

# ASSISTANT PROFESSOR OR ASSOCIATE PROFESSOR



<b>Job Title:</b>	<b>Assistant Professor or Associate Professor</b>
<b>Department:</b>	Department of Disease Control
<b>Faculty:</b>	Infectious and Tropical Diseases
<b>Location:</b>	London
<b>FTE:</b>	0.4
<b>Grade:</b>	Assistant Professor Grade 7 or Associate Professor Grade 8
<b>Accountable to:</b>	Dr Matthew Chico
<b>Job Summary:</b>	<p>The SP-IPTi+ Consortium is a newly formed programme of malaria intervention research led by Population Services International (PSI), in partnership with the London School of Hygiene &amp; Tropical Medicine (LSHTM) and the University of Copenhagen. The Consortium will co-design, implement, evaluate, and bring to scale proof-of-concept models of intermittent preventive treatment of malaria in infants (SP-IPTi+) – an innovative modification of the current recommendation by the World Health Organization (WHO).</p> <p>SP-IPTi+ aims to reach infants under two years of age, an extension of the current WHO recommended delivery under the Expanded Programme on Immunization (EPI), through provision of intermittent malaria chemoprevention at all vaccination contacts during the first two years of life, as well as additional facility-based and community-based contacts. Over the 4-year project period, the new approach will be developed, implemented and evaluated in partnership with four “focus” countries to ensure the necessary evidence for further policy development is obtained; namely, Benin, Cameroon, Cote d’Ivoire and Mozambique.</p> <p>In each focus country, the Consortium will conduct pilot implementation of SP-IPTi+ alongside a multidisciplinary package of evaluation research to generate evidence aimed at accelerating the adoption and scale-up of the intervention in other malaria-endemic countries. The SP-IPTi+ evidencebase will be built through a combination of process evaluation, impact evaluation, economic evaluation and modelling, SP resistance genotyping and mapping, and policy research in the four pilot implementation countries; supplemented by policy research and data from three additional countries in sub-Saharan Africa (Zambia, Ghana and DRC) to widen the evidence base to underpin policy development, adoption and scale-up of SP-IPTi+ across the region.</p> <p>The post-holder will oversee two full-time Research Fellows within the Impact Evaluation Work Package and provide senior technical oversight of tool development for household cross-sectional surveys and facility-level malaria surveillance (Cameroon, Cote d’Ivoire), and contribute to parasite clearance and protection studies (Mozambique, Zambia, and Cameroon). The post-holder will guide field training, and oversee data collection and cleaning. The post-holder will oversee data analyses and manuscript preparation for peer-review publication.</p>

## **GENERAL INFORMATION**

### **The London School of Hygiene & Tropical Medicine**

The London School of Hygiene & Tropical Medicine (LSHTM) is renowned for its research, postgraduate studies and continuing 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.

We embrace and value the diversity of our staff and student population and seek to promote equity, diversity and inclusion as essential elements in contribution to improving health worldwide. We believe that when people feel respected and included, they can be more creative, successful, and happier at work. While we have more work to do, we are committed to building an inclusive workplace, a community that everyone feels a part of, which is safe, respectful, supportive and enables all to reach their full potential.

### **History**

Founded in 1899 at the London Docks, LSHTM is now based in Bloomsbury, where it has two main sites at Keppel Street and Tavistock Place, and additional sites in The Gambia and Uganda. Today, our staff, students and alumni work in government, academia, international agencies and health services across the world. Learn more about the history of LSHTM.

### **Research**

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.

### **Staff community**

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.

### **Partnerships**

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.

## **Education**

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 270,000 participants globally.

## **Excellence in research and education**

We perform strongly in various global university league tables. In the Shanghai Ranking's Global Ranking of Academic Subjects 2020 we placed 3rd in public health (1st in the UK). In the 2020 CWTS Leiden Ranking LSHTM is ranked the UK's top university for the proportion of academic research with women listed as authors, and third in Europe for publishing open access research.

In the US News Best Global Universities Ranking 2021, we ranked 3rd in the world for public, environmental & occupational health, 4th in the world for infectious diseases, 11th in the world for social sciences & public health, and 12th best University in the UK overall. 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 Infectious and Tropical Diseases encompasses three large Departments engaged in clinical, epidemiological and laboratory-based research in all aspects of infectious and tropical diseases. It is headed by Alison Grant, who is Professor of International Health. The range of disciplines represented in the faculty is very broad and inter-disciplinary research is a feature of much of our 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 organization comprises into three large research departments comprising: Clinical Research, Disease Control, and Infection Biology. 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). For further information on the Faculty see: <http://www.lshtm.ac.uk/itd/index.html>.

### ***Department of Clinical Research (Head: Professor Shunmay Yeung)***

The Department of Clinical Research addresses infectious diseases of major public health importance in developing countries. Activities include trials of new therapies, vaccines and educational interventions; the development of new diagnostic tests; studies to elucidate the immunological and molecular correlates of pathogenesis and protective immunity, and to identify genetic polymorphisms conferring protection or susceptibility to infectious diseases; health services research which aims to identify the most efficient and cost-effective way to deliver health care; and health policy analysis. In addition to our many overseas collaborations, we have close links with the Hospital for Tropical Diseases, in purpose-built accommodation on the main UCL Hospital campus, a five-minute walk from the School. The Wellcome Trust Bloomsbury Centre for Global Health Research is based in the Department, and supports Clinical Fellows at all levels, most of whom are based overseas. The Department's main research interests include HIV and related infections; in particular, the interaction between HIV infection and tuberculosis, and other sexually transmitted diseases; malaria; trachoma; leprosy; diagnostic tests for resource limited settings; eye health; disability; and travel medicine.

### ***Department of Disease Control (Head: Professor Jayne Webster)***

The Department of Disease Control is a multidisciplinary, cross-cutting department, operating in a global context and committed to excellence in research, innovation, learning and engagement. We have an outstanding reputation for internationally competitive research and teaching excellence, with demonstrable impact in the control of diseases, worldwide. Our diverse scientific staff comprises entomologists, epidemiologists, mathematical modellers, geographers, public health engineers, hygiene specialists, social scientists, engineers, statisticians and clinical scientists. We also have a strong team of project administrators, coordinators, managers, and communication specialists, who provide expert support to our research programmes in the UK and overseas. We are a highly collaborative Department, with extensive partnerships and collaborations with researchers from many countries and organisations around the world, as well as internally, with multiple School Departments. Our work cuts across several School Centres such as the Vaccine Centre, the Malaria Centre, Centre for Evaluation

and the MARCH Centre. Our staff play influential roles as consultants and key advisors to organisations including the WHO, CDC, Malaria Consortium, Public Health England, Department of Health, DFID, Bill and Melinda Gates Foundation, the Royal Society, Research Councils, Academy of Medical Sciences, the World Bank, Governments and private sector manufacturers and innovators, amongst many others.

Our range of expertise provides us with an impressive set of tools for addressing the control of diseases that are insect-borne, water-borne or associated with poor hygiene – mostly in low- and middle-income countries. Much of our research is directed at current health policy issues and addressing gaps between policy and practice.

### ***Department of Infection Biology (Head: Professor Chris Drakeley)***

The Department of Infection Biology brings together pathogen molecular biology and immunology and infection research across the School. The Department benefits from state of the art facilities and strong collaborations, many of which are with partners in disease endemic countries. We study the molecular biology and genetics of pathogens and interaction with their hosts, to improve understanding and control of infectious diseases and to understand the complex and dynamic ways by which pathogens modulate virulence and interact with the human host. Such a holistic approach will vastly increase the scope for the rationale of design of long-term intervention strategies to reduce the burden of infectious disease. In recent years such a mission has been significantly enhanced by the availability of whole genome sequences. The Department is involved in several pathogen genome projects, and post genome studies which facilitate understanding of complex parasites. The interpretation and exploitation of this basic information is the platform for numerous new avenues of research on pathogenesis, epidemiology and the evolution of virulence. Our research in immunology and infection centres on analysis of the host response to infection at the molecular, cellular and population levels. The goals are to develop a greater understanding of basic mechanisms of immunological protection versus pathology, and to apply this knowledge to the development of immunological interventions and the identification of correlates of immune status. Our work involves application of state of the art cellular and molecular approaches to the in vitro analysis of pathogen-host cell interactions, to in vivo studies in models, and to the study of immunity at the population level in disease endemic areas. We also conduct translational research for the development and evaluation of diagnostic approaches to identify disease foci and monitor drug resistance.

### ***Teaching***

The School offers 19 one-year full-time taught programmes leading to the Master of Science (MSc) degree of the University of London and the Diploma of the London School of Hygiene and Tropical Medicine (DLSHTM). The Faculty of Infectious and Tropical Diseases runs or contributes substantially to nine of these MSc programmes. In addition, the Faculty is responsible for the three-month Professional Diploma in Tropical Medicine and Hygiene, the Professional Diploma in Tropical Nursing and offers a range of specialist short courses lasting usually one or two weeks. The School offers a further six MSc programmes by Distance Learning, with the Faculty responsible for the MSc Infectious Diseases.

### ***Research Training***

The School offers two doctoral training programmes. The MPhil/PhD degrees are designed for those who wish to go on to a full-time research career. The DrPH is directed

towards those who expect their careers to be more in the practice of public health.

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

##### Assistant Professor

1. To deliver high quality research & scholarship in your field of study, individually and in collaboration with others, by applying for external grants/fellowships from good<sup>1</sup> research funders, publishing peer-reviewed outputs as lead and co-author and evaluating teaching practice;
2. To contribute to doctoral student supervision;
3. To manage research grants and promote and ensure compliance 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;

Within the Impact Evaluation Work Package of the SP-IPTi+ Consortium:

5. To provide senior technical oversight of tool development for household cross-sectional surveys, facility-level malaria surveillance, and parasite clearance and protection studies.
6. To direct development of training guides, field training for household surveys, facility

##### 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<sup>2</sup> research funders, publishing peer-reviewed outputs and generating and securing (where relevant) intellectual property, and evaluating teaching practice;
2. To participate in doctoral student 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, inclusivity and other relevant School policies;
4. To support the development of early-career researchers;

Within the Impact Evaluation Work Package of the SP-IPTi+ Consortium:

5. To provide senior technical oversight of tool development for household cross-sectional surveys, facility-level malaria surveillance, and parasite clearance and protection studies.
6. To direct development of training guides, field training for household

<sup>1</sup> 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

<sup>2</sup> 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

surveillance, and parasite clearance and protection studies.

7. To oversee data cleaning, data analyses and drafting of peer-review manuscripts.
8. Overseas travel is needed during project start-up (up to first 1.5 years) to Cameroon and Cote d'Ivoire (and possibly other locations) and will be determined by project needs and COVID-19. Duration of trips likely to range from 7-10 days.

surveys, facility surveillance, and parasite clearance and protection studies.

7. To oversee data cleaning, data analyses and drafting of peer-review manuscripts.
8. Overseas travel is needed during project start-up (up to first 1.5 years) to Cameroon and Cote d'Ivoire (and possibly other locations) and will be determined by project needs and COVID-19. Duration of trips likely to range from 7-10 days.

## EDUCATION

### Assistant Professor

1. To deliver high quality, inclusive, research-informed teaching and assessment in relation to your specific subject and within the broader area covered by your department/disciplinary field;
2. To contribute to the improvement of the quality and inclusivity of the School's education, by participating in the 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 support educational leadership and management by active participation in selected aspects of the curriculum, as appropriate, and by collaborating with professional services staff, centrally and in the Faculty, in carrying out relevant administrative processes;

### Associate Professor

1. To deliver high quality, inclusive 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 and inclusivity 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;

## INTERNAL CONTRIBUTION

### Assistant Professor

1. To undertake activities that support the Department, Faculty, MRC Unit or School, including Committee membership;

### 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

2. To reflect LSHTM's EDI goals in your work and behaviour;
3. To participate in own PDR and undertake those of others;

- committees and undertake a leadership or administrative role at School/Faculty/Department/MRC Unit level, as appropriate;
3. To proactively demonstrate LSHTM's EDI goals in your work and behaviour;

## EXTERNAL CONTRIBUTION

### **Assistant Professor**

1. To demonstrate good external citizenship by contributing to the external academic community;
2. To promote knowledge translation and enterprise by participating in networks and activities that disseminate research-based knowledge beyond academia;

### **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;

## PROFESSIONAL DEVELOPMENT & TRAINING

### **Assistant 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;

### **Associate 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);
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.*

*[JUL 2021]*

## 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:

#### Assistant Professor

1. A doctoral degree in malaria, infectious disease epidemiology, global health, or related field
2. Expertise in household and facility level survey development and data analysis
3. Contributions as lead 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 at least internationally excellent<sup>3</sup>.
4. Proven ability to work independently, as well as collaboratively as part of a research team, and to meet research deadlines.
5. An understanding of the strategies for improving equity and inclusion in research and/or learning and teaching.
6. Evidence of excellent interpersonal skills, including ability to communicate effectively both orally and in writing.
7. Evidence of good organizational skills, including effective time management.

#### Associate Professor

1. A doctoral infectious disease epidemiology, global health, or related field
2. Expertise in household and facility level survey development and data analysis
3. Experience managing and mentoring junior staff members
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 excellent<sup>4</sup>.
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. An understanding of the strategies for improving equity and inclusion in research and/or learning and teaching.
7. Some experience of doctoral degree

<sup>3</sup> 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

<sup>4</sup> 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

supervision.

8. Proven ability to build collaborative research relationships with external researchers and/or institutions, or industry (where relevant).
9. Evidence of ability to deliver high quality research-informed teaching.
10. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing.

For both positions, overseas travel is needed during project start-up (up to first 1.5 years) to Cameroon and Cote d'Ivoire (and possibly other locations) and will be determined by project needs and COVID-19. Duration of trips likely to range from 7-10 days.

## DESIRABLE CRITERIA

### Assistant Professor

1. Experience of generating research income such as fellowships, and/or small project grants, and/or supporting grant applications of others.
2. Some experience of supervising and supporting junior researchers and/or research degree students, and non-academic staff.
3. Some experience of undertaking teaching and assessment.
4. Demonstrable evidence of promoting inclusion in research and/or learning and teaching
5. A teaching qualification.
6. Experience of working effectively in French and/or Portuguese-language
7. Experience in conducting research and/or implementation studies of malaria chemoprevention strategies in sub-Saharan Africa.
8. Experience using REDCap

### Associate Professor

1. Teaching qualification (or Fellow/ Senior Fellow of HEA).
2. Experience of building and leading a research team.
3. Experience of innovation in teaching delivery and assessment and/or senior teaching management such as Programme Director, Exam Board member, Periodic Review panel member.
4. Demonstrable evidence of improving equity and inclusion in research and/or learning and teaching.
5. Experience of engagement with national and/or international research and/or policy advisory bodies.
6. Experience of working effectively in French and/or Portuguese-language
7. Experience in conducting research and/or implementation studies of malaria chemoprevention strategies in sub-Saharan Africa.
8. Experience using REDCap

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 part-time 14 hours per week, 0.4 FTE and fixed-term until 31 July 2025. The post is funded by Unitaid via Population Services International and is available to start as soon as possible.

The salary will be on the Academic Pathway salary scale Grade 7 in the range £47,405 - £54,267 per annum pro rata or Grade 8 in the range £57,320 - £65,789 per annum pro rata (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 "Wellbeing Days". Membership of the Pension Scheme is available. The post is based in London at the London School of Hygiene & Tropical Medicine.

Applications should be made online 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 appointed. 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](mailto:jobs@lshtm.ac.uk). Please quote reference ITD-DCD-2021-16.

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.*

*This role does not meet the minimum requirements set by UKVI to enable sponsorship under the skilled worker route. Therefore we cannot progress applications from candidates who require sponsorship to work in the UK.*

Date amended: JUL 2021

## Academic Expectations: Assistant 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. A research-focused academic will not be expected to demonstrate the same spread and depth of activities in Education as an Education-focused academic. Vice versa, an Education-focused academic will not be expected to demonstrate the same spread and depth of activities in Knowledge Generation as a research-focused academic. Job descriptions will set out the expected balance between Knowledge Generation and Education.

**Knowledge generation:** *Independent academic with excellent knowledge generation contributions, supporting less experienced colleagues and with growing leadership skills*

### *Research and scholarship*

- Undertaking research individually and as part of a team
- Applying for external grants and/or fellowships primarily from ‘good’<sup>5</sup> research funders; contributing to work packages or elements within a large proposal
- 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 FTE<sup>6</sup>; these salary recovery expectations will be applied flexibly, allowing for individual circumstances and the balance of activities
- Contributing to financial sustainability of research group including exploring opportunities for industry funding for laboratory research
- Contributing as lead and co-author in peer-reviewed and other research 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 at least internationally excellent<sup>7</sup>
- Engaging in other research dissemination including competitively selected oral and poster presentations at leading conferences, invited seminars and talks, and social media contributions such as twitter, blogs, webinars

### *Reflective practice and critical enquiry (RPaCE)*

- Leading RPaCE activities
- Designing evaluation studies
- Disseminating learning and experiences through posters, presentations, articles, social media contributions etc

<sup>5</sup> Good research funders are: Research Councils; Government Departments; NIHR; open competitive calls from UK and overseas charities; Overseas research councils or equivalent including NIH; EU; other agencies (eg industry) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

<sup>6</sup> Exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome)

<sup>7</sup> 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

- Contributing to enhancing teaching practice of others: e.g. mentoring, teaching observation and feedback

#### *Doctoral degree supervision*

- Contributing to doctoral degree supervision<sup>8</sup> of at least one student, working within supervision team(s), supporting timely completions and peer-reviewed outputs
- Contributing to summative assessment processes (e.g. upgrade assessments, pre- and post-viva support for students)

#### *Research management, leadership and support*

- Management of entire research process or significant parts of it, including line and team management, grants management, management of research partner relationships
- Supporting career development of research team members and others (eg informal mentoring, reviewing draft papers, advising on specific issues e.g. statistical issues, methodology)

#### *Professional development referenced to RDF*

- Courses and other development activities, including mid-level management and leadership development

### **Education: Undertaking teaching and assessment, and developing as a researchinformed educator within higher education**

#### *Teaching and assessment*

- Research-informed teaching, supervision and assessment
- Contributions to personal tutoring and/or development of less experienced educators (e.g. as peer-observer for PGCILT; as mentor; through leading staff development activities)
- Participation in programme committees and/or exam boards

#### *Educational development and innovation*

- Contributions to research-informed educational developments and innovations
- Activities aimed at improving some aspect(s) of the student experience, or quality of education programme(s).

#### *Education leadership and management*

- 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)
- Supporting others to provide an excellent student experience and solve significant problems
- Contributions to Education Task & Finish Group, periodic reviews, or similar

#### *Professional development referenced to UKPSF*

- Activities which lead to PGCILT Module 1 or equivalent, and preferably Fellow of HEA or equivalent (expected for education-focused assistant professor); thereafter continuing professional development.
- Activities that support professional development as an educator (e.g.

<sup>8</sup> Students registered external to the School can be included (subject to agreement of DDDC/FDDD) where these fulfil capacity-building aims, support important research collaborations, or are a result of a recent move to the School.

training/educational studies, work-shadowing, use of feedback from students/colleagues)

***Internal contribution: Contributions to School functioning and development***

*Internal citizenship including contributing to supportive academic environment*

- Engagement in any one year in at least one of: Senate or Senate subcommittee, Ethics Committees, MRC Unit, Faculty and Departmental committees; MRC Unit, Department, Faculty, School, Centre events or special interest groups including EDI related committees and networks; support to external collaborations/partnerships (beyond own research or education role)
- Taking on role as Digital Champion or Decolonising the Curriculum facilitator
- Support to others' success (eg involvement in School mentoring scheme)

*School leadership and management roles*

- Not expected

***External contribution: Contribution beyond the School***

*External citizenship*

- Membership of society/conference committees
- Journal, book and/or grant reviews
- Invited presentations

*Knowledge translation and enterprise: options include:*

- Exploiting research-based knowledge beyond academia, e.g. through IP exploitation, consultancies
- Participation in and development of 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
- Collecting evidence of research impact for impact case studies
- Supporting public engagement including MOOCs/OERs or other educational outreach



## 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. A research-focused academic will not be expected to demonstrate the same spread and depth of activities in Education as an Education-focused academic. Vice versa, an Education-focused academic will not be expected to demonstrate the same spread and depth of activities in Knowledge Generation as a research-focused academic. Job descriptions will set out the expected balance between Knowledge Generation and Education.

**Knowledge generation:** *Excellent contributions to knowledge generation, effective support to doctoral degree students, and effective leadership and management of knowledge generation and support to others' success*

### *Research and scholarship*

- Research grant portfolio from good<sup>9</sup> research funders (PI, CoI 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 FTE<sup>10</sup>; 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 and other research 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<sup>11 12</sup>; 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

### *Reflective practice and critical enquiry (RPaCE)*

- Leading elements of RPaCE and considering their impact in broader context
- Designing evaluation studies
- Disseminating learning and experiences through presentations, articles etc

<sup>9</sup> Good research funders are: Research Councils; Government Departments; NIHR; open competitive calls from UK and overseas charities; Overseas research councils or equivalent including NIH; EU; other agencies (eg industry) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

<sup>10</sup> exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome)

<sup>11</sup> 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

<sup>12</sup> Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs

- Leading on initiatives to enhance teaching practice of others: e.g. programme review

#### *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 and others (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)

### ***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 development<sup>13</sup>

#### *Education leadership and management*

- A leadership role in Education <sup>14</sup>
- Contributions to education strategies, policies and development through committees, forums or review groups

<sup>13</sup> e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation

<sup>14</sup> For example, Programme Director/deputy, Admissions Tutor, leadership role within collaborative education programme with other institution(s), representing Programme Directors'/Module Organisers' Forum on SLTC, member/Chair of Education Task & Finish Groups, Exam Board Chair/Deputy

<ul style="list-style-type: none"> <li>• 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</li> </ul> <p><i>Professional development referenced to UKPSF</i></p> <ul style="list-style-type: none"> <li>• Working towards fulfilling the criteria for Senior Fellow HEA through ongoing commitment to professional development activities</li> </ul>
<p><b>Internal contribution: Contributions to School functioning and development</b></p>
<p><i>Internal citizenship including contributing to supportive academic environment</i></p> <ul style="list-style-type: none"> <li>• Engagement in: Council; Senate or Senate subcommittees; Ethics, Biological Safety, AWERB and other safety committees;</li> <li>• 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; significant contributions to EDI related committees, networks and roles</li> <li>• Contributing to success of those outside immediate research group and to flourishing academic environment (eg contributing to research proposal reviews and mock interview panels, mentoring both within formal scheme and informally) to help develop and motivate colleagues</li> </ul> <p><i>School leadership and management roles</i></p> <ul style="list-style-type: none"> <li>• ADoE, TPD, FRDD, DRDC, Centre Director/Deputy Director or theme leader, safety officer roles, Chair of Faculty or School committees</li> <li>• Supporting School partnerships (beyond own specific research activities)</li> </ul>
<p><b>External contribution: Broad engagement in activities beyond the School</b></p>
<p><i>External citizenship</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><i>Knowledge translation and enterprise</i></p> <ul style="list-style-type: none"> <li>• Exploiting research-based knowledge beyond academia, e.g. through IP exploitation, consultancies</li> <li>• 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</li> <li>• Documenting impact of research and helping prepare impact case studies</li> <li>• Supporting public engagement including MOOCs/OERs or other educational outreach</li> </ul>