



# CHART OF POLLENZO

## INTRODUCTION

The University is a tangible space that meets a **basic need of human life: to know and to research**. However, the space of the University is not only a physical place. It is constituted as an **interweaving of encounters and relationships, as a community in which people study, learn, and research together**. Nonetheless, the main environment of the University primarily consists in classrooms, laboratories, and the spaces lived during the study trips as educational experiences, as well as in all other learning activities.

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These spaces thrive thanks to **the active and participatory relationships between students and teachers, but also between them and all the administrative and technical staff and personnel** who, from different perspectives, contribute to the University's aims. For this reason, all its members are encouraged to embody the following principles, intended to create a stimulating and fulfilling educational and working environment, which enables the development of both **the precious personal uniqueness** and **the social and community feeling** that underlie the values of the University of Pollenzo.



# CO-CREATION OF A PARTICIPATORY ENVIRONMENT

**The Board, the administrative and technical staff, and the teachers are committed**, all together and according to their respective roles, **to the creation of an environment that is stimulating, supportive and cooperative** among the different parties, **and receptive to the needs of students**.

At the same time **the students**, recognizing the value of what is available to them, **undertake to be active participants in creating an attentive and stimulating learning environment** – classrooms, laboratories, tasting rooms, spaces visited in the study trips. In such an environment, students learn and produce knowledge by engaging with intriguing, beautiful, and important issues through tasks that challenge them to confront ideas, rethink their assumptions, and critically examine their mental models of reality.

By its very nature, **the University must be a place of discovery and acceptance of new challenges, be they cognitive, interpersonal, or affective**. To this end, it is necessary for students to collaborate with each other, as well as with teachers and all staff; **to trust that their work will be considered fairly and honestly**; to attempt, and possibly fail, while accepting feedback before and independently of any judgment and evaluation on the results of their commitment.

This involves:

- **Active participation in teaching activities**, preparing appropriately for the lessons (e.g., carefully reading the materials pointed out by the lecturer), and proactively following the activities in the classroom. This is a **qualitative system that values the participation of each student**, and not a quantitative model, based solely on the number of interventions. If the quality of education depends on the quality of relationships between teachers and students, an **open, curious, and proactive attitude** will foster the creation of a pleasant, stimulating, and dynamic environment.
- Awareness of **one's own responsibility both in relation to the personal learning path and in relation to the personal cultural and educational interests** that will be developed through the relationships with teachers, other students, and the administrative and technical staff more directly involved in the educational experience.
- Awareness of **one's own responsibility in the classroom and other learning environments**. This means **avoiding behaviors that may disturb the group and/or disrupt the educational process** (e.g., absencing oneself from the classroom repeatedly or entering an activity that has begun unless strictly necessary, disturbing the colleagues, engaging in activities which are unrelated to the one being carried out, chatting loudly, making noise, etc.).



# SENSE OF TRUST

A **positive relationship between students, teachers, and administrative and technical staff presupposes mutual trust**, starting with the assumption that students can and want to learn, while teachers and staff are available to listen and act where necessary.

Specifically, **the students-teachers relationship must therefore be open to encourage the sharing of one's intellectual and human path**: legitimate ambitions, successes, but also failures and frustrations reflectively and sincerely.

**Teachers can talk about how they developed their interests, the major obstacles they faced in mastering their discipline**, or some of their secrets to learning a particular subject.

On the other hand, **students will have confidence in the – often very different – teaching methods of each professor**, approaching each discussion and exchange of ideas with respect and proactivity.

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Through an **attitude of mutual respect and trust**, students are encouraged **to reflect on the consequences that misbehaviors can have in their relationship with teachers and all University staff**.

For example:

- pay special attention to **attendance tracking procedures**, avoiding their irregular use, but also refraining from behaviors that facilitate such irregularities by other students, such as the disclosure of pins.
- avoid putting teachers, didactic secretariat, and all staff in awkward positions by making **requests that are in clear conflict with university regulations** (particularly about compulsory attendance, class schedules, teaching loads, and exam-related procedures).
- **promptly answer email communications from Staff** (didactic secretariat, tutor office, etc.) and teachers (for mentoring, meetings, activity proposals, etc.).



# COMMUNICATION, UNDERSTANDING AND RESPECT

**Students are encouraged from the outset to develop an ongoing, long-term dialogue with each other, with teachers and with all Staff**, starting from the assumption that everyone can have bad days.

To this end, the whole community is committed to:

- a **process of mutual exchange of energy**, of recognizing each other's limits and boundaries in an empathetic and communicative way, and of welcoming as valuable any cultural and character diversity.
- a **direct, timely, and bidirectional communication** (from teachers/administrative and technical staff to students, and vice versa) **of any critical problems** both of a technical and formal nature (in relation, for example, to documentation and materials related to the didactic activity) and of an educational nature (in relation, for example, to substantive issues that need clarification).
- **receive, process, and return the due feedback in appropriate ways and times**. From this point of view, students are especially invited **to reflect seriously and thoroughly before completing the end-of-course questionnaires**, and to fill them in promptly. This tool should be used carefully, avoiding comments that would not otherwise be addressed in a face-to-face context, gratuitously detrimental to the dignity and professionalism of teachers and staff.

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**Welcome to the University of Gastronomic Sciences**, a university unlike any other, unique in the world for its **systemic and holistic approach to life through the gastronomic sciences**. Pollenzo is a non-state university which, despite the possibility for some to obtain scholarships, requires a significant financial commitment for most students. **Thus, the privilege of being able to enroll in and attend Pollenzo calls for great responsibilities: towards yourselves, towards your families and communities, and towards Pollenzo itself**, which will host you during these years and to which you will always remain close, in the future as well.

