A PLACE TO BUILD

Elezioni CNSU
14-15 maggio

our
proposals
extended

INDEX

1. RIGHT TO EDUCATION

The Right to Education is the beating heart of our university proposal: it is the guarantee that 'those who are capable and deserving, even if lacking in means, [...] may attain the highest levels of education,' as stated in Article 34 of the Constitution. And if studying means both deepening one's knowledge and fully experiencing a certain place, then it is through studying that one can grow as a person—especially in terms of critical thinking and creativity in shaping the world.

Investing in this kind of growth, therefore, also means investing in a new vision of society: a society that aspires to be renewed from within.

But we do not attend university only to learn a profession; we also do so to have the opportunity to express who we are—through work, with our limitations, our talents, and our vulnerabilities. This doesn't just mean offering scholarships, but breaking down all the barriers that prevent access to and support of all the tools that enhance life in the university environment in all its forms: having access to a canteen with fair prices, or places to eat one's own food, having classrooms that allow everyone to attend lessons and study, as well as sufficient libraries, or living affordably near the university with others who share the same experience.

In particular, we believe that a fundamental role in this process is played by the community that can form within a university, because it is within the context of a community that a person can grow more fully, be supported, and be helped not to get lost in the face of the obstacles along the way.

The National Recovery and Resilience Plan (PNRR) marked a decisive step forward, as it enabled Italy to significantly increase the financial resources allocated to universities, expanding the number of scholarship recipients and increasing the value of individual grants, and building a large number—though still insufficient—of university residences. However, this progress cannot end with the expiration of the funding in 2026.

We believe that the main challenge in the coming years lies precisely in our ability to deal with the end of this funding. To face this issue, however, it is essential to understand that the fullest conception of the right to education is the one we have just outlined—one that considers the whole person, and not just as a need for services met through economic support.

But how is this Right to Education structured in Italy?

1.1 Fondo integrativo statale (FIS)[1]

What is it?

The *Fondo Integrativo Statale* (State Supplementary Fund), established by Legislative Decree 68/2012, is the fund through which the State contributes each year to the financing of scholarships. For the academic year 2024/2025, the Ministry of University and Research (MUR) allocated a total of **593 million euros** to the regions as an advance on the FIS. The FIS is **not given directly to universities**, but is **distributed region by region according to specific criteria**.

Specifically, the advance was allocated to the regions as follows:

progressivo	Regioni	Assegnazione della quota di fabbisogno finanziario regionale più la quota parte premiale		Assegnazione per eventi sismici	Assegnazione FIS 2024 definitiva comprensiva della quota assegnata per eventi sismici
		a		b	c (a + b)
n.1	ABRUZZO	€	13.518.740,77		€ 13.518.740,77
n.2	BASILICATA	€	2.333.669,75		€ 2.333.669,75
n.3	CALABRIA	€	38.536.156,51		€ 38.536.156,51
n.4	CAMPANIA	€	60.251.484,67		€ 60.251.484,67
n.5	EMILIA ROMAGNA	€	66.287.414,73		€ 66.287.414,73
n.6	FRIULI VENEZIA GIULIA	€	12.311.887,27		€ 12.311.887,27
n.7	LAZIO	€	72.847.849,62		€ 72.847.849,62
n.8	LIGURIA	€	8.019.891,50		€ 8.019.891,50
n.9	LOMBARDIA	€	49.885.821,90		€ 49.885.821,90
n.10	MARCHE	€	20.565.103,22	€ 200.000,00	€ 20.765.103,22
n.11	MOLISE	€	1.706.501,73		€ 1.706.501,73
n.12	PIEMONTE	€	41.531.299,16		€ 41.531.299,16
n.13	PUGLIA	€	45.332.899,00		€ 45.332.899,00
n.14	SARDEGNA	€	25.906.660,82		€ 25.906.660,82
n.15	SICILIA	€	48.270.809,35		€ 48.270.809,35
n.16	TOSCANA	€	36.825.315,81		€ 36.825.315,81
n.17	UMBRIA	€	14.250.653,65		€ 14.250.653,65
n.18	VALLE d'AOSTA	€	297.420,88		€ 297.420,88
n.19	VENETO	€	34.960.670,66		€ 34.960.670,66
	TOTALE	€	593.640.251,00	€ 200.000,00	€ 593.840.251,00

Assegnazione Fis 2024

Tabella di Riparto FIS 2024[1][2]

---

[1] Link utili per approfondire il tema:
1. USTAT – Sito ministeriale per visionare tutti gli open data sul Mondo Universitario: https://ustat.mur.gov.it/
2. Area "Finanziamenti" del sito del MUR: https://www.mur.gov.it/finanziamenti
3. Area "DSU" del sito del Ministero dell'Università e della ricerca: https://www.mur.gov.it/diritto-allo-studio

[2] Decreto direttoriale n. 1718 del 12-11-2024; Riparto del fondo integrativo statale per la concessione delle borse di studio per l'accesso alla formazione superiore - Anno 2024.

The FIS is not the only source of funding for scholarships; in fact, the total amount allocated each year by each Region for the provision of scholarships is determined by:

I)   a share of the **FIS**;

II)   the revenue from the **regional tax for the right to university education** (hereafter, DSU); the amount of the tax is divided into 3 bands based on the student's economic condition. The **minimum amount** of the tax is set at **€120, €140, or €160** depending on the band (note that **regions with special statutes can set it up to a maximum of €200**);

III)   the **region's own funds**, in an amount **equal to at least 40%** of the allocation related to the FIS.

How is the FIS allocated?

Interministerial Decree No. 1420 of September 4, 2024, establishes the criteria for determining the financial needs of the regions and for allocating the State Supplementary Fund (FIS) **for the academic year 2024/2025. This regulation aims to ensure** greater equity in the distribution of resources for the right to education, **by providing** incentives for regions that invest more **and assigning** specific funds to support students in difficulty**. The decree sets out how the resources of the** State Supplementary Fund **are distributed among the different Italian regions. The allocation of the FIS is based on two main components:**

I)   Proportional   Quota   Based   on   Financial   Need   (85%)**: 85% of the total fund is allocated to regions based on their** net financial need**. This need represents the economic requirements of each region to guarantee scholarships for eligible students. In other words, this portion of the fund is distributed** proportionally **to cover the basic needs of the regions, calculated based on the** number of eligible students **(categorized as: out-of-town, commuters, on-site),** housing costs**, and** services for students with disabilities**.**

II)   Incentive Quota (15%)**: The remaining 15% of the fund is used as an** incentive**, called the** "incentive quota"**. This quota is reserved for regions that show greater financial commitment — that is, those that** invest more than 40% of the FIS received using their own resources. This mechanism is intended to reward the most virtuous regions, encouraging the use of local resources to support eligible students.

Condition for Increasing the Incentive Quota

There is a further possibility of increasing the incentive quota. If the total expenditure on scholarships by the regions entitled to the incentive quota (i.e., those that have invested more than 40% of their own resources) exceeds 50% of the total national expenditure on scholarships, then the percentage of the incentive quota increases from 15% to 20%. This means that regions making a greater effort to cover a significant share of the scholarships are further rewarded with an increase in funding.

What needs to be addressed?

As highlighted by the aforementioned redistribution of the State Supplementary Fund, it becomes evident that the attempt to use this "incentive quota" to encourage regions to increase financial commitment is not economically sustainable in the long term. In particular, we emphasize this issue because within just a couple of years, we will witness the end of European funding provided through Mission 1.4 of the National Recovery and Resilience Plan (PNRR). The end of these funds will not only result in a simultaneous reduction of the State Supplementary Fund, but, as things currently stand, it will also place a greater financial burden on the regions in matters concerning the right to education. Additionally, it must be emphasized that universities themselves are increasingly having to support and sustain these costs.

Anni	Università		Istituti AFAM	Altro	TOTALE
	Corsi di laurea	Corsi post-laurea			
2018	593.953	4.026	23.779	11.102	632.859
2019	675.542	3.517	26.583	8.553	714.196
2020	669.420	2.794	28.056	12.657	712.927
2021	734.507	2.780	28.558	9.951	775.796
2022	954.003	3.004	38.949	10.868	1.006.824
variazione % 2018 - 2022	60,6%	-25,4%	63,8%	-2,1%	59,1%

For these reasons, we welcome the willingness of the current Ministry to revise the instruments and areas of funding for the Right to Education. At the same time, fully aware of the simultaneous and upcoming **end of European funds**, we believe that the amount of this **state fund will not be adequate** to support the **growing financial needs** of student scholarships in our universities.

European Social Fund

The European Social Fund is the main financial instrument through which the European Union promotes economic and social cohesion. The fund for the 2021–2027 programming period, called ESF+, amounts to €99.3 billion (about 10% of the overall EU budget) and is managed through programming cycles with specific objectives, defined via negotiations between the Member States, the European Parliament, and the Commission. The implementation of the ESF is entrusted to the Member States and the regions of the EU, through operational programs jointly planned with the European Commission. Among its specific objectives, ESF+ includes support for education, considered an essential tool for personal development and social inclusion. For this reason, about 10% of total ESF+ resources are allocated to education-focused programs, with a significant portion reserved for higher education. It is already standard practice for the Regions to use part of these funds to finance university education, particularly by supporting scholarship programs.

As previously mentioned, there is concern that the conclusion of the NRRP (National Recovery and Resilience Plan) will lead to a drastic reduction in resources available to fund scholarships for eligible students. For this reason, we believe that one of the quickest and most effective solutions—in addition to necessary discussions between the Ministry and the European Commission to secure new EU resources on this matter— would be for the Ministry to issue a policy note urging the Regions to strengthen investments in the right to education within their operational programs. This is a priority issue, as the end of the NRRP risks leaving entire areas of intervention uncovered, particularly in Southern Italy (not only through ESF+ but also via other direct EU funds).

---

[3] Il Diritto allo Studio Universitario nell'anno accademico 2022-2023 (Ufficio statistico del MUR, luglio 2024)

Proposals

I)   **European Social Fund**: We propose that the European Union, with a view to increasing its commitment to higher education, raise this funding. At the same time, we call for a ministerial directive to revise the ESF+ operational programs, and for a portion of these funds to be allocated by the Regions to cover scholarships.

II)   **Progressive Regional Tax**: We propose changing the structure of the regional tax allocated to the right to education (currently set at a standard cost of €140 per student) by introducing a progressive rate based on the student's ISEE (Equivalent Economic Situation Indicator). The minimum tax would remain at €140, while the maximum would rise to €200.

1.2 Scholarships

How many scholarships?

In **2022/2023**, the number of **eligible students who did not receive a scholarship** was just **0.2%** of the total number of entitled applicants—**about 600 students out of more than 258,000 eligible**—confirming a **marked improvement** in the funding system compared to the past (in **2016**, the number exceeded **38,000**).

This result was made possible thanks to the **increase in resources allocated to the right to education**, particularly from the **State Supplementary Fund (FIS)** and, more recently, **European NRRP funds**, which alone **covered about 40% of the scholarships awarded in 2022/2023**.

Despite this significant progress, some **critical issues remain**: part of the financial need continues to be covered by **universities' own funds**, and the resources allocated are **not always timely or evenly distributed across regions**.

In this context, the **future sustainability** of the system **depends on the continuity and stability of public funding**, both **national and European**.

Anni	Università		Istituti AFAM	Altro	TOTALE BORSE	TOTALE IDONEI
	Corsi di laurea	Corsi post-laurea				
2018/2019	195.068	1.008	7.933	3.731	207.740	213.323
2019/2020	209.900	912	9.017	3.470	223.299	228.787
2020/2021	228.936	766	9.292	5.177	244.171	247.220
2021/2022	224.591	737	9.305	3.724	238.357	243.493
2022/2023	243.158	644	10.480	3.402	257.684	258.284
var. % 2018/2019 - 2022/2023	24,7%	-36,1%	32,1%	-8,8%	24,0%	21,1%

Tabella 3 - Numero di borse di studio assegnate e studenti idonei: a.a. 2018/2019 – a.a. 2022/2023[4]

The value of individual scholarships

On **March 25, 2025**, through **Directorial Decrees No. 180 and No. 181**, the **maximum ISEE and ISPE thresholds** for access to benefits related to the **right to education** were increased. At the same time, the **minimum amounts of scholarships** for access to **higher education** were also raised.

Limiti massimi ISEE e ISPE	Importi minimi borse di studio
ISEE: euro 27.948,60	Studenti fuori sede: euro 7.072,10
ISPE: euro 60.757,87	Studenti pendolari: euro 4.132,85
	Studenti in sede: euro 2.850,26

In fact, Mission 4 of the NRRP, under "Investment 1.4," **states** that thanks to the funding it provides, the **average scholarship amount will be increased by €700**, bringing it to a **value of around €4,000 per student**, while **also expanding the pool of student beneficiaries** at the same time.

Proposals

I)   **ISEE Calculation for Scholarships:** We propose excluding the amount of the scholarship received in the previous year from the calculation of the ISEE (Equivalent Economic Situation Indicator). This

---

[4] Il Diritto allo Studio Universitario nell'anno accademico 2022-2023, luglio 2024.

would prevent a reduction in the value of the current scholarship due to an increase in the family ISEE caused by the prior benefit.

II)   **Adjusted Index for Cost of Living:** We propose that scholarship values be determined starting from a base amount, with the addition of an index that reflects the cost of living in each specific region.

1.3 Fondo di Finanziamento Ordinario (FFO)[5]

What is it?

The Ordinary Financing Fund (FFO) is the fund through which the Italian State finances public universities, supporting their main costs—such as salaries, for example—and it represents the majority of a university's income.

For 2024, approximately €9 billion was allocated. For 2025, just under €9.4 billion has been budgeted, following an additional €300 million announced at the beginning of 2025 by Minister Bernini.


---
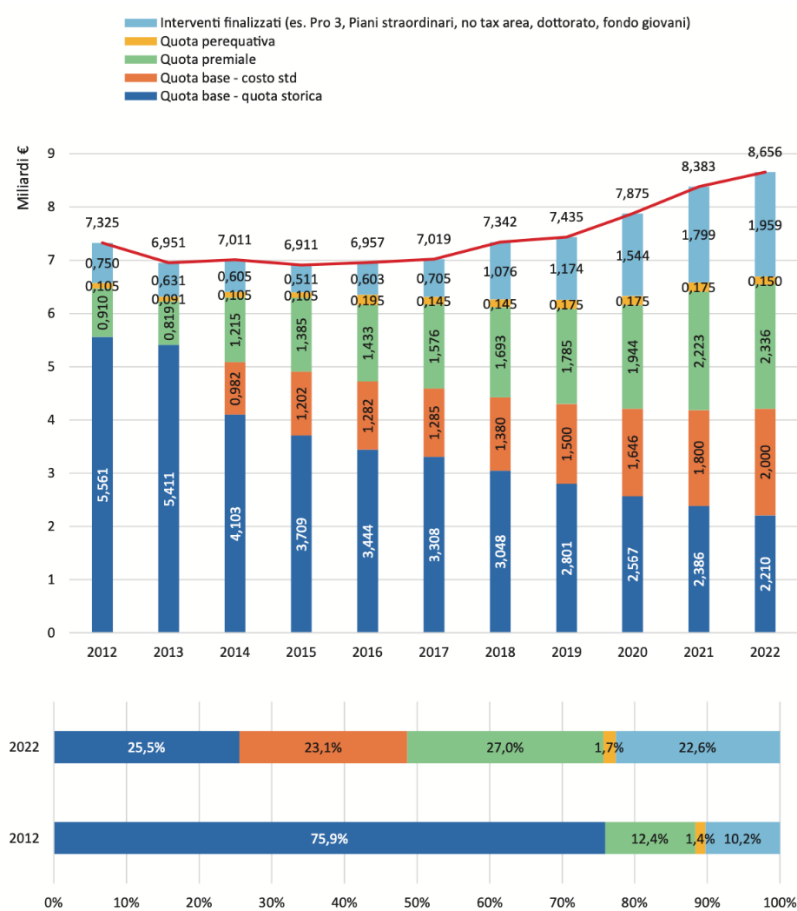
[5] Link utile per approfondire: parere CUN FFO 2024 (https://www.cun.it)

Allocation

The **FFO** is allocated in **three different ways**, according to **Ministerial Decree No. 1170/2024**:

1. **Base Quota (~45%)**: Derived from historical criteria and the **standard cost per student**, calculated based on parameters such as **teaching staff**, **technical-administrative staff (PTA)**, **support**, and **operations**. In **2024**, it amounts to approximately **€4 billion**, partly allocated based on the **2023 FFO** and partly based on the **standard cost model**.

2. **Merit-Based Quota (~30%)**: Related to the **assessment of quality and efficiency** of universities and assigned according to the following weights:
   o **60%**: Evaluation of Research Quality (VQR)
   o **20%**: Recruitment policies
   o **20%**: Performance indicators and reduction of disparities

3. **Equalization Intervention (~1.5%)**: Aimed at **balancing funding among underfunded universities**, relative to the theoretical model (to **avoid excessive disparities**).

4. **Earmarked Funds and Extraordinary Recruitment Plans (~23.5%)**: Includes funding for **salary increases**, **personnel development**, **new hires**, and similar measures.
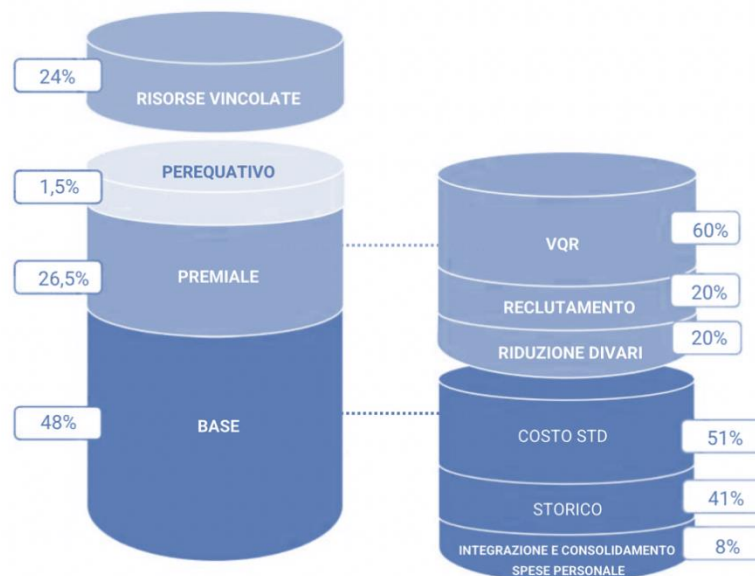
Over the past ten years, there has been a significant increase in the number of university students **exempt from paying tuition fees**, particularly for **income-related reasons**. According to the most recent data available for the **2022/2023 academic year** (also referenced earlier), the number of exempt students **reached 577,660**, equal to **37.6% of all enrolled students**. Of these, over **209,000 students fall within the "no tax area"**, and more than **257,000 benefit from exemptions due to low income**, while the remainder includes **exemptions granted for other reasons**, such as **merit**, **disability**, or other specific criteria. This figure represents a **doubling compared to 2015**, when the share of exempt students was around **20%**.

Proposals

I)   **Teaching Evaluation:** Currently, the distribution of the **performance-based quota** of the Ordinary Financing Fund (FFO) allocates **60% of the resources** to the results of the **Research Quality Assessment (VQR)**, **20% to recruitment policies**, and another **20% to indicators related to the reduction of disparities**. However, this structure—**so heavily focused on the scientific dimension**—only partially considers a fundamental aspect of the university's mission: **teaching**. For this reason, we propose to revise the allocation criteria of the performance-based quota, assigning a **greater percentage (and therefore weight) to the evaluation of teaching quality** at individual universities. This component could be assessed using **existing indicators**, such as the **on-time graduation rate**, **student satisfaction**, the **student-to-faculty ratio**, and the **adoption of innovative teaching methods**.

II) **Reduction of the Performance-Based Quota:** The current funding system rewards universities that excel in areas such as research or graduate employment. However, there is a growing concern that this **"reward" logic has gone too far**: currently, **30% of the funds** are distributed based on competitive criteria, while the **"guaranteed" resources** for all universities—known as the **historical quota**—are steadily shrinking. This approach risks creating significant **imbalances between regions**: universities located in **resource-scarce or more challenging areas** may fall further behind, thus **widening the gap between the North and South** of the country.

1.4 Rents

A Platform to Match Housing Supply and Demand

Let's begin by putting ourselves in the shoes of a first-year student: the excitement of starting university is often accompanied by the **difficulty of finding safe and affordable housing**.
As of today, there is **no centralized tool** that gathers and coordinates the demand from out-of-town students with the available housing supply—whether public or private—across different Italian cities.

To address this issue, we looked to **best practices** from some local models, such as **"TRent"** in Trento, which facilitates the **matching of student housing supply and demand**, and the **"Cerco Alloggio"** service from the University of Siena, which offers a platform with **verified listings**.

Proposals
I)   **Single Matching Tool:**

This proposal aims to create a digital platform to match student housing demand and supply. We envision a portal that allows students to:

- Use filters based on typical needs such as price, distance from the university, type of accommodation (single, double, shared), contract duration, etc.;

- Access a verified database of housing options, both public and private, with clear and up-to-date information;

- Utilize a multilingual interface to support international students as well.

This platform could be managed by student associations, unions, or public bodies, under the supervision of local institutions and universities to ensure transparency and reliability. The goal is to facilitate access to safe and adequate housing for out-of-town students, reduce the risk of scams or substandard housing, support international mobility by providing information and services in foreign languages, and promote collaboration between public institutions, universities, the student body, and private entities for shared management of housing resources.

II)   **IRPEF Tax Deduction:**

The IRPEF tax deduction for rental expenses of out-of-town university students is a fiscal benefit

that allows for a refund of paid taxes, reducing the financial burden for those who must pay housing costs away from home. To benefit from the deduction, the following criteria must be met:

- **Distance between home and university:** The student must be enrolled in a degree program at a university located in a different municipality from their place of residence, and the distance between the two municipalities must be at least 100 km.

- **Type of contract:** The deduction applies to lease agreements or renewals under Law No. 431/1998, hospitality contracts, or agreements with public entities for student rights, universities, legally recognized university colleges, non-profit organizations, and cooperatives.

The current deduction is 19% of the rental expenses, with a maximum deductible amount of 2,633 euros per year. Therefore, the maximum refund is approximately 500 euros (19% of 2,633 euros). However, this measure does not account for the significant differences in rental prices between cities. For example, cities like Milan, Bologna, and Rome have significantly higher average rental costs compared to other areas. We propose the introduction of a territorial adjustment coefficient that would modify the maximum deductible amount based on the average rental cost in the student's university city. This coefficient would be calculated by comparing the average rent in the university city with the national average. For example, if the coefficient for Milan were 1.5, the maximum deductible amount for a student renting in Milan would be 3,949.50 euros (2,633 x 1.5). This would ensure that students in cities with higher rental costs are not disadvantaged compared to those studying in cities with lower costs, promoting fiscal equity and aligning the deduction with the actual cost of housing.

III) **Redirect Unused PNRR Funds:**

We propose that funds from the PNRR, originally allocated for building university dormitories but that will not be used for that purpose, be redirected to other PNRR tasks, particularly in the area of student rights.

2. WELL-BEING

2.1 The problem

The Pandemic

Starting with the COVID-19 pandemic, which broke out in 2020 and lasted for several years, one of the most significant problems that affected the global population—and still persists today—concerns people's psychological well-being. For a long period, we were suspended in a state of stagnation, with no prospects for the future and often forced to live in isolation, sometimes in situations of deep distress. In many cases, the illness required prolonged periods of quarantine, highlighting how much we take our thirst for relationships for granted—even though it is essential to our well-being. Never before had we missed the closeness of others so much.

Perhaps it is precisely in this gradual weakening of social bonds, the anxiety over an uncertain future, the grief for lost loved ones—and through many other factors still unknown—that psychological and existential suffering has taken on a central role, becoming an issue that can no longer be ignored in our society. According to a scientific report published by the World Health Organization (WHO), in the first year of the COVID-19 pandemic, the global prevalence of anxiety and depression increased by 25%. One of the main explanations for this rise—as previously mentioned—was the unprecedented stress caused by the social isolation resulting from the pandemic. Linked to this were the limitations on people's ability to work, seek support from loved ones, and engage with their communities. The same report shows that, in addition to individuals with pre-existing health conditions, the pandemic particularly impacted the mental health of young people and women.

Evaluation

For several years now, many scholars have observed what is often described as a cultural paradigm shift that deeply characterizes our society: the paradigm of evaluation—an approach that increasingly permeates our daily and professional activities. In the context of Italian universities, for instance, a ministerial evaluation agency was established just over fifteen years ago, along with internal evaluation units present in every university. The creation of this agency represented a significant attempt to reform a system that, in the absence of quantitative criteria, risked being dominated by personalistic logics—the so-called "baronial" university—

or by forms of arbitrariness. This shift has certainly led to significant improvements, contributing to enhanced performance and the overall quality of the university system.

However, it is also necessary to consider the possible downsides of this model. The culture of evaluation can generate constant pressure on all university participants—not only students, but also professors—fostering performance anxiety, excessive competition, and a reductive view of knowledge, one more focused on metrics than on content. As noted in an article from *BMC Psychiatry*: studies on university students have found that academic pressure is a direct cause of learning burnout; the greater the academic pressure, the more severe the learning burnout becomes. We can thus say that one aspect of the psychological distress affecting our generation is directly linked to this increasingly pervasive evaluative paradigm, which shapes a view of oneself and others based on performance, capability, and productivity. In such a context, an individual's worth tends to be measured solely by the results they achieve, overshadowing fundamental aspects such as creativity, critical thinking, the value of mistakes as opportunities for growth, and personal well-being. It is therefore urgent to reflect on how to balance the need for evaluation with the necessity of safeguarding the complexity of the educational and human experience, recovering a vision of education that prioritizes not only performance, but also meaning, motivation, and the mental health of both learners and educators.

2.2 Our View

Loneliness and the Role of Associations

We have highlighted only two of the many elements that characterize this issue. However, what makes a condition of pain most unbearable and lacerating is loneliness—the fraying of the social fabric, the absence of support in facing this struggle.

We've heard the stories of many, many people who began an indefinite period of isolation at home, simply because there was no one to share their studies with, no one to talk to about the anxiety of exams. How many people do we see eating alone at university? And how often do our relationships mask a deep, individualistic isolation that distances us from genuine sharing?

For us, student representation has first and foremost been a place of friendship, listening, and sharing; for this reason, we want to live it as a service, a concrete opportunity for anyone who feels the need to find the same human and communal space. Therefore, we believe that the university structure as a whole should not view

loneliness as merely an important but limited problem, but rather as a dimension that concerns university policy in its entirety, just as much as the right to education. One of the primary purposes of university policy is precisely the building of a community — a space where each person can grow, above all, as a human being, both in their studies and in all aspects of university life that surround their academic path.

Two Directions for Action

For this reason, alongside the necessary direct support for those experiencing moments of difficulty, it is essential to promote everything that encourages people to connect and build meaningful relationships. In a context often marked by loneliness and fragmentation, what keeps a university community alive are precisely the spaces for gathering, dialogue, and human exchange. Student associations play an irreplaceable role in this regard: through their cultural, social, and political activities, they help weave connections, offer support and concrete closeness to those in need, and make the university a more humane and welcoming place. Supporting associations therefore means investing in a communal dimension of the university—something that is more urgent today than ever.

Proposte

I) **Student Association Funding Plan:**
We propose that university cultural funding calls, which are usually limited to certain types of activities, be opened to include all initiatives through which student associations carry out welcome and support activities for students at the beginning and throughout the academic year.

II) **Monitoring Inactive Students:**
We propose that the Ministry guide and support universities in implementing a monitoring plan for inactive students, and that these students be referred to student representatives as free peer tutoring resources, as peer-to-peer relationships often prove more effective than meetings with professors.

III) **Flexible Exam Scheduling:**
We propose the possibility for students with a medical certificate to flexibly schedule exam dates, in order to ease the pressure caused by fixed exam sessions imposed by the university.

IV) **Ad Hoc Committee for Psychological Issues:**
Currently, students who are forced to temporarily suspend their university attendance due to serious psychological issues risk being automatically classified as "out of course" students, with all the resulting financial consequences. We propose the establishment, in each university, of an ad hoc committee responsible for evaluating requests from such students. This committee could grant exemptions from university tuition fees or temporarily exclude these students from being counted as "out of course," thus allowing them to access scholarships, for example.

V)   **Research on New Pathologies:**
We ask that universities increasingly dedicate their research efforts to an intelligent and comprehensive understanding of the complex and widespread phenomenon we are witnessing today, and that they invest in research—also innovative—that aims to provide solutions to new pathologies.

VI)   **Awareness Campaigns:**
We ask that the university system, through an initial commitment by the Ministry, take responsibility for serious awareness-raising efforts on the topic of mental health disorders, particularly through updates on new conditions affecting younger generations.

VII)   **Openness to Private Sector:**
We ask that universities, in their role as sentinel institutions, establish privileged pathways with private entities, in order to indicate support options for those in need—at controlled, affordable prices.

3. DIDACTICS

If the student—and their relationship with the instructor—is at the heart of the university, then teaching must be the cornerstone around which the entire university system is built, serving as the starting point for directing funding and development strategies. It is through teaching, in fact, that the dense web of relationships between professors and students is woven—where education takes shape, grows, and is renewed. Each of us has experienced this: it is here that education becomes tangible, through a more or less inspiring way of learning and growing.

3.1 Innovative Didactics

What do we mean?

The term *innovative teaching* refers to all those teaching methods that differ from the traditional in-person lecture, with the aim of renewing and enhancing the current educational offering. But why do we need innovative teaching? What problem is it meant to solve?

There are three possible answers:

1. **Effectiveness**: Traditional teaching (in-person frontal lectures) results in students learning far less than they potentially could;

2. **Content**: New content requires new methods;

3. **Student satisfaction**: If we want students to listen to us, the way we teach must change.

To effectively assess these hypotheses, we must first ask ourselves what we believe to be the purpose of teaching. For us, university teaching should primarily aim to develop critical and personal thinking—high-quality learning that is not merely consumed but constantly evaluated and reworked. Moreover, it should be a learning process not done in isolation, but shared with fellow students and guided by a professor.

However, this vision is often far from reality. Teaching is frequently seen as a mere delivery of a service by the professor and passive, uncritical consumption by the student, whose only goal is to tick off another box on the path toward a degree. What seems to prevail among both professors and students is a kind of apathy and stagnation—and this is what we believe innovative teaching must address.

While this apathy may be widespread, the discomfort it causes is clear: consider that the quality of teaching has been identified in some studies as one of the main factors influencing university drop-out rates. So, what can be changed, and how?

The Flipped Classroom

In a context where access to knowledge is no longer tied to time spent in the classroom, we believe it is essential to rethink the function of traditional lectures. In the flipped classroom model, students study theoretical content at home—through videos, podcasts, and digital materials—while classroom time is devoted to practical application, critical discussion, and group work, all under the active guidance of the instructor. This approach enhances student autonomy, strengthens critical thinking, and promotes an inclusive and personalized form of teaching.

Academic Development

As the Yerevan Communiqué (EHEA, 2015) reminds us, the quality of teacher training must be considered a primary objective for change and ongoing improvement in teaching. It requires organized policies for the development, support, and incentivization of teaching and assessment skills among instructors, within a broad partnership framework based on the active involvement of students.

Proposals

I)   **Teaching Learning Centers**: As already implemented in Bologna, Padua, Turin, and the Polytechnic University of Milan, establish permanent bodies in all universities that guarantee effective support for the processes of teaching innovation by enhancing the continuous professional development of faculty through structured faculty development actions.

II)   **Fellowship**: These are departmental assignments for expert professors related to teaching projects, who, in coordination with the central Teaching Learning Center structure, can operate within their department to improve teaching practices.

III)   **National Fund for Teaching Innovation**: In order for innovation to be carried forward structurally over time, without overburdening the already strained budgets of Italian universities, a yearly fund should be included within the FFO (Fondo di Finanziamento Ordinario) with allocations of about 57

million euros annually (equivalent to 2.4% of the 2024 performance-based funding) to maintain and develop the previously mentioned initiatives.

3.2 Professor/student relationship

| Anno Accademico	Personale docente e ricercatore						Docenti a contratto (per 100 docenti in totale)
	Prof. Ordinari	Prof. Associati	Ricercatori (*)	di cui a tempo determinato (% sul totale Ricercatori)	Titolari di assegni di ricerca	Totale	
2013/14	13.219	15.106	24.885	9%	15.756	68.966	33,1
2014/15	12.564	16.736	22.824	12%	15.411	67.535	28,1
2015/16	12.124	19.081	19.839	16%	13.600	64.644	27,0
2016/17	12.156	18.944	19.737	23%	13.484	64.321	27,9
2017/18	12.053	19.107	19.224	28%	13.550	63.934	28,3
2018/19	12.304	19.675	18.824	36%	13.480	64.283	28,6
2019/20	12.726	21.101	18.055	44%	13.751	65.633	27,6
2020/21	13.159	21.874	17.441	52%	14.779	67.253	29,0
2021/22	14.027	22.798	17.232	59%	14.903	68.960	28,8
2022/23	14.530	25.141	17.366	72%	15.025	72.062	28,1
2023/24	15.332	24.884	19.447	77%	15.133	74.796	-
Variazione % 2013/14 - 2023/24	16,0%	64,7%	-21,9%		-4,0%	8,5%	

Tabella - Personale docente e ricercatore degli atenei statali per qualifica - A.A. 2013/14 - 2023/24

The university teaching and research staff in 2023/2024 can be summarized as follows:

Teaching and research staff (total)	95.045
Associate Professor	40216
- First level	15.332
- Second level	24.884
Permanent researchers	4.473
Fixed-term researchers	14.974
Research grant holders	15.133
Contract professor (2022)	20.249

Below is the number of university enrollments from 2010 to today:

Immatricolati e iscritti alle università negli ultimi 10 anni
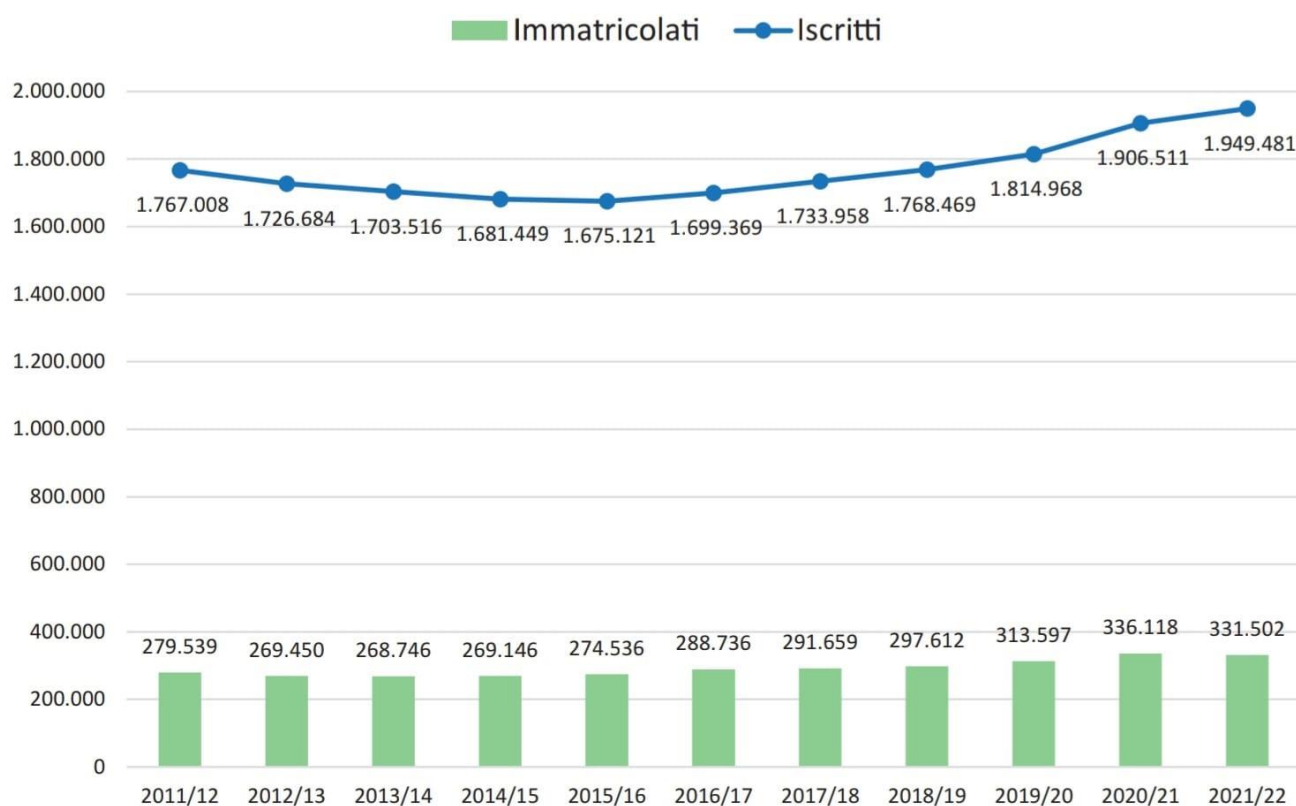
Fonte: elaborazioni su dati Anagrafe Nazionale Studenti

In the 2023/2024 academic year, the number of university enrollments amounted to 1,960,821 (USTAT - MUR data). If we calculate the student-to-faculty ratio based on total academic staff, it comes out to 1:20. However, according to Law No. 240 of December 30, 2010, only tenured faculty (full professors, associate professors, and permanent researchers) and fixed-term researchers are legally obligated to carry out "teaching duties and services to students, including guidance and tutoring, as well as activities for assessing learning," excluding research fellows and adjunct professors.

As a result, the actual number of teaching staff significantly decreases, and the ratio rises to approximately 1:44. At MIT in Boston, a renowned U.S. university, the absolute student-to-faculty ratio is 1:3. The OECD average is 17 students per teacher. To implement a teaching model truly centered on the relationship between students and faculty, we believe this gap must be narrowed.

Assuming a target student-to-faculty ratio of 1:15, while maintaining the current distribution among the different faculty categories and considering the average (net) salaries for each, we estimate that bridging this gap would require a total investment of around 3 billion euros over three years. Since this investment is evidently substantial, we therefore propose alternative solutions.

Proposals

I) Reevaluate the roles of adjunct professors and research fellows, so that they are also actively involved in teaching: We propose the full inclusion of all academic and research staff in teaching responsibilities, as they too possess expertise in their respective subject areas.

3.3 Educational Emergency Plan

In the years 2020, 2021, and 2022, in response to the pandemic emergency, the university system benefited from a series of extraordinary funds, which in our opinion proved to be particularly effective. Today, we believe it is appropriate to consider the possibility of reallocating these resources, recalibrating them according to new priorities. Here they are listed below:

Tabella 1.6.6 – Principali finanziamenti straordinari alle università statali (triennio 2020-2022, milioni €)

Legge o DM	Finalità	Tipologia (T = *una tantum*; C = consolidati)	2020	2021	2022
DM 294/2020	supporto strumenti didattici (confluito nel FFO)	T	75		
DM 619/2021	fondo perequativo università sud	T		3	
DM 734/2021	supporto strumenti didattici (confluito nel FFO per 17,9 milioni euro)	T		76	
DM 737/2021	sostegno alla ricerca	T		163,278	163,278
DM 752/2021	orientamento e disabilità (confluito nel FFO)	T		40	
DM 994/2021	master in Medicina termale	T		0,1	0,1
DM 1011/2021	attrattività atenei del Mezzogiorno	T		1,2	
DM 1014/2021	integrazione no tax area (confluito nel FFO)	C		165	165
DM 1121/2021	fondo per i poli scientifici del Mezzogiorno	C			0,5
Totale			75	448,578	328,878
di cui consolidati			-	165,000	165,500

Fonte: elaborazioni sui DM del MUR

Among the most significant funding measures, we highlight: support for teaching tools (allocated on two occasions), funds for orientation and disability, and initiatives aimed at increasing attractiveness and supporting scientific hubs in Southern Italy.

Analyzing the various relevant Ministerial Decrees, it becomes clear that the primary motivation for these interventions was the health emergency. We believe that today the Ministry must begin to consider another emergency—less visible but no less urgent: the educational emergency.

This crisis does not manifest with the immediate drama of a pandemic, but it has deep and lasting consequences for the country's future. The quality of education directly affects people's opportunities and, consequently, the very destiny of our society. For this reason, we believe that an equally determined and structured commitment is needed from institutions—similar to what was demonstrated during the COVID-19 emergency.

Proposals

I)   **Fund for Southern Italian Universities**: As established by Article 60-ter of the decree-law of May 25, 2021, "in order to promote the development and enhance the attractiveness of universities in Southern Italy," we propose the issuance of a one-time decree specifically aimed at supporting southern universities with a student population of fewer than 9,000 enrolled students.

II)   **Support for Teaching Tools**: As already implemented in 2020 and 2021, we propose that the Ministry, through a one-time ministerial decree, promote and finance the enhancement of teaching innovation and its concrete implementation within universities.

III)   **Funds to Support Youth**: In light of the current emergency context, we consider it appropriate to reintroduce, with the necessary updates, Ministerial Decree 752/2021, which allocated significant resources to co-finance activities of student orientation, tutoring, inclusion, and educational recovery. Such an initiative would represent a strategic response to the ongoing educational emergency.

3.4 Building Infrastructure in Support of Teaching

To enhance the educational offerings of Italian universities, it is essential that they be supported by adequate structural interventions. In recent years, three Ministerial Decrees (DM 1432/2022, DM 235/2023, and DM 774/2024) have been issued concerning university infrastructure. These reveal several strengths, but also areas for improvement and concrete proposals.

There has been consistency in funding, with the Ministry maintaining a steady flow of calls and resources over time, demonstrating sustained attention to the issue. Furthermore, there is maximum transparency in evaluation criteria and ranking processes. Lastly, universities are directly involved in proposing projects, encouraging solutions tailored to their specific needs.

However, a significant lack of a unified strategic vision is evident: the decrees often appear as isolated interventions rather than coordinated, long-term planning efforts. In addition, there is limited monitoring and impact evaluation: after funds are disbursed, it is not always clear what tangible results have been achieved (e.g., number of classrooms, improvements in study areas, increased capacity). For this reason, a post-funding evaluation system and the publication of results are necessary.

Most projects focus on classrooms and laboratories, often neglecting study rooms, libraries, and group work spaces—environments that are essential to university life. Therefore, it would be necessary to allocate earmarked funding for non-instructional spaces, with a number of study stations equal to at least one for every six classroom seats.

Finally, while the funds are technically available to all, they tend to favor universities with stronger planning capacity and more robust infrastructures, often disadvantaging weaker institutions, particularly in Southern Italy. To address this, forms of technical assistance and reserved funding should be introduced for universities facing greater infrastructural challenges.

Proposals

I)   **Multi-Year University Infrastructure Plan**: A long-term strategic document that coordinates interventions, sets national priorities (e.g., doubling the number of classrooms, green building projects, spaces for the right to education), and allocates resources more rationally.

II)   **Mandatory Minimum Quotas for Study Spaces**: Require that at least 15–20% of funds be allocated to the creation of study rooms, libraries, and collaborative workspaces.

III) **Monitoring System and Public Transparency**: Annually publish a monitoring report on funded projects, including data on project progress, benefits for students, costs, and timelines.

4. ONLINE UNIVERSITIES

In recent years, online universities have been gaining more and more ground in the Italian academic landscape. Their growth is rapid, supported by significant numbers and a narrative that presents them as tools for democratic access, flexibility, and modernity. But it's only natural to ask: at what cost?

The real risk is to create an unequal competition with the traditional university system, which is based on principles and methods that cannot simply be translated into a digital format. Online universities respond to different logics, sometimes more oriented toward efficiency and cost containment than towards the development of an authentic educational journey.

For us, however, the university is not just a collection of lectures to attend and credits to accumulate. It is, first and foremost, a community. Physical presence is an essential part of the university experience: it is in the sharing of spaces, the breaks in the cafeteria, and the classrooms filled with spontaneous questions and discussions where true learning is built. It is in the corridors and courtyards where friendships, collaborations, and dreams are woven together. It is in the laboratories, libraries, and shared spaces where we learn to think together, to discuss, and to challenge ourselves.

A university without shared spaces, without human contact, risks becoming a sequence of impersonal tasks. But personal and intellectual growth cannot happen in isolation. What would it mean, for a student, to live those years – perhaps in solitude – from home, years that for many of us were the most formative, when we learned not just knowledge, but also who we were and who we wanted to become?
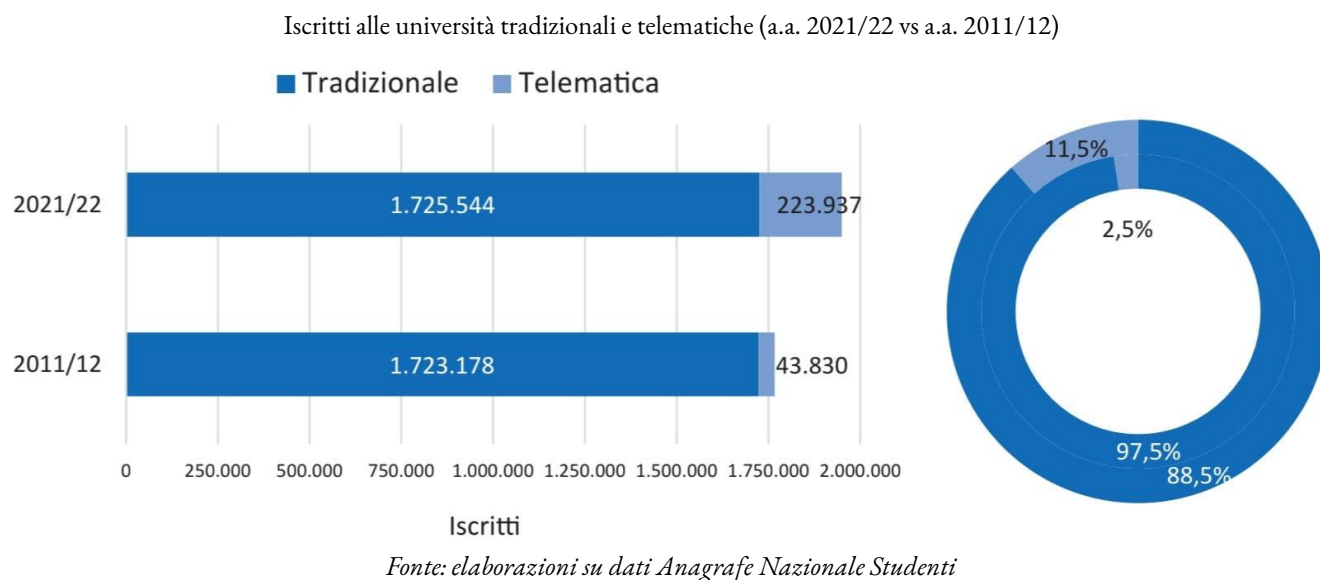
This is not about denying the usefulness of technologies or digital pathways in themselves, but rather reaffirming the irreplaceable value of the university as a physical place of meeting, community, and shared growth. The risk is that, driven by the illusion of efficiency, we might forget that the university is not (only) a service to be provided, but a place to inhabit.

4.1 The Numbers

In the last fifteen years, the landscape of higher education in Italy has undergone a significant transformation, marked by the constant and accelerated growth of online universities. In 2010, the number of students enrolled in online universities was around 44,000, which represented only 2.6% of

the entire Italian university student population. At that time, online universities were still seen as an alternative, marginal, and in some cases experimental mode, chosen mainly by working students or those who, for personal or geographic reasons, could not regularly attend a traditional university.

However, in the following decade, the scenario changed radically. Online universities experienced consistent growth, driven both by the technological improvement of digital platforms and by a cultural shift in the approach to education, which became increasingly focused on flexibility and accessibility. Starting in 2020, the COVID-19 pandemic further accelerated this process: with distance learning becoming the norm for everyone, many psychological and cultural barriers to online learning were removed, and online education began to be considered a valid – if not preferable – alternative.

Iscritti alle università tradizionali e telematiche (a.a. 2021/22 vs a.a. 2011/12)

*Fonte: elaborazioni su dati Anagrafe Nazionale Studenti*

In 2022, the number of students enrolled in online universities reached around 224,000, equivalent to 11.5% of the total number of university students in Italy. Additionally, there was a significant increase in the number of students enrolled exclusively in online universities, meaning those who have never attended a traditional university.

Numero e tipologia di iscritti alle università telematiche (a.a. 2021/22 vs a.a. 2011/12)
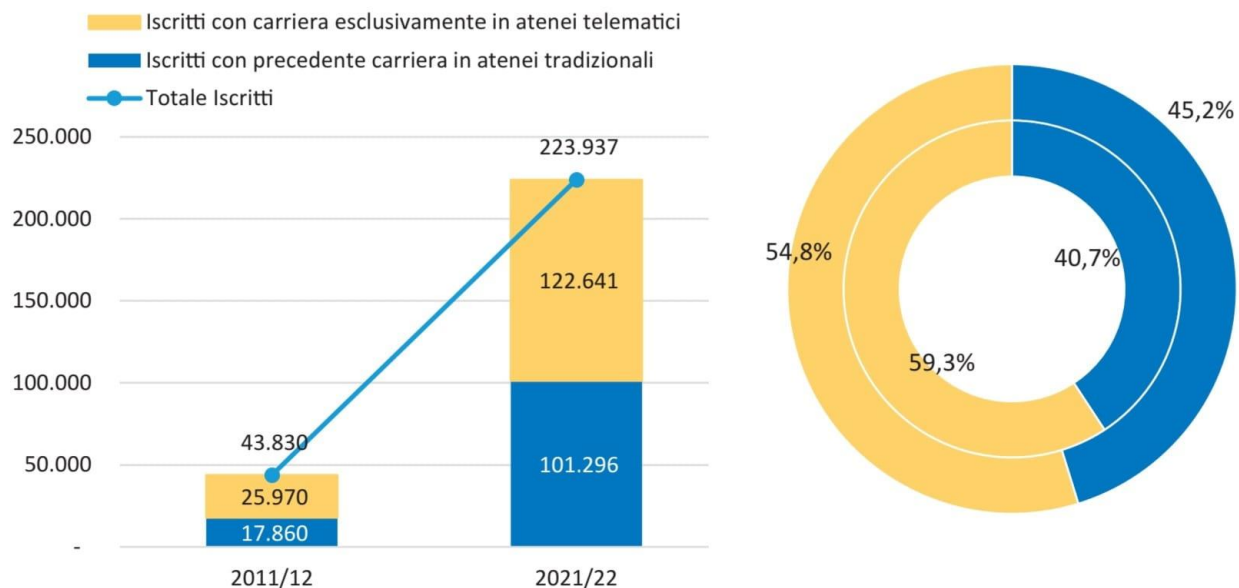
Fonte: elaborazioni su dati Anagrafe Nazionale Studenti

The data from 2022 is already significant, but is expected to grow further, accelerating: in 2023, the number of enrolled students surpassed 251,000, reaching 13.1% of the total. And in 2024, the trend continued upward, with 273,762 students registered, accounting for 14% of Italian university students.
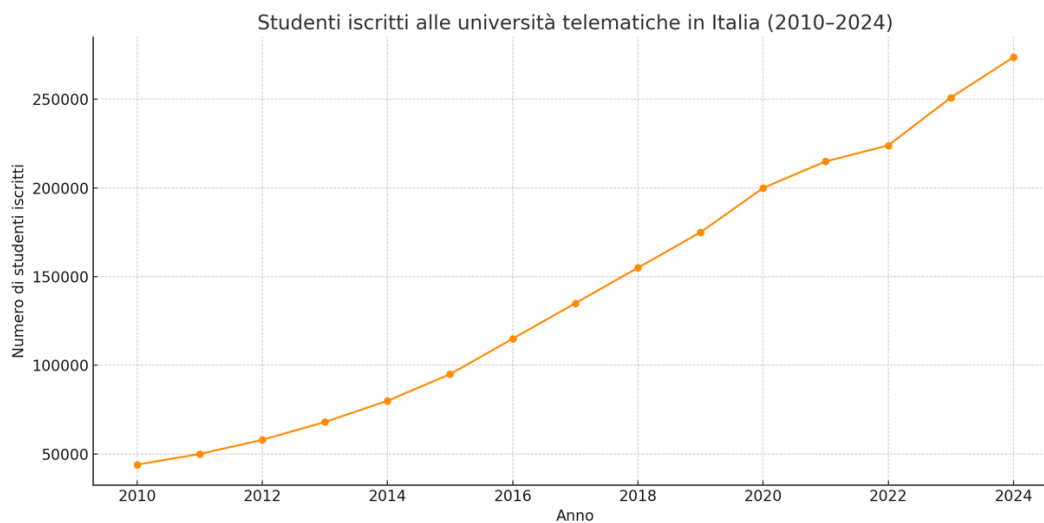
4.2 The New Decreete

The Ministerial Decree No. 1835 of December 6, 2024 introduces new guidelines for distance learning offerings in the Italian university system, redefining accreditation criteria, course types, technological requirements, and examination methods. Below is an explanation of the main points, the innovations introduced, the critical issues, and finally, the proposed suggestions.

Classification of Study Programs

The decree distinguishes university courses into four categories based on the proportion of distance learning activities:

- **Conventional**: In-person (max 1/3 remote for theoretical activities).
- **Mixed**: Up to 2/3 of theoretical activities are remote.
- **Predominantly distance**: Over 2/3 of activities are remote.
- **Entirely remote**: 100% remote.

Practical and laboratory activities must always be in person, unless there are specific exceptions.

Accreditation Criteria

- Distance learning programs must meet strict technical and organizational requirements, including a Service Charter specifying methodology, activity traceability, quality standards, and accessibility.
- At least 20% of synchronous activities must take place in real-time.
- Final exams must take place in person, unless there are documented exceptions (e.g., disabilities, prisoners, health emergencies).

Access for Telelearning and Non-Telelearning Universities

- Non-telelearning universities can offer all types of programs (a, b, c, d).
- Telelearning universities can only offer types b, c, and d, and only mixed programs (b) through agreements with non-telelearning universities.
- Each activation is subject to the approval of the Regional Coordination Committee.

Maximum Number of Students

Strict limits on the maximum number of students enrolled in the first year for each class, divided by disciplinary area (scientific/humanistic) and course level (bachelor's, master's, one-cycle master's). Example:

- **Bachelor's in humanities-social sciences**: max 500 students (class C2)

- **One-cycle master's in humanities**: max 460 (Law)

Quality Indicators and Achievement Plans

- Universities with more than 1/3 of courses in violation of minimum teaching requirements cannot accredit new courses.
- Courses with deficiencies must comply within specified times (1 to 3 years beyond the course duration).

Our Reading of the Decree and Proposals

We believe that an academic path carried out in telematic mode for work, economic, territorial, or health reasons must be protected and structurally improved. However, we do not want there to be ambiguities or gray areas distinguishing distance universities from traditional ones.

In our commitment to defending the right to education, we consider it unacceptable that the university is progressively transformed into a business sector. In recent years, we have witnessed a concerning evolution of telematic universities, increasingly oriented towards organizational models driven by profit motives. Evidence of this is the transformation of some telematic universities into joint-stock companies and the acquisition of some universities by large foreign investment funds. This phenomenon undermines the public and social nature of higher education.

We do not want the university to become a commodity: the state has an inescapable duty to guarantee the quality of teaching and research, even—and especially—in a context where market-driven logic predominates. Competition does not automatically ensure virtuous outcomes. On the contrary, the risk of educational dumping is real and concrete, especially when the qualifications—the "products" of this system—maintain the same legal value, even though they come from qualitatively different contexts.

1. **Non-profit universities**: We strongly support the proposal to amend Law 240/2010 to reaffirm the public nature of Italian universities and explicitly exclude any profit-making purpose. We want an inclusive, accessible university based on knowledge as a common good and not on speculative dynamics. A university that does not respond to profits but to the needs of the community, one that is truly at the service of students and society.

Regarding the new decree issued in December 2024, in Article 3, university courses are classified into four categories:

- **Conventional**: max 1/3 distance learning.

- **Mixed**: up to 2/3 distance learning.

- **Predominantly distance**: over 2/3 distance learning.

- **Fully remote**: 100% distance learning.

The novelty concerns the "conventional" courses, where the distance learning threshold has been raised from 20% to 33%. This concerns us because it risks altering the "in-person" nature of these courses. We do not agree with the reasoning behind raising the allowed threshold for distance learning in conventional courses (category a) up to one-third of the total course hours. We believe this increase and decision go against the real nature of courses that are supposed to be carried out in person.

2. **We ask that telematic universities can only operate in distance mode**.

3. **Reorganize course classification**: We propose that the four categories (a, b, c, and d) be reorganized into three categories. Specifically, this reduction would come from merging and aggregating the "c" and "d" categories into a single category of predominantly distance courses.

4. **Verification of exams**: We propose that universities be equipped with verification tools to ensure that the quality of exams between traditional and telematic universities is equivalent. The importance of in-person exams should not be devalued or excessively detached through the implementation of alternative assessments carried out remotely using vague "technological" exceptions (Article 2, last paragraph).

5. **Elimination of the transitional regime**: We propose the end of the transitional regime that allows telematic universities to continue not meeting minimum requirements for a number of years even longer than the normal course duration, without any sanctions in case of non-compliance with the plan to meet the minimum requirements (see Article 8, paragraph 3, Ministerial Decree No. 1835 of December 6, 2024).

5. TEACHER TRAINING

With the Decree of the President of the Council of Ministers (DPCM) of August 4, 2023, a reform was approved regarding the qualification process for teaching in state and parochial secondary schools. This decree defines the university training pathway for teachers and sets criteria, content, costs, and implementation modalities.

The reform of initial teacher training is a decisive step for the future of both the school system and the country. As the Coordination of Lists for the Right to Study, we believe that it must be implemented with seriousness and attention, so that it is not reduced to a mere technical requirement, but becomes an opportunity for real educational and cultural growth. The teacher is not a simple transmitter of content but a key player in the construction of both individual identity and the educational community. For this reason, we believe it is crucial that the Ministry take an active and forward-thinking role in the reform's implementation, and that universities be given the necessary conditions to interpret it responsibly.

We care about teacher training because we feel a deep "educational concern" as a responsibility in the role of universities and their duty in society.

Being a teacher means offering a method, a perspective, and a criterion for critically and freely engaging with reality. For this reason, the teaching profession has a decisive impact on personal growth and the flourishing of a student's humanity.

In this sense, the specifics of the reform have sparked our utmost interest. Over the years in our work within institutions, we have examined various technical aspects of the decree, but we have particularly focused on a formulation in Appendix A that seems to us central:

"The qualified teacher assumes the educational responsibility of promoting the active and critical participation of learners in the process of self-construction, in their relationships with others, and with knowledge. The professionalism of the teacher is also characterized by their contribution and involvement in the growth of the entire educational community. It is in concrete action, even in the event of unforeseen circumstances, that the teacher demonstrates their professional competence, especially by transforming any relational, managerial, emotional, and structural crises into an opportunity for educational, didactic, and cultural growth for all and for each individual."

This vision highlights the complexity – not just the technical aspects – of the teacher's role, placing emphasis on their educational, relational, and communal functions. From this, decisive questions for our work emerge:

- How can a structural crisis be transformed into an opportunity for educational growth?
- What gives "structure" to a teacher, especially when interacting with students?
- How can a teacher be the origin of such transformation in the concrete reality of the school?

5.1 Our View

The educational challenge is a political and cultural challenge. We want the CNSU to rise to it, placing the figure of the teacher at the center of the university vision and the democratic mission of our educational system.

We have developed some considerations based on the judgment work conducted on the recent reform, raising criticisms and questions to the responsible bodies of the MIM and the MUR. In particular, we were concerned with the implementation of Article 15, which excludes any public investment for teacher qualification. This places the entire financial burden on universities, creating inequalities between those who can afford the path and those who cannot. Only a few universities will be able to activate these programs, leaving behind those who live far away or lack resources. Teacher qualification must be accessible to everyone, regardless of income or the location where they study.

However, these questions are not just theoretical: they are the method we are adopting to approach the reform, to evaluate it, but above all, to embrace it as an opportunity for growth for everyone – teachers, students, universities, and society – and they form the foundation for structuring the new proposals we wish to present to the National Council.

Proposals to the Ministry:

1. **Scheduling of courses:** We ask that the scheduling of courses be clear and timely. The call for applications, along with the course calendar, should be published at the beginning of the academic year to guarantee students the opportunity to make an informed choice.

2. **National Observatory:** We propose the creation of a National Observatory in dialogue with local guarantors or representatives for each activated pathway, to systematically gather student feedback,

assess the functioning of the educational offerings of each university, and integrate these evaluations into ANVUR reports.

3. **Elimination of the single university and single teaching class constraint during the application phase** to facilitate access and make the offer more flexible.

4. **Recognition of internships:** We support the full recognition of internships already completed or currently underway in state and parochial schools, to avoid unnecessary redundancy and value the experiences already gained.

5. **ISEE-based tiering:** We ask that the cost of the course be determined based on the applicant's ISEE (Equivalent Economic Status Indicator).

Proposals to the Universities (as per ministerial guidelines):

1. **Enhancement of course syllabi:** It is essential that course syllabi be enhanced in terms of clarity and communication, with evaluative recognition and more precise local characterization.

2. **Opening classes with zero demand:** We propose that teaching classes with zero demand, particularly A11, A13, A19, and A59, be opened, to avoid limiting training to purely numerical logic.

3. **Valuing formative credits:** We believe it is necessary to value formative credits without reducing them to a mere "pedagogical" formality. The courses must be genuinely formative, capable of generating a critical perspective and living competence, suitable for the complexity of today's school system.

6. TEACHER EDUCATION

We have stated that, for us, teaching is the principle around which the entire university system should be built: for this to happen, it is necessary for professors to reclaim their true nature, which is that of educators who unite research with the desire to transmit it through teaching.

6.1 Path to Teaching

As of today, to enter the academic world after earning a degree, one must go through a PhD program (3 years). During the PhD, candidates conduct original research, publish scientific articles, and, only in some cases, participate in teaching activities. Once the PhD is completed, the postdoctoral phase begins, generally through research fellowships or fixed-term research contracts (post-docs). These contracts, which vary in duration (typically 1–3 years and renewable), are intended to strengthen the academic CV, increase the number and quality of publications, and build a network of collaborations.

To access university positions, it is necessary to obtain the National Scientific Qualification (ASN), which certifies scientific eligibility to hold the role of associate or full professor. The ASN is awarded through a national procedure based on evaluation of the candidate's CV, publications, and certain bibliometric indicators (such as the number of publications, citations, and h-index).

With the ASN for associate professor, one can apply for a position as a fixed-term type B researcher (RTD-B), a three-year "tenure-track" contract that includes the possibility of becoming an associate professor at the end of the period, pending a positive evaluation. A less stable alternative is the role of type A researcher (RTD-A), also fixed-term, but without a direct path to a professorship.

After becoming an associate professor (with a permanent position), one may aspire to the highest rank in an academic career: full professor. To do so, it is necessary to obtain a second National Scientific Qualification, this time specific to the first tier. The criteria are more stringent: more significant publications, scientific coordination activities, participation in research projects, and solid teaching experience are required. **With the ASN for full professor, one can participate in public competitions announced by universities to fill full professorships.** Passing the competition and receiving a call from the university

concludes the process: one then obtains a permanent position as a first-tier professor, with high-level academic, managerial, and scientific responsibilities.

6.2 Teacher evaluation

The parameters currently used by the university's evaluation system to assess the work of faculty members are scientific profile and academic career. The body responsible for this is ANVUR, which uses the following parameters for this purpose:

1. Evaluation of Research Quality (VQR)
2. National Scientific Qualification (ASN)
3. Periodic Accreditation Evaluation (AVA)

None of these parameters take teaching into account, except in a marginal way. However, as highlighted in Professor Aina's report on student dropout rates, academic life—understood as interaction with peers and relationships with professors, of which teaching is a fundamental component—is inversely proportional to the dropout rate. The stronger these aspects are, the lower the dropout rate.

In our experience as students, lectures and teaching are crucial for two main reasons:

- The search for a mentor to follow and learn from;
- The opportunity for personal growth and the discovery of who we are and what we are truly meant for.

6.3 Our View

In all these stages, it is clear that research holds a primary role, while teaching is absolutely marginal in terms of career advancement for faculty. Not only does the future professor have little meaningful contact with teaching for nearly ten years, but they are increasingly reduced to a "research machine" constantly filling bibliometric indicators, leaving only the scraps for teaching.

During our studies, however, we encountered the difficulty of identifying objective parameters to evaluate teaching. While always taking into account the differences based on the professors' scientific fields, we are particularly interested in the student-centered model: the shift from teaching to learning. We believe it is

essential that faculty learn to use methods and strategies so that a lecture is not merely the exhaustive transmission of content, but rather an opportunity to put knowledge into practice, engage student interest, and provide a framework within which students can orient their own study.

Proposals

I) **Reform of the National Scientific Qualification (ASN):** We propose the inclusion of objective parameters for evaluating teaching activity within the ASN, in order to prepare future faculty for a fundamental component of their academic work.

II) **Teaching from the start:** We propose that from the PhD and research fellowship stages onward, future faculty dedicate a portion of their time to teaching activities—under the supervision of a mentor professor—including labs, seminars, course modules, and innovative teaching practices. This component should also be evaluated throughout their academic trajectory.

III) **Longitudinal programs:** These are medium-term programs aimed at developing skills in the design, facilitation, and assessment of both face-to-face and online learning. They involve a high level of engagement from participating faculty and can be tailored based on the professor's academic role.

IV) **Amendment of Law 240/2010 (Art. 6, paragraphs 2–3 and Art. 24, paragraph 4):** This law currently requires full-time faculty and researchers to dedicate 350 hours to teaching out of 1,500 total working hours. Part-time faculty and researchers must dedicate 250 and 200 hours respectively out of 750 total working hours. Raising the minimum teaching hours for full-time staff to at least 400 would allow them to focus more on teaching activities.

7. MEDICINE

Since the entrance exam for Medicine was reformed, we have been working to understand it thoroughly and to draft a document, which we later sent to the Minister of University and Research, Anna Maria Bernini, along with our intervention in the Chamber of Deputies. In this document, we tried to reflect the complexity of the reform and its implications. However, the specific features of this reform cannot be separated from the broader context in which it is situated: the entrance exam should never become a political tool—as it has often been used—but rather a means to serve the common good. And in this case, the common good involves building a healthcare system that is not lacking in the number of doctors and, at the same time, is qualitatively effective.

Given the many critical issues of the reform—which lead us to express an overall negative assessment—we submitted to the Minister several integration proposals:

1. The first concerns a more strictly institutional aspect: investing in educational support for students penalized by teaching that will be conducted online;

2. The second concerns the allocation of funds to universities to organize peer-to-peer tutoring services and academic support activities, making use of the many student associations that already carry out this work voluntarily;

3. **Right to education:** we question what will happen to those students who receive a scholarship but fail to pass the admission exam for the second semester.

We believe that our active presence in universities—especially considering what has been done in recent years to support students in preparing for the test and in their studies—can offer an essential contribution to these improvements.

7.1 General considerations on the reform

The following list aims to summarize the critical issues of the new reform:

Teaching quality

The possibility of starting the path toward a degree in Medicine and Surgery through enrollment in a single semester is not compatible with adequate teaching quality.

Online teaching

The increased number of enrollments will, in most cases, require online teaching. Without real and active involvement from the beginning of university life, there is a risk of creating an environment devoid of relationships and a sense of belonging, where the professor becomes a service provider and the student a client. This approach undermines the educational relationship and isolates individuals, reducing the university to a mere transitional space instead of a place for shared growth.

Devaluation of basic subjects

In this format, first-semester subjects are treated merely as prerequisites to continue the degree program, leading to an unacceptable devaluation. However, biomedical subjects are the foundation of medical training and require proper understanding to tackle later clinical and surgical courses.

Standardization

Nationally mandated ECTS (CFU) credits require a rushed and forced reorganization of the entire curriculum, eliminating the distinctive features of each university. Furthermore, professors, constrained by rigid programs, will be forced to focus on technical preparation, sacrificing the ability to convey the depth and fascination of their disciplines.

Student mental health

The transition into university is a phase that requires support, not an environment fostering continuous competition. Moreover, online teaching will cause students to live these first months in complete isolation.

Housing challenges

The "filter semester" does not guarantee students the ability to continue their studies in the same city where they began. This clearly creates problems in finding housing solutions suited to these unusual and unstable

circumstances, which fall outside the normal rental cycle. The already strained housing situation would worsen, with students unable to avoid this due to the mandatory requirement of class attendance.

Other degree programs, besides Medicine and Surgery, will also be significantly affected:

Overcrowding of "buffer" courses

By allowing students to choose only two degree programs within the medical area at enrollment, the reform will both overload the most popular programs and devalue less sought-after ones, despite their specific importance and clear educational missions.

Uniform curriculum

Alternative degree programs will be required to standardize their curricula and adapt to large enrollment numbers, risking a dilution of their educational value. It is essential to recognize the differences among degree programs and promote the unique features of each—in both curriculum depth and teaching approaches to basic subjects.

Funding

The reform states that the number of students enrolled in the first semester of affected degree programs will not lead to an increase in government funding for universities. However, adequate funding is crucial for each university to provide basic teaching activities and essential student support services. Without it, students will pay the price, subjected to inadequate early training and an unfair selection process skewed by educational, social, and economic background.

Private courses

Rather than eliminating the need for expensive private preparatory courses, this reform reinforces it. The result will be an advantage for those with economic and social privileges, turning access to Medicine into an unequal and unjust competition devoid of meritocracy.

Tuition fees

At the time of enrollment, students must pay the registration fee to the university they choose for the filter semester. This will cause a significant flow of funds toward the most prestigious universities, worsening already existing disparities across the country.

Inevitable increase in legal disputes

Selection after the first semester—based on the number of earned credits and average exam grades—will very likely lead to a sharp increase in legal appeals from students who, despite investing time, energy, and money, will not be allowed to continue in the Medicine and Surgery degree program.

7.2 Lectures

We tried to understand why class attendance is problematic, and we encountered the fact that medical lectures are rarely truly formative moments. As a result, they are often neglected, considered expendable compared to the time needed for studying. Let us briefly outline the reasons behind this statement.

The key issue lies in the lecture as the sole source of information. Even today, professors often believe they must go over the entire topic during class, analyzing every part of it, as if anything not explained in a lecture cannot be learned by the students—essentially disregarding the contribution provided by textbooks and similar tools. So, we ask ourselves: what value does a lecture hold when it is structured this way? If it's merely a moment in which information is delivered, what does it offer that independent study does not?

Proposals

Starting from the clinical years (the current structure would instead be maintained for the preclinical years, given the nature of those subjects, which are not well suited to this configuration):

1. **Teaching organization**: At the start of the course, the professor provides a detailed syllabus and reference materials (handouts, textbooks, etc.), along with a calendar listing the topics of each lecture. This allows students to decide which classes to attend (while still respecting the required 70% attendance).

2. **Diversification of lectures**: The lectures, reduced in number, are attended by students who already have a foundational understanding of the subject. These become opportunities to explore advanced topics and applications in which the professor can offer expert insight, as well as opportunities to discuss clinical cases.

3. **Exam format**: The exam will still be based on the syllabus. Students must demonstrate basic knowledge of all topics and deeper understanding of the lectures they attended.

Advantages

1. **Educational benefit**: Students gain greater competence (e.g., practical applications of research, new discoveries, devices, or simply experience in applying clinical cases) in specific topics.

2. **Alignment with the European approach**: While emphasizing the acknowledged value of the Italian theoretical approach, which is widely respected, this lecture format would improve the practical skills of Italian medical students—a known weakness.

3. **Re-centering the professor's role**: In recent years, professors often find themselves repeating basic, standardized content (e.g., "there is one standard treatment for malaria—if teaching means listing facts, anyone could do it"). This method would allow professors to focus more on their areas of expertise, bringing their field-specific knowledge to the forefront. This would enable outstanding faculty to share their expertise more effectively with students.

4. **Reestablishing the lecture as a place of learning and exchange**: Replacing traditional lectures with the structure described above would restore their function as spaces for exchanging ideas, discussion, and clarification.

5. **Increasing the competitiveness of in-person universities**: Allowing students in traditional universities to truly benefit from the in-person teaching experience and take advantage of faculty excellence would be an important step in making in-person attendance more valuable—especially in comparison to the growth of online universities.

6. **More study spaces**: In light of increased hands-on activities, it's essential to identify or create individual and group study areas, as available spaces are often occupied by internships and lectures, making it difficult for students to find appropriate places to study.

7.3 Medicine in English

Observing institutions like the San Raffaele Hospital, we have identified several noteworthy elements, including the university's promotion of transfers to the United States for specialization:

- Meetings with American doctors are organized;
- Some lectures are given by American professors;
- The existence of AMOppurtunities, a platform that allows students to do internships abroad. Each student is assigned a consultant who handles international opportunities: they help find internship contacts (paid) abroad and assist with bureaucracy;
- The possibility of finishing exams by December to focus on an Additional project and write the thesis abroad.

We believe these are ideas that would be interesting to extend to all medical programs, both for promoting international experience and specifically for increasing focus on the American healthcare landscape. Instead of organizing a specific program within courses to prepare for the STEP exams, we think the university should encourage interested students. This goal could be achieved by offering students who wish to take the STEP exams in September the opportunity to take exams in an additional session held in October.

7.4 Access to Medicine Teaching

We are awaiting the implementing decrees that will define the access procedure to medical school after the first three months of lessons, which in large universities will likely be video-recorded. The lack of space and teaching staff will force universities to use online learning (DAD) for some basic subjects and certain practical lessons in person. Within these decrees, we have made the following proposals:

1. **Encourage student interaction through student associations**: It is possible to create a specific call for funds for associations that will organize study groups and study support activities in preparation for the first semester exams.

2. **Right to study**: We need to address what will happen to those students who receive a scholarship but do not pass the admission exam for the second semester.

7.5 Nursing

"Italy is the OECD country with the fewest nurses per 1,000 inhabitants: 6.4 compared to a European average of 9.5, and it ranks last (also within the OECD) for nursing graduates per 100,000 inhabitants: only 17 compared to an average of 48. Without a structural intervention capable of restoring the profession's appeal and balancing staffing levels, the shortage is no longer just a problem for the profession but becomes one for the country and its citizens—because without nurses, there is no future."

Looking at the data, there is a recorded 10% drop in admission applications. We therefore believe that the nursing degree program must equip itself with tools to once again spark interest.

Proposals

I)   Entry orientation and PCTO (school-work alternation programs) in high schools;

II) Outreach initiatives to culturally requalify the nursing profession;

III) Reduction of intermediate roles (such as advanced healthcare assistants, *super OSS*);

IV) Elimination of the shared first semester with medicine: we believe that nurses need to study preparatory subjects in order to begin their internship;

V)   Educational and financial support paths for working students;

VI) Ongoing orientation: for many, nursing is a second choice compared to medicine. We believe that offering guidance can help students reflect more deeply on the reasons for choosing and continuing this degree program;

VII)   Introduction of greater career and job opportunities, including the possibility of continuing studies with a master's degree and clinical specialization.

7.6 Medicine and Scientific Research

In every field of medical sciences, studies and scientific research are promoted and carried out with multiple purposes. Within the framework of the National Recovery and Resilience Plan (PNRR), the importance of biomedical research is emphasized, with an entire paragraph dedicated to it. In this context, universities must

provide students with the ability to evaluate the quality of a scientific article and knowledge of research models and methods. This is already present in some universities as an optional pre-graduate track.

Would you like help expanding this into a formal recommendation or proposal?

Proposal

I) **Research methodology courses**: To achieve this objective, we propose the introduction of courses in the curriculum focused on learning research methodologies and techniques. This should be accompanied by initiatives that enable students to take an active role in research projects through targeted collaborations between hospitals and universities. We believe such an innovation would add significant experiential value to the educational path of a medical student, potentially improving the quality of thesis work as well.

II) **Involvement of medical residents in research**: The post-graduate path also needs to be rethought in this light. Currently, research activities are largely postponed until after the specialization school. Allowing medical residents to voluntarily participate in a PhD research project during their training could be an effective way to make Italy as attractive as foreign destinations and help counter the "brain drain." Additionally, this would encourage more young professionals to pursue medical research and would shorten the already long education and training time for Italian doctors by allowing clinical and research activities to progress in parallel.

7.7 Digitalized Medicine

Current and future technological developments make it possible to increase both the quality and the reach of patient care. Therefore, it is essential to train doctors who are familiar with new technologies and able to apply them in everyday medical practice (e.g., e-Health, telemedicine, machine and deep learning, robotics, AI, Big Data). Physicians must also be capable of assessing, through the lens of scientific research, the added value, limitations, and risks of these new technologies. To this end, it is necessary to create new professional roles tasked with teaching university students about this emerging technological reality and equipping them with the basic skills needed to fully harness its potential.

Proposals

I) Development of skills for new technologies: We request the inclusion of practical labs or innovative educational activities in the curricula that promote the development of these competencies in clinical, surgical, and research settings.

7.8 Internships

Students enrolled in the Master's Degree in Medicine and Surgery must, throughout their educational path and under the careful guidance of a tutor during their internship, be placed in a position to take on an increasing level of responsibility in patient care, in accordance with the progress of their theoretical knowledge and clinical skills. Unfortunately, in most cases, the tutor figure is absent during the internship and is unable to integrate students into their daily work activities. Often, students do not even know who their assigned tutor is and find themselves alone in their training journey. One of the structural limitations of the internship in Medicine and Surgery is that the tutor must be selected exclusively from the structured medical staff, either university or hospital-based. However, these professionals are often overburdened with work and therefore unable to adequately mentor students.

Proposals

I) Residents as student tutors: We propose allowing senior residents in the final years of their specialization to independently mentor and supervise students during their internships.

II) Department evaluation: We propose implementing anonymous evaluations of hospital departments by students who carry out their internships, in order to map out the specific issues and critical points of each department.

7.9 Relationship University and Hospital Institution

The relationship between the university and the hospital trust has always been complex and poorly defined. The relationship between these two entities requires significant improvement. On many occasions, in fact, the two entities do not make joint decisions regarding the management of the student population, resulting in misalignment or simply a lack of mutual information.

It is necessary to establish new professional roles that facilitate effective and bidirectional communication between the university and the hospital trust, serving as a point of reference for students as well.

A virtuous example, to be implemented at every university, is the role of the Delegate for Students in the Department, responsible for managing relations with the National Health Service.

Education must become a priority not only for the university but also for the healthcare system; this is the direction in which renewal must be oriented. To protect this principle and enhance the presence of students as a valuable resource, it is essential to establish constant collaboration and dialogue.

Proposals

1. **Development of Adequate Structures**: The university must have physical spaces within the departments. The hospital and the university, from an integration perspective, must collaborate in managing these spaces, ensuring the availability of rooms, technologies, and tools suitable for training. The National Recovery and Resilience Plan (PNRR) represents a concrete opportunity to invest in the creation of well-equipped classrooms for clinical reasoning and spaces dedicated to students (from changing rooms to rooms for discussions with tutors, doctors, and colleagues). These environments would be an essential support for conducting high-quality clinical training within hospital departments.

2. **Expansion and Improvement of the Training Network**: By setting a maximum limit on the number of students per structure, in proportion to the number of beds or clinical activity volume, and promoting a tutor/intern ratio close to the unit, the problem of overcrowding, which is often present in hospital internships, could be avoided. It is therefore necessary to expand the training network, fully utilizing all the resources of the healthcare system. In line with the PNRR, improving the network must also include upgrading technological and IT equipment, which are often outdated today.

3. **Enhancement and Inclusion of the Territory**: It is necessary to increase students' knowledge of the territorial healthcare organization through careful programming of training periods at local healthcare facilities.

Additionally, it is essential to coordinate the demand and supply of healthcare professionals. The creation of a regional observatory, for example, could strengthen the dialogue between universities and healthcare management, monitoring the alignment between the need for specialists and the available resources. A detailed and proactive regional planning of the number of specialized doctors represents a solution to a

critical issue also mentioned in the PNRR, which states: "Although the total number of doctors is above the European average, it is necessary to address shortages in certain specialties (especially anesthesia and intensive care, internal medicine, pulmonology, pediatrics) and in general medicine. Strengthening the coordination capacity between the Ministry of Health and the Regions in the planning of training needs is essential."

8. UNIVERSITY AND COMMITMENT TO PEACE

The commitment to peace is a foundational part of our identity as a student list: even before representation, we are a group of students who inhabit the university with the desire to live the reality intensely, in all its dimensions. We believe that the university should not be experienced as an island separate from the world, but as a space influenced by the conflicts, contradictions, and hopes of our time. In an era marked by the reemergence of old conflicts and the opening of new wounds, the university is called to rediscover its educational and cultural role, alongside its technical and professional one.

Internationalization, mobility, and cooperation cannot be reduced to quantitative goals; they must become concrete opportunities for meeting, exchange, shared responsibility in the construction of peace, and the development of individuals capable of having a comprehensive perspective.

This comprehensive perspective starts with an attention to the person in their entirety: student, teacher, or technical-administrative staff, each one is called to contribute to a university environment that is truly a community, a place of lived knowledge and shared responsibility.

For this reason, in our small way, we have already tried to build opportunities for dialogue, sharing, and solidarity through events, fundraising, and open moments of discussion for everyone. But that is not enough. We believe that the commitment to peace – based on justice, freedom, and dignity – can become a structural part of the university's educational project. Peace can and should be learned, discussed, and practiced.

In recent months, many Italian universities have been affected by various occupations for Palestine, which have highlighted the widespread need to speak out in the face of injustice. As a student list, we have acted with the intention of listening, understanding, and recognizing the pain, anger, and urgency of these protests, without identifying with forms of expression that rely on conflict and exclusion. We believe that the commitment to peace – founded on justice, freedom, and dignity – can begin right from the university, and that it is also our responsibility to build spaces for dialogue, critical thinking, and concrete solidarity, as has happened in several universities in Italy.

From this conviction arise our proposals: concrete initiatives to promote a culture of peace inside and outside the university, through training programs, spaces for discussion, ethical criteria for collaborations, and support for those who, in other parts of the world, face violence, injustice, and war.

Summary

In Italian universities, there are already some courses and initiatives dedicated to the themes of peace, global justice, and human rights, from participation in RUniPace to the PhD program in Peace Studies at Sapienza, to post-graduate courses and advanced training workshops (8.1). However, the awards and recognition for theses and projects on conflict resolution remain sporadic and concentrated in a few realities (8.2), while spaces for discussion are mostly one-off events or legal clinics, rather than permanent structures (8.3).

Moreover, universities have activated reception programs and scholarships for students from conflict areas (e.g., Ukrainian refugees), but there are no "solidarity" scholarships dedicated to and systematic agreements with universities in war-affected areas (8.4). Finally, although there are "Transparent Administration" pages and sustainability reports, there has not yet been a participatory critical review of external partnerships according to shared ethical criteria (8.5).

8.1 University Programs on Peace, Global Justice, and Human Rights: What Is Present Today

I) Several universities participating in the RUniPace network promote interdisciplinary studies for peace and the culture of dialogue, highlighting the role of women and new generations in peace processes.

II) La Sapienza University of Rome coordinates the National PhD in Peace Studies, funded by the PNRR, with research activities, seminars, and periods abroad focusing on UN values, SDGs, and cultural diplomacy.

III) The University of Bologna offers advanced training courses on "Techniques and Tools for Managing and Resolving Conflicts in International Trade," in collaboration with the Alma Mater Foundation.

Proposals

I) **National annual conference**: Organize a traveling national annual conference on the three themes of peace, justice, and fundamental human rights, alternating between university venues and local government buildings (Regions, Municipalities).

II) **Interdisciplinary workshops**: Create interdisciplinary workshops (UN simulations, international negotiations, action research) also open to partner NGOs (UNHCR, Amnesty, MSF).

III) **Collaborations with external research centers**: Promote stable collaborations with external research centers (Institute of Advanced Studies, European think tanks) to co-supervise thesis projects and internships.

8.2 Calls and awards for theses and projects - what is currently available:

I) Alma Mater Studiorum announces a "Peace Prize" of €1,000 from the Ernesto Balducci Foundation for theses on the theme of peace (deadline January 2024);

II) The Archivio Disarmo-Tullio Vinay award assigns two prizes for master's and bachelor's theses on conflicts, migrations, and climate change;

III) CRUI has an agreement with the Permanent Secretariat of the Nobel Peace Prizes for the "Leading by Example" program, but it has not yet been extended to university thesis awards.

Proposals

I) **CRUI National Award:** Agree with CRUI on a national university award for peace, reserved for the top three master's theses on cultural diplomacy and cooperation;

II) **Honorable Mentions:** Provide honorable mentions and open access publications for research projects highlighted on the themes of peace and global justice.

8.3 Stable spaces for discussion and reflection: what is present today?

I) The University of Milan organizes periodic webinars "Unimi for Peace, Dialogue, and Academic Freedom" in collaboration with RUniPace and Scholars at Risk Italy, but these are sporadic events;

II) In Bologna, the Centre for Utopian Studies promotes interdisciplinary research and conferences on peace and society, but it does not coordinate a permanent space for students;

III) Roma Tre hosts the International Protection of Human Rights Legal Clinic, a course-clinic (7 ECTS) where students work in teams on advocacy projects, but it is not open to free debate meetings.

Proposals

I) **Discussion Tables:** Establish bi-annual discussion tables between students, faculty, and NGOs, with dedicated budgets for interdepartmental events;

II) **Discussion Spaces:** Open physical spaces for discussions on global crisis cases, moderated by tutors and researchers;

III) **Peace Day:** Organize a "Peace Day" every semester with parallel sessions in multiple departments and public roundtable discussions.

8.4 International University Cooperation: State of the Art

I) The University of Bologna guarantees reserved spots and psychological support for Ukrainian refugees, provides funding for Visiting Fellows, and special spots in international courses;

II) The University of Milan offers welcome and integration programs for Ukrainian students and scholars, in collaboration with CRUI and RUniPace.

Proposals

I) **Solidarity Scholarships:** Establish "Solidarity Scholarships" dedicated to students from conflict zones (Palestine, Syria, Congo, Yemen), funded by university funds and external donations.

II) **Exchange Agreements:** Develop framework agreements for exchanges with at least ten universities in war-affected areas, including hybrid teaching modes and co-supervision of theses.

III) **Additional Erasmus+ Scholarships:** Provide additional Erasmus+ scholarships (top-up) for students from countries in humanitarian emergency, with language support and intercultural mentoring.

8.5 Transparency and Critical Review of External Collaborations: Current Status

1. Alma Mater Studiorum publishes the Sustainability Report (2022) with governance and sustainability strategies, but it does not detail ethical guidelines for each partnership.

2. On the Unibo website, there is a section called "Transparent Administration" with lists of tenders, calls, and agreements, but there is no clear ethical selection criterion.

Proposals

1. **Permanent guideline update table**: Establish a permanent table – students/faculty/administration – to define and update ethical guidelines for collaborations (e.g. no sponsorships from companies with a significant impact on human rights).

2. **Transparency**: Publish online, in an accessible format, the full list of all partners and the amounts received, with a preliminary evaluation of consistency with justice and human rights principles.

3. **Annual audits**: Introduce annual independent audits of collaborations, with a public report and improvement recommendations.

4. **Suspension clauses**: Include clauses in partnership contracts for suspension in case of documented human rights violations by the partner.

5. **Dual-use evaluation tables**: Establish continuous working groups regarding the potential dual-use in agreements made with other universities or research institutions.