



teaching cultures survey

Teaching Cultures Survey: Stage A Findings (2019)

University of Twente, the Netherlands

June 2019

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 University of Twente is one of 13 universities (including four Dutch institutions) participating in the 2019 Teaching Cultures Survey (TCS 2019) to date. Over 600 members of its academic community took part in the survey, ranging in seniority from PhD students to senior university management. The response rate (37%) is higher than the TCS 2019 institutional average (32%).

Survey participants were positive about the University of Twente's support for university teaching:

- two thirds (65%) noted that the university *"provides a supportive learning environment with opportunities to develop and improve my teaching practice"* (TCS 2019 institutions: 59%);
- over half (57%) reported that they were able to access mentoring support for university teaching (TCS 2019 institutions: 52%).

The survey pointed to opportunities to enhance the status and role of university teaching in key institutional processes at the University of Twente

- a quarter (24%) of participants indicated that their achievements, goals and ambitions in university teaching were explored in depth in their most recent annual appraisal;
- a large majority (59%) agreed or strongly agreed with the statement: *"Roles focused on university teaching are career-limiting at my institution"*, while only a fifth (21%) 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 average: 27%);
- a minority perceived that senior managers were 'very committed' to rewarding excellence; departmental/group leaders were more likely to be regarded as 'very committed' (22%) than Faculty leaders (16%) and university leaders (12%).

The survey indicated considerable academic support for enhancing the status and role of university teaching, with particularly strong support among senior academics and leaders:

- while only a quarter (25%) of participants considered university teaching to be currently 'very important' in promotion to full Professor at the university, almost two thirds (64%) would like it to be 'very important';
- amongst Professors and university leadership, the proportion who would like university teaching to be 'very important' rises to 85%;
- while only a minority (30%) anticipated that the priority given to teaching in academic promotion would increase in the next five years, the majority (61%) would like to see such an increase;
- senior academic and university leaders were more likely to anticipate an increase in the priority given to teaching (49%) than early-career or mid-career academics (26%).

These findings suggest that, while the academic community at the University of Twente are positive about the learning environment for teaching, they would like to see greater recognition of teaching within the academic career (in appraisal and promotion). They would also welcome evidence of stronger commitment to rewarding teaching from departmental/group leaders and – in particular – from Faculty and university leaders.

The Teaching Cultures Survey at the University of Twente

This confidential report summarises the findings from the TCS 2019 at the University of Twente. It also provides a comparison between the survey findings for the University of Twente the amalgamated findings for the 13 universities¹ participating in the survey to date (hereafter the TCS 2019 institutions).

The University of Twente is preparing for a major change to how it evaluates and rewards teaching. The survey, administered between 25th February and 15th March 2019, was designed to capture the attitudes, experiences and aspirations of the university's academic population prior to this change. The Teaching Cultures Survey will be administered again in 2021 and 2023 to capture and track the status and culture of teaching over time.

Evidence for the Teaching Cultures Survey is gathered via a short anonymous questionnaire open to all members of the university's academic community. Each institution takes responsibility for encouraging participation in the survey to ensure as high a response rate as possible. The questionnaire is tailored to each university's institutional context/structure, with common questions used across all TCS 2019 institutions. 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:

SECTION 1	ACADEMICS' ATTITUDES TO AND ASPIRATIONS IN UNIVERSITY TEACHING	4
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Data was collected from 650 survey participants from the University of Twente, representing 37% of the university's academic population of 1742. Total participant numbers across all TCS institutions was 8122, with an average institutional response rate of 32%.

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

APPENDIX A provides background information about the Teaching Cultures Survey project timeline (running up to 2023) and the approach taken to the survey design;

APPENDIX B provides the text for the online questionnaire;

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

APPENDIX D outlines the profile of survey respondents at the university, with comparisons to the respondent profile across all TCS 2019 institutions.

Please note: throughout this report, globally-recognised terms will be used to describe survey participants' roles. Further information is provided in Appendix C.

Further details of the survey findings are provided in a spreadsheet (including statistical significance and sample numbers), to enable institutions to review the outcomes in greater detail. No further detail on the survey findings can be provided beyond that provided in the spreadsheet.

¹ The 13 universities that have participated in the Teaching Cultures Survey to date are listed in Appendix A.

Section 1 Academics' attitudes to and aspirations in university teaching

FINDING 1.1. Most university academics see value in pedagogical training and development

The vast majority (84%) of University of Twente 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 6, Appendix B). Across all TCS 2019 institutions, 83% disagreed or strongly disagreed with the statement.

At the University of Twente, participants were more likely to report valuing pedagogical training and development if:

- they were female, of whom 90% disagreed or strongly disagreed with the statement (compared with 81% of male peers);
- they were new to the university, 88% of those employed at the university for five years or less disagreed or strongly disagreed with the statement, compared to 77% of those employed for 21 years or more;
- they were university leaders, of whom 92% disagreed or strongly disagreed with the statement (n=13).

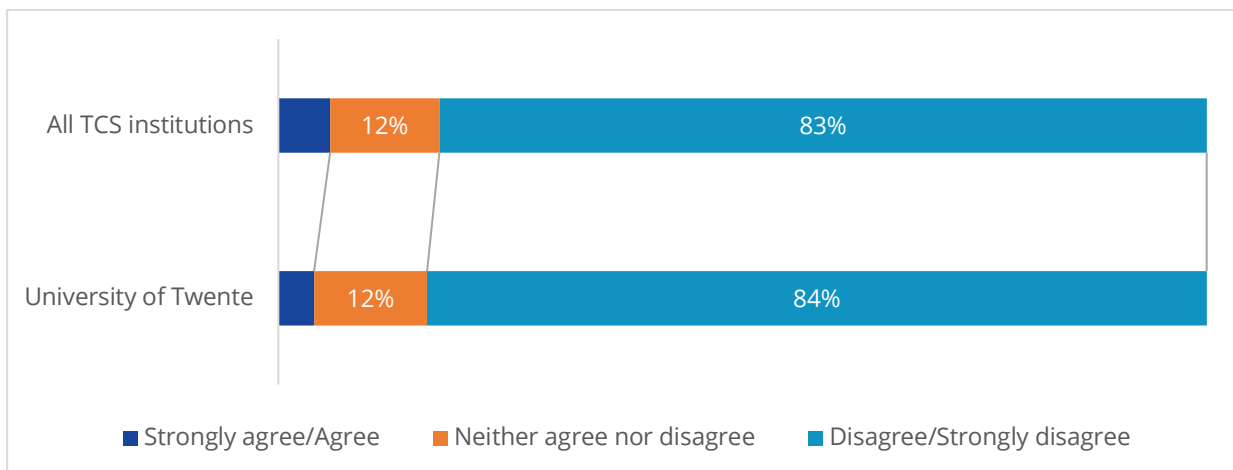


FIGURE 1 Percentage agreeing/disagreeing with the statement *"If you are an expert in your field, you don't need additional pedagogical training and development to teach well"* for participants from (i) all TCS 2019 institutions; and (ii) the University of Twente.

FINDING 1.2. **Fifty percent of academics 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 17, Appendix B). Overall, half (50%) were satisfied with the amount of time they had spent on teaching, 30% would like to have spent less time and 19% would like to have spent more time. Compared to all TCS 2019 institutions, more University of Twente participants stated that they would like to spend less time on university teaching (30%, compared to 24% at all TCS 2019 institutions).

At the University of Twente participants were less likely to be satisfied with the amount of time they had spent on teaching if:

- they were Assistant Professors, of whom 37% were satisfied with the amount of time they had spent on university teaching and 53% would like to have spent less time;
- they were in roles where teaching was their primary or exclusive focus, of whom 43% were satisfied with the amount of time they had spent on university teaching and 44% would like to have spent less time;
- they were based in Behavioural Management and Social Sciences, of whom 43% were satisfied with the amount of time they had spent on university teaching and 41% would like to have spent less time.

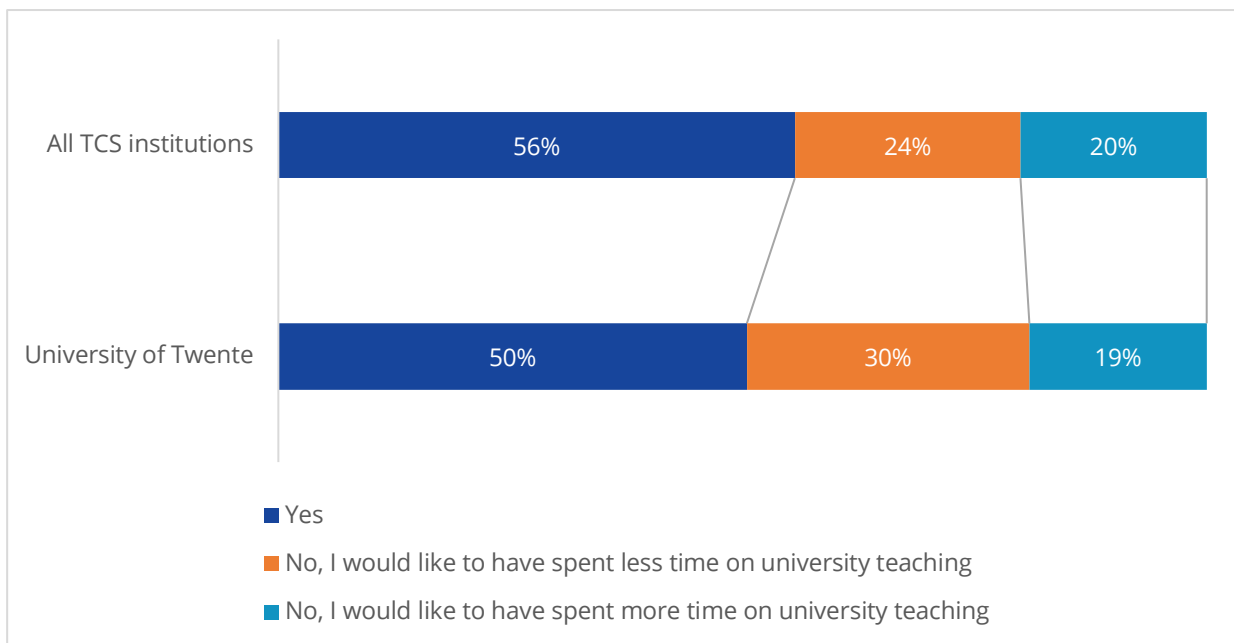


FIGURE 2 Percentage responses to the question: “*In the last year, have you spent as much time as you would like on university teaching?*” for participants from (i) all TCS 2019 institutions; and (ii) the University of Twente.

FINDING 1.3. **Academics are more likely to have plans to advance ideas and impact in research than in university teaching**

Participants were asked to agree or disagree with two statements:

- "I have clear plans on how I can advance my ideas and impact in research over the next two years" (question 12, Appendix B);
- "I have clear plans on how I can advance my ideas and impact in university teaching over the next two years" (question 13, Appendix B).

Overall, 67% of University of Twente participants strongly agreed or agreed with the statement relating to their plans in research (TCS 2019 institutions: 69%). Male participants from the University of Twente were more likely to agree with this statement than female participants (71% and 59% respectively). Senior academics² were also more likely to agree or strongly agree with this statement than other academic groups (90% compared to 64% respectively).

Overall, 53% of University of Twente participants strongly agreed or agreed with the statement relating to their plans in university teaching (TCS 2019 institutions: 57%). Early career academics were less likely to strongly agree or agree with this statement (28%, compared to 71% of senior academics), as were those that had been based at the university of five years or less (42%).

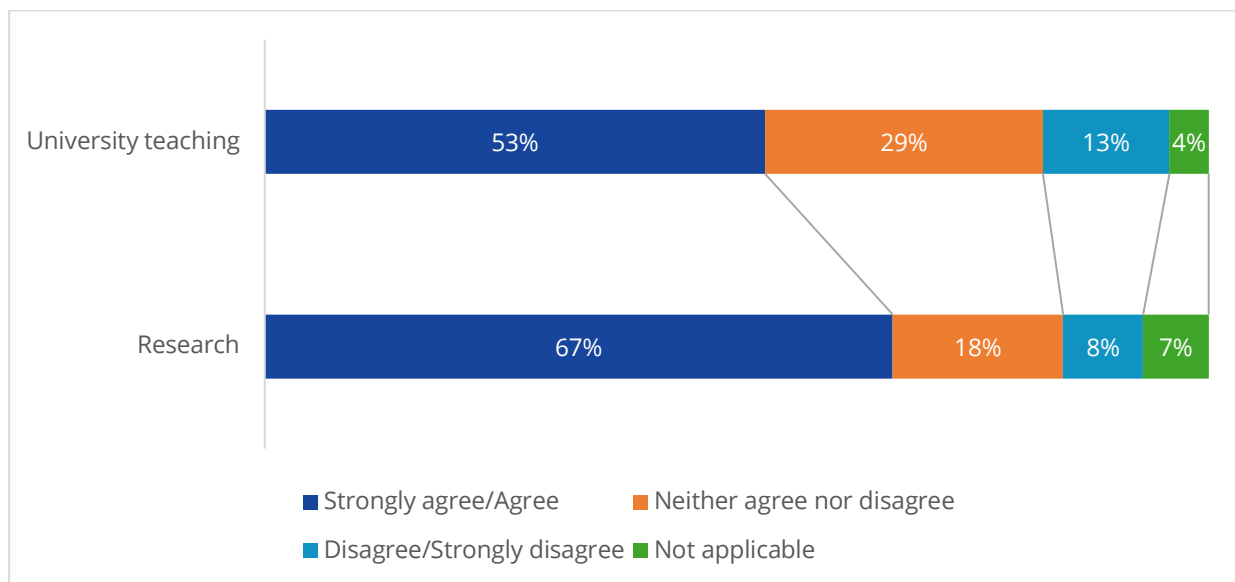


FIGURE 3 Percentage agreeing/disagreeing with the statements "I have clear plans on how I can advance my ideas and impact in research/university teaching over the next two years" for participants at the University of Twente.

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.

Section 2 The institutional environment for supporting university teaching

FINDING 2.1. Two thirds experience the learning environment as supportive

University of Twente participants were more likely than those from all TCS 2019 institutions to describe the university learning environment as supportive: two thirds (65%) of University of Twente survey participants agreed or strongly agreed with the statement: *“My university provides a supportive learning environment with opportunities to develop and improve my teaching practice”* (question 9, Appendix B) compared to 59% from all TCS 2019 institutions.

At the University of Twente participants were more/ likely to agree with the statement if:

- they were employed in senior roles: 76% of senior academics agreed or strongly agreed with this statement, compared with 58% of mid-career academics;
- they were new to the university: 71% of participants who had been employed at the university for five years or less agreed or strongly agreed with the statement, compared to 54% of those that had been employed at the university for 30 years or more.

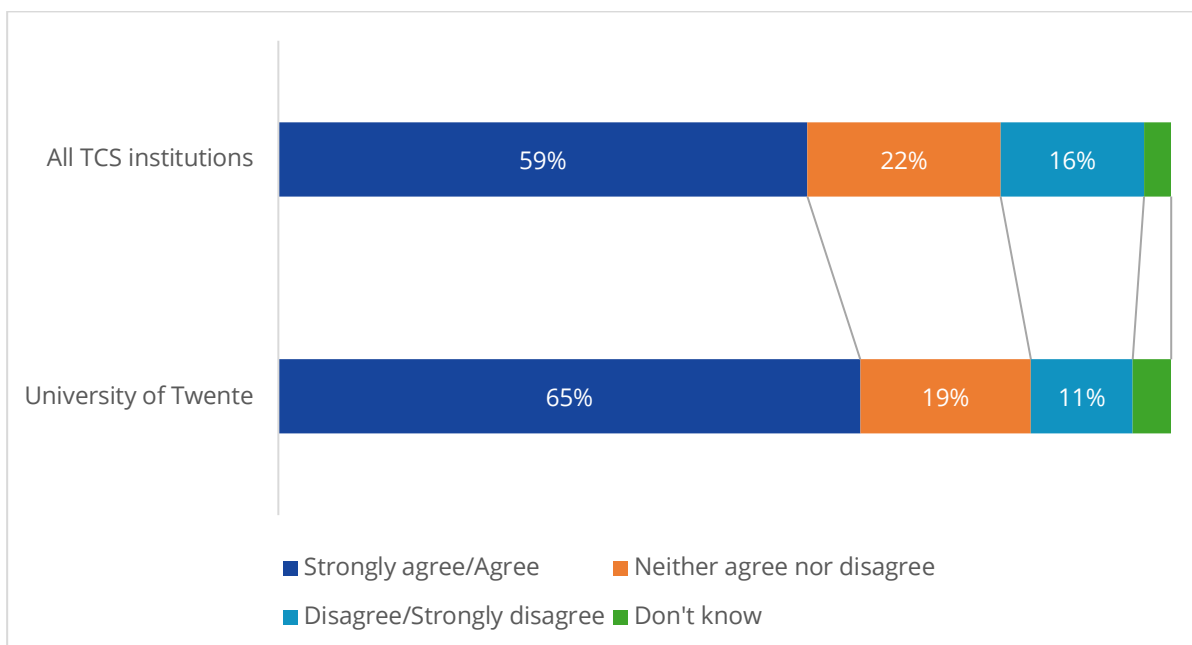


FIGURE 4 Percentage agreeing/disagreeing with the statement *“My university provides a supportive learning environment with opportunities to develop and improve my teaching practice”* for participants from (i) all TCS 2019 institutions; and (ii) the University of Twente.

FINDING 2.2. Academic community perceive limited commitment amongst senior managers to rewarding teaching

When asked “How committed are the leaders at the following levels in your institution to rewarding excellence in university teaching?” (question 8, Appendix B) at three levels of university leadership, less than a quarter of participants from the University of Twente identified any level as ‘very committed’: the leadership of their department (22%); Faculty leadership (16%); and university leadership (12%).³ Almost a quarter (23%) responded that they did not know how committed the university was to rewarding excellence in university teaching. Compared to those at all TCS 2019 institutions, University of Twente participants were less likely to identify the university as ‘very committed’ and equally likely to identify their Faculty as ‘very committed’ to rewarding excellence in university teaching.

At the University of Twente, interesting differences by career stage and discipline were apparent. For example, 36% of mid-career academics reported that the university was ‘very’ or ‘somewhat’ committed to rewarding teaching compared to 64% of senior academics. In addition, 45% of participants in Engineering Technology reported that their Faculty was ‘very’ or ‘somewhat’ committed to rewarding teaching compared to 59% of those in Geo-Information Science and Earth Observation.

Over a third of early career academics (37%) reported that they did not know how committed the university was to rewarding teaching.

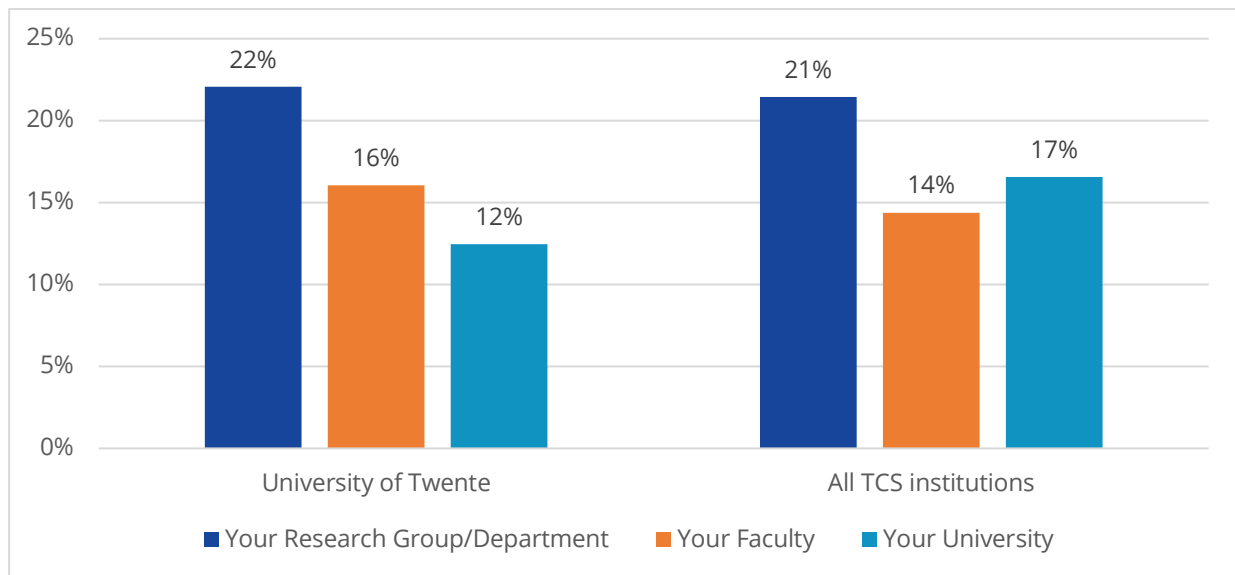


FIGURE 5 Participants identifying leaders to be ‘very committed’ to rewarding excellence in university teaching for (i) all TCS 2019 institutions; and (ii) the University of Twente.

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

FINDING 2.3. **Mid-career academics are more likely to report having reflective discussions about university teaching**

When asked “Approximately how often do you have reflective discussions with academic colleagues about university teaching?” (question 14, Appendix B), 16% of University of Twente participants responded ‘at least once a week’ and 26% responded ‘several times a month’ (TCS 2019 institutions: 16% and 25% respectively).

At the University of Twente, participants were more likely to report having reflective discussions about teaching if they were:

- a mid-career academic, where 52% reported having reflective discussions about teaching at least several times a month (compared to 30% of other participants from the university);
- a long-term employee of the university, where 23% of those employed at the university for 21 years or more reported having reflective discussions about teaching at least once a week (compared to 14% of other participants from the university);
- based in Behavioural Management and Social Sciences, where 20% of participants reported having reflective discussions about teaching at least once a week.

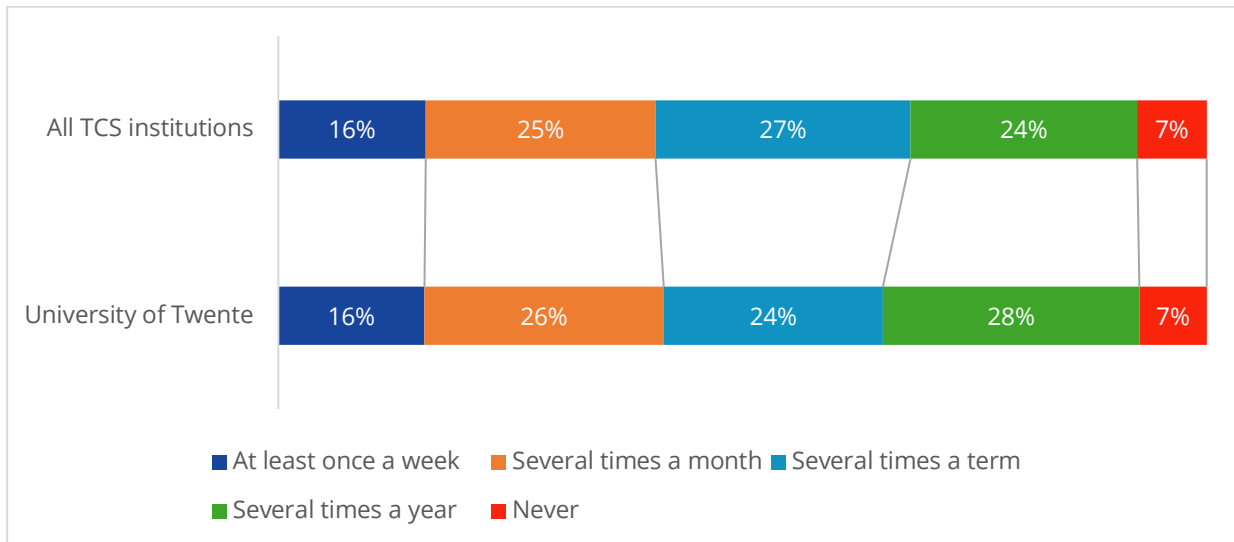


FIGURE 6 Responses to the question “Approximately how often do you have reflective discussions with academic colleagues about university teaching?” for (i) the University of Twente and (ii) all TCS 2019 institutions.

FINDING 2.4. Academics more likely than global peers to have a source of mentoring support in university teaching

When asked “Is there someone at your university you can turn to as your mentor for (i) research; and (ii) university teaching?” (question 19, Appendix B):

- with respect to **research**, 59% of participants from the University of Twente responded ‘yes’, 19% responded ‘no’ and 22% responded ‘I don’t need a mentor in this area’;
- with respect to **university teaching**, 57% of participants from the University of Twente responded ‘yes’, 25% responded ‘no’ and 18% responded ‘I don’t need a mentor in this area’.

Looking at university teaching, University of Twente participants were more/ likely to identify a source of mentoring support than participants at all TCS 2019 institutions (57% compared to 52%). University of Twente participants were less likely to identify a source of mentoring support for university teaching if they were:

- in a role exclusively or primarily focused on teaching: 47% of those in roles exclusively or primarily focused on teaching reported having a mentor figure in university teaching (compared to 64% of those who had limited or no responsibilities in teaching). It should be noted that 26% of participants in roles exclusively or primarily focused on teaching responded that ‘I don’t need a mentor’ in university teaching;
- long-term university employees: 38% of those who had been employed at the university for more than 21 years reported having a mentor figure in university teaching (compared to 73% of those who had been employed at the university for less than two years).

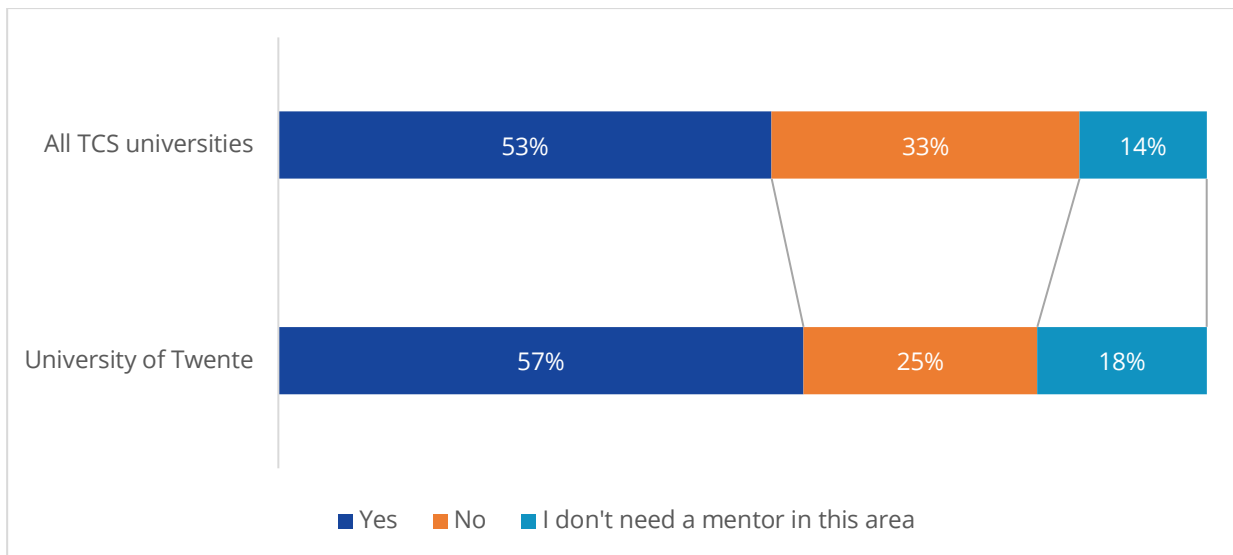


FIGURE 7 Responses to the question “Is there someone you can turn to as a mentor for university teaching?” from participants at (i) all TCS 2019 institutions; and (ii) the University of Twente.

Section 3 The status of teaching in key institutional processes

FINDING 3.1. **Only a minority (24%) report teaching achievements, goals and ambitions explored in depth during annual appraisal**

Around one quarter (24%) of participants from the University of Twente agreed or strongly agreed with the statement: *“My achievements, goals and ambitions in university teaching were explored in depth in my most recent Annual Appraisal (jaargesprek)”* (question 7, Appendix B). These findings were broadly similar to other TCS 2019 institutions, although more University of Twente participants selected ‘Not applicable (I am not involved in university teaching or have never had an Annual Appraisal (jaargesprek) at this university)’ than participants across all TCS 2019 institutions (20% compared to 14%). Almost half of PhD students at the University of Twente (47%) selected this ‘not applicable’ option.

Overall, a third (33%) of participants at the University of Twente disagreed or strongly disagreed with this statement. Participants were more likely to disagree with the statement if they were:

- a long-standing university employee, amongst those employed at the university for 11 years or more, 45% of participants disagreed or strongly disagreed;
- a senior academic, amongst whom 46% of participants disagreed or strongly disagreed;
- in a role that was as equally focused on university teaching as on other academic activities, amongst whom 42% of participants disagreed or strongly disagreed.

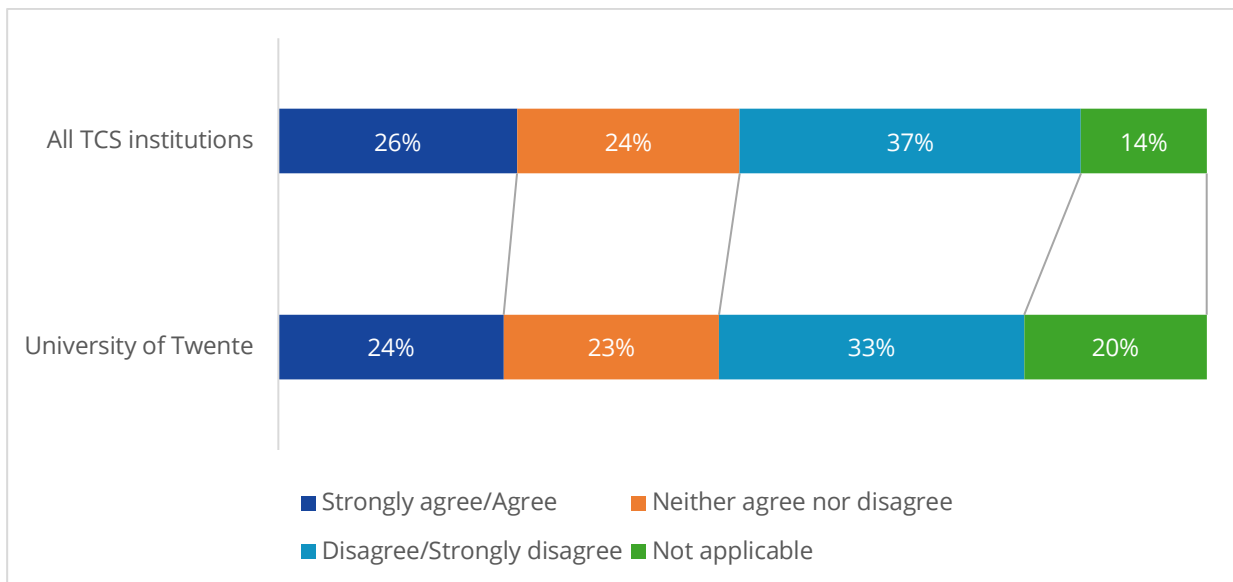


FIGURE 8 Percentage agreeing/disagreeing with the statement: *“My achievements, goals and ambitions in university teaching were explored in depth in my most recent Annual Appraisal (jaargesprek)”* from participants at (i) all TCS 2019 institutions; and (ii) the University of Twente.

FINDING 3.2. **Mid-career academics were least likely to see university teaching as 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 10, Appendix B), and were invited to grade the importance given by their institution to four major categories of academic activity: (i) university teaching; (ii) research; (iii) entrepreneurship, enterprise and/or external engagement; and (iv) service to the university/administration. They were able to select from four levels of importance: ‘very important’; ‘somewhat important’; ‘not important’; and ‘it depends on the academic’.

Focusing only on the responses where an activity was reported to be ‘very important’ provides an interesting insight into the perspectives of participants at the University of Twente. Most participants (88%) reported that research is currently ‘very important’ in promotion to full Professorship at the university, while only a quarter (25%) reported that university teaching is currently ‘very important’.

Interesting differences by group were apparent. Amongst those in mid-career⁴ – the group most likely to be preparing to apply for a Professorship – only 16% report ‘university teaching’ to be ‘very important’. Similarly, only 14% of those employed at the university for 21 years or more reported university teaching to be ‘very important’, compared to 34% of those employed at the university for five years or less.

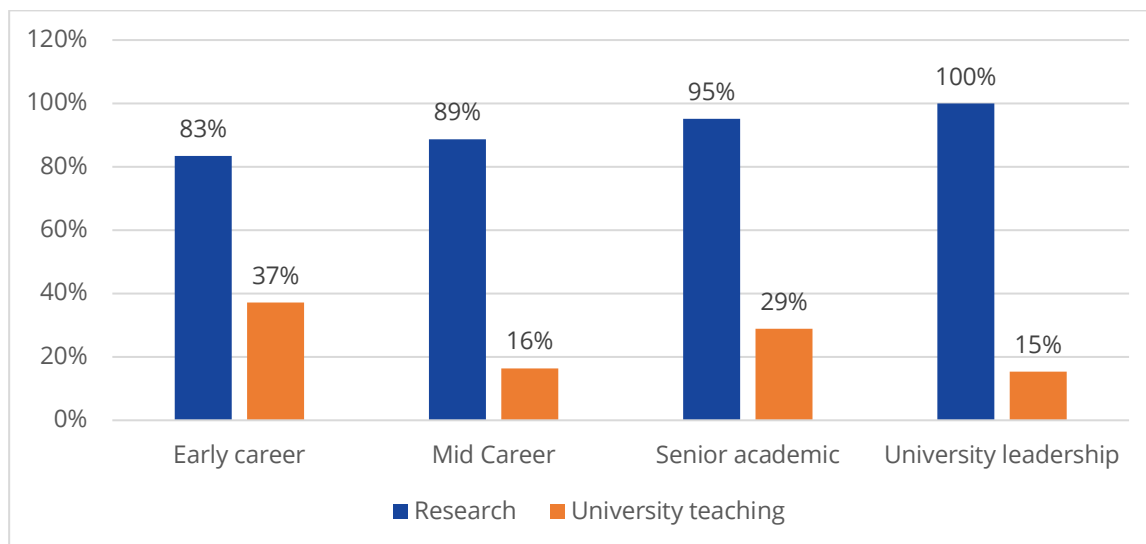


FIGURE 9 Percentage of University of Twente participants that reported research and university teaching to be ‘very important’ in response to the question: *“In your view, how important are each of the following activities for promotion to full professor (for a typical academic on a teaching/research contract) at your university?”*.

⁴ Please note that the number of participants in the ‘university leadership’ category (n=13) at the University of Twente was too small to include this group as a separate category.

FINDING 3.3. **Almost two thirds 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 10, 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 11, Appendix B). Participants were given the same four categories of academic activity and asked to select from the same four levels of importance.

The most striking finding was the proportion of participants that would like greater importance to be placed on university teaching: while a quarter (25%) reported that university teaching was currently 'very important' in promotion to full Professorship, almost two thirds (64%) reported that they would like it to be 'very important'. The proportion of those reporting that they would like university teaching to be 'very important' increases broadly with seniority and length of employment at the university, where 76% of those that had been employed at the university for more than 21 years and 75% of senior academics and university leaders reported that they would like university teaching to be 'very important'.

A similar pattern was evident across most TCS 2019 institutions, although University of Twente participants were more likely to report that research is and should be 'very important' (for all TCS 2019 institutions, 84% identified research to be currently 'very important' and 76% reported that they would like it to be 'very important' in promotion to full Professorship).

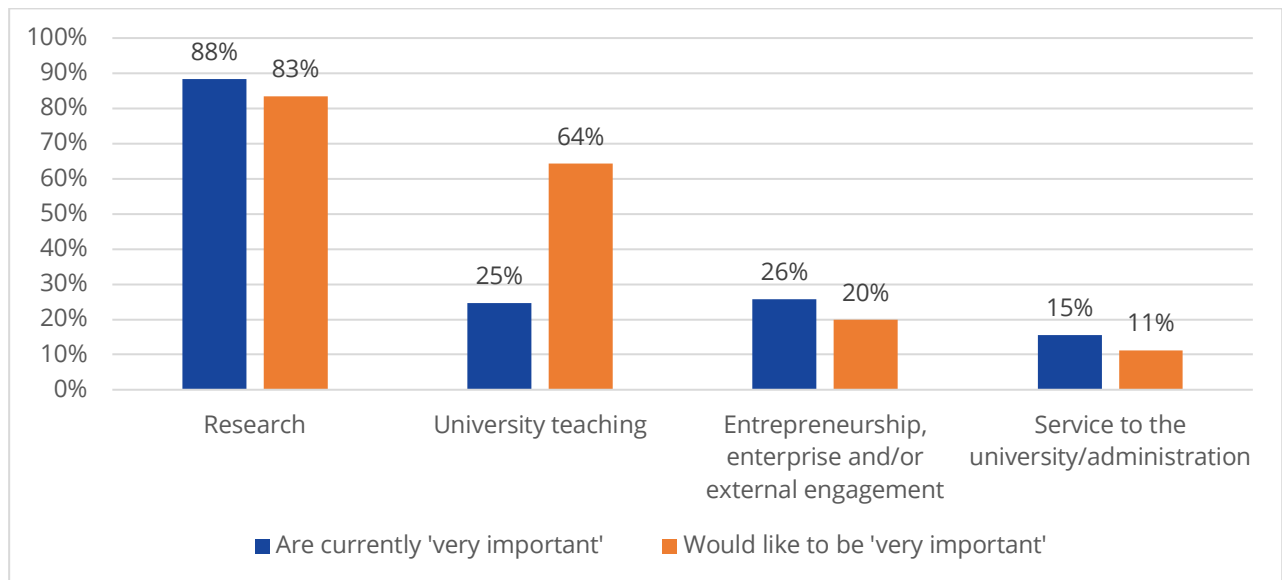


FIGURE 10 Responses in the category of 'very important' to the questions: "In your view, how important are each of the following activities for promotion to full professor (for a typical academic on a teaching/research contract) at your university?" and "How important would you like each of the following 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 University of Twente participants.

FINDING 3.4. Only a minority (38%) 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 15, 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 16, Appendix B).

Over half (55%) of participants at the University of Twente considered the sources of research evidence used at the university as 'very robust' or 'somewhat robust' (TCS 2019 institutions: 60%). Sources of evidence used at the university to assess university teaching were seen as less robust overall; 38% of University of Twente participants described them as 'very robust' or 'somewhat robust', (TCS 2019 institutions: 36%).

Groups least likely to identify the sources of university teaching evidence used at the university as 'very robust' or 'somewhat robust' included academics exclusively or primarily focused on teaching (30%), women (31%) and Teaching Fellows/Principal Teaching Fellows (28%).

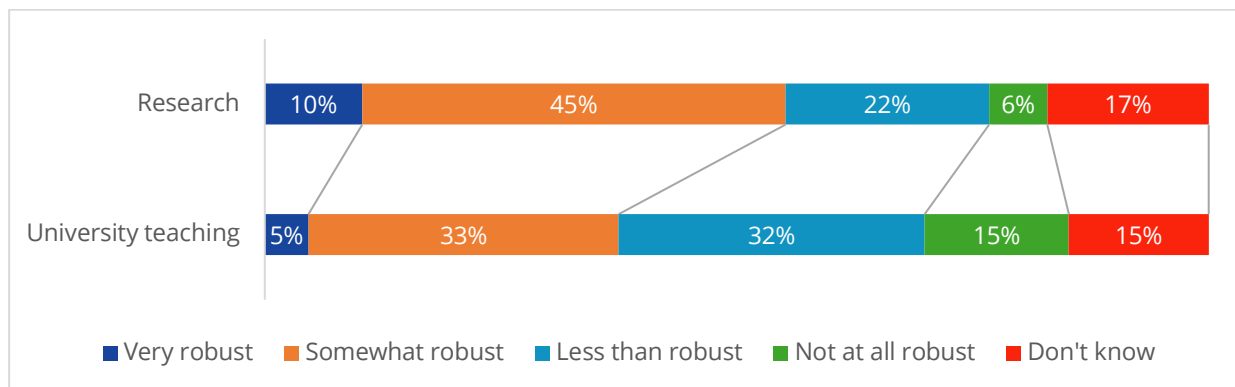


FIGURE 11 Responses to the questions: "In your opinion, how robust are the sources of evidence used to assess the quality and impact of research/university teaching at your university?" for participants at the University of Twente.

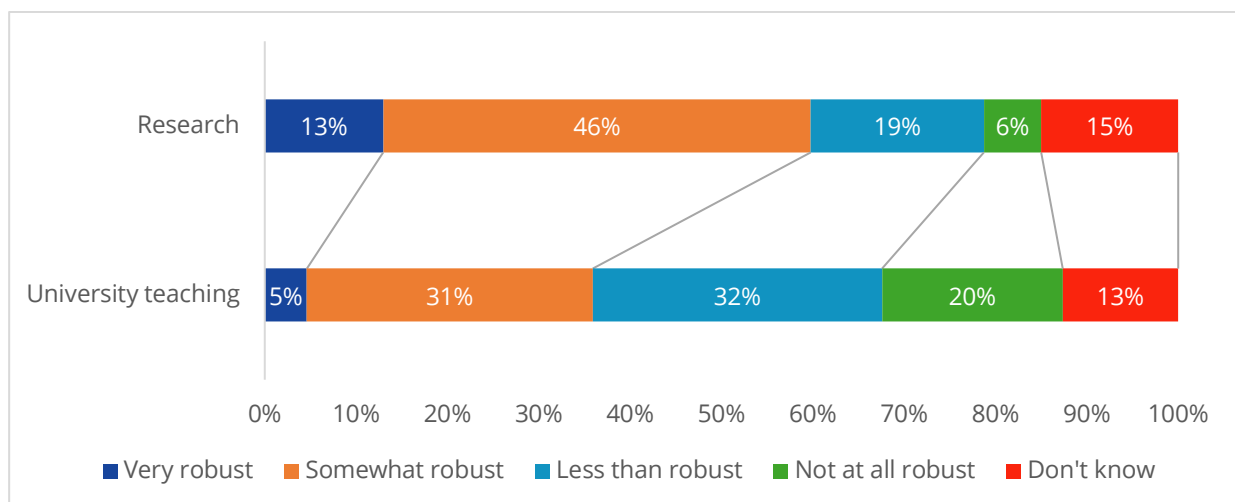


FIGURE 12 Responses to the questions: "In your opinion, how robust are the sources of evidence used to assess the quality and impact of research/university teaching at your university?" for participants at all TCS 2019 institutions.

FINDING 3.5. Most academics at the university (59%) view teaching-focused roles as career-limiting

Nearly three in five (59%) participants from the University of Twente 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). While disappointing, these patterns are in line with TCS 2019 institutions as a whole.

University of Twente participants were more likely to identify university teaching-focused roles as career limiting if the participants were:

- mid-career academics: 74% of this group agreed or strongly agreed with the statement;
- those focused primarily or exclusively on university teaching: 78% of this group agreed or strongly agreed with the statement;
- long-term employees of the university: 71% of those employed at the university for 21 years or more agreed or strongly agreed with the statement (compared to 41% of those employed for two years or less).

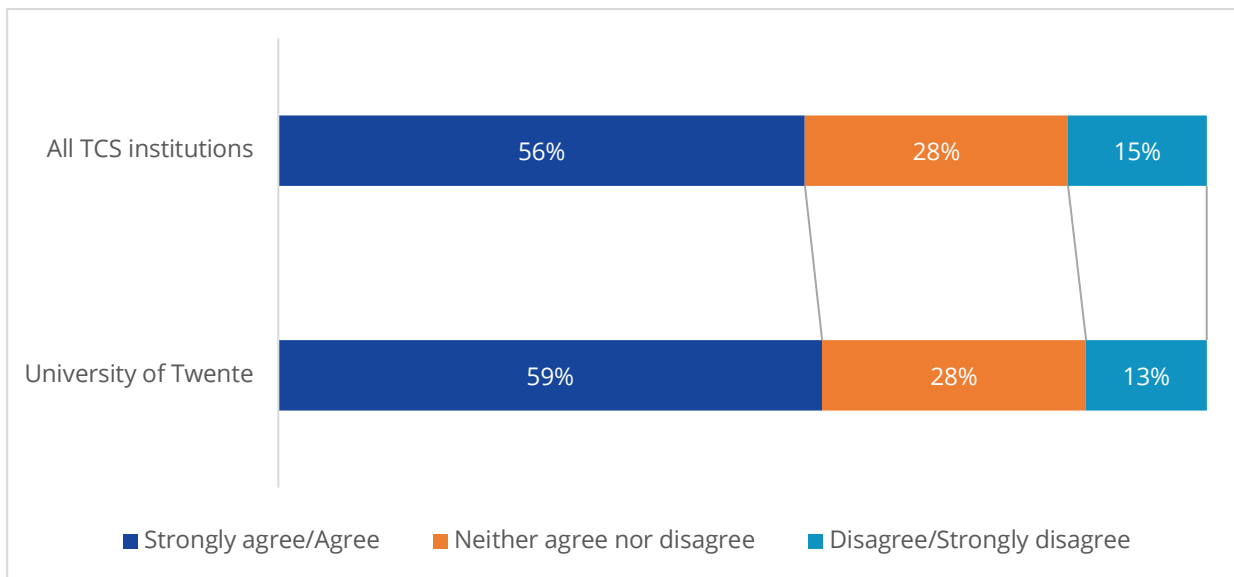


FIGURE 13 Figure 1. Percentage agreeing/disagreeing with the statement: *“Roles focused on university teaching are career-limiting at my institution”* from participants at (i) all TCS 2019 institutions; and (ii) the University of Twente.

FINDING 3.6. Only a minority of academics (22%) see time spent on university teaching as a career-enhancing activity

One in five (21%) participants from the University of Twente 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), lower than the proportion of participants from all TCS 2019 institutions (27%).

University of Twente participants were more likely to identify time spent on university teaching to have a positive impact on career progression if they:

- had no responsibilities in university teaching or teaching was not their primary focus: 34% of this group agreed or strongly agreed with the statement (compared to 11% of other academics);
- were new to the university: 39% of those that had been employed at the university for less than two years agreed or strongly agreed with the statement;
- were based in Science and Technology: 29% of this group agreed or strongly agreed with the statement.

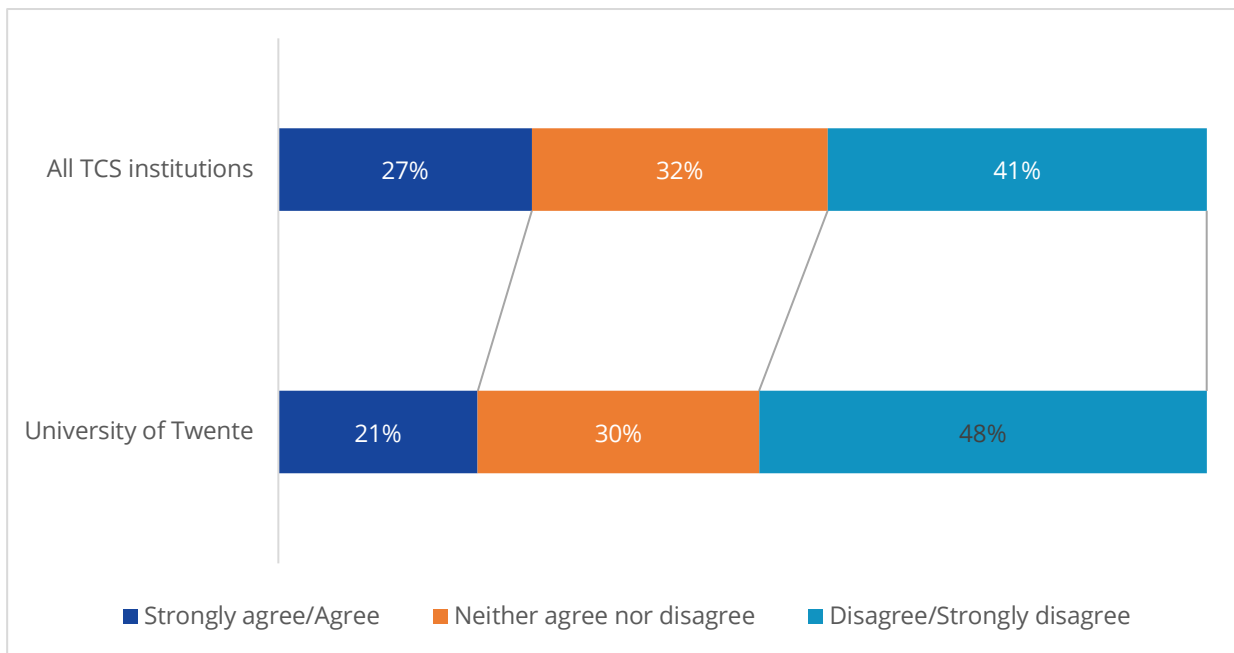


FIGURE 14 Percentage agreeing/disagreeing with the statement: *“Time spent on university teaching has a positive impact on the career progression of academics at my institution”* from participants at (i) all TCS 2019 institutions; and (ii) the University of Twente.

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

FINDING 4.1. Senior academics and university leaders were more likely to anticipate an increased priority being given to teaching

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 43% of participants – from University of Twente was ‘no, I think the priority will stay the same’. Just less than a third (30%) anticipated that the priority would increase. These findings were broadly similar to those achieved across all TCS 2019 institutions (where most universities are currently planning for a change to the institutional recognition systems).

The groups at the University of Twente more likely to anticipate an increase in the priority given to university teaching included those in senior academic or university leadership positions, where 49% anticipated an increase in priority (compared to 26% amongst early- or mid-career academics).

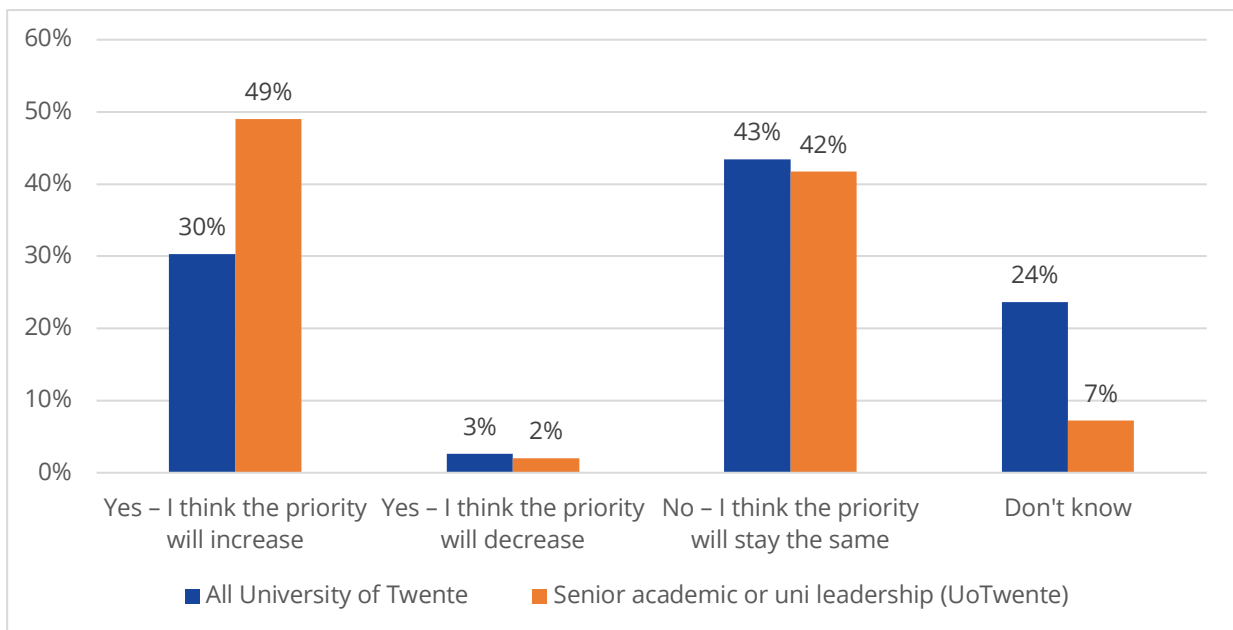


FIGURE 15 Responses to the question: “Do you think the priority given to university teaching in academic promotions will change at your institution in the next five years?” from (i) all University of Twente participants; and (ii) senior academic or university leaders from the University of Twente.

FINDING 4.2. Most academics 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 – 61% – from University of Twente responded ‘yes, I would like the priority to increase’. Only 5% 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 achieved across all TCS 2019 institutions (where most universities are currently planning for a change to the institutional recognition systems).

The groups at University of Twente more likely to want an increase in the priority given to university teaching included:

- those in roles exclusively or primarily focused on university teaching, amongst whom 85% would like an increase;
- longer-term university employees: amongst participants who have been employed at the university for 11 years or more, 73% would like the priority to increase;
- mid-career academics, amongst whom 70% would like an increase.

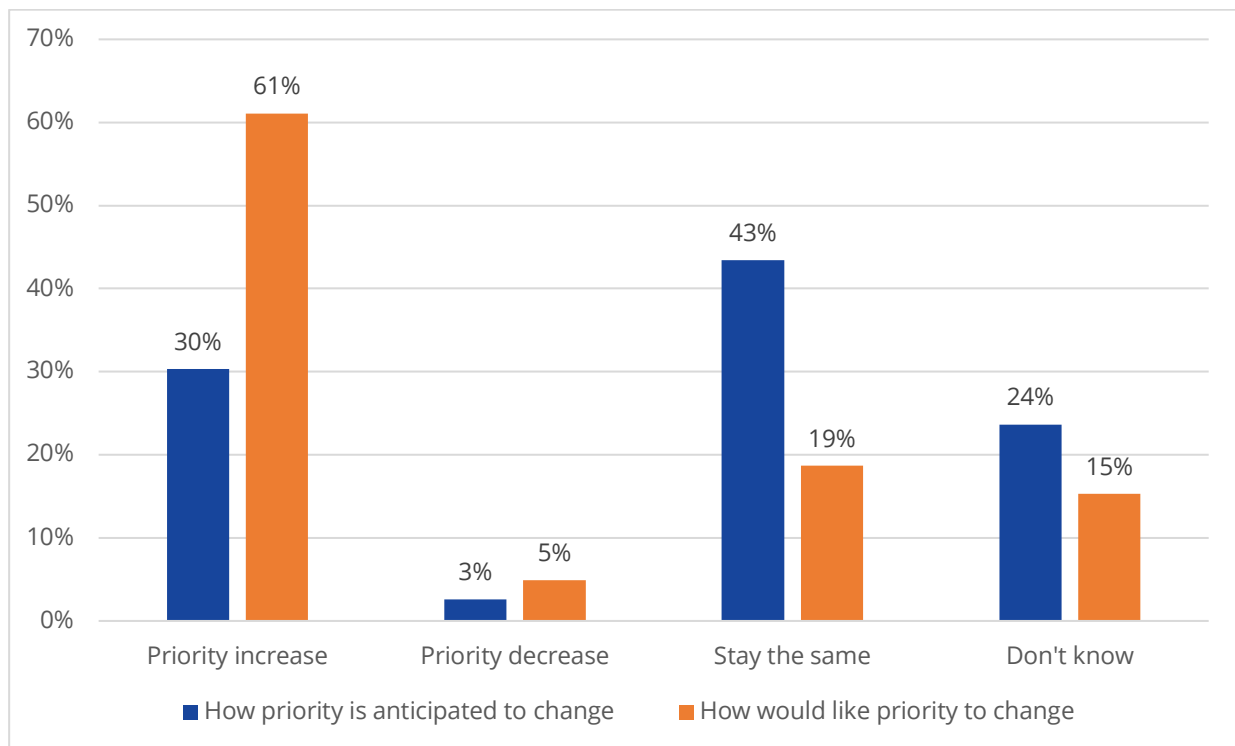


FIGURE 16 Responses to the two questions: “Do you think the priority given to university teaching in academic promotions will change at your institution in the next five years?” and “Would you like the priority given to university teaching in academic promotions at your institution to change in the next five years?” – represented by “how priority is anticipated to change” and “how would like priority to change” respectively – for University of Twente participants

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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, celebrates and rewards university teaching. As part of a global partnership, the Teaching Cultures Survey enables universities to explore and track the culture and status of teaching at their institutions and compare outcomes with peer universities worldwide. The Teaching Cultures Survey builds upon the momentum of the *Career Framework for University Teaching*,⁵ a tool designed to improve the recognition and reward of university teaching that was co-developed and implemented by a network of institutions from across the world.

The 13 universities that have participated in the TCS 2019 to date are: Aalborg University (Denmark), Chalmers University of Technology (Sweden), DTU (Denmark), Eindhoven University of Technology (Netherlands), Pontifical Catholic University of Chile (Chile), Skoltech (Russia), SOAS University of London (UK), TU Delft (Netherlands), University of Auckland (New Zealand), University of Edinburgh (UK), Universiti Teknologi Malaysia (Malaysia), University of Twente (Netherlands), and Wageningen University (Netherlands). A second group of universities will administer the survey in late 2019.

For each participating university, the survey results shed light on the strengths and weaknesses of their teaching culture. Comparisons with the survey findings for all 13 TCS 2019 universities are also provided. Together, these resources can help to inform priority-setting and strategic investment. It should be noted that the 13 universities participating in TCS 2019 to date have recently implemented, or are planning to implement, systemic changes to how they evaluate, reward or support university teaching. All participating universities are therefore planning to administer the survey again in 2021 and 2023, so changes in the culture and status of teaching may be tracked over time, during and/or following the process of change.

Evidence for the Teaching Cultures Survey 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). It should be noted that the survey is not collecting personal data such as names. The survey was conducted and exported using SurveyMonkey (a GDPR-compliant platform). The data will be stored securely until after completion of stage C of the study in 2023, then securely deleted; participating universities will not have access to the data. The data will be used only for this study and will not be shared with any third party. 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). Further details on the university's survey findings are provided in the accompanying Excel spreadsheet. To protect the anonymity of respondents, universities do not have access to the survey data. Where numbers of survey participants in particular groups (e.g. a discipline group) are small, groups are combined, again to protect anonymity.

The study is funded by a consortium of the participating universities, with additional support from the Royal Academy of Engineering in the UK. It is being undertaken as a collaboration between the participating universities and an external research team, led by [Dr Ruth Graham](#) and supported by [ResearchAbility](#).

⁵ *Career Framework for University Teaching* (<http://www.teachingframework.com>)

Appendix A.2 Project timeline

Figure 1 outlines the timeline for the Teaching Cultures Survey. The study comprises three cross-sectional surveys conducted in 2019, 2021 and 2023, each using the same questionnaire. Universities will have needed to take part in the 2019 survey in order to participate in subsequent surveys.

Prior to the launch of the TCS in 2019, a process of survey design and preparation was undertaken. This involved two components:

- | | |
|-----------------------------|--|
| June–October
2018 | Securing agreement of first group of universities to participate in the survey: top-ranked universities with a particular commitment to teaching and learning from a range of countries worldwide were prioritised. All participating institutions have recently made, or are planning to make, changes to how they support, evaluate and/or reward teaching achievement. |
| September–
December 2018 | Design and testing of the survey instrument: a short questionnaire was developed and tested. In addition to basic demographic information (e.g. gender, post, academic discipline), it was designed to capture feedback on the attitudes, aspirations and experiences of the teaching culture of the academic community. Further details are provided in Appendix B.1. |

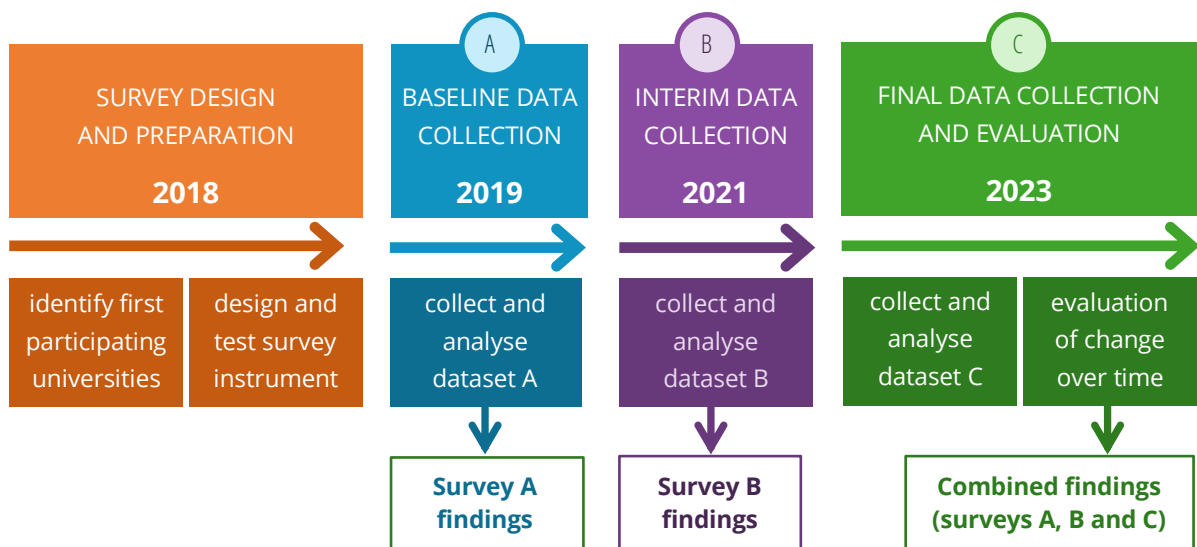


FIGURE 17 Timeline of the Teaching Cultures Survey project

On completion of each survey – in 2019, 2021 and 2023 – two sets of outputs will be available:

1. confidential report of the survey results for each participating university (as given in this report for TCS 2019);
2. a summary of selected and anonymised findings from amalgamated results from the original 13 institutions participating in TCS 2019 (to be made available on the project website).

In addition, key findings from amalgamated results from all participating institutions will be summarised in a short report at the end of the project in 2023. 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 on the basis of three sources of evidence:

1. Feedback from academics and university leaders during the development of the Career Framework for University Teaching (2013-2018). The five-year project to develop and implement 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.
2. **Consultations with steering group and institutional leads from the initial group of 13 participating universities.** A project steering group was established, comprising university leaders in teaching and learning and research experts in the support and reward of university teaching. Feedback on the draft questionnaire was gathered from this steering committee and the institutional leads at each of the 13 universities participating in the initial wave of TCS 2019. The questionnaire was revised accordingly.
3. **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 and programmed into the web-based survey instrument Survey Monkey Pro.

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 opened with statement about the aims and focus of the survey, together with a statement confirming anonymity and that the university would not have access to participants' responses.

In addition to basic demographic information (e.g. gender, post, academic discipline), it captures participants' views and perspectives across four broad areas:

- **academics' attitudes to and aspirations in university teaching:** including (i) their attitudes to pedagogical training/development; (ii) whether they are spending the amount of time on teaching that they would like; and (iii) and the extent to which they have plans for developing their ideas in both research and university teaching over the next two years;
- **the institutional environment for supporting university teaching:** capturing perceptions of (i) the commitment of various levels of university leadership to rewarding university teaching; (ii) whether the university provides a supportive environment for university teaching; (iii) the extent to which participants engage in reflective discussions with colleagues about university teaching; and (iv) whether participants have a mentor they can turn to in research and university teaching;
- **the status of university teaching in key institutional processes:** including (i) the status of university teaching during academics' annual review; (ii) the perceived and desired importance

of university in promotion to full Professor; (iii) the extent to which engagement with university teaching is seen as a career enhancing activity; and (iv) the extent to which the sources of evidence used to assess quality and impact in both research and university teaching were seen to be 'robust';

- **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, 7 and 8) 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 that an equivalence was established 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 a question on the participant's training/qualifications in university teaching. The institutions that chose to include this question were asked to provide the question wording and response options, as appropriate for their institutional and national context;
- 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 participating in TCS 2019 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 contains the following statement: *"I understand that my data is anonymous, stored and transferred securely and used for the purpose of this survey. My university will not have access to this data"*. In order to access to 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. Ten of the 13 universities participating in TCS 2019 to date included this 'consent button'. It should be noted that the inclusion of this button was associated with lower response rates – amongst participants that consented to participate (i.e. those who ticked the *"I consent to taking part"* button), up to 10% of respondents subsequently abandoned the survey. In the surveys where this button was not included, the survey was completed by almost all of those (99.5%) who commenced it.

Appendix A.5 Data collection

For the initial wave of TCS 2019, survey responses were collected during early 2019. 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 the 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 2019 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 close 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.

Appendix B. The questionnaire

Opening text:

Welcome to the teaching cultures survey, which takes around 6 minutes to complete. A consortium of universities from around the world is supporting this survey to better understand the culture and status of teaching at these institutions. Please note that your anonymity will be protected – no personal identifying data will be collected and your university will not have access to your survey responses.

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 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 or adjunct hoogleraar) <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 faculty do you work in?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Science and Technology (TNW) <input type="checkbox"/> Geo-Information Science and Earth Observation (ITC, including Pre-U and UCT) <input type="checkbox"/> Engineering Technology (ET, including Fraunhofer) <input type="checkbox"/> Electrical Engineering, Mathematics and Computer Science (EWI) <input type="checkbox"/> Behavioural, management and social sciences (BMS)
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"/> Prefer not to answer <input type="checkbox"/> Prefer to self-describe (please specify) _____
4	<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

5	<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 																								
6	<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 																								
7	<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 Appraisal (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 Appraisal (jaargesprek) at this university) 																								
8	<p>How committed are the leaders at the following levels in your institution to rewarding excellence in university teaching?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th></th> <th style="text-align: center;">Very committed</th> <th style="text-align: center;">Somewhat committed</th> <th style="text-align: center;">Not very committed</th> <th style="text-align: center;">Not committed at all</th> <th style="text-align: center;">Don’t know</th> </tr> </thead> <tbody> <tr> <td>Your research group/unit</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>Your Faculty</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>Your university</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>		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"/>
	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"/>																				
9	<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 																								

10	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)					
11	How important would <u>you like</u> 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)					
12	<p>Please indicate how strongly you agree or disagree with the following statement:</p> <p><i>"I have clear plans on how I can advance my ideas and impact in <u>research</u> over the next two years."</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 research) 				
13	<p>Please indicate how strongly you agree or disagree with the following statement:</p> <p><i>"I have clear plans on how I can advance my ideas and impact in <u>university teaching</u> over the next two years."</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) 				

14	<p>Approximately how often do you have reflective discussions with academic colleagues about university teaching?</p> <ul style="list-style-type: none"> <input type="checkbox"/> At least once a week <input type="checkbox"/> Several times a month <input type="checkbox"/> Several times a term <input type="checkbox"/> Several times a year <input type="checkbox"/> Never 																		
15	<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 																		
16	<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 																		
17	<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 <u>less</u> time on university teaching <input type="checkbox"/> No, I would like to have spent <u>more</u> time on university teaching 																		
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 style="background-color: #cccccc;"> <th style="width: 40%;"></th> <th style="width: 12.5%;">Strongly agree</th> <th style="width: 12.5%;">Agree</th> <th style="width: 12.5%;">Neither agree nor disagree</th> <th style="width: 12.5%;">Disagree</th> <th style="width: 12.5%;">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>Is there someone at your university you can turn to as your mentor for:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 40%;"></th> <th style="width: 16.6%;">Yes</th> <th style="width: 16.6%;">No</th> <th style="width: 26.6%;">I don't need a mentor in this area</th> </tr> </thead> <tbody> <tr> <td>Research</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>University teaching</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>		Yes	No	I don't need a mentor in this area	Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	University teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
	Yes	No	I don't need a mentor in this area																
Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																
University teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																

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 the university's roles to this set of 'standard' role titles was provided by the project's institutional lead from the University of Twente during the survey preparation phase.

This mapping is presented in Table 1.

		University role	
		Term used throughout this report	University of Twente
		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 or adjunct hoogleraar)
	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, Dean, Vice Dean, Institute Director, Chair of Capacity Group)	University Senior Management (College van Bestuur)

Table 1. Mapping of role titles used in this report to role title at the University of Twente

Appendix D. Response rates and participant profiles

During TCS 2019, 709 participants from the University of Twente responded to the 'consent' question included in the opening page of the survey. Five participants selected "*I do not consent to take part*" and were routed out of the survey. Of the 704 participants who gave their consent to take part, 54 (8% of this group) did not subsequently continue with the survey.

In all, 650 participants continued with the survey and completed most or all questions. This represents 37% of the university's total academic population of 1742 a response rate higher the average response rate across all TCS 2019 institutions (32%).

The survey participant profile is summarised below:

- by **gender**: excluding those that selected 'prefer not to answer' or 'prefer to self describe', 32% of participants were female and 63% were male. Across all TCS 2019 institutions, 37% identified as female and 59% identified as male.
- by **discipline**: participants were spread across the five university Faculties; the single largest group of participants by discipline were from Behavioural, Management and Social Sciences (representing 27% of participants).
- 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 PhD students (representing 23% of participants) and Assistant Professors (representing 26% of participants).
- by **length of employment**: 44% of University of Twente survey participants had been employed at the university for five years or less, higher than the average across all TCS 2019 institutions (38%). Only 6% of respondents had worked at the University of Twente for 30 years or more; the proportion was the same across all TCS 2019 institutions;
- by **academic focus (level of focus on university teaching)**: the majority of University of Twente survey participants (70%) 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*". Across all TCS 2019 institutions, this figure was 72%. Only 5% of participants defined themselves as exclusively focused on university teaching; the proportion was similar across all TCS 2019 institutions.

The participant characteristics by gender, discipline and academic role are summarised in Table 2, with comparisons to the amalgamated data from across all participating institutions. Table 3 summarises the participant characteristics by length of employment and academic focus. Further information about the survey population is given in the first five tabs of the spreadsheet of survey findings for the university. Universities can use the information presented in Table 2 and Table 3 to undertake their own analysis of which groups were under and over represented in the survey population, should they wish.

	University of Twente		Percentage of amalgamated data (all 13 universities)
	Number of participants	Percentage of responses	
Gender	(n=649)		(n=8096)
Female	207	31.9%	37.3%
Male	406	62.6%	59.0%
Prefer not to answer/prefer to self-describe	36	5.5%	3.7%
Discipline (HESA discipline)⁶	(n=648)		(n=8059)
Medicine, dentistry & health			7.4%
Agriculture, forestry & veterinary science			2.1%
Biological, mathematical & physical sciences	233	36.0%	22.7%
Engineering & technology	238	36.7%	30.1%
Architecture & planning			4.8%
Administrative & business studies			4.8%
Social studies	177	27.3%	15.0%
Humanities & language based studies & archaeology			7.1%
Design, creative & performing arts			2.5%
Education			2.3%
Other			1.0%
Role	(n=650)		(n=8122)
PhD student or GTA	148	22.8%	14.5%
Post-doctoral Researcher	49	7.5%	6.4%
Researcher/Research Fellow/Research Associate	8	1.2%	4.1%
Senior Researcher/Senior Research Fellow	6	0.9%	4.1%
Professorial Research Fellow			0.9%
Assistant Professor/Lecturer/Teacher	170	26.2%	18.0%
Associate Professor/Senior Teacher/Senior Lecturer/Reader	90	13.9%	24.8%
Professor/Chair	83	12.8%	12.3%
Teaching Fellow/Teaching Associate	45	6.9%	5.0%
Principal/Senior Teaching Fellow	24	3.7%	4.6%
Professorial Teaching Fellow			0.1%
Visiting Professor			0.2%
Head of Department			1.3%
Dean or Associate Dean			0.8%
University Senior Management (Executive Board, Dean, Vice Dean, Institute Director, Chair of Capacity Group)	13	2.0%	0.4%
Other	14	2.2%	2.7%

⁶ HESA Cost Centres: <https://www.hesa.ac.uk/support/documentation/cost-centres/2012-13-onwards>

Table 2. Respondent characteristics for the University of Twente survey by gender, discipline and role

	University of Twente		Percentage of amalgamated data (all 13 universities)
	Number of participants	Percentage of responses	
Length of contract	(n=648)		(n=8088)
Less than 2 years	142	21.9%	16.2%
2-5 years	140	21.6%	21.7%
6-10 years	109	16.8%	19.3%
11-20 years	148	22.8%	24.9%
21-30 years	72	11.1%	12.3%
More than 30 years	37	5.7%	5.6%
Academic focus	(n=649)		(n=8096)
I am focused exclusively on university teaching	35	5.4%	6.1%
University teaching is my primary focus, but I also have responsibilities in other academic activities	96	14.8%	16.1%
I am as equally focused on university teaching activities as I am on other academic responsibilities	223	34.4%	38.2%
I have responsibilities in university teaching, but my primary focus is on other academic areas	230	35.4%	33.9%
I have no responsibilities in university teaching; my activities are focused on other academic areas	65	10.0%	5.7%

Table 3. Respondent characteristics for the University of Twente survey by length of employment and academic focus