



REPORT of the

JOINT STUDENTS AND PROFESSORS COMMITTEE

of the IUSS SCHOOL

Approved at the meeting of December 17, 2025

1 Introduction

1.1 Main regulatory references

- [L. n. 240 del 2010 \(articolo 2, comma 2 lettera g\)](#);
- [D. Lgs. n. 19/2012 \(articolo 13\)](#);
- [Accreditamento periodico delle sedi e dei CdS – Linee guida ANVUR](#);
- [DM 6 del 7 gennaio 2019 Decreto Autovalutazione, Valutazione, Accreditamento iniziale e periodico delle Sedi e dei Corsi di studio](#);
- [DM 8 dell'8 gennaio 2021 Modifiche ed integrazioni al DM 6/2019](#);
- [Linee Guida per l'accREDITamento iniziale e periodico delle Scuole Superiori a ordinamento speciale](#)
- [Linee Guida modello AVA3](#)

1.2 Joint Students and Professors Committee

Composition as of September 29, 2025:

President, Delegate of the Rector:

Prof. Andrea Tiengo

Members:

Professors and Researchers Representative:

Prof. Paolo Esposito

Prof. Giorgia Fosser

Prof. Giulia Mattavelli

Prof. Giulia Piredda

PhD Students Representative:

Dr. Marta Milanesi

Dr. Joao Victor de Oliveira Pontes

Undergraduate Students Representative:

Mr. Pierfrancesco Luzietti

Mr. Marco Angelo Pio Sozzo.

Composition as of December 31, 2025:

President, Delegate of the Rector:

Prof. Giulia Mattavelli

Members:

Professors and Researchers Representative:

Prof. Andrea Tiengo

Prof. Giorgia Fosser

Prof. Giulia Mattavelli
Prof. Giulia Piredda
Dr. Luca Bischetti

PhD Students Representative:
Dr. Margherita Papaccio
Dr. Joao Victor de Oliveira Pontes

Undergraduate Students Representative:
Mr. Pierfrancesco Luziatti
Mrs. Francesca Matteini

As required by Law 240/2010, the Joint Students and Professors Committee is tasked with preparing an annual report to monitor the quality of teaching and services provided to students through the analysis of student opinion surveys. The Committee also issues opinions on the establishment and discontinuation of degree programs.

Throughout the year, in addition to analyzing the results of student surveys, the Joint Committee also reviews any suggestions from students, who may contact their representatives in the Committee itself or within other governing bodies.

During student welcome days, the Joint Committee presents its activities, both to explain its functions and to illustrate the ways in which students can contact it. The Committee members are also introduced, with a focus on the student representatives.

Furthermore, the Annual Reports include an annual Improvement Plan to be implemented in the following year. This Plan, drafted based on evidence gathered throughout the year from both student opinion surveys and any reports brought to the Commission's attention, outlines improvement actions to be implemented in the following year.

For the purpose of drafting this report, the Joint Committee analyzes the reports containing the results of the various questionnaires administered to students during the year, the review documents for the undergraduate courses, PhD courses and the Doctoral School, and the protocol for addressing critical issues drafted by the Head of the Administration.

2 Analysis of Student Feedback on Undergraduate Courses

During the academic year, the University School for Advanced Studies IUSS Pavia administers a series of evaluation questionnaires to students in undergraduate courses, with the aim of ensuring constant monitoring of the quality of teaching, the services offered, and admission procedures.

In particular, student feedback is collected regarding:

- the evaluation of teaching;
- evaluation of the quality of services offered by the School;
- evaluation of the orientation and admissions process;
- evaluation of graduating students.

2.1 Evaluation of Teaching

2.1.1 Introduction

The Joint Committee analyzes the results of the questionnaires completed by students who take the exam at the end of each course; however, starting in the 2022/2023 academic year, the School deemed

it appropriate to also involve students who, although they attended the course, did not take the exam, in order to have a broader basis for analyzing and evaluating the courses.

Students who attended the seminars were also included in the teaching evaluation.

The 10-point evaluation scale, as suggested by ANVUR guidelines, allows for greater granularity in the data obtained and, consequently, enhances the reliability of the survey results and their potential impact on teaching planning.

The results are processed by the Legal, Quality Assurance, and Evaluation O.U., after which they are analyzed by the Department Councils, which address critical issues and propose any corrective actions. In particular, for courses that do not meet the quality criteria, as decided by the University Quality Committee at its meeting on June 17, 2025, a meeting is scheduled between the teachers and the Heads of the involved Areas, in order to identify the initial improvement measures to be adopted.

These proposals will subsequently be presented by the Head of Area to the relevant Department Council and recorded in the minutes.

If the teacher in question is also the Head of Area, the discussion will take place with the Head of the relevant Department; if the Head of the Department is also the Head of Area, the discussion will take place with the Deputy Head of the Department.

The minutes of the Department Council are sent to the Joint Committee, which will take them into account when formulating its considerations regarding any critical issues identified and the decisions made by the Department Councils.

In addition, the Committee takes into account the results of the review compiled by the Vice Rector for Undergraduate and Pre-Doctoral Education at the end of the academic year.

In the 2024/2025 academic year, 50 courses were offered, and data were compiled for 43 of them; this is because, to ensure the anonymity of the respondents, data are not compiled for courses with fewer than three enrolled students or for which there are fewer than three respondents.

2.1.2 Summary of Results

The table below summarizes the composite indices (calculated using a weighted average), broken down by question and by area of interest, revealing a high satisfaction rate.

		SUV		STS		Scuola
		SB	SU	ScS	ST	
Syllabus	01 Il syllabus è stato reso disponibile, ed eventualmente aggiornato, in tempo utile per la scelta del corso	9,01	9,23	8,89	8,40	8,90
	02 Le conoscenze preliminari suggerite nel syllabus del corso sono coerenti con il suo contenuto effettivo	9,19	9,02	9,06	8,71	9,00
Organizzazione	03 Il carico di lavoro/studio è adeguato al numero di ore previsto dal corso	8,95	8,87	8,71	8,78	8,83
	04 Il materiale didattico fornito o indicato consente di preparare l'esame adeguatamente	9,19	8,90	8,77	8,47	8,85
	05 Gli orari di svolgimento di lezioni, esercitazioni e altre eventuali attività didattiche sono stati rispettati	8,99	9,40	9,43	9,58	9,34
	06 Le modalità di svolgimento dell'esame NON sono state definite in modo chiaro	9,05	9,19	8,92	8,46	8,92
	07 Al netto di revisioni/integrazioni concordate con gli allievi, i principali temi previsti dal programma dell'insegnamento sono stati trattati durante le lezioni	9,47	9,34	9,18	8,99	9,25
Docenza	08 Il/la docente stimola l'interesse per gli argomenti trattati	9,50	9,16	9,01	8,23	8,99
	09 Il/la docente espone gli argomenti in maniera chiara	9,10	8,91	8,83	8,00	8,73
	10 Il/la docente è disponibile per chiarimenti e spiegazioni sia durante che al di fuori della lezione	9,40	9,48	9,35	9,25	9,38
Impatto	12 Dopo il corso, il mio interesse per gli argomenti trattati nell'insegnamento è aumentato	8,85	8,66	8,11	6,88	8,17
	13 Il corso ha costituito una esperienza utile alla propria formazione?	8,94	8,80	8,46	6,67	8,26
	14 Se tornassi indietro sceglierei ancora di seguire questo corso	9,10	8,79	8,51	7,16	8,43
	16 Il livello di approfondimento del corso è appropriato all'anno assegnato all'interno del percorso IUSS	9,05	8,74	8,71	8,09	8,66
Indice sintetico	15 Complessivamente, qual è il suo giudizio sul corso da 1 a 10?	8,76	8,81	8,69	7,56	8,48

Table 1 Question averages by subject area and School

In the following table, for each area of interest listed in Table 1, the averages of all related questions have been calculated.

	SUV		STS		Scuola
	SB	SU	ScS	ST	
Syllabus	9,10	9,13	8,98	8,55	8,95
Organizzazione	9,13	9,14	9,00	8,86	9,04
Docenza	9,34	9,18	9,06	8,49	9,03
Impatto	8,98	8,75	8,45	7,20	8,38
Valutazione complessiva	8,76	8,81	8,69	7,56	8,48

Table 2 Overall average of questions grouped by area of interest

For the 2024/2025 academic year, it is noted that in the first semester, only one course belonging to the STS class, ST area, obtained a composite index below 7, with a value of 3.78.

In the second semester, one course in the STS class and ST area recorded a synthetic index below 7 (6.67).

As for seminars, only one in the second semester, also belonging to the STS class and ST area, obtained a synthetic index below 7, with a value of 4.39.

As in previous years, the responses receiving the lowest ratings, particularly for the Science and Technology and Social Sciences areas, remain those related to the assessment of impact:

- 12 “After the course, my interest in the topics covered in the course has increased”;
- 13 “Was the course a useful experience for my education?”

Below is a table comparing the three-year trends in the overall composite indices for each field, showing substantial stability for Biomedical Sciences (which peaked in 2023/2024) and Human Sciences (which also declined slightly in 2024/2025), a positive trend for Social Sciences, and a decline for Science and Technology.

Ambito	2022/23	2023/24	2024/25
SB	8,73	8,96	8,76
SU	8,99	9,06	8,81
ScS	8,58	8,63	8,69
ST	8,60	8,00	7,56

Table 3 Composite indices by subject area over the three-year period

[See Attachment No. 1](#)

2.1.3 Observations of the Joint Committee

Overall, the indicators (and thus also course satisfaction) remain largely positive: out of a total of 43 courses offered across the four subject areas and the two semesters of the 2024/2025 academic year, only 5 courses received a rating below 8, while 16 courses received a rating of 9 or higher.

However, in the ST area, there was a decline of over 1 point during the three-year period. As for the 2024/25 academic year, given the limited number of courses and seminars, the two courses that received negative ratings had a significant impact. The first-semester course is a new teaching introduced in the 2024/25 academic year, for which there is therefore no historical data yet. The first-semester seminar, on the other hand, had been evaluated positively last year (overall rating of 9.0 with 5 respondents) and, as evidence of its success, was chosen by as many as 31 participants (23 respondents) in the 2024/25 academic year. These negative results were reviewed by the Department Council, and the Head of the Department discussed them further with the teachers involved. Regarding the course that scored just below 7 (6.67), it should be noted that the survey is based on only 3 respondents who did not provide any criticism or suggestions for improvement. Given the trend in previous years (academic year 2022/23: 7.33, 3 respondents; academic year 2024/25: 9.20, 5 respondents), the value may have limited statistical significance.

The Committee believes attention should be paid to the slight decline in the composite index for the Humanities and Biomedical Sciences compared to the previous year; we will need to wait for the

evaluation of the following year to understand whether this is a trend to be considered in future teaching planning (and, if necessary, attempt to assess its causes) or whether the index will remain stable or rise again.

2.2 Evaluation of Services

2.2.1 Introduction

The survey to assess student satisfaction with services for undergraduate students was conducted between May 12 and June 9, 2025, among all students enrolled in undergraduate courses for the 2024/25 academic year who were active at the time the survey began. A total of 179 students were surveyed, of whom 167 responded, resulting in a response rate of 93.3%. Please note that the questionnaire is not mandatory; therefore, the response rate is extremely satisfactory.

The questionnaire was reviewed jointly by the Joint Committee and the University Quality Committee, which approved the final format at its meeting on April 16, 2024.

2.2.2 Summary of Results

An analysis of the results, comparing data from the last three years, reveals a positive picture, with most questions confirming the trend of previous years.

The response rate has increased compared to the last two years.

Compared to the previous year, satisfaction with the services offered by the support offices has increased slightly; it should be noted that this is evaluated only by those who physically visit the relevant office (40.1% of respondents for the Ordinary Courses and Pre-degree Teaching O.U. and 10.2% for the Human Resources Office).

The most significant finding remains that regarding communication, where, in particular, the perception of the school's image at the national and international levels is still negative, with scores below 6, while satisfaction with the dissemination of information via social media and, more generally, with the school's Communication Office stands at 6.16 and 6.50, respectively.

An analysis of the questions regarding the Tutor reveals a decrease in satisfaction regarding the usefulness of the support provided. It should be noted, however, that this question is asked of all students, while only 34.7% of them reported ever having needed to contact their Tutor, and among these, the satisfaction rating (9.0) regarding response times is positive.

The trend remains stable regarding the adequacy of the School's IT services, while satisfaction scores show a slight decline regarding the School's website, particularly concerning the ease of finding information and its clarity, which, as in the previous year, remain below the 7-point threshold.

Regarding awareness of the services offered by the School, the situation is much more varied, with percentages differing significantly from service to service. However, it should be noted that the majority of respondents state they are unaware of the services related to the presence of a Trusted Advisor and Confidential Advisors, while 63.5% of them state they are unaware of Psychological Support and 73.1% of the Career Services.

See Attachment No. 2

2.2.3. Considerations of the Joint Committee

Satisfaction with the spaces used for lectures and exercises remains stable and at a good level (score: 9). Satisfaction among students who have used the services of the Offices of Ordinary Courses and Pre-degree Teaching, and Human and Financial Resources is good and, in fact, improving.

Internal communication received a good rating (score 7), while the School's external communication, both nationally and internationally, could be improved. The overall rating for the Communication Service was satisfactory (6.5), and the management of social media received a slightly lower rating (6.16).

The slight decline in satisfaction with the tutoring service is likely due to the fact that the question is now asked of all students, rather than only those who answer "yes" to whether they have consulted their tutor beyond the mandatory meeting. It is therefore necessary to await the results of the coming years to determine whether the trend may be attributable to the change in the wording of the question. If necessary, one could consider expanding the questions on the tutoring service to include service quality and not just response times and usefulness.

The evaluation of IT services remains stable, while the rating of the website, though stable, remains just above average (between 6.5 and 7).

Regarding the services offered, it is recommended to devote more time during the student welcome meeting to presenting the services, or even to organize a specific meeting on the services offered; on that occasion, it will be useful to inform students that the list and descriptions of individual services are available on MyPortal and on the dedicated page of the website.

Regarding the issues and suggestions raised in the open comments, some concern the accessibility of information regarding course schedules and classrooms, which should be improved with the adoption of the new Web Agenda system. There are also some issues regarding the role of the tutor, already discussed by the Joint Committee, and many comments highlight room for improvement in the School's communication and social media management.

2.3. Graduating Students' Evaluation

2.3.1 Introduction

At the conclusion of the various stages of the educational program, students are surveyed prior to the graduation session to assess their overall satisfaction with the experience. All factors that characterized the students' educational journey are analyzed: teaching methods, course organization, and logistical facilities.

The format follows the guidelines provided by ANVUR for the "Survey of Graduating Students' Opinions," with the questions adapted to the specific teaching and organizational characteristics of the IUSS School's undergraduate courses.

The questionnaire is completed via the ESSE3 platform at the time of submitting the diploma application.

For the 2024/2025 academic year, feedback was collected from 45 graduating students, broken down as follows:

- 23 for the three-year degree;
- 22 for the two-year and single-cycle licentiate degrees.

Below is the breakdown by field

- Human Sciences (SU) 10;
- Biomedical Sciences (SB) 7;
- Science and Technology (ST) 18;
- Social Sciences (ScS) 10.

2.3.2 Summary of Results

The data are presented by degree level; therefore, the analysis covers first-level graduates (Bachelor's degree) and an aggregated analysis of second-level graduates (Master's degree and single-cycle degree). Cultural enrichment remains the main reason that led students to choose the School's educational program, with data consistent with previous years and uniform across the two degree levels.

Below is a summary of the other indicators:

- *Overall satisfaction*: satisfaction with the program of study attended has decreased slightly for both three-year and two-year and single-cycle students;
- *Organization of studies (workload and teaching materials)*: a slight decrease regarding the manageability of the workload and the adequacy of teaching materials for students in the three-year program, in contrast to a slight increase for students in the two-year and single-cycle programs;
- *Exams and Theses*: satisfaction is slightly down for both program levels;
- *Overall organization*: the satisfaction index for three-year program students regarding the acquisition of knowledge necessary for each course decreased (from 9.1 to 8.4), while there was a slight increase in the same index (from 8.2 to 8.5) for students in the two-year and single-cycle programs.

For the other questions in this section (ability to form independent judgments, to learn independently, and to communicate), satisfaction scores have dropped significantly compared to last year's data for students in the three-year program, while they remain stable for students in the two-year and single-cycle programs.

- *Academic Office and Administrative Services*: for these questions, satisfaction ratings from students in the three-year program have decreased slightly compared to last year, while satisfaction has increased for students in the two-year program and the Single Cycle program, rising from a rating below 7 to one above 7.5;
- *Miscellaneous services*: positive ratings for all questions, for both levels, in line with last year's figures, with the exception of the updating of information on websites regarding the study programs of students in the three-year program;
- *Scholarships*: positive responses in line with those from last year;
- *Work/future*: most students report not having engaged in any work during the academic term, and most of them state they wish to continue their studies and research. Specifically, 70% of undergraduate students say they wish to pursue a master's degree at the same university, while 80% say they wish to continue with a doctoral program.

See Attachment No. 3

2.3.3 Considerations of the Joint Committee

No particular critical issues were identified in the satisfaction indices reported by graduating students. We reserve the right to verify whether the slight decreases observed in various indices (*Overall Satisfaction, Study Organization, Exams and Theses, Overall Organization— t both levels; Ability to form*

judgments independently, to learn independently, to communicate, Secretariat and administrative services, updating of information on websites for the three-year program) represent a temporary decline or whether they will be confirmed in future surveys. In that case, the Committee might conduct further investigations, including to understand the difference in assessment between the two levels—three-year and two-year/single-cycle.

2.4 Assessment of Orientation and Admission

2.4.1 Introduction

The questionnaire on Orientation and Admission to undergraduate courses at the University School for Advanced Studies IUSS Pavia was administered online to new students enrolled for the 2024/25 academic year. The survey was conducted between October 9, 2024, and October 31, 2024, and 43 students were surveyed, with a 100% response rate. This figure represents an improvement over last year's rate (85.7%).

2.4.2 Summary of Results

The evaluations were grouped by grade range:

- Ratings below 6 are considered negative;
- Ratings between 6 and 6.99 are considered to require attention;
- Ratings above 7 are considered positive.

The overall evaluation was positive, and on average, the responses scored higher than in the previous year.

Questions regarding the support provided by University staff and administrative offices during the admissions process, the ease of finding information about admissions on the website, satisfaction with the welcome day organized for new students, and the support received during orientation and regarding information on how the College operates received ratings above 7.

Questions regarding awareness of the School's educational model and the ease of finding information on the School's institutional website about the academic offerings and faculty received an average rating between 6 and 7.

In contrast, ratings fell below 6 for the adequacy of the methods the School uses to promote itself, satisfaction with the information received prior to the admissions process, and the ease of finding information regarding academic advising on the School's website.

See Attachment No. 4

2.4.3 Considerations of the Joint Committee

Overall, the activities related to Orientation and Admission to undergraduate courses are evaluated positively, with the exception of questions regarding the School's visibility and the ease of finding certain information on the website. This evaluation ties into the request for greater visibility of the School and improved accessibility of information. The School has taken this issue into account, and the website is currently being redesigned.

Some difficulties expressed in the questionnaire concern the completion of the study plan and understanding the general functioning of the School and its requirements. It is suggested that student representatives be more involved in disseminating and explaining the most relevant information and procedures.

3 Master's Degree courses in agreement

3.1 Introduction

For the 2024–2025 academic year, the IUSS School offered:

- two Master's Degree courses in partnership with the University of Pavia:
 - Psychology, Neuroscience, and Human Sciences
 - Civil Engineering for Mitigation of Risks from Natural Hazards
- a Master's Degree course in partnership with the University of Bergamo and the University of Pavia:
 - Philosophical Knowledge: Foundations, Methods, Applications
- a Master's Degree course in partnership with the University of Cagliari:
 - Biomedical Engineering

The administrative offices for these courses are located at the respective universities; therefore, the School does not directly administer evaluation questionnaires to students but relies on the results provided by the universities to analyze and evaluate the quality of these educational programs.

3.2 Summary of the results

3.2.1 Master's Degree Course in Psychology, Neuroscience, and Human Sciences

The evaluations provided by students regarding the teaching of the degree course for the 2024/25 academic year yielded decidedly positive results. Please note that questions receiving an average score above 6 are considered positive. The average percentage of positive ratings across all questions is 93.87%, with average scores for each question consistently well above 8. The overall average rating for the degree course is 9.07, an increase from last year's (8.97), with the average rating for courses taught by IUSS faculty standing at 8.99.

3.2.2 Master's Degree Course in Civil Engineering for Mitigation of Risk from Natural Hazards

The evaluation results for the Civil Risk degree course are also very positive and in line with those of the previous year. The overall average of positive ratings is 97.81%. The overall average for the degree course is 9.28, and, in particular, the average rating for IUSS faculty is 9.52.

3.2.3 Master's Degree Course in Philosophical Knowledge: Foundations, Methods, Applications

It should be noted that, once again this year, for the degree course offered in partnership with the University of Bergamo, the University did not submit disaggregated data for the different teachings. An analysis of the data available on the University's website regarding the overall performance of the degree course reveals an excellent level of satisfaction (overall average of 8.74 in 2024/25 compared to 8.23 in 2023/24).

3.2.4 Master's Degree Course in Biomedical Engineering

For the Master's Degree Course in Biomedical Engineering, the data is very satisfactory: the overall average of positive ratings for the course is 93.4%, with averages for teachings ranging from a low of 82.9% to 99.4%.

For the single class taught by an IUSS faculty member, the results were not processed, as the number of respondents to the administered questionnaire was below the threshold established by the University for the preparation of the relevant evaluation report.

See Attachment No. 5.

3.3 Considerations of the Joint Students and Professors Committee

The Committee highlights that, in line with the previous year, a high level of satisfaction was recorded from the students for all the analyzed Master's Degree courses. Once again, the University of Bergamo's Evaluation Committee failed to provide data regarding the Master's Degree course offered in partnership with IUSS and the University of Pavia. The Committee hopes that these will be made available for the next report.

4 Analysis of Student Feedback from the Doctoral Programs

During the academic year, the IUSS Graduate School of Pavia administers three evaluation questionnaires to doctoral students, aiming to continuously monitor the quality of its educational programs and services.

Specifically, the planned questionnaires are as follows:

- **General Services:** focused on gathering feedback on the quality and efficiency of the services offered by the School;
- **Admission:** dedicated to evaluating the PhD admission process;
- **Teaching & Research:** devoted to assessing teaching and research activities.

The IUSS School organizes its PhD educational offer into two doctoral classes with the following courses:

STS Class

- **HDR** – *The HaDRon Academy: Risk and Complexity in High-Tech Medical Innovation*
- **UME** – *Understanding and Managing Extremes*
- **ROSE** – *Reduction of SEismic Risk*
- **SDC** – *Sustainable Development and Climate Change*

SUV Class

- **CBS** – *Cognitive Brain Sciences*
- **HUME** – *The Human Mind and its Explanations: Language, Brain, and Reasoning*
- **SBB** – *Biomolecular Sciences and Biotechnology*
- **TEL** – *Theoretical and Experimental Linguistics*

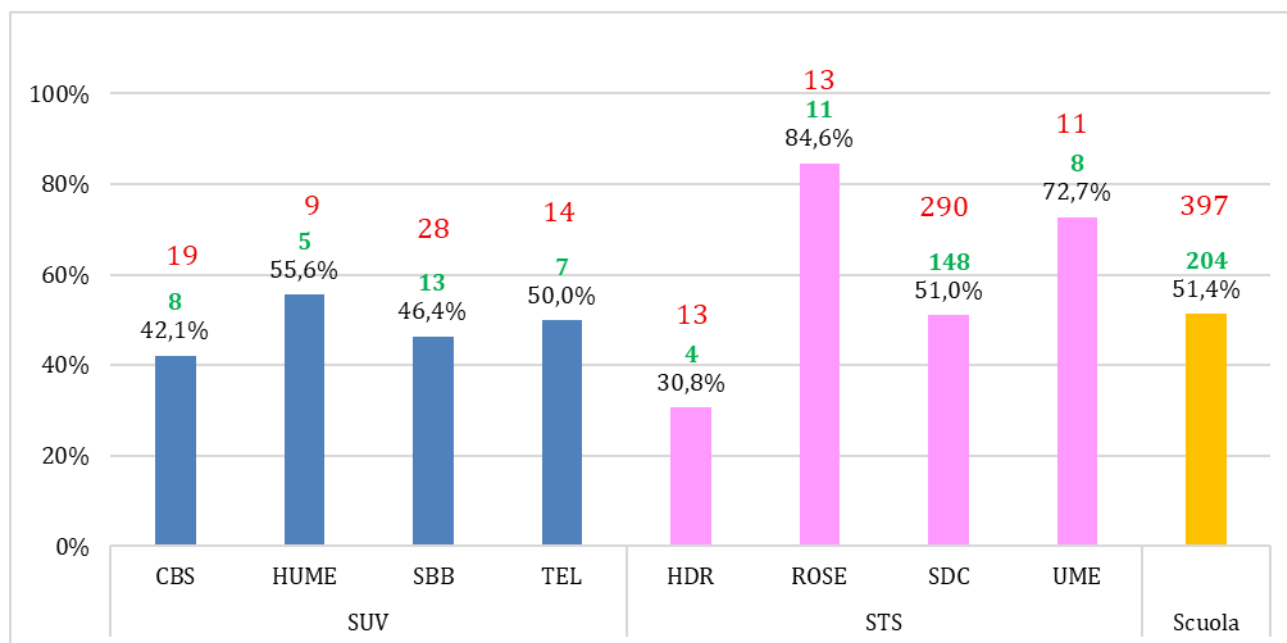
4.1 Service Evaluation

4.1.1 Introduction

To be noted that during the year 2023, the ANVUR (National Agency for the Evaluation of Universities and Research) invited the university system to introduce specific questionnaires for doctoral students; the School's Quality Assurance (QA) bodies decided to integrate the questionnaires proposed by ANVUR with those already administered by the School.

The questionnaire on services for doctoral students was administered from May 12 to June 9, 2025. The questionnaire, administered through the restricted area on the ESSE3 website, involved 397 active doctoral students: 204 PhD students filled in the questionnaire, yielding an overall School-wide response rate of 51.4%, with noteworthy differences among the doctoral programs.

The following chart shows, for each doctoral program, the number of students who completed the questionnaire (in green) and the number of students who should have taken part in the survey (in red), along with the corresponding response rate.



The response rate, particularly in some programs, did not allow for data processing at the individual program level. Data were analyzed by Class and by School, except for the SDC program of national interest, given its distinct characteristics with respect to the other local programs.

4.1.2 Summary of Results

Regarding IT services, the email service was rated positively by all classes, with a School-wide average of 7.6.

In contrast, the School received a rating of 6.2 for the information available on the website. Specifically, the STS class received a rating of 6.3 (lower than the previous year, when the service scored 7), while the SUV class received a negative score of 5.8.

The Wi-Fi coverage and speed also scored below 6, with the SUV class receiving a rating of 4.9 (down from 6.3 the previous year), while the STS class (6.7) and the SDC program (6.6) received slightly lower scores compared to last year (in which they scored 7.1 and 7.2, respectively).

There was also a decline in IT infrastructure ratings, with the SUV class dropping to 5.9 (down from 6.5 the previous year) and the overall IT services rating dropping to 5.9 (down from 6.7). The STS class also saw a decline, both in terms of IT infrastructure, which dropped from 7.0 to 6.4, and in the overall rating for IT services, which fell from 7.2 to 6.6.

Regarding the Students Affairs Office services, the administrative support ratings for the STS class (6.1) were lower than the previous year (when the overall score was 7.0). For the SUV class, overall satisfaction (6.8) was substantially in line with last year's results (in which the average was 7).

As for other administrative support services, evaluations were requested only from those who used the following services:

- *support for missions*: ratings increased for the SUV class (6.9) compared to 5.7 from the previous year. It remained stable for the STS class and the SDC program.
- *research budget*: ratings for both the STS and SUV classes remained, as in the previous year, below 7 (6.2 and 6.6, respectively), while the SDC program sensed a slight decline (6.7 compared to 7.1 from the previous year).
- *Placement activities*: only 27% of respondents used these services, and for them, ratings were positive for STS (7.3) and SDC (7.2), while for the SUV class, the average rating was 6.
- *purchasing procedures*: the number of respondents who reported using this service (41.7%) has increased compared to the previous year (34%). In particular, PhD students in the STS class have made the most use of this service, with 80 respondents (67 of whom are from the SDC program), compared to 5 from the SUV class. Although the satisfaction level for both classes is below 7, they differ significantly: 6.5 for the STS class and 4.4 for the SUV class.
- *Other services*: regarding canteen services, most students stated that these are not provided, in contrast to study and/or work stations, which are available to 69% of respondents. Nevertheless, the level of adequacy of these facilities has declined compared to last year for both the STS (which dropped from a rating of 7.5 to 6.9) and the SUV classes (which dropped from a rating of 6.5 to 5.7). Regarding the accessibility to laboratory equipment, ratings were positive for STS programs (though slightly lower than last year's). An overall STS-class rating of 6.7 was reached, with only the SDC program scoring below the threshold (6.5). Contrastingly, ratings regarding the infrastructure availability for these courses were negative for the SUV class, with a rating of 5.7 (down from 6.3 last year).

Regarding the overall rating for all other services offered, the School received a score below 7 (6.3), dropping from 6.9 in the previous year. The STS class reached 6.3 (down from 7 the previous year), and the SUV class reached 6.4 (slightly up from 6.3 the previous year).

Meanwhile, in response to the final evaluation question regarding all services offered, both the STS and SUV categories received ratings below 7 (6.4 and 6.1, respectively), and, consequently, the School's overall rating is also below 7 (6.4), down from 7 in the previous year.

See Attachment No. 6

4.1.3 Considerations of the Joint Committee

The services questionnaire was filled by 51.4% of doctoral students, a percentage lower than the previous year. While this response rate is sufficient to draw some conclusions, it may limit the representativeness of the results relative to the total enrolled students and does not allow an evaluation of the individual doctoral program. At this point, the Joint Committee intends to reiterate the importance of filling the survey by sending reminders to coordinators and representatives and through interventions by committee members during the annual meetings to introduce the doctoral programs. The Joint Committee believes it is appropriate to emphasize that completing the questionnaires makes them an important tool for identifying the strengths and weaknesses of the School's doctoral programs and for defining the actions needed to improve the services offered.

The Joint Committee has initiated a dialogue with students, as well as with the PhD Students Representatives part of the committee, to address the main issues raised by the questionnaires. This has led to the dissemination of communications focused on clarifying the procedures to follow for purchases and business trips, as well as the accessibility of spaces at the various IUSS headquarters. The administrative offices have worked to improve the accessibility of information on the website and through the "MyPortal" restricted areas. Furthermore, the committee clarified the constraints arising from national laws, particularly regarding the management of the research budget and access to Erasmus funds for PNRR (the Italian National Plan for Recovery and Resiliency) scholarships,

demonstrating that many of the contested procedures and policies are the same as those at other major Italian universities. Regarding the availability of spaces, the new CampIUSS campus is almost complete, and its opening will certainly lead to improvements. The committee intends to continue the constructive dialogue by further involving representatives from the School's various institutional bodies to improve the dissemination of information and allow doctoral students to have a clearer understanding of the procedures and requests to which the School can respond via its services.

There are significant differences between the doctoral programs, specifically regarding the SUV class. These differences may require further specific analysis.

The SUV class, similar to what emerged from the Wi-Fi coverage results, shows a divergent assessment compared to that of the other classes, likely due to its student's greater attendance at the Broletto headquarter. It should also be noted that in recent months, widespread service disruptions have occurred across both headquarters, attributable to the service providers and not directly to the IUSS School.

4.2 Evaluation of the admission procedure

4.2.1 Introduction

The questionnaire on the admission procedure is completed by students on the Esse3 platform at the time of enrollment.

For the 2024/2025 academic year, it involved 42 students admitted to the HUME, CBS, HDR, ROSE, SBB, and TEL programs, with a 100% response rate (in comparison to 97.10% from last year). As well as 71 students admitted to the 2023/2024 academic year to the SDC doctoral program of national interest, with a 100% response rate (unchanged in comparison to the previous year).

4.2.2 Summary of results

The evaluations were sorted by grade range:

- Ratings below 6 are considered negative;
- Ratings between 6 and 6.99 are considered to require attention;
- Ratings above 7 are considered positive.

The analysis of the data indicates a variability regarding the familiarity of students with the IUSS School's doctoral programs prior to submitting their applications. The HUME, ROSE, and SDC programs received positive ratings, with a prominent percentage of students already informed about the programs. In contrast, the SBB, TEL, and HDR programs had an average rating between 6 and 7, while the CBS program received a negative rating, with an average below 6.

The ways in which students learned about the academic offerings are also varied. For the HUME and SDC programs, most cited their home university as the primary source of information. In other cases, such as for the TEL, SBB, and ROSE courses, responses were split between word of mouth among friends and the School's official website. Meanwhile, only one student in the HDR course cited *mailing lists* as a source of information.

The application and selection process was generally evaluated positively, with the exception of the SBB course, which received an average score of 5.9. The School's website was also viewed favorably, particularly regarding the clarity of information on the admission procedure, the description of doctoral programs and potential career paths, and the availability and quality of information in English.

As for the welcome, guidance, and support received from the faculty and staff, these were generally rated positively. However, some issues remain regarding the information provided about the campus and life in the city. On this specific point, the average rating ranges between 6 and 7 for most doctoral

programs, with the exception of the HUME program, which received a higher score (7.56), and the SBB program, which received a significantly lower score (4.71).

See Attachment No. 7

4.2.3 Considerations of the Joint Committee

Evaluations of the admission procedures generally indicate a high level of satisfaction among incoming doctoral students. The only score below 6 was recorded for the orientation support for the SBB doctoral program (note that the latest cohort began in the 2024/2025 academic year, with the program concluding in 2026/2027; starting in 2025/2026, there will be a course unit dedicated to topics related to SBB within the STAT doctoral program). The awareness of doctoral programs prior to admission can be improved particularly for CBS. Over the past year, the School has worked—partly supported by dedicated funding—to increase its visibility through public events and social media channels. The committee proposes inviting the coordinators to maintain a high level of outreach for doctoral programs through informational initiatives via the School’s channels. For SDC, some comments highlight difficulties with the wait for the acceptance letter after the rankings are released. The committee intends to review this procedure with the relevant offices. Lower scores, though generally around 6 with the exception of SBB, pertain to the information received about life in the city of Pavia. The committee suggests including a direct link to the dedicated webpage in the acceptance email, which contains a welcome kit with useful information.

4.3 Evaluation of Teaching and Research

4.3.1 Introduction

The questionnaire on doctoral students' satisfaction with teaching and research was administered via the ESSE3 platform and included 391 students enrolled in the second year or later across the various cycles of the doctoral programs. The response rate was 77.5% (up from 70.2% the previous year), with varying percentages within each program.

The questionnaire was approved by the Quality Committee on April 16, 2024; therefore, as this is the second time it has been administered, a comparison is available only with the previous academic year, 2023/24.

The questions regarding the Doctoral School, approved by the Quality Committee at its meeting on December 12, 2024, were administered for the first time this year; consequently, it is not possible to compare them with the results from the previous year.

4.3.2 Summary of Results

The responses in the questionnaires paint a generally positive picture regarding research activities and the quality of the academic environment. Doctoral students report being satisfied with research activities related to their projects, and interactions with external research groups are evaluated positively.

In response to the question “Are you satisfied with your current research activities in relation to your PhD project?”, the responses collected are in line with those from last year, although the School’s overall average has decreased slightly, from 7.9 to 7.5. However, some programs show different trends: for example, HUME shows a significant increase from 8.7 to 9.1 (response rate of 90.9%), while TEL shows a decrease from 8.8 to 7.6 (response rate of 92.9%) and ROSE shows a change from 9.8 to 9.0 (response rate of 100%)

Relationships with tutors are also rated favorably and remain largely in line with last year, with the exception of the SBB course, whose rating drops from 7.9 to 6.6 (response rate of 89.3%).

Regarding teaching activities and the quality of the curriculum, there is a general decline in scores across all programs, except for CBS, which remains stable. A negative rating is given only for SBB (5.0). Regarding the relevance of the topics covered, in addition to SBB (4.1), the HUME course also received a rating below 6 (5.9), with the School's average dropping from 6.8 to 6.1. TEL (6.4) and SDC (6.1) also remain below the 7-point threshold, while the HDR program drops from 7.8 to 6.5. Only the ROSE program remains above the 7-point threshold, although it has decreased from 8.8 to 7.3.

Regarding the question on the usefulness of training activities for dissertation development, responses are particularly negative for SBB, which drops from 5.2 to 3.8. A negative assessment is also expressed by HUME (5.8), in a context where the average score across all the School's doctoral programs decreases from 6.8 to 6.1.

In response to the question regarding the overall evaluation of teaching activities, the SBB program recorded a decline from 6.0 to 4.7, while SDC dropped from 7.3 to 6.5 and ROSE from 9.0 to 7.6. The TEL program, on the other hand, showed an improvement, rising from 6.4 to 7.2.

Regarding the international reputation of their respective programs, all programs, with the exception of ROSE and HUME, received a score below 7; in particular, SBB dropped from 6.6 to 5.4.

Regarding information and support for placements at other institutions, only the ROSE program receives a positive rating of 7.0. All others remain below 6, with particularly low scores for CBS (5.5), SBB (4.7), and TEL (5.2).

The overall evaluation of the doctoral program is positive for most programs, with scores above the 7.0 threshold. SBB and SDC, however, show a decline compared to the previous year, falling below 7.0. The School's overall average drops from 7.5 last year to 7.0.

It should be noted that both the HADRON and SBB doctoral programs will conclude their current cycles, and the tracks will be integrated into the STAT Doctoral program of national interest. It will be useful to assess whether the new structure improves the students' experience.

Among the respondents, the majority reported having participated in the Doctoral School's activities; the exceptions were some students in the HUME (12.5%), SBB (8%), ROSE (15.4%), and SDC (17.6%) programs, who indicated they had not taken part.

The lectures, according to those who reported having attended them, were rated with an overall average of 6.1, while the seminars received an average rating of 6.6.

See Attachment No. 8

4.3.3 Considerations of the Joint Committee

Regarding the question "Satisfaction with research activities related to the doctoral project," the evaluations by doctoral students are all positive.

Although the overall evaluation of teaching activities is positive in most doctoral programs, a slight decrease in scores is noted for some programs (TEL, SDC, SBB).

The committee emphasizes the importance of annual meetings between doctoral program coordinators and students during the educational planning phase to best assess students' educational needs.

The committee acknowledges that the SBB doctoral program will be discontinued and merged into the national STAT doctoral program and emphasizes the need for adequate coordination within the new program to address the critical issues raised over the past two years by students in the SBB program.

Regarding information and support for conducting research placements at other institutions – where only the ROSE program receives a positive evaluation – the comments indicate that the main issues relate to reimbursement. The committee may consider proposing an annual meeting among doctoral students from each program, actively involving representatives from the individual programs. The representatives could share the format of an informational Welcome Kit (as was done for the Welcome Day on 17/11/2025 and in some programs), containing information relevant to doctoral life in Pavia and within the School. With this in mind, we hope for a fruitful exchange between the representatives and the various relevant organizational units, in order to address the various aspects of the doctoral program and the School's internal procedures in a clear, comprehensive, and collaborative manner.

5 Doctoral Program in Space Science and Technology (SST)

5.1.1 Introduction

The Doctoral Program in Space Science and Technology (SST) was established between the IUSS Graduate School of Pavia in collaboration with the University of Trento, which serves as the program's administrative headquarters. The School therefore does not directly administer evaluation questionnaires to students but relies on the results provided by the University of Trento to analyze and evaluate the quality of this educational program.

5.1.2 Summary of Results

The report shows that the survey response rate was 83.1%. The responses in the questionnaires give positive highlights regarding the comprehensiveness and alignment of the educational activities with the main themes of the PhD program.

In particular, the evaluation regarding the depth and up-to-date nature of the topics covered in the program received an average score of 8.46. However, evaluations regarding the usefulness of these activities for dissertation development (6.98) and regarding the ability to adequately dedicate time to research and dissertation work given the workload required by the activities (6.86) received an average score below 7.

Overall, the level of satisfaction with the educational activities offered still received an average score of 7.34.

On the international front, 91.5% of respondents stated that they had spent, were spending, or intended to spend periods of study or research abroad consistent with their educational plan. In this regard, the average rating regarding the support received for carrying out these activities was also judged positively, with an overall average satisfaction score of 7.78.

Among those who did not choose to spend periods of study or research abroad, 60% attributed this decision to not having identified an institution they were interested in or that was willing to accept them.

Regarding workspaces, a very positive finding emerged, as none of the respondents stated that their doctoral program's campus did not provide a workspace for doctoral students. Specifically, 64.4% of respondents stated that there is a space with individual workstations for doctoral students, 23.7% stated that there is a space with shared workstations, and 11.9% stated that there is a shared space but without workstations.

Evaluations regarding the classrooms and spaces used for educational activities and the personal space reserved for doctoral students were also very positive, as were the library services (7.98), IT equipment (7.92), and the adequacy of the equipment necessary for research (7.95).

Finally, the level of satisfaction with the PhD program received an average rating of 8.05.

See Attachment No. 9

5.1.3 Considerations of the Joint Committee

The committee notes a high level of satisfaction among SST students regarding the educational offerings and the organization of the program. No significant issues emerge from the evidence gathered and, therefore, at this time, no changes or corrective measures are deemed necessary. However, in comparison to other programs offered by the School, it is noted that the majority of students report not having been directly involved in teaching activities (courses or seminars), and the committee recommends fostering greater involvement of doctoral students.

6 Protocol of the Head of Administration

6.1 Introduction

As part of the process of addressing the opinions expressed by the students regarding the support services provided by the School's administration, the Head of Administration prepares a report highlighting the main issues that have emerged. The document also outlines the actions already taken to address them, along with planned or upcoming interventions to ensure their resolution.

6.2.1 Issues identified through the Student Opinion Surveys

The critical issues identified in the questionnaires administered to students in the Undergraduate Courses primarily concern the promotion of the School's image (both nationally and internationally), the availability and clarity of information on the institutional website, and social media management.

The results collected from the questionnaires administered to students in the Doctoral Programs reveal a certain degree of dissatisfaction with the institutional website, particularly regarding the completeness of the information provided, IT services, the clarity of administrative information and deadlines, the availability of infrastructure and laboratories, and administrative services, including those of the Students Affairs Office (whose satisfaction ratings have declined compared to last year's).

6.2.2 Actions Taken and to Be Implemented

Key measures implemented, as highlighted in the report, include updating the information on the MyAllievo PhD website page and reorganizing and updating the institutional website pages.

In particular, translations of various regulations relevant to PhD students' activities were published online.

At the same time, special attention was given to improving the sections dedicated to international students. The website page has been made more accessible, and a welcome kit providing general information and direct links to services most relevant to students has been published.

Finally, to further promote internationalization, the website page dedicated to the CUG (Equal Opportunities Committee) and its documents have been translated into English.

Among the initiatives that have been undertaken and planned for the future, the report highlights the introduction of a chatbot available to students, and the extension of the ticketing service to all students in Undergraduate Courses and doctoral programs (scheduled to launch in 2026). All that in addition to a renewal of the School's communication strategy through collaboration with a communications agency.

See Attachment No. 10

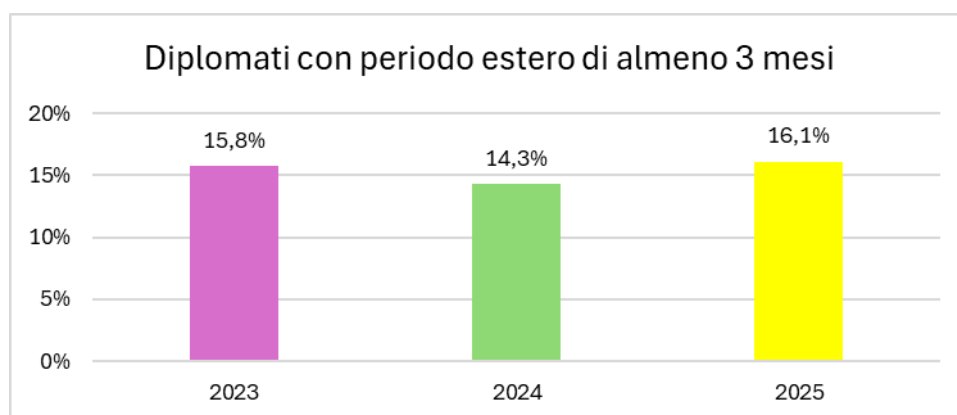
6.3 Considerations of the Joint Committee

The Committee recognizes the actions undertaken to address the critical issues that have emerged and reaffirms in compromise to engage in monitoring the progress of the work to renew the communication strategy, with particular reference to the redesign of the institutional website and the improvement of social media usage.

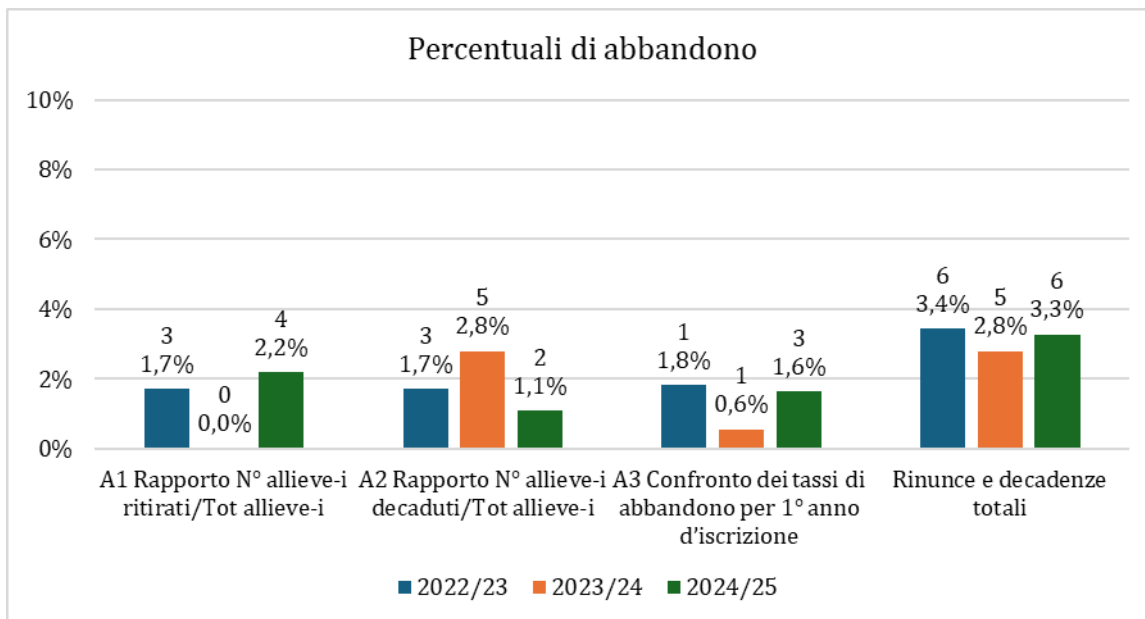
7. Teaching Indicators

7.1.1 Undergraduate Courses Indicators

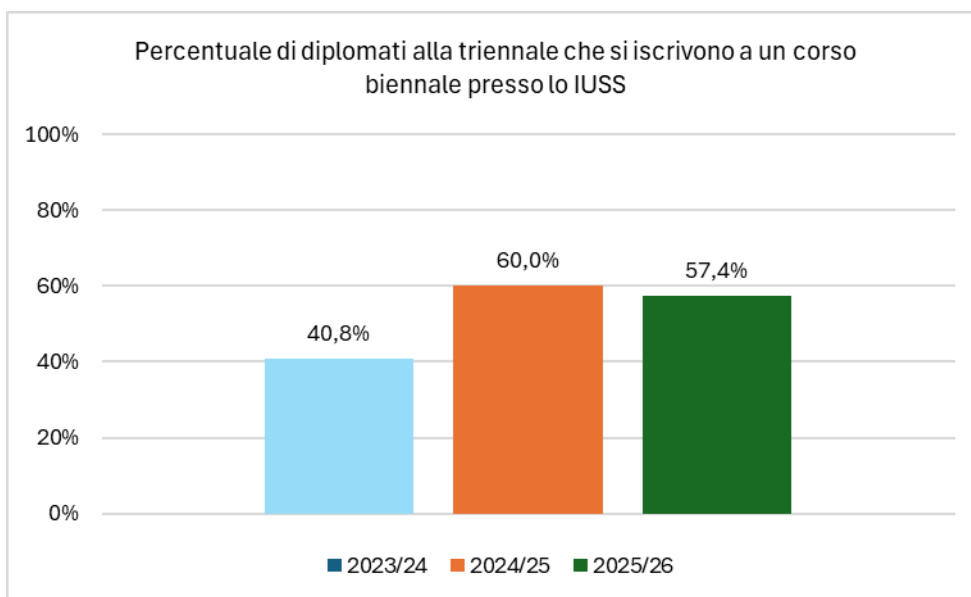
- Undergraduate Courses - Graduates who spent at least 3 months abroad during their program:



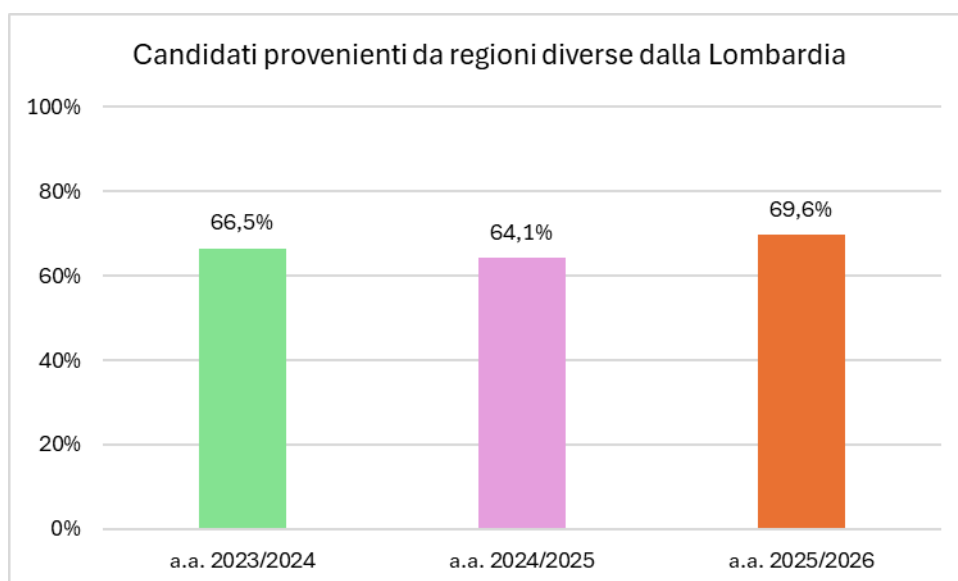
- Undergraduate Courses - Percentage of students who have not completed the IUSS program out of the total number of enrolled students (the numerator counts the withdrawn or lapsed Undergraduate Courses students):



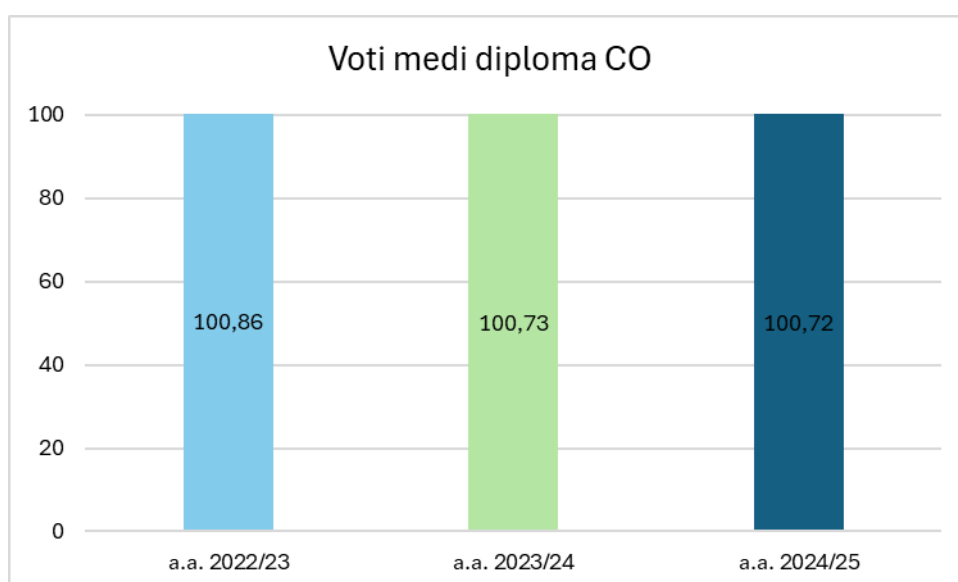
- Undergraduate Courses - Percentage of three-year first-level graduates who also enroll in the two-year second-level licensure diploma at the IUSS School:



- Undergraduate Courses - Percentage of candidates from regions other than Lombardy:



- Undergraduate Courses - Average graduation grades:



7.1.2 Considerations of the Joint Students and Professors Committee

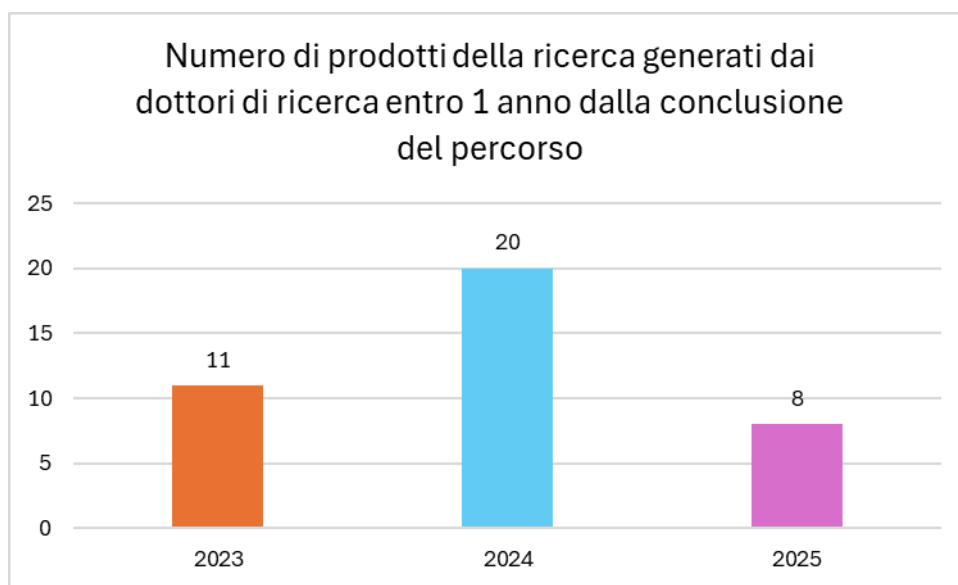
The committee notes the following trends:

- A slight increase in the number of students who spend at least three months abroad during the IUSS program.
- The percentage of total withdrawals and lapses from the IUSS program has remained essentially stable over the last three academic years.
- The percentage of students continuing the two-year program at IUSS after completing the three-year program is stable compared to last year but has increased compared to the 2023/2024 academic year.
- The percentage of applicants from regions other than Lombardy is on the rise.
- The average graduation grade remains stable and excellent.

In conclusion, no critical issues emerge from the analysis of the indicators regarding the Undergraduate Courses.

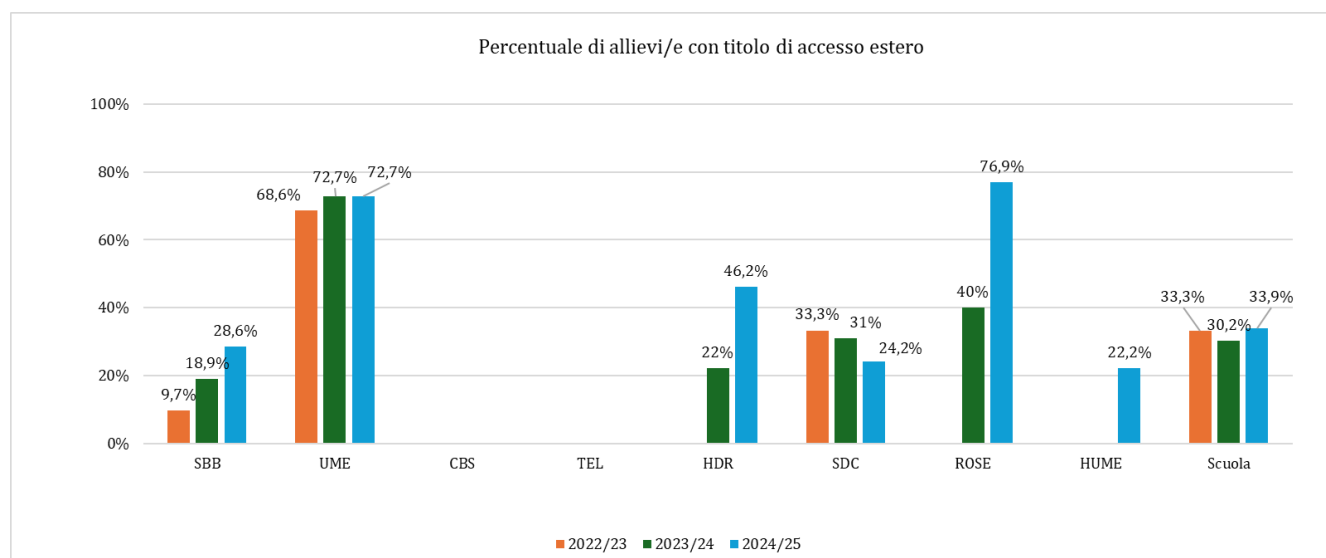
7.2.1 PhD Indicators

- PhD - Number of research outputs generated by PhD graduates within 1 year of completing their program*:

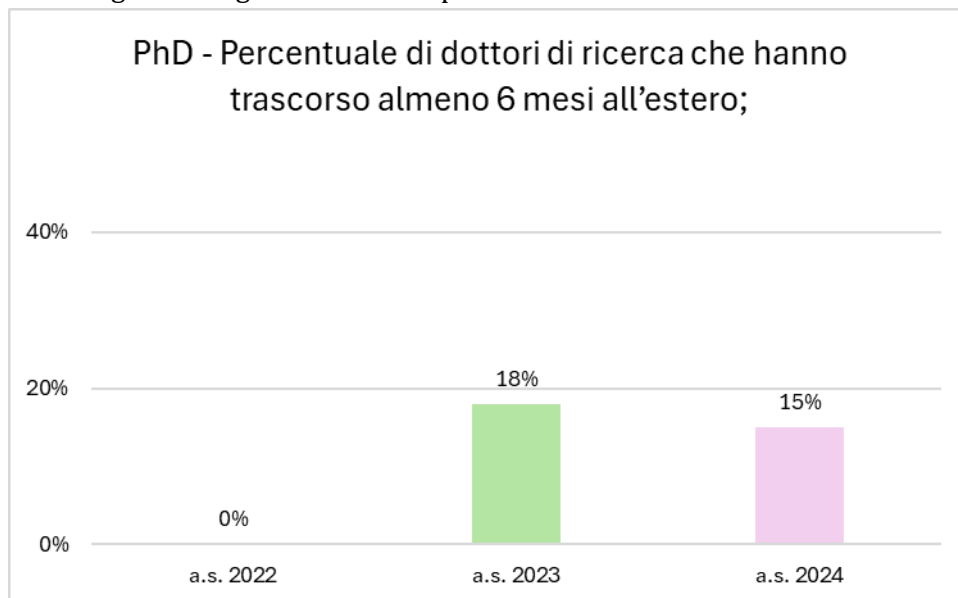


*Data from the IRIS platform

- PhD - Percentage of students with a foreign entry qualification:

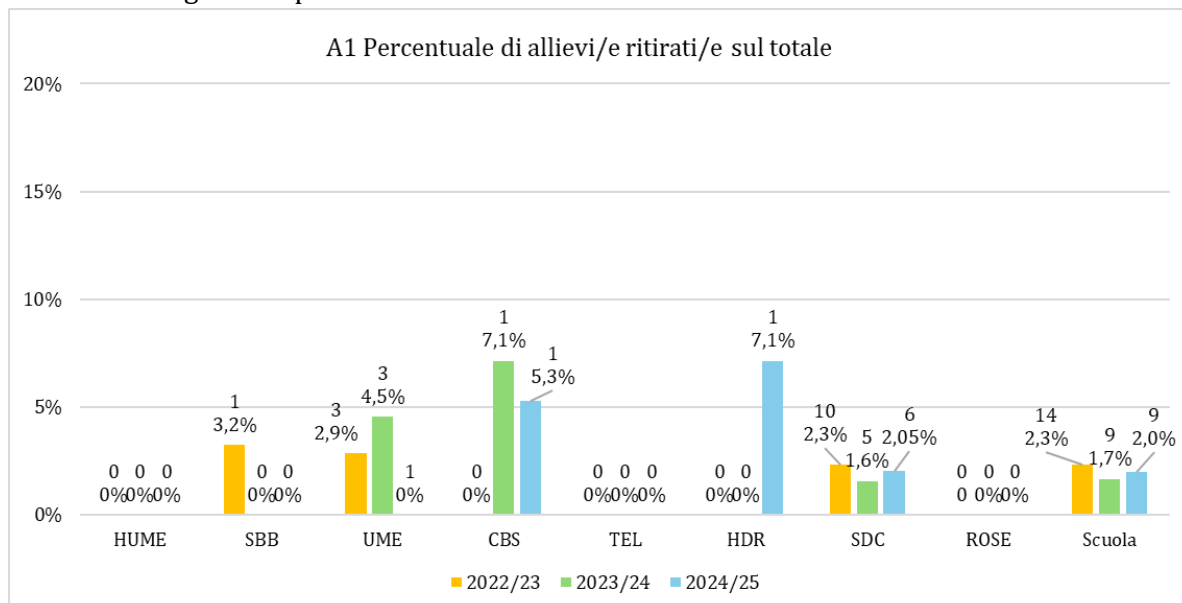


- PhD - Percentage of PhD graduates who spent at least 6 months abroad:

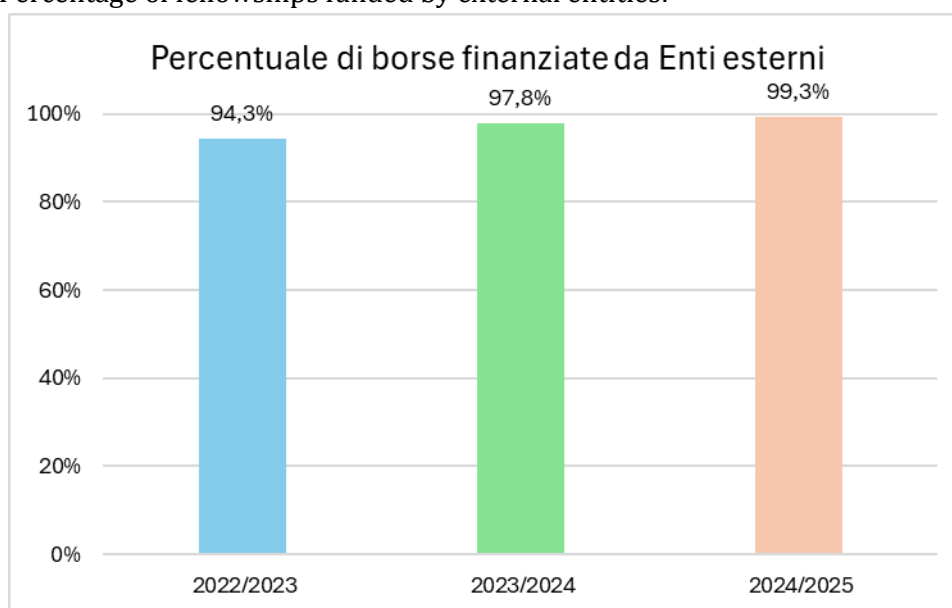


The indicator was calculated in accordance with the methodology provided by the Ministry, which corresponds to academic year -1 (e.g. in 2025, PhD graduates from cycles 35th and 36th are counted)

- PhD - Percentage of dropouts out of the total:



- PhD - Percentage of fellowships funded by external entities:



7.2.2 Considerations of the Joint Committee

8. Report on the 2025 Improvement Plan

Below is presented a brief summary of the actions implemented to achieve the objectives set forth in the 2025 Improvement Plan, which are included in the 2024 Annual Activity Report.

It should be noted that the 2025 Improvement Plan was divided into actions aimed at resolving the critical issues that emerged in the various student opinion surveys. Hence, a summary of these actions is provided as follows, organized by thematic area.

Tools

Objective 1 *Set of indicators for educational offerings and services*

Action Identify a set of indicators to apply to the educational offerings and services provided by the School

Deadline 31 December 2025

Indicator Number of approved indicator sets

Calculation method: Number of approval resolutions

Target 1

At the meeting on 28 February 2025, the Joint Committee Chair presented an illustrative list of indicators already in use or available in ministerial databases, or provided in AVA3 (the Italian universities periodic assessment procedure) documents.

The Committee reviewed the indicators and, after extensive discussion, decided to select the following ones, divided by CO and PhD students:

- Master’s students – Graduates who spent at least 3 months abroad during their program;
- CO - Percentage of students who did not complete the IUSS program out of the total number of enrolled students (the numerator includes CO students who withdrew or were declared to have forfeited their status);
- CO - Percentage of bachelor’s degree graduates who also earn an associate degree at the IUSS School;
- CO - Percentage of applicants from regions other than Lombardy;
- CO - Average graduation grades;
- PhD - Number of research outputs generated by PhD graduates within 1 year of completing the program;
- PhD - Percentage of students with a foreign entry qualification;
- PhD - Percentage of PhD students who spent at least 6 months abroad;
- PhD - Percentage of dropouts out of the total;
- PhD - Percentage of fellowships funded by external agencies such as the ANS (i. e. the Italian National Student Registry database from the Ministry of Education and Research).

Teaching

Objective 2	<i>Consolidation of the course scheduling system</i>
Action	<i>Monitoring the launch of the app for CO students and possible extension of use to PhD students</i>
Deadline	<i>30 September 2025</i>
Indicator	Number of apps activated by students from Undergraduate Courses Yes/No question for monitoring the PhD student usage
Calculation method:	Number of activated apps Yes/No question for monitoring of PhD student usage
Target	<i>1</i>

At the meeting on September 29, 2025, the Joint Committee Chair reminded the members of the Committee that the initiative had been launched last year with the aim of addressing the needs of students in the Undergraduate Programs, particularly to resolve the class schedule conflicts reported by students.

Speaking on the matter, Mr. Pierfrancesco Luzietti, Representative of Undergraduate Students, confirmed that the scheduling system is functioning correctly.

Furthermore, during the same meeting, the Committee noted that, for the start of the 2025/ 2026 academic year, this system is scheduled to be extended to PhD students as well. Following consultation with the relevant offices, this will take effect starting in the second semester of 2026.

Services

Objective 3	Internationalization
Action	Organization of meetings to present the mobility services offered
Deadline	30 June 2025
Indicator	Number of meetings
Calculation method:	Number of meetings held
Target	2 (1 for Undergraduate students and 1 for PhD students)

At its meeting on February 28, 2025, the Committee decided to request information *from the Student Counseling, Student Services, and Placement Unit* regarding support for organizing webinars dedicated to Undergraduate and PhD students. In response to this request, the head of the *Guidance, Student Services, and Placement Unit* reported, as noted in the minutes of the 9 May 2025, meeting, that the following webinars were held:

- a webinar to explain the ENS (École Normale Superior is Paris) call for proposals held on 28 January ;
- a webinar to explain opportunities for Master’s students (the Educating Future Citizens, EFC, Project Notice and Call for Proposals) held on 13 March ;
- a webinar dedicated to Erasmus+ (open to Undergraduate students and PhD students) held on 18 April.