

The TCS is an independent survey funded by the consortium of participating universities.

We are grateful to the academic communities at the participating universities who contributed so generously to the study by completing the anonymous survey. We are also grateful to the institutional and administrative survey leads at each participating institution who collaborated in the survey preparation, circulated the invitations to participate to their academic communities and encouraged participation to ensure as high a response rate as possible.

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Terminology

The term 'university teaching' (UT) is used throughout this report to cover all activities relating to teaching and learning at universities. Examples could include: teaching students; curriculum development; pedagogical research in higher education; student supervision; and the development of university educational policy/strategy.

Introduction to the survey

The Teaching Cultures Survey¹ 2022 (TCS 2022) is the second of three cross-sectional surveys designed to capture and track the culture and status of teaching within universities worldwide. The large majority of universities participating in the survey are engaged in systemic changes to academic career pathways and/or the ways in which achievements in university teaching (UT) are rewarded. The survey allows them to explore the impact of these structural changes on the experiences and perspectives of their academic communities and compare progress with peer institutions worldwide.

This snap-shot report highlights consolidated findings from the 16 universities across eight countries that participated in TCS 2022, including three new institutions joining the survey for TCS 2022 (11,623 academics in total). The average institutional response rate (the population responding to the survey compared to the academic population eligible to take part) across participating universities was 24%.

Evidence for the TCS is gathered via a short anonymous questionnaire open to all members of the university's academic community and designed to take six minutes to complete. In addition to basic demographic information (e.g. gender, post, academic discipline) and a set of questions on the university teaching and learning environment, the questionnaire captures perspectives and experiences of the academic community across three broad dimensions :

Dimension 1. perceived institutional values and priorities: including views on (i) whether engagement with UT is career-enhancing; (ii) the career advancement prospects for those in education-focused roles; and (iii) the commitment of university leaders to rewarding UT.

Dimension 2. perceptions of the status of UT in key institutional processes: including views on (i) the role of UT in academics' annual review; (ii) whether sources of evidence used to assess quality and impact in UT are 'robust'; and (iii) the importance of UT in promotion to full professor.

Dimension 3. academics' expectations and desires for change in the future: including whether participants anticipate and would like to see a change in the priority given to UT during academic promotions at their university.

The TCS is built around three cross-sectional surveys, in 2019, 2022 and 2024/25. TCS 2022 is scheduled three years after the 'baseline' survey, conducted in 2019. It also comes in the wake of an extended period of 'emergency teaching' across the higher education sector prompted by the COVID-19 pandemic. In recognition, two new questions were added to the 2022 survey to capture the impact of 'emergency teaching' on academic workloads and perceptions of institutional priorities for reward and recognition.

References to significant differences are based on a significance threshold of $p < 0.05$. Non-significant differences are not reported. Further information on the TCS is provided in the report appendices:

Appendix A lists the 16 universities that participated in the 2022 survey;

Appendix B outlines the profile of the 11,623 participants who took part in the 2022 survey;

Appendix C provides background information on the TCS, including its design, focus and scope.

Funded by participating universities, the survey forms one element of the Advancing Teaching initiative², focused on improving the reward, recognition and evaluation of UT.

¹ Teaching Cultures Survey: <https://teachingcultures.com>

² Advancing Teaching: <https://www.advancingteaching.com>

Outline of TCS 2022 findings

The first Teaching Cultures Survey was conducted in 2019 (TCS 2019). With TCS 2022 now complete, this report focuses on the ways in which survey findings have **changed over time**, between 2019 and 2022. The broader set of TCS 2022 findings can be found on the survey website¹.

Please note: amalgamated findings from two surveyed groups are presented: (i) **all TCS 2022**: findings from all 16 universities that participated in TCS 2022; and (ii) **returning universities**: findings from the 13 universities that participated in both the 2019 and 2022 surveys, to allow change over time to be tracked.

The three headline findings are summarised below and explored further in the sections that follow.

Finding 1. No change in academics' perceptions of their university's values and priorities

Since 2019, there has been no significant change in academics' perceptions of the underlying values and priorities of their universities with respect to rewarding UT, with a persistent view that UT is undervalued. So, for example, in TCS 2022, only 24% agreed with the statement "*time spent on UT has a positive impact on career progression of academics*" (TCS 2019: 25%) and less than 25% reported any level of university leadership to be 'very' committed to rewarding UT.

Finding 2. Promising signs of change in academics' experiences of institutional processes

While academics' perceptions of core institutional values remained unchanged, TCS 2022 captured promising signs of change in their experiences of how UT was evaluated and rewarded. In particular, the proportion reporting that UT is a 'very important' criterion in the promotion to full professor at their university increased significantly from 24% in 2019 to 28% in 2022. One hypothesis that will be closely tracked for TCS 2024/25 will be whether such changes in academics' first-hand experiences will, over time, lead to a more fundamental shift in their perceptions of their university's values and priorities with respect to rewarding UT.

Finding 3. Broad-based support remains for increasing the priority given to rewarding UT

Despite the systemic shock of COVID-19 'emergency teaching' and the disruption this imposed on the sector, most academics remain committed to positive change to institutional reward systems with respect to UT. So, for example, 59% would like the priority given to UT in university reward systems to increase in the next five years (TCS 2019: 60%).

Beneath these headlines, two additional themes run through the TCS 2022 findings. These trends will also be highlighted within the three sub-sections that follow and tracked in the final TCS in 2024/25.

Firstly, some of the most marked, and positive, changes in perspectives since 2019 were seen amongst mid-career academics (assistant professors, associate professors, etc.). Findings from both TCS 2019 and TCS 2022 suggest that this group are significantly less likely than academic peers to view their university as committed to rewarding UT or to view engagement with UT as career-enhancing. However, many of the positive changes in survey findings between 2019 and 2022 were most pronounced amongst this group.

Secondly, compared to TCS 2019, a higher proportion of participants selected the 'don't know' option in response to key survey questions, particularly those relating to the institutional culture and priorities. This finding suggests that participants felt more detached from their university and were less able to gauge its core institutional values/priorities, which may be linked to the time many spent away from campus during COVID-19 restrictions. This increase in 'don't knows' since 2019 was particularly significant amongst early career academics (PhD students, post-docs, research assistants etc.), a group likely to be considering their long-term career options and opportunities within higher education.

Finding 1. No change in academics' perceptions of university values and priorities for rewarding UT

Context: Feedback from universities collaborating with the Advancing Teaching initiative² suggests that the success of changes made to university reward systems often rests on academics' trust in their institutional leaders to implement them in practice and their perceptions of the prevailing university culture. Dimension 1 questions (as outlined on page 1) capture views on these institutional cultures and priorities. Beyond what they might see and experience, these questions are designed to explore what academics perceive to be the underlying values of their university: what its leaders prioritise and what types of academic activity are likely to lead to career advancement.

Key changes since 2019: In TCS 2019, responses to Dimension 1 questions suggested that UT was widely regarded to be undervalued in academic careers, with only a minority perceiving UT as a route to career advancement. Findings from TCS 2022 suggest that these perceptions have not changed. Illustrating this pattern over time, findings from two questions are summarised below. They suggest that academics' perceptions of the core institutional values and priorities at their universities may be slow to change. One hypothesis is that such a shift will come in the wake of changes in academics' first-hand experiences of institutional processes (as highlighted in Finding 2), once they are convinced that the new priorities are deep-rooted and sustainable.

Role of UT in academic career advancement

This question explored the extent to which participants considered UT to play a role in the career advancement of academics at their university. In line with TCS 2019, the findings suggested that few saw investment in UT activities as improving an academic's promotion prospects: as illustrated in FIGURE 1, only a quarter (24%) of participants agreed or strongly agreed with the statement: "Time spent on university teaching has a positive impact on the career progression of academics at my institution" (TCS 2019, 25%).

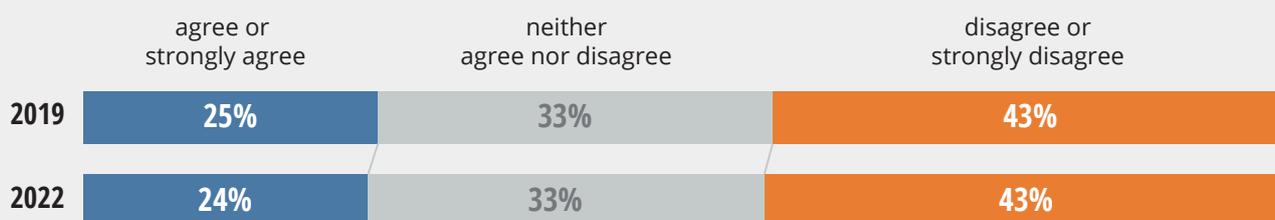


FIGURE 1. Proportion agreeing/disagreeing with the statement: "Time spent on university teaching has a positive impact on the career progression of academics at my institution" (n=10,411 for TCS 2019; n=9,798 for TCS 2022)

Noteworthy differences by seniority were also apparent³. In a theme mirrored across many of the survey findings, mid-career academics were the group in the university hierarchy most likely to report that their university attached a low value and status to UT: only 20% of mid-career academics agreed or strongly agreed with the statement (FIGURE 2).

³ The four 'levels' of career seniority have been defined as: (i) **early career**: PhD student (if included in the survey), post-doc and Research Fellow/Research Associate); (ii) **mid-career**: Senior Research Fellow, Teacher/Lecturer/Teaching Fellow, Senior Lecturer/Senior Teaching Fellow, Assistant Professor and Associate Professor; (iii) **senior academic**: Professor, Professorial Research Fellow, Professorial Teaching Fellow; and (iv) **university leadership**: Head of Department, Associate/Assistant Dean, Dean, university senior management.

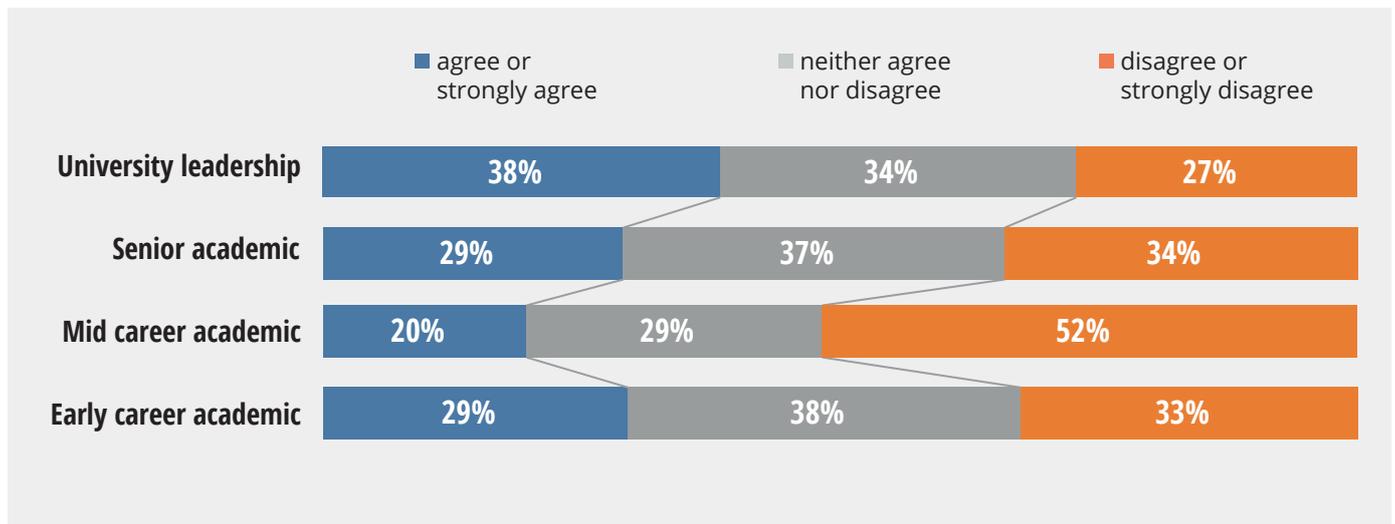


FIGURE 2. Proportion agreeing/disagreeing with the statement: “Time spent on university teaching has a positive impact on the career progression of academics at my institution” by seniority for all TCS 2022 (n=11,566)

Perceived levels of commitment of university leaders to rewarding UT

Another question captured perceptions of the commitment of leaders at three levels – departmental leaders, school/faculty leaders and university leaders – to rewarding excellence in UT. In response to the question “How committed are the leaders at the following levels in your institution to rewarding excellence in university teaching?”, less than a quarter of participants identified any leadership level at their university as ‘very committed’: departmental leaders (20%); school/faculty leaders (12%); and university leaders (12%), almost identical proportions to those in TCS 2019.

Differences in response by seniority were again apparent³. For example, the proportion of participants identifying their leaders as ‘very’ or ‘somewhat’ committed to rewarding excellence in UT increased progressively with seniority (as outlined in FIGURE 3, in relation to participants’ views on their departmental leaders). Conversely, the proportion reporting that they ‘don’t know’ how committed university leaders were to rewarding UT decreased with seniority, with early career academics most likely to select this option. So, in 2022, 29% of early career academics reported that they ‘don’t know’ how committed their departmental leaders were to rewarding UT, a significant increase since 2019 (TCS 2019: 23%).

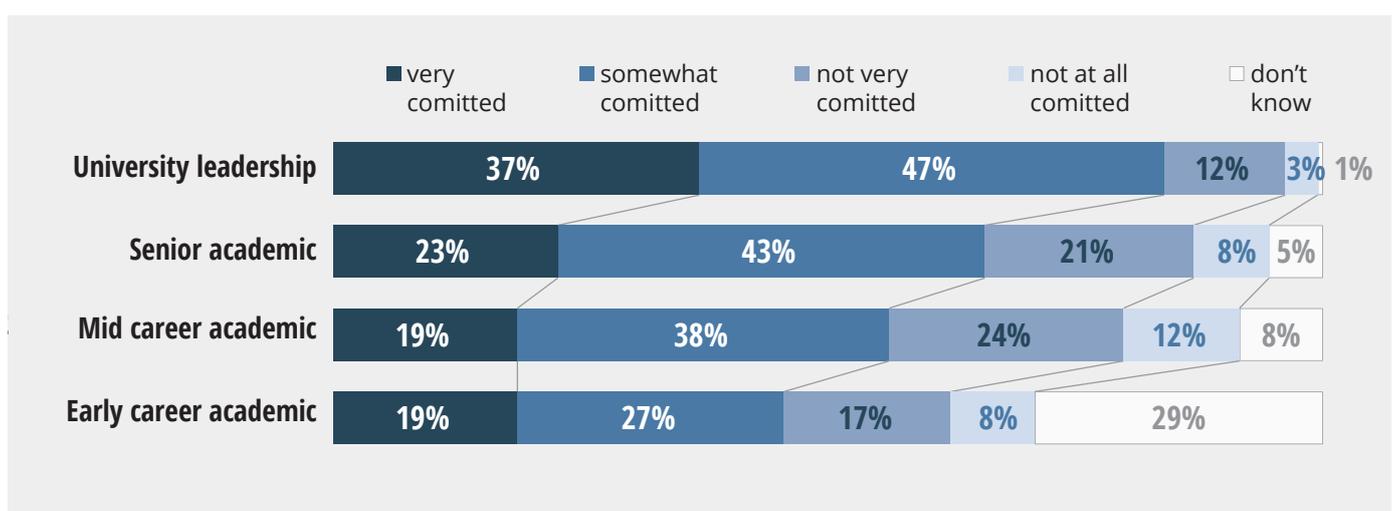


FIGURE 3. Responses to the questions: “How committed are the leaders at the following levels in your institution to rewarding excellence in university teaching?” in relation to departmental leaders in TCS 2022 for returning universities (n=9,694)

Finding 2. Promising signs of change in academics' experiences of key institutional processes

Context: The TCS includes questions relating to academics' direct experiences of the evaluation, reward and recognition systems at their universities (Dimension 2 questions, as outlined on page 1). So, for example, there are questions on their experience of the extent to which UT was prioritised in their most recent annual appraisal and on the profile of academic colleagues they see getting promoted at their universities. This set of questions therefore focuses on academics' first-hand experiences and observations.

Key changes since 2019: TCS 2019 findings suggested that UT had not been a prominent feature of key institutional processes (such as annual appraisal or academic promotions) and academics had limited confidence in how its quality and impact was measured by their university. So, for example, in TCS 2019 only 25% reported that: *"My achievements, goals and ambitions in university teaching were explored in depth in my most recent Annual Appraisal"*. TCS 2022 captured small but promising signs of positive change in the experiences of academics. This change is most clearly illustrated in the question that captures perceptions of the priority given to UT in the promotion to full professor at participants' universities, as outlined below.

Perceived and desired priorities for the promotion to full professor

A number of TCS questions explored perceptions of whether achievement and impact in UT was, or should be, an important factor driving career advancement at their university. Promotion to full professorship is a key step in the career ladder; it is often seen as a major milestone in an academic's career and is the point at which tenure is conferred in many countries/institutions. Participants were asked two linked questions:

- *"In your view, how important are each of the following activities for promotion to full professor (for a typical academic on a teaching/research contract) at your university?"*
- *"How important would you like each of the following activities to be for promotion to full professor at your university (for a typical academic on a teaching/research contract)?"*

Participants were invited to indicate the importance given by their institution to four major categories of academic activity: (i) research; (ii) UT; (iii) entrepreneurship, enterprise and/or external engagement; and (iv) service to the university/administration⁴. They were able to select from four levels of importance: 'very important'; 'somewhat important'; 'not important'; and 'it depends on the academic'. FIGURE 4 highlights findings these questions, focusing only on responses where an activity was reported to be 'very important'.

FIGURE 5 focuses on UT and the proportions perceiving it to be, and wanting it to be, 'very important' in promotion to full professorship in both TCS 2019 and TCS 2022. At both time points, around two-thirds (65% in TCS 2019 and 64% in TCS 2022) of academics noted that they would like UT to be very important in promotion to full professorship at their university. At both time points, too, a minority reported that UT was currently 'very important'. While a large gap exists between academics' preferences and experiences, the gap has narrowed since 2019. The proportion reporting that UT was currently 'very important' has increased significantly over the past three years, from 24% in TCS 2019 to 28% in TCS 2022.

Despite starting from a lower base, this improvement was particularly marked amongst mid-career academics, the group from which the applicant pool for promotion to full professor will be sourced. In TCS 2019, 20% of mid-career academics reported UT to be 'very important' in promotion to full professor at their university, compared to 25% in TCS 2022.

⁴ Please note: these four categories were presented in a randomised order in the live survey.

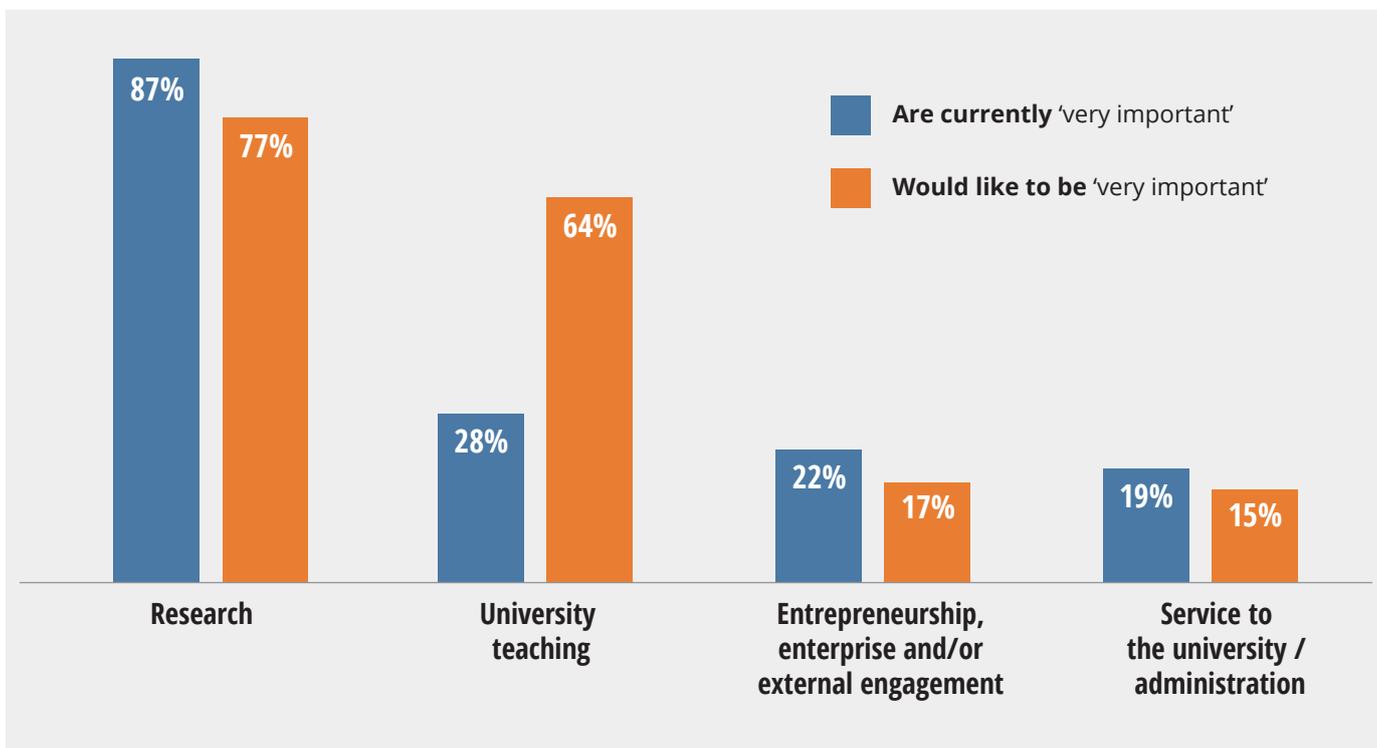


FIGURE 4. Proportion answering 'very important' to the questions: "In your view, how important are each of the following activities for promotion to full professor (for a typical academic on a teaching/research contract) at your university?" and "How important would you like each of the following activities to be for promotion to full professor at your university (for a typical academic on a teaching/research contract)?" – represented by "are currently 'very important'" and "would like to be 'very important'" respectively for returning universities in 2022 (n=9,633)

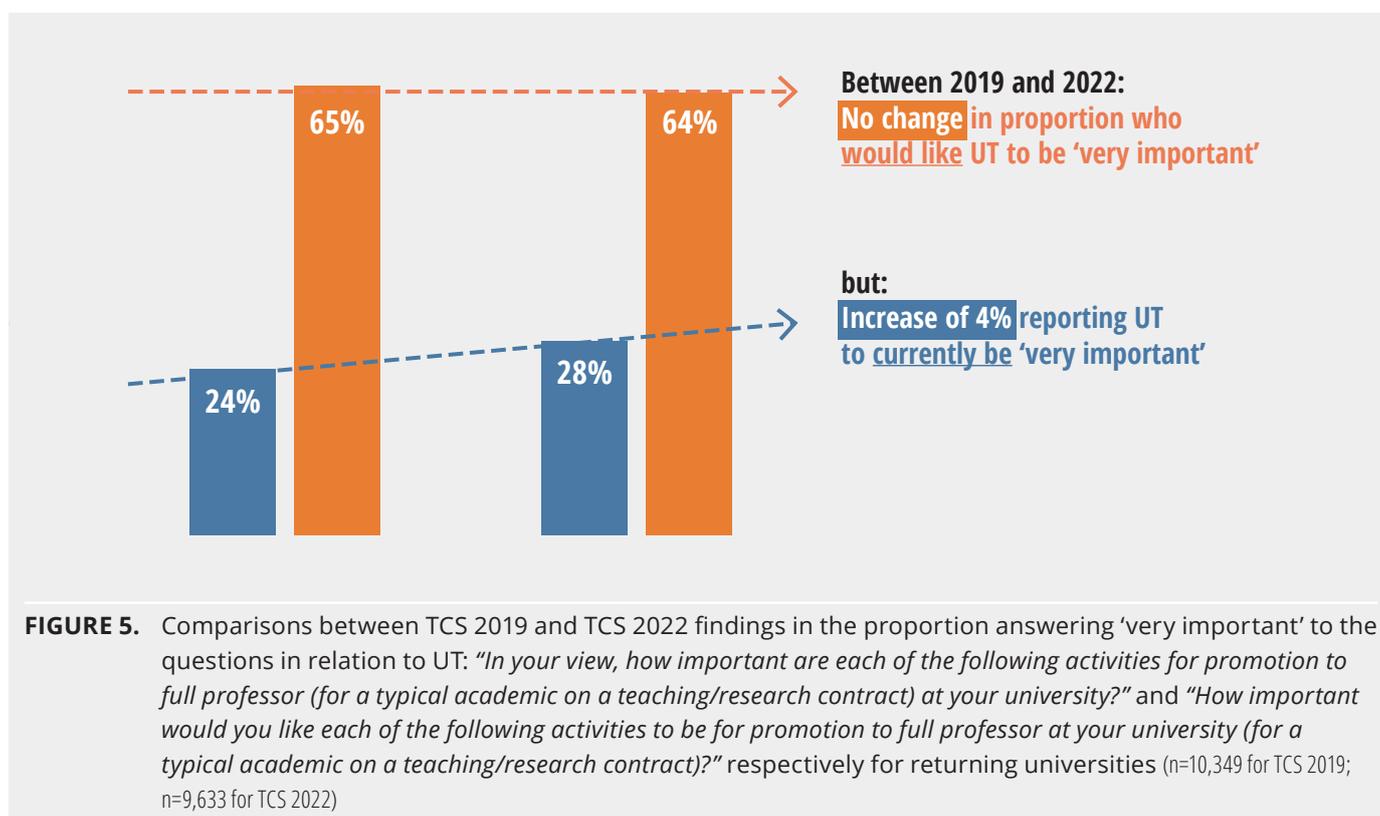


FIGURE 5. Comparisons between TCS 2019 and TCS 2022 findings in the proportion answering 'very important' to the questions in relation to UT: "In your view, how important are each of the following activities for promotion to full professor (for a typical academic on a teaching/research contract) at your university?" and "How important would you like each of the following activities to be for promotion to full professor at your university (for a typical academic on a teaching/research contract)?" respectively for returning universities (n=10,349 for TCS 2019; n=9,633 for TCS 2022)

Finding 3. Broad-based support remains for increasing the priority given to UT in university reward systems

Context: The TCS includes a set of questions on academics' expectations and desires for change in the future at their university; in particular, how they expect and how they would like the priority given to UT during academic promotions to change. These paired questions provide an insight into the extent to which the academic community would support change at their university.

Key changes since 2019: Despite the systemic shock of COVID-19 and the extended period of emergency teaching imposed at all participating universities between TCS 2019 and TCS 2022, a significant majority of academics (59%) continue to support an increase in the priority given to UT in academic promotions at their university. This proportion has not changed since 2019.

Academics' aspirations and desires for change

Participants were asked two linked questions: (i) "Do you think the priority given to university teaching in academic promotions will change at your institution in the next five years?" and; (ii) "Would you like the priority given to university teaching in academic promotions at your institution to change in the next five years?"

While around a quarter (26%) of those in the returning group of universities anticipated that the priority given to UT in academic promotions at their university would increase in the next five years, the majority (59%) would like it to do so (FIGURE 6). There were no significant changes in these proportions since 2019: in TCS 2019 (amongst the group of returning universities), 26% anticipated an increased priority and 60% supported such an increase.

Given the consistency of the findings across 16 universities in 8 countries, this finding provides support for positive changes in the ways UT is rewarded at the participating universities.

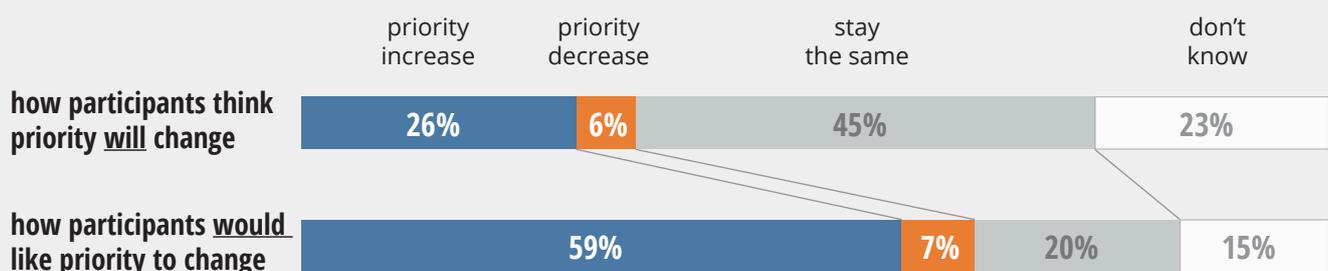


FIGURE 6. Responses in the category of 'very important' to the questions: "In your view, how important are each of the following activities for promotion to full professor (for a typical academic on a teaching/research contract) at your university?" and "How important would you like each of the following activities to be for promotion to full professor at your university (for a typical academic on a teaching/research contract)?" – represented by "are currently 'very important'" and "would like to be 'very important'" respectively (n=15,502)

Noteworthy differences by seniority were also apparent³, where the two groups most likely to call for an increase in priority were mid-career academics (65%) and university leaders (70%). Conversely, early career academics were significantly less likely than more senior colleagues to anticipate positive change: 23% expect the priority given to UT in academic promotions to increase compared to 51% of university leaders.

Appendices

Appendix A. University participation in the survey

Data for the TCS 2022 was collected from 16⁵ universities. The survey engaged:

11,623
participants

16
universities

8
countries

Survey responses were collected over a two- to three-week period between February and May 2022. Sixteen institutions participated in the 2022 survey, of which seven are specialist science and technology institutions, and the remaining nine are 'comprehensive' universities, covering a broad range of academic disciplines. The participating universities are:

AALBORG UNIVERSITY (DENMARK), CHALMERS UNIVERSITY OF TECHNOLOGY (SWEDEN), TECHNICAL UNIVERSITY OF DENMARK (DENMARK), KINGS COLLEGE LONDON (UK), MAASTRICHT UNIVERSITY (NETHERLANDS), EINDHOVEN UNIVERSITY OF TECHNOLOGY (NETHERLANDS), NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY (NORWAY), DELFT UNIVERSITY OF TECHNOLOGY (NETHERLANDS), UNIVERSITY OF AMSTERDAM (NETHERLANDS), UNIVERSITY OF AUCKLAND (NEW ZEALAND), UNIVERSITI TEKNOLOGI MALAYSIA (MALAYSIA), UNIVERSITY COLLEGE LONDON (UK), UNIVERSITY OF TWENTE (NETHERLANDS), UTRECHT UNIVERSITY (NETHERLANDS), VRIJE UNIVERSITEIT AMSTERDAM (NETHERLANDS), AND WAGENINGEN UNIVERSITY (NETHERLANDS).

Three new universities joined the survey for TCS 2022. Some of the universities participating in TCS 2019 chose not to participate in 2022, but will return for the final survey in 2024/25. They are likely to be joined by a new group of universities taking part in the TCS for the first time in 2024/25.

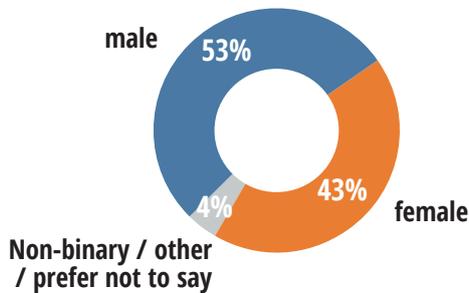


⁵ Please note that 17 universities collected survey data for TCS 2022. One was excluded from the data analysis because the threshold institutional response rate of 15% was not met.

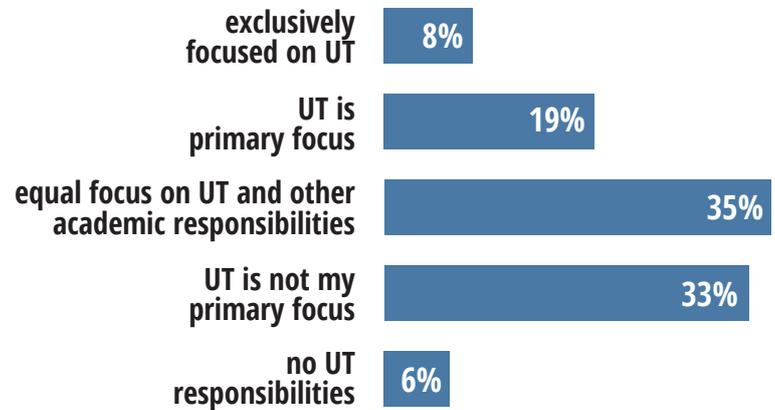
Appendix B. Participant profile

Outlined below is the profile of the 11,623 survey participants, presented by gender, focus on teaching, academic discipline, number of years employed at their university, seniority and contract type.

...by gender



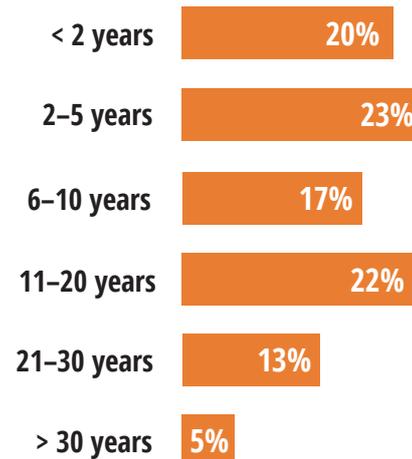
...by focus on teaching⁶



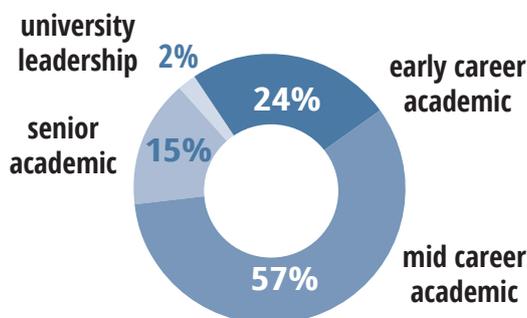
...by academic discipline⁷

A mix of academic disciplines was represented by survey participants, with *Biological, Mathematical and Physical Sciences* (23%) and *Engineering and Technology* (23%) as the largest single disciplinary groups, followed by *Social Studies* (17%), *Medicine, Dentistry and Health* (13%), and *Humanities, Language Based Studies & Archaeology* (8%). Other disciplines were represented by remaining participants (15%).

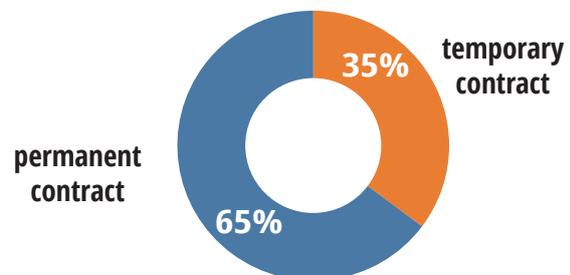
...by length of employment⁸



...by seniority³



...by contract type



⁶ Focus on UT in past year as compared to other academic activities (such as research, entrepreneurship or professional practice)

⁷ Disciplines are grouped by HESA cost centre (for the 10 broad disciplines from codes 101 to 145), see <https://www.hesa.ac.uk/support/documentation/cost-centres/2012-13-onwards>

⁸ Length of contract of employment with the university

Appendix C. Background information on the survey

What are the goals of the survey?

The TCS is a cross-institutional survey designed to capture and track the culture and status of teaching at universities engaged in systemic reforms to the ways in which they measure and reward UT.

Each wave of the TCS allows the participating universities to:

- **capture and track** feedback from across their own academic community on perceptions, aspirations and experiences of the teaching culture at the university;
- **compare findings and progress** with global peer institutions that hold a shared mission to foster an academic culture which supports, celebrates and rewards university teaching.

Who is invited to complete the survey?

The survey is open to all members of the academic community at participating universities who hold an institutional contract of employment: PhD students (if both employed and engaged in a teaching capacity) and post-docs, faculty (tenured and non-tenured), individuals employed in education-focused roles, and academic leaders (such as disciplinary deans, department heads and university leaders).

What were the survey response rates for TCS 2022?

Survey response rates (the population responding to the survey compared to the full academic population) for TCS 2022 ranged between 16% and 39% across the 16 participating institutions⁵. The average institutional response rate was 24%. This was lower than the average response rate for TCS 2019 (32%), a reduction many participating universities attributed to 'survey fatigue' amongst academics during the COVID-19 restrictions. For several institutions, it was possible to compare the sample survey profile with the academic community as a whole. These analyses confirm the representativeness of the participant sample, giving confidence that the 11,623 survey participants are broadly representative of the academic communities from which they are drawn.

How are survey findings shared?

There are two sets of findings from each run of the TCS.

The **first set**, as outlined in this report for TCS 2022, will draw out general patterns from all participating universities. The names of the universities will be noted, but findings will only be presented at an aggregated level. These findings will be made available on the TCS website after completion of each survey run⁹.

The **second set** of findings will focus on outcomes for each participating university, with any changes in survey findings since 2019 highlighted (as appropriate), and with comparisons made to the aggregate outcomes from all participating universities. These findings are confidential to each university.

Who is funding the research?

The TCS is funded by participating universities and is undertaken as a collaboration between these institutions and R H Graham Consulting¹⁰. The TCS forms one component of Advancing Teaching², an initiative seeking to improve the recognition, reward and evaluation of UT at universities worldwide.

Where can I find more information about the survey?

In addition to general information on the survey design and focus, the TCS website also provides more detailed information for participating universities, including the approach taken to data privacy¹¹.

⁹ Teaching Cultures Survey findings: <https://teachingcultures.com/Findings/>

¹⁰ R H Graham Consulting: <https://www.rhgraham.org>

¹¹ TCS: information for participating universities: <https://teachingcultures.com/info/>

Further information on this project

Teaching Cultures Survey

www.teachingcultures.com

Advancing Teaching initiative

www.advancingteaching.com

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