UNIVERSITY PROGRAM

TEACHING

ACCESS TO DEGREE PROGRAMS:

As a representative list, we have always considered it fundamental to ensure free access to university studies, with the only entry requirements being a high school diploma for bachelor's or single-cycle master's degree programs, and a bachelor's degree for master's degree programs.

Therefore, the entrance exams currently in place should serve solely as self-assessment tools, abolishing the assignment of Additional Training Obligations (OFA) for those who do not pass, in all courses that currently have them.

We also consider it necessary to remove locally managed access to courses in Construction Techniques and Management of Territory and Industrial Systems and Information within the Faculty of Engineering, as this access is not regulated by national norms.

We emphasize that such changes must be supported by a prior adjustment of university structures and training networks, to ensure a genuinely educational and high-quality study path.

E-LEARNING:

We have consistently emphasized the importance of providing all students with the necessary educational materials to facilitate easy studying (skill pills, audio and video support materials, presentations accompanied by explanatory audio, self-assessment tests), allowing access to educational content remotely rather than strictly through in-person attendance. The aforementioned means not only serve as useful resources but are indispensable elements for students who, due to economic reasons, work commitments, or health issues, are unable to attend in-person lessons.

ONLINE PUBLICATION OF RESULTS:

Respecting the anonymity of students, it is crucial to protect their privacy during exam result publication, referring to student ID numbers rather than personal data. Concerning the publication of written exam results, it is deemed appropriate to extend the publication deadline to within 20 days after the written test (already in effect for the Departments of Sciences and Agriculture) and at least 3 days before any oral examination if scheduled. Additionally, it is deemed necessary to impose a maximum limit of 10 days for result certification after acceptance.

SOFTWARE AND LICENSES:

We request that the University commit to providing free licenses for software necessary for students to carry out educational activities and exams more accessibly. Currently, many courses in our Faculty require the use of paid software to fully utilize their functionalities, often with high costs. Therefore, we ask the University to ensure an adequate number of licenses for the most used software in various degree programs. We believe this is essential to allow students to easily complete assigned tasks during their study path. Furthermore, we believe it is necessary to organize short training seminars to illustrate the functionalities of the most used software, providing students with a solid foundation for further insights.

COURSE EVALUATION QUESTIONNAIRES:

Course and exam evaluation questionnaires are fundamental for monitoring the quality of teaching offered by the University. However, we believe that students should have the opportunity to complete the course evaluation questionnaire even after the expected year of attendance, as a student may take lessons in a specific subject beyond the designated year. To encourage questionnaire completion, clear and precise information on anonymity protection by the University is advocated, as the results are only reported to Course Councils at the end of the academic year. We also request that the University take greater responsibility for the questionnaires, especially for courses with low satisfaction rates, implementing measures for their improvement, which are currently at the discretion of the professor.

DEACTIVATED COURSES:

Following the approval of changes regarding the organization of a degree program, which involves deactivating the previous one, students inevitably face difficulties. Those who must take exams related to deactivated courses often encounter challenges due to the limited number of exam opportunities available during the year and the availability of professors for consultation. It is essential to ensure the traceability of the programs of these courses and all necessary educational materials required to prepare for corresponding exams, and we are committed to ensuring that this is implemented.

INTERNSHIPS:

Internships are a useful tool for integrating students into the workforce. However, we believe it is necessary for these opportunities to be fully accessible from an economic standpoint. Therefore, we request reimbursement for transportation expenses and potential room and board costs. Additionally, we hope for continuous oversight of hosting facilities to ensure maximum workplace safety and respect for the students hosted.

Regarding internship applications, we believe they should be fully digital and without fixed submission windows, allowing submissions throughout the academic year.

PART-TIME ENROLLMENT:

Our University currently offers a part-time enrollment system allowing students to acquire half of the university's educational credits within the academic year, with a corresponding reduction in tuition fees. We request that this opportunity be extended to programmed-access courses at our University, including those in the Faculty of Medicine, the Edile-Architecture course, the Techniques and Management of Territory course, and the Systems Industrial and Information course. Furthermore, we support the idea of a more personalized enrollment model, with study plans and credit quantities adapted to individual student needs.

WORKING STUDENTS AND PREGNANT STUDENTS:

First and foremost, we believe it is necessary to introduce the figure of "working student" and "pregnant student" within our University, as they are currently absent. Indeed, these segments of the student body currently lack measures to facilitate their studies in a manner that aligns with their needs. We believe that these individuals should have the option to arrange alternative exam dates with professors due to their status. Additionally, absences should not be counted for courses or subjects with mandatory attendance requirements. To facilitate this measure, we propose the introduction of a percentage of blended learning sessions, alongside a reduction in mandatory attendance percentages.

EDUCATIONAL TRIPS:

Educational trip opportunities greatly enrich the academic experience, allowing the integration of theory and practice. To further enhance practical learning, we advocate for increased financial support from the University for educational experiences outside the classroom. Active involvement of the student body in organizing and planning such activities is essential to adapt them to their needs. These initiatives must be regulated and clearly communicated to all students, ensuring accessibility regardless of economic conditions or academic performance. For this reason, we have already requested reimbursements for transportation, room, and board expenses.

POST-GRADUATION GUIDANCE:

We consider it vitally important for the University to inform students about post-graduation opportunities and workforce integration. We will continue to support the organization of specific orientation sessions focused on state exams for professions that require them, alongside updates to the content and design of University websites to make all procedures transparent and accessible. This initiative will provide students with a comprehensive understanding of bureaucratic aspects and perspectives related to state exams and professional affiliations.

60 CFU AGREEMENT:

The recent reform regarding teaching access requires the completion of 60 CFU. These credits can be acquired by attending courses primarily focused on pedagogical, psychological, and educational subjects, alongside a direct and indirect internship period. A major issue related to attending these courses is economic, as the national maximum cost is set at €2500, which is inadequate for individual student economic conditions. Following our proposal, our University had entered into an agreement with the University of Macerata that provided a 30% reduction in the participation fee for 24 CFU. We hope that this reduction can also be adopted for 60 CFU.

STUDY PLAN:

We believe that every student should have the opportunity to independently choose their university study path. Therefore, we request the ability to modify the study plan, including elective courses if available, throughout the year and without any associated fees. This would allow students to attend and change elective courses during the course of study, particularly for those scheduled in the second semester, enabling them to participate before making final selections. Additionally, we believe that the need to submit the amendment application in paper form in the various cases should be abolished.

SYLLABUS:

We demand greater clarity in syllabus compilation, both regarding examination methods and program accuracy. It is useful to explicitly state not only whether the exam is written or oral but also the number of questions, whether they are multiple choice or open-ended, and in the case of practical tests, the number and type of exercises.

TAXES

INCREASE IN NO-TAX AREA AND REDUCTION OF TAX BURDEN

We believe that education should be a guaranteed right for everyone, free from economic, merit-based, and social barriers. Therefore, we request a revision of the current taxation system and call for the University to commit to expanding the ISEE threshold necessary to qualify for the No Tax Area, currently set at 25,000 euros. Additionally, we propose adjusting taxation levels to inflation, thereby aligning taxes with families' actual purchasing power, and abolishing merit criteria and the distinction between enrolled and non-enrolled students.

REDUCTION OF FACULTY COEFFICIENT:

The University should promote free access to education as a cornerstone of cultural dissemination, treating all students fairly. Therefore, we request that the course coefficient for individual faculties and departments be standardized at the minimum level, corresponding to that set for bachelor's and master's degree courses in the Faculty of Economics. The amount and payment of tuition fees should be uniform across various degree programs.

CARLO URBANI FUND

Furthermore, following the establishment of the Carlo Urbani Fund aimed at students experiencing personal and/or economic hardship, we propose expanding the covered cases, allocated resources, and contribution amounts. This would enable a wider range of beneficiaries facing difficulties to access greater support, ensuring it is available to everyone.

Additionally, considering that these difficulties are often severe economically and persist over time, we request that those who have benefited from the Carlo Urbani Fund, demonstrating their difficulties, have easier access to part-time collaborations with the university to alleviate long-term challenges.

ELIMINATION OF PENALTIES:

A significant achievement of our list in recent years has been halving the penalty amount for the first 60 days of late payment. However, we believe this is not enough.

We will strive for penalties to be definitively eliminated, as they are neither helpful nor fair.

Indeed, if late payment of taxes is linked to students' difficulties in bearing certain economic burdens, imposing further financial stress would be counterproductive, especially considering the impact of the current social and economic conditions we are experiencing.

STRUCTURES AND SERVICES:

SPACES AND SOCIAL GATHERING:

The University, as a garrison of culture, cannot and should not abstain from its central role as an active participant in promoting shared spaces and social interactions, through which all students can feel part of an open, inclusive, and welcoming community. We believe that reducing the university experience to a sterile sequence of assessments impoverishes it and diminishes its cultural and formative value. The university career should be an opportunity for personal enrichment that values not only the acquisition of knowledge but also the importance of human relationships as the cornerstone of personal growth and development. Therefore, we urge the University to commit to ensuring adequately supplied refreshment areas, outdoor study spaces, and convivial areas distributed throughout all faculties and departments to provide genuine gathering places.

EVENING OPENING:

Extending the evening opening hours of all university facilities represents a significant opportunity to meet the needs of our student community. The appreciation shown for the current evening opening service of study rooms in the Faculty of Economics underscores its relevance. However, we propose further extending the current opening hours beyond 10:30 PM to allow even greater utilization of this service. Current hours do not effectively accommodate students' dinner breaks, and this adjustment would better align with their needs. We also believe that university spaces should not only be used for individual study during evening hours but should occasionally host cultural or creative events to promote the university as a comprehensive hub of aggregation and culture.

INFIRMARY:

The role of a nurse has re-emerged in public debate within schools. We believe this role should also be introduced within universities, including our own. Nurses not only provide professional care but also promote the health and psychosocial well-being of the student body within the university environment. We believe that health promotion and the presence of healthcare personnel to respond to medical issues should be ensured within the university. Alongside healthcare personnel, dedicated infirmaries equipped with necessary emergency supplies should be established within university spaces.

FACULTY WEBSITES:

Faculty websites should allow easy access to clear and comprehensible pages so that information can be freely consulted. The complexity of website usage can be a significant barrier to accessing services that should be promoted and easily accessible to the student population. We strongly request a drastic improvement of the area related to educational internships, making it clearer and more efficient, ensuring intuitive and simple access to necessary information and forms for completing internships.

LABORATORIES:

Enhancing the toolkit through which education is delivered should be a committed effort by the University. All students have the right to spaces where they can engage with practical and experimental applications of course material. In this regard, in addition to improving research laboratories, which are often outdated, we request the expansion and introduction of modern, well-equipped educational laboratories that allow students to engage and explore various technical applications.

WI-FI:

Given the increasing need to access web portals for notes, multimedia content, and other essential teaching tools, strengthening the Wi-Fi network is a strategic investment the University cannot abstain from. Efforts in recent years have proven insufficient, with network issues reported across all university campuses, posing a major source of discomfort for the student body. Therefore, improving the service is imperative to enable all students to easily access computer services. Additionally, this service is crucial for students who lack optimal internet connectivity at home and rely on university facilities for access.

ELECTRICAL OUTLETS:

The growing use of computing devices such as PCs and tablets, coupled with reduced reliance on printed materials, necessitates ensuring electrical supply throughout all university spaces. Electrical outlets should be available not only in study rooms but also in classrooms dedicated to teaching. The 2023-2025 Triennial Public Works Plan of UNIVPM includes electrification works for classrooms across the university. Currently, only 45% of workstations within university classrooms have electrical outlets. The primary goal is to reach 75% by the end of 2025, prioritizing faculties and departments with lower coverage. We will continue to monitor progress and communicate any issues to the university.

RESTROOMS:

Restroom renovations are currently underway within the university. However, we believe that the cleaning service and supply of soap and toilet paper should be enhanced. Additionally, many electric hand dryers are out of order and not promptly replaced. It would be appropriate for these to fully replace paper towel dispensers, as they offer greater hygienic safety. Finally, we strongly request the presence of appropriately designated gender-neutral restrooms in each university building.

PREVENTIVE HEALTH DEVICES DISPENSERS:

As a promoter of culture and information, the University should raise awareness among students on topics such as sexual education and prevention of sexually transmitted diseases. Therefore, we propose providing free condoms, dental dams, and barrier contraceptives within the university, aligning with a progressive perspective that destigmatizes sexuality.

PSYCHOLOGICAL COUNSELING:

We believe that psychological health is a fundamental right accessible to all individuals without economic obstacles. Academic studies can be challenging, particularly in a competitive university environment, and access to psychological support is crucial. We advocate for continuous improvement and expansion of psychological support services. While progress has been made in expanding personnel and access beyond Ancona, resulting in a reduction in waiting times, increasing demand necessitates further enhancement of services. Therefore, we urge the University to increase the number of psychologists available to students. We also propose that the number of counseling sessions be tailored to each student's needs without imposing a maximum limit, as individual psychological journeys vary based on personal circumstances.

PHYSICAL AND DIGITAL UNIVERSITY IDENTITY BADGE:

The university badge currently represents a student recognition tool for accessing some University services. However, this is not currently valid to access every service offered, as it is often necessary to make requests and reservations through other digital platforms. We believe that this badge should be expanded to include discounted public transport subscriptions. Furthermore, associating the physical badge with a QR code accessible via the MyUNIVPM app could enable its use for other services such as authentication for free photocopies, library access, or parking. Outside the university, the badge could grant free access to cultural events for students and facilitate access to study-related services in collaboration with ERDIS.

LIBRARIES:

In recent years, the list of digitally accessible books and textbooks has been expanded. We believe that this greatly facilitates the use of such educational materials, as it is not necessary to borrow books and have to return them to allow others to use them. We will continue to support the work of the Athenaeum in this respect and promote the establishment of new agreements with publishers.

Regarding the library service as a study room, we think that access to this should not be tied to a previous reservation, but rather identification by University badge would be sufficient. Reservation, in fact, is currently an unhelpful practice especially considering the size of the library's internal spaces and the overcoming of the pandemic emergency during which it was necessary to quota admissions.

BAR SERVICES:

We believe that all students at the university should have equal access to the bar service; therefore, we believe that the reintroduction of the bar previously located in the South Lecture Block should be implemented, avoiding the necessity for students to travel to the Engineering campus. Following the same principle, we think that the service should be guaranteed at all university locations.

Despite a slight improvement in the service provided, we believe that there is limited choice considering the various dietary needs of the users. Indeed, the offering of vegetarian, vegan, gluten-free, lactose-free, kosher, halal, and allergen-free products as indicated in the regulations concerning collective catering is still very limited. Therefore, we deem it necessary to always ensure the possibility of purchasing alternative products that cater to everyone's dietary needs.

Furthermore, given the environmental emergency that requires urgent measures to combat, we believe that the sale of more and more foods with a limited environmental impact and biodegradable and eco-friendly packaging is necessary, without increasing prices for the public.

We believe that the cost of food and beverages in university bars should be more affordable compared to external establishments, allowing students to purchase quality products at reasonable prices. The belief that price is directly correlated with quality is now outdated, and often marketing strategies favor large companies at the expense of small businesses. For this reason, we request price control within university facilities and adherence to the agreed-upon pricing in the service concession tenders.

AUTOMATIC VENDING MACHINES:

As active students and members of the university community, we have experienced a growing discomfort related to food service, given by the reduced amount of food vending machines and their lack of accessibility during lunchtime in the south lecture hall block facility. It is obvious that the current number of vending machines is no longer sufficient to meet the needs of all students during peak times, such as lunchtime. This often leads to long queues and significant inconvenience for those seeking to purchase food or drinks quickly and efficiently, especially given the closure of the cafeteria in the aforementioned structure. These long waits negatively affect the quality of students' break time. In addition, they can cause additional stress and frustration, especially considering the limited time available for lunch. To address this issue and improve conditions for all students, an increase in the number of vending machines available within the facility is proposed. An increase in these resources would be beneficial to our student community, allowing for a more uniform and rapid distribution of food and beverages during the break. We believe that an investment in this direction would promote student well-being and help improve the overall classroom climate.

PRINTING SERVICES:

We believe that the service currently offered concerning the number of free printouts that the student component can take advantage of at the University's computer ateliers is vital. However, we think that the opening hours of the Ateliers should be the same for every hub or structure of the University and that the services offered should also be the same. In addition, we think it is appropriate to increase the number of renewable credits each month from 20 to 30, as for certain Courses or teachings the number of copies still available are insufficient and the student component has to make use of the paid copy shop service even for a basic service such as black and white printing.

COMPUTING DEVICES:

During the pandemic emergency, the Call for Contribution for Purchase of Information Technology Devices was established. This measure allowed the student body that met the established income requirements to purchase PCs, tablets and tools needed to follow streaming lectures. We believe that such tools are also necessary for individual study and that devices suitable for educational needs often come at a high cost. For this reason, we propose that the University establish a call for proposals for the allocation of subsidies for the purchase of computing devices, as they have become an essential tool for study.

STUDENT OFFICES:

Student secretariats play a primary role as an interface between the student body and the university institution. With this in mind, we strongly push for the extension of opening hours so as to ensure that all can use the services offered in a smooth and efficient manner. Furthermore, given the importance of the secretariat in carrying out paperwork and finding information, we consider it a must that each decentralized office be equipped with such a service.

PART-TIME COLLABORATIONS:

We believe that merit-based requirements for part-time collaborations should be abolished and that, consequently, participation in the same should also be extended to the student body enrolled in the first year. We also request that all students who make themselves available to perform duties in a location other than their home location be effectively notified of the method of reimbursement of expenses inherent in the travel. In order to ensure a proper selection of available positions to be filled, we request that an orientation on this matter be conducted in order to provide the student body with all the information it needs to perform its duties. We also think that given the large demand for access to the call for applications, the total number of hours funded should be increased with a consequent increase in the number of contracts. This would allow the student body requesting it to be assigned tasks that are not currently performed (e.g., study hall surveillance).

TUTORING:

The division of duties performed by tutors from different faculties allows for better organization of work. However, we believe it is necessary to introduce the figure of "support tutor for international student body" who can guide the student body experiencing difficulties with the Italian language within the University and act as a support for it.

LANGUAGE LEARNING SUPPORT CENTER (CSAL):

The Language Learning Support Center is an indispensable resource for improving language skills. In a global context in which language learning has become increasingly central, the ability to access language courses free of charge is an important step in enabling everyone to develop their knowledge to the fullest. In addition to a homogeneous distribution of courses and a more reasoned reorganization of schedules, we ask that the University provide each decentralized office with a room set aside for CSAL.

UNIVERSITY SPORTS CENTER (CUS):

The University Sports Center promotes the practice of sports activities by managing the university's sports facilities. We believe that the service provided is essential for the physical and psychological well-being of the student body, and therefore this should be accessible to all. With this in mind, we propose free of charge the sports medical examination necessary to carry out activities within the facilities provided. In addition, we believe that the center and its facilities should be easily accessible by public transportation even in the evening hours, and therefore the public transportation service connecting the facilities to other areas of the city should be enhanced.

Regarding the agreements entered into with other institutions, we believe that the prices currently charged for some courses in particular should be lowered, effectively giving a cheaper choice to the student component than other city facilities.

Considering that sports represent a powerful tool for improving physical and mental health, socialization and growth, we think that the services offered by CUS should be more widely disseminated on all communication channels of the University.

TRANSFEMINIST UNIVERSITY

ANTI-VIOLENCE DESK:

Following the establishment of the Anti-Violence Desk, aimed at assisting the student body subjected to bullying, violence or abuse, we believe it is crucial to expand the service, currently only virtual, also in presence, in order to provide greater support. At the same time, we believe it is essential that the University implement and promote by all means at its disposal awareness campaigns on the subject, as well as cycles of events marked by the treatment of these issues, so that the various nuances can be explored. Better publicizing of all these services is also necessary, paying special attention to the role of the Trust Advisor.

TAMPON BOX:

Following the installation of free menstrual hygiene product dispensers in university bathrooms, we commit to maintaining this service and advocate for its expansion to all facilities where it is lacking and in all decentralized locations.

MENSTRUAL LEAVE:

In the university context, as students, menstrual leave takes on a different value compared to its application in the workplace.

This practice essentially allows individuals with painful menstrual cycles, dysmenorrhea, and menstrual-related illnesses to take leave from work for up to 3 or 5 days per month without the need for sick leave permits. In fact, with the presentation of a medical certificate confirming a pathology or dysmenorrhea, it is not necessary to apply every month, unlike sick leave permits.

We believe that in the university context, this practice is crucial for cases of mandatory attendance courses, where absences will be justified by default, for internships, and for requesting exam postponements.

ALIAS CAREER:

This possibility, already present in our University's regulations, is still cumbersome and requires the submission of numerous certificates, especially medical, which often prove difficult to obtain and require lengthy processing times, as well as high costs. We urge the University to streamline these procedures, allowing the submission of a self-certification.

Facilitating this practice also significantly alleviates emotional burden in a context where not all students have the support of family.

UNIVERSITY ACCESSIBILITY

To truly be student-centered, the University must concentrate all its efforts to ensure that the principle of accessibility is concretely guaranteed for everyone. As a representative list, over the years we have fought to ensure that all needs are heard. Remaining true to this spirit, we commit to serving the student body with disabilities by acting as a sounding board for the issues it raises.

ACCESSIBILITY MONITORING:

The usability of university facilities cannot be neglected in any way, therefore we propose the establishment of monitoring on accessibility conditions that results in the production of documentation accessible to all. Additionally, it would be desirable to create tools through which the student population with disabilities can provide feedback on the level of accessibility.

STRUCTURAL INTERVENTIONS:

We request that, in order to guarantee comfortable and accessible structures, targeted interventions be carried out to eliminate all barriers limiting the university experience for students with disabilities. In particular, it is essential to provide ramps, tactile paths, Braille signs to facilitate easy movement within university spaces, and increased attention to the actual accessibility of restroom facilities and workstations in classrooms and study areas.

ASYNCHRONOUS TEACHING:

Reiterating the importance of delivering in-person education to ensure the highest quality, we believe that in cases of disabilities or illnesses that hinder participation in educational activities, the possibility of accessing lessons via asynchronous online mode should be ensured. The digital educational support material, comprising skill pills, supplementary material, self-assessment tests, and recorded lectures, must be provided and updated to deliver a quality service.

DSA SUPPORT:

We want the student body that volunteers to support students with disabilities to be adequately trained through a university-guaranteed pathway to acquire the necessary skills for effective, individualized, and aware support. We believe that training is essential to provide support that starts with attending classes together, extends to motivational aspects, and includes researching material and individual exam preparation. In this regard, we request the establishment of a specific "DSA Call."

SUSTAINABLE UNIVERSITY

The university plays a crucial educational role in raising awareness and building a community oriented towards a more sustainable way of life, starting from the academic and cultural environment. It also has a duty to concretely live up to environmental and social commitments by implementing consistent choices within university spaces. Our commitment to making university spaces responsible towards these issues is constant and fundamental. We urge the university to take a leading role in transitioning towards sustainable development for the community it serves, aiming to promote awareness and engage in feasible mitigation and adaptation actions.

EVENTS AND EDUCATION:

As a place of knowledge, the university has the responsibility to increasingly integrate sustainability themes into the curriculum of various degree programs, where possible, and raise awareness through activities and open events for the broader community on this subject. We suggest monitoring this objective by tracking the number of courses that address such themes and the number of events organized.

ACTION PLAN AND DISCLOSURE

SUSTAINABILITY PLAN:

This is a tool that unifies and structures the university's commitment into a long-term sustainability strategy. It contains multi-year strategic planning related to sustainability and aims to articulate its:

- Sustainability strategy

- Objectives

- Actions required to achieve the strategy by setting measurable targets, timelines, and implementation methods.

This document enables the integration of economic, social, and environmental aspects through responsible resource management, promotion of sustainability training, research activities, and engagement with the community in sustainability actions. Therefore, the implementation of this tool is absolutely necessary.

UNIVERSITY SUSTAINABILITY REPORT:

The current reporting on sustainability is included within the Univpm Integrated Report. We propose the establishment of a specific university sustainability report to facilitate access and transparency of information related to sustainability topics. The increasing attention of the population towards these issues should prompt the university towards a clear communicative approach that ensures accessible documentation and understanding.

ENERGY SUPPLY

The university's energy supply must increasingly shift towards the use of renewable and clean energy sources. Moving towards an energy transition is essential to live coherently with commitments towards sustainable development.

WATER FOUNTAINS:

As representatives of the student body, in recent years we have reiterated the need to install water fountains that allow the entire university community to access clean water for free, drastically reducing the use of plastic bottles. We have also requested the distribution of reusable water bottles to all students, as done in previous years. Since last year, Univpm has been working to reintroduce water fountains within our university, and the goal is to install water dispensers in various spaces of the Ancona campus by summer 2024. We will work towards requesting their installation in decentralized locations as well.

ENVIRONMENT COMMITTEE:

The issues related to environmental and social sustainability require a coordinated and targeted effort by the university to concentrate efforts and resources efficiently and effectively. Therefore, we request the establishment of a dedicated environment committee, a working group that plans and coordinates the university's actions on environmental and social sustainability policies. We believe that within this committee, thematic working groups composed of faculty, administrative and research staff, and students should be established. Furthermore, the possibility of inviting other members with specific skills suitable for individual initiatives should be guaranteed. This committee would also serve as the main institutional contact point for environmental issues.

WASTE MANAGEMENT IMPROVEMENT:

Where the recycling system within university facilities is fragmented and inefficient, we have proposed through a document in the student council to intervene by creating specific "single collection points" where every type of waste can be separated. Such collection points are currently necessary in all university structures. We request the installation, at the university level near trash bins, of informative signs in Italian and English on proper waste separation practices and informative signs on special cases of correct disposal (e.g., receipts, coffee cups) to raise awareness about proper waste disposal. We have also proposed the provision of battery collection points within each Faculty.

INTERNATIONALIZATION

In recent years, internationalization has been a central theme for our university and fundamental for the student body, in the context of a continuously changing and increasingly global society. There are many existing projects and calls for which students can participate at various stages of their university journey.

We believe it is necessary for the support structure for these experiences to be as comprehensive and robust as possible: so that all students can develop the right awareness of their opportunities in this regard, we commit to ensuring that the relevant information is as clear and easily accessible as possible. Similarly, the associated bureaucratic procedures should be streamlined.

It is essential for our university to commit to establishing international collaborations and partnerships with universities, organizations, and institutions that are dedicated to bridging every economic and social gap between countries, promoting international collaboration and self-determination of peoples.

We believe that culture should be a tool for equity, and we commit to ensuring that our university is a unifying force, rather than a tool of the warlike policies that dominate public discourse every day.

INTERNATIONAL STUDENTS:

Given the logistical and bureaucratic challenges that international students face every year (such as enrollment procedures, finding accommodation, renewing residency permits, obtaining documents for personalized fees, enrollment materials, health assistance, etc.), we believe it is necessary to adequately support and assist the university's international student body in managing these procedures, especially because many procedures still exclusively use Italian language labels.

Therefore, we request that all forms, communications, banners, and pre-filled procedures be translated into English to ensure that procedures can be carried out easily.

Furthermore, there is now an evident need to ensure that any communications, especially urgent ones, and signage within the facilities, are also available in English to ensure adequate understanding of information.

We will work to make known and communicate contacts and names of staff dedicated to guiding the international student body.

We will also request the allocation of staff and reception spaces within administrative offices to the international student body, to provide welcoming and supportive services through various procedures. Concurrently, where possible, we request that bureaucratic processes be streamlined so that international students are encouraged to enroll and remain at our university. It is essential for the university to commit to strengthening relationships with competent institutions and entities, in order to propose effective solutions as quickly as possible regarding the university life of the international and non-EU student body.

ERASMUS:

We believe it is necessary to expand the destinations available, paying particular attention to their quality and attractiveness, to allow those participating in the project to have a truly high-quality experience. Given the high demand, we consider it essential to increase the number of available grants and agreements with universities, which currently do not appear proportional to the number of enrollees in specific degree programs. Regarding the mandatory bureaucratic procedures for participating in the call, it is emphasized how these are still cumbersome and complex, often creating obstacles to participation: we request that these procedures be streamlined and that administrative offices and faculty representatives receive more training and availability.

It is necessary to create a support service for organizing one's stay, both through offices and by connecting students who have already experienced the Erasmus program with those who will be going abroad during the call's validity period.

There is an urgent need to establish physical desks related to the International Relations Office to support both outgoing and incoming international students. In particular, this is necessary to reduce response times from offices and to connect students and offices, ensuring the accuracy of the information provided.

In this context, it is imperative to establish a part-time collaboration call for students who have completed a mobility period, in order to support those going through the procedures for participation, departure, and validation. In particular, it is necessary to allow outgoing students to connect with students who have already participated in a mobility period at the same location.

Finally, we demand greater transparency regarding the evaluation system and the grade conversion tables, in order to allow for complete understanding and better organization of academic activities to be completed abroad.

CAMPUS WORLD AND TRAINEESHIP:

The opportunity to undertake an internship abroad, during or after studies, allows students to expand their cultural and professional experiences through training experiences that enable them to engage with an increasingly globalized world. We will work to further increase funding, thereby increasing the number and value of grants. Furthermore, we request the implementation of a support service for establishing new international agreements with foreign universities and institutions, in order to promote academic cooperation in educational and scientific fields. It will be crucial to extend the call to all degree programs, regardless of the curriculum. In this case as well, the opening of a physical support desk for those interested in participating in these projects is necessary.

DIPLOMA SUPPLEMENT:

Given the high demand for certificates in English to participate in international calls or projects (for example, the Erasmus project itself), we believe it is essential for the university to guarantee, in a timely manner, the issuance of these certificates (examples could include enrollment certificates, completed exams, etc.).

DOUBLE DEGREE:

In the context of internationalization, the opportunity to obtain a double degree that includes a degree from both one's Italian university and a "partner" foreign university is undoubtedly a good starting point. However, this possibility is currently limited to certain courses taught in English.

We request that the university establish more agreements to expand the courses in which a double degree is possible, so that all students can benefit from this service. Furthermore, it is necessary to publicize this opportunity comprehensively during incoming orientation activities.