# Applying for promotion

# The Four Es - Transcript

So the question is how to best provide evidence of the effectiveness of innovative teaching. I think the answer is really how to best provide the evidence of teaching effective this period probably whether it's innovative or traditional kinds of teaching, and I'm going to suggest some things about them. So that's a fundamental question and maybe it's useful to turn for a moment.

The evidence matrix although it's incomplete is really meant to provoke you and to give you ideas about potential kinds of evidence, certainly there are many more things that could be in there but it's an attempt to say this is the kind of evidence and the weight of evidence at level C, level B, level D, that you might need to have. The simple way of thinking about what we've got here is that there are four big E's. One of them I mentioned already and that's the MSALs, the expectations of the University for people at different levels, and this is related to, if you look at the criteria for hiring of people at level A, level B, level C, level D, you see the same kind of thing, that's what they're tracking. The evidence and evidence here plays a much bigger role in teaching and supervision than it ever did in the old process and this is a worldwide trend I think in Western nations certainly in Australia. Along with the evidence the explanation of what it means and this is probably in some ways the hardest part is to explain to people who don't know what you do and aren't in your classroom what this stuff is about. So different people and the committee will have different levels of experience and there may be one person on the promotions committee who really understands in any depth the kind of teaching that you do, the rest of them have to be informed. And lastly examples. The judicious and effective use of examples in your application is really critical because it is through the examples that people really see what you mean. So if you want the committee to see the point of your case, state your case, explain your case, and exemplify your case, if you want them to see it, SEE, state it, explain it, exemplify it. And obviously keeping in mind that they're going to be looking at it through the lens of these minimum standards for each level and asking in a checklist kind of fashion has this person met these things, if not what else compensatory information do we have to help us deal with them.