

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
10	SEA1	You have a sustained reputation within and beyond the University for high quality delivery, development and innovation in taught student education and the student experience	<p>Qualifications: normally a PhD / Professional qualification / significant and recent commercial experience – criteria to meet the main AACSB staffing categories.</p> <p>Evidence of the wider application and impact of initiatives or developments that you have led; national teaching awards (e.g. National Teaching Fellow); actively contributing to recognised national and international networks/organizations that enhance student education or experience in a business school context; PFHEA or other professional recognition (e.g. Fellowships). Sustained/significant external project funding for innovation to advance student education and/or experience (e.g.: UKRI, learned societies, professional bodies or industry); sustained leadership of highly successful professional learning programmes/interventions</p>
	SEA2	You have a record of outputs of high-quality pedagogic research, textbooks for use within your discipline or other externally-recognised scholarly outputs or can demonstrate other dissemination and impact of your activity in student education	A body of scholarly works that is sustained over time published with business and management education-focused journals or publishers that are considered to be of international standing and peer reviewed (e.g., Academy of Management Learning and Education or other CABS education rated journals; prestigious practitioners' or managerial journals such as Sloan or sector-specific publications); leading seminar/training initiatives nationally and internationally; national and international invited keynotes on educational practice;

		widely-adopted, seminal textbooks in your discipline
SEA3	You have provided 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.)
SEA4	You have played a lead role in influencing and shaping the direction of teaching, learning and assessment policy, methods and practices within your discipline or subject area	Senior leadership role in student education within your department or faculty (e.g. DSE, Director, Pro-Dean); leadership role in professional body (e.g. setting professional examinations); leading committee work in professional body (e.g. Chartered ABS, CIPD, ACCA, etc.) with demonstrable impact at an international level; leadership role in executive education provision; lasting industry connections that facilitate enhancements in student education and student experience.
SEA5	You have a record of providing strategic direction and oversight of the quality of the student experience, making a positive impact on student learning within your School, the University or your academic discipline	Sustained leadership role (e.g. Pro Dean Student Education, Director of Assessment) 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.
SEA6	You have a record of playing a significant role in the wider academic or professional community and have influence over the strategic direction of pedagogic research or student education	There should be evidence of membership of wider international academic and community networks, and of sustained leadership through clearly defined roles and initiatives, that have had a positive impact on the wider academic and professional community. Evidence could include: recognised roles achieved through election or nomination of international academic/professional associations; membership and committee work for professional bodies; leadership of subject-specific networks or special interest groups; learned societies etc.
SEA7	You have an ambitious and sustainable plan of future pedagogic research or the development of teaching practice and policy which reflects the University's direction	A clear plan for pedagogic research 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 plans in business and management education-focused journals that are considered to be of international standing by peer review (e.g., Academy of Management Learning and Education or equivalent);

SEA8	You contribute to the research culture within your school	Mentoring of junior colleagues who are focused on pedagogical research; actively promoting and engaging in pedagogical scholarship and research (e.g. seminar series on pedagogical evidence; research-based evaluations of pedagogical practice); leadership of research centre for pedagogical research in a subject area; external funding success to develop pedagogical practice and/or research; extensive and lasting industry connections that facilitate research collaborations
SEA9	You are externally recognised by peers as an academic leader in your field	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 in business and management education-focused journals that are considered to be of international standing by peer review (e.g., Academy of Management Learning and Education or equivalent).
SEB1	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 or with respect to pedagogy of your department/subject area, relevant research centre, or the subject area in general. This could include participation in relevant committee work; leading national/international research agenda setting groups (SIGs); directing large funded research; policy-advice; editorship of journals; editorship of highly respected education focused journals; organization of major workshops and hosting of leading international conferences.
SEB2	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.
SEB3	You routinely provide mentoring or support to colleagues, acting as a role model and helping them to develop and improve	Sharing of best practice in departmental/school-wide meetings; individual mentoring (formal or informal)
SEB4	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.
SEB5	You have initiated and led other external collaboration in any aspect of your academic role	Engagement with corporate or university partners to: source funding, provide sustain student opportunities (exchanges; inter-university hackathons, etc.)

SEB6	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.	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.
SEB7	You have a sustained 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. 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 truly 4* quality, as evaluated through peer review (via the annual academic review). Reference can be made to journals lists included as part of formal ranking exercises, such as the FT50. The CABS Journal Quality guide and ABDC lists can also be referenced, but as an <u>indicative guide only</u>. 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 distinctive academic contribution, 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 status 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>
SEB8	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.
	SEB9	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. Normally, a minimum expectation would be supervision of one (1) PhD student to completion.