



LEARNING & TEACHING PAPER #29

Staff development and transnational collaboration

Thematic Peer Group Report

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Introduction

Transnational collaboration in learning and teaching can take many forms – from joint degree programmes to broader inter-university partnerships – and has become a priority at the European policy level. The 2015 Yerevan¹ and 2018 Paris² ministerial communiqués of the Bologna Process recognised the importance of reinforcing learning and teaching at the policy level. Recent European strategies explicitly underline the importance of higher education institutions engaging in transnational cooperation as a means of boosting quality and competitiveness, and to collectively address global challenges.³ Establishing effective collaboration across borders, however, requires more than just signing agreements; it demands supportive institutional conditions that enable staff to engage in and sustain collaborative initiatives. In this context, staff development is crucial, as well-prepared and motivated staff are key to driving and maintaining transnational educational partnerships.

This report is the result of the work of a Thematic Peer Group (henceforth “the group”, see Appendix for details), which was set up to determine which institutional conditions must be put in place or strengthened so that universities can offer effective staff development for enhancing inter-institutional collaboration across borders, as well as staff development organised in the context of inter-institutional collaboration, such as European Universities alliances. In this report, the term “transnational staff development” is thus used to refer to both angles, as they are closely linked and tend to build on each other in practice. To achieve its goal, the group identified the key factors of transnational staff development and summarised them in a practical framework.

The group also acknowledged key challenges to transnational collaboration from the outset. Institutions often face resource constraints, administrative barriers and misaligned regulations, while individual staff may encounter heavy workloads, insufficient incentives, or a lack of acknowledgement for engaging in international activities.⁴ These challenges provided a backdrop for discussions and emphasised the need for a comprehensive framework that addresses the key factors for reducing such barriers. By focusing on these aspects, universities and the broader academic community can create an environment where transnational collaboration in staff development is not only possible but actively encouraged and rewarded.

1 https://ehea.info/media.ehea.info/file/2015_Yerevan/70/7/YerevanCommuniqueFinal_613707.pdf (accessed 13/01/2026).

2 https://ehea.info/media.ehea.info/file/2018_Paris/77/1/EHEAParis2018_Communique_final_952771.pdf (accessed 13/01/2026).

3 *Communication from the commission to the European parliament, the council, the European economic and social committee and the committee of the regions on a European strategy for universities*, 2022. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52022DC0016> (accessed 13/01/2026). See also Rome Ministerial Communiqué, 2020, Annex III. https://ehea.info/Upload/BFUG_DE_UK_73_9_c_Recommendations_for_Learning_and_Teaching.pdf (accessed 13/01/2026).

4 Cf. O'Mahony et al., 2025, *Staff development in learning and teaching at European universities: Results from the STAFF-DEV focus groups* (Cork, University College Cork). <https://www.eua.eu/publications/reports/staff-development-in-learning-and-teaching-at-european-universities-2.html> (accessed 13/01/2026).

The group was organised in the context of the Erasmus+ co-funded 'Staff development for learning and teaching at European universities' (STAFF-DEV) project,⁵ which analyses how staff development and academic assessment are conducted at European higher education institutions. The project also aims to strengthen institutional capacity and strategies with regard to staff development.

⁵ For more information about the STAFF-DEV project, visit <https://www.eua.eu/our-work/projects/eu-funded-projects/staffdev.html> (accessed 12/11/2025).

Methodology

The group started its work by mapping group members' approaches to staff development and transnational collaboration. It did so by means of a questionnaire with guiding questions, in order to gather data on each institution's practices. The questionnaire covered key aspects of staff development, for example whether participation is voluntary or mandatory, drivers and incentives for staff, available infrastructure and tools, relevant institutional or national regulations, and perceived barriers and enablers both at the institutional and individual level. The guiding questions were informed by existing research and models in the field; in particular, they were aligned with insights from recent work on "Connected Learning Communities: A model for transnational education".⁶ Group members submitted written responses detailing their own institutional contexts and practices, which provided a rich basis for comparative analysis. The group then exchanged experiences based on these inputs, identifying good practices and approaches that appeared to successfully foster staff engagement in development offers and transnational collaboration.

Based on their own experiences, the group members concluded that a complex ecosystem of preconditions, or key factors, needs to be in place in order for an institution to successfully establish transnational staff development. It thus decided to present these key factors in a framework.

The framework is outlined in the following section. It is intended to serve as a practical guide supporting institutions in evaluating which of the factors may require more focused attention when aiming to enhance transnational staff development. The framework is followed by selected examples of practice from group members, which illustrate how its various key factors can be put into action.

⁶ Angouri, J. et al., 2024, 'Connected Learning Communities: A model for transnational education', *Learning and Teaching*, 17(2), 1-26. <https://doi.org/10.3167/latiss.2024.170202> (accessed 13/01/2026).

Framework to support transnational staff development

The group concluded that both tangible factors (e.g. resources) as well as intangible ones (e.g. values) have an impact on the degree to which an institution can successfully implement transnational staff development. This is captured in the framework's two dimensions: 1) the academic and institutional values system, and 2) the policy and resources structure. They are interdependent and of equal importance: an institution's value system will likely have limited effect without adequate policies and resources that turn these values into lived reality, and vice-versa. There thus needs to be a strategic interconnection between these two dimensions at institutional level.

Each dimension contains three key factors, which the group considers to be crucial preconditions for transnational staff development. In essence, institutions need to foster an academic and institutional values system that prioritises teaching, professional development and internationalisation, and underpin it with a solid policy and resource structure that provides funding, personnel, and external support. Notably, participants in a 2025 EUA masterclass on "Transitions and transformations in staff development for learning and teaching"⁷ at University College Cork (Ireland) came to a similar conclusion: an effective approach to staff development combines both structural support and cultural change. The fact that both the group and masterclass reached this conclusion separately highlights the importance of this interconnection.

Finally, to truly have an impact in an international environment, institutions' approach to these factors should be aligned with local, European and global standards for teaching excellence.

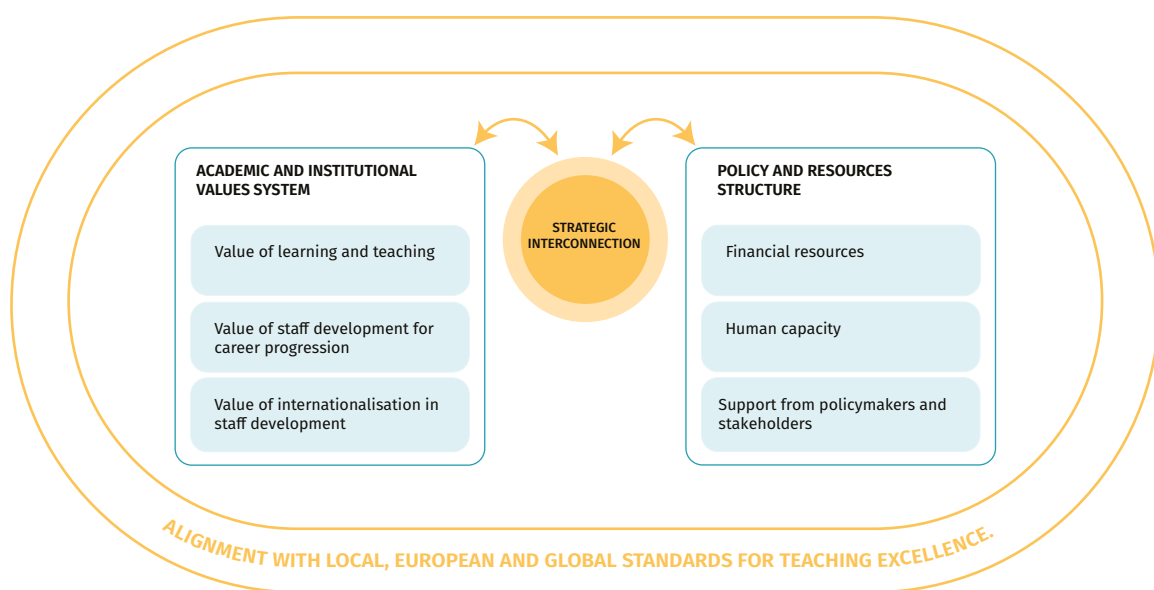


Figure 1: Practical framework to support transnational staff development

⁷ <https://www.eua.eu/events/eua-events/transitions-and-transformations-in-staff-development-for-learning-and-teaching.html> (accessed 13/01/2026).

The following sections detail the six key factors, organised under the two framework dimensions. Each factor is accompanied by a brief explanation and examples of how it can be operationalised.

ACADEMIC AND INSTITUTIONAL VALUES SYSTEM

Key Factor 1: Value of learning and teaching

This key factor refers to the priority given to teaching excellence and pedagogical development within the university's culture and reward systems. If high-quality teaching and continuous improvement of learning are truly valued, staff will be more inclined to engage in development activities, including those with an international or collaborative focus. A key aspect of operationalising this factor is the formal recognition of teaching achievements – for instance, by considering teaching quality and innovation in promotion criteria and offering teaching awards or other incentives for excellent educators. A second important aspect is integrating the importance of teaching into institutional strategy and leadership: universities should have clear strategic plans or policies that elevate teaching – not only research – as a core mission, and leaders at all levels must support and encourage initiatives in teaching enhancement.⁸ Third, providing support for pedagogical training and encouraging the Scholarship of Teaching and Learning are practical ways to demonstrate that teaching is valued. When instructors see that developing their teaching skills and sharing best practices are part of the institution's ethos – not merely an afterthought – they are more likely to participate in staff development programmes and collaborate locally and transnationally. A strong culture that values learning and teaching builds a foundation for staff to pursue teaching development opportunities, even when these require more effort, as is the case with transnational offerings.

Key Factor 2: Value of staff development for career progression

Closely related to the first key factor, this factor highlights the extent to which engaging in professional development is directly linked to academic career progression. If teaching-related staff development is seen as integral to one's career path, as was also highlighted in the European Higher Education Area (EHEA) Ministerial Communiqué in 2024,⁹ faculty and staff have a clear incentive to participate. Operationalising this factor can take the form of career frameworks or criteria that require or reward professional development.¹⁰ For example, some institutions require a teaching qualification or a certain number of hours/credits of pedagogical training for promotions or for obtaining a permanent academic position.¹¹ In practice, this might mean establishing development opportunities that are formally tied to promotion criteria, such as mandatory courses for new faculty or leadership training for those seeking advancement. Several institutions in the group have implemented such measures. This sends a powerful signal that teaching development is part of being a successful academic. Other measures include creating personal development plans for staff, mentorship schemes, and offering certificates or even formal qualifications for completing development programmes. When staff can clearly see that engaging in professional teaching development will benefit their career (and conversely, that opting out may stall their progression), participation rates are likely to increase, and staff development will be more highly valued. A supportive culture also normalises participation in these offers.

8 Arentoft, M. *et al.*, 2022, *Agreement on Reforming Research Assessment*. Zenodo. <https://doi.org/10.5281/zenodo.13480728> (accessed 13/01/2026). This is also a key finding in the forthcoming report of the EUA Learning & Teaching Thematic Peer Group “Enhancing teacher engagement and expanding staff development opportunities”.

9 Tirana Communiqué, 2024. <https://ehea.info/Download/Tirana-Communique.pdf> (accessed 13/01/2026).

10 Arentoft, M. *et al.*, 2022, *Agreement on Reforming Research Assessment*. Zenodo. <https://doi.org/10.5281/zenodo.13480728> (accessed 13/01/2026).

11 Zhang, T., 2025, *Staff development in learning and teaching at European universities: Results from the STAFF-DEV survey* (Brussels: European University Association), p. 9. <https://www.eua.eu/publications/reports/staff-development-in-learning-and-teaching-at-european-universities.html> (accessed 13/01/2026).

Key Factor 3: Value of internationalisation

This factor captures how much the institution values international engagement and intercultural competence as part of its identity and activities. Operationalisation here involves integrating internationalisation into the structure of staff development and daily work. For example, an institutional internationalisation strategy could focus on both staff mobilities and international staff development, as well as internationalisation at home (e.g. initiatives that transcend physical mobility). The internationalisation strategy can thus encourage staff to participate in global projects, partnerships, and networks, virtually or in-person, and recognise all these diverse efforts (e.g. in performance reviews or awards) as valuable contributions. Providing practical support is also crucial. For instance, support from instructional designers might significantly increase the willingness of academic staff to engage in inter-university activities, such as co-teaching or educational projects. Training in intercultural competences and foreign languages, as well as sharing success stories of international collaboration, can build a campus ethos where global engagement is the norm. When an institution visibly rewards international experience such as teaching exchanges or international project leadership, for example through career promotion, it signals to staff that transnational activity is not only encouraged but also a prestigious and career-enhancing endeavour. Overall, by embedding internationalisation into its values, an institution creates motivated staff who proactively seek collaboration across borders.

POLICY AND RESOURCE STRUCTURE

Key Factor 4: Financial resources

No staff development initiative can succeed without adequate funding. Financial resources are thus a key structural factor. This includes internal and external funding that the institution can leverage to support collaboration-oriented staff development activities. Operationalising this factor means, among other things, earmarking budgets for training programmes and travel grants, and developing new projects and staff development activities. For example, universities should dedicate funding for staff development and provide mobility or exchange grants without significant administrative effort, thus enabling staff to spend time at partner institutions or attend international staff development events. Internal innovation funds can be set up to seed new collaborative teaching initiatives or pilot projects in transnational education. On the external side, funding from programmes such as Erasmus+ or other international schemes to finance joint staff development and exchange initiatives are key factors. Many European funding bodies already offer grants specifically for cooperation and capacity-building. Tapping into these funding opportunities and strengthening them is an important enabler for transnational staff development. Another aspect is ensuring that financial procedures are transparent and supportive – for instance, simplifying expense processes for staff who engage in training or international travel, or waiving fees for participation in internal development courses. The group's discussions highlighted that without dedicated resources, even the most enthusiastic staff will be limited in how far they can pursue collaboration. Conversely, when leadership allocates targeted funding, it empowers staff to take advantage of development opportunities that connect them with peers abroad. Adequate funding thus underpins the sustainability and scale of transnational collaboration efforts.

Key Factor 5: Human capacity

Human capacity refers to the people and organisational structures that support staff development and international collaboration. Even with funding, initiatives need competent personnel and units to drive them. Key components of this factor include having qualified support staff and offices dedicated to teaching enhancement and international cooperation. For example, many universities have centres for learning and teaching or academic development units – ensuring these also have

staff with experience in or, at the very least, awareness of transnational staff development can greatly help in designing and promoting relevant development programmes. Similarly, having project coordination teams or officers for international projects, such as those in European University alliances, provides an essential administrative backbone. A practice discussed in the group was the use of “mobility coordinators” or “mobility experts,” i.e. personnel trained specifically to facilitate and manage staff mobility and collaboration schemes, while being mindful of the pedagogical goals.

Additionally, cooperation between centres for learning and teaching and administrative units is important to link staff development with human resource processes. In summary, this factor is about the people infrastructure: having enough skilled staff, in the right positions, who can plan, coordinate, and champion staff development for transnational collaboration. Without such people, even funded initiatives may flounder; with them, initiatives are far more likely to succeed and persist.

Key Factor 6: Support from policymakers and external stakeholders

The final key factor considers the influence of the institutional and broader environment – managers, university leaders, national authorities, accreditation bodies and government or EU-level initiatives. Support and incentive structures from these stakeholders can significantly drive institutional action on staff development for transnational collaboration. To operationalise this factor, institutions should align their strategies with national and European higher education policies that promote internationalisation and teaching excellence. When governments or quality assurance agencies recognise the importance of transnational collaboration, they may introduce incentives or requirements that push institutions to act. For example, recognition of formats like micro-credentials and an emphasis on lifelong learning in national policy can encourage universities to update their staff development offerings accordingly. Accreditation and quality assurance frameworks might include criteria related to teaching enhancement or transnational engagement. Moreover, active support from EU initiatives (e.g., European Universities or other Erasmus+ projects) can provide not only funding (as noted in Factor 4) but also frameworks and political momentum that validate and spur transnational collaboration efforts.¹² In sum, when the broader policy environment is supportive and stakeholders are engaged, universities find it easier to prioritise and legitimise the changes needed for empowering transnational staff development.

¹² Angouri, J., 2023, *Transnational collaboration and mobility in higher education: Looking back – looking forward* (The Guild Insight Paper No. 4), The Guild of European Research-Intensive Universities and Bern Open Publishing. <https://doi.org/10.48350/183223> (accessed 13/01/2026).

Examples of institutional practices supporting transnational collaboration

Throughout the group discussions, members shared examples of their own university policies or initiatives that operationalise one or more of the key factors above. A selection of these practices is presented here, as they help to illustrate the key factors outlined above in more practical detail while also highlighting how one measure or policy can address multiple key factors at the same time.

Linköping University

Linköping University has a longstanding policy that all new academic staff must undergo training in university pedagogy (i.e. teaching methods and didactics). Several levels of courses are offered by the university's Learning and Teaching Centre (Didacticum), and certain courses are mandatory depending on the staff member's position; for example, junior faculty are required to complete foundational pedagogy courses, and even seasoned faculty must take advanced modules when seeking promotion). Crucially, completing these courses is tied to career progression – faculty who do not fulfil the pedagogical training requirements may be ineligible for promotion or even for a permanent teaching position. Linköping University is also part of a European Universities alliance – the European Consortium of Innovative Universities (ECIU) – that also offers teacher training on a transnational level. The ECIU collaboration is strongly encouraged by the university management, which clearly signals that teaching development is an institutional priority and that engagement in professional development is a criterion for success. As a result, Linköping University reports a high uptake of development courses and a strong culture of pedagogical reflection.

➤ ILLUSTRATES KEY FACTORS:

- 1: value of learning and teaching
- 2: value of staff development for career progression
- 3: value of internationalisation in staff development
- 6: support from policymakers and stakeholders

University of Warwick

The University of Warwick's institutional framework promotes global engagement through participation in international projects, alliances such as EUTOPIA and the Warwick-Monash Alliance, and cross-border teaching collaborations. Faculty are supported via funding, leave schemes, and professional development initiatives, including workshops on intercultural competencies offered through the Warwick International Higher Education Academy (WIHEA). International engagement is formally recognised in promotion criteria, reinforcing its value as a core component of academic progression. A notable case is Warwick's transnational collaboration with Monash University in Australia, which facilitated reciprocal capacity-building in professional recognition schemes. Through knowledge exchange and joint design, Monash achieved AdvanceHE

➤ ILLUSTRATES KEY FACTORS:

- 1: value of learning and teaching
- 2: value of staff development for career progression
- 3: value of internationalisation in staff development

accreditation in 2020, strengthening both institutions' frameworks for teaching excellence. This partnership illustrates how sustained international collaboration enhances institutional reputation, fosters innovation in staff development, and embeds global perspectives as integral to academic practice.

University of Côte d'Azur

As part of the Ulysseus European Universities alliance, the University of Côte d'Azur has established a joint inter-university mobility office to enhance and support student and staff mobility between partner institutions. The mobility office facilitates transnational cooperation among the eight partner universities through planning and managing all Ulysseus mobilities and the organisation of Erasmus+ Blended Intensive Programmes. Mobility officers provide valuable support in reaching out to partners' International Relations departments and in facilitating the networking of staff and students. They provide assistance to visiting staff in designing their mobility activities and integrating their guest lectures/events into the host institution's teaching activities. This ensures a more impactful mobility both for the visiting staff and host institution community. By investing in people who specialise in managing the complexities of cross-campus cooperation, the University of Côte d'Azur lowers the barriers for its academic staff to engage internationally.

➡ ILLUSTRATES KEY FACTORS:

3: value of internationalisation in staff development

5: human capacity

University of Huelva

The University of Huelva develops teacher training with a series of courses that are held each year and cover various aspects of the professional tasks of teaching staff, from teaching methodology to research skills, as well as general aspects of the academic career. The courses are structured to form the master's degree in Continuing Education, which has a modular and flexible structure. Participating teachers can thus complete their training simultaneously in several modules until they have earned the required credits for each one, and once they have done so, they can apply for recognition until they have earned a total of 60 credits. The only limitation is that participating teachers must complete the degree within a maximum of five consecutive years. This master's degree is highly valued by Spain's national accreditation system – so much so that, while not compulsory, all teachers starting their academic careers complete it.

➡ ILLUSTRATES KEY FACTORS:

1: value of learning and teaching

Petre Shotadze Tbilisi Medical Academy

Petre Shotadze Tbilisi Medical Academy has a Faculty Development Department, which coordinates the enhancement of staff competencies in teaching, assessment, and research. Activities include mandatory and voluntary workshops, trainings, reflective sessions, orientation programmes, and journal clubs, all aligned with institutional policies and national standards. Educators must complete the medical education methodology training every two years, and participation in faculty development activities is integral to staff evaluation and career progression. Internationalisation is embedded

➡ ILLUSTRATES KEY FACTORS:

1: value of learning and teaching

3: value of internationalisation in staff development

4: financial resources

5: human capacity

through Erasmus+ mobility, expert-led sessions, and support for faculty participation in global conferences. Financial resources are systematically allocated based on annual needs assessments approved by the Rector's Council.

Aleksandër Moisiu University

Aleksandër Moisiu University encourages faculty to participate in Erasmus+ teaching and staff mobility programmes, as well as in regional and international conferences. A formal mentoring scheme pairs junior lecturers with experienced staff who have previously engaged in transnational teaching projects or research collaborations. The university also provides internal support for developing joint courses with partner institutions and promotes participation in professional development workshops focused on intercultural competence, digital pedagogy, and research-led teaching. Incentives include recognition in annual performance evaluations, support for travel costs, and consideration of international engagement in promotion decisions.

➔ ILLUSTRATES KEY FACTORS:

- 1: value of learning and teaching
- 2: value of staff development for career progression
- 3: value of internationalisation in staff development
- 5: human capacity

AAB College

At AAB College, promoting staff development and international collaboration is a strategic priority embedded in the institutional culture and support structures. Both full-time and part-time academic staff are actively encouraged to engage in continuous professional development through internal pedagogical and digital skills trainings, project-based workshops, and seminars with external experts, while also facilitating participation in international mobility and cooperation schemes such as Erasmus+ and Horizon Europe. Newly appointed staff benefit from mandatory orientation and pedagogical training, ensuring a common foundation of teaching quality, while staff involved in international projects are systematically integrated into capacity-building activities. These efforts are supported by dedicated institutional units, including the Project Development Office and the International Office, and are closely aligned with quality assurance processes, transparent promotion pathways, and leadership commitment.

➔ ILLUSTRATES KEY FACTORS:

- 1: value of learning and teaching
- 3: value of internationalisation in staff development
- 5: human capacity
- 6: support from policymakers and stakeholders

Whether it is through policy mandates, strategic funding, cultural change, or dedicated roles, the common thread in these practice examples is that a supportive ecosystem is built for staff to grow professionally with an international outlook. Importantly, many of these practices also show the interplay of factors: for instance, Linköping's mandatory training is backed by both cultural values (belief in pedagogical excellence) and structural support (formal rules and courses in place), and Warwick's international focus is supported by leadership (culture) and resources such as funding (structure). This interplay reinforces the earlier point that structure and culture must connect.

While these examples demonstrate that effective practices already exist across diverse institutional contexts, they also reveal uneven levels of formalisation, sustainability, and strategic alignment.

Conclusion

The framework and findings presented in this report highlight a multifaceted approach to fostering transnational collaboration in staff development. By identifying six key institutional factors – spanning from the cultural (values and motivations) to the structural (policies and resources) – the group provides a practical framework for universities aiming to strengthen their support for staff as they engage in transnational collaboration.

These findings represent a consensus among representatives of diverse European universities. Nevertheless, each institution will need to interpret and adapt this framework to its own context, taking into account local culture, regulations, and strategic priorities.¹³ For some, the starting point may be to cultivate a stronger culture that values teaching and international engagement; for others, it may be to lobby for more external support or reallocate internal resources to development programmes. In all cases, the framework can help to create an environment in which staff are empowered and motivated to collaborate across borders, thereby enriching the educational experience and innovation capacity of their institutions.

It is worth noting that the EHEA is continually evolving to support such efforts. Initiatives like the European Universities alliances, Erasmus+ capacity-building projects (e.g. STAFF-DEV), and policy frameworks (e.g. European Strategy for Universities) are pushing institutions in the direction of deeper transnational cooperation. To leverage these opportunities, universities must ensure that their internal frameworks – of the kind discussed in this report – are in place. A holistic strategy is needed, one that prioritises transnational collaboration in institutional practice and embeds it in the structure and life of the institution. By doing so, transnational collaboration evolves from being a special or ad-hoc activity to an integral, sustained part of the university's operations.

Strengthening transnational staff development is an investment in people that pays off in terms of institutional innovation and global connectivity, but also in learning and teaching. The group invites readers of this report to consider these key factors and take inspiration from the examples given, adapting them creatively within their own institutions. Fostering a culture and structure that support transnational collaboration will not only benefit those directly involved, but will also contribute to a more connected and resilient European higher education community in learning and teaching.

¹³ Van Vugt, S. J. H., & Gallagher, S. E., 2025, 'Staff development in higher education interinstitutional collaborations: An exploratory literature review', *Innovations in Education and Teaching International*, 1–18. <https://doi.org/10.1080/14703297.2025.2461159> (accessed 13/01/2026).

The group covered a very complex topic that would merit closer exploration of its various aspects, for example how to move from fragmented, project-based international collaboration towards coherent institutional strategies for transnational staff development with a long-term vision. While external funding schemes such as Erasmus+, European Universities alliances and capacity-building projects play a crucial enabling role, their impact remains limited as long as they are not embedded within long-term institutional objectives. Aligning international collaboration and structured staff development plans with the institution's long-term vision and strategy, ensures sustainability, continuity, and greater pedagogical impact beyond a project's life cycle. This is even more challenging in an inter-institutional context, where staff development is provided jointly to fit two or several institutions' long-term visions, strategies, and human resource management policies and practices.

Finally, another aspect worth exploring in more detail is how to achieve policy coherence between national frameworks for higher education (e.g., accreditation requirements, guidelines and benchmarks) and institutional strategies that affect staff development. When national policies incentivise continuous professional development and international cooperation, institutions may be more likely to systematically embed transnational collaboration into their staff development plans.

Appendix

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 responsible for 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 2025 Thematic Peer Groups, active from March 2025 to February 2026, invited participating universities to engage in peer-learning and exchange of experience; 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. They were organised in the context of the Erasmus+ co-funded [STAFF-DEV project](#) (Staff development for learning and teaching at European universities).

Each group was chaired by one university and supported by a coordinator from the EUA secretariat or from the EUA Staff-Dev project. Each group had three base meetings, either online or at a member university, to discuss 1) key challenges related to the theme; 2) ways to address these challenges through innovative practices and approaches; and 3) the institutional policies and processes that might support improvements 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 discuss the outcomes of other groups and address synergies. The workshop was hosted by Universidade Católica Portuguesa in Lisbon on 11 February 2026, and was followed by the 2026 European Learning & Teaching Forum from 12-13 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 'Staff development and transnational collaboration'
(starting with the group chair and by alphabetical order of the country name):

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 - Clara Björk, Student
- **University Aleksandër Moisiu, Albania**
 - Azeta Tartaraj, Vice-Rector
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- **National Polytechnic University of Armenia, Armenia**
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 - Suzanne Van De Moosdijk, Ulysseus Alliance Student Representative
- **Petre Shotadze Tbilisi Medical Academy, Georgia**
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