

PROFESSOR

Job Title:	Professor in Demography
Department:	DPH
Faculty:	EPH
Location:	Keppel, Street, London
FTE:	1 FTE
Grade:	Professor / Bii / Bi / A (appropriate expectations attached)
Accountable to:	Dean of Faculty through the Head of Department
Job Summary:	Professor in Demography

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 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 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 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

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 determinants and consequences of population change. We have strong links with many overseas research groups and provide world-class opportunities for postgraduate training. The Department includes expertise in demography and population studies, global mental health, nutrition, maternal and child health and nutrition.

The Department Head is Professor Cari Free.

The Population Studies Group

The [Population Studies Group](#) is situated in the Department of Population Health in the Faculty of Epidemiology and Population Health at LSHTM. The group is home to over 30 academic staff and around 15 doctoral students.

PSG is a hub for demographers at LSHTM, but also hosts statisticians, epidemiologists, anthropologists and others working on population issues. PSG has an active portfolio of research in both low and high-income countries on methodological work on demographic analysis and estimation, as well as topical issues in the fields of reproductive and sexual health, the demographic impact of HIV, family demography, historical demography, evolutionary demography. This work is funded, among others, by the ESRC, the Wellcome Trust, and the Gates Foundation. The post holder will lead on developing a strategy for demography at LSHTM, increasing further the impact of the group internally and externally, strengthening collaborations across the School and contributing demographic expertise to solving pressing global problems.

PSG staff organise MScs in Demography & Health and Reproductive & Sexual Health Research. The MSc Demography & Health is one of the longest-running MScs in demography in the world, celebrating its 50th anniversary in 2021. The post holder will contribute to plans to refresh LSHTM's teaching programme in demography, including developing a stream in population data science, and considering an innovative 'blended' face-to-face and distance-learning programme. LSHTM's new MSc in Health Data Science will welcome its first students in the fall of 2020. Funding for PhD students is ensured through the [UBEL Doctoral Training Programme](#). This pathway provides research degree training in both demography and reproductive health, and includes funding schemes where students either take the MSc in Demography & Health or

Reproductive and Sexual Health Research in their first year, and/or, attend the [European Doctoral School of Demography](#).

The Head of Group is Dr Georges Reniers.

LSHTM encourages and facilitates collaboration across the institution, particularly through 14 interdisciplinary Centres, where researchers from across the School work together to solve global problems. These include, but are not limited to, the Centre for Maternal, Adolescent, Reproductive and Child Health (MARCH), the Centre for Climate Change and Planetary Health, the Health in Humanitarian Crises Centre and the Centre for Statistical Methodology. The two MRC Units in The Gambia and Uganda have also recently transferred to LSHTM, widening opportunities to collaborate overseas. From their base in PSG, the post holder will therefore have the opportunity to collaborate with world class experts from multiple disciplines, developing solutions to a broad range of global health problems.

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

JOB DESCRIPTION

Main Activities and Responsibilities

KNOWLEDGE GENERATION

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 good¹ 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

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;

INTERNAL CONTRIBUTION

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;

EXTERNAL CONTRIBUTION

1. To demonstrate good external citizenship by initiating and building the School's links with

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.

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

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.

[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:

1. Expertise in demography and its application to address public and global health challenges aligned with the broader strategic objectives of LSHTM.
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 leading²; 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
7. Substantial evidence of recognition within external research community.

DESIRABLE CRITERIA

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.

^{2 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

SALARY AND CONDITIONS OF APPOINTMENT

The post is permanent and full-time. The salary will be on the Professor Band Bii/Bi/A, in the range £70,753 - £105,601 per annum (inclusive of London Weighting). 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.

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: AUG 2020

PROFESSOR



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.

Knowledge generation: *Activities that maintain strong international research profile and reputation with substantial and significant contributions to knowledge*

Research and scholarship

- Substantial programme of research supported by 'good'³ 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 FTE⁴; 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^{5 6}; 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

Doctoral degree supervision

- 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

Research management, leadership and support

- Leading, building, supporting and managing research teams

Professional development referenced to RDF

- Senior management development and other development activities

³ 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

⁴ 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

⁵ 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

⁶ Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs

Education: Activities that ensure external profile as a research-informed teacher, leader and innovator within higher education

Teaching and assessment

- 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),

- 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 development⁷

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 levels⁸
- 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)

⁷ e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation

⁸ 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

Academic Expectations: Professor (Band Bii)

Professor (C) expectations provide the baseline for Professor (Bii). Where Professors (Bii) are expected to undertake additional activities, or undertake activities at a higher level, these are listed below.

The expected types of activities are examples; 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 very 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">• As for Professor (C), but including:<ul style="list-style-type: none">○ Very strong programme of research supported by 'good'⁹ research funders, as PI, co-PI or lead of theme within large grants, that is consistent with the requirements for financial sustainability across the Department/Faculty○ Major responsibility for strategic leadership in development of research○ Support to fellowship candidates and mentoring of successful ones <i>Doctoral degree supervision</i> <ul style="list-style-type: none">• As for Professor (C), but may include significant contributions to winning of, and leading, doctoral training programmes or equivalent <i>Professional development</i> <ul style="list-style-type: none">• Top leadership training e.g. that of Leadership Foundation for Higher Education
<i>Education: Activities that produce considerable achievements and recognition as an educator and educational developer/innovator within the School and beyond</i>
<ul style="list-style-type: none">• As for Professor (C), but with greater emphasis on activities that:<ul style="list-style-type: none">○ Enhance the quality and/or external reputation of the School's Education Provision○ Contribute to strategic leadership in education internally or externally
<i>Internal contribution: Significant contributions to School functioning and development</i>
<i>Internal citizenship</i> <ul style="list-style-type: none">• As for Professor (C), but with greater emphasis on active involvement in the development and achievement of the research and/or education strategy of the MRC Unit, Faculty or School (i.e. beyond own research or education programme), such as contributions to development of thriving international institutional partnerships, furthering equality and diversity, representing the School on matters of core importance <i>School leadership and management roles</i> <ul style="list-style-type: none">• As for Professor (C) but with higher level of contribution
<i>External contribution: Significant contributions beyond the School</i>
<i>Knowledge translation and enterprise</i> <ul style="list-style-type: none">• As for Professor (C), but with more substantial engagement with national or international partners, including industry (for product development), in translation of knowledge to the benefit of the population of the UK and elsewhere

⁹ 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

Academic Expectations: Professor (Band Bi)

Professor (Bii) expectations provide the baseline for Professors (Bi). Where Professors (Bi) are expected to undertake additional activities, or undertake activities at a higher level, these are listed below.

The expected types of activities are examples; 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 outstanding international research profile and reputation with widely acknowledged contributions to knowledge</i>
<i>Research and scholarship</i> <ul style="list-style-type: none">• As for Professor (Bii), but with:<ul style="list-style-type: none">○ Leadership of substantial research programme¹⁰ consistent with the School's mission funded through substantial research grants and/or top level personal fellowships from prestigious funders e.g. RCUK, Wellcome Trust, NIH○ Activities that help ensure that work is demonstrably held in significant national and international esteem, e.g. through obtaining the top tier of research fellowships; election as fellow of prestigious learned societies; award of prestigious prizes and honours; requests to giving prestigious lectures/keynotes
<i>Education: Activities that maintain international reputation and recognition for outstanding achievements as an educator and educational developer/innovator</i>
<ul style="list-style-type: none">• As for Professor (Bii), but with increased emphasis on activities that ensure national or international recognition.
<i>Internal contribution: Exceptional contributions to School functioning and development</i>
<ul style="list-style-type: none">• As for Professor (Bii), but taking major responsibility for School, Faculty or MRC Unit strategic leadership in development of research/education, leading, developing and motivating colleagues to achieve School aims beyond own research and teaching (e.g. contributions to development of thriving international institutional partnerships, furthering equality and diversity, representing the School on matters of core importance, supporting major fund raising goals)
<i>External contribution: Exceptional contribution beyond the School</i>
As for Professor (Bi) but in addition: <i>External citizenship</i> <ul style="list-style-type: none">• Membership of REF panel or equivalent national or international major peer review body• Major role on national or international funding body• Major role on national or international policy-making body <i>Knowledge translation and enterprise</i> <ul style="list-style-type: none">• Sustained engagement with national and international partners, including industry, that leads to significant and ongoing benefits to the population of the UK and/or elsewhere

¹⁰ Leadership may relate to discrete research programme(s), or may be disciplinary leadership within internationally renowned team research

Academic Expectations: Professor (Band A)

Professor (Bi) expectations provide the baseline for Professors (A) at higher grades. Where Professors (A) are expected to undertake additional activities, or undertake activities at a higher level, these are listed below.

The expected types of activities are examples; 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 promote world-wide reputation for world-leading, paradigm shifting research, funded substantially from external sources</i>
<ul style="list-style-type: none">• As for Professor (Bi) but including activities that help provide evidence that work is held in the very highest international esteem, such as fellowship of the Royal Society or equivalent elsewhere, major international prizes/medals, honorary degrees from leading universities, top UK Honours or equivalent elsewhere
<i>Education: World-wide reputation for world-leading, paradigm shifting achievements as an educator and educational developer/innovator</i>
<ul style="list-style-type: none">• As for Professor (Bi), but with greater emphasis on the positive impact of contributions and achievements, and on evidence of esteem at the highest level
<i>Internal contribution: Outstanding contributions to School functioning and development</i>
<ul style="list-style-type: none">• As for Professor (Bi) and especially:<ul style="list-style-type: none">○ Major role in strategic development and management across School, and beyond solely research or education○ Significant and influential involvement in School-wide activity furthering the School's strategic aims
<i>External contribution: Seminal contribution beyond the School</i>
<ul style="list-style-type: none">• As Professor (Bi) but at higher level e.g.:<ul style="list-style-type: none">○ Lead advisor (including secondment) to prominent national governmental or international funding or policy bodies on UK and/or global issues○ Advancing and broadening public understanding of the discipline in significant and highly public ways○ Activities which have a highly beneficial impact on a very large scale beyond academia○ Presidential role of major learned society with international reputation or similar high profile external role