

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/Example
10	RIA1	You have a sustained international reputation for innovative research or for the application, translation and impact of your research beyond the academic arena	<p>At a minimum you will evidence a sustained body of work that is recognised internationally for its excellence by other (leading) researchers in your field/ discipline. This will be evidenced through: a significant citation trajectory (dependent on field norms); academic prizes by publishers, journals, conferences or associations; regular invitations to contribute plenary/ keynotes at workshops/ conferences; invited articles for journals and edited collections; visiting positions at international centres of research excellence; senior leadership roles in academic associations; editorships and editorial board membership of leading refereed journals; leadership of international research networks and special interest groups; invited membership of highly regarded government or industry advisory boards and working groups.</p> <p>Evidence of the application and translation of your own research beyond the academic arena will need to demonstrate a defined and sustained impact over a period of time. Evidence will include: submission of a REF impact case study; regular invitations to advise, collaborate and engage with professional and practitioner bodies and government agencies in the UK and internationally; sustained media engagement as an academic of choice.</p>
	RIA2	You have played a lead or other clearly identified role in obtaining the resources to successfully undertake major research projects, which may be through bids for grants or other awards as appropriate to the discipline.	Please describe how you have successfully developed and managed major research projects, detailing the resources secured to deliver such projects and the role you played in acquiring such resourcing. Evidence will include a sustained track record of grant submission to UKRI and/ or equivalent sources of funding, and a record of successful awards. The expectation will be the submission of a track record of funding application as principal investigator or as Co-I in large interdisciplinary applications – detail precisely your contribution to such applications

			as Co-I. A case may be made for the acquisition of resources in kind from external partners (including access to proprietary data or with experts, etc.) with evidence of this leading to sustained and significant outputs of international standing by peer review and or impact, as a result of a significant collaborations across several projects.
	RIA3	You have a distinguished record of academically excellent research outputs as evidenced within an international context.	<p>You will have a sustained record of academic output of recognised international standing evidenced by consistently strong citations with respect to field. All forms of output are valid, including: books, refereed journal articles, book chapters and significant official reports. This will include a body of output that has been evaluated as at least 3* quality, as well as demonstrable examples of output recognised as of 4* quality. Priority will be given to work of 4* quality, as evaluated through peer review (via the annual academic review) and outputs in elite journals within the discipline. Reference can be made to journal 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>. General expectation is that publications are within the 10% of your field.</p> <p>As a signatory to DORA, the quality of outputs will be evaluated by peer review. You should list what you consider to be your top 10 outputs. Where outputs are co-authored you should detail clearly your d academic contribution to the work, with an expectation of leadership on a number of key outputs.</p> <p>For impact-related work you will need to provide evidence of a sustained track record of academic translation that has achieved distinction amongst external stakeholders, with demonstrable international significance and reach. This could include, over and above a REF Impact case study, the production of significant official reports for international associations and/ or governmental agencies that have proved pivotal in shaping policy debate and/ or practice.</p>
	RIA4	You play a significant role in the wider academic or professional community and have influence over the strategic direction of future research	Evidence will include: sustained and active participation in academic associations, including secretariat or presidential roles; significant roles in an editorial capacity of leading refereed journals, such as area/ associate editor or editor-in-chief; leading special interest groups for academic associations or standing international conferences; track record of leading research streams in international networks or conferences; conference chair position; membership roles in external review panels/ committees or practitioner boards and governmental committees.

	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. As a minimum the expectation would be supervision of two students to completion.
	RIA6	You input into the overall strategic direction for research of the school, faculty, university or academic discipline	Evidence of shaping the overall research agenda of your department, relevant research centre, or the subject area in general. This could include participation in the Faculty Research and Innovation Committee; recognised leadership roles such as Department Director of Research and Innovation and/ or Director of the Graduate School; senior leadership role in established research centres; leadership of cross faculty collaborations and networks that facilitate inter-disciplinary research; organization of major workshops and hosting of leading international conferences.
	RIA7	You have an ambitious and sustainable plan for research which reflects the University's direction	A realistic and feasible research plan that details how future research activities build on existing expertise, how they shape the research agenda of the department/School, how research activities translate into outputs and impact. For grade 10, plans for future research should be highly ambitious with a distinctive contribution that will lead to internationally recognised output, will contribute to building a critical mass through PGRs and ECRs and that will have a clear plan for external grant capture.
	RIA8	You have a sustained record of high quality contribution to taught student provision and the student experience, providing effective personal tutoring or other support and guidance to students	Provide detailed evidence of leading innovations in teaching and pastoral care to students. Pedagogical/teaching innovations with demonstrable impact in practice or the academic arena; sustained and effective leadership in student education at faculty/university level (e.g., DSE, Departmental/school director roles, Pro Dean Student Education, University Strategy Committees.)
	RIA9	You are externally recognised by peers as an academic leader in your field	You will need to demonstrate that you have a recognised position amongst peers as leading a particular area of research/ debate. This will include: track record of plenary/ keynote presentations at international conferences or workshops hosted by leading academic institutions; memberships of international networks; leadership roles in international academic associations; invitations to collaborate in large projects; visiting positions; elected fellowships of learned societies; citations; editorial roles etc.

	RIB1	You have a record of translational activity with demonstrable impact	Impact is increasingly important in research. 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 have initiated and led 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 larger challenges, interdisciplinary work is pivotal. Evidence of significant collaborations locally, nationally, or internationally through cross-faculty research project/publications; inter-university projects; trans-national research collaboration/committee work; international workshops; invited keynote speaker engagements.
	RIB3	You have developed or managed modules, programmes or co-curricular activities and review and develop the curriculum.	Evidence of taking a significant/leading role in implementing change in support of educational provision – curricular and co-curricular, articulating how this has enhanced the student experience and learning. This may be through Programme leadership, Departmental/Faculty Director roles, Employability activities etc.
	RIB4	You have developed the direction of teaching, learning and assessment policy, methods and practice	Membership/leadership of education-related committees; evaluations of educational practices
	RIB5	You provide significant input into the quality of the student experience, making a positive impact on overall student learning	Sustained leadership role (e.g., director roles; membership of education-focused committees) that impacted the whole School, Faculty, or University; pan-University role (LITE Fellowship with evidenced positive impact on teaching practice); sustained leadership of external engagement activities with demonstrable, positive impact on student experience and student learning.
	RIB6	You input into the direction of teaching and learning within the school, faculty or discipline.	Dissemination of international and national good practice in the subject area Research projects on pedagogical aspects of learning and teaching (e.g. large scale research on use of a digital platform and its impact on learning gain)
	RIB7	You have had an identified role in achieving objectives, delivering change or interdisciplinary activity, building teams and delivering outcomes	Demonstrate your leadership and managerial competencies over a sustained period through highlighting line management responsibilities, leading the implementation of initiatives to improve School processes/activities, or setting up groups/taskforces/etc.

	RIB8	You have successfully led public or education engagement activities in your academic area	Any examples of designing, leading, and/or implementing outreach activities, external communication activities, press engagements, contributions to national policy/regulatory work/bodies, etc. The expectation is that you will have developed a substantial body of communications and media profile over a sustained period.
	RIB9	You routinely provide mentoring or support for colleagues, acting as a role model and helping them to develop and 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 achieve promotion. The expectation for Grade 10 is that such mentoring and support would be extensive over many years, and not evidenced by an isolated example.