



Political agenda of the Student Union of the University of Turku

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1 *The political stands of the Student Union of the University of Turku (TYY) are*
2 *described in this political agenda approved by the Student Union Council.*
3 *In this agenda, 'faculty' refers to all units responsible for degree teaching at*
4 *the University of Turku, i.e. faculties and the Turku School of Economics.*
5 *Faculty organisation refers to faculties' student organisations and the*
6 *Association of economics students in Turku.*

7

8 1. ACADEMIC AFFAIRS

9 The key aims in the promotion of academic interests include supporting the
10 development of teaching, ensuring the students' influence possibilities in
11 the university community, influencing the internal financing of the university
12 and safeguarding the legal protection of students. TY Y carries its
13 responsibility for the development of the entire university community and
14 contributes to developing the national education system.

15 TY Y furthers the aims of its promotion of student interests at all
16 administrative levels of the University of Turku with student representatives
17 in the administration, and by cooperating with the university management
18 and staff and the professional organisations of the staff. TY Y supports the
19 promotion of interests of student representatives and subject-specific
20 organisations by providing them with information, training and peer
21 support.

22 The local knowledge of Satakunta campuses and the problematic issues
23 different from the Turku campus are acknowledged in the promotion of
24 student interests. *The organisations of Satakunta campuses have an active*
25 *role in promoting students interests in cooperation with TY Y.*

26 The automatic membership specified in the University Act as well as student
27 representation in administrative organs serve as the corner stone in the
28 promotion of student interests and as the basis for a wider sense of student
29 solidarity.



30

1.1. Educational system

31 The network of higher education institutions should be treated as one unit.
32 Higher education system based on a dual model should have separate tasks
33 for university and polytechnic sectors. The cooperation between
34 polytechnics and universities shall be increased and developed, while
35 prioritising contents. The profiling of universities and disciplines should be
36 conducted in cooperation among the universities, consulting the internal
37 groups of universities. In profiling academic subjects and research, the
38 universities must ensure with cooperation between universities that
39 students are provided with sufficiently diversified teaching to support their
40 career choices despite of study location.

41 The quality of higher education institutions is evaluated and compared with
42 extensive and diversified methods discipline-specifically. Ranking higher
43 education institutions in a simple ranking should be avoided. Instead of
44 comparing, development of higher education institutions based on quality-
45 assessment should be invested in, and academic subjects' different profiles
46 in different universities should be taken into account.

47 High-quality and competitive education and well-functioning support
48 services for studies should be ensured also in smaller units.

49 The funding model of the universities should be developed as a whole. The
50 funding model should be transparent, understandable and predictable. The
51 profit-centredness of the funding model should be decreased, while
52 increasing the share of balancing funding. **The funding model should not**
53 **emphasize first-time applicants unreasonably.** The incentive effects of
54 degrees' target deadline coefficients and connected discipline-specific
55 expensiveness coefficients should be approached critically. University
56 funding should take into account and support the internationalisation of
57 education.

58 The funding model of universities should encourage cooperation between
59 universities and providing more extensive study entities for students outside
60 one's own university. In addition, the funding model should encourage
61 universities to develop the quality of teaching and supervision.



62 The funding model of universities should take into account different
63 disciplines. The evaluation criteria of universities should not, for example,
64 significantly weaken Finnish-language publication activities. Basic research
65 and applied research should be equal. Basic funding should be increased
66 when adding the number of students admitted.

67 The funding model of universities should encourage international mobility
68 and student exchange.

69 The internal funding of the university should encourage the possibilities of
70 all units to conduct high-quality activities and develop them. Internal
71 funding should encourage multidisciplinary cooperation. Units that
72 extensively provide teaching to other units should be take into account in
73 the funding.

74 **Mobility between Bachelor's and Master's degrees should be enabled.** After
75 Bachelor's degree, it should be possible to complete higher degree in
76 another academic subject inside the university, between universities and
77 between universities and polytechnics. Suitable manners for separate
78 admission and for recognising and acknowledging the acquired
79 competence should be developed, in order to ensure mobility between
80 degrees.

81 The Finnish degree system should not be made more complicated, in order
82 for student and applicants to be ensured of the working life relevance
83 provided by the degree. Degree entities smaller than current degrees should
84 be carefully considered and used primarily only in retaining and upgrading
85 of qualifications and in complementary education, not as a basic degree.

86 The admission numbers in degrees should be systematic and national and
87 based on overall discretion, taking into account primarily the long-term need
88 for work force and expertise and secondarily the applicant demand for the
89 education. The need for work force and expertise should, however, be
90 proportional to the funding of the university so that admission numbers can
91 only be increased if resources are increased at the same time in the same
92 proportion to maintain the high quality of education. The intrinsic value of
93 science should be taken into account when planning admission numbers
94 and education. Sufficient resources should be reserved to implement



95 education in the basic funding of the universities. The level of knowledge and
96 education of the population should not be decreased but increased. This can
97 be ensured by maintaining the passing of degrees at a high level.

98 Admission paths should be wide-ranging and admission should also be
99 possible only based on entrance exam. The personalised arrangements of
100 taking entrance exams must be unified in all disciplines and universities. ~~The~~
101 ~~additional time given should be 1/3 of the exam time.~~ Certificate-based
102 admission should be applied with discretion ~~and~~ discipline-specifically ~~and~~
103 ~~mainly for first-timers.~~ The points system of the certificate-based admission
104 should not unreasonably affect the choice of subjects in upper secondary
105 school. The effects of the certificate-based admission system should be
106 monitored in the long term. Returning the total points (certificate and
107 entrance exam) admission model as one model should be considered.

108 The starting point of student admission should be the equal treatment of
109 applicants and the admission of the most applicable applicants. Student
110 admission should enable fluent transfer from upper secondary school to
111 higher education. First-timer quotas have proven to be completely non-
112 functional and should be abolished. ~~One should be able to restrict the~~
113 ~~approval of the right to complete a degree without intention to study with~~
114 ~~more functional methods.~~ First-timer quotas have had a clear effect in
115 increasing application stress and at the same time, the technical effect of the
116 quotas on admissions has remained marginal. ~~Extensive use of the quotas~~
117 ~~should be abolished and quotas should only be used in certificate-based~~
118 ~~admission.~~ Those with a prior higher education degree and students that
119 have accepted a place of study should have a similar possibility to pursue
120 higher education. The number of people to be admitted through separate
121 admission should correspond to the changes made in the main admission.
122 ~~The practices for separate admission should be nationally unified.~~

123 Universities decide themselves on the student admission. In addition, the
124 influencing possibilities of faculties in student admission should be
125 safeguarded.

126 Equal possibilities to be admitted to a university should also be ensured for a
127 person without matriculation exam.



128 All knowledge required in the entrance exam should be included in the
129 accessible entrance exam material or material distributed in the entrance
130 exam. The units organising entrance exams should also provide model
131 answers for previous exam questions. After the exams, clear point criteria on
132 the basis of which the exam answers have been assessed, must be published.
133 National discipline-specific entrance exams should be organised whenever
134 possible.

135 Transfer to more wide-ranging Bachelor's degrees should be justified with
136 the significant development of educational contents and better working life
137 relevance.

138 Study right should be admitted directly for the higher university degree.
139 Lower university degree should provide basic academic abilities, and the
140 working life abilities provided should be enforced. Moving to working life
141 between degrees and completing the higher university degree substantially
142 later than the lower degree must be more meaningful than it currently is.

143 Internationalisation of the university should be treated comprehensively,
144 and the university should take into account the resources needed for
145 internationalisation. The number of international students should be
146 increased and the university staff should, with training, be able to respond to
147 the challenges brought by the internationalisation of the university.

148 The university should ensure the sufficient resources and accessibility of the
149 services needed by international students, such as housing, health care,
150 tutoring and study counselling. The accessibility of services and studies
151 should be ensured with good communication at all campuses. The university
152 should ensure the availability of services also for international double degree
153 students. The university should support students in integrating into the
154 Finnish society.

155 The establishment and development of international degree programmes
156 should be systematic in order to ensure their quality.

157 The role of the Open University in society is to provide university-level
158 education widely with the aim of general education, without immediate
159 connection to degree education. Open university should not serve as a route



160 to degree studies, which is subject to charge and circumvents the entrance
161 exam system. When the open university teaching and degree studies are
162 equivalent, it should be cost-free for the students of the University of Turku.

163 1.2. Teaching

164 **Successful higher education teaching must be competence-based.** Setting
165 the competence aims for courses, study modules, degrees and parts of
166 degrees is a basic requirement for the students' self-understanding of their
167 competence, recognising and acknowledging previous knowledge (AHOT)
168 and for acquiring working life abilities. Learning aims should be clearly
169 communicated.

170 **Teaching qualifications and experience of student counselling should be**
171 **observed when filling teaching-oriented positions.** When recruiting new
172 employees for teaching positions, completion of university pedagogics
173 should be required in a reasonable time after the start of the employment or
174 the verification of corresponding competence with other means (AHOT). If
175 the job description includes English teaching, applicant's language skills
176 should be ensured in order to guarantee the quality of teaching.

177 **University should organise high-quality education of university pedagogy.**
178 Pedagogic education should be provided for teaching staff and ~~doctoral~~
179 ~~students~~ **doctorate researchers.** Teaching staff's language skills, international
180 capabilities and abilities to operate in a changing and multicultural
181 environment should be promoted through staff and language training.
182 Teachers' IT competence and ability to utilise educational technologies
183 should be supported and developed. **Status of the Finnish language in**
184 **education and scientific publishing should be secured.**

185 **The university should make more extensive use of joint teaching.** Joint
186 teaching ensures the quality of teaching and supports the development of
187 teachers in their work.

188 **Contact teaching supports communality and contributes to developing**
189 **social skills, which are necessary in students' lives.** Studies should include a
190 sufficient amount of contact teaching. Attendance should only be required
191 when it is justified for learning. Remote teaching should be utilised



192 appropriately as part of contact teaching, but a degree should not only
193 consist of remote studying. The quality of contact teaching should be
194 ensured. When recruiting staff and deciding on admission numbers, special
195 attention should be paid to increasing the student-teacher ratio especially in
196 disciplines where contact teaching and small group studying have a central
197 role and in disciplines where the student-teacher-ratio is already poor.

198 **Remote or independent studying should not be the primary completion**
199 **method of a degree.** Remote teaching should be justified for learning and at
200 a right time. Optimally, remote teaching brings flexibility in completing
201 degrees, as long as its quality and purposefulness is ensured. Hybrid teaching
202 ~~may~~ complement and makes education more flexible. However, hybrid
203 teaching should not take resources from other teaching. Contact teaching
204 can be organised both as small group teaching and as mass lectures so that
205 the choice serves students in an optimal manner. It should be possible to
206 follow mass lectures remotely and through recordings of decent quality.

207 **Studies should include a sufficient amount of diversified English contact**
208 **teaching.** The quality of English teaching should be improved and evaluated
209 with the same criteria as Finnish teaching. Teaching and supply of foreign
210 and domestic languages should be developed side by side. Resourcing
211 should take into account the requirements in different disciplines and
212 working life. Foreign-language degree programmes of the faculties should
213 include a possibility to study sufficiently domestic languages and culture as
214 part of the degree, while taking into account the needs of the working life.

215 **Students' different life conditions and individual learners should be taken**
216 **into account when organising education and in the completion of studies.**
217 Part-time education should be possible for those living with parental
218 allowance, rehabilitation allowance, rehabilitation support, sickness
219 allowance and unemployment benefit.

220 **Flexible teaching and study possibilities and the wide-ranging utilisation of**
221 **teaching technology promote the progression of studies.** While increasing
222 flexibility, the influence of diversifying completion manners on the working
223 arrangements and time usage of staff should be observed. Electronic
224 studying and teaching methods should be developed nationally in order to
225 promote the mobility and cooperation of students and teachers.



226 Digitalisation shall be utilised when developing learning and teaching
227 methods, evaluation and students' support services. Digitalisation does not
228 constitute an intrinsic value but should always benefit learning. Utilisation of
229 teaching technology and electronic study environments have to be adopted
230 in wide-ranging use. Electronic studying possibilities should, however, also
231 be safeguarded for those without access to computer or other necessary
232 devices. Paperless studying must be possible everywhere at the university.

233 Degrees should include wide-ranging assessment of competence. The use
234 of evaluation methods should be systematic and purposeful for learning.
235 Flexibility of studying should be increased by providing sufficient alternative
236 completion methods in courses.

237 Electronic exams should be widely available in all faculties around the year.
238 Enough exam facilities should be available for electronic exams and their
239 non-usage should be actively decreased. Electronic exams should be
240 accessible and the use of aids should be possible also in electronic exams. In
241 addition to traditional and electronic exams, know-how should also be tested
242 with material-oriented manners such as home exams and other evaluation
243 methods.

244 The possibilities of students to complete electronic exams of the University
245 of Turku in the facilities of other higher education institutions should be
246 developed and extended. It should be ensured that the university has
247 sufficient software to realised electronic exams in different disciplines.

248 Electronic and physical learning environments should be planned with
249 attention to accessibility, diversity of teaching methods and the needs of
250 individual learners. The university should also have 24/7 open physical
251 studying facilities and facilities enabling ergonomic remote studying. **The**
252 **university facility planning should prioritise multi-use facilities and those**
253 **suitable for studying. In change situations, students and their organisations**
254 **currently using the facilities should be consulted.**

255 The information systems used by students should be mutually compatible.
256 The usability of systems supporting studying and working should be
257 promoted. The public documents and statements of the university and
258 faculties should be available without university web IDs. The study



259 completions should be possible both with open source code software or the
260 university should provide the student with the software necessary for
261 completing the course. The used software should be meaningful for students
262 also from the perspective of future working life.

263 **Student should be responsible for their own learning.** A requirement is
264 agreeing together on the responsibilities and duties among the university
265 community, and bringing them forth. Students' responsibility also requires
266 confidence from the teaching staff.

267 **The university should encourage students to study independently.**
268 Participation at visit lectures should be counted as part of completed studies.
269 Credits received from student-led study circles and courses should be able
270 to be included in a degree.

271 **University degree should provide student with the necessary capabilities for**
272 **moving to working life.** The teaching supply of transferable skills, such as
273 communication and information technology should be increased, and the
274 teaching of these skills should be included in the basic degrees better than
275 currently. In recognising the central discipline-specific transferable skills,
276 research knowledge and know-how produced by career services should be
277 employed. Additional courses should be organised on the subjects that are
278 not easily integrated in the degree in the field. Each student of the University
279 of Turku must have a possibility to include project-based work, made in
280 cooperation with the actors in the public, private or third sector, in their
281 degrees that promote graduation.

282 **Teaching should support multi-professionalism.** Students should be able to
283 include studies in their degree, whereby they cooperate with students from
284 different disciplines in a multi-professional and multi-disciplinary manner.

285 **ECTS credits should be granted for acting in student organisations and in**
286 **acting as a student representative in the administration with unified**
287 **practices so that the model encourages students to societal activity.** The
288 university should recognise the working life skills developed in the student
289 organisation activities. Study credits should not be automatised, but one
290 should be able to verify the acquired knowledge (AHOT).



291 The academic freedom and free choice of minor subjects constitute
292 strengths of a multi-disciplinary university. Students possibilities to freely
293 choose their studies should not be restricted without a genuine and justified
294 reason. The internal division of financial resources at the university should
295 enable the mobility of minor students between sections and units.
296 Academic subjects should provide their studies as free minor studies for all
297 basic degree students of the university, at least for as many as the number of
298 major students. The realisation methods of minor students should be flexible
299 and multimodal. The university should encourage students to
300 multidisciplinary minor studies through counselling. Offered minor studies
301 should, however, not decrease the quality of the studies of the major
302 students.

303 Multidisciplinary minor modules should be useful for students' degrees. **The**
304 **university must enable versatile minor choices also for international students.**

305 The Centre for Language and Communications Studies should provide a
306 sufficiently wide supply of languages and courses in order to meet the needs
307 of an international multidisciplinary university. Compulsory language studies
308 should be provided for all students in a manner which will not delay studies.
309 Completion methods should be flexible and multimodal and take into
310 account the competence of the participants. Sufficient course supply and
311 quality of teaching in the Swedish language must be ensured. The equality
312 of the evaluation and evaluation criteria of public officials' Swedish language
313 skills should be safeguarded everywhere at the university. Study curricula
314 should enable studying optional languages in all faculties and at all
315 campuses. Cooperation between higher education institutions in language
316 teaching should be developed. Overlap between the teaching organised by
317 the faculties and the Centre for Language and Communication Studies shall
318 be decreased.

319 Teaching of Finnish and Swedish targeted at international students should
320 be in a sufficient amount, and it should be of high-quality and discipline-
321 specific. The teaching of national languages should provide the student with
322 the linguistic abilities to work in their own field in Finland. International
323 degree programmes should also provide an extensive, wide-ranging and
324 multilingual elective course supply.



325 Terms should be effectively exploited. Teaching should be equally distributed
326 among terms, weeks and daytime. The university should provide teaching
327 included in the degree in at least nine months in a year. Simultaneously,
328 overlap of study schedules should be decreased specially in close disciplines.
329 Studies in the summer should be possible for each degree in a manner which
330 enables completing the ETSC credits in a flexible manner and by utilising
331 several methods. Summer studies should be able to effectively advance
332 degrees in all phases of studies.

333 University degree programmes should pay special attention to the quality of
334 teaching and counselling and to the availability of necessary support
335 services. Orientation to the University of Turku and to studying at one's
336 campus should be organised for new degree students. **Even though**
337 **presence is recommended in the orientation, remote participation should be**
338 **enabled in some cases for e.g. international students who have not been able**
339 **to enter the country due to delayed visa process.** All degree programmes
340 should be attractive and useful for working life. A student representative
341 should be included in the administrative and planning organs of degree
342 programmes. International degree students should have a possibility to
343 impact the planning and development of international programmes.

344 University should support academic entrepreneurship and to provide good
345 preconditions for innovation creation and their transfer into business.
346 Entrepreneurial awareness in the academic community should be raised
347 especially where the contact with entrepreneurship is otherwise poor.
348 University should provide diversified education preparing for
349 entrepreneurship and support the creation and activities of
350 entrepreneurship-promoting communities at the university in all campuses.

351 1.3. Study support

352 Students should have equal possibilities for study counselling (personal
353 study plan, teacher tutoring, organised minor studies counselling, thesis
354 supervision) in all study stages. Good counselling practices defined by the
355 university should be utilised in study counselling. A student's right to
356 personal or small group counselling should be realised in each study year. In
357 small group supervision, the size of the group should enable taking into
358 account the individual needs of the students. The quality of teacher tutoring



359 should be enhanced in order to better respond to the needs of academic
360 counselling. Student tutors should receive training also in taking into
361 account the well-being of the students in the counselling meetings and in
362 referring them to support, if needed. In thesis supervision, the Rector's
363 decision on the supervision of theses should be followed. Needs of certain
364 groups, including international degree students, students with disability and
365 individual learners, should be taken into account in study counselling.

366 **Counselling of those completing a graduate degree and scientific**
367 **postgraduate studies must be developed and its quality ensured.**

368 **Support services should be equally available for all.** Library, Centre for
369 Language and Communication Studies, Career Services and other support
370 services should be available for different units and for Satakunta campuses.

371 **The quality and availability of library services should be guaranteed. The**
372 **sufficient amount of collections and the appropriateness of locations and**
373 **schedules should be ensured.** The availability of course material should be in
374 proportion of the average number of students participating in each course.
375 The availability of electronic resources should be increased and audiobooks
376 should be extensively available. The effective use of library resources and the
377 purposefulness of reservations shall be ensured by setting a fee for
378 uncollected reservations.

379 **Counselling in the transfer to working life should be of high quality and well-**
380 **resourced.** Mentoring programmes are an important part of working life
381 counselling. International students also have a right to a high-quality
382 mentoring programme. Mentor programmes should be also expanded to
383 peer mentor activities of students with disabilities and individual learners.

384 **Career guidance of the Career Services of the university should meet**
385 **students' needs and promote their employment.** Information on student
386 employment and working life requirements produced by Career Services
387 and interest groups outside the university should be utilised in the
388 preparation of curricula. Career Services should be able to support
389 internationalisation by promoting international traineeships and the
390 employment of international students. Working life services should be
391 available at all campuses.



392 The university should utilise learning analytics to support learning and
393 studying. The manners of using learning analytics and the studying data
394 used for it should be clearly communicated to students. The use of data
395 should be responsible and it should facilitate the activities of the student and
396 the teacher. The conclusions drawn on the basis of the data should be made
397 by a human, even though analytics supports drawing them. This requires
398 training both teachers and students. Optimally, learning analytics promote
399 both learning and well-being in the community.

400 **1.4. Administration**

401 Maintaining the majority position of the internal groups of the university
402 community should be promoted with the principle of equal tri-partite
403 division in the university administration. In collegial decision-making organs
404 and preparatory organs, student representation must be ensured.
405 Administrative organs and other groups specified at the statute level should
406 convene regularly and realise the provided mission. Students' possibility to
407 represent themselves must be ensured in unofficial and temporary
408 preparatory organs, such as in steering groups and premise working groups.

409 The internal division of funding at the university should be just, target-
410 oriented and long-term. The distribution of resources should not be uniquely
411 based on the financial model utilised by the Ministry of Education and
412 Culture, but the internal financing of the university should promote the
413 strategic aims of the university and encourage high-quality education and
414 research.

415 In the steering system of the university, all members of the community
416 should have influence in the issues related to their discipline, and the
417 community should be committed to implement the common decisions.
418 Faculties should be provided with sufficient support from the university and
419 the autonomy to decide on their own issues. The autonomy of the units
420 should not be in contradiction with the equal treatment of students.

421 When reforming the structures of the university, sufficient time should be
422 reserved in order for the university to take care of its obligations, the
423 community has time to adapt to the reforms and the success of the already
424 concluded reforms can be evaluated. University should continue to be



425 constructed according to the division of faculties similar to the current
426 situation. The division of the university into faculties contributes to
427 guaranteeing the autonomy of the disciplines in research and education. The
428 well-being of the members of the university community should be taken into
429 account, and the members of the community should be consulted in
430 structural reforms. In developing the education system, improving the
431 quality of teaching and support services for studies are the most important
432 issues for students.

433 **When establishing new degree programmes** the quality must be ensured
434 in new fields and the expansion of education should not endanger the
435 quality of existing **education**. The rights of all students should be ensured
436 during the reform.

437 Students admitted to specialising education and joint degrees should be
438 guaranteed with the equivalent rights as ordinary degree students.

439 Fixed activities and study modules should not be constructed with project
440 funding in the university. It is the responsibility of the university
441 administration and faculty councils to ensure that the projects which are
442 made permanent support the university profile and represent its highest
443 quality.

444 Recruiting processes at the university should emphasise transparency and
445 employer's responsibility. Invitation procedure should be approached
446 critically and open vacancies should mainly be announced in open call.
447 Faculties and units should have the possibility to elect their directors.
448 Academic directors are required to have skills in HR and strategic
449 management. University should provide the staff with the possibility to
450 develop these skills. The University should purposefully increase the share of
451 regular employments and abolish recurrent temporary employments as well
452 as to promote target-oriented career paths.

453 When recruiting teaching staff, the evaluation of teaching skills should
454 always also consult students.

455 The most important resource in the promotion of student interest consists
456 of student representatives in the administration. Student representatives



457 should be supported and their work in the university administration should
458 be enabled. The actors promoting academic interests in organisations
459 should also be supported. Promotion of student interests in the
460 administration is based on subsidiarity principle. The role of the student
461 representative coordinators in the faculties is to function as a connector
462 between different actors.

463 **Student representatives in the administration should be appointed in the**
464 **tasks openly and democratically.** The relevant subject-specific and faculty
465 organisations should be consulted in appointments. In the election, primary
466 attention shall be put on the representation of faculties and sections and the
467 organ and secondary attention to the gender division. The participation of
468 international students and staff in university administration should be
469 possible equally with others students and staff.

470 **The university should promote good administrative culture and ensure the**
471 **realisation of its rules.** Special attention should be paid to the good
472 preparation of decisions. Decisions should be prepared in a manner which
473 ensures sufficient background material for the decision-makers. Student
474 representatives should have an equal position in the decision-making and
475 they should have training in the task. All material related to the decisions
476 should be provided for student representatives simultaneously with the
477 other members of the group. Participating in the meetings of a university
478 organ or a working group established by it should also be a sufficient reason
479 for absence from compulsory teaching.

480 **The university should cherish open decision-making culture.** The university
481 administration, faculties and units should directly inform students of
482 decisions concerning them and planned reforms. Communication began
483 sufficiently early guarantees that students can influence decisions
484 concerning them.

485 **Students' legal protection in the university community should be ensured.**
486 Information on students' rights should be sufficiently clearly available for all
487 students, including international students. The results of completed studies
488 should be published in a reasonable and predictable time from the students'
489 perspective. The evaluation of exams should be realised in a manner that



490 minimises the effect of background factors and the publication of results
491 should be realised without personal data.

492 The right to claim correction included in the Universities Act is a key part of
493 the realisation of students' legal protection. The University of Turku should
494 aim at solving received claims for correction **related to student admission**
495 **within 14 days of the expiration of the deadline** so that students receive
496 information on their place of study in a reasonable time.

497 SORA legislation related to the safety of education and working life is
498 **reformed in 2023-2027**. A key aim of the SORA legislation is to improve the
499 safety of education and working life after it and to increase the possibilities
500 of the organisers of education and degrees and higher education institutions
501 to address a student's unsuitability for a field of study.

502 In the reform of the SORA legislation, TYY aims at ensuring the legal
503 protection of students in problematic situations related to studying and at
504 influencing the application of the legislation being reformed so that the
505 procedures are based on legislation and regulations provided under it. As
506 part of the reform, the students' legal protection board should be abolished
507 and the cancelling and returning of the right to study transferred to
508 administrative court.

509 The status of doctoral **students researchers** in the university community
510 **should be strengthened**. Selection of doctoral **studentsresearchers** should
511 be equal and just, and the requirements for admission should be informed
512 in a sufficient extent and early enough. Doctoral researchers should have
513 equal possibilities with other university groups to participate in the
514 preparation and decision-making of the university.

515 Doctoral researchers should be guaranteed with an equivalent right to study
516 **counselling as basic degree students**. Sufficient introduction to
517 postgraduate studies should be available and should enable the inclusion of
518 pedagogic studies and transferable skills. Part-time research and
519 postgraduate studies should be possible. Universities should provide better
520 information on grants suitable for doctoral students and other financing
521 possibilities as well as to provide guidance in drafting applications.



522 The university should systematically follow and evaluate the realisation of the
523 quality of their education. The quality assessment should take into account
524 students' learning experiences and the self-assessment of the unit.

525 **Quality assurance system is an important part of the university development.**
526 The university should put an effort in developing their quality system on the
527 basis of the auditing result. The quality system should be visible both for the
528 university members and outsiders. Systematic feedback system, including
529 Bachelor's feedback, should have a central role in the quality assurance of the
530 university. Processing of all feedback should be open, and it should have an
531 effect in the development of university activities.

532 **Sections should collect feedback in a systematic manner concerning their**
533 **teaching and activities.** University should start using a unified feedback
534 system. Course feedback is provided in connection with completing the
535 course, and providing the feedback can be part of the completion of the
536 course. A student should, however, have the right to refuse providing
537 feedback. Students should have the possibility to provide anonymous
538 feedback and to review the results of the feedback. Superiors should have
539 the right to review a summary of the feedback. The collected feedback
540 should be discussed together with the students and the actions to be taken
541 on the basis of the feedback should be reviewed. Subject-specific
542 organisations and sections must cooperate in developing the feedback
543 systems and to also observe international students in the feedback systems.

544 **1.5. Educational equality**

545 Higher-institution degree education organised in Finland should be cost-
546 free.

547 The Finnish education system should promote the realisation of educational
548 equality. In order for equality to be realised in higher education, one should
549 promote it at all educational levels. The education system should not include
550 educational dead ends, but an individual should always have the possibility
551 to pursue further education. The transfer to higher education institutions
552 from vocational upper secondary school should be developed and
553 strengthened. Cost-free upper secondary school, both general and
554 vocational, should enable the realisation of educational equality. The regional



555 differentiation of schools should be decreased in comprehensive school and
556 upper secondary school. The educational differences between genders
557 should be decreased. Early access in high-quality early childhood education
558 is the right of every child.

559 **Annual fees for students from outside EU/EEA countries should be abolished.**
560 University should review the impact of annual fees on application numbers,
561 on the number of those receiving the place of study and the number of
562 students starting their studies. In addition, the university should monitor how
563 much resources the measures caused by the annual fees take from the
564 administration and staff.

565 University should provide a competitive grant system, which covers
566 completely the annual fee for as many students from outside EU/EEA
567 countries as possible. The criteria of the available grants should be
568 transparent and easily understandable.

569 **Sustainably realised educational export strengthens the financial foundation**
570 **of the university.** University may import its education in the world, but it
571 should not take resources from other teaching or research. University
572 business should be based on university values. Business activities should be
573 ethical and in accordance with the principles of societal and social
574 responsibility.

575 **Teaching included in degree teaching should not be transferred in the**
576 **sphere of continuing professional education.**

577 **Completing courses should not incur obligatory fees for students.** Primarily,
578 all course material should be free and electronically available for the student.
579 The use of electronic material in studying should be enabled everywhere in
580 the campuses and unnecessary paper consumption must be avoided.
581 Lecture copies, necessary instruments for the course or other material should
582 not incur costs, and the payment should not be the condition for a study
583 record.

584 **The facilities of communication channels of the Student Union should not be**
585 **used for preparatory course activities not owned by organisations under TYU.**



586

1.6. Continuous learning and working life

587 The university should promote the ability to learn and the possibilities to
588 continue learning throughout one's life. Continuous learning should
589 primarily promote the development of competence and level of education
590 of people and communities.

591 The university must have procedures for assessing the quality of continuous
592 learning.

593 Functional right to complement one's degree decreases the need for re-
594 education. Graduates should be ensured a cost-free possibility to
595 complement their degree with studies of at least the extent of minor studies.
596 A sufficient time should be guaranteed for complementing the degree in
597 order to make it flexible for those in working life and corresponds to the
598 derived needs to complement the degree.

599 Internship posts and internship resources must be increased for local
600 domestic and international internship periods. An intern must get paid and
601 a just number of study credits. Internship periods must be provided for all
602 students, regardless of language skills, and international degree
603 programmes should include an internship period, if possible. University
604 should promote the internationalisation of students, and internationality
605 should be visible in each degree. There must also be active communication
606 on internship posts in English.

607 All students should have an equal possibility to receive an internship grant.
608 The internship support should be the same for all forms of internship. The
609 size of the internship support should be nationally unified, while taking into
610 account different internship forms. The application procedures of the
611 University of Turku should be fair and all the money reserved for internship
612 support should be spent. The possibility for the grant should be available for
613 as many as possible. The university should be able to ensure the appropriate
614 distribution of the internship support. The internship support must not be a
615 condition for recruitment.

616 The credit transfer of competence acquired by students in work should
617 include clear practices decided in advance. This ensures the goal-oriented
618 accumulation of competence during working and sufficient counselling.



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1.7 Mobility and internationalisation

The university should promote the internationalisation of students and integration of internationalisation periods into degrees is to be supported.

Study counselling should encourage to carry out studies and trainee periods abroad. ~~Integration of internationalisation periods in the degrees is supported.~~ The exchange agreements between universities should be reformed and the sufficiency of the number of quotas should be reviewed regularly. Possibilities for internationalisation at home must be increased. Possibilities provided by internationalisation should be observed in mobility. In mobility, sustainable travelling shall be encouraged.

Studies completed abroad should be accepted in full, and the faculty-specific ECTS limits should be removed. Studies completed during an exchange period should be possible to include in a degree. In addition, the compensation of studies should be developed. When making exchange agreements, attention should be made to the international level of cooperation universities and to the quality of the education provided. Cooperation with universities outside the EU, especially in developing countries, should be increased. ~~University level cooperation should not be conducted with universities close to the governments of totalitarian or human rights dumping countries.~~ The university should pay attention to how cooperation with other universities impacts the realisation of human rights. The university should refuse cooperation, which is observed to contribute to violating human rights. Individual research and study cooperation, for example, field work related to research, can, however, be conducted on the basis of careful advance consideration.

Each university student should have equal possibilities for internationalisation abroad or at the home university. Students should be encouraged for internationalisation disregard of study field, age or gender. In the accessibility of student exchange, attention should be especially paid to the internationalisation possibilities of adult students, students with children and students with disabilities.



651

2. SOCIAL AFFAIRS

652 Promotion of social interests is based on the status of students as full
653 members of the university community, as well as on communality and
654 equality. The activities are based on the promotion of students' interests
655 related to income, health, well-being, housing and equality together with
656 different cooperation partners. In the promotion of student interests, it is
657 important to monitor regularly the factors influencing the progress of study,
658 including study counselling and students' well-being. Kela should
659 communicate student income in a clear and understandable manner.

660 ~~In the promotion of social interests, attention is also paid to certain student~~
661 ~~groups, such as international students and doctoral students.~~ Promotion of
662 student interests in social affairs pays also attention to international students
663 and doctoral researchers. The income of international students should not
664 be complicated, since they are primarily in an unequal position compared to
665 Finnish students. The inequality is increased, inter alia, by the residence
666 requirements of students from non-EU/ETA countries, challenges in
667 employment and lack of study support. For international students,
668 procedures related to entry in Finland should be made as fluent as possible.

669 National-level promotion of student interests is mainly coordinated by the
670 National Union of University Student in Finland (SYL) and conducted in
671 cooperation with other Student Unions and student organisations. At a local
672 level, shortcomings related to social affairs of students are brought up.
673 Shortcomings are addressed with the help of information received from
674 students and cooperation parties. The most important cooperation parties
675 include the cities of Turku, Rauma and Pori, Satakunta and South-Western
676 Finland wellbeing services counties, Finnish Student Health Services (FSHS),
677 Kela, the university and student organisations. The promotion of
678 ~~postgraduate students' doctoral researchers'~~ interest is conducted with
679 applicable parties, since their societal position should be improved.

680

2.1. Income

681 Study subsidy is the primary source of income for students. It should enable
682 full-time studying and safeguard the income of students. The study subsidy
683 system should continue to be study grant -based and subject to need. ✚



684 ~~addition, the study grant should be raised to at least the level of 2017. In~~
685 ~~addition, the study grant should be raised to at least the level of 2017,~~
686 ~~considering the rise of the level of prices. In 2017, the theoretical maximum~~
687 ~~for study grant has been EUR 337. In 2017, the theoretical maximum of the~~
688 ~~study grant has been 337€, corresponds to ca. 401€ in 2024.~~ The number of
689 study subsidy months must be increased. The overlapping regulation
690 created by the completion demand of twenty annual ECTS credits and the
691 two-tier nature of the aid should be abolished. Student financial aid should
692 enable student exchange.

693 Instead of separate reforms, the student financial aid system should be
694 developed as a whole. The pace of the changes related to student financial
695 aid system should be moderate. Sufficient time should be reserved for the
696 evaluation of the impacts of previous reforms before new changes are
697 implemented. The aim of the reforms should be supportive, flexible and just
698 study support. Student financial aid should be transferred from the Ministry
699 of Education and Culture to the Ministry of Social Affairs and Health, as the
700 other social benefits.

701 **Students must be included in general housing support.** General housing
702 support should be individual-based, not household-based. Study subsidy
703 should not be counted as income when determining housing support.
704 Income limits for housing support should not be monthly-based.

705 Despite the raise of income limits, the amount of study subsidy must not
706 decrease and the most important task of study subsidy is to safeguard the
707 income of students. When claiming student financial aid for recovery,
708 students should not be collected additional interests or costs and the repaid
709 student financial aid months should be reusable. Such payment schedule
710 should always be able to be agreed upon that does not endanger the income
711 of the student.

712 Study loan is a support method part of the student financial aid, and it should
713 not create a major part of student's income. ~~Attractiveness of the loan should~~
714 ~~be guaranteed with sufficient encouragement, including study loan~~
715 ~~compensation. The possibility of taking study loan should be ensured with~~
716 ~~sufficient incentives, e.g. study loan compensation.~~ Taking study loans should
717 be voluntary and profitable for students, for example, through study loan



718 ~~compensation. —The number of study loans has increased in recent years,~~
719 ~~which means that the repayment times and the raise of the study loan~~
720 ~~compensation should be reviewed. The number of study loans of graduated~~
721 ~~Masters' has doubled since the 2017 reform, which means that the~~
722 ~~repayment times and the raise and structure of the study loan compensation~~
723 ~~should be reviewed.~~ Non-withdrawn student loan should not be counted as
724 student income when applying for social assistance. The study loan
725 compensation should not be used as a tool in regional policy.

726 **The parent raise in study subsidy should be sufficient.** The parent raise should
727 cover not only custodies of the child but also a parent liable to provide
728 maintenance who is not a custodian. Students should have a possibility to
729 have children during studies without unreasonable delay of graduation for
730 reasons dependent of the student and without risk for income. The
731 breadwinner's raise should be targeted directly at the study grants, not
732 income limits or study loan.

733 ~~More doctoral students than currently should be guaranteed with the~~
734 ~~possibility for full-time studying. More doctoral researchers than currently~~
735 ~~should be guaranteed with the possibility for full-time studying. A doctoral~~
736 ~~student without financing enabling full-time studying should not be~~
737 ~~registered as full-time student and therefore reject social benefits such as~~
738 ~~unemployment allowance. A doctoral researcher without financing enabling~~
739 ~~full-time studying should not be registered as full-time student and~~
740 ~~therefore reject social benefits such as unemployment allowance.~~

741 **The transfer between study support and other support measures should be**
742 **simple and should not cause unreasonable breaks or problems in income.**
743 The right to study subsidy should not become a hindrance to enter other
744 social security, if the student does not have the essential studying possibilities
745 for their degree, they become ill or are otherwise prevented from studying
746 full time. Part-time studying independent from support method must be
747 facilitated and its hindrances prevented. Part-time studying should be
748 possible regardless of the support method.

749 **The maximum limit of ECTS credits to be completed during sickness benefit**
750 **should be abolished.** The maximum limit leaves part of ill students between
751 support measures and does not support the recovery of all ill students.



752 Adult education support is important support for a student coming from
753 working life. ~~Adult education support should not be weakened, the amount~~
754 ~~or support months should no longer be decreased.~~ Adult education support
755 should be returned and the amount should be at the level of 2023. Adult
756 education support must be available also without a permanent employment
757 agreement.

758 State's meal support is ~~natural~~ an essential part of students' daily income.
759 The amount of meal support should be raised with the same proportion as
760 prices so that the nutritional quality stays the same. The maximum meal
761 price paid by a student must be possible to raise only when the meal support
762 is raised. The level of the meal support should be regularly reviewed and the
763 review should be entered in legislation. The take away of meal-subsidised
764 meal of a student should be possible also in the future.

765 Students should have an equal position with regard to other municipal
766 citizens when applying for social assistance. The bureaucracy of the
767 processing of social assistance applications should be simplified and
768 sufficient resources should be directed to it in order to prevent long
769 processing times.

770 Social provision of loans should be extended to alleviating the problems in
771 student income. Social provision of loans should be able to be granted to
772 students with low income without a possibility to receive commercial loan
773 on reasonable terms in order to fulfil the basic living needs or to cut a circle
774 of debt. Possibility to receive social loan should not limit the student's right
775 to social assistance.

776 Social security system should be reformed by moving progressively towards
777 ~~basic income~~ a system similar to basic income that compensates student
778 financial aid and other social benefits. Basic income should be monthly paid
779 gratuitous benefit guaranteeing sufficient basic security for everyone and
780 encouraging working. In addition to basic income, a person should be able
781 to be granted with means-tested additional support, e.g. in the costs related
782 to housing, illness or children. Basic income should not decrease the current
783 income of students and it should be independent of the progression of
784 studies.



785

2.2. Well-being

786 Supporting and strengthening studying ability is an essential part of
787 promoting students' well-being. Promoting the studying abilities and the
788 evaluation and development of the study environment should be considered
789 societally as important as the development of working abilities and working
790 environment.

791 A student is a full-fledged member of the university community, and the
792 preconditions for the well-being and community attachments include well-
793 resourced, correctly-targeted and functional study support and counselling
794 services. It is particularly important to pay attention to the support in the
795 early stages of studies and in the guidance services in the transfer stages,
796 such as Bachelor's and Master's stages. Promotion and realisation of student
797 well-being should be monitored in a university-led well-being working
798 group. **Early support of students and On my mind activities should be**
799 **sufficiently resourced and effective.** The performance negotiations of the
800 Ministry of Education and Culture should consider the aims supporting the
801 well-being of the university community. After a long sickness or other pause,
802 return to studies discussion can be organised to support the student, on the
803 basis of which a plan to return to studies is prepared, supporting the student
804 in all phases of the recovery.

805 **The amount of study psychologists should be increased.** The aim is that for
806 4,000 basic degree students, there should be at least one full-time study
807 psychologist.

808 Study environments should be comfortable, safe and socially and physically
809 accessible. Students' well-being and coping should be ensured in daily
810 learning situations. ~~Special attention should be paid on the ergonomics, on~~
811 ~~decreasing sitting down and the quality of air in the studying facilities.~~
812 **Special attention should be paid on the ergonomics in the studying facilities,**
813 **on decreasing sitting down, on the quality of air and green construction.**
814 Studying and teaching facilities should correspond to the criteria of
815 accessibility for all senses. If problems arise, the university should
816 communicate the situation openly and start measures without delay in order
817 to find compensatory facilities for the users. ~~Legal reviews of studying~~
818 ~~facilities should be completed in all faculties in a transparent manner.~~



819 **Reviews of student environments obligated in law should be developed in**
820 **order to better serve students and higher education institutions.**

821 The university community shall not tolerate any form of bullying,
822 harassment, racism, discrimination or violence. ~~Each student should feel~~
823 ~~being an accepted member of the community regardless of sex, gender,~~
824 ~~gender expression, gendered features of the body, sexual orientation, ethnic~~
825 ~~origin, age, disability, conviction, health, study discipline, family relations,~~
826 ~~political activities, opinion or other person related reason.~~ Each student
827 should feel as an accepted part of the community regardless their personal
828 features. Problem situations and disturbances in the study community
829 should be immediately addressed in accordance with students' early support
830 model. The model should be further developed to make it known and
831 accessible. The resources of the service should correspond to demand.

832 The university community should encourage healthy lifestyle, including
833 responsibility in using intoxicants. Risk use of intoxicants in the university
834 community should be decreased. Not using intoxicants should be an equal
835 opportunity and should not make students unequal. University should have
836 a separate substance programme with a focus on prevention and supporting
837 the student.

838 University should ensure the organisation of high-quality university sports
839 and sufficient resources. The organisation responsibility for sport services
840 should remain at the higher education institutions. Higher education
841 institutions in Turku should together provide sufficient resources to organise
842 university sports. Primarily, university sports should focus on supporting the
843 beginning of exercising and on organising extensively serving, **wide-ranging**
844 low threshold exercise in all the units of the University of Turku. University
845 should also provide equal sport services in the Satakunta campuses. The
846 price of students' sports fee should remain reasonable. University sports
847 should actively review new sports facilities for students **and the higher**
848 **education institutions must commit to increasing sports facilities while the**
849 **usage rate grows.** The condition of the existing facilities should also be
850 reviewed and repaired. In a longer term, new sports facilities should be built
851 in the campus area, providing all higher education students in Turku with



852 sports possibilities also in the evening. **Students' nature sports possibilities**
853 **and their accessibility should also be safeguarded in the campus cities.**

854 TYY promotes sports-related student interests locally in campus cities.
855 Promotion of students' sports-related interests is locally conducted in close
856 cooperation with the university, the higher education institutions and the
857 city sports services. The decision-makers of the cities are also actively
858 influenced in order to promote the sporty lifestyle of students in Turku, Pori
859 and Rauma. The recommendations of university sports are sought to be put
860 into practice in the campuses in cooperation with the university and further
861 resources are provided for university sports in the future.

862 2.3. Health

863 Students shall have a right to timely and high-quality healthcare services.
864 The sufficiency of the services should be guaranteed and increased with
865 regard to mental health services. FSHS should take care of the service
866 provision of students' healthcare. The accessibility of the services in all
867 campuses of the University of Turku must be safeguarded. Interaction
868 between the FSHS and the Student Unions must be increased and student
869 representation should be increased in the working groups of the health
870 service units.

871 The cooperation between FSHS and other parties organising healthcare
872 should be functional and the service chains fluent. When the new wellbeing
873 services counties start their operation, student's healthcare services should
874 not be weakened. In addition to functional healthcare, sufficient and better
875 student-targeted mental health and social work resources should be
876 ensured. Healthcare professionals and study psychologists of the university
877 should have a functional connection with the personnel who provide the
878 services, in order to be able to solve the social problems of students in a multi-
879 professional environment.

880 The quality, accessibility and seamlessness of the services organised as
881 outsourced services should be monitored and the results reported. Students
882 should not have to pay additional fees for using outsourced services, e.g. In
883 the form of telephone booking.



884 FSHS should focus on providing the essential services with regard to the
885 physical and mental development of the studying age groups, including also
886 certain specialist services. In addition to basic health and dental health, these
887 services include mental health, and sexual health services and the expertise
888 in skin conditions. Sufficient dental surgery services are also important.
889 Students in a vulnerable and/or sensitive life situations should be better
890 taken into account in the service supply of health care. Students should have
891 influencing possibilities in choosing their own treating personnel. A student
892 in need of treatment should not be bounced from one counter to another.
893 The multi-professional service chains of social and healthcare services of
894 students should be clarified. The focus of the activities of FSHS should remain
895 in prevention and health promotion.

896 TYY promotes the mental health of student in cooperation with the
897 university, FSHS and other parties by investing in preventive activities.
898 Studying, counselling and other support structures should prevent the
899 creation of mental health problems and support good mental health. If
900 mental health problems arise, their impact on everyday life should be taken
901 into account by e.g. offering possible completion methods for courses. Due
902 to the prevailing mental health crisis, students' mental health services should
903 be paid special attention to. There should be quick access to mental health
904 services and the threshold for seeking support should be low.

905 Accessing treatment in FSHS should be as fluent as possible. Treatment
906 paths from the first contact should be clarified in accordance with the
907 principle of one-stop-shop. Currently, it takes too long from the first contact
908 to the beginning of treatment, because the need for treatment of the person
909 who contacted the national telephone is assessed in municipalities' weekly
910 team meetings. The fulfilment of the statutory care guarantee should be
911 actively monitored both in terms of the evaluation of the need for care and
912 the access into care.

913 FSHS should provide all services in English in addition to both domestic
914 languages. The FSHS should take the individual needs of the customers into
915 account in their services. Special attention should be paid to the
916 preparedness of the staff to face the diversity of sexuality and gender as well
917 as different cultural backgrounds. Information on the health care services



918 available for international students should be increased. The university
919 should inform in a more specific manner what sort of health care services are
920 provided for students taking an exchange period or completing a degree in
921 Finland. The accessibility of the healthcare services of exchange students
922 should be promoted. The wellbeing services counties should provide the
923 exchange students with healthcare services in their own native language or
924 at least in English **Exchange students should be returned to be covered by**
925 **FSHS services.**

926 Students should only pay the healthcare fee for FSHS services. The
927 healthcare fee should remain at a reasonable level and be same for all
928 students. The healthcare fee system of higher education institution students
929 should be made clearer and an invoice should be provided for the healthcare
930 fee.

931 FSHS financing should be predictable and based on long-term agreements.
932 **The impact of the variety of the annual number of students on FSHS should**
933 **be predicted so that the payment share of students from FSHS funding does**
934 **not become higher than the 23% codified in law.**

935 FSHS extension has caused problems in students' treatment access.
936 Improvement measures to the situation should be found and sufficient
937 resources safeguarded.

938 2.4. Housing

939 There should be enough high-quality, reasonably priced and different-sized
940 student apartments in Turku, Pori and Rauma. In addition to student
941 apartments, the university cities should have other supported housing and
942 functional free rent markets. The increase in rents must be controlled and
943 the number of rental apartments increased especially through the number
944 of apartments provided by the City and through pricing. The investing
945 support distributed by the Housing finance and development centre of
946 Finland (ARA) should be **maintained increased** in order to guarantee the
947 building of new student apartments. The general rent level of the city is
948 influenced by the amount and prices of the apartments provided by the city.
949 TYY makes municipal influence in order to guarantee student-priced
950 apartments both from regulated and free market.



951 Turku city should offer lots near the campus for TYS new building. If student
952 apartments are constructed far away from the campus area, it should be
953 ensured that the area has a sufficient amount of services and good transport
954 connections both to the centre and to the university.

955 ~~The price level of apartments of the Student Village Foundation of Turku~~
956 ~~(TYS) should remain reasonable disregard of new building and renovation.~~
957 ~~The price level of apartments of the Student Village Foundation of Turku~~
958 ~~(TYS) should remain reasonable disregard of sustainable new building and~~
959 ~~renovation.~~ The building projects should not put unreasonable burden on
960 the other tenants in other TYS apartments.

961 Energy-saving and energy-efficient building should be observed in student
962 housing. The new water and electricity meters should be installed in the new
963 apartments, and the fees should be based on consumption. Energy-efficient
964 solutions should be preferred in the construction and green construction
965 should be increased. In addition, construction should take into account
966 accessibility and cost-effectiveness. Construction should aim at providing as
967 many students as possible a possibility for a student apartment. Buildings
968 should have normal structural solutions and effective use of space.

969 TYS apartments should have a functional resident consultation model. The
970 resident cooperation model of TYS should promote resident democracy. TYO
971 should also have a wide representation in the administrative bodies of TYS.

972 TYS should support the preconditions for communal student activities and
973 culture. The foundation should provide premises and be part of maintaining
974 the leisure and hobby premises of students.

975 The city and the higher education institutions should assume responsibility
976 for the short-term emergency housing of students in the autumn. The need
977 for emergency housing should be minimised with structural solutions, such
978 as by increasing the turnover of student apartments and by intensifying
979 housing agency.

980 Student housing should be flexible and taking into account changes in
981 different life situations. Long fixed-term rental agreements too high rent



982 deposits should be abolished. In addition, TYS should provide housing
983 solutions for different life situations, from studios to family apartments.

984 The selection of TYS residents should be transparent and the selection
985 criteria means-tested. Students should have a possibility to find out their
986 situation during the apartment application process, and the selection should
987 prefer people in weaker position.

988 International students should be guaranteed with the same housing
989 possibilities as Finnish students. International degree and exchange
990 students should have the same tenant conditions as Finnish students, and
991 higher rent or rental deposit should not be collected.

992 A permanent solution to the housing of international degree and exchange
993 students should be found. The exchange student quotas of TYS should be
994 maintained. Higher education institutions should take responsibility for the
995 costs incurred by periodical idling together with TYS. Promotion of housing
996 interests should also be targeted at the city.

997 2.5. Equality

998 All students should have equal rights and possibilities for studies, support
999 services and study life. Questions related to equality are widely and
1000 systematically taken into account in the university community. TYU is
1001 committed to promoting the equality of the university community and
1002 society on the basis of feminist and anti-racist principles. The procedures
1003 related to the promotion of equality are more specifically outlined in TYU
1004 Equality Programme.

1005 Nobody should be discriminated against based on sex, gender, gender
1006 expression, gendered features of the body, sexual orientation, ethnic
1007 background, origin, nationality, language, age, disability, religion, conviction,
1008 health, study discipline, family relations, political activities, opinion or other
1009 person-related reason.

1010 In the university community, racism or discrimination is not tolerated in any
1011 form. TYU addresses the structural racism and discrimination observed in the
1012 university community and acts in a preventive manner to realise equality.
1013 The University and the Student Union should be a safe place for everyone.



1014 ~~TYU follows the principles of a safe space in its activities.~~ TYU follows the
1015 principles of a safer space in its activities. TYU should have the ability to
1016 recognise the forms of intersectional discrimination and the obligation,
1017 authorisation and measures to address different forms of discrimination,
1018 such as hate speech, discrimination and unequal treatment in the university
1019 community. The equality of genders serves as a building block of the welfare
1020 society. The diversity of genders should be genuinely recognised.
1021 Unnecessary gendering should be abolished. Parity rule should not be
1022 applied with an intrinsic value in situations where it is not obligated in law.

1023 Accessibility is observed comprehensively in the university community in
1024 terms of physical, psychological and social accessibility.

1025 TYU promotes equality among generations. In all decision-making, the effect
1026 of the decisions on the equality between generations should be taken into
1027 account.

1028

1029 3. STUDENT COMMUNITY

1030 The aim of communality is to create an open, equal and inspiring
1031 environment in the entire Student Union. Inter-disciplinary, diversified and
1032 international student community is constituted by all university students,
1033 the Student Union, campuses and student organisations. Academic
1034 traditions, rich student culture and diversified organisational field have a
1035 significant role in promoting communality.

1036 TYU should make its activities interesting and accessible for its members.
1037 Student Union should be encouraging, educational and inspiring place to act
1038 and work. Company cooperation is conducted in accordance with the lines
1039 of company cooperation document approved by the Student Union Council.
1040 The history of the Student Union also before the merge of the Student
1041 Unions is respected in communication and activities.

1042 3.1. TYU organisations

1043 Organisations should be equally treated with regard to financial aid, paid
1044 tasks and other services. Special attention is given to creating an equal



1045 position for organisations of the Satakunta campuses. Organisations are
1046 provided financial aid means-tested in accordance with equal criteria.
1047 Financial aid directs the activities of the organisations in the direction hoped
1048 by TYU. ~~The services should particularly take into account the needs of new~~
1049 ~~organisations and those in remote campuses.~~ The services are purposeful,
1050 adaptive to the different organisations and considerate of the needs of new
1051 organisations and those of remote campuses. Organisations that cannot
1052 apply for activity support on the basis of regulation, can be preferred in other
1053 support methods. The continuity of the activities of hobby and cultural
1054 organisations should be ensured and they should be provided with
1055 performance possibilities in TYU's events. For student led, unregistered, club
1056 activities that is in accordance with TYU`s values, TYU offers support in
1057 communications i.e. through websites.

1058 TYU organisations are the corner stone of the promotion of student interests
1059 and the communality of the Student Union. The operational preconditions
1060 of the organisations should be supported with multifaceted services, support
1061 and high-quality training events. Organisations are required to act in
1062 accordance with TYU's values.

1063 TYU training support the organisations in a wide-ranging manner and
1064 provide many types of competence for their actors. Competence accrued
1065 from these shall be recognised at the university as part of study credits
1066 received from organisational activities equally in all faculties. The trainings
1067 are accessible for all regardless of the campus.

1068 There must be accessible premises suitable for the use of student
1069 organisations in the campus area and elsewhere in Turku. The long-term
1070 objectives in the promotion of premise interests are formulated in
1071 cooperation with the organisations. ~~The university should communicate in~~
1072 ~~an early phases their facility plans. At the same time, the basic information of~~
1073 ~~the concerned facilities should be easily accessible for the community.~~

1074 Organisations are encouraged to take into account equality affairs and to
1075 create a safer space in a wide-ranging manner in all their activities. The
1076 organisations should be encouraged to communicate their activities in
1077 English and to make their activities accessible for all students. Creating a
1078 safer space, the environmental effects of the activities and sustainable



1079 development, internationalism and equality are taken into account when
1080 distributing financial support **in order to create a more inclusive and**
1081 **environmentally aware community.**

1082 3.2. Student culture

1083 Student culture and academic traditions are a significant part of the city
1084 culture in Turku, Pori and Rauma. Student organisations, the university
1085 community and the city should together ensure the maintenance of
1086 traditions and support their preservation. Simultaneously, the creation of
1087 new student culture and new traditions should be supported. The cultural
1088 activities of TYY and its organisations complement each other and are a part
1089 of common cultural tradition.

1090 The most important annual traditional events of TYY include Porthan's day
1091 and anniversary celebration, Independence Day Torch Procession, the
1092 anniversary of the merge of the Student Unions, TYYlikäs vappu and opening
1093 carnival as well as TYYlikäs avaus. The preservation of the nature of the
1094 traditional events should be ensured, but simultaneously make them open
1095 and accessible events for all members. Organisations' cultural activities
1096 should be adopted as part of traditional events and celebration weeks.

1097 The equality of the events should be the corner stone of student culture. The
1098 student culture should reflect the values of the Student Union. TYY events
1099 are environmentally friendly and sustainable.

1100 3.3. Tutoring

1101 High-quality tutoring has a central significance in attaching students as part
1102 of the university community. In the tutor selection inside units, diversified
1103 subject-specific representation should be promoted and subject-specific
1104 organisations should be consulted. As selection criteria, equality and the
1105 suitability of the person in the task should be emphasised. The ECTS and fee
1106 practices related to tutoring should be unified in different units. Tutoring
1107 trainings shall have unified quality in all units, while taking into account the
1108 special features of the units. The distribution of responsibilities between
1109 student and teacher tutors should be clear and adhered to.



1110 The coordination of tutoring should be the responsibility of the university
1111 and the units. TYY is part of the planning and development of tutor training.
1112 TYY organises its own training as part of tutor training. **Training directed at**
1113 **tutors should emphasise particularly their responsibility for equality.** The
1114 expertise of subject-specific organisations is utilised in tutor election. The
1115 organisational actors responsible for tutoring are supported and their
1116 competence is utilised when developing tutoring. The university should
1117 ensure that the tutors of the international degree programmes receive
1118 necessary support and training.

1119 3.4. Administrative culture

1120 TYY activities should be open and accessible and participatory with regard to
1121 the members. In the activities of TYY Executive Board, the Student Union
1122 Council, the Wings and other committees should follow the principles of a
1123 safer space. All actors should be treated equally. International students
1124 should be guaranteed with the same services and participation possibilities
1125 in the activities of the Student Union as other students. The most important
1126 documents should be available in English. Participation in English should be
1127 possible in the Student Union Council, in the Executive Board, in Wings and
1128 in project work where the knowledge of Finnish is not necessary, as well as in
1129 SYL. TYY Office should be accessible for the members and a good working
1130 environment for those in a position of trust and for the staff.

1131 Volunteer groups operating in TYY, such as Wings and Film club Kinokopla,
1132 are a significant link between TYY Office and the members. The volunteers
1133 realise TYY values in their activities. The voluntary activities should be open to
1134 all members and appropriate guidance and financial support should be
1135 reserved for it. The Wing activities are guided by the Instructions on the
1136 activities and election of Wings.

1137 3.5. Communication

1138 TYY communication should be influential, interactive and open.
1139 Communication is multi-channel and diversified. The communication
1140 reaches members, TYY organisations, interest groups and the media. TYY
1141 communicates its activities in Finnish and English. The image of
1142 communication is unified and stylish as well as accessible and easily



1143 understandable. TYY should have its own communicative identity
1144 functioning as the core of communication and increasing the awareness of
1145 the Student Union.

1146

1147 4. SOCIETAL INFLUENCE

1148 TYY conducts societal influence in different levels and diversified manners.
1149 Societal influence is conducted at the level of municipality, wellbeing services
1150 county, nationally, ~~Europe-wide and internationally, for example in~~
1151 ~~cooperation with SYL. Internationally the student union promotes the~~
1152 ~~interests of the students of the University of Turku and cooperates with SYL.~~
1153 Development cooperation is one of the forms of TYY's global influence. A
1154 significant form of societal influence is the influence in connection with
1155 elections.

1156 The aim of societal influence is to promote the realisation of the objectives
1157 defined in the Political Agenda of the Student Union. Lines related to
1158 ~~sustainability, environment~~ and development cooperation are part of the
1159 societal influence section. The lines should take into account ecological,
1160 economic, social, cultural and human sustainability.

1161 4.1. Municipal policy

1162 The objective of municipal influence is to create campus cities with jobs for
1163 people with higher education and with healthy students and a comfortable
1164 city environment. All campuses are equally taken into account in the
1165 municipal influence.

1166 The potential brought by higher education institutions and the students
1167 must be fully utilised in the development of the area of Turku. In order to
1168 attain this, TYY promotes municipal student interests and participates in the
1169 activities of the network Group 40,000 together with the Student Unions of
1170 the Åbo Akademi University, TUO, Novium and ~~HUMAKO and O'Diako~~. Group
1171 40,000 drafts every four years a new municipal programme on the basis of a
1172 questionnaire for students ~~and topics currently impacting students~~.



1173 The **cities** should request a statement from the student organisations on all
1174 the matters that essentially concern students. The participation of students
1175 in the decision-making should be enforced by maintaining permanent
1176 cooperation structures with the decision-makers of the **cities and well-being**
1177 **services counties**. ~~In addition, TYU should create a similar structure towards~~
1178 ~~the well-being services counties of South-Western Finland and Satakunta.~~

1179 The cities should promote the employment possibilities of the recently
1180 graduated and decrease academic unemployment together with the local
1181 business life, TE Offices and higher education institutions. The trainee and
1182 summer job positions should be increased and communicated in Finnish
1183 and English. It should be possible to complete summer traineeships also in
1184 English.

1185 Campus areas should be developed into unique, accessible and clearly
1186 signed city districts. Campuses are developed in cooperation with the
1187 students and the university. The cities should also support other modern and
1188 unique solutions in the city planning. The service supply in the campus areas
1189 should also meet students' needs in evening time.

1190 The transport of the centre and campus area of Turku should be primarily
1191 developed in terms of bicycle-riders and walkers. Cycling and storage of
1192 bicycle should be safe and fluent around the year. Winter cycling possibilities
1193 should be developed by improving the winter maintenance of cycling lanes.
1194 City bike stations should be more extensively located near TYS residential
1195 areas. Bicycle and walking transport should be developed in accordance with
1196 the Development programme on cycling 2029 of the city. Free parking areas
1197 outside the centre and public transport and walking and cycling lanes should
1198 be integrated so that they encourage reducing private driving to the centre.

1199 The campus areas of the University of Turku should also ensure sufficient
1200 availability of student parking also in the future **for those who necessarily**
1201 **need it**. Entry to the parking areas and campus area should be fluent. The
1202 need for parking should not be overestimated. The parking areas should be
1203 flexibly used for both student and staff parking. There should be sufficient
1204 availability of electronic vehicle charging points.



1205 Public transport should be developed by constructing a tramway and by
1206 providing enough public transport lines also during weekday nights. The
1207 construction of the tramway should not lead to neglecting the development
1208 of the entity of public transport. The everyday needs of students should be
1209 especially taken into account when building the tram.

1210 All students should be provided with significant student discount from
1211 public transport tickets. Föli student discount should cover all students of
1212 higher education institutions in Turku regardless of age, residence or the
1213 right to receive study subsidy. In addition, actors in Satakunta public
1214 transport should provide student discount. TYY reviews the situation with
1215 local actors.

1216 Transport connection to the capital area should be improved by constructing
1217 the rapid train connection - West Railway. The whole new Turku-Helsinki
1218 railway should have double rails. When renewing the trains, the
1219 enhancement of studying and working possibilities in the train should be
1220 taken as a central concern. Better public transport connections, possibly also
1221 a railway to Turku, Rauma **and Turku nearby regions** shall be promoted.

1222 Turku should be a coal-neural city by 2029. TYY should support the city
1223 objectives in promoting circular economy, public transport, walking and
1224 cycling, reducing emissions from car traffic and zero waste.

1225 The city should contribute to finding accessible premises for the use of
1226 student communities. Cooperation between the city, higher education
1227 institutions and business life should be tightened in order to solve the
1228 premise issues.

1229 Also in the future, the city should take international students and language
1230 minorities better into account in the communication and events. The
1231 services provided by the city should be able to use also without e-banking
1232 IDs.

1233 Master planning and town planning of Turku, Rauma and Pori should be
1234 flexible and enable sufficient housing construction. Centre and campus
1235 areas, the Student Village and other high-demand area planning and



1236 planning ordinances should enable sufficient and necessary housing
1237 construction. Planning should enable locating services where people live.

1238 4.2. Climate and environment

1239 **Ecological responsibility** is a cross-cutting theme of the activities and sectors
1240 of the Student Union. TYU is committed to following the UN Agenda 2030
1241 objectives. **Measures related to ecological responsibility are described in**
1242 **more detail in the Environment and responsibility programme. TYU is**
1243 **committed to reducing its own negative climate and environmental impact,**
1244 **to increasing restorative activities and to serve as an active environmental**
1245 **influencer.** Each basic degree should **continue to** include studies that relate
1246 to sustainable development. The themes of sustainable development
1247 concern all disciplines and should be included in all degrees. **Teaching and**
1248 **research should take into account cross-disciplinary solutions to solving**
1249 **climate and environmental crises.**

1250 The University of Turku shall be CO2 neutral by 2025. TYU supports the
1251 objectives of the university in reaching CO2 neutrality. **The University of Turku**
1252 **should continue to implement actions related to CO2 neutrality also after**
1253 **2025 and to act to restore nature. The university should aim at finding**
1254 **commensurate measuring methods for the footprint with other higher**
1255 **education institutions in order to have comparable calculations. In addition**
1256 **to the carbon footprint, attention should also be paid on biodiversity and**
1257 **maintaining it.**

1258 TYU follows the Environmental and responsibility programme approved by
1259 the Student Union Council, determining the lines of environmental influence
1260 of the Student Union. ~~Environmental influence is an essential part of the~~
1261 ~~Environmental programme and includes wide-ranging environmental~~
1262 ~~influence towards the university and other interest groups.~~ Environmental
1263 influence is an essential part of the programme and includes influence
1264 extensively towards the university, cooperation partners, interest groups and
1265 TYU possessions. ~~TYU aims at increasing the amount of vegetarian food and~~
1266 ~~locally produced and seasonal material and to decrease the use of red meat~~
1267 ~~in the supply of student cafeterias.~~ TYU aims at increasing the amount of
1268 high-quality and nutritional vegan food and locally produced and seasonal
1269 material as well as through staggered incentives to reduce and finally stop



1270 the supply of meat in student cafeterias. Nationally the meal subsidy
1271 provided by the state should encourage the increase of vegetarian food.

1272 TYY has an active role in the societal discussion related to the climate and
1273 environmental crisis as well as in the activities preventing the climate and
1274 environmental crisis. The Student Union is leading the way and a pioneer in
1275 showing example to organisations and interest groups. TYY actively develops
1276 its activities towards a more environmentally friendly and **restorative**
1277 direction.

1278 In accordance with its Strategy, TYY also bears responsibility in its business
1279 activities in an ecological, social, economic and administrative manner. In
1280 addition, the activities are guided, inter alia, by the financial strategy,
1281 Environmental programme and instructions for investment activities of the
1282 Student Union.

1283 The protection of the Finnish Archipelago Sea is actively taken into account
1284 in the environmental and climate stance of TYY. In TYY projects, special
1285 attention is paid to protecting the Archipelago Sea and keeping it clean.

1286 4.3. Development cooperation and humanitarian aid

1287 The objective of the development cooperation activities of the Student Union
1288 is to reduce global inequality, promote modern development cooperation
1289 and partnerships and to increase the capacity or target countries. The
1290 purpose of humanitarian aid is to help the target countries in surviving acute
1291 crises and to promote the reconstruction of the crisis areas. TYY development
1292 cooperation must follow UN Agenda 2030 goals. For humanitarian aid, the
1293 reconstruction of crisis area is sought to be promoted in a sustainable
1294 manner. Annually, TYY organises **events related to** the UN Agenda 2030 goals
1295 and global citizenship together with the Wings and interest groups.

1296 In development cooperation and humanitarian aid, especially the climate
1297 crisis and its impacts are taken into account.

1298 TYY should direct 0.7 % of the budget for operating funds to development
1299 cooperation or humanitarian aid. The share of 0.7 % should be calculated in
1300 manner which excludes collected funds and support from the Ministry for
1301 Foreign Affairs. The Executive Board should annually accept the plan of the



1302 use of the 0.7 % funds upon the proposal of the Development Cooperation
1303 Wing.

1304 TYY can have its own development cooperation or humanitarian aid project
1305 or one implemented with another party. The project should work in
1306 cooperation with a local organisation operating in the target region while
1307 supporting it. In addition to its own development cooperation project or a
1308 joint project, TYY may also have other development cooperation or
1309 humanitarian aid targets. Members can support development cooperation
1310 targes or humanitarian aid projects with voluntary fees.

1311 ~~In 2023-2024, funding from the 0.7 share targeted in development~~
1312 ~~cooperation and humanitarian aid is targeted to helping Ukraine, which is~~
1313 ~~the victim of a war of aggression, unless it is tied in longer term projects. After~~
1314 ~~the crisis is solved, funds will be targeted to reconstruct the country.~~