participate in an exchange which leaves them finishing their master's education with not one but two degrees – one from Lund University and one from Fudan University.

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. His work, along with that of 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. Support for professional skill development helps enrich administrative staff and documenting division of labor and peak period stabilised the administration and helped streamline staff handover processes. 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. Once the students have completed their studies, they are invited to participate in a graduation ceremony. Over the years the ceremony put on by Graduate School has grown from a small ceremony primarily for Graduate School students to a faculty-wide ceremony serving nearly 20 master programmes.

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 administrative staff at Graduate School was without a director for an extended period. Nevertheless, the team of three continued to provide the same level of service for students and successfully managed programme admissions for what has become some of the faculty's – or even university's – most popular international master's programmes, all without an academic director.

Lena's legacy of creating a "home" for students within Graduate School has stayed on with the organisation after the spring 2015 arrival of the current Director of Studies, Mikael Sundström. Since then, Graduate School has looked for other 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 handbooks and the very newsletter you are reading now have been designed, reworked and reformulated to provide comprehensive information with a consistent and recognisable 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. Once a term we create a longer Newsletter which mirrors the one you are now reading, but where students are the target audience.

Quality of courses has long been a strength at Graduate School, and Mikael has further built upon that by placing extra focus on our theory and methods courses. In addition to the Programme Directors for the programmes, Mikael created a Methods Director position specifically for the various courses in theory and method at Graduate School. Christopher Swader has taken on the role of Methods Director and is continually working to further develop the quality, design, and variety of theory and method courses that are offered to Graduate

School students as well as many other master students. In addition, he has 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 (you will find an excerpt from a recent report elsewhere in this newsletter).

Graduate School at Ten

The 2017/18 academic year is in full swing, and Graduate School has reached its 10th year. As part of the 350th Jubilee Alumni Weekend, Graduate School held its own 10th Anniversary celebration on October 20th – discussed elsewhere in the newsletter.

Over the years, there have been both successes and setbacks, but the organisation has moved ever forward and has developed a reputation for innovation, creativity, and a high level of service. Directors and staff have come and gone, but dedication to the students and their experience, both inside and outside the classroom as well as the drive to create a better Graduate School with a truly international, interdisciplinary focus remains the same and will surely continue for years to come.



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Looking Ahead



Katie Ahlstedt,
Programme coordinator

Our anniversary event on October 20 included a future-looking workshop component, where participants were invited to discuss and share their own visions for Graduate School in the coming decade. In this article Katie Ahlstedt writes about the event in general, but with a particular focus on what came up in the workshop.

Event focus: past, present and future

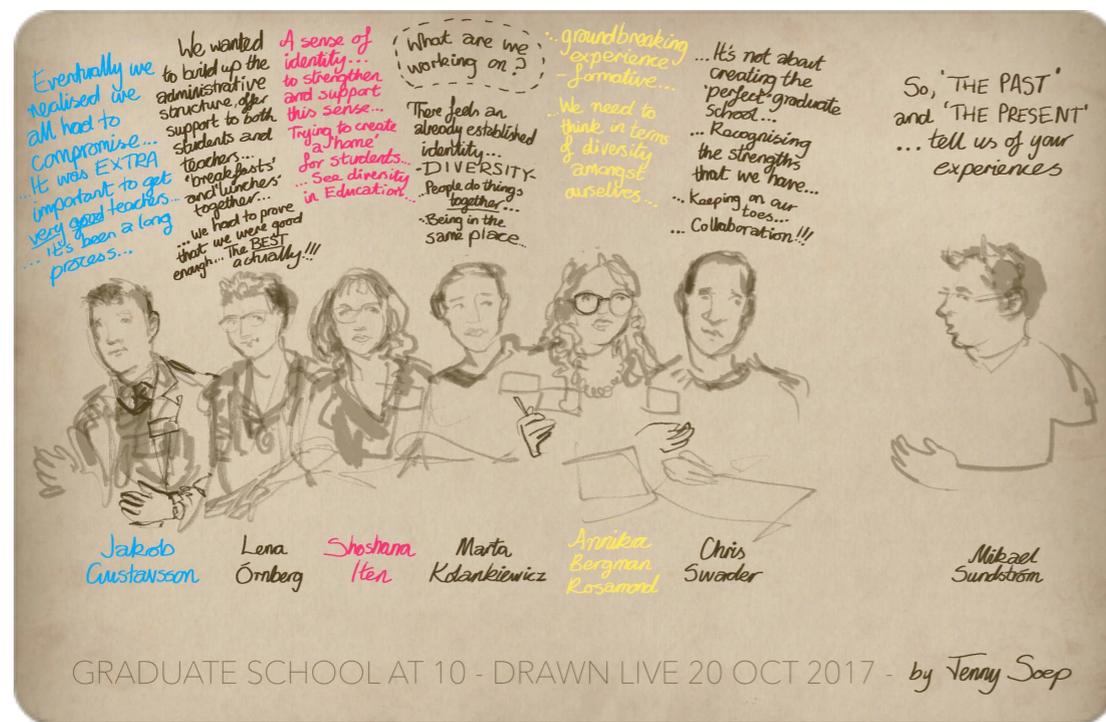
Graduate School formally celebrated its 10-year anniversary together with colleagues, students, and alumni on October 20, 2017. The purpose of this event was to celebrate Graduate School turning 10 years old, but we also wanted to take stock of Graduate School's past, present, and future as a means of gaining some perspective. Graduate School enjoys a unique position at the Faculty of Social Sciences, but how did we get here? What is it that we do, exactly? And where are we going? At our anniversary event we zoomed out with the intention of being able to zoom in on some of our most pertinent issues. We wanted to commemorate our achievements and honour the good work that we do, but with the greater goal of being able to steer our development, and essentially, to find ways to make Graduate School better.



Past and Present

The afternoon kicked off with a delicious soup lunch from Govindas which our guests enjoyed in our *Future Café* in R:236. Guests were then ushered into the *Past & Present lounge* in R:240 for a panel discussion about the history of Graduate School in relation to its present state. Jenny Soep was brought in as an artist for the day to capture the event in both pictures and words. This lent a quirky, interactive quality to the discussion – guests were drawn while speaking in real

time, and the audience got to view the process projected on the screen. The ongoing artwork contributed to the feeling that the things we say now, will and do make history.



Jakob Gustavsson: Current Director of Studies of Political Science, Graduate School Board member since 2007

Lena Örnberg: former Director of Studies (2010-2014)

Shoshana Iten: Programme Coordinator (2012-2017, currently on leave of absence)

Marta Kolankiewicz: Programme Director for the Social Studies of Gender since 2017.

Annika Bergman Rosamond: Programme Director for Global Studies since 2014 (?).

Chris Swader: Methods Director since 2015

Mikael Sundström - Director of Studies since 2015, Panel moderator

Change is never easy, least so in the traditional setting of the university where routines can become institutionalised. The panel discussion highlighted some of the opposition Graduate School encountered during its initiation. Founding Graduate School was no small feat – even its early supporters harboured healthy doses of scepticism to the concept. As Ann-Katrin Bäcklund, our Dean of Social Sciences, so candidly put it, “I almost always liked Graduate School.” The idea of an interdisciplinary, international institution situated at the Faculty which would meet the modern demands for master’s programmes post-Bologna, was exciting, but also provocative. Moreover, from an administrative standpoint getting Graduate School up and running was truly daunting.



But the founding champions and early supporters of the institution saw it through. Graduate School offered something truly unique in that it succeeded in bringing teachers and students from a variety of backgrounds and disciplines together for the sake of collaboration. Today, Graduate School is generally considered to be an asset to the Faculty of Social Sciences. This being said, panel discussion made it evident that there is still work to be done to make things better. As our director of Studies Mikael Sundström has said, “When we stop evolving, we stop being relevant, and when we stop being relevant...” The punctuation says it all. We must continue to strive for excellence to ensure our future.

A workshop about the future of Graduate School

After the panel discussion, cake and coffee were served and guests proceeded to the Future Café to discuss a range of topics concerning the future of Graduate School. This dialogue café-style workshop was organised with eight different thematic tables, each of which had a designated table-chief responsible for leading the discussions and taking notes. Guests were given the opportunity to attend one of the following tables for the duration of the workshop:

- Internationalisation
- The Use of IT and LMS
- Faculty and LU Collaboration*
- Alumni
- Outreach*
- Sustainability
- Diversity
- Programme focus

* Not all of the tables were occupied by guests – Outreach and Faculty and LU Collaboration were topics not discussed in this workshop

Each table spent 30 minutes discussing their topic, focusing on what we should be doing in our current situation and what we can do to improve upon it in the next 5-10 years.



After the discussion segment, tables were asked to select three main priorities for the topic and to rank them accordingly. Here are their findings:

Internationalisation

1. Create better financial aid and scholarships for international students;
2. Better information for international students about everyday life, but also more information about the possibility of doing international studies;
3. Widen access to internationalisation, further enable and expand exchange options.

The Use of IT and LMS

1. Create ONE platform for everything one could possibly need at Lund University (student profile, course work, housing fees, etc.);
2. Make online activity a complement to studies, but one that does not replace a face-to-face interaction in the classroom;
3. Artificial Intelligence – smart system, making things easier.

Alumni

1. Devote more resources to an alumni network;
2. Create student-alumni collaborations and networking opportunities;
3. Active use of an alumni database for events, courses, outreach.

Sustainability of our Programmes

1. Continue course development- ongoing innovative development of new courses, methods, and technology;
2. Create a sustainable alumni network – how do we know where we are going if we do not know where are alumni are now?;
3. The importance of continuity in administration, teaching staff, and leadership for the survival of the programme.

Diversity

1. Establish an administrative office that can help international students both with questions relating to administration and financial support;
2. Increase the possibility for study-work programs and funding for students;
3. Provide a more diverse range of course literature and study areas.

Programme Focus

1. Implement programme-specific pedagogies, for example, an introduction class in the Social Studies of Gender program could begin with a pronoun round, and/or utilise non-traditional activities (journals, poetry);
2. Maintain an international and intercultural representation in course literature that reflects the student body, one with varied perspectives (trans, disabled, etc.);
3. Create a better balance between the amount of practice and theory in our courses. (opportunity for projects in 3rd term).

Table chiefs then listed and presented these priorities for the entire group. Every guest was then given 3 small label stickers (blue for staff, red for students) and were asked to place a sticker next to the thematic priority they considered most important. Here are the top ranked priorities for both teachers and students:

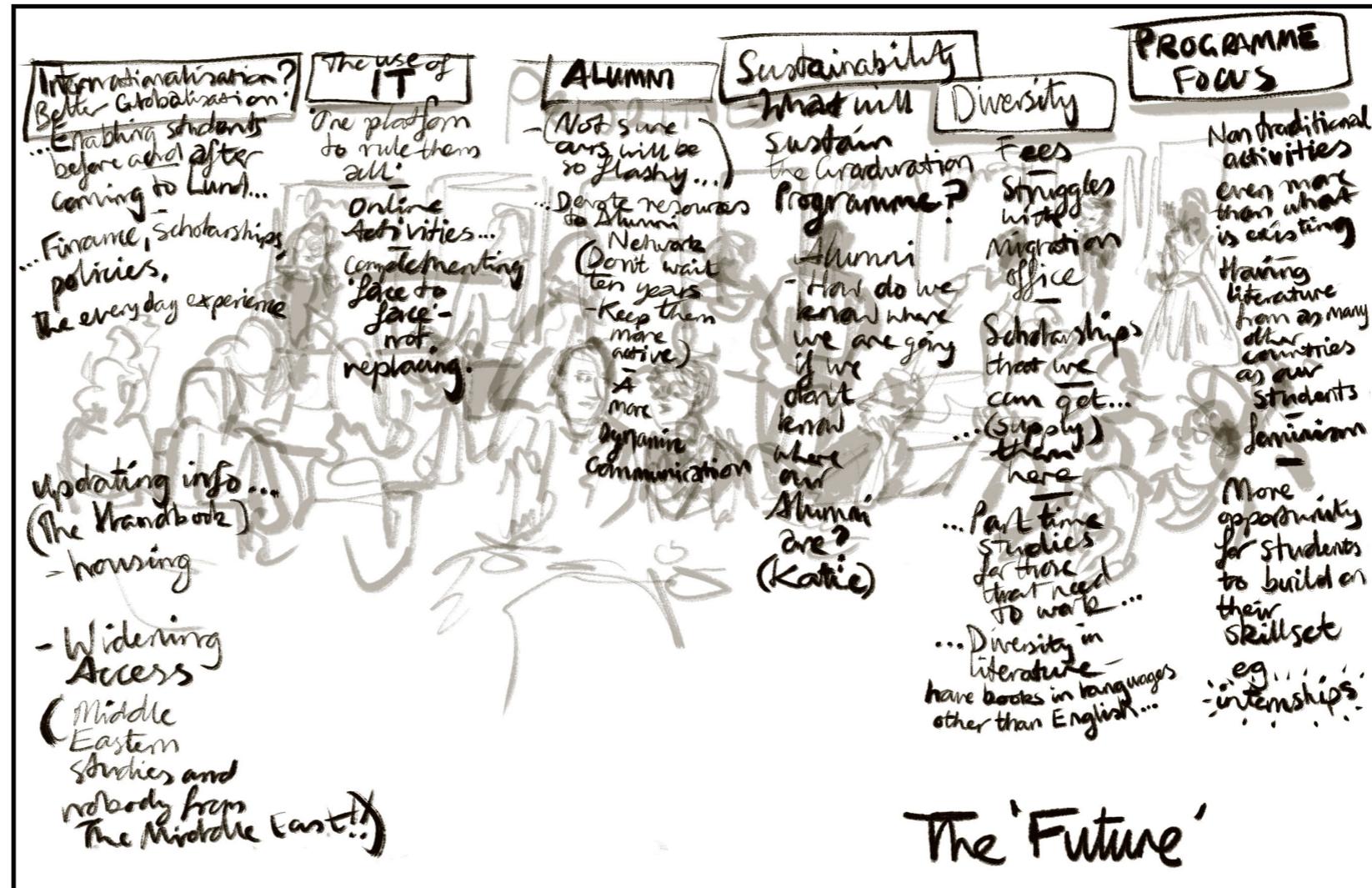
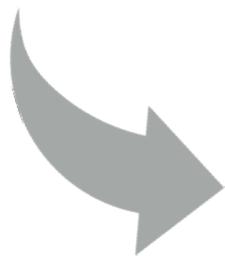
STUDENT PRIORITIES	STAFF PRIORITIES
Create better financial aid and scholarships for international students	Create better financial aid and scholarships for international students
Create student-alumni collaborations and networking opportunities	Devote more resources to an alumni network
Provide a more diverse range of course literature and study areas	Create ONE platform for everything one could possibly need at Lund University
Create ONE platform for everything one could possibly need at Lund University	Continue course development- ongoing innovative development of new courses, methods, and technology

Future: a Workshop

What are we going to do to work with these priorities for the future? Some of these priorities are not necessarily something that Graduate School can solve alone, but are greater issues for Lund University as a whole to address. But I can say that the Graduate School core team has already started brainstorming about what we can do, and that some of our ideas will be put into practice already in the coming spring term. The advantage to being a newer institution is that change is, sometimes, not so difficult to implement.

Graduate School is not one of those institutions personally celebrating 350 years of existence – we are only 10, mere infants in relation to many of our peers. The upside to this is that we are not bogged by traditions that could potentially impede the fast track to our evolution. Our strength lies in our ability to readily adapt to new circumstances. If we continue to keep playing to this strength, the future relevancy of Graduate School will be assured. Stay tuned.

The Future: Unfiltered and Straight from the Source



METHODS TEACHING



Lund



Uppsala



Gothenburg



Malmö



Copenhagen



Bremen



Minnesota



LSE

5

Faculty methods courses – an international comparison

Graduate School's methods director Chris Swader and Annika Hughes, also at Graduate School, have compiled an intriguing report where they compare methods offerings across eight universities (Lund included) and three social science disciplines.

Here is a brief introduction three tables to offer a snapshot into the report. These tables provide details about the sort of courses that are on offer and the size of methods offerings in these universities. We intend this report to provide inspiration when we all think about how much and which specific methods we as a faculty are offering, as well as what perhaps we should be offering in the future. The full 30-page report provides much more background, commentary and analysis, and can be found here:

tinyurl.com/methreport



Annika Hughes



Chris Swader

Introduction

While methods and methodology training vary greatly across social science disciplines, it is nonetheless a core feature of research and training of students. Students of the social sciences, while not always enthusiastic about their methods/methodology training while it is underway, may find it to be an important aspect for achieving success within labour markets, whether they seek jobs in academia or elsewhere. For researchers, methods and methodology can also be crucial, as they play an important role within peer-reviewed publishing and also in signalling flexibility in teaching. For these reasons, and because teaching practices may vary greatly between and within countries, it is worthwhile to put our methods/methodology training into perspective through a comparison.

This report examines the graduate-level methods/methodology teaching of eight universities across three of their departments – Political Science, Psychology and Sociology. The main focus is on how each university structures its methods/methodology courses within and across its masters and PhD curricula in terms of the raw ECTS as well as the proportion of mandatory methods/methodology teaching in each curriculum, which specific methods are included (how specialised, advanced), and whether methods/methodology teaching is offered in a centralised, decentralised, or hybrid manner in terms of department and faculty provision of courses. This report conceives of methods and methodology in the broadest sense, to include research design, theory of science, as well as more concrete quantitative and qualitative methods. Therefore, the use of the term “methods” in this report, except where context stipulates otherwise, refers to methods and methodology in this broader sense.

The purpose of this report is to stimulate discussion within departments and the faculty. More precisely, reporting on the diversity of methods organisation may allow departments and the faculty to reflect upon their policies of methods provision. The authors note that many important aspects for methods training are not assessed in this study (e.g. the quality of courses, detailed content, backgrounds of applicants, the bachelor level of study, the popularity of non-mandatory methods courses, as a few keys), but they can still serve as a useful way to enrich a wider methods policy discussion.

In order to make these eight cases more comparable, the focus is on mandatory methods offerings. This indicates the minimum level of training required of graduates. Such training tends to not only enable the writing of the specific dissertation but also to serve as a more general form of professional training expected in a particular discipline.

Table 1. Political Science Joint MA-PhD Program Comparisons

	Combined		Masters' level			PhD Level		
	Min ECTS (#)	Min ECTS (%)	Min ECTS (#)	Min ECTS (%)	Min Content Qual/Quant	Min ECTS (#)	Min ECTS (%)*	PhD Min Content Qual/Quant
Uppsala	60	33	15	12.5	<i>Methods</i> , worth 15 ECTS.	45	75	<i>Methods I</i> (15 ECTS) and <i>Methods II</i> (15 ECTS) include 1) the analysis of political ideas, definitions, concept reconstruction, and the meta theory of knowledge, 2) different theories of truth and what it implies to be scientific, 3) the use of multiple indicators for the purpose of operationalization, and 4) techniques suitable for panel data. Students must also take 15 ECTS in <i>Research Design</i> .
UMN****	48	40	N.A.	N.A.	N.A. Master studies are integrated into the PhD program.	48	40	If a student chooses a 'Methods and Methodology' field specialty, then they must take the core course <i>Political Methodology: Modelling Political Processes</i> . In addition they choose a minimum of three additional courses from: <i>Game Theory</i> ; <i>Dynamic Analysis</i> ; <i>Qualitative Methods</i> ; <i>Survey Research Methods: Measuring Public Opinion</i> ; <i>Topics in Models and Methods</i> ; <i>Theories and Models of Political</i> ; <i>Political Experiments: Design and Analysis – I</i> ; <i>Political Experiments: Design and Analysis – II</i> ; <i>Survey Sampling Methods</i> ; <i>Multilevel Modelling</i> ; <i>Event History</i> ; <i>Spatial Econometrics</i> ; <i>Potential Outcomes/Matching</i> ; <i>Topics in Statistical Graphics & Visualization</i> ; <i>Nonparametric & Robust Estimation</i> ; <i>Spatial Modelling</i> ; <i>Intro to Bayesian Methods</i> ; <i>Advanced Bayesian Methods</i> ; <i>Math Models of International Relations</i> .
Gothenburg	45	25	15	12.5	15 ECTS either in <i>Applied Qualitative Research Methods</i> (case study research, discourse analysis, ethnographic methods, and ideas and argument analysis) or <i>Applied Statistical Analysis</i> (multivariate statistical techniques such as factor analysis, analysis of variance and linear and categorical regression analysis)	30	50	7.5 ECTS <i>Advanced Method</i> quantitative or qualitative (case-based comparative analysis, discourse analysis, grounded theory, normative analysis and process tracing), 7.5 ECTS <i>Applied Method</i> , 7.5 optional specialisation and 7.5 ECTS <i>Research Design</i> .
Lund	45	25	15	12.5	This course involves a 'theory of science' part in relation to Political Science, a methodological component where students must come to understand how a particular method is employed, and also a research design component where students plan a research project in the form of a grant proposal.	30	50	At least 7.5 ECTS each in both qualitative and quantitative methods. Political Science offers its own internal courses to its PhD students entitled <i>Good Research 3.0</i> (7.5 ECTS)
UB	33	22	24	20	12 ECTS in quantitative and qualitative methods (research design within these traditions, different forms of quantitative and qualitative analysis, including some depth in particular methods) are required as well as 12 ECTS in research design.	9	30	9 out of 30 ECTS: 6 ECTS in a <i>Preparatory Forum</i> introduction to various methods. And 3 ECTS in tailored courses on a variety of advanced quantitative and qualitative specialty topics. For example: <i>Advanced Regression</i> ; <i>Analysis of Longitudinal Data</i> ; <i>Bayesianism and Bayesian Statistics</i> ; <i>Case Study Methods</i> ; <i>Coding and Content Analysis</i> ; <i>Computer assisted qual. data analysis with Atlas.ti</i> ; <i>Discourse Analysis</i> ; <i>Event History Analysis</i> ; <i>Expert interviewing</i> ; <i>Focus Groups</i> ; among others.
LSE***	20	25	20	25	½ unit in <i>Applied Regression analysis</i> (linear regression modelling and binary, multinomial and ordinal logistic regression) together with ½ unit in <i>Causal Inference for Observational and Experimental Studies</i> (randomized experiments and observational studies)	N.A.	N.A.	A PhD in Political Science at the LSE requires at least 1 unit of methodology out of 4 mandatory units. Options: A) Quantitative research topics: <i>Applied Regression Analysis</i> ; <i>Causal Inference for Observational and Experimental Studies</i> or <i>Applied Quantitative Methods for Political Science</i> ; and <i>Game Theory for Research</i> ; and B) Qualitative research topics: <i>Qualitative Methods in the Study of Politics</i> ; and <i>Introduction to Quantitative Analysis</i> .
Copenhagen	7.5	5	0	0	---	7.5	25	a) <i>Research Design in Political Science: Part 1 and Part 2</i> ; b) <i>The Logic of Qualitative Research in Political Science</i> ; and c) <i>The Logic of Quantitative Research in Political Science</i> .
Malmö**	N.A.	N.A.	15	12.5	How to write a dissertation – also includes (mainly) qualitative but also some quantitative methods.	N.A.	N.A.	N.A.

Notes:*PhD ECTS % is calculated as a percentage of *coursework* required to complete the degree.

**Malmö has no PhD degrees in Political Science.

***LSE – the 4 unit degree is assumed to be 80 ECTS according to the university's own calculations (so 1 unit is 20 ECTS).

****UMN is calculated based on the Methods field specialization. UMN credits convert at rate of 1 UMN credit for 2 ECTS.

Table 2. Psychology Joint MA-PhD Program Comparisons

	Combined		Masters' level			PhD Level		
	Min ECTS (#)	Min ECTS (%)	Min ECTS (#)	Min ECTS (%)	Min Content Qual/Quant	Min ECTS (#)	Min ECTS (%)*	PhD Min Content Qual/Quant
Gothenburg	52.5	27	15	12.5	<i>Method 1</i> (experimental and quasi-experimental methods and statistics: regression and variance analysis; measurement of psychological concepts; planning of empirical study).	37.5	50	Includes the institution's own mandatory methods course – <i>Statistical Analysis and Method</i> (multiple regression and variance analysis, binary logistical regression analysis, non-linear models), 15 ECTS. Another mandatory course is <i>General Research Methodology: Design, Analysis and Report</i> (15 ECTS). Optional courses include a variety of advanced options.
Uppsala	45	25	22.5	19	7.5 ECTS each in the qualitative methods, quantitative methods and social scientific theory and methods courses	22.5	37.5	15 ECTS in <i>General Research Methodologies: Design and Analysis</i> (1. methods with focus on relationships, experimental and quasi-experimental design; 2. scientific theory including research ethics; and 3. statistical analysis with theoretical part and central statistical analysis methods such as variance analysis, regression analysis, factor analysis and structural equation modelling) and 7.5 ECTS in <i>Psychological Measurement Methods with Measurement Theory</i>
UMN****	28	23	N.A.	N.A.	N.A. Master studies are integrated into the PhD program.	28	23	28 ECTS required from the following: <i>Analysis of Psychological Data</i> includes: data-analytic procedures used in psychological research; types of variables used in psychological research; data collection designs, their limitations; procedures for analyzing experimental/non-experimental data, both univariate and multivariate; emphasises selection of data-analytic procedures; procedures and their assumptions; computation using statistical software; and limitations, interpretation. <i>The Seminar in Quantitative and Psychometric Methods</i> reviews individual research on current topics in psychological measurement.
Copenhagen	22.5	15	22.5	19	<i>Advanced Applied Theory and Method</i> 15 ECTS and <i>Advanced Method</i> 7.5 ECTS. <i>Advanced Methods</i> – either quantitative or qualitative – are mandatory. No content information is available.	0	0	---
LSE***	20	25	20	25	<i>Methods for Social Psychological Research: Intermediate Qualitative and Quantitative Methods</i> (i) methodological issues and research design, experiments and questionnaires; ii) qualitative (qualitative research projects; data collection methods including interviewing, focus groups, participant observation, and documentary and historical work; new media including visual images and Internet research; thematic, content, discourse, and semiotic analysis; research design, quality indicators, epistemology and ethics) and iii) quantitative (linear regression modelling and related methods, including scatterplots, correlation, simple and multiple linear regression; analysis of variance and covariance; binary logistic regression modelling; Stata or SPSS packages) research methods).	0	0	Initial registration is for the Degree of MPhil and requires that candidates have completed the listed MSc courses or their equivalent. No methods courses beyond this are required.
UB	18	12	9	7.5	<i>Advanced Statistics</i> (internet research; practical data encoding; relational databases; statistical programming and documentation; exploratory data analysis and graphics; missing values and outliers; categorical data from clinical practice; epidemiology and risk assessment; GLM-1: Model family, measurements, effect strengths, power, multiple testing; GLM-2: + mixed ANOVA models, Interaction; GLM-3: Complex contrasts and measurement repetition; GLM-4: Generalized linear models for binary and frequency data; LISREL; and online diagnostics)	9	30	9 out of 30 ECTS: 6 ECTS in a <i>Preparatory Forum</i> introduction to various methods. And 3 ECTS in tailored courses on a variety of advanced quantitative and qualitative specialty topics. For example: <i>Advanced Regression; Analysis of Longitudinal Data; Bayesianism and Bayesian Statistics; Case Study Methods; Coding and Content Analysis; Computer assisted qual. data analysis with Atlas.ti; Discourse Analysis; Event History Analysis; Expert interviewing; Focus Groups</i> ; among others.
Lund	15	7	15	12.5	<i>Advanced Scientific Methods in Psychology</i> , totaling 15 ECTS. This course involves three sub-courses. The first involves a focus on quantitative multivariate analysis, the second involves more advanced quantitative research methods, and the third focuses on connecting research methods and analysis to theory.	0	0	---
Malmö**	---	---	---	---		---	---	---

Notes:

*PhD ECTS % is calculated as a % of coursework required to complete the degree.

**Malmö has no MA or PhD degrees in Psychology.

***LSE – the 4 unit degree is assumed to be 80 ECTS according to the university's own calculations (= 1 unit is 20 ECTS)

****UMN credits convert at rate of 1 UMN credit for 2 ECTS.

Table 3. Sociology Joint MA-PhD Program Comparisons

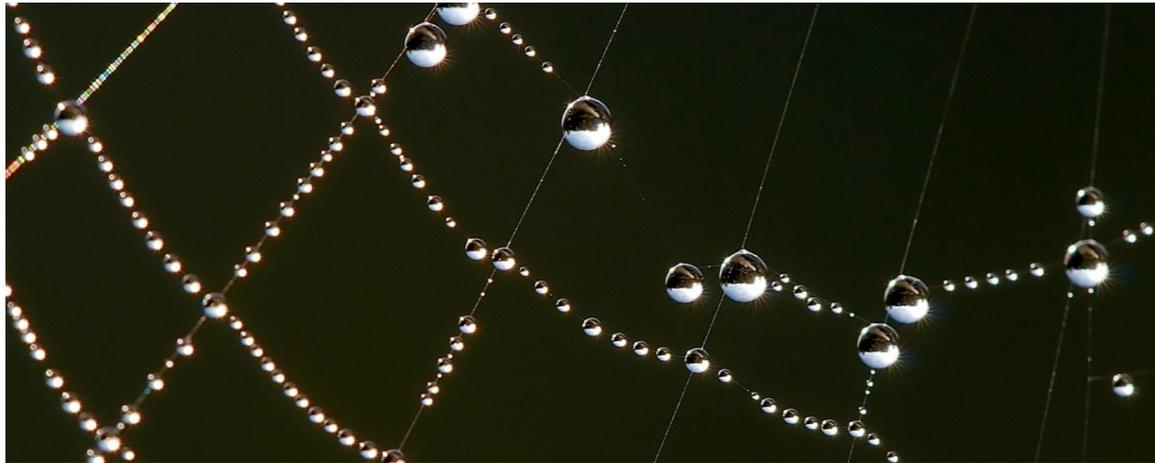
	Combined		Masters' level				PhD Level		
	Min ECTS (#)	Min ECTS (%)	Min ECTS (#)	Min ECTS (%)	Min Content Qual/Quant	Min ECTS (#)	Min ECTS (%)*	PhD Min Content Qual/Quant	
Uppsala	52.5	27	30	25	i) <i>Qualitative Methods in Social Science</i> ii) <i>Scientific Theory for Social Scientists</i> ; iii) <i>Quantitative Methods</i> (logistic, categorical regression); iv) <i>Social Scientific Methods</i>	22.5	30	<i>Methods</i> (15 ECTS), and <i>Theory of Science</i> . Content N.A.	
Lund	52.5	27	30	25	30 ECTS total, of which 15 ECTS must be in methods and 7.5 in theory of science. The mandatory methods course includes <i>training in interviews, qualitative coding and analysis, bivariate analysis, and multiple linear regression</i>	22.5	30	7.5 ECTS in quantitative methods, 7.5 in qualitative methods, and 7.5 in theory of science.	
Gothenburg	45	25	30	25	<i>Applied Qualitative Research Methods</i> (case study research, discourse analysis, ethnographic methods, and ideas and argument analysis) or <i>Applied Statistical Analysis</i> (multivariate statistical techniques such as factor analysis, analysis of variance and linear and categorical regression analysis)	15	23	65 ECTS in total coursework, of which 15 ECTS is in methods. 7.5 ECTS <i>Quantitative</i> (multiple regression analysis and logistic regression analysis; panel data analysis; and multiple level analysis) and 7.5 <i>Qualitative Methods</i> (general methodological research questions, material types and collection methods, types of qualitative research, CAQDAS and Atlas.ti)	
Bremen	30	20	21	17,5	Students can choose between <i>quantitative</i> (advanced regression analyses and path analyses; Categorical data-, panel- and event-analyses; binary regression; probit model; ordinal logistic regression; multinomial logistic regression; life-table and Kaplan-Meier Estimator; logit and complementary log-log model; PCE model; Exponential-, Weibull-, Gompertzmodells; Gamma Model; cox-regressions; random and fixed effects models for continuous variables; random and fixed effects models for binary variables; multilevel analyses; and structural equations modelling) and <i>qualitative</i> methods (conversation analyses; grounded theory; documentary method; objective hermeneutics; document collections; observations; interview methods and evaluation tools; practical intensification of selective methods; and mixed methods).	9	30	9 out of 30 ECTS: 6 ECTS in a <i>Preparatory Forum</i> introduction to various methods. And 3 ECTS in tailored courses on a variety of advanced quantitative and qualitative specialty topics. For example: <i>Advanced Regression; Analysis of Longitudinal Data; Bayesianism and Bayesian Statistics; Case Study Methods; Coding and Content Analysis; Computer assisted qual. data analysis with Atlas.ti; Discourse Analysis; Event History Analysis; Expert interviewing; Focus Groups</i> ; among others.	
Copenhagen	22.5	15	22.5	19	a) <i>Applied Data Mining: Grouping Variables and Individuals</i> ; b) <i>Advanced Qualitative Data Analysis</i> ; c) <i>Evaluation: Methods, Theories and Practice</i> ; d) <i>Generalised Linear Models</i> ; e) <i>Qualitative Analysis in Work-Life Research</i> ; f) <i>Qualitative Analysis within Sociological Research</i> ; g) <i>The Logic of Statistical Control: Testing Sociological Explanations with Regression Analysis</i> ; h) <i>Survey Design and Questionnaire Design</i> ; and i) <i>Factor- and Structural Equations Models</i> .	0	0	Optional: max 30 ECTS in course in scientific theory and research design as well as one entitled <i>Focus Groups as Research Methods</i>	
UMN****	22	17	N.A.	N.A.	N.A. Master studies are integrated into the PhD program.	22	17	<i>Sociological Research Methods</i> (4 credits; research design and a broad overview to quantitative and qualitative methods), <i>Advanced Social Statistics</i> (4 credits: covers advanced multiple regression, logistic regression, limited dependent variable analysis, analysis of variance and covariance, log-linear models, structural equations, and event history analysis), as well as one <i>Qualitative Methods Elective</i> (3 credits).	
LSE***	20	25	20	25	i) quantitative methods and the design of quantitative social research (as the course does not cover hands-on quantitative data analysis, students are encouraged to take two other quantitative courses to complement it; and ii) research design, data collection and analysis in relation to qualitative research methods).	N.A.	N.A.	It is mandatory to attend the first year research class for MPhil students and graduate course units in methodology. Methods courses beyond the masters level requirements are not mandatory.	
Malmö**	---	---	---	---	---	---	---	---	

*PhD ECTS % is calculated as a % of coursework required to complete the degree.

**Malmö has no MA or PhD degrees in Sociology.

***LSE – the 4 unit degree is assumed to be 80 ECTS according to the university's own calculations (so 1 unit is 20 ECTS).

****UMN credits convert at rate of 1 UMN credit for 2 ECTS.



6

Faculty administrative units and networks



Annika Hughes,
Graduate School

We work in a complex organisation where an elaborate web of links provide the structures we all rely on to get the job done.

When working at Graduate School, or indeed anywhere at the faculty, it can be useful to know a little about these behind-the-scenes boards, councils and committees. With that in mind this article looks at the (mostly formal) bodies at the faculty level.

In addition to these bodies, that in turn link up to the central LU decision-making structure and/or down to the local (often departmental) level, administrators organise a range of informal congregations and networks to aid information dissemination and coordination. We may return to these in a future issue of the Teacher News.

NB. there are lots of links in this article: remember that the newsletter is also available online here:

tinyurl.com/methreport2017

(Very handy as that version has clickable links!)

Introduction

Much of the information about the formal organisation of the faculty and its sub-organisations is readily available in Swedish on the following webpage:

www.sam.lu.se/anstalldsidan/styrelse-och-forvaltning/fakultetsstyrelse-och-underorgan

Information on the equivalent English pages is not nearly as comprehensive, however, and this initially prompted our brief run-through.

We also furnish information about who, on the admin side of things, summon members and keep track of proceedings. After all, if you want to learn more about something pertaining to one of these committees (equiv.), chances are that this person will be able to help you.

Finally, changes in the structure are under way, and we will highlight some of these too (using red text for clarity), meaning that even more jaded hands may very well find something of interest in the descriptions.

Fakultetsstyrelsen [the Faculty Board]

The Faculty Board is the preeminent formal body preparing and rendering decisions about undergraduate education, postgraduate studies and about research conducted at the faculty. The Board comprises the Dean (who chairs the proceedings) and Pro-Dean (Vice Chairperson), six elected teacher representatives (and as many deputies), two representatives for other employee categories, one PhD candidate representative (and a deputy), three student (union) representatives and two external/extramural representatives. Representatives from the three trade unions have the right to attend, to express their opinions and to submit proposals.

In some cases, the Board delegates decision-making rights to different subordinate organisations – such as the Graduate School Board – or individual officials (in most cases the Dean).

Web (Swedish only at the time of writing):

www.sam.lu.se/anstalldsidan/styrelse-och-forvaltning/fakultetsstyrelse-namnder-och-kommitteer/fakultetsstyrelsen

Table 1. Formal faculty units/networks at a glance (sorted alphabetically)

Name	Staff membership	Student reps?	Who summons?	Meeting recurrence
Arbetsutskottet (Working Committee)	Whole faculty represented (teachers & admin)	Yes	Felicia Eklund	Once a month
Docentnämnden (Docent Appointments)	Teachers	No	Anders Kirchner	Once a term
Fakultetsstyrelsen (Faculty Board)	Whole faculty represented (teachers & admin)	Yes	Felicia Eklund	Once a month
Forskningsrådet (**) (Research Council)	Teachers (rep. for research)	1 PhD stud.	Helen Wiman	3 times a term
Forskar- utbildningsrådet (Research Studies Council)	Directors of Study for research programmes & PhD education	(3 PhD stud.)	Helen Wiman	3 times a term
HMS-kommittén (Hälsa, Miljö, Säkerhet) (Health, Safety & Environment Committee)	Employer & trade unions represented	Yes	Andréa Björk	4 times a year
Jämställdhet, Likabehandling och Mångfald (Equal Opportunities Management Group)	Each dept, library, faculty represented	Yes	Andréa Björk	5 times a year
Kursplanegruppen (Course syllabus group)	Dean w. responsibility for teaching; a Director of studies; a departmental admin who works with syllabi; a faculty admin	Yes	Felicia Eklund	9 times a year
Lärförslags- nämnden (Academic Appointments)	Teachers	Yes	Anders Kirchner	8 times a year
Nämnden för Graduate School (Graduate School Board)	Teachers (admin & SASAM have the right to be present and express their views)	Yes	Katie Ahlstedt	Twice a term
Pedagogiska akademien (*) (the Teaching Academy)	Teachers (permanent positions)	Yes (when judging applications)	Malin Schatz	Once a year
Prefektråd (*) (Heads of Department Council)	Heads & faculty leadership	Yes	Helen Wiman	Every 3 weeks
Utbildningsrådet (***) (Development Council)	Teachers (Directors of Study from each dept./ library head / international office)	Yes (2)	Malin Schatz	3-4 times a term
Valberedningen (Election Committee)	Teachers & admin	Yes	Ursula Egidius	Before elections

(*) Not a mandated body (see details)

(**) Its formal name is *Forskningskommittén* (the Research Committee) until the end of 2017.

(***) Its formal Swedish name is *Rådet för utbildning på grundnivå och avancerad nivå*, but is nevertheless usually referred to as "utbildningsrådet".

Formal faculty councils & committees – details

Arbetsutskottet (Working Committee) is an advisory and preparatory body comprising the Dean, the Pro Dean, a Board representative (and a substitute Board representative), and two student representatives, that meets once a month. The purpose of the working committee is primarily to prepare and discuss upcoming Board cases, but the Board can authorise the committee to render decisions as needed.

Web (Swedish only at the time of writing):

www.sam.lu.se/anstalldsidan/styrelse-och-forvaltning/fakultetsstyrelse-namnder-och-kommitteer/kommitteer-namnder-och-rad/arbetsutskottet

Docentnämnden (the Docent Appointment Committee) is a formal board where only teachers are represented (i.e., no students are represented) that meets once a term. The purpose of the committee is to process applications and recommend who becomes a docent/reader, and to maintain a living discussion about applicable standards.

Web (Swedish only at the time of writing):

www.sam.lu.se/anstalldsidan/styrelse-och-forvaltning/fakultetsstyrelse-namnder-och-kommitteer/kommitteer-namnder-och-rad/docenturnamnden

The committee is to be merged with the *Lärförslagsnämnden* (the Academic Appointments Board) in 2018.

Fakultetsstyrelsen (Faculty Board). *Described on page 16.*

Forskningsrådet (the Research Council) is a formal body, comprising 11 department/unit representatives, and one PhD student representing the PhD candidate collective. Meetings take place 3 times a term, and are chaired by the Dean, Pro Dean or Vice Dean.

The purpose of the committee is to prepare policy decisions before Board meetings, and more generally is to be an active partner in numerous matters that relate to research. A specific task is to keep track of research funding application activities and to suggest measures to improve the number and quality of applications. Another is to assess and when applicable rank a variety of applications.

Web (Swedish only at the time of writing):

www.sam.lu.se/anstalldsidan/styrelse-och-forvaltning/fakultetsstyrelse-namnder-och-kommitteer/kommitteer-namnder-och-rad/forskningskommitten

Forskarutbildningsrådet (the Research Studies Council) comprises 10 departmental Directors of Study (at the PhD candidate level), a LUCSUS Director of Study with the same brief, and three PhD candidates representing the PhD cand. collective, and is chaired by the Dean, Pro Dean or a Vice Dean. The council meets 3 times a term, and its purpose is to assess and support teaching at the PhD level, as per relevant legal requirements (HF ch. 6) and Lund University ordinances.

The council is to process matters connected to PhD-level teaching/education in preparation for Board meetings; to be an active party in matters pertaining to supervisor instruction; to monitor internationalisation aspects, and to discuss and follow up on evaluations pertaining to PhD candidate training.

The council also initiates faculty-wide PhD courses, and assigns examiners for these courses. *As of this year, Graduate School administers such initiated courses, reporting to the Council as needed.*

Web (Swedish only at the time of writing):

www.sam.lu.se/anstalldsidan/styrelse-och-forvaltning/fakultetsstyrelse-namnder-och-kommitteer/kommitteer-namnder-och-rad/forskarutbildningsradet

HMS-kommittén (Hälsa, Miljö, Säkerhet) (the Health, Safety & Environment Committee) is a formal body comprising three trade union representatives, student representative(s), the faculty's principal safety representative, the faculty work environment coordinator. Proceedings are chaired by the Dean, Pro Dean or Vice Dean). The committee can also draw on expertise from around the University as needed.

The committee convenes 4 times a year, and its purpose is to devise and follow up on faculty-wide work environment policy initiatives. It should also work to detect related problems, and to inform and plan improvement strategies as required.

*The committee is about to change its organisation, and we may have reason to return with more information about this in a future issue of the *Teacher News*.*

Web (Swedish only at the time of writing):

www.sam.lu.se/anstalldsidan/styrelse-och-forvaltning/fakultetsstyrelse-namnder-och-kommitteer/kommitteer-namnder-och-rad/hms-kommitten-halsa-miljo-sakerhet

Kursplanegruppen (the Course Syllabi Group) is a formal body comprising the Dean assigned responsibility for education matters, a director of studies, a departmental administrator who works with syllabi issues, a faculty-level administrator, and a student representative. It convenes 9 times a year to assess individual course syllabi sent by departments for evaluation. Twice a year syllabi are randomly sampled to evaluate general course syllabi quality.

Graduate School is implementing a five-year syllabus revision cycle, meaning that no syllabus should ever be left unexamined by the course syllabus group for more than five years.

Web (Swedish only at the time of writing):

www.sam.lu.se/anstalld/styrelse-och-forvaltning/fakultetens-kursplanegrupp

Ledningsgruppen för jämställdhet, likabehandling och mångfald (JLM-gruppen) (the Equal Opportunities Management Group) is a formal body comprising 10 representatives from departments and the library, including three student representatives. The Dean and/or Pro-Dean can attend meetings and join discussions. The chairperson is also the faculty representative in the equivalent University-wide body.

The group meets 5 times a year, and its purpose is to review equal rights and diversity issues, and to explore how the situation may be improved upon based on the University's and the Faculty's respective formal plans. It also works to disseminate information about University-wide plans for the equal treatment of students, and to enhance faculty-wide collaboration in this area.

Web (Swedish only at the time of writing):

www.sam.lu.se/anstalldsidan/styrelse-och-forvaltning/fakultetsstyrelse-namnder-och-kommitteer/kommitteer-namnder-och-rad/jlm-gruppen

Lärförslagsnämnden (the Academic Appointments Board) is a formal body comprising a chair (Dean, Pro Dean or Vice Dean), three elected teacher representatives (and at least two deputies/substitutes), and two students representatives (and at least one deputy/substitute).

The Board convenes 8 times a year and its main task is to recommend who is to evaluate applications and determine who will be accepted as professor, guest professor, lecturer, and assistant lecturer (across the entire faculty). Suggestions are forwarded either to the Faculty Board (Professors) for further processing and an eventual Vice-Chancellor decision, or to the Dean (all other appointments) for a final decision.

As part and parcel of this preparatory process the Board maintains continuous discussions about applicable standards.

Web (Swedish only at the time of writing):

www.sam.lu.se/anstalldsidan/styrelse-och-forvaltning/fakultetsstyrelse-namnder-och-kommitteer/kommitteer-namnder-och-rad/lararforslagsnamnden

The committee is to be merged with the *Docenturnämnden* (the Docent Appointment Committee) in 2018.

Nämnden för Graduate School (the Graduate School Board) is a formal body comprising the Graduate School Director of Studies, our four Programme and Methods directors, partner department representatives (normally Directors of Study), and up to three student representatives. Admins & SASAM have the right to be present and to express views. The Board normally convenes twice a term, and its major functions include deciding on course syllabi and literature lists, and to more generally review courses and teaching at Graduate School.

Web: graduateschool.sam.lu.se/staff/graduate-school-board

Pedagogiska akademien (the Teaching Academy) is a formal network where teachers in permanent positions are admitted after evaluation of their applications and teaching portfolios (students are represented when assessing applications). It convenes once a year to discuss pedagogical issues and to strengthen teaching's prominence and status in the faculty. The purpose of the network is to recognise that teachers can build up portfolios with their teaching competencies – and accepted teachers can attain one out of two levels, Qualified Teaching Practitioner and Excellent Teaching Practitioner, the latter intended as the equivalent of a Docent appointment on the research side.

Web (Swedish only at the time of writing):

<http://www.sam.lu.se/om-fakulteten/fakta-och-siffror/pedagogisk-akademi>

We wrote more extensively about the Academy in our spring 2017 Teacher News, available here:

tinyurl.com/GSteachnews2

Prefektrådet (the Heads of department Council) comprises department Heads and faculty leadership, as well as student representatives. It is a “leadership convention” which is technically non-formal, but in effect acts as the Faculty’s most senior operative leadership group (it would be highly difficult for other bodies to make any decisions without the support of the Council). It convenes every 3 weeks, and its purpose is to provide an operative leadership and information dissemination platform where senior stakeholders can discuss strategic issues.

Web: not available

Utbildningsrådet (the Education Council) is a formal body comprising the chair (Dean, Pro Dean or Vice Dean), 12 Directors of study, the head of the Library; the international coordinator, and two student representatives.

The council convenes 3-4 times a term, and its main responsibility is to maintain quality of teaching up to and including the advanced level across the faculty. Tasks include but are not limited to quality assurance, evaluation, pedagogical development initiatives and training (including pedagogical courses), and pertinent internationalisation issues. Discussions range from day-to-day issues to strategy and longer term visions. The council maintains links to equivalent University-wide bodies, and also prepares certain issues for subsequent Faculty Board discussions and decisions.

Web (Swedish only at the time of writing):

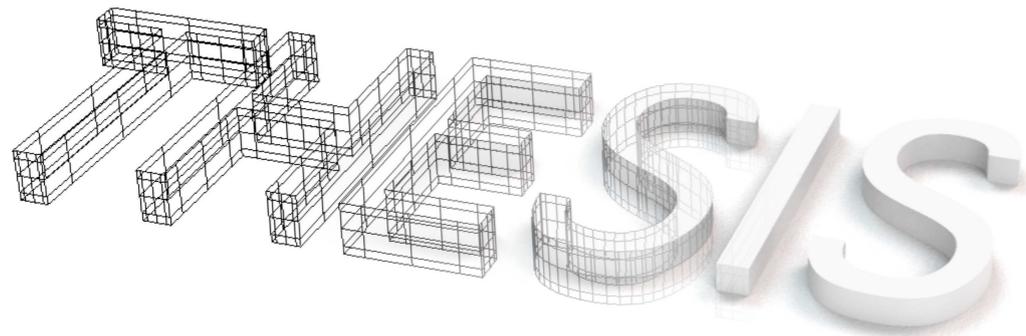
www.sam.lu.se/anstalldsidan/styrelse-och-forvaltning/fakultetsstyrelse-namnder-och-kommitteer/kommitteer-namnder-och-rad/utbildningsradet

Valberedningen (the Election Committee) is a formal body comprising 7 members, Four of these are scientifically competent (holding a PhD or equiv.) teachers, while the remaining three represent other staff categories. Union representatives and student representatives have the right to attend, express views and to propose names, but cannot vote.

The main task of the committee is to prepare nominations for the Faculty Board, Dean, Pro-Dean, and the University Electoral College.

Web (Swedish only at the time of writing):

www.sam.lu.se/anstalldsidan/styrelse-och-forvaltning/fakultetsstyrelse-namnder-och-kommitteer/kommitteer-namnder-och-rad/valberedningen



Preparation track

7

Preparing students for thesis work

Thesis writing is the ultimate challenge for many students. At Graduate School we are taking a much closer look at the sort of skills students are accruing before the actual thesis course (running for the entirety of their final term with us) starts.

Maja Carlson and Maria Hedlund are working on a “thesis preparation track” to see if we can get a coherent sense of what’s on offer – and what should be offered in terms of thesis-preparatory skill-building. In this article they summarise some early findings and ideas.



Maja Carlson
Librarian



Maria Hedlund
Senior Lecturer
Dept. of Political Science

A Thesis Preparation Track

What is Thesis Preparation Track?

Thesis Preparation Track is the name of an initiative to help students at Graduate school to be better prepared for their thesis writing. Graduate school’s students come from all over the world to Lund University with different bachelor degrees from their home universities. The strengths of Graduate school lay a lot in the diversity of the student groups, but there are also challenges connected to diverse student groups – such as the fact that a bachelor degree might look different in different countries. All students might not have written an academic thesis before, or they might not have the same understanding of what a thesis is. How do we make sure that all students, with their different backgrounds and experiences, are as well-prepared as possible to write their masters theses?

The departments of the Social Sciences Faculty organise the final thesis term, while Graduate School arranges preparations at program level. There are also some scattered preparations going on at the different departments. To provide a more coherent preparation for the thesis semester, Graduate School has set up the Thesis Preparation Track, which is an effort to coordinate and point out the measures actually taken to prepare the students for their thesis writing. In addition, by this Thesis Preparation Track Graduate school aims to find out if there is a need of more than the already existing activities to facilitate the students’ preparations. By coordinating and pointing out existing and missing activities, the Thesis Preparation Track will not only be an asset for Graduate School, but also for the different departments at the Social Sciences Faculty: ideas will be spread, the students will be more prepared, and their theses will – hopefully – be better.

Maja Carlson, librarian at the Social Sciences Faculty Library, and Maria Hedlund, senior lecturer at the Department of Political Science, constitute the team working with the Thesis Preparation Track. Both of them have been involved with Graduate School for a while and have extensive experience of thesis writing students, Maja as a subject librarian teaching information literacy and reference management, Maria as a thesis supervisor and thesis coordinator for the political science major students. Combining a researcher and a librarian gives different perspectives to the work – one from an academic perspective and the other from the perspective of support services.

What has been done so far?

Up to now, the team has begun an inventory of thesis preparation activities at the ten departments of the Social Sciences Faculty and at LUCSUS (LUMES). By approaching heads of departments, programme coordinators, directors of study

or thesis coordinators, the team aims to get an overview of the work that is already going on and to collect good examples of thesis preparation from other departments and master's programmes. In a next step, the inventory will be extended to include other faculties and other universities working (in particular) with international master students. As this work is initiated by Graduate School, the primary ambition is to provide a coherent picture of the thesis preparation support available for the students at Graduate School. However, the collection of good ideas will also be disseminated to all Lund University departments and programmes participating in the inventory, and the expectation is that hopefully they all can benefit from this work.

Early examples of preparation activities

It is apparent that several departments at the faculty also consider how to prepare their students for writing their master theses. For instance, the Department of Strategic Communication has adopted a policy which states that thesis work begins in the first term. In practice, this means that every teacher should use opportunities in his or her ordinary teaching to point out lessons to learn for the master thesis. The department also promotes the idea that students at the master's programme should practice the different parts of a thesis – problem formulation, literature review, analysis etc. – at least once before the actual thesis term commences.

Another example is the practice to arrange seminars with existing but anonymised theses. At the department of Political Science, this is often routine at the second term of the bachelor level for students who have never written a thesis before, but it is something that could be practiced at the master's level as well in order for the students to gain a better understanding of what a master's thesis looks like at Lund University (and in particular the Faculty of Social Sciences).

A final example comes from the department of Media and Communication, which strives for a "culture of completion" at their master's programme. One of the concrete measures to encourage students to complete their theses in time is the possibility to get the completed thesis published in the annual book *MSc Excellent Dissertations*. Only students who complete their master's thesis in time and with high grades get the opportunity to be included in the book, but every student is welcome to the postgraduate symposium with a keynote speaker, a panel with alumni who got excellent grades, and the launch of this book.

What's up next?

The Thesis Preparation Track team will continue its inventory until a good enough overview is attained, and make a compilation of this in order to communicate it to Graduate school and other interested parts. The Thesis Preparation Track is meant to be continuous and have an impact for the students at Graduate school, which is why an inventory needs to be extensive. Besides the contact with other departments, faculties and even other universities, the team will also try to make an inventory of what is offered by support services such as libraries, the Academic Support Centre and the Student Health Centre. It is important not to forget that students can attend activities that are not part of their scheduled education, which also prepares them for writing their theses.

Do not hesitate to contact Maja Carlson or Maria Hedlund if you wish to contribute, perhaps with examples from your department or other examples that you know of, or if you have any questions regarding the work with the Thesis Preparation Track.

Note from the Director of Studies

We have opted to treat the *Thesis Preparation Track* as a (non-formalised but nevertheless) course, which will eventually be furnished with properly designed learning outcomes that we can strive to attain; course coordinators in charge of the development and implementation process; and long-term hours allocation to make sure this is not a one-off project, but a sustained effort to improve our students' ability to write good theses.

An innovation is that we have a "dual-stick" coordinator team where academic courses tend to have single conveners. We realised from the start that a team comprising both an academic teacher and a librarian would strengthen our ties with the library and its services – something we had at any rate wanted to work on for a long time. It seems important that library events and resources are not perceived as optional extras by students (and maybe some teachers too) but as truly integrated parts of a single, cohesive mission – to improve our students' set of academic skills.

This approach has been given staunch support by the library, and both we and they hope that the unusually closely-knit collaboration structure will yield additional benefits as each party gradually learns more about the other.

Maria and Maja will report more about the development of the Thesis Preparation Track and associated things in future newsletters.

INTRODUCING TOR TALK

8

TorTalk – read with your ears

From time to time we invite friends around the faculty to write about things we think merit more exposure. Did you know that Lund University has a comprehensive license (covering all teachers and students) for a text-to-speech application called TorTalk to assist with listening to text on their computers? No? We asked Maja and Gabriella from the Social Sciences Faculty Library (Sambib) to tell us more about this service.



Maja Carlson
Librarian



Gabriella Johansson
Librarian

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

(Very handy as that version has clickable links!)

According to Tor Ghai, the creator behind TorTalk who visited Lund University for a workshop in October, TorTalk can make life much easier for students with dyslexia or other reading difficulties. The software can read lots of different file formats and in many languages. It also has a built-in OCR converter, which means that it doesn't matter which format your documents is in or if the text is protected or not. Once you mark your text using the software, TorTalk will convert the text to a readable format and read it out loud for you.

Getting used to reading with your ears instead of your eyes might take some time. Tor Ghai recommends that you try using TorTalk 15 minutes a day, to get used to that way of obtaining information. Reading by listening takes practice to make perfect!

Why use TorTalk?

Trying TorTalk can be a way of getting to know how a student with reading difficulties might read your text, the course literature or the presentation slides from your lectures. What is useful for students with reading difficulties, from a learning strategies perspective, might also make learning easier for others!

We asked an international student at Lund University what he thinks of TorTalk and how he uses it, to get a first-hand opinion from a user:

- First, I like the voices in TorTalk. And the OCR function is very good. I find TorTalk better than the built-in text-to-speech function in Mac. When I have hard times reading, or when I need an overview of the article, it is good to just listen. I will have the first paragraphs read out loud for me, and then I can go on reading and listening at the same time.

Listening to text can be a good way of skimming through texts for information. You can change the pace of the text-to-speech software, to quickly scan for important parts of the text. The maximum speed of TorTalk is as fast as 600 words per minute, which is probably too fast for most readers.

You can take notes at the same time as you are reading, perhaps in an easier or more detailed manner than usual because your eyes can focus on the writing while your ears do the reading.

Reading while writing

You can also use TorTalk to read text out loud while you are writing, as a way of proof-reading your own texts. This is currently only possible to do if you are using Microsoft Word. But if you are a Microsoft Word user, listening to your text while writing it can be a way of getting an overview of your text and its structure and flow.

To download TorTalk to your work computer – contact your IT support.

To download it to your own private computer: emedialub.lu.se/db/info/883

More information about the software: libguides.lub.lu.se/talkingbook/tortalk

Instruction video (windows): www.tortalk.se/en/our-products/tortalk-windows/

Mac: www.tortalk.se/en/our-products/tortalk-mac/

Gabriella Johansson can answer further questions: gabriella.johansson@sambib.lu.se



STINT

The Swedish Foundation for International
Cooperation in Research and Higher Education

SABBATICAL

9

Internationalisation
information



Helena Falk,
Programme coordinator
Graduate School

Heads-up: The STINT Teaching sabbatical

Have you heard about the STINT Teaching Sabbatical? It is a programme that offers researchers and teachers the opportunity to spend an autumn term at one of STINT's eleven partner campuses in the United States, Japan, Singapore and Hong Kong. Maybe this is something for you?

The STINT programme aims to develop both individuals and institutions. By providing researchers and teachers who are passionate about teaching issues, international experiences based on the role of teacher, rather than on the role of the researcher, STINT wants to contribute to renewing higher education and creating new networks.

More information about the programme is available at www.stint.se/se/program/teaching_sabbatical

Lund University usually nominates three candidates for STINT's Teaching Sabbatical. Applications submitted to Lund University are handled and ranked by the Faculty Education Board. The faculties and USV are given the opportunity to nominate two candidates each year. The nominees must have completed their PhD, be employed and strongly rooted in LU's activities. Incoming nominations are prepared by a preparatory group appointed by the Education Board. Decisions on which candidates the university will nominate for the programme is decided by the Education Board.

The application must comprise:

- Filled-in form
- CV
- Faculty's motivation for why the candidate is nominated

All application documents must be in English. The assessment is based on the applicant's educational qualifications and motivation for the exchange, as well as the recommendation and motivation of the prefect or the equivalent. The applicant's motivation must contain a well-founded educational reasoning about what one wishes to achieve with the exchange. It should also be noted:

- How the exchange will contribute to your own skills and learning
- How the experience of the exchange should lead to the development of your own organisation's educational activities.
- How the exchange is relevant to, and anchored in, your own organisation.

The announcement usually comes in late June and the closing date is around August 20th. Applications will then be sent to the faculty. Decisions on which candidates the university will nominate for the programme is taken by the Education Board at the beginning of September. Awarded scholarships should then be used in the autumn term thereafter.

Intrigued? Contact Anne Messeter (anne.messeter@er.lu.se) if you have more questions.