

## SCHOOL OF INFORMATICS

### Strategy Committee

26 April 2017

#### Subject: Academic Hires – assessment of teaching ability

##### Author

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##### Background

The University has launched a 'toolkit' to aid in the practical and measurable assessment of teaching ability and commitment for posts that include, or are likely to include, a significant element of conventional teaching.

##### Action requested from the committee

Note the 'strong expectation' that the recruitment process for staff who will be involved in teaching will include an assessment of teaching ability. Discuss how best this may be achieved.

##### Main subject text

The inclusion of an assessment of teaching ability aims to raise the esteem and priority attached to teaching, having a sustained effect on the quality and reliability of all such appointments, ensuring the University's future workforce is best able to deliver outstanding student education and an excellent student experience.

The assessment methods included in the 'toolkit' are in addition to those used to gauge research capability and have been designed to be equally as challenging. They include:

- Mock lecture (30 mins inc 5 mins questions and answers).
- Mock tutorial/discussion/group meeting (30 mins)
- Presentation: Method and Practice of Teaching in a Relevant Discipline (25 mins inc 5 mins questions and answers).
- Informal Meeting with Students and Academic Peers (eg dinner).

The 'toolkit' provides detailed guidance on the approach to each of the above. Where non-conventional teaching is anticipated, alternative methods of assessment may be appropriate.

The University guidance encourages Schools and others to develop, define and share new and adapted methods for assessing commitment and aptitude for teaching that are optimised and contextualised to the School's needs. The guidance states that there is a strong expectation [Confirmed by Central Management Group on 30th August, 2016] that for appointments involving a significant element of teaching:-

- Such an exercise will be included;
- Its outcome will be part of the appointment panel's discussions;
- Students will be involved in the exercise, but not the appointment panel.

##### Equality and diversity implications – Y

Teaching ability assessments must be structured and conducted in a manner that does not lead to bias in the evaluation of candidates.

**Resource implications (staff, space, budget) – Y**

Additional organisational time and staff and student resource will be required to arrange and administer the teaching ability assessments.