

The following benchmarks provide context to the expectations for Leeds University Business School staff in meeting the criteria for promotion. The benchmarks are principle based and promotion applications will be considered as a whole with a clear understanding that not all criteria may be achieved to the same level of success or extent. Thus, the benchmarks help to guide with a clear understanding that there is an additive element to any promotion application and that, within criteria, substitutions may have to be made based on disciplinary norms. When building your case for promotion, you should attempt to demonstrate that you have met the benchmarks as specified or evidence clearly how any substitutions demonstrate equivalency.

- The University is committed to the DORA principles on evaluating research. Your narrative should provide an indication of the quality of your research through range of measures. Benchmarks use [REF notation](#) where “internationally excellent” is 3* and “world leading” as 4*.
- Where you have given examples of activity to support meeting a criterion, you should provide evidence of sustained activity and the impact/influence/success of the activity.

Grade	Criteria reference	Criterion Description	Local Guidance/Benchmark/Examples
9	RIA1	You have an established reputation for innovative research or for the application, translation and impact of your research beyond the academic arena	<p>Explain how you have established a reputation for innovation in research within your designated field or discipline. An established reputation suggests at least national recognition of your research, with some elements of international recognition. Evidence may include: publications in discipline leading, refereed journals; a citation trajectory; invitations to present at workshops/ recognised conferences; a track record of external reviews; editorships of journal special issues; invitations to edited collections; membership of editorial panels of recognised refereed journals or book series; leadership roles in external networks and/ or academic associations; academic prizes; membership of national/international subject-relevant working groups/advisory panels</p> <p>Explain how the application and translation of your research beyond the academic arena has had a defined impact. This assumes a level of academic translation and impact that far exceeds external dissemination to non-academic beneficiaries. Evidence includes: a well-developed case for a REF impact case study; established collaborations with external stakeholders supported by resourcing; track record of advisory work for professional associations and government departments; award of significant external evaluations that have clearly defined impact; invitations to parliamentary briefings and committees; track record of formal published reports; external participation in committees/ advisory bodies.</p>

	RIA2	You have played a clearly identified role in obtaining the resources to successfully undertake significant research projects, which may be through bids for grants or other awards as appropriate to the discipline.	Explain how you have sought to establish a track record of external funding or acquisition of resource to support your research, detailing the contributions you have made to grant applications. Illustrate with examples of specific applications for funding. For grade 9 the expectation would be for at least one significant grant application as PI to a UKRI funding call or equivalent, or significant contribution as a Co-I to larger funding bids. There should be some evidence of successful awards. A case may be made for the acquisition of resources in kind from external partners (e.g., proprietary data, evidenced time with experts leading to outputs or impact, etc.) as a result of a significant collaboration.
	RIA3	You have a sustained record of academically excellent research outputs as evidenced within an international context.	<p>Normally, you should have a Ph.D.</p> <p>You will need to detail a sustained track record of academic output that meets international standards of excellence and show how this work is starting to influence particular topics of research within your chosen field or discipline, through (for example) a citation trajectory. All forms of output are appropriate, but there must be a demonstrable trajectory of consistently producing outputs at 3* and 4* quality. The expectation would be 5-10 outputs, with more weight given to outputs at 4* level, as judged by peer review as part of the annual academic review exercise. Reference can be made to journals lists included as part of formal ranking exercises, such as the FT50. The CABS Journal Quality guide can also be referenced, but as an <u>indicative guide only</u>. In evaluating the quality of research outputs, it is important to note that the University of Leeds is a signatory of the Declaration of Research Assessment (DORA).</p> <p>Evidence can also be provided of how you have developed potential impact case studies to a similar standard, with clear evidence of how a sustained body of underpinning research has contributed to impact that has significance and reach at an international level.</p>
	RIA4	You play an active role in the wider academic or professional community, making a contribution to internal/external networks to facilitate the development of the discipline.	There should be evidence of membership of wider academic and community networks, and of active participation through clearly defined roles and initiatives. Evidence could include: recognised roles achieved through election or nomination of academic associations; (co)leadership of subject-specific networks or special interest groups; associate editor positions; editorial board membership; organization of conference streams etc.

	RIA5	You contribute to effective PhD student supervision, where appropriate.	Your Academic CV should provide information about your record as a PhD or equivalent supervisor and there is no need to repeat that information in your application form. An expectation would be supervision of one student to completion.
	RIA6	You contribute to the strategic direction of research and innovation within your school, faculty or subject area.	Evidence of shaping the overall research agenda of your department, relevant research centre, or the subject area through: membership of departmental research committee; designated role in research centre or research group; collaborations with academics across the University; leadership of new programme of research or research initiative/ theme, for example related to grant funding; relationship building between Leeds and external academic networks to help foster new or longer-term collaboration.
	RIA7	You have a sustainable research plan for research which reflects the University's direction.	A realistic, feasible and ambitious research plan that details how future research activities build on existing expertise, how research activities translate into funding applications and outputs (publications, and how it contributes to the research agenda of LUBS and the University. Evidence should include a clearly articulated 3-5 year plan with target outputs and funding calls or significant research collaborations with practice, with a clear focus on the development of a research plan of international excellence.
	RIA8	You make a high quality contribution to taught student provision and the student experience, providing effective personal tutoring or other support and guidance to students.	Detailing teaching experiences and your role in providing academic and pastoral care to students. Consistently good teaching scores; feedback from peer review, pedagogical/teaching innovations (discipline specific); number of tutees; leadership roles in student education (e.g. director of programme, head of year, Department/School director roles, etc.)
	RIA9	You provide leadership and direction to a body of people or an area of work.	Leading initiatives that are medium- to long-term projects addressing particular challenges, bringing together of multi-disciplinary research teams, education-related projects; e.g. Implementing best practice in teaching within a department/faculty; establishing a research team or group; leading on projects to implement change (e.g. ED&I, climate change, digital transformation, etc.)
	RIB1	You engage in translational activity with demonstrable impact	Evidence of how you are facilitating the application of research in practice, support the adoption of research outcomes, develop processes/policies to support translational activities. This may include: Policy briefings; KTP activity; joint industry-university projects; regular and formal engagement with external beneficiaries; invited presentations to professional and practitioner events, impact case study authorship.

	RIB2	You deliver external collaborative research, innovation or knowledge exchange through your work with organisations, industry, government, public and third sectors or other equivalent groups or networks.	To address the societal challenges, interdisciplinary work is pivotal. Evidence of cross-faculty research project/publications; inter-university projects; trans-national research collaboration/committee work; international workshops; invited keynote speaker engagements; membership of external research partnerships and networks.
	RIB3	You have developed or managed modules, programmes or co-curricular activities and review and develop the curriculum.	The following should reflect innovative practice over a sustained period of time e.g.: Module/programme leadership; significant development of assessment practices/teaching activities within programmes; contributions to programme review committees
	RIB4	You have contributed to the direction of teaching, learning and assessment policy and practice within the discipline or subject area.	Membership and sustained contribution to education-related committees and projects; evaluations of, or translation of research into, educational practices, active membership of professional bodies within your discipline, etc.
	RIB5	You contribute to the quality of the student experience making a positive impact on student learning.	Evidence of co-curricular, or extra curricular, student opportunities (e.g.: community building, development of professional skills, industry engagement). This could be evidenced in a variety of ways including NSS, programme surveys, PGT survey etc.
	RIB6	You contribute to the direction of teaching and learning within the school, faculty or discipline.	It is important that our educational practice are evidence based. Examples may include research projects on pedagogical aspects of learning and teaching, larger scale evaluations of specific teaching practices; assessment/education policy at School, faculty or University level
	RIB7	You have contributed to public or education engagement activities within your academic area.	These activities are in addition to disseminating research. This should be focused on external communication and widening participation to encourage curiosity in academic endeavor (e.g. media appearances, articles in practitioner-focused publications, knowledge transfer activities); WP activities.
	RIB8	You actively participate in groups and committees within the University to influence strategic requirements and priorities.	Explain how through your involvement you have strongly contributed or influenced the strategic direction of the work of groups or committees within the University. Give examples and detail your precise contributions over time. This could be specific roles in relation to research centres – such as a key leadership role associated with an executive committee – or some task and finish group related to research either in LUBS or the wider University.

	RIB9	You have led a significant strategic innovation, facilitating effective working between areas and managing resources and/or staff.	Track record of effective mentoring of junior colleagues; supervising/direct line management of colleagues; leading research/educational projects; management of budgets.
	RIB10	You routinely provide mentoring or support to colleagues helping them to develop or improve.	This should cover support and mentoring, either informal or formal, in relation to career development and research activities. Supporting evidence should be given, including the names of colleagues, the mentoring role played and any demonstrable outcomes – such as working with colleagues to pass probation.