

# Teaching Cultures Survey 2022



## TU Delft findings



# Advancing Teaching timeline

2013

2014

2015

2016

2017

2018

2019

2020

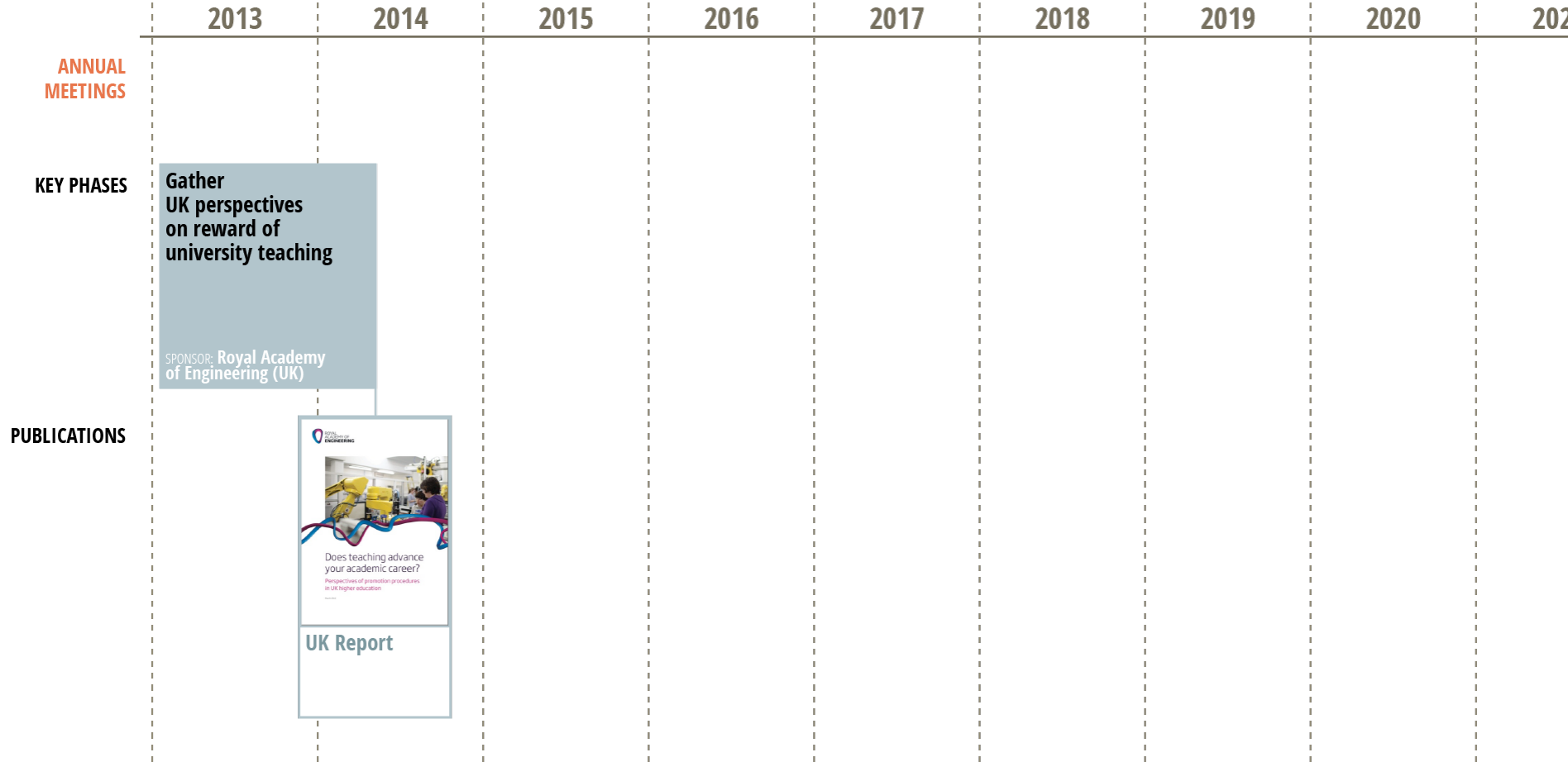
2021

ANNUAL  
MEETINGS

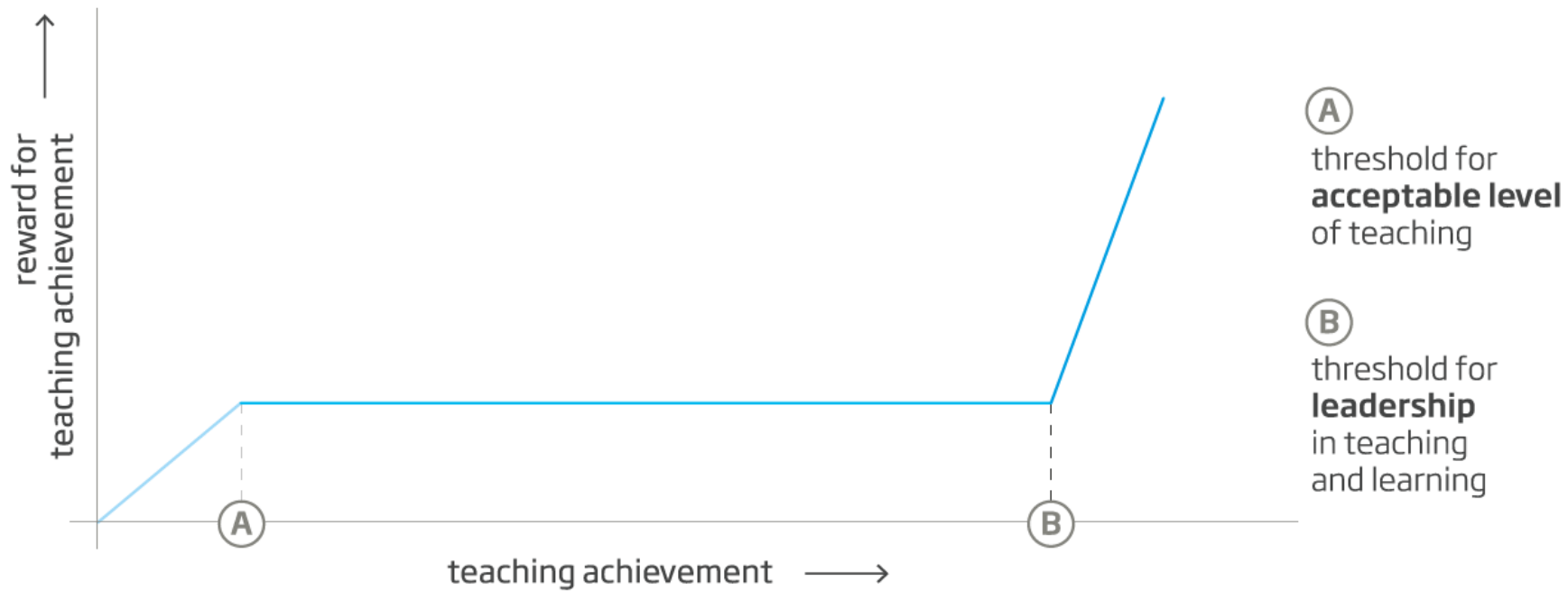
KEY PHASES

PUBLICATIONS

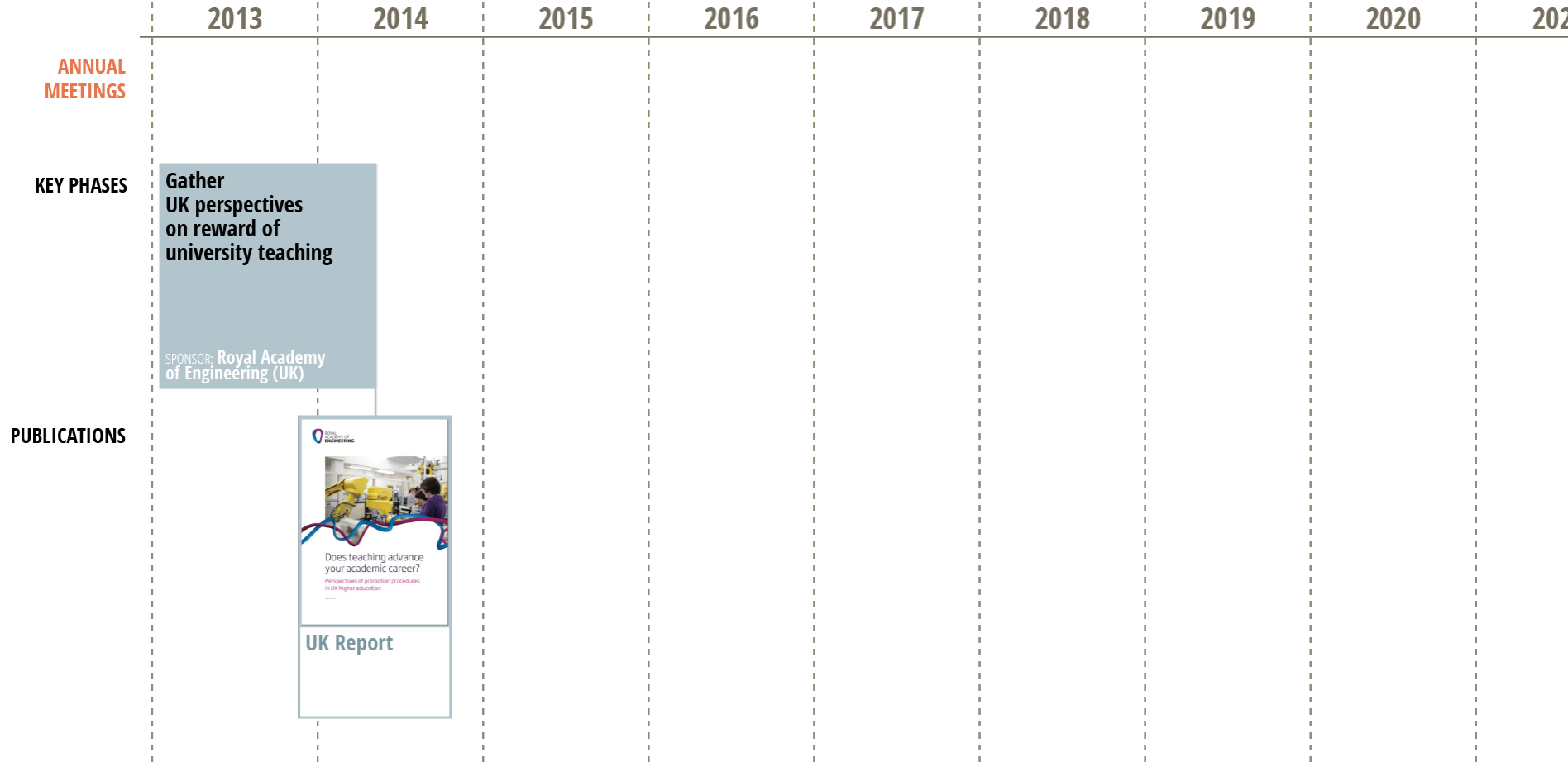
# Advancing Teaching timeline



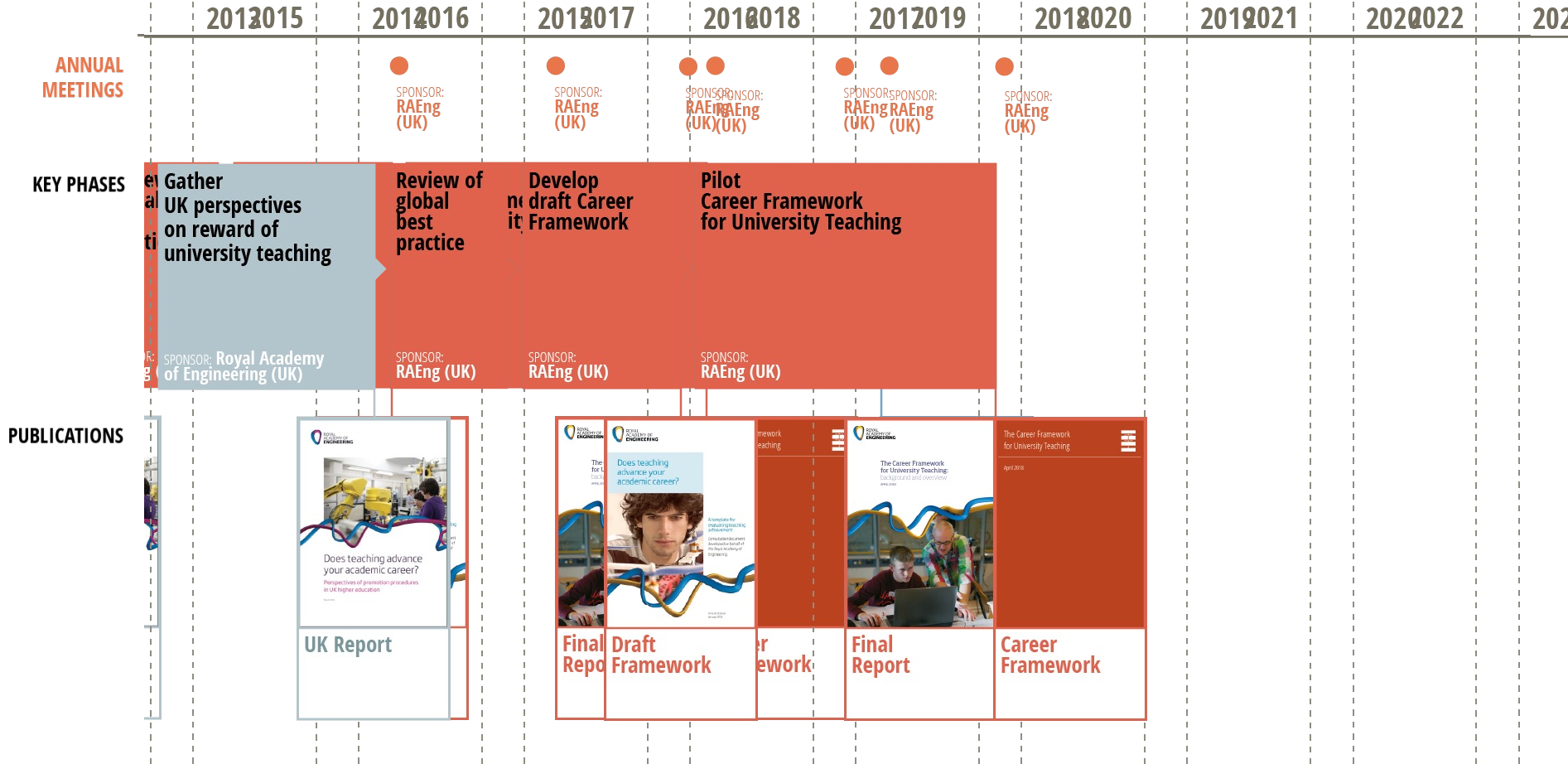




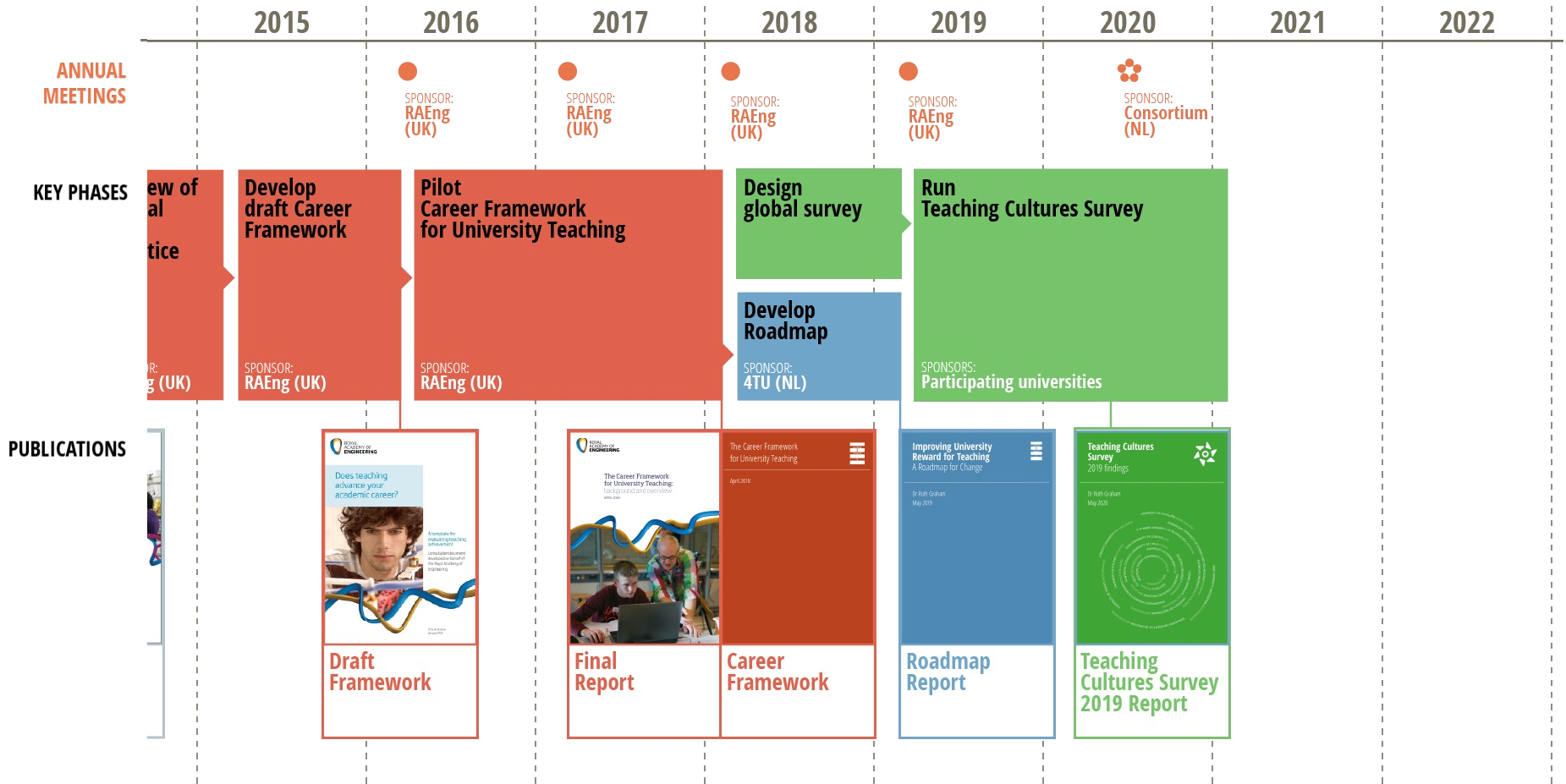
# Advancing Teaching timeline



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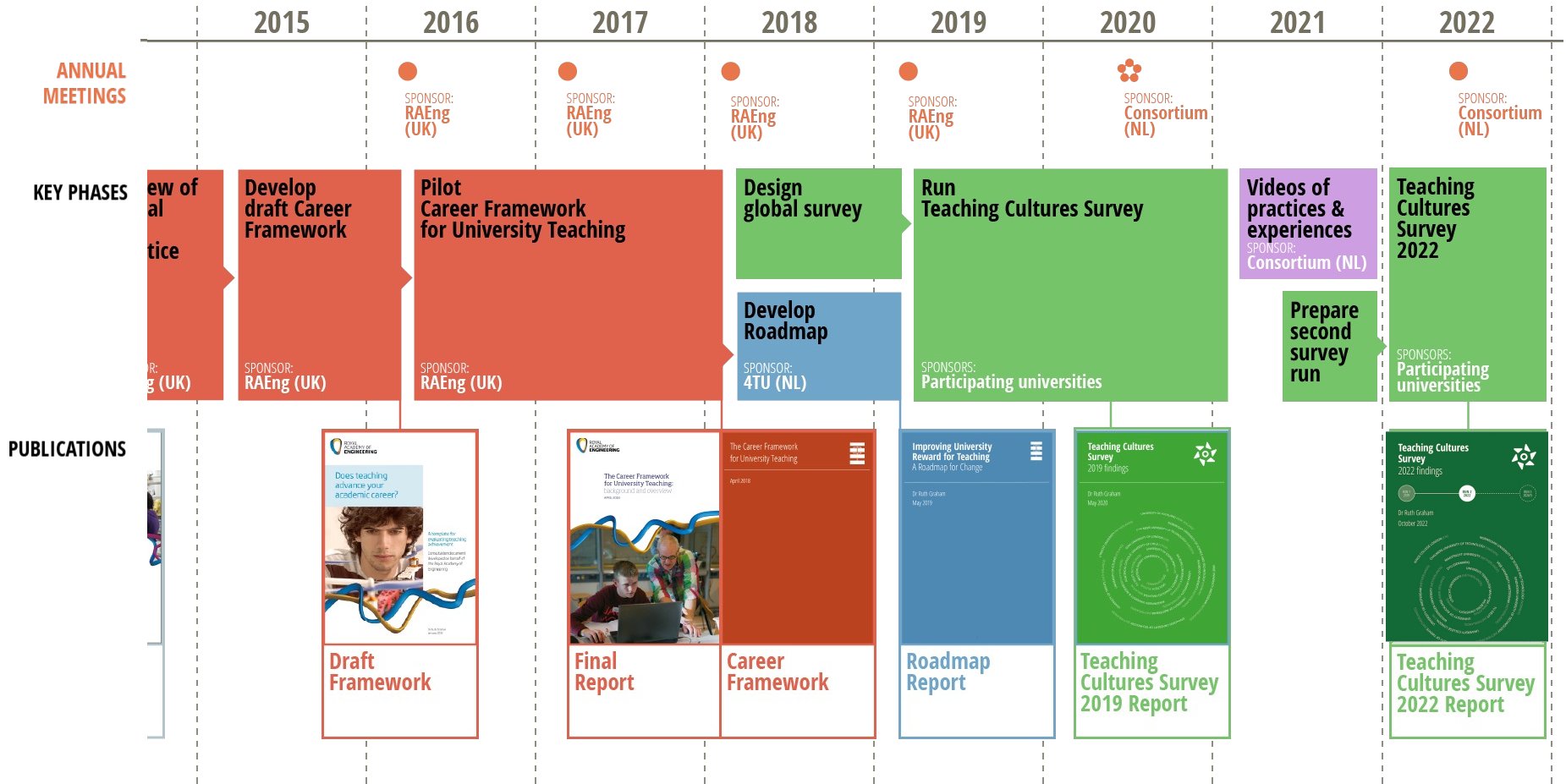


# Advancing Teaching timeline





# Advancing Teaching timeline



# Teaching Cultures Survey 2022

## TU Delft findings



## Definition of 'university teaching' (UT)

**UT refers to 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.

# Survey timeline



**All TCS 2022**

**11,614  
participants**

**8  
countries**

**16  
universities**



**All TCS 2022**

**11,614  
participants**

**24%  
average response rate**



**773**  
participants

**18%**  
response rate



## Survey focuses in four areas:

1. Perceptions of the **institutional environment** for teaching and learning at their university
2. Perceptions of the underlying **cultures and priorities** of their universities with respect to rewarding university teaching
3. Experiences of the status of university teaching in key **institutional processes** (like promotion and annual appraisal)
4. Academics' **expectations and desires for change** in the future



1	<b>Perceptions of university learning environment</b>	Learning environment supportive
		Time spent on teaching
		Impact of COVID on workload
		Value in pedagogical training
2	<b>Perceptions of cultures and priorities</b>	UT-focused roles career limiting
		Time spent on UT is career enhancing
		Contributions during COVID rewarded
		Commitment of leader: department
		Commitment of leader: school
3	<b>Experiences of key institutional processes</b>	Annual appraisals: UT explored in depth
		Measures of research are robust
		Measures of UT are robust
		Research is 'very important' to full prof
		UT <u>is</u> 'very important' to full prof
		<u>Would like</u> UT to be 'very important'
4	<b>Expectations &amp; desires for change</b>	Anticipate increase in priority given to UT
		Would like increase in priority to UT

			TU Delft vs All	2019 vs 2022
1	<b>Perceptions of university learning environment</b>	Learning environment supportive	Green	
		Time spent on teaching	Green	
		Impact of COVID on workload	Green	
		Value in pedagogical training	Green	
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1

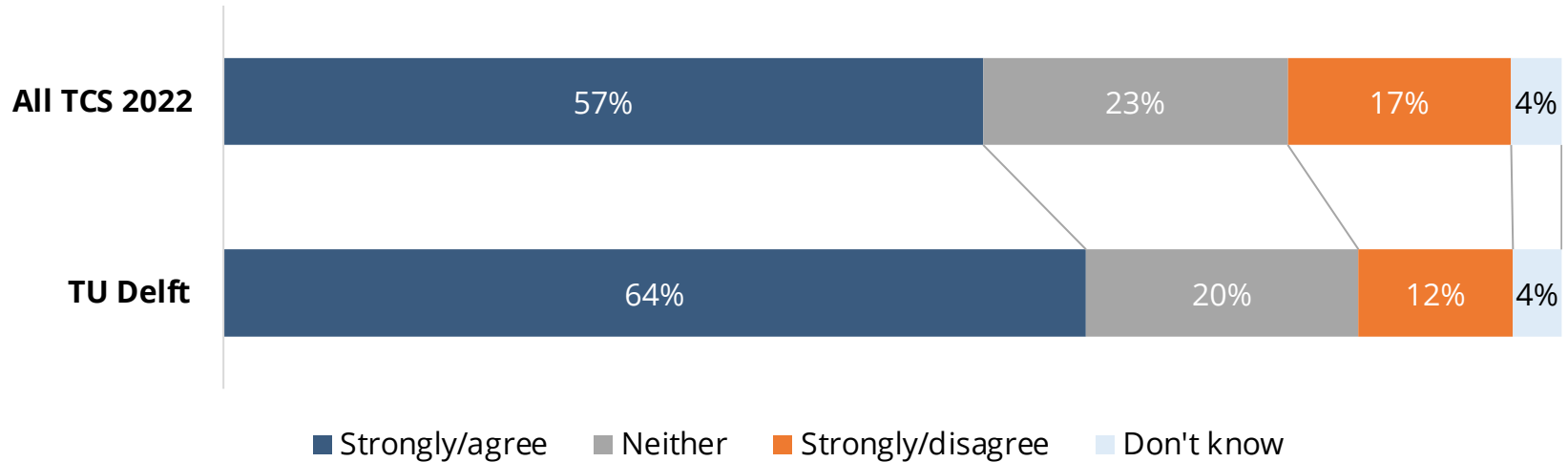
**Perceptions of university  
learning environment**

			TU Delft vs All	2019 vs 2022
1	<b>Perceptions of university learning environment</b>	Learning environment supportive		
		Time spent on teaching		
		Impact of COVID on workload		
		Value in pedagogical training		

# 1 Perceptions of university learning environment

## Teaching environment seen as 'supportive'

*"My university provides a supportive learning environment with opportunities to develop and improve my teaching practice."*



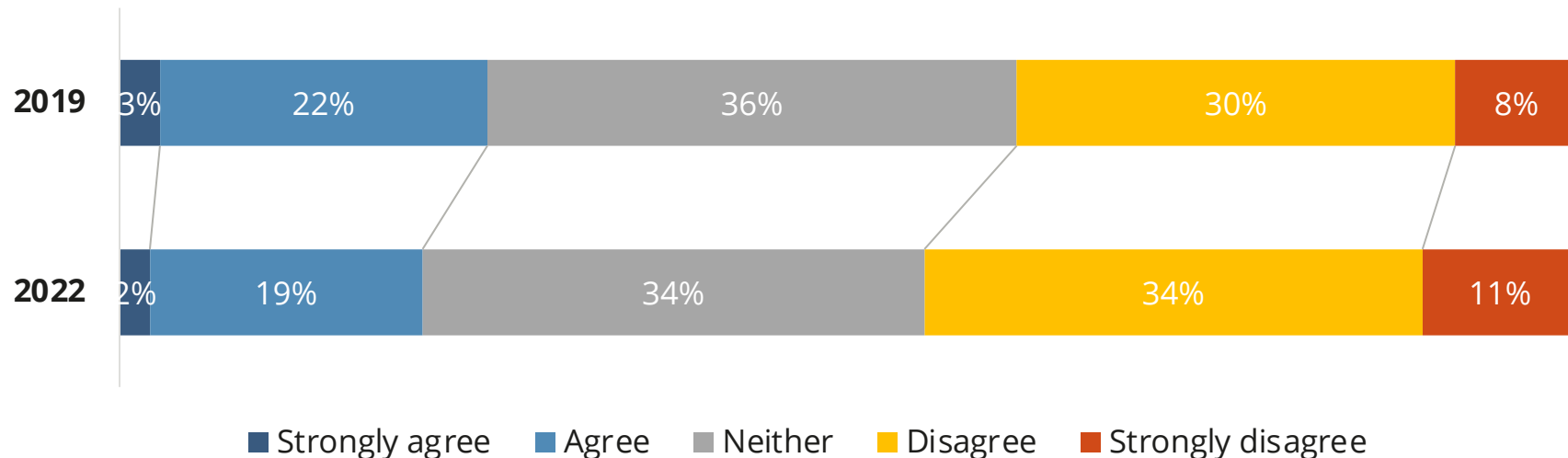
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## 2 Perceptions of institutional culture and values

2	<b>Perceptions of cultures and priorities</b>	UT-focused roles career limiting		
		Time spent on UT is career enhancing		
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## Reduction in proportion that see time on university teaching as career enhancing

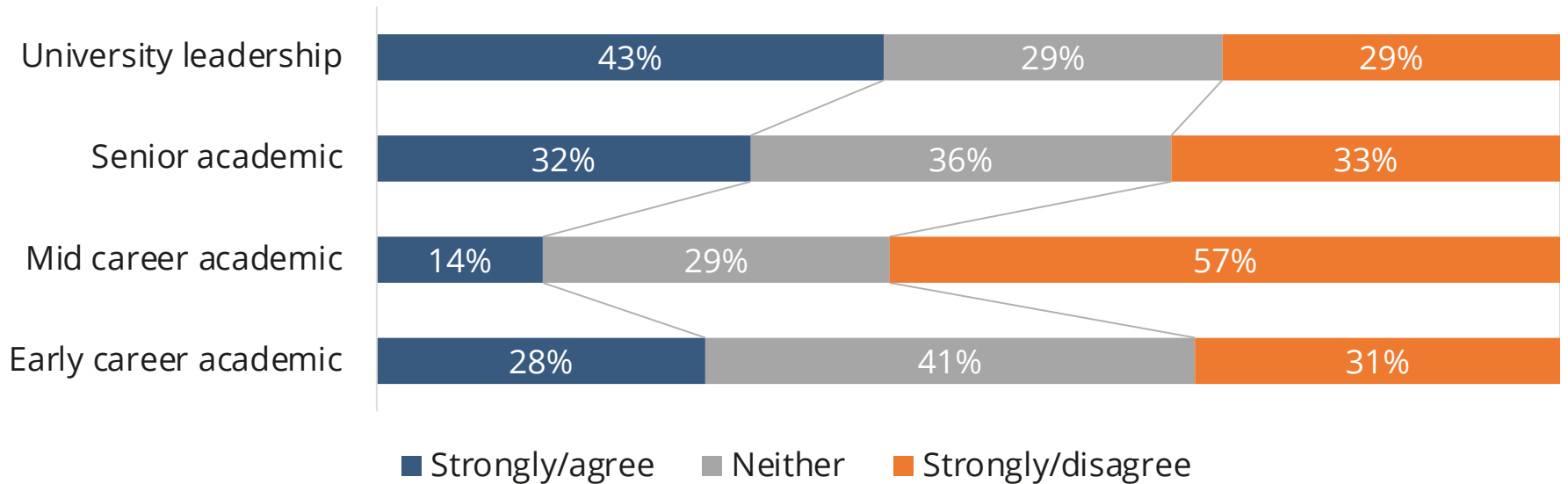
*“Time spent on university teaching has a positive impact on the career progression of academics at my institution”*





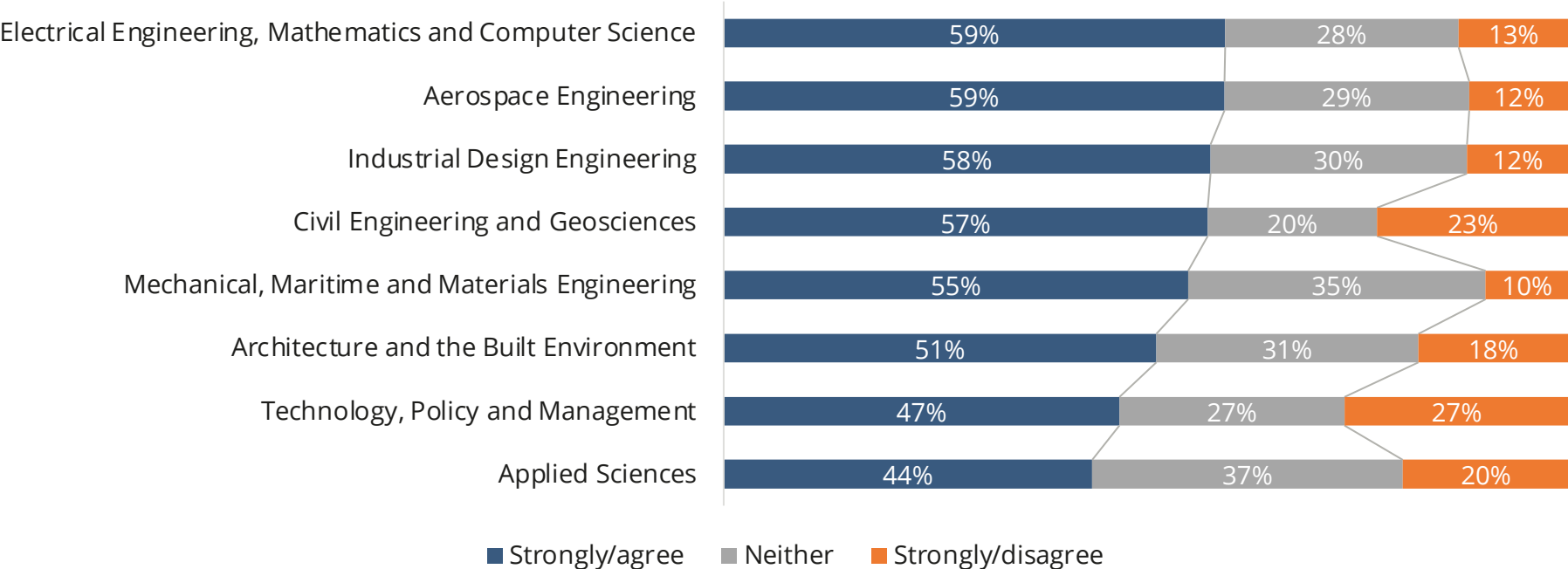
## Mid-career academics least likely to view university teaching as career enhancing

*“Time spent on university teaching has a positive impact on the career progression of academics at my institution”*



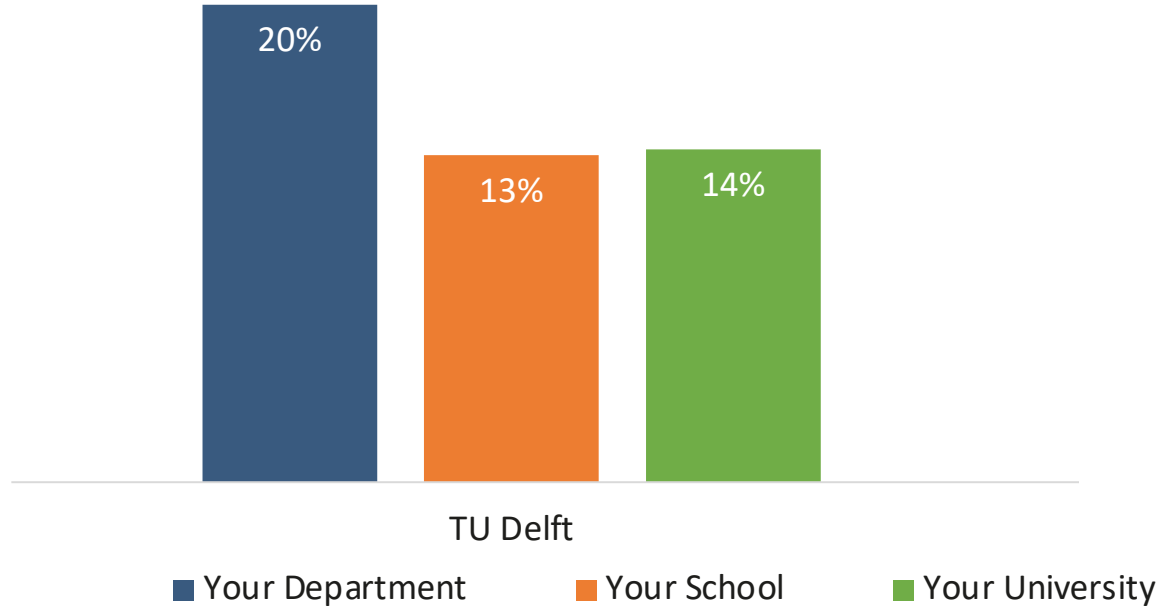
# Over half (54%) view education-focused roles as career limiting

*“Roles focused on university teaching are career-limiting at my institution”*



*“How committed are the leaders at the following levels in your institution to rewarding excellence in university teaching?”*

*...responding “very committed”*



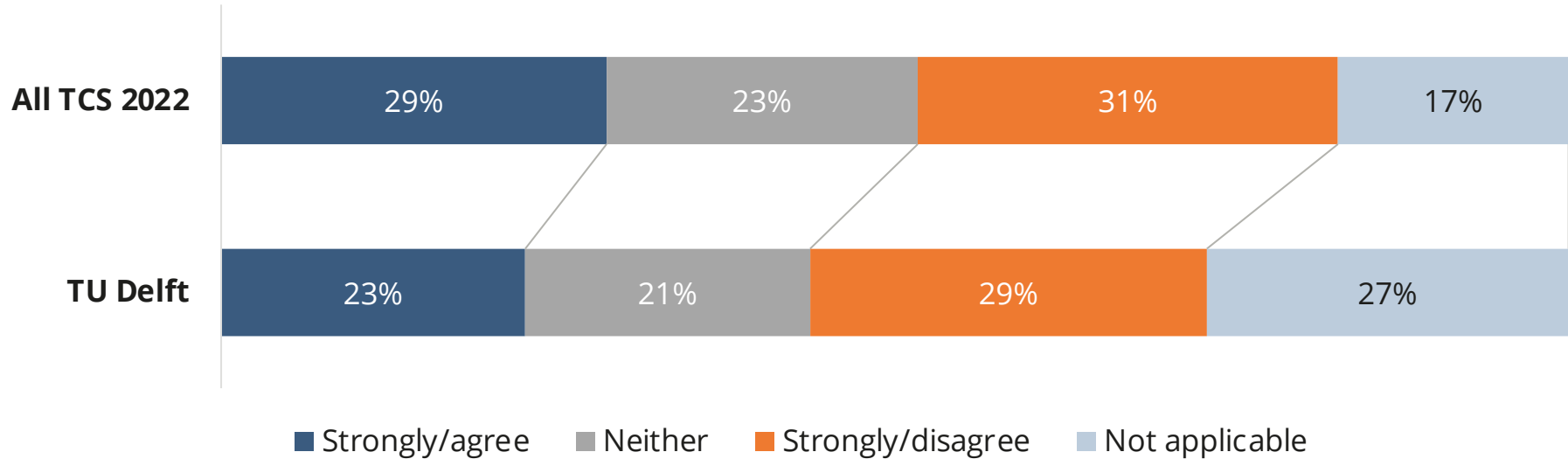
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# 3 Experiences of key institutional processes

3	<b>Experiences of key institutional processes</b>	Annual appraisals: UT explored in depth		
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		Measures of UT are robust		
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		UT <u>is</u> 'very important' to full prof		
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# Less likely than global peers to explore university teaching in depth in appraisal

*“My achievements, goals and ambitions in university teaching were explored in depth in my most recent Annual Appraisal”*



# Academics experiences and priorities: promotion to full professorship

*“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 research/teaching contract)?”*

- 1. university teaching**
- 2. research**
- 3. entrepreneurship**, enterprise & external engagement
- 4. service** to the university / administration

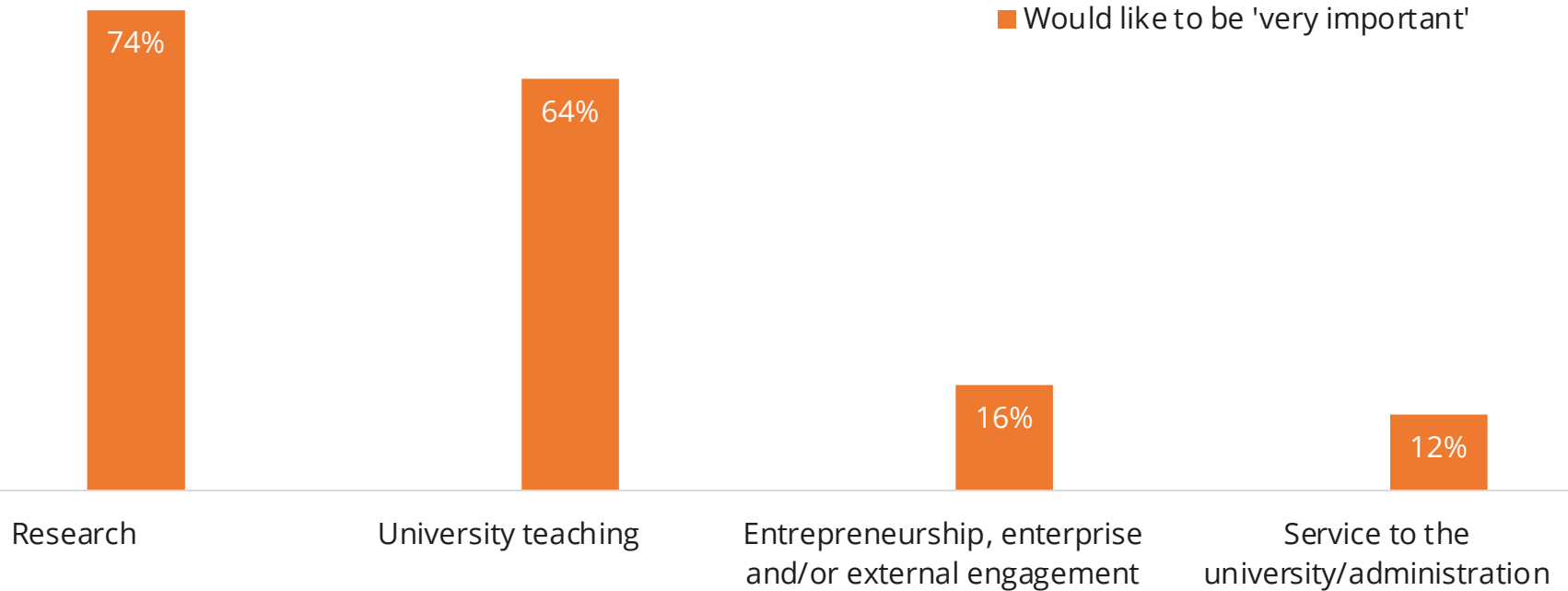
# Academics experiences and priorities: promotion to full professorship

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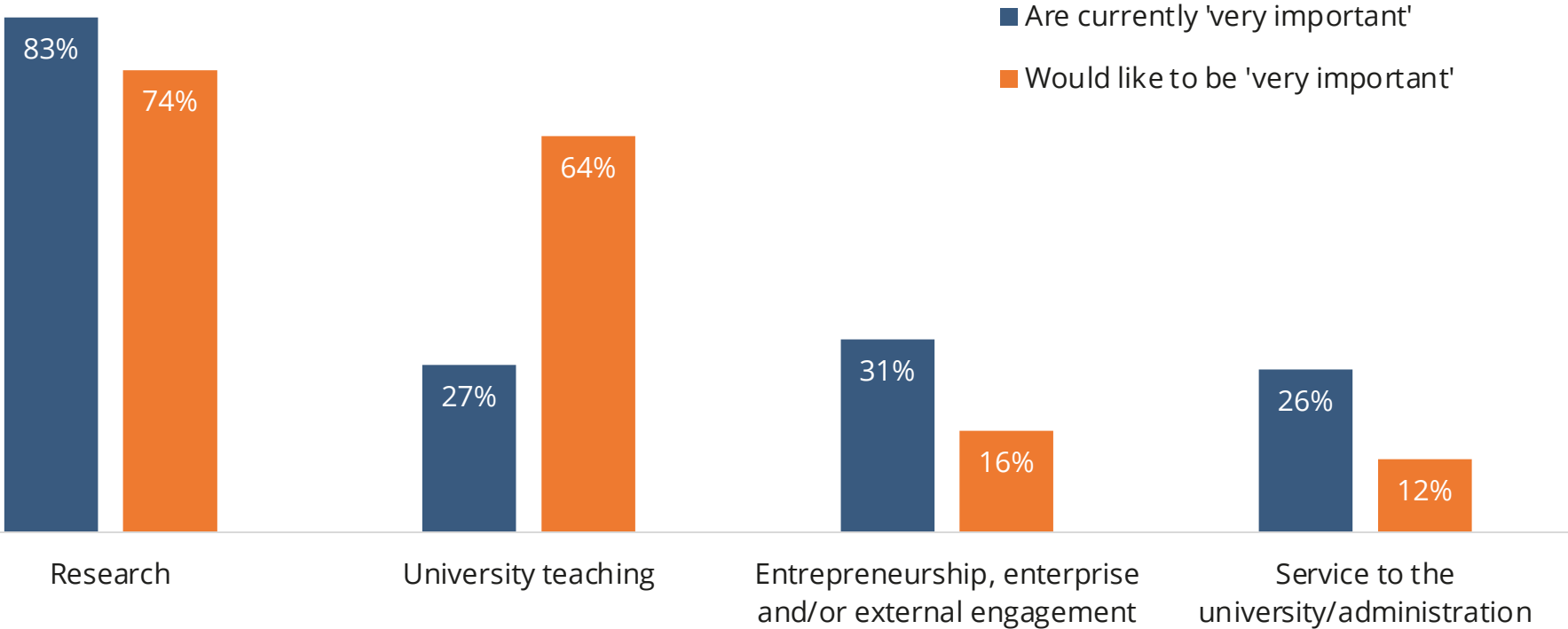


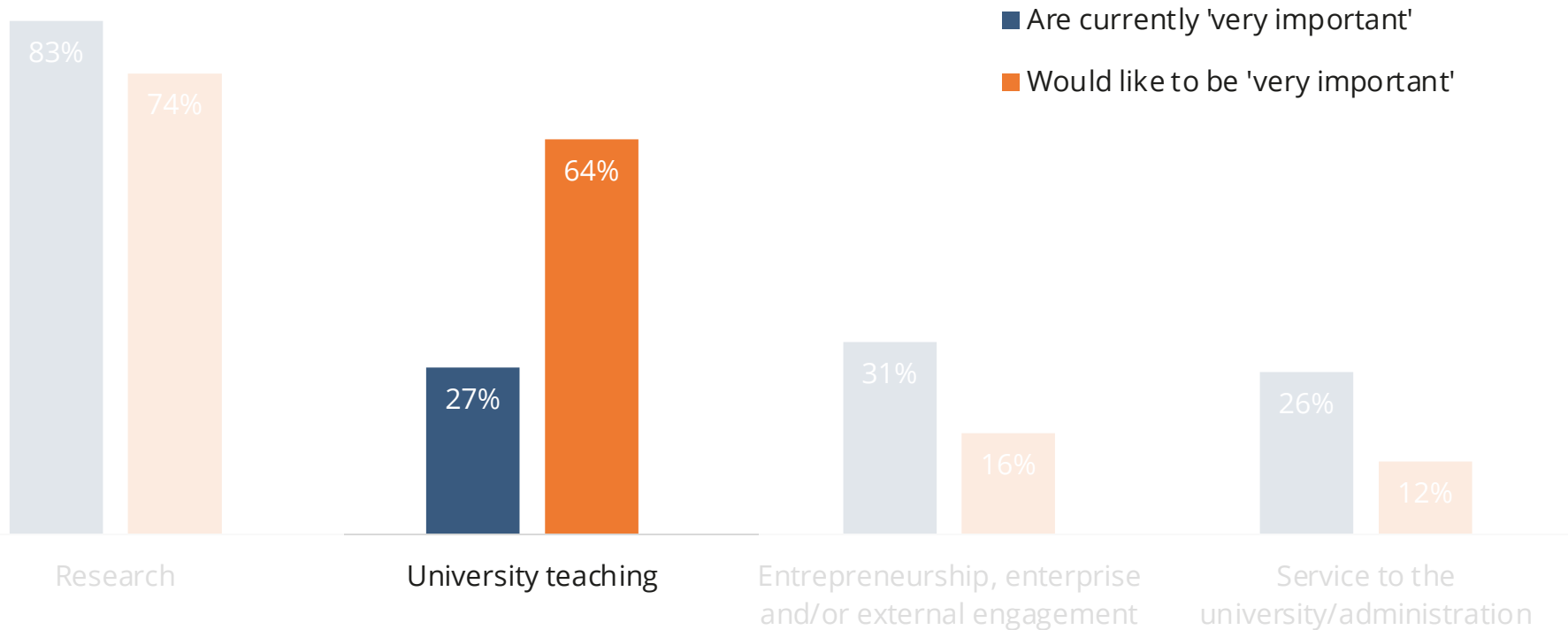


## Respondents who would like each activity to be very important ...



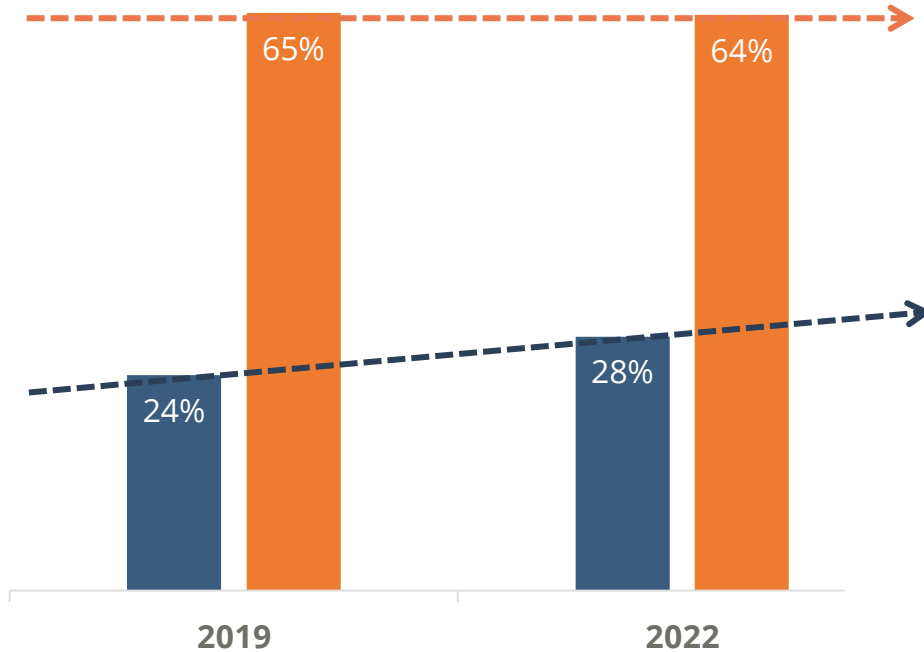
# ... respondents who report each activity currently is very important





# For all returning universities: Increase in those reporting UT to be 'very important'

Between 2019 and 2022...

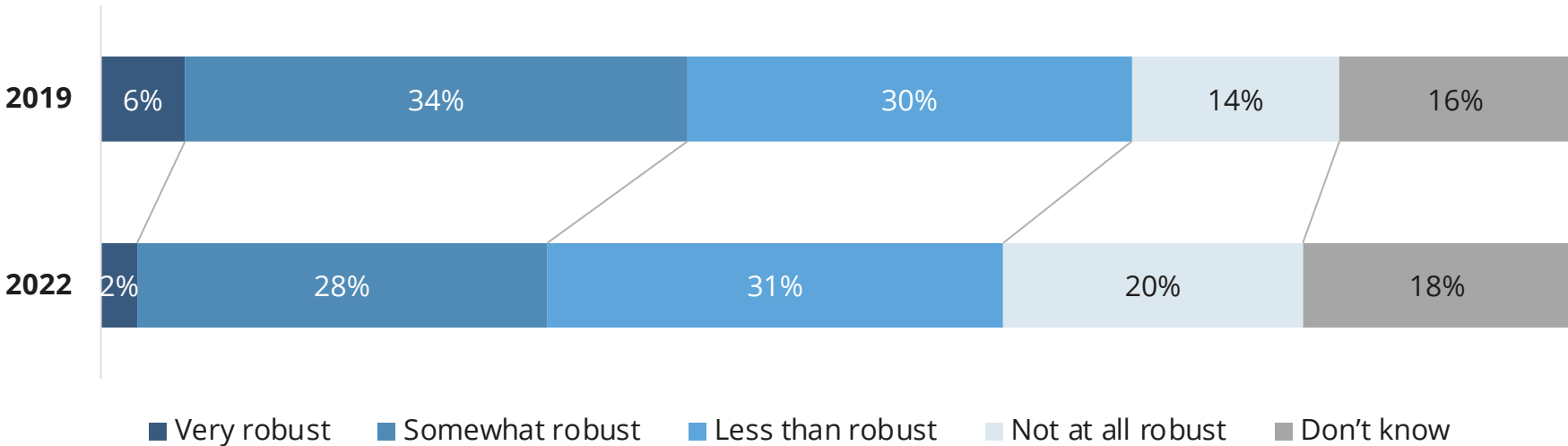


**No change** in proportion who would like UT to be 'very important'

**Increase of 4%** reporting UT to currently be 'very important'

# Reduction in the proportion that regard sources of evidence used to assess university teaching as 'robust'

*"In your opinion, how robust are the sources of evidence used to assess the quality and impact of university teaching at your university"*



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# 4 Expectations and desires for change

4	<b>Expectations &amp; desires for change</b>	Anticipate increase in priority given to UT		
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## Rise in proportion of those expecting priority on UT to increase

*"How **do you anticipate** the priority given to university teaching in academic promotions will change at your institution in the next five years?"*

↗ increase

↘ decrease

= stay the same

? don't know



2019: 31%

2022: 35%



## Most continue to want priority on UT to increase

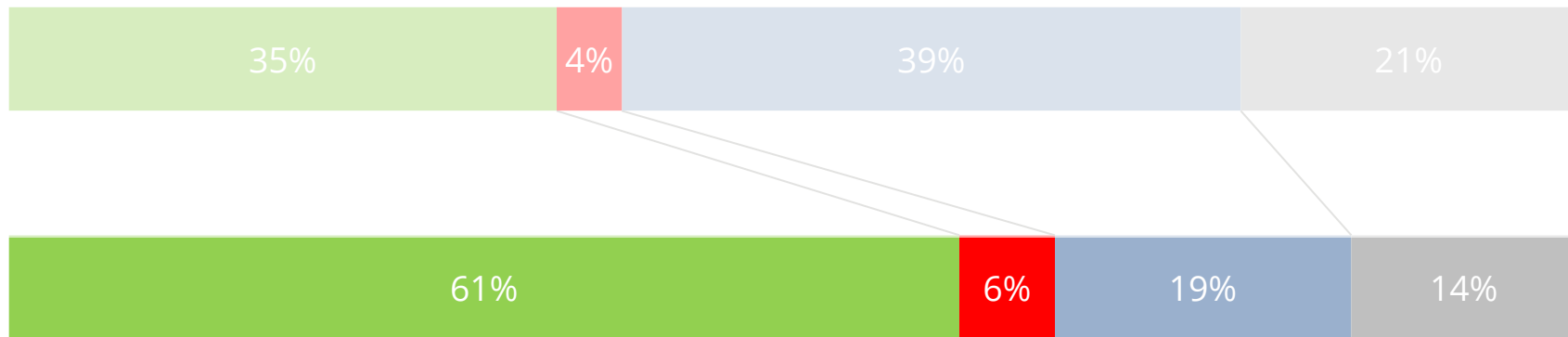
*"How **would you like** the priority given to university teaching in academic promotions to change at your institution in the next five years?"*

↗ **increase**

↘ **decrease**

= **stay the same**

? **don't know**



**2019: 57%**

**2022: 61%**

# Reflections on the survey findings

# Themes to track for final survey run...

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# Lessons learnt from Advancing Teaching network on mechanisms to improve teaching culture:

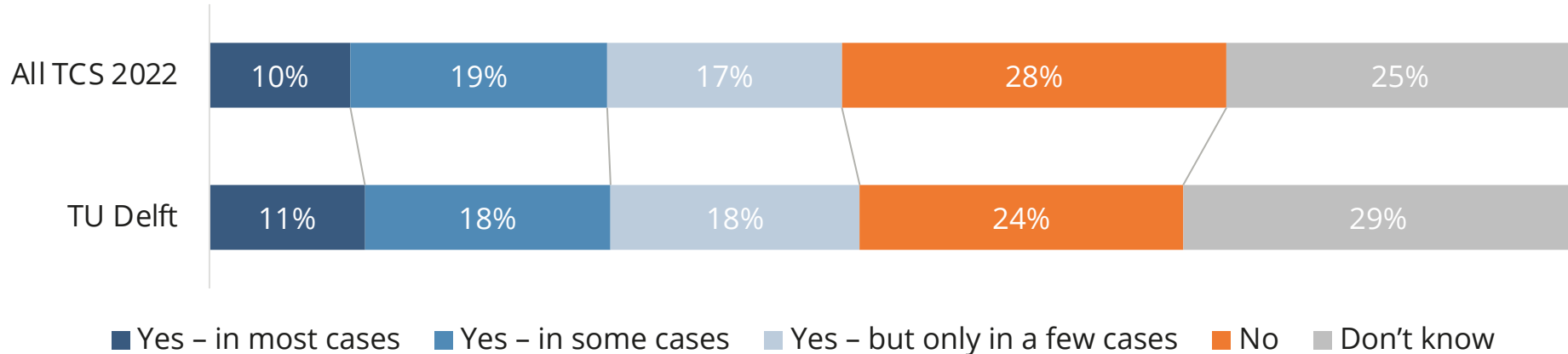
- Targeted interventions by discipline and/or seniority level based on survey findings
- Review of design and delivery of annual appraisals
- Support for HoDs and members of promotion/appointment panels
- Training of external 'pedagogical assessors'
- Professional development to foster educational leadership
- Review of education-focused career pathways to establish parity of status and opportunities

**Thank you**

## More likely to believe that contributions during COVID-19 will be rewarded

*“Some academics made a particularly significant contribution to adapting the curriculum and/or supporting students during COVID-19 restrictions.*

*Do you believe that the contribution of these individuals will be (or has been) appropriately recognised by your university?”*



## TU Delft participants see value in pedagogical training

*“If you are an expert in your field, you don’t need additional pedagogical training and development to teach well.”*

