



Teaching Cultures Survey 2022 Findings University of Twente, The Netherlands

October 2022

CONFIDENTIAL REPORT FOR THE UNIVERSITY OF TWENTE

NOT FOR WIDER DISTRIBUTION

PLEASE NOTE:

The term 'university teaching' 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.

Further information on the Teaching Cultures Survey is available on the project website www.teachingcultures.com.

Summary of key findings

The Teaching Cultures Survey (TCS) is a global collaboration of universities committed to improving how university teaching is supported and rewarded. The TCS has been conducted in 2019 (TCS 2019) and 2022 (TCS 2022); a third survey is scheduled for 2024/25. Through an online survey administered at the participating universities, the TCS captures perspectives of the academic community on: (i) their institution's teaching and learning environment; (ii) the institutional commitment to university teaching; (iii) the status of teaching in key institutional processes; and (iv) expectations and desires for change.

The University of Twente (UT) is one of 16 universities participating in the TCS 2022. Almost 650 members of its academic community took part in TCS 2022, ranging in seniority from PhD students to university leaders. The university's survey response rate (30%) is higher than the TCS 2022 institutional average (24%). This confidential report summarises findings from UT's 2022 survey; comparisons are also made with findings from its TCS 2019. Additionally, UT's findings are compared with the amalgamated findings from all 16 universities participating in TCS 2022 and with the smaller group of 13 universities that participated in both TCS 2019 and TCS 2022.

At UT, survey participants were broadly positive about the **teaching and learning environment**:

- UT respondents were more likely than global peers to report that their university *"provides a supportive learning environment with opportunities to develop and improve my teaching practice"* (UT: 70%; all TCS 2022 institutions: 57%);
- COVID-19 restrictions also appear to have had a less significant impact on academic workloads at UT than at global peers: 37% of UT participants reported that their workload in university teaching *"increased to a level where I needed to work additional hours most weeks"* over the previous year, compared to 43% at all TCS 2022 institutions.

There have been some small but promising signs of change since 2019 in UT academics' **perceptions of the institution's commitment** towards rewarding and recognising university teaching:

- since 2019, the proportion of UT participants strongly agreeing with the statement *"Roles focused on university teaching are career-limiting at my institution"* decreased significantly, from 21% to 14%;
- however, UT participants were more likely than global peers to report that they *'don't know'* whether significant contributions made in teaching and learning during COVID-19 emergency teaching would be rewarded by their university.

Opportunities exist to enhance **the status of teaching in key institutional processes** at UT:

- the proportion of TU participants that considered university teaching to be currently 'very important' in promotion to full Professor (25%) had not changed significantly since 2019 (across all TCS 2022 institutions, this proportion increased from 24% in 2019 to 28% in 2022).
- however, UT participants were more likely than global peers to describe sources of evidence used at their university to assess university teaching as 'very robust' or 'somewhat robust' (37% compared to 34% across all TCS 2022);

The survey indicated continued support at UT for **enhancing the status and role of university teaching**, particularly among senior academics and leaders:

- while 33% anticipated that the priority given to university teaching in academic promotion at UT would increase in the next five years, over three in five (56%) would like to see such an increase.

Overall, survey findings suggest that views and experiences at UT have not changed significantly since 2019. While perceptions of the institutional culture as one that does not reward university teaching persists amongst many UT academics, so too does support amongst the academic community for increasing the priority given to rewarding university teaching.

The Teaching Cultures Survey at the University of Twente

This confidential report summarises findings from the TCS 2022 at UT. The findings shine a light on academics' perceptions and experiences of the culture and status of university teaching at UT.

The report focuses on headline survey findings relating to:

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For each of these four areas, UT's findings from the TCS 2022 are reported, together with comparisons to the university's survey findings from 2019. Where appropriate – and, in particular, where significant differences exist – findings are also benchmarked against global peer institutions in two dimensions:

- the amalgamated findings from all universities participating in the 2022 survey, a group of 16 institutions that will be termed '**all TCS 2022 universities**' hereafter¹;
- the change in survey findings over time for universities that participated in both the 2019 and 2022 surveys, a group of 13 universities that will be termed '**returning universities**' hereafter¹.

The 2022 survey was administered at UT between 10th May and 31st May and is the second of three surveys that capture and track the status and culture of university teaching amongst the academic community over time. The final survey will be administered in 2024/25.

Evidence for the TCS is gathered via a short anonymous questionnaire open to all members of the university's academic community. In addition to basic demographic information (e.g. gender, post, academic discipline), the questionnaire is designed to capture participants' perspectives across the four broad areas listed above, around which this report is structured.

Data was collected from 641 survey participants from UT, representing 30% of the university's academic population who were invited to participate (totalling 2165 individuals). Total participant numbers across all TCS 2022 institutions were 11,623, with an average institutional response rate of 24%.

Further information on the TCS is provided in the report appendices:

APPENDIX A provides background information about the TCS project timeline (running up to 2024/25) and the approach taken to the survey design;

APPENDIX B provides the 2022 questionnaire. Please note that two additional questions were included in the TCS 2022 to capture the perceived impact of COVID-19 'emergency teaching';

APPENDIX C provides information on role titles and disciplines used in this report;

APPENDIX D outlines the profile of survey participants at UT, with comparisons to the participant profile across all TCS 2022 institutions.

¹ Universities in the 'all TCS 2022' and 'returning universities' groups are listed in Appendix A.

Please note, throughout this report:

- globally-recognised terms will be used to describe survey participants' roles (see Appendix C);
- references to significant differences are based on a significance threshold of $p < 0.05$ (see Appendix A.5). Non-significant differences are not reported;
- the term '*UT participants*' is used to refer to the group of UT academics that participated in the TCS.

Fuller details of the survey findings are given in the four spreadsheets that accompany this report to enable UT to review the TCS 2022 findings in greater detail. The first two spreadsheets are confidential to UT (and relate only to TCS findings from UT) and the second two spreadsheets have been shared with all universities participating in the TCS (and relate to amalgamated findings across universities). The file names and contents of these spreadsheets are outlined below:

1. **UT TCS 2022 cross-sectional:** TCS 2022 findings for UT with crosstabulation for each question by six demographic variables (including role, gender, and academic discipline);
2. **UT change over time (2019 vs 2022):** comparisons between TCS 2019 and TCS 2022 findings at UT. Care has been taken to ensure that, where possible, the disciplinary and role groupings used to categorise participants are consistent between the two surveys;
3. **TCS 2022 cross-sectional:** TCS 2022 findings for all TCS 2022 universities (16 institutions in all) with crosstabulation of responses to each question by demographic variables (such as role, gender, and academic discipline);
4. **Returning universities change over time (2019 vs 2022):** comparisons between TCS 2019 and TCS 2022 findings at the 13 returning universities that participated in both the 2019 and 2022 surveys.

The opening tab of each spreadsheet provides information on how to use the data tables, including statistical significance and sample numbers. It is noted that, in order to maintain anonymity, groups and categories have been collapsed with similar groups where the population size is five or less, or where 100% of participants in a group provided the same response to a question.

No further detail on the findings can be provided beyond that given in these spreadsheets.

Section 1 The university's teaching and learning environment

FINDING 1.1. UT academics more likely than global peers to view the university's learning environment as supportive

The proportion of UT participants agreeing or strongly agreeing with the statement: "My university provides a supportive learning environment with opportunities to develop and improve my teaching practice" (question 12, Appendix B), is significantly higher than the proportion across all TCS 2022 universities (70% compared to 57%) (Figure 1).

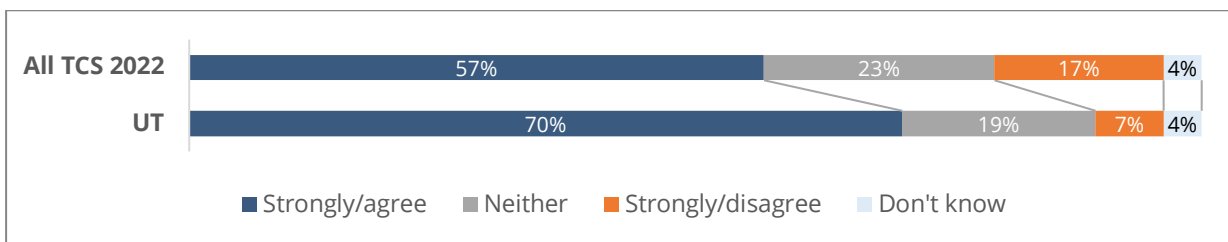


FIGURE 1 Percentage agreeing/disagreeing with the statement "My university provides a supportive learning environment with opportunities to develop and improve my teaching practice" for participants from (i) all TCS 2022 universities; and (ii) UT.

Responses to this question varied by demographic group, including by contract length (Figure 2) and role (see spreadsheets).

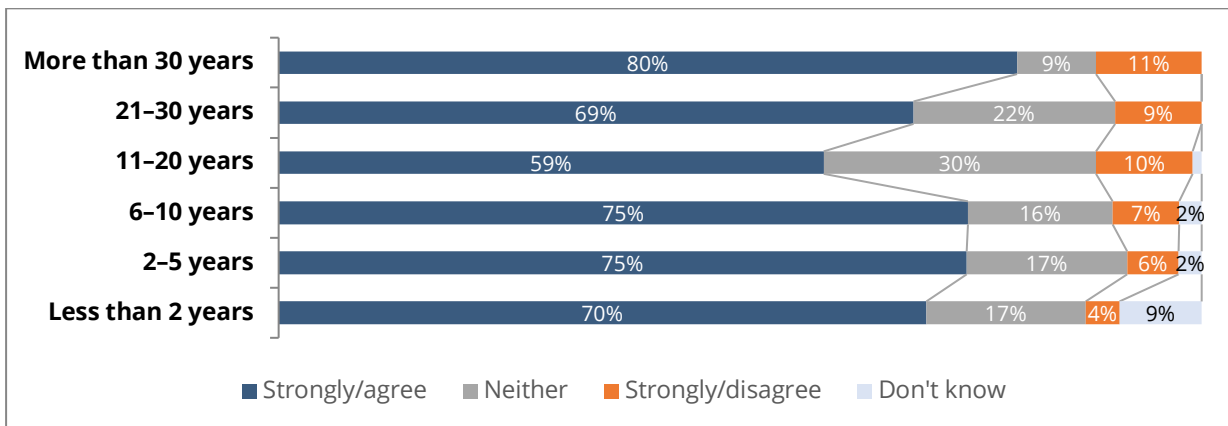


FIGURE 2 Percentage agreeing/disagreeing with the statement "My university provides a supportive learning environment with opportunities to develop and improve my teaching practice" for UT participants by contract length.

Change over time: there were no significant differences in responses to this question at an aggregated level between the 2019 and 2022 surveys at UT. However the proportion of mid-career² academics strongly agreeing or agreeing with the statement increased from 58% in 2019 to 71% in 2022.

² 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.

FINDING 1.2. 49% of participants are satisfied with the amount of time they spend on university teaching

Participants were asked “*In the last year, have you spent as much time as you would like on university teaching?*” (question 19, Appendix B). As Figure 3 indicates, 49% were satisfied with the amount of time they had spent on university teaching, 33% would like to have spent less time and 18% would like to have spent more time. These results were very similar to the responses across all TCS 2022 universities.

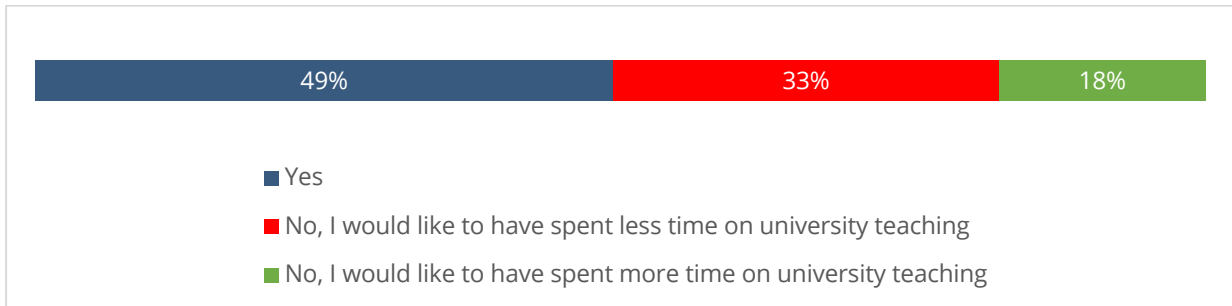


FIGURE 3 Percentage responses to the question: “*In the last year, have you spent as much time as you would like on university teaching?*” for UT participants.

Responses to this question varied by demographic group, including by discipline (Figure 4) and seniority² (see spreadsheets) where mid-career academics were the group least likely to report that they were satisfied with the amount of time they had spent on university teaching (45%), compared to 66% of senior academics and 75% of university leadership (n=8).

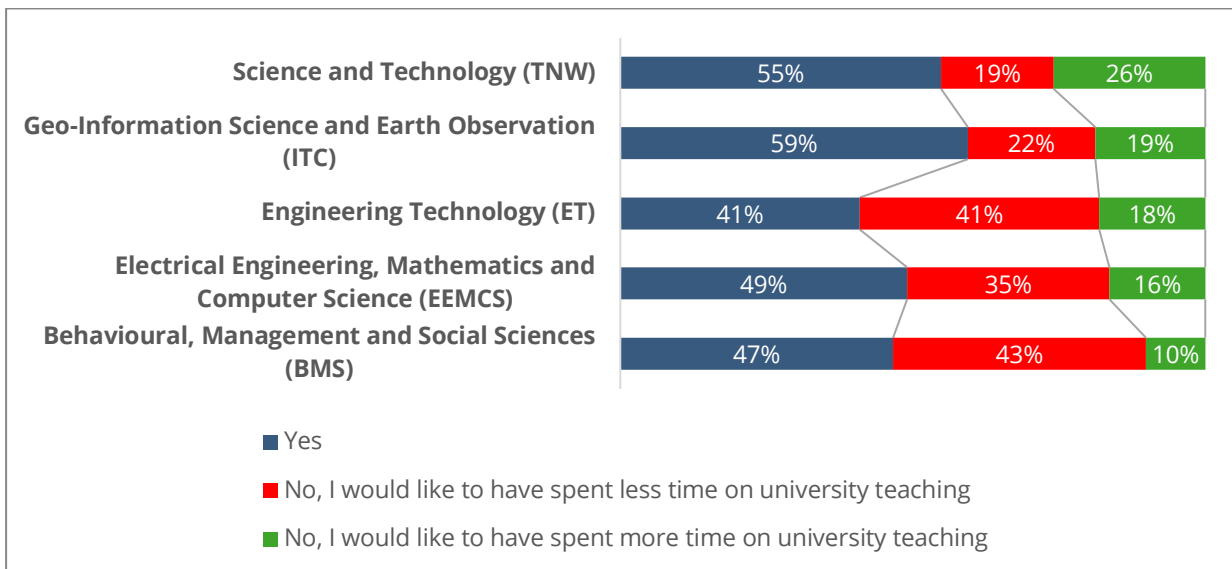


FIGURE 4 Percentage responses to the question: “*In the last year, have you spent as much time as you would like on university teaching?*” for UT participants by discipline.

Change over time: there were no significant differences in responses to this question between the 2019 and 2022 surveys at UT, a pattern found across returning universities as whole.

FINDING 1.3. Large majority of UT participants see value in pedagogical training and development

The majority (85%) of UT participants disagreed or strongly disagreed with the statement: *“If you are an expert in your field, you don’t need additional pedagogical training and development to teach well”* (question 9, Appendix B) (Figure 5). This finding at UT broadly aligns with the findings across global peer institutions (at all TCS 2022 universities, 83% disagreed or strongly disagreed with the statement).

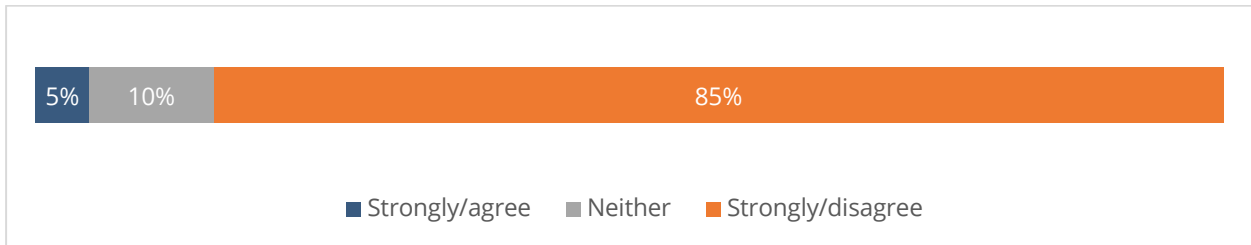


FIGURE 5 Percentage agreeing/disagreeing with the statement *“If you are an expert in your field, you don’t need additional pedagogical training and development to teach well”* for UT participants.

Responses to this question varied by demographic group, including by gender (where participants identifying as female were the group most likely to see value in pedagogical training and development, as illustrated in Figure 6).

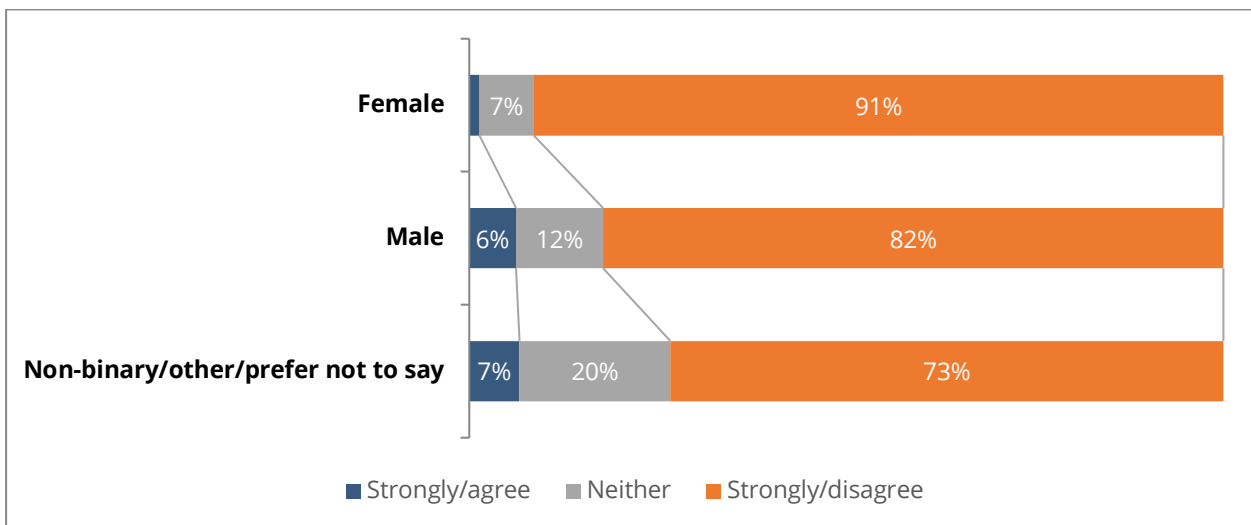


FIGURE 6 Percentage agreeing/disagreeing with the statement *“If you are an expert in your field, you don’t need additional pedagogical training and development to teach well”* for UT participants by gender.

Change over time: there were no significant differences in responses to this question between the 2019 and 2022 surveys at UT, a pattern found across returning universities as whole.

FINDING 1.4. UT participants less likely than global peers to report significant increase in workload during COVID-19 restrictions

Two new questions were added to the questionnaire for the 2022 survey run to capture perspectives on the impact of COVID-19 ‘emergency teaching’. One of these questions focused on academic workloads, and stated: “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?” (question 7, Appendix B). The five response options for the questions were: (i) My workload in university teaching **reduced**; (ii) My workload in university teaching **stayed around the same**; (iii) My workload in university teaching **increased**, but I was usually able to complete my work in my regular hours; (iv) My workload in university teaching **increased** to a level where I needed to work additional hours most weeks; and (v) Not applicable (I am not involved in university teaching or no major changes in university teaching were made at my university in response to COVID-19).

Around four in ten (37%) of UT participants reported that their ‘university teaching workload had increased to a level where additional hours were needed, compared to 43% for all TCS 2022 (Figure 7).

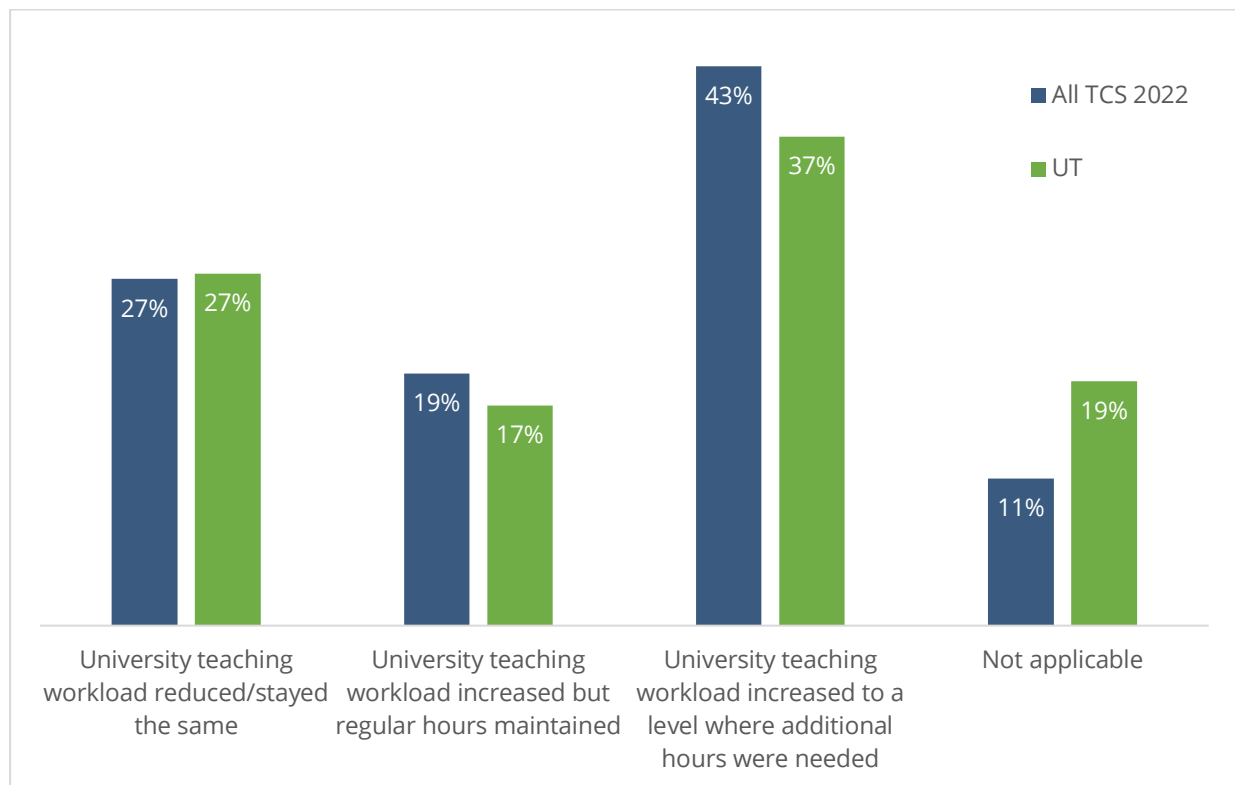


FIGURE 7 Responses to the question “Some academics made a particularly significant contribution to adapting the curriculum and/or supporting students during COVID-19 restrictions. Do you believe that the contribution of these individuals will be (or has been) appropriately recognised by your university?” for participants at (i) all TCS 2022 universities; and (ii) UT.

Responses to this question at UT varied by demographic group, including by seniority², where senior academics were the group most likely to report that their workload in university teaching had increased to a level where additional hours were needed.

Section 2 Perceived institutional commitment to rewarding university teaching

FINDING 2.1. Decrease since 2019 in UT academics viewing roles focused on university teaching as career-limiting

Half (50%) of participants from UT agreed or strongly agreed with the statement: “Roles focused on university teaching are career-limiting at my institution” (the first component of question 18, Appendix B). However, as Figure 8 indicates, the proportion of participants at UT either strongly agreeing or agreeing with the statement has decreased since 2019.

The proportion of participants at UT strongly agreeing with the statement is lower than the figure across all TCS 2022 universities (14% compared to 19% across all TCS 2022).

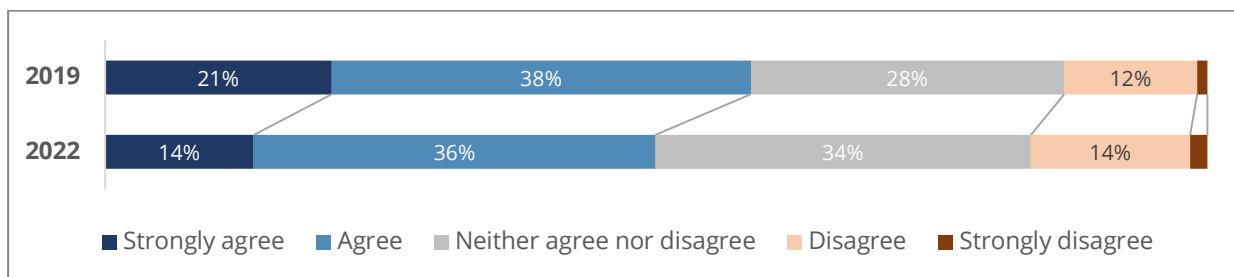


FIGURE 8 Percentage agreeing/disagreeing with the statement: “Roles focused on university teaching are career-limiting at my institution” for UT participants in (i) 2019; and (ii) 2022.

Responses to this question by UT academics varied by demographic group, including by contract length (Figure 9), contract type and role (see spreadsheets).

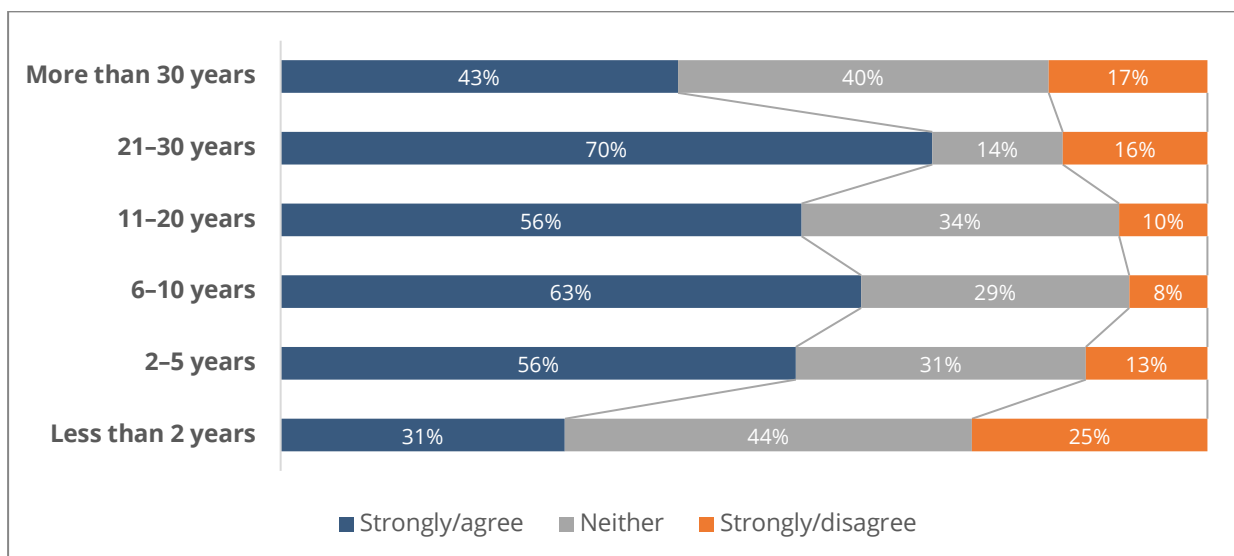


FIGURE 9 Percentage agreeing/disagreeing with the statement: “Roles focused on university teaching are career-limiting at my institution” for UT participants by contract length. Note: the Likert categories have been collapsed into three groups for this chart.

FINDING 2.2. UT participants less likely than global peers to see time spent on university teaching as a career-enhancing activity

Only a small minority (21%) of UT 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” (the second component of question 18, Appendix B), a proportion that has not changed significantly since 2019. The proportion agreeing or strongly agreeing is lower than the proportion of participants across all TCS 2022 universities (24%) (Figure 10).

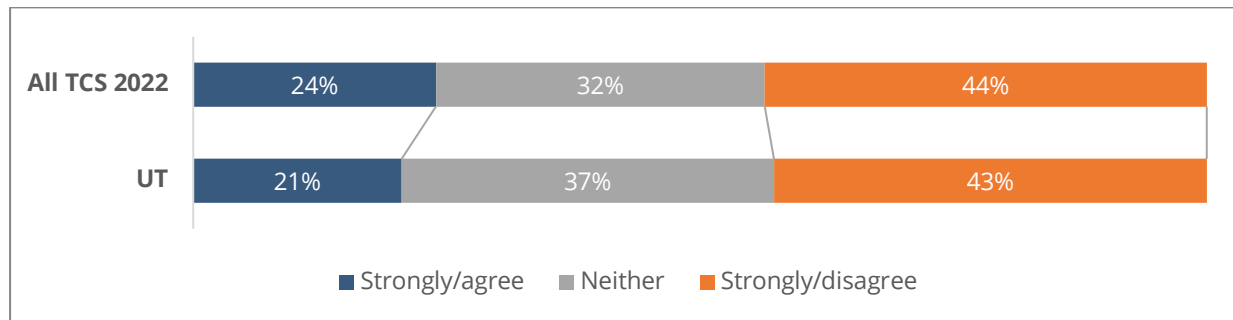


FIGURE 10 Percentage agreeing/disagreeing with the statement: “Time spent on university teaching has a positive impact on the career progression of academics at my institution” from participants at (i) all TCS 2022 universities; and (ii) UT.

Responses to this question by UT academics varied by demographic group, including by seniority² (see Figure 11), contract type (see spreadsheets) and gender, where participants that identified as female were the group least likely to view time spent on university teaching as career enhancing (50% of this group disagreed or strongly disagreed with the statement, compared to 38% of those that identified as male).

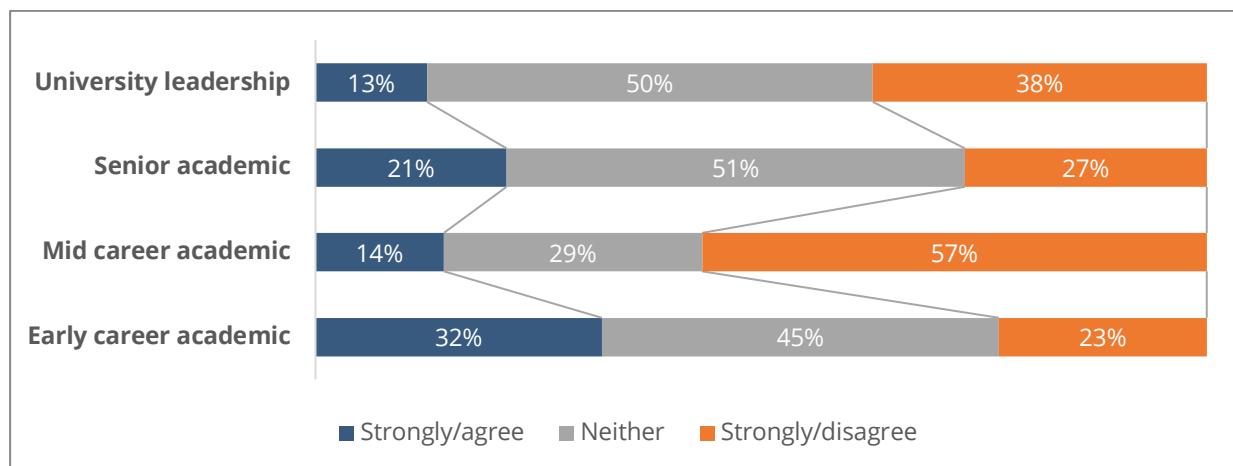


FIGURE 11 Percentage agreeing/disagreeing with the statement: “Time spent on university teaching has a positive impact on the career progression of academics at my institution” for UT participants by seniority². Note: the group ‘University leadership’ is small (n=8).

Change over time: there were no significant differences in responses to this question between the 2019 and 2022 surveys at UT, a pattern found across returning universities as whole.

FINDING 2.3. **Minority of UT academics perceive university leaders as committed to rewarding teaching**

When asked “How committed are the leaders at the following levels in your institution to rewarding excellence in university teaching?” (question 11, Appendix B) at three levels of university leadership, only a quarter of participants from UT identified any level as ‘very committed’: the leadership of their department (25%); Faculty/School leadership (13%); and university leadership (11%)³. More than a quarter (27%) responded that they did not know how committed the university was to rewarding excellence in university teaching. Compared to those at all TCS 2022 universities, UT participants were more likely to identify senior managers in their department as ‘very committed’ to rewarding excellence in university teaching (Figure 12).

The proportion of UT participants reporting that senior managers were ‘very’ or ‘somewhat committed’ to rewarding excellence in university teaching rose in line with career seniority from mid-career to university leadership. For example, 43% of mid-career academics, 60% of senior academics and 75% of university senior management (n=8) identified UT university leaders as ‘very’ or ‘somewhat’ committed to rewarding excellence in university teaching.

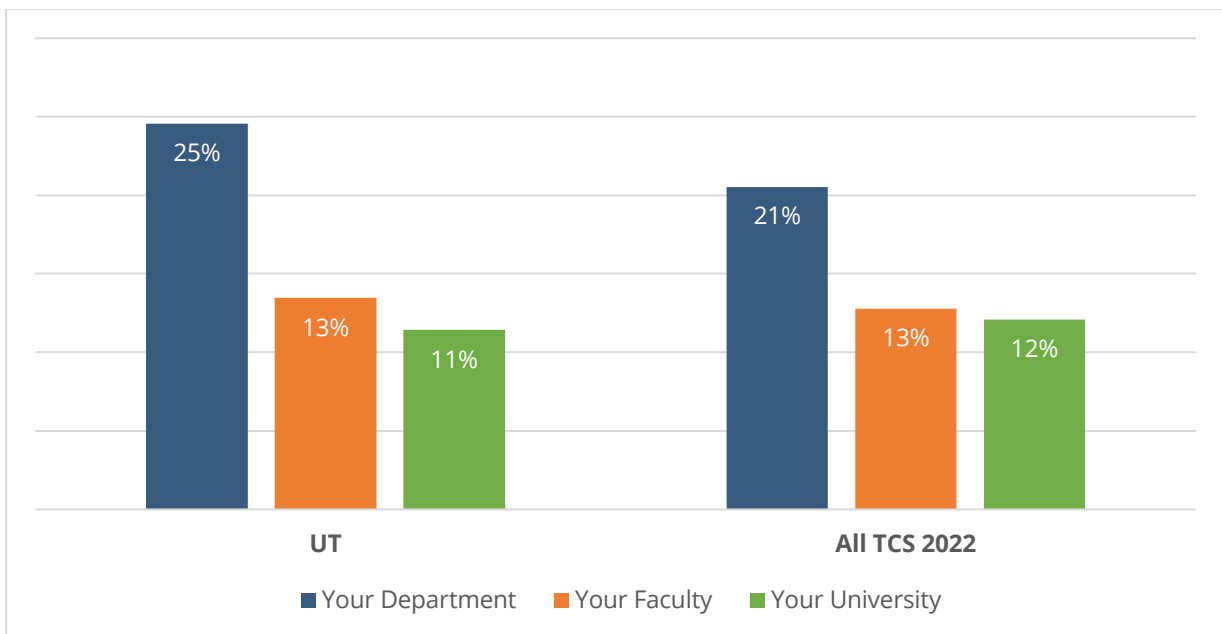


FIGURE 12 Participants identifying leaders to be ‘very committed’ to rewarding excellence in university teaching for (i) UT; and (ii) all TCS 2022 universities.

Change over time: there were no significant differences in responses to this question between the 2019 and 2022 surveys at UT. Across returning universities as a whole, the proportion responding that they did not know how committed their department or university was to rewarding excellence in university teaching increased modestly but significantly in relation to departmental leaders (from 11% to 13%).

³ The other categories are: somewhat committed; not very committed; not at all committed; don't know.

Section 3 The status of teaching in key institutional processes

FINDING 3.1. Minority (28%) report teaching achievements, goals and ambitions being explored in depth during annual appraisal

28% of UT participants agreed or strongly agreed with the statement: “My achievements, goals and ambitions in university teaching were explored in depth in my most recent Annual Review (Jaargespreek)” (question 10, Appendix B) (Figure 13). These findings were in line with other TCS 2022 universities.

Note: the full text for the ‘Not applicable’ (NA) option was: “Not applicable (I am not involved in university teaching or have not had an Annual Review (Jaargespreek) at this university in the past two years”.

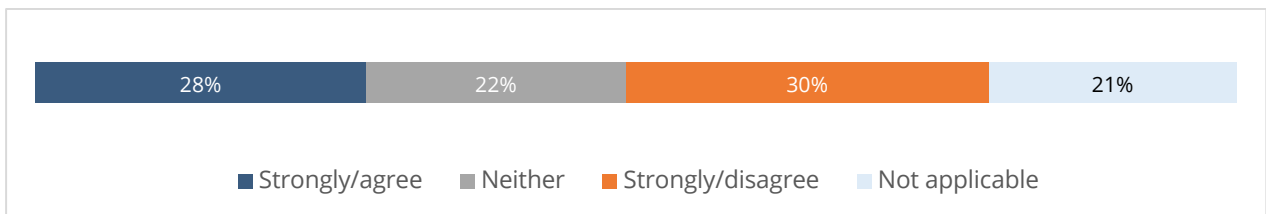


FIGURE 13 Percentage agreeing/disagreeing with the statement: “My achievements, goals and ambitions in university teaching were explored in depth in my most recent Annual Review (Jaargespreek)” for UT participants.

Responses to this question by UT academics varied by demographic group, including by discipline (Figure 14) and contract length (see spreadsheets).

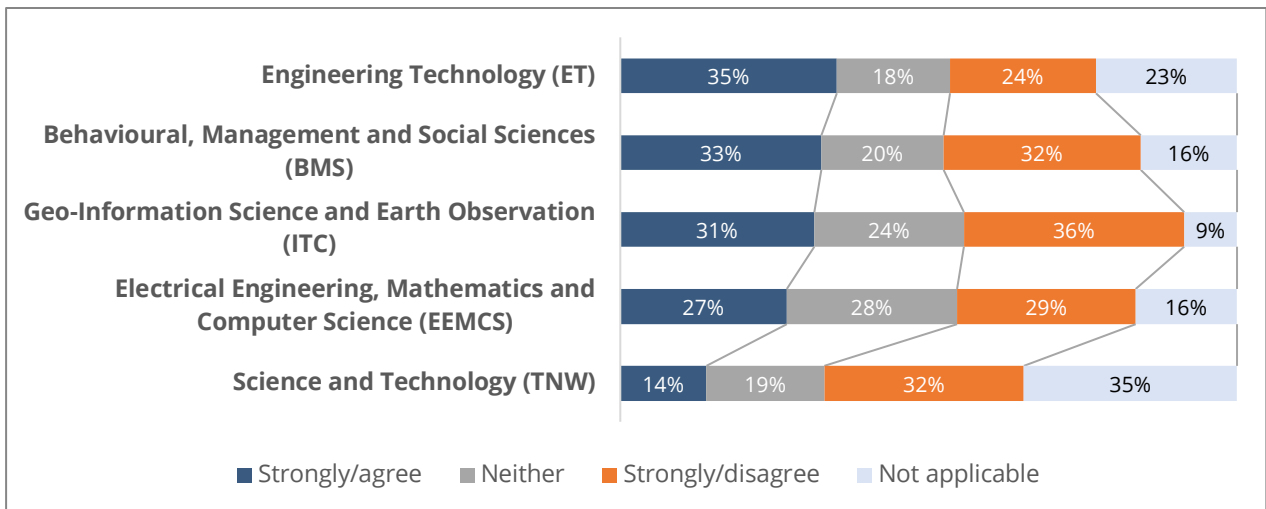


FIGURE 14 Percentage agreeing/disagreeing with the statement: “My achievements, goals and ambitions in university teaching were explored in depth in my most recent Annual Review (Jaargespreek)” from UT participants by discipline.

Change over time: there were no significant differences in responses to this question between the 2019 and 2022 surveys at UT, a pattern found across returning universities as whole.

FINDING 3.2. **No change in proportion of UT participants reporting university teaching as ‘very important’ in promotion to full Professorship**

Participants were asked: “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?” (question 14, Appendix B), and were invited to grade the importance given by their institution to four categories of academic activity: (i) university teaching; (ii) research; (iii) entrepreneurship, enterprise and/or external engagement; and (iv) service to the university/administration. Participants were able to select from four levels of importance: ‘very important’; ‘somewhat important’; ‘not important’; and ‘it depends on the academic’.

Figure 15 focuses on responses where an activity was reported to be ‘very important’ for promotion to full Professorship. Research is most likely to be regarded as ‘very important’; much smaller proportions accord this level of importance to the other three areas.

The responses at UT were broadly similar to the results across all TCS 2022 universities.

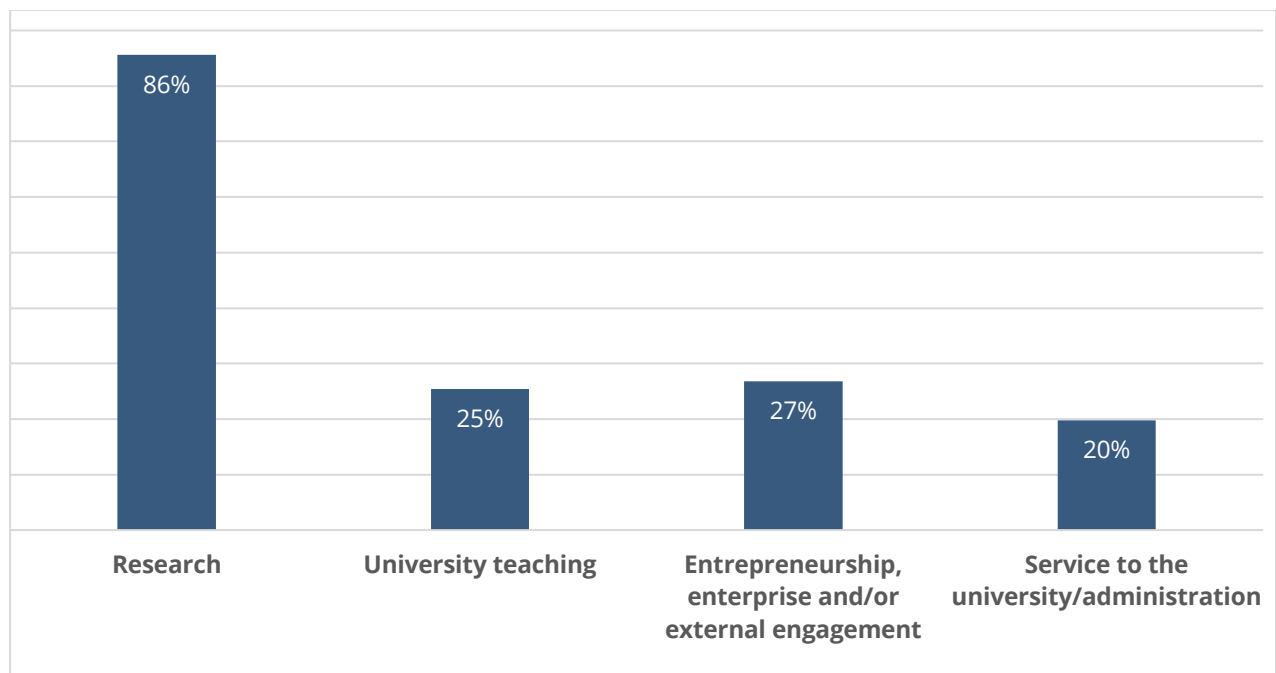


FIGURE 15 Percentage of UT participants that reported each academic activity to be ‘very important’ in response to the question: “In your view, how important are each of the following activities for promotion to full professor (for a typical academic on a teaching/research contract) at your university?” in (i) 2019; and (ii) 2022.

Change over time: since 2019, there has been no significant change in the proportion of participants at UT reporting that university teaching is ‘very important’ in promotion to full Professorship. Across all returning universities as a whole, however, the proportion reporting that university teaching is ‘very important’ in promotion to full Professorship at their university increased significantly over time, from 24% in 2019 to 28% in 2022.

FINDING 3.3. 57% would like university teaching to be ‘very important’ in promotion to full Professorship

After being asked about how important they perceived various activities to be in promotion to full Professorship at their university (question 14, Appendix B), participants were then asked how important they would like these activities to be: “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)?” (question 15, Appendix B). Participants were given the same four categories of academic activity and asked to select from the same four levels of importance.

As illustrated in Figure 16, the most striking finding is the proportion of participants that would like greater importance to be placed on university teaching. While 25% reported that university teaching was currently ‘very important’ in promotion to full Professorship, 57% reported that they would like it to be ‘very important’.

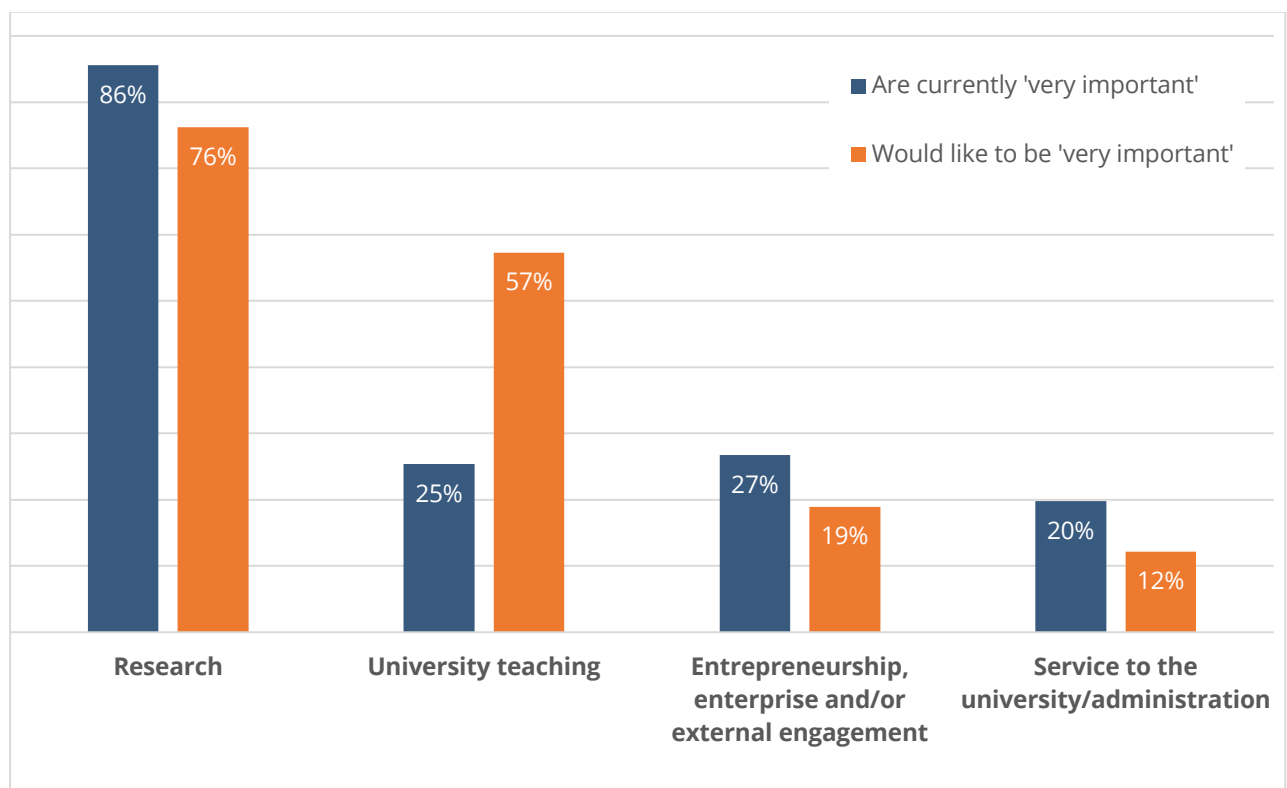


FIGURE 16 Responses in the category of ‘very important’ to the questions: “In your view, how important are each of the following activities for promotion to full professor (for a typical academic on a teaching/research contract) at your university?” and “How important would you like each of the following 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 – for all UT participants.

Change over time: there were no significant differences in responses to this question at an aggregated level between the 2019 and 2022 surveys at UT. However, for UT participants whose role was focussed equally between teaching and other activities, the proportion reporting that they would like university teaching to be ‘very important’ decreased over time, from 71% in 2019 to 56% in 2022.

FINDING 3.4. **Minority (37%) regard sources of evidence used to assess quality and impact in university teaching as ‘robust’**

Participants were asked two linked questions:

- “In your opinion, how robust are the sources of evidence used to assess the quality and impact of **research** at your university?” (question 16, Appendix B);
- “In your opinion, how robust are the sources of evidence used to assess the quality and impact of **university teaching** at your university?” (question 17, Appendix B).

Around half (54%) of participants at UT considered the sources of research evidence used at the university as ‘very robust’ or ‘somewhat robust’ (all TCS 2022 universities: 55%). Sources of evidence used at the university to assess university teaching were seen as less robust overall; 37% of UT participants described them as ‘very robust’ or ‘somewhat robust’. These findings are summarised in Figure 17.

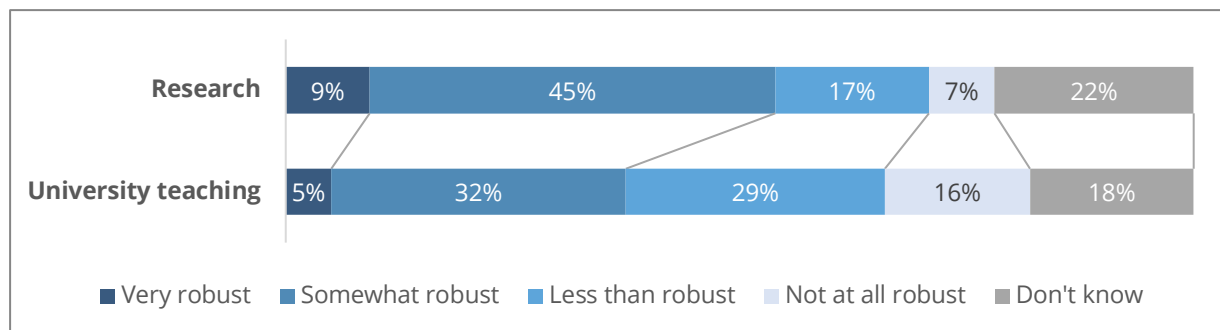


FIGURE 17 Responses to the questions: “In your opinion, how robust are the sources of evidence used to assess the quality and impact of research/university teaching at your university?” for participants at UT.

Focussing on university teaching, the proportion of participants at UT that reported the sources of evidence as ‘very robust’ or ‘somewhat robust’ was higher than the proportion across all TCS 2022 universities (37% compared to 34% across all TCS 2022) (Figure 18).

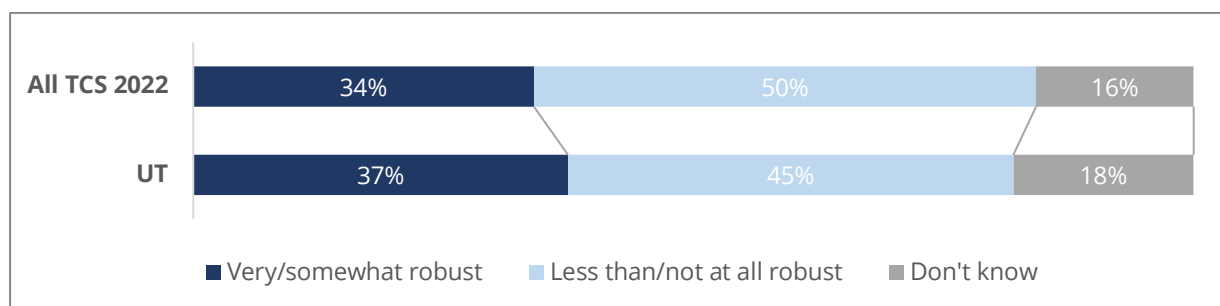


FIGURE 18 Responses to the questions: “In your opinion, how robust are the sources of evidence used to assess the quality and impact of university teaching at your university?” for participants from (i) all TCS 2022 universities; and (ii) UT. Note: the responses have been collapsed to three groups for this chart.

Change over time: there were no significant differences in responses to this question between the 2019 and 2022 surveys at UT. Across returning universities as a whole, there was a significant increase in the proportion of respondents reporting that they did not know how robust measures were for research (rising from 17% to 21%) and for university teaching (rising from 14% to 16%).

FINDING 3.5. **Almost a third of UT participants don't know whether significant contributions made to university teaching during COVID-19 restrictions will be recognised**

Two new questions were added to the questionnaire for the 2022 survey run to capture perspectives on the impact of COVID-19 'emergency teaching'. One focused on anticipated rewards for the contributions made during emergency teaching and stated "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?" (question 8, Appendix B). 29% of UT participants selected 'Yes – in most cases' or 'Yes – in some cases'. A greater proportion at UT responded 'Don't know' when compared to all TCS 2022 universities (32% of UT participants compared to 25% across all TCS 2022; as summarised in Figure 19).

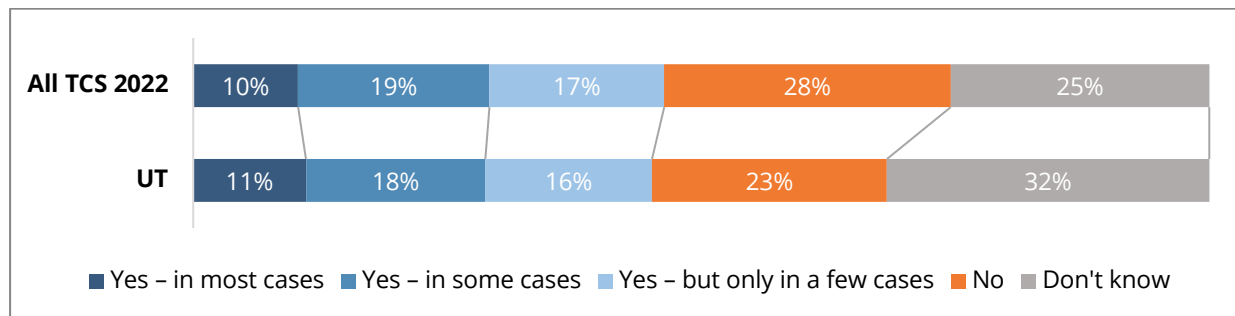


FIGURE 19 Responses to the question: "Some academics made a particularly significant contribution to adapting the curriculum and/or supporting students during COVID-19 restrictions. Do you believe that the contribution of these individuals will be (or has been) appropriately recognised by your university?" for participants from (i) all TCS 2022 universities; and (ii) UT.

Responses to this question by UT academics varied by demographic group, including by seniority² (Figure 20) and contract type (see spreadsheets).

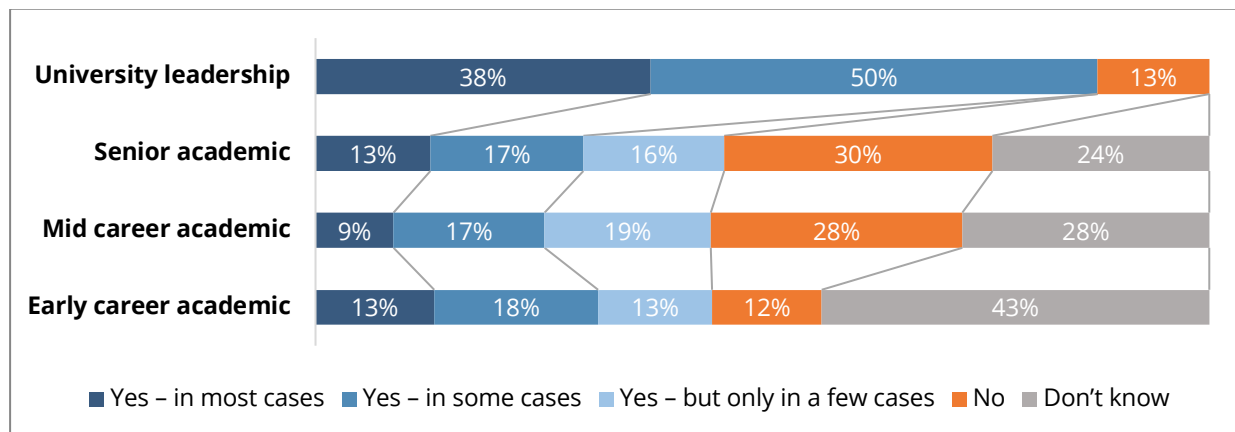


FIGURE 20 Responses to the question: "Some academics made a particularly significant contribution to adapting the curriculum and/or supporting students during COVID-19 restrictions. Do you believe that the contribution of these individuals will be (or has been) appropriately recognised by your university?" from participants at UT by seniority². Note: the group 'University leadership' is small (n=8).

Section 4 Academics' expectations and desire for change in the future

FINDING 4.1. UT academics more likely than global peers to anticipate an increased priority given to university teaching in the future

When asked “Do you think the priority given to university teaching in academic promotions will change at your institution in the next five years?” (question 20, Appendix B), the most frequent response – from 40% of participants – from UT was ‘no, I think the priority will stay the same’. As illustrated in Figure 21, a third (33%) anticipated that the priority would increase, a figure higher than the 27% reported across all TCS 2022 universities (where most universities are currently planning for a change to the institutional recognition systems).

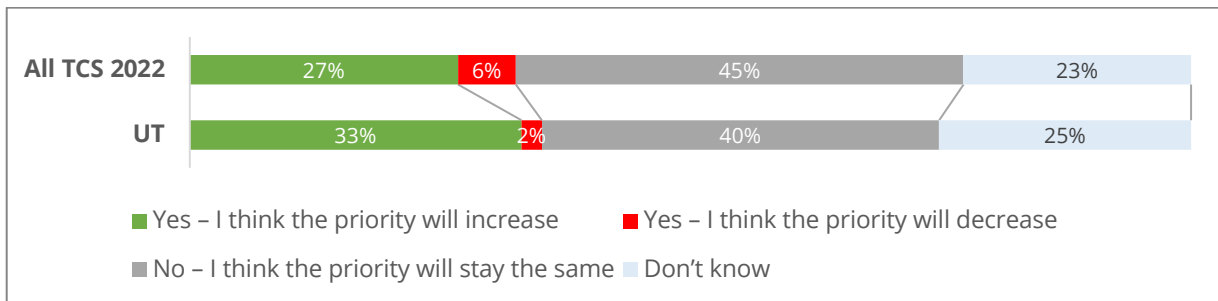


FIGURE 21 Responses to the question: “Do you think the priority given to university teaching in academic promotions will change at your institution in the next five years?” from all UT participants.

Responses to this question by UT academics varied by demographic group, including by seniority (Figure 22), where mid-career academics were the group least likely to anticipate an increase in priority.

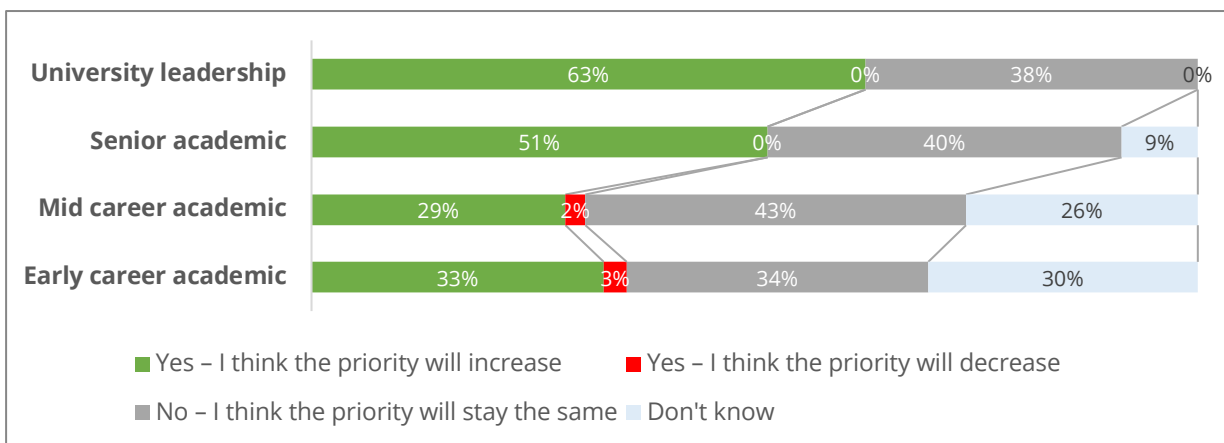


FIGURE 22 Responses to the question: “Do you think the priority given to university teaching in academic promotions will change at your institution in the next five years?” from UT participants by seniority². Note: the group ‘University leadership’ is small (n=8).

Change over time: there were no significant differences in responses to this question between the 2019 and 2022 surveys at UT, a pattern found across returning universities as whole.

FINDING 4.2. 56% of participants would like the priority given to university teaching in academic promotions to increase in the future

When asked “Would you like the priority given to university teaching in academic promotions at your institution to change in the next five years?” (question 21, Appendix B), the majority of participants (56%) from UT responded ‘yes, I would like the priority to increase’ (Figure 23). Only 7% stated that they would like the priority to decrease, and 19% stated that they would like the priority to remain unchanged. These findings were broadly similar to those across all TCS 2022 universities (where most universities are currently planning for a change to the institutional recognition systems).

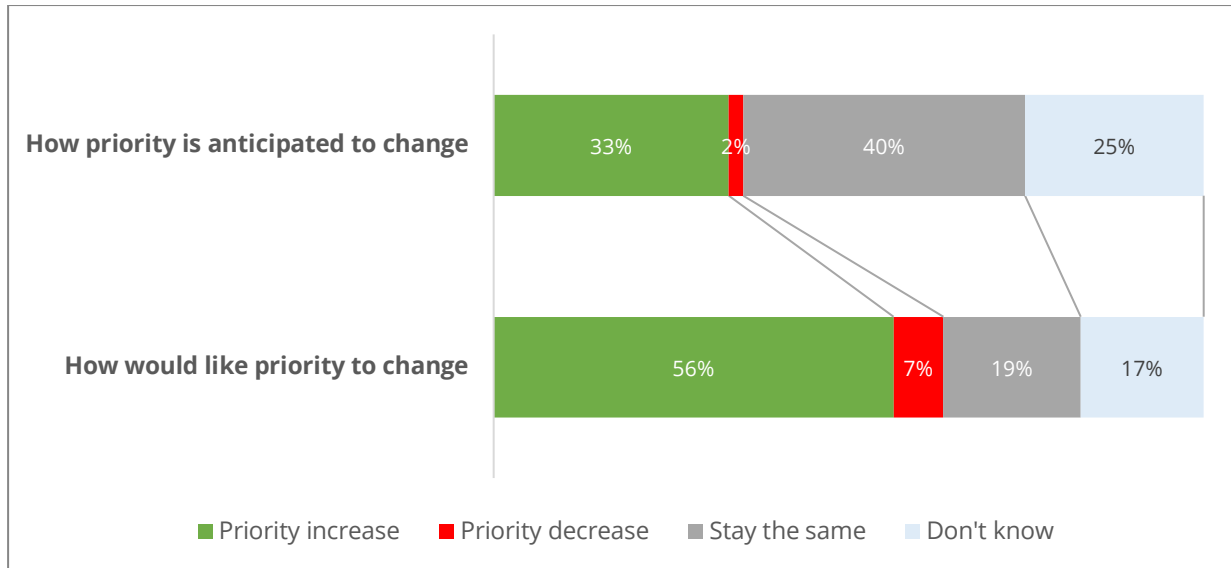


FIGURE 23 Responses to the two questions: “Do you think the priority given to university teaching in academic promotions will change at your institution in the next five years?” and “Would you like the priority given to university teaching in academic promotions at your institution to change in the next five years?” – represented by “how priority is anticipated to change” and “how would like priority to change” respectively – for UT participants.

Change over time: there were no significant difference in responses to this question at an aggregated level between the 2019 and 2022 surveys at UT. However, the proportion of UT Assistant Professors that stated that they would like an increase in priority decreased from 66% in 2019 to 50% in 2022. Similarly, the proportion of participants identifying as female that stated that they would like an increase in priority decreased from 66% in 2019 to 54% in 2022.

Appendices

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Appendix A. Survey design and approach

Appendix A.1 The Teaching Cultures Survey – context and focus

Universities across the world are striving to enhance the quality of the student experience; central to this mission is the establishment of an academic culture that promotes and rewards university teaching. As part of a global partnership, the TCS brings together universities that have recently implemented, or are planning to implement, systemic changes to how they evaluate, reward or support university teaching. It enables participating universities to explore and track the culture and status of teaching at their institutions and compare outcomes with peer universities worldwide. The TCS encompasses three cross-sectional surveys undertaken at participating universities in 2019, 2022 and 2024/25.

Evidence is gathered via a short online survey open to all members of the university academic community who hold an institutional contract of employment: PhD students (if 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). The questionnaire does not collect data such as names and email addresses, and therefore does not track individual survey participants. Participating universities assume responsibility for any ethics approval required by their institution and for rolling out the survey (contacting their academic community, inviting participation, etc).

The online survey is conducted and exported using SurveyMonkey (a GDPR-compliant platform). The data will be stored securely until after completion of the 2024/25 survey, then securely deleted. Participating universities do not have access to the raw data. The data will be used only for this study and will not be shared with any third party. Where numbers of survey participants in particular groups (e.g. a discipline group) are small, groups are combined to protect anonymity. The Privacy Notice for the survey is available on the project website⁴.

This report summarises findings for TCS 2022 for UT, and (where appropriate) benchmarks these against two global comparison groups:

- **all TCS 2022:** all institutions participating in TCS 2022 that exceeded the threshold institutional response rate of 15%. This group of 16 universities were: 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 University Amsterdam (Netherlands), and Wageningen University (Netherlands).
- **returning universities:** universities that participated in both TCS 2019 and TCS 2022 (and exceeded the threshold institutional response rate of 15%) allowing changes in responses across this group to be tracked over time. This group of 13 universities were: Aalborg University (Denmark), Chalmers University of Technology (Sweden), Technical University of Denmark (Denmark), 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 of Twente (Netherlands), Utrecht University (Netherlands), Vrije University Amsterdam (Netherlands), and Wageningen University (Netherlands).

⁴ Teaching Cultures Survey Privacy Notice: <https://teachingcultures.com/resources/Privacy.pdf>

Funded by the participating universities, the study is being undertaken as a collaboration between the participating universities and an external research team, led by [Dr Ruth Graham](#). Further details on UT's survey findings are provided in the accompanying Excel spreadsheet.

Appendix A.2 Project timeline

The timeline for the TCS is shown below. The study comprises three cross-sectional surveys conducted in 2019, 2022 and 2024/25, each using the same questionnaire.

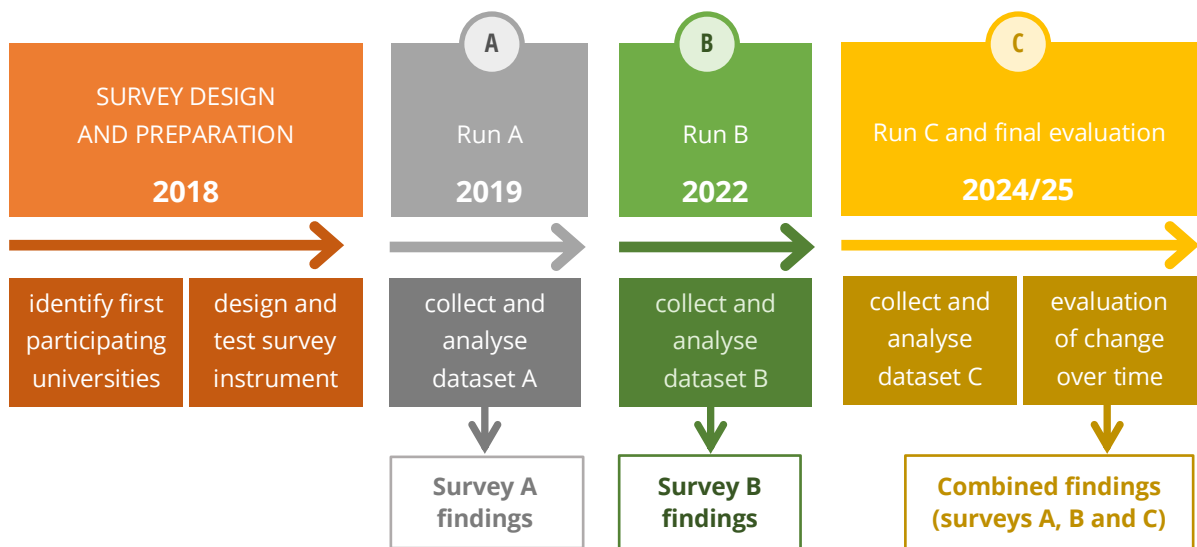


FIGURE 24 Timeline of the Teaching Cultures Survey project

On completion of each survey – in 2019, 2022 and 2024/25 – two sets of outputs will be available:

- **institutional report:** confidential report of the survey results for each participating university (as given in this report for TCS 2022);
- **key 2022 findings:** a summary of selected and anonymised findings from amalgamated results from the institutions participating in TCS 2022 (to be made available on the project website). Care will be taken to ensure that institution-specific information cannot be inferred from the amalgamated data.

Appendix A.3 Questionnaire design methodology

The questionnaire structure and design were developed in 2018/19 on the basis of three sources of evidence:

- **Feedback from academics and university leaders during the development of the Career Framework for University Teaching (2013-2018).** The five-year project to develop the Career Framework for University Teaching⁵ provided significant insight into the facilitators and barriers to evaluating, supporting and rewarding university teaching. These insights were used to identify key areas to include in the survey and to develop a draft questionnaire.
- **Consultations with steering group and institutional leads from the initial group of 13 universities participating in TCS 2019.** A project Steering Group was established, comprising university leaders in teaching and learning and research experts in the support and reward of

⁵ Career Framework for University Teaching: <https://www.teachingframework.com>

university teaching. Feedback on the draft questionnaire was gathered from this Steering Group and the institutional leads at each of the 13 universities participating in the initial wave of TCS 2019. The questionnaire was revised accordingly.

- **Cognitive interviews (n=42) with a cross-section of participants from the initial group of 13 participating universities.** Draft versions of the questionnaire were pre-tested with 42 sample respondents to validate its comprehensibility, coverage, length and structure. Respondents from each of the 13 universities participating in TCS 2019 were selected from a range of backgrounds (seniority, discipline, level of engagement with university teaching, etc.). Testing was conducted with each respondent remotely, by telephone or Skype.

On completion of the cognitive testing process, the survey questionnaire was checked and approved by the institutional leads and by the project steering committee prior to the roll-out of TCS 2019. Two additional questions were included in TCS 2022 to capture the impact of COVID-19 'emergency teaching' on workloads and perceptions of institutional priorities for reward and recognition. Cognitive testing of these questions with a sample group of 16 participants from across seven participating universities was undertaken in December 2021 and January 2022 to validate their comprehensibility, coverage, length and structure.

The text for the online questionnaire is provided in Appendix B.

Appendix A.4 Questionnaire focus

The questionnaire is designed to take six minutes to complete. It opens with a statement about the aims and focus of the survey, together with a statement confirming anonymity and making clear that UT will not have access to participants' responses.

In addition to basic demographic information (e.g. gender, post, academic discipline), the questionnaire is designed to capture participants' perspectives across four broad areas, around which this report is structured:

- **academics' attitudes to and experience of their university's teaching and learning environment:** including (i) their attitudes to pedagogical training/development; (ii) whether they are spending the amount of time on university teaching that they would like; (iii) whether UT provides a supportive environment for university teaching; and (iv) the impact of COVID-19 'emergency teaching' on their workload in university teaching.
- **the perceived institutional culture and commitment to rewarding university teaching:** including perceptions of (i) the commitment of various levels of university leadership to rewarding university teaching; (ii) the extent to which engagement with university teaching is seen as career enhancing; and (iii) the extent to which major contributions made to university teaching during COVID-19 'emergency teaching' are expected to be rewarded by the university.
- **the perceived and desired status of university teaching in key institutional processes:** including (i) the status of university teaching during academics' annual review; (ii) the extent to which the sources of evidence used to assess quality and impact in both research and university teaching are seen to be 'robust'; and (iii) the perceived and desired importance of university teaching in promotion to full Professor.
- **academics' expectations and desires for change in the future:** including the extent to which participants anticipate and desire a change in the priority given to university teaching during academic promotions at the university.

Three aspects of the questionnaire were adjusted to accommodate the priorities/profile of each institution participating in the survey:

- tailoring four questions (questions 1, 2, 10 and 11) of the questionnaire to reflect the role titles used at the university, disciplines represented at the university, terminology used at the university, and structure of the university, respectively. Particular care was taken to ensure an equivalence between the roles and disciplines at each university, such that an analysis by role and discipline of the amalgamated data set was possible. So, for example, the role title of 'senior lecturer' (based on the UK academic convention) was deemed to be broadly equivalent to an 'Associate Professor' (based on the US academic convention) for cross-analysis purposes;
- the optional inclusion of two questions on (i) whether participants have a mentor they can turn to in research and university teaching; and (ii) whether participants have plans over the coming five years to advance their ideas in both research and university teaching.
- the optional inclusion of a question where participants must provide active consent to participate in the survey. Further details of this optional 'consent' button are provided below.

Active consent: Universities were given the option to include an opening question – on an additional page at the start of the survey, not included in Appendix B – where participants were asked to give their active consent to taking part. In addition to a brief statement on the survey aims, focus and anonymity (as included in Appendix B), this 'consent' question contained the following statement: *"I understand that my data is anonymous, stored and transferred securely and used only for the purpose of this survey. My university will not have access to this data"*. In order to access the survey, participants had to tick *"I consent to taking part"*. Participants also had the option to tick *"I do not consent to taking part"*; if they did so, they were routed out of the survey. Four of the 16 universities participating in TCS 2022 (that reached the threshold response rate of 15%) included this 'consent button'.

Appendix A.5 Data collection and analysis

Data collection for TCS 2022 ran between February and May 2022. All email invitations to participate were circulated internally by each participating university to all teaching-active academic staff with a contract of employment with the university; no invitations to participate were issued by the central survey research team. Email invitations to participate were distributed by a key leader at each participating university, typically the Pro Vice-Chancellor for Education. The email invitations introduced the purpose of the study, emphasising that participation was voluntary and confidential, and outlining how the data would be collected, stored and used. The invitation also contained (i) the web link to the version of TCS 2022 tailored to the university in question; and (ii) an information sheet, which included a named point of contact at the university for queries or concerns during the survey period.

Two reminder emails were subsequently sent to the academic community prior to the survey end date. Often, one of these reminders was sent by Deans or section heads by disciplinary group. The research team provided interim feedback on response rates by group – typically by role (question 1, Appendix B) and by discipline (question 2, Appendix B) – to allow universities to work to improve response rates amongst low-responding groups.

During the data analysis, statistical tests were run with a threshold for significance of $P < 0.05$. Specifically, a Chi Square test was used for findings reported **by sub-group**, for the university-level analysis, and **by global benchmark**, for comparisons between UT's findings and findings both for all TCS 2022 universities and for returning universities. A different statistical test based on Z scores was used for findings **over time**, for comparisons between findings from UT's 2019 and 2022 survey runs. All differences highlighted in the report are ones confirmed as statistically significant.

Appendix B. The questionnaire

Opening text:

Welcome to the Teaching Cultures Survey 2022, which takes up to 6 minutes to complete. A consortium of universities from around the world is taking part in this survey to better understand the culture and status of teaching at these institutions. Please note that your anonymity will be protected and your university will not have access to your survey responses. (Further information about the survey is given in the information leaflet).

NOTE: The term 'university teaching' is used throughout the questionnaire 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 support; and the development of university educational policy/strategy.

1	<p>Which of the following is the closest fit to your current role? <i>(If you have more than one role please select your more senior or managerial role)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> PhD Student (Promovendus) <input type="checkbox"/> Post-doctoral Researcher (post-doc)/ Onderzoeker 3 or 4 with temporary employment <input type="checkbox"/> Researcher (Onderzoeker 3 or 4 with permanent employment) <input type="checkbox"/> Senior Researcher (Onderzoeker 1 or 2) <input type="checkbox"/> Teacher (Docent 3 or 4) <input type="checkbox"/> Senior Teacher (Docent 1 or 2) <input type="checkbox"/> Assistant Professor (Universitair Docent) <input type="checkbox"/> Associate Professor (Universitair Hoofddocent) <input type="checkbox"/> Professor (Hoogleraar) <input type="checkbox"/> Senior Management (Executive Board, Dean, Vice Dean, Institute Director, Chair of Capacity Group) <input type="checkbox"/> Other (please give details) _____
2	<p>What discipline do you work in?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behavioural, Management and Social Sciences (BMS) <input type="checkbox"/> Electrical Engineering, Mathematics and Computer Science (EEMCS) <input type="checkbox"/> Engineering Technology (ET) <input type="checkbox"/> Geo-Information Science and Earth Observation (ITC) <input type="checkbox"/> Science and Technology (TNW) <input type="checkbox"/> Other (please specify) _____

3	<p>With which gender do you most identify?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Non-binary <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say
4	<p>Do you have a temporary or permanent contract of employment with the university?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Temporary contract <input type="checkbox"/> Permanent contract
5	<p>How long ago did you start your first contract of employment at this university?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than 2 years <input type="checkbox"/> 2-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-20 years <input type="checkbox"/> 21-30 years <input type="checkbox"/> More than 30 years
6	<p>Over the last year, which of the following statements best describes your focus on <u>university teaching</u> as compared to other academic activities (such as research, entrepreneurship or professional practice)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am focused exclusively on university teaching <input type="checkbox"/> University teaching is my primary focus, but I also have responsibilities in other academic activities <input type="checkbox"/> I am as equally focused on university teaching activities as I am on other academic responsibilities <input type="checkbox"/> I have responsibilities in university teaching, but my primary focus is on other academic areas <input type="checkbox"/> I have no responsibilities in university teaching; my activities are focused on other academic areas

7	<p>COVID-19 led to major changes to university teaching at most universities worldwide. Which of the following statements best describes the <u>impact of these changes to your workload in university teaching in the first year of COVID-19?</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> My workload in university teaching reduced <input type="checkbox"/> My workload in university teaching stayed around the same <input type="checkbox"/> My workload in university teaching increased, but I was usually able to complete my work in my regular hours <input type="checkbox"/> My workload in university teaching increased to a level where I needed to work additional hours most weeks <input type="checkbox"/> Not applicable (I am not involved in university teaching or no major changes in university teaching were made at my university in response to COVID-19)
8	<p>Some academics made a particularly significant contribution to adapting the curriculum and/or supporting students during COVID-19 restrictions.</p> <p>Do you believe that the contribution of these individuals will be (or has been) <i>appropriately</i> recognised by your university?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes – in most cases <input type="checkbox"/> Yes – in some cases <input type="checkbox"/> Yes – but only in a few cases <input type="checkbox"/> No <input type="checkbox"/> Don't know
9	<p>Please indicate how strongly you agree or disagree with the following statement:</p> <p><i>“If you are an expert in your field, you don't need additional pedagogical training and development to teach well.”</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree nor disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
10	<p>Please indicate how strongly you agree or disagree with the following statement:</p> <p><i>“My achievements, goals and ambitions in university teaching were explored in depth in my most recent Annual Review (Jaargesprek).”</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree nor disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Not applicable (I am not involved in university teaching or have never had an Annual Review (Jaargesprek) at this university in the past two years)

11	How committed are the leaders at the following levels in your institution to rewarding excellence in university teaching?					
		Very committed	Somewhat committed	Not very committed	Not committed at all	Don't know
	Your Research Group/Unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Your Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	<p>Please indicate how strongly you agree or disagree with the following statement:</p> <p><i>“My university provides a supportive learning environment with opportunities to develop and improve my teaching practice.”</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree nor disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Don't know 					
14 ⁶	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?					
		Very important	Somewhat important	Not important	It depends on the academic	
	University teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Entrepreneurship, enterprise and/or external engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Service to the university/administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
(please note: answer options appear in a random order)						
15	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)?					
		Very important	Somewhat important	Not important	It should depend on the academic	
	University teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Entrepreneurship, enterprise and/or external engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Service to the university/administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
(please note: answer options appear in a random order)						

⁶ Please note that a number of other TCS 2022 universities included an optional question 13 (related to mentorship at the university). For consistency of numbering when comparing findings with the amalgamated TCS 2022 findings, therefore, the numbering shown here jumps from Question 12 to Question 14

16	<p>In your opinion, how robust are the sources of evidence used to assess the quality and impact of <u>research</u> at your university?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Very robust <input type="checkbox"/> Somewhat robust <input type="checkbox"/> Less than robust <input type="checkbox"/> Not at all robust <input type="checkbox"/> Don't know 																		
17	<p>In your opinion, how robust are the sources of evidence used to assess the quality and impact of <u>university teaching</u> at your university?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Very robust <input type="checkbox"/> Somewhat robust <input type="checkbox"/> Less than robust <input type="checkbox"/> Not at all robust <input type="checkbox"/> Don't know 																		
18	<p>Please indicate how strongly you agree or disagree with the following statements:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 12.5%; text-align: center;">Strongly agree</th> <th style="width: 12.5%; text-align: center;">Agree</th> <th style="width: 12.5%; text-align: center;">Neither agree nor disagree</th> <th style="width: 12.5%; text-align: center;">Disagree</th> <th style="width: 12.5%; text-align: center;">Strongly disagree</th> </tr> </thead> <tbody> <tr> <td>Roles focused on university teaching are career-limiting at my institution</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Time spent on university teaching has a positive impact on the career progression of academics at my institution</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Roles focused on university teaching are career-limiting at my institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Time spent on university teaching has a positive impact on the career progression of academics at my institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree														
Roles focused on university teaching are career-limiting at my institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
Time spent on university teaching has a positive impact on the career progression of academics at my institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
19	<p>In the last year, have you spent as much time as you would like on university teaching? (Pick the answer that most closely describes your situation.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No, I would like to have spent less time on university teaching <input type="checkbox"/> No, I would like to have spent more time on university teaching 																		
20	<p>Do you think the priority given to university teaching in academic promotions will change at your institution in the next five years?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes – I think the priority will increase <input type="checkbox"/> Yes – I think the priority will decrease <input type="checkbox"/> No – I think the priority will stay the same <input type="checkbox"/> Don't know 																		

21	<p>Would <u>you like</u> the priority given to university teaching in academic promotions at your institution to change in the next five years?</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes – I would like the priority to increase<input type="checkbox"/> Yes – I would like the priority to decrease<input type="checkbox"/> No – I would like the priority to stay the same<input type="checkbox"/> Don't know
----	--

Appendix C. Role titles and disciplines used in the analysis

C.1. Role titles used in this report

Throughout the analysis and this report, a globally-recognised set of terms has been used to describe survey participant roles. The mapping of UT's roles to this set of 'standard' role titles was provided by the project's institutional lead from UT during the survey preparation phase.

This mapping is presented in Table 1.

		University role	
		Term used throughout this report	Term used at UT
		PhD student or GTA	PhD student (promovendus)
		Post-doctoral Researcher	Post-doctoral Researcher (post-doc)/ Onderzoeker 3 or 4 with temporary employment
Research career pathway	Researcher/Research Fellow/Research Associate	Researcher (Onderzoeker 3 or 4 with permanent employment)	
	Senior Researcher/Senior Research Fellow	Senior Researcher (onderzoeker 1 or 2)	
	Professorial Research Fellow		
Research and teaching career pathway	Assistant Professor/Lecturer/Teacher	Assistant Professor (universitair docent)	
	Associate Professor/Senior Teacher/Senior Lecturer/Reader	Associate Professor (universitair hoofddocent)	
	Professor/Chair	Professor (Hoogleraar)	
Teaching/ education career pathway	Teaching Fellow/Teaching Associate	Teacher (docent 3 or 4)	
	Principal/Senior Teaching Fellow	Senior Teacher (docent 1 or 2)	
	Professorial Teaching Fellow		
		Visiting Professor	
		Head of Department	Director of Education/Program Head
		Dean or Associate Dean	Dean (decaan) and Vice Dean
		University Senior Management (Executive Board, Institute Director, Chair of Capacity Group)	Senior Management (Executive Board, Dean, Vice Dean, Institute Director, Chair of Capacity Group)

Table 1. Mapping of role titles used in this report to role title at UT

Note: The following changes have been made to the mappings between the 2019 and 2022 surveys:

- The term used at UT for 'Post-doctoral Researcher' in 2019 was 'Post-doctoral researcher (post-doc)'
- The term used at UT for 'Researcher/Research Fellow/Research Associate' in 2019 was 'Researcher (onderzoeker 3 or 4)'
- The term used at UT for 'Professor/Chair' in 2019 was 'Professor'
- The term used at UT for 'University Senior Management' in 2019 was 'University Senior Management (College van Bestuur)'

C.2. Disciplines used in the analysis/report

In order to combine the data from UT with the overall amalgamated data across all TCS 2022 universities the university's faculties were mapped against standard UK Higher Education Statistics Agency (HESA) disciplines. Further details of the HESA disciplinary classification used can be found here: <https://www.hesa.ac.uk/support/documentation/cost-centres/2012-13-onwards>.

The mapping between the university's departments and the HESA cost centres was provided by UT during the survey preparation phase and is presented in Table 2.

Discipline (HESA cost centre) ⁷	Departments/Schools/Disciplines at UT
Medicine, dentistry & health	
Agriculture, forestry & veterinary science	
Biological, mathematical & physical sciences	Science and Technology (TNW) Geo-Information Science and Earth Observation (ITC)
Engineering & technology	Engineering Technology (ET) Electrical Engineering, Mathematics and Computer Science (EEMCS)
Architecture & planning	
Administrative & business studies	
Social studies	Behavioural, Management and Social Sciences (BMS)
Humanities & language based studies & archaeology	
Design, creative & performing arts	
Education	
Other	

Table 2. Mapping between the HESA cost centres and the departments/Schools/Faculties at UT

Note: The following change has been made to the mappings between the 2019 and 2022 surveys.

- The abbreviation used in the 2019 survey for 'Electrical Engineering, Mathematics and Computer Science' was 'EWI'

⁷ HESA Cost Centres: <https://www.hesa.ac.uk/support/documentation/cost-centres/2012-13-onwards>

Appendix D. Response rates and participant profiles

During TCS 2022, 721 participants from UT responded to the 'consent' question included in the opening page of the survey. Seven participants selected "I do not consent to take part" and were routed out of the survey. Of the 714 participants who gave their consent to take part, 80 (11% of this group) did not subsequently continue with the survey.

In all, 641 members of UT academic population continued with the survey and completed most or all questions. This represents 30% of UT academic population who were invited to participate (totalling 2165 individuals), a response rate higher than the average response rate across all TCS 2022 universities (24%). Total participant numbers across all TCS 2022 universities were 11,632.

The survey participant profile is summarised below:

- by **gender**: 35% of participants identified as female, 61% identified as male, and 5% selected 'non-binary', 'other' or 'prefer not to say', a similar gender profile to the participants in UT's 2019 survey (i.e. $p \geq 0.05$). Across all TCS 2022 universities, 43% identified as female, 53% identified as male and 4% selected 'non-binary', 'other' or 'prefer not to say'
- by **discipline**: participants were spread across five of the university faculties. The largest group of participants by discipline were from the Faculty of Electrical Engineering, Mathematics and Computer Science (24% of participants). This was a similar disciplinary profile to the participants in UT's 2019 survey (i.e. $p \geq 0.05$).
- by **academic role**: data was collected from participants ranging in seniority from PhD students to university senior management. The two largest groups of participants by role were Assistant Professors (31% of participants) and PhD students (23% of participants). This was a similar disciplinary profile to the participants in UT's 2019 survey (i.e. $p \geq 0.05$).
- by **contract type**: 38% of participants reported having a temporary contract of employment with the university and 62% reported having a permanent contract (this question was not included in UT's 2019 survey).
- by **length of employment**: 55% of UT survey participants had been employed at the university for five years or less, higher than the average across all TCS 2022 universities (43%). The proportion of UT participants that had been at the university for five years or less increased from 44% in 2019 to 55% in 2022. Only 5% of participants had worked at UT for 30 years or more.
- by **academic focus (level of focus on university teaching)**: the majority of UT survey participants (69%) described their focus on university teaching as either "*I am as equally focused on university teaching activities as I am on other academic responsibilities*" or "*I have responsibilities in university teaching, but my primary focus is on other academic areas*". This was a similar profile by academic focus to the respondents to UT's 2019 survey (i.e. $p \geq 0.05$). Across all TCS 2022 universities, this figure was 68%. Around one in twenty UT participants (5%) defined themselves as exclusively focused on university teaching; this figure was lower than the proportion across all TCS 2022 universities (8%).

The participant characteristics by discipline and academic role are summarised in Table 3, with comparisons to the amalgamated data from across all participating institutions. Table 4 summarises the participant characteristics by gender, contract status, length of time employed at UT and academic focus. Further profile information about the population participating in the 2022 UT survey (with comparisons to the population that participated in the university's 2019 survey) is

given in the first five tabs of the “UT change over time (2019 vs 2022)” spreadsheet of survey findings for the university.

	UT		Percentage of amalgamated data (from all TCS 2022)
	Number of participants	Percentage of responses	
Discipline (HESA discipline)⁷			(n=11584)
Medicine, dentistry & health			13.4%
Agriculture, forestry & veterinary science			1.4%
Biological, mathematical & physical sciences	206	32.3%	23.1%
Engineering & technology	284	44.5%	23.5%
Architecture & planning			4.9%
Administrative & business studies			6.2%
Social studies	148	23.2%	16.5%
Humanities & language based studies & archaeology			8.1%
Design, creative & performing arts			0.8%
Education			0.6%
Other			1.5%
Role			(n=11623)
PhD student or GTA	146	22.8%	17.3%
Post-doctoral Researcher	43	6.7%	3.8%
Researcher/Research Fellow/Research Associate	7	1.1%	3.0%
Senior Researcher/Senior Research Fellow	5	0.8%	1.9%
Professorial Research Fellow			0.2%
Assistant Professor/Lecturer/Teacher	201	31.4%	21.7%
Associate Professor/Senior Teacher/Senior Lecturer/Reader	77	12.0%	21.3%
Professor/Chair	70	10.9%	14.3%
Teaching Fellow/Teaching Associate	42	6.6%	7.4%
Principal/Senior Teaching Fellow	31	4.8%	4.3%
Professorial Teaching Fellow			0.2%
Visiting Professor			0.3%
Head of Department			1.1%
Dean or Associate Dean			0.7%
University Senior Management (Executive Board, Institute Director, Chair of Capacity Group)	8	1.2%	0.3%
Other	11	1.7%	2.3%

Table 3. Participant characteristics for the UT survey by discipline and role, with comparisons to participant characteristics for all TCS 2022 institutions.

	UT		Percentage of amalgamated data (from all TCS 2022)
	Number of participants	Percentage of responses	
Gender			(n=11614)
Female	223	34.8%	43.2%
Male	388	60.5%	52.5%
Non-binary/other/prefer not to say	30	4.7%	4.3%
Contact Status			(n=11597)
Temporary contract	243	38.0%	35.2%
Permanent contract	397	62.0%	64.8%
Length of contract			(n=11620)
Less than 2 years	192	30.0%	19.6%
2–5 years	161	25.1%	23.5%
6–10 years	83	12.9%	16.9%
11–20 years	106	16.5%	21.9%
21–30 years	64	10.0%	12.9%
More than 30 years	35	5.5%	5.3%
Academic focus			(n=11632)
I am focused exclusively on university teaching	33	5.1%	7.6%
University teaching is my primary focus, but I also have responsibilities in other academic activities	101	15.8%	19.0%
I am as equally focused on university teaching activities as I am on other academic responsibilities	220	34.3%	34.6%
I have responsibilities in university teaching, but my primary focus is on other academic areas	224	34.9%	33.3%
I have no responsibilities in university teaching; my activities are focused on other academic areas	63	9.8%	5.5%

Table 4. Participant characteristics for the UT survey by gender, contract status, length of employment and academic focus, with comparisons to participant characteristics for all TCS 2022 institutions.

Response rates by UT participant group: Table 5 gives a summary of response rates by role and discipline at UT, showing the population responding to the survey compared to the total academic population eligible to take part for each group. It should be noted that the population data provided by UT reflects the current number of university employees in each group rather than the number of individuals sent an email invitation to participate in the survey, so these response rates should be taken as an estimate only.

	Total population	Number of responses	Response Rate
Role			
PhD student or GTA	777	146	19%
Post-doctoral Researcher	314	43	14%
Researcher/Research Fellow/Research Associate	34	7	21%
Senior Researcher/Senior Research Fellow	17	5	29%
Professorial Research Fellow			
Assistant Professor/Lecturer/Teacher	436	201	46%
Associate Professor/Senior Teacher/Senior Lecturer/Reader	185	77	42%
Professor/Chair	195	70	36%
Teaching Fellow/Teaching Associate	128	42	33%
Principal/Senior Teaching Fellow	59	31	53%
Professorial Teaching Fellow			
Visiting Professor			
Head of Department			
Dean or Associate Dean			
University Senior Management (Executive Board, Institute Director, Chair of Capacity Group)	18	8	44%
Discipline			
Medicine, dentistry & health			
Agriculture, forestry & veterinary science			
Biological, mathematical & physical sciences	752	206	27%
Engineering & technology	947	284	30%
Architecture & planning			
Administrative & business studies			
Social studies	444	148	33%
Humanities & language based studies & archaeology			
Design, creative & performing arts			
Education			

Table 5. Response rates for the UT survey by role and discipline (comparing the population responding to the survey compared to the total academic population eligible to take part for each group).