ANNUAL REPORT
YEAR 2020
JOINT STUDENTS AND PROFESSORS COMMITTEE
PhD COURSES

Summary

3. Evaluation of PhD Programs

Legend:
UME: Understanding and Managing Extremes
NCFM: Cognitive Neuroscience and Philosophy of Mind (Neuroscienze Cognitive e Filosofia della Mente)
SBB: Biomolecular Sciences and Biotechnology (Scienze Biomolecolari e Biotecnologie).

3.1 Evaluation of teaching and research

The survey of PhD students' satisfaction on teaching and research activities was carried out in November 2020, involving 66 students enrolled from the second year onwards in the various PhD cycles, who had the status of PhD students on 01/04/2020. Fifty-three students completed the questionnaire, with a response rate of 80.3% highlighting a marked improvement over the 61.3% of the previous survey. 64.15% of the respondents are Italian.
Response rate for each course was as follows:

- NCFM = 100%   (77,78% in 2018/19)
- SBB   = 64%   (52,17% in 2018/19)
- UME   = 86,67% (63,33% in 2018/18)

3.1.1 Summary of results

Research is the predominant activity, with a percentage of 74.5% which is in line with the 77% of the previous year. The coherence between the training plan of the doctoral program and the research project of the doctoral student is considered excellent by 98.11% of respondents (97.37% in the previous year).
The data on the communicative exchange between doctoral students remains negative, with a slight worsening compared to 2018/19: the percentage of answers "Never" and "Rarely" increases from 60 to 69.8%. An opposite pattern of responses results from questions on the exchange with organizations outside the school, with 75.5% of positive responses (60.53% in the previous survey, and 100% among the respondents of the SBB course.
Regarding the locations for carrying out their research activities, the questionnaire confirms the outcome of the previous survey. For SBB doctoral students, 100% of research activities are carried out in the Laboratory. The NCFM doctoral students answer mainly At home (72.73%, in line with the previous survey) and In the library (18.18% against the previous 14.29%). A variation occurs for UME doctoral students, for whom research At home rises to 69.23% from the previous survey (44.44%), research In Library drops from 22.22% to 11.54%, while a percentage of respondents equal to 15.38% reports to perform research activities at the office (a response which was absent in the previous survey). For both NCFM and UME, the response in the Laboratory (9.09% and 3.85%, respectively) remains the least relevant.

The evaluation of the environmental conditions for research activities improves: about 85% of doctoral students consider these conditions as satisfactory (78.95% in 2019). Analysing the three doctoral courses we report:
- a further improvement in the responses of the UME doctoral program compared to previous years: the percentage of "Totally inadequate" drops to zero (10.53% last year), while rises from 15.79% to 19.23% the percentage of respondents who consider the environmental conditions quite inadequate.
- the percentage of dissatisfaction with NCFM remains stable (27.27% compared with 28.57% previously);
- there were no negative evaluations for SBB (8.33% in the previous survey).
Among the comments, the most frequent critical points concern the School wi-fi connection, the lack of software licenses and the limited access to databases/scientific journals for research (peer-review

license). This confirms the outcome of the previous survey, but with an additional negative perception due to the lockdown period that forced students to be unable to carry out the exchanges essential to their research work.

The possibility of discussing with the tutors is evaluated very positively (94.3% of positive judgments), while the evaluation of the communicative exchange with the representatives of the doctoral students drops to 56.6% (96.55% in the previous survey).
The response time of the thesis advisor (for 3rd and 4th years) is evaluated positively by all respondents (missing responses, corresponding to 33.96%, likely involve 2nd year students).
The perception of the response time of the Teaching Board is evaluated positively by 56.61% of respondents, compared to 100% last year, but it should be noted that about 40% of respondents did not answer.
Courtesy and efficiency of the postgraduate office are judged satisfactory by about 89% of doctoral students. In line with the previous survey, negative judgments mainly involve UME students, but with an inprovement compared to the previous survey (from 26.67% to 19.23% of dissatisfaction).
Concerning the clarity of the procedures for purchasing goods and services, the outcome is positive and in line with the previous year: only 20.75% of respondents are not satisfied (21.88% in 2019), mainly from SBB and UME courses. It is worth noting the improvement of NCFM, for which dissatisfaction drops from 42.86% to 9.09%. This question also includes a percentage of respondents (16.98%) who did not answer.
Regarding locations and equipment, the survey assessed the following aspects:
- Location: negative ratings drop from the previous 46% to 24.53%, exclusively by NCFM and UME doctoral students;
- Equipment and organization of laboratories: negative evaluations drop from 43.34% to 18.86%, with a significant improvement for all PhD programs and a completely positive evaluation by SBB. Noteworthy, missing responses correspond to 24.53% of the whole sample.
- Teaching equipment: evaluated negatively by 6.5% of respondents (9% in the previous survey), while 28.30% did not answer.
Overall, the research environment is assessed positively by 90.5% of respondents.

The section dedicated to teaching courses highlights the following rates of positive judgments:
- quality of teaching activities (94.34% vs 91.67% in the previous survey);
- relevance of topics (83% vs 76.47%);
- number of courses in relation to topics (sufficient for 73.58% vs 81.82%);
- length of courses in relation to topics (67.92 vs 73.53%), with the majority of dissatisfied respondents belonging to NCFN and UME doctoral programs;
- level of integration among the available courses (77.36% vs 86.2%), with the majority of dissatisfied respondents belonging to the SBB doctoral program;
- availability of faculty members (88.68% vs 96.97%). It is worth noting the absence of negative evaluations (about 3% one year ago) and that 11.32% did not answer.

As far as the involvement in the organization of teaching activities is concerned, 52.83% of students answered that they have never been involved (57.89% last year) and 22.64% (10.53% the previous year) have been rarely involved.
The response on the general evaluation of teaching activities in English was excellent, with 100% positive evaluations for both teaching activities and seminars.
The overall assessment of teaching activities highlights 88.68% of positive evaluations, with a decrease compared to the previous year (97.37%) and homogeneous outcomes among the three PhD programs. Among the critical points, some UME students point out the lack of short courses during the pandemic, and the insufficiently advanced level of some courses that they report to be shared with Master students.

Concerning Internationalization, judgments are mostly positive: the perception of the international reputation of one's own PhD program improves significantly, with negative evaluations dropping from 10.35% to 5.66%. Noteworthy, negative judgments mainly involve NCFM and UME students.

Also the evaluation of exchange opportunities with other foreign organizations shows an improvement compared with the previous survey improves (from 25% to 11.21% of negative judgments, while missing responses correspond to 24.53%).
Likely due to the pandemic emergency, that prevented travels abroad for most of 2020, both the scientific support for choosing and organizing visiting abroad, and the administrative support, were not evaluated by more than half of the respondents. Alongside a general improvement, the survey highlights critical comments from UME students about the reduction of the international reputation of the school faculty and the communications that occur too often in Italian.

The last section of the questionnaire investigates the organization of the PhD program. There has been an improvement concerning the perceived knowledge of the course regulations, with the percentage of students reporting they were not familiar with them dropping from 26% to 13.2%. At the same time, the information on the organization of the course and on the practical organization of the doctorate is judged appropriate by 70% and 83%, respectively, thus with a marked improvement with respect to the previous survey.

In conclusion, the overall assessment of all the PhD programs is positive. Almost all the respondents (96.08%) state that they would recommend enrolling in the IUSS School, and all of them reports that their program is/will be useful for their professional career.

In the final comments, the most critical requests involve:
- more flexibility in the choice of courses, in order to be able to take courses or seminars more in line with own research interests,
- improved communication about activities/seminars and information concerning the thesis
- improved communication of the School's activities and mission, also at the international level
- support for communicative exchanges among doctoral students/researchers within the School.
- space/workstations.

See attachment n° 10

3.1.2 Considerations of the Joint Committee

Contrary to the drop in the response rate observed in the previous survey, the present assessment highlights a good increase in the questionnaire completion rate, which reaches 80% with a peak of 100% for NCFM and a lower percentage of 64% for SBB (which however increases from 52%). This result highlights the positive outcome of outreach activities, but also the need to increase the sense of belonging to the School among SBB doctoral students.
It should be noted that the question RA3 "Are you expected to perform activities not related to your research program?" appears ambiguous and obtains intermediate answers, from which it is difficult to draw indications (67% of students answered "sometimes"). It might be advisable to eliminate the question or to modify it as follows if the objective is to monitor the presence of requests to trainees that are not congruent with their duties: "are you asked to carry out activities that you feel do not fit in with your PhD research?".
Exchanges between trainees within the School remain limited and slightly decreased compared with the previous survey. It is likely that this also depends on the pandemic situation that has limited the number of face-to-face activities and therefore occasional meetings, but still this is a potential issue that should be carefully considered.
The evaluation on the possibility to carry out one's own activities did not worsen overall, but this survey highlights a negative trend for the NCFM program: as detailed in the comments, a reduction of the possibility to carry out research activities in presence, and of the communication exchanges among colleagues and with teachers, is likely due to the impact of the pandemic.
Also the question on the involvement in the organisation of teaching activities is ambiguous, and the CPad suggests that it should also be eliminated or modified. If it refers to teaching activities as a Teaching Assistant, it could be changed to: "Are you planning to perform the role of Teaching Assistant?" or "Have you been involved in the role of Teaching Assistant?".

3.2 Services Evaluation

The survey on the general services offered to PhD students was administered online to 66 students who were doctoral students on 1 April 2020. The response rate is 77.27%, with a slight increase compared to the previous year (74.60%). There were thus 51 respondents (36 Italians). The response rates differed among the three doctoral courses: 90.9% for NCFM, 79.17% for SBB and 70.97% for UME. The questionnaire consists of 10 questions divided into 3 areas: Information Technologies, Placement and Erasmus+, General comments.

3.2.1 Summary of results

The e-mail service is considered satisfactory by all respondents, while the wi-fi service remains a problematic issue (also reported in the comment section), considered unsatisfactory by 90% of NCFM, 74% of UME, and 25% of SBB PhD programs.
In line with the previous survey, only a small fraction of students has used the Placement and Erasmus+ service is limited (12%): they evaluate positively both the courtesy and availability of the office personnel, the clarity and completeness of the answers and the time required to deal with the procedures. All these data are progressively improving compared to the previous year.
Concerning the general evaluation of the services offered by the School for PhD courses, 94% of respondents provided a positive evaluation (84.44% in the previous year), with the highest percentage of dissatisfied among UME students.
In line with the past year, 88% of respondents state that they "would recommend the PhD at the IUSS School". Again, negative evaluations come almost entirely from the UME PhD program, in which this response is less frequent compared with the previous survey (from 27% to 23.81%).

See Annex no. 11

3.2.2 Considerations of the Joint Committee

This survey confirms the need to improve the Internet connection in the School's premises, as well as the need of licences for software required for research activities. The lack of space, both in terms of individual workstations to enable proper research activity, and in terms of common areas to facilitate exchange among students, also remains a critical issue.
The output of this survey additionally highlights the importance of working to raise awareness and disseminate the Erasmus+ opportunity, which is little, or not at all, used by students. The possibility of exchanges in telematic mode could be also assessed, to make the Erasmus+ opportunity more attractive, both in these period of reduced mobility due to the health emergency, and in cases in which the student - for personal reasons - cannot spend long periods abroad.

3.3 Evaluation of the admission procedure

After enrolment, first-year students are administered an online questionnaire aimed to assess the admission procedures (it should be noted that for admission to the XXXVIth cycle the interviews were all held remotely). In November 2020, 19 new students who participated in the admission procedure for cycle XXVI were interviewed. 18 of them (half italians) responded (response rate of 95%, compared with 74% in the past survey.)

3.3.1 Summary of the results

Almost 78% of the respondents (70% in the previous survey) report that they knew the School and its programmes before applying. There are, however, considerable differences among students enrolled in the NCFM (100%), SBB (40%) and UME (10%).

The assistance received during the application and selection process is judged satisfactory by 83.3% of respondents, with a slight decrease compared with the previous survey (94.1%).

The availability of information on the website is evaluated positively by over 94% of respondents. 11.1% of them, however, are not satisfied with the information in English.

With regard to the policies to support the integration of PhD students, 16.67% of respondents complain both about the lack of support from staff and faculty, and about the practical information received at enrollment.

The most frequent comments concern the difficulty in receiving support and answers from the PhD office during the selection process, but the overall assessment of the admission process is very positive.

See Annex n° 12

3.3.2 <u>Considerations of the Joint Committee</u>

The feedback about PhD students' prior knowledge of the School and doctoral programs is overall positive. It is striking, however, that some UME students state that they had never heard of the School before taking part in the admission process. While showing that the School is attractive also beyond Pavia, this highlights the need to put more effort in increasing the visibility of the School in some areas, both in Italy and abroad.

The fact that some students are not completely satisfied with the information provided regarding the city of Pavia and the administrative procedures required to start their activities at the School (especially in the case of foreign students) must be taken into consideration to improve the enrolment stage and to increase the international reputation of the School.

It is thus recommended to improve the availability of information and to give more support to students during the early stages of the admission/enrolment process. Already existing information might be expanded, updated and sent (e.g,. in form or "welcome brochure") alongside the notification of admission. This would allow to make the student fully aware of any activities to be carried out before and upon arrival at the School, and to provide a more comprehensive overview of the services and activities available in the Pavia area.

General considerations for process improvement

The present survey of students' opinions regarding the many aspects of the IUSS School's teaching activities (ordinary courses, master's degrees in agreement, research doctorates), admission and orientation procedures, and the related support services, highlight an overall positive picture and an improvement compared with the previous year. The CPad has identified two aspects that can be deemed transversal to the individual questionnaires/aspects investigated during this survey, representing the subject of an improvement plan to be monitored in the next academic year.

A first aspect concerns the availability and transmission/communication of information useful for the effective performance of teaching and/or research activities, at several levels and between different types of actors. For example, a) between the offices and the "incoming" students, who could benefit from sections of the IUSS website - developed in collaboration with the students - in which all types of information useful for an effective integration in the IUSS community are reported, as well as a wider range of Frequently Asked Questions than those currently available; b) between students and teachers, both in the phase of didactic planning in order to identify the topics that the students consider most useful for their path, and at the beginning of the courses for a shared evaluation of methods that can facilitate participatory teaching, also depending of the features of each scientific sector (e.g. visit to the laboratories; exposition of topics that are most useful for the students; c) among the trainees, particularly with regard to their everyday activities, through a wider availability of spaces and workstations.

A second aspect which the CPad suggests to consider for an improvement plan, within the School's financial constraints, concerns the resources made available to the student community, in particular concerning the informatic resources (e.g., quality of wi-fi connection and personal intranet area), spaces and workstations for individual study, bibliographic resources (library and licenses for access to scientific articles) and the amount of the study award.

Aware of the fact that some of these aspects have already been addressed by the School, the CPad hopes that also the other points highlighted by this survey will be taken in consideration, particularly concerning: 1) the creation of a reserved intranet area for each student on the IUSS/ESSE3 website, 2) the implementation of a diploma certificate in a standard format valid for abroad, and 3) the availability from UniPV of more detailed data, compared to those provided for the last survey, regarding the level of satisfaction of students enrolled in the Master degrees.

Improvement Plan for the year 2021

1. CO Teaching Evaluation Report a.y. 2019/20

Problem: low rate of completion of seminar questionnaires
Proposal: Raising awareness of the importance of completion through student representatives and communication in the Consigli di Classe.
Start/deadline for completion: March-April 2021
Monitoring indices: percentage of questionnaire completion (courses and seminars)

Problem: Relatively low level of satisfaction with "the adequacy of prior knowledge".
Proposal: Inclusion of a section in the syllabus describing prior knowledge, possibly distinguishing between what is necessary and what is desirable but not essential.
Start/deadline for completion: April 2021.
Monitoring indices: Level of satisfaction with this question of the questionnaire at the next survey

Problem: Relatively low level of satisfaction with "the adequacy of prior knowledge".
Proposal: strengthen the dialogue with students in the Consigli di Classe and CPad in relation to topics that they consider particularly important in their path, in order to evaluate possible in-depth studies in the teaching programme.
Starting date/deadline for completion: March-April 2021
Monitoring indicators: level of satisfaction with this question of the questionnaire at the next survey.

2. Evaluation report CO services a.y. 2019/20

Problem: Relatively low level of satisfaction with respect to "clarity and speed in the answers given to the CO administrative office and the human resources office"
Proposals:
1) transmit the outcomes to the heads of the O.U. Corso Ordinari and the U. O. Personale for further study;
2) strengthen - also with the support of the students - the Frequently Asked Questions (FAQs) section on the IUSS website;
3) evaluate the opening of an e-mail managed by the students for orientation activities;
4) promote a plenary meeting with tutors at the beginning of the year.
Start/deadline for completion: December 2021
Monitoring indicators: level of satisfaction with this question of the questionnaire at the next survey; number of FAQs added (six-monthly survey of FAQs uploaded/edited on the website)

3. Evaluation report Orientation and CO 2020/21 Competition

Problem: room for improvement with regard to: organisation of processes and practical support in the early stages of entering the school
Proposals:
1) proposal of a model of a "Welcome-kit" with a summary of the main steps and of the responsible staff, to be integrated in the FAQs section of the IUSS website, which could be a valid help both for students and for the Administrative Offices;
2) proposal of useful contents for the revision of the IUSS website, in order to enlarge the information available and the visibility of the School
Start/Schedule for completion: September 2021.
Monitoring indicators: level of satisfaction with this question of the questionnaire at the next survey;

4. Report on the evaluation of PhD research activities a.y. 2019/200

Problem: two ambiguous questions (RA3 and CW24) do not allow useful indications to be drawn in terms of quality assessment.
Proposal: Proposal to the PQA to modify the questions as follows RA3: "Are you asked to carry out activities that you feel do not fit in with your PhD research?" CW24: "Have you been involved in the role of Teaching Assistant?"
Start/deadline for completion: July 2021
Monitoring indices: YES/NO

4a. Evaluation report PhD services a.y. 2019/20

Problem: The Erasmus+ opportunity is little used by doctoral students.
Proposal: Detailed proposal to the offices on enhancing the promotion of the initiative
Starting date/deadline for completion: March 2021
Monitoring indicators: statistics on the number of applications to Erasmus+ initiatives in the next surveys (it is expected that any effects of this action can be detected in more than 1 year)

5. Report on the evaluation of PhDs admission a.y. 2020/21

Problem: sub-optimal satisfaction with the welcome information regarding the fulfilment of the bureaucratic procedures to start the PhD and better integrate into the Pavia life.
Proposal: Detailed proposal for the inclusion of a section of the website containing information about the city and administrative practices (with a focus on students coming from abroad) .
Start date/deadline for completion: September 2021
Monitoring indices: Level of satisfaction with this question of the questionnaire at the next survey

Survey on satisfaction of the PhD students 2020

By U.O. Valutazione e Assicurazione Qualità

The survey   (Second and following years)

This is the survey on the PhD students' satisfaction. All information has been collected through an anonymous web-based questionnaire which involved 66 people having the status of PhD students in the academic year 2019/20. The names of the courses are shortened, as follows, for display reasons.

**NCFM** – Cognitive Neuroscience and Philosophy of Mind
SBB – Biomolecular Sciences and Biotechnology
UME – Understanding and Managing Extremes

The response rate has increased compared to last year: 80,30% in the 2020 vs. 61,30% in the 2019

Table 1.1: Response rate

Course	Respondents			Pop	Response Rate
	Italians	Foreigner	Total	Pop	Rate
NCFM	10	1	11	11	100,00%
SBB	13	3	16	25	64,00%
UME	11	15	26	30	86,67%
SCUOLA	**34**	**19**	**53**	**66**	**80,30%**
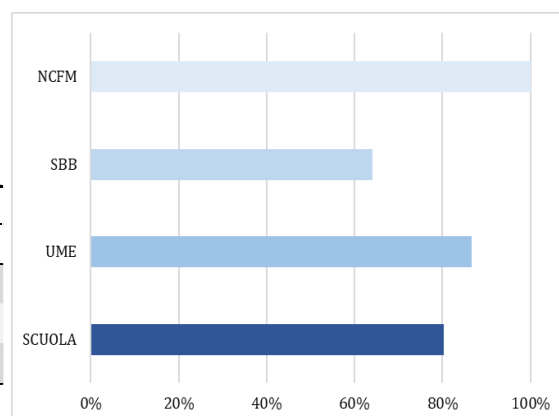
Legenda

Absolutely yes/Very positive/Strong/Always
More yes than no/More positive than negative/Mostly
More no than yes/More negative than positive/Sometimes
Absolutely no/Very negative/Weak/Never

Research activities

RA1 Please indicate the percentage of time you spent on the following activities

Table 1.2: Percentage of time spent

Course	Other activities	Administrative issues	Seminars and conferences	Individual study	Lectures	Research activities
NCFM	1,09%	1,36%	11,09%	9,55%	13,45%	63,45%
SBB	0,06%	1,59%	4,79%	3,02%	7,04%	83,50%
UME	0,92%	3,50%	4,38%	6,47%	11,01%	73,70%
SCUOLA	**0,70%**	**2,48%**	**5,90%**	**6,07%**	**10,32%**	**74,53%**

RA2 How would you rate the consistency between your PhD project and your current research activities?

Table 1.3: Consistency between project and research

Course	Strong	Weak
NCFM	100%	0%
SBB	93,75%	6,25%
UME	100%	0%
SCUOLA	**98,11%**	**1,89%**
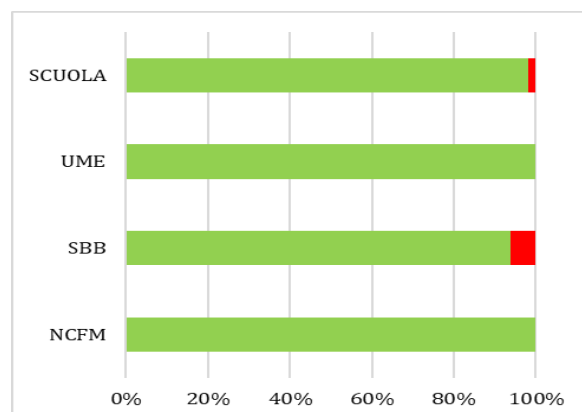
RA3 Are you expected to perform activities not related to your research program? (only for the 3th and 4th year students)

Table 1.4: Activities not related

Course	mostly	sometimes	never
NCFM	9,09%	63,64%	27,27%
SBB	0,00%	68,75%	31,25%
UME	0,00%	69,23%	30,77%
SCUOLA	**1,89%**	**67,92%**	**30,19%**
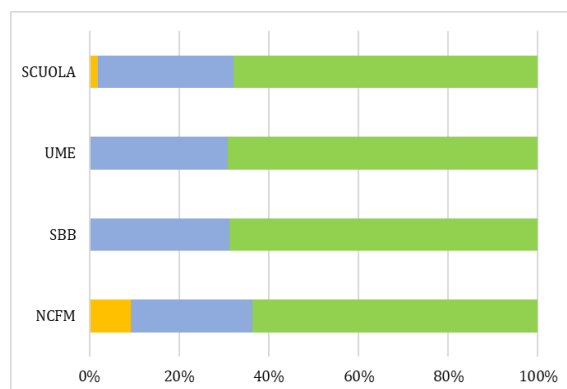
RA4 Did you have exchanges (working paper, seminars, conferences…) with other research groups and/or individual researchers from other disciplines within the Scuola

Table 1.5: Exchanges within the Scuola

Course	never	sometimes	often	rarely
NCFM	18,18%	36,36%	0,00%	45,45%
SBB	37,50%	25,00%	0,00%	37,50%
UME	26,92%	23,08%	7,69%	42,31%
SCUOLA	**28,30%**	**26,42%**	**3,77%**	**41,51%**
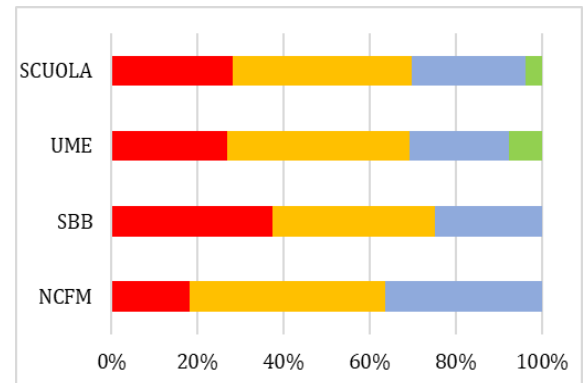
RA5 Did you have exchanges (working paper, seminars, conferences…) with other research groups and/or individual researchers outside the Scuola?


Table 1.6: Exchanges outside the Scuola

Course	never	rarely	sometimes	often
NCFM	9,09%	0,00%	63,64%	27,27%
SBB	0,00%	0,00%	75,00%	25,00%
UME	19,23%	26,92%	42,31%	11,54%
SCUOLA	**11,32%**	**13,21%**	**56,60%**	**18,87%**
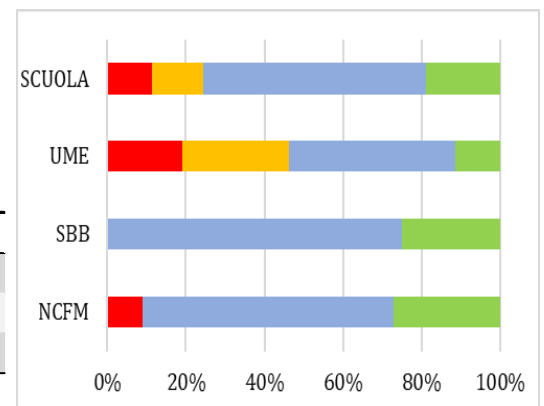
RA6 Where exactly did you carry out the main part of your research activity?
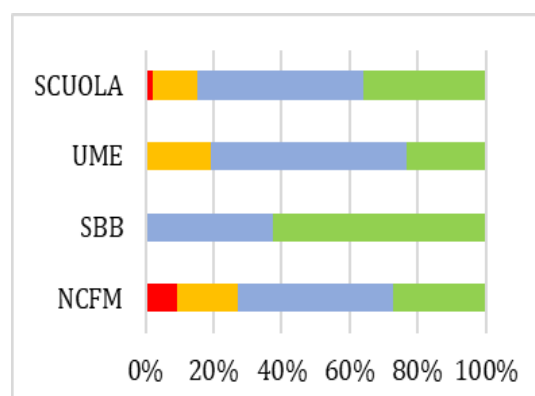

Table 1.7: Where did you carry out the research

Course	Home	Library	Office	Scientific laboratory
NCFM	72,73%	18,18%	0%	9,09%
SBB	0%	0%	0%	100%
UME	69,23%	11,54%	15,38%	3,85%
SCUOLA	**49,06%**	**9,43%**	**7,55%**	**33,96%**
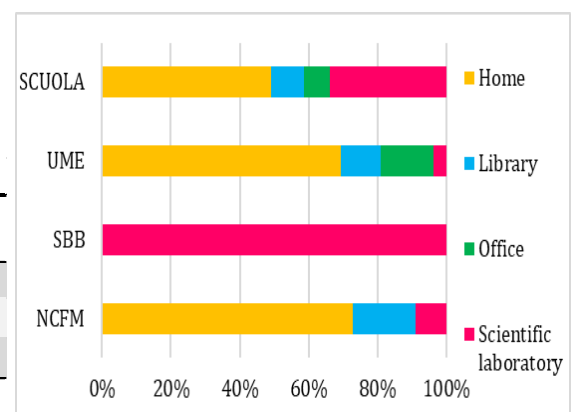
RA7 Did you find the right conditions/opportunity to properly carrying out the research activities?

Table 1.8: Right conditions to carrying out research

Course	absolutely no	more no than yes	more yes than no	absolutely yes
NCFM	9,09%	18,18%	45,45%	27,27%
SBB	0,00%	0,00%	37,50%	62,50%
UME	0,00%	19,23%	57,69%	23,08%
SCUOLA	**1,89%**	**13,21%**	**49,06%**	**35,85%**

RA Comments:

|		Please indicate clearly if you experienced some problems in the Research activities
1	UME	By the moment no.
2	UME	COVID complicated the flow of things for a while, an adjustment period lets say where my reseach output was very reduced
3	UME	Huge problem with malfunctioning WIFI during my research activities at IUSS office/library. Huge problem with absence of license for papers during my research activities at home.
4	UME	I think this question is pretty invalidated from the whole covid situation. Working with other people became inherently more difficult due to technical problems not related to the school
5	UME	internet connection, no license software for student, no access to editor platform if the student is not at IUSS,
6	NCFM	Isolation at home and long distance interactions make very difficult to do research
7	UME	No access to research articles at home
8	UME	None
9	UME	nothing to indicate
10	UME	The COVID19 outbreak in the second semester of the academic year restricted my working space at home. Sadly, this isolation does not benefit productive research and limits the communication with colleagues and my supervisor to online platforms.
11	UME	WiFi IUSS very weak, Absence of license for papers - the istitutional account is not registered in any peer review jurnal, so we can not acces to a lot of full texts
12	NCFM	Yes, I had problems related to where shoud I carry my research for covid reasons

Research Environment

How would you rate the following:

RE8 Opportunities for discussion with your tutor/advisor (general issues)

Table 1.9: Discussion with tutor/advisor

Course	More negative than positive	More positive than negative	Absolutely positive
NCFM	9,09%	36,36%	54,55%
SBB	12,50%	31,25%	56,25%
UME	0,00%	30,77%	69,23%
SCUOLA	**5,66%**	**32,08%**	**62,26%**
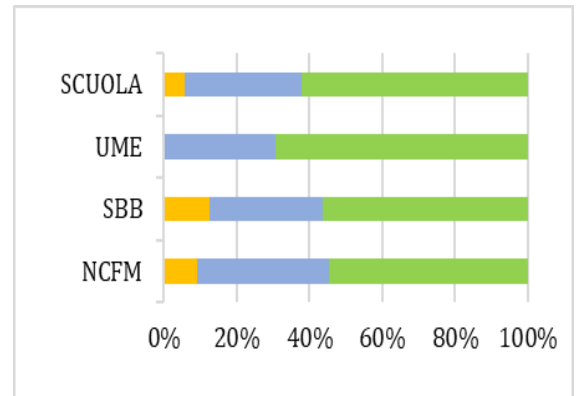
RE9 Opportunities for discussion with the PhD courses representative

Table 1.10: Discussion with PhD representative

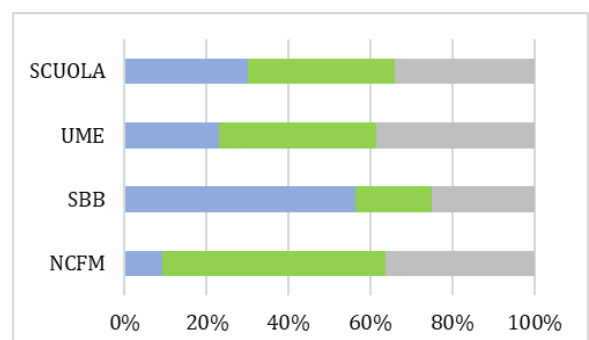| Course	More negative than positive	More positive than negative	Absolutely positive	Don't know
NCFM	9,09%	45,45%	36,36%	9,09%
SBB	0,00%	37,50%	12,50%	50,00%
UME	3,85%	38,46%	30,77%	26,92%
SCUOLA	**3,77%**	**39,62%**	**26,42%**	**30,19%**
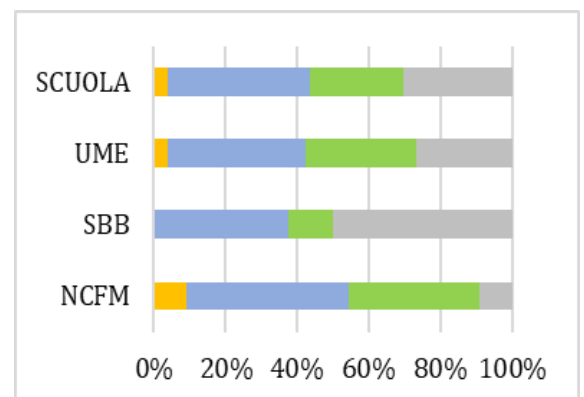
RE10 Feedback response time of your advisor related to the thesis activities (only for the 3th and 4th year students)

Table 1.11: Feedback response time

Course	More positive than negative	Absolutely positive	Don't know
NCFM	9,09%	54,55%	36,36%
SBB	56,25%	18,75%	25,00%
UME	23,08%	38,46%	38,46%
SCUOLA	**30,19%**	**35,85%**	**33,96%**

R11 Responsiveness time of the PhD board

Table 1.12: Responsiveness time

Course	Absolutely negative	More negative than positive	More positive than negative	Absolutely positive	Don't know
NCFM	0,00%	0,00%	45,45%	45,45%	9,09%
SBB	6,25%	0,00%	37,50%	18,75%	37,50%
UME	0,00%	3,85%	34,62%	7,69%	53,85%
SCUOLA	**1,89%**	**1,89%**	**37,74%**	**18,87%**	**39,62%**
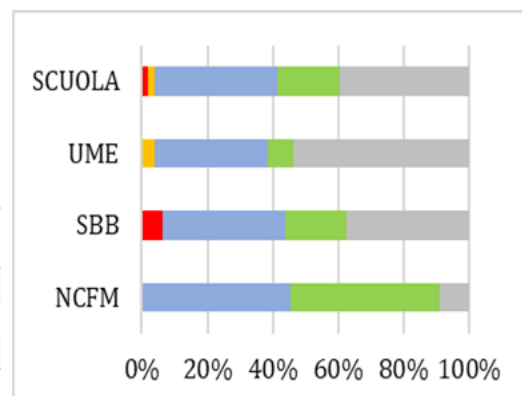
RE12 General courtesy and efficiency of the PhD student office

Table 1.13: General courtesy and efficiency

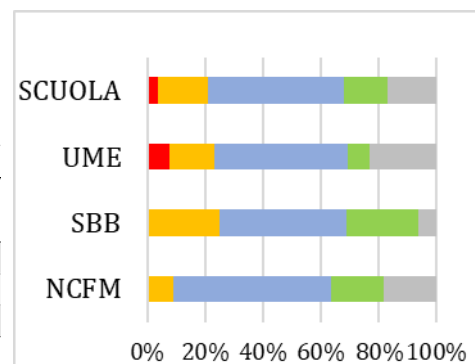| Course	Absolutely negative	More negative than positive	More positive than negative	Absolutely positive	Don't know
NCFM	0,00%	0,00%	18,18%	81,82%	0,00%
SBB	0,00%	6,25%	50,00%	31,25%	12,50%
UME	3,85%	15,38%	46,15%	19,23%	15,38%
SCUOLA	**1,89%**	**9,43%**	**41,51%**	**35,85%**	**11,32%**
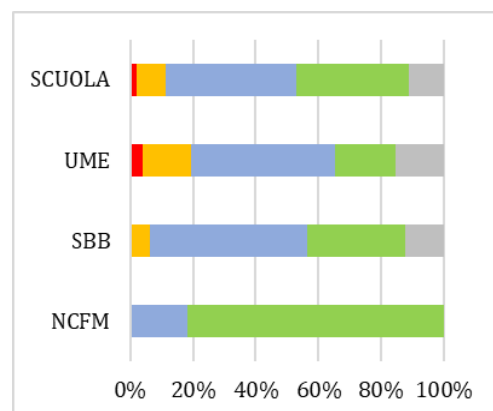
Regarding the purchase of goods and services, how would you rate the following:

RE13 Clarity of the procedures

Table 1.14: clarity of the procedures

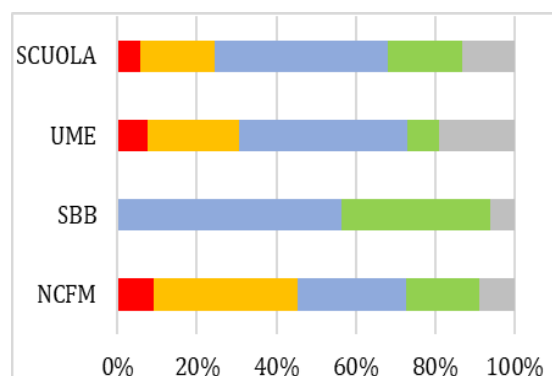| Course	Absolutely negative	More negative than positive	More positive than negative	Absolutely positive	Don't know
NCFM	0,00%	9,09%	54,55%	18,18%	18,18%
SBB	0,00%	25,00%	43,75%	25,00%	6,25%
UME	7,69%	15,38%	46,15%	7,69%	23,08%
SCUOLA	**3,77%**	**16,98%**	**47,17%**	**15,09%**	**16,98%**

How would you rate the following:

RE14 Availability of places in the laboratories/offices

Table 1.15: Availability of places

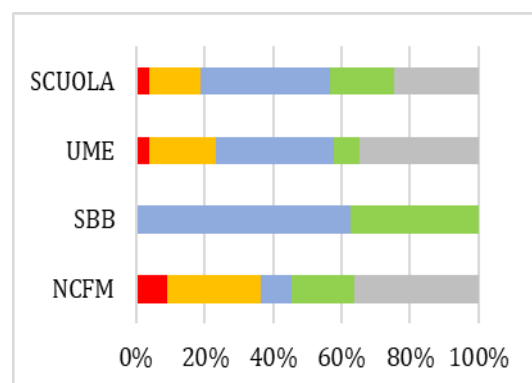| Course	Absolutely negative	More negative than positive	More positive than negative	Absolutely positive	Don't know
NCFM	9,09%	36,36%	27,27%	18,18%	9,09%
SBB	0,00%	0,00%	56,25%	37,50%	6,25%
UME	7,69%	23,08%	42,31%	7,69%	19,23%
SCUOLA	**5,66%**	**18,87%**	**43,40%**	**18,87%**	**13,21%**

RE15 Organization and instrumentation (if any) of the laboratory/office


Table 1.16: Organization and instrumentation

Course	Absolutely negative	More negative than positive	More positive than negative	Absolutely positive	Don't know
NCFM	9,09%	27,27%	9,09%	18,18%	36,36%
SBB	0,00%	0,00%	62,50%	37,50%	0,00%
UME	3,85%	19,23%	34,62%	7,69%	34,62%
SCUOLA	**3,77%**	**15,09%**	**37,74%**	**18,87%**	**24,53%**

RE16 Supply and teaching equipments

Table 1.17: Supply and teaching equipments

Course	Absolutely negative	More negative than positive	More positive than negative	Absolutely positive	Don't know
NCFM	0,00%	9,09%	45,45%	27,27%	18,18%
SBB	0,00%	0,00%	62,50%	25,00%	12,50%
UME	3,85%	7,69%	42,31%	3,85%	42,31%
SCUOLA	**1,89%**	**5,66%**	**49,06%**	**15,09%**	**28,30%**
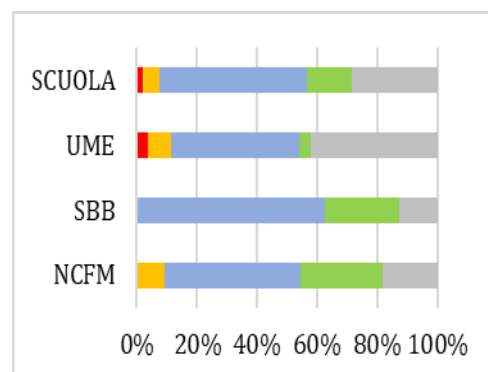
RE17 How would you overall rate the research environment

Table 1.18: research environment overall rate

Course	More negative than positive	More positive than negative	Absolutely positive
NCFM	0,00%	63,64%	36,36%
SBB	6,25%	31,25%	62,50%
UME	15,38%	57,69%	26,92%
SCUOLA	**9,43%**	**50,94%**	**39,62%**
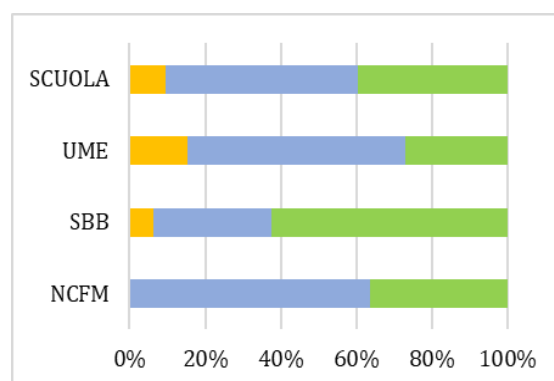
RE Comments

|		Please indicate clearly if you experienced some problems in the Research Enviroment
1	NCFM	1. The wi-fi connection within the IUSS is bad more often than not. 2. The IUSS library should at least be provided with modern as well as ancient language dictonaries, which are fundamental tools for accessing the contemporary scientific literature and the sources on which some of this literature is grounded. 3. All professors should clearly indicate their Office Hours ('orario di ricevimento') on their IUSS webpage, and update them as much as possible when some changes or unforseen events come about.
2	NCFM	Being at home makes all very hard
3	UME	Covid,
4	UME	I have not experienced problems. However, because all Ph.D. students are working in different places there is a lack of interaction among us.
5	UME	Lack of space for PhD students and lack of communication
6	NCFM	lack of spaces where it is possible to conduct experiments
7	SBB	Lack of time to study

Coursework

How would you rate the following:

**CW18 Quality of teaching activities**

Table 1.19: Quality of teaching activities

Course	More positive than negative	Absolutely positive	Don't know
NCFM	45,45%	54,55%	0,00%
SBB	75,00%	25,00%	0,00%
UME	30,77%	57,69%	11,54%
SCUOLA	**47,17%**	**47,17%**	**5,66%**
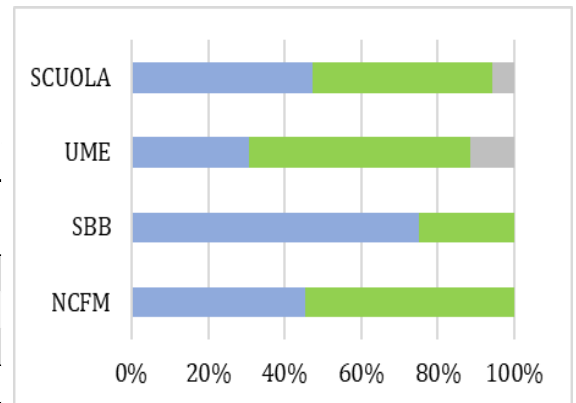
CW19 Relevance of the topics covered with reference to your research

Table 1.20: Relevance of the topics covered

Course	More negative than positive	More positive than negative	Absolutely positive	Don't know
NCFM	27,27%	36,36%	36,36%	0,00%
SBB	12,50%	56,25%	25,00%	6,25%
UME	7,69%	46,15%	42,31%	3,85%
SCUOLA	**13,21%**	**47,17%**	**35,85%**	**3,77%**
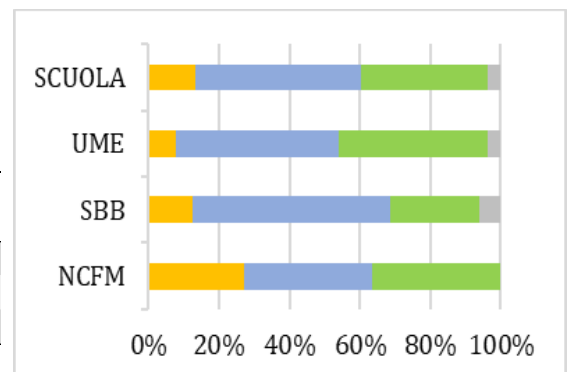
CW20 Number of the courses in relation to the content/topics

Table 1.21: Number of the courses

Course	too long	sufficient	too short	don't know
NCFM	0,00%	90,91%	9,09%	0,00%
SBB	0,00%	75,00%	6,25%	18,75%
UME	3,85%	65,38%	11,54%	19,23%
SCUOLA	**1,89%**	**73,58%**	**9,43%**	**15,09%**
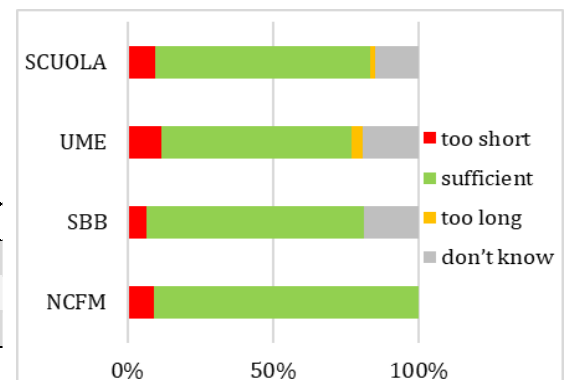
CW21 Duration of the courses in relation to the content/topics

Table 1.22: Duration of the courses

Course	too short	sufficient	don't know
NCFM	27,27%	72,73%	0,00%
SBB	6,25%	81,25%	12,50%
UME	23,08%	57,69%	19,23%
SCUOLA	**18,87%**	**67,92%**	**13,21%**
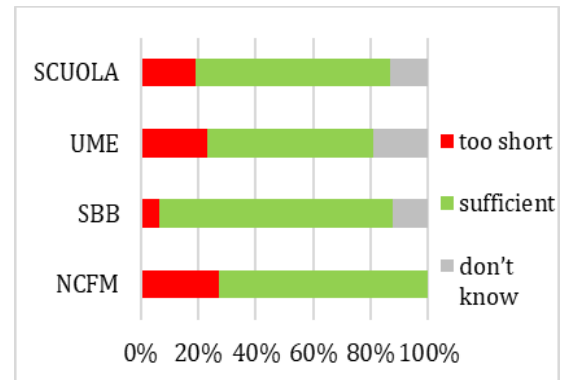
CW22 Level of integration between the various courses offered

Table 1.23: level of integration between the various courses offered

Course	absolutely negative	more negative than positive	more positive than negative	absolutely positive	don't know
NCFM	0,00%	9,09%	72,73%	18,18%	0,00%
SBB	0,00%	18,75%	56,25%	12,50%	12,50%
UME	3,85%	3,85%	69,23%	7,69%	15,38%
SCUOLA	**1,89%**	**9,43%**	**66,04%**	**11,32%**	**11,32%**
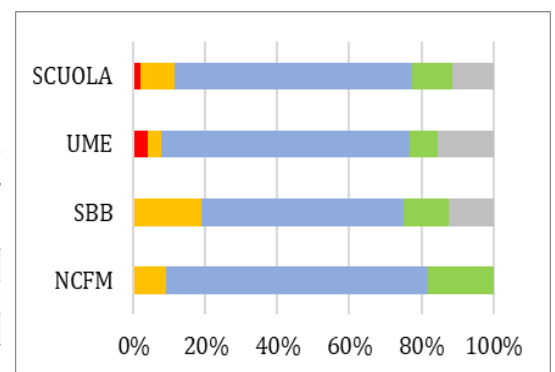
CW23 Helpfulness of the academic staff

Table 1.24: Helpfulness of academic staff

Course	more positive than negative	absolutely positive	don't know
NCFM	54,55%	45,45%	0,00%
SBB	37,50%	37,50%	25,00%
UME	34,62%	57,69%	7,69%
SCUOLA	**39,62%**	**49,06%**	**11,32%**
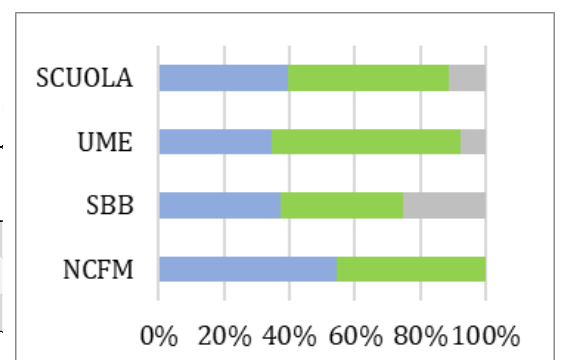
CW24 have you ever been involved in the organization of teaching activities or seminars organized by Scuola IUSS?
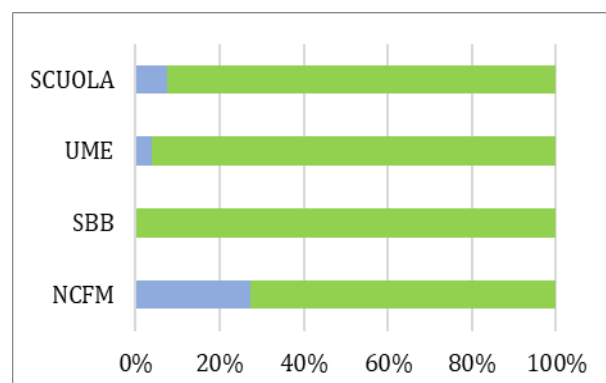
Table 1.25: Involved in the organization

Course	never	rarely	sometimes	often
NCFM	36,36%	18,18%	27,27%	18,18%
SBB	87,50%	6,25%	0,00%	6,25%
UME	38,46%	34,62%	23,08%	3,85%
SCUOLA	**52,83%**	**22,64%**	**16,98%**	**7,55%**
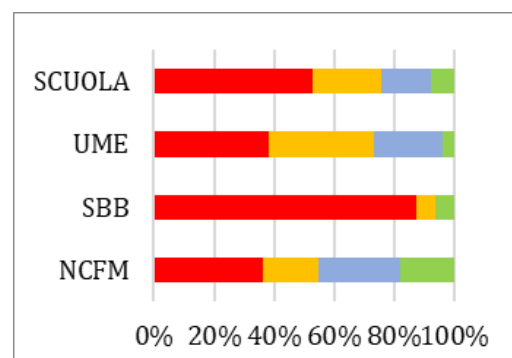
CW25 Activities taught in English

Table 1.26: Teaching

Course	sometimes	always
NCFM	27,27%	72,73%
SBB	0,00%	100,00%
UME	3,85%	96,15%
SCUOLA	**7,55%**	**92,45%**

CW26 Seminar activities taught in English

Table 1.27: Seminars

Course	sometimes	always
NCFM	27,27%	72,73%
SBB	0,00%	100,00%
UME	19,23%	80,77%
SCUOLA	**15,09%**	**84,91%**
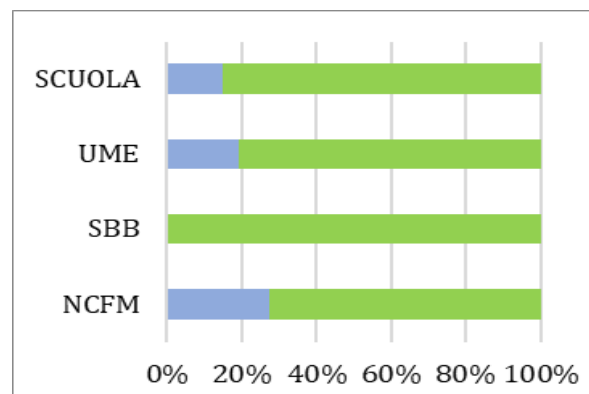
CW27 How would you overall rate the teaching activities?

Table 1.28: Overall rate of teaching activities

Course	more negative than positive	more positive than negative	absolutely positive	don't know
NCFM	9,09%	45,45%	45,45%	0,00%
SBB	12,50%	56,25%	31,25%	0,00%
UME	0,00%	46,15%	42,31%	11,54%
SCUOLA	**5,66%**	**49,06%**	**39,62%**	**5,66%**
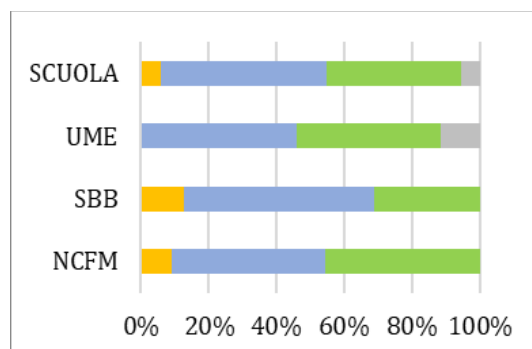
CW Comments

|	**Please indicate clearly if you experienced some problems in the CourseWork**
1 UME	None
2 UME	Since the pandemic started, there has not been any short courses available. I understand that the situation is difficult right now because of it, but online short courses should be offered. They are very important for PhD students who already met their hours requirement or are too busy with their research activities in order to take a full course. I believe there should be an effort from the school in this sense.
3 UME	The courses remain the strongest point of the curriculum in my opinion
4 UME	The PhD students should follow advance courses, not the same of Master degree. It is not appropriate.

Internationalization

How would you rate the following:

I28 International reputation of your PhD course
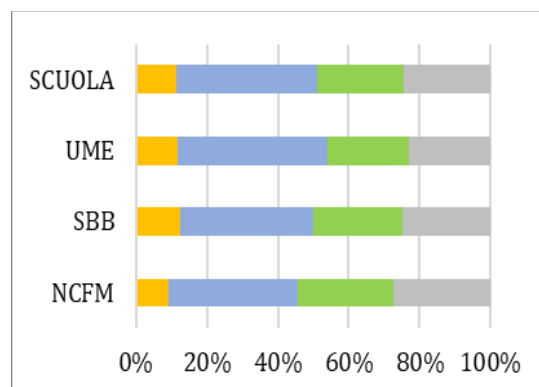
Table 1.29: International reputation of the course

Course	more negative than positive	more positive than negative	absolutely positive	don't know
NCFM	9,09%	54,55%	9,09%	27,27%
SBB	0,00%	50,00%	31,25%	18,75%
UME	7,69%	46,15%	38,46%	7,69%
SCUOLA	**5,66%**	**49,06%**	**30,19%**	**15,09%**

13
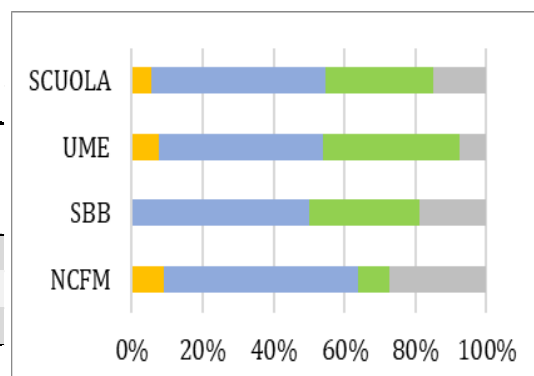
I29 Opportunity of exchanges and cooperation

Table 1.30: Opportunity of exchange agreements and cooperation
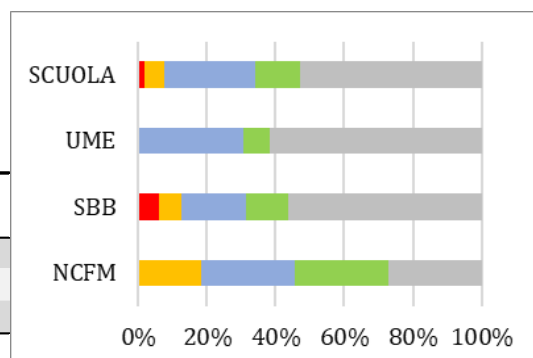
Course	more negative than positive	more positive than negative	absolutely positive	don't know
NCFM	9,09%	36,36%	27,27%	27,27%
SBB	12,50%	37,50%	25,00%	25,00%
UME	11,54%	42,31%	23,08%	23,08%
SCUOLA	**11,32%**	**39,62%**	**24,53%**	**24,53%**

I30 Scientific advice received for the choice/organization of the period abroad

Table 1.31: Scientific advice received for the choice/organization of the period abroad

Course	absolutely negative	more negative than positive	more positive than negative	absolutely positive	don't know
NCFM	0,00%	18,18%	27,27%	27,27%	27,27%
SBB	6,25%	6,25%	18,75%	12,50%	56,25%
UME	0,00%	0,00%	30,77%	7,69%	61,54%
SCUOLA	**1,89%**	**5,66%**	**26,42%**	**13,21%**	**52,83%**

I31 Administrative support received for the choice/organization of the period abroad

Table 1.32: Scientific support received

| Course	absolutely negative	more negative than positive	more positive than negative	absolutely positive	don't know
NCFM	0,00%	18,18%	27,27%	27,27%	27,27%
SBB	0,00%	12,50%	12,50%	12,50%	62,50%
UME	7,69%	3,85%	15,38%	3,85%	69,23%
SCUOLA	**3,77%**	**9,43%**	**16,98%**	**11,32%**	**58,49%**
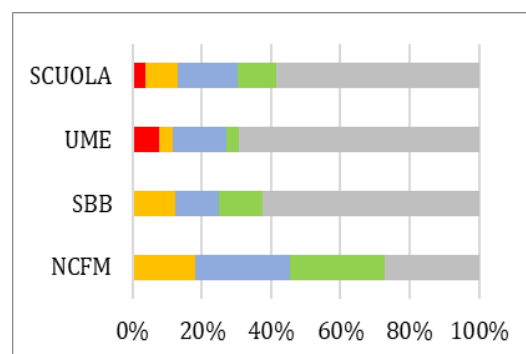
Organization

O32 Do you know the regulations of your PhD course?

Table 1.33: Regulation of your PhD course

Course	absolutely no	more no than yes	more yes than no	absolutely yes
NCFM	9,09%	0,00%	63,64%	27,27%
SBB	0,00%	25,00%	62,50%	12,50%
UME	0,00%	7,69%	61,54%	30,77%
SCUOLA	**1,89%**	**11,32%**	**62,26%**	**24,53%**
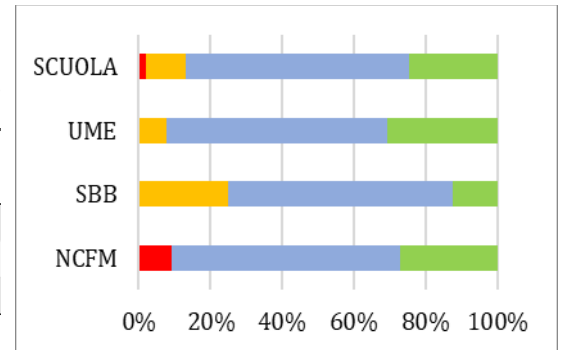
O33 Do you think you have received enough information about the organization of your PhD?

Table 1.34: Enough information about the organization

Course	absolutely no	more no than yes	more yes than no	absolutely yes
NCFM	0,00%	0,00%	63,64%	36,36%
SBB	6,25%	37,50%	50,00%	6,25%
UME	7,69%	26,92%	50,00%	15,38%
SCUOLA	**5,66%**	**24,53%**	**52,83%**	**16,98%**
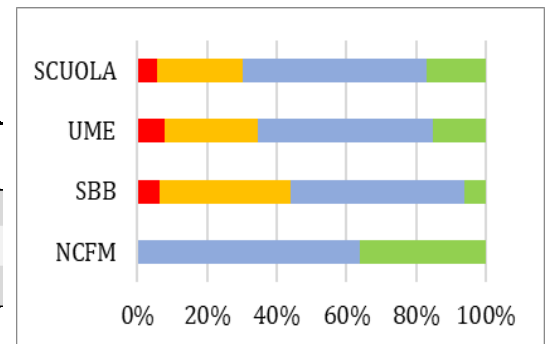
O34 Are you satisfied by the quantity of academic teachers in your PhD Course?

Table 1.35 Quantity of academic teachers

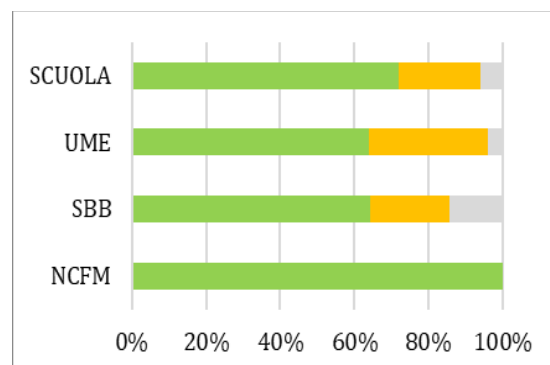| Course	lower than necessary	appropriate	more than necessary	don't know
NCFM	9,09%	81,82%	9,09%	0,00%
SBB	6,25%	62,50%	12,50%	18,75%
UME	23,08%	57,69%	11,54%	7,69%
SCUOLA	**15,09%**	**64,15%**	**11,32%**	**9,43%**
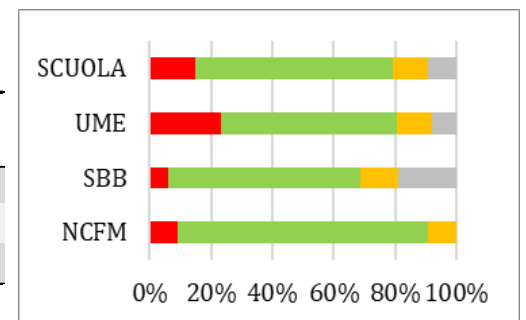
Lower than necessary | Appropriate
More than necessary | Don't know

O35 Are you satisfied by the quality of academic teachers in your PhD Course?

Table 1.36 Quality of academic teachers

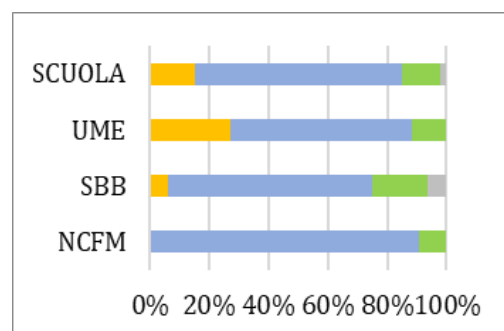| Course	appropriate	more than necessary	don't know
NCFM	100,00%	0,00%	0,00%
SBB	64,29%	21,43%	14,29%
UME	64,00%	32,00%	4,00%
SCUOLA	**72,00%**	**22,00%**	**6,00%**

Lower than necessary — Appropriate
More than necessary — Don't know

O36 How would you rate the practical organization of the PhD?

Table 1.37: Rating practical organization

Course	more negative than positive	more positive than negative	absolutely positive	don't know
NCFM	0,00%	90,91%	9,09%	0,00%
SBB	6,25%	68,75%	18,75%	6,25%
UME	26,92%	61,54%	11,54%	0,00%
SCUOLA	**15,09%**	**69,81%**	**13,21%**	**1,89%**

O Comments

		Please indicate clearly if you experienced some problems about the organization
1	UME	I believe the school has lost international reputation in the last 2 years. Two main reasons in my opinion. Number one: The school keeps insisting in advertising itself and all the graduate programs in Italian rather than English. It is understandable that since the institution is Italian, it wants to perform activities and advertise itself within its country, however I believe there should be a balance, specially considering that the research environment worldwide is mostly driven in English and that the school is supposed to have a strong international scope. Number two: The school has stopped bringing international renowned lecturers for its courses. IUSS has always been a place in which international students used to come because of the availability of having important lecturers from all over the world with a diverse line of thinking and knowledge. Nowadays almost all the lecturers are Italian and/or young professors with not that much reputation, which does not mean they are bad or not knowledgeable, but it clearly has an impact on the reputation and image international students and organizations perceive from the school. The point of having one month course was to counterbalance the reduced amount of time in comparison with standard teaching (6 month courses) by having very renowned lecturers that could give an enhanced learning experience to the students. Nowadays that is almost lost.

2 UME	None	
3 UME	Postlaurea and Corsi Ordinari don't communicate very well. Some activities are trasversal and the communication get lost in translation	
4 UME	There are not enough courses addressed to PhD students.	
5 UME	Usually there is lag in the response of questions from the admin staff, and some communications are still received only in Italian.	

General evalution

Could you please specify:

a)

The name of the PhD rappresentative in Senato Accademico	
Margherita D'Ayala	74,07%
Others	25,93%

26 respondents out of 53 completed questionnaires	**50,94%**

the incorrect names are listed under 'others'

b)

The name of the PhD rappresentative in Commissione Paritetica	
Andrea Abarca	26,92%
Gianrocco Mucedero	34,62%
Others	19,23%
Don't know	19,23%

19 respondents out of 53 completed questionnaires	**35,85%**

the incorrect names are listed under 'others'

c)

The name of the PhD rappresentative inside your Area

Luigi Cesarini	12,50%
Giacomo Zanotti	4,17%
Others	54,17%
Don't know	29,17%

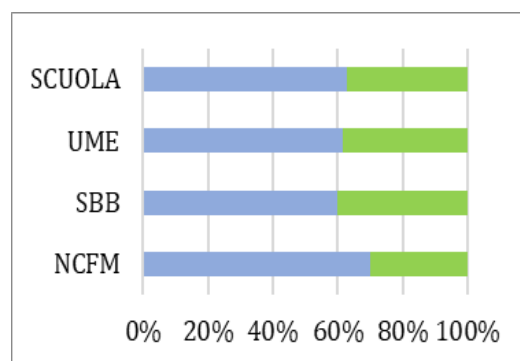|	
22 respondents out of 53 completed questionnaires	**28,79%**

the incorrect names are listed under 'others'

G40 What is your overall assessment of your PhD course? (teaching, research, facilities)?
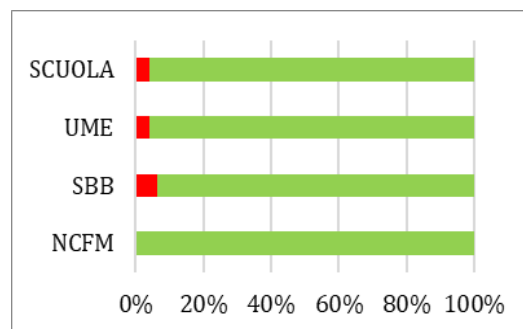
Table 1.38: Overall assessment of the PhD course

Course	more positive than negative	absolutely positive
NCFM	70,00%	30,00%
SBB	60,00%	40,00%
UME	61,54%	38,46%
SCUOLA	**62,75%**	**37,25%**

G41 Would you recommend enrolling to IUSS?

Table 1.39: Would you recommend IUSS

Course	No	Yes
NCFM	0,00%	100,00%
SBB	6,25%	93,75%
UME	4,00%	96,00%
SCUOLA	**3,92%**	**96,08%**

G42 Do you think that your experience at IUSS will help you fulfilling your professional aspirations?

Table 1.40: Fulfill of professional aspirations

Course	Yes
NCFM	100,00%
SBB	100,00%
UME	100,00%
SCUOLA	**100,00%**
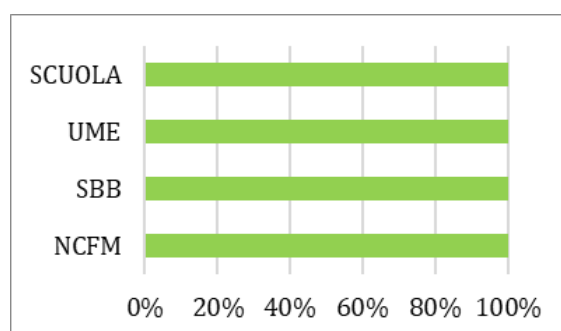
General comments and suggestions

PhD	Comments
NCFM	Although this is just my personal opinion, I would have preferred to be allowed more freedom in choosing the courses through which we would reach the mandatory 150 hours of teaching activities. The very great majority of classes that I was obliged to attend had no bearing (at least as far as I can see at present) on my research interests. A possible way out could be, in my opinion, for us to be granted access to (and take the respective exams of, if needed) the courses delivered within the University of Pavia both at the Master and the PhD level, as an alternative to (many of) the courses delivered within our PhD Program at IUSS. These courses of the University of Pavia, being much more numerous and varied in topic than the courses within our PhD Program, may meet our research interests much better than IUSS courses can, at least in theory. I am aware that interdisciplinarity boosts our job opportunities and enhances our personal understanding of the world (including our 'self'), but in my opinion the interdisciplinary courses that are very distant from our macro-area of research (Linguistics, Philosophy and Neuroscience) should be more limited in number. For instance, the A-courses may well be mandatory but, concerning the b- and c- courses, we should be given the opportunity to the replace the courses we are not interested in, with more fitting ones.
NCFM	I have no comments, I'm quite satisfied with the phd programme
NCFM	No comment
NCFM	In general communication with teachers and with the staff is very clear and fast, it would just be nice to have more space to do research, but I know that the amministration is working on this. Maybe it would be nice to have less mandatory courses and more flexibility for the students in the selection of the courses.
NCFM	In the time we live in, I think we (PhD students) need more offices and space for working and studying.

NCFM	Since IUSS is a relatively small reality, I think a better integration with the University of Pavia (primarily, in terms of access to the libraries and use of digital resources) would be advantageous for PhD students.
NCFM	More connection during this period
NCFM	I'm completely happy with my Phd, so I don't have particular suggestions to make
NCFM	no comments actually thanks for the notice
SBB	I don't have comments or suggestions
SBB	I don't have extra comments
SBB	none
SBB	To increase the interaction among the PhD students
SBB	Main suggestion: there is a strong lack of information about the organization of the PhD that needs to be fulfilled.
SBB	My PhD was essentially fuelled by external projects provide by an Horizon 2020 EU project so it is difficult for me to answer questions regarding the IUSS experience because a lot of my work was carried out outside of the typical IUSS PhD scheme. I would say overall, attempting to create enough courses to benefit students, whilst making sure that students don't feel as if they are being neglected of the research time in the lab, is a very difficult compromise to find. Perhaps sending out a lot more information regarding external courses that are available (conferences, seminars etc.) may allow students to choose sessions more relevant to them. Considering that COVID-19 will greatly impact many new PhDs research, having additional virtual courses/lessons that they can do/find, will help reduce stress as they feel like their time is not being poorly used.
SBB	IUSS PhD course and organization were appropriate and satisfactory
SBB	I think that the time I have spent on experimental research activities was very useful and instructive. I have really appreciated the attention that IUSS institution had to science communication field.
SBB	I am happy to be part of IUSS community
SBB	None
SBB	No other suggestions
SBB	no
SBB	Do only courses that are Doctoral programme specific. Possibly, send the list of courses for each year ahead of time.
SBB	nothing

SBB	You should communicate more efficiently with the students, be more clear about courses to attend during the overall PhD program and duties to fulfill (for example, the 150 hours of activities). Same for the final thesis. You should provide more information and make them available on the website.
SBB	no comments
UME	None
UME	It shoud be increased the number of courses for PhD students!
UME	Overall, I am satisfied with the PhD program. However, I think the administrative procedure to access funds for conferences or equipment should be improved and be clearer.
UME	No general comments and/or suggestions
UME	I think some of the weak aspect of the school and the phd course remain the same. The school and the phd courses are mostly unknown in the scientific world and not only there. Other criticality resides in the lack of connection with foreign university, finding where to spend the period abroad seems more problematic than I thought. As per 2020, the Covid situation doesn't help.
UME	There is a lack of physical space at IUSS to allocated the PhD students of the different branches of IUSS. This makes difficult the exchange of opinions and comments among the students.
UME	I still think the School would benefit from promoting more integration activities between the students. When I did the masters the courses made it easier, but the PhD is very isolating
UME	Nothing to add related to the school. Overall the school is good and offer plenty of the opportunities. Therefore I am greatful to IUSS!
UME	Pre covid problems: - Lack of space office and proprer chair for the workstation. - Lack of a break room, the area near the vending machine in the winter is as cold as the outdor. - Screens for slide presentation in the classrooms are too small. Covid Protection rules very well implemented. Good attention to the mental healt of all the community.
UME	The PHD course is good but requires more organization
UME	None
UME	In light of the pandemic, it would be difficult to give a fair assessment as most of the activities were interrupted due to it.
UME	A common place for the PhD students to have their own desks
UME	There is a lack of exchange within the research faculty and staff of my area
UME	I have no further suggestions.

UME	My recommendations were already given in previous sections
UME	The school should be better promoted and publicized, also in Pavia (it is not acceptable that people don't know who is IUSS and what IUSS does). Seminar and events with big company should be organized: in 3years, 0 (zero) big company has invited at IUSS . Courses ad-hoc for PhD students. To guarantee to student the access to editors platform (for download and reading research articles) also in case the Student is not at IUSS. To do event planning in order to fortify the friendship inside the school. License OneDrive or similar, for all the students, reaserchers and professors. To provide software and student-license for PhD areas. To get an agreement with Autoguidovie for the annual bus subcription (now we have to contact by ourselves Autoguidovie, to provide a certification and so on..) in a way, it's as if they don't know who we are by our personal email (as already said before).
UME	Organizing courses in advance with a good communications with email or newsletter. Improve information about courses from University in the consortium (Sant'Anna and Normale)
UME	There is a lack of communication between the groups working on IUSS. But this could be due to the pandemic going on.
UME	None.
UME	None
UME	I thank IUSS and feel happy for the opportunities and financial support it provides for research, learning, practical life (CAR College), legal help (e.g. immigration and health insurance), and collaboration with other academics outside IUSS. I hope this vision in enabling and provide for students will continue to increase in the future. Above mentioned aspects and feeling of being backed by the university in every matter of life abroad together with quality education form the basis of the reason why I chose IUSS for my Ph.D. studies. Thank you.

Survey on satisfaction of the PhD students
General Services

2020

The survey

This is the third survey on the PhD students' satisfaction on general services. All information has been collected through an anonymous web-based questionnaire which involved 66 people having the status of PhD students at the date of 1st april 2020.

The names of the courses are shortened, as follows, for display reasons.
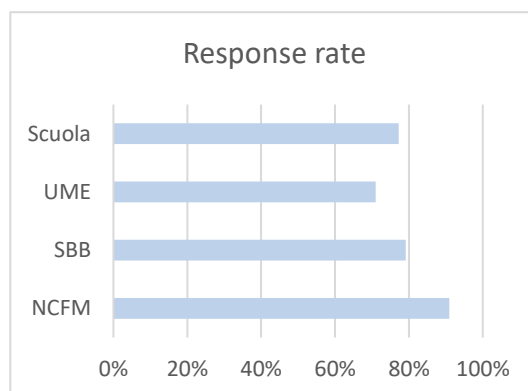
NCFM - Cognitive Neuroscience and Philosophy of Mind
SBB - Biomolecular Sciences and Biotechnology
UME - Understanding and Managing Extremes

Table 1: Respondents

Course	Respondents			pop	Response rate
	italians	foreign	total		
NCFM	10	0	10	11	90,91%
SBB	16	3	19	24	79,17%
UME	10	12	22	31	70,97%
Scuola	36	15	51	66	77,27%

The response rate is completely satisfactory, being more than 77% to the total number of students. Courses response rate varies from 71% (UME) up to 91% (NCFM). It is to be noted that 29% of the respondents were students from foreign countries.
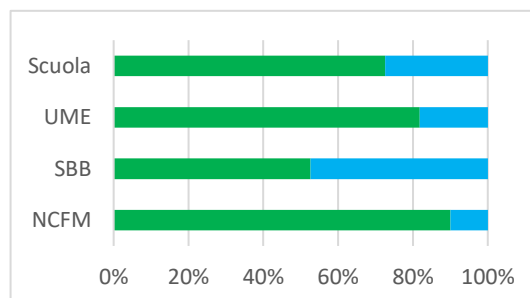
General services

Information Technologies

How would you rate the following:
i.01 e-mail service (size, webmail, accessibility ...)

Table 2: e-mail service

Course	very pos	more pos then neg	more neg then pos	very neg	Response rate
NCFM	90%	10%	0%	0%	100%
SBB	53%	47%	0%	0%	100%
UME	82%	18%	0%	0%	100%
Scuola	73%	27%	0%	0%	100%

i.02 Wi-Fi services in term of coverage and speed (only inside the Scuola's structures)

Table 3: Wi-Fi services

Course	very pos	more pos then neg	more neg then pos	very neg	Response rate
NCFM	0%	10%	60%	30%	100%
SBB	50%	25%	25%	0%	21%
UME	5%	21%	37%	37%	86%
Scuola	9,1%	18,2%	42,4%	30,3%	65%
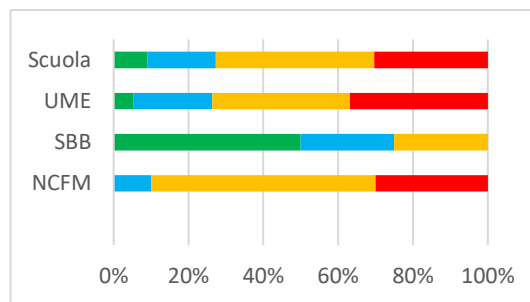
i.comment Please indicate clearly if you experienced some problems regarding the ICT services

1	NCFM	I could not connect to UniPv wifi (as opposed to IUSS wifi), in spaces such as UniPv libraries (e.g., Polo San Tommaso), by using EduRoam credentials
2	NCFM	slow Internet connection, sometimes it does not work
3	NCFM	The quality of the internet connection is abysmal. But you already know that.
4	NCFM	The wifi is usually unavailable and the network do not reach all the rooms
5	UME	I did not experience any problems regarding the ICT services
6	UME	la rete wifi non funziona
7	UME	On the first floor, room STS: WiFi often donw, an usually very slow.
8	UME	Slow wi-fi connection
9	UME	Sometimes the speed of internet would be poor and recall that in the left side of library the wireless would not work!
10	UME	The wifi coverage inside IUSS is poor and the internet connection is unstable and slow
11	UME	The WIFI is famous for its unstability and slow connection, but its not the end of the world

Intership (Eg. Erasmus+)

k.01 In the last year, how many times did you use the Placement services and Erasmus+?

Table 4: Use of Placement services and Erasmus+

| Course	frequently	some times	rarely	never	Response rate
NCFM	10%	0%	30%	60%	100%
SBB	0%	0%	11%	89%	100%
UME	0%	0%	0%	100%	100%
Scuola	2%	0%	10%	88%	100%
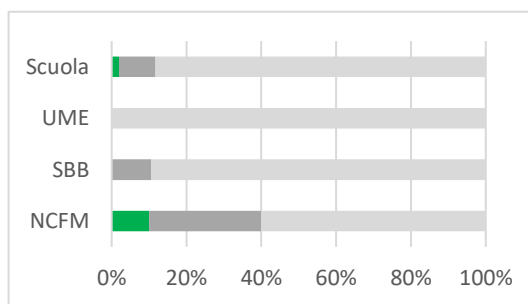
If you used the Placement services and/or Erasmus+, how would you rate the following?

k.03 Courtesy and helpfulness of the staff

Table 5: Courtesy and helpfulness of the staff

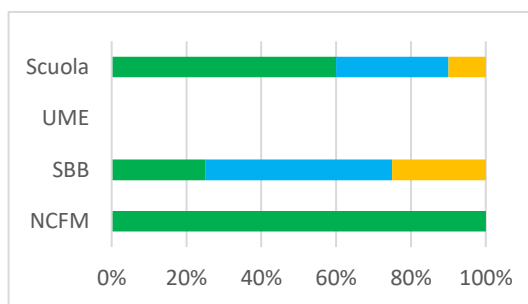| Course	very pos	more pos then neg	more neg then pos	very neg	Response rate
NCFM	100%	0%	0%	0%	50%
SBB	33%	67%	0%	0%	16%
UME	0%	0%	0%	0%	0%
Scuola	75%	25%	0%	0%	16%
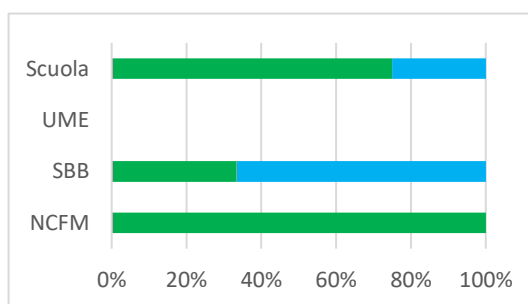
k.04 Clearliness and completeness of the answers

Table 6: Clearliness and completeness

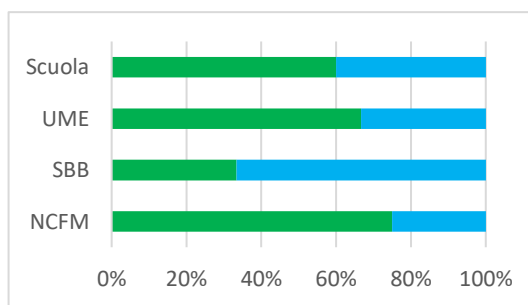| Course	very pos	more pos then neg	more neg then pos	very neg	Response rate
NCFM	100%	0%	0%	0%	50%
SBB	25%	50%	25%	0%	21%
UME	*	*	*	*	5%
Scuola	60%	30%	10%	0%	20%

* numbers of respondents < 3

k.05 Required time to carry out the procedures (es. certications)

Table 7: Required time

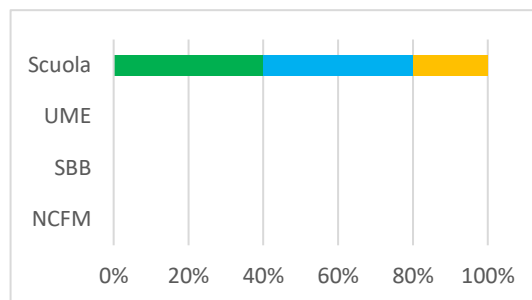| Course	very pos	more pos then neg	more neg then pos	very neg	Response rate
NCFM	75%	25%	0%	0%	40%
SBB	33%	67%	0%	0%	16%
UME	67%	33%	0%	0%	14%
Scuola	60%	40%	0%	0%	20%

k.06 Time taken by Erasmus+ for settling the grants

Table 8: Settling of the grants

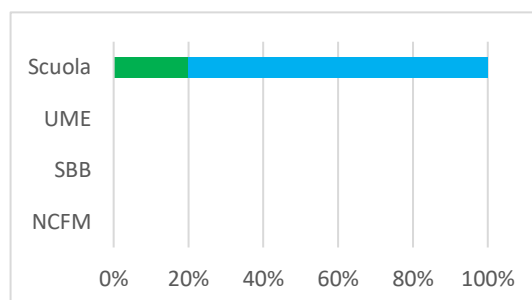| Course	very pos	more pos then neg	more neg then pos	very neg	Response rate
NCFM	*	*	*	*	
SBB	*	*	*	*	
UME	*	*	*	*	
Scuola	40%	40%	20%	0%	10%

* numbers of respondents < 3

k.07 How would you rate the Erasmus+ overall?

Table 9: Placement service overall

| Course	very pos	more pos then neg	more neg then pos	very neg	Response rate
NCFM	*	*	*	*	
SBB	*	*	*	*	
UME	*	*	*	*	
Scuola	20%	80%	0%	0%	10%

* numbers of respondents < 3

General Comments

z.01 What is your overall assessment of IUSS general services in support of your PhD course?

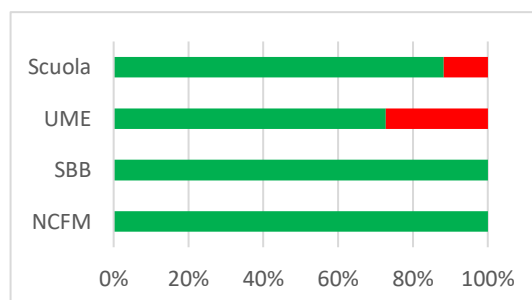Table 10: Overall assessment of the PhD course

Course	very pos	more pos then neg	more neg then pos	very neg	Response rate
NCFM	50%	50%	0%	0%	100%
SBB	16,7%	77,8%	5,6%	0%	95%
UME	28,6%	61,9%	9,5%	0%	95%
Scuola	29%	65%	6%	0%	96%
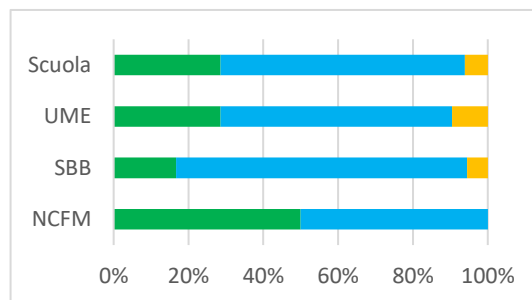
z.02 Do you think that IUSS general services ful ll your expectations as a PhD student?

Table 11: Would you recommend IUSS

Course	yes	no	Response rate
NCFM	100%	0%	100%
SBB	100%	0%	100%
UME	73%	27%	100%
Scuola	88%	12%	100%

1	SBB	General services seem adequate. I however would prefer to see more lecture courses available or perhaps workshops (built to understand certain techniques).
2	SBB	Procedures, such as those for requesting a reimbursement, are difficult and not very clear, you should try to simplify them.
3	NCFM	It would be desirable that we were entitled to some discount, especially regarding canteen ('mensa') and public transport.
4	NCFM	La burocrazia per fare la richiesta anticipata per la borsa e dei rimborsi nei periodi all'estero è molto complessa e difficile da ottenere, quando dovrebbe essere più una norma e non viceversa. Suggerisco dunque di rendere più facile da un punto burocratico (e non) il fare richiesta dei fondi anticipati per tali periodi,, poiché la maggior parte dei costi sono in anticipo, e questo può portare a dei problemi economici non secondari.
5	NCFM	The Erasmus+ part is half filled, as (due to the current pandemic) I have been unable to actually start a visiting period abroad. So I evaluated the part of the Esarmus+ service I actually used, and flagged as "don't know" the rest.
6	UME	A coffe/lunch break room will be very usefull to have coffe/lunch break room for PhD Student . Problem with the heating system are very upsetting.
7	UME	Assenza di un portale/area riservata che garantisca allo studente di controllare lo stato di qualunque aspetto inerente l'iscrizione, gli esami conseguiti, i corsi sostenuti, e tutto ciò che è inerente il percorso di formazione.
8	UME	I would kindly like to highlight the following issues: 1. Lack of Matlab, Office package and other software licenses for students. 2. The scholarship amount could be higher. 3. Lack of space. While I appreciate that school assign to the students that come from abroad a dedicted chair and table, I do not undestand why this standard do not apply to us. It gives a bad taste..... 4. School could offer Italian language classes as e have been constantly recieving email in Italian.
9	UME	It is not clear to me what general services comprehend
10	UME	Some times some internal procedures (i.e. require a reimbursement) are not very clear and difficult to follow causing delays in the final results. I would recommend a simplification of the procedures and the creation of a student handbook that can be very useful for the students (especially for the foreigner students).
11	UME	There are minor infrastructure/space problems, but overall I can't complain
12	UME	There is lack of support in terms of software availability (e.g. Matlab) and electronic resources, databases

Survey on satisfaction of the PhD students Admission 2020

by U.O. Valutazione e Assicurazione Qualità

Sommario

The survey

This is the survey on the first year PhD students' satisfaction. All information has been collected through an anonymous web-based questionnaire which involved 19 people admitted in the call for admission 2020/2021.
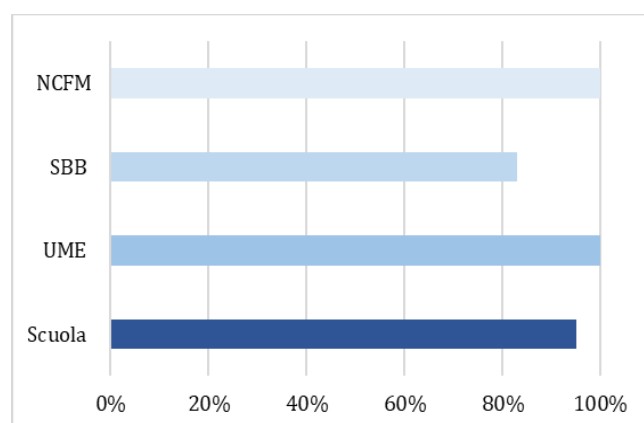The names of the courses are shortened as follows for display reasons.

NCFM - Cognitive Neuroscience and Philosophy of Mind
SBB - Biomolecular Sciences and Biotechnology
UME - Understanding and Managing Extremes

Table 1.1: Respondents

Course	Respondents			Pop	Response rate
	Italians	Foreign	Total		
NCFM	3	0	3	3	100%
SBB	6	0	5	6	83%
UME	1	9	10	10	100%
Scuola	10	9	18	19	95%

The support of the course coordinators has been relevant to obtein the response rate close to 100% even if it the SBB course response rate is 83%. It is to be noted that 50% of the respondents were students from foreign countries.
All the questions were compulsory, so the response rate is 100% for each one.

Admission to 2020/2021 PhD Programs

This is the legend for the following charts:

🟩	Very positive
🟦	More positive than negative
🟧	More negative than positive
🟥	Very negative
⬜	Dont't know

1 To what extent did you know the IUSS Phd programs before applying?

**Table 1.2: Knowledge of the education system**

Course	I had never heard of it	I have only heard	I knew it somewhat	I knew it well
NCFM	0%	0%	0%	100%
SBB	0%	40%	40%	20%
UME	10%	10%	30%	50%
SCUOLA	**5,55%**	**16,67%**	**27,78%**	**50,00%**
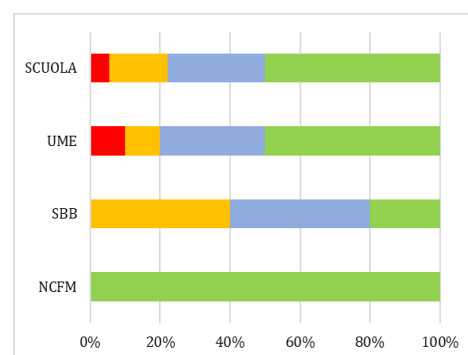
2 How would you rate the assistance received during the application and selection process?

Table 1.3: IUSS School assistance

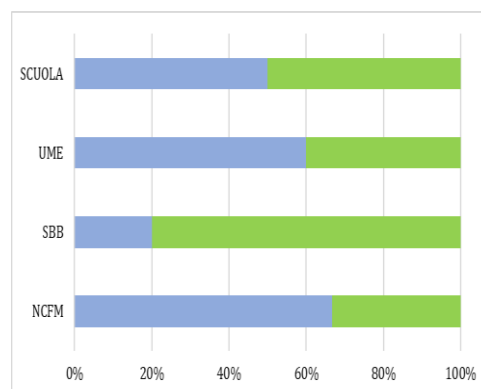| Course	Very negative	More neg than pos	More pos than neg	Very positive	Don't know
NCFM	0%	0%	66,67%	33,33%	0%
SBB	0%	0%	40%	40%	20%
UME	0%	20%	50%	30%	0%
SCUOLA	**0%**	**11,11%**	**50,00%**	**33,33%**	**5,56%**
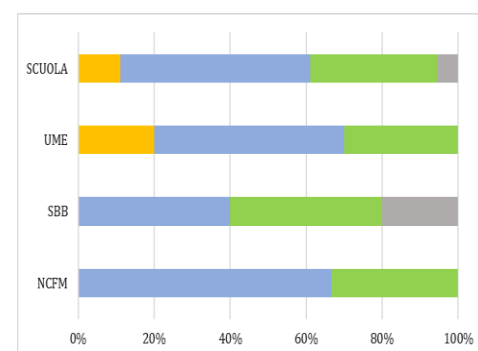
IUSS website

How would you rate the ease of acquisition of the information about:

3 on-line application to PhD programs

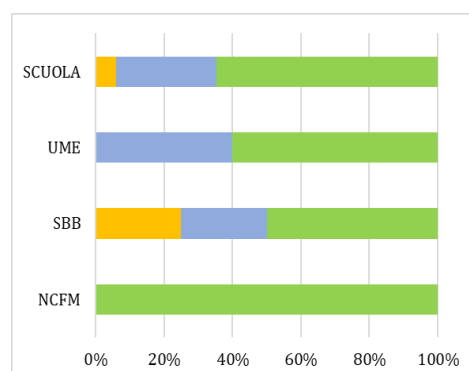Table 1.4: Information about admission process

Course	Very negative	More negative	More positive	Very positive
NCFM	0%	0%	67%	33%
SBB	0%	0%	20%	80%
UME	0%	0%	60%	40%
SCUOLA	**0%**	**0%**	**50,00%**	**50,00%**

4 description of doctoral programs

Table 1.5: Information about doctoral programs

Course	Very negative	More neg than pos	More pos than neg	Very positive
NCFM	0%	0%	0%	100%
SBB	0%	25%	25%	50%
UME	0%	0%	40%	60%
SCUOLA	**0%**	**5,88%**	**29,41%**	**64,71%**

5   descriptions of career path

Table 1.6: Information about career paths

Course	Very negative	More negative	More positive	Very positive
NCFM	0%	0%	100%	0%
SBB	0%	0%	50%	50%
UME	0%	0%	70%	30%
SCUOLA	**0%**	**0%**	**70,59%**	**29,41%**
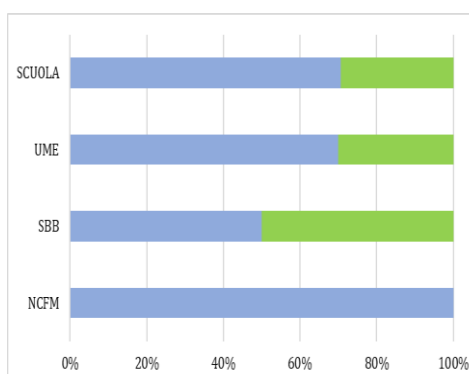
6   information about the faculty

Table 1.7: Information about faculty

Course	Very negative	More negative	More positive	Very positive
NCFM	0%	0%	0%	100,00%
SBB	0%	0%	50%	50%
UME	0%	10%	30%	60%
SCUOLA	**0%**	**5,88%**	**29,41%**	**64,71%**
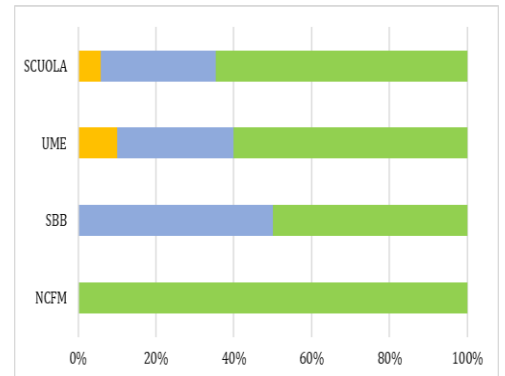
7   How would you rate the information available in English language?

Table 1.8: Information available in English

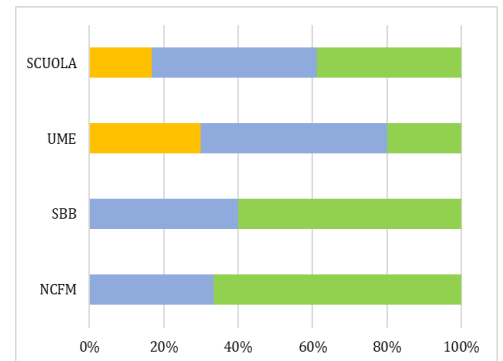| Course	Very negative	More neg than pos	More pos than neg	Very positive
NCFM	0%	0%	66,67%	33,33%
SBB	0%	0%	40%	60%
UME	10%	10%	10%	70%
SCUOLA	**5,55%**	**5,55%**	**27,78%**	**61,12%**
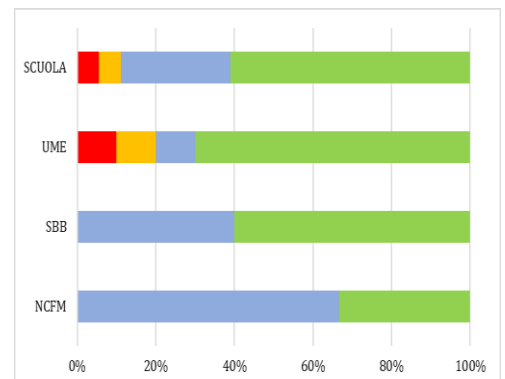
Students' welcome reception

How would you rate the following:

8   the advice and service provided by the teaching board/staff in the welcome and enrolment process
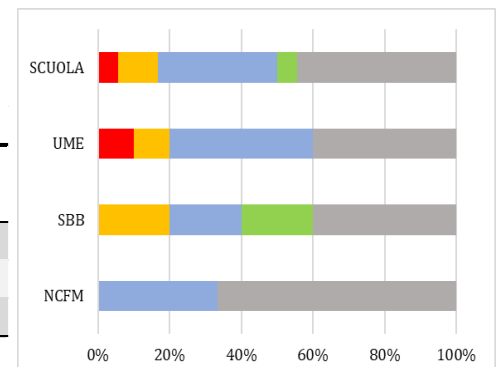
Table 1.9: Service provided by the staff

Course	Very negative	More neg than pos	More pos than neg	Very positive
NCFM	0%	0%	33%	66,67%
SBB	0%	0%	40%	60%
UME	0%	30%	50%	20%
SCUOLA	**0%**	**16,67%**	**44,44%**	**38,89%**

9   the information received about the School campus and city life

Table 1.10: Information received about the campus

Course	Very negative	More neg than pos	More pos than neg	Very positive	Don't know
NCFM	0%	0%	33,33%	0%	66,67%
SBB	0%	20%	20%	20%	40%
UME	10%	10%	40%	0%	40%
SCUOLA	**5,56%**	**11,11%**	**33,33%**	**5,56%**	**44,44%**

General Comments

1	UME	I don't have anything to add
2	UME	Everything was fine! It should have only more information about the student's life. Specially related to foreigners who have not been in Italy
3	UME	I would have liked better explanation of how the program works (lectures to follow, advisors, etc) and a good introduction for newcomers.
4	UME	We still don't have an official enrolment certificate. Also, my name is misspelled in the acceptance letter, so I cannot even use that to prove that I am a PhD student at IUSS.
5	UME	No comments
6	UME	Usually I didn't receive answers to my questions.
7	UME	Responses to emails could be faster
8	UME	More assistance in enrollment process and information on scholarships would be highly valuable.
9	UME	It was difficult to receive replies to queries/requests on email from the IUSS secretariate, speaking on the phone helped but not convienient when calling from another country. It would be really appreciated if a detailed offer letter was provided to the selected candidates with information like the scholarship amount, benefits etc. There was a lack of information in regards to moving to Pavia and the IUSS campus, accommodation facilities, other administrative procedures for international candidates like covid rules and restrictions,visa, residence permit, health insurance, etc. Considering the restrictions posed by the pandemic and with candidates stuck at diferent parts of the world a virtual welcome session could be hosted to introduce the institute/administrations and important aspects of life during the PhD at IUSS Pavia.
10	UME	The assistance received during the application process was very good. However, after being admitted to the program, there was some delay in the response from the Secretariat on many occasions. Also, I have not received any kind of information about the School Campus and city life.
11	SBB	The main issue for me has been the poor communication between IUSS and UniPV
12	SBB	I haven't comments
13	SBB	Improvement of IUSS website
14	SBB	In general it works very well
15	NCFM	The online platform for the application procedure was not totally clear and I had to ask for clarifications to the Postlaurea office. I would improve the platform or provide the applicants with a PDF containing step-by-step instructions.
16	NCFM	Clearer description of burocratical procedure and services for phd students
17	NCFM	I honestly have very few suggestions to give at the moment. I would say the that the admission procedure overall is handled well.