



University  
of Glasgow

## EUA Thematic Peer Group

Enhancing Teacher Engagement and Expanding Staff Development Opportunities

**WORLD  
CHANGING  
GLASGOW**

**A WORLD  
TOP 100  
UNIVERSITY**



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## TPG: large and small, technical and general

University of Glasgow

University of Rijeka

University of Graz

Tallin University

HTW Berlin

Jagiellonian University, Krakow

University of Barcelona

NUST Bucharest

Comenius University, Bratislava

Izmir University of Economics





**If teaching is a fundamental aspect of the academic profession, why do academics need to be convinced to continuously seek to innovate and enhance this part of their work, while they require no such convincing with regard to research?**



## First Meeting: Glasgow, May 2025

1. How to achieve a **sustainable cultural change** in higher education towards a **professionalisation of teaching** in academia and an understanding of staff development in teaching as continuous professional development (rather than initial or ad hoc training)?
2. How to balance **top-down and bottom-up approaches** to enhancing engagement and expanding staff development opportunities?
3. How to enhance the **visibility and communication** of the benefits and availability of staff development opportunities?

## Second Meeting: September 2025

Some really great examples and approaches across the colleagues

- train the trainer: cascading the message
- bridge/community building: communities of practice
- competition and awards/rewards: visibility really matters
- courses/ peer observation/ explicit SoTL encouragement: embedding CPD
- study panels for individual departments: learning organizations?
- Persistence – CPD as Business as Usual



## Questions and Insights

- There is a need for clear strategy with leadership and resources
- Sharing and showcasing is important: being visible and building ecosystem/ community
- Top-down or bottom-up? Both are important.
- Getting beyond the usual suspects – mandatory beyond initial/early career stage?
- Staff development as a shared responsibility: working programmatically rather than individually.
- Explicit change management – moving beyond individual engagement to being a learning organization.
- Offering courses or seminars/workshops is important – but not enough.

## Third Meeting: Krakow, November 2025

Three main priorities/pillars

**Recognising** the key role of quality teaching, as well as efforts undertaken to achieve it, and related successes;

career paths; showcasing and celebrating teaching achievements

Supporting **community**-building and peer-exchange in teaching;

mentoring; peer-observation; communities of practice,

**Communicating** positively and purposefully about staff development for teaching.

use of language (*learning*-centred); senior management commitment;



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**Happy to take questions!**

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