

# Study advisor's 101

Tuukka Kainulainen, member of HYY's Board  
Jenna Sorjonen, HYY's specialist

Tuning Day 2021

# Study advisor's 101

In this training session, you will learn about:

- The duties of study advisors & how to attend to them
- The administrative structures of the University – or where study advisors operate
- Current issues at the University

I have been appointed as a study advisor – now what?

# What do study advisors do?

- Ensure that the organisation (board and officials) has current information on study affairs
- Communicate to members about current study affairs
- Chart students' views with feedback surveys, for instance
- Keep in contact with teaching and administrative staff
- Coordinate advocacy work in the degree programme / faculty

... Together with other study advisors and student representatives!

# How?

Where can I get information?

How do I communicate to students?

How do I keep in contact with the personnel?

Who can I get support from?

# Where can I get information?

## THE UNIVERSITY'S CHANNELS

- [Flamma](#)
- [The external website](#)  
(Google is helpful!)
- The [Instructions for students](#) site

## OFFICIAL DECISIONS

- [Universities Act](#)
- [Current news from the Ministry of Education and Culture](#)
- [The UH's regulations](#)
- [The UH's Strategic Plan](#)
- [Decisions of the University Management](#)
- Faculty-level decisions on the faculties' Flamma pages

# How do I communicate to students?

- Advocacy work in a nutshell: learn, prepare and communicate!
- Email lists, Facebook groups, WhatsApp, Instagram...
  - Memos, newsletters, social media posts, memes, videos...
- Regular study-themed meetings
  - Meetings of a studies committee, coffee and buns in the student room, wine & whine evenings, beer at Thirsty – whatever!
  - During the remote era, morning coffee hours and afternoon tea in Zoom, Insta Lives
  - Especially useful for enabling cooperation between study advisors and student representatives
  - Concrete themes are often the best way to attract participants!

# How do I keep in contact with the personnel?

The best way is to get a direct connection: just speak out, ask and comment!

- Good practices?
  - Inviting study advisors into staff meetings
    - E.g. planning teaching, organising the degree programme's events
  - Study advisors of the faculty organisation included in the faculty's email list for staff
  - Shared coffee hours for teachers and students
  - Personnel included in students' communication channels?



# Who can I get support from?

YOU DO NOT NEED TO CONDUCT ADVOCACY WORK ALONE!

- Faculty organisation's study advisors, other subject organisations and student representatives in administration
- HYY's Studies Committee
- Tips from the people working in other faculties, too!
- HYY's specialists and members of the Board

# Where can I find the contact details of student representatives?



beta.hallosed.fi

The screenshot shows the HALLOPED.FI website. The left sidebar contains the following links: FI | SV | EN, helsinki.fi, Jenna Sorjonen | helsinki.fi, Kirjaudu ulos, Show admin menu, Yliopistot, Ohjeet, Edustajat, Etsi paikkoja ja hae, and Omat hakemukset. The main content area is titled 'Nykyiset opiskelijaedustajat' and 'Suodata tuloksia'. It features a search bar, a filter section with buttons for 'Kandiohjelmien johtoryhmät', 'Maisteriohjelmien johtoryhmät', 'Yliopistotaso', 'Tiedekuntaneuvostot', and 'Yliopistokollegio', and a 'Valitse vuosi' dropdown menu set to '2021'. Below this, the 'Kandiohjelmien johtoryhmät' section lists: Tietojenkäsittelytieteen kandiohjelman johtoryhmä, Taloustieteen kandiohjelman johtoryhmä, Filosofian kandiohjelman johtoryhmä, and Kotimaisten kielten ja kirjallisuuksien kandiohjelman johtoryhmä.

What tips do you have for  
serving as a study advisor?

# Discuss in groups and make notes in Padlet

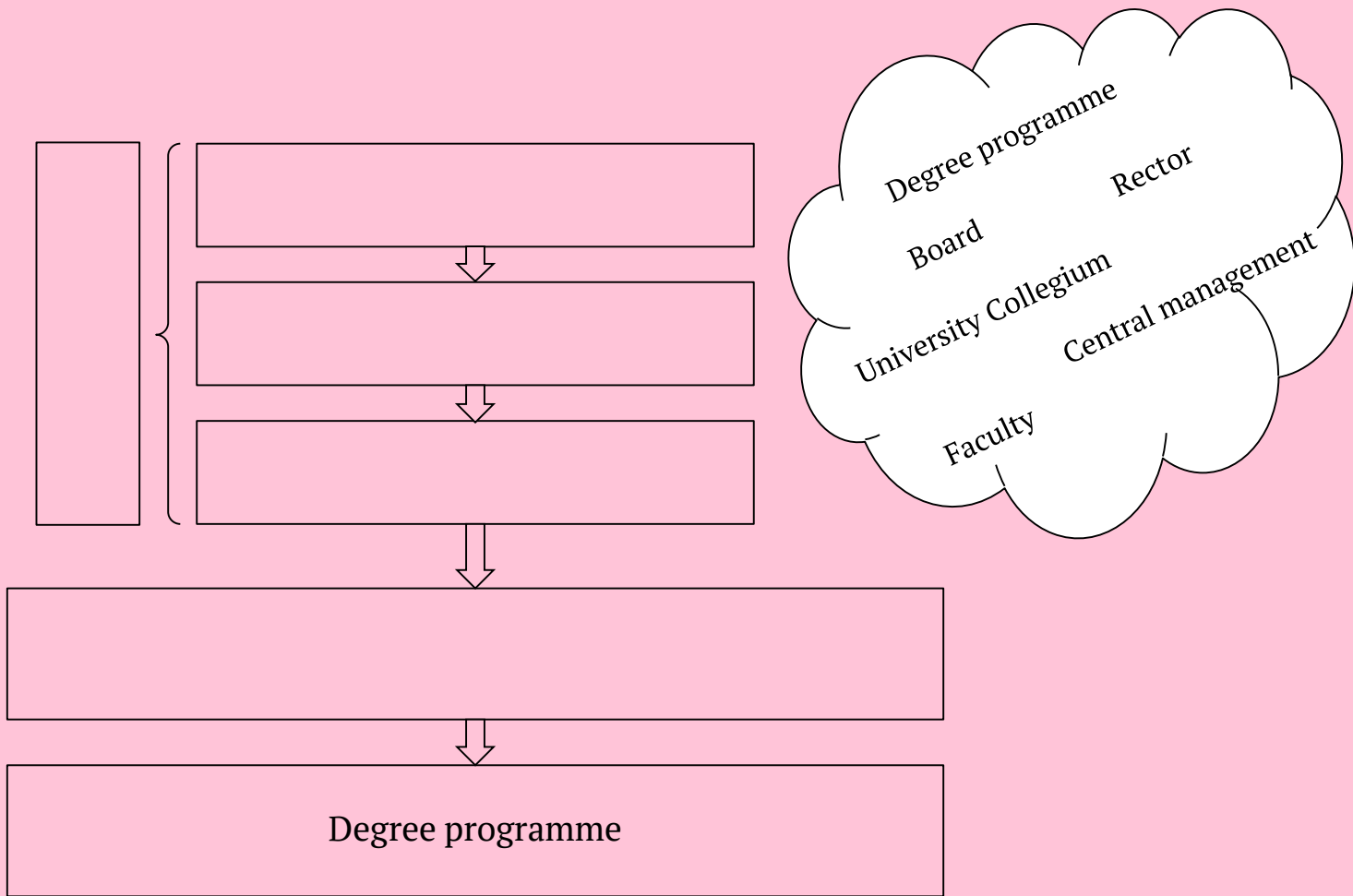
- What kind of good practices has your organisation used or what have you heard about? What kind of practices have worked during the remote era?
- Current news in your subject, degree programme or faculty?
- Goals or projects for this year?

# Discussion exercise

1. What themes are currently relevant to the students of your field?  
OR What issue would you like to influence this year?
1. How could the matter be influenced: what would have to change, who decides on the matter and how could students contribute to a change?

→ Make notes on Padlet / prepare to briefly describe what you would like to influence and how. If you come up with any questions, we will go through them together!

# Structure of the University



# Degree programmes

Around 95 bachelor's and master's programmes, 32 doctoral programmes

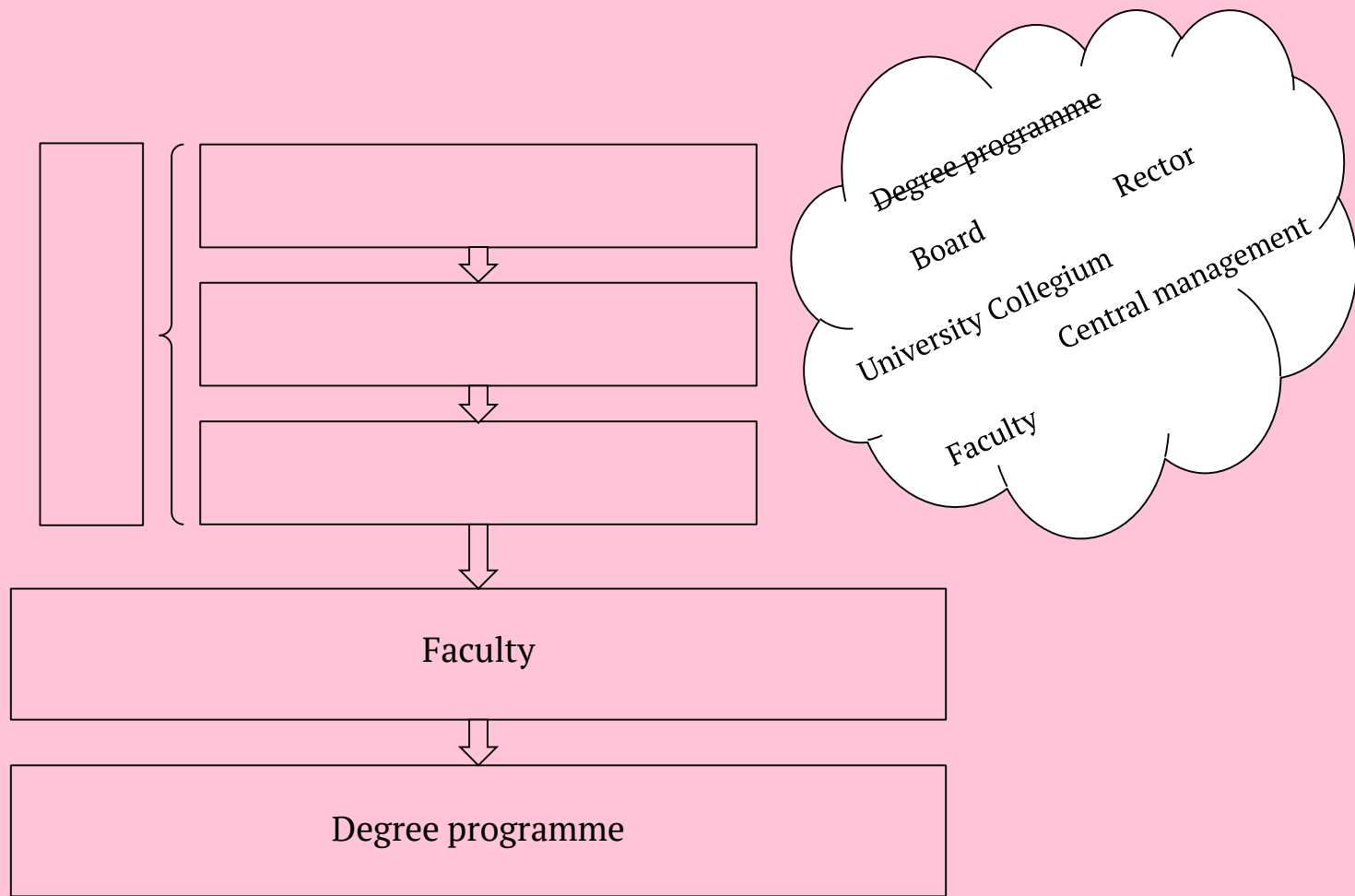
Degree programmes may contain several study tracks, modules and courses

**Managed by:** directors and steering groups that have student representation

**Influence:** teaching content and arrangements

**Example decision:** teaching programme decided for each academic year (the only decision matter, everything else is preparation and discussion)





# Faculties

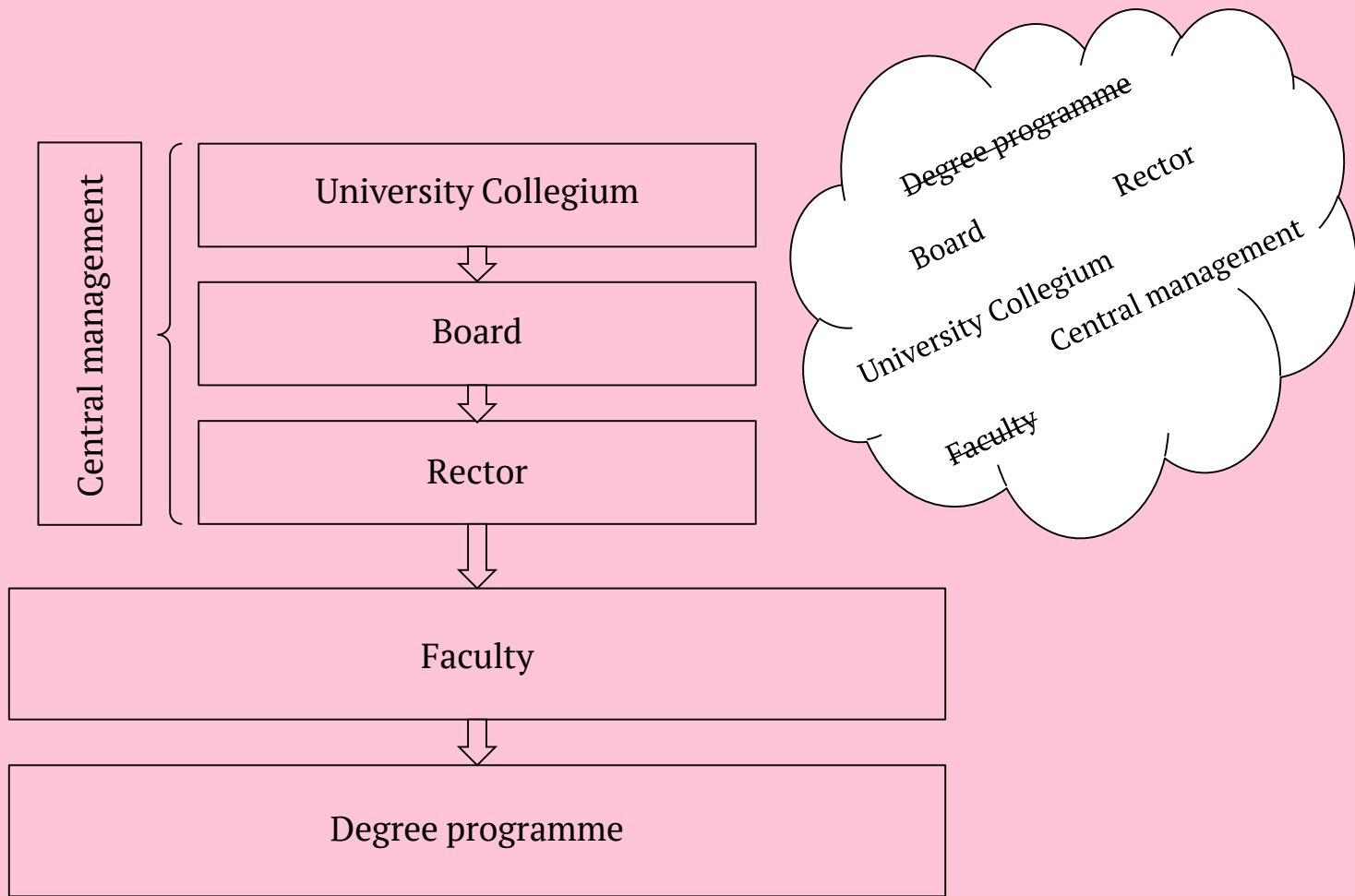
11 faculties + the Swedish School of Social Science

- Degree programmes
- Departments
- Other units (e.g. research stations)

**Managed by:** deans & faculty councils, which have student representation

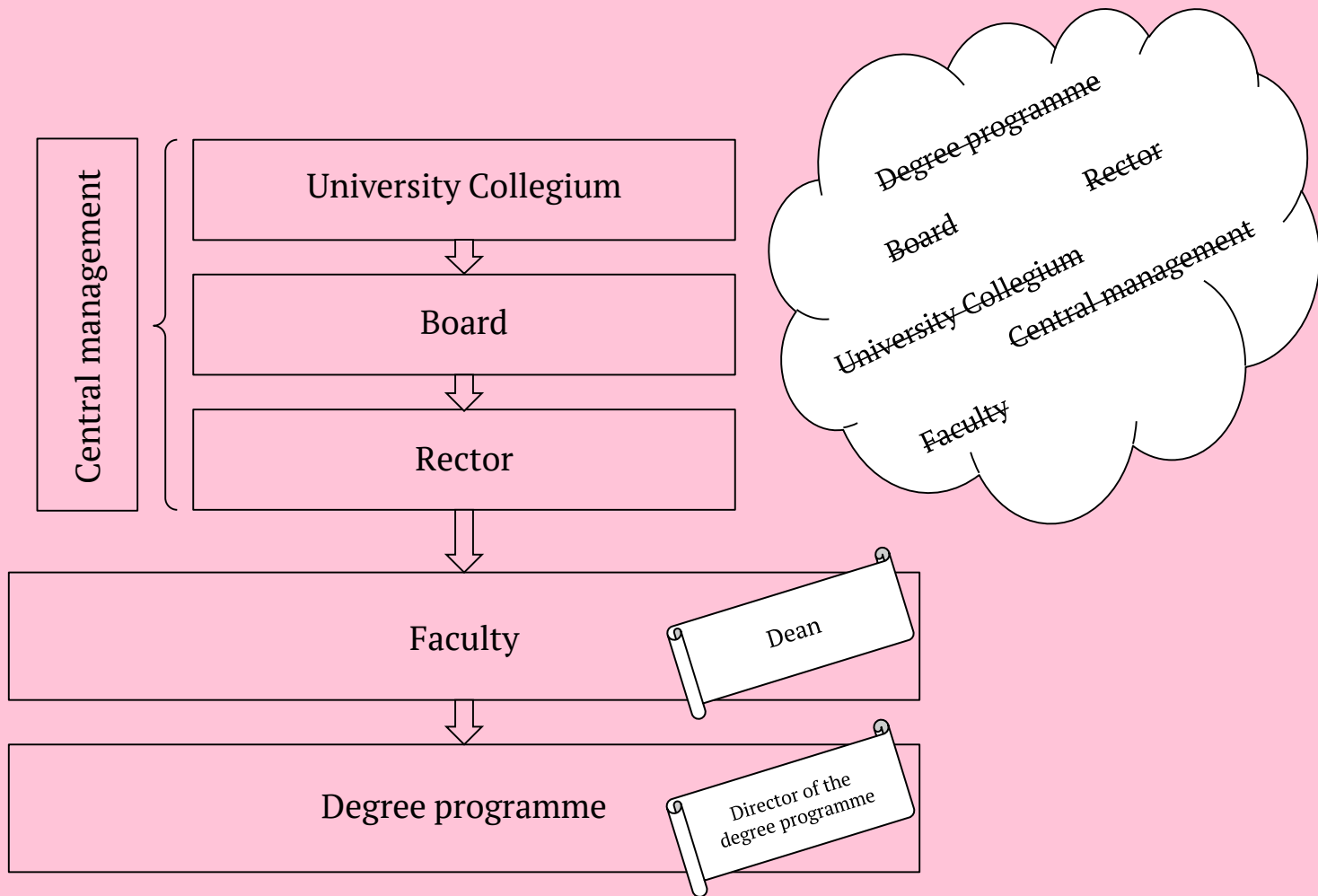
**Influence:** the faculty's teaching, research and societal interaction

**Example decisions:** selection of the dean, degree structures, curricula and grounds for the budget



# Central management

- Collegium (50 members, 15 student representatives)
  - Appoints the Board and discusses matters concerning the entire University
- Board (13 members, 2 student representatives)
  - Strategic leader of the University, appoints the Rector
- Rectors (Rector + 3 vice rectors)
  - Operative leader of the University, extensive authority in managing the University
- Decisions of the central management concern the entire University
  - Regulations
  - The University's Strategic Plan and annual implementation plans
  - Policies concerning studies and degrees





	UNIVERSITY COLLEGIUM	
CHANCELLOR	BOARD	
	RECTOR	UNIVERSITY SERVICES

## FACULTIES, SSKH AND JOINT OPERATIONAL UNITS

CITY CENTER CAMPUS	KUMPULA CAMPUS	VIIKKI CAMPUS	MEILAHTI CAMPUS
FACULTY OF THEOLOGY	FACULTY OF SCIENCE	FACULTY OF BIOLOGICAL AND ENVIRONMENTAL SCIENCES	FACULTY OF MEDICINE
FACULTY OF LAW		FACULTY OF PHARMACY	
FACULTY OF ARTS		FACULTY OF AGRICULTURE AND FORESTRY	
FACULTY OF EDUCATIONAL SCIENCES		FACULTY OF VETERINARY MEDICINE	
FACULTY OF SOCIAL SCIENCES			
SWEDISH SCHOOL OF SOCIAL SCIENCE SSKH			
HELSINKI INSTITUTE FOR SOCIAL SCIENCES AND HUMANITIES HSSH	INSTITUTE FOR ATMOSPHERIC AND EARTH SYSTEM RESEARCH INAR		
HELSINKI INSTITUTE OF SUSTAINABILITY SCIENCE HELSUS			

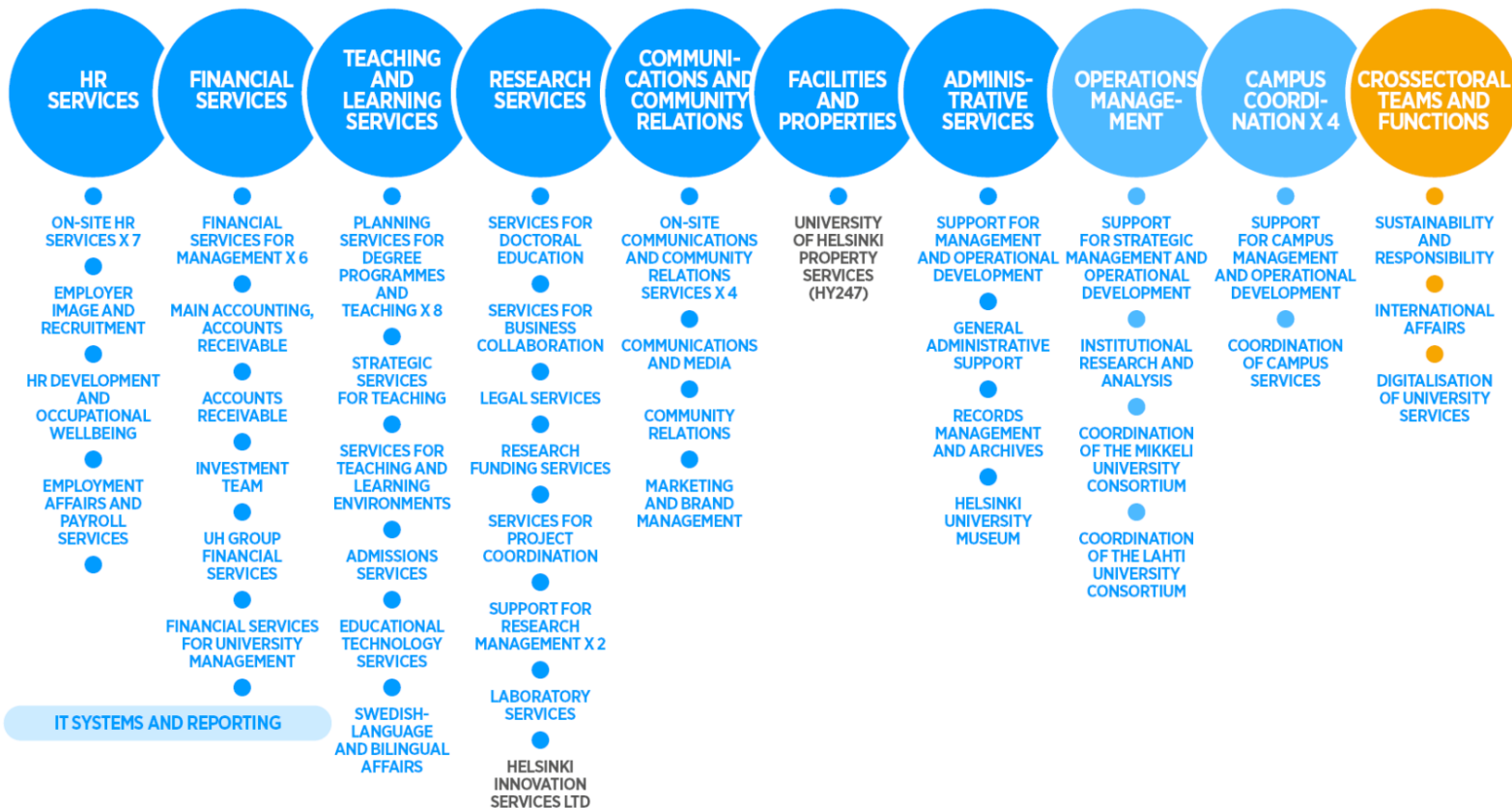
**DEGREE PROGRAMMES:** 32 DOCTORAL PROGRAMMES IN FOUR DOCTORAL SCHOOLS,  
63 MASTER'S PROGRAMMES AND 33 BACHELOR'S PROGRAMMES

## INDEPENDENT INSTITUTES

HELSINKI INSTITUTE OF LIFE SCIENCE HILIFE	HELSINKI UNIVERSITY LIBRARY HULIB	OPEN UNIVERSITY
FINNISH MUSEUM OF NATURAL HISTORY	CENTRE FOR INFORMATION TECHNOLOGY	LANGUAGE CENTRE
HELSINKI COLLEGIUM FOR ADVANCED STUDIES HCAS	UNISPORT	NATIONAL LIBRARY OF FINLAND

## RECTOR

### DIRECTOR OF ADMINISTRATION

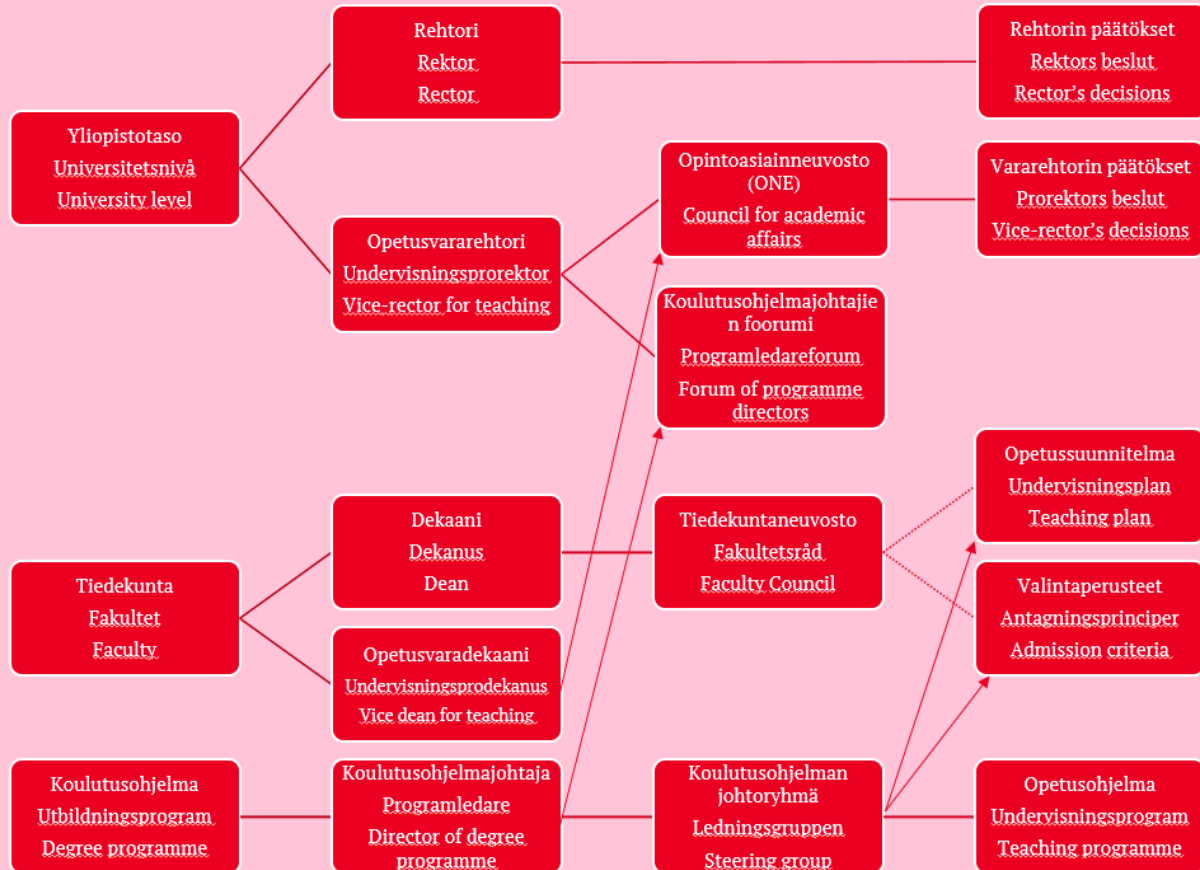


PÄÄTÖKSENTEON  
TASO

## JOHTAJA

## TOIMIELIN

## PÄÄTÖS





# Current news

# From the challenges of the coronavirus era to the teaching of the future

- During the coronavirus situation, a rapid transition to distance teaching caused a lot of trouble to both students and University personnel.
- The quality of distance teaching, the strain caused by the studies and student wellbeing have all provoked much debate, and for good reason.
- Now, it is already time to plan for teaching during the next academic year as well as for the University after coronavirus.
  - What follows are the four main themes HYY has emphasised in our advocacy work towards the University...

# 1) Lecture recordings and the prerequisites of flexible studies

- Observation: During the 'Zoom era', the easy recording of lectures made it easier for different types of students to participate in teaching
  - This includes the perspectives of equality and study progress in particular as well as pedagogic opportunities
- Question: How can students continue to participate in teaching and complete their studies flexibly in a way that keeps teaching accessible and equal to different groups?

## 2) Workload in studies and coordination of completion methods

- Observation: the rapid transition into distance teaching caused fluctuations in the workloads of different completion methods
- Question: how do we provide the teaching personnel with pedagogic support and coordinate the diversity of completion methods as well as their distribution along the year in degree programmes?
- Question: how do we ensure that different completion methods have equal workloads that also correspond to the learning objectives of the course?

### 3) Practices related to mandatory attendance in virtual and physical teaching

- Observation: students consider mandatory attendance on certain courses pedagogically unjustified, and assignments given to compensate for absences are, at times, excessively extensive
  - The topic has been debated repeatedly but resurfaced again because of the fluctuation in attendance practices on virtual lectures
- Question: what kind of top-level discussion is needed on the practices related to mandatory attendance in teaching, especially when it comes to virtual lectures?

## 4) Teaching and studying facilities in the future

- Observation/assumption: as students will have both physical and virtual courses in the future, the campuses will be faced with a new need for studying facilities where students can participate in distance teaching
- Question: how do we organise the scheduling issues for distance and physical teaching as well as the opportunity for students to participate in distance teaching on campus?
- Question: does the University even have any policies for the time when holding physical lectures becomes possible again?

# On the University's facilities

The University has four campuses as well as teaching activities in Lahti and Vaasa. The University's facility expenses are around €89M, 13% of its budget (in 2019).

- Due to the cuts to education made in 2015, the University has had to save from facility costs, with some of the changes still ahead of us.

## Changes to facilities

- The Main Building and Info Centre Korona are currently undergoing renovations, and changes are also taking place in other premises.
- It is important to ensure sufficient facilities for teaching, studying and students!

# Information and opportunities to influence matters

TODAY AT 12.15–1.45 pm, a training session called ‘Sisu is coming – are you ready?’

1 March, Coronavirus info session & discussion: What kind of teaching do we want at the University after the coronavirus?

23 & 28 April: The rectors’ open campus meetings



That's all folks!

# Do not remain alone!

Where can you get help?

- Study advisors and student representatives of your own faculty
- Faculty organisation – do you have a studies committee?
- All student representatives in the University can be found [here](#)
- HYU's [specialists](#) and [members of the Board](#)
- Peer support from [HYU's Studies Committee](#)

# Do not hesitate to contact us!

## Board

- Aleksi Tujunen, 050 475 1280, [aleksi.tujunen@hyy.fi](mailto:aleksi.tujunen@hyy.fi)
- Tuukka Kainulainen, 050 513 7747, [tuukka.kainulainen@hyy.fi](mailto:tuukka.kainulainen@hyy.fi)

## Specialists

- Jenna Sorjonen, 0503255202, [jenna.sorjonen@hyy.fi](mailto:jenna.sorjonen@hyy.fi)
- Topias Tolonen, 0504774543, [topias.tolonen@hyy.fi](mailto:topias.tolonen@hyy.fi)