

TAXES AND THE RIGHTS TO STUDY

To face the topics of the rights to study and university taxation within the complexity of current debates, it is necessary that they are not minimised to mere demands or claims.

In order to understand the importance for the right to study and for a change through the reduction of taxes, it is essential to look at these actions through a wider lens: we strongly believe that the **University** represents not only a place of knowledge, where one can study and be educated, but also **a precious occasion for the individual student to mature into a path of personal development**. Thus, it becomes clear how **this path of education and development must become an opportunity that is accessible to everyone, not a privilege for a few**. In the work we did in the last year and a half, with this concept in mind, **we achieved** great results, such as the increase of the no-tax area **from 22000€ to 30000€, and an increase of the University Scholarships places from 750 to 945**.

It is time, especially in a time such as this and in a city such as Milan to continue what we have done in the following ways:

1. We believe of crucial importance to **increase the University Scholarships**, so as to even them out with the *no tax area*, by introducing a progressive criterion based on income also for these Scholarships.
2. We want to make the cost of the university more accessible even for those who can't benefit from any kind of scholarship, but still have high expenses due to the cost of life in Milan. Thus, we intend to provide, for the so-called "**middle class**", a system of **benefits that can be used through the distribution of meal tickets and discounts in the cafeteria, bars, affiliated supermarkets, photocopy shops and bookshops**.
3. Beneficiaries of the scholarship should have the ability to **use their meal tickets at dinnertime and also in supermarkets**.
4. We will **reduce taxes for students who have not completed exams within the set time period** by modifying their coefficient. The amount imposed to this category of students is excessive, especially for those who are part of this category because they need to work in order to pay for their studies.
5. Lastly, we believe it essential to **prevent an additional increase of the tax charges for every income band, including the highest ones**.

STUDY SPACES

A problem in our university is the shortage of study spaces. The inadequacy of the classrooms, libraries, and aggregation spaces compared to the students' needs is highlighted on a daily basis. This problem is an obstacle to the activities that make the university dynamic and thriving, such as lectures, study sessions, seminars, moments of socialising during the breaks, and simply the ability to have lunch. **In order to make our University continue to improve as a place of knowledge, through moments of socialising, we believe it fundamental that the primary goal of the current and new study spaces is to answer to the needs of the students**.

Libraries and study rooms

In those years **we have worked to extend the libraries' opening hours, by introducing openings in the evenings and Saturday mornings** in various buildings. We believe that the opening hours should be extended even more, so as to offer a service which can support the student in every moment of the day. To this aim, **our main goal** is to make the **opening in the evening available in one library for every building, reaching a 24h service**. Another important point will be to extend the offer to the **whole weekend**, a time were students often struggle to find an adequate place to study.

We also believe it is vital to create **more places and rooms for group study**, giving the opportunity to study “out loud” in the university spaces also in the evenings and in the weekends. This investment is necessary, because the University could have a fundamental role in favouring the interaction among peers; it is thus essential to promote group study, so as to discuss and share the knowledge.

Upgrading of the study spaces

In a situation of increasing downsizing, since there are no funds and places to construct new buildings, it is necessary to upgrade and make the most out of what is already available. This is why in the last few years **we managed to obtain both the creation of study spaces with tables and chairs in the halls of many of our buildings, and the placement of 23 new microwaves**. We want to **continue** in this direction, **putting study and refreshment places in the halls of the remaining buildings and, most importantly, placing a gazebo with tables outdoors**.

Moreover, we believe it essential to implement the wiring of tables, classrooms and libraries, covering every study place.

Future study spaces

We will work to have **the new university buildings** (Campus Mind, Campus Saini, Via Mercalli, Via Pace) **made with regard for the students' necessities**. We will supervise also the existing spaces, that will be **structurally changed** in the future years (such as Città Studi or Via Conservatorio), so that they will be **adapted to the peculiar needs of the new schools that they will host**.

TEACHING

It is necessary to reaffirm the importance of the role of teaching, which is often given for granted, or even forgotten. It really is through teaching that the occasion of sharing knowledge becomes an environment where one is educated to have an overview of reality, thanks to the relationship among peers and with the professors. **Thus, teaching can't be a mere transfer of contents, or a professor's last priority, it is rather the participation of students in the making of knowledge**. This is why it is fundamental that, after the lectures, there is the opportunity for students to discuss with one another, with the professors and the subject, which would be the best way to approach knowledge without reducing it to a list of competences.

To this aim, we want to pay attention to the different aspects of teaching, in order to shape it to our learning necessities.

Teaching in the classroom

A lecture where the professor simply reads the slides or repeats the contents of the course manual is not useful for the students. This disadvantage is often the reason why many students don't attend class, which are considered non-fundamental to the preparation for the exam. To encourage students to attend the classes we propose the **implementation of group or individual projects and the application of knowledge to case studies**.

Questionnaires and communication of exam results

We think it necessary, in order to increase the quality of teaching methods, to **modify the pre-exam questionnaires**, so that they give a clearer view of the teaching quality of the courses. We also believe it would be useful to add a post-exam questionnaire that can gather the students' opinions, also regarding the examination method and whether it followed the instructions given during class. It would also be useful to have questionnaires also on the workshops and on the dissertation.

We will work to establish a time limit for the publication of the exam results, which are too often published too late and too close to the next exam, leaving the student in a state of uncertainty and with the risk of taking one less exam.

Study plan

The problem of the study plan is one that is most often reported by students. At the moment, the study plan can be filled out once in the academic year in the indicated time window and it can only be modified before graduation by paying a fee. We believe this to be excessively strict. We propose the **implementation of a second window to fill out the study plan** in the last year of every (study) course, so as to avoid the payment of a fee to change it and to give the ability to the students to study the subjects they believe to be important. This is important mostly for those who need to take more exams than the ones provided in the study plan of their master's degree, a necessity that can vary from the initial planning.

Committees of peers

There are committees of peers in every school, made of an equal number of professors and students' representatives. It is a place where students have the opportunity to discuss with the professors and, among other things, they supervise the teaching quality. For these reasons, we want to strengthen these committees by expanding their competences and by working to assign credits to the single courses, since we often get reports of inconsistencies between the credits and the amount of study needed for the course.

Workshops

Even though the role of the workshops is really important, they are often underrated. At the moment their situation is varied in the different courses: some courses offer a scarce number of workshops, others have an inadequate offer compared to the students' needs. We believe it is necessary to introduce, beside the quality questionnaires, **an active dialogue with the students on the peculiar needs of the different study courses**.

We will promote **the implementation of workshops to prepare for the dissertation writing** for every study course, **and for the attainment of language certifications** – or other certifications – which can be useful in the world of work.

We propose to **increase the seminars and conferences**, which would grant 3 credits, replacing the workshops.

Lastly, it is necessary to **provide clarity in regard to the activities that replace the workshops**: our university offers interesting opportunities (such as internships in schools or companies), but they are often unknown to many students.

Teaching materials

There are many study courses that ask for very expensive materials. We believe that the university should provide at least part of the teaching materials for free or at a discount. We will ask to increase, where possible, the number of textbooks in the libraries and to provide online materials for each course.

Overcrowding of the classrooms

We believe it necessary to **assign one or more rooms to the students who need to follow classes online, which should be made available by professors in case the classrooms are overcrowded**. To achieve this, we want to assign one room in every building to this purpose or to have one available room every day, which should be communicated at the entrance of the building. It is fundamental to grant online classes for all those courses that have a small classroom.

PSYCHOLOGICAL WELLNESS

The increasing need showed by students asks the university to become a place where psychological wellness is a topic of the highest attention. To this aim, there are two directions to be followed. **On the one hand, a wider availability of the counselling service has to be granted; on the other hand, wellness must be linked to the environment that can influence it**. So, by avoiding an excessive medicalisation, there could be an efficient service to answer the students' needs, and our university can become a place where students want to spend their time.

The changes we suggest follow the above-mentioned directions. In regard to the "wellness conditions" we will ask to improve and prepared the socialising and aggregation spaces, also and mostly to study, that are often cause of struggle among students, especially in the first years. In regard to the psychological counselling:

- It is important to promote the psychological help-desk, to make it better known to students.
- This tool has to be strengthened to double the welcoming capacity: we suggest implementing the entry service, adding more personnel and involving students or interns from psychotherapy postgraduate schools of Milan.
- We believe it necessary to **expand the affiliated psychological facilities** to grant a more accessible service.
- Arrange a **price control even after the first 10 sessions**.
- **Grant a continuity in the therapy process** by avoiding a change of therapist after the first 10 sessions.

ACCOMMODATIONS AND RENT PRICES

In the last few years, we have worked to make the university more accessible, but there still is a challenge that hasn't been properly solved; in fact, students have to deal with the increasing cost of life, which constitutes an urgency that must be faced: the most pressing problems are the high cost of rents and the simultaneous shortage of available places to satisfy the accommodation needs. For this reason, we recommend two main solutions: a practical response and a strategic vision to decide with the governance the steps for the next few years. In line with the first point, we believe Campus Mind to be a great opportunity: the forecasted 400 places for students, with a controlled price, are in our view insufficient compared to the number of the eligible non-beneficiary students.

- We propose that the whole number of places of **Campus Mind** – that is 1100 –, so the **remaining 700 places, will be made available at a controlled price to the students.**
- We intend to grant that the **Porta Romana accommodations** and the **Olympic Village residencies** will be **made available** to the increasing **accommodation needs**. Our commitment in the university asks us a deep reflection on the importance of a metropolitan city such as Milan, which is the centre of knowledge and thus a focal point of research and innovation.
- It is fundamental that the District of Milan points its attention on the importance of the the importance of the students' role as cultural motor for the territory; the city could benefit from this in terms of cultural dynamism, international taste and economical profit. Thus, it is necessary to provide tax relief for the people who will rent houses to students with fair rent conditions, helping the applicants with a progressive criterion depending on income.

Moreover, we mustn't forget about the accommodations provided by our university, which in the last year have been increased. **We have suggested** a new agreement for **60 new places**, which has been signed a few months ago. In order to make **our accommodations** a service that provides better life conditions for students, we propose:

- An **increase** in the number of **microwaves**.
- An improvement of the **kitchen**.
- The installation of **water dispensers**.
- The installation of **insect screens on the windows**.
- The setting up of **study spaces both indoors and outdoors**.
- The purchase **fans and cooling systems** for the study rooms.

MULTI-BUILDING CAMPUS

In the next years, our university will face an important moment of transformation and innovation. Campus Mind, which is placed in the Expo 2015 area, will join the existing buildings of Festa del Perdono and Città Studi. This area will host the new scientific campus, thus asking for a rearrangement of our presence in the territory. The evolving arrangement will result in a multi-building campus, consisting of:

- Festa del Perdono: humanities studies.
- Città Studi: Mathematics, Informatics, Cultural Heritage and Political Studies.
- Via Conservatorio: Languages and Language Mediation.
- Campus Mind: remaining scientific courses, except for Medicine, which will stay in their current campus.

- Saini: Science of Physical and Sports Activities (see SCIENCE OF PHYSICAL ACTIVITIES in the programme).

The scientific research of our departments has many strengths; however, the obsolete facilities where this research is conducted are not properly equipped to allow its expansion; consequently, the opportunities and prestige are limited. It is necessary to fully use this opportunity to strengthen our university offer, in order to transfer to an area destined to have a central and international role for the development and research.

The project Mind will have to be carried out with the main purpose of granting high quality services and facilities, which are able to satisfy the students' needs. The most urgent measures, to grant the best conditions for university life, are:

1. To grant the right to study by maintaining and improving all its services, starting with **cafeterias and accommodations**.
2. To ensure an **efficient transport network**, which links the campus to the city centre and to the surrounding districts, **extending the ATM pass** and implementing agreements to lower the transportation prices.
3. To provide **free** transportation inside the campus, such as **scooters and electric bikes**.
4. To supervise that outdoor spaces are assigned to satisfy the students' needs, such as **study rooms, libraries that are open during the weekend, dining services, bars, sport centres**.
5. To make **agreements** with the surrounding districts, so as to ensure **price-controlled accommodations** for students.

MEDICINE

Medicine and Surgery School is a separate department in the university. The peculiarity of the job and the attention needed in the education of doctors force us to have special care of **Medicine and Healthcare** students. This necessity is made urgent by the fact that the teaching buildings are scattered around the region, so our attention is not focused on one, but on many facilities throughout the region. The value this prestigious course of studies we propose to:

Rediscuss mandatory attendance, both for Medicine and Healthcare studies, because the attendees are often working students.

Assign the Via Pace building to Policlinico students, supervising not only that those study spaces are assigned to our students, but also that they are adequate spaces where students can spend their day.

Assign some study rooms in the Galeazzi Hospital to the San Donato students. Since those students will be soon transferred, we ask that adequate spaces will be granted to them in the Galeazzi Hospital. In case those spaces aren't enough, we will work to have the first years students transferred to the adjacent Campus Mind.

Desks at San Giuseppe

It is necessary to contact the Multimедical association in order to purchase wired desks for the nursing students of the San Giuseppe Hospital.

SCIENCE OF PHYSICAL ACTIVITIES AND SAINI CAMPUS

Practical lessons are a very important aspect of the study course for the Physical and Sports Activities students. **We managed to get a refund of the ATM pass for who does practical activities in Cernusco sul Naviglio**, but we also want to intervene on other aspects:

1. Since during lecture hours one has to learn or train specific technical-athletic exercises, which require substantial training, we propose to **make the currently used spaces** in Cernusco sul Naviglio **available even after lecture hours, so as to be able to perfect one's competences** and be prepared for the exam, without having to pay extra to use the gym.
2. Once the transfer to the **Saini Campus** is completed, **provide agreements and memberships for the students to be able to train** to prepare for their practical exams.
3. Supervise that the **Saini Campus** not only will host the Physical Activities Course, but also, through agreements, it will be **a place where students can play sports at convenient prices**.

EDUCATION OF UNIVERSITY PROFESSORS

Too often during these years we have had to face unclear, unprepared lectures, with incomprehensible slides. This problem comes from the **professors' education, whose academic career doesn't take into account the "ability to teach"**. Professors' education is often very strong from a scientific and research point of view, but the ability to share that knowledge is rarely at the same level. Despite the obviousness of this problem, there aren't any incentives for the professors to invest on teaching. To this aim, we believe it necessary that both the professors and researchers attend a teaching course. Thus, we propose:

- That the professors **share the "good practices" of teaching**. Some teachers already have efficient teaching methods, so we believe it would be useful for them to share their strategies.
- To **give value to the technological tools** already used by some professors in their teaching.
- The implementation of **English courses** for the professors who teach courses in English, not only to make the lectures clearer, but also to promote more direct lectures for the international students.
- The promotion of **courses on teaching and psycho-pedagogical competences**. Many teachers of different schools already attend periodical courses on teaching. We believe that university professors could also benefit from them, and they could be more inclined to attend if they received points for their rankings.
- The implementation of an **educational teaching centre and the promotion of conventions and seminars on this topic for our professors**.

GENDER VIOLENCE

It is necessary that this topic is more argued in the university. At the same time, it is also necessary to reiterate that **our university's role must not simply be of care and prevention, but most of all of education**. Beside the following measure it is thus important to reiterate that the university must be in the front line in providing an **education to treat anybody for their dignity, and so, not violently**. We believe that this concept could bring about actual changes, rather than a deterministic medicalisation of the problem that believes that evil can be erased by tactics, abolished by law, or anaesthetised by demands. It is for this reason that what is being proposed must be accompanied by a change that has to do with education, a subject for which the university can and must become relevant: in fact, it can be not only a place where the most immediate need finds an answer in the necessary counter or help desk, but it can also and above all be a place where one can try, through

the production of culture and the training of critical subjects, to transmit the value of all otherness, regardless of gender. It is, in fact, only from the recognition of this value that violence will no longer be considered a means to an end.

1. **Implementation of projects already active** in the university for gender equality.
2. **Commitment to promote a cultural debate** on the issue and to raise awareness among the students.
3. **Publicise the reference bodies already present in the university** (counsellor, counter linked to the anti-violence centre) but of which the students are often unaware.

ACCESS TO TEACHING

For more than a decade, prospective teachers have experienced continuous disciplinary changes and rearrangements of their professional perspectives. Recently, the government initiated a reform to redefine the teacher training pathway, stipulating that the qualification is obtained through the attainment of 40 university training credits (CFUs) in psycho-pedagogical disciplines and 20 CFUs of internship. The aforementioned reform plans a transitional phase until December 2024 aimed at protecting those who have already obtained the 24 CFU currently required, as well as precarious teachers who have previously served in state and paritarian educational institutions. In order to be able to participate in the public exam, it is therefore necessary to obtain the above-mentioned credits, which can be obtained by attending the **training course at the various universities - including the Statale University - that have become training centres**. Although it is positive that we finally have a decree, there are still many gaps that we see and on which we want to intervene.

- Given the recent introduction of the reform, it is imperative to **set up a specifically dedicated office** to assist students attending the pathway and to communicate with the secondary schools with which the university will have to be in partnership in order to enable its enrolled students to practise their apprenticeships.
- We ask that **students of our university** are protected by ensuring that **a percentage of the places on the training course** that will take place at our university are **reserved** for them.
- We request that the **dates of the public exams are scheduled after the graduation sessions** at our university, in order to allow recent graduates who have simultaneously completed their training to take part in these competitions.
- Of the 40 credits required for the qualification, 20 will relate to the traineeship. It is essential to ensure that students can **carry out their internship at a school of their choice**.
- It is essential that the **cost of the course is affordable**. We therefore ask that within the price of the pathway there should be **a fixed and a variable fee based on income and that it should be adapted to the current no-tax area**, so that those who pay no fees during their studies can pay only the fixed fee during the teacher training pathway.

INTERNATIONALISATION

Nowadays, it is becoming increasingly important to supplement one's studies with an experience abroad, and therefore to participate in those mobility programmes that are financed through scholarships. However, students often do not find enough information about exchange programmes

and supplementary grants. We therefore believe that we can improve our university's internationalisation system with some proposals.

Expansion of agreements

As of today, our university has too few exchange agreements with other universities in Europe and worldwide. Since the mobility system is based on exchange, having few active agreements means being an unattractive university. To this end, it is necessary to **make our university's English language course offerings more attractive, also through 6-month/1-year masters and 'double degrees'**. The increase in Erasmus destinations will also be facilitated by an active promotion of our university abroad: we will start working on promotion in other EU countries, also with the help of lecturers.

Erasmus Application

The Erasmus application is still unclear. We think it is **necessary to include clear information regarding compulsory language requirements and how grades are converted**. It is still too discretionary to recognise exams with the same amount of hours but different ECTS credits from the Italian exam; it cannot continue to be a recognition at the discretion of the individual departmental Erasmus tutor. It is also **necessary for the Erasmus call** for applications to be **published earlier**, so that students can have time to consider all the options available and are not forced to apply during the exam session.

Increase in scholarships

With the current scholarships available, not everyone can afford a study period abroad. **Therefore, it is necessary to increase the available scholarships, making the amount progressive according to income**. We also believe it is indispensable to **inform the student community of the supplementary possibilities** at university and national level, in order to prevent such an enriching educational experience from overburdening families and students.

Erasmus Platform

It is now clear that the best help to students leaving and arriving through the Erasmus programme is other students who have participated in it. Based on this fact, which has emerged from the experience of many, we believe it would be useful to create an **online platform that would connect those who have already had an experience abroad with those who are about to do so**. This would not only provide useful information to those who are leaving, but also make it possible to welcome *incoming students* more effectively. The advantages of this platform would affect both the university, which would have a closer-knit student community, and students, to whom many possibilities for information and relationships would be opened up.

Promotion of non-Erasmus programmes

There are numerous international exchange programmes, both European and non-European, but not all of them are as well known as the Erasmus programme. We believe it is necessary to provide more information about the requirements for participating in these programmes and the skills they offer. We believe it is essential to **promote the thesis programmes abroad in particular**, so that students can also organise their studies according to this.

SERVICES

We consider it essential to take action on all the services that are neglected because they are considered secondary aspects. In fact, we believe that **optimising all these areas within our university institution, including helpdesks, technological innovation and communication between students and the university, is a key priority**. This would not only solve problems related to the most central aspects of the university, such as exam registration and orientation, but also improve the overall academic experience of us students.

Administrative office

It has long been recognised how difficult it is for administrative offices to meet all the demands of the student community. In order to improve the efficiency of this service, it is deemed necessary to consider **increasing the number of staff, with particular attention to the proposal to involve students in collaborative roles**. Such an initiative would aim to reduce the workload on employees, and would allow students to deal with issues related to their needs with greater familiarity. It is therefore hoped that new and specific desks, supported by these student collaborations, will be set up in order to respond promptly to the most frequent requests.

Cafeterias and refreshments

Academic life at our university is not only limited to lectures and exams, but it also includes socialising and meeting. It is essential to ensure that the university environment is welcoming and usable in every aspect, not only from an educational point of view.

In order to promote this integrative dimension, it is necessary to consider the renovation and **expansion of catering facilities**, particularly in the **Via Conservatorio, Città Studi and Policlinico** sites, where adequate services capable of meeting the needs of the student community are currently lacking.

It has been realised that the price of the menu in our University cafeterias varies in every location and is excessive compared to the resources of students; we therefore request a **complete menu at a fixed cost of €5**.

In addition, we propose **extending the opening hours of the cafeterias into the evening** in order to allow students to fully enjoy their university days without having to face difficulties in finding adequate meals during the evening hours.

Agreements

Our university has established collaborations with various companies in order to facilitate students' access to affiliations. We consider it essential to promote an increase in such agreements, which could include **discounts on books and handouts needed for study, as well as on technological products and software subscriptions**. It is also essential to ensure adequate communication regarding these opportunities, which are often little known to the students.

In addition, we consider it a priority to extend transport facilities, especially by entering into an **agreement with Trenord**, since, at present, there is a lack of conventional agreements concerning trains for short- and medium-distance routes for commuting students.

WI-FI network

The dysfunctional Wi-Fi network, which still occurs in too many of our university's premises, causes a major impediment, since most of the teaching activities require Internet access. We therefore demand that the number of routers present be increased and the quality of the network improved.

ENVIRONMENT

Responsibility for one's surroundings should be a hallmark of every individual and takes on even greater importance considering the vast size of our University. As representatives, we are actively engaged in promoting the wise and rational use of economic and material resources

- We propose an **increased focus on waste recycling through the installation of new waste bins** and drinking water dispensers in each department.
- We also work on the **protection of green areas** through the care and enhancement of new social spaces.
- We call for an **increase in the number of bikeMi stations near our university buildings** to encourage students to use sustainable means of transport.
- Furthermore, we stress the importance of promoting an **inspection and improvement of heating and lighting systems in order to reduce waste**. Currently, inefficient systems make it complex to adapt consumption to real needs, leading to high economic but irrational expenditure, such as overheated classrooms, overcooled libraries, and rooms left cold due to excessive heat loss.
- We consider the waste of paper required for our university's bureaucratic procedures to be inadequate and believe that through effective **digitisation** this problem can be solved.
- Finally, it is crucial that all locations of our university are equipped with sufficient **water dispensers**.

This is of critical importance in light of recent international developments, which have led to an increase in energy costs. Should this trend of rising prices persist, the doubling of costs associated with this budget item could lead to serious problems of financial sustainability. Therefore, we will actively engage in pointing out situations of energy waste or lack of adequate heating and lighting of spaces in order to preserve their usability for the academic community.

STUDENTS WITH LEARNING DISABILITIES

Over the past few years, we witnessed a noteworthy increase in students with learning disabilities (DSA).

In the face of this increase, the university has arranged assistance services at the start of one's academic career and of help during the studies, giving these tasks to the professors and specific technical personnel.

The situation still remains problematic, both for the students who are often inadequately helped during their academic career, and the professors, burdened by work and not adequately trained.

To make the exams process and class attendance easier for students with learning disabilities, we propose to;

- Increase the help of specialists and expansion of offered aids in order to enhance the welcoming of students.
- Develop the formative courses offer for the professors.

- Increasing the tutoring net by creating a more stable conversation between tutor and student, especially during the first year, in order to handle the university studying method in the best way possible.

COMMUNICATION AND REBRANDING

Communication is seen as problematic by most students. This can be seen in the many requests that overload administrative offices. These requests concern the inadequate clarity of the site and the various information that we receive. To better communicate with the students, it is necessary to **improve and reform the communicative channels**. We believe it important to create a new **university app**, in order to develop a less dispersive product, **that will provide access to all services** in a more efficient and dynamic way, including the academic career, the payment of taxes, the “Informa Studenti” platform, the lectures’ calendar, the libraries’ list and the possibility to book a place.

Rebranding

In a period in which the university is living through deep changes- expanding its educational offer and introducing a new phase that is going to develop in a multipolar context articulated in multiple buildings – we believe it important to think of a strategic plan of communication and rebranding for many reasons. First, we believe that improving the university’s online presence by **enhancing its already existing social media** – in full compliance with social media policy – is a way to strengthen the outer image and credibility of our university. Secondly, **strengthening the UNIMI brand** would help reinforcing the connection with the students, not only in terms of **sense of belonging** but also by maintaining a **direct engagement with the students**, by sharing news, announcements and cultural events capable of showing an increasingly active role of the university as an involved participant that will benefit the citizens. Moreover, in an increasingly competitive and diversified context, the communication of our university’s work which is carried out all year long and its scientific results would contribute in the attracting future students and in the interception of possible strategic partnerships.