

# Teaching Cultures Survey 2025:

Insights for the sector



1<sup>st</sup> October 2025

2025 Advancing Teaching meeting, Copenhagen



advancing teaching

2014 – 2018

2017 – 2019

2018 – 2019

2021 – 2022

2024 – 2025

2024 – 2025



## Teaching Cultures Survey

Three survey runs: 2019 – 2022 – 2025

**Aims:** to enable universities to explore and track the culture and status of teaching at their institutions and compare outcomes with peer research-intensive universities worldwide



advancing teaching



Teaching Cultures Survey 2019 findings  
Dr Ruth Graham  
May 2020

Teaching Cultures Survey 2022 findings  
Dr Ruth Graham  
October 2022

Advancing the reward of university teaching: insights from three waves of the Teaching Cultures Survey  
Dr Ruth Graham  
January 2026  
Pre-final report

## 2025 survey

**Collection window:** March – June 2025

**Survey management:** survey managed locally but hosted externally to ensure anonymity and data security. No personal identifiers were collected and survey findings provided to universities are fully anonymised



advancing teaching

2014 – 2018

2017 – 2019

2018 – 2019

2021 – 2022

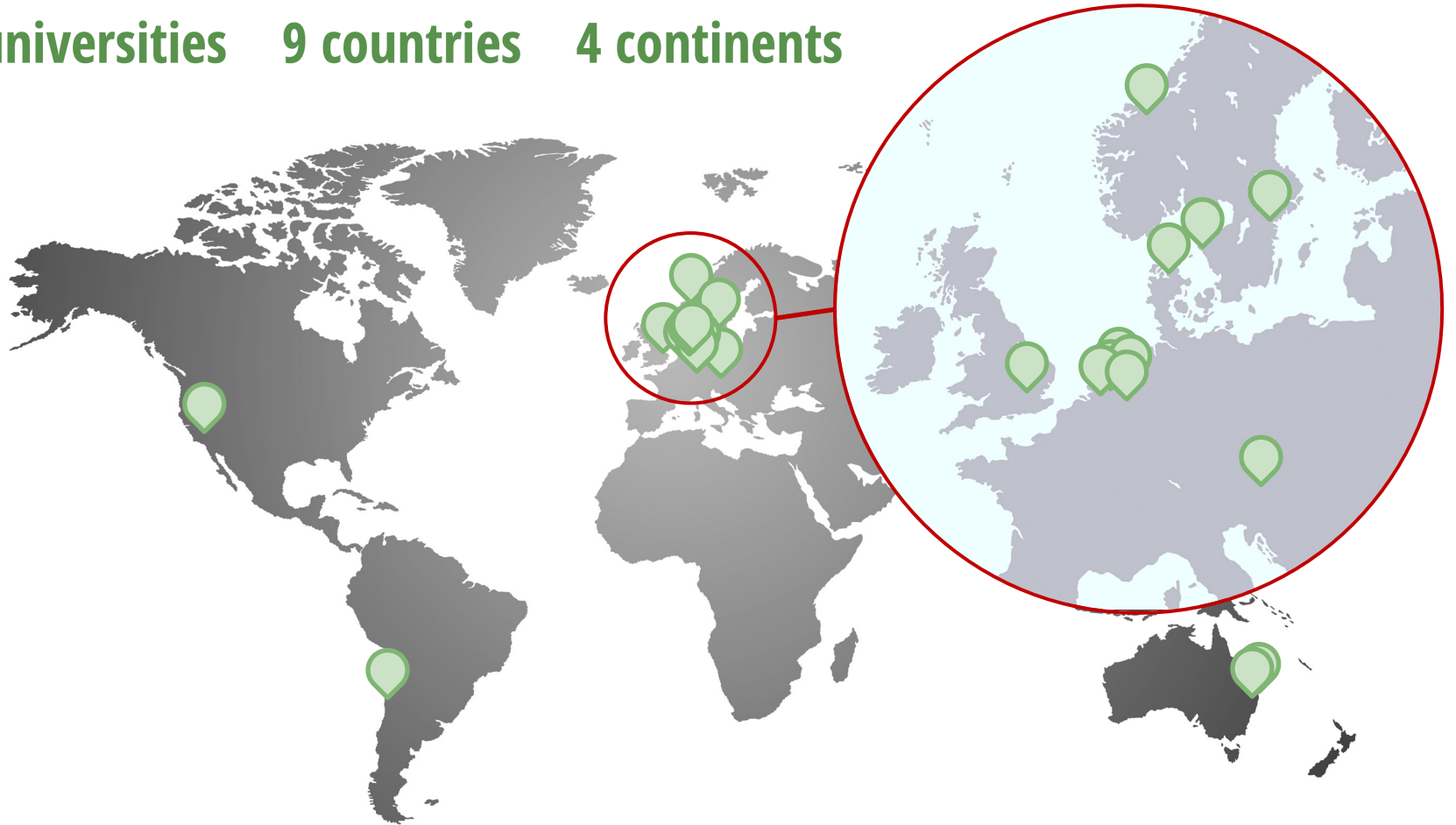
2024 – 2025

2025 – 2026

### **Six-minute survey focuses on the following areas:**

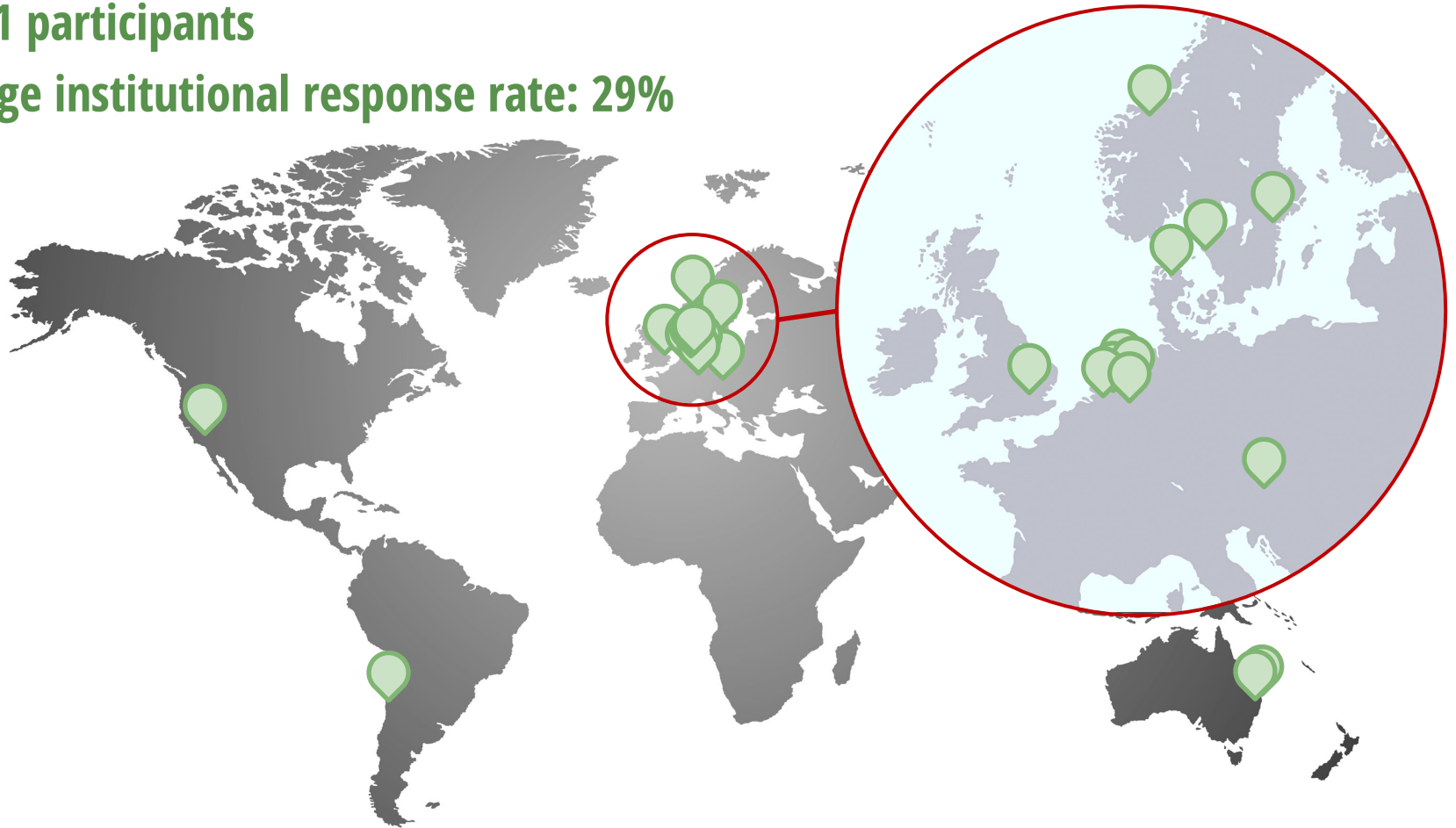
1. The university's educational environment
2. Institutional culture and commitment to rewarding university teaching
3. The role of university teaching in formal review and promotion processes
4. Future priorities for change to the reward of university teaching

17 universities 9 countries 4 continents



12,071 participants

Average institutional response rate: 29%





**TU/e** EINDHOVEN  
UNIVERSITY OF  
TECHNOLOGY

**IT:U**



**Maastricht University**

**NTNU**  
Norwegian University of  
Science and Technology



**AALBORG UNIVERSITY**  
DENMARK



**UNIVERSITY  
OF TWENTE.**

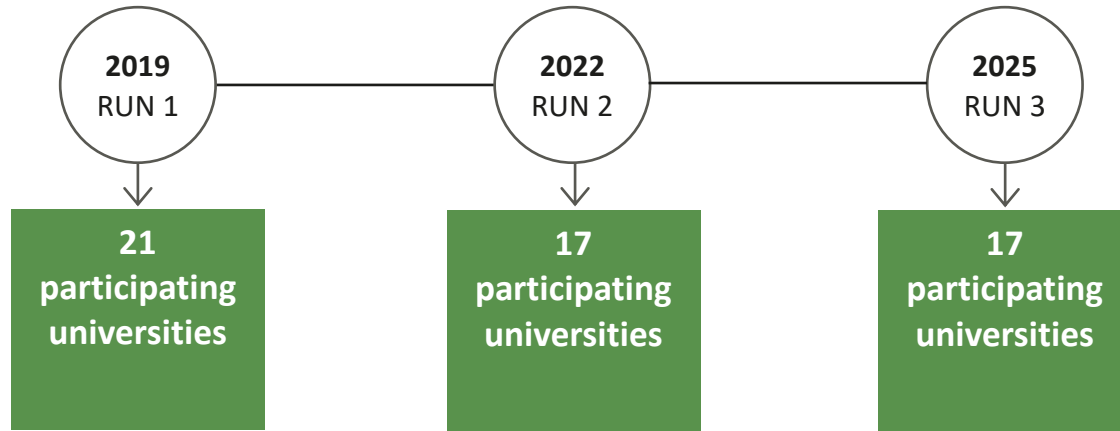
**TU Delft**

**VU**  **VRIJE  
UNIVERSITEIT  
AMSTERDAM**

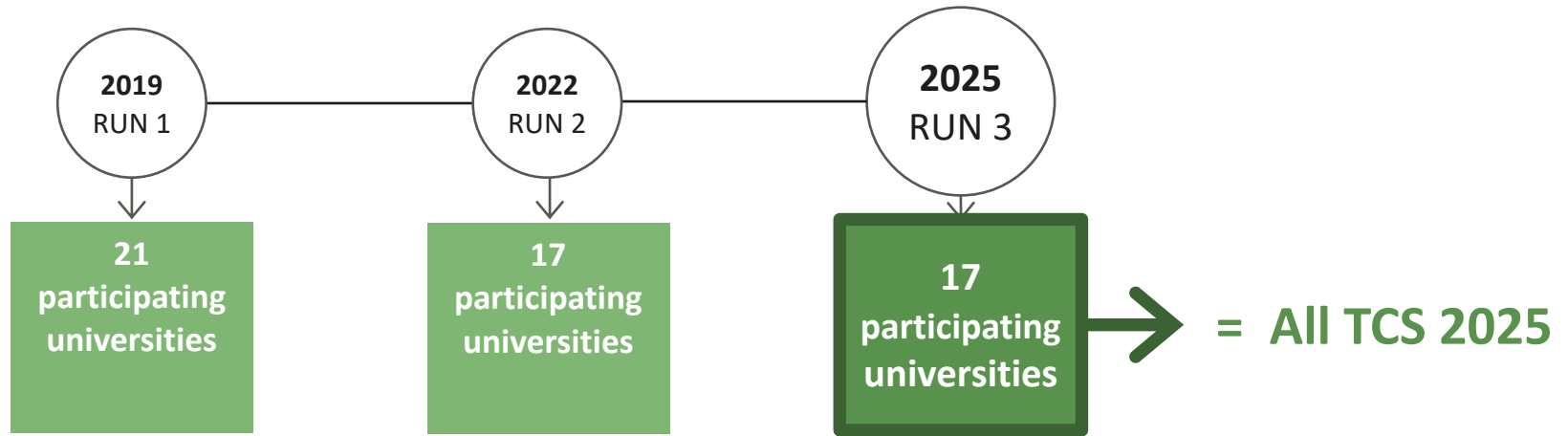


**UNSW**  
SYDNEY

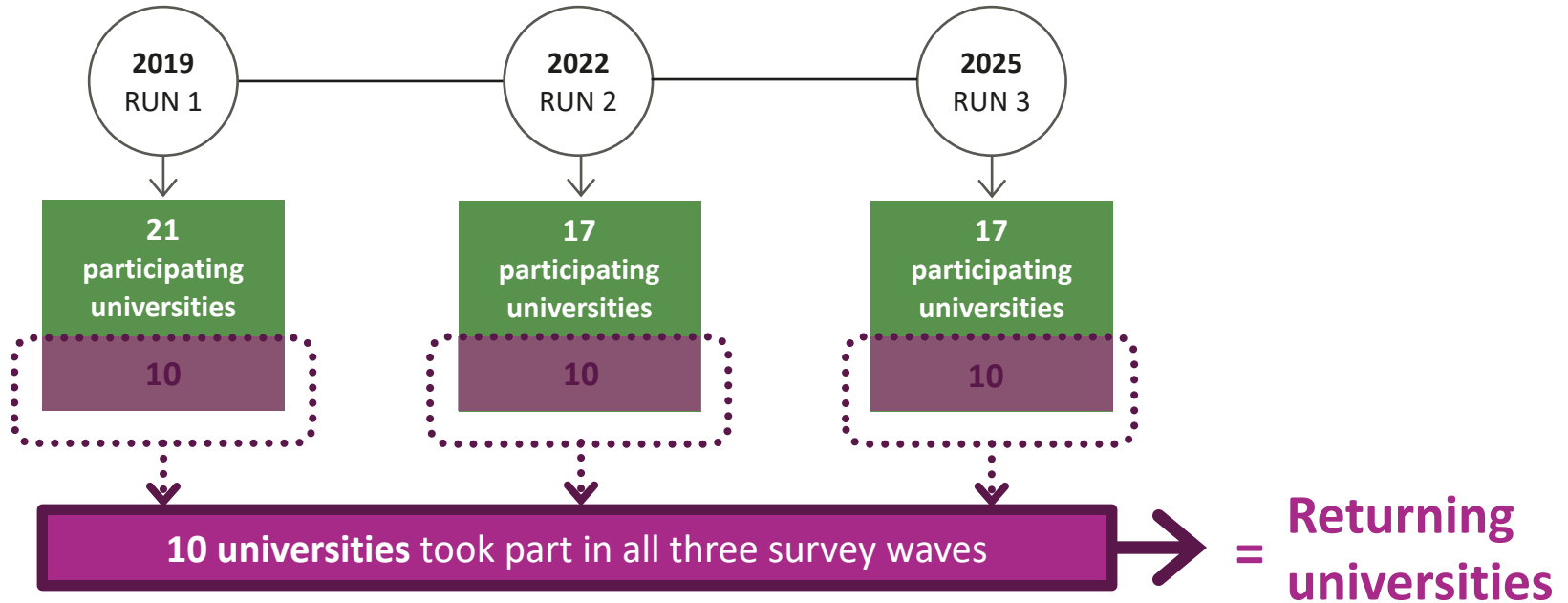
# Datasets



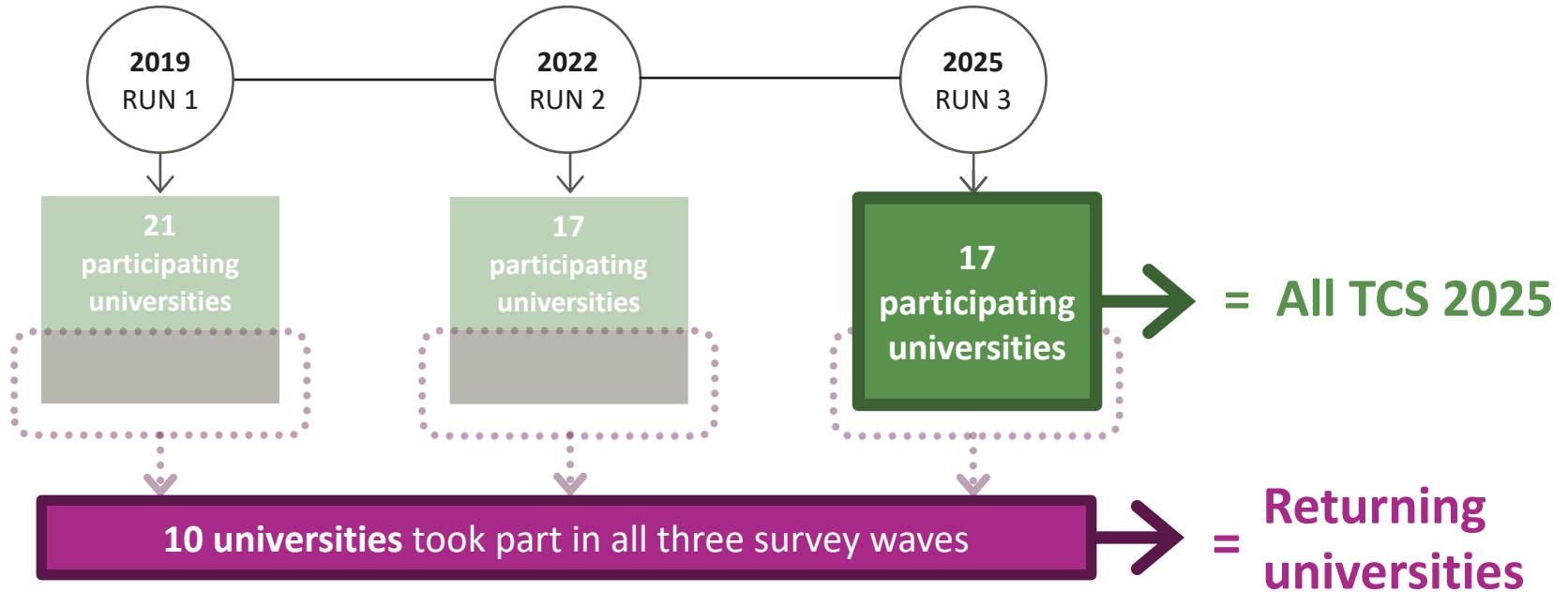
# Dataset 1: All TCS 2025



## Dataset 2: Returning universities



# Dataset 1: All TCS 2025 vs Dataset 2: Returning universities



## Two key questions

**What sets apart universities with the strongest culture for rewarding university teaching?**

**Dataset 1  
All TCS 2025**

**Is culture change possible – and (if so) what are the catalysts of positive change?**

**Dataset 2  
Returning universities**

# Two key questions

What sets apart universities with the strongest culture for rewarding university teaching?

Dataset 1  
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Is culture change possible – and (if so) what are the catalysts of positive change?

Dataset 2  
Returning universities



What sets apart universities with the strongest culture for rewarding university teaching?

Dataset 1  
All TCS 2025

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



Strongly  
agree



Agree



Neither agree  
nor disagree



Disagree

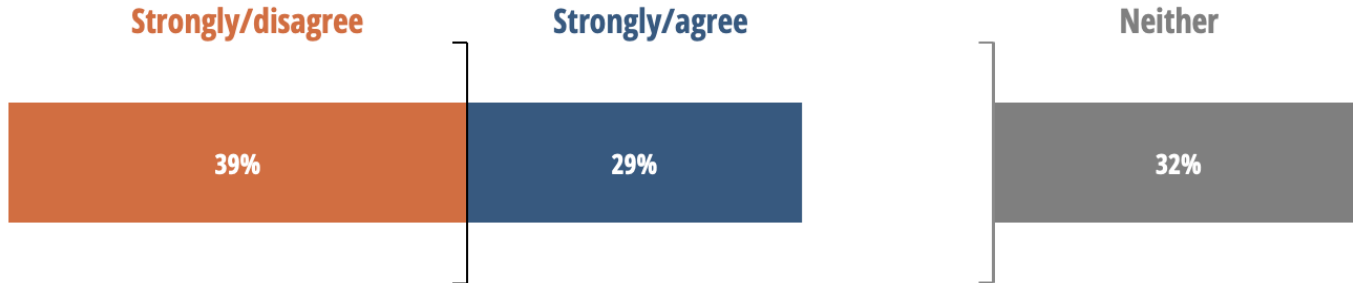


Strongly  
disagree

What sets apart universities with the strongest culture for rewarding university teaching?

Dataset 1  
All TCS 2025

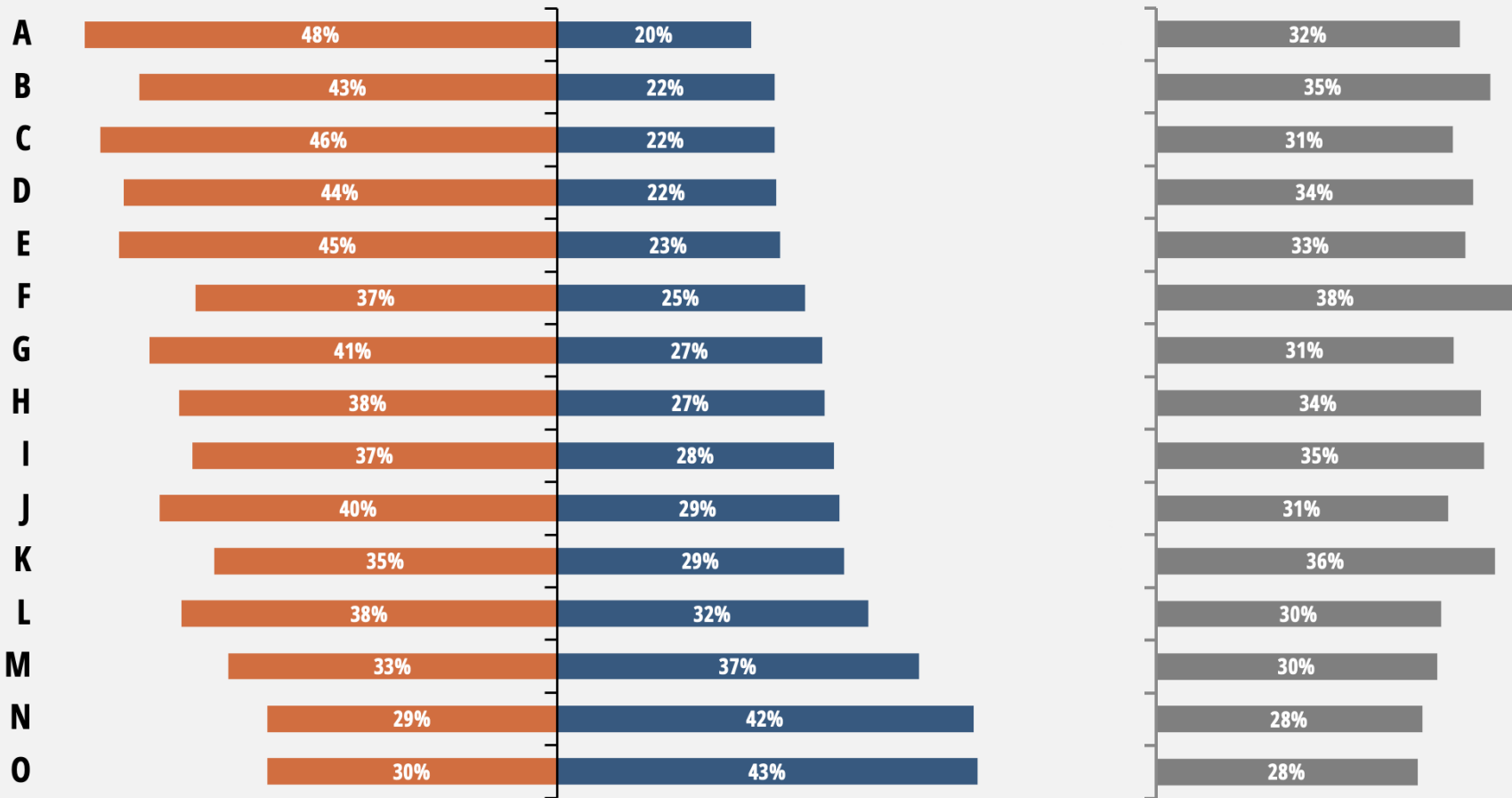
***“Time spent on university teaching has a positive impact on the career progression of academics at my institution”***



Strongly/disagree

Strongly/agree

Neither



What sets apart universities with the strongest culture for rewarding university teaching?

Dataset 1  
All TCS 2025

- 1 Early-career academics show **less uncertainty** about how their institution values university teaching
- 2 Mid-career academics are **less likely to be sceptical** about how university teaching is rewarded in practice
- 3 The views of education-focused academics and R&T academics are **closely aligned**
- 4 Department heads are widely viewed as **committed** to rewarding university teaching

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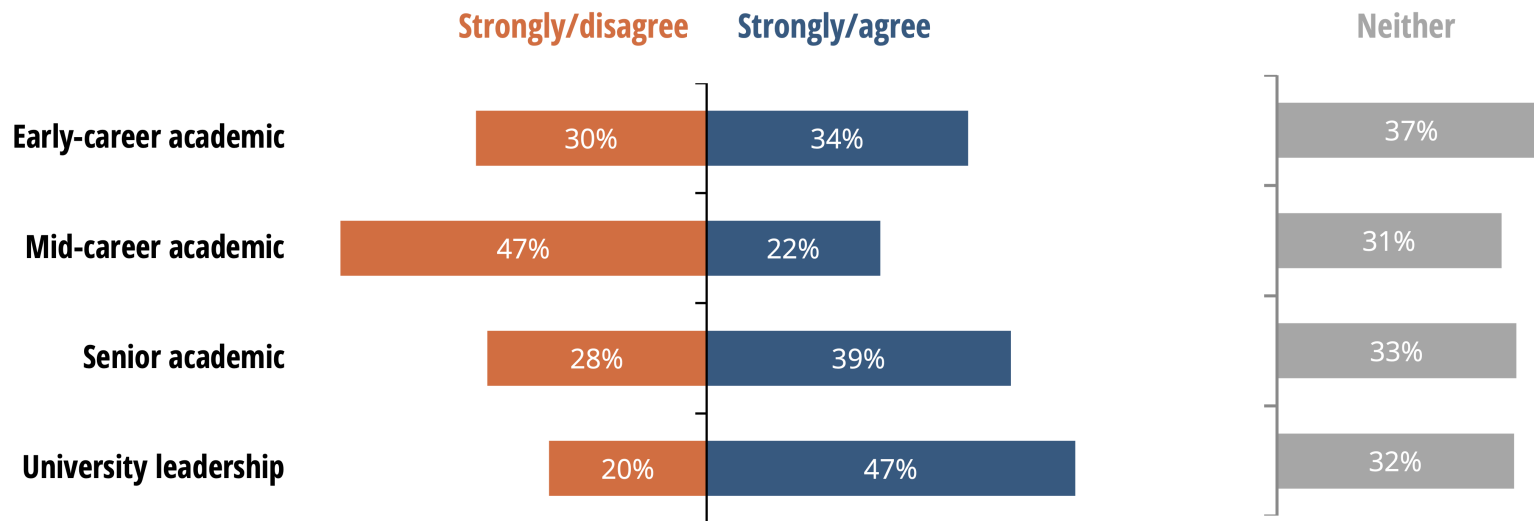
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What sets apart universities with the strongest culture for rewarding university teaching?

Dataset 1  
All TCS 2025

One question sits at the centre of many other relationships in the survey data...

***“How committed are the leaders in your department to rewarding excellence in university teaching?”***



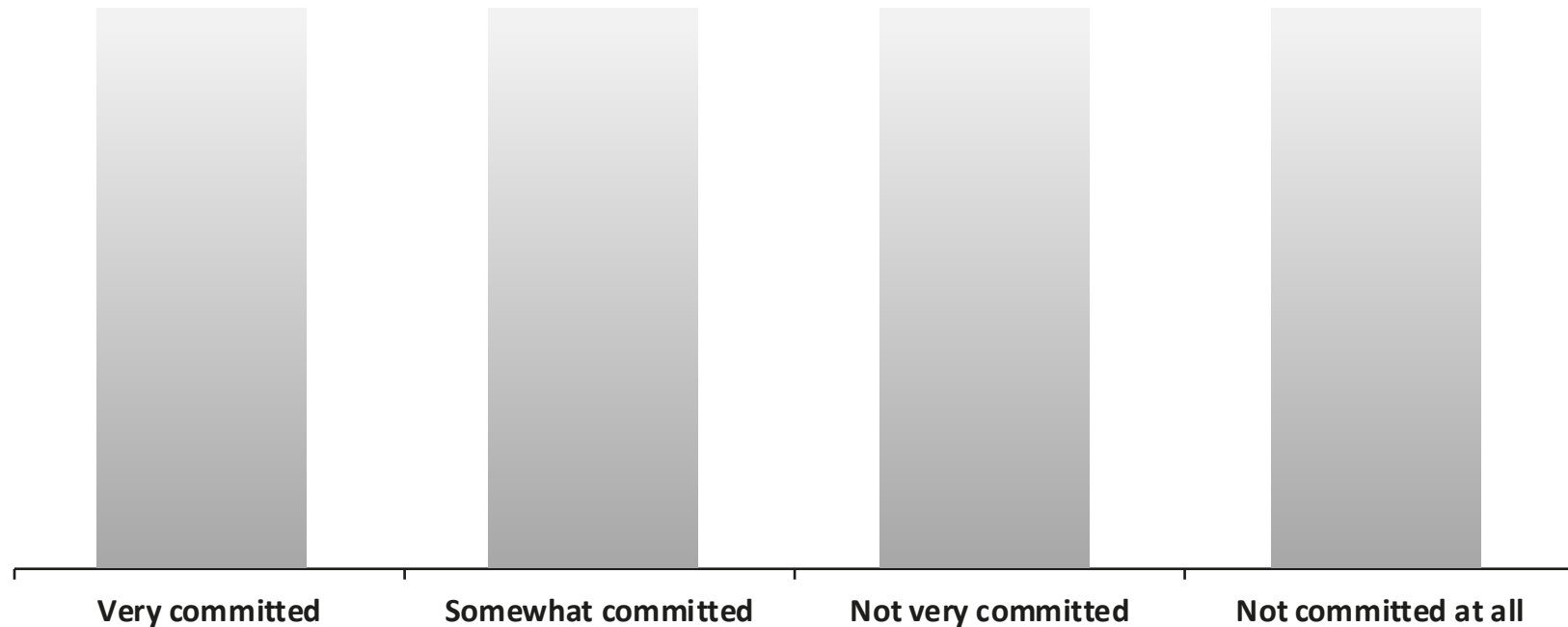
**Department  
leaders'  
commitment to  
rewarding  
university  
teaching**

**1**  
**Priority on  
teaching in  
annual  
reviews**

**2**  
**Teaching time  
aids career  
progression**

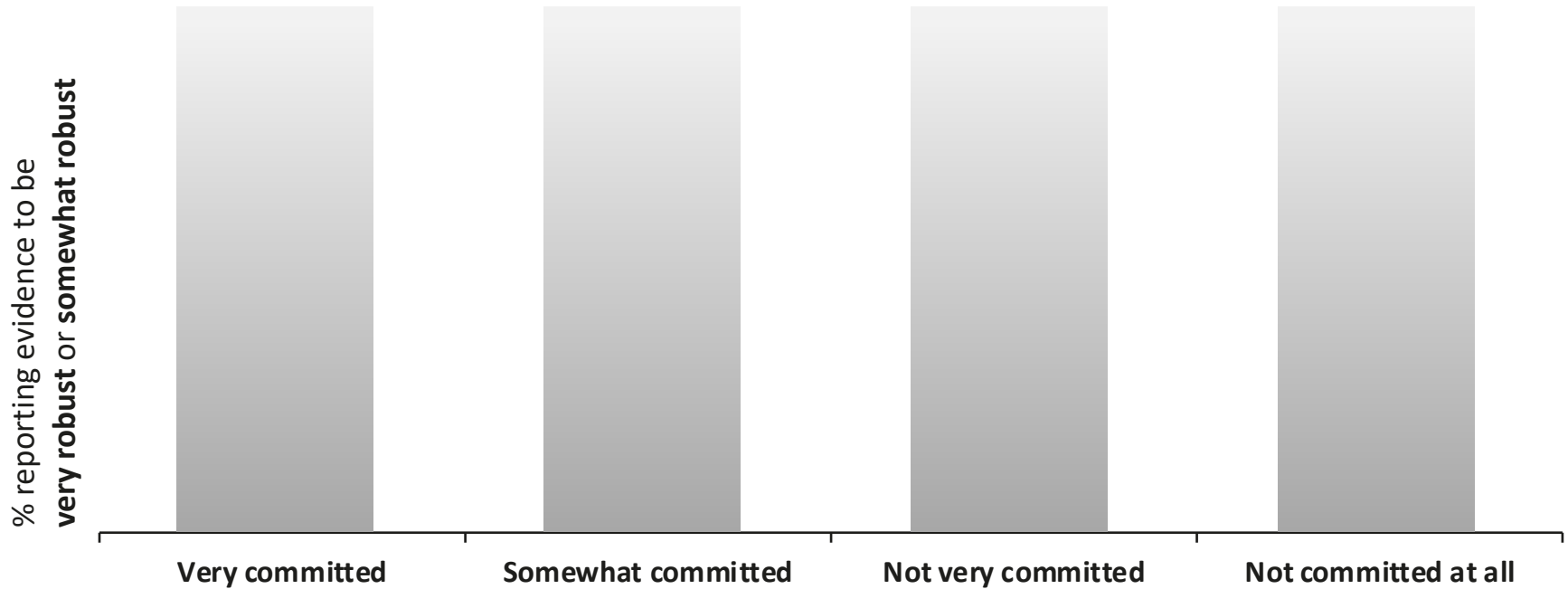
**3**  
**Supportive  
teaching  
environment**

**4**  
**Robustness  
of teaching  
measures**



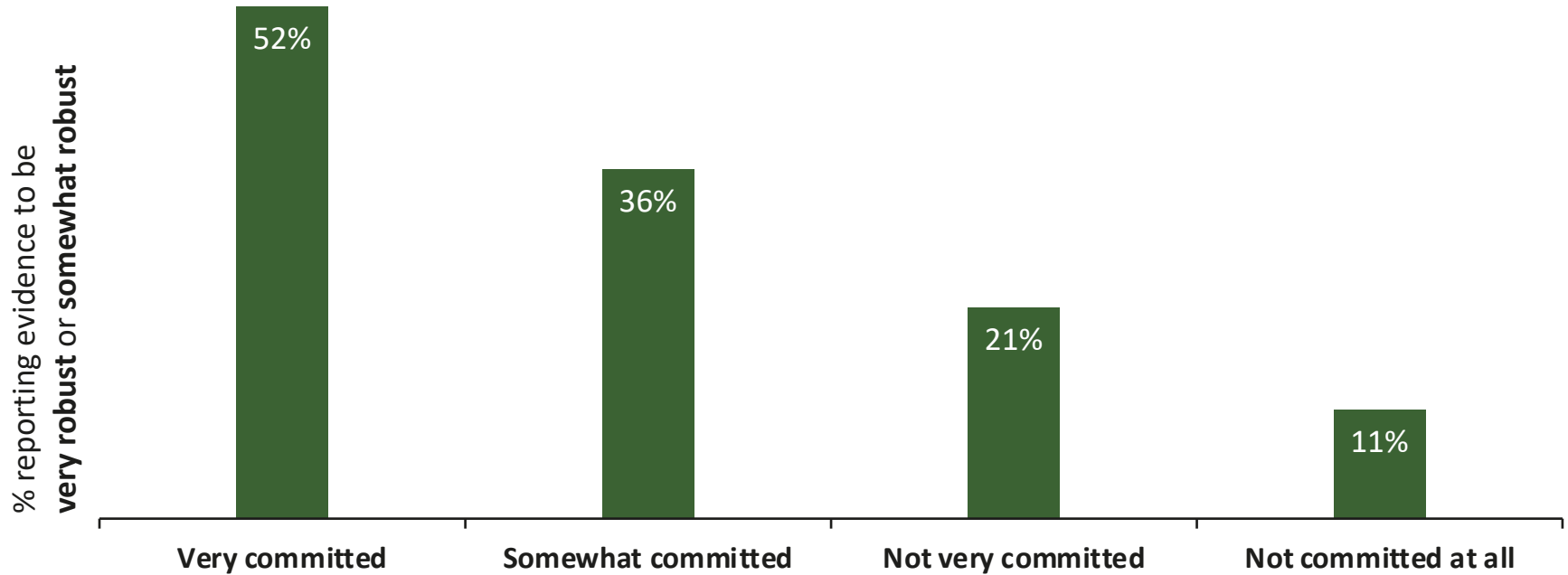
*“How committed are the leaders in your department to rewarding excellence in university teaching?”*

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



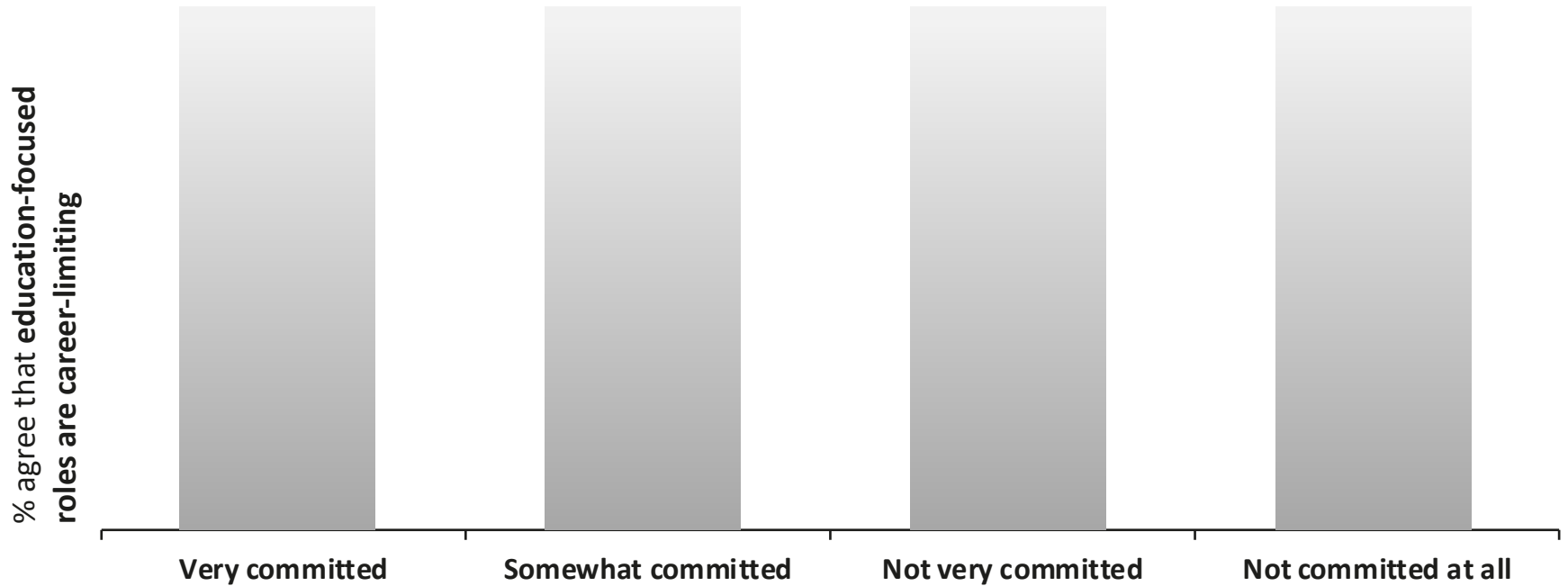
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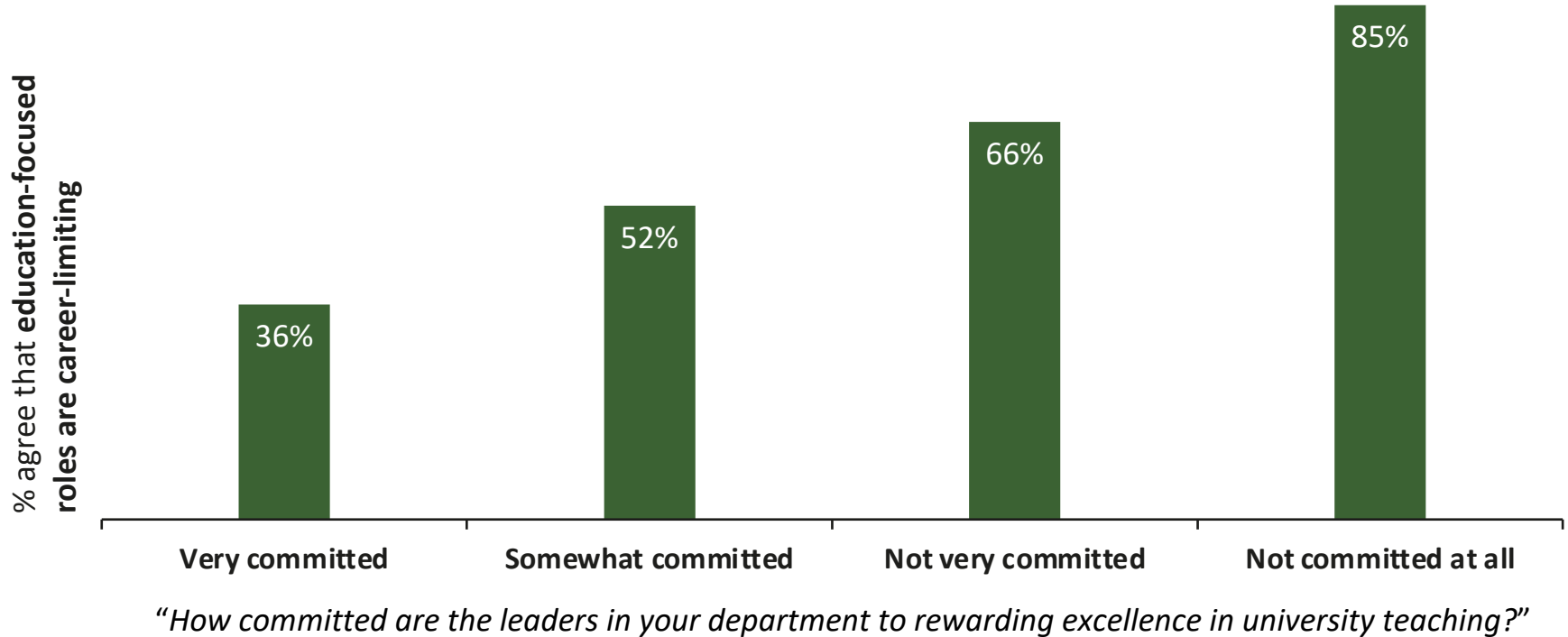
*“How committed are the leaders in your department to rewarding excellence in university teaching?”*

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



*“How committed are the leaders in your department to rewarding excellence in university teaching?”*

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## Two key questions

**What sets apart universities with the strongest culture for rewarding university teaching?**

**Dataset 1  
All TCS 2025**

**Is culture change possible – and (if so) what are the catalysts of positive change?**

**Dataset 2  
Returning universities**

Is culture change possible – and (if so) what are the catalysts of positive change?

Dataset 2  
Returning universities



Is culture change possible – and (if so) what are the catalysts of positive change?

Dataset 2  
Returning universities

1

**Is change possible?**

yes, but there are big differences in change patterns between institutions

2

**What enables change?**

departmental leadership, annual review, and professorial promotion priorities

3

**Who drives change?**

the weight of change carried by established academics (senior and long-serving)

Is culture change possible – and (if so) what are the catalysts of positive change?

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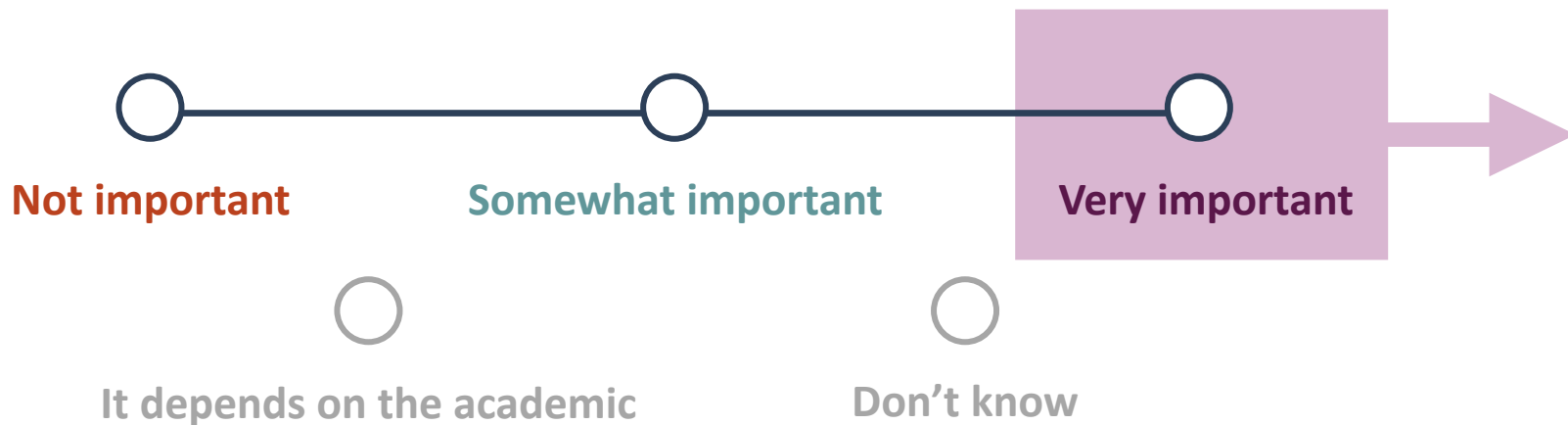
# Academics' experiences and priorities: promotion to full professorship

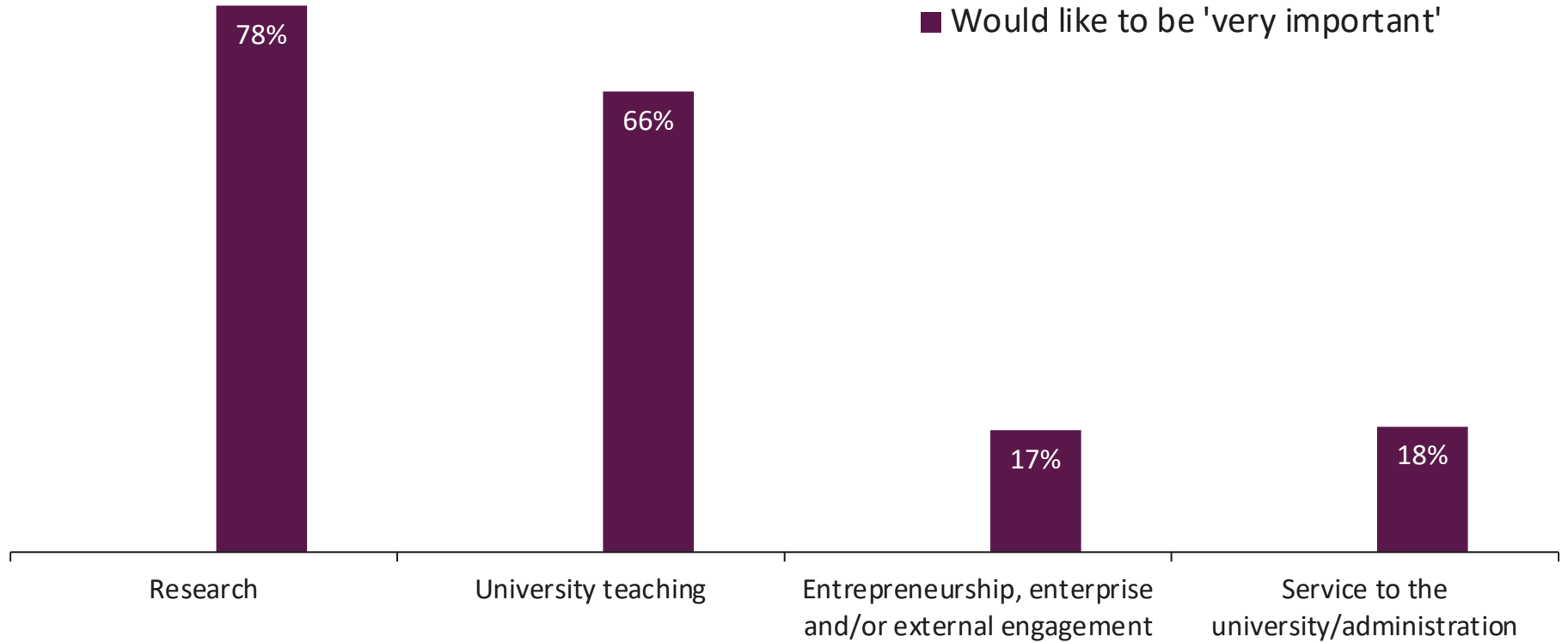
*“How important **would you like** each of the following activities to be for promotion to full professor at your university (for a typical academic on a research/teaching contract)?”*

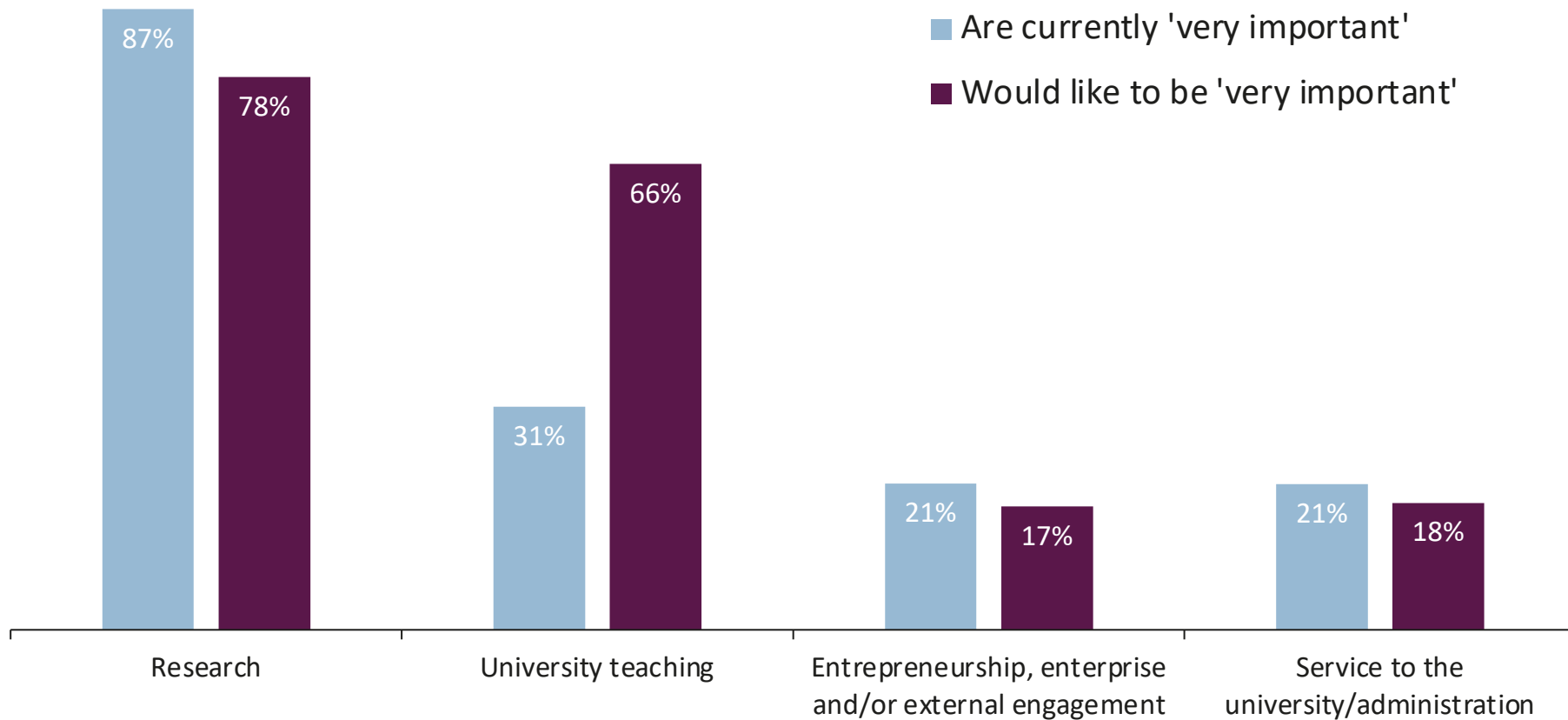
- 1. university teaching**
- 2. research**
- 3. entrepreneurship, enterprise & external engagement**
- 4. service to the university / administration**

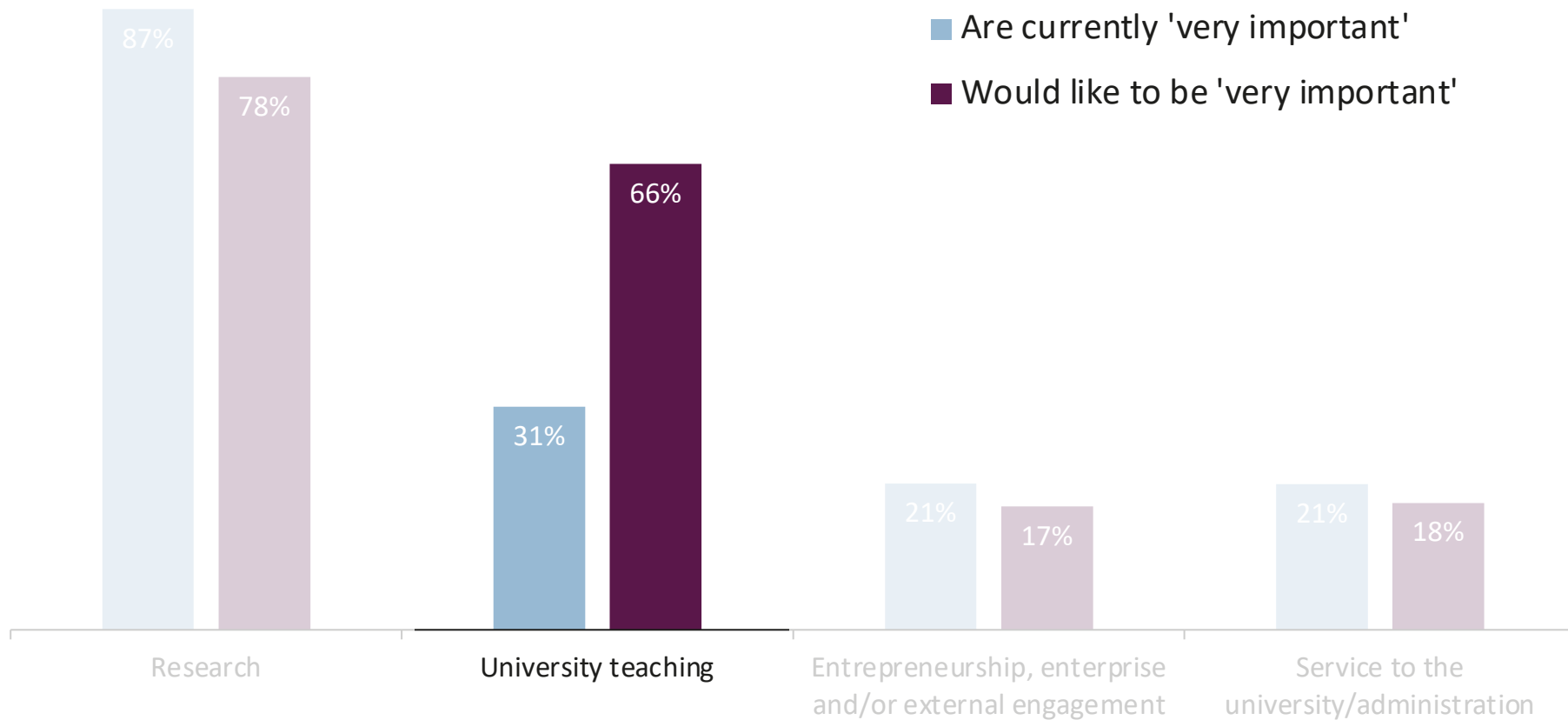
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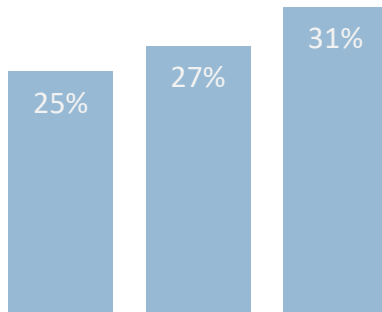






University teaching is **currently** 'very important'

6%



2019 2022 2025

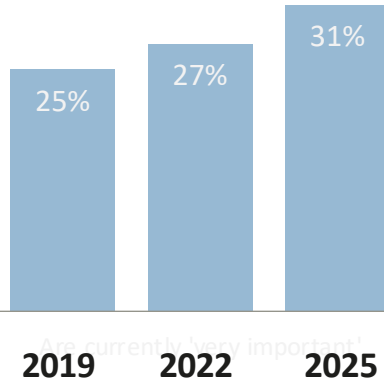
**Would like** university teaching to be 'very important'



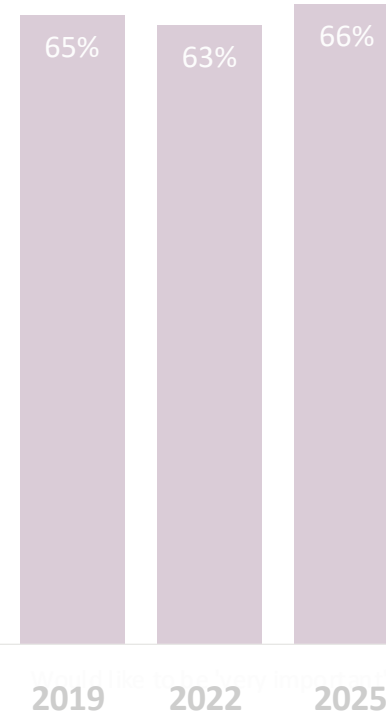
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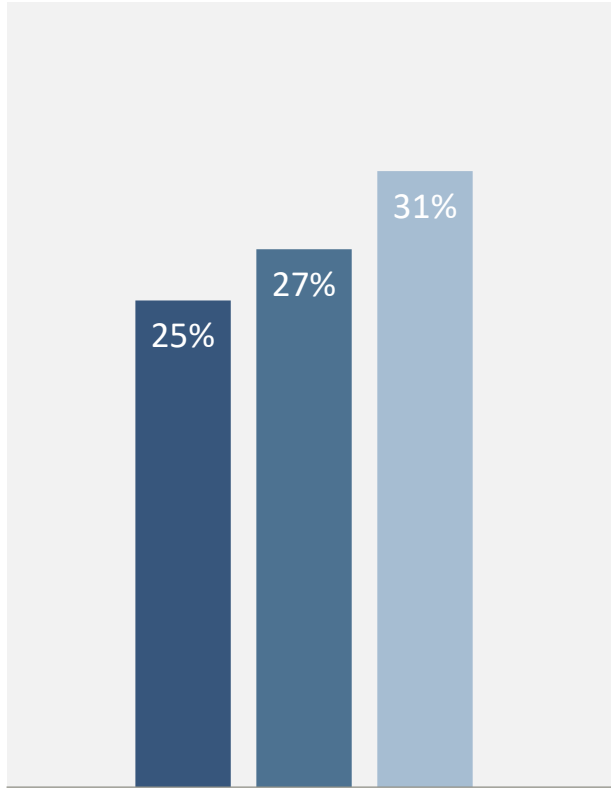


## University teaching is **currently** 'very important'



## **Would like** university teaching to be 'very important'





**All returning universities**

Is culture change possible – and (if so) what are the catalysts of positive change?

Dataset 2  
Returning universities

1 **Is change possible?**  
yes, but there are big differences in change patterns between institutions

2 **What enables change?**  
departmental leadership, annual review, and professorial promotion priorities

3 **Who drives change?**  
the weight of change carried by established academics (senior and long-serving)

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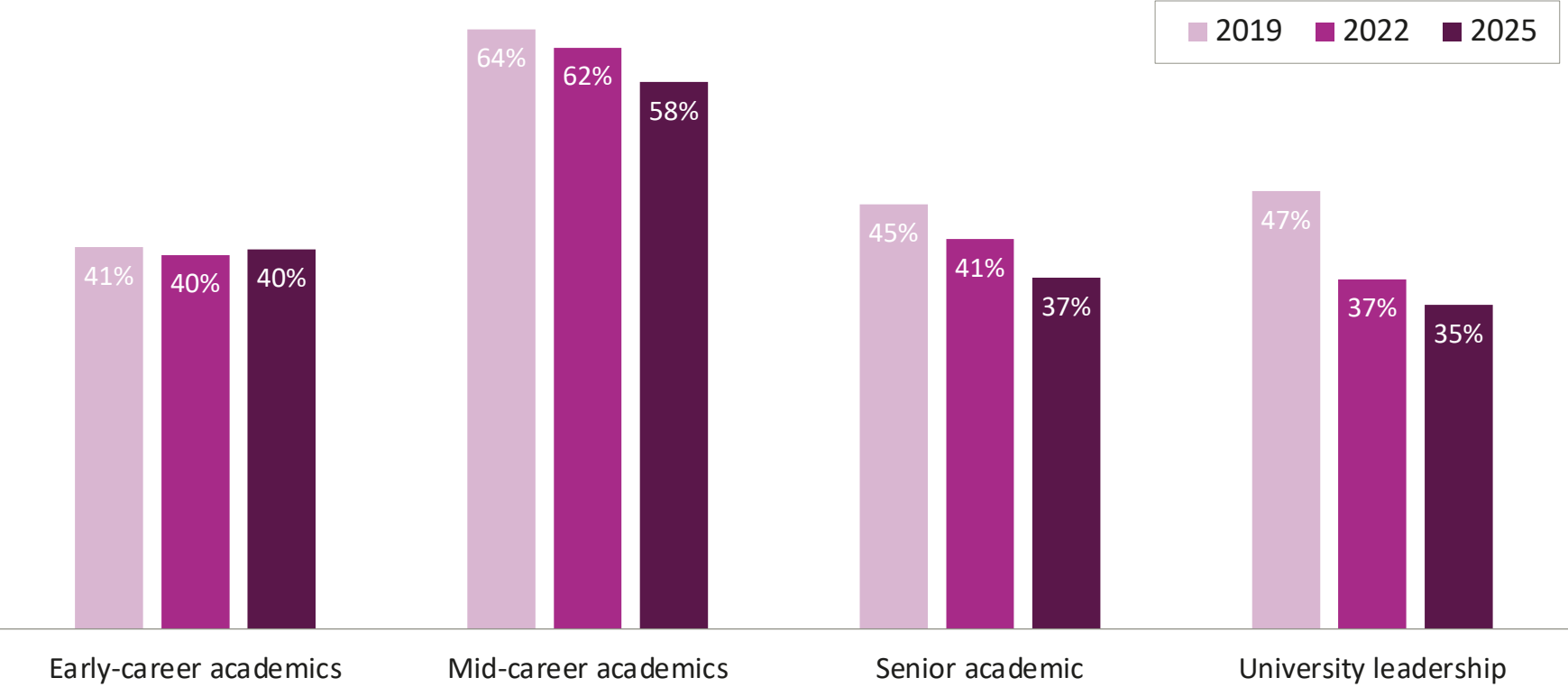
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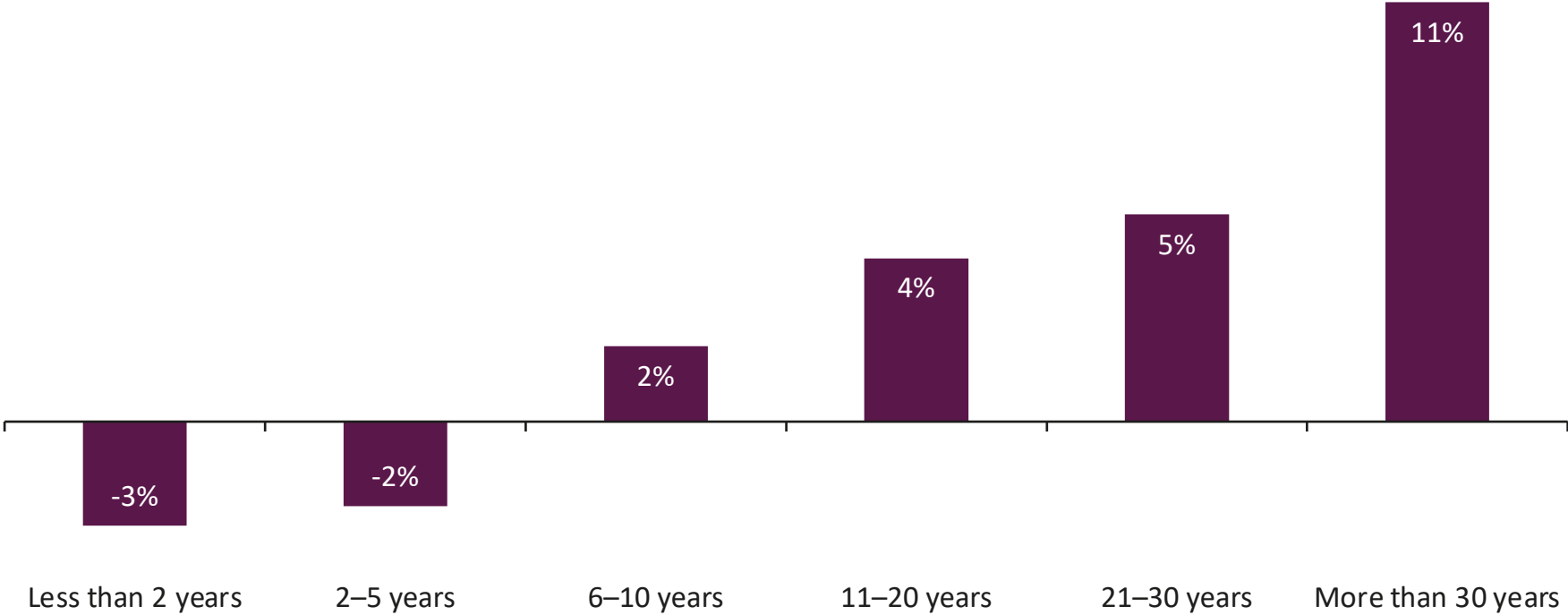
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# % agreeing to statement "Roles focused on university teaching are career-limiting at my institution" by career stage



**Change in % agreeing to “Time spent on university teaching has a positive impact on the career progression of academics at my institution” by length of employment at the university**



# Summary of outcomes

A. What sets apart universities with the strongest culture for rewarding university teaching?

- 1 Low early-career uncertainty
- 2 Low mid-career 'dip'
- 3 Alignment of EF and R&T academics
- 4 Positive views of department heads

B. Is culture change possible – and (if so) what are the catalysts of positive change?

- 1 **Is change possible:** yes, but big differences in change patterns
- 2 **What enables change:** leadership, annual review, promotion
- 3 **Who drives change:** established academics (senior + long-serving)



# Advancing Teaching 2025 meeting

**1<sup>st</sup> and 2<sup>nd</sup> October 2025**

Aalborg University, Copenhagen campus

