

LEARNING & TEACHING PAPER #25

Exploring strategies for institutions to leverage the Scholarship of Teaching and Learning

Thematic Peer Group Report

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April 2025



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Introduction

Ensuring the quality of educational provision has become challenging for universities, which are navigating increasingly disruptive landscapes, with technological advancements, demographic shifts and political crises. This adds to the pressure from a growing number of stakeholders urging higher education to prepare graduates for a future defined by economic, social and environmental challenges. The European University Association (EUA) chose to explore ways to help students, staff and institutions become resilient participants in constantly evolving environments, including evidence-based approaches to the evaluation of the fitness-for-purpose of learning and teaching. As a result, one of the three 2024 Thematic Peer Groups (hereafter “the group”) focused on strategies for institutions to leverage the Scholarship of Teaching and Learning (SoTL).

SoTL provides an approach to mobilising and capitalising on the expertise, competence and professional norms and core values of scholars for the enterprise of teaching and for the benefit of learning. It combines the rigour of scientific approaches and peer review with the practical relevance of insights gained from within and for the context in which learning and teaching takes place. It promotes ownership and agency for both academic teachers and students. In addition, it is sustainable, insofar as it establishes lasting procedural and learning skills among instructors, while being at the same time easily documentable and thereby accessible to peers, and available for organisational development. This helps institutions to justify the respective investments and meet accountability requirements. The essence of SoTL, then, is to confer value upon individual development towards academic teachership, and to reinforce the quality of educational provision at all levels of higher education.

The group was composed of representatives of nine EUA member universities, covering a diversity of institutional profiles (see Annex). Over the course of three day-long meetings, the group identified common challenges characterising the implementation of SoTL, drafted suggestions based on successful practices and approaches, and discussed examples of institutional policies in support of SoTL initiatives. This report represents the outcomes of the group’s work. Furthermore, the report proposes a definition of SoTL formulated by a task group of four members and approved by the whole group. It is hoped that these reflections may provide inspiration for institutions across the European Higher Education Area.

Context and definition of SoTL

I. OVERVIEW OF MEMBERS

The members of the group represented a variety of disciplines and institutional roles, including educational developers, teachers, directors of learning and teaching services, international liaison officers, academic leaders and students. Although almost all the institutions to which the group members belonged have at least five years of experience with SoTL, there are remarkable differences in institutional approaches, as the examples of good practices in this report demonstrate. There are cases in which SoTL requirements are nationally and institutionally mandated to be considered for career progression. While some institutions provide individual faculties with the necessary support (e.g. Uppsala University, University of Tartu), in other cases educational developers integrate SoTL into their training initiatives to help faculties enhance and evaluate their teaching practices, often without formal recognition from the universities themselves (e.g. Comenius University Bratislava, University of Vienna). The different institutions adopt different approaches to evidence collection activities, which are carried out at different levels including at course, programme, department or faculty and institutional level. The kind of evidence collected also varies, from teachers' performance assessment by students (collected at all institutions) to teachers' performance assessment by peers (used in only two institutions).

All these differences did not seem to have any major impact on the process of identification of challenges and potential responses, but they did contribute to generating the varying interpretations of SoTL that emerged during the initial stages of the work. It was thus decided to draft a definition of SoTL that everyone could agree upon to facilitate not only the work of the group, but also the dissemination of its results and the applicability of its recommendations. A small task group consisting of Esin Caglayan, Philippe Emplit, Eva Erber, Mari Karm and Jan Zutavern was formed to draft the definition.

II. DEFINITION OF SOTL

SoTL is a practice for educators to adopt a research-oriented attitude with respect to their own teaching. It is an established approach that is sometimes also associated with “academic teaching” or “scholarly teaching”.¹ SoTL is a systematic scholarly inquiry into teaching, aimed at understanding and enhancing student learning.² It generally draws on case studies, situating it within the realm of action-based or design-based research.³ Through this applied approach, SoTL is inherently rooted in specific teaching contexts that are shaped by pedagogical, disciplinary, institutional and national aspects.

1 Groccia, J.E., 2023, 'The similarities and differences between scholarly teaching and the scholarship of teaching and learning', *Eesti Haridusteaduste Ajakiri. Estonian Journal of Education*, 11(2), pp. 6–22; Potter, M.K., & Kustra, E., 2011, 'The relationship between scholarly teaching and SoTL: Models, distinctions, and clarifications', *International Journal for the Scholarship of Teaching and Learning*, 5(1), pp. 1–18.

2 Felten, P., 2013, 'Principles of good practice in SoTL', *Teaching and Learning Inquiry*, 1(1), pp. 121–5; Geertsema, J., 2016, 'Academic development, SoTL and educational research', *International Journal for Academic Development*, 21(2), pp. 122–34.

3 Hubball, H., & Clarke, A., 2010, 'Diverse Methodological Approaches and Considerations for SoTL in Higher Education', *The Canadian Journal for the Scholarship of Teaching and Learning*, 1(1).

SoTL activities strive to improve teaching by being practical and relevant to the everyday work of educators, ensuring that the insights gained can be applied in the learning and teaching process. The aim is not only to generate knowledge but also to ensure that this knowledge is effectively applied in educational settings to enhance learning and teaching outcomes.

Students are integral to the process, and their involvement can range from being counsellors or co-creators up to active research partners of the teaching staff, depending on the scope of the inquiry.⁴

At the core of SoTL is the rigorous collection and analysis of evidence, which informs educators' decision making and supports claims about student learning. This methodological rigour is essential for ensuring the credibility and reliability of research findings, both for students and for peers.

Beyond its focus on student learning, SoTL encourages continuous reflection and holistic professional development, fostering a complementarity between research and teaching.⁵ By examining teaching practices and their impact on student learning, educators can refine their methods and become more effective in the classroom. This iterative process involves ongoing inquiry, evidence collection and analysis, leading to continuous enhancement.

For a SoTL activity to be meaningful, all stakeholders involved must be aware of its existence and primary goals. The outcomes of SoTL should be clear and scientifically accessible to peers. Findings, whether positive or negative, should be shared through dissemination, peer communication or publication, to inform and reach a wider audience beyond the classroom or immediate colleagues. This approach ensures that the knowledge gained by an individual educator through SoTL contributes to the wider educational community and has a lasting impact on teaching practices.

4 Bovill, C., Cook-Sather, A., Felten, P., Millard, L., & Moore-Cherry, N., 2016, 'Addressing potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norm and ensuring inclusivity in student-staff partnerships', *Higher Education, The International Journal of Higher Education Research*, 71(2), pp. 195–208; Gansemer-Topf, A.M., McCloud, L., & Braxton, J.M., 2024, 'Defining the scholarship of teaching and learning (SoTL)', *New Directions for Student Services*, (185), pp. 9–17.

5 "Professional development is a gradual process of acquiring and transforming skills and identity components, progressively leading individuals and communities to improve, enrich, and update their practice, to act effectively and efficiently in the various professional roles and responsibilities they are entrusted with, to reach a new level of understanding of their work, and to feel comfortable in it" (Mukamurera, J., 2014, 'Le développement professionnel et la persévérance en enseignement: éclairage théorique et état des lieux', p. 12, in Portelance, L., Martineau, S., & Mukamurera, J. (Eds.), *Développement et persévérance professionnels dans l'enseignement. Oui, mais comment?* (Québec, Presses de l'Université du Québec)).

Challenges

The group identified three main challenges that institutions often face in leveraging SoTL.

Challenge #1

Developing an effective approach to the implementation of SoTL.

Different factors may obstruct the efficient and institution-wide implementation of SoTL. First, the lack of a common understanding of SoTL across stakeholders and disciplines prevents the development of a coherent approach throughout the institution and often results in SoTL being implemented on a project basis. In this case, approaches to SoTL are implemented on a small scale and in a scattered way. Second, the uneven engagement of various institutional actors in SoTL creates ambiguity regarding the roles of institutional leadership, learning and teaching centres, academic staff and students. This complicates the critical decision-making process regarding whether to adopt a top-down approach, a bottom-up strategy or a blended model that integrates elements of both. The lack of clarity and coordination can hinder the ability to effectively align these approaches with institutional goals, making it challenging to foster meaningful and sustainable engagement in SoTL initiatives.

Challenge #2

Ensuring the sustainability of SoTL initiatives.

Since SoTL emphasises self-study and self-reflection, it serves as a dynamic tool for continuous improvement in teaching practices, thus fostering a quality culture rather than being merely an end goal. Creating and nurturing a cultural foundation to support SoTL is a critical and multifaceted process as it requires sustained effort and the active involvement of all stakeholder groups across different levels of the academic community. However, institutional leadership often demonstrates limited interest in or awareness of SoTL, which undermines its prioritisation at the organisational level. Simultaneously, academic and teaching staff, along with students, frequently lack sufficient incentives to participate in SoTL initiatives, further hindering its integration into institutional practices and culture. Finally, the abovementioned tendency to implement SoTL on a project basis often implies a short-term approach.

Challenge #3

Ensuring support for all academics and teaching staff members to engage in SoTL.

Academics and teaching staff who are motivated to engage with SoTL often face several barriers, including a lack of the requisite knowledge and skills to effectively implement it. They may find it challenging to familiarise themselves with the evidence-based research methodologies used in SoTL, as these approaches can differ significantly from those typical used in their own discipline (for example, quantitative evidence may be uncommon in the humanities, while qualitative data may be less familiar in the natural sciences).

To address these gaps, educators require targeted training, support from educational developers, or guidance from experienced peers through mentoring programmes. Unfortunately, such resources are rarely made available at the institutional level, leaving many educators without the tools and/or confidence needed to pursue SoTL practices. Furthermore, the institutional workload model does not account for the time required to participate in SoTL-related training or activities, making it even more challenging for educators to prioritise such efforts amid competing demands. Finally, educators are given minimal encouragement to view SoTL as a potential pathway for career development, largely due to the absence of formal recognition or incentives within institutional frameworks.

Recommendations

Building on the discussions surrounding these challenges, five broad recommendations are proposed for institutions to consider when shaping their approaches to SoTL. These recommendations serve as guiding principles for institutions to adapt based on their unique contexts. Each institution is responsible for determining the appropriate structures and levels for implementation. The recommendations are:

Recommendation #1

Enhance SoTL initiatives through systematic integration in pedagogical training, sustained support, and adaptation of the workload.

SoTL initiatives can be expanded by embedding them into regular teacher training programmes, starting from the early stages of academic careers, including training for doctoral candidates. This integration ensures that educators are equipped with SoTL principles and practices from the beginning, fostering a strong foundation for their professional development. It is also important to provide comprehensive and continuous support for teachers throughout their careers to nurture sustained engagement with SoTL.

To guide this process effectively, institutions should develop a structured SoTL framework that tracks and evaluates its progression at different stages of an academic career. This long-term, developmental approach ensures that educators' teaching practices evolve in alignment with the latest pedagogical research and strategies. Furthermore, acknowledging and accommodating the varying workloads of educators and recognising the demands of teaching, research and service allows for the development of flexible SoTL training programmes that respect time constraints while fostering meaningful engagement.

Learning and teaching centres may play a crucial role in driving these efforts by initiating, facilitating and supporting SoTL programmes. They can empower educators to incorporate SoTL into their teaching practices by identifying funding opportunities, organising workshops and peer mentorship, recommending appropriate resources to enhance SoTL literacy, and identifying avenues for dissemination.

Recommendation #2

Tailor SoTL training through cooperation and communities of practice.

Institutions may foster cooperation among educators to enhance the effectiveness of SoTL training. In a professional environment where many academics report little exchange about their teaching practices, communities of practice can be central to strengthening a reflexive and cooperative approach to learning and teaching in higher education.⁶ Members of such communities share a common concern, can benefit from each other's experiences and data analyses, and may develop innovative ideas for future teaching approaches. SoTL communities of practice can benefit from cross-disciplinary perspectives and learning about differences in learning and teaching cultures. This process may help educators to identify potential changes to their own practices while adopting

6 Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity* (Cambridge, Cambridge University Press).

a shared methodological approach to SoTL.⁷ Alternatively, SoTL communities of practice may be organised into discipline-specific teams and allow for more context-awareness. By addressing disciplinary differences, SoTL training programmes and activities can provide relevant examples, tools and strategies that resonate with educators from specific fields. These programmes also accommodate varying levels of familiarity with SoTL concepts among participants.

Recommendation #3

Engage students in SoTL.

Implementing personalised communication strategies, providing opportunities for extra credit and offering diverse forms of incentives are impactful approaches to enhancing student engagement in SoTL initiatives. Tailored communication ensures that messages resonate with individual students' interests and learning goals, fostering a deeper connection with the material.

Additionally, offering extra credits can serve as a motivational tool, encouraging active participation and commitment to SoTL initiatives. Complementing these efforts with various rewards, such as recognition in class, digital badges or tangible incentives, can further cultivate a sense of partnership, achievement and involvement in SoTL.

Combined, these strategies can create a supportive and stimulating educational environment for SoTL, promoting sustained student engagement and a commitment to academic growth.

Recommendation #4

Demonstrate the value of SoTL initiatives through evidence, data analysis and leadership support.

Collecting and producing robust evidence to demonstrate the value of SoTL initiatives is crucial for ensuring quality and accountability within educational institutions. Such evidence not only validates the worth of SoTL activities but also helps to justify their integration into teaching practices and institutional policies. A key aspect of this process involves comprehensive data collection, statistical and qualitative analysis, and interpretation. Rigorous data analysis enables educators and administrators to identify patterns, assess outcomes and draw meaningful conclusions about the impact of SoTL on student learning and teaching practices. By leveraging qualitative and quantitative data, educators can build a compelling case for the benefits of SoTL, thus fostering a culture of evidence-based decision making. Leadership's appreciation and acknowledgment of these efforts are critical. Institutional leaders play a vital role in championing SoTL by recognising its contributions to teaching excellence and supporting educators engaged in these activities. Visible endorsement from leadership not only increases the reputation of SoTL but also motivates faculty participation and commitment, thus driving long-term improvements in educational practices and outcomes. By creating a cycle of evidence generation, thoughtful analysis and leadership support, institutions can firmly establish the significance of SoTL initiatives and their transformative potential in higher education.

Recommendation #5

Encourage SoTL dissemination.

As sharing outcomes is one of the central pillars of SoTL activity, higher education institutions should foster a culture where learning and teaching practices are no longer confined to the professional privacy of individual educators but become part of an institutional identification of and reflection on professional teaching.

⁷ One well-known approach to putting the interdisciplinary character of teams to use is described in Pace, D., & Middendorf, J., 2004 (Eds.), 'Decoding the disciplines: helping students learn disciplinary ways of thinking', *New Directions for Teaching and Learning*, 98, Summer 2004, pp. 1-12.

As illustrated in Figure 1, this cultural shift begins with reflexive educators “opening up” their classrooms and sharing their previously private learning and teaching practices with colleagues. The next step involves fostering enhanced academic teachership (and becoming a “SoTLer”) by conducting transformative learning and teaching projects informed by discussions with a wider circle of peers. The outcomes of these projects should then be disseminated either orally or in writing at a local and/or national level. In a final stage, an educator may achieve recognition as an expert in educational science. This is attained not only by adopting a scholarly attitude towards learning and teaching practices but also by disseminating findings internationally. This might include publishing articles in peer-reviewed academic journals or presenting at conferences dedicated to pedagogy and didactics. While researchers in educational science may focus on explanatory theories and models to contribute to academic literature, those engaged in SoTL tend to concentrate on action theories, with the primary aim of improving student learning by applying models and techniques used in context at a local level.⁸

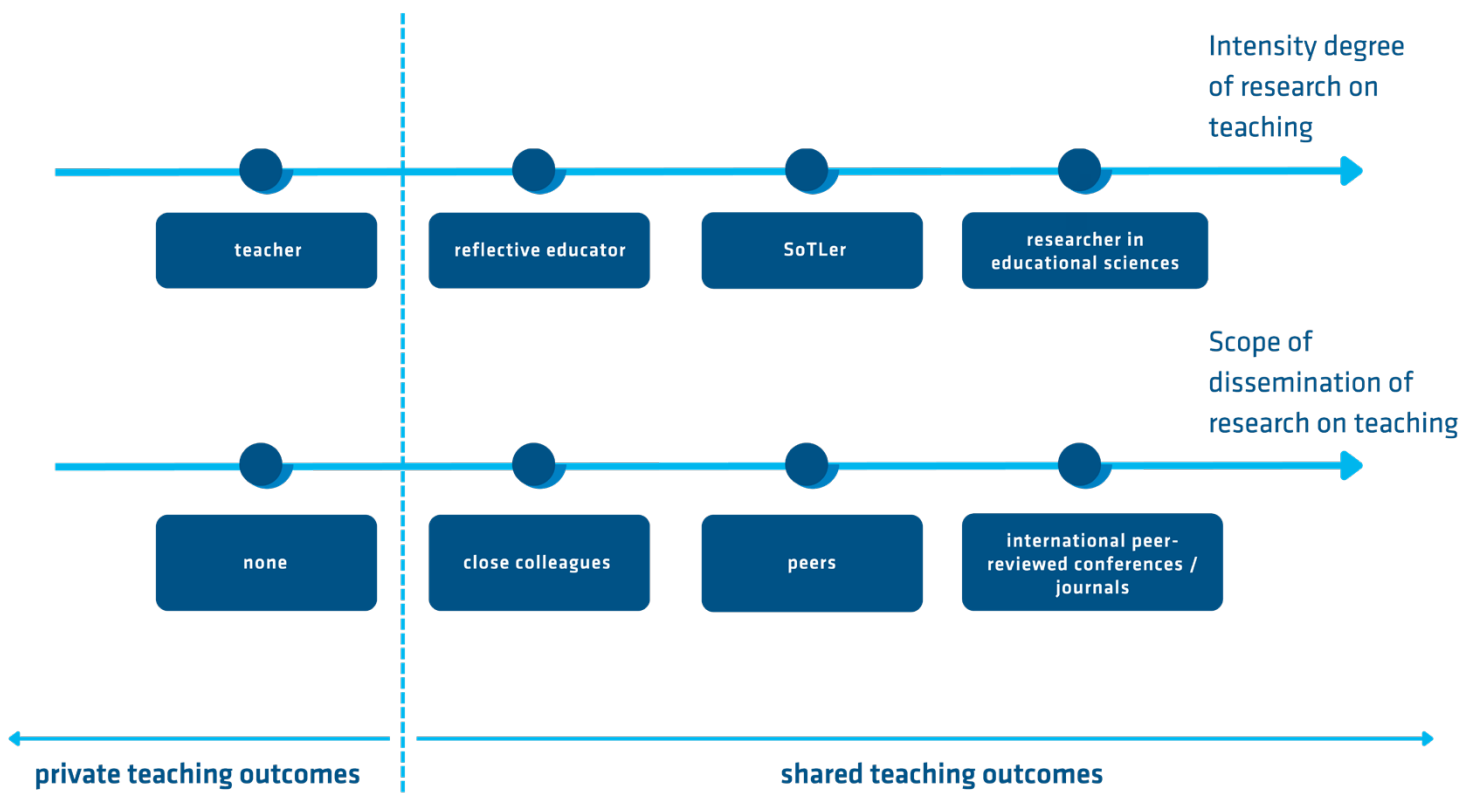


Figure 1. Dissemination of teaching and learning practices - Degree of instructor reflexivity on teaching and learning practices (upper scale) and corresponding dissemination scope (lower scale)⁹

For institutions launching a SoTL policy from scratch, greater return on investment, such as improved teaching and enhanced learning, can be achieved if universities initially focus on fostering reflexive teaching. This should precede large-scale efforts to systematically encourage academic staff to develop time- and resource-intensive SoTL projects.¹⁰

⁸ Larsson, M., Mårtensson, K., Price, L., & Roxå, T., 2020, 'Constructive friction? Charting the relation between educational research and the Scholarship of Teaching and Learning', *Teaching & Learning Inquiry*, 8(1), pp. 61–75.

⁹ Inspired by Bédard, D., 2014, 'Être enseignant ou devenir enseignant dans le supérieur: telle est la question... de posture!', in Lameul, G., & Loisy, C. (Eds.), *La pédagogie universitaire à l'heure du numérique - Questionnement et éclairage de la recherche*. (De Boeck Supérieur), pp. 97–109.

¹⁰ Grocchia, J.E., 2023, 'The similarities and differences between scholarly teaching and the scholarship of teaching and learning', *Eesti Haridusteaduste Ajakiri. Estonian Journal of Education*, 11(2), pp. 6–22.

Examples of good practices

➤ ADVANCING PEDAGOGICAL INNOVATION: UTAD AND THE INOV-NORTE CONSORTIUM

Universidade de Trás-os-Montes e Alto Douro (UTAD) in Portugal is part of the recently created Center of Excellence for Pedagogical Innovation INOV-NORTE. This is a consortium of six higher education institutions funded by the Portuguese government whose important goals include the improvement of learning and teaching through testing, promoting and disseminating evidence-based approaches to pedagogical practice. Another important aspect that also relates to SoTL is the focus on the evaluation of all the activities developed within the consortium and their dissemination. One example is the mapping of current pedagogical practices in the six institutions. A survey was developed and applied recently to understand current pedagogical practices and to identify professional development opportunities.

➤ INNOVATIVE TEACHING AT COMENIUS UNIVERSITY: A SOTL-DRIVEN APPROACH

The Centre for Scholarship and Teaching (CPP) at Comenius University Bratislava in Slovakia offers a course on Innovative Teaching to Foster Good Practices to academic staff and doctoral students. This one-year course had been designed and trialled via an international project and was subsequently adopted as a regular course. The course promotes learner-centred and active learning teaching methods. Participants, guided by a coach, learn and apply these methods to innovate their own teaching practices and measure the impact of the innovations on students learning in a SoTL study. Assignments also include an innovation and SoTL proposal questionnaire, lesson plans, classroom observation and written research design. The course concludes with a conference where all participants present their SoTL studies. The best papers are presented at international conferences, made available online or further developed for publication.

➤ SOTL-FOCUSED PROFESSIONAL DEVELOPMENT AT IZMIR UNIVERSITY

Izmir University of Economics in Türkiye has started implementing a professional development course specifically designed to encourage faculties to engage in research as part of SoTL. The process begins with identifying an area of interest in the teaching practice, then choosing appropriate data collection methods, such as student interviews, surveys or observations. Teachers analyse the data qualitatively to identify patterns and themes, and reflect on how these findings inform their teaching practice. The course envisages the development of a research report, which includes an introduction, literature review and analysis. This reflective, data-driven approach aims to empower instructors to not only improve their teaching methods but also contribute to institutional knowledge about effective pedagogies.

➤ SOTL GRANTS AT THE UNIVERSITY OF TARTU: SUPPORTING SCHOLARLY TEACHING

The University of Tartu in Estonia has implemented a comprehensive SoTL initiative in the form of a SoTL grant. The initiative, funded entirely by the university, provides resources such as travel allowances for international conferences and collaborative development activities, either for individuals or groups, allowing interdisciplinary teams or subject-specific groups to implement larger-scale initiatives. Grant recipients present their findings at the annual Teaching and Learning Conference at the university, ensuring knowledge dissemination and peer learning. This initiative demonstrates the university's commitment to sustainable and impactful SoTL practices through consistent administrative support, academic developer assistance and an annual platform for scholarly exchange.

➤ ULB'S COMMITMENT TO SOTL: SUPPORTING TEACHING EXCELLENCE

The Université libre de Bruxelles (ULB) in Belgium actively supports SoTL. In line with its Pedagogical Charter, ULB provides robust support systems for its teaching staff, including access to centralised and faculty-based pedagogical training, funding for innovative teaching initiatives, and opportunities for professional development throughout careers. ULB places high value on best practices in teaching, ensuring that innovation and excellence are recognised and rewarded. Since 2014, academic career progression at ULB has been based on the evaluation of a portfolio and activity plan, with teaching and research responsibilities assessed equally by peers using seven achievement criteria each. Professional development and reflexivity, both central to SoTL, are among the teaching-related criteria, alongside teaching delivery, team management and programme coordination responsibilities.

➤ WMU'S SOTL INITIATIVE: INTERNATIONAL COLLABORATION FOR EDUCATIONAL EXCELLENCE

Wroclaw Medical University (WMU) in Poland is using national funding to incorporate best practices and involve international experts in planning SoTL training and support activities. The Intensive Internationalisation Plan group (an internal group of WMU experts) received funding to develop best practices for SoTL to align with the changing training of a new generation of medical personnel. The project aims to enhance the quality of education and research through the mobility of WMU employees to increase competencies and create and apply modern teaching techniques as the basis for the quality management system. The project was financed from the European Fund for Social Development 2021–2027.

➤ SOTL AT UPPSALA UNIVERSITY: FOSTERING A NATIONAL TEACHING MINDSET

SoTL is a fundamental mindset not only at Uppsala University in Sweden but also in academic teachership at national level, and this is reflected in the competence guidelines and recommendations formulated by [the Association of Swedish Higher Education Institutions](#). This constitutes the basis for teaching staff competence development support organised within the various higher education institutions. A SoTL-based approach is also the basis of the [definitions of an academic teacher and teachership](#) in a personal and professional development process, often expressed in local policies, such as Uppsala University's [Programme for Teaching and Learning](#). Academic teachers in Uppsala are introduced to the elements and mindset of SoTL through training programmes such as the [Academic Teacher Training Course](#) arranged for all teaching staff. During this five-week training programme, teachers undertake a minor project in which they explore a SoTL-based approach to a learning and teaching phenomenon that they themselves deem relevant for their personal development process. This instils an understanding of the personal as well as the broader organisational benefits, and an awareness of the possibilities that exist in SoTL as a mindset.

➤ SOTL PROJECTS IN TEACHING COMPETENCE PLUS AT THE UNIVERSITY OF VIENNA

At the University of Vienna in Austria, participants of the year-long [Teaching Competence Plus certificate course](#) (15 ECTS credits) finish their training with individual SoTL projects, which are supervised by experts. Since 2016, potential participants are suggested by their faculties. In order to be eligible to join the course, they must have taught at university level for several years and be in at least a post-doc position. In their SoTL projects, the approximately 20 participants, who come from various disciplines, usually do research on one of their courses. Feedback on their work is given by educational developers and the academic supervisors of the course, who are professors in teacher education. The SoTL project is one of the main parts of their year-long course, which also includes group meetings (seminar-style), selected focus workshops on their areas of interest, discussions, peer observations, consultations and feedback sessions. During the project phase, they are given individual feedback and eventually hand in a final written report.

➤ MOTIVATING SOTL ENGAGEMENT AT THE UNIVERSITY OF LUXEMBOURG

A major challenge in embedding SoTL practices within a university's educational culture is motivating staff to engage, especially when participation is voluntary and not recognised within the staff development framework. The University of Luxembourg in Luxembourg is trying to address this challenge by encouraging SoTL projects focused on motivational aspects of professional practice. The approach builds on a generic theoretical framework (Self-Determination Theory) that allows staff to address motivational questions both with respect to their teaching and its impact on student motivation, and with respect to their own professional development, using a single set of tools. The approach is three-tiered, offering an impulse workshop as a low-level entry point as part of a university-wide peer event (Teaching Day), an in-depth seminar and individualised support for staff who subsequently embark on a SoTL project on the topic. The approach offers a tested framework and methodology for instructors to reflect on their motivational influence, promoting autonomy and efficacy among participants, ultimately enhancing their motivation to start and complete their SoTL projects.

Conclusions

In conclusion, the group's work highlights the multifaceted nature of SoTL and its potential to enhance teaching practices and student learning through evidence-based inquiry. Despite varying levels of implementation and understanding across institutions, the collaborative effort to define SoTL provides a shared foundation for addressing its challenges and fostering its adoption. The outlined recommendations – including the development of structured frameworks, discipline-specific approaches, student engagement strategies and leadership support – serve as actionable steps to effectively integrate SoTL in institutional cultures. The support provided by dedicated structures such as learning and teaching services plays an essential role in this process by offering guidance, resources and professional development opportunities that foster the continuous improvement of educational practices. By prioritising these strategies and acknowledging the time required to bring about meaningful change, institutions can cultivate a culture that values and sustains SoTL, ultimately contributing to the ongoing professional development of educators and the continuous improvement of learning outcomes.

Annex

EUA LEARNING & TEACHING THEMATIC PEER GROUPS

As part of its work on learning and teaching, EUA carries out activities with the aim of engaging with university communities in charge of learning and teaching. One of these activities is coordinating the work of a set of Thematic Peer Groups. The groups consist of universities selected through a call for participation to:

- discuss and explore practices and lessons learnt in organising and implementing learning and teaching in European universities;
- contribute to the enhancement of learning and teaching by identifying key considerations or recommendations on the selected theme.

The 2024 Thematic Peer Groups, active from March 2024 to February 2025, invited participating universities to undertake peer learning and exchange of experience, while at the same time they contributed to EUA's policy work as the voice of European universities in policy debates, such as the Bologna Process.

Each group was chaired by one university and supported by a coordinator from the EUA secretariat. Each group had three base meetings, either online or at a member university, to discuss 1) key challenges related to the theme, 2) how to address the challenges through innovative practices and approaches, and 3) what institutional policies and processes support the enhancement in learning and teaching. Outside the three meetings, the groups were free to meet online for shorter meetings or organise their work independently. Members of the groups also attended a final workshop, where they had the opportunity to meet and discuss the outcomes of other groups and address synergies. The workshop was hosted by University College Cork in Ireland on 26 February 2025 and was followed by the 2025 European Learning & Teaching Forum on 27–28 February, where focus groups based on the work of the Thematic Peer Groups were organised to obtain feedback on their results.

Composition of the Thematic Peer Group “Exploring strategies for institutions to leverage the Scholarship of Teaching and Learning”

(starting with the group chair and by alphabetical order of the country name):

- **Université libre de Bruxelles, Belgium**
 - Philippe Emplit (Professor; Chair)
 - Eric Uyttebrouck (Head of the Learning and Teaching Centre)
- **University of Vienna, Austria**
 - Sonja Buchberger (Head of Faculty Development)
 - Eva Erber (Educational Developer)
 - Eric Kunz (Student-Assistant)

- **University of Tartu, Estonia**
 - Mari Karm (Senior Specialist in Academic Development)
 - Jane Klavan (Head of the Learning and Teaching Centre)
- **University of Luxembourg, Luxembourg**
 - Chloé Antunes (student)
 - Cynthia Gautier (student)
 - Catherine Léglu (Vice-Rector for Academic Affairs)
 - Jan Zutavern (Team Leader Education Quality)
- **Wroclaw Medical University, Poland**
 - Marzena Dominiak (Vice-Rector for Strategic Initiatives)
 - Irena Dus-Ilnicka (Rector Proxy for Internationalisation)
 - Agata Strządała (Assistant Professor)
 - Nikola Wardziak (International Relations Expert)
- **Universidade de Tras-os-Montes e Alto Douro (UTAD), Portugal**
 - Carla Amaral (Pro-Rector for Teaching and Quality)
 - José Paulo Cravino (Pro-Rector for Pedagogical Innovation)
- **Comenius University Bratislava, Slovakia**
 - Agnes Simon (Educational Developer)
- **Uppsala University, Sweden**
 - Geir Gunnlaugsson (Educational Developer, Academic Teaching and Learning, Division for Quality Enhancement)
 - Susanne Mirbt (Head of Unit, Academic Teaching and Learning, Division for Quality Enhancement)
- **Izmir University of Economics, Türkiye**
 - Esin Caglayan (Asst. Prof. and Director of Teaching and Learning Center)
- **Group coordinator: Cecilia Biaggi, Policy and Project Officer, EUA**

The European University Association (EUA) is the representative organisation of universities and national rectors' conferences in 49 European countries. EUA plays a crucial role in the Bologna Process and in influencing EU policies on higher education, research and innovation. Thanks to its interaction with a range of other European and international organisations, EUA ensures that the voice of European universities is heard wherever decisions are being taken that will impact their activities.

The Association provides unique expertise in higher education and research as well as a forum for exchange of ideas and good practice among universities. The results of EUA's work are made available to members and stakeholders through conferences, seminars, websites and publications.