

# Building SDG-Focused Staff Development Networks. Collaborative Framework Design

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Interactive session Room: 441, 4th floor  
13/02/2026 time 9:30- 11:00



2026 European Learning & Teaching Forum. Impactful Staff Development for Educational Transformation.

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SAPIENZA  
UNIVERSITÀ DI ROMA



1 No poverty



2 Zero hunger



3 Good health and well-being



4 Quality education



5 Gender equality



6 Clean water and sanitation



7 Affordable and clean energy



8 Decent work and economic growth



9 Industry, innovation and infrastructure



10 Reduced inequalities



11 Sustainable cities and communities



12 Responsible consumption and production



13 Climate action



14 Life below water



15 Life on land



16 Peace, justice and strong institutions



17 Partnerships for the goals



# Faculty Development and Agenda 2030

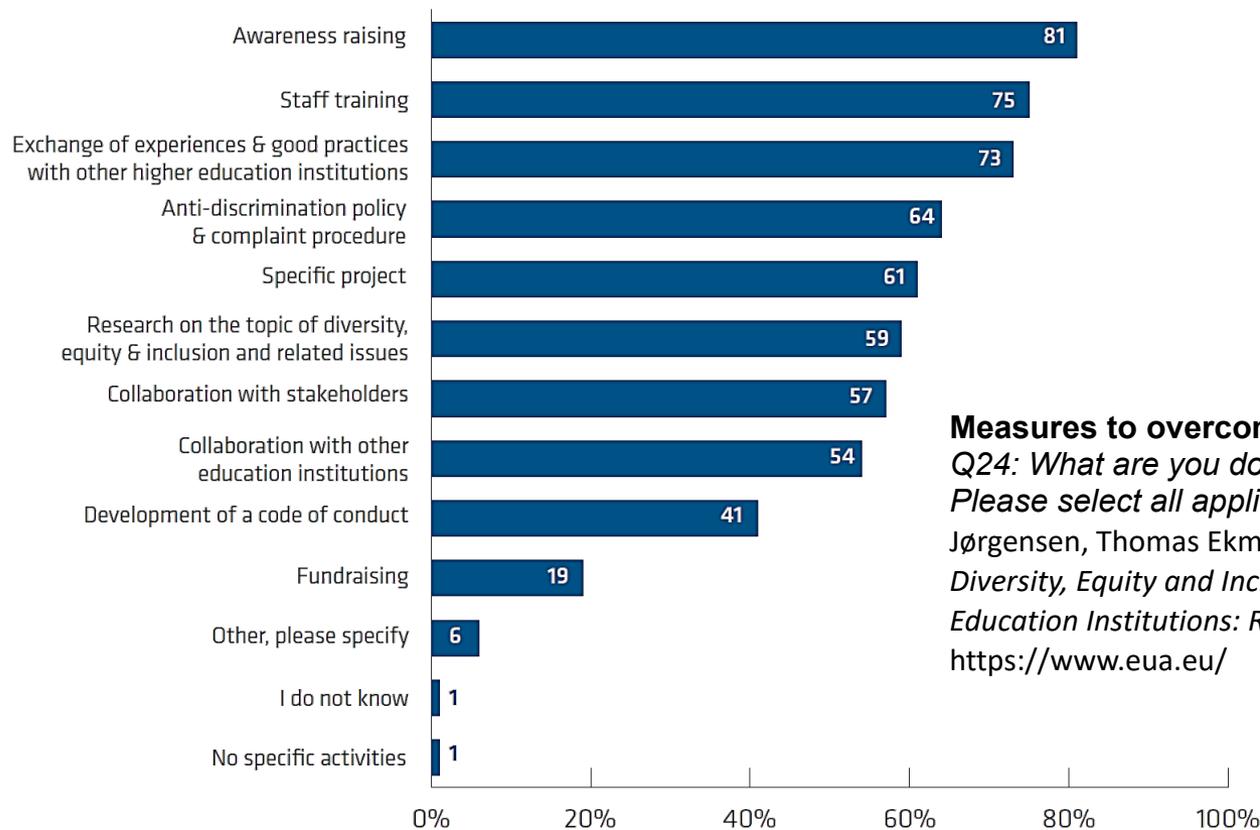
The document *Agenda 2030 and Sustainable Development Goals: A Guide for Universities and Higher Education Institutions*, published in 2021 by SDSN Italy and the Network of Universities for Sustainable Development (RUS), identifies **four main areas** of intervention through which universities can actively contribute to the achievement of the SDGs:

- 1.learning and teaching
- 2.research
- 3.organisational governance, cultural promotion and university activities
- 4.external leadership.



In this perspective, universities can refer to a **five-step process to help them initiate and consolidate their commitment to achieving the Sustainable Development Goals**:

- 1.mapping existing initiatives related to the SDGs
- 2.developing internal skills and strengthening institutional accountability for the 2030 Agenda
- 3.identify priorities, opportunities and critical issues that have not yet been addressed
- 4.integrate the SDGs into university strategies, policies and development plans, ensuring their consistent implementation
- 5.monitor, evaluate and communicate, in a transparent manner, the actions and results related to the SDGs (SDSN Italia & RUS, 2021).



**Measures to overcome barriers**  
 Q24: What are you doing to address those barriers?  
 Please select all applicable. Claeys-Kulik, Anna-Lena; Jørgensen, Thomas Ekman; Stöber, Henriette (2019) — *Diversity, Equity and Inclusion in European Higher Education Institutions: Results from the INVITED project.* <https://www.eua.eu/>

- The EUA document *Diversity, Equity and Inclusion in European Higher Education Institutions. Results from the INVITED project (2019)* highlights the need for **continuous training of both administrative and teaching staff to raise awareness and provide concrete tools and approaches for dealing with diversity.**
- At the same time, it stresses the **importance of promoting dialogue at the system level** between universities, policy makers, funders, public authorities and stakeholder organisations working on behalf of under-represented, disadvantaged and vulnerable groups.



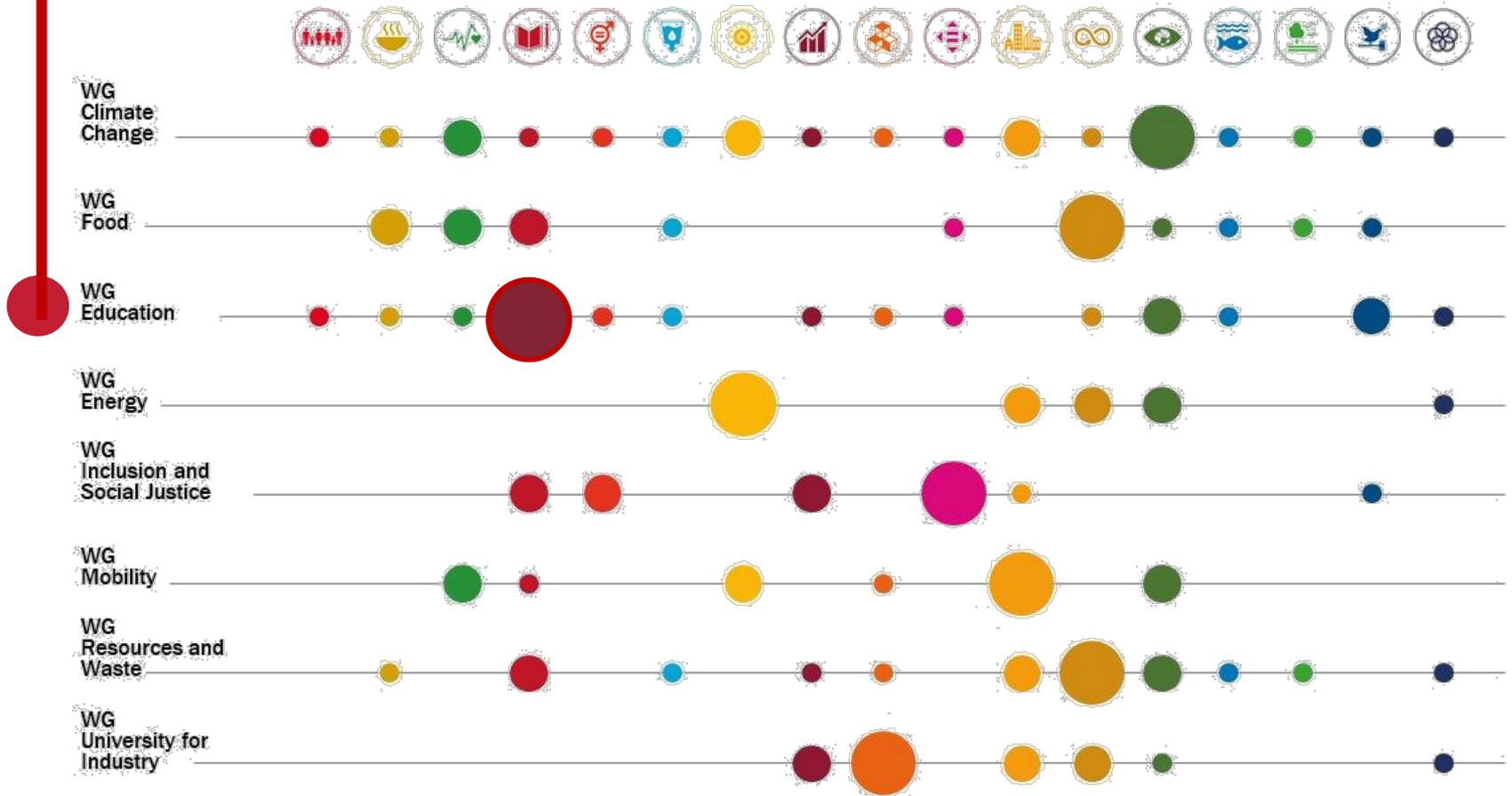
# RUS

## Network of Universities for Sustainable Development (RUS) - 05/02/2025 - 88 Universities including Sapienza University of Rome

Promoted by CRUI since 2016, [RUS](#) is the first national network coordinating Italian universities committed to environmental sustainability and social responsibility, aiming to promote a culture of sustainability, enhance the impact of university actions, contribute to the SDGs, and strengthen the international value of the Italian experience

- Harmonise university sustainability activities through shared frameworks, metrics, and continuous monitoring
- Share, adapt, and promote national and international best practices, strengthening representation in rankings and SDG initiatives
- Develop and support joint projects and network-wide initiatives in education, skills, and university management
- Promote multidisciplinary approaches in academic programs to foster a culture of sustainable development among students
- Provide training and continuous professional development on sustainability for university staff and educators
- Organise awareness and communication campaigns to engage stakeholders at local, national, and international levels
- Strengthen collaboration with public institutions and public/private organisations in support of the University's Third Mission
- Prepare documents and position papers on sustainability-related topics when requested by institutional bodies.

The **RUS Education Working Group** promotes sustainability education by sharing the **Zero Lesson on Sustainability**. It is a transdisciplinary introductory course that builds basic knowledge and soft skills, preparing students and PhD candidates to become responsible professionals and active citizens.





### **Strategic vision and governance**

- Structural integration of sustainability into the University's strategy
- Systematic publication of documentation with a view to transparency and accountability (e.g. 2023 Social Sustainability Report compliant with the RUS-GBS Standard)
- Participation in the Times Higher Education Impact Rankings

### **Operational management of the campus**

- Policies to reduce internal environmental impact: actions on energy, waste, mobility and infrastructure

### **Research, teaching and training**

- Sustainability as a cross-cutting dimension in research and education
- Integration of the 17 SDGs into research projects and teaching activities
- Presence of dedicated research centres and inter-faculty training programmes, including the European CIVIS Master's degree

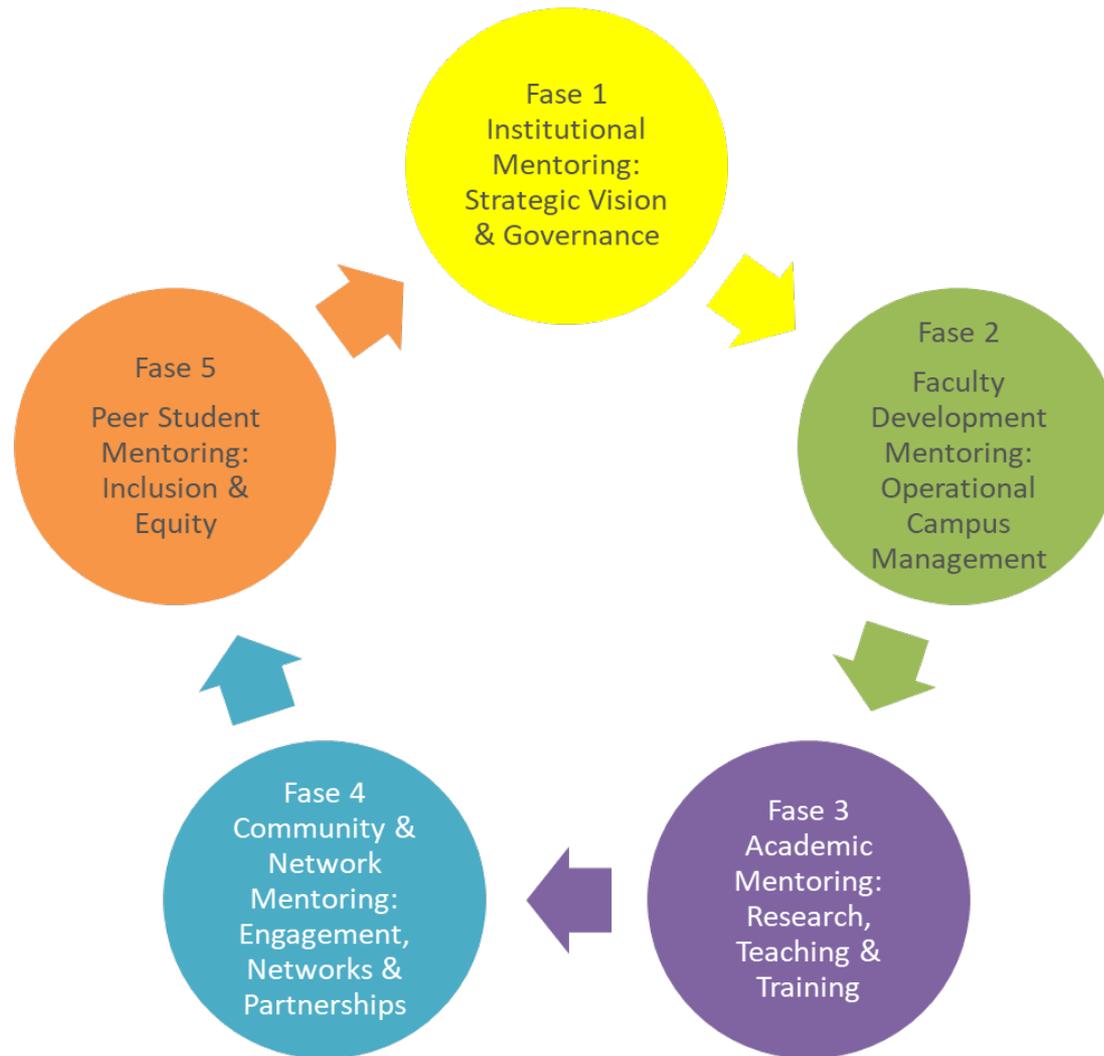
### **Engagement, networks and partnerships**

- Awareness-raising activities on inclusion, gender equality, legality, climate and urban sustainability
- Participation in the RUS – Network of Universities for Sustainable Development
- Adoption of the “Sapienza Policy for Sustainability” (2023) with ESG criteria for partnerships
- Involvement in PNRR projects for ecological and digital transition

### **Inclusion**

- Equity policies in access to studies (exemptions and fee reductions). Structures and working groups on inclusion, diversity and disability
- Adoption of the UDL approach in institutional documents, research and training

# Sapienza Mentoring Cycle: From Faculty Development to Peer Student Mentoring



- **Responding to Sector Change:** Updated to reflect the transition from UKPSF 2011 to PSF2023, with stronger emphasis on inclusivity, digital and AI literacies, and responsible post-pandemic pedagogy.
- **Inclusive & Future-Focused Design:** Addresses AI resilience, internationalisation, and support for disabled learners and staff, aligned with subject benchmarks and HE policy updates.
- **Strategic Alignment:** Closely aligned with the University Strategy 2020–2030, advancing inclusivity, sustainability, flexibility, and global engagement through a 30-credit, accessible framework.
- **Transformative Pedagogies:** Embeds critical, open, creative, and experimental pedagogies, empowering educators to design co-created, problem-solving, and socially responsive curricula.
- **Authentic Assessment:** Portfolio and evidence-based report foreground reflective practice, critical pedagogies, and professional literacies across diverse contexts.
- **Collaboration & Civic Engagement:** Emphasises peer learning, research-based practice, and public engagement, strengthening the civic role of the university.
- **Professional Impact:** Develops educators' capacity to implement inclusive, ethical, evidence-informed teaching aligned with PSF2023 values.

- **SDG 4 – Quality Education**  
Inclusive, accessible curricula; authentic assessment; professional development for educators; critical and creative pedagogies
- **SDG 5 – Gender Equality**  
Equity-informed design; inclusive assessment; widening participation and equality policy alignment
- **SDG 8 – Decent Work & Economic Growth**  
Professional practice enhancement; educator resilience; future-ready digital and AI literacies
- **SDG 9 – Industry, Innovation & Infrastructure**  
Responsible AI use; digital innovation in teaching; experimental and research-based pedagogies
- **SDG 10 – Reduced Inequalities**  
Support for disabled learners and staff; inclusive assessment; internationalisation and flexible learning pathways
- **SDG 11 – Sustainable Communities**  
Civic engagement; public scholarship; collaboration beyond the university
- **SDG 12 – Responsible Consumption & Production.** Open, critical, and sustainable pedagogical practices; reflective use of digital technologies
- **SDG 16 – Peace, Justice & Strong Institutions**  
Ethical, evidence-informed practice; policy-aligned assessment; professional values
- **SDG 17 – Partnerships for the Goals**  
Collaboration, peer learning, co-creation, and knowledge exchange within and beyond HE



# Faculty Development and Agenda 2030

## Universidad de Nuevo León, Spain

- **Strategic Vision and Governance.** Accountability and transparency. Public and up-to-date information <https://transparencia.unileon.es/>
- **Operational Management of the Campus**  
Policies to reduce the University's internal environmental impact. Dedicated Sustainability Office <https://servicios.unileon.es/oficina-verde/>
- **Research, Teaching and Training**  
Sustainability as a cross-cutting dimension in research and education.  
Integration of the 17 SDGs into the ULe strategy <https://ods.unileon.es/>  
Dedicated research groups focused on sustainability and equity
- **Engagement, Networks and Partnerships**  
Member of the EURECA-PRO Alliance. EURECA-PRO addresses societal and environmental challenges by promoting responsible consumption (SDG 12) and strengthening quality higher education (SDG 4). <https://www.eurecapro.eu/>
- **Inclusion**  
Dedicated support service for people with disabilities or specific needs <https://servicios.unileon.es/servicio-de-apoyo-a-personas-con-discapacidad-o-necesidades-especificas/>  
Office for Inclusion, Equality and Social Action <https://servicios.unileon.es/area-de-inclusion-igualdad-y-accion-social/>  
Equity policies in access to higher education, including University of León–funded scholarships to compensate for limited financial resources <https://www.unileon.es/estudiantes/futuros-estudiantes/becas-ayudas/becas-generales>

## Faculty development and Agenda 2030 - Prof. Dr. Ann Katherine Isaacs - Former Co-chair, Coordination Group on Global Policy Dialogue, BFUG (Bologna Follow Up Group)

- **Tuning-CALOHEE-CALOHEX** - CALOHEE *Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe* is a project supported by the European Commission and co-funded by the Erasmus+ Programme of the European Union.
- CALOHEE 's contribution to sustainability and high quality education is based on five dimensions:
  1. Constructive engagement with people from different backgrounds and identities
  2. Communication and information processes
  3. Governance and decision-making processes
  4. Ethics, norms, values and professional standards
  5. Impact of climate change on societies

To develop frameworks for each of the five dimensions or topics, working groups were set up.

<https://www.calohee.eu/wp-content/uploads/2024/05/Tuning-CALOHEE-Framework-Descriptors-Civic-Social-and-Cultural-Engagement-2024-fin.pdf>

- The Tuning CALOHEE II project (Wagenaar, 2024) developed a framework for the inclusion of green skills in different subject areas and defined specific descriptors relating to civic, social and cultural engagement, such as:
  1. valuing the involvement of people with different identities and backgrounds through an approach based on openness and respect
  2. promoting constructive interaction and transformative collaboration between people with different identities and backgrounds
  3. supporting ongoing processes of intercultural competence development

Wagenaar, R. (2024). *Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe - Phase 2 (CALOHEE2) and Extension (CalohEx)*. Tuning-CALOHEE Framework descriptors for civic, social and cultural engagement. Tuning-CALOHEE. <https://www.unica-network.eu/projects/calohee-ii/>.



## Workshop

There is a critical need for universities to share resources and expertise while scaling up their response to the UN 2030 Agenda. As such, this interactive workshop will transform participants into active architects of cross-institutional collaboration for SDG-integrated staff development. Rather than listening to presentations, **participants will work in small groups to co-design practical frameworks for partnering with other universities on sustainability-focused faculty development programmes.**

Alessandra, Elisabetta, Francesca, and Ilaria will circulate among working groups, providing on-demand expertise from their institutional experiences.

The workshop will explicitly focus on transferable outcomes, ensuring that collaboration frameworks can be adapted to different institutional realities. A brief evaluation will capture participant feedback and inform a follow-up online meeting within three months, reinforcing the continuity and impact of the initiative. Through structured group work and peer-to-peer learning, attendees, will create sustainable networks that extend beyond the Forum, maximising both impact and efficiency in staff development transformation. Participants will leave with concrete collaboration agreements, identified partner institutions and actionable implementation plans.

*Elisabetta Corsi  
Alessandra Natalini  
Ilaria Bortolotti  
Francesca Giofrè  
Sapienza University of  
Rome, Italy*



## Roadmap & Instructions

### 1. Group Formation (10 min)

- 5-6 participants per table.
- **Rule:** Mix different institutions and countries!

### 2. Workflow (70 min)

- **Step 1. Map Needs.** Identify gaps in your current SDG initiatives.
- **Step 2. Identify Opportunities:** What can we build together that we cannot build alone?
- **Step 3. Framework Design:** Define resources, timeline, and governance.
- **Step 4. Agreements:** Draft the partnership commitments.

### 3. Resources

- **Tool:** Use the *Collaboration Canvas* template regarding specific SDG initiatives.
- **Support:** Workshop coordinators are available *on-demand* at your table.

### 4. Follow-up

- Upload discussion results on Google Drive
- Brief online meeting in 3 months to share progress.

