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OUR
PROGRAM

CENTRAL BODIES

During our years at university, we've come to notice a deep sense of loneliness — the risk of not truly experiencing university life, of not really being present, or of sacrificing these years for an idealized future. This is something that touches all of us.

Yet we've also discovered that building and shaping the place we are in can have real value: that's why we decided to run with Lista Aperta — to make the **university a place we can call home.** We realize that we appreciate the beauty of where we are even more when others recognize it too.

In building this place, there are a few key points we care deeply about:

We propose a renewed focus on study spaces and recreational areas, because university should also be a place to stay even after classes are over.

We've come to see how important human connection is in studying. With the Politecnico's emblem in mind, we want our university to be a place for encounter and dialogue — from the professor we can learn from, to the fellow student we can get to know.

This is why we want to push for a teaching model that values student engagement. Being able to attend university is both a privilege and a right: that's why scholarships are a crucial aspect of student representation.

We've discovered that **university** can be a place where you can be happy — and for that reason, a **place worth being in**, here and now!

This work only makes sense if it belongs to everyone. That's why we're ready to collaborate with administrative staff and with all students, so that this can truly be **A Place to Build!**

EDUCATION

University, first and foremost, is a place where knowledge is acquired. Over the years, through dialogue with more experienced and aware individuals, we've realized that this is possible because learning happens within a relationship: teaching is an exchange — between a student, driven by the desire to know, and a teacher, moved by the impulse to share their experience. What's even more educational about university life is that the presence of fellow students opens the door to a shared journey — one that is not solitary. We've chosen to approach the issue of education and teaching with this awareness in mind:

ENHANCING EDUCATION

UNIFORMITY ACROSS CLASS GROUPS: One recurring issue in our courses is the inconsistency in teaching and assessment methods across different class groups. We believe that the difficulty of an exam should not depend on which group a student is assigned to. Instead, there should be greater coordination and communication among professors. Our representatives on the CCS (Study Program Committees) will play a key role in working toward this goal.

LABORATORY COURSES: In courses where they are already implemented, we've seen — through conversations with students and classmates — how laboratory activities provide a concrete opportunity to apply what we study in a hands-on way. We would like to expand these types of activities to more courses. To do so, however, a reassessment of the course credits (CFU) is necessary, taking into account the increased workload this would entail. Here too, the involvement of CCS representatives will be essential in the discussion with faculty.

SUPPORT FOR EDUCATION

STUDY PLAN SUBMISSION: One area where we want to make a concrete difference is the clarity of the study plan submission process. Every year, many students encounter difficulties with this procedure. To address this, we propose organizing support sessions at the beginning of the academic year and after the winter exam session, where students can get help with study plan-related issues.
We also aim to improve and highlight the study plan guide already available on the Politecnico website, making it clearer and more intuitive.

TEACHING COMMISSION: For several years now, a working group has been active in reviewing and adjusting educational procedures, taking into account the historical context and the ongoing changes brought about by technological and scientific innovation. We believe — also based on the feedback from Lista Aperta representatives — that this commission is an excellent starting point to improve and develop the educational offering of our university.
One key objective we want to pursue during our term is the automation of the academic calendar, so that exam dates and deadlines can be better distributed to support students' learning schedules.

RECORDINGS AND STREAMING: As students, we recognize the significant educational value of recorded lectures. We want to continue the work carried out by our representatives in recent years, especially in engaging with professors to show that education also involves empowering students to manage their own time — a responsibility made easier with access to recordings.
As for streaming, it can be a valuable tool for students who are unable to attend in person; however, it should not replace in-person classes, which are crucial moments for learning with both peers and professors.

PROFESSOR OFFICE HOURS: In our university experience, we've discovered that investing in relationships with professors is a great opportunity for personal and academic growth.That's why we propose solutions to strengthen the student–professor relationship, starting by enhancing the use of office hours — a valuable moment when students are free to ask questions, seek help, and engage in meaningful dialogue with faculty.

POST-EXAM QUESTIONNAIRES: Assessment is an essential part of the learning process, but it often receives too little attention. We intend to continue the conversation with professors on this topic through the Study Program Committees (CCS), so that feedback mechanisms can become a real tool for improving teaching quality.

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INNOVATIVE EDUCATION

ACADEMIC CALENDAR: We want to help shape a teaching model that is increasingly effective and engaging — one that fosters a real passion for learning. We believe that the current structure of the academic calendar, made up of an intense period of lectures with limited room for independent study, followed by a compressed exam session, does not align with our vision of education.
We therefore propose opening a broad discussion on this issue, remaining open to the possibility of a radical change.

ACTIVE EXERCISE SESSIONS: In some courses, exercise sessions have been introduced where students are given time to work on problems or past exam questions, with the option to ask the instructor for help, followed by a short correction session. We find this approach to dynamic teaching very effective and would like to see it adopted more widely. It allows students to see the results of their own efforts and encourages direct interaction with professors and teaching assistants.

PROJECTS WE'VE LAUNCHED

PREVIEW – DESIGN AND ARCHITECTURE: Students can explore the courses they're interested in, learning about their content and specific features through the stories and projects of those who have already experienced them.

PRETEST – DESIGN AND ARCHITECTURE: This initiative offers support in preparing for entrance exams through theory lessons and simulations. It's also a great opportunity to build meaningful friendships and to explore key questions and concerns related to starting university life.

STUDY GROUPS: For first-year Engineering students, study groups are a chance to meet older peers who can offer valuable help in understanding and preparing for exams in Calculus I (first semester) and Calculus II (second semester).

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RIGHT TO EDUCATION

One of the cornerstones of Lista Aperta is the right to education — ensuring that all students who need it have access to the necessary support to complete their studies. Article 34 of the Italian Constitution states that "Able and deserving individuals, even if lacking the means, have the right to reach the highest levels of education."
We are committed to ensuring that every student at the Politecnico who is entitled to it has the opportunity to earn their degree. This can be achieved through various services and financial aid, which we outline in the following points:

SCHOLARSHIPS

ELIGIBLE = AWARDED: As Lista Aperta for the Right to Education, we will continue the work from previous terms, working tirelessly to ensure that every student eligible for a DSU scholarship can receive it.

DISBURSEMENT TIMES: In particular, last year the scholarship payment system encountered delays in processing times. It will be essential to open a dialogue with the Politecnico to speed up the internal system, ensuring that those who truly need financial assistance can access it as soon as possible.

THESIS ABROAD: To encourage Politecnico students to undertake international experiences, we propose changes to the criteria used to determine the award of these scholarships. Specifically, we suggest taking into account the destination country, as the cost of living — and therefore the student's financial needs — varies greatly from country to country. Additionally, we propose dividing the ranking for the scholarship awards by school.

MEAL VOUCHERS: The cost of meals in the campus canteens is often too high compared to the value of the DSU meal voucher (€5 for off-campus students, €4.50 for commuters), making it difficult for many students to afford a decent meal. Therefore, we want to intervene in the tender criteria for managing the canteens, favoring operators that offer affordable prices and quality, in collaboration with the student rights bodies.

HONOR LOAN: All Politecnico students have the opportunity to receive a highly advantageous loan in partnership with Intesa San Paolo: very low interest rates (1%, 2%) and great benefits. We believe this is a useful tool, as an alternative to the DSU resources at the Politecnico, to address the expenses associated with studying at university when the state cannot provide support.

MERIT FUND: Thanks to the work of student representatives, a fund has been introduced to promote merit. This fund finances various initiatives, including:

- Best freshmen awards

- Erasmus scholarships

- Off-campus student grants

- Sports merit awards

Currently, we have identified some issues regarding the allocation of these funds. Specifically, students who change their course of study do not receive the partial exemption from the tuition fee or the best freshmen award. We believe this is an area where we can work to ensure that this small group of students receives recognition for their efforts.

RENT: The DSU offers scholarships that include housing contributions, but today it is increasingly difficult for off-campus students to find affordable housing in Milan. It is necessary to increase funding for housing support, in collaboration with the Lombardy Region and the Politecnico di Milano. Additionally, we aim to start a dialogue with the Municipality of Milan to promote policies that make rents more sustainable for the student population.

STUDENT CONTRIBUTION

LOWER FEES FOR MIDDLE INCOME BRACKETS: In recent years, significant progress has been made in expanding the no-tax area. We now want the Politecnico to support students in the lower-middle brackets who don't qualify for total exemption by reducing the overall tuition fee.

MATERIAL COSTS: In Architecture and Design courses, students are often required to purchase their own materials for projects and labs. We believe the university should cover at least part of these costs, which can be too high to be borne entirely by students.

CONVENTIONS

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TRANSPORT DISCOUNTS: Services offered by Trenitalia and ATM are essential for most Politecnico students. We propose strengthening existing agreements and establishing new ones to meet this widespread need.

MATERIALS FOR PROJECTS: A pressing issue for Architecture and Design students is the availability and cost of materials. We aim to address this concretely by negotiating agreements with suppliers to ensure fair pricing for students.
SUPERMARKETS: We want to expand the network of supermarkets that accept Politecnico meal vouchers, giving more options to off-campus students for affordable grocery shopping or convenient on-site meals. A broader network means more choice and better prices for everyone.

CULTURE – MUSEUMS AND THEATERS: Cultural development is a key part of personal growth. The Politecnico already offers discounts for theaters, cinemas, and museums, but many students are unaware of them. We propose promoting relevant exhibitions and shows, and expanding the network of partner institutions, including Museo del Novecento, Pinacoteca di Brera, Museo Civico di Storia Naturale, Museo Diocesano, and Fondazione Prada.

CURRENT AFFAIRS: In today's climate, interest in global events is low. We believe a university should foster awareness, so we propose discounted access to news and information sources such as newspapers and magazines. We aim to partner with providers like Mondadori, Feltrinelli, Libraccio, Corriere della Sera, and Il Post.

PROJECTS WE'VE LAUNCHED

POLIPO MAGAZINE: Polipo è un giornale scritto da noi di Lista Aperta, nato dal desiderio di approfondire interessi personali. È stato ideato con lo scopo di **rendere partecipi tutti** di determinati argomenti, episodi e riflessioni che spaziano dalla cronaca, alla vita universitaria, alle serie tv fino alla scienza, fisica e filosofia, per dare un "tentacolo di giudizio", quindi **guardandoli** fino in fondo, **con serietà**.

CAMPUS AND LIVABILITY

For us, university is not just about lectures and teaching; it's a complete experience rooted in a specific place: our campuses and the cities they're located in. That's why we strongly believe that a university gains its full value only when its activities are grounded in an educational, welcoming environment—one that fosters opportunities for connection and dialogue, especially among students. As we've mentioned, this experience goes beyond the campus itself: the cities we live in also offer great opportunities to explore, encounter different cultures, and embrace diversity.

CAMPUS

STUDY SPACES: One of the most delicate and widely felt issues in our university is the availability of spaces for studying. Often, after classes, students wish to stay on campus to study with friends or organize their notes without having to return home. We believe that living the university beyond lectures is a valuable experience, so we will commit to increasing study areas, as we have done in the past. For this reason, if the university is expanded—particularly in Città Studi—our priority will be to guarantee new spaces for students, including classrooms, labs, and study rooms.

WIRING AND CLASSROOM UPGRADES: With the evolution of study methods, where students use one or more devices for watching lectures or taking notes, it is necessary to rethink the layout of both study areas and classrooms. Many rooms need improved wiring and updated equipment to allow students to study effectively and comfortably.

FREE CLASSROOM APP: Based on conversations with students, we found that the system used at Politecnico to show available classrooms is often inaccurate, frequently listing rooms that are actually occupied by classes or exams. It's important to make the most of the spaces available. We will work to ensure the system becomes reliable and truly helpful for those wanting to stay and study at Poli.

SPORT IN BOVISA: Being able to practice sports within the university is a great opportunity for many of us. However, for students based in Bovisa, the distance from Giuriati sports center is a limitation. We propose bringing some sports activities directly to the Bovisa campus.

MICROWAVES: For years, Lista Aperta has fought for the return and expansion of microwaves after COVID, and has achieved some results. Nevertheless, a shortage remains, especially in certain areas of the Leonardo campus. Many students have also pointed out maintenance inefficiencies, which need to be addressed.

DINING SPACES: We believe the university should provide enough spaces for all students to eat during lunch breaks, creating a moment of conviviality that we see as an essential part of the university experience.

RECREATIONAL SPACES: To make university life more enjoyable and not solely focused on academics, we advocate for adding ping-pong tables and other leisure equipment. We will also identify the most suitable areas on campus to support social interaction and relaxation.

REPORTING SYSTEM: The Politecnico provides an online platform for students to report faults or issues. We believe this tool should be more accurate and user-friendly, and students should be encouraged to use it more often.

INFRASTRUCTURE

RESIDENCES: Many students need affordable housing that allows them to fully experience university life. We commit to seizing every opportunity to increase the availability of beds, which currently meets only 30% of the demand. We believe it is essential to invest in long-term structural projects while also supporting those already in development.

CAMPUS LA GOCCIA: This project is under development and involves redeveloping areas in Bovisa to create new residences, study areas, and teaching rooms. We want student needs to take center stage throughout the decision-making process and will monitor the effectiveness of the choices made.

OLYMPIC VILLAGE MILANO-CORTINA 2026: The Olympic Village for the upcoming Winter Games will be converted into student housing, providing 1,700 beds for Milan's universities. We aim to ensure that a fair share is allocated to Politecnico students at affordable rates. The facility will be ready by the 2026/2027 academic year.

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STUDENT ASSOCIATIONS

We believe that the world of student associations plays a key role in making the university a place that is truly lived in. The university should also be a space where students can cultivate a personal interest in increasingly thoughtful and meaningful ways—and everything becomes more exciting when that passion is shared with others. For these reasons, we have included several proposals to support their growth.

ASSOCIATION SPACES: One of the main issues at the Politecnico is the availability of space, particularly for student associations that often struggle to find areas where they can carry out their activities. We want more spaces to be made available to students and will work to optimize the use of those already designated for this purpose.

CREDIT-BEARING LABS: We want to initiate a dialogue between the Politecnico and technical associations to develop collaborative labs based on the work of the members. This would allow more students to discover, through an educational and constructive experience, the opportunities that associations can offer.

FREE CREDITS (CFU): We propose awarding 1 CFU to students who are actively and consistently involved in technical or competitive associations, recognizing the time they invest in developing their passions within the university. We hope to extend this initiative to all students who demonstrate commitment to independently cultivating their interests.

OUR EVENTS:
- **Freshers' Festival:** An evening of dinner, games, and music to welcome first-year students, get to know them, and connect them with older students.

- **L.A. Snowday:** Our most popular sports event, consisting of a full day in the snow, including travel and ski pass.

- **Trips with Lista Aperta:** Over the past year, with financial support from the Politecnico, we have organized trips in Italy (e.g., Ferrari Museum) and abroad (e.g., Munich and Switzerland), offering opportunities to visit new places at discounted prices and meet other students.

PSYCHOLOGICAL WELL-BEING

For us, psychological well-being is a fundamental part of the university experience.A student who feels supported and mentally well is more likely to enjoy and make the most of their university years. That's why we believe it is crucial to talk about this topic openly, to raise awareness, and to offer real support—because it should never be a taboo.

PSYCHOLOGICAL SUPPORT: The Politecnico offers a free service for counseling, psychological, and psychotherapeutic support for all students and PhD candidates. We want every student to be aware of this, so that anyone who needs it can access help. We also aim to support the ongoing improvement and monitoring of this service.

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INTERNATIONALIZATION

We strongly believe in the value of studying abroad—an experience that enriches students both academically and personally. It offers the chance to explore different design approaches, deepen specific aspects of one's studies, experiment with new learning methods, and take on more responsibility. We support Politecnico's commitment to promoting international mobility and want even more students to benefit from this opportunity.

INTERNATIONAL MOBILITY: We strongly believe in the value of studying abroad—an experience that enriches students both academically and personally. It offers the chance to explore different design approaches, deepen specific aspects of one's studies, experiment with new learning methods, and take on more responsibility. We support Politecnico's commitment to promoting international mobility and want even more students to benefit from this opportunity.

INTERNATIONAL AGREEMENTS: We aim to increase the number of international agreements with universities abroad and improve existing ones, enabling more students to study at highly requested institutions.

ENHANCE PROJECT: Around 2020, an alliance was formed among ten of Europe's top technical universities—including Politecnico—with the goal of building an increasingly integrated European academic system. The objective is to align study plans across partner universities, making international mobility simpler and more accessible. We want this project to be well known among new Politecnico students, and we aim to remain active in the Student Forum to contribute to creating a flexible academic path, where students can choose to take specific courses offered only at certain institutions.

ERASMUS REPORT: To help students make the most of these experiences, we believe it is crucial to create a tool (a report) in which returning students can share what the experience meant to them, offering advice on the exams they took and had recognized, challenges they faced, and positive aspects. A practical guide for those considering going abroad.

COURSE RECOGNITION: Some students who study abroad struggle to secure favorable agreements with professors regarding course recognition. We believe students should be able to focus fully on their international experience without worrying about exams at Poli. For this reason, we advocate for greater recognition of exams taken abroad, without compromising the comprehensive preparation offered by our university, which necessarily includes support from core courses.

INTERNATIONAL FORUMS: During the COVID period, Politecnico joined a new alliance with five other top European technical universities (IDEA League), which allows for biannual meetings among student representatives from each institution. Over the years, these exchanges have proven to be a valuable source of inspiration and growth for our university. That's why we want to continue participating, learning from those who, like us, are committed to making their universities better places to live and study.

WELCOME FOR INTERNATIONAL STUDENTS: Many international students struggle to feel at home at Politecnico. In addition to cultural and language barriers, they often receive limited support at the beginning of their journey. We propose organizing campus tours in their respective faculties, possibly led by students through the "200 hours" program, and creating more structured moments to help them integrate into life at Politecnico di Milano.

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EDUCATION

University years are a significant opportunity for growth—not only on an academic level but, above all, on a human level. It is often the first time one decides what is truly worth committing to and which passion to pursue. We hope that, beyond being a place to deepen one's interests and prepare for the future, university can also offer opportunities for friendships that make studying less burdensome and the journey more exciting.
We are running as candidates because we want to actively engage in university life, contributing to the projects we are carrying forward together to make it more responsive to everyone's needs.

ORIENTATION MEETINGS: We want to propose useful meetings for those who need to choose their Master's program; in particular, we aim to support students in Energy and Mechanical Engineering during their second year, as they are required to choose the track for their third year (introductory/professionalizing). We plan to pay close attention to the scheduling of these meetings to ensure they do not overlap with classes or fall too close to exam periods.

DIFFERENTIATING THE CALENDAR BETWEEN BACHELOR'S AND MASTER'S PROGRAMS: We believe that the academic demands of a Bachelor's degree are very different from those of a Master's. For this reason, we want to work on a new academic calendar model that better supports Master's students. This is a project we intend to carry forward by listening to your feedback and working in dialogue with faculty members to develop a genuinely improved structure.

PROGRAM TRANSFERS DURING THE BACHELOR'S DEGREE AND NON-CONTINUOUS MASTER'S PATHWAYS: Given the many requests for help and clarification we've received in recent years from students, we believe it is essential to clearly define the list of exams required for transferring between programs. We consider it crucial to allow students the possibility to change their course of study; the delicate moment in which this decision is made must be supported with all the tools the university can provide. A lack of clarity or overly complex procedures should not become barriers to a student's final decision. Similarly, the process of moving on to a Master's program that is not in direct continuity with the undergraduate degree is often unclear.
We have therefore begun creating a table for each program, outlining the required exams based on the student's background. This tool is designed to help students who wish to change their course of study plan their exams more easily and keep all relevant factors in mind when making their decision.
 Our goal is to complete the work started by our fellow students.

ACTIVE EXERCISES: From the study groups for Analysis 1 and Analysis 2 that we have organized over the years, we have received very positive feedback. We believe that this less traditional approach to exercises is useful, and we want to apply it to the current exercise sessions, which often feel heavy. In some courses, exercises have already been implemented that allow students time to solve problems or exam questions, with the opportunity to ask the professor for help, followed by a brief review. This dynamic teaching approach—one that we hope more professors will adopt—is very useful and effective in helping students see the results of their work, allowing them to have direct feedback from the professor or teaching assistant.

EXAM SCHEDULE CALENDAR: The exam schedule is manually compiled each session. We want to work on automating this process and optimizing the arrangement of exam dates using the best available tools. For us, it is essential that the study period during exams (which is very intense and tiring) can be experienced with a certain level of peace of mind by students, without the added worry of overlapping exam dates. We are willing to work on this, involving the School and individual CCSs more in the exam scheduling process, a task we are already performing in various degree programs.

STUDY PLAN: We believe that it is essential for a student to have sufficient awareness of the tools related to managing their academic career, among which the study plan is a key element.
Currently, there are many situations where a student, when filling out their study plan, faces difficulties due to unclear instructions and the cumbersome process involved. We want to make ourselves available to review and properly fill out the study plan together with students. In particular, we will offer time slots for this support.

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BEGINNING OF THE YEAR AND AFTER THE FIRST EXAM SESSION:
Additionally, in previous years we began working in this direction by providing a guide that explains the key concepts in this area (https://www.poli-listaperta.it/guide/guida-piano-degli-studi).

RECORDING AND STREAMING: As students, we recognize the great value of recordings as an educational tool. Therefore, we want to continue the work carried out by our representatives over the years, particularly in dialogue with professors, to demonstrate that education also involves empowering students, who decide how to manage their time and study thanks to this tool. Regarding streaming, it can meet the needs of students who might be unable to attend the university, but it should not replace in-person classes, which are a precious opportunity for dialogue and interaction with classmates and professors. We want to ensure that the university's policy is respected and to collaborate with the CCSs to monitor the most critical situations.

UNIFORMITY IN EXAM GROUPS: Within exam groups, there is often a noticeable difference in the program, methods, exam structure, and evaluation criteria for the same subject. We are committed to monitoring the most critical situations and, by collaborating with professors, achieving as much uniformity as possible between different exam groups. In this effort, we believe that the support of individual CCSs is crucial to understanding the specific needs of each degree program.

LABS AND GROUP PROJECTS: We recognize the importance of laboratories and group projects as a support and practical validation of the topics covered in theoretical lessons. We understand the value that a lab can add to the curriculum, even as a personal deepening of knowledge. For this reason, it might be useful to increase experimental labs in subjects such as Measurements, Automation, Electrotechnics, and IT labs like Matlab and programming, all without overburdening students but offering them an opportunity for enrichment. Therefore, it will be essential to continue coordinating with individual CCSs to understand their specific needs through close collaboration with the school committee responsible for laboratories.
Aware that adding labs increases the workload, we want to work with professors to ensure that the course credits (CFU) increase proportionally.

PROJECT WORK: In the past, some Bachelor's and Master's degree programs in Engineering have introduced project work in collaboration with companies, which has been very beneficial for students. In continuity with our work on laboratories and aiming for a more practical and project-based approach, we want to enhance these projects to ensure they are appropriate for Polytechnic students and tailored to the specific courses. Additionally, we aim to introduce them in areas where there is a clear need, complementing existing projects.
However, over the years, we have noticed that not all students were satisfied with what was offered to them. Therefore, we would like to analyze the various options to begin eliminating the less useful projects, possibly introducing feedback surveys after each project experience.
We want to initiate efforts to establish connections with companies so that all students can choose whether to participate, even if they do not have a high average grade.

EVALUATION SURVEYS: Evaluation is an integral part of the learning process, but it often does not receive enough attention. We believe it is important to provide feedback to professors after exams, as evaluation is continuous with the teaching process. Therefore, we intend to continue the dialogue started with professors on this topic through the Study Course Councils.

INTERNATIONALIZATION

We believe that the relationship with foreign universities can be a great added value for our university: incoming students are a valuable resource, both educationally and culturally; outgoing students, on the other hand, enrich themselves with a formative experience and personal growth.

EXAM VALIDATION: When deciding on an Erasmus destination, a key factor is which and how many exams the Polytechnic validates. Some students who choose to spend months abroad struggle to reach a favorable agreement with their professors regarding the validation of certain courses. We believe it is important to allow students to focus on their experience abroad, without worrying about the exams they must take at Poli. Therefore, we would like to see an increasing number of exams validated, without compromising the complete preparation offered by our university, which inevitably includes support in certain subjects.

ERASMUS: We intend to collaborate on the project aimed at creating a platform where mobility experiences are shared. We want this to be a useful tool for those experiencing technical and bureaucratic issues, as well as a means of sharing opinions on the experience, universities, and different cultures.

ALLEANZA: Around 2020, an alliance was formed between the ten best technical universities in Europe — including the Polytechnic — with the aim of building a more integrated university system at the European level. The goal is to standardize the curricula among the partner universities to make international mobility easier and more accessible for all students. We will work to ensure that this project is known to all students enrolling at the Polytechnic, and we wish to remain part of the Student Forum, so we can contribute to creating a university path that allows a student to choose to take specific exams that are only offered at certain universities.
 During the COVID period, the Polytechnic established an additional alliance with five European technical universities (IDEA League), which allows for semi-annual meetings with representatives of various universities. Over the years, it has become clear that this interaction with these institutions is a key point for the revitalization of our university. For this reason, we would like to continue being part of it, receiving support from those who, like us, are working to make their university a better place.

ONLINE EXAMS: To encourage this exchange, it is essential to reduce the issues arising from discrepancies in various academic calendars. Often, a student has to leave for Erasmus before finishing the exam session here in Italy, so it is important for professors to ensure that they can take the final exams online. We have noticed that in some cases, this does not happen, forcing the student to return to take the exam. Therefore, we will focus on closely monitoring these situations to make the experience abroad run more smoothly.

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ANDREDON
SPACE ENGENEERING | **CCS**

TOMMASO BONETTI
ELTON
ING. AEROSPAZIALE | **CCS**

CARLO BECCARIA
BECCA
ING. AEROSPAZIALE | **CCS**

LUCREZIA RONCELLI
LUCRE
ING. AEROSPAZIALE | **CCS**

ENRICO CHIESA
RICO
ING. AEROSPAZIALE | **CCS**

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EMA
ING. AEROSPAZIALE | **CCS**

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ING. BIOMEDICA | **CCS**

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AMBRO
ING. BIOMEDICA | **CCS**

MARTA GRADARA
MARTA
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COLO
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ALESSIA MORELLI
ALE
ING. BIOMEDICA | **CCS**

MARIA FRANCESCHI
MERI
ENERGY ENGINEERING | **CCS**

ELENA MIRONE
ELE
ENERGY ENGINEERING | **CCS**

MATTEO LONARDONI
LONA
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EDUCATION

**MASTER'S THESIS AND PROPORTIONAL CREDITS:
The number of credits assigned to the Master's thesis is low compared to other courses and does not reflect the actual amount of work** such a substantial thesis requires (10 credits for six months of work).
We therefore propose **increasing the ECTS credits allocated to the thesis** and reducing those assigned to other exams, in order to properly value this work, which is meant to demonstrate the skills acquired during university studies.

**PARTIAL TESTS – INTRODUCTION/EXPANSION:
Midterm tests, especially during the first semester of the first year, are a concrete support for students facing university exams for the first time.**
We propose introducing and implementing them throughout the entire three-year Civil Engineering program, in a smart way that does not increase the overall study load.
This way, midterms can become a real tool for **reducing workload during the exam session and for better organizing study.**
We believe this is not an obstacle, but rather a first step toward an overall improvement of the entire Civil Engineering bachelor's degree.

PROJECTS: We believe that projects can enrich the educational offering and support more hands-on learning. However, their current distribution needs to be rethought. The workload is currently concentrated in the second semester of the third year, making it unsustainable. **We therefore propose keeping the current approach but distributing projects more evenly across all three years.**

SPACES

LABORATORIES: Laboratory activities remain limited throughout the three-year program. Our experience in recent years has shown us how valuable they are from a didactic point of view.
They offer a **learning method that can further enhance the theoretical and lecture-based teaching we are accustomed to.**
Labs—like educational field trips—allow students to gain practical insight into the topics covered in class, while also encouraging active participation by experimenting with and verifying what they have learned and studied.
For this reason, **we propose introducing a few hours of laboratory work into courses where this type of experience is currently lacking or insufficient.**
Aware that it is not always possible to add such activities, we suggest evaluating—together with fellow students and faculty—where they can realistically be implemented, in order to offer a richer and more engaging educational experience for the students in our School.

STUDENT SUPPORT

MOOCs: In recent years, we've noticed that knowledge of platforms such as Excel, AutoCAD, and MATLAB has **become increasingly important for tackling various courses and projects**—and essential when preparing for a professional career.
On the POK portal (Polimi Open Knowledge, the Politecnico di Milano's e-learning platform), **MOOCs have been made available**: these are online educational activities designed for students to deepen their understanding of specific subjects and address any gaps in knowledge.
We propose expanding the number of available courses and integrating this platform more effectively within the university's online services, in order to make the most of this valuable educational tool.

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EDUCATION

ENHANCING THE VALUE OF THEORETICAL COURSES: Due to the type of study required in the Faculty of Architecture, many students give up attending theoretical courses to focus more on lab work. During the previous term, the student representatives reflected on the teaching methods used in theoretical courses and began working toward a more active style of teaching—one that encourages students to attend lectures more regularly. However, we've realized that this change is not enough. We would now like to begin a new effort, through dialogue with professors, to better coordinate the scheduling of theoretical and lab courses that take place in the same semesters. The goal is to create conditions that allow students to attend both types of courses, as we see theoretical classes as a valuable opportunity to deepen the knowledge gained throughout the academic journey.

EDUCATIONAL SITE VISITS: Throughout our studies, we've realized that visiting a construction site is highly valuable for the training of both architects and engineers, as it provides a tangible glimpse into the kind of work we are preparing for.
For this reason, we would like to propose the inclusion of this type of educational visit in the syllabi of certain courses—especially those that explore topics related to construction or on-site experience. Where possible, we could even take advantage of the active construction sites located on the Politecnico campuses.

STRENGTHENING KNOWLEDGE FOR THE STATE EXAM AND TEACHING QUALIFICATION:
After graduating, Architecture students often find themselves needing to study entirely new topics in order to qualify for professional practice by passing the State Exam. We would therefore like to propose the introduction of online courses—similar to MOOCs—that support students in acquiring the necessary knowledge for the licensing exam. Likewise, students who graduate in Architecture and wish to pursue a career in teaching must gain skills that are not currently covered in the academic program. We also propose the inclusion of online courses to support students in this career path as well.

NEW MASTER'S DEGREE PROGRAM – HOW TO MANAGE THE TRANSITION BETWEEN THE TWO EDUCATIONAL MODELS: During the previous term, thanks to the dialogue between the Dean, professors, and student representatives, a reorganization of the Master's degree courses was initiated, leading to a new model.

The new educational framework for the Master's degree programs will come into effect in September 2025. This new model may present some challenges for students who, over the next two years, will find themselves in the transitional phase between the two systems. For this reason, we intend to continue the work carried out by our representatives over the past two years, ensuring ongoing support for students who may find themselves in difficult situations.

STUDENT SUPPORT

DISCOUNTS ON THE PURCHASE OF EDUCATIONAL MATERIALS: n continuity with the efforts initiated by the previous representatives, we aim to continue seeking a balance and greater affordability in the pricing of materials offered by PoliPrint, which are intended for the creation of models. We do so with full awareness that the cost of materials represents a significant burden for students.

SPACES FOR MODEL STORAGE AND PRESERVATION: Given the currently inadequate and disorganized methods of storing and temporarily preserving models and the materials used to create them—particularly in the corridors of Building 11 and in the Agorà area—we propose a reorganization of this space. The goal is to ensure better preservation of student work while maintaining a higher level of cleanliness and order in areas intended for study.

REUSE, RECYCLING, AND MATERIAL SUSTAINABILITY: The containers located in the Agorà, originally intended for the reuse of materials freely deposited by students, are most often used as trash bins. As a result, they fail to serve their intended purpose and also make proper recycling of the different materials impossible.
We therefore propose the creation of a dedicated space where usable materials for model-making can be deposited and made freely available for others to take. This would promote proper waste disposal and align with a more sustainable approach.

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SPACE FOR THE CREATION OF PLASTER AND CONCRETE MODELS: Aware of the educational value that the making of plaster and concrete models holds, we would like to initiate a dialogue with the relevant figures within the AUIC School and the University to identify and set up a new space dedicated to their creation. This initiative aims to limit—if not entirely prevent—the damage that has occurred in various areas of the architecture campus in the past.

SPACES AND ASSOCIATIONS

PROVISION OF SERVICE STATIONS FOR THE MAINTENANCE AND CARE OF BUILDING 11:
Based on our experience, it has become clear that Building 11—an extremely valuable resource for Architecture students due to its many study and work spaces—is often poorly maintained, both in terms of hygiene and general upkeep. This is partly due to the lack of appropriate tools available to students for basic tidying after use.
Given this, and with the aim of fostering a shared awareness and care for our spaces—an essential aspect of university life—we propose the installation of cleaning tools and materials made available to students. These tools are not intended to replace daily professional cleaning services, but rather to encourage greater responsibility among students and promote the proper use of common areas.

STUDY SPACES: As students of the AUIC School consistently face significant challenges in finding available study spaces and classrooms, we would like to begin working toward identifying new and innovative solutions to this issue.

STUDENT COMPETITIONS FOR THE DESIGN OF NEW SPACES: We propose launching design competitions that give students the opportunity to contribute to the design and construction of new spaces at the Politecnico.
 This would allow students to go beyond the design phase typically reached within studio courses, and instead follow the entire process through to the realization of their ideas.

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EDUCATION

Building on the projects initiated in the previous mandate by the parity commission and with the aim of carrying them forward, we want to introduce new points of work to increasingly ensure that students have a high-quality study path.

THEORETICAL COURSES: There is still some inconsistency in the delivery of certain theoretical courses, both between different cohorts and study programs. For this reason, we would like to implement a process of enhancing successful teachings based on a review starting from pre-exam questionnaires, and then modify the less successful ones. This way, theoretical courses can be valued for what they are, both in terms of credits (CFU) and personal enrichment.

FEEDBACK: We aim to integrate into the student rights and duties charter the obligation for professors to provide feedback to students at the end of a course, outlining the challenges of the project and clarifying the reasons behind their judgment. Additionally, we want to include feedback on the final project submission from external professionals in the field.

CULTURAL AGREEMENTS: Continue working on requests for agreements with museums, exhibitions, and sector fairs such as the ADI Museum and the Triennale of Milan, to allow students to physically see the projects and the evolution of design in history, so that they can be inspired for the future.

SOFTWARE AND LICENSES: Standardize the teaching of software across all study programs, corresponding to those used and required in the professional world. The goal is not to completely eliminate the teaching of current software but rather to integrate a broader vision that includes a boost for post-university careers. Moreover, we want to secure agreements to provide all students with the necessary free licenses for specific courses or to work on projects in various laboratories.

PORTFOLIOS AND THESES: We want to encourage, in the courses that have not yet done so, guidelines for creating portfolios and master's theses so that students can work with a clear and solid basic structure.

DESIGN WEEK E FASHION WEEK: Extend the interruption of classes, as already happens during Design Week, to Fashion Week as well, supporting those involved or wishing to get involved in work-related activities proposed by companies, such as those working as wardrobe assistants or set designers.

OPTIONAL LAB COURSES: Promote the creation of micro-courses, run by lab technicians, to delve into techniques and possibilities offered by the machines available in our laboratories (e.g., product photography). We would also like to apply this proposal to raise awareness of the potential of the numerous materials and the care and processing they require (to be clarified in terms of methods).

ARTIFICIAL INTELLIGENCE: Introduce small courses, similar to SOFT-SKILLS courses, to teach students how to use artificial intelligence more thoroughly, focusing on issues related to plagiarism and originality in processing. This will help students approach this tool consciously, with the goal of using it responsibly.

SPACES

The development of the new "La Goccia" campus, along with the expansion of automated scheduling systems, will soon lead to a significant improvement in space availability and a better alignment between classrooms and the type of lessons held. Our proposals take into account these ongoing projects.

COMPUTER LABS: We recognize that computer-equipped classrooms are a valuable resource, especially for second-year students. For this reason, we aim to increase their availability by keeping them open on Saturdays during peak periods, such as the winter exam session.

WIRING AND TABLES: We want to continue improving the quality of indoor spaces by adding and upgrading tables in the corridors of buildings B2 and B8, along with additional seating to make these areas more suitable for group work and lunch breaks. Additionally, we aim to carry on with the classroom wiring initiative that was started thanks to Lista Aperta.

OUTDOOR SPACES: We want to make outdoor areas more usable for studying and working, whether individually or in groups with friends.

INTERNATIONALIZATION

Our proposals stem from the awareness that the opportunity to study abroad, whether for a short or extended period, is an invaluable experience. For this reason, it's essential that the Politecnico ensures both the incoming and outgoing processes are handled with the utmost care.

ERASMUS WELCOME: Aware of the potential challenges involved in starting a study period abroad, we as a student group aim to support the organization of welcome events for Erasmus students. The goal is to help them settle into life in a new city and adapt to the academic environment, making them feel supported by both the Politecnico and its student community.

A2 ITALIAN LANGUAGE CERTIFICATION: To ensure smoother collaboration and communication, we propose that all incoming international students obtain an A2-level Italian language certification before the start of the academic program.

DIALOGUE WITH PAST EXPERIENCES: We aim to simplify the connection between former Erasmus participants and those planning to apply or already accepted to the program. This would provide students with one or more contacts who can share their experiences at different universities. It would be great to showcase the courses completed and projects undertaken, as well as assist in finding accommodation and points of reference, such as interesting places to visit.

RANKINGS AND SELECTIONS: We aim to unify the evaluation process for students applying to the program, ensuring better transparency regarding the priority criteria in the destination rankings, and reconsidering the current criteria used for selection.

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