ASSOCIATE PROFESSOR OR PROFESSOR

<table>
<thead>
<tr>
<th>Job Title:</th>
<th>Associate Professor or Professor of Global Mental Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Department of Population Health</td>
</tr>
<tr>
<td>Faculty:</td>
<td>Faculty of Epidemiology &amp; Population Health</td>
</tr>
<tr>
<td>Location:</td>
<td>Keppel Street, London</td>
</tr>
<tr>
<td>FTE:</td>
<td>Full time – 35 hours</td>
</tr>
<tr>
<td>Grade:</td>
<td>Associate Professor Grade 8 or Professor</td>
</tr>
<tr>
<td>Accountable to:</td>
<td>Dean of Faculty through the Head of Department</td>
</tr>
<tr>
<td>Job Summary:</td>
<td>Two posts are available, to lead national and international mental health research in the Department, Faculty and wider School, building up a world class programme of mental health research through securing high quality research funding, publishing research of the highest quality, and contributing to external academic, policy and practice communities; to support the development and delivery of high quality educational programmes, and especially the MSc in Global Mental Health. The post holders will be based in the Department of Population Health. Please note, this is not a mixed role: applicants will be appointed either as Associate Professor or Professor.</td>
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</tbody>
</table>

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 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 £110 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. The School’s multidisciplinary expertise includes clinicians, epidemiologists, statisticians, social scientists, molecular biologists and immunologists, and we work with partners worldwide to support the development of teaching and research capacity.

Our education provision has expanded to more than 1,000 London-based Master’s and Research students, 3,000 studying postgraduate courses by distance learning, and 1,000 each year on short courses and continuous professional development. Our free online courses (MOOCs) are studied by more than 30,000 participants globally.

The School performs well in various global university league tables. In the US News Best Global Universities Ranking 2017, we are ranked sixth in the world (together with Oxford University) in the fields of social sciences and public health. In the 2016 CWTS Leiden Ranking, the School was ranked fifth in the world for research impact across all disciplines, based on the share of institutions’ outputs within the top 1% of papers by citation in all areas of science and independent of size of output.
The School was named University of the Year 2016 by Times Higher Education, in recognition of our response to the Ebola epidemic. The School is a member of the M8 Alliance of Academic Health Centres, Universities and National Academies, the Association of Schools of Public Health in the European Region, and the Consortium of Universities for Global Health.
FACULTY INFORMATION

The Faculty of Epidemiology & Population Health (EPH) houses a large group of epidemiologists, demographers, statisticians and nutritionists working on issues of major public health importance in the UK and globally. EPH has approximately 400 staff members organised into four research departments.

- Department of Infectious Disease Epidemiology
- Department of Medical Statistics
- Department of Non-communicable Disease Epidemiology
- Department of Population Health

The Faculty has a teaching programme consisting of ten MSc courses: Epidemiology, Demography and Health, Medical Statistics, Public Health for Development (run jointly with the Faculties of Infectious & Tropical Diseases and Public Health & Policy), Nutrition for Global Health, Reproductive & Sexual Health Research, Veterinary Epidemiology (run jointly with the Royal Veterinary College), Global Mental Health (run jointly with Kings College London - Institute of Psychiatry) and the Distance Learning courses in Epidemiology, Clinical Trials and Demography and Health. The Faculty also has approximately 120 research students studying for an MPhil, PhD or DrPH degree.

The Dean of Faculty is Professor John Edmunds.

DEPARTMENT INFORMATION

The Department of Population Health (DPH) aims to increase global access to effective treatments and public health interventions, and is a centre of excellence in the measurement and analysis of global consequences of population change. DPH is home to 5 major research groups: Nutrition Group: addressing major nutrition and food-related problems that affect human development, with expertise in under-nutrition, immunity & infection, nutritional genetics, nutrition-related chronic diseases, and agriculture & health; Global Mental Health: conducting research and capacity building in policy, prevention, treatment and care for people living with mental, neurological & substance use disorders; Maternal & Child Health Intervention Research: conducting intervention trials to improve maternal, new born & child survival, and child growth development; Clinical Trials Unit: a fully registered CTU under UK Clinical Research Collaboration, co-ordinating and conducting clinical trials in low, middle and high income countries; Population Studies Group: conducting research in reproductive & sexual health, the demographic impact of AIDS in Africa, family demography, health & ageing, and methodological work on measurement of health and technical demographic analysis.

The Head of Department is Professor Rebecca Sear.

The portfolio of duties outlined on the next page 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 good 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. Develop collaborative links and research partnerships with other researchers within and outside the Department of Population Health who are working in related areas and disciplines, such as disability, chronic or non-communicable disease, psychiatry, health services research

5. Play a key role in the collaborative research programme of the Centre for Global Mental Health

6. Lead and participate in bids for external research funding and major new initiatives in the future

7. Guide and mentor early stage researchers in their training, skills acquisition, development of mental health research proposals, career development and related fellowship proposals

8. Disseminate research findings through national and international conferences and other outlets

**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. Develop collaborative links and research partnerships with other researchers within and outside the Department of Population Health who are working in related areas and disciplines, such as disability, chronic or non-communicable disease, psychiatry, health services research

5. Play a key role in the collaborative research programme of the Centre for Global Mental Health

6. Lead and participate in bids for external research funding and major new initiatives in the future

7. To lead on the guidance and mentoring of early stage researchers in their training, skills acquisition, development of mental health research proposals, career development and related fellowship proposals

8. Disseminate research findings through national and international conferences and other outlets

9. Lead the development of a major programme of externally funded research in global mental health

10. Play a leading role in international research consortia including large scale randomised controlled trials of mental health interventions in low and middle income countries.

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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
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, 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. Participate in the MSc teaching programme of the Faculty of Epidemiology and Population Health

5. Contribute to short courses, seminars, lectures, and other events at the School

**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 review and development of new and updated learning and teaching materials or approaches, 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. Participate in the MSc teaching programme of the Faculty of Epidemiology and Population Health

5. Contribute to short courses, seminars, lectures, and other events at the School

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. Contribute to teaching, tutoring, examining and assessing students on the MSc in Global Mental Health run jointly by LSHTM and the Institute of Psychiatry at King’s College

4. Contribute to short courses, seminars, lectures, and other events at the School

**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. Contribute to teaching, tutoring, examining and assessing students on the MSc in Global Mental Health run jointly by LSHTM and the Institute of Psychiatry at King’s College

4. Lead on the recruitment, mentoring and support of colleagues as appropriate

5. Take on senior leadership and managerial responsibilities in a Faculty, Department or Centre and School committee roles as appointed, and support activities that ensure a vibrant, supportive and productive academic environment
6. Take part in strategic planning and decision making at the level of the department, the faculty, the School and the Centre for Global Mental Health
7. Be a member of the Department’s senior staff group and support the Head of Department by deputising at Faculty and School meetings as appropriate
8. Ensure close collaboration between LSHTM and the Institute of Psychiatry at King’s College London to encourage joint grant applications and further development of joint teaching activities
9. Undertake other activities as requested to help achieve the Department’s objectives.

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;
3. Strengthen international links with international actors in the field of mental health
4. Promote the work of both the Department for Population Health and the Centre for Global Mental Health, nationally and globally
5. Contribute to practical translation of evidence and research to the global development agenda.

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;

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.

[JAN 2017]

GENERIC DUTIES AND RESPONSABILITY OF ALL LSHTM EMPLOYEES

1. This job description reflects the present requirements of the post but may be altered at any time in the future as duties and responsibilities change and/or develop providing there is full consultation with the post-holder.
2. The post-holder will carry out any other duties, tasks or responsibilities as reasonably requested by the line manager, Dean of Faculty, Head of Department or Directors of Professional Services.
3. The post holder will be responsible and accountable for ensuring all School policies, procedures, Regulations and employment legislative requirements are adhered to including equality and diversity and health and safety.

This job description is not a definitive or exhaustive list of responsibilities but identifies the key responsibilities and tasks of the post holder. The specific objectives of the post holder will be subject to review as part of the individual annual performance review (appraisal) process.
PERSON SPECIFICATION
This form lists the essential and desirable requirements needed by the post holder to be able to perform the job effectively.

ESSENTIAL CRITERIA:

Associate Professor
1. PhD or equivalent degree in Epidemiology, Medical Statistics, Psychology, Psychiatry, Public Health or a related subject.
2. Publications in peer-reviewed journals that are commensurate with research experience.
3. Experience of conducting research and managing scientific project(s).
4. An emerging international reputation in mental health research, with expertise in a relevant field (e.g. psychiatry and/or epidemiology and/or health services research)
5. Ability to work independently and as a member of a multi-partner scientific team.
6. A developing track record of attracting research grants and experience of overall grant management.
7. Some experience of doctoral degree supervision and mentoring.
8. Some experience of running a teaching programme with responsibility for preparation and marking of examinations, or syllabus development.
9. Emerging evidence of networking, collaborative and communication skills.
10. Proven ability in teaching mental health, epidemiology and/or public health at post-graduate level
11. Emerging ability in developing, leading and managing a multi-disciplinary academic group
12. Experience of the design and conduct of empirical studies in mental health
13. Good experience in analysing data and understanding of modern statistical packages
14. Ability to work successfully in an international setting
15. Willingness to attend international meetings.

Professor
1. PhD or equivalent degree in Epidemiology, Medical Statistics, Psychology, Psychiatry, Public Health or a related subject.
2. A substantial publication record of research output of internationally excellent quality
3. Substantial experience of conducting research and managing scientific project(s).
4. An established and strong international reputation in mental health research, with expertise in a relevant field (e.g. psychiatry and/or epidemiology and/or health services research)
5. Proven ability to initiate and manage multidisciplinary, multi-partner projects
6. An established track record of attracting research grants and experience of overall grant management.
7. Significant experience of doctoral degree supervision and mentoring.
8. Significant experience of running a teaching programme with responsibility for preparation and marking of examinations, or syllabus development.
9. Established ability of excellent networking, collaborative and communication skills.
10. Proven excellence in teaching mental health, epidemiology and/or public health at post-graduate level
11. Proven ability to develop, lead and manage a multi-disciplinary academic group
12. Substantial experience of the design and conduct of empirical studies in mental health
13. Excellent experience in analysing data and understanding of modern statistical packages
14. Ability to work successfully in an international setting
15. Willingness to attend international meetings

DESIRABLE CRITERIA
<table>
<thead>
<tr>
<th><strong>Associate Professor</strong></th>
<th><strong>Professor</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experience of conducting fieldwork research in low-and-middle-income countries.</td>
<td>1. Experience of conducting fieldwork research in low-and-middle-income countries.</td>
</tr>
<tr>
<td>2. Previous research experience in Global Mental Health</td>
<td>2. Previous research experience in Global Mental Health</td>
</tr>
<tr>
<td>3. Ability to work successfully across organisational boundaries</td>
<td>3. Ability to work successfully across organisational boundaries</td>
</tr>
<tr>
<td>4. Established links with relevant institutions in low and/or middle income countries.</td>
<td>4. Established links with relevant institutions in low and/or middle income countries.</td>
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</tbody>
</table>

**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 based in London and is available full-time on a permanent basis commencing as soon as possible. Part time and job share will also be considered. Salary will be on the Associate Professor scale, in the range £54,386 to £62,423 or on the Professor scale up to £100,000+ per annum, inclusive of London Weighting), depending on skills and experience. The post will be subject to LSHTM’s terms and conditions of service. Annual leave entitlement is 30 working days per year, pro rate for part time staff. In addition there are discretionary ‘Director Days’. Membership of the USS Pension Scheme is available.

Applicants wishing to propose a job share are asked to indicate their preferred pattern of working. Applications from joint applicants should be submitted together.

ASYLUM AND IMMIGRATION STATEMENT

The School will comply with the Immigration, Asylum and Nationality Act 2006, 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 bring their passport (and visa if applicable) to interview so that it can be copied and verified.

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
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.

<table>
<thead>
<tr>
<th>Knowledge generation: Excellent academic research, effective support to doctoral degree students and effective research leadership and management</th>
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<tbody>
<tr>
<td><strong>Research and scholarship</strong></td>
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<tr>
<td>• Research grant portfolio from good(^2) 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</td>
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<tr>
<td>• Collaborations with other research teams/institutions/industry</td>
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<tr>
<td>• 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(^3)(^4) Generation and securing of intellectual property including patents as appropriate</td>
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<tr>
<td>• At least one oral presentation at international conference and one invited seminar or other talk per year over 3 year rolling average</td>
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<tr>
<td><strong>Doctoral degree supervision</strong></td>
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<tr>
<td>• 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</td>
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<tr>
<td>• Supporting timely completions and peer-reviewed outputs</td>
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<tr>
<td>• Examination as internal and/or external examiner</td>
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<tr>
<td><strong>Research management, leadership and support</strong></td>
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<tr>
<td>• Leading and managing research teams</td>
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<tr>
<td>• Support to career development of research team members (e.g. named as mentor on fellowship application)</td>
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<tr>
<td><strong>Professional development referenced to RDF</strong></td>
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<tr>
<td>• Senior management/leadership development and other development activities (e.g. advanced methods training, methods/conceptual development workshops, doctoral degree examiner training/observation)</td>
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<tr>
<td><strong>Education: Delivering and developing high-quality research-informed education</strong></td>
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<tr>
<td><strong>Teaching and assessment</strong></td>
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<tr>
<td>• 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</td>
</tr>
<tr>
<td>• Personal tutoring allocation and/or specialist support for particular student groups (e.g. international, disability, student representatives)</td>
</tr>
<tr>
<td>• Development of less experienced educators (e.g. as peer-observer/mentor or leading staff development activities)</td>
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<tr>
<td><strong>Educational development and innovation</strong></td>
</tr>
<tr>
<td>• Research-informed educational development and innovation, including acting on student feedback; evaluation of selected aspects of developments/innovations</td>
</tr>
</tbody>
</table>

\(^2\) 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

\(^3\) 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

\(^4\) Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs
• 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 development

**Education leadership and management**

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

**Professional development referenced to UKPSF**

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

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**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 interview panels and committees; organising events (eg related to education, research, capacity strengthening, research uptake); supporting broader education and doctoral degree processes;

**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)

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**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 (eg APPG) committees, national/international meetings/working groups etc

**Knowledge translation and enterprise**

• Exploiting research-based knowledge beyond academia, eg 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

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5 e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation
6 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
### Academic Expectations: 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.

<table>
<thead>
<tr>
<th>Knowledge generation: Activities that maintain strong international research profile and reputation with substantial and significant contributions to knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research and scholarship</strong></td>
</tr>
<tr>
<td>• Substantial programme of research supported by ‘good’ research funders, including as PI, that is consistent with the requirements for financial sustainability across the Department/Faculty</td>
</tr>
<tr>
<td>• Strong collaborations with other research teams/institutions/industry</td>
</tr>
<tr>
<td>• 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; supporting members of own research team to also meet their expectations for outputs</td>
</tr>
<tr>
<td>• Generation and securing of intellectual property (including patents) as appropriate</td>
</tr>
<tr>
<td>• Other research dissemination including invited keynote talks</td>
</tr>
<tr>
<td><strong>Doctoral degree supervision</strong></td>
</tr>
<tr>
<td>• Effective doctoral degree supervision within multiple supervision teams (for 2-6 students); supporting timely completions and peer-reviewed outputs</td>
</tr>
<tr>
<td>• Internal and external examiner; chair for interim assessment panels and final vivas</td>
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<td>• Mentorship of less experienced supervisors/examiners</td>
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<tr>
<th><strong>Research management, leadership and support</strong></th>
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<tbody>
<tr>
<td>• Leading, building, supporting and managing research teams</td>
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**Professional development referenced to RDF**

<table>
<thead>
<tr>
<th><strong>Education: Activities that ensure external profile as a research-informed teacher, leader and innovator within higher education</strong></th>
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<tr>
<td><strong>Teaching and assessment</strong></td>
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<tr>
<td>• Excellent research-informed teaching, supervision and assessment, demonstrating adaptability to different needs and contexts; mentorship/development of other academic staff</td>
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<td>• Personal tutoring allocation and/or specialist support for particular student groups (e.g. international, disability, student representatives),</td>
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<tr>
<td>• Significant contributions to research-informed educational developments/innovations (including acting on student feedback); evaluation of selected aspects</td>
</tr>
<tr>
<td>• With others, solving important learning, teaching, assessment or student experience challenges; with evidence of impact</td>
</tr>
</tbody>
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7 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 (e.g. NGOs, commercial companies) supporting commissioned research that is consistent with School’s mission and meets School’s cost recovery targets

8 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

9 Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs
• Solicit and use peer review of education delivery and/or development\textsuperscript{10}

\textit{Education leadership and management}
• Evidence of external influence of work eg through acknowledgement and invitations to advise or collaborate
• Leadership roles at Programme and School levels\textsuperscript{11}
• Contributions to education strategies and policies through committees, forums or review groups

\textit{Professional development referenced to UKPSF}
Working towards fulfilling the criteria for Senior or Principal Fellow HEA through ongoing commitment to professional development activities

<table>
<thead>
<tr>
<th>Internal contribution: Significant contributions to School functioning and development</th>
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<tr>
<td><strong>Internal citizenship</strong></td>
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<tr>
<td>• Activities that support Department, Faculty or School goals, including leading relationships with School partners</td>
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<td>• Activities that help ensure a vibrant, productive and supportive academic environment, eg serving on Council, Senate and its sub-committees; chairing Ethics, Biological Safety, AWERB and other committees</td>
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<tr>
<td>• Serving on School interview panels and committees, organising events, supporting broader education and doctoral degree processes</td>
</tr>
<tr>
<td><strong>School leadership and management roles</strong></td>
</tr>
<tr>
<td>• HoD, ADoE, TPD, FDDD, DDDD</td>
</tr>
<tr>
<td>• Centre Director/Deputy Director or theme leader</td>
</tr>
<tr>
<td>• Supporting School partnerships (beyond own specific research activities)</td>
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<table>
<thead>
<tr>
<th>External contribution: Significant contribution beyond the School</th>
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<tr>
<td><strong>External citizenship</strong></td>
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<tr>
<td>• Invited contributions to: peer review bodies/roles, DSMBs, journal editing, professional organisations and learned societies (eg chair of committee), government and/or parliamentary (eg 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</td>
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<tr>
<td><strong>Knowledge translation and enterprise</strong></td>
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<tr>
<td>• Exploiting research-based knowledge beyond academia, eg through IP exploitation, consultancies</td>
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<tr>
<td>• 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</td>
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<tr>
<td>• Leading development of research impact case studies</td>
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<tr>
<td>• Supporting public engagement including MOOCs/OERs or other educational outreach</td>
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\textsuperscript{10} e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation

\textsuperscript{11} 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