

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.

- 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, particularly with a focus on pedagogic practice.
- Where a research-focused criterion is chosen (e.g. SEB6) 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\*.

Grade	Criterion reference	Criterion Description	Local Guidance/Benchmark
9	SEA1	You have a growing reputation within and beyond the University for high quality delivery, development and innovation in taught student education and the student experience.	Qualifications: normally a PhD / Professional qualification / significant and recent commercial experience – criteria to meet the main AACSB staffing categories. SFHEA; local/univ teaching awards; inter-university learning/teaching/pedagogy projects (e.g. employability, professional skills, etc.); actively contributing to national networks/organisations that enhance student experience in a business school context; speaker invitations; national seminars; internal project funding for innovation to advance student education and/or experience and evidencing the impact on student education experience (e.g.: LITE fellowship). Designing and implementing pedagogically sound, evidence-based teaching initiatives
	SEA2	You communicate and disseminate your achievements in student education both within the University and in the external arena.	Professional and practice-oriented publications or other peer reviewed outputs (e.g.: CABS listed education/pedagogy-focused journal publications), published case studies (e.g.: Ivey, INSEAD, Harvard, The Case Centre), books/book chapters on business related, pedagogy or education. Normally a minimum of 4 outputs judged to be of national standing by peer review. Presentations/workshops within the wider HE network, both within and/or beyond the UK; invited keynotes on education

			related topics.
SEA3	You have made a sustained, high quality contribution to taught student education and the student experience, providing effective personal tutoring or other support and guidance to students.		Provide detailed evidence of teaching experiences and your role in providing outstanding academic and pastoral care to students. Excellent teaching scores; pedagogical/teaching innovations (discipline specific); sustained and effective leadership in student education (e.g. director of programme, head of year, Departmental/school director roles, etc.)
SEA4	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
SEA5	You have played a significant role in the direction of teaching, learning and assessment policy, methods and practice within your discipline or subject area.		Sustained and impactful membership of education-related committees at School, Faculty and/or University level; implementation of cutting edge pedagogy based on latest research into educational practices, active membership of professional bodies within your discipline and evidence of influence and impact at a national level.
SEA6	You provide significant input into the quality of the student experience, making a positive impact on overall learning.		Evidence of sustained and impactful 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.
SEA7	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/professional associations; membership and committee work for professional bodies; (co)leadership of subject-specific networks, special interest groups, or conferences/conference streams; learned societies, external examiner etc.
SEA8	You have a sustainable plan of future pedagogic research or development of teaching practice and policy which reflects the University's direction.		A clear plan for sustained development of teaching practice as evidenced through, for example, leading pedagogic or education-related, funded research projects (this could be financial or other resources i.e.: in kind resource from a professional body or company). Publication/dissemination plans for practitioner or scholarly journals.

SEA9	You provide leadership and direction to a body of people or an area of work.	Leading pedagogical projects; managing staff (e.g. programme director, student education director role, leading on innovative co-delivered modules across the University); principal researcher or lead investigator on local/national pedagogical/Teaching & Learning projects
SEB1	You have developed and led a programme of high quality research, systematic investigation or other ongoing academic activity relating to learning and teaching.	LITE Fellowship; Co-I or PI on education-related research projects; National Teaching Fellow awards
SEB2	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
SEB3	You engage in external collaboration in any aspect of your academic role.	Engagement with corporate or university partners to: source funding, provide student opportunities (exchanges; inter-university hackathons, etc.)
SEB4	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 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.
SEB5	You have a sustained record of academically excellent research outputs as evidenced within an international context.	<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 output at 3* and 4* excellence. The minimum expectation would be at least 5 outputs, but more weight will be given to outputs at 4* level, as judged by peer review as part of the annual academic review exercise. In evaluating the quality of research output 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</p>

		a sustained body of underpinning research has contributed to impact that has significance and reach at an international level.
SEB6	You contribute to the strategic direction of research and innovation within your school, faculty or subject area.	Evidence of shaping the overall research agenda (discipline-specific or pedagogically focused) 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 education innovations initiative/ themes, for example related to grant funding; relationship building between Leeds and external academic networks to help foster new or longer-term collaboration.
SEB7	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.
SEB8	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. At minimum an expectation at this level is to be part of supervisory team.
SEB9	You actively participate in groups and committees within the University to influence strategic requirements and priorities.	Teaching/learning/pedagogic initiatives/projects (LITE groups); Curriculum Redefined work; wider student experience work that impacts the whole of UoL
SEB10	You have led a significant strategic innovation, facilitating effective working between areas and managing resources and/or staff.	Mentoring of junior colleagues; supervising/direct line management of colleagues; leading research/educational projects; management of budgets.
SEB11	You routinely provide mentoring or support to colleagues, helping them to develop or improve.	Sharing of best practice in departmental/school-wide meetings; individual mentoring (formal or informal)