



Political agenda

of the Student Union of the University of Turku 2024

Approved in a meeting of the Student Union Council on 15 May 2024.

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1 *The political stands of the Student Union of the University of Turku (TYU) 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' parent 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. TYU carries its
13 responsibility for the development of the entire university community and
14 contributes to developing the national education system.

15 TYU 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. TYU 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. Organisations at Satakunta campuses have an active role
25 in the promotion of student interests together with TYU.

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 of the
53 universities should not emphasise first-time applicants unreasonably. The
54 incentive effects of degrees' target deadline coefficients and connected
55 discipline-specific expensiveness coefficients should be approached
56 critically. University funding should take into account and support the
57 internationalisation of 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 ensure the equal 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 granted for an admission exam shall be 1/3 of the time of the**
102 **exam.** Certificate admission should be used with caution and discipline-
103 specifically. The points system of the certificate-based admission should not
104 unreasonably affect the choice of subjects in upper secondary school. The
105 effects of the certificate-based admission system should be monitored in the
106 long term. Returning the total points (certificate and entrance exam)
107 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. First-timer quotas have had a clear effect
113 in increasing application stress and at the same time, the technical effect of
114 the quotas on admissions has remained marginal. The extensive use of
115 quotas should be abandoned. Those with a prior higher education degree
116 and students that have accepted a place of study should have a similar
117 possibility to pursue higher education. The number of people to be admitted
118 through separate admission should correspond to the changes made in the
119 main admission.

120 Universities decide themselves on the student admission. In addition, the
121 influencing possibilities of faculties in student admission should be
122 safeguarded.

123 Certificate admission shall be developed in order to consider those
124 graduated both from general upper secondary school and vocational school.

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

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

135 Study right should be admitted directly for the higher university degree. The
136 university shall review the comprehensive Bachelor's degrees faculty-
137 specifically, considering the special features of disciplines. Lower university
138 degree should provide basic academic abilities, and the working life abilities
139 provided should be enforced. Moving to working life between degrees and
140 completing the higher university degree substantially later than the lower
141 degree must be more meaningful than it currently is.

142 Internationalisation of the university should be treated comprehensively,
143 and the university should take into account the resources needed for



144 **internationalisation.** The number of international students should be
145 increased and the university staff should, with training, be able to respond to
146 the challenges brought by the internationalisation of the university.

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

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

156 **The role of the Open University in society is to provide university-level**
157 **education widely with the aim of general education, without immediate**
158 **connection to degree education.** The open university fees shall be
159 reasonable. Open university should not serve as a route to degree studies,
160 which is subject to charge and circumvents the entrance exam system.
161 When the open university teaching and degree studies are equivalent, it
162 should be cost-free for the students of the University of Turku.

163 **1.2. Teaching**

164 **Successful higher education teaching is necessarily required to be based on**
165 **knowledge.** The study entities shall correspond to the amount of work
166 calculated in ECST credits. The university shall control the equivalence of the
167 used working time and ECST credits received from courses. Setting the
168 competence aims for courses, study modules, degrees and parts of degrees
169 is a basic requirement for the students' self-understanding of their
170 competence, recognising and acknowledging previous knowledge (AHOT)
171 and for acquiring working life abilities. Learning aims should be clearly
172 communicated.

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



180 **University should organise high-quality education of university pedagogy.**
181 Pedagogic education should be provided for teaching staff and doctoral
182 researchers. Teaching staff's language skills, international capabilities and
183 abilities to operate in a changing and multicultural environment should be
184 promoted through staff and language training. Teachers' IT competence and
185 ability to utilise educational technologies should be supported and
186 developed. The position of Finnish language in education and scientific
187 publication activities shall be safeguarded.

188 **The university should make more extensive use of joint teaching.** Joint
189 teaching ensures the quality of teaching and support the development of
190 teachers in their work.

191 **Contact teaching supports commonality and contributes to developing**
192 **social skills, which are necessary in students' lives.** Studies should include a
193 sufficient amount of contact teaching. Attendance should only be required
194 when it is justified for learning. Remote teaching should be utilised
195 appropriately as part of contact teaching, but a degree should not only
196 consist of remote studying. The quality of contact teaching should be
197 ensured. Remote teaching shall not replace contact teaching for savings
198 reasons, but shall be justified and timely from the perspective of learning.
199 When recruiting staff and deciding on admission numbers, special attention
200 should be paid to increasing the student-teacher ratio especially in
201 disciplines where contact teaching and small group studying have a central
202 role and in disciplines where the student-teacher-ratio is already poor.

203 **Remote or independent studying should not be the primary completion**
204 **method of a degree.** Remote teaching should be justified for learning and at
205 a right time. Optimally, remote teaching brings flexibility in completing
206 degrees, as long as its quality and purposefulness is ensured. Hybrid teaching
207 has been established as part of modern higher education studies. It needs to
208 be developed comprehensively and the qualitative gaps between faculties in
209 hybrid teaching shall be decreased. However, hybrid teaching should not
210 take resources from other teaching. Contact teaching can be organised both
211 as small group teaching and as mass lectures so that the choice serves
212 students in an optimal manner. It should be possible to follow mass lectures
213 remotely and through recordings of decent quality.

214 **Studies should include a sufficient amount of diversified English contact**
215 **teaching.** The quality of English teaching should be improved and evaluated
216 with the same criteria as Finnish teaching. Teaching shall be at a level where



217 international students can equally participate in it. Common courses
218 between Finnish and international degree programme students and
219 exchange students shall be organised in order to improve the oral language
220 skills of university students. Teaching and supply of foreign and domestic
221 languages should be developed side by side. Resourcing should take into
222 account the requirements in different disciplines and working life. Foreign-
223 language degree programmes of the faculties should include a possibility to
224 study sufficiently domestic languages and culture as part of the degree,
225 while taking into account the needs of the working life.

226 **Students' different life conditions and individual learners should be taken**
227 **into account when organising education and in the completion of studies.**
228 Part-time education should be possible for those living with parental
229 allowance, rehabilitation allowance, rehabilitation support, sickness
230 allowance and unemployment benefit.

231 **Flexible teaching and study possibilities and the wide-ranging utilisation of**
232 **teaching technology promote the progression of studies.** While increasing
233 flexibility, the influence of diversifying completion manners on the working
234 arrangements and time usage of staff should be observed. Electronic
235 studying and teaching methods should be developed nationally in order to
236 promote the mobility and cooperation of students and teachers. The
237 possibility of temporary exam premises shall be actively reviewed in order to
238 alleviate peak hours. The university shall prepare clear instructions for using
239 artificial intelligence in studies. The university shall enable the use of some
240 language models relevant for working life cost-free. Students shall be taught
241 to become critical users of AI programmes. Students shall be taught the
242 ethics of AI.

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

250 **Degrees should include wide-ranging assessment of competence.** The use
251 of evaluation methods should be systematic and purposeful for learning.
252 Flexibility of studying should be increased by providing sufficient alternative
253 completion methods in courses.



254 **Electronic exams should be widely available in all faculties around the year.**
255 Enough exam facilities should be available for electronic exams and their
256 non-usage should be actively decreased. Electronic exams should be
257 accessible and the use of aids should be possible also in electronic exams. In
258 addition to traditional and electronic exams, know-hoe should also be tested
259 with material-oriented manners such as home exams and other evaluation
260 methods.

261 **The possibilities of students to complete electronic exams of the University**
262 **of Turku in the facilities of other higher education institutions should be**
263 **developed and extended.** It should be ensured that the university has
264 sufficient software to realised electronic exams in different disciplines.

265 **Electronic and physical learning environments should be planned with**
266 **attention to accessibility, diversity of teaching methods and the needs of**
267 **individual learners.** The university should also have 24/7 open physical
268 studying facilities and facilities enabling ergonomic remote studying. The
269 facility planning of the university shall prioritise multi-purpose premises
270 suitable for studying and supporting concentration. In change situations,
271 students and their organisations currently using the facilities should be
272 consulted and to ensure that there are enough available premises. Different
273 teaching and seminar premises shall be available also for studying in the
274 evenings.

275 **The information systems used by students should be mutually compatible.**
276 The usability of systems supporting studying and working should be
277 promoted. The public documents and statements of the university and
278 faculties should be available without university web IDs. The study
279 completions should be possible both with open source code software or the
280 university should provide the student with the software necessary for
281 completing the course. The used software should be meaningful for students
282 also from the perspective of future working life.

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

287 **The university should encourage students to study independently.**
288 Participation at visit lectures should be counted as part of completed studies.
289 Credits received from student-led study circles and courses should be able
290 to include in a degree.



291 **University degree should provide student with the necessary capabilities for**
292 **moving to working life.** The teaching supply of transferable skills, such as
293 communication and information technology should be increased, and the
294 teaching of these skills should be included in the basic degrees better than
295 currently. In recognising the central discipline-specific transferable skills,
296 research knowledge and know-how produced by career services should be
297 employed. Additional courses should be organised on the subjects that are
298 not easily integrated in the degree in the field. Each student of the University
299 of Turku must have a possibility to include project-based work, made in
300 cooperation with the actors in the public, private or third sector, in their
301 degrees that promote graduation.

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

305 **ECTS credits should be granted for acting in student organisations and in**
306 **acting as a student representative in the administration with unified**
307 **practices so that the model encourages students to societal activity.** The
308 university should recognise the working life skills developed in the student
309 organisation activities. Study credits should not be automatised, but one
310 should be able to verify the knowledge (AHOT).

311 **The academic freedom and free choice of minor subjects constitute**
312 **strengths of a multi-disciplinary university.** Students possibilities to freely
313 choose their studies should not be restricted without a genuine and justified
314 reason. The internal division of financial resources at the university should
315 enable the mobility of minor students between sections and units. Subjects
316 shall provide more of their studies as free minor studies for the basic degree
317 students of the university. The realisation methods of minor students should
318 be flexible and multimodal. The university should encourage students to
319 multidisciplinary minor studies through counselling. Offered minor studies
320 may, however, not decrease the quality of the studies of the major students.

321 **Multidisciplinary minor modules should be useful for students' degrees.** The
322 university shall enable wide-ranging minor subject choices also for
323 international students. The increase shall not, however, endanger the
324 position of high-quality and comprehensive Finnish science and teaching.

325 **The Centre for Language and Communications Studies should provide a**
326 **sufficiently wide supply of languages and courses in order to meet the needs**
327 **of an international multidisciplinary university.** Compulsory language studies



328 should be provided for all students in a manner which will not delay studies.
329 Completion methods should be flexible and multimodal and take into
330 account the competence of the participants. Sufficient course supply and
331 quality of teaching in the Swedish language must be ensured. The equality
332 of the evaluation and evaluation criteria of public officials' Swedish language
333 skills should be safeguarded everywhere at the university. Study curricula
334 should enable studying optional languages in all faculties and at all
335 campuses. Cooperation between higher education institutions in language
336 teaching should be developed. Overlap between the teaching organised by
337 the faculties and the Centre for Language and Communication Studies shall
338 be decreased.

339 **Teaching of Finnish and Swedish targeted at international students should**
340 **be in a sufficient amount, and it should be of high-quality and discipline-**
341 **specific.** The teaching of national languages should provide the student with
342 the linguistic abilities to work in their own field in Finland. International
343 degree programmes should also provide an extensive, wide-ranging and
344 multilingual elective course supply.

345 **Terms should be effectively exploited.** Teaching should be equally distributed
346 among terms, weeks and daytime. The university should provide teaching
347 included in the degree in at least nine months in a year. Simultaneously,
348 overlap of study schedules should be decreased specially in close disciplines.
349 Studies in the summer should be possible for each degree in a manner which
350 enables completing the ETSC credits in a flexible manner and by utilising
351 several methods. Summer studies should be able to effectively advance
352 degrees in all phases of studies.

353 **University degree programmes should pay special attention to the quality of**
354 **teaching and supervision and to the availability of necessary support**
355 **services.** Orientation to the University of Turku and to studying at one's
356 campus should be organised for new degree students. Although presence is
357 recommended in the orientation, remote participation shall be possible in
358 special cases. All degree programmes should be attractive and useful for
359 working life. A student representative should be included in the
360 administrative and planning organs of degree programmes. Those studying
361 in international programmes should have a possibility to impact the
362 planning and development of international programmes.

363 **University should support academic entrepreneurship and to provide good**
364 **preconditions for innovation creation and their transfer into business.**



365 Entrepreneurial awareness in the academic community should be raised
366 especially where the contact with entrepreneurship is otherwise poor.
367 University should provide diversified education preparing for
368 entrepreneurship and support the creation and activities of
369 entrepreneurship-promoting communities at the university.

370 **1.3. Study support**

371 Students should have equal possibilities for study counselling (personal
372 study plan, teacher tutoring, organised minor studies counselling, thesis
373 supervision) in all study stages. Good counselling practices defined by the
374 university should be utilised in study counselling. A student's right to
375 personal or small group counselling should be realised in each study year. In
376 small group supervision, the size of the group should enable taking into
377 account the individual needs of the students. The quality of teacher tutoring
378 should be enhanced in order to better respond to the needs of academic
379 counselling. Student tutors should receive training also in taking into
380 account the well-being of the students in the counselling meetings and in
381 referring them to support, if needed. The equal realisation of teacher tutoring
382 shall be promoted. In thesis supervision, the Rector's decision on the
383 supervision of theses should be followed. Needs of certain groups, including
384 international degree students, students with disability and individual
385 learners, should be taken into account in study counselling.

386 Counselling of those completing a graduate degree and scientific
387 postgraduate studies must be developed and its quality ensured.

388 Support services should be equally available for all. Library, Centre for
389 Language and Communication Studies, Career Services and other support
390 services should be available for different units and for Satakunta campuses.

391 The quality and availability of library services should be guaranteed. The
392 sufficient amount of collections and the appropriateness of locations and
393 schedules should be ensured. The availability of course material should be in
394 proportion of the average number of students participating in each course.
395 The availability of electronic resources should be increased and audiobooks
396 should be extensively available. The effective use of library resources and the
397 purposefulness of reservations shall be ensured by setting a fee for
398 uncollected reservations.

399 Counselling in the transfer to working life should be of high quality and well-
400 resourced. Mentoring programmes are an important part of working life



401 counselling. International students also have a right to a high-quality
402 mentoring programme. Mentor programmes should be also enlarged to the
403 peer mentor activities of students with disabilities and individual learners.

404 **Career guidance of the Career Services of the university should meet**
405 **students' needs and promote their employment.** Information on student
406 employment and working life requirements produced by Career Services
407 and interest groups outside the university should be utilised in the
408 preparation of curricula. Career Services should be able to support
409 internationalisation by promoting international traineeships and the
410 employment of international students. Working life services should be
411 available at all campuses.

412 **The university should utilise learning analytics to support learning and**
413 **studying.** The manners of using learning analytics and the studying data
414 used for it should be clearly communicated to students. The use of data
415 should be responsible and it should facilitate the activity of the student and
416 the teacher. The conclusions drawn on the basis of the data should be made
417 by a human, even though analytics supports drawing them. This requires
418 training both teachers and students. Optimally, learning analytics promote
419 both learning and well-being in the community.

420 **1.4. Administration**

421 **Maintaining the majority position of the internal groups of the university**
422 **community should be promoted with the principle of equal tri-partite**
423 **division in the university administration.** in collegial decision-making organs
424 and preparatory organs, student representation must be ensured.
425 Administrative organs and other groups specified at the statute level should
426 convene regularly and realise the provided mission. Students' possibility to
427 represent themselves must be ensured in unofficial and temporary
428 preparatory organs, such as in steering groups and premise working groups.

429 **The internal division of funding at the university should be just, target-**
430 **oriented and long-term.** The distribution of resources should not be uniquely
431 based on the financial model utilised by the Ministry of Education and
432 Culture, but the internal financing of the university should promote the
433 strategic aims of the university and encourage high-quality education and
434 research.

435 **In the steering system of the university, all members of the community**
436 **should have influence in the issues related to their discipline, and the**



437 community should be committed to implement the common decisions.
438 Faculties should be provided with sufficient support from the university and
439 the autonomy to decide on their own issues. The autonomy of the units
440 should not be in contradiction with the equal treatment of students.

441 When reforming the structures of the university, sufficient time should be
442 reserved in order for the university to take care of its obligations, the
443 community has time to adapt to the reforms and the success of the already
444 concluded reforms can be evaluated. University should continue to be
445 constructed according to the division of faculties similar to the current
446 situation. The division of the university into faculties contributes to
447 guaranteeing the autonomy of the disciplines in research and education. The
448 well-being of the members of the university community should be taken into
449 account, and the members of the community should be consulted in
450 structural reforms. In developing the education system, improving the
451 quality of teaching and support services for studies are the most important
452 issues for students.

453 In the establishment of new degree programmes, the realisation of quality
454 shall be ensured in new disciplines and the expansion of education shall not
455 endanger the quality of any current education at the university. The rights of
456 all students should be ensured during the reform.

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

459 Fixed activities and study modules should not be constructed with project
460 funding in the university. It is the responsibility of the university
461 administration and faculty councils to ensure that the projects which are
462 made permanent support the university profile and represent its highest
463 quality.

464 Recruiting processes at the university should emphasise transparency and
465 employer's responsibility. Invitation procedure should be approached
466 critically and open vacancies should mainly be announced in open call.
467 Faculties and units should have the possibility to elect their directors.
468 Academic directors are required to have skills in HR and strategic
469 management. University should provide the staff with the possibility to
470 develop these skills. The University should purposefully increase the share of
471 regular employments and abolish recurrent temporary employments as well
472 as to promote target-oriented career paths.



473 When recruiting teaching staff, the evaluation of teaching skills should
474 always also consult students.

475 The most important resource in the promotion of student interest consists
476 of student representatives in the administration. Student representatives
477 should be supported and their work in the university administration should
478 be enabled. The actors promoting academic interests in organisations
479 should also be supported. Promotion of student interests in the
480 administration is based on subsidiarity principle. The role of the student
481 representative coordinators in the faculties is to function as a connector
482 between different actors.

483 Student representatives in the administration should be appointed in the
484 tasks openly and democratically. The relevant subject-specific and faculty
485 organisations should be consulted in appointments. In the election, primary
486 attention shall be put on the representation of faculties and sections and the
487 organ and secondary attention to the gender division. The participation of
488 international students and staff in university administration should be
489 possible equally with others students and staff.

490 The university should promote good administrative culture and ensure the
491 realisation of its rules. Special attention should be paid to the good
492 preparation of decisions. Decisions should be prepared in a manner which
493 ensures sufficient background material for the decision-makers. Student
494 representatives should have an equal position in the decision-making and
495 they should have training in the task. All material related to the decisions
496 should be provided for student representatives simultaneously with the
497 other members of the group. Participating in the meetings of a university
498 organ or a working group established by it should also be a sufficient reason
499 for absence from compulsory teaching.

500 The university should cherish open decision-making culture. The university
501 administration, faculties and units should directly inform students of
502 decisions concerning them and planned reforms. Communication began
503 sufficiently early guarantees that students can influence decisions
504 concerning them.

505 Students' legal protection in the university community should be ensured.
506 Information on students' rights should be sufficiently clearly available for all
507 students, including international students. The results of completed studies
508 should be published in a reasonable and predictable time from the students'
509 perspective. The evaluation of exams should be realised in a manner that



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

512 **The right to claim correction included in the Universities Act is a key part of**
513 **the realisation of students' legal protection.** The University of Turku should
514 aim at solving received claims for correction related to student admission so
515 that students receive information on their place of study in a reasonable
516 time.

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

522 In the reform of the SORA legislation, TYU aims at ensuring the legal
523 protection of students in problematic situations related to studying and at
524 influencing the application of the legislation being reformed so that the
525 procedures are based on legislation and regulations provided under it. As
526 part of the reform, the students' legal protection board should be abolished
527 and the cancelling and returning of the right to study transferred to
528 administrative court.

529 **The status of doctoral researchers in the university community should be**
530 **strengthened.** Selection of doctoral researchers should be equal and just,
531 and the requirements for admission should be informed in a sufficient
532 amount and early enough. Doctoral researchers should have equal
533 possibilities with other university groups to participate in the preparation and
534 decision-making of the university.

535 **Doctoral researchers should be guaranteed with an equivalent right to study**
536 **counselling as degree students.** Sufficient introduction to postgraduate
537 studies should be available and should enable the inclusion of pedagogic
538 studies and transferable skills. Part-time research and postgraduate studies
539 should be possible. Universities should provide better information on grants
540 suitable for doctoral researchers and other financing possibilities as well as to
541 provide guidance in drafting applications.

542 **The university should systematically follow and evaluate the realisation of the**
543 **quality of their education.** The quality assessment should take into account
544 students' learning experiences and the self-assessment of the unit.



545 **Quality assurance system is an important part of the university development.**
546 The university should put an effort in developing their quality system on the
547 basis of the auditing result. The quality system should be visible both for the
548 university members and outsiders. Systematic feedback system, including
549 Bachelor's feedback, should have a central role in the quality assurance of the
550 university. Processing of all feedback should be open, and it should have an
551 effect in the development of university activities.

552 **Sections should collect feedback in a systematic manner concerning their**
553 **teaching and activities.** University should start using a unified feedback
554 system. Course feedback is provided in connection with completing the
555 course, and providing the feedback can be part of the completion of the
556 course. A student should, however, have the right to refuse providing
557 feedback. Students should have the possibility to provide anonymous
558 feedback and to review the results of the feedback. Superiors should have
559 the right to review a summary of the feedback. The collected feedback
560 should be discussed together with the students and the actions to be taken
561 on the basis of the feedback should be reviewed. Subject-specific
562 organisations and sections must cooperate in developing the feedback
563 systems and to also observe international students in the feedback systems.

564 **1.5. Educational equality**

565 **Higher-institution degree education organised in Finland should be cost-**
566 **free**

567 **The Finnish education system should promote the realisation of educational**
568 **equality.** In order for equality to be realised in higher education, one should
569 promote it at all educational levels. The education system should not include
570 educational dead ends, but an individual should always have the possibility
571 to pursue further education. The transfer to higher education institutions
572 from vocational upper secondary school should be developed and
573 strengthened. Cost-free upper secondary school, both general and
574 vocational, should enable the realisation of educational equality. The regional
575 differentiation of schools should be decreased in comprehensive school and
576 upper secondary school. The educational differences between genders
577 should be decreased. Early access in high-quality early childhood education
578 is the right of every child.

579 **University should review the impact of annual fees on application numbers,**
580 **on the number of those receiving the place of study and the number of**
581 **students starting their studies.** In addition, the university should monitor how



582 much resources the measures caused by the annual fees take from the
583 administration and staff.

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

588 **Sustainably realised educational export strengthens the financial foundation**
589 **of the university.** University may import its education in the world, but it
590 should not take resources from other teaching or research. University
591 business should be based on university values. Business activities should be
592 ethical and in accordance with the principles of societal and social
593 responsibility.

594 Teaching included in degree teaching should not be transferred in the
595 sphere of continuing professional education.

596 **Completing courses should not incur obligatory fees for students.** Primarily,
597 all course material should be free and electronically available for the student.
598 The use of electronic material in studying should be enabled everywhere in
599 the campuses and unnecessary paper consumption must be avoided.
600 Lecture copies, necessary instruments for the course or other material should
601 not incur costs, and the payment should not be the condition for a study
602 record.

603 The facilities of communication channels of the Student Union should not be
604 used for preparatory course activities not owned by organisations under TYY.

605 **1.6. Continuous learning and working life**

606 The university should promote the ability to learn and the possibilities to
607 continue learning throughout one's life. Continuous learning should
608 primarily promote the development of competence and level of education
609 of people and communities.

610 The university must have procedures for assessing the quality of continuous
611 learning.

612 **Functional right to complement one's degree decreases the need for re-**
613 **education.** Graduates should be ensured a cost-free possibility to
614 complement their degree with studies of at least the extent of minor studies.
615 A sufficient time should be guaranteed for complementing the degree in



616 order to make it flexible for those in working life and corresponds to the
617 derived needs to complement the degree.

618 **Trainee posts and trainee resources must be increased for local domestic**
619 **and international trainee periods.** Trainee must get paid and a just number
620 of study credits. Trainee periods must be provided for all students, regardless
621 of language skills, and international degree programmes should include
622 trainee period, if possible. University should promote the internationalisation
623 of students, and internationality should be visible in each degree. There must
624 also be active communication on trainee posts in English.

625 **All students should have an equal possibility to receive trainee grant.** The
626 trainee support should be the same for all forms of traineeship. The size of
627 the trainee support should be nationally unified, while taking into account
628 different trainee forms. The application procedures of the University of Turku
629 should be fair and all the money reserved for trainee support should be spent.
630 The possibility for the grant should be available for as many as possible. The
631 university should be able to ensure the appropriate distribution of the trainee
632 support. The trainee support must not be a condition for recruitment.

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

636 **1.7 Mobility and internationalisation**

637 **University should promote the internationalisation of students by facilitating**
638 **the inclusion of studies during study exchange as part of the degree.** Study
639 counselling should encourage to carry out studies and trainee periods
640 abroad. The exchange agreements between universities should be reformed
641 and the sufficiency of the number of quotas should be reviewed regularly.
642 Possibilities for internationalisation at home must be increased. Possibilities
643 provided by internationalisation should be observed in mobility. In mobility,
644 sustainable travelling shall be encouraged.

645 **Studies completed abroad should be accepted in full, and the faculty-specific**
646 **ECTS limits should be removed.** Studies completed during an exchange
647 period should be possible to include in a degree. In addition, the
648 compensation of studies should be developed. When making exchange
649 agreements, attention should be made to the international level of
650 cooperation universities and to the quality of the education provided.
651 Cooperation with universities outside EU, especially in developing countries,



652 should be increased. The university should pay attention to how cooperation
653 with other universities impacts the realisation of human rights. The university
654 should refuse cooperation, which is observed to contribute to violating
655 human rights. Individual research and study cooperation, for example, field
656 work related to research, can, however, be conducted on the basis of careful
657 advance consideration.

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

664

665 **2. SOCIAL AFFAIRS**

666 Promotion of social interests is based on the status of students as full
667 members of the university community, as well as on communality and
668 equality. The activities are based on the promotion of students' interests
669 related to income, health, well-being, housing and equality together with
670 different cooperation partners. In the promotion of student interests, it is
671 important to monitor regularly the factors influencing the progress of study,
672 including study counselling and students' well-being. Kela should
673 communicate student income in a clear and understandable manner.

674 Promotion of student interests in social affairs pays also attention to
675 international students and doctoral researchers. The income of international
676 students should not be complicated, since they are primarily in an unequal
677 position compared to Finnish students. The inequality is increased, inter alia,
678 by the residence requirements of students from non-EU/ETA countries,
679 challenges in employment and lack of study support. Compensation similar
680 to study loan compensation shall be created for students coming from
681 outside EU/EEA countries who have graduated from a Finnish institution,
682 paid tuition fees and worked a certain period in Finland. For international
683 students, procedures related to entry in Finland should be made as fluent as
684 possible.

685 National-level promotion of student interests is mainly coordinated by the
686 National Union of University Student in Finland (SYL) and conducted in
687 cooperation with other Student Unions and student organisations. At a local
688 level, shortcomings related to social affairs of students are brought up.



689 Shortcomings are addressed with the help of information received from
690 students and cooperation parties. The most important cooperation parties
691 include the cities of Turku, Rauma and Pori, Satakunta and South-Western
692 Finland wellbeing services counties, Finnish Student Health Services (FSHS),
693 Kela, the university and student organisations. The promotion of doctoral
694 researchers' interest is conducted with applicable parties, since their societal
695 position should be improved.

696 **2.1. Income**

697 **Study subsidy is the primary source of income for students.** It should enable
698 full-time studying and safeguard the income of students. Study subsidy
699 system should continue to be study grant -based and subject to need. In
700 addition, the index raises of the study grant shall be returned. The number of
701 study subsidy months must be increased. The overlapping regulation
702 created by the completion demand of twenty annual ECTS credits and the
703 two-tier nature of the aid should be abolished. Student financial aid should
704 enable student exchange. The link between study grant and loan shall be
705 removed, according to which taking study loan always requires taking study
706 grant.

707 **Instead of separate reforms, the student financial aid system should be**
708 **developed as a whole.** The pace of the changes related to student financial
709 aid system should be moderate. Sufficient time should be reserved for the
710 evaluation of the impacts of previous reforms before new changes are
711 implemented. The aim of the reforms should be supportive, flexible and just
712 study support. Student financial aid should be transferred from the Ministry
713 of Education and Culture to the Ministry of Social Affairs and Health, as the
714 other social benefits.

715 **Students entitled to study subsidy shall receive the housing addition for**
716 **study subsidy.** The housing addition of study subsidy is personal and the
717 income limits are the same as in study grant. The level of the housing
718 addition of study subsidy shall be set in a manner which does not decrease
719 the average housing support. The maximum number of study subsidy
720 months shall be increased in order to enable all-year support for the entire
721 target duration of studies. Housing addition should also be received for the
722 duration of study subsidy during summer months. If a student does not
723 receive housing addition, they should receive general housing support. The
724 300-euro income decrease of general housing support shall be returned.



725 **Despite the raise of income limits, the amount of study subsidy must not**
726 **decrease and the most important task of study subsidy is to safeguard the**
727 **income of students.** When claiming student financial aid for recovery,
728 students should not be collected additional interests or costs and the repaid
729 student financial aid months should be reusable. Such payment schedule
730 should always be able to be agreed upon that does not endanger the income
731 of the student.

732 **Study loan is a support method part of the student financial aid, and it should**
733 **not create the major part of student's income.** Taking study loan shall be
734 volunteer and affordable for students, e.g. through study loan compensation.
735 The number of study loans of graduated Masters' has doubled since the 2017
736 reform, which means that the repayment times and the raise and structure
737 of the study loan compensation should be reviewed. Non-withdrawn student
738 loan should not be counted as student income when applying for social
739 assistance. The study loan compensation should not be used as a tool in
740 regional policy.

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

748 **More doctoral researchers than currently should be guaranteed with the**
749 **possibility for full-time studying.** A doctoral researcher without financing
750 enabling full-time studying should not be registered as full-time student and
751 therefore reject social benefits such as unemployment allowance.

752 **The transfer between study support and other support measures should be**
753 **simple and should not cause unreasonable breaks or problems in income.**
754 The right to study subsidy should not become a hindrance to enter other
755 social security, if the student does not have the essential studying possibilities
756 for their degree, they become ill or are otherwise prevented from studying
757 full time. Part-time studying independent from support method must be
758 facilitated and its hindrances prevented. Part-time studying should be
759 possible regardless of the support method.



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

763 **The support form replacing adult education support shall consider the life**
764 **situation of the adult receiving the support, for example, possible mortgage.**
765 Adults' degree education shall be directed especially to education raising the
766 educational level and improving working life position.

767 **State's meal support is an essential part of students' daily income.** The
768 amount of meal support should be raised with the same proportion as prices
769 so that the nutritional quality stays the same. The maximum meal price paid
770 by a student must be possible to raise only when the meal support is raised.
771 The level of the meal support should be regularly reviewed and the review
772 should be entered in legislation. The take away of meal-subsidised meal of a
773 student should be possible also in the future.

774 **Students should have an equal position with regard to other municipal**
775 **citizens when applying for social assistance.** The bureaucracy of the
776 processing of social assistance applications should be simplified and
777 sufficient resources should be directed to it in order to prevent long
778 processing times.

779 **Social provision of loans should be extended to alleviating the problems in**
780 **student income.** Social provision of loans should be able to be granted to
781 students with low income without a possibility to receive commercial loan
782 on reasonable terms in order to fulfil the basic living needs or to cut a circle
783 of debt. Possibility to receive social loan should not limit the student's right
784 to social assistance.

785 **Social security system should be reformed by moving progressively towards**
786 **basic income that compensates student financial aid and other social**
787 **benefits.** Basic income should be monthly paid gratuitous benefit
788 guaranteeing sufficient basic security for everyone and encouraging
789 studying or working. In addition to basic income, a person should be able to
790 be granted with means-tested additional support, e.g. in the costs related to
791 housing, illness or children. Basic income should not decrease the current
792 income of students and it should be independent of the progression of
793 studies.

794 **2.2. Well-being**



795 Supporting and strengthening studying ability is an essential part of
796 promoting students' well-being. Promoting the studying abilities and the
797 evaluation and development of the study environment should be considered
798 societally as important as the development of working abilities and working
799 environment.

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

814 **The amount of study psychologists should be increased.** The aim is that for
815 4,000 basic degree students, there should be at least one full-time study
816 psychologist.

817 **Study environments should be comfortable, safe and socially and physically**
818 **accessible.** Students' well-being and coping should be ensured in daily
819 learning situations. Special attention should be paid on the ergonomics in
820 the studying facilities, on decreasing sitting down, on the quality of air and
821 green construction. Studying and teaching facilities should correspond to
822 the criteria of accessibility for all senses. If problems arise, the university
823 should communicate the situation openly and start measures without delay
824 in order to find compensatory facilities for the users. Inner and outer facilities
825 of the university shall have regular accessibility reviews. Reviews of student
826 environments obligated in law should be developed in order to better serve
827 students and higher education institutions.

828 **The university community shall not tolerate any form of bullying,**
829 **harassment, racism, discrimination or violence.** Each student shall feel as an
830 approved member of the community regardless of personal characteristics.
831 Problem situations and disturbances in the study community should be



832 immediately addressed in accordance with students' early support model.
833 The model should be further developed to make it known and accessible.
834 The resources of the service should correspond to demand.

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

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

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

866 **2.3. Health**

867 **Students shall have a right to timely and high-quality healthcare services.**
868 The sufficiency of the services should be guaranteed and mental health



869 services increased. FSHS should take care of the service provision of students'
870 healthcare. The accessibility of the services in all campuses of the University
871 of Turku must be safeguarded. Interaction between the FSHS and the
872 Student Unions must be increased and student representation should be
873 increased in the working groups of the health service units.

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

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

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

901 **TYY promotes the mental health of student in cooperation with the**
902 **university, FSHS and other parties by investing in preventive activities.**
903 Studying, counselling and other support structures should prevent the
904 creation of mental health problems and support good mental health. If
905 mental health problems arise, their impact on everyday life should be taken



906 into account by e.g. offering possible completion methods for courses. Due
907 to the prevailing mental health crisis, students' mental health services should
908 be paid special attention to. There should be quick access to mental health
909 services and the threshold for seeking support should be low.

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

918 **FSHS should provide all services in English in addition to both domestic**
919 **languages.** The FSHS should take the individual needs of the customers into
920 account in their services. Special attention should be paid to the
921 preparedness of the staff to face the diversity of sexuality and gender as well
922 as different cultural backgrounds. Information on the health care services
923 available for international students should be increased. The university
924 should inform in a more specific manner what sort of health care services are
925 provided for students taking an exchange period or completing a degree in
926 Finland. The accessibility of the healthcare services of exchange students
927 should be promoted. The wellbeing services counties should provide the
928 exchange students with healthcare services in their own native language or
929 at least in English Exchange students shall be returned to FSHS services
930 while ensuring the quality of services.

931 **Students should only pay the healthcare fee for FSHS services.** The
932 healthcare fee should remain at a reasonable level and be same for all
933 students. The healthcare fee system of higher education institution students
934 should be made clearer and an invoice should be provided for the healthcare
935 fee. If a student is directed to public healthcare, that should not cost
936 separately. FSHS travel costs' excess shares shall be abandoned in cases
937 where one travels to the service from permanent studying location.

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



942 FSHS extension has caused problems in students' treatment access.
943 Improvement measures to the situation should be found and sufficient
944 resources safeguarded.

945 **2.4. Housing**

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

958 TYY cooperates with the campus cities of the University of Turku, TYS and Föli
959 in order to prevent the spread of pests. TYS shall cover the costs for
960 eliminating the pests found in their apartments. TYY shall cooperate with
961 insurance companies to review the contents of home insurance. Home
962 insurances offered for students shall include full compensation for damages
963 caused by pests.

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

968 The price level of apartments of the Student Village Foundation of Turku
969 (TYS) should remain reasonable disregard of sustainable new building and
970 renovation. The building projects should not put unreasonable burden on
971 the other tenants in other TYS apartments.

972 Energy-saving and energy-efficient building should be observed in student
973 housing. The new water and electricity meters should be installed in the new
974 apartments, and the fees should be based on consumption. Energy-efficient
975 solutions should be preferred in the construction and green construction
976 should be increased. In addition, construction should take into account
977 accessibility and cost-effectiveness. Construction should aim at providing as



978 many students as possible a possibility for a student apartment. Buildings
979 should have normal structural solutions and effective use of space.

980 TYS apartments should have a functional resident consultation model. The
981 resident cooperation model of TYS should promote resident democracy. TYU
982 should also have a wide representation in the administrative bodies of TYS.

983 TYS should support the preconditions for communal student activities and
984 culture. The foundation should provide premises and be part of maintaining
985 the leisure and hobby premises of students.

986 The city and the higher education institutions should assume responsibility
987 for the short-term emergency housing of students in the autumn. The need
988 for emergency housing should be minimised with structural solutions, such
989 as by increasing the turnover of student apartments and by intensifying
990 housing agency.

991 Student housing should be flexible and taking into account changes in
992 different life situations. Long fixed-term rental agreements too high rent
993 deposits should be abolished. In addition, TYS should provide housing
994 solutions for different life situations, from studios to family apartments.

995 The selection of TYS residents should be transparent and the selection
996 criteria means-tested. Students should have a possibility to find out their
997 situation during the apartment application process, and the selection should
998 prefer people in worse situations.

999 International students should be guaranteed with the same housing
1000 possibilities as Finnish students. International degree and exchange
1001 students should have the same tenant conditions as Finnish students, and
1002 higher rent or rental deposit should not be collected.

1003 A permanent solution to the housing of international degree and exchange
1004 students should be found. The exchange student quotas of TYS should be
1005 maintained. Higher education institutions should take responsibility for the
1006 costs incurred by periodical idling together with TYS. Promotion of housing
1007 interests should also be targeted at the city.

1008 **2 May Equality**

1009 All students should have equal rights and possibilities for studies, support
1010 services an study life. Questions related to equality are widely and
1011 systematically taken into account in the university community. TYU is



1012 committed to promoting the equality of the university community and
1013 society on the basis of feminist and anti-racist principles. The procedures
1014 related to the promotion of equality are more specifically outlined in TYY
1015 Equality Programme.

1016 Nobody should be discriminated against based on sex, gender, gender
1017 expression, gendered features of the body, sexual orientation, ethnic
1018 background, origin, nationality, language, age, disability, religion, conviction,
1019 health, study discipline, family relations, political activities, opinion or other
1020 person-related reason.

1021 In the university community, racism or discrimination is not tolerated in any
1022 form. TYY addresses the structural racism and discrimination observed in the
1023 university community and acts in a preventive manner to realise equality.
1024 The University and the Student Union should be a safe place for everyone.
1025 TYY follows the principles of a safer space in its activities. TYY should have the
1026 ability to recognise the forms of intersectional discrimination and the
1027 obligation, authorisation and measures to address different forms of
1028 discrimination, such as hate speech, discrimination and unequal treatment
1029 in the university community. The equality of genders serves as a building
1030 block of the welfare society. The diversity of genders should be genuinely
1031 recognised. Unnecessary gendering should be abolished. Parity rule should
1032 not be applied with an intrinsic value in situations where it is not obligated in
1033 law.

1034 Accessibility is observed comprehensively in the university community in
1035 terms of physical, psychological and social accessibility.

1036 TYY promotes equality among generations. In all decision-making, the effect
1037 of the decisions on the equality between generations should be taken into
1038 account.

1039

1040 **3. STUDENT COMMUNITY**

1041 The aim of communality is to create an open, equal and inspiring
1042 environment in the entire Student Union. Inter-disciplinary, diversified and
1043 international student community is constituted by all university students,
1044 the Student Union, campuses and student organisations. Academic
1045 traditions, rich student culture and diversified organisational field have a
1046 significant role in promoting communality.



1047 **TYY should make its activities interesting and accessible.** Student Union
1048 should be encouraging, educational and inspiring place to act and work.
1049 Company cooperation is conducted in accordance with the lines of company
1050 cooperation document approved by the Student Union Council. The history
1051 of the Student Union also before the merge of the Student Unions is
1052 respected in communication and activities.

1053 **3.1. TYY organisations**

1054 **Organisations should be equally treated with regard to financial aid, paid**
1055 **tasks and other services.** Special attention is paid to the realisation of the
1056 equal position of the organisations operating at Satakunta campuses.
1057 Organisations are provided financial aid means-tested in accordance with
1058 equal criteria. Financial aid directs the activities of the organisations in the
1059 direction hoped by TYY. The services shall be purposeful, adapted to different
1060 organisations and considering the needs of especially new organisations and
1061 those operating at Satakunta campuses. Organisations that cannot apply for
1062 activity support on the basis of regulation, can be preferred in other support
1063 methods. The continuity of the activities of hobby and cultural organisations
1064 should be ensured and they should be provided with performance
1065 possibilities in TYY's events. TYY provides communicational support,
1066 especially through website, for student-oriented and unregistered club
1067 activities in accordance with Student Union values.

1068 **TYY organisations are the corner stone of the promotion of student interests**
1069 **and the communality of the Student Union.** The operational preconditions
1070 of the organisations should be supported with multifaceted services, support
1071 and high-quality training events. Organisations are required to act in
1072 accordance with TYY's values.

1073 **TYY training support the organisations in a wide-ranging manner and**
1074 **provide many types of competence for their actors.** Competence accrued
1075 from these shall be recognised at the university as part of study credits
1076 received from organisational activities equally in all faculties. The trainings
1077 are accessible for all regardless of the campus.

1078 **There must be accessible premises suitable for the use of student**
1079 **organisations in the campus area and elsewhere in Turku** The long-term
1080 objectives in the promotion of premise interests are formulated in
1081 cooperation with the organisations. The university should communicate in
1082 an early phases their facility plans. At the same time, the basic information of
1083 the concerned facilities should be easily accessible for the community.



1084 Organisations are encouraged to take into account equality affairs and to
1085 create a safer space in a wide-ranging manner in all their activities. The
1086 organisations should be encouraged to communicate their activities in
1087 English and to make their activities accessible for all students. Creating a
1088 safer space, the environmental effects of the activities and sustainable
1089 development, internationalism and equality are taken into account when
1090 distributing financial support in order to create a more inclusive and
1091 environmentally aware community.

1092 **3.2. Student culture**

1093 Student culture and academic traditions are a significant part of the city
1094 culture in Turku, Pori and Rauma. Student organisations, the university
1095 community and the city should together ensure the maintenance of
1096 traditions and support their preservation. Simultaneously, the creation of
1097 new student culture and new traditions should be supported. Discriminatory
1098 and mocking traditions should be abandoned and simultaneously, the
1099 creation of new student culture and new traditions should be supported. The
1100 cultural activities of TYY and its organisations complement each other and
1101 are a part of common cultural tradition.

1102 The most important annual traditional events of TYY include Porthan's day
1103 and anniversary celebration, Independence Day Torch Procession, the
1104 anniversary of the merge of the Student Unions, TYYlikäs vappu and opening
1105 carnival as well as TYYlikäs avaus. The preservation of the nature of the
1106 traditional events should be ensured, but simultaneously make them open
1107 and accessible events for all members. Organisations' cultural activities
1108 should be adopted as part of traditional events and celebration weeks.

1109 The equality of the events should be the corner stone of student culture. The
1110 student culture should reflect the values of the Student Union. TYY events
1111 are environmentally friendly and sustainable.

1112 **3.3. Tutoring**

1113 High-quality tutoring has a central significance in attaching students as part
1114 of the university community. In the tutor selection inside units, diversified
1115 subject-specific representation should be promoted and subject-specific
1116 organisations should be consulted. As selection criteria, equality and the
1117 suitability of the person in the task should be emphasised. The ECTS and fee
1118 practices related to tutoring should be unified in different units. Tutoring
1119 trainings shall have unified quality in all units, while taking into account the



1120 special features of the units. The distribution of responsibilities between
1121 student and teacher tutors should be clear and adhered to.

1122 **The coordination of tutoring should be the responsibility of the university**
1123 **and the units.** TYY is part of the planning and development of tutor training.
1124 TYY organises its own training as part of tutor training. Training directed at
1125 tutors should emphasise their responsibility for equality. The expertise of
1126 subject-specific organisations is utilised in tutor election. The organisational
1127 actors responsible for tutoring are supported and their competence is
1128 utilised when developing tutoring. The university should ensure that the
1129 tutors of the international degree programmes receive necessary support
1130 and training.

1131 **3.4. Administrative culture**

1132 TYY activities should be open and accessible and participatory with regard to
1133 the members. In the activities of TYY Executive Board, the Student Union
1134 Council, the Wings and other committees should follow the principles of a
1135 safer space. All actors should be treated equally. International students
1136 should be guaranteed with the same services and participation possibilities
1137 in the activities of the Student Union as other students. The most important
1138 documents should be available in English. Participation in English should be
1139 possible in the Student Union Council, in the Executive Board, in Wings and
1140 in project work where the knowledge of Finnish is not necessary, as well as in
1141 SYL. TYY Office should be accessible for the members and a good working
1142 environment for those in a position of trust and for the staff.

1143 **Volunteer groups operating in TYY, such as Wings and Film club Kinokopla,**
1144 **are a significant link between TYY Office and the members.** The volunteers
1145 realise TYY values in their activities. The voluntary activities should be open to
1146 all members and appropriate guidance and financial support should be
1147 reserved for it. The Wing activities are guided by the Instructions on the
1148 activities and election of Wings.

1149 **3.5. Communication**

1150 TYY communication should be influential, interactive and open.
1151 Communication is multi-channel and diversified. The communication
1152 reaches members, TYY organisations, interest groups and the media. TYY
1153 communicates its activities in Finnish and English. The image of
1154 communication is unified and stylish as well as accessible and easily
1155 understandable. TYY should have its own communicative identity



1156 functioning as the core of communication and increasing the awareness of
1157 the Student Union.

1158

1159 **4. SOCIETAL INFLUENCE**

1160 **TYU conducts societal influence in different levels and diversified manners.**
1161 Societal influence is conducted at municipal, well-being county, national and
1162 international levels. Internationally, the Student Union promotes the
1163 interests of the students of the University of Turku and cooperates with SYL.
1164 Development cooperation is one of the forms of TYU's global influence. A
1165 significant form of societal influence is the influence in connection with
1166 elections.

1167 **The aim of societal influence is to promote the realisation of the objectives**
1168 **defined in the Political Agenda of the Student Union.** Lines related to
1169 sustainability, environment and development cooperation are part of the
1170 societal influence section. The lines should take into account ecological,
1171 economic, social, cultural and human sustainability.

1172 **4.1. Municipal policy**

1173 **The objective of municipal influence is to create campus cities with jobs for**
1174 **people with higher education and with healthy students and a comfortable**
1175 **city environment.** All campuses are equally taken into account in the
1176 municipal influence.

1177 **The potential brought by higher education institutions and the students**
1178 **must be fully utilised in the development of the area of Turku.** In order to
1179 attain this, TYU promotes municipal student interests and participates in the
1180 activities of the network Group 40,000 together with the Student Unions of
1181 the Åbo Akademi University, TUO, Novium and HUMAKO. Group 40,000
1182 drafts every four years a new municipal programme on the basis of a
1183 questionnaire for students and topics currently impacting students.

1184 **The cities should request a statement from the student organisations on all**
1185 **the matters that essentially concern students.** The participation of students
1186 in the decision-making should be enforced by maintaining permanent
1187 cooperation structures with the decision-makers of the cities and well-being
1188 services counties.

1189 **The cities should promote the employment possibilities of the recently**
1190 **graduated and decrease academic unemployment together with the local**



- 1191 **business life, TE Offices and higher education institutions.** The trainee and
1192 summer job positions should be increased and communicated in Finnish
1193 and English. It should be possible to complete summer traineeships also in
1194 English.
- 1195 **Campus areas should be developed into unique, accessible and clearly**
1196 **signed city districts.** Campuses are developed in cooperation with the
1197 students and the university. The cities should also support other modern and
1198 unique solutions in the city planning. The service supply in the campus areas
1199 should also meet students' needs in evening time.
- 1200 **The transport of the centre and campus area of Turku should be primarily**
1201 **developed in terms of bicycle-riders and walkers.** Cycling and storage of
1202 bicycle should be safe and fluent around the year. TYS should increase locked
1203 storage spaces for bikes near their apartments. Winter cycling possibilities
1204 should be developed by improving the winter maintenance of cycling lanes.
1205 City bike stations should be more extensively located near TYS residential
1206 areas. Bicycle and walking transport should be developed in accordance with
1207 the Development programme on cycling 2029 of the city. Free parking areas
1208 outside the centre and public transport and walking and cycling lanes should
1209 be integrated so that they encourage reducing private driving to the centre.
- 1210 **The campus areas of the University of Turku should also ensure sufficient**
1211 **availability of student parking also in the future for those who need it.** Entry
1212 to the parking areas and campus area should be fluent. The need for parking
1213 should not be overestimated. The parking areas should be flexibly used for
1214 both student and staff parking. There should be sufficient availability of
1215 electronic vehicle charging points.
- 1216 **Public transport should be developed by constructing a tramway and by**
1217 **providing enough public transport lines also during weekday nights.** The
1218 construction of the tramway should not lead to neglecting the development
1219 of the entity of public transport. The everyday needs of students should be
1220 especially taken into account when building the tram.
- 1221 **All students should be provided with significant student discount from**
1222 **public transport tickets.** Föli student discount should cover all students of
1223 higher education institutions in Turku regardless of age, residence or the
1224 right to receive study subsidy. In addition, actors in Satakunta public
1225 transport should provide student discount. TYY reviews the situation with
1226 local actors.



1227 Transport connection to the capital area should be improved by constructing
1228 the rapid train connection - Länsirata. The whole new Turku-Helsinki railway
1229 should have double rails. When renewing the trains, the enhancement of
1230 studying and working possibilities in the train should be taken as a central
1231 concern. Internet connections of trains shall be improved. TYY actively
1232 influences for better public transport, especially rail connections to Pori,
1233 Rauma and the surrounding area of Turku.

1234 Turku should be a coal-neural city by 2029. TYY shall have an active and
1235 ambitious role in spurring the targets of the city. TYY should support the city
1236 objectives in promoting circular economy, public transport, walking and
1237 cycling, reducing emissions from car traffic and zero waste.

1238 The city should contribute to finding accessible premises for the use of
1239 student communities. Cooperation between the city, higher education
1240 institutions and business life should be tightened in order to solve the
1241 premise issues.

1242 Also in the future, the city should take international students and language
1243 minorities better into account in the communication and events. The
1244 services provided by the city should be able to use also without e-banking
1245 IDs.

1246 Master planning and town planning of Turku, Rauma and Pori should be
1247 flexible and enable sufficient housing construction. Centre and campus
1248 areas, the Student Village and other high-demand area planning and
1249 planning ordinances should enable sufficient and necessary housing
1250 construction. Planning should enable locating services where people live.

1251 **4.2. Sustainable development**

1252 TYY is committed to economically, socially, ecologically and culturally
1253 sustainable development. The ration of the Finnish public debt to GDP shall
1254 be at a maximum 60 % and the deficit of public finances n higher than 3 %.
1255 Ecological responsibility is a cross-cutting theme of the activities and sectors
1256 of the Student Union. TYY is committed to following the UN Agenda 2030
1257 objectives. Measures related to ecological responsibility are described in
1258 more detail in the Environment and responsibility programme. TYY is
1259 committed to reducing its own negative climate and environmental impact,
1260 to increasing restorative activities and to serve as an active environmental
1261 influencer. Each basic degree should continue to include studies that relate
1262 to sustainable development. The themes of sustainable development



1263 concern all disciplines and should be included in all degrees. Teaching and
1264 research should take into account cross-disciplinary solutions to solving
1265 climate and environmental crises.

1266 **The University of Turku shall be CO2 neutral by 2025.** TYY supports the
1267 objectives of the university in reaching CO2 neutrality. The University of Turku
1268 should continue to implement actions related to CO2 neutrality also after
1269 2025 and to act to restore nature. The university should aim at finding
1270 commensurate measuring methods for the footprint with other higher
1271 education institutions in order to have comparable calculations. In addition
1272 to the carbon footprint, attention should also be paid on biodiversity and
1273 maintaining it.

1274 **TYY follows the Environmental programme approved by the Student Union**
1275 **Council, determining the lines of environmental influence of the Student**
1276 **Union.** Environmental influence is an essential part of the programme and
1277 includes influence extensively towards the university, cooperation partners,
1278 interest groups and TYY possessions. TYY aims at influencing in order to
1279 improve the attractiveness of high-quality and nutritious vegetarian and
1280 vegan food. Influencing is conducted both locally and nationally. In order to
1281 increase attractiveness, TYY promotes, for example through influencing in
1282 meal subsidy, larger incentives for vegetable-based food. The amount of food
1283 waste will be decreased by distributing waste food for students for free or by
1284 selling it at a considerably lower price than currently and by actively
1285 communicating the possibility to buy affordable waste food.

1286 **TYY has an active role in the societal discussion related to the climate and**
1287 **environmental crisis as well as in the activities preventing the climate and**
1288 **environmental crisis.** The Student Union is leading the way and a pioneer in
1289 showing example to organisations and interest groups. TYY actively develops
1290 its activities towards a more environmentally friendly and restorative
1291 direction.

1292 **In accordance with its Strategy, TYY also bears responsibility in its business**
1293 **activities in an ecological, social, economic and administrative manner.** In
1294 addition, the activities are guided, inter alia, by the financial strategy,
1295 Environmental programme and instructions for investment activities of the
1296 Student Union.

1297 **The protection of the Finnish Archipelago Sea is actively taken into account**
1298 **in the environmental and climate stance of TYY.** In TYY projects, special
1299 attention is paid to protecting the Archipelago Sea and keeping it clean.



1300 **4.3. Development cooperation and humanitarian aid**

1301 The objective of the development cooperation activities of the Student Union
1302 is to reduce global inequality, promote modern development cooperation
1303 and partnerships and to increase the capacity or target countries. The
1304 purpose of humanitarian aid is to help the target countries in surviving acute
1305 crises and to promote the reconstruction of the crisis areas. TYY development
1306 cooperation must follow UN Agenda 2030 goals. For humanitarian aid, the
1307 reconstruction of crisis area is sought to be promoted in a sustainable
1308 manner. Annually, TYY organises events related to the UN Agenda 2030 goals
1309 and global citizenship together with the Wings and interest groups.

1310 In development cooperation and humanitarian aid, especially the climate
1311 crisis and its impacts are taken into account.

1312 TYY should direct 0.7 % of the budget for operating funds to development
1313 cooperation or humanitarian aid. The share of 0.7 % should be calculated in
1314 manner which excludes collected funds and support from the Ministry for
1315 Foreign Affairs. The Executive Board should annually accept the plan of the
1316 use of the 0.7 % funds upon the proposal of the Development Cooperation
1317 Wing.

1318 TYY can have its own development cooperation or humanitarian aid project
1319 or one implemented with another party. The project should work in
1320 cooperation with a local organisation operating in the target region while
1321 supporting it. In addition to its own development cooperation project or a
1322 joint project, TYY may also have other development cooperation or
1323 humanitarian aid targets. Members can support development cooperation
1324 targes or humanitarian aid projects with voluntary fees.

1325 In 2023-2024, funding from the 0.7 share targeted in development
1326 cooperation and humanitarian aid is targeted to helping Ukraine, which is
1327 the victim of a war of aggression, unless it is tied in longer-term projects. After
1328 the crisis is solved, funds will be targeted to reconstruct the country.