Pathways Matrix Model for promotion to PROFESSOR

CRITERIA AREAS ▶ PATHWAYS ▼	RESEARCH & INNOVATION	EDUCATION & STUDENT EXPERIENCE	CITIZENSHIP & LEADERSHIP	TOTAL CRITERIA = 15
ALL PATHWAYS	**Required: RI1-RI4**	**Required: ESE1-ESE4**	**Required: CL1-CL4**	12
PATHWAY 1 (General) *Select 3 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**	3
PATHWAY 2 (Research and Innovation) *Additional requirement and select 2 options*	**Required: RI9** **Option:** select from additional activities for **RI1-4** and **RI9** and / or additional criteria **RI5-RI8**			3
PATHWAY 3 (Education and Student Experience) *Select 3 options*	*Note: For RI2 funding could pertain to pedagogical research*	**Option:** select from additional activity for **ESE1-ESE4** and / or additional criteria **ESE5-ESE6**		3

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 — PROFESSOR

R&I REQUIRED CRITERIA FOR ALL PATHWAYS

CRITERIA	ELEMENTS OF REQUIRED ACTIVITY	EXAMPLES OF ADDITIONAL ACTIVITY FOR PATHWAYS 1 & 2
RI1 Research Outputs *Evidence of a sustained and continuing record of high-quality research, that is recognised internationally for its originality, significance and rigour. Clear forward plans for*	A research profile that clearly demonstrates strong trajectory 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. 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	Leading the development and production of open research outputs, for example, sharing data and code, sharing materials, technology, exhibitions of work and sharing digital outputs. Awards for research outputs.

sustaining/ enhancing programmes of research.	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) or exhibition attendance numbers. Leadership as an author within co-authored research outputs. A commitment to EDI in research and/or innovation activities. 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.	Leading strategies that aim to support the inclusion and contribution of underrepresented groups in research and innovation activities. Leading opportunities for unrepresented individuals to take up research and/or innovation posts at the University.
RI1 Research Outputs (cont'd) *A developed record of high-quality research, that is recognised for its originality, significance and rigour. Plans for sustaining/ enhancing a research focus.*	Output quality assessment by peer review 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 *Generate external research and/ or innovation income to fund original research that meets or exceeds the discipline norms. Record of successfully delivering research projects with support from external funding.*	Research income awarded by an external body through a competitive process which funds research and innovation activities. 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. Funded projects to demonstrate substantial ambition, trajectory and an expansive research portfolio.	Helping others submit successful research funding applications (e.g., fellowship awards or assisting with grant submissions for early and mid-career researchers). Significant contributions towards recruiting and attracting external funding for doctoral researchers and early career researchers (e.g., Centre for Doctoral Training or Doctoral Training Partnerships or Collaborative Doctoral Award). Income from spin-out companies, innovation activities and/ or patents.

	Grant income may include collaborative grants which involve Co-I as well as PI input. 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, with an emphasis on completions as the primary supervisor, and commensurate experience of developing others in research contexts in line with disciplinary norms. Internal and external examining of higher degrees.	Leading 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 and Innovation Esteem and Recognition *Significant recognition and influence within discipline area. Demonstrate significant and substantial influence within and beyond the University, with a strong focus on international esteem and recognition.*	Evidence of a strong recognition within chosen field. Invitations to make presentations or exhibit work at national/ international fora. Invitations to deliver keynote lectures or similar, with a focus on international invitations. Established involvement as an editor/ member of editorial body of a periodical or journal of some standing. Significant and well-established international collaborations and partnerships as evidenced through reports, grant applications, research/ knowledge exchange visits etc.	Chair or by invitation membership of grant funding panels. Chair or research advisory role for organisations, national networks, professional bodies, public bodies, parliamentary select committees, or similar. Prestigious awards, invitations, positions of responsibility within the external and internal research community. Leading the successful dissemination, nationally and internationally, of research findings. Invited visiting appointments in leading international institutions related to research and/ or innovation activities. Election to fellowship of national academies and professional societies.

		Provision of authentic and responsible advice based on research/ innovation leadership to external agencies.
RI9 DEFINES REQUIRED CRITERIA AND ADDITIONAL ACTIVITY FOR PATHWAY 2, AND ADDITIONAL CRITERIA FOR PATHWAY 1		
RI9 Building Research/Innovation Capacity and Leadership *Evidence of building research and innovation capacity and reputation within the University, to ensure long-term research prospects of discipline area. Where relevant, evidence of supporting early career researchers and/ or project to thrive and become autonomous researchers.*	Contributing and providing leadership of a research group/ centre/ network or other multi-researcher enterprise. Authentic and responsible mentoring and/ or managing postdoctoral researchers and other colleagues and development of activities to facilitate a strong collaborative research/ innovation community. Providing intellectual leadership to build research/ innovation capacity and collaborations, both internally and externally.	Effectively leading School/ University research or innovation committees and working groups and demonstrate impact within these groups.

RI ADDITIONAL CRITERIA FOR PATHWAYS 1 & 2

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. Working creatively with others to create new knowledge, products, processes or services. 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 external partners leading to creation of new knowledge, insights, or change. Leading the involvement of 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, charities, or other examples of innovation as appropriate for the discipline. Setting up and running a spin-out company or social enterprise. 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 *Substantial contributions to strategy setting, internally and/or externally. Contributions to ensuring the sustainability and continued success of a research community (e.g., centre, group, institute) within the*	Leading research initiatives within the University, and which align with the University strategy. Leading a University research centre, group or institute. Leading internal and external activities that further develop the University strategy.

University. A sustained record of making a positive contribution to the research development of others.		

See above: **RI9 DEFINES REQUIRED CRITERIA AND ADDITIONAL ACTIVITY FOR PATHWAY 2, AND ADDITIONAL CRITERIA FOR PATHWAY 1**

Education and Student Experience Criteria — PROFESSOR

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.*	Evidence of providing successful and inclusive student learning. Fellowship of the HEA (FHEA) (minimum required for all). Ensuring teaching content contributes to knowledge and understanding of equity, diversity and inclusion (EDI), climate change and net zero or health and wellbeing. Utilising a range of creative delivery and learning techniques (lectures, seminars, example sessions, etc.). Rating of 'Meets expectations' or above from a recent teaching observation. Continuous professional development of teaching practice. Evidenced by participation in relevant CPD activity.	Principal Fellowship of the HEA (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. Winning a University teaching award e.g. Teaching Innovation Award (TIA), Inclusivity in Teaching TIA, STEMLab TIA, or similar award from another institution. Developing and leading innovative teaching practice in a national or international context. Developing and leading adventurous and creative inclusive teaching practice in a national or international context. Contributing to accreditation or benchmarking strategy nationally or internationally. External examiner for other universities' programmes. 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, academic and professional development.*	Evidence of a responsible supportive and inclusive pedagogical approach. Authentic with student experience initiatives. Ensuring exemplary standards of student support, guidance and supervision are maintained.	Leading initiatives for active and responsive engagement with students through staff-student liaison committees (SSLCs) or other similar formal and direct means. Developing and implementing innovative and creative techniques, policy or processes for student engagement and tutoring. Leading national or international activities related to student experience, progression and/ or widening participation or similar. Leading collaborative education projects, either nationally or with international partners focused on student inclusion and/ or widening participation. A strategic leading role in enhancing student learning and leading the development of academic standards in institutional, and/or (inter)national settings.
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 or degree and demonstrating significant impact and innovation. Being a role model for using the latest pedagogical research to inform module/ programme design and encouraging/ supporting colleagues in this. Leading engagement with external stakeholders in programme/ module development. Leading collaborative links with other universities, including setting up joint degree programmes. Taking a consistent and strategic leading role in cross-University multi-disciplinary teaching and learning initiatives.

		Leading strategic curriculum and/ or policy development within the university.
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.	Leading the implementation and development of initiatives that demonstrate impact on student outcomes and employability. Developing and implementing initiatives that allow students to improve or broaden their skills to enable them to be successful in the workplace. Leading initiatives that demonstrate impact on student outcomes/ employability strategy and initiatives across university, or which change policy or practice.

ESE ADDITIONAL CRITERIA FOR PATHWAYS 1 & 3

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 Leading collaborative pedagogical research initiatives nationally and internationally. Leadership and esteem in national pedagogical research networks and collaborations. Participation in and leadership of high-impact national and global educational programmes.

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.*	Leading a pedagogical research group/ centre/ network or other pedagogy-focused multi-researcher enterprise. Providing intellectual leadership to build pedagogy research/ innovation capacity and collaborations, both internally and externally. Leading School/ University pedagogical research or education and student experience committees and working groups and demonstrating high-impact within these groups. High-level involvement with national or international bodies on education (e.g., AdvanceHE, Education Sector Advisory Group, HEFCE/ TEF, government consultation committees).

Citizenship and Leadership Criteria — PROFESSOR

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 impact in role. Managing others to perform to their full potential (e.g., staff and students). Taking responsibility for creating an equitable and inclusive environment for all. Making an active and specific contribution to the implementation of the University strategy.	Leading the work of formal committees or working groups at School or University level with a positive/ impactful outcome. Leading School or University governance processes and strategic initiatives with a positive/ impactful outcome. Leading School and/ or University decision making and policy. A distinctive and sustained positive contribution to key University special projects groups.
CL2 Leadership in the discipline *Developing the discipline within and outside the*	Impact on Division/ Department/ Subject/ School/ University initiatives that relate to the discipline, including selection committees.	Developing new formal and ongoing institutional disciplinary or subject collaborations and partnerships

University through working with others to build relationships and enhance its profile.	Significant role in professional associations, Research Councils and other funding bodies, editorial boards, external examinations, etc.	Strengthening national and/ or international educational or research 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.*	Active and supportive reviewer through the Performance and Development Review process. 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 *Taking an Authentic and Responsible role in University activities and initiatives to improve the working environment and create an inclusive culture.*	Contributing to the creation of equality, diversity and inclusion at Loughborough University. 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 student recruitment through activities such as open/ offer days. Contributing to a vibrant community through specific initiatives that bring people together for a clear purpose such as away days.	Leading formal equity, diversity and inclusion (EDI) working groups and committees at any level within the University. Leading formal initiatives which contribute to health & well-being of the whole University population. Leading formal initiatives which contribute to environmental sustainability and/ or the University's aim to be net zero. Leading trade union work, or other similar supportive roles and making a positive and distinctive contribution in those roles Leading School or University outreach programmes to support widening participation.