

The criteria for promotion on a teaching track are not the same in every institution and neither is the process carried out uniformly. What follows may therefore be only partially applicable to you but I hope some of the 13 points will give food for thought so you can make your application stronger. An important general point is that you should not look at this as a 'quick fix' or one-off process. Developing the evidence to support a good application does take time (sometimes several years depending on where you are starting from) so approach what is written below with that in mind.

1. **Carefully read the rules and the criteria applicable in your institution. Follow them.** How often do we have to tell our students this – don't make the same mistakes they do! Think about the relative importance of the different parts and where you need to put emphasis, especially in relationship to the mission statement/objectives of your institution/faculty.
2. **Try to get hold of an application made by somebody in your institution who has already gone down this route** (successfully) and see what they wrote. Usually colleagues are happy to share this sort of information on a confidential basis with another colleague.
3. **Give yourself plenty of time to get the application together**, write and re-write it, and allow gaps of at least a week when you don't look at it so you get a fresh view. Don't be shy about asking for help or asking somebody to read it through and comment.
4. **Have evidence of what students think of your teaching.** High scores from a survey of students' views will help your prospects. Try to get data from more than one type of teaching: lectures; small group; lab classes AND pastoral care contexts. Place them in the context of the scores of others. Are you the best?
5. **Give examples of where you have successfully implemented some innovative change** which has improved the student learning experience, and evidence it with data of improved student satisfaction. Improvements in the efficiency of teaching and utilisation/development of new and innovative methods are also useful to document. Innovations which have been taken up and are in use at other institutions are strong evidence of excellence.
6. **Undertake a module manager's role**, course/programme managers role or its equivalent, and obtain some information on how well your module/course/programme has run (and how cost effective it is). High student demand for your course/programme, high success rates and good student reviews provide strong support.
7. **Get into a relationship and talk regularly with the employers who take on your students.** Document how you have taken employer's views about the strengths and weakness of your students into account in modifying your teaching. Show how you are taking into account their views on the way their requirements are changing and how you have brought this into the forward planning for your teaching or the module you are managing.
8. **Get your external examiner or an independent authoritative colleague to write a letter supporting the excellent quality of your students** and the contribution you have made to enhancing teaching. Are there recent alumni who could comment supportively on your teaching?
9. **Get some financial support (internal or, better, external) for an audit or some research on your teaching** – for example a UK Centre for Bioscience Teaching Development grant ([www.bioscience.heacademy.ac.uk/funding/tdf/](http://www.bioscience.heacademy.ac.uk/funding/tdf/)). Other sources of funding are also possible, for example your institution may offer funding for small scale teaching projects, and remember funding may be easier to obtain from some sources as a small group of collaborating teachers from different institutions.
10. **Get an institutional, national or, better, an international profile for your teaching activities and innovations.** Become an external examiner (add yourself to the directory of potential examiners at [www.bioscience.heacademy.ac.uk/network/ExpertDirectory](http://www.bioscience.heacademy.ac.uk/network/ExpertDirectory)). Get yourself invited to talk about your teaching developments at other UK and overseas institutions. Publish results of audits, research and innovations in your teaching (Bioscience Education; [www.bioscience.heacademy.ac.uk/journal/](http://www.bioscience.heacademy.ac.uk/journal/)), go to national and international conferences (some institutions will contribute to travel costs) and present papers/posters, work in collaboration with EU institutions (funding opportunities here) or other overseas universities. Get on to the education committee of your professional body, learned society or regulator.
11. **Get onto a university or college level committee for teaching and/or other administrative functions** (e.g. admissions, disciplinary, appeals, fitness to practice) so you have a institutional-level profile and well as working at department/school/faculty level.
12. **Make sure you are clearly on an 'upward trajectory'** so you are growing your excellence and that your examples and data are reasonably current – the kiss of death is the application which ONLY documents feedback from students or innovation which is 5 years old!
13. **Don't get disappointed and give up if you don't succeed the first time.** Ask for feedback on your application and act on it. The most valuable advice I was given after one of my many failures to get promoted was 'just make sure that during the coming year you have done things which will enable next year's application to be stronger'.

Good Luck!

Ian Hughes ,University of Leeds