

Pathways Matrix Model for promotion to SENIOR LECTURER

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) <i>Select 2 options</i>	Option: select from additional activities for RI1-RI4 and / or additional criteria RI5-RI7	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) <i>Select 2 options</i>	Option: select from additional activities for RI1- RI4 and / or additional criteria RI5- RI7			2
PATHWAY 3 (Education and Student Experience) <i>Select 2 options</i>	<i>Note: For RI2 funding could pertain to pedagogical research</i>	Option: select from additional activities for ESE1-ESE4 and / or additional criteria ESE5-ESE6		2

Consult the Academic 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 — SENIOR LECTURER

R&I REQUIRED CRITERIA FOR ALL PATHWAYS

CRITERIA	ELEMENTS OF REQUIRED ACTIVITY	EXAMPLES OF ADDITIONAL ACTIVITY FOR PATHWAYS 1 & 2
RI1 Research Outputs <i>A developed record of high-quality research, that is recognised for its originality, significance and rigour. Plans for sustaining/ enhancing a research focus.</i>	<p>A research profile that is clearly advancing in terms of quality, and visibility of outputs. These will include articles in peer reviewed journals, monographs, creative work or other high quality scholarly activity.</p> <p>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</p>	<p>Awards for research outputs.</p> <p>Strategies that aim to support the inclusion and contribution of underrepresented groups in research and innovation activities.</p> <p>Production of open research outputs, for example, sharing of data and code, materials, technology, exhibitions of work and digital outputs.</p>

	<p>of visibility might take the form of field-weighted citation data, outlet indicators (e.g., SNIP and open access status) or exhibition attendance numbers.</p> <p>Creative and ambitious plans for the development of further high-quality outputs.</p> <p>A commitment to EDI in research and/or innovation activities.</p> <p>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.</p>	
<p>RI1 Research Outputs (cont'd)</p> <p><i>A developed record of high-quality research, that is recognised for its originality, significance and rigour. Plans for sustaining/ enhancing a research focus.</i></p>	<p>Output quality assessment by peer review</p> <p>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.</p>	
<p>RI2 Research and Innovation Funding</p> <p><i>Generation of external research and/ or innovation income to fund original research that meets or exceeds discipline norms. Research funding applications must demonstrate ambition, trajectory and expansion of the research portfolio.</i></p>	<p>Fundable grant applications submitted for competitive external research funds or fellowships since appointment. Income (research and/ or innovation) may include collaborative grants which involve Co-I as well as PI input. May also include competitively funded personal fellowships e.g., Leverhulme or British Academy.</p> <p>If funding applications were unsuccessful, feedback (quantitative or qualitative) from external funders that the application(s) were of excellent/ fundable quality.</p> <p>Note: for a teaching focused promotion application the funding could pertain to pedagogical research, as described in ESE5.</p>	<p>Research income from any source which comes via the University.</p> <p>Attracting external funding for research students and early career researchers (e.g., Centre for Doctoral Training or Doctoral Training Partnerships or Collaborative Doctoral Awards).</p> <p>Income from industry partners (e.g., Rolls Royce).</p> <p>Consultancy income (e.g., Highways Agency).</p> <p>Income from spin-out companies and patents.</p>

<p>RI3 Research Supervision</p> <p><i>Successful supervision of researchers leading to the successful delivery of projects.</i></p>	<p>Supporting the progression of Doctoral Researchers (not necessarily to completion) and / or Post-Doctoral Research Associates or Assistants (PDRA), resulting in published outcomes, or any other measure that a research project/ supervision is making progress.</p>	<p>Activities to support doctoral researchers/ research staff learning and development experiences at the University and/or in other research contexts.</p> <p>External examining of higher degrees.</p>
<p>RI4 Research Esteem and Recognition</p> <p><i>Recognition within discipline area. Demonstrate influence within and beyond the University, with an emphasis on national esteem and recognition.</i></p>	<p>Invitations to chair, present, attend, contribute or exhibit work at national/ international fora.</p> <p>Take a leading role in the successful dissemination, nationally and internationally of research findings.</p> <p>Membership and esteem in national research networks and collaborations, and an emerging profile in international research networks and collaborations.</p> <p>Invitations to review articles or books for leading journals or publishers and/ or review applications for grant funding bodies and charities.</p>	<p>Recognition demonstrated for example by awards, invitations, positions of responsibility within the external and internal research community.</p> <p>Editor/ member of editorial body of a periodical or journal of excellent standing.</p> <p>Research advisory role for organisations, national networks, professional bodies, public bodies, parliamentary select committees, or similar.</p> <p>Visiting appointments in leading research institutions by invitation.</p> <p>Membership or election to fellowship of national academies and professional societies.</p> <p>Sustained international collaborations and partnerships as evidenced through joint publications, grant applications, research/ knowledge exchange visits, or other appropriate examples.</p> <p>Provision of authentic and responsible advice based on research/ innovation leadership to external agencies.</p> <p>Developing and creating significant, responsive, and productive research partnerships/ networks.</p>

RI ADDITIONAL CRITERIA FOR PATHWAYS 1 & 2

ADDITIONAL CRITERIA	EXAMPLES OF ACTIVITY
<p>RI5 Engagement with External Organisations</p> <p><i>Engaging with relevant external stakeholders to address key issues and challenges facing society.</i></p>	<p>Developing meaningful mutually beneficial partnerships with important and relevant organisations, professions, businesses, alumni and higher education institutions, locally, regionally, nationally and internationally.</p> <p>Working with others to create new products, processes or services.</p> <p>Collaborating with external partners leading to creation of new knowledge, insights, or change.</p> <p>Involving the public, private and/ or third sector in the research process and increasing the relevance of research to society.</p> <p>Contributing to and creating short courses and training for members of a relevant professional institution.</p> <p>Awards, invitations, positions of responsibility within external organisations.</p> <p>Provision of specialist consultancy advice to external agencies.</p> <p>Recruiting and attracting funding for KTPs and similar external enterprise funding.</p>
<p>RI6 Translation and Application of Knowledge</p> <p><i>Creative and adventurous application of knowledge to increase participation and effect change for the benefit of the broader community as appropriate for the discipline.</i></p>	<p>Impacting on changes to learning, understanding, behaviour or practice in culture, environment, industry, economy, society, government or sport and health.</p> <p>Contributing to broader economic, social, environmental or cultural prosperity, e.g., through changes to public policy, national/ international standards or similar.</p> <p>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.</p> <p>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.</p> <p>Creative activities that demonstrate a commitment to environmental sustainability in research/ innovation and net zero omissions (e.g., paperless research, recycling/ repurposing equipment).</p> <p>Being awarded a government policy fellowship.</p>
<p>RI7 Public Understanding</p> <p><i>Communicating externally using different media to create relevant opportunities</i></p>	<p>Delivering engagement through collaboration and co-creation with the wider community.</p> <p>Participating in high social-impact activities e.g., exhibitions, public debates, media appearances.</p>

<i>for engagement and collaboration.</i>	
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Education and Student Experience Criteria — SENIOR LECTURER

ESE REQUIRED CRITERIA FOR ALL PATHWAYS

CRITERIA	ELEMENTS OF REQUIRED ACTIVITY	EXAMPLES OF ADDITIONAL ACTIVITY FOR PATHWAYS 1 & 3
ESE1 Education Practice <i>Reflection on, and development of, education practice to ensure active learning among students.</i>	Successful and inclusive pedagogical practice. Fellowship of the HEA (FHEA) (minimum required for all). Rating of 'Meets Expectations' or above from a recent teaching observation. Continuous professional development of teaching practice. Evidenced by participation in relevant CPD activity.	Contribution to accreditation or benchmarking strategy within the department/ school. Senior Fellowship of the HEA (SFHEA). Winning a University teaching award e.g. Teaching Innovation Award (TIA), Inclusivity in Teaching TIA, STEMLab TIA, or similar award from another institution. Successful implementation of innovative teaching practice.
ESE2 Student Engagement <i>Engaging students from all backgrounds and contributing toward their personal, academic and professional development.</i>	Creating a supportive and inclusive learning environment for students. Regular authentic engagement with personal tutees. Authentic engagement with student experience initiatives. Ensuring exemplary standards of student support, guidance and supervision are maintained. Ensuring teaching content contributes to knowledge and understanding of equity, diversity and inclusion (EDI), climate change and net zero and/ or health and wellbeing.	Active and responsive engagement with students through staff-student liaison committees (SSLCs) or other similar formal and direct means. Utilising technology or innovative techniques to enable student engagement. Collaborating with colleagues to maintain exemplary standards of student support, guidance and supervision.
ESE3 Curriculum Development <i>Developing our educational offering to provide students with an education that is up-to-date, evidence-based,</i>	Developing or significantly restructuring a module. Creative translation of advances in the subject area into teaching material/ delivery. Updating teaching materials to improve student inclusivity and teaching quality.	Contributing to the development of a new programme. Innovation through the application of pedagogical research to module/ programme delivery and/ or design.

<i>innovative, inclusive and effective.</i>		Collaborating across school/ department on teaching and learning projects and/ or with non-academic partner organisations.
ESE4 Employability <i>Ensuring our graduates are equipped and prepared for their life after tertiary education.</i>	<p>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.</p> <p>Ensuring teaching content is linked to potential post-qualification positions/ employment.</p> <p>Embedding the development of skills to be successful in the workplace (employability) into the curriculum.</p>	<p>Contributing toward the implementation and development of initiatives that demonstrate impact on student outcomes and employability.</p> <p>Developing initiatives that allow students to improve or broaden their skills to enable them to be successful in the workplace.</p> <p>Ensuring that the curriculum is informed by sector and industry developments in related fields.</p>

ESE ADDITIONAL CRITERIA FOR PATHWAYS 1 & 3

ADDITIONAL CRITERIA	EXAMPLES OF ACTIVITY
ESE5 Scholarship of Teaching <i>Engaging in scholarship of the theory and practice of education to develop and/ or implement innovative and evidence-led approaches to teaching.</i>	<p>Contribution to pedagogical research in the discipline.</p> <p>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.</p> <p>Contribution to educational initiatives or working groups at School or University levels.</p> <p>Fundable grant applications on pedagogical research submitted since appointment, that if awarded, would bring income to the University. Income (research and/or innovation) may include collaborative grants which involve Co-I as well as PI input. May also include funded visiting fellowships or secondments or similar with a pedagogical focus.</p> <p>If funding applications were unsuccessful, feedback (quantitative or qualitative) from funders that the application(s) were of excellent/fundable quality.</p> <p>Invitations to chair and/ or present or exhibit work at national/international fora.</p> <p>Submissions to national and/or international awards and prizes for teaching practice or scholarship of teaching.</p>

<p>ESE6 Building Pedagogical Research/ Innovation Capacity, Policy and Leadership</p> <p><i>Evidence of 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.</i></p>	<p>Contributing to a pedagogical research group/ centre/ network or other pedagogy-focused multi-researcher enterprise.</p> <p>Providing intellectual leadership to build pedagogic research capacity and collaborations, both internally and externally.</p> <p>Contributing to School/ University pedagogical research or education and student experience committees and working groups and demonstrating impact within these groups.</p> <p>Contributing to national or international educational initiatives.</p> <p>Collaboration with national or international bodies on education (e.g., AdvanceHE, Education Sector Advisory Group, HEFCE/ TEF, government consultation committees).</p>
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Citizenship and Leadership Criteria — SENIOR LECTURER

CL REQUIRED CRITERIA FOR ALL PATHWAYS

CRITERIA	ELEMENTS OF REQUIRED ACTIVITY	EXAMPLES OF ADDITIONAL ACTIVITY FOR PATHWAY 1
<p>CL1 University Leadership</p> <p><i>Taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University.</i></p>	<p>Contributing to the creation of an equitable and inclusive environment for all.</p> <p>Undertaking Division/ Department/ Subject roles and evidence of positive impact in the role.</p>	<p>Involvement and evidence of positive influence within key Division/ Department/ Subject/ School strategic initiatives.</p> <p>Contributing to the implementation of the University strategy.</p>
<p>CL2 Leadership in the discipline</p> <p><i>Developing the discipline within and outside the University through working with others to build relationships and enhance its profile.</i></p>	<p>Contributing to disciplinary organisations.</p> <p>Contributing to disciplinary initiatives/ panels at Division/ Department/ Subject/ or School levels.</p> <p>Contributing to professional associations, Research Councils and other funding bodies, editorial boards, external examinations, etc.</p>	<p>Developing new formal institutional disciplinary or subject collaborations and partnerships.</p> <p>Establishing new formal and ongoing collaborations and engagement opportunities between students, staff and external organisations.</p>

<p>CL3 Collegiality</p> <p><i>Building Authentic, Responsible and supportive relationships with colleagues to enable them to perform at their best.</i></p>	<p>Supporting others to perform to their full potential.</p>	<p>Contribution as a Mental Health First Aider, Wellbeing Champion, First Aider.</p> <p>Contribution in a formal role in a staff or student network or other similar formal group.</p>
<p>CL4 Contribution to the University</p> <p><i>Taking an Authentic and Responsible role in University activities and initiatives to improve the working environment and create an inclusive culture.</i></p>	<p>Contributing to the creation of equality, diversity and inclusion at Loughborough University.</p> <p>Contributing to the University's aim to affect climate change and to become Net Zero.</p> <p>Contributing to programmes or interventions which ensure the health, safety and wellbeing of colleagues.</p> <p>Contributing to student recruitment through activities such as open/ offer days.</p> <p>Contributing to a vibrant community through specific initiatives that bring people together for a clear purpose such as away days.</p>	<p>Sustained and impactful contribution to formal equity, diversity and inclusion (EDI) initiatives, working groups and committees at any level within the University.</p> <p>Sustained/ impactful contribution to formal initiatives which support to health & well-being of the whole University population.</p> <p>Sustained/ impactful contribution to formal initiatives to affect climate change and become net zero.</p> <p>Representing the trade unions on behalf of staff, or other similar supportive roles.</p> <p>Participating in outreach programmes to support widening participation at the University.</p>