



Lunda Ekonomerna
LUSEM Student Union

Lunda Ekonomerna Student Union's Opinions Program 2025/2026



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1. Introduction & Purpose

1.1. Introduction

LundaEkonomerna is the student union at Lund University School of Economics and Management (LUSEM). It is an independent organisation with no political or religious affiliation and is independent of any and all trade unions. Its main purpose is to monitor and contribute to the development of the education and conditions for studies provided at the Lund University School of Economics and Management (LUSEM). The Student Union is a non-profit organisation that aims to be inclusive, focusing on providing value for its members.

LundaEkonomerna has approximately 3600 members, 300 of whom are active members working to ensure that the union's activities bring value to the members. LundaEkonomerna's daily operations are overseen by its highest executive body, the board, consisting of 10 members, 6 of whom are full-time employees and four part-time. The highest decision-making body of LundaEkonomerna is the General Council. The General Council consists of 21 ordinary and 10 deputy members elected by the members of the union through an annual election.

The first version of LundaEkonomerna's Opinions Program was adopted by the General Council on 2017-09-28. The Opinions Program was revised in full during the business years 19/20 and 22/23. Since 23/24, the Opinions Program has been adopted for a year at a time, requiring revision and re-appointment through the Board and General Council each business year.

1.2. Purpose

The purpose of the Opinions program is to serve as a complement to the existing guidelines for relations between the departments and students at Lund University, the List of Rights for students at Lund University and the Swedish Law. The document presents LundaEkonomerna's official opinion on issues within educational politics that concern LUSEM's students and their situation within higher education. The Opinions Program guides student representatives, the Collegium, the Board and active members on how to represent the union in political issues regarding students in higher education.

Questions and issues that are not regulated by LundaEkonomerna's Opinions Program require consultation with s with the Educational Council and the Board, through the Vice President and the Educational Affairs Manager, before a stance is taken.

The Opinions Program is written, reviewed, and revised by the Vice President with input gathered from the Educational Affairs Manager, Education Council (Lilla UR), Education Committee and Board. The opinions in the Opinions Program are based on discussions, statements made by LundaEkonomerna over the years, as well as the collective student

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opinion gathered through the Education Committee's Speak Up Days. The Opinions Program is reviewed towards the end of each business year. After any necessary revision, a proposition is presented to the following operational year's General Council.

2. Educational Surveillance within LundaEkonomerna

2.1. Vice President

The Vice President is the highest student representative of LundaEkonomerna, working at both the faculty and the university level by representing the students of LUSEM in different preparatory and decision-making bodies. The Vice President works with all topics that concern students in higher education. On the faculty level, the Vice President is an ordinary member of the Prefects Council, Faculty Board (together with the President), Education Council (and any working groups stemming thereof) and Gender Equality, Equal Opportunities and Diversity Council (JLM). The Vice President also maintains a continuous dialogue with the LUSEM management team. At the university level, the Vice President represents the students of LUSEM in Lunds Universitets Studentkårer (LUS). Together, the Unions in LUS subsequently elect student representatives at Lund University.

2.2. Educational Affairs Manager

The Educational Affairs Manager is responsible for the education at LUSEM and is thus responsible for all questions concerning the education and students at the faculty level. The Educational Affairs Manager is an ordinary member of the Prefects Council, LUSEM Appointment Board (LFN), Gender Equality, Equal Opportunities and Diversity Council (JLM), Education Council and the Local Health and Safety Committee (LSK). They make sure that the students' voices are heard and demands are met. The Educational Affairs Manager is also the Head Student Safety Ombudsman (HSSO). As HSSO, they are responsible for ensuring a satisfactory study environment at LUSEM. The Educational Affairs Manager also has the utmost responsibility for handling student issues.

2.3. Education Committee

The Education Committee consists of a project leader, vice project leader and any number of student representatives that fill the ordinary seats in the six department boards (Business & Administration, Economics, Statistics, Business Law, Economic History and Informatics) and at the four program councils (Ekonomiekandidat, International Business, Economy & Society and Systemvetenskapliga programmet) at LUSEM. They also represent master's students through different master's program councils or department boards. The Education Committee is responsible for ensuring the students' opinions and interests are represented at LUSEM's departments.

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The Education Committee is also responsible for arranging the semesterly Speak Up Days survey. The survey gathers LUSEM students' opinions on their education, study social environment and student situation. The results are used as a basis for LundaEkonomerna's opinions and should be presented to relevant Faculty fora and staff. Furthermore, the Education Committee gathers opinions from class representatives through the Class Representative Council. The Education Committee also assists the Educational Affairs Manager with handling student issues.

2.4. Educational Council

The Educational Council, Lilla UR, is the union's strategic anchoring body for issues within educational politics and higher education. The council meets regularly to discuss and anchor topics on which the Union **requires** an anchored opinion. The council is used to prepare the Vice President, Educational Affairs Manager, President, and any other student representatives of the Union ahead of their meetings and engagements; in doing so, the Education Council ensures that the Union's representatives are well-anchored and share coordinated opinions in their advocacy. The council also serves the purpose of coordinating the work within Educational Surveillance and keeping its members informed about relevant developments therein.

The Education Council is chaired by the Vice President and includes the President, Educational Affairs Manager and both Project Leaders of the Education Committee. When relevant, the Council shall invite other student representatives for anchoring. When deemed relevant, such as for more strategic discussions, guests may include eg. past council members, LundaEkonomerna board members or Union trustees. The council may also invite faculty staff or other guests who hold relevant expertise.

3. Core Opinions

LundaEkonomerna's main purpose is to monitor and improve the education provided at LUSEM. Doing so is an important way in which LundaEkonomerna provides value for its members. LundaEkonomerna should contribute toward LUSEM's vision of delivering employable graduates who are responsible, responsive and well-educated reflective practitioners.

Democracy, equality, professionalism and sustainability shall permeate all activities at LUSEM. LUSEM shall strive to maintain balanced excellence in education, research and external engagement. LUSEM should be characterised by an open and welcoming atmosphere, with diversity amongst teachers and students. LUSEM shall strive to be internationally competitive in education and research. The faculty shall value both national and international rankings and accreditations highly. LundaEkonomerna view the faculty's Triple Crown Accreditation is a big achievement and shall strive to assist in accreditation processes.

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The different departments of LUSEM should collaborate to standardise student-facing processes and information. LUSEM is responsible for communicating matters that directly affect students' education and study social environment clearly with the student union & the student representatives.

The teaching should be characterised by a balance between theoretical and practical application. The teaching content should continuously be revised and evaluated to ensure relevance. Increased interaction between education and research, as well as pedagogical skills, shall be encouraged when it comes to the recruitment process of teachers. Teachers' pedagogical skills shall be highly valued, promoted and awarded through a system of pedagogical merit.

The education at LUSEM must be scientifically grounded and should prepare the students for further studies and their future careers. Studies shall challenge and stimulate students' development, and encourage problem-solving, critical thinking and analytical skills. Studies at LUSEM shall be seen as a part of a lifelong learning process.

Students shall be given the chance to explore interdisciplinary approaches and content within their education, within LUSEM and across LU. Students' ability to communicate, both orally and in writing, shall be trained throughout the entire time of their studies. Matters of ethics, social and environmental sustainability, foreign cultures, Corporate Social Responsibility and equality should be highlighted in every course studied.

LundaEkonomerna believes that everyone should have the opportunity to study in higher education.

4. Governance of Lund University and LUSEM

4.1 Governance and legal form

As of writing (2025), Lund University is a public authority under the Swedish government (*förvaltningsmyndighet*). The University must be governed in such a way that ensures legally protected transparency, student and collegial representation, as well as individual and institutional academic freedom. Important aspects of academic freedom include (but are not limited to): the right to freely choose research topics and formulate research questions; the right to freely design and teach programs and courses; and the university's right to internal governance and control independent of external interference.

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LundaEkonomerna are in favour of an open-ended investigation into the form of association of Swedish universities.

The view of LundaEkonomerna is that

- Protection of academic freedom, both individual and institutional, should be introduced into the Swedish constitution (*grundlagar*).
- The university's operations and governance shall be free from external interference.
- The university's legal form shall support and facilitate appropriate governance of the university as well as the effective management, administration, and utilisation of its human, financial, intellectual and physical resources in the pursuit of high-quality education and research.
- Students shall enjoy legally protected rights to extensive student representation.
- The University shall be governed using a system of collegial governance.
- The Swedish law on public access to information (offentlighetsprincipen) shall apply to Lund University.
- Lund School of Economics and Management shall be a faculty within Lund University.

4.2 Student Influence at LUSEM and Lund University

According to Swedish law, university students have the right to organise student representation in all preparatory and decision-making bodies where issues are handled that affect the students' situation; at university, faculty and department level (Högskolelagen 2 kap 7 §). Lund University's policy on student influence (LS 2011/762) expands this right to include *all* preparatory and decision-making bodies at Lund University. Student influence is instrumental in maintaining high-quality education, a good study environment, and the university's democratic and egalitarian ethos.

The view of LundaEkonomerna is that

- The students shall be able to influence their education by participation in the design, implementation and development of the courses and programs at LUSEM.



- Student representatives shall have the right to attend, speak, and vote in all preparatory bodies at LUSEM and Lund University. Students shall participate on equal terms and be treated as any other member.
- Employees of LUSEM should encourage an open dialogue with the students and be willing to receive and adapt to the given feedback.
- The decision-making at LUSEM shall be transparent, and active student participation should be a natural part of the process.
- The student union and solely the student union has the right and responsibility of electing student representatives¹
- A student representative who misses a mandatory part of the education due to student representation has the right to be examined at another time.
- LUSEM should consider the opinion of the student representatives in governance questions such as strategy, financial management (such as expenditure of savings (*Myndighetskapiäl*)), and questions related to LUSEM's facilities.
- LundaEkonomerna shall have voting rights in the nomination process of the dean and prodean of LUSEM, and the chair of LUSEM's board.

5. Educational Matters

5.1. The Relationship Between the Departments at LUSEM

LUSEM consists of six departments: Business Administration, Economics, Statistics, Business Law, Economic History and Informatics. Standardised student-facing processes minimise the confusion that occurs when moving between different departments.

The view of LundaEkonomerna is that

- LUSEM should standardise and streamline the way the departments work towards the students. Examples include the procedures for handling exams and regulations for an appeal of grades.
- LUSEM should strive for collaborations between departments to promote more interdisciplinary education and research.
- There should be equality between the departments; each department should be given the means to continuously develop its educational offer.

¹ Studentkårsförordning (2009:769) §7



- Academic integrity should be valued the same in all departments, and there should be a standardised way of handling violations.
- LUSEM should investigate if the current structure of six departments forms the optimal organisational structure to facilitate high-quality education and research.

5.2. Information & Planning

It is important that information about LUSEM is available to prospective, current and alumni students. Such information includes its portfolio of courses, rules and regulations regarding education, student rights, news, contact information for all relevant staff and information about collaborations, etc.

The view of LundaEkonomerna is that

- LUSEM shall provide information regarding courses, programs, guidance counselling, support functions and other study-related activities held at LUSEM.
- Students should be presented with the prerequisites, goals and structure of their course well before the course starts. This includes segments with mandatory participation and examination.
- The students shall be informed by LUSEM of whom to turn to regarding study-related issues, including the possibility of turning to the union.
- The information provided by LUSEM should be easily accessible, comprehensive, standardised and up-to-date.
- LUSEM should refer students to the student union through their website.
- LUSEM should provide a digital platform, Canvas, used in a standardised fashion as the main communication channel between faculty and students.
- Above mentioned information should also be provided on LUSEM's website.
- All current students have the right to an email address supplied by LUSEM.
- Full-time studies shall correspond to 40 hours of work per week.
- Weekends and legally recognised holidays (red days in the Swedish calendar) should be respected and should thus be free of any scheduled lectures, seminars, and examinations.

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5.3. Admission

Admission to LUSEM shall be meritocratic. LundaEkonomerna believes that different sample groups are needed for admission to different courses and programs. The admission shall be given to the student in writing. Selection and admission have to be possible to appeal to local and national instances.

The view of LundaEkonomerna is that

- Students shall be admitted to LUSEM on equal conditions.
- Academic merits shall be preferred over practical merits, although LundaEkonomerna is not against practical merits.
- Socially privileged students should not be prioritised in the admission process.
- LUSEM should promote diversity by actively working with widening participation (*breddad rekrytering*).
- Education should be free of charge for Students from the EU and EES region (HL 4 kap §4), as long as the government grants are sufficient to ensure the quality of the education.
- Students from outside the EU and EES can be admitted with a tuition fee.
- The students who get admitted as non-tuition fee-paying but whose status of visa or other factors change during their study should receive an exemption to continue their education as they started and not be required to pay tuition.

5.4. Guidance Counselling & Study Administration

The guidance counsellors and LUSEM's support functions have to be well-functioning. Students shall be able to reach out to the support functions if they have any problems or questions regarding their education.

The view of LundaEkonomerna is that

- The guidance counsellors have to be adequately informed about the students' study situation and thus need knowledge concerning courses and programs, exchange studies, courses that can be credited for from previous studies, etc.
- Guidance counselling should be standardised across departments.
- Prospective and current students should be given information regarding directions within programs and electives.



- The support functions at LUSEM should prevent negative study outcomes through continuous evaluation of study results and providing help to students who need it.
- The guidance counsellors shall have set opening hours and reply to emails and calls in a reasonable time. This information should be easily accessible.
- There should be a mental health counsellor (*Kurator*) for the students of LUSEM available at LUSEM.

5.5. Students' Interaction & Integration with the Corporate World

Many of LUSEM's students invest in education to prepare themselves for an upcoming career. By providing both practical skills and theoretical knowledge, students shall be well prepared for a broad range of careers.

The view of LundaEkonomerna is that

- LUSEM should make students aware of where their knowledge, from all courses, can be applied in different professions.
- LUSEM shall offer a "Career Services" function for its students to utilise.
- The Career Services' mission should be to make students of LUSEM attractive to the labour market and ease the transition between studies and working life.
- The Career Services should not arrange career events on its own, but rather support the union in its career operations.
- All courses at LUSEM should have practical elements included, with examples from relevant industries, to promote active engagement among students.
- LUSEM should strive to have guest lecturers from relevant and interesting companies that are relevant to the course and its content.
- LUSEM should strive to include relevant guest lectures in all courses.
- LUSEM should take the demands from both the corporate world and the students into consideration when developing and improving the course and program portfolio offered at LUSEM.

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5.6. LUSEM & Environmental Sustainability

Environmental sustainability is an existential challenge of our time; one which Lund University must address and contribute to solving. During the academic year 18/19, LundaEkonomerna signed the so-called "Climate Call", calling for Lund University's contribution to fighting climate change.

The view of LundaEkonomerna is that

- LUSEM needs to reduce emissions from travelling and choose digital meetings and conferences, or means of travel with little impact on the environment.
- LUSEM shall strive to serve food that is sustainably and ethically sourced, eg. vegetarian or locally produced, at meetings and events.
- LUSEM should have recycling stations in all its facilities.
- LUSEM should encourage the cafeteria (Cafe Holger) to increase their selection of vegetarian and locally produced products.
- LUSEM should strive to incorporate environmental sustainability into all courses.

5.7. Recruitment of Teachers

LUSEM should recruit pedagogically interested and ambitious teachers with deep, relevant knowledge of their field. Teachers recruited to LUSEM should be positive towards student interaction and feedback and willing to support colleagues in pedagogical development. Innovative approaches to teaching and pedagogy are always encouraged, as is experience from international settings and work outside of academia.

The view of LundaEkonomerna is that

- Pedagogical and research merits should weigh equally when recruiting teachers.
- Pedagogical skills should be valued highly and especially emphasised in recruitment and promotion at LUSEM.
- In recruitment, teachers' command of the language in which they are meant to teach must be assessed, preferably through language tests.
- All teaching personnel must undergo continuous pedagogical development and education provided by LUSEM.
- LUSEM should work for greater equality and diversity among teachers, especially for full-time recruitment.



5.8. Teaching and Pedagogy

LUSEM should offer up-to-date teaching and education to an internationally competitive standard. Education at LUSEM should be student-centred; teachers should be pedagogical and strive for an interactive learning environment. Teachers should always strive to convey course material interestingly and pedagogically; this is crucial to the students' learning perception of their education.

Throughout their career, teachers should develop their pedagogical approach. This should be done through collegial support, student feedback, and training provided by the faculty. Teachers' pedagogical experience shall be recorded in a teaching portfolio, which is to be assessed regularly, and when considering promotion. The faculty shall offer a framework of pedagogical meriting, in which teachers can apply and reach distinct levels of pedagogical merit. Merited teachers shall be responsible for sharing best practices and promoting pedagogical practices to the teaching collegium. Teachers' progression within pedagogical merit shall bear considerable weight in teacher promotion and remuneration. The view of LundaEkonomerna is that

- The classroom should be a meeting point where students can apply their knowledge in assignments, and the teacher acts as a source of knowledge and support.
- Education should primarily be centred on student-teacher interaction.
- Teachers should encourage an interactive learning environment.
- Teachers and students shall have the opportunity for informal meetings and discussions.
- The relationship between teachers and students should be built on mutual respect.
- Teachers should have opening hours for the students during the timeframe of the course. The opening hours should be communicated at the beginning of the course and should be reasonable in comparison to the study load of the course.
- Teachers should structure their teaching on the principle of preparing students for their careers, and this should be the start of the lifelong learning process.
- Varying teaching methods should be encouraged. This could be done through a mixture of lectures, seminars, cases, flipped classrooms and digital tools.
- Education in the form of case-solving should be seen as a natural part of the education at LUSEM.

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- Critical thinking should be encouraged and put to the test in both education and examination.
- Interactive digital tools for learning should be an essential part of education.
- Recorded material should be used as a complement to live course material, but never at the cost of campus-based education.
- Education at LUSEM should train students in written and oral presentation.
- Teachers should consider, encourage, and facilitate constructive feedback about the content and setup of courses and programmes.
- Teachers should be able to adapt their teaching to different groups of students.
- Teaching personnel should be up-to-date with research and development within their area of expertise.

5.9. Examination & Grading

To test the students' knowledge, relevant examinations need to be used. The knowledge tested should be clearly linked to the learning outcomes of the course.

The view of LundaEkonomerna is that

- LundaEkonomerna demands that students remain anonymous during assessments & examinations.
- There should be a clear connection between the education, the format of the assessment and the learning objectives.
- The learning objectives and the grading criteria should be understandable to the students.
- Varying assessment methods should be promoted.
- The format of the different examinations of a course should be clearly communicated to the students and should not be changed after that.
- In the exam hall, digital examinations should be used, especially for essay exams and multiple-choice questions.
- The examiner should be present at some point during any examination.
- The students should have 30 minutes from the starting time of the exam to arrive and take the examination.

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- The students should be able to leave the exam hall after 1 hour after the start of the examination.
- Students should be able to prove their identity at the exam time through a valid photo ID. The valid IDs include a passport, Swedish national ID card, Swedish ID card for residents, & Swedish driver's license.
- If a student is missing a valid photo ID (as mentioned above), they should be able to inform the responsible department in a timely manner and take the exam.
- The students shall have access to old exams and distinct templates.
- LUSEM should have standardised guidelines for writing essays, and the administrative guidelines for examinations.
- The time for the examination should be proportionate to the scope and amount of credits of the course.
- Exams on the same course should be on the same level and quality every time the course is held and should thus be comparable to each other.
- Grades should be based on the course syllabus and be graded objectively.
- Students have the right to appeal and/or reconsideration of an already graded exam.
- Students shall be given adequate time to prepare for a re-exam. The period between the published result of an exam and a re-exam should be at least two weeks.
- A course should include at least two (2) different examination formats.
- The graded examinations of a course should be legal proof for the student.

5.10. Final examination & Thesis Writing

When finishing a BSc or MSc, LundaEkonomerna believe students should produce some kind of final examination. This is, as of writing (2025), typically presented in the form of a written thesis. The examination should assess the student's ability to formulate a research problem, gather and analyse data, and find, process and evaluate previous theories and research on the topic.

Following the introduction of Generative Artificial Intelligence (GAI), LundaEkonomerna recognise the need to assess the format of thesis projects. LundaEkonomerna believe that thesis assignments must provide students the opportunity to display abilities trained throughout their studies. This can be done through a combination of modes of



presentation. To sufficiently present their individual skills and abilities, students should complete thesis projects in pairs or individually.

The view of LundaEkonomerna is that

- Thesis assignments can consist of written work, oral presentations, and seminars. Ideally these should be combined.
- Students should be given the chance to reflect on and motivate their choices of topic, research question, method, and other relevant aspects of their work
- When adding elements to thesis examinations, such as an exam, students' work burden must not increase.
- When designing thesis projects, LUSEM must take into consideration requirements for admission into further studies at other relevant universities. This includes eg. requirements on students to present identifiably individual, written, work in the form of a thesis.
- Thesis projects at LUSEM should be completed in constellations of no more than two (2) students.

5.11. Internationalisation at LUSEM

LUSEM has a large minority of international faculty and students and should pride itself in maintaining an international profile and atmosphere. LundaEkonomerna highly values internationalisation and strongly believe that an international perspective should be incorporated into all education at LUSEM.

The view of LundaEkonomerna is that

- LUSEM should profile itself as an international faculty.
- There should be a greater variety of international courses and programs with interdisciplinary subjects.
- LUSEM should strive for an internationalised environment on par with highly ranked international competitor business schools.
- LUSEM should continue working with accreditations and quality assurance to identify new improvement areas to uphold a high international standard.
- The usage of international course literature should be encouraged. International course literature includes literature in the English language and with an international perspective.



- The number of scholarships for international students at LUSEM should be increased.
- Information regarding scholarships awarded by LUSEM needs to be easily accessible.
- Fee-paying and non-fee-paying student must always be treated equally.
- The number of courses available for international students should increase.
- LUSEM should facilitate interaction between international and Swedish students.
- LUSEM should investigate the possibility of new bachelor programs and their potential to be offered in English.
- LUSEM should work actively with increased language skills in Swedish and English among employees at all levels.
- LUSEM is responsible for ensuring equal availability of information in Swedish and English, especially online and including about its governance, programs and policies.

5.12. Teaching Materials

The information about course literature shall be accessible to the students at the latest a month before the course begins. LundaEkonomerna is positive digital elements in both course literature and course material.

LundaEkonomerna believes that

- The cost and extent of material and literature shall be in proportion to the size of the course as well as in proportion to the income of a regular student.
- The students should get access to the teacher's lecture notes.
- LUSEM should use digital course literature and make sure that digital versions of the course literature are available.
- LUSEM shall provide a reference copy of all course literature and reference literature at the library.
- LUSEM should use recorded lectures as a complement to ordinary lectures.



5.13. Commissioned Education (Uppdragsutbildning)

Commissioned education is teaching sold to organisations with the purpose of developing professional's competencies in eg. business or leadership. Those enrolled in commissioned education are not considered to be students.

The view of LundaEkonomerna is that

- Commissioned education is positive as long as it doesn't take away any resources from ordinary education. This includes time spent by the faculty management.
- LundaEkonomerna should not be responsible for monitoring the commissioned education, as the union is only responsible for the educational surveillance of the students of LUSEM.
- Commissioned education should not be used to the extent that it replaces regular education and thus decreases the number of students admitted on equal terms.

5.14. Mandatory Course Elements & Absence

Mandatory elements shall always be stated in the course curriculum. LUSEM shall have standardised guidelines for complementation in case of absence. The guidelines shall be communicated to the students at the beginning of each course.

The view of LundaEkonomerna is that

- The student who is not present at a mandatory element but has legitimate reasons for this shall be given the possibility to compensate for this by completing the assignment another time.
- The complementary assignment shall be in reasonable proportion to the extent of the mandatory element.
- There shall always exist a written motivation as to why the element is mandatory.
- If the student can acquire the knowledge in any other way from the course, the element should not be mandatory.
- In the case of complementation, the student shall have the same possibility to achieve a grade as if they had done the work at the mandatory element.
- Student representation is a legitimate reason for not being able to attend a mandatory element of the course.



5.15. Quality & Evaluation

LUSEM should strive to be one of the top business schools in Sweden and the world and should work continuously with quality assurance and development. LUSEM's activities should be developed based on feedback from Lund University, LUSEM's students and staff, external partners, and accreditation institutions. The quality assurance work should have a clear structure and accountability, both at LUSEM and at Lund University.

The view of LundaEkonomerna is that

- LUSEM should have a structured process for working with quality assurance and development. This plan should focus on identifying and implementing improvements to increase the quality of education at LUSEM.
- LUSEM have sole responsibility for ensuring that all steps of its quality assurance system are effective and relevant.
- Course evaluations should be designed to encourage constructive answers and a high response rate. They can be held digitally.
- The opinions of the students shall always be taken into consideration.
- LundaEkonomerna has and shall have the right to access the finished course evaluations summaries, and (upon request) the total raw material from any course valuation.
- Time for evaluating the courses should be set aside in the students' scheduled classes.
- The course evaluations should focus on development areas to improve the course in the future.
- LUSEM should actively strive to improve the quality of its education.
- The quality work and assessment should be conducted by students, teachers and administrative staff at LUSEM.
- The quality work driven by the students should be encouraged by LUSEM by for example marketing LundaEkonomerna's Speak Up Days.
- The validity and quality of the education should be ranked both nationally and internationally.
- The accreditation work should be a prioritised topic for the management of the Faculty.

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5.16. Exchange Studies & Internships

LUSEM should offer the students the possibility to exchange studies and internships. The partner schools with which LUSEM collaborate must be of high quality; they should preferably be accredited to a similar or higher standard than LUSEM. Exchange studies and internships should provide students with the opportunity for cultural exchange and personal development.

The view of LundaEkonomerna is that

- LUSEM should ensure that the exchange and internship opportunities it presents are clearly advertised.
- All information about exchange studies shall be accessible to the students in advance, both before the application and before the departure.
- All of the decisions regarding the crediting and admission shall be given to the students in a written format.
- If the students consider themselves to be unfairly assessed in the admission process or elsewhere, they shall have the right to appeal the decision.
- Criteria for admission to the exchange semester shall be clear and made available to the students. The admission process shall be transparent, and the weighting between grades, cover letter and other merits should be clear to the students.
- The student shall have the possibility to cancel their exchange until the studies start.
- Students studying abroad shall have a contact person at LUSEM.
- Before the departure, the student needs to have a study plan approved by LUSEM.
- The student must know if the chosen courses can be credited for at LUSEM before departure. If this changes during the time of the exchange, it should not affect the student, as it was approved before departure.
- An evaluation of the exchange shall be written by all students..
- LUSEM should encourage student mobility.
- There should be an international crediting system for the translation of grades.



- A commitment in the student union (LundaEkonomerna) and other extracurricular activities arranged by LUSEM, shall be seen as a merit for the assortment in the process for exchange studies. Such meriting shall be coordinated with the Student Union.
- Stiftelsen Partnerskap should offer a greater selection of internships.
- The internship courses should have a clear structure and a clear curriculum.
- Students completing an internship should have a contact person at LUSEM.
- The Career Services should have a clear role as a support function in the application process for internships.

5.16. Disciplinary Acts

LUSEM should actively strive to prevent cheating, but also to provide support and information to those accused and/or found guilty of cheating.. The information should be provided repeatedly during each course provided at LUSEM.

The view of LundaEkonomerna is that

- Information regarding misleading the examiner, or cheating, what is considered cheating should be easily accessible for the students and should also be provided repeatedly during the courses.
- A student is always to be considered innocent until proven guilty by the Disciplinary Board of Lund University.
- Proven cheating shall result in consequences for the student, in proportion to the matter and following a decision by the Disciplinary Board of Lund University.
- The student shall be treated justly and shall have the right to appeal the decision.
- The student shall receive information about where to turn for guidance and support during a disciplinary process and its potential appeal.
- It is the responsibility of LUSEM to establish clear rules during examinations to prevent cheating to the greatest possible extent.



5.17. Generative AI in Education

Generative AI (GAI) has large potential as an important tool in higher education. GAI can enhance students' learning processes, help students train eg. writing and support reasoning/act as a sounding board for students' ideas. LundaEkonomerna expect that LUSEM students' future employers will expect graduates to master the use of GAI, both in general and applied more specifically to the students' own field of studies.

As a consequence of this, LundaEkonomerna view it as imperative that LUSEM and Lund University take a proactive approach when working with AI and GAI. The faculty must remain up to date with GAI tools and their possible applications, and adapt the education to both meet the consequences of GAI and actively implement it in the education provided. This includes training both students and teachers on responsible use of GAI. The university must proactively facilitate this development at the faculties.

GAI sparks legal and ethical concerns upon which students and teachers must be made to reflect. This creates a need for pedagogical and clearly communicated policies on the use of AI. LundaEkonomerna's goal is for each and every student to always know what AI use is appropriate and allowed, and how such use should be accounted for.

The view of LundaEkonomerna is that

- Generative AI tools such as ChatGPT could and should be used in a controlled way to aid education and students' understanding of the topic they are studying.
- The development of GAI should be reflected in the course contents and examination of courses taught at LUSEM. GAI should be naturally incorporated into teaching and learning in a pedagogical and appropriate way.
- Access to AI tools is a question of equal opportunity in studies; students at Lund University (and LUSEM) should have access to one or more AI tools through the university. Such a tool should be safe to use for students.
- A list of provided tools and recommended tools, as well as tools recommended *not* to use, shall be provided and clearly communicated by the University.
- LUSEM should provide clear instructions on how Generative AI may and may not be used, especially during examination. Such information to students should be course or exam-specific and clearly communicated with the goal of avoiding any and all unintentional cheating.
- Education at LUSEM should provide students with the opportunity to explore the application of GAI on their specific area of study.

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- In their education, students at LUSEM should be introduced to, and made to reflect on, ethical and legal concerns of using GAI. Such concerns include eg. the storage of personal data and intellectual property.
- Teachers should receive competence training on the use of AI, ethical and legal considerations as well as application within their individual subject or field.
- LUSEM and Lund university should continuously monitor the development of AI through respective work/expert-groups. These groups shall be responsible for developing and updating suitable policies, providing knowledge and training on, and spreading best practice on use of, (G)AI.
- LUSEM may require students to submit an account of their AI use as an appendix to written submissions such as papers/theses. These can include prompts used and a reflection on the use of AI. If such a submission is required, it shall be communicated in writing at the start of the course.
- Any use of AI to assist grading of exams shall be discussed with the union prior. Whilst we see potential in eg. assisting teachers with writing feedback, any AI assistance requires close scrutiny from a moral and legal standpoint.

5.18. Degree Certificate

Students graduating from LUSEM receive a digital degree certificate (Diploma) signed by the examination administrator on behalf of the Vice Chancellor. A diploma has practical value when applying for jobs, further education, and verifying one's completion of studies. The longstanding tradition of a signed diploma provides sentimental and ceremonial value. Such ceremonial traditions are important for Lund University and LUSEM to maintain their strong identities and reputations.

The view of LundaEkonomerna is that:

- Graduates should be presented with a physical original diploma and a digital version of the diploma.
- The diploma should include the signature of the dean of LUSEM.
- In case a student loses their diploma, the faculty should be able to provide another diploma for the student.
- LUSEM should strive to uphold traditions, especially the graduation traditions.



- The faculty should take into consideration how the diploma will be used abroad and the ceremonial values that come with receiving a diploma and graduating from LUSEM.

6. Study Social Matters

6.1. Student Welfare

A requisite for good study results is a well-functioning study environment. This includes physical, mental and study social aspects. All students should be treated equally and are entitled to feeling safe on campus.

The view of LundaEkonomerna is that

- Students and staff should be treated with respect, both inside and outside the classroom.
- LUSEM shall have a safe working environment, both for students and personnel.
- There must be zero tolerance for any kind of discrimination and/or harrasment.
- LUSEM should have an equality council with a clear equality strategy and a vision of proactive work.
- LUSEM and LundaEkonomerna should have increased collaboration in the questions regarding equality, diversity and discrimination and develop common goals and preemtive measures against discrimination and harassment.
- LUSEM are resonsible for regularly and clearly communicating to students the different support functions available at Lund University, including LundaEkonomerna, the student health services, the student chaplains and the study councillors.
- The faculty shall conduct an annual study social safety inspection (Studiesocial skyddsround) together with relevant student representatives. The safety inspection shall be based on data from LundaEkonomerna and each department, as well as the experience of student representatives and faculty staff conducting it. The results shall be shared with LundaEkonomerna.
- Each department shall conduct and regularly update a risk assesment of students' work environment, especially concerning harrasment and discrimination. The assesment and its suggested risk mitigation strategies should be shared with LundaEkonomerna and used as a basis for the faculty's study social safety inspection.

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6.2. Students with Disabilities

Students with special needs or disabilities have to be given the same opportunities to perform in their studies as any other student. The Swedish Discrimination Law has to be followed.

LundaEkonomerna believes that

- LUSEM and Lund University need to consider students with special needs at all times.
- Facilities, helping tools and personal support shall be available for students with disabilities.
- LUSEM shall, in collaboration with the department for special needs, make sure that students with a disability get support.
- Information about disabilities should be included in the pedagogical training for teachers as well as in other training faculty staff.
- LUSEM should have common guidelines regarding support offered to students.
- It shall be clear to the students with disabilities where to seek assistance.
- Students with disabilities should have equal access to LUSEM's facilities as students without disabilities.
- LUSEM should discuss improvements in the campus areas and the availability of different venues for disabled students and staff through Lokala Skyddscommitén (LSK).

6.3. Equal Treatment

All students of LUSEM should be treated equally, irrespective their age, ethnicity, political or religious belief or any of the other protected grounds of discrimination as stated in the Swedish discrimination act. Students and the staff should follow the discrimination guide written by the faculty and LundaEkonomerna. As of 2022, there is a contemplation room (stilla rum) available at LUSEM for students to practice religious prayers and meditate.

The view of LundaEkonomerna is that

- All students must have the same opportunities to receive education and feel welcome at LUSEM regardless of gender, gender identity or expression, ethnic

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affiliation, religion or other belief, disability, sexual orientation, age, or socio-economic background.

- The university must actively prevent and counter discrimination and sexual harassment.
- Employees at LUSEM should, to prevent discriminatory structures, be informed about gender equality and equal treatment issues, both in general and in specific learning activities.
- LUSEM should investigate and handle any and all cases of harassment and discrimination.
- Students with children have the right to parental leave and sick leave, and be given opportunities for compensation and to take part-time studies.

6.4. Physical Environment at LUSEM

In order to maintain a high quality of education, LUSEM must offer students a good study environment that stimulates learning, exchanging ideas, and interaction between students and staff. This requires suitable physical facilities, such as modern classrooms, plentiful and appropriate study places, and inspirational surroundings. LundaEkonomerna believe that LUSEM should focus on building a gathered and modern campus. More study places, both quiet, individual ones, and group rooms are necessary in creating a good study environment. The view of LundaEkonomerna is that

- The number of study places, group rooms and computer workstations needs to be increased at LUSEM facilities.
- LUSEM's facilities should be easily accessible at all times for LUSEM's students.
- LUSEM shall work to ensure the safety of its students and staff.
- LUSEM's facilities shall be ergonomically designed with good ventilation and favourable lighting, and sound conditions.
- The study places at LUSEM shall be of varied kinds to suit the varied needs and demands of the students.
- There shall be group rooms of varied sizes.
- Students shall have access to all course literature at a well-updated library linked to LUSEM with good opening hours.

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- LUSEM needs to inform the students about fire exits and emergency assembly locations. This information should be given to the students at the start of all courses.
- LUSEM needs to provide a satisfactory number of computer stations. These should include screens and a variety of connection cables.
- LUSEM should have facilities that are available for teachers to record lectures etc.
- Food and drinks should be available in the facilities of LUSEM. The prices should be reasonable

6.5. Students' Accommodation

The accommodation available for students in Lund is insufficient. There should be accommodation available for admitted students once they begin their studies; students should never have to decline an admission based on inability to find housing. Sufficient accommodation are a prerequisite for conducting studies with good results.

The view of LundaEkonomerna is that

- The lack of accommodation should not be a reason for students to decline higher education.
- The planning of building new accommodations should be based on the fact that Lund is a university town.
- Lund municipality should strive to accommodate greater availability of housing for (all) newly admitted students.
- Lund University should take special responsibility for incoming international students and provide them with housing.
- The student accommodation should have reasonable rents in relation to the average student income. This includes accommodation offered by Lund University, Lund municipality and AF Bostäder.



6.6. Students' Economic Situation

There should be financial support available to students during their studies. The financial aid system (CSN) needs to be formed as an encouragement for the students to commence, continue and complete their studies.

The view of LundaEkonomerna is that

- The financial aid system (CSN) should include both grants and loans. The grants should be updated continuously in order to follow the inflation rate.
- The grants should be higher than they are currently to reduce the debts of the students.
- There must be clear guidelines and rules for the repayment of student loans. Repayment should be at a reasonable level in relation to the graduate's income.
- Higher education should be free of charge for students from within the EU/EES.
- Students with full-time engagements in student organisations should not be included in the repayment plan during the time of the engagement.
- Only money that is earned during the weeks of studying should be counted towards the maximum amount a student is allowed to earn while receiving CSN (fribelegg).

6.7. Illness & Sick Leave

Studies at higher education should be classified as a full-time engagement and students should thereby get the same conditions. If a student gets sick for a longer time, this should not have to affect their studies negatively.

The view of LundaEkonomerna is that

- Full-time studies should be equivalent to full-time work meaning the same benefits should be applied to both groups.
- All students should be able to take sick leave, both full-time and part-time.
- All students of LUSEM should get health insurance from Kammarkollegiet through Lund University.
- A long-term sick leave should not be included in the total amount of semesters that you are entitled to study grants from CSN.

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6.8. Mental Health of the Students

Students are more prone to mental issues due to several reasons: extremely pressured personal finances, pressure to get good grades, loneliness, alcohol and drug issues etc. Lund University and LUSEM must keep in mind the challenging situation faced by students, and address both preemptive measures and care for those students who experience issues.

The view of LundaEkonomerna is that

- LUSEM should continuously investigate the status of students' well-being and mental health and follow up on the results.
- LUSEM should work proactively against student health issues by bringing up the issue and where to turn for guidance early on when meeting with students.
- A collaboration between LundaEkonomerna and LUSEM is crucial in this topic and should be structured with clear areas of responsibility.
- LUSEM should offer counselling by its own counsellor(s) or the Student Health Center (studenhälsan) at its faculty.
- The Student Health Center and other support functions of Lund University should get an increase in resources.
- Students with mental health issues should be able to get an adapted study plan.

6.9. Campus Development

Lund University and LUSEM should continuously investigate improvements to the campus areas. When investigating campus developments there are several aspects such as social context, study places, distance from the city centre etc. that must be considered

The view of LundaEkonomerna is that

- There should be more study places created for students.
- There should be more green areas around campus.
- LUSEM should prioritise an auditorium that will fit the biggest program cohort currently admitted at LUSEM when discussing new campus buildings.



- During the renovation of LUSEM's facilities, LUSEM must take into consideration the students' safety, their study environment, and the overall effects on students by the renovation and any temporary reallocation.
- If LUSEM needs to permanently move, the new location should not be located further from the city centre than the current location, eg. to Science Village and Brunnsög.
- When LUSEM is planning to build new facilities, LundaEkonomerna's future and the union house should be included in the planning. The union's current facilities at *Skånelängen* are alone insufficient to support the Union's operations in the long run.
- The facilities belonging to the school but rented by LundaEkonomerna should also be of a nature that can sustain the current and future operations of LundaEkonomerna; black, blue, green, and yellow legs alike.
- The student union's facilities must be autonomously run by the student union, with access and rules set solely by the union.
- LUSEM should be well connected to other campus-areas of Lund University; transport to and from LUSEM by bike and public transport shall be premiered.

7. LundaEkonomerna in the Student Life

7.1. Lunds Universitets Studentkårer (LUS)

Lunds Universitets Studentkårer (LUS) is an umbrella organisation consisting of the nine student unions of Lund University. LUS is tasked with representing the university's students at the central, Lund university, level. For LUS to function as intended, it must serve as a unified student voice on the university level. It must always represent the opinions and interests of its member student unions.

The view of LundaEkonomerna is that

- The student unions of Lund should strive for close collaboration to achieve common stances on questions concerning the whole university.
- LUS can only represent and state opinions that have received consensus-minus-one support by the member unions.
- The unions should have the possibility to reserve themselves from decisions.
- LUS Valting should elect all student representatives at the university level.

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- Each union should have one mandate in LUS valting per thousand full time students. To fulfill its mandates, one person per mandate must be present at the election.
- LUS shall advocate in all questions that might affect the students of the university.
- LUS should make sure that all information going out to the public, official statements, marketing etc. should be available in English.
- LUS should have a business plan each year with clear and reachable goals.
- At least one of the LUS presidium should have a seat as a student representative in the municipality forum.
- The student unions should be able to contact the Studentsombud at LUS regarding challenges with student issues.
- LUS should continuously improve and evaluate the system for reporting student issues that they offer and that LundaEkonomerna use.

7.2. Studentlund

Studentlund is a collaboration between the unions, nations and the Academic Society of Lund with the purpose of letting students access all parts of Lund's student life through one membership.

The view of LundaEkonomerna is that

- LundaEkonomerna shall remain a member of the agreement.
- Studentlund shall be a collaboration and strive for equal representation between the member organisations.
- The agreement should be followed by all member organisations in order to not cannibalise each others' operations.
- LundaEkonomerna should always strive for a good relationship with the other member organisations.
- Studentlund shall remain a forum for collaboration for the members, it shall not become an organisation in itself.
- Studentlund shall strive for equal and fair opportunities and benefits for all member organisations.



- Studentlund should always have the student's best interest in mind.
- Studentlund shall not interfere with any of the member organisations' internal operations.
- Studentlund shall always respect and follow the will of the members, and never have an agenda apart from it.

7.3. Akademiska Föreningen (AF)

Akademiska Föreningen (AF), or the Academic Society, is a non-profit organisation with the purpose of broadening and contributing to the cultural aspects of student life in Lund.

The view of LundaEkonomerna is that

- The student unions and the nations of Lund should be the heads of the Academic Society.
- AF should always strive to enrich the student life for all students.
- AF should manage the care of AF-Borgen, which's primary purpose should be as a venue for Lund's student organisations.
- LundaEkonomerna shall maintain a good relationship with AF.
- That the YBB-fund shall always be used in the student's best interest and be well managed.
- AF should only focus on creating social value for their members.
- AF should support Studentlund and aid with its operations. Amongst other things by offering collaboration workplaces and meeting rooms.

7.4. Lundakarnevalen

Lundakarnevalen is a carnival arranged every four years by the students of Lund.

The view of LundaEkonomerna is that

- The unions of Lund should remain heads for Lundakarnevalen and the students of Lund are thus the owners of Lundakarnevalen.
- There should be discounted prices for students at Lundakarnevalen.



- Lundakarnevalen should always strive to enrich the student life for all students and other visitors.
- Possible profits should be reinvested towards upcoming Lundakarnevaler..
- Lundakarnevalen should provide events for English-speaking students and visitors.
- Lundakarnevaken should make sure that all information going out to the public, official statements, marketing etc. should be in English.

7.5. U9

U9 is a national collaboration between the nine biggest business and economic student unions and student associations in Sweden. It consists of LundaEkonomerna, Uppsalaekonomerna, Föreningen Ekonomerna vid Stockholms universitet, Handelshögskolan Göteborgs Studentkår, Student Association Stockholm School of Economics, Ekonomihögskolans i Växjö studentförening, Handelshögskolan i Umeå studentförening, Ekonomföreningen vid Linköpings universitet and Jönköping International Business School Student Association.

The view of LundaEkonomerna is that

- The network should have a focus on sharing experiences, knowledge and nationwide student influence.
- Each participating organisation should send two members per meeting, one being the president and one being the head of education.
- Deputy members may be sent if necessary, given they are knowledgeable within the areas of subjects discussed.
- U9 should remain a collaborative network rather than become an organisation.

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