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**Abstract**

Academic cultures might be perceived as conservative, at least in terms of development of teaching and learning. Through a lens of network theory this conceptual article analyses the pattern of pathways in which culture is constructed through negotiation of meaning. The perspective contributes to an understanding of culture construction and maintenance with a potential to aid academic developers and others in the endeavour to influence teaching and learning cultures in academia. Throughout the discussion the importance of supporting the weak links between clusters of individuals stands out as a feature to focus upon. We propose that the sheer complexity of culture construction and maintenance in academic organisations is likely to cause any single, isolated attempt for change to fail. Instead, we argue that a multitude of inter-related initiatives over a long period of time is likely to distinguish strategies that are successful in influencing academic teaching and learning cultures. (HRK / Abstract übernommen) Roxa, Torgny, E-Mail: [torgny.roxa@genombrottet.lth.se](mailto:torgny.roxa@genombrottet.lth.se)