



ANNEX N. 1A

PHD COURSE IN:

"EQUITY, DIVERSITY AND INCLUSION"

Coordinator of the doctoral course: Prof. Marco Sorrentino

Duration of the Course: 3 years

Total Competitive Places: n. 40

Places with fellowship: no. 30

Of which DM 117: no. 5

Of which DM 118: no. 23

Granted institution's own funds: n. 2

Places without fellowship: n. 10

PROJECT DESCRIPTION:

The Ph.D. Program is designed to scientifically explore the topic of diversity, inequality, and inclusion in different forms, recognizing its many facets. For diversity to unfold its potential, however, it is necessary for macro elements, such as the regulatory framework and international, national and regional economic policies, or micro elements, such as work practices in private as well as public spheres, to provide the appropriate preconditions to ensure, on the one hand, equitable opportunities that take into account the unique characteristics of individuals, and, on the other hand, logics of inclusion that foster the ability of individuals to contribute to the betterment of a larger or smaller community of reference. For the design of the Course, which aims precisely to identify suitable tools for the aforementioned enhancement, stakeholders (interested parties) pertaining to the productive and academic sectors were approached. In fact, the co-designed research topics and training activities take into account not only the possibilities for scientific advancement on the topics, but also the need to promote economic development and the production system in the reference areas identified by the curricula into which the Course is tripartite.

The College of Teachers has planned an educational and research pathway for doctoral students consistent with the educational objectives discussed below and with the general strategic planning of the Universities involved. On this point, it should be noted that the activities proposed to doctoral students are consistent with the training objectives and the expected professional output profiles and clearly differ from the Level I and II teaching provided by the Universities. More in detail, the activities take into account the necessary balance between highly specific and general topics aimed at filling training gaps and ensuring the necessary preparation of a methodological nature. In addition, training activities focusing on European and international research systems are planned, as well as in-depth studies related to scientific communication (techniques for writing scientific articles and presenting research results). In terms of internationalization, the Ph.D. Program will pay great attention to visiting scholar activities, both of faculty and students, also with reference to possible foreign inbound.



A calendar of activities is planned that is considered adequate in quantitative and qualitative terms and that will also be enriched by the participation of experts belonging to the academic, productive and socio-cultural world that can integrate the training of doctoral students with reference to access to competitive financing or entrepreneurship training. The involvement of doctoral students in teaching activities (not replacing those carried out by tenured faculty members) and third mission activities will be geared to foster their growth without limiting their scientific research activities. The growth process of doctoral students will also be fostered by moments of peer comparison, periodic presentation of advances in individual research paths and participation in national or international conferences and training schools (summer schools). The numerosity and disciplinary heterogeneity of the faculty is believed to be consistent with the number of curricula and the expected number of doctoral students. The need to ensure adequate support for doctoral students will be considered in the designation of academic tutors and possible corporate co-supervisors, thus limiting the number of appointments. Doctoral students will be provided with adequate facilities and resources to carry out their research activities. In this regard, the Doctoral Program will be equipped with a monitoring system designed to identify the needs of doctoral students and the use of the funds made available to them. The monitoring system will also consider the results obtained periodically by doctoral students, with reference to publications produced individually or in collaboration and to teaching and third mission activities. In order to ensure the appropriate *in itinere* verification about the cultural and scientific evolution of the areas of reference involved, a Board of Advisors will be appointed, also of international level, which can propose improvement actions that will be taken into consideration in one with those emerging from the surveys of doctoral students' opinions. The educational project and the research activities of doctoral students will be given appropriate visibility on the websites of the universities involved, which will also contain the curriculum of the teachers belonging to the College, information on the organization of the Course and services for doctoral students.

COURSE OBJECTIVES:

The Course envisages an articulation into three curricula, each with a different disciplinary focus that, although providing common training and research opportunities, will end up defining heterogeneous and strongly characterized output training profiles. Ph.D. students will be guaranteed a common basic training aimed at implementing their knowledge and skills in scientific research methodology, which will then be instrumental with respect to the possibility of deepening the topics under study, answering research questions relevant to the different scientific-disciplinary areas of the individual curricula. With reference to research methodology, both qualitative and quantitative, an approach aimed at understanding increasingly complex and interconnected systems will be adopted (Systems Thinking and System Dynamics) in order to enhance the interdependencies between elements often treated vertically. In order to enable doctoral students to have all the appropriate tools to design and carry out their research activities, adequate training will also be provided from the first phase of the Course in terms of data setting and the use and interpretation of the results arising from the application of the main software for data analysis. Contextually, doctoral students will delve into the theme of diversity and inequalities through the study of its different declinations (gender, age, ethnicity, cultural, religious, psychological, physical, territorial, economic and social) according to a multidisciplinary, interdisciplinary and transdisciplinary approach, so as to have a common general framework of preparation that will then allow them to approach the different curricular paths with the appropriate foundations. Consistent with industrial participation in the partnership, the training activities will also be projected with a view to



research oriented and aimed at applied research aimed at solving problems and ensuring the concrete enhancement of diversity. Turning to an analysis of the main educational objectives of the curricula into which the Course will be divided, it is pointed out that they will address the theme of diversity, equity and inclusion from a psycho-pedagogical, architectural-engineering and economic-managerial perspective. The course planned for the curriculum called "Education and psycho-social well-being" focuses on the development, study and analysis of inclusive education to promote diversity, provide equal opportunities, considering peculiarities and differences, in order to take actions that create a learning and working environment that is truly inclusive and barrier-free. A special focus will be devoted to the study of the psychic functioning of the individual and his or her interpersonal relationships in different life contexts, according to the differential and cultural psychology approach. Finally, it is intended to promote a public health and social epidemiology approach to the analysis of the social distribution of health and illness at the population level. The educational objective of the curriculum called "Circular and Inclusive Urban Planning and Design" is to equip the Ph.D. with the theoretical and practical tools necessary for knowledge of the study of the city as a changing "complex system" where new uncertainties, imbalances, conflicts, diversity and marginality between current and future generations are emerging. Integrated and evolutionary planning and design, based on ecological economics, becomes the key component of the transition to sustainable and humane development of urban settlements. In this context, cultural and landscape heritage is considered as a resource to foster inclusion capable of reducing the phenomena of marginality, in the perspective of circular economy. Finally, the curricular profile called "Ecosystems and Socioeconomic Dynamics for Sustainability and Inclusion" will focus on the theoretical and empirical deepening of elements of organizational behavior, with regard to the theme of diversity and inclusion, both with reference to the determined macro and micro levels. More in detail, the macro aspect will have a perspective, largely of a legal, historical-economic and sociological and international comparative nature, aimed at delving into the origins and functioning of institutional structures that regulate economic life and on the possibility of reducing existing gaps between countries and between different national geographic areas. The micro aspect, on the other hand, will look at corporate organizational behavior, focusing on the dynamics of corporate governance functioning and corporate social responsibility, both internal and external.

EXPECTED OCCUPATIONAL AND PROFESSIONAL OUTLETS:

To understand the employment potential of the Course, it is appropriate to refer to some contextual elements, which can be traced to the growing attention on the issues in which it is focused and the recent evolution of the regulatory framework. Under the first point of view, according to the "Global Parity Alliance: Diversity, Equity and Inclusion Lighthouses 2023" compiled by the World Economic Forum and McKinsey, although efforts geared toward recognizing diversity and ensuring equity and inclusion vary across sectors and geographies, a growing number of managers are recognizing its importance. Indeed, in 2020, financial resources spent by companies on initiatives related to these issues was estimated at \$7.5 billion and is expected to double by 2026. Clearly, the growth described is the result of the need to secure legitimacy and citizenship for companies in an environment of increasing pressures from disparate classes of stakeholders. In addition to the proliferation of opinion groups interested in promoting inclusive logics, there is, in fact, a rapidly growing consumer focus on choosing products and services made by companies that have CSR at the center of their agenda. The relationship with customers does not, however, exhaust the relationship between business and markets when it comes to attention to the issue of diversity. With reference to the sourcing of resources, each



company must, in fact, make sure that its suppliers of materials and services, in a supply chain logic, are equally attentive to these issues, and it will also have to relate to the labor and financial markets. With reference to the former, compliance with the logic of inclusion produces a positive effect both in terms of retention of the best employees and attractiveness of new human resources. With reference to the capital market, whether equity or debt, pursuing equity and inclusion goals enables companies to improve their ESG parameters and thus access financial resources to a greater extent and at a lower cost. Although in 2011, the European Commission argued that CSR was about the give back to community that companies perform beyond their legal obligations, it is abundantly clear how the regulatory framework provides a further acceleration of this, as predicted by the theory of organizational isomorphism. On the topic, it is absolutely relevant, just to stay with recent advances, not only the issuance in May 2021 of the UNI ISO 30415 standard, entitled "Human resource management- Diversity and inclusion," but especially the roadmap for the adoption of the European Parliament's December 14, 2022, directive, known as CSRD. The Enactment of the latter modernizes and strengthens the rules on non-financial information that companies will have to report starting in 2025. This Directive supersedes the previous NFRD and significantly expands the population of companies involved (estimated from the current 11,800 to about 50,000). What has been described will result in a very significant impact in terms of employment for human resources who will specialize in the topics in which the Course is focused and for which training activities will need to be carried out, as well as designing, implementing and reporting on the appropriate activities, as advocated by the World Economic Forum in the document entitled "Future of Jobs Report 2023." In this context, the Course aims to train outgoing profiles that are able to take advantage of the described job opportunities. By way of example only, but certainly not exhaustively, the PhD in Diversity, Equity and Inclusion will be able to find employment, as a public or private employee (including in the third sector) or as a freelancer, as:

- Researcher, in different scientific-disciplinary fields, at universities and research centers
- Expert in public policy and economic planning support of territorial entities and institutions
- Expert in the analysis and design of laws and regulations
- Expert in the analysis of territorial differences- Specialist in the reception and integration of migrants, of inclusivity in general and human rights including in emergency contexts
- Expert in architectural design and inclusive urban planning- Expert in defining strategies for the exploitation of cultural heritage
- Expert in hydrogeological and seismic risk assessment and mitigation of cultural heritage
- Board member and member of CSR committees
- Expert evaluator of social engagement in financial institutions
- Expert in non-financial auditing and reporting
- Specialist in human resource management
- Specialist in special education at all levels of teaching.

COHERENCE WITH THE OBJECTIVES OF THE PNRR:

Diversity, Equity and Inclusion are elements that permeate the NRP absolutely across the Missions in which it is articulated. Already in the foreword to the Plan, it is highlighted how it fits into the broader



Finanziato
dall'Unione europea
NextGenerationEU



Ministero
dell'Università
e della Ricerca



Italiadomani
PIANO NAZIONALE
DIPENDENZA E RESILIENZA

Next Generation EU, which includes investments aimed at accelerating the ecological and digital transition, improving worker training and achieving greater gender, territorial and generational equity. In the definition of the general objectives of the same, reference is found to the theme of inclusion, insofar as the growth process that is intended to be activated should reflect the canons of sustainability and inclusiveness, contributing to the implementation of the European Pillar of Social Rights, in relation to the labor market, health care, protection and social inclusion. In addition, still referring to the first section of the NRP, reference is made to the European Commission's two Country Specific Recommendations (2019 and 2020). The first, in particular, highlighted how Italy should intensify its efforts in terms of the efficiency of the production system, but above all in terms of social equity, particularly through investments aimed at combating undeclared work and ensuring the integration of active labor market and social policies, especially with reference to young people, the most vulnerable groups and women. The transversality of the issues addressed by the Course with respect to the Missions of the NRP is reiterated in the concluding section of the Plan (Macroeconomic Impact Assessment), which contains a focus on Territorial, Gender and Generational Impact. In this regard, the Plan states that aspects regarding gender and generational equity are key objectives of the PNRR and sets out the expected improvement, reiterating how women's empowerment and increasing the employment prospects of young people are common goals of all PNRR Missions. With reference to the specific Missions, it is highlighted that Mission 5, entitled Inclusion and Cohesion, is particularly dedicated to the themes of the Course, in all its three articulations (M5C1: Labor Policies, M5C2: Social Infrastructure, Families, Community and Third Sector, and M5C3: Special Interventions for Territorial Cohesion. The three areas are aimed at ensuring support for women's empowerment as well as combating gender discrimination, but also increasing employment prospects for young people, territorial rebalancing and development of the South and inland areas. On this point, it is pointed out that the PNRR is constructed not only to ensure better opportunities, but to intervene on inequalities. Hence, in fact, the reservation of 40 percent of interventions in favor of Southern Italy. Among the various activities aimed at targeting the aforementioned and other objectives on the theme of inclusion, it is possible to highlight, for example, the willingness to foster female entrepreneurship by establishing the system of gender equality certification and guaranteeing additional funds for the start-up of new women-owned businesses (especially those with a high technological content) or that of focusing, as proof of the transversality of the theme, on recognizing the role of sports as a means of social inclusion and integration. In addition to Mission 5, Mission 1 (Digitalization, Innovation, Competitiveness, Culture and Tourism) also pays special attention to the issues of diversity and inclusion. We refer in particular to M1C3 (Tourism and Culture 4.0), in which explicit reference is made to the desire to harness cultural participation as a lever of social inclusion and regeneration. More specifically, reference is made to the possibility of targeting these goals through the redevelopment of parks and historic buildings and through tourism events to be held even in peripheral areas. In addition, the NRP, mentioning the European Framework for Action on Cultural Heritage, reiterates how one of the objectives is to promote integrated and participatory approaches in order to generate benefits in the four pillars of sustainable development: the economy, cultural diversity, society and the environment. Finally, the PhD Course is also consistent with Mission 2 of the NRP, "Green Revolution and Ecological Transition," insofar as the implementation of the dual digital and environmental transition can foster processes of repositioning economic systems that are functional for increasing processes of social inclusion and equity in access to and use of natural resources.



The topic areas relevant to the writing of the research project under the PhD Program in Equity, diversity and inclusion are as follows:

Subject Area 1 _EQ	Circular and inclusive urban planning and design	Places with fellowship	Places without fellowship
Brief description of educational and research activity	Urban accessibility is one of the keys to social inclusion; the design and planning of cities play a crucial role in determining how we live, move, and interact with our urban environment. One element that deserves special attention is accessibility: it is not just an urban planning concept, but a fundamental requirement for ensuring effective inclusiveness and social equity. The training objective is to provide doctoral students with the theoretical and practical tools needed to conduct research in the field of an ever-evolving "complex system" such as urban planning and design, in which new uncertainties, imbalances, conflicts, diversity and marginality emerge between current and future generations.	8	3
Research activities to be carried out at company/research center	Optional research or educational activities to be agreed with the mentor based on the specific project proposed by the doctoral student.		
Length of stay in the company/research center research/doctoral student (min 6 - max 12)	6/12 months optional		
Research activities to be carried out abroad or at institutions	Optional research or educational activities to be agreed with the mentor based on the specific project proposed by the doctoral student.		
Length of stay (min 6 - max 12 months within the three-year period, including non continuous)	6/12 months optional		
Name of host institution	International research institutes/institutions that have entered into or will enter into the agreement with the PhD course in Equity,		



Finanziato
dall'Unione europea
NextGenerationEU



Ministero
dell'Università
e della Ricerca



Italiadomani
PIANO NAZIONALE
DI RIPRESA E RESILIENZA

	diversity and inclusion.		
--	--------------------------	--	--



Subject Area 2 _EQ	Education and psychosocial well-being	Places with fellowship	Places without fellowship
Brief description of educational and research activity	The course focuses on the development, study and analysis of inclusive education to promote diversity, provide equal opportunities, taking into account peculiarities and differences, in order to take actions that create a truly inclusive and barrier-free learning and working environment. A special focus will be devoted to the study of the individual's psychological functioning and interpersonal relationships in different life contexts, according to the differential and cultural psychology approach. Finally, a public health and social epidemiology approach to the analysis of the social distribution of health and illness at the population level will be promoted.	14	4
Research activities to be carried out at company/research center	Optional research or educational activities to be agreed with the mentor based on the specific project proposed by the doctoral student.		
Length of stay in the company/research center research/doctoral student (min 6 - max 12)	6/12 months optional		
Research activities to be carried out abroad or at institutions	Optional research or educational activities to be agreed with the mentor based on the specific project proposed by the doctoral student.		
Length of stay (min 6 - max 12 months within the three-year period, including non continuous)	6/12 months optional		
Name of host institution	International research institutes/institutions that have entered into or will enter into the agreement with the PhD course in Equity, diversity and inclusion.		



Subject Area 3 _EQ	Inclusive economy	Places with fellowship	Places without fellowship
Brief description of educational and research activity	The course will focus on the theoretical and empirical investigation of the elements of organizational behavior, with reference to the issue of diversity and inclusion, at both macro and micro levels. More specifically, the macro aspect of organizational behavior will have a perspective, to a large extent, of a social-historical nature, aimed at investigating the origins and functioning of the institutional structures that regulate economic life and the possibility of reducing the gaps that exist between countries and between different national geographic areas. The micro aspect, on the other hand, will look at the organizational behavior of businesses, focusing on corporate governance and corporate social responsibility, both internal and external.	8	3
Research activities to be carried out at company/research center	Optional research or educational activities to be agreed with the mentor based on the specific project proposed by the doctoral student.		
Length of stay in the company/research center research/doctoral student (min 6 - max 12)	6/12 months optional		
Research activities to be carried out abroad or at institutions	Optional research or educational activities to be agreed with the mentor based on the specific project proposed by the doctoral student.		
Length of stay (min 6 - max 12 months within the three-year period, including non continuous)	6/12 months optional		
Name of host institution	International research institutes/institutions that have entered into or will enter into the agreement with the PhD course in Equity, diversity and inclusion.		



Finanziato
dall'Unione europea
NextGenerationEU



Ministero
dell'Università
e della Ricerca



Italiadomani
PIANO NAZIONALE
DI RIPRESA E RESILIENZA