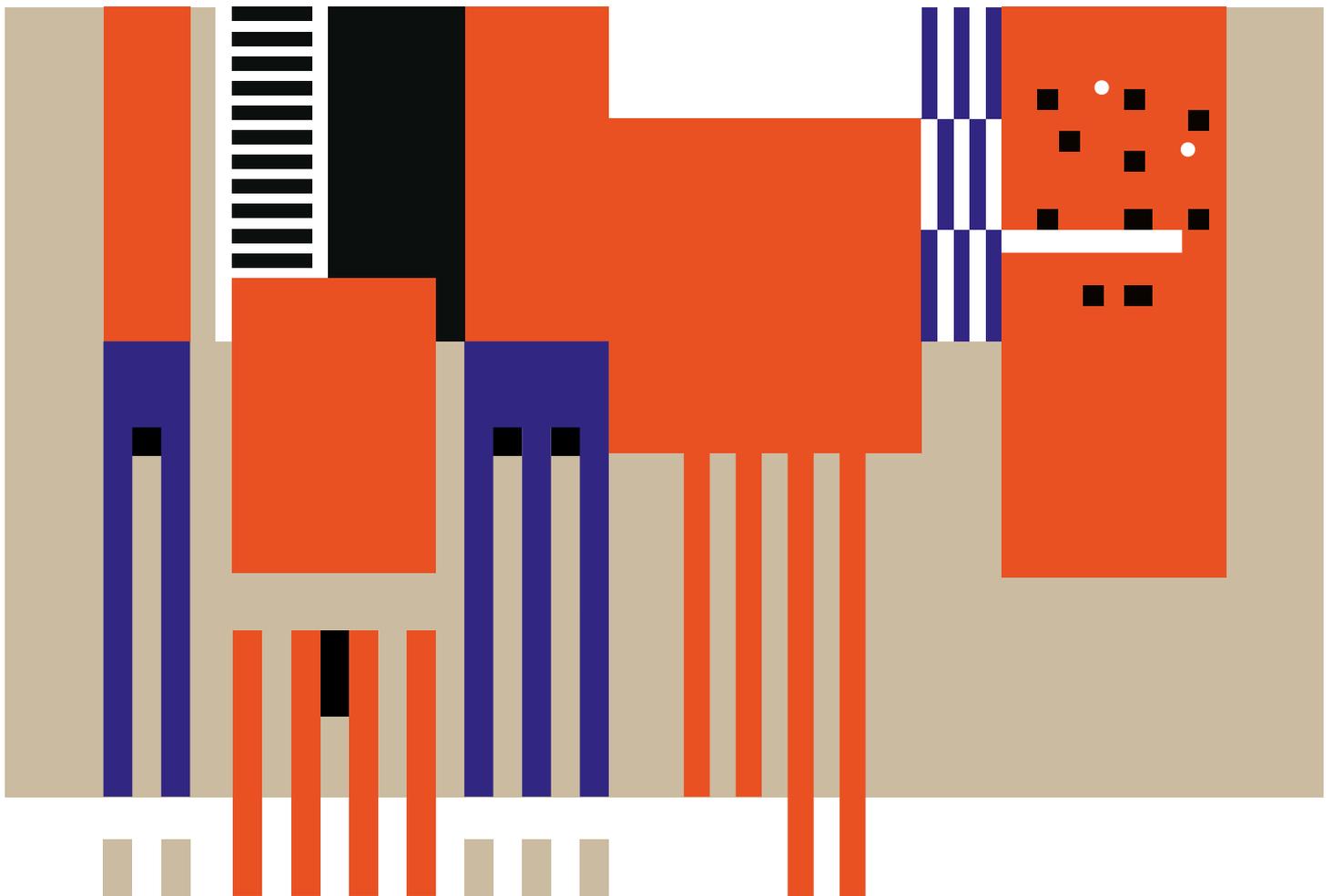
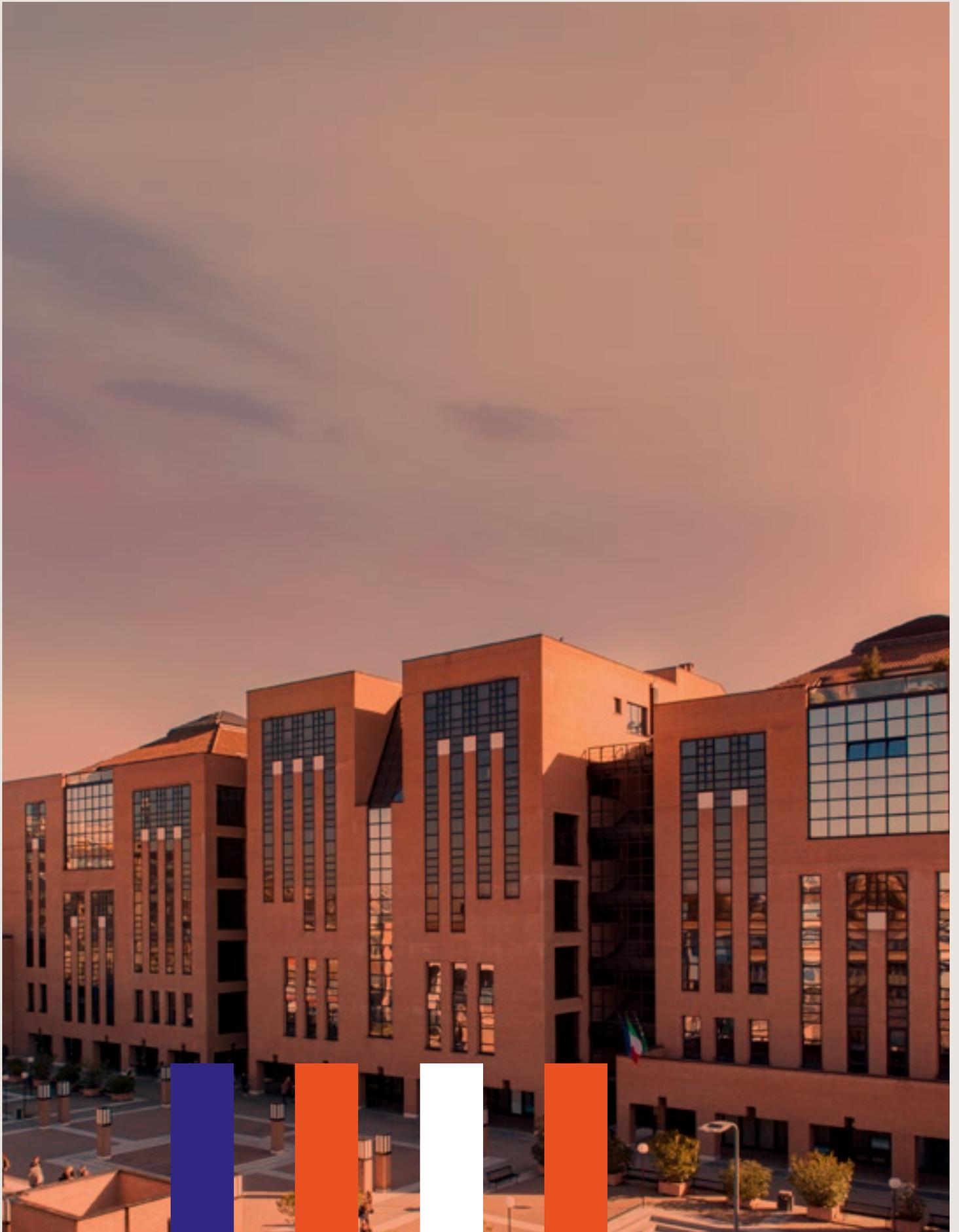


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University Strategic Plan

2022 / 2024



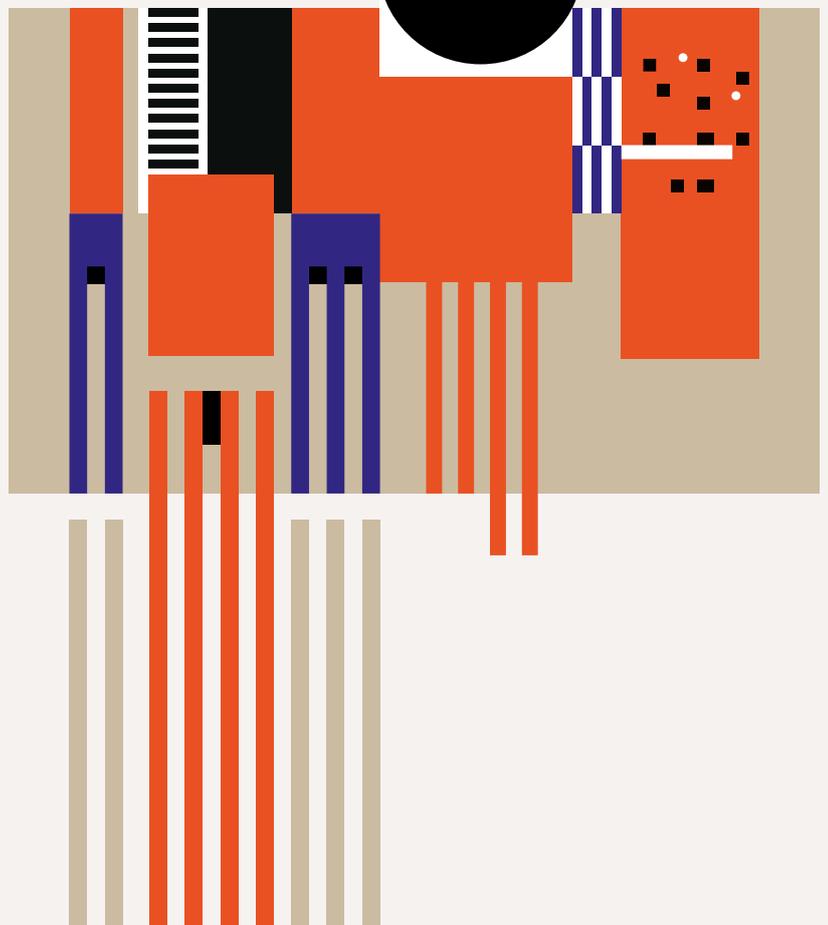


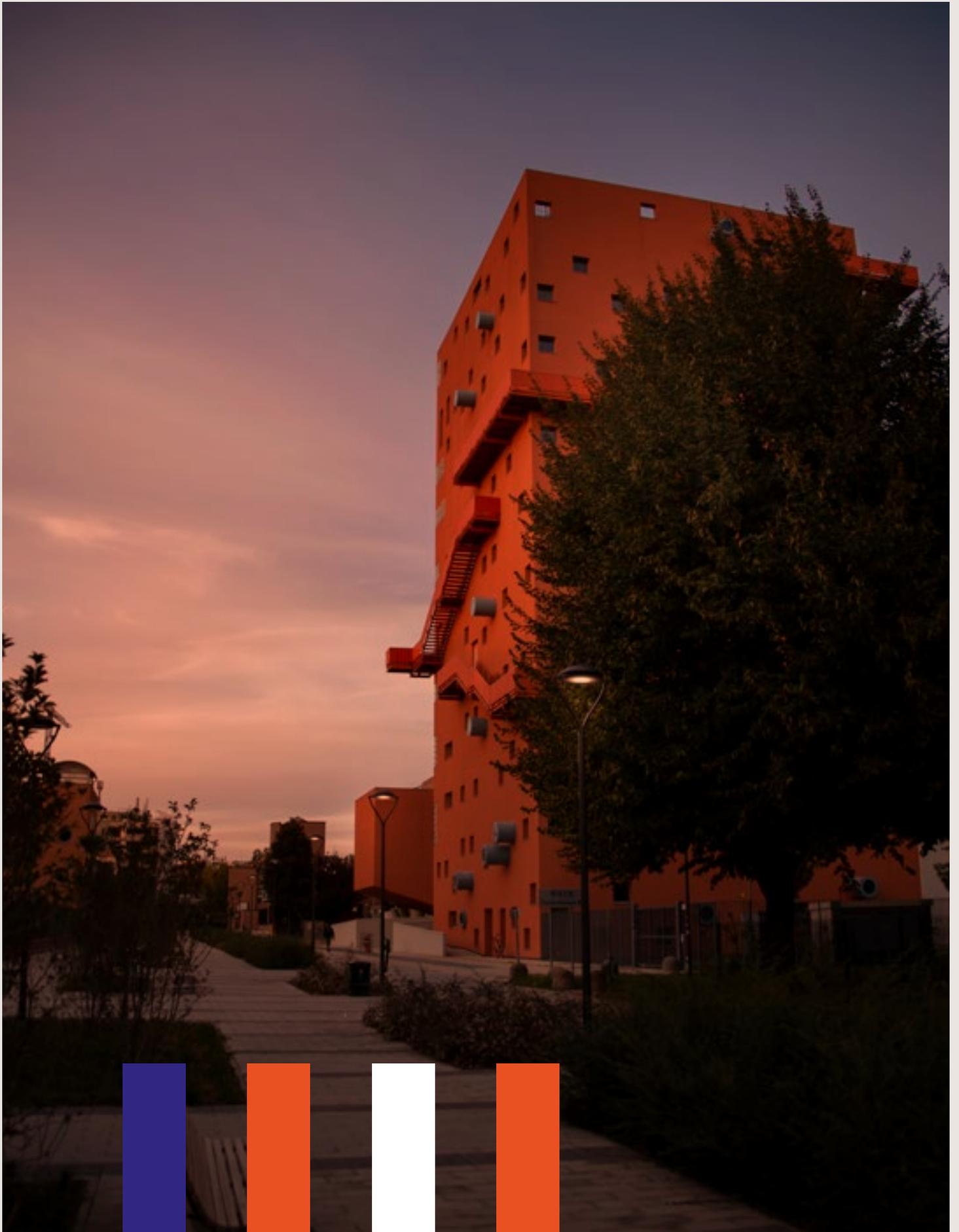


University
Strategic Plan

2022 / 2024

Prof. Gianni Canova
Rector
—
Milan
January 2022





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**IULM
thinking for knowing how**

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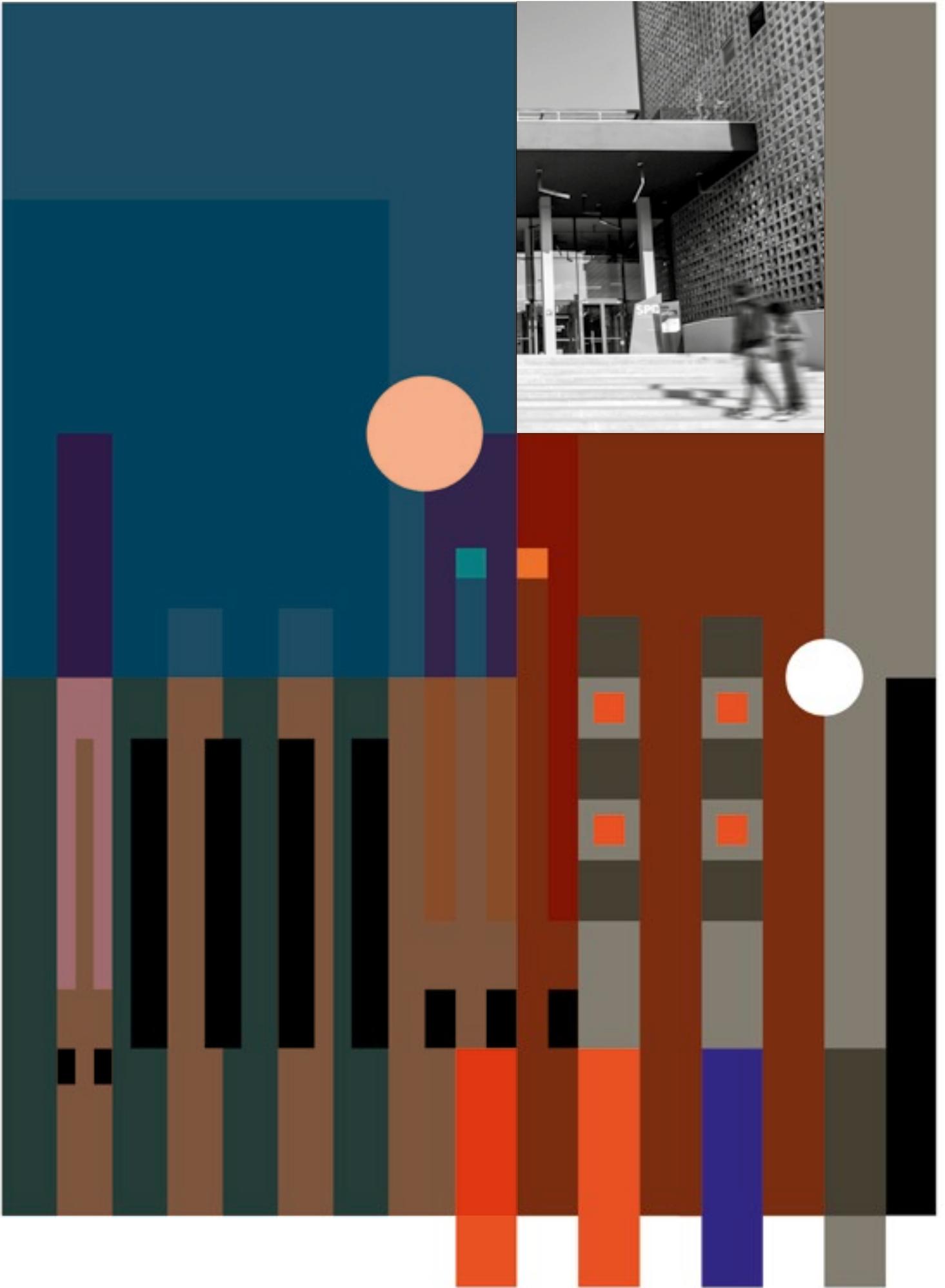
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1



IULM,
*thinking
for knowing
how*



1.1

The university after the pandemic

The university is, by definition, a place of intellectual challenge. It is difficult to find more demanding, complex, meaningful, and exhausting human relationships than those between teachers and students.

Learning is an adventure. We are all citizens of a world that we only partly understand, a world in which we have and will never have more than a partial, defective or incomplete view. Putting ourselves in a position to learn, to try and get to know that world a little better, is the only way we can be protagonists in it.

We have come to understand this well in recent months when an emerging virus forced us to deal with a new dimension of uncertainty. Learning means trying to widen our horizons; it forces us to open our minds: to overcome our prejudices. Learning is also a technique. People of my generation will remember those astonishing pages by Antonio Gramsci, in which this titan of intellectual and political anti-fascism attacked the Gentile reform by defending the old primary school, that of the Casati law, referring to Gabrio Casati, nobleman, mayor of Milan, a leading exponent of the historic Right.

The study of grammar, with all its tedium, Gramsci writes, was 'combined with the study of respective literatures and political histories, an educational principle as the humanistic ideal, impersonated in Athens and Rome, was spread throughout society'. The discipline was 'character formation through the absorption and assimilation of the entire cultural past of modern European civilisation'. From here, from the sense of this discipline, comes the value of merit. Merit is not sterile, and it is not a sporting exercise: it is the ability to absorb and assimilate a legacy of knowledge, to then make it a tool for growth and innovation.

I am not quoting Gramsci out of nostalgia, but because, during the pandemic and the lockdowns we have had to go through, I believe we have all reflected on the nature of the university and the exceptional work carried out there. It has its physicality; it needs its places, classrooms and desks. It has a method, which also comes from the spaces in which it is carried out. It has its languages and times. It has a breadth and ambition that go beyond any exchange of notions used to develop thought and not vice versa. It is an amazing job, and we who do it must fully understand the privilege reserved for us. Every day, in our classrooms, we knit together the threads of our cultural past to help the future of our modern European civilisation.

The pandemic represented a significant challenge for our university as for everyone. IULM, which is not and does not want to become an online university, has continued to grow. The quality of its courses is recognised in the most obvious way: by the students who wish to study at this university, and whom we hope to accompany in the most appropriate way towards their professional future. But it has also been recognised by businesses, the labour market, the world of culture and the media, and institutions.

The secret of our university is the continuous and close dialogue between different sensibilities, between economic and humanistic disciplines. Our University nurtures the idea that 'know-how' and 'knowledge' must go hand in hand. This is the secret of training young



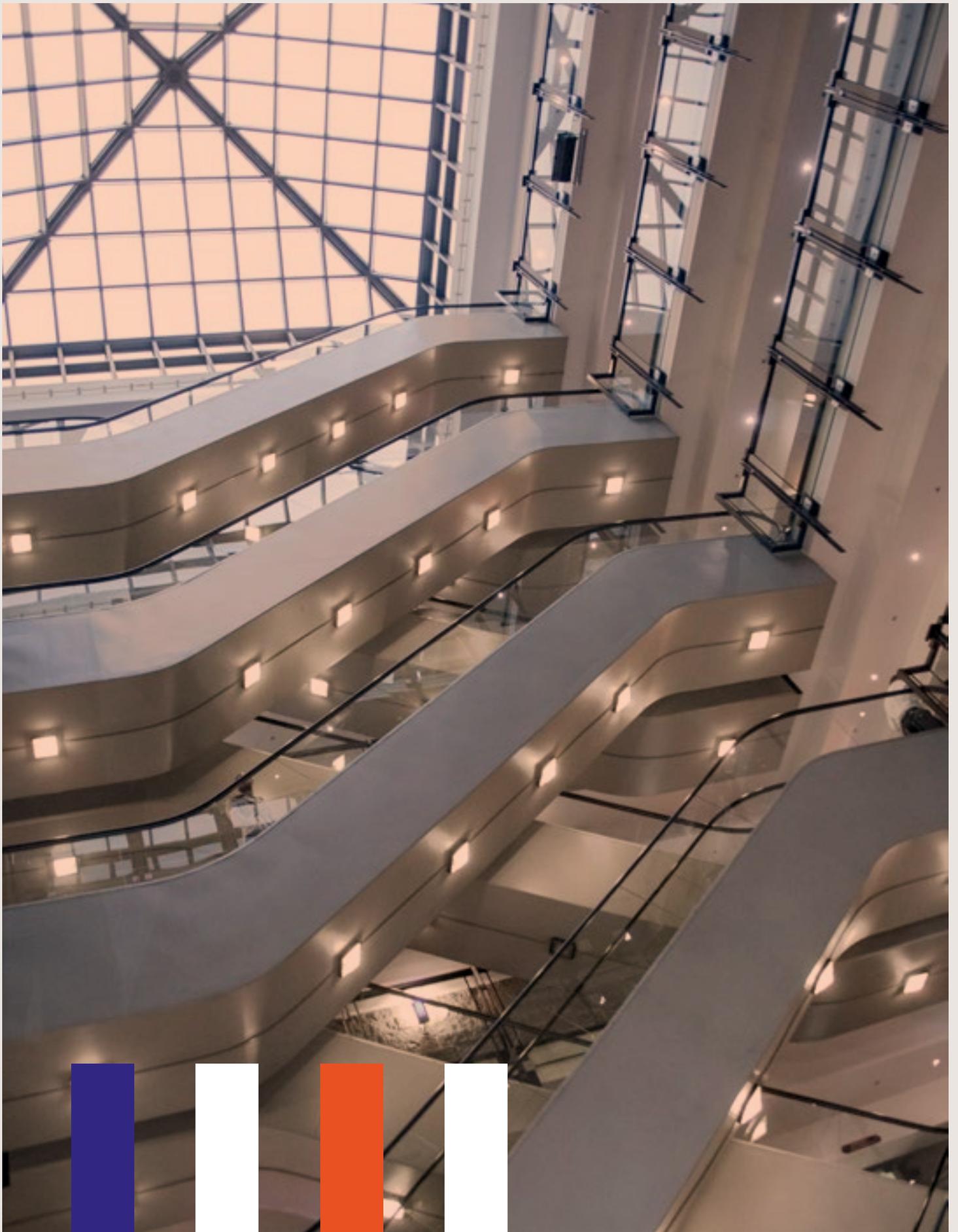
graduates capable of critical and creative thinking, with a prepared mindset ready to grasp the transformations of the world around them. In this way, we think we can equip them with maps that will enable them to navigate uncertainty and complexity.

In the short term, the pandemic was a challenge overcome thanks to the contribution of science and technology. We ourselves have continued with our programmes, we have continued with our lessons, under conditions that were unthinkable only ten years ago. Distance learning has its difficulties, but it has also taught us a lot, and we will have to put what we have learned to good use. In the long run, however, the pandemic has awakened fragilities in our society that we will not be able to address unless we call upon those resources constitutive of our modern European civilisation. 'Knowledge', the fruit of thousands of years of history, knowledge which is above all the knowledge of being human, must return to the centre of learning. A tablet allows us to deal with the anxieties of the lockdown in the short term, but only our humanistic culture will enable us to truly overcome them and acquire the critical capacity that can make our difficulties of today a strength tomorrow.

This Strategic Plan originated during the pandemic, seeking to learn its lessons. It is not a formal compliance document but reflects the desire to imagine a future for this University of ours, in the full awareness that what we teach here, and how we teach it can be of even greater value in a world marked by uncertainties and fragility that also betray a lack of purpose, of meaning, of strong cultural anchors.

To say that our University places the student at the centre and aspires to play a driving role in creating a new managerial class with a truly European vocation is not a stale chant. Our society needs to find the strength to collect itself, to understand where it comes from and what it wants to be. Our young graduates will give it the words to tell its story. The University has the task of helping them develop a taste for the most appropriate words.

Prof. Gianni Canova
Rector



1.2

IULM University's mission and vision

IULM University intends to be more and more a training centre for the new managerial classes, consolidating its leadership in the creative and communication professions. It pursues originality in research and excellence in teaching, and it makes the latter a distinctive and qualifying feature of its wide-ranging teaching programme. It is and wants to be a great university of communication, languages and cultural and creative industries in Italy and Europe.

IULM University works to strengthen an authentic 'cultural democracy' in Italy. Cultural democracy is a strategy for freeing oneself from those cognitive constraints that often emerge also from the decision-making and political process, equipping society to overcome the prejudices of individuals and training people who enrich their communities with their independence of judgment. The research activity carried out in the university and the teaching are necessary prerequisites given this objective.

The mission of IULM University is not only to train professionals capable of facing the challenges and, at the same time seizing the opportunities that the world and the markets offer - in the international sphere, too - but also women and men who are self-aware, responsible and free. Women and men who are at ease in the world but also capable of standing alone in a room. The students are offered the guarantee of a comprehensive cultural background and, at the same time, a high level of education.

This is an essential and natural synergy in a vision that goes beyond disciplinary fences and sees training as the activation of a specific mindset and not merely the transmission of skills. In uncertainty, mental flexibility and cognitive agility are essential elements: neither can be separated from solid training with secure reference points. As an individual agent and active learning subject, the student is at the centre of university life.

To pursue its mission in complete freedom, without constraints or conditioning of any kind, IULM University - which is structurally advantaged by its being "free", without the conditioning that one would expect from ownership, be it state or private - sets financial autonomy as a condition of existence and operation that cannot be renounced, as a guarantee of independence in choices, decisions and planning.

IULM puts itself forward as a future-oriented entity, rooted in the country's history thanks to more than fifty years' experience, capable of combining the most innovative languages and the powerful thinking of humanistic culture at the service of the common good and the rights of individuals.

1.3

Meta-values that inspired the plan

The objectives and areas of intervention of this Plan reflect some shared meta-values. IULM University puts students at the centre and takes care of them and their learning. Students are the central figures in the learning adventure, and the University's task is to support and encourage them, helping them make authentically personal choices.

For this reason, IULM students need to be able to live and coexist in a stimulating context that, even outside class time, provides them with all the stimuli of a lively academic, social and cultural community. A community whose task is to continuously expose them to new challenges, to lead them to calmly and thoughtfully question their point of view, in close and fair comparison with the other: students and teachers.

At the heart of the university organisation is the concept of merit: merit in learning, merit in research, merit in teaching, in the knowledge that excellence can only be effectively pursued if it involves all these dimensions.

In this perspective, the issue of quality assurance and active support for each student's choices and training pathway are of strategic importance through support that starts before and ends after the years of the university career. Entry orientation, tutoring, continuous orientation, support to the entry into the world of work through the internship and placement service are not subsidiary but strategic activities of the University.

IULM University aims not to build profiles but to train people with an increasingly clear and valuable identity for the labour market. For this reason, the IULM graduate association (ALIULM) will increasingly strengthen a network of women and men who feel the value of the experience they have in common.

IULM University is not content with passing on a few professional skills, but its main objective is to give students an approach to culture in its fullest sense, as a continuous attitude towards critical thinking and consideration of the vastness of the world's horizons. In a country suspicious of all elites, forming consciences implies comparison, secularity, disenchantment, and yet openness to life and knowledge's most profound dimensions. The cultural democracy that IULM wants to build is based on comparison with the other and on the ability to identify with the other that is as distant and different as possible, beyond disciplinary fences, ideological trappings and geographical boundaries.

This is another reason why IULM University opposes and rejects all forms of discrimination based on gender identity, ethnic or family background, nationality, political beliefs, religion, personal abilities, sexual orientation, or age. To this end, it is committed to developing and reinforcing help for students with special needs and problems, both through the activity of dedicated help desks and, above all, through the continuous adaptation of structures and teaching methods, with constant respect for freedom of speech and teaching. A great University for communication, languages and cultural and creative industries is such because it continuously teaches how to communicate, above all to itself.

1.4

Macro-objectives and strategic intentions

There are four macro-areas into which the IULM 2022-2024 Strategic Plan is divided: teaching, research, social participation and continuous development, internationalisation.

Teaching

‘Centrality of the student’ is not a slogan. It means a widespread and constant striving towards understanding, measures to enhance student merit and combat grade inflation, maximum support for the interests and talents of individuals.

Therefore, the institution and its teachers must do all they can to transmit to students the pleasure of understanding and the taste for competence, in full awareness of the rules and uniqueness of the academic institution. For this reason, IULM University is committed to promoting, experimenting and supporting innovative processes in education, freeing it from subordination to the archaic conception of teaching as a vertical delivery of knowledge and understanding. IULM University is fully aware that opportunities, to be fair, cannot be equal. Valuing merit means knowing how to give more to excellent students. But excellent students require excellent teachers, and good teaching is the driving force behind merit. The strategic horizon of this plan includes the development of innovative methods and tools for quality teaching and the enhancement of student merit.

Research

Due to its history and academic profile, IULM University is particularly keen on promoting theoretical and applied research with a multi-disciplinary profile. As a University of cultural and creative industries and content, IULM cannot but promote constant dialogue between different disciplines and knowledge. This dialogue is also encouraged through the various Research Centres active in the University, which bring together diverse scholars in the awareness that only through comparison can new and original ideas be born.

The last three years have seen, in addition to the consolidation of existing research centres (the Behaviour & Brain Lab Centre, the Centre for Strategic Communication), the creation of new research centres (the Research Centre on Marketing and Sales Communication for International Markets, the Centre for the Study of Liberal Democracy, the Euresis Centre for Diagnosis, Intervention and Research on Specific Learning Disorders, the Employee Relations and Communication Observatory, the Human Lab Observatory, the Observatory on Public Communication, Branding and Transformation, the Observatory on Public Communication, Branding and the Retail Brand Communication Observatory, the IULM Wine Institute, as well as the Artificial Intelligence Laboratory - IULM AI LAB) that reveal and underline the cultural liveliness of our academic community.

In the field of research, the strategic plan aims to improve the quality of research. Quality of research is a concept that implies the provision of new and relevant knowledge and usefulness to the scientific community.

We are aware that there is no more effective practice than a good theory: the social value of research is therefore not a rhetorical formula. Simply, good research has value for society as a whole by virtue of what it can give.

Social participation and continuous development

Contributing to social participation and continuous development means for IULM University to be able to speak also to its local region and civil society - without ever forgetting the specificities of the academic institution. The wide-ranging dissemination, applied research, and “third mission” activities carried out by IULM lecturers are flanked by university projects open to all citizens (from IULM for the City to the ‘Fondamenta’ project), precisely as a contribution to cultural and civil progress.

In short, IULM aims to confirm and strengthen its vocation as a “laboratory of ideas” capable of promoting initiatives to foster the culture of inclusion and sustainability and make a concrete contribution to the affirmation of a complete cultural democracy.

In this context, the three-year period will see the stimulation of a project aimed at transforming the campus into a diffuse Museum of Communication: a contribution by the University to make not only the scope of what is studied there more and more visually evident but also an attempt to save the suburbs from any temptation of degradation, strengthening the relationship that binds the University to the whole region and in particular to the Barona area.

Internationalisation

IULM University is actively engaged in extending its international network. Internationalisation affects all the macro-objectives of the plan and is preparatory to greater effectiveness of teaching and greater relevance of research. The theme of internationalisation is a priority for the post-pandemic phase that will mark the coming years.

This implies both improving the university’s attractiveness for international students through the introduction of new degree courses in English and the establishment of welcome workshops that help and facilitate the linguistic and cultural integration of international students in Italy and increasing international partnerships that allow Italian students to experience training, internships and apprenticeships abroad, and rewarding and supporting the internationalisation of research.

The strategic positioning expected as a result of this plan:

- * is an expression and synthesis of the strategy for the development of academic activities relating to teaching, research, social participation and continuous development and internationalisation;
- * aims to put in place concrete and assessable projects and actions to achieve the defined objectives;
- * should be conceived in a learning-by-doing rationale: revisions and additions are always necessary, especially in conditions of uncertainty and change.

1.5

Strengths, areas for improvement, opportunities, risks

The actions in this Strategic Plan reflect an assessment of the strengths, areas for improvement, opportunities and risks facing our University.

The main strengths are:

- * the geographical location (Milan and Lombardy);
- * one of the most modern and attractive campuses in the country;
- * services to students are constantly being improved;
- * the focus and choice of positioning as a University of communication, languages and creative cultural industries.

The main areas for improvement are:

- * the ability to be more central in the country's public debate;
- * the reputation and knowledge of the University in Italy and Europe;
- * the pool of attractiveness that is still too little internationalised;
- * empowerment and the need to reward merit more within the faculty.

The opportunities identified are:

—

- * **the exit from the pandemic and the ‘new normal’;**
- * **innovation in teaching and the integration of digital and face-to-face teaching;**
- * **more fundraising activities, involving the ALIULM Association and better relations with the various stakeholders;**
- * **an increase in demand, faced with the challenges of complexity, for ‘humanistic’ disciplines and skills in the broader sense of the term.**

The risks to the University are largely systemic:

—

- * **the contraction of the market due to demographic trends;**
- * **new forms of competition, especially digital competition;**
- * **the political risk represented by the distrust of part of the political class for non-state universities.**

1.6

The process of developing the plan

This Strategic Plan has been prepared in a process based on sharing and inclusion. In the various stages of drafting this text, different actors were called upon to intervene and contribute value to ensure the outcome of a project that was an expression of the entire academic community.

The stages through which this Plan was drawn up are summarised below:

—

- * **identification and redefinition of the Vision and Mission to inspire the objectives of the Plan;**
- * **verification of the objectives achieved and the problems encountered with the previous Strategic Plan;**
- * **joint brainstorming for the definition of new objectives in the light of the meta-values identified for the definition of the new Plan;**

- * for each area, processing activities carried out individually by expert teachers aimed at identifying, taking into account the strategic priorities, objectives and lines of action to achieve them;
- * sharing of objectives, their real feasibility and their economic and financial sustainability;
- * final approval of the Strategic Plan by all the Academic Bodies and start of implementation.

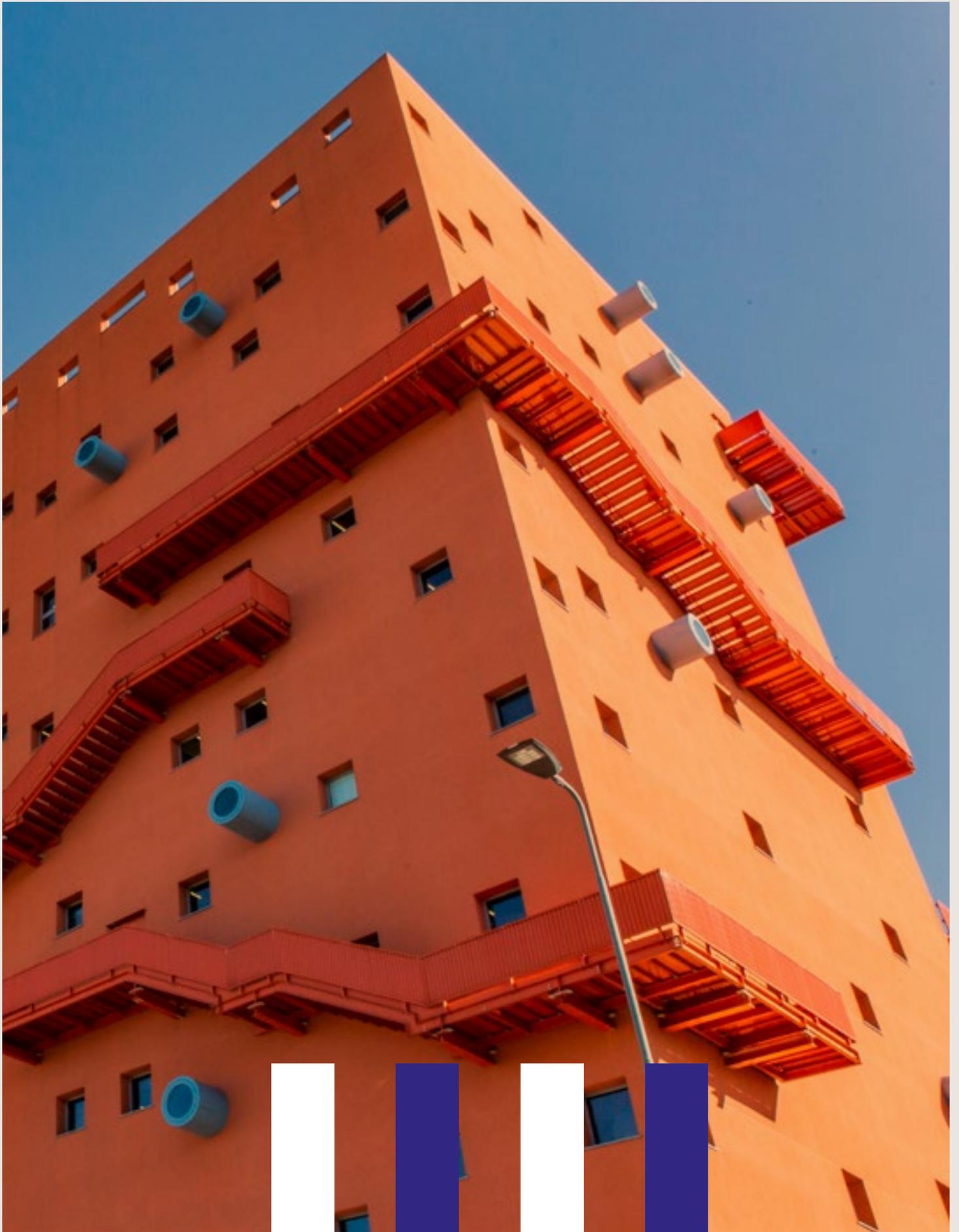
1.7

The conditions for implementation: organisational and managerial efficiency; economic and financial balance; communication; quality.

Realising the objectives set out in this Strategic Plan presupposes the activation of specific competencies and skills of the teaching and administrative staff.

For every organisation, a constant challenge is a general improvement in organisational and management efficiency levels. It is vital for IULM University too to pursue simplification as a permanent objective utilising a continual review and reduction of the bureaucratic load anchored to internal processes and the streamlining of regulations. Better organisation also concerns the issue of logistics and the most appropriate use of available space. The optimisation of the spaces available for teaching is fundamental to decongest the classrooms. The activation of 'distance learning' courses is complementary and not a substitute for the University's vocation, which is fully aware that it is also a place. Precisely for this reason, it is of crucial importance to increase the number of residences for non-resident students.

If the ultimate goal of an academic institution is not economical and financial balance, IULM University is aware that this is an indispensable condition for the achievement of its objectives and the fulfilment of its Mission, as well as the strongest guarantee of its academic freedom. To achieve such a balance, it will be necessary to assess, in the career advancement of teachers, not only their teaching skills and research quality but also their organisational and management skills, as well as their willingness to deal at various levels with the burdens arising from the necessary quality assurance. It will also become increasingly essential to pursue a fair and careful tuition fees policy. In addition to this, fundraising activities are becoming increasingly important in the context of the University's activities, especially to strengthen the University's brand and public recognition.

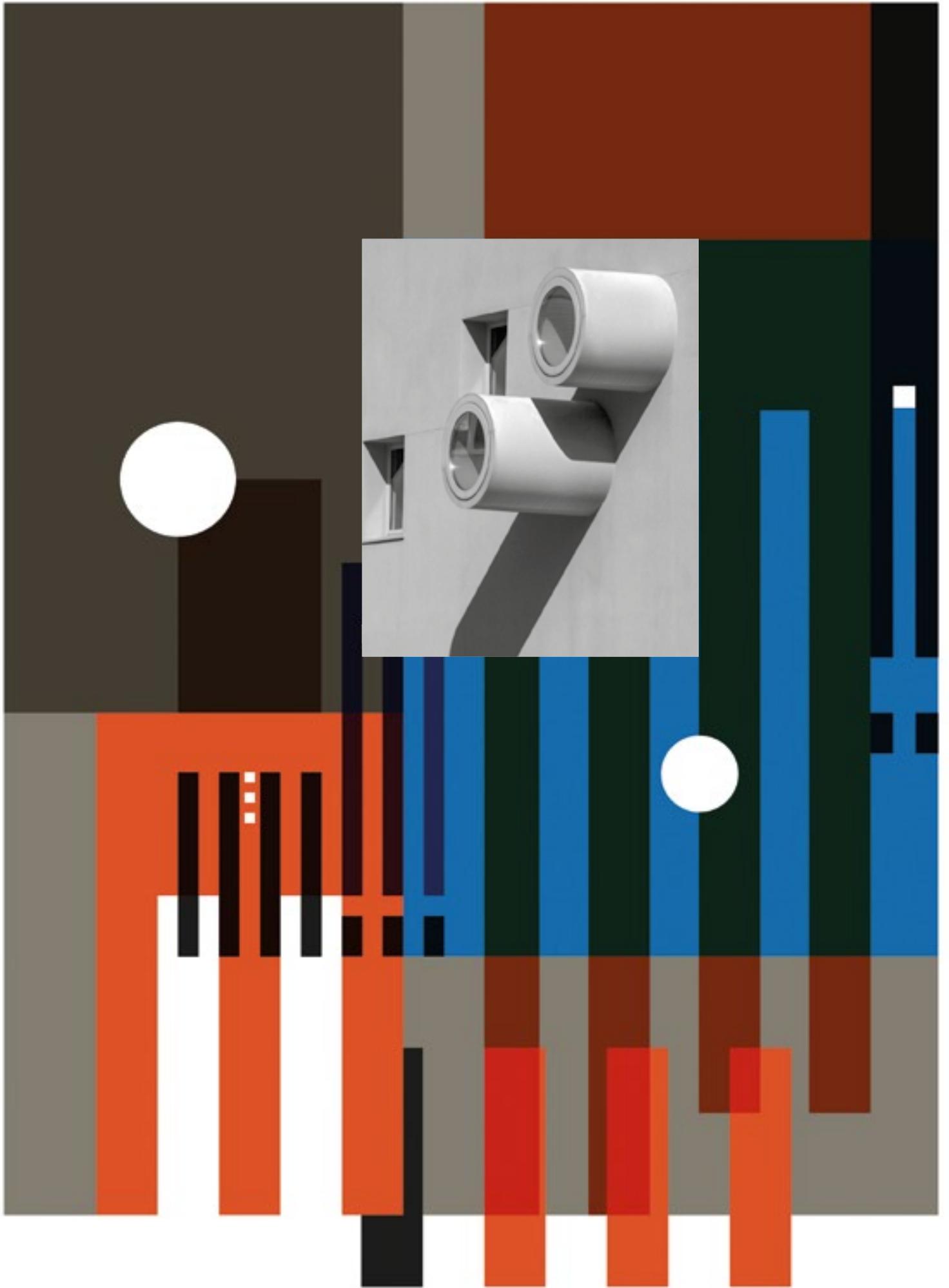


The image of 'gathering' funds presupposes a sowing moment: more widespread and effective fundraising is part of better and more precise communication of the University's activities, the perspectives it offers its students, and the value of its research.

Communication for IULM University is a constitutive and identifying factor. For the list of objectives set for each thematic area, a constant commitment to strengthening IULM's image and brand and consolidating the reputational results that the University has been achieving in recent years at an increasingly high level is essential.

Communication presupposes specific objectives, and the University must therefore be increasingly effective in addressing different interlocutors: academia, institutions, companies and civil society. The new web portal is a very effective tool, and faculties, departments, and individual lecturers must become even more familiar with it. The next step is to increase the University's initiatives' national and international prominence and visibility. In addition, it is a strategic objective to increasingly develop the ability to communicate directly, putting the University's resources to the advantage of its communication. Like everyone who believes in their product, we must be our own first customers.

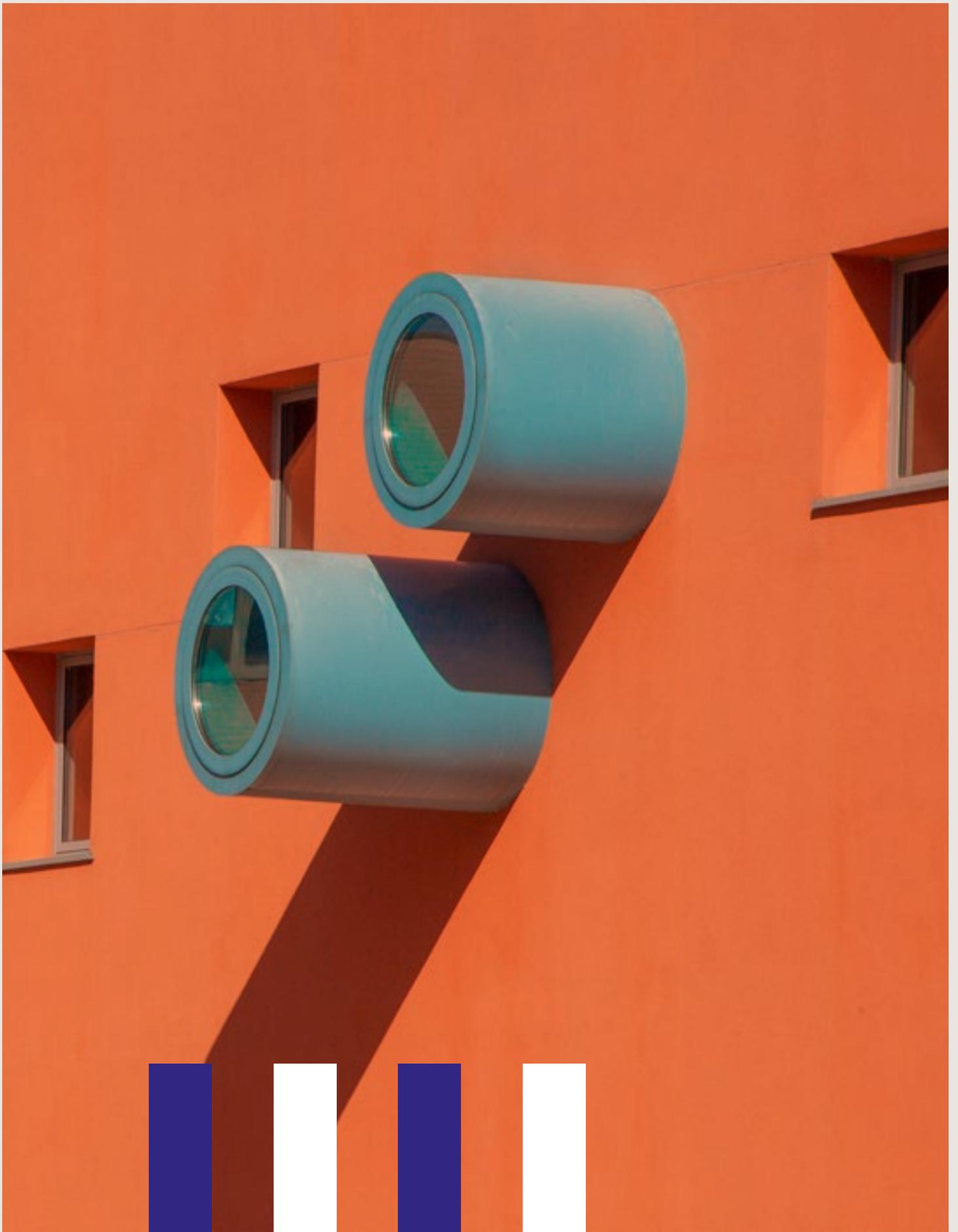
Quality assurance is at the heart of all educational and research initiatives. The University is committed to quality assurance through monitoring and self-evaluation, identifying problems early and promoting their overcoming and improvement in a timely dialogue between the relevant bodies (Quality Assurance President, Vice-Chancellor for Quality) and the teaching staff.



2



*The University,
a place for
knowledge open
to the challenges
of the world*



2.1

The global scenario

The history of humankind is the scene of a long struggle between humans and pathogens. But that struggle took the form it did with the pandemic crisis that followed the SARS-CoV-2 outbreak. The crisis triggered a series of events that were in many ways revealing of the fragilities and strengths of our society.

The pandemic is not one-dimensional but, on the contrary, has been so exhausting because we have experienced several crises at the same time: biological, health, economic, psychological, environmental, scientific, anthropological, and educational crises.

Complexity prevents us from reducing an inextricable web of causes and interdependencies to elements that can be isolated and treated separately. In this respect, the pandemic represents an opportunity and a stimulus of extraordinary importance for a university such as IULM. Although it does not have any medical or biological disciplines within its ranks, it has the ambition to develop maps for navigating uncertainty with its students.

The cognitive crisis

The most profound crisis of our time is a cognitive crisis. It consists of the difficulty of understanding the complexity of problems, not reducing them to over-simplified causal links, and not falling victim to our biases.

Our biggest problem is not providing answers but seeking the right questions. It does not lie in our ignorance. But it lurks, also and above all, in our knowledge. For the University, this problem needs to be addressed because it is partly linked to how we have organised our knowledge. Discipline specialisation has stimulated the growth of knowledge. However, the university and, more generally, the school teach us to separate disciplines from each other but do not teach us to connect them. The result has been there for all to see.

The pandemic has seen great scientists turn out to be poor communicators, the media world sow anxiety, and communication and political professionals fail to convey crucial but straightforward information (how contagion occurs, what the risks of vaccination are, etc.) to the general public. Behind this phenomenon, there are incentives within the different arenas (e.g. the use of dramatisation to create consensus) and a difficulty in understanding and comprehending each other that can only be overcome by a different approach to knowledge itself. The pandemic crisis confronts us with this paradox: history's most educated and cultured society reacts little differently to the unexpected than cave dwellers.

The risks of scientism and irrationalism

Measures to contain the pandemic were made bearable by technology (starting with the large web platforms), and the advent of vaccines significantly reduced health risks. However, public opinion has seen the emergence of divergent and conflicting trends, and political polarisation has also absorbed medical and health communication.

As if under some sort of 'futuristic' spell, the technocratic paradigm had led us to believe that we could not be more careful, giving us the illusion of being on the train of progress that we governed even in detail. With the pandemic, we have discovered that this train can stop or be stopped at any time.

Some groups, especially the managerial classes, have reacted by reaffirming their values and making them a mark of their claimed intellectual superiority. Science itself has become a quasi-religious reference and has been anthropomorphised into a kind of deity. It has also become a shortcut to overcome political and democratic debate, discussion, persuasion of people. Arguments *ex auctoritate* - which are intrinsically foreign to a scientific discussion in the proper sense - have again become central.

However, groups of 'militant' sceptics have emerged, who have gone from discussing the role of the ruling classes to questioning the findings of science itself.

Our societies are walking on thin ice and are in a precarious position. On the one hand, there is an epistocratic feeling that rejects communication and persuasion. On the other, there is a rejection of the arrogance of experts, which quickly becomes a rejection of the value of the experience itself. Scientism is presumptuous; irrationalism is destructive. A university like ours has the task of finding new words to help scientists communicate and convince without arrogance.

2.2

The university today

Italy does not seem to be a country for graduates. If, as the ISTAT report indicates on 'Education levels and employment returns', in 2020, only 62.8 per cent of the population between 25 and 64 years old will have at least a secondary school diploma (16.3 percentage points below the European average), only 20.1 per cent of people between 25 and 64 years old will have a tertiary degree in Italy, against 32.5 per cent in the EU27. Compared to 2008, this population has grown by 5.8 percentage points, against +9.4 in EU27.

The problem of university drop-outs remains significant: Italy is in second place in the ranking of the worst European university results.

The university enrolment rate (per 100 resident 19-25-year-olds), which includes all enrolments in any course year and order, suggests that only 4 out of 10 young people go on to subsequent years, with a higher rate among females: in the 2018-2019 academic year 46.8% of females and 34.2% of males enrolled in university. The graduation rate remains low: it reaches only 26.5% for people aged 30-34.

According to an AlmaLaurea survey, only 53.8% are 'graduates in progress'. On average, an Italian student is 24.6 years old when they obtain a three-year bachelor's degree and 27.3 years old when they obtain a two-year Master's degree. If the Italian university system appears to be established, solid, with a strong tradition and capable - in terms of research - of producing levels of absolute excellence, these are worrying figures. The widespread impression is that universities have often neglected their primary mission: teaching.

Before the pandemic, the employment rate of 30-34-year-old university graduates was 78.9%, with a differential of over 8 points compared to the EU27; in 2020, it fell slightly (78.3%) - the distance with the EU27 is unchanged. Among young people in our country, the occupational advantage of a degree over a diploma remains essential, with a gap of 4 points for males and over 20 points for females.

Demographic trends are a problem that universities cannot fail to address. According to ISTAT, young people between 18 and 20 will form 85% of the current population in twenty years. This means that between 2021 and 2040, overall, there will be 1.6 million fewer young people than in the previous twenty years (2001-2020). Therefore, there will be 260,000 fewer 19-year-olds enrolled in the next twenty years if we add up the annual decreases. All this assumes that universities remain at the centre of the knowledge industry and are not put in check by new forms of competition.

The Italian university is facing extraordinary problems. Lifelong learning is necessarily an opportunity that must be explored with more conviction. Internationalisation is not only a question of research and the location of its results, but it must first and foremost involve teaching and be linked to the international promotion of our universities and regions.

In the coming years, as perhaps never before, the university must reinvent itself in an era in which mental flexibility and adaptability are strategic and represent the only key to accessing professions that are also changing, driven by technology and the times. The university must reaffirm its importance as a place of knowledge, defending the quality of experience it has today and maintaining its centrality in the marketplace of ideas.

The university must be able to change while remaining itself, emphasising its nature as a place other than the centres of dissemination of know-how, dissemination or public debate.

2.3

IULM University

As IULM University, we believe that the pandemic experience should help us rethink our pathways and lead us towards innovative strategies so that our students develop better maps for navigating uncertainty. IULM is currently organised into three faculties (Communication; Arts and Tourism; Interpretation and Translation) and three Departments (Business, Law, Economics and Consumer Affairs; Communication, Arts and Media; Humanities); the educational offering currently consists of seven three-year degree courses, 7 Master's degree courses, 15 Master's degree courses and two PhD courses.

In the last five academic years, the University has recorded significant growth in the number of students with an overall increase in enrolments for three-year Bachelor's degrees of 35% between the academic year 2015/2016 and the academic year 2021/2022.

The University has an exceptional campus in the city. Designed by engineer Roberto Guiducci and architect Lorenzo Guiducci and completed in 1993, the main building in Via Carlo Bo (IULM1) forms the core of the campus, which has, over the years, initiated a genuine redevelopment of the entire neighbourhood.

Around the central building, there are now buildings (IULM2, IULM3, IULM4, IULM5, IULM6, Residence Santander and Cascina Moncucco) which house 82 classrooms with a total of 7870 seats, two research departments, the university bookshops, catering services, a student residence, two auditoriums (one with 600 seats and the other with 146 seats) and a huge exhibition space capable of hosting exhibitions and events. In the coming months, IULM University will acquire the IULM7 building in Via Filargo, which is currently rented and houses the offices of the third department. In addition, the University is working on the construction of a new building, the design of which will be entrusted to a prestigious architectural firm, which will complete the campus and ensure the availability of at least three new classrooms with 300 seats each, as well as co-working spaces and laboratories. The inauguration is planned for the end of 2023. The current classrooms will be technologically upgraded through a progressive renovation to be carried out over the three years to equip each room with increasingly advanced tools for combining face-to-face and distance learning. The University also has a central location in Rome, which is highly suitable for hosting high-level conferences and teaching activities in Master's courses.

IULM has therefore invested heavily in the university as a place of knowledge. In welcoming technological innovations, IULM University is reaffirming the centrality of learning based on meeting and dialogue between teachers and learners, who are people, as such, endowed with their own physicality, not just telematic avatars.

Critical thinking and complex thinking are skills that IULM University aims to express and promote. This means educating people to accept and deal with uncertainty, to learn to modify courses of action in the face of unforeseen changes and radically new situations. The challenge for the University is to be able to face again, with creativity and openness, the problem of thinking and building the educational relationship..

2.4

Our cultural horizon

The pandemic was an experience that cannot pass in vain, not only in our ability to use new technologies critically and consciously but above all in our search for new and better ways to meet the educational needs that the University must.

To respond to this need, IULM University reaffirms a culture of merit as an incentive for learning and a choice of justice in the university and school context. But for merit to be fully valued, the University must be able to challenge the student and offer them opportunities that challenge prejudices and prejudiced positions, helping them develop knowledge and ideas that are genuinely their own.

The University must not only offer 'skills', but it must also be the playground of individuality, which is formed when in comparison with others.

For this reason, IULM University reaffirms the importance of humanistic education in the most authentic sense of the word, meaning interdisciplinary teaching and disciplines. In the post-Covid-19 world, only a genuinely humanistic education can train minds for the challenge of uncertainty and complexity.

If ever there was a need for critical thinking, then critical thinking cannot be just a slogan. For IULM University, critical thinking today implies some specific duties, three objectives that involve and commit, as an educational challenge, all the university's teaching staff.

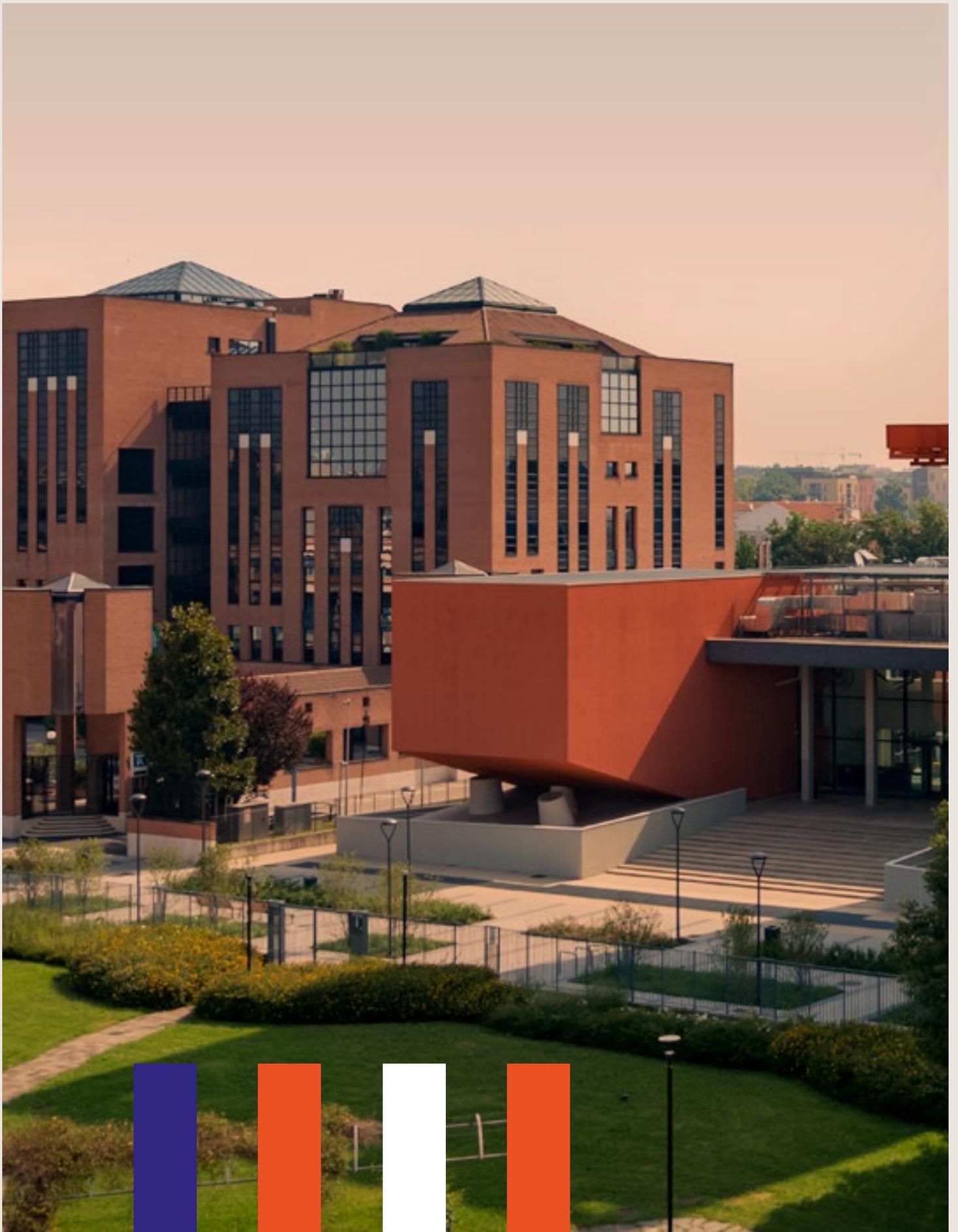
- 1** The world is and will be permanently exposed to risks due to the ungovernable speed and globality of the interconnections and interdependence that characterise globalisation. It is the most mature outcome of our free societies, enhancing their advantages but also their fragilities. We aim to teach people how to accept and live with this structural condition of vulnerability.
- 2** We cannot escape uncertainty, as we are also seeing with the pandemic itself. Uncertainty must be the permanent backdrop against which we draw our conceptual maps, into which we place our skills, where we look for opportunities. Uncertainty is a condition, not a switch that can be turned off. We have to teach how to accept and deal with uncertainty.
- 3** The scenario of uncertainty and randomness changes the ecology of action and decision-making. Every decision becomes a gamble, a continuous and creative effort to interpret reality. And it always involves risk. In a complex and uncertain context, the decision is anything but a problem-solver: often, defining a situation in terms of 'problems' means referring to what is known about it. The decision, on the other hand, is a tangle of problems. We must teach not a culture of planning, suitable for stable and predictable situations, but a culture of strategy, of the ability to modify courses of action following new information and unforeseen cases.



3



*The
meta-values
of being
IULM*



3.1

The student at the centre

The university pathway is a life choice. The encounters, the moments of exchange, the friendships built up during the university years will accompany us for years to come. What happens in a university classroom is not just a transfer of skills: university life is different from studying in a book. Immersion in the university environment creates opportunities and moments of growth, contributing to the formation of the person before that of the student, the professional, the scholar. As a University of cultural and creative industries and content, IULM offers in all the communication fields - from foreign languages to new multimedia languages, from art to advertising, from cinema to tourism and business communication - the opportunity to put into play the theoretical foundations and practical knowledge acquired during the course of study. It is one of the university's and its teachers' priorities to continuously and creatively create opportunities in which the full involvement of students can not only bring them closer to the world of work but also open up new horizons of interest and participation in intellectual and civil life.

For several years now, students have been involved not only in the organisation of exhibitions but also in the design and implementation of the University's institutional communication campaign as ambassadors of the skills that the University develops: thanks to this initiative, they can participate in the construction of the campaign itself by lending their face, their ideas and their creativity. From 2022, all of the University's communication will be entrusted to 'internal' initiatives, becoming an initial test-bed for the excellence that the University can develop internally. The enhancement of individual merit is strategic for IULM University. In the communication professions, only the pursuit of excellence can lead to the growth of a new generation of professionals capable of adapting to the ever-changing challenges of complexity. Merit is also a central pillar of the university experience itself, representing an element of challenge and growth for the individual student and a qualifying feature of the institution, which must maintain well-ordered and fair competition rules.

Merit means opportunity: financial support opportunities for particularly deserving students and possibilities to demonstrate their full potential, confronting new interests and new professional and research fields. With this in mind, the University is committed to increasing the number of donations from companies and private individuals for merit scholarships, as it has done, for example, with Coca-Cola, Pirelli, the Mike Bongiorno Foundation, Banca Intesa, the newspaper La Ragione, Assolombarda and Stefano Mortari.

The University is equally committed to building opportunities that allow as many students as possible to develop their talents. To this end, the University aims to encourage the University Research Centres to propose activities and collaborations to students. The University aims to set up an online scientific journal, the Annals of IULM, designed - based on the experience of student scientific journals in the Anglo-Saxon world - as a first training ground for students who want to approach research, to develop their skills and knowledge independently of the subject area.

However, merit must be a holistic criterion and therefore also influence recruitment policies and an incentive system that rewards the quality of the work of lecturers and technical-administrative staff.

Moreover, a university that rewards merit must be able to give visibility to the design, professional and creative excellence within it: on the part of both students and teachers. To support and make real the centrality of the student in university life, the Strategic Plan confirms an overall strategy that encourages two areas of action and some activities in which the broader area of Orientation is divided.

3.1.1

Active participation in academic life

Participating in the life of the University means taking an active interest in the course of study undertaken and living the University to the full. The University and its teachers aim to increasingly offer an active teaching experience in which the individual student is not a passive subject but a protagonist of their path. This objective is pursued through an appropriate activity of constant updating of teachers, especially in the first, crucial phase of their career, so that they are constantly updated on the most innovative teaching methods. But active student participation cannot be separated from feedback mechanisms that allow the constant improvement of the services provided and offer the teacher elements of reflection on how to adapt their teaching.

In this context, the University has had an attentive monitoring service for many years on the teaching and services offered to students to collect suggestions, needs, appreciation and criticism.

Students contribute responsibly to the work of the Quality Assurance Groups (QA) of the study courses and the Joint Teacher-Student Committees. They become members following a selection process based on the requirements indicated in the Rector's decree.

Students also have their own elected representation:

- * in the Joint Committees, set up to contribute to the process of guaranteeing the quality of teaching and to monitor the new learning needs that the constantly changing world of work presents;

- * in Faculty Councils, to take part in the discussions and choices of academic life together with Professors and Researchers;
- * in the Academic Senate and the Board of Directors, to be responsibly involved in the organisation's life of a University open to sharing the evaluation of its present and future actions;
- * in the Quality Presidium and the Evaluation Board, to participate from within in the processes of monitoring and evaluating the quality of the University.

Courses of action

- * The University is committed to promoting awareness-raising initiatives that encourage students to become more involved in associations and quality assurance bodies;
- * the University undertakes to implement the statutory amendment in force as from 1 November 2021, which provides for the establishment of a Student Council as an advisory body representing students, and to define its powers and composition;
- * it undertakes to encourage participation in student elections for the various bodies in which student representation is envisaged and to guarantee the plurality and impartiality of the electoral campaign not only by offering all students the broadest possible opportunity to communicate ideas, proposals and projects but also by encouraging participation through the introduction of electronic voting in electoral competitions;
- * is committed to promoting personal and civic growth initiatives as part of the “third mission” of the University and its research centres to enable students to participate more fully and consciously in the day's major issues. In an increasingly frayed and tribal public debate, the University is, and must be, the place for civil, respectful and reasoned debate: to prepare, through the transmission of knowledge and the school of example, the new generations for a more authentic cultural democracy;
- * the University will continue to promote and enhance “Fondamenta”, the first course open to the general public but designed above all for students, to enable them to learn more about the great works that underpin our civilisation;
- * the University is increasingly committed to supporting cultural initiatives that allow students to play an exclusive role in the realisation of events co-produced by the University (Noir in Festival, BookCity, Cineforum d'Ateneo, Theatre Workshop);

- * the University will continue to promote the 'Word of the Year', which has proved to be a significant breeding ground for ideas in recent years, leading to the four exhibitions 'The Forms of Value: Art and Money' (2019, word 'Money'), 'Cash Money' (2019, word 'Money'), 'Border Walls' (2020/21, word 'Border') and the MASBEDO installation 'Time Without End' (2021, word 'Waiting'), as well as conferences, debates, theatre and film festivals.

Reference metrics

- * increase from 17% to 25% in the percentage of participation of the student population in the elections;
- * attendance and participation in the proposed training and cultural activities.

3.1.2

Student services

The University provides students with spaces and services to make the most of their daily experiences at the University. During the pandemic, a significant impetus was given to the remote provision of front office services, activating a series of online desks that will remain active even with the return of face-to-face life.

The catering service includes a canteen, three bars and a free space where students can eat meals brought from home; the Literary Café, in particular, offers spaces where students can meet to work on projects or study together, sharing ideas and creativity; the new IULM Food Academy is a unique point of reference for healthy and sustainable food culture.

For students living away from home, the University provides beds in the University residences (Santander and Cascina Moncucco), some of which have special facilities for students with disabilities. The constant increase in the demand for accommodation has led the University to create, through conventions and agreements, a selected network of operators in the sector capable of understanding the needs of students and accompanying them in their choice.

There are special spaces in the library for individual study, divided into study rooms, reference rooms, and multimedia rooms equipped with computer workstations; the librarians are available for assistance in searching for book and digital resources and finding resources in other libraries (inter-library loan). There is also a service, by appointment, in the multimedia room to help students with layout.

Through its Career Service and Business Relations office, the University also encourages the inclusion of students in networks that connect them and with professionals in the world of work during organised events or informal meetings; IULM promotes UniFerpi, the student section of the Italian Public Relations Federation, AIESEC, which proposes programmes to develop the leadership skills of young people on an international scale, and ESN (Erasmus Student Network) IULM, which supports student mobility.

In the three years 2022-2024, the University will set up the University Theatre Centre, a place for in-depth study of the performing arts, dedicated to students with a view to interaction and renewed sociality. The University will be home to a new studio theatre (IULM STUDIOS: Cine, Video & Performing Arts); IULM Play will also be implemented, the platform that makes available to everyone the audio-visual products made by students but also the documentation relating to institutional and cultural events promoted by the University.

With the involvement of CUS Milano (University Sports Centre), student sports activities are also promoted by the University through various initiatives. The relationship between the individual and sport is also part of this context. IULM recognises the educational value of sport and its importance in individuals' personal and professional development. Sport allows those who practice it to acquire and develop interdisciplinary skills increasingly in demand in the professional context, such as collaborating in a team, resilience, leadership management, analysis and problem-solving skills.

In line with these premises, IULM intends to promote sport as an educational and social tool to strengthen the sense of belonging, facilitate the process of inclusion, and stimulate the active involvement of the university community members in the University's organisational life. To this end, the University has opened, at IULM 6, a IULM Fitness Center for the IULM community, teachers and students.

Courses of action

- * the University is committed to continuing to monitor student satisfaction with services and to take timely action to resolve any critical issues;
- * initiatives will be promoted to make more intensive and effective use of library services and relaunch the book culture, in the certainty that it has deep roots and can be promoted among the new generations. To this end, the library will be experimentally opened in the evenings and/or on holidays to offer students the possibility of accessing study and research sources at ever longer hours;
- * the University is also working to contribute to the spread of a healthy food culture among all students, encouraging them to take part in the training activities that will be organised in agreement with the IULM Food Academy, as well as constant

monitoring of the quality of the food offered by the University's catering services with the contribution of nutritional experts;

- * the increase in the number of enrolled students will require the University to find new accommodation solutions for out-of-town students and suitable residence proposals for international students;
- * the University will bring the IULM University Theatre Centre into full swing, enhancing the theatrical experience as a training opportunity for all students;
- * the University will inaugurate a new studio theatre (IULM STUDIOS: Cine, Video & Performing Arts), a new place made available to the audio-visual production that already takes place on the premises of IULM;
- * the University will increasingly promote sporting activity among the student body thanks to the new IULM Fitness Center.

Reference metrics

- * monitoring student satisfaction with the University's services;
- * attendance and participation in the training activities proposed by IULM Food Academy, the University Theatre Centre and IULM for the City);
- * increased participation in sports activities offered at the University;
- * growth of the IULM Play library.

3. 1.3

Orientation

The policy of centrality and care of the student derives from the particular attention that the University pays to the strategies implemented by the Guidance, Tutoring and Counselling Service to meet the information needs of students who are close to choosing a university and to guarantee the best conditions for a productive university life to its members.

The office works in close contact with the various components of the University (teachers, teaching structures, student representatives, service centres, administrative offices) and with the numerous organisations involved in the complex world of school education and orientation (educational institutions, local, national and international bodies, organisations and associations). In recent years, this has made it possible to experiment with new forms of support for students and set up, coordinate, and consolidate an organic set of measures to accompany students in the fundamental stages of their education.

There are two macro-areas of action:

- * entry orientation, which accompanies potential students as they enter the university world;
- * ongoing guidance, offering support actions for students who have already enrolled.

3. 1.3.1

Entry orientation

The service carries out recruitment activities through information, dissemination and choice support.

The main actions implemented so far include:

- * participation in trade fairs and exhibitions throughout the country and internationally according to a shared strategy and planning;
- * 'IULM Orienta' project: this project involves a task force of 6 young IULM graduates contacting institutes all over the country, proposing information seminars and testimony previously discussed with supervising teachers;
- * Open Days and orientation meetings on the premises: four for Bachelor's degrees (November, March, May and July) and three for Master's degrees;
- * 'University goes to school' project: a series of orientation teaching lessons carried out in different ways (meetings in the region, lessons at IULM);
- * participation in special initiatives and projects related to the target audience (young people graduating from high school and/or three-year Bachelor's degree courses);
- * management of contacts gathered through mailings and targeted communication actions;
- * handling of telephone and e-mail enquiries;

- * preparation of information material.
- * Junior Summer School and Junior Winter School: week of university lectures explicitly created for high school students to provide participants with the tools they need to face the choice of university with more confidence and enable the University to make itself known and attract students.

In the challenging context of the pandemic, these initiatives have been adapted to the timeframe and modes of contact allowed, particularly through webinars presenting the educational offering. A reflection is underway on how to continue to maintain these new formats, which are helpful to meet a large number of participants regardless of their geographical location.

| ENTRY ORIENTATION DATA academic year 2020/2021 | |
|---|---------------|
| <u>No. Contacts at Online Orientation Salons</u> | 12,000 |
| <u>IULM Orienta:</u> | |
| <u>Webinar and online Q&A Session</u> | 224 |
| <u>No. of participating students</u> | 8,000 |
| <u>Enrolled in Open Days</u> | 7,000 |

Courses of action

The outlook for the next few years necessarily envisages strengthening of entry orientation activities, in a context in which the medium-term demographic dynamics will start to become even more evident: while the population aged 14-18 (secondary school) is expected to grow slightly in the Centre-North, it is likely to be on a definite declining trajectory (in the order of 10%) in the South between 2022 and 2028. These trends, which can only partly be countered by initiatives to limit the number of young people in secondary education, suggest that universities are increasingly competing to be attractive to new students.

This is the context in which incoming orientation is increasingly becoming a strategic activity of the University and therefore requires an effort of continuity and innovation.

The University is committed to the following lines of action:

- * expanding contacts with schools to increase the number of Alternative School Projects (revitalising the agreements signed with some high schools in the Milan area);
- * ensuring a consolidated presence and awareness of the University through the “IULM Orienta” project, widening, where appropriate, the catchment area, thanks to a careful geo-marketing analysis that takes into account the geographical origins of the students who have enrolled in recent years, the propensity to move to certain areas that have hitherto been neglected, and the evaluation of the effectiveness of recruitment activities proposed in the past;
- * improving the effectiveness of the “University goes to school” project with a particular focus on the Licei Classici;
- * increasing the presence of the University in the institutional forums where possible responses are planned to these problems;
- * monitoring this activity on an ongoing basis, starting with the number of contacts for “IULM Orienta”, attendance at Open Days, the number of contacts at trade fairs and exhibitions;

Reference metrics

- * Increase in the number of School-to-Work projects launched;
- * increase in classes participating in the “University goes to school” project;
- * increased contacts for IULM Orienta;
- * consolidation of attendance at Open Days;
- * increased contacts at trade fairs and exhibitions.

3.

1.3.2

Ongoing orientation

The strength of a university can be seen in its graduates' placement and work success: the labour market is the ultimate moment of evaluation of the work done in the classroom. But the work done in the classroom cannot disregard the peculiarities of each student, who needs to customise their path as much as possible: in the light of future professional challenges and their aptitudes and passions. The aim of the ongoing orientation is twofold: to prevent students from dropping out of university and facilitate the integration of newcomers, helping everyone develop a pathway consistent with their personality and interests.

The phenomenon of university drop-outs is a critical issue for Italian universities. According to the Biennial Report on the status of the university system and research 2018 drawn up by ANVUR, the phenomenon is slowly but appreciably decreasing. IULM University is in line with this general trend: as mentioned above, also thanks to the initiatives implemented, 88.1% of those enrolled in the previous academic year, i.e. 1,745 out of 1,980 students, have confirmed their enrolment for the academic year 2020/21. Therefore, the overall drop-out rate for the academic year 2019/20 is 11.9%, a further improvement on the 12.9% of students enrolled in the academic year 2018/19.

The phenomenon of drop-outs, although in regression, continues to be the subject of constant attention and efforts to reduce its extent, although it is believed that the results achieved with the interventions implemented in recent years are already quite significant.

The drop-out rate is primarily physiological and reflects society's changing characteristics and university learning itself. Nevertheless, it is strategic for our University to monitor it constantly through a specific activity carried out by the QA groups for each degree course.

Courses of action

The drop-out phenomenon is combated within the University through a series of activities accompanying the individual student, such as:

- * peer-tutoring;
- * moments of socialisation proposed to first-year students to facilitate the building of a network among students, IULM Social Date;
- * support tools such as psychological counselling, courses on study methods and exam stress management, courses on time management, seminars to prepare for degree dissertations, peer-to-peer tutoring at the Guidance Service, group coaching for post-graduate orientation; Mindfulness courses;
- * periodic surveys of student satisfaction with the services provided;

In addition to these activities, the University aims to increasingly provide tools that allow students to fill any gaps in their preparation, strengthen initiatives such as the

Subsidiary and the Winter and Summer Schools, and make contact between students and offices easier and franker.

Reference metrics

- * Monitoring of drop-out rates between first and second year;
- * encouraging participation in group coaching and Mindfulness courses;
- * introduction of innovative self-assessment tools to increase awareness of one's abilities and goals.

3.2

Sustainability and responsibility

The issues of sustainability and responsibility are at the centre of theoretical reflection and political discussion. IULM University fully interprets the values of sustainability in managing its real estate assets and for its development projects, which aim to create and maintain buildings that are increasingly sustainable and responsible in terms of energy-saving, land consumption, and availability of green spaces. The IULM campus is designed as a model for a sustainable campus. The guarantee of a good relationship between buildings, open spaces and urban green spaces obeys the idea of a campus responsible first and foremost to the students, whose learning capacity must also be supported through wise use of space.

At IULM, there is already a differentiated waste collection service in all of the University's key areas. Students are made aware of the use of water bottles, and plastic has been removed from the waste collection system.

These concrete actions are the result of a primarily intellectual and cultural commitment. In our University, sustainability issues are the subject of growing interest, above all scientific. A Sustainability Committee is active at IULM, which includes representatives of the different professional families of the IULM population (students, teachers and administrators), to listen to them, engage them and propose initiatives that are increasingly in line with their needs, and IULM University adheres to the programme of the 17 Sustainable Development Goals, i.e. the goals adopted by the United Nations as part of the 2030 Agenda for Sustainable Development. IULM University is a member of the Network of Sustainable Universities (RUS). Together with the other Italian universities in it, it has embarked on implementing governance and management practices that are increasingly geared towards environmental and social sustainability.

The University's rationale is, in line with its profile, that of an education that is more and more environmentally and socially sustainable. Online courses, cycles of seminars, Master's degree courses and Master's degrees to train professionals who are experts in the design and management of the communication and marketing aspects of sustainability policies and tools represent the specific contribution that a university must offer to this process of change.

In line with this approach, which is based on the University's scientific experience, the concrete actions taken and the cultural programmes must be accompanied by a reporting activity that is not a formal moment but a definite and precise opportunity to calibrate means and ends.

Courses of action

- * As part of the University's industrial development, it is planned to develop solutions for the progressive energy efficiency of the campus (e.g. installation of electric car charging stations and electric bicycle racks) and reduce paper waste wherever possible. To this end, the University is committed both to dematerialising the passive cycle by optimising the authorisation process, as well as ensuring better management control, and to dematerialising all teaching contracts through the use of digital signatures;
- * over the next three years, the University is committed to exploring qualified partnerships for the promotion of sustainable mobility (e.g. activation of agreements for the promotion of the use of electric vehicles);
- * the University will work on enhancing educational paths on the theme of sustainability for IULM and external audiences.
These educational paths will be at least partly developed in partnership with internationally renowned organisations and institutions to promote IULM's sustainable orientation also abroad;
- * the University undertakes to implement and make available for public discussion the 'Integrated Sustainability Report. Environment, inclusion and equal opportunities', designed to communicate the University's commitment and allow the effectiveness of the strategies implemented to date to be assessed and their evolution planned.

Reference metrics

- * Educational projects on the theme of sustainability;
- * third mission initiatives on sustainability issues;

- * implementation of the SAP platform for the complete dematerialisation of the liability cycle;
- * implementation of the U-Sign platform for the dematerialisation of teaching contracts;
- * publication of the First Integrated Sustainability Report.

3.3

Inclusion, equity and respect for diversity

IULM University believes that diversity is a prerequisite for cultural richness. It rejects and opposes all forms of discrimination based on gender identity, ethnicity, political beliefs, religious belief, disability, age, sexual orientation. The University's choices on inclusion and diversity aim to promote tolerance and understanding, help mitigate long-standing prejudices and harmful polarisation, improve our thinking, sharpen debates, and encourage innovation.

Maintaining a lively and active cultural environment requires the incisive, conscious awareness of different points of view. For the University, diversity is about the degree to which students, faculty, and staff represent a range of different skills, knowledge, cultures, identities, geographical origins, values, experiences, ideologies, philosophies, and personalities. Policies for inclusion and respect for diversity cannot be divorced from the specific problems of real people beyond demographic segmentation.

The whole human being must be at the centre of a policy of active promotion of diversity and the right to be different, considering physical-identity diversity and cognitive-intellectual diversity. Cognitive-intellectual diversity is a value for the University, in the full knowledge that it makes the governance of committees and working groups better and thus produces better decisions.

Greater diversity could make IULM University a more robust, better, and fairer university, aiming to be open to the whole country and not only to groups and people from specific geographical areas. With this aim in mind, the University has promoted the formation of a Student Council, which allows for a broad representation of different ideas and perspectives.

The university is and must be a free space: a place where people do not have to fear shame, ostracism, or any other form of social or professional retaliation for questioning or challenging a commonly accepted idea. The University affirms in its work the importance of three principles: freedom of thought, diversity of views and constructive disagreement.

The promotion of diversity is the promotion of differences in approach and point of view within a civil dialogue. In an increasingly polarised context in which public discussion tends to degenerate, IULM aims to preserve and affirm these values.

Courses of action

- * the University is committed to promoting diversity in scientific and disciplinary approaches and to constantly bringing it to the attention of its bodies when making the most critical choices in terms of recruitment and support for research;
- * the University will continue to promote new editions of the experimental 'Fondamenta' course, broadening the horizon of the classics considered to consolidate awareness of the deep cultural roots of tolerance and respect for others.

Reference metrics

- * Use by students and the external community of "Fondamenta" as an innovative content delivery project.

3. 3.1

Equal opportunities and gender issues

The attention paid to gender culture issues at IULM is witnessed by the participation, since 2013, in the Inter-University Research Centre "Gender Cultures", which was established in 2013, the first inter-university centre in Italy on this topic. The Centre is characterised by a pluralistic vision that allows its researchers to explore, without prejudice, aspects of a society that is increasingly complex and heterogeneous in its composition.

The Equal Opportunities Committee has been set up more recently within the University. It is a point of reference both for actions against and prevention of any form of discrimination in the University and for promoting equal opportunities in research, teaching and study activities.

The University's history confirms its constant attention to equal opportunities, but the University is aware of the need to equip itself with tools that allow it to achieve even more ambitious goals, concerning the percentage of teaching staff on the total and an appropriate enhancement of the skills in the governance of the University. Therefore, it is deemed of strategic importance to continue and strengthen the activities for the enhancement and dissemination of knowledge and multi-disciplinary skills that reside in the University, both in teaching and research, on multiple issues related to equal opportunities (gender equity, inclusion, management and enhancement of heterogeneity, gender violence, etc.).

Open lectures, meetings and seminars on equal opportunities issues are an essential contribution of the University to the public debate, which is all the more urgent when the essence of the Western model of equal opportunities in freedom is increasingly being questioned.

The Equal Opportunities Committee has the ambition to pursue its activities in synergy with similar bodies of other universities, with the Sustainability Committee and with the already mentioned Inter-University Research Centre “Gender Cultures”, to maximise the impact of the dissemination of the culture of equal opportunities in a systemic framework.

Courses of action

- * The University will continue to organise meetings, listening activities and submit projects and online questionnaires to collect the voices, requests and proposals of our academic community;
- * the University will invest in the preparation of specific reports, such as the Gender Equality Plan and the Gender Balance Sheet, to integrate the gender perspective into all aspects of the University’s activities and report on the actions implemented to ensure effective equal opportunities at all career levels;
- * the University intends to embark on a joint process, through a series of consultations with the teaching staff and an appropriate series of internal seminars, to assess whether and how internal communication within the University can be made more ‘inclusive’, seeking to focus on concrete problems and provide answers to them, while remaining faithful to its commitment of loyalty to the Italian language, an essential pillar of our cultural democracy;
- * to guarantee teaching and non-teaching staff an adequate work-life balance, the University is committed to designing and providing adequate services to support parenthood;
- * the University is committed to activating tools to assess our enrolment pipeline and understand where any shortcomings lie in our ability to engage specific groups of people and consider how to address them.

Reference metrics

- * Research projects on the theme of inclusion;
- * implementation of the Gender Equality Plan and Gender Balance Sheet;
- * activation of parenting support services and periodic monitoring of satisfaction with parenting support services provided for the benefit of the IULM community.

3.

3.2

Disabilities and cognitive disorders

IULM University is committed to supporting students with special educational needs. It intends to enhance and strengthen the role of the SLD office to guarantee equal opportunities, inclusion, fairness and respect for diversity to all. The University aims to become an increasingly welcoming centre for students with disabilities (physical and mental) and with Specific Learning Disorders (SLD), which have been increasing for several years. The basic idea is to achieve this through a series of inclusion activities to find the right balance between enhancing the use of teaching and improving the university experience (growth and social life).

It is a priority for the University to provide students with cognitive disorders with valuable tools to enhance attention and concentration and transform stress into positive energy to cope with their studies and life. It is also a priority for the University to provide more and more support to teachers through guidelines, training, and discussion meetings to improve teaching outcomes and students affected by SLD or other cognitive disorders.

The DiversaMENTE desk represents a channel of communication, interface and permanent support between students with disabilities enrolled in courses, their families and the University. The office is part of the regional network CALD (Coordinamento Atenei Lombardi per la Disabilità) and of the national network CNUDD (Conferenza Nazionale Universitaria dei Delegati per la Disabilità, which is part of the CRUI).

The DiversaMENTE desk is a daily point of reference for students with disabilities or DSA, who are supported in the various aspects of university life.

The support offered can be summarised as follows:

-
- * proactive educational support, which consists of the availability of equipment and technological aids helpful in following the lessons and studying independently, in the offer of specialised teaching tutors and peer-tutors recruited from the best students enrolled in Master's degrees;
- * a personalised pathway, thanks to the expertise of the psychological team of the helpdesk, to agree on the most effective compensatory tools for each case. At the same time, the specific needs of each student with a disability are listened to so as to intervene while respecting the individuality of each person;
- * a psychological counselling service to all students followed (a similar service is also available at the Orientation office and is therefore extended to all students who, for any reason whatsoever, are experiencing difficulties or hardship).

The awareness of the need to stimulate the full participation of students with disabilities or with SLD in the life of the University guides the DiversaMENTE Office, prompting it to work on different levels and to use different strategies and methods.

DiversaMENTE's operational activities are complemented by those of the EURE-SIS Research Centre for diagnosis, intervention and research on SLD. The centre offers services for the diagnosis and certification of SLD to registered students and external users and targeted interventions to overcome learning problems. At the same time, EURESIS is a hub for advancing knowledge on dyslexia through research activities and the SuperReading project.

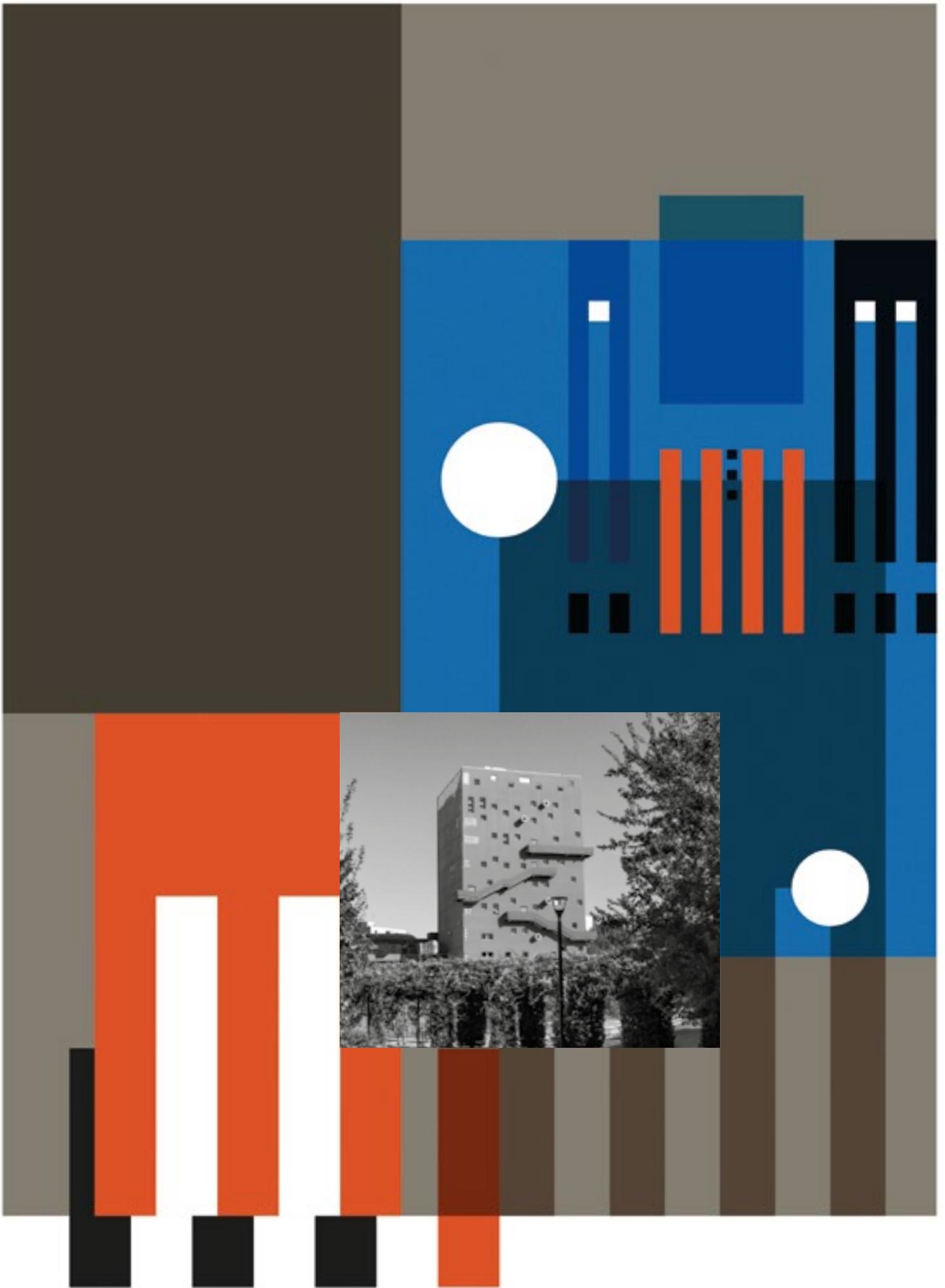
Courses of action

The planning for the next three years to increase the capacity for inclusion of students with cognitive disorders is substantial, with actions designed to act on different levels. The objective is to strengthen the links between the research plan, innovation processes, research and development, support to the teaching staff and services offered to students, and the internationalisation of inclusion processes.

- * The University aims to develop strategies to facilitate the inclusion and integration of first-year students and further counteract the drop-out between the first and second year;
- * for three-year Bachelor's degree students, the aim is to improve support for the development of interdisciplinary competencies useful for graduation and the choice of a post-graduate path;
- * The University will invest in developing general and social skills (SuperReading + courses and extracurricular activities). Therefore, it will improve the offer of courses specifically designed for this purpose: it is planned to organise two courses per term on SuperReading (ability to read and understand a text in an extra-legal way), courses on Mnemonics and aimed at learning study techniques. At the same time, periodical meetings for students on anxiety control will be organised;
- * The aim is to bridge the gaps and delays in general knowledge that students often carry with them from their previous schooling, helping them develop a better understanding of historical phenomena.

Reference metrics

- * Containment of drop-out rates of SLD students;
- * participation in courses for the development of extracurricular activities and Super Reading;
- * new signposting to enable the visually impaired to move around the campus.



4



The areas of strategic development



4.1

Teaching

Putting the student at the centre means putting teaching activity at the centre of the University's planning and operations. This implies a deep and constant involvement of all the teaching staff to continually improve our ability to accompany students in the direction of their personal growth and acquisition of skills.

'Teaching' is an ancient profession with a robust method - that of the face-to-face lesson - which has stood the test of centuries and millennia, renewing itself but constantly confirming itself as a favoured tool for disseminating knowledge.

The feedback from the market regarding the quality of the teaching provided in the classrooms of our University is comforting: the number of students enrolled between the academic year 2015/2016 and the academic year 2021/2022 has increased by 35%, and the University will enrol a total of 2147 students for the three-year Bachelor's degree course and 691 for the Master's degree course.

The reports of the Evaluation Committee attest to the excellent degree of student satisfaction with the courses provided, even in the difficult context of the pandemic.

First, the technological revolution, then the pandemic, have brought us face to face with the need to monitor in real-time the new conditions arising in an ever more changeable and dynamic labour market to provide adequate responses in terms of training. In this context, IULM intends to assess, in agreement with its scientific and corporate partners, but also with the critical cultural and museum structures that collaborate with the University (La Biennale di Venezia, Teatro alla Scala in Milan, ADI Museum, etc.), the opportunity to design new training courses or improve existing ones, always with specific attention to the need to innovate learning processes. The areas of particular attention could be the promotion and communication of the agri-food chain, hospitality and tourist promotion of the regions, the communication and enhancement of cultural heritage - also through the application of new artificial intelligence technologies - and the consolidation of language training in the perspective of digital communication.

In a context where traditional classroom lessons were impossible, the new e-learning technologies and the necessity to rely on them have stimulated the individual teacher to be a protagonist and promoter of innovative paths. The post-pandemic will have to be marked by the ability to build on that experience.

IULM University is not and does not want to be an online university, but it does have the ambition to stimulate a 'system' reflection on what to conserve from the pandemic experience and how to transform it into an element of strength in its processes. This is of great importance not only for the 'traditional' teaching activity but also in the perspective of a growing investment in lifelong learning, which leads the University to become the central figure in people's educational experiences and their ongoing working life.

In complete line with ANVUR's Guidelines for the professional development of teachers and strategies for the evaluation of teaching in universities (Quarc), the University undertakes to:

- * recognise the centrality of the student in education;
- * design new training paths and improve existing ones, to provide concrete responses to the new needs that have developed in the labour market following the traumatic experience of the pandemic;
- * train teachers in the conscious and innovative use of ICT;
- * promote increasingly interdisciplinary teaching, a priority area for encounters between different disciplines and approaches;
- * assess the quality of learning in a structured and continuous way;
- * encourage the internationalisation of teaching;
- * implement educational paths dedicated to the strengthening of all-round soft skills.

Therefore, this Plan sets out five objectives towards which to direct its activities to further improve teaching.

4.1.1

Innovation in teaching

IULM University has decided to maintain the Faculties, characterising them as principles for the planning and organisation of teaching and through the equally strategic sector of research, managed by the Departments. In line with this choice, made in 2011 during the Rectorate of Prof. Giovanni Puglisi, for many years, the Faculties have promoted periodic meetings of the teaching staff aimed at sharing and discussing teaching experiences.

Courses of action

- * Encouragement to Faculties to facilitate regular meetings of the teaching staff aimed at mutual updating on teaching methods and innovation;
- * refresher seminars aimed at enabling informed use of new teaching methods (flipped classroom, participatory teaching, tutorials, video apps, mock conferences, role-playing exercises);

- * support for the design of shared teaching models, managed in synergy by several professors with different competencies within the University but also, in distance learning, in collaboration with various Italian and foreign universities;
- * constant maintenance and updating of the IULM Community to enable the availability of up-to-date digital technologies to individual teachers;
- * activities to support teachers in the use of the Community and the digital platforms used, with a view to continuous updating;
- * planning the recruitment of teachers according to the objectives of educational innovation and the establishment of new training courses.

Reference metrics

- * Survey of students' opinions on the conduct of teaching activities;
- * strengthening professional development activities for teachers, researchers and technical-administrative staff dedicated to the technological support of teaching activities;
- * increasing the participation of teachers in regular activities on updating teaching methods.

4.1.2

New shared processes for generating and disseminating knowledge and competencies

IULM University has always offered its students a wide range of training opportunities in addition to lectures: internships, laboratories, workshops, internships, joint activities with institutions or companies, group activities.

This type of offer is constantly monitored and implemented: in the three years 2017-2019 (pre-pandemic), the number of three-year Bachelor's degree graduates who did an internship increased, although it is still far from the national reference figure (from 42.8% to 44.4%, AlmaLaurea 65.6%) while the number of Master's graduates, i.e. those presumably most interested in this opportunity, who did an internship or apprenticeship is higher than the reference value (95% IULM vs 75.9% AlmaLaurea 2019).

Courses of action

- * Promotion of an online course on Public Speaking and Debating, open to students of all faculties;
- * strengthening learning-by-doing, encouraging, also through the establishment of a Badge of Honour, the participation of students in the organisation and communication of performances, exhibitions, festivals, staging, company campaigns etc.;
- * strengthening the programme of internships that enhance IULM students' soft skills in institutions and private companies;
- * promotion of experiences that foster students' socio-cultural growth and civic awareness (sports, cultural and musical activities, promotion of socialising opportunities, 150-hour partnerships, student representation).

Reference metrics

- * Survey of students' opinions on the conduct of teaching activities;
- * increasing teachers' participation in regular activities on updating teaching methods;
- * creation of Italian language courses for incoming international students.

4.1.3

Promoting regularity of the educational pathway

For some time now, IULM University has been taking systematic action to reduce student drop-out rates and allow students to complete their degrees on time and in accordance with quality training standards (the percentage of graduates from three-year Bachelor's degree courses underway is 62.8% compared to the Almalaurea 2021 reference figure of 57.7%). It is particularly positive that the average age at graduation is lower than the national figure (three-year Bachelor's degree courses: 23.5 vs 24.5, Master's degree courses: 25.5 vs 27.2), thus allowing a faster entry into the world of work. In the era of grade inflation, it should also be pointed out that the average graduation grade is lower than the national benchmark (three-year degree: 98.9 vs 100.1; Master's degree: 107.3 vs 108).

Therefore, it is intended to build on existing activities and strengthen their effectiveness given the changing student population.

It is important to emphasise that the Master's degree programme must be able to provide good retention of former three-year students, the first empirical confirmation of the interest in the opportunities offered and a sign of a holistic approach to the courses offered by the University. It is equally important to confirm and expand the ability to attract students from other universities, proving the courses' excellence.

Courses of action

- * Strengthening peer-to-peer tutoring;
- * identification of critical courses and initiation of appropriate corrective actions aimed in particular at basic courses, identifying strategies to make teaching activities as profitable as possible, also concerning courses with high numbers.

Reference metrics

- * Ratio of teachers to enrolled students;
- * evaluation of the opinion of attending students.

4.1.4

Strengthening linguistic competencies

Since its foundation in 1968 as the University Institute of Modern Languages, IULM University has been home to a state-of-the-art didactic and methodological centre for foreign language learning. The University, which in 1998 changed its name to Libera Università di Lingue e Comunicazione IULM, has for many years now set itself the objective of strengthening all students' knowledge of English by including in all three-year Bachelor's degree courses compulsory courses that allow them to achieve at least a B2 level in English, with peaks of C1 at the end of their course. Expanding the range of courses offered in English across the three levels of teaching (three-year degree, Master's degree and doctorate) has also been a priority for some time. It is a precondition for increasing the international mobility of students. The integration of teaching in English and teaching in Italian is strategic for the University to increase cultural exchanges and the internationalisation of teaching. For some time now, the University has chosen to strengthen the linguistic skills of its students by providing for

the teaching of a second foreign language. Within the Faculty of Interpreting and Translation, which has traditionally been committed to the design and consolidation of language teaching with a professional vocation, there is also an increasing focus on non-European languages, which are becoming increasingly important in a multi-polar and globalised world.

Courses of action

- * Activation of English language teaching in Bachelor's and/or Master's courses;
- * strengthening the tools for assessing the language skills already acquired by students when they enrol in first-level study courses, modulating the educational offering and proposing any supplementary tools in the light of particular critical issues;
- * recognition of other language skills in addition to English;
- * encouragement of experiences, study trips and/or professional placements abroad;
- * testing e-learning as a new model of language teaching delivery, transferring online an initial part of the workshops already provided by the current study courses.

Reference metrics

- * Increase in courses and Master's degrees delivered in English;
- * student opinion survey.

4.²

Research at IULM

The University is the place for free research: IULM promotes and supports its entire teaching staff's research and study activities. At a time in history when freedom of access is often called into question, IULM wants to be and remain a gymnasium of freedom: a place where the individual researcher is conditioned only by their civil conscience and scientific interests. Only freedom in teaching and research can produce excellence.

The University's objective over the next three years is to increase and improve its researchers' production. The University's task is to make it increasingly systematic, facilitating interdisciplinary grafts to build opportunities for a fruitful dialogue between different fields, experiences, and research paths. To provide tools for contact and the hybridisation of knowledge, the University is and wants to be the promoter of a methodological and cultural renewal

that fosters dialogue between the humanistic and philosophical and economic and managerial disciplines, a vital link between different approaches. The dialogue between research programmes cannot be separated from adequate funding and governance of research within the University. The University has established a research resource allocation policy approved by the Academic Senate and the Board of Directors, based on the annual allocation of research funding to the Departments at the beginning of each year.

In the three years 2019-2021, the University has seen the activation of about 40 new departmental research projects per year (2019: 40; 2020: 44; 2021: 40) and the ability to successfully participate in more than fifty funded projects, competitive or on behalf of third parties (2019: 32; 2020: 17; 2021: 5). There is significant variability in the economic value of each of the funded projects, consistent with the specifications of the different scientific fields of IULM researchers. The amounts for departmental research projects have remained constant over time, thus providing a reasonable margin of certainty to the Departments for their activities. In 2019 and 2020, five and three Special University Projects were identified, respectively, which are considered of particular importance concerning the University's profile, financed with a total annual budget of €50,000, which will rise to €75,000 in 2021.

The University has also improved its assistance and support to teaching staff in participating in competitive calls for proposals and national and international programmes through the activities of the Research Office and a dedicated Intranet designed to highlight opportunities in specific research areas frequented by the University's teaching staff. From the point of view of public perception as well as scientific production, the aim is to increasingly position IULM not only as a centre of excellence in communication and language training but also as a "University of Cultural and Creative Industries and Contents" (ICC), an area in which the University can draw on the strength of its scientific and cultural expertise and experience, which already make it a recognised leader in the field.

The University intends to:

- * maintain and increase research funding, with a continuity in the distribution of funds that will allow medium- and long-term strategies to be implemented and better enhancement of specific research areas and projects;
- * sensitise departments so that they increasingly adopt a policy aimed at the quality of publications, helping lecturers to identify classes of journals and locations of publications of recognised national and international importance;
- * evaluate the courses of action to be implemented in the Departments when the results of the VQR are known;

- * **stimulate individual commitment of teaching staff and the establishment of research groups, including inter-departmental and inter-university groups, improving the level of interaction with professors from other universities and research bodies;**
- * **encourage participation in national and international competitive calls for proposals, offering a new service to assist teachers in planning, in terms of resources with consolidated experience, for an increasingly precise reporting and support activity for interested teachers;**
- * **improve the annual reporting of research activity with the support of the Research Group to analyse results from Departments, SSDs and research areas.**

IULM is determined to further strengthen research, both in terms of quality and in terms of participation in the significant research and innovation areas identified by the Ministry in line with the specific issues within the national context.

The University has the ambition to work within the framework of the research perspectives of the Sustainable Development Goals (UN Agenda 2030), the National Recovery and Sustainability Plan and the areas included in the National Research and Innovation Programme 2021-2027.

In this context, the University aims to:

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- * **make a cognitive and scientific contribution in the three areas mentioned above;**
- * **encourage collaborative and multi-disciplinary research related to the sectors with which the departments can collaborate profitably.**

The University also aims to strengthen the dialogue between businesses and universities. At this juncture, actions will be taken to:

—

- * **strengthen and coordinate existing structures;**
- * **build a fruitful dialogue with the business world to stimulate innovation.**

The University also wants to provide, in line with current guidelines on research accessibility, all the tools to stimulate Open Access based on the FAIR principles: findable, accessible, interoperable, reusable.

Reference metrics

- * number of research projects submitted on the highlighted topics;
- * number of research projects submitted to external competitive calls for proposals;
- * number of contract research projects;
- * number of Open Access publications out of the University total according to Gold and Green.

The University's strategic positioning in research cannot be separated from its recruitment policies. For this reason, the effectiveness of the recruitment processes for research and teaching initiatives should be periodically evaluated, particularly concerning researchers at the time of career transition to higher roles. In this context, it is essential to acquire more elements concerning the ability to broaden the impact of research in society and not only in the scientific community (Third Mission).

4.2.1

The role of financed research and research centres

The search for external funds for research is not, from the perspective of the University, a mere fundraising activity but is consubstantial to the dissemination of the research produced by the University. With this in mind, the University has set up several research centres. These centres aim to stimulate, in an interdisciplinary spirit, the research activities of the University, but also to facilitate the dialogue with the different stakeholders:

- * the Behavior & Brain Lab Centre;
- * the Centre for Strategic Communication;
- * the Euresis Centre for diagnosis, intervention and research on Specific Learning Disorders;
- * the Employee Relations and Communication Observatory;
- * the Human Lab Observatory;
- * the Observatory on Public Communication, Branding and Digital Transformation;
- * the Retail Brand Communication Observatory;
- * IULM Wine Institute (IWI);
- * the Centre for Research on Marketing and Sales Communication for International Markets (CIMASC).

In addition to these centres, the recently established Centre for the Study of Liberal Democracy and others are being defined, including a study centre on Digital Journalism, Data Science and New (virtual) Communities, in collaboration with the University's Artificial Intelligence Laboratory. Beyond the endowment allocated by the University, these research centres represent a meeting point between the research carried out at IULM and civil society, with its needs and demands (for intellectual leadership, scientific support, strategic advice) towards the University. They must increasingly become a priority channel for fundraising, not only as an activity of raising resources for the benefit of IULM researchers but also as a moment of comparison with companies and civil society on their needs that the University can meet. They must also strengthen the University's ability to intervene in the public debate while enhancing its Rome site.

4.2.2

Advanced Training

The relationship between scientific research and post-graduate training is a strategic activity for the University and improves its position in the field of life-long learning. The demographic dynamics, on the one hand, and the interaction between technology and the world of work, which makes it increasingly necessary to permanently update human capital, on the other hand, make the university experience less and less tied to the years of 'education' in the proper sense. The university is increasingly becoming not only a place where 'one has been' but also a place to which 'one returns' to update and enrich one's skills in the context that can best show us new paths and more effectively certify them in a now authentically European context. For this reason, the IULM Communication School is a strategic asset to the University. It offers a wide range of Master's degrees with different orientations and scientific ambitions. These Master's degrees are not necessarily part of a traditional academic pathway but make the University's know-how available for the professional growth of those who participate in them. Our University's Master's offer reflects the breadth of scientific interests present and vital in the University and the extraordinary capacity for knowledge transfer developed by IULM's teachers and infrastructure over the years.

Master's

The Master's programme is seen as strategic in its ambition to strengthen the University's cultural role in training the country's managerial classes by controlling the various

stages of the education process. The aspiration to broaden the range of specialised courses to be offered to the market is therefore inherent in the specific vocation of our University, concerning its regions, to Italian society and the world of communication. The ambition to broaden the range of specialised courses offered to the market is inherent in our University's specific vocation, concerning its region, Italian society, and the world of communication. The experience of the Master's in Journalism, in collaboration with the *Ordine dei Giornalisti* and Mediaset, is a point of reference for all the Master's courses offered by the University, as well as the Masters in Communication of territorial identities. Narrative, valorisation and planning, supported by the Lombardy Region, and the Master's in Marketing and strategies for promoting agri-foodstuffs, co-directed by the FAO vice-director Maurizio Martina and financially backed by scholarships granted by Banca Intesa. The Master's course, as an educational experience, facilitates the hybridisation of theoretical knowledge and practical experience, the spontaneous and fruitful pairing of University teachers and practitioners who do not contribute theoretical content but rather the concreteness of what they have learned in the course of their careers. For this reason, too, the Master's courses are a privileged moment of contact between the University and the local community and should increasingly serve as "pilot projects" for considering society's demands and how the University can respond to them.

The priority for the next three-year period is to increase the degree of internationalisation concerning the participants in the Master's courses and the teachers involved. Partnerships with other universities and companies with a robust international vocation will be carefully considered with this objective in mind. The opening of the Rome campus should be regarded as a way of devising new Master's courses in the area.

PhDs

There are two research doctorates at the University. The first is linked to the convergence of theoretical knowledge and operational strategies connected to the study of the media and visual languages; the second is related to the scientific sectors of the psycho-socio-economic area. The doctorates in Visual and Media Studies and Communication, Markets and Society have an international vocation resulting from a conscious hybridisation of approaches and scientific fields. They aim to build pathways that can lead to both scientific research activities in the university environment (the traditional destination of a PhD in Italy) and the construction of a career in the private sector. The PhD in Visual and Media Studies, in particular, has been recognised as being innovative due to its interdisciplinary and international nature.

In line with a long-established trend at the international level, the doctorate is an increasingly essential and central research experience at Italian universities. From this point of view, while the activation of a third research doctorate is not envisaged within the period

covered by this Strategic Plan, investigation and monitoring to identify areas in which - with the same cross-disciplinary approach as the two existing doctoral programmes - the University could offer a new doctorate by making the best use of its skills and practices.

4.2.3

University Library System

The library is a central place for every university: its reading rooms welcome students as they work on their final papers; its databases allow university researchers to have constant access to the state of the art of international research. The “Carlo Bo” University Library has several specialised funds (the Citti Siracusano Fund, the Longono Fund, the Bettetini Fund, the Guadagnolo Fund). It continues to expand its holdings in coordination with the Departments, especially in the field of databases and digital repositories.

The Library, which before the pandemic had started an experiment, in response to requests from students, to keep some rooms open until midnight, has managed to ensure its services even in the pandemic situation, for example, by equipping itself with a cabinet that in 50 minutes thoroughly sanitises the books placed inside. The library is also responsible for Apeiron, the university repository that photographs the research production of IULM University. In recent years, the collection of databases and interaction with the Departments has been strengthened to keep acquisitions as up-to-date as possible.

Courses of action

- * The growth of the Library’s library stock requires constant optimisation of space, which will be continued in the coming years;
- * it is also becoming increasingly important, as we turn 50, for the library to set up and manage an archive of documents relating to the history of the University;
- * the medium-term objective is, therefore, to make the Library a micro-museum of IULM’s history, also through appropriate investments in space and facilities.

Reference metrics

- * Use of resources by students;
- * extended opening hours.

4.3

University and society

IULM is aware of its responsibilities towards the education of citizens and the social and cultural development of the regions in which it operates and Italian civil society. To fully participate in the cultural democracy of our country and to help strengthen it in such delicate moments as the ones we are going through, the University is engaged in a wide-ranging Third Mission and high dissemination activity, enriched over the years and strengthened by the skills and professionalism of IULM professors. The University carries out its activities in the full awareness that its “laboratory of ideas” must be open to the country and the world.

4.3.1

The Third Mission

The University is committed to Third Mission activities, fully aware that the dissemination of research cannot be separated from an investment in the quality of the research itself. Therefore, the University’s Third Mission translates into activities aimed at disseminating the research produced in the University and delivering public goods of a social, educational and cultural nature. In addition to initiatives related to sustainability, equal opportunities, inclusion, the dissemination of a culture of peace and solidarity, the promotion and protection of cultural heritage, the enhancement of spin-offs and start-ups, and research with third parties, this last activity also includes public engagement carried out by the University’s lecturers, many of whom are recognised as leaders in their respective disciplines and as qualified interlocutors of civil society on the most diverse topics.

The three-year period 2019-2021 has seen a vital monitoring activity of the Public Engagement activities, thanks to the coordination structure of these activities set up within the University. This mapping activity allows us to see a great variety of contributions regarding disciplinary input and the kind of work our lecturers offer to the public.

This variety is considered an asset by the University, whose objective is to amplify it in awareness of the diversity of approaches.

Through the annual call for proposals “Eccellenze IULM”, the University has demonstrated its intention to reward the most relevant contributions of its teachers, both contracted and freelance, for those research works that are also able to speak to civil society, gaining appreciation and renown beyond the academic sphere in the strictest sense and gaining prominence, reviews and reflections in national and international media.

The fact that the idea of the University’s excellence is linked to a broader sphere than research in the strict sense of the word is a conscious decision to be open to society. The spin-off of Third Mission activities, combined with IULM’s growing recognition as a point of reference for the world of communication, media, art languages and the cultural and crea-

tive industries, makes these initiatives an increasingly significant part of the University's life. In this context, it is vital for the University and its infrastructure to increasingly become a real "hub", a moment of connection and encounter between programmes and experiences of lecturers aimed not only at building new knowledge but also at disseminating it.

The University's strong presence in a whole series of high-impact initiatives (from the Noir in Festival to the Researchers' Night and Bookcity), in terms of contact with an educated public potentially interested in the results of university research and cultural production, should also be noted.

The three-year period 2019-2021 also saw the development of the IULM Flow 'Master Classes', aimed primarily at an international audience; the strengthening of the offer of courses, with teachers of excellence (Massimo Recalcati, Annalisa Cavaleri and Angelo Panebianco) of IULM for the City, open to the general public; the creation of 'Fondamenta', the course on the pivotal works of our history, which is also open to all members of the public; the organisation, albeit in digital format, of conferences on the state of the pandemic, which have been exceptionally well attended (Sabino Cassese, Andrea Crisanti, Elsa Fornero, Luca Ricolfi, among others, have taken part); the offer of webinars and conferences open to the IULM community but also to the whole of civil society which were attended, among others, by musicians such as Morgan and Biagio Antonacci, writers such as Niccolò Ammaniti, directors such as Paolo Sorrentino, Matteo Garrone, Gabriele Mainetti and Vincenzo Alfieri, actors such as Claudio Santamaria; theatrical performances such as the interpretation of Dante's entire Comedy from memory by the actor Giorgio Colangeli or the performance of Antigone by the actress Anita Caprioli. Particularly noteworthy was IULM's participation in Expo Dubai 2020, in collaboration with the L'Università L'Orientale of Naples, with the performance at the Italian Pavilion of a play entitled *Le mille e una notte*, which was widely reported on the national news channels. This set of initiatives has further raised the public profile of our University. The ability to generate highly disseminated content with a multi-disciplinary structure was tested on the occasion of the 'Words of the Year' that now mark the life of the University. For example, the choice of the word 'Money' (2018) generated:

- * seminars and meetings that have produced a new economic awareness and have enabled us to be updated on concepts such as bitcoin and blockchain;
- * literary competition: selection on a national basis and promotion of 11 young talents and preparation of the contents to be published in a book (published in 2020);

- * **theatrical performances and exhibitions:**
knowledge dissemination with a total attendance of over 2000;
- * **film interaction prototype:** acquisition of new interactive knowledge.

The impact of these initiatives was genuinely national, with good media visibility and high-level participation.

Therefore, the ‘Word of the Year’ is a favoured tool of the University’s Third Mission and represents a virtuous case study of how the institution can stimulate the entire academic community to a commitment in this direction.

Courses of action

- * The University will continue to promote high-level dissemination activities on the ‘Word of the Year’;
- * it will also continue to monitor the work of its teachers in the field of Third Mission, seeking to build the most effective real-time mapping of what is produced in this area within the University;
- * the University will adopt a CRM system to allow the planning and management of events and their archiving. This presupposes the creation of an automatic archive without burdening the transcription of every single event carried out at IULM and authenticity in monitoring;
- * in this vein, the University will seek to identify appropriate systems for sharing initiatives and projects within the University by the various teachers, thus helping to establish links and increase the firepower of its initiatives.
- * “Eccellenze IULM” will be strengthened by building a public moment of reflection on the works awarded each time, compatibly with the socio-health situation.

Reference metrics

- * Monitoring the work of its lecturers in the area of Third Mission;
- * construction and updating of the Third Mission archive;
- * implementation of IULM for the City;
- * implementation of initiatives linked to the Laboratory of Ideas.

4.

3.2

Relationships with stakeholders

A fruitful relationship with partners outside the University is essential for it to transfer what it produces and develop methods and courses of study in line with society's needs and expectations. The creation of the MondoIULM association, made up of companies close to the University and which has a member on the Board of Directors, has strengthened the University's relationship with the world of work and with companies in the sectors its training courses are directed.

The problem of youth unemployment, which is historically high in our country and even more so since the financial crisis of 2011, calls for an unbiased reflection on the consistency of training profiles and the actual needs expressed by the world of work. The various Faculties of our University can boast of close collaboration with the professional world to verify the adequacy of the contents of the degree courses they offer. The stabilisation and constant updating of these interactions are subject to periodic monitoring by the bodies responsible for quality assurance. University education certainly cannot be reduced to a mere tool for entering the world of work. Instead, it plays a role in the broader training and development of the whole person. However, there is no doubt that this educational process also has a point of comparison and verification in its effectiveness in generating stable relationships with the world of business and organisations. Prospectively, the ALIULM association, which brings together graduates of the University on a voluntary basis, can play an increasingly important role in guiding and supporting the construction of paths and opportunities to enter the world of work.

The alumni association must therefore take on increasing centrality, also in the perspective of that evolution of the University into a place of lifelong learning: a place from which one 'leaves' but also 're-enters' in the course of one's professional career.

Lines of action

- * Constant investment in the development of ongoing relations with businesses and public organisations;
- * strengthening the role and collaboration with MondoIULM;
- * nurturing ties with companies to offer traineeships;
- * increasing, compatibly with the social and health situation, the number of internship opportunities also provided at the international level and not only in Italy;
- * more significant investment in the development of soft skills, which have become increasingly critical due to the high level of dynamism in the world of work. The University must be able to promote, within each degree course, training opportunities aimed at building up the soft skills and competencies of the student. In particular, consideration will be given to promoting inter-faculty courses in areas such as Public Speaking and Debating;

- * strengthening the collaboration between the University and ALIULM and, in particular, creating a space in the new University portal for telling the stories of former students and their careers in the world of work.

Indicators

- * Percentage of Bachelor's and Master's graduates who completed an internship;
- * percentage of international traineeships and internships;
- * increase in alumni membership of ALIULM: from 4100 to 6000 members;
- * increase in the number of companies joining MondoIULM: from 27 to 40.

4.4

Internationalisation

Openness to the world is a constitutive element of IULM's identity, from its beginnings as the University Institute of Modern Languages and its current leadership as the University of Languages, Communication and Cultural and Creative Industries. Communication is, as is well known, necessarily projected towards the other. Therefore, IULM has always aimed to put its students in the best possible conditions for dialogue with the world and make Italian knowledge, languages, excellence, and cultures increasingly attractive to the world. The promotion of internationalisation as an integral part of the IULM philosophy should concern both students and teachers of the University.

The latter can take advantage of mobility for research periods, teaching assignments, training or professional experience abroad. This use of international mobility, which has come to a standstill in recent years due to Covid, must be encouraged once again. It represents a crucial moment in the experience and further training of teachers. And it must concern not only the geopolitical areas traditionally covered by Italian universities but also other areas of the international chessboard that have remained on the margins of internationalisation processes. The PAgES (Post-Crisis Journalism in Post-Crisis Libya) research project with Libyan universities and the Ka'Kao exhibition, in collaboration with institutions and research centres in Mexico, go in this direction. Already a reference point at the European level as the University of Creative Industries, Languages and Communication, IULM must therefore learn to look beyond Europe, fully aware of the complexity of this ambition. Looking forward, the University intends to strengthen its position and international reputation both by increasing the number of international students during the period of

the Plan and by expanding the network of relationships and partnerships that allow an increasing number of Italian students to have training experiences, internships and apprenticeships abroad. The University must be open to the world, making it easier for students to spend periods of study and research abroad.

The Mobility Office supports students who intend to spend a period of study abroad by following the ERASMUS+, Exchange, Study Abroad, Summer session programmes. At the same time, the Career Service Office deals with internships in Italy and abroad. The University organises several Summer Schools and has continued to make them available online, even during the pandemic.

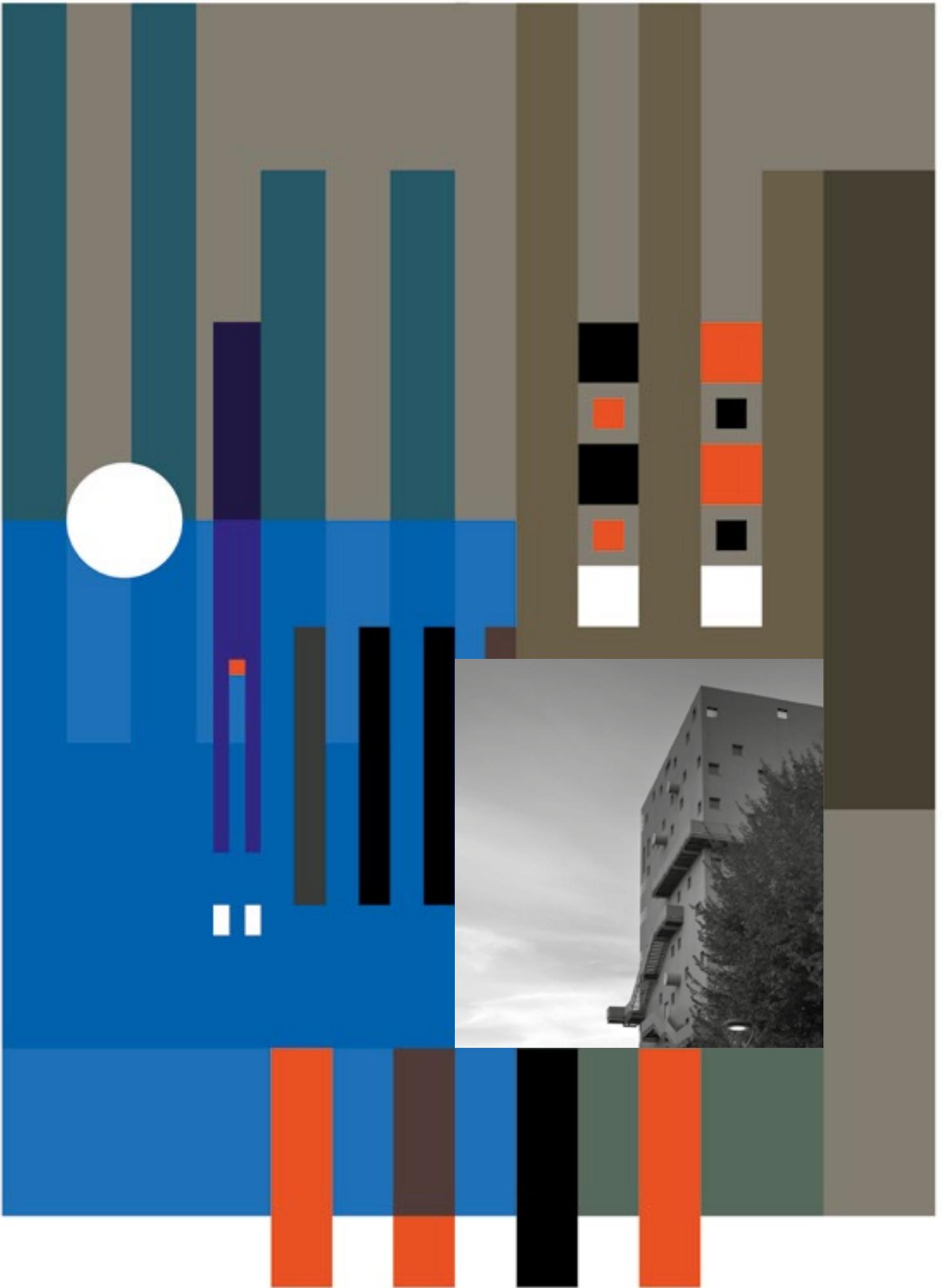
Courses of action

- * Encourage the participation of IULM lecturers in the Fulbright competition for Distinguished Chair for research activities abroad;
- * encourage teachers to design and plan courses in Collaborative Online International Learning with colleagues from other reputable European universities;
- * encourage the participation of teachers in Erasmus programmes;
- * assessment of the appropriate allocation to the individual Faculties for recruiting international visiting professors to create research groups with a genuinely international vocation;
- * increase agreements with foreign universities to broaden the range of ERASMUS and exchange programmes;
- * ensure an ongoing relationship with multinational companies and institutes to strengthen the offer of internships and apprenticeships abroad;

- * develop a welcoming narrative for non-European students to facilitate their access to Italy, Milan and the University's facilities by setting up special Italian language courses as well as seminars for an initial knowledge of Italian reality, history and society;
- * provide signage and messaging in English inside the IULM Campus buildings;
- * encourage doctoral students to spend periods abroad for research purposes, including participation in conferences, meetings of scientific societies, etc.;
- * increase publicity, including through social media, for the annual call for PhD candidates;
- * promote and support the participation in European and international calls for proposals for the financing of projects based on cooperation between bodies and institutions from different countries, supporting the activities already carried out by the Research Office by organising courses for young researchers held by a training expert in Euro planning;
- * after the excellent results in the Europe Teaching Rankings, the monitoring and preparatory activities should be increased to improve the international knowledge of the University, with a view to a solid inclusion in other global rankings.

Reference metrics

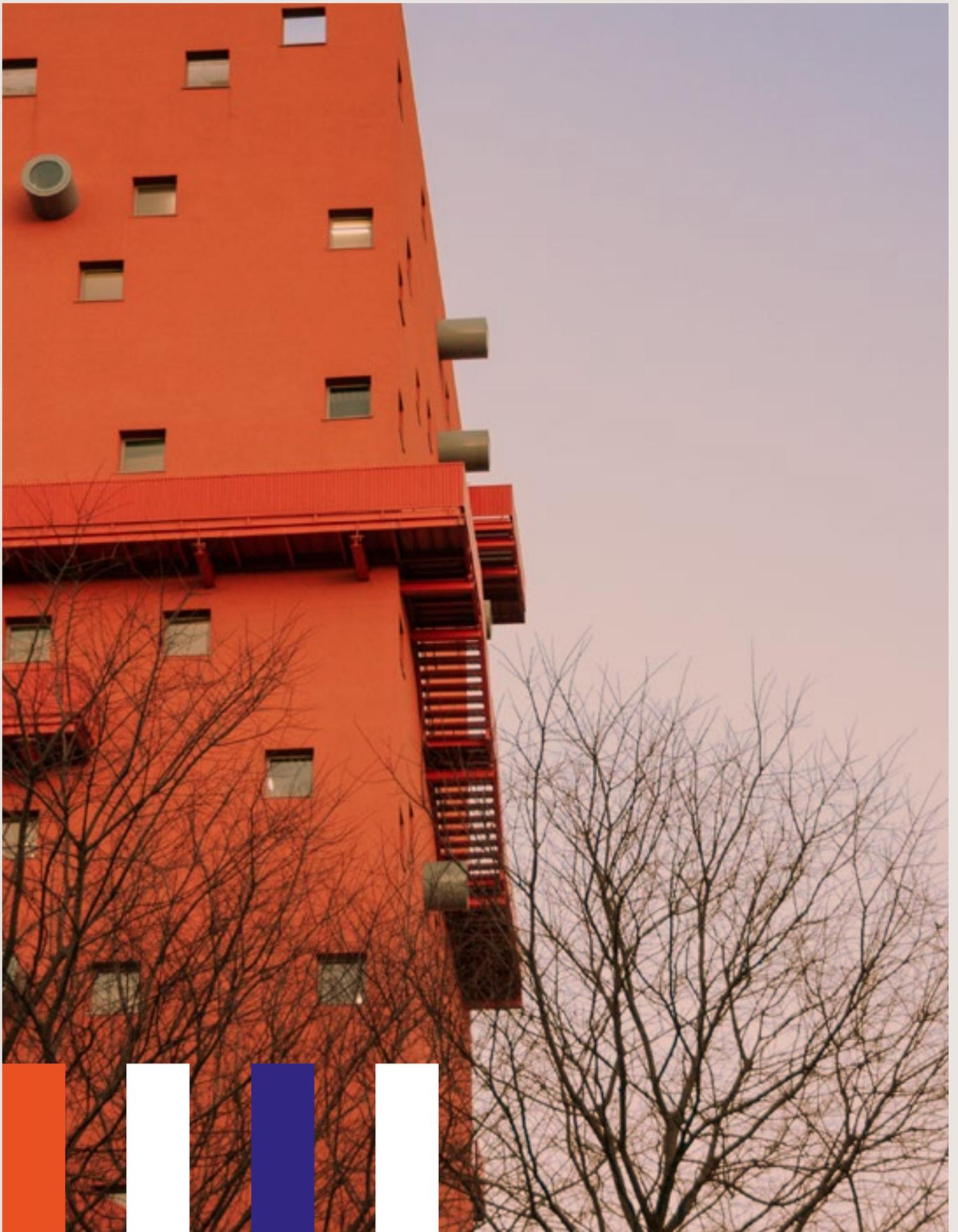
- * Number of visiting professorships in the three years;
- * evaluation of the opinion of international students;
- * at least a 10% increase in agreements with foreign universities;
- * promotion of international cultural events;
- * creation of Campus signage in English.



5



The implementation conditions of the strategic plan



5.1

Quality

IULM University intends to confirm an approach that envisages close attention to quality in all its educational, research and third mission actions in a non-formalistic but substantial way.

The University is committed to ensuring Quality Assurance (QA) by strengthening the monitoring and stimulating self-assessment of its actions at all levels to intervene on critical issues and promote continuous improvement in teaching, management and research action. The implementation of this commitment has been achieved. It will be achieved in the future by making quality and its communication and enhancement one of the central objectives of its work, much more than merely applying models recommended by ANVUR.

The consolidation of the role of the Quality Presidium - chaired by a Pro-Rector for Quality - is a concrete indication of the strategic importance that the University recognises and attributes to the issue of quality. The past three years have made it possible to verify and remedy the remaining weaknesses of the Presidium, strengthening its operational capacity and building a better institutional positioning. The Presidium is working towards a progressive adaptation of the entire system to the rationale of the QA and the AVA system. Involving all the actors and stakeholders of the University and, in particular, the students has been a concrete objective and will remain a cornerstone of the specific approach to the subject. A system of guidelines specifically designed for the functioning of the bodies in the system is being completed.

The University has already activated, and will further strengthen, mechanisms for monitoring and self-assessment of its actions at all levels to intervene on critical issues, thus improving organisational effort in the short and medium-term.

Courses of action

- * Refinement of the monitoring of research activities. After three years in which the activities related to QA in the Departments have been consolidated - also through meetings between the Quality Assurance Committee and the Departments, and the comparison between the Evaluation Committee, the Pro-Rector for Research and the President of the Presidium, as well as the start of the hearings of the Committee to the Departments - the structuring of a model of planning and verification is developing in a more structured way. It should be remembered that in the IULM organisational model, the Departments are essentially structures dedicated to research. In the next three-year period, we will have further data available related to the results of the VQR 2015-2019, which are expected at the beginning of 2022. Based on all these fundamental foundations, the further objective will be to consolidate a model of monitoring, identification of weak points and enhancement of positive results, placed systematically in the experience of the University.

The intention is, therefore, to structure the collection of data and the dynamics of self-verification and verification of the research system more organically and functionally;

- * **development of a systematic review of internationalisation experiences.** In the last three years, all the indicators relating to the internationalisation of the university's training and research activities have undoubtedly grown. The aim is to systematically reflect on these acquisitions' development and overall impact on positioning and implications for research and teaching. Improving knowledge and rationalising the relationship between international research networks and incoming and outgoing student mobility development will be necessary. The functionality of all the innovative forms of networking implemented in the last two years must be approved. A more analytical study of the non-Italian student component of the University will be carried out to reflect on the possibilities of extending and consolidating the flows of attraction of our courses, especially those provided in English;
- * **verification of teaching innovation.** The use of the QA lever will continue to be developed to trigger a process of comparison and exchange between the initiatives of teaching innovation implemented by the teachers to promote their diffusion and consolidation. This objective will be connected to the extensive rethinking of the forms of distance learning that have proved functional in these two years of the health crisis, with a view to possible integration with the primary objective of resuming teaching activity in the University following the primary vocation of an experience that sees a fundamental value in the involvement of people. On the other hand, the objective is to systemise several innovations that are already being tested and developed, such as the forms of communication between teachers and students concerning the teaching plan (from structuring course programmes to daily communication). To further improve the quality of teaching and stimulate teachers to experiment with innovative teaching methods, the University is committed to confirming and reaffirming the importance of merit-based awards based on protocols defined in the previous three-year period.

5.2

Financial autonomy

IULM is a non-state university: this fact, which relates to the ownership of the University, is also a value. IULM is part of the Italian university system and believes that non-publicly owned universities represent an element of strength for that system. Too often, in the past,

state ownership has authorised an interpretation of the principle of equality, not as equality of opportunity but as uniformity. Based on this logic, everything should follow uniform standards and procedures, which implies the end of any possibility of experimentation.

Being a non-state university is an excellent opportunity to experiment, adapt, and interpret more flexibly the demands coming from families, students, and Italian society as a whole, within the national accreditation system.

It also means not having the comfort of public support, paying great attention to the issue of balance and financial autonomy. Not because a non-state university has to make 'profits', but because balanced accounts and a healthy budget guarantee its freedom.

This is particularly true in a context marked by a structural trend of progressive reduction of public financial support to non-state universities. For IULM, this has meant a progressive decrease in the weight of the public contribution (which in 2020 did not exceed 5% of the university's total resources) but also the definition of a university sector marked by ever-increasing national and international competition, which spurs the improvement of the offer but inevitably influences the policy of defining university fees. The tuition fees policy must be closely related to the quality of the service provided and the University's positioning within the national and international educational scene. Tuition fees – in other words, the result of the free choice of families and students, considering three-year Bachelor's degrees, Master's degrees and Master's courses - are today the most conspicuous component of the University's funding, representing 87% of its revenue.

To date, the University is only minimally dependent on fundraising from institutional actors and private companies. The University aims to develop its fundraising activities over the next three years, not as a result of cash requirements but in the conviction that fundraising is a fundamental tool for stimulating dialogue between the University and civil society, for disseminating the University's research throughout its local region and for maintaining a solid link between alumni and their alma mater. In part, these fundraising activities will be oriented towards fundraising to increase support, in terms of available scholarships, for deserving students who are not well-off or from impoverished countries, enhancing individual and academic merit.

The University intends to consolidate and further develop a policy of scholarships and educational support over the three years that enhances what has already been achieved in recent years. It will do so through a mechanism that includes the right to education policy guaranteed by regional funding, merit awards and discounts on university fees, support funded by external bodies, and incentives for international mobility. The aim will be, in the context of an overall consolidation (especially of the support the attractiveness of deserving international students without means), a careful evaluation of the effectiveness of these measures (also given their significant commitment for the University) to reward merit, favouring above all those in disadvantaged economic conditions. It will be necessary to direct part of the fundraising effort to external support for the scholarship system.

In addition to the provision of scholarships to deserving students, the University intends to improve its positioning in terms of fundraising and invest in the development of relationships with alumni, business associations, companies and foundations to participate in the funding of research centres, the permanent or temporary funding of chairs (named after the institution or individual donor), the funding or co-financing of cultural initiatives and general or specific research projects. An Advisory Board will be set up, which will try to involve personalities from the world of business and culture to leverage IULM's internal competencies to improve its visibility in some specific areas, starting with potential donors.

Courses of action

- * The University will continue to ensure prudent economic and financial management, following the best principles of governance and under the strict control of the Board of Auditors, which includes a representative appointed by the Ministry of Education, Universities and Research (MIUR) as chairperson from the managers working for the Ministry, and two full members appointed by the Board of Directors;
- * tuition fees policy aimed at ensuring that a high ratio is maintained between the perceived value of the service and the cost of enrolment. For this reason, it will be constantly committed to monitoring the policies undertaken by other national and international universities and, in particular, those whose positioning and offerings are more comparable with those of IULM University;
- * consolidation of the network of people involved in the University's fundraising. These people include companies, foundations and bodies such as MondoIULM and the ALIULM association. To this end, the University will set up an Advisory Board made up of eminent personalities from business and culture.

Reference metrics

- * Increase the contribution from fundraising;
- * increase scholarships.

5.³

Ensuring a state-of-the-art campus

The IULM campus is one of our University's strengths. It is iconic, modern, and located in the most dynamic city in Italy, most intensely in touch with those creative industries that are a constant point of reference for our University and the chosen professional landing place for our graduates. The IULM campus is a modern, technologically advanced complex equipped with facilities, spaces and equipment designed to promote teaching, research and study, and moments of socialisation for students and teachers. In the 2019-2021 three-year period, IULM recorded a progressive increase in the student population and a constant growth in the number of enrolled students, which testifies to the quality of the training courses offered by our University. However, the University's logistical situation suffers from saturation of classrooms, aggravated by the strict compliance with safety protocols imposed by the health emergency.

To continue to offer its students and teachers adequate, suitable, safe and technologically advanced spaces, the University has set itself the goal of increasing its classroom and laboratory facilities over the three years in question. This objective is to be pursued vigorously in line with our University's image and the highly contemporary spirit of its architecture. At the same time, the adaptation of spaces requires a growing focus on sustainability issues (especially energy) and an investment in the quality of life of students to make campus life even more pleasant and fulfilling, and thus potentially more fruitful learning itself. After the traumatic experience of the lockdown, the need to emphasise the value of the University as a physical place for meeting and socialising - not only for knowledge but also for experience - is becoming ever more vital. A Roman branch now joins the campus in Via dei Montecatini 17, which is highly suitable for organising high-level conferences and teaching activities in Master's programmes.

Courses of action

- * Construction in the area between via Svevo and via Schievano of a new building to complete the campus and guarantee the availability of at least three new classrooms with 300 seats each and co-working spaces and laboratories. The design of the new building will be assigned to a prestigious architectural firm that can create an iconic building capable of communicating IULM's identity and mission through the language of architecture;
- * purchase of the building at via Filargo 38, currently rented by IULM and used as offices. In addition to new departmental offices, the building will house laboratories and research and audio-video production centres (IULM Play and IULM Movie Lab);
- * opening of a Fitness Centre for the use of students and staff;
- * creation of a University theatre centre (IULM STUDIOS: Cine, Video & Performing Arts), equipped with all the necessary technological equipment to carry out audio-visual filming, editing, theatre rehearsals, recording interviews and format

experimentation. At the same time, this space will also be the seat of a future university theatre centre, which will coordinate, promote and develop the University's activities related to live shows and the performing arts;

- * continuous and careful monitoring of teaching needs in terms of classrooms, equipment and software;
- * technological upgrading of the current classrooms, continuing the gradual upgrading work over the three years to equip every space in the University with state-of-the-art software and hardware for digital teaching;
- * continuous and careful monitoring of the needs of the IULM community in terms of housing, catering and cultural activities;
- * energy efficiency of the entire university campus.

Reference metrics

- * Evaluation of student opinion on the quality of new services and facilities.

5.4

Organisational and management efficiency

The interaction between the University and its stakeholders must always be as linear and transparent as possible. To improve its strategic positioning and keep faith with its commitment to putting students at the centre of university life, IULM University aims to constantly rationalise processes, cut red tape, streamline, and reduce the number of procedures and regulations. Aware that compliance with the obligations imposed on every university activity is a constraint that teachers cannot always interpret in the best possible way, priority will be given to appropriate communication initiatives to facilitate teachers' routines.

In this context, listening, sharing, transparency of decisions, and the empowerment of all intermediate organisational levels become the founding values of a flexible organisational model, oriented towards the quality of the experience of all the people who live in it, starting with the students. Providing a rewarding work experience for all IULM staff is a primary objective of the University. Being an excellent place to work is a necessity, first and foremost, to attract professionalism and talent. This objective cannot be separated from a proper appreciation of merit, whatever the function or role held within the University. This also implies a transition towards a structure in which work is increasingly based on objectives,

allowing for more autonomous management of each worker's time. The same teleworking experience of the pandemic must become a learning opportunity, facilitating an impartial review of working methods and processes with a view to better reconciling the time between work and life, which is the first and most important contribution that any organisation (including the University) can make to the promotion of birth rates. As part of a policy of continuous attention to the wellbeing of its employees, the University has set up an experimental 'Psychological Counselling Space' for individuals. The purpose of the service is to provide an initial response to psychological questions, help the user identify strategies aimed at solving problems, the causes of which may also be non-work related, and promote personal, family, and work wellbeing. Over the next three years, the University intends to undertake a wide-ranging reflection on how it works, including listening to teaching and non-teaching staff. The last three years have seen many steps forward in this direction, improving communication between the University's top management and teaching and non-teaching staff and developing several increasingly precise initiatives to consider the opinions of students and teaching staff on the quality of services and their suggestions for revised procedures.

Courses of action

- * Launch an internal survey to identify areas and fields in which teleworking can be made structural, including through the signing of a new employment contract for technical-administrative staff;
- * initiate a process leading to the definition of a reward system for technical-administrative staff;
- * continue to train technical-administrative staff through targeted courses and the creation of a permanent individual psychological counselling area, which has already been activated on an experimental basis;
- * continue with the Rector and Management's regular discussions with student and staff representatives;
- * channel more effectively the opinions and suggestions of students and teachers collected in various ways to the relevant offices, carefully monitoring the resulting improvement actions;
- * continue, with the involvement of students and teachers, the redesign and simplification of some critical services;
- * build new practices of interaction and listening to the Student Council, aimed at devising strategies for improvement in service delivery;
- * improve communication with teachers and staff on deadlines and obligations.



Reference metrics

- * Increase and refine monitoring of students' perceptions of outsourced services.

5.5

Communication

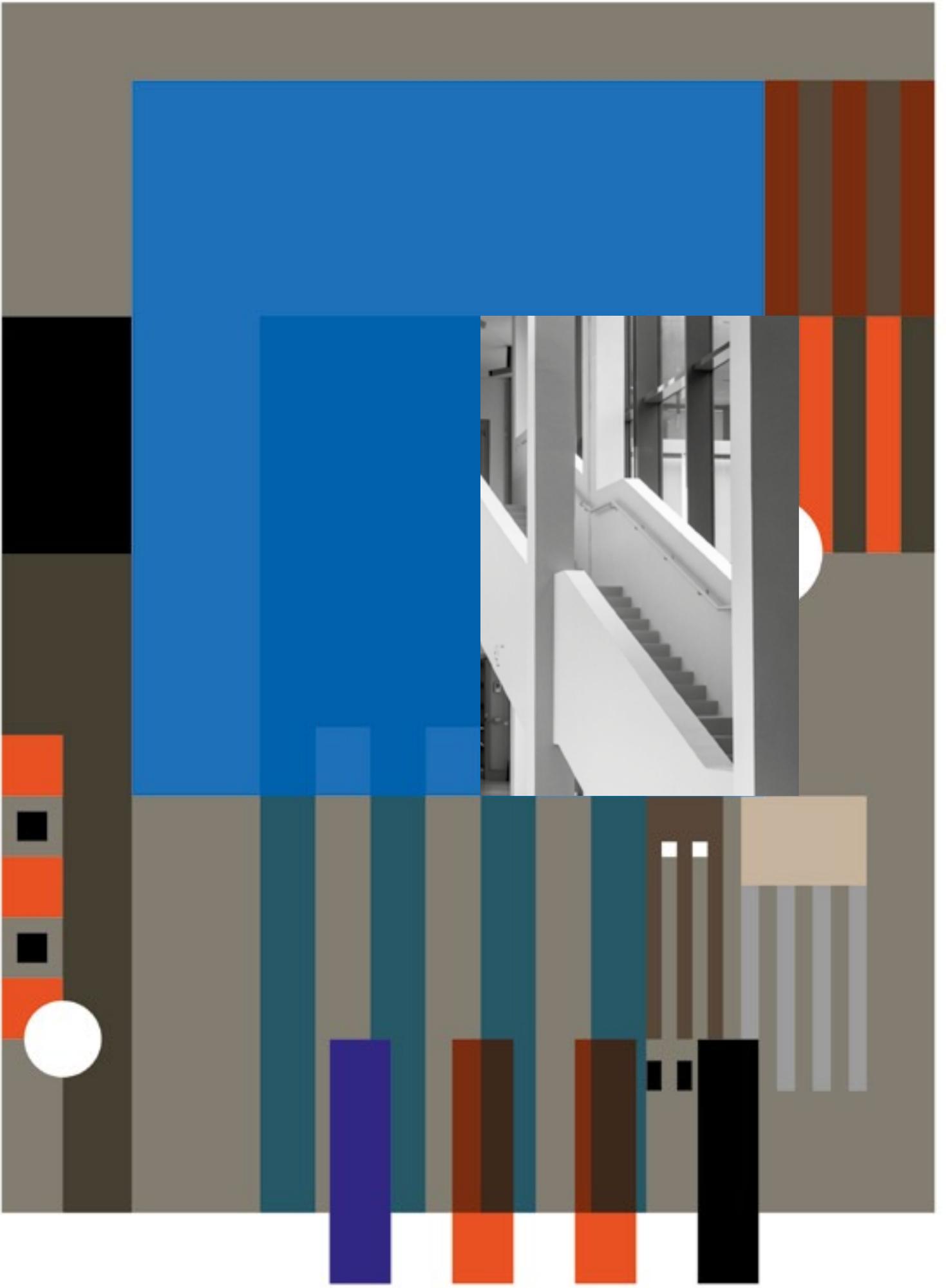
As a communication University, IULM is called upon to enhance all of its creative energies, primarily in communicating itself. Therefore, communication should not be seen as an additive and optional element concerning the University's operational priorities but as an element inherent in the choices and proposals concerning teaching, research, and the Third Mission. The last three years have already seen essential internal and external communication innovations. The decisions of the University's governing bodies are now more widely and rapidly disseminated, and our University is better informed.

In terms of external communication, the strategic positioning in terms of branding has been strengthened, thanks also to the restyling of the IULM logo, the makeover of the portal and the adoption of a University CRM, which has enabled the modernisation and simplification of information flows.

For the next three years, IULM intends to reinforce the strategic choice that has led the University to involve students in the process of building its promotional campaigns by making the unprecedented choice of entrusting its communication campaigns to entirely internal solutions, in which the IULM community itself contributes to the story of the University.

Courses of action

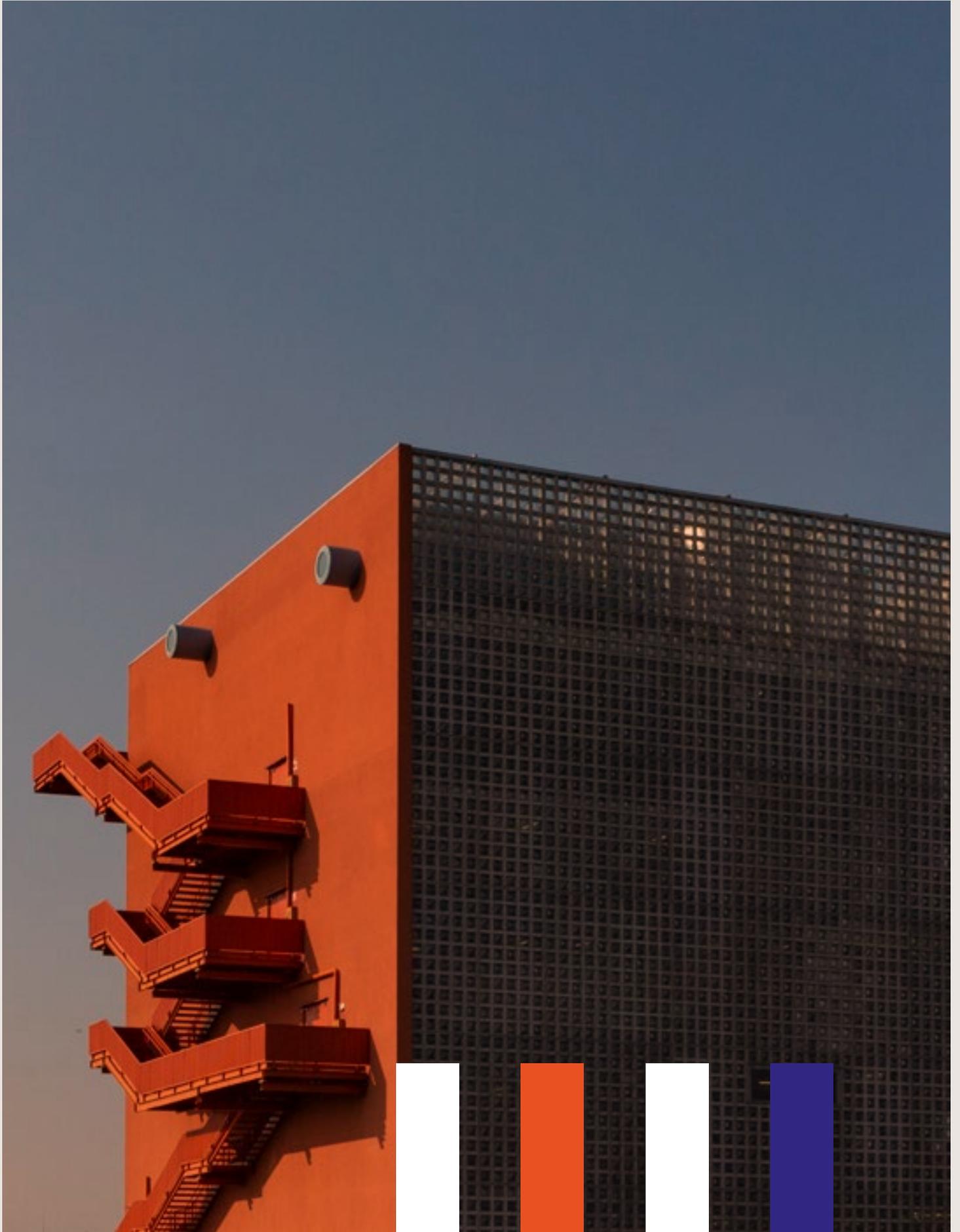
- * Strengthening and implementation of existing communication tools;
- * regular restyling of the portal;
- * creation of an internal call for tenders to entrust IULM resources with the annual communication campaign;
- * periodic communication of events within the University through the development of an internal communication project;
- * survey on the satisfaction of internal communication by teachers, technical and administrative staff and students.



6



Special projects of the 2022-2024 plan



All the lines of action indicated in this Plan are conceived as tools for achieving the desired strategic positioning. However, some of them are considered particularly relevant because they are considered able to produce a “leverage effect” in terms of the reputation and visibility of the University and improve the learning experience of students significantly.

6.1

Improving spaces to improve learning The completion of the campus

In the 2019-2021 three-year period, IULM recorded a progressive increase in the number of students enrolled in its Bachelor’s and Master’s degree courses and the Master’s degree courses provided by IULM Communication School.

However, due to the safety protocols imposed by the health emergency, the University’s logistical situation was saturated and undersized compared to the needs. To continue to offer its students and teachers adequate, suitable, safe and technologically advanced spaces, the University has set itself the objective of increasing the number of classrooms and laboratories in the three years in question through a three-pronged action:

- * **Construction of a new building to complete the campus in the area between Via Svevo and Via Schievano.**
In continuity with the tradition and history of IULM, which has always favoured iconic and “talking” architecture capable of communicating the company’s identity and the mission of the University, the design of the new building will be awarded to a prestigious architectural firm.
- * **acquisition of the property at via Filargo 38, currently rented by IULM and used as offices.**
- * **technological adaptation of existing classrooms through progressive upgrading to be implemented over the three years to equip every space in the University with state-of-the-art software and hardware for digital teaching.**

6.²

Improving spaces to improve life Fitness Center and Studio Theatre

In the three years 2022-2024, IULM wants to make its campus even more welcoming to offer students an environment that stimulates and facilitates knowledge and human relations, encouraging the sharing of ideas and the comparison of projects, guaranteeing all the proper and necessary facilities to improve physical and mental wellbeing.

After the traumatic experience of the lockdown, the need to emphasise the value of the University as a physical place for meeting and socialising, knowledge and experience is becoming ever stronger. To this end, to increase the socialisation spaces available to the community and to encourage and stimulate the participation of the broader student community in the life of the University, IULM has set particular objectives for the three years of the activation of:

- * Fitness Centre available to students and staff;
- * Studio Theatre and University Theatre Centre;
- * resumption of the activities of the IULM University Choir as an opportunity for students to get together with teaching and technical-administrative staff.

6.³

Student Council and electronic student voting

The centrality of the student is not a slogan for IULM University but a value that embraces and involves all its activities. Already today, students take an active part in the governance of the University, with their representative in the Academic Senate and on the Board of Directors, as well as in all the other governing and control bodies of the University. IULM wishes to make its listening activity even more precise and effective.

For this reason, a Student Council will be set up with highly advisory functions, but with the ambitious aim of creating the first example of a Student Advisory Board in Italy, in the certainty that this will make it possible to intercept with greater timeliness not only the problems but also the new opportunities on which a university needs to be constantly stimulated.

The aim is to increase student participation in the elections by at least 8% from 17% to 25% over the three years: to achieve this, the University is also committed to reinforcing the measures to encourage participation in the democratic life of the University.

6.4

Strengthening of the competencies gained by students and innovation of teaching methodologies

In recent years, IULM has found it necessary to offer incoming students the possibility of strengthening their basic skills, especially in some subject areas that show particular critical issues in the entrance tests (contemporary history, geopolitics, civic and legal education...). For the three years 2022-24, the aim is to strengthen the activities already tried and tested to support and acquire essential skills and experiment with new teaching methodologies. In particular, IULM proposes to:

- * experiment with forms of residential workshop teaching that provide all teachers who wish to do so with the possibility of carrying out small modules of their work in one location, to be identified, where it is possible to activate novel forms of shared teaching;
- * carry out a wide-ranging review of the teaching innovations tried out during the lockdown period, aiming to highlight successful experiences that have been able to exploit the possibilities offered by the web and digital technology;
- * consolidate and integrate into the curricula of the various faculties “Fondamenta”, an online course launched in the 2021/2022 academic year, in which scholars of recognised value from multiple disciplines from all over the world will be called upon to hold master classes on the ‘great works’ that are essential to our history and cultural identity. The lectures will be made available to the student community and the general public to strengthen and improve cultural democracy in the country. Never as in a world where change is continuous and pervasive has it been as necessary to have fixed points. Like Virgil for Dante, the classics and the great works of our tradition are precisely the guides we need when it seems to us that we have lost our reference points.

6.⁵

IULM Annals

To enhance the skills acquired by students, the University will promote Annali IULM, an online journal entrusted to the students themselves and with the ambition of publishing papers produced by students, Master's students and PhD students of our University, with editorial coordination assigned to teachers in the various Faculties.

The research work at a university is also a formative moment. With this initiative, IULM aims to enhance the excellent work produced by its students, often at the end of their university career, providing them with a first opportunity to measure themselves against all the challenges of scientific research and have direct experience beyond their final paper.

6.⁶

Diffused Museum of Communication

As a University of cultural and creative industries and content, IULM feels the need to testify in the most tangible and effective way possible the importance and value of communication as a unifying element of the different educational experiences in it and our society itself.

For this reason, the University has set itself the objective, in the three years 2022-2024, of building a diffused Museum of Communication on its campus, transforming spaces and places into moments of memory and enhancement of the history of communication, using physical space as the first and essential tool for learning and cultural stimulation for the benefit of the entire IULM community.

The Museo Diffuso della Comunicazione (which has already seen the installation of several artefacts such as Emilio Isgrò's sculpture "Monumento all'Inferno", Marco Nereo Rotelli's "Porta d'oro" and MASBEDO's installation "Time without end") will include installations, documents, display boards and educational material, in a context of hybridisation of languages and spectacularisation of content in keeping with the spirit of our University.

6.7

Integrated sustainability report

IULM University will publish from the academic year 2021-2022 the Integrated Sustainability Report. Environment, inclusion and equal opportunities. The Report is an essential step for a university that wants to testify to the seriousness of its path and the will to chart a course, which also passes through the qualitative and quantitative reporting of its daily work.

The Report will represent a valuable and vital opportunity to listen to the IULM community, which has been involved on several occasions, to share their expectations, the level of satisfaction with the initiatives implemented and the areas for improvement to be taken into consideration.

The University's objective is to ensure that the Report represents concrete evidence of how sustainability in all its various facets is a substantial practice in IULM's operations.

6.8

Advisory Board

IULM University will set up an Advisory Board made up of eminent personalities from business and culture. This does not reflect the need to add another body to the University's governance: the Board will have eminently advisory functions. However, it does reflect the need to improve the perception of the University among some specific "publics" (starting with potential donors).

IULM has a strong capacity to attract students and strong internal competencies in research. Its geographical location, campus, and track record of creative achievement make it an increasingly exciting and rich place of knowledge. The challenge is to make it an increasingly *central* point of knowledge in its chosen areas and with regard to the links between business and academia.



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