

# ASSOCIATE PROFESSOR OR PROFESSOR

LONDON  
SCHOOL of  
HYGIENE  
& TROPICAL  
MEDICINE



<b>Job Title:</b>	<b>Associate Professor or Professor in Maternal Health or Maternal &amp; Newborn Health</b>
<b>Department:</b>	Infectious Disease Epidemiology
<b>Faculty:</b>	Epidemiology and Population Health
<b>Location:</b>	London
<b>FTE:</b>	1 FTE
<b>Grade:</b>	Associate Professor Grade 8 or Professor Band C
<b>Accountable to:</b>	Accountable to: Dean of Faculty through Head of Department
<b>Job Summary:</b>	<p>Applicants are invited from all substantive areas in maternal or maternal &amp; newborn health (MNH) research, and we welcome strong proposals for focal areas which build on our current portfolio or develop exciting new avenues for the next phase of the Group's evolution. Examples of such topics include 1). innovation in metrics and broader data science for MNH, including for example the use of machine learning techniques; 2). health services research in MNH including quality improvement, impact evaluation or implementation science; 3) research on climate change &amp; MNH; and 4). health improvement in emergency or fragile settings.</p> <p>Given the current number of newborn health academics in the Group, we particularly welcome applicants with a strong maternal focus or on maternal &amp; newborn health. All relevant methodological or professional backgrounds, including clinicians, are of interest, and an appointee who has an interest in cross-learning on MNH between diverse settings would help the Group to develop its potential for UK and European research and collaboration alongside its work in low- and middle-income countries.</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 ShanghaiRanking'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 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 Elizabeth Allen.

## DEPARTMENTAL INFORMATION

**Department of Infectious Disease Epidemiology (IDE)** conducts research on the epidemiology and control of infectious diseases of public health importance. It also conducts research on maternal and neonatal health. Work is carried out in low-, middle- and high-income 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 randomized controlled trials to test the impact of specific preventive and curative interventions.

The Heads of Department are Professor Katherine Fielding and Professor Richard White.

### **The Maternal and Newborn Health Group**

The Maternal and Newborn Health Group (MNHG) is situated in the Department of Infectious Disease Epidemiology in the Faculty of Epidemiology and Population Health at LSHTM. The group currently includes 44 academic staff, and 21 doctoral students.

Improving the health and survival of women and their newborns during and after pregnancy has long been a research priority globally, and one to which LSHTM has contributed to since its inception over a 120 years ago. During this long period, the topics and geography of focus as well as the research methods have shifted and evolved enormously, and the current MNHG in IDE reflects this process – both in its composition and its aspirations for the next decade and beyond. From a small nucleus created in the late 1980s, the Group has expanded well beyond its initial focus on the epidemiology of maternal health, and particularly metrics to assess levels, trends and differentials. Most notably, there is now a strong programme of research on newborn health and on stillbirths, and the disciplinary range is broader, reflecting the crucial importance of mixed methods of enquiry for MNH improvement, including epidemiologists, social scientists, clinicians, medical statisticians, health economists, behavioural scientists, demographers and anthropologists. These members of the MNHG also play an important part in highly-successful Centre for Maternal, Adolescent, Reproductive and Child Health (MARCH) at LSHTM, which facilitates strong connections with MNH researchers in other Faculties at the School and with those focused-on child and adolescent health.

Our outstanding international reputation for innovative, high quality research and teaching continues to be evidenced in numerous ways, such as in high-ranking publications, in influencing global initiatives, in the recent invitation to create a new MSc in Sexual and Reproductive Health, in a steady grant income, and in our established partnerships with LMICs. LSHTM's strong commitment to MNH research and its long-standing confidence in the Group have created the exciting opportunity to make a strategic appointment for a new Associate Professor/Professor in Maternal Health or Maternal & Newborn Health.

Applicants are invited from all substantive areas in maternal or maternal & newborn health research, and we welcome strong proposals for focal areas which build on our current portfolio or develop exciting new avenues for the next phase of the Group's evolution. Examples of such topics include 1). innovation in metrics and broader data science for MNH, including for example the use of machine learning techniques; 2). health services research in MNH including quality improvement, impact evaluation or implementation science; 3) research on climate change & MNH; and 4). health improvement in emergency or fragile settings.

Given the current number of newborn health academics in the Group, we would particularly welcome applicants with a strong maternal focus or on maternal & newborn health. All relevant methodological or professional backgrounds, including clinicians, are of interest, and an appointee who has an interest in cross-learning on MNH between diverse settings would help the Group to develop its potential for UK and European research and collaboration alongside its work in LMICs.

The ideal candidate would have a doctoral degree in epidemiology, health services research, behavioural science, health economics, social science, or another discipline relevant to maternal or maternal & newborn health. They would also be a dynamic advocate for MNH, have a strong track record of collaboration & grant funding, an excellent publication record, and established expertise in the application of at least one core research method to the improvement of maternal or maternal & newborn health in LMICs.

The Head of Group is Professor Wendy J Graham.

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. Besides MARCH, these include but are not limited to the Centre for Climate Change and Planetary Health, the Health in Humanitarian Crises Centre, the Centre for Evaluation and the Centre for Antimicrobial Resistance. The two MRC Units in The Gambia and Uganda have also recently transferred to LSHTM, widening opportunities to collaborate overseas. From their base in MNHG, the post holder will therefore have the opportunity to collaborate with world class experts from multiple disciplines, developing solutions to the challenges of MNH improvement.

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 good<sup>1</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

##### **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 and evaluating teaching practice;
2. To oversee and participate in doctoral student supervision and examination;
3. To demonstrate research leadership and promote and ensure compliance of self and others with good practice in relation to the

<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

- conduct of research, the ethics policy, inclusivity, and other relevant School policies;
- 4. To support the development of early-career researchers;
  - 5. To contribute to the broadening of the funding portfolio for maternal or maternal & newborn health research at LSHTM, including applications to philanthropic sources.
- conduct of research, the ethics policy, inclusivity, and other relevant School policies;
- 4. To lead on, monitor and advance, the development of early-career researchers;
  - 5. To enable the broadening of the funding portfolio for maternal or maternal & newborn health research at LSHTM, including applications to philanthropic sources

## EDUCATION

### **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;

### **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 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 taking responsibility for a specific element of the faculty's education portfolio;

## 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

### **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, MRC Unit or Centre and School committee

<p>administrative role at School/Faculty/Department/MRC Unit level, as appropriate;</p> <p>3. To proactively demonstrate LSHTM's EDI goals in your work and behaviour;</p>	<p>roles as appointed, and by supporting activities that ensure a vibrant, supportive and productive academic environment;</p> <p>3. To proactively demonstrate LSHTM's EDI goals in your work and behaviour;</p>
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## EXTERNAL CONTRIBUTION

### Associate Professor

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

### Professor

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

## PROFESSIONAL DEVELOPMENT & TRAINING

### Associate Professor

1. 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;

### 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:**

#### **Associate Professor**

#### **Professor**

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|---|---|
| <ul style="list-style-type: none"><li>1. A doctoral degree in epidemiology, health services research, behavioural science, health economics, social science, or another discipline relevant to maternal or maternal &amp; newborn health.</li><li>2. Established expertise in the application of at least one core research method to the improvement of maternal or maternal &amp; newborn health in LMICs.</li><li>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).</li><li>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>2</sup>.</li><li>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.</li><li>6. An understanding of the strategies for improving equity and inclusion in</li></ul> | <ul style="list-style-type: none"><li>1. A doctoral degree in epidemiology, health services research, behavioural science, health economics, social science, or another discipline relevant to maternal or maternal &amp; newborn health.</li><li>2. Established expertise in the application of at least one core research method to the improvement of maternal or maternal &amp; newborn health in LMICs.</li><li>3. Proven ability to obtain research funding from major funders, including salary recovery, and manage a significant portfolio of research projects.</li><li>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 leading<sup>3</sup>; supporting members of own research team to also meet their expectations for outputs.</li><li>5. Clear vision of a future research agenda.</li><li>6. An understanding of the strategies for improving equity and inclusion in research and/or learning and teaching.</li></ul> |
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<sup>2</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>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

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|---|--|
| <p>research and/or learning and teaching.</p> <p>7. Some experience of doctoral degree supervision.</p> <p>8. Proven ability to build collaborative research relationships with external researchers and/or institutions, or industry (where relevant).</p> <p>9. Evidence of ability to deliver high quality research-informed teaching.</p> <p>10. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing.</p> | <p>7. Experience of leading and managing research teams.</p> <p>8. Evidence of ability to deliver high quality research-informed teaching at post-graduate level and supervise doctoral students to successful completion.</p> <p>9. Substantial evidence of recognition within external research community.</p>   |
| <p>11. To contribute to the broadening of the funding portfolio for maternal or maternal &amp; newborn health research at LSHTM, including applications to philanthropic sources.</p> <p>12. Experience of maternal or maternal &amp; newborn health collaborative research across more than one country and health systems context to enable cross-learning.</p>   | <p>10. To enable the broadening of the funding portfolio for maternal or maternal &amp; newborn health research at LSHTM, including applications to philanthropic sources.</p> <p>11. Substantial experience of maternal or maternal &amp; newborn health collaborative research across a diverse range of country and health systems contexts to enable cross-learning.</p> |

## DESIRABLE CRITERIA

### **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.

### **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. 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 maternal or maternal & newborn health collaborative research in

high-income settings.

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 open ended. The salary will be on the Academic scale, Associate Professor Grade 8, £57,320 - £65,789 or Professor Band C in the range £65,918 - £70,741 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 "Wellbeing 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 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).

Informal enquiries concerning the post may be directed to Professor Wendy J Graham, Head of the MNH Group ([wendy.graham@lshtm.ac.uk](mailto:wendy.graham@lshtm.ac.uk)) or to Professor Richard White or Professor Katherine Fielding, co-heads of IDE ([ide\\_hod@lshtm.ac.uk](mailto:ide_hod@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 Sponsorship and eligibility to work in the UK, can be found at:  
<https://www.gov.uk/guidance/immigration-rules/immigration-rules-appendix-skilled-worker>

Date amended: JUL 2021

## 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>4</sup> research funders (PI, Col 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>5</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>6</sup> <sup>7</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>4</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>5</sup> exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome)

<sup>6</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>7</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>8</sup>

*Education leadership and management*

- A leadership role in Education<sup>9</sup>
- Contributions to education strategies, policies and development through committees, forums or review groups

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

<sup>9</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

- 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 including contributing to supportive academic environment*

- 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; significant contributions to EDI related committees, networks and roles
- 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

*School leadership and management roles*

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

***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. 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:*** Activities that maintain strong international profile and reputation with substantial and significant contributions to knowledge; contributions to others' success

### *Research and scholarship*

- Substantial programme of research supported by 'good'<sup>10</sup> 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 FTE<sup>11</sup>; 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 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 internationally excellent and/or world leading<sup>12 13</sup>; 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

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

- Developing institutional strategies for RPaCE, and considering their impact in relation to institutional development and beyond
- Leading strategies across a Faculty/Unit or LSHTM that enhance teaching practice of others: eg mentoring, inclusive teaching, use of new technologies, peer observation, assessment and feedback

<sup>10</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>11</sup> 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

<sup>12</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>13</sup> Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs

- Evaluating the impact of these strategic approaches
- Disseminating their outcomes through external presentations, articles etc

*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
- Contributions to success of research group members (eg providing development opportunities; helping them build their external network)

*Professional development referenced to RDF*

- Senior management development and other development activities

***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 development<sup>14</sup>

*Education leadership and management*

- Evidence of external influence of work e.g. through acknowledgement and invitations to advise or collaborate
- Leadership roles in Education<sup>15</sup>
- Contributions to education strategies and policies through committees, forums or review groups

*Professional development referenced to UKPSF*

- Senior Fellow HEA or Working towards Principal Fellow HEA through ongoing commitment to professional development activities expected for education-focused applicant

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

<sup>15</sup> e.g. Programme Director/deputy, leadership role within collaborative education programme with other institution(s), Exam Board Chair/Deputy, representing Programme Directors'/Module Organisers' Forums on SLTC, member/Chair of Education Task & Finish Group,

***Internal contribution: Significant contributions to School functioning and development******Internal citizenship including contributing to supportive academic environment***

- Activities that support MRC Unit, Department, Faculty or School goals, including leading relationships with School partners
- Serving on Council, Senate and its sub-committees; chairing Ethics, Biological Safety, AWERB and other committees; contributing to the Doctoral College; serving on School interview panels and committees; supporting broader education and doctoral degree processes;
- Significant contributions to leading/supporting EDI-related activities
- Activities that help ensure a vibrant, productive and supportive academic environment and contribute to success of those outside immediate research group (eg contributing to research proposal reviews and mock interview panels; involvement in School mentoring scheme; organising events)

***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)

***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