

TCS 2025 Additional Findings:

Views on pedagogical training and development

May 2026

This note presents additional findings from the Teaching Cultures Survey¹ (TCS) 2025, focusing on responses to one survey question on pedagogical training and development. The TCS is a global survey of academics at 17 research-intensive universities engaged in efforts to strengthen how university teaching is valued and rewarded in academic careers.

Survey respondents were asked to indicate their agreement with the statement:

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

Across the 2025 survey, 84% of respondents (n=12,063) disagree with the statement, pointing to widespread recognition of the value of pedagogical development across the academic community. Responses vary across academic groups, however, and the sections below examine differences by gender, career stage, length of employment at the current university, and discipline.

By gender. Ninety per cent of women disagree with the statement, compared with 80% of men. Men are more than twice as likely to agree (7% compared with 3% of women), and more likely to select ‘neither’ (13% compared with 7%). This points to a substantial difference in orientation towards pedagogical training between male and female academics.

By career stage. Views vary markedly by career stage² (Figure 1). Early-career academics show the highest rate of disagreement (90%), closely followed by university leadership (87%) and mid-career academics (85%). Senior academics – typically full professors – stand apart as the group least likely to endorse the value of pedagogical training, although a significant majority (71%) continue to disagree. This finding sits alongside a broader pattern in the TCS 2025 data: senior academics are consistently the career stage group most likely to report satisfaction with how university teaching is currently valued and rewarded at their institution.

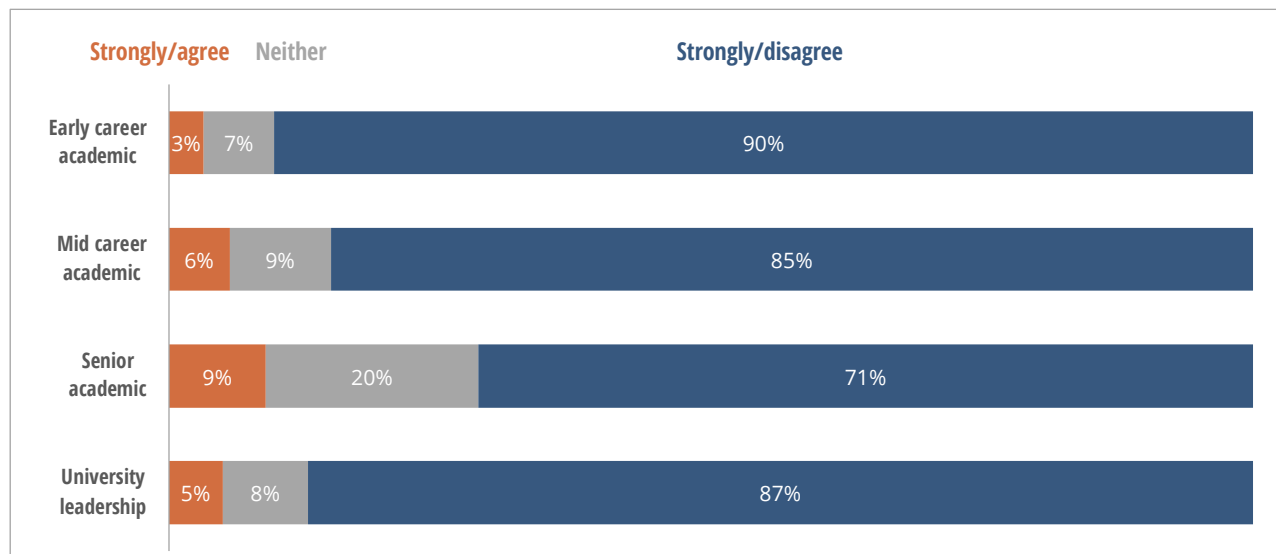


Figure 1. Responses to the statement “If you are an expert in your field, you don’t need additional pedagogical training and development to teach well” by career stage² (n=12,059).

¹ Teaching Cultures Survey 2025: <https://www.teachingcultures.com/Findings/>

² Four career stage groups are defined as follows: (i) **early-career academic**: PhD student (if employed and engaged in university teaching), post-doctoral researcher, research fellow/research associate; (ii) **mid-career academic**: senior research fellow, lecturer/teaching fellow, senior lecturer/senior teaching fellow, assistant professor, 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.

By length of employment at their university. Affirmation of the need for pedagogical development declines steadily with the number of years respondents have been employed at their current university (Figure 2). Among those employed for five years or less, 88% disagree, compared with 74% of those employed for more than 30 years. The proportion agreeing shows a corresponding increase, rising from 4% among those in their first five years of employment to 11% among the longest-serving respondents. This pattern suggests that more recent appointees are likely to be more open to engaging with pedagogical training than colleagues with longer service at the university.

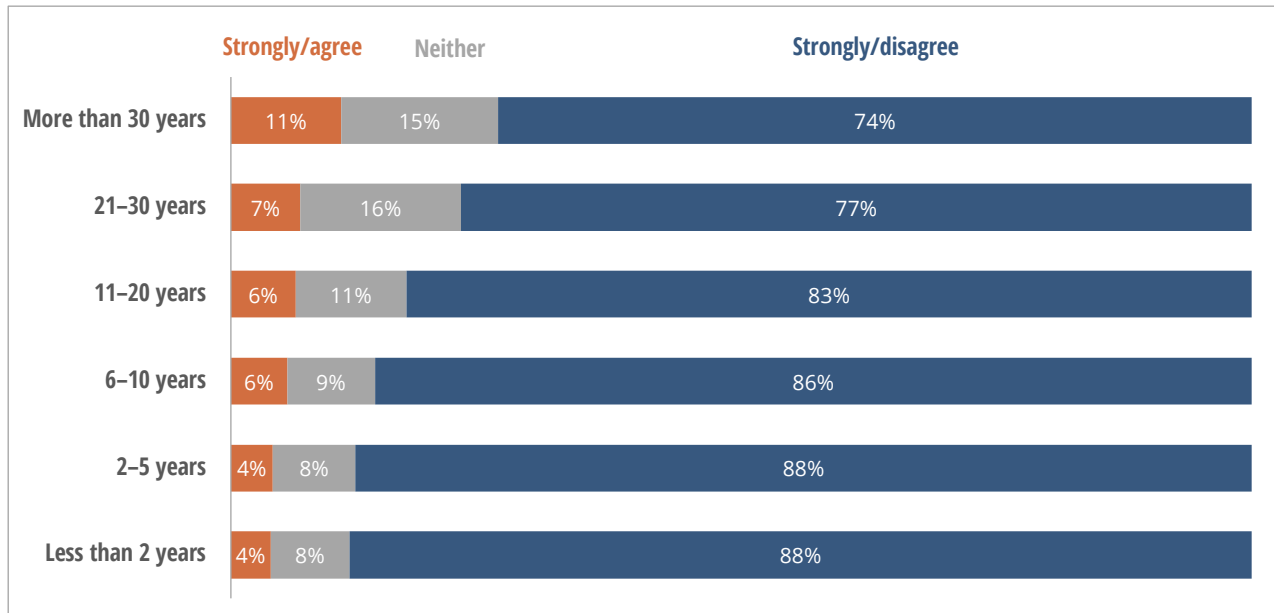


Figure 2. Responses to the statement “If you are an expert in your field, you don’t need additional pedagogical training and development to teach well” by length of employment at the university (n=12,053).

By discipline. Variation across disciplines³ is apparent but more limited in scale (Figure 3). Disagreement is highest among those in *Medicine, dentistry and health* (88%) and lowest in *Administrative and business studies* (78%), with most disciplines clustered in the low-to-mid 80% range.

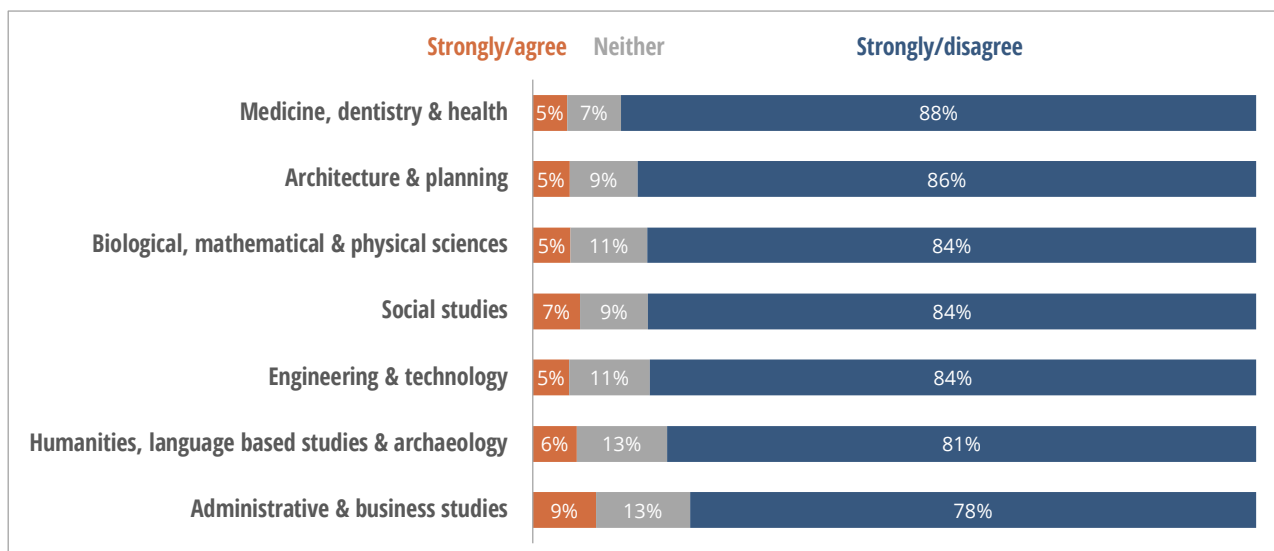


Figure 3. Responses to the statement “If you are an expert in your field, you don’t need additional pedagogical training and development to teach well” by discipline³ (n=11,151). Four discipline categories have been excluded due to small sample sizes or limited institutional representation.

³ Disciplines are grouped using HESA cost centre codes (broad discipline codes 101–145). See: <https://www.hesa.ac.uk/support/documentation/cost-centres/2012-13-onwards>