

# ASSOCIATE PROFESSOR OR PROFESSOR



<b>Job Title:</b>	<b>Associate Professor(s) or Professor(s) of Infectious Disease Epidemiology x2</b>
<b>Department:</b>	Infectious Disease Epidemiology
<b>Faculty:</b>	Epidemiology and Population Health
<b>Location:</b>	London or an existing LSHTM field research unit
<b>FTE:</b>	1.0 (part-time appointments will be considered)
<b>Grade:</b>	Associate Professor Grade 8 or Professor Band C
<b>Accountable to:</b>	Head, Vaccine, Outbreaks and Humanitarian Crises Group
<b>Job Summary:</b>	<p>The Department of Infectious Disease Epidemiology is seeking to make 1-2 strategic appointments for infectious disease epidemiologists with practical field expertise, to lead research on the growing landscape of infectious disease threats worldwide, in particular in low-income countries. The post-holder(s) will initiate and lead collaborative high-quality field research programmes or projects, which may be focused on a specific disease (e.g. tuberculosis; pneumonia; dengue), a typology of infections (e.g. zoonotic; climate-driven) or a control strategy (e.g. vaccines; case finding and chemoprophylaxis).</p> <p>The postholder(s) will engage with and promote established and novel methods in infectious disease epidemiology, including teaching on MSc modules within the Faculty. As the Principal Investigators of research projects, the postholder(s) will manage and mentor early-career staff and supervise research degree students. The posts will sit within the Vaccine, Outbreaks and Humanitarian Crises group of the Department of Infectious Disease Epidemiology.</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.

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

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

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

The Dean of Faculty is Professor Elizabeth Allen.

## THE DEPARTMENT

**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 VACCINES, OUTBREAKS AND HUMANITARIAN CRISES GROUP

The Vaccines, Outbreaks and Humanitarian Crises (VOHC) Group is one of the four subdivisions of the Department of Infectious Disease Epidemiology, and consists of approximately 60 staff who work on a varied range of public health problems, with a general focus on infectious diseases in low-income settings and/or otherwise vulnerable populations. Specific teams within VOHC include the Vaccine Confidence project, the UK Rapid Support Team (which, jointly with Public Health England, respond to epidemics and emerging infectious diseases worldwide), and field teams based in Kenya and Ethiopia that study the epidemiology of vaccine-preventable diseases and explore improved vaccination strategies.

The VOHC group is led by Professor Francesco Checchi.

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 conduct of research, the ethics policy, inclusivity, and other relevant School policies;
4. To support the development of early-career researchers;
5. To explore and divulge the use of established and novel methods in infectious disease epidemiology through methodologically focused research projects and/or applications of methods to disease-focused projects;
6. To actively initiate research to prevent or respond to emergent infectious disease threats (e.g. new pandemic agents) by rapidly initiating collaborative work with other LSHTM and external academics, field practitioners and/or policy actors;

##### 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 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 explore and divulge the use of established and novel methods in infectious disease epidemiology through methodologically focused research projects and/or applications of methods to disease-focused projects;
6. To actively initiate research to prevent or respond to emergent infectious disease threats (e.g. new pandemic agents) by rapidly initiating collaborative work with other LSHTM and external academics, field practitioners and/or policy actors.
7. To deliberately design and manage equitable

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<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

7. To deliberately design and manage equitable research partnerships and collaborations so as to help address power imbalances between high-income and low- and middle-income country (or UK community) actors as well as research participants, and promote the perspectives, interests and professional development and capacity of researchers and stakeholders in the settings where studies take place.

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8. To initiate and lead large-scale, multidisciplinary research programmes involving complex networks of internal and external collaborators, which may include working within existing or establishing new field research units.

## 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;
4. To help review and update the methodological content of existing and/or new epidemiology modules;
5. If the occasion arises, to initiate or support the creation of non-formal learning offers, such as MOOCs or focused capacity

### **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;
4. To help develop new epidemiology modules if such a need is perceived, and review and update the methodological content of existing modules;
5. If the occasion arises, to initiate or support the creation of non-formal learning offers, such as MOOCs or focused capacity

development opportunities for mature learners.

development opportunities for mature learners;

6. Support the exploration and establishment of potential external partnerships with external actors (e.g. low-income country universities) for joint delivery of teaching content.

## INTERNAL CONTRIBUTION

### Associate Professor

1. To demonstrate good internal citizenship by undertaking PDRs and promoting staff development, and by participating in the recruitment, mentoring and support of more junior colleagues as appropriate;
2. To participate in the activities of School committees and undertake a leadership or administrative role at School/Faculty/Department/MRC Unit level, as appropriate;
3. To proactively demonstrate LSHTM's EDI goals in your work and behaviour;

### 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 roles as appointed, and by supporting activities that ensure a vibrant, supportive and productive academic environment;
3. To proactively demonstrate LSHTM's EDI goals in your work and behaviour;

## EXTERNAL CONTRIBUTION

### Associate Professor

1. To demonstrate good external citizenship by linking with and supporting appropriate external organisations;
2. To promote knowledge translation and enterprise by exploiting academic knowledge beyond academia;
3. To exercise thought leadership in both methodological and disease-specific arenas by helping to disseminate research knowledge to non-technical audiences, and by taking part in advisory groups and normative bodies.

### Professor

1. To demonstrate good external citizenship by initiating and building the School's links with appropriate external and international organisations, supporting School fund-raising and development activities and maintaining a strong national and international profile;
2. To promote knowledge translation and enterprise by exploiting academic knowledge beyond academia;
3. To exercise thought leadership in both methodological and disease-specific arenas by helping to disseminate research knowledge to non-technical audiences, and by taking part in advisory groups and normative bodies.

## 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

1. A doctoral degree in Epidemiology, Medical statistics, Public health or a related field.
2. Research expertise in at least one of the following: (i) drivers of infectious disease emergence or re-emergence (e.g. multidrug resistance), including large-scale social changes, climate crisis, ecological degradation or encroachment of humans on land increasing contact with animals; (ii) epidemiology and control of one or more common, high-burden infections (e.g. tuberculosis, vaccine-preventable diseases).
3. A consistent and significant track record of attracting research grant income, including salary recovery, from major research funders (PI, co-PI or leadership within a large proposal such as work-package lead).
4. A track record of contributions as lead and co-author to peer-reviewed outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 5 years that are at least internationally excellent<sup>2</sup>.
5. Proven ability to work independently, as well as collaboratively as part of a research team, including experience of

#### Professor

1. A doctoral degree in Epidemiology, Medical statistics, Public health or a related field.
2. Internationally recognised research expertise in at least one of the following: (i) drivers of infectious disease emergence or re-emergence (e.g. multidrug resistance), including large-scale social changes, climate crisis, ecological degradation or encroachment of humans on land increasing contact with animals; (ii) epidemiology and control of one or more common, high-burden infections (e.g. tuberculosis, vaccine-preventable diseases).
3. Proven ability to obtain research funding from major funders, including salary recovery, and manage a significant portfolio of research projects.
4. Excellent track record of publishing as lead, senior and co-author in peer-reviewed outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 5 years which are internationally excellent and/or world leading<sup>3</sup>; supporting members of own research team to also meet their expectations for outputs.

<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

- 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 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.
  11. Thorough understanding of different types of infectious diseases, transmission dynamics and host-pathogen interactions, including immunity and vaccinology;
  12. Demonstrable track-record of conducting methodologically rigorous and innovative research to advance or validate specific methods in infectious disease epidemiology, and/or showcase their application;
  13. Demonstrable experience in organising and implementing all aspects of field research, from design to completion of data collection; Demonstrable track record of successfully collaborating with and upholding the interests of researchers and other stakeholders from low- and middle-income countries and/or deprived communities in the UK.

5. Clear vision of a future research agenda.
6. An understanding of the strategies for improving equity and inclusion in research and/or learning and teaching.
7. Experience of leading and managing research teams.
8. Evidence of ability to deliver high quality research-informed teaching at post-graduate level and supervise doctoral students to successful completion.
9. Substantial evidence of recognition within external research community.
10. Thorough understanding of different types of infectious diseases, transmission dynamics and host-pathogen interactions, including immunity and vaccinology
11. Demonstrable track record of conducting methodologically rigorous and innovative research, with examples of research to advance or validate specific methods in infectious disease epidemiology, and/or showcase their application;
12. Demonstrable experience in organising and implementing all aspects of field research, from design to completion of data collection; Demonstrable track record of successfully collaborating with and upholding the interests of researchers and other stakeholders from low- and middle-income countries and/or deprived communities in the UK.

## DESIRABLE CRITERIA

### Associate Professor

1. Teaching qualification (or Fellow/ Senior Fellow of HEA).
2. Experience of building and leading a

### Professor

1. Evidence of ability to forge productive, long-term collaborative research relationships.
2. Experience of innovation in teaching

- 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. Where relevant, lived experience in the settings that the role holder's research will take place in or seek to affect.
  7. Previous experience of teaching infectious disease epidemiology to MSc and/or other post-graduate students.
  8. Ability to work effectively in at least one widely used foreign language (e.g. Ki-Swahili, Arabic, French, Urdu, Hindi, Spanish).

- 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. Where relevant, lived experience in the settings that the role holder's research will take place in or seek to affect.
  7. Previous experience of teaching infectious disease epidemiology to MSc and/or other post-graduate students.
  8. Ability to work effectively in at least one widely used foreign language (e.g. Ki-Swahili, Arabic, French, Urdu, Hindi, Spanish).
  9. Evidence of ground-breaking scientific work to elucidate the present burden, epidemiology and/or epidemic potential of an infectious disease or factor driving the burden of infection(s) that was previously insufficiently described.

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(s) 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 Francesco Checchi, Head of the Vaccine, Outbreaks and Humanitarian Crises group ([francesco.checchi@lshtm.ac.uk](mailto:francesco.checchi@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