

ASSOCIATE PROFESSOR OR PROFESSOR



Job Title:	Associate Professor or Professor of Global Health Policy
Department:	Global Health and Development
Faculty:	Public Health and Policy
Location:	London
FTE:	100%
Grade:	Associate Professor Grade 8 or Professor C-Bii
Accountable to:	Head of Department
Job Summary:	<p>The postholder will continue the Department's strong tradition in the area of health policy analysis focused on low- and middle-income countries with a commitment to building the field of Health Policy and Systems Research. This encompasses examining the processes through which health priorities and agendas are agreed, how health policies are formulated and implemented, the actors and their power driving these and how they are shaped by broader socio-political ideas, interests and institutional contexts at global and/or national levels. An interest in comparative research work across low-, middle- and high-income settings, and also at the global level is also of interest, but the priority is a focus on and concern for health issues in low- and middle-income countries. We are looking for a world leading scientist who is conducts rigorous empirical research that builds on and further develops theory and theoretical approaches in the field. A commitment to mentorship of more junior colleagues is expected, as well as to collaborative working with partners around the world. The successful candidate(s) will contribute to related teaching and research degree supervision (including on the DrPH programme). The School is planning to substantially increase its contribution to policy influencing and leadership development in global and domestic public health over the next few years by initiating a new Policy and Leadership Institute. The successful candidate will contribute to this initiative.</p>

GENERAL INFORMATION

The London School of Hygiene & Tropical Medicine

The London School of Hygiene & Tropical Medicine is a world-leading centre for research and postgraduate education in public and global health. Our mission is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice.

Founded in 1899, the School has expanded in recent years at its two main sites on Keppel Street and Tavistock Place. Our staff, students and alumni work in more than 150 countries in government, academia, international agencies and health services.

Research income has grown to more than £180 million per year from national and international funding sources including UK government and research councils, the European Union, the Wellcome Trust, Gates Foundation and other philanthropic sources.

Our diverse research talents, skills and experience, underpin our position as a leader in public and global health. These range from the molecular to the global, the theoretical to the applied, the analytical to the political. Our staff are conducting research in more than 100 countries.

We have 3,300 staff based all around the world with core hubs in London and at the MRC Units in The Gambia and Uganda, which joined LSHTM in February 2018. Our outstanding, diverse and committed staff make an impact where it is most needed - deploying research in real time in

response to crises, developing innovative programmes for major health threats, or training the next generations of public and global health leaders and researchers.

Working in partnership is central to achieving our mission. Our strategic collaborations in the UK and across high-, middle- and low-income countries deliver health and socioeconomic benefits across the world, especially in the most disadvantaged communities.

LSHTM is also a member of the M8 Alliance of Academic Health Centers, Universities and National Academies, the Association of Schools of Public Health in the European Region, and the Consortium of Universities for Global Health.

We deliver research-led educational programmes to future health leaders, managers and researchers across the world. We have more than 1,200 face-to-face Master's and Doctoral students, 3,000 studying by distance learning, and 1,000 each year on short courses and continuous professional development. Our free online courses are studied by more than 70,000 participants globally.

LSHTM performs strongly in various global university league tables. In the 2019 CWTS Leiden Ranking LSHTM is ranked the UK's top university for the proportion of academic research with women listed as authors, first in Europe for publishing open access research, and first in Europe and eighth in the world for research impact in sciences (for the proportion of its total publications ranking in the top 10% of most cited research).

In the US News Best Global Universities Ranking 2019, we ranked ninth in the UK overall and 13th in the world in the fields of social sciences and public health. We ranked 27th for medicine in the 2019 QS World University Rankings.

In the 2019 Shanghai World Ranking we placed 201-300 overall, and ranked 4th in public health (1st in the UK), 17th in clinical medicine, and 76-100 in human biological sciences. In 2017, the inaugural Center for World University Rankings by Subject placed LSHTM first in the world for tropical medicine research, second for parasitology and seventh for infectious diseases, public, environment and occupational health, and social sciences and biomedical.

LSHTM was named University of the Year 2016 by Times Higher Education and awarded a Queen's Anniversary Prize for Higher and Further Education in 2017 in recognition of our response to the 2014 Ebola epidemic in West Africa. LSHTM does not appear in the Times Higher Education World University Rankings as universities are excluded if they do not teach undergraduates.

We seek to foster and sustain a creative and supportive working environment based upon an ethos of respect and rigorous scientific enquiry. We embrace and value the diversity of our staff and student population and seek to promote equality as an essential element in contribution to improving health worldwide.

LSHTM is one of around 20 specialist institutions that receive institution specific funding from the Office for Students (OfS). This funding recognises the additional costs that LSHTM incurs because of its unique range of teaching, specialist facilities, and the scale of its contributions to national and international agencies.

FACULTY OF PUBLIC HEALTH AND POLICY

The Faculty of Public Health and Policy is responsible for research and teaching in the policy, planning and evaluation of health programmes and services. Its interests are both national and international, encompassing industrialized and low and middle-income countries. The Faculty has three research departments:

- Health Services Research and Policy (HSRP)
- Global Health and Development (GHD)
- Public Health, Environments and Society (PHES)

In the Faculty there are about 250 academic staff drawn from a variety of disciplines including medicine, statistics, epidemiology, sociology, economics, anthropology, operational research, psychology, nursing and history. Each department is responsible for its own research. The School has adopted a rotating system of management for its academic departments and faculties. The management of a department is under the control of the Department Head, appointed by the Director for a period of three years in the first instance. The Faculty Head is appointed in a similar manner but for an initial period of up to five years.

The Faculty of Public Health and Policy is responsible for organizing a one-year Master's course in Public Health, which allows students to take either a general MSc in Public Health, or to follow one of several more specialised streams: Health Services Management, Health Promotion, Environmental Health or Health Services Research. The Faculty also jointly teaches the MSc Public Health in Developing Countries and MSc Control of Infectious Disease (with the Faculties of Infectious and Tropical Diseases and Epidemiology and Population Health), and MSc Health Policy, Planning and Financing (jointly with the London School of Economics). Master's courses are organized in a modular format across the whole School. One of the growing areas of Faculty teaching is distance-based learning, with MScs in Public Health and Global Health Policy. In 2017/18, over 230 students were registered for our face-to-face Masters programmes and nearly 1600 students were registered for distance learning MScs.

The Faculty has also reorganized and expanded its research degree (MPhil/PhD; DrPH) training. Currently there are about 108 students and 23 staff members registered for a research degree.

Department of Global Health and Development (GHD)

The department conducts novel and policy-relevant research and training that concerns health issues with a global reach, predominantly from the perspective of low- and middle-income country development. There are approximately 100 staff and 80 research degree students, with total grants funding of over £30m spread over a range of funders including research councils, UK and overseas charities, the European Union, Department for International Development and others. Academic Staff come from a wide range of disciplines including; economics, epidemiology, mathematics, law, politics, social policy and policy analysis, sociology and anthropology and are grouped into two units and a number of thematic research groups.

The portfolio of duties outlined below will vary in accordance with the detailed expectations of the role (attached), which may be varied from time to time, and agreed at your annual Performance and Development Review (PDR).

JOB DESCRIPTION

Main Activities and Responsibilities

KNOWLEDGE GENERATION

Associate Professor

1. To deliver high quality research & scholarship in your field of study, individually and in collaboration with others, by developing and maintaining a research grant portfolio from good¹ research funders, publishing peer-reviewed outputs and generating and securing (where relevant) intellectual property;
2. To participate in research degree supervision and examination;
3. To lead and manage research teams and promote and ensure compliance of self and others with good practice in relation to the conduct of research, the ethics policy, and other relevant School policies;
4. To support the development of early-career researchers;
5. To lead and participate in programmes of work on Health Policy Analysis with a focus on (but not limited to) low- and middle-income countries. This will include both empirical research and contributing to theoretical advances in the field of Health Policy Analysis.

Professor

1. To deliver high quality research & scholarship in your field of study, individually and in collaboration with others, by maintaining a substantial programme of research supported by good research funders, publishing peer-reviewed outputs, undertaking, and supporting colleagues in, generating and securing (where relevant) intellectual property;
2. To oversee and participate in research degree supervision and examination;
3. To demonstrate research leadership and promote and ensure compliance of self and others with good practice in relation to the conduct of research, the ethics policy, and other relevant School policies;
4. To lead on, monitor and advance, the development of early-career researchers;
5. To lead programmes of work on Health Policy Analysis with a focus on (but not limited to) low- and middle-income countries. This will include both empirical research and contributing to theoretical advances in the field of Health Policy Analysis. Additionally, working with colleagues to establish a world leading team in this field.

EDUCATION

Associate Professor

1. To deliver high quality education and assessment in relation to your specific subject and within the broader area covered by your department and disciplinary field;
2. To contribute to the improvement of the quality of the School's education, by participating in the development and review of new and updated learning and teaching materials or approaches,

Professor

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2. To contribute to the improvement of the quality of the School's education, by participating in the review and development of new and updated learning and teaching materials or approaches,

¹ Good research funders are: Research Councils; Government Departments; NIHR; National and overseas charities recognised by HEFCE for QR; Overseas research councils or equivalent including NIH; EU; other agencies (eg NGOs, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

and/or improving assessment practices, and/or improving aspects of the student experience;

3. To support educational leadership and management by active participation in Faculty and Programme or curriculum leadership roles, as appropriate, and by collaborating with professional services staff both centrally and in the Faculty office in carrying out relevant administrative processes;
4. To contribute to health policy teaching (eg. Master's modules in *Health policy, process and power, Globalisation and Health*, relevant modules on the distance learning MSc in Global Health Policy, such as Politics of Global Health Policy and Issues in Global Health Policy, and/or Doctorate in Public Health modules on Evidence-Based Public Health Policy or Understanding Leadership, Management and Organisation or assistance with the Organisation and Policy Analysis (OPA) component of the degree.

and/or improving assessment practices, and/or improving aspects of the student experience;

3. To demonstrate educational leadership and management by supporting the Head of Department and Dean of Faculty in academic management activities and collaborating with professional services staff both centrally and in the Faculty office in supporting improvements to administrative processes;
4. To contribute to health policy teaching (eg. Master's modules in *Health policy, process and power, Globalisation and Health*, relevant modules on the distance learning MSc in Global Health Policy, such as Politics of Global Health Policy and Issues in Global Health Policy, and/or Doctorate in Public Health modules on Evidence-Based Public Health Policy or Understanding Leadership, Management and Organisation or assistance with the Organisation and Policy Analysis (OPA) component of the degree.

INTERNAL CONTRIBUTION

Associate Professor

1. To demonstrate good internal citizenship by undertaking PDRs and promoting staff development, and by participating in the recruitment, mentoring and support of more junior colleagues as appropriate;
2. To participate in the activities of School committees and undertake a leadership or administrative role at School/Faculty/Department level, as appropriate;
3. To play a substantive role in ensuring the continued and growing leadership of the Faculty and the School in the field of Health Policy Analysis and through the development of the Policy and Leadership Institute.

Professor

1. To demonstrate good internal citizenship by undertaking PDRs and promoting staff development, and by leading on the recruitment, mentoring and support of colleagues as appropriate;
2. To take on senior leadership and managerial responsibilities in a Faculty, Department or Centre and School committee roles as appointed, and by supporting activities that ensure a vibrant, supportive and productive academic environment;
3. To lead endeavors to ensure the continued and growing leadership of the Faculty and the School in the field of Health Policy Analysis and through the development of the Policy and Leadership Institute.

EXTERNAL CONTRIBUTION

Associate Professor

1. To demonstrate good external citizenship by linking with and supporting appropriate external organisations;
2. To promote knowledge translation and enterprise by exploiting academic knowledge beyond academia;

Professor

1. To demonstrate good external citizenship by initiating and building the School's links with appropriate external and international organisations, supporting School fund-raising and development activities and maintaining a strong national and international profile;
2. To promote knowledge translation and enterprise by exploiting academic knowledge beyond academia;

PROFESSIONAL DEVELOPMENT & TRAINING

Associate Professor

1. keep up-to-date with the latest research/thinking in your academic field and with changes to pedagogic practice within the School and more generally;
2. To undertake and successfully complete the mandatory training required by the School appropriate to the role;

Professor

1. To keep up-to-date with the latest research/thinking in your academic field and with changes to pedagogic practice within the School and more generally;
2. To undertake and successfully complete the mandatory training required by the School appropriate to the role;

GENERAL

All academic staff are free within the law to question and test received wisdom, and put forward new ideas and controversial or unpopular opinions, to enable the School to engage in research and promote learning to the highest possible standards.

All staff at LSHTM are also expected to:

1. Act at all times in the School's best interests;
2. Treat School staff, students and visitors with courtesy and respect at all times;
3. Comply fully with School policies, procedures and administrative processes relevant to the role, including when acting as Principal Investigator, accepting academic, managerial, financing and ethical responsibility for a project;
4. Uphold and support the School's values (as set out in the School Strategy document);
5. Act as ambassadors for the School when hosting visitors or attending external events;
6. Foster new academic and policy partnerships around the world and work collaboratively with the School's existing partners.

The above list of duties is not exclusive or exhaustive and the role holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the role.

Role descriptions should be regularly reviewed to ensure they are an accurate representation of the role.

[FEB 2020]

PERSON SPECIFICATION

This form lists the essential and desirable requirements needed by the post holder to be able to perform the job effectively.

Applicants will be shortlisted solely on the extent to which they meet these requirements.

ESSENTIAL CRITERIA:

Associate Professor

1. A doctoral degree in policy/health policy/political science / development studies or related degrees.
2. Expertise in research relating to health policy issues in low- and middle-income countries at sub-national, national or global level (e.g. agenda setting and policy formulation, policy implementation, actors, power, ideas and governance).
3. A consistent and significant track record of attracting research grant income, including salary recovery, from major research funders (PI, co-PI or leadership within a large proposal such as work-package lead).
4. A track record of contributions as lead and co-author to peer-reviewed outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 5 years that are at least internationally excellent².
5. Proven ability to work independently, as well as collaboratively as part of a research team, including experience of supervising and supporting junior researchers and non-academic staff and proven ability to meet research deadlines.
6. Some experience of doctoral degree supervision.
7. Proven ability to build collaborative research relationships with external researchers and/or /institutions, or industry (where relevant).
8. Evidence of ability to deliver high quality research-informed teaching.

Professor

1. Expertise in research relating to health policy issues in low- and middle-income countries at sub-national, national or global level (e.g. agenda setting and policy formulation, policy implementation, actors, power, ideas and governance).
2. Proven ability to obtain research funding from major funders, including salary recovery, and manage a significant portfolio of research projects.
3. Excellent track record of publishing as lead, senior and co-author in peer-reviewed outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 5 years which are internationally excellent and/or world leading³; supporting members of own research team to also meet their expectations for outputs.
4. Clear vision of a future research agenda.
5. Experience of leading and managing research teams.
6. Evidence of ability to deliver high quality research-informed teaching at post-graduate level and supervise doctoral students to successful completion.

² i.e. of a quality that would be rated highly in assessments of research quality such as those done by UK government, and in peer review processes used by funders

³ i.e. of a quality that would be rated highly in assessments of research quality such as those done by UK government, and in peer review processes used by funders

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| 9. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing. | 7. Substantial evidence of recognition within external research community. |
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DESIRABLE CRITERIA

Associate Professor

1. Teaching qualification (or Fellow/ Senior Fellow of HEA).
2. Experience of innovation in teaching delivery and assessment and/or senior teaching management such as Programme Director, Exam Board member, Periodic Review panel member.
3. Experience of engagement with national and/or international research and/or policy advisory bodies.
4. Proven track record of engagement with national/international actors and shaping major policy agendas.

Professor

1. Evidence of ability to forge productive, long-term collaborative research relationships.
2. Experience of innovation in teaching delivery and assessment.
3. Experience of senior teaching management such as Programme Director, and/or Exam Board member, Periodic Review panel member etc.
4. Experience of engagement with national and/or international research and/or policy advisory bodies.
5. Demonstrable examples of high-level engagement with national/international actors and influence and impact on policy agendas. Participation in high level fora and technical groups and impact on policy making.

E-Essential: Requirement without which the job could not be done

D-Desirable: Requirements that would enable the candidate to perform the job well

SALARY AND CONDITIONS OF APPOINTMENT

The post is full-time and permanent based in London. The salary will be on the Academic scale, Associate Professor (Grade 8) in the range £56,473 - £64,817, or Professorial scale C in the range £61,249 - £70,225 per annum, or Professorial scale Bii in the range £70,753 - £87,121 per annum (inclusive of London Weighting) and specific band will be determined by candidate's experience. The post will be subject to the LSHTM terms and conditions of service. Annual leave entitlement is 30 working days per year, pro rata for part time staff. In addition to this there are discretionary "Director's Days". Membership of the Pension Scheme is available.

Applications should be made on-line via our website at <http://jobs.lshtm.ac.uk>. Applications should also include the names and email contacts of 2 referees who can be contacted immediately if shortlisted. Online applications will be accepted by the automated system until 10pm of the closing date. Any queries regarding the application process may be addressed to jobs@lshtm.ac.uk. Please quote reference PHP-GHD-2020-13.

The supporting statement section should set out how your qualifications, experience and training meet each of the selection criteria. Please provide one or more paragraphs addressing each criterion. The supporting statement is an essential part of the selection process and thus a failure to provide this information will mean that the application will not be considered. An answer to any of the criteria such as "Please see attached CV" will not be considered acceptable. Please note that if you are shortlisted and are unable to attend on the interview date it may not be possible to offer you an alternative date.

ASYLUM AND IMMIGRATION STATEMENT

The School will comply with current UKVI legislation, which requires all employees to provide documentary evidence of their legal right to work in this country prior to commencing employment. Candidates will be required to email a copy of their passport (and visa if applicable) to HR prior to their interview and if appointed will be asked to bring the original documents in to be copied and verified before their start date.

Applications from candidates who require sponsorship to work in the UK will be considered alongside other applications. Applicants who do not currently have the right to work in the UK will have to satisfy UK Visas & Immigration regulations before they can be appointed.

Further information about Certificate of Sponsorship and eligibility to work in the UK, can be found at: www.ukba.homeoffice.gov.uk/employers/points

Date amended: June 2020

Academic Expectations: Associate Professor

Examples of expected types of activities are listed; the selection of activities will vary from year to year and not all activities in each category would necessarily be done in any one year. The statement in each shaded heading summarises the general expectations for contributions in each category.

Knowledge generation: *Excellent academic research, effective support to doctoral degree students and effective research leadership and management*

Research and scholarship

- Research grant portfolio from good⁴ research funders (PI, co-PI or leadership within a large proposal such as work-package lead) that is consistent with the requirements for financial sustainability across the Department/Faculty
- For those on without duration contracts, salary recovery from research grants (whether as direct costs or directly allocated costs) and consultancy, on a rolling 3 year average, of not less than around 40% of salary (for those with substantial teaching or managerial responsibilities), and up to around 80% of salary for those spending the majority of their time on research; fellowship holders will usually recover 100% of their FTE⁵; these salary recovery expectations will be applied flexibly, allowing for individual circumstances and the balance of activities
- Collaborations with other research teams/institutions/industry
- Contributions, including as lead, to peer-reviewed outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 3 years that are at least internationally excellent^{6 7}; Generation and securing of intellectual property including patents as appropriate
- At least one oral presentation at international conference and one invited seminar or other talk per year over 3 year rolling average

Doctoral degree supervision

- Effective doctoral degree supervision within the supervision teams of at least two students, and contribution to at least two advisory panels or serving as chair of two final viva examinations, on average over a year
- Supporting timely completions and peer-reviewed outputs
- Examination as internal and/or external examiner

Research management, leadership and support

- Leading and managing research teams
- Support to career development of research team members (e.g. named as mentor on fellowship application)

Professional development referenced to RDF

- Senior management/leadership development and other development activities (e.g. advanced methods training, methods/conceptual development workshops, doctoral degree examiner training/observation)

⁴ Good research funders are: Research Councils; Government Departments; NIHR; National and overseas charities recognised by HEFCE for QR; Overseas research councils or equivalent including NIH; EU; other agencies (eg NGOs, philanthropy, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

⁵ exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome)

⁶ i.e. of a quality that would be rated highly in assessments of research quality such as those done by UK government, and in peer review processes used by funders

⁷ Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs

Education: Delivering and developing high-quality research-informed education

Teaching and assessment

- High quality research-informed teaching, supervision and assessment, demonstrating adaptability to different needs and contexts; participation in quality assurance and quality enhancement processes, course committees and examination boards
- Personal tutoring allocation and/or specialist support for particular student groups (e.g. international, disability, student representatives)
- Development of less experienced educators (e.g. as peer-observer/mentor or leading staff development activities)

Educational development and innovation

- Research-informed educational development and innovation, including acting on student feedback; evaluation of selected aspects of developments/innovations
- Contributions to solving significant learning, teaching or assessment challenges; contributions to Education Task & Finish Group, Review Group, or similar
- Soliciting and using peer review of education delivery and/or development⁸

Education leadership and management

- A leadership role at Programme or School level⁹
- Contributions to education strategies, policies and development through committees, forums or review groups
- Leadership and/or management of selected aspects of the curriculum, (e.g. as module organiser/deputy, responsibility for another aspect of the student experience), or engagement in periodic reviews

Professional development referenced to UKPSF

- Working towards fulfilling the criteria for Senior Fellow HEA through ongoing commitment to professional development activities

Internal contribution: Contributions to School functioning and development

Internal citizenship

- Contributing as mentor (both within formal scheme and informally) to help develop and motivate colleagues
- Engagement in: Council; Senate or Senate subcommittees; Ethics, Biological Safety, AWERB and other safety committees;
- Ongoing contributions to School/Faculty/Department/MRC Unit interview panels and committees; organising events (e.g. related to education, research, capacity strengthening, research uptake); supporting broader education and doctoral degree processes; contributing to research proposal reviews and mock interview panels

School leadership and management roles

- ADoE, TPD, FDDD, DDDC, Centre Director/Deputy Director or theme leader, safety officer roles, Chair of Faculty or School committees
- Supporting School partnerships (beyond own specific research activities)

⁸ e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation

⁹ For example, Programme Director/deputy, Admissions Tutor, leadership role within collaborative education programme with other institution(s), representing Programme Directors'/Module Organisers' Forums on SLTC, Chair of Education Task & Finish Group, Exam Board Chair; (Co-)Lead for education Quality Assurance processes

External contribution: Broad engagement in activities beyond the School

External citizenship

- Invited research and/or educational contributions to peer review bodies/roles, DSMBs, journal leadership, participation in professional organisations, learned societies, government and or parliamentary (e.g. APPG) committees, national/international meetings/working groups etc.

Knowledge translation and enterprise

- Exploiting research-based knowledge beyond academia, e.g. through IP exploitation, consultancies
- Participating in and developing external networks for the School's benefit, such as identifying sources of funding, contributing to student recruitment, securing student placements, marketing the institution, facilitating outreach work, or building relationships for future activities
- Documenting impact of research and helping prepare impact case studies
- Supporting public engagement including MOOCs/OERs or other educational outreach

Academic Expectations: Professor (Band C)

Examples of expected types of activities are listed; the selection of activities will vary from year to year and not all activities in each category would necessarily be done in any one year. The statement in each shaded heading summarises the general expectations for contributions in each category.

<i>Knowledge generation: Activities that maintain strong international research profile and reputation with substantial and significant contributions to knowledge</i>
<i>Research and scholarship</i> <ul style="list-style-type: none">• Substantial programme of research supported by 'good'¹⁰ research funders, including as PI, that is consistent with the requirements for financial sustainability across the Department/Faculty• For those on without duration contracts, salary recovery from research grants (whether as direct costs or directly allocated costs) and consultancy, on a rolling 3 year average, of not less than around 40% of salary (for those with substantial teaching or managerial responsibilities), and up to around 80% of salary for those spending the majority of their time on research; fellowship holders and those employed fixed term on a grant will usually recover 100% of their FTE¹¹; these salary recovery expectations will be applied flexibly, allowing for individual circumstances and the balance of activities• Strong collaborations with other research teams/institutions/industry• Contributing as lead, senior and co-author in peer-reviewed outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 3 years which are internationally excellent and/or world leading^{12 13}; supporting members of own research team to also meet their expectations for outputs• Generation and securing of intellectual property (including patents) as appropriate• Other research dissemination including invited keynote talks <i>Doctoral degree supervision</i> <ul style="list-style-type: none">• Effective doctoral degree supervision within multiple supervision teams (for 2-6 students); supporting timely completions and peer-reviewed outputs• Internal and external examiner; chair for interim assessment panels and final vivas• Mentorship of less experienced supervisors/examiners <i>Research management, leadership and support</i> <ul style="list-style-type: none">• Leading, building, supporting and managing research teams <i>Professional development referenced to RDF</i> <ul style="list-style-type: none">• Senior management development and other development activities
<i>Education: Activities that ensure external profile as a research-informed teacher, leader and innovator within higher education</i>
<i>Teaching and assessment</i> <ul style="list-style-type: none">• Excellent research-informed teaching, supervision and assessment, demonstrating adaptability to different needs and contexts; mentorship/development of other academic staff• Personal tutoring allocation and/or specialist support for particular student groups (e.g. international, disability, student representatives),

¹⁰ Good research funders are: Research Councils; Government Departments; NIHR; National and overseas charities recognised by HEFCE for QR; Overseas research councils or equivalent including NIH; EU; other agencies (eg NGOs, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

¹¹ exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome), or have significant external activities of high value to the School

¹² i.e. of a quality that would be rated highly in assessments of research quality such as those done by UK government, and in peer review processes used by funders

¹³ Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs

- Participation in quality assurance and quality enhancement processes, and course committees and examination boards

Educational development and innovation

- Significant contributions to research-informed educational developments/innovations (including acting on student feedback); evaluation of selected aspects
- With others, solving important learning, teaching, assessment or student experience challenges; with evidence of impact
- Solicit and use peer review of education delivery and/or development¹⁴

Education leadership and management

- Evidence of external influence of work e.g. through acknowledgement and invitations to advise or collaborate
- Leadership roles at Programme and School levels¹⁵
- Contributions to education strategies and policies through committees, forums or review groups

Professional development referenced to UKPSF

Working towards fulfilling the criteria for Senior or Principal Fellow HEA through ongoing commitment to professional development activities

Internal contribution: Significant contributions to School functioning and development

Internal citizenship

- Activities that support MRC Unit, Department, Faculty or School goals, including leading relationships with School partners
- Activities that help ensure a vibrant, productive and supportive academic environment, e.g. serving on Council, Senate and its sub-committees; chairing Ethics, Biological Safety, AWERB and other committees; contributing to the Doctoral College, contributing to research proposal reviews and mock interview panels
- Serving on School interview panels and committees, organising events, supporting broader education and doctoral degree processes

School leadership and management roles

- HoD, ADoE, TPD, Head Doctoral College, FRDD, DRDC
- Centre Director/Deputy Director or theme leader
- Supporting School partnerships (beyond own specific research activities)

¹⁴ e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation

¹⁵ e.g. Course Director/deputy, leadership role within collaborative education programme with other institution(s), Exam Board Chair/Deputy, representing Programme Directors'/Module Organisers' Forums on SLTC, Chair of Education Task & Finish Group, (Co-)Lead for education Quality Assurance processes, (Co-)Lead for Doctoral Training Programme or similar

External contribution: Significant contribution beyond the School

External citizenship

- Invited contributions to: peer review bodies/roles, DSMBs, journal editing, professional organisations and learned societies (e.g. chair of committee), government and/or parliamentary (e.g. APPG) committee membership, national/international meetings/ working groups; roles as external taught course examiner, quality/curriculum reviewer or educational consultancy; receipt of grants or prizes

Knowledge translation and enterprise

- Exploiting research-based knowledge beyond academia, e.g. through IP exploitation, consultancies
- Participating in and developing external networks for the School's benefit, such as identifying sources of funding, contributing to student recruitment, securing student placements, marketing the institution, facilitating outreach work, generating income, obtaining consultancy projects, or building relationships for future activities
- Leading development of research impact case studies
- Supporting public engagement including MOOCs/OERs or other educational outreach