Ca' Foscari
University
of Venice

2021-2026 Strategic Plan

**Ca' Foscari University of Venice:
a bridge towards the future**

Introduction by the Rector

An excellent university must promote excellent research, recognised at an international level. Starting from primary research — which is the main engine of an academic organisation — the university offers three interconnected paths: applied research, excellent life-long education, and local development. I consider it necessary and pivotal to consider our identity and history in order to design our future.

Humanist culture, supported by interdisciplinary research and new technologies, carries out a fundamental role as a common denominator of human progress in a broader sense and of the development of the global economy through economic sustainability and scientific development.

Ca' Foscari University of Venice has always looked at the future with a forward-looking approach by combining the original vocation of the Serenissima — international trade — and the need to foster dialogue, promote culture, support multiculturalism, and disseminate the Venetian know-how and arts. Throughout the centuries, people around the world have been charmed by Venetian merchants, travellers, and artists, whose city is characterised by an unparalleled union of culture and landscape — the interaction between the lagoon and human ingenuity has created and continues to create extraordinary art, artisanship, history and culture.

Marco Polo's family fascinated and still fascinates the peoples of the East for having discovered Asia and narrated it with passion, but even more importantly for initiating a dialogue between cultures.

Ca' Foscari University of Venice — a bridge towards the world and the future — was originally established as the first school in Italy that trained economists and professors of technical subjects, languages, and foreign literature. This approach allowed Venice to rekindle its dialogue with the world by investing in the knowledge and skills that have always been at the heart of the city's commercial, cultural, and political relationships. These relationships were also supported and financed by local institutions, such as the Province, the Chamber of Commerce, and the Municipality. The Municipality also provided the University with Palazzo Foscari. Nested in the territory of the Serenissima, this University has been taking part in local and national policy, fuelling debates on the future of the city and its ports. This city, Venice, is ready to become a capital of culture, cinema, tourism, and industry. Back in the Sixties, the Faculty of Industrial Chemistry paved the way for the advancement of technical, scientific, and technological culture, supported by the Marghera Port, one of the largest chemical hubs in Europe. In the same period, the humanities also found their place in Venice: from Archaeology to Italian Studies, from

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Cultural Heritage in a broad sense to the Performing Arts.

These disciplines need to constantly renew themselves and be enriched by the findings of research, and by dialogue and an intersectional approach, in order to become points of reference for local institutions and businesses, with the ultimate goal of promoting internationalisation.

Ca' Foscari's Strategic Plan defines the objectives connected to the "2026 Ca' Foscari" vision, considering the framework of reference in terms of opportunities and restraints, both regarded as "accessible elements". The Strategic Plan aims to "create a framework of action" in which Ca' Foscari's structures and staff can enhance their skills, resources, and projects, to pursue common objectives.

The Strategic Plan is a crucial tool for the University. It defines Ca' Foscari's development goals and the means to achieve them, acting as a reference point to identify short-term and daily actions and decision-making processes. Moreover, this document is an instrument to share updates on the progress achieved with community members and external stakeholders.

Since April 2020, more than 100 colleagues (professors and technical/administrative staff) have collaborated in drafting the Strategic Plan and defining the University goals, coordinated by the Rector's strategic guidelines. This document collects the working groups' efforts to define the University goals and related actions. The overarching goals established in the document include mission objectives —- related to the performance of the primary functions of the Italian University System — as well as specific strategic objectives related to Ca' Foscari, which are particular to this University in the wider academic environment.

Tiziana Lippiello
Rector of Ca' Foscari University of Venice

Summary

Our Mission

Promoting progress through research excellence to face the global challenges and have a multidisciplinary cross-impact. Promoting a transformative study experience, educational programmes inspired by research and oriented to the needs of the stakeholders, promoting engaging student life. Attracting and supporting a diversified and international community of professors, researchers, and students in the heart of a city unique in the world. Acting transparently and responsibly to promote social, economic and cultural development, as well as implementing pervasive sustainability through academic excellence.

Ca' Foscari Charter [Article 2: Mission]
- *To promote excellence across the fields of study, the University ensures and coordinates unhindered research activities for professors by providing the necessary tools and allocating adequate incentives.*
- *It supports the local, national and international community's civil, cultural, and scientific development by publishing scientific outcomes and the free exchange of ideas.*
- *It boosts technological progress and the spreading of know-how by contributing to building and designing scientific and professional skills to meet social development needs.*
- *It pursues high-quality individual learning and training; it ensures the students' right to access knowledge openly and critically and provides students with adequate training to access the labour market by offering study programmes abroad.*
- *It enhances internal professional skills and competences.*
- *It promotes access to higher education programmes and degrees and supports students with low financial resources through a meritocratic approach by removing all obstacles to achieving adequate equal opportunities.*
- *It assists students with the enrolment procedures, provides tutoring activities and actions to support graduates in accessing the labour market.*
- *It promotes cultural, sport, and entertainment activities for students and staff and supports students in self-managed learning activities.*
- *It encourages students and staff to reside in the city and integrate into the urban Venetian environment.*
- *The university encourages several collaborations to promote the mutual enrichment of cultures, knowledge dissemination, and staff and students exchange in the international arena.*
- *It favours collaboration with public and private institutions, businesses and productive forces by actively taking part in policy-making processes related to research and local development and promoting the integration of its students within the society and the labour market.*
- *It maintains relationships with its former students (alumni) to establish a broad Ca' Foscari community fostering academic growth and promoting its reputation worldwide to build stronger relationships.*

Vision

Ca' Foscari University of Venice: a bridge towards the future

"Future" is the core - the leitmotif of the "Ca' Foscari 2026" vision. How can Ca' Foscari contribute to building the future (of our city, region, country, and the world)? How can our University provide its contribution in line with its mission? And, therefore, which are the needs of the future? According to the "Ca' Foscari 2026" vision, the idea of future also focuses on a new interpretation of the territory. This concept is often misunderstood (local territory, businesses, institutions, etc.); when talking about 'territory,' we do not refer to a physical space or a set of institutions: our 'territory' is the future, with its needs (advanced from all the stakeholders) and challenges.
Therefore, the question worth asking is, "After the end of my mandate as Rector, how should Ca' Foscari be in 2026 to pursue the mission defined in its Charter efficiently?"
Answering this question means defining the future vision, features, and main attributes of Ca' Foscari.
The second question that needs to be answered is: "What can we do in the coming years to achieve this mission?".
On the one hand, the Strategic Plan provides a vision to define the University we want and dream of, while, on the other hand, it is the instrument we follow to make this dream come true (through specific actions, objectives, and targets).
Defining a vision means imagining the University of the future; identifying objectives and specific actions is how we have to build that imagined vision.

Flagship 1:
Ca' Foscari for Venice: a big open workshop to work on future challenges
Research should be future-oriented, as it does not aim at the present but at the future. This is how we will meet today's needs and challenges. The only way to solve complex issues lies in organising disciplinary competencies to find answers and solutions through integrated knowledge.
The horizon we want to reach has two main axes, the vertical one in disciplinary depth and the horizontal one in trans-disciplinary interplay. These two dimensions define the scope of the answers to future challenges (sustainability, climate change, inclusion, preservation, and enhancement of the artistic and cultural heritage) that pose the third operating dimension. This "3D" space (disciplinary depth, trans-disciplinary interplay, and future challenges) also includes civic engagement activities, incorporating them in a flexible model that overcomes the rigid pattern of "what comes first and what comes later", replacing the theoretical definitions of basic research, applied research, and knowledge transfer. This workshop aimed at analysing future challenges and providing answers to them should open its doors to partnerships and collaborations, foster interactions, and invest in infrastructures and competencies also through the opportunities offered by the National Recovery and Resilience Plan (NRRP).

Future-oriented research can be achieved by shaping a new generation of researchers with the right attitudes and skills, identifying the best national and international profiles, and investing in young researchers and their growth.

Flagship 2:
Ca' Foscari: cultural engine for the city of Venice
Along with being a fundamental actor in the city and the Venetian metropolitan area, Ca' Foscari will become a benchmark for cultural institutions and lead the organisation of the special cultural offer of the town and the territory.
As the cultural forge of Venice, Ca' Foscari has the civic responsibility to promote the future by building on historical, artistic, and cultural knowledge. Since 1868, Ca' Foscari has actively contributed to international research by sharing findings, studies, and academic teaching. In this moment of transition, we want to reaffirm our commitment to the future of Venice more than ever.

Flagship 3:
Becoming a scientific landmark for sustainability
One of the challenges posed by the future is sustainability. In this regard, Ca' Foscari can provide significant leadership in terms of experience and skills. Therefore, this role should be recognised in the local, national, and international panorama.

Flagship 4:
Ca' Foscari training should become a reference point to develop critical competencies able to affect the future and respond to its challenges
Academic institutions play a pivotal role in training the citizens, managers, researchers, professionals, entrepreneurs, and workers of the future, providing them with cross-sectoral competencies.
What kind of training can meet the needs of the future? An activity that can disseminate competencies responding to current social, cultural, ethical, environmental, technological, economic, and development challenges.
As stated in the NRRP, the future poses many complex challenges. An efficient training should offer consistent and complex answers to the said threats by emphasising our strengths. We need to rethink our educational offer in a future-oriented manner.
Educating young people and adults implies a critical reflection. Future and present challenges require new and different competencies other than disciplinary ones (including cross-sectoral, relational, and ethical competencies). Consequently, educational processes can and must be structured differently, aiming at improving the use of technology and rethinking the training, aware that learning new skills requires new communication tools and methods combined with traditional ones.
Ca' Foscari wants to be a university that operates face-to-face: the interaction, the ability
to build and establish new networks, the harmonious combination of cultures and knowledge, building critical thinking, new loves, and friendships. These are the elements of a face-to-face university.
Together we can succeed in tackling the challenges of the future. To do so, we promote the dissemination of shared competencies, ensuring that no one is excluded. Therefore, student services should adapt to allow easy access to educational programmes.

Flagship 5:
A city for Ca' Foscari students; Ca' Foscari students for the city
Within the city sustainability and environmental project, the impact of the University on the local community is paramount. Having the Ca' Foscari community - students, professors, technical and administrative staff, Language Professors and Lecturers, Ph.D., young researchers, graduates, and alumni - residing in the city improves the city's attractiveness. It acts as a drive for social, cultural, environmental, and economic growth, thus adding city life value. In this regard, promoting housing services in the city in collaboration with local institutions is essential. This is why the creation of cultural spaces, libraries, and areas dedicated to project activities and knowledge sharing plays a fundamental role.
Ca' Foscari will commit to developing a city project through actions to promote housing in the historic centre, sustainable development, and the establishment of a campus city.

Flagship 6:
Streamlined Organisation: new organisational models and the digital challenge: being an example of innovation for Public Administrations
Ca' Foscari can become a technological, cultural, and social landmark of innovation for Public Administrations, as it can offer new ways to experience organisational and working aspects. The University can be an example of digital innovation for Italian universities and Public Administrations. The challenge is creating a digital society where students, professors, and citizens can access digital services quickly and in a structured way.

Flagship 7:
Inclusion, social justice, gender equality
The University has developed and supports several actions focused on gender equality. The handbook for gender language and the most recent incentive plan to increase the number of female students enrolled in STEM programmes are among them. Within the framework of the 2020-2025 gender equality programme of the EU Commission, a Gender Equality Plan (GEP) is required to participate in the calls of the Horizon Europe Programme for Research and Innovation. In line with the EU provisions, the University encourages a single strategic vision consisting of several integrated actions to:
• Identify gender inequalities and distortions;
• Implementing innovative strategies to fix gender inequalities and distortions;
• Defining objectives and monitoring their achievement through specific indicators.
The GEP should reflect gender inequalities within the University and define positive actions to achieve effective gender equality.

2026 Strategy for Research

Strategic Axes

Creating a favourable environment for quality research through:
- Spaces combining different disciplinary competencies
- Infrastructures and services supporting research
- Creation and development of international partnerships
- Incentives and benefits to promote competitive projects
- Quality Recruitment
- Development of the potential of new researchers in their role of principal investigators

Mission Objectives

1 Improving and promoting quality research

Improving the quality, impact, and communication of scientific findings

Quality research implies high-level and impacting scientific production published by renowned entities on open access indexed journals. The same approach should apply to the research findings that must be shared with the international scientific community to contribute to Open Science, as defined under the National Plan for Open Science (PNR 2021-27, pp. 156-159). The purpose of this action is clearly described by the 2021-27 PNR: "Sharing research findings, promoting the free circulation of knowledge and methodology transparency (open science) stimulate innovation. In turn, the innovation contributes to improving research quality and production. By combining resources, skills, and complementary competencies, open science and innovation encourage an effective response to the needs of society, including in terms of sustainability" (PNR 2021-27, p. 18).

> **Action 1.1**
> Increasing the impact of research findings
> > Encouraging publications on indexed journals (preferably Open Access sources)
> > Developing multi-level actions to strengthen open science

> **Action 1.2**
> Expanding Edizioni Ca' Foscari (ECF) brand recognisable for its internal scientific excellence and the ability to attract external one
> > Developing the indexation of ECF Journals
> > Promoting the quality of monographs and book series across the international panorama

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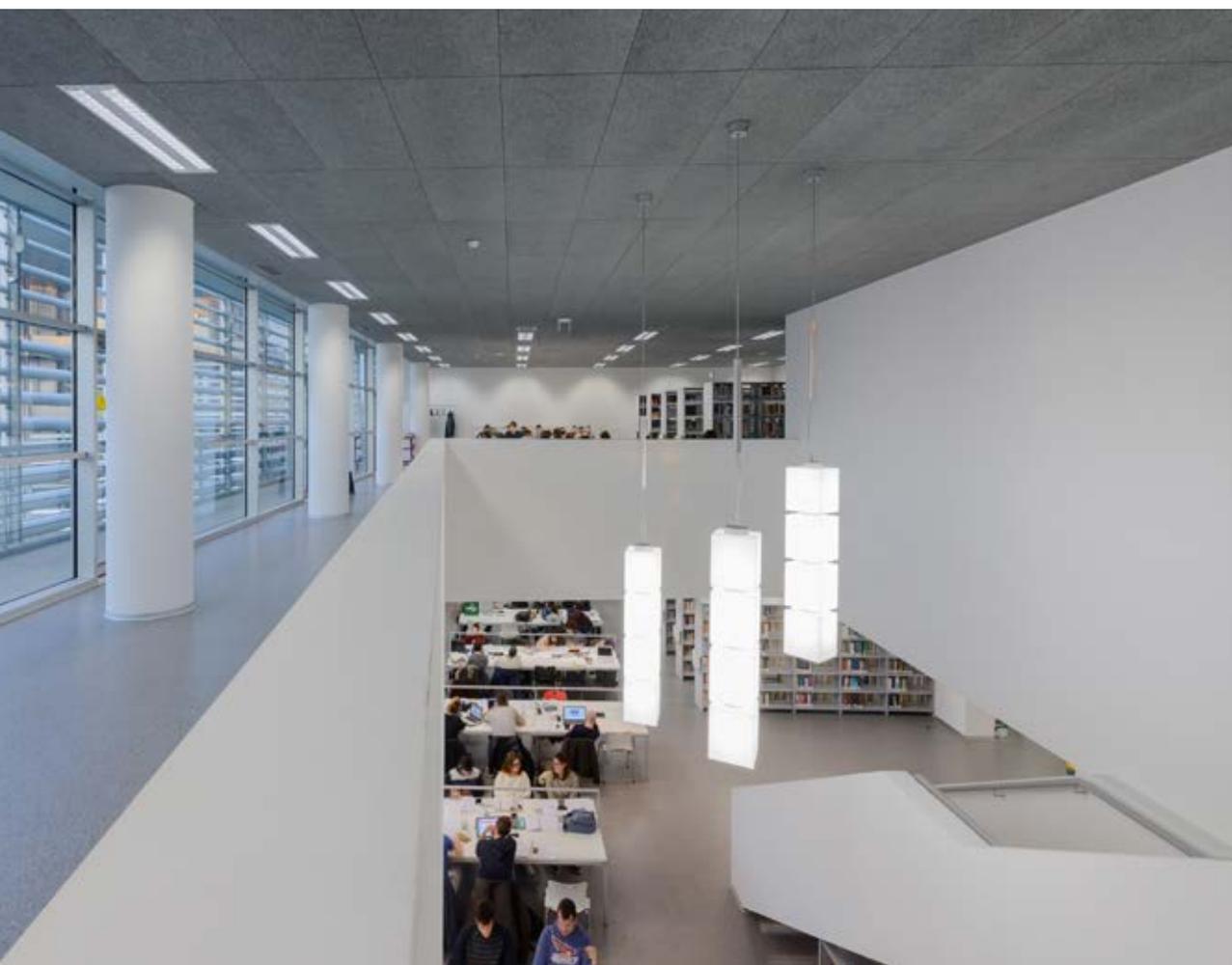Epsilon Building - Scientific Campus in Via Torino, Mestre

Strengthening instruments to support research

Reviewing existing Bodies (University Ethical Board, Data Monitoring Board) to adapt them to present and future needs in the field of research.
To encourage Open Access and Open Science in line with the best international standards, we need to improve the management of digital resources (journals, publications, and databases, among others) in designing and coordinating platforms and creating a University repository to collect research findings.

> **Action 1.3**
> Developing cross-sectoral services to provide technical and administrative assistance for research activities
> > Investing in digital and electronic resources for research
> > Implementing contracts consulting for publications, specifically Open Access ones
> > Providing bibliometric support (management and visibility for individual and group research projects)
> > Launching a support service for researchers on ethical issues and the management of data life cycle
> > Assisting researchers with data acquisition, retention, management and dissemination

Enhancing the Ph.D. programme

A doctoral degree (Ph.D.) is the highest degree obtainable in the Academic environment. This degree grants access to public and private research communities, and it provides young researchers with the right competence, knowledge, and cross-sectoral skills to make them competitive in this field.
The Ph.D. researchers will enable deep social changes passing through knowledge, scientific methods, and critical thinking. The enhancement of the Ph.D. includes the following actions:

> **Action 1.4**
> Adopting practices to favour national and international pooling
> > Implementing cooperation (agreements, exchange programmes, etc.)
> > Strengthening the National Ph.D. programme
> > Strengthening the Industrial Ph.D. programme
> > Strengthening the International Ph.D. programme
> > Strengthening international agreements and bilateral Ph.D. programmes
> > Improving Ph.D. services
> > Engaging the researchers in University activities

> **Action 1.5**
> Encouraging innovative training through cross-sectoral competencies, scientific methods, and critical thinking
> > Implementing a teaching programme divided into seminars and classes with innovative methods and an interdisciplinary approach
> > Planning the distribution of the teaching offer according to a shared University calendar
> > Promoting the collaboration with external partners, Visiting Professors and Visiting Scholars to enrich the teaching offer also through remote classes
> > Strengthening the cross-sectoral teaching offer of Ph.D. programmes, in line with the epistemological and practical differences of the programmes offered

> **Action 1.6**
> Fostering non-academic career opportunities for Ph.D. students through multi sectoral training, placement actions, and partnerships with public and private entities. Ca' Foscari Researchers will become privileged university and local stakeholders.

Attracting international talents and supporting University talents

The quality and impact of scientific research should act as a compass for external recruitment and career advancement. The quality and impact of research will be the primary recruiting criteria in line with the University's interest, aiming to create new research teams and collaborations.

> **Action 1.7**
> Making direct contact with foreign universities and engaging students and project winners to hire highly-qualified

> **Action 1.8**
> Promoting research collaborations and synergy talents and enhance existing scholars working in the university departments

Improving Project Design

Project design contributes to setting ambitious goals and challenges for researchers. Researchers can access funding to develop their studies and support research investment by taking part in projects or winning them. Encouraging broader participation in national and international calls for researchers should become a fundamental objective for the University.

> **Action 2.1**
> Developing strategic collaborations with national and international partners to integrate and enhance the University skills
> > Promoting active participation to national and international networks and organisations
> > Diversifying the funding sources to compete on and develop targeted services to address different calls (private entities, foundations, non-EU tenders, etc.)

> **Action 2.2**
> Improving and developing services to provide assistance during projects life cycle, including on aspects indirectly connected to research
> > Strengthening and reorienting the *Research Global Challenges* initiative in line with the scopes identified by the PNR, NRRP, and *Horizon Europe*
> > Intensifying specialist support to participate in competitive calls
> > Developing digital platforms and improving new project management services
> > Developing indirect support to research (communication, visibility, impact assessment, stakeholders' engagement, etc.)

> **Action 2.3**
> Promoting and backing the involvement of researchers in the early stages of their career as Principal Investigators in competitive calls
> > Keeping the *Human Resources Strategy for Researchers* (HRS4R) active
> > Developing supporting strategies and initiatives for research careers

Enhancing Internationalisation

The development of scientific collaboration at all levels (internal and external, national and international) should be prioritised to advance research and knowledge. By definition, the University should always point in this direction by encouraging open science, open innovation, international networks, and qualified Ph.D. programmes globally.

> **Action 3.1**
> Strengthening researchers' international relationships
> > Reinforcing funding programmes for Visiting Professors and Visiting Scholars
> > Supporting the outgoing modality

> **Action 3.2**
> Strengthening the International Ph.D. programme
> > Strengthening international agreements and bilateral Ph.D. programmes for students and professors
> > Encouraging the mobility of graduates abroad

> **Action 3.3**
> Enhancing the visibility and dissemination of University research within the international scientific community
> > Promoting collaborations with international networks in terms of scientific projects and partnerships
> > Strengthening open science to improve the dissemination of scientific findings

Distinctive Objectives

Strengthening interdisciplinary and innovative research

#multidisciplinarity #cross-cutting approaches #innovation #openscience #horizoneurope #globalchallenges #pnr21-27

KEY WORDS

Research quality can be achieved by promoting scientific methods, critical thinking, multidisciplinary approaches, and innovation. Improved interdisciplinary research aims to "combine different scientific approaches, competencies, methods, and skills to solve complex real-life issues, master technical challenges and build multi-level complex research" (PNR 2021-27, p. 24) and boost innovation. The university aims to identify and strengthen strategic interdisciplinary areas in this regard.

The second pillar of the Horizon Europe programme - divided into three pillars (Excellent Science, Global Challenges and European Industrial Competitiveness, Innovative Europe) - hinges on global challenges by encouraging interdisciplinary, trans-sectoral, indirect, and international collaboration to attain more impact and improve innovation.

As previously stated, the PNR 2021-27 focuses on enhancing interdisciplinary research as a System priority. Said action focuses on the six research clusters defined in Horizon Europe: Health; Culture, Creativity and Inclusive Society; Civil Security for Society; Digital, Industry, and Space; Climate, Energy and Mobility; Food, Bioeconomy, Natural Resources, Agriculture & Environment.

In the light of this framework and the outcomes attained through the Research for Global Challenges and the development of several lines of research in different departments and centres, University findings should be optimised by identifying strategic research areas, supporting promising ones, and encouraging new ones.

Action 4.1
Identifying and strengthening strategic interdisciplinary areas within the University
> Coordinating research across departments, laboratories and research centres
> Developing the Research for Global Challenges initiative as a space for disciplinary sharing and contamination to find solutions and/or interpret complex issues in an innovative manner
> Encouraging the creation of Interdisciplinary Research Teams
> Improving communication of research skills, both individually and for scientific groups/ centres in support of indirect cooperation projects

Action 4.2
Developing new Technology applied to research and new inclusive and sustainable technology can serve as an engine to improve research, by also adopting open science principles
> Providing researchers with technological competencies to conduct research across specific disciplinary fields and creating the post of Specialised Technologist to provide digital advice
> Offering special training to new Researchers (Ph.D. and Post doc scholars) to boost their technological skills and teaching expertise to be used in their disciplines

5 Strengthening the relations with the territory including from an international perspective

**#development   #sustainability
#inclusion   #innovation   #partnership
#internazionalisation**

The research aims at contributing to environmental sustainability, cultural development, and social growth with an eye on public welfare and impacts on the territory. Ca' Foscari has always collaborated closely with its local community and improved said collaboration through many local authorities and businesses projects. Over the last years, the University has successfully ratified partnerships with research entities working within the university campus (IIT, CMCC, CNR, SMACT Competence Centre). The University wants to pursue this commitment by partnering with the territory, strengthening existing international relationships.

Action 5.1
Intensifying project design within and for the territory
> Promoting research in the local environment acting as a "natural workshop."
> Investing in territorial projects, also through specific funding
> Coordinating research and civic engagement actions across the territory

Action 5.2
Contributing to developing a local research system
> Encouraging dialogue to create complementary collaborations in line with the University lines of research
> Strengthening the Venetian research ecosystem
> Developing coordinated initiatives with the Universities of the Veneto region in partnership with regional authorities

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2026 Strategy for Civic Engagement

Strategic Axes

- Contributing to the development of the local environment, civil society and enhancing knowledge in line with the distinctive features related to different disciplinary areas
- Promoting entrepreneurship, innovation, and impact to include highly-qualified young professionals within the productive and cultural system
- Creating a structured, efficient, and widespread network for collaboration, able to enhance knowledge, generate value and social, economic, and cultural impact in a dynamic manner
- Ensuring work and collaboration "spaces" to support civic engagement initiatives

Mission Objectives

1 Consolidating the relationships with local institutions to allow students to become residents and access the common cultural heritage

Its specific educational programmes and the graduates' success in terms of career, have made Ca' Foscari a pole of attraction for national and international students. Currently, Ca' Foscari accounts for more than 22,000 students who can live in close contact with Venice's historical and environmental reality. The integration of students, professors, and staff within the city, its public and social spaces, and the possibility to actively access local cultural heritage (BBCC) imply mutual benefits for the university and the territory.

By promoting initiatives to study and enhance the cultural, archaeological, and historical heritage - across departments, centres, and civic engagement actions - Ca' Foscari contributes to protecting, safeguarding, and promoting Venice and the lagoon and creates new professionals in partnership with museums, libraries, the State Archive, and local cultural institutions. Moreover, it consolidates its relationships with UNESCO-Venezia, Venetian District for Research and Innovation, and the local and city governance.

Venice is a unique city, divided between land and sea, offering environmental, historical, and artistic heritage with a cultural dimension to be protected and promoted. The University saves the city present and future by protecting its fragile social and environmental context; therefore, it commits to an in-depth understanding of past heritage and the fragile environmental balance of Venice so that it can be understood and protected.

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Venice

A University in Venice should ratify a pact with the city to become a concrete social, cultural and political model and serve as an example of beauty, fragility, and resilience.

> **Action 1.1**
> Linking the role of Ca' Foscari with the cultural, economic, and social upgrading of the territory (so that it becomes the "transmission belt" of Venice's engine)

> **Action 1.2**
> Promoting interdisciplinary research activities and open learning Opportunities in partnership with local museums and cultural institutions

> **Action 1.3**
> Promoting training classes with other public and private stakeholders to spread knowledge on the territory and promote a sense of responsibility towards heritage protection, access and management.

Increase collaboration with International partners in support of the territory, students, and University activities

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The University CE activities will support the role of Ca' Foscari as a centre of cultural mediation between the East and the West, including through the MaP centre (Marco Polo Centre for Global Europe-Asia Connections), an as a cultural hub closely connected with the enhancement of the city historical heritage. The improvement of research on Venice and its role within the contemporary context needs to be supported by engaging international partners and launching new collaborations with public and private entities of the international panorama. Venice will continue to be a door to access the international dimension. International cooperation and local connections will also be supported by the language and cultural training courses for foreigners (Italian language and culture training) and international summer schools. The relevance of the Italian language and culture in Venice also reflects the historical role of the city since the Sixteenth century, when the Venetian author Pietro Bembo wrote the *Prose della volgar lingua* (1525) that turned the Florentine Vulgar Latin into a vehicular language for culture and communication for the inhabitants of the lagoon city, across the Venetian lands overseas and the Italian peninsula.
International cooperation projects related to developing areas should be given specific attention and involve local universities and institutions by encouraging "circular migration" paths.

> **Action 2.1**
> Promoting initiatives to support multilingualism (through initiatives supporting less common and ancient languages) through public initiatives involving local schools, cultural and social associations

> **Action 2.2**
> Increasing relationships with the Silk Roads Universities Network (SUN), to foster international exchange and contribute to cultural regeneration

> **Action 2.3**
> Enhancing Venice as a mediation centre between Europe, Asia and the world, following history, tradition, and the international dimension of the lagoon city

> **Action 2.4**
> Encouraging international collaboration projects with areas historically related to Venice and its territory

Distinctive Objectives

3 Creating value for the territory by promoting an ecosystem that will serve as an accelerator for projects and activities involving cultural institutions, economic, productive, and professional organisations aimed at technological transfer and knowledge enhancement

#territory #system #innovation #development #knowledgedistrict #studententrepreneurship #knowledgeenhancement #activeknowledge #lifelonglearning #permanentlearning

KEY WORDS

CE activities create a shared vision for our territory's social, economic, and cultural fabric. The universities and other realities operating at a local level carry out a systematic exchange of knowledge and ideas, along with discussions on the needs of the labour market. The businesses, thanks to the knowledge and skills developed by Ca' Foscari, will be able to support their activities and spread innovation across them. Moreover, Ca' Foscari commits to carrying out lifelong learning activities, research projects, and CE actions in line with the Academic fields of research for the benefit of external businesses and entrepreneurs. In this regard, Ca' Foscari will also exploit Fondazione Ca' Foscari to maintain and strengthen its links with the stakeholders mentioned above.

Action 3.1
Strengthening relationships with local economic, productive and cultural associations

Action 3.2
Supporting Ca' Foscari ecosystem by strengthening the relationships with reference Stakeholders (i.e., business and craft associations, business accelerators, entities, institutions, NGOs entities operating in the third sector, trade union associations, etc.) and by including actions to support student entrepreneurship, collaboration activities for research and development of integration Programme for public and private businesses

Action 3.3
Enhancing research findings and promoting impact research

Action 3.4
Enhancing Ph.D. and young researchers skills within the local scope

The university is committed to encouraging the spread and transfer or research findings through advisory or applied research activities. Committed in this regard, the University wants to overcome the old unidirectional approach to launch co-creation processes for external stakeholders to face future challenges and work together to define problems and solutions. Along with advisory and research activities, further scientific and innovative collaborations will be launched with businesses to promote social and cultural impact. This approach aims to develop an ecosystem to allow exchange between researchers, students, businesses and other entities. A knowledge hub to create connections and collect the human capital by generating dynamic relationships and initiatives with a high social and economic impact in a humanistic and historical perspective.

Action 3.5
Informing about the institutional nature of knowledge transfer and intellectual property value, including in the field of social and human sciences (SSH)

Action 3.6
Strengthening the unit in place for knowledge transfer (PInK) and the collaboration with Fondazione Ca' Foscari, the departments and other University structures

Action 3.7
Supporting the establishment of co-creation processes with external Stakeholders

4 Encouraging activities involving civil society

KEYWORDS

Encouraging the involvement of civil society, promoting cultural activities, and investing in communication and cultural/educational enhancement through lifelong learning and open learning actions (including online) and political and economic observatories.

Strengthening partnerships with public and private institutions, more specifically with museums and other public and private entities, the State Archive, Biennale, cultural institutions, the Veneto Regional School Office, local and municipal authorities, citizen foundations, and institutions at a regional and international level working across the territory (i.e., the Council of Europe and Unesco), with the following objectives:

- Promoting knowledge and academic skills dissemination; enhancing an "aware, responsible and dynamic" approach to knowledge and scientific, cultural, artistic, and historical intangible and tangible goods
- Promoting cultural activities and open learning projects to spread culture and academic knowledge
- Improving the role of local archives and libraries
- Developing critical thinking to analyse the present and past and design the future
- Strengthening the sense of community and citizenship
- Partnering with public and private external entities to train people prepared to deal with cultural heritage, aware of the need to protect, manage and access it in a sustainable, responsible, and informed way by promoting the cultural, political, environmental and economic history of the territory

The CE activities are intended to establish lifelong training courses through open learning and high training courses. They want to contribute to creating new professionals to be employed by companies with shared practical and cultural expertise necessary to increase professional and research growth.

The topics of inclusion, sustainability, co-partnership, social justice, gender equality, environment, and open learning will be the guidelines of the University CE actions at a cross-sectoral, national, and international level. The University adopts an approach that integrates fundamental human rights across all its activities.

Relationships with schools of all types and at all levels play a fundamental role as they are necessary to create a shared educational offer and inform families and citizens about the educational and research activities promoted by Ca' Foscari, thus improving its institutional identity and reputation.

> **Action 4.1**
> Creating political, economic, social, environmental, and technological observatories to boost the dialogue with the public and private institutions, to strengthen the social, economic, and cultural dimension of the academic community in partnership with External Stakeholders

> **Action 4.2**
> Promoting a widespread access to Culture, through the Open Access book series published by Edizioni Ca' Foscari

> **Action 4.3**
> Encouraging conferences on historical, environmental, and social topics to foster cultural and training initiatives at a national and international level, also addressing the non-academic sector

> A**ction 4.4**
> Promoting innovative interactive learning laboratories (Active Learning Lab, Contamination Lab) to enhance the collaboration among students, professors, experts, businesses, local institutions and the Regional School Office in developing innovative projects and facilitate contacts with local businesses (companies, libraries, cultural institutes, museums…)

> **Action 4.5**
> Organising Life-Long Learning courses to provide scientific, professional and cultural update

> **Action 4.6**
> Promoting the engagement of the civil society in knowledge sharing processes (equal opportunities, Inclusion, social and environmental awareness, historical and cultural dimensions) by implementing open learning laboratories and free online courses (MOOC)

Promoting the production and management of artistic and cultural activities

5

Ca' Foscari, an institution "open to the world for over 150 years", has always promoted, managed, and offered a wide range of cultural activities. Ca' Foscari's history has been characterised by a ongoing commitment to performing its future-oriented civic role. These activities are held in environments that combine education and research with the historical and monumental heritage of the city. This combination (including the physical and architectural elements of the exhibition spaces) promotes the University's sense of belonging to the territory and the active engagement of the citizens, thus opening a vital dialogue for the city economic,

social, and cultural life, and a valid and qualified alternative to mass tourism.

The dissemination of research findings allows for the testing of innovative learning approaches and engaging students from schools of all types and levels; this approach also enables developing international collaborative networks and new professionals.

Public Engagement actions are tangible proof of the institutional commitment in protecting and promoting informed access to monuments and sharing the scientific and educational resources offered by the University. The enhancement of libraries and book heritage will be promoted through actions to promote a broader and more sustainable access to culture. Inclusive engagement actions will strengthen a culture of shared responsibility by enhancing the cultural heritage (both tangible and intangible) thanks to shared research and open learning.

Over the following years, the University wants to combine research with educational and knowledge transfer activities across the territory through innovative approaches that engage students from schools of all types and levels and foster international partnership networks.

In this regard, the University will keep using the Santa Marta Theater to express its commitment to performing arts. The structure will be turned into a multifunctional space offering cultural opportunities to students and residents and chances to share the academic research findings with citizens by promoting existing relationships with the civil institutions operating in this sector and creating new ones.

Attention will be paid to the launch of literary, cinema, and city festivals such as ArtNight, Researchers' Night), Incroci di Civiltà, Short Film Festival, Classici Contro, Archivio Scritture Scrittrici Migranti, European Day of Languages, which will involve a higher number of students, researchers and citizens.

> **Action 5.1**
> Enhancing the University architectural heritage and sport facilities, by increasing the number of facilities located in the historical city centre and managed by CUS Venezia, following the guidelines of the project signed with the Municipality of Venice, and creating a new nautical-sport centre in the Scientific Campus in Via Torino, Mestre

> **Action 5.2**
> Promoting cultural activities, in partnership with other public and private institutions; consolidating initiatives for the promotion of libraries and Ca' Foscari Historical Archive

> **Action 5.3**
> Establishing a dialogue with the territory, thanks to tangible and intangible assets able to make the architectural and monumental heritage into an open space for cultural exchange

> **Action 5.4**
> Promoting scientific and cultural meetings, public events, learning laboratories, training events addressed to professors, inclusive engagement activities to involve schools, businesses, and the civil society

2026 Strategy for Teaching

Strategic Axes

- Promoting a multidisciplinary learning approach to train young professionals in facing future challenges
- Redesigning first, second, and third level-educational offers by ensuring high-quality education thanks to a timely relationship between students and professors in line with the different disciplinary areas
- Restating the nature of Ca' Foscari as a "face-to-face" university by considering hybrid learning offers or online courses and building an integrated learning approach with broad access to the academic offer

Mission Objectives
Quality education with a sustainable, integrated, and cross-sectoral approach

Sustainable Learning

To improve the student/professor relationship, the sustainability of the educational offer will be considered when recruiting professors and lecturers. As for students, given the expected decrease in the student population foreseen in the following years, the University will try to keep the current number of students by promoting high-quality education and effective communication of the educational offer.

> **Action 1.1**
> Reducing university leaving rates and regulating students' careers
> Increasing the number of tutors and teaching assistants

> **Action 1.2**
> Keeping the number of enrolled students stable
> Analysing expected numbers and access criteria at a regional level
> Improving guidelines for the organisation of admission tests
> Communication and promotional campaigns to inform the academic quality
> Promoting students welcoming actions in our University

Previous page:
Ca' Bembo, Venice

Action 1.3
> Sustainable educational offer
> Analysis of lecturer's teaching load across taught subjects (calculated based on the number of students, engagement in the preparation of the final dissertation and tests)
> Critical analysis of educational programmes, divided into more attractive and less attractive ones, to ensure sustainability across the system
> Promoting a "more supported" educational offer, featuring tutoring and basic training to help students bridge their initial knowledge gap, also through online classes
> Reviewing the academic calendar

Improving traineeships and career orientation

To promote innovative instruments in support of training activities and increase the students' employability, the University will (1) strengthen its internships to offer advanced training to use technical skills across different professional areas and (2) design career orientation actions aimed at developing cross-sectoral competencies that will integrate the technical knowledge offered by the curricula.

Action 2.1
Supporting students and graduates in choosing and starting university and professional internships in Italy, by increasing the number of apprenticeships and professional opportunities and promoting the collaboration with Stakeholders at a regional and national level

Action 2.2
Promoting internships targeted to support the projects launched with the local stakeholders in the fields of sustainability, innovation and the social and cultural sectors

Action 2.3
Making the students more aware of the importance of their university internship, improve their academic experience and enable their access to the labour market, by implementing discussions on several disciplinary areas or graduation programmes

Action 2.4
Facilitating career orientation processes and improving the connections between the university and the labour market by designing new formats and broaden the debate between experts, professionals, recruiters and Ca' Foscari students

Action 2.5
Strengthening consultancy services for students and graduates including at an international level by increasing the number of career orientation and internship desks, and support their active job or internship hunting also through innovative tools for career self-guidance

Being at the centre of the international dimension: strengthen the interoperability between the academic teaching offer and the university services, global mobility and attract new students from abroad (degree seekers)
Since its foundation, the University has been focused on promoting internationalisation and various aspects. Today, Ca' Foscari emerges among the most relevant Italian players in terms of international dimension and projection; the strategic positioning of the University will be improved through targeted actions.

International Student Mobility based on Training Credits

This field has developed over the last ten years, thanks to the engagement of students and the support received from financing and governance actions implemented by the University, the country (Italian Ministry for University and Research), and the EU (UE-EACEA). The recent increase in international mobility exchanges requires more significant investments to deal with this trend sustainably. Therefore, the University will equip with new targeted resources to align with the European goal of engaging at least 20% of students in international mobility programmes and enhancing Ca' Foscari leadership in this regard.

Action 3.1
Increasing international mobility rates

International Student Mobility based on Merit

Since 2017, the University - supported by financial and human resources - has been promoting specific measures to attract students. This effort led to relevant quantitative outcomes, which can still be improved. The University will add new courses in humanistic studies to the previously activated ones, thus enhancing the educational offer revolving around Italian culture (Italian studies, History, History of Art, Restoration, Philosophy, etc.) and improving its cultural specialisation and uniqueness.

Action 4.1
Developing an educational offer in different languages

Action 4.2
Designing full-immersion Italian and English courses for foreign students who want to improve their language knowledge

Offering double and joint degrees

5

The University offers several degree programmes, including some taught in English. To improve its attractiveness, the University needs to develop new collaborations to protect the use of the Italian language across specific disciplinary fields by ensuring the specificity of the courses taught in a foreign language.

> **Action 5.1**
> Developing international double and joint degrees programmes at all levels, based on high quality selection criteria (graduate and postgraduate programmes, and Ph.D. programmes)

> **Action 5.2**
> Increasing Ca' Foscari visibility and attractiveness at an international level by promoting the educational offer through specific advertising campaigns and the participation in student fairs abroad

European programming and European Universities

6

To promote University internationalisation and enforce the guidelines set out by the new 2021-2027 Erasmus Programme, the participation of Ca-Foscari in the so-called European Universities Unions needs to be strengthened. These unions consist of university pools composed of at least eight European universities working in close collaboration to streamline resources, combine research and educational activities and further improve the excellence of each University. Ca' Foscari's access to these specific university teams will positively affect the internationalisation process and the academic reality as a whole by launching a profound transformation process across the structure in the medium and long term.

> **Action 6.1**
> Participation in the European Universities or similar initiatives

University transformation and general Interoperability

7

The different dynamics triggered by the University internationalisation process require a gradual transformation able to invest in some core areas (educational, organisational, operational, etc.) and on the local university system as a whole for the medium and long term. This vision is based on three core principles, summarised by the acronym "AMI": Attractiveness of Ca' Foscari; Mobility (Erasmus, targeted exchanges and programmes; joint/double degrees; visiting professorships); Integration. These goals imply achieving a comprehensive bilingual competence in English and Italian, which is necessary to ensure access to the University and international reality to all University members. Without abandoning the scientific production and studies in Italian and other languages taught by the University.

> **Action 7.1**
> Promoting adequate staff recruitment policies and offering services that focus on the increasing need to communicate and understand the Italian context and the international dimension acquired in terms of culture and language, and offered to students, professors, technical and administrative staff or, for example, ruled by legislative regulations or procurement procedures implemented at a European and international level

> **Action 7.2**
> Organising free English courses for university professors and staff to develop full interoperability in Italian and English

> **Action 7.3**
> Supporting foreign mobility programmes for the technical and administrative staff to align with the best practices implemented by foreign universities

8

Seizing new opportunities across developing geopolitical areas in partnership with the Italian Ministry of Foreign Affairs and International Cooperation (MAECI) and a pool of international students interested in Italy and Europe

In addition to the consolidated strategic areas already holding long-term relationship with the University (i.e., Europe, Canada, United States, Central Asia, Russia, China, Japan, Korea, Vietnam, India, and Thailand), Ca' Foscari can still grow and improve its role, also among other Italian universities through the opportunities offered by the latest geopolitical panorama divided into two strategic areas experiencing strong economic, social and cultural development: Eurasia and Africa. In this regard, the MAECI presented a specific partnership strategy with Africa.

> **Action 8.1**
> Developing and maintaining a privileged relationship with MAECI and the business and SME's environment to support improved connections with Eurasian and African countries through inter-university cooperation

> **Action 8.2**
> Developing relationships with Universities in the UEEA and ASEAN areas and promoting interdisciplinary research and cross-departmental training in these areas

> **Action 8.3**
> Drafting and disseminating specialised scientific products at a national and international level

> **Action 8.4**
> Building a focal point in the UEEA, ASEAN, and African areas in partnership with Confindustria to support researchers and businesses

> **Action 8.5**
> Offering executive or continuing education programmes to Italian and local managers and entrepreneurs

Improving the positioning in transnational networks and rankings

9

Ca' Foscari's ranking across the most prestigious and relevant transnational and national networks positively affects the University's attractiveness. It can provide students, lecturers, and technical/administrative staff with study and cultural opportunities for professional growth across internationally qualified academic environments. Moreover, this aspect can contribute to strengthening Ca' Foscari's image as an open research and study environment. The achievement of the previous macro-objectives will contribute to improving the University's ranking and increasing participation in transnational university networks. The following measures can be considered in this regard:

> **Action 9.1**
> Engaging Professors and Researchers in
> partnerships and joint research and teaching activities with foreign peers and institutions (including by using new digital platforms)

> **Action 9.2**
> Generating incentives (funds) to promote the publishing of scientific products (i.e., articles, handbooks, etc.) written in international languages

> **Action 9.3**
> Managing and integrating international students and Visiting Professors (aiming at including them in postgraduate and Ph.D. programmes) within the University

Improving post-graduate, professional and advanced training courses

Post-graduate training plays an increasingly relevant role due to the technological and environmental transformations we live in over these years. The general digital, social and environmental sustainability across the main institutional and economic activities obliges all future workers to learn new competencies and acquire new skills. The university's postgraduate and advanced training courses are a fundamental lever to relaunch and consolidate the principles behind the institutional quality, the competitiveness of the economic system, and the Country's social cohesion.

Accelerating the development of post-graduate training activities

10

The impact of the pandemic and the NRRP drafted by the Government call for an acceleration of the development of post-graduate training activities. The funds that will be used to create new skills related to the digital world and sustainability provide many opportunities to the academic world.

The experience gained over the last two years will be the basis to identify some organisational priorities of the University. The increase of post-graduate training activities relies on several factors that clearly emerge from the international accreditation processes launched by the University (such as EQUIS, activated by the Management Department). These processes include the following:

- A virtuous collaboration between the Challenge School and the University Departments to effectively involve a large number of professors in Advanced Training and Master projects
- Institutional recognition of the activities promoted by the lecturers within the scope of Advanced Training and Masters, to effectively enhance civic engagement actions across individual career paths
- Recognising and developing new types of lecturers able to enrich the University educational offer and cultural skills

> **Action 10.1**
> Designing a
> new educational offer consistent with the contents of the priorities set out by the government

> **Action 10.2**
> Identifying product formats compatible with the levers used by the public service in support of institutions, businesses and individuals

> **Action 10.3**
> Boosting the use of digital tools for communicative and promotional purposes

> **Action 10.4**
> Significantly renovating the service allocation methods, the teaching modalities, and the Technology used

Picture below:
San Giobbe Campus
Venice

Designing new professional, international and refreshing courses to address the future educational offer by promoting sustainability, interdepartmental collaboration, and an interdisciplinary approach

11

#socialpartners #labourmarket #futurejobs #interdisciplinary #collaborationamongDepartments #quality #studentsprofessorsrelationship #labourmarketgap #technicalscientificstudies #knowledgecontamination #futurechallenges #NRRP

KEY WORDS

Reviewing the educational offer

The new educational offer will encourage interdisciplinary approaches, promote collaborations among different departments, and partner with professionals.

The new study courses will be assessed based on training needs in specific sectors and the topics of the UN 2030 Agenda. Particular attention will be paid to innovation and the use of an interdisciplinary approach; attention will also be paid to sustainability in the relationship between students and professors and related to the premises of the proposing structures. In this regard, the International College plays a crucial laboratory function to test the new educational offer.

Professional graduate degrees

The professional graduate degrees will be prepared in close contact with the territory to ensure external internships and the training of new professionals to be employed by partner businesses or other institutions. The University wants to gather well-trained and highly-motivated international students, given the drop expected in the university population in 7-8 years.

Added to traditional curricula, the professional courses offer a double dividend: 1) increasing the number of students from different educational backgrounds; 2) providing a valid alternative to traditional graduate courses for students who want to access the labour market right after their studies after having acquired specific competencies linked with a given sector.

> **Action 11.1**
> Redesigning existing graduate and post-graduate programmes and offering new training courses to promote the interdisciplinary approach of the curricula and focus on cross-sectoral topics and skills required by the labour market

> **Action 11.2**
> Identifying the academic sectors which might offer professional courses without hindering or weakening the traditional curricula and conducting an analysis to detect the most requested "jobs" in short-medium-term (NRRP), supported by the studies conducted across different manufacturing sectors and in direct connection with local (North-West of Italy) and national producers

> **Action 11.3**
> Launching closer collaboration with Higher Technical Institutes (ITS) by taking part in panel discussions and applying for targeted calls to finance professional training courses The professional training also taught in English need to be designed to offer auxiliary educational programmes to ITS students

> **Action 11.4**
> Developing an educational programme for the International College in compliance with the accreditation standards

12 Adopting new ways to deliver and distribute the educational offer: towards an integrated and cross-sectoral learning approach

#face2faceteaching #augmentedteaching #digital #integratedlearning #participatoryteaching #multidisciplinaryskills #softskills #innovativemodels #dynamiclearning #knowledgecontamination #studentsengagement

KEY WORDS

An integrated teaching approach

The concept of an integrated teaching approach implies using the new digital technology when providing teaching and services, thus offering an integrated learning environment featuring a combination of digital and real classrooms: an interactive and participatory student-targeted education ensuring wider involvement. Although classroom teaching remains at the core of the educational offer, the lecturer can use different teaching approaches such as cooperative learning, flipped classroom, blended learning, problem-solving, etc., both online and in presence. This method also reflects inclusive teaching favouring part-time, vulnerable, and foreign students who can benefit from integrated digital tools during their studies. The University will keep the career and learning orientation at the centre of its offer to develop complex skills while supporting the lecturer's teaching choices and qualifications across several learning environments.

A cross-sectoral teaching

The University wants to encourage "knowledge contamination" by strengthening cross-sectoral teaching and providing students with certified skills valid for the labour market. This will enable them to understand and solve complex issues and communicate across different disciplines. The previous Strategic Plan defined some specific actions to expressly address teaching innovation:
• Minor innovative graduate programmes featuring an interdisciplinary approach (which provided students with additional knowledge/skills other than their curriculum)
• *Active Learning Lab* for post-graduate courses to engage students in defining and designing innovative solutions through specific team working methods

In addition to these actions, the University has collected other experiences such as sustainability training, voluntary academic activities, and the Ca' Foscari Competency Centre courses. The University wants to promote and broaden student engagement by enhancing the contents of their curricula and qualifying their competencies to ensure more accessibility to the labour market.

The increasing number of international students calls for an increase in Minor educational programmes taught in English. Therefore, the University will launch new Minor programmes in English or offer the existing ones in English.

To encourage the international circulation of students and the collaboration between universities towards achieving the European Common Education space by 2025, the students entitled to receive a scholarship to study abroad will have access to Minor programmes.

Thanks to the Minor Exchange Programmes, Ca' Foscari students can request an Erasmus + mobility to attend a Minor in a University in Europe; similarly, the European students can study in Venice.

A digital and international approach will be implemented for the innovative teaching laboratories to attract foreign students and promote inter-university collaborations, thus encouraging an exchange of best practices to facilitate the acquisition of skills and build the European Common Education Space. The active learning laboratories will employ digital technology to engage students from all over Europe (i.e., Erasmus + Virtual Exchange) in entrepreneurial challenges or on urgent social topics (i.e., 2030 Agenda) by directly linking the students' work and European policy-making processes.

Picture below:
Library of Humanities,
Palazzo Malcanton
Marcorà,
Venice

Previous page:
Students in Palazzo
San Paolo,
Treviso

2026 Strategy for Student Services

Strategic Axes

- Promoting customised services divided into student categories during the curriculum to maximise value according to specific needs and support more inclusion among students
- Ensuring financial support to vulnerable and commendable students
- Encouraging students to move to Venice historical centre

Distinctive Objectives

1

Promoting customised services divided into student categories during the curriculum to maximise value according to specific needs and support more inclusion among students through financial support to vulnerable and commendable students

#orientation #informedchoice #skillassessment #enhancinginclinations #nooneleftbehind #lessrepeatingstudents #schoolcollaboration #tutoring #anticipating #intercepting #problems #support #lessinequalities #newstudents #internationalcollege

KEY WORDS

This objective reflects Mission 4 (Education and Research) of the National Resilience and Recovery Plan. More specifically, it focuses on Component 2 (Improving educational services: from nurseries to universities) devoted to increasing the rate of adults completing tertiary education. The objective is also aligned with two goals set out by the UN Agenda 2030 for sustainable development: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (goal 4); Achieve gender equality and empower all women and girls (goal 5).

Orientation
Skills assessment is a fundamental tool in the creation of each learning programme. In practical terms, it maps individual skills to make individuals more aware of their abilities, potential, motivations, and vocations. The essential purpose of this tool is to prepare the students accessing tertiary education to make informed choices about their academic careers. The orientation process is designed to align our students' competen-

cies with the academic path they will enrol in and establish "educational continuity" between high schools and universities. Moreover, this process aims to minimise university leaving, repeating students, and gender inequalities - aiming specifically at promoting STEM subjects (Science, technology, engineering, and mathematics) among female students - on the other hand.

> **Action 1.1**
> Developing targeted orienting paths to high schools identified through a set of indicators (i.e., alignment between the curriculum and Ca' Foscari educational offer; location; academic scores obtained by the students coming from a given institute) and a design programme developed by University tutors and lecturers and high school professors to launch information campaigns, laboratories, training, and learning workshops and recruit students more aware and confident about their choices.

> **Action 1.2**
> Providing adequate training to the stakeholders (lecturers, administrative and technical staff, scientific personnel library staff, Language assistants, and professors - CEL, students, Ph.D. graduates) that will work with high schools to create effective orienting services for future students

> **Action 1.3**
> Implementing actions and initiatives by engaging Ca' Foscari students in a structured "peer-to-peer" programme and by promoting collaborations with Ca' Foscari alumni and professionals employed in sectors reflecting the academic educational offer

> **Action 1.4**
> Strengthening initial orientation through institutional events and activities also supported by digital tools to engage more users, particularly students with disabilities and specific needs and students coming from outside the Veneto region

Tutorato

Tutoring should be reinterpreted in a new, more student-oriented way by focusing on actions to tackle study slowdowns and school leave (explicit and implicit) and lead to improved learning outcomes, to reduce the inequalities stemming from the different educational offers provided by high schools and improve synergy between initial and ongoing orientation strategies. This approach to tutoring is particularly innovative as it inverts the traditional perspective used in this regard, mostly revolving around teaching support. Tutoring is instrumental in promptly detecting vulnerable and uncertain students, helping them recover delays in their study path, and reducing school dropout rates.

Actions to tackle school dropouts and slowdowns during the study path (implicit and explicit):

> **Action 1.5**
> Monitoring students careers after the first quarter and at the end of the first half-year to detect possible vulnerability and examination issues

> **Action 1.6**
> Assigning a specific tutor to each graduation degree to support vulnerable students and foster a "peer-to-peer" approach to provide initial assistance

> **Action 1.7**
> Activating a psychological counselling service to identify the needs of vulnerable students in the academic field

Actions to improve students scores:

> **Action 1.8**
> Organising informative meetings designed by a team of tutors with the participation of University lecturers to raise awareness on topics related to student learning: i.e., study approach, time management and memorisation techniques

Actions to tackle inequalities connected to high school education:

> **Action 1.9**
> Activating preliminary courses to review/strengthen basic skills to access university classes by identifying a a teaching assistant among high school professionals, able to ensure educational continuity in the passage from high school to university

Recruiting

Keeping the current number of medium and long-term enrolled students stable, given the expected drop in the student population that will gradually reduce 19-years old students (newly registered university students) from 2028 by identifying "new students" in a life-long learning perspective. By accelerating the technical actions implemented in the educational field during the pandemic, we can create more opportunities to identify the educational needs of different student categories, i.e., working students, adults, vulnerable people, and students with disabilities, to promote customised and inclusive services.

Action 1.10
Defining the role of working students in a more inclusive way, by also including casual workers

Action 1.11
Offering dedicated services to facilitate work-study programmes (i.e., dedicated training courses; teaching programmes allowing further specific training to access businesses)

Action 1.12
Developing digital skills among the teaching staff to improve the access of adults to innovative teaching
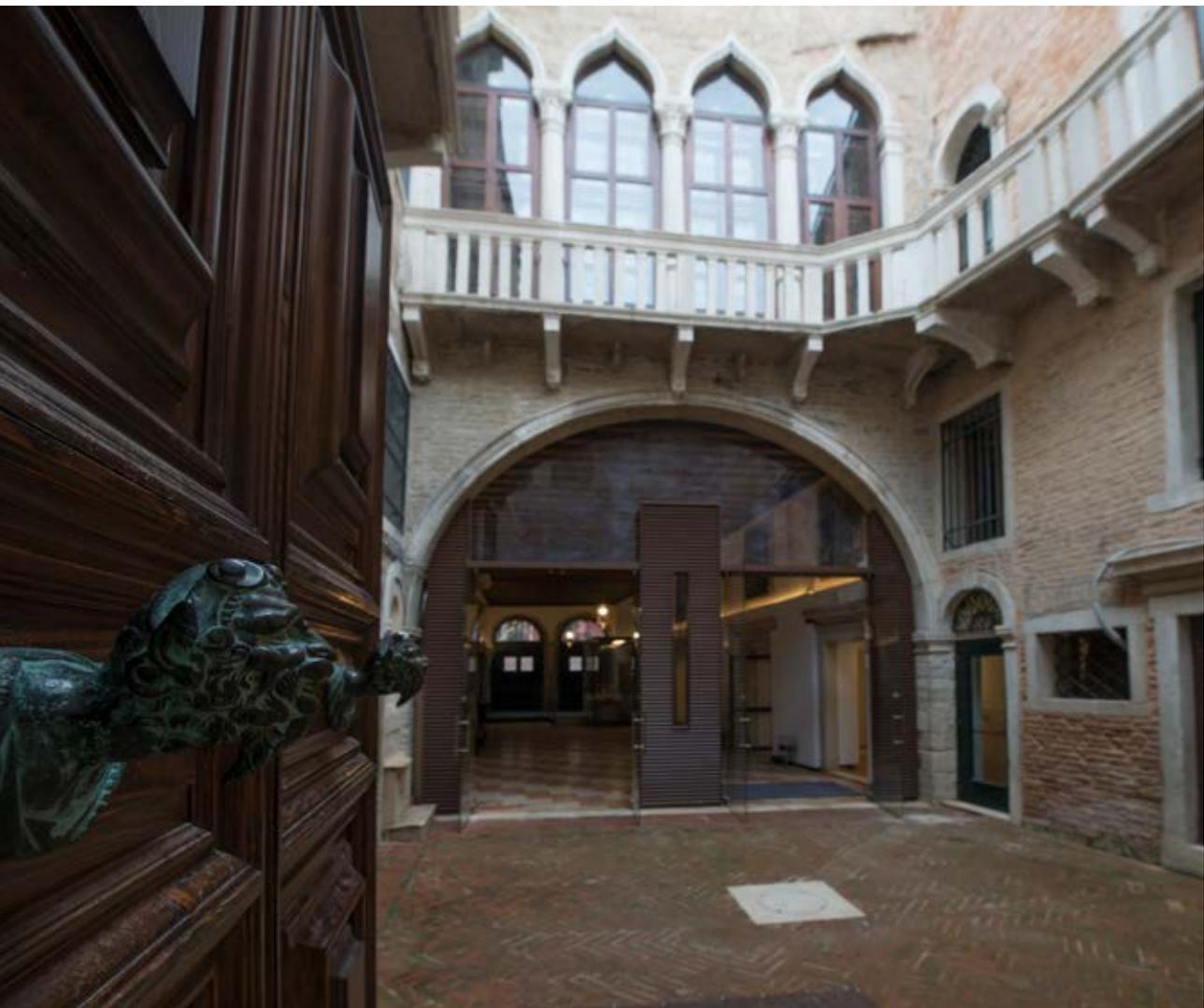
Previous page:
Ca' Bottacin, Venice

Internationalisation

This approach aims to increase the rate of commendable international students and encourage country diversification. The identification of target countries and related actions (based on the economic and educational features of the given countries) and measures to strengthen Ca' Foscari's international visibility (i.e., by joining adequate university networks) are primary elements of the internationalisation approach. The innovative trend in this field is to address international students towards Ca' Foscari (Internationalisation at home) and encourage the enrolment of new commendable international students in academic programmes taught in English and Italian, thus promoting the dissemination of our language as well. The target countries detected are those in which the English language is not so common (i.e., Russian Federation and China, including through our Offices in the World) and those involved in international cooperation projects (i.e., Mediterranean area). The International College and the Ca' Foscari School for International Education will provide a relevant contribution to this process.

Action 1.13
Promoting learning programmes taught in Italian and Italian language courses through our Offices in the World (Moscow, Russian Federation; Suzhou, China; Baku, Azerbaijan) in collaboration with partner universities and our foreign embassies and consulates.

Action 1.14
Strengthening the Foundation Year by implementing an informative and promotional package to underline the validity of the educational offer and the financial benefits for the students (given the new attractiveness of European countries following Brexit); building a full-Italian teaching programme to encourage the enrolment of international students in programmes taught in Italian (internationalisation at home), as well as programmes taught in English

Action 1.15
Increasing single scholarships for international students and/or changing the allocation of scholarships by devoting them to international students who want to enrol in a programme taught in Italian (mainly for students coming from developing countries [international cooperation], including, if necessary, students coming from other countries)

Action 1.16
Improving local services (departments) addressed to international students, both for in and outbound mobility, and those addressed to degree seekers

Action 1.17
Enhancing the University website by adding descriptions and contents related to the academic departments in English

Action 1.18
Increasing and encouraging training to the technical and administrative staff starting from basic English skills within the structures working with international students

Action 1.19
Promoting Community Building for international and Italian students (encouraging the creation of students associations, conversations in the language, Film Passport, etc.)

Action 1.20
Designing a development programme for the International College in line with the best accreditation standards and national and international benchmark

Encouraging students to move to Venice historical centre

The university population generates a "city in the city". The Venice urban framework is affected by a drop in population; the student community can play an urban transformational role in this sense. To do so, adopting housing assistance policies for the student population is paramount. Ca' Foscari has already ratified a memorandum of understanding with IUAV - Venice Fine Arts School -, the Benedetto Marcello Conservatory, and the Municipality of Venice, to launch the *Study in Venice* network that offers student housing located in Venice's historical centre at affordable prices. Our University has also implemented a specific Housing Office that provides qualified support to students looking for a house and helps them negotiate the housing terms and conditions.

> **Action 2.1**
> Ratifying additional agreements with public and private housing structures, aiming at building partnerships to offer housing to Ca' Foscari students and helps including them within the cultural and social fabric of the city through seminars, meetings, guided tours in the city and its museums

> **Action 2.2**
> Increasing actions to promote transfer to the historical centre of Venice for all students categories

> **Action 2.3**
> Developing collaborations with the Regional Office for University Study Right (ESU) and partnerships to better use the opportunities offered by the NRRP

Next page:
Graduation Day,
Piazza San Marco
Venice

2026 Strategy for Infrastructure

Strategic Axes

- Rethinking the physical and digital infrastructure as an integrated system instrumental to learning, student services, and civic engagement activities, as defined in the CF 2026 vision
- Ensuring cutting-edge research facilities to improve the competitiveness of researchers and create an attractive environment for quality recruitment
- Promoting actions for the full implementation of sustainability and well-being of physical and digital spaces

Distinctive Objectives

1 Consolidating the server for research in use by an academic infrastructure

#computingresources #sharing #scaleeconomy #services #reliability #performances #datacentre #smartsoftware

KEY WORDS

The university departments and single projects will develop a single platform for research, thus enabling a scale economy and providing more reliable and effective system projects to the external purchaser. Moreover, this infrastructure will redistribute resources more dynamically and handle overloaded services.

> **Action 1.1**
> Developing an infrastructure to support university research projects

> **Action 1.2**
> Strengthening the current departmental servers of the University infrastructure

> **Action 1.3**
> Reorganising the IT staff devoted to research through an ICT group to support research coordinated by the ASIT office, which will be established for this purpose

Previous page:
San Giobbe student
housing, Venice

Offering an integrated virtual environment to researchers to enable access to scientific information 2⊚

#platforms #performance #sustainability #AI #openscience #accesso #citizenscience

Research and research teaching tools require significant support by developing innovative platforms and using new technologies, i.e., AI, cognitive sciences, neural networks, and computational linguistics, to find logical links between concepts and display them through graphs. The University also commits to adopting digitisation policies in line with the Open Science mission by transferring the academic, cultural heritage to technological platforms accessible from the scientific community and the citizens (Citizen Science).

> **Action 2.1**
> Organising specific training according to specific interests, needs (researchers, Ph.D. scholars, students) and subjects

Aligning quality and transparency policies related to University research with the policies of the *European Research Area* and *Open Science* and implementing services and tolls according to international best practices, as required by the *scientific collaboration* defined under *Horizon Europe,* in the 2021-27 NRP and the Open Science 2021-27 NRP 3⊚

#datamanagement #openscience #EOSC #FAIR #ResearchDataManagementSupport #services #Openscience2021-27 #datarepository

The transition towards Open Science requires a systematic cultural and technological reform. This transformation is increasingly and effectively supported by research funders calling for policies, services, and instruments to support data management during the research. Data collection passes through certified infrastructures that comply with the European Open Science Cloud (EOSC) and adopt trusted data and service management international protocols and standards according to FAIR principles (Findable, Accessible, Interoperable, Reusable) to disseminate and read data and information. Therefore, to support researchers in this technical activity and prepare the Data Management Plan (DMP), the University will implement the so-called "Research Data Management Support," namely an organisational unit focused on preparing FAIR data, managing techno-

logical infrastructures (data publishing), and advising researchers when drafting the DMP.

> **Action 3.1**
> Adopting a University data policy for research to promote more openness and transparency over the research data life cycle (also following the official termination of the project), to strengthen the academic values of integrity, sharing, and international collaboration in the field of research

> **Action 3.2**
> Identifying a trusted data repository to manage and share research data

4⊚ Improving/integrating a genuine analytical University service beneficial to the research teams, allowing Ca' Foscari to offer a service to concretely support local needs

#CSA #calculationcluster #territory #services #partnership #scaleeconomy #competencies #productivesystem

The tools managed by the CSA (University Equipment Centre) allow the University to benefit from a series of cutting-edge machinery, that can also be employed to provide analytical performances for the territory.

The logistic organisation of the Centre and a University service should be completed and implemented to support research teams in having a shared analytical potential without necessarily enter relevant project costs shares - difficult to map - in the inventory. Moreover, this organisation paves the way to allow third parties to use the Centre, thus improving local interaction and re-establishing the supporting role of the University to regional and national businesses and productive sectors.

> **Action 4.1**
> Optimising work environments and the synergy among different analytical systems

> **Action 4.2**
> Training the staff to work with new machinery by promoting staff interchangeability and improve organisational strength

> **Action 4.3**
> Establishing dedicated spaces to optimise services equipped with technical and expert staff able to monitor the use of technological instruments

Implementing a model for integrated learning environment

5

The University wants to establish an integrated learning environment featuring a digital classroom equipped with methodologies, technologies, and spaces to promote good learning practices and broaden the learning environment beyond the classroom walls and online classes.

The integrated learning environment (or digital classroom) is based on the Universal Design for Learning principles: principles and approaches to creating an inclusive and accessible academic culture supported by new technologies. With a student-oriented learning programme, the University should allow all students access to adequate learning under the same conditions and promote inclusion: accessible, user-friendly, and flexible spaces and resources.

Action 5.1
Innovating classroom teaching through virtual classrooms and adopting a room-oriented approach instead of a user-oriented one

Action 5.2
Reviewing the basic class and space equipment to implement a hybrid use both face-to-face and online

Action 5.3
Reviewing the role and tasks of IT personnel working inside the departments and the campus

Action 5.4
Improving the training offered to Professors on the use of the University equipment

Adapting spaces to students and staff and improving the real estate asset

6

The University's assets need to be adapted to achieve the complete management of financial resources. In this regard, a census of each department, divided by intended use, was implemented. The users of said spaces (students, professors, and technical and administrative staff, including fixed-term employers, i.e., research fellows and post-doctoral scholars) were identified and registered. A set of indicators was prepared to measure and compare the performances related to an adequate distribution and use of real estate assets and assess the space distribution per-capita for departments, centres having financial autonomy, libraries, central administration, Fondazione Ca' Foscari, and CUS. The indicators - detected according to the growth/reduction trend in population - can be used as tools to evaluate future rationalisation and/or addictions to the University asset.

According to the asset context analysis, the general objectives to be pursued are the following:
- Aligning available infrastructures to a total academic growth
- Creating more spaces devoted to individual/team study and recreational activities
- Modernising spaces by implementing sustainability and creating intelligent infrastructures

The spaces envisaged by the next six-year plan will be included under:
- The approved building programme envisaging a 36% increase in the overall University areas
- The creation and/or acquisition of new spaces to anticipate expected quantitative developments in population, which will be partly absorbed by working from home.

Action 6.1
Rationalising spaces to increase those devoted to students

Action 6.2
Investing in real estate to reduce leased buildings and, saving a relevant part of the current leasing expenditure

Action 6.3
Including building development to improve libraries through the integrated design of spaces and services

Improving the resilience, flexibility, accessibility, and energy efficiency of spaces and procedures by reducing and rationalising the consumption of resources

7

#sustainability #2030Agenda #lessemissions #mitigationplan #greenareas #lowimpact #PEBA #lesswaste #greenprocurement #water #food #inclusiveness #decarbonisation #energyefficiency #energydiagnosis #incentives #certifications #PPP

The University infrastructure - including physical spaces, equipment and supplies - has a significant environmental impact and affects the well-being of users and the economic expenditure. In this regard, over the next years, the University will carry out the following actions to reduce its environmental impact while improving the social one:
- Reducing building energy consumption and improving energy efficiency Improving the resilience and flexibility of spaces and procedures
- Improving the accessibility of spaces and providing them with equipment able to fill technological, economic, and social gaps

These objectives align with SDGs n. 4, 6, 7, 8, 12, and 13 of the 2030 Agenda.

The University will implement the 2022-2030 University Mitigation and Adaptation Plan to climate change, currently under preparation, which will provide accurate objectives to reduce emissions and implement adaptation actions to extreme climatic events. The plan will envisage:
- Interventions on the buildings
- Interventions on green areas
- Increased sustainable mobility
- Water management
- Waste and resource management
- Activities to raise awareness and encourage public engagement

The mitigation and adaptation plan provides a broader time horizon than the University Strategic Plan, but it will offer short, medium, and long-term objectives. The plan's goals will be subject to regular review to significantly reduce emissions by 2030 and achieve climate neutrality by 2050.

The following primary actions will be promoted to become a model for a safe and comfortable life and integrate environmental sustainability and people's wellbeing.

> **Action 7.1**
> Enhancing green areas in an adaptation perspective, by selecting the more resilient species that can adapt to our climate and implements low-impact maintenance actions

> **Action 7.2**
> Experimenting innovative procedures through pilot offices to occupy spaces

Improving the accessibility of spaces and providing them with equipment able to fill technological, economic, and social gaps
The following action is necessary to become a "school" or model of inclusiveness for students and citizens.

> **Action 7.3**
> Developing a space management approach divided by categories of users

Reducing and rationalising resource consumption (i.e., water, waste, food)
The following actions are necessary to become an example of environmental practices and a "school" of sustainability acting in line with the 2050 objectives.

> **Action 7.4**
> Reducing non-recyclable packaging and materials in the University supply

> **Action 7.5**
> Calculating the University water footprint and defining strategies to reduce consumption and recover rainwater

> **Action 7.6**
> Equipping the University with an efficient system to reuse/donate movable assets no longer used

Reducing building energy consumption and improving energy efficiency
The 2030 Agenda and the long-term 2050 Strategy (decarbonisation) stimulate the implementation of new and ambitious actions to improve efficiency in several areas:
- Executing energy assessments to plan accurate interventions in the medium-term (10 years) by also considering the 2030 and 2050 objectives
- Adopting voluntary certification systems (i.e., Leed, Itaca) that can positively affect the building and management phases
- Using the Public and Private Partnership (PPP) to manage energy services and optimise sustainable achievements

> **Action 7.7**
> Using the scientific campus to build a model of sustainable resource management

> **Action 7.8**
> Planning actions that include energy assessment procedures in line with the 2030 Agenda and the long-term 2050 Strategy across the Offices generating 80% of consumption

> **Action 7.9**
> Defining intervention policies on existing buildings by providing formal indications and guidelines to make the existing buildings more energy efficient

2026 Strategy for a Streamlined Organisation

Strategic Axes

- Rethinking the organisational structure that includes infrastructures, systems, and processes by making it suitable to achieve the strategic objectives in a streamlined perspective
- Seizing the opportunities offered by the legal framework and technological innovation by reaching an adequate balance between private life and career to implement a quality working environment and performance
- Putting the development and maintenance of key competencies at the centre of the strategy to ensure the achievement of the expected performance and pursuing the institutional mission

Mission Objectives

1 Enhancing all professionals working at Ca' Foscari according to changes in the organisation, learning offer, research, and civic engagement activities

As stated by the Rector in her programme, "Ca' Foscari is a rich and heterogeneous community able to tackle future challenges and foresee future dynamics". Enhancing this community through a participatory training governance will ensure continuous professional development by improving learning agility. The document on post-Covid learning actions (CRUI 2021) underlines the need for valid technical support provided to all actors and the establishment of training activities involving the teaching staff. In 2020, a report drafted by the Assessment Unit highlighted the need for the University to implement specific learning and scientific refresher courses. In line with the international and national standards, the University wants to promote an organic training plan and enhance the professionals employed by the University by engaging the teaching and administrative staff in upgrading and talent improvement programmes. To renew the professional competencies, behaviours, and organisational culture in an agile perspective, a training is needed that looks at this approach to combine learning times and work-life balance with the development of certifiable skills and incentives to promote career programmes and improve the welfare system.

Previous page:
Baratto Room,
Ca' Foscari, Venice

Action 1.1
Defining competence models suitable for agile work (responsibility, self-organisation/ autonomy, communication, target-oriented/task-oriented approach, problem-solving, teamwork, ability to reply, self-development and users orientation)

Action 1.2
Identifying professional families and communities within the University environment that are in line with changes resulting from agile work and the engagement of internal staff

Action 1.3
Defining new models of professional families and cross-sectoral practice communities and mapping them according to added value processes for students, families and the territory

Action 1.4
Developing performance management models in line with agile work

Action 1.5
Defining training programmes for the teaching, administrative and technical staff by strengthening the analysis of specific needs through participatory models, competence certification and by improving innovative learning through customised methodologies such as coaching, mentoring, reverse mentoring

Action 1.6
Promoting the development of learning skills to handle unexpected situations and new competence and leadership models (through a training programme on agile leadership and team working)

Action 1.7
Defining a plan for initial and continuous training to professors and technical and administrative staff in line with the professional development and the academic offer

Action 1.8
Creating a reference point for professor training acting as a drive for innovation and the University transformation

Action 1.9
Defining recruiting and career advancement policies to maintain University key competencies

Distinctive Objectives

Multidimensional organisational action: towards the implementation of an agile organisational model

#ccoordination #interdependency #relationship #macroprocesses #humancapital #foundingvalues #belonging #knowledgenetwork #digitalawareness #organisation #smart #rationalised #learningorganisation #autonomy #newcompetencies #disconnection #performance #lifeworkbalance

KEYWORDS

The central concept for an agile model is coordination, to overcome the hierarchical concept and enhance relations and interconnections by engaging people.

The complex University organisational structure is based on three main macro-processes: teaching, research, and civic engagement.

There is limited interdependence among autonomous structures in the current organisational model, while more interdependence emerges with -affordable - resource sharing at a governance level. The functioning model for the supply of technical, administrative, and management services goes in tandem with a traditional hierarchical and functional structure characterised by an enhanced process diversification, including those with a cross-sectoral nature. This model requires many energies and resources. The limitations primarily result from the rigid and static nature of the system that may cause redundancies and inefficiencies. Moreover, they partly result from the willingness of single organisational structures for individual self-determination instead of a general University overview (resulting in doubled activities and higher costs connected to work that undermine the quality of the performance and the effective use of human resources). One of the University's strengths resides in the human capital, tackling changes and uncertainties. Ca' Foscari organisational renovation will rely on the founding values of the University, such as the sense of belonging and the interaction among the different components (scientific, technical, administrative, and linguistic) in place to build an agile, rationalised, simple, dynamic organisation through network models. It will be a learning organisation able to renew itself through data-driven decision-making processes. During this changing process, specific attention will be given to certain areas, such as (a) knowledge network, (b) virtual communication, (c) digital awareness, (d) creativity (intended as the use of new tools), by taking risks and opportunities into account (i.e., technological stress). Other aspects will be analysed, such as regulating the connection of smart workers (schedule, resting periods/working periods, contact times), managing each worker's connection/disconnection times, and introducing new welfare models.

Action 2.1
Mapping processes in support of growth, teaching and civic engagement activities in terms of hybrid organisation

Action 2.2
Reviewing roles, improving tasks and the model of expected competencies, with particular reference to the implications of the performance scoring system and across recruiting policies

Action 2.3
Creating collaborative work environments - cross-functional teams, namely teams that can be established and decomposed rapidly, made by people with different specialised competencies coming from other organisational offices and hierarchical level, to coordinate cross-sectoral activities and central administration and offices

Action 2.4
Developing cross-sectoral skills across managing and operational staff: agility encourages a collaborative culture and develops the team potential by empowering and enabling people to delegate and trust each other

Action 2.5
Developing business agilities: there is no agile model without digitisation

Action 2.6
Optimising the management of physical working spaces, to create co-working, meeting, and co-creation spaces for permanent or project teams, supported by the introduction of technologies instrumental to hybrid work and virtual collaboration

Action 2.7
Promoting diversity/age management rationales

Action 2.8
Experimenting innovative working approaches (bottom-up, improvement projects) and opportunities to create new ways of thinking by ensuring a balanced management for complex issues

3 Institutional and administrative streamlining and digitisation

This Strategic Plan comes 10 years after the Charter was issued in the aftermath of the Gelmini Law. In these 10 years, we experienced a redefinition of governmental bodies and their functions, the establishment and deactivation of Academic Schools, cross-departmental structures, and internal/external centres. Over these 10 years, many regulations have been issued, amended, and revoked.

The current framework is that of a University rich in values and skills that anyway requires administrative streamlining: reorganising the administrative structure towards process streamlining, higher efficiency, and better structural coordination. In compliance with transparency and the guidelines, all the previous must be set out under the legal framework. The starting reference framework applies to a University with a central administration, a library system (with 5 libraries), 8 departments, 4 campuses, 3 schools (Ca' Foscari Challenge School, Ca' Foscari School for International Education and the International College), the cross-departmental Centre *"Scuola in Economia, Lingue e Imprenditorialità per gli Scambi Internazionali"*, 3 service centres (the University Language Centre, the cross-departmental service centre for experimental disciplines and the Service Centre for University Scientific Equipment), several departmental centres (among which CMCC, MaP, VeDPH, VERA) and 2 University research centres (ECLT and the New Institute: Centre for Environmental Humanities at Ca' Foscari University of Venice). Ca' Foscari is a member of 20 cross-university centres and more than 50 entities, including associations, companies, and consortia, at a national and international level. There are 128 regulations currently enforced, and dozens of communications are produced every day. Our University accounts for 26 bodies and numerous boards, committees, and commissions.

Given this complex organisation lacking perfect connections among structures, the risk exists that communicative issues at an internal level and slowdowns due to complex administrative processes may undermine the cohesion and coherence of the organisational structure. This unity is among the central values of our University, one that enables us to feel equally part of Ca' Foscari.

To support the development of agile organisational models, better digital infrastructures need to be implemented, data and its use require enhancement, and a culture of digital competencies must be created. Each action will be guided by several fundamental principles:
• Developing a digital-oriented organisational culture
• Improving the digital skills of the University staff
• Speeding up the review of management processes and service provision in a streamlining and digitisation perspective, while bearing in mind the mobile-first and privacy by design principles
• Partnering with University spin-off and innovative businesses
• Scores Monitoring

Data enhancement involves a comprehensive publication of open data to allow efficiency and transparency in existing services and attract new services and entrepreneurial entities. The informative asset will develop and monitor informed and targeted decisions. Data sharing with the scientific community should also be implemented in the research field to contribute to Open Science. While implementing new services, the need to raise the security of digital infrastructures should also be considered to protect the confidentiality, integrity, and availability of academic data, communications, and related services.

Action 3.1
Reviewing the Academic Charter and the General Regulation

Action 3.2
Simplifying the University regulatory system, by reducing regulations (and pushing towards the use of circular letters and guidelines) and issuing consolidated texts concerning several subjects.

Action 3.3
Defining the functions of central administrative offices when dealing with departments and centres

Action 3.4
Clarifying the communication processes (who decides, who communicates, how to communicate)

Action 3.5
Mapping and defining the roles of the structures of Ca' Foscari organisational system

Action 3.6
Reengineering critical processes within the University

Action 3.7
Developing the academic digital plan

Next page:
University Bridge,
Treviso

2026 Strategy Cross-sectoral Enabling Strategic Factors

Some cross-sectoral topics have emerged from team works that require a focus. These cross-sectoral topics are related to enabling strategic factors. Said elements are not connected with the primary mission but act as crucial elements to pursue the strategic goals related to primary processes and supporting services. The following topics were identified

1. Network/partnership
2. High-quality recruiting
3. Branding and reputation
4. Competencies
5. Internationalisation
6. Gender Equality and Inclusion
7. Sustainability

It is, therefore, necessary to enhance said topics and employ them in initiatives supporting fundamental missions.

1   Network/partnership

#valueconstellation #teaching #research #territory #innovation #knowledgedistrict #civicengagement #recruiting #reputation #doubledegree #jointdegree #newstudents #internasionalisation #opportunities #housing #sharedinfrastructure #scaleeconomy

KEY WORDS

The teams' work identified the need to develop networks connected to educational offer, research, civic engagement, and infrastructural development and classified as a strategic asset.

There is a need to develop networks and partnerships at an international level, promote research activities, encourage a joint and co-produced teaching offer, extend student services, develop civic engagement actions and create infrastructures. In addition, network and partnership are paramount in recruiting (both staff and students, mostly second and third-level) and branding strategies.

Previous page: aerial view of Venice and the Lagoon

High-quality recruiting

2

The teams underlined the importance of "high-quality recruiting" in ensuring quality teaching and research and supporting civic engagement activities. Student recruiting also plays a significant role.

Research, teaching, and service excellence need to be considered key factors to achieve research, education, and civic engagement actions. An additional core factor is also represented by an interdisciplinary assessment and, more in general, a recruiting approach that strengthens quality research.

Branding and reputation

3

The works of different teams highlighted the importance of the institutional reputation and image in building partnerships to attract students, improve recruiting processes, carry out research, civic engagement activities and obtain financing.

An international communication strategy needs to be defined by identifying adequate actions and measures through formal and informal channels that convey the values, quality, and image of Ca' Foscari and its structures.

Competencies

4

The works of different teams highlighted the importance of developing new competencies in support of teaching (i.e., new methodologies) and research evolutions (cross-sectoral competencies, fundraising support) and concerning civic engagement actions (i.e., intellectual property) and infrastructures. Developing competencies is fundamental for both lecturers and the PTA (Technical and Administrative Staff), mainly in a moment of deep organisational transformation (so-called "agile" models).

Developing competencies of the teaching and research staff in line with new learning, research, and civic engagement needs is fundamental. Importance should be given to the improvement of the competencies of administrative, library, and technical staff in line with the new agile organisation model and the services supporting fundamental missions.

Internationalisation

5

The works carried out by the teams confirmed the centrality of the University's international positioning and role, passing through an enhancement of competencies and projects to promote mobility, teaching, research, and recruiting. Developing projects and competencies (including language ones) is crucial for lecturers, the PTA, and the students who need to access competitive global labour markets.

International partnerships should be developed and improved by supporting international competitive projects. Identifying target countries for recruitment by promoting specific services for international students and those accessing inbound and outbound mobility. Developing internationalisation "at home" and abroad. Recognising and enhancing multilingualism within Ca' Foscari as an internationalisation factor.

Ca' Foscari needs to be enhanced by benefiting from two distinctive elements: the city hosting the University - a unique city open towards the world - and its interdisciplinary learning programmes (i.e., Economics and Asian languages).

Gender Equality and Inclusion

6

The University has developed and supports several actions focused on gender equality. Among them are the handbook for gender language and the most recent incentive plan to increase the number of female students enrolled in STEM programmes. Within the framework of the 2020-2025 gender equality programme of the EU Commission, a Gender Equality Plan (GEP) is required to participate in the calls of the Horizon Europe Programme for Research and Innovation. In line with the definition provided by the EU Commission, the GEP is a set of integrated actions oriented to the creation of a single strategic vision to:

- Identify gender inequalities and distortions;
- Implementing innovative strategies to fix gender inequalities and distortions;
- Defining objectives and monitoring their achievement through specific indicators.

Moreover, efforts will be made to remove obstacles to gender equality, particularly regarding maternity leaves and adoption procedures. The aim is to recognise a suspension of teaching and research activities during the work leave and guarantee an adequate work-life balance.

Developing a Gender Equality Plan

- Creating a Working Group including different members of the Ca' Foscari community
- Identifying gender inequalities within the University and gaps in existing policies
- Engaging Ca' Foscari community to draft and implement the plan
- Planning short, medium, and long-term initiatives to achieve effective gender equality within the University, in coordination with actions to ensure sustainability and provide regular monitoring
- Making the gender policy within the University legally binding

Strengthening supporting measures when resuming work after birth leave or child adoption. Rescheduling teaching hours when continuing work after a leave.

Sustainability

7

Ca' Foscari was the first University in Italy to include sustainability within the founding principles of its Charter under Article 31. Given the paramount role of Universities in achieving the SDGs set out by the 2030 Agenda of the UN, Ca' Foscari wants to act as a national and international reference point for sustainability. Sustainability should cover all the academic, research, and civic engagement areas and inspire virtuous actions. This approach requires consistent and coordinated planning involving all the members of the University, including administrative and technical staff and students.

Therefore, it is necessary to promote the development and strengthening of the University's sustainability actions through a 2030 Agenda Implementation Plan that will define the contribution it intends to make to the achievement of the SDGs - Sustainable Development Goals coordinated with both the Strategic Plan and the three-year plans.

Strategic Plan Monitoring and Integration with the Three-year Plan

The Strategic Plan, in addition to being the central document for the University, describing the development objectives and the means that will be adopted to achieve them, is the tool to share updates on the progress of the path with Ca' Foscari community and external stakeholders. To this end, the monitoring activity will assess the effectiveness of the Plan's actions in achieving the strategic objectives. It will also help understand the internal and external factors that may have positively or negatively affected the degree of achievement of the same and proceed to identify areas of improvement on which to redesign objectives and resources.

The Strategic Plan will be articulated by the various departments and their staff through the Three-Year Development Plan, which will identify their lines of development for 3 years in line with the Strategic Plan, the three-year Ministerial Programme.
The Performance Plan will articulate the objectives of the technical and administrative staff over three years.

The Development Plans of the departments should describe the Department Strategy and provide details related to:
- The Department objectives based on University indicators
- The Department objectives based on AVA indicators
- The Actions required to achieve objectives

The tools for implementing the Strategic Plan are three-year programming and integrated planning, including annual monitoring of results. These tools allow the various academic and administrative structures to carry out Ca' Foscari's overall strategies, turn them into objectives, implement the most suitable actions based on their strengths, and enhance their autonomy and diversity. Each structure is in charge of achieving goals by ensuring a targeted and coordinated effort with the Strategic Plan. Identifying the three-year planning allows linking objectives to resources (annual and three-year budget, personnel plan), thus defining the reference targets of the three-year goals based on the allocated resources and allowing timely monitoring of the Strategic Plan implementation.

The departmental planning is an essential element for the implementation of the Strategic Plan and of the three-year ministerial programme, as it involves the departments in the realisation of the overall strategies of Ca' Foscari, with a document that sanctions the commitments, translates them into objectives and therefore, through the implementation of suitable actions, allows to give an account, in the final balance, of the degree of achievement of the expected results.

The Strategic Plan and the departmental planning will be subject to annual monitoring based on appropriate performance indicators for each strategic area (Key Performance Indicators), mainly resulting from ministerial indicators, i.e., the parameters used by the MUR to allocate funds and staff points, and more detailed indicators referring to the results expected from the pursuit of individual strategic actions. In addition to the result indicators, financial stability indicators will also be monitored, which will continue to serve as a check marker for assessing the sustainability of the actions undertaken.

Acronyms

AMI - Ca' Foscari Attractiveness, Mobility, Integration

ASEAN - Association of South East Asian Nations

ASIT - Computer Services and Telecommunications Area

AVA - Self-assessment – Regular Assessment – Accreditation

BBCC - Cultural Heritage

CEL - Collaborators and Linguistic Experts

CF - Ca' Foscari

CMCC - Euro-Mediterranean Centre for Climate Change

CNR - National Research Council of Italy

CRUI - Conference of Italian Universities Rectors

CSA - University Equipment Centre

CUS - University Sports Centre

DMP - Data Management Plan

EACEA - European Education and Culture Executive Agency

ECF - Edizioni Ca' Foscari

ECLT - European Centre for Living Technology

EQUIS - European Quality Improvement System

EOSC - European Open Science Cloud

FAIR - Findable, Accessible, Interoperable, Reusable

GEP - Gender Equality Plan

HRS4R - Human Resources Strategy for Researchers

ICDI - Italian Computing and Data Infrastructure

ICT - Information Communication Technology

IIT - Italian Institute of Technology

ITS - Higher Technical Institutes

MAECI – Italian Ministry of Foreign Affairs and International Cooperation

MaP - Marco Polo International Research Centre

MOOC - Massive Open Online Course

MUR – Italian Ministry of University and Research

UN - United Nations

PA - Public Administration

PInK - Promotion of Innovation and Know-how

SMEs - Small and Medium Enterprises

NRP - National Research Programme

NRRP - National Recovery and Resilience Plan

PPP - Public and Private Partnership

PTA - Technical and Administrative Staff

SDG - Sustainable Development Goals

SMACT - Social, Mobile, Analytics, Cloud e Internet of Things

SSH - Social Sciences and Humanities

STEM - Science, Technology, Engineering and Mathematics

SUN - Silk Roads Universities Network

TA - Technical and Administrative

CE – Civic Engagement

EU - European Union

UEEA - Eurasian Economic Union

UNESCO - United Nations Educational, Scientific, and Cultural Organisation

VeDPH - Venice centre for Digital and Public Humanities

VERA - Venice centre in Economic and Risk Analytics for public policies