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## Policy for using generative AI at Lund University

2026-01-21 AI LUND LUNCH SEMINAR



# The work during 2025:

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- Mapping existing AI solutions and needs within the university's various faculties.
- Conducting benchmarking studies with international universities to identify successful models and solutions.
- Analysing pedagogical, ethical, and organisational aspects of AI use.
- Engaging in dialogue with students, alumni, teachers, and external stakeholders to gather experiences and viewpoints.
- Developing a university-wide policy and principles for the responsible and effective use of generative AI.



# Interim Report to the Vice-Chancellor May 2025

- Summary with 12 recommendations
- Proposed continued work

## Appendices:

- Overview of the management and use of (G)AI within Lund University
- Inventory of functions/units/projects relevant to (G)AI
- Sweden: universities and other national actors
- International: highlights from selected universities
- Regulations, and contact with companies



# Final Report to the Vice-Chancellor

## December 2025

- Alumni interviews
- University Edinburgh
- Update recommendations
- Additional recommendations
- Policy for using generative AI at Lund University



# Alumni Interviews – Selected Observations:

- Spectrum of adoption:
  - From strict restraint to internal innovation.
- Policy, governance and data security:
  - From using only internal tools to having no policy at all.
- Knowledge and competence:
  - Self-study is most common; basic understanding is in demand; programmers are well integrated.
- Most common use cases:
  - Rephrasing/editing, help with structure, Excel/code support, idea generation, and small automations (scripts/extensions). Summarisation and source-searching are used more cautiously in the public sector due to requirements for correctness and source criticism.
- Usages depend on employer and personal interest.
- But (G)AI affects everyone and therefore must be included in all education.



# Starting Points for Recommendations (and for the policy)

- (G)AI affects all activities — teaching, research, and support/services.
- Responsibility and authority follow the existing rules of procedure and delegations, also for matters involving (G)AI.
- Faculties are responsible for the content and quality of education and research, and for ensuring students gain the knowledge and skills their future labour market requires, including AI.
- Faculties should receive support, templates, clearer guidance, and arenas for sharing experiences.
- There is widespread uncertainty and concern about what is permitted or not
  - Increased clarity is needed for both staff and students.
  - New questions require strong competence in security, legal, and ethical matters — we must work together!
- Digital competence varies among staff, and everyone must be given the opportunity to develop.
- Procurement and management of systems and licences need to be strengthened
- Digitalisation and AI require continuous monitoring of developments.
- There is a need for coordination, collaboration, and new ways of working.



# Recommendations :

1. Assign the task of developing a university-wide position that is overarching for all activities and establishes key principles for the use of (G)AI.
2. Ensure and follow up that the Education Board prioritises digitalisation, including AI, more highly in accordance with its mandate.
3. Ensure that the Education Board establishes a committee for preparing issues related to digitalisation, including AI.
4. Ensure that the Education Board promptly develops guidance and regulations regarding the use of (G)AI in education.
5. Follow up on the faculties' work to ensure that course syllabi and related documents are updated with clear information for students about the use of (G)AI in teaching and assessment.
6. Higher education pedagogical training and support for pedagogical development should include digitalisation and AI.



# Recommendations – continued

7. Ensure that competence development takes place for employees. This should be given greater consideration during development and salary reviews.
8. Initiate work to enable the use of transition funds for competence development in AI.
9. Ensure that Lund University offers several (G)AI tools for employees and students.
10. Identify ways to allow testing of additional (G)AI tools with broader engagement and involvement from the faculties.
11. Develop consolidated information for students about the use of (G)AI – *information for employees is handled by the Ad hoc structure.*
12. Coordinate the different actors/initiatives working with digitalisation and AI.



# Additional Recommendations

13. a) To coordinate horizon scanning/monitoring of external developments, preferably through a joint mandate from the boards that have digitalisation and AI in their remit.  
b) The preparation and support for this monitoring can be brought together by the Ad hoc group in collaboration with AI@Lund, AHU, EFU, RDO and others.
14. To continue benchmarking and benchlearning.
15. To address vulnerabilities regarding competence in generative AI and higher-education pedagogy.
16. To initiate projects and initiatives that in various ways work with sustainability and generative AI.
17. To ensure that programme directors and subject coordinators engage in dialogue with alumni and employers regarding digitalisation and AI.
18. To communicate the policy and continue discussions about generative AI. We emphasise the responsibility of the university leadership, the boards, and the head of administration.

# What are Policies?

- express the management's overall intended direction or values that are to be taken into account within the area covered by the policy
- set frameworks for a specific course of action and constitute a strong recommendation for a specific approach
- should be supplemented by other regulatory documents



# Policy on Principles for the Use of Generative AI at Lund University

- Approved by: Vice-Chancellor
- Date of decision: 11 December 2025
- Applies until further notice
- An annual follow-up shall be carried out

Guidelines and guidance for the use of generative AI in education, third-cycle education and research are to be produced, as required, by the respective board and by the university director for administrative processes



Tillit – Transparens – Tid

Trust – Transparency – Time



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# Policy on Principles for the Use of Generative AI at Lund University

- Introduction
  - Generative AI
  - Staff and students
- Other regulatory documents and legislation
  - Strategic plan, Platform for Strategic work, Strategy Education, strategy Research
  - the EU's AI Act, the General Data Protection Regulation (GDPR) and copyright legislation.
  - Guidance on ethical principles and rules for research can be referred to in the Swedish Research Council's publication "Good Research Practice 2024".



# Goals and vision

- Trust is a fundamental basis for this Policy
- Enhance quality and open up new opportunities in teaching and research, make efficiency improvements in work processes and provide inspiration for innovation.
- Time can be freed up for what is most valuable at a university: interaction between people, critical thinking and academic development
- Create a culture in which generative AI is used as support for human expertise and creativity
- The aim is for everyone to be able to make informed choices in different situations, with an understanding of the technology's possibilities and limitations based on scientific grounds.



# Principles

Lund University encourages all staff members and students to explore and use generative AI in a responsible and creative way within the framework of the principles presented here.

- **Support in learning and research.**

The use of generative AI is to support learning and research and does not replace fundamental skills, critical thinking or scientific methodology.

- **Open culture and transparency.**

Staff members and students are open about when, how and why generative AI is used and ensure that different target groups are informed when they interact with content created using generative AI.



# Principles cont.

- **Responsibility for content.**

Staff members and students are responsible for everything they produce, regardless of whether generative AI has been used as support. It is the responsibility of the individual to ensure that the material fulfils the requirements of correctness and academic integrity. Generative AI can be used as an aid, but is never to replace human judgement, scientific review or the responsibility that is incumbent on every individual.

- **Ethics.**

Content created using generative AI is to be reviewed to avoid the spreading of bias, stereotypes or discriminatory expression. It is the individual's responsibility to ensure that ethical guidelines are followed in both the development and use of generative AI and regarding content created using generative AI as support.

- **Sustainability.**

In the choice and use of generative AI, consideration is to be given to sustainability in a broad sense, i.e. energy consumption, environmental impact and social and ethical aspects



# Regulatory compliance

The use of generative AI is to comply with the laws on privacy and security. In the use of generative AI, the tools used are primarily to be procured products or obtained through call-off orders under existing licencing agreements. If a tool is used that is not covered by an existing contract, it is important to carefully consider the purpose of the usage, what type of information will be processed and who is responsible for the usage. This consideration is crucial for minimising the risks and ensuring that the use of tools is conducted in a responsible way.



# Some reflections from the team

- The policy aims to create a positive attitude towards the use of generative AI.
- Responsibility rests with the employer, employees, and students. We have, to the best of our ability, tried to balance this in the policy.
- Competence development is a fundamental prerequisite.
- It is important that students and employees are given equal opportunities to make use of generative AI.
- At Lund University, an open culture and transparency should permeate all activities.
- It is necessary for the University leadership and the boards to engage in dialogue and interpret the policy.



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