STUDENTI INDIPENDENTI
14-15 MAY 2025

ELECTORAL PROGRAMME
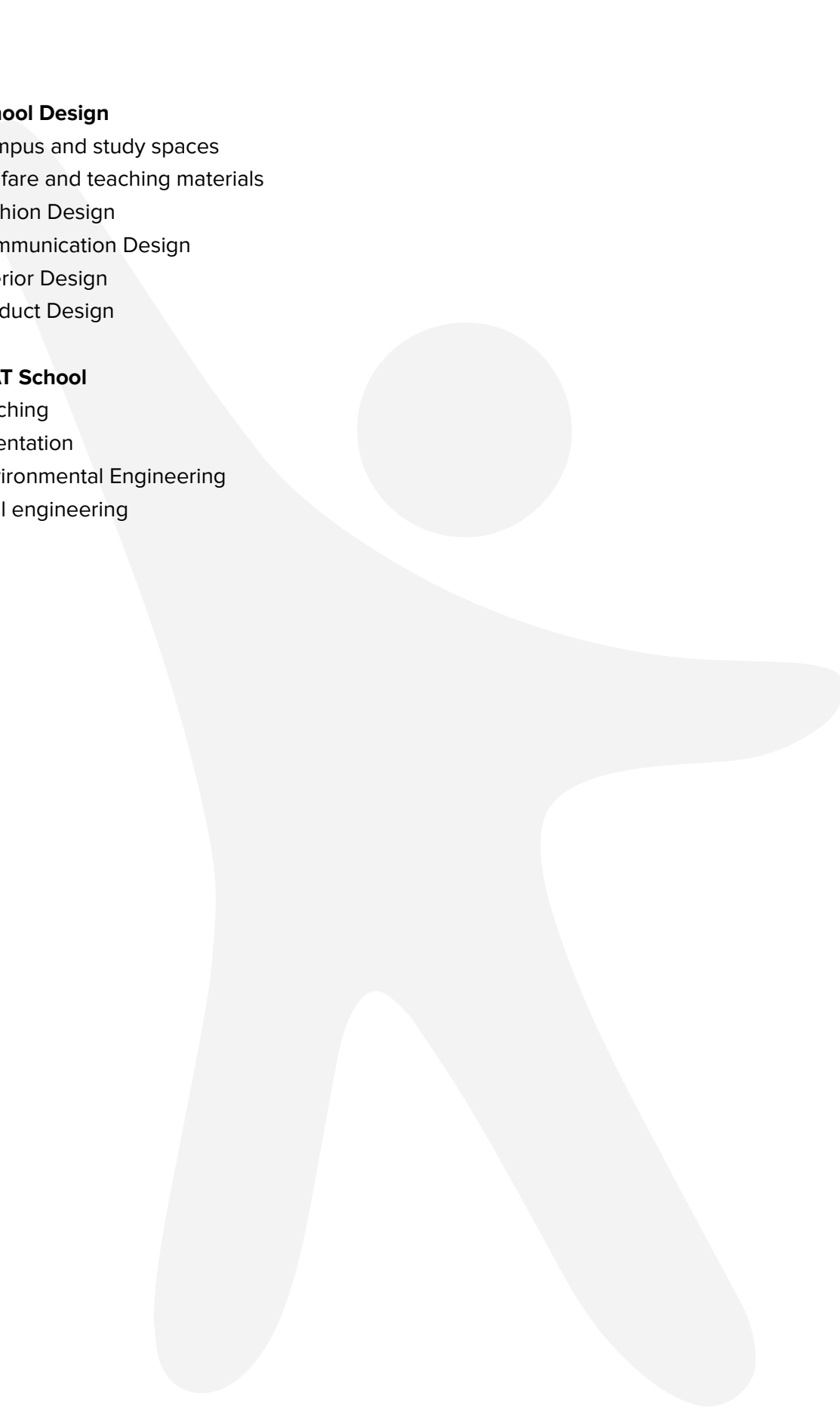### 2025 - 2027

STUDENTS REPRESENTATION AS A MEANS, NOT AN END

Electoral Program 2025

@studenti.independenti.polimi

What is Studenti Indipendenti, our commitment in recent years

We are the youngest list of the Politecnico di Milano: born 6 years ago as a **non-partisan**, **secular** list; our objective is to **really** improve the lives of students. Our list is capable of bringing **ideas from below** and sometimes being **critical**, not always complacent.

In a very short time we have received more and more consensus, accompanying a **representation made seriously and with commitment** to a work of **mutualism and mutual help** to the students of the Poli, such as the loan of ping pong rackets on the Leonardo campus, the tampon boxes with free sanitary napkins (before they were officially installed) placed in the women's bathrooms or the matriculation kits (with guides and maps) distributed in the early years.

In fact, in our opinion, representation is not only relegated to the bodies, but it is an experience that can be made by anyone who wants - even in their own small way - to **improve the Politecnico**. Being **present in the bodies** is just one more tool to be able to have more **impact** and more **say in** decisions.

In 2021, for the first time ever, we obtained a seat in the **Central Bodies** (in the Academic Senate), and in the last two years we have managed to **achieve numerous victories** that had never been achieved before. Here are 12 examples:

- **€4.7 million to add new study spaces** and wire existing ones, some of which have already been built, such as the **new electric columns in the Patio** or the wiring of the **1st floor of the BCL and B2**, or like the new **study space in B4**. Our work continues!
- **€3.5 million to redevelop student residences** such as the Casa dello Studente, soon to be fully reopened, **and to build new ones** such as the Marie Curie residence
- **Free sanitary pads in all Politecnico campuses** thanks to our work in the Guarantee Act Committee
- **€200k in scholarships** for non-resident and sports students (dual career)
- An awareness campaign for the **use of recordings and streaming**, bringing the Politecnico today to be one of the **only universities** in the world where over 80% of teachers use recordings
- In the past, **€200k** invested to improve campus **security**, and the possibility of renting free padlocks for the PCs in the concierge in building 11
- An **increase of €210k** to the PoliPsi and **Multichance** endowment, to improve, expand and make the service more accessible
- The possibility of **booking your own locker** for anyone, even those studying engineering

- The complete reform of the **Alias Protocol**, making the dual career accessible without the medical pathway, and a worktable to make it possible for non-binary and without a psychological certificate
- **€50k** for the strengthening of **student associations** and cultural activities, to further enrich our university with events and initiatives
- **10% discount with Trenitalia** on all domestic routes

Campus: study spaces, catering, services

More study spaces, sockets, dining spaces

Two years ago, work began on our side and from the Polytechnic side to increase and improve the existing **study spaces**. Thanks to the creation of an ad-hoc commission, where we are present, we periodically discuss and proceed to spend the money allocated for this purpose: **€4.7 million**.

Some results have already been achieved and many more are expected before the end of the year. We managed to get the second floor of the **Collina degli Studenti** to open to the students, making this space fully used. In addition, thanks to our work in the spaces commission, the bar counter has been removed to make room for 126 new (wired) study spaces. We have also managed to add **142 study spaces on the ground floor of B8**.

In addition, in April 2024 **€1.07 million** was allocated for the cabling of the classrooms of B2 and 2.0.1 and in April 2025 **€1.10 million** for the **renovation of the De Donato room** and minor works in other buildings. In addition, the wiring of building 25 is being analyzed.

What do we want to do?

➔ Continue the work in the **study spaces commission** to finish the projects listed above.

➔ **All classrooms wired:** finish the wiring of all classrooms in B2 and have new classrooms on the Leonardo campus wired every year.

➔ Open to students the possibility of accessing the **Teamwork Room** located at the Student Hill, currently reserved for teachers and which often remains unused.

➔ **Multipurpose spaces**: we want to propose new spaces to take full advantage of unused or rarely used areas on campuses. An example: the spaces dedicated to exhibitions could be used for studying when there are no events!

Improve the quality of campuses

We have always fought to improve not only the spaces where you study, but the **university campuses** as a whole. At the moment, several construction sites are underway at the Polytechnic that will also greatly modify the structure of the spaces.

The **pedestrianization of Via Bonardi** is currently studied in Leonardo, which would allow the natural union of the respective campuses, increasing green and outdoor spaces.

In La Masa there is a similar project, which involves the **pedestrianization of Via La Masa**: this is a project that has already been financed and under analysis in the Spaces Commission, but it unfortunately sees the Municipality as the protagonist, which slows down the paperwork.
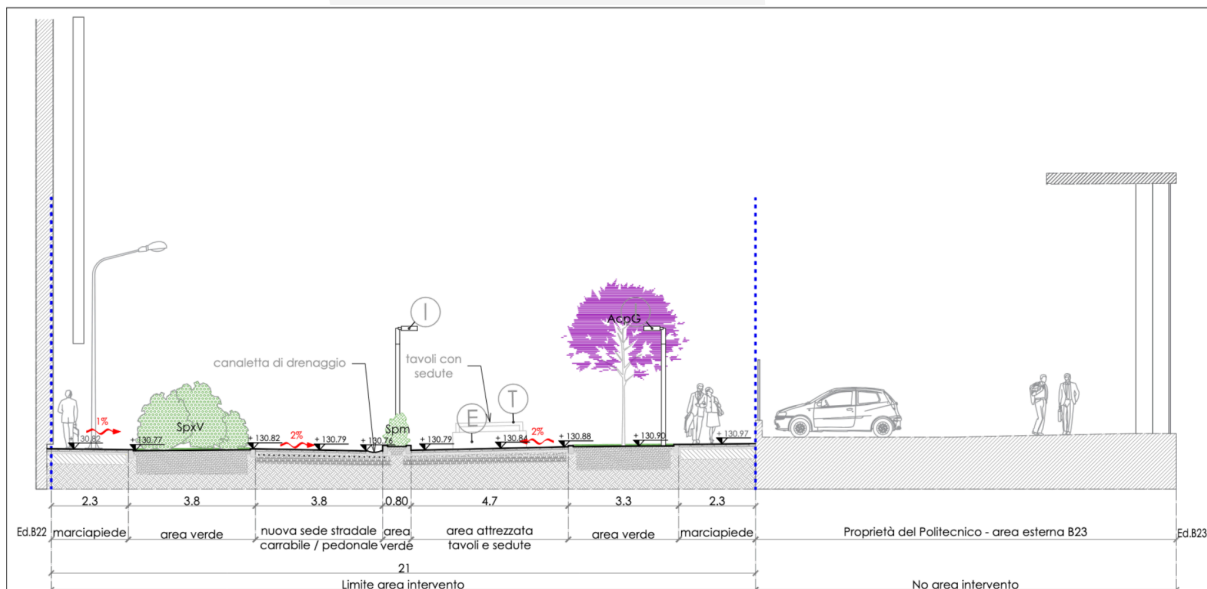
In addition, in Durando, work is underway **to de-waterproof the campus**. As unfortunately or fortunately can be seen, the Durando campus is currently the protagonist of many

construction sites. But what is being done? The project involves **the increase of green spaces** and the **removal of some parking lots**, since they are already present below the B1.

In addition, in the Spaces Commission we worked to ensure that the project included the addition of **more than 50 new outdoor study spaces**. Unfortunately, as often happens, the work is delayed and everything is expected to be completed in September 2025.

Thanks to the money allocated in April last year, **+700 new bike stalls have been added** to all the campuses of the Politecnico. In addition, a bicycle station was inaugurated shortly afterwards **in La Masa**, which allows you to store your bicycle in total safety!

What do we want to do?

➔ **Monitoring**: we want to make sure that the work mentioned above takes place considering the students' needs, the first users of those spaces.

➔ **Increasing the number and quality of bike stalls**: continuing the work done so far.

➔ **Classroom air conditioning**: it is absurd that there are situations in which in summer there are 10°C in the classrooms and in winter the heating is turned off. We will work to ensure that there is effective **temperature monitoring**, in order to make the spaces more comfortable.

➔ **Redeveloping the bathrooms**: also in light of unpleasant episodes that have occurred recently, some interventions to the bathrooms are being discussed in CUG (Guarantee Act Committee). We also propose to add some hooks to hang jackets and backpacks.

➔ **Improve the connection to and from Villapizzone station**: now known for not being very safe. We have worked in this period to implement an accompaniment service, however, this has not been enough and we know that further thefts have taken place. We will work with the University to try to improve the situation, ensuring a safer space.

Open campus - 24-hour spaces, canteens open in the evening

Especially those who study architecture had become aware of a proposal, which saw **strong opposition from us**, where it was asked to **close the Patio** and other spaces 24 hours a day in conjunction with the closure of the library or shortly after.
Fortunately, we have been listened to and these spaces, which are essential due to the teaching load of some courses of study, will remain open.

These spaces are an added value that our university has, so we should aim to increase them and improve their quality and livability. In addition, reducing the spaces will only lead to more inconvenience for those who have to finish models and projects at night due to the **high teaching load**!

In addition, in these two years we have worked to extend the **opening hours of Poliprint** by bringing forward the opening hours by half an hour. Obviously, this is still not enough, especially if you look at the schedules of competitors.

What do we want to do?

→ **Extend the closing time of canteens**: having spaces open even in the evening, together with other actions that allow you to take full advantage of activities, can only increase the flow of people. One of the actions we would like to carry out is to ask operators to **postpone the closure**, especially in the busiest months, in order to make these places ideal for a break or an aperitif just like it happens a few steps from the university.

→ **Expand the evening opening of the Leonardo Campus**: especially in the most critical moments of the academic year, we will carry on the idea of having more spaces open in the evening.

→ **Create a space open in the evening also in Candiani:** in Leonardo we have building 11 and in La Masa BL27, why not replicate something similar with B2?

→ **Bringing forward the opening hours and postponing the closing time of PoliPrint**: this service has many difficulties, one of these is the opening hours. To make the service at least comparable to competitors from this point of view, it is necessary to further anticipate the opening time and postpone the closing time.

Canteens, dispensers, water dispensers, microwaves and refreshment points

Currently at the Polytechnic there are the **most expensive canteens in Italy** (even abroad they cost less), the **quality / price ratio is low** and often **the queues are endless**. These factors, known to anyone who attends the campuses, have also emerged in **official surveys**, a sign that the dissatisfaction rate with these services is not low and the Poli should do something. In this regard, we are not surprised if many go outside to get food, and that more and more people prefer the **lunchbox**.

But how did we get to this situation? The canteens of the Politecnico are entrusted to be managed, subject to the publication of a public tender, to the winning companies. All the rights and duties of those who will have to provide that service are written in this call. However, there is no price limit for most of the products sold, which can be raised at will by the seller.
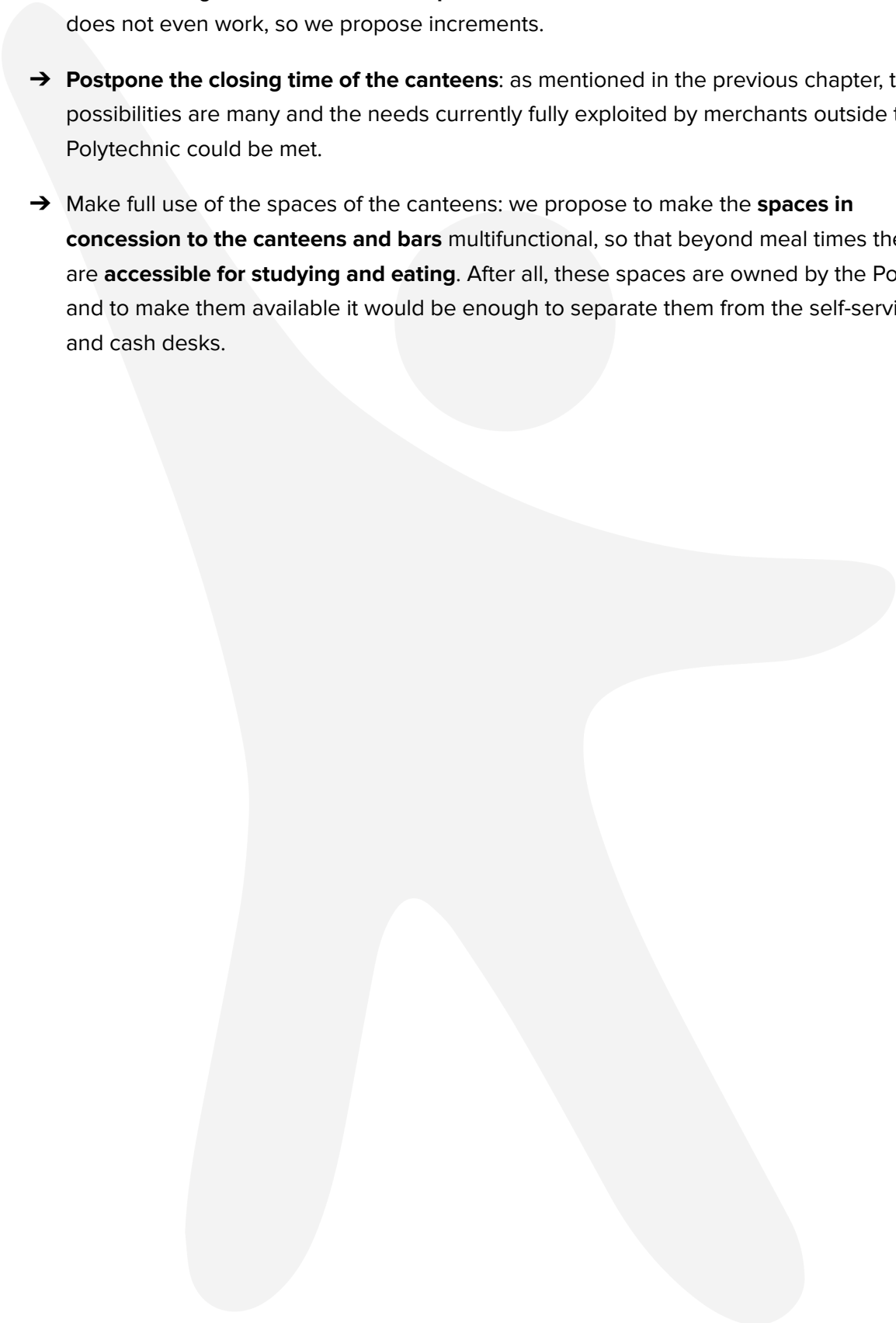
For us it is unacceptable that the canteen does a **worse service than the stalls** outside, also because it has a **privileged position**: a university canteen should have accessible prices and above all guarantee a good service.

Vending machines have also had the same process, and many products have higher prices or have undergone rises.

In these two years we have had **new microwaves added** and old ones replaced with new models; our goal is to add many others **scattered around the campuses**, in order to avoid kilometer-long queues to heat lunch.

What do we want to do?

➔ **Lower the prices of the canteens!** In other universities in Italy a lunch costs on average around €3, at the Poli more than double! We propose to lower prices, possibly taking into account the ISEE. To make this proposal more sustainable, increased prices could be applied for non-students and outsiders.

➔ **Increase the quality and variety of meals**: those who attend the canteen know that the quality and variety of meals is very low, especially on the Leonardo campus. In addition, the offer should be expanded, especially for those with food allergies or intolerances.

➔ **More microwaves**: the queue during lunch hours is really long and often 10 minutes are lost just to heat up your meal. We propose to increase them, in order to reduce waiting times.

→ Similar to what was said for microwaves, we would like to be able to fill the bottle without having to look for a **water dispenser** with filtered water for hours, which often does not even work, so we propose increments.

→ **Postpone the closing time of the canteens**: as mentioned in the previous chapter, the possibilities are many and the needs currently fully exploited by merchants outside the Polytechnic could be met.

→ Make full use of the spaces of the canteens: we propose to make the **spaces in concession to the canteens and bars** multifunctional, so that beyond meal times they are **accessible for studying and eating**. After all, these spaces are owned by the Poli, and to make them available it would be enough to separate them from the self-service and cash desks.

Student associations, events, trips and activities

The richness of our university is also and above all given by the numerous **initiatives promoted by student associations**! Studenti Indipendenti is also an **association**, and we have created many events, tournaments, meetings, trips and activities for you!

As for the trips, we organized visits to Budapest, Paris, Lyon, Geneva and CERN, Barcelona, Prague, the famous Bernina Train, the Tram visit to Milan, the Ice Skating, the Skiday in Pila, the Trekking with night in a refuge and the visit to the Architecture Biennale.
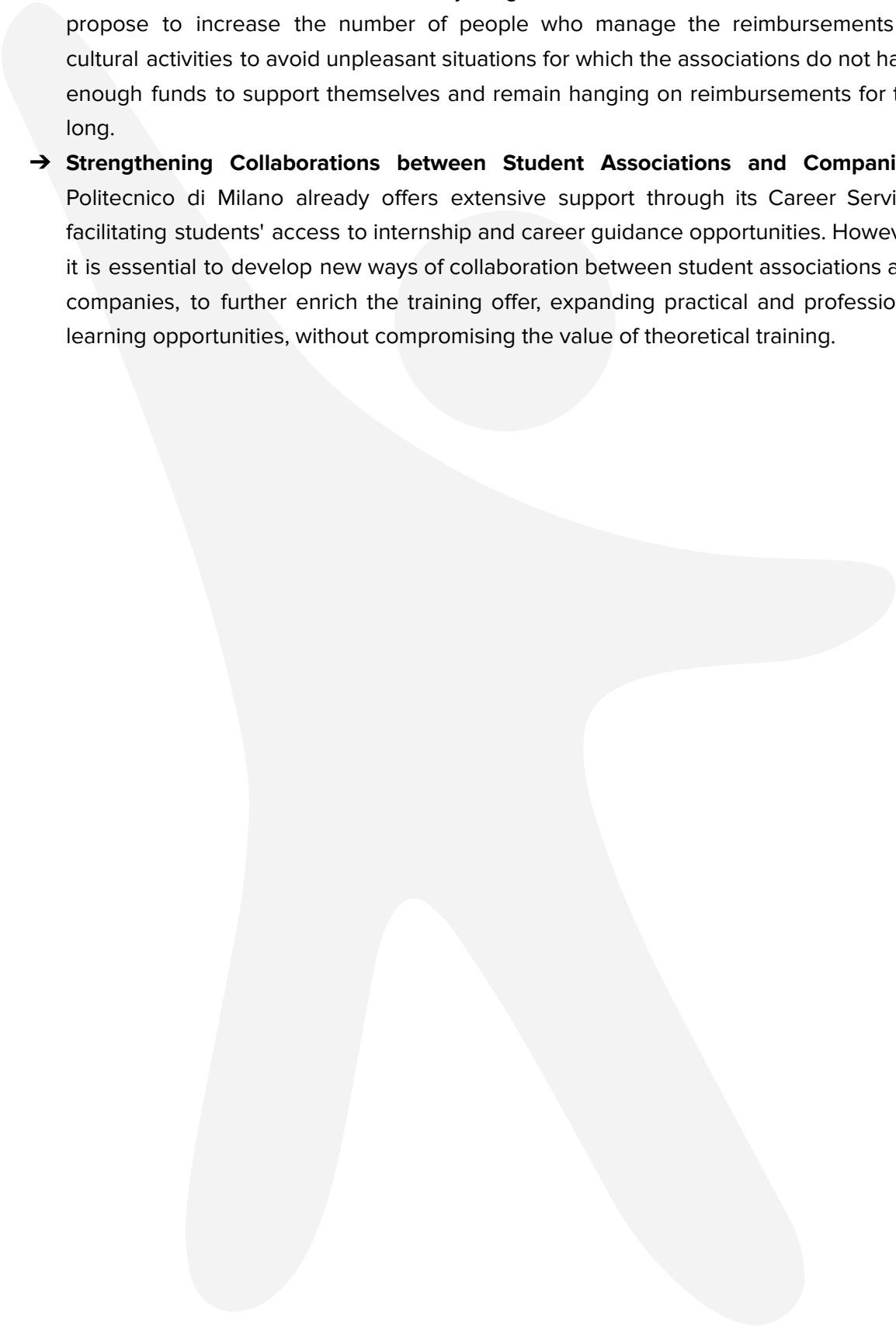
Between tournaments and activities we organized the Sports Day, the Ping Pong Tournament, the Treasure Hunt on campus, the PoliMi Talentfest, and the Città Studi by Night party!

Finally, every year we also organize peer-to-peer courses on AutoCAD, Revit, Illustrator, Photoshop, InDesign, LaTeX and Excel, to help learn these programs that are used for educational projects.

It's not just us! There are many other **student associations** that enrich our university, which is also why in April 2024 we allocated **an additional €50,000** available for cultural activities and student travel.

What do we want to do?

➔ **Politamtam**: we want the restoration of Politamtam, the newsletter of student associations which was the first and most effective link with the entire student component, right now replaced by a totally invisible section within the PoliMi App.

➔ **An association** = **a classroom:** did you know that once upon a time the associations of the Poli had a self-managed classroom? Unfortunately, it was removed almost 5 years ago, leaving many associations without a fixed location where they can meet, talk and organize events. In these 2 years we have obtained the creation of the **association space** on the Leonardo campus, but we intend to strive to obtain the same in Bovisa and implement larger spaces for the **conservation of materials** (small lockers are not enough!) and in the long term also a meeting space **for each association**.

➔ **Simpler call for cultural activities**: we propose to create an **automated portal** to enter cultural activities in the call, avoiding going crazy between physical forms to be scanned and online ones. We also work to **reduce the bureaucratic constraints** imposed, such as **insurance** (which in our opinion can be included in a package affiliated with the Poli) and **space booking** (useless for events that occupy small spaces such as classrooms or banquets).

➔ **Less censorship and more freedom of communication**: currently an association - if it wants to sponsor a tender event - must abide by **constraints** on communication and controls. We ask that these are **removed** and that each student association should be **free to self-manage** the use of social media and communication.

➔ **Improve refund times**: as is well known, the administration's time in providing reimbursements to associations is very long, also due to a **limited staff**. In fact, we propose to increase the number of people who manage the reimbursements of cultural activities to avoid unpleasant situations for which the associations do not have enough funds to support themselves and remain hanging on reimbursements for too long.

➔ **Strengthening Collaborations between Student Associations and Companies:** Politecnico di Milano already offers extensive support through its Career Service, facilitating students' access to internship and career guidance opportunities. However, it is essential to develop new ways of collaboration between student associations and companies, to further enrich the training offer, expanding practical and professional learning opportunities, without compromising the value of theoretical training.

Campus Services

A campus without services is just a sad complex of classrooms and buildings, which is why we are convinced of the **importance of a wide range of services** on campuses, indeed, we would like to add new ones. Many universities around the world are real mini-universes with pharmacies, computer shops, support desks and much more.

Lockers and spaces for models

For some time now, the Poli has been providing **lockers that can be booked** through the Online Services. At the beginning, those on the Leonardo campus could only be booked by those attending a course at the AUIC school, but thanks to our proposal it was extended to all students. Despite this, it is right that those who study Architecture have **priority in booking**.

What do we want to do?

➔ **Safer spaces for models**: Many other universities have safe spaces where you can store models. For example, the regional campuses of Lecco and Mantua have a room with shelves dedicated to the storage of models. Although this may not be enough, we propose to start creating a space, possibly guarded, that allows you to leave your model in view of a future delivery.

➔ The lockers are convenient, but they are often not the **right size**, forcing many students to have to take the models home. We propose **to install wide and deep lockers**, in order to complement those already made available which are narrow and high.

For other proposals on lockers and storage of models, models and prototypes, see also the section of your School!

PoliPrint

Let's face it - PoliPrint's service could be significantly improved, it enjoys an **advantage over** other copy shops, it is **subsidized** by the Polytechnic. This service should at least provide a better service than outside or more advantageous prices. Not to mention the long queues that usually are created. We have already obtained the purchase of **new equipment** to improve the quality and smoothness of the rows: on the Leonardo campus 1 **plotter**, 2 **binders** and **cutter;** on the Bovisa Durando campus 1 **plotter** and **roll** holders.

What do we want to do?

➔ **Extended hours**: after 6:30 pm all external copy shops close, but many students still need to print and often postpone until the next morning, when the Poliprint fills up with people. We propose **to extend the closing time until 20:30**. On this path, we have already obtained the anticipation of the opening of Poliprint Leonardo.

➔ **Fewer queues**: currently going to print at Poliprint without standing in line for an eternity is science fiction, sometimes there is only one person in charge to manage dozens of students. We propose to increase the **workforce** and guarantee a **fast** and efficient service, also by **sending files digitally**.

➔ **Improve quality / lower prices**: it is absurd that Poliprint is surpassed both in quality and price by external copy shops, so we ask that prices be lowered to be cheaper than outside

Libraries

The **library** is one of those most used services on campus, especially in sessions where finding a place becomes almost impossible. Last year we managed to **have part of the basement of the BCL wired** and **the BBL** (Bovisa La Masa Library) was enlarged, becoming the largest library in the Poli.

What do we want to do?

➔ **Wiring all the seats in the library**: we propose to finish the wiring of the seats in the library (for example the remaining part of the basement of the BCL), also intervening on the **regional campuses**.

➔ **Booking study rooms from Online Services**: currently in the libraries there are some rooms (for individual or group study) that can be booked through the *Affluences* app. We propose to migrate the booking service, integrating it into the *Online Services* and through the Politecnico app. Currently in Bovisa there are Teamwork Rooms, i.e.

similar spaces but outside the libraries, which can be booked through *Online Services*, so why not standardize the process?

➔ **Extend library hours**: the BCL has excellent hours, however those who study in Bovisa have a different service. Despite the increased capacity, the BBL closes 2 hours earlier... and this is a problem especially during exam session! We propose to intervene on the opening hours of the Bovisa library and of the regional campuses.

➔ **Unify the library circuit of the universities of Milan**: we think that, since the university is a place of cultural growth, having the opportunity to access the resources of the libraries of all universities is in everyone's interest.

Safety

Lately, the issue of security has been strongly felt at the Politecnico, with numerous episodes of theft and even assault near campuses. In particular, this year the University administration has proposed the closure of the Patio, an instance to which we have strongly opposed as representatives, bringing the will and need of all of us students to continue to use this space. In our opinion, the Poli, while remaining a **public place**, accessible and open to the city, must first and foremost be a **safe space**, where you do not have to worry about your belongings or your safety.

We have approved **new investments in security**: for example, we have proposed to use **PC locks to** be given free of charge to students (to date they are only available in building 11). We also had the **locker service** open to all students (previously only a few could benefit from them), so that we had a space to leave valuables during long breaks.

However, we know that these things **are not enough** at all and much more is needed. On the other hand, **let's avoid** making proposals whose inefficiency we have already seen, such as the **installation of security cameras** (they cannot be put on for privacy reasons and above all the main perpetrators of thefts are people already known to the police headquarters) or the **increase in "cops"** (who had no jurisdiction to intervene in the event of theft or assault and whose movements were already known to the perpetrators of theft). However, we certainly propose a **concrete commitment** in recent years, on the one hand to find solutions in harmony with the administration and on the other hand **to raise awareness** among students.

What do we want to do?

➔ **Theft insurance**: the first installment we pay includes the share of the **theft insurance policy** . First of all, we propose to better inform students of its existence and what it foresees, since many do not even know it is there.

➔ **Comprehensive insurance**: The problem with current insurance is that it does not cover all theft that can occur on campus, such as bicycles thefts, so we propose to **improve the policy** so that **it covers all thefts** that occurs on or near campus

➔ **Greater awareness**: an awareness of the problem on the part of all students would make *"life more difficult"* for thieves who, consequently, would not find a profitable place to steal in the Polytechnic.

➔ **Attention to the redevelopment of spaces and the construction of new spaces**: our University has high-level architectural research and space construction departments. For this reason, we propose a review of the spaces, starting from the knowledge and research already underway in these departments, for an analysis of the University spaces in order to design them in a safer and more accessible way.

➔ **Connection Campus Bovisa - Villapizzone Station:** the route to Villapizzone station, especially in the evening, is the protagonist of many unpleasant cases of theft.

Therefore an **accompaniment service had been set up** in the evening hours, which, however, was not very well known. We propose to strengthen the service, working a lot on communication, to make it better known.

Secretariat

For those who remember, a few years ago the situation of the student secretariat was out of mind, booking a shift meant **wasting hours and hours** of waiting and emails were answered in biblical times. In recent years we have worked with the service, asking for an **implementation of the staff and services** but at the same time a greater effort on the **information part** with respect to the most common issues, to avoid managing huge volumes of students. We have asked for and obtained tools such as the **chatbot** and the **Telegram channel**, and we want to continue to improve the Student Secretariat through artificial intelligence so that it can ideally handle only exceptional cases.

What do we want to do?

➔ **Chatbot accuracy:** the chatbot is useful from time to time, however it is not uncommon for the user to become a frustrating service. We propose to improve its accuracy so that it can handle more cases more efficiently.

➔ **International Students Support:** very often international students find it difficult to deal with the Italian bureaucracy, so we ask that the ad hoc desk for foreign students be improved.

PoliShop

Yes, the PoliShop is nice, but how much does it cost! €30 for a water bottle, €14 for a cup and €40 for a sweatshirt are a bit exaggerated, especially if the main target should be us students.

What do we want to do?

➔ **Differentiated prices for students and externals:** since the Poli merchandise is also purchased by non-students, we propose to create two rates, one for *external students* and the other, lower, for students of the Politecnico.

➔ **Customization by study course**: let's face it, having a t-shirt, sweatshirt or water bottle with your course of study would not be bad! We propose that a line of products is designed to be customized according to the course of study.

➔ **Collaboration with students**: we propose that product lines are also designed directly with the students, in order to place the "institutional" products alongside those developed and/or designed directly by us!

Sport

We are happy that the Politecnico has been promoting sport a lot in recent years. Many innovations are planned on the sports facilities of the Politecnico: one of the two gasometers of the new Goccia campus will be used for sports, with **a swimming pool and sports fields**. There are also some new features planned at Leonardo: in fact, a **new**, larger gym is being built to replace the current one in the Giuriati sports field.

Recently in Bovisa the **Parco dei Gasometri** was inaugurated, a sports facility with a 3vs3 basketball court, a **5-a-side football** field, two **padel** courts and a **bowling green**, to which chessboards **and** ping pong **tables will soon be added that can be** used freely and with rentable equipment.

In addition, for the past 2 years we have been organizing the **Sports Day**, an event that allows hundreds of students to participate in football, basketball, volleyball or padel tournaments, for which trophies are provided.

What do we want to do?

➔ **Improvement of the facilities in Durando and in the regional campuses:** we also propose to work on the Durando Campus, which currently lacks adequate sports facilities. Work could also be done on the regional campuses, in order to improve their visibility and attraction.

➔ **A gym and a more efficient booking system:** those who attend it know it has many problems. We propose to change the opening hours, making it operational from 6:00 am to 11:00 pm, to change the booking system which, since the online platform has been changed, is not very intuitive and gives some problems in access.

➔ **Support for athletes**: we propose to strengthen support for student athletes at the Politecnico, offering scholarships and financial support to allow them to reconcile their studies and sports practice.

➔ **Collaborations with sports clubs**: establishing collaborations with local sports clubs, offering Politecnico students the opportunity to participate in sports activities, matches or meetings organized by these clubs.

➔ **Free rental of tennis rackets and balls**: this is a service that we at Studenti Indipendenti at Campus Leonardo already do! Voting for us allows us to be able to continue it in the next two years and possibly to be able to extend it to other campuses as well!

➔ **Table tennis tables**: We propose to add table tennis tables in the Campus Floor, for example above the 16A building (Labora). We also propose to redevelop the ping pong tables and add football tables also in the regional campuses.

➔ **Climbing wall also in Milan**: a climbing wall has been installed in the Polo Territoriale of Lecco and Leonardo, the same initiative could also be tried on the Bovisa campuses.

Digital services: app, website, WeBeeP

The digital platforms of the Politecnico, used daily by many people, are not always very intuitive and graphically modern. Those who have been enrolled at the Poli for a few years remember what the **old app** and the **BeeP** platform looked like, but you freshmen can also get an idea by looking at what the **application is like to enter the Study Plan**. There are many services to be improved, and we guarantee our **commitment** to continue to propose improvements to the University.

What do we want to do?

➔ **Adding new features in the app:** the Politecnico app is slowly spreading and becoming more convenient. However, too many essential features are still missing.

➔ **Improve the interface of the application for the Study Plan:** it is probably the worst interface of all, which is very serious given the importance of the Study Plan. We propose to **improve the interface** of the application and to add functionality also on

the app, and to accompany the application also an **intuitive guide** on how to fill it in, together with FAQs

➔ **New sites too confusing:** all the Politecnico websites have recently been updated (e.g. general and school sites). The graphics have improved, however, you often come across **broken links or unintuitive choices**. We propose to work on it further.

➔ **Functionality for academic calendar and exam dates**: currently both to access the academic calendar and to find the provisional dates of the exams you have to search on the university or school website, we propose to implement the **functionality on online services and on the app** that facilitates access to the personalized academic calendar depending on the course, including provisional and final dates of exams and exam calls.

Teaching

Exam sessions and assessment methods

Since we were born as a representative list, we have worked on the [issue of exam calls](#), and in recent years we have been **the first list that has proposed increasing them**. We are currently in dialogue with the School's deans to request an increase in exam calls and to adopt a system of **continuous evaluation** in less theoretical courses.

Our idea of exam calls stems first of all from **the discussion with us students**, but also from the situation in **other Italian universities**: most of them not only **provide for more exam calls** (6, 7, 8 or even more) but also have **extraordinary exam calls** scattered throughout the year to allow them to make up for past years courses. Finally, the Charter of Students' Rights and Duties presented by the CNSU (National Council of University Students) back in 2011 establishes that **the minimum number of annual exam calls** should be **7**.

Even **at the Politecnico itself there are study courses that have 6 exam calls, such as environmental and civil engineering, which have the** 6 exam calls **distributed with** the 3+2+1 system**, that is, immediately after the course there is the session with 3 exam calls, the other session has 2 and finally the autumn session has 1.** We would like to **add exam calls also in conjunction with the midterm tests** to allow you **to make up** for exams back.

What do we want to do?

➔ **7 exam sessions per year:** 3 in the summer session, 3 in the winter session and 1 in September. **The spaces exist**, as well as the availability of timetables while maintaining a **minimum distance** of 2 weeks between one session and the next one and 2 days between an exam call of one course and another of another course of the same semester. We know that the proposal is a significant change and we do not preclude the possibility of achieving the goal with an intermediate phase, first passing through the 6 exam calls (already present in the ICAT school).

➔ **Exams in conjunction with midterms**: since in the period of midterms there is the suspension of lessons, we propose to include **remedial exam calls** for the courses of the previous semester. This would give everyone the opportunity to stay on top of their exams, without sacrificing the teachings of the new semester.

➔ **1st ≠ 2nd partial session:** unfortunately, many teachers still prevent those students who do not pass or want to reject the grade of the first midterm test from carrying out the 1st session, effectively removing an exam call. We propose that the possibility of carrying out the 1st session be guaranteed even to those who do not want to keep the grade of the 1st partial exam. Right now, this is only guaranteed in some special cases, such as for the courses of the first year of School 3I.

➔ **Abolish the exam call skipping**: Unfortunately, in many courses the **exam call skipping** is still used, which forces a student who has obtained an insufficient evaluation to have to reapply to the next session, without being able to give the other exam calls of the same session. This measure, which is only **punitive and not decisive**, only serves to exacerbate the stress during exams, without providing any added value and must be eliminated.

➔ **Continuous evaluation**: we aim for an evaluation model that **accompanies** students during the semester, or that in any case does not reduce the entire teaching experience to a 3-4 questions session. We would like more courses with **projects and group work**, more **intermediate tests** (in some courses there are also 4 midterms), challenges and quizzes and in general a system of continuous self-evaluation.

➔ **Didactic mix**: the engineering faculties at the Polytechnic are concentrated in teaching mathematical theory, often relying to frontal teaching without any kind of interaction. We think that teaching methods must be updated with modern and more interactive educational tools and techniques. Let them stop being deadly boring!

➔ **More MOOCs**: Politecnico has a platform dedicated to in-depth lessons on specific topics. We want this to be used more and more to expand the specialized teaching offer.

➔ **Thesis bulletin boards for master's degree thesis proposals**: to date, the proposal for master's degree thesis does not follow a single procedure for all courses, making access to this procedure confusing and inefficient. One of the tools offered by the university is that of the thesis bulletin board, present on online services. We believe that this tool can be improved, as direct teacher-student communication is still predominant and is a system little known by students.

Teaching materials

Those who study architecture and design spend, on average every year, *hundreds of euros* to build models and make prints. In a context where PoliPrint does not offer quality products and copy shops very often suffer from inflated prices, the student finds himself forced to **pay** exorbitant amounts of money **to pass an exam**.

A proposal brought in the past two years of mandate is the fund for teaching materials on which we are currently working. It is a proposal that has already been structured and discussed, and it is built from feedback and information from these schools collected in recent years.

Quanto spendi per ogni laboratorio, in media? (spesa x persona)
Corsi LT e LM della scuola di architettura esclusi urbanistica e ingegneria.

Numero di risposte

| 0 - 20 € | 20 - 50 € | 50 - 100 € | 100 - 300 € | 300 - 600 € | 600 - 1000 € | Più di 1000 € |
| 7 | 33 | 151 | 494 | 146 | 34 | 12 |
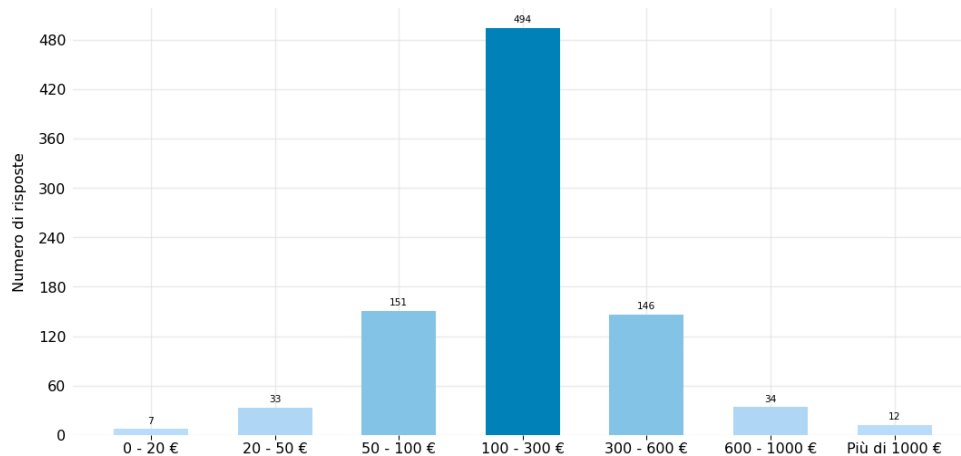
Fonte: questionario materiale didattico

Quanto spendi per ogni laboratorio, in media? (spesa x persona)
Corsi LT e LM della scuola di design.

Numero di risposte

| 0 - 20 € | 20 - 50 € | 50 - 100 € | 100 - 300 € | 300 - 600 € | 600 - 1000 € | Più di 1000 € | Non saprei |
| 7 | 51 | 179 | 243 | 40 | 4 | 3 | 9 |
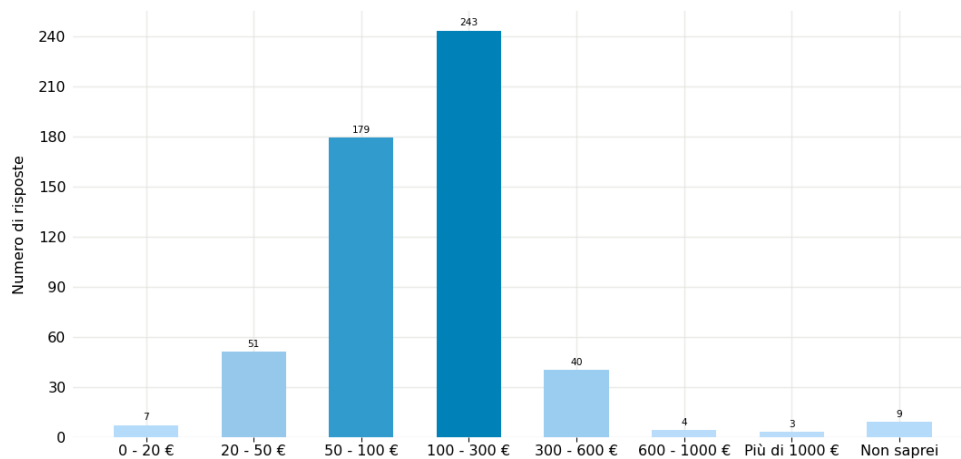
Fonte: questionario materiale didattico

What do we want to do?

➔ **Teaching material fund:** we want to establish a fund for teaching materials. This is already happening in some universities in Italy such as Turin. It is objectively unfair that those who study certain faculties have to spend more than others, within the same university. We continue to work on the proposal that we have already brought to the dean, so that the university pays for teaching materials for students through a **credit that can be spent** or with a **refund**. We would like these funds to be allocated starting from people with low ISEE/ to make university more accessible and guarantee a real right to study.

➔ **Incentive to reuse materials:** knowing how to reuse materials is also an art. Teachers should raise awareness among students about it and explain techniques for removing glue etc. In addition, access to previously used material should be facilitated. In fact, it

is quite different to find yourself in front of an organized warehouse instead of a box with pieces of models in bulk.

➔ **Agreements with stationery shops, haberdashery shops, etc.:** the prices of copy shops are very inflated. For this reason, we want to try to stipulate agreements in order to allow students to access discounted rates

➔ **Digital material library:** we propose the creation of an official library of study material where everyone can **share notes, exercises, solutions of exam tracks and projects from previous years** and download those of others. Such a platform would unify all the material that is now scattered around sites such as PoliNetwork, Studwiz and personal drives in one easily accessible and quality-controlled place.

➔ **Expansion of licenses**: we propose that licenses of the most commonly used software such as **Acrobat Suite** be issued to all students of the Politecnico and not exclusively to some study courses to better support everyone's university career. For licenses of more specific software such as **AutoCAD** or the **Adobe Suite**, we ask that they be made available to students who have submitted **a request** to the Politecnico, as well as to students of schools for which they are already provided.

➔ **No license-free program!** Those who study architecture and design use programs with which the Politecnico **has no agreements** and which are installed only on Politecnico computers (e.g. KeyShot). Offices must agree on licenses or find free open-source alternatives.

Academic Calendar

In recent years, thanks to our work in the Teaching Council, during the discussion on the academic calendar, we have obtained the **postponement of the start of the September session**, in order to guarantee students a break from studying.

What do we want to do?

➔ **Revision of the number of hours of lessons x CFU:** now the academic calendar is full of lessons and the teaching load is often very high. We want to reduce the number **of hours of classroom lessons per CFU,** which can fluctuate from 8 to 10, but in fact it is set by all teachers to 10, to have a more flexible calendar.

➔ **Exams in conjunction with partial exams:** as already mentioned in the *exam sessions* section. In the period of partial exams, during the suspension of lessons, we propose to include **remedial sessions** for the courses of the previous semester, to give everyone the opportunity to keep up with the exams and not have to take them in June.

➔ **A September session that really starts in September:** we will try to continue our work to postpone the start of the September session so that it **does not start in August**. The current situation also creates many problems for those who live in residences, since they open on September 1st, forcing us students to stay in hotels to take an exam.

➔ **Better organize graduation sessions**: at the Poli it is possible to graduate without knowing the **day before** what time and where the graduation session will be! For us this is **unacceptable** and we demand greater clarity in advance. This is why we ask that the sessions be better organized, with software that allows you to know at least the week before the place and time of graduation.

Study Plan and Educational Content

The system for **compiling the study plan**, in addition to being graphically ugly, is also ultra-complicated and involves a series of difficulties that objectively can be solved.

At the moment, in the three-year period, the **CFU Supermarket system is applied**, and at the beginning of the year the courses that you want to follow during the semester are "put in the cart". These courses occupy a certain number of credits, depending on which the amount of the installment to be paid ("in cash") changes. As you know, there is also a maximum number of credits that can be entered, equal to 80.

Without entering into the bureaucratic and technical chasms that are created when there is a change of course, or a package of courses to be integrated or recovered, the fact that in the Bachelor's degree you have to "pay for" an exam that you did not pass the previous year is not only an economic problem but also an educational one, given that a maximum number of credits per plan is imposed.

What do we want to do?

➔ **Just pay for the exams once**: in the three-year degree, those who have not passed an exam in the available sessions will know that they will be forced to reinsert the course in the study plan of the following academic year, thus "consuming" credits that they could have used for other courses. We believe that this makes no sense, it is difficult for a course to be re-attended and those who re-enter it in the study plan do so basically to retake the exam. We would therefore like to give students the opportunity to enrol in the exams of the courses already attended without the need to include them in the study plan.

➔ **80 CFU limit**: We ask that the limit of 80 CFU in the study plan be removed and that the 130% surcharge be avoided if 74 CFU are exceeded, to allow everyone to freely build their own study plan without having to submit to economic obstacles.

➔ **Greater personalization**: we propose to expand the educational offer in all degree courses with the possibility of having a greater number of elective courses, especially in the 2nd and 3rd years of LTs.

➔ **Removal of optional courses**: we ask that optional courses, and not taken, included in the Study Plan can be removed during semester changes.

➔ **Better application**: we ask for a new application to support the compilation of the study plan that is clear, usable and effective as well as integrated with the graphic style of the Politecnico website.

➔ **More guarantees on the educational value of curricular internships/internships**: the performance of an internship or curricular internship outside the Politecnico requires greater protection and guarantees, especially on greater supervision by company tutors to view the regular performance of the activity to **avoid undersizing and exploitation.** In addition, it is necessary to think about an adequate remuneration for internship activities, ranging from reimbursement of expenses in the event of travel to distant locations to total remuneration as a work activity and not just a training activity.

Master's Degree: access and teaching

In our university, the **percentage of dropouts** during the three-year degree is very high, and at the national level our country is in **the penultimate position** according to OECD data for the percentage of young graduates. The task of the Poli, as a university, should be to train generations of young people and minimize the rate of school dropout.

The **regulations** of the courses of study of the various master's degrees are also very **messy** and each course has its own criteria, creating confusion. For example, aerospace engineering is the only course in which you cannot enrol in the master's degree in the 2nd semester without having already passed the exams of the 1st, chemical engineering is the only course that has an access threshold calibrated on a graduation time of 4 years. Even **the access criteria** are all different, not to mention curricular **integrations.** In this stormy sea, we will strive to **reform** the teaching regulations and make them not only **clear and direct**, but also similar and with a common basis.

With regard to the access thresholds, we are working with a University commission to completely review the access process in the Master's degree.

➔ **Modification of the mechanism to access to the master's degree:** we want to continue working on a new access mechanism, which is **an improvement** compared to the current situation and which protects both students of the three-year courses of the Politecnico and those from outside. With the current parameters**, working students, students who practice competitive sports, students with illnesses do not reach the required threshold for reasons unrelated to mere academic commitment are often** penalized.

➔ **Flexibility in the selection of courses for the recovery of credits:** Many students who have graduated from universities other than the Politecnico are assigned training obligations to compensate for credits that are not congruent with the study plans. However, this means that the elective exams in the last year of the master's degree are replaced by courses that focus on topics already covered previously. We ask that the study plan becomes more flexible by accommodating the possibility of choosing more relevant and less basic courses, especially at the end of one's course of study.

➔ **Less theoretical master's degree:** In some faculties (such as civil engineering) it is possible to reach the end of studies without ever having used **professional software**. We propose that the use of these software, which are always **in demand in the world of work**, be integrated into the courses either through projects or seminars.

➔ **Reinstatement of the thesis in the study plan in both semesters:** until last year it was possible to include the thesis in both semesters, now this possibility has been removed in many faculties. This prevents, if a person realizes that he or she has time, to insert the thesis in the second semester and therefore, for example, take advantage of the September graduation session.

➔ **Do you speak English?** Unfortunately, it often happens that courses in English are taught by teachers who are still a little unfamiliar with the language, and although Italian students can still understand what they are talking about, international students are completely **disoriented**. We ask that **language training courses be held** for teachers, and that just as a language certification is needed for us students, the same certification is also imposed on teachers.

Questionnaires, transparency and improvement of teaching

In the last two years we have worked a lot on **post-exam questionnaires**, activating a **worktable** with the Presidency of the Engineering Schools (ICAT and 3I) to activate evaluation questionnaires not only before registering for the exam but also and above all after. At the beginning there was a lot of reticence on the part of the teachers but - once they were carried

out in the experimental phase - it was ascertained that they were very **useful** (especially the free comment parts). We had the ICAT School Board approve a version of the post-exam questionnaire, which was partly completed in the last session. However, this is not enough, we want to **improve these questionnaires** and **implement them** in all courses of study.

In general, we are convinced that an improvement in teaching and the courses we attend passes above all through the **opinion of the students**, so in addition to the questionnaires in these two years we have worked a lot in **the Joint Teacher-Student Committees**, both in the various Schools and in the Courses of Study. In these commissions we have focused on the **critical issues** of the courses, proposing **improvement actions** and ideas to improve the courses.

What do we want to do?

→ **Official post-exam questionnaires for all courses:** inserting a post-exam evaluation questionnaire allows you to have official testimonies of discrepancies and abuses during the exam, as well as positive experiences. This information helps representatives to compare professors and propose different methods of evaluation. We have started the ICAT experimentation in schools and we will continue to work to ensure that this practice is consolidated throughout the university.

→ **Empowering the voice of students:** teacher evaluation questionnaires often end up in oblivion. **We propose that the results of the questionnaires be public** and that they become a clear evaluation of the course. At the moment only the satisfaction rating is visible on the course pages but the feedback of the students should be an integral part of their description.

→ **Mid-course questionnaires:** In some courses of study they are already present as initiatives of individual teachers. To understand what can be improved from there to the end, we would like them to become institutionalized.

Orientation

One thing that is strongly lacking within our University is the **clarity of the information** provided when choosing which course to attend, especially when entering the first year in which the amount of opportunities often tends to disorient freshmen.

Furthermore, even once the course has been chosen, all the various deadlines or procedures, as well as certain material requirements, are not specified or adequately advertised, creating further discomfort for those who do not know how life works in the University.

Added to this is the fact that often many courses, especially the less frequented, are **poorly publicized** and made uninteresting for those who enter the Poli for the first time, while those

that are overcrowded every year are those even more driven by the University's communication.

What do we want to do?

➜ **Guides for freshmen:** we ask that digital guides be created to be made available to freshmen, customized for each course of study in which not only all the courses that will be taken are explained, but also the regulations of the course of study (written in a simpler way than how it is published on the website), as well as all the material, software or other requirements that will then be needed during the academic year.

◆ We have been active **on this point for years** by creating guides called "*Salvamatricole*" that at the beginning of each academic year we try to distribute to as many freshmen as possible, always receiving excellent feedback. Obviously, since it is not an official and systematic thing, many students do not receive it, and in general what we are able to publish is general information for the various schools, but not specific for each course.

If this activity were carried out by the offices of the Politecnico, it would certainly be more widespread and effective.

➜ **Advertising courses:** We also ask for a rethinking of how the various courses of study are advertised, giving more space to those that struggle to fill up every year, and avoiding spamming those that are always overflowing. This must be accompanied by a reflection on study programs, whether these are still current and how to make them more attractive.

International mobility

We strongly believe that every student should have the opportunity to **spend a period abroad**, not only to have the opportunity to gain experience in another university but also to have the opportunity to **discover other countries**, other **universities** and other **ways of understanding the student's** life on campus.

This is also why we contributed to the proposal made by other representatives to **guarantee the possibility of taking exams online** to students in international mobility, so as to allow them to gain experience abroad to the full without having to return to Italy just for the exam.

Finally, we played a key role in the **ENHANCE alliance**, made up of 10 of Europe's **top technical universities**:

🇳🇴 NTNU - Trondheim, Norvegia

🇸🇪 Chalmers University - Goteborg, Svezia

🇩🇪 TU Berlin - Berlin, Germany

🇩🇪 RWTH Aachen - Aachen, Germany

🇳🇱 TU Delft - Delft, Netherlands

🇵🇱 Gdańsk University of Technology - Danzica, Polonia

🇵🇱 WUT - Warsaw, Poland

🇨🇭 ETH Zurich - Zurich, Switzerland

🇪🇸 UPV - Valencia, Spain

🇮🇹 PoliMi - Milan, Italy

The idea of ENHANCE is to prepare for international **mobility without bureaucracy and without calls**: imagine, when you fill out the study plan you can choose not only the courses of the Poli, but also those of the partner universities! For example, you can select three courses in Sweden and one at ETH Zurich, and already the following week you pack your suitcase to go to Gothenburg, take the courses there in person and online that of the ETH. In a few years **this project will be a reality**, and we are currently working to ensure that this reality is **closer and closer**.

We are present on the **Board of Directors** of ENHANCE, and we have activated a group of students who can follow the project at the Polytechnic, to lend a hand to the pilot courses where you can already gain experience (unfortunately still linked to the mobility call): mechanical engineering, mechanical eng, energy eng, computer science eng, urban planning.

What do we want to do?

➜ **Expand the ENHANCE pilot courses**: there are only 5 ENHANCE pilot courses, almost all in 3I school. We propose - now that universities with a wide range of design and architecture courses have joined the alliance - to extend the experience to the latter as well, and in general to all courses in the long term.

➜ **Expand the offer of locations**: there are still courses of study that have a very limited offer of international locations! We propose to find agreements with more locations, even outside Europe.

➜ **Expand the number of places**: applications often far exceed the available places, thus making it impossible for many to participate in an experience abroad. We propose that the places be increased **by at least 15%!**

➔ **Guaranteed online exams:** We would like to definitively guarantee, as was done during covid, the possibility of carrying out online exams for students in international mobility. We would also like the procedure to be simple and accessible.

➔ **More communication:** we would like these initiatives to be better sponsored by the Politecnico to students

➔ **Guaranteed validation of CFUs**: unfortunately, it happens that several exams of the available locations are not actually validable, and it is often discovered after that the mobility period has already ended, leading to a waste of time and money. We are calling for a thorough review of the partner locations currently available, to ensure that it is actually possible to carry out a period of study in each of them with the guarantee of being able to validate at least one exam.

Teacher preparation

Many teachers are often unprepared to use the technologies made available by the Politecnico, as well as not able to give lessons in English. A particularly serious example was a partial canceled because the professor had made a mistake in creating the form by making the answers anonymous.

What do we want to do?

➔ **Digital courses:** we therefore propose that mandatory training courses be provided for teachers to know how to use all digital tools correctly

➔ **English certifications:** we also ask that all professors of master's degrees be required to have an English language certification that is then updated over time and checked, taking into account the students' feedback through the compilation of teaching questionnaires, creating special sections.

➔ **Teacher reviews and evaluation**: as is already the case in other universities abroad, we propose that teachers be motivated to do a good job, also through training, and by making student reviews public and more detailed, but always anonymous.

Welfare: taxes, right to study, housing, transport and services

Taxes

The Poli is Italy'**s most expensive public university** in **Italy's most expensive city**. A combo that still makes us an elite training place, where for a family coming from a difficult economic situation, neither scholarships nor subsidies are enough. We have always proposed to **lower fees** and make them **more fair**, both internally and in the National Council of University Students (CNSU).

Internally, we have achieved a **downward linearization** of the student contribution system in the range from €22,000 to €30,000, avoiding making students pay higher fees. We want to extend this linearization to everyone!

At the national level, thanks to a proposal brought and implemented in CNSU, the **no-tax area has been raised from €20,000 to €22,000** (before that it was €16k, and we have raised it to €20k).

We know that this is not enough, which is why we are determined to bring further proposals to the bodies.

What do we want to do?

➔ **Progressive taxation**: it is unfair that two people with an almost identical ISEE pay an installment that can differ by several hundred euros, just as it is also unfair that two people with completely different ISEE pay the same. We **propose the fairest model of taxation**, i.e. a **progressive system** in which you pay according to your economic condition, according to a two-way formula that associates the taxes to be paid to each ISEE.

➔ **No tax area at €30,000**: a measure is needed to increase the exemption band to €30,000 ISEE. By doing so, it would be possible to break down the economic obstacle that still denies too many students the possibility of a university education that should be a right for everyone.

➔ **No to the CFU requirement for DSU scholarships**: currently, **if you do not meet the CFU requirement**, you risk having **to reimburse the Politecnico for the entirety of the scholarship** paid for the last academic year, from university fees to meal vouchers and residence costs. These are **thousands of euros to be paid out of their own pockets**, moreover required precisely from those who have benefited from the DSU scholarship and therefore have a low income. We propose to **abolish the requirement** or at least to apply a **minor arrears** consistent with economic capacity.

➔ **Revision of the weight of the credits for fees**: currently you pay a percentage of fees of 50%, 75%, 100% and 130% respectively based on the credits put in the study plan (0-32, 33-46, 47-74, 75-80). We propose to **reshape** these bands, first of all **by establishing a range of 0-10 credits** for those who are close to graduation in which they do not pay and decreasing the surcharge for those who need to include more than 60 credits in the plan

This is the current (stepped) taxation system, and our proposals in purple and orange
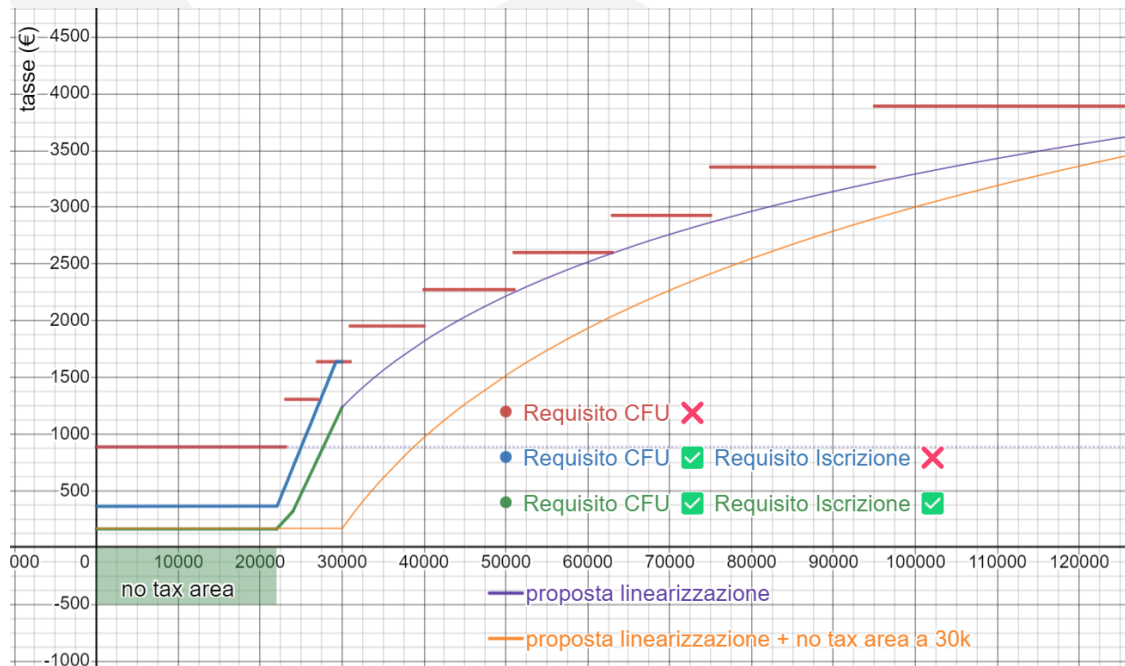
➔ **TOL reimbursement**: we ask that Politecnico reimburse the cost of the TOL and TOLD entrance test for students who have passed it and enter the university.

➔ **Reimbursement of the first instalment for international students**: international students are required to pay the first instalment in its entirety and this is not subsequently reimbursed for those in the low income brackets as is the case with Italian students. Since the Politecnico is a university with students from all over the world, we ask that the installment be reimbursed to everyone regardless of citizenship.

➔ **Towards free university**: Italy is the penultimate European country in terms of the percentage of young graduates, and the university in general is still an elite place. In many countries where university has been made **free** (indeed in some the student is paid to go to uni) there have been significant improvements and the **number of students and graduates has increased**. We don't have to go very far: **Germany, Sweden, Norway** are just a few, we are aiming for a model of free university here too, which starts with a zeroing of taxes for the most disadvantaged groups and that reaches the training income.

Scholarships and meal vouchers

Studying should be **a right**, which is why the university must try to **support** students as much as possible.

First of all, we have requested and obtained full **coverage of the scholarships**, given that in the last two years (but even before) both the Ministry and the Region have not been able to disburse all the necessary contributions and have created a **€9.5 million hole in 2024** and **2025** This hole has in fact been covered by the Politecnico itself, to avoid creating the figure of the *eligible non-beneficiary* and to allow anyone entitled to it to take advantage of the scholarship.

What do we want to do?

➔ **Eligible = beneficiaries**: despite the increases in scholarships and the insufficiency of funds from the Ministry and the Lombardy Region to cover all scholarships, we have requested and obtained a supplement from the Poli to ensure that **each eligible person is also a beneficiary of the scholarship**. However, if this money were put in by the institutions, as should already happen, every year the Poli would have had **€19 million to use for students** in these two years: we will therefore strive to put pressure on the Ministry and the Region for the total coverage of the scholarships.

➔ **University scholarships**: currently, in addition to the scholarships for the right to study provided by the ministry, there are some scholarships provided by individuals, companies and others by the Polytechnic itself (such as girls@polimi scholarships). We propose that the Poli also establish **scholarships aimed at** those who are just outside the eligibility bracket and those who have **economic difficulties**, in order to encourage a university lived in presence and without economic worries.

➔ **Less stringent criteria to keep the scholarship**: currently the criteria of the DSU call for applications to maintain the scholarship are **the most stringent in all of Italy**, and every year dozens and dozens of students **lose it** mainly due to personal and family problems, who without a penny and above all with the obligation to return the amount are condemned to abandon their studies. This is **unacceptable** for a university, so we believe the lowering of the criteria starting from that of 35 CFU.

➔ **Non-repayable scholarships**: it is absurd that every year students who are eligible for the scholarship and who fail to meet the criteria **not only** lose the contribution but also have to **return it**, often without having the **economic possibility**. Since this is a derisory income for the university, we propose to dismantle this cruelty for which a full refund of the scholarship is requested.

➔ **Change the management of the meal voucher**:

◆ we want DSU meal vouchers to be able to cover the cost of a full meal in the **canteen**, and not just partially.
◆ increase the number of supermarkets and suppliers included: it cannot be just a small selection of supermarkets or merchants, sometimes even difficult to reach compared to campuses!
◆ improve the app's interface
◆ The possibility of having them cumulative: it is unthinkable to have to do 5 euros of shopping every day, instead of a weekly purchase!

Rentals and Residences

The housing situation **in Milan** has now taken a crazy turn, in which there has been an uncontrolled increase in **rental prices** and at the same time a **pathological shortage of places in residence**. This is why we have worked a lot on this issue, obtaining excellent **results** and with the desire to improve this situation even more.

We have also opened a discussion table with the **Municipality of Milan** and the **Lombardy Region**: the goal is to prevent Milan from becoming an exclusive city and universities from being gradually relocated to the outside, as is already happening with the University of Milan.

On the other hand, the Politecnico is better off than other Italian universities, but much worse than in Europe: the Politecnico has 1700 places available in residences (part of which in the Student House unusable for work) compared to 48,000 students, therefore with a **bed/student rate of 3.5%.** In the United Kingdom this rate is **23%,** in Ireland **15%,** in France **11%,** in Germany **9%** and in Spain **6%.** In general, in Italy the **percentage of students in residence** is only **2%,** compared to a **European average of 19%.**

For this reason, in addition to the issue of rents, we have pushed for the construction of **new residences** and for the **transformation** of unused buildings into student residences, in order to guarantee a number of beds at least close to demand. As early as next year, the residences in **Via Baldinucci** (+246 beds) and **Piazzale Ferrara** (+213 beds) will be completed, and we have requested and obtained the allocation of another **€20 million** for the construction of:

● **2 residences in Bovisa**, in the new campus north of via Lambruschini, for a total of **+488** beds

- **2 residences in via Mancinelli** in place of the Department of Chemistry, for a total of **+500** beds
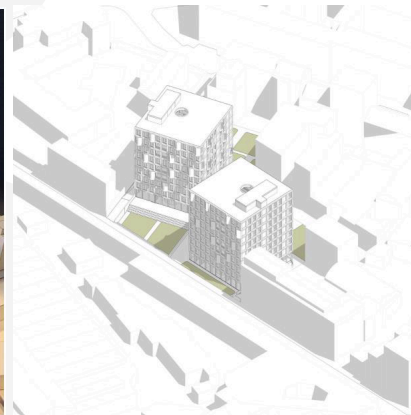
- redevelopment of the **Student House**, to which **+42** beds will be added
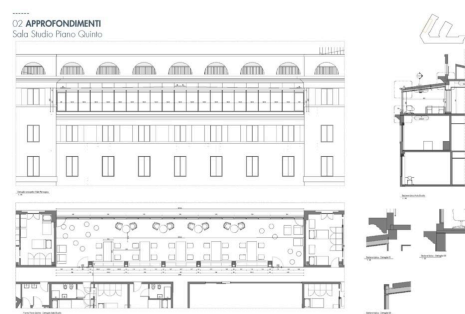
- **university residence in Mantua** in the former ceramics area, with **+79** beds

So another 1568 will be added to the current 1700 places!

What do we want to do?

➔ **New residences**: even if 3268 places in residence arrive, the Poli will not be able to meet the demand for housing of the many off-site residents, which is why we propose that we continue to look for properties for university residences.

➔ **Affordable prices in residences**: in the last two years some residences have undergone a **significant increase in full-rate prices**, which considering the numerous limitations are not even that convenient compared to market prices in the rest of the city. We propose to bring prices back to student size.

➔ **Less restrictive regulation**: living in a residence also involves adhering to a series of **restrictions and regulations** that make one's university experience a little less beautiful than those who live in an apartment. Some of these regulations are **excessive**, we ask that the regulation be **revised** and that living in residence is first and foremost an enriching and interesting experience, with as few constraints as possible.

➔ **Rental fund**: two years ago we implemented a €600k fund with the University's budget surplus and it was certainly an excellent result, but the math in hand was enough for about **1000** off-site students (counting an annual contribution of €50 per month), so we propose first of all to make it structural and then to increase it to at least **€1M**.

➔ **Controlled rents**: in Milan there is the **Controlled Rent**, a tool for which institutions (in this case the Municipality) incentivize owners to rent at controlled prices to certain categories of people (especially students). Unfortunately, this tool is used by less than 9% of owners, we will commit to dialogue with the Municipality to make it extend as much as possible

Transport

It's not just the costs of accommodation and university! All students travel to reach the Politecnico and/or their place of residence, which is why **financial support on transport** is needed. In Germany, for example, students have - included in the university fee - the regional transport pass, but you don't have to go that far! In Turin, for example, our fellow student representatives have obtained a concession on local public transport for which the university **reimburses the price of the season ticket** to those enrolled.

We ourselves have worked a lot both at the Poli and directly with the Lombardy Region. Years ago we obtained the subsidized under-26 pass with Trenord.
There is now a **10% discount with Trenitalia** and **20% with BikeMi** (so the annual pass costs only €29 per year for Poli students!).

What do we want to do?

→ **Free local public transport**: as is already the case in Turin, we are asking the Politecnico to activate a system of reimbursement of the public transport pass (both ATM and Trenord) for students.

→ **Agreement with Trenord**: Trenord needs to open a dialogue with Lombardy universities to establish a subscription **halved** compared to the current one.

→ **More agreements**: we will work to **improve** the existing agreements and to **add** others with public and private transport operators (Flixbus, Italo, Itabus...) and Sharing Mobility.

→ **New BikeMi stalls**: fortunately there are BikeMi stalls close to almost all campus spaces, with the exception of buildings **21-25-26** on the Leonardo Campus. Given also the presence of the scientific center of the University of Milan, we intend to open a PoliMi - Atm dialogue to install a **new BikeMi station** between buildings 25 and 26.

→ **Bicycle workshop in Leonardo**: we propose that a bicycle workshop be created also on the Leonardo campus, using the space currently in use as a car park, which will in any case be dismantled as envisaged by the ViViPolimi project.

Conventions

In the past two years we have pointed out the need to expand the **agreements** for students, and several have been added, including the one with **Trenitalia** (activated by us at the Poli), **BikeMi** and with the **Triennale di Milano**, also carried out at our request. Here you will find all the conventions! However, the existing facilities are not enough, which is why we will try to

stipulate new ones, not only with transport and culture operators (which can be found on the website of the pole), but also with specialized shops and centers that we often use.

What do we want to do?

➔ **Transport: ATM and Trenord**: many students have to travel because they commute. We want to stipulate concessions with **Trenord** and **ATM** to reduce transport costs for commuters, just like the Trenitalia agreement.

➔ **Discount in supermarkets**: currently there are only 2 supermarkets that apply a discount for students - **Penny Market** directly with the Politecnico (5%), **Unes** and **ToMarket** in general to all students. We are also asking to add agreements with other supermarkets such as **Esselunga**, **Lidl** and **Carrefour**

➔ **PC repair and computer service centers**: we students use more and more tools such as computers, tablets and other **digital devices for teaching** and studying, so we will strive to have agreements with **computer shops** and especially for **repair and service centers**, since you often have to have your PC repaired and the costs are sometimes excessive.

200 hours

Currently there is the possibility of working for the Politecnico, through the **200 hours call**: the types of activities you can apply for are: support activities for administrative services; teaching support activities/peer to peer. In recent years we have worked closely with the offices by bringing the minimum wage **from €10/hour to €12/hour** and we have obtained a differentiation between administrative and teaching positions!

Today, LT students are paid **€12-14/hour**, LM students **€13-16/hour,** depending on the type of activity carried out. The **tutoring calls are six-monthly, while the call for paid collaborations is annual**.

The system of awarding the tender is **confusing and complicated**. What we want to carry out is to make the call **200 hours attributable by income bracket for administrative tasks** (Steward/Hostess during graduations, Welcome Week, virtual assistance…). These tasks do not require skills that can be measured through the average, and, on the contrary, would allow students to reconcile work and university commitment, a principle for which the university itself should fight.

What do we want to do?

➔ **Administrative activities by income**: we intend to continue our commitment to make the 200 hours call accessible for income and **not only for merit**, as is already the case in many other universities.
➔ **Increase the compensation to €15/hour**: the current compensation is too low! Between working at the poly and being paid €12/hour and finding a job to tutor is currently more remunerative, the second is more remunerative, so there are often no students for some roles in the call. We propose to raise the hourly wage to at least €15/hour, to better enhance the work done for the Politecnico.
➔ **Being able to express preferences in the call**: administrative activities are very varied and you could find yourself in difficulty with some. To avoid having to refuse offers and be kicked out of the call, we ask that during the registration phase you can enter preferences on the activities to be carried out, as is now the case for tutoring and collaborations, so that the offices can contact the students who would actually like to carry out that activity.
➔ **200 hours for the community**: the Poli has several Off-Campuses where **social inclusion projects**, moments of **aggregation** and **training** are promoted. We propose that students also be put in contact with these projects, perhaps with the possibility of carrying out **200-hour work at the Off-Campus** to help the Poli carry out these initiatives.

Inclusion: psychological well-being, accessibility, rights

International Students:

Many international students at Politecnico di Milano face significant challenges, ranging from accessing basic information about the university, courses, and administrative procedures to finding accommodation, building a community, and enriching their overall experience in Italy. Students frequently report that the university does not adequately support or address these issues. As a result, many rely on informal networks and solutions to navigate their academic and personal lives. While some succeed through these alternative methods, many others struggle to progress in their academic careers or establish a stable life in Italy.

What do we want to do?

➔ **Improving the International Student's Office:** This office is very limited and slow to respond, as the employees usually don't speak in English. We want it to not only be a help desk, but it should evolve into a structured, efficient system that supports students throughout bureaucratic processes such as document legalization, tuition payments, scholarships, and student loans, etc.

➔ **Guidelines and key information to get started:** International students face numerous challenges when moving to a new country and adapting to a different academic and cultural environment. The Politecnico must take responsibility for facilitating this transition. We suggest launching initiatives such as multilingual video tutorials, onboarding courses, peer mentoring (from final-year students to freshmen), and inclusive social events to help students feel supported from day one.

➔ **Dedicated section of the Career Service**: Many companies require a high command of the Italian language, but it is not easy for foreign students to acquire it in a short time. Master's courses are taught in English, and the presence of many international students makes it difficult for them to learn and practice the local language. The Career Service must respond to this need, organizing **meetings with companies interested in international profiles** and creating a section of the site and ads designed specifically for them.

➔ **Improve Italian courses**: At the moment, students with a foreign degree are **forced to follow an online course** on the basics of Italian. These courses are overcrowded, ineffective, and some teachers do not know English well. These circumstances mean that those who are really interested can't benefit from the service and those who prefer to study independently risk not being able to take the exam due to overlapping lessons, health problems or other. We want these courses to be revolutionized and **made effective, not mandatory** and that upon passing the exam **they provide an official certificate**.

➔ **Learning with face-to-face meetings**: The online Italian courses offered by the Politecnico are often not enough to achieve fluency. It is necessary to combine them with **workshops, meetings and activities** that encourage exchange between Italian and international students. These occasions enhance the **cultural diversity** of the academic community and facilitate **language learning through direct interaction** with native speakers. Student associations must also help organize these initiatives – [us first](#).

➔ **Social spaces:** The lack of social spaces leaves many international students isolated and disconnected. Physical and digital spaces designed to support a sense of community, cultural exchange, and personal well-being are limited. For these reasons, the **creation of meeting points** on each campus seems necessary, where international students can meet informally, share experiences and network.

➔ **Increased international representation:** As student representatives, it is extremely clear how difficult it is **for international students to participate in the democratic processes** of the Politecnico. Even the online application used for the elections is officially only in Italian! Considering that the student population of Politecnico is made up to almost 20% international students, we consider it unacceptable that almost no official meetings and documents are in English. We want the issue of real representation in the council bodies to be taken seriously.

Psychological Well-Being

The issue of **psychological well-being** is fundamentally important, not only for the Poli but for all students (university and non-university). For years**, the atmosphere in Italian universities has been a source of stress**, anxiety and unfortunately also of numerous cases of **suicide, depression and self-harm**.

We do not believe that they are isolated cases resulting from personal problems, but rather that they are **systemic** rooted in **competition**, **meritocracy** and in general the **toxic narrative** that is essential to graduate on time, have an excellent average and in general demonstrate high performance". We **strongly reject this narrative**, we are always opposed with the media that glorify early graduates, the relentless pace and the so-called super talents. It is fair to recognize those who achieve excellent results and work hard, but the narrative has led many people to feel **inadequate** for not achiving certain results, certain average or on time graduation.

The university plays a crucial role, and there are certain practices that strongly contribute to this atmosphere: the admission thresholds for master's programs, the limited number of exam sessions, the tight assignment deadlines, the policy of postponing retakes for failed exams, university costs, and the merit-based criteria for maintaining scholarships.

This is why we have fought and continue to fight to remove these **punitive elements**.

In recent years, PoliPsi has seen a tenfold increase in **the number of requests, leading to overcrowding** that has clearly placed additional workload on it and **decreased the quality of the service**. During the most recent budget surplus discusion, €200,000 was obtained to be divided between PoliPsi, Multichance and welfare, this is a start but it is not enough to meet all the needs.

We will be committed not only to the **treatment** part but above all to **prevention**: we are proposing that the Politecnico regularly assess students' mental health and well-being through a questionnaire, with the goal of identifying the sources of anxiety and stress and addressing them at their roots. As Studenti Indipendenti, we participated in the drafting and distribution of this questionaire during the winter session 2024, now we would like these results to be analyzed and used to improve the service.

It's better to be safe than sorry!

What do we want to do?

➔ **Improve the PoliPsi service**: we call for increased fundings and at the same time, the creation of a city-wide network with the various structures (public and private) of psychological support which lighten the workload of the PoliPsi while serve each student in the best possible way, including access to support based on their regional campus.

➔ **Facilitate access to PoliPsi**: asking students "how bad they are from 1 to 5" creates an absurd situation in which a person is forced to put 5 in order to have the hope of being helped quickly, or to answer sincerely at the risk of being **neglected**. This discourages those whose struggles may be underestimated, potentially leading to a worsening of their condition. We demand that access to care be guaranteed and not conditioned by a competitive scoring system "scale of 1 to 5".

➔ **Reduce waiting times:** ensure that services are provided in a timely manner, when they are truly needed, and not months later. We would like, as is the case in many high schools, to have an on-call professional available on a regular basis without the need for an appointment, to address certain situations, or at least to inform people about other support services available in the area.

➔ **First the health of the person, then the help to study**: it often happens that PoliPsi's supports focus more on "how to pass exams" rather than **overall wellbeing**, reinforcing the toxic narrative of the need to be **performing**. We will work to make PoliPsi a service centered primarily on **personal care**, rather than academic performance.

➔ **Preventing difficult situations**: a very lacking point is prevention. The Politecnico is certainly a university that pushes competition and imposes a **very heavy workload**. This is reflected in general stress, which prolonged over time can trigger a series of significant psychological problems.

Feminisms and gender issues

For quite some time, one of our great battles has been **tampon boxes** and **free sanitary napkins**: despite lowering VAT from 22% to 10%, they continue to be a **basic necessity** marketed as a significant good. In the past we have installed tampon boxes in women's bathrooms, both the administration and the other lists have had them removed, taking away a useful service for the female student community. Despite this, we have continued our battle through representation in the **Guarantee Act Committee** (CUG) and at the beginning of the academic year 2024/25 we obtained the installation of **58 dispensers of free** and 100% biodegradable sanitary napkins **on all campuses of the Polytechnic**, such as Leonardo and Bovisa and the regional campuses of Lecco, Mantua, Piacenza and Cremona.

What do we want to do?

➔ **CAV and self-managed counselling:** gender-based violence and harassment in universities are a real and widespread problem, which is why we believe it is essential to have an anti-violence desk within the university, managed directly by students to facilitate the experience-sharing between peers, in contact with non-religious anti-violence centres in the area such as CADMI.

➔ **Menstrual leave:** the discomforts related to the menstruations are not only related to the issue of sanitary napkins, but in some cases (such as for those suffering from **dysmenorrhea**) they can be disabling. For this reason, we believe it is necessary to provide, for those who experience this situation, five days a month of leave so that absences from laboratories or courses with compulsory attendance are not counted and it can be arranged to follow lessons remotely.

➔ **Anti-harassment regulations:** in the **code of ethics and conduct**, there is no mention of gender-based violence. We believe that considering the frequency and severity of cases of this type, even in the university context, it is important to add a special section with the aim of raising awareness on the issue and taking actions aimed at **prevention**. To the same end, we ask for a greater effort on the part of university institutions to publicize the bodies that deal with gender equality and the organization of **awareness-raising events**.

➔ **Vulvodynia:** Support and recognition for those suffering from vulvodynia.

➔ **Security in the University from a gender perspective**: in the last year, a working group has been launched to review the construction of the internal and external spaces of the Hub to intervene on the problem of security in a structured way. For example, we propose to consider lighting spaces and installing mirrors in strategic areas that can convey a greater sense of security and also act as a disincentive for cases of harassment that have occurred.

LGBTQIA+

Those who know us, know that we have been **fighting for the rights and claims of the LGBTQIA+ community** for years, every year we are present at **Students' Pride** to ask not only for equal rights (which seems obvious but unfortunately is not yet so in our country) but also to disconnect the fight against homolesbobitransphobia from **rainbow-washing** that companies and multinationals are carrying on (which one month a year paint their logos rainbow, obviously only in the Western world).

We have achieved a **great victory on the alias careers**, which we have been working on for **4 years**: for those who don't know, the alias protocol is aimed at students going through **gender transition**, and allows them to access a dual career with their chosen name and identity, avoiding embarrassing situations at exams, recognitions and bureaucratic steps. Before, in fact, it was necessary to go through **psychological sessions** and undertake a **medical path** in order to access the protocol, which only **discouraged** those few students who would have liked to benefit from it. Thanks to our work at **CUG**, we have managed to **remove** the compulsory medical path and the verification of compliance between gender and physical appearance, obtaining a **more streamlined and simpler process**.

Obviously it does not end here, the protocol can be **improved even more** and can certainly be extended to other components of the polytechnic community.

What do we want to do?

➔ **Alias careers:** the alias career tool can be fundamental for the **self-determination** of trans* people and we believe it should be further improved. First of all, we want to extend the protocol to access the alias career **not only to the student population**, but to all the components of the university such as professors and PTAs. Furthermore, we believe that imposing the need of a psychological path (although it is an advancement compared to a medical path of sex reassignment) is limiting and goes against the idea of self-determination which is the very goal of the protocol, especially considering the **economic burden** of private paths and the long waiting lists in the public sector. We therefore want it to be possible to access the alias career through a **self-certification** of the applicant.

➔ **Free contraceptives:** considering the high incidence of Sexually Transmitted Infections especially among the younger sections of the population, we would like the installation of free contraceptive dispensers within the Politecnico and a greater investment in the promotion of training events.

➔ **Collaboration with local entities:** More publicity for local clinics that test for LGBTQIA+ issues

Disability, SLD and neurodivergence

If you already wondered what the word "SLD" stands for, we will now explain it to you (and same thing for "neurodivergences"). Unfortunately, those who are not in one of these situations **take for granted** several aspects that may not be at all obvious for some.

SLD stands for "Specific Learning Disorders" and includes dyslexia, dysgraphia, dysorthography and dyscalculia. Together with those with a **disability**, those with one of these disorders can access the *Multichance service*, a body of the Polytechnic that provides various services (psycho-pedagogical, technological-informatic, physical accessibility, administrative support, placement and monitoring).

In these two years **we have given voice to various situations of difficulty** on the side of students with disabilities, SLD and neurodivergences, which have arisen also and above all due to a **total lack of training** on the part of teachers, almost always due to **ignorance**.

We will obviously continue to work both to **increase the awareness** of teachers and staff regarding taking charge and giving support to SLD students, with disabilities and/or neurodivergences and to improve **services** too: both for physical spaces and barriers and for virtual ones such as digital platforms, documents provided and guidelines.

What do we want to do?

➔ **Creation of the "taking charge" protocol**: we propose to activate a more defined protocol on taking charge the service and the relationship with Multichance so as not to leave anyone behind.

➔ **Guaranteed rights:** It is essential that teachers cannot deny or question the support recognized to a student by **Multichance**. Any compensatory measure must be **applied without further explanation or justification.** Unfortunately, in the past, decisions have been left to the discretion of individual teachers, **creating inequalities and uncertainties** that compromise the right to fair treatment. This must not happen again. It is necessary to take measures

➔ serious for those who do not comply with the regulations, ensuring that every student can take advantage of the support to which he or she is entitled, without discrimination. By way of example, Art. 170 of Law 104/92, as well as other regulations on neurodivergences, such as Law 517/77 and Law 67/2006, **establish rights that must be applied uniformly**, without the discretion of individual teachers. To avoid future disapplications, it is essential to provide clear provisions for those who do not comply with the regulations, ensuring that the right to education is protected fairly.

➔ **Architectural barriers**: if you have ever been to La Masa, have you ever noticed that coming from Bovisa station **to BL27 there is no access ramp**? Think of someone in **a wheelchair**, who is forced to take a very long ride to get to the same building. It would take little to put an access, as in many other points, buildings and classrooms, where we don't even notice it but **several students struggle a lot**. We propose not only to **break down all architectural barriers** but also to allow **easy and effective reporting** by anyone, through the app and / or the website.

➔ **ADHD and other neurodivergences: In** addition to **Specific Learning Disorders**, there are other **neurodivergences** that can have an impact on academic life, for example attention deficit hyperactivity disorder (ADHD) but they are not recognized. We want all neurodivergences to be taken care of by the service so that adequate compensatory measures or teaching supports are provided. For example, **the universities of Pavia and Padua offer support for students with ADHD.**

➔ **Disabling pathologies:** Students who suffer from pathologies that can often be disabling, even if they are not recognized as such (e.g. IBS, vulvodynia, endometriosis) often find it difficult to match their needs with the requests of the Poli. We ask that they be recognized, and that adequate concessions be made (for example, justify absences in courses with compulsory attendance due to these problems, guarantee online teaching, have slides before the lesson).

➔ **Training courses for teachers:** Often the compensatory measures are not applied due to the opposition of the teachers who interpret them as "facilitations". We believe it is necessary to set up training courses on the problems, also so as not to put students in difficulty who find themselves having to justify their condition.

➔ **More tools to help:** For the problems currently recognized (and those that we want to have recognized) it is often necessary to receive more help than is offered. From a lower percentage of compulsory attendance to greater flexibility in deliveries, university for people with disabilities can be too burdensome at times. We believe it is the best way to make university accessible to everyone.

➔ **Disability-free access:** Some diagnoses, such as autism, need help even without disability certification. We ask that access to Multichance be recognized with only the diagnostic report.

Sustainability

Waste and recycling

In the field of sustainability, the issue of **waste and recycling** is of primary importance: in fact, we have worked not only in the bodies asking to **improve the management of separate waste collection** (in fact, many will have noticed that often the employees combine all the bins in a single black bag) and to **add wet waste bins** (which until 2 years ago were not there).

What do we want to do?

➔ **Separate collection, done for real**: let's stop the **vicious circle** whereby the employees **throw everything in a black bag** saying *"the students don't separate anyway"* (and consequently students who don't separate because they say that *"anyway the employees throw everything together").* We ask that the cleaning company **be rigorous in sorting it**, and at the same time to provide **more information** among students to have waste thrown away correctly or to insert "smart" bins, already present in some departments, to overcome the problem.

➔ **Compostable waste bins on campuses**: A lot of waste, such as disposable cups and plates, is no longer made of plastic by law, but compostable material. Unfortunately, these are often thrown, together with food remains, in undifferentiated bins. We propose **to add wet bins** on all campuses, especially near microwaves, eating areas and canteens/bars.

➔ **Agreements with Polishop**: we propose that agreements be made with PoliShop, aimed at the sale of table kits, with cutlery and glass, and water bottles as described above at controlled prices to encourage their purchase.

➔ **Let's reduce the impact of our electronic footprint**: given the enormous amount of computer material present, we ask that an environmental impact assessment be carried out, that the life of PCs be increased through the use of **lighter computer systems** and that, once the life cycle of the components is over, they are donated to third parties to extend their life as much as possible.

➔ **A more sustainable network**: we also want the use of sustainable search engines and websites of B-Certified companies, such as Treedom, to be adopted and incentivised, with which a collaboration and a student discount could be proposed.

➔ **Let's increase recycling in laboratories**: given the huge amount of waste produced by laboratories, mainly at AUIC and Design, we ask that all unused or discarded material be recovered. We propose that spaces be created where the models already overhauled can be left by separating the components according to materials with a view to reuse.

➔ **Integrating recycling into teaching**: how can we expect students to recycle project materials if we don't teach them to? Our proposal is **to include in the laboratory courses** not only an explanation on how *to build* the models, but also on how to *dispose of them*, separating the components efficiently in order to reuse them.

360° sustainability

Sustainability is not just ecology! In recent years we have asked for **sustainability criteria** to be part of teaching and courses, and last year we obtained that **all courses included the SDGs** covered in teaching. Seeing is believing!

In addition, we have asked the university to make an important investment for the **energy transition and for sustainability sites** and in the last discussion of the budget **€8,350,000 were allocated.**

What do we want to do?

➔ **Food sustainability**: as we have already explained in the Canteens section, in many European universities the single meal is characterized by a *sustainability* **score** (i.e. how much its environmental impact is), through a sticker ranging from green (zero impact) to red (high environmental impact). We propose to adopt this initiative at the Poli, given its great success in encouraging more responsible and sustainable consumption.

Sustainable mobility

As mentioned in the Transport section, we believe that encouraging the use of public transport and green mobility is the best way to reduce the environmental impact of transport.

What do we want to do?

➔ **Free local public transport**: as is already the case in Turin, we ask that the Politecnico activate a system of reimbursement of the public transport pass (both Atm and Trenord) for students

➔ **Agreement with Trenord**: the subsidized under-26 pass is not enough, Trenord needs to open a dialogue with Lombardy universities to establish a season ticket **halved** compared to the current one

➔ **More agreements**: we will work to **improve** the existing agreements and to **add** others with public and private transport operators (Flixbus, Italo, Itabus...) and Sharing Mobility

- ➔ **New BikeMi stalls**: fortunately there are BikeMi stalls close to almost all campus spaces, with the exception of buildings **21-25-26** on the Leonardo Campus. Given also the presence of the scientific center of the University of Milan, we intend to open a PoliMi - Atm dialogue to install a **new BikeMi station** between buildings 25 and 26
- ➔ **Bicycle workshop in Leonardo**: we propose that a bicycle workshop be created also on the Leonardo campus, using the space currently in use as a car park, which will in any case be dismantled as envisaged by the ViViPolimi project

School 3I

exam calls, evaluations and teaching

In recent years we have worked hard to introduce post-exam questionnaires. In fact, we believe that **a judgment of the course and the professor cannot be made without taking into account the methods of evaluation** of the latter. Our work has begun to bear fruit, so much so that, in the last winter session, the **post-exam questionnaires** for the school courses began, on an experimental basis, ICAT.II questionnaire was officially approved by the school council and now a commission has been created that is working to implement them in all the courses of the Poli, officially!

As far as the calendar is concerned, in recent years we have collected reports of overlapping exams, promptly communicating them to the school principal and moving the dates.

We have worked to change the didactic mixes in the teaching sheets in the study manifesto, a fundamental step to push teachers towards more innovative and participatory teaching.

We are also working on a proposal to change the access thresholds for master's degrees, which is an improvement on the current situation.

Finally, we managed, for the first year exams, to allow students to **carry out the 1st session even for those who do not want to keep the grade of the 1st partial** good. For the years

following the first there is no such obligation on the part of teachers, however we are working to make it a right for everyone.

What do we want to do?

➔ **Increase the number of exam calls:** we would like to increase the number of exam calls at the Politecnico to 6 and then to 7. This would ensure a better organization of the study and one's exams, being able to study *according to the exam* and not *according to the date.* As expressed in the *Charter of Students' Rights and Duties* approved in 2011 by the Ministry of University and Research at the request of the National Council: "**each student has the right to a minimum number of 7 sessions**". The regulation of the exams depends on the individual Schools of the Poli (3I, AUIC, Design and ICAT), and there has never been an unambiguous definition, leading to different conditions.

➔ **Official implementation of post-exam questionnaires:** the work done so far is not yet complete. For this reason, we are committed to making post-exam questionnaires **official and available for all courses**.

➔ **1st ≠ 2nd partial session**: as already mentioned above, we propose that the possibility of carrying out the 1st session be guaranteed even to those who do not want to keep the grade of the 1st partial for all courses. At the moment, this is only possible for first-year students.

➔ **Modification of access thresholds to the master's degree:** we want to continue working on changes to the access thresholds, to ensure the protection of our rights.

➔ **Guaranteed recordings:** as previously written, recordings remain one of the most useful tools for studying, revising and recovering lessons. Too often professors refuse to provide this material or do so seriously **late**. **We ask that access to the recordings be guaranteed**, at least for frontal teaching lessons.

➔ **No more internships without salary:** often you have to carry out curricular internships to obtain a degree. At the moment, most of the internship offers listed by the Career Service **are unpaid**, or with very low salaries. We consider this unacceptable, since students should be able to support themselves during their studies despite the economic condition of their family.

➔ **Remove the block on Erasmus in the first semester of the first year of the Master's degree**: this administrative block has no significant justification, and makes it unnecessarily difficult to be able to carry out a mobility program for students.

Aerospace engineering

➔ **Enough spaces for all students:** Additional learning spaces must be built to ensure that all students have access to the resources they need to learn.

➔ **More laboratories available:** we ask for a **remodulation of class hours with laboratory hours**, for all professors, especially of exams such as technical physics, fluid dynamics and structures. We propose to organize visits to the laboratories and think of more interactive exercises, carried out by analyzing a problem in practice.

➔ **Pre-exam calls:** we have increased the number of partial exams during the three-year period, we would also like to encourage the possibility of carrying out pre-exams, such as in the examination of structures. This would allow students to have better flexibility when scheduling the session.

➔ **Equal exams between the various brackets:** in many courses of the course, the exams are carried out differently. For example, some brackets are not allowed to use forms, others take the same exam in *open book* mode. We therefore propose that for each course clear and detailed indications be given on the conduct of the exams as it is inconceivable that one is facilitated or penalized for the initials of one's surname.

Automation Engineering

➔ **Revision of the teaching load for innovative courses:** as already proposed in the course of Computer Systems (2nd year of the bachelor's degree), which provides *for innovative teaching* with video lessons on youtube, we ask that the courses carried out in an innovative way be made less dense since it has been realized that at home the time taken to study from videos is much greater than that estimated by professors.

➔ **Disparity between brackets**: in many courses of the course, the exams are carried out differently. We therefore propose that for each course clear and detailed indications be given on the conduct of the exams as it is inconceivable that one is facilitated or penalized for the initials of one's surname.

➔ **Redistribution of CFUs:** especially for integrated courses, which are in the three-year period, which have a number of credits lower than the actual hours necessary for the study of the subject.

➔ **Course Review:**
  - **Fundamentals of Computer Science:** we propose to include an introductory module to the ***MATLAB*** course to facilitate students to face the teaching of the following years, thus having a solid knowledge base without having to attend external tutoring.

- **Modeling of mechanical systems:** a change is already underway for the course and the will is to continue working to make it less and less of a stumbling block; in fact, in the last exam session the rate of people passed has significantly increased.

➔ **More characterizing courses in the first year:** considering that the first courses in which the world of automation is addressed are in the second semester of the second year and that in the first year there are only very theoretical and non-specific courses, we believe it is essential to rethink the study plan **in order to guarantee both all the necessary foundations of mathematics and physics and to get to the heart of the subject** immediately. We would like, for example, to put characterizing courses in the first year and move those not related to the subject to other times.

➔ **More laboratories available:** we ask for a remodulation of the lesson hours with those of the laboratory for all courses and in the subjects in which laboratories are already provided, we propose to make them actually more practical and interactive, especially in a three-year degree since, at the end of the course, it is not actually able to automate a process.

➔ **Revision of the 61 credits in the third year of the three-year period**: in the case of two 10-credit courses left behind, it is mathematically impossible to graduate by September because the maximum 80 credits provided for in the study plan would be exceeded, we ask that this problem be solved, for example by moving the extra credit to another year.

Biomedical Engineering

➔ **More laboratories available:** both in the master's and bachelor's degrees, integrate a more practical approach to the various subjects. A prosthesis is seen for the first time in the third year, if not even in the master's degree, while subjects such as "*Biomedical Instrumentation*" remain totally theoretical, sometimes deviating and not making you fully appreciate what the subject proposes.

➔ **Redistribution of CFUs:** some critical courses such as ***Biology and Physiology*** have a disproportionate teaching load compared to the number of CFUs. We propose to review the number of credits, also analyzing the **integrated courses**.

➔ **Clear division to the third year of the Bachelor's degree:** we propose a more marked division of the "industrial" and "information" paths, allowing students to **focus on subjects more similar** to their future path and allowing them to deepen one of the two branches, especially for those who do not intend to continue with a Master's Degree.

➔ **More international mobility offers:** There is a significant difference in the choice of partner universities compared to other engineering universities. Moreover, there is a

great difficulty, even for partner universities, in finding courses that professors can validate. Very often those who start are unable to fully validate the thirty credits of the semester.

Chemical engineering

→ **Revision of the Industrial Experimentation course:** we propose to include an **introduction module to the MATLAB course** to facilitate students to face the teaching of the following semesters having a solid knowledge base.

→ **Same exams for all professors:** we propose to standardize the exam and the course program **among all professors in the** case of different brackets for the same course. In this way, each student would have a clearer idea of how the teachings are carried out and no discrimination and differences in difficulty would emerge.

→ **Guaranteed mid-terms:** in many exams, mid-terms are not guaranteed. To facilitate study and for better learning, we propose to implement them for courses that currently do not have them.

→ **More clarity in the exams:** we ask that the **evaluation parameters of the exams** at the beginning of the course be clarified and that these are actually in line with the study load and the number of credits of the course. For this reason, we would like to see some courses such as "Energy Machines and Systems" reformulated.

→ **Oral exam out of session:** in courses where it is scheduled (written + oral), we propose to extend the period for carrying out the oral interview even outside the session itself. This already happens in some courses and is very popular, in fact it allows students to have **more time between practical and theoretical exams** to better prepare and master the topics.

→ **Abolition of the reproved:** in some courses, both in the bachelor's and master's degrees, the "reprovato" is still present. This does not allow you to face the exams serenely also because in some practical exams a mistake is enough to have a very low score.

→ **More clarity in the master's degree:** In particular, after the revision of the master's degree, every year the evaluation criteria and the type of projects to be done in the case of first-year courses change, creating great difficulties for students who find themselves retaking an exam the following year or who have not taken the master's degree in a non-canonical way.

Electrical Engineering

➔ **More laboratories and practical tests available:** in exams such as electrical engineering and fundamentals of automation there are no laboratories (which are carried out in other courses such as, for example, mathematical engineering); moreover, the use of specific software that can facilitate the full understanding of the course is not taught. It is also proposed to introduce a practical part in exams such as Electrical Engineering 1 or Physics 1 which are currently purely theoretical.

➔ **More elective courses:** in the three-year degree there are only 15 credits of elective courses in the second semester of the third year. We plan to increase them to make the **study plan less rigid**, facilitating the development of more transversal skills.

➔ **Changes to the syllabus of some courses:** in some courses, topics are addressed without having basic knowledge. For example, in Physics 1 some proofs are made using differential equations which, however, have not yet been introduced in the course of Analysis.

➔ **Revision of the 61 credits in the third year of the three-year period**: in the case of two 10-credit courses left behind, it is mathematically impossible to graduate by September because the maximum 80 credits provided for in the study plan would be exceeded, we ask that this problem be solved, for example by moving the extra credit to another year

Electronic Engineering

➔ **More elective courses:** in the three-year degree there are only 15 credits of elective courses in the second semester of the third year. We plan to increase them to make the **study plan less rigid**, facilitating the development of more transversal skills.

➔ **More characterizing courses in the first year:** considering that the first courses in which it is actually about electronics are from the second year and that in the first year there are only very theoretical and non-specific courses, we believe it is essential to rethink the study plan. We would like, for example, to put characterizing courses in the first year and move those not related to the subject such as economics to other times.

➔ **Revision of the Chemistry exam:** unlike Electrical, Computer and Automation Engineering, the Electronic Engineering course includes, in the Chemistry exam, a part of organic chemistry whose usefulness is not fundamental and only complicates the conduct of the entire exam.

Energy Engineering

➔ **More laboratories available:** we ask for a **remodulation of lesson hours with laboratory hours**, for all professors, especially of exams such as technical physics, fluid mechanics and machines. We propose to organize visits to the laboratories and think of more interactive exercises, carried out by analyzing a problem in practice.

➔ **Multiple elective exams**: to date, the course has **only one elective course during the three years**, not counting the choice that can be made in the third year between energy and nuclear as. The subjects are generally all useful, but we believe that if you could choose to take some "spot" exams such as plants or metallurgy whenever you want and not in the second and fourth semester necessarily, it would give more flexibility to students in organizing their work.

➔ **Maybe something is not working:** energy engineering is one of the degrees with the lowest percentage of graduates with 110L and with the lowest grade point averages. We ask for greater attention during the evaluation processes, as having a lower average often means that those who study Energy find it more difficult to access scholarships and/or agreements.

Engineering Physics

➔ **Redistribution of CFUs:** remodulation of the CFU of courses that currently have too high a study load and increase the number of credits from elective courses.

➔ **No more deadly boring lessons:** a very common thing by professors is the mere use of slides in class to explain. As necessary as this is, it is **impossible to follow uninterrupted hours of frontal teaching** with full attention. We ask that teachers work on **more interactive, practical and interesting ways** to engage during the courses.

➔ **Clear division to the third year of the Bachelor's degree:** we propose a more marked division of the "industrial" and "information" paths, allowing students to **focus on subjects more similar** to their future path and allowing them to deepen one of the two branches, especially for those who do not intend to continue with a Master's Degree.

Management Engineering

➔ **Partial courses guaranteed in the second and third year:** at the moment, partial courses are provided almost only for first-year courses. We propose to introduce this possibility in the following years as well.

➔ **Equal exams for all professors:** we want to work so that all courses have the same exam and course program among **all professors**, to allow all students to have a clearer idea of how the teachings are carried out and not bring out discrimination.

➔ **Project Work:** we ask to introduce more moments of discussion with the Academic Tutor and an initial moment to guide students in drafting the final report.

➔ **Multiple exams to choose from:** to date, the course has **only one course to choose from during the three years**. We plan to increase them, making the **study plan less rigid**, facilitating the development of more transversal skills, whatever the subsequent path you want to choose or the sector in which to specialize.

➔ **Master's degree major**: although the **final choice of the major** can be made when compiling the second-year study plan, the choice is bound by the first-year exams required for the various majors. We propose to remove this constraint so as to allow students to have all the options available for choosing a major.

Computer engineering

➔ **Continuous monitoring of the final examination activities**: despite the importance that the final examination activities constitute in the student's path in the Bachelor's Degree, the absence of a post-project questionnaire, like the one administered at the end of the courses, does not allow to obtain feedback from professors on any technical problems that are encountered. Following the work done on the API project, we propose to extend this monitoring and feedback activity also for the other final test activities, in particular for the Software Engineering test.

➔ **Re-proportioning between course content and CFU:** one of the riches of the Master's Degree is the numerous courses offered and its modularity. However, the high number of exams to be taken, in which the **amount of content is often disproportionate to the credits assigned**, risks constituting an obstacle in a student's career and consequently increasing early school leaving. We therefore propose to review the relationship between the topics contained in the courses and the credits assigned, with a view to improving the university career of each student.

➔ **Revision of the Mechanics obligation**: the abolition of the Technical Physics obligation for those who wish to continue their studies has allowed students to be able to expand the educational offer by choosing, instead of Technical Physics, another course, perhaps more relevant to their abilities. We therefore propose to review the Mechanics obligation as well, so that students have more choice between elective courses.

➔ **Abolition of the limited number of students for the courses of the TABA group**: with the abolition of the compulsory number of courses in Technical Physics, it was decided to establish the limited number of students for equivalent courses (General Chemistry, Waves and Transmission Media, Measurements, Technical Physics). However, since the distribution between the various courses has been proportionate to the places available (precisely because the expansion of the offer has made it possible to choose courses more relevant to one's interests) and given that the mechanism based on a limited number of students penalizes those who are forced to fill in the study plan later, we propose to abolish the limited number of places on these courses.

➔ **Expansion of the offer of basic tutoring for specific courses**: we propose to establish, like what already exists for the basic courses for engineering education (Analysis, Physics...), a series of basic tutoring on the decisive courses of the study plan such as Algorithms and Principles of Computer Science and Software Engineering.

Mathematical Engineering

➔ **More midterm tests**: for the courses of **Experimental Physics II** and **Electronics** we ask to include the midterm tests, since they are courses that can be unpacked into two parts.

➔ **More laboratories**: as done with Electrical Engineering, we propose to include laboratories of **Experimental Physics** *(which has nothing experimental about it!)* and/or **Chemistry** to allow us to give a practical strand to the disciplines, since at the moment they are only theoretical.

➔ **Teaching** of **essential software**: in some courses the use of software is required without these being properly explained. It is necessary to teach these tools and rearrange the credits in order to recognize this study time. In particular, we want to:

◆ **Python course**: we propose to include in the course of Computer Science A also hints on Python (if desired as innovative teaching), a topic used in 2 courses of the second semester of the 3rd year without any basis, as well as in the master's degree. Currently, fortunately, there is the AIM association that provides it for free!

◆ **MatLab course**: we propose to include the teaching of MatLab software within the GAL course and not as a passion in action, since starting from the second year it becomes essential for subsequent exams

◆ **Excel course**: we propose that an Excel course be added to mathematical engineers, framed either within one of the courses or as a *passion in action*. Excel is in fact a very important tool, which will be very useful in masterful!

◆ **Latex course**: a fundamental tool that every engineer must learn for theses or projects. We want to find the sun

➔ **Better organization of topics:** An example? In Physics I, demonstrations with differential equations are faced before they have been seen in Analysis. Analysis I can

be substituted for some of the numerous proofs to include this topic useful for the second semester.

➔ **Personalization of the course of study**: did you know that before Construction Science (or *Mechanics of Solids and Structures*) was mandatory? We have made it optional, adding 12 new courses (such as Algorithms and GSLP) to the 3rd year of the three-year degree. This is because we believe that **greater customization** of the Study Plan is necessary, to make the figure of the mathematical engineer more **flexible and complete**! We will work to make the PdS even more customizable.

➔ **Rearrange the finance course**: unfortunately the finance course in the 3rd year has several problems, especially on the theory part. It is a shame because it is an important course for those who want to continue with **Quantitative Finance in the** master's degree, we propose to review the course, which is one of those with the highest dissatisfaction at the bachelor's degree.

➔ **Financial Engineering credits**: for those who take the Finance course, given the importance of teaching Financial Engineering, which takes a lot of time, we propose to increase the credits, adapting it to the current workload and reshaping other courses.

Materials Engineering

➔ **More laboratories available:** we ask that laboratory activities be increased to **allow all students to carry out practical activities** and not just learn theoretical notions.

➔ **Redistribution of CFUs:** especially for integrated courses, which are found especially in the three-year period, which have a number of credits lower than the actual hours necessary for the study of the subject.

➔ **Introduction of a course in computer science and organic chemistry:** we ask, after revision of the credits of the other courses, the introduction of a course in computer science and organic chemistry, both necessary to know and be able to apply useful tools for materials engineering and to better understand more advanced courses.

➔ **Insert internship option in the design laboratory:** use the internship as a second option instead of the classic laboratory activity (in one of the laboratories of the Politecnico) of the "technological-design laboratory" course, necessary for the three-year degree.

➔ **Make the modules of the integrated courses independent:** in order to be able to manage the study with more freedom and avoid that at the end of the academic year, in the event that the exam of some modules has not been taken or is not sufficient, all the grades of the exams of the other modules are lost.

➔ **Give more importance to PSPAs:** differentiate the mandatory exams according to the PSPA chosen.

Mechanical engineering

➔ **Increase the number of courses with ongoing tests**: giving students the opportunity to be evaluated continuously during the duration of the course allows them to drastically reduce stress during exam sessions, which for most students is very great. In addition, continuous evaluation has been shown to lead to greater retention of information than a single final grade.

➔ **Remove the block on Erasmus in the first semester of the first year of the Master's degree**: this administrative block has no significant justification, and makes it unnecessarily difficult to be able to carry out a mobility program for students.

➔ **Diversify the assessment methods with projects and presentations:** we believe that having the opportunity **to work in a group enhances teaching** by making it more interesting and engaging, while improving soft skills that are increasingly required in the workplace and enrich the individual.

➔ **No more deadly boring lessons:** we ask you to avoid boring lessons that are limited to the use of slides to explain their content. Even if the slides are important, it is difficult to keep the attention high for long hours of lectures. Therefore, teachers are required to adopt **more interactive, practical and interesting methods** to engage students during the courses.

➔ **Equal exams for all professors:** we want to work so that all courses have the exam and the course program the same among all professors, so that students have a clearer understanding of how the teachings are managed and there are no differences or discrimination in terms of difficulty.

➔ **No more internships without salary:** as already mentioned above, in the mechanical engineering course during the third professional year of the bachelor's degree and in the master's degree, there is an obligation to carry out a curricular internship to obtain the degree. At the moment, most of the internship offers listed by the Career Service **are unpaid**. We consider this unacceptable, especially due to the occasional obligation to carry out an internship, so we will strive to make internships adequately paid so that all students can support themselves regardless of family economic conditions.

Mobility Engineering

➔ **Exam correction times and transparency**: last semester we had the calendar of first-year exams rescheduled, which initially included exams focused on just **2 days**, spacing out the exam calls in order to favor a session with more scope and organization. Another important issue is that of correction times. Unfortunately, in some courses, these times are too long, while the *Charter of Students' Rights and Duties* reiterates maximum times. Even for some projects **the grade is not even given**, with a single final evaluation that includes everything. We will work to ensure that everyone respects the correction times and that there is more transparency in the evaluations.

➔ **Ambassador Program in *Smart Infrastructures***: last year, **3 types of ambassador programs** were implemented in the master's degree: green technologies, inclusivity design and smart infrastructures. Strangely enough, the first two are present in our course but not the third, which would be the **most suitable for** our course! We are already working to have it added.

➔ **Sharing past projects**: the projects we do, in addition to being useful for the educational path, are also interesting and valid ideas for building the mobility of the future! We'll ask you to implement a **project sharing drive** as they are submitted, so that everyone has access to past projects.

➔ **Extracurricular interaction with companies and administrations**: we believe that there is a lot **of room to perfect** the construction of the course itself but also of the **interactions between students and companies/administrations**, as well as fixing some aches and pains and things that are not good. At the moment, the moments of interaction with partner companies are organized within the educational environment, therefore with a short time or in any case focused on partial aspects. In our opinion, it can be useful to find extracurricular moments in which if you are interested in a specific company, you can interact with it and find out more about its projects in the field of mobility.

➔ **Add public administrations and local government bodies to the course partners**: mobility passes not only through companies, but also and above all through local, regional and national administrations! We propose to add **moments, seminars, workshops and visits** in contact with the Municipality, Region, Ministry and other government bodies of the territory.

Nuclear Engineering

➔ **Increase course choices for some tracks:** There are obvious disparities in elective exams depending on the track chosen

➔ **Avoid the compulsory nature of some courses in the first year:** these are preparatory only to some tracks, it makes no sense for those who do not do these specifics.

➔ **Erasmus:** increase the options and improve the information on universities with respect to their own track, as many countries have many biases on which aspects of nuclear engineering to follow.

➔ **Re-proportioning between course content and CFU:** we propose to reconsider the relationship between the educational content of the courses and the related training credits, in order to make the university course more balanced and effective. This also applies to exams: 5-credit courses with written, oral and project are very burdensome.

AUIC School

Teaching support, calendar and organization

From a **more efficient scheduling** of exam sessions, to a more correct **formulation of degree papers**, to greater funding of Poliprint, there are several issues addressed and objectives achieved in these years of representation for the School of Architecture, Urban Planning and Construction Engineering, but we don't stop there!

We have in mind a plan to improve the various aspects concerning **teaching, spaces and accessibility**; this is to ensure that each student has an experience that is as positive, educational and accessible as possible compared to the one currently offered by the AUIC school.

In recent years we have also fought to **redevelop the study** and collective work spaces: thanks to our commitment it was recently decided **to purchase new drawing tables** for ed.11, and we plan to increase the spaces in **Trifoglio**.

We believe in the need to update teaching methods to the present, introducing and improving the critical aspects raised over the years with respect above all to the software used and their integrations in the various courses. It is necessary to make proposals to intervene on some **critical aspects**, such as: the **inaccessibility of** materials for revisions and exams, the excessive teaching load and the **teaching of software** often not very functional to their effective mode of operation.

What do we want to do?

→ **Encourage digital revisions**: aware of the fact that paper revision is essential to understand corrections at the right scale, make the most of opportunities to review on screen, in order to make teaching more accessible and sustainable in terms of time and costs. To this end, we propose the arrangement of **interactive screens of the appropriate size** to be able to carry out this activity in an appropriate way, combining the immediacy and practicality of the written instructions by the professors on the papers with greater affordability.

→ **Increase the spaces dedicated to the work of models**: we want to continue the work done in the Study Spaces Commission by proposing to increase the spaces and tables dedicated to the work of models of architecture and urban planning.

→ **Implementation of software teaching**: we ask for the reorganization of digital representation courses with software for design and graphics, dividing between fundamentals of representation, digital-skills and minor modules, optional or coordinated with existing courses, dedicated to specific programs from the first year.

→ **Theoretical course** registrations: even at AUIC there are courses that are particularly heavy compared to face-to-face use alone. Often these teachings are not recorded. For this reason, we demand that the possibility of reviewing lessons be guaranteed, as is already the case in other universities.

→ **Tutoring**: We want to increase availability for peer to peer tutoring so that they are accessible to more students.

→ **Access to master's degrees**: We propose lowering the threshold of the average access by merit to master's degree courses, currently equal to 27. This proposal is aimed at supporting all students who, due to necessity, cannot devote themselves completely to studying, and who therefore do not have the opportunity to achieve these results. We also propose greater clarity in the guidelines for the **creation of the portfolio**, as well as in the communication by the University for the various phases of application and effective access to degree courses.

→ **BIM Master's Degree Course**: to date, the optional BIM course, despite the contents being the same, is delivered in two different semesters in the various master's degree courses in architecture. We propose to make this teaching interschool, bringing

together the subjectsof the two schools. This would bring an advantage from the point of view of didactic simplification and greater fairness in the counting of credits useful for starting thesis work.

Architectural Design

➔ **Teaching material fund**: for two years we have been fighting for the allocation of an individual fund for teaching material, as is already the case in other Italian universities. Studying in certain faculties involves a higher expense (prints, models...): this creates economic inequality and favors the advancement of students with higher incomes. Therefore, in these two years we have worked to bring to the university a concrete proposal that provides for a **credit that can be spent at PoliPrint**, in relation to the number of laboratories to be supported. We want to continue working on it so that this becomes a reality.

➔ Materials and techniques for models: several professors force students to use **hyper-specific materials** (foils, solid wood). This type of behavior also favors affluent students at the expense of lower income brackets, since the grade is often conditioned by the quality of the materials/prints.

➔ **Incentive to reuse materials**: Teachers should **raise students' awareness** of the conscious use of materials. In fact, it is very different to find yourself in front of an organized warehouse than a box with pieces of models *thrown away as it happens*. Reuse should start from laboratories and professors.

➔ **Labora for LT students**: Currently, access to LABORA is reserved for master's students, and an insufficient number of computers made available does not cover the request. The Politecnico should commit to providing more workstations and **extending access**.

➔ **Remodulation of CFUs**: We propose that the CFU be remodulated with respect to the actual workload of each course and workshop. To date, a huge discrepancy has often been created between graphic drawings, models, and theoretical study.

➔ **Coordination of** assignments: we would like to encourage communication between professors to avoid overlapping assignments and ensure correct learning of the individual modules.

➔ **Optional courses**: we want to increase the proposal of optional courses and their extension to all 3 years of graduation, reshaping the current educational offer.

➔ **Organization of the model deposit**: to date, the deposit of models made by students in the campus

spaces is poorly organized. This is to the detriment of the students themselves and the university, as it is now the norm to exhibit the outcome of the various workshops in the exhibition spaces of building 11. We therefore propose to better organize and **expand the storage spaces for the models**; for this purpose we have already identified easily accessible spaces within building 11, **already renovated but unused**.

Urban planning

➔ **Teaching material fund**: we want to establish a fund for teaching materials. This is already happening in some universities in Italy such as Turin. It is objectively unfair that those who study certain faculties have to spend more than others. The university may pay for student materials through a **spendable credit, conventions,** or a **refund**.

➔ **Direct channel to the printing centre**: create a reference email from the printing centre where students of the department can send the material, with a pre-established regulation for sending. This would allow for an immediate channel where the material with the respective printing characteristics can be sent and collected within the university system.

➔ **Redistribution of CFUs**: remodulation of the CFU of courses that currently have too high a study load (e.g. decrease the load of some 4 CFU courses because they involve a greater amount of work and time than some 8 CFU courses).

➔ **Job training**: increase practical courses that allow students to learn the practical parts of the trade through courses or seminars to facilitate entry into the world of work.

➔ **Software Workshop**: We propose the inclusion of a workshop, in the first year, which can teach students what they need to use the software used in the course of study.

➔ **Portfolio**: give students the opportunity to access a workshop or seminar that **teaches how to create their own portfolio**, not only graphically but also in terms of content and methodology for selecting topics.

➔ **Study space**: we propose to increase the possibility of accessing a space where you can work on models by reservation in an area suitable for the necessary equipment.

➔ **Timetable management**: in recent years it has been recurring that many **courses**, especially the optional ones, **overlap** so as to put both students and teachers in difficulty. This is why we are asking for better management of schedules.

Building Engineering

➔ **Redistribution of CFUs**: remodulation of the credits of courses that currently have too high a study load and increase the number of credits from elective courses.

➔ **More site visits**: We propose to increase the number of site visits. As future construction engineers, theory is important but should be completed with practical examples that can make students more excited.

➔ **Teaching material fund**: we want to establish a fund for teaching materials. This is already happening in some universities in Italy such as Turin. It is objectively unfair that those who study certain faculties have to spend more than others. The university may pay for student materials through a **spendable credit, conventions,** or a **refund**.

➔ **Peer to peer tutoring for theoretical courses**: as mentioned above, we propose to increase peer to peer tutoring for theoretical courses.

➔ **Establish one day a week dedicated only to the project**: the amount of work that students find themselves pouring into projects is very high, they often find themselves sacrificing sleep in order to keep up with the lessons and the project, so it would be advisable to eliminate a teaching day so that students can dedicate it to the project.

➔ **Detailed explanation of design programs:** During the first year, certain courses should be responsible for teaching programs such as Autocad, Revit, and Rhino. Unfortunately, however, students are often left to their own devices and find themselves in the following years with gaps.

School Design

Campus and study spaces

In these 2 years we have identified and tried to solve some of the main problems that the students of the School of Design have to live with every day, from teaching to study spaces.

In addition, in these two years we have managed to **have other classrooms wired in B2** and in these months **about 100 study spaces will be added** and another 136 in B2 will be modernized.

Finally, in September, the **pedestrianization works of the Durando Campus** will be completed which, among other things, will lead to about 60 new outdoor study spaces.

What do we want to do?

➔ **Upgrading and periodic maintenance of the sockets**: we ask that the entire B2 be wired and that maintenance be carried out on those of the B1. The number of **power sockets in the classrooms is very low** , moreover a good part are not working. For this reason, periodic maintenance is also essential to provide optimal service.

➔ **Safe spaces for prototypes:** we propose that you create a safe and organized space where you can leave your prototypes before revisions or deliveries, so that they can be kept safely.

➔ **B2 open 24 hours a day:** our goal is to have a 24-hour open space in Bovisa as well, such as B2. By also opening the B1 + library, the new study room in B4 and the bar of the Oval until midnight you would get **a space like the Patio**, where you can eat and stop to study or carry out group work!

teaching

What do we want to do?

➔ **Six-month modification of the Study Plan**: currently the design school is the only one that does not provide for the modification of the study plan between the first and second semester. We propose to add it, if only to manage monographic courses in a more optimal way.

➔ **Drafts of the exams:** at Ingegneria the drafts of the dates of the exams are published, with some time in advance. We propose to do this also in the design school, so that you can **plan**, in advance, any travel home or personal commitments.

➔ **Standardize training programs between different sections:** often the differences between the software taught and the topics of the course are considerable between one section and another. This is unacceptable since each student's membership section is assigned and cannot be chosen. Therefore we propose **to standardize the teaching programs between the various sections**, as happens in engineering.

Welfare and teaching materials

Recently, thanks to our work, we were able to obtain more funding from PoliPrint in Bovisa to purchase a new **plotter** and **roll holders**.

What do we want to do?

➔ **Teaching material fund**: as mentioned above, it is necessary to set up a fund for teaching materials. Design students frequently have to use extra materials (such as canvas or pattern paper) for fashion, resulting in spending too much overall. The university may pay for the teaching materials for students through a **spendable credit, agreements, free access to the material** or with a **refund**.

➔ **Agreements for materials**: we propose that the Politecnico enter into agreements with large **companies and warehouses**, just as some professors do individually, to have *waste materials* that would otherwise be thrown away. These are obviously of a **very high quantity and quality** and could be used for carrying out workshops.

➔ **Polishop and Poliprint:** we propose that the services of Polishop and Poliprint be strengthened in favor of students, with a sharp drop in **prices**. As they are fixed stops for all design students, prices currently do not meet the needs of students and sometimes they are not even affordable since lower prices can be found outside the university.

→ **Agreements with museums, exhibitions and events:** the city of Milan from this point of view is an attraction in its own right. We propose to establish as many agreements as possible with museums (**ADI** design museum for example) and events (**Salone del Mobile** and **Fashion Week**). This is certainly a **stimulus** and an extra opportunity that is provided to students.

Fashion Design

→ **Software enhancement courses**: we propose to improve and reorganize the teachings dedicated to specific programs from the first year, so as to allow everyone to become familiar with the software and not risk falling behind.

→ **Workshop booking service:** we ask that the laboratory booking system, which is currently done through *Affluences, be perfected*. With the current system, which provides for a simple reservation, **many students are unable to access the laboratory** because it is booked, even when it is actually free or with part of the machinery free.

Communication Design

→ **Redistribution of laboratories**: we propose to change the distribution of laboratories in the **1st year of the master's degree**. Currently, these are all concentrated in the second semester, instead of spread over the entire academic year.

→ **Choice of software**: we ask to standardize the choice of software to be used during the courses by teachers, limiting themselves to those made available by the university and to modify the presentation of the course by immediately indicating which modeling tools will be used.

→ **WeBeep for sending materials**: we ask you to use **only official channels** such as the WeBeep page of the course to provide students with the materials (templates, slides and other files necessary for carrying out the projects), especially in the laboratories. Often currently there is a lack of coordination between the various professors of different modules of a laboratory and the materials are sent by each on different and often unofficial platforms (Google Drive, Wetransfer, email etc.).

Interior Design

→ **Software enhancement courses:** we propose to improve and reorganize the teachings dedicated to specific programs from the first year.

➜ **Workshop booking service:** we ask that the laboratory booking system, which is currently done through *Affluences, be perfected*. With the current system, which provides for a simple reservation, **many students are unable to access the laboratory** because it is booked, even when it is actually free or with part of the machinery free.

➜ **Number of exam sessions**: we ask for at least **two exam sessions** for the course laboratories, which being preparatory exams, would prevent students from continuing their studies in the event of a negative outcome (currently there is only one session available in many cases).

➜ **Software licenses**: we ask for an improvement in the software licensing system for rendering, which at the moment can only be used with the wired connection on site. This system currently prevents you from really taking advantage of the free license (because jobs often take a lot of time and because computerized classrooms are not always free), and often forces students to buy a paid license.

➜ **Partial exams for theoretical courses:** in many exams partial exams are not guaranteed. (e.g. *Curves and surfaces, History of design,* etc.) To facilitate study and for better learning, we propose to implement them for courses that currently do not have them.

Product Design

➜ **Workshop booking service:** we ask that the laboratory booking system, which is currently done through *Affluences, be perfected*. With the current system, which provides for a simple reservation, **many students are unable to access the laboratory** because it is booked, even when it is actually free or with part of the machinery free.

➜ **Partial exams for theoretical courses:** in many exams partial exams are not guaranteed. (e.g. *Curves and surfaces, Mechanical constructions and technologies, History of design,* etc.) To facilitate study and for better learning, we propose to implement them for courses that currently do not have them.

➜ **Guaranteed recordings:** as previously written, recordings remain one of the most useful tools for studying, revising and recovering lessons. Too often professors refuse to provide this material or do so seriously **late**. **We ask that access to the recordings be guaranteed**, at least for frontal teaching lessons.

➜ **Software licenses**: we ask for an improvement in the software licensing system for rendering, which at the moment can only be used with the wired connection on site. So often students are obliged to purchase a paid license (e.g. Keyshot). Furthermore, it often happens that some **programs** are available only for some **operating systems**

(e.g. Autodesk Alias for Windows), forcing some students to have to buy software such as Parallels out of their own pockets.

ICAT School

teaching

The main critical issues of the ICAT school are related to the prevalence of courses that consist entirely of frontal teaching and the bureaucracy that limits the methods of evaluation and **organization of one's study plan**.

We are focused on solving the problems that currently hinder learning, such as antagonistic professors and the absence of teaching materials. We also have many proposals to improve the courses and make them more similar to the needs of the students.

We also want study spaces to be adequate, due to the repetitive and "unpretentious" teaching methods: it is often taken for granted that current classrooms and study spaces are sufficient, but in reality they are overcrowded and scattered on and off campus.

What do we want to do?

➔ **Reorganization of the Study Plan:** the three-year courses of the ICAT school are the degree courses with the **longest average durations at the Politecnico**. This complex problem does not have a simple and immediate solution. This is why we have so many ideas and proposals, some of which have already been launched or discussed in the bodies, to address this problem. The improvement of monitoring tools, the reorganization of study plans, improved tutoring and proposals on different teaching mix and evaluation methods **are just some of the initiatives we are working on!**

➔ **Ensure precise timing for the evaluation of exams**: during the sessions, the results of many exams are published in conjunction with the next session. This makes it **difficult** for students to **organize the session**. It often happens that you do not know if you can devote yourself to other courses or if you need to repeat the exam in question. We therefore ask that the results be reported well in advance of the subsequent exam calls.

➔ **Post-exam questionnaires at full capacity:** now that the post-exam questionnaires have been produced and disseminated for the first time, it is necessary to continue to carry out the proposal to ensure that this practice is consolidated. We will continue to strive to ensure that teachers disseminate the questionnaires and share the data until they are fully implemented in the school and university.

➔ **More interactive teaching methods**: master's degree courses are currently very theoretical and passive. We think that more face-to-face discussion in the "reverse classroom" style can improve learning and the exchange of ideas among students.

➔ **Adaptation of spaces**: it happens too often that we have to run from one teaching to another in very distant buildings, which often requires traveling through time, sometimes to occupy a place in overcrowded, uncomfortable and unwired classrooms. We want the classrooms to be suitable for the courses of study.

Orientation

What do we want to do?

➔ **Abolish the average of master's degree courses**: Since the influx of students to master's degree courses is not high, and that many **places often remain vacant**, we believe that the threshold for access to master's degree courses is completely useless. We therefore propose to abolish it, also to give a strong signal that aims to guarantee everyone the right to study.

➔ **Greater publicity**: since, as mentioned above, the courses are never full, we propose to rethink how the courses of study are offered externally to future students and we also want to implement a **complete rethinking of the programs**, taking into account what are the **most current issues** and what is really needed in the contemporary world.

➔ **Instagram page of the school:** to improve the visibility of the school and the courses, the proposal of the creation of an Instagram page has been brought and supported in the bodies. We will strive to ensure that this tool is used to make the teachings that will be involved in the project more accessible, interactive and interesting.

➔ **English OFA:** currently to fulfill the English OFA you must present one of the tests/certifications required by the university. We also want to make other tests that ascertain knowledge of the English language sufficient.

Environmental Engineering

➔ **Extra activities and meetings**: opportunities to participate in **dissemination events**, debates held by university professors, and courses of the Passion in Action platform that include field trips are periodically proposed. We want these opportunities to be maintained and increased considering the importance they have in our course of study and the stimulus that contact with the real application implications of the studies carried out can bring.

➔ **Sharing of material**: It should be emphasized that the increase in teaching material represents a great support in the preparation of exams for students. For this reason, especially in courses lacking material on WeBeep, we push for the sharing of handouts, additional exercises with related corrections and above all exam topics from previous years. Finally, we believe it is important that all resources are accessible through official platforms and not scattered on various, protected and personal sites.

➔ **Fundamental software:** the Computer Science course currently present in the study plan is not sufficient to give the necessary foundations to effectively use the software required during the degree course. We want to provide more tools to learn how to use fundamental programs such as MatLab and Excel without adding to the already excessive teaching load.

➔ **Recordings and streaming**: we attach equal importance to streamed lectures and their recordings, which is why we ask that each teacher guarantees them in their course, especially with regard to lessons in preparation for exams.

➔ **Partial and actual exams**: there are still few courses that allow partial exams to be held, an essential way to manage and divide the study load. Therefore, we ask that all teachers work to offer this possibility and we believe it is equally important that the **date of the second partial** is set before that of the first total session so as to guarantee the effective **benefit of the partial** and not any inconvenience to students.

➔ **Respect the recording times:** it is written (in bold!) in the Charter of Rights and Duties of Students of the Politecnico di Milano that teachers are required to submit the results of the exams within two weeks or in any case **before the closing of registrations for the next session**. We ask that the correction times be reduced and that our rights be respected!

Civil engineering

➔ **True three-year degree**: the average completion of the degree course is stable from 2015 to **4.5 years. This is not acceptable!** Concrete improvement actions must be

implemented to ensure that the duration is guaranteed within appropriate deadlines. We have started dialogues with coordinators and teachers to think about how to restructure the curriculum and the evaluation methods and we will address this problem.

➔ **No more deadly boring lessons:** a big problem is that most of the courses are extremely theoretical and based on memorizing theorems and proofs. As necessary as this is, it is **impossible to follow uninterrupted hours of frontal teaching** with full attention. We ask that teachers work on **more interactive, practical and interesting ways** to engage during the courses.

➔ **Sharing material**: Some professors still refuse to share recordings, slides, lecture notes, tutorials, or sample exam papers. All these tools are important to integrate face-to-face teaching. Missing one or more of these elements makes the course less effective in education. These obstacles must be broken down to make all courses more accessible.

➔ **Professional software**: because of the very theoretical lessons, many professors are reluctant to use software in courses. This is a problem especially for master's students who in a short time have to deal with jobs in which they are required. Integrating the use of professional software into the courses allows you to have a clearer idea of the possibilities of the advanced technologies available to engineers.

➔ **Continuous evaluation:** as already mentioned, we aim for an evaluation model that accompanies students during the semester, or that in any case does not reduce the entire teaching experience to a 3-4 question session. We would like more courses with projects and group work, more intermediate tests (in some courses there are also 4 mid-terms), challenges and quizzes and in general a system of continuous self-evaluation.

➔ **Strengthening of tutoring:** we want to expand the offer to more courses and make sure that they are usable by those who need them. This opportunity should not only be offered close to exams but during lessons when problems may already arise.