Pathways Matrix Model for promotion to READER

CRITERIA AREAS ▶ PATHWAYS ▼	RESEARCH & INNOVATION	EDUCATION & STUDENT EXPERIENCE	CITIZENSHIP & LEADERSHIP	TOTAL CRITERIA
ALL PATHWAYS	**Required: RI1-RI4**	**Required: ESE1-ESE4**	**Required: CL1-CL4**	12
PATHWAY 1 (General) *Select 2 options*	**Option:** select from additional activities for **RI1-RI4** and / or additional criteria **RI5-RI9**	**Option:** and / or select from additional activities for **ESE1-ESE4** and / or additional criteria **ESE5-ESE6**	**Option:** and / or select from additional activities for **CL1-CL4**	2
PATHWAY 2 (Research and Innovation) *Select 2 options*	**Option:** select from additional activities for **RI1- RI4** and / or additional criteria **RI5-RI9**			2
PATHWAY 3 (Education and Student Experience) *Select 2 options*	*Note: For RI2 funding could pertain to pedagogical research*	**Option:** select from additional activities for **ESE1-ESE4** and / or additional criteria **ESE5-ESE6**		2

Consult the RTE Promotion Criteria Guidance and Processes documents and build a case from the elements specified in the columns on REQUIRED ACTIVITY, and from the options from the ADDITIONAL ACTIVITY / ADDITIONAL CRITERIA to demonstrate how you meet the criteria.

Research and Innovation Criteria — READER

R&I REQUIRED CRITERIA FOR ALL PATHWAYS

CRITERIA	ELEMENTS OF REQUIRED ACTIVITY	EXAMPLES OF ADDITIONAL ACTIVITY FOR PATHWAYS 1 & 2
RI1 Research Outputs *A sustained record of high-quality research and continuing trajectory of outputs, that is recognised internationally for its, originality, significance and rigour and visibility. Clear forward plans for sustaining/*	A research profile that clearly demonstrates a strong progressive trajectory in terms of both quality, and visibility of outputs. These will include articles in peer reviewed journals, monographs, creative work, or other high quality scholarly activity. Output quality and visibility should be demonstrated by a range of evidence. Output quality evidence should include formal internal or external peer review which may include published book, creative work, or exhibition reviews.	Awards for research outputs. Strategies that aim to support the inclusion and contribution of underrepresented groups in research and innovation activities. Leading the production of open research outputs, for example, sharing of data and code, materials, technology, exhibitions of work and digital outputs.

	Evidence of visibility might take the form of field-weighted citation data, outlet indicators (e.g., SNIP and open access status) or exhibition attendance numbers.	
enhancing programmes of research.	A significant and ambitious plan for the publication of further high-quality outputs.	
	A commitment to EDI in research and/ or innovation.	
	Note: for a teaching focused promotion application there is still an expectation of the production of outputs which are discipline leading in terms of their significance, originality and rigour.	
RI1 Research Outputs (cont'd)	Output quality assessment by peer review	
A developed record of high-quality research, that is recognised for its originality, significance and rigour. Plans for sustaining/ enhancing a research focus.	Choose up to three outputs that best showcase the quality of your research, published since your appointment or last promotion. For each output, give either the full bibliographic reference or the DOI, and provide a statement which discusses (1) your contribution to the underpinning research and the writing of the paper and (2) the significance, originality and rigour of the research.	
RI2 Research and Innovation Funding	Research income awarded by an external body through a competitive process which funds research and innovation activities.	Recruiting and attracting funding from external sources for research students and early career researchers (e.g., Centre for Doctoral Training or Doctoral Training Partnerships).
Generation of external research and/ or innovation income to fund original research that meets or exceeds discipline norms. Record of successfully delivering research projects with support from external funding.	Research income should meet or exceed norms for the discipline. Grant income may include collaborative grants which involve Co-I as well as PI input. May also include competitively awarded personal fellowships or fellowships of significant prestige awarded 'by invitation' for projects of significant scale and/ or ambition.	Income from spin-out companies and patents.
	Grant applications submitted since the last promotion demonstrating ambition, adventurousness, trajectory and expansion of research portfolio.	

	Note: for a teaching focused promotion application the funding could pertain to pedagogical research, as described in ESE5.	
RI3 Research Supervision *Successful supervision of researchers leading to the successful delivery of projects.*	Supervision of several PhD theses to successful completion including as primary supervisor and commensurate experience of developing others in research context in line with disciplinary norms. Internal and external examining of higher degrees.	Activities to support doctoral researchers/ research staff learning and development experiences at the University and/ or in other research contexts. Activities that seek to foster a collaborative team spirit and create a strong sense of community within a doctoral community. Mentor and/ or manage postdoctoral research researchers and other research related colleagues including supporting their employability. Providing and leading opportunities for unrepresented individuals to take up research and/or innovation posts at the University.
RI4 Research Esteem and Recognition *Significant recognition within discipline area. Demonstrate substantial influence within and beyond the University, with an emphasis on international esteem and recognition.*	Substantial reputation in research as demonstrated for example by prestigious awards, invitations, positions of responsibility within the external and internal research community. Invitations to chair, present, attend, contribute or exhibit work at national/international fora. Invitations to deliver keynote lectures or similar, with a focus on international invitations. Invitations to review articles or books for leading journals or publishers and/ or review applications for grant funding bodies and charities. Consolidated and ongoing international collaborations and partnerships.	Lead the successful dissemination, nationally and internationally, of research findings. Provision of authentic and responsible advice based on research/ innovation leadership to external agencies. Research reports, grant applications, research outputs and knowledge exchange visits that involve international collaborations and partnerships. Production of open research outputs, for example, sharing data and code, materials, technology, exhibitions of work and digital outputs. Planning and leading participation in knowledge exchange activities, and in shaping the delivery of research outreach activities. Editor/ member of editorial body of a periodical or journal of some standing.

		Invited membership of grant funding panels.
		Research advisory role for organisations, national networks, professional bodies, public bodies, parliamentary select committees, or similar and evidence of impact of contribution.
		Membership or election to fellowship of national academies and professional societies.

RI ADDITIONAL CRITERIA FOR PATHWAYS 1 & 2

ADDITIONAL CRITERIA	EXAMPLES OF ACTIVITY
RI5 Engagement with External Organisations *Collaborating with relevant external stakeholders to address key issues and challenges facing society.*	Developing meaningful mutually beneficial partnerships with important and relevant organisations, professions, businesses, alumni and higher education institutions, locally, regionally, nationally and internationally. Collaborating with external partners to create new knowledge, products, processes, services, insights or change. Recruiting and attracting funding for KTPs and similar external enterprise funding. Membership of industry, school or governmental (local or national) advisory boards to facilitate responsible exchange of knowledge from academia into society. Collaborating with the public, private and/ or third sector in the research process and increasing the relevance of research to society. Contributing to and creating short courses and training for members of a relevant professional institution. Awards, invitations, positions of responsibility within external organisations.
RI6 Translation and application of knowledge *Creative and adventurous application of knowledge to increase participation and effect change for the benefit of the broader community.*	Impacting on changes to learning, understanding, behaviour or practice in culture, environment, industry, economy, society, government or sport and health. Impacting on matters at local, regional, national and international levels e.g., immigration, culture and heritage management, planning debates, climate change and other environmental issues, participation in sport/ physical activity for health improvement, education policy, traffic planning etc. Contributing to external impact of academic research, e.g., through patents or other intellectual property, the work of spin-out companies, social enterprises, charities, or other examples of innovation as appropriate for the discipline. Creative activities that demonstrate a commitment to environmental sustainability in research /innovation and net zero omissions (e.g., paperless research, recycling/repurposing equipment).

	Being awarded a government policy fellowship.
RI7 Public Understanding *Communicating externally using different media to create relevant opportunities for engagement and collaboration.*	Delivering engagement through collaboration and co-creation with the wider community. Participating in high social-impact activities e.g., exhibitions, public debates, media appearances. Leading impactful and/ or high-profile public outreach activities.
RI8 Development of research strategy *Contributions to strategy setting. Contribute to ensuring the continued success of a research community (e.g., centre, group, institute) at the University.*	A significant role leading research initiatives within the University, and which align with the University strategy and values. A significant contribution or input into the leadership of a University research centre, group or institute. Leading internal and external activities that further develop the University strategy.
RI9 Building research capacity and leadership *Building research capacity and reputation within the University, to ensure long-term research prospects of a discipline area. Supporting early career researchers to thrive and become autonomous researchers. Making a positive contribution to the research development of others.*	Providing leadership to build research capacity and research collaborations, both internally and externally. Impactful contribution to a research group/ centre/ network or other multi-researcher enterprise (e.g., team science). Sustained participation and impact in research consortia and networks within or across disciplines and/or institutions. Authentic and responsible mentoring and/ or managing postdoctoral research assistants/ associates and other colleagues.

Education and Student Experience Criteria — READER

ESE REQUIRED CRITERIA FOR ALL PATHWAYS

CRITERIA	ELEMENTS OF REQUIRED ACTIVITY	EXAMPLES OF ADDITIONAL ACTIVITY FOR PATHWAYS 1 & 3
ESE1 Education Practice *Reflection on, and development of, education practice to ensure active learning among students.*	Provision of successful and inclusive student learning. Fellowship of the HEA (FHEA) (minimum required for all). Ensuring teaching content which contributes to knowledge and understanding of equity, diversity and inclusion (EDI), climate change and net zero or health and wellbeing. Rating of 'Meets expectations' or above from a recent teaching observation. Continuous professional development of teaching practice. Evidenced by participation in relevant CPD activity.	Senior or Principal Fellowship of the HEA (SFHEA or PFHEA) required for Pathway 3 (Education and Student Experience). Leading the implementation of processes or policies for moderation, benchmarking, and quality control of teaching within the school/ department. Being a University Assessor. External examiner for other universities' programmes. Winning a University teaching award e.g. Teaching Innovation Award (TIA), Inclusivity in Teaching TIA, STEMLab TIA, or similar award from another institution. Development and leading the successful implementation of innovative teaching practice into a course. Leading accreditation or benchmarking strategy within the department/ school. Developing and leading adventurous and creative initiatives which ensure inclusive teaching practice within the department/ school. An excellent standard of teaching performance at different levels (e.g., undergraduate, postgraduate, CPD) which may involve use of innovative learning and assessment methods and delivery.
ESE2 Student Engagement *Engaging students from all backgrounds and contributing toward their personal,*	Evidence of a responsible, supportive and inclusive pedagogical approach. Regular authentic engagement with personal tutees. Authentic engagement with student experience initiatives.	Leading initiatives for active and responsive engagement with students through staff-student liaison committees (SSLCs) or other similar formal and direct means.

academic and professional development.	Ensuring exemplary standards of student support, guidance and supervision are maintained.	Developing and implementing innovative and creative techniques, policy or processes to enable student engagement and inclusion. Leading School or University activities related to student wellbeing and/ or widening participation. Involvement in national or international activities related to student experience, progression and/ or widening participation or similar.
ESE3 Curriculum Development *Developing our educational offering to provide students with an education that is up-to-date, evidence-based, innovative, inclusive and effective.*	Creative translation of advances in the subject area into teaching material/ delivery. Continual and consistent improvement of teaching materials ensuring student inclusivity and quality. Ensuring teaching content is linked to potential post-qualification positions/ employment.	Leading the development of a new/ restructured programme. Engaging with external stakeholders in programme/ module delivery/ development. Developing collaborative links with other universities, including setting up joint degree programmes. Contributing to cross-University multi-disciplinary teaching and learning initiatives. Collaborating with external peers on significant teaching and learning projects, including with non-academic partner organisations.
ESE4 Employability *Ensuring our graduates are equipped and prepared for their life after tertiary education.*	Providing opportunities for students to engage with external organisations via e.g., site visits, mentoring, visiting lecturers, support for dissertations, support for Loughborough Enterprise Network etc. Ensuring teaching content is linked to potential post-qualification positions/ employment. Embedding the development of skills to be successful in the workplace (employability) into the curriculum.	Contributing toward the implementation and development of initiatives that demonstrate impact on student outcomes and employability. Developing initiatives that allow students to improve or broaden their skills to enable them to be successful in the workplace. Ensuring that the curriculum is informed by sector and industry developments in related fields.

ESE ADDITIONAL CRITERIA FOR PATHWAYS 1 & 3

ADDITIONAL CRITERIA	EXAMPLES OF ACTIVITY
ESE5 Scholarship of Teaching *Engaging in scholarship of the theory and practice of education to develop and/or implement innovative and evidence-led approaches to teaching*	Publishing textbooks, outputs in pedagogical/ education focused journals and similar sources for the discipline, that are recognised for significance. Output quality and visibility should be demonstrated by a range of evidence. Output quality evidence should include formal internal or external peer review which may include published book, creative work or exhibition reviews. Evidence of visibility might take the form of field-weighted citation data, outlet indicators (e.g., SNIP and open access status), exhibition attendance numbers or evidence of use in courses external to Loughborough. Research income for pedagogical research awarded via the University. Income (research and/or innovation) may include collaborative grants which involve Co-I as well as PI input. May include external competitively awarded or prestigious 'by invitation' fellowships, secondments and similar with a pedagogical focus. Esteem in national pedagogical research networks and collaborations. National and/or international awards and prizes for teaching practice or scholarship of teaching.
ESE6 Building Pedagogical Research/Innovation Capacity, Policy and Leadership *Evidence of building pedagogical research and innovation and leadership in education and student experience in the University and leadership in national and/ or international education agendas and policy.*	Contributing to a pedagogical research group/ centre/ network or other pedagogy-focused multi-researcher enterprise. Providing intellectual leadership to build pedagogic research capacity and collaborations, both internally and externally. Contributing to School/ University pedagogical research or education and student experience committees and working groups and demonstrating impact within these groups. Contributing to national or international educational initiatives. Collaboration with national or international bodies on education (e.g., AdvanceHE, Education Sector Advisory Group, HEFCE/ TEF, government consultation committees).

Citizenship and Leadership Criteria — READER

CL REQUIRED CRITERIA FOR ALL PATHWAYS

CRITERIA	ELEMENTS OF REQUIRED ACTIVITY	EXAMPLES OF ADDITIONAL ACTIVITY FOR PATHWAY 1
CL1 University Leadership *Taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University.*	Undertaking Division/ Department/ Subject/ School/ University leadership roles and evidence of positive contribution in role. Managing others to perform to their full potential (e.g., staff and students). Taking responsibility for creating an equitable and inclusive working environment for all. Contributing to the implementation of the University strategy.	Contribution to the work of formal committees at School or University level. Leading significant Division/ Department/ Subject/ School/ University governance processes and strategic initiatives with a positive/ impactful outcome. Leading School/ Division/ Department/ Subject/ University decision making and policy. Contributing to key University special projects groups.
CL2 Leadership in the discipline *Developing the discipline within and outside the University through working with others to build relationships and enhance its profile.*	Contributing to Division/ Department/ Subject/ School/ University initiatives that relate to the discipline, including selection committees. Contributing to professional and disciplinary associations, Research Councils and other funding bodies, editorial boards, external examinations, etc.	Developing new formal institutional disciplinary or subject collaborations and partnerships. Establishing new formal and ongoing collaborations and engagement opportunities between students, staff and external organisations.
CL3 Collegiality *Building Authentic, Responsible and supportive relationships with colleagues to enable them to perform at their best.*	Supporting the career development of others through e.g., coaching or mentoring others either as part of a formal scheme or more informally with colleagues Supporting others to perform to their full potential. Contributing to activities which support the wellbeing of others in the workplace.	Making a significant contribution in a leadership capacity in a formal role in a staff or student network or other similar formal group.
CL4 Contribution to the University	Contributing to the creation of an equitable and inclusive environment for all.	Sustained and impactful contribution to formal equity, diversity and inclusion (EDI) initiatives, working groups and committees at any level within the University.

Taking an Authentic and Responsible role in University activities and initiatives to improve the working environment and create an inclusive culture.	Contributing to the University's aim to affect climate change and to become Net Zero. Contributing to programmes or interventions which ensure the health, safety and wellbeing of colleagues. Contributing to annual Division/ School/ University events, such as open/ offer days, Graduation, etc. Contributing to a vibrant community through specific initiatives that bring people together for a clear purpose such as away days.	Sustained and impactful contribution to formal initiatives which support to health & well-being of the whole University population. Sustained and impactful contribution to formal initiatives to affect climate change and become net zero. Sustained and impactful contribution to trade union work, or other similar supportive roles. Participating in outreach programmes to support widening participation at the University.