

Outline of talk

Survey design and focus

Key findings

Conclusions and next steps

Definition of 'university teaching' (UT)

UT refers to all activities relating to teaching and learning at universities.

Examples could include: teaching students; curriculum development; pedagogical research in higher education; student supervision and the development of university educational policy/strategy.

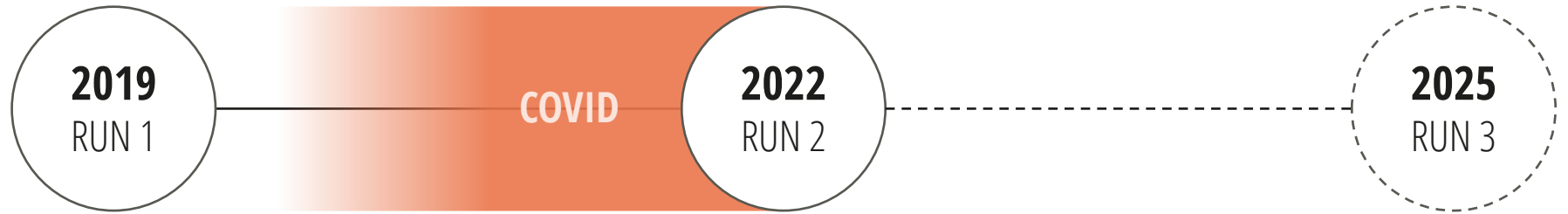
Survey focus

- 1. Trust in the system:** perceived institutional commitment to rewarding university teaching
- 2. The levers for change:** the role of university teaching in key institutional processes
- 3. Promotion priorities:** the role of university teaching in promotion to full professorship
- 4. Aspirations:** expectations and desires for change to how university teaching is rewarded

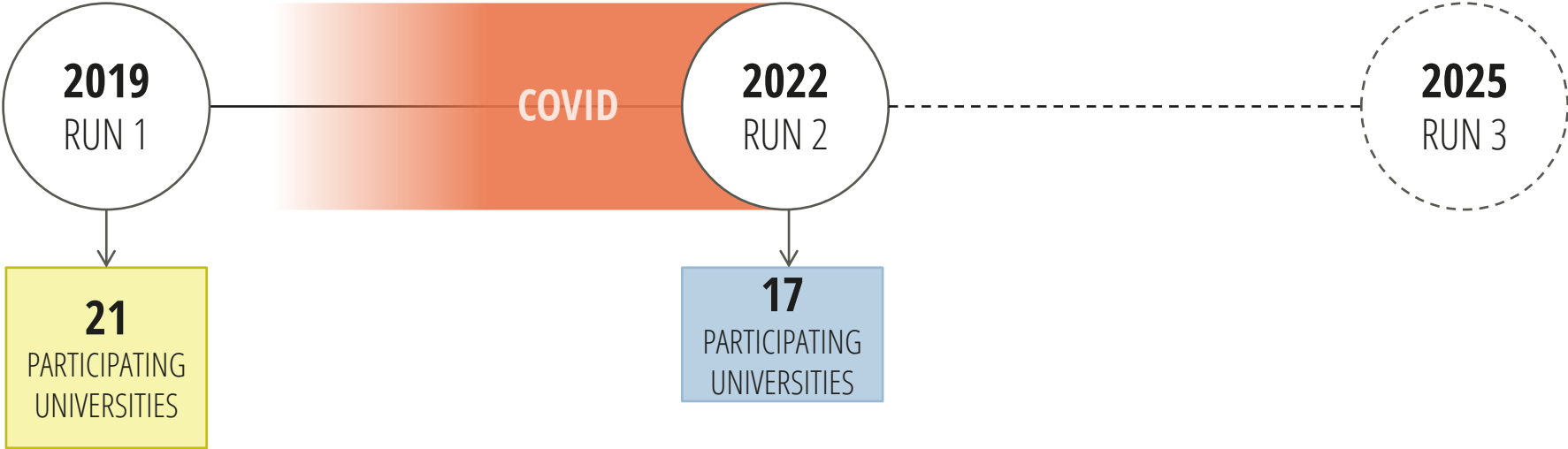
Survey timeline



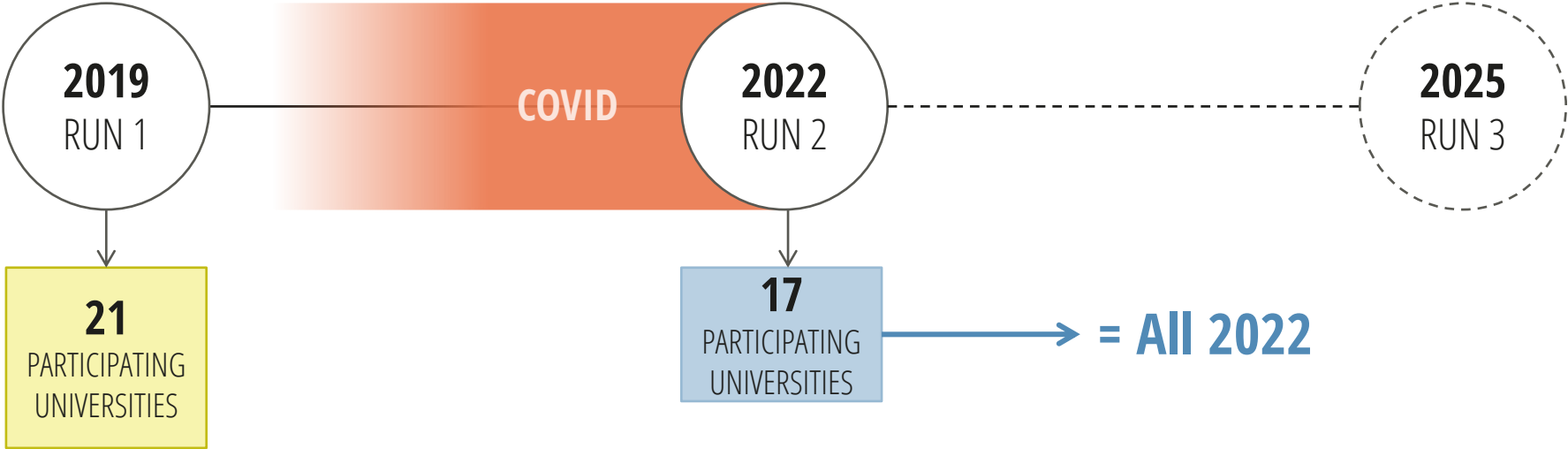
Survey timeline



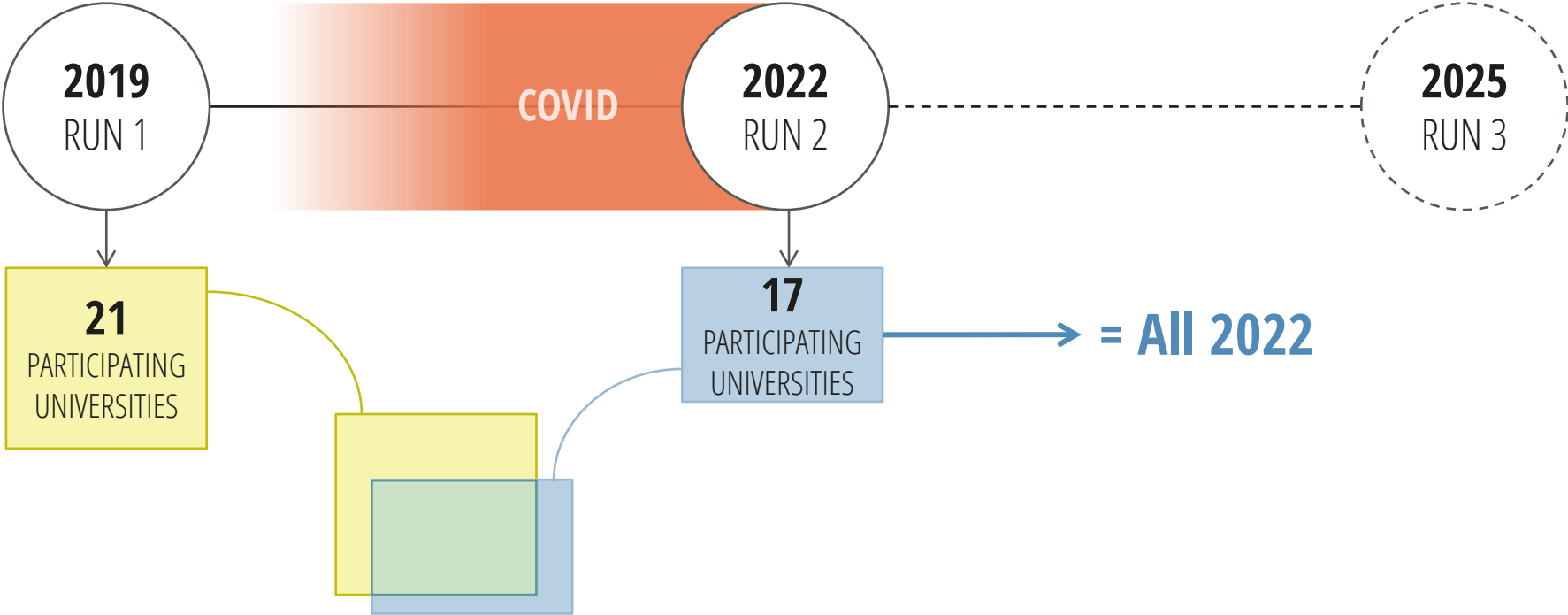
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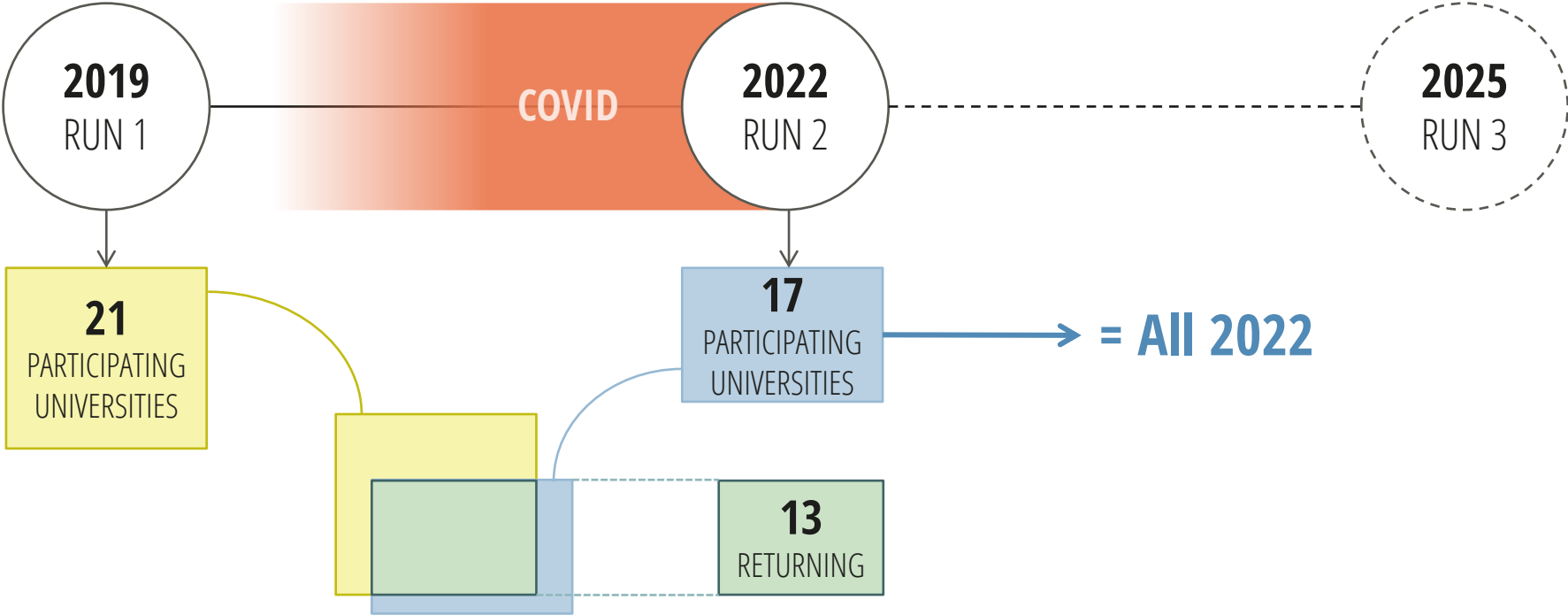
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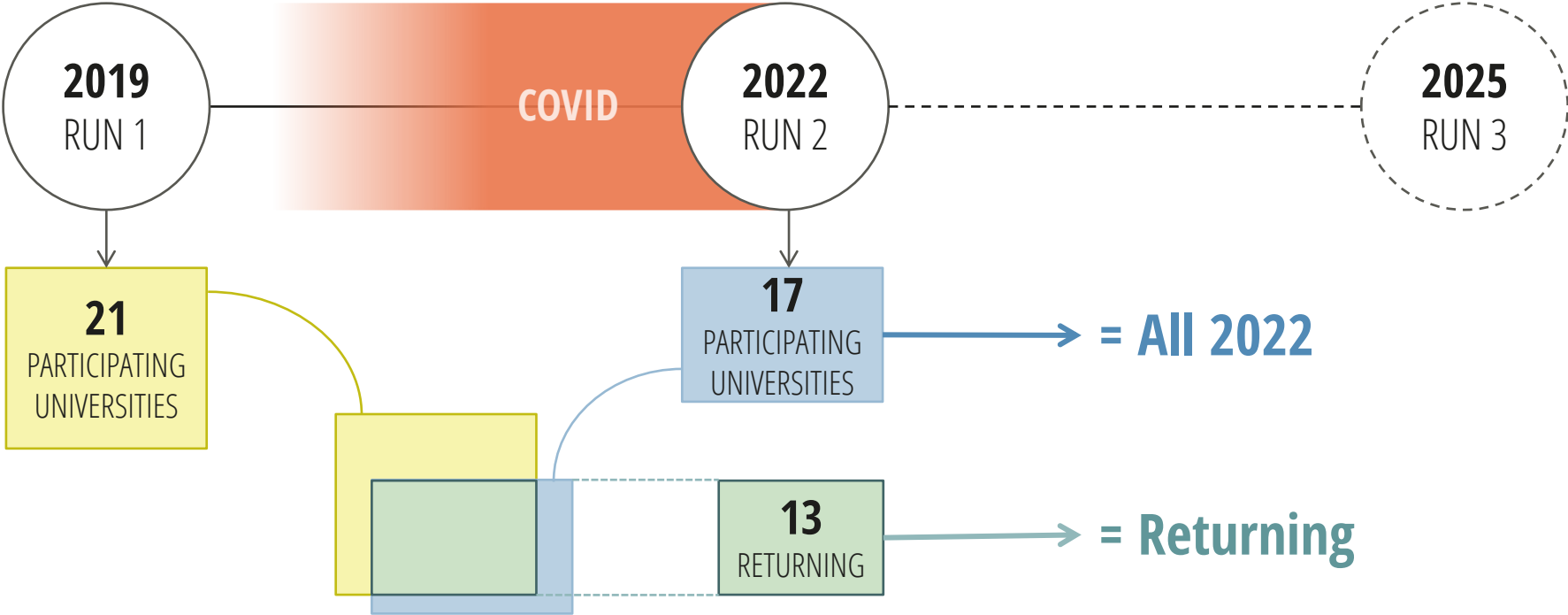
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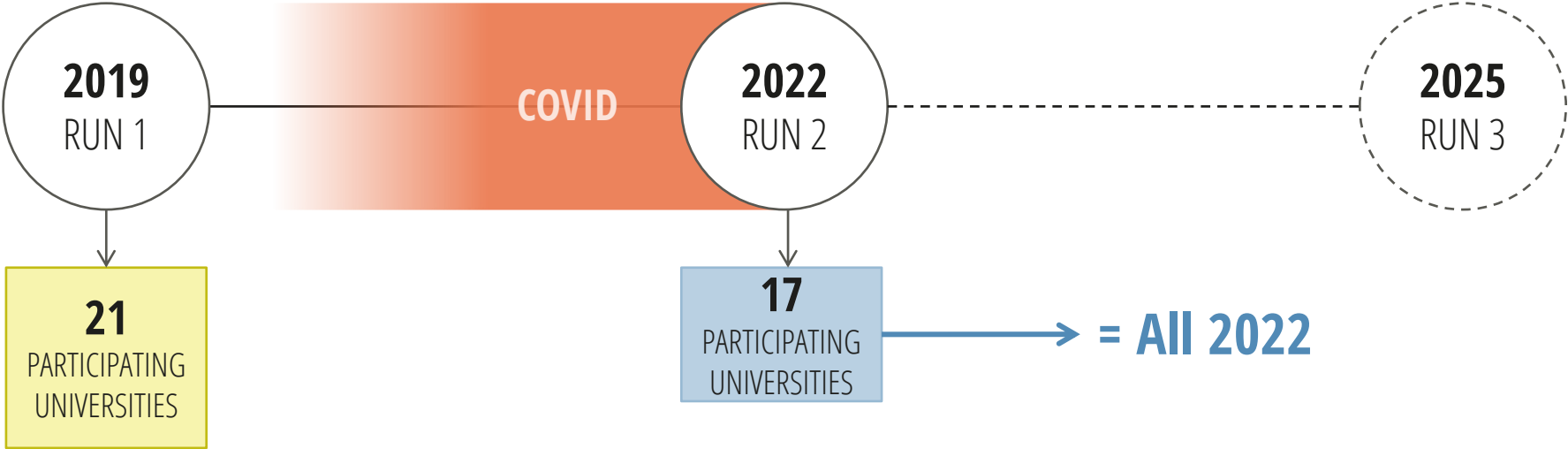
Survey timeline



Survey timeline



Survey timeline



All 2022

**11,614
participants**

**8
countries**

**17
universities**



All 2022

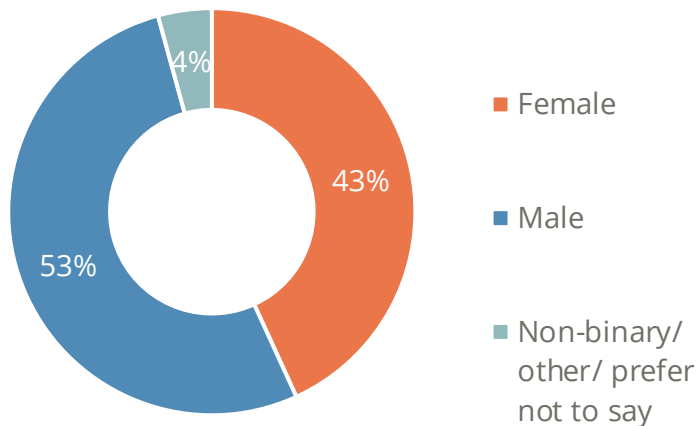
**Average institutional
response rate**

24%

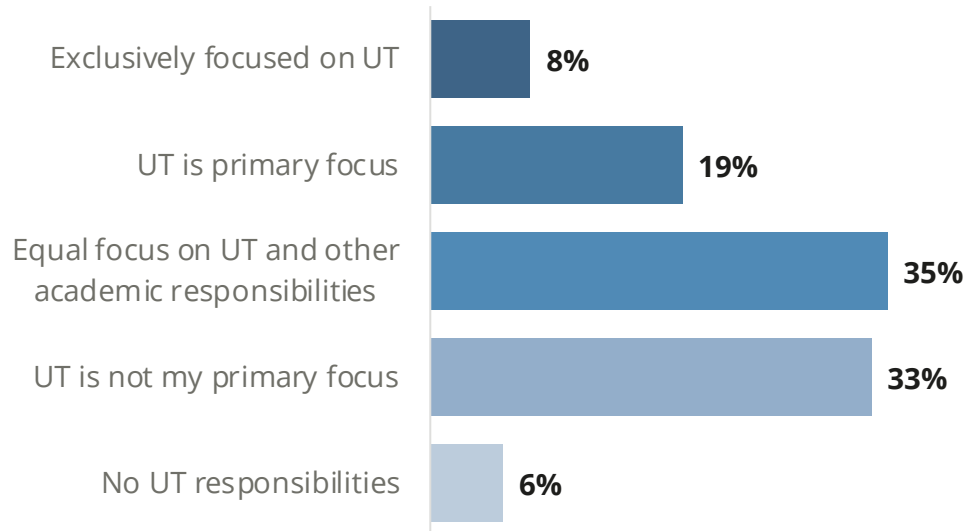


Profile of survey participants (n=11,614)

by gender:

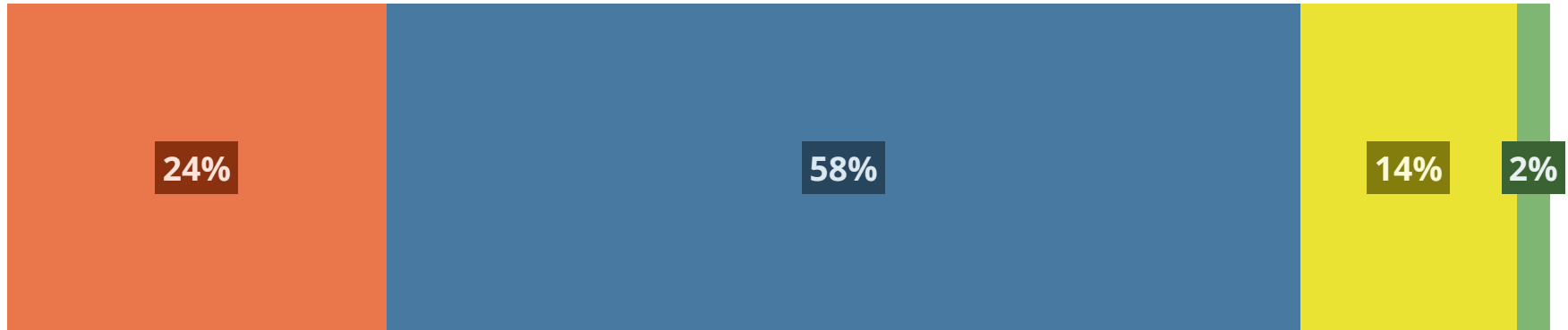


by focus on UT:



Profile of survey participants (n=11,614)

by seniority:



■ Early career academic ■ Mid career academic ■ Senior academic ■ University leadership

Summary of 2019 findings

- › Positive views on environment for teaching and learning at their university
- › UT was widely regarded to be undervalued in career advancement
- › Barriers to change exist (limited confidence in how impact in UT measured or prioritized in annual appraisals)
- › Widespread support for increasing the priority given to UT in university reward systems
- › Interesting differences in views and experiences by seniority

Key findings from the 2022 survey

- 1 No change in academics' trust in and perceived values of their institutions with respect to rewarding UT**

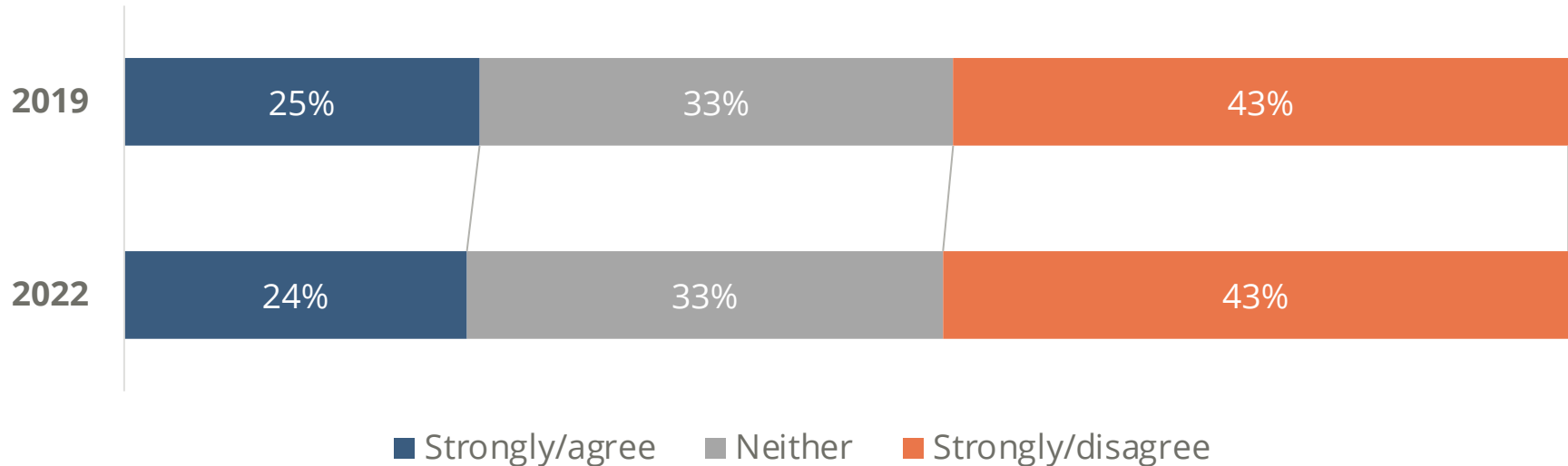
- 2 However, promising signs of change in academics' experiences of key institutional processes and levers for reform**

- 3 The academic community remains committed to increasing priority given to UT in university reward systems**

1 Perceived values of, and trust in, universities with respect to rewarding UT

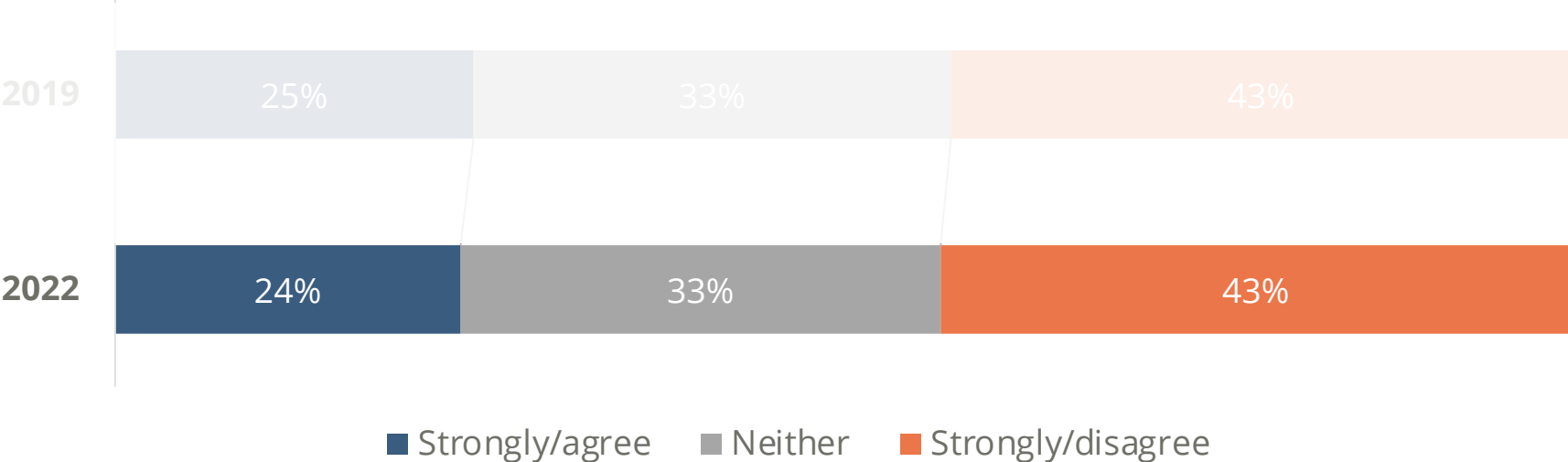
Perceived values of university with respect to rewarding UT (Returning)

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



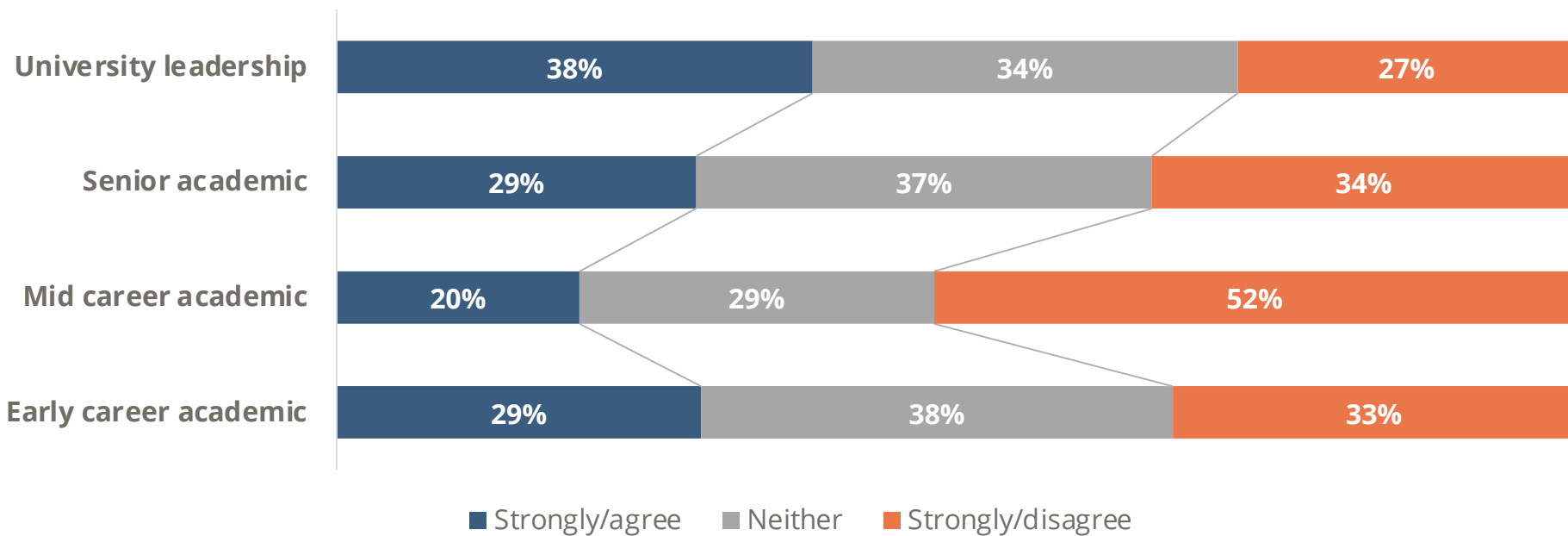
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Perceived values of university with respect to rewarding UT (All 2022)

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Trust in the system (All 2022)

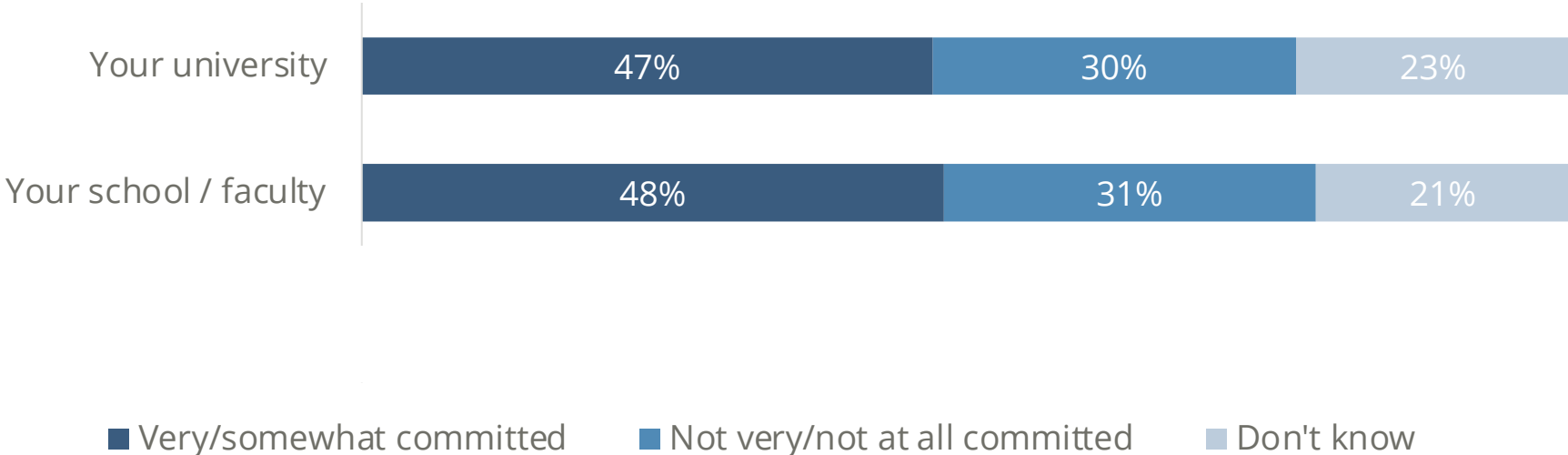
“How committed are the leaders at the following levels in your institution to rewarding excellence in university teaching”



■ Very/somewhat committed ■ Not very/not at all committed ■ Don't know

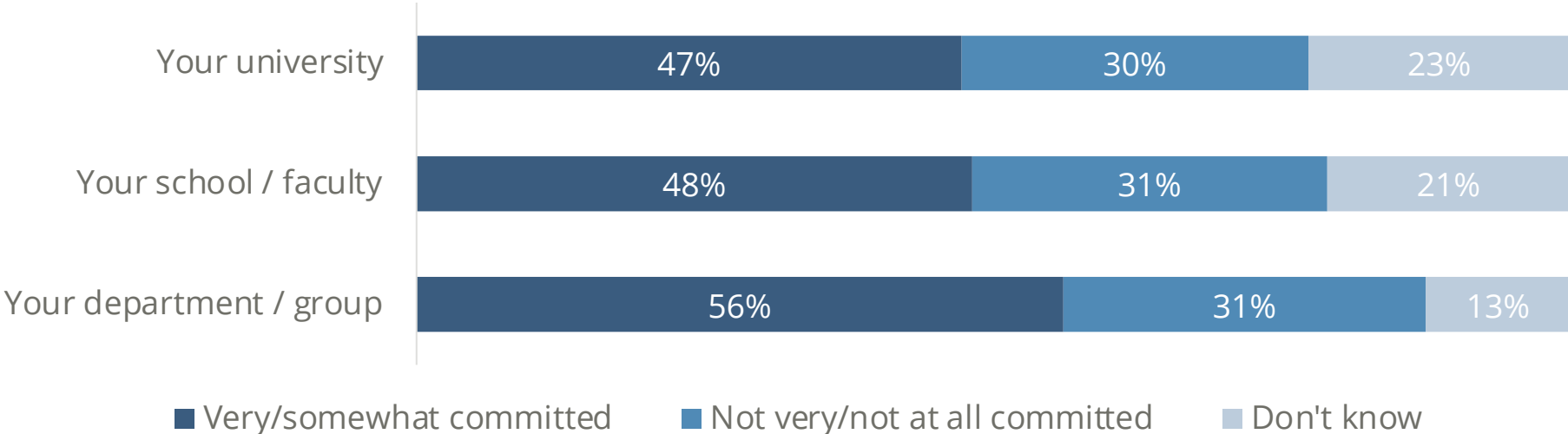
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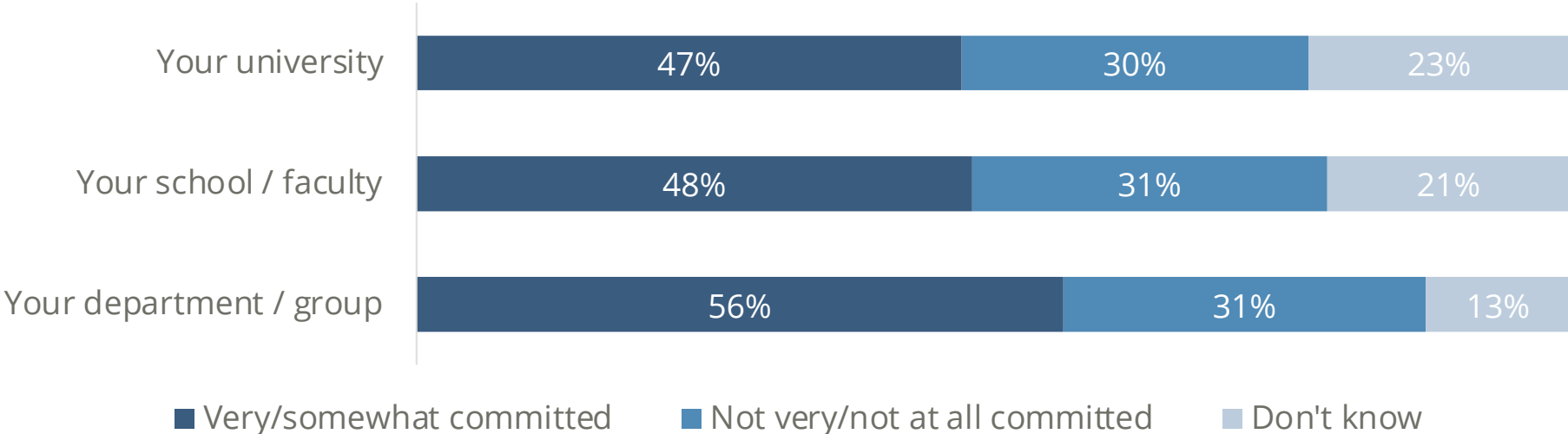
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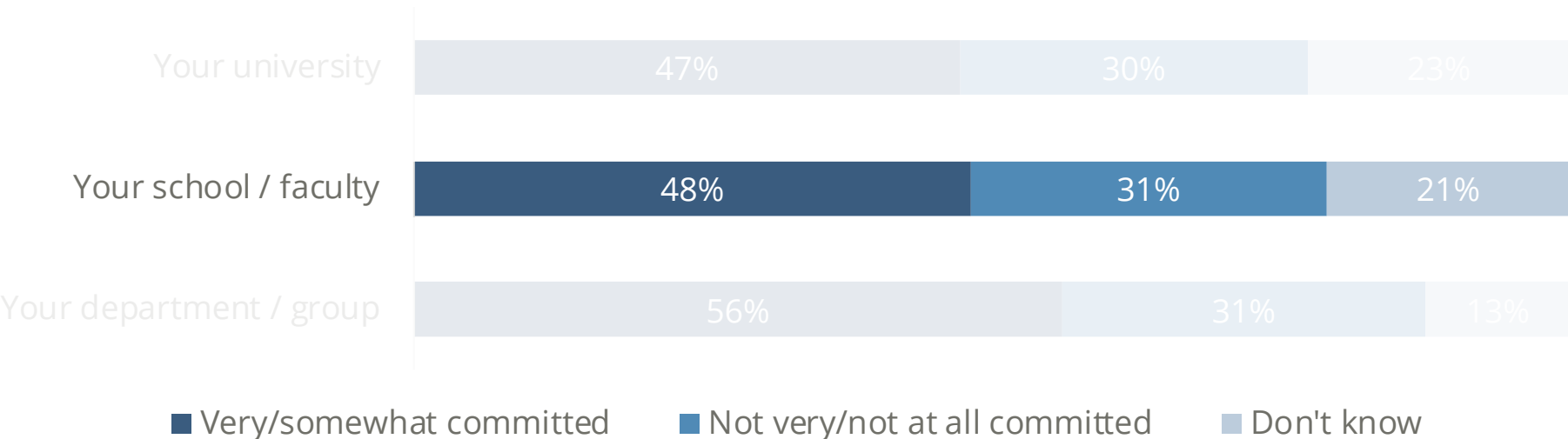
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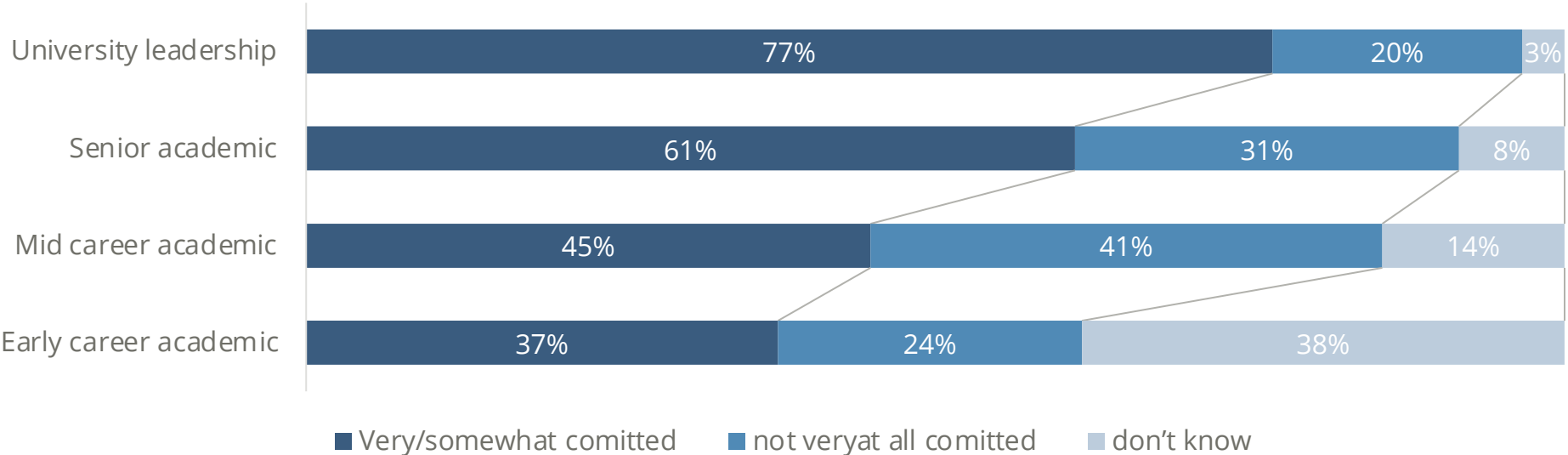
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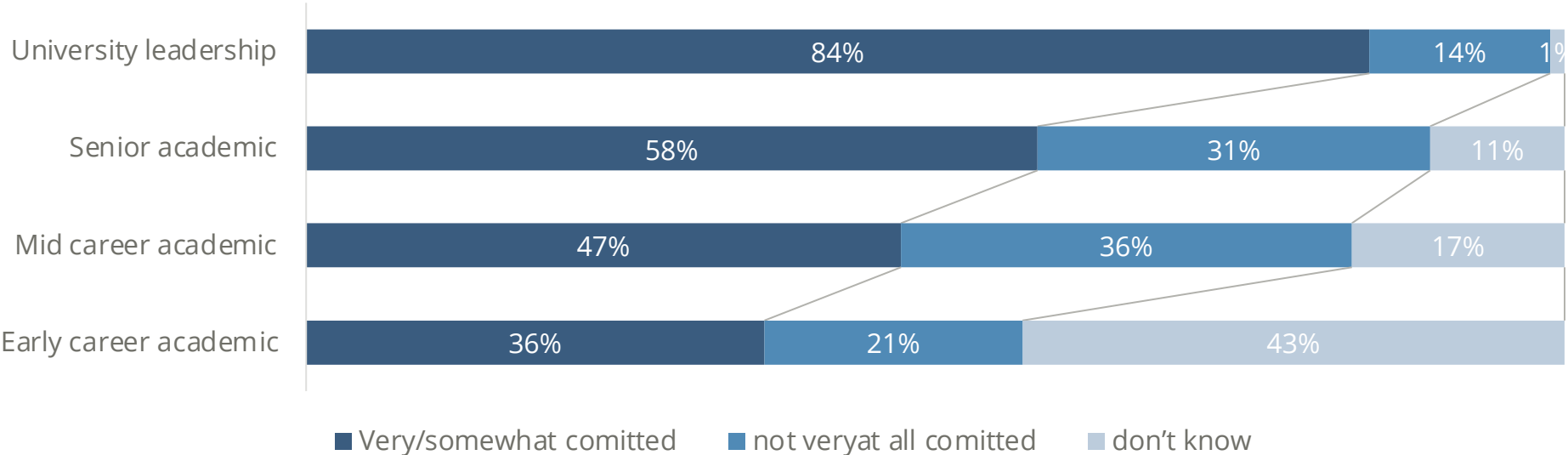
Trust in school leaders by respondent group (Returning... from 2019)

*“How committed are **school leaders** in your institution to rewarding excellence in university teaching”*



Trust in school leaders by respondent group (Returning... from 2022)

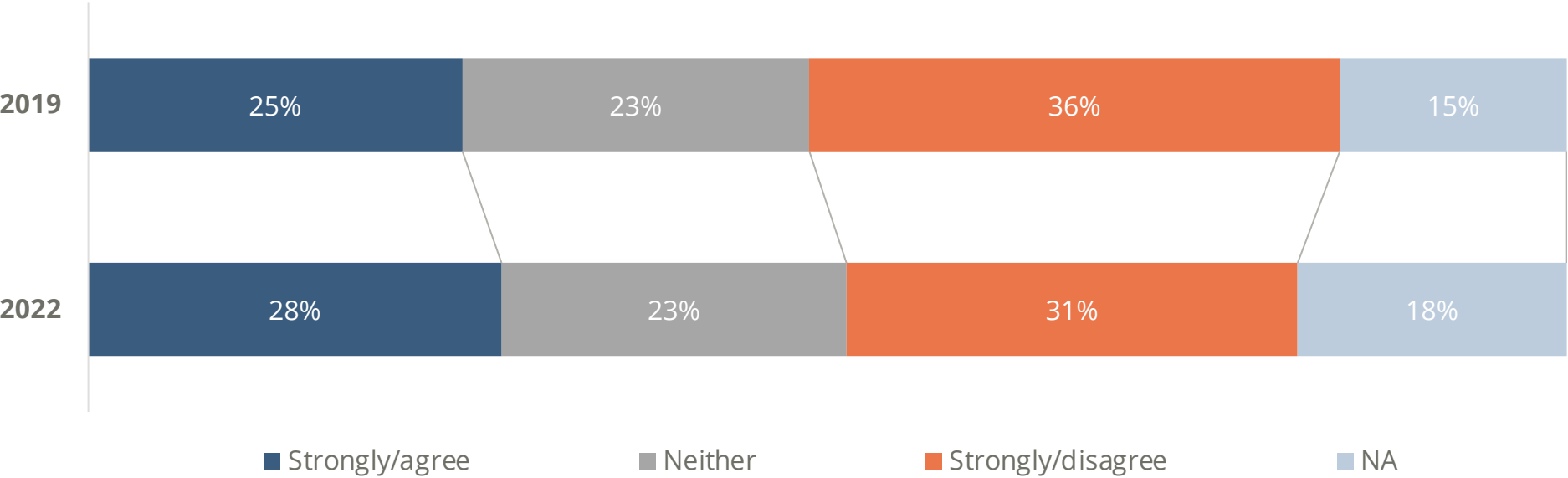
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2 Promising signs of change in academics' experiences of institutional process and levers for reform

Annual appraisal of academics (Returning)

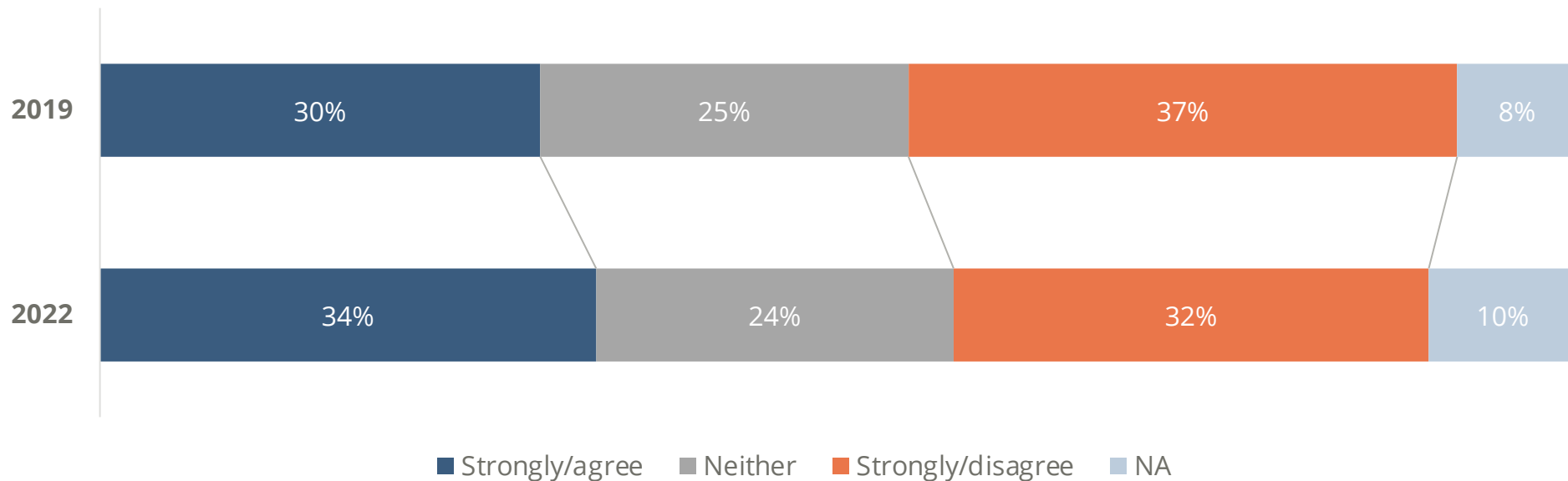
“My achievements, goals and ambitions in university teaching were explored in depth in my most recent Annual Appraisal”



Annual appraisal of academics (Returning)

For mid-career academics

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



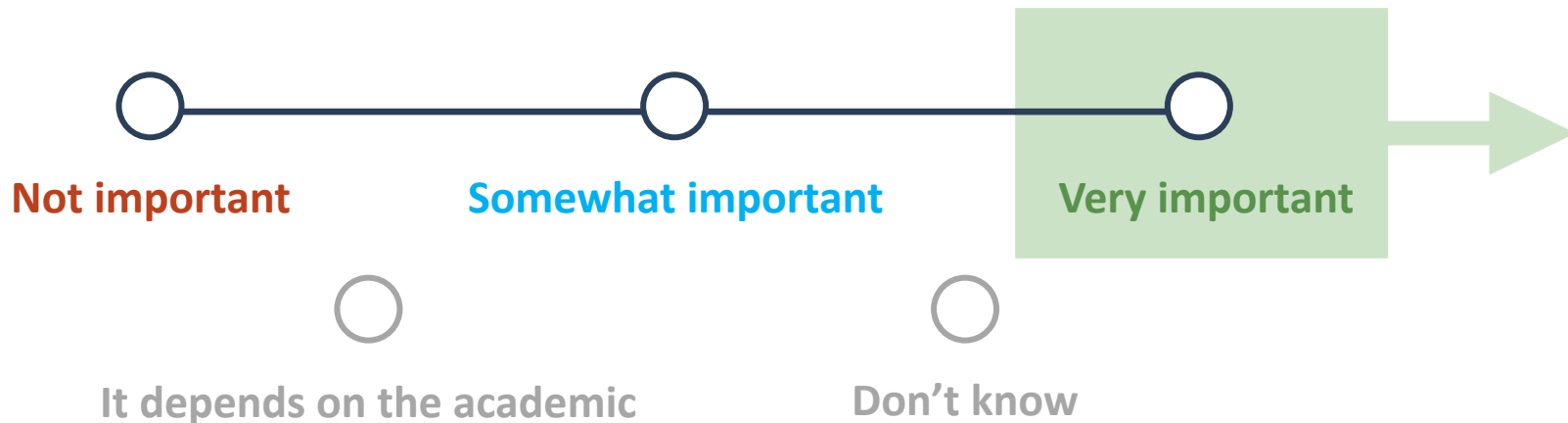
Academics experiences and priorities: promotion to full professorship

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

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

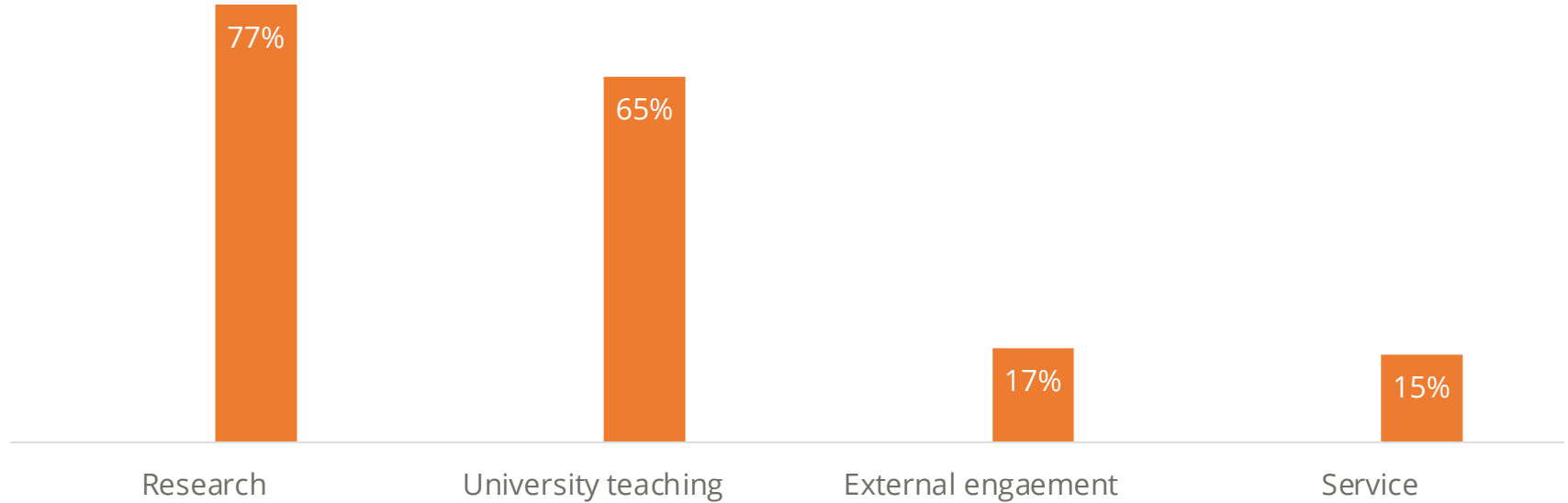
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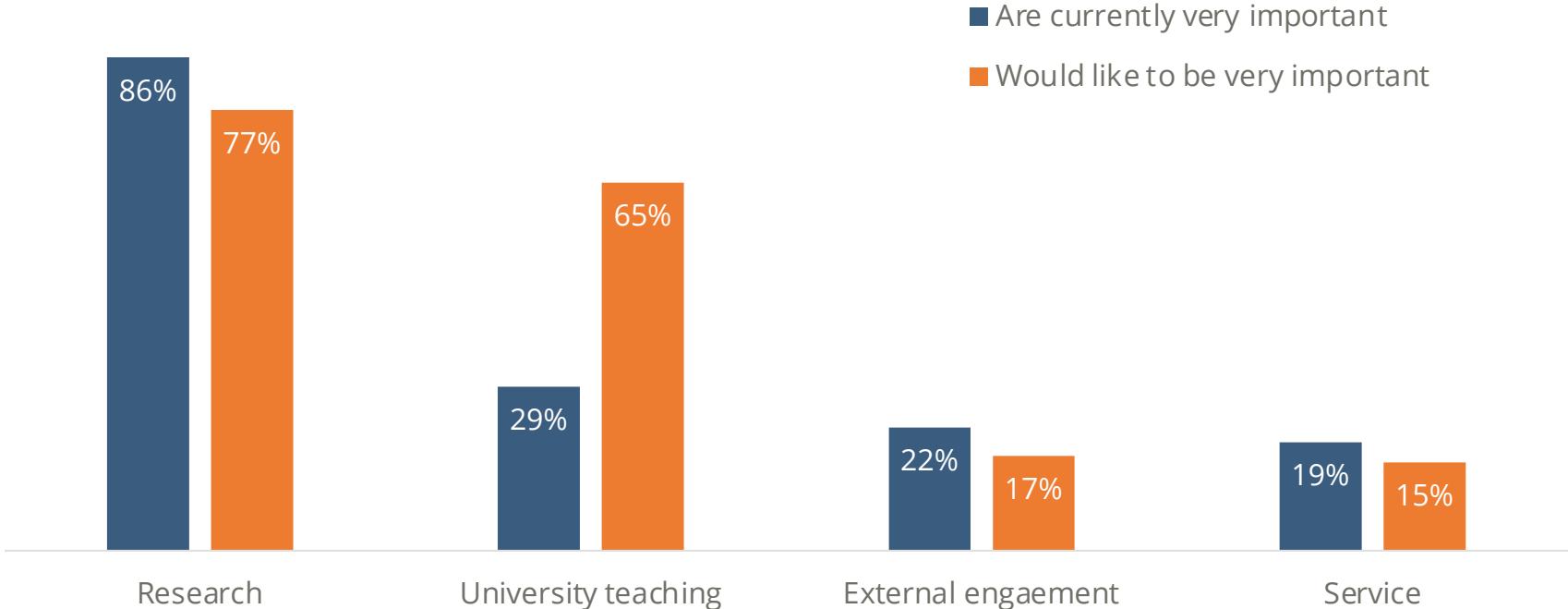


Respondents who would like each activity to be very important ...

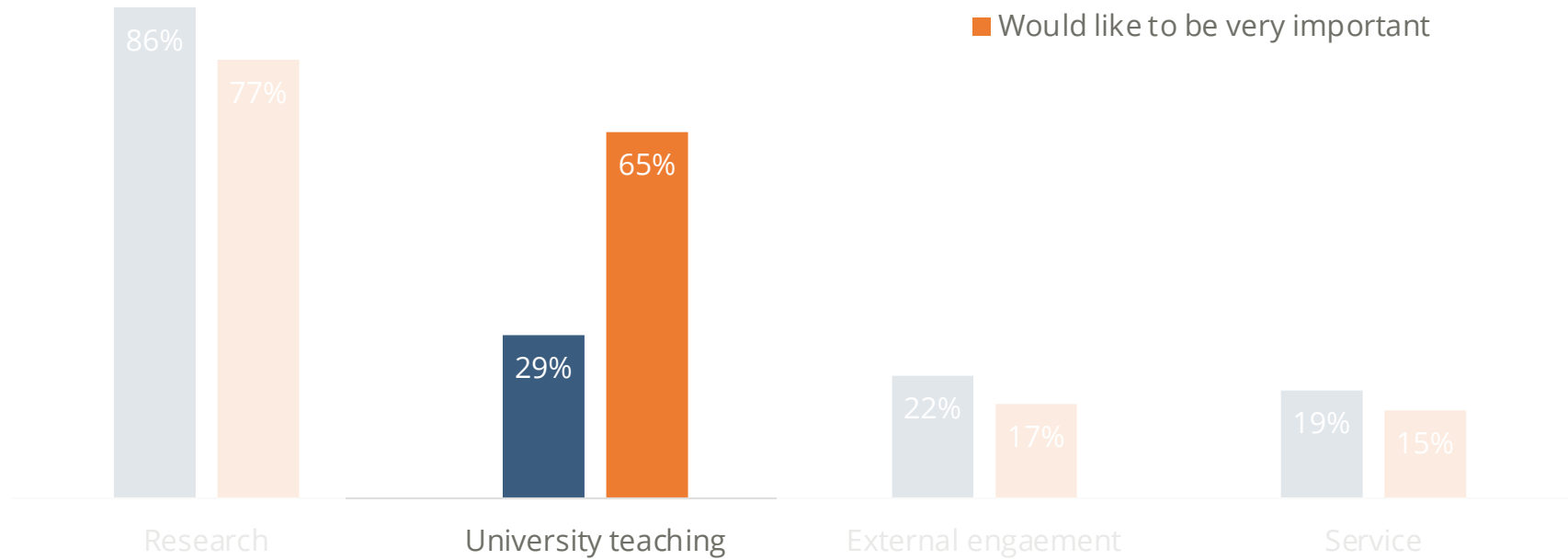
■ Would like to be very important



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

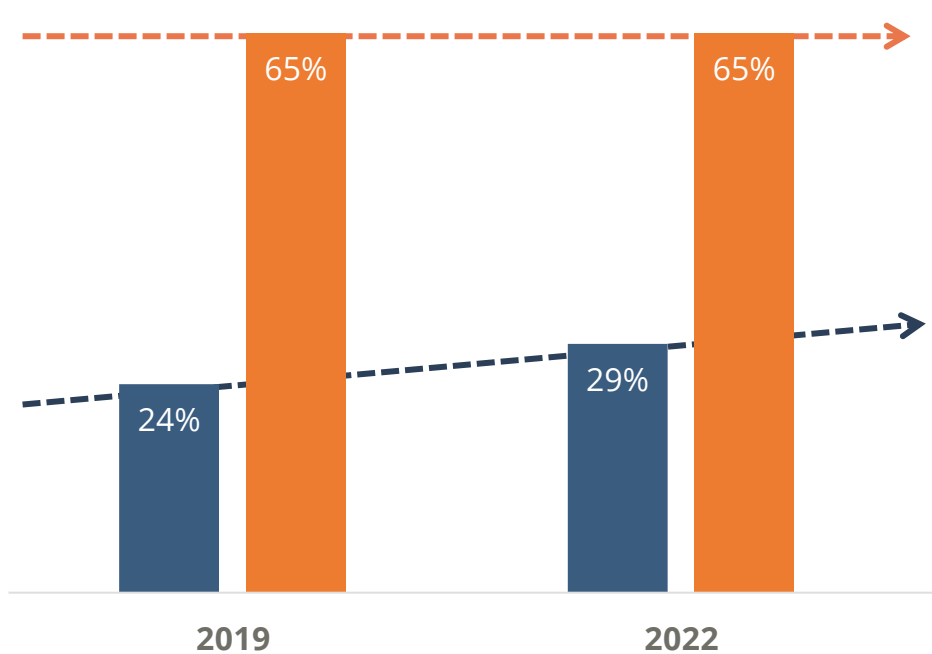


- Are currently very important
- Would like to be very important



Increase in those reporting UT to be 'very important' ...

Between 2019 and 2022...

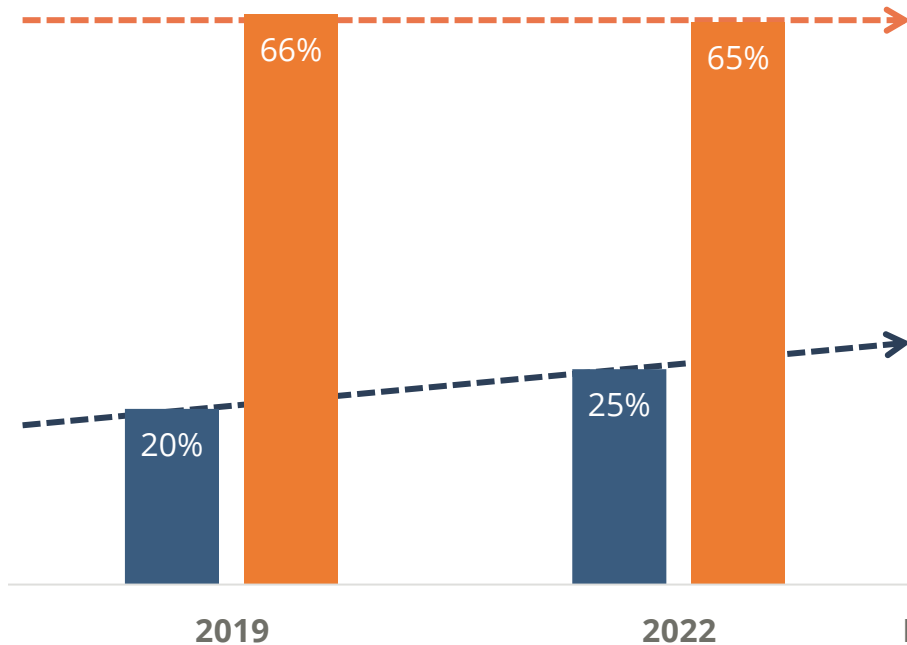


No change in proportion who would like UT to be 'very important'

Increase of 5% reporting UT to currently be 'very important'

... most significant increase amongst mid-career academics

Between 2019 and 2022...



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

Increase of 5% reporting UT to currently be 'very important'

3 Academic community remains committed to increasing priority given to UT in university reward systems

Most continue to want priority on UT to increase (All 2022)

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

↗ increase

↘ decrease

= stay the same

? don't know



Most continue to want priority on UT to increase (All 2022)

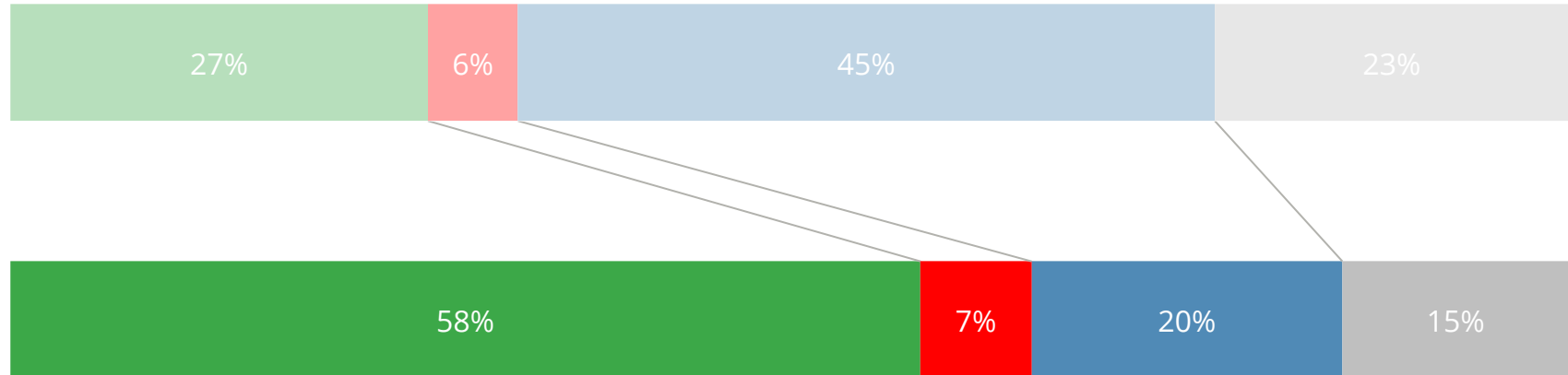
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- 3 The academic community remains committed to increasing priority given to UT in university reward systems**

Next steps

- › Preparation of full 2022 report (across all participating universities)
- › Preparation of confidential institutional reports
- › Presentation of institutional findings
- › Identification of preferred dates for final survey run

New universities welcome to join....

Themes to track for final survey run...

- › Will proportion responding “don’t know” be shorted lived and be linked to COVID-19 remote working?
- › Will increased positive perspectives and experiences of mid-career academics continue?
- › Will the promising changes to academics’ experiences of institutional processes continue to improve....
- › and will this lead to changes in levels of trust in university leaders and perceptions of institutional values?

Any questions....?

Additional slides

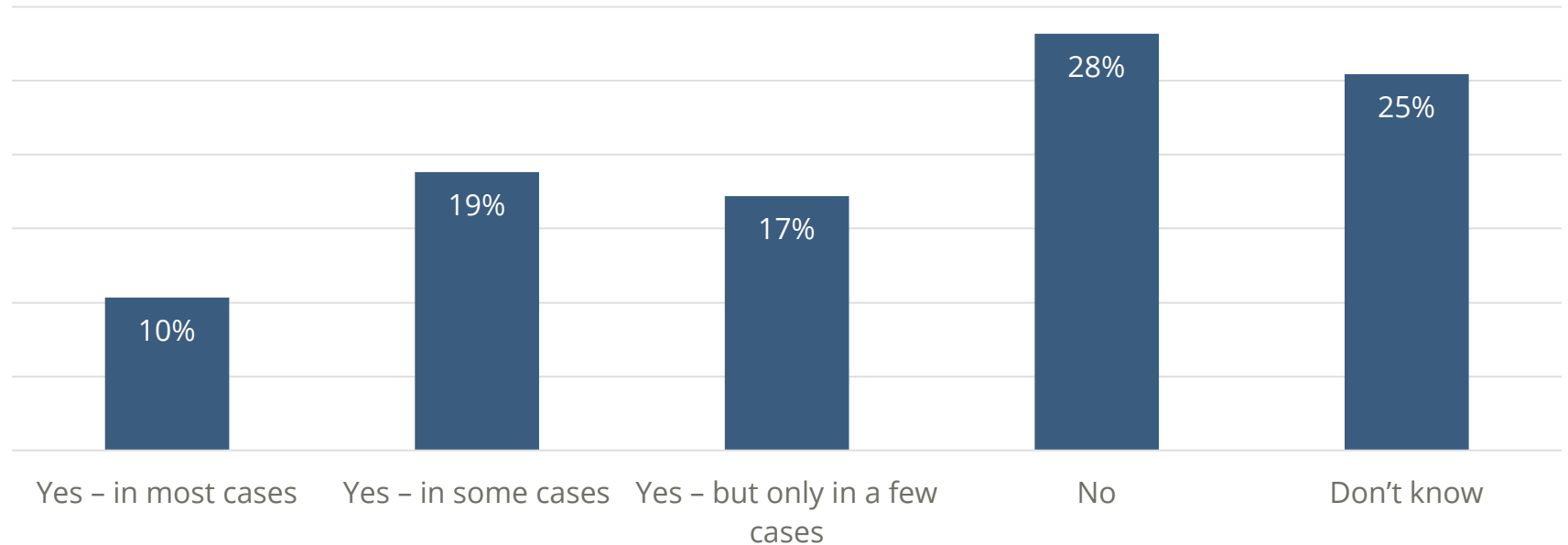
Role of university teaching in academic career advancement (All 2022)

“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?”

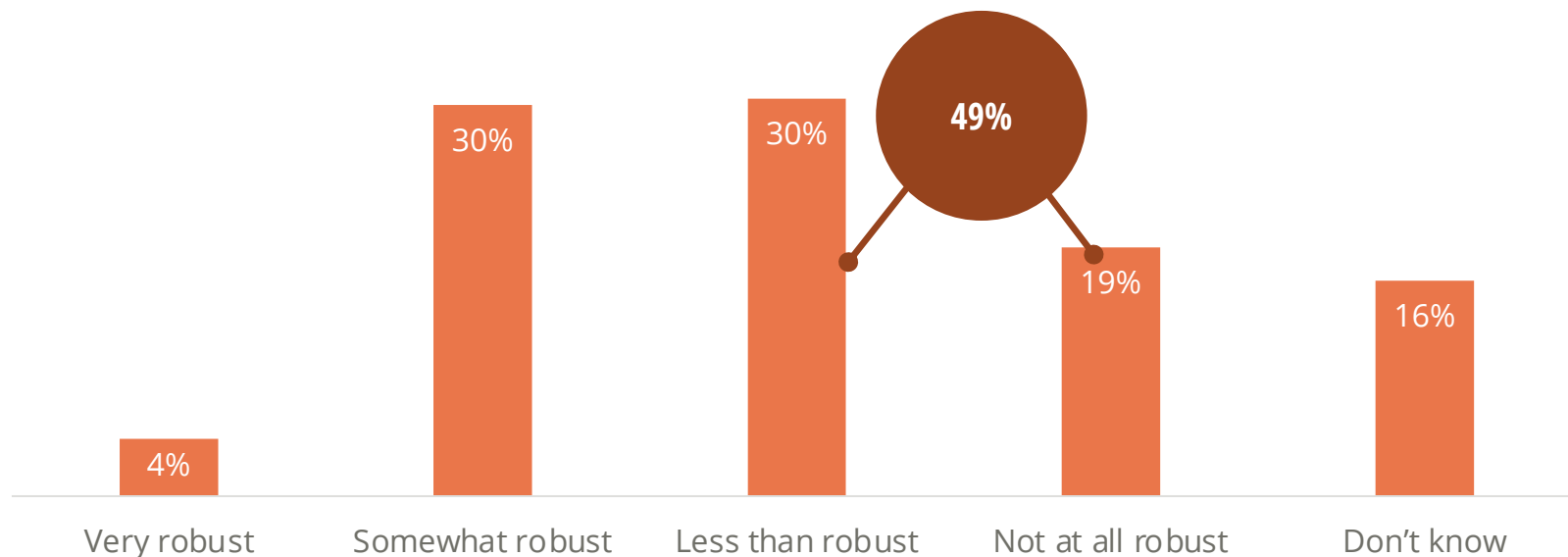
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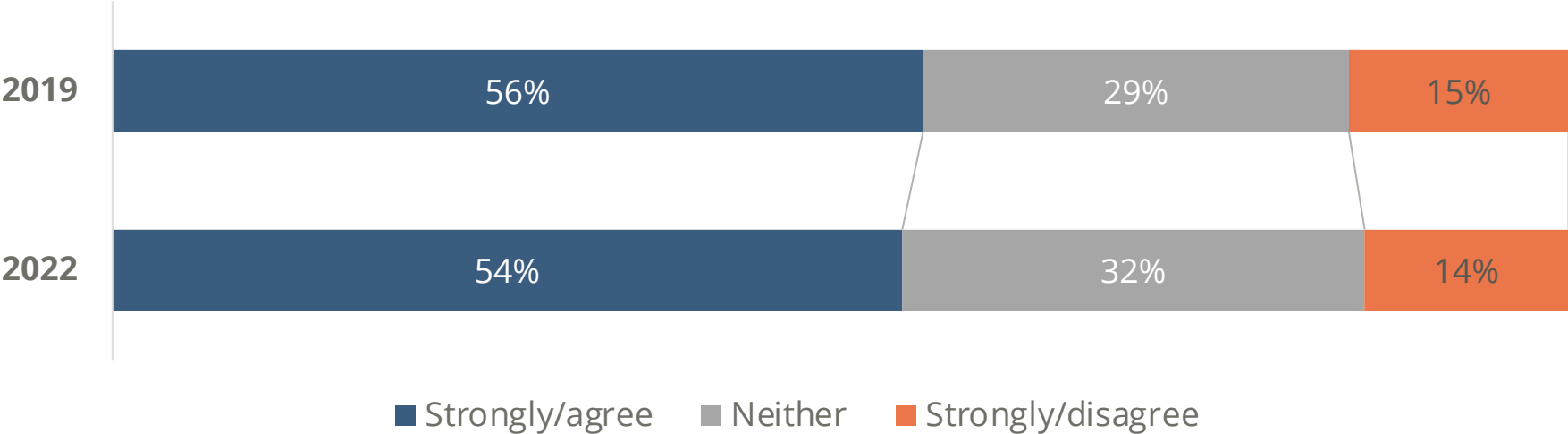
Measures used to evaluate quality and impact in university teaching (All 2022)

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



Role of university teaching in academic career advancement (Returning)

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



Role of university teaching in academic career advancement (All 2022)

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

