

**CURRICULUM T&LS6
FACULTY DEVELOPMENT**

Doctoral SCHOLARSHIP positions	5
Doctoral positions WITHOUT scholarship	2

Available positions	Main centre of activities	Research topic and description
Doctoral SCHOLARSHIP position	Università degli Studi di Roma TRE	<p>Theories, Teaching Strategies, and New Technologies for Enhancing Teaching-Learning Processes and the Internationalization of Education in the University Context</p> <p><u>Description</u> The training program and research project fall within the scope of Faculty Development, with in-depth exploration of theories, teaching strategies, and the application of technologies to enhance guidance and teaching-learning processes in the university context. The aim is to explore how to contribute to the development of transversal and guidance-related skills in university students by employing specific teaching strategies and tools recognized as effective by national and international research. A particular focus is placed on the enhancement and valorization of university teaching to support the development of internationalization processes in education. The training program includes common, specific, and elective activities, chosen by the PhD student in agreement with their supervisor(s).</p>
Doctoral SCHOLARSHIP position	Università degli Studi "Suor Orsola Benincasa" di Napoli	<p>Faculty Development between pedagogical planning and ethical and political challenges</p> <p><u>Description</u> Faculty Development, as a strategic lever for the improvement of teaching-learning processes, is increasingly interconnected with the organization of university quality evaluation and rewards. The pedagogical and ethical-political scope of this theme requires a multidisciplinary, theoretical and empirical investigation, which critically reads the challenges related to teaching professionalism and university organization as a whole.</p>
Doctoral SCHOLARSHIP position	Università degli Studi di Siena	<p>The dilemma of participation in the organizational learning. The case of the TLCs</p> <p><u>Description</u> The project aims to probe the construct of “participation” of university faculty in Teaching & Learning Center (TLC) activities. Drawing on organizational learning studies, the focus is to intercept emerging forms of participation and detect organizational factors that facilitate or hinder faculty engagement, organizational and human resistance, and devices to support participation. The research design will adopt a mixed-methods approach, integrating qualitative survey methodologies with quantitative tools. Specifically, netnographic observations, analysis of teaching practices and autoethnographies will be used for the qualitative component, combined with quantitative survey tools. The expected results will help outline the most effective research-training trajectories to support faculty participation and strengthen the role of TLCs as scientific academic units of professional and organizational development.</p>

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Doctoral SCHOLARSHIP position	Università degli Studi di Messina	<p>Inclusive teaching in the academic field</p> <p><u>Description</u> The Implementation of Faculty Development Programs to Promote Psychological Well-Being Among Educators: Effective Strategies, Success Stories, and Obstacles in Adopting Innovative Practices. This project aims to explore the most effective strategies for promoting psychological well-being among educators, thereby supporting their professional development and personal growth. The objective is to analyze case studies of institutions that have achieved positive results in these initiatives and to discuss the common challenges that may arise during the implementation of such programs. Some useful intervention strategies include offering training courses on mindfulness techniques and establishing peer support programs, where educators can share experiences, face common challenges, and develop useful coping strategies. Additionally, the intention is to implement coaching and mentorship programs, complemented by psychotherapy pathways, to provide targeted individual support and foster genuine professional and personal development. Finally, practical workshops on time and stress management will be proposed to help reduce the risk of burnout and enhance overall productivity among educators.</p>
Doctoral SCHOLARSHIP position	Università degli Studi di Palermo	<p>Title: Artificial Intelligence, metacognition, personalisation in faculty development</p> <p><u>Description</u> Artificial intelligence (AI) emerges as a promising tool to personalize learning and promote the development of metacognitive skills. Integration of AI, metacognition, and personalized teaching as fundamental elements for an engaging and stimulating learning environment</p>
Doctoral positions WITHOUT scholarship	Università degli Studi di Roma TRE	<p>Enhancing educational offerings and promoting innovation in the university context: an empirical study on postgraduate training courses</p> <p><u>Description</u> The training program is structured around the Faculty Development curriculum and delves into models, theories, and instructional strategies with the aim of enhancing educational offerings and fostering innovation within the university context. Candidates are expected to conduct an empirical research project using a mixed methods approach. The reaserch is intended to explore how learning pathways can be effectively enhanced, particularly for students enrolled in advanced postgraduate courses delivered primarily through distance education. The training program includes common, specific, and elective activities to be selected by the doctoral students in agreement with their supervisor(s).</p>
Doctoral positions WITHOUT scholarship	Università degli Studi di Messina	<p>Inclusive Teaching in Academic Settings</p> <p><u>Description</u> Inclusive teaching in the university environment represents a set of approaches, strategies and practices aimed at ensuring equal learning and participation opportunities for all students, valorising diversity as a resource. In recent years, many academic institutions have introduced measures to support students with disabilities, with specific learning disorders and/or with other disadvantaged situations, promoting the accessibility of physical and digital environments, teaching flexibility and the use of assistive technologies. However, the state of inclusiveness is still uneven and critical issues remain linked to organisational, cultural and methodological barriers, which limit the full implementation of the principles of equity and participation. Investigating the issue of university inclusion is essential to protect the rights of individuals, to improve the quality of higher education, to promote teaching and organisational innovation and to adequately respond to the challenges posed by the growing diversification of the student population. In this context, research and critical reflection play a central role in supporting the evolution of practices and policies towards an increasingly welcoming, equitable and inclusive university.</p>