

ASSOCIATE PROFESSOR OR PROFESSOR



Job Title:	Deputy Director for Research, UK Public Health Rapid Support Team
Faculty and Department:	Faculty of Epidemiology and Public Health, Department of Infectious Disease Epidemiology or Faculty of Infectious and Tropical Diseases, Department of Disease Control ¹
Location:	London
FTE:	1.0 FTE
Grade:	Associate Professor or Professor
Accountable to:	Director, UK Public Health Rapid Support Team
Job Summary:	We are seeking an outstanding academic leader to serve as Deputy Director for Research for the UK Public Health Rapid Support Team (UK-PHRST). The post-holder will oversee and deliver the UK-PHRST research programme, building the evidence base for international disease outbreak response and interventions. The UK-PHRST is a high-profile collaboration between the London School of Hygiene and Tropical Medicine (LSHTM) and Public Health England (PHE), working to support a triple mandate of outbreak response, outbreak-related research, and capacity development in low and middle-income countries (LMICs).

GENERAL INFORMATION

The London School of Hygiene & Tropical Medicine

The London School of Hygiene & Tropical Medicine (LSHTM) 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 Medical Research Council 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

¹ The UK Public Health Rapid Support Team research programme cuts across disciplines. The successful applicant will be assigned to one of the two faculties and departments, described below, that best fits with their training and experience.

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 science (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 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 2013-16 Ebola epidemic in West Africa. LSHTM does not appear in the Times Higher Education World University Rankings since 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. 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.

FACULTIES AND DEPARTMENTS

Faculty of Epidemiology & Population Health, Department of Infectious Disease Epidemiology

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 in Developing Countries (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 and Clinical Trials. The Faculty also has approximately 120 research students studying for an MPhil, PhD or DrPH degree. The Dean of Faculty is Professor Liam Smeeth.

The **Department of Infectious Disease Epidemiology in the Faculty of EPH** has over 80 academic staff who conduct research on the epidemiology and control of infectious diseases of public health importance. Work is carried out both in developing countries and in industrialized countries including the United Kingdom. Research ranges from ecological studies of variations in disease frequency in different populations, through observational case-control and cohort studies to define risk factors for disease, to randomised controlled trials to test the impact of specific preventive and curative interventions.

The Department has major field research programmes in Malawi, Tanzania, Zambia, Ghana, Brazil and Europe and numerous collaborative projects in other countries in Africa, Asia and Latin America. Major interests are in the epidemiology and control of HIV and other sexually transmitted diseases, tuberculosis and other mycobacteria, malaria and other tropical parasites, hepatitis, measles and other vaccine-preventable diseases, respiratory diseases and gastro-intestinal infections. The Department is home to the MRC-funded Tropical Epidemiology Group, and a large research programme on maternal and perinatal health. The Department includes both medical and statistical epidemiologists, and there is considerable interest in methodological work, including research on statistical methods, transmission models, genetic epidemiology and immune-epidemiology. There are strong collaborative links with other Departments across all three Faculties, including with the Clinical Research and Immunology Departments. The Department has an active research degree-training programme, with over 40 PhD students. The Heads of the Department are Professor Katherine Fielding and Professor Richard White.

Faculty of Infectious and Tropical Diseases, Department of Disease Control

The **Faculty of Infectious and Tropical Diseases (ITD)** encompasses all of the laboratory-based research in the School as well as that on the clinical and epidemiological aspects of infectious and tropical diseases. The range of disciplines represented in the faculty is very broad and inter-disciplinary research is a feature of much of the activity. The spectrum of diseases studied is wide and there are major research groups with a focus on malaria, tuberculosis, HIV/AIDS and other sexually transmitted diseases, vaccine development and evaluation, and vector biology and disease control. The Faculty is organised into four large research departments comprising: Pathogen Molecular Biology, Immunology and Infection, Disease Control, and Clinical

Research. There is close interaction between scientists in different research teams. The Faculty has strong overseas links, which provide a basis for field studies and international collaborations in developed and developing countries. The teaching programme includes MSc courses, taught in-house and by distance learning, which are modular in structure, a variety of short-courses and an active doctoral programme (PhD and DrPH). The Dean of Faculty is Professor Alison Grant.

The **Department of Disease Control in the Faculty of ITD** is a multidisciplinary, cross-cutting department, operating in a global context and committed to excellence in research, innovation, learning and engagement. The Department has an outstanding reputation for globally competitive research and teaching excellence, with demonstrable impact in the control of diseases, worldwide. The diverse scientific staff comprises entomologists, epidemiologists, mathematical modellers, geographers, public health engineers, hygiene specialists, social scientists, engineers, statisticians and clinical scientists. The Department also has a strong team of project administrators, coordinators and managers who provide expert support to research programmes in the UK and overseas. The range of expertise provides ITD with an impressive set of tools for focusing on the control of diseases that are mostly insect-borne, water-borne or associated with poor hygiene – mostly in developing countries. Much of ITD's research is directed at current health policy issues and addressing gaps between policy and practice. The Head of the Department is Dr James Logan.

PUBLIC HEALTH ENGLAND²

PHE is one of the world's leading public health institutes. It is an executive agency of the Department of Health and is a distinct delivery organization with operational autonomy. Alongside PHE's core function of protecting and improving the nation's health, it also plays a significant role in the global health arena. Its work in this area is guided by both PHE's Global Health Strategy, which launched in September 2014, and the Department of Health's Global Health Security objectives. A key focus of that work is improving global health security, responding to international disease outbreak and other significant events with health impacts (including humanitarian emergencies), and in building public health capacity in LMICs (particularly by supporting implementation of the International Health Regulations). It does this by drawing on the deep and wide ranging public health expertise of its staff and by working with and through other long-standing global health partners, such as the World Health Organization, the Global Outbreak Alert and Response Network, European Union, and International Association for Public Health Institutes.

The UK Public Health Rapid Support Team

Launched in 2016, the UK-PHRST as an innovative government-academic partnership co-led by LSHTM and PHE, with a consortium of academic and implementing partners in the UK and internationally. It is comprised of a multidisciplinary team of public health professionals and researchers with a novel integrated triple-remit of outbreak response, research and capacity development to prevent and control epidemics of infectious diseases in countries eligible for UK Official Development Assistance (ODA).

UK-PHRST has the following objectives:

- Rapidly investigate and respond to disease outbreaks at the source, with the aim of stopping a public health threat from becoming a broader health emergency.
- Conduct research to generate an evidence base for best practice in disease outbreak interventions.
- Provide training to establish a cadre of personnel to rapidly deploy to respond to disease outbreaks.
- Assist in the development of LMIC capacity to enhance epidemic preparedness and response in LMICs and contribute to supporting implementation of International Health Regulations.

The Deputy Director for Research will report directly to the UK-PHRST Director, Professor Daniel

Bausch, who is the accountable person to the UK Government, for delivery of UK-PHRST objectives.

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 good² 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;

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;

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

Professor

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3. To demonstrate educational leadership and management by supporting the Head of Department

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, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

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 support capacity development in ODA-eligible countries for outbreak response;
5. To lead on the UK-PHRST research in outbreak response;

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 support capacity development in ODA-eligible countries for outbreak response;
5. To lead on the UK-PHRST research in outbreak response

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 take an active role in UK-PHRST management as part of the Senior Management Team
4. To support research governance for the UK-PHRST through convening and chairing the Technical Steering Committee

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 take an active role in UK-PHRST Management as part of the Senior Management Team
4. To support research governance for the UK-PHRST through convening and chairing the Technical Steering Committee

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;
3. To undertake editorial or other significant peer review activity for prominent health and/or infectious disease related journals;
4. To actively engage with relevant national and international policy-makers, including those with which the UK-PHRST is directly involved

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. To undertake editorial or other significant peer review activity for prominent health and/or infectious disease related journals;
4. To actively engage with relevant national and international policy-makers, including those with which the UK-PHRST is directly involved

(National Institute of Health Research and Department of Health and Social Care).

5. To develop visibility and communications to provide a seamless gateway for external stakeholders to access information, and interface with the infectious diseases research strengths in LSHTM and PHE.

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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;
3. To undertake any relevant training required through UK-PHRST in relation to response work.

Professor

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2. To undertake and successfully complete the mandatory training required by the School appropriate to the role;
3. To undertake any relevant training required through UK-PHRST in relation to response work.

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 post-holder will be employed by LSHTM with an honorary contract with PHE. The successful applicant will be expected to work closely with both institutions. Please note that all UK-PHRST personnel are required to undergo a National Vetting System Security Clearance (Security Check) and an Enhanced Disclosure and Barring Service (DBS) as a condition of employment.

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 epidemiology, microbiology, social science, public health or related field.
2. Expertise in research on outbreak-prone infectious diseases.
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 excellent³.
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.
9. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing.

Professor

1. A doctoral degree in epidemiology, microbiology, social science, public health or related field.
2. Expertise in research on outbreak-prone infectious diseases.
3. Proven ability to obtain research funding from major funders, including salary recovery, and manage a significant portfolio of research projects.
4. 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 leading⁴; supporting members of own research team to also meet their expectations for outputs.
5. Clear vision of a future research agenda.
6. Experience of leading and managing research teams.
7. Evidence of ability to deliver high quality research-informed teaching at post-graduate level and supervise doctoral students to successful completion.
8. Substantial evidence of recognition within external research community.

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 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

10. Significant experience working in LMICs in research and/or outbreak response.

9. Significant experience working in LMICs in research and/or outbreak response.

DESIRABLE CRITERIA

Associate Professor

11. Teaching qualification (or Fellow/ Senior Fellow of HEA).
12. Experience of innovation in teaching delivery and assessment and/or senior teaching management such as Programme Director, Exam Board member, Periodic Review panel member.
13. Experience of engagement with national and/or international research and/or policy advisory bodies.
14. Ability to speak one or more foreign languages, especially French, at a conversational level.

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. Ability to speak one or more foreign languages, especially French, at a conversational level.

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 UK-PHRST is funded by the UK Government through 30 September 2021. Continuation of the project beyond this time is anticipated but is contingent upon further government funding, which cannot be guaranteed. The appointment is based in London and is available immediately.

The salary will be on the Academic Salary Scale at *either* Associate Professor Grade 8, in the range £56,473-64,817 per annum (inclusive of London Weighting) *or* Professor Grade C to Grade Bi, in the range £70,753-100,849 per annum (inclusive of London Weighting) depended on the candidate's qualifications and 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.

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.

The advertisement of this role does not meet the minimum requirements set by UKVI to enable sponsorship of migrant workers. Therefore, we cannot progress applications from candidates who require sponsorship to work in the UK.

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: October 2020

² PHE is transitioning to become a new agency, the National Institute for Health Protection, in March 2021. While the details of this new agency have yet to emerge, we do not anticipate any substantive changes to the composition or remit of the UK-PHRST.

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 good⁵ 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 FTE⁶; 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^{7 8}; 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)

⁵ 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

⁶ exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome)

⁷ 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

⁸ 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 development⁹

Education leadership and management

- A leadership role at Programme or School level¹⁰
- 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)

⁹ e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation

¹⁰ 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.

<p><i>Knowledge generation: Activities that maintain strong international research profile and reputation with substantial and significant contributions to knowledge</i></p> <p><i>Research and scholarship</i></p> <ul style="list-style-type: none"> • Substantial programme of research supported by ‘good’¹¹ 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 FTE¹²; 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^{13 14}; 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 <p><i>Doctoral degree supervision</i></p> <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 <p><i>Research management, leadership and support</i></p> <ul style="list-style-type: none"> • Leading, building, supporting and managing research teams <p><i>Professional development referenced to RDF</i></p> <ul style="list-style-type: none"> • Senior management development and other development activities
<p><i>Education: Activities that ensure external profile as a research-informed teacher, leader and innovator within higher education</i></p> <p><i>Teaching and assessment</i></p> <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),

¹¹ 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

¹² 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

¹³ 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

¹⁴ 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 development¹⁵

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 levels¹⁶
- 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)

¹⁵ e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation

¹⁶ 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