Ca' Foscari FUTURA - Indipendenti

ELECTORAL PROGRAM

English version

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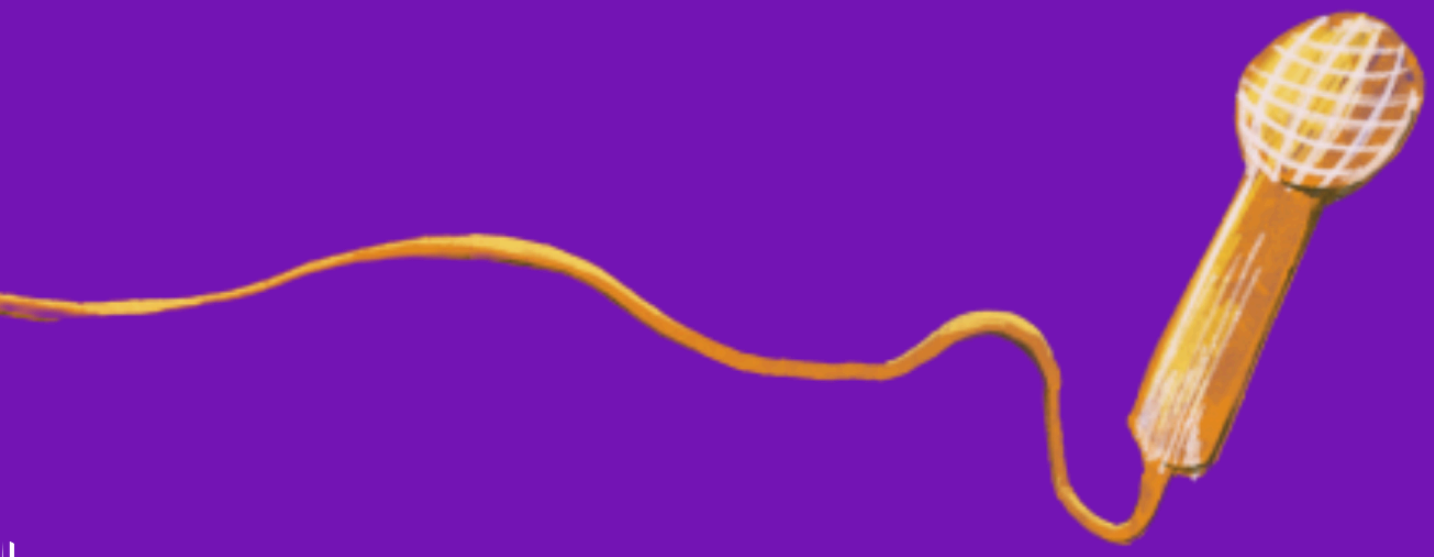

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Introduction

Ca' Foscari is our University. We are proud to be part of the Ca' Foscari academic community and **we believe in the value of commitment within the elected bodies**, in the service of our colleagues.

Numerous and complex challenges await the university in the coming years: the ability of the entire cafoscarina community - students, faculty, staff and governance - to face them with foresight and determination will profoundly influence the quality of the university's educational offerings, the services provided to the student community and the university's role on the city, national and international stage.

Innovation in teaching, active support for the material and psychological needs of the student community, a commitment to environmental and social sustainability, the integration of international communities, inclusive and participatory management of spaces and services, the active role of students in the life of the university, transparency in budgets and decisions, and projection towards non-academic realities are all challenges that require a long-term vision and to which the student community can - and must - contribute, being adequately represented in decision-making processes.

Within this framework, as Ca' Foscari FUTURA - Independents we want to commit ourselves to formulating new answers to the challenges that await the University and to have a **solution-oriented** posture **that can be concretely implemented** in order to finally offer answers to the problems that have persisted for decades and on which no resolving paths have yet been taken, positioning ourselves as a **change actor with respect to our rivals** for a representation that is scarcely committed to the effective formulation of effective projects and to listening to our colleagues.

Our values: INCLUSION, CHANGE, FUTURE

Our university list was created with the aim of representing a dynamic, diverse student community eager to build a better future for everyone. We therefore believe in a university that knows how to welcome, innovate and look forward: for this, **inclusion, change and the future are the values that guide our commitment**.

INCLUSION means guaranteeing all students equal opportunities, regardless of their economic, social or cultural status, their geographical origin and without any discrimination on the grounds of gender, age, physical or mental condition.

The university must be an accessible space where no one feels excluded and where every voice can be heard. We promote an environment where **diversity and pluralism are an asset**, valuing confrontation and dialogue between people with different histories and characteristics.

Inclusion because there is a need for a **new humanism in the management of resources and services**, which puts the person, his or her history, difficulties, and aspirations at the centre. Let us rediscover the value of a university centred on human relations and interaction: from the relationship between male and female students, to the relationship with faculty and administration.

Many and many of us have been left behind over the years: without reference points, without close and concrete representation, we have not had the tools and opportunities to live our university years with fullness and awareness.

CHANGE represents the desire not to settle for the *status quo*.

For years we have been facing similar problems that have no answers: this is because those who made representation were not interested in having a concrete impact on the lives and concrete opportunities of everyone. It is, quite simply, the will to propose a model of being represented that wants to fight to really change things.

The university cannot be a static institution, but must evolve to meet the needs of students and society. We want to be a **point of reference for those who wish to improve academic life**. To have a real impact in our community. Rejecting the challenge of impact means that those who cannot make it on their own do not have institutions that can help them.

Our rivals have been sitting in the main bodies of the university for years now and, without any polemical tone but as an objective observation, it is important to note that if the problems they are talking about today are still before us, it is because **they, in office for years, have not solved them**. If you have been in office for years you have to have results

and you cannot talk about a change to be implemented: otherwise what have you done in these years.

FUTURE is the perspective that guides us in every choice. The university is the place where the foundations for tomorrow are built, not only academically, but also personally and professionally. Our goal must not only be to win elections, but we must be much more ambitious. We must have the ambition to **really build the Ca' Foscari of the future**.

This means bringing people and ideas together far beyond what we can do alone. We need to broaden, to involve friends, lecturers, personalities from Venetian society, to team up together.

Our horizon is the future. The challenge is to be **co-designing actors of the future**. To be creative protagonists of our time and our communities. We have the strength and energy to do this: we must not let ourselves be frightened by the fact that for most of us this is a first time, this allows us not to have any bias or influence from the past. We are part for a university that is forming **future citizens**, ready to face global challenges with solid skills and an open vision.

Inclusion, change and the future are not just words: they are our daily commitment. As a student community, we can turn these values into concrete actions to make our university a better place for everyone.

Initial note

The Ca' Foscari FUTURA - Independent programme consists of **10 points that express most of the current challenges for the Ca' Foscari academic community**.

Subsequently, individual **topics concerning each department** are addressed, thus enhancing not only the general and collective dimension of the university, but also the specificities of each department and each area.

1. Housing and the right to live: a priority for the student community

The current housing crisis in the Venice area represents an increasingly pressing challenge for students at Ca' Foscari University.

The numerous difficulties in finding suitable accommodation force many students to sign contracts at exorbitant prices, with a significant economic impact on families and students themselves. This phenomenon, which is now structural, is largely due to the predominance of short tourist rentals, which take away space from residential accommodation and exacerbate the shortage of affordable housing solutions for the academic community.

Similarly, **student residences often represent an inaccessible solution** that does not guarantee the psychological, social and emotional well-being of students.

In past years, there has often been a lack of a strong voice in support of the student community and having a concrete impact on the issue. As student representatives, we intend to pursue initiatives that can impact the issue, promoting awareness and effective solutions.

Specifically, we propose:

Creation and promotion of **co-housing and rehousing solutions** via the University's official platform.

Investigation of all cases of **flats that do not have the right sanitary** and appropriate space **conditions**, such as **student halls of residence where psychological, social and emotional well-being is not guaranteed**.

Substantial improvement of the **Housing Office**, which often tends not to respond to requests or not to provide valid answers.

The establishment of a **university commission on housing** for concrete solutions that would support a regulation of short term rentals in favour of student and academic housing and in which all social, economic and political actors involved in the phenomenon would participate.

An ongoing dialogue between the student community and those active in the area of housing, through awareness-raising meetings in the University's spaces. These moments of confrontation will make it possible to deepen knowledge of the problem and the initiatives already underway, stimulating conscious participation and promoting student activism.

We believe that **the right to live is a central issue for university life** and for accessibility to education. It is fundamental that the University and the student community actively participate in the construction of a more liveable and inclusive city for those who choose Venice as a place of study and education.

2. Sociality, inclusion and well-being for a community without discrimination

We believe that the university should not only be a place of study, but also a **space for sharing, growth and confrontation**. This is why we are committed to promoting initiatives that foster socialisation among students and make the university experience richer and more inclusive.

In particular, we will strive for the creation of study rooms dedicated to group work and speaking out loud, so that students have adequate space to collaborate and develop ideas in a stimulating environment.

We also want to build a **more active and aware community** by organising conferences and recreational events open to all those who wish to be protagonists of change.

We will actively strive for **the university to promote multiple forms of talent and quality** in its students: we do not believe in an exclusive focus on media and credits, which leads to situations of extreme competition and psychological and social malaise.

We will work for the recognition of the **value of the social, associative, charitable and cultural commitment of those who accompany their academic career with activities of a non-scholastic nature**. The university can actively encourage models of commitment and life that are not solely centred on the dynamics of grades and credits.

Another cornerstone of our commitment is the **promotion of student welfare services**, many of which, although already present in the university, are still little known. We want to make essential tools such as the listening space, the counter against gender violence, the possibility of activating the alias career and the group workshops of the ESU centre more accessible. We envisage dedicated presentation moments, especially for freshmen, so that everyone can get to know and make the most of these opportunities, facing their academic path with more awareness and serenity.

Finally, we are committed to the university being actively engaged in the **defence of gender equality and the fight against all forms of discrimination**. We believe in a truly inclusive academic environment, where **no one should suffer unfair treatment** because of their gender, sexual orientation, gender identity, ethnicity, religion, disability, economic status or any other personal characteristic.

We believe it is essential for the university to promote **concrete policies to counter sexism, homosexism, racism, ableism and all forms of marginalisation**, ensuring

support for those who are victims and raising awareness among the entire academic community. The university must be a safe place for all and everyone, where diversity is recognised as a value and not an obstacle.

We want a **more lively, supportive and participative university**.

3. Enhancing student associations: a resource for the whole community

We believe that university associations represent a fundamental opportunity for the personal and professional growth of students, offering opportunities for discussion, training and collaboration.

To date, **they are not adequately valued and promoted by the university**. We will ensure that the university promotes their role and activities more strongly, recognising them as an essential part of academic life.

In order to strengthen the visibility of and involvement in the associations, we will propose **presentation days dedicated to the Ca' Foscari associations**, where each student can learn about the opportunities offered and find a space for active participation. In addition, we will ask that each association be able to request the presence of an institutional figure from the University at its events, thus **officially recognising their value and impact on the academic community**.

Given the formative role that the association experience plays, we will endeavour to ensure that the work carried out by students within an association can be **recognised with training credits** (**CFU**), thus enhancing the skills acquired and encouraging participation.

Another focus will be to **ensure adequate space for events and internal meetings**, so that associations can carry out their activities without logistical obstacles.

We will also endeavour to ensure that the university provides **more financial resources**, simplifying the application and reporting procedures, and providing quotas for general expenses.

Finally, we want to encourage the **emergence of new associations** by simplifying the official recognition process and facilitating contact with the relevant offices, so as to enhance the value of student groups that are not yet part of a formal association.

4. Education: for a fairer and more innovative university

To ensure better organisation of study and greater fairness in exam sessions, we will work towards the **elimination of so-called 'roll-call jumping'**, i.e. the practice that prevents students from reapplying for the same exam if they fail or are absent. In order to improve the management of the study load, we also propose **longer exam sessions**, which allow students to plan their course with more flexibility and serenity.

We believe that the university should offer useful tools not only for traditional teaching, but also for the development of transversal skills. We will therefore ask the university to provide **training accessible to all in areas such as online safety, public speaking, fundamentals of financial education and academic writing**, providing students with fundamental knowledge for the academic and professional world.

Aware of the principle enshrined in Article 35 of the Constitution, which recognises continuing education as a right for all workers, we will fight to ensure that **student-workers and non-attending students have an effective opportunity to attend lectures remotely**, reducing barriers to access to university education. We will also ensure that recordings of all lectures delivered by the university are available upon request.

For courses that involve teaching in a language other than Italian (often English), we call for greater **appreciation of international students** (*English speaking students*), recognising them as a resource for the multicultural learning of the class and encouraging cultural exchange with Italian students.

Finally, we will strive to ensure that the university introduces **more practical teaching methodologies that allow for group work**, where necessary, to make education more concrete and adherent to the needs of post-graduate employment. In collaboration with governance and faculty, and through discussions with departmental representatives, we will identify areas where educational innovation can make a difference, customising solutions for each course of study.

5. Strengthening relations with city institutions for more study places, more services and more integration into the cultural and professional life of the city

The university is not an isolated entity, but an integral part of the urban and social fabric. For this reason, we will strive, leveraging our institutional role, to develop collaborative relationships with the city's political and social realities that share the principles of the university's code of ethics. The aim is to create the conditions to carry on the battles of students outside the university walls as well, making their voice more incisive in the city dynamics.

One of the key points of our commitment will be the request for a permanent round table between Ca' Foscari, IUAV, the Academy of Fine Arts, the Conservatory and the city administration on the **issue of housing**, with the participation of student representation in the major bodies of the three institutions. Venice is home **to over ten thousand out-of-town students, who, not having the right to vote in the city, are excluded from many decisions that directly affect them**. A structured confrontation with the municipality is therefore essential to protect their rights and guarantee concrete solutions to problems such as the housing crisis.

Experiencing the university also means coming into contact with the reality that surrounds it. For this reason, we consider it essential to strengthen the collaborations between Ca' Foscari and Venetian cultural, social and economic bodies, creating concrete opportunities for students, both in the academic and extracurricular spheres.

Given the scarcity of places at the current libraries and their concentration in certain areas of the city, we are committed to forming **partnerships with city bodies that have libraries and/or study spaces**, in order to include them in the University library network: we will thus have more places available for everyone and a more widespread and better organised network throughout the city.

We will also strive to develop structural collaborations with cultural institutions, associations, economic and social realities in the area, with the aim of:

Enriching the range of training and traineeships on offer by encouraging the involvement of students in projects, workshops and traineeships with cultural institutions, companies, NGOs and other local entities.

Facilitating access to the city's services, promoting conventions on transport, study spaces, sports and leisure, in order to make Venice more accessible and liveable for the student community.

Strengthening the connection between universities and the world of work, creating networking and collaboration opportunities with local companies and professionals to provide opportunities for growth and skills development.

Promoting shared events and initiatives, in synergy with theatres, museums, libraries and associations, to make students protagonists of the city's cultural and social life.

Venice is a unique laboratory of culture, innovation and social engagement: we want students to be an active part of this network, contributing to its growth while enriching their university experience.

6. Student community spaces: more accessible, more participative, more liveable

Spaces define the way we experience the university and shape our projects. A purely top-down management system risks limiting joint projects and the active involvement of students. For this reason, we will strive to **increase the offer of spaces available to students and associations**, favouring a more participative and accessible management model.

We will propose the **allocation of one classroom per department that is open until evening hours** and in which non-academic activities can also be organised, in order to guarantee spaces that are accessible to all, providing students with adequate space for study, discussion and collective activities. In addition, we will actively engage in the creation (from scratch or with city partnerships) of **multifunctional hybrid spaces**, equipped with digital and physical tools to allow for events, debates, group work and associative activities.

We will ensure that the teaching spaces under construction are completed on schedule, monitoring the status of the work and intervening with the relevant bodies so that there are no delays that could compromise the quality of teaching in attendance.

In order to meet the University's logistical needs and improve the usability of spaces, we will explore the possibility of **collaborations with local authorities and associations in the area**, exploring shared solutions that can expand the opportunities available to the student community.

Creation of a **permanent table with student associations** to discuss space needs and propose shared solutions.

We believe in a university that values participation and discussion, and the spaces we live in every day must reflect these principles.

7. Ca' Foscari and national and supranational issues

As has already emerged from previous points in our programme, our approach to representation is to create a policy of proximity that is concrete and present, i.e. close to the day-to-day needs of students, which we believe must be addressed first and foremost through internal changes within our university.

Having said this, we cannot help but recognise that several areas and issues of interest to us university students are part of broader contexts, ranging from the local (the issue of housing), to the regional (e.g. “Ente Diritto allo Studio”), to the national (ministerial funding) to the supranational (agreements with institutions of states accused of violating human rights).

To address issues of such delicacy, which often put the governance of the University in the face of political and economic choices that, given the scope of the interests at stake, exclude the vision of the student community, our approach will be to **use our position within the University bodies to support the demands of those who recognise themselves in the values enshrined in the Italian Constitution and the Universal Declaration of Human Rights** and in the regulatory principles of international law that flow from it.

We have therefore identified, from the public debate within the university world, a series of issues on which our list has decided to take a position and the actions that will follow.

“DDL Sicurezza”: Having read Bill 1236 (formerly DdL 1660), which, as we write this programme, is being examined by the Senate's Constitutional Affairs and Justice Committees and will soon be debated in the Chamber of Deputies, we cannot fail to express our concern about the liberticidal and anti-democratic measures that would be introduced through its approval.

As candidates in the university bodies, we would like to **focus our attention specifically on Art. 31**, which stipulates the obligation of Italian universities to hand over information protected by current privacy regulations to intelligence agencies.

Consequently, once we have taken office, we will hand the rector a document drafted by the future ARS, in which we will ask her to **distance herself from this measure** and to bear witness to Ca’ Foscari commitment to the protection of our sensitive data within the CRUI (Conference of Italian University Rectors), as an organ of the ministerial system.

There will also be dissemination meetings on the subject, organised with the support of teachers and subject matter experts who will be available.

Human Rights and International Law: We live in a complex era in which stability where peace in Europe and democracies globally seem to be faltering under the blows of new and old sovereignist and authoritarian governments, which is why we would like to emphasise our commitment to preserving and cultivating the principles and institutions of international law, understood as the main instrument for the preservation of peace and dialogue between states, and we will propose a column of information events with specialists aimed at giving present-day citizens the tools they need to take an informed stance on complex international dynamics, thanks also to the support of associations that operate on a global scale such as **Amnesty International** and the Ca' Foscari project of the **Osservatorio Politica e Relazioni Internazionali**.

Some of these challenges that we face often take on an ethical character, whether it be the increasingly asymmetrical distribution of global wealth or the violation of the norms of international law by national entities that have been their promoters in the past, the university, also understood as a place for the formation of democratic consciences, cannot fail to take an interest in the issues that dominate the current public debate, among which the **Palestinian issue** has certainly emerged, on which we cannot fail to take a stand.

Our list, in line with the rulings of the International Criminal Court, **condemns the Hamas attacks and the Israeli army's genocidal response on the Gaza Strip**, which has caused at least 70,000 Palestinian deaths according to the latest published studies.

As a student community, we are concerned about the current situation in the Gaza Strip and the West Bank, and for this reason we request that the University publish, following a dedicated administrative procedure, an **updated and comprehensive mapping of existing collaborations** (particularly at the research level) between the University and public and private entities in the State of Israel, such as the one presented at the Academic Senate meeting of 22 May 2024, which takes into account the following aspects

I. **all actors in the field** and the possible connection with networks and inclusion in framework agreements;
II. in the case of research agreements, what are the **objectives of the project**;
III. whether a policy is foreseen for **possible dual use applications**, also with regard to concerning the subsequent circulation of patents;
IV. what the **sources of funding** are;

V. whether the projects involve activities in **territories of conflict or disputed jurisdiction**.

We support any action that creates **the conditions for concrete aid to members of the Palestinian academic community**, which is why we are calling for Ca' Foscari to join the **UNIMED** (Mediterranean Universities Union) consortium of which Palestinian universities are members, and the **TESI** (Technical Education Support for Higher Education Students Initiative) promoted by An-Najah National University, which provides financial and material aid to students in the Gaza Strip.

We would also like to see the strengthening of initiatives aimed at **welcoming refugees from countries at war or at risk of human rights violations**, from Ukraine to the regions of Mediterranean and Sub-Saharan Africa, on the model already implemented by many European universities.

8. Digital infrastructure: improving online services and maintaining physical offices

While recognising the adequate level of efficiency of our university's digital infrastructure, we consider it essential to improve and optimise the digital tools made available to students, so that they are increasingly accessible, functional and responsive to the real needs of the academic community.

We will work to **overhaul the MyUnive app**, which is currently unintuitive in some functions, such as adding courses to one's profile.

Starting with an improvement in the fluidity of the application and the graphical interface, we will adapt the application to the ever-evolving needs of students, implementing new functionalities: among them, the introduction of a notice board dedicated to initiatives aimed at the student community, promoted by both academic institutions and city bodies.

Another aspect that we believe can be improved is the **functioning of ESUVenezia's canteen payments**, which to date have been poorly digitalised: we will work to ensure that it is possible to top up one's balance through electronic payments both at the totems of the participating canteens and through the ESUVenezia app, as we are sure that this measure will greatly simplify students' lives and reduce queues, and we will therefore ask our representatives at ESU to dialogue with the institution on this issue.

We will work to ensure that the efficiency of the digital infrastructure is maintained and constantly monitored: in any case, we reiterate the **importance of always having a physical 'counterpart' (a reference office)** if the IT systems do not allow a file to be carried out as desired or if there are problems in the functioning of a site (e.g. filling in mobility notices). We believe in the principle that it cannot be a technical malfunction that prevents registration for a call for applications or access to a grant.

9. Fees and Right to Study: for a fairer and more accessible university

The right to study must be guaranteed to all students, regardless of their financial circumstances. Currently, the recognition of eligibility for a scholarship does not always translate into its actual disbursement, leaving many students without a fundamental support for their academic path. Therefore, we will strive to ensure that **the number of non-beneficiary eligible students is reduced to a minimum**, through constant dialogue with the university, the region and all relevant bodies. We want scholarships to be effectively accessible to those who are entitled to them, avoiding delays in payments and ensuring a fair and efficient distribution of resources.

In addition, we believe that transparency on tuition fees and payment deadlines is essential to enable students to plan their academic career in the best possible way without running into bureaucratic and financial difficulties. Therefore, we are committed to:

Ensure clear and accessible communication on how to pay fees, exemption criteria and any available concessions.

Propose the **implementation of an official reminder system for deadlines**, through customised emails and notifications, so that no one is penalised by a lack of information.

Work to ensure that **payment time windows are extended**, allowing students greater flexibility in paying instalments, thus avoiding penalties and financial hardship.

Implement a **revision of the student contribution system** that takes into account the real economic conditions of students, ensuring greater equity and progressivity in contribution brackets.

We believe in a fairer, more accessible and inclusive university, where no one is forced to give up studying for financial reasons. We will strive to make the **fee and scholarship system more transparent,** fair and effective, so that the right to study is truly guaranteed for all.

10. Enhancement and integration for the international community

The internationalisation of the university is a key resource for enriching the academic and cultural experience of all students. However, the international community often faces bureaucratic obstacles, language difficulties and poor integration with the university and city context. We want a truly inclusive university that provides international students with an appropriate welcome and concrete tools to facilitate their academic journey and daily life.

Therefore, we propose:

I. Reception and support with bureaucratic procedures (residence permit)

Creation of a physical and digital international desk dedicated to foreign students (especially non-EU) to offer bureaucratic assistance (residence permit, tax code, opening a bank account, registration with the SSN), in partnership with the Venice Police Headquarters for the long-standing issue of **residence permit renewal to set up an internal desk at the University**.

Improved **communication between international students and the secretariat**, with faster and clearer responses in English for all administrative paperwork.

Digital guide for international students, with practical information on accommodation, transport, health and university services.

II. International representation

Aware of the difficulties listed above, we propose to implement a widespread representation for international students in all years of the various courses of study at the university. We will initially create an informal platform to better understand what needs an international student most frequently encounters and, later on, we will draw up a more structured plan to present the introduction of an **institutionalised and university-recognised student representation** made up of international students who can express themselves on matters of interest to them to the higher bodies.

III. Greater linguistic and cultural integration

Free, enhanced Italian courses with differentiated levels and several sessions throughout the year to facilitate language learning, both online and in-person.

Peer tutoring: activation of a programme in which Italian students can help international students with university placement and city life.

Intercultural and social events: organisation of meetings, language aperitifs and cultural activities to encourage Italian and international students to meet.

Active support for the creation of associations on a regional or national basis to create opportunities for dialogue and discussion within the student community and with citizens.

IV. Improving access to housing and services

Strengthening of agreements with university residences and creation of a **platform for finding private accommodation** with university guarantees for international students.

Expansion of scholarships for international students, ensuring more equitable access to financial support opportunities.

We believe that an international university should be welcoming, inclusive and full of opportunities for all. Therefore, we will work to make the international student experience smoother, more enriching and fully integrated into university and city life.

Departmental Election Programme

Our programme has a general, ten-point section that applies to the entire university, and is then structured into specific sections for each of the university's nine departments, with detailed proposals for each.

ECONOMIC AREA

Venice School of Management

From Student to Professional: Building a Complete Path to VSM

The Department of Management at Ca' Foscari is a solid and well-structured training environment, offering students a high-level academic course. The infrastructures provided guarantee learning spaces adequate to the needs of students, with modern and well-equipped classrooms, as well as support services such as canteens and water refill points, which contribute to making the university experience, in general, smoother. The extracurricular opportunities are also very good: the presence of high-profile student associations allows students to develop transversal skills and to come into contact with important professional realities, while the support provided by the university in entering the world of work is generally good. Thanks to these elements, the Venice School of Management is a stimulating, professional environment that provides students with concrete tools for their academic future.

However, in order to further strengthen the educational experience and make it even more complete and competitive, some key aspects can be addressed. The aim of this programme is to build a university that accompanies students every step of the way, from day one to entry into the world of work. This means starting by guaranteeing basic but essential services; for example, the **presence of power sockets in all classrooms** and the **extension of the opening hours of study spaces**, which are essential for those who spend many hours at university and need a suitable environment for studying, even in groups. It also means investing in educational opportunities of excellence, **further expanding the network of partner universities for Erasmus+ programmes**, so as to offer more and more students the chance to gain international experience in prestigious business schools. Lastly, it means guaranteeing a solid bridge to the world of work, through the organisation of company fairs, networking courses and in-company training programmes, to enable students

to come into direct contact with the best professional realities and access opportunities that, to date, remain more difficult to access than at other universities.

In this way, the Department of Management can consolidate its identity as a modern and competitive business school, able to offer students not only an excellent academic preparation, but also the tools and connections they need to distinguish themselves in the labour market.

1. Company Fair and Networking: Bringing Large Companies to Ca' Foscari

One of the aspects that limits the professional opportunities of Ca' Foscari VSM students in highly competitive fields, such as finance, strategic consulting and corporate, is the fact that the university is not considered a 'target school'.

In the world of investment banks, consultancies and other large companies, universities are classified into target, semi-target and non-target, depending on the level of attention companies pay to students. Target universities are those from which major employers actively recruit, those where exclusive events are organised, scouting for internships and offering **facilitated selection paths**. An example of this is Bocconi, a university from which *investment banks*, *private equity* funds and the *big four* recruit students, making the path of entry into these sectors much easier.

Ca' Foscari, while boasting a solid academic reputation, is not among the target universities for many of these, making it more difficult for students to access high-level career opportunities. A concrete step to bridge this gap is the **organisation of networking events with companies and institutions**, even those that are not partners of the university, such as **company fairs**.

The aim is to create opportunities where **students can interact directly with recruiters and professionals from key sectors**, facilitating their placement in the world of work. This type of initiative not only broadens career possibilities but also strengthens the university's reputation with companies; the university would thus improve its positioning in their recruiting strategies.

Furthermore, it is necessary that these events are not limited to master's students only but are structured in such a way as to **also involve three-year students**, who often have less access to networking and recruitment opportunities. A possible format could be the

introduction of 'in-company training' programmes, where students can visit companies directly for workshops and training sessions, simulating real work dynamics.

2. Expanding the Erasmus+ network: more opportunities in European business schools

The VSM at Ca' Foscari already boasts a network of partner universities of the highest level for Erasmus+ exchange programmes, offering students the opportunity to attend prestigious universities such as ESSEC Business School, WHU and Copenhagen Business School. These institutions represent educational opportunities of absolute value, especially for the most ambitious students with a clear international vocation, who wish to enrich their academic background and build a competitive profile for the labour market.

However, there is still **room for improvement to further expand this network in order** to strengthen the Department's international positioning and offer even more students the opportunity to access pathways of excellence. A strategic step in this direction could be the **inclusion of further prestigious European business schools in the Erasmus+ network**, in particular French and Spanish institutes, which represent key hubs for fields such as strategic consultancy, finance and international management.

This broadening of the network of partner universities also ties in with the previous point on target universities: offering the opportunity to study at top-tier business schools could facilitate the entry of students into the recruitment paths of top-tier companies, helping to close the gap with the universities from which these companies recruit most frequently.

The aim is therefore to further strengthen the **Department of Management's international network**, enabling a growing number of students to **access highly educational and qualifying exchange experiences** at universities that can further boost their academic and professional careers.

3. Improved thesis proposal writing

In light of the difficulties faced by Bachelor's and Master's degree students in recent years, it is intended to set up an orientation course to **help students in the choice of thesis topics**, the organisation and realisation of their **theses** in cooperation with lecturers.

The orientation course will, therefore, give them the opportunity not only to facilitate the choice of their thesis topic but also the choice of their thesis advisor, thus reducing the long waits and various inconveniences that have occurred over the years.

The orientation will be set up in a manner reminiscent of the Erasmus orientation pathway model; some orientation calls would help students identify the main topic of their thesis.

The search for one's thesis advisor will be a process that we will improve. There is a desire to create a portal through which students can more accurately choose their lecturers on the basis of their needs and the availability of professors and the areas of interest that they cover

4. More Space, More Time: extending opening hours to encourage group study

The lecture halls and tables in the corridors adjacent to the classrooms are the only spaces where VSM students can study together in an environment that allows for dialogue and collaboration. These are therefore the **few places dedicated to group study**, essential for those who need to work on projects, presentations or simply review interactively.

Currently, however, the closing of these spaces at 7pm **severely limits collective learning opportunities**, particularly penalising out-of-town students living in Mestre or in shared flats, where **studying in peace is often difficult**.

This issue is even more evident if we consider that the Venice School of Management (VSM) is working to establish itself as an international business school, where teamwork and group projects play a central role in academic training. Consequently, **extending the opening hours of the classrooms and study spaces** could significantly improve the students' academic experience, stimulating collaborative dynamics that are fundamental for their professional future.

5. Ensuring power sockets in every classroom

Tools such as tablets and computers have become essential for taking notes, following lectures and accessing interactive learning materials.

However, many classrooms at VSM **still lack an adequate number of power sockets**, a situation that forces students to make fortuitous solutions or have to manage the autonomy of their devices with difficulty.

This lack minimises learning possibilities and limits access to tools that are now essential for study and academic productivity. **Ensuring an extensive network of electrical sockets in all classrooms** is not just a matter of comfort but a concrete investment in making the university more modern, efficient and in step with current teaching requirements.

Department of Economics

For a more accessible and functional Economics Department

The Department of Economics at Ca' Foscari offers an overall **stimulating and well-organised environment** with a wide range of courses that allow students to acquire skills in a variety of economic fields. However, we believe that there are still aspects to be improved in order to ensure a more inclusive and effective academic experience, such as the fact that many commuter students **come to campus for just a few lectures** or that VSM's Erasmus+ destinations this year were not more accessible for DEC students and vice versa or, again, that -while studying economics- students find themselves without tools and support in case they want to start their own business.

1. Better timetable management for commuter students

A significant proportion of the department's students commute and face long commutes on a daily basis. We propose better coordination in lesson planning for:

Reduce **overlaps** between compulsory courses;

Ensure a **more balanced distribution of** lessons and breaks;

Encourage **greater flexibility in attendance**, allowing all students full access to the opportunities offered by the university.

We therefore propose **greater cohesion and coordination between courses and teachings** and a better distribution of timetables, to avoid overlapping classes, ensure a **balance between lectures and breaks**, and encourage greater flexibility, thus supporting those with long commutes.

2. More support for young entrepreneurship

Many economics students aspire to start a business, but the university does not offer adequate tools to meet this challenge. We consider it essential:

Organise meetings with **young entrepreneurs and managers** to illustrate the path to setting up and running a business;

Offer practical support on **bureaucratic and tax procedures**, such as opening a VAT number and bookkeeping;

Create **networking opportunities** with the world of start-ups and innovation, where the process of starting a company with all the pitfalls of having a VAT number and the satisfaction it brings is explained and told.

3. Experiences abroad: Erasmus and Overseas

Mobility abroad is an essential experience for the personal and academic growth of students. This is why we want to make **access to exchange programmes less difficult**, through clear and easy-to-read notices, published with defined deadlines and simplified procedures.

Furthermore, in order to foster a stronger integration between the Department of Economics and the Venice School of Management, we propose to **once again extend the Erasmus and Overseas destinations currently reserved for the VSM to students of Economics and vice versa**, thus expanding the possibilities of international education and guaranteeing more opportunities for the entire student community.

4. More connections with the world of work

Collaboration with leading companies is one of the strengths of the Department of Economics, as well as a source of inspiration and interest for students and an important connection to the world of work. We are committed to **cultivating our already established relationships with partner companies** and to seeking out **new opportunities in Italy and abroad**, in order to guarantee all students internships and work experience in line with their university studies.

5. Free access to university libraries

Libraries must be open and accessible places of study. The reservation requirement is an unnecessary limitation. That is why we propose:

A **reformulation of the compulsory booking system**, ensuring **immediate and more flexible access**;

An improvement in the management of study spaces to meet the needs of students.

HUMANISTIC AREA

Department of Philosophy and Cultural Heritage

The DFBC today

The Department of Economics presents a **strong logistical fragmentation**, with lectures distributed among several locations: San Basilio - Tesa 5 and Temporary Architecture, San Sebastiano, San Trovaso, Palazzo Malcanton Marcorà, Auditorium Santa Margherita and San Giobbe (especially for the EGART course). This dispersion leads to difficulties in moving between classes and a lack of homogeneity in the services offered in the various locations. Some buildings have modern and functional infrastructures, while others present structural criticalities.

In addition, the main issues reported by students concern timetabling and exam scheduling, aspects that directly affect the quality of the university experience.

Our proposals are divided into three macro-areas:

I. Structural renovation and space optimisation

II. Better organisation of schedules

III. Examinations, evaluations and transparency

These are the most important issues brought to light by the students with whom we have been dealing in recent weeks and who have been complaining for some time.

1. Renewal of the Department's structures

Ensuring adequate study environments is essential for **quality teaching**. We propose targeted interventions in the most obsolete classrooms, in particular:

San Basilio - Renovation of classroom 4 and classroom 14, which are outdated and lack an adequate heating system during the winter;

San Trovaso - Installation of an effective temperature regulation system to solve the problems of excessive heat or cold at different times of the year.

2. Greater availability of power sockets

The use of electronic devices for teaching is now an established practice, but many classrooms have almost no power sockets. We call for the installation of **adequate power points in all locations**, with particular attention to:

Santa Margherita, currently without power sockets;

Giovanni Morelli (Malcanton Marcorà), who has only two sockets;

Temporary Architecture (San Basilio), where large classrooms have an insufficient number of working sockets;

San Sebastiano (room 14), with only one socket actually usable.

It is necessary to ensure that every classroom is **adequately equipped** to avoid students being forced to attend lessons with unloaded devices or to rely on a few power sockets that are insufficient for everyone.

3. Toilet adaptation in Tesa 5 (San Basilio)

The toilets on the premises are poorly accessible, particularly for **female students**, as traditional sanitary facilities are only present in the facilities reserved for people with mobility disabilities. Action is needed to ensure adequate facilities for all students.

4. Rationalisation of classroom use

The allocation of classrooms should **meet criteria of functionality and efficiency**. Currently, inconsistent situations occur, such as: **use of the Santa Margherita Auditorium** for lectures, despite the absence of adequate writing aids, **lectures held at the Rossini cinema**, where the poor visibility of the screen compromises the effectiveness of teaching, particularly in art history courses.

Spacious and well-equipped classrooms left unused while inadequate spaces are used for teaching (e.g. on Wednesday: lecture with 26 students in Santa Margherita while room 0F in San Basilio, with a capacity of 86, remains empty).

We call for a **more rational management of the allocation of classrooms** and a more responsive intervention by the secretariat in the event of complaints from teachers.

5. Better organisation of schedules

More efficient scheduling of classes: the arrangement of timetables must take into account the **distance between locations to avoid travel difficulties**. We propose:

I. Avoiding consecutive compulsory courses being placed in locations far apart;

II. Encourage the **concentration of classes in the same building or in neighbouring locations**, such as San Basilio and San Sebastiano;

III: **Reduce extremely distant timetables** within the same academic day, which are particularly problematic for commuting students (e.g. lecture at 8.45 a.m. and afterwards at 5.30 p.m.).

6. Examinations, evaluations and transparency

Better **management of exam scheduling**: the placement of intermediate exams is often problematic, with remedial classes scheduled in the week immediately preceding exams. We propose:

I. A **more balanced distribution of appeals**, avoiding excessively compressed preparation in the days immediately preceding the examination;

II. **Better coordination between teachers** to ensure that students have the necessary time to assimilate the notions learned.

7. Clear timeframes for the publication of grades

The university regulations (article 22, I) set a maximum time limit of 12 days for the correction of tests, but this limit is not always respected.

We propose a **reporting mechanism within the course evaluation questionnaires** for students to indicate any delays in the publication of grades;

In the event of repeated reports, the university should take measures to ensure compliance with the timetable, avoiding disruptions in students' academic schedules.

Department of Humanities

The DSU today

Despite the prestige and broad educational offerings of our department, students are often faced with numerous difficulties that make the course of study more complex and frustrating than it should be.

One of the main problems is the **lack of flexibility in the curriculum**, which limits the possibilities for customisation and interdisciplinarity, forcing students to follow rigid paths that are poorly adapted to the needs of the world of work.

This is compounded by **ineffective management of class spaces and timetables**: **classrooms are often inadequate** for the number of students, **timetables are impractical for commuters and workers**, and study spaces are insufficient or poorly organised.

Student support is also **lacking**: booking a reception with lecturers can be complicated, while those who have difficulties in their studies do not find an effective system of tutoring or assistance. This leads many students to feel abandoned, without tools to deal with academic obstacles.

Finally, **extracurricular and international mobility opportunities, while existing, are often handled in a confusing and bureaucratically complex manner**, discouraging many students from taking them up.

In general, the university seems more focused on complying with administrative formalities than on **providing a truly comprehensive and accessible educational experience**.

Concrete change is needed to make our curriculum more functional, inclusive and adapted to the real needs of students.

1. Rethinking the curriculum: interdisciplinarity and education

Our curriculum is solid and well-structured, but still has room for improvement, especially with regard to the possibility of customisation.

We want to promote **greater openness towards related disciplines**, encouraging a truly interdisciplinary approach that allows students to build a tailor-made pathway, broadening their skills and creating moments of exchange between colleagues with academic backgrounds.

To further enhance the training, we also propose the **introduction of a course in scientific and academic writing**, **instead of computer skills**, to develop critical thinking and awareness in the analysis and production of academic content.

We also consider it of fundamental importance to make the **most of the extracurricular activities already present, such as seminars, workshops and interdisciplinary courses**, but also to encourage **internationalisation** by simplifying the procedures for exchange programmes, which often discourage students more than encourage them.

Finally, we want to facilitate the creation of student associations and groups, supporting cultural projects that enrich the university course and foster collaboration between students with different interests and backgrounds.

2. Lessons and individual study: space and timetable management

Space management and lesson organisation are two critical issues felt by students, particularly in the Humanities Department.

Library of the Humanities Area (BAUM): the current booking system does not allow efficient use of space.

Often seats are **occupied online, but free in presence**. We propose to introduce the **use of the exit badge**, so that the seat is automatically vacated in the reservation system, without penalising those who wish to take a break.

Redevelopment of common spaces: some areas, such as the welcome area, could be rethought together with the students to turn them into more functional environments for study and collaboration.

Better distribution of class schedules: it is essential to ensure a more rational management of compulsory classes, avoiding excessive concentrations on certain days and leaving space for individual study. The choice of classrooms must also be more targeted, so that the locations adequate both for the number of students present and for teaching requirements.

3. Making the most of class time, leaving no one behind

Lectures are at the heart of university teaching: given their intensity and the limited time available, it is **essential that they are as effective as possible**.

Improving access to receptions: we want to make it easier to book online receptions with lecturers, encouraging students to use this tool to resolve any difficulties.

Tutoring among students: we propose to set up a **tutoring system** carried out by students who have already passed their exams and can support those who encounter difficulties. This method, which has already been successfully adopted in other universities, creates an environment of collaboration and mutual help at low cost for the university.

The aim is to ensure a **system that allows everyone to be supported and valued**, so that no one is left behind and everyone can develop their skills and passions to the full.

LINGUISTIC AREA

Department of Comparative Linguistic and Cultural Studies

The DSLCC today

The department of Comparative Linguistic and Cultural Studies at Ca' Foscari stands out among the best universities in the world, and the election proposals of Ca' Foscari Futura aim to enhance our department even more.

Characterised by an inclusive environment for all lovers of languages and cultures, it is possible to choose from a wide selection of languages and specialise in them: however, in recent years, obstacles have emerged that have affected the quality of the university experience.

Currently, students often face difficulties due to **lack of access to recordings**, the **lack of common spaces hampers** student interaction, and the **limited availability of language teachers hinders effective learning**.

Some criticism also arose on the **rigidity of the examination sessions**, the need for **more career guidance** and the **inequality in the assessment of knowledge** learned between the various language courses.

With a desire to improve and give our department the importance it deserves, we have set out below concrete and effective solutions that will make the university an even more accessible, stimulating, and suitable place for the needs of the student community.

1. Abolition of Appellate Jumping for Western Languages

In our department, students of Western languages have to comply with the skip-call rule, unlike other courses where this restriction is not present.

This disparity penalises those who need to make up exams quickly and limits the possibility of organising study flexibly. We propose to **eliminate this rule for Western language examinations**, giving students greater freedom in planning their academic path and reducing the obstacles that slow down the attainment of a degree.

2. More job orientation events for language students

Career prospects for language learners should not be limited to teaching or translating roles, as the labour market offers many other opportunities, such as the corporate sector, tourism,

diplomacy, international relations, publishing and multilingual marketing. For this reason, we strive to **organise more job orientation events specifically for language students**, involving companies, institutions and professionals who can offer internships and alternative outlets.

In addition, we want to create a mentorship network where former students already in employment can share their experience and guide undergraduates in their search for professional opportunities.

3. Creation of common spaces for the department's students

Many students in the Language Department are commuters and do not have adequate spaces where they can stop between classes, study or socialise.

The lack of dedicated environments negatively **affects psychological well-being, integration between students and the quality of the university experience**.

We propose the creation of common spaces equipped with study areas, relaxation zones and group work environments, encouraging not only academic exchange but also the meeting of students of different languages and cultures.

Such a place would help make the university experience more **inclusive** and **stimulating**, encouraging cultural exchange between Italian and international students.

4. Increased availability of language teachers

In recent years, the shortage of lecturers has adversely affected the quality of teaching, compromising the regularity of classes and the variety of courses on offer. This situation makes it difficult for students to follow a stable course of study and receive adequate teaching support. We are committed to soliciting **the recruitment of new native lecturers and readers** to cover the department's needs, ensuring greater stability in course scheduling and avoiding inconveniences related to sudden changes in the curriculum.

In addition, we want to strengthen **communication between the student community and the department** so that any critical teaching issues are reported and resolved in a timely manner.

5. Rescheduling of language examinations

Currently, the annual 12 CFU language examinations are divided into a module part and a lecture part. However, while for some languages the reader's section is structured to really assess the acquired skills, in other languages this is not done adequately. Fundamental elements such as writing, reading and complex grammar are often neglected, compromising the effective verification of acquired knowledge.

We propose reformulating the exams so that they include tests of written and oral production and comprehension, calibrated to the language level of each academic year, so that the assessment is truly representative of the skills acquired by the students.

Department of Asian and Mediterranean African Studies

The DSAAM today

Our department offers a wide selection of high-quality courses, related to a vast number of idioms, often unique in the Italian university landscape, and characterised by a strong academic and humanistic orientation.

However, the **application of language skills in the world of work is less valued**: some courses lack **alternatives with an economic-legal focus**, limiting professional opportunities and access to master's and master's degrees.

This gap also affects the availability of internships, which are often relegated to second place compared to theoretical study and perceived by students and the university more as an obligation to be fulfilled quickly than as a **career stepping stone**.

In addition to these critical issues, students encounter difficulties in their studies, exacerbated by the brevity of exam sessions and the presence of roll-call jumping, which hinder the smooth completion of a degree and encourage the accumulation of backlogs of exams.

1. Traineeships in Italy and abroad

To make it easier for students to enter the world of work and to combine theoretical skills with practical experience, we are proposing new agreements with companies, associations and government bodies.

The aim is to **expand internship opportunities**, ensuring not only a greater number of available positions, but also greater consistency between internships and the curriculum.

Particular attention will be paid to institutions operating in the Middle and Far East, areas of interest to many students, as well as to institutions active in the field of social welfare and humanitarian aid, and to large, expanding non-European companies looking for competent young professionals.

Another **area to be enhanced is the legal-institutional** area, considering the growing need for professionals able to understand the languages and cultural dynamics of migrants and international communities in Italy.

The expansion of conventions with organisations in the legal and institutional sector would favour **a more comprehensive and professionalised training** for those who intend to work in these areas.

2. Economic-political focus and humanistic professions

In order for the Cafoscarini of our department to acquire not only a solid linguistic knowledge, but also **skills that are spendable in the world of work and in accessing master's degrees**, we consider it essential to strengthen courses that apply **economic, historical-political and marketing disciplines to the relevant linguistic contexts**. We are taking inspiration from a number of courses already present at our university, with the aim of expanding them and making them accessible to a broader range of students, so that they do not remain the prerogative of a narrow academic elite.

In addition to the curricular courses, **we offer extracurricular seminars dedicated to career guidance**, through dialogues with experts from the third sector, workshops and conferences with leading figures in the academic and working world.

As far as the humanities professions are concerned, many students renounce a specialisation in this field because of the perceived lack of job opportunities. In order to avoid the **risk of seeing courses of excellence disappear from the Italian university scene**, we believe it is essential to support students in the humanities curricula in their professional integration, helping them to enhance their skills and passions without having to sacrifice them.

3. Lengthening of examination sessions and abolition of appellate skipping

Considering the methods adopted in other Italian universities, we propose a **reorganisation of the academic calendar** with an extension of the exam sessions and a more rational distribution of them throughout the year. A reference model could be the one adopted by other departments, which provide for appointments within semesters.

In addition, we consider it essential to ensure that **language exams have two appeals per session**, both of which are accessible to all students who wish to retake the test or improve their grade. The abolition of roll-call jumping would be an important **step forward to avoid delays in graduation** and the loss of scholarships related to the inability to take exams on time.

4. Enhancing language preparation and international mobility

Learning a language is based on constant practice and direct interaction with native speakers.

For this reason, we propose the introduction of **exchange programmes with students from partner universities in the respective language areas**, in order to offer Caucasian students the opportunity to **practise outside the academic environment**.

Inspiration can be taken from the Japanese curriculum, which already provides for initiatives in this direction, or from platforms such as 'Tandem', whose model should be adapted in a more formal and institutional way.

A concrete idea could be the assignment, as of the first year, of a **'pen pal' between Ca' Foscari students and native speakers**, encouraging the maintenance of this relationship throughout the entire academic course.

At the same time, we want to **expand agreements with foreign universities** to offer students more opportunities to spend study periods abroad.

Overseas, for example, still offers a limited number of places for less common languages, and we feel it is essential to **increase these possibilities to ensure a more equitable and accessible international experience.**

5. Space Management

Better organisation of classrooms is essential to ensure an adequate study environment. We propose to optimise the distribution of classes according to the number of students enrolled and the data collected in the evaluation questionnaires, avoiding situations where students are forced to attend classes sitting on the floor or, conversely, large classrooms remain unused for courses with few students.

At the same time, we want to strengthen collaboration with the University and academic institutions that use ESU services (canteen, accommodation), establishing an **ongoing dialogue for more efficient management of common spaces and available resources**.

SCIENTIFIC AREA: DAIS and DSMN

A more liveable and functional Campus

Ca' Foscari FUTURA - Independents shares with the candidates of the "Campus Scientifico - Independents" department list the value of **independence from national political, trade union, and corporate groups**. We believe in representation above all as an experience of high **human and personal value**, to be at the service of the community of which we are part.

For this reason, we appreciate and encourage the representation experience gained over the years at the Campus, which has succeeded in bringing several successful projects to fruition and has enabled the Campus to have **full autonomy over policies and decisions**.

In close contact with the future elected officials in the department, we want to make our campus a more **liveable and practical** place for everyone. To this end, we will strive to improve the common areas, increasing the number of outdoor tables in front of the Delta and equipping them with covers that offer protection from both sun and rain. In addition, we will propose the installation of coat racks in the Epsilon study rooms to ensure greater comfort during study sessions.

1. More study spaces and accessible classrooms

We know how crucial it is to have adequate rooms to study and collaborate. Therefore, we will demand the **release of currently unused rooms in Alpha and Epsilon** in order to create new study spaces. In addition, we will work to ensure that the university better integrates the services of the Scientific Campus with those of the neighbouring residence hall and finally find a dedicated room for student associations. We want a university that responds to the needs of the students, making the most of the available spaces.

2. Events and socialising on Campus

A living Campus is a Campus that offers **opportunities to meet and share**. For this reason, we want to simplify the organisation of events, proposing the creation of a warehouse with useful materials for anyone wishing to promote initiatives. In addition, we will endeavour to redevelop the former Alfa pool, transforming it into an active and usable space for the entire student community.

3. Sustainability and care for the environment

In order to strengthen **our campus' commitment to sustainability**, we will fight for recycling bins to be installed inside the classrooms as well, and not only in the halls and outdoor spaces.

4. Mobility and infrastructure

Improving travel and accessibility to the Campus is essential. We will work to ensure that the University submits **a request to the municipality to complete the upgrading of the road leading to the station**, making it safer and more accessible for all. In addition, we will ask that all bicycle racks, especially those at Gamma and Delta, be equipped with rain covers to protect students' vehicles and encourage more sustainable mobility.

5. Student services and benefits

To make essential services more accessible, we will strive to obtain **agreements to reduce the prices of Bar Alfa and Bar Zeta**.

In addition, we will propose the start of **new negotiations with ACTV and Trenitalia** to improve public transport, increasing rides and making fares more advantageous for students who travel between the Campus and the city every day.

6. Psychological support

We believe that the psychological well-being of students must be a priority. For this reason, we will ask for the **psychological support** service **to be active in presence on the Science Campus as well**, at least one day a week, so as to avoid inconvenient trips to the island and ensure more immediate help for those in need.

7. Better communication between students and representatives

We want every student to be informed at all times and have a clear point of reference for any problem or doubt. To this end, we will continue to **strengthen the WhatsApp communities already in place**, making them an even more effective tool for providing quick and reliable information.

SELISI - CAMPUS TREVISO

The SELISI centre, a branch of Ca' Foscari University in Venice, hosts courses in Linguistic and Cultural Mediation and Foreign Trade. Currently, we are faced with **various organisational problems and exceptional events such as the collapse of the roof of Palazzo San Leonardo**. This has led to a significant increase in the number of students and a serious shortage of classrooms, making it difficult to organise remedial classes and to use study rooms, which are often also turned into canteen spaces where meals cannot be heated. Moreover, the overlap between compulsory and non-compulsory classes, some of which are held in Venice, further complicates study management for many students.

These problems prompted us to mobilise to find **concrete and effective solutions** to ensure a fair service for all students.

1. Educational Offer at SELISI

Reducing Compulsory Attendance: We will propose to limit compulsory attendance, which is often seen as an obstacle for **commuting and working students, preventing them from attending courses of interest to them that are held in Venice**.

Abolition of roll-call jumping: We will call for the abolition of roll-call jumping for language and certification examinations to ensure equal opportunities for students and reduce the risk of delays in academic careers.

2. Organisation Management

Better **Organisation of Lessons and Examinations**: We will promote a more equal distribution of lectures during semesters, avoiding overloads and ensuring adequate preparation for examinations, with appropriate breaks between sessions.

Exams often **overlap** with each other, and a student finds himself with two exams in a different year on the same day and at the same time, having to choose which one to take.

3. Services Accessible to All

Accessible University **Canteen**: We will support the **extension of canteen services to all students**, improving accessibility and quality of **meals**, especially for those who have a busy day and need hot meals.

The current canteen is far from the classrooms and, in relation to the short breaks available, does not allow it to be used by everyone.

In this sense, we also want to extend **meal breaks**, ensuring adequate time for lunch and **not just the current 15 minutes**.

Effective communication: We will improve communication between students and the teaching secretariat in order to resolve doubts and organisational problems in a timely manner.

4. Organised and Adequate Facilities

Improvement of Facilities: We will devote resources to improving teaching facilities in Treviso, addressing the **shortage of classrooms and providing comfortable** and suitable **spaces** for lectures and academic meetings.

With the lack of classrooms, some courses that have to be held here in Treviso are held **in the study room that is also used as a canteen**, and the other students are unable to heat their own food.

In addition, a new university building is due to open in Treviso, which would allow us to avoid this overcrowding, but although we know that it was due to open in 2025, we still do not have a **date.**

We want to ensure that these spaces become **suitable for teaching activities**, for the student community and for teachers, guaranteeing more efficient services and a better student-faculty ratio.

CICF - CA' FOSCARI INTERNATIONAL COLLEGE

The Ca' Foscari International College is the Scuola Superiore di Ateneo cafoscarina and accompanies around fifty young people during their three-year and/or master's degree course, with public calls for admission.

Although it represents a valuable opportunity for many and many, many critical issues have emerged which we as representatives want to address.

1. More transparent and inclusive governance

The College is led by a **Director**, Professor Marco Li Calzi, and a **Teaching Board**, which meets monthly and deliberates on major issues concerning teaching, administration and services provided.

However, the decisions taken are often communicated informally, the relevant regulations are often unclear or sometimes missing altogether.

Often, it is more practice that drives what happens in the college and it is difficult for the college community to have visibility of what will happen in the following months, **what training courses will be provided (and when), what economic opportunities will be available**, etc.

Moreover, the **College does not have a** permanent **governance body of** which student representatives are also permanently part, who are instead only 'invited', unlike what happens in the other Higher Education Schools in Italy: this practice prevents both knowledge of what decisions are taken and the possibility of discussing them and, if necessary, modifying them through official votes.

Lastly, there is little transparency with regard to the (non-public) budget and resource allocation choices: since it has no legal personality, the College does not have a budget that can provide information on its economic-financial balance and asset performance, since these components are directly included in the University budget.

This makes it impossible for the students of the College to know where and how financial resources are invested within the College.

On the other hand, there are no legal limits that prevent the governance of the university from drawing up economic-financial and patrimonial documents, internal to the institution and different from the university budget, that can give precise indications concerning the management of the same resources within the College, so as to be able to give an account to the students, who are the first stakeholders of the institution itself.

2. Adaptation of the required average to the other Higher Schools of the University

The College requires its students to maintain an average (normalised to credits) equal to or above the 75th percentile of the distribution of their Bachelor's or Master's degree course. This requirement, concretely, results in having to **maintain averages above 29.90 and -with the adoption of 30 cum laude as 31- will lead to averages above 30.00.**

We firmly believe that such requirements -justified by the current governance as a demand for alleged '*private sponsors*'- are not sustainable for the personal, extra-academic, associative, sporting and social life of colleges, although these aspects are formally encouraged by the college itself.

Finally, it should be pointed out that the other Ateneo High Schools (also Scuola Normale and Scuola Sant'Anna) generally adopt the average of **27 as a criterion for tenure within the School**: in recent years there have been numerous episodes that have highlighted how this requirement is untenable for many colleges and the response of governance has been direct expulsion from the structure.

3. A more suitable location with spaces that provide both privacy and common activities

The College is based at the Camplus Santa Marta: this facility, although conveniently located for many boarding students, offers spaces that **are not conducive to psychological, social and emotional well-being**. By way of example, female undergraduate students are housed in double rooms of very limited size and with no space for **their own, legitimate privacy**, sharing with their roommate or partner the only table/desk available, the two adjoining beds, and the kitchen about two metres from the beds themselves.

The rooms are in fact open-plan studios of about 15 square metres in which two people are required to **share every space**: this situation does not allow them to cultivate personal,

friendship and affectionate relationships, to organise their day independently, without burdening their roommate's routine, making living together difficult.

Finally, the **possibility of communal activities is limited to just two classrooms**, mainly for study and not or extra-academic and social occasions, although these are essential for a healthy balance between school commitments and personal life.

We propose that concrete evaluations be undertaken on the possibility of acquiring more suitable premises for activities and, in the meantime, we ask that the Camplus Santa Marta **provide more space for the collegiate community**, both in terms of rooms and common areas.

4. Greater integration in the Ca' Foscari community

We call for the extension of a share of the International College's activities to the entire Ca' Foscari student and academic community, ensuring that the added value represented by the College's presence in the university has **positive repercussions on the entire university community**, also considering that many of the activities proposed by the College are not present in normal curricular courses (e.g. job search strategies or public speaking) and may therefore be of great interest to Ca' Foscari students.